2024-25
ANNUAL
SCHOOL CENSUS

Punjab's Public Education:
Key Trends & Insights

PMIU – PESRP
SCHOOL EDUCATION DEPARTMENT, PUNJAB

PROGRAMME MONITORING & IMPLEMENTATION UNIT
PUNJAB EDUCATION SECTOR REFORM PROGRAMME

SCHOOL EDUCATION DEPARTMENT
GOVERNMENT OF THE PUNJAB

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2024-25

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Key Trends & Insights

This is the Annual School Census Report 2024-25 based on data of School Information System (SIS).

The Annual School Census Report **2024-25** is also available at w w w . p e s r p . e d u . p k

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Acronyms

ASC	Annual School Census
ASPIRE	Actions to Strengthen Performance for Inclusive & Responsive Education
B-Form	Birth-Form/Child Registration Certificate
B. Ed.	Bachelor of Education
BS. Ed.	Bachelor of Science in Education
CT	Certificate of Teaching
DSF	Data Standardization Framework
ECCE	Early Childhood Care and Education
EMIS	Education Management Information System
ESTs	Elementary School Teachers
GoPb	Government of Punjab
H.Sec./HSS	Higher Secondary School
HMs	Head Masters
IBAN	International Bank Account Numbers
ICT Tools	Information Communication Technology Tools
M. Ed.	Master of Education
MS. Ed.	Master of Science in Education
NADRA	National Databases and Registration Authority
NGOs	Non-Governmental Organizations
NSB	Non-Salary Budget
PEIMA	Punjab Education Initiatives Management Authority
PHCIP	Punjab Human Capital Investment Project
PITB	Punjab Information Technology Board
PMIU	Programme Monitoring and Implementation Unit
PSTs	Primary School Teachers
PTC	Primary Teaching Certificate
SCRP	School Construction and Rehabilitation Program
SED	School Education Department
SIS	School Information System
sMosque	Mosque (Masjid/Maktib) School
SSs	Subject Specialists
SSSs	Senior Subject Specialists
SSTs	Secondary School Teachers
TALEEM	Transformation in Access, Learning, Equity, and Education Management

Acknowledgments

Our deepest gratitude is reserved for the School Education Department, Government of the Punjab, whose consistent guidance and unwavering support were pivotal throughout the entire process. Their leadership and commitment have been the cornerstone of this successful endeavor, ensuring that every phase, from data collection to quality assurance and completion of this report was executed flawlessly.

We express our sincere gratitude to all those who contributed to the successful completion of the Annual School Census 2024-25. Our heartfelt thanks are due to the Senior Data Processors, as well as to the Officials of District Education Authorities for their steadfast support during both the data collection and quality assurance phases.

We gratefully acknowledge the leadership of PMIU-PESRP for their continuous guidance and facilitation throughout the census, and the support staff of PMIU-PESRP for their invaluable assistance. We also recognize the Government of the Punjab and our education partners for their generous financial contributions that made this effort possible. The collective dedication and teamwork of all stakeholders have not only ensured the success of this census but have also strengthened our shared commitment to delivering quality education for every child in Punjab.

Programme Monitoring and Implementation Unit (PMIU)
School Education Department, Government of the Punjab

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Executive Summary

The Annual School Census (ASC), conducted via the School Information System (SIS), relies on self-reported information from schools, typically school-level data submitted by head teachers. For the current year 2024-25, the ASC was conducted in December 2025. The availability of tablets in all public schools has ensured the electronic collection of reliable information in the shortest possible time.

The Annual School Census is conducted each year to gauge the educational infrastructure developments in Punjab. It captures data on student enrollment, school infrastructure, availability and strength of teaching and non-teaching staff, as well as the availability of facilities such as drinking water, electricity, toilets, boundary walls, libraries, labs, and ICT-based equipment. The census provides a comprehensive overview of schools across Punjab.

The School Education Department in Punjab operates the largest network of public schools in Pakistan, with a total of 42,873 operational schools. Of these, 26,739 are primary schools, 7,217 middle schools, 8,079 high schools, and 827 higher secondary schools. District Rahim Yar Khan has the highest number of schools (2,407). The School Education Department manages schools through various arrangements, including 28 schools under Daanish & Centers of Excellence managed under the Danish Schools Authority.

There are 10,528,093 students enrolled in these schools, with 5,483,331 girls and 5,044,762 boys.

Of these, 2,614,999 students are enrolled in middle classes, 6,437,020 in primary, and 1,476,074 in 9th to 12th grades. District Faisalabad has the highest enrollment (732,615), while District Hafizabad has the lowest (129,638).

The School Education Department has placed significant emphasis on Early Childhood Care and Education (ECCE) as a strong foundation for young learners. Currently, there are 24,946 classrooms dedicated to ECCE students, making a substantial contribution to early childhood education. This expansion reflects the department's commitment to early childhood development, recognizing its critical role in shaping cognitive, social, and emotional development of children.

Currently, 320,713 teachers are teaching in these 42,873 schools, with a sanctioned strength of 428,150 teachers. Among these teachers, 181,471 are female and 139,242 are male. In terms of educational qualifications, 43,127 teachers hold an MPhil degree and 988 possess a PhD. This highly qualified teaching force underscores the School Education Department's dedication to ensuring that students receive instruction from well-educated and trained professionals.

The overall trend in enrollment numbers has increased over the years, while the number of teachers has decreased from 377,885 in 2019 to 320,713 in 2024.

The School Education Department has prioritized the construction of classrooms through various means, including assistance from international donors. There are a total of 269,010 fully functional classrooms in these schools. The student-teacher ratio and classroom environment indicate a strong focus on providing students with an adequate learning environment. In primary schools, the ratio is 35 students per classroom; in middle schools, it is 34 students per classroom; in high schools, it is 42 students per classroom and in higher secondary schools, it is 45 students per classroom.

The provision of basic facilities in Punjab schools has seen significant improvements, with schools having access to essential amenities such as drinking water (99.1%), electricity (99.1%), and toilet facility (99.9%). The number of toilets has also increased in public schools, with a student-to-toilet ratio of 30:1 in primary schools, 44:1 in middle schools, 54:1 in high schools, and 57:1 in higher secondary schools.

Punjab Daanish Schools & Centers of Excellence Authority, comprising 28 institutions, serve 31,428 students with support from 1,168 teachers. The Punjab Education Foundation (including PSRP Phase-I) oversees 13,459 students, catering to 3,328,250 students and supported by 117,666 teachers. The Punjab Education Initiative Management Authority (PEIMA) manages 4,276 primary schools, nurturing 580,334 students and supported by 21,374 teachers, with a balanced enrollment of 291,966 boys and 288,368 girls.

The Programme Monitoring and Implementation Unit (PMIU) plays a crucial role in monitoring the school system to evaluate its effectiveness and track changes over time. Providing comprehensive data that is invaluable to a wide range of stakeholders, including government entities, data helps practitioners understand past trends, identify strengths and weaknesses, and serves as evidence for developing and improving existing education systems. The ASC data plays a pivotal role in shaping policy development, implementing programs, and fostering innovation in education.

Message from the
Honourable Minister
of School Education Department

Education remains the foundation of progress for our nation. Through education, we empower our youth with the knowledge and skills needed to overcome the challenges of today and shape a brighter tomorrow.

Despite significant strides, the challenge of 9.6 **million Out-of-School Children (OOSC)** in Punjab continues to demand our urgent attention. In an environment of limited financial resources, effective planning and strategic investment are crucial to ensure that every rupee spent delivers maximum impact.

The **Annual School Census 2024-25** provides us with a critical resource to guide our planning and implementation. By utilizing this data, we can design and execute targeted interventions that directly address our challenges and deliver measurable improvements in access, quality, and equity.

I extend my heartfelt appreciation to all stakeholders who contributed to the preparation of this report. Your commitment and hard work have generated invaluable insights that will help shape the future of education in Punjab.

The Government of the Punjab remains steadfast in its resolve to provide quality education to every child, regardless of their background or circumstances. Together, let us renew our pledge to build a stronger, more prosperous future for the children of Punjab.

RANA SIKANDAR HAYAT
Minister for School Education
Government of the Punjab

Message from the
Secretary
of School Education Department

Punjab's education sector faces diverse and complex challenges, with glaring disparities in facilities and resources across districts. Addressing these challenges requires innovation, commitment, and above all, reliable data to guide our decisions.

We are pursuing a multifaceted strategy to enhance the efficiency of the education system, exploring models such as direct management and public-private partnerships in school governance and teacher education. Yet, for such strategies to succeed, they must be grounded in **evidence-based planning**—and this is where the Annual School Census plays a critical role.

The **Annual School Census 2024–2025** serves as the cornerstone of informed decision-making. It provides us with accurate and timely data that allows for precise estimations, formulation of targeted policies, and development of practical solutions. Importantly, it helps us align Punjab's education reforms with international commitments, including **Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.**

As we move forward, let us reaffirm our commitment to data-driven decision-making, ensuring that every initiative we undertake contributes meaningfully to our shared vision of providing inclusive, equitable, and high-quality education to all children in Punjab.

KHALID NAZIR WATTOO
Secretary, School Education Department
Government of the Punjab
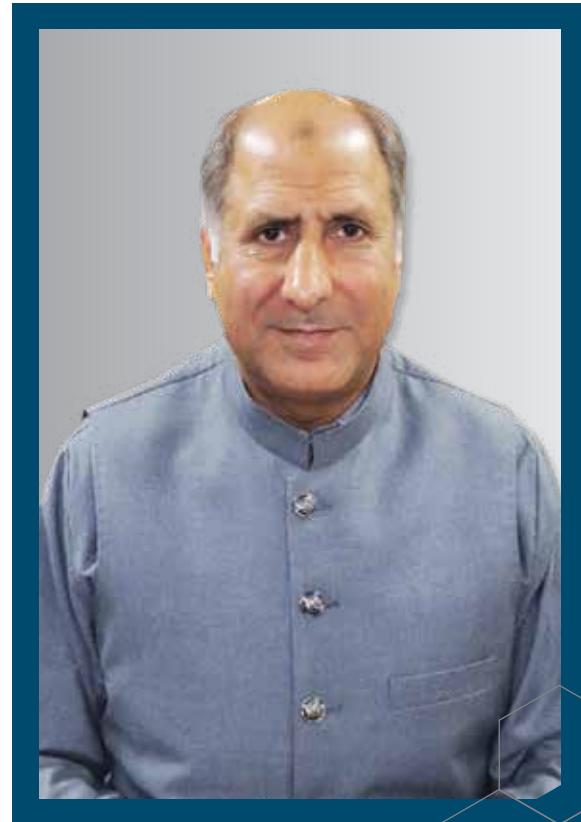
MESSAGES
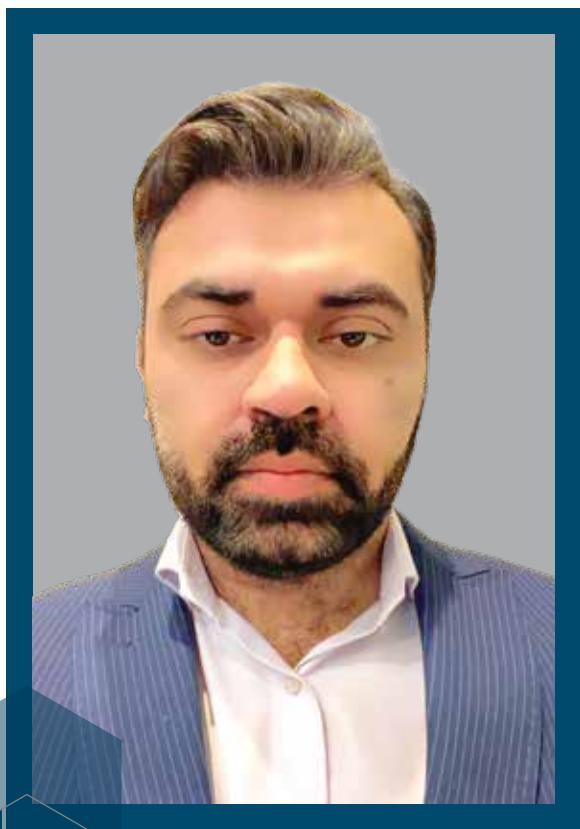
Message from the
Programme Director
of PMIU - PESRP

Reliable data is the backbone of effective planning and a prerequisite for strengthening service delivery in public education. Regular collection, analysis, and use of processed information are vital for policymakers and education leaders striving to achieve meaningful reform.

At PMIU-PESRP, we remain firmly committed to evidence-based policy planning. The **Annual School Census (ASC) 2024-25** provides us with a strong foundation to plan, implement, and monitor initiatives across Punjab. The inclusion of new indicators under the **Data Standardization Framework (DSF)** has further aligned our system with national and international reporting standards, moving us closer to establishing a national open-source education data portal.

The Annual School Census not only equips us to allocate resources efficiently but also ensures that reforms are both impactful and sustainable. It continues to serve as a cornerstone for innovation and transformation in Punjab's education system.

As we reflect on the progress achieved, let us collectively recommit ourselves to leveraging data-driven insights for the betterment of our children. Together, we can build an education system that ensures access, equity, and quality for every child in Punjab.

OMER IFTIKHAR SHERAZI
Programme Director, PMIU–PESRP
School Education Department
Government of the Punjab

Introduction

Report Overview

The Annual School Census of Punjab is a powerful tool that provides a comprehensive overview of the public education system. Its strengths lie in its extensive coverage, detailed categorization, and ability to track trends over time. The census reveals significant progress in areas such as overall enrollment, gender parity, and basic infrastructure provision. However, it also highlights critical challenges that need to be addressed, including the declining number of teachers, disparities in the medium of instruction, and the persistent rural-urban divide in educational access and quality. These challenges present opportunities for targeted interventions and policy reforms.

The Annual School Census conducted by the School Education Department of Punjab serves as a vital instrument for gathering comprehensive data on the public education system. This extensive survey encompasses 42,873 public schools, 10,528,093 students, and 320,713 teachers, providing a wealth of information essential for evidence-based policy-making, resource allocation, and progress monitoring in Punjab's education sector.

The census offers detailed insights into various aspects of the education system, including school infrastructure, enrollment figures, teacher qualifications, and educational trends.

One of its key strengths lies in its **gender-specific data collection**, with 20,241 boys' schools and 22,632 girls' schools accounted for. This gender-disaggregated information is essential for addressing gender disparities in education and promoting equal opportunities for all students.

The census **categorizes schools into different levels**, providing a clear picture of the educational landscape. The breakdown includes 26,739 primary schools, 7,217 middle schools, 8,079 high schools, and 827 higher secondary schools. This detailed categorization allows for targeted interventions and resource allocation based on the specific needs of each school level.

Geographic distribution is another crucial aspect covered by the census, with 37,373 schools located in rural areas and 5,500 in urban settings. This information highlights the rural-urban divide in educational access and infrastructure, enabling policymakers to address disparities and ensure equitable educational opportunities across the province.

Infrastructure assessment is a significant component of the census, revealing that 99.1% of schools have access to drinking water and electricity, while 99.9% have toilets. These high percentages indicate substantial progress in providing basic amenities to schools, which is essential for creating a conducive learning environment.

Enrollment trends captured by the census show a positive trajectory, with student numbers increasing from 9.3 million in 2003-04 to 11.5 million in 2024-25. This growth demonstrates the expanding reach of the public education system and the increasing demand for education in Punjab.

A notable achievement highlighted by the census is the progress in **gender parity**. Since 2019-20, girls' enrollment has surpassed that of boys, indicating significant strides in promoting girls' education and addressing gender-based educational disparities.

Challenges
in Punjab's Education Sector
Insights from the Annual School Census 2024-25

Despite significant strides mentioned in the education sector, the Annual School Census 2024-25 also highlights areas that require attention from the policy makers and education administration:

01

Declining teacher numbers

The census data shows a worrying trend in the number of teachers, which has decreased from 366,671 in 2020 to 320,713 in 2024. This reduction in the teaching workforce could potentially impact the quality of education and increase the workload on existing teachers. It is crucial to investigate the reasons behind this decline and implement measures to attract and retain qualified teachers.

02

Medium of instruction disparity

The census reveals that 69% of schools use Urdu as the medium of instruction, 11% use English, and 20% use both languages. This disparity in the medium of instruction raises questions about language policies in education and their impact on student learning outcomes. It is essential to assess whether this distribution aligns with the linguistic needs and preferences of students and communities across Punjab.

03

Rural-urban divide

The significant difference in the number of schools between rural (37,373) and urban (5,500) areas highlights the need for targeted interventions to bridge the rural-urban gap in educational access and quality. Policymakers should focus on ensuring that rural students have equal opportunities and resources compared to their urban counterparts.

04

Varying student-teacher ratios

The census data indicates that student-teacher ratios range from 28:1 to 35:1 across different school levels. While these ratios may be considered acceptable in some contexts, it is essential to analyze whether they are optimal for effective teaching and learning. Efforts should be made to maintain consistent and appropriate student-teacher ratios across all school levels to ensure quality education.

Programme Monitoring & Implementation Unit, Punjab Education Sector Reform Programme (**PMIU-PESRP**)

The Programme Monitoring and Implementation Unit (PMIU) serves as the central authority for overseeing educational initiatives in Punjab, operating under the Punjab Education Sector Reform Programme (PESRP) within the School Education Department. Its primary responsibility is to ensure the effective monitoring & implementation of educational reforms and programs, aligning them with strategic objectives.

PMIU-PESRP's core functions include collecting, managing, and analyzing education sector data, such as the Annual School Census (ASC), which provides valuable insights into student enrollment, infrastructure, teaching staff, and facilities. This data-driven approach enables evidence-based policy formulation and informs decision-making. Furthermore, PMIU-PESRP engages with various stakeholders, including government agencies, educational schools, and non-governmental organizations, to foster collaborative efforts towards shared educational goals.

Through rigorous monitoring and analysis, PMIU-PESRP identifies best practices, promotes accountability, and enhances transparency within the education sector. By tracking progress, identifying challenges, and providing reliable data and reports, PMIU-PESRP ensures that educational authorities are held accountable for their performance, ultimately contributing to improved quality and governance of education in Punjab. By driving efforts to enhance educational reforms and programs, PMIU-PESRP plays a vital role in advancing the province's educational landscape.
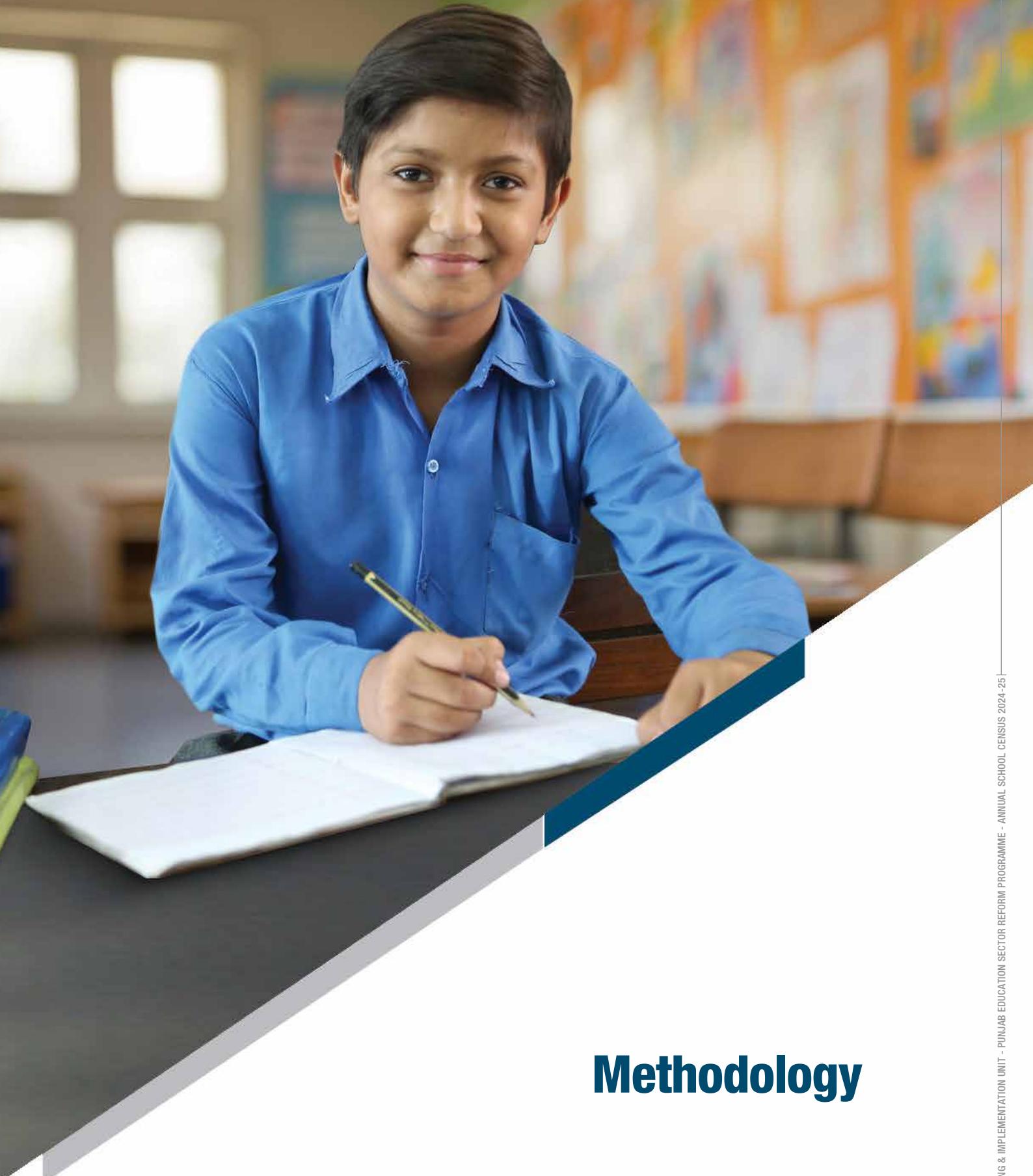
Methodology

The Annual School Census (ASC) is designed to collect comprehensive data on student enrollment, school infrastructure, teaching and non-teaching staff, and educational resources across the public school system. This data serves as a critical foundation for educational planning, policy formulation, and resource allocation by the School Education Department (SED). The ASC captures a snapshot of data at a specific point in time, namely 31st October of each year, providing a comprehensive overview of the education sector's status.

Roles and Responsibilities in the Annual School Census:

School Education Department (SED)
- Oversees the overall conduct of the Annual School Census (ASC) across the province
- Grants authorization to initiate the ASC process
- Approves the final ASC report before dissemination to stakeholders

Programme Monitoring and Implementation Unit (PMIU-PESRP)
- Coordinates and implements the ASC, integrating new variables and establishing timelines
- Provides training and capacity-building for Master Trainers (MTs) at the provincial level
- Conducts mock exercises to test the School Information System (SIS) application and ensures data quality
- Validates and analyzes data for publishing the final ASC report

Chief Executive Officer (CEO) of District Education Authority (DEA)
- Ensures accurate data upload to the SIS application
- Certifies data accuracy for their district

Assistant Education Officers (AEOs)
- Train school heads on ASC data upload and verification
- Verify submitted data from school heads

Senior Data Processors (SDPs)
- Train IT teachers on ASC data upload and verification
- Verify submitted data from IT teachers

Head Teachers
- Upload ASC data to the SIS application for masjid maktab schools, primary, middle, high, and higher secondary schools
- Ensure data accuracy

IT Teachers
- Upload ASC data to the SIS application in High and Higher Secondary Schools
- Ensure data accuracy

Annual School Census Timelines as per DSF guidelines

SEPTEMBER

Planning

OCTOBER

Training

NOVEMBER

ASC Data Collection

DECEMBER

Data Cleaning and Analysis

JANUARY

Reporting

Public Sector Education in Punjab
Annual School Census 2024-25

1- Education Landscape in Punjab

Punjab's education sector comprises a total of 60,636 schools, serving 14,468,105 students and supported by a workforce of 460,921 teachers. The School Education Department (SED) manages 42,873 public schools, catering to 10,528,093 students and employing 320,713 teachers, making it the largest education service provider in the province.

In addition, the Punjab Education Foundation (PEF) oversees 13,459 partner schools, delivering education to 3,328,250 students through 117,666 teachers. The Punjab Education Initiatives Management Authority (PEIMA) administers 4,276 schools, serving 580,334 students and employing 21,374 teachers. Other education streams include 16 Danish Schools, educating 10,518 students with 552 teachers, and 12 Centres of Excellence (CoE), providing quality education to 20,910 students with the support of 616 teachers.
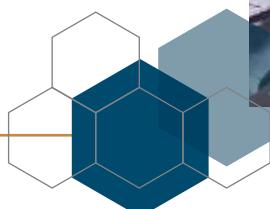
Enrolled Students

PUBLIC	10,528,093
PEF (Inc. PSRP Phase-1)	3,328,250
PEIMA	580,334
Daanish	10,518
CoE	20,910
Total	14,468,105

Schools

PUBLIC	42,873
PEF (Inc. PSRP Phase-1)	13,459
PEIMA	4,276
Daanish	16
CoE	12
Total	60,636
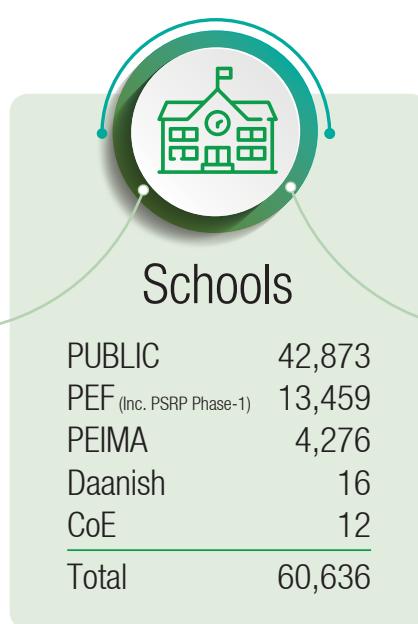
Teachers

PUBLIC	320,713
PEF (Inc. PSRP Phase-1)	117,666
PEIMA	21,374
Daanish	552
CoE	616
Total	460,921

School Education Department

The School Education Department of Punjab comprehensive network of 42,873 educational schools, comprising 20,241 boys' schools and 22,632 girls' schools. The aggregate student enrollment stands at 10,528,093, with a demographic distribution of 5,044,762 male students and 5,483,331 female students. The department's pedagogical workforce totals 320,713 teachers, consisting of 139,242 male teachers and 181,471 female teachers.

Key Statistics

Schools — 42,873
- 20,241 (47%)
- 22,632 (53%)

Teachers — 320,713
- 139,242 (43%)
- 181,471 (57%)

Enrollment — 10,528,093
- 5,044,762 (48%)
- 5,483,331 (52%)

Functional Classrooms — 269,010
- 129,382 (48%)
- 139,628 (52%)

Basic Facilities — 99.1%
- (98.8%)
- (99.4%)

Availability of Furniture — 92.3%
- (92.6%)
- (92.1%)

Computer Lab. (Secondary Level) — 84.3%
- (86.0%)
- (82.6%)

Science Lab. (Secondary Level) — 59.5%
- (67.2%)
- (51.5%)
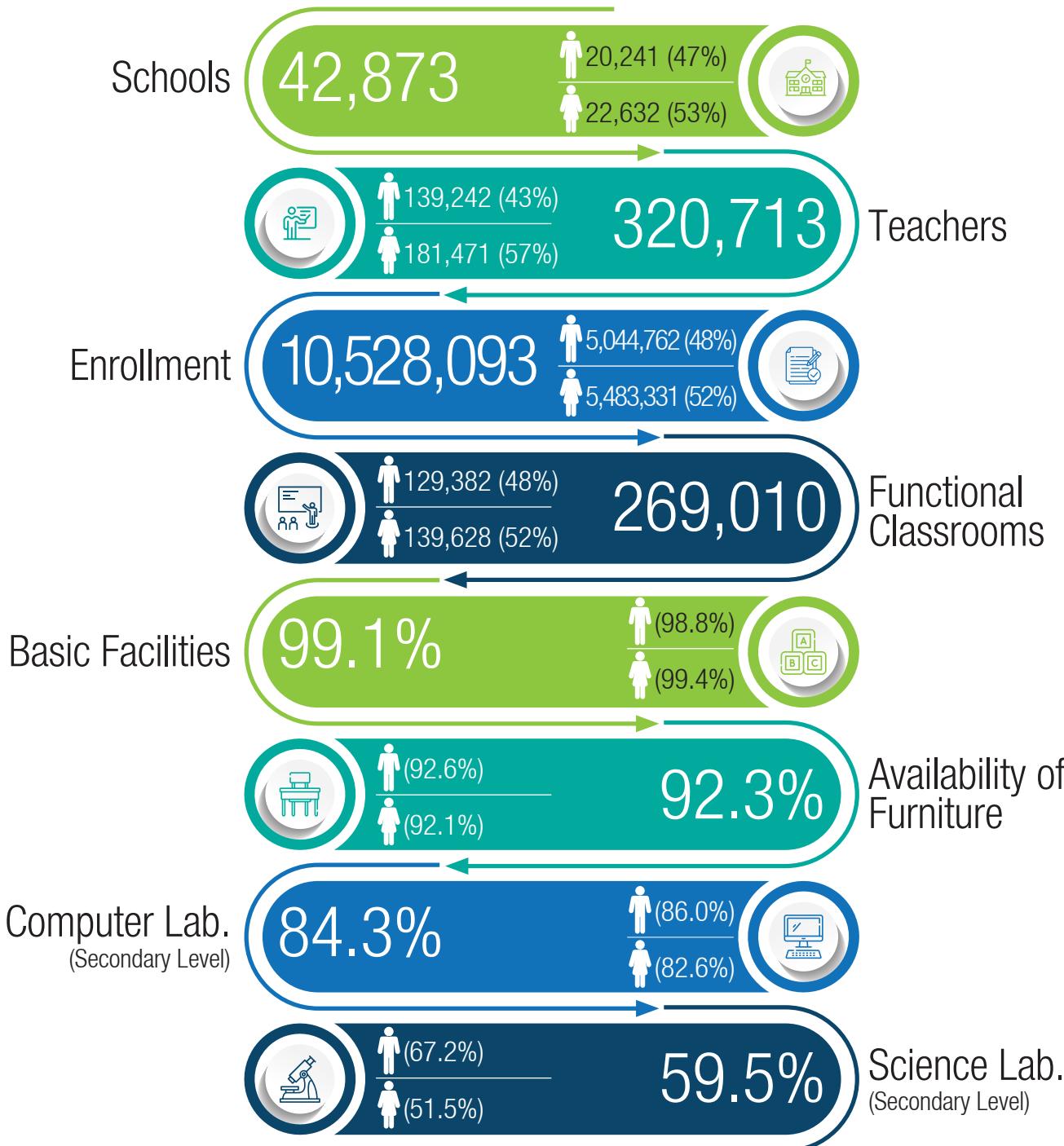
2) Historical Trend

Over the period spanning from 2003-04 to 2024-25, Punjab's school enrollment has exhibited a general upward trajectory, increasing from 9.3 million to 11.5 million. The current year's decline in enrollment can be attributed primarily to a comprehensive data cleansing initiative. Notably, the data aligns with prevailing perceptions that the Covid-19 pandemic contributed to a decline in enrollment.
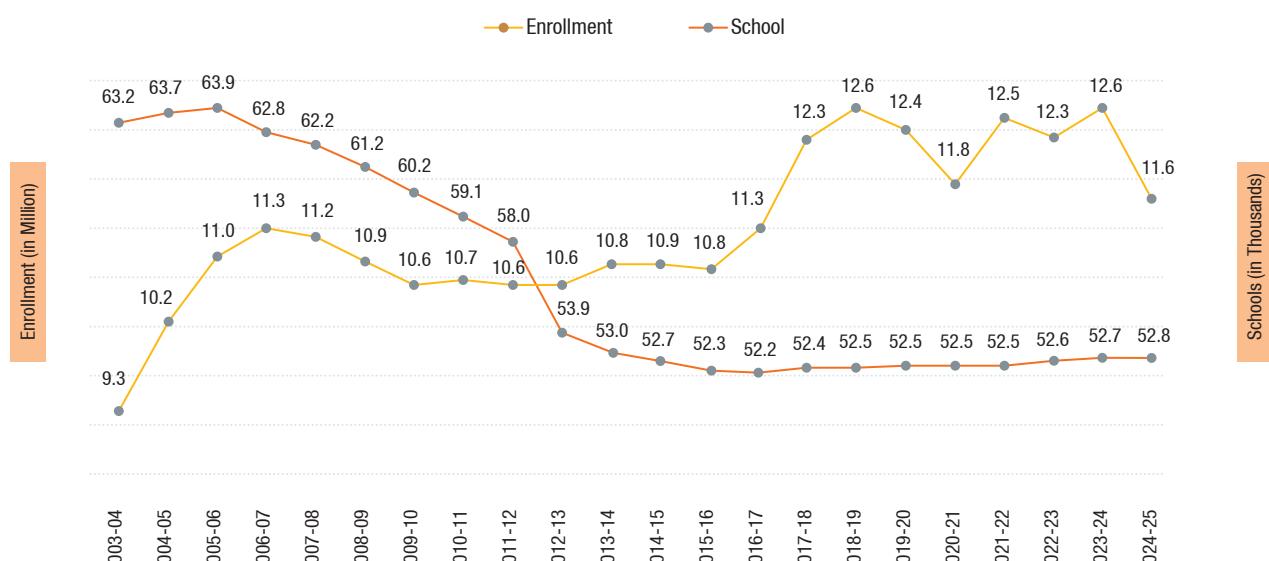
Figure 2: Trend of schools & enrollment since 2003-04 (Data includes SED, PEIMA and outsourced schools)

3) Public Sector Schools, SED

i. Schools by Level

The Punjab School Education Department operates a total of 42,873 schools, categorized by level as follows: 11 Masjid Maktab schools, 26,739 primary schools, 7,217 middle schools, 8,079 high schools, and 827 higher secondary schools.

05	sMOSQUE	11
04	H. SEC.	827
03	HIGH	8,079
02	MIDDLE	7,217
01	PRIMARY	26,739

sMOSQUE: 11 / 0
H. SEC.: 402 49% / 425 51%
HIGH: 4,146 51% / 3,933 49%
MIDDLE: 2,954 41% / 4,263 59%
PRIMARY: 12,728 48% / 14,011 52%

MALE   FEMALE
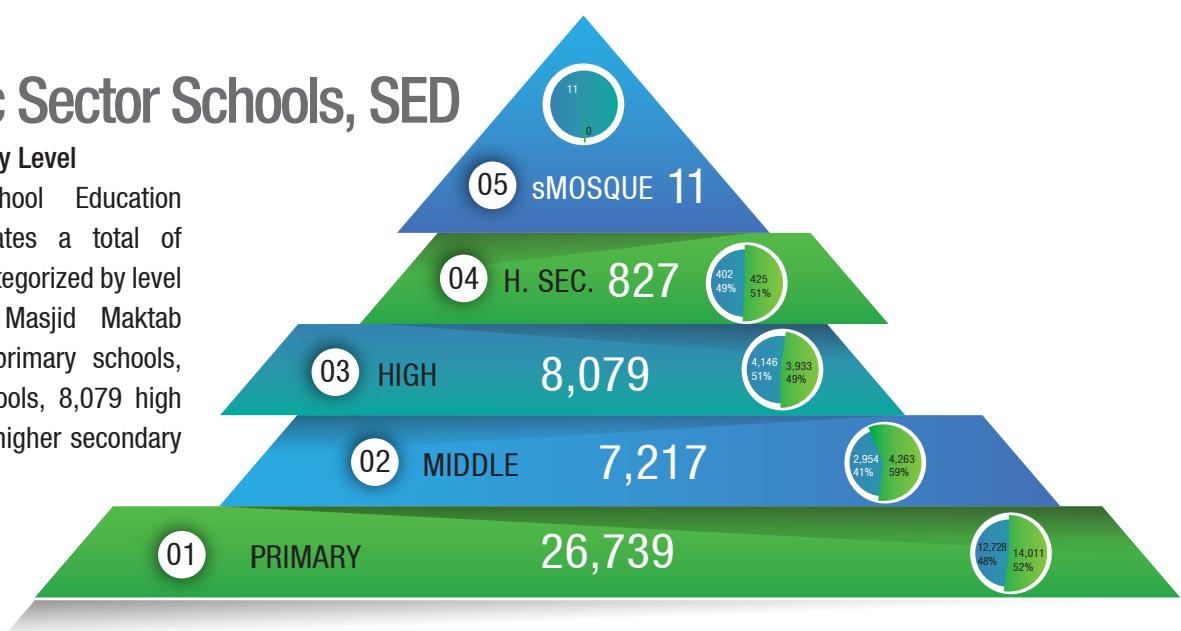
Figure 3: Public schools by gender

ii. Schools by Gender

The public education sector in Punjab comprises a total of 42,873 schools, stratified across various levels. At the mosque level, there are 11 schools catering exclusively to male students. The primary level consists of 12,728 male schools and 14,011 female schools, aggregating to 26,739 schools. The middle level encompasses 2,954 male schools and 4,263 female schools, totaling 7,217 schools. At the high school level, there are 4,146 male schools and 3,933 female schools, summing to 8,079 schools. The higher secondary level comprises 402 male schools and 425 female schools, totaling 827 schools. Overall, the public education sector consists of 20,241 male schools and 22,632 female schools.

A notable observation is the evident gender disparity in the distribution of schools, with females having greater representation at the Primary, middle and higher secondary levels, whereas males have a marginally higher number of schools at the high school level.
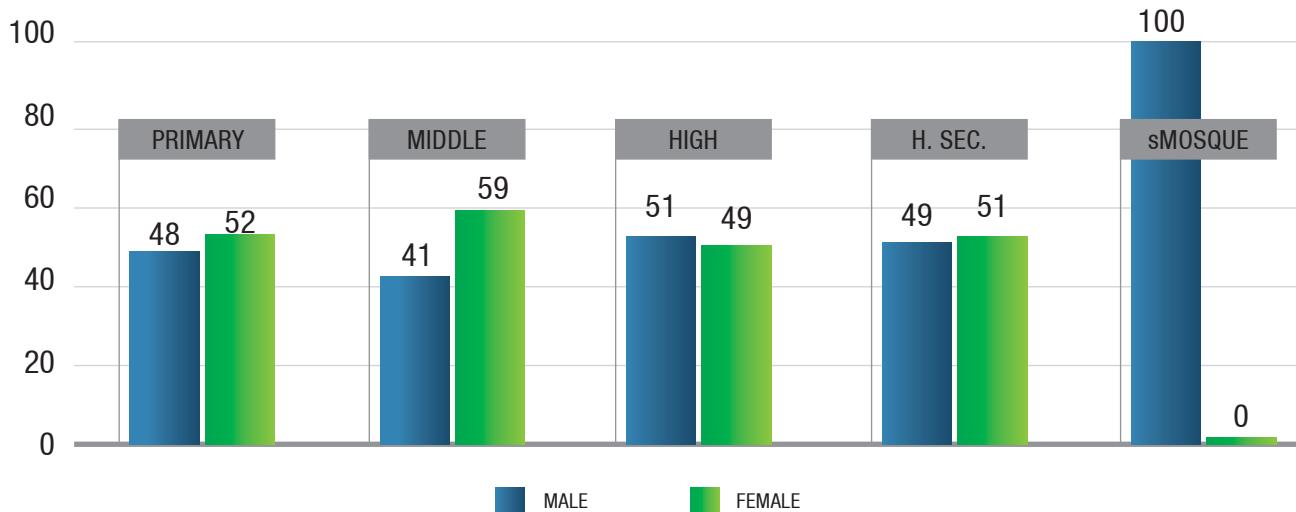
Figure 4: Public schools by level

iii. Schools by Rural and Urban Split

As per the 2023 population census, the province of Punjab has a total population of 127,688,922, with a notable majority (59.9%) residing in rural areas, numbering 75,715,270, while 51,973,652 individuals, constituting 40.7%, reside in urban areas. This dichotomy is mirrored in the distribution of public educational schools. A district-wise analysis reveals that out of a total of 42,873 schools in Punjab, 37,373 are located in rural areas, while 5,500 are situated in urban areas. The districts with the highest concentration of schools are Rahimyar Khan with 2,407 schools, followed by Faisalabad with 2,063, and Bahawalnagar with 1,888. Conversely, the districts with the lowest number of schools are Chiniot with 612 schools, Hafizabad with 635, and Jhelum with 636.
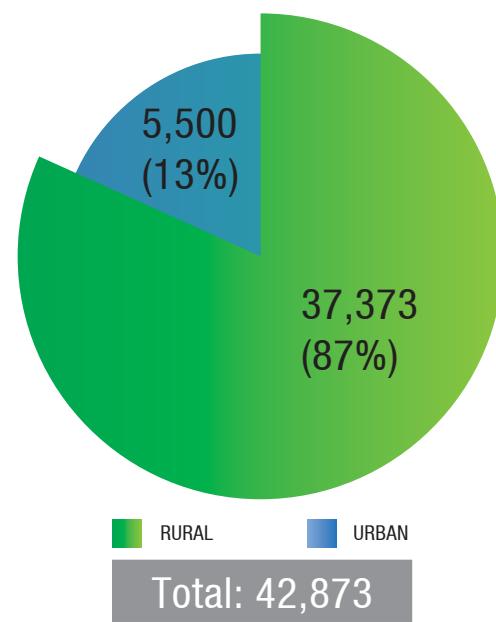
Figure 5: Schools by urban and rural split

iv.   Schools by Medium of Instructions

The medium of instruction in schools exhibits a notable distribution, with Urdu being utilized in 69% of schools (29,652), thereby emerging as the predominant medium. English, on the other hand, is employed in 11% of schools (4,616). A significant proportion, constituting 20% of schools (8,605), adopts a bilingual approach, incorporating both English and Urdu as mediums of instruction.
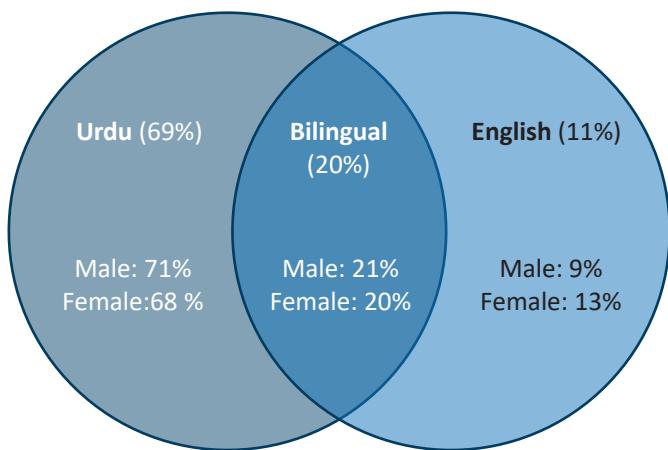
Figure 6: Schools by medium of instruction

v.   Schools by Shifts

In Punjab, the majority of public schools, totaling 36,435, operate in a morning shift. To mitigate the challenges of overcrowding in urban areas and the scarcity of boys' and girls' high schools in numerous union councils, the School Education Department (SED) has introduced afternoon shifts. Presently, 6,416 schools conduct double or afternoon shifts, facilitating an increased number of enrolled students. Furthermore, 22 schools in the province function in an evening shift, offering late-hour classes to accommodate learners requiring flexible scheduling. This multi-shift strategy seeks to enhance access to education and alleviate congestion in Punjab's public schools.

Morning Schools

36,435

Afternoon/Double Shift Schools

6,416

Evening Schools

22
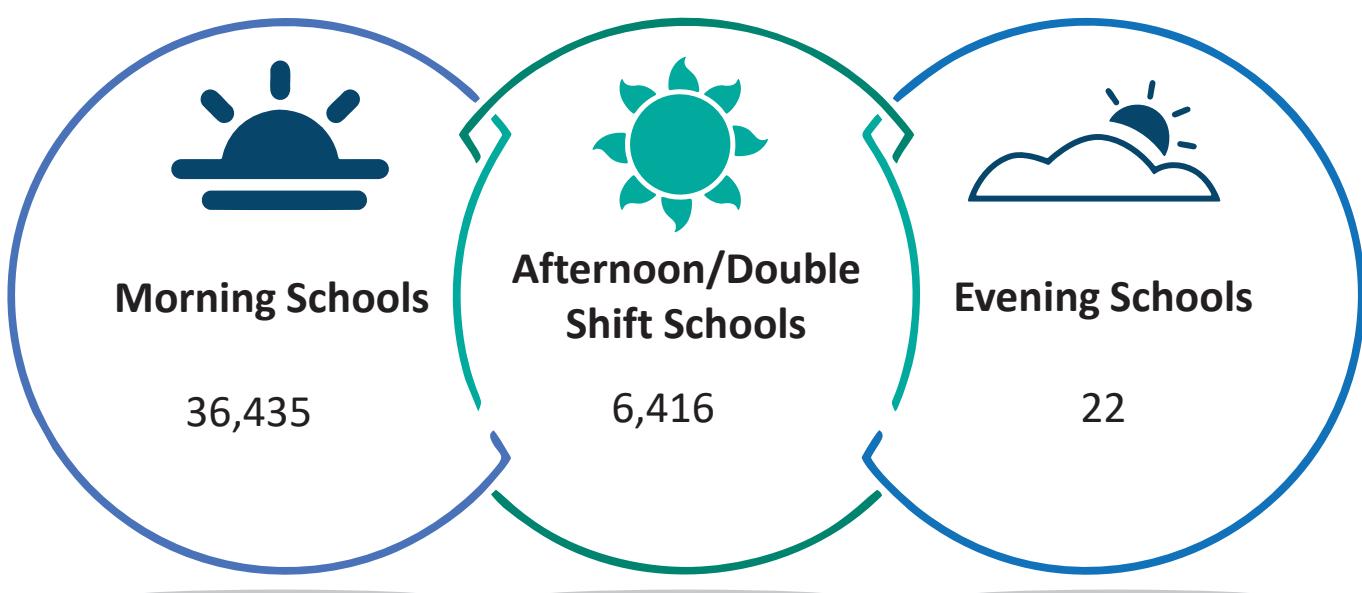
Figure 7: Morning, afternoon/double shift & evening shift schools

4) School Buildings & Infrastructure

i.   Schools Buildings and Educational Infrastructure

Approximately 95% of the total schools in Punjab, numbering 42,804, are owned by the School Education Department. The remaining schools are under the proprietorship of local bodies and community entities.
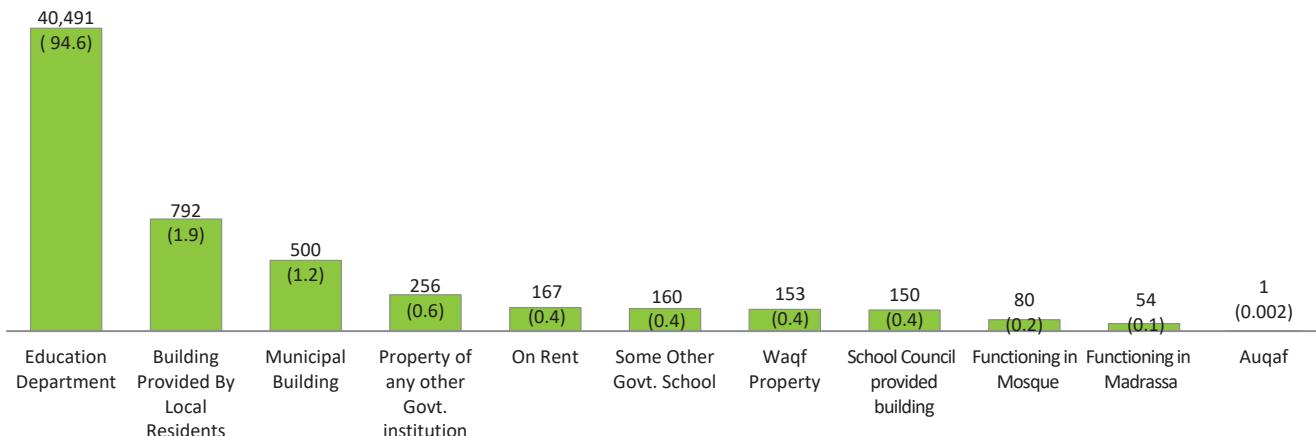
Figure 8: Schools by building ownership

A total of 38,159 public schools, constituting 89% of the total, are classified as well-constructed, featuring solid infrastructure. Conversely, 4,235 schools (10%) and 410 schools (1%) are categorized as partially solid/partially katcha and completely katcha, respectively, with the latter referring to structures constructed from mud or other impermanent materials.

Completely Solid
38,159 (89%)

Partial Solid / Partial Rough
4,235 (10%)

Completely Rough
410 (1%)
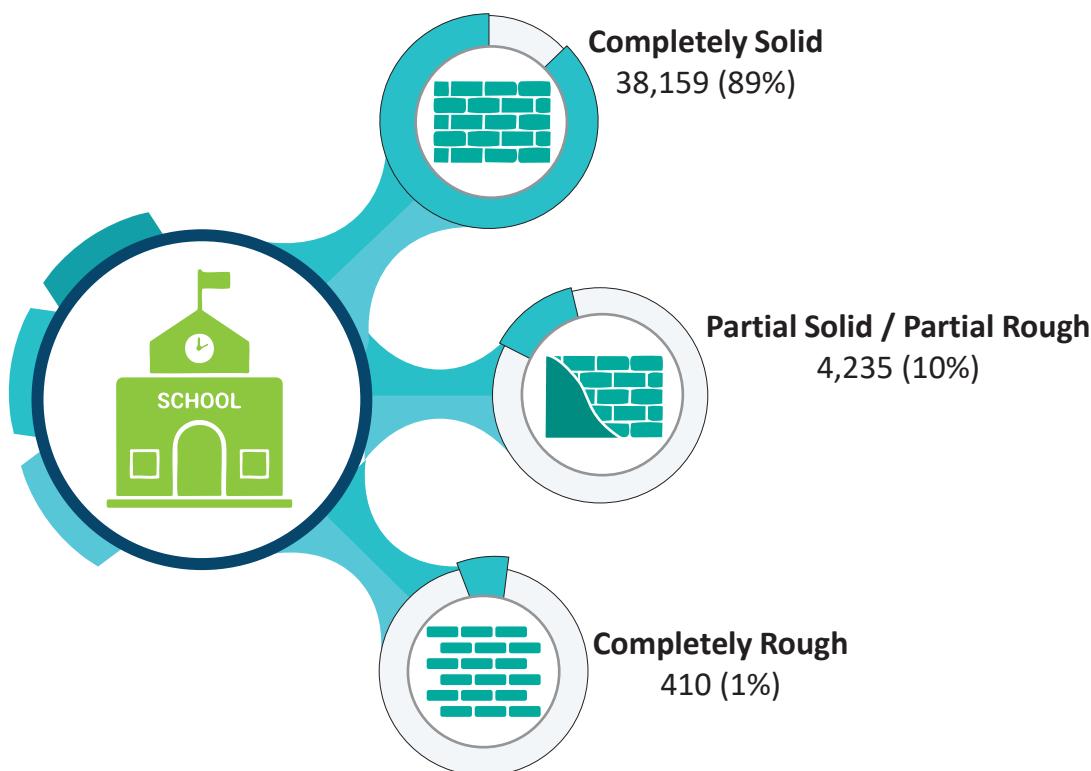
Figure 9: Schools by type of construction in public schools

32,401 (75.7%)

5,388 (12.6%)

2,448 (5.7%)

1,978 (4.6%)

589 (1.4%)

■ Satisfactory
■ Needs Minor Repairing
■ Partially Dangerous
■ Complete Building Needs Repairing
■ Building is Dangerous

Figure 10: School by building conditions

ii.   Safety Status of School Buildings Conditions

The Annual School Census 2024-25 reveals a diverse scenario regarding the physical condition of school buildings in Punjab. While a significant majority, comprising 32,401 schools (75.7%), have been evaluated as satisfactory, a substantial number of schools require varying degrees of repair and renovation. Specifically, 5,388 schools (12.6%) necessitate minor repairs, 2,448 schools (5.7%) are classified as partially dangerous, and 1,978 schools (4.6%) require major renovations. Furthermore, 589 schools (1.4%) have been categorized as critically dangerous, highlighting the imperative need for expeditious infrastructure upgrades to ensure a safe and conducive learning environment for students.

iii.   Provision of Basic Facilities

The provision of basic facilities in Punjab's schools has witnessed notable advancements, with a high percentage of schools achieving access to essential amenities, including drinking water (99.1%), electricity (99.1%), and functional toilet blocks (99.9%). However, the availability of playground facilities remains a concern, with only 49.8% of schools having this provision, indicating a significant disparity in the provision of recreational infrastructure.
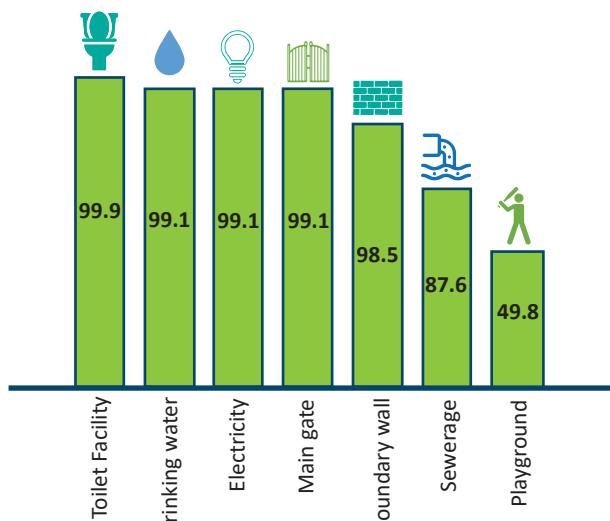
Figure 11: Availability of basic facilities

The Government of Punjab has taken a significant step towards promoting girls' education by addressing a critical barrier: the lack of separate toilet facilities. To foster an environment of privacy, safety, and dignity, the government has constructed 102,921 separate toilets for girls in 31,545 out of 36,779 schools with female enrollment. This initiative aims to create a more inclusive educational setting, thereby encouraging increased enrollment and retention rates among girls.

Schools with Female toilets
31,545

No. of Female toilets
102,921
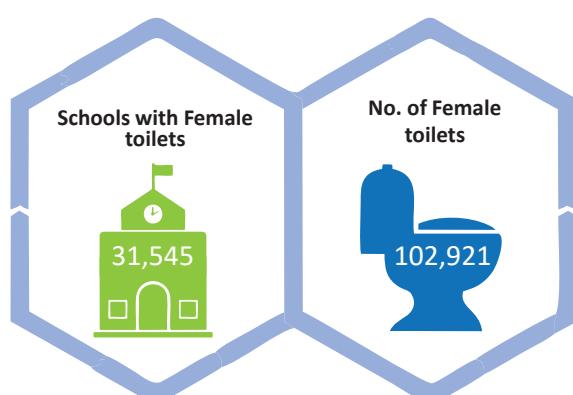
Figure 12: Availability of separate toilets for Female Students

iv.   ECCE Facilities

Early childhood experiences play a pivotal role in shaping brain development and leaving a lasting impact on an individual's life. Consequently, early years education is crucial for optimal personal development. In recognition of this, the School Education Department has established a significant number of Early Childhood Care and Education (ECCE) classrooms in public schools across Punjab. Presently, there are 24,946 ECCE classrooms operational in public schools, with 53% (13,172) established with the support of Quaid e Azam Academy for Education Development (QAED), 36% (9,069) under the Punjab Human Capital Investment Project (PHCIP) through the Program Monitoring and Implementation Unit (PMIU), and 11% (2,705) by other entities. Furthermore, ECCE toolkits have been provided in all schools with ECCE rooms, and trained ECCE teachers have been appointed to ensure effective delivery of early childhood education.

Total: 24,946

2,705
11%

9,069
36%

13,172
53%

■ With the help from QAED ■ PMIU under PHCIP Project ■ Others
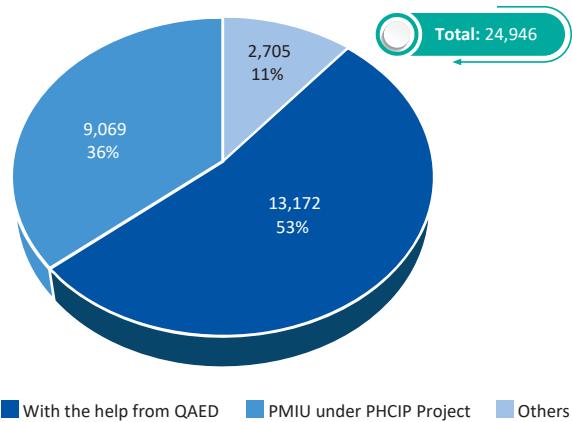
Figure 13: ECCE room sources

Part time caregiver appointed
21,295
88%

Room Wallposters
21,829
88%

Trained Teachers
23,941
96%

Curriculum guide
21,217
85%

Rooms Painted
23,965
96%

Age appropriate furniture
19,364
78%

ECCE Tool Kit
24,245
97%

ECCE Rooms 24,946
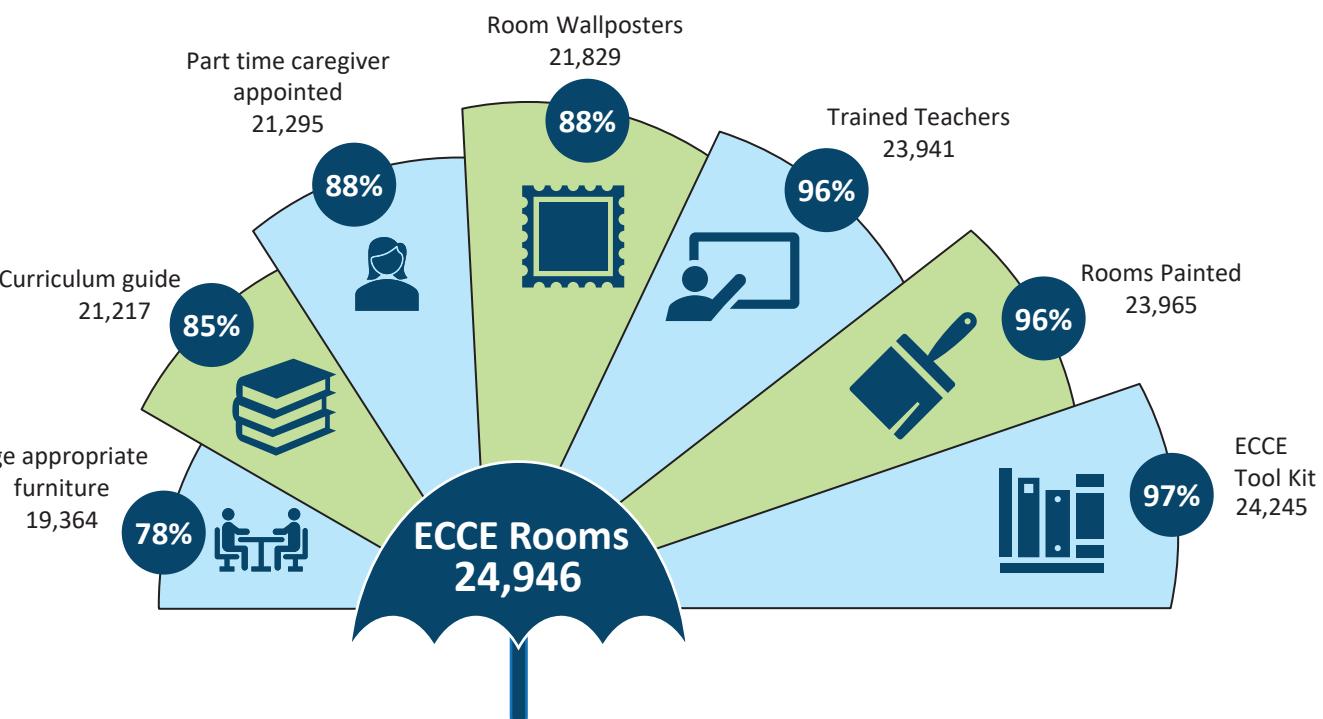
Figure 14: Early Childhood Care and Education (ECCE) facilities

The Government of Punjab is steadfastly prioritizing the establishment of Early Childhood Care Education (ECCE) facilities in public sector schools, with a focus on providing requisite infrastructure. This initiative has been a key component of several World Bank-funded projects, yielding a consistent increase in the number of ECCE rooms, from 2,370 in 2016 to 24,946 in 2024.
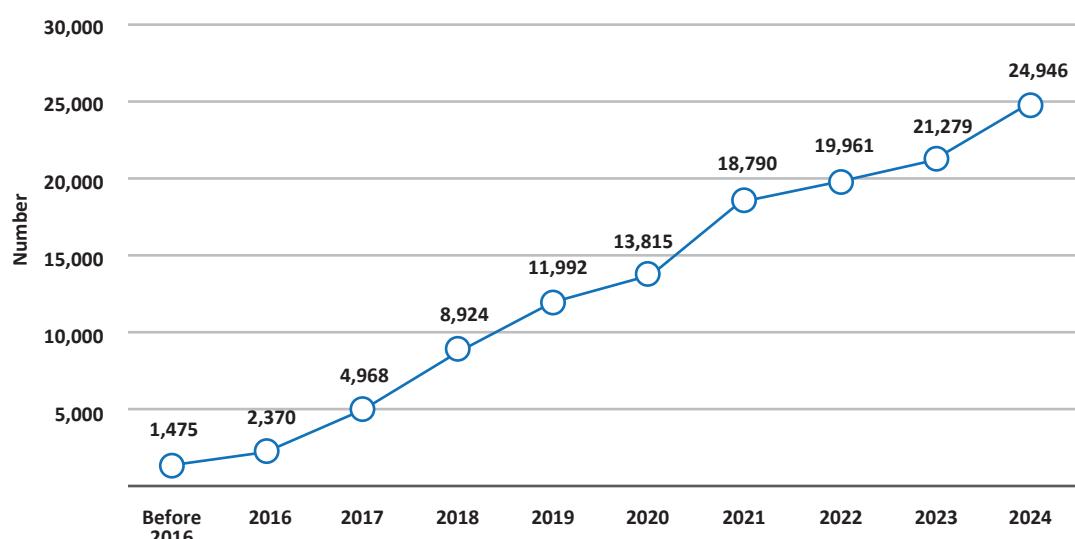
Figure 15: No. ECCE Rooms

v.   Laboratories and Educational Support Facilities

To facilitate experiential learning and cultivate observation skills, deemed vital for a comprehensive understanding of scientific concepts, laboratory facilities have been established and equipped in public schools across Punjab. The province currently features an extensive network of laboratory facilities, encompassing 1,348 physics laboratories, 1,283 chemistry laboratories, 1,266 biology laboratories, 297 home economics laboratories, and 4,765 combined laboratories. Additionally, 8,507 schools are equipped with computer laboratories, 22,748 schools have internet facilities, 3,108 schools possess multimedia facilities, 2,016 schools are equipped with smart boards, and 10,967 schools have libraries. This infrastructure is designed to provide a supportive learning environment, enabling students to explore, experiment, and excel in various scientific disciplines, while also identifying areas where additional support is required.

Physics	Chemistry	Biology	Home Economics	Combined Lab
1,348	1,283	1,266	297	4,765

Computer Lab	Internet	Multimedia	Smart Board	Library
8,507	22,748	3,108	2,016	10,967
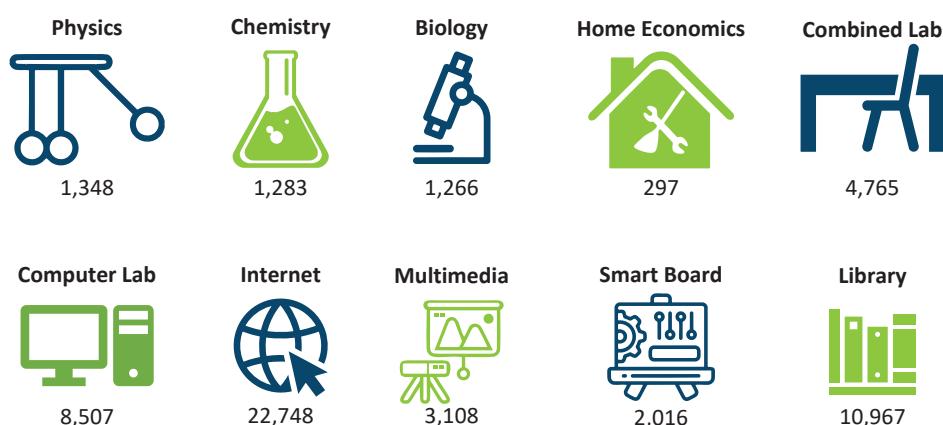
Figure 16: Laboratories and educational support facilities

The statistics pertaining to furniture, ICT tools, safety features, and amenities available in public schools within the province, as reported by school administrations, are illustrated in the accompanying figure.

| Furniture for students 11,215,195 | No. of Trees 3,169,997 | Functional Computers 95,500 | Functional Tablets 70,625 | First aid kit 31,913 | Emergency Exit 19,389 |
| Printer 13,167 | Debating Society 7,637 | Science Club 5,282 | Fire Extinguisher 4,688 | Canteen 1,368 | Hostel 58 |
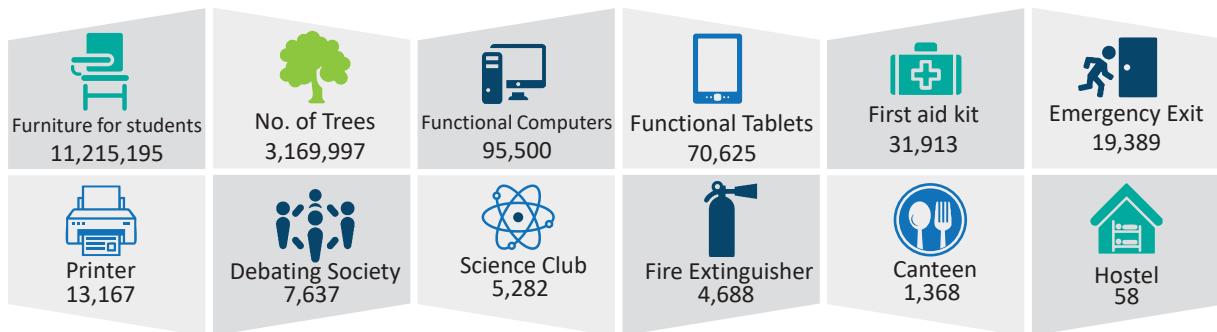
Figure 17: Student and safety facilities

vi.   Sports Facilities in Schools

The Government of Punjab places a high premium on sports as a vital component of physical and mental development. To foster a culture of physical activity, teamwork, and healthy competition, public schools are equipped with playgrounds and basic sports equipment. Furthermore, annual sports festivals and inter-district competitions are organized, with winning teams being recognized with prizes and certificates. These initiatives contribute significantly to the overall well-being and development of students. The following data outlines the availability of sports facilities in Punjab's schools.

SPORTS FACILITIES

Handball 2,475
Netball 2,437
Volleyball 10,206
Hockey 2,435
Football 9,674
Throwball 2,084
Badminton 14,483
Table Tennis 2,106
Cricket 14,006
Basketball 1,684
Others 27,031
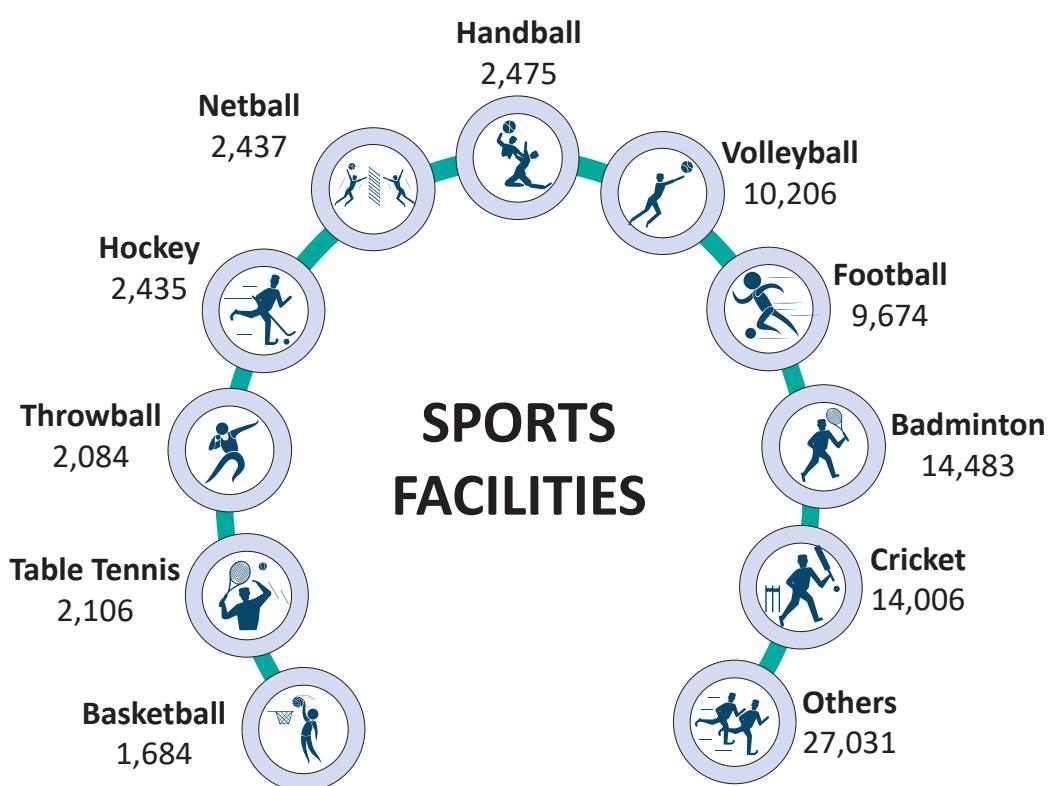
Figure 18: Sports facilities in schools

vii.   Rooms in public schools

The education infrastructure in Punjab, overseen by the Government of Punjab, comprises a total of 351,907 rooms, of which 282,667 (76%) are designated as classrooms including those classified as dangerous, while the remainder are utilized for non-academic purposes. A breakdown of 269,010 functional classrooms reveals that primary schools utilize 95,872 rooms, whereas the elementary segment has 54,251 classrooms. High schools possess the largest number of classrooms, totaling 101,509, followed by Higher Secondary Schools with 17,364 rooms. Conversely, Masjid Maktab schools have the lowest number of 14 classrooms, as part of the government's initiative to consolidate resources by merging these schools with primary schools.
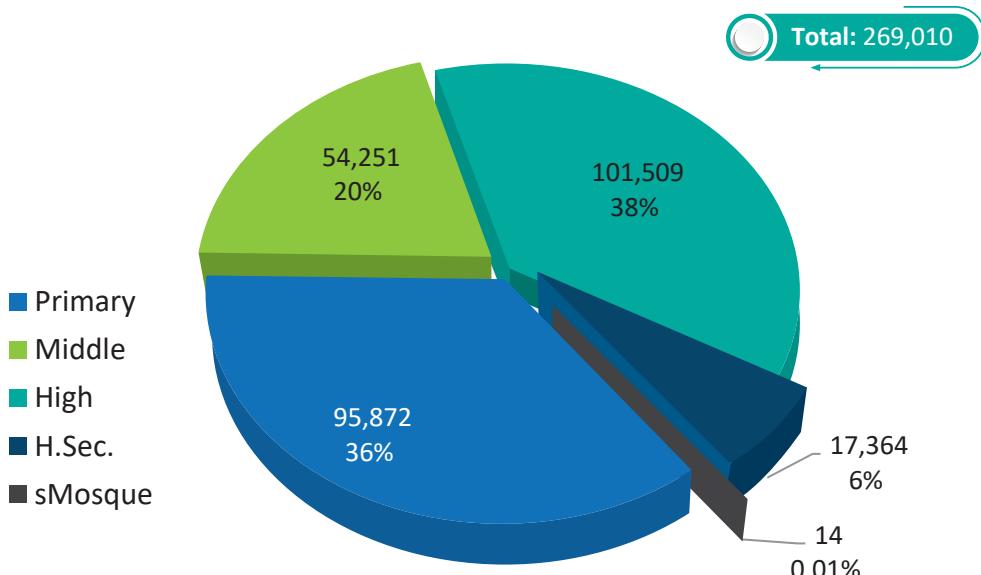
Total: 269,010

Figure 19: Rooms by school level

viii.   Status of classrooms in public schools

As per the Annual School Census 2024-25, Punjab's public schools report a total of 269,010 functional classrooms, alongside 13,657 classrooms classified as dangerous, largely attributed to recent rainfall and flooding. Additionally, 3,202 classrooms are currently under construction. Furthermore, 67,374 class sections are conducted in open-air settings. Notably, the data indicates a consistent annual increase in the number of functional classrooms.

Open air Class Sections
67,374

Functional Classrooms
269,010

Under Construction Classrooms
3,202

Partially/Fully Dangerous Classrooms
13,657
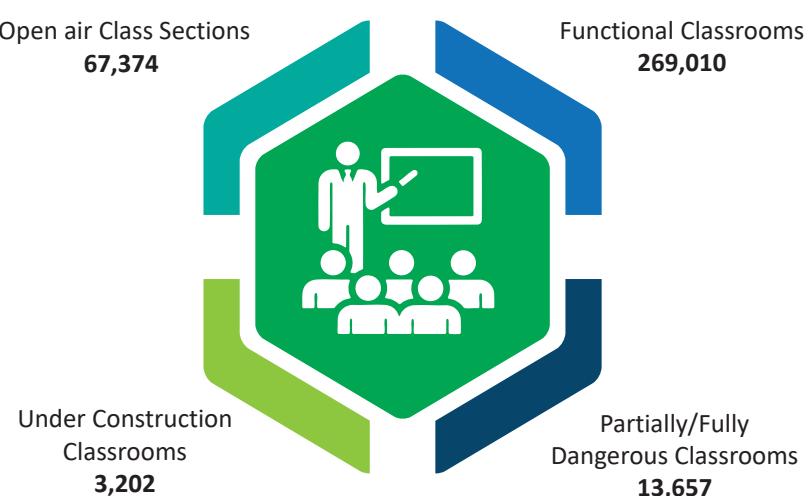
Figure 20: Classrooms in public schools

ix. Trend of functional classrooms in public schools

The School Education Department's infrastructure development initiatives have resulted in a sustained increase in functional classrooms over the past five years, with a cumulative addition of 9,011 classrooms. The trend reveals a consistent upward trajectory, with 4,333 in 2021, 2,510 in 2022, 1,662 in 2023 and 506 in 2024 underscoring the department's commitment to enhancing educational infrastructure.
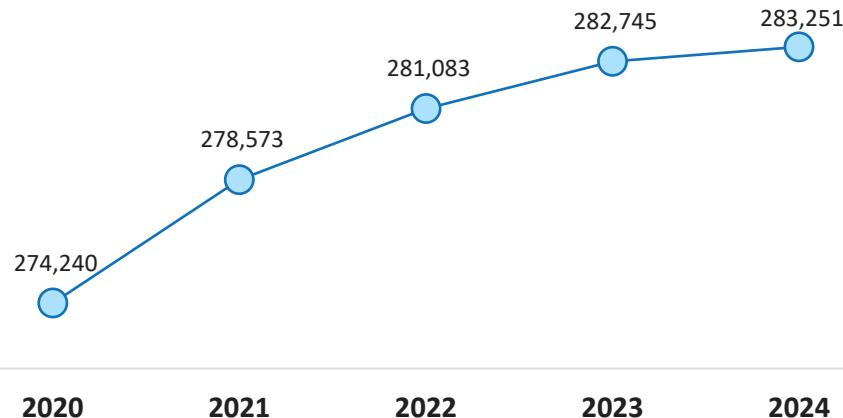
Figure 21: Trend of functional classrooms (including PSRP Phase-I) over the last 5 years

5) Enrollment Profile

According to the Annual School Census 2024-25, the total enrollment in public schools across Punjab stands at 10,528,093 students, with a notable gender disparity favoring girls. The enrollment distribution by level is as follows: the Primary level (ECCE/Kachi to Grade 5) accounts for 61% (6,437,020) of the total enrollment, the Elementary level (Grade 6-8) constitutes 25% (2,614,999), the High level (Grade 9-10) comprises 13% (1,356,279), and the Higher Secondary level (Grade 11-12) accounts for 1% (119,795). Notably, girls' enrollment exceeds that of boys at all levels, with a significant margin observed at the Elementary, High, and Higher Secondary levels.
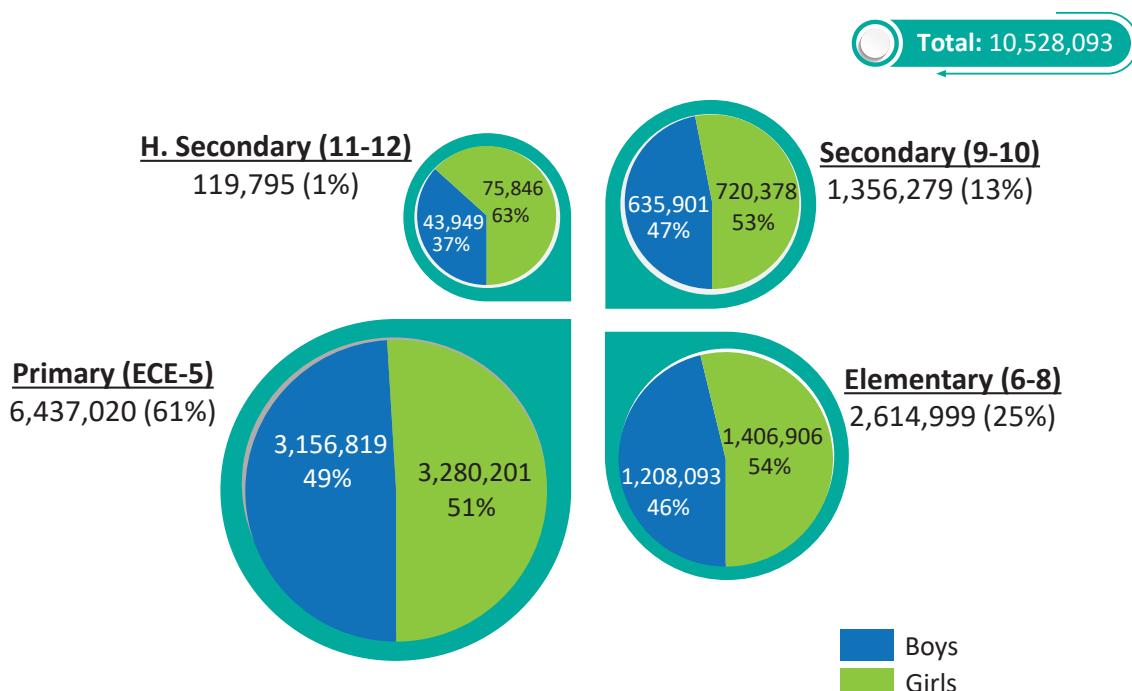
Figure 22: Enrollment by gender and stage

i. Enrollment by Grade and Gender

The Annual School Census 2024-25 reports a total enrollment of 5,044,762 boys and 5,483,331 girls in public schools.

Total: 10,528,093

Class	Girls	Boys
Class - 12	36,445	20,404
Class - 11	39,401	23,545
Class - 10	335,631	266,789
Class - 9	384,747	369,112
Class - 8	458,782	393,358
Class - 7	479,455	411,008
Class - 6	468,669	403,727
Class - 5	458,406	422,401
Class - 4	449,930	425,704
Class - 3	463,239	437,101
Class - 2	494,227	472,573
Class - 1	512,662	494,709
Kachi	653,185	656,318
ECE	248,552	248,013

5,483,331 (52%) 5,044,762 (48%)

900,000 700,000 500,000 300,000 100,000 100,000 300,000 500,000 700,000 900,000

Number

Figure 23: Enrollment by gender and grade

ii. Enrollment by Gender and Area

The enrollment demographics indicate a significant rural-urban disparity, with 74% of the total enrollment originating from rural areas and 26% from urban centers. Moreover, a notable gender-based dichotomy is evident, characterized by higher boys' enrollment in rural areas, whereas girls' enrollment exceeds that of boys in urban areas. This disparity underscores the imperative for targeted interventions to address the gender gap in education, particularly in rural regions, to ensure equitable access to educational opportunities for all students.

Rural: Boys 3,858,920 — Girls 3,974,746

Urban: Boys 1,185,842 — Girls 1,508,585

Boys
Girls

Rural
7,833,666 (74%)

Urban
2,694,427 (26%)
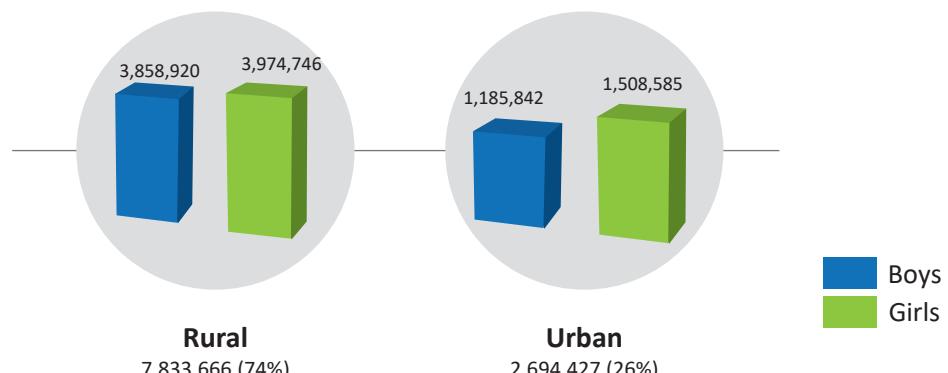
Figure 24: Enrollment by gender and area

iii. Enrolment by Gender and Medium of Instruction

The medium of instruction in the education system is predominantly Urdu, with a substantial majority of 5,941,576 students receiving instruction in this language. Conversely, a smaller cohort of 1,336,712 students receives instruction in English.
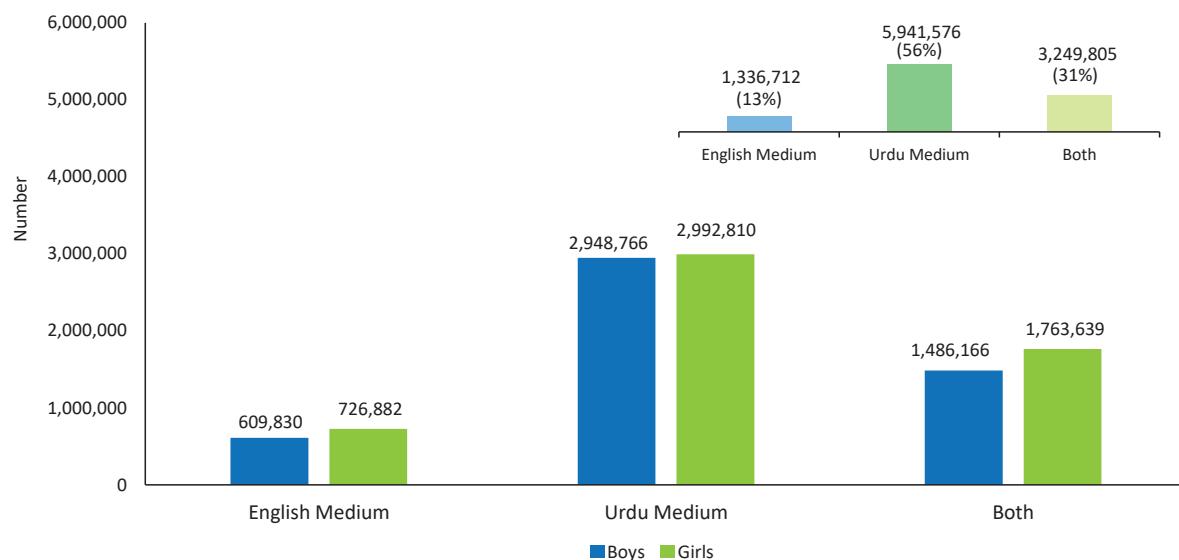
Figure 25: Enrollment by gender and medium

iv. Enrollment in Arts or Science group at Secondary Level

As per the Annual School Census 2024-25, a substantial majority of students in public schools have opted for the Science group, with 89% of boys and 64% of girls in Grade 9, and 90% of boys and 64% of girls in Grade 10, selecting this stream. Conversely, only 11% of boys and 36% of girls in Grade 9, and 10% of boys and 36% of girls in Grade 10, have enrolled in the Arts group. These statistics underscore a pronounced preference for Science among students in public schools, accompanied by a notable gender disparity in the uptake of Arts subjects.
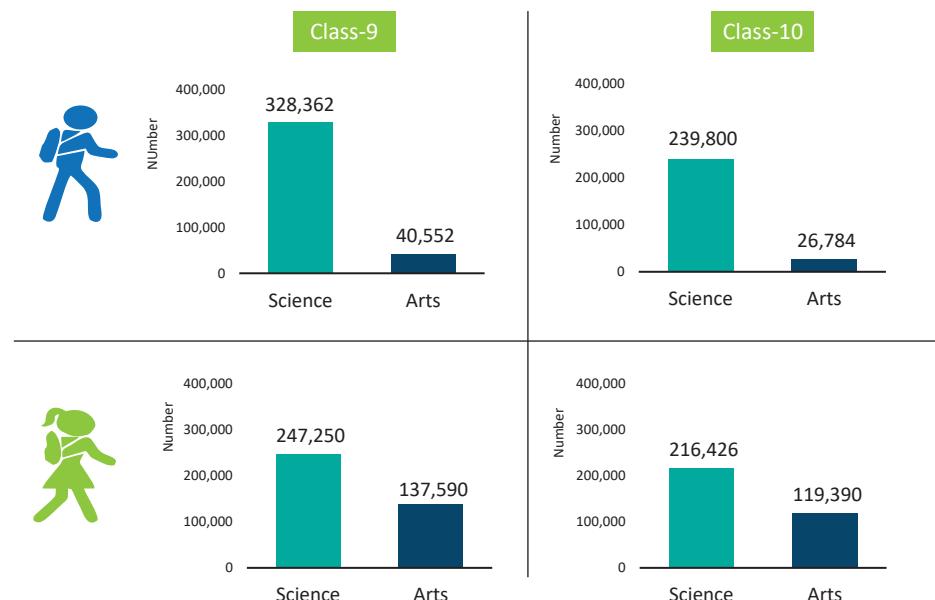
Figure 26: Enrollment by specialization in 9th & 10th grades

v. Specialization-wise Enrolment in Higher Secondary

The higher secondary education landscape exhibits a pronounced emphasis on Arts specialization, evident in both Grade 11 and Grade 12 cohorts. In Grade 11, a total of 62,946 students are distributed across various streams, with 35,796 opting for Arts, 12,878 for ICS, 10,071 for Pre-Medical, and 1,326 for Pre-Engineering, while the remaining students are enrolled in I.Com and other groups. A similar trend is observed in Grade 12, where out of 56,849 students, 32,795 are enrolled in Arts, 10,605 in ICS, 9,416 in Pre-Medical, and 1,821 in Pre-Engineering, with others pursuing I.Com and related fields. This trend suggests a notable shift in student preferences from specialized fields such as Pre-Medical and Pre-Engineering towards Arts, potentially influenced by career aspirations and institutional factors.
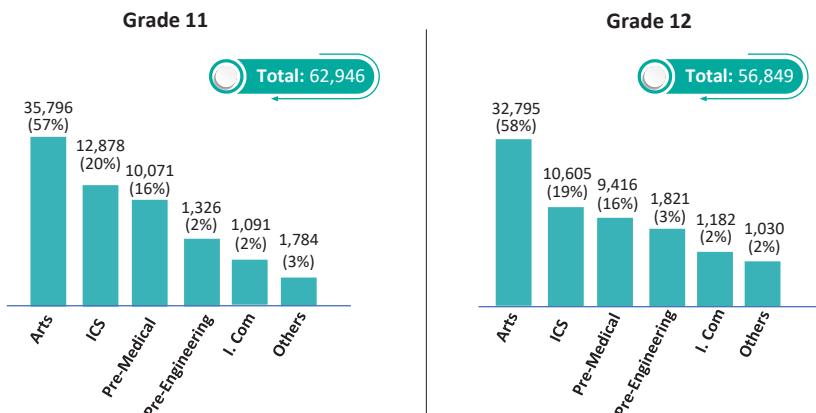
Figure 27: Enrollment by specialization in 11th & 12th grades

vi. Student Teacher Ratios

The student-teacher ratio (STR) is a pivotal metric that substantially impacts student success and engagement, calculated by dividing the total enrollment by the number of teachers. A lower STR is widely acknowledged as a crucial factor in enhancing educational quality, as it enables teachers to provide personalized attention and tailor their pedagogical approaches to meet the distinct learning needs of each student. With a reduced student load, educators can foster meaningful one-on-one mentoring relationships, offer targeted support, and prioritize the quality of instruction and assessment. Furthermore, a lower STR alleviates teacher workload, allowing them to focus on instructional quality rather than quantity.

According to recent data, the STR for primary, elementary, secondary, and higher secondary schools is 35:1, 28:1, 31:1, and 34:1, respectively. Notably, the STR has decreased following the recent integration of outsourced schools.

Figure 28: Student-Teacher Ratio
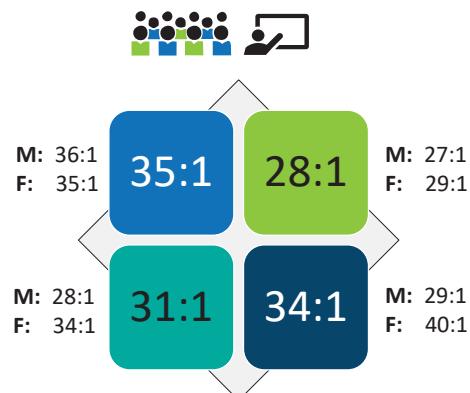
The graph illustrates the percentage distribution of schools by level according to student-teacher ratio (STR). This data enables the identification of schools with high STRs, facilitating targeted interventions to address these disparities and improve educational quality.
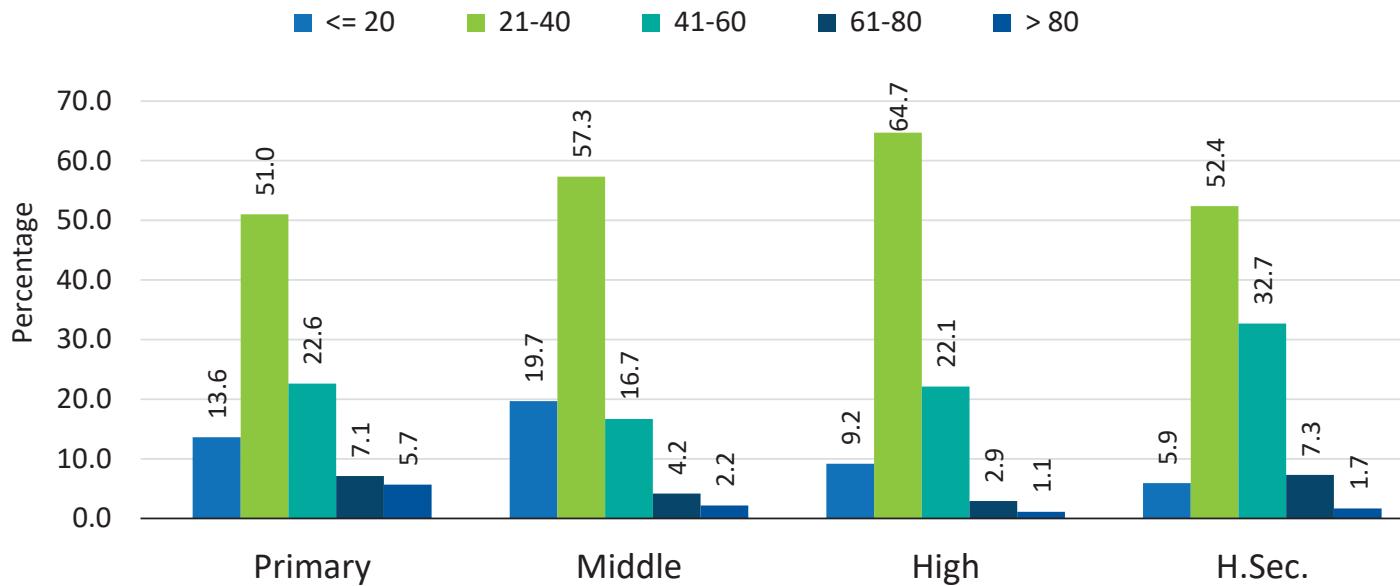
Figure 29: Percentage of schools by STR

vii. Student to Classroom Ratio

The student-classroom ratio in Punjab, Pakistan, exhibits variation across educational levels, with primary schools averaging 35 students per classroom, middle schools 34, high schools 42, and higher secondary schools 46. This trend indicates a progressive increase in student density per classroom as the educational level advances.
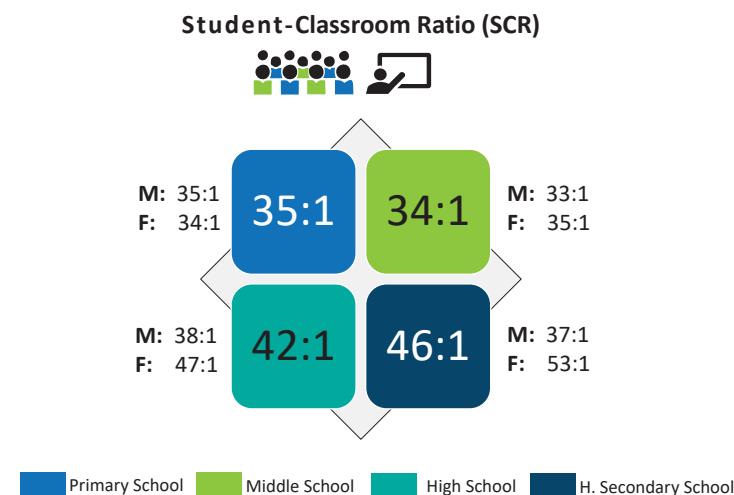
Figure 30: Student to Classroom Ratio

The graph depicts the percentage distribution of schools by level according to Student-Classroom Ratio (SCR), providing insight into the SCR dynamics across different educational levels.
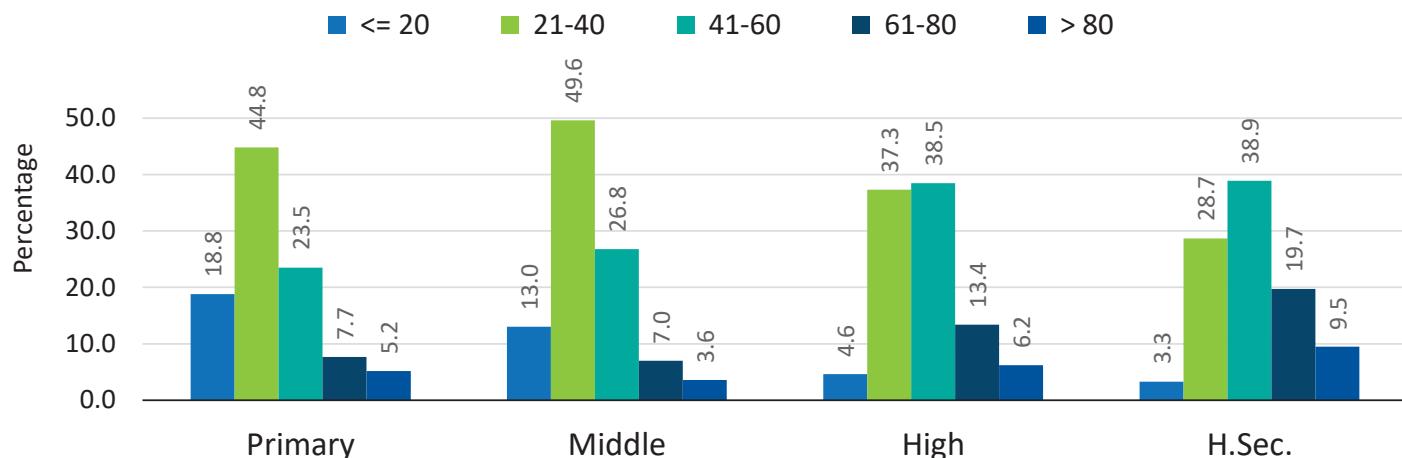
Figure 31: Percentage of schools by SCR

viii.   Student to Toilet Ratio

The Sustainable Development Goals (SDGs) serve as a global framework aimed at addressing global challenges and promoting a more sustainable future. Specifically, SDGs 6 and 4 emphasize the provision of basic sanitation facilities in schools. In alignment with these goals, the Government of Punjab, in collaboration with the World Bank, is prioritizing the construction of additional toilet blocks in female schools, as well as the repair and maintenance of existing facilities. The student-toilet ratio varies from 30:1 in primary schools to 57:1 in higher secondary schools, with the relatively lower ratio in higher secondary schools attributed to recent infrastructure developments.

The following graph is showing the SToR wise percentage of schools by level.
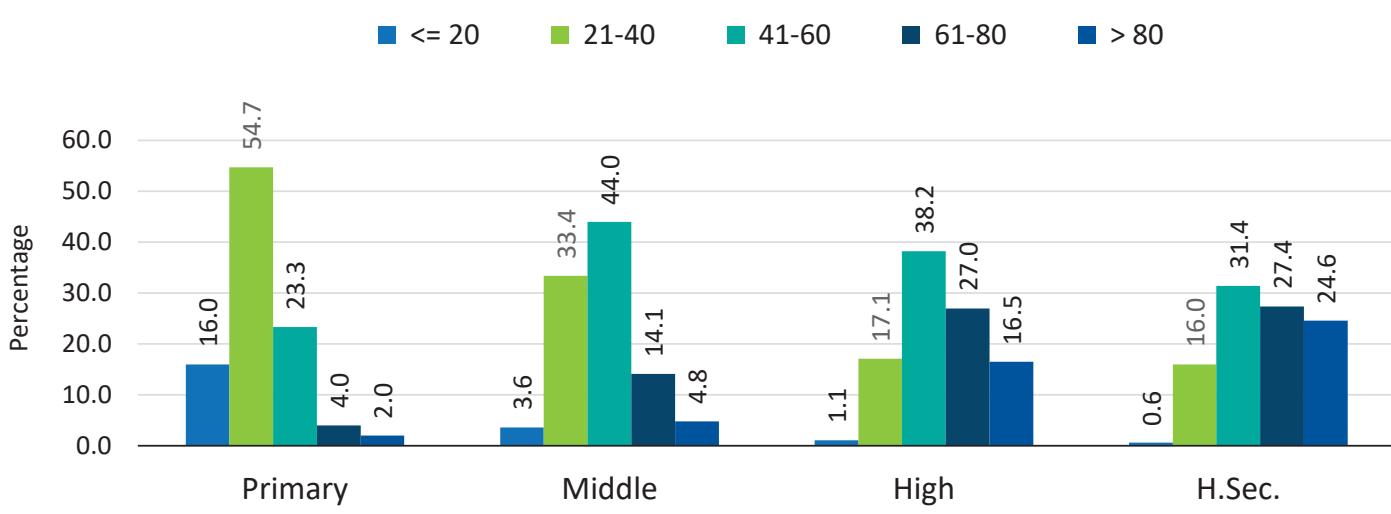
Figure 32: Percentage of schools by SToR

6) Teachers

i.   Teachers in Public Schools

The School Education Department (SED) has a sanctioned strength of 428,150 teaching positions across 42,873 public schools. Presently, 320,713 teachers are employed, representing a 75% fill rate, with 25% of the positions remaining vacant. The teaching workforce comprises 57% female teachers (181,471) and 43% male teachers (139,242). To address the uneven distribution of teachers and achieve an optimal Student-Teacher Ratio (STR) of 40:1, the SED is implementing teacher rationalization and e-transfer policies. Surplus staff are being redeployed to schools with higher student-teacher ratios, thereby ensuring a more equitable allocation of resources and enhancing learning environments.

43%
Male
139,242

57%
Female
181,471
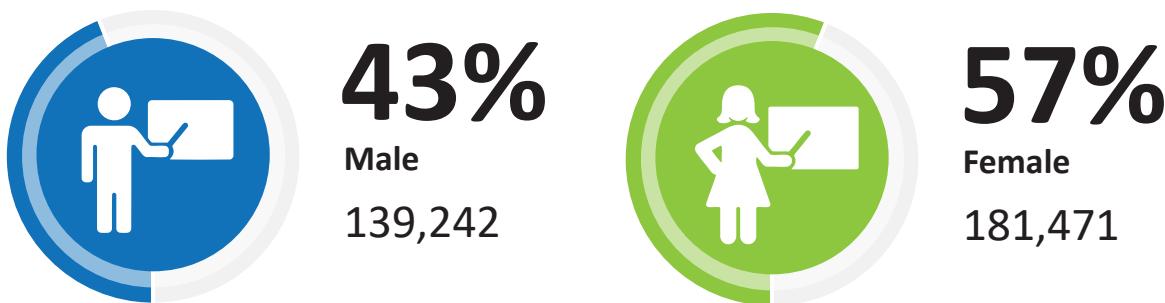
Figure 33: Teachers by gender

Primary School Teachers (PSTs) constitute the largest segment of the teaching workforce in Punjab, given the prevalence of primary schools and corresponding enrollment numbers. In response, primary schools have been accorded priority under initiatives such as the Punjab Human Capital Investment Project (PHCIP) and the TALEEM project. Furthermore, professional development programs, including refresher courses and training sessions, are being implemented for primary school teachers to underscore the importance of early childhood education.

Of the total sanctioned positions for PSTs, which amount to 229,098, 73% (167,855) are currently occupied, with 27% remaining vacant. The teaching cadre comprises additional categories, including Elementary School Teachers (ESTs), Secondary School Teachers (SSTs), Subject Specialists (SS), Senior Subject Specialists (SSSs), Headmasters/Headmistresses (HMs), Principals, and Imam/Qaris. A comprehensive breakdown of sanctioned, filled, and vacant positions, disaggregated by post and gender, is presented below.

Designation (grade)	Female	Male	Filled	Sanctioned
Imam/Qari (7)	9	20	29	580
PSTs (14)	102,299	65,556	167,855	229,098
ESTs (15)	55,806	47,138	102,944	128,152
SSTs (16)	20,676	23,534	44,210	52,194
Dy.HMs, HMs (17)	577	577	1,154	4,135
Subject Specialists (17)	430	684	1,114	5,605
Sr.HMs (18)	243	339	582	1,668
Sr. Subject Specialists (18)	660	681	1,341	3,628
Sr. Subject Specialists (19)	349	316	665	1,136
Principals (19)	366	348	714	1,551
Principals (20)	56	49	105	403
Total	181,471	139,242	320,713	428,150

Figure 34: Sanctioned and filled teaching posts by gender and qualification

ii. Teachers by Educational Qualification

The Government of Punjab is committed to recruiting highly qualified and professionally competent individuals for public schools in the province. To ensure the appointment of qualified educators, the School Education Department has engaged an external testing agency and implemented stringent selection criteria in its recruitment policies.

Consequently, a substantial majority of appointed teachers possess advanced educational qualifications. Specifically, 58% of male teachers and 65% of female teachers hold a Master's degree or equivalent (16 years of education). Furthermore, 20% of male teachers and 16% of female teachers possess a Bachelor's degree (14 years of education), while 15% of male teachers and 12% of female teachers have completed 18 years of education.

Notably, a considerable number of Ph.D. holders have been appointed, with 694 male and 294 female Ph.D. scholars serving in public schools. Conversely, the proportion of teachers with lower qualifications, such as Matriculation and FA/F.Sc levels, is relatively minimal. A graphical representation of these statistics is provided to further illustrate the distribution of educational qualifications among the teaching workforce.

Male | Female

Qualification	Male	Female
M.A./M.Sc. (198,039)	80,074 (58%)	117,965 (65%)
B.A./B.Sc. (57,494)	27,757 (20%)	29,737 (16%)
M.Phil. (43,127)	21,388 (15%)	21,739 (12%)
Matric (12,568)	5,408 (4%)	7,160 (4%)
F.A./F.Sc. (8,497)	3,921 (3%)	4,576 (3%)
Ph.D. (988)	694 (0.5%)	294 (0.2%)
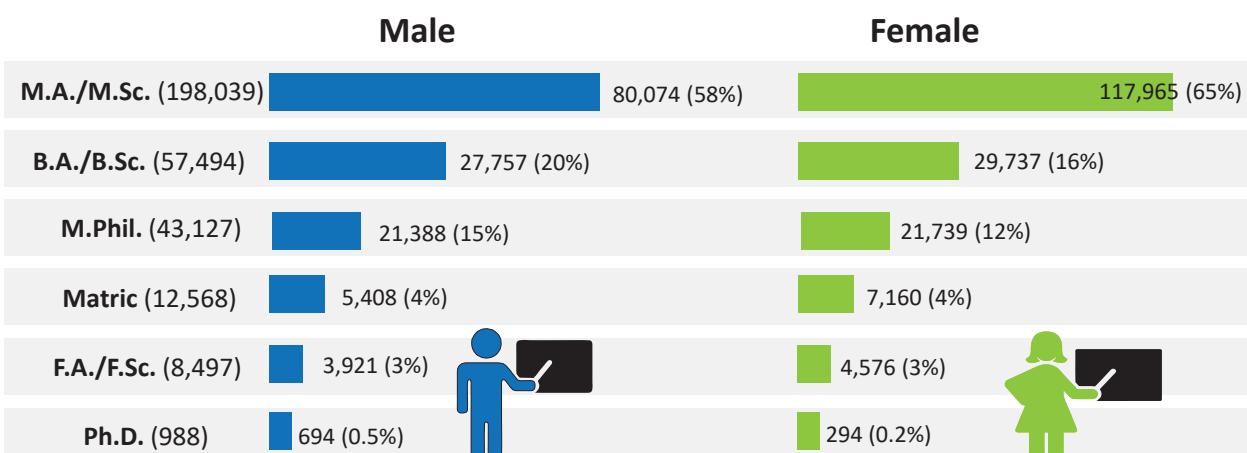
Figure 35: Teachers by gender and academic qualification

iii. Teachers by Professional Qualification

In acknowledgment of the significance of professional qualifications, the teacher recruitment process accords considerable weight to these credentials. The professional courses undertaken by teachers encompass a range of qualifications, including M.Ed., MS.Ed., B.Ed., BS.Ed., CT, PTC, and JVT, among others. A comprehensive disaggregation of teachers by professional course and gender is presented in the accompanying graphic, underscoring the diversity of professional qualifications within the teaching workforce.

M.Ed./MS.Ed. 120,852 (38%) — 74,637 62% / 46,215 38%
B.Ed./BS.Ed. 160,618 (50%) — 74,075 46% / 86,543 54%
PTC/ JV 23,228 (7%) — 13,521 58% / 9,707 42%
CT 7,958 (2%) — 4,901 62% / 3,057 38%
Others 5,085 (2%) — 2,613 51% / 2,472 49%
None 2,972 (1%) — 1,731 58% / 1,241 42%

320,713
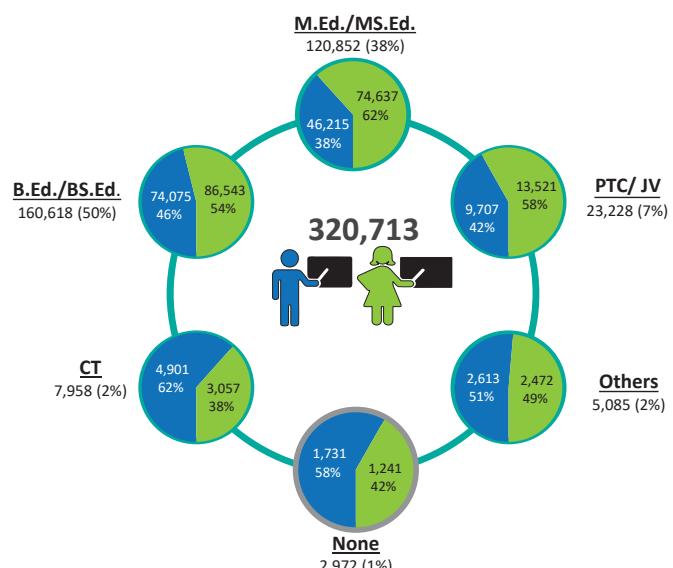
Figure 36: Teachers by gender and professional qualification

7) District-wise Statistics

This section presents a district-level overview of public sector schools, student enrollment, and teacher distribution in Punjab. The data provides a comprehensive snapshot of the province's educational landscape, highlighting the number of public schools, student enrollment, and teacher strength across various districts. This information facilitates a nuanced understanding of regional disparities and the concentration of educational resources, thereby informing evidence-based decision-making and strategic planning to address the diverse needs of different districts.

i.   Schools

The distribution of schools across districts exhibits considerable variation, which correlates with population density, size, and geographical extent. Consequently, the number of public sector schools, student enrollment, and teacher strength differs substantially between districts. Rahim Yar Khan has the highest number of operational schools, with 2,407 schools established by the School Education Department (SED) to cater to the district's population. Faisalabad ranks second in terms of the number of schools. Conversely, Chiniot has the lowest number of operational schools, with 698 schools, reflecting its relatively lower population density.
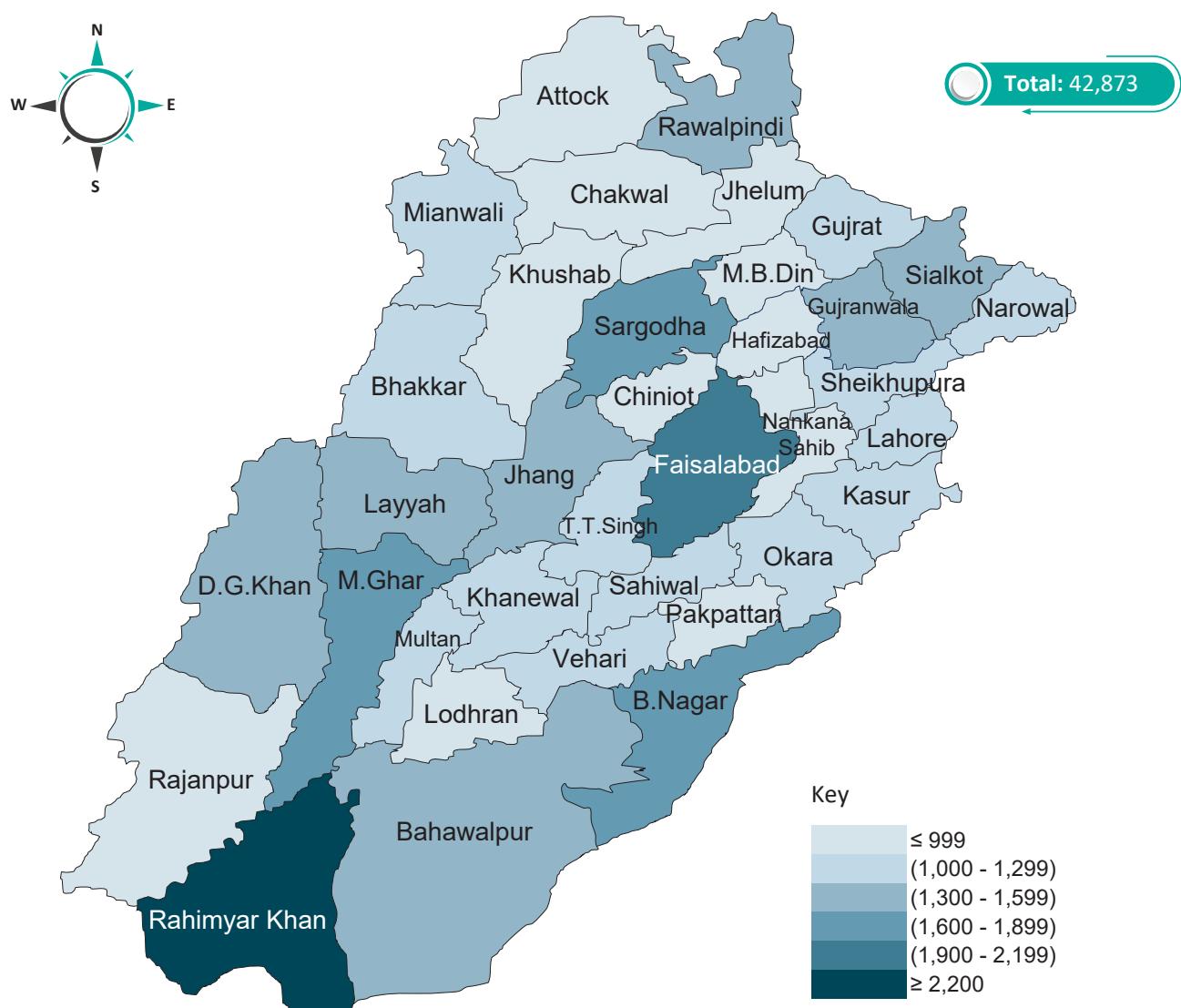
Figure 37: District-wise number of schools

The table presents a detailed district-level breakdown of the number of schools, categorized by educational level (primary, elementary, secondary, and higher secondary) and institution type (boys', girls', and mixed). This comprehensive dataset provides insight into the educational infrastructure across districts, highlighting the distribution of schools by level and type.

District	Primary		Middle		High		H.Sec.		sMosque	Grand Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	
ATTOCK	238	290	76	104	132	107	13	10		970
BAHAWALNAGAR	641	672	131	194	121	111	8	10		1,888
BAHAWALPUR	559	466	103	150	106	90	14	16		1,504
BHAKKAR	366	369	90	106	84	50	6	6		1,077
CHAKWAL	192	245	66	98	146	142	13	12		914
CHINIOT	173	248	41	64	47	32	3	4		612
D.G. KHAN	635	428	96	73	90	56	10	7		1,395
FAISALABAD	579	450	153	277	234	302	28	40		2,063
GUJRANWALA	289	444	92	172	147	171	11	10		1,336
GUJRAT	246	458	73	106	155	164	13	15		1,230
HAFIZABAD	210	231	44	64	40	32	7	7		635
JHANG	344	670	77	75	114	87	11	9		1,387
JHELUM	110	219	38	73	95	90	4	7		636
KASUR	409	389	81	117	120	112	9	7		1,244
KHANEWAL	178	343	135	197	130	104	14	18		1,119
KHUSHAB	309	194	67	38	78	69	8	6		769
LAHORE	253	220	65	120	173	209	11	20	3	1,074
LAYYAH	551	412	93	136	89	89	7	7		1,384
LODHRAN	165	275	63	74	64	46	6	8		701
MANDI BAHA UD DIN	175	221	42	80	89	101	6	10		724
MIANWALI	306	458	82	71	95	59	9	5		1,085
MULTAN	320	496	76	110	135	78	20	12		1,247
MUZAFFARGARH	643	618	111	99	112	69	14	6		1,672
NANKANA SAHIB	261	186	54	74	56	53	4	5		693
NAROWAL	210	479	61	81	84	99	13	8		1,035
OKARA	398	358	79	156	141	109	7	8	2	1,258
PAKPATTAN	291	217	51	85	77	44	6	5		776
RAHIMYAR KHAN	854	904	142	169	189	124	11	14		2,407
RAJANPUR	390	300	43	32	54	28	8	5		860
RAWALPINDI	317	466	95	153	222	239	33	27		1,552
SAHIWAL	301	258	82	127	127	134	15	21		1,065
SARGODHA	429	513	118	172	181	209	21	22	2	1,667
SHEIKHUPURA	374	243	80	139	85	84	7	11	4	1,027
SIALKOT	270	631	83	164	123	185	12	23		1,491
T.T.SINGH	308	293	82	154	107	147	5	12		1,108
VEHARI	434	347	89	159	104	108	15	12		1,268
Grand Total	12,728	14,011	2,954	4,263	4,146	3,933	402	425	11	42,873

Schools
- 2
- 200
- 400
- 600
- 800
- 904

School Gender
- Male
- Female
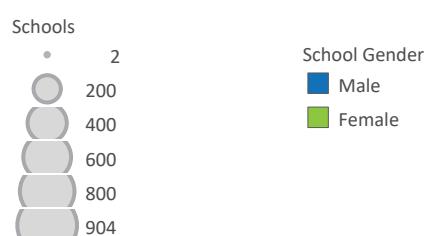
Figure 38: District, gender and level-wise number of schools

ii.   Enrollment

The aggregate enrollment across the 36 districts of Punjab totals 10,528,093 students. As depicted in the accompanying figure, District Faisalabad exhibits the highest enrollment, with 732,615 students, closely followed by District Lahore, with an enrollment of 603,890 students. These figures underscore the substantial demand for education in these districts, likely attributable to their sizable populations and urbanization.

Total: 10,528,093

Key
- < 199,999
- (200,000 - 299,999)
- (300,000 - 399,999)
- (400,000 - 499,999)
- (500,000 - 599,999)
- ≥ 600,000
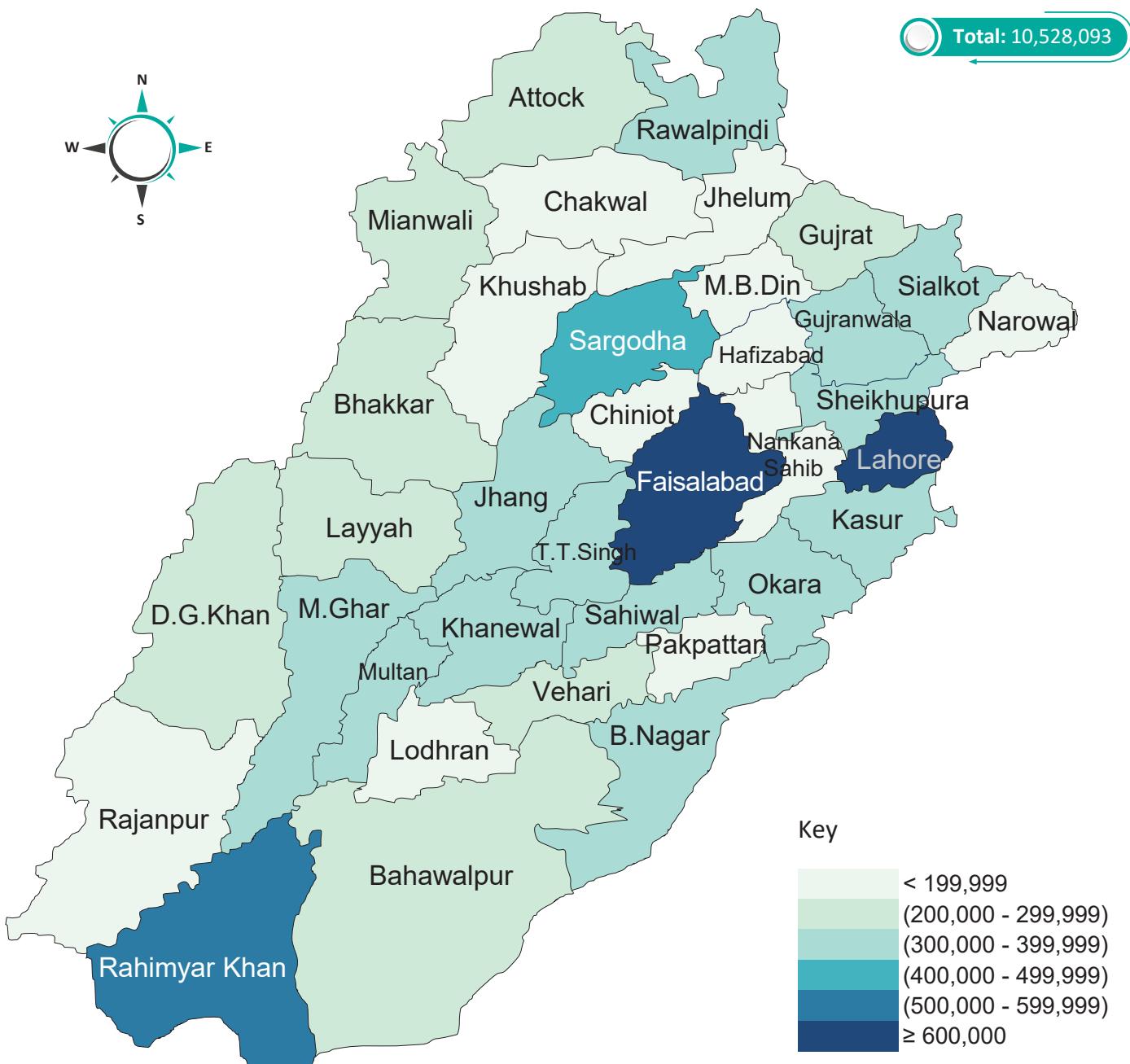
Figure 39: District-wise student enrollment

The total enrollment in public schools across Punjab is 10,528,093, consisting of 5,483,331 female students and 5,044,762 male students. Notably, urban districts such as Lahore, Faisalabad, Gujranwala, Sialkot, and Rawalpindi exhibit a higher proportion of female enrollment, whereas rural districts like Rajanpur, Lodhran, and Chiniot have a greater number of male students. This variation underscores the differing educational dynamics and gender demographics between urban and rural areas in Punjab.
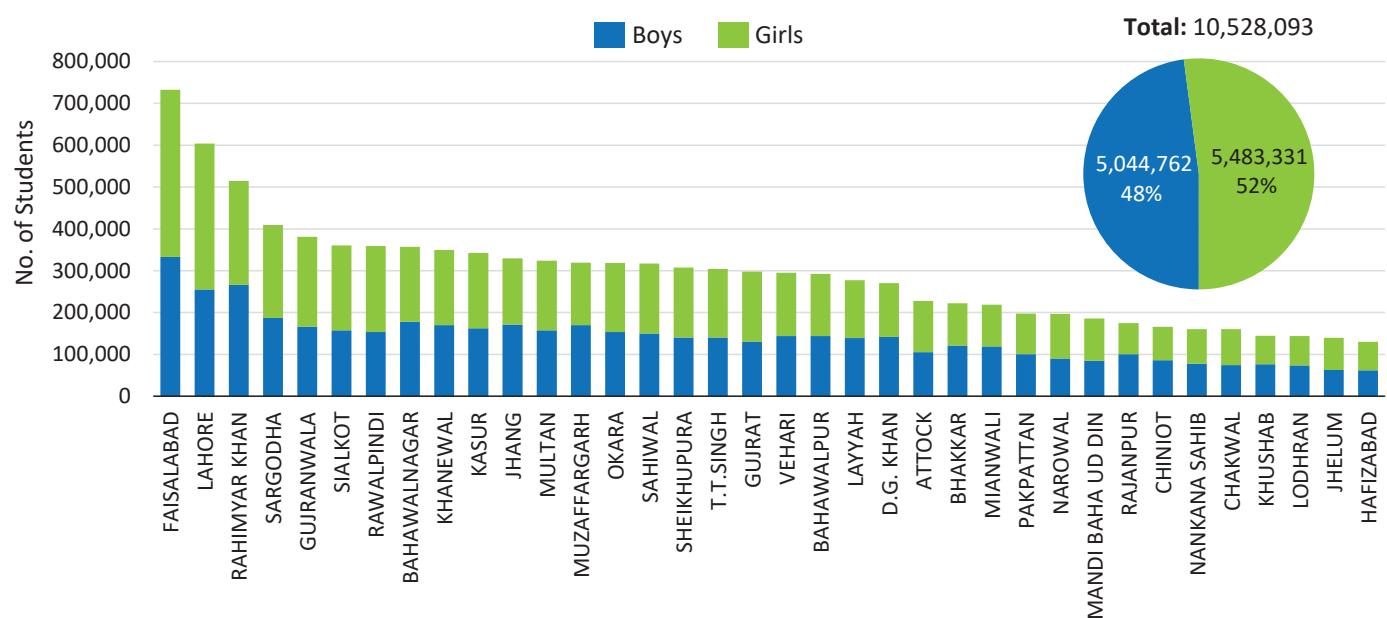
Figure 40: Gender-wise enrollment by district

The table provides a detailed district-level breakdown of public-school enrollment in Punjab, categorized by district, educational level (primary, elementary, secondary, and higher secondary), and gender (male and female). This comprehensive dataset offers insight into enrollment patterns across districts, highlighting the distribution of students by level and gender.

| District	Primary		Middle		High		H.Sec.		sMosque		Grand Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
ATTOCK	30,856	35,198	17,543	24,312	48,783	54,176	7,994	9,032			227,894
BAHAWALNAGAR	79,708	77,044	32,419	39,508	58,130	51,712	7,808	10,478			356,807
BAHAWALPUR	60,210	56,713	22,389	28,151	49,117	45,414	12,231	18,086			292,311
BHAKKAR	46,631	44,143	24,716	25,593	44,648	27,684	5,229	3,525			222,169
CHAKWAL	14,757	16,179	10,534	13,692	43,111	48,945	6,004	6,747			159,969
CHINIOT	36,333	32,578	14,174	16,892	31,872	25,825	3,443	4,393			165,510
D.G. KHAN	70,568	63,271	22,508	18,120	39,126	35,384	9,382	11,767			270,126
FAISALABAD	94,810	82,124	54,894	74,098	146,744	191,825	36,804	51,316			732,615
GUJRANWALA	55,456	58,511	26,907	40,561	75,010	101,245	9,380	13,802			380,872
GUJRAT	42,796	42,669	16,852	22,133	65,142	88,028	5,858	14,453			297,931
HAFIZABAD	25,108	27,468	9,940	14,876	21,353	15,781	5,280	9,832			129,638
JHANG	71,042	75,643	26,637	21,708	64,958	47,600	8,877	13,034			329,499
JHELUM	15,641	17,714	8,311	12,647	35,121	39,815	3,699	6,972			139,920
KASUR	59,816	56,658	26,830	38,512	65,808	76,224	9,577	9,243			342,668
KHANEWAL	39,767	51,269	48,885	47,678	71,164	63,338	10,365	17,206			349,672
KHUSHAB	27,084	26,757	13,208	8,824	31,084	25,655	4,970	7,035			144,617
LAHORE	59,795	53,156	44,003	51,574	139,201	210,909	11,936	32,954	216	146	603,890
LAYYAH	64,125	58,075	22,009	29,331	45,485	45,377	7,282	5,532			277,216
LODHRAN	27,528	28,104	15,897	15,540	26,189	19,358	4,229	6,705			143,550
MANDI BAHA UD DIN	27,447	25,384	12,878	15,631	40,190	51,560	3,925	8,912			185,927
MIANWALI	42,666	43,790	20,173	16,748	51,143	33,263	5,106	5,719			218,608
MULTAN	57,400	60,353	21,826	28,552	62,376	60,759	15,663	17,034			323,963
MUZAFFARGARH	83,230	79,292	25,495	26,729	51,259	37,647	9,785	5,806			319,243
NANKANA SAHIB	29,876	30,128	12,460	16,597	31,036	27,767	4,598	7,756			160,218
NAROWAL	34,174	38,050	13,790	16,533	34,396	44,736	7,604	7,220			196,503
OKARA	56,137	48,642	22,910	36,709	70,124	72,304	4,483	7,007	36	19	318,371
PAKPATTAN	41,852	40,210	14,584	22,955	38,113	27,399	5,878	6,221			197,212
RAHIMYAR KHAN	124,514	114,200	40,370	41,041	91,918	76,097	9,430	16,901			514,471
RAJANPUR	51,804	40,709	13,606	9,089	24,152	19,049	10,682	5,342			174,433
RAWALPINDI	39,774	43,340	18,658	26,193	79,705	114,672	14,976	21,723			359,041
SAHIWAL	45,949	38,716	26,255	37,244	64,712	70,363	13,213	20,575			317,027
SARGODHA	61,209	59,740	32,571	39,348	81,037	104,336	12,398	18,385	61	64	409,149
SHEIKHUPURA	50,204	48,477	25,426	38,465	56,144	60,954	8,281	19,213	127	128	307,419
SIALKOT	54,024	55,103	25,938	29,589	66,993	95,376	10,714	22,481			360,218
T.T.SINGH	51,257	45,853	27,467	39,531	55,614	66,920	5,651	11,785			304,078
VEHARI	56,117	42,680	25,333	39,494	50,615	57,383	11,953	11,763			295,338
Grand Total	1,829,665	1,757,941	838,396	1,024,198	2,051,573	2,234,880	324,688	465,955	440	357	10,528,093

Enrolled

19   210,909

Figure 41: District, level and gender-wise enrollment

iii.   Teachers and Non-Teaching Staff

The teaching cadre is the backbone of public schools, and in Punjab, a total of 320,713 teachers are currently serving, representing 75% of the sanctioned strength. This indicates a substantial shortfall in teaching staff, underscoring a notable gap in the province's educational infrastructure.

Total: 320,713

Key

|	
	≤ 4,999
	(5,000 - 7,999)
	(8,000 - 10,999)
	(11,000 - 13,999)
	(14,000 - 16,999)
	≥ 17,000
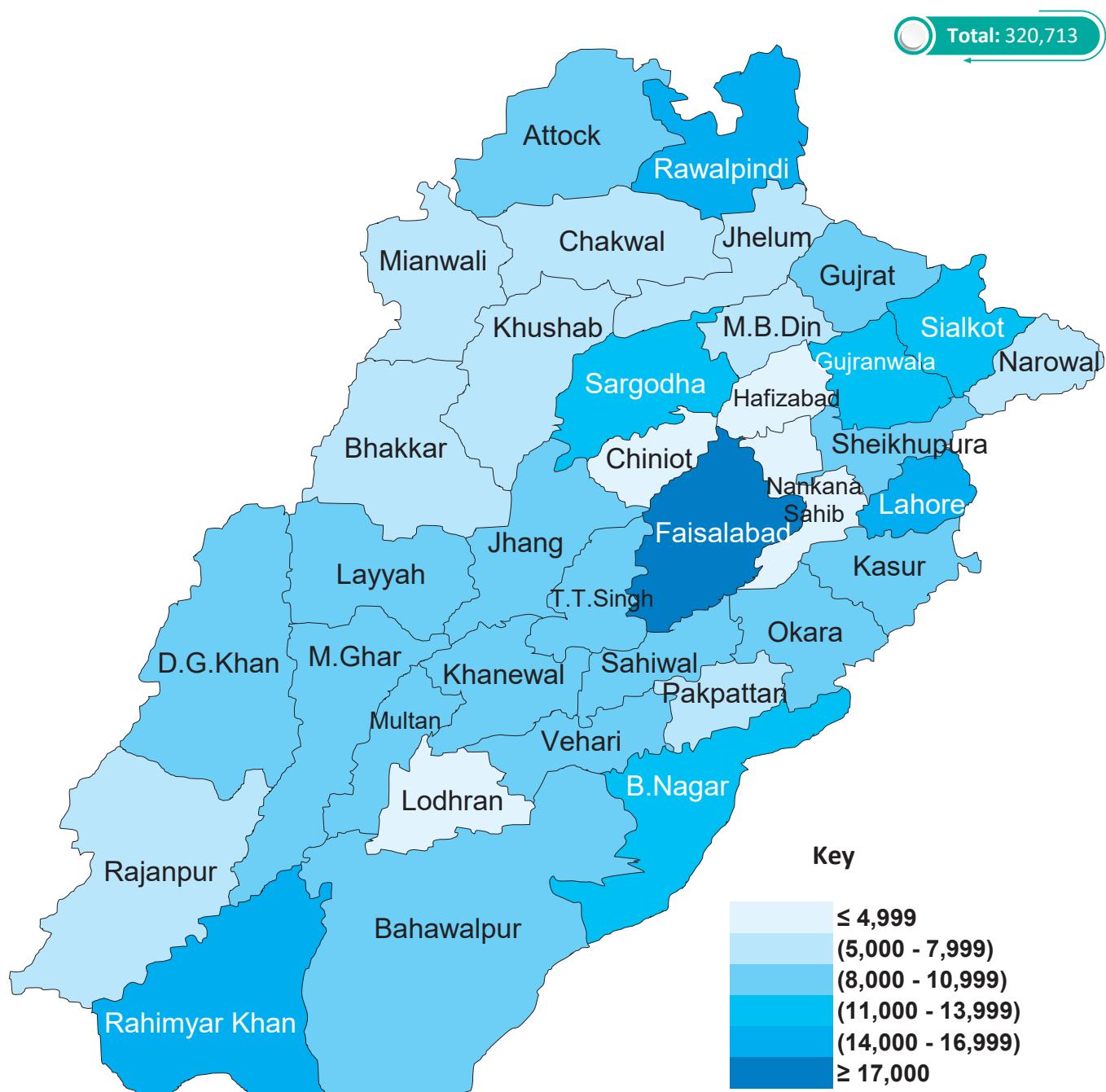
Figure 42: District-wise number of teachers
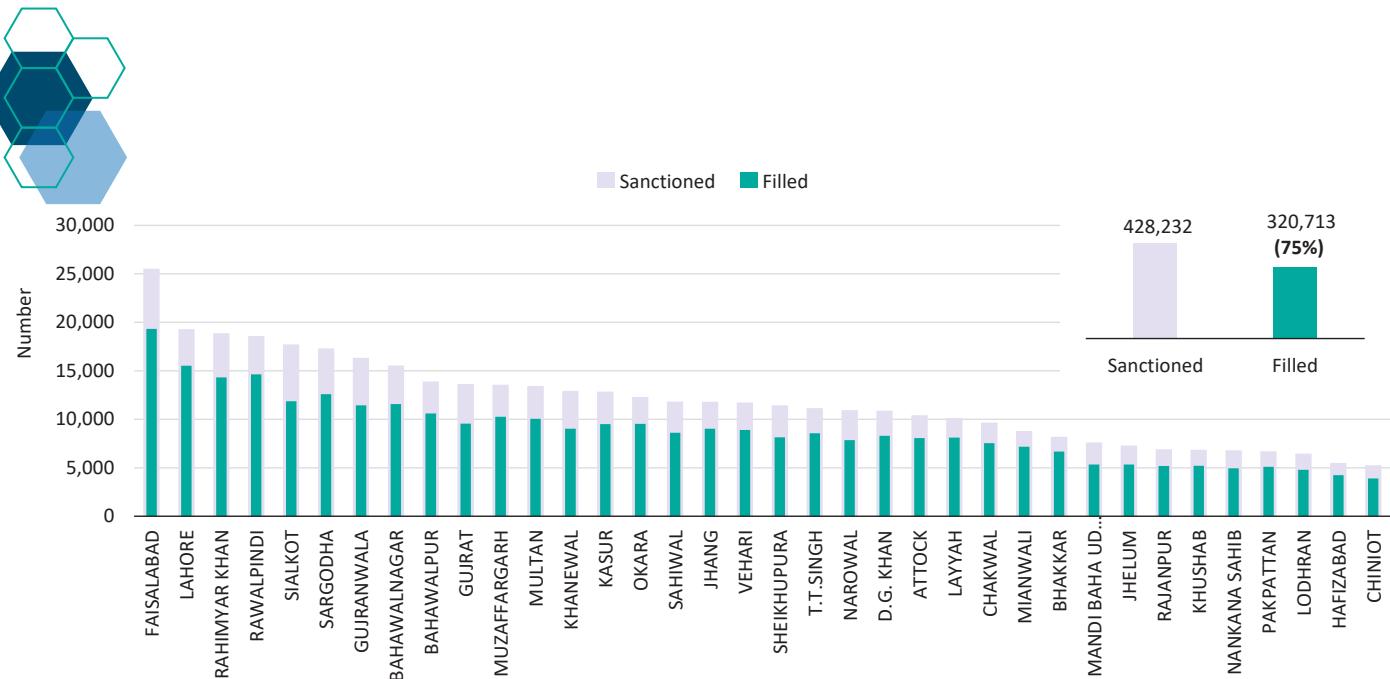
Figure 43: District -wise sanctioned and filled position for teachers

The table provides a detailed district-level breakdown of the teaching staff in Punjab, categorized by district, gender, and educational level (primary, elementary, secondary, and higher secondary). This comprehensive dataset offers insight into the teaching workforce across districts, highlighting the distribution of educators by level and gender.

| District	Primary		Middle		High		H.Sec.		sMosque	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
ATTOCK	480	1,442	497	1,307	1,704	2,095	261	272		
BAHAWALNAGAR	1,696	2,329	1,116	2,001	1,989	1,942	226	259		
BAHAWALPUR	1,552	2,069	917	1,536	1,851	1,715	423	548		
BHAKKAR	1,263	1,275	760	989	1,297	843	137	97		
CHAKWAL	338	1,179	370	1,040	1,612	2,530	239	240		
CHINIOT	714	744	364	496	836	557	93	83		
D.G. KHAN	2,071	1,694	834	791	1,371	1,036	240	254		
FAISALABAD	1,833	2,206	1,221	2,609	4,017	5,250	990	1,194		
GUJRANWALA	978	1,838	745	1,618	2,459	3,087	388	335		
GUJRAT	584	1,801	477	1,090	2,186	2,855	205	365		
HAFIZABAD	711	854	351	578	788	486	228	234		
JHANG	1,291	2,226	799	816	1,912	1,406	278	294		
JHELUM	250	857	259	725	1,338	1,514	132	252		
KASUR	1,420	1,480	845	1,310	1,999	1,991	256	198		
KHANEWAL	642	939	1,216	1,515	2,176	1,810	346	384		
KHUSHAB	926	864	546	374	1,124	998	206	172		
LAHORE	832	1,656	599	1,830	3,161	6,026	378	1,036	12	1
LAYYAH	1,635	1,430	713	1,181	1,428	1,396	191	139		
LODHRAN	542	903	570	697	990	746	134	211		
MANDI BAHA UD DIN	472	966	303	608	1,230	1,447	115	189		
MIANWALI	956	1,785	663	762	1,576	1,097	189	130		
MULTAN	1,079	1,764	641	1,154	2,230	2,060	573	561		
MUZAFFARGARH	2,212	2,087	1,014	1,073	1,931	1,401	346	190		
NANKANA SAHIB	750	735	432	603	1,108	986	140	196		
NAROWAL	750	1,999	523	919	1,353	1,770	253	277		
OKARA	1,265	1,340	728	1,338	2,421	2,043	205	184	3	2
PAKPATTAN	875	766	437	672	1,222	751	228	139		
RAHIMYAR KHAN	2,421	3,352	1,079	1,627	2,774	2,321	284	459		
RAJANPUR	1,553	1,244	438	352	758	521	211	109		
RAWALPINDI	570	2,468	486	1,628	2,678	5,359	574	870		
SAHIWAL	703	913	655	1,184	2,007	2,209	410	530		
SARGODHA	1,316	1,751	914	1,574	2,753	3,356	459	475	2	
SHEIKHUPURA	1,131	1,124	660	1,238	1,668	1,652	234	421	8	1
SIALKOT	972	2,186	729	1,535	2,148	3,333	308	638		
T.T.SINGH	949	1,226	673	1,397	1,776	2,126	129	287		
VEHARI	1,183	1,203	714	1,539	1,731	1,812	403	317		

Figure 44: District, level and gender wise teachers

In Punjab, there are 101,222 sanctioned positions for non-teaching staff, with 67,335 positions (67% of the sanctioned strength) currently occupied. The distribution of filled non-teaching posts exhibits variation across districts, with Rahim Yar Khan district having the highest number of filled positions and Chiniot district having the lowest.
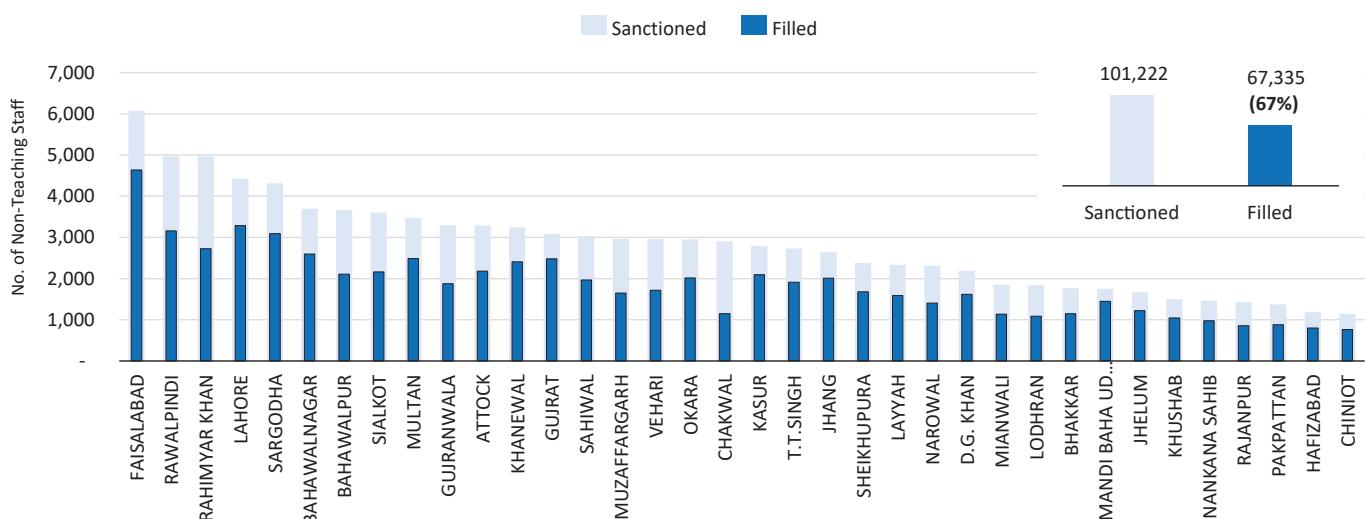

Figure 45: District-wise non-teaching staff

8) Trends in Public Sector Education

Trend analysis offers a comprehensive perspective on temporal developments, facilitating the identification of patterns and informing predictions about future trends. By comparing data with preceding and corresponding years, this analysis enables evidence-based decision-making. The Annual School Census examines key indicators, including the number of schools, students, and teachers. This section presents a five-year trend analysis of these critical indicators, providing insight into the evolution and transformations within the education sector over time.

i. Schools

The total number of schools has exhibited a relatively stable trend with a slight fluctuation over the years. In 2020, the total number of schools stood at 48,238, comprising 22,731 boys' schools and 25,507 girls' schools. However, the count has since decreased to 42,873 schools, with 20,241 boys' schools and 22,632 girls' schools. Notably, the decline in the number of schools can be attributed to the recent outsourcing of schools.
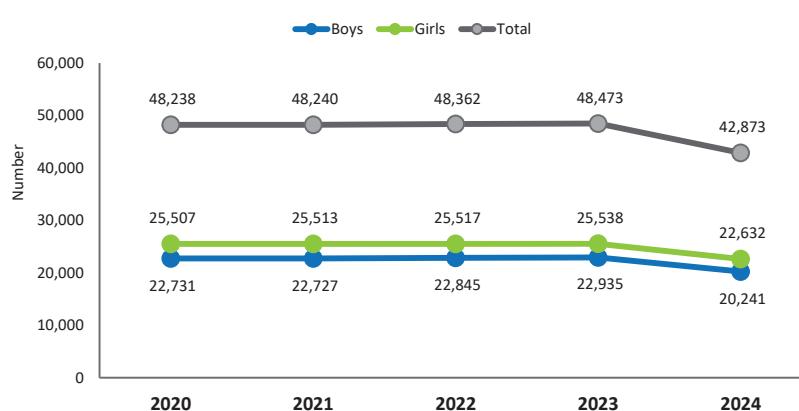

Figure 46: Number of schools by gender, 5-year trend

ii.   Enrollment

A comparative analysis of the class-wise enrollment count of boys over the past five years (2020-2024) reveals a notable decline between 2020 and 2024. This drop in enrollment can be attributed to the COVID-19 pandemic. However, a significant increase in enrollment was observed in 2021 compared to the previous year, owing to a large-scale enrollment campaign initiated by the School Education Department. In contrast, boy's enrollment declined in 2022 due to the natural disaster of heavy rains and floods in Punjab. This downward trend slightly slowed in 2023.

The Gender Parity Index appears to favor girls, which may be indicative of a higher dropout rate among boys. The total enrollment figure for Punjab stands at 10,980,740 (including PSRP Phase-I outsourced Schools).
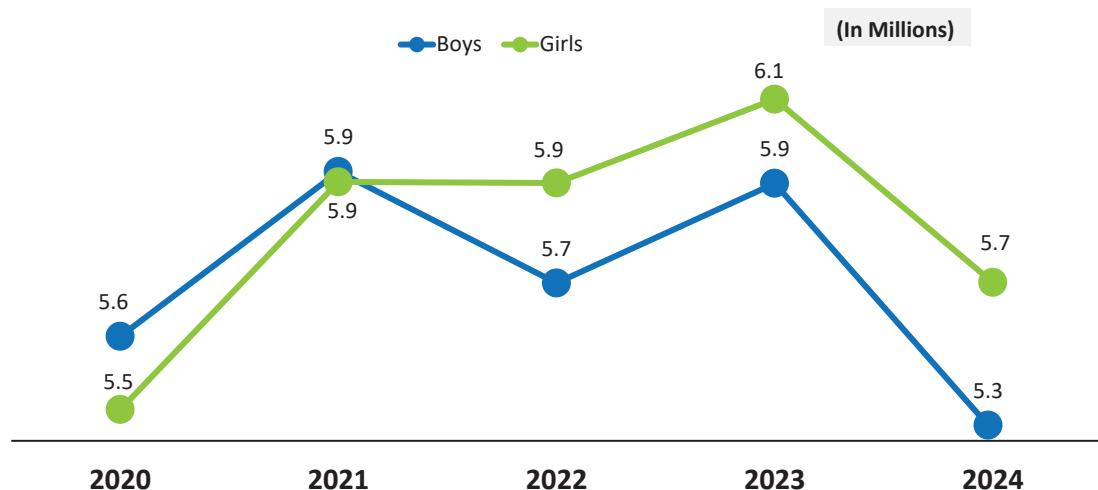
Figure 48: Enrollment by gender, 5-year trend

The graph depicts trends in school enrollment (including PEIMA) from academic years 2003-04 to 2024-25, with enrollment measured in millions. Historically, boys outnumbered girls until 2019-20. Notably, the COVID-19 pandemic marked a shift, with girls surpassing boys in enrollment in public schools during the 2019-20 academic year.
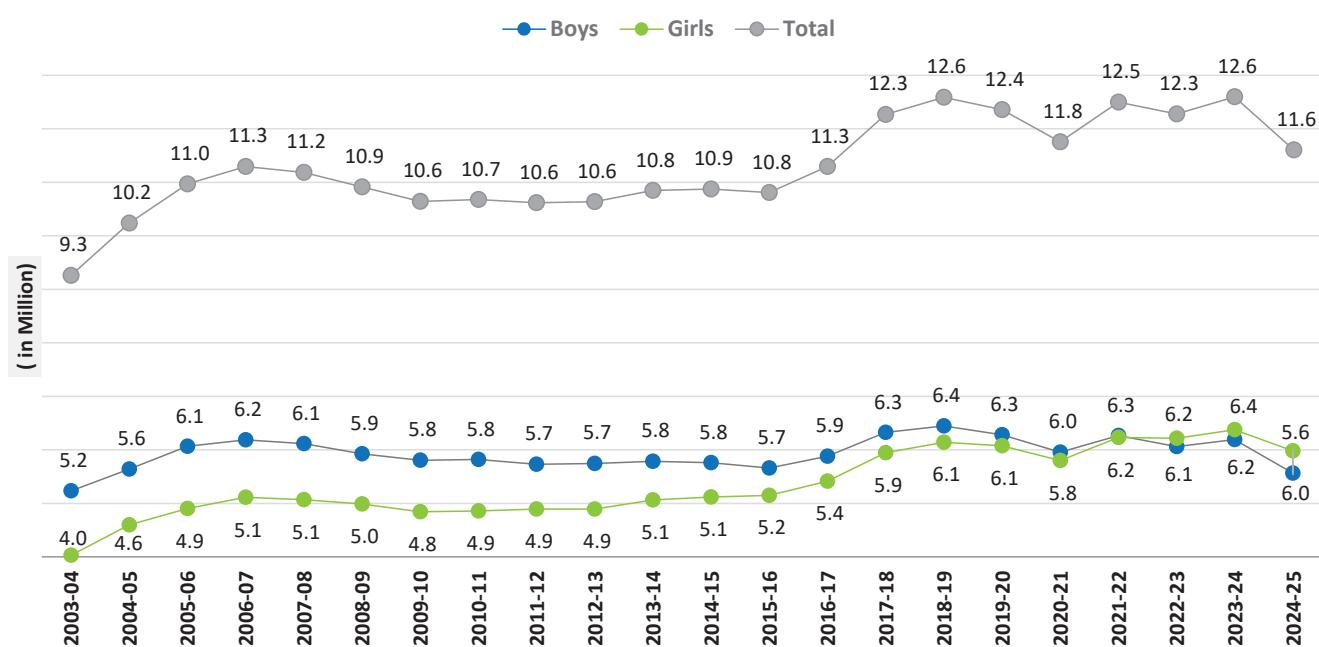
Figure 49: Trend of enrollment by gender since 2003-04

iii.   Retention Trend

The graph illustrates gender-specific retention rates for three distinct grade ranges (Grade 1-5, Grade 6-8, and Grade 9-10) over the period from 2020 to 2024. Each chart displays the percentage of students retained within the specified grade ranges. The retention rates for the primary, elementary, and secondary stages exhibit an overall upward trend for girls from 2020 to 2024, indicating improving retention outcomes.
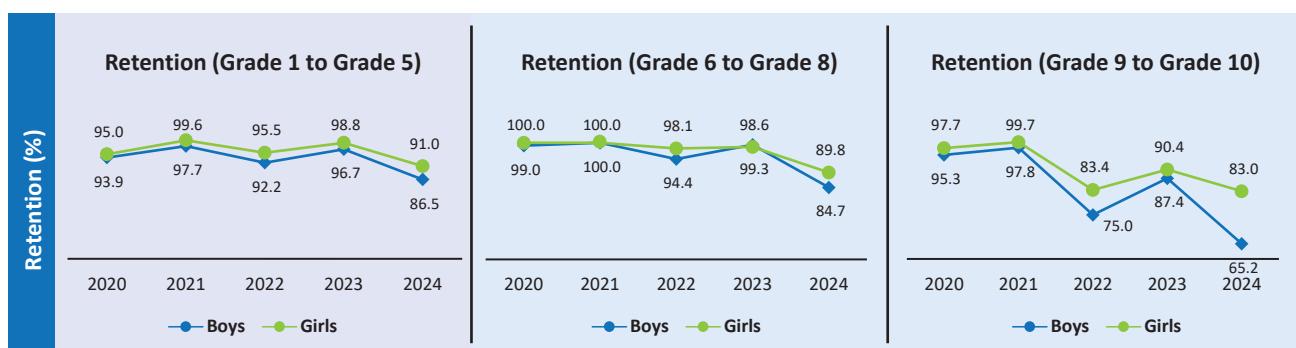
Figure 50: Stage & gender wise retention trend

iv.   Transition Trend

The transition rate from Katchi to Class 1 has actually decreased from 73.8% in 2020 to 71.6% in 2024.

In contrast, the transition rate from Class 8 to Class 9 has declined for both boys and girls. Specifically, the transition rate for boys decreased from 98% in 2020 to 81% in 2024, while for girls, it dropped from 94% in 2020 to 78% in 2024. These declines necessitate attention to address the challenges impeding students' progression to higher grades
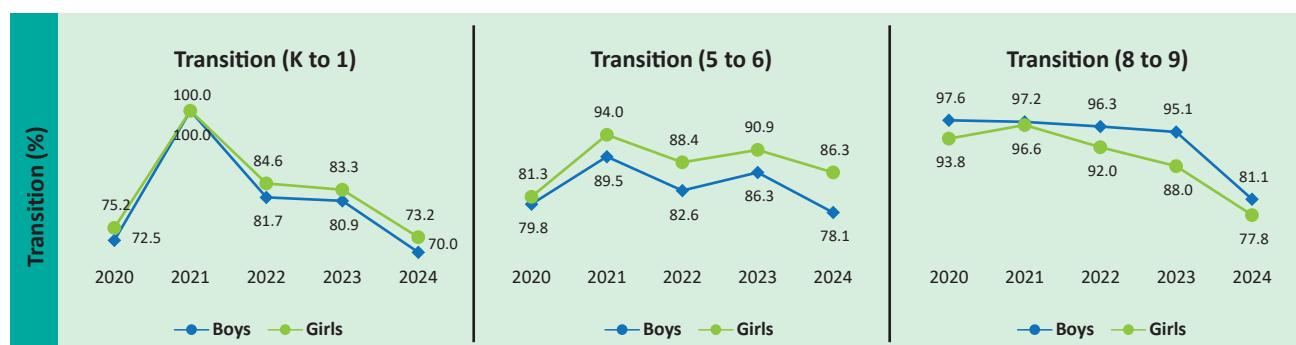
Figure 51: Gender wise transition from terminal grades

A comparative analysis of class-wise enrollment over the past five years (2020-2024) reveals a slight decline in 2020, attributed to the COVID-19 pandemic. However, a substantial increase in enrollment was observed in 2021 compared to the previous year, likely due to targeted enrollment campaigns. Conversely, enrollment numbers decreased again in 2022, coinciding with the devastating effects of heavy rains and floods in Punjab.
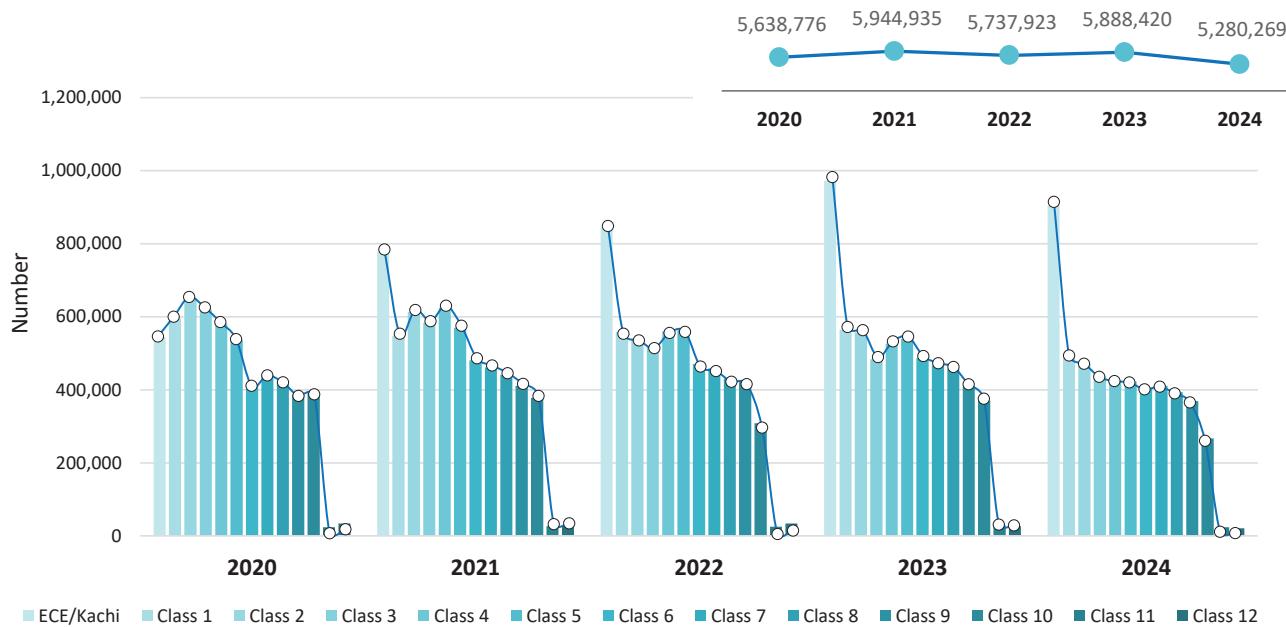
Figure 52: Enrollment by class for boys, 5-year trend
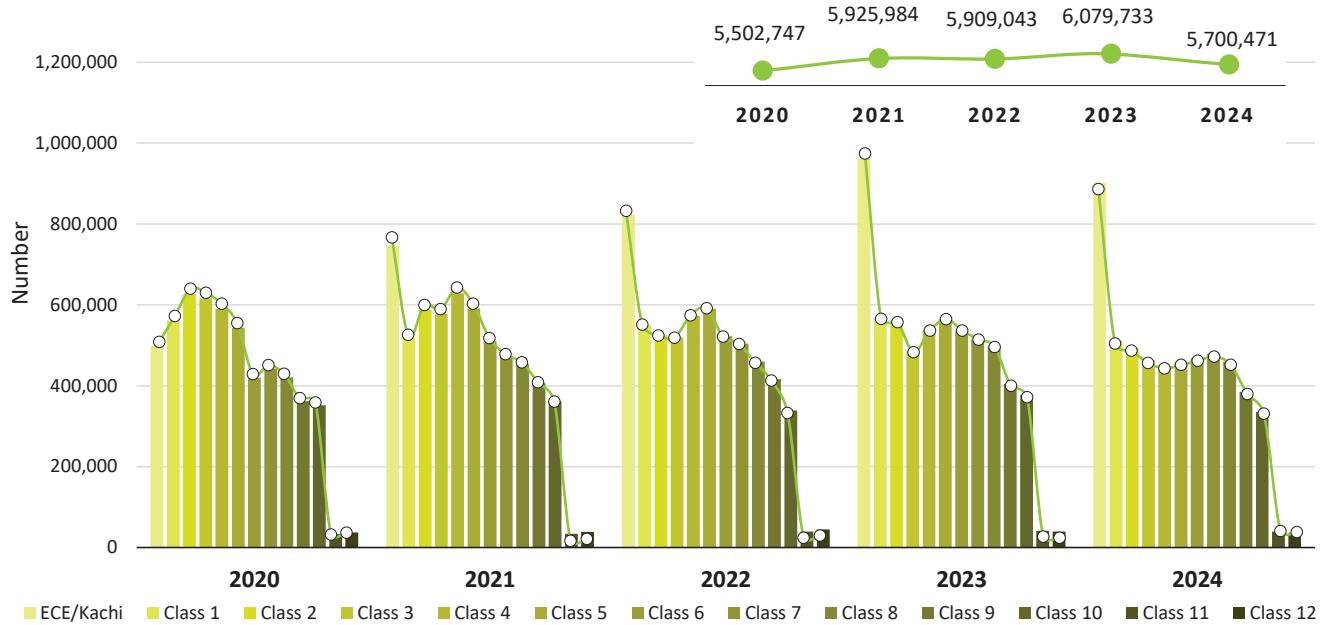
Figure 53: Enrollment by class for girls, 5-year trend

v.   Teachers

According to the latest data from the Annual School Census 2024-25, the current number of teachers in public schools stands at 320,713, marking a notable decline from 366,671 in 2020. Analysis of the teacher count over the past five years (2020-2024) reveals a persistent decrease in the number of appointed teachers in Punjab, averaging an annual decline of approximately 12,000 teachers since 2018. This downward trend is attributed to the Government of Punjab's recruitment ban over the past five years, resulting in a high Student-Teacher Ratio (STR) in schools.
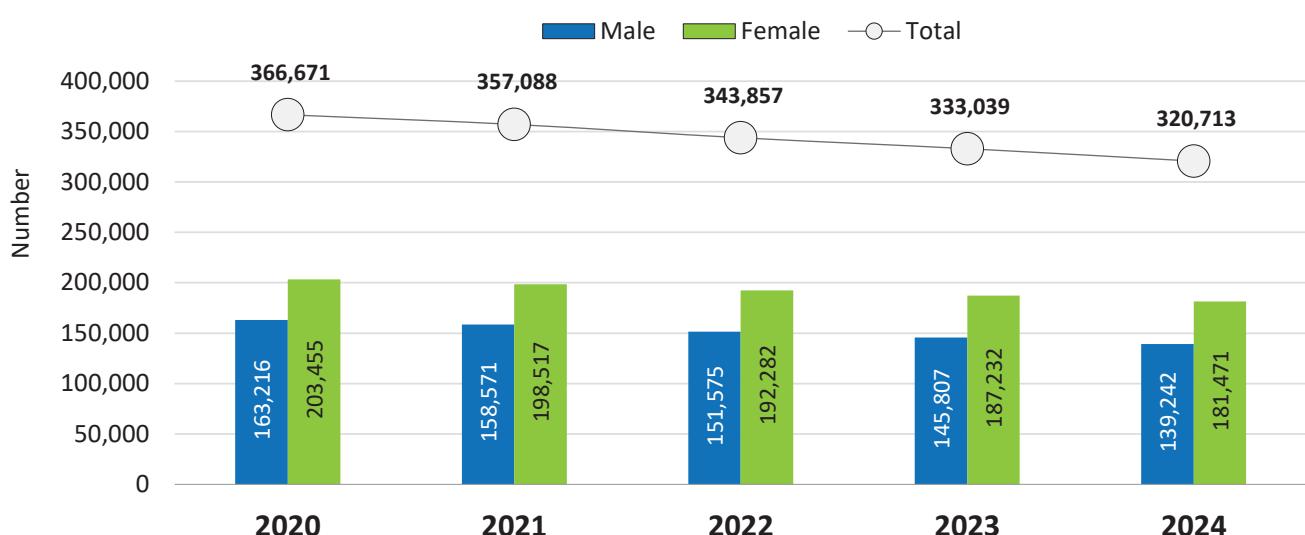
Figure 54: Number of teachers by gender, 5-year trend

The graphic provides a detailed disaggregation of the teaching workforce in Punjab, categorized by educational level, encompassing primary, middle, high, higher secondary, and special mosque schools, over a five-year period (2020-2024). This visual representation offers a nuanced understanding of teacher distribution across diverse school types, thereby affording valuable insights into the evolving educational landscape of Punjab during this timeframe.
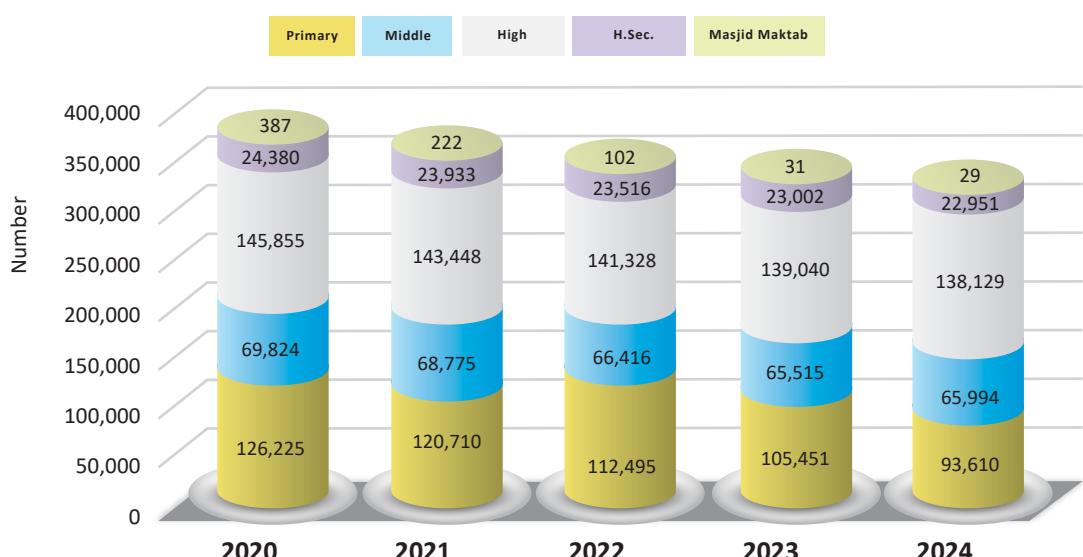
Figure 55: Number of teachers by level

9) Transgender Schools

Background:
In an effort to promote inclusive education, Punjab initiated a pioneering endeavor with the establishment of its first school for transgender students in Multan in 2021. This innovative model was subsequently replicated in Bahawalpur, Lahore, and Dera Ghazi Khan, with plans to expand to all divisional headquarters. To operationalize this initiative, funding was allocated through the ASPIRE project for the establishment and operationalization of nine schools catering specifically to the transgender community.

Curriculum:
The schools have adopted the Accelerated Learning Program (ALP) as their pedagogical framework, which is structured into three distinct packages: A, B, and C. To ensure effective implementation, a comprehensive teacher training program was conducted in May 2023, in collaboration with the Japan International Cooperation Agency (JICA) at the Quality Assurance and Education Department (QAED) in Lahore.

Incentives:
To foster an enabling learning environment, students in these schools are entitled to a range of benefits and incentives. These include attendance-based stipends, transportation support, and provision of essential educational materials such as bags, uniforms, and books.

Students:
To date, over 500 students have been enrolled across the nine schools strategically located in all divisional headquarters of Punjab, underscoring the initiative's growing traction and appeal within the target community.

District	Total No. of Students
Bahawalpur	85
DG Khan	74
Faisalabad	46
Gujranwala	59
Lahore	30
Multan	122
Rawalpindi	65
Sahiwal	18
Sargodha	65
Total	**564**

II. PEIMA

Schools

Level	Male	Female	Total
Primary	1,717	1,729	3,446
Middle	402	428	830
High	-	-	-
Higher Secondary	-	-	-
Total	**2,119**	**2,157**	**4,276**

Students

Level	Boys	Girls	Total
Primary	281,733	266,437	548,170
Middle	10,150	21,705	31,855
High	83	226	309
Higher Secondary	-	-	-
Total	**291,966**	**288,368**	**580,334**

Teachers

Level	Male	Female	Total
Primary	2,274	19,100	21,374
Middle	-	-	-
High	-	-	-
Higher Secondary	-	-	-
Total	**2,274**	**19,100**	**21,374**

III. PEF

Schools

Level	Male	Female	Co-education	Total
Primary	46	3	7,140	7,189
Middle	6	4	3,581	3,591
High	24	28	2,622	2,674
Higher Secondary	-	3	2	5
Total	**76**	**38**	**13,345**	**13,459**

Students

Level	Boys	Girls	Total
Primary	1,259,984	1,106,901	2,366,885
Middle	341,634	362,041	703,675
High	105,491	151,273	256,764
Higher Secondary	27	899	926
Total	**1,707,136**	**1,621,114**	**3,328,250**

Teachers

Level	Male	Female	Total
Primary	11,931	67,238	79,169
Middle	8,567	16,795	25,362
High	6,589	6,236	12,825
Higher Secondary	163	147	310
Total	**27,250**	**90,416**	**117,666**

IV. Danish Schools

Schools

Level	Male	Female	Total
Primary	-	-	-
Middle	-	-	-
High	7	4	11
Higher Secondary	8	9	17
Total	**15**	**13**	**28**

Students

Level	Boys	Girls	Total
Primary	3,161	1,807	4,968
Middle	8,414	6,175	14,589
High	5,294	3,956	9,250
Higher Secondary	1,194	1,427	2,621
Total	**18,063**	**13,365**	**31,428**

Teachers

Level	Male	Female	Total
Primary	25	97	122
Middle	245	229	474
High	213	174	387
Higher Secondary	77	108	185
Total	**560**	**608**	**1,168**

Data Standardization Framework (DSF)

The Ministry of Federal Education and Professional Training (MoFEPT) and the Pakistan Institute of Education (PIE) are collaborating to standardize education data across Pakistan, laying the foundation for the development of EMIS 2.0. To achieve this goal, a Data Standardization Framework (DSF) has been formulated, enabling Pakistan to fulfill its international obligations pertaining to SDG-4 education indicators. The availability of comparable datasets at both provincial and national levels will inform data-driven policy formulation, addressing pressing issues such as out-of-school children, dropout rates, and retention rates. The implementation of the DSF will enhance provincial databases and facilitate seamless data exchange.

In alignment with the Government of Punjab's commitment, the School Education Department has successfully integrated the DSF into the Annual School Census. The census collected data on 18 distinct DSF indicators, in addition to approximately 250 regular indicators. The graphic illustrates the percentage occurrence of various school-level indicators, which will facilitate data standardization across all public schools in Pakistan. Furthermore, these indicators represent a pivotal step towards achieving vertical and horizontal integration, ultimately informing a national open-source data dashboard.

Refugee Students (5,898) — 0.06%

Schools with ramp facility (24,298) — 56.7%

Schools with day care facility (1,188) — 2.8%

Schools with weekly reading hours sessions (9,337) — 21.8%

Schools with meter installed and complete wiring (37,294) — 87.0%

Teachers received training to teach special children (24,065) — 7.5%

Grade - 1 students received organized pre-primary class (849,674 — 84.3%

Schools with incident of terrorist attached during last year (0) — 0.0%

Schools with incident of corporal punishment during last year (03) — 0.01%

Schools with ICT facility for pedagogical/teaching purposes (5,327) — 12.4%

Teaching & Learning aids available to facilitate special children (610) — 1.4%

Schools having digital resources for online teaching/learning purposes (4,018) — 9.4%

Schools having minimum 6ft height of boundary wall from inside & main gate installed (37,148) — 86.6%

Schools having any security arrangements (Security guard, barbed wire, CCTV camera, glass spikes, others) (32,419) — 75.6%

Data Standardization Framework

Figure 56: DSF variables

The Annual School Census 2024-25 has gathered comprehensive data on various learning barriers experienced by students, including hearing difficulties despite the use of hearing aids, visual impairments despite corrective eyewear, cognitive challenges related to memory and concentration, and physical mobility issues. These data are stratified into three distinct levels of difficulty: some difficulty, significant difficulty, and complete inability. The enumeration of each impairment, correlated with corresponding difficulty levels, provides valuable insights into the prevalence of these challenges, informing targeted support and interventions. This dataset is instrumental in developing inclusive education strategies, ensuring equitable access to education for all students, particularly those with special needs, and promoting a more supportive learning environment.

Legend: ■ Some difficulty ■ A lot of difficulty ■ Cannot do at all

|	Hearing difficulty even when using hearing aid	Remembering or concentrating difficulty	Seeing difficulty even when wearing glasses	Walking or climbing steps
Some difficulty	9,488 (0.09)	100,301 (0.95)	13,976 (0.13)	8,638 (0.08)
A lot of difficulty	1,200 (0.01)	15,157 (0.14)	2,295 (0.02)	1,885 (0.02)
Cannot do at all	2,112 (0.02)	3,839 (0.04)	2,108 (0.02)	2,148 (0.02)
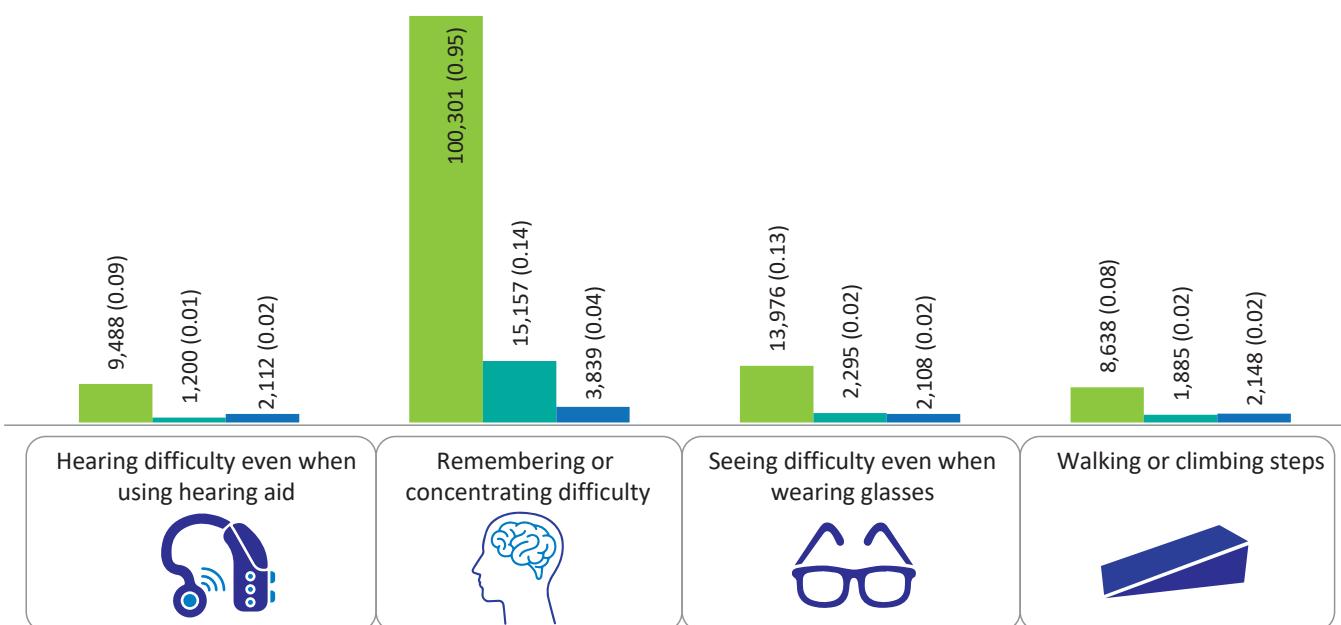
Figure 57: Disability levels

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