



International Development Partner's Role in the Empowerment of Women Through Education in South Punjab (2001-2020)



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Abstract: *Role of international development partners to empower women through the provision of education in South Punjab (2001-2020) has been significant for the promotion of gender equality and empowering women in the region. The study utilizes a qualitative research design and employs the document analysis method to collect data from relevant documents including reports and publications by international development partners and government agencies. The data is analyzed using thematic analysis and the findings are presented in the form of themes and sub-themes. In conclusion, this study highlights the critical role of international development partners in the promotion of the rights of women through the provision of education facilities and gender equality in South Punjab. These challenges include cultural and societal norms, inadequate funding, and lack of political will. The study recommends that international development partners continue to work in collaboration with government agencies and social organizations to address these challenges and promotion of rights of women and gender equality in the region.*

Key Words: Women Empowerment, Programs, Initiatives and Strategies, Sustainable Development Goals

Introduction

The definition of empowerment can differ based on societal, national, and cultural contexts. On an individual level, empowerment for women in their homes refers to their ability to exert control over their reproductive decisions, determine the size of their families, and express pride and value in their professions. Empowerment can also be reflected in the presence of more female leaders at various levels of governance, including villages, districts, provinces, and nations, as well as the involvement of females in non-traditional tasks, the establishment of women's groups, the provision of funding for females and ladies' projects, also an increase in training programs aimed at empowering women and enhancing their knowledge of political and social rights.

Empowerment is a concept that typically entails the right to make decisions for oneself, having power and control the life of one's and resources, and the capability to choose a path. Kabere (2001) expresses authorization as the increase in the public's capacity to mark significant lifetime varieties in situations where such opportunities were once unavailable to them. Due to the cultural, social, religious, personal and observational perspectives of individuals, various interpretations of empowerment exist. The United Nations' definition of empowerment is freedom of choice, control over one's life at home and in public, and control over resources and opportunities. Empowering women is a process that involves granting women the power and control over their lives. This process supports individuals in making choices that are

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beneficial for them, allowing them to become equal citizens who are respected and self-assured in their communities.

Women empowerment is a global issue and has gained significant attention in international development discourse. The United Nation's Workable Progress Objective 5 goals to attain sex parity and enable entirely females also daughters in 2030. The Millennium Expansion Aims were accepted by the UN in 2000. According to these international frameworks, there are several organizations that work towards ladies' enablement at a worldwide level, such as United Nations Females, and the World Bank Group. Overall, it is a crucial issue in the international context, and efforts towards achieving it continue to be a priority for sustainable development. These partners have played a crucial role in supporting various initiatives and programs aimed at promoting ladies' education, healthiness, and financial authorization. Initiatives plus programs implemented by international development partners have helped women in the region with the provision of education, healthcare, and monetary chances, which have enabled them to participate in the socio-economic progress of the region. As policies are being developed to address gender inequality and bring about parity between men and women. The year 2001 was even designated as the "Women's Empowerment Year" to underscore its importance. This concept is the belief of influence, and empowerment refers to a multifaceted societal process that enables individuals to take control of their own lives. Through this active process, women can realize complete probable in every field of life and attain a sense of strength and identity. Empowering women is critical to the social and physical advancement of nations and families.

Women start to critically and collectively reexamine their lives as part of the empowerment process. It encourages women to reframe previous issues, assess their surroundings and circumstances, and acknowledge their own inner power and self-image. Women can obtain new information and knowledge, pick up new skills, and take the initiative to take more control over their lives through the empowerment process. Diverse materials are available. In conclusion,

the role of international development partners in promoting women's empowerment in South Punjab between 2001 and 2020 has been significant. However, there is a need for continued efforts to address the challenges in implementing women empowerment initiatives in the region and to ensure the sustainability and impact of these initiatives.

One of the most contentious topics in development circles today is women's empowerment. In the past 20 years, empowerment has gained popularity as a topic of discussion in all gatherings, seminars, symposiums, and workshops relating to the nation's socioeconomic development and human growth. Many international institutions, including the World Bank and major UN agencies, use women's empowerment as one of the tactics in all policies related to child care, infant mortality, economic growth and poverty reduction. The idea of women's empowerment and its effects are as intricate and complex as people themselves complex as people themselves.

Women should be given the chance to fully participate in all facets and levels of economic life in order to be empowered. To encourage a gender-equal workplace and business atmosphere, the United Nations has created seven "Women's Empowerment Principles" with the tagline "Equality means Business." It is both a method and an outcome. Women should be given the chance to fully participate in all facets and levels of economic life in order to be empowered. To encourage a gender-equal workplace and business atmosphere, the United Nations has created seven "Women's Empowerment Principles.

Considering the multifaceted character of the subject of women's empowerment and to provide this study with an empirical component, Pakistan, an Islamic and democratic nation, faces unique obstacles. The idea of women's empowerment is currently the most divisive topic in the field of development. The eradication of poverty in developing countries and long-term economic growth are both universally accepted as dependent on the empowerment of women. Women in Pakistan 52% of the population,

Pakistani women are facing many problems. Some are very serious issues faced by women in Pakistan. Such as; Lack of education, early marriage, living in the country, and illiteracy. Low rates of work engagement and other cultural norms prevent Punjabi women from receiving better healthcare services.

There is no question that women contribute significantly to the advancement of society. The greatness of women as active members of society is attested to throughout history. Women have fought alongside males for the greater good of humanity even in the current situation. Unfortunately, though, society has not given their efforts the credit they deserve. Women are being denied their legal rights under a variety of conventions, ceremonies, and practices. Women are consequently discovered in a terrible situation. Since Muslim women are currently among the least empowered groups in society, it is one of the major themes that has been discussed throughout the world. About 1400 years ago, Islam became a religion where women were given a respectable position. Unfortunately for the amah, we are unable to empower due to a lack of understanding of Islamic knowledge, Instead, corruption and unit Islamic customs brought from other countries are to blame for the lack of empowerment. As for the believers, both sexes act as each other's companions and watchdogs. Islam is a religion of harmony, first and foremost, between the material and the spiritual, between work and devotion, between self-preservation and harmony with others, and between work and devotion.

If we want our country to develop sustainably, we must empower women and achieve gender equality. Women can be empowered through education. Educated women are essential in all aspects of life. Punjab is striving hard to catch up with health standards as defined in the Millennium Development Goals (MDGs) milestones. The International development partners have also joined hands with the Punjab government in its efforts to bring about improvement in the social, economic, educational and health status of the people of South Punjab.

Women's empowerment has become a

Critical issue in Pakistan over the past few decades. Despite significant improvements, women in Pakistan still face various challenges in achieving equal status and opportunities in society. There are some references related to women's empowerment in the Pakistani context: "Women's Empowerment in Pakistan: A Case Study" by Huma Zia and Zahid Yousaf: This research paper analyzes the status of women's empowerment in Pakistan by examining various indicators such as education, health, employment, and political participation. The paper highlights the challenges faced by women in Pakistan and provides recommendations for policies and programs to empower women. Another study namely "An Analysis of Social, Economic and Political Realities" by Muhammad Iqbal, Syed Mubashir Ali, and M. Khalid: This article presents an overview of the status of women's empowerment in Pakistan, focusing on social, economic, and political factors that affect women's status. The article highlights the need for policy and program interventions.

"Women's Empowerment in Pakistan: A Literature Review" by Rida Wasiq and Bilal Ahmad: This paper presents a comprehensive review of the literature related to women's empowerment in Pakistan. The authors analyze the existing research from various aspects, including education, employment, health, and political participation. "Gender Empowerment and Development in Pakistan" by Saba Gul Khattak: focusing on gender inequalities and discrimination. The book analyzes the factors that have contributed to women's marginalization in Pakistani society and provides recommendations for policy and program interventions to improve women's empowerment.

The current study explored the role of International development partners in the empowerment of women through the provision of education facilities in Southern Punjab of Pakistan during 2001-2020.

Statement of the Problem

Despite the significant efforts made by the government and civil society organizations,

women in South Punjab still face numerous challenges to their empowerment, including lack of education, health care, economic opportunities, recreation and other basic facilities of life and thus, become dependent forever (Pande and Astone, 2001). International development partners have been playing a crucial role in promoting women's empowerment in South Punjab. These partners include international organizations and donor agencies, which provide funding, technical assistance, and capacity-building support for women empowerment initiatives. This research aims to fill this gap by examining the role of international development partners in women's empowerment through the provision of education facilities in South Punjab between 2001 and 2020. Furthermore, this research will analyze the challenges and opportunities for women's empowerment in South Punjab and make recommendations for future policy and practice.

Research Question

The research questions are:

- i. What are the initiatives and programs implemented by international development partners in South Punjab for women's empowerment between 2001 and 2020?
- ii. What is the impact of International development partners' initiatives on women's empowerment in South Punjab between 2001 and 2020?
- iii. What are the trials and chances to give power to ladies in South Punjab between 2001-2020?

Research Objectives

- i. To give a brief and comprehensive account of the conceptual framework and historical evolution of women empowerment in Punjab and particularly in South Punjab.
- ii. To analyze the policies and programs adopted regarding women's empowerment through the provision of education.
- iii. To analyze the role of international development partners in women

empowerment in the Punjab province of South Punjab.

Justification of Study

The study focuses on the province of South Punjab, encompassing the southern and western regions of Punjab province that are home to the bulk of Saraiki speakers. About 52% of the Punjab province's total land and 32% of its inhabitants are made up of projected South Punjab. 34,743,590 people call South Punjab home as of 2021. Consists of three divisions (Multan, Bahawalpur and Dera Ghazi Khan), as well as a social fabric that is already under strain and an already strained infrastructure.

Place of Work and Facilities

Most of the research took place in the Department of Pakistan Studies & library of Sir Sadiq Muhammad Khan, IUB, Central Library, and Bahawalpur & Library of Government Sadiq Egerton College of Bahawalpur.

Research Methodology

This includes empirical analysis of budgetary data using relevant statistical tools to observe the impact of additional funding on social indicators in South Punjab. The methodology also includes some descriptive analysis as well to analyze the patterns of social development under foreign financial and technical assistance by using NVivo software for qualitative data analysis.

Tools for Data Collection & Tapping the Key Informants

Focus group discussions (FGDs) are qualitative tools in the form of group interviews that gather certain program stakeholders for a discussion on issues connected to the change in girls as a result of the program they are participating in. An FGD is a helpful instrument for bringing persons with alike circumstances together to argue an exact subject of attention. Structured interviews were conducted with 50 policymakers, planners, political leaders and households to gather information about their goals and strategies for implementing projects and programs in South

Punjab aimed at empowering women through education, health, and legal aid services.

Household Interviews

The best and most useful source of information for data collection is household interviews. The necessary information regarding the necessary questions is provided by collective interviews with all household members (Green and Thorogood, 2004). with the purpose of gathering the necessary data.

Informal Discussion \ Participant Observation

The best method for gathering information for the research endeavour was through informal conversations with various groups of men and women. Many helpful pieces of information were gathered by NGO representatives during informal conversations with various community members. People are more at ease and open to sharing the right information during an informal talk

Data Analysis Methods

The data analysis methods for the current study can include both quantitative and qualitative techniques. Sources provide guidance on various data analysis methods, including statistical analysis, content analysis, grounded theory, and thematic analysis, which can be used to analyze the data collected on the role of international development partners in women empowerment in South Punjab. The data analysis methods should be appropriate for the research questions and the data collected and should allow for the identification of patterns, themes, and trends related to empowering women in the area plus its impact.

Literature Review

Theoretical Framework

A theoretical framework is based on feminist and empowerment theories. The feminist theory emphasizes the need to test male-controlled structures also practices which continue sex inequalities also limit women's opportunities for empowerment. This theory recognizes the

importance of socio-economic, and political issues that shape ladies' involvement and opportunities. Empowerment theory emphasizes the need to empower persons plus communities to regulate their existence and also make conclusions that impact their happiness. This theory recognizes the importance of agency, self-determination, and participatory processes in promoting empowerment.

In the context of this study, the feminist and empowerment theories provide a lens to analyze the role of international development partners in promoting ladies' authorization in South of the Punjab. The theories recognize the importance of addressing gender inequalities, promoting women's agency and participation, and allowing females to make their own conclusions that impact their comfort.

The right to education was recognized as a basic right for all citizens, according to the 1973 Constitution's 18th amendment." It illustrates the never-ending fight to educate every child regardless of discrimination. Additionally, it includes the 70% of people living in rural areas who strictly adhere to societal conventions and are unwilling to send their daughters to school. Women are the change-makers. One important tool for change that is accountable for national development is thought to be education. It is accurate to claim that educating a girl educates a family, society, and ultimately the entire country as opposed to educating a male who will become an individual.

Education was formerly employed in research as an indirect indicator. It is believed that having a college degree gives women more power because it increases their capacity for earning money, gives them the self-assurance to take on obstacles, and improves their capacity to make decisions for themselves and their intimates. These factors all help women become more empowered. However, other studies show that even educated women still encounter a lot of barriers that limit their ability to become more empowered. Sridevi (2005) conducted research on teachers of a postgraduate institution in Chennai India. Higher levels of education were thought to result in greater levels of empowerment. The analysis of multiple

regressions was used. It was discovered that the findings corroborated the idea that empowerment increases with education level.

Similarly, Ahmad and Sultan (2004) reviewed the survey report performed by the National Institute of Population Studies on the position of females to build an encouraging association among education and ladies' authorization, reproductive health in 2003 in Pakistan. By constructing composite indices for these characteristics, concluded that informal education has the potential to empower women.

Batliwala (1994) offered a different perspective and mentioned three methods for empowering women: integrated development, economic growth, and consciousness-raising. She suggested that one of the causes of women's powerlessness is their lack of education, which prevents them from obtaining paid employment. Bolivia had a high association between autonomy and education, whereas Nicaragua and Peru had a weaker tone. However, research indicates that supporting girls' education and socioeconomic growth together improves career chances for educated women, which empowers them. These results also show that in the majority of the regions, employment, education, and women's empowerment are closely related. Lopez, Claros, and Zahidi (2005) explained this connection and emphasised the importance of education for women's empowerment.

Women with less education or no education have limited employment opportunities. Less literacy for future generations is possible if there are more illiterate women in society. As a result, ignorance and a lack of education further isolate the majority of the women in their communities. Furuta and Salway (2006) identified a substantial correlation between education and women's capacity for decision-making in their study. This study also backed up the idea that education is a requirement for increasing women's status in the home and giving them influence over their surroundings. Rahman et al. (2008) studied a substantial link between women's education and empowerment in a parallel study carried out in two districts of Bangladesh. Education improves people's comprehension and awareness of their surroundings as well as the development of their

cognitive and psychological spheres of empowerment, according to study.

Education is crucial for the empowerment of women. It offers guidelines for information analysis, environmental control, and violence prevention (Malhotra, 1997). The reasoning above can be summed up by saying that education offers women a variety of advantages that support their empowerment. However, in extremely patriarchal societies like Pakistan, full use of these advantages cannot be attained without fostering a supportive atmosphere for women and the assistance of the wider community. Education for women encourages economic growth and increases productivity in a country. Some countries lose more than \$1 billion a year because girls are not educated to the same level as boys. But despite these many girls and young women around the world skip school every day.

UNICEF estimates that in 2016, 61 Million females were registered in graduate school, with 29 Million joining the lower secondary school and 32 million grace with your presence primary school. Girls frequently experience social exclusion and drop out of school simply because it is not the cultural norm for them to do so. The likelihood of girls from the same background dropping out of school is four times higher than that of boys. The likelihood that the most underprivileged females will complete primary school is also the lowest. The fundamental right to education applies to everyone, regardless of gender.

It is regrettable that female literacy rates are still far lower than male literacy rates. Even in Pakistan, men have far higher literacy rates than women. In the country, men are favoured over women for all educational levels. Males are typically permitted to attend school, but girls are frequently forced to help with household chores at home. Promoting the education of girls has a number of advantages.

It is sad that there is still a huge gender gap in literacy rates. Men have much greater literacy rates than women do, even in Pakistan. Men are preferred in the nation over women for all levels of education. While girls are often required to assist with household tasks at home, men are

frequently allowed to attend school. The availability of more all-boys schools than all-girls schools is not helpful.

Numerous benefits come from encouraging ladies to pursue higher education. It benefits the economy and offers women the chance to raise their standard of living and well-being.

When these tactics are used, the educational system in Pakistan will only advance. This will have positive effects on the economy and society for the entire nation. Women will now have the chance to seek the education and training that will raise their quality of life, in addition to all of these advantages. A few advantages of educating girls should be brought up with the public.

When Napoleon was in charge, he was asked what France's greatest need was. He responded, "A nation cannot grow without trained and educated moms. If the women in my country are not educated, roughly half of the population will be uneducated. Women's education is essential because it enables women to develop into powerful, knowledgeable, independent people who play a key role in society. They are the ones that decide to start a family and take on the duty of educating the children as they grow. The well-known proverb "The hand that rocks the cradle rules the world" states that a mother has a significant impact on her children's lives. She has the power to influence how they think and behave.

Despite this, many people have the fundamental belief that women do not need an education and do not think they should. They think that women should take care of others before themselves. As a result, they would have to be selfless wives and mothers who would have to give up their careers in order to care for the children, clean the house, and be stay-at-home parents. They think that having children, getting married, and taking care of household tasks are the main focuses of a woman's life, but they fail to recognise the importance of education for women because they are the mothers of the next generation.

Women are the soul of a society, and how they are treated can be used to judge a society. History is full of instances of places where economic growth and success occurred over time

when women were treated equally to men and had access to education. In the effort to achieve sustainable development, it would be a mistake to exclude women. South Punjab women face numerous challenges, particularly while attempting to pursue an education. Older cultural norms, ignorance of the law, family expenses, including opportunity costs, sociocultural barriers, early marriages, gender biases in educational settings, issues with school accessibility, and cultural perceptions of boys' superior abilities and girls' poor performance are among the common causes.

Status of Women's Education in Pakistan

According to the Global Gender Gap Report of Pakistan is graded 153 out of 156, and according to UN Women, 53.6% of females in Pakistan are absent admittance to education, training, also employment, compared to only 7.4% of males.

Barriers to Female Education in South Punjab, Pakistan

- Awareness initiatives must be spread regarding the importance of female education by government.
- Encourage families to send their daughters to school and the Government should provide incentives.
- In addition, it's critical to spread knowledge of the value of education for girls.
- They frequently think that helping out around the house will be a better use for daughters.
- The problem is worse in nations where damaging patriarchal customs like child marriage. One in five females is married before they are 18 throughout the world, and one in four girls does not attend secondary school.
- Women frequently earn less than males for the same employment in most of the countries, and experience gender-based violence and discrimination.

Families then be given the option to enrol their daughters in educational institutions that are secure and conveniently accessible. Once these

strategies are applied, the Pakistani educational system will only develop. The entire country will benefit from this in terms of the economy and society. Over and beyond all of these benefits, women will finally have access to education and training that will improve their standard of living.

Female Education in South Punjab by the International Development Partners

The projects sponsored by the development partners (ADB, FCDO, WB, CANADA, USAID, EU, Germany) are highlighted in this note along with how they relate to the key themes of the high-level deep dive in the South Punjab region. Around 5.1 billion USD in total funds have been allotted to 74 projects (including ongoing and planned projects). Some of the ways that money is provided are through grants, budgetary support, aid, service delivery, loans, contribution agreements, and technical help. Asian Creation Bank, the World Bank, and FCDO have the biggest percentage of funds granted for existing or planned efforts in social protection, infrastructure, education, employment development, and other areas in Punjab province, including the South Punjab region.

FCDO has provided financing to the second-largest initiative, Punjab Education Support Programme II (PESPII), totalling approximately USD 585.7 million from February 2013 to March 2022. The resources included service delivery, monetary assistance, technical support, and budgetary assistance. Through the Punjab Endowment Fund, it focused on 11 South Punjab districts with low performance, second shift schools, transportation, and public-private partnerships (now the Insaaf Afternoon School programme). The PEEF scholarships were only open to South Punjabi girls. It is unclear how much money was given to the South Punjab region in particular because the entire Punjab Province was covered.

Tawana Pakistan Project

The Government of Pakistan supported the multidimensional Tawana Pakistan Project from September 2002 to June 2005 to address the

undernutrition and low enrollment of girls of primary school age in school. The main goal was to establish a secure environment that enabled village women to make decisions together.

Female School Stipend Program (FSSP)

With assistance from the World Bank and others, the Punjabi government introduced the Female School Stipend Program (FSSP) in 2003 as part of a significant package of educational reforms. The initiative gave families with girls who regularly attended middle school a set amount of money in an effort to narrow the achievement gap between girls and boys. The programme was designed for girls in grades 6 through 10 who resided in 15 of the areas with the lowest rates of literacy. In the target districts, 393,000 more girls had access to stipends by 2014.

For each girl in a covered grade, the Punjab government granted families PKR600 (US\$10) per quarter. A significant obstacle to girls attending school was removed by the stipend's size, which was sufficient to pay for both schooling and transportation expenses. Girls had to attend school at least 80% of the time for families to be eligible for the stipend. Each newly enrolled girl paid a total of \$400 USD for the FSSP. The program's stipends for 380,000 girls totalled PKR1.5 billion (US\$17.4 million) between 2011 and 2012. There were 411,000 females enrolled in grades 6 through 10 in 2013, and they received a total of US\$14.2 million yearly.

Awaz CDS Program

Umang, for instance, is a program that emphasizes giving girls access to secondary school. Awaz Foundation Pakistan is attempting to persuade lawmakers to establish a distinct account for the teaching of daughters in the South of Punjab through this project. In Punjab, three female schools were upgraded in Rajanpur, while roughly 1,227 schools in the northern and central parts of the province were upgraded. The government made an attempt to educate as many girls as it could in Punjab, to elaborate. Other provinces' educational environments differ from ours. The government launched two programmes, including a 200-rupee stipend that

went into effect in 2003, to encourage girls to attend school in rural areas.

Additionally, the Punjab government made a fantastic move in 2017 by increasing the 2003 stipend amount to rupees 1,000 per month. A broad number of towns and villages, including Bahawalpur, DG Khan [2011](#), and Multan Division, have been specifically identified as having 433,000 girls as of this writing. There are very few operating ladies' schools in the outlying regions of Southern Punjab (like Rajanpur). This is due to the government's failure to allocate and provide the necessary money to support female education.

Dubai Cares Program

A primary education initiative has been started in Pakistan by Dubai Cares, a charitable organization with roots in the UAE, to rise the admission and retaining of lassies. The initiative, run by the NGO Idara-e-Taleem-o-Aagahi, will assist 70,000 females, 500 teachers, 4,500 moms, and more than fifteen thousand civic memberships in four districts in South Punjab and Upper Sindh. Dubai Cares is contributing about AED6 million (US\$1.6 million) to the initiative as part of its commitment to the United Nations Millennium Development Goals 2 and 3, which are to provide universal primary education and advance gender equality, respectively.

The 2004 Pakistan School Statistics show that 16% of community educational institutions lack structures, 75% lack power, 48% lack aquatic, and sixty per cent lack washrooms or other sanitary services. As per consequence, only 29% of women are literate, and only 68% of girls are enrolled in basic school.

The Department for International Development (DFID) Funded Program for Girls

Department for International Development (DFID) Advocating Action for Adolescent Girls initiative, also known as Siyani Sahelian. In cooperation with the literacy department of the Government of the Punjab and non-formal elementary schooling, Idara-i-Taleem-o-Aagahi will carry it out. The programme intends to address gender inequality for [disadvantaged]

adolescent females who are not in school (age 9-19). It has begun in the districts of Muzaffargarh, Bahawalpur, and Rahim Yar Khan. The recipients will receive instruction in fundamental skills. Free transportation, qualified teachers, book materials, and stationery are some of the activities and support services provided for accelerated learning.

Second Punjab Education Sector Project (PESP II)

PESP II's objectives were to fund the Administration of Punjab's initiative on the way to improve the education system by raising student accomplishment and child school participation (at various levels). PESP II for Pakistan aims to help the Government of Punjab's reform initiative for the education sector by raising student accomplishment and child school participation (at various levels).

Conclusion

In today's world, the principles of nationwide authority are considered the foundation of global relations, and global benevolent and social privileges organizations provide lawfully obligatory centres for worldwide defence and also help those whose lives are at risk within their national borders. The contribution of women from all walks of life is invaluable; however, many women, particularly those living in remote areas, face challenges in obtaining an education and playing an effective role in society. The government of Pakistan has partnered with various international organizations such as JICA, DIFD, UNICEF, and UNESCO to emphasize the significance of female education. Policymakers are striving to incorporate policies, practices, and norms that promote gender equality in society.

International development partners in the education field have supported the construction and rehabilitation of schools, provided scholarships for girls, and trained female teachers. As a result, the enrollment of girls in schools has increased significantly, and the dropout rate has decreased. International development partners have also supported vocational training programs to equip women with the necessary skills to enter the workforce.

According to the estimates of UNICEF, out of the 8.6 million girls enrolled at the primary level in Pakistani schools, only 2.8 Million continue their education to the secondary level, with the remaining 5.8 million forced to leave school due to various domestic issues. Many are compelled to abandon their education against their will and are forced into marriage.

As per Global Gender Gap Report on Women's Economic involvement and Opportunity, Pakistan is rated 143rd out of 144 nations (Gender parity report, 2018). In Pakistan, where female literacy rates are rather low and female enrolment in schools is still a problem, it is crucial to develop informed strategies for raising knowledge of fundamental rights.

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