



Check for
updates

Research Article

Case Study Analysis of Educational Policies, Resource Distribution, and Prevailing Inequities in Pakistan

Adnan Yasin¹, Ruqia Shaheen², Madiha Hasan³, Fouzia Yasmin⁴

¹ Instructor of Punjab Education Department, Pakistan.

² Department of Economics, National University of Modern Languages Islamabad (Multan Campus), Pakistan.

³ Director Audit Local Government Bahawalpur, Pakistan.

⁴ Faculty of Arts and Society, Charles Darwin University, Australia.

ABSTRACT

This study analyses Pakistan's educational policies, resource distribution, and prevailing inequities using a case study method. The educational system of Pakistan has encountered substantial obstacles as the presence of a considerable illiteracy rate and a notable portion of children not receiving education. Despite a rise in primary and secondary schools, more than 10 million children are not provided access to education, underscoring the presence of inadequate governance. Furthermore, educators are scarce, with a mere 3 teachers accessible for every 1,000 students. Educational policies determining a nation's line by influencing its intellectual, social, and economic progress are ineffective in guiding educational systems, particularly in organizing curricula, allocating resources, and establishing governance frameworks. The allocation of resources in Pakistan's education sector is crucial in determining the quality and availability of educational opportunities.

Keywords: Education, Policies, Sources, Distribution, Pakistan.

INTRODUCTION

Since its inception in 1947, Pakistan's educational system has faced two main obstacles. At first, there was a challenge related to differing ideologies. The diverse ethnic groups who played a pivotal role in establishing Pakistan and made significant sacrifices were enthusiastic about reaping the rewards of their endeavours. Simultaneously, a demographic challenge arose due to the widespread exodus of Hindus (Anwar et al., 2024). Several educational institutions and their libraries and laboratories were demolished, while others were converted into refugee camps. As a result, Pakistan's educational infrastructure had to be reconstructed after being destroyed (Jamil & Muhammad, 2024). Pakistan has a high population density, which has led to multiple challenges in the country's education sector. Despite endeavours to enhance the situation, the nation contends with a substantial illiteracy rate and a significant population of children who are not attending school. Since 1947, the number of primary schools has increased by 18, while the number of high schools has increased by 39. However, despite this growth, more than 10 million children are still not enrolled in schools. The data on literacy trends reveals that the percentage of individuals who successfully finish their primary education is below 50%. Additionally, there is a shortage of teachers, with only 3 teachers available for every 1,000 students. Traditionally, the allocation for education has not surpassed 1.6% of the Gross Domestic Product (GDP) (Arfan & Usman, 2024). Educational policies play a vital role in the progress of society, as they significantly shape the trajectory of a nation



Correspondence

Fouzia Yasmin

Fouzia.yasmin@cdu.edu.au

Article History

Received: March 12, 2023

Accepted: May 25, 2023

Published: June 30, 2023



Copyright: © 2023 by the authors.

Licensee: Roots Press, Rawalpindi, Pakistan.

This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license:

<https://creativecommons.org/licenses/by/4.0>

by affecting the intellectual, social, and economic development of individuals and communities (Alam & Mohanty, 2023). These strategies guide educational systems, specifically in how curricula are organized, resources are allocated, and governance frameworks are established. Educational policies are crucial in initiating societal progress by reflecting and reshaping societal norms and objectives (Wheeler & Dippenaar, 2020). The central focus of discussions on educational policy revolves around the crucial principles of equality and accessibility. Equality in education entails a dedication to fairness, guaranteeing that everyone, regardless of their background or situation, can achieve their maximum capabilities (Rachid & Igbida, 2022). Conversely, accessibility refers to removing barriers that impede individuals' involvement in and enjoyment of educational processes. Equity and inclusivity are essential to a fair and accessible educational system (Rodriguez et al., 2022). Global nations continue to struggle with enduring educational inequalities. These disparities, shaped by socioeconomic status, race, ethnicity, gender, and physical or mental abilities, result in unequal opportunities to obtain high-quality education, thus sustaining cycles of disadvantage (Saini 2022). This dire situation underscores the pressing need for targeted reforms to alleviate these disparities and improve equity and inclusivity in Pakistan's education sector. Pakistan experiences significant educational disparities within its provinces (Roof, 2015). These apparent differences indicate that Pakistan struggles with significant educational inequalities at all distribution levels. The main categories of disparities are gender, provincial, and rural-urban disparities (Jamal et al., 2023).

Pakistan's education system faces ongoing challenges regarding the availability, standard, and fairness of education across all levels, including primary and secondary education, higher education, and vocational training. Although there have been positive advancements, such as the rapid expansion of private schools and the availability of a broader range of higher education choices, achieving comprehensive systemic reform remains difficult (Khalid & Tadesse, 2024). The persistent inability of successive governments to revamp the education system has resulted in substantial impediments to Pakistan's economic and social advancement (Rahat et al., 2024). The need for reform is heightened by the growing youth population and increasing competition from other developing countries increasingly prioritizing educational advancements. Delaying the resolution of these problems increases the likelihood of making the situation worse in the future (Asadullah et al., 2024). This article illuminates the growth and advancement of government policies in the education sector of Pakistan. It examines the patterns of resource allocation and critically evaluates inequalities. This investigation aims to provide policymakers, educationalists, and other stakeholders with valuable insights that could potentially influence future developments in the education sector. An inclusive exploration is crucial for understanding the nuances of policy impact and informing effective decision-making in Pakistan's education system.

HISTORICAL OVERVIEW OF EDUCATIONAL POLICIES IN PAKISTAN

The history of Pakistan, characterized by colonial domination, political instability, and socioeconomic difficulties, provides the backdrop against educational policies' formulation and implementation (Bhatti & Chohan, 2013; Alvi et al., 2020). Pakistan's commitment to achieving universal primary education is a fundamental aspect of its educational policies, as demonstrated by its historical path since its establishment. The emphasis placed on primary education in different national policies highlights the acknowledgement of education as a fundamental component for both national advancement and societal improvement.

The All Pakistan National Education Conference (1947) formulated Pakistan's education policy, prioritizing universal access and mandatory primary education for all citizens. The National Commission on Education (1959) underscored the significance of mandatory elementary education in fostering a competent workforce and driving economic development. The National Education Policy (1970) reaffirmed the government's dedication to ensuring mandatory elementary education for all individuals, regardless of gender, race, or religious beliefs. The Education National Policy (1972) prioritized the elimination of illiteracy through primary education, empowering individuals, and cultivating an enlightened society. The Education Policy (1992) aimed to address the issues of illiteracy and low enrollment rates in primary education by implementing formal and non-formal methods. A goal of achieving total enrollment was established for primary education, necessitating parents to ensure their children attend school. The National Education Policy (2009) required provincial and local governments to give primary education a higher importance, following international educational standards and the Millennium Development Goals (MDGs). The National Education Policy (2017) demonstrates a thoughtful and reflective approach to policy formulation, suggesting methods to support fundamental education and meet global benchmarks promptly. This policy showcases the country's adaptability to worldwide challenges and underscores the significance of education in Pakistan's progress.

The National Education Policy (2017-2025) primarily emphasizes the three stakes of singular improvement - Taleem, Tarbiyya, and Tazkyya - and imitates a complete approach to the Pakistani education system. Not only a conventional focus on academic achievement but underlining the overall development of individuals in various proportions is the prime objective of this education policy (Farooq, 2024; Hinduja et al., 2023; Salman et al., 2023; Arifin et al., 2024). The main points of this educational policy are character building, meeting learning needs, patriotism, standard education, science and technology, and a harmonious curriculum that demonstrates a comprehensive understanding of the assorted requirements of the education sector of Pakistan (Farooq et al., 2017; Orr et al., 2022; Raccanello et al., 2022). The primary objective of the National Education Policy of Pakistan (2017-2025) is to cultivate individuals with comprehensive skills and knowledge suitable for the demands of the 21st century, with a particular emphasis on ensuring access to primary education for all. This policy aims to establish a solid basis for individuals' intellectual, social, and economic advancement. Nevertheless, achieving these ambitious objectives, particularly in a developing nation with diverse social, economic, and political factors, necessitates ongoing endeavours, adjustments to evolving conditions, and a concentration on fairness and excellence. The efficacy of this policy hinges on the efficient execution, ongoing assessment, and adjustment to changing educational and societal demands.

RESOURCE DISTRIBUTION IN PAKISTANS' EDUCATION SYSTEM

The allocation of resources in the education sector of Pakistan plays a central role in determining both the quality and accessibility of educational opportunities (Abbas et al., 2023). This section examines the patterns and trends of resource allocation in the educational sector of Pakistan, focusing on different regions furthermore observing the subsequent effects on educational achievements. By analyzing the allocation of resources and their effects, one can gain insight into the complex difficulties and challenges in ensuring fair and efficient education for all segments of the Pakistani population. For the past twenty years, the allocation of funds towards education in Pakistan has consistently been approximately 2.3% of the country's Gross Domestic Product (GDP). This is substantially below the regional standards and well below the target for achieving universal access to primary and quality education at all levels. By its constitution and international agreements, Pakistan is obligated to ensure a specific minimum level of funding. Education has traditionally been an overlooked aspect of development, but recently, there has been a growing recognition of its importance in shaping the future of nations. As a result, significant efforts and resources, especially human resources, are being dedicated to the social sector. The Pakistani government is acutely conscious of prioritizing the education sector. The following Table accurately represents the expenditure patterns in the education sector of Pakistan, as documented in the Pakistan Economic Survey 2022-23.

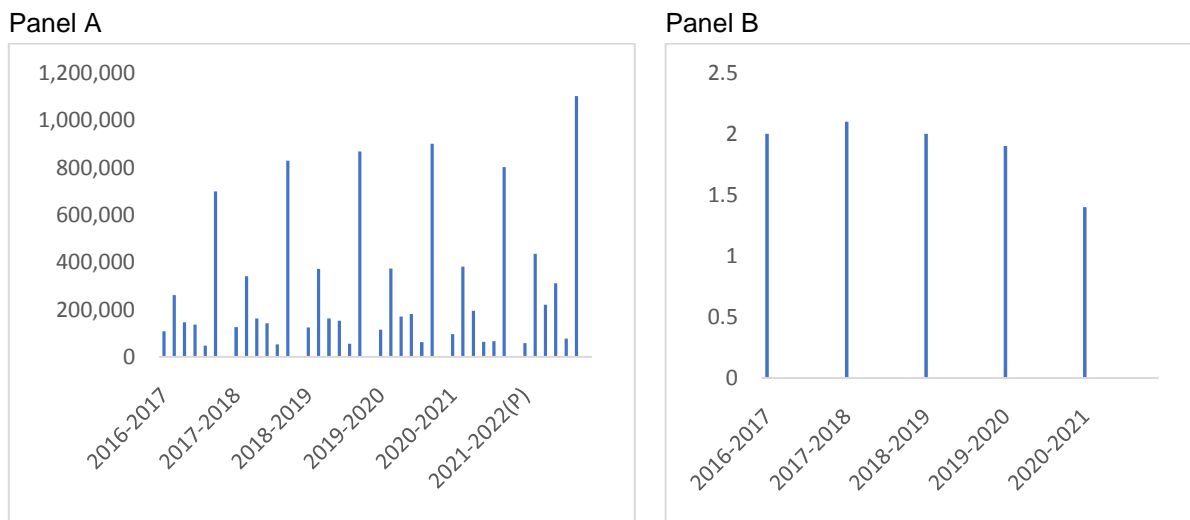


Figure 1. Patterns of expenditures on the education sector in Pakistan. Source: Pakistan Economic Survey (various issues).

IMPACT ON EDUCATION ACCESS AND QUALITY

The projects and initiatives of the government include curriculum uniformity, capacity building of teachers, establishment, renovation, and up-gradation of schools and colleges, mainstreaming of religious education, skills,

awareness amongst different segments of societies, targeting youth in particular. The enrolment ratio and all other indicators regarding education have been gradually improving in Pakistan, including literacy. One of the key emphases of the government remains the quality and coverage of education through various reforms and policy interventions in expanding its source allocation to the education sector. However, given the limited resources and financial constraints, the due diligence of the education sector has gone by the way. Government resources enhance the inclusivity and effectiveness of the education sector and undertake the country toward equitable access while overemphasizing the importance of inclusive, effective, and fair education delivery across the country.

PREVAILING INEQUITIES IN EDUCATION

This section explores the educational challenges related to unequal access in Pakistan. It focuses on various factors, including gender disparities, the influence of socioeconomic background on access, and regional differences that further complicate the education system. The aim is to understand how these different forms of inequality interact and impact students' experiences throughout the country.

GENDER EDUCATION

This section explored the gender gap in the education sector of Pakistan, specifically at the middle and high school levels which has received minimal attention (Pasha, 2023; Ashok, 2023).

Table 1. Gender Disparities in Education.

Indicators	Male	Female	Total	GPI
Gross Enrollment Ratio(GER) Pre-primary	79%	69%	74%	0.87
Gross Enrollment Ratio (GER)- Primary	98%	90%	94%	0.86
Gross Enrollment Ratio (GER)- Middle	60%	50%	55%	0.84
Gross Enrollment Ratio (GER)- Secondary	39%	30%	34%	0.77
Survival Rate to Grade 5	67%	65%	66%	0.96

Source: *Pakistan Education Statistics 2021-22*.

Pakistan's National Education Policy (2017-2025) aims to create a comprehensive, well-adjusted curriculum encompassing various subjects and disciplines (Gopang, 2024). The policy focuses on developing well-rounded individuals for the 21st century. The success of this policy depends on practical implementation, continuous evaluation, and adaptation to evolving educational and societal needs (Hussain et al.,2023). Pakistan's focus on universal primary education lays a strong foundation for its citizens' intellectual, social, and economic development (Zulfiqar et al.,2024). However, implementing these goals, especially in a developing country with diverse social, economic, and political factors, requires continuous efforts, adaptations, and a focus on equity and quality (Fakhar et al.,2024).

SOCIOECONOMIC BARRIERS

Socioeconomic status (SES) refers to an individual's educational and financial backgrounds that shape their life. It has a direct impact on education, occupation, and geographic location. Typically, three levels of SES can be distinguished: low, middle, and high class (Jan & Azzam, 2024). Each individual is experiencing an increasing level of access to both financial and social assistance. Individuals with lower SES have limited access to education and educational resources. In addition, students from low SES face a lack of resources, as well as various distracting factors that hinder their ability to focus on school. These factors include hunger, violence in the neighbourhood, child labor, cultural barriers, and additional household responsibilities (Khan et al., 2024). Paradoxically, this occurs through the primary avenue one can pursue to enhance their socioeconomic status: education. Studies have demonstrated that individuals who attend four-year colleges are more likely to achieve high incomes in their lifetime compared to those who do not attend such institutions. The scarcity of resources significantly impacts development, literacy skills, and even long-term health. A higher proportion of students from low-SES communities fail to complete their education, and if they do attend college, they accumulate more debt than their peers from high-SES backgrounds (Nasreen et al., 2024). As a result of these socioeconomic barriers, many children could not obtain primary education. The following scenario is presented in tabular format below.

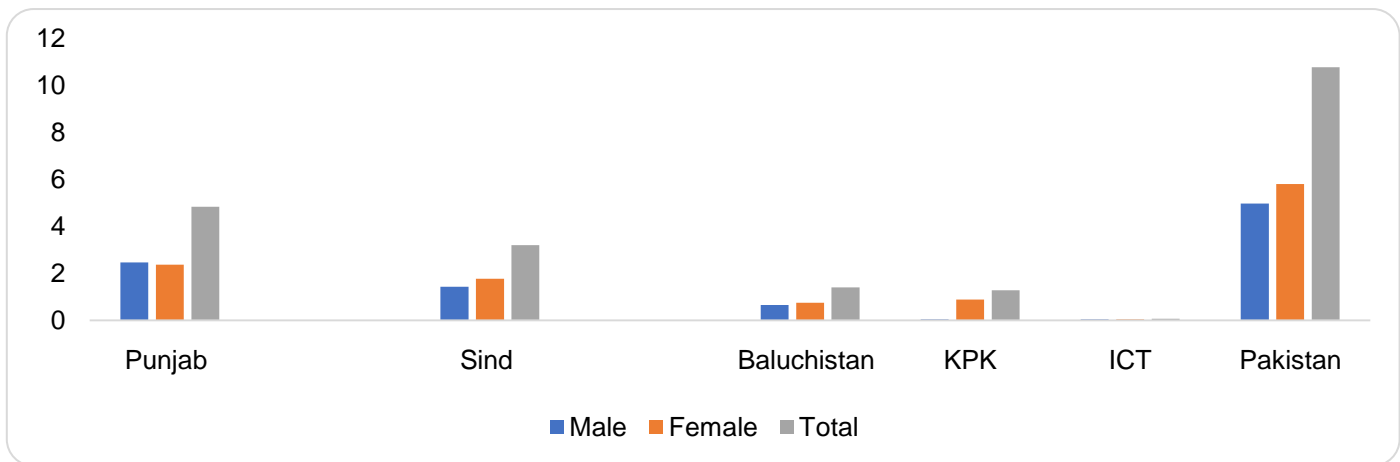


Figure 2. Out of School Children in Primary (in millions).

Source: *Pakistan Education Statistics 2021-22*.

In terms of educational infrastructure, teacher quality, and student outcomes, provinces like Baluchistan and Sindh lag behind Punjab and Islamabad. In addition, children belonging to ethnic minority groups encounter extra challenges, such as language obstacles and cultural marginalization within the education system. The regional and ethnic disparities observed in the country indicate the more significant issues about political representation and resource allocation (Ashraf & Khaleel, 2024; Makki & Akash, 2023; Hashmi, 2020).

GOVERNMENT INITIATIVES AND THEIR EFFECTIVENESS

Pakistan's commitment to educational advancement in FY2023 is significant, with a substantial allocation to the Federal Public Sector Development Program (PSDP) and provincial initiatives. The PSDP, which has an approved budget of Rs.800 billion, allocates Rs.52 billion to the education sector, which includes basic and higher education. The Ministry of Federal Education and Professional Training has launched 21 projects with a total budget of Rs.2670.785 million for local and district-level government initiatives. The Punjab education sector aims to improve teaching methods and ensure widespread access to education, with a budget of Rs.56.7 billion from 2019 to 2024. The Sindh strategy aims to improve education quality, increase literacy rates, and foster a child-friendly environment, particularly in schools. This strategy is demonstrated by a fiscal provision of Rs.34.2 billion for 729 educational development projects. KP's Education Sector Strategy (2020-25) focuses on improving teaching methods, with Rs.25.2 billion budgeted for 191 projects. Baluchistan is also concerned about governance, contribution, and child welfare in the education sector, with 19.6 billion rupees for ongoing and new projects in higher, secondary, and primary education. In FY2023, Pakistan's educational institutions, overseen by the Federal PSDP and Provincial ADPs, demonstrated a widespread, proactive, and goal-oriented approach to educational reform. These investments are critical to breaking the cycle of poverty and establishing a foundation for long-term economic growth (Jamil & Sewani, 2024; Junejo & Ayaz, 2024); Pakistan Economic Survey 2022-23).

CURRENT CHALLENGES IN ADDRESSING INEQUITIES

The main obstacles in addressing educational disparities in Pakistan encompass resource allocation, inadequate and unequal distribution of resources, which worsens inequalities between urban and rural areas, public and private schools, and various regions and provinces (Durrani et al., 2017; Raza et al., 2023). Political instability refers to a situation lacking stability and predictability in a country's political system. It often involves frequent changes in government, social unrest, and a general sense of uncertainty. On the other hand, policy continuity refers to the consistent implementation of policies and the preservation of existing laws; frequent fluctuations in government result in alterations in educational priorities and policies, impeding the ability to engage in long-term planning and execution (Sain, 2023). Bureaucratic inefficiencies hinder the efficient provision of educational services in the education sector, often due to bureaucratic red tape and corruption (Nadeem, 2023). Cultural and social barriers refer to obstacles that arise from differences in customs, beliefs, and practices among individuals or groups, which hinder effective communication and understanding. Profound cultural norms and practices, specifically related to gender roles and caste, substantially influence the availability and standard of education, particularly in rural regions (Sattar et al.,

2011; Shaukat, 2023). The quality of education goes beyond mere access and requires substantial improvement in curriculum relevance, teaching methodologies, and teacher training (Zafar & Ali, 2018; Iqbal et al., 2024).

OPPORTUNITIES FOR REFORM AND IMPROVEMENT

Despite these challenges, there exist several opportunities for positive change. Technology Integration: Leveraging technology, such as e-learning platforms and digital resources, can go a long way in improving educational access and quality, particularly in remote areas (Phulpoto & Imran, 2024). The participation of indigenous groups in education planning and decision-making can lead to strategies that are very much focused on ground realities and customarily and traditionally more applicable (Hameed et al., 2024). Cooperation with the private to public sectors may help fetch extra means, proficiency and skill to improve educational standards, structure and organization (Ali et al., 2024; Ansari, 2024; Crawford & Todd, 2024). Learning from and partnering with international organizations, as well as countries that have successfully implemented models to improve their education system, can provide useful lessons and resources (Maryam & Begum, 2024). Investing in and focusing on teacher training and professional development can help raise the quality of education, no matter the region (Raza & Zahra, 2024; Nawab & Quraishi, 2024).

CONCLUSION AND POLICY RECOMMENDATION

Pakistan's education system has been shaped by colonial inheritance, political transformations, and socioeconomic factors (Nawab & Noor, 2023). Despite numerous policies addressing educational inequalities, their implementation has been inconsistent and lacks uniformity. Unequal resource allocation, particularly between urban and rural schools, exacerbates these disparities (Siddiqui et al., 2023; Ahmed & Shahzad, 2021). Cultural norms, bureaucratic inefficiency, and insufficient policies exacerbate these disparities. The role of governments and policymakers is critical, but implementation issues frequently hamper their effectiveness (Zakar et al., 2020; Saud & Ashfaq, 2022). Technology integration, community engagement, public-private partnerships, international cooperation, and teacher training are all areas where improvement can be made. Future research should look into the impact of technology on education, community-based frameworks, and global partnerships. Extracurricular interventions should take into account children's exposure to technology, as well as the impact of international collaborations on policy implementation. Longitudinal studies analyzing extensive learning assessments can provide helpful information about the impact of policy changes on learning outcomes. Pakistan has significant reform opportunities facilitated by decentralization of power and government determination. If these changes continue, they could have a significant impact on the future of Pakistan's children. The study recommends consistent and long-term educational policy implementation involving national, provincial, and local governments. It emphasizes equitable resource allocation for rural, marginalized, and public institutions. Stakeholder involvement is crucial for policy formulation, with input from teachers, parents, students, and local communities. Improving education quality can be initiated through teacher training, curriculum development, and innovative teaching methodologies. Technology can also be leveraged to reduce spatial scattering in remote and underserved areas.

FUTURE RESEARCH DIRECTIONS

Subsequent investigations should delve into the influence of technology on education, encompassing community-based models and the significance of international collaborations. Interventions targeting out-of-school children should consider the extent to which students are exposed to technology and the influence of international collaborations on policy implementation. Longitudinal studies of extensive learning assessments can offer valuable insights into the influence of policy changes on learning outcomes. Pakistan possesses substantial prospects for reform, owing to the decentralization of authority and the political determination of the government. Should the policy changes be maintained, they would have a substantial effect on the future of Pakistan's children.

REFERENCES

- Abbas, F., Zhang, F., Ismail, M., Khan, G., Iqbal, J., Alrefaei, A. F., & Albeshr, M. F. (2023). Optimizing machine learning algorithms for landslide susceptibility mapping along the Karakoram Highway, Gilgit Baltistan, Pakistan: A comparative study of baseline, bayesian, and metaheuristic hyperparameter optimization techniques. *Sensors*, 23(15), 6843.
- Ali, S., Bhutta, S. M., Ahmad, S., Ansari, A. N., Ahmed, A., & Qadir, Y. (2024). PROTOCOL: Effectiveness of

public-private partnerships on educational access and quality of primary and secondary schooling in low-and middle-income countries: A systematic review. *Campbell Systematic Reviews*, 20(2).

- Alvi, S., Haider, K., Aziz, F., & Rehman, N. A. (2020). ENGLISH 5 HISTORY OF EDUCATIONAL POLICY MAKING AND PLANNING IN PAKISTAN. *The International Research Journal of Usooluddin*, 4(2), 55-68.
- Anwar, R. H., Yahya, U., & Zaki, S. (2024). Values Ingrained in Pakistan's Education System. In *Worldviews and Values in Higher Education: Teaching, Learning, Curricula, and Assessment* (pp. 211-224). Emerald Publishing Limited.
- Ashraf, K., & Khaleel, B. (2024). EXPLORING THE ABSENCE OF URDU LANGUAGE IDENTITY IN PAKISTANI UNDERGRADUATE EDUCATION. *International Research Journal of Social Sciences and Humanities*, 3(1), 1-14.
- Crawford, L., Hares, S., & Todd, R. (2024). The Impact of Private Schools, School Chains and PPPs in Developing Countries. *The World Bank Research Observer*, 39(1), 97-123.
- Durrani, N., Halai, A., Kadiwal, L., Rajput, S. K., Novelli, M., & Sayed, Y. (2017). Education and social cohesion in Pakistan. *Project Report. UNICEF*.
- Farooq, M. S., Feroze, N., & Kai, Y. T. (2017). Public vs Private quality education at primary level in Pakistan. *International Online Journal of Primary Education*, 6(2), 1-23.
- Firdoos, A., Naz, F. L., & Masud, Z. (2023). Impact of Cultural Norms and Social Expectations for Shaping Gender Disparities in Educational Attainment in Pakistan. *Qlantic Journal of Social Sciences and Humanities*, 4(3), 166-172.
- Gopang, N. (2024). Gender Discrimination in Pakistani Society and its Impact on Youth and Women. *Pakistan Journal of Gender Studies*, 24(1), 138-157.
- Hinduja, P., Mohammad, R. F., Siddiqui, S., Noor, S., & Hussain, A. (2023). Sustainability in higher education institutions in Pakistan: a systematic review of progress and challenges. *Sustainability*, 15(4), 3406
- Hussain, A., Bilal, M. A., Saba, N., Ilyas, S., & Khan, I. H. (2023). Household Poverty and Gender Inequality in Education: A Case Study of District Layyah (Pakistan). *Journal of Asian Development Studies*, 12(4), 1134-1145.
- Iqbal, M., Mahmood, A., & Shahzad, M. S. (2024). Examining the Role of Pakistan Study's Curriculum in Developing Citizenship Behavior in Pakistan Students. *INTERNATIONAL JOURNAL OF HUMAN AND SOCIETY*, 4(1), 745-758.
- Jamil, M., & Rozina Sewani, N. M. (2024). Leadership Practices of Head Teachers: Primary School Teachers' Perspective in Public Schools of Punjab. *Leadership*, 6(1), 83-92.
- Jan, N., & Al Azzam, M. H. (2024). Prevalence of Child Marriages and their Socioeconomic Impacts. *Gwadar Social Sciences Review (University of Gwadar)*, 1(1), 62-70.
- Jōgi, L., & Karu, K. (2018). Nordic-Baltic cooperation in adult education: A collective story of Estonian adult educators. *International Review of Education*, 64, 421-441.
- Junejo, S., & Ayaz, M. (2024). Human Capital for Economic Development: A Study of Education Production Performance (EPP) in Khairpur.
- Kalim, U. (2023). The impact of school resources on student enrollment: an empirical investigation of different category public schools in Pakistan. *SN Social Sciences*, 3(6), 85.
- Khalid, S., & Tadesse, E. (2024). Understanding Primary School Enrollment in the Free Education Era Through Large-Scale from Punjab, Pakistan: Roadblocks to Meeting the Sustainable Development Goal. *Child Indicators Research*, 17(2), 753-778.
- Khan, M. Z., Malik, N., Tauseef, K., & Awan, N. F. (2024). Discourse On Barriers and Social Safety Nets for Active Participation of Persons with Disabilities in Society: An Evidence from Pakistan. *Migration Letters*, 21(S5), 1636-1650.
- Makki, M., & Akash, S. A. (2023). Poverty, regional inequality, and the role of governance: tracing geographies of violent extremism in Pakistan. *GeoJournal*, 88(3), 2635-2650.
- Maryam, D. M. S., & Begum, M. (2024). Digital Diplomacy in Education: A Comprehensive Analysis of How Digital Technologies Contribute to International Collaboration in Educational Diplomacy. *Harf-o-Sukhan*, 8(1), 133-141.
- Nasreen, S., Hasan, S., & Gul, R. (2024). Role of Literacy & Non-Formal Education in Building a Sustainable and Peaceful Society in Punjab, Pakistan. *Research Journal of Social Sciences and Economics Review*, 5(1), 16-

24.

- Nawab, A., & Quraishi, M. (2024). 'Teachers Value PD if Leaders Value PD': Role of School Leaders in Professional Development of Teachers in Rural Pakistan. *Leadership and Policy in Schools*, 1-16.
- Pasha, H. K. (2023). Gender Differences in Education: Are Girls Neglected in Pakistani Society? *Journal of the Knowledge Economy*, 1-46.
- Phulpoto, S. A. J., Oad, L., & Imran, M. (2024). Enhancing Teacher Performance in E-Learning: Addressing Barriers and Promoting Sustainable Education in Public Universities of Pakistan. *Pakistan Languages and Humanities Review*, 8(1), 418-429.
- Raccanello, D., Balbontín-Alvarado, R., da Silva Bezerra, D., Burro, R., Cheraghi, M., Dobrowolska, B., ... & Aristovnik, A. (2022). Higher education students' achievement emotions and their antecedents in e-learning amid COVID-19 pandemic: A multi-country survey. *Learning and Instruction*, 80, 101629.
- Rachid, A. A., & Igbida, I. S. S. A. M. (2022). Quality, Equality and Equity in Education: Historical Overview and Conceptual Clarifications. *International Journal of Research in Education Humanities and Commerce*, 3(2), 162-179.
- Rahat, A. B., Nisa, A. U., Siddiqua, N., Mehmood, H., & Abbassi, R. (2024). Empowerment at the Crossroads: Women's Educational Challenges in Karachi's Higher Education. *Utamax: Journal of Ultimate Research and Trends in Education*, 6(1).
- Raza, A., & Zahra, N. (2024). Examining the Impact of Primary School Teacher Professional Development Programs on Teacher Motivation, Pedagogical Practices, and Student Learning Outcomes in Pakistan: A Quantitative Analysis. *Indonesian Journal of Educational Science and Technology*, 3(1), 1-10.
- Raza, H., Ali, A., Rafiq, N., Xing, L., Asif, T., & Jing, C. (2023). Comparison of higher education in Pakistan and China: A sustainable development in student's perspective. *Sustainability*, 15(5), 4327.
- Rodríguez Herrero, P., de la Herrán Gascón, A., Pérez-Bonet, G., & Sánchez-Huete, J. C. (2022). What do teachers think of death education? *Death studies*, 46(6), 1518-1528.
- Roof, D. J. (2015). Problems of common interest: The shaping of education in Pakistan, 1970-2014. *Pakistan Journal of Commerce and Social Sciences (PJCSS)*, 9(1), 35-51.
- Sain, Z. H. (2023). Revitalizing Education in Pakistan: Challenges and Recommendations. *International Journal of Higher Education Management*, 9(2)
- Salman, H., Rahat, A., Niazi, S., & Lashari, A. A. (2023). Implication of sustainable development goals for quality education in institutions of higher education in Pakistan. *Journal of Positive School Psychology*, 1879-1886.
- Sattar, T., Yasin, G., & Afzal, S. (2011). Socio-Political and Economic Barriers of Development in Education Sector of Southern Punjab (Pakistan). *British Journal of Economics, Finance and Management Sciences*, 3(1), 51-71.
- Shakir, M., Irshad, H. A., Altaf, A., Ladak, S., Aziz, H. F., & Enam, S. A. (2024). Does gender disparity exist in neurosurgery training? Evidence from a nationwide survey from Pakistan. *Medical Education Online*, 29(1), 2310385.
- Shaukat, S. (2023). Challenges for education of children with disabilities in Pakistan. *Intervention in School and Clinic*, 59(1), 75-80.
- Tahir, J., & Farooq, F. A. (2023). Globalization and Pakistan Educational System in 21st Century: Challenges and Proposed Action Plan. *Al-Mithaq (Research Journal of Islamic Theology)*, 2(02), 18-33.
- Ul-Haq, J., Ashraf, I., Cheema, A. R., Hye, Q. M. A., & Visas, H. (2023). The relationship between trade liberalization and gender disparity in education: Evidence from Pakistan. *Nurture*, 17(3), 180-193.
- Umar, Z., Sadiqi, T., Hussain, S., & Qahar, A. (2023). Compare the Quality of Infrastructure on Student Outcomes in Public and Punjab Education Foundation Funded Schools at Secondary Level. *International Research Journal of Management and Social Sciences*, 4(4), 26-39.
- Usmani, M. A. W., & Khatoon, S. (2016). Impact of quality assurance initiative on Pakistani universities. *International Journal of Research Studies in Education*, 5(4), 83-90.
- Wheeler, B., & Dippenaar, E. (2020). The use of simulation as a teaching modality for paramedic education: a scoping review. *British Paramedic Journal*, 5(3), 31-43.
- Zafar, Z., & Ali, S. (2018). Education system of Pakistan: Social functions and challenges. *Journal of Indian Studies*, 4(01), 31-51.
- Zulfiqar, H., Jabeen, F., Bukhtawer, N., & Syed, Y. A. (2024). Role of Benazir Income Support Program in Reducing Gender Disparity in Education: An Exploratory Study. *Pakistan Journal of Social Sciences*.