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# **Analysis of Gender Parity for Pakistan: Ensuring Inclusive and Equitable Quality Education**

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# **Analysis of Gender Parity for Pakistan: Ensuring Inclusive and Equitable Quality Education**

**Maida Umar, Zahid Asghar<sup>1</sup>**

## **Abstract**

Considering how much progress has been made in education, and how large an effort is needed to meet gender parity in primary education. Education is at the heart of sustainable improvement and the SDGs, a cause of action and hope. Educating girls as well as boys is an achievable goal and attainable in the near term if substantial resources are matched with comprehensive national strategies for education reform that include measures of accountability and a commitment to ensure every girl and boy in school. Additionally, the study signifies that how far away we are from accomplishing these SDGs. This results ought to set off alerts and prompt a noteworthy scale-up of activities to accomplish SDG 4 and ensuring gender parity. Moreover, it underlines the gaps that where the Pakistan stands today in education and where it has to establish reaching by 2030. Projections illustrate that how much additional exertion will be needed to accomplish gender parity. Such a comprehension could go some approach to have the anticipated evaluations in graphics significantly lifted. While challenges still exist, expected distance to achieve gender parity provides us guidance on to make significant progress. Punjab and urban areas have achieved gender parity for primary enrollments while other provinces need to learn lessons. An emphasis on equity is likewise be required over the full SDG motivation, as the objectives won't be achieved unless advancement is made for all least developed districts and provinces, and for a whole. In short, there may be no better investment for the health and development of Pakistan than investments to educate girls.

Keywords: SDGs, Gender Parity, Data Revolution, Data Literacy, Evidence Based Strategies, Disaggregated Data, Leave No One Behind

## **1. Introduction**

Sustainable Development Goals (SDGs) agenda is aimed at having an inclusive world where every individual reaches the benefits of prosperity. Education is a fundamental part of the new SDG agenda, and gender parity is at the heart of SDGs. Equal access to education is not only a target but a basic building block to sustain a better world without any gender discrimination. The

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<sup>1</sup> 1 Authors belong to Quaid-i-Azam University, Islamabad. They are specially thankful to Mr. Jason (jasonhaw.com) for his valuable feedback in calculation of expected distance to achieve the SDGs. Usual disclaimer applies.

Sustainable Development agenda joined with education 2030 reflect a new strategy and vision for the worldwide education group. SDG target 4.5 is about eliminating gender disparities in education and assure equal access at all levels of education by 2030.

Inclusive and impartial primary and secondary education can ensure inclusive sustainability and learning opportunities for life. Education is a fundamental right, it enables an individual to improve their well-being and contribute to socio economic welfare of society. SDG 4 carries the most multipart demands with its concrete focus on quality education prompting viable learning results, and with the significance given to the advancement of fundamental proficiency and employment applicable abilities of the populace. It has emphasized on increasing statistical capacity to deliver data and indicators are essential for checking development towards SDG 4 targets connected to the quality of education.

SDG 4.5 has raised the voice for the fairness of opportunities for girls and boys by their respective educational needs in the primary, secondary or in fact at all levels of education. Gender parity is recognized as key element of rights based approach to quality education and to empower our women. Education for all signifies the importance to ensure gender equity so that it is not overlooked in a big push towards achieving the post-2015 agenda. SDG 4 also exhibits the main focus on primary and inclusive education because gender inequality is a major driving force towards less female participation in education. As one size policy approach or curriculum will not work for all and in educational planning and management until catering the gender equalities.

Better education leads to more prosperity, low fertility rates, improved health, better environment, resilient cities, more industries, better infrastructure, less physical violence, gender equality, economic growth and women empowerment. It is the education that can help in every

domain to move for a prosperous country where **“no one leaves behind,”** and one can contribute its part.

Education can furnish individuals with information, aptitudes and qualities that assist social results and change social standards. It is realized that parity in education is an important measurement of social improvement that additionally empowers other social destinations and can change social societies. Additionally, the education sector can enhance how different segments work. At a similar time, social advancement has the effects on education. What is required, in this manner, is coordinating social interventions, which requires seeing how different establishments and areas influence education, perceiving the breaking points of education role.

What does it mean for nations and partners of the worldwide education community to participate in data revolution to sufficiently monitor the SDG 4 and Education 2030 targets. Starting dialogs are regularly connected with big data and data revolution, yet various voices have been raised to highlight the way that an information upheaval being developed is most likely less perplexing than it might appear (Crouch, 2015).

A sustainable future where social development does not intensify disparities but rather flourishing for everyone. Leaving upon the new SDGs motivation requires every one of us to reflect upon a definitive reason for learning throughout life. Since, if done precise, education has the strength like nothing else to support enabled, intelligent, accomplished citizens who can set the route towards a more secure, greener and more pleasant planet for everyone. It gives applicable confirmation to enhance these dialogs and specially the arrangements expected to make it a reality for everyone (UNESCO, 2016).

It is highly desirable to evaluate where does Pakistan stands with respect to the SDGs and to monitor policies to achieve SDGs by 2030. The objective of this study is to take stock of the progress over past 18 years of gender parity in primary education. Measuring the distance to achieve the target 4.5 by 2030 at national, provincial and district level. The disaggregated data analysis help to assess the key obstacles to cope with and guide for evidence based interventions. To amplify the importance of gender parity in education by closing gender gaps, so that every girl and boy will get the right to education, improving their lives, well-being and economy. Increased female participation in education promotes the economic growth of country (Klasen & Lamenna, 2009) and improved labor markets (OECD, 2011).

It is a unique study in its nature which has utilized time series data of past 18 years from household surveys to measure gender parity for primary education. The paper proceeds as follows; Section 2 is about the significance of data for intervening policy and practice without any discrimination. Section 3 is about data for sub-indicator 4.5.1 at national, provincial and district level. Section 4 is about projecting past trends into future and finding the expected distance to achieve gender parity. Section 5 is about implication with policy recommendation to ensure inclusive and equitable education for everyone.

## **2. Gender Parity in Education: Linking data, policy and practice**

Mostly, the education statistics are produced in silos, for example, social assurance, well-being or common enrollment insights. Lacking the capacity to get educational statistics insights is a noteworthy obstruction to address parity in education. Similarly, it is vital to explore other aspects for monitoring education to remove bottlenecks. The results vary and lack of comparability among official sources of differing quality, nonappearance of likeness among national sources, and in addition a missed chance to set up quality control systems through triangulation of

information. Although, a large amount of information is produced each day but there is consensus about the misconception of statistics, fear of data due to misuse or either non-use and abuse of data plagues the development community. A far reaching fundamental information of statistics, the way they are delivered, and how they can be utilized could dispense with these issues.

SDG 2030 vision puts new demands for development, particularly for data producing agencies and users. As compared to the Millennium Development Goals (MDGs) and the motivation of education for all, which underlined finishing of basic education and diminishing educational inequalities related to gender, the objective of SDG 4 is "comprehensive and fair quality education and long lasting learning possibilities for all." This necessitates the prioritization of certain key policy areas (UNESCO, 2017).

Household survey information are basic source to the SDGs attention on equity. Specifically, if the basic reason for education statistics is to make decisions on the basis of evidence at the national level, then the present push for a data revolution in education must incorporate a concentrate motivation on enhancing national authoritative information. It will encourage the information upheld motivation additionally keep a plan driven absolutely by accessible information.

Inclusivity is vital to accomplishing SDGs. Inability to cope with one of the core standards of the SDG plan that no one left behind will confine prospects for all. To change imbalances, advancement for the individuals who are right now uttermost behind must be quicker than the usual. Better information is required both as a standard and to screen advancement over the coming years, enabling governments to mark successions legitimately. Currently, there is absence of good information to advise key arrangement issues; methodological difficulties; and the requirement for enhancing the technical capacity at national and worldwide levels in light of the rise of novel

advancement for gathering, preparing and analyzing information. There is dire need of data revolution and data literacy to resolve the critical challenges.

Initially, the dire requirement for new methodologies. There is requirement of the political support, development arrangements, the development and the assets to buck this trend. Moreover, wide political will is required, since results could uncover genuine difficulties or imbalance in learning. In the course of the most recent two decades in Brazil, submitted and stable political initiative and support empowered the advancement of a solid, huge scale national appraisal program (Castro, 2011).

Secondly, the nature of data should be enhanced through an audit of the strategies utilized for data gathering, preparing and indicator estimation. Utilizing new innovations can help diminish the cost of accumulation and examination, and lower mistake rate. As bad data add to the outline of terrible arrangements, all partners ought to go for information of the most astounding conceivable quality.

Thirdly, giving access to data, communications, and different advances could likewise fortify transformative procedures in developing countries. Wiping out the imperatives conflicting with the development dimensions of the property innovation rights administration is one possibly significant approach to advance the post-2015 usage prepare. Giving more grants to understudies from low-income countries could likewise decidedly impact the conveyance of the post-2015 duties (Bhattacharya & Ali, 2014).

### **3. Goal 4: Ensure inclusiveness and quality education for all and endorse lifelong possibilities**

#### **3.1 Data gaps and opportunities for monitoring SDG 4**

For monitoring, more than **40 indicators** under SDG 4, data need to be utilized from various sources. The strategies that are inadequately outlined, prompting wasteful, incapable and, in the most pessimistic scenario, productive utilization of assets. Partial or incomplete data can lead poorly designed policy, merely representative for everyone. That's why the decision makers and governments might be hesitant to be guided by existing evidence and may not wish to give information in an open and transparent way to others as well.

Assessing SDG 4 demands consistent, comparable and high-quality information from a number of sources, incorporated at customary interims. The information must be gathered, handled and spread in light of a common arrangement of standards and benchmarks. The information should likewise be made effortlessly open to policy makers and different partners to guarantee that education policy is guided by sound information.

Accomplishing the parity in education and development, requires information disaggregated by sexual orientation, ethnicity, area, settler and displaced person status and other characteristics to comprehend. Presently, like never before, education has an obligation to encourage the right type of abilities, attitude, and conduct that will prompt practical and comprehensive development. It implies connecting past customary limits and making viable, cross-sectoral partnerships.

Household surveys are the significant foundation of data to access, contribute and for educational attainment. However, surveys vary regarding coverage, questionnaire design,



objective, and frequency. As opposed to administrative data, not collected at regular intervals, and by a diversity of organizations. For viable monitoring of the SDGs, aligned data from different sources is desirably essential. This is particularly valid for SDG 4, where administrative information, which assumes a vital part for national planning purposes provide information to monitor advancement towards the objective of inclusive education for all.

Frequently, education is a little module in an extensive, multi-reason review and there is limited room to expand inquiries on education. Then, need of breaking down education framework and resulting indicators by demographic and socio-economic status. The incorporation of different qualities, area and wealth quintiles, can be an outcome of expanding accessibility of data sources from household surveys and schools, studies over the most recent two decades, which now allow examination over nations. Non-standard inquiries utilized as a part of the education modules produce issues of comparability in household surveys. Mistakes in survey design and accumulation of data can affect the outcome in faulty data. Moreover, where surveys are well outlined and executed, they may not request that the inquiries required to gather information desirable for observing specific goals.

The definitional issue of disability for data accumulation and data analysis. People with inabilities are unequivocally said in SDG target 4.5: "by 2030, wipe out gender variations in education and guarantee equal access to all levels of education and professional training for the helpless, incorporating people with disabilities, indigenous people groups, and youngsters in vulnerable circumstances". Be that as it may, recognizing people with disability has a challenge for official associations responsible for data by conducting household surveys. The Washington Group on Disability Statistics has built up a short set of questions on disability that are prescribed for gathering information on adults (United Nations, 2015). Without a standard meaning of what

constitutes the disability and how it can be distinguished amid data accumulation, information for people with disability, including information identified with SDG 4, are not comparable.

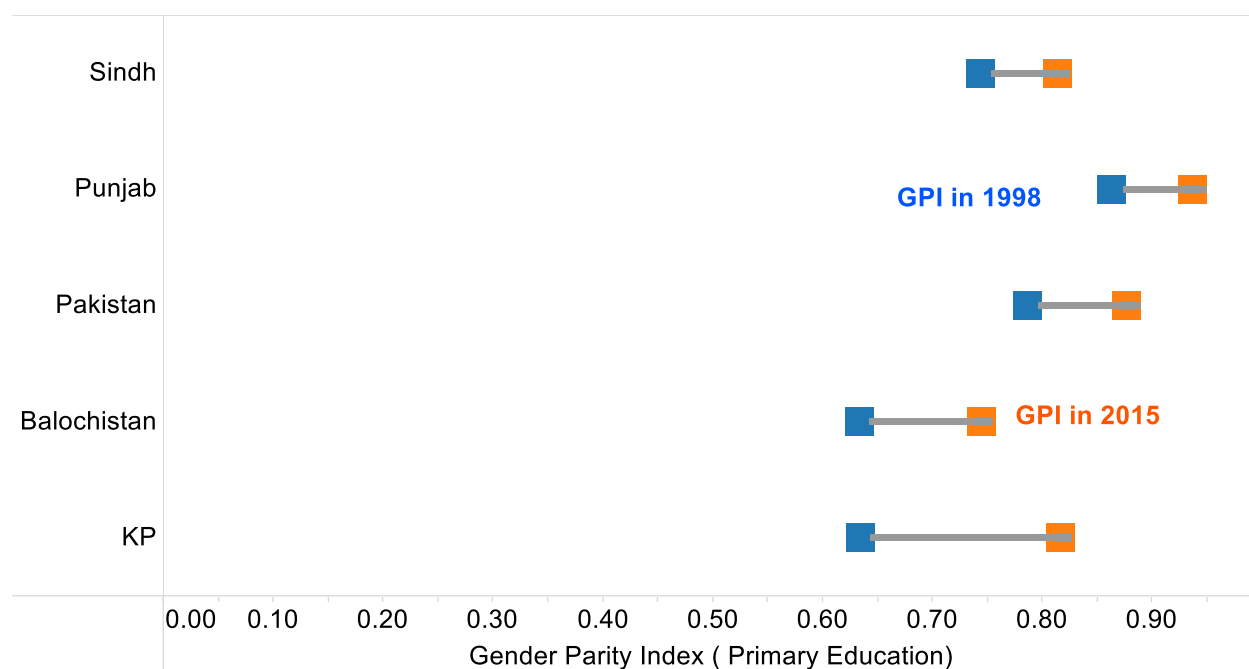
Issues of cohesion of information at disaggregated level will be exacerbated when information should be accounted as extra control and handling might be required to fit into internationally comparable groups at a worldwide level. Depending on who supplies the data, the tools used, or the needs of a data collection exercise sponsored, targets may not be the same even if they seem to like, due to varying calculation methods. All the problems mentioned about collecting and processing of the data of education is tiresome and labor intensive.

Target 4.5 is concerned about gender inequalities and equivalent access to all levels of educational activities and professional training for the vulnerable, incorporating people with disabilities and kids in vulnerable circumstances. To figure out the parity index, it is essentially required to analyze target 4.5; there are more than 40 indicators related to education (SDG 4) among 231 indicators. Target 4.5 is disaggregated by gender, area and age etc. However, disaggregation for disability, indigenous people, and vulnerable children are currently not captured by national surveys and merely possible to cater.

*Gender parity means that the same proportions of girls and boys enter and complete schooling. When there is no gender parity, there is a gender gap, and a greater proportion of either boys or girls is receiving the education.* Gender parity index (GPI) is measured by taking the ratio of girls to boys enrolled in the primary education. GPI is less than 1, indicates that indicator values are lower for female than men. GPI equals to 1 indicates that there is no disparity. GPI is greater than 1 indicates that indicator values are lower among males than female.

Fig. 1 gives a quick snapshot of varying rates in gender parity from 1998 to 2015, both at national and provincial level. The gender parity index depicts that Punjab has reached to ensure equity. Baluchistan needs more attention relative to peers, while Pakistan and Sindh are close to gender parity at primary level and has shown notable success and meet the target. The overall scenario for this indicator is relatively good despite other indicators like literacy rate and skilled birth assistance. It depicts the disparities for primary enrollment as GPI is less than 1 in 2015. While it means that our girls are not getting equal participation in education and learning opportunities. Our girls are denied equal access in all provinces. The agenda of inclusiveness and equitable education should be reflected in the policies.

**Figure 1: Gender Parity Index 1998-2015**



#### 4. Analysis and Results

The methodology includes a linear regression model (Woolridge, 2009) with one independent variable  $t$  which is the difference between the observed year and mean year from all

years included in the analysis. The dependent variable  $y$ , is the gender parity index for primary enrollments for all years. The dependent variable,  $y$ , is either a log or logit transformation of the SDG indicator, depending on the type of indicator.

$$Y_t = \log(\hat{y}_t / 1 - \hat{y}_t), \quad \text{if } \hat{y}_t \text{ is proportion} \quad (1)$$

$$Y_t = \log(\hat{y}_t), \quad \text{if } \hat{y}_t \text{ has an odd ratio}$$

$$Y_t = y_t, \quad \text{otherwise}$$

The rate of change  $r_1$  is estimated by;

$$Y_t = r_1 t + r_0 + e_t, \quad (2)$$

Where the year  $T$  is adjusted to  $t$  by subtracting from the mean year  $T_m$  from all years:

$$t = T - T_m,$$

Where  $r_1$  is the rate of change,  $r_0$  is the intercept and  $e$  is the error term. The regression model for literacy rate is used to estimate the expected distance to achieve the SDGs at national, provincial and district level by region and gender wise. The data was available from 1998 to 2015 for all provinces and districts. By using this model, the sign of  $r_1$  is used to judge that the province or district that has already achieved the target ( $r_1 < 0$ ), is on track ( $r_1 = 0$ ), or is regressing ( $r_1 > 0$ ).

The sources for data utilized are PIHS and PSLM<sup>2</sup> from 1998-2015. The data is interpolated for missing years. For some of the districts, the model cannot predict the achievement of a target due to insufficient data available for that district and until the rate of change reverse as for the case of Shangla and Bonair (Asian Development Bank, 2015; Haw, 2015).

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<sup>2</sup> <http://www.pbs.gov.pk/>

To estimate  $t^*$ , if the indicator is a proportion or probability, the original value  $Y_t$  is converted into  $y_t$  which lies between 0 and 1, by dividing  $Y_t$  by 100 or in case of mortality under-5 divided by 1000. A logit transformation is utilized on  $y_t$ , so that the indicator is on scale of real numbers. For indicators that are odds ratio, log transformation can be utilized. For indicators that cannot be interpreted as probability or odds ratio, such as CO<sub>2</sub> emissions, no transformation is applied (Asian Development Bank, 2015). For indicator like gender parity, no transformation is used. It is linearly predicted.

The target 4.5 stated as, gender parity index for primary enrollments, with an explicit target value of 0.95 is considered. The country is categorized as achieved if it has reached at .95 by 2015-2017. To determine the category whether the country is expected to achieve by 2015, the year  $t^*$  is estimated. The latest year for which the value is available is denoted by  $t_L$  (i.e. 2015). If  $t^*$  is less than  $t_L$ , the area is categorized as “achieved”, when  $t^*$  lies between  $t_L + 2$  and 2015, it is categorized as “on track” when  $t^*$  is above  $t_L + 2$ , the country is categorized as off track/slow progress. Additionally, no  $t^*$  can be estimated if a country has trended in the wrong direction (e.g. away from target value).

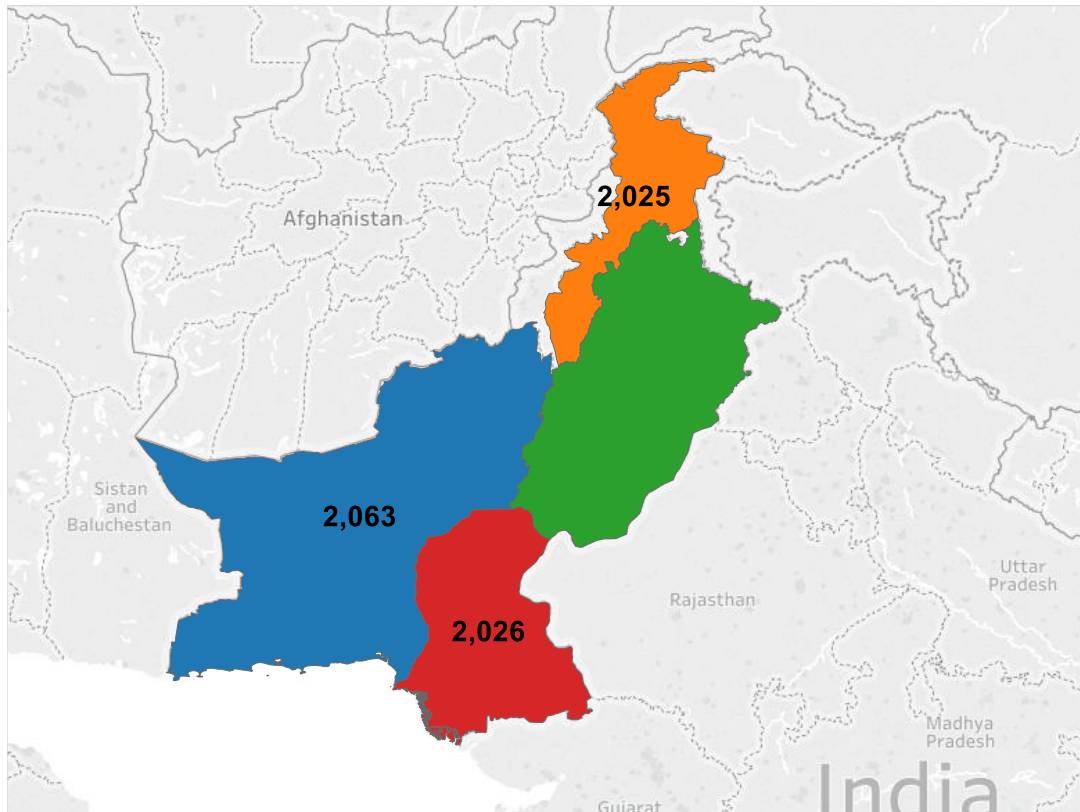
Fig. 2 depicts that urban Pakistan is on track for eliminating the gender disparities for primary enrolments. While Pakistan and its rural areas are still not meeting the target if it proceeds through business as usual. The evidence of gender disparity is based on data. However, it is pertinent to note that gender parity is equally fundamental to whether and how societies thrive. The cost of spending more years to meet the target can be saved by taking early action and make sure the participation and equal access to education for every girl and boy.

**Figure 2: Expected year to achieve gender parity (primary) for Pakistan by region**



We live in a world in which education is characterized by extensive gender inequalities. Despite the progress in bridging gender gaps, persistent inequalities remain in many regions and at different levels of education. In Pakistan, about twenty-three million children are out of school as reported in 2015. More than half of the girls do not complete primary education, often because its quality is poor and the opportunities are far from equal to those of boys. Only 34% of children are enrolled in secondary education. In an age of enormously expanded access to all levels of education, of high aspirations for political participation, and the huge growth of knowledge economies, nearly 50% of women are illiterate in Pakistan.

**Figure 3: Expected year to meet Gender Parity**



The motivation of leaving no one behind and inclusive education rely on the fact that everyone can participate and have equal access to education. Fortunately, there is much to be cheerful about Punjab. This SDG target could draw near to satisfaction for Punjab and urban Pakistan. The Fig. 3 highlighting the gender gaps except for Punjab, other provinces are not meeting the demand of equal participation in primary education among girls and boys. Baluchistan is unable to ensure equitable access to education through business as usual. Baluchistan needs more acceleration towards achieving the gender parity for primary education. Evidence based policy helps to achieve these goals by efficiently allocating limited resources.

The SDGs must consider local and national level beginnings at urgent priorities. Projections in light of total patterns can conceal that through business as usual, Pakistan cannot meet the agenda. It should perceive these all together, and ought to be set up fitting national, and

sub-national level focuses, alongside adaptable execution plans. A few countries that do yearly evaluations turn subjects. In Chile, they tried evaluations and subjects exchange to make additional time and assets accessible for substantive information investigation (Ferrer, 2006).

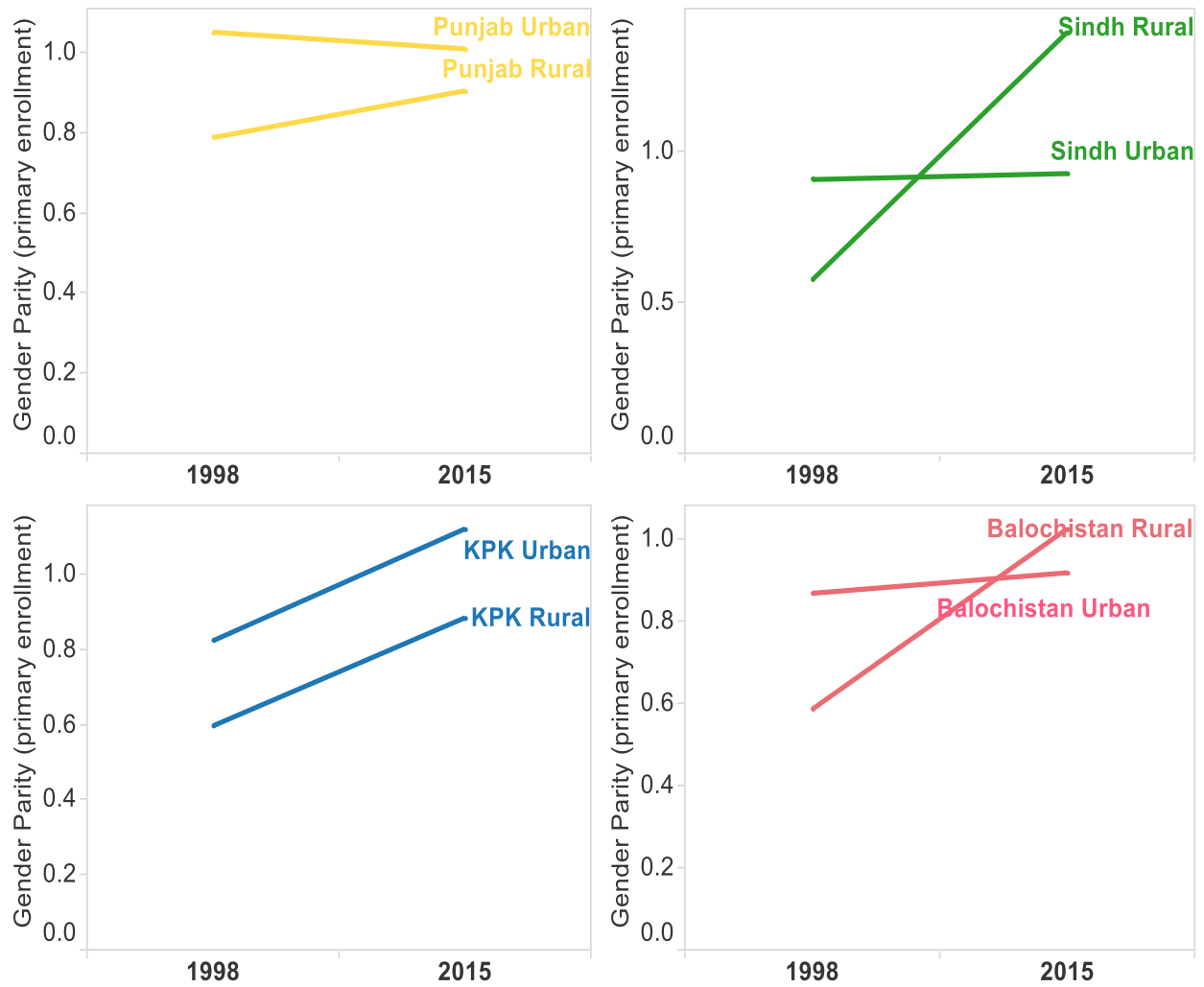
In the meantime, comprehensive social advancement requires more committed administrations. Social structures must be changed to guarantee that all girls and boys have a measure of correspondence amongst them. Equality stays subtle however is a key requirement (Wetheridge, 2016).

To Team up crosswise over areas which include services, common society, the private segment, at the national and sub-national level. The SDG education targets are more grounded than the MDGs in different ways. Be that as it may, this higher aspiration has outcomes. It will necessitate real venture of assets and building of capacity at disaggregated level. Data driven choices should be made to organize activities and concentrate on what is imperative. Also, the education related indicators, however aspiring, still need to accelerate.

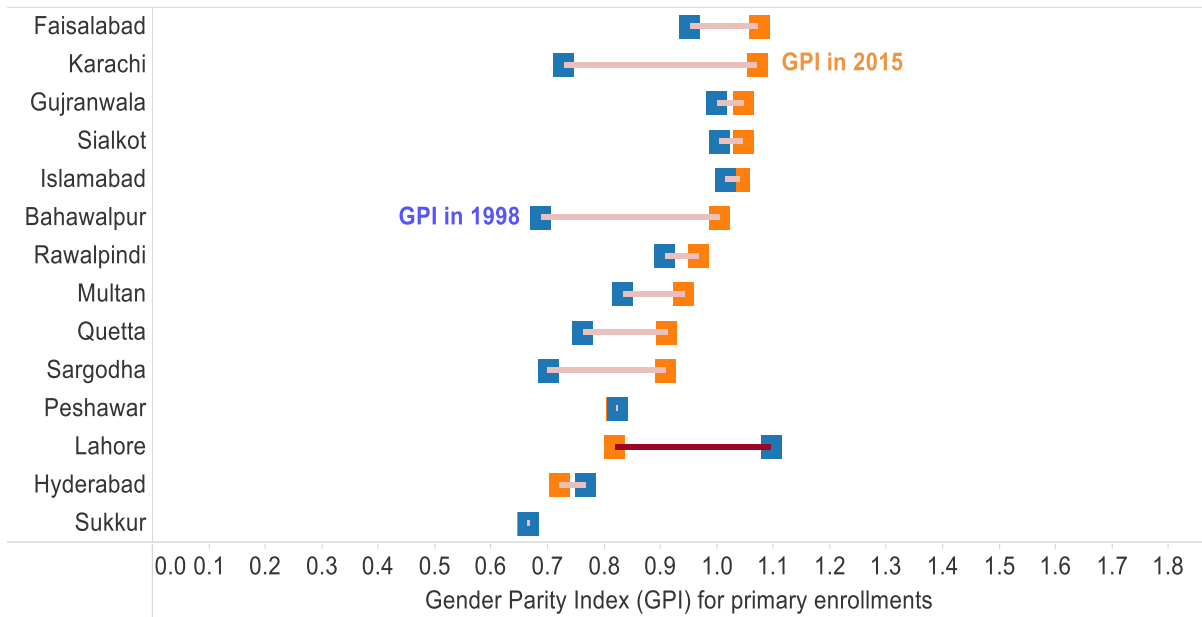
From Fig. 4, it is obvious that the urban areas have eliminated the gender disparities in primary education, i.e. all primary aged children are enrolled without disparities. However, rural areas have evident gender disparities among girls and boys. The challenge is acute in rural areas as rural girls are denied to be enrolled in primary education. Where the objective behind target 4.5 is basically about “no one is left behind.”



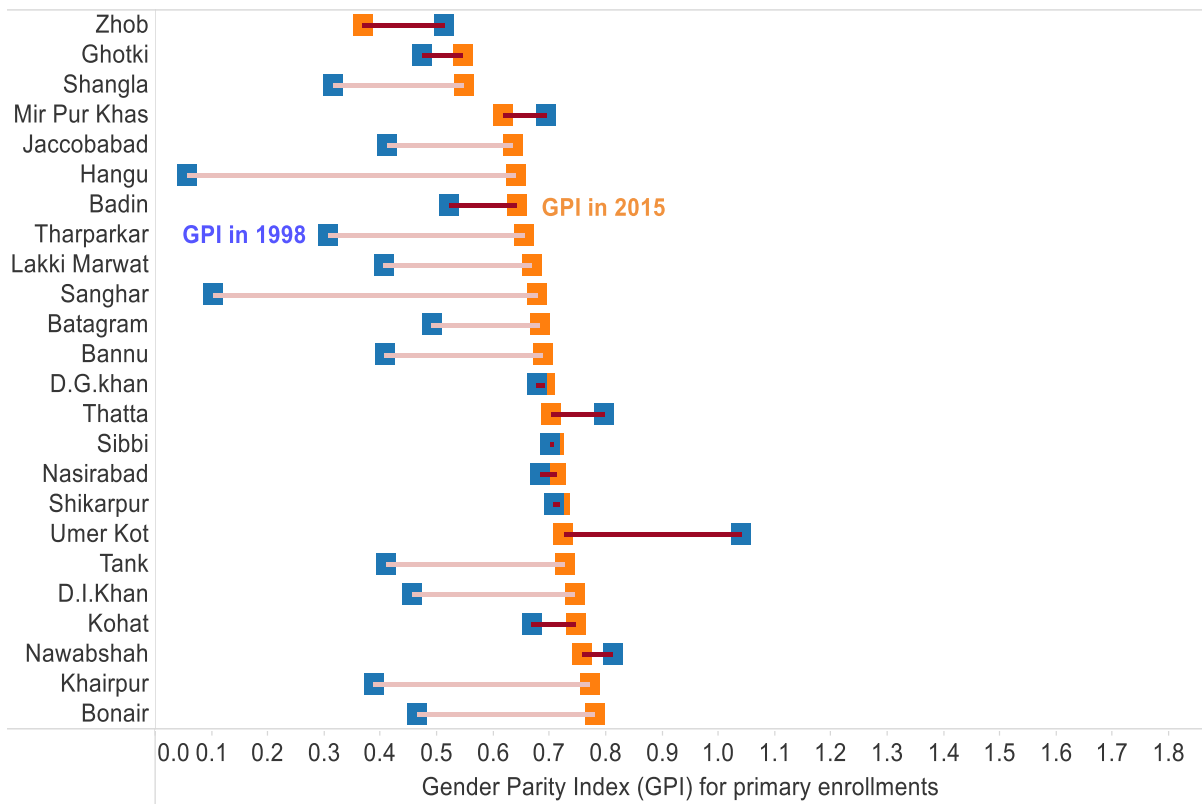
**Figure 4: Gender Parity 1998-2015 at Provincial level by region**



**Figure 5: Gender Parity in big cities of Pakistan**



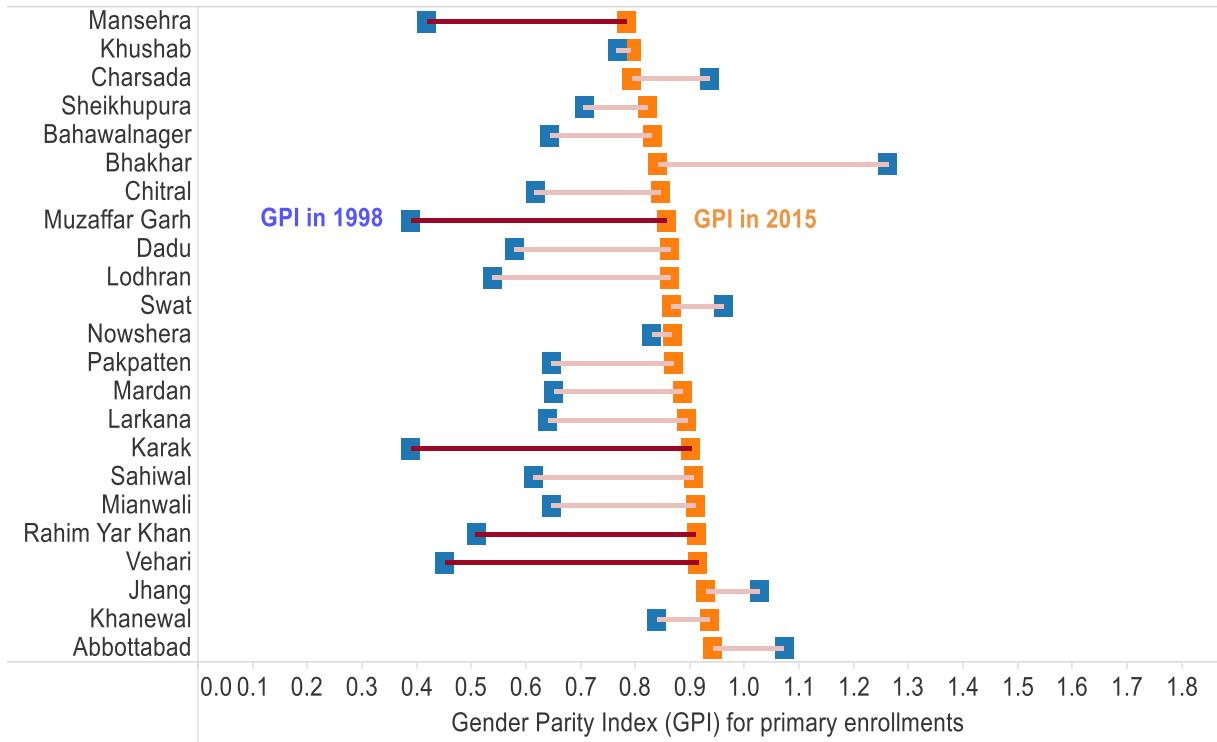
**Figure 6: Gender Parity Index (1998-2015) at district level**



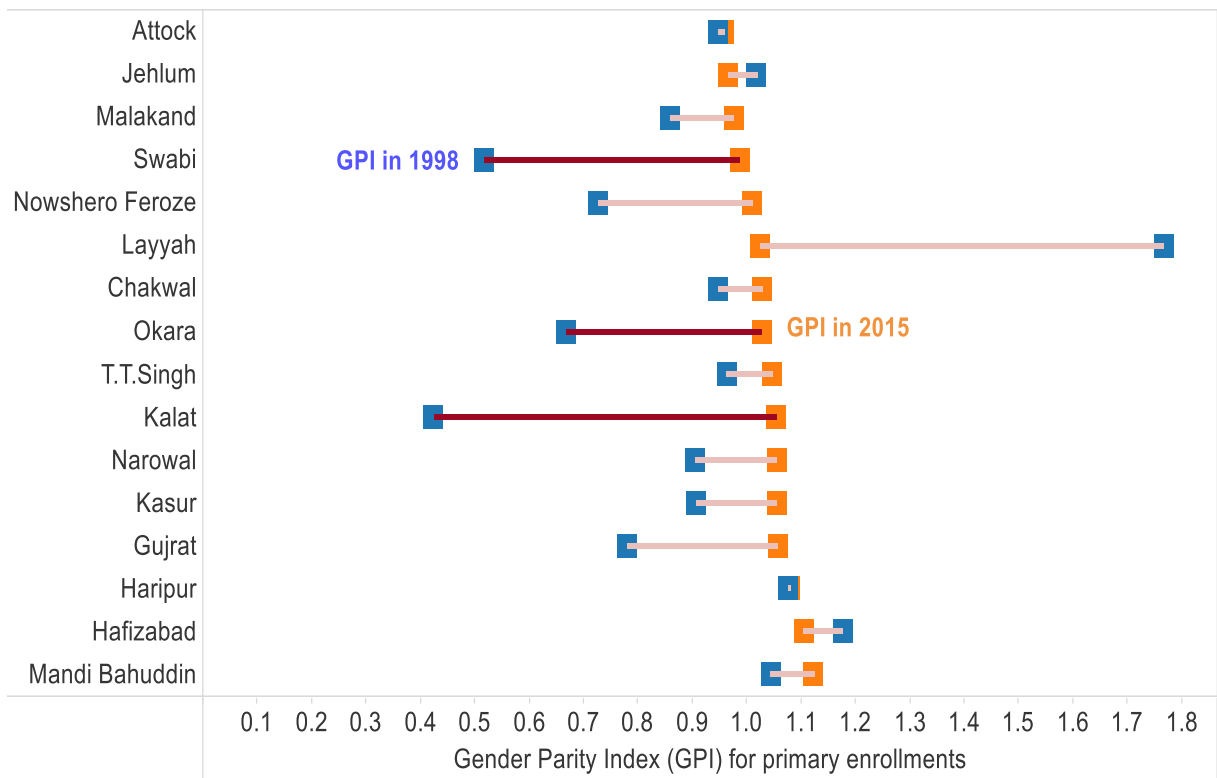
It is evident in Fig. 5 that equal access to education is not ensured in Sukkur and Hyderabad. To show how this should be possible, a desirable level of progress is required. It highlights a couple of areas (i.e. Punjab) that has accelerated progress. Zhob, Nawabshah and Mirpur Khas have reversed their values, as it can be seen in Fig. 6. There are good examples who accelerated progress over 18 years including Kalat, Sanghar, Karak, Hangu, Layyah and Muzaffar Garh is shown in Fig. 7 and Fig. 8. Even for other provinces and districts whereas the objectives need a push to achieve, copying lessons from top performers could faster advancement far beyond that appeared by current patterns. The key message is that we must start thinking responsibly to quicken education fulfillment remarkably.

A focus *on leaving no one behind*, inclusion and equity are prioritized issues to organize. Much can be picked up by contrasting how it can be approached. Investigating education frameworks requires finding the correct gatherings and organizing the correct issues at the right time. It is simple for Pakistan to take part in discussions on main education obstacles through its participation in associations of provincial collaboration, which can offer the best channels for exchanging data on instruction structures and framework attributes. At national and disaggregated level, there is need to champion such coordinated effort. It is not only a call for expanded homogenization of instruction frameworks but to highlight activities mainly important over the SDG motivation; more prominent consideration regarding expanding national aspirations and focuses, alongside an emphasis to guarantee that *“everyone should be visible in data.”*

**Figure 7: Gender Parity Index (1998-2015) at district level**



**Figure 8: Gender Parity Index (1998-2015) at district level**



**Figure 9: Expected distance to achieve gender parity**

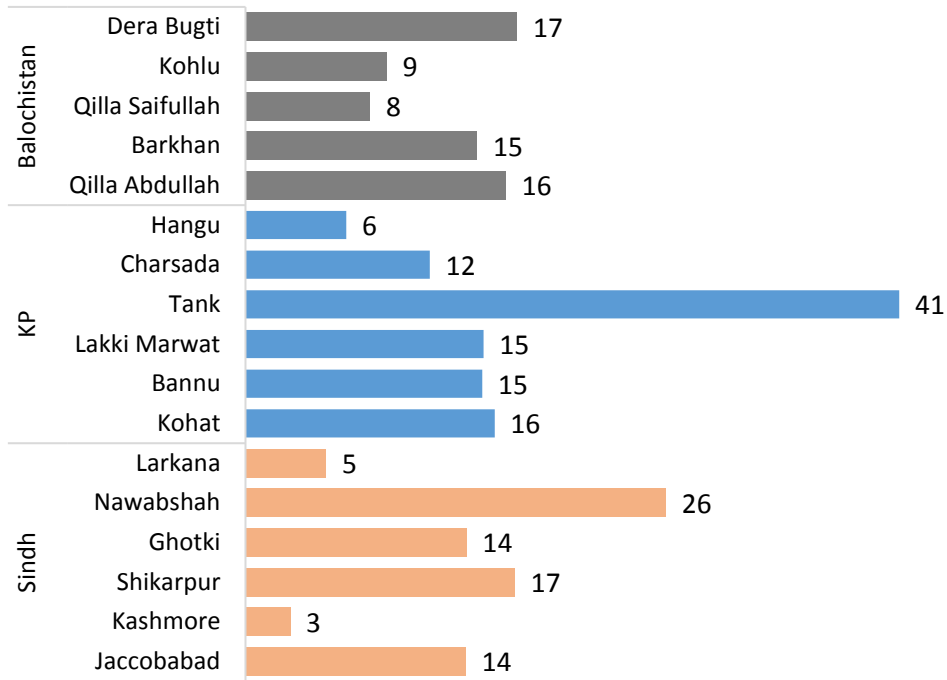


Fig. 9 illustrates the expected distance for different districts. Few districts are dropped from analysis due to insufficient data. The distance is measured from 2015. Nawabshah, Dera Bughti, Shikarpur and Bannu are not going to meet the target by 2030. It has emphasized the importance of disaggregated analysis to identify the challenges and help decision makers.

*Education is a human right, enshrined in the Universal Declaration of Human Rights (UN General Assembly, 1948, Article 26).*

## 5. Conclusion

Punjab and urban Pakistan has almost achieved equal enrollment of boys and girls in primary education. The wider gender disparities among girls in Baluchistan, need more attention to make their girls participate in all aspects. Additionally, if we are serious about SDG 4, we should

act with a feeling of increased direness, and with long-term responsibility. Inability to do as such won't just unfavorably influence education yet will hamper advancement towards every single development goal; poverty decrease, hunger annihilation, enhanced well-being, gender balance and women empowerment, reasonable generation and utilization, flexible urban communities, and more equivalent and comprehensive social orders. In conclusion, there is need to amend the way we think, and we consider education and its contribution in human prosperity and country advancement.

Measuring the gender gaps in education signifies that fewer girls than boys go to school and notify what must be done to break the glass ceiling and assure equal access to education. Districts like Tank, Nawabshah, Dera Bugti and Shikarpur are lagging behind to assure inclusive education. And projecting data too far is technically not sound, but many districts will not achieve gender parity by 2030. Few districts are dropped due to insufficient data availability. Layyah, Kalat, Muzaffargarh and Karak are high performers, who have significantly improved over 18 years. To improve access and retention of girls in schools, we need to learn from outcomes to promote gender parity. The progress among districts and rural areas is not even and more disadvantaged are girls and leaving behind. The prioritized areas demand early action to work with the keen challenges for eradicating gender disparities. Eliminating gender inequality in education will not work unless it is part of a much broader nationwide mobilization with ambitious goals to ensure that women fully and equally participate in all aspects of economic, social, and political development.

The disaggregated data gives a deep insight of gender gaps for transforming action. Bringing girls and boys to schools and ensure a fair chance for education by switching the focus to equity. Education, particularly for young ladies, has financial and social benefits for society, in

general. When kids are enrolled, it is critical that they remain in school and get the education that sets them up forever. Dropping out and repeating grades imply that numerous kids never complete a full course of essential training. Accomplishing equality in primary education is needed to engage women to improve the economy as well.

Pakistan cannot achieve these goals until Bannu, Kohat, Jaccoabad and all other least developed districts achieve gender parity. To advise and control education policy making, and to comprehend whether and why advancement is being made, it is important to break down components at the level of national education frameworks, for example, significant enactment; arrangements on instructors, educational modules and evaluation; back and administration practices; non-formal training projects; and reforms. Now the gender disaggregated data for primary, secondary and higher education is available at the district level for Pakistan. Considerable momentum from MDGs to SDGs have expanded the demand for education data and enables governments to fulfill the pledge now. Roadmaps and activity plans progressively need to design in light of evident references to quantitative confirmation, rising out of financial education estimations or secured in financial markets and household survey studies; these benchmarks gain it less demanding to show ground and add to strengthen these strategies manageability.

The concern with parity may be complemented by a focus on other tangible and measurable factors, such as quality of infrastructure and facilities, numbers of textbooks and supplies of teaching and learning materials available to teachers and students. The 'instructor gap' is the numbers of educators at every education level waiting to be enlisted to accomplish all inclusive enrollment while guaranteeing that the normal student/instructor proportion does not surpass a set target level. Satisfactory education services and learning conditions are vital not exclusively to protect learner's well-being and prosperity additionally to satisfy their entitlement to instruction.

It is not about only enrolments; it is multifold agenda for enhancing the quality education. School framework alludes to an extensive variety of components, including light and ventilation, protection, furniture, slates, and labs. The detailing of foundation guidelines and presentation of observing instruments at the national, and at times global level have advanced. Enhancing cleanliness, water and sanitation facilities in educational institutions can have noteworthy beneficial outcomes on well-being and instruction results.

Leaving no one invisible and disadvantaged, reviving a call for new motivation, won't be addressed exclusively by a multiplication of disparity measures. Likewise, it necessitates a coordinated push to screen the policy sought after by Pakistan to address education impediment, including approaches outside education. The data gaps to be filled by financing data revolution and maintain the use of data, statistics and policy coherence for eliminating the gender disparities among disable, vulnerable, male/female, urban/rural and among the rich and low class. Setting and accomplishing goals, assessing, subsidizing and follow up the review of the national strategies for Pakistan and at disaggregated level. The policy for all, living anywhere in Pakistan as there is “**no one size fits all**”. A mechanism is required to enable Pakistan to gather and think about achieving these goals and to move on the way to progress where male and female contributes its part. To be counted makes children visible and make it possible to address their needs and advance their rights in Pakistan through next 13 years.

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