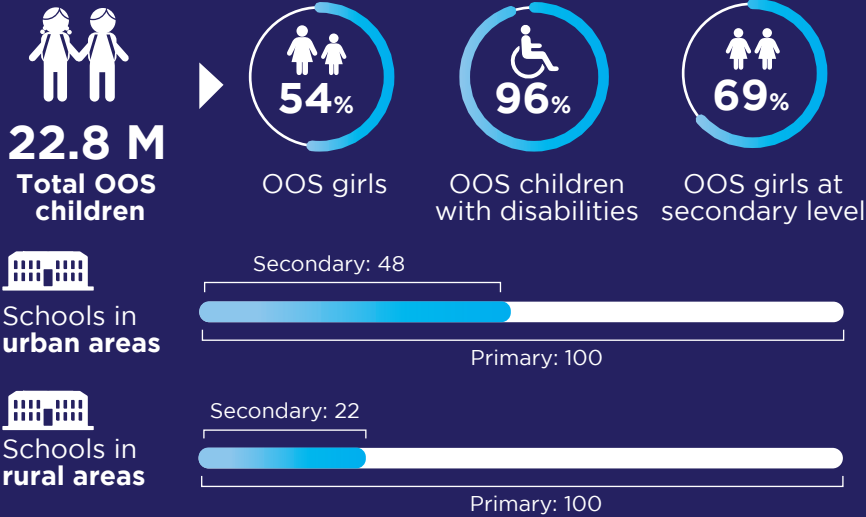


Education in Emergencies: The Case of Pakistan

“The State shall provide free and compulsory education to all children of the age of five to sixteen years...”

- Article 25-A, Constitution of the Islamic Republic of Pakistan

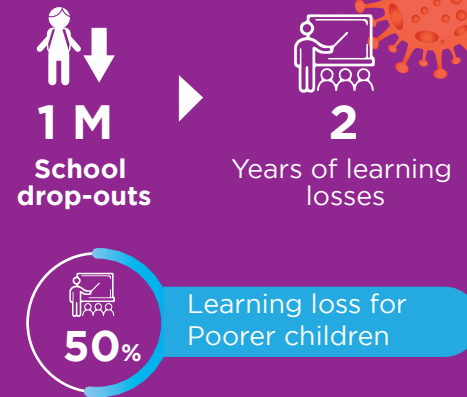
Education in Pakistan: Pre-pandemic



A system of secondary schools, which is one-fourth the size of primary schools can simply not accommodate all the primary graduates even if, 100% of the primary graduates are willing and otherwise able to transition.



Education in Pakistan: Post-pandemic



Dramatic fall in enrollment among **14-16 year olds** in the poorest households after the pandemic.

Prior to the Pandemic



Rs. 6.5 Trillion

Pakistan's investment need for OOS girls between 2020-2030



Rs. 12 Trillion

Pakistan's investment need for OOS girls and boys between 2020-2030



Education in Pakistan: Post-floods 2022



Rs. 216 B

needed to rebuild the destroyed/damaged schools.



Students in the **lower socio-economic quintile** most effected by the pandemic are once again left without access to formal learning.

¹ Pakistan Coalition for Education is grateful for the support extended by Pakistan Youth Change Advocates (PYCA) for the development of this fact sheet.

Making Pakistan's Education System Shock Resilient

During Disasters



Make a strong preparedness and disaster-risk management component inherent to the education system. This would include the system's ability to systematically and swiftly gather data on the:



Extent of damage incurred by school infrastructure;



Number of children in need of education (including those who were not part of the formal education stream previously but are of school-going age);



Number of teachers whose physical and mental health allows them to resume duty;



Availability of a district-specific and education-specific preparedness and contingency plan that is locally informed.



Strong interdepartmental coordination between the ministries and departments of education, planning & development, climate change, and disaster management authorities for a well-coordinated education response during emergencies. These should ideally be broken down into short-, medium- and long-term goals.



Technical and financial support to head teachers to develop and implement school disaster response plans.



Provision of psycho-social support to mitigate post-trauma stress in displaced children through trained teachers.



Initiation of temporary learning centers for displaced students in every camp city.



Prioritize the mobilization of sufficient funds to undertake an across-the-board reconstruction of damaged or destroyed school infrastructure at par with any other component within the rebuilding phase.

Beyond Disasters



Introduction of new or revision of existing policies to make them inclusive and receptive to the specific needs of girls, children living with disabilities, transgender children, and learners hailing from other marginalized groups.



Inclusion of climate education in the school curriculum at all levels.



Strong parliamentary oversight to ensure uninterrupted and efficient implementation of policies.



Regular community engagement efforts geared towards encouraging sustained education for all children of school-going age, especially girls during and beyond emergencies.



Allocation of adequate budgetary resources to realize Article 25-A (i.e., free and compulsory education for all) and to ensure a swift, efficient and well-coordinated education response during emergencies.



Inclusion of education-in-emergencies as a stand-out theme in political manifestoes.

