

Education Emergency and Out-of-School Children: A Case Study of Urban Settings in Pakistan

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Abstract

Education is constitutionally guaranteed as a fundamental right in Pakistan under Article 25-A of the Constitution of the Islamic Republic of Pakistan. Despite improvements in enrollment, Pakistan continues to face a significant education emergency, with approximately 26.2 million children out of school. This qualitative case study examines the socioeconomic, institutional, and gender-based barriers contributing to out-of-school children (OOSC) in the urban settings of Islamabad and Rawalpindi. A total of 56 children (34 out-of-school and 22 at risk of dropout) and 26 parents participated. Data were collected using semi-structured interview questionnaires. Content validity of the instruments was established through expert review by three education researchers. A pilot study (n = 8) ensured clarity and cultural appropriateness. Reliability was strengthened through inter-coder agreement (Cohen's $\kappa = .81$), indicating strong consistency in thematic coding. Findings reveal that household poverty, large family size, child labor, inadequate school infrastructure, and negative teacher attitudes significantly influence dropout and non-enrollment. A strong positive correlation ($r = .725$, $p < .05$) was observed between household size and the number of OOSC. Parents emphasized financial assistance and teacher training as primary solutions, while children highlighted poor teaching practices and humiliating classroom experiences. The study recommends targeted scholarships, teachers' professional development, improved infrastructure, and community engagement programs. Limitations include a small sample size, a focus on two districts, and reliance on self-reported data. Further mixed-methods research with larger samples is recommended.

Keywords: Out-of-school children, urban education, dropout, socioeconomic barriers

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Introduction

The Inter-Agency Commission, comprising the United Nations Development Programme (UNDP), the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations International Children's Emergency Fund (UNICEF), and the World Bank, describes education as follows: Education can be defined as the systematic process through which learning takes place in a deliberate and structured manner using different means and modalities, including schools and other institutions of learning (Inter Agency Commission, 1990). According to this delineation, education has been defined as a formal process of providing learning services. This learning path can occur in various methods outside traditional structures; however, when implemented in established schools, colleges, or universities with course structures and syllabi in place and completed with certification, it becomes formal learning.

Education is recognized globally as a fundamental human right and a driver of social mobility and economic growth (UNESCO, 2015). Under Article 25-A of the Constitution (Government of Pakistan, 2012), the state is obligated to provide free and compulsory education to children aged 5–16 years. However, Pakistan ranks among the countries with the highest number of out-of-school children globally (PIE, 2024).

Recent data indicate the following:

- 26.2 million children are out of school.
- 52.6% of girls aged 5–16 are not attending school.
- Only 23% complete upper secondary education (UNICEF, 2023)

Urban areas are often assumed to offer better educational access. Yet urban poverty, informal settlements, overcrowded schools, and hidden schooling costs challenge this assumption (Bano et al., 2022). This study addresses how and why children in Islamabad and Rawalpindi remain excluded despite geographic proximity to schools.

Pakistan has committed constitutionally to provide free and compulsory education to all children aged five to sixteen (Government of Pakistan, 2012). However, it faces a significant challenge with one of the highest numbers of out-of-school children in the world, second only to Nigeria. Around 26.2 million children in Pakistan are currently not attending school. A shocking 75% of 10-year-olds are unable to read and understand age-appropriate materials, highlighting the severity of the education crisis. The disparity is even more pronounced when it comes to gender. Girls aged 5-16 are particularly affected, with 52.6% of them, or about 13.8 million girls, not attending school. This shocking statistic demonstrates the many challenges hindering girls' education, including socio-economic and cultural factors, as well as the unavailability of safe schools. These statistics, therefore,

are not just mere figures but represent children across the globe whose future and potential are locked and buried, especially girls who are normally locked out of their most basic rights: education. In contrast, the out-of-school rate of boys is at 47.3% in Pakistan, which means that 12.4 million boys are missing out on education, slightly lower than that of girls but still alarmingly high. Even more worrying is early childhood education (ECE), as only 18.9% of children aged three to five are not enrolled. This limited access to early education robs young children of crucial developmental stimulation, a situation made worse by the lack of support at the household level. When it comes to the completion rates, there is a problematic trend seen as the children go through the education system. Only 67 percent of students finish primary education; the number shrinks to 47 percent for lower secondary education. This gets even worse in upper secondary education, where only 23 percent of students can complete their studies. Such data reveal the grim experiences that millions of Pakistani children, especially girls and other deserving adolescents, undergo due to limited access to education and other important opportunities (UNICEF, 2023).

As reported by the most recent Pakistan Education Statistics for the academic year 2021-2022, the report reveals the sheer scale of the issue as 11.73 million children in Punjab, 7.63 million in Sindh, 3.63 million in Khyber Pakhtunkhwa (KP), 3.13 million in Balochistan, and 0.08 million in Islamabad are not receiving an education. These numbers show a stark reality of an education emergency as it is impacting millions of children in Pakistan, underlining the necessity of timely and effective initiatives to provide a chance of learning for each child. (Pakistan Institute of Education, 2024).

This paper will therefore concentrate on out-of-school children, those who never attended any school, or those who dropped out of school in urban settings. The 'never enrolled' includes children who have never been to school, while the category 'dropping out' includes children who have gone to school but, for one reason or another, have stopped going to school. Pakistan's policymakers need to focus on decreasing the dropout rate to meet the SDGs. This means that for every child, boy or girl, the quality of primary and secondary education that is offered should be equal. The study goes further to postulate that to have a comprehensive solution to this problem, one has to incorporate the teachers', parents', and children's perspectives. Despite this, such voices are often missing from the literature and are crucial in designing the appropriate interventions.

Engaging children, teachers, and parents in the development of policies can be said to be in concordance with the participation rights as outlined in the United Nations Convention on the Rights of the Child (UNCRC). Hence, there is a need to embrace a bottom-up policy solution to address the issue of dropouts and out-of-school children at the grassroots level. Only by engaging communities that are most directly impacted can we

develop solutions that are more relevant and effective, guaranteeing each child a chance at learning and success.

Literature Review

Education in Pakistan is a major issue where millions of children are out of school and have very limited access to quality education. The problem is most acute when it comes to girls and in rural regions (Ullah Khan & S. Khan, 2023). Some of the causes of this problem include poverty, having many children, and the unprofessional conduct of teachers (Dattoo et al., 2023).

One of the major factors that leads to a high level of OOSC in Pakistan is poverty, as children from poor families are more likely to drop out of school or never attend school in the first place because they must work to help support their families. This economic reality is a common reason why children, and especially boys, must work to earn and contribute to the income, while girls are left behind to be responsible for the home chores (Khalid, 2023). The parental cost, such as uniforms, books, and transport to school, also contributes to children dropping out, especially in rural areas (Ahmed, 2023).

Gender disparity is another factor that hinders education in Pakistan and other parts of the world as well. Traditionally, boys' education is valued more than that of girls owing to the cultural and social beliefs (Lloyd et al., 2009). Both early marriages and the concept that girls should dedicate their time to managing households only aggravate this problem (Choudhry et al., 2019). Despite the recent enhancements in the enrollment rates of girls, especially in urban schools, discrimination in education based on gender is still prevalent, especially in rural and conservative zones of Pakistan (Tusińska, 2020).

Accessibility and quality of education are key determinants of enrollment and attendance in school. A lot of schools, especially in rural and other disadvantaged areas, are still without adequate structures like proper classrooms, qualified teachers, and other teaching materials (ASER Pakistan, 2021). Lack of quality education that is typified by memorization and ineffective pedagogy reduces the chances of children continuing with their education (Mansoor, 2019). In addition, factors like bullying, harassment, and other unsafe conditions at school also play a role in the dropout rates, especially for girls (Lloyd et al., 2005).

Most of the factors that contribute to dropouts include poverty in the household, desire to attend religious institutions, poor performance, and/or lack of interest in school (Mughal, 2018). Also, school-related factors such as poor school facilities, poor quality of teaching, and school-related bullying contribute to the problem. To overcome these challenges, experts suggest the following solutions: the need to increase budgetary

provisions, curriculum reforms, upgrading the quality of teacher training, and infrastructural development (Ullah Khan & S. Khan, 2023).

Other challenges include school readiness, policies on admission, and distance from home to school (Manzoor et al., 2016). The challenge is compounded by limited data capture, where many children are left out of the official OOSC statistics, especially those from nomadic or semi-nomadic backgrounds (Ambreen & Mohyuddin, 2022). To solve such a problem, it is crucial to involve schools, parents, communities, and policymakers (Dattoo et al., 2023).

To overcome this problem, the authorities should take a bottom-up approach, which means that they should concentrate on dropout prevention measures and utilize the local analysis when designing interventions (Mughal, 2018). This problem requires a multisectoral approach, and stakeholders like schools, parents, communities, and civil society should work together (Dattoo et al., 2023).

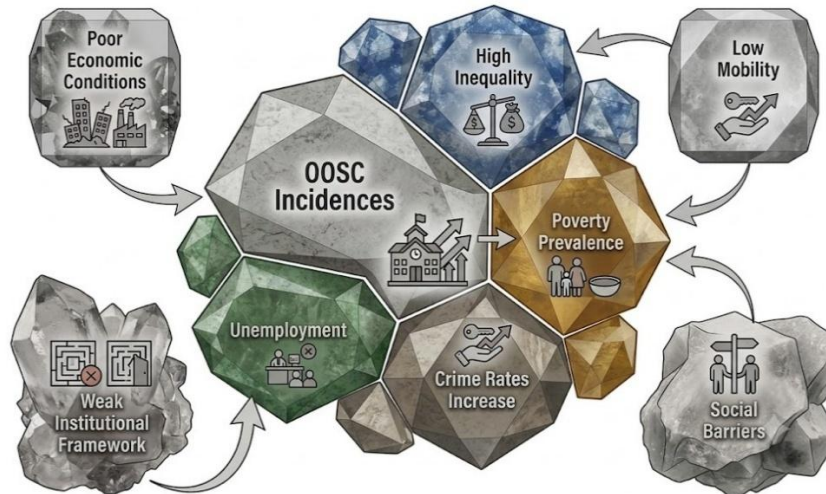
Theoretical Framework

This study is guided by human capital theory (Becker, 2009) and ecological systems theory (Bronfenbrenner, 1979).

Human capital theory posits that education enhances productivity and income potential. However, when immediate survival needs dominate, long-term educational investment declines.

Ecological Systems Theory explains how child development is influenced by interacting systems, including family (microsystem), school (mesosystem), and broader socioeconomic context (macrosystem). This framework helps interpret how poverty, school environment, and cultural norms collectively influence educational participation.

Figure 1
Theoretical model of OOSC drivers



Research Objectives

The objectives of the study were:

1. To identify socioeconomic and school-related barriers affecting OOSC in urban settings.
2. To examine parents' and children's perceptions of dropout causes and potential interventions.
3. To analyze the relationship between household characteristics and school exclusion.

Research questions

The following research questions are based on the above objectives:

1. What are the key socioeconomic and institutional factors contributing to out-of-school children in Islamabad and Rawalpindi?
2. How do parents and children perceive the barriers to enrollment and retention, and what interventions do they consider most effective?

Research Methodology

A qualitative case study design was adopted to explore the lived experiences of OOSC and at-risk children in urban settings through administering questionnaires to about 13 families and 56 OOSC and dropout children.

Sampling

Low-income urban neighborhoods and informal settlements were identified through local community networks and school records.

Sampling Technique

Purposive sampling was used to select:

- 34 out-of-school children
- 22 children at risk of dropout
- 26 parents
- Total participants: 82

The research work was carried out on two different categories of people. Initially, 34 interviews with out-of-school children and their families were conducted to get the firsthand experience of what they undergo in terms of education. Second, 22 children who are at risk of dropping out of school were interviewed, together with their families, to determine factors that led to the vulnerable status of their education. The inclusion criteria were developed to ensure a diverse representation of the participants' socio-economic status and living conditions across the selected urban areas in Islamabad and Rawalpindi, as this would give a clear picture of the educational needs of the target communities.

Instrumentation

Semi-structured interview questionnaires were developed separately for:

- Children
- Parents

For data collection, semi-structured interviews were used, as they offer detailed information. It provided the freedom to probe into certain areas of the participants' experiences and, at the same time, ensured that some broad areas were not overlooked. The interviews were aimed at household demographics and socio-economic status, opinions regarding education, perceived and experienced obstacles, experiences with the educational system and the behavior of teachers and students, financial issues and available resources, and the community and family environment concerning education. For the purpose of comfort and clarity, the interviews were conducted in participants' primary language and, with their permission, recorded and transcribed for the purpose of analysis.

Validity

Three education experts validated the content of the questionnaire. Items were revised based on the feedback.

Pilot Study

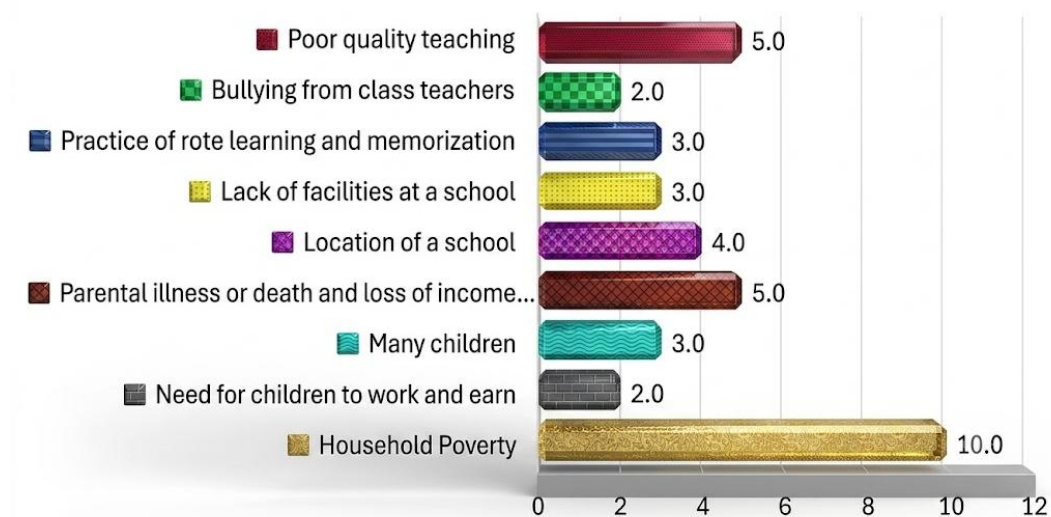
A pilot study was conducted on 8 participants. Revisions were made for clarity and cultural sensitivity.

Findings & Results

Pakistan has its policy framework aligned with SDG-4, which is related to quality education. This goal focuses on ensuring fair distribution of educational facilities, the elimination of prejudicial actions, upgrading of facilities, human resource development for progressive growth, achieving literacy and numeracy, and the development of the teacher's professional capacity. These targets are important for increasing quality educational opportunities in Pakistan and supporting learning and development for all children. The results of this study offer important insights into the challenges and opportunities regarding educational opportunities for children in Pakistan. From the interview data, several key factors were found that affect educational outcomes. A strong link was seen between larger family sizes and the number of out-of-school children, highlighting the impact of household poverty. Other barriers like parental illness, poor teaching quality, school location, and inadequate facilities also make it harder for children to attend school. These findings show the need for specific actions, such as financial support, better school buildings, and improved teacher training, to help all children get a good education.

Figure 2

Challenges and major reasons for OOSC



It indicates that household poverty is the main impediment to education in the sampled households, followed by issues related to parental illness, poor-quality teaching,

school location, and inadequate facilities (Figure 1). These insights highlight the complexity of the issues that families encounter in valuing and obtaining education for their children. To eliminate such problems, specific measures, including financial support, improved school infrastructure, and enhanced teacher training for making necessary improvements within a school environment, are needed.

Table 1

Correlation between household size and OOSC in that household

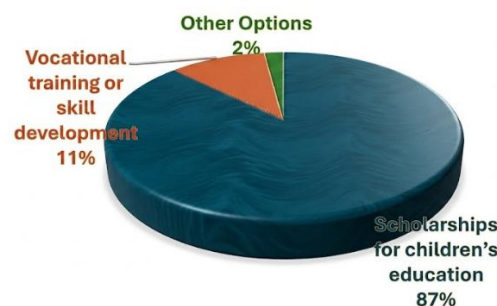
		Number of family members in the house.	Number of children not going to school
Number of family members in the house.	Pearson	1	.725*
	Correlation		
	Sig. (2-tailed)		.012
Number of children not going to school	N	13	11
	Pearson	.725*	1
	Correlation		
	Sig. (2-tailed)	.012	
	N	11	11

*Note. Correlation is significant at the 0.05 level (2-tailed).

The Pearson correlation coefficient of 0.725 shows that there is a very high positive relationship between the number of family members in a household and the number of school-age children who are out of school (Table 2). This implies that as the size of the family expands, the number of children of school-going age who are not in school also rises.

Figure 2

Assistance preferred by OOSC families in sending their children to school

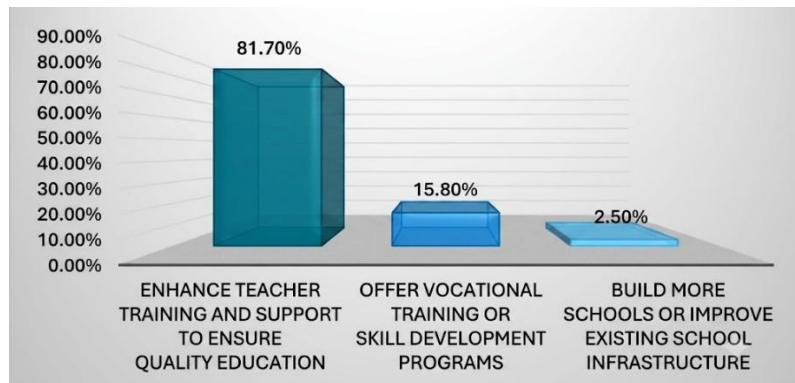


The data show that most of the respondents (87.4%) opined that scholarships for children's education would help them to send their children to school (Figure 2). This

means that financial support through scholarships is one of the major enablers of enhancing school attendance. Another 10.7% of respondents believe that, through vocational training or skill acquisition, one can attend school. This implies that some parents may focus on the acquisition of skills that could lead to better job prospects.

Figure 3

Interventions suggested to improve the enrollment rate in schools by parents and children



A considerable majority of the respondents (81.70%) expressed the view that improving teacher training and support is the single most important intervention required. This implies a positive and enhanced self-perception that quality education for children in their community requires enhanced and better-trained teachers. A smaller, but still notable, percentage (15.80%) of respondents suggest that offering vocational training or skill development programs for youth is important. This could be seen as a sign of understanding the role of practical skills and vocational training as a way of enhancing employment opportunities, as well as developing a different pathway for youth who may not attend formal schools. Again, only 2.50% of the respondents think that there is a need to build more schools or to improve existing school infrastructure (Figure 3).

During the interviews, parents were highly unified regarding the function of education in low-income households. However, these discussions also revealed several challenges that hinder the achievement of these educational goals. This discussion narrows down to these challenges regarding the demographics of the affected households and finances.

Socio-Economic Factors and Child Labor

Challenges in acquiring quality education among low-income families are many because education is not easily attainable due to their economic status. Forcing children to work is still a common practice in many families because it deprives the kids of their education to

fund the family's income. The problems are worse in large families, given that the available resources are few and it is extremely hard to provide quality education for each child. Other factors that contribute to this are the household income, because families with low incomes cannot afford the extra costs, such as school fees and uniforms. Most of these households interviewed earn less than twenty thousand rupees per month; therefore, they can be regarded as economically vulnerable households.

Many families are living in extreme poverty, and so in an attempt to earn a living, they put their children to work rather than in school. It is a common sight to see these children doing different types of work, household and other informal chores, with an aim of generating income for their families. The lack of money, especially the money that is necessary to cover the vital needs of the family, is more crucial than the advantages of education that lead to a poverty cycle. This reality comprehends that extreme economic conditions can lead to families dropping out of school and other dreams, whereby the children should have a meal today and the next day, only to find that their future has been capped.

According to the Pakistan Labor Force Survey from 2013-2014, a significant portion of children is affected: 45.2 percent of boys and 30.6 percent of girls aged 10 and older do not complete secondary school. This highlights a serious issue in the education system that needs addressing to ensure all children have the chance to complete their schooling (Pakistan Bureau of Statistics, 2015). The survey also reveals that a significant number of young people aged 15 to 19 are actively involved in the labour force, with 35.3 percent working. Additionally, 11.7 percent of these youths are unemployed. Investing in their education and training is essential not only for their personal growth but also for strengthening the workforce and driving broader socioeconomic progress. Ensuring they have the right skills and opportunities can greatly enhance their well-being and contribute positively to the economy.

Flawed Teaching Methodology: A Detailed Examination

If one wants to understand why some students become disinterested in school, then one must pay attention to what they learn and the setting in which they learn. Thus, the study revealed some major concerns with the current setup of education based on interviews with the parents and direct interactions with the children. Issues such as poor infrastructure, poor teaching methods, and poor teacher demeanor are depicted as some of the issues that make up the learning environment, which is less than perfect for many learners.

Infrastructural Deficiencies

Thus, speaking to the children, the main problem with the schools they attend is the bad infrastructure. More than half the students complained of a lack of proper classroom

amenities. Some of the basic things that students find difficult to learn without include textbooks, notebooks, and writing materials like pens and pencils. This is coupled with worn-out chairs and tables, cramped seating arrangements, and inadequate lighting and air conditioning in the classrooms. It also detracts from the student's desire to go to school while at the same time making it easier for them to fail in class.

Lack of Understanding and Poor Teaching Quality

One of the major concerns that the children pointed out was their difficulty in comprehending instructions and lessons being taught in various classes. Many students said they did not understand the lessons, which shows that there is a divergence between the practices used in class and the students' requirements. Unfortunately, many teachers never underwent training that would enhance their pedagogy about different learning modes. Thus, they are always challenged to explain matters in ways that are easy for all the students in the class to comprehend and enjoy. Sometimes, because of the large number of students, there is little time that teachers can spend observing each learner. Lack of individuality is one of the reasons that impede teachers from giving proper attention to each learner in their class. Another incident is the possibility of the curriculum not being in line with the modern standard of education or even with the lives of students. This leads to a lack of interest and poor motivation among the students when learning; thus, they cannot relate to the content.

Teacher Behavior and Attitude

Teachers' behavior and attitude affect the students in a great way as they undergo their educational processes. In this regard, a significant number of students reported that their teachers were uncooperative, demeaning, and disrespectful, especially to students from humble backgrounds. These negative actions make the classroom environment very unfriendly, and this can have several devastating effects. If students feel that they are subjected to disrespect or feel that their teachers are looking down on them, then they will not be willing to engage in class sessions. This disengagement results in a lack of interest in studying or doing schoolwork, hence poor academic performance, among others. Prolonged criticism and negative treatment from teachers can do harm to the students' self-esteem and self-concept. Self-undermining is a state whereby children begin to question their potential, and this hurts their motivation and desire to learn. It is disturbing to note that poor quality of teaching and negative teacher behavior directly lead to higher dropout rates. More than 80% of the students said they wanted to leave school if conditions did not change for the better. This unfortunate fact only proves that there is an urgent need to make changes at the system level to ensure students are interested and remain in school.

Discussion

The results of the present study reveal the complex nature of the issues affecting education for children in Pakistan, which is in line with extant literature on socio-cultural factors influencing education in developing nations. Even though schools in urban areas are comparatively more accessible than those in rural areas, several barriers still exist that hinder children's education. Household poverty became evident as a major factor, where big families, with limited financial means, were unable to pay for their children's education, thereby resulting in high OOSC rates. This finding supports the work of Andrabi et al. (2002), whose focus was on the economic challenges forcing children into labor rather than school.

As pointed out by Omoeva and others (Omoeva et al., 2016), most families residing in urban slums are characterized by poverty, and children are required to provide income for the family through work. This economic pressure compels the children to drop out of school and look for employment, thus resulting in higher OOSC enrollment even among those in urban areas. This is especially so because the cost of living is relatively high in urban areas, and therefore, financial problems are worsened for low-income earners. Schooling costs, including the purchase of uniforms, books, and fares, become prohibitive, and education becomes a dream of the impossible for many. This agrees with the studies by Afridi, Attanasio, and Krutikova (2019) and Kim et al. (2019) that the hindrances associated with education in urban areas include hidden costs that dissuade families from sending their children to school.

Furthermore, the schools in urban areas are normally overcrowded, and the resources available are limited, and the quality of education is affected. It agrees with the findings of previous literature, which noted that the student-to-teacher ratio and lack of adequate learning resources in urban schools lead to a poor learning environment, which hampers attendance and enrollment (Bano et al., 2022). These problems are worsened by poor equity, especially in resource provision for children from disadvantaged backgrounds who need special care to perform well in school. Besides, in urban areas, schools also suffer from poor infrastructure, poor quality of teachers, and unfavorable locations of schools, as revealed by Aslam & Kingdon (2011) and the absence of basic input resources and facilities significantly hampers the quality of education in Pakistan.

The study also finds that many children attend school in informal settings such as the madrasahs, which are culturally important but do not provide a comprehensive curriculum that is equivalent to formal schooling. This is supported by Winthrop and Graff (Winthrop & Graff, 2010), who pointed out that religious schools cannot effectively offer a balanced education. Nevertheless, there is a clear trend of parental concern and desire for

their children to have an education, which shows an appreciation of the value of education in improving social status and job opportunities. This study agrees with the study conducted by Lloyd, Mete, and Grant (Lloyd et al., 2009), which revealed that despite even though in the low-income bracket have little, they wish their children to excel in academics.

The issues that are evident in the urban areas show the importance of the targeted approach for students who face both the economic and socio-cultural constraints to education. Scholarships and grants for school requirements, for instance, help reduce the financial pressures placed on families. Moreover, it is also important to understand that better school facilities and resources in urban schools will lead to better learning conditions and, therefore, higher attendance and retention rates. These strategies are crucial for making it possible for children in urban areas to have a right to education as proposed by the World Bank (2018) in their publication on education in South Asia (Desai, 2018).

Family planning and other socio-economic changes are also required to reduce the burden on households and help them to invest in children's education. Such an integrated approach is important in eradicating poverty and guaranteeing that all children attain education, as has been noted in the UNESCO (2015) Education for All Global Monitoring Report (UNESCO, 2015). In conclusion, the present study adds to the knowledge base by offering a comprehensive understanding of the socio-economic and educational barriers that hinder OOSC in Pakistan. Accordingly, the study recommends multi-sectoral policy actions that focus on both the economic and educational sectors to ensure that children are given an opportunity to realize their full potential and support national development.

Conclusion

Education exclusion in Islamabad and Rawalpindi is shaped by intertwined economic and institutional factors. Poverty pushes children into labor. Poor teaching pushes them out of classrooms. Parents value education deeply, yet survival economics override aspirations. Addressing OOSC requires economic relief and systemic school reform.

This study helps to reveal the multifaceted socio-economic issues that the families living in urban settings struggle with, which in turn impact the children's education. The study also reveals major deficits in school facilities and approaches to teaching and learning. Most schools are poorly equipped; the curriculum is old, there is poor training of teachers, there is a poor attitude towards students, and the environment can be very demoralizing. Parents have a belief that education will make a change in their children's lives. They know that education is a tool that can help change the employment situation and fight poverty. But this hope is quickly followed by the reality of the present-day economic difficulties and necessities.

To address these issues, several key areas need attention. School facilities are important to invest in, in addition to increasing the quality of teachers' training and improving curricula to correspond to the present standards of education. Maintaining a good relationship between teachers and students, as well as enhancing the availability of funds for students, is also crucial. Socio-cultural barriers can be addressed by increasing interactions with the community and extending the media coverage for education promotion. Also, addressing child labor through the strengthening of legal measures and providing other employment sources will enable children to have adequate time to study. This problem can be solved through a multifaceted approach that includes the enhancement of the quality and availability of education, the elimination of gender inequality, and the proper enforcement of education legislation. However, the government and other stakeholders should intervene with focused programs tailored for the poor families as well as promote education, especially among girls.

Recommendations

1. Governments and other institutions should therefore pay attention to the facilities in schools. This entails ensuring the school has all the required learning resources, maintaining the structures in a proper state, and ensuring an appropriate environment for learning by the students.
2. Develop a detailed curriculum for the facilitators so that they can be well-equipped with knowledge concerning the efficient teaching approaches. This training should involve methods of handling the students, how to present a lesson, the use of technology, and how to promote and uphold excellence and respect for students' rights in the classroom.
3. It is also necessary to update the curriculum from time to time in order to cater to the current education needs and the society in general. It is crucial to provide real-life use of concepts learned in class to ensure that the learning process is not a mere formality for the learners.
4. Enhance the quality of interactions between teachers and students by introducing measures that encourage the strengthening of teachers' positive attitudes and capacity to mediate conflicts. Such measures should assist in the development of a positive and supportive classroom climate.
5. Systematically check and assess methods of instruction and characteristics of schools to determine if they are appropriate for students. This is why soliciting feedback from students and parents is so important to determine where exactly problems exist. The information within this input can be used when making policy and is effective in determining the strategies of education so that the learning experience can be improved for all parties involved.

6. Make sure that there are more easily accessible programs for financial assistance to families with low income. Expand targeted scholarship programs (supported by 87.4% of parents).
7. Support a collective solution-finding process for educational issues by involving the community and parents. Parent-teacher associations and community forums are possible ways of getting people together to address the various challenges as a team.
8. Maintain and expand media interventions that focus on education and on the equitable sharing of home chores. Since the long-term gains are depicted in these campaigns, there is a likelihood of drawing the communities' support and boosting the commitment to education projects. A monitoring system should also be introduced to prevent discriminatory practices.
9. Ensure that there is better transport for students to get to school and that there are more schools to be built in proximity to the communities. This will go a long way in easing the daily struggles people go through to get to work and school, hence making education more readily available to all members of society.

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