

# Public Investment in Education

## An Appraisal of SDG 4 in Pakistan

A White Paper

2021

Asim Bashir Khan

## **Author: Asim Bashir Khan**

Asim Bashir Khan is an economist and public finance expert. His major areas are education, public finance, federalism, local governments, agriculture, poverty, inequality, trade, and energy. He has recently conducted extensive education sector diagnostics and authored two exclusive studies on education reforms in Pakistan 'Bringing All the Girls to School: A Case for More Investment' and Public Investment in Education: Covid-19 and Other Emergencies in the Past'. He was a technical expert for the Ninth National Finance Commission, Government of Balochistan. More recently he designed the Government of Sindh's (GOS) integrated strategy for economic recovery and plan for fiscal stimulus in the aftermath of the COVID-19 crisis.

Earlier he served GOS on energy, investment, trade, public policy, and reforms and as a member of the working group of Sindh's Provincial Finance Commission. His notable works include legal frameworks of the renewable energy policy, special economic zones and, ease of doing business regulations. As a public finance and fiscal decentralization expert, he worked with several international organizations and, institutions on urban, local government reforms and designing performance-based grant systems for Karachi's local governments. Besides his work on tax reforms, his study on agricultural income tax and land revenue is an integral part of the "Sindh Agriculture Income Tax Study - Options for Reforms" Sindh Fiscal Management.

He is a trainer of data journalism for national and international journalism institutes including Center of Excellence in Journalism, IBA Karachi, Pakistan Press Foundation, Deutsche Welle Germany, Sri Lanka Press Institute and, College of Journalism Colombo. He has been associated as a faculty member with several universities in Karachi.



**Editorial Overview:**  
**Areebah Shahid**  
**Moiz Hussain**

## **© Pakistan Youth Change Advocates, 2021**

All rights reserved. No part of this publication may be reproduced, in any form or by any means, without prior permission in writing of Pakistan Youth Change Advocates (PYCA).

## **Citation:**

Khan, Asim Bashir (2021), Public Investment in Education: An Appraisal of SDG-4 in Pakistan, A White Paper, published by Pakistan Youth Change Advocates, Islamabad.

# Contents

Acknowledgments	01
1. Executive Summary	02
2. Methodology	03
3. Pakistan's Progress Towards SDG 4	04
4. An Appraisal of Public Investment in SDG 4 in Pakistan	08
5. Recommendations	11
6. Annex	13
7. Bibliography	15

# Acknowledgments

Pakistan Youth Change Advocates (PYCA) and the author would like to offer gratitude to the following individuals for being part of the consultative process that led to the finalization of this research and for their valuable insights and recommendations that helped to strengthen this white paper.

Dr. Asma Haider, Professor and Dean School of Economics and Social Sciences, Institute of Business Administration (IBA), Karachi and former Member Social Sector & Devolution at the Planning Commission, Ministry of Planning, Development and Special Initiatives Pakistan

Dr. Muhammad Irshad, Former Chairman Federal Board of Revenue

Dr. Rana Ijaz Ali Khan, Chairman Economics Department, Islamia University Bahawalpur

Dr. Tayyab Sadar, Virginia University, United State of America

Dr. Iqbal Ur Rehman, Head of Nephrology & Dialysis, Ministry of Health Saudi Arabia

Ms. Bushra Iqbal, CEO Mehfooz Bachpan

Ms. Zehra Arshad, National Coordinator, Pakistan Coalition for Education

Mr. Hisham, Manager Pakistan Youth Change Advocate

Mr. Javed Ahmed Malik, Director Programs, Malala Fund

Mr. Moiz Hussain, Regional Advocacy Manager, (Asia Region), Malala Fund

Ms. Sidra Humayun, In Country Representative, Malala Fund

Ms. Maryam Amjad, Project Manager, Awaz CDS

Ms. Lalah Rukh Fazal, Founder & CEO, Science Fuse

Ms. Madina Rahman, Program Director, AzCorp Entertainment

Mr. Partab Shivani, Executive Director, That Education Alliance

Mr. Zia-ur-Rehman, Executive Director, Awaz CDS

Mr. Shah Muhammad Azhar, Economic Policy Analyst, SDG Support Unit, UNDP

Ms. Sana Ahmed, Program Officer, Blue Veins

# 1. Executive Summary

The Parliament of Pakistan adopted the Sustainable Development Goals (SDGs) as its own national development goals in February 2016. The Ministry of Planning, Development and Special Initiatives had internalized the SDGs in its development framework well before the formal signing took place in September 2015 and the goals were subsequently embedded in the strategic, Pakistan Vision 2025 document. In line with these developments, the Ministry of Planning, Development and Special Initiatives established a coordination mechanism with the federating units. The Federal SDG Unit in the Planning Commission was formed to serve as the primary body coordinating progress with the provinces (Government of Pakistan, 2016).

Accordingly, in 2018, the Planning Commission issued a National Framework for the implementation of the Sustainable Development Goals. Taking stock of the country's resource and institutional constraints, some of the goals and targets adopted as part of this Framework were set at lower benchmarks compared to the global targets. Clustering the goals in three tiers, the National Framework also ranked the 17 SDGs and their corresponding targets and indicators in order of priority. The initial framework, however, was prepared by the federal government in the absence of in-depth participation of the provinces and consequently, lost favor. To ensure a nationally owned SDG document, the provinces were then tasked to develop their own frameworks, keeping their structural and capacity constraints in mind.

Much like the National Framework issued in 2018 the draft provincial frameworks, which are currently at various levels of completion, also place Sustainable Development Goal 4, i.e., quality education among the Tier 1, high priority goals. In line with the high priority accorded to education, the provinces have also pledged to align their PC-1<sup>1</sup> documents with SDG 4.

As per the most recent observations, the federal and provincial governments have, in theory, endeavored to keep this promise. However, glaring gaps remain in budgetary documents, PC-1s, and provincial sector plans, making it wholly impossible to measure and administer the progress. At the same time, the inability of all the provinces to finalize their respective frameworks has served as one of the most significant hurdles in the way of tangible progress.

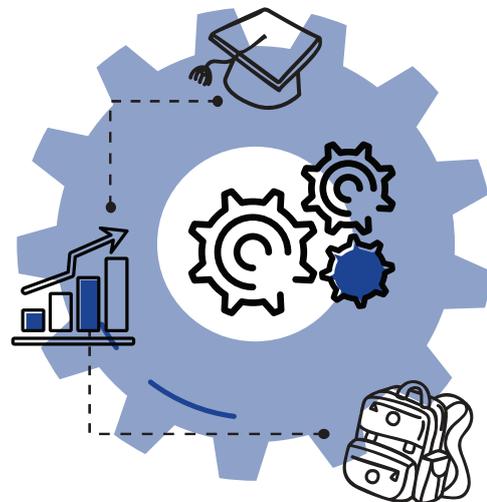
Despite the adoption of a limited number of targets, owing to extremely poor baseline indicators, the country's task to achieve SDG 4 had been a daunting one, to begin with. With the advent of the pandemic and its far-reaching impact on Pakistan's unprepared education system, the task has become all the more uphill.

As per several reports, issued both by the government and independent non-governmental organizations, Pakistan has one of the largest populations of out-of-school children in the world and a staggering drop-out rate at both the primary and secondary levels. Against the 22.8 million estimated out-of-school children in the country, an estimated 2.2 million had been brought into schools between 2010 and 2020.

These gains – no matter how small in comparison to the challenge at hand – were a promising indication of Pakistan's slow but encouragingly steady progress. However, on the heels of the COVID-19 pandemic, as per early estimates published by the World Bank, 1 million Pakistani children are further feared to drop out of schools. In other words, Pakistan is likely to lose nearly half of the gains it had made over an entire decade in just a little over one year.

While this dispiriting situation prophecies the onset of a fresh round of crises impacting Pakistan's frail education system, it nevertheless also provides the Government, academicians, and education rights activists with an important moment of reflection. With nine years remaining until 2030, Pakistan still has time to identify and correct its structural lacunas, finally align its investment priorities under education with SDG 4 and march its way to the finish line.

The white paper in hand is an effort in this direction. It provides a walk-through on the country's current status against Goal 4, takes stalk of the investment made hence far for its realization, and offers a set of recommendations that are necessary to propel the country to meet the 2030 Agenda.



<sup>1</sup> Planning Commission of Pakistan Form-1. This form is used for the appraisal of development projects by the government departments.

## 2. Methodology

This research paper is a combination of the in-depth review and analyses of various governmental budgetary documents as well as key informant interviews held with both government representatives, academicians, and members of the civil society.

### 2.1 Review & Analyses of Governmental Budgetary Documents

Three key budgetary documents were reviewed for this study. These included, the Annual Budget Statements – Volume I, Annual Development Programmes – Volume V and the most recent education sector plans available at the provincial level. The author also reviewed the National SDGs Framework for Pakistan – Technical Guidelines, Pakistan's Implementation of the 2030 Agenda for Sustainable Development – Voluntary National Review, and the annual reports for the years 2018 and 2019 issued by the SDGs Support Units.

A review of all the above documents revealed that there was virtually no synergy between the education budgets and the National SDGs Framework. Education budgets had been broadly classified under four heads, i.e., primary, secondary, tertiary, and other with no reference to Sustainable Development Goal 4. The education sector plans did refer to SDGs but merely SDG 4 was written against relevant budget heads without offering further classification vis-à-vis the specific targets and indicators to which those budget heads corresponded.

In the absence of an available mechanism to ascertain the level of investment made against each SDG 4 target, for this study budgetary heads were classified and re-classified according to the targets (i.e., from 4.1 to 4.7) adopted by the Government of Pakistan. For this purpose, the key scope of a particular education-related SDG sub-goal was considered and the allocation and spending against it were marked. For instance, since SDG 4c deals with teachers' training, accordingly, the allocations and spending against teachers' training across the reviewed documents were segregated and marked to ascertain public investment made hence far against SDG 4c.

To consolidate the education-related development schemes and initiatives, the education-related interventions not reflected in the education budgets were also classified for this study. For instance, Balochistan Accelerated Action Plan for out-of-school children which corresponds to SDG 4.1 and SDG 4.2 is an initiative of the provincial Social Welfare Department and not the Education Department. Similarly, Punjab Vocational Training Council (PVTC) and Punjab Technical Education and Vocational Training Authority (TEVTA) that directly correspond to SDG 4.3 and SDG 4.4 are initiatives of the Population Welfare Department. This study also takes into account the investment made under these and other similar interventions not originally presented as part of the education budgets.

### 2.2 Key Informant Interviews

A total of 3 key informant interviews (KIIs) were conducted to solicit expert perspectives on SDG implementation in Pakistan. The interviewees included:

- Dr. Asma Haider, Professor and Dean School of Economics and Social Sciences, Institute of Business Administration (IBA), Karachi and former Member Social Sector & Devolution at the Planning Commission, Ministry of Planning, Development and Special Initiatives Pakistan.
- Mr. Zia-ur-Rehman, Executive Director of Awaz-CDS. Through his organization, he has been closely working with the SDG Secretariat at the federal level and with the provincial SDG units.
- Mr. Shah Muhammad Azhar, Economic Policy Analyst, SDG Support Unit, UNDP.

### 2.3 Expert Review

The paper was also reviewed by an august group of academicians as well as public and social sector professionals. The review process was two-fold with the first round of inputs solicited through a virtual consultative session where the participants were presented with the research methodology, its findings, and key recommendations. The second round of reviews solicited the inputs of the members of the Education Champion Network (ECN), which is a group of civil society organizations and education activists from across the country working to promote 12 years of free, compulsory, and quality education for every girl-child in Pakistan.

Inputs received from these sources were recorded and, as far as its scope permitted, included in this final version of the study in hand.



# 3. Pakistan's Progress Towards SDG 4

Immediately after the unanimous passage of the resolution adopting the 2030 Agenda in February 2016, localizing the global goals served as the first important step towards developing the national and sub-national frameworks. Pakistan placed SDG 4 among the Tier I priority goals and adopted four out of the seven targets set therein to

achieve. Since each target was accompanied by corresponding indicators, the National SDG Framework also elaborated upon the specific indicators under each target that Pakistan would adopt. Based on the available data a baseline was generated for each adopted indicator and national success indicators were formalized.

SDG4	National Priority Targets	National Priority SDG Indicator	National Baseline 2014 – 15	Target 2030	Policy Support
	<b>Target 4.1:</b> By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.	4.1.1 Proportion of children and young people: (a) in grades 2/ 3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex.	Total=57% Girls=53.0% Boys=60.0%	Total=100% Girls=100.0% Boys=100.0%	Mandatory enrolment of all children;  Improvement of quality of education at all levels by establishing stringent quality assurance at all levels of education;
	<b>Target 4.5:</b> By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.	4.5.1 Parity indices (female/ male, rural/ urban, bottom/ top wealth quintile and others such as disability status, indigenous peoples, and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated.	GPI Primary= 0.87	GPI Primary=1.0	Review the incentive structure for female enrolment at all levels;  Food voucher scheme for out of school children;
	<b>Target 4.6:</b> By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy	4.6.1 Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex.	Total = 60.0%, Female=49.0% Male=70.0%,	Total = 80.0%, Female=69.0% Male=90.0%	Improve school infrastructure at all levels;  Introduction of technology for classroom instruction;
	<b>Target 4.7a:</b> Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all	4.a.1 Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions)	Primary School Infrastructure: Electricity:53.0%; Drinking Water: 67.0%; Sanitation: 67.0%	Primary School Infrastructure: Electricity:53.0%; Drinking Water: 67.0%; Sanitation: 67.0%	Establish school monitoring committees at district level with multi-stakeholder representation for more inclusive learning environment that includes children with special needs, culturally sensitive policy for girls, etc.
<b>Target 4.c:</b> By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states.	4.c.1 Proportion of teachers in: (a) preprimary; (b) primary; (c) lower secondary; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country.	N/A	N/A		

Table 1 National Framework for the Implementation of SDG 4

Source: Summary for the National Economic Council, Sustainable Development Goals National Framework, Planning Commission, Ministry of Planning, Development & Special Initiatives, March 2018.

As evident from Table 1, Pakistan has specifically adopted SDG 4 targets on quality, gender parity, adult literacy, infrastructure, and training of teachers. It is also important to point out here that while access to education is not among the specific SDG 4 targets adopted by the country, the National Framework cites 100 percent enrollment and retention as one of the key policy support areas that ought to be achieved to meet the adopted targets.

This section of the research provides a brief overview of Pakistan's progress against each of the adopted targets and/or the key policy support areas identified under Sustainable Development Goal 4.

### 3.1 Access to Education

In 2010, Pakistan introduced Article 25-A to the Constitution. This article pledges free and compulsory education for every Pakistani child aged 5 – 16 years.

**“Article 25A. Right to education. — The State shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law.”**

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

Apart from Article 25-A, there is also specific legislation in all or some provinces to address socio-cultural and economic issues such as child marriages, child labor, and corporal punishment that significantly impact children's, especially girls' ability to access formal education or remain in its realm. Similarly, every province also has a child protection mechanism aimed at protecting the basic rights of children including their right to education.

However, while there are several laws pledging to protect children and their right to education, the status of these laws remains far from realized. In the case of Article 25-A for example, the federal and provincial governments are yet to provide roadmaps for how this constitutional promise will be fulfilled. Despite a lapse of 11 years, none of the governments have (a) provided a plan outlining when the actual implementation of the law will begin to ensure education for children in their respective jurisdictions, (b) legislated and/or approved rules for the implementation of Article 25-A; c) allocated funds for its implementation; and/or d) shared plans or strategies on how all these children will be educated (Bari, Faisal, 2021).

### 3.2 Quality of Education

Access to education is not the only issue that is curtailing Pakistan's progress towards Target 4.1. The quality of education being imparted in public schools and the consequent learning levels of children is another area of grave concern. The learning outcomes of Pakistani children are especially poor in the lower socio-economic strata.

The Annual State of Education Report ASER 2019 (Rural) presents the statistics on the quality of school education in Pakistan. Three results of the ASER survey for three different indicators, i.e., “Reading

Urdu/Sindhi/Pashto,” “Reading English” and “Do Arithmetic” are compiled and presented in tables 2 and 3. For reading Urdu and English, the performance of primary graduates in Sindh, Khyber Pakhtunkhwa (KP), and Gilgit-Baltistan (GB) is very disappointing and the results of matric graduates from Sindh stand worst. Similarly, the performance of students who have completed Grade 5 and Grade 10 from Sindh and KP is worst on account of “doing arithmetic.”

Grade-5 graduated	Punjab	Sindh	KP	Balochistan	AJK	GB	ICT
Urdu/Sindhi/Pashto	3.7	15.0	24.7	9.3	3.0	10.6	2.4
English	4.7	28.8	12.5	11.6	2.9	11.8	0.0

Grade-10 graduated	Punjab	Sindh	KP	Balochistan	AJK	GB	ICT
Urdu/Sindhi/Pashto	0.7	17.9	1.6	0.9	1.8	0.7	1.2
English	7.7	21.9	8.3	2.7	4.9	1.5	0.0

*Table 2 Learning levels (rural) – the percentage of children who can't read*  
 Source: Author's compilation from Annual Status of Education Report ASER-Pakistan 2019

	Punjab	Sindh	KP	Balochistan	AJK	GB	ICT
Grade-5 graduated	1.3	17.0	8.65	2.0	2.1	8.2	2.4
Grade-10 graduated	0.6	19.1	8.15	1.2	5.0	2.1	0.0

*Table 3 Learning levels (rural) – the percentage of children who can't do arithmetic*  
 Source: Author's compilation from Annual Status of Education Report ASER- Pakistan 2019

It is however important to point out that low learning levels do not necessarily imply that no learning is taking place in schools. Quite on the contrary, as pointed out by Bau, Das, and Chang (2021), schooling for children, especially in the low-income strata serves as an equalizing force: “Those who start off knowing less end up learning more as they progress through school...” The problem lies largely with the “learn and forget” approach. This leads to, what the paper cites as, “fragile learners.”

**“Children learn in one year but are about as likely to forget as to consolidate their learning. In fact, the proportion of ‘fragile learners,’ or those who learn and then forget is worryingly high. The key message is that performance in school has as much to do with forgetting as it does with learning.”**

**-Bau, Das, and Chang, 2021**

Not surprisingly then, the conclusion here demands reform in pedagogical approaches that encourage fragile learning while at the same time identifying and retaining elements from the current pedagogy that work in the students' favor.

### 3.3 Gender Parity in Education

Pakistan's gap between girls' and boys' enrolment is, after Afghanistan's, the widest in South Asia. Not only the divide based on gender is grave, but also poverty is a serious concern and determinant of low literacy rates. In Pakistan, the literacy rate of poor rural males is 64 percent, compared to 14 percent for their female counterparts (UNESCO, 2016). Overall, for every 100 girls enrolled at the primary level in Pakistan, 60 girls of the same age are out-of-school while for every 100 girls enrolled at the secondary level, 223 are out-of-school (Khan, Asim Bashir, 2020).

A recent study, “Girls’ Education & Covid-19 in Pakistan,” suggests that girls’ access to formal education in Pakistan is further expected to regress as a result of the steep decline in household incomes. With many households still struggling with the financial toll experienced during the initial lockdown phase, many girls of school-going age are expected to either enter labor to supplement their household incomes or simply be withheld from returning to school to curtail household expenses, (Malala Fund, 2020).

There is also an acute lack of girls’ schools at every educational level compared to the institutes dedicated to boys’ education. As per the most recent Pakistan Education Statistics 2017-18 (2021), of the 119,813 same-sex primary schools in the country, only 43,741 or 36 percent are for girls. At the secondary and higher secondary level, this percentage stands collectively at 46 percent.

That said, monitoring actual progress against SDG 4.5 (gender parity) demands the systematic adoption of gender-responsive budgeting, i.e., to integrate a gender perspective throughout the budgeting process including planning, drafting, implementation and evaluation. Not merely is gender-responsive budgeting a necessity to understand the extent of and progress towards parity within the education system but is also a highly recommended approach by the United Nations in pursuance of the Sustainable Development Goals. In 2018, Khyber Pakhtunkhwa became the first and only province to introduce gender-responsive budgeting within education. Unfortunately, however, other provinces are yet to follow suit. While specific schemes within budget announcements do sometimes demarcate incentives introduced for girls, on the whole, the education budgets remain gender blind. This inevitably hinders the measurement of gender-specific budgetary allocations and their effectiveness, (Shahid, Areebah, 2021).

### 3.4 Adult Literacy

An estimated 37.2 million adults out of the country’s total population are illiterate. In line with SDG 4.6 and the National Priority Framework, the Government of Pakistan has introduced several initiatives to give Pakistan’s overall literacy rate a boost. These include such interventions

as the establishment of over 170,190 adult literacy centers across the country including Azad Jammu & Kashmir (AJK) and Gilgit-Baltistan; prioritizing adult literacy programs for women and initiation of special programs in prisons, workplaces, and nomadic communities (Ministry of Federal Education & Professional Training, 2021).

Despite these measures, Pakistan’s literacy rate has remained stagnant at 60 percent for over a decade. A gender-wise breakdown reveals that compared to 71 percent males, less than 47 percent of Pakistani women are literate. Women’s and girls’ access – or lack thereof – to educational and literacy opportunities is then seen as one of the leading causes for the country’s inability to graduate beyond the 60 percent literacy mark (O’Neil, Aaron, 2021).

### 3.5 Educational Infrastructure

To provide safe, nonviolent, inclusive, and effective learning environments for all children, it is imperative to ensure that the physical infrastructure of educational institutes undergoes regular repair and maintenance and the gap of missing facilities is addressed.

Based on available government data, a comparative analysis of infrastructural indicators (i.e., school buildings needing repair, school buildings identified as dangerous, missing facilities as well as non-functional and closed schools) across all the regions in Pakistan was calculated for this study. The findings revealed that except for “non-functional schools,” where Balochistan was on top, Sindh’s performance against all other indicators was worse off compared to the rest of the country. On the other hand, Islamabad fared best against all the indicators.

While the country seems to have done well for itself in terms of limiting the number of non-functional and closed schools, the number of school buildings in need of repair (49,225) as well as the incidence of dangerous school buildings (12,699) demands immediate attention. In terms of missing facilities, the situation is not very promising either with over 30,000 schools lacking electricity, drinking water, and/or toilets.

Region	Buildings Needing Repair	Dangerous Buildings	Schools without				Non-functional Schools	Closed Schools
			A Building	Electricity	Drinking Water	Toilet		
Sindh	16,500	6,735	4,908	23,185	17,993	15,450	1,500	1,722
Punjab	15,934	1,738	63	1,463	187	152	0	0
KP	8,796	1,618	1,162	9,919	7,652	4,850	471	127
Balochistan	6,929	2,598	1,955	11,219	11,662	8,707	2,843	0
AJK	0	0	1,299	3,656	3,230	2,741	0	0
GB	862	0	34	695	460	456	0	0
ICT	204	10	0	0	0	0	0	0
<b>Total</b>	<b>49,225</b>	<b>12,699</b>	<b>9,421</b>	<b>50,137</b>	<b>41,184</b>	<b>32,356</b>	<b>4,814</b>	<b>1,849</b>

*Table 4 Educational Infrastructure*

*Source: Author’s calculations from Pakistan Education Statistics 2017-18*

### 3.6 Teachers’ Training

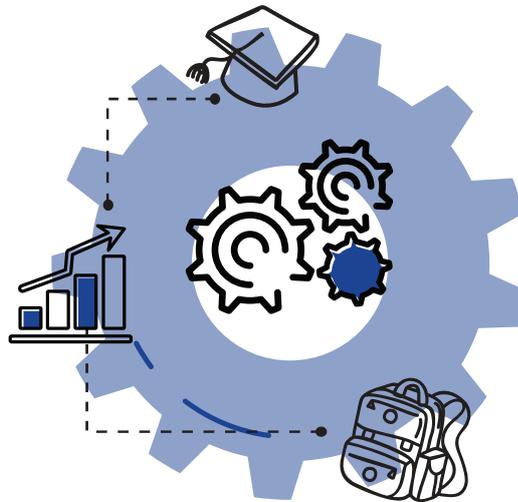
As per the most recent available data (2017 – 18), from primary to college education, i.e., Grade 1 to Grade 12, the total number of teachers across Pakistan stands at 801,896. To cater to the training

needs of this pool of teachers, there are however only 155 teachers’ training institutes. The available facilities, although not very many, to begin with, are in turn underutilized. Except for Islamabad, the teachers’ enrolment rate in the available training institutes stands at less than 1 percent.

	Punjab	Sindh	KPK	Balochistan	AJK	GB	ICT
Institution	62	32	28	12	11	3	7
Enrolment	33,214	5,262	8,781	1,435	683	287	21,200
Teacher Enrolled for Training	1,831	759	139	132	110	-	522
Teachers (Schools & Colleges)	403,222	146,657	161,162	47,712	27,758	7,444	7,941
Percentage of Teacher Enrolled	0.5	0.5	0.1	0.3	0.4	-	6.6

*Table 5 Teachers' Training*

*Source: Author's calculations from Pakistan Education Statistics 2017-18*



# 4. An Appraisal of Public Investment in SDG 4 in Pakistan

The first SDG Priority Framework was developed in Pakistan under the supervision of the then Adviser to the Prime Minister on Foreign Affairs, Sartaj Aziz in 2018. Under this Framework, all the goals were clustered into three tiers. Tier I priority goals included those SDGs for which Pakistan already had corresponding policies and it was believed that enhanced investment and minor structural changes could facilitate their achievement within five years. Tier II included those SDGs for which policies and/or relevant legislation was required although investment in those domains was already underway in various forms. Finally, Tier III included those goals for which the country neither had available policies and infrastructure nor an immediate capacity for execution. Sustainable Development Goal 4, i.e., quality education was placed under Tier I.

The initial process had limited participation from the provinces and was led by and largely finalized at the federal level. Inevitably then, once it was passed on to the provinces for implementation, it was hard to find ownership for the document as the provinces felt they neither had the capacity nor the resources to achieve the objectives outlined therein.

After the 2018 general elections in Pakistan, once a newly elected government took office at the federal level, it was decided that the provinces would be given the flexibility to develop their own priority frameworks. A final national priority document was to be developed as a result of the inputs received from the provinces.

As of 2021, all the provinces had concluded work on the initial drafts of their priority frameworks. With the exception of Khyber Pakhtunkhwa and Balochistan, these frameworks have also been approved by their respective provincial cabinets. Much like the initial national document, all the provincial priority frameworks have also placed SDG 4 as a Priority I Goal.

The next step following the finalization of the provincial priority frameworks was to align them with the appraisal process for development projects. As of 2020, aligning provincial PC-1 documents with SDGs has been adopted as a practice. However, based on the observations recorded for this study several glaring gaps prevent any substantial headway in measuring provincial and collectively national progress towards SDG 4.

## 4.1 Key Observations

### 4.1.1 Classification of Budget Heads

The classification of budget heads is the single most important problem when reviewing investment against Goal 4. Project and budgetary heads corresponding to education simply have “SDG 4,” stated in front of them without classifying the corresponding target(s) and indicator(s). Monitoring and/or evaluation of any development intervention is contingent on the indicators set forth for its achievement. In the absence of this classification, it is impractical on the part of the federal or provincial

governments to ascertain progress and any reporting carried out would be more speculative than scientific.

Similarly, when it comes to reporting “achievements,” documents reviewed for certain provinces and regions such as Azad Jammu & Kashmir merely stated the allocations made under education as “achievements.” What makes this observation problematic is that there is no prior investment target or pledge set by the Government of AJK to measure this said “achievement,” against.

### 4.1.2 Gender-responsive Budgeting

Except for Khyber Pakhtunkhwa, which has – partially if not entirely – adopted the practice of gender-responsive education budgeting, no other province or region in Pakistan has budgets disaggregated by gender.

To simplify this, for instance, if a given budget document allocates a certain amount for the up-gradation of schools or recruitment of teachers, there is no viable way of ascertaining whether this money would be allocated for girls or boys schools or in what proportions. Not only does this make the process of real-time monitoring impossible but during the appraisal phase, the spending cannot be questioned if disproportionately spent on one gender at the cost of another.

### 4.1.3 Adoption of Global Indicators

In the frameworks hence far produced at the national and provincial levels, all the global indicators have been adopted without contextualizing or localizing them. This not merely defeats the purpose of developing local frameworks but also disregards the unique national and provincial contexts in which these frameworks are to be implemented. Thus, just like the targets, the indicators must also be localized.

The current state of financial reporting against SDG 4 requires a complete overhaul. The identified gaps are by no means trivial oversights but they point at a serious capacity concern evident at both the national and sub-national levels. These lacunas also severely curtail Pakistan’s ability to monitor its progress and timely identify areas where greater investment and/or structural overhaul is required to achieve the SDG 4 priority targets.

With no adequate mechanism in place to understand its own advancement towards SDG 4, it is then a little wonder that with merely nine years remaining to the 2030 Agenda, Pakistan is yet to show any substantial progress in any of the four priority targets to achieve equitable, quality education for all.

### 4.1.4 Uneven Investment: The Case of SDG 4.3 vs Other Targets

During and after the baselines year, i.e., 2014-15, Pakistan has continued to dedicate a substantial portion of its education investment portfolio towards tertiary education. While the federal government, owing to its obligation under the 18th Constitutional Amendment has persistently earmarked nearly 80 percent of its education budget for higher education, investment in tertiary education has also remained the second most investment-intensive area as far as the provincial education budgets are concerned.

There is no denying that a higher number of individuals acquiring tertiary education is directly related to uplifting a country's human and economic development indices. The contradiction here is, however, that SDG 4.3, which directly corresponds to tertiary education was never adopted by Pakistan as a priority target under Sustainable Development Goal 4. On the other hand, all the other SDG 4 targets adopted by Pakistan except SDG 4.1 (i.e., quality education) have seen little to no investment at all since the adoption of the global goals by Pakistan.

This is not to say that investment in higher education should not be made. The point here is twofold:

- a. The national and provincial priority frameworks should be reviewed and revised to include SDG 4.3, so the investment that Pakistan is making under this can effectively be reflected in the country's SDG scorecard at the end of 2030. By investing without aligning this investment with its own Framework, Pakistan will be unable to showcase its performance in this domain even if substantial improvement is achieved under tertiary education.
- b. More importantly, since Pakistan is a cash-strapped country, it might not be immediately possible to ensure investment parity across all targets. Nevertheless, rationalization, in line with the government's own SDG Framework must be ensured. That is, investment in one area must not be made at the cost of other, equally important targets. During the budgeting process, it should also be ensured that each adopted target receives enough investment to have a tangible impact on improving Pakistan's performance in that domain by the year 2030.

#### **4.1.5 Lack of Investment to Ensure Gender Parity in Education**

A look at the year-on-year analysis reveals that despite being a nationally adopted, high priority target, despite Pakistan's alarmingly poor performance in this specific area and despite its direct relevance to Target 4.5, i.e., gender parity has received little to no investment between 2015-2021.

During the budget announcements made for the year 2021-22, Punjab and Sindh allocated, 1.07 percent and 2.64 percent of their education budgets respectively for specific schemes aimed at enhancing girls' access to formal education. The federal government and Balochistan, on the other hand, announced no specific schemes at all. Balochistan's inability to earmark a single rupee for interventions to increase girls' access to educational opportunities is specifically troublesome as the province has one of the highest percentages of out-of-school girls in Pakistan. At the secondary level, for instance, for every 100 enrolled girls, 666 girls of the same age are out-of-school (Khan, Asim Bashir 2020).

Although Khyber Pakhtunkhwa did announce allocating 70 percent of its education development budget at the secondary level to enhance girls' access to education, based on the review of documents, it is not possible to demarcate the precise amount that has been allocated for this purpose. Specific infrastructural projects to construct girls' schools

have been classified in Graphs 1 – 4 and Tables 6 – 9 under SDG 4.6. However, the budgetary documents offered little else concerning specific schemes aimed at enhancing girls' access to education in the province.

Given that Pakistan has the second largest number of out-of-school girls in the world, achieving SDG 4.5 is of high priority for the country to make any substantial headway in terms of its educational indicators. However, lack of investment in this sector indicates that governments at the federal and provincial levels are either unable to comprehend the gravity of the situation or are politically unmoved to invest. In either case, this issue once again illustrates that ministerial and departmental budgets are being prepared divorced from Pakistan's SDG commitments.

#### **4.1.6 Region-wise Investment in SDG 4**

A look at the regional performance shows that very little has so far been done by the federal and provincial governments to prioritize their education budgeting as per the national and provincial priorities laid down under their respective frameworks. The difference in budgeting priorities when compared with the baseline year reflects only very few, insubstantial changes.

The federal government for instance has continued to allocate the lion's share of its education budgets to service tertiary education. As explained earlier, this approach is aligned with the federal government's obligation under the 18th Amendment but is entirely divorced from its priorities to meet the targets adopted under SDG 4. Under the National SDG Priority Framework, ensuring 100 percent enrollment and retention is one of the primary areas of policy support identified to achieve Goal 4. However, more than 30,000 children remain out of school in the federal territory. As per the most recent government data available, the federal government has been unable to effectively contain the growing population of out-of-school children in its jurisdiction, indicating a need for enhanced investment. Allocating merely 1.04 percent of its development budget for school education-related interventions in 2021-22 then demands immediate rationalization.

The provincial governments on the other hand continue to allocate a substantial sum of their education budgets for interventions designed to enhance both access to and quality of school education. However, all other priority targets seem to have been put on the backburner.

Interestingly, Target 4.7c (that deals with the training of teachers), which has a direct bearing on the quality of and access to education has remained one of the most neglected areas of educational investment to date.

As earlier pointed out, investment in ensuring gender parity in education is at best negligible. Similarly, except Islamabad Capital Territory and KP where 5.2 percent and 2.47 percent were respectively pledged in budget 2021-22, no other government earmarked any funds for the maintenance and enhancement of education infrastructure. This is especially alarming in the backdrop of the pandemic when schools, more than ever before need to be furnished with such basic facilities as clean water, toilets, and hand-washing stations to keep the children safe from COVID-19. At the same time, the absence of infrastructural investment by Sindh is most problematic given that the province has the highest number of school buildings in need of repair, the highest number

of school buildings considered dangerous, and the highest number of schools with missing facilities (refer to Table 4).

Finally, concerning adult literacy, which is another priority SDG 4 target, only Punjab pledged 6.81 percent of its development funds during 2021-22. All other regions, including the federal government, had no

funds earmarked under this head during the most recent budget announcement.

The tables below provide an overview of the spending made by the federal and provincial/regional governments in Pakistan since 2014-15.

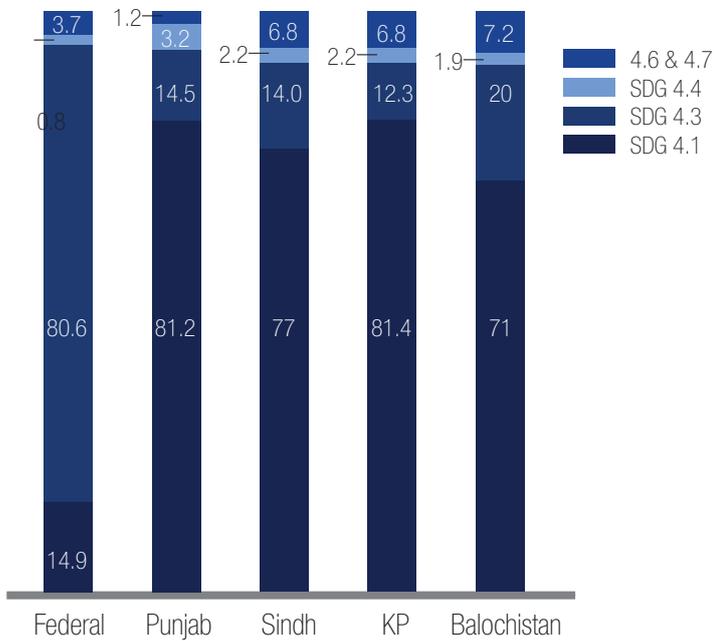


Figure 1 Public investment in SDG-4 – FY 2014-15

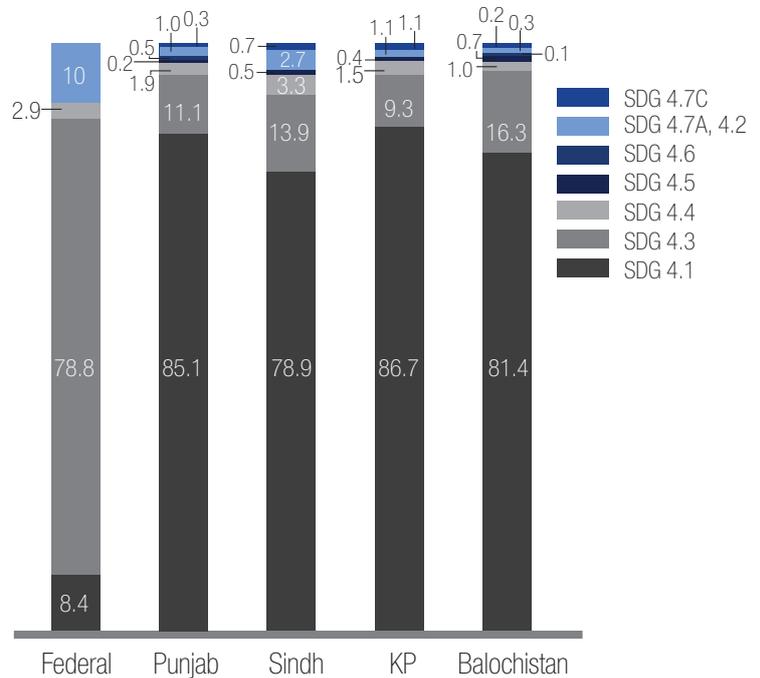


Figure 3 Public investment in SDG-4 – FY 2017-18

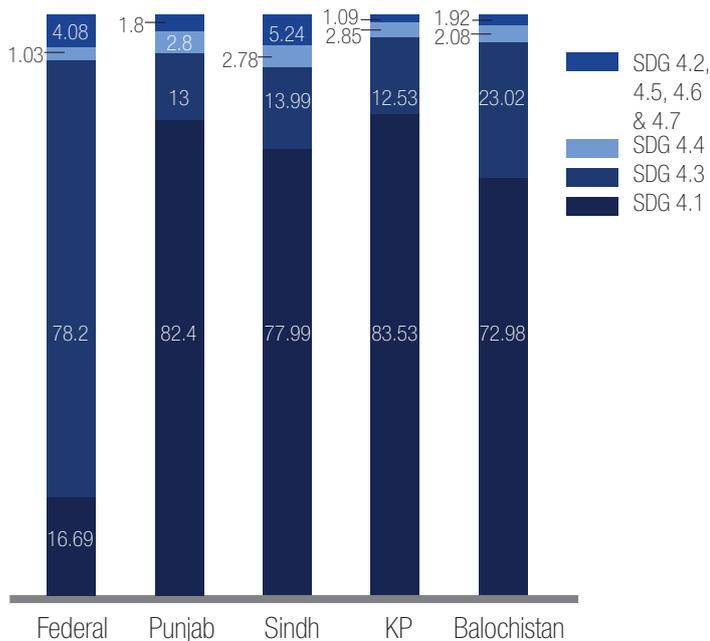


Figure 2 Public investment in SDG-4 – FY 2015-16

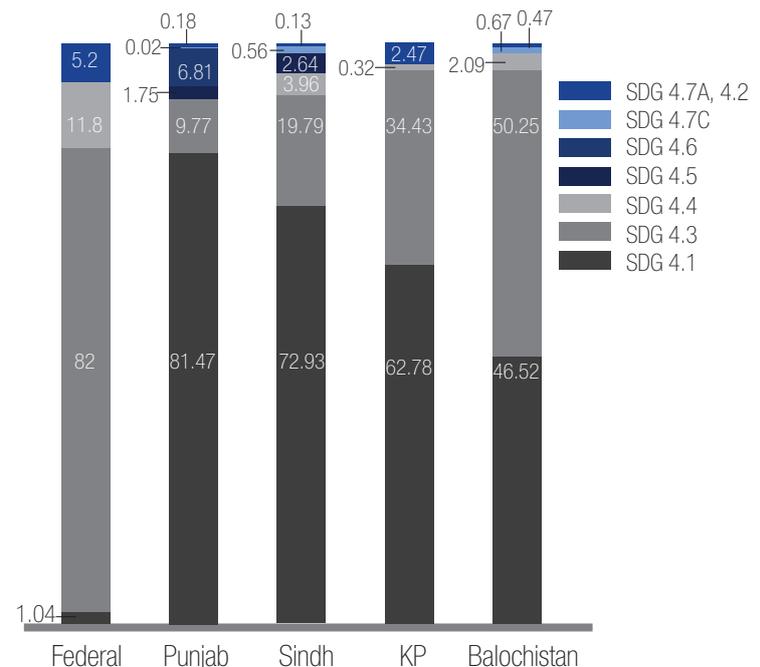


Figure 4 Public investment in SDG-4 – FY 2021-22 (Development Budget)

## 5. Recommendations

The recommendations presented under this chapter are a direct result of the key issues identified, both at the budgetary and at the implementation level during this study. The recommendations take stock of the capacity constraints that need to be urgently addressed as well as the key areas in which Pakistan needs to invest to achieve its commitments under Sustainable Development Goal 4.

### 1. *Addressing political inertia*

There is sufficient clarity at the federal and provincial tiers of the government regarding the urgency to tackle Pakistan's education crises. Even then the issue continues to be tackled in a manner that can at best be described as disorganized. This is illustrated by the complete disconnect between the State's identified priority targets and its investment trajectory within education. Despite the passage of more than five years since ratifying the 2030 Sustainable Development Agenda, Pakistan is yet to begin making the preliminary but significant adjustments identified in its National Framework. The fact that all the provinces have not yet concluded work on their respective SDG frameworks has not helped the national cause. This last bottleneck has significantly contributed to the overall lag in devising a nationally representative document.

This state of inertia must finally end to ensure swift progress towards meeting Pakistan's international commitments under Goal 4.

As a first step, there needs to be more active coordination between the federal and provincial governments. At one level, this is important to ensure much swifter progress in finalizing the documentation and blueprints necessary to facilitate nationwide, simultaneous implementation. At another level, this is equally important to ensure that there is uniformity in documenting and reporting progress so that real-time evaluation of SDG 4 can finally be made possible, both for the government itself as well as non-state stakeholders within the realm of education.

Unless this first step is taken, making any substantial headway even after the passage of the remaining nine years will be very unlikely.

### 2. *Classification of education budgets*

Linked closely to the first recommendation is the need to classify education budgets as per their corresponding SDG 4 targets and indicators. This classification will enable an organic process whereby the state actors will be immediately conscious of whether the investment trajectory does or does not compliment the country's commitments under the global goals. This will also allow for the rationalization of budgets so investment in one or more priority targets is not foregone during a fiscal cycle.

It is equally important that budgets for education-related interventions, even if they are undertaken by other departments, should be classified under the education budget. The current approach under which at times large education development projects are classified under "social welfare," "population development," or other departments only serves to

scatter the effort, making it unnecessarily tedious to monitor progress. More detailed recommendations on budget development are provided below.

### 3. *Alignment of education budget heads with relevant SDG 4 indicators to ensure proper monitoring and progress appraisal.*

- i. Adjust budget call circulars calling upon the Ministry and departments of education to reflect on SDG 4 targets and indicators while drafting budget proposals.
- ii. SDG 4 budget tagging to be introduced and integrated into the Financial Management Information System (FIMS).
- iii. Cross-ministerial support should be sought where required. (The Ministry of Climate Change in Pakistan is already practicing weighed checklists and it might be of immense benefit for the Ministry of Education to seek capacity help from its climate change counterpart to align its financial processes with SDG 4).
- iv. Set up an SDG Committee for Equitable Quality Education-related policy scrutiny and parliamentary control.
- v. Conduct cross-cutting research to inform on the effectiveness and efficiency of budget interventions on SDG 4. This will be an important step for a more comprehensive assessment of budget allocations on SDG 4 targets and their impact.
- vi. Provide capacity support to officials at the ministry and departments of education to align all budgetary heads according to the relevant SDG 4 targets and indicators rather than merely the goal.
- vii. Integrated planning and budgeting processes, i.e., ensuring the integration of SDG 4 targets in federal and provincial education sector plans.
- viii. Forging public-private partnerships, including those with civil society organizations to receive capacity support on SDG budgeting as well as for the achievement of adopted national

### 4. *Key areas of investment under each SDG 4 priority targets*

- a. SDG 4.1 – All girls and boys complete free, equitable, and quality primary and secondary education leading to relevant and Goal-4 effective learning outcomes.
  - i. Initiate midday meal programs in schools, especially in districts with high drop-out and low retention rates as well as those with a high rate of poverty.

ii. Enhance the ambit of stipend and/or conditional cash transfer programs for out-of-school children with a special focus on girls and children living with disabilities.

iii. Provinces should allocate a part of their budget to conduct a census of out-of-school children and create an electronic database for students.

iv. Piloting and mainstreaming blended and alternate learning solutions to ensure access to education during times of emergency. This will require:

- Investment in digital infrastructure;
- Revisions in pedagogy across all educational levels;
- Investment in alternate learning solutions that allow students to access learning materials without remaining online or through user-friendly mediums such as WhatsApp;
- Forging partnerships with private ed-tech enterprises to ensure a cost-effective and swift roll-out of these solutions.

**b.** SDG 4.5 – Eliminate gender disparities in education and ensure equal access to all levels of education.

i. The federal and provincial governments should adopt gender-responsive budgeting in line with the requirements of SDG 4.

- The budget call circulars should categorically mention the percentage of resources that would be dedicated for girls' education;
- A separate statement on girls' education should accompany budgetary documents;
- The evaluation process must take stock of the effectiveness with which the allocated funds were utilized.

ii. Greater investment in comprehensive Management Information Systems (MIS) solutions to trace and track OOS children by gender and location for targeted interventions.

iii. Target a significant reduction in girls' drop-out rates through robust awareness drives to promote the value of girls' education including married girls of school-going age, young mothers, and girls living with disabilities.

iv. Building new infrastructure or upgrading existing schools to facilitate continued learning for girls beyond primary level.

v. Enhancing the ambit of existing scholarship, stipend or conditional cash transfer programs for out-of-school children.

**c.** SDG 4.6 – Ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.

i. Implement national infrastructure projects that empower adults to participate in adult basic education, career development, and post-secondary programs.

ii. Reposition adult basic education accountability and outcomes reporting towards a competency-based approach that promotes and demonstrates progress towards the full spectrum of adults' learning and self-development objectives.

iii. Prioritize and increase the ambit of adult literacy programs specifically targeting women, especially in the most marginalized districts of the country.

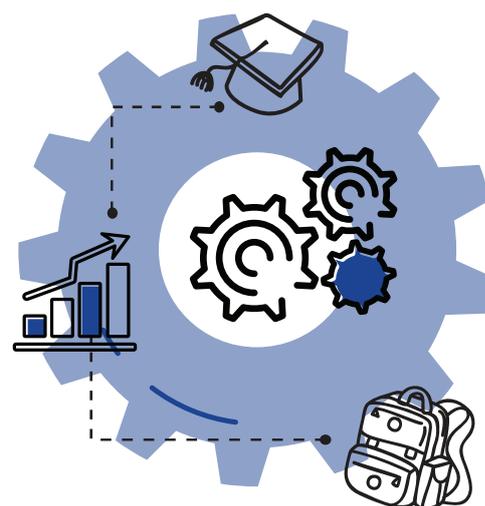
**d.** SDG 4.7 (a & c) – Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all. ■ Substantially increase the supply of qualified teachers.

i. Upgradation of school infrastructure and training of teaching and administrative staff to make school environment gender- and disability-friendly.

ii. Investing in the provision of necessary facilities (e.g., functional toilets, hand-washing stations, electricity, boundary walls, etc.) the absence of which contributes towards high drop-outs among girls.

iii. Increase the number of female teaching staff across all educational levels, especially secondary and higher secondary by investing more in professionally developing women for senior academic positions.

iv. Increase the number of qualified teachers with emphasis on recruiting subject specialists in Math and Science.



## Education Budget 2014-15

SDG-4	Description	2014-15				
		Federal	Punjab	Sindh	KP	Balochistan
SDG 4.1	Primary to Higher Secondary	14.035 14.92	230.000 81.16	88.980 76.98	83.385 81.38	22.790 70.98
SDG 4.3	Tertiary/ Higher Education	75.780 80.56	41.000 14.47	16.180 14.00	12.615 12.31	6.420 20.00
SDG 4.3 & 4.4	Technical & Vocational	0.750 0.80	9.065 3.20	2.566 2.22	4.308 4.20	0.600 1.87
SDG 4.2, 4.5, 4.6 & 4.7	Others/ Miscellaneous	3.505 3.73	3.315 1.17	7.855 6.80	2.154 2.10	2.297 7.15
	Total	94.070	283.380	115.581	102.462	32.107

Author's computation from Federal, Punjab, Sindh, KP Balochistan Annual Budget Statements 2021-22, Federal, Punjab, Sindh, KP Balochistan Annual Development Programs 2014-15.

## Education Budget 2017-18

SDG-4	Description	2017-18 (Rs in Billion)				
		Federal	Punjab	Sindh	KP	Balochistan
SDG 4.1 & 4.2	Primary to Higher Secondary Early Childhood Education (Minor part)	10.087 (8.37)	284.363 (85.07)	114.486 (78.94)	112.882 (86.66)	38.724 (81.40)
SDG 4.3	Tertiary/Higher education	94.947 (78.79)	37.009 (11.07)	20.184 (13.92)	12.146 (9.32)	7.744 (16.28)
SDG 4.3 & 4.4	Technical & vocational	3.471 (2.88)	6.229 (1.86)	4.743 (3.27)	1.904 (1.46)	0.476 (1.00)
SDG 4.5	Special education	-	0.692 (0.21)	0.737 (0.51)	0.465 (0.36)	0.34 (0.71)
SDG 4.6	Literacy and Non-Formal Education	-	1.588 (0.48)	0.019 (0.01)	-	0.031 (0.07)
SDG 4.7(A)	Others/miscellaneous	11.994 (10.0)	3.485 (1.04)	3.885 (2.68)	1.471 (1.13)	0.157 (0.33)
SDG 4.7(C)	In service teacher's training	-	0.89 (0.27)	0.971 (0.67)	1.385 (1.06)	0.098 (0.21)
SDG 4.1 - 4.7	Grand total	120.499	334.256	145.025	130.253	47.57

Author's computation from Federal, Punjab, Sindh, KP Balochistan Annual Budget Statements 2021-22, Federal, Punjab, Sindh, KP Balochistan Annual Development Programs 2017-18.

## Education Budget 2021-22

SDG-4	Classification	2021-22 (Rs in billion)				
		Federal	Punjab	Sindh	KP	Balochistan
SDG 4.1 & 4.2	Primary to Higher Secondary	0.493 (1.04)	34.687 (81.47)	22.115 (72.93)	20.660 (62.78)	8.342 (46.52)
SDG 4.3	Tertiary/Higher Education	39.006 (82.00)	4.159 (9.77)	6.000 (19.79)	11.331 (34.43)	9.011 (50.25)
SDG 4.3 & 4.4	Technical & Vocational	5.614 (11.80)	-	1.200 (3.96)	0.106 (0.32)	0.375 (2.09)
SDG 4.5	Special education	-	0.747 (1.75)	0.800 (2.64)	-	-
SDG 4.6	Literacy and Non-formal Education	-	2.900 (6.81)	-	-	-
SDG 4.7(C)	In service Teacher's training	-	0.008 (0.02)	0.170 (0.56)	-	0.121 (0.67)
SDG 4.2, 4.7(A)	Others/ Miscellaneous	2.457 (5.20)	0.075 (0.18)	0.039 (0.13)	0.813 (2.47)	0.084 (0.47)
	Total	47.570 (100.00)	42.576 (100.00)	30.324 (100.00)	32.909 (100.00)	17.932 (100.00)
	Education Development Budget – total	45,570.000	42,575.820	30,324.210	32,909.152	17,932.488

*Author's computation from: Federal, Punjab, Sindh, KP Balochistan Annual Budget Statements 2021-22, Federal, Punjab, Sindh, KP Balochistan Annual Development Programs 2014-15.*

## Education Budget 2021-22 (Other than Education Departments)

SDG-4	Classification	2021-22 (Rs in billion)				
		Federal	Punjab	Sindh	KP	Balochistan
SDG 4.1, 4.2, 4.6	<b>Social Protection/Social Welfare</b> Balochistan Accelerated Action Plan for out of school children Special education	-	-	-	-	0.020
SDG 4.5		-	-	-	0.107	0.020
SDG 4.3 & 4.4	<b>Population Welfare</b> Punjab Vocational Training Council (PVTC) Punjab Technical Education and Vocational Training Authority (TEVTA)	-	1.080	-	-	-
SDG 4.3 & 4.4		-	3.000	-	-	-
SDG 4.3 & 4.4	<b>Planning &amp; Development</b> Punjab Skill Development Programme (SDP)-DFID Assisted	-	0.050	-	-	-
		-	4.130	-	0.107	0.040

*Author's computation from: Federal, Punjab, Sindh, KP Balochistan Annual Budget Statements 2021-22, Federal, Punjab, Sindh, KP Balochistan Annual Development Programs 2021-22.*

# Bibliography

ASER. (2019). Annual Status of Education Report ASER-Pakistan 2019 (Rural). ASER.

Fund, Malala (2021). Girls' Education and Covid-19 in Pakistan, published by Education Champion Network, Pakistan.

Government of Balochistan. (2013). Balochistan Education Sector Plan 2013-18. Policy Planning and Implementation Unit (PPIU), Education Department.

Government of Khyber Pakhtunkhwa. (2018). Education Blueprint 2018 - 2023. Khyber Pakhtunkhwa Elementary & Secondary Education Department.

Government of Khyber Pakhtunkhwa. (2012). Khyber Pakhtunkhwa Education Sector Plan 2010 - 2015. Department of Elementary and Secondary Education.

Government of Pakistan. (2009). National Education Policy, 2009. Ministry of Education, Islamabad.

Government of Pakistan. (2010). Pakistan Education Statistics, 2008-09. Academy of Educational Planning & Management, Ministry of Federal Education & Professional Training.

Government of Pakistan. (2011). Pakistan Education Statistics, 2009-10. Academy of Educational Planning & Management, Ministry of Federal Education & Professional Training.

Government of Pakistan. (2012). Pakistan Education Statistics, 2010-11. Academy of Educational Planning & Management, Ministry of Federal Education & Professional Training.

Government of Pakistan. (2013). Pakistan Education Statistics, 2011-12. Academy of Educational Planning & Management, Ministry of Federal Education & Professional Training.

Government of Pakistan. (2014). Pakistan Education Statistics, 2012-13. Academy of Educational Planning & Management, Ministry of Federal Education & Professional Training.

Government of Pakistan. (2015). Pakistan Education Statistics, 2013-14. Academy of Educational Planning & Management, Ministry of Federal Education & Professional Training.

Government of Pakistan. (2016). Pakistan Education Statistics, 2014-15. Academy of Educational Planning & Management, Ministry of Federal Education & Professional Training.

Government of Pakistan. (2017). Pakistan Education Statistics, 2015-16. Academy of Educational Planning & Management, Ministry of Federal Education & Professional Training.

Government of Pakistan. (2018). Pakistan Education Statistics 2016-17. Academy of Educational Planning & Management, Ministry of Federal Education & Professional Training.

Government of Pakistan. (2021). Pakistan Education Statistics 2017-18. Academy of Educational Planning & Management, Ministry of Federal Education & Professional Training.

Government of Pakistan. (2014). Pakistan 2025: One Nation One Vision. Planning Commission Ministry of Planning, Development and Reforms, Islamabad.

Government of Pakistan. (2018). Skills for Growth and Development: A Technical and Vocational Education and Training (TVET) Policy for Pakistan. Ministry of Federal Education and Professional Training, Islamabad.

Government of Punjab. (2020). Punjab Education Sector Plan 2019/20 - 2023/24. Education Department.

Government of Sindh. (2014). Sindh Education Sector Plan 2014-2018. Education and Literacy Department.

Government of Sindh. (2015). Early Childhood Care & Education (ECCE) Policy Sindh, 2015. Education and Literacy Department.

Government of Sindh. (2019). School Education Sector Plan and Roadmap for Sindh (2019-2024). Education and Literacy Department.

Khan, Asim Bashir. (2020). Bringing All the Girls to School: A Case for More Investment. Pakistan Coalition for Education (PCE) and Pakistan Youth Change Advocates (PYCA), Islamabad.

Khan, Asim Bashir. (2021). Public Investment in Education: Covid-19 and Other Emergencies in the Past. Pakistan Youth Change Advocates (PYCA), Islamabad.

National Assembly of Pakistan. (1973). Constitution of Pakistan, 1973. National Assembly of Pakistan.

UNESCO. (2016). Education for People and Planet Creating Sustainable Future for All. Global Education Monitoring Report, 2016.

## From the web

Bold initiatives needed - Newspaper - DAWN.COM Author: Faisal Bari, published on July 9, 2021.

The Analytical Angle: Do children really learn in schools in Pakistan? - Pakistan - DAWN.COM Author: Natalie Bau and Jishnu Das published July 16, 2021.

If Khyber Pakhtunkhwa can do gender responsive education budgeting, what's stopping the others? Author: Areebah Shahid, published on July 8, 2021.

Pakistan: Literacy rate from 2006 to 2017, total and by gender Author: Aaron O'Neil published April, 1 2021.

Adult Literacy published by Ministry of Federal Education and Professional Training, 2021.





PAKISTAN YOUTH  
**CHANGE**  
ADVOCATES

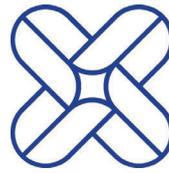
 [www.pyca.org.pk](http://www.pyca.org.pk)

 [twitter.com/PYCAPk](https://twitter.com/PYCAPk)

 [facebook.com/pakistanyouthchangeadvocates](https://facebook.com/pakistanyouthchangeadvocates)

 [instagram.com/pycapk](https://instagram.com/pycapk)

 [pyca\\_pk](https://youtube.com/pyca_pk)



**EDUCATION  
CHAMPION  
NETWORK  
PAKISTAN**

 [facebook.com/GetGirlsEducatedPK](https://facebook.com/GetGirlsEducatedPK)

 [Youtube: Get Girls Educated](https://youtube.com/GetGirlsEducated)

 [twitter.com/educated\\_pk](https://twitter.com/educated_pk)

