
The Malala Fund's Strategy to Fight for Women's Right to Get Education in Pakistan

Nadya Sri Aisyah Amannie¹ Alfredha Shinta Putri^{2*}

^{1,2}Universitas Islam Indonesia, Yogyakarta, 55584, Indonesia

*Corresponding Author: alfredha.shinta@uii.ac.id

Abstract

The Right to Education for women is a part of human rights, where the right to education is considered essential for individuals to meet their educational needs and achieve their desired level of education. Women's right to education in Pakistan has become a significant issue due to various socio-economic and cultural barriers. This article examines the educational disparity between men and women in Pakistan, driven by social, cultural, and economic factors. Patriarchal cultural norms, poverty, and the lack of educational facilities are the main obstacles for women in accessing quality education. Furthermore, social stigma and traditional gender roles also limit their participation in education and social life. The Malala Fund, founded by Malala Yousafzai after the Taliban attack in 2012, has emerged as a leading force in advocating for women's right to education. The Malala Fund aims to reduce the gender gap in education by providing financial support, strengthening local programs, and raising global awareness about the importance of girls' education. Collaborations with UNESCO, NGOs, and the Pakistani government have laid the foundation for creating meaningful change for women, especially in rural areas with limited infrastructure. Although there has been progress in advocating for women's right to education, significant challenges remain, particularly related to patriarchal cultural norms, limited resources, and government policies that are not yet fully optimized. This research employs a qualitative descriptive model, with data collection through secondary sources or literature reviews from books, journals, news articles, and official websites.

Keywords: Malala Fund, NGO, Pakistan, Education Rights, Women, Human Rights

Introduction

Education is a fundamental right for every individual; however, in Pakistan, many women are deprived of their basic right to education. The 2013-2014 Pakistan Education Statistics report highlights significant literacy disparities between men and women across several provinces in Pakistan. For example, in the province of Baluchistan, the literacy rate for men is 70.8%, while for women, it is only 33.3%. The province of Khyber Pakhtunkhwa shows a similar gap, with the literacy rate for men at 84.3% compared to 50.5% for women. This translation maintains a formal academic tone and corrects any minor grammatical issues for clarity (AEPAM, 2014). This disparity is caused by various factors, such as cultural norms, the lack of educational facilities, and poverty. Women's education in Pakistan has been a persistent political issue over the past few decades. Many women in Pakistan are concerned about the delays and slow progress in the development of educational opportunities for women. The condition of women's education in Pakistan has become increasingly important as this issue continues to escalate (N & S, 2018). Pakistan exhibits substantial gender disparities in education. As a patriarchal society, women in Pakistan often face discrimination, leading to lower social, economic, and political status. Traditional stigmas and cultural practices make education difficult to access for women in Pakistan. The lack of female educators, limited access to educational services, and inefficiencies in managing educational programs are additional challenges, particularly in remote areas.

Data indicates that 52.3% of females in Pakistan are not enrolled in school, compared to 42.7% of males. It is evident that girls are disproportionately affected by lack of schooling. In the four provinces of Pakistan, disparities are evident: in Sindh, 61% of girls are out of school, while in Punjab, the percentage of out-of-school girls stands at 45.8% (Pakistan Education Statistics 2014-15). In Khyber Pakhtunkhwa, 51.6% of girls are not attending school, whereas in Balochistan, the figure reaches 75.2%. This suggests that the lowest educational attainment levels are found in Balochistan and Sindh. Although in Punjab over ten girls per hundred are in school, indicating somewhat better educational facilities, it still reflects disparities compared to other provinces in Pakistan (Pakistan Education Statistics 2014-15).

Purdah, a practice that separates genders in public spaces and limits women's participation in social and economic life, also affects women's access to education. Pakistani women often work in informal, low-productivity jobs in rural agriculture. They are paid less, have lower job security, and possess less financial independence (East Asia, 2018). This situation motivated a young Pakistani woman, Malala Yousafzai, to establish an organization aimed at helping women secure their right to education. The organization, known as the Malala Fund, is one of the key organizations focused on advocating for women's right to education in Pakistan and other developing countries. The Malala Fund has a network of education champions working at the local level to expand outreach and advocate for women's educational rights (Malala Fund, 2023).

The Malala Fund was established after Malala Yousafzai became a victim of a Taliban attack in 2012 due to her activism in advocating for women's right to education. This organization is committed to creating tangible change in securing educational rights for women and children at the local level. The Malala Fund also provides support to young activists and addresses school needs, such as providing uniforms, books, and improving school facilities (Iswara, 2020). Although the struggle continues, women's education in Pakistan is increasingly gaining attention and support. Education plays a crucial role in fostering social change and providing better opportunities for women. However, patriarchal culture and the lack of government policy contributions remain significant obstacles to advocating for women's right to education in Pakistan.

Method

This study employs qualitative research with a descriptive model, utilizing secondary data collection methods, specifically a literature review encompassing books, journals, news articles, and official websites. The research is informed by several prior studies, including the work of Samina Malik and Kathy Courtney (2011), titled "*Higher Education and Women's Empowerment in Pakistan*." Additionally, it references Nathalie (2019) in her journal article, "*On Malala Yousafzai's Contribution to Improving the Situation of Pakistani Women*." Furthermore, Rosie (2016) examines the topic in her article, "*Shot Pakistani Girl: The Limitations of Girls' Education Discourses in UK Newspaper Coverage of Malala Yousafzai*." Finally, the work of Askari A, Jawed A, and Askari S in their journal article, "*Women's Education in Pakistan: Challenges and Opportunities*," is also cited.

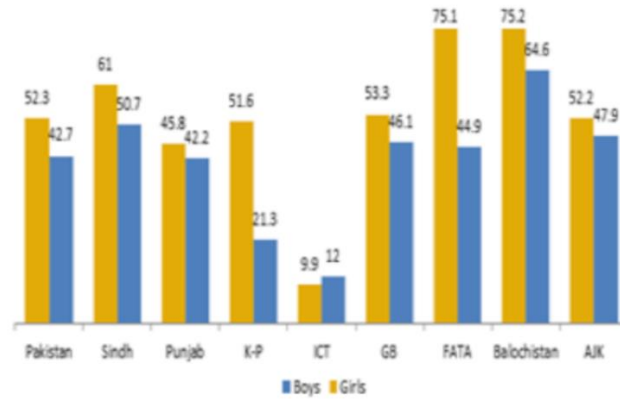
Result and Discussion

Gender Disparities and Challenges in Women's Education: The Emergence of the Malala Fund in Advocating for Women's Educational Rights

The Malala Fund was established with the objective of reducing gender disparities in education in Pakistan and ensuring that every girl has access to free, safe, and quality education for a duration of 12 years. This organization seeks to address the educational gender gap in Pakistan through various initiatives, including the establishment of local partnerships, enhancement of government funding, capacity building, and community development (Naz et al., 2013). In 2015, women faced a significant moral crisis characterized by discrimination, domestic violence, economic barriers, and a lack of equality in wages and political representation. Girls in Pakistan continue to experience greater injustices compared to boys, as evidenced by lower rates of female educational participation. Furthermore, Pakistan ranks third in the world for the number of girls who drop out of primary school, with an alarming total of 4.2 million girls (Gouleta, 2014).

Pakistan ranks second globally in terms of the number of children who drop out of primary school. Approximately 30% of the Pakistani population lives in extreme poverty, and the average level of education attained is only two years of basic schooling (UNICEF, 2013). It is estimated that there are 19.6 million children of primary school age in Pakistan, with nearly 6.9 million of them being out of school. Approximately 60% of this group consists of girls (UNESCO, 2014b). In Pakistan, girls face numerous obstacles to education, with approximately 62% of girls being out of school, compared to only 27% of boys (UNICEF, 2013). The primary obstacles to women's education in Pakistan include a shortage of teaching staff, poor teaching quality, inadequate school environments, cultural insecurity, and weak governance. Traditional norms and cultural values are also significant contributing factors to this educational gap, restricting women to familial roles and hindering their participation in private programs and other social activities (Iqbal et al., 2013).

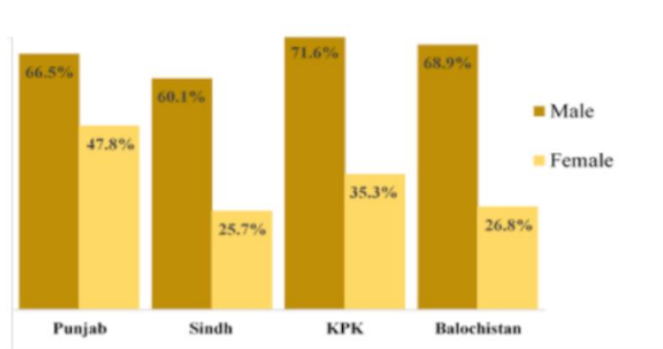
Diagram 1. School Dropout Rates by Province and Gender



Despite the prioritization of girls' education, many learn that their roles do not encompass leadership positions. Discriminatory curricula, a lack of mentors, and an education system that inadequately emphasizes soft skills and leadership contribute to this issue. In Pakistan, disparities between rural and urban areas regarding educational opportunities, the infrastructure of educational institutions, and the availability of resources exacerbate the educational gap. Literacy rates differ significantly between rural and urban populations, with rural communities being further removed from educational facilities. In urban areas of Pakistan, 18.3% of girls are out of school, whereas this percentage is substantially higher in rural areas, where 78% of girls have dropped out of school (Malik, 2021).

The participation rate of women in education, from primary to higher education, is significantly lower than that of men in rural areas of Pakistan. This disparity is influenced by various social, economic, and regional factors. Rural areas experience higher poverty levels, a lower number of educational institutions, and poorer quality of education compared to urban regions. Additionally, basic facilities such as clean water, sanitation, and electricity are often lacking, rendering schools less effective. As a result, parents are more inclined to keep their daughters at home for labour rather than enrolling them in school. Consequently, the literacy rate among women is lower than that of men across all provinces in Pakistan (Faried, 2014).

Diagram 2. Literacy Rates Across Various Provincial Regions, Particularly Emphasizing Rural Areas

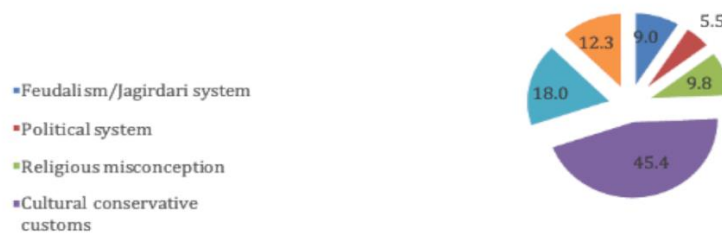


The education system in Pakistan consists of both private and public schools. The quality of education in both sectors is influenced by various factors, including inadequate infrastructure and resources, insufficient teacher training, and limited access to educational opportunities. These challenges can lead to a decline in the quality of education for girls and further exacerbate the gender gap in education in Pakistan (Awan & Saeed, 2014). In private schools, there are 4,516 female students and 15,844 male students (AEPAM, 2015). The available data indicates a significant gap in school participation rates between male and female students in both the public and private sectors. This gap is more pronounced in public schools, where the participation rate of male students is higher than that of female students.

The challenges faced by women in pursuing education in Pakistan are highly complex and involve cultural, social, and economic factors. Cultural norms that restrict women's mobility, particularly in more conservative areas, represent a significant challenge. These norms result in women encountering barriers to free movement, thereby hindering their access to higher education institutions. Furthermore, women's political participation is often limited, as they are perceived as less capable or are prohibited from actively engaging in political life (Ahmad et al., 2014).

Cultural and social norms exert a substantial influence on women's development, as they are frequently expected to prioritize domestic responsibilities over educational pursuits. Additionally, women encounter heightened social and conventional pressures, often being relied upon to maintain the household, while men predominantly control available resources. As a result, women have limited access to educational and healthcare services, particularly in impoverished or remote regions (Shaukat & Pell, 2015).

Diagram 3. The Social Status Presents A Significant Challenge in Higher Education for Women



Private schools provide a higher quality of education compared to public schools; however, the associated costs limit access primarily to families with higher socioeconomic status. Low-income families are more likely to opt for public schools, as they cannot afford the tuition fees of private institutions (Nolan et al., 2014). This study also indicates that a high-income disparity is associated with low literacy rates. Approximately 80% of minority populations in Pakistan are classified as impoverished, with 40% of the total population living below the poverty line. However, the low participation of women in the labour market is believed to stem from socioeconomic constraints arising from a male-dominated societal structure. Women's education is often perceived as a threat to traditional norms, values, and established roles for women (Channar et al., 2011).

In Pakistan, the enrollment rate for girls in education is notably low, with only 28% of girls attending primary school and merely 11% continuing to secondary education (Channar et al., 2011). The dropout rate is also high, with girls often remaining at home to perform domestic tasks and care for family members. The government of Pakistan has consistently allocated insufficient financial resources to education since its inception. This financial shortfall has resulted in a lack of state-funded schools, particularly in rural areas. The number of schools for girls in these regions is limited, making it difficult for them to access education (Channar et al., 2011).

Efforts by non-governmental organizations (NGOs) to address the issue of gender disparity in education in Pakistan have become a crucial component in enhancing educational accessibility for women. These organizations provide financial support and other forms of assistance to those struggling to secure their right to education. NGOs emerge to tackle social issues, safeguard rights, and improve the quality of life for marginalized individuals without discrimination based on culture, religion, region, or social attitudes. Furthermore, they contribute to humanitarian efforts, strengthen local capacities, and establish partnerships with government and private sectors to achieve sustainable development goals, including education, poverty alleviation, and violence prevention (Raphel, 2014).

One of the NGOs that plays a significant role in advancing women's educational rights in Pakistan is the 'Malala Fund.' This organization was established by Malala Yousafzai, a female activist who survived an attack by the Taliban in 2012 (Raphel, 2014). The Malala Fund has actively advocated for women's educational rights since early 2013 and has worked to achieve free education in Pakistan. The organization has invested over \$17 million in program grants and currently operates in seven countries. It plays a crucial role in securing commitments for 12 years of free, safe, and quality education on a sustainable basis. Through these efforts, NGOs like the Malala Fund have made significant contributions to the advocacy of women's educational rights in Pakistan (Lei & Royle, 2020).

Strategies of the Malala Fund in Advocating for Women's Educational Rights in Pakistan in 2013-2015

The role of the Malala Fund as a global community in reducing discrimination against women's educational rights in Pakistan through collaboration with stakeholders and local organizations. The Malala Fund plays a significant role in mitigating educational discrimination against women in Pakistan by collaborating with various stakeholders and local organizations. Through its service delivery strategies, the Malala Fund provides programmatic assistance aligned with initiatives established by the government and UNESCO to help women secure their educational rights. A notable collaboration exists between the Malala Fund and Aware Girls, an organization founded by Saba and Gulalai Ismail,

which focuses on promoting education for girls and women in Pakistan. The Malala Fund, established by Malala Yousafzai, partners with Aware Girls to advocate for policy changes that support girls' education. Aware Girls emphasizes the empowerment of young women, gender equality, and peace in Pakistan, aiming to enhance the leadership capacities of young women to act as agents of social change within their communities.

Since its inception in 2013, the collaboration between the Malala Fund and Aware Girls has been of paramount importance. The Malala Fund has provided financial support to Aware Girls to enhance educational opportunities for marginalized women in Pakistan. This partnership is instrumental in advancing the mission to promote access to free education for girls within the country (Jayaram & Patel, 2015). This collaboration has yielded significant impacts, including the empowerment of young women, the promotion of girls' education, and the provision of educational support for marginalized girls (UN Woman, 2015). In addition to collaborating with Aware Girls, the Malala Fund also receives programmatic support from UNESCO. In 2012, UNESCO and the Government of Pakistan launched the Malala Fund service program, aimed at advocating for girls' educational rights. This program received substantial financial backing, including an initial contribution of \$10 million, the majority of which was allocated to UNESCO for the program's implementation (UNESDOC, 2017).

The collaboration between UNESCO and the Government of Pakistan, facilitated through the Malala Fund for the Rights of Girls to Education, aims to enhance access, quality, and safety in girls' education. This program focuses on building the capacity of education officials through targeted training and the establishment of reading corners to promote literacy. Implemented across nine projects in various provinces and regions, the initiative seeks to improve both participation and retention rates in education among marginalized communities, with support from Civil Society Organizations (CSOs) serving as implementing partners. All projects are executed through local CSOs. This program has successfully contributed to shifting societal perceptions regarding girls' education in Pakistan (UNESCO, 2014a).

The Malala Fund is committed to enhancing girls' education by providing grants, supporting local NGOs, and promoting collective action to address barriers to educational access. The Fund also supports local education leaders, such as those involved in the Education Champion Network, who strive to advance secondary education for girls within their communities. This organization prioritizes education by working to change social norms, increase funding, and improve the quality of education, particularly concerning gender equality and women's resilience in times of conflict. Its primary objective is to address funding constraints, limited access, and cultural and social barriers that hinder quality education for girls (Malala Fund, 2024b).

The Malala Fund works to ensure that women and children have access to quality education, striving to empower girls by addressing barriers such as child marriage and insufficient school facilities. In 2013, the organization received a donation from Angelina Jolie to fund education initiatives in the Swat Valley, Pakistan. In 2014, following Malala Yousafzai's receipt of the Nobel Peace Prize, a fund of \$47 million was invested in education in Pakistan, particularly in marginalized rural areas (Malala Fund, 2024a). In 2015, the Malala Fund continued to expand access to education for women across various regions in Pakistan by enhancing partnerships and funding from diverse sources to strengthen the education system and improve its quality.

The Malala Fund, through the Education Champion Network, supports education activists who advocate against policies and practices that hinder girls' access to schooling. The investment in this initiative began in 2013, although the network was officially established in 2017. This program focuses on the professional development of activists, creating national, regional, and global networks to foster broader change. With an investment of \$7.8 million allocated for the period of 2023-2025, the Malala Fund supports educational initiatives in various developing countries, including Pakistan, Afghanistan, and Nigeria, to enhance access to education for girls (Malala Fund, 2019). One of the prominent education advocates, Zehra Arshad from Pakistan, plays a crucial role in addressing injustices within the educational system, particularly concerning gender discrimination. As the Executive Director of the Pakistan Education Coalition and a Malala Fund Education Champion, Zehra advocates for constitutional amendments to extend free and quality education from 10 to 12 years in Pakistan (Malala Fund, 2019).



Figure 1. Campaign Movement #Girls Count

Among the various strategies employed, the Malala Fund also actively advocates for women's educational rights through diverse methods, including speeches, campaigns, and social media activities. In 2013, Malala Yousafzai delivered a speech at the United Nations, emphasizing the significance of education in creating a secure and sustainable future, and calling upon world leaders to ensure that all girls have access to free and compulsory education (Martens, 2013). In addition to speeches, the Malala Fund actively supports global campaigns such as #GirlsCount in 2015, which highlights the educational crisis faced by girls in developing countries. This campaign, backed by Malala Yousafzai, aims to raise awareness of the 130 million girls worldwide who are out of school and encourages the public to support girls' education through social media and other digital platforms (Bond, 2017). The Malala Fund also utilizes social media platforms such as Twitter, Instagram, and TikTok to share stories, statistics, and personal experiences that highlight the challenges and successes faced by girls in accessing education. Through this strategy, the organization aims to raise global awareness and encourage action to advocate for quality education for all girls (Malala Fund, 2024c).



Figure 2. Malala Fund's Speech at the United Nations

Furthermore, in response to the challenges surrounding girls' education in Pakistan, the government of Pakistan has also taken steps to assist. Since the establishment of the Malala Fund in 2013, the organization has collaborated with the government of Pakistan to promote women's education. One significant initiative is the STEAM Education for Girls program, which aims to enhance girls' access to education in the fields of Science, Technology, Engineering, Arts, and Mathematics. The Malala Fund has invested over \$7.5 million in advocacy for quality education and the improvement of school infrastructure in rural Pakistan, with a focus on expanding access and ensuring women's choices in education (Malala Fund, 2022).



Figure 3. Establishment of Malala Fund's Long-Term Commitment to Advancing Education for Girls in Pakistan

The government of Pakistan, supported by the Ministry of Planning, Development, and Reform, signed an agreement with the United Nations Development Programme (UNDP) on March 4, 2015, amounting to \$11.6 million to implement governance reforms at both the federal and provincial levels. The UNDP contributed \$7 million, while the Government of Pakistan contributed \$4.66 million. This project aims to enhance the capacity and accountability of the public sector, support essential reforms, and improve the effectiveness of public institutions in Pakistan (Inayet, 2015). The Government of Pakistan is also committed to improving the status of women in society by involving them in various business and social activities. Additionally, the government has planned gender equality training programs, media campaigns to raise awareness about women's rights, and efforts to encourage governance reforms aimed at strengthening public institutions. This collaboration illustrates how the Malala Fund serves as a benchmark for policy

change, promotes social norms that support women's education, and advocates for increased government investment in education (Inayet, 2015).

The Malala Fund has made a substantial impact on Pakistan's social and economic environment by championing girls' education. The Fund aims to overcome the obstacles limiting girls' access to quality education, pushes for higher government investment, and works to expand learning opportunities in science, technology, engineering, arts, and mathematics (STEAM). The Malala Fund has been instrumental in highlighting the significance of girls' education in Pakistan. Since 2017, it has invested more than \$12 million in local organizations and initiatives, bolstering community-driven efforts to enhance educational access and quality for girls (Fund, n.d.). These efforts also include promoting policy reforms that place girls' education as a priority at both the national and provincial levels. Through its emphasis on quality education and leadership opportunities for girls, the Malala Fund is cultivating a generation of empowered women capable of challenging societal norms (Stone, 2018). This empowerment is vital in a society where conventional gender roles frequently restrict women's prospects for both personal and professional advancement. The Fund's initiatives strive not only to enhance educational outcomes but also to shift societal views on the roles of women.

In economy impact, there are some impacts. First is workforce participation. Investing in girls' education carries significant economic benefits. Women with an education are more likely to enter the workforce and drive economic growth. Despite some progress, Pakistan remains low on the Global Gender Gap Index in terms of women's economic involvement. By prioritizing improvements in educational quality, the Malala Fund aims to help close this gap by equipping girls for future careers. Second is financial independence. The absence of financial independence is a major obstacle to women's economic empowerment. Studies show that only 22% of women are active in the workforce, and many encounter limitations imposed by male relatives. Through promoting education, especially in STEAM fields, the Malala Fund seeks to provide women with skills that improve their employability and foster financial autonomy. Third is long-term economic benefit. Studies suggest that investment in girls education provides substantial economic benefits. Each additional year a girl spends in school significantly boosts her future earnings, which can contribute to higher family incomes and foster community growth (Malala Fund, 2022). The Malala Fund's programs are not only aimed at education but also at equipping young women to become future leaders capable of advancing economic development (Fund, 2024).

Conclusion

The role of the Malala Fund in advocating for women's educational rights in Pakistan is crucial for advancing women's lives and empowering the nation. This organization serves as a symbol of the struggle for women's educational rights. Its efforts align with Empowerment Theory, which emphasizes the role of NGOs in driving social change. The Malala Fund leverages its significant social influence to advocate for women's rights in Pakistan, particularly in the realm of education, by collaborating with NGOs and other organizations to improve the lives of women and children.

The Malala Fund employs three primary strategies: service provision, education delivery, and public policy advocacy. Through service provision, the Malala Fund collaborates with organizations such as Aware Girls and UNESCO to promote education and empower women. They implement educational programs and build partnerships to advance girls' education in Pakistan through specific initiatives like the Malala Fund-in-Trust for Girls. Furthermore, the Malala Fund acts as an education provider by empowering women's education, supporting local leaders, engaging in collective action, and delivering quality education with financial backing. They have also developed the Education Champion Network to address educational inequities faced by women in Pakistan.

Additionally, the Malala Fund engages in public policy advocacy by advocating for women's educational rights through UN forums, the #GirlsCount campaign, and active participation on social media platforms, including their official website, Twitter, Instagram, and TikTok. They strive to lobby the government for reforms in women's education in Pakistan through speeches at the UN and various campaigns. Through these diverse roles and strategies, the Malala Fund has become a formidable social force in the ongoing process of achieving better rights for women in Pakistan.

For future research, the study could extend its scope beyond 2015, considering that the Malala Fund has remained actively engaged in advocating for girls' education, even during the Covid-19 pandemic that began in 2020. This could involve reviewing the various partnerships between the Malala Fund and other international organizations, as well as analyzing the role and policies of the Pakistani government regarding girls' education. Further studies might also explore the Malala Fund's educational impact in other countries, such as Afghanistan, India, Lebanon, Nigeria, Brazil, Ethiopia, Turkey, Kenya, and Sindh, assessing its current activities in these regions and providing a deeper analysis of its effects on girls' educational access and on the educational inequalities faced by girls in Pakistan.

Acknowledgments

I would like to express my sincere gratitude for your exceptional contributions to the writing of this article. Your dedication, creativity, and commitment have significantly enhanced the quality of our work, enabling us to convey our intended message more effectively. Your participation in this process demonstrates a high level of collaborative spirit and the ability to work as a team. Each insight and idea you provided has played a crucial role in producing an informative and high-quality article. I greatly appreciate the time and effort that you have dedicated to this endeavour. I hope that this experience proves beneficial not only for the development of our article but also for your personal growth and skill enhancement in the future. Once again, I want to thank you for your contributions. I hope we can have the other opportunity to collaborate again in the future.

References

- AEPAM, L. (2014). *Pakistan Education Statistics*. Pakistan Education Statistics. <http://library.aepam.edu.pk/Books/Pakistan%20Education%20Statistics%202013-14.pdf>
- AEPAM, L. (2015). *Pakistan Education Statistics*. <http://library.aepam.edu.pk/Books/Pakistan%20Education%20Statistics%202013-14.pdf>
- Ahmad, I., Said, H., Hussain, A., & Khan, S. (2014). Barriers to Co-Education in Pakistan and Its Implications on Girls Education: Critical Review of Literature. *Science International*, 26(1).
- Awan, A. G., & Saeed, K. (2014). Intellectual Capital and Research Performance of Universities in Southern Punjab-Pakistan. *European Journal of Business and Innovation Research*, 2(6), 21–39.
- Bond, M. (2017). “#GirlsCount: ONE’s New Campaign for Girls’ Education”, *One Campaign*. <https://www.one.org/us/stories/girlscount/development-and-reforms-and-undp-collaborate-promote-key>
- Channar, A. Z., Abbassi, Z., & Ujan, A. I. (2011). Gender Discrimination in Workforce and Its Impact on The Employees. *Commer Social Science*, 5(1), 177–191.
- East Asia, F. (2018). *Purdah Disempowers Pakistan’s Women and Weakens Its Economy*. <https://www.eastasiaforum.org/2018/08/30/purdah-disempowers-pakistans-women-and-weakens-its-economy/>
- Fariied, E. all. (2014). Socio Economic Problems Faced by Rural Women in Getting Higher Education (A Case Study of District Karak). *The International Asian Research Journal*, 2(4), 31–40.
- Fund, M. (n.d.). *Malala Fund*. Retrieved October 31, 2024, from <https://malala.org/countries/pakistan>
- Fund, M. (2024, May 16). *Malala Fund Welcomes Pakistan’s New Plan to Address Its National Education Crisis*. <https://malala.org/newsroom/malala-fund-welcomes-pakistans-new-plan-to-address-its-national-education>
- Gouleta, E. (2014). *The Critical Issue of Girls’ Education in Pakistan: Challenges and Promises*. George Mason University, Fairfax Virginia.
- Inayet, F. (2015). *The Ministry of Planning, Development and Reforms and UNDP Collaborate to Promote Key Governance Reforms at Federal and Provincial levels, Office for the Coordination of Humanitarian Affairs (OCHA)*. <https://reliefweb.int/report/pakistan/ministry-planning>
- Iqbal, S., Mohyuddin, A., Afzal, R., Ali, Q., & Naqvi, S. T. M. (2013). Traditional Attitude of Parents and Its Impact on Female Educational Attainment in Rural Hafizabad, Pakistan. *World Applied Science Journal*, 27(1), 87–91.
- Iswara, A. J. (2020). *Malala Yousafzai, Pejuang Hak Perempuan*. Kompas.com. <https://www.kompas.com/global/read/2020/03/09/195546470/ku-tipan-tokoh-dunia-malalayousafzai-pejuang-hak-perempuan?page=all>
- Jayaram, S., & Patel, S. (2015). *Financing Upper Secondary Education: Unlocking 12 Years of Education for All*. https://www.r4d.org/wp-content/uploads/Financing-Upper-Secondary-Education_Unlocking-12-years.pdf
- Lei, P., & Royle, T. (2020). *Malala Fund Strategic Plan 2020-2025*. https://assets.ctfassets.net/0oan5gk9rgbh/YEbHYrMmdrxXlZZ9bOxwc/2e442094078ba4b3c092596ba119977b/MF_StrategicPlan_WEB.pdf
- Malala Fund. (2019). *Education Champion Network*. <https://malala.org/champions/zehra-arshad>
- Malala Fund. (2022). *Reaffirming Malala Fund’s longterm Commitment to Girls in Pakistan*. <https://malala.org/newsroom/reaffirming-malala-funds-long-term-commitment-to-girls-in-pakistan>
- Malala Fund. (2023). *Malala’s Story*. <https://malala.org/malalas-story>
- Malala Fund. (2024a). *Advocacy*. <https://malala.org/advocacy>
- Malala Fund. (2024b). *Champions | Malala Fund*. <https://malala.org/champions>
- Malala Fund. (2024c). *Youth Action Campaign*. <https://malala.org/youth-action-campaign>

- Malik, Z. (2021). The Level of Girls Education in Rural Areas of Pakistan Subject to Socio-Economic, Demographic and Schooling Characteristics: Count Data Models Approach. *Pakistan Institute of Development Economics*, 20(5), 7451–7465. <https://doi.org/DOI:10.17051/ilkonline.2021.05.845>
- Martens, A. (2013). *I Am Here to Speak for The Right of Education for Every Child*. https://www.academia.edu/15105234/I_Am_Here_To_Speak_For_The_Right_Of_Education_For_Every_Child_The_Use_Of_Strategic_Functions_In_Malala_Yousafzai_s_Speech_At_The_UN_Youth_Assembly
- N, F., & S, G. (2018). Women's Education in Pakistan: Barriers, Outcomes, and Impact on Poverty. *Journal International Woman's Study*, 19(2), 36–49.
- Naz, A., Daraz, U., Khan, W., & Sheikh, I. (2013). Physical and Infrastructural Obstacles to Women's Education in Khyber Pakhtunkhwa Pakistan. *Journal Of Social Sciences*, 7(2), 139–145.
- Nolan, B., Salverda, W., Checchi, D., Marx, I., McKnight, A., Tóth, I. G., & Van de Werfhorst, H. G. (2014). *Changing Inequalities and Societal in Rich Countries: Thirty Countries*.
- Raphel, A. (2014). *Women, Girls and Malala: Research on Gender and Education in Pakistan, and beyond*. <https://journalistsresource.org/economics/pakistan-women-equalityeducation-economic-development-research-roundup/>
- Shaukat, S., & Pell, A. W. (2015). Personal and Social Problems Faced by Women in Higher Education. *Journal of Social Sciences*, 9(2).
- Stone, M. (2018). *Malala and Investing in Pakistan's Breakthrough Generation, From the Classroom to the Workplace | Council on Foreign Relations*. <https://www.cfr.org/blog/malala-and-investing-pakistans-breakthrough-generation-classroom-workplace>
- UN Woman. (2015). *Young Women In Peace and Security*. <https://www.unwomen.org/en/what-we-do/peace-and-security/young-women-in-peace-and-security>
- UNESCO. (2014a). *Framework Agreement between UNESCO and The Government of The Islamic Republic of Pakistan on The Malala Funds-in-Trust for Girls' Right to Education*. <https://unesdoc.unesco.org/ark:/48223/pf0000258978>
- UNESCO. (2014b). *New Global Education Goals Must Prioritize Girls*. <https://www.unesco.org/en/articles/new-global-education-goals-must-prioritize>
- UNESDOC. (2017). *Evaluation of UNESCO's Programme Interventions on Girl's and Women Education*. <https://unesdoc.unesco.org/ark:/48223/pf0000258978>
- UNICEF. (2013). *Pakistan One United Nations Programme 2013 – 2017*. https://www.unicef.org/executiveboard/media/791/file/2013-7-Rev1-Board_report-EN-ODS.pdf