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STATISTICS & TRENDS 2023-24

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PIE extends its deepest appreciation to the leadership of the Ministry of Federal Education and Professional Training, whose guidance and commitment shaped the strategic direction of this report. The stewardship, policy direction, and sustained support provided by Federal Minister, Minister of State, Parliamentary Secretary, and Federal Secretary Education has been instrumental in strengthening the evidence base for girls' education and advancing a data-driven approach to sector reforms.

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List of **ABBREVIATION**

Abbreviation	Definition
AEPAM	Academy of Educational Planning and Management
AIOU	Allama Iqbal Open University
AJ&K	Azad Jammu and Kashmir
ALP	Alternate Learning Pathway
ANER	Adjusted Net Enrolment Rate
ASC	Annual School Census
B. Ed.	Bachelor of Education
B. S. Ed.	Bachelor of Science in Education
C.T	Certificate in Teaching
DARE	Data and Research in Education
DHS	Demographic and Health Surveys
DSF	Data Standardisation Framework
E&SED	Elementary and Secondary Education Department
ECCE	Early Childhood Care and Education
ECE	Early Childhood Education
EFA	Education For All
EMIS	Education Management Information System
ETR	Effective Transition Rate
FCDO	Foreign, Commonwealth and Development Office
FDE	Federal Directorate of Education
FFA	Education 2030 Framework for Action
GB	Gilgit Baltistan
GDP	Gross Domestic Product
GEM	Global Education Monitoring
GER	Gross Enrolment Ratio
GIR	Gross Intake Ratio
GIS	Geographical Information System
GPS	Geographic Positioning System

Abbreviation	Definition
HEC	Higher Education Commission
HIES	Household Integrated Economic Survey
INGO	International Non-Government Organisation
IPEMC	Inter-Provincial Education Ministers Conference
JICA	Japan International Coordination Agency
KP	Khyber Pakhtunkhwa
M.A.	Masters in Arts
M. Ed.	Masters in Education
M. Phil.	Masters in Philosophy
M. Sc.	Masters in Science
MF	Malala Fund
NMD	Newly Merged District
NODP	National Open Data Portal
NSIS	National Skills Information System
OOSC	Out-of-School Children
OOSR	Out-of-School Rate
PBS	Pakistan Bureau of Statistics
Ph.D.	Philosophy Doctorate
PIE	Pakistan Institute of Education
PES	Pakistan Education Statistics
PSLM	Pakistan Social and Living Standards Measurement
PTC	Primary Teaching Certificate
TR	Pupil-Teacher Ratio
SDG-4	Sustainable Development Goal 4
TechCOM	Technical Committee
TIMSS	Trends in International Mathematics and Science Study
TVET	Technical and Vocational Education and Training
UIS	UNESCO Institute for Statistics
UNESCO	United Nations Educational Scientific and Cultural Organization

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PAKISTAN INSTITUTE OF EDUCATION

Message from
Federal Education Minister

This “Girls Education in Pakistan: Statistics and Trends 2023-24” thematic report distils where Pakistan is making headway and where implementation must accelerate. The findings are practical: expand early childhood education that reaches girls in rural communities; remove transition bottlenecks between primary, middle and secondary; and equip adolescent girls with pathways into TVET and higher education. Our focus is on service delivery including school infrastructure that is safe and inclusive, female teacher availability, and data-guided targeting of stipends and transport solutions. I appreciate PIE's role in transforming administrative data into actionable intelligence. With provinces, districts and communities, we can sustain momentum so that girls remain in school and transition into learning, skills and work.

Message from
Minister of State

Pakistan's progress depends on unlocking the full potential of every girl. The Girls Education in Pakistan: Statistics and Trends 2023-24 report translate raw numbers into a clear call to action: to ensure that girls not only enter school but advance confidently through middle and high grades and transition to higher education and skills. Provinces have expanded access at the primary level and we are witnessing encouraging gains in girls' participation in university. Our response is comprehensive—invest in safe and proximate schools, deploy and upskill female teachers, strengthen foundational learning and targeted stipends, and align community support with provincial delivery. Through the Inter-Provincial Education Ministers Conference (IPEMC), we will back data-driven strategies that protect the learner's journey end-to-end. Together we will deliver on Article 25-A and SDG-4 by ensuring every girl can learn, thrive and lead.

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Message from
Parliamentary Secretary

The “Girls Education in Pakistan: Statistics and Trends 2023-24” report is an important contribution to our national efforts to ensure that every girl in Pakistan has access to quality, equitable, and safe learning opportunities. This report provides critical evidence on the progress, challenges, and disparities that shape girls' educational outcomes across provinces and regions. Such data-driven insights are essential for guiding informed decision-making, strengthening accountability, and prioritizing interventions where they are most urgently needed. The Government of Pakistan remains fully committed to advancing girls' education as a national priority and as a cornerstone for social and economic development.

Message from
Federal Education Secretary

It is with profound commitment that I present the "Girls' Education in Pakistan: Statistics and Trends 2023-24" report which offers an invaluable, evidence-based lens through which to view our progress, challenges, and the road ahead. This report is more than a compilation of statistics. It is a mirror reflecting the realities on the ground. It highlights the bright spots where interventions are working and, with equal clarity, illuminates the areas demanding urgent, targeted policy action and resource allocation. The Government of Pakistan remains steadfast in its resolve to translate the constitutional guarantee of education for all into a lived reality for every girl child. The insights from this report shall be used to refine our strategies, scale successful models, and forge stronger partnerships. Let us recommit ourselves, with renewed vigor and data-driven precision, to ensuring that no girl in Pakistan is left behind.

PAKISTAN INSTITUTE OF EDUCATION

Message from
Director General, PIE

The Pakistan Institute of Education's mandate is to produce reliable, comparable and timely statistics to inform policy and practice. This report illuminates the girls' education trajectory: enrolment patterns, transitions, equity, learning, and links to skills and work. We have combined administrative datasets with survey evidence and standardised indicators.

We gratefully acknowledge the leadership of the Ministry of Federal Education and Professional Training and the guidance of the Inter-Provincial Education Ministers Conference (IPEMC). We thank provincial education departments and EMIS teams for data provision and validation; the Pakistan Bureau of Statistics for survey and census data; and our development partners for technical support. Within PIE, the MIS Wing led compilation and quality assurance, with inputs from analysts and subject specialists.

Executive Summary

This Girls' Education in Pakistan: Statistics and Trends 2023-24 report presents an integrated view of progress in infrastructure, quality, and teaching workforce alongside persistent structural gaps in access, quality, inclusion, and regional equity. Policy action should prioritize an early start, safe and resourced schools, trained teachers, and targeted measures at key dropout points in adolescence.

Early brain development and school readiness. While maternal and child health services have improved, large provincial gaps persist, leaving many girls without access to these services, especially in Balochistan and parts of Sindh. Malnutrition indicators show persistent risk: stunting has declined nationally but remains high at 38%, and wasting has fallen to 7%, with slightly less prevalence in girls than boys. Preschool access is also low and gender-skewed with only 34% of girls participating one year before primary compared to 36% of boys with major regional disparities from 87% in ICT to just 17% in Balochistan. Although many girls entering Grade 1 report some ECE exposure, these rates vary sharply by region.

School inputs. The number of schools per thousand children declined nationally from 2.56 to 2.2 from 2018-19 to 2023-24, signalling that population growth has outpaced the expansion of educational facilities. Khyber Pakhtunkhwa and Balochistan maintain higher school-to-child ratios due to dispersed populations, Punjab and Sindh have experienced sharper declines due to dense population. ECE coverage remains limited at 32% nationally, with stronger provision in Punjab but negligible access in Sindh and Balochistan. Inclusive infrastructure features remain scarce as only 23% of schools have ramps and less than 1% have teaching aids for children with difficulties but still girls' schools are better served.

Enabling Environment. Pakistan's school infrastructure has strengthened in 2023-24 with girls' schools often better equipped than boys. 96% of girls' schools have proper buildings and 92% have toilets, both higher than boys' schools. These facilities directly support girls' safety, dignity, and regular attendance. Drinking-water access also favours girls' schools (82% girls' schools vs. 73% boys' schools). Availability of Boundary walls in public schools (86% girls vs 70% boys) and Electricity (75.2% girls' schools vs 58.3% boys') show similar patterns. Provincial disparities are prominent with Punjab and ICT approaching near-universal coverage while regions like Balochistan and AJ&K continue to lag far behind.

Teachers and classroom quality. Most public-school teachers possess professional credentials, with B.Ed./B.S.Ed. as the dominant pathway and a sizable M.Ed. cadre in which women slightly predominate. Nonetheless, nearly one in ten teachers is untrained, and only 33% report pedagogical training; ECE-specific training is scarce (13% of girls' schools have ECE-trained teachers,

ranging from 32-34% in ICT/Punjab to 2–7% in Sindh/KP/Balochistan). Training for inclusion is exceptionally low (#1% of teachers) but still better in girls' schools. Single-teacher primary schools remain widespread (24% nationally), with especially high rates in Sindh (45%), Balochistan (41%), and rising in Gilgit-Baltistan (37%). These gaps such as limited pedagogy, minimal ECE specialization, and insufficient staffing are binding constraints on instructional quality and girls' learning trajectories.

Technology for learning. Digital readiness is limited. Only 19% of schools have digital facilities for students, with stark provincial contrasts (Sindh around 54%, Punjab 8%, KP/Balochistan ~1% with girls' and boys' schools equally served). Internet access for pedagogy is 3.9% nationally, with ICT a notable outlier at ~54%. Without rapid investments in connectivity, devices, and teacher capacity, technology will continue to widen rather than bridge opportunity gaps for girls, particularly in remote areas.

Investment in Education. Pakistan's education financing has weakened, with the national education share falling from 13% to 11% and most provinces reducing allocations, particularly Punjab and Sindh, while AJK remained stable. Development spending showed limited growth, as budgets remained heavily dominated by recurring expenditures, except for a notable federal shift toward development. Despite these constraints, overall budget utilization remained strong at 94%, with improvements in Punjab, Sindh, and Balochistan, though KP experienced a significant decline. Overall, provinces demonstrated reasonable execution capacity, but declining prioritization of education remains a key concern.

Participation, progression, and equity. The out-of-school rate for ages 5–16 is 36% (boys 32%, girls 39%) while translates to 12 million boys and 13.4 million girls. Gross enrolment ratio for girls achieved parity in school education except high stage where Gender Parity Index stands at 0.93. Progression signs are encouraging where girls' survival to Grade-V rose to 89% in 2023–24 (75% in 2019-20) and their transition from primary to middle is 91% (82% in 2019-20) and middle to secondary 97% (90% in 2019-20). Children with functional difficulties remain largely invisible in enrolment data, except relatively better identification in Punjab and ICT—pointing to systemic under-identification elsewhere. Refugee children account for 0.38% of enrolment overall, concentrated in KP and Balochistan.

Learning outcomes. National Achievement Test (NAT) 2023 Grade-4 results reveal that girls consistently outperform boys across all tested subjects. Girls achieved higher scores in English (59.2% vs. 53.0%), Foundational Literacy (90.2% vs. 86.4%), Mathematics (50.2% vs. 48.6%), and Urdu/Sindhi (71.2% vs. 65.1%). By Grade-8, girls scored 42.5% in Mathematics and 54.1% in science compared to 40.6% and 48.4% respectively among boys. The results highlight that while both genders face learning challenges in middle grades, girls maintain stronger achievement levels across subjects, reflecting greater consistency and retention of learning.

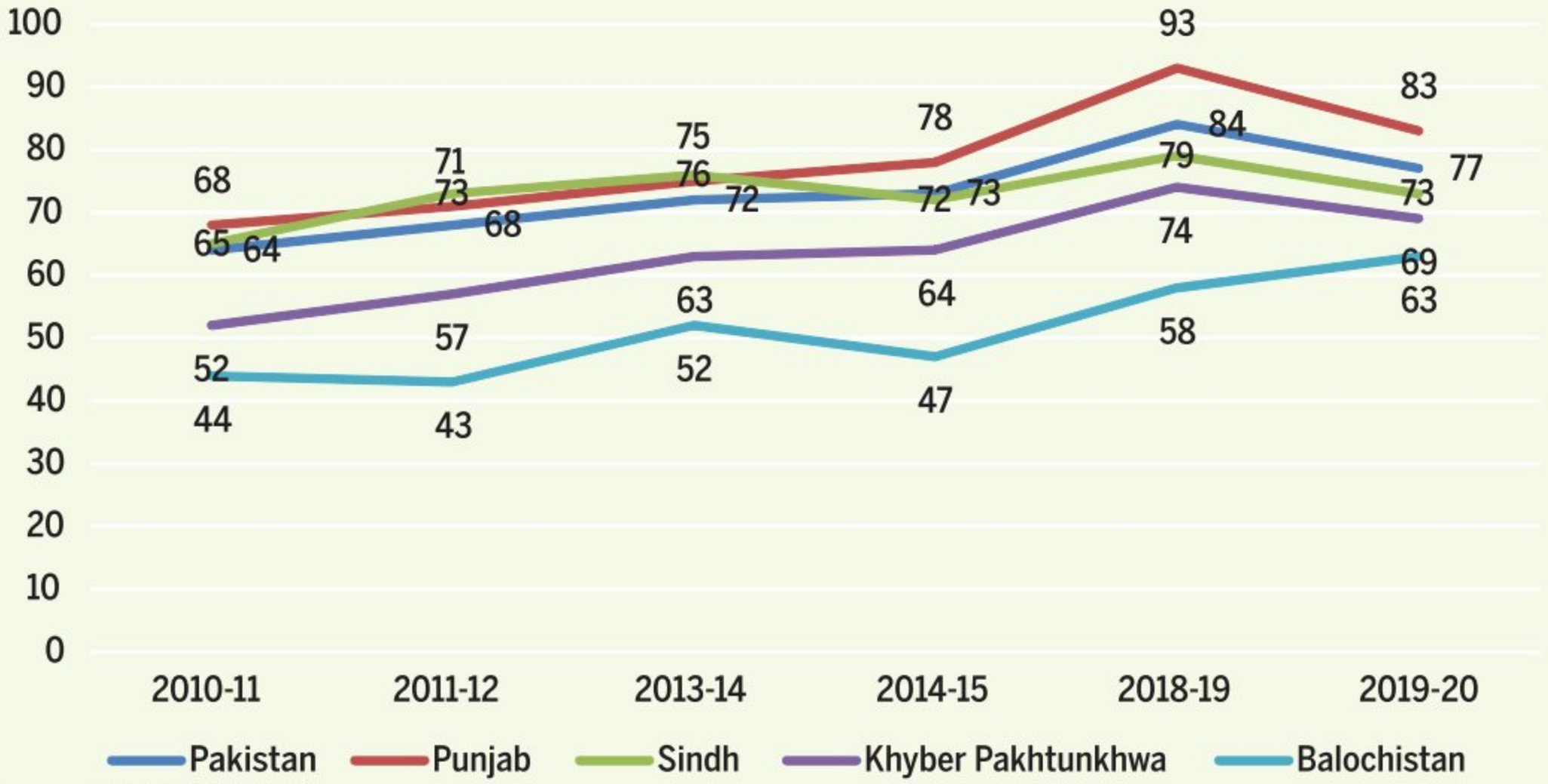
Human capital and skills. Adult literacy stands at 58% (men 66%, women 49%), with the lowest female literacy in KP and Balochistan. Educational attainment (upper secondary or more, ages 25+) mirrors this pattern—58% nationally (men 68%, women 48%), highest in ICT, lower in KP/Balochistan. In higher education, women are approaching parity at bachelor's and master's levels, but remain fewer in doctoral studies. In technical and vocational education, women constitute roughly one-third overall and are under-represented in technical streams; ICT and Gilgit-Baltistan have encouraging representation while KP and Balochistan show the widest gaps. Digital skills in the general population remain basic, and female labour force participation is just 24% (vs. 80% for men), indicating weak returns to girls' education without supportive transitions to work.

01 Early Brain Development

1.1. Prenatal and Postnatal Care

The available data on prenatal care shows both progress and persistent inequalities. At the national level, there has been steady improvement, with the share of women receiving prenatal consultations rising from 65% in 2010–11 to a peak of 84% in 2018–19, before dipping slightly to 77% in 2019–20. Across provinces, Punjab has emerged as the strongest performer from 68% in 2010–11 to 83% in 2019–20. Sindh also records gains, rising from 64% to 79% over the same period, although it too experienced a reduction to 73% by 2019–20. Khyber Pakhtunkhwa demonstrates progress from 52% in 2010–11 to 69% in 2019–20. Balochistan, however, lags significantly behind, starting from just 44% in 2010–11 and reaching 63% in 2019–20.

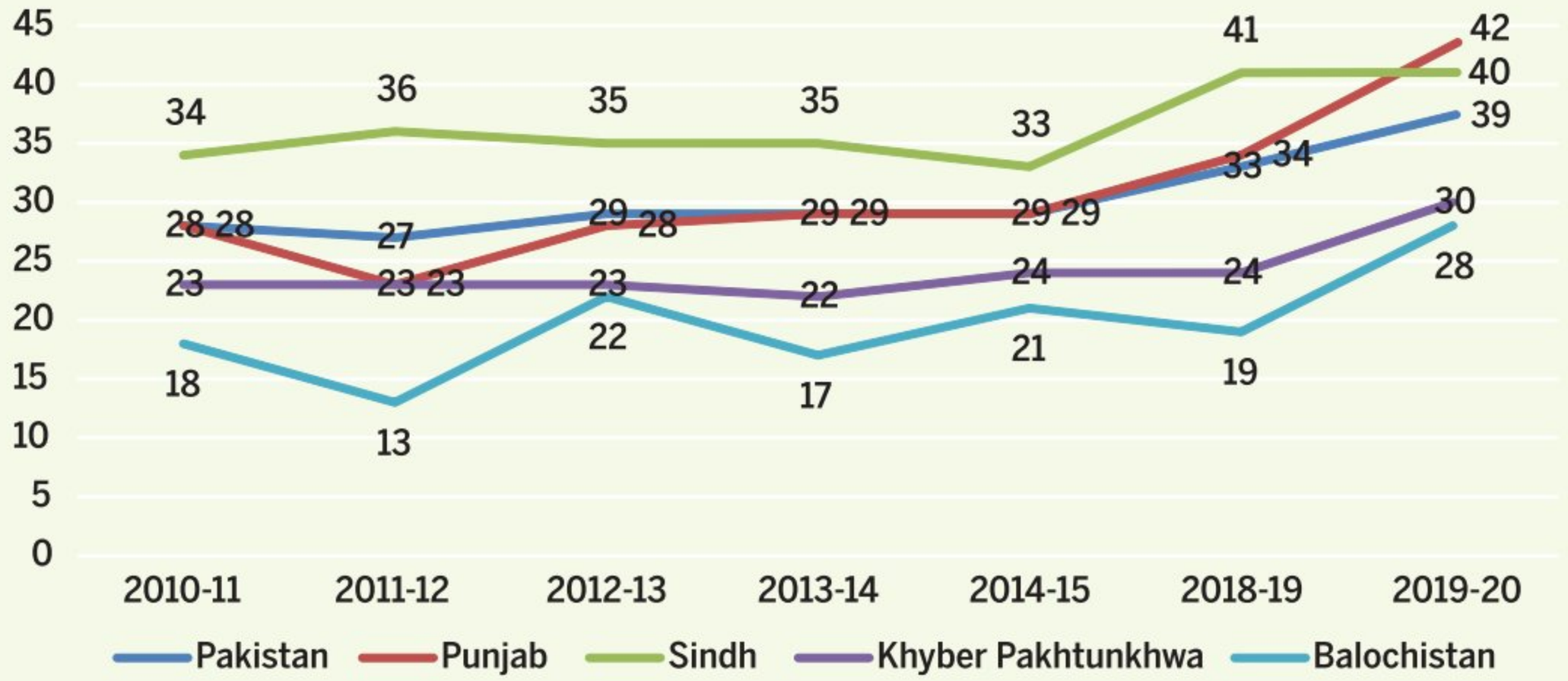
Figure 1: Prenatal care: Percentage of women who have given birth in the last 3 years and sought consultation during their last pregnancy



Source: PSLM 2010-2019

The slight decline observed nationally and across multiple provinces in 2019–20 signals potential setbacks, possibly linked to disruptions in health service delivery or wider socioeconomic constraints. Ensuring equitable access to maternal health services, especially in underperforming regions like Balochistan, remains a critical policy priority to safeguard maternal and child health outcomes.

Figure 2: Postnatal care: Percentage of mothers and babies who received postnatal care visits within six weeks of childbirth



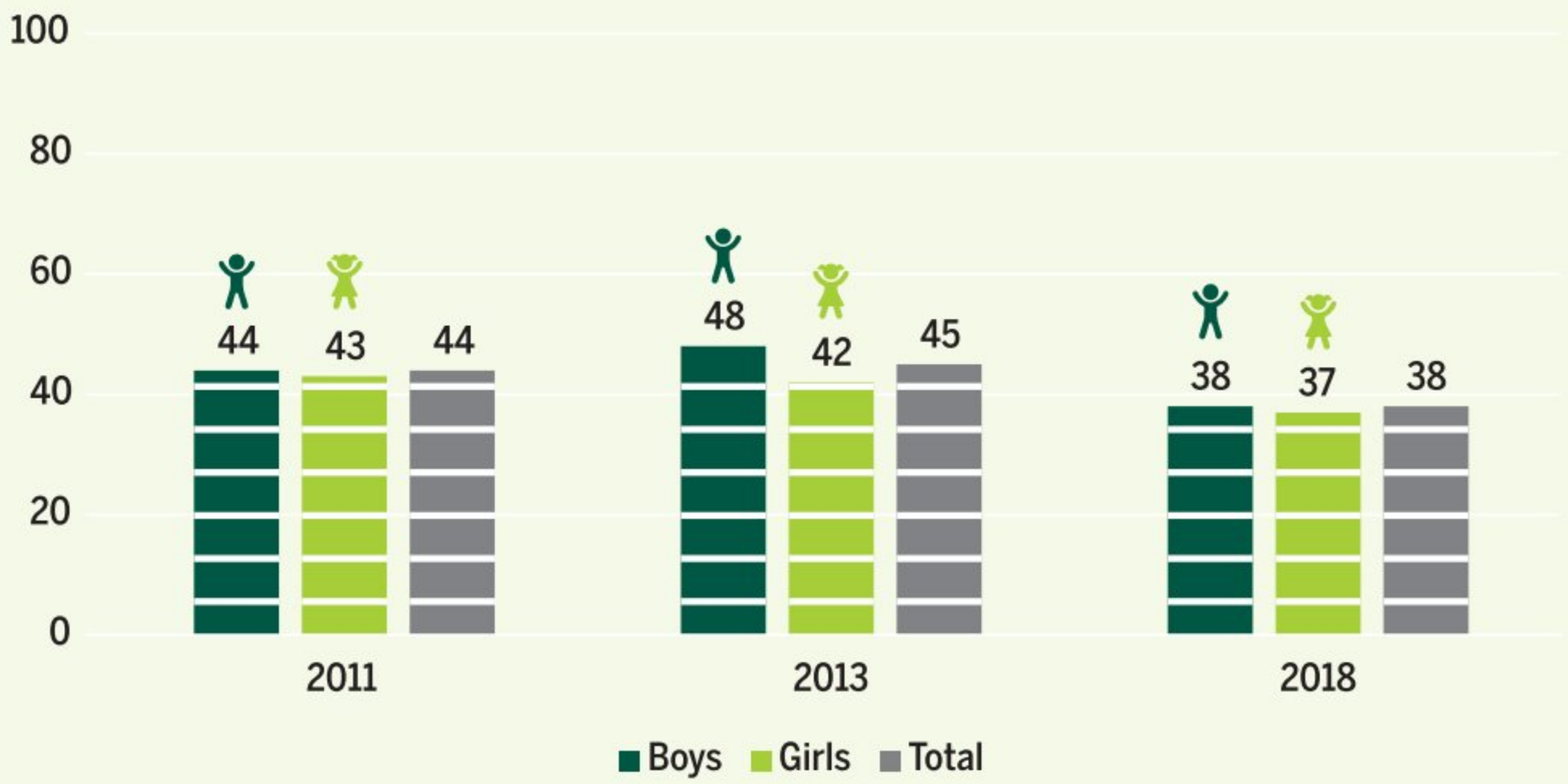
Source: PSLM 2010-2019

Expanding access to timely postnatal care, especially in underserved regions, is critical to reducing maternal and neonatal health risks and ensuring equitable health outcomes across Pakistan. The trends show that while there has been steady improvement in women's access to postnatal care, progress remains uneven. At the national level, women's access to timely postnatal consultations rose from 28% in 2010-11 to 39 percent in 2019-20 showing gradual progress. Punjab has a similar trend from 28% in 2010-11 to 42% in 2019-20, representing one of the most significant gains among provinces. Sindh consistently performs better than other regions reaching a peak of 41% in 2018-19 before stabilizing at 40% in 2019-20. Khyber Pakhtunkhwa shows slower progress, starting at 23% in 2010-11 to 30% by 2019-20. Balochistan remains the weakest performer, with 18% in 2010-11 to 28% by 2019-20.

1.2 Stunting and Wasting

Stunting remains a significant issue in Pakistan, with more than one-third of children under five affected in 2018. While boys consistently show a slightly higher prevalence than girls, the gender gap is not large, and both groups follow a declining trend.

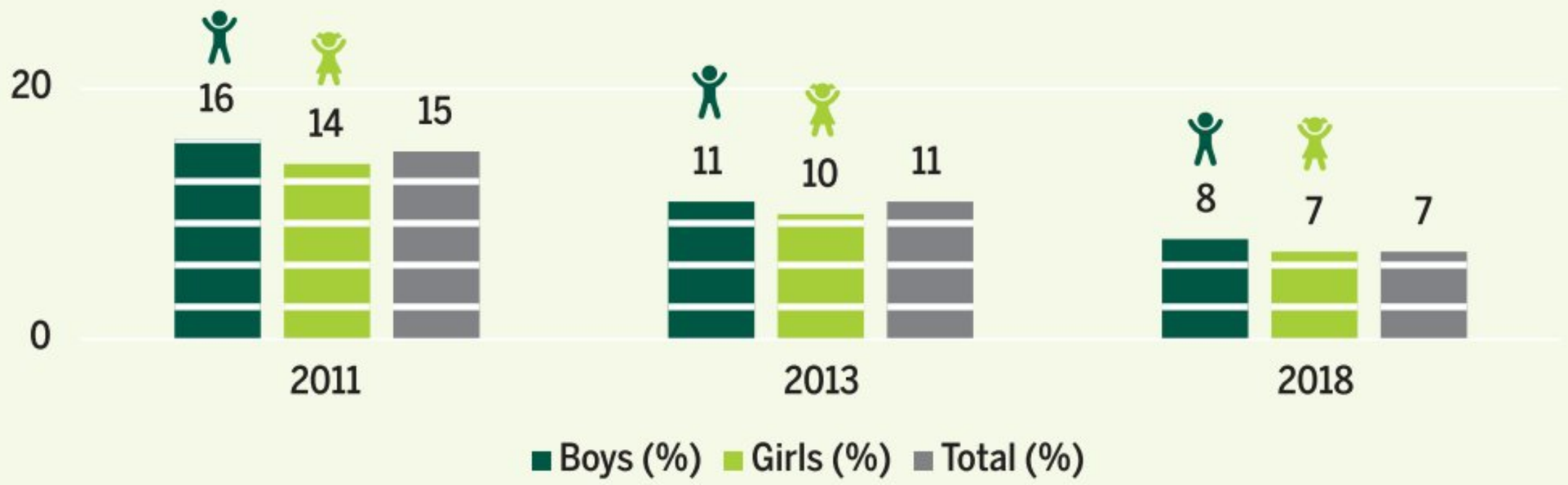
Figure 3: Prevalence of stunting in Pakistan, height for age - % of children under 5



Source: WHO Data Portal 2011-2018

In 2011, stunting affected 44% of boys and 43% of girls, with an overall prevalence of 44%. By 2018, both boys and girls experienced reductions, with stunting falling to 38% among boys and 37% among girls, resulting in a national prevalence of 38%.

Figure 4: Prevalence of wasting in Pakistan, weight - % of children under 5



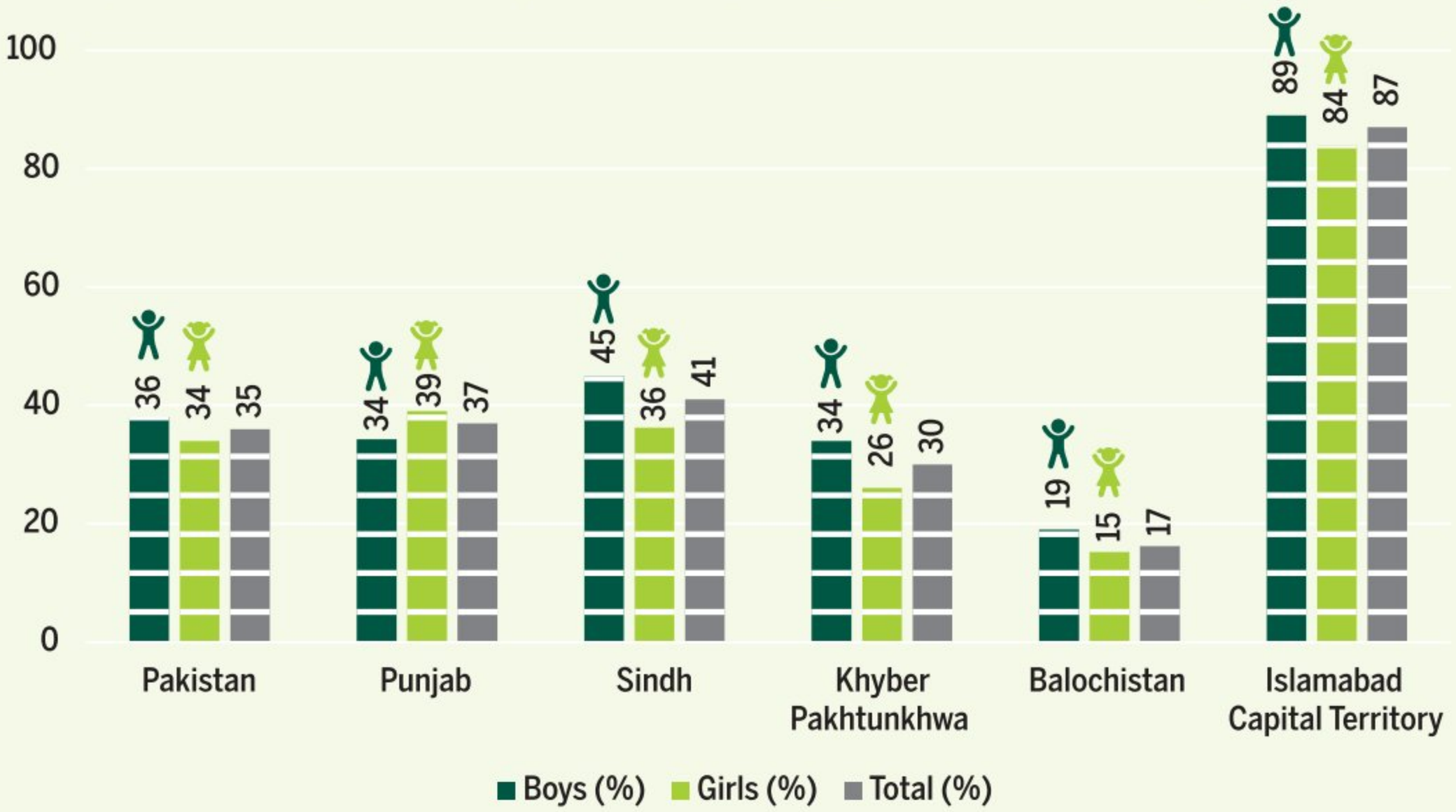
Source: WHO Data Portal 2011-2018

The prevalence of wasting among children under five has declined steadily from 2011 to 2018. In 2011, 16% of boys and 14% of girls were affected, with an overall rate of 15%. In 2018, wasting dropped further to 8% among boys and 7% among girls, with a national prevalence of 7%. Girls consistently show slightly lower rates of wasting than boys. The overall decline in prevalence of wasting from 15% to 7% indicates strong progress, but the persistence of wasting highlights the need for sustained nutrition interventions, especially to address acute undernutrition risks in vulnerable children.

1.3. Preschool Participation

The participation of children in organized learning one year before entering primary education remains limited across Pakistan, with notable gender disparities. While boys generally record slightly higher participation rates than girls, the gap is not uniform and varies considerably across regions. At the national level, 36% of boys and 34% of girls participate in organized learning one year before primary education, yielding an overall rate of 35%. This shows that, on average, girls are somewhat less likely than boys to access pre-primary education.

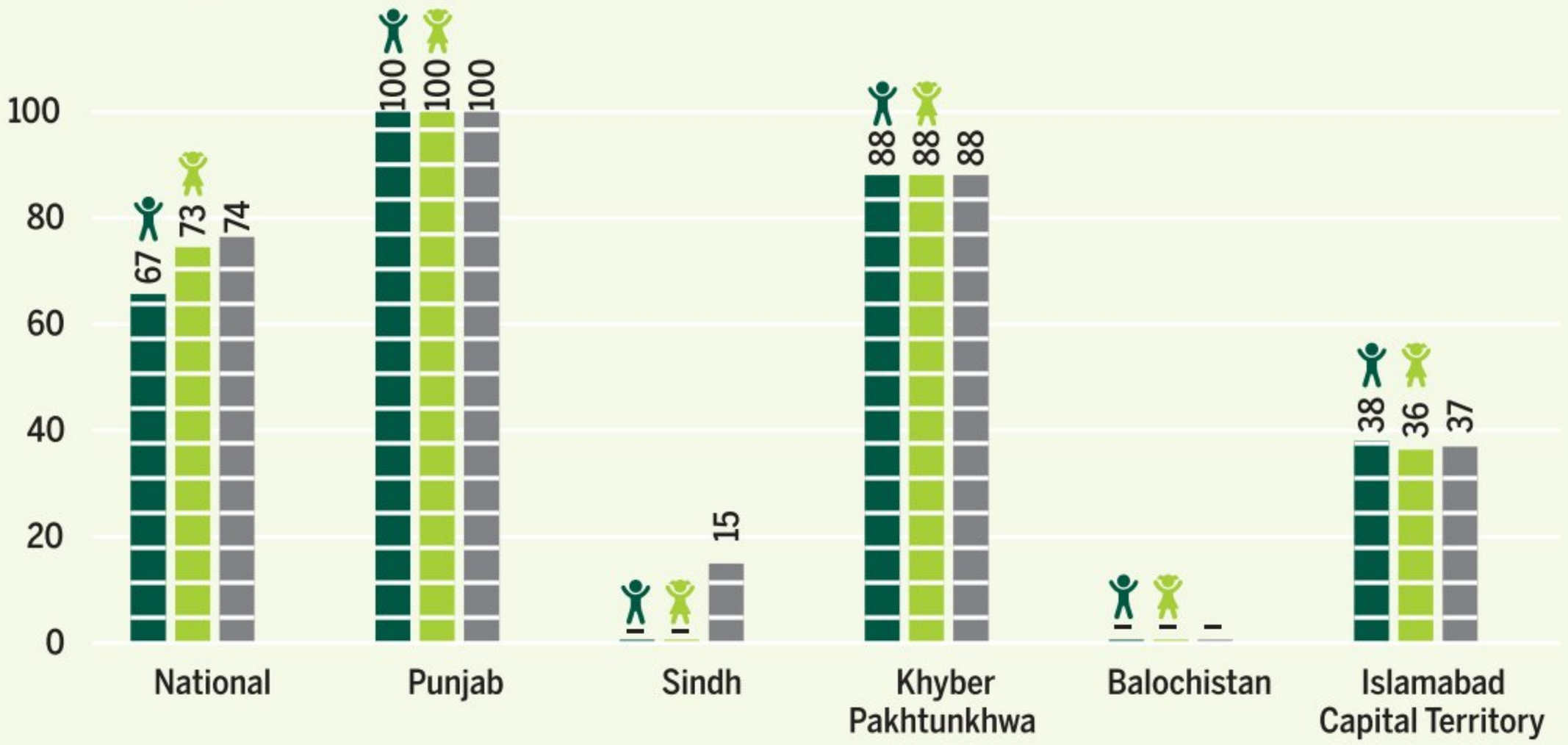
Figure 5: Participation rate in organised learning - one year before the official entry age in primary



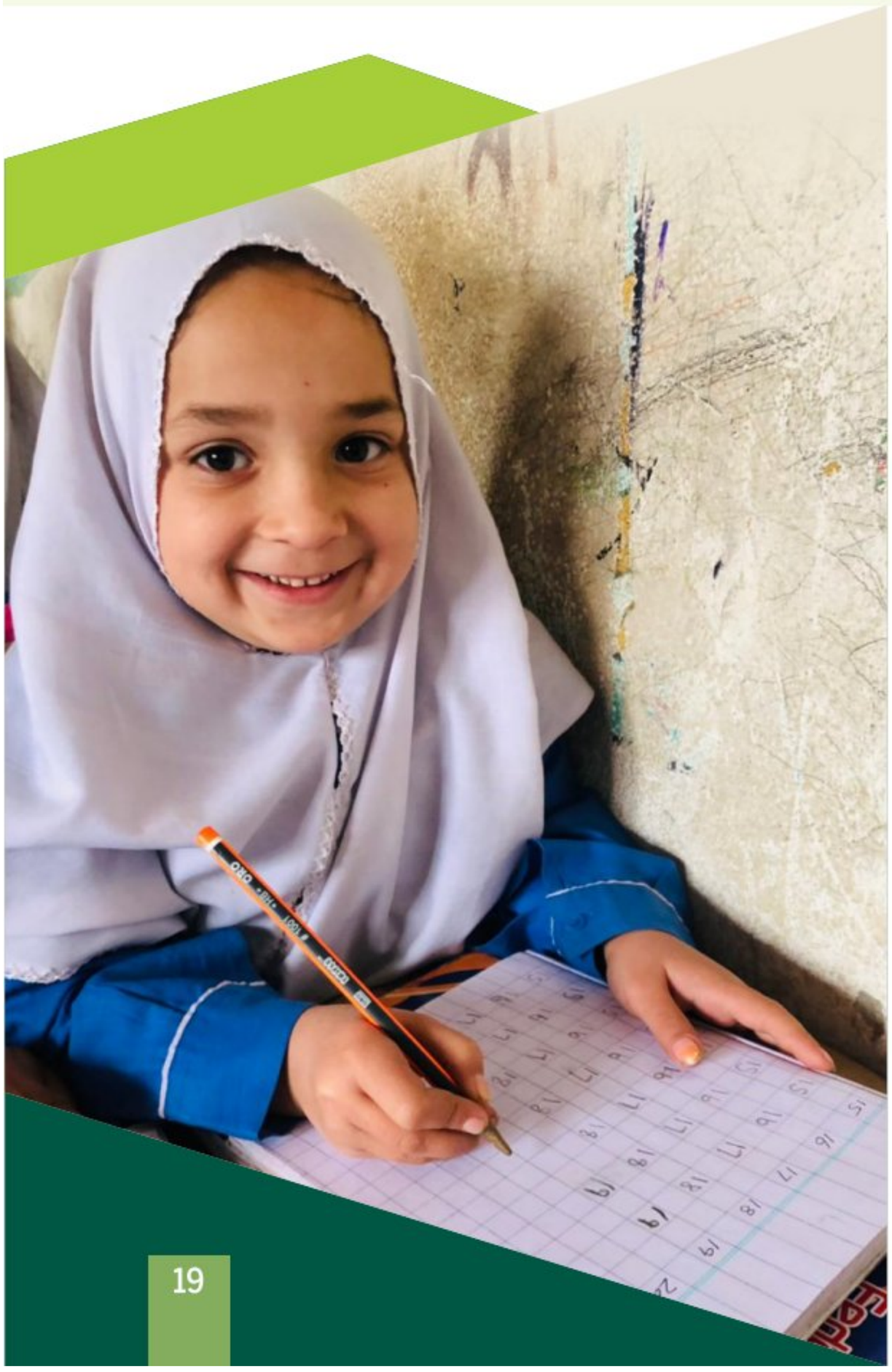
Source: PES 2023-24

At the provincial level, Punjab reflects a similar pattern, with 34% of boys compared to 39% of girls, leading to a combined participation rate of 37%. In Sindh, the disparity is more visible: 45% of boys versus 36% of girls, with an overall rate of 41%. Khyber Pakhtunkhwa demonstrates both low coverage and a significant gender gap, with only 34% of boys and 26% of girls participating, giving a combined rate of 30%. Balochistan has the weakest participation, with 19% of boys and 15% of girls highlighting acute limitations in access for both genders. By contrast, participation rates in ICT are exceptionally high, with 89% of boys and 84% of girls enrolled, averaging 87% overall.

Figure 6: Percentage of new entrants to Grade 1 of public schools with ECE experience



Source: PES 2023-24



At the national level, 67% of boys and 73% of girls entering Grade 1 in public schools had prior ECE experience. This is a favorable situation for girls to have benefitted more from pre-primary learning than boys.

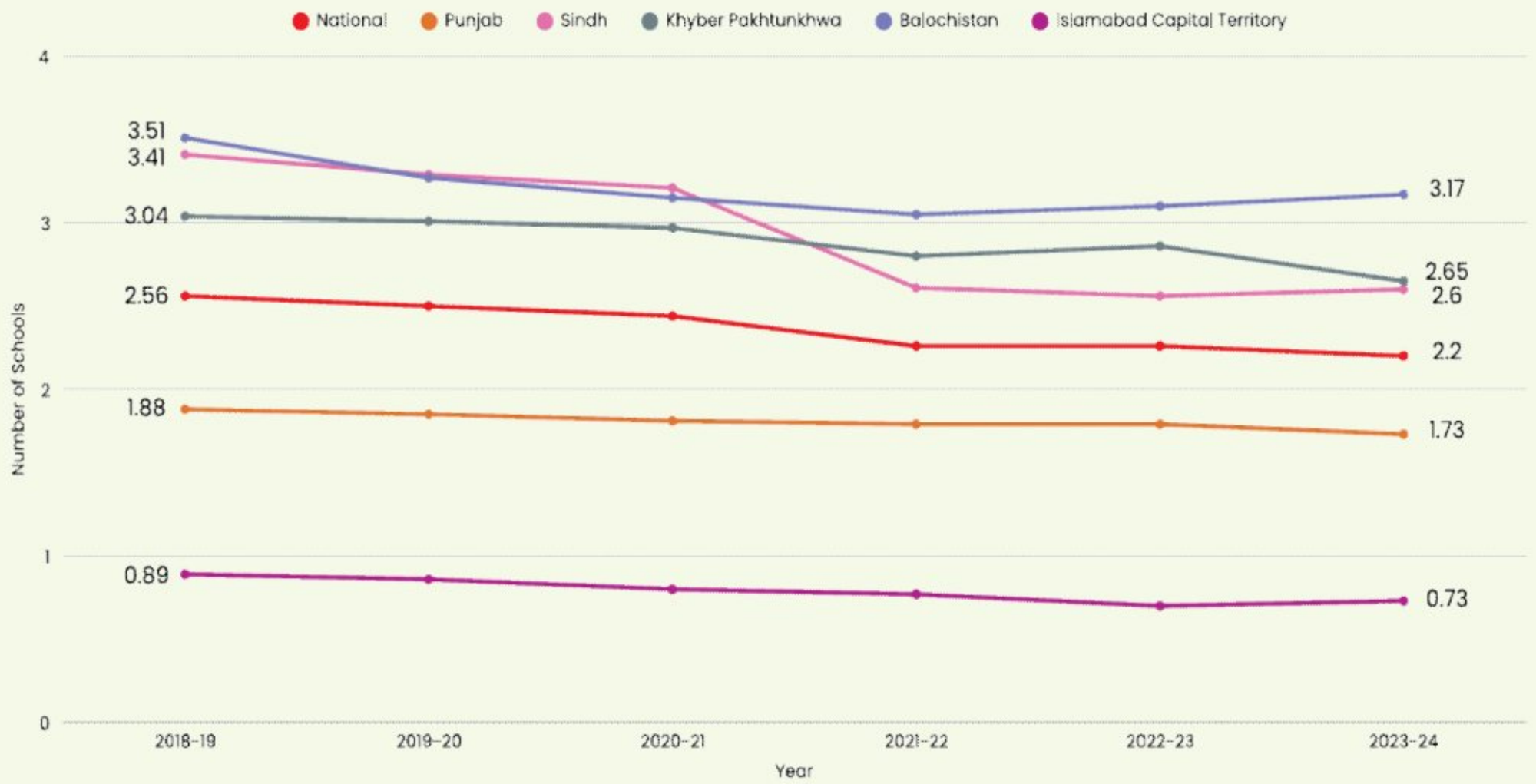
At the provincial level, 100% of both boys and girls in Punjab entering Grade 1 have ECE exposure, ensuring universal coverage without a gender disparity. In Khyber Pakhtunkhwa, 88% of both boys and girls entering Grade 1 had ECE experience reflecting parity. Sindh shows a concerning situation, where 15% students (gender bifurcation not available) are reported to have ECE experience among Grade 1 entrants. ICT reported 38% of boys and 36% of girls in grade 1 have ECE experience.

02 Input

2.1 Infrastructure

The number of schools per thousand children in Pakistan has shown a gradual decline over the period from 2018-19 to 2023-24, decreasing from 2.56 to 2.2. This trend indicates that while the child population has continued to grow, the expansion of school infrastructure has not kept pace, resulting in fewer schools available relative to the number of children.

Figure 7: Number of schools* per 1000 children aged 5-16

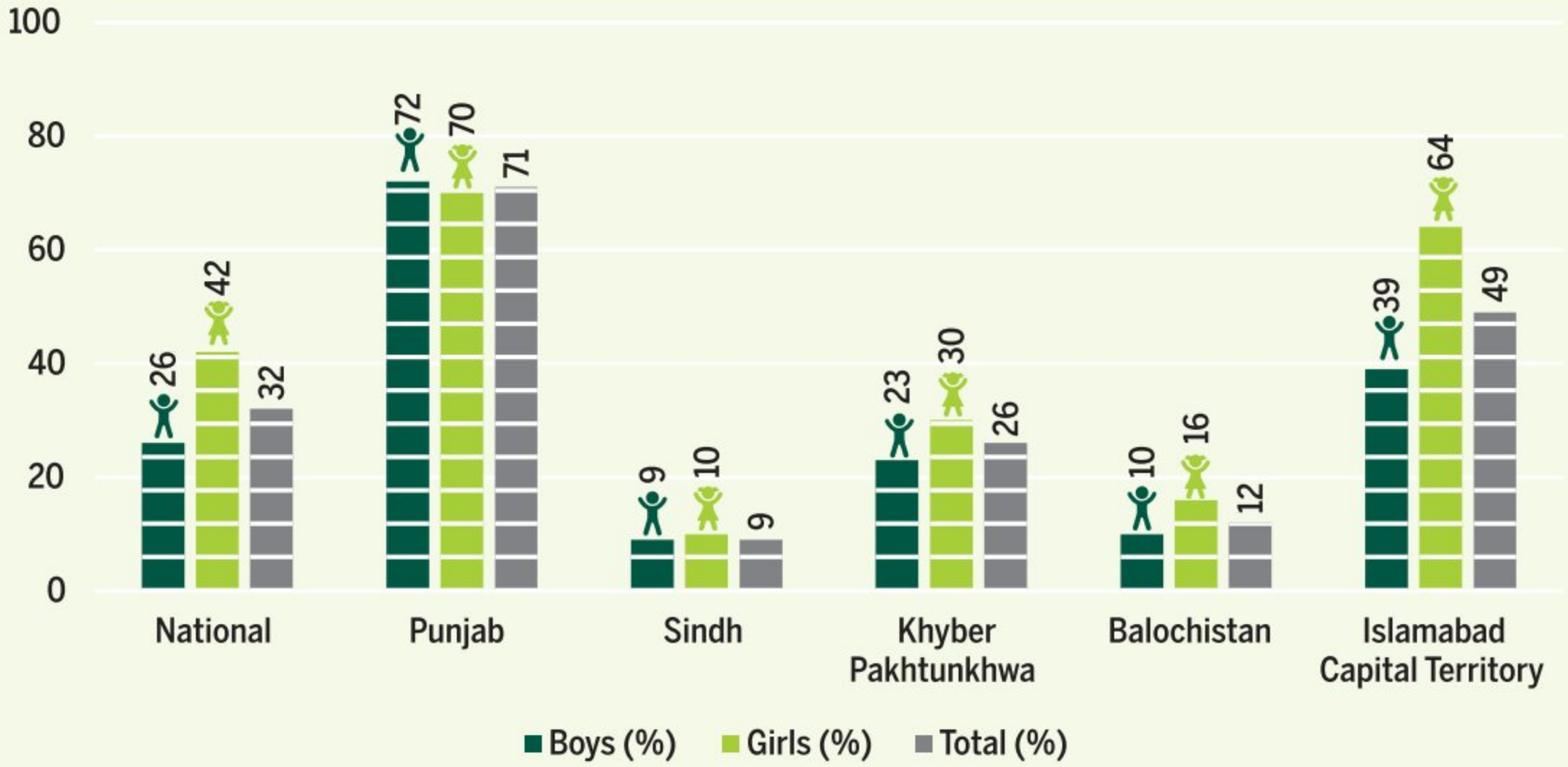


*** Public, other-public and education foundations schools**
Source: PES 2018-2024

Among provinces, Balochistan maintains the highest ratio, though it declined from 3.51 to 3.17 reflecting spread of schools across sparsely populated areas.KP also reports a high ratio, falling

from 3.04 to 2.65, Sindh, on the other hand, experienced a sharper reduction from 3.41 to 2.6, pointing to growing pressure on school access relative to the child population. Punjab's ratio declined from 1.88 to 1.73 while ICT recorded the lowest ratio, dropping from 0.89 to 0.73. The downward trend across all regions suggests an increasing burden on existing schools and highlights the need for renewed investment and population-responsive planning to ensure equitable access to education nationwide.

Figure 8: Percentage of public primary schools with ECE facilities

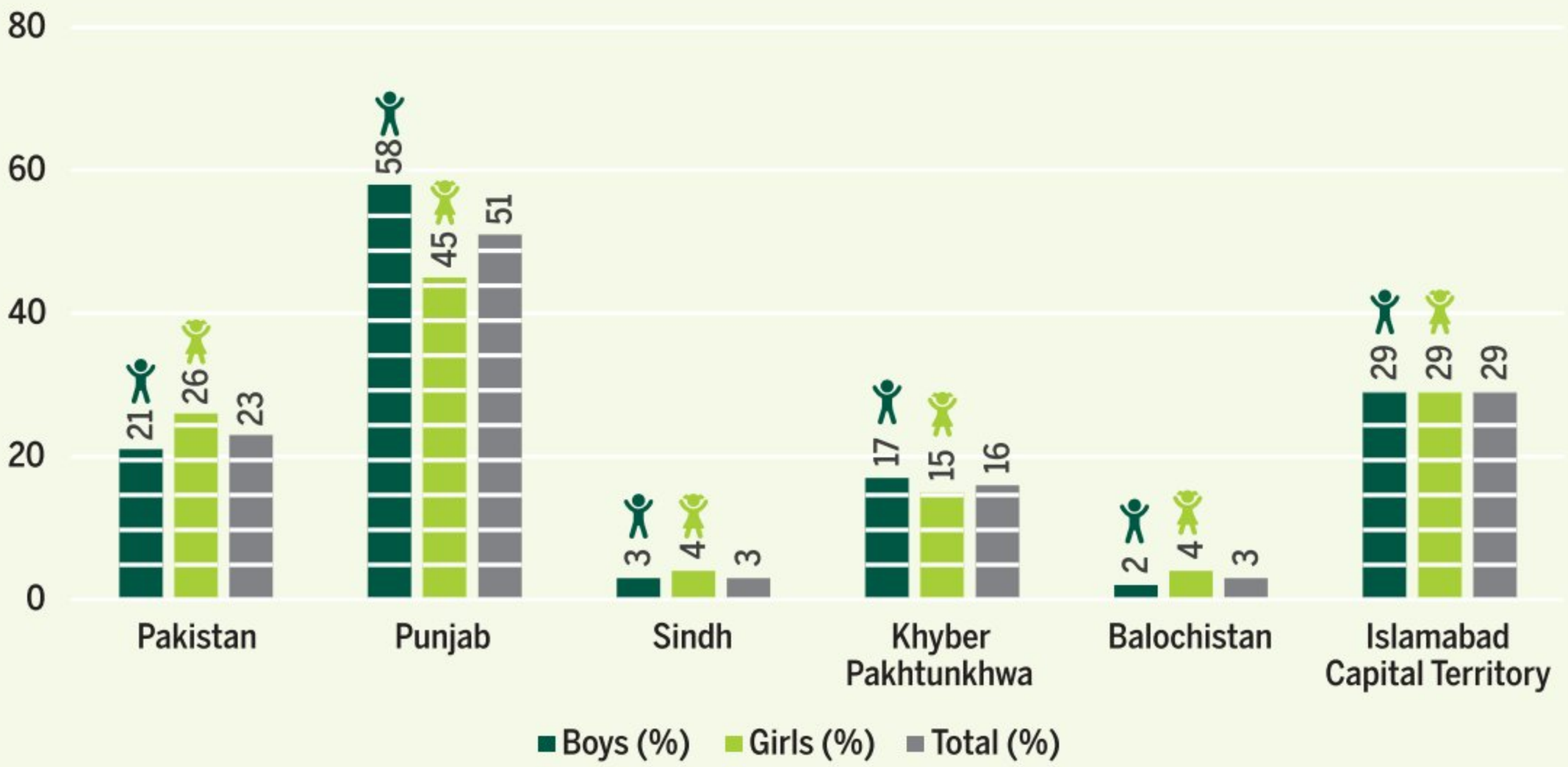


Source: PES 2023-24

Girls' public primary schools generally show better access to ECE facilities than boys' schools nationwide though overall coverage remains limited. At the national level, 26% of boys' public primary schools are equipped with ECE facilities compared to 42% of girls' schools, averaging 32% overall.

In Punjab, 72% of boys' public primary schools and 70% of girls' public primary schools have ECE facilities, averaging 71%. The gap is minimal, reflecting balanced provision. In Sindh, 9% of boys' public primary schools and 10% of girls' schools have ECE facilities. In Khyber Pakhtunkhwa, 23% of boys' schools and 30% of girls' schools are equipped with ECE facilities. In Balochistan, just 10% of boys' schools and 16% of girls' schools have ECE facilities. In ICT, 39% of boys' schools and 64% of girls' schools having ECE facilities.

Figure 9: Percentage of public schools with ramp facility



Source: PES 2023-24

Girls' schools are slightly better equipped with availability of ramp facility than boys' schools nationwide that is essential to ensure inclusive and equitable access for children with disabilities. Nationally, only 23% of public schools have ramp facilities, with 21% of boys' schools and 26% of girls' schools equipped. Punjab performs best, with 58% of boys' and 45% of girls' schools, averaging 51%. ICT follows, with 29% each for boys' and girls' schools. Khyber Pakhtunkhwa shows 17% of boys' and 15% of girls' schools while Sindh (3–4%) and Balochistan (2–4%) lag far behind.

Table 1: Percentage of public schools with daycare facility

	Boys	Girls	Total
Pakistan	1. 85%	2.80%	2.22%
Punjab	5.46%	5.08%	5.26%
Sindh	0.90%	1. 38%	1.01%
Khyber Pakhtunkhwa	0.17 %	0.45%	0.28%
Balochistan	0.00%	0.00%	0.00%
Islamabad Capital Territory	3.47%	14. 66%	8.91%

Source: PES 2023-24

Daycare facilities in public schools are almost non-existent nationwide, with only 2.22% of schools equipped (2.80% girls' public schools). Girls' schools generally have better access to day-care facilities than boys' schools, especially in ICT, but the extremely low coverage in all areas highlights the urgent need to expand daycare provision as part of inclusive and supportive education infrastructure.

Table 2: Percentage of public schools with teaching and learning aids for children with difficulties

	Boys	Girls	Total
Pakistan	0.72%	0.90%	0.80%
Punjab	2.21%	1.43%	1.80%
Sindh	0.01%	0.02%	0.01%
KhyberPakhtunkhwa	0.38%	0.69%	0.50%
Balochistan	0.09%	0.18%	0.12%
Islamabad Capital Territory	8.91%	13.61%	11.20%

Source: PES 2023-24

At the national level, only 0.80% of public schools are equipped with teaching and learning aids for children with difficulties. Girls' schools (0.90%) are slightly better equipped than boys' schools (0.72%) but the overall coverage is negligible. In Punjab, 2.21% of boys' schools and 1.43% of girls' schools have teaching and learning aids for children with disabilities. Sindh reflects almost no provision, with just 0.01% of boys' and 0.02% of girls' school. Khyber Pakhtunkhwa shows 0.38% of boys' and 0.69% of girls' schools equipped with this facility. Balochistan also reports negligible availability of aids in 0.09% of boys' and 0.18% of girls' schools. In ICT, 8.91% of boys' schools and 13.61% of girls' schools are equipped with teaching and learning aids for children with difficulties.

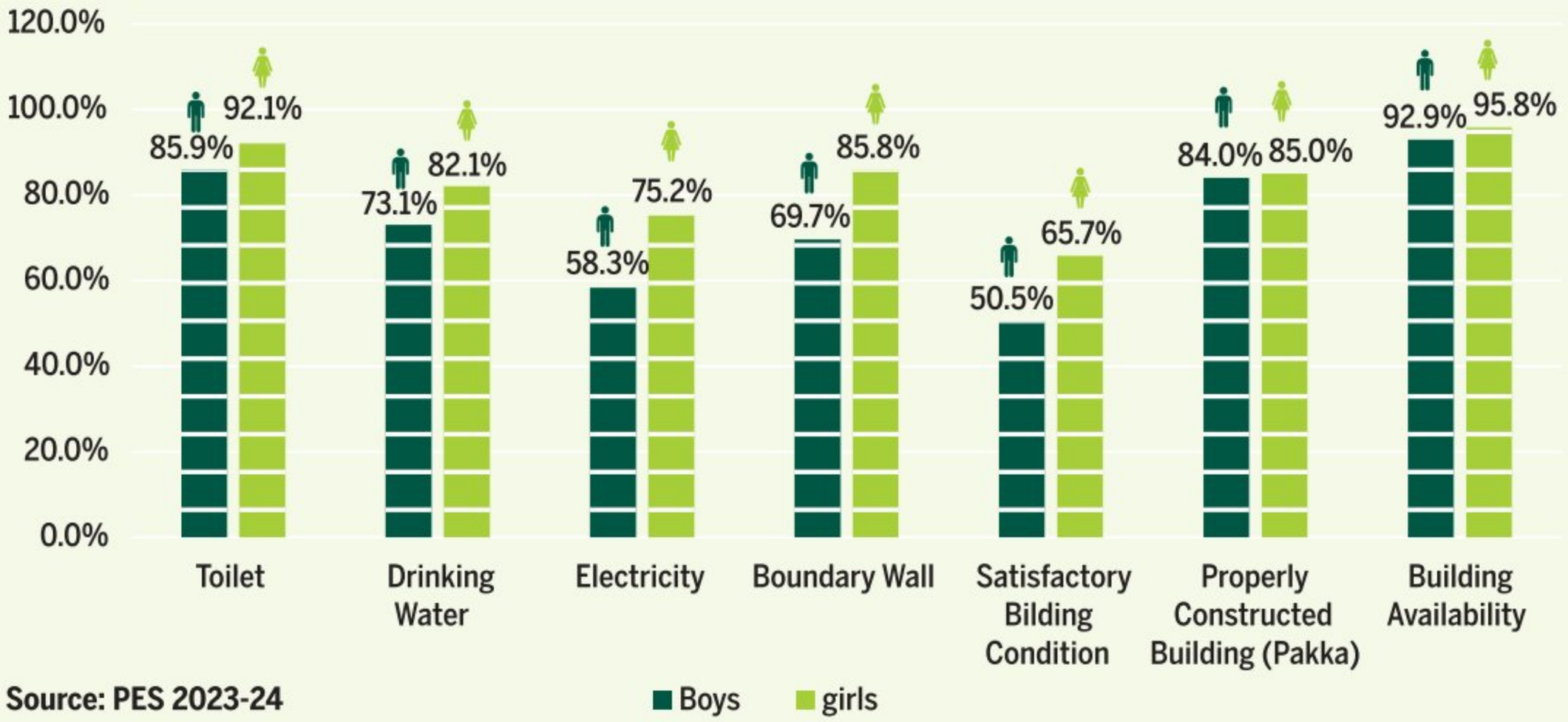
Table 3: Public schools with reported attacks

	Number			Percentage		
	Boys	Girls	Total	Boys	Girls	Total
Pakistan	118	88	206	0.14%	0.16%	0.15%
Punjab	0	0	0	0.00%	0.00%	0.00%
Sindh	62	21	83	0.20%	0.22%	0.20%
Khyber Pakhtunkhwa	47	55	102	0.23%	0.39%	0.29%
Balochistan	9	12	21	0.09%	0.25%	0.14%
IslamabadCapital Territory	0	0	0	0.00%	0.00%	0.00%

Source: PES 2023-24

The overall number/percentage of schools affected by attacks is very low nationally (206 schools and 0.15%), however, the gender dimension reveals a concerning pattern: girls' schools are consistently more likely to be attacked than boys' schools in provinces where incidents occur. Sindh and Khyber Pakhtunkhwa recorded the highest number of reported attacks. Sindh reported 83 schools (62 boys' and 21 girls'), with percentages of 0.20% for boys' and 0.22% for girls' schools. Khyber Pakhtunkhwa recorded 102 cases (47 boys' and 55 girls' schools), with 0.23% of boys' and 0.39% of girls' schools affected making it the province with the highest relative share of attacks on girls' schools. Balochistan reported 21 schools (9 boys' and 12 girls'), with 0.09% of boys' and 0.25% of girls' schools affected.

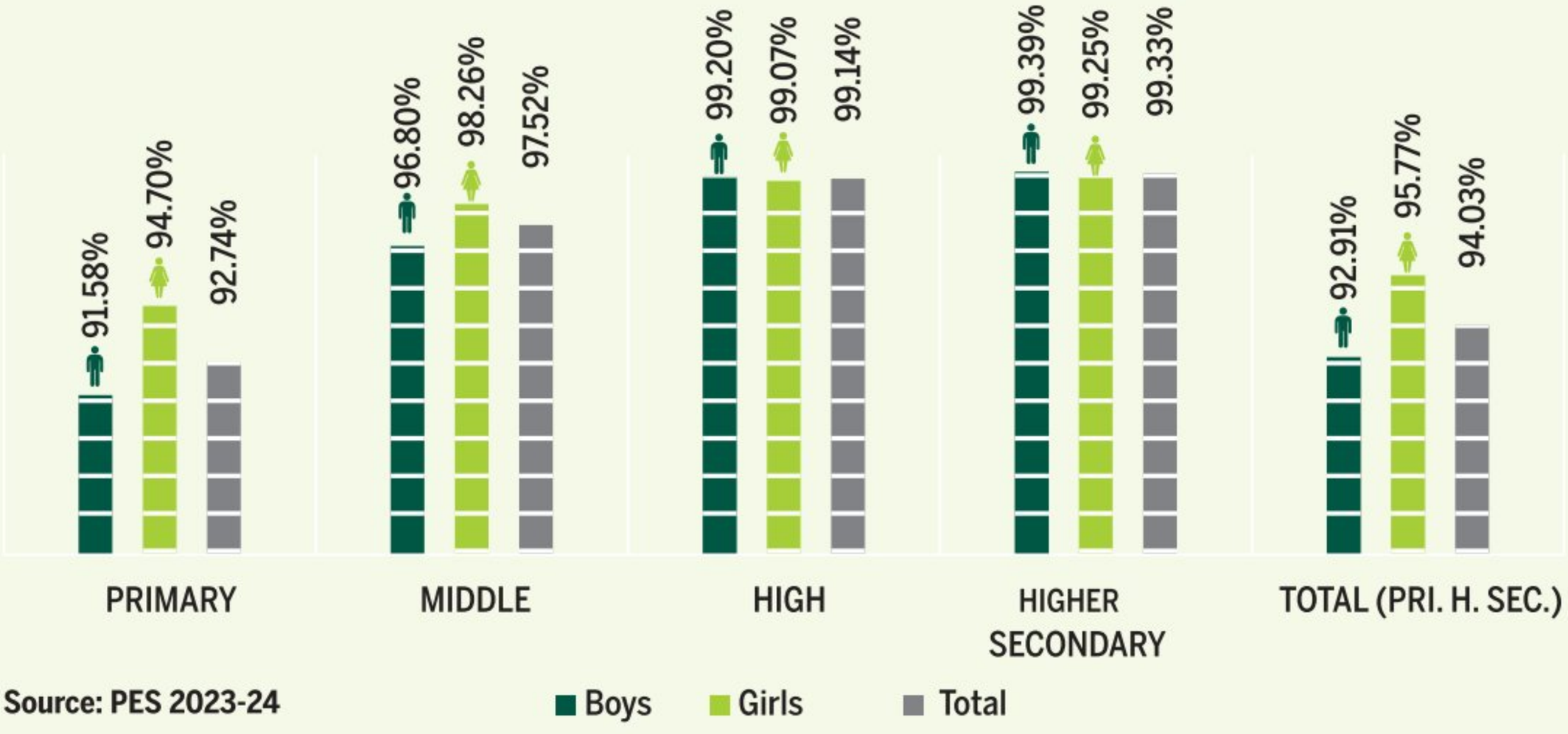
Figure 10: Availability of Physical Facilities in Public Schools (Primary to Higher Secondary) – 2023-24



Source: PES 2023-24

- **Building Availability:** Public schools overall report high coverage. 95.8% of girls' schools and 92.9% of boys' schools have a building available. This shows almost universal provision, with girls' schools slightly better equipped.
- **Properly Constructed Building (Pakka):** Coverage is nearly equal across genders. 85.0% of girls' schools and 84.0% of boys' schools have properly constructed buildings, showing minimal disparity.
- **Satisfactory Building Condition:** A significant gender gap exists in satisfactory building condition of public schools as 50.5% of girls' schools report satisfactory conditions compared to 65.7% of boys' schools.
- **Boundary Wall:** Boundary wall provision is higher in girls' schools (85.8%) compared to boys' schools (69.7%). This reflects greater emphasis on safety and privacy in girls' schools.
- **Availability of Electricity:** Girls schools are significantly more equipped with electricity: 75.2% of girls' schools compared with 58.3% of boys.
- **Availability of Drinking Water:** Access to drinking water is higher in girls' schools, with 82.1% compared to 73.1% of boys' schools.
- Availability of Toilet: Toilets are more widely available in girls' schools (92.1%) compared to boys' schools (85.9%).

Figure 11: Building Availability in Public Schools by level – 2023-24

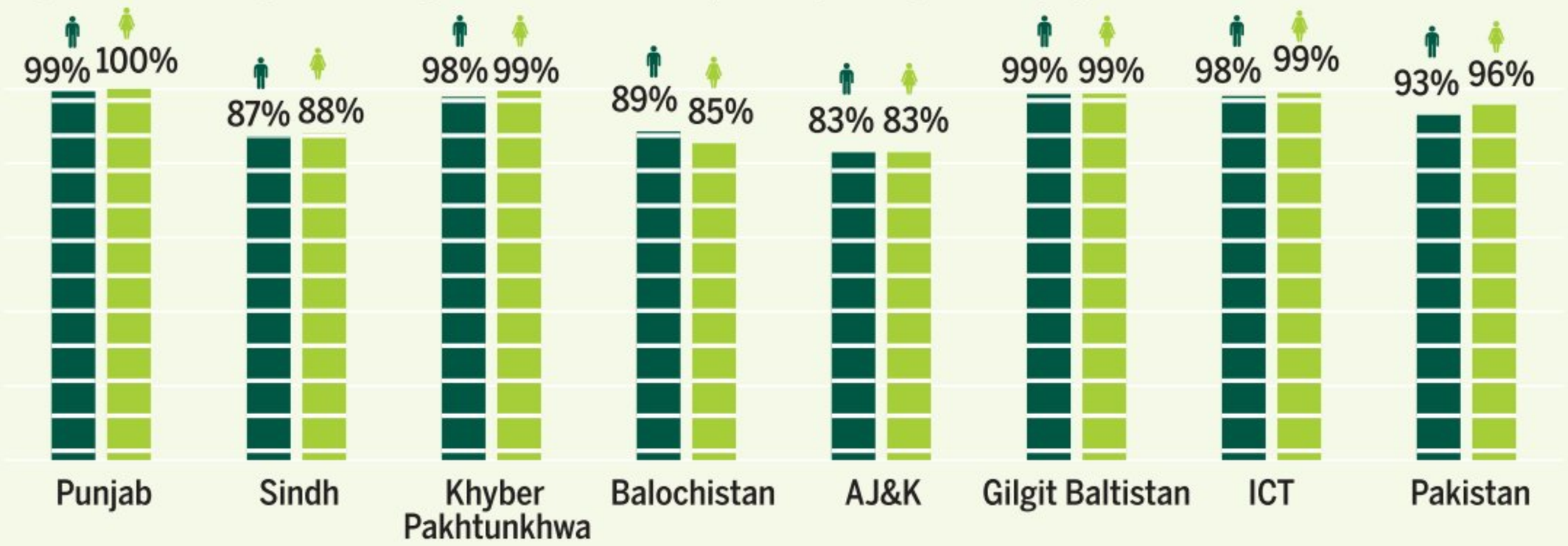


Source: PES 2023-24

Building availability increases steadily from the primary level upward, with disparities narrowing at higher levels. Girls' schools show slightly higher availability at primary and middle levels, while parity is achieved in high and higher secondary levels.

At the primary level, 94.7% of girls' schools have buildings available, compared to 91.6% of boys' schools. Building availability improves further in middle, with 98.3% of girls' schools and 96.8% of boys' schools having permanent buildings. At the high school level, availability is near-universal, with 99.2% of boys' and 99.1% of girls' schools reporting buildings. For higher secondary schools, building availability reaches its peak, at 99.4% for girls' schools and 99.3% for boys' schools.

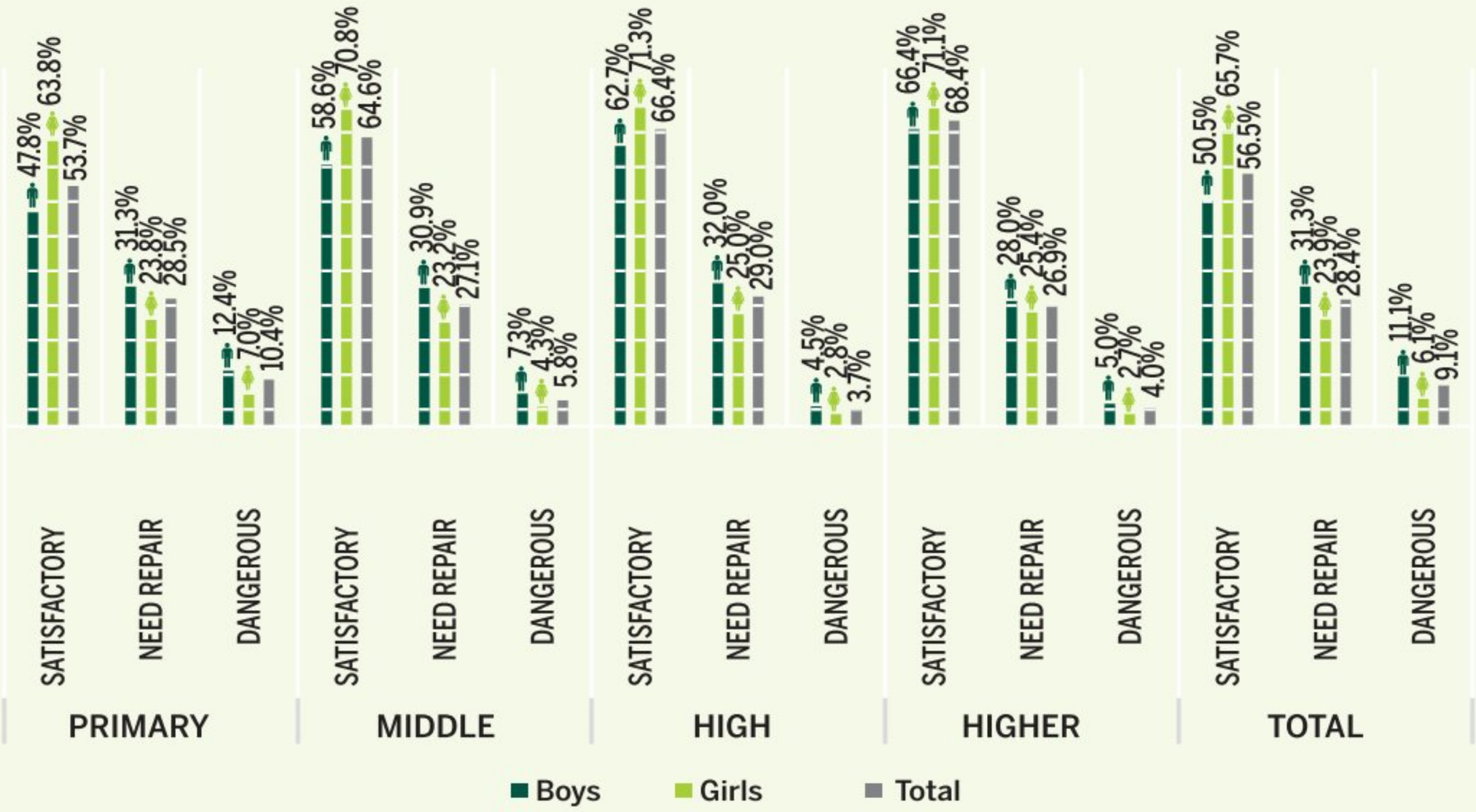
Figure 12: Building Availability in Public Schools (Primary to Higher Sec.) by Province and Gender – 2023-24



Source: PES 2023-24

At the provincial level, the revealed that although gender parities are almost achieved except Balochistan, but the provision of these facilities is a challenge. Punjab, KP, Gilgit Baltistan, and ICT exhibit near-complete parity, where both boys' and girls' schools report 98–100% building availability. These regions demonstrate effective infrastructure planning that ensures equitable access to adequate learning environments for both boys and girls. In contrast, Balochistan presents a notable gender gap, with 85% of girls' schools compared to 89% of boys' schools having buildings indicating that girls remain at a relative disadvantage in access to basic infrastructure. Sindh shows near parity (87% boys vs. 88% girls'), though both remain below the national average, signalling overall infrastructure challenges. AJ&K records equal but low levels of building availability in public schools (83% for both genders).

Figure 13: Public Schools' Building Condition (Primary to Higher Secondary) – 2023-24

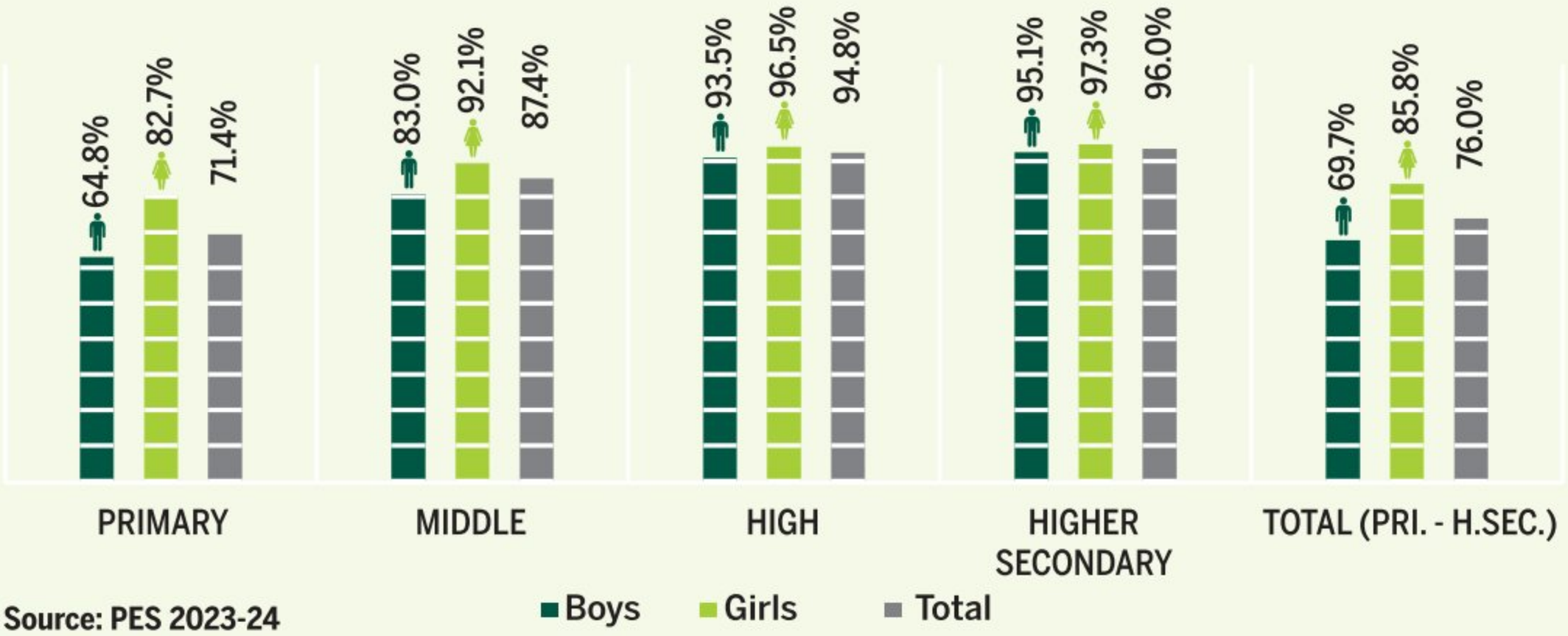


Source: PES 2023-24

The data on the building condition of public schools (2023–24) shows clear patterns across education levels and gender, highlighting both progress and disparities. Nationally, 56.5% of schools are in satisfactory condition, while 28.4% need repair and 9.1% are reported as having dangerous building. Girls' schools consistently exhibit better building conditions than male schools across all levels, suggesting improved infrastructure investment and maintenance in girls' education facilities.

At the primary level, 63.8% of girls' schools are in satisfactory condition compared with 47.8% of boys' schools. Girls' schools have nearly half the proportion of dangerous buildings (7% vs 12.4%). At the middle level, 70.8% of girls' schools building are in satisfactory condition compared with 58.6% of boys' schools. The percentage of dangerous buildings remains low for both but is again slightly higher in boys' schools (7.3% boys' schools vs. 4.3% girls' schools). The trend continues through high and higher secondary levels, where both boys' and girls' schools show improved conditions. At the high school level, 71.3% of girls' and 62.7% of boys' schools are with satisfactory school building. Similarly, at the higher secondary level, more than two-thirds of schools are satisfactory.

Figure 14: Availability of Boundary Wall in Public Schools (Primary to Higher Secondary) – 2023-24

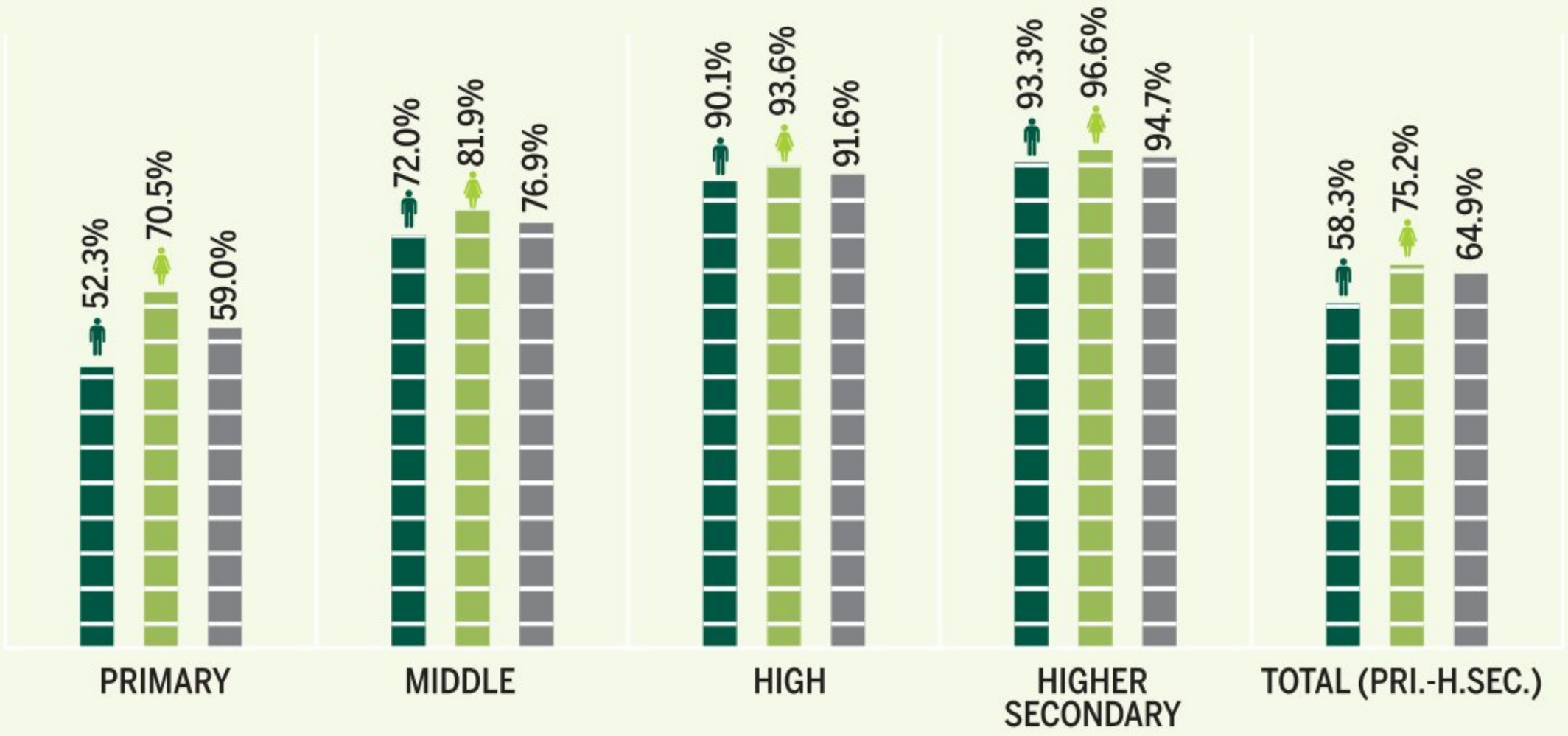


Source: PES 2023-24

Nationally, boundary walls are available in 76.0% of schools, with girls' schools significantly better served (85.8%) compared to boys' schools (69.7%). This reflects prioritization of safety and privacy in girls' education.

At the primary level, boundary wall availability is relatively low: 82.7% of girls' schools versus 64.8% of boys' schools. Provision improves at middle level, with 92.1% of girls' schools and 83.0% of boys' schools having boundary walls. By high school level, boundary wall coverage is very strong, 96.5% of girls' schools and 93.5% of boys' schools having this facility. At the highest level, boundary walls availability is better than all other education levels: 97.3% of girls' schools and 95.1% of boys' schools report availability.

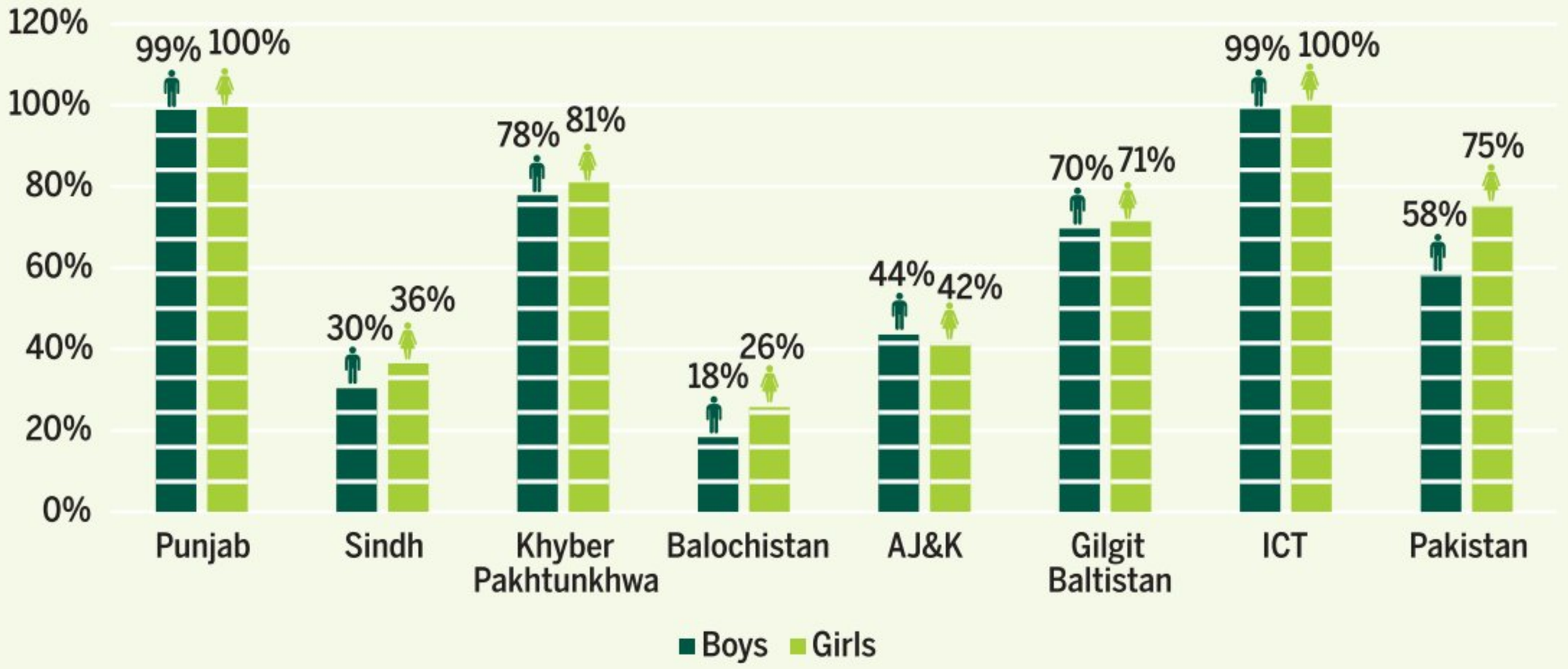
Figure 15: Availability of Electricity in Public Schools (Primary to Higher Secondary) – 2023-24



Source: PES 2023-24

Electricity availability rises consistently from primary to higher secondary. Girls' schools consistently show better provision across all levels, with the sharpest gap at the primary stage. At primary level, 70.5% of girls' schools have electricity compared to 52.3% of boys. It improves significantly at middle level, with 81.9% of girls' schools versus 72% of boys' schools connected with electricity. At high school level, 93.6% of girls' schools and 90.1% of boys' schools have access. Electricity coverage is at its highest at higher secondary level, with 96.6% of girls' schools and 93.3% boys' schools connected. The gender gap becomes minimal.

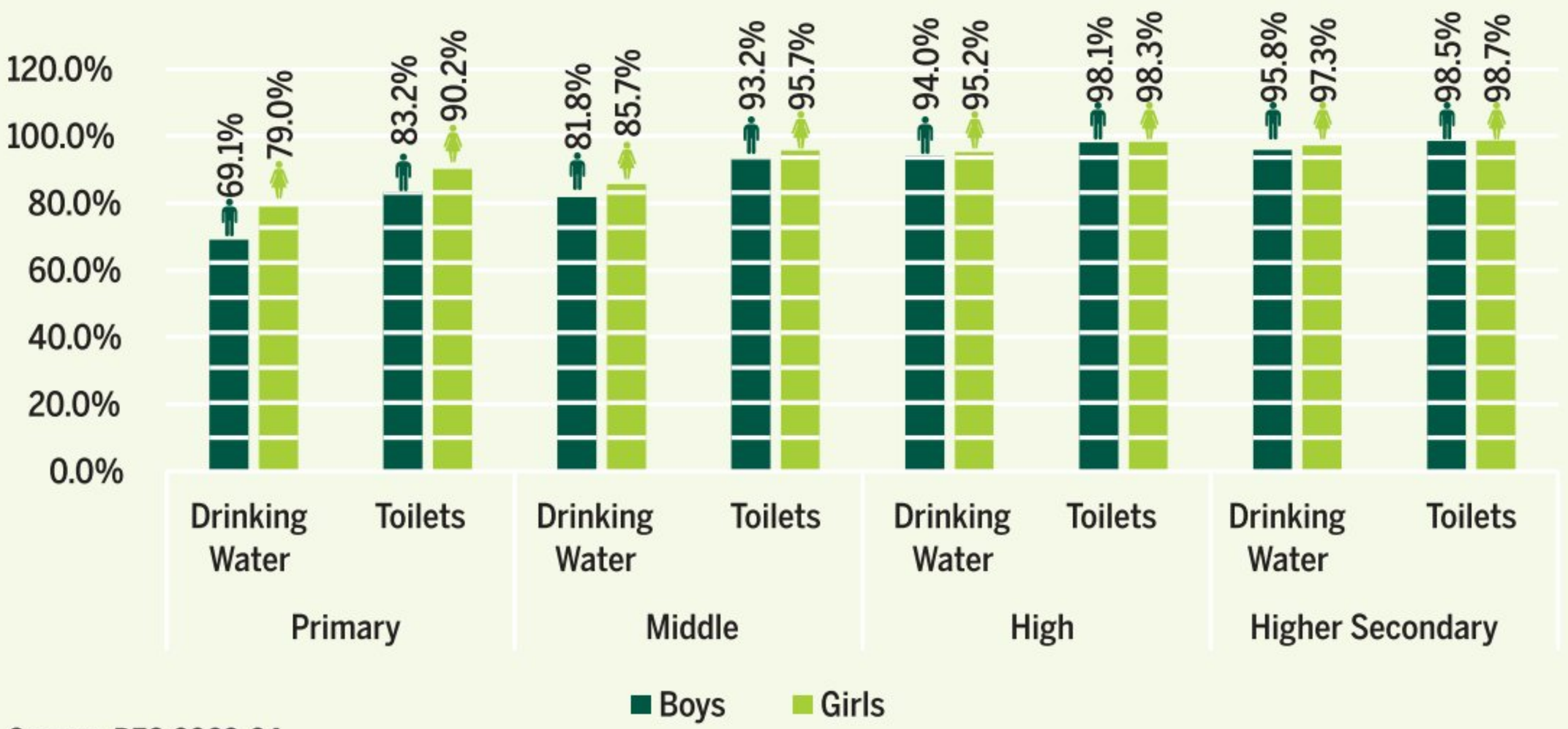
Figure 16: Availability of Electricity in Public Schools (Primary to Higher Sec.) by Province and Gender – 2023-24



Source: PES 2023-24

Provincial comparison highlights that Punjab and ICT demonstrate near-universal coverage, with 99–100% of both boys' and girls' schools with electricity availability reflecting well-established infrastructure and consistent energy provision. Khyber Pakhtunkhwa follows with 78% boys and 81% girls' schools connected to electricity showing both progress and near gender parity. In Sindh, the availability of electricity is 36% in girls' schools and 30% in boys' schools, highlighting a major infrastructure challenge though with a slight girls' advantage. Balochistan presents the lowest access levels, with only 18% of boys' and 26% of girls' schools having electricity revealing severe service gaps and wide provincial disparities. AJ&K (44% boys, 42% girls) and Gilgit Baltistan (70% boys, 71% girls) also show access levels with minimal gender differences.

Figure 17: Availability of Drinking Water and Toilets in Public Schools (Primary to Higher Secondary) – 2023-24



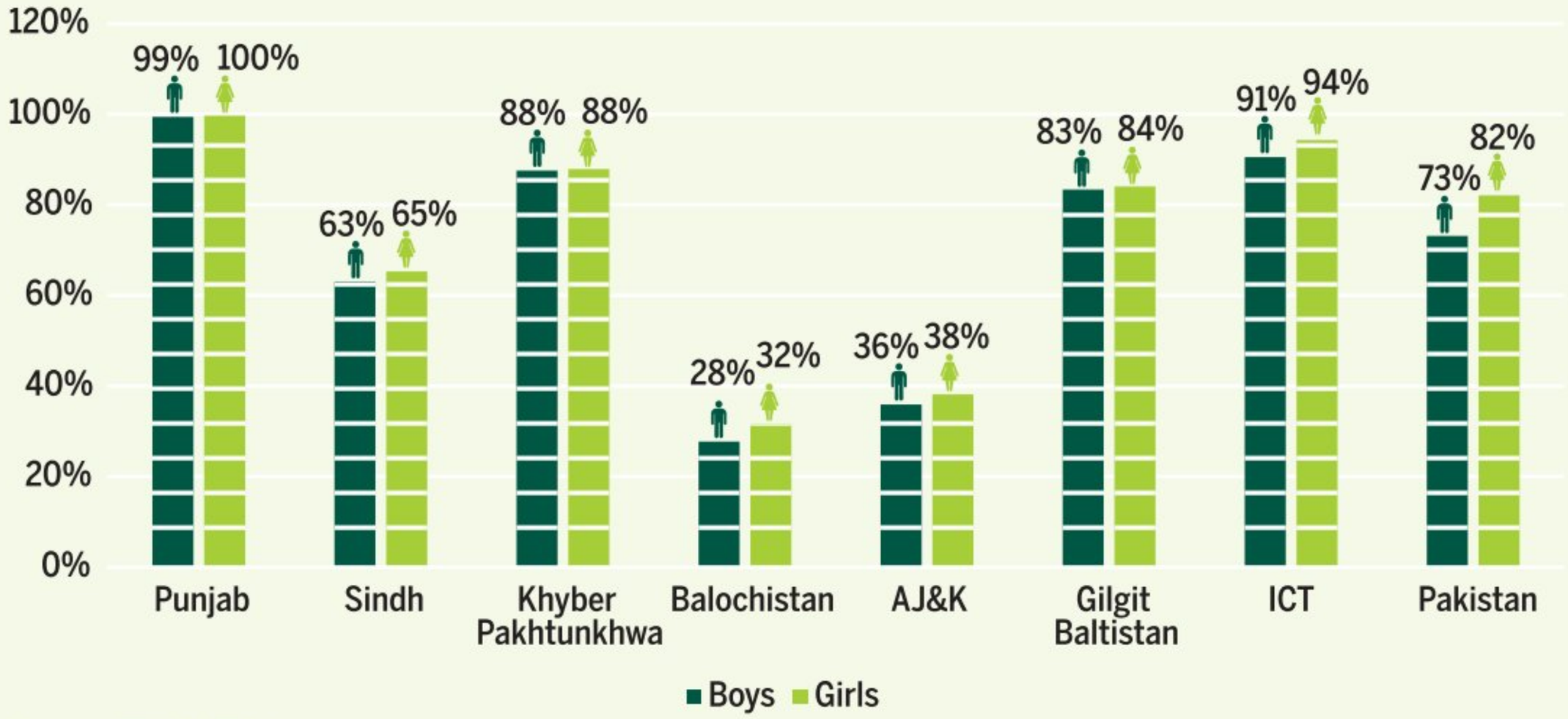
Source: PES 2023-24

Access to drinking water and toilets improves steadily from primary to higher secondary levels, with near-universal availability at the high and higher secondary stages. Girls' schools consistently report slightly better access, particularly for sanitation facilities.

At the primary level, 69.1% of boys' schools have drinking water compared to 79.0% of girls' schools, showing a 10-point gap in favour of girls. By the middle level, coverage rises to 81.8% in boys' schools and 85.7% in girls' schools. At the high school level, availability further improves to 94.0% in boys' schools and 95.2% in girls' schools. At the higher secondary level, drinking water access reaches near universality, with 95.8% of boys' schools and 97.3% of girls' schools equipped. Overall, girls' schools consistently report slightly higher availability of drinking water at all stages.

Toilet facilities show stronger provision than drinking water across all levels, with consistently higher coverage in girls' schools. At the primary level, 90.2% of girls' schools have toilets compared to 83.2% of boys' schools, indicating early prioritization of sanitation for girls. By the middle level, availability increases further to 95.7% in girls' schools and 93.2% in boys' schools. At the high school stage, access to toilet facilities in schools becomes nearly universal, with 98.3% in girls' schools and 98.1% in boys' schools. At the higher secondary level, toilets are available in 98.7% of girls' schools and 98.5% of boys' schools, showing virtual parity.

Figure 18: Availability of Drinking Water in Public Schools by Province and Gender – 2023-24

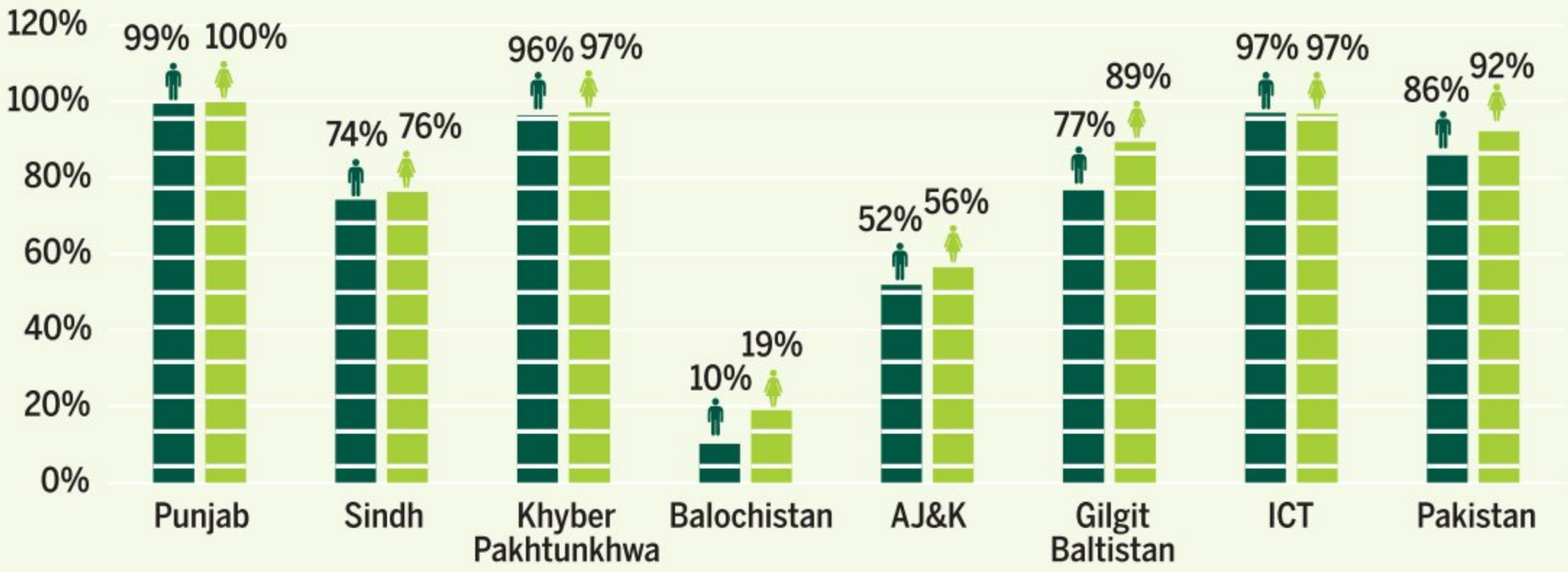


Source: PES 2023-24

Access to drinking water remains uneven across Pakistan's public education system. Nationally, 82% of girls' schools and 73% of boys' schools report having drinking water facility suggesting that girls' schools are better served though substantial provincial disparities persist.

Across provinces, Punjab continues to lead with universal coverage for provision of drinking water in girls' schools (99% boys, 100% girls). ICT also performs strongly, with 91% of boys' and 94% of girls' schools having drinking water access showing high gender parity. Sindh (63% boys, 65% girls) and KP (88% for both) show moderate to high levels of access, though Sindh figures highlight that one in three schools still lack this basic facility. Gilgit Baltistan also performs relatively well (83% boys, 84% girls). Balochistan (28% boys, 32% girls) and AJ&K (36% boys, 38% girls) record the lowest levels of drinking water availability in the country however both are in favour of girls' schools.

Figure 19: Availability of Toilets in Public Schools by Province and Gender – 2023-24



Source: PES 2023-24

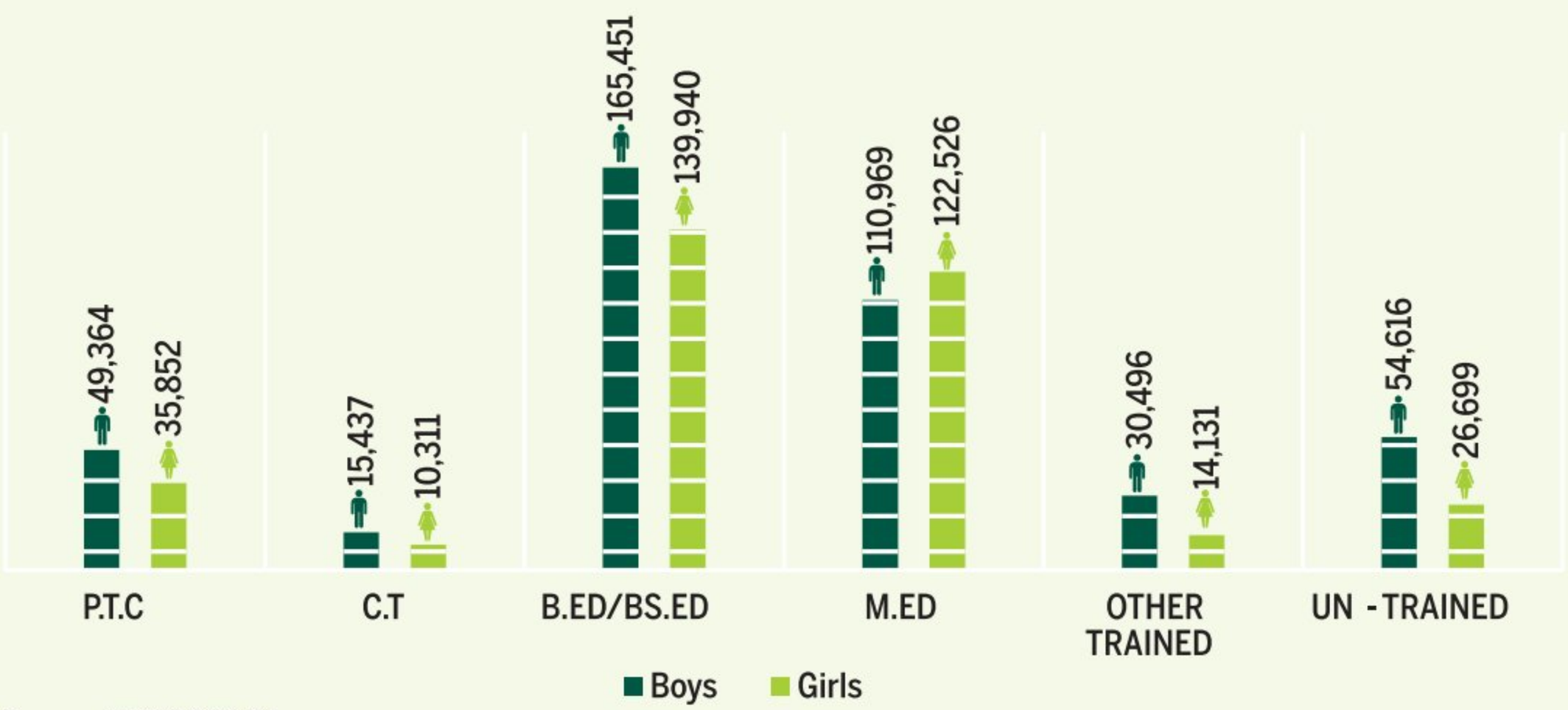
Nationally, the availability of toilet facilities in public schools stands at 92% for girls' schools compared to 86% for boys' schools, reflecting a 6-percentage point advantage for girls' institutions. This positive gender gap indicates that the education system has prioritized sanitation facilities in girls' schools, which play a vital role in improving attendance, retention, and overall well-being.

At provincial level, Punjab exhibit near-universal coverage, with 99–100% of Boys and Girls schools equipped with toilets demonstrating strong infrastructure provision and gender parity. ICT followed by 97% for both boys' and girls' schools having toilet facility. KP follows closely, with 96% of boys' and 97% of girls' schools having toilets, showing consistent efforts toward equitable facility access. Sindh (74% Boys, 76% Girls) and Gilgit Baltistan (77% Boys, 89% Girls) show moderate to high coverage but with clear gender gaps in favour of girls' schools. AJ&K (52% Boys, 56% Girls) presents limited access but still maintains parity. In contrast, Balochistan records the lowest availability nationwide only 10% of boys' schools and 19% of girls' schools have toilet facilities highlighting severe infrastructure deprivation and regional inequities.

2.2. Teachers

A review of teacher qualifications in public schools shows that the majority possess professional training, where the largest share of teachers holds a B.Ed./ B.S.Ed. (54% male, 46% female), establishing this as the central pathway into the profession. The next largest group, M.Ed. (233,495 teachers), reflects a noteworthy trend: women outnumber men (53% vs. 47%), indicating stronger female progression into advanced professional qualifications.

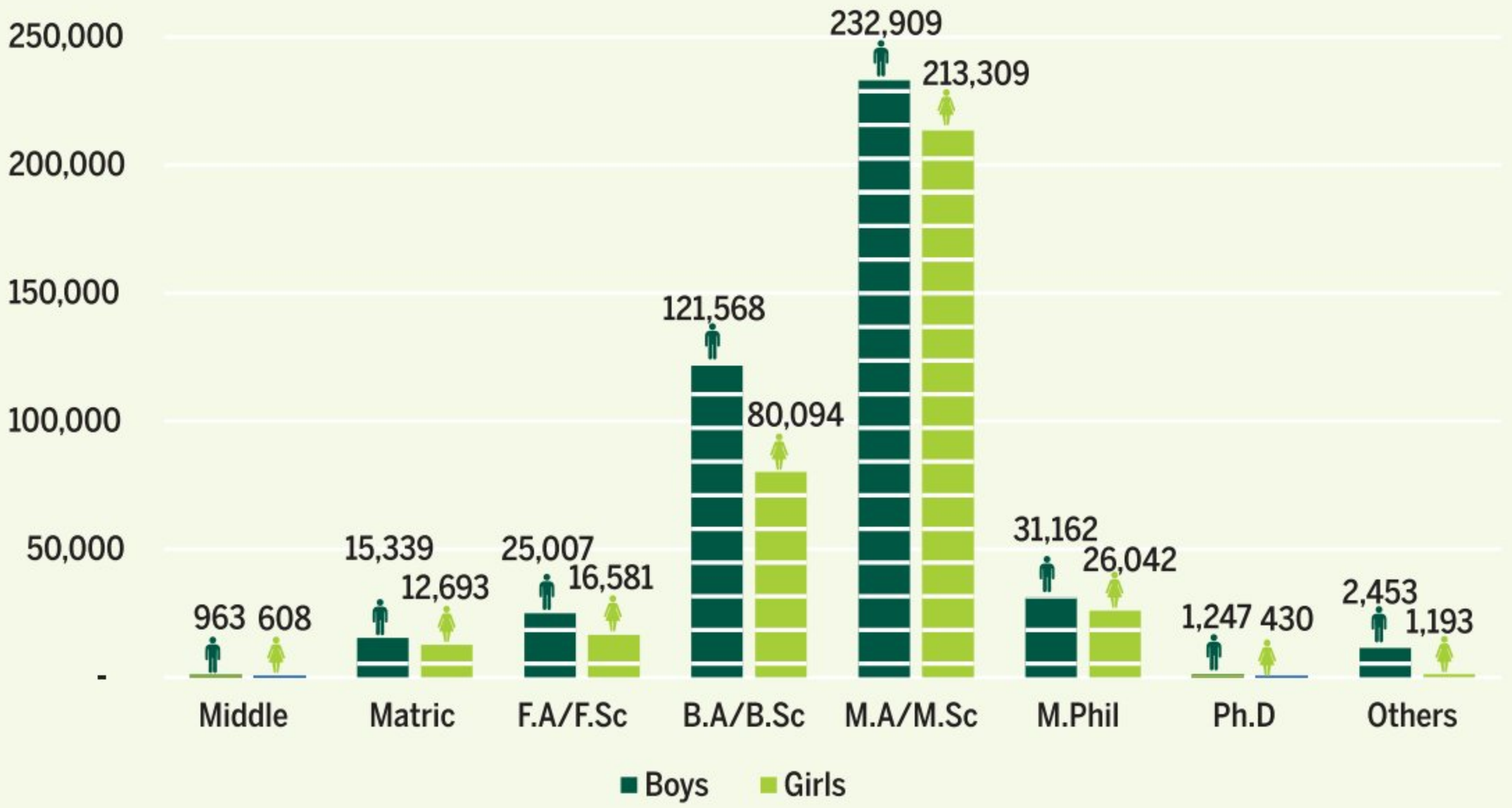
Figure 20: Teachers in Public Schools by Professional Qualification – 2023-24



Source: PES 2023-24

At the lower end of training, PTC (85,216 teachers) and CT (25,748 teachers) are dominated by men, showing gender imbalance in traditional entry-level certifications. Similarly, the "Other trained" group (44,627 teachers) is two-thirds male, suggesting uneven access to alternative professional development routes. Nearly 1 in 10 of the total teaching work-force is untrained and men make up more than two-thirds of this group.

Figure 21: Female Teachers in Public Schools by Academic Qualification– 2023-24



Source: PES 2023-24

The analysis of female teachers' educational qualifications shows both notable achievements and underlying disparities when compared to their male counterparts. Majority of the teaching workforce, both male and female, possess Masters' degrees. Out of total teachers (446,218) having Masters' degrees, 213,309 are female (48%). However, despite this strength at the postgraduate level, female representation remains lower in absolute numbers across most categories, as men continue to dominate the teaching workforce numerically. At the bachelor's level, 80,094 (40%) female teachers hold a B.A./B.Sc., and 16,581 (40%) have completed F.A./F.Sc., reflecting a consistent gender gap where women account for about two-fifths of teachers with undergraduate or intermediate qualifications.

Female teachers with higher academic or professional qualifications play a critical role in improving girls' education. Their presence increases parents' willingness to send daughters to school, ensures safer and more supportive learning environments, and enhances teaching quality which leads to better learning outcomes and reduced dropout for girls, especially at the middle and secondary levels. Professionally trained female teachers also serve as strong role models, raising girls' confidence and aspirations for further education.

Table 4: Percentage of single-teacher public primary schools

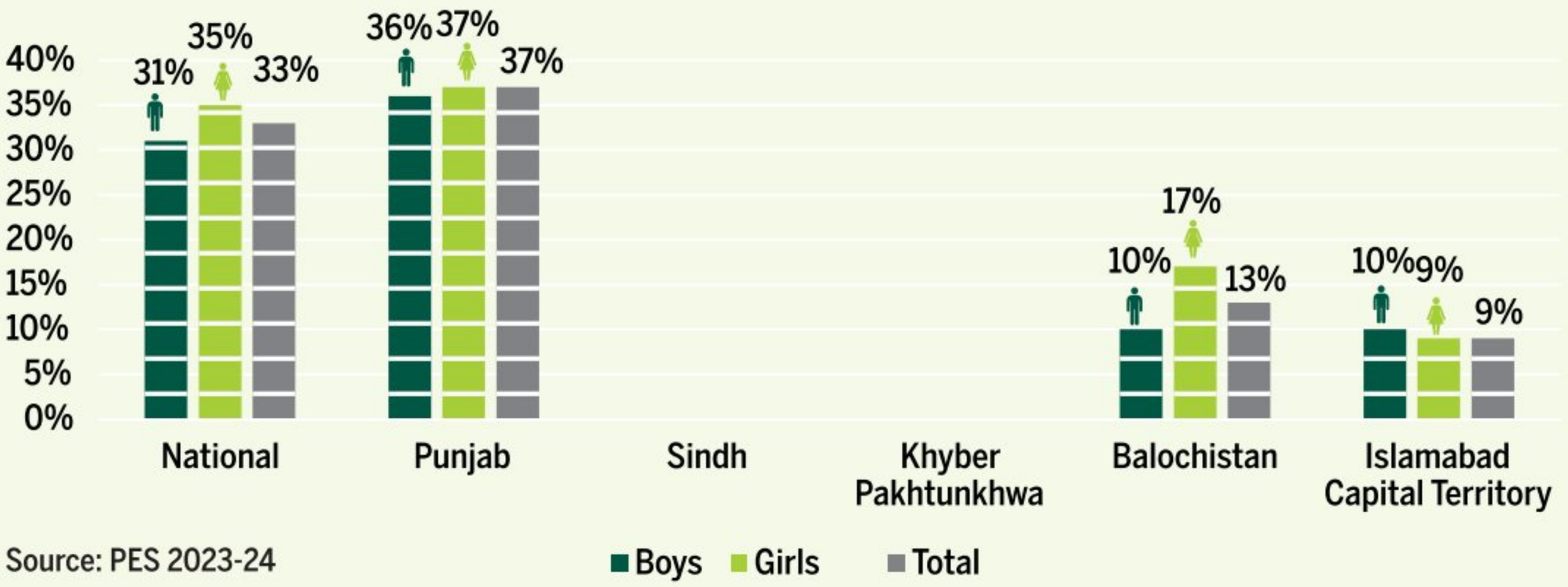
	2021-22	2022-23	2023-24
Pakistan	25%	23%	24%
Punjab	2.7%	4.0%	7.0%
Sindh	51%	46%	45%
Khyber Pakhtunkhwa	16%	10%	11%
Balochistan	44%	44%	41%
Azad Jammu & Kashmir	9.2%	6.7%	6.7%
Gilgit Baltistan	27%	33%	37%
Islamabad Capital Territory	1.6%	0.5%	1.6%

Source: PES 2021-22 to 2023-24

Across Pakistan, nearly one in four public primary schools continues to operate with single teacher, with the national share fluctuating between 23% and 25% over the last three years. This persistent problem compromises the quality of education.

Provincial patterns reveal deep inequalities. Sindh and Balochistan remain the most affected, with almost half of primary schools in Sindh (45%) and Balochistan (41%) staffed by just one teacher. Gilgit Baltistan shows the sharpest rise, increasing from 27% in 2021–22 to 37% in 2023–24, signalling a worsening teacher supply problem. Khyber Pakhtunkhwa has improved declining from 16% to 11%. Punjab, despite having a relatively low share, has seen an increase from 2.7% to 7%. AJK has stabilized around 6.7%, and ICT maintains the lowest levels (around 1%).

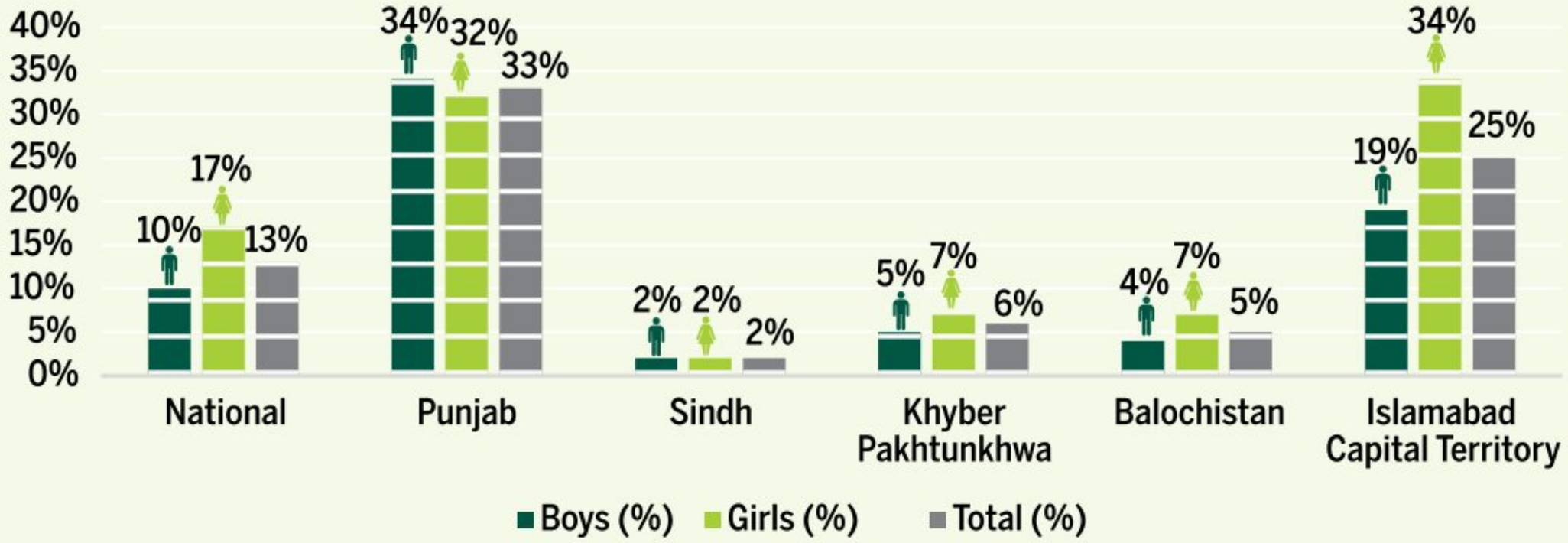
Figure 22: Percentage of public-school teachers who have received pedagogical training



Source: PES 2023-24

In Pakistan, only one-third of public-school teachers (33%) have received formal pedagogical training. Gender differences are visible: 35% of female teachers have training compared to 31% of male teachers. In Punjab, one-third of teachers are trained (36% of males and 37% of females). In contrast, Balochistan lags at 10% of male and 17% of female teachers, while ICT is even lower at 9% overall (10% male, 9% female). These figures point to fragmented professional development systems and uneven prioritization across regions. The data for KP and Sindh was not available.

Figure 23: Percentage of public primary schools with ECE trained teachers



Source: PES 2023-24

Across Pakistan, the availability of early childhood education (ECE) trained teachers remains limited. Nationally, only 10% of public primary schools reported having ECE trained staff. Girls' schools are slightly better (17%) compared to boys' schools (10%). Punjab has one-third of schools (33%) with ECE trained teachers with boys' (34%) and girls' (32%) schools almost equally served. ICT also performs comparatively well, with 25% of schools covered, though gender gaps exist (19% in boys' schools vs. 34% in girls' schools). Khyber Pakhtunkhwa (KP) shows very low coverage, with only 6% of schools having ECE trained teachers. Balochistan is similarly weak, with just 5% of schools reporting ECE-trained teachers for both boys and girls. Sindh performs the poorest, with only 2% of schools overall (2% boys, 2% girls) having trained ECE staff.

Table 5: Percentage of public-school teachers who have received training to teach children with difficulties

	Male	Female	Total
Pakistan	0.83%	1.08%	0.97%
Punjab	0.83%	1.11%	0.98%
Sindh	Not Reported	Not Reported	Not Reported
Khyber Pakhtunkhwa	Not Reported	Not Reported	Not Reported
Balochistan	0.85%	0.94%	0.88%
Islamabad Capital Territory	0.90%	0.34%	0.51%

Source: PES 2023-24

Inclusive education is critical to ensuring that every child has access to quality schooling regardless of learning difficulties or disabilities. Across Pakistan, only 0.97% of public-school teachers have received training to teach children with difficulties. More female teachers (1.08%) than male teachers (0.83%) are trained, but the overall numbers are very low. Punjab reports the highest coverage at 0.98%, with women (1.11%) ahead of men (0.83%). Balochistan stands at 0.88% while ICT is lower at 0.51%, with men (0.90%) better represented than women (0.34%). This means that across the country, fewer than 1 in 100 teachers is equipped to support children with special needs.

Table 6: Public schools with reported cases of corporal punishment

	Number			Percentage		
	Boys	Girls	Total	Boys	Girls	Total
Pakistan	101	28	129	0.12%	0.05%	0.09%
Punjab	1	2	3	0.00%	0.01%	0.01%
Sindh	14	3	17	0.04%	0.03%	0.04%
Khyber Pakhtunkhwa	8	6	14	0.04%	0.04%	0.04%
Balochistan	78	17	95	0.75%	0.35%	0.62%
Islamabad Capital Territory	0	0	0	0.00%	0.00%	0.00%

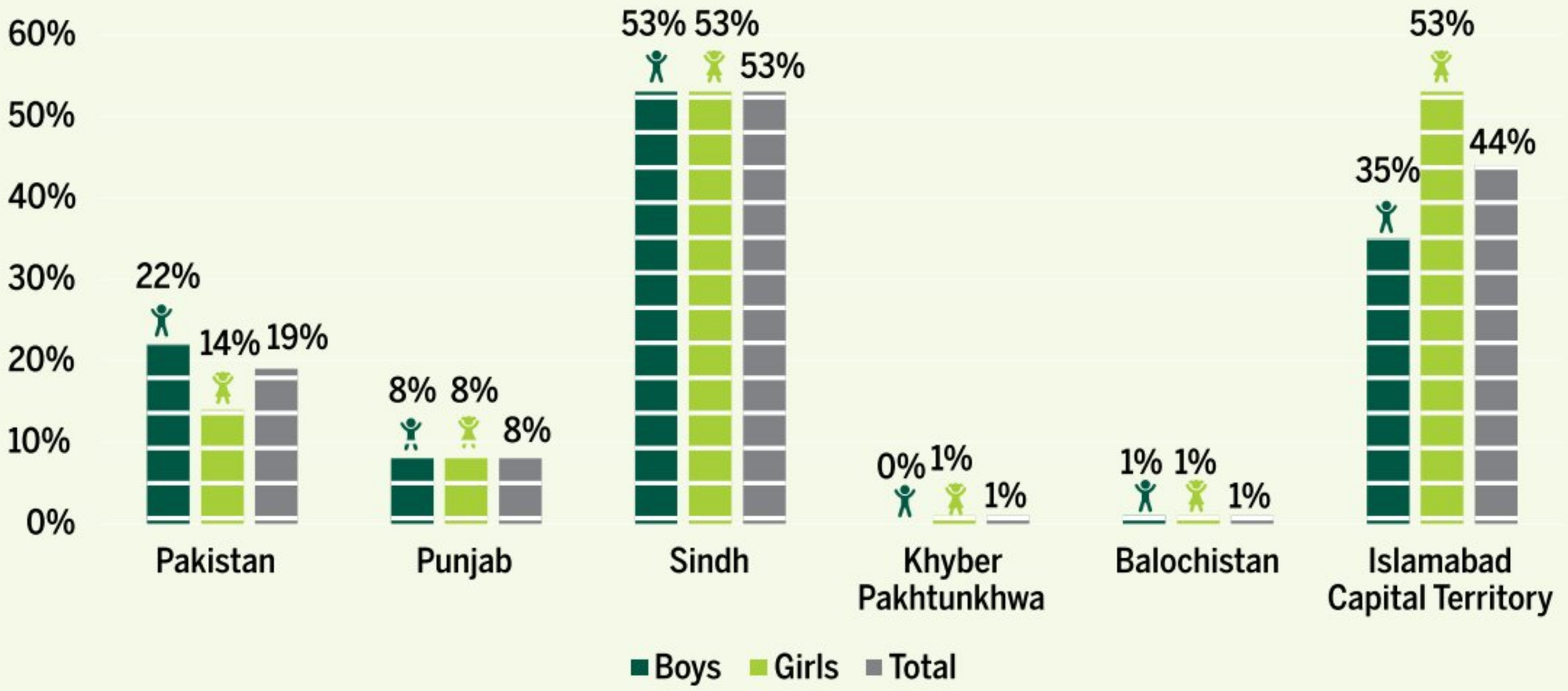
Source: PES 2023-24

Overall, at national level, 129 schools (0.09%) reported incidents of corporal punishment, with boys' schools slightly more affected (101, 0.12%) compared to girls' schools (28, 0.05%). In Balochistan, 95 schools (0.62%) reported cases, including 0.75% of boys' schools. In Sindh and Khyber Pakhtunkhwa, reported cases were fewer (0.04% each), with boys and girls similarly affected. Punjab reported only 3 schools (0.01%), and no cases were reported in ICT.

2.3. Technology

The availability of ICT facilities in public schools across Pakistan remains limited and uneven, reflecting substantial regional disparities. At the national level, only 19 percent of schools are equipped with ICT infrastructure that can support online teaching. Boys' schools (22%) are relatively better equipped than girls' schools (14%), highlighting a notable gender gap in access to technology for digital learning. Sindh is the only province demonstrating substantial investment in ICT infrastructure, with 53 percent of both boys' and girls' schools reporting availability-well above the national average. Islamabad Capital Territory follows with 44 percent overall, where girls' schools (53%) surpass boys' schools (35%), indicating targeted efforts to strengthen digital access for girl students. In contrast, Punjab reports only 8 percent of schools equipped with ICT facilities, with no gender difference observed. The situation is even more critical in Khyber Pakhtunkhwa and Balochistan, where only 1 percent of schools-both boys' and girls'-have ICT resources for online teaching, underscoring a severe digital divide.

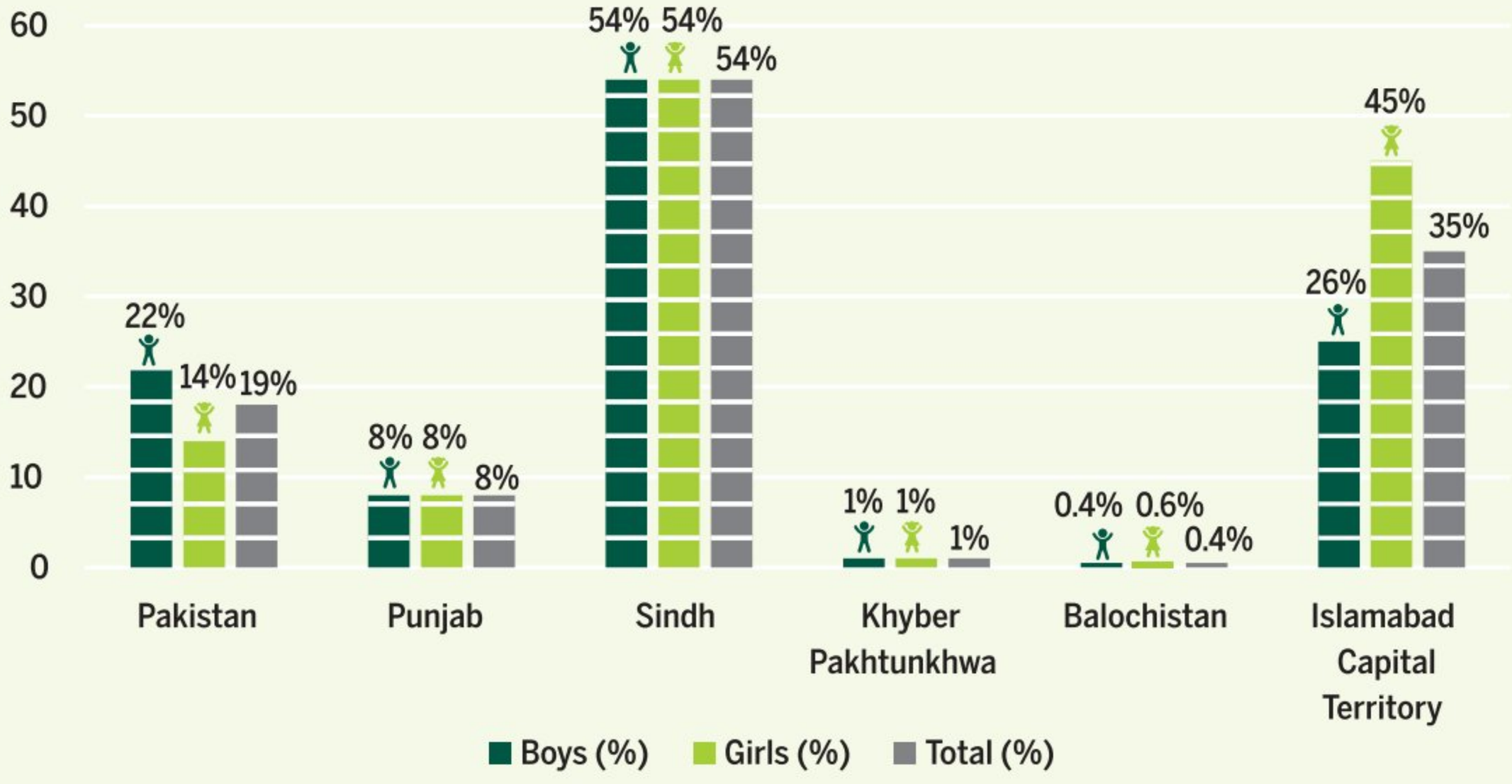
Figure 24: Percentage of public schools with Information and Communication Technology facilities for online teaching



Overall, availability of ICT facilities remains highly unequal across provinces and between genders, with most rural and public schools still lacking adequate infrastructure to support technology-based learning. Bridging this digital gap is essential for promoting equitable, modern, and skill-oriented education nationwide.

At the national level, only 19% of schools are equipped with ICT facilities for pedagogical purposes, revealing limited integration of digital learning tools in classrooms. A gender gap is evident as 22% of boys' schools have ICT facilities compared to 14% of girls' schools, highlighting inequities in technology access for female students.

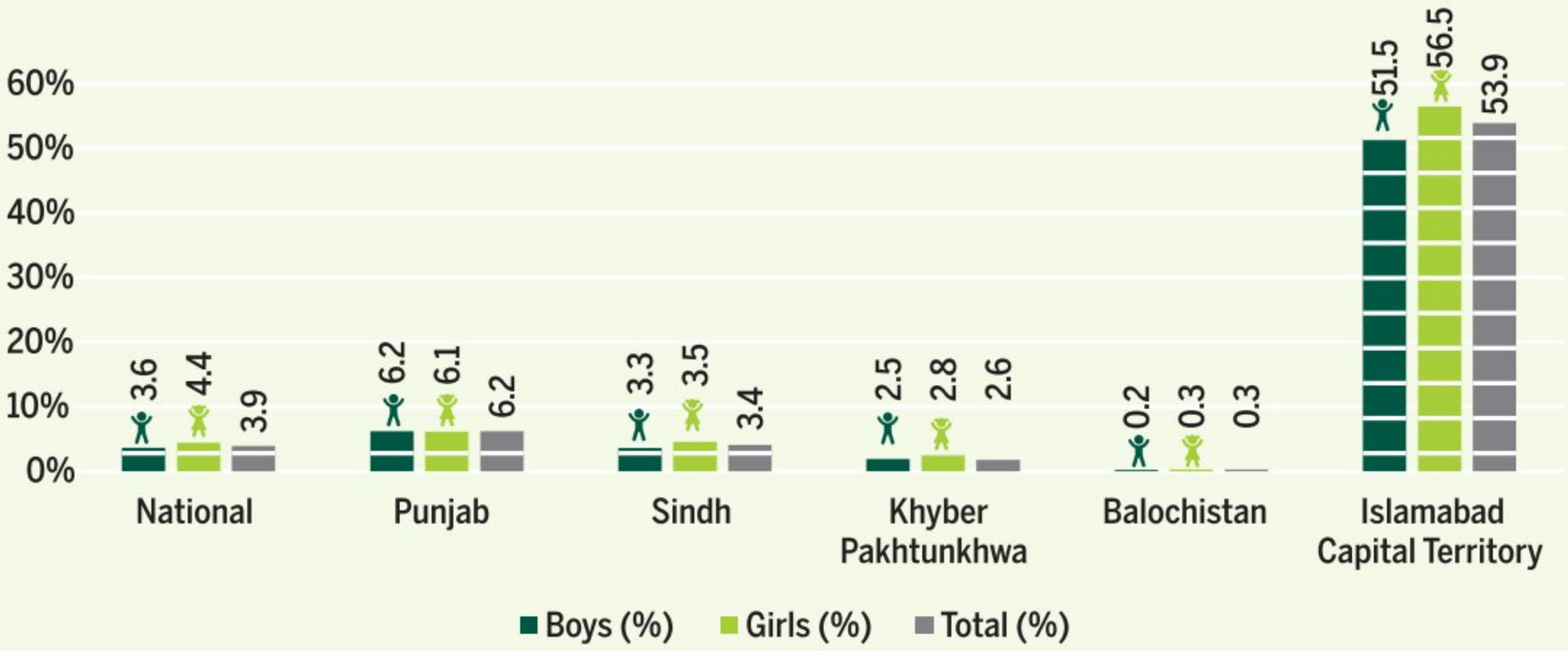
Figure 25: Percentage of schools with Information and Communication Technology facilities for students for pedagogical purposes



Source: PES 2023-24

Across provinces, the variation is striking. Sindh leads with 54% of both boys' and girls' schools having ICT access, demonstrating substantial investment in educational technology infrastructure. Islamabad Capital Territory (ICT) follows, with 26% of boys' schools and 45% of girls' schools equipped with ICT facilities, showing stronger digital inclusion for girls in the federal area. In contrast, Punjab (8%), Khyber Pakhtunkhwa (1%), and Balochistan (0.4%) report extremely low ICT availability, underscoring the persistent regional digital divide.

Figure 26: Percentage of public schools with internet for pedagogical purposes



Source: PES 2023-24

Only 3.9% of public schools are equipped with internet facilities for teaching and learning in Pakistan with Boys' schools (3.6%) compared to girls' schools (4.4%).

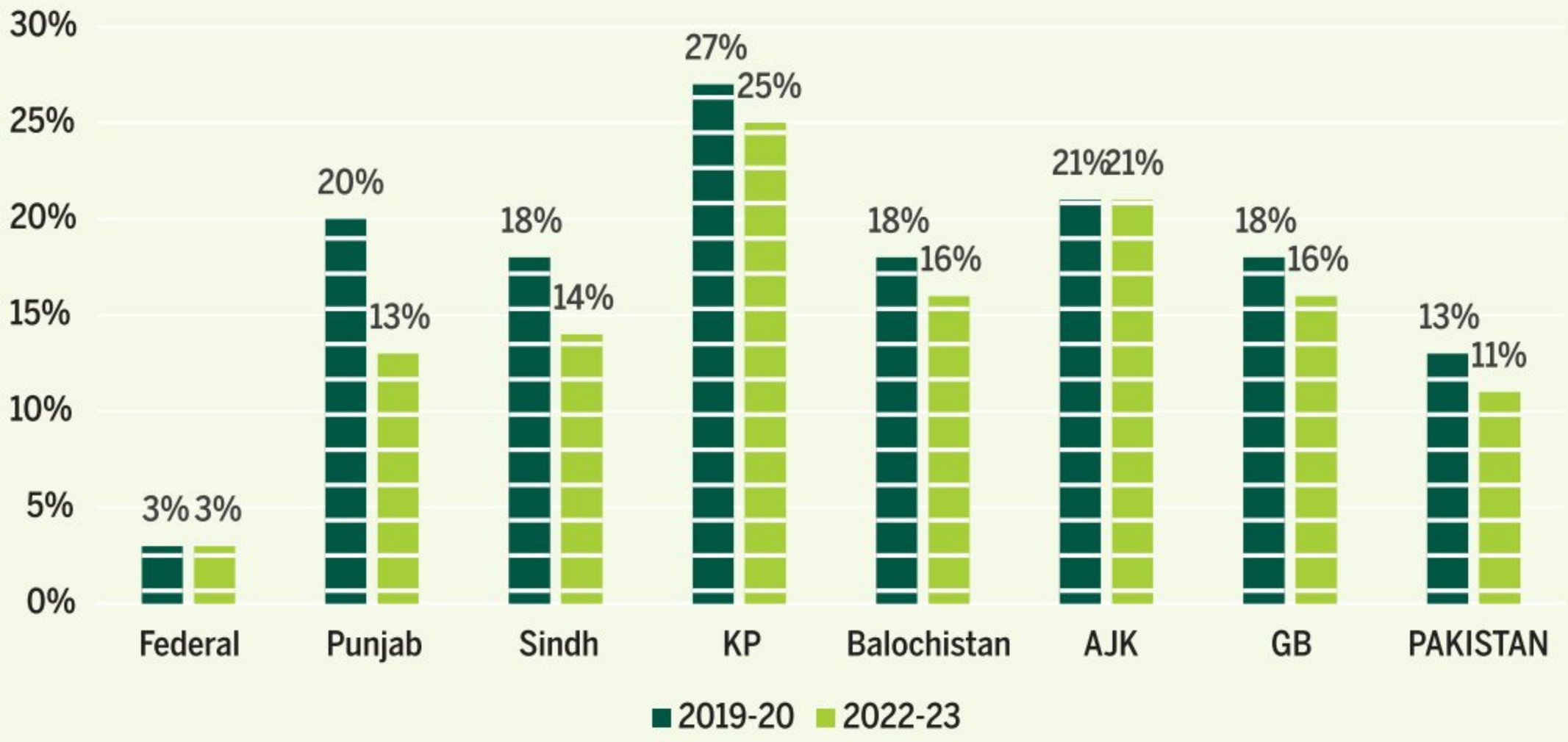
Punjab have 6.2% of schools connected. Sindh (3.4%) and KP (2.6%) remain far behind, offering internet in only a handful of schools. Balochistan has just 0.3% of schools reporting internet access. Islamabad Capital Territory (ICT) leads with 53.9% of schools connected. Girls' schools here slightly outperform boys' schools (56.5% vs. 51.5%), showing targeted investments that support female access to technology.

2.4. Investment in Education

Gender-disaggregated data on investment in education is currently unavailable hence gender-specific investment analysis cannot be undertaken. The data systems must be strengthened and adapted to capture gender-based financial information wherever feasible.

Pakistan's national education share decreased from 13% to 11%, indicating mounting fiscal pressures and competing priorities that have constrained education financing. Between 2019-20 and 2022-23, the share of education spending in total budgets declined across most provinces, reflecting a national downward trend in prioritizing education. Punjab recorded the sharpest reduction, dropping from 20% to 13%, followed by Sindh, which fell from 18% to 14%. KP, though still maintaining the highest allocation nationally, reduced its education share slightly from 27% to 25%. Balochistan and GB also presented decline while AJK remained stable at 21%, the only region to maintain its commitment. At the federal level, the share stayed at 3%.

Figure 27: Education Share (%) in Total Budget by Province – 2019-20 & 2022-23

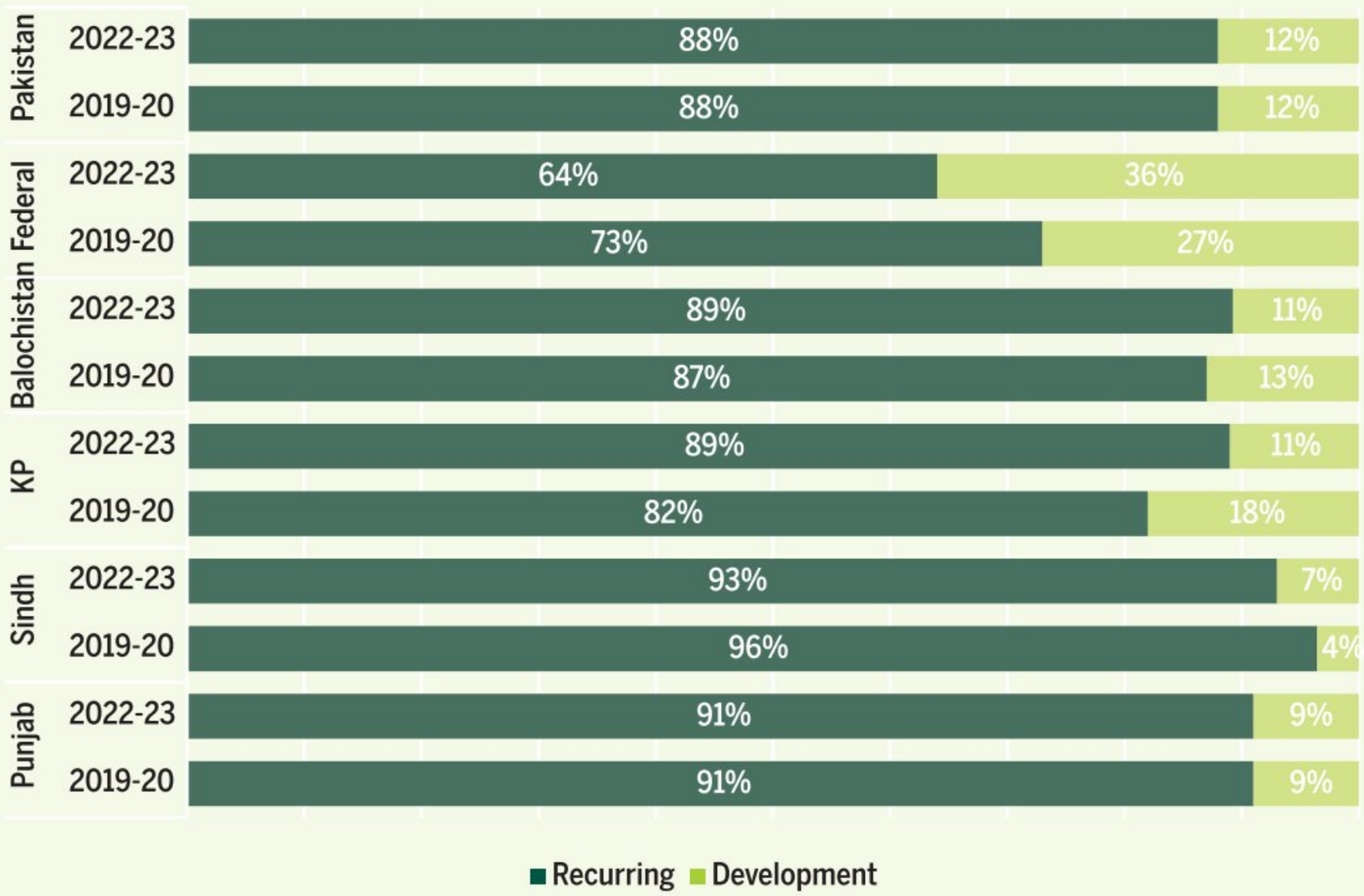


Source: Public Financing in Education Sector 2022-23

Nationally, the recurring–development distribution remained unchanged at 88% and 12%, indicating limited progress in expanding development-oriented education spending. Between 2019–20 and 2022–23, provinces showed mixed shifts in the balance between recurring and development education expenditures. Punjab's composition remained unchanged at 91% recurring

and 9% development, reflecting stable spending priorities. Sindh slightly reduced its dependence on recurring expenditure (from 96% to 93%) while increasing development allocations from 4% to 7%. KP reversed its earlier development-focused approach, with recurring expenditure rising sharply from 82% to 89% and development falling from 18% to 11%. Balochistan displayed a similar pattern, with recurring spending increasing from 87% to 89% and development declining from 13% to 11%. At the federal level, the shift was more pronounced, with recurring spending dropping from 73% to 64% and development allocations increasing substantially from 27% to 36%, reflecting greater federal investment in sectoral uplift projects.

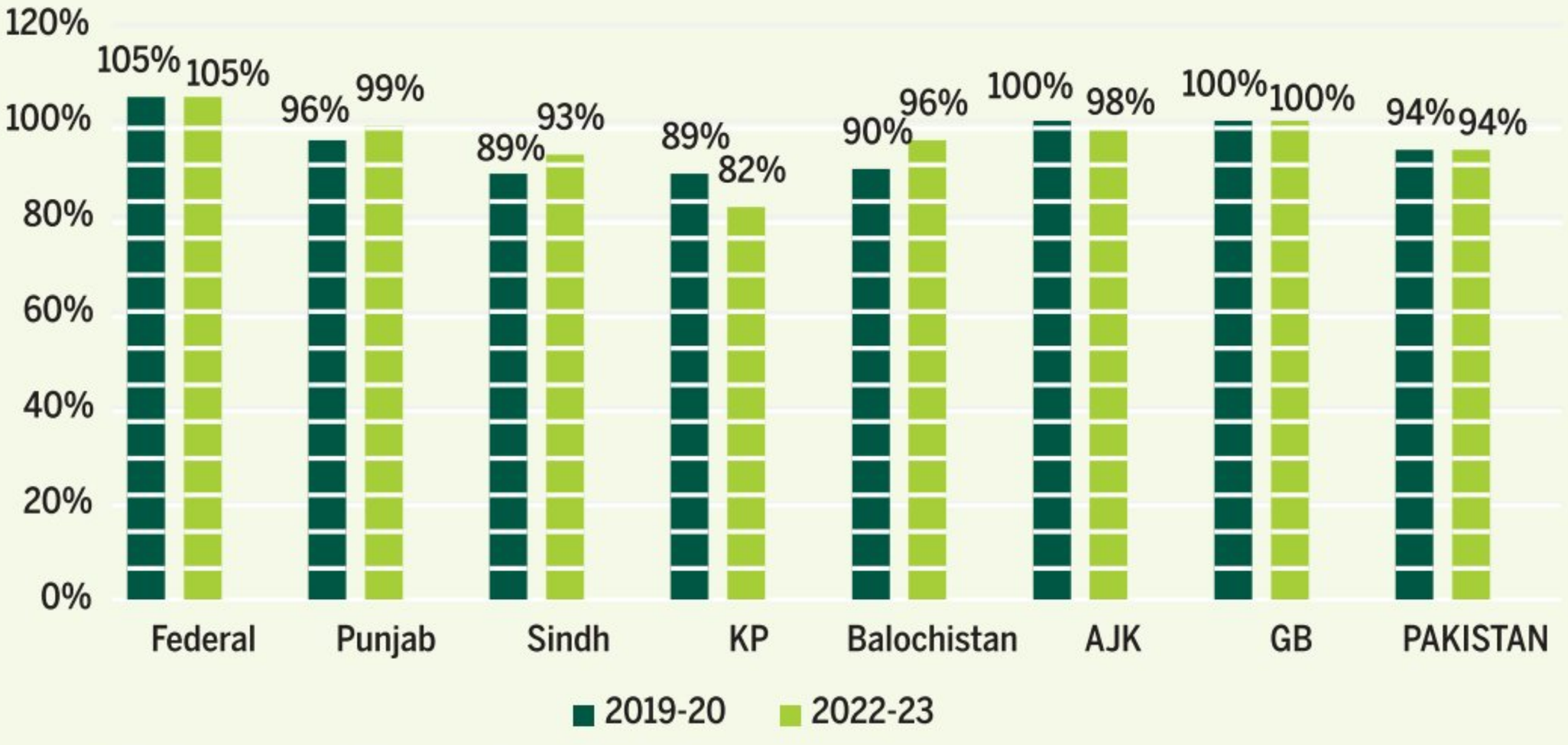
Figure 28: Recurring vs Development Education Budget



Source: Public Financing in Education Sector 2022-23

The data reflects stable national performance in education budget utilization, with improvements in multiple provinces. Budget utilization across provinces remained generally strong between 2019–20 and 2022–23, with Pakistan maintaining an overall utilization rate of 94% in both years. The Federal level demonstrated consistently high utilization at 105%, indicating full and above-allocated spending in both periods. Punjab improved from 96% to 99%, while Sindh also strengthened its execution capacity, rising from 89% to 93%. Balochistan showed a notable increase from 90% to 96%, reflecting better absorption of allocated funds. In contrast, KP's utilization declined from 89% to 82%, pointing to implementation or fiscal management challenges. AJK and GB both maintained near-full utilization, with AJK slightly dipping from 100% to 98% and GB staying at a full 100%.

Figure 29: Budget Utilization (%) by Province

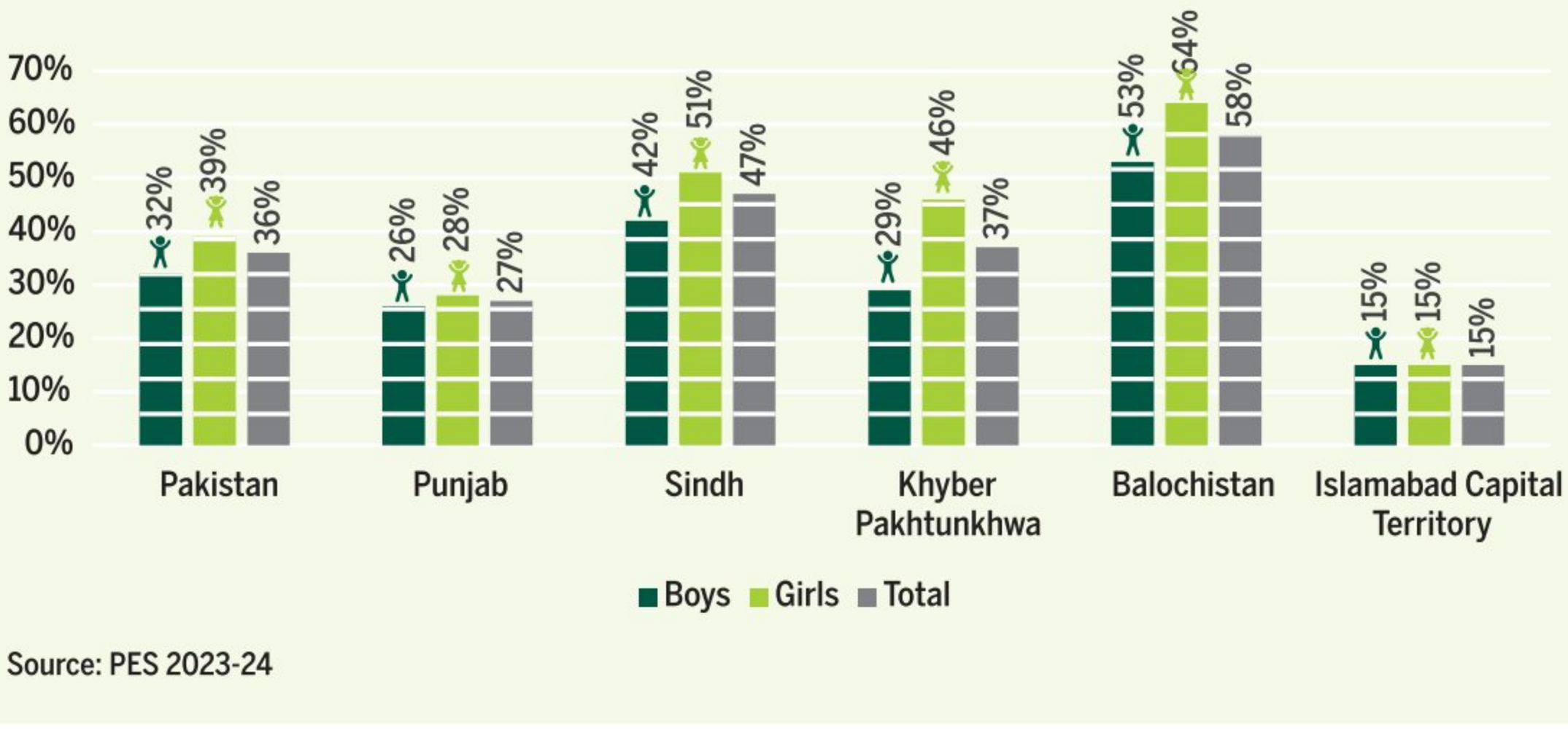


Source: Public Financing in Education Sector 2022-23

03 Outputs

3.1. Out-of-school children (OOSC)

Figure 30: Out-of-school rate (OOSR) of children aged 5 - 16 - Population Census 2023



Source: PES 2023-24

The out-of-school rate (OOSR) for children aged 5–16 is 36% nationally, meaning nearly 4 out of every 10 children are not attending school. 32% of boys are out of school compared to 39% of girls. While this challenges the perception that girls are always more excluded, it highlights that the education crisis affects both genders significantly.

Punjab reports the lowest OOSR at 27%, with little gender difference (26% boys, 28% girls). Sindh shows higher exclusion, with 47% of children out of school. Gender gaps are notable, with 42% of boys compared to 51% of girls out of school. In Khyber Pakhtunkhwa (KP), the OOSR is 37% overall, with 29% of boys and 46% of girls out of school. Balochistan faces the highest OOSR

nationwide at 58%, with 53% of boys and 64% of girls out of school. This means nearly two-thirds of children in Balochistan are deprived of education. ICT has 15% of children out of school, equally for boys and girls.

Table 7: Out of School Children (OOSC) by Gender and Province (Age 5-16) – 2023

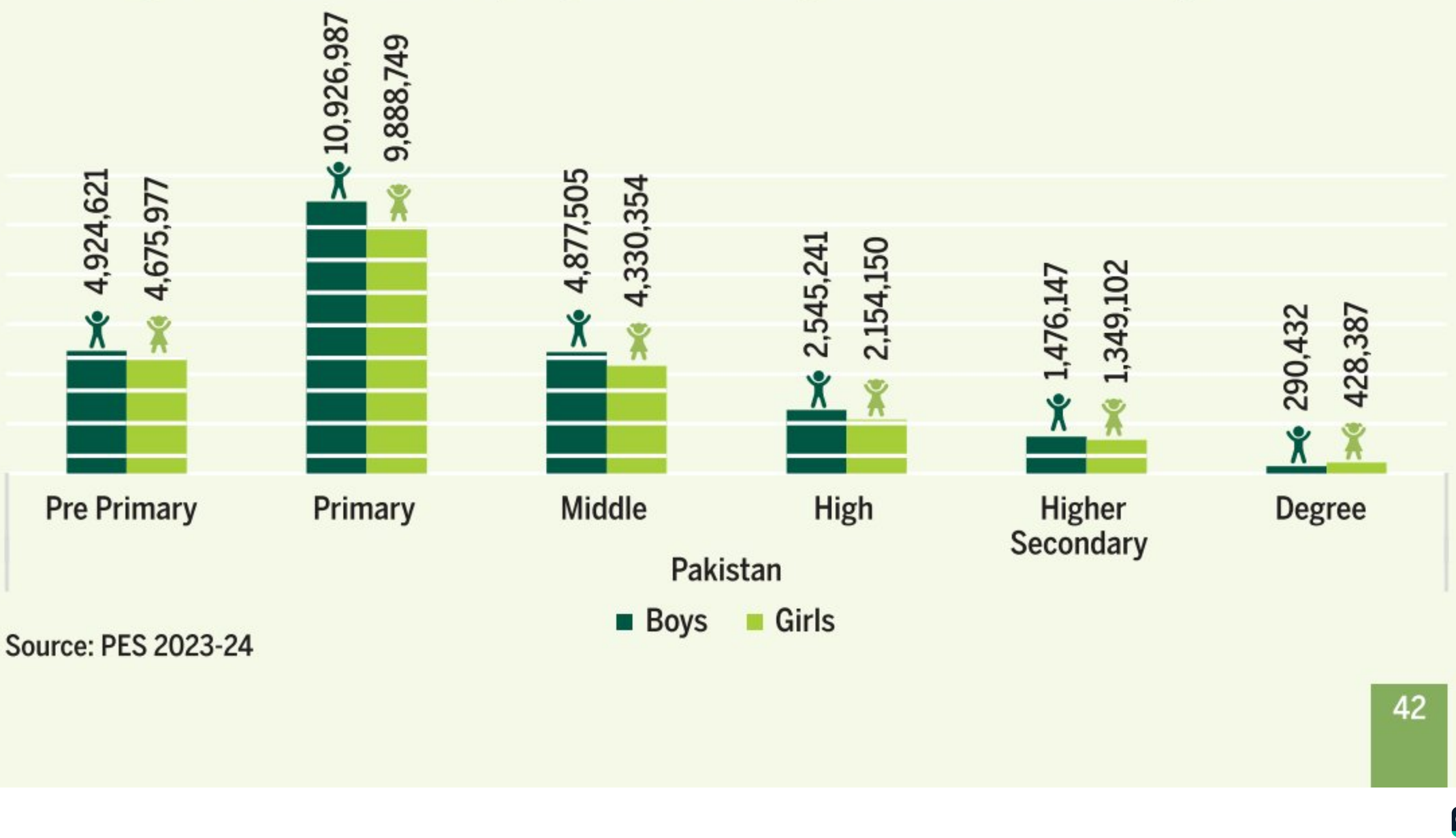
Province/Region	OOSC			
	Boys	Girls	Transgender	Total
Punjab	4,772,207	4,826,873	1,084	9,600,164
Sindh	3,729,504	4,088,394	350	7,818,248
KP	1,999,712	2,924,279	130	4,924,121
Balochistan	1,415,261	1,526,248	181	2,941,690
ICT	47,849	41,275	3	89,127
Pakistan	11,964,533	13,407,069	1,748	25,373,350

Source: Population Census 2023, PBS, Islamabad

Pakistan has 25.37 million OOSC with a clear gender imbalance: 13.41 million girls versus 11.96 million boys, meaning 1.44 million more girls remain out of school nationwide. Province-wise patterns show that gender disparities consistently disadvantage girls except in ICT. KP exhibits the largest gap, with 2.92 million girls vs. 2.00 million boys out of school. Sindh also shows a significant girls' disadvantage (4.09 million girls vs. 3.73 million boys), followed by Punjab, where girls slightly outnumber boys (4.83 million vs. 4.77 million). Balochistan reflects a smaller but still notable gender gap (1.53 million girls vs. 1.42 million boys). ICT stands out as the only region where fewer girls than boys are out of school (41,275 girls vs. 47,849 boys). Overall, the data presents a massive challenge with girls disproportionately excluded from schooling urging the urgent need for targeted, gender-responsive interventions.

3.2 Enrolment

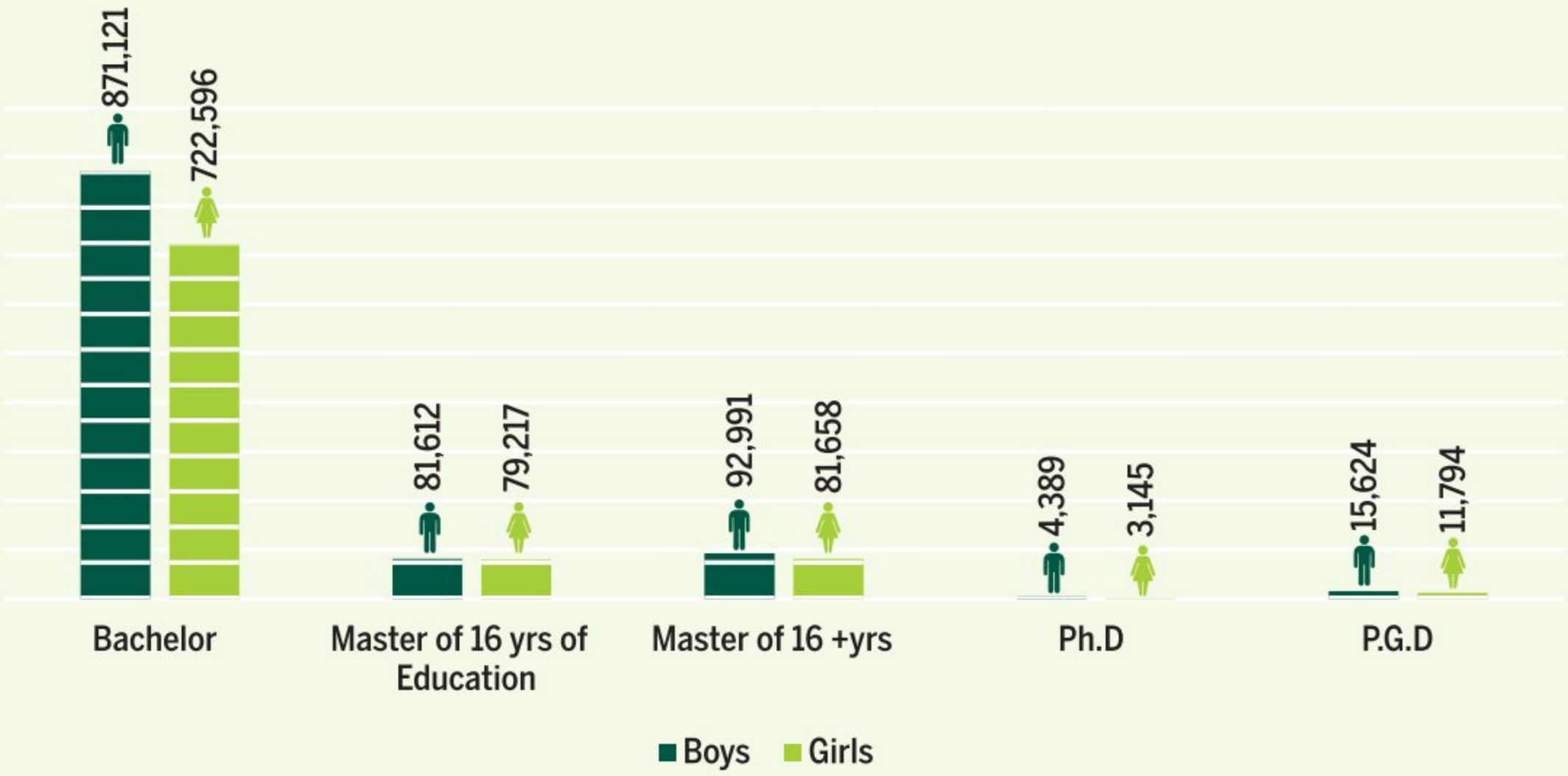
Figure 31: Girls' Enrolment by Stages and Location (Public, Other Public, Private) - 2023-24



Source: PES 2023-24

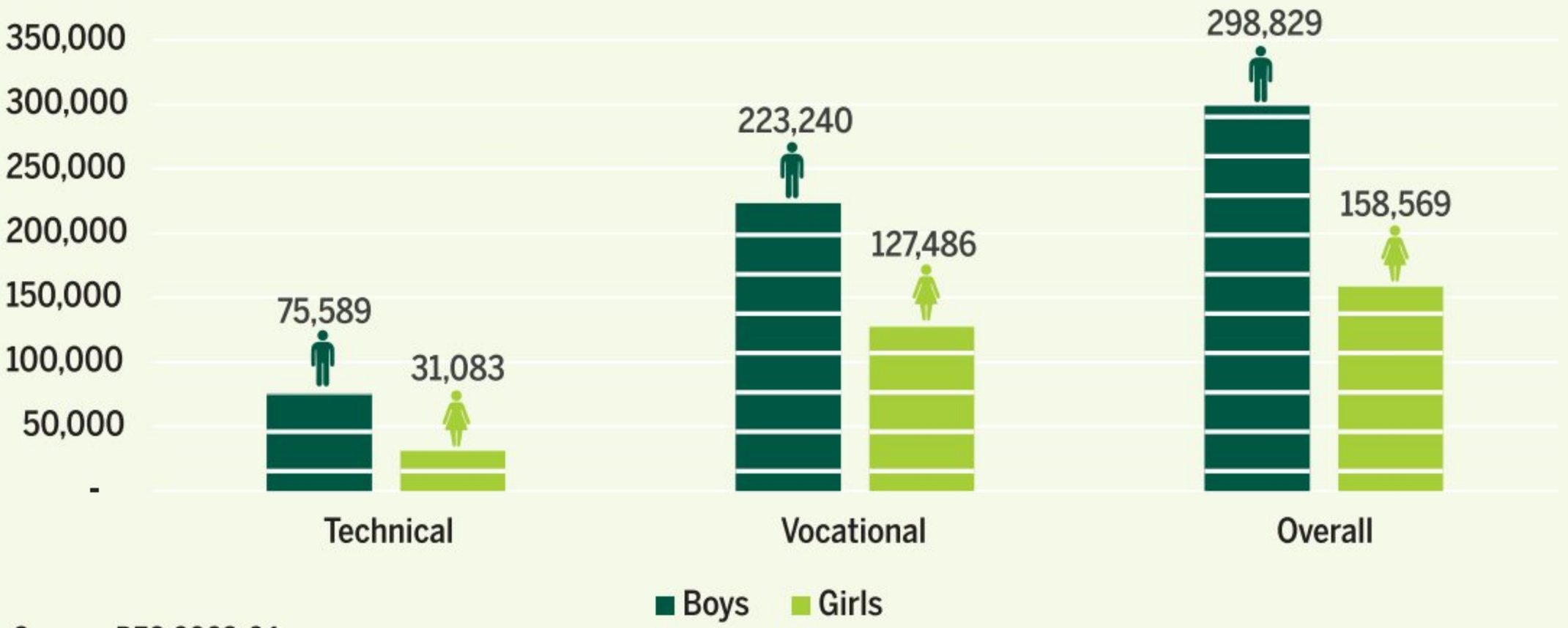
The enrolment pattern highlights that while girls achieve near parity with boys at the point of entry into the education system, their participation declines sharply as they progress through higher levels. At the pre-primary stage, around 4.7 million girls are enrolled compared to 4.9 million boys, reflecting encouraging access at the foundational level. At primary stage, almost 9.9 million girls are enrolled compared to 10.9 million boys. However, the number of girls falls to 4.3 million at middle and further to just 2.1 million at high school, indicating substantial attrition during adolescence. By higher secondary, only 1.35 million girls remain enrolled, underscoring the significant barriers that limit continuity.

Figure 32: Enrolment in Universities/Degree Awarding Institutions (Public + Private) - 2023-24



Women are making strong inroads into higher education, particularly at the bachelor's and master's levels, where gender disparities are minimal. At the bachelor's stage, male students (871,121) outnumber females (722,596), though the female presence is substantial. At the master's level, the gender balance is even closer: male enrolment (81,612) is almost equal to female enrolment (79,217). At doctoral level, 3,145 females are enrolled compared to 4,389 males. Postgraduate diploma programmes also show a meaningful female share (11,794).

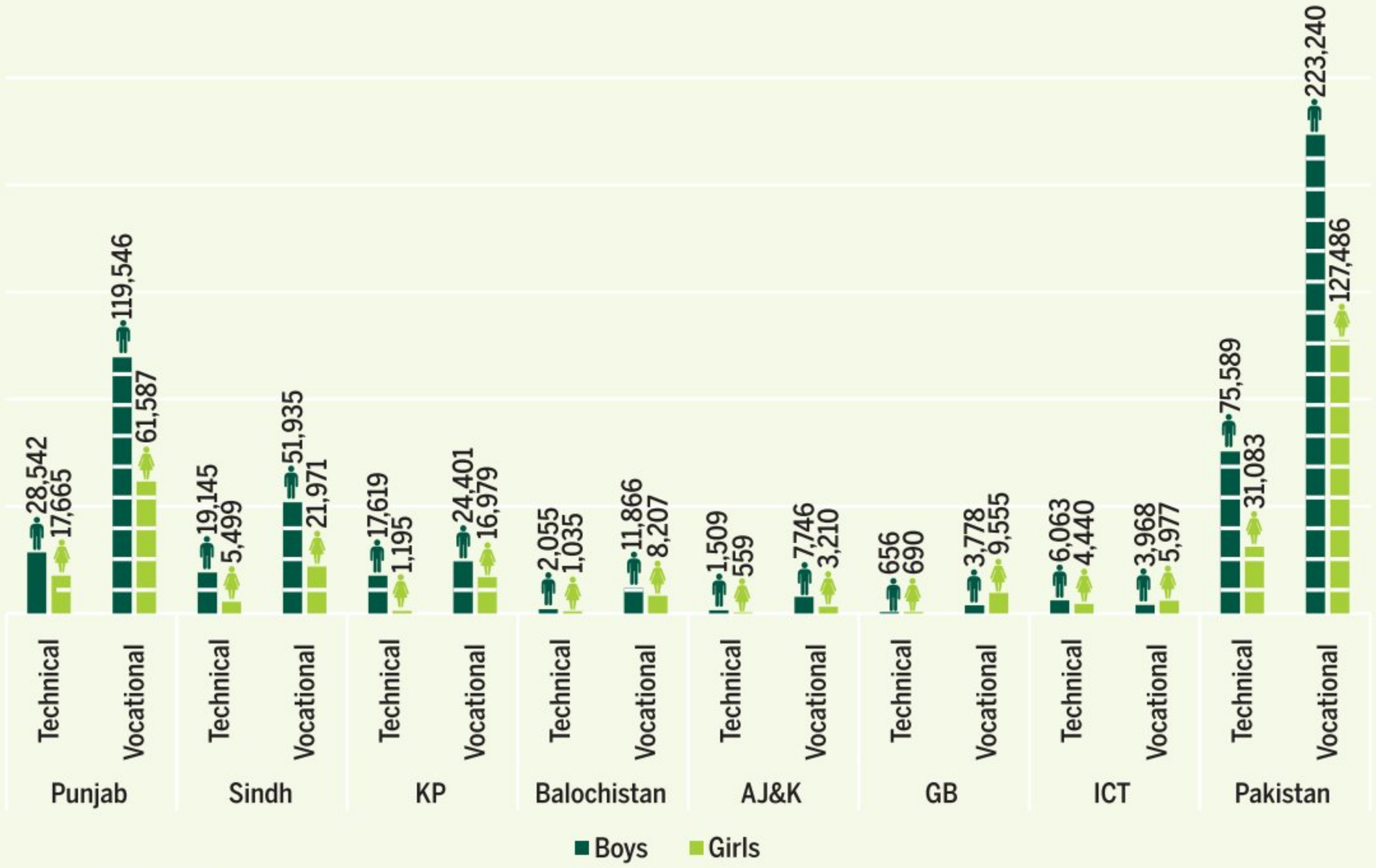
Figure 33: Enrolment in Technical and Vocational Institutions (Public+Private) - 2023-24



Source: PES 2023-24

While women are accessing vocational training in meaningful numbers, they remain underrepresented in technical streams. Female participation in technical and vocational education and training (TVET) programs stands at 158,569 compared to 298,829 males, indicating that women represent roughly one-third of the total TVET enrolment. Within vocational streams, 127,486 females are enrolled against 223,240 males, reflecting a relatively higher female presence but still a significant gender gap. The imbalance is even starker in technical programs, where only 31,083 women are enrolled compared to 75,589 men, showing that women's participation drops sharply in more specialized and technical fields.

Figure 34: Enrolment in Technical and Vocational Institutions (Public + Private) by Province - 2023-24



Source: PES 2023-24

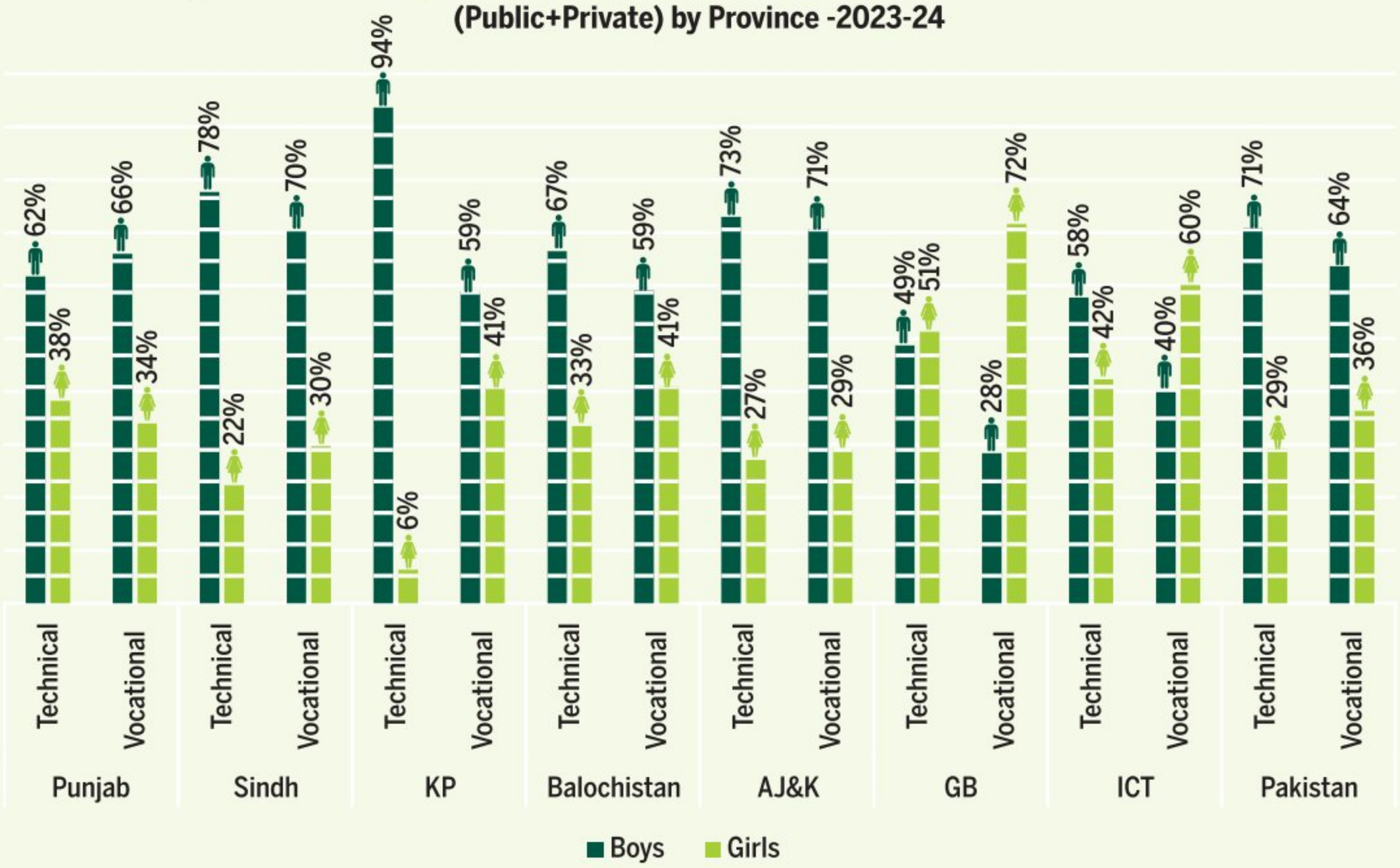
Overall, Punjab and Sindh host the largest absolute numbers, gender gaps are most severe in KP and Balochistan, where women remain underrepresented. By contrast, ICT and Gilgit-Baltistan present positive exceptions, with women showing near parity or even majority presence in vocational education.

Punjab and Sindh dominate in absolute enrolment, yet in both provinces female participation remains considerably lower than male. In Punjab, 28,542 males are enrolled in technical education compared to 17,665 females, while in vocational training the gap is even wider, with 119,546 males against 61,587 females. Sindh presents a similar imbalance: 19,145 males in technical programs versus only 5,499 females, and 51,935 males in vocational training compared to 21,971 females.

Khyber Pakhtunkhwa (KP) reveals one of the largest gender gaps, with 17,619 males and only 1,195 females in technical programs, and 24,401 males compared to 16,979 females in vocational. In Balochistan, women's presence is also limited, with just 1,035 in technical and 8,207 in vocational education against 2,055 and 11,866 males, respectively.

In Azad Jammu & Kashmir, women's enrolment is 559 in technical and 3,210 in vocational programs compared to 1,509 and 7,746 males. Gilgit-Baltistan shows comparatively stronger inclusion in vocational streams, with 9,555 females versus 3,778 males, making it the only region where women outnumber men in vocational education. ICT also demonstrates a more balanced picture, with 4,440 females and 6,063 males in technical training, and 5,977 females against 3,968 males in vocational programs, where women's enrolment actually exceeds men's.

Figure 35: Percentage of Female Enrolment in Technical and Vocational Institutions (Public+Private) by Province -2023-24



Source: Pakistan Education Statistics 2023-24, PIE, Islamabad

At the national level, the male-to-female ratio in technical education stands at 2.4:1, and in vocational education at 1.75:1, reflecting wider gender disparity in technical fields.

Table 8: Institutions, Teachers and Enrolment of Deeni Madaris By Province and Gender – 2023-24

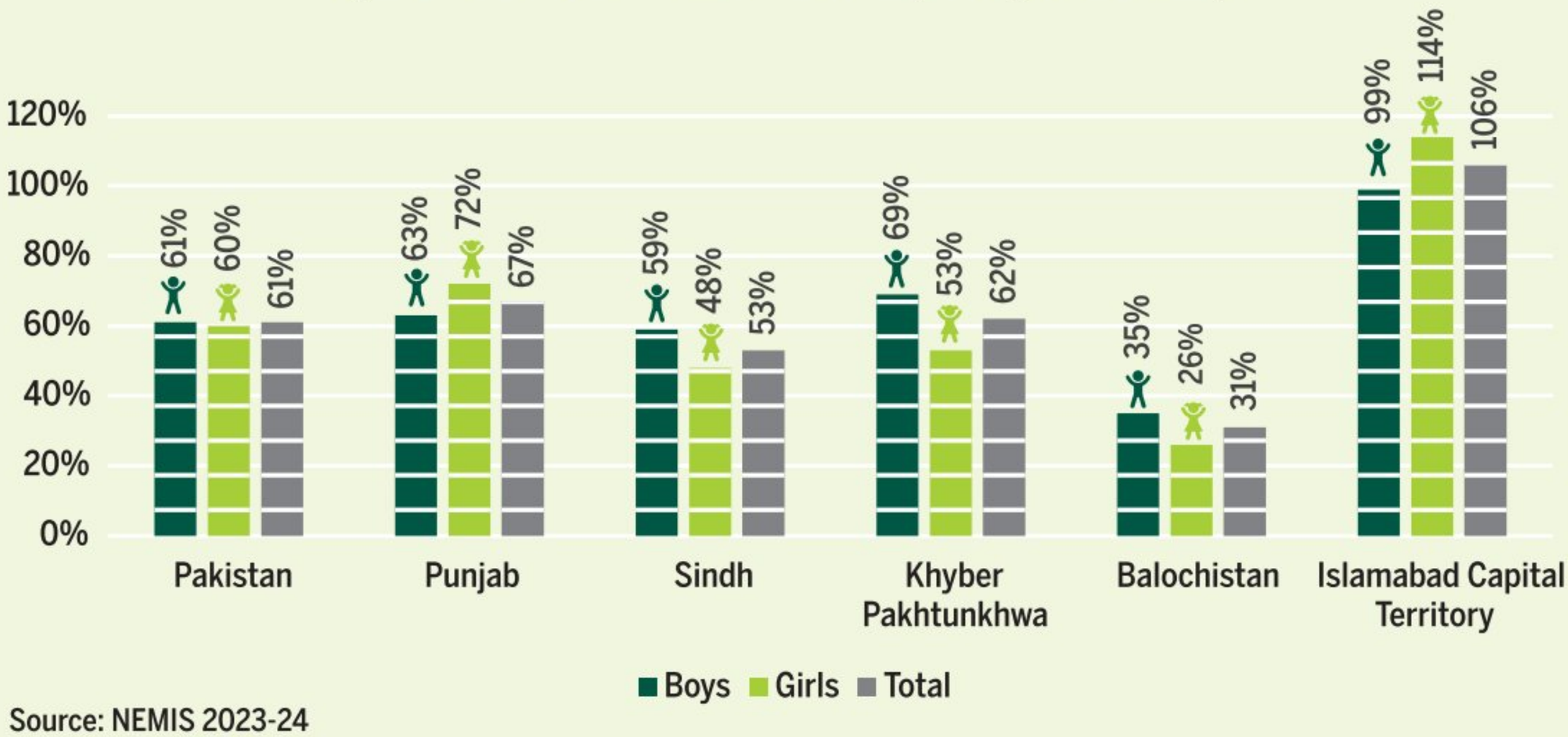
Province/ Region	Institutions				Enrolment			Teacher		
	Male	Female	Mixed	Total	Male	Female	Total	Male	Female	Total
Punjab	20,053	8,822	818	29,693	739,551	1,041,715	1,781,266	93,850	32,159	126,009
Sindh	6,556	2,526	136	9,218	324,247	279,994	604,241	45,545	9,026	54,571
KP	10,951	1,827	211	12,989	158,520	324,261	482,781	77,637	7,578	85,215
Balochistan	3,384	504	63	3,951	78,949	64,241	143,190	28,652	1,730	30,382
AJ&K	1,418	583	50	2,051	39,884	42,865	182,703	5,845	2,184	8,029
GB	4,566	1,772	11	6,349	70,987	50,261	21,294	9,478	3,478	12,956
ICT	499	163	49	711	24,811	20,589	45,400	3,337	827	4,164
Total	47,427	16,197	1,338	64,962	1,436,949	1,823,926	3,260,875	264,343	56,983	321,326

Deeni Madaris system in Pakistan is a large-scale, gendered, and regionally uneven educational network. In the 2023–24, there were 64,962 deeni madaris enrolling over 3.26 million students with more than 321,326 teachers.

A gender-based analysis reveals a system where female participation is robust in terms of enrolment, but this is not matched in institutional ownership or teaching staff, pointing to structural asymmetries. Notably, while female-only madaris are fewer in number, they account for a considerable and growing share of total enrolment, reflecting evolving educational aspirations among families across the country.

Of the 64,962 madaris, 73% are for boys only, while 25% are dedicated to girls. A mere 2% are recorded as mixed-gender. Despite having access to far fewer dedicated institutions, girls are enrolling in impressive numbers. Female enrolment (1.82 million) has surpassed male enrolment (1.44 million). This is particularly pronounced in provinces like Punjab, where over 1.04 million girls are enrolled in Madaris, and KP, where female students outnumber males nearly two to one. The most pronounced gender disparity lies in the teaching workforce. Male teachers (264,343) outnumber female teachers (56,983) by a ratio of more than 4 to 1. While Punjab employs the highest absolute number of female teachers (32,159), they still represent only a quarter of the province's teaching force. In contrast, Balochistan has a severely limited female teaching presence (just 1,730). This gap suggests potential challenges in female mentorship, role models within girls' madaris, and career pathways for women in religious scholarship.

Figure 36: Gross Enrolment Ratio: Primary to Higher Secondary

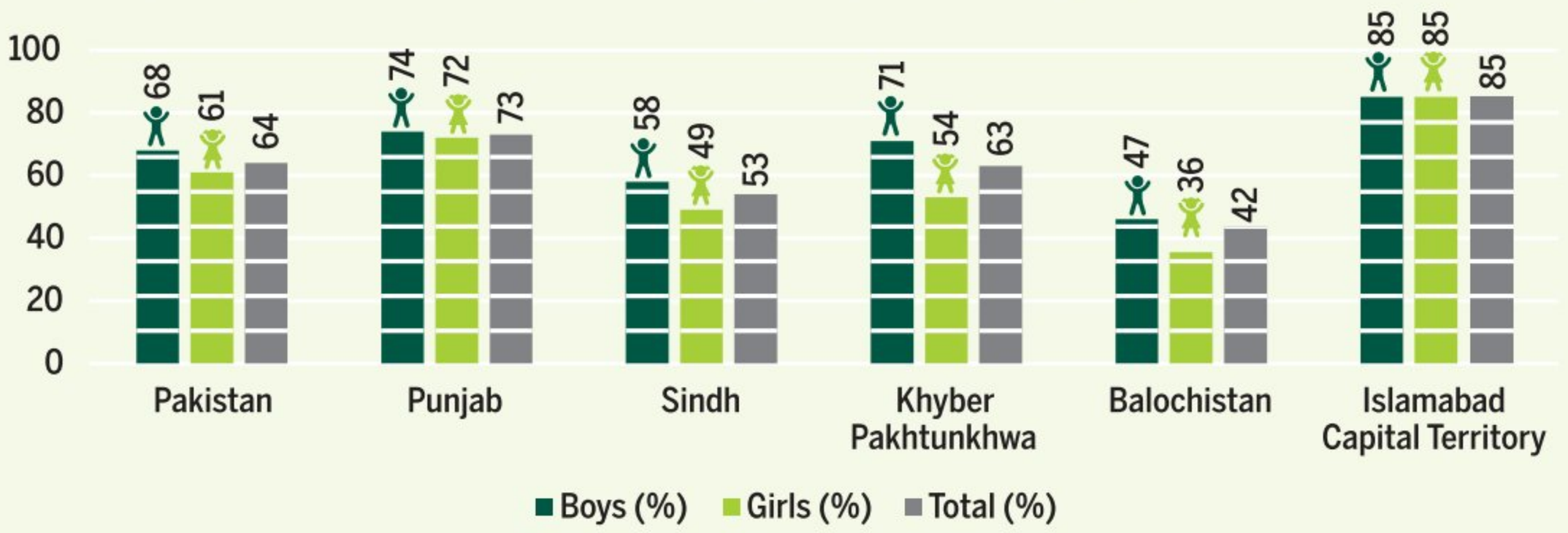


Source: NEMIS 2023-24

Gross Enrolment Ratio (GER)[1] from primary to higher secondary is 61% at national level, with boys at 61% and girls at 60%.

Across provinces and regions, Islamabad Capital Territory (ICT) reports the highest GER (106%), with girls at 114% and boys at 99%. Punjab reports GER of 67% but with a gender gap (63% boys vs. 72% girls). Sindh follows with 53% overall (59% boys, 48% girls), reflecting both low coverage and gender imbalance. Khyber Pakhtunkhwa is at 62%, though boys' enrolment (69%) is better than girls (53%). Balochistan's gross enrolment is 31% overall (35% boys, 26% girls). Sindh follows with 53% overall (59% boys, 48% girls), reflecting both low coverage and gender imbalance.

Figure 37: Total Net Enrolment Rate: Primary to Higher Secondary | Population Census 2023



Source: PES 2023-24

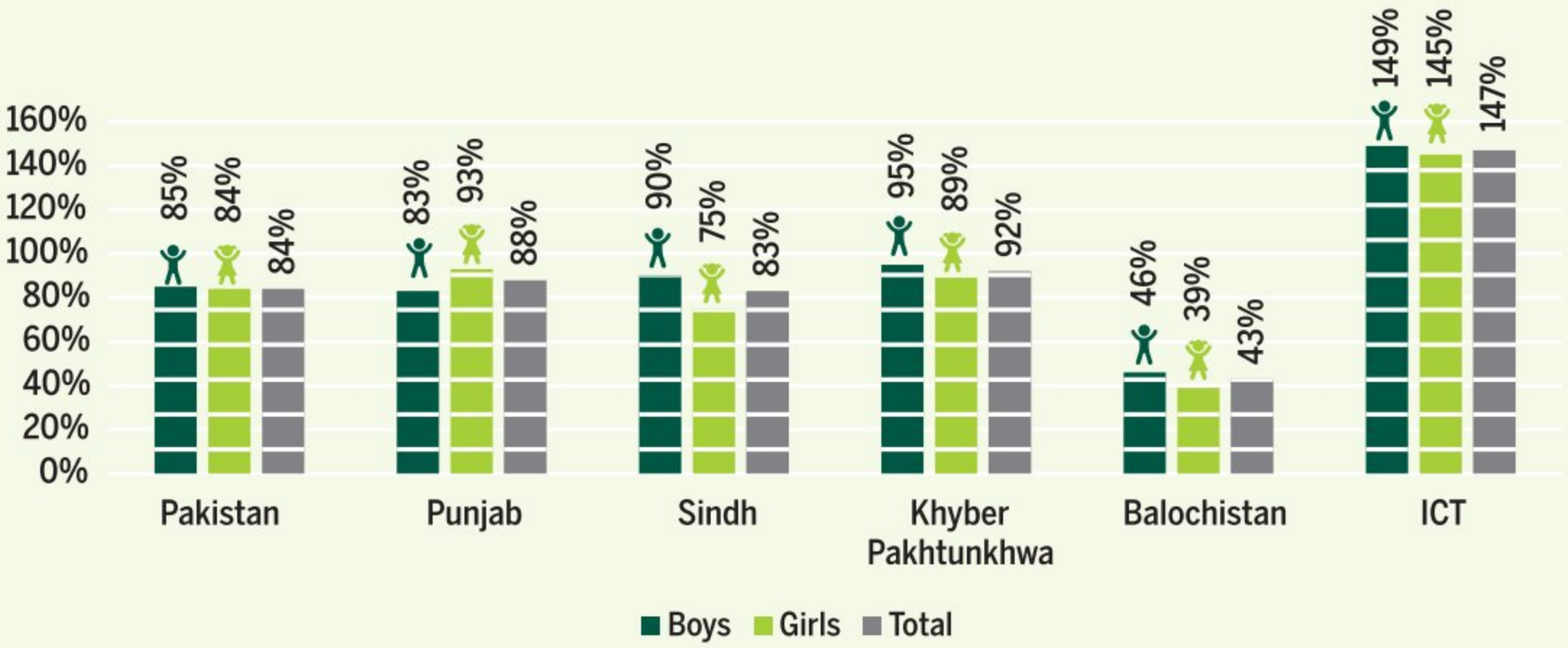
The national Total Net Enrolment Rate (NERT)[2] across primary to higher secondary is 64%, with boys at 68% and girls at 61%.

Across provinces, enrolment rates show significant variation. Islamabad Capital Territory (ICT) shows the highest rate at 85% for both boys and girls, reflecting strong access and gender balance. Punjab reports 73% NERT overall (74% boys, 72% girls), demonstrating both higher coverage and near gender parity. Sindh lags behind with 53% overall, where boys (58%) are more likely to be enrolled than girls (49%). Khyber Pakhtunkhwa (KP) achieves 63% overall, but gender gaps persist—71% for boys vs. 54% for girls—showing unequal participation. Balochistan continues to struggle with the lowest NER at 42%, with girls particularly disadvantaged (36% vs. 47% for boys).

[1]Gross enrolment ratio is the ratio of total enrolment in a given level of education, regardless of age, to the population of the age group that officially corresponds to the same level of education.

[2]Total number of students of the official age group for a given level of education who are enrolled in any level of education, expressed as a percentage of the corresponding population

Figure 38: Gross Intake Ratio (GIR) to the first grade of primary



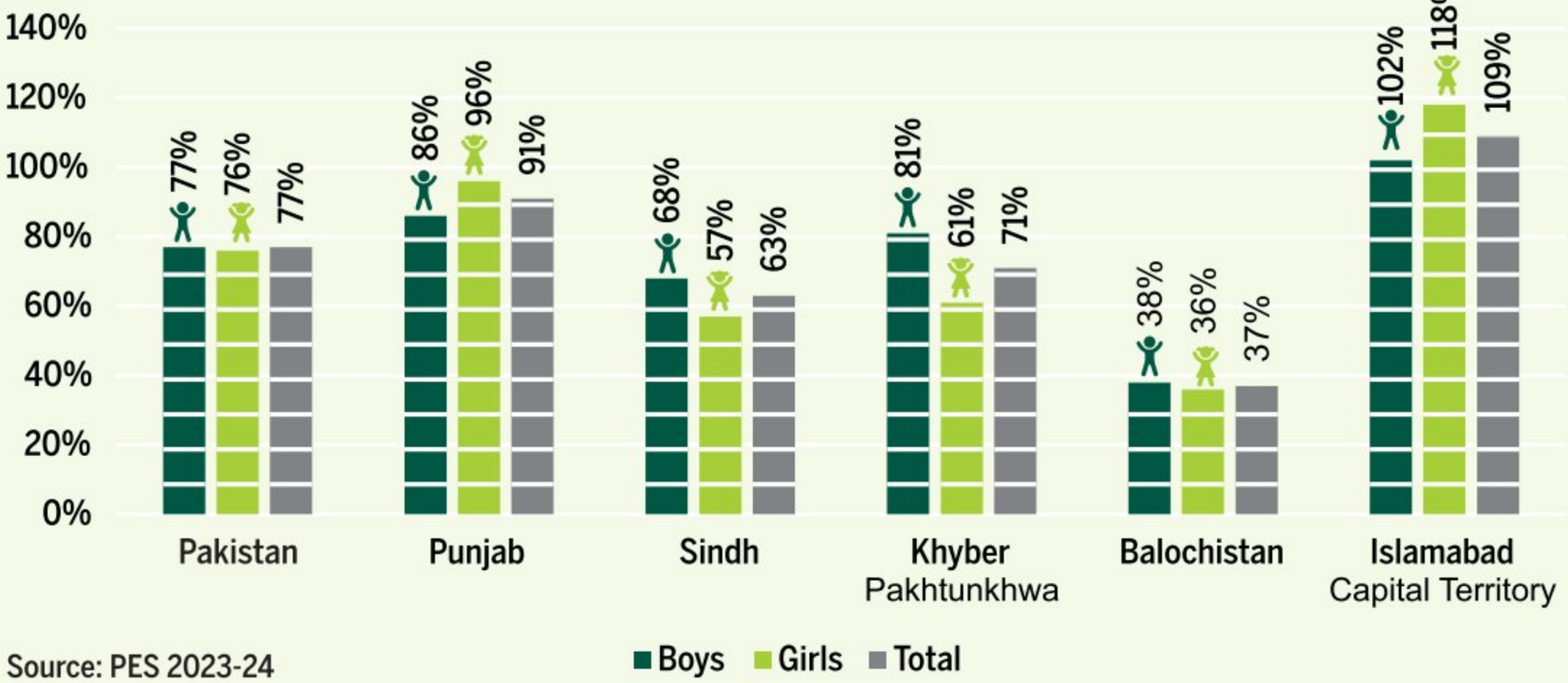
Source: PES 2023-24

At the national level, the Gross Intake Ratio (GIR)[3] to Grade-1 is 84%, with boys slightly ahead (85%) compared to girls (84%).

Punjab reports a GIR of 88% overall (83% boys, 83% girls) while Sindh is at 83% overall, with boys (90%) ahead of girls (75%). Khyber Pakhtunkhwa (KP) has 92% overall intake (95% boys, 89% girls), suggesting stronger outreach to girls at entry level. Balochistan has 43% overall intake (46% boys, 39% girls). On the other hand, Islamabad Capital Territory (ICT) records high GIR at 147% overall (149% boys, 145% girls).

[3]Gross intake ratio in first grade of primary education is the number of new entrants in the first grade of primary education regardless of age, expressed as a percentage of the population of the official primary entrance age.

Figure 39: Gross Intake Ratio (GIR) to the last grade of primary

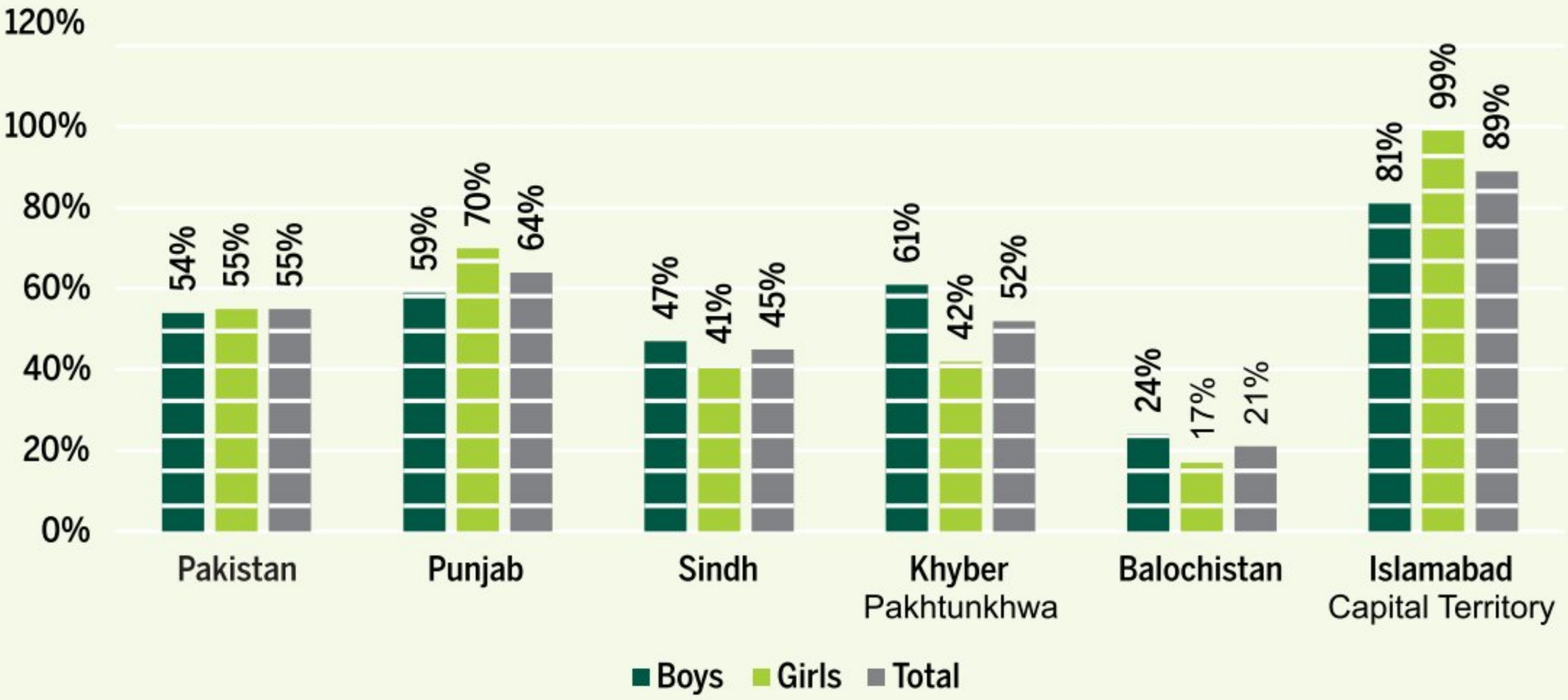


Source: PES 2023-24

The Gross Intake Ratio to the last grade of primary stands is 77% for national level. The rates are almost balanced across gender, with 77% for boys and 76% for girls.

Punjab has GIR of 91% overall (86% boys, 96% girls). Sindh lags behind at 63%, with a notable gender gap: 68% of boys compared to 57% of girls. Khyber Pakhtunkhwa (KP) is at 71% overall, though again boys (81%) are ahead of girls (61%). Balochistan has 37% GIR overall (38% boys, 36% girls). By contrast, Islamabad Capital Territory (ICT) exceeds 100% (109% overall; 102% boys, 118% girls).

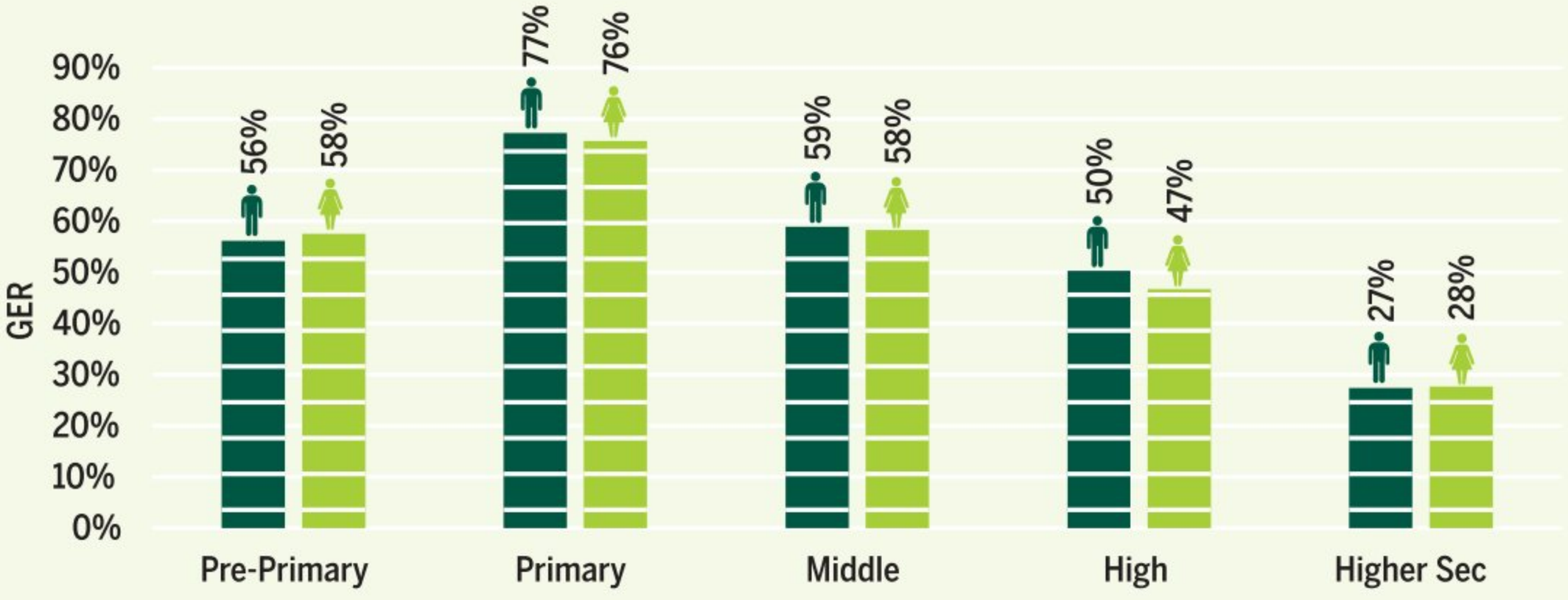
Figure 40: Gross Intake Ratio (GIR) to the last grade of lower secondary



Source: PES 2023-24

Gross Intake Ratio (GIR) to the last grade of lower secondary (middle) for Pakistan is 55%, with boys (54%) and girls (55%). Punjab (64%) and ICT (89%) perform the strongest. In contrast, Sindh (45%) and KP (52%) and Balochistan (21%) reports low intake rates at the end of lower secondary.

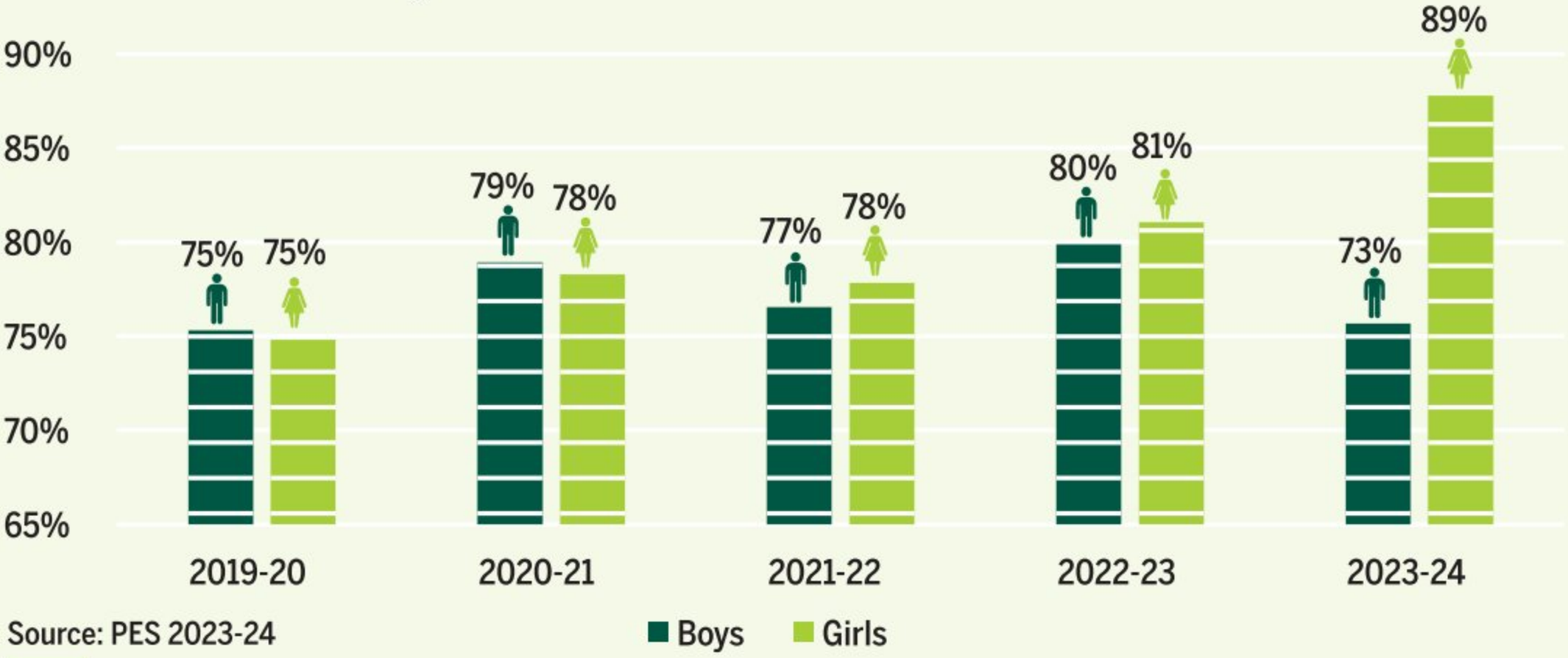
Figure 41: Gross Enrollment Ratio (GER) By Stage - 2023-24



Source: PES 2023-24

Enrolment patterns by stage highlight sharp differences across levels of education. At the pre-primary level, GER is 56% for boys and 58% for girls, showing relatively low coverage but near parity. Enrolment is highest at the primary stage, with 77% of boys and 76% of girls enrolled, reflecting strong participation and minimal gender gap. At the middle stage, GER falls to 59% for boys and 58% for girls, and by high school, enrolment drops further to 50% for boys and 47% for girls, with girls slightly more disadvantaged. The steepest decline occurs at the higher secondary stage, where GER is only 27% for boys and 28% for girls, indicating that fewer than one in three children continue their education to this level.

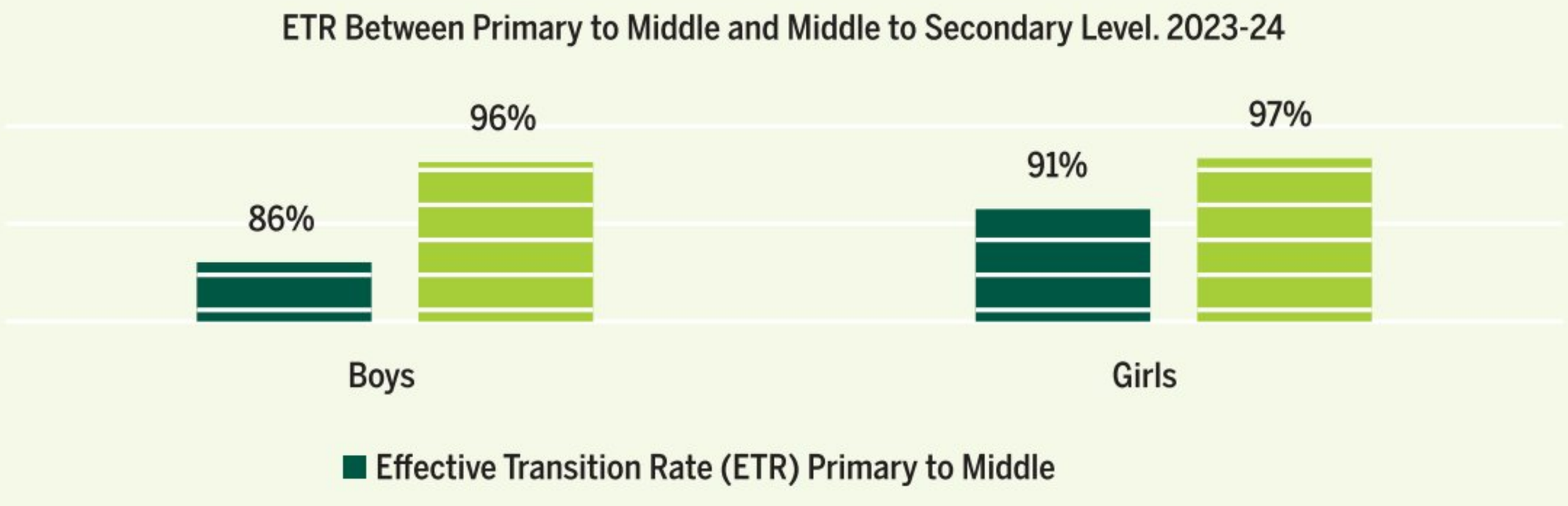
Figure 42: Survival Rate to Grade-V 2019-20 to 2023-24



Source: PES 2023-24

The survival rate to Grade-V shows steady improvements over the last five years, with a clear trend of girls outperforming boys in recent years. In 2019–20, survival rates were equal at 75% for both boys and girls. By 2020–21, both improved, with boys at 79% and girls at 78%. The following year (2021–22) saw a slight dip, with boys at 77% and girls at 78%, still reflecting near parity. From 2022–23 onwards, girls began to pull ahead, recording 81% survival compared to 80% for boys. The gap widened further in 2023–24, where girls achieved a striking 89% survival rate, while boys fell to 73%.

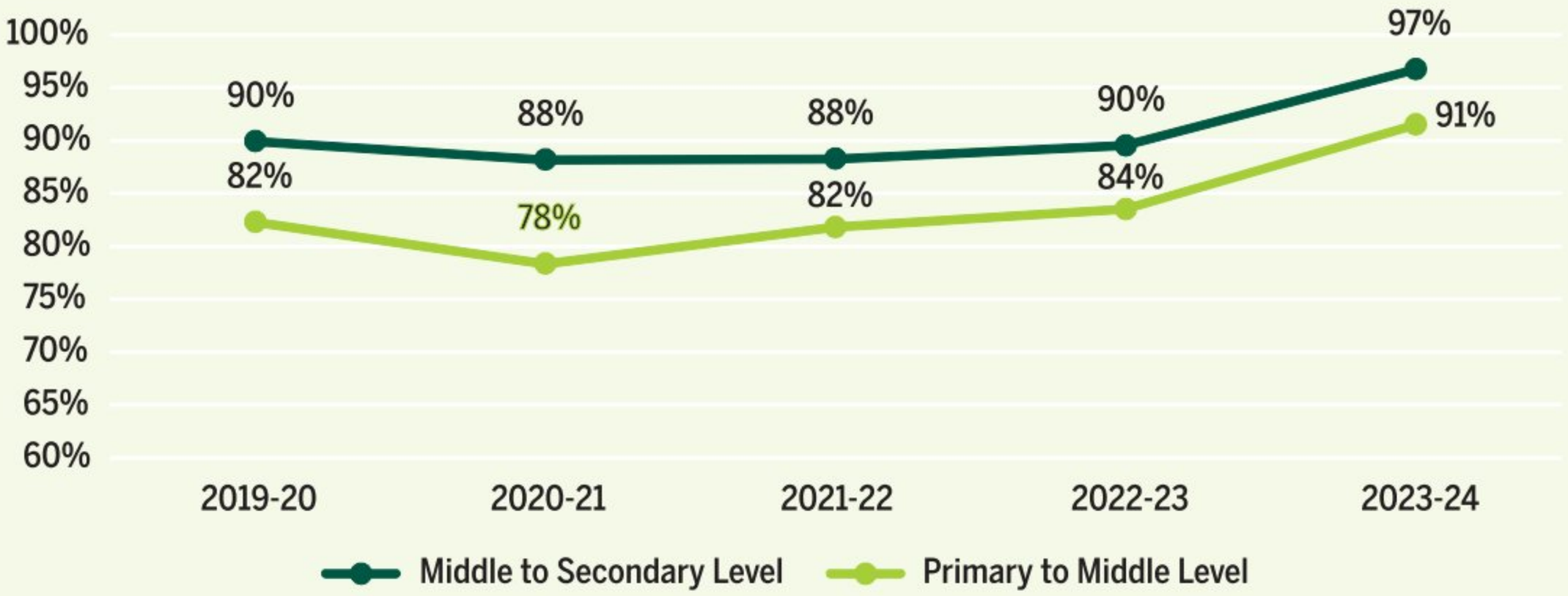
Figure 43: Effective Transition Rate[4] from Primary to Middle and Middle to Secondary Level - 2023-24



- From primary to middle school, transition rates are 91% of girls make the shift compared to 86% of boys, showing that girls are slightly more likely to continue beyond primary.
- From middle to secondary school, transition rates remain high. 97% of girls continue compared to 96% of boys, suggesting near parity with a slight edge for girls.

[4]Effective Transition Rate refers to number of new entrants to the first grade of middle school in a given year as a percentage of the number of students enrolled in the final grade of primary school in the previous year (minus the number of repeaters from the last grade of primary education in the given year).

Figure 44: ETR of Female Students Between Primary to Middle and Middle to Secondary Level - 2019-2024



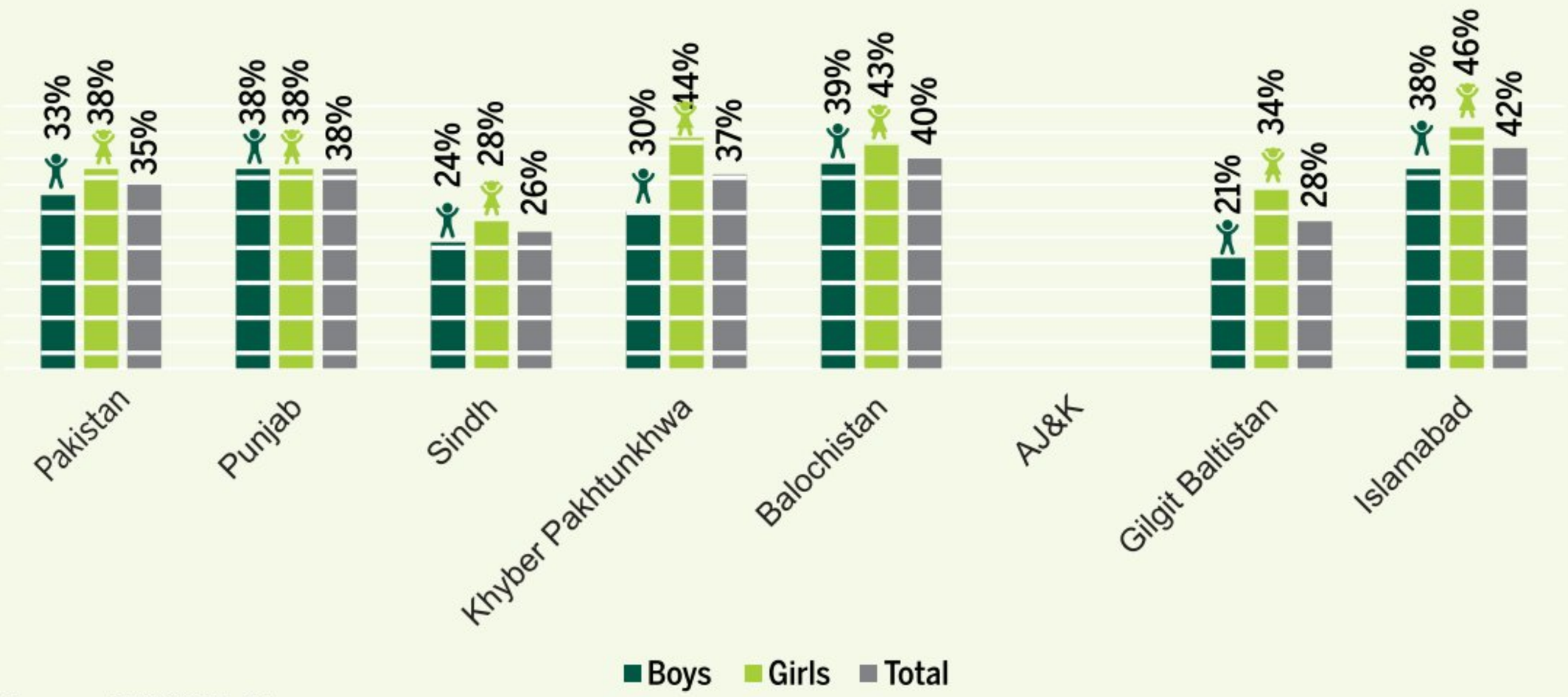
The transition of female students shows a steady improvement from primary to middle school, while their progression from middle to secondary has remained consistently high.

Primary to Middle: In 2019–20, 82% of girls moved from primary into middle school. This dipped to 78% in 2020–21, but has since improved steadily, reaching 91% in 2023–24. The upward trend suggests growing success in ensuring girls' retention beyond primary.

Middle to Secondary: Transition rates have remained much higher and relatively stable. Girls' transition stood at 90% in 2019–20, dipped slightly to 88% in 2020–21 and 2021–22, recovered to 90% in 2022–23, and settled at 97% in 2023–24. This indicates strong continuity for girls once they reach middle school.

3.3. Overage Children in Schools

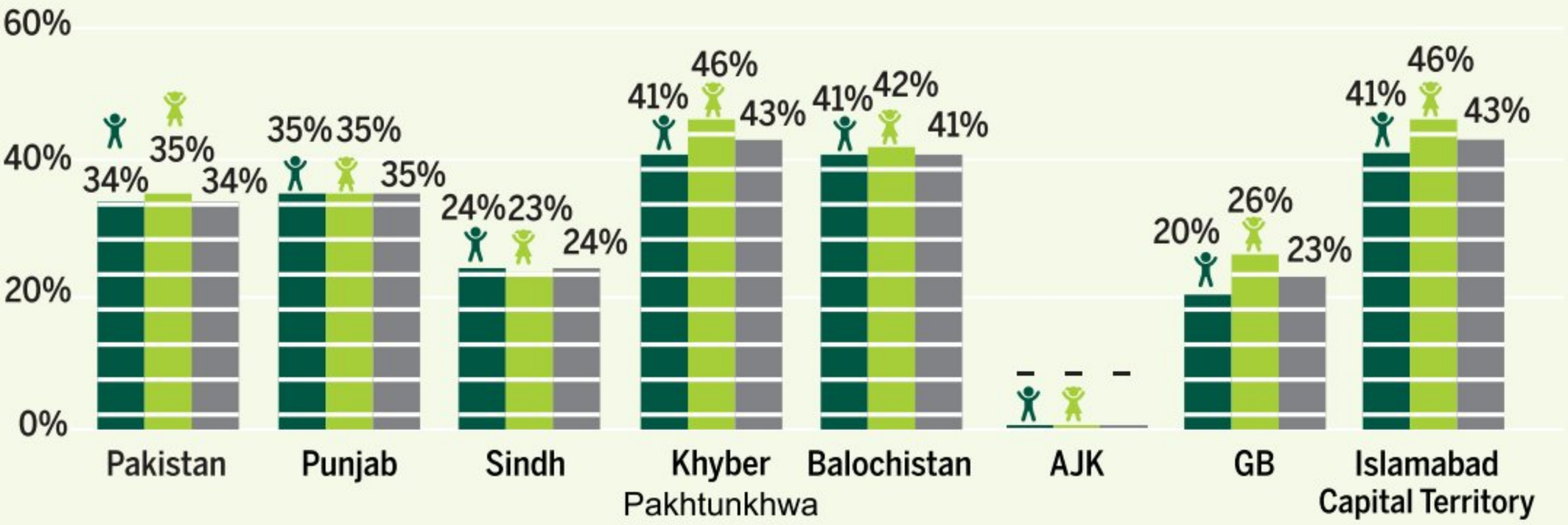
Figure 45: Percentage of overage children at the primary stage in public schools



Source: PES 2023-24

At the national level, 35% of children in primary schools are over-age, with slightly higher rates among girls (38%) compared to boys (33%). Punjab reports 38% overall (38% girls, 38% boys), slightly above the national average. Sindh shows relatively lower levels, at 26% overall (28% girls, 24% boys). ICT has one of the highest rates, with 42% overall (46% girls, 38% boys). Balochistan also high at 40% overall (43% girls, 39% boys), again with girls more affected. Gilgit Baltistan shows 28% overall (34% girls, 21% boys). KP reported rates are 37% overall (44% girls, 30% boys). Data for AJ&K was not available.

Figure 46: Percentage of overage children at the middle stage in public schools



Source: PES 2023-24

At the national level, about one-third of middle school students (34–35%) are over-age, with little gender difference which indicates that both boys and girls face similar delays in starting or

progressing through school. Punjab mirrors this national parity with 35% of both boys and girls being over-age, reflecting systemic but balanced age-grade inefficiencies. In Sindh, the proportion drops to around 24%, suggesting relatively better age alignment, though parity remains. In contrast, Khyber Pakhtunkhwa (KP) and ICT record the highest over-age rates which is 41% for boys and 46% of girls, and about 41–42% in Balochistan hence pointing to structural issues like late school entry, grade repetition, and weak internal efficiency that affect both genders. Gilgit-Baltistan has the lowest proportion of over-age students which is 20% of boys and 26% of girls implying stronger grade progression and age-appropriate enrolment. Overall, while gender parity is consistent across regions, the high incidence of over-age students signals systemic delays that impede timely educational progression for both boys and girls. Data for AJ&K was not available.

3.4 Equity

Table 9: Percentage of children with difficulty enrolled in public schools (some difficulty, a lot of difficulty, cannot do at all)

	Hearing	Remembering or concentrating	Seeing	Walking or climbing
Pakistan	0.10%	1.19%	0.16%	0.08%
Punjab	0.19%	2.36%	0.29%	0.15%
Sindh	0.02%	0.16%	0.15%	0.02%
Khyber Pakhtunkhwa	0.02%	0.03%	0.02%	0.03%
Balochistan	0.14%	0.38%	0.31%	0.13%
Islamabad Capital Territory	0.09%	1.99%	2.05%	0.12%

Source: PES 2023-24

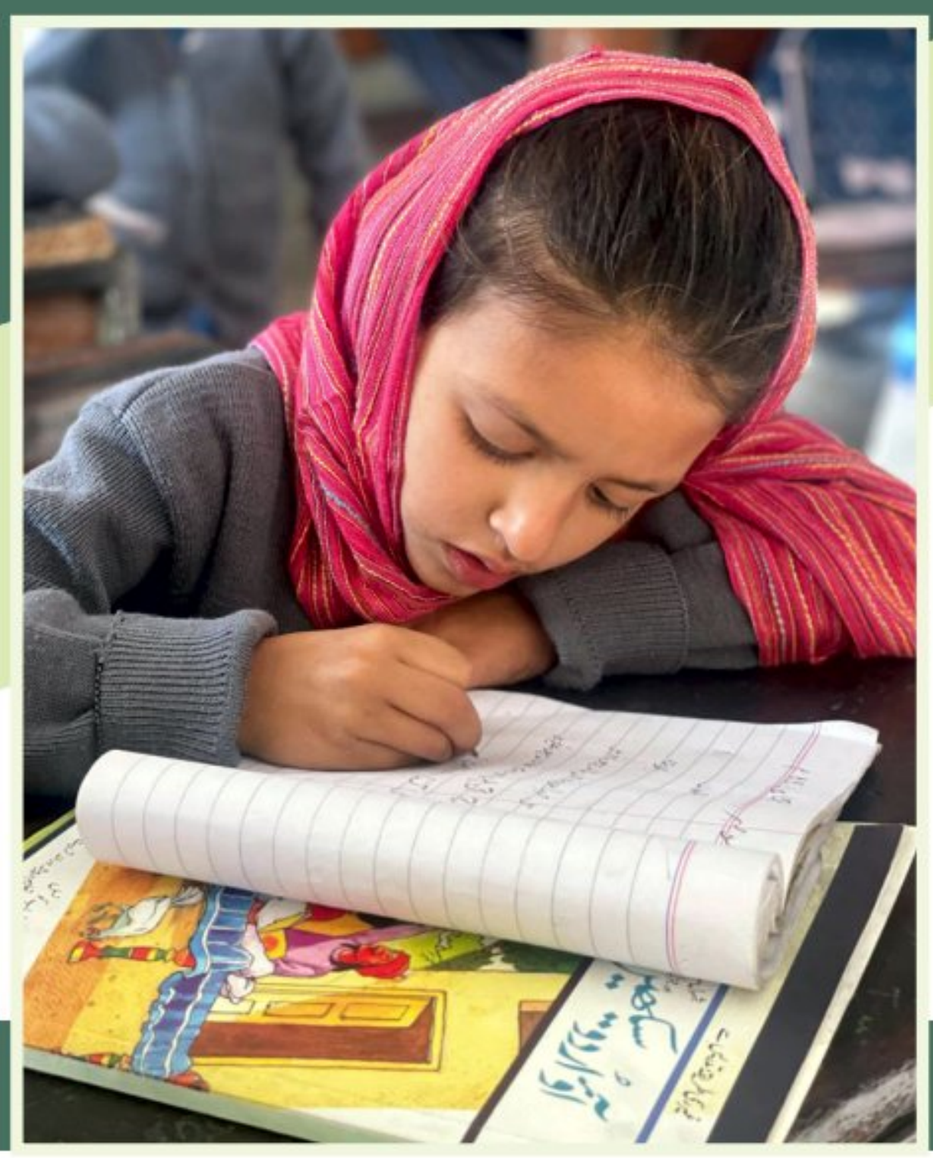
Nationally, only a very small share of children with functional difficulties are enrolled in public schools, with the highest reporting in difficulties related to remembering or concentrating (1.19%), followed by seeing (0.16%), hearing (0.10%), and walking or climbing (0.08%). Punjab and ICT stand out with relatively higher figures, such as 2.36% of children in Punjab and 1.99% in ICT reported with remembering/concentrating difficulties, and over 2% in ICT with seeing difficulties, suggesting stronger identification and inclusion mechanisms. By contrast, Sindh and Khyber Pakhtunkhwa report extremely low levels across all categories (mostly below 0.2%). Balochistan has slightly higher figures but still below Punjab and ICT. Overall, the data highlights that children with difficulties remain largely invisible in the education system, with inclusion uneven across regions and urgent need for stronger identification, reporting, and targeted support.

Table 10: Percentage of refugee children enrolled in public schools

	Boys	Girls	Total
Pakistan	0.44%	0.30%	0.38%
Punjab	0.05%	0.04%	0.05%
Sindh	0.00%	0.00%	0.02%
Khyber Pakhtunkhwa	1.40%	1.02%	1.23%
Balochistan	1.26%	1.15%	1.21%
Islamabad Capital Territory	0.44%	0.18%	0.28%

Source: PES 2023-24

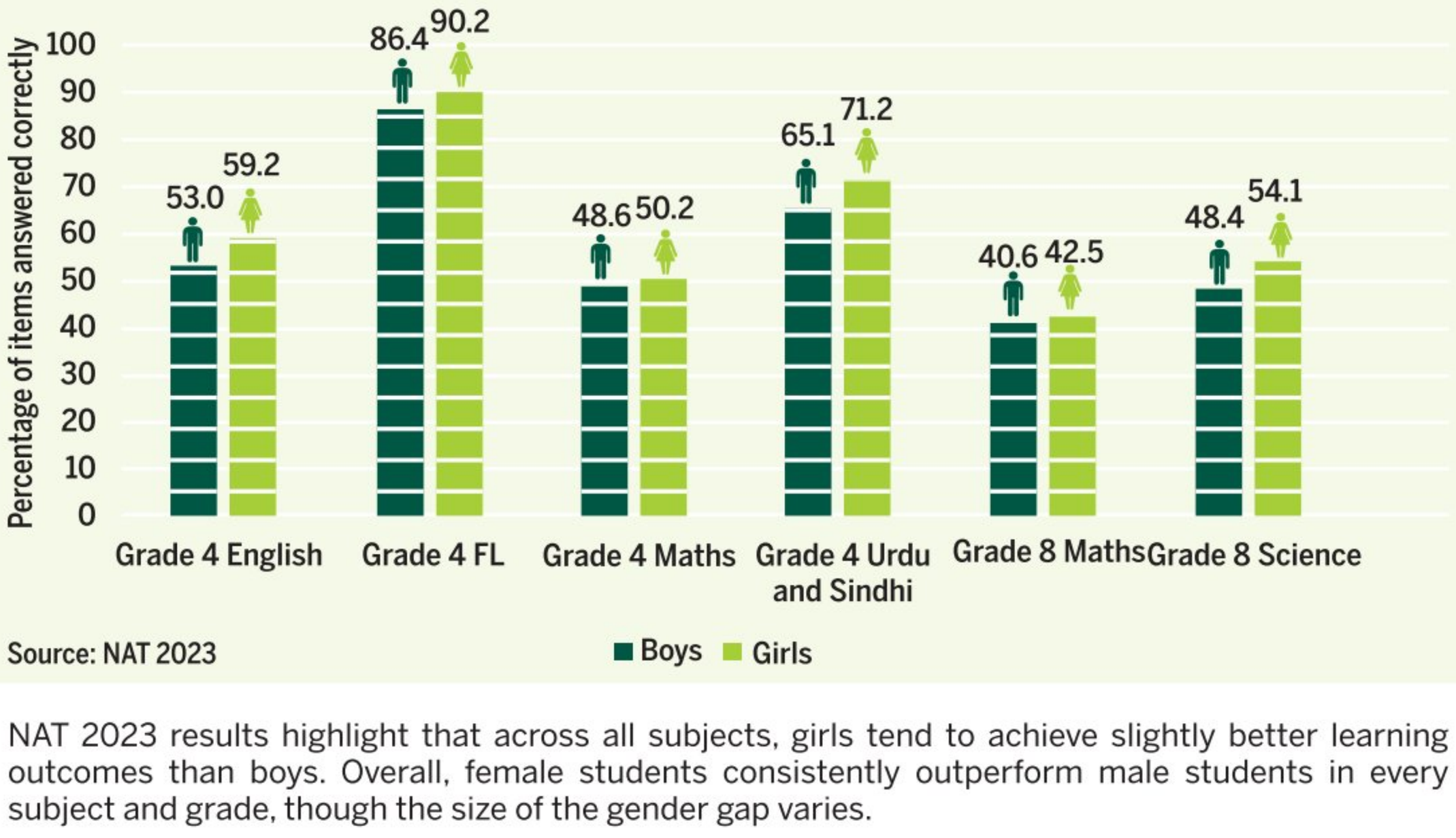
Nationally, refugee children represent only 0.38% of total enrolment in public schools, with boys (0.44%) slightly more likely to be enrolled than girls (0.30%). Khyber Pakhtunkhwa (1.23%) and Balochistan (1.21%) host the highest proportions, reflecting their geographic proximity to refugee settlements and long-standing communities. In contrast, Punjab (0.05%) and ICT (0.28%) show very limited enrolment of refugee children, while Sindh records near-zero levels (0.02%), indicating minimal integration.



04 Outcomes

4.1 National Achievement Test (NAT) 2023

Figure 47: Students Achievement Results presented in terms of the proportion of items answered correctly.



Source: NAT 2023

NAT 2023 results highlight that across all subjects, girls tend to achieve slightly better learning outcomes than boys. Overall, female students consistently outperform male students in every subject and grade, though the size of the gender gap varies.

In Grade 4, girls show higher achievement in English (59.2% vs. 53.0%), Functional Literacy (90.2% vs. 86.4%), Maths (50.2% vs. 48.6%), and Urdu/Sindhi (71.2% vs. 65.1%). The largest gender disparity at this level appears in Grade 4 Urdu/Sindhi, where girls outperform boys by over 6 percentage points, indicating stronger foundational language competencies among girls.

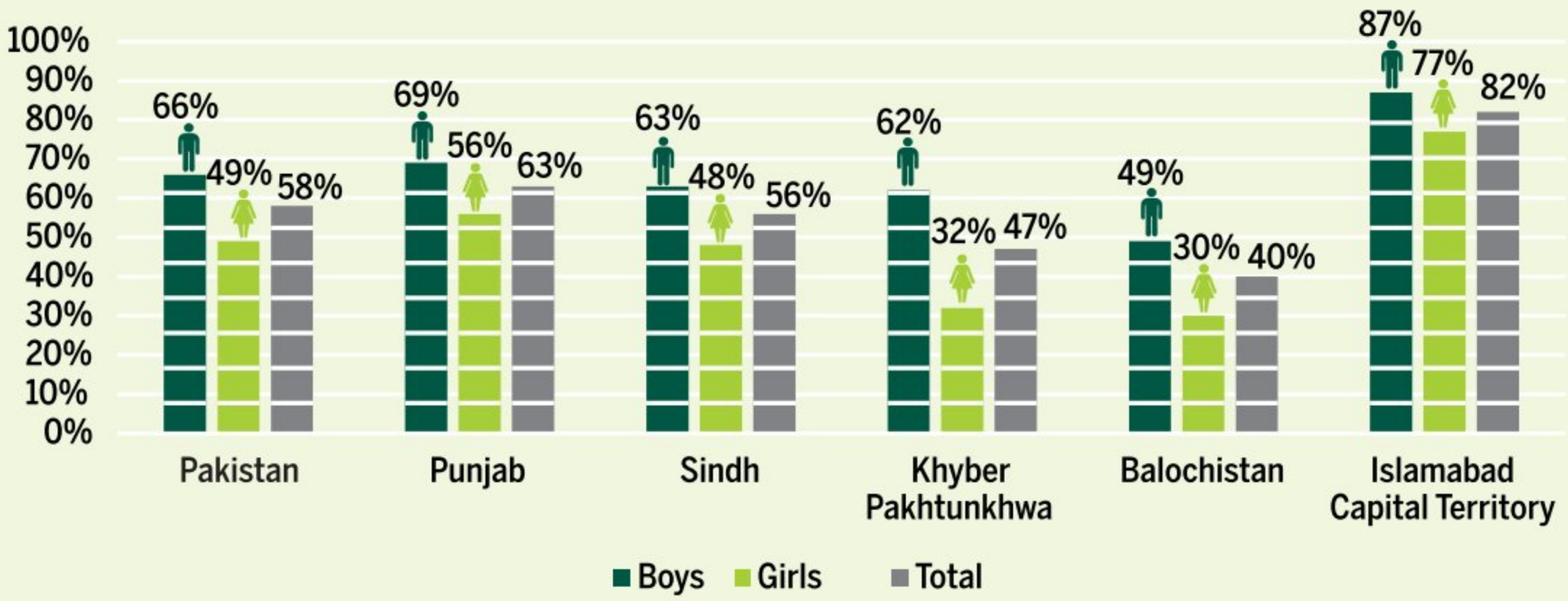
In Grade 8, a similar pattern continues: girls score higher in Maths (42.5% vs. 40.6%) and especially in Science (54.1% vs. 48.4%), where the gender gap is most pronounced at this level—nearly 6 percentage points. Although performance levels are lower overall compared to Grade 4, the gender advantage for girls remains consistent.

05 Impact

Educating girls plays a transformative role in strengthening Pakistan's labour force and economy. When girls complete schooling, especially secondary and higher levels, they tend to acquire increasingly market-relevant skills that raise their chances of entering job market. Higher education and technical skills also enable girls to access better-paid, formal-sector jobs, reducing the cycle of low-skilled, low-wage work. As educated women join the workforce, they contribute to household income, enhance decision-making power, and accelerate national economic growth by expanding the talent pool and improving overall productivity. In this way, investments in girls' education translate into stronger skills pipelines, higher female economic participation, and broader economic empowerment.

5.1 Literacy and Skills

Figure 48: Adult literacy rate (ages 15+)



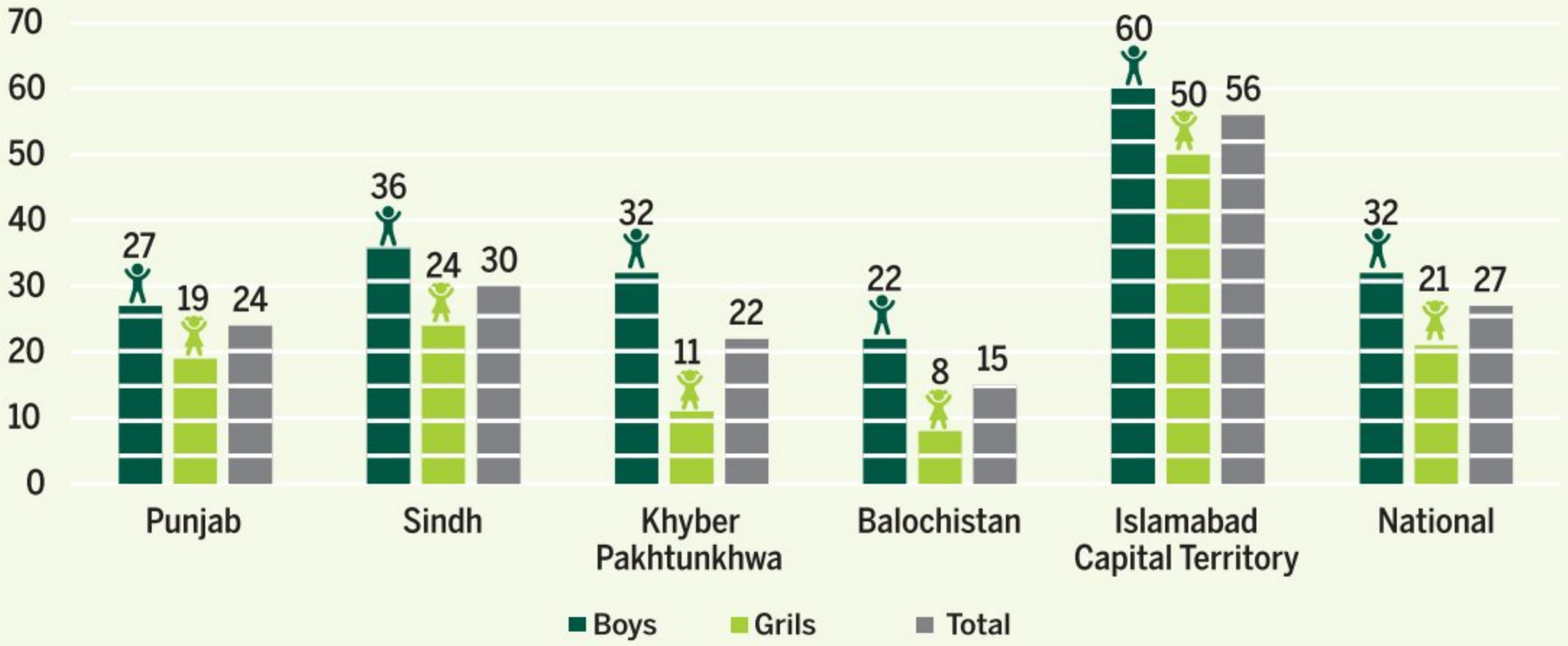
Source: Calculated from Population Census 2023

Adult literacy in Pakistan is 58% overall, with a sharp gender divide-66% for men compared to 49% for women in 2023. Regional patterns reveal significant variation: ICT reports the highest rate

Adult literacy in Pakistan is 58% overall, with a sharp gender divide-66% for men compared to 49% for women in 2023. Regional patterns reveal significant variation: ICT reports the highest rate at 82% (87% for men, 77% for women), followed by Punjab (63%) and Sindh (56%), though both maintain wide gender gaps. In contrast, Khyber Pakhtunkhwa (47%) and Balochistan (40%) show the weakest performance, where female literacy is critically low at 30% and 49%, respectively.

Low enrolment rates for girls at the primary and secondary levels as well as high number of out of school girls are a major contributor to Pakistan's persistently low adult female literacy. When girls do not progress through foundational and middle grades, they miss the critical window to acquire reading, numeracy, and problem-solving skills that determine lifelong literacy. These early gaps accumulated over time results in generations of women who lack the basic competencies needed for productive work and economic independence. This cycle reinforces low female labour force

Figure 49: Educational attainment rate (upper secondary or more, ages 25+)

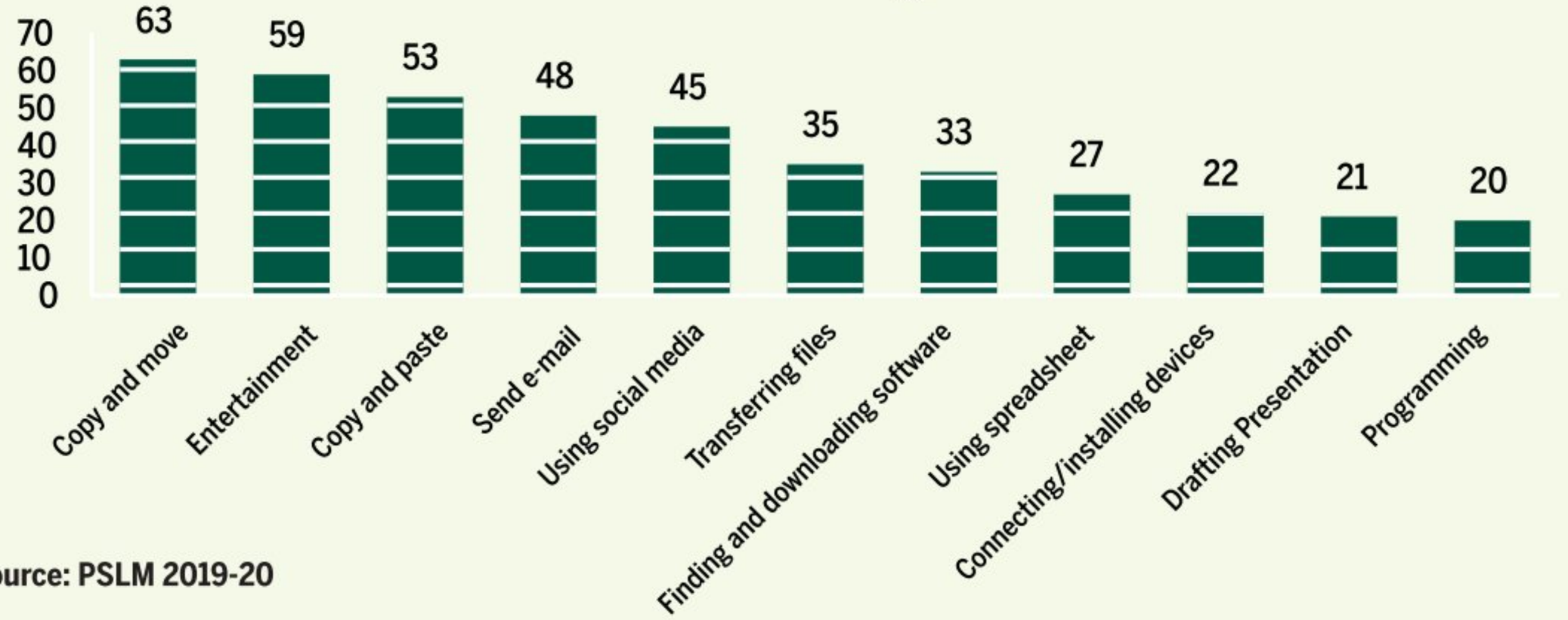


Source: Calculated from Population Census 2023

At the national level, 32% of males and 21% of females aged 25 years and above have attained upper secondary education or higher, resulting in a gender gap of 11 percentage points. This indicates that men are considerably more likely than women to complete higher levels of education. Overall, only 27% of adults have reached this level of attainment, reflecting limited progression beyond basic education, especially for women.

Across provinces, gender disparities remain evident though their magnitude varies. In Punjab, 27% of men and 19% of women have attained upper secondary or higher education. Sindh performs slightly better overall but has a wider gap, with 36% of men versus 24% of women attaining this level. Khyber Pakhtunkhwa exhibits one of the largest disparities, with 32% male and only 11% female attainment. Balochistan remains the most disadvantaged province, where only 22% of men and 8% of women have achieved upper secondary or higher education. In contrast, the Islamabad Capital Territory leads nationally, with 60% of men and 50% of women attaining this level.

Figure 50: Percentage of the population aged 10 years or older with Information and Communication Technology skills



Source: PSLM 2019-20

The data highlights wide variation in Information and Communication Technology (ICT) skills among Pakistan's population aged 10 years and above. Basic digital operations are the most common: about 63% can copy and move files, 59% use devices for entertainment, and 53% can perform copy-and-paste functions. Slightly fewer, 48%, are able to send emails, and 45% use social media, showing moderate penetration of communication-related digital skills.

By contrast, intermediate skills such as transferring files (35%) or finding and downloading software (33%) are less widespread, while more advanced abilities remain rare—only 27% can use spreadsheets, 22% can connect or install devices, 21% can draft presentations, and just 20% have programming skills.

5.2. Labour Force Participation

Table 11: Labour force participation rate (% of total population ages 15+)

Male	Female	Total
80%	24%	53%

Source: International Labour Organization 2023

Labour force participation in Pakistan during 2023 reflects a sharp gender divide. While 80% of men aged 15 and above are engaged in the labour force, only 24% of women participate, bringing the overall rate to 53%. Very low female participation rate highlights the underutilization of half the population's potential. Addressing this imbalance will require targeted policies such as expanding safe and flexible work opportunities for women, investing in skills development, and creating enabling environments to increase their presence in the labour market.

Low levels of girls' education directly translate into persistently low female labour force participation. The data presented in earlier sections regarding enrolment, out of school children, and other indicators shows that when girls leave school early or attain only basic literacy, they are far less likely to enter the formal labour market, contribute to household income, or access emerging opportunities in a modernising economy. This underinvestment in girls' education not only restricts individual potential but also suppresses national productivity, as half the population remains underrepresented in economic activity.

06 Recommendations for Advancing Girls' Education in Pakistan

The analysis presented in this report highlights both incremental progress and persistent disparities across the education continuum from early childhood to higher education and skills. The following framework outlines actionable, girl-specific priorities across the short (0–2 years), medium (2–5 years), and long term (5–10 years). This framework is an attempt to provide a unified roadmap for governments, partners, and communities to accelerate equitable and quality education for all girls.

6.1. Short-Term Priorities (0-2 Years): Rapid actions that immediately remove barriers and improve access, safety, and learning for girls.

- Expand early childhood services for girls in lagging districts which will ensure girls' school readiness
- Launch community-based drives to increase girls' ECE enrolment and deploy female ECE teachers with fast-track, gender-sensitive training.
- Upgrade basic infrastructure in girls' schools through provision of missing facilities (toilets, drinking water, electricity, safe buildings, and boundary walls).
- Expand middle and secondary schools for girls through upgrading existing primary schools to middle level in areas where distance is a key dropout factor.
- Recruit female teachers locally and provide rapid pedagogical training.
- Address immediate learning gaps through foundational literacy and numeracy programs, remedial classes, and targeted maths support for girls.
- Use National Achievement Test data for targeted interventions in low-performing districts and subjects.
- Provide stipends, safe transport, and flexible timing for adolescent girls.
- Prioritize girls' schools for digital labs, internet access, and teacher training in digital pedagogy.
- EMIS improvements to capture gender-disaggregated and disability data.
- Support refugee girls and girls with disabilities with immediate enrolment, learning aids, and accessible school facilities.
- Initiate gender-responsive budgeting and allocate resources to low-performing districts.

- Address staffing shortages and eliminate single-teacher schools by revising staffing norms and introducing incentives for teachers to serve in remote or disadvantaged areas.
- Advocate for debt relief and allocation of more financial resources to girls' education, supporting equitable access and improved learning outcomes.

6.2. Medium-Term Priorities (2-5 Years): Structural reforms that institutionalize gender equity and strengthen systems.

- Institutionalize gender-responsive ECE with dedicated classrooms, learning materials, and trained teachers across provinces
- Expand girls' middle and secondary schools through upgradation and new construction in rural/remote districts.
- Introduce incentives for female teachers to serve in hard-to-reach areas and revise staffing norms to eliminate single-teacher schools.
- Establish flexible learning pathways (second shifts, ALP centres, community learning centres).
- Train teachers in inclusive education and deploy special educators where girls with disabilities are most excluded.
- Strengthen cross-sector coordination between education, health, social protection, and labour departments.
- Forge partnerships with industry for girl-centric TVET tracks and employment linkages.
- Scale career counselling, internships, and digital entrepreneurship programs for adolescent girls.
- Ensure inclusive school facilities and introduce design standards for accessibility-ramps, inclusive classrooms, and sanitation facilities for students with disabilities.

6.3. Long-Term Priorities (5-10 Years): Transformational reforms ensuring sustained access, equity, and empowerment.

- Ensure climate-resilient and disability-inclusive infrastructure in all girls' schools.
- Expand female leadership in school administration and district education offices.
- Align curriculum with global competencies, focusing on STEM pathways for girls.
- Establish safe hostels/boarding facilities for girls in remote regions.
- Institutionalize inclusive education and gender equity targets in provincial sector plans.
- Create structured school-to-work pathways including apprenticeships, dual-training models, and employer partnerships for young women.
- Implement national frameworks and annual scorecards on girls' education.
- Ensure sustained multi-year financing for girls' education through federal, provincial, and development partner investments.

Technical Support

PAGE
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