PAKISTAN 2025



CIVIL SOCIETY SPOTLIGHT REPORT ON SDG 4

Gender Equality and Social Inclusion in Pakistan's Education System

I. COUNTRY CONTEXT

Pakistan remains trapped in overlapping crises; economic challenges, unsustainable debt, climate-induced disasters, political instability, terrorism, and regional geo-political tensions collectively undermine sustainable development and disrupt the education system. With a population exceeding 241.5 million, Pakistan experiences a youth bulge but lacks the infrastructure, policies, and investment to harness this demographic dividend. Pakistan ranks 137th on the SDG Index out of 166 countries[1]and 164th on the Human Development Index out of 193 countries, reflecting limited progress in education, health, and poverty alleviation standards.[2]

Despite several remarkable initiatives, the education sector remains a work in progress. 67.17 million children are of school-going age, while 40.96 million are enrolled.[3] The number of out-of-school children declined from 26.2 million to 25.1 million[4] but remains the highest in the world due to rising household poverty, climate-induced displacement, lack of access and poor learning, and declining trust and preference in the public education system. The public investment in education, despite the Prime Minister's announcement of an education emergency in 2024, remains at 1.9% of GDP. The fiscal space for social sectors remains under-prioritized due to debt repayment and recurrent expenditures. As household incomes stagnate, low- and middle-income families face increasing pressure of inflation and rising direct and allied costs of education, such as fees, books, and transport, which increase the risk of drop-outs and exclusion, particularly for girls and other marginalized learners.

Climate change remains a significant disruptor in the education cycle. Floods and heatwaves caused the loss of 97 school days, or 54% of the academic calendar, from 2023-24, causing significant disruptions in the education cycle. Moreover, terrorist attacks and geopolitical tensions further add to these losses. In 2023-24, over 200 schools were attacked, with primary schools and girls' schools in Khyber Pakhtunkhwa and Balochistan suffering the worst. School closures were also experienced in recent attacks on Pakistan by India, highlighting the vulnerability of education.

II. PROGRESS TOWARDS SDG 4

According to the Sustainable Development Report 2024, Pakistan's progress towards SDG4 has decreased while stagnant towards SDG5.[5] Pakistan remains off track with only five years left to achieve the SDGs. It also ranks 145th out of 146 countries on the Global Gender Gap Report 2024, with gender disparity most evident in the education sector and labor market.[6]

Systemic exclusion due to legal requirements. Certain legal requirements, such as the need for a Form B (Child registration certificate) to enroll in public schools, undermine the right to education. This causes systemic exclusion of children remaining undocumented due to poverty, low household literacy, and refugee and displaced children. In 2024, a commendable step by the Ministry of Federal Education and Professional Training (MOFEPT) waived the requirement, and the Government of Sindh has also removed the requirement to encourage enrollment.[7]

The lack of harmonization of the legal age of children across the child laws prevails, causing policy enforcement to remain fragmented. The National Assembly has recently passed

1 https://dashboards.sdgindex.org/profiles/pakistan
2 https://hdr.undp.org/content/human-development-report-2023-24
3 https://pie.gov.pk/SiteImage/Publication/SDG-4%20MTR.pdf
4 https://pie.gov.pk/SiteImage/Publication/PES%202024.pdf
5 https://dashboards.sdgindex.org/static/profiles/pdfs/SDR-2024-pakistan.pdf
6 https://www3.weforum.org/docs/WEF_GGGR_2024.pdf
7 https://www.dawn.com/news/1839624

the Amendment in Child Marriage Law, setting the legal age of marriage at 18 years and requiring anyone below 18 years to be considered a child. On the contrary, Article 25-A guarantees access to free education for anyone between the ages of 5 and 16. Thus denying access to free education for anyone above 16 years. This is especially concerning the current OOSC crisis and can create barriers for children who enroll late or rejoin mainstream education institutions after dropping out.

Addressing gender disparities in education. A concerning factor is the lack of gender-responsive budgeting at the national and provincial levels. Education financing often overlooks equity-based financing, with urban areas receiving more than rural areas. Education budgets do not provide allocations earmarked for gendered needs or projects except education stipends or specific allocations for children with disabilities or transgenders. The latest education statistics underscores the systemic inequalities. The literacy rate stands at 58%, with a wide gender disparity; the literacy rate among men is 70%, while it is 46% for women, according to the PSLM 2023. Despite gradual progress in overall education statistics, gender parity in education remains a stark reminder of the disproportionate disadvantage experienced by girls and marginalized learners.

Among the school-age population, a significant disparity exists between boys and girls regarding OOR, with 35.5% and 42.8%, respectively. However, the analysis of age-wise trends shows that despite a comparatively lower population of girls than boys, the OOSR remains almost the same, indicating less access for girls. Additionally, the OOSR increases for girls as the age group increases, reflecting the disparity in access as age increases. On the other hand, Pakistan has 20,331 registered transgender persons, out of whom only 8162 or 40% are literate, indicating the lack of a conducive environment for transgenders in access to education.[8] Moreover, there is no accurate data on current enrolment rates for transgenders. MoFEPT had launched "The Inclusive Learning Centre for Khawajasara (transgenders)" which provides evening school to the marginalized community.[9] Similarly, a non-formal school is also being run in Rawalpindi to provide learning opportunities to transgender community with teachers appointed from the same community. The aim is to build reading and writing skills as they are often excluded both socially and academically due to socio-cultural taboos.[10]

Children with disabilities. For the first time, data on the enrolment of children with difficulties has been reported, with 0.44% enrolled children with disabilities. About 29,000 children have moderate to severe hearing difficulties, 54,186 have vision, and 25,747 have walking and climbing challenges.[11] This is especially important considering that public schools, in particular, lack adequate infrastructure to facilitate children with disabilities in terms of learning and mobility within the mainstream schools. Only 47% of public schools have adequate level of basic facilities[12], and no concrete data exists on the availability of ramps and disability-friendly washrooms, thus excluding them from public education. Pakistan Coalition for Education, in recent community-led discussions, "Townhalls on Education Emergency" identified the need for improving the availability of basic facilities in special education schools. The children with disabilities in attendance also emphasised the need for technical and vocational skills to ensure better employment and financial empowerment prospects for children with disabilities.

The total number of children with disabilities from age 0-14 years, compared to the recently reported mainstream enrollment data unveils the gravity of access challenges for these children. The data below has been consolidated from the 2023 Census report.

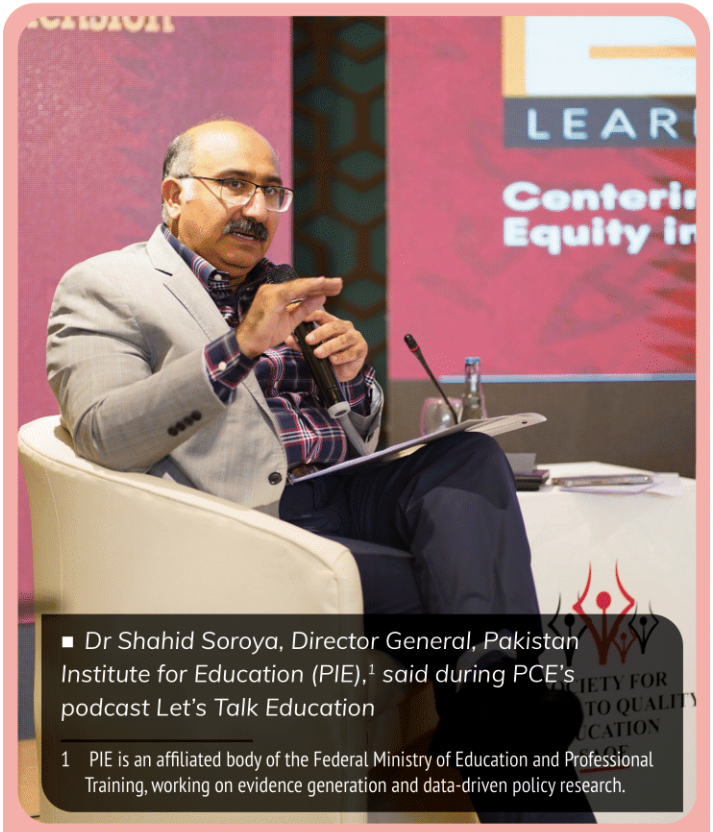
INDICATOR	POPULATION (AGE 0-14 YEARS)
Disability	712,352
Functional limitation	1,385,959
Seeing	308,880
Hearing	296,804
Walking	596,471
Communication	314,619
Memorization	308,831
Self care	95,796
TOTAL	4,019,712

Data collection and reporting. Reporting on the SDGs is often challenged due to the lack of standardization of data reported by stakeholders and the absence of a centralized digital dashboard. After the 18th amendment, reporting by provinces has been inconsistent and lacks standardization, making cross-comparison challenging and thus hindering effective identification of disparities, especially for marginalized learners. The lack of such data hampers the ability to monitor school access, retention, and learning outcomes for marginalized groups, thereby concealing systemic exclusion and stalling progress towards reducing disparities or **achieving SDG 4.5** (eliminate gender disparities in education). A positive progress in 2024 was the introduction of the Data Standardization Framework (DSF) by Pakistan Institute of Education (PIE)[13] to harmonize reporting by provinces on key indicators. However, this initiative's success relies on effective coordination, capacity building, and commitment to ensure disaggregation and enable public access.

Additionally, the lack of a national digital dashboard for education causes data fragmentation and inconsistency. Data reported by different actors often contradicts due to lack of standardization and unavailability and difficult access to data causes effort duplication and fragmentation. Evidence generated from the local community should be public property and data disclosure should be mandatory for non-government actors including development partners and civil society. However, this remains a work in progress.

Stressing the significance of evidence generation and data, Dr Shahid Soroya, Director General, Pakistan Institute for Education (PIE),[14] said during PCE's podcast Let's Talk Education

8 https://www.pbs.gov.pk/sites/default/files/population/2023/tables/table_12_national.pdf
9 https://www.dawn.com/news/1766773
10 https://www.dawn.com/news/1806379
11 https://pie.gov.pk/SiteImage/Publication/PES%202024.pdf
12 Electricity, drinking water, toilets, boundary walls, and satisfactory buildings
13 https://www.nation.com.pk/04-Jan-2024/standardisation-of-education-data
14 PIE is an affiliated body of the Federal Ministry of Education and Professional Training, working on evidence generation and data-driven policy research.



■ *Dr Shahid Soroya, Director General, Pakistan Institute for Education (PIE),[1] said during PCE's podcast Let's Talk Education*

1 PIE is an affiliated body of the Federal Ministry of Education and Professional Training, working on evidence generation and data-driven policy research.

"Generating evidence at the right time is the corner-stone for effective identification of emerging issues and timely policy decisions to address them. It is also important that public organizations and civil society organizations work together, build collective wisdom and analysis, particularly on under-explored dimensions of the data and evidence generated."



Zahid Ali Abbasi, Secretary, School Education & Literacy Department Government of Sindh

"The pilot project of 15,000 home-based non-formal schools in Sindh for out-of-school girls aged 12–16 recognizes the urgent need for flexible, community-rooted solutions to address entrenched gender disparities in education access—especially in areas where formal schooling is geographically or socially out of reach. . To ensure long-term impact, it is important that these schools offer clear pathways for learners to transition into formal education or skills training, so non-formal education serves as a bridge—not a dead end.", said Zahid Ali Abbasi, Secretary, School Education & Literacy Department Government of Sindh at PCE's Provincial Conference on Education Transformation, organised in collaboration with SELD in May 2025.

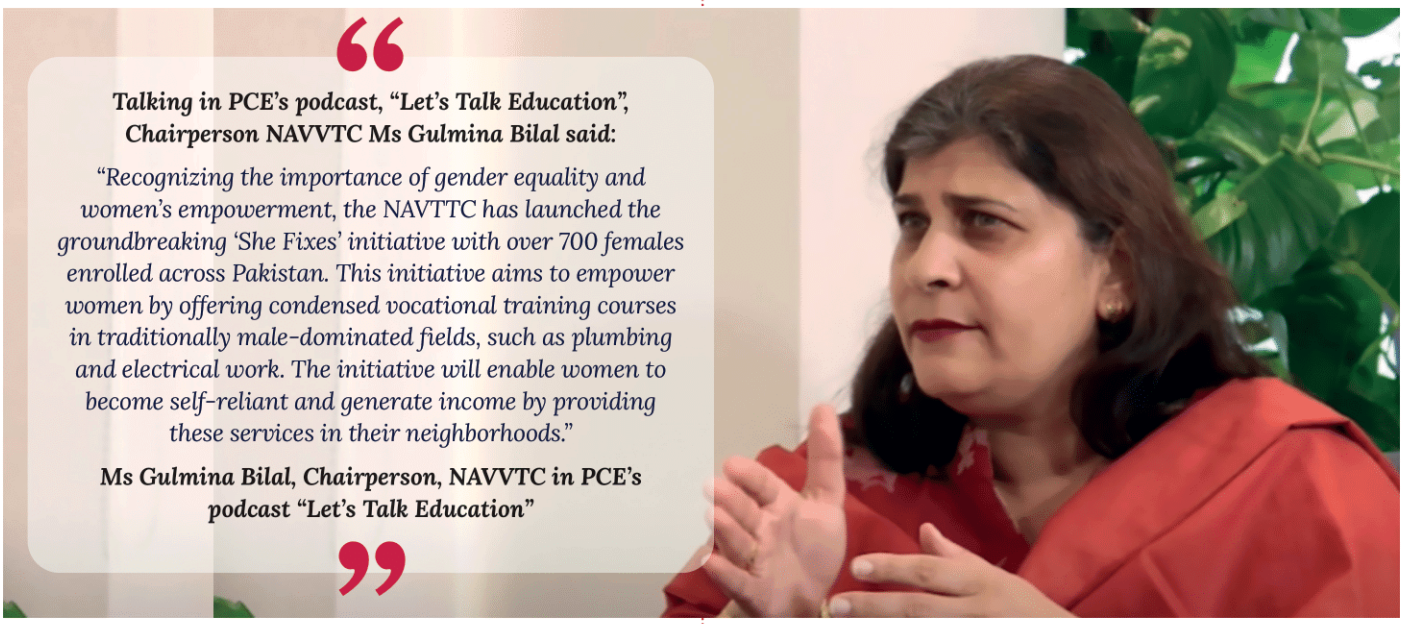
Public education expenditure. Public education financing in 2024 remained at only 1.9% of GDP, a minor increase from 1.7 % in the previous year.[15] At the provincial level, Khyber Pakhtunkhwa is the only province meeting the global benchmark on public education financing and allocating 24% of the total budget to education in 2024. Balochistan allocated 17% in the same year, while Sindh and Punjab allocated 15% each. However, despite this, the allocations remain insufficient and inequitable, as about 90% remain focused on meeting the recurrent expenditures, with only 9-10% allocated to development expenditures despite the monumental challenges amidst the education emergency.

As a result of the financing disparity, areas including access, inclusive and gender-sensitive pedagogies, teachers' training, basic facilities in schools including WASH and solarization, safe transport, free books, assistive technologies for children with disabilities, and adequate training of teachers in mainstream public schools to support the children with disabilities. At the same time, while over 25 million children remain deprived of their right to education, the investment in primary education remains less prioritized. In 2024, a greater portion of the budget, Rs 79.312 billion, was allocated to tertiary education, while approximately Rs 9.7 billion was allocated to pre-primary, primary, and secondary education collectively. [16] Such disparity in allocation further compounds the challenges in access to education.

Improving access to quality formal and non-formal education and training. To improve learning levels of OOSC, non-formal education centers and accelerated learning pathways are crucial to providing flexible learning options. In 2022-23, 27,763 non-formal education had enrolled 919,128 students, with 59% of girls. Sindh School Education and Literacy Department (SELD) is also launching 15,000 home-based non-formal schools to offer education alternatives for 12–16-year-old girls currently out of school. Similarly, afternoon shifts in schools in ICT, KP, Sindh and various districts of Punjab have been introduced to improve access within the limited available infrastructure.

15 https://www.dawn.com/news/1846050

16 https://www.brecorder.com/news/40308204



> **Talking in PCE's podcast, "Let's Talk Education", Chairperson NAVVTC Ms Gulmina Bilal said:**
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> *"Recognizing the importance of gender equality and women's empowerment, the NAVTTC has launched the groundbreaking 'She Fixes' initiative with over 700 females enrolled across Pakistan. This initiative aims to empower women by offering condensed vocational training courses in traditionally male-dominated fields, such as plumbing and electrical work. The initiative will enable women to become self-reliant and generate income by providing these services in their neighborhoods."*
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> **Ms Gulmina Bilal, Chairperson, NAVVTC in PCE's podcast "Let's Talk Education"**

Technical and Vocational Education and Training (TVET). Pakistan's youth bulge skills mismatch causing lower employment chances, and the overall landscape is constrained due to weak coordination between industry, academia, and policymakers, the stigma associated with technical professions, lower access as TVET is a separate stream, and high gender disparity in access and low women's participation in STEM professions. In 2021, the participation rate in technical and vocational programs remained 1.29% for male and 0.69% for females.[17] Although several initiatives have been undertaken to promote skill-based education at national and provincial levels, the number of TVET institutions has remained almost stagnant since 2021, and 18,375 TVET institutions were reported in 2022-23.[18] However, the National Vocational & Technical Training Commission (NAVTTC) has introduced several competency-based training and accreditation frameworks to provide quality technical skills matching international standards and empower youth. In addition to these, NAVTTC has also introduced skills for women, particularly focusing on STEM.

III. CIVIL SOCIETY ENGAGEMENT

The space for civil society engagement in Pakistan remains a challenging aspect. However, civil society in Pakistan continues to push forward through these challenges. Recognizing the significance of making progress towards SDGs Agenda, SDGs Support Unit exists at both national and provincial levels. The Units engage with CSOs in various policy discussions. At the parliamentary level, the SDGs Parliamentary taskforce also monitors progress towards SDGs. The recent SDG4 Mid-term Review report has consolidated a lot of missing data, articulating a much clearer picture of where the country stands. However, the lack of centralized, digitally available education data on gender and marginalized learners leaves barriers.

The Local Education Group (LEG) is an effective coordination and monitoring platform where all relevant stakeholders, including public education departments, development partners and civil society, collectively deliberate solutions to Pakistan's Education Emergency. Through collaborative dialogue and joint planning, well-functioning LEGs have enhanced the monitoring and follow-up of SDG 4, making it more inclusive, responsive, and streamlined. In provinces such as Balochistan and Sindh, the LEG places a strong emphasis on GESI and all LEG members unanimously recognise that girls, children with disabilities, and other marginalized learners face disproportionate barriers in access to education. The provincial Education Sector Plans are thus focused on mainstreaming GESI, ensuring education planning and financing are equity-driven. Balochistan and Sindh LEG prove that consistent and meaningful multi-stakeholder collaboration improves accountability and policy alignment with local realities, evidence and data-driven discussion are essential for interventions to be responsive to needs of marginalised groups and building government ownership enhances follow-up on SDG 4 targets.

Several initiatives have been undertaken at the Pakistan Coalition to Education to ensure marginalized voices reach the policy tables. To facilitate direct engagement of the local community, including youth, girls, and children with disabilities, with legislators and key education stakeholders, "Town Halls on Education Emergence" has been organized. These town halls have provided a platform for girls, children with disabilities, and youth to highlight their issues, demand action, and hold stakeholders accountable. Key demands arising from these Town Halls include:

- Improvement in access to basic facilities,
- Improved facilities and access to education for children with disabilities,
- Practical learning and age-appropriate skills should be incorporated into the curriculum

To empower women with disabilities, NOWPDP, a civil society organization based in Karachi, has launched the "Saheli project." This project aims to build the capacity of community leaders who are persons with disabilities by providing education and leadership training and encouraging

17 http://sdg4-data.uis.unesco.org/
18 https://www.pcedataportal.org/pakistan-economic-survey-2023-24

them to become role models in their communities.[19] The program seeks to provide digital, embroidery, and stitching skills and support in job placements to enable the financial empowerment of women with disabilities.

Another civil society organization advocating for the rights of persons with disabilities, the Special Talent Exchange Program (STEP), has been creating awareness of the high risk of women with disabilities getting left behind. Consolidating the data on women with disabilities in Khyber Pakhtunkhwa, STEP highlighted how girls with disabilities are left out of schools and deprived of their right to education. The alarming reality is that out of the total female population in KP, 3.29% are persons with disabilities, and 71.5% of girls with disabilities who are of school-going age remain out of schools,[20] highlighting systemic exclusion and lack of progress towards both SDG 4 and SDG 5.

A significant progress towards gender equality and social inclusion in education is the inclusion of a gender-responsive and inclusion lens in the "School Education Sector Plan and Roadmap for Sindh (2019-2024)."[21] The sector plan emphasizes ensuring every child's right to education without discrimination and mandates that children with disabilities be integrated into public and private schools across Sindh. The sector plan also emphasizes teachers' training on inclusive practices, offering mentorship and psychological support to marginalized learners and ensuring equitable and inclusive basic facilities for all. Moreover, Sindh is the first province to present the Transgender Education Policy,[22] adding transgender category to mainstream public schools' admission form.

While impressive efforts are underway, CSOs are not effectively engaged in policy-making where it truly matters, limiting their impact on important decisions that affect the community and society. Engagement should be increased when policies are being developed to incorporate community voices and CSO perspectives and make them more responsive to local needs. Moreover, increased scrutiny over social media platforms discourages CSOs as what constitutes dissent remains ambiguous.

IV. YOUTH ENGAGEMENT

Youth make up Pakistan's largest demographic. Thus, education policies must respond to their needs. However, policy planning and budget allocations in Pakistan lack a gender-responsive approach. Girls face disproportionate socio-economic challenges in access to quality education. These challenges worsen due to a lack of gender-responsive financing. Dissection of the OOSG issue reveals high risk of drop-outs in rural and low-income households due to the decreased availability of girls' schools at the post-primary level.[23] Similarly, children with disabilities and transgenders also experience similar challenges due to the lack of responsive policies and financing, thus excluding them.



Student of Islamabad Model School for Girls, Naugazi, Islamabad, in PCE's podcast "Lets Talk Education"

Sharing challenges faced by girls in access to education and risk of dropping out, during PCE's podcast ***"Lets Talk Education"****, a student from Islamabad Model School for Girls, Naugazi, Islamabad, said,* ***"Girls from low-income households face disproportionate challenges. Many of my friends dropped out after primary as school was far from their home and there was no safe transport available. Girls often face harassment on their way to school, leading to their families removing them from schools and depriving them of the chance to learn and prosper. Safe transport to schools, such as buses and vans are critical factors to ensure no girl is excluded from access to education."***[24]

The lack of gender-transformative curricula and gaps in gender-responsive training of teachers lead to a lack of safe spaces in schools for marginalized learners and breed issues such as bullying and exclusion. It fails to instill respect for diversity among young minds, intensifying systemic societal differences for marginalized communities. Another major issue faced by marginalized groups, including girls and children with disabilities, is the lack of inclusive infrastructure (WASH, accessibility) and safe transport, which increases the risk of dropouts from low-income households and rural families.

Pakistan's education system faces a chronic learning poverty crisis as 77% of late primary-age children lack proficiency in reading.[25] The learning crisis has caused a significant lack of trust in the public education system, and low-income youth drop out in favor of child labor to achieve financial independence. This is not only a learning crisis but also a skills crisis, and the need to provide technical and vocational skills in schools, especially for marginalized learners, cannot be overstated enough. During "PCE's Town Hall on the Education Emergency" in Muzaffargarh, students from Special Education Center in Muzaffargarh stressed the need for skills education to empower them for labor market.[26]

19 https://nowpdp.org.pk/our-work/project
20 https://shorturl.at/kMilB
21 https://rsu-sindh.gov.pk/contents/publications/SESP&R%202019-24.pdf
22 https://tribune.com.pk/story/2510200/inclusive-education
23 https://documents1.worldbank.org/curated/en/099907205312429006/pdf/IDU141cd1e15165 88142c119f741ba6 fd510021d.pdf?utm_source=chatgpt.com
24 https://youtu.be/Th8C82UdLlY?feature=shared
25 https://documents1.worldbank.org/curated/en/099812207212211713/pdf/IDU0e0c38ddc0f77b04fda0a7ad 0e2f4235d517a.pdf
26 https://www.instagram.com/reel/DG7fPjvNSo_/?utm_source=ig_web_copy_link&igsh=MzRlODBiNWFlZA==



Speech and hearing-impaired students from Special Education Center in Muzaffargarh sharing their demands in PCE's Town Hall on Education Emergency

In the 21st century, success really hinges on having the right skills. It's so important for public school curriculums to include skill development and to help students learn how to develop and run businesses, enabling them to sharpen their entrepreneurial talents. These are particularly crucial for empowering girls and marginalized learners, giving them the tools they need to become self-sufficient and independent individuals."– *female student from Government Girls High Secondary School Rawalpindi*

Pakistan has been slow to integrate digital and AI skills into its education system, limiting the development of a future-ready workforce. While federal and provincial governments have launched initiatives to bridge the digital skills gap, challenges remain—particularly in ensuring equitable access. Significant gender disparities and regional inequities continue to restrict access to digital technology and learning opportunities for many students, especially girls. Despite skilled labor contributing to 80% of total remittances, public investment in digital and AI-focused education is still insufficient. Scaling up this investment is critical to building an inclusive, employment-ready workforce that meets the demands of the global economy. At the same time, it is crucial to improve access to digital technologies and services emphasizing on gender and equity in access.



Mohiuddin Wani, Former Federal Secretary, Ministry of Federal Education and Professional Training (MoFEPT)

The Ministry of Federal Education and Professional Training (MoFEPT) has developed a comprehensive curriculum in AI and digital skills. In collaboration with the leading universities in Islamabad, the ministry has engaged qualified graduates to teach these skills in public schools. To support this initiative, computer labs across public schools have been upgraded with the latest Chromebooks and reliable internet connectivity. These efforts are aligned with market assessments and are designed to equip students with the essential skills needed for the next decade.

V. RECOMMENDATIONS

EDUCATION FINANCING

- Federal and provincial governments must sustainably increase public education financing to at least 4-6% of GDP and 16-20% of the total budget, with clear and achievable targets and milestones. At the same time, the mismatch between recurrent and development budgets must be addressed by sustainably increasing the allocations made to development budgets with a keen focus on improving access and learning quality.

- The provincial and federal governments must adopt equity-based financing based on needs assessments and indicators, including gender disparity, poverty markers, disability, and out-of-school ratios in any area.
- Allocate specific budget lines, prioritizing projects for girls' education and inclusive initiatives including education stipends for marginalized groups, and safe transport.

- Conduct annual gender and inclusion audits of schools and allocated budgets. At the same time, the budget development and spending should be decentralized to the school level to ensure the budget development and allocation reflects the local community's needs.

- To enhance the efficiency of the allocations, a digitalized budget tracking and monitoring system should be developed, which will help monitor how effectively funds are being utilized and ensure transparency. With decentralization, a crucial measure is building the capacity of the relevant stakeholders in inclusive and gender-responsive budgeting and allocation to ensure funds are allocated where the need is the highest.

ADDRESS LEGAL AND ADMINISTRATIVE BARRIERS

- Remove the condition of Form-B for school enrollments across all provinces and mainstream enrolment pathways, simplifying the procedure for undocumented, displaced, and refugee children.

- Harmonize the legal definition of a child, increasing the age to 18 years across all national and provincial laws and regulations, especially those relevant to the education sector. Article 25-A must be amended to increase the age limit to 18 years to support children facing learning difficulties, entering late in the education system, or re-entering after dropping out.

IMPROVE ACCESS FOR MARGINALIZED LEARNERS

- Expand the reach of conditional cash transfers for girls and other marginalized learners and students hailing from underserved districts.

- Introduce flexible school timings through afternoon and evening schools in underserved districts, focusing on the unique needs of learners at risk of child marriages, child labor, and climate-induced challenges.

V. RECOMMENDATIONS

- Develop a national framework for inclusive education for transgenders, including enrolment drives, incentives for enrolment and achieving milestones, school and community sensitization and awareness programs, and monitoring the progress of enrolled transgender learners.

CURRICULUM REFORMS

- Revise curricula to embed gender equality, highlight diversity, and challenge stereotypes in both written and visual content, and regularly review curricula and learning materials to remove gender bias and promote gender equality and social inclusion narratives.

NON-FORMAL AND ACCELERATED LEARNING OPPORTUNITIES

- Expand accelerated learning programs at national and provincial levels and develop flexible curricula for OOSC aged 10 years and above.

- To build trust and encourage enrollment, train and appoint female teachers in non-formal and accelerated learning centers from within local communities.

INCLUSIVE INFRASTRUCTURE IN SCHOOLS TO FACILITATE CHILDREN WITH DISABILITIES

- Minimum accessibility standards, including ramps, disability-friendly toilets, and inclusive furniture, should be enforced in all public and private schools, and retrofitting old buildings to meet these standards should be mandated.

- Ensure the availability of assistive technologies in all public schools for children with disabilities and train all teachers in inclusive pedagogies to ensure optimal learning levels.

TEACHERS' TRAINING AND CONTINUOUS PROFESSIONAL DEVELOPMENT

- Integrate gender-responsive and inclusive pedagogy into mandatory pre-service training and continuous professional development frameworks, connecting training with promotions and professional recognition to build and enhance teachers' capacity for inclusive classroom practices, including developing individualized education plans (IEPs) for children with disabilities.

TECHNICAL AND VOCATIONAL EDUCATION WITH A GENDER-RESPONSIVE APPROACH

- Expand technical and vocational education programs by integrating age-appropriate skills into regular curricula, guaranteeing equal access in urban and rural regions, and launching TVET initiatives to address gender and inclusive requirements.

DISAGGREGATED EDUCATION DATA SYSTEM

- Ensure nationwide data standardization based on the Data Standardization Framework (DSF), which disaggregates data by gender, demography, and disability.

- Digitalize student and teacher records, teachers' training indicators, and budget allocation and spending at school level, enabling real-time monitoring and tracking.

CIVIL SOCIETY AND YOUTH ENGAGEMENT

- Formalize meaningful engagement and representation of civil society in SDG coordination mechanisms and policy planning processes at national and provincial levels to ensure that policies reflect community needs and demands and are developed to address the needs of the intended stakeholders.



From right to left: Abia Akram, Asim Safeer, Sabiha Shaheen, Zafarullah Khan, Zehra Arshad, Dr Shahid Soroya at PCE's National Education Conference 2025

Pakistan Coalition for Education (PCE Pakistan) –an initiative of Society for Access to Quality Education
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The **Pakistan Coalition for Education (PCE)**, established in 2005 as the flagship initiative of the Society for Access to Quality Education (SAQE), has been a driving force in education advocacy across Pakistan for over two decades. PCE works to ensure inclusive, free, quality, and compulsory education for all, addressing systemic barriers through research, evidence generation, policy advocacy, and grassroots mobilization. PCE's key focus areas include implementation of the right to education (Article 25-A), education financing, inclusive and equitable access to education for all, girls' education, skills development, SDG 4, and resilient education systems. With strong networks at local, provincial, national, and international levels, and as a member of the Asia South Pacific Association for Basic and Adult Education (ASPBAE), PCE builds strategic alliances to influence policy, amplify community voices, and coordinate action on pressing education challenges across the country.

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