PAKISTAN INSTITUTE OF EDUCATION

Pakistan Alliance for Girls Education

GIRLS' EDUCATION IN PAKISTAN

STATISTICS & TRENDS FOR 2022-23

Pakistan Institute of Education - PIE
Government of Pakistan

In Collaboration with
Pakistan Alliance for Girls Education - PAGE

ACKNOWLEDGMENT

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Acronyms and Abbreviations

ETR	Effective Transition Rate
GER	Gross Enrollment Ratio
GPI	Gender Parity Index
NAT	National Achievement Test
NERT	Net Enrollment Ratio Total
OOSR	Out-of-School Ratio
PES	Pakistan Education Statistics
TVET	Technical and Vocational Education and Training

Message from the
Federal Minister for Education and Professional Training

I appreciate the efforts behind this report on girls' education in Pakistan for the academic year 2022-23. Education is not only a fundamental right but also the bedrock upon which we build a prosperous and equitable society. The findings in this report highlight both the progress we have made and the challenges that still lie ahead in ensuring every girl in Pakistan has access to quality education.

Over the past few years, we have seen an increase in enrolment and improvements in educational infrastructure, reflecting our collective commitment to advancing the cause of girls' education. However, the report also brings to light the stark realities of gender disparity, particularly in rural areas, where many girls are still deprived of their right to education. This is a call to action for all of us—policymakers, educators, and civil society alike—to redouble our efforts and work collaboratively to bridge these gaps.

The Government of Pakistan remains steadfast in its commitment to achieving gender parity in education. We recognise that educating our girls is not just a moral imperative but a critical investment in the future of our nation. Every girl who steps into a classroom today is a beacon of hope, capable of driving change and fostering development in her community and beyond.

As we move forward, let us ensure that no girl is left behind. It is our collective duty to create an educational environment that is inclusive, safe, and conducive to learning, where every girl can realise her full potential. Together, we can build a brighter, more equitable future for all.

Dr Khalid Maqbool Siddiqui
Federal Minister for Education and Professional Training
Government of Pakistan

Message from the
Federal Secretary for Education

The report on girls' education in Pakistan for the year 2022-23 provides a comprehensive overview of the strides we have made in improving access to education for girls across the country, as well as the areas that require our urgent attention. I appreciate the efforts that have gone into compiling this valuable document. As we reflect on these findings, it is clear that while progress has been made, much work remains to be done to achieve our goals of gender equality in education.

Education is a powerful tool for empowerment, and the education of girls, in particular, has far-reaching benefits for our society. An educated girl is more likely to contribute positively to her family, community, and the nation. This report underscores the importance of continuing our efforts to ensure that every girl in Pakistan has the opportunity to receive a quality education, regardless of her socio-economic background or geographical location.

The challenges highlighted in this report, such as the significant number of out-of-school girls and the disparities in educational facilities, particularly in rural areas, remind us of the work that lies ahead. It is imperative that we address these issues with a sense of urgency and commitment. The future of our nation depends on the education we provide to our children today, especially our girls.

The Ministry of Education and Professional Training is committed to working with all stakeholders to address these challenges. We will continue to develop and implement policies that promote gender equality in education and improve the infrastructure and resources necessary to support our girls in their educational journey.

I extend my sincere gratitude to all those who have contributed to this report and to those who are working tirelessly to improve the state of girls' education in Pakistan. Let us continue to strive for a future where every girl in Pakistan has the opportunity to learn, grow, and thrive.

Mohyuddin Ahmad Wani
Federal Secretary for Education
Government of Pakistan

Message from the
Director General, Pakistan Institute of Education (PIE)

At the Pakistan Institute of Education, our commitment to producing high-quality, rigorous data sets is unwavering. The "Girls Education in Pakistan: Trends and Statistics 2022-23" report reflects the collaborative effort and strategic guidance provided by the Secretary, Ministry of Federal Education and Professional Training. This report exemplifies our dedication to not only generating accurate data but also ensuring its practical application in policy and planning.

PIE recognize the importance of utilizing this information to address the specific needs of girls in the education system. The Pakistan Institute of Education (PIE) remains steadfast in its mission to provide comprehensive data that will aid in the development of effective strategies to advance gender equity in education, thereby contributing to the overall progress of our nation.

As a data-producing agency, the PIE will continue to strive to provide the data and insights needed to inform evidence-based decision-making in the education sector. We believe that by understanding the challenges and opportunities facing girls' education, we can work together to create a more equitable and inclusive education system for all.

Dr Muhammad Shahid Soroya
Director General Pakistan
Institute of Education

Message from the
Executive Director, Pakistan Alliance for Girls Education (PAGE)

I am honored to present this report in partnership with the Pakistan Institute of Education, under the Ministry of Federal Education and Professional Training. Our joint efforts reflect a shared commitment to transforming the educational landscape for girls in Pakistan, ensuring that every girl has access to quality education, regardless of her socio-economic background.

Education is a fundamental right and a powerful tool for empowerment. It is essential for the development of individuals, communities, and nations. Yet, despite progress, many girls in Pakistan still face significant barriers to accessing education. These challenges range from socio-cultural norms to economic constraints and a lack of safe and conducive learning environments.

Through our collaborative efforts, we aim to address these barriers and create a supportive framework that not only facilitates girls' access to education but also nurtures their aspirations. This report highlights the current state of girls' education in Pakistan, identifies the challenges that persist, and outlines strategic interventions that can drive meaningful change.

We believe that educating girls is not just about fulfilling a moral obligation—it is about recognizing and harnessing their potential to contribute to society's progress. The evidence is clear: when girls are educated, families thrive, communities prosper, and nations advance.

I extend my deepest gratitude to the Pakistan Institute of Education and the Ministry of Federal Education and Professional Training for their unwavering support and partnership. Together, we are making strides towards a future where every girl in Pakistan can learn, lead, and excel.

Thank you.

Fajer Rabia Pasha
Executive Director
Pakistan Alliance for Girls Education

Executive Summary

This report provides a focused analysis of girls' education in Pakistan for the academic year 2022-23, drawing on data from the Pakistan Education Statistics (PES) report(s). It highlights key trends and developments in education indicators. While significant progress has been made in improving facilities and maintaining enrollment levels, the growth rate of girls' education has stagnated, raising concerns about the sustainability of past gains.

Below is a list of the main findings that this report has highlighted:

- As of 2022-23, around 21 million girls are enrolled in educational institutes as compared to 25 million boys from pre-primary to degree stage. Gender disparity is prevalent across the access and participation indicators.
- Around 13.71 million girls remain out of schools. Comparing out-of-school rate reveals girls are 7% less likely to attend school than boys. Moreover, 41.5% girls remain out of school as compared to 34.9% boys from primary to higher secondary level.
- There are 238,718 educational institutions in Pakistan out of which 97,509 are for boys and 65,683 for girls while 74,118 schools and colleges are co-education. It means that 41% of schools and colleges are for boys while 28% are for girls while 31% are for both.
- Around 4% of the girls' schools in the country are without an adequate building. Among schools that do have a building, 10% lack durably constructed buildings. 1,389 schools are built of temporary structures while 4,692 schools are made of mixed construction material.
- 25% of girls' schools need repair while 6% of schools are in dangerous condition. Moreover, 12% of the girls' schools are without a boundary wall.
- 14% of girls' schools do not have toilets and 17% of them do not have drinking water.
- 22% of girls' schools don't have electricity. Progress regarding school infrastructure has plateaued. Availability of electricity and toilets has declined since 2021-22.
- Around 2 million educators are engaged in public and private schools. Out of which, 732,311 are male while 1,234,268 are female teachers.
- Regional disparity across provinces and areas is stark for all the aforementioned indicators.

Introduction

Gender equality is fundamental to achieving a just and equitable society. Education is a powerful tool for achieving this goal, particularly for girls. By investing in girls' education, Pakistan can unlock the potential of half of its population and drive sustainable and long-lasting economic growth.

Pakistan, like many developing countries, has made significant strides in expanding educational opportunities for girls but still persistent disparities and challenges remain. This report examines the progress made in girls' education in Pakistan, drawing on data from the 2022-23 Pakistan Education Statistics Reports.

The importance of girls' education is underscored by its alignment with several Sustainable Development Goals (SDGs). SDG 4 specifically targets ensuring inclusive and equitable quality education for all and promoting lifelong learning opportunities. This goal recognizes the critical role that education has in breaking the cycle of poverty, reducing inequality, and fostering sustainable development.

Additionally, SDG 5, which aims to achieve gender equality and empower all women and girls, is intrinsically linked to girls' education. By investing in girls' education, Pakistan can contribute to achieving these global goals and building a more just and equitable society.

This report serves as a comprehensive analysis of the current state of girls' education in Pakistan, providing valuable insights for policymakers, educators, and development partners to inform evidence-based interventions and strategies to accelerate progress towards gender equality and inclusive education.

Chapter 1:

Enrollments - A Gradual Climb

Gender Parity in Access- More Ground To Cover

As of 2022-23, around 46 million students are enrolled in some form of formal education in Pakistan. Out of these, 21 million are girls and 25 million are boys. The gender difference in access to education is remarkable here and becomes more evident when the data is broken down into education stages and provinces.

At the pre-primary level, 4.46 million girls are enrolled as per the Pakistan Education Statistics 2022-23 report. This figure jumps when we look at enrollment levels at the primary level, with 9.44 million girls enrolled. After this stage, there is a dramatic drop in absolute number of enrolled girls and it can be seen that it goes down to 3.79 million girls enrolled at the middle school level while the number of girls enrolled in high schools stands at 1.84 million. At higher secondary, enrollment of girl students stands at 1.09 million.

Finally, only 0.34 million girls are enrolled to obtain a degree level education.

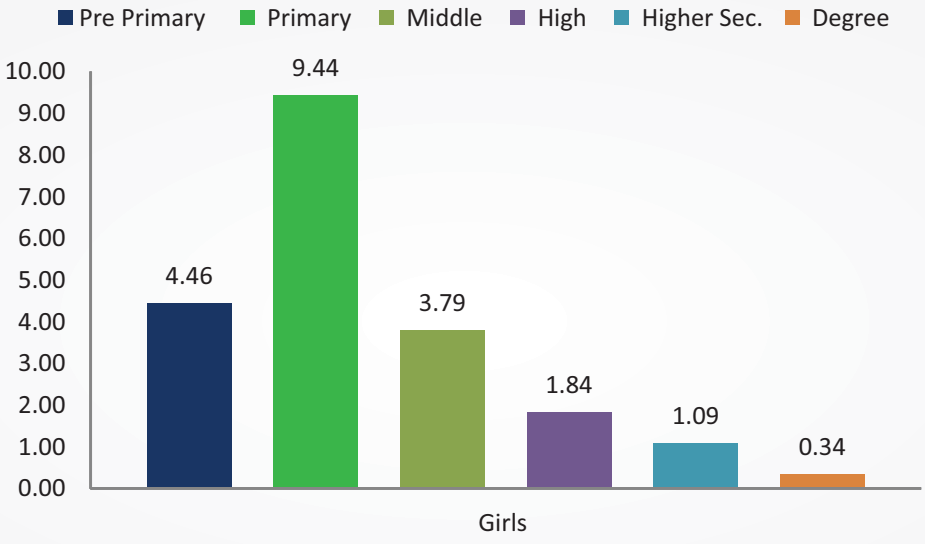


Figure 1: Girls' Enrollment by Stages (Public, Other Public, Private). 2022-23 (Millions)

According to the latest 2022-23 statistics, Pakistan has 247 higher education institutions; of which 100 (40%) are privately managed. These institutions enroll a total number of 886,595 girls, representing 46% of the total number of students at this level, which is estimated to be 1,936,329 of both genders.

Figure 2 shows the enrollment in tertiary education in different stages by gender. Overall, it can be seen from the numbers that with the exception of of Master of 16 years of education, the number of male students is always higher than the number of female students at all stages.

While enrollment numbers provide a basic overview of girls' education at different stages, they do not offer a clear picture of access to education for girls. It is crucial to consider enrollment through the lens of the existing population of school-going age. Therefore, indicators like the gross enrollment ratio (GER) and net enrollment ratio total (NERT) offer a better outlook on access to education.

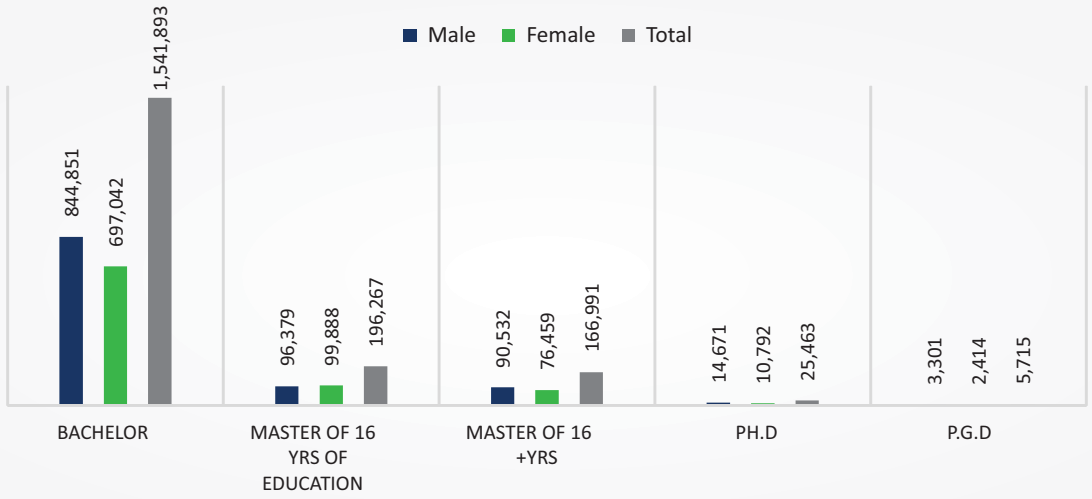


Figure 2: Universities/Degree-Awarding Institutions (Public+Private) Enrollment. 2022-23

Figure 3 shows that the enrollment rate in absolute terms has improved gradually in the last five years. However, progress has been slow. The total girls' enrollment across all education stages reached 21 million in 2022-23 from 19 million in 2018-19. There has been around 10% increase in enrollments in the last five years.

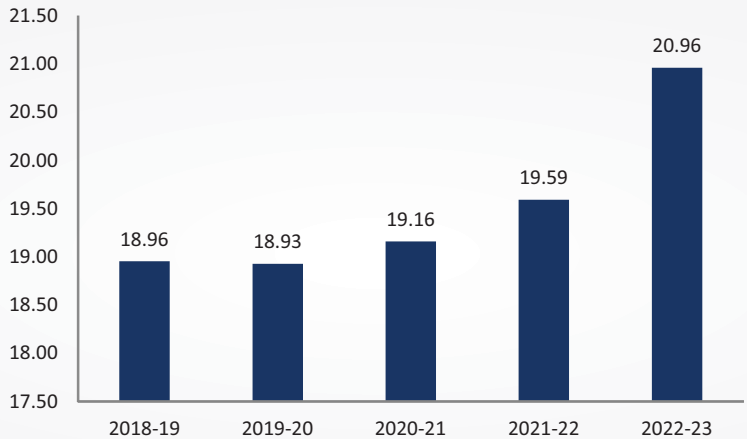


Figure 3: Girls' Enrollment (Public, other Public Private) in Primary-Degree. 2018-2023 (Millions)

Figure 4 shows the enrollment trend of girls in different education stages during the last five years. Enrollments in primary, higher secondary and degree stage slumped in 2021-22 but caught up in 2022-23.

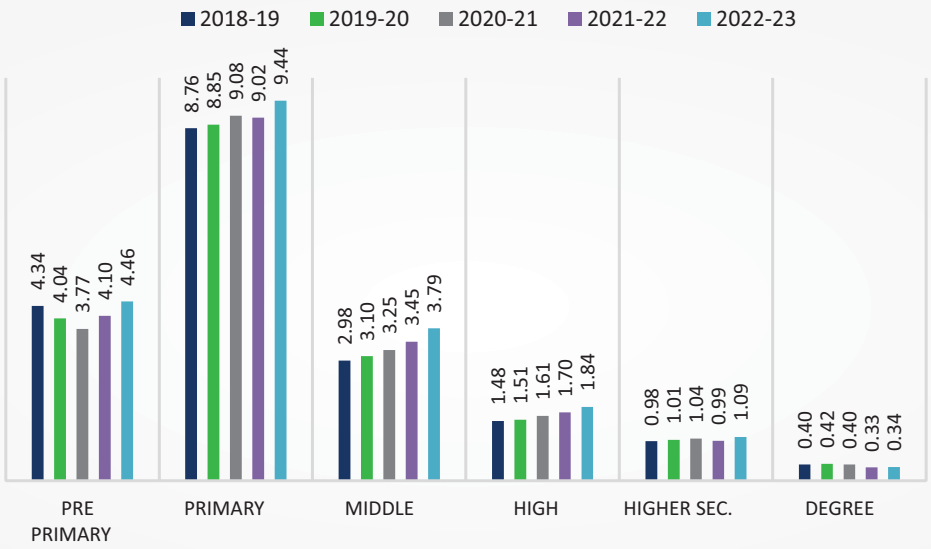


Figure 4: Girls' enrollment (Public, Other Public, Private Sector) by Stages. 2018-2023 (Millions)

When compared with the total enrollment, the percentage of girls enrolled in different education stages show a varying trend.

By looking at Figure 5, it can be concluded that the enrollment rate in primary education has stagnated during the time period that is being analyzed, with only slight improvements across five years. Enrollments in the middle school underwent a slight increase while those at higher secondary stage barely changed. Unlike the slight upward trend observed in all other stages of education, there was one percentage point decrease in enrollment levels at the degree stage.

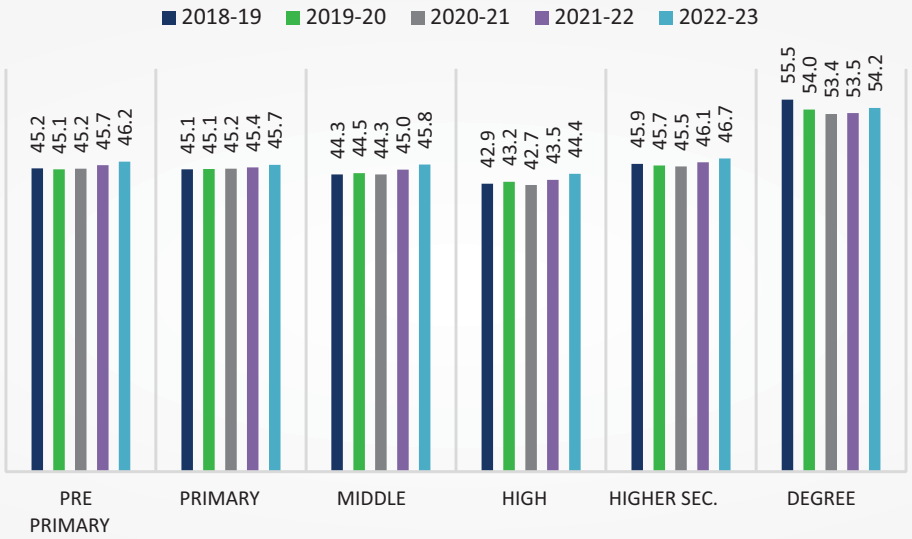


Figure 5: Girls-Total enrollment % (Public, Other Public, Private Sector). 2018-23

Enrollment in Deeni Madaris

According to PES 2022-23, there are 64,417 deeni madaris operating in the country. The total number of students enrolled in this kind of institutions is 3.35 million, out of which 2.05 million are boys and 1.3 million are girls.

Technical and Vocational Education and Training

Both boys and girls are more likely to enroll in vocational programs when compared to technical education. Moreover, the enrollment rate for boys is higher in TVET education than that for girls.

As of 2022-23, 453,957 individuals are enrolled in technical and vocational education and training institutes. Out of which, 302,719 individuals are male while 151,238 are female. Figure 6 shows the enrollment of men and women in technical and vocational education. In TVET programs also, boys have a higher enrollment rate than girls.

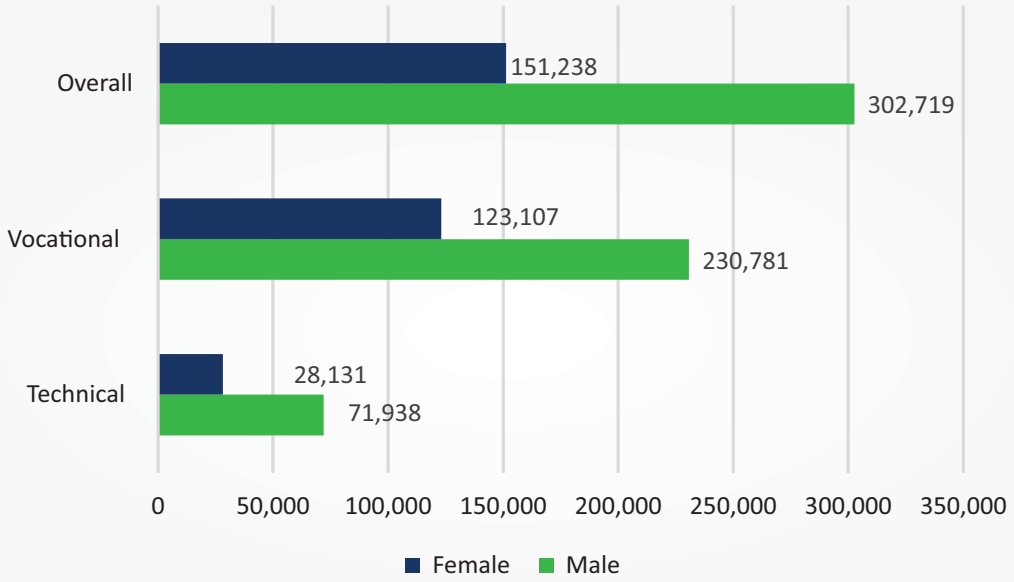


Figure 6: Enrollment in Technical and Vocational Institutions (Public, Other Public, Private). 2022-23

Figure 7 shows TVET institutions in public and private sectors. Overall, there are 4,406 TVET institutions out of which 48% institutions are for boys, 32% for girls while 21% are co-ed. Out of 1,213 technical institutes, institutes for boys constitute 42%, girls' institutes remain 20% while the co-ed technical institutions are 38%. The number of vocational institutes is higher than the technical institutions. Among 3,193 vocational institutions, 50% are for boys, 36% for girls while 14% of them are mixed.

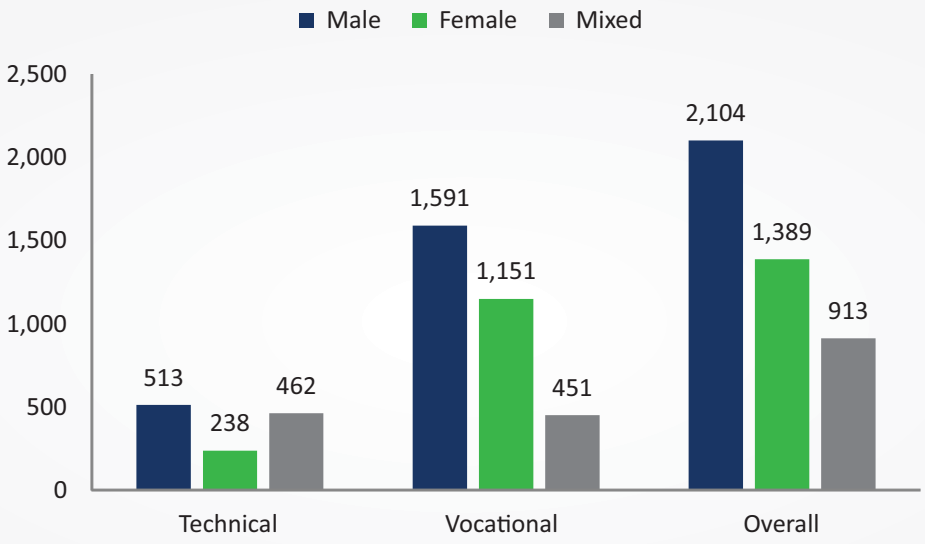


Figure 7: Technical and Vocational Institutions (Public, Other Public, Private). 2022-23

The provincial distribution of TVET enrollment, as shown in Figure 8 indicates that Punjab has the highest enrollment in such programs. Out of the 44,341 individuals enrolled in technical education in the province, 27,135 are boys while 17,206 are girls. Vocational programs have higher enrollment levels than technical programs; out of the total 180,838 students enrolled in vocational education 61,348 are girls and 119,490 are boys. In Sindh, the second most populous province in the country, gender disparities are also evident. There is a total of 24,674 individuals that are enrolled in technical education; 5,545 are girls while 19,129 are boys. Female enrollment levels are higher in vocational programs than in technical programs, standing at 20,770. However, these enrollment levels are still lower than that of boys, i.e., 52,571. In KP, 18,070 individuals are enrolled in technical education, of which 873 are girls and 17,197 are boys. The stark gender gap is evident here. Whereas, 16,457 girls and 23,379 boys are enrolled in vocational education. In Balochistan, 304 girls are enrolled in technical education as compared to 1,324 boys.

AJ&K faces huge gender disparity in terms of enrollment in TVET education. Enrollment levels for boys in technical education are 13 times the number of girls. Whereas, in vocational education, boys' enrollment levels are 6 times that of girls.

The region has 97 girls and 1,247 boys enrolled in technical education while enrollment in vocational education stands at 2,748 for girls and 17,484 for boys. In Gilgit-Baltistan, 128 girls and 194 boys are enrolled in technical education while 8,993 girls and 3,216 boys are enrolled in vocational education. ICT has 3,978 girls and 5,712 boys enrolled in technical programs while 5,315 girls and 3,506 boys are enrolled in vocational programs. ICT and GB are anomaly in the regard that they have higher female enrollment in vocational education than male.

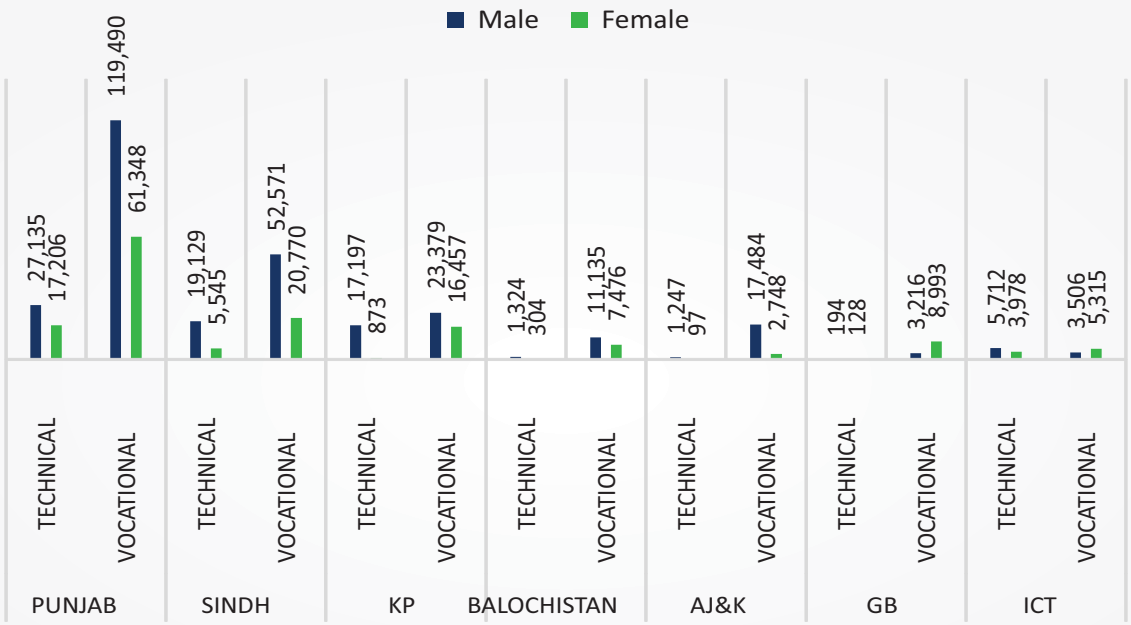


Figure 8: Enrollment in Technical and Vocational Institutions (Public, Other Public, Private) by Provinces. 2022-23

Figure 9 indicates the gender disparities in TVET enrollment rates. While all the provinces have a huge difference between male and female enrollment rates, KP and AJ&K have stark disparity. GB and ICT also have significant gender disparity but in favor of girls.

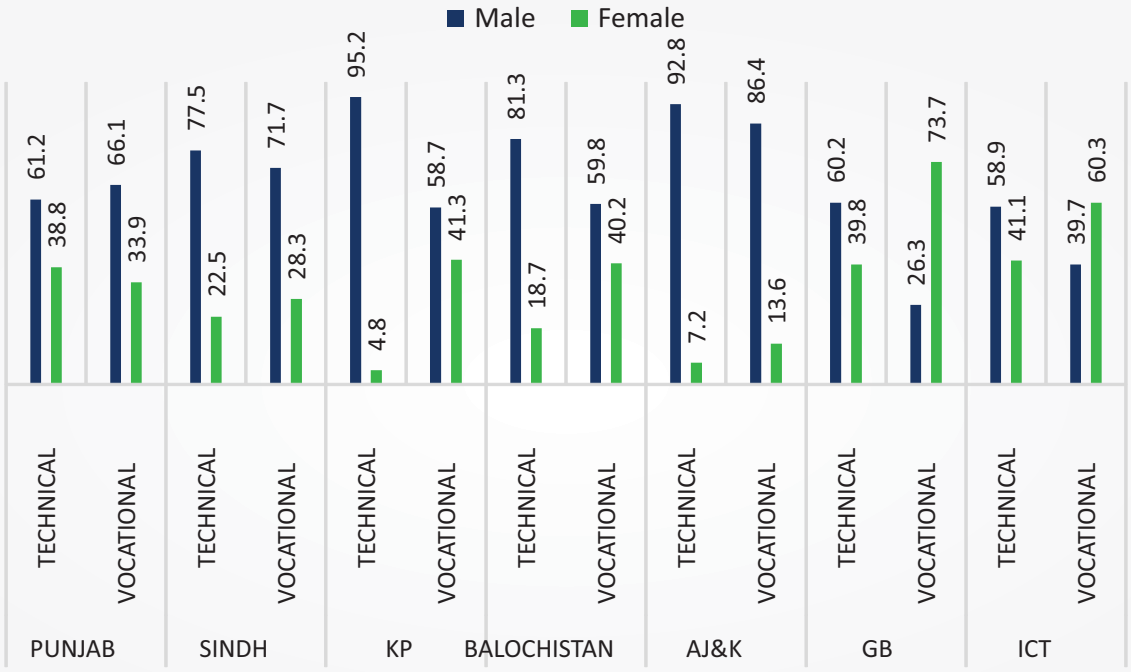


Figure 9: Enrollment Rate in Technical and Vocational Institutions (Public, Other Public, Private) by Provinces. (%). 2022-23

Participation and Completion

Participation rate in organized learning:

The participation rate in organized learning (one year before primary) for girls is 32.4%, as per 2022-23 PES report. The rate for boys is lower than desired but it is better than the girls at 34.4%. The GPI is 0.94, which means the gender disparity is significant.

However, the participation rate has increased for both girls and boys from 26.8% and 29.4%, respectively. Moreover, the GPI also improved from 0.91.

Gross Enrolment Ratio (GER):

Gross enrolment ratio (GER) indicates the number of students enrolled in school at several different grade levels, regardless of age.

Significant gender disparity exists in the enrollment rate at the pre-primary level as of 2022-23. The gross enrollment ratio for the said level remains 82.5% for boys and 69.8% for girls. The gender parity index is 0.85. The Gender Parity Index (GPI) indicates parity between girls and boys.

While the GER has increased for both girls and boys from 2021-22, inequality has risen as well with a GPI of 0.82, as it can be seen in Figure 11.

Gender disparity can be observed at the primary level as well, at a higher rate than in pre-primary. The GER at primary level is 83.1% for boys while it is 72.3 % for girls. The GPI remained unchanged between 2021-22 and 2022-23, and it is 0.87.

Gender disparity in gross enrollment at the middle level is lower than at primary level but is significant. The GPI at this level is 0.92 and the enrollment rate for boys is 55.9% and for girls is 51.3%. It can also be observed here that the GER is low for both boys and girls at this level, with the GER lower for girls than for boys.

However, one positive development is that the middle school enrollment for girls has increased from 48% in 2021-22, as shown by Figure 10 and 11.

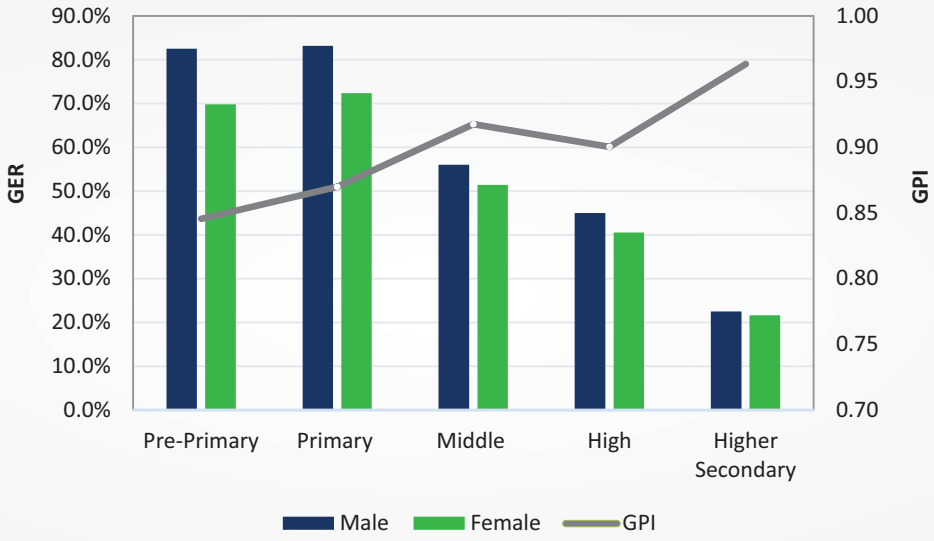


Figure 10: Gross Enrollment Rate (GER) By Stages. 2022-23

The gross enrollment rate at high school level is larger than the middle level. It stands at 40.5%. Notably, the GER of boys, i.e., 45%, doesn't indicate a favorable position, but it's still better than the girls. The gender disparity is higher than the previous stages at 0.90 but it has improved from 0.88 in 2021-22). The gross high school enrollment was 44.2% GER for boys and 39% for girls, which shows that there has been a slight increase in the enrollment rate since 2021-22.

Gender disparity is significant in the higher secondary gross enrollment with a GPI of 0.96 in favor of boys. The enrollment ratio at higher secondary level is 21.6% for girls and 22.4% for boys. The increase in enrollment rates has been minimal between 2021-22 and 2022-23. In 2021-22, the GER for girls remained 20.5% and 21.5% for boys.

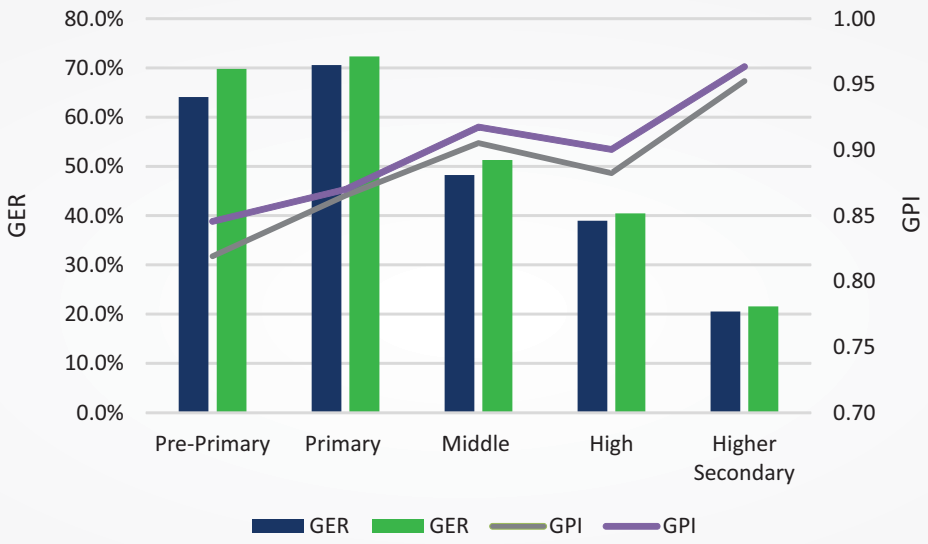


Figure 11: GER for Girls by Education Stage: 2021-22 vs. 2022-23

Net Enrollment Rate Total (NERT)

Net Enrollment Rate allows us to get an overview of enrollment rates for students who are of official school age corresponding to their specific education level). It provides an adjusted ratio of enrollment for repeaters or overage students.

Figure 12 shows net enrollment rate total (NERT) by education levels. NERT for primary is 61.2% for girls, which shows that girls aging between 5-9 age are less likely to get enrolled in schools at the primary level. With 67.9% NERT for boys, the GPI stands at 0.90. It means that there is significant gender disparity at primary enrollment for this age group.

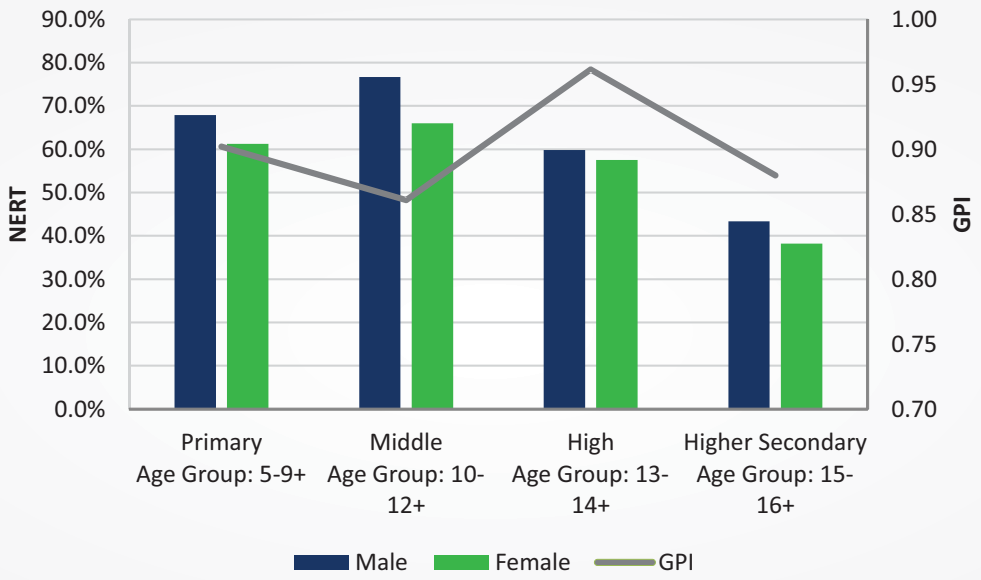


Figure 12: Net Enrollment Rate Total (NERT) by Stages. 2022-23

The NERT has not undergone any significant change from 2021-22. It was 68.08% for boys in 2021-22 while it remained 60.52% for girls with a GPI of 0.89.

The NERT for girls' enrollment at the middle school level remains 66% while it is 76.7% for boys. There is stark gender disparity with the GPI of 0.86. The NERT for this level is quite low.

The enrollment rate has not shown any significant improvement since 2021-22. It was 64.55% for girls and 75.66% for boys.

NERT for girls at high school level remains 57.5. It's a low enrollment rate, showing slightly less than half of the total population of girls of 13-14 age group do not attend high schools. However, the silver lining here is that the rate is significantly higher than the gross enrollment rate, which means that girls of suitable age are still enrolling better at this level. The NERT of boys is 59.8% with the GPI of 0.96. The gender disparity is modest but still existent.

The net high school enrollment of girls has slightly increased from 54.75% in 2021-22. The GPI does not indicate any significant change since 2021-22 when it was 0.95. Boys are 5% more likely to enroll in higher secondary education than girls.

NERT for girls at higher secondary level remains at 38.2%. It shows that not even 40% of girls are part of the education system at the higher secondary level. It is imperative to identify the causes of such low rates so that appropriate action can be taken to rectify the situation. The net enrollment rate for boys remains 43.4%, which is not a favorable situation either, but it is at least more than girls with significantly higher gender disparity at 0.88 GPI.

The same pattern can be observed while comparing net enrollment of 2022-23 with 2021-22's. There has not been a significant change in this period. Higher secondary net enrollment rate for 2021-22 was 36.54% for girls and 42.4% for boys. The GPI however has increased slightly from 0.86. Flat NERT may limited progress in improving girls' enrollment opportunities or high dropout rates.

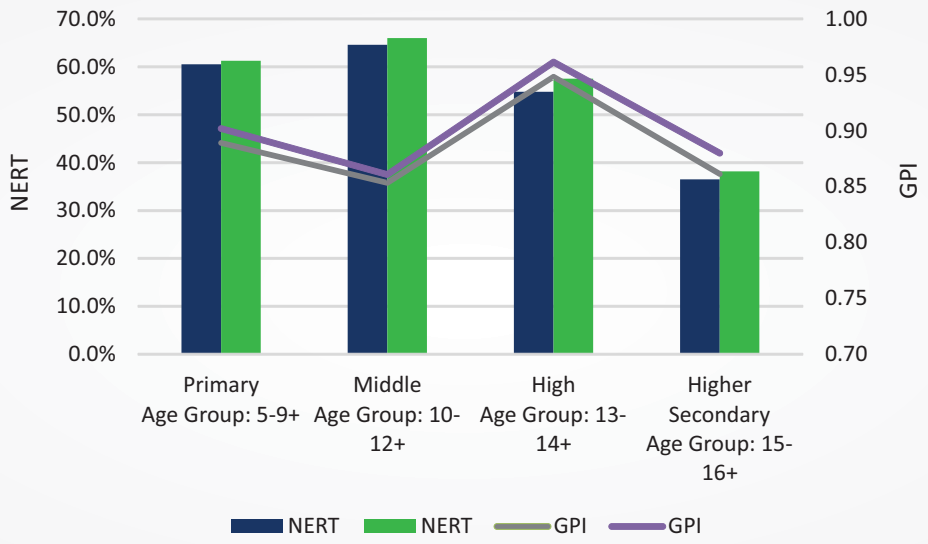


Figure 13: NERT for Girls by Education Stages: 2021-22 vs. 2022-23

Universal primary and secondary education-A long way to go

As of 2022-23, 26.09 million children remain out of school, 13.71 million are girls while 12.38 million are boys. At the same time, 41.5% girls remain out of school as compared to 34.9% boys from primary to higher secondary level.

5.79 million girls remain out of school at the primary level with an out of school rate of 38.8%. The out of school ratio for boys is 32.1%, which is significantly lower than the out of school rate of girls.

At Middle level, 2.79 million girls are out of school, representing 34% of the total population of girls of this group. On the other hand, the out of school ratio for boys is 23.3%, which is significantly lower than the girls.

As evident from Figure 14, the out of school rate increases drastically as the classes proceed for boys and girls. At the high school level, 2.16 million girls stay out of school with a ratio of 42.5%. At this level, gender disparity is small with boys' out of school ratio being 40.2%. At the higher secondary level, 2.97 million girls remain out of school at a rate of 61.8%. At the same time, the out of school rate for boys is 56.6% at the higher secondary level.

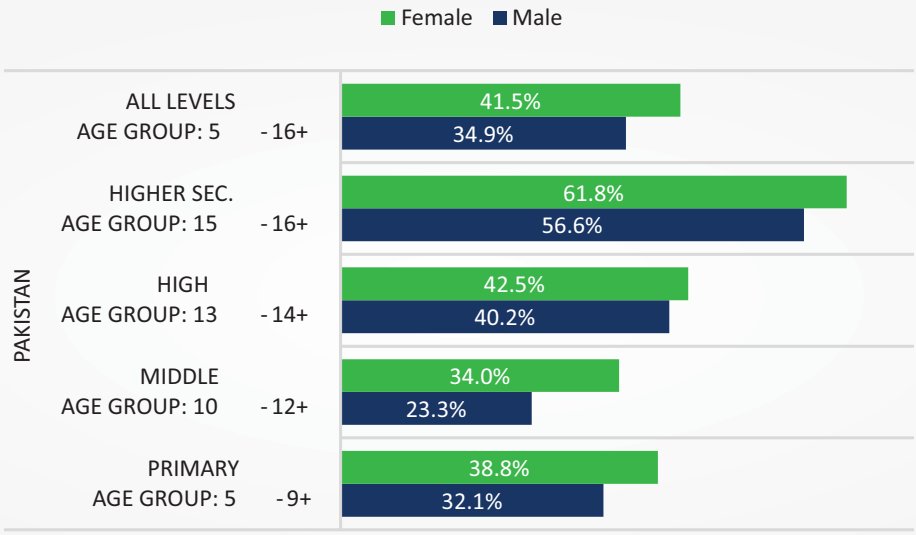


Figure 14: Out of School Rate (OOSR). 2022-23

Compared to 2021-22, the out of school rate for girls has not changed significantly. Figure 15 shows that in 2021-22, the OOSR was 42.8%, marking a small decline in the overall rate in 2022-23. However, the change has been slightly significant at some education stages. The breakdown of OOSR at the education level is explained as follows.

At primary, the OOSR was reported as 39.5%. There has been negligible improvement in the rate since 2021-22. At Middle school level, 35.4% girls remained out of school while 45.3% girls didn't attend high school. This is a slightly significant improvement. The OOSR rate has improved this year amid the lower enrollment rate than the other education stages. However, there is still much work needed to improve access to secondary education, particularly for girls.

At higher secondary stage, 63.5% girls remained out of school in 2021-22. It also shows a slight improvement since 2021-22, as there has been a 2% decline in the OOSR. While this represents a modest improvement, the high OOSR underscores the need for continued efforts to expand access to education for girls at this level.

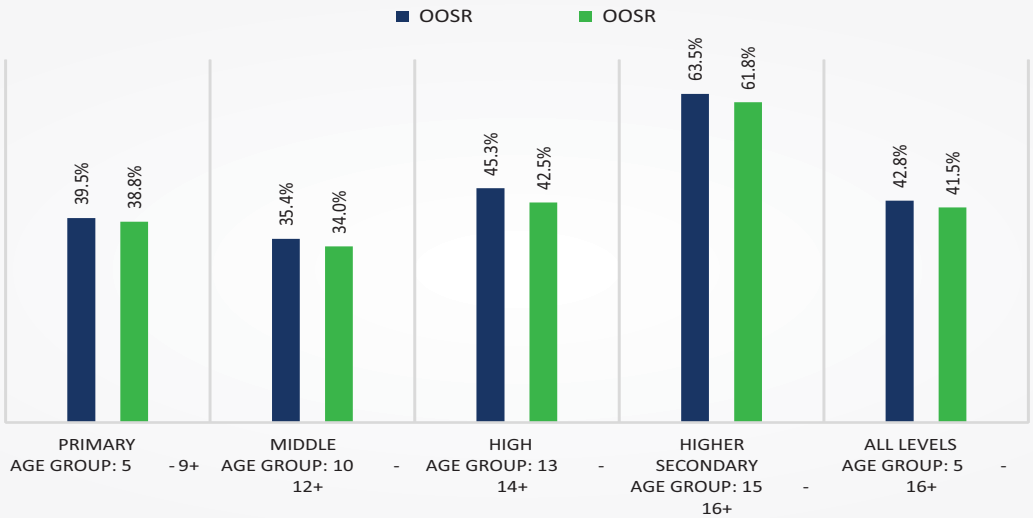


Figure 15: OOSR for Girls by Stage. 2021-22 vs. 2022-23

Survival Rate to Grade 5

The survival rate to Grade-5 denotes the percentage of students who successfully complete the first five years of primary education, i.e., grade 1 to grade 5. As of 2022-23, it is 81.1% for girls and 79.9% for boys. This indicates that 81.1% of girls do not drop out of school during the first five years of schooling.

Figure 16 shows the survival rate trend in the past five years. The trend shows a slight increase in the survival rate over this time period, with the exception to a slight drop in 2019-20, corresponding to the year when the pandemic started After this, the rate and them remained static in the next two years before increasing in 2022-23. The survival rate of girls is higher than boys in all years analyzed, with the exception of 2019-20 and 2020-21 where first the boys' survival rate became equal to the girls' and then was higher than the girls' rate.

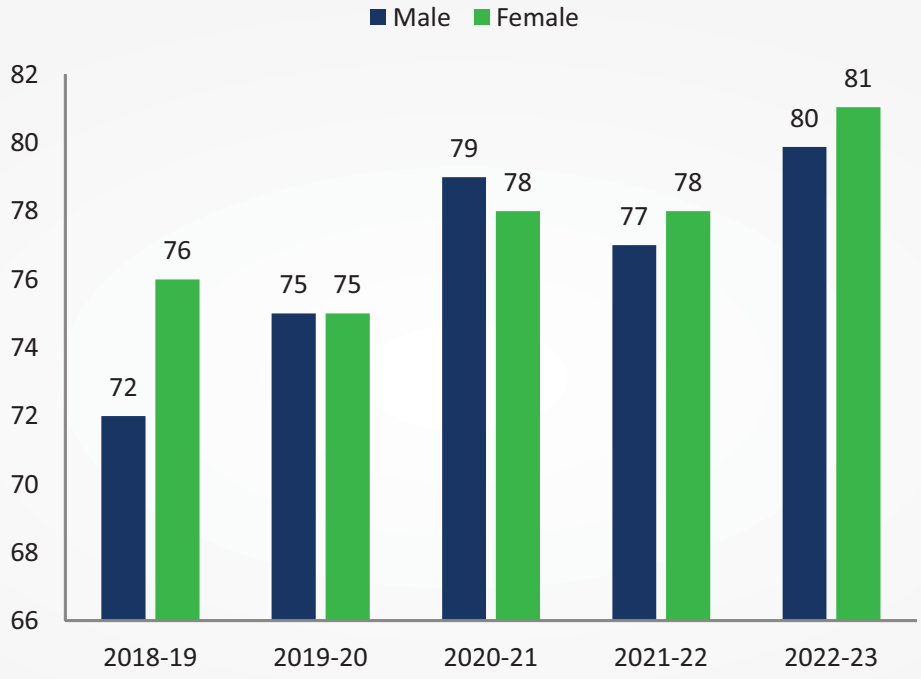


Figure 16: Survival Rate to Grade 5. 2018-2023. %

Effective Transition Rate

The Effective Transition Rate (ETR) evaluates percentage of students that progress from one educational level to the next one. It helps to identify the level where students are likely to discontinue their education.

Figure 17 shows that the ETR from primary to middle stands at 83.5% for girls while it is 82.4% for boys. Gender parity exists at this stage with GPI of 1.01. From middle to secondary, it stands at 89.5% for girls and 94.7% for boys. Gender disparity exists here with the GPI of 0.95.

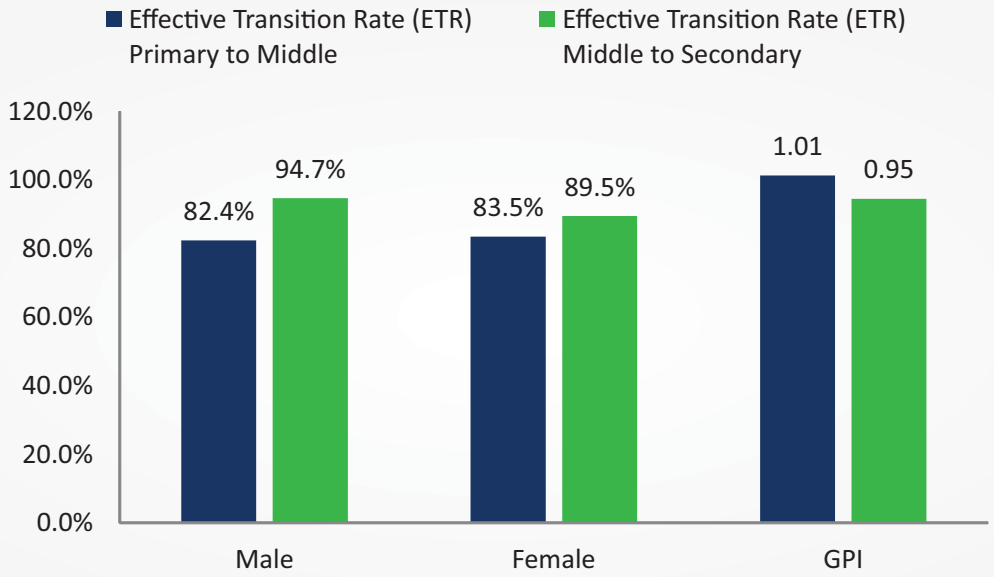


Figure 17: ETR Between Primary to Middle and Middle to Secondary Level. 2022-23.

The ETR between primary to middle for girls declined during the last five years. It decreased in 2020-21 and then remained the same in the next year before increasing by two percentage points in 2022-23. The ETR between middle to secondary level also slumped in 2020-21 before increasing and reaching the same rate as of 2019-20. The rate increased in 2022-23 by two percentage points.

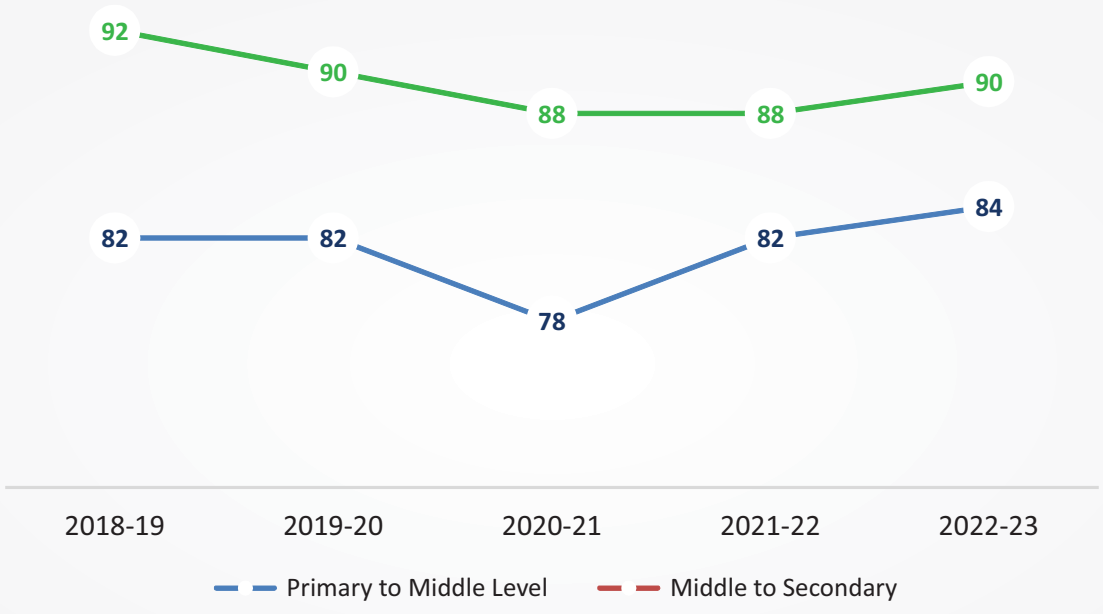


Figure 18: ETR of Female Students Between Primary to Middle and Middle to Secondary Level. 2018-2023. %

Chapter 2:
Institutions

There are 238,718 educational institutions from pre-primary to degree stage in Pakistan out of which 97,509 are for boys and 65,683 for girls while 74,118 schools and colleges are co-education. It means that 41% of schools and colleges are for boys while 28% are for girls while 31% are for both. Figure 19 shows that co-ed institutions are more prevalent at middle and high school levels and keep declining as the education stages rise.

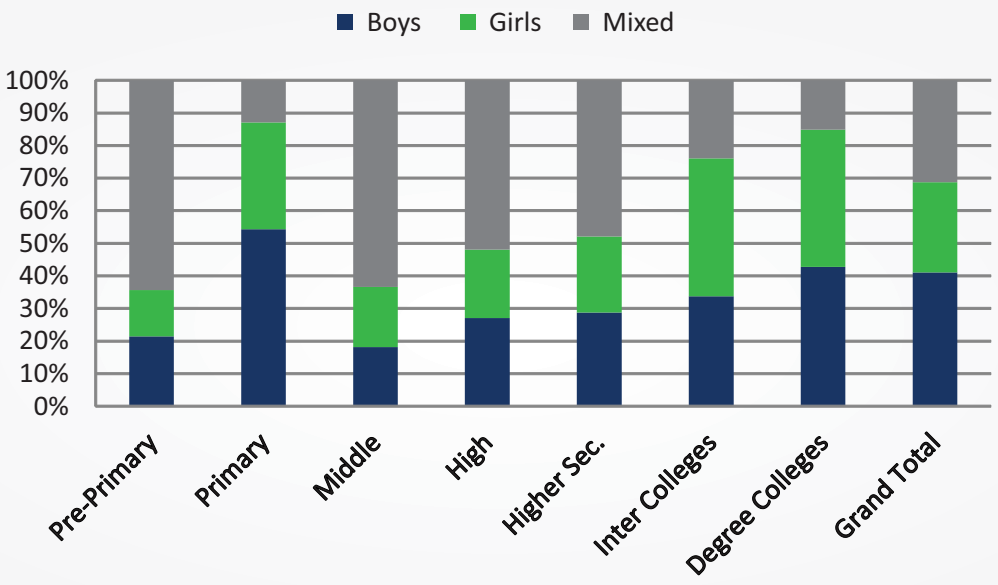


Figure 19: Educational Institutions in Pakistan (Public, Other Public, Private). 2022-23

There are 44,675 primary schools for girls and 74,010 for boys while 17,650 schools are co-ed at this level. As for the middle schools, the number drops drastically to 9,202 for boys and 9269 for girls while the co-ed schools increase, amounting to 32,029. There are 8,206 high schools for girls, 10,566 for boys while 20,286 schools are co-ed. The number of institutions declines as the education levels progress. Higher secondary schools for girls remain 1,602 and 1,977 for boys while 3,292 schools are co-ed.

Moreover, there are only 817 inter colleges for girls, 652 for boys while 463 colleges are mixed. It can be observed here that girls' colleges at the inter level are more than those for boys. The number of degree colleges is 1085 for girls, 1099 for boys while the co-ed degree colleges are 389.

Tackling Missing Facilities—Unfinished Business

Education infrastructure plays a crucial role in effective learning. Proper buildings, WASH facilities, electricity and labs are fundamental conditions of effective learning environments in schools and universities. Evidence indicates that adequate infrastructure facilities enable better instruction, improve learning outcomes and reduce dropouts.

In 2022-23, there were 2,262 (representing around 4% of the girls' schools in the country) that do not have an adequate building. Moreover, among schools that do have a building, 10% lack durably constructed buildings; 1,389 schools are built of temporary structures while 4,692 schools are made of mixed construction material. Schools that have a building which is of durable material may not be in an adequate condition. As of the latest report, 25% of girls schools, need repair while 6%, are in dangerous condition. Furthermore, 7,061 schools, which is 12% of the girls' schools, are without a boundary wall.

As for the availability of facilities, 14% of girls schools, i.e., 8,143, do not have toilets. Moreover, 17%, i.e.,10,279 of them lack drinking water, which amounts to 10,279. Drinking water is a basic necessity and yet 17% of schools are missing it. Another facility that has become a fundamental need is electricity. It is crucial for a conducive learning environment. It is critical for inculcating and incumbent to facilitate digital literacy and education and inculcation of ICT skills in children. However, Pakistan's 33% schools overall lack this basic facility. Whereas, around 22% of girls' schools don't have electricity, which amounts to 12,874 schools. 1,691 of these schools are urban.

However, as evident in Figure 20, girls' schools are faring better than boys' in terms of infrastructure. For boys' schools, the condition of infrastructure is not satisfactory, specifically for satisfactory building condition and electricity. The rest of the indicators do not present a good picture either, as except for building availability and building construction type, the schools have failed to cross an 80% mark.[1]

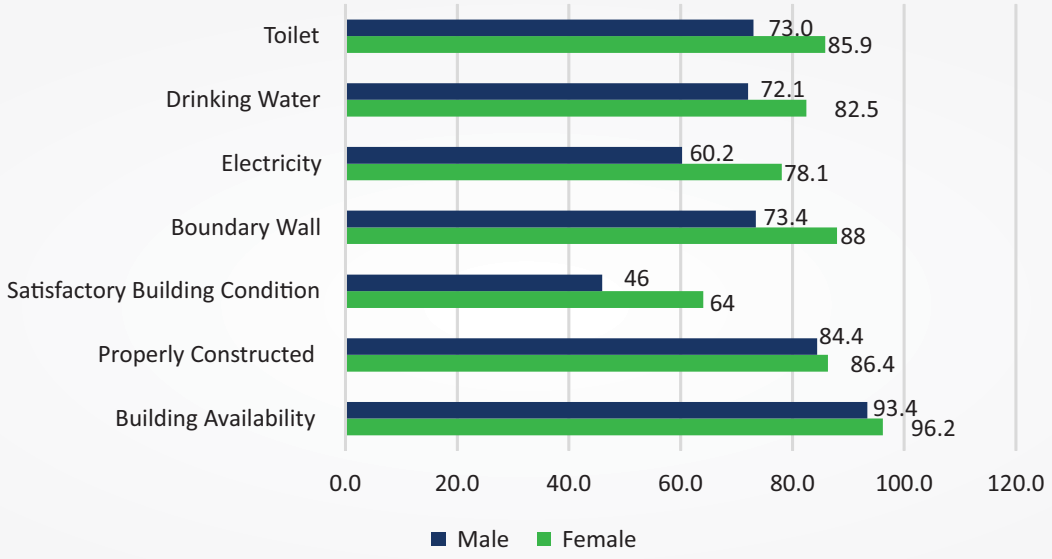


Figure 20: Infrastructure Availability in Public Schools. Primary-Higher Secondary. 2022-23 (%)

[1] These percentages are exclusive of schools that didn't report data. 46 schools didn't report building availability, 1,307 didn't report construction type, 837 didn't report availability of electricity, 834 of water, 5,696 of toilet, 837 of boundary wall, and 2,685 schools didn't report their building condition.

The status of missing facilities is explained in detail below, with distribution by education levels and gender.

Building Availability

As of 2022-23, 7,716 primary schools are without building, of which 2,055 schools are for girls. Middle schools without a building amount to 393 of which 137 are for girls. At the same time, 130 high and 17 higher secondary institutes are devoid of proper building out of which 62 and 8 are for girls respectively.

Figure 21 shows the percentage of schools with adequate buildings. Over 90% and in case of higher secondary, 99% schools have building availability. However, some schools are still lacking this facility. Moreover, the figure shows that the gender difference in favor of girls in this scenario. The disparity still exists and needs attention.

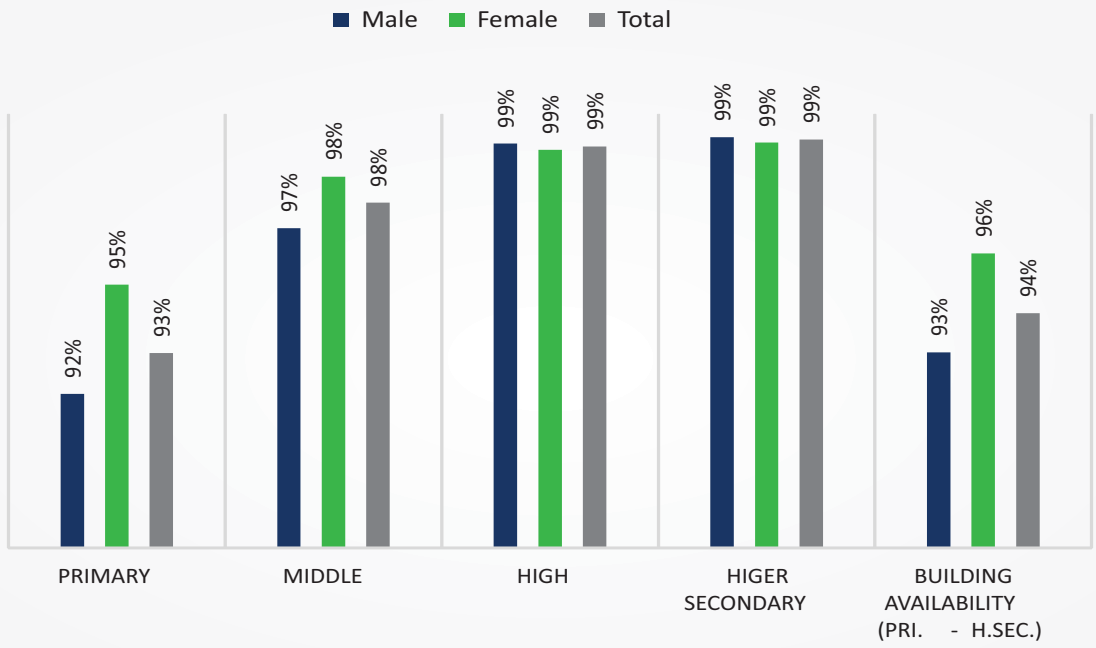


Figure 21: Building Availability of Public Schools by Level and Gender. 2022-23

Building Condition

Building condition play a crucial role in effective learning and improved student attendance. Adequate building condition ensures the health and safety of students and staff, promote better concentration, and enhance over environment.

Out of total 44,055 girls' primary schools, 26,736 schools' buildings are in satisfactory condition. The other 25.2% of the schools, i.e., 11,101 schools are in need of repair while 3,182 or 7.2% schools are in dangerous condition. When middle school building conditions are analyzed, it can be seen that out of 7,930 middle schools for girls, 5,505 are in satisfactory condition while 1,798 need repair and 345 schools are in dangerous condition.

Out of the 6,381 high schools for girls that there are in Pakistan, 1,709 schools need some sort of repair while 176 of them have been reported to be in a dangerous state. A similar pattern is seen when higher secondary schools' data is seen; among the 1,015 girls schools at the higher secondary level, 647 schools are in satisfactory condition while 307 need repair and 36 schools are in dangerous condition.

Figure 22 shows the overall condition of girls' school infrastructure in percentage terms. Primary schools have a higher percentage of buildings in a dangerous condition. Moreover, schools needing repair are mostly of higher secondary level while middle schools have the highest percentage of buildings in satisfactory condition.

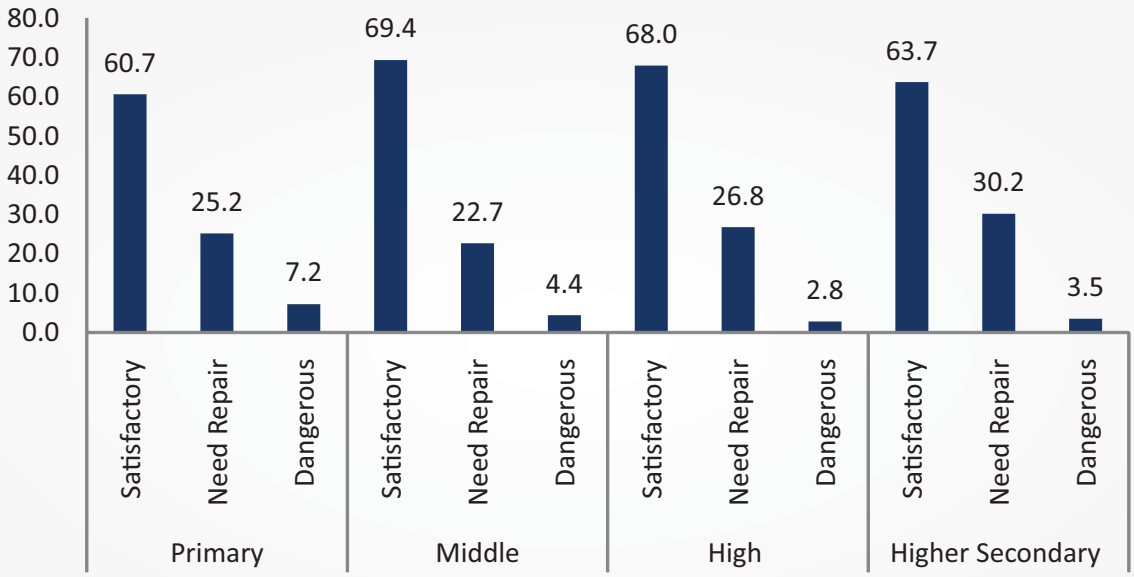


Figure 22: Building Condition of Girls Schools (Public). 2022-23 (%)

Water, Sanitation and Hygiene (WASH)

WASH facilities are crucial in schools to ensure that the students stay healthy and can attend classes regularly. Access to clean water, proper sanitation, and hygiene practices fosters a safe and dignified learning environment, especially for girls, who may miss school without adequate facilities.
Out of 59,381 girls schools in Pakistan, 48,559 schools have drinking water facilities and 49,439 have toilets This means that 10,279, i.e., 17% of schools are without drinking water and 8,143, i.e.,14%, do not have toilets.

At the primary level, 8,835, i.e., 20% of the girls' schools do not have drinking water and 7,372, lack toilet facility. Moreover, at the middle school level, 1,115, 14%, and 616, i.e., 17%, schools for girls lack drinking water and toilet facilities respectively. As for the high and higher secondary institutes, 297, i.e., 5%, and 32, i.e., 3% of the schools do not have drinking water facility while 140, i.e., 2%, and 15, i.e., 1% of the schools do not have toilet facility respectively.

Figure 23 shows the percentage of schools with drinking water and toilet facilities by education level and gender. Non-reporting schools were considered in these statistics. The figure indicates that there is gender disparity in terms of availability of water and toilets but in favor of girls. Gender disparity is higher at primary school stage for both facilities in favor of girls. The percentage difference in terms of drinking water is around 11% while it's 14% for the availability of toilets.

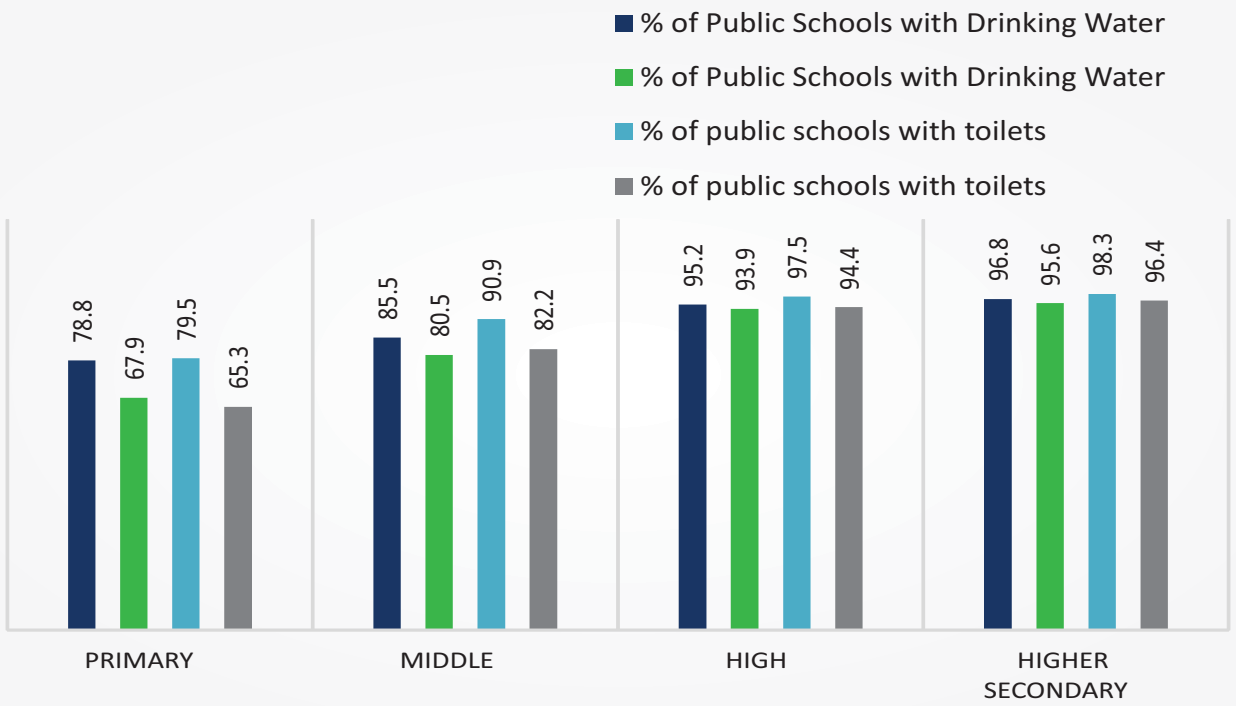


Figure 23: Percentage of Public Schools With Drinking Water and Toilets. 2022-23

Boundary Wall

A boundary wall for schools is a fundamental need, as it ensures a safe learning environment and provides privacy. It can improve students' attendance and participation.

As of 2022-23, out of the 150,689 institutes from primary to higher secondary that exist in Pakistan, 31,243 lack it. It means around 21% of educational institutes are without a boundary wall. Among girls' schools, 7,061 schools are devoid of a boundary wall. Availability of this basic facility by education levels reveal that 6,239 primary schools for girls are missing a boundary wall while 557 middle schools lack it. At the high school level, 234 girls' schools do not have a boundary wall while 31 higher secondary institutes for girls do not have this kind of infrastructure.

Figure 24 shows the percentage of public educational institutes having a boundary wall. It can be observed that primary schools have the highest occurrence of a missing boundary wall. 75% of the primary schools do not have a boundary wall. Moreover, gender disparity is significant for this facility but is in favor of girls with a percentage difference of 16.

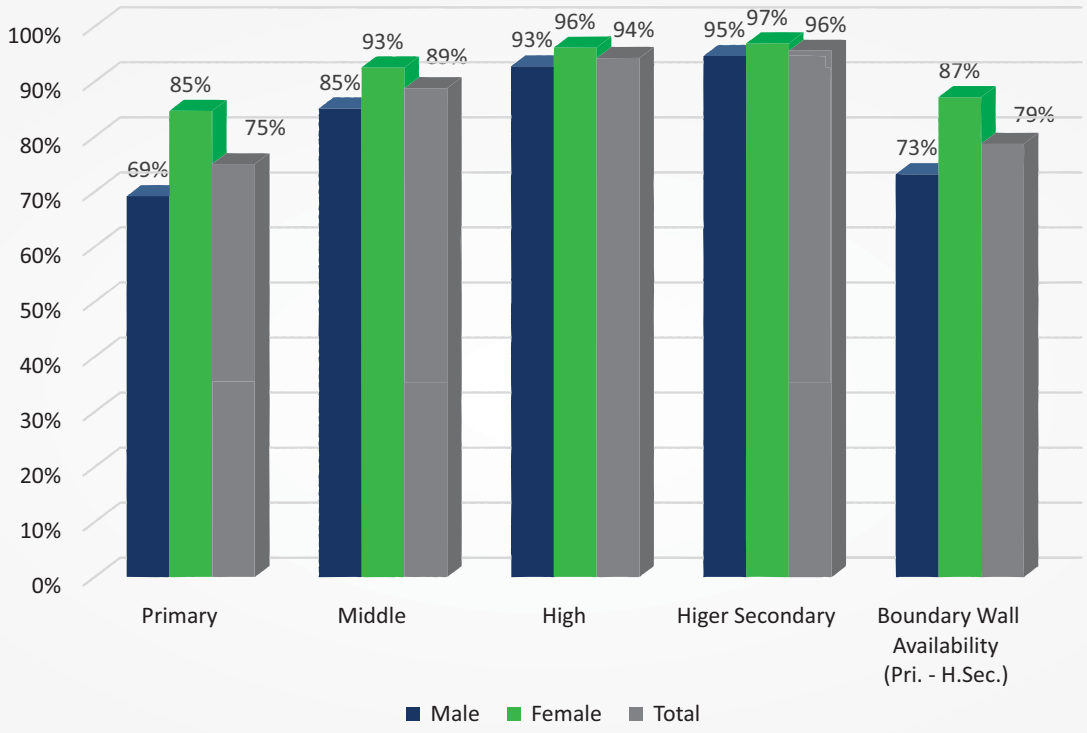


Figure 24: Availability of Boundary Wall in Public Schools by Level. 2022-23 (%)

Electricity

Electricity is crucial for effective learning as it powers essential educational tools like lighting, computers, and audiovisual equipment, enabling effective teaching and learning. It also ensures a comfortable environment by supporting heating, cooling, and ventilation systems.

As of 2022-23, 49,059 or 33% of public educational institutes from primary to higher secondary do not have electricity. Furthermore, 12,874 of these schools and colleges are for girls, which means that 22% of girls' institutes do not have electricity.

Among the public educational institutes for girls that do not have electricity, 11,175, i.e., 25% are primary schools, 1,297, i.e., 16% are middle, 365, i.e., 6%, are high and 37, i.e., 4% are higher secondary institutes. Figure 25 depicts that primary schools have the highest percentage of schools missing electricity. Moreover, it is in this primary school group where we find the highest disparities between boys and girls with a difference of 17% in favor of girls.

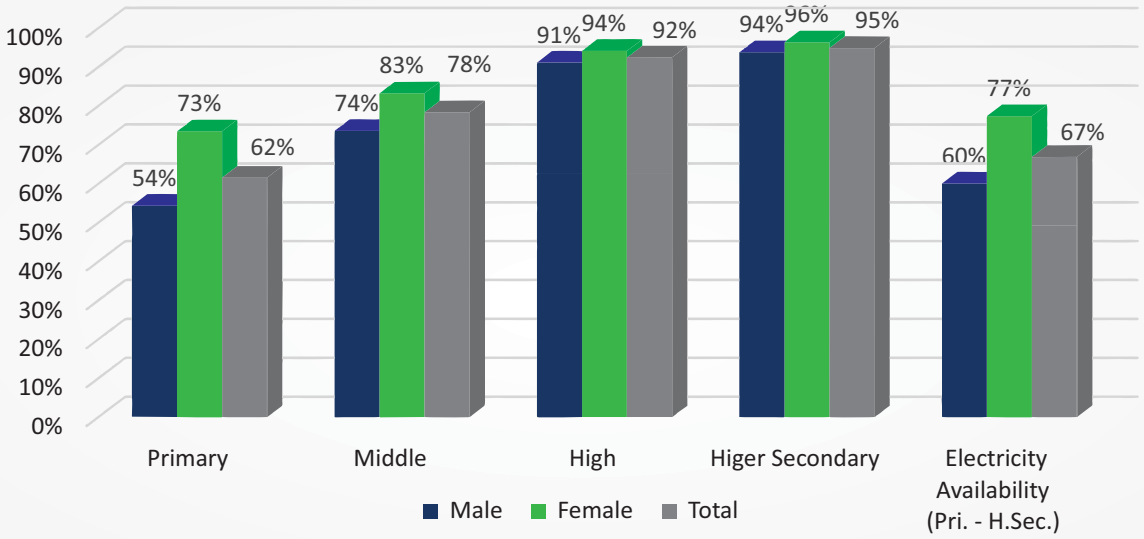


Figure 25: Availability of Electricity in Public Schools by Level. 2022-23 (%)

The comparison of public school facilities, as shown in Figure 26, between the years 2021-22 and 2022-23 shows that many facilities have declined rather than improved, both overall and in girls' institutes. The availability of electricity declined in girls' schools by two percentage points. Similarly, availability of drinking water and boundary walls went down by one point during this time. The decline in availability of toilets has been the most significant, going down from 87% to 83%.

When compared with the facilities that were available in schools 5 years ago, it can be seen that the sector has made some strides in this area. During this period, the availability of boundary walls has increased by 6%, electricity by 4% and drinking water by 5%. However, the availability of toilets has declined by 2 percentage points.

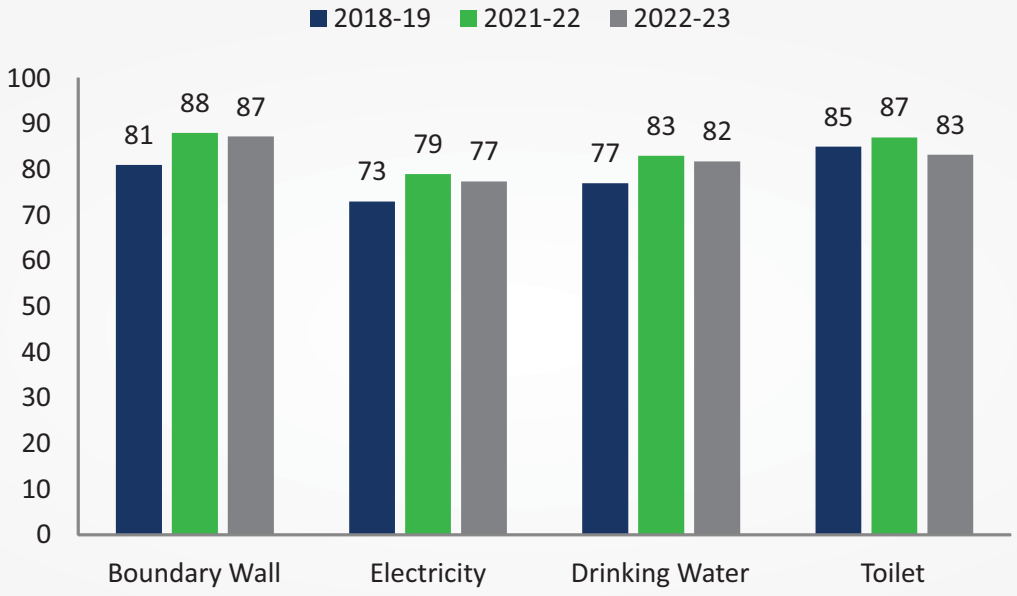


Figure 26: Availability of Basic Facilities in Girls' Schools (Public). 2018-19 vs. 2022-23. (%)

Student-Teacher Ratio

Figure 27 shows the student-teacher ratio by stage and gender. At primary and middle stage, the ratio is higher for boys than girls which means there is one teacher for more boy students than for girls. However, the pattern changes as the classes proceed. The student-teacher ratio is a strong indicator of student success and engagement. The fewer students each teacher works with, the more they are likely to engage and adapt to the specific teaching style of the teacher.

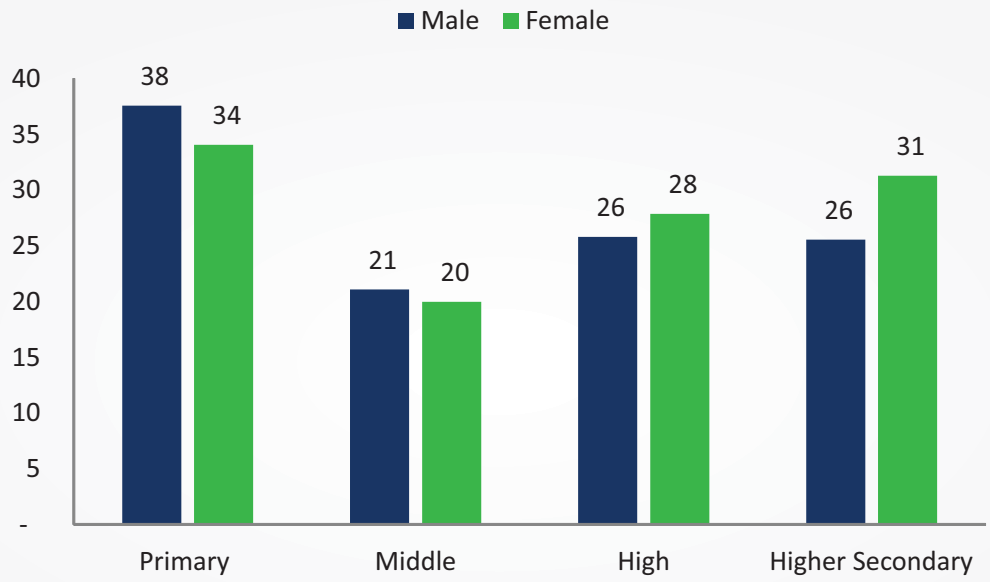


Figure 27: Student-Teacher Ratio by Stage and Gender. 2022-2023. %

Chapter 3:
Girls in STEM

Learning Scores

This section covers the learning scores of male and female students enrolled in the institutions. Figure 28 shows the learning outcomes as per the National Achievement Test (NAT) conducted in 2019. It can be seen that in Science and Math, the female students failed to score even 50.

While the test scores of both genders are low, female students performed better than their male counterparts in all subjects.

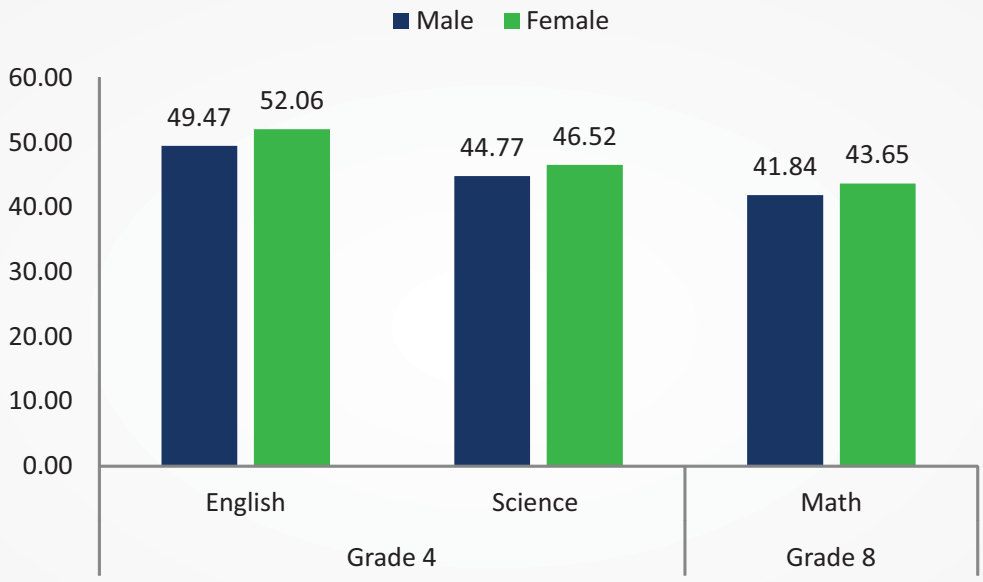


Figure 28: Learning Score of Grade 4 and 8 Students (2019).

Access to Facilities

There is a total of 27,932 science labs in public schools of primary to higher secondary level in Pakistan, out of which 16,110 (58%) are schools for boys and 11,822 (42%) are girls' schools. It can be observed in Figure 29 that computer labs have the highest occurrence in both girls' and boys' schools. These labs constitute 40% of the science labs in boys' schools and 47% of the labs in girls' schools. After computer labs, combined labs are the highest in public schools, constituting 34% of the labs for boys and 30% of the labs for girls.

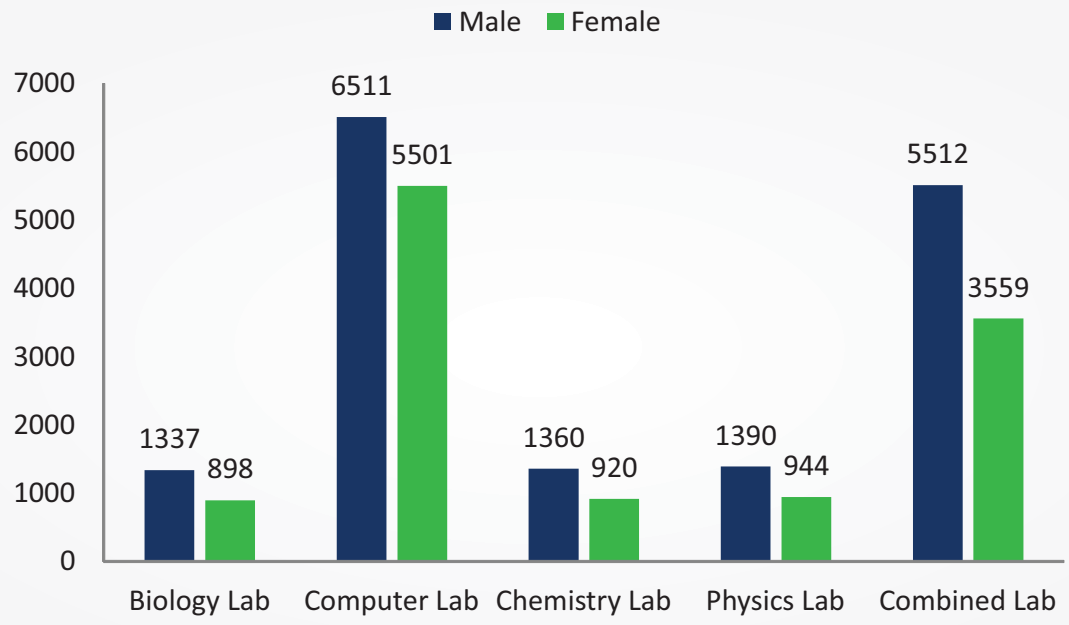


Figure 29: Science Labs in Public Schools. 2022-23

Chapter 4:

Representation of Women Educators

It is estimated that around 2 million educators worked in public and private schools in 2022-23; 732,311 are male while 1,234,268 are female teachers.

As evident from Figure 30, female teachers have the highest representation in high school compared to male teachers. There are 472,980 female teachers while the number of male teachers 258,664. At degree level, male teachers exceed their female counterparts, with 32,653 male and 25,666 female.

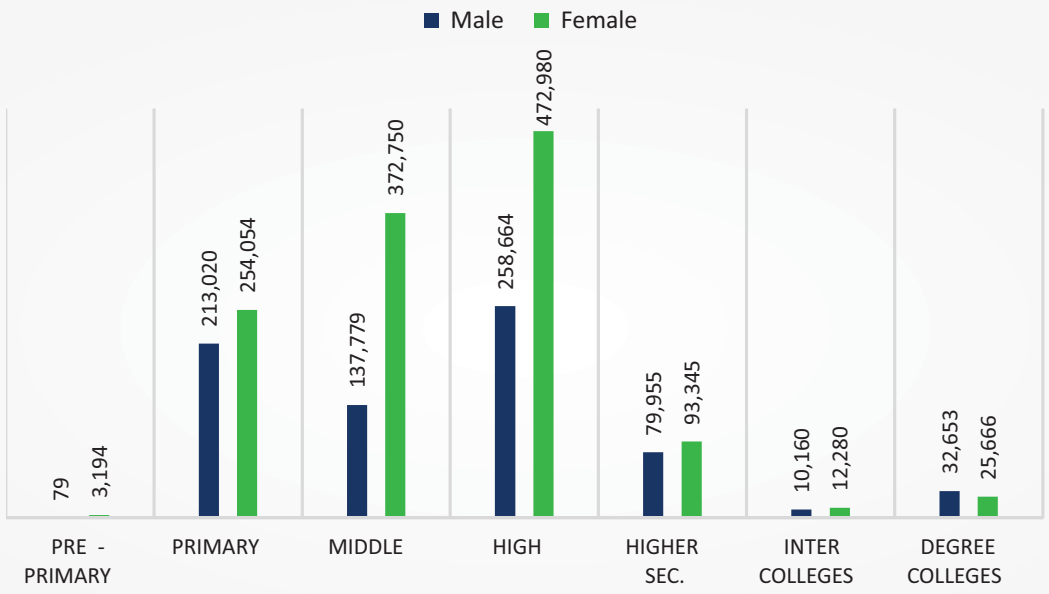


Figure 30:Educators' Representation (Public, Other Public, Private). 2022-23

Figure 31 shows the educators' representation by institution level and location. There are 872,427 teachers in urban schools and colleges while 1,083,926 teachers in rural educational institutes. Institutions in rural areas have 600,304 female educators and 483,622 male educators. Whereas, in urban schools and colleges, there are 629,870 female teachers and 242,557 male teachers.

It can be observed that in urban areas, the number of female educators is largely higher than their male counterparts with the exception of degree colleges. At pre-primary stage, only 2% teachers are male while at primary stage male teachers constitute 26% of the total compared to 74% of the female teachers. In urban middle schools, 18% of teachers are male and 82% are female. High

schools of urban locations have 28% male teachers and 72% female teachers. The higher secondary stage has 38% male teachers and 62% female teachers. At degree level, 20,490, teachers, i.e., 55%, are male while 17,018, i.e., 45%, teachers are female.

In rural areas, representation of male vs. female educator varies across different stages. At pre-primary stage, the number of female teachers is significantly higher than male teachers, as only 3% male teachers are educating at this stage compared to 97% female teachers. However, 180,949, i.e., 53% of the teachers in rural primary stage are male while 162,519, i.e., 47% teachers are female. At middle and high school level, the percentage of male teachers is 32% and 45%, respectively. The ratio of male and female teachers changes again at the higher secondary stage where 55%, i.e., 46,743 male teachers are imparting education compared to 45%, i.e., 38,334 female teachers. At the inter college level, male teachers constitute 45% and 55% of total teachers. In rural degree colleges, representation of male teachers is higher again, with 57% teachers catering to the educational need of college students compared to 43% of female teachers.

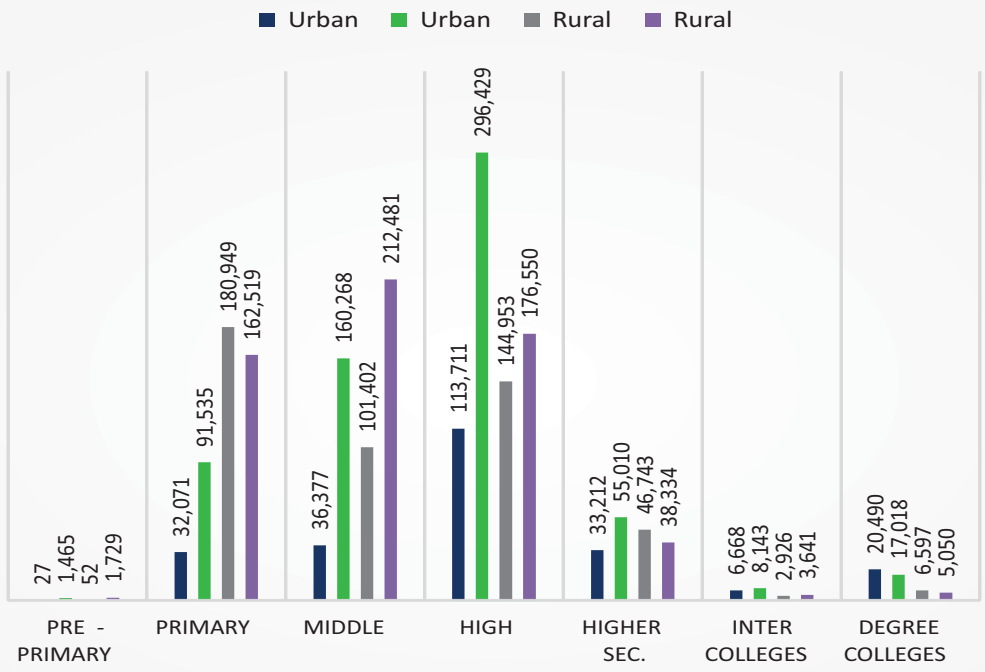


Figure 31: Educators' Representation (Public, Other Public, Private) by stage and location. 2022-23

If the teachers training is considered, the total number of male trained teachers is 382,196 while that of female trained teachers is 323,545. Among female educators, 94% have received some form of training as compared to 89% of their male counterparts.

At primary level, 12% of male teachers haven't received any form of training as compared to 7% of female teachers. At middle school level, the percentage of untrained male teachers is 8% while that of their female counterparts is 4%. At high school level, male untrained teachers constitute 5% while female educators are 3%. At the higher secondary level, 7% of the male teachers are untrained compared to 4% of women.

Figure 32 depicts the percentage of trained educators by gender and level. At primary level, percentage of trained female teachers is 91.6% and male teachers is 86.5%. At middle level, 94.4% of the female teachers are trained while 89.5% of the male teachers have received some form of training. Among teachers educating at high school level, 95.2% of female teachers are trained and 92.7% of male teachers are trained. At higher secondary, 94.5% of the female teachers are trained and 92.4% male teachers are trained.

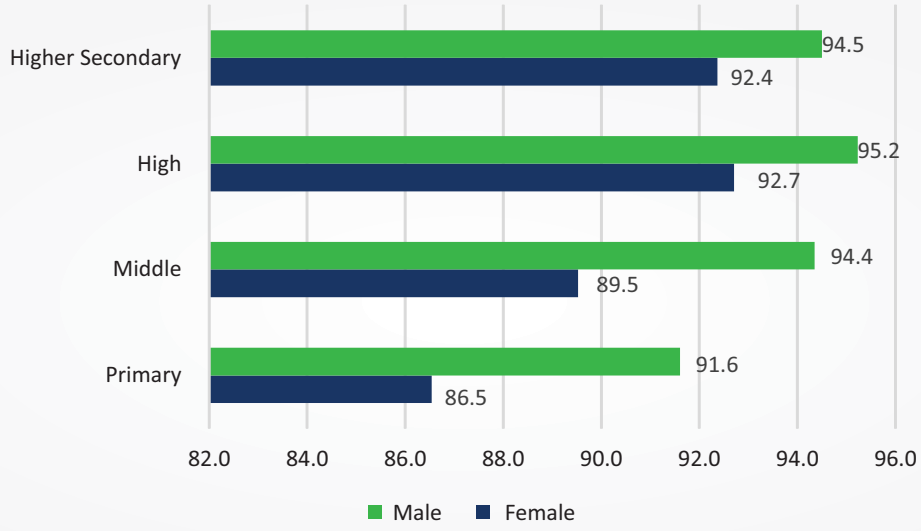


Figure 32: Percentage of Trained Educators (Public) by Gender and Level. 2022-23. (%)

While female teachers are more trained overall, they also have a higher level of training compared to their male counter parts, as depicted by Figure 33. For instance, more women educators have M.ED than men while male teachers have a higher occurrence of PTC, C.T and B.ED/BS.ED.

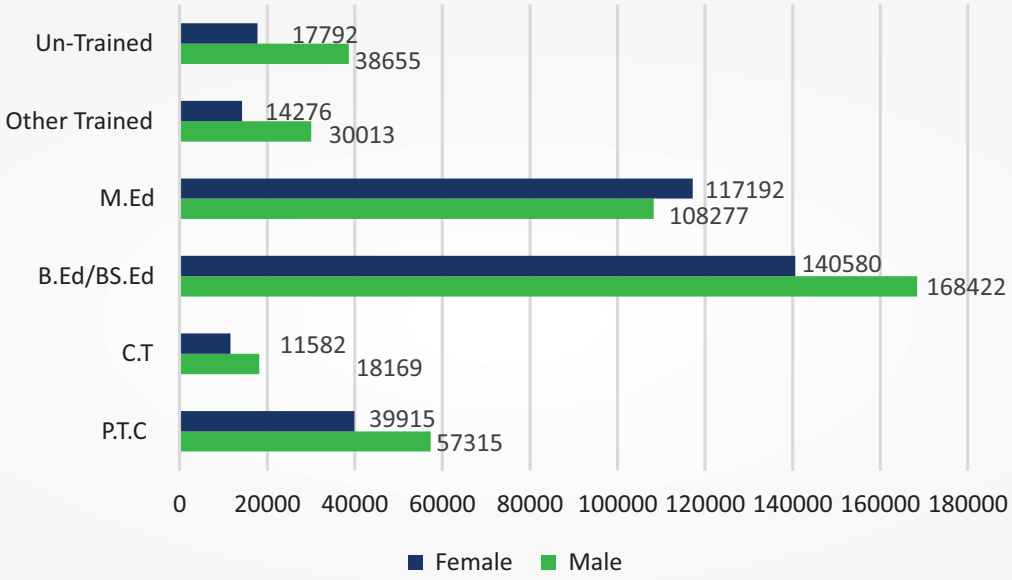


Figure 33: Educators (Public) by Professional Qualification. 2022-23

Figure 34 shows the academic qualification of female teachers in Pakistan. It is evident that teachers with master's degrees as their highest degree are the most prevalent. As for the qualification of female educators, 312 teachers have a PhD while a majority, i.e., 204,622 have a master's degree. The number of teachers with a B.A. or B.Sc. degree 79.5 thousand while those with inter and matric are 17.7 thousand and 13.9 thousand, respectively. Female teachers with only matric or middle certificate amount to 13.86 and 599, respectively.

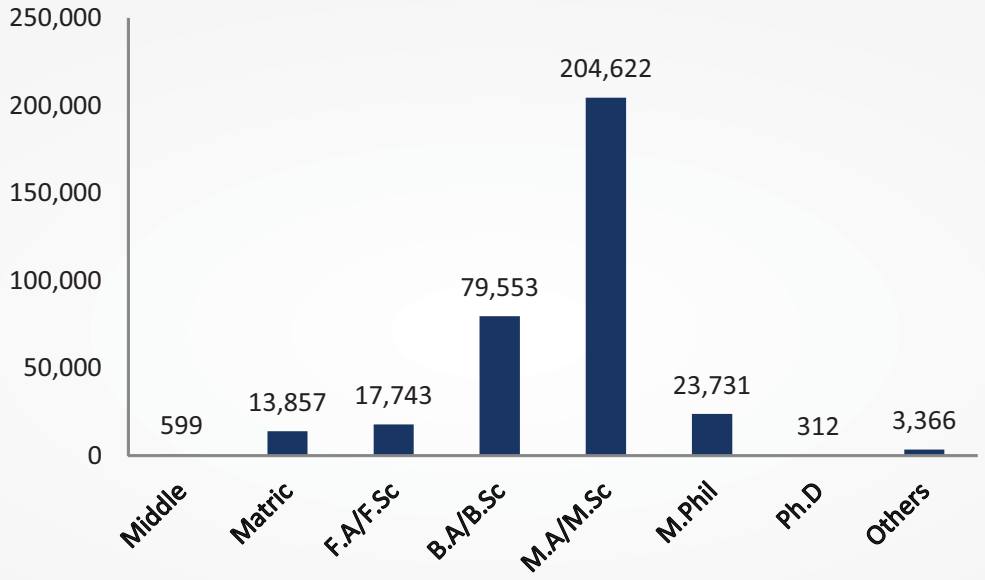


Figure 34: Female Educators (Public) in Pakistan by Academic Qualification. 2022-23

Chapter 5:
Regional Disparity

Understanding regional disparities in girls' education is crucial for developing effective public policies. The uneven access to educational opportunities across different provinces of Pakistan can exacerbate existing inequalities, hindering the overall development and progress of the country. By understanding the unique challenges faced by girls in different regions, policymakers can tailor interventions to ensure equitable access to education and promote gender equality.

Figure 35 shows girls' enrollment by whether they are enrolled in rural or urban institutions. At the pre-primary stage, 2.82 million enrolled girls belong to rural areas and 1.64 million students study in urban areas. At the primary education stage, 6.02 million belong to rural areas while 3.4 million live in urban areas. In middle schools, 2.15 million students go to rural schools and 1.64 million students are enrolled in urban areas. At high school stage, 0.88 million girls study in rural schools and 0.96 million in urban schools.

A stark difference between urban and rural enrollment is evident at this stage. It increases further at the higher secondary school level, where there are 0.37 million girls in rural schools and 0.72 million in urban schools. With regards to degree colleges, 0.062 million girls are studying in rural areas and 0.24 million are studying in urban areas.

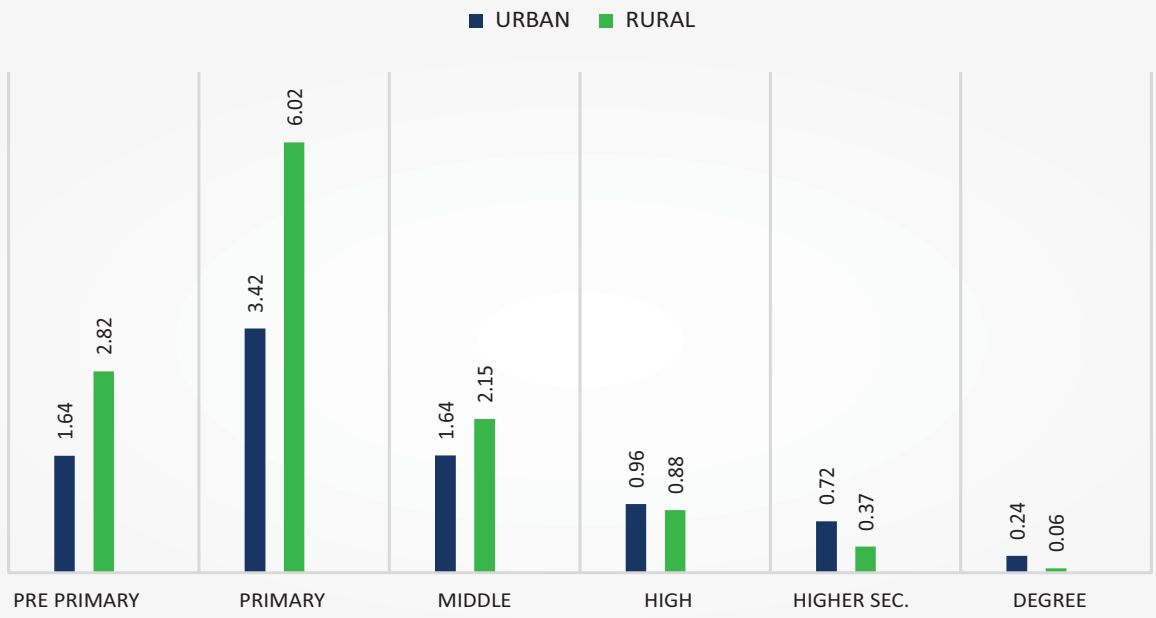


Figure 35: Girls' Enrollment by Stages and Location (Public, Other Public, Private). 2022-23 (Millions)

Out of School Rate by Province

In ICT, 37,336 girls remain out of school with an out-of-school rate of 12.9% across all educational stages. The out of school rate for boys is 13.1%. At the primary school level, the out of school rate is 22.5% for girls and 22% for boys. At Middle, it is 8.2% for girls and 9.1% for boys while at the high school level, the out-of-school rate is 3.8% for girls and 5.3% for boys. Interestingly, unlike the other provinces, the out of school rate decreases as the education stages progress. At higher secondary, the out of school rate is 2.1% for girls and 2.5% for boys.

In Punjab, 5.24 million girls were out of school in 2022-23 with a 31.9% out of school rate from primary to higher secondary level as compared to the 32.7% boys. The overall OOSR shows that boys are more likely to stay out of school than girls but breaking it down shows that this trend doesn't persist across different education stages;29.3% girls remain out of school at primary stage while 21.1% at middle whereas, the boys' out of school rate remains at 28.4% and at 19.1% for primary and middle school respectively.

Gender disparity is not significant at the primary level but persists in middle school. The out of school rate (OOSR) increases after this point as the education level rises. At high school stage, 31.1% remain out of school as compared to 39.7%. At this level, more girls are studying in school than boys. The OOSR undergoes a drastic increase at higher secondary level in Punjab with 58.1% girls staying out of school. At this level too, more boys remain out of school than girls with a 60% OOSR.

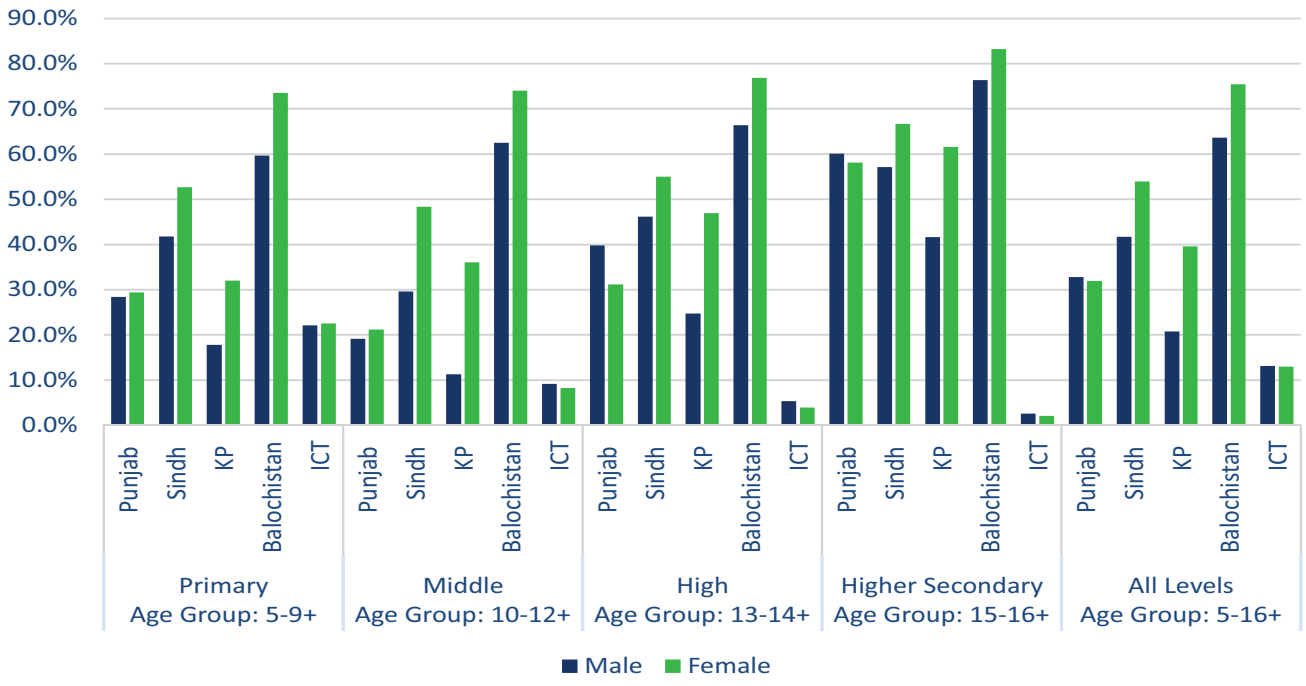


Figure 36: OOSR by Province. 2022-23 (%)

In Sindh, out-of-school girls across primary to higher secondary level are 4.34 million. The out of school rate (OOSR) is 53.9%, which indicates that over half of the girls' population hasn't received any kind of education. At the primary school level, the OOSR for girls remains 52.6% which is significantly higher than boys at 41.7%. Middle level education shows an even starker rate of gender disparity; 48.3% girls stay out of school as compared to 29.6% boys. This is a staggering 18.7%

difference. At high school level, 54.9% of girls stay out of school as compared to 46.1% of boys. Gender disparities continue to be significant at this and the next education levels. At higher secondary, 66.6 girls remain out of school while 57.1% boys are not enrolled in schools.

In Khyber Pakhtunkhwa (KP), 2.33 million girls have not been to school at any level according to the latest 2022-23 statistics. The out of school rate for girls is 39.5% while for boys it is 20.7%. Gender disparity is high, as there is a 19% gap between out-of-school girls and boys. The same difference can be seen at every level of education. In primary school, the out of school rate for girls is 32% while it is 17.7% for boys. At Middle, 36% of the girls remain out of school as compared to 11.2% of the boys. A similar gender gap pattern persists in the high and higher secondary school stages.

At high school stage, the out of school rate for girls is 46.9%, meaning that nearly half of the girls of school-going age are not part of the education system. At the same time, the out of school rate for boys is 24.6%, which is higher if it is compared to the previous stages. The gender gap at this level stands at a staggering 22%. At the higher secondary level, 61.5% of girls are out of school and the gender gap for this stage is 20% with the out-of-school rate for boys standing at 41.5%.

In Balochistan, the number of out-of-school girls is the highest, i.e., 1,77 million girls, which represents 75.4% of the population of this group. Similarly, boys' out of school rates is also high, sitting at 63.6%. Gender disparity is significantly high with only 24.6% girls going to school as compared to 36.4% boys.

These differences can be perceived across all education levels; 73.4% girls stay out of primary schools as compared to 59.6% boys. At Middle education level, 74% of girls do not attend school and the out-of-school rate for boys remains at 62.4%. The situation gets worse at the next stages with an out of school rate of 76.8% for girls and 66.3% for boys at the high school level. At higher secondary, a staggering 83.2% of girls stay out of school while the rate for boys is 76.3%. Along with the stark gender disparity, a high out-of-school rate shows that Balochistan is the worst performing province in these metrics in Pakistan

Survival Rate to Grade 5

Students who get enrolled in educational institutes at different stages may or may not continue to be part of the education system. Survival rate and effective transition rate tend to indicate the students' progress across different stages.

Figure 37 shows the provincial status of survival rate to grade 5. The figure shows that the rate for girls varies from province to province. Punjab, Sindh, AJK, and GB have a higher survival rate to grade 5 for girls ICT has the highest survival rate to grade 5 for girls. whereas Balochistan's rate remains low, standing at around 50 percent. KP has the highest gender disparity rate with a percentage difference of 13%, in favor of boys. Whereas, Sindh and Balochistan have the lowest percentage difference, i.e., 3% in survival rates, but they favor different genders. Gender difference in Sindh favors girls while Balochistan's difference in survival rate favors boys. Moreover, Balochistan has the lowest survival rate so lower disparities may not factor in while making the provincial comparison.

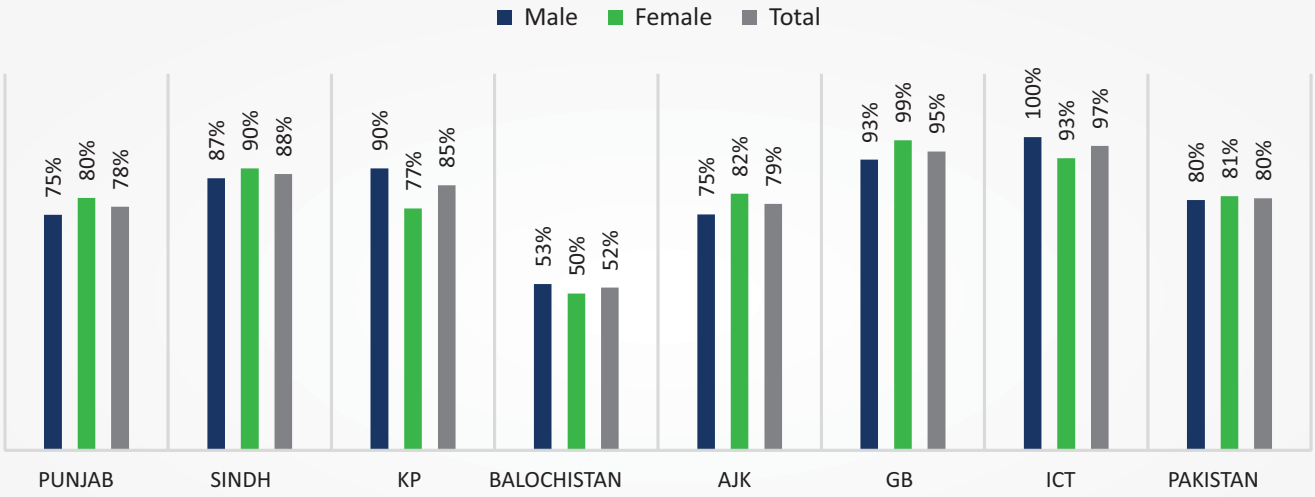


Figure 37: Survival Rate to Grade-5 by Province and Gender. 2022-23

Effective Transition Rate in Provinces

As for the Effective Transitional Rate in provinces, ICT and GB perform better than others. Figure 38 shows the provincial breakdown of ETR. Balochistan has the lowest ETR from Primary to Middle for both girls and boys. Whereas, ICT has a 100% transition rate in this regard. The said figure can be referred to for further details about the transition rates from primary to middle for different provinces.

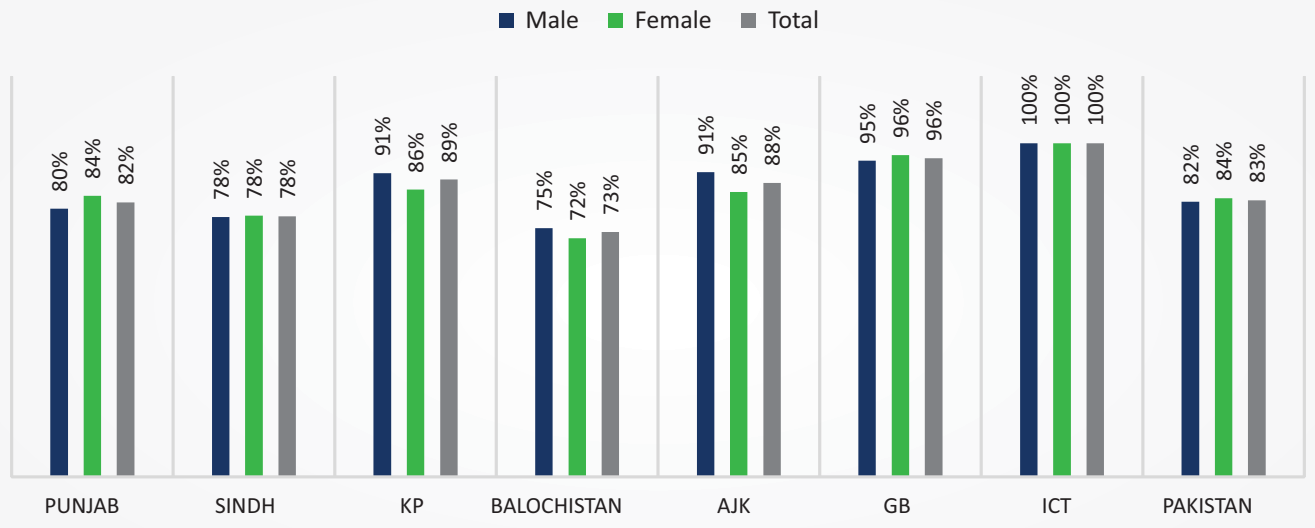


Figure 38: ETR from Primary to Middle by Province. 2022-23 (%)

Figure 39 shows the ETR from Middle to High for the provinces. Sindh has a 100% transition rate in the said levels for both boys and girls while Balochistan has the lowest with 83% for boys and 85% for girls. As for gender disparities, Punjab has the highest gender difference of 7% in favor of boys.

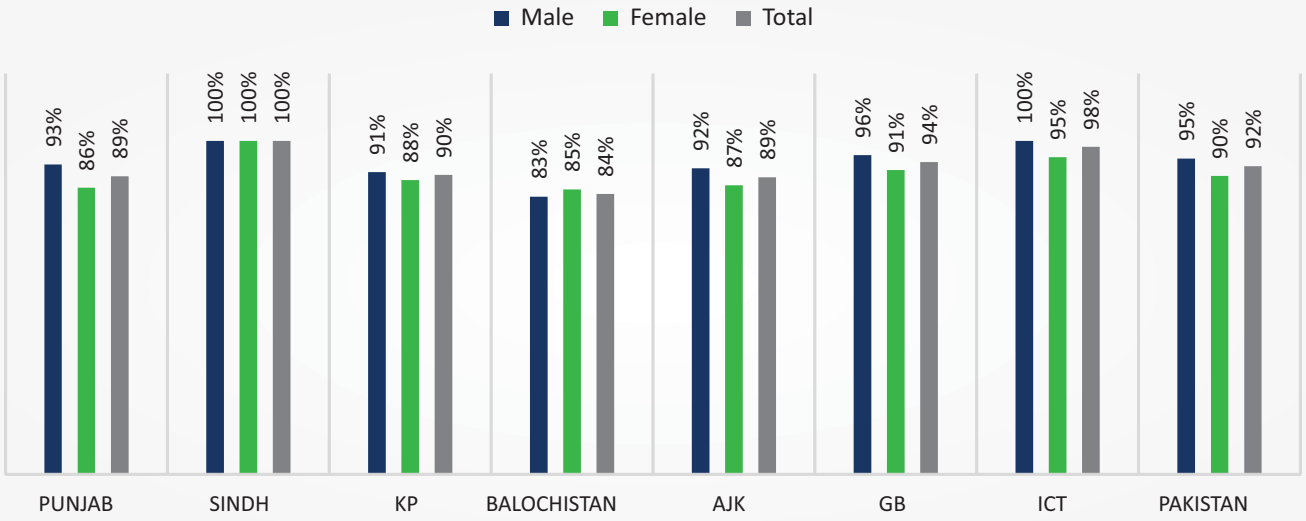


Figure 39: ETR from Middle to High by Province. 2022-23 (%)

Educational Institutes by Province and Location

This section will look at the number of educational institutes in different provinces and locations.

Figure 40 explains the distribution of educational institutes by location. There are 174,312 rural educational institutions and 62,537 urban institutions from pre-primary to degree level in Pakistan.

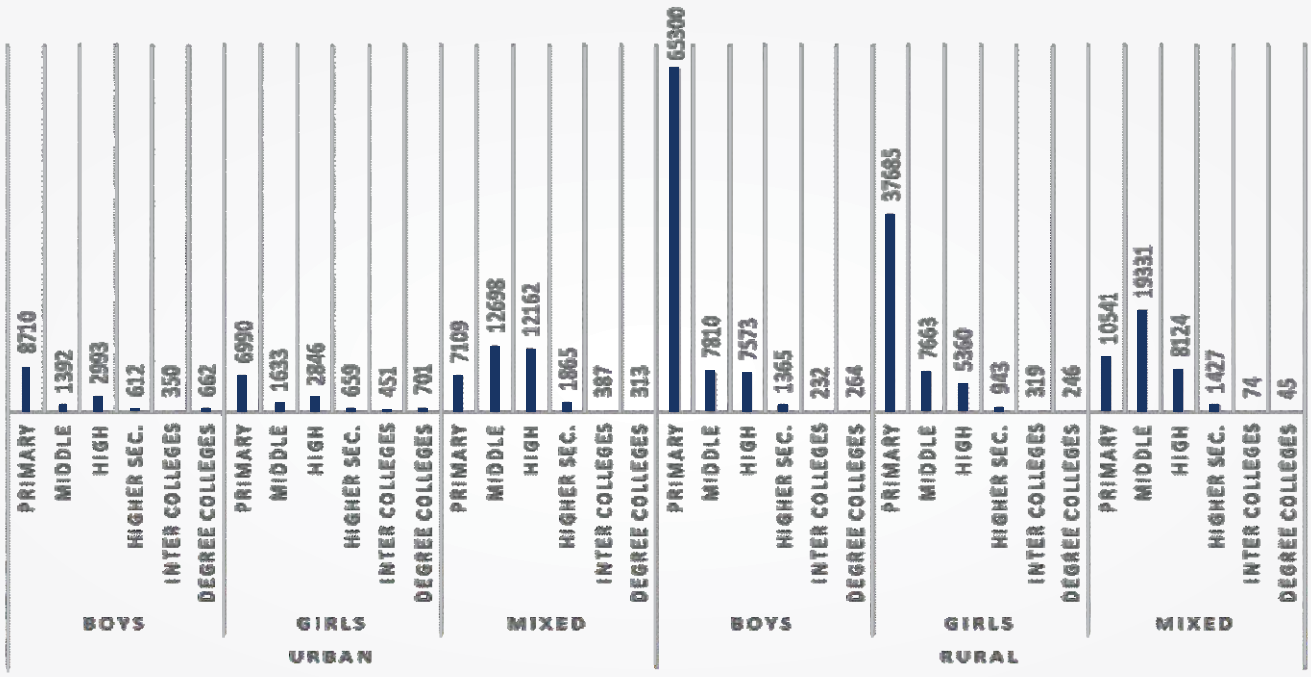


Figure 40: Educational Institutions by Location (Public, Other Public, Private). Pre-Primary-Degree. 2022-23

Figure 41 shows the educational institutions across the provinces from pre-primary to degree level. Punjab has the higher number of educational institutions from pre-primary to degree level with 28,522 institutes for boys, 32,638 for girls and 47,016 as co-ed. When compared with other provinces, Punjab has the highest number of co-ed institutions while these institutes are less than the gender-specific ones in the other provinces. In Sindh, the number of institutions for boys is the highest, i.e., 31,627. The province has a clear case of gender disparity because the number of boys' schools and colleges is higher than that for girls and co-ed combined. There are only 9,699 institutions for girls while 12,843 are co-ed.

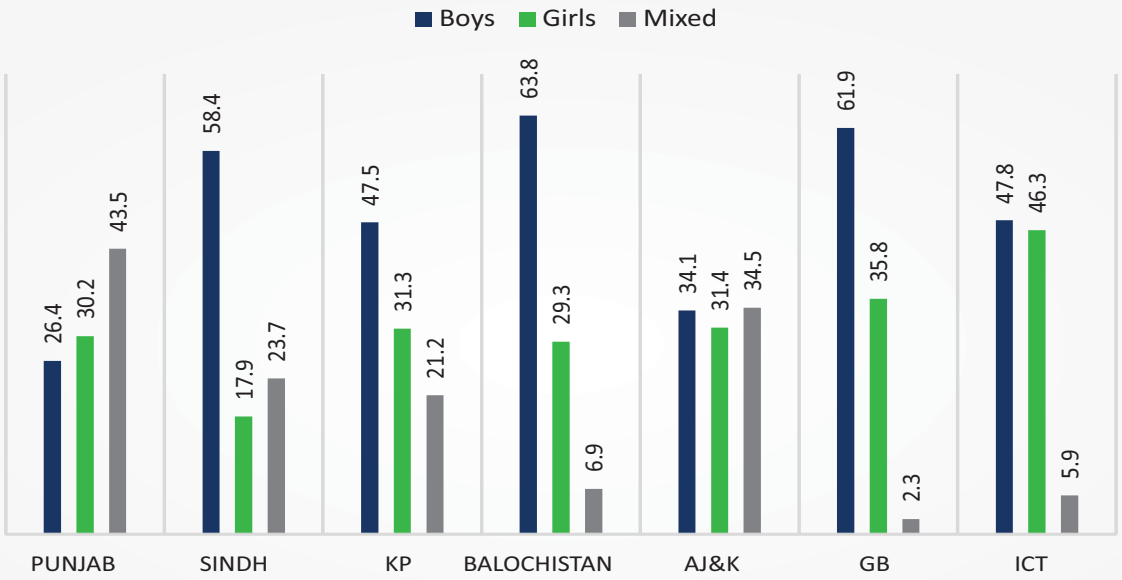


Figure 41: Educational Institutions by Province (Public, Other Public, Private). Pre-Primary-Degree. (%) 2022-23

Punjab has 28,522 (26.4%) educational institutions for boys and 32,638 (30.2%) for girls while 47,016 (43.5%) institutes are co-ed. Sindh has 31,627 (58.4%) schools and colleges for boys and 9,699 (17.9%) institutions for girls while 12,843 (23.7%) institutes are co-ed. KP has 21,577 (47.5%) schools and colleges for boys, 14,223 (31.3%) for girls, and 9,611 co-ed (21.2%). Here, the gender difference cannot be ascertained without knowing the girls' enrollment in co-ed schools and colleges.

Balochistan has 10,591 (63.8%) institutions for boys and 4,869 (29.3%) for girls while 1,151 (6.9%) institutions are co-ed. Gender disparity exists in Balochistan in terms of availability of educational institutions, as the number of girls' schools and colleges even when combined with the girls' institutions is less than that for boys. Azad Jammu and Kashmir (AJ&K) has 3,371 (34.1%) educational institutions for boys, 3,111 (31.4%) for girls and 3,410 (34.5%) co-ed. Gilgit-Baltistan has 1,594 (61.9%) schools and colleges for boys while the number is 923 (35.8%) for girls and 59 (2.3) for co-ed. Here also, gender disparity is evident. ICT has 227 (47.8%) educational institutions for boys, 220 (46.3%) for girls and 28 (5.9%) co-ed.

Institution Infrastructure

While availability of educational institutions for students is crucial, adequate school infrastructure is imperative for effective learning. Here is the regional breakdown of the condition of infrastructure in girls' public schools.

Building Availability

Building availability in public schools for girls by provinces is depicted in Figure 42. ICT has 100% building availability for girls' schools across all educational levels. After that, Punjab and KPK performed well in this category. In both provinces, all higher secondary schools have buildings. However, Sindh and Balochistan need to work in this regard and ensure building availability for the schools with 89.81% institutions having a building in Sindh and 82.34% in Balochistan.

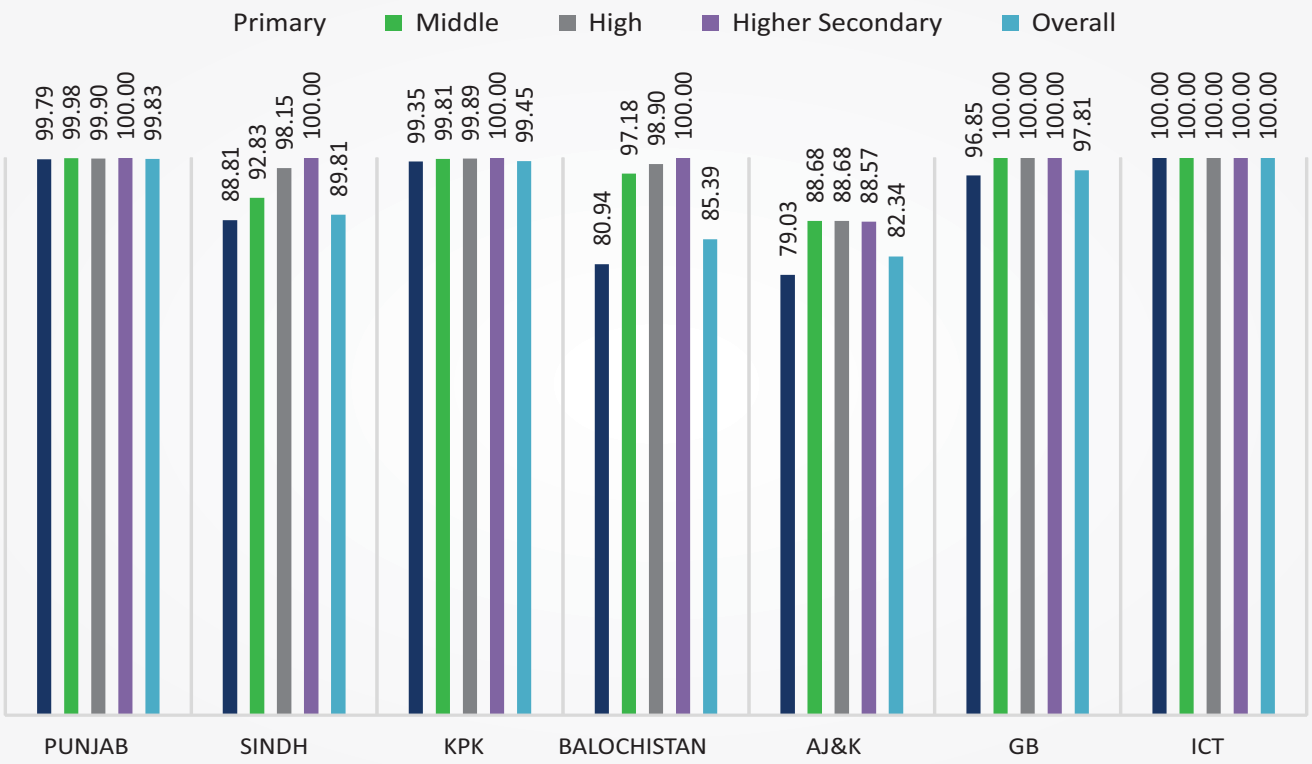


Figure 42: Building Availability in Girls' Schools (Public) by Province. 2022-23 (%)

Availability of Boundary Wall

Figure 43 shows the provincial breakdown of availability of boundary walls in public schools for girls. ICT has 100 percent availability of boundary walls for its girls' schools. After that, Punjab performs well in this regard with 1 or less percentage points short of full availability. KPK also has over 95% boundary wall availability across all the education levels.

In fact, the province has 100% availability of boundary walls for higher secondary girls' schools. The same goes for GB. However, the other provinces need to work on this basic infrastructure need, particularly in primary schools.

64.79 percent of the primary girls' schools have a boundary wall in Sindh. The situation improves with the higher education levels, as evident in Figure 43. 53 percent of primary girls' schools do not have a boundary wall in Balochistan, However, as is the case with other provinces, the rate improves as the education level increases. GB's 70.26 percent primary schools have a boundary wall while AJ&K posits concerns in this regard. It has the lowest percentage of schools with boundary walls at all levels.

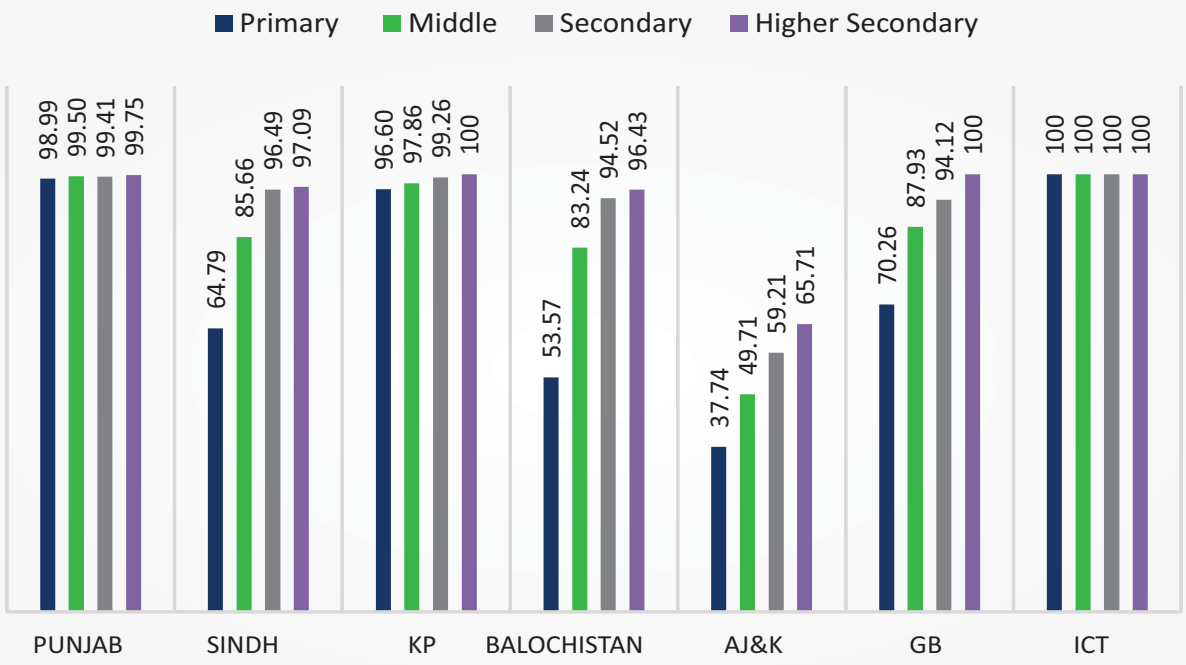


Figure 43: Boundary Wall in Girls' Schools (Public) by Province. 2022-23 (%)

Availability of Electricity

Figure 44 shows electricity availability in public schools for girls across different provinces.

Overall, it can be seen in the graph that there are huge provincial disparities when it comes to the availability of electricity in schools. On the one hand, ICT has 100% availability after which Punjab's schools have the highest occurrence with 98.99% availability in primary schools, 99.5% in middle, 99.41% in high, and 99.75% in higher secondary schools. KPK has also over 85 percent electricity availability for its public girls' schools.GB with 68 percent electricity availability for primary schools after which the availability percentage improves. On the other hand, there are other provinces that perform poorly in this aspect and have extremely low levels of electricity availability in their schools.

In Sindh, the availability of electricity at primary level is low with just 31% of schools having this basic facility. The situation gets better as the school levels progress. AJK also has a lower rate of electricity availability in schools with only 31.59 percent in primary. The rate improves but remains unsatisfactory at the higher levels. The same goes for Balochistan. It has the lower percentage of primary schools with electricity, i.e., 17.96%.

Figure 44 can be referred to for further details of the availability of electricity for girls' schools across the provinces and education levels. It can be observed that in all the provinces and areas, except for ICT, primary schools lack electricity the most.

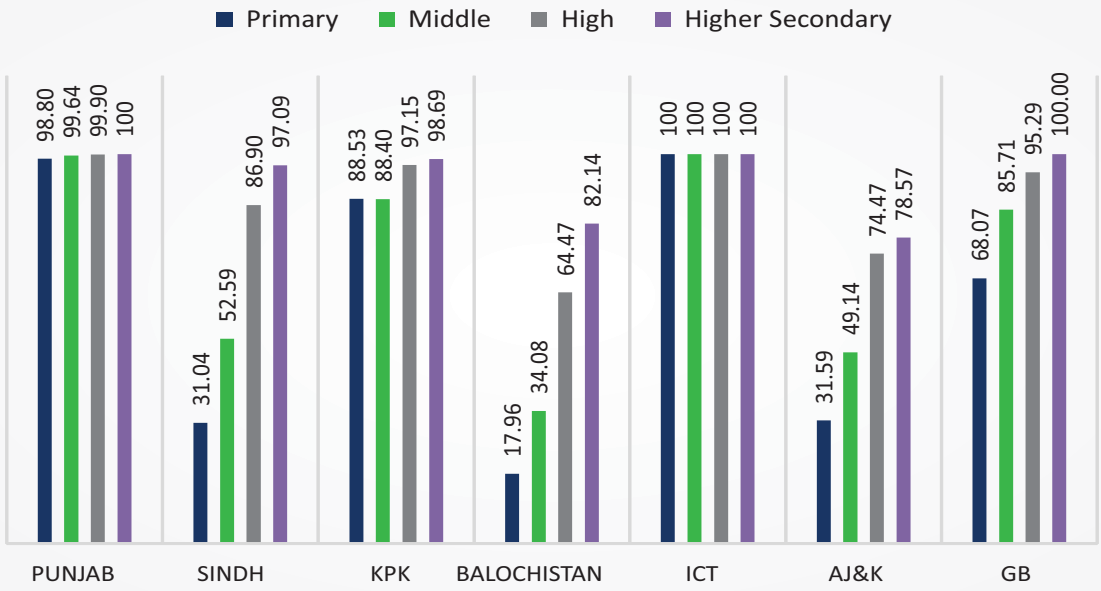


Figure 44: Electricity Availability in Girls' Schools (Public) by Province. 2022-23 (%)

Availability of Drinking Water

Drinking water is another basic facility that should be present in educational institutes. ICT, Punjab, and KP perform well in terms of drinking water availability in public schools for girls. ICT has 100% availability across the educational levels while Punjab has almost 100% availability. Whereas, around 89% and 90% of KP's primary and middle schools have drinking water. As for high and higher secondary schools, 97% and 99% schools are with drinking water.

GB has a relatively low occurrence of primary schools with drinking water, i.e., 71%, but it improves with higher education levels. , as 91% and 96% of middle and high schools have this facility, respectively. Sindh has a lower occurrence of primary schools with drinking water, standing at 57%. Middle, secondary and higher secondary schools present a better situation in this regard, with 70%, 89% and 93% of these schools having the facility, respectively.

However, Balochistan and AJ&K need to work on water availability in schools, particularly at primary and middle level. In Balochistan, 24% of primary, 40% of middle, 65% of high, and 82% of higher secondary schools have drinking water. On the other hand, in AJ&K, only 25% of primary, 43% middle, 86% high, and 91% of higher secondary schools have drinking water.

Figure 45 explains in detail the availability of drinking water across the provinces and education levels.

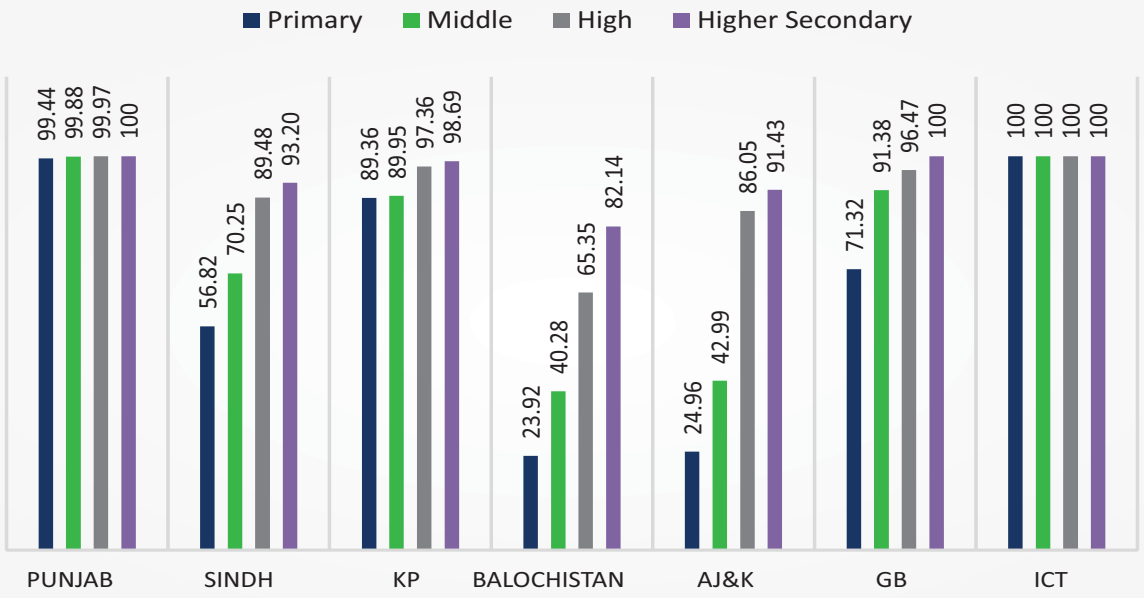


Figure 45: Drinking Water Availability in Girls' Schools (Public) by Province. 2022-23 (%)

Figure 46 details the availability of toilets in public schools for girls. ICT's schools have 100 percent availability across the education levels. After which, Punjab has fared well in provision of toilets in schools with almost 100% availability overall. KP's middle to higher secondary schools have better availability while 86% of its primary schools have toilets. 14% of the schools do not have a facility as basic as toilets. The same goes for GB where 81.05 percent of schools have toilets. The availability of toilets is better at the next levels in both areas, as evident in the said figure.

However, the picture becomes grave when other provinces are considered, especially in regards with primary schools. In Sindh, 56.59 percent of schools have toilets while the percentage increases to 76.63 percent at the middle school level. It becomes over 95 percent at the subsequent levels. In Balochistan, around 55 percent of schools have toilets. Again, the percentage gets better at the subsequent levels. AJ&K has the lowest availability of toilets, with only around 47 percent of the primary schools having toilets. Availability improves as the education levels progress but remains insufficient.

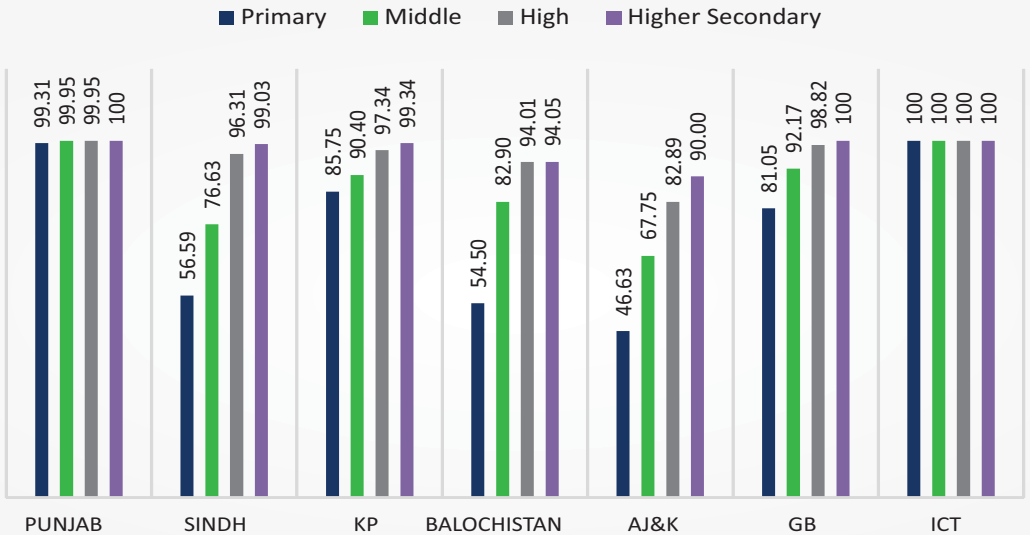


Figure 46: Toilet Availability in Girls' Schools (Public) by Province. 2022-23 (%)

Qualified Female Educators by Provinces

Figure 47 shows the provincial breakdown of female teachers' academic qualification. KP has the highest percentage of female teachers with a master's degree, i.e. 69.2% with 47,603 teachers. Punjab has the second-highest number of teachers with a master's degree, 63.6% which comprise 1.12 million teachers.

Then comes AJ&K with 54.9%, i.e., 7,114 teachers having a master's degree. In Sindh, 43.6%, i.e., 21,267 teachers with a master's degree while Balochistan has 6,414, i.e., 37.1% teachers with a master. On the other hand, GB doesn't have any master's degree-holder educator.

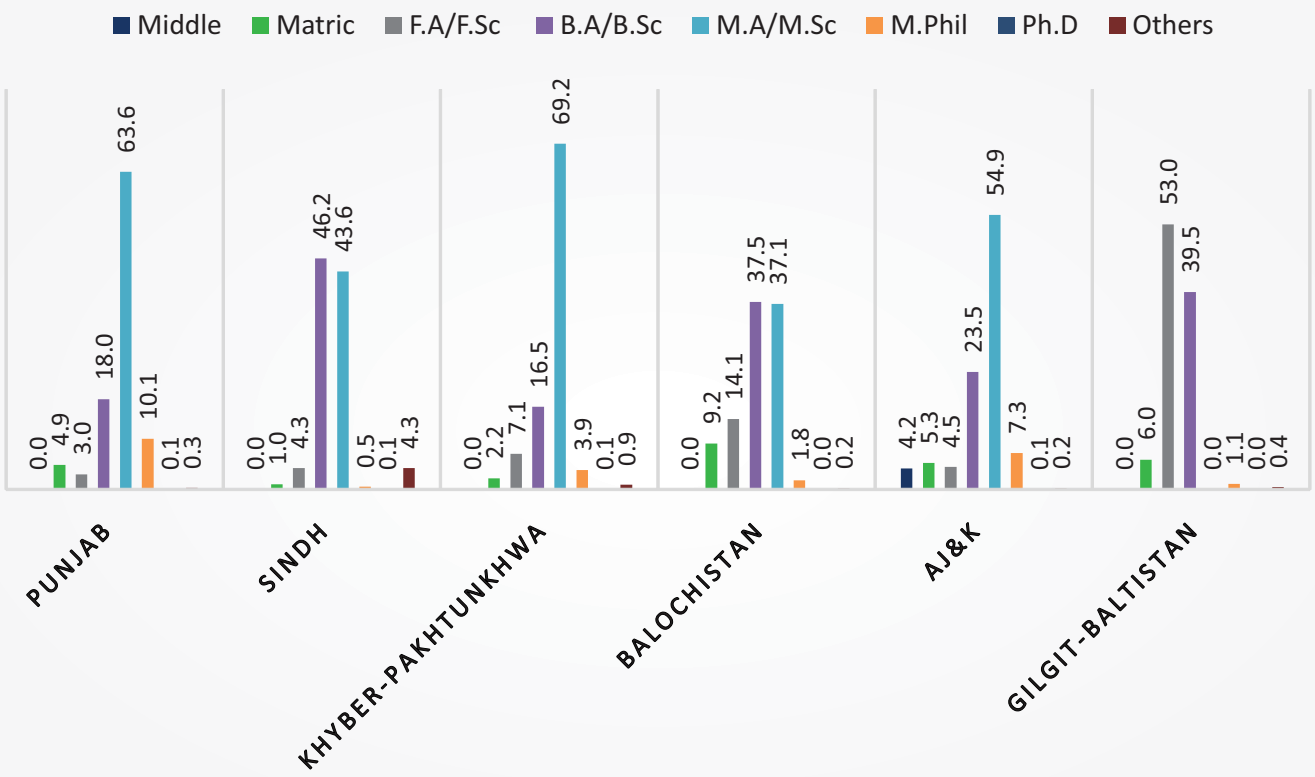


Figure 47: Academic Qualification of Female Teachers (Public) by Province. 2022-23

Note: ICT didn't report the qualifications of the teachers

Figure 48 shows the student-teacher ratio for public schools for girls in different provinces.

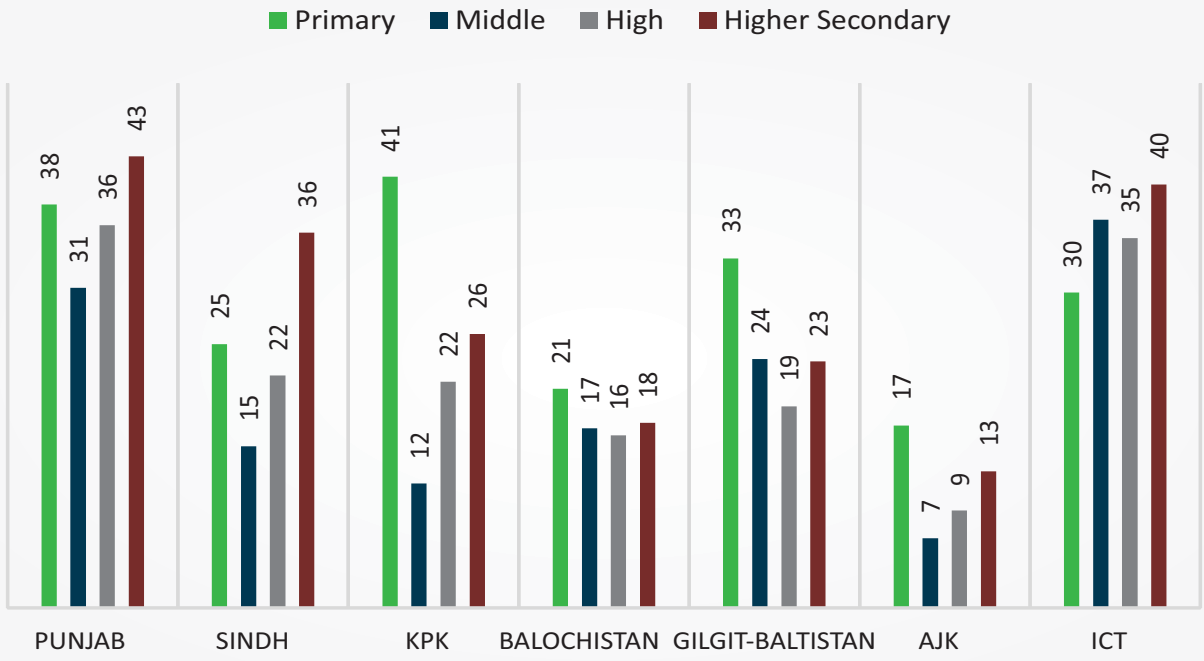


Figure 48: Student-Teacher Ratio in Public Girl Schools by Province. 2022-23

Availability of Science Labs

Figure(s) 49-54 show the provincial breakdown of presence of science labs in respective public schools. Punjab has the highest number of labs among all provinces and areas. Gender disparity is significant as in every category, boys' schools have a higher number of science labs than the girls' schools.

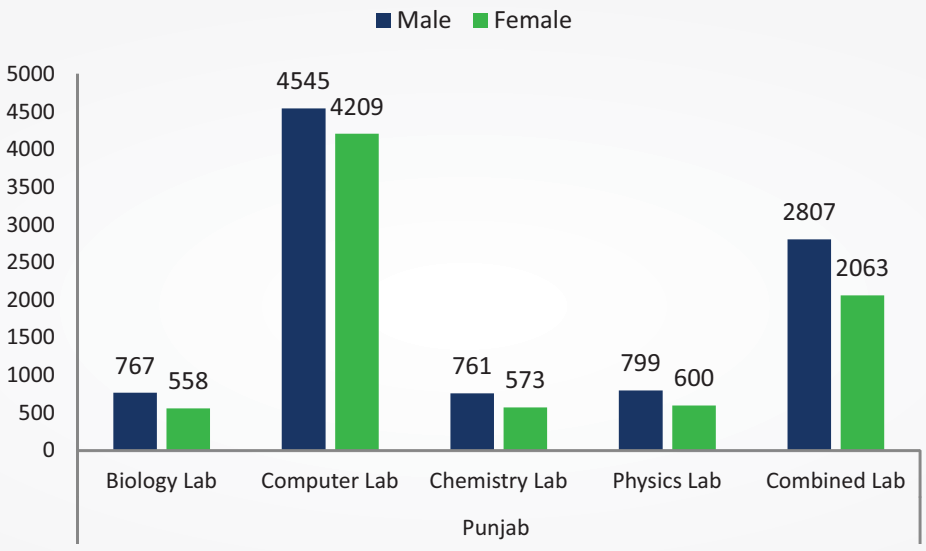


Figure 49: Science Labs in Punjab's Public Schools. 2022-23

Unlike Punjab, Sindh doesn't have a stark difference between computer and the other science labs. However, gender disparity is stark in Sindh.

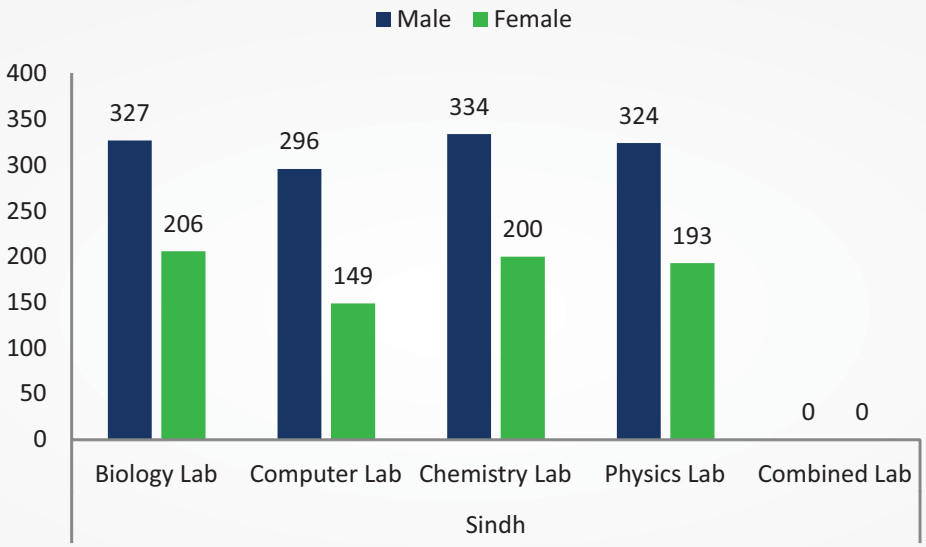


Figure 50: Science Labs in Sindh's Public Schools. 2022-23

Khyber Pakhtunkhwa has a higher occurrence of combined labs, as compared to subject-specific labs. However, the schools have separate computer labs. Gender disparity exists in KP as well.

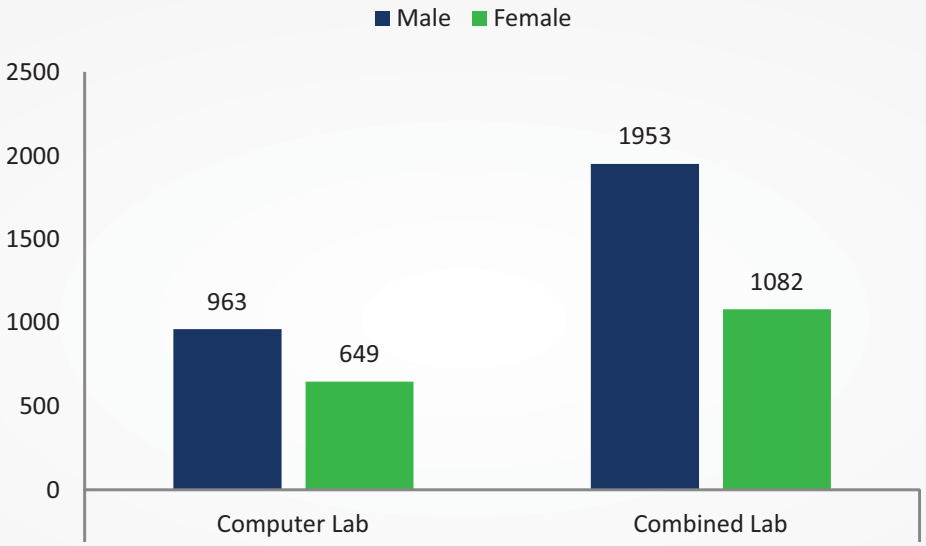


Figure 51: Science labs in KP's Public Schools. 2022-23

Balochistan has fewer labs than the other provinces and gender disparity is stark here as well.

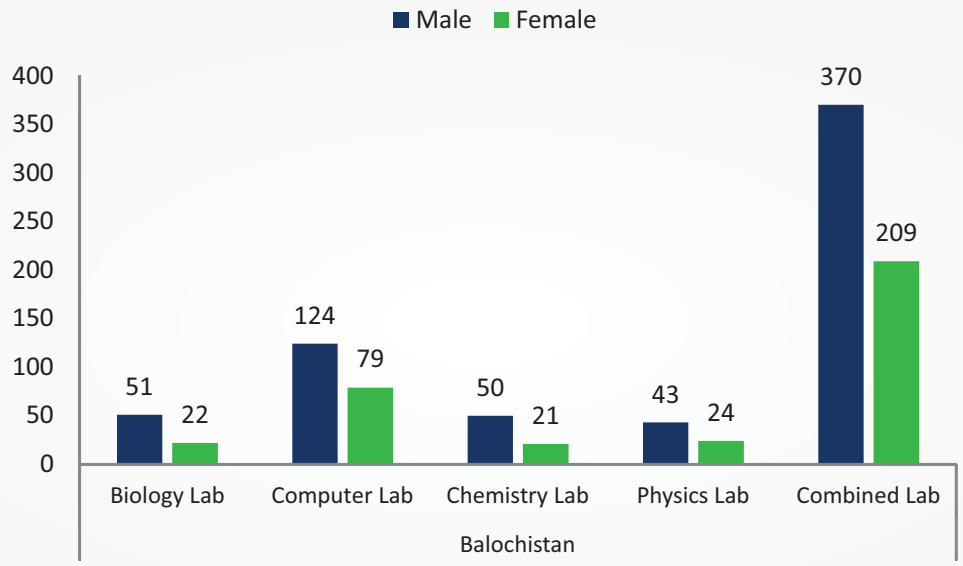


Figure 52: Science labs in Balochistan's Public Schools. 2022-23

Azad Jammu and Kashmir (AJK) follows the same pattern where computer labs have a higher occurrence. Gender disparity is significant here.

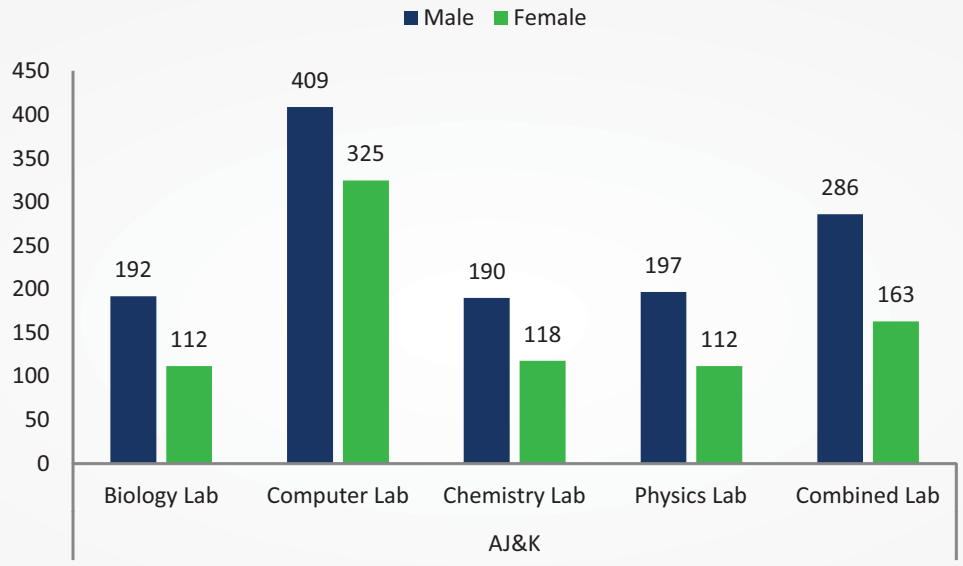


Figure 53: Science labs in AJ&K's Public Schools. 2022-23

Gilgit-Baltistan also has a higher number of computer labs as compared to others. Gender disparity is significant here too.

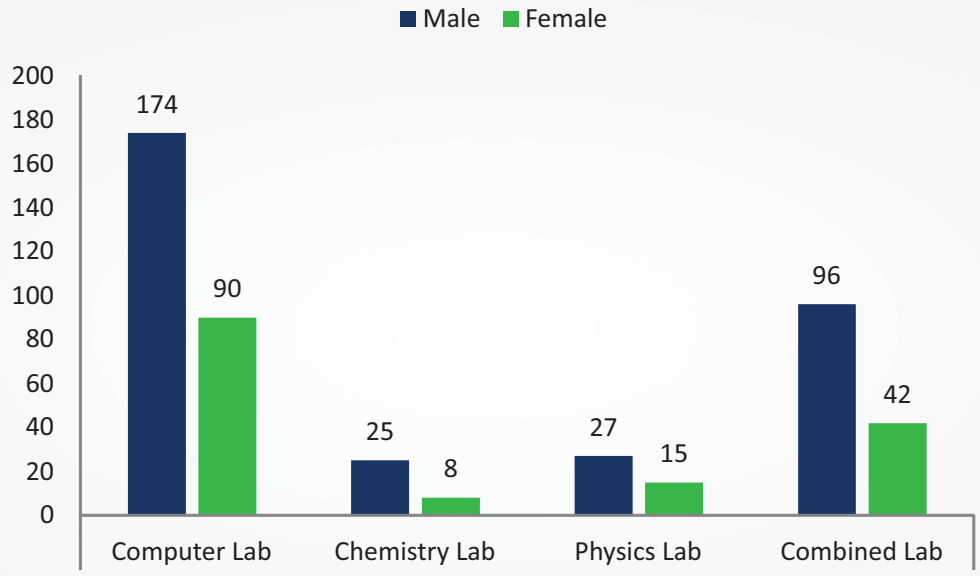


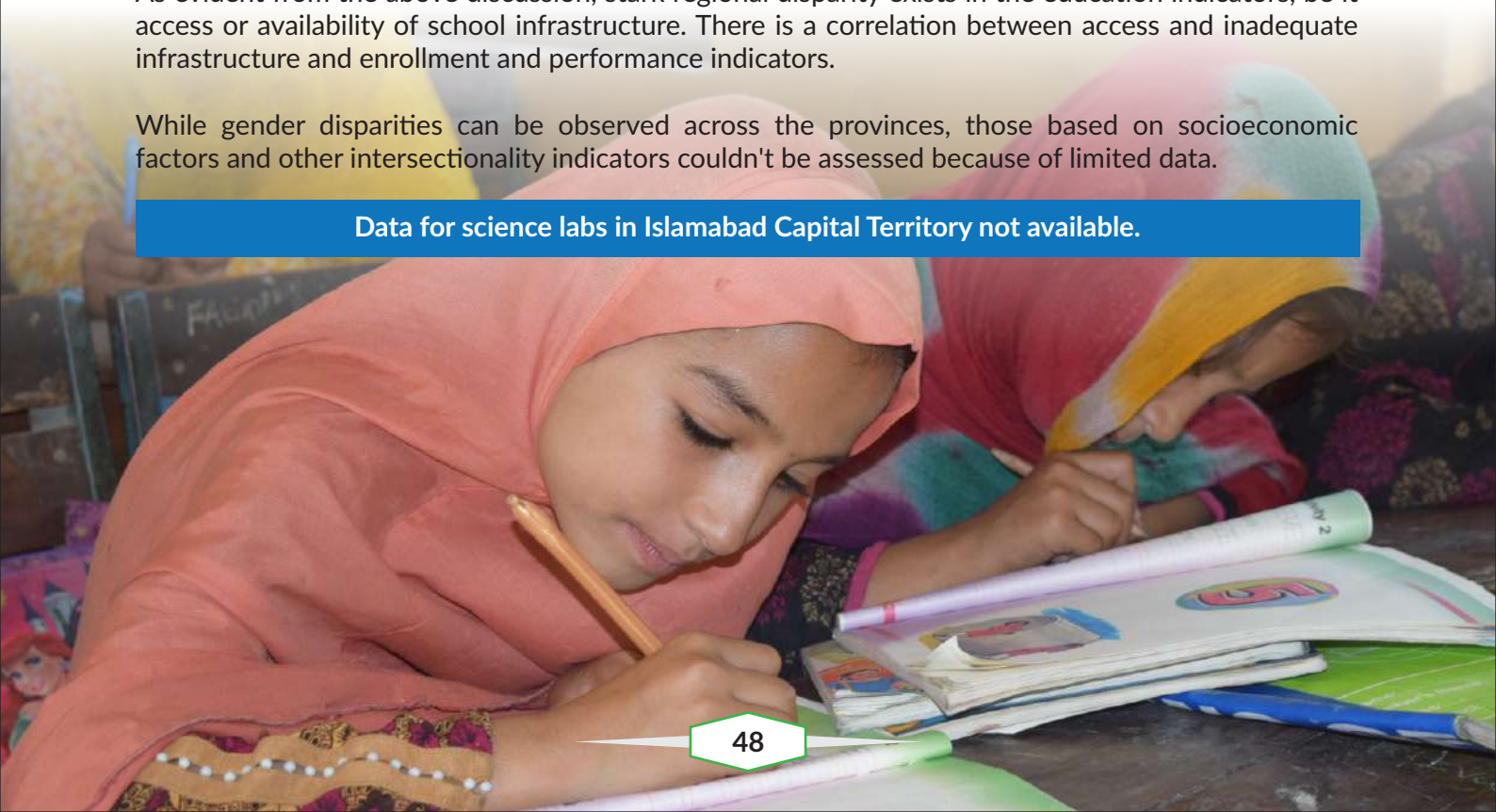
Figure 54: Science labs in GB's Public Schools. 2022-23

Given the gender disparity across the provinces, it is crucial to compare the availability of science labs with enrollment of girl students in science programs to ascertain whether these students have a lower enrollment rate in STEM programs or the number of labs is disproportionately available to them.

As evident from the above discussion, stark regional disparity exists in the education indicators, be it access or availability of school infrastructure. There is a correlation between access and inadequate infrastructure and enrollment and performance indicators.

While gender disparities can be observed across the provinces, those based on socioeconomic factors and other intersectionality indicators couldn't be assessed because of limited data.

Data for science labs in Islamabad Capital Territory not available.



Recommendations and Conclusion

The findings of this report underscore the importance of girls' education as a catalyst for individual and societal development in Pakistan. While progress has been made in increasing girls' enrollment rates, particularly at the primary level, significant challenges persist, including disparities in access, completion, and learning outcomes. To achieve gender equality and unlock the full potential of the female population, targeted policies are required to address these challenges.

Enrollment rates remain unsatisfactory with a high out-of-school rate. In the last five years, growth in enrollment rates or any decline on OOSR remain stagnant. It means either more interventions are required in this area, or the existing measures need to be amped up.

Moreover, enrollment rates decline as the educational level progresses. The number of institutions also slumps as the levels proceed. The pattern is more evident when rural and urban locations are compared. There is a correlation between the two indicators, but further research is needed to establish causality.

As for keeping the enrolled female students in schools, the last five years have witnessed improvement in survival rate and effective transition rates. However, the learning achievements of these students remain unsatisfactory, which requires further inquisition into the subject to identify the causes.

As for missing facilities, the country has made strides, but more work needs to be done in this regard. Particularly, all the basic facilities have lower availability in primary schools, which is a concerning situation because primary stage is a foundational stage of the education system. Ineffective learning or inconducive learning environment at this stage can impact performance at the next stages too.
Regional disparities also require policymakers' attention to work towards ensuring inclusive education. Whether these disparities exist because of financial constraints or efficacy issues, this needs to be determined.

The above discussion alludes to the fact that more data is needed to pinpoint the causes of low performing indicators and identify venues for improvement.

Hence, the greater area requiring improvement is data collection and analysis. While the education management information systems are working efficiently, more extensive data collection can at least point the policymakers in the right direction in terms of the underlying causes for prevailing issues. A robust system to collect disaggregated data by gender and socioeconomic status and allocation of due resources are needed at this time.
Currently, the growth rate in enrollment and improvement in out-of-school rate as well as survival and transition rates have plateaued. Further data is required to understand the nuanced factors

behind this phenomenon. Databases wouldn't suffice to fulfill this need. Qualitative and quantitative studies are needed to pinpoint the hidden causes and trends that are generally overlooked.

Focus on both quality and quantity is needed in terms of education. Low achievement scores show that either teaching methods need to improve, or students need to be encouraged to learn. Again, further research into this matter can point to the right cause of the low achievement scores. Moreover, the school infrastructure needs to be improved. Due resource allocation should be implemented to improve on these indicators.

Investing in girls' education yields substantial returns in terms of economic growth, health, and social development. By providing girls with quality education, Pakistan can empower them to become active and informed citizens, contribute to their communities, and break the cycle of poverty. It is imperative to prioritize initiatives that enhance girls' access to education, improve the quality of teaching and learning, and create supportive learning environments.

Moreover, addressing socio-cultural barriers that hinder girls' education is crucial. This includes promoting gender equality, challenging harmful stereotypes, and involving communities in supporting girls' education. By adopting a multi-faceted approach that combines policy reforms, increased resource allocation, and community engagement, Pakistan can accelerate progress towards gender equality and ensure that every girl has the opportunity to reach her full potential.

PAKISTAN INSTITUTE OF EDUCATION

PAGE
Pakistan Alliance for Girls Education