



## Longitudinal Analysis of Sustainable Development in Pakistan: Trends and Hindrances to Youth Development



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**Abstract:** This study examined the longitudinal trends and hindrances to sustainable development in Pakistan, with a specific focus on education, poverty reduction, and gender equality. Using official statistics from various national surveys and reports, the study analyzed inter-provincial development from 2001 to 2020. Content analysis and time series forecasting were used to identify discrepancies and predict future scenarios. Modernization and Path-dependency theories are employed to identify hindrances to development. A secondary data collection method was utilized for this study. The core research objective was to analyze the hindrances to sustainable development in Pakistan, particularly in the areas of education, poverty reduction, and gender equality. The major findings uncovered that in Pakistan despite being a signatory of SDG, there is limited implementation of these goals. Poverty and illiteracy level is high in far-flung areas of the country, especially in Balochistan. Moreover, for youth, there are various challenges like poverty, illiteracy, and gender inequality.

**Key Words:** Longitudinal analysis, Youth development, Education, Sustainable development, Pakistan

### JEL Classification:

## Introduction

Pakistan, being a developing country with unique socio-political characteristics, has experienced development in various aspects. When it comes to sustainable development, a National outlook has been planned for the regionalization of Sustainable Development Goals (SDGs) at the regional level to improve public social service delivery for the application of the global agenda. Among various sustainable development goals, education, poverty reduction and gender equality collectively are areas of concern in

this study. According to the Institute of Strategic Studies Islamabad (ISSI), Pakistan is on the crossroad of progress. SDG no. 4 shields the education-related frameworks to boost educational arrangements. The federal government has decided to enrich working affiliation with the provinces by as long as all possible support to ensure the successful application of all SDGs associated with education (Pakistan Education Statistics (PES) 2017-18). The whole education situation is grounded on key displays such as enrollment rates, number of institutions, educational budgets, gendered wise literacy and

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instructors who have a veteran minor enhancement.

Preliminary the foremost indicator and goal for development regarding sustainable development is to measure the poverty rate. There are three main dimensions of poverty to measure: health, education and living standard. The concept of Multidimensional Poverty (MP) identifies poverty as being a multi-facet spectacle that institutes manifold facets of deprivation. The MPI guesstimates for Pakistan were established by a team of experts from the Planning Commission, UNDP. The MPI constitutes three dimensions: health, education and standard of living. But at the regional level picture is somehow portrayed differently. Gender equality means that men and women enjoy the same equal rights and opportunities in society, including economic participation, political participation and decision-making. All rights are provided equally without prejudices. Unfortunately, in Pakistan, there is a vacuum in comparative studies of gender equality among provinces. Gender equality itself is a vast term which has various determinants to be measured. Globally, mostly gender equality is being measured by the determinants of economic participation and opportunities, health facilities, political empowerment and education attainment. According to *the Global Gender Gap Index (GGGI) 2018*, Pakistan positions 148 out of 149 nations when it comes to gender equality. GGGI has included educational attainment, wage distribution, health facilities and political participation.

### Statement of Problem

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Being a youth-bulging country, Pakistan needs sustainability in each sphere of life. To promote truly sustainable development, youth from the whole country needs to be satisfied and proactive. This study is an attempt to measure the current situation of youth from different parts (provinces) of the country and to forecast their upcoming future regarding education, poverty reduction and gender equality. Furthermore, through historical

insights, the reasons for the gap between provincial developments ought to be found.

### Rationale

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Education, poverty and gender equality as indicators of development need to be redressed. It halts sustainable development in underdeveloped areas of Pakistan. Policymakers need a developmental lens to abolish the afflictions of under-development, which would be the conclusion of this study. Moreover, rarely a scholarly article (research-based) can be found that explores the socio-politico-economic factors as a reason for underdevelopment in Pakistan.

### Significance

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Firstly, this study is aimed at helping the policymakers in making Pakistan prosperous. The right policies in the right place are the need of the hour in Pakistan. If made at the right time, the youth of Pakistan can be a part of sustainable development. Secondly, this study is going to occupy the vacuum in the literature regarding inter-provincial developmental studies.

### Research Question

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- Why and how much there is a developmental gap among provinces of Pakistan regarding education, poverty reduction and gender equality?
- What are the developmental trends for youth and how the situation can be made better?

### Research Objectives

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This study is aimed:

- To analyze the hindrances to sustainable development in Pakistan, particularly in the areas of education, poverty reduction, and gender equality, using sociological, structural, and cultural theories.
- To recommend measures for improving the situation for Pakistani youth and future generations based on the longitudinal trends and forecasts of

inter-provincial development from 2001 to 2018

## Literature Review

The concept of "intergenerational equity" is unique to sustainable development. It does not, however, limit the concept; rather, it emphasizes the objectives. Sustainable development must take into account and balance the requirements of society, the environment, and business in order to achieve economic growth without having a harmful influence on the environment (Emas, 2015). Development that is transitionally sustainable can be measured in terms of (i) results and (ii) evaluation techniques. Individual humans, nations, and social systems all had different ideas of what it meant to be evolved. As a result, earlier studies focused on economic growth using the idea of productive sectors, which create jobs, consumer demand, and wealth. Human development has recently come into prominence, with an attendant emphasis on the ideals and goals of issues like increased life expectancy, improved education, more equitable economic distribution, and more equal access to opportunity. In the end, the Sustainable Development Board agreed with the arguments made in favour of developing a society that prioritizes the security and prosperity of its people, its nation, its state, its regions, its institutions, and its complete network of social capital and the connections among them. The environment, the economy, and society are the three fundamental pillars that support sustainable development, with society being the most clearly defined. There are three basic categories of social advancement, each of which seeks to compensate for the shortcomings of the limited view of economic success. The first is essentially a nonexclusive noneconomic social assignment that utilizes terms, for example, "social," "social advancement," and "social enhancement." The second accentuate human improvement rather than financial improvement: human improvement, human prosperity, or simply, individuals. The third variation centres on issues of equity and value:

Social equity, Value and destitution mitigation (Robert Kates, 2005).

The global framework of sustainable development goals is integrated with the purposive role of education. Education plays a transformational role in the society in which we live, and education is at the heart of our endeavours both to adapt to change the structure. To fulfil the criteria of sustainability, intergenerational equity, education plays a vital role. It empowers individuals by changing their thinking patterns towards a sustainable future (UNESCO). Education plays a vital role to transform a throughput in a complex and rapidly transforming world (Robert James, 2015). The effective qualification and its function are principally connected to economic urgings when education has an essential role to play in the groundwork of the workforce in any area (Biesta, 2009). In some of the outlooks of the educational area, the emergence of human capital takes a privileged into the central discourse in the manner for respondents (ESD) rhetorically. The pragmatic and rational view is that the increasingly vital role of education is only for economic growth, thus it's played a developmental role in the sustainable development of any country. In practice this notion of education; Vietnam is one good example of educational development and country development. Although, Vietnam is being censured for worsening to prepare the country's workforce with indispensable skills and knowledge; that's why the education quality must be improved and meet the needs and paradigm or the requirement of society. A revolution in the field of education is a hot topic in Vietnam. The main solely focal points of the tenacity are to renovate the very popular concept of education from knowledge provision of inclusive development of learners in rapports of competence and personal qualities. The competency-based approach is anticipated to fetch substantial improvement in education quality (Biesta, 2009). The educational role is more comprehensive and thoughtful than is renowned in the text of the SDGs matter as respects its likely potential to discourse their enactment. The requirement of education is to

re-purposing and re-invention so that it can be assumed that responsibility for these challenges is required implementation, and therefore has to develop the effective agency that is looked-for for transformative progress that is to be made. On the other important side that education can make play a judgmentally vital contribution towards the advancement of the SDGs, but also this is actually constant and by no means predictable (STERLING, 2016).

Commonly it is supposed that education eventually reduces the poverty desired for sustainable development (Duke, 1987). For the reduction of poverty, it has to be measured first. Usually, poverty has been measured by the poverty line, either based on policy or statistical standards which are further calculated to get the percentage of a population with income under that line. World Bank counts people with a daily income of less than 1\$ as poor. Poverty, but cannot be defined solely in terms of income. The income is accompanied by nutrition, health, employment, housing conditions, human capital and education. In addition, poverty has also non-material dimensions in its definition i.e., discrimination, exploitation, fear, lack of power and shame (Preece, 2005). When it comes to poverty reduction, most developing countries focus on education, including adult literacy programs as a poverty reduction strategy. There is a bulk of poverty reduction strategy papers (PRSPs) which have become a central instrument in development cooperation since their introduction in 1999. The Bretton Woods institutions presented, as being very comprehensive results-oriented, and effective policy frameworks to lessen poverty. They are made new aid of architecture on the basis which is characterized by a reinforced country ownership of and in the development process. Rationally some authors and some organizations contemplate Poverty Reduction Strategies into be promising frameworks to join in and realize national sustainable development strategies (Dalal-Clayton, 2002). Such sort of strategy aims to ensure socially responsible socio-economic development, whereas protecting the resource -base and

also the environment aimed at the benefit of future generations and provide more opportunity current generation” (OECD, 2001).

Since the Epoch, advancements in women's rights and gender equality have been debated. Women's rights campaigners have had to play defence to defend the victories gained in Cairo and Beijing against the profane alliance led by the Vatican and backed by a shifting coalition of nations and faiths (Esquivel, 2016). The environment has always been hostile to them. In this context, gender and development are fundamental to the work of significant women's rights social activists and advocates; many of these people have contributed to forming the Sustainable Development Goals (SDGs) of Agenda 2030. Here, we showcase writers who support gender equality and women's rights. Goal 5 of the SDGs is entirely focused on strengthening women's rights and attaining gender equality, much like the MDGs. The gender orientation research was typically robust in the SDGs, in contrast to the other, non-gender equality-related MDGs, leading to a number of gender equality issues being openly stated in the gendered-linked objectives. The SDGs have a considerably wider scope and a deeper level of examination because they comprise 17 targets as opposed to the MDGs' 8 objectives. Goal 5 is based on in-depth sex research that demonstrates the impact of the gender pay disparity on politics, society, and the economy. The achievement of several other SDGs is advanced in societies that have achieved gender equality through investment or that are gender-free (Esquivel, 2016). SDG can be broken down into two main phases, the first of which is a good one in which the idea of development is at least somewhat altered. Additionally, growth is no longer only seen from an economic perspective. But when regarded more broadly, it is thought to encompass not only social and political factors but also the fundamental connections between sustainability and the environment, biodiversity, consumption, the need for a healthy planet, and sustainable production. The idea that gender equality and climate

justice should be combined is logically deduced from the implications of the fundamental principle that both are required for development and social sustainability.

The SDGs report makes pure that Pakistan every province faces foremost challenges in education, gender equality and poverty that desires to cope with this situation. There is, however, much time the UN calls for governments and shareholders to identify the gaps that are being recognized in implementation, political will and financing to accomplish this vision and retain this promise. However, SDG Index can magnet attention to the SDGs and their main role to convince the government to make inclusive cogent planning and policies toward the fulfilment of these goals all around their country perfectly in this wake Long-lasting attitude and national policies are also required in this manner for developers effectively. It is all about achieving them together for everyone living anywhere in Pakistan (Maida, 2018)

In September 2015 Heads of state and governments agreed to set the world on a route towards (practical advancement) from side to side the strong determination of the 2030 plan named as the Sustainable Development Goals (SDGs). This motivation joins 17 goals, 169 indicators and 231 points; which are attached above the three dimensions containing social, economic and ecological sustainability and they are time-limited to achieve by 2030. The 17 goals shape to firm and a combined bundle of overall wants the world attention on achieving by

2030. The inspiring force of making the SDG Index is to shadow the improvement of the SDGs by assessing the performance to choose the more fragile pieces of usage and advise the needs for dire interventions for Pakistan and its regions at local dimension uneven after some time. The SDG Index is situated at the SDGs to measure the current circumstances with progress in respect to the lords (for instance Pakistan and its regions by provincial desegregation). The soul of the effort will help the policymakers for key implementations, securing the hole by distinctive the intense difficulties so, such as to endure on track for these goals. Even to think about the rapid development so as to strike with SDGs by 2030 and including the best and most extraordinarily awful performers in the parts to eradicate these and accomplish SDGs before 2030: education, poverty, health, water and sanitation and gender equality. Although, to upkeep strategy for economic development through the fulfilment of these goals of SDGs for rapid speed of development Pakistan needs to cope with this and it's required for the country's prosperity (Maida, 2018).

## Methodology

Quantitative research with comparative and longitudinal study design in which content has been analyzed from various authorized reports. Youth development is the target population of this study. Secondary data analysis has been used as a tool to collect data. The following reports were selected for secondary data (content) analysis:

**Table 1**

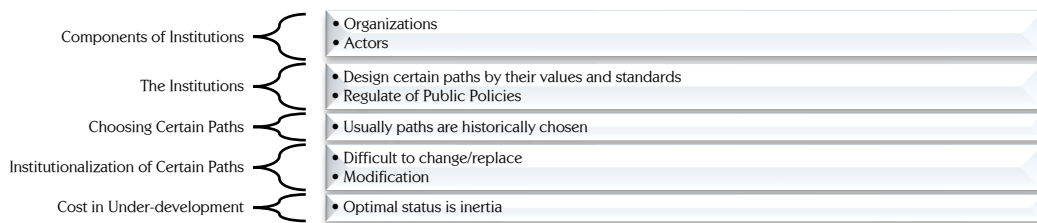
| Education       |  |             |
|-----------------|--|-------------|
| 1.              | Economic Survey of Pakistan (ESP)                          | 2001-2018   |
| 2.              | Pakistan Education Statistics (PES)                        | 2001-2018   |
| 3.              | Federal Bureau of Statistics                               | 2001-2018   |
| Poverty         |  |             |
| 1.              | Pakistan Social Living Standards Measurement Report (PSLM) | 2007-2017   |
| 2.              | Poverty Alleviation Report (Federal Bureau of Statistics)  | 2007-2017   |
| 3.              | Economic Survey of Pakistan (ESP)                          | 2007-2017   |
| Gender Equality |  |             |
| 1.              | Election Commission of Pakistan Reports                    | 2002-2018   |
| 2.              | Pakistan Social Living Standards Measurement Report (PSLM) | 2007-2017   |
| Population      |  |             |
| 1.              | Census Reports (Pakistan Bureau of Statistics)             | 1998 & 2017 |



After data collection, data sets were made with the help of Excel and SPSS. Data analysis has been divided into two parts: descriptive and time series forecasting.

### Theoretical Framework

The whole study revolves around the path-dependency theory. According to this theoretical lens, institutions play an important role in the prosperity of a nation.



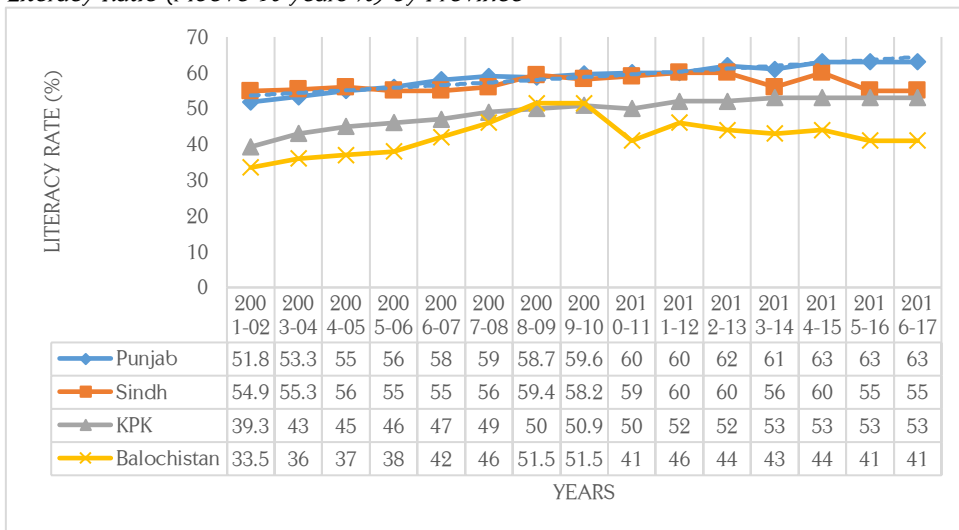
The above model elaborates on the basic concept of institutions in the matter of development. It also portrays the optimal indicators that work as barriers to the development of any country. The institutions play an inclusive role in choosing a certain

path for change towards development economically and socially. Organizational life has been explained in this regard for development in path-dependency theory rationally.

### Result and Findings

Figure 1

Literacy Ratio (Above 10 years %) by Province



Source: Pakistan Education Statistic Report & Pakistan Economic Survey

Figure 1 represents a trend chart for the literacy rate percentage of Pakistan by province over a time period from 2001-2017. It can be seen that the province of Punjab has the

highest literacy rate percentage among all provinces throughout the time period. This percentage of the province, Punjab i.e. 51.8% in 2001-02 has slightly increased over a time

period of 14 years. The recent literacy rate percentage of the province, Punjab is 63% in 2016-17. Province Sindh has the second highest literacy rate percentage. After Sindh, the province KPK has been followed by the province Baluchistan throughout the time mentioned above. In this graphical representation, it can be seen that initially in 2001-02, there is a huge difference between the literacy rate percentages of Sindh and KPK i.e. about 15.6%, but over time this difference has reduced to 13.4% by showing 53% (more than half) literate population in KPK during the year 2016-17. Baluchistan, however, still has less than half the literate population in 2016-17 even.

### National Education Policy (2017-2025)

The declaration was issued by Pakistan's Federal Ministry of Education. To train technically competent labour, increase enrolment from the existing 8% to 15% of the 17–23 age group, as well as initiatives to create and develop institutions in disadvantaged areas; establish 15 public scientific and technology universities. Libraries have been created and school health and athletics programmes have been increased in an effort to promote scientific education. The target participation rate for kids with special needs has been set at 50% by 2025, with inclusive education as the main focus.

**Figure 2**

*Time Series Forecasting of Educational Expenditure (as a percentage of GDP) till 2030 in Pakistan*

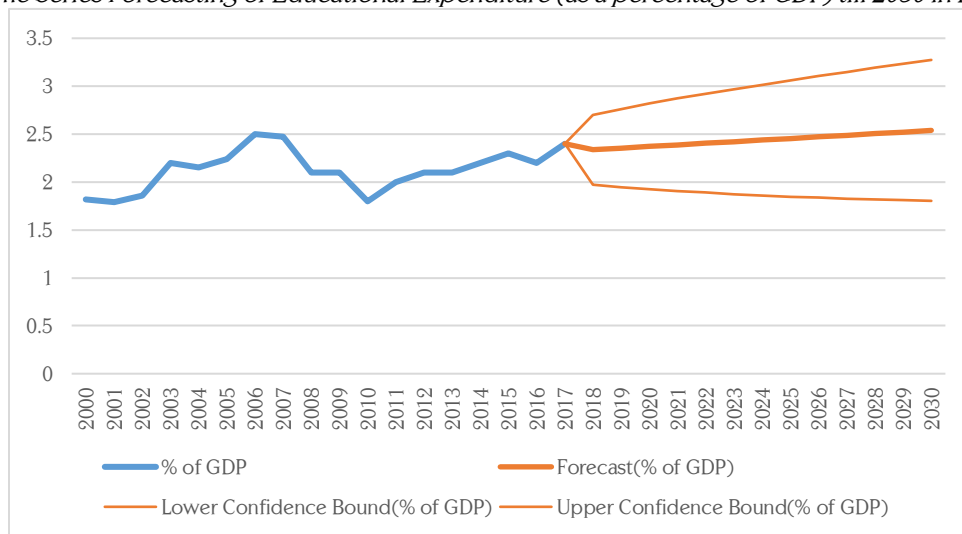


Figure 2 forecasts the national educational expenditure (as a percentage of GDP) in Pakistan. On a national level, Pakistani govt. had spent between 1.5% to 2.5% on education from 2000 to 2018. Tracking this trend, from 2019 to 2030, Pakistan is more likely to spend between 2.3% to 2.5% of its GDP on education.

### Poverty

The Multidimensional Poverty Index (MPI) estimates that 39% of Pakistanis are multidimensional poor (MDP), with Punjab

having the lowest percentage and Balochistan having the highest. According to the MPI, Pakistan's national poverty rate declined from 55% to 39% between 2004 and 2015. Despite the fact that development is not consistent throughout Pakistan. The urban rate is 9.3% compared to rural areas, where it is 54.6%. Both inside and between provinces, there are differences. Baloch (71%), the majority group, make up MDP. KPK, Sindh, and Punjab all have poverty rates below 40%, with KPK having the highest rate at 49%.

The inadequacy status in education contributes the major share of 43% to MPI followed by living standards that subsidize almost 32 per cent and health subsidizing 26 per cent. These numerical findings, however, have confirmed that social indicators are frail in this regard in Pakistan, thus where an economic indicator shows somehow healthy gestures. Simultaneously originate that the diminishing in MDP was slothful in

Balochistan, and meanwhile, poverty levels had enhanced in several districts in Balochistan over the past decade. The Multidimensional Poverty Index (MDPI), even though, adopts a wider concept of poverty than income and wealth alone. It reverberations the deprivations of the experience of people with respect to health, standard of living and education, thus a more exhaustive way of understanding and for lessening poverty.

**Table 2**

*Headcount Multidimensional Poverty Index Incidence MPI (%)*

| Years              | Area    | 2004-05 | 2006-07 | 2008-09 | 2010-11 | 2012-13 | 2014-15 |
|--------------------|---------|---------|---------|---------|---------|---------|---------|
| National           | Rural   | 70.3    | 69.5    | 65.2    | 62.3    | 56.0    | 54.6    |
|                    | Urban   | 24.0    | 19.4    | 17.3    | 13.9    | 10.1    | 9.3     |
|                    | Overall | 55.2    | 52.5    | 49.3    | 46.5    | 40.8    | 38.8    |
| Punjab             | Rural   | 62.7    | 61.0    | 57.0    | 53.4    | 46.9    | 43.9    |
|                    | Urban   | 19.7    | 16.1    | 13.2    | 11.0    | 8.4     | 6.3     |
|                    | Overall | 49.7    | 46.4    | 43.2    | 40.0    | 34.7    | 31.3    |
| Sindh              | Rural   | 88.1    | 87.4    | 81.0    | 79.9    | 75.5    | 75.7    |
|                    | Urban   | 27.2    | 19.6    | 20.0    | 14.9    | 10.9    | 10.5    |
|                    | Overall | 57.3    | 53.7    | 51.2    | 49.5    | 44.6    | 43.2    |
| Khyber Pakhtunkhwa | Rural   | 72.9    | 72.8    | 68.0    | 64.8    | 57.1    | 57.7    |
|                    | Urban   | 30.5    | 32.9    | 23.2    | 19.2    | 10.0    | 10.2    |
|                    | Overall | 65.8    | 66.1    | 60.5    | 57.0    | 49.1    | 49.1    |
| Balochistan        | Rural   | 91.6    | 91.9    | 90.7    | 89.3    | 85.8    | 84.5    |
|                    | Urban   | 49.4    | 42.6    | 40.1    | 37.2    | 29.0    | 37.4    |
|                    | Overall | 83.4    | 79.8    | 78.9    | 76.7    | 71.9    | 71.0    |

*Source: Poverty alleviation report (Federal Bureau of Statistics) Pakistan Economic Survey & Pakistan Social Living Standard Measurement*

### Poverty Reduction Policies

A collaborative intergovernmental effort led to the 2030 Sustainable Development Agenda. It promotes the well-being of people, economic expansion, and environmental sustainability. The World Bank Group is committed to eradicating all types of poverty. They make use of cutting-edge data and analysis to focus government funds on areas where helping the world's poorest people has the greatest chance of success. A province of Pakistan called Balochistan is riddled with violence and has some of the lowest levels of human development in the nation. Anyone striving to increase educational opportunities, especially

for girls, should be extremely concerned about this. As a result, the ambitious plan has helped 53,000 children in over 700 schools across the province owing to a USD 34 million grant from the Global Partnership for Education, which is run by the renowned World Bank (WBO). Balochistan has the worst education and poverty indicators among the other four provinces in Pakistan. Balochistan had been impacted in the last few years by natural disasters and ethnic conflict, the SDGs indicators became failed to reach the ground of success. Very poor governance, and lacking financial resources mobilization got affected badly. Owing to that province is facing the highest dropout rate, and the highest number



of children are out of school and the education department has been struggling to keep schools and institutions functional with the

help of INGOs and NGOs. The local government had failed to cope with the situation.

**Figure 3**

*Time-series Forecasting of Multidimensional Poverty Index Incidence (MPI) % in Pakistan till 2030*

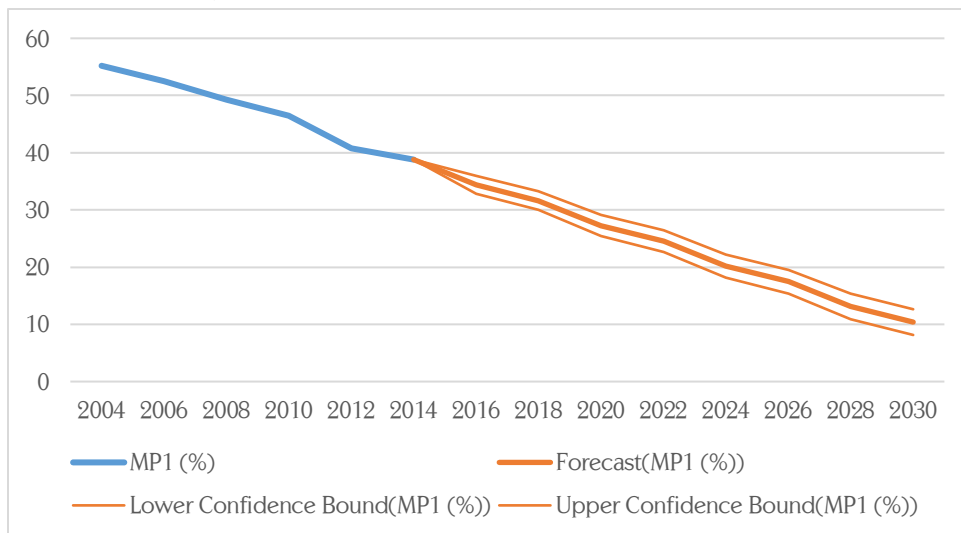


Figure 3 is a forecasting of Multidimensional Poverty Index Incidence (MPI) % in Pakistan till 2030. In 10 years (2004-2014) MPI percentage has been reduced from 56% to 39%. In light of these statistics, by 2030, Pakistan is more likely to reduce the MPI to 10%.

## Gender Equality

The MDG that is most directly linked to the concept of women's rights and gender equality is SDG-5. As a result, whereas the gender analysis was lacking or nonexistent for the "other, non-gender, or not MDGs," it is rather robust for the Sustainable Development Goals, and many gender-related issues are clearly expressed in the non-gender goals. With 17 targets, the SDGs offer a wider reach and deeper analysis than the MDGs. Goal 5 recognizes the intricate interplay between the political, economic, and social expressions of gender inequality and is based on long-term gender analysis and gender equality. More quantitatively and qualitatively than the SDGs as a whole, Goal 5 and its accompanying

targets broaden the area of urgent challenges. Focus on the straightforward notion that No One would be The driving force behind achieving these goals is a commitment to fair and equal treatment for all people, even though Goal 5 is interconnected with all the other goals and associated expectations with the development of society by eradicating gender equality is concerned for the modern world and its requirement for their survival to implement all the concerns of SDG agenda. (2016) Esquivel.

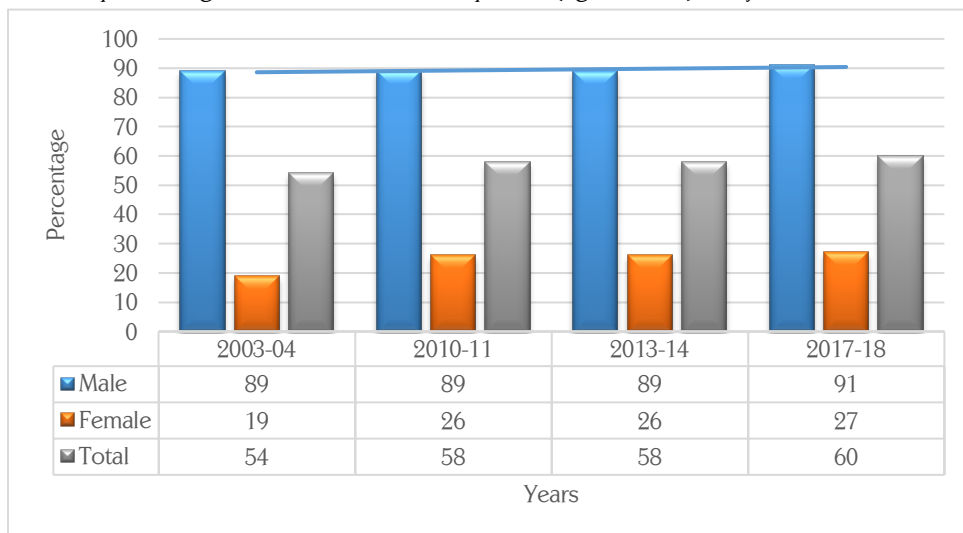
## Gender Equality SDG 5

- a. The Unmet demand for contraception required, estimated women married or in union, age from (15-49), Pakistan has scored 45.3 value in SDG 5
- b. Female to male, male to female, mean years of the schooling of population age from 25+ (4.) and scored 90.6 value in this regard

- c. The female-to-male number of involvements in labour force participation rate (%) Scored 34.6 value.
- d. The seats of women held in national parliaments (%) and scored value is 1.2

**Figure 4**

*The defined percentage of Labor Force Participation (aged 15-64) % by Gender in Pakistan*



Source: Pakistan Bureau of statistic & PSLM

Figure 4 represents the situation of male and female participation in the labour force in Pakistan. According to this chart that male has the highest number of participation in the labour force. In 2003, the male had 89% participation while females had only 19% and the overall percentage of both genders had

54%. And the situation got changed in 2018; male participation became increased to 91% while females had 27%, in the female graph improvement can be seen but not enough as development is required for women. The overall situation of both genders reached 60% in labour force participation in 2018.

**Figure 5**

*Time-series Forecasting of Defined Labour Force Participation % (Female) in Pakistan till 2030*

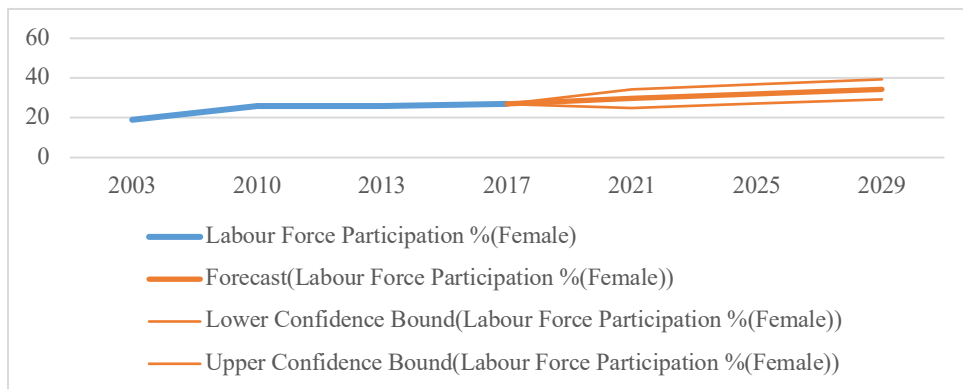
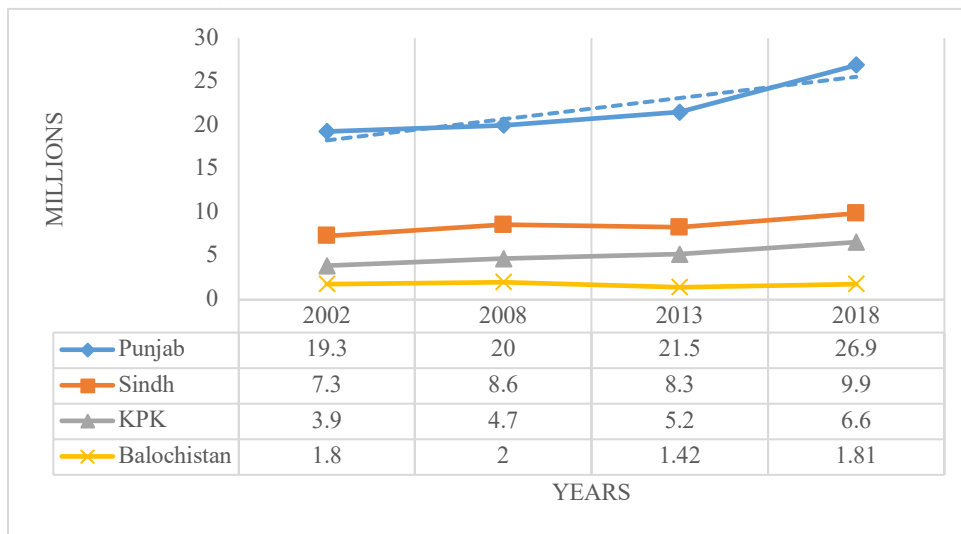


Figure 5 represents the predictions for female labour force participation in Pakistan till the year 2030. From 2003 to 2017, only 27% of the whole population performed in labour force

participation. In light of these statistics, by 2030, only 345 women would be playing their roles in the job sector.

**Figure 6**

*Total No. of Female Registered Voters (in Millions) by Province*



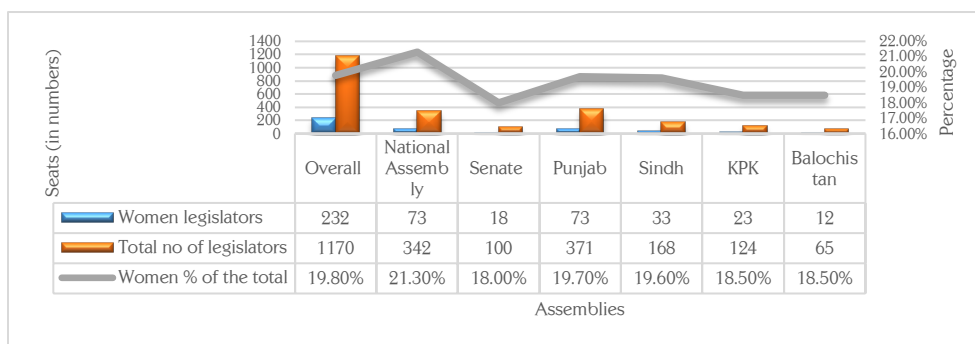
Source: Election Commission of Pakistan

Figure 6 represents the number of female registered voters from 2002 to 2018 province-wise. According to the above chart that Punjab had 19.3 million female registered voters in 2002, Sindh had 7.3 million female registered voters and KPK had 3.9 million while Baluchistan had only and lowest numbers of

1.8 million female registered voters in 2007. But in 2018, in Punjab, there was 26.9 million female registered voters in this regard while in Sindh 9.9 million and in KPK there were 6.6 million female registered voters in 2018 although in Baluchistan there were only 1.81 million female registered voters in this way.

**Figure 7**

*General and Reserved Seats in National and Provincial Assemblies 2002-07 and 2008-13 by Gender*



Source: Election Commission of Pakistan

Figure 7 represents the political scenario in general and reserved seats in national and provincial assemblies from 2002 to 2013 using the lens of gender-wise. According to the above chart, women have 232 total legislators and 73 national assembly seats of women legislators and 18 seats of women in the senate while the total number of legislators is 1170 and the overall percentage of women is 19.80% and in national assembly, the overall

total number seats are 342 and the percentage 21.30%. While in Senate overall seats are 100 and the percentage became 18.00%. In provinces, Punjab has 73 seats for women out of 371 total legislators, and the percentage has 19.70% of Punjab. In Sindh, there are 33 seats of woman legislators out of 168. In KPK, 23 seats of women out of 124 and while Baluchistan has 12 seats of women legislators out of 65.

**Table 3**

*Summary Table*

| Province    | Indicators | Education           |               |                          | Poverty                 |                  | Gender Equality |                            |
|-------------|------------|---------------------|---------------|--------------------------|-------------------------|------------------|-----------------|----------------------------|
|             |            | Developmental Stage | Literacy Rate | Expenditure on Education | Headcount MPI Incidence | Living Standards | Education       | Labour Force Participation |
| Punjab      | Sustained  |                     |               |                          | *                       |                  |                 |                            |
|             | Average    |                     |               |                          |                         |                  |                 |                            |
|             | Improved   | *                   | *             | *                        | *                       | *                | *               | *                          |
| Sindh       | Sustained  |                     |               |                          |                         |                  |                 |                            |
|             | Average    | *                   |               |                          | *                       | *                |                 | *                          |
|             | Improved   |                     | *             | *                        | *                       |                  | *               |                            |
| KPK         | Sustained  |                     |               |                          |                         |                  |                 |                            |
|             | Average    | *                   |               |                          | *                       | *                | *               | *                          |
|             | Improved   |                     | *             | *                        | *                       |                  | *               |                            |
| Balochistan | Sustained  |                     |               |                          |                         |                  |                 |                            |
|             | Average    | *                   | *             |                          | *                       | *                | *               | *                          |
|             | Improved   |                     |               |                          | *                       |                  |                 |                            |

### Discussions

“In the wake of globalization, Education is the only light of human rights, and which is a powerful driver of development and one of the solidest instruments for improving health and lessening poverty, peace, stability and gender equality”. (WBO)

According to Global Competitiveness Index (GCI) that Pakistan's performance is weak in the progress of socioeconomic and education and gender-related elements of

competitiveness to other developing countries. Therefore, this has become proved that Education only plays a pivotal role in the process of development for any region. Literacy is a major keystone of human development and any nation can eradicate poverty. Its impact spans many areas – poverty and gender parity. In the case of Education, Poverty rate, and Gender equality although to plan and execute educational measurement overall region on such a level, it is essential to collect correct data, or it will be difficult to

achieve desired results (NEMIS). Pakistan, being a developing country, has still endeavouring for progress in development in a good sense to cope with under-development problems, but some of its sectors are yet lagging compared to others. Even though Pakistan got success in some areas progressively, thus some areas, Pakistan has become failed to acquire as much prosperity as it required. On one side Pakistan is trying to achieve or fulfil the principles of Sustainable Development Goals because it is committed to accomplishing and another side, has been facing obstacles to implementing these goals all over the country owing to exclusive institutions or dysfunction of institutions. Accomplishing SDGs, the groundbreaking for the global agenda of inclusive development and also observing how much progression has been made in some regions and how to meet the SDGs as a spirit. Therefore, to take the strike of development at every level in the county from the national to provincial level equally and rationally, SDGs are graded and combined to assess the performers of best and poorest. There are some prestige reports divulged that it is hard for Pakistan to accomplish SDGs all over Pakistan's region accordingly till 2030. In the Pakistan region disparity and backwardness can be seen. Though Pakistan has accomplished some of the goals of SDGs in some areas. We can see some of the areas are near the accomplishment of the goals of SDGS, but some areas are still underdeveloped and underprivileged. Therefore, the rational question has arisen that why some areas are still backwards compared to others, however, in the same country. The Punjab province improve in this field there is a 63% literacy rate and a 54 % female literacy rate in 2018 and the other side we see Balochistan where the overall literacy rate is 41% less than the female literacy rate of Punjab and Balochistan female literacy rate is 25%. There is a huge regional gap in this regard for the fulfilment of SDGs. That was one indicator now we discuss the second one "Poverty" Punjab has a 31.3% headcount poverty rate in 2016 and 49.7% in 2004 but in Balochistan where headcount

poverty rate in 71% in 2016 and was 83.4% in 2004. Again, one can see the huge disparity. Now we come to our next goal of SDG, "Gender equality." In the run of gender equality Punjab also scored a good percentage, there is a good performance that can be seen in female education, maternal health care, female political participation and labour force participation. But on the side of the province of Balochistan, there is only 10% labour force participation out of 51 % and female registered voters in Balochistan are only 1.81% out of 4.29% and 12 reserved seats in national and provincial assemblies out of 65. According to a recent Census, Pakistan has 207.762 million population, and from them, 55% population Punjab and only 6% population Balochistan has in 2017 census. When we talk about the recent budget of 2019 then there have been 7,022 billion rupees which are 3,254 less provincial and the minister emphasized that out of total revenue collections, the amount of Rs 3.255 trillion will be distributed under the seventh NFC Award among the provinces that are actual 32% higher than current year's share of 2.465 trillion rupees. In this year 2019-20, 419 billion Baluchistan's budgets have been announced in which Rs 126 billion has been allocated for development projects. Though, the Ehsaas program has been introduced to alleviate poverty and provide social safety. Previous governments also did the same to announce multiple poverty alleviation programs like BISP etc. but they became failed to cope with the situation of poverty measurement especially in Balochistan. According to the Asian Development Bank report of 2019, in the index of Poverty, Pakistan is on sixth number with 24.3% poverty and from that Balochistan has scored the highest number in poverty. Beyond this Pakistan invested GDP 1.1% on Social Protection expenditure.

When we analyse the economic theories in accordance to Pakistan's situation then two theories come fit on it. Modernization theory is a socio-economic theory that explains and defines the very cause that why some of the under-developed countries or nations are still failed to become develop as others are

accordingly. The main assumption of this theory is that certain economic and cultural barriers or unequal practices create hinder the poorer nation to be developed. The cultural stereotypes and orthodoxies and unequal economic practices create obstacles or thwart any nation toward advancement and development progressively. In third world countries and especially agricultural countries where some societal curses are prevalent there like as Tribalistic feudalistic and patriarchal mindsets are also associated with their societies owing to their vicious circle of societal improvised structure. Second theory Path- the dependency theory emphasises the organizations and actors which as a part of institutions according to this theory that in institutions shape up as before associated people should follow what has been already shaped. All works and practices have functioned in accordance with fixed behavioural or attitudes as before that was, like routine work on a specific path, we can say do as conformist mind. These rules or practices are designed by intuitions you just follow blindly in a specific path. Therefore, lots of public policies have been determined by choices which had been made in history and executed on institutions to limit development. In a nutshell, the very notion of path-dependency theory is its yell-out dependency over the path. What had been done before we just follow that institutionally and pragmatically but not rationally? "What is needed, is not matter much, what is done that's matter".

"If we failed to provide quality education, then how we can compete in the modern world and make our nation progressive in the era of globalization and development". According to Human Rights Watch report that Pakistan had been described as among the world's worst poor-performing countries n education n the globe at the 2015 Oslo Summit on Development and Education. There are 22.5 million children that are out of school and in which girls are the most effective population. That has been proved that education is the only tool by which any nation can defeat or tackle problems. Through

education, any nation can alleviate poverty and reach the floor of gender equality. Though some of the areas are performing sound good in the field of development. but there are still huge numbers of out-of-school, most substantial gender disparities in education from across the country, but some areas are worse than others. In Balochistan the province with its lowest percentage of education and also educated women. That is why poverty prevail there since its provincial autonomy (HRW). "And however, money is being wasted, there is no system in order to you need a proper system of checks and balance and thus monitoring with political will. Therefore you have to have the will". Owing to a high level of illiteracy rate in the country the curse of illpolitical instability, disproportionate influence on the country's prosperity and governance due to authoritarianism of civil society and media, violent insurgency and ever-increasing religious and ethnic tensions all current social landscape poison in this all process girls and Balochistan affect the most. Simultaneously lack of proper access to education for girls is solely part of the broader scene of gender inequality in Pakistan. Therefore, the country has reached one of Asia's uppermost rates of maternal mortality (Watch, 2018). "Will I feed my daughter in this unequal resourceful society or educate her". In Pakistan, Balochistan is the least developed region where education is at worst, grinding poverty hindrances seeking education and leads to gender inequality. Balochistan in poverty alleviation measures can only be possible only 6% of the land is cultivable and productivity is low because of the arid conditions. The groundwater is rapidly being depleted. Hence, although Poverty in Balochistan is "shared"; Income-based inequities in human development which are needed attention.

## Conclusion and Recommendations

In conclusion, access to high-quality education is crucial for promoting economic growth, reducing poverty rates, upholding peace and stability, and achieving gender parity in addition to being a fundamental human right. However, Pakistan still has a long



way to go before it can accomplish the SDGs, particularly in the areas of gender equality, poverty alleviation, and education. The province of Balochistan in Pakistan has the worst educational infrastructure, the lowest salaries, and the greatest rates of both male and female illiteracy and poverty. To address these issues, we need a working system of checks and balances, political will, and a focus on income-based inequities in human growth. Only then will Pakistan be able to accomplish its development goals and ensure that its citizens have a better future.

Pakistan's progress towards the SDGs is seriously hampered by ineffective implementation processes, flawed policies, and poor governance. However, the nation may advance towards a sustainable future if the government, civil society, and business sector all collaborate with a long-term vision and determination.

### Recommendations:

- Analyze and interpret the assumptions of modernization theory to identify areas requiring development and investment.
- Implement an educational emergency, ensuring quality education through a vibrant monitoring system and increased budget allocation.
- Introduce poverty reduction programs and follow successful poverty

alleviation policies from countries like China and Japan.

- Introduce legislation on gender equality, ban anti-women cultural practices, and increase gender quotas in education and military departments.
- Foster collaboration between INGOs, NGOs, and governmental institutions, with a focus on accountability and federal-provincial collaboration.
- Consider a democratic budget-making process and introduce participatory budget and decision-making processes at the grassroots level.
- Focus on institutions' development in underprivileged areas to ensure quality education.
- Utilize and invest in provinces' natural resources accordingly to stabilize the region.
- Take actions in irrigation and agriculture to stabilize the province, focusing on employment creation, increasing purchasing power, and government revenue.
- Implement Article 37 of the 1973 Constitution, promoting the eradication of social evils and social justice provisions.

By implementing these recommendations, Pakistan can make significant progress towards achieving SDGs and building a sustainable future for its people.

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