



Online ISSN: 3006-5879 Print ISSN: 3006-5860

DOI: <https://doi.org/10.63468/jpsa.3.4.105>

Vol. 3 No. 4 (2025)

<https://journalpsa.com.pk/index.php/JPSA/about>



Recognized by: Higher Education Commission (HEC), Government of Pakistan

Critical Analysis of Challenges of Education System in Pakistan: Possible Solutions

Waqas Rasheed

MPhil Scholar, Department of Political Science, University of Okara
waqasrasheed2017@gmail.com

Dr. Ahsaan Siddique *

Lecturer in Education, Higher Education Department, Punjab
ahsaansiddique1@yahoo.com

Rizwan Ali

PhD Scholar at Lahore Leads University, Lahore
rizwan.ali0408@gmail.com

* Corresponding Author

ABSTRACT

Education is widely recognized as a fundamental pillar for the social, economic, and political development of any nation. No country can achieve sustainable progress without a strong and effective education system. In this context, the present study focuses on examining the key challenges within Pakistan's education system and analyzing how these issues affect overall national development. A review of existing literature reveals that Pakistan's education system is affected by multiple interconnected problems. These include gender inequality, insufficient educational funding, outdated curricula, ineffective examination systems, political interference, lack of qualified and trained teachers, poor teacher training mechanisms, high dropout rates, inconsistent policy implementation, absence of a clear educational vision, and failure to achieve developmental goals. Together, these issues create serious barriers to the effective functioning of the education system. The study also highlights several recommendations for improvement. It emphasizes the need to reduce gender-based disparities in education and ensure equal opportunities for both boys and girls. Increasing government investment in education is essential to improve infrastructure, teacher quality, and learning resources. Similarly, measures should be

taken to reduce dropout rates by improving school conditions and providing financial and social support to students. Another important suggestion is to minimize both internal and external influences that negatively affect the education system. Strengthening transparency, accountability, and merit-based practices can help improve educational quality. In addition, updating the curriculum to align with modern social, economic, and technological needs is necessary to prepare students for contemporary challenges. However, Pakistan's education system remains fragmented due to the existence of multiple parallel systems offering different standards of education. This division creates inequality and prevents the development of a unified national system. Researchers have consistently examined how these structural issues affect educational performance and accessibility across the country. Education is also considered a key instrument for promoting human rights, equality, and social inclusion, particularly for marginalized groups, including women. It plays a vital role in enabling individuals to secure employment and compete in the job market. However, the presence of class-based educational divisions contradicts the constitutional vision of a unified and equal education system in Pakistan. Furthermore, the increasing commercialization of education, particularly the expansion of the private sector, has raised concerns about declining quality in learning and research. Instead of focusing on knowledge development and skill-building, education in some cases has become profit-oriented, which further deepens inequality and reduces overall academic standards. In conclusion, Pakistan requires comprehensive reforms to create a fair, unified, and high-quality education system that ensures equal opportunities for all citizens and contributes effectively to national development.

Keywords: Education, Financial Crisis, Education policy, Educational inequality, Teacher shortage.

INTRODUCTION

Education includes all the learning experiences that take place in formal institutions such as schools, colleges, and universities, as well as in informal settings like homes and communities. It is not limited only to classroom teaching; rather, it also involves the transfer of knowledge through books, journals, magazines, newspapers, radio, television, films, and other media sources. In addition, education is also passed on through traditional systems of learning and everyday life experiences. In this broader sense, education is a lifelong process through which individuals acquire knowledge, skills, values, and attitudes. Education plays a highly significant role in the overall development of an individual. It contributes to physical, mental, emotional, and social growth. Through education, a person develops intellectual abilities, critical thinking, moral values, and the capacity to interact effectively with others in society. It shapes personality and helps individuals become responsible citizens. On a larger scale, education is equally important for national development and progress. Nations with strong educational systems often achieve higher levels of

economic growth, social stability, and political advancement. Such countries usually lead in innovation, science, technology, and social welfare. Every country designs its education system according to its own cultural traditions, social values, and national goals. Through education, societies transfer their history, customs, beliefs, and cultural heritage from one generation to the next. In this way, education acts as a bridge between the past, present, and future of a nation. The structure of education varies from country to country depending on factors such as students' age groups, duration of study, curriculum design, and educational levels, including primary, secondary, and higher education (Siddiqui, 2007).

In the context of South Asia, the education sector faces numerous challenges and issues. Access to education is closely connected to an individual's future opportunities in life, including employment, social mobility, and economic improvement. However, in many South Asian societies, the elite and powerful classes have historically controlled educational resources and opportunities, often excluding poor and marginalized groups. This has created a serious divide between privileged and underprivileged sections of society. Education is meant to reduce such economic and social inequalities, but in practice, these disparities often continue. Furthermore, gender discrimination remains a major issue in education, where girls and women in many areas face barriers such as cultural restrictions, poverty, and lack of educational facilities (Siddiqui, 2012). Education can be described as the backbone of a nation's development. Just as bones provide support and structure to the human body, education provides the foundation for a country's progress and survival. Without education, a nation cannot compete globally, achieve economic stability, or gain respect among other countries. This is why governments around the world continuously invest efforts and resources into improving their educational systems (Pritchett, 2013).

In Pakistan, however, the education system faces severe challenges, many of which are linked to political instability. Frequent changes in government, inconsistent policies, and lack of long-term planning have prevented education from receiving the attention and resources it requires. As Pakistan is a developing country with a fragile economy, a strong education system is essential for economic growth and improving the standard of living of its people. Education is one of the most important drivers of national growth and social development in Pakistan. It helps in creating a skilled and competent workforce, which is necessary for economic productivity and industrial progress. At the same time, education raises political awareness among citizens, enabling them to understand their rights, responsibilities, and role in democratic processes. Despite several reforms, policies, and development plans introduced over the years, Pakistan's education system still suffers from major structural and administrative weaknesses. Problems such as poor infrastructure, lack of trained teachers, outdated curriculum, unequal access, low literacy rates, and weak management systems continue to affect its effectiveness. These issues prevent the system from functioning efficiently and from providing equal educational opportunities to all segments of society (Ahmad, 2014).

Structure of Education System in Pakistan

In Pakistan, the education system is generally organized into three major levels: elementary education, secondary education, and higher education. This structure follows the commonly recognized 12-year schooling system, after which students move into university-level studies. The first level is elementary education, which covers Grade 1 to Grade 8. This level is further divided into two sub-stages. The first stage is primary education, which includes Grades 1 to 5 and provides students with basic literacy, numeracy, and foundational knowledge in subjects such as Urdu, English, Mathematics, Science, and Social Studies. The second stage is middle education, which includes Grades 6 to 8, where students are introduced to more advanced concepts and a broader curriculum. Because of this division, schools at this level are commonly referred to as primary schools and middle or elementary schools. The second level is secondary education, which extends from Grade 9 to Grade 12. In Pakistan, this level is usually divided into two parts. The first part includes Grades 9 and 10, often known as secondary or matriculation level, leading to the Secondary School Certificate (SSC) examination, commonly called Matric. The second part includes Grades 11 and 12, known as higher secondary or intermediate level, which leads to the Higher Secondary School Certificate (HSSC) or Intermediate qualification. These classes are generally offered in secondary schools, higher secondary schools, and colleges. At this stage, students usually choose academic streams such as pre-medical, pre-engineering, commerce, arts, or humanities, depending on their future career goals. After completing Grade 12, students enter the third level, which is higher education. This level is offered by public and private universities, colleges, and professional institutes. Undergraduate education begins with a bachelor's degree program, which may last two to four years, depending on the discipline and the university structure. However, in modern practice, most bachelor's degrees in Pakistan are now commonly four-year programs, especially under the Higher Education Commission framework.

After completing a bachelor's degree, students may pursue a master's degree, which generally takes two years. This postgraduate level allows students to specialize in their chosen academic field and gain advanced theoretical and practical knowledge. Following the master's degree, students can continue toward research-based higher education, beginning with an M.Phil. (Master of Philosophy) program, which usually takes two years. The M.Phil. program is an advanced academic qualification that focuses on research methodology, critical analysis, and scholarly writing. After the M.Phil., the highest academic qualification is the PhD (Doctor of Philosophy), which is a research-intensive degree. The PhD involves independent research, dissertation writing, and original contribution to knowledge in a particular field. Professional degree programs in Pakistan have different durations based on their field of study. For example, the medical degree (MBBS) usually requires five years of study, while engineering programs generally take four years to complete. These professional degrees are offered by recognized medical colleges, engineering universities, and other higher education institutions after students complete their Grade 12 or

intermediate education.

Education System in Pakistan: Issues and Challenges

Education is one of the most essential fields of human life because it enables individuals to understand the world around them and achieve their personal as well as professional goals. It not only broadens knowledge and awareness but also helps people fulfill their basic needs such as employment, social status, and economic stability. Through education, individuals gain the ability to improve their quality of life and contribute positively to society. However, in Pakistan, the education sector has long been affected by misunderstanding and poor policy decisions since the country came into existence. Many political leaders and policymakers failed to recognize the true purpose and importance of education. Instead of designing policies for the welfare of the nation, many educational reforms were introduced either on weak foundations or to strengthen the influence and authority of ruling elites. As a result, the education system gradually became divided according to social class and economic background rather than providing equal opportunities for all citizens. One of the major consequences of this flawed system is the decline in the quality of education. This deterioration is caused by several factors, including administrative inefficiency, weak governance, favoritism, nepotism, political interference, and corruption. In many cases, corruption has deeply penetrated the system, leading to serious issues such as fake salary accounts, ghost schools, closed schools in poor and rural areas, empty buildings without students, and dishonest practices among teachers and administrative staff. Some schools exist only on official records, while these buildings are abandoned and sometimes misused as shelters for animals or even criminal activities. Such conditions reflect the severe governance crisis in Pakistan's educational structure.

Another serious issue in Pakistan's education system is the problem of multiple mediums of instruction. Since independence, education has been divided into different streams based on language and class. The upper and elite class usually sends their children to English-medium schools, which are often private and expensive. The middle class mostly depends on Urdu-medium schools, usually government institutions, while the lower-income class often relies on free madrassa education. This division creates unequal opportunities for students belonging to different social groups. Students graduating from English-medium institutions generally find it easier to obtain better jobs because English is considered the language of professional communication, higher education, and international opportunities. On the other hand, students from Urdu-medium schools often face difficulties in competing for high-paying jobs and advanced educational opportunities. This unequal system directly contradicts the constitutional principle of equality among citizens, as it produces different standards of education for different social classes. Moreover, elite private schools charge very high fees, making them inaccessible for most middle-class families. As a result, quality education becomes a privilege of the wealthy rather than a right for all citizens. The public education system, which is supposed to provide equal access, is often described as weak, neglected, and in decline due to poor

provincial management and the lack of support for teachers. The quality of education in Pakistan is further declining because several core issues remain unresolved. Language problems continue to create barriers to understanding and learning. In addition, teaching methodologies are often outdated and rely heavily on traditional lecture-based instruction rather than interactive and student-centered learning approaches. The curriculum and teaching methods frequently fail to meet the demands of modern society, technological advancement, and the contemporary job market.

Another major weakness is the obsolete examination system. In Pakistan, examinations are largely treated as the final goal of education rather than a means of evaluating genuine learning. The existing exam system mainly rewards rote memorization (ratta system) instead of conceptual understanding, critical thinking, creativity, and problem-solving skills. Students often focus on memorizing textbook content merely to obtain certificates and degrees, while the actual objectives of education such as skill development, reasoning ability, and practical knowledge are ignored. For education to fulfill its real purpose, the examination system must be reformed so that it assesses students' analytical abilities, applied knowledge, and problem-solving competence instead of memory alone. It is true that class-based educational divisions exist in many societies around the world, but in Pakistan this division has become especially harmful. It has created two separate social groups or "two nations" within one country, each having different mindsets, abilities, values, and life opportunities. One group enjoys access to modern and quality education, while the other remains deprived of basic educational facilities. This growing divide has become a major obstacle to national unity and development. Instead of bringing people together, the education system is increasing social differences and widening the gap between rich and poor. Unfortunately, this gap continues to increase even today. A major reason behind this is the lack of serious government efforts to bridge the divide between different educational streams and social classes. Unless the government introduces uniform policies, improves public schools, modernizes curricula, and ensures equal access to quality education, this problem will continue to hinder Pakistan's progress as a nation.

Gender Inequality

Gender discrimination in education is one of the most serious challenges facing Pakistan's educational system, and it has significant implications for the country's social and economic development. Equal access to education for both boys and girls is essential for national progress, yet in Pakistan girls often face greater barriers to schooling than boys. This problem exists because of several interconnected factors, including poverty, traditional social norms, cultural beliefs, and deeply rooted gender stereotypes. In many communities, families with limited financial resources prioritize boys' education over girls' education because boys are often viewed as future earners, while girls are expected to remain within domestic roles. Such attitudes reduce girls' opportunities to enroll in and complete their education. According to international reports, Pakistan has one of the largest populations of out-

of-school children in the world. Earlier estimates reported around 22.8 million children aged 5–16 out of school, with girls making up a disproportionately large share. More recent figures indicate that this number has risen to around 25.1 million, highlighting the continuing seriousness of the issue. Girls are particularly affected by restrictions on mobility and access. In many rural and conservative areas, local customs and social expectations limit girls' ability to travel independently to schools, especially when schools are located far from their homes or when there are no female teachers available. Concerns about safety, honor, and cultural expectations often lead families to keep girls at home. These restrictions make it difficult for girls not only to enroll in school but also to continue their studies consistently throughout the academic year. In many parts of Pakistan, traditional beliefs assign different roles to boys and girls. Boys are generally expected to pursue education and later join the workforce, while girls are often expected to manage household responsibilities such as cooking, cleaning, and caring for younger siblings. Because of this social mindset, girls' education is frequently considered less important. As a result, girls have:

- lower school enrollment rates
- higher dropout rates
- fewer opportunities for higher education
- lower academic achievement outcomes

This educational inequality has serious consequences for the country's development. When girls are denied education, the nation loses a significant portion of its human potential. Educated women contribute greatly to economic growth, improved family health, reduced poverty, and stronger communities. Research consistently shows that educating girls leads to stronger economies, lower child mortality, better maternal health, and increased social development. Women who receive education are more likely to participate in the labor force, make informed decisions, support their children's education, and contribute positively to national development. If this issue is not addressed effectively, it can continue to hinder Pakistan's progress as a developing nation. Gender inequality in education does not only affect individuals; it weakens the overall social and economic structure of the country. Therefore, Pakistan must ensure that boys and girls are given equal opportunities to access quality education. This requires government policies that focus on:

- building more girls' schools
- providing scholarships and financial support
- ensuring safe transportation
- hiring female teachers
- creating awareness about the importance of girls' education
- changing harmful cultural attitudes

Only through equal educational access can Pakistan achieve sustainable growth and social progress (UNESCO, 2020).

Low Educational Budget

Public spending on education in Pakistan has historically remained lower than that of many developed and even several developing countries. Investment in education is considered one of the most important indicators of a nation's commitment to human development, economic growth, and social progress. However, Pakistan has consistently allocated a relatively small portion of its national income to this sector. According to data reported by UNESCO and other international sources, Pakistan's expenditure on education as a percentage of Gross Domestic Product (GDP) has remained below internationally recommended standards. In 2019, Pakistan spent approximately 2.2-2.6% of its GDP on education, which is significantly lower than the 4-6% benchmark generally recommended for developing countries. This low level of investment reflects a major structural weakness in the country's development priorities. Education requires substantial financial resources for infrastructure, teacher salaries, curriculum development, technology integration, and learning materials. When spending remains below the required level, the overall quality of education suffers. From 2010 to 2022, Pakistan's education budget generally ranged between approximately 280 billion and 420 billion Pakistani rupees, although allocations varied from year to year depending on federal and provincial budgetary policies. This budget covered both recurrent expenditures such as salaries, administration, and operational costs and development expenditures, including construction of schools, training programs, and educational reforms.

Despite some gradual increases in nominal budget figures over the years, the proportion of GDP devoted to education remained comparatively low. In practical terms, this means that budget growth often failed to keep pace with population growth, inflation, and the rising educational needs of the country. Low educational expenditure has serious consequences for Pakistan's development. Insufficient funding directly affects:

- school infrastructure
- teacher recruitment and training
- availability of books and learning materials
- digital and technological resources
- curriculum modernization
- access in rural and underdeveloped areas

As a result, many schools continue to face problems such as poor buildings, overcrowded classrooms, shortage of teachers, and lack of basic facilities such as electricity, clean drinking water, and toilets. Compared with developed countries, which often spend 4-6% or more of GDP on education, Pakistan's spending remains considerably lower. This difference helps explain why developed nations generally have stronger literacy rates, better educational outcomes, and more advanced research systems. The issue is not only the amount of money allocated but also how effectively it is utilized. In Pakistan, a significant portion of the education budget is often consumed by administrative expenses and salaries, while development projects and reforms receive limited attention. In some cases, allocated funds remain unspent

because of bureaucratic delays and weak governance. Therefore, increasing education spending is essential for improving literacy, reducing inequality, and promoting national development. A stronger financial commitment to education would help Pakistan address issues such as low enrollment, gender disparities, outdated curricula, and poor-quality teaching (UNESCO, 2019).

Outdated Curriculum

Education is closely linked with the progress and development of a country. A nation can only move forward socially, economically, and technologically when its education system is modern, relevant, and responsive to contemporary needs. However, in Pakistan, one of the most serious barriers to national development is the failure to regularly update and modernize the educational curriculum. The curriculum in many schools, colleges, and universities remains outdated and does not adequately reflect the demands of the modern world. Because of this, students often study old content that is disconnected from present-day realities, technological advancements, and labor market needs. This outdated curriculum limits students' intellectual growth and reduces their ability to compete in both national and international job markets. Recent analyses continue to highlight that Pakistan's curriculum has not evolved in line with economic and technological change. One of the major reasons behind this issue is the insufficient financial investment in education. When the government allocates a low budget to the education sector, it becomes difficult to revise syllabi, introduce new teaching resources, train teachers, and incorporate digital learning tools. As a result, schools continue to rely on old textbooks, traditional lecture-based methods, and outdated teaching materials. This problem has persisted for many years because education has not been treated as a top national priority.

In addition to financial limitations, political instability and frequent policy changes have worsened the situation. Every change in government often brings changes in educational priorities, policies, and curriculum frameworks. Because of this inconsistency, long-term educational reforms are rarely implemented effectively. Instead of continuity and gradual improvement, the system faces repeated interruptions and administrative confusion. The impact of an outdated curriculum is not limited to academic institutions; it directly affects society and the economy as well. In today's world, employers demand graduates who possess practical skills, critical thinking ability, communication skills, technological literacy, and problem-solving competence. However, many students in Pakistan complete their education without acquiring these essential skills. This has created a serious skills mismatch between education and employment needs. Research on Pakistan's labor market confirms a large gap between the education students receive and the skills demanded by industry and employers. Because of this mismatch, many graduates remain unemployed or underemployed. The statement that around 40% of graduates are unemployed due to skill mismatch aligns with broader findings showing high levels of graduate unemployment and job-education mismatch in Pakistan. Studies indicate that graduate unemployment is significantly higher than the overall unemployment

rate, mainly because university education often does not prepare students for real-world work environments.

This means that although students possess degrees and certificates, they often lack the practical and professional skills required by employers. Consequently, they face unfair competition in the job market and struggle to secure stable employment. Another major weakness of the outdated curriculum is that it does not effectively develop critical thinking and problem-solving abilities. Instead of encouraging analysis, creativity, innovation, and application of knowledge, the curriculum often emphasizes memorization and theoretical learning. Students are trained to reproduce textbook content in examinations rather than apply concepts to real-life situations. As a result, many graduates are unable to:

- analyze complex problems
- think independently
- innovate solutions
- adapt to workplace challenges
- use modern technological tools

This reduces both individual employability and national productivity. Therefore, curriculum reform is essential for Pakistan's future development. The education system must be aligned with the needs of the 21st century by introducing updated syllabi, digital skills, vocational training, research-based learning, and industry-oriented education (Akhtar, 2019).

Poor Examination System

One of the most serious weaknesses of Pakistan's examination system is the widespread practice of cheating and unfair means during examinations. Academic dishonesty has become a major concern at school, college, and even university levels. Reports and research studies indicate that cheating is common in many examination centers across the country. According to studies cited in educational research, a very high percentage of students have admitted to using unfair means in one form or another during examinations. Some reports mention that nearly 95% of students acknowledged cheating in varying forms, while another study by the Center for Applied Research in Education (CARE) found that approximately 70% of students attempted cheating during exams. This shows that cheating is not an isolated issue but a widespread systemic problem in Pakistan's education system. The prevalence of cheating has a deeply negative impact on the quality and credibility of education. When students can pass examinations through dishonest means, the purpose of assessment is defeated. Examinations are supposed to measure a student's knowledge, understanding, and academic performance, but cheating distorts these results and makes the assessment unreliable. Consequently, public trust in the examination system is weakened. Degrees, certificates, and grades lose their value because they no longer accurately represent a student's actual abilities and learning. This devaluation of educational credentials also affects employers, universities, and society at large.

Another major issue with the examination system in Pakistan is its excessive focus on rote memorization. Students are often trained to memorize facts, definitions,

and textbook content rather than truly understanding concepts. This method of learning encourages surface-level knowledge instead of deep learning. Critics argue that this examination pattern does not help students develop essential academic and professional skills such as:

- critical thinking
- analytical reasoning
- problem-solving ability
- creativity
- independent learning

Instead of asking students to apply concepts, analyze situations, or present original ideas, many exams simply test how much content they can reproduce from memory. This overemphasis on memorization creates a narrow and limited approach to learning. Students become more focused on “passing the exam” than on acquiring meaningful knowledge. As a result, the education system discourages innovation and originality, which are essential for modern development. Another criticism concerns the grading and assessment methods used in Pakistan’s education system. Marks are often awarded primarily for recalling textbook facts rather than demonstrating practical understanding or real-world application. This means that students may achieve high grades without possessing the skills needed in professional life. In today’s modern workplace, employers increasingly seek graduates who can:

- think critically
- communicate effectively
- work collaboratively in teams
- solve real-life problems
- adapt to changing situations

Unfortunately, these skills are not sufficiently developed through the current examination system. Because the system prioritizes memorization over application, many graduates enter the job market without the competencies required by employers. The result is a mismatch between academic achievement and employability. Students may hold impressive grades and degrees yet still struggle in professional environments because they lack practical and cognitive skills. Therefore, reforming Pakistan’s examination system is essential. The system should move away from rote learning and instead adopt assessment methods that encourage conceptual understanding, creativity, critical thinking, and skill-based learning (Bukhari, 2019).

Political Interference

Political involvement in Pakistan’s education system has been a long-standing issue and remains one of the major barriers to educational growth and institutional improvement. For many decades, scholars, policymakers, educationists, and members of civil society have expressed concern that excessive political interference has weakened the quality, independence, and effectiveness of education in the country. Researchers argue that one of the most damaging effects of political interference is the appointment of unqualified individuals to key educational positions. Instead of selecting competent professionals based on academic merit, experience, and

administrative capability, appointments are sometimes influenced by political loyalty, personal connections, or party affiliation. This practice undermines meritocracy and lowers the standard of leadership in schools, colleges, and universities. It also negatively affects policy implementation and academic management. Pakistan's broader academic freedom indicators have repeatedly noted political influence over educational content and institutions. Another major consequence of political interference is the promotion of partisan ideologies and political agendas within educational institutions. When educational spaces become tools for political influence, academic freedom suffers. Teachers, administrators, and students may feel pressure to conform to certain viewpoints, which restricts independent thinking and open intellectual debate. This environment discourages critical inquiry, creativity, and scholarly independence, all of which are essential elements of quality education. International discussions on academic freedom similarly warn that political control over education weakens free thought and research culture (Hussain, 2016; Khan & Shahid, 2021).

Political involvement has also contributed to unequal distribution of educational resources. In many cases, schools, colleges, and universities located in politically favored regions or associated with influential groups receive more funding, better infrastructure, and greater development opportunities. On the other hand, less influential regions, rural areas, and marginalized communities often remain neglected. This selective allocation of resources deepens existing inequalities and increases the risk of exclusion for already disadvantaged groups. As a result, educational disparities between urban and rural areas, rich and poor communities, and different provinces continue to widen. Such inequality affects access to quality education and limits the chances of social mobility for marginalized populations. The issue has also attracted the attention of international organizations concerned with education rights and academic freedom. Global education advocacy groups have repeatedly emphasized the need for political leadership to demonstrate sincerity, transparency, and long-term commitment in addressing educational challenges. These organizations stress that education should be governed by principles of fairness, equality, merit, and academic independence, rather than political interests.

If political interference continues unchecked, it can further damage the credibility of educational institutions and reduce public trust in the system. Sustainable educational development requires institutions to function independently, with appointments and policies based on professional standards rather than political considerations. Therefore, Pakistan must work toward minimizing political interference in education by strengthening institutional autonomy, ensuring merit-based appointments, and promoting equal distribution of educational resources.

Lack of Quality Teachers

One of the most serious challenges facing Pakistan's education system is the shortage of trained, qualified, and competent teachers. The quality of education in any country largely depends on the quality of its teachers, because teachers are the main source through which knowledge, skills, and values are transferred to students.

In Pakistan, however, the lack of professionally trained teachers has become a long-standing issue that continues to weaken the overall standard of education. Educational researchers argue that the decline in the quality of education in Pakistan is linked to several factors, among which the shortage of qualified teachers is one of the most significant. For many years, the country has faced an insufficient number of teachers, particularly in public schools and rural areas. This issue has become even more serious as the demand for education has increased due to population growth and higher enrollment rates. The shortage of teachers is caused by multiple structural and administrative problems. These include low salaries, poor working conditions, lack of professional growth opportunities, and insufficient incentives for serving in remote or underdeveloped areas. Many qualified individuals are discouraged from joining the teaching profession because the pay scale is often lower compared to other professions requiring similar qualifications (Ali et al., 2021).

In addition, teachers working in rural and remote regions frequently face difficult circumstances such as lack of transport, inadequate school facilities, absence of teaching materials, and limited career advancement opportunities. Because of this, many trained teachers prefer urban posting, leaving rural schools understaffed. Recent studies on rural Pakistan continue to highlight acute teacher shortages, especially at the secondary level. Another important issue is the lack of proper teacher training. A significant proportion of teachers, especially in government schools, do not receive regular professional development or refresher courses. Some reports have shown that a large percentage of teachers have not received formal training in recent years, which directly affects their teaching effectiveness. The deficiency of quality teachers has a direct negative impact on student learning outcomes. When teachers are not adequately trained or when there are too few teachers for many students, classroom learning becomes less effective. This often results in poor comprehension, weak literacy, and low numeracy skills among students. Evidence from the National Educational Assessment System (NEAS) highlights the seriousness of this issue. According to assessment reports, only 37% of Grade 5 students were able to read a story in Urdu, while merely 27% could perform simple division problems. These figures clearly indicate low foundational learning levels among primary school students. Such poor learning outcomes suggest that many students progress through the school system without acquiring basic reading and mathematical skills. This weak academic foundation later affects their performance at higher levels of education and reduces their future employment opportunities. Another major concern highlighted in the report is the urban-rural learning gap. There is a significant disparity in educational quality between urban and rural areas. Students in urban schools generally perform better because they often have access to more qualified teachers, better facilities, and improved learning resources. In contrast, rural schools frequently suffer from teacher shortages, multi-grade teaching, and limited infrastructure.

This difference in learning outcomes between urban and rural students further increases social and economic inequality in the country. Therefore, improving teacher quality must be treated as a national priority. Pakistan needs to invest in:

- teacher training programs
- better salaries
- improved working conditions
- special incentives for rural postings
- continuous professional development

Only by strengthening the teaching workforce can the country improve student learning and overall educational standards.

Lack of Faculty Training and Development

Faculty training and professional development play a crucial role in maintaining and improving the quality of education in Pakistan. The effectiveness of any education system largely depends on how well teachers and academic staff are trained, updated, and supported in their professional roles. If faculty development is not properly managed or prioritized, the overall standard of education is likely to decline. In Pakistan, the importance of teacher training has been widely recognized in academic research and policy discussions. Educators, researchers, and policymakers have repeatedly emphasized that continuous professional development is essential for improving teaching quality and student learning outcomes. Over the years, various studies have examined the gaps in teacher preparation and highlighted the need for systematic training programs to strengthen instructional practices (Siddiqui & Azhar, 2019).

Despite this awareness, many institutions still face challenges in implementing effective faculty development programs. In some cases, training opportunities are limited, irregular, or not aligned with modern teaching requirements. As a result, teachers may continue using outdated teaching methods that rely heavily on lecture-based instruction and rote learning rather than interactive, student-centered approaches. Proper faculty training is important because it helps teachers:

- improve their subject knowledge
- adopt modern teaching strategies
- integrate technology into classrooms
- assess students more effectively
- encourage critical thinking and creativity

When teachers are professionally trained and regularly updated, they are better able to meet the academic and developmental needs of students. This ultimately leads to improved learning outcomes and a stronger education system overall. Therefore, strengthening faculty training and development programs should be considered a key priority in educational reform policies in Pakistan. Continuous investment in teacher education is essential for ensuring long-term improvement in the quality and effectiveness of the entire education system.

Education without Direction

Education becomes less effective when it lacks a clearly defined purpose and direction. In such situations, the education system fails to establish specific learning goals that can adequately prepare students for real-life challenges and future responsibilities. In Pakistan, the education system is often criticized for emphasizing

rote memorization of facts, figures, historical dates, and definitions, rather than encouraging analytical thinking, creativity, and problem-solving skills. Instead of developing intellectual abilities, students are frequently trained to reproduce textbook content in examinations. This approach limits their cognitive development and reduces their capacity to apply knowledge in practical situations. According to UNESCO (2019), educational attainment levels in Pakistan remain concerning, as only around 60% of children complete primary education, and this number drops further to approximately 30% at the secondary level. These statistics indicate that a large proportion of children are unable to complete basic schooling, which significantly affects their future opportunities and social mobility.

One of the primary reasons behind this situation is the insufficient government investment in the education sector. Pakistan allocates approximately 2.4% of its GDP to education, which is relatively low compared to the recommended international standards and neighboring developing countries. This limited financial allocation leads to several structural problems, including a shortage of classrooms, poorly maintained school infrastructure, insufficient teaching staff, and a lack of modern learning resources. Consequently, the overall quality of education declines, particularly in public sector institutions. Another significant concern is the imbalance in the curriculum focus. In Pakistan, the education system is often criticized for giving relatively greater emphasis to religious and traditional studies, while subjects such as science, technology, engineering, and mathematics (STEM) do not receive adequate attention. Although religious and cultural education plays an important role in shaping values and identity, an overemphasis on these areas at the expense of modern academic and technical subjects limits students' ability to compete in today's global economy. As a result, students may gain theoretical knowledge but often lack practical skills that are necessary for real-world applications, employment, and innovation. Modern economies require individuals who are skilled in technology, scientific reasoning, communication, and critical analysis. However, when education is not aligned with these demands, students face difficulties in adapting to professional environments and labor market requirements. The problem of having an education system without a clear developmental direction is not unique to Pakistan; it is also observed in other parts of the world. However, some countries have taken proactive steps to address this issue. For instance, Australia has implemented a National Career Education Strategy, which provides structured career guidance and helps students at all levels of education understand future job pathways and skill requirements. Such initiatives ensure that education is linked with employability and national development goals.

Influence on Education System

The education system in Pakistan is shaped and affected by a wide range of factors, including social structures, political conditions, economic resources, cultural values, and global influences. All these elements play an important role in determining how education is delivered, who has access to it, what quality of instruction is provided, what subjects are included in the curriculum, and what

academic outcomes students ultimately achieve. Understanding these influencing factors is essential for explaining the persistent challenges within Pakistan's education system, especially its inability to ensure equal access to high-quality education for all segments of society. These influences interact in complex ways, making the education system uneven and inconsistent across different regions and social groups. On one hand, internal factors such as political instability, economic limitations, and social inequalities affect the structure and performance of educational institutions within the country. On the other hand, external factors such as globalization, international educational standards, and global economic demands also shape educational priorities and reforms in Pakistan. As a result, the education system does not operate in isolation; rather, it is continuously influenced by both domestic and international forces. These combined pressures can produce both positive and negative outcomes. While some influences may encourage reform and modernization, others may contribute to inequality, poor planning, and inconsistent educational quality across the country.

Internal Influences

Pakistan's education system has been significantly affected by several internal challenges, particularly political instability, weak policy prioritization, and inadequate financial investment. These issues have consistently hindered the development of a strong and effective education system. Since independence, Pakistan has introduced various educational reforms and policies. However, many of these changes have not been based on long-term national goals. Instead, they have often reflected the political ideologies and short-term interests of ruling governments. As a result, educational policies have lacked continuity and consistency, with each new government introducing its own agenda rather than building upon previous reforms. This absence of stable and long-term vision has led to a fragmented education system. There are significant disparities across regions, as well as between different social and economic groups. For example, access to quality education varies widely between urban and rural areas, and between public and private institutions. Such inequalities have weakened the overall effectiveness of the system and limited equal opportunities for students.

Research conducted by the United Nations Development Programme (UNDP) highlights that Pakistan's education system has been shaped by multiple internal factors, including political influence, conflicting policy objectives, weak strategic planning, institutional fragmentation, and the absence of a unified national framework. These issues prevent the system from functioning cohesively and achieving consistent educational outcomes across the country. Furthermore, the lack of coordination between federal and provincial authorities has added to the complexity of the system. Different regions often follow different policies, curricula, and administrative approaches, which further increases inequality and reduces overall efficiency. Therefore, internal factors play a crucial role in shaping the education system in Pakistan. Without addressing these structural issues particularly political instability, inconsistent policies, and insufficient funding it will remain

difficult to achieve a stable, equitable, and high-quality education system.

Political Influence

Politics plays a significant role in shaping the education system in Pakistan, often with negative consequences. Frequent changes in government have led to policy inconsistency and discontinuity, making it difficult to implement long-term educational reforms. Each new administration tends to introduce its own policies and priorities, rather than continuing or improving previous initiatives. This lack of continuity disrupts progress and prevents the development of a stable and effective education system. Another major issue is political interference in administrative matters, particularly in the recruitment, transfer, and posting of teachers. Instead of merit-based decisions, these processes are often influenced by political connections, favoritism, or personal interests. As a result, qualified individuals may be overlooked, while less competent candidates are appointed to important positions. This undermines the quality of teaching and reduces accountability within educational institutions. Moreover, education has historically not been treated as a top national priority. Compared to other sectors, it has received limited attention in policymaking and budget allocation. This lack of prioritization has slowed down the implementation of meaningful reforms and has prevented the system from addressing its long-standing challenges. Overall, political instability and interference weaken institutional performance, reduce efficiency, and hinder the development of a consistent, equitable, and high-quality education system in Pakistan.

Economic Influence

Economic conditions play a crucial role in shaping the effectiveness and accessibility of the education system in Pakistan. Financial limitations at both the national and household levels significantly influence the availability, quality, and equity of educational opportunities. One of the primary economic challenges is insufficient public investment in education. When the government allocates limited funds to the education sector, it becomes difficult to develop and maintain proper school infrastructure, provide adequate salaries to teachers, and supply essential learning materials such as textbooks, laboratories, and digital resources. As a result, many schools operate with inadequate facilities, overcrowded classrooms, and poorly supported teaching staff, which negatively affects the quality of education. At the household level, poverty is a major barrier to education. Many families, particularly in rural and low-income urban areas, are unable to afford the direct and indirect costs of schooling, such as uniforms, books, transportation, and examination fees. In such situations, children are often compelled to enter the workforce at an early age to support their families. This leads to lower enrollment rates and higher dropout rates, especially among disadvantaged groups.

Economic inequality also contributes to a growing divide between public and private education systems. Private schools, which are generally better funded and resourced, offer higher-quality education but are accessible mainly to wealthier families. In contrast, public schools, which serve most of the population, often

struggle with limited resources and lower educational standards. This disparity creates unequal learning opportunities and reinforces social and economic divisions within society. Overall, economic challenges not only restrict access to education but also reduce its quality and fairness, making it difficult for Pakistan to achieve inclusive and sustainable educational development.

Social and Cultural Influence

Social norms, cultural values, and traditional beliefs play a significant role in influencing participation in education in Pakistan. These societal factors often determine who has access to education, how long individuals remain in school, and the overall importance placed on learning within communities. In many parts of the country, especially in rural and underdeveloped regions, education for girls is not given equal importance compared to boys. Deeply rooted gender roles and cultural expectations often prioritize boys' education, while girls are expected to focus on domestic responsibilities such as household work and caregiving. As a result, female enrollment rates tend to be lower, and dropout rates among girls are higher. One of the major contributing factors is cultural resistance to female education. In some communities, there is a belief that educating girls is unnecessary or even undesirable. These attitudes are often reinforced by conservative social structures and limited awareness about the long-term benefits of female education.

Additionally, early marriages significantly restrict girls' educational opportunities. When girls are married at a young age, their education is usually discontinued, limiting their personal development and future economic independence. This practice is more common in rural and tribal areas, where traditional customs remain strong. Furthermore, concerns about safety, social honor, and mobility also prevent families from sending girls to school, especially when educational institutions are located far from home or lack proper facilities. The absence of female teachers in some areas further discourages parents from allowing their daughters to attend school. These social and cultural barriers collectively contribute to lower literacy rates among women and reinforce gender inequality in education. As a result, a large portion of the population is deprived of educational opportunities, which negatively impacts overall social and economic development.

Language and Medium of Instruction

The medium of instruction plays a crucial role in shaping students' learning experiences and academic success. In Pakistan, the coexistence of multiple languages primarily English, Urdu, and various regional languages have created a complex educational environment that often leads to unequal learning opportunities. English-medium education is generally associated with higher social status and better economic prospects. Students who study in English-medium institutions, particularly private schools, tend to have greater access to higher education and more competitive job opportunities. This is largely because English is widely used in higher education, professional fields, and global communication. In contrast, students who receive education in Urdu-medium or regional language schools, which are often part of the public education system, face several disadvantages. When these students transition

to higher education where English is the dominant language of instruction they often struggle to adapt. This language barrier can affect their academic performance, confidence, and overall participation.

Moreover, in the job market, proficiency in English is frequently considered a key requirement. As a result, students from non-English educational backgrounds may find it more difficult to secure well-paying jobs or advance in their careers. This creates a divide into opportunities based not on ability, but on the language of instruction. Thus, the use of multiple mediums of instruction contributes to educational inequality and social stratification. Instead of promoting equal access, the language system reinforces differences between social classes, making it harder for students from less privileged backgrounds to compete on equal terms.

Religious Influence

Religion plays a significant role in shaping the education system in Pakistan, both through the presence of madrasahs (religious schools) and through the inclusion of religious content in formal curricula. Religious education contributes positively by promoting moral values, ethical behavior, and spiritual awareness, which are important for character building and social cohesion. However, there are notable challenges associated with this aspect of the education system. Some madrasahs operate without standardized regulations, uniform curricula, or effective oversight. As a result, the quality of education provided in these institutions can vary widely. In certain cases, the focus is primarily on religious instruction, with limited attention given to modern academic subjects such as science, mathematics, and technology. This imbalance creates a gap between religious education and contemporary educational requirements. Students who study only traditional religious subjects may face difficulties when trying to transition into higher education or the modern workforce, where a broader range of skills and knowledge is required. Furthermore, the lack of integration between religious and formal education systems contributes to fragmentation within the overall education structure. Instead of a unified system that balances moral, academic, and practical learning, parallel systems exist with differing standards and outcomes. Therefore, while religious education plays an important role in value formation, it is essential to ensure proper regulation, curriculum standardization, and integration with modern subjects. This would help improve educational quality and enable students to participate effectively in both national development and the global economy.

Technological Influence

Technological advancement is increasingly transforming the way education is delivered in Pakistan. The introduction of online learning platforms, digital classrooms, virtual lectures, and e-learning tools has created new opportunities for improving access to education and enhancing the learning experience. Technology enables flexible learning, allows students to access a wide range of educational resources, and supports innovative teaching methods that go beyond traditional classroom instruction. However, despite these benefits, the impact of technology on education in Pakistan remains uneven due to a significant digital divide between

urban and rural areas. Students in urban centers generally have better access to the internet, computers, smartphones, and other digital devices. They are more likely to benefit from online classes, educational apps, and virtual learning environments. In contrast, students in rural and underdeveloped regions often face serious barriers, such as limited internet connectivity, lack of digital devices, unreliable electricity, and insufficient technological infrastructure. These challenges make it difficult for them to participate in online education or take advantage of modern learning tools. As a result, the integration of technology in education, instead of reducing inequality, can sometimes widen the gap between privileged and disadvantaged groups. Students who have access to digital resources continue to progress, while those without access fall further behind. Therefore, while technology has the potential to improve the education system, it is essential to ensure equitable access to digital resources and infrastructure. Without addressing these disparities, the benefits of technological advancement in education will not be shared equally among all students.

External Influences

Globalization

Globalization has brought significant changes to the education system in Pakistan, particularly in the areas of curriculum development and teaching methodologies. As the world becomes increasingly interconnected through trade, communication, and technology, education systems are under pressure to prepare students for participation in a global economy. In response to these global demands, Pakistan's education system has gradually shifted its focus toward developing skills and knowledge that are internationally relevant. This includes an increased emphasis on modern teaching practices, integration of technology in classrooms, and alignment of curricula with global standards. Educational institutions are now more aware of the need to produce graduates who can compete not only locally but also in international markets. One of the most noticeable changes influenced by globalization is the growing importance given to STEM education (Science, Technology, Engineering, and Mathematics). These fields are considered essential for innovation, industrial development, and economic competitiveness. As a result, policymakers and educational institutions are promoting STEM subjects to equip students with technical skills, analytical thinking, and problem-solving abilities required in the modern workforce. The global economy demands individuals who are adaptable, technologically skilled, and capable of working in diverse and competitive environments. Therefore, education in Pakistan is increasingly being designed to prepare young people for these challenges by incorporating global perspectives, digital literacy, and practical knowledge into the learning process. However, while globalization has encouraged modernization and improvement in some areas, it also presents challenges. Not all students have equal access to quality STEM education or modern resources, which can create disparities within the system. Therefore, while global influences have positively shaped education, there is still a need to ensure equitable access and balanced development across all regions and social groups.

International Aid

In addition to domestic reforms, international support has played an important role in shaping and improving the education system in Pakistan. Various global organizations, such as UNESCO and the World Bank, have contributed significantly by providing both financial assistance and technical expertise to strengthen the country's education sector. These organizations have supported Pakistan in designing and implementing programs aimed at improving access, quality, and equity in education. One of the key areas of focus has been expanding educational opportunities, particularly for disadvantaged and marginalized communities. Through funding and policy guidance, these institutions have helped the government initiate projects to increase school enrollment, reduce dropout rates, and promote inclusive education. Another important contribution has been in teacher training and professional development. International organizations have assisted in developing training programs that are better aligned with local needs and challenges. These programs aim to equip teachers with modern teaching methods, improve classroom management, and enhance their ability to deliver effective instruction. Furthermore, efforts have been made to develop context-specific teaching and learning materials that reflect local cultures, languages, and societal needs. This approach ensures that education becomes more relevant and meaningful for students, rather than relying solely on generalized or foreign-based content. Overall, international collaboration has supported Pakistan in addressing some of its key educational challenges. However, the success of these initiatives depends largely on effective implementation, local ownership, and long-term commitment from national authorities.

Education Challenges of Women in Pakistan

Women's education is a key driver of social progress and economic development in Pakistan. Educated women contribute not only to their own personal growth but also to the well-being of their families, communities, and the nation. They play an essential role in improving health outcomes, reducing poverty, increasing workforce participation, and promoting social awareness. Despite some positive developments in recent years, significant challenges still limit women's access to and completion of education. While enrollment rates for girls have improved in certain areas, many girls are still unable to begin or continue their education due to a range of barriers. These challenges arise from multiple interconnected factors. Social and cultural norms often restrict girls' mobility and prioritize traditional gender roles, where women are expected to focus on household responsibilities rather than education. In many communities, families may not consider girls' education as important as that of boys. Economic constraints also play a major role. Families with limited financial resources may choose to invest in boys' education while keeping girls at home, or they may withdraw girls from school due to the cost of education, even when schooling is nominally free. In addition, institutional barriers such as lack of nearby schools for girls, shortage of female teachers, inadequate facilities (e.g., sanitation, safety), and weak policy implementation further limit educational opportunities for women. These issues are particularly severe in rural and

underdeveloped regions. As a result of these combined factors, many girls face difficulties not only in accessing education but also in completing it. This leads to lower literacy rates, reduced employment opportunities, and continued gender inequality. Therefore, promoting women's education is essential for achieving sustainable development in Pakistan. Addressing these barriers through targeted policies, increased investment, social awareness, and institutional reforms can significantly improve educational access and outcomes for girls and women.

Cultural and Social Barriers

Cultural norms and social structures present significant barriers to women's education in Pakistan. In many communities, deeply rooted traditional beliefs and patriarchal systems strongly influence attitudes toward gender roles, often limiting the educational opportunities available to girls and women. In such settings, families may prioritize boys' education while placing less importance on educating girls. These decisions are largely shaped by long-standing cultural expectations that view men as primary providers and women as caretakers responsible for domestic duties. As a result, girls are often discouraged from continuing their education beyond a certain level, particularly in conservative or rural areas. These cultural and social influences play a decisive role in shaping family choices regarding girls' schooling. Whether a girl is enrolled in school, allowed to continue her studies, or encouraged to pursue higher education often depends on prevailing social norms rather than her academic ability or personal interest. According to the (Antoninis et al., 2018) gender-based disparities in education are strongly linked to social and cultural expectations that restrict women's access to learning opportunities. The report highlights how discriminatory attitudes and traditional practices continue to limit girls' participation in education in many developing countries, including Pakistan.

In many rural and conservative areas of Pakistan, traditional gender roles strongly influence educational decisions within families. Boys are often considered the future financial supporters of the household, so their education is given priority. In contrast, girls are commonly expected to take on domestic responsibilities such as cooking, cleaning, and caring for younger siblings. This perception significantly reduces the emphasis placed on girls' formal education. As a result of these social expectations, many girls are withdrawn from school at an early age to help manage household duties. In addition, early marriage practices remain prevalent in some communities, which further interrupt or completely end girls' educational journeys. Once married, girls are generally expected to focus on family responsibilities, leaving little or no opportunity to continue their studies. Gender-based stereotypes also play a major role in shaping societal attitudes toward women's education. In certain communities, higher education for girls is not viewed as necessary, and in some cases, it is even considered inappropriate. These beliefs limit the aspirations of girls and reduce the support they receive for pursuing advanced studies (Munir & Kanwal, 2020).

Concerns about social reputation and safety further contribute to educational restrictions. Some parents are reluctant to send their daughters to schools located far

from home due to fears related to security risks or cultural perceptions about family honor. These concerns often outweigh the perceived benefits of education in decision-making processes. Collectively, these cultural, social, and safety-related factors contribute to lower female enrollment rates, higher dropout rates, and limited educational attainment among girls. According to Bizenjo (2020), such structural and cultural barriers remain key obstacles to achieving gender equality in education in Pakistan. Overall, these cultural and social barriers contribute significantly to gender inequality in education. They not only reduce female enrollment and retention rates but also hinder broader social and economic development by limiting the potential contributions of half the population (Murtaza & Hui, 2021).

Another important barrier to girls' education in Pakistan is the restriction on their mobility in certain social settings, particularly in conservative and rural communities. In these areas, girls are often not allowed to travel independently or move freely in public spaces due to cultural expectations and concerns about social norms. As a result, their access to education is significantly limited, especially when schools are located far from their homes. Because many schools are not within walking distance, the inability of girls to travel safely or independently becomes a major obstacle to enrollment and regular attendance. This situation often leads families to withdraw girls from education or avoid enrolling them altogether, especially when safe and accessible transport options are not available. Another contributing factor is the shortage of female teachers and girls-only schools in many regions. In conservative communities, families often prefer educational environments that are perceived as culturally appropriate and socially secure for their daughters. The absence of female staff or separate institutions for girls can discourage parents from sending their daughters to school, even when education facilities are available. These combined factors restricted mobility, lack of female educators, and limited gender-sensitive infrastructure reinforce existing cultural barriers and reduce girls' participation in education. According to the Pakistan Education Sector Analysis (2020), such structural and cultural limitations continue to play a significant role in lowering female enrollment rates and limiting educational opportunities for girls across the country.

To address and reduce cultural and social barriers to girls' education, a multi-dimensional approach is required involving communities, the government, and civil society organizations. One of the most important steps is to increase public awareness about the value and long-term benefits of educating girls. When families and communities understand that girls' education leads to improved health, economic stability, and social development, traditional negative attitudes toward female education can gradually change (Imran et al., 2025). Alongside awareness campaigns, the government must introduce and effectively implement supportive policies that promote gender equality in education. These policies may include ensuring safe access to schools, increasing the number of girls-only institutions, providing financial assistance or scholarships, and hiring more female teachers. Such measures can help create a more inclusive and encouraging learning environment for girls. In addition,

the involvement of civil society organizations and non-governmental groups is crucial. These organizations can support educational programs, advocate for girls' rights, and work directly with local communities to challenge harmful cultural practices. Their role is especially important in rural and underserved areas where government reach may be limited. Overall, promoting girls' education requires continuous effort to change deep-rooted social norms. Gradually improving awareness and strengthening institutional support can help transform societal attitudes and expand educational opportunities for women. According to *Barriers to Girls' Education in Pakistan* (2018), such combined efforts are essential for overcoming gender-based disparities and achieving educational equity.

Poverty and Financial Constraints

Poverty is one of the most significant barriers to girls' education in Pakistan, particularly in rural and economically disadvantaged communities. In many low-income households, families struggle to meet even their basic daily needs such as food, shelter, and healthcare. In such conditions, education is often not considered a priority, especially for girls. Due to limited financial resources, many parents tend to prioritize the education of their sons over their daughters. This preference is largely based on the belief that boys will become the future earners and financial supporters of the family, while girls are expected to take on domestic roles. As a result, girls are more likely to be kept at home or withdrawn from school at an early stage of their education (Pirzado, 2019). The direct and indirect costs of schooling further intensify this problem. Although public education is often advertised as free, families still face multiple expenses such as uniforms, textbooks, stationery, transportation, and examination fees. For poor households, these costs can become a serious burden. In some cases, girls are also required to contribute to household income through domestic work, agricultural labor, or informal employment, which further reduces their chances of continuing education (UNICEF, 2021). Poverty also affects the quality and accessibility of educational facilities available to girls. In remote and underdeveloped regions, schools are often far from residential areas, poorly equipped, and lack basic infrastructure such as safe buildings, clean water, and transportation services. These conditions make it difficult for girls to attend school regularly and safely. As a result, dropout rates among girls remain high, and the gender gap in literacy and educational attainment continues to widen. According to the *Global Education Monitoring Report: Gender Review 2018*, poverty combined with gender inequality significantly reduces educational opportunities for girls, especially in developing countries like Pakistan. To address these challenges, targeted government interventions are essential. Policy measures such as scholarships for girls, free textbook distribution, conditional cash transfer programs, and school meal initiatives can help reduce the financial burden on families. These strategies can encourage parents to enroll and retain their daughters in school by making education more affordable and accessible (Asian Development Bank, 2019).

Lack of Educational Facilities

The shortage of adequate educational resources is a major obstacle to girls'

education in Pakistan, particularly in rural and underdeveloped regions. In many such areas, there is a limited number of schools specifically for girls, and even where schools do exist, they often suffer from poor infrastructure, insufficient facilities, and a shortage of qualified female teachers. These deficiencies make it difficult for families to confidently send their daughters to school and continue their education (Girls' Education in Pakistan: Barriers and Solutions, 2021). One of the most pressing issues is the lack of girls' schools at the secondary level. In many villages, educational institutions only provide schooling up to the primary level, after which students must travel to distant towns or cities to continue their studies. For girls, this becomes a serious challenge due to safety concerns, cultural restrictions, and traditional norms that discourage long-distance travel without male accompaniment. As a result, many girls discontinue their education after primary school (World Bank, 2018). In addition, many schools lack essential facilities required for a safe and effective learning environment. These include proper classrooms, reliable electricity, access to clean drinking water, and adequate sanitation facilities. The absence of separate and hygienic toilet facilities for girls is particularly problematic and is often cited as a major reason for dropout, especially during adolescence. Poor infrastructure not only affects learning quality but also creates discomfort and insecurity for female students (Global Education Monitoring Report: Gender Review, 2020). Another critical challenge is the shortage of female teachers, especially in rural areas. In many communities, parents prefer to enroll their daughters in schools where female teachers are available, as this is considered more culturally appropriate and safe. However, due to the limited number of trained female teachers, many schools cannot meet this expectation, leading families to withdraw or avoid enrolling their daughters altogether. To address these challenges, comprehensive improvements are necessary. Expanding the number of girls' schools, especially at the secondary level, ensuring safe transportation systems, improving sanitation and infrastructure, and recruiting and training more female teachers can significantly enhance girls' participation in education. According to the Asian Development Bank (2019), such targeted interventions can play a crucial role in increasing enrollment, reducing dropout rates, and promoting gender equality in education.

Security and Safety Issues

The shortage of adequate educational resources is a major obstacle to girls' education in Pakistan, particularly in rural and underdeveloped regions. In many such areas, there is a limited number of schools specifically for girls, and even where schools do exist, they often suffer from poor infrastructure, insufficient facilities, and a shortage of qualified female teachers. These deficiencies make it difficult for families to confidently send their daughters to school and continue their education (Girls' Education in Pakistan: Barriers and Solutions, 2021). One of the most pressing issues is the lack of girls' schools at the secondary level. In many villages, educational institutions only provide schooling up to the primary level, after which students must travel to distant towns or cities to continue their studies. For girls, this becomes a serious challenge due to safety concerns, cultural restrictions, and traditional norms

that discourage long-distance travel without male accompaniment. As a result, many girls discontinue their education after primary school (World Bank, 2018).

In addition, many schools lack essential facilities required for a safe and effective learning environment. These include proper classrooms, reliable electricity, access to clean drinking water, and adequate sanitation facilities. The absence of separate and hygienic toilet facilities for girls is particularly problematic and is often cited as a major reason for dropout, especially during adolescence. Poor infrastructure not only affects learning quality but also creates discomfort and insecurity for female students (Global Education Monitoring Report: Gender Review, 2020).

Another critical challenge is the shortage of female teachers, especially in rural areas. In many communities, parents prefer to enroll their daughters in schools where female teachers are available, as this is considered more culturally appropriate and safe. However, due to the limited number of trained female teachers, many schools cannot meet this expectation, leading families to withdraw or avoid enrolling their daughters altogether. To address these challenges, comprehensive improvements are necessary. Expanding the number of girls' schools, especially at the secondary level, ensuring safe transportation systems, improving sanitation and infrastructure, and recruiting and training more female teachers can significantly enhance girls' participation in education. According to the Asian Development Bank (2019), such targeted interventions can play a crucial role in increasing enrollment, reducing dropout rates, and promoting gender equality in education.

Limited Access to Higher Education

Limited access to higher education continues to be a major barrier for women in Pakistan, despite a gradual increase in female enrollment in universities in recent years. Although more women are now pursuing higher studies than before, a significant number still face multiple structural and social obstacles that restrict their educational advancement. One of the most important challenges is mobility restriction. In many traditional and conservative communities, families are often hesitant to allow women to travel long distances for educational purposes. Since most universities and higher education institutions are in urban centers, women from rural and remote areas face serious difficulties in accessing them. This geographical and social limitation significantly reduces their chances of pursuing higher education. Financial constraints also play a crucial role in limiting women's access to university education. Higher education involves various costs, including tuition fees, accommodation expenses, textbooks, transportation, and other academic charges. Many families, especially those with limited income, are unable to afford these expenses. In such situations, when resources are scarce, families often prioritize the education of sons over daughters, viewing boys as future financial providers (Higher Education Statistics Report, 2022).

Another important issue is the lack of higher education institutions specifically designed for women, particularly in smaller towns and rural regions. The limited availability of women-friendly campuses, combined with a shortage of hostel facilities and safe accommodation, discourages many female students from continuing

their studies. Even when institutions exist, the absence of secure transport and supportive infrastructure further restricts access. In addition to these structural challenges, social and cultural norms strongly influence women's educational pathways. In some communities, families encourage early marriage rather than higher education for girls, which significantly reduces their opportunities for professional development, leadership roles, and economic independence. To improve women's participation in higher education, comprehensive policy interventions are required. These include providing scholarships and financial assistance for female students, establishing universities in rural and underserved areas, ensuring safe and affordable hostel facilities, improving transportation systems, and conducting awareness campaigns that highlight the importance and benefits of women's higher education. According to the Asian Development Bank (2019), such measures are essential for promoting gender equality and expanding educational opportunities for women in Pakistan.

Solutions for Women's Education

Women's education is a fundamental factor in the development of Pakistan's society, economy, and governance system. Educated women contribute significantly to national progress by improving the overall quality of life within households and communities. For instance, educated mothers are more likely to ensure better health and nutrition for their children, support their children's education, and make informed decisions that benefit family well-being. On a broader level, women's participation in education increases their involvement in the workforce, which strengthens economic productivity and supports national development. In addition, women's education also has important implications for social and political development. Educated women are more aware of their rights and responsibilities, participate more actively in civic life, and contribute to more informed and balanced decision-making processes in society. This leads to a more inclusive and progressive nation. However, despite these clear advantages, girls in Pakistan continue to face numerous barriers that restrict their access to education. These challenges include social and cultural constraints, financial limitations, lack of educational infrastructure, gender discrimination, and safety concerns. As a result, many girls are unable to enroll in school, complete their education, or pursue higher studies. To overcome these persistent issues, it is essential to adopt effective policies and practical strategies at both governmental and institutional levels. These measures should focus on improving access to education, ensuring gender equality, providing financial support, enhancing school infrastructure, and creating safe and supportive learning environments for girls. Only through sustained and targeted efforts can these barriers be reduced and equal educational opportunities be ensured for women in Pakistan (Ünal, 2022).

Increasing Government Investment in Girls' Education

Increasing public investment in girls' education is widely recognized as one of the most effective strategies for improving educational outcomes for women in Pakistan. Adequate financial allocation is essential for building new schools,

upgrading existing infrastructure, training qualified teachers, and providing essential learning materials. Without sufficient funding, the education system remains unable to meet the needs of girls, particularly in underserved and rural areas where educational deprivation is already high. Historically, Pakistan has allocated a relatively small portion of its national budget to education compared to international standards. Recent reports indicate that public spending on education has declined to approximately 0.8% of GDP, which is far below the globally recommended benchmark of 4% to 6% of GDP for developing and effective education systems (Save the Children, 2025). This significant funding gap directly affects the expansion and quality of educational services across the country.

Insufficient financial resources have resulted in several structural weaknesses within the education system. These include a shortage of public schools, overcrowded classrooms, and inadequate learning facilities, especially in rural and remote regions. In many areas, the absence of nearby schools forces families to either keep girls at home or send them to distant institutions, which is often not socially or financially feasible. Even when private schools are available, their high costs make them inaccessible to low-income families. Research and policy analyses consistently emphasize the need for targeted and sustained investment to bring out-of-school girls into the education system. Experts argue that Pakistan requires substantial long-term funding over the next decade to improve enrollment rates, reduce gender disparities, and achieve universal basic education for girls (Bag & Barman, 2022). Without such investment, the goal of improving national literacy rates and educational equity will remain difficult to achieve. Moreover, investing in girls' education generates significant long-term social and economic benefits. Educated women are more likely to contribute to improved family health, participate in income-generating activities, and play an active role in social and political development. This leads to broader positive outcomes, including poverty reduction, better public health indicators, and stronger democratic participation (Pakistan Economic Survey, 2024-2025).

Provide Scholarships and Financial Support

Providing scholarships and financial assistance is an effective strategy to improve women's access to education in Pakistan. Many families, particularly those from low-income backgrounds, face financial constraints that prevent them from enrolling or continuing their daughters' education. In such situations, even basic educational expenses become a significant burden, leading parents to prioritize other survival needs over schooling. Financial support programs help reduce this burden by directly assisting families with the costs associated with education. These initiatives include scholarships, monthly stipends, free textbooks, and provision of school uniforms, all of which lower the overall cost of schooling. By reducing financial pressure, such support systems encourage families to keep their daughters in school for longer periods. As a result, these programs contribute to higher enrollment rates among girls and a reduction in dropout rates, especially in rural and economically disadvantaged regions where poverty is more widespread. In addition, conditional cash transfer programs where families receive financial incentives for ensuring

regular school attendance of their daughters have proven to be particularly effective in improving female participation in education. Evidence from Pakistan shows that financial aid initiatives have produced positive outcomes. For example, stipend programs for female students at the secondary level in several provinces have significantly improved both attendance and completion rates among girls. These interventions not only support families in managing educational expenses but also motivate girls to continue their studies and complete higher levels of education (UNICEF, 2021). Overall, financial assistance programs play a crucial role in promoting gender equality in education by removing economic barriers and creating greater opportunities for girls to pursue their academic goals.

Promote Community Awareness and Social Change

Raising public awareness is a crucial strategy for improving girls' education in Pakistan, as many educational barriers are deeply rooted in cultural and social attitudes. Awareness campaigns play an important role in changing perceptions about the value of educating girls and encouraging communities to support equal educational opportunities. In many parts of Pakistan, especially in rural and conservative areas, strong traditional beliefs, gender-based discrimination, and outdated social norms often discourage families from prioritizing girls' education. These attitudes are not easily changed and require consistent, long-term efforts at the community level. Public awareness initiatives help challenge these beliefs by highlighting the personal, social, and national benefits of educating girls. A wide range of stakeholders can contribute to this process. Media platforms, religious scholars, teachers, and community elders all have significant influence in shaping public opinion. When these groups promote positive messages about women's education, they can help shift societal attitudes toward greater acceptance and support. Once people understand that educated women contribute to improved family health, higher income levels, and national development, they are more likely to support girls' schooling (Awan & Hussain, 2020).

Engaging parents is especially important, as they are the primary decision-makers regarding children's education. In many cases, parents are unaware of the long-term advantages of educating their daughters. Community-based programs, local meetings, and awareness sessions can help bridge this knowledge gap and encourage families to invest in girls' education and support their academic continuation. In addition, non-governmental organizations (NGOs) and civil society groups play an important role in promoting gender equality in education. They work at the grassroots level to address misconceptions, challenge harmful traditions, and advocate for women's rights, including the right to education. Social awareness efforts must also focus on eliminating harmful practices such as early marriage and restrictions on girls' mobility, which significantly limit educational opportunities. By educating communities about the negative impacts of these practices on both individuals and society, it becomes possible to foster more supportive environments for girls' learning. Overall, sustained community awareness initiatives lead to positive social change, including increased school enrollment for girls, reduced dropout rates,

improved gender equality, and greater acceptance of women's participation in education and the workforce (Asian Development Bank, 2019).

Improve School Infrastructure and Facilities

Ensuring safe and well-equipped school environments is a crucial requirement for improving girls' education in Pakistan. When schools provide basic facilities such as separate washrooms for girls, adequate classrooms, reliable electricity, clean drinking water, and secure transportation, they create a more supportive learning environment. Such improvements also increase parents' confidence in sending their daughters to school regularly. In many rural and low-income areas, schools lack essential infrastructure and basic learning facilities. Buildings are often poorly constructed, without boundary walls, proper sanitation systems, or sufficient classroom space. These shortcomings not only affect the quality of education but also discourage continued attendance, particularly among adolescent girls (Pervaiz et al., 2025). As girls grow older, the absence of privacy and safe facilities becomes a major reason for dropping out of school. Safety concerns further worsen the situation. In many regions, schools are located far from residential areas, forcing girls to travel long distances. Due to cultural restrictions and security risks, families are often unwilling to allow their daughters to walk or travel alone. This significantly reduces school attendance and limits educational opportunities for girls. Providing nearby schools and safe transportation services can greatly improve access and retention. In addition to infrastructure, improving educational resources is also essential. Schools equipped with libraries, science laboratories, and computer facilities enhance the learning experience and increase students' interest in education. These resources help girls develop academic skills, explore new subjects, and stay motivated to continue their studies. Furthermore, ensuring proper supervision and security within school environments is important for protecting students and creating a safe atmosphere for learning. When schools are perceived as safe, clean, and well-managed, families are more likely to support girls' education. Research, including findings from the World Bank (2018), shows that improvements in school infrastructure and facilities directly lead to higher enrollment and retention rates among girls. Therefore, it is essential for the government and relevant stakeholders to prioritize investment in school development to ensure safe, inclusive, and quality education for girls in Pakistan.

Recruit and Train Female Teachers

Increasing the number of trained and qualified female teachers is a highly effective strategy for improving girls' participation in education in Pakistan. In many conservative and rural communities, parents feel more secure and confident sending their daughters to schools where female teachers are present. This cultural preference makes the presence of women educators an important factor in girls' enrollment and retention in schools. A major issue in the education system is the shortage of female teachers, especially in remote and underdeveloped areas. This shortage often discourages families from sending their daughters to school and can even lead to higher dropout rates. In some cases, the absence of female teachers creates discomfort for both students and parents, reducing trust in the school environment

(Egamberdiyeva, 2025). Therefore, increasing the number of women in teaching positions can help create a more acceptable and supportive learning atmosphere for girls. Along with recruitment, teacher training and professional development are equally important. Female teachers need continuous opportunities to improve their teaching skills, adopt modern teaching methods, and strengthen classroom management abilities. Regular training ensures that teachers are better equipped to meet students' learning needs and provide higher-quality education. Moreover, female teachers play a vital social and psychological role in girls' education. They serve as role models, inspiring students to pursue education and future careers. Their presence in schools helps build girls' confidence, encourages participation in classroom activities, and creates a safer and more comfortable learning environment. To achieve these improvements, the government must implement supportive policies that encourage women to join the teaching profession. These measures may include incentives for teaching in rural areas, professional training programs, scholarships for women entering teacher education, and better working conditions. Such initiatives can significantly increase female teacher representation and enhance the overall quality of education in Pakistan (World Bank, 2020).

Expanding Access to Higher Education

Expanding access to higher education for women is essential for promoting gender equality and supporting national development in Pakistan. One of the most effective ways to achieve this is by establishing more universities and colleges specifically accessible to women, particularly in rural and underserved regions. Along with this, providing safe hostel accommodations and reliable transportation services can significantly improve women's ability to pursue higher studies and professional careers. Although female enrollment in universities has increased in recent years, many women still face significant barriers. These include limited availability of higher education institutions, financial constraints, mobility restrictions, and a lack of adequate support systems. One of the most pressing issues is the concentration of universities in urban areas. As most higher education institutions are in cities, women from rural or remote regions struggle to access them due to long distances, transportation difficulties, and safety concerns. Establishing more institutions in smaller towns and rural areas would greatly improve accessibility. Financial limitations also play a major role in restricting women's access to higher education (Shah & Habib, 2026). The costs associated with university education such as tuition fees, accommodation, textbooks, transportation, and other academic expenses can be overwhelming for many families. In low-income households, these financial burdens often prevent women from continuing their studies. Providing scholarships, fee waivers, and financial assistance programs can help reduce this burden and encourage greater female participation in higher education. Safety and accommodation are additional concerns for families. Many parents are reluctant to send their daughters to distant cities due to fears regarding personal safety and lack of secure living arrangements. The provision of safe and affordable hostels, along with dependable transportation systems, can help address these concerns and encourage more women

to pursue higher education (Khushik & Diemer, 2018).

Furthermore, alternative learning methods such as online education and distance learning programs can also play an important role in increasing access. These flexible learning options are particularly beneficial for women who are unable to attend traditional universities due to cultural, social, or family responsibilities. Expanding digital education infrastructure can help bridge the gap between urban and rural learners. Overall, improving women's access to higher education has significant long-term benefits. Educated women are more likely to participate in the workforce, achieve economic independence, support their families, and contribute to national development. According to UNESCO (2019) Education Report, increasing women's access to higher education is a key factor in strengthening economic growth, improving social development, and promoting leadership opportunities for women in society.

CONCLUSION

The education system in Pakistan has been facing long-standing and complex challenges related to access, quality, equity, and overall policy direction. These issues are deeply rooted in structural weaknesses that have developed over time and continue to affect the effectiveness of the system. One of the major problems is the insufficient allocation of financial resources to the education sector. Limited funding restricts the development of infrastructure, reduces the availability of teaching materials, and weakens institutional capacity. Alongside this, poor administrative management further reduces the efficiency of the system, leading to ineffective implementation of educational policies and reforms. Another significant challenge is the shortage of qualified and professionally trained teachers, which directly affects the quality of instruction in classrooms. Many educators lack access to continuous professional development, which results in outdated teaching practices. In addition, the use of obsolete curricula and traditional learning materials prevents students from developing modern skills required in today's global environment. Social inequality is also a major factor influencing the education system. Differences based on income, gender, and geography create unequal opportunities for students. As a result, not all learners receive the same quality of education, which widens the gap between privileged and underprivileged groups in society. Due to these combined challenges, the education system struggles to effectively prepare students with the necessary knowledge, skills, and values required for national development and global competitiveness. This limits their ability to contribute productively to economic growth and societal progress. To address these issues, Pakistan requires a clear, consistent, and long-term educational strategy supported by adequate funding and strong policy implementation. Emphasis must be placed on improving teacher training, modernizing curricula, and promoting skill-based and practical education. Strengthening public education institutions, reducing inequality, and aligning education with national economic and social needs are essential steps toward reform. Ultimately, a well-structured and inclusive education system can play a

transformative role in developing a more skilled, informed, and forward-looking society in Pakistan.

REFERENCES

- Ahmad, I., Ali, A., Khan, I., & Khan, F. A. (2014). Critical analysis of the problems of education in Pakistan: Possible solutions. *International Journal of Evaluation and Research in Education*, 3(2), 79-84
- Ahmad, P. D. (2012). *Universal quality education: A challenge to the whole world*. National Book Foundation.
- Akhtar, A. (2019). Education in Pakistan: Problems and their Solutions. *Journal of Education and Educational Development*, 6(1), 19-32
- Ali, M. & Lashari, A. (2021). Teachers' Professional Development in Pakistan: Exploring Challenges and Opportunities. *International Journal of Instruction*, 14(1), 187-202.
- Antoninis, M., Barry, M., Bella, N., D'Adio, A., Joshi, P., Kubacka, K., & Vidarte, R. (2018). Global education monitoring report gender review: Meeting our commitments to gender equality in education. Asian Development Bank.
- (2019). *Gender Equality and Education in Pakistan*.
- Asian Development Bank. (2019). *Pakistan: Gender Equality and Development*.
- Awan, A. G., & Hussain, S. F. (2020). The Role of Quality Education in sustainable development of Pakistan. *Global Journal of Management, Social Sciences and Humanities*, 6(2), 293-319.
- Bag, S., & Barman, D. (2022). *Gender equality and women empowerment: South Asian Perspective*.
- Bizenjo, S. (2020). Education in Pakistan: Are low-cost private schools closing the gender gap?. *International Journal of Educational Development*, 77, 102209.
- Bukhari, S. (2019). *Cheating in exams: A cultural norm in Pakistan*. Aljazeera.
- Egamberdiyeva, N. (2025). Gender equality in education: Global perspectives and best practices. *Mental Enlightenment Scientific-Methodological Journal*, 6(01), 48-56.
- Higher Education Commission of Pakistan (2022). *Higher education statistics report*.
- Human Rights Watch. (2018). *Barriers to girls' education in Pakistan*.
- Hussain, R. (2016). Political interference in education: A case study of Pakistan. *Research in Comparative and International Education*, 11(3), 263-275.
- Imran, S., Ullah, Z., Gogosh, M., Khan, A., & Bibi, S. (2025). Out-of-school children in Pakistan: A Comparative Gender Analysis of Boys and Girls. *Social Science Review Archives*, 3(3), 2631-2637.
- Khan, H. T. A., & Shahid, M. (2021). Political interference in higher education: An impediment to quality assurance in Pakistan. *Quality in Higher Education*, 27(1), 1-17.
- Khushik, F., & Diemer, A. (2018). Critical analysis of education policies in Pakistan: A sustainable development perspective. *Social Science Learning Education Journal*, 3(9), 01-16.

- Munir, K., & Kanwal, A. (2020). Impact of educational and gender inequality on income and income inequality in South Asian countries. *International journal of social economics*, 47(8), 1043-1062.
- Murtaza, K. G., & Hui, L. (2021). Higher education in Pakistan: challenges, opportunities, suggestions. *Education Quarterly Reviews*, 4(2).
- Pakistan Economic Survey. (2024-2025). *Education expenditure statistics*.
- Pervaiz, B., Manzoor, M. Q., Farooq, H., & Gull, R. H. (2025). The human capital investment and economic growth in Pakistan: Insights from education and infrastructure development. *Journal of Regional Studies Review*, 4(1), 253-266.
- Pirzado, P. A. (2019). Teaching human rights in Pakistani schools: What are the potential barriers? *PEOPLE: International Journal of Social Sciences*.
- Pritchett, L. (2013). *The rebirth of education: Schooling ain't learning*. CGD Books.
- Rehman, T. (2004). *Denizen of Alien worlds: A study of Education, Inequality, and polarization in Pakistan*. Oxford University Press.
- Saeed, M. (2007). Education system of Pakistan ad UK: Comparison in context to inter-provincial and inter Countries Reflection. *Bulletin of Education & Research*, 43-57.
- Save the Children. (2025). *Education Spending in Pakistan Hits New Low*
- Shah, Z., & Habib, M. (2026). Higher education linkage with industries in Pakistan: An analysis. *Pakistan Journal of Social Science Review*, 5(2), 309-333.
- Siddiqui, A. H., & Azhar, A. (2019). Faculty development programs in higher education: A case study of Pakistan. *Education Sciences*, 9(4), 299.
- Siddiqui, S. (2007). *Rethinking education in Pakistan*. Paramount Publishing Enterprise.
- Siddiqui, S. (2012). *Education, inequalities, and freedom*. Narrative Publication.
- Ünal, D. P. (2022). Women's Rights, Gender Equality and Women's Education in the Context of the United Nations. *The Role of International Organizations in Education*, 98-115.
- UNDP. (2016). *National Human Development Report 2015: Unlocking the Potential of Pakistan's Youth*. UNDP
- UNESCO. (2019). *Education in Pakistan*. UNESCO
- UNESCO. (2020). *Pakistan Education Statistics*. UNESCO
- United Nation Children's Fund (2021). *Girls' Education in Pakistan: Barriers and Solutions*.
- United Nation Children's Fund. (2021). *Girls' Education in Pakistan*.
- United Nation Children's Fund. (2021). *Girls' Education in Pakistan: Barriers and Opportunities*.
- United Nation Educational, Scientific and Cultural Organization. (2018). *Global Education Monitoring Report: Gender Review*.
- United Nation Educational, Scientific and Cultural Organization. (2020). *Global education monitoring report: Gender Review*.
- United Nation Educational, Scientific and Cultural Organization. (2019). *Global*

- education monitoring report: Gender Review.*
- World Bank. (2018). *Pakistan education sector analysis.*
- World Bank. (2020). *Pakistan education sector analysis.*
- World Bank. (2020). *Pakistan education sector analysis: Out-of-School Children and Gender Disparities.*