Inclusive and Equitable Quality Education in Pakistan and Compliance with Sustainable Development Goals (SDGs)

Dr. Ghulam Mustafa¹, Prof. Dr. Muhammad Nawaz Bhatti² & Laiba³

¹Associate Professor, Department of International Relations, Government College University, Faisalabad. E-mail: ghulammustafa@gcuf.edu.pk
²Professor, Department of Politics & IR, Government Ambala Muslim Graduate College, Sargodha,Pakistan.E-mail:shakeebnawaz@gmail.com
³Program Coordinator, Association of Women for Awareness and Motivation (AWAM), Pakistan.

Abstract

The research study concentrates on Pakistan's response to Sustainable Development Commitments, particularly those SDGs related to inclusive and equitable quality education. This specific endeavor examines SDG 4, its target 7, and indicator 1; SDG 12, its target 8; SDG 13, and its target 3. Adopting the qualitative research method and navigating through secondary data sources, this paper provides a deeper insight into the policy framework, educational policies in different regimes, and the institutional setup to ensure compliance with the SDGs. The indicator 4.7.1 of SDG 4 implies that states to ensure that the education policies are gender neutral, non-discriminatory, promote social justice, prepare a cadre that respects diversity, and appreciate the concept of global citizenship. However, the research study's findings exposed that Pakistan is still lagging in achieving set targets, specifically in accepting and respecting diversity, gender equality, and social justice.

Keywords: *SDG 4, Inclusive Education, Quality Education, Early Warning System, Education for Sustainable Development, Non-Discrimination, Gender Equality, Social Justice.*

Introduction

Sustainable Development Goals (SDGs) are regarded as a blueprint for promoting peace, prosperity of the people, and sustainable development of the whole planet. At the heart of the 2030 Agenda for Sustainable Development, the United Nations adopted 17 developmental goals in 2015 for the elimination of poverty, protection of the planet and enabling of peace and social development by 2030 (United Nations, 2015). The Sustainable Development Goals were adopted after resolution 70/1 was passed by the General Assembly, 'Transforming our world: the 2030 Agenda for Sustainable Development', for the adoption of the post-2015 development agenda (Assembly, 2015). The primary purpose of the SDGs is to bring systematic changes within the social, political, economic and environmental structures of the governments for facilitating sustainable development. It involves including all, with the principle of leaving no one behind, to empower all the segments of society, with marginalized communities as the primary beneficiaries.

In addition to the intra-state collaborations, the SDGs further promote inter-governmental partnerships to improve human lives and reduce environmental degradation. Therefore, countries adopt the progressive development blueprints for tackling the issues that are deeply rooted in the socio-political and economic challenges that have short-term as well as long-term negative impacts on future generations (Muhammad Ikram, 2021).
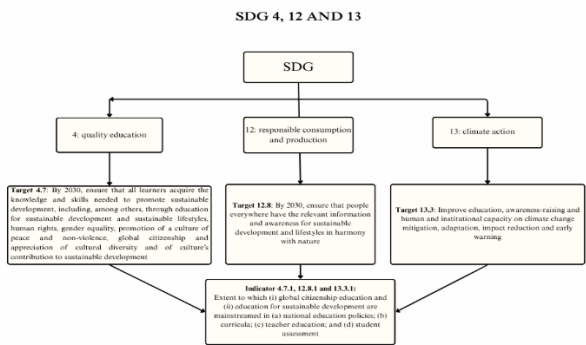

Table generated by the researcher, source UN (Nations, The 17 Goals, 2025)

Regarding education, SDGs 4, 12 and 13 are consequential for comprehending the relationship between sustainability and education to analyze the compliance of Pakistan with these goals. The aim of SDG 4 is to promote equitable and inclusive quality education, where developed and developing states have to take significant measures to promote learning opportunities for all individuals, reduce disparities in the education systems and ensure equality for access to quality education. This includes non-discrimination and inclusiveness of every chunk of the population, significantly the marginalized and vulnerable segment of the population, such as children from low economic strata, under-served regions, and peripheral communities of less developed areas, persons with disabilities, indigenous, and refugee populations. This SDG is crucial because it has a profound impact on the other developmental goals especially SDG 12.8 and 13.3 (UNICEF, 2025).

Pakistan is home to 247.5 million population, with the 5th most populous country in the world (Affairs, 2024). Youth constitute 64% of the population of Pakistan below the age of 30. In comparison, 29% of the population lies between the ages of 15 to 29 years of age bar as per the United Nations Development Program's (UNDP) National Human Development Survey 2023. However, the literacy rate of Pakistan as per 2023 is 60.7% which is an increase of 1.8% from 2017 (Pakistan, 2024). As each nation has different priorities and challenges regarding achieving SDGs, Pakistan has divided the SDGs into three significant categories, with the highest priority rate required for achieving sustainable development goals, to less prioritized areas of concern. The first category is of utmost priority, including the SDGs 2, 3, 4, 6, 7, 8 and 16. The second category with less prioritized areas of concern includes SDGs 1, 5, 9, 10, 11, and 17. While the least prioritized area of concern includes SDGs 12, 13, 14, and 15 (Ammar, 2023).

The SDGs status report of Pakistan for 2021 gathered data at the provincial and national levels for the first time, which was published by the Ministry of Planning, Development and Special Initiatives under the Federal SDGs Support Unit. As per the report, Pakistan was ranked 129th out of 165 states for the progress in achieving the Sustainable Development Goals. The report states that for the goal to promote quality education under

SDG 4, the progress is miserable. For instance, the completion rate has been fixed at 67% for the primary school from 2015 to 2020, while the literacy rate at the national level has been constant at 60% for the same period despite efforts on several fronts. Similarly, for the responsible consumption and production of natural resources under SDG 12, Pakistan has been adhering to the Basel Convention to address the challenges of waste management, for the Climate Change mitigation under the SDG 13. However, Pakistan has adopted the strategies mentioned within the Sendai Framework, it has contributed to a limited extent to the National Disaster Risk Reduction. It is to be noted that the greenhouse gas emissions have increased by 2.6% annually since 2015 (Cheema, 2021). Likewise, as per the SDG status report of Pakistan 2023, the progress related to SDG 4 is still stagnant, especially related to quality education (Ministry of Planning, 2024).

Purpose of the Study

The study's primary purpose is to highlight the correlation of SDGs 4, 12 and 13 along with their compliance in the educational structures of Pakistan. The study aims to explore how these global goals are incorporated in the national educational policies and curriculum, focusing on the climate mitigation strategies, responsible consumption and quality education. It also identifies the institutional and structural gaps and provides recommendations for policymakers and development practitioners in amplifying the role of education as a catalyst for sustainable development.

Research Questions

1. To what extent do Pakistan's national education policies and curriculum incorporate the principles of SDG?
1. What are the significant technical glitches and barriers hindering SDG targets' compliance with 4.7, 12.8, and 13.3 for sustainable development in Pakistan?

Research Methodology

The methodology used for this research article has been qualitative with secondary sources of information for the data collection. The research analyzes the Sustainable Development Goals 4.7, 12.8 and 13.3 and their

compliance in Pakistan with correlating education and sustainable development. It involves critically evaluating existing research, governmental reports, national statistical data and information, national policies and initiatives about achieving the SDGs targets.

Significance of the Study

The compliance of Pakistan with the SDGs targets 4.7, 12.8 and 13.3 is studied and analyzed in this research, with correlation between education and sustainable development, especially the transformative role of education in promoting sustainability, global citizenship, and climate consciousness. The integration of these targets into the educational policies and curriculum has been analyzed to comprehend the extent to which the educational framework of Pakistan has supported sustainable development. This highlights that the education system of Pakistan has been gradually adopting the targets mentioned in the SDG goals of 4, 12 and 13; however, there are significant technical glitches in implementing and incorporating the principles of equity, sustainability and climate resilience in the education system and national policies. The research further bridges the gap in the academic scholarship in climate change, sustainability and education.

The Concept of Inclusive and Equitable Quality Education

Education has been regarded as one of society's most significant institutions, laying the foundation for a civilized nation. Education has two aims: to provide instruction, while the other is to train in good conduct. There are different standpoints through which education can be viewed, which include the perspective of the state, religious institutions, academic professionals, parents, and, to a lesser extent, children. The state is the most powerful institution and a driving force in deciding the context of modern education. Until the age of the Renaissance, education was not a field of interest for the state but was limited only to the religious institutions. However, the modern age brought about significant interest of the state in advanced scholarship, where states started to exert some regulations over the educational institutions to eliminate the control of 'Popery' from the universities and grammar schools. The state took a sustained and strategic part in the modern universal movement for education to be made

compulsory. The rationale behind making education compulsory at the universal level is that an educated and literate population forms a civilized society. Therefore, education is perceived as the core element for amplifying the national strength. The educational institution has been perceived to benefit the state in many forms, including decreasing crime ratio, facilitating common action for sustainable public ends, making the community more responsive and most importantly, being regarded as the backbone of democracy (Russell, 1928).

In the contemporary world, education has been regarded as the most critical aspect of life, which has been adopted by the United Nations during the Sustainable Development Summit in September 2015 under SDG 4. It should be noted that education alone is not the single target of SDG 4, but the provision of inclusive quality education is the core sustainable development agenda for 2030. According to UNESCO, SDG 4 provides the basis for all the other 17 SDGs, and elements of education in the form of providing knowledge and awareness raising can be found in all sustainable development goals (UNESCO, 2025). Therefore, education can be regarded as a cross-cutting discipline which poses a significant influence on several fields and plays pivotal role in achieving the rest of the SDGs, especially the SDG targets 12.8 and 13.3, which are related to sustainable consumption of national resources and climate change mitigation strategies respectively. The basic concept behind the SDG 4 was not only limited to the provision of education but also the aspects of quality, equity, and diversity in the education systems of the developed and developing states.

Pakistan's Education Policy and Compliance with SDGs

Since its inception in 1947, education has been the primary focus of Pakistan; however, several ups and down in the political arena created such an unconducive environment that prevented the concerned stakeholders from achieving the set targets.

Pakistan's Institutional Commitment to the SDGs

Pakistan highlighted its excellent investment in the Sustainable Development Goals (SDGs) when its Parliament subsequently, on February 16, 2016, became the first internationally to officially publicly

endorse the SDGs as a component of the country's national development agenda. This historic ruling was a deliberate way of driving out of the gaps seen in the performance of the Millennium Development Goals (MDGs) in Pakistan, and going further instead of looking back at any performance in the country.

In order not to lose the coordinated implementation of the SDGs, the country created three special SDG units at the federal level:

- The SDGs Unit of the Prime Minister's Office aims to oversee the implementation of the various SDG-related initiatives. It has a large annual budget, and about Rs 55 billion is allocated for the SDG Program of the Prime Minister. Rs 12 billion will be spent on basic needs like clean drinking water and electricity, proving the importance of basic needs and infrastructure.
- With the Speaker of the National Assembly at the helm, the Parliament SDGs Unit will create the policy conversation and coordinate coherence in achieving the SDGs. In addition, this unit has managed a heavy budget of Rs 30 billion annually, which means that the legislative section has an active role in implementing the SDGs.
- The Planning Commission SDGs Unit's advisory role is vital in ensuring that development is aligned with the SDGs. It has a role in incorporating these goals at the national policy levels and coordinating among different sectors of all the ministries.

Along with these specialist units, there are a number of other important institutions that help in the framework of SDG implementation in Pakistan:

- The lead agency in SDG 13 (Climate Action) is the Ministry of Climate Change. It formulates and enacts environmental policies that align with national priorities and international promises in climate change, ensuring Pakistan's active participation in fighting climate change and achieving sustainability.
- The Ministry of Federal Education and Professional Training is concerned with realizing SDG 4 (Quality Education). It actively participates in programs designed to increase access to education,

solve infrastructure issues, and provide the possibility to receive lifelong education in the country.

- The SDG agenda and evidence-based research, policy advocacy, and strategic analysis are supported by the Sustainable Development Policy Institute (SDPI), typically considered one of the leading research and policy think tanks. The work of SDPI also adds to the wise policymaking and facilitates the connection between academic research and social policy.

Summarily, these institutionalized plans indicate the strategic interest of sustainable development in Pakistan. Pakistan, through the development of a strong governance system and harmonizing the national strategies with global priorities, will claim to ramp up the pace toward realizing the SDGs by 2030 in such a manner that development is both inclusive and sustainable (Zeewaqar, 2024).

Analysis of Pakistan Educational Policies

Since its advent in 1947, Pakistan has attempted to reform its education system through policy interventions and national conferences. It was in the first educational conference soon after independence that the foundation of the development of curriculum and institutional structuring based on the needs of the country of socio-economic and cultural aspects, was set off. To find a solution to diverse aspects of education, several committees constituted by Quaid-i-Azam Muhammad Ali Jinnah promoted primary education, higher education, women's education, and minority education. However, due to political instability, the 1948 warfare with India and the death of Jinnah, these early attempts failed to lead anywhere and action was never taken.

A more organized effort was witnessed with the National Education Commission of 1959, which was established under President Ayub Khan. This policy was on mandatory training up to age 10, gender equality, religious education and laid stress on science and technological progress. The implementation process was also hampered by the financial limited resources and poor institutional preparedness, as happened to the first one. However, a comprehensive consultative process involving international and local experts was adopted this time. During the 1970s, this shift became more related to universal education and ideological

nation-building. The 1970 and 1972 education policies by Zulfikar Ali Bhutto focused on equal access to education, especially by women, and emphasized scientific advancement. However, they were not completely deprived of ideological undertones, as the formation of the national identity was interwoven into the system of education (Ali, 2011).

With General Zia-ul-Haq in 1979, the policy focused on the Islamization of education, wherein religious education is made mandatory, using Urdu as the primary language of instruction, and introducing the curriculum, including madrassas in the academic system. The policy, which did add some technical and vocational elements, enhanced at the same time gendering and ideological inflexibility. The 1992 policy which was erected on consultations at the national level aimed at the modernization of the curriculum, nurturing Islamic values and increasing the duration of graduate and postgraduate education. The educational system in the post-1998 environment witnessed more streamlined structures. NEP 1998 2010 facilitated the Universalization of primary education, increased access to higher education and implementation of the Islamic components of the curriculum throughout the school and university curriculum.

Nevertheless, the developments were not overwhelming. PPP led administration of 20092015 as a catch-all policy focused on Early Childhood Education (ECE) and adult literacy. It sought to enhance education quality under six pillars: curriculum, textbook, teachers, assessment, environment of learning, and the social perception of education. The 2017-2025 policy through the PML-N focused on the increase of the number of public and private universities and colleges, online education, and universal learning, by planning to enroll 50 percent of the children with special needs by the year 2025 which amounts to a specific 5percent budget on special education.

Nonetheless, despite these policy cycles, no significant change was achieved as these policies still failed due to poor implementation. The efficacy of every policy was thwarted by poor communication system, ineffectiveness of bureaucracy, lack of decentralization, misuse of financial resources, corruption, varied political commitment, and the persistence of military interventions. Changes in the successive regimes also encountered

ideology-based changes that led to fragmented and overlapping objectives in policy making compared to the development of coherent policies in the long term. Pakistan has thus been unable to produce a quality, scientifically literate, and integrated society. These discontinues in the policy implementation have acted as a setback for innovation, economic growth, and global competitiveness (Zeeshan Ahmed, 2021).

Pakistan's SDG Status Report 2023

Pakistan is on the list of countries that adopted the SDG 17 agenda through parliamentary approval, established a Task Force, and introduced Vision 2025. Though, the SDG 17 has a vision 2030, Pakistan introduced its roadmap demonstrating the commitment and dedication to adopt and implement the SDGs in its true spirit. The special emphasis was on Gender Equality and Education.

Quality Education Goal and Targets: Status and Gaps in Implementation

As the SDG Status Report 2023 Pakistan shows, the SDG 4 progress in the country is evaluated as moderate (Off Track). Although inevitable progress was achieved--especially in the form of national policy changes, such as the Single National Curriculum (SNC)--the actual application is spotty and superficial in its effect.

Indicator 4.7.1 has a partial integration indication on scoring: national education policy has 0.81, curriculum 0.83, and teacher education 0.72. These figures, however, conceal serious weaknesses. There is an underdeveloped teacher training in both Education for Sustainable Development (ESD) and Global Citizenship Education (GCE) and implementation of the same in the classroom is scattered. Transformative themes like climate literacy, peace education, and critical environmental thinking are absent in the curriculum, fringe at best, and modestly incorporated. The lack of formalized systems of evaluation of GCE/ESD also constrains its implementation.

Moreover, policy formulation and learning outcomes (Indicator 4.1.1) and participation (Indicator 4.2.2) are also quite decoupled, which implies the discrepancy between the intent and the actual effect. The educators are ill-equipped to enable discourses regarding global issues,

human rights and sustainability and a national system of measuring competencies like civic responsibility or environmental ethics, or cultural awareness has not been put in place in Pakistan. On the one hand, an inclusive and equitable education is promoted on a rhetorical level. Still, on the other hand, the reality is disjointed and patchy, with inadequate innovation of pedagogical practice, and follow-through at the systemic level.

4.2. Responsible Consumption and Production – Educational Awareness and Behavior Gaps

Similar to SDG 4.7, Indicator 12.8.1 is based on the same scoring system as national education policy (0.81), curriculum (0.83), and teacher education (0.72). This concurrence indicates a combined policy action concerning ESD. Nevertheless, the difficulty of its translation into meaningful behavioral change is still low, as there are no quantifiable clues regarding changes in the field of community awareness of, and action against, the problem.

As discussed in the report, although some sustainability issues are covered in course materials, these may be confined to trite examples like tree planting or recycling projects. Overconsumption, ecological ethics, and ecological economic behavior with their critical discussions are mostly lacking. What is more important, there are no nationwide outreach and population education activities alongside the receiving programs in the schools. The effect of this is that knowledge on sustainable lifestyles has been limited to the academic environment, meaning that rural and depressed communities are left out.

The insufficiency of the behavioral science approach to designing educational material also demoralizes the chance of sustainable change. Target 12.8 is underachieved without a clear and comprehensive initiative to connect education with a behavioral change at a national level. Incorporation of values promoting sustainability in the education process is more cosmetic and lowers the long-term sustainability agenda in Pakistan, as well as the ability to develop an actual environmentally concerned society.

SDG 13 – Climate Action: Education and Institutional Preparedness

SDG 13 Target 13.3 aims at increasing education, awareness-raising, and the capacity of the institutions to take actions on climate change through mitigation measures, adaptation, and early warning. This has been achieved even though Pakistan is highly sensitized to climatic issues as evident by natural disasters such as floods, droughts, and the increased greenhouse gases. The identical performance scores (policy: 0.81, curriculum: 0.83, teacher education: 0.72) indicate that although climate change is present in the discourse related to policy, it is not deeply integrated into the community or the education practice.

The absence of behavioral effects due to educational interventions is reflected by Pakistan's increasing emissions, which stood at 365.88 MT in 2015 to 431.2 MT in 2018. Environmental science is not an essential subject, and disaster risk reduction (DRR) content is not very integrated into the school curriculum. In addition, early warning education, emergency drills, and resilience-building are not channeled systematically into the school system, especially in the natural disaster-prone rural regions. This fosters an essential gap with regard to the preparation as well as mitigation education.

There is a lack of coordination in institutions. The Ministry of Education, the Ministry of Climate Change and the National Disaster Management Authority (NDMA) barely work together, leading to disjointed and inadequately locally based programs. Teachers do not have the skills to engage learners in climate-responsive educative discussions and project-based climate learning. Lack of educator capacity development and continuing to connect national climate targets to school-level action is in part responsible for the lackluster performance of Pakistan across Target 13.3 (Ministry of Planning, 2024).

Education for Sustainable Development in Pakistan

Pakistan has remained very keen regarding agendas on sustainable global development, including its agendas on education. Despite these pledges, the country is far behind in achieving vital international milestones, such as universal education, polio eradication, and climate change mitigation following the Paris Accord (UNFCCC, 2015). Pakistan is lagging in the Human Development Index (HDI) and Gross National

Income (GNI) due to the absence of a multi-pronged approach that would cover simultaneously the problems. Education is key in dealing with such challenges of sustainability.

The federal government has gone to the lengths of re-evaluating previous programs, policies, and projects to learn and develop future-oriented strategies at the national level. In this connection, it is essential to note that the Planning Commission has been leading in developing a strategy to harmonize education and the Sustainable Development Goals (SDGs). Such consistency is expressed in the policy framework named Vision 2025 that describes the national priorities over the coming 15 years. Vision 2025 under Pillar 1, "People First stresses on human development and improvement of social capital. Some of its main goals include a 100 percent enrolment into primary school and a literacy rate of 90 percent by 2025, besides ensuring the completion of secondary school and higher learning education.

The policy document highlights the vision of shifting towards a knowledge economy, but providing quality education is identified as a determinant. It especially gives premium to the development of science and technology to develop a skilled and knowledgeable human resource base that will compete worldwide. The three pillars of sustainable development, namely, economic, social, and environmental are also adopted in this strategy with a special focus on the demographic analysis to capitalize on the rich population of young people in Pakistan. It adds that by 2025, Pakistan's labor force will be one of the youngest in the world. With adequate education and training, this group can potentially drive economic development; otherwise, it runs the danger of increasing the burden of poverty, urbanization, joblessness, and lack of infrastructure.

Recommendations

In order to achieve the vision of Pakistan that aims at sustainable, inclusive, and equitable development, Education for Sustainable Development (ESD) should be taken as one of the fundamental elements of the country's educational development planning and reforming process. Despite the political will represented by institutional structures and commitments at the policy level, including Vision 2025 and adoption of

SDGs, there are urgency to fill in systemic integration, the pedagogical preparedness, and implementation gaps at the ground level.

- Pakistan should design an all-around and independent ESD policy framework.
- The teacher education and professional development process should be restructured to develop capacity on ESD pedagogy.
- The revision of curriculum should be profound, situational and participatory.
- The national ESD monitoring and evaluation framework and a strong feedback mechanism should be established.
- Institutional coordination across government departments should be institutionalized and exercised.
- Community-based learning and civic engagement have to be increased.
- Best practices in the institutions need to be scaled and standardized.

Conclusion

To sum up, although Pakistan has displayed institutional support towards the SDGs by implementing policy frameworks, such as Vision 2025, education in sustainable development (Education for Sustainable Development, or ESD), which is the core concept implemented throughout all SDG targets, 4.7, 12.8, and 13.3, remains at the fragmented, superficial, and mostly rhetorical level. Specific problems that have plagued the education system over the years like poor training of teachers, poor assessment methodology, lack of coordination between ministries and irregular curricular changes, to name but a few, do not allow any serious development in this area. The SDG Status Report 2023 reveals that Pakistan has reduced its progress in ensuring educational and environmental sustainability so much that it has to implement ESD in the essence of education planning and practice. Without a united, holistic, well-executed ESD strategy, Pakistan will likely lose its developmental course and national resilience.

References

A. E. J. Wals, J. W. (2017). *Introduction." In Envisioning Futures for Environmental and Sustainability Education.* Netherlands: Wageningen Academic Publishers.

Affairs, U. D. (2024). *World Population Prospects 2024*. Retrieved from UN Department of Economic and Social Affairs: Population Division: https://population.un.org/wpp/

Ali, T. (2011). Educational policies in Pakistan: Politics, projections, and practices. *Critical Studies in Education, 52*(3), 293-313.

Ammar, H. (2023, March 29). *Pakistan's Priority Ranking of SDGs.* Retrieved from Modern Diplomacy: https://moderndiplomacy.eu/2023/03/29/pakistans-priority-ranking-of-sdgs/

Andreotti, V. (2014). Critical and Transnational Literacies in International Development and Global Citizenship Education. *Sisyphus Journal of Education, 2*(1), 32–50.

Assembly, G. (2015, October 21). *Resolution adopted by the General Assembly on 25 September 2015.* Retrieved from United Nations: https://docs.un.org/en/A/RES/70/1

B. Jickling, a. S. (2017). *Post-Sustainability and Environmental Education: Framing Issues.* Cham: Palgrave Macmillan.

Cachelin, J. R. (2018). Critical Sustainability: Incorporating Critical Theories into Contested Sustainabilities. *Journal of Environmental Studies and Sciences, 8*(1), 518–525.

Cheema, D. A. (2021). *Pakistan SDGs Status Report .* Islamabad: Federal SDGs Support Unit, Ministry of Planning, Development and Special Initiatives, Government of Pakistan.

DeJaeghere, J. G. (2009). Critical Citizenship Education for Multicultural Societies. *Interamerican Journal of Education for Democracy, 2*(2), 223–236.

Diemer, F. K. (2018). Critical Analysis of Education Policies in Pakistan: A Sustainable Development Perspective. *Social Science, 3*(9), 1-16.

Division, U. N. (2017, July). *SDG Indicators.* Retrieved from United Nations Statistic Division: https://unstats.un.org/sdgs/indicators/indicators-list/

Dobson, A. (1996). Environment Sustainabilities: An Analysis and a Typology. *Environmental Politics, 5*(3), 401–428.

Franklin, S. C. (2011). What Type of Global Community and Citizenship? Tangled Discourses of Neoliberalism and Critical Democracy in Curriculum and Its Reform. *Globalisation, Societies and Education*, 311–322.

Gaudelli, W. a. (2004). Teaching About Global Human Rights for Global Citizenship. *The Social Studies, 95*(1), 16–26.

Gorski, P. (2006). Complicity with conservatism: The de-politicizing of multicultural and intercultural education. *Intercultural Education, 17*(2), 163--177. Retrieved June 25, 2025

Jickling, B. (1994). Studying Sustainable Development: Problems and Possibilities. *Canadian Journal of Education, 19*(3), 231-240.

Jucker, R. (2002). Sustainability? Never heard of it!": Some basics we shouldn't ignore when engaging in education for sustainability. *International Journal of Sustainability in Higher Education*, 8-18.

K Pashby, M. D. (2020). A Meta-Review of Typologies of Global Citizenship Education. *Comparative Education, 56*(2), 144–164.

Kate Myers, H. T. (2007). *Genderwatch: Still Watching.* Trentham Books.

L. Oxley, a. P. (2013). Global Citizenship: A Typology for Distinguishing its Multiple Conceptions. *British Journal of Educational Studies, 61*(3), 301–325.

M. Nishimura, a. Y. (2016). Global governance and development on equality/equity of education. *Kokusai Kaihatsu Kenkyu (J Int Dev Stud), 25*(1), 35-46.

Ministry of Planning, D. &. (2024). *Pakistan SDGs Status Repot 2023.* Islamabad: Ministry of Planning, Development & Special Initiatives and UNICEF.

Muhammad Ikram, Q. Z. (2021, October). Contribution of certification bodies and sustainability standards to sustainable development goals: An integrated grey systems approach. *Sustainable Production and Consumption, 28*(1), 326-345.

Nations, U. (1987). *Our Common Future*. Retrieved from UN-Dcouments: http://www.un-documents.net/our-common-future.pdf

Nations, U. (2025). *SDG 13*. Retrieved from United NAtions: Department of Economic and Social Affairs: https://sdgs.un.org/goals/goal13#targets_and_indicators

Nations, U. (2025). *Sustainability.* Retrieved from United Nations: Academic Impact: https://www.un.org/en/academic-impact/sustainability

Nations, U. (2025). *Sustainable Consumption Production*. Retrieved from UN: https://www.un.org/sustainabledevelopment/sustainable-consumption-production/

Nations, U. (2025). *The 17 Goals*. Retrieved from United Nations: Department of Economic and Social Affairs: https://sdgs.un.org/goals

Pakistan, G. (2024, September 5). *Literacy Rate.* Retrieved from Gallup Pakistan: https://gallup.com.pk/wp/wp-content/uploads/2024/09/PR-4-1.pdf

Petrova, E. Y. (2012). Promoting Cultural Diversity in Higher Education. *Sino-US English Teaching, 9*(4), 1091-1099.

Russell, B. (1928). Freedom versus Authority in Education. In B. Russell, *Sceptical Essays* (pp. 28-269). London: GEORGE ALLEN & UNWIN LTD.

Sauvé, L. (2005). Currents in Environmental Education: Mapping a Complex and Evolving Pedagogical Field. *Canadian Journal of Environmental Education, 10*(1), 11–37.

Schleicher, A. (2016). *Equity, Excellence and Inclusiveness in Education: Policy Lessons from Around the World.* Seol: Organisation for Economic Co-operation and Development.

Tonegawa, Y. (2022). Education in SDGs: What is Inclusive and Equitable Quality Education? In Y. Tonegawa, *Sustainable Development Disciplines for Humanity* (pp. 55–70). Springer Nature.

UN. (2017, May 24). *United Nations Security Council*. Retrieved June 22, 2025, from Security Council Resolution 2354 (S/RES/2354): https://undocs.org/S/RES/2354(2017)

UNESCO. (1994). The Salamanca Statement and Framework for Action on Special Needs Education. *World Conference on Special Needs Education: Access and Quality, Salamanca, Spain, 1994* (p. 47). UNESCO.

UNESCO. (2004). *EFA Global Monitoring Report: Education for All, THE QUALITY IMPERATIVE.* France: United Nations Educational, Scientific and Cultural Organization.

UNESCO. (2025). *Education Transforms Lives*. Retrieved from UNESCO: https://www.unesco.org/en/education

UNICEF. (2025). *Goal 4: Quality Education*. Retrieved from UNICEF: https://data.unicef.org/sdgs/goal-4-quality-

education/#:~:text=Goal%204%20aims%20to%20ensure,terms%20 of%20access%20and%20quality.

United Nations. (2015). *Transforming our world: the 2030 Agenda for Sustainable Development*. Retrieved from United Nations: Department of Economic and Social Affairs: https://sdgs.un.org/2030agenda

Upadhyaya, P. (2020). Building Peace through Education and Culture: Evolving UN Perspectives. *Strategic Analysis, 44*(5), 429-437.

Vaughan, R. (2016). *Gender equality and education in the Sustainable Development Goals.* Netherland: UNESCO: Global Education Monitoring Report.

W. Kates Robert, M. P. (2005). What is Sustainable Development. *Environment: Science and Policy for Sustainable Development, 47*(3), 8–21.

Zeeshan Ahmed, S. K. (2021). An Overview of Educational Policies of Pakistan (1947-2020). *PSYCHOLOGY AND EDUCATION, 58*(1), 4459-4463.

Zeewaqar, M. (2024, September 23). *Sustainable Development Goals in Pakistan: A Comprehensive Analysis ofProgress, Challenges, and Recommendations.* Retrieved from PrePrint.org: https://www.preprints.org/manuscript/202409.1670/v1