

- Vol. VII, No. II (Spring 2022) ▪ p- ISSN: 2708-2091 ▪ e-ISSN: 2708-3586 ▪ L-ISSN: 2708-2091
 ▪ Pages: 194-207 ▪ DOI: 10.31703/gsr.2022(VII-II).21 ▪ URL: [http://dx.doi.org/10.31703/gsr.2022\(VII-II\).21](http://dx.doi.org/10.31703/gsr.2022(VII-II).21)
 ▪ Citation: Sharif, M., Raheem, A., & Mohan, G. (2022). Bringing Modernization Debate Back in: Inter-Provincial time Series Performance and Forecasting of Key Sustainable Development Indicator. *Global Sociological Review*, VII (II), 194-207. [https://doi.org/10.31703/gsr.2022\(VII-II\).21](https://doi.org/10.31703/gsr.2022(VII-II).21)

Bringing Modernization Debate Back in: Inter-Provincial time Series Performance and Forecasting of Key Sustainable Development Indicator

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Abstract: *This study is aimed at the content analysis of three socioeconomic factors considered central to the sustainable development goals, namely education, poverty, and gender equality comparatively among provinces of Pakistan, keeping in view the framework of sustainable development. For this purpose, secondary data under the quantitative method was used to gather data from the archival of national and provincial level reports. Developing theories are used under the thematic framework. It can place a brick for sustainable development in education, poverty, and gender equality indicators. The least developed region, Balochistan, and its backwardness were mainly focused on. The ten years of official statistics reveal that Balochistan lags in all developmental indicators compared to other provinces. There is a high illiteracy rate, absolute poverty, and gender inequality in Balochistan. Hence, this research would be helpful in policy-making and academic work for the remote or underdeveloped areas of Pakistan.*

Key Words: Inter-Provincial Time Series, Modernization, Sustainable Development Goals, Performances

Introduction

As a South Asian state, Pakistan has unique social, political, religious, and economic characteristics. As a developing country experiencing development in different aspects, Pakistan is at the crossroads of progress. Institute of strategic studies Islamabad (ISSI). A national outlook has been developed to contextualize the SDGs at the regional level in order to improve public social service delivery in preparation for the global agenda's implementation. Goal 4 of the Sustainable Development Goals protects the educational framework in order to advance the education arrangement. The federal government has decided to strengthen its working relationship with the provinces by providing as much assistance as possible to ensure the successful implementation of all SDGs, including those related

to education. Survey of Educational Statistics in Pakistan (PES 2017-18).

The whole learning situation is grounded on essential displays like enrolment rates, the number of institutions, educational budgets, gendered-wise literacy and instructors with veteran minor enhancement. The total number of national acceptances in 2016-17 was 48.062 million, up from 46.223 million in 2016 (Pakistan Education Statistics, 2015-16), with Punjab males 72% and females 54%, Sindh males 67% and females 44%, KPK male 72% and female 36%, and Balochistan male 56% and female 24%. (Pakistan Education Statistics, 2017-18). Pakistan's provincial report shows that the provinces' performance regarding literacy, for instance, is enjoying rapid growth in education and other socioeconomic indicators. Some areas of Pakistan

were facing deprivation and considered very poor compared to others. (PES). Overall performance, Pakistan's educational system consists of 317,323 institutions cooperative 50,292,570 students and 1,836,584 instructors. The structure is made up of 196,998 public and 120,273 private institutions. Pakistan education poll (PES) The public sector serves 28.68 million scholars to complete their education, while the private sector serves 21.60 million students. Pakistan's literacy rate among people aged 15 and up is 57.9% male, 69.5% female, and 45.6%. (Pakistan Education Statistics, 2017-18). The primary indicator and goal for development in terms of sustainable development is to measure the poverty rate.

There are three main dimensions of poverty to measure: health, education and living standard. Proceeding decades, Pakistan's poverty headcount has countersigned an insistent national-level decline. The proportion of people living under the poverty line has dropped from 50.4% in 2005-06 to 24.3% in 2015-16, although a decrease in poverty spectacles is more significant in urban areas than rural areas, according to the economic survey of Pakistan report 2017-18. The Multi-dimensional Poverty (MP) principle recognizes poverty as a multifaceted spectacle that imposes numerous facets of deprivation. A team from the Planning Commission and UNDP developed the MPI guesstimates for Pakistan. The MPI has three dimensions: health, education, and living standard. But at the regional level picture is somehow portrayed differently. When we come to the provincial statistic for poverty rate, Baluchistan has fallen in lag compared to other provinces.

Punjab's poverty index stands in Headcount MPI Frequency at 31.5; the urban area contains 6.5, and the rural fall at 43.9. Sindh stands in the Headcount MPI Frequency percentile at 43.2%, in urban at 10.5 and rural is 75.7 per cent. KPK falls in Headcount MPI Frequency 49.1 per cent, in urban 10.2 but in rural situation stands 57.7 per cent. Baluchistan falls on the highest percentile, with 71.0 in urban, 37.4 in rural, and 84.5 per cent. According to Pakistan economic survey, Baluchistan has scored the uppermost rural poverty proportion; 62 per cent of people of Baluchistan are living in rural areas below the poverty ratio.

Conversely, Sindh has the widest disparity between rural and urban poverty, at nearly 30

percentage points. The urban-rural divide in Punjab and KPK was 13 and 15 percentage points, respectively. This gap specified that 80 per cent of Pakistan's had sustained live in rural areas. The World Bank report illustrious that districts varied approximately in poverty: the most affluent district Abbottabad at a headcount proportion of 5.8 per cent, and the poorest district of Balochistan (Washuk), at 72.5%. The massive majority of the 40 poorest districts were in Balochistan, shadowed by the Sindh World bank Report of 2017-18.

Gender equality occurs when men and women have equal rights and opportunities in society, including economic participation, political participation, and decision-making authority. All rights are provided equally without prejudices. Unfortunately, there is a vacuum in comparative studies of gender equality among provinces in Pakistan. Gender equality is an extended term with various determinants to be measured. Globally, primarily 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 2018*, When it comes to gender equality, Pakistan ranks 148th out of 149 countries. Educational attainment, wage distribution, health facilities, and political participation have all been included in the GGGI. The World Economic Forum (WEF) report focuses on four areas: economic participation and opportunity (Pakistan is ranked 146), educational attainment (139); health and survival (145); and political empowerment (97). A report in 2007 by the sustainable development policy institute in the co-operation of JICA, named Pakistan: Country Gender Profile, showed the comparative gender equality percentage among the provinces of Pakistan.

Literature Review

To bridge the gap between economic development and environmental stability, Brundtland Commission published a report titled "Our Common Future" in 1987 (Robert Jame, [2015](#)). This report introduced the concept of sustainable development. Commonly sustainable development is the development which gratifies the needs of present and can satisfy the needs of future generations (United Nations general assembly, 1987). Initially, the aim of sustainable development was thought to be only environmental

policies and advancement strategies. Being a vague definition, by the 20th century, many theorists argued that a compromise between the environment and economy is not needed for sustainability (Emas, 2015). Sustainable development has a prominent feature, which is intergenerational equity. It does not, however, limit the concept but emphasizes the agenda. The overall goal of sustainable development is to achieve economic growth while minimizing environmental impact; this is only possible by recognising and integrating economic, environmental, and societal concerns throughout the execution process (Emas, 2015). In the world of change, education is the necessary pillar to play a role in transforming lives in a complex and rapidly transforming world (Irina Bokova). Education is a well-known field with one of the highest long-term concepts of returns on investment in overall development goals. (Delors 1996).

In sustainable human development, only education serves an essential role by effectively implementing this goal to bring change across the development goals. On one side, education effectively aids in eradicating and reducing poverty; this goal plays a role in economic growth (Polacheck 2007). In every corner of life, education plays its position, even though in the health sector, education plays to lessen the disease in the concept of awareness and social equity. Education positively affects health more than income or employment (Lochner, 2010). The involvement of education at the primary level leads to a 50% lessen in child mortality rates. However, an educated mother is more concerned with the health of her children (as cited in MacKinnon, 2012). Education has a strong link with the improvement of civic sense in development and political stability (Center for Global Development 2006). Education is an agent for change and transformation and through education, the concept of service to the environment can be built smoothly not only serves a critical interest of humans (Roux, 2016).

Commonly it is supposed that education eventually reduces the poverty desired for sustainable development (Duke, 1987). For the reduction of poverty, it must 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. Since their introduction in 1999, poverty reduction strategy papers (PRSPs) have become a central instrument in development cooperation. The Bretton Woods institutions were presented as very comprehensive, results-oriented, and effective policy frameworks for poverty reduction. They are made new architectural aid at the foundation, which is distinguished by strengthened country ownership of and participation in the development process. (Hugé, 2007).

Many women's rights activists are relieved that the note of gender equality has remained prominent within the SDG framework, following attacks on women's rights around the world. Goal 5 is about it, and its purpose is to achieve gender equality and empower women as men do; the sounds are very similar to MDG 3. Its goals are broader, encompassing eradication of discrimination, zero tolerance for violence against women, as well as sexual and trafficking, and all other forms of exploitation, and zero tolerance for child marriage or forced marriage. Finally, even though the SDGs are very important in this regard to impact the path of the world about effective opinions and concepts to understand these development issues, this is not only a multilateral concern agreement for countries to provide an equal room for women as men have, this can only possible by applying fully the goal of 4 of SDG in their constitutional framework as an essential part, this thing push country structure from under-development to development. Women must access all sorts of opportunities as men have this phenomenon of rights which has been integrated with development and sustainability is required in this process. As the flourished figure of development portray that women are the nation builder so this necessary to engage them as we engage men for country development (Staszewske, 2015).

In the rational ground, SDG has two main faces, the first positive side in which there is very least partially transformation of the notion of development. And development is not merely or narrowly conceived as a purely economic process. However, it is understood holistically as including socioeconomic and political dimensions, as well as, most importantly, its integrals sustainability- akin in core relation to eco-system, biodiversity, consumption, the mission for a healthy world, and sustainable production. As a result, this concept is rationally comprehended from the flow of the very

principle that gender equality is linked with climate justice, and gender equality is essential as an ecosystem for development and social sustainability. (Koehler, [2016](#)). Some of the well-recognized national reports said that it is hard to accomplish SDGs for Pakistan by 2030. Because the regional backwardness and disparity can seem in Pakistan. Urban Punjab, whereas Baluchistan rural is at the bottom and KP Urban has done rationally well, however, these regions are even behind the target. There is also needed to do hard in the sphere of education, health, poverty, and water and no hunger in all areas. 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 (Maida Umar, [2018](#)).

Theoretical Framework

Modernization Theory: A Mediator of Development and Under-development

Modernization theory is an economic theory which explains why poor nations are failed to develop. It suggests that there are certain cultural and economic barriers which hinder the poorer nation to develop (Karl, [2015](#)). Thus, one interpretation of the term "modernization" is the process of socioeconomic change (Huntington 1968, Inkeles 1969, Lerner 1958, Levy 1966, Schwartz 1972). Another perspective articulates modernization not only as a change but also as a reaction or pushes to change. (Eisenstadt 1966). Under the light of modernization theory, the following are those cultural and economic barriers:

Economic and Traditional/Cultural Barriers in the way of Development

The modernization theorists claim that there are many socioeconomic barriers that thwart outmoded societies from building and compel them to become poor and uneducated nations. This concept emphasises that owing to socioeconomic barriers things went wrong towards prosperity for underdeveloped countries. The cultural barrier has been viewed as internal to the country, and it is fundamentally its fault that they are poorer or more backward than the developed world. On the other hand, Western culture is viewed as having a larger culture that has allowed it to develop (Karl, [2015](#)). Some traditional norms and values do not inspire change and economic growth as compared to moderate societies. There is the sole connection between the very concept of traditional societies with an underdeveloped area where there are strong practices of tradition, there is a lack of change economically because their norms and value resist adopting change. In traditional societies, the division of labour is simple due to which individuals have fewer skills and specializations. As a result, people rely on a few dozen people in their communities to meet their basic needs. And religion is the preliminary entity in any traditional society which resists change. Stronger community and familial bonds create a sense of collectivism reducing individual freedom. The standard of meritocracy is very poor owing to effective relationships and Traditional societies are solely patriarchic: gender biased.

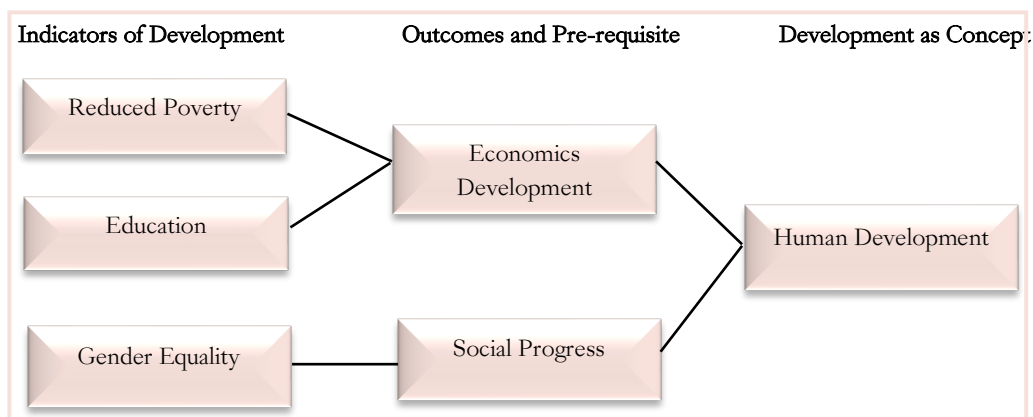


Figure 1

The abovementioned model is explaining the inter-relational or inter-connected effects of each indicator with one more and the aim of portraying these outreach impacts of each variable. Therefore, the core purpose of this research is to measure the inter-connected effects of predictors above the procedure of indicators. That's why the researcher is going to build a theoretical framework with given models and various theories to justify and generate rational and dialectical assumptions and arguments about his topic.

Modernization Theory as Developmental Strategy: Emphasize Education, Poverty Alleviation and Gender Equality

Modernization theory also suggests how countries should develop economically and sustainably. Being an economic theorist, an economist (Rostow 1960), believed that a foreign aid injection can help poorer countries to develop. To him, this can jolt society towards economic growth overcoming cultural barriers. Rostow gave 5 stages of development as development is (should be) an evolutionary process. For Rostow, Economic assistance can take the form of training, education, economic investments, and so on. Various theorists emphasized various western aids, interventions, or assistance (as the west is the developed region). Many theorists, for example, argue that education is the most important because it strengthens fundamental Western values and norms like universalism, individualism, competition, and

triumph as measured by external forces. (Hoselitz, 1960). If the Western model of development is shown to be inapplicable to traditional societies, much of the debate over modernization theory will assume that development is a linear process. (Rostow 1960).

According to enlightenment thinkers, modernization is a term that refers to both economic and human development (McMichael, 2011). Human development eventually encircles both individual and societal advancement (Fourie, 2012). Social progress, as an umbrella term, is the acceptance of international human rights, with gender equality as a component. (Fredman, 2015). In this regard, education affirms individual beliefs in gender equality (Yu, 2013). Furthermore, Gender equality can be viewed as the result of favourable socioeconomic conditions in which men and women have equal opportunities and treatment (Wenet, 2016). In economically developed nations, economic growth is a self-sustaining process with ongoing innovation, change and progress (Bernstein, 1971). The main assumption which plays an effective role in the frame of development or thwarts development is traditional or cultural footprints and barriers that's why research draws a theoretical model for this regard to further justify modernization theory below.

Traditional and Cultural Barriers to Development

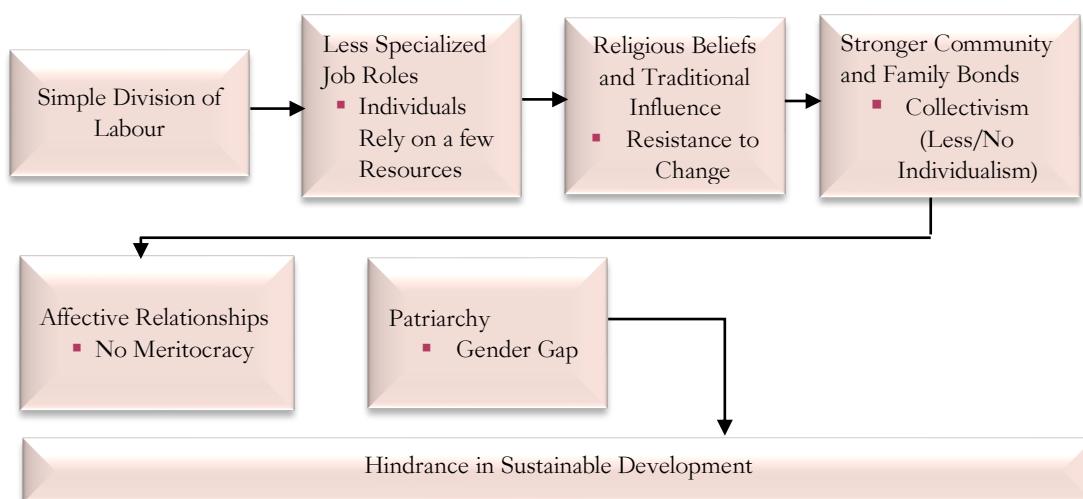


Figure 2

Methodology

Comparative and longitudinal

In the process of longitudinal designs, the content analysis along with secondary data utilization are engaged and used as a research design; a very fixed sample of population items and elements has been

repeatedly at the same variables. So, this study is based on a comparison between provinces of Pakistan longitudinally, over time. The major purpose to select comparative and longitudinal research design is to analyze the inter-provincial development from 2001-2018.

Reports used for various Indicators

Table 1

Education		
1.	Pakistan Economic Survey (PES)	2001-2018
2.	Pakistan Education Statistics (PES)	2001-2018
3.	Federal Bureau of Statistic	2001-2018
Poverty Reduction		
1.	Pakistan Social Living Standard Measurement Report	2007-2017
2.	Poverty alleviation report (Federal Bureau of Statistics)	2007-2017
3.	Pakistan Economic Survey (PES)	2007-2017
Gender Equality		
1.	Election Commission of Pakistan Reports	2002-2018
2.	Pakistan Social Living Standard Measurement Survey (PSLM)	2007-2017
Population		
1	Census reports from the Pakistan Bureau of Statistics	1998-2017

Following is the list of resources from where data is collected for analysis:

Methods of Data Collection: Secondary Analysis of Existing Statistics

This study is based on secondary data analysis trends to research findings and used to already collect data which has been collected by others previously. A quantitative methodology has been used as a

scientific procedure and with the lens of an explorative way of technique. Content analysis has been introduced as a method.

Population: Identifying the Data Sets

Population: Data Sets

Table 2

Sr. No	Surveys & reports	Years
1	Pakistan Economic Survey (PES)	2001-2018
2	Pakistan Education Statistic (PES)	2001-2018
3	Pakistan Social Living Standard Measurement Survey (PSLM)	2007-2017
4	Census Reports	1998-2017
5	Election Commission of Pakistan Reports	2007-2017
6	Poverty alleviation report (Federal Bureau of Statistics)	2007-2017

Sampling: Evaluating the Data Set

Preparing the Data Sheet

After the secondary and using the explorative lens, data were collected from various national sources then data sheets were created. In this study, the

researcher used some quantitative steps and software to prepare a data sheet. The research steps were into two parts, the first descriptive data sheet and the second was an inferential technique was used in SPSS 25 software. In descriptive analysis numbers of charts and graphs were drawn such as Pie charts,

Combo charts, and clustered column charts were used and in an inferential manner, the researcher used ANOVA and linear tests in a suitable and fragmental way in his research.

Analysis Plan

After the collecting of Secondary data from various national and provincial surveys and sources then transcribed by the researcher in a basic content analysis manner. From tabular forms to charts and graphs by using software of SPSS and MS Excel. The research used the lens of explorative and content analysis quantitatively.

Ethical Considerations

The research ethics were also taken into consideration for this current study. Data were based on secondary data, even though simultaneously research avoided the controversial sides because all source was taken from national and provincial surveys. Rational and reasonable concern was always used in this research to clear the sentiments of ethics. Albeit, from the very beginning things and matters, took seriously by using rational concerns. Hence, it is clear and ensured that this research information has been used in a sincere way without hurting anyone's sentiments and feelings. In this research work, the researcher tried to focus on the epistemology and ontology of neutrality.

Research Findings

Descriptive Analysis

Analysis of Education Across Provinces

County Profile

- (a) The Net primary enrolment rate (%) and 95.0 value
- (b) The Mean years of schooling and value scored 8.1
- (c) The literacy rate of 15-24 years old hence both sexes % and Pakistan value-scored in this regard is 98.7
- (d) The GDP percentage on educational expenditure is 2.8 and the governmental expenditure total is 13.8

Source: World Bank Report

Punjab

According to a World Bank report that in Pakistan

Punjab is accomplishing gigantic results in the field of education. From 2017 and 2018, Punjab has improved its status in enrollment ratio by 1 million students from 11.3 to 12.3 million students drastically and rapidly. Since 2016, the province has managed to hold 100,000 new teachers by conducting and introducing a meritocracy system. The early childhood education policy was introduced and implemented. Therefore today, 2.6 million students are taking education in public and private programs which are led by the Punjab Education Foundation. The education system was transformed from a traditional method of teaching to modern teaching in the 6-month LND exams. In Punjab, the year 2017-18 has been announced as the year of learning.

Sindh

The Sindh government has been implementing an effective Education Sector Reform Program to enhance and improve governance and significant accountability in the education sector. This report portrays the improvement of education infrastructure through approximately 4500 schools. There is a realization of teacher training and availability in the classroom. Early childhood educational policy was introduced but not scored enough numbers as the fixed. Although the government is providing necessary things. Modern educational training was introduced in the matter of teacher training. The Sindh school monitoring system has been introduced and allowed the education department to make and take evidence-based decisions for education and its improvement.

Balochistan

According to a World bank report the Balochistan government has received thirty-four million dollars from the Global Partnership of Education to enhance and expand access to quality education. Although the educational project of Balochistan has assisted to operationalize and functionalize more than 900 schools across the province and these further include more than 700 schools. And schools 100 were upgraded. And the other side 72% of girls' school enrollment makes it possible after the retention of children in almost 700 schools to get a comprehensive Early childhood education (ECE).

Literacy ratio

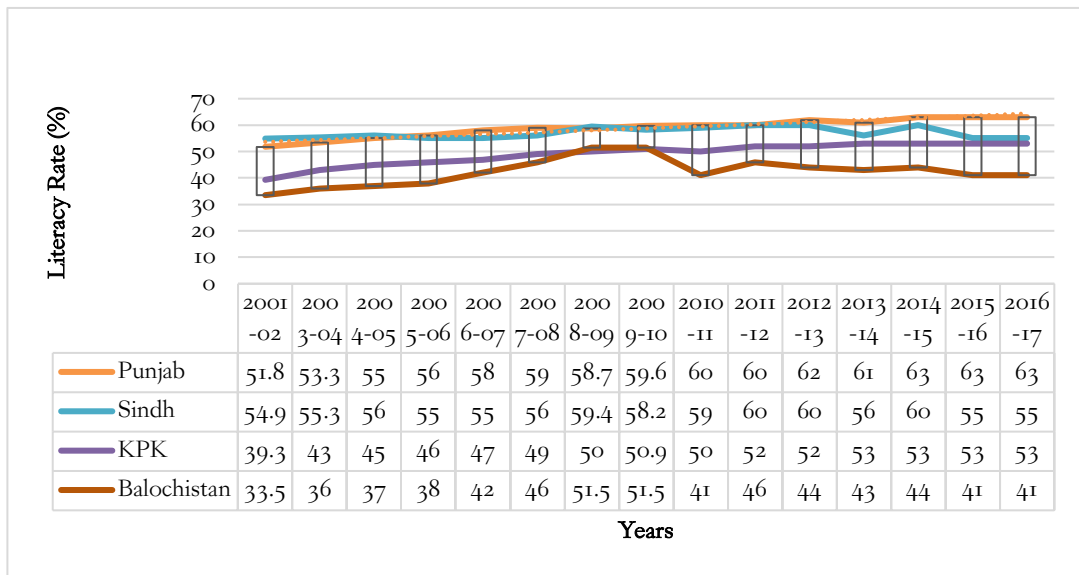


Figure 3: The result of Literacy Rate (%) by Province

Source: Pakistan Education Statistic Report & Pakistan Economic Survey Figure: Literacy Rate (%) of Male by Province

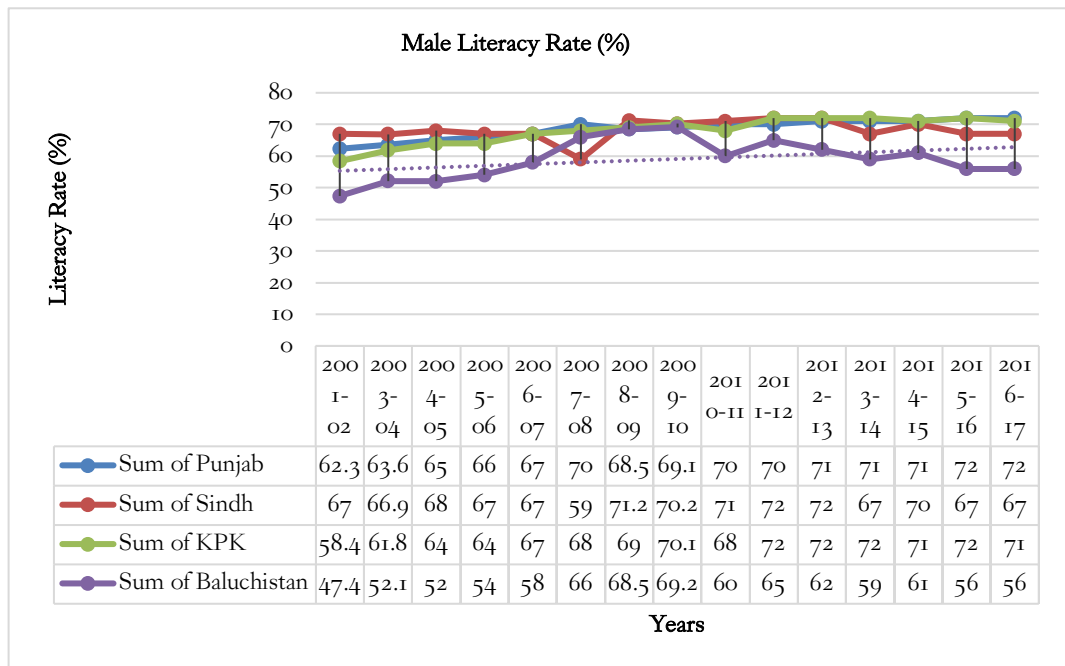


Figure 4: Male Literacy Rate (%)

Source: Pakistan Education Statistic Report & Pakistan Economic Survey

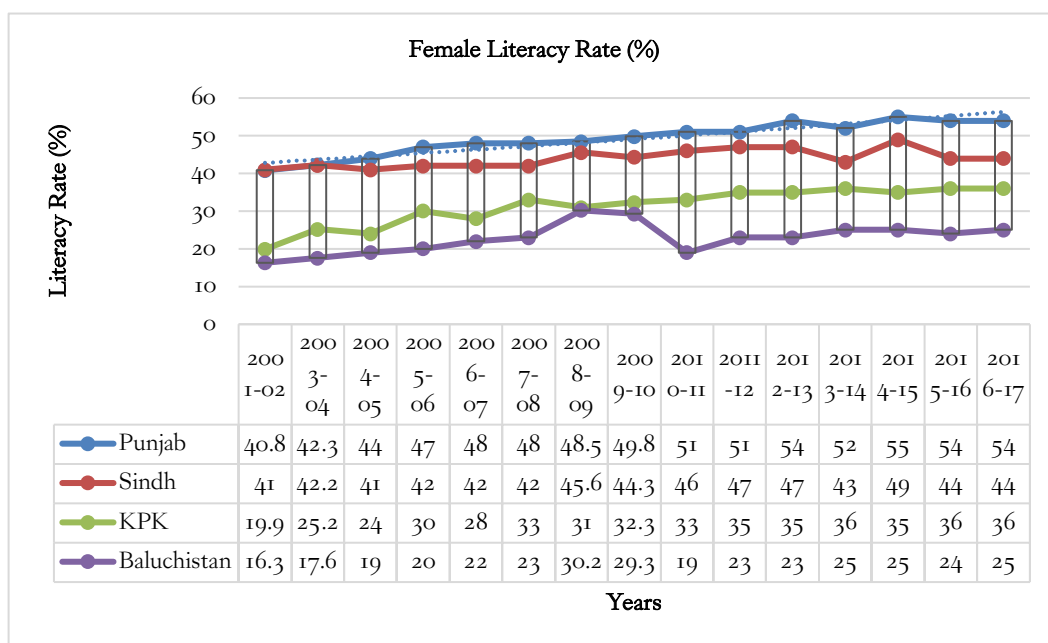


Figure 5: Literacy Rate (%) of Females by Province

Source: Pakistan Education Statistic Report & Pakistan Economic Survey

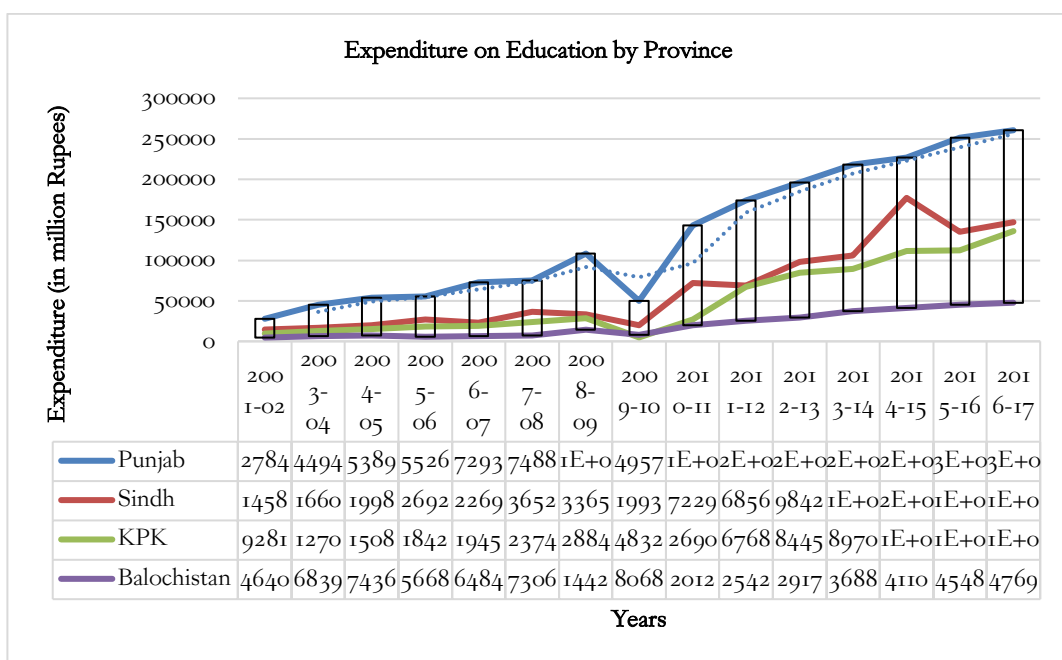


Figure 6: Expenditure on Education accordingly (Total) by Province in Million

Source: Pakistan Education Statistic Report & Pakistan Economic Survey

According to the Multi-dimensional Index (MPI), approximately 39 per cent of Pakistanis live in multidimensional poverty (MDP), with Balochistan having the highest poverty rate while Punjab has the lowest. In Pakistan, the MPI showed a strong, with the country-level poverty ratio declining from fifty-five per cent to thirty-nine from 2004 to 2015. Although progress in Pakistan's various regions is uneven. In metropolitan areas, it is 9.3%, while in the country's far-flung areas, it is 54.6%. Disparities exist across provinces as well. Balochistan (71%) is represented in MDP. KPK has 49% poverty, Sindh has 43%, and Punjab has 31%.

Education inadequacy accounts for 43% of MPI, followed by living standards, which account for nearly 32%, and health, which accounts for 26%. These numerical findings, however, have confirmed that social indicators are frail in this regard in Pakistan, thus where an economic indicator shows somehow a healthy gesture. 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. Its reverberations of deprivations of the experience of people with respect to health, the standard of living and education, thus a more exhaustive way of understanding and lessening poverty.

End Poverty SDG 1

In FY19, the poverty rate is expected to gradually decline. The international poverty headcount using the \$ 1.90 poverty line has been estimated at 3.1% for FY19, down from 4% in 2015 but the most recent official figures. Thus, poverty at the \$3.2 poverty line is estimated to have fallen by approximately 3.4% points over time, to 31.2%, and applying the \$ 5.5 poverty line to 72.6 %. (2.8 % points decline since).

Headcount Multidimensional Poverty Index (MPI) Incidence

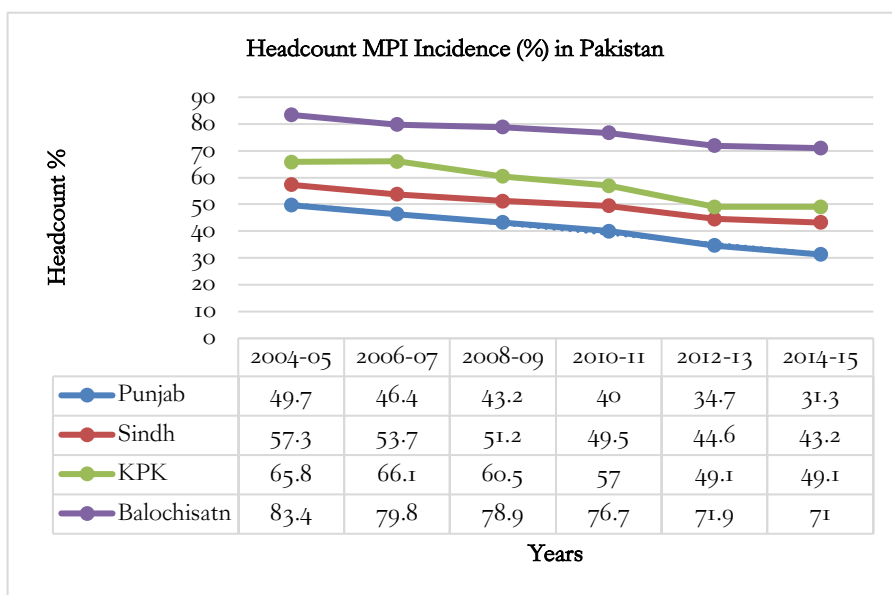


Figure 7: Headcount % Multidimensional Poverty Index (MPI) Incidence in Pakistan

Table 4. 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

Years	Area	2004-05	2006-07	2008-09	2010-11	2012-13	2014-15
Punjab	Overall	55.2	52.5	49.3	46.5	40.8	38.8
	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
Sindh	Overall	49.7	46.4	43.2	40.0	34.7	31.3
	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
Khyber Pakhtunkhwa	Overall	57.3	53.7	51.2	49.5	44.6	43.2
	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
Balochistan	Overall	65.8	66.1	60.5	57.0	49.1	49.1
	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

Gender Parity

Gender parity and women's rights are concepts and goals related to SDG-5, which is also linked to the MDGs. Thus, Gender analysis was weak or non-existent in the 'other', non-gender, or non-MDGs, but it is strong in the SDGs, and many gender-related concerns are clearly articulated in the non-gender goals. With its placement in MDGs 8 of the 17 SDGs, the range and analysis of the SDGs are broader. Goal 5 is founded on long-term gender analysis and gender equality, which acknowledges gender inequality as having political, economic, and social dimensions that are all interconnected. In comparison to the SDGs, the primary focus of Goal 5 and its targets is both quantitatively and qualitatively developed. Focus toward the very basic concept that No one would be Behind relatively and equally treatment will be prevailed in all matters for the sake of development to implement all the

concerns of the SDG agenda, although Goal 5 is interconnected with all other goals and associated expectations with development of society by eradication the gender equality is concerned for the contemporary world, and it requires for their survival to implement these goals. (Valeria Esquivel, 2016).

- (a) The Unmet demand for contraception required, estimated women married or in a union, age from (15-49), Pakistan has scored 45.3 value in SDG 5
- (b) Female to male, male to female, mean years of 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

Table 5. The trend in defined labour Force Participation percentage by Province, Gender wise and Region Age (15-64)

Province	2003-04			2010-11			2013-14		
Gender	Female	Male	Total	Female	Male	Total	Female	Male	Total
National	19	89	54	26	89	58	26	89	58
Punjab	26	90	58	31	89	60	35	89	61
Sindh	8	87	50	18	90	56	16	88	54
KPK	13	88	48	19	87	51	17	88	51
Balochistan	9	87	51	11	90	54	9	88	52
2017-18									*Augmented
	Total			Male			Female		
National	60			89			27		
							36.9		

Province	2003-04	2010-11	2013-14	
Punjab	64	91	36	37.5
Sindh	55	88	18	37.5
KPK	52	87	18	35.1
Balochistan	51	87	10	33.1

Discussion and Conclusion

The main purpose of this research is to explore the factors and consequences that lead towards a matter of prosperity and differences among provinces, regarding structural and human developmental accomplishment to the basic objectives of sustainable development goals. The design of the research is used exploratory. The epistemology of this study is based on content analysis with quantitative methodology and secondary data collection method, different national and provincial surveys and reports are used to gather data which are named Pakistan Economic Survey (PES), Pakistan Education Statistic (PES), Pakistan Social Standard Living Measurements (PSLM), Federal Bureau of Statistic reports, Poverty Alleviation reports and Election Commission of Pakistan reports. And is based on longitudinal years-wise dates from 2001 to 2018. In this study, some of the very developmental theories are used to justify and signify the research which is modernization and path-dependency theory. The study has revolved around three main indicators of Sustainable Development Goals (SDG) and their sub-indicators namely Education; Literacy rate, Expenditure on education, Institutions, and

facilities which are measured by province and gender-wise. Poverty; Headcount ratio according to Multidimensional Index, Health, Living Standard. Gender Equality; Labor Force Participation, Political Participation, Literacy rate and Health standards of woman comparatively. When data was gathered from different national sources statistically then interpreted and analyzed by drawing charts and putting statistical tests to reach valid and reliable consequences. The findings of this study were explored and analyzed by distinguishing cultural and socioeconomic developmental and under-developmental factors. Therefore, this study found that these three indicators of SDGs in four provinces of Pakistan, are developed and progressed enough accordingly but in the majority of cases, the result was paralleled and equal except in the case of Balochistan. These three main developmental indicators have been enough and average accomplished Punjab, especially in the run of education, poverty reduction and gender equality Punjab scored a good number in this regard and Sindh is followed back by Punjab and KPK is also a bit near with this sound score, but Balochistan is far behind in the run of development and accomplishment of SDGs indicators.

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