

Education-related Sustainable Development Goals (SDGs)



Sustainable Development Goals

With the Millennium Development Goals (MDGs) about to retire and the more elaborative Sustainable Development Goals (SDGs) ready to take field, the focus now is on the targets associated with the goals, the indicators to be used to gauge the progress of countries and the reforms needed to ensure that the proposed SDGs are met within the next 15 years.

SDGs are the proposed goals related to future international development. These SDGs are accompanied by targets and will be elaborated through measureable outcome indicators. These goals will replace the MDGs as they expire by the end of the current year 2015. A total of seventeen (17) proposed goals to be attained by 2030 have been outlined in this regard. These are to:

 1 NO POVERTY	End poverty in all its forms everywhere	 10 GLOBAL PROSPERITY	Reduce inequality within and among countries
 2 NO HUNGER	End hunger, achieve food security and adequate nutrition for all, and promote	 11 SUSTAINABLE CITIES AND COMMUNITIES	Build inclusive, safe and sustainable cities and human settlements
 3 GOOD HEALTH	Attain healthy life for all at all ages	 12 RESPONSIBLE CONSUMPTION	Promote sustainable consumption and production patterns
 4 QUALITY EDUCATION	Provide equitable and inclusive quality education and life-long learning opportunities	 13 PROTECTING PLANET	Promote actions at all levels to address climate change
 5 GENDER EQUALITY	Attain gender equality, empower women and girls everywhere	 14 LIFE BELOW WATER	Attain conservation and sustainable use of marine resources, oceans and seas
 6 CLEAN WATER AND SANITATION	Secure water and sanitation for all for a sustainable world	 15 LIFE ABOVE WATER	Protect and restore terrestrial ecosystems and halt all biodiversity loss
 7 SUSTAINABLE ENERGY	Ensure access to affordable, sustainable, and reliable modern energy services for all	 16 PEACE AND JUSTICES	Achieve peaceful and inclusive societies, rule of law, effective and capable institutions
 8 GOOD JOBS AND ECONOMIC GROWTH	Promote strong, inclusive and sustainable economic growth and decent work for all	 17 PARTNERSHIPS FOR THE FUTURE	Strengthen and enhance the means of implementation and global partnership for sustainable development
 9 INNOVATION AND INFRASTRUCTURE	Promote sustainable industrialization		

The MDGs have been criticized for being too narrow and applicable only to the poor countries and to be achieved through the support of the wealthy nations. On the other hand, the proposed SDGs are broader in scope and are applicable to all the countries. MDGs were expected to take the nations halfway to the goals, however, the SDGs aim at reaching to the statistical zero and finish the task at hand.

Proposed SDG 4 related to education aims at finishing the task of universal primary education by reaching out to the remaining out of school children and focusing on quality of education rather than enrolments as the progress indicator. Education-related SDGs also relate to improving access to lower secondary education in order to meet the requirement of children completing primary education.

1	By 2030 ensure all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes
2	By 2030 ensure equal access for all to affordable quality tertiary education and life-long learning
3	By 2030 increase by x% the proportion of children able to access and complete inclusive quality pre-primary education and other early childhood development programmes
4	Achieve universal youth literacy and basic numeracy and an increase by x% of adult literacy and basic numeracy by 2030
5	By 2030 increase by x% the number of young and adult women and men with the skills needed for employment, including vocational training, ICT, technical, engineering and scientific skills
6	By 2030 ensure that people in vulnerable situations and marginalized people including persons with disabilities and indigenous peoples have access to inclusive education, skills development and vocational training aligned with labour market needs
7	By 2030 integrate relevant knowledge and skills in education curricula and training programs, including education for sustainable development and awareness raising on culture's contribution to sustainable development
8	By 2030 ensure that all schools and other educational institutions provide safe, healthy, non-discriminatory and inclusive learning environments for all
9	By 2030 enhance the quality of teaching through promoting training for teachers

Education-related Sustainable Development Goals

Proposed SDG 4 'to provide equitable and inclusive quality education and life-long learning opportunities to all' relates directly to education. The targets outlined under this goal include:

The proposed goal 5 of attaining gender equality also partially relates to education as two of its targets are to 'ensure equal access to quality education and eliminate gender disparities at all levels of education and training' and 'promote the availability of gender disaggregated data to improve gender equality policies, including gender responsive budgeting'.

Progress against education-related Millennium Development Goals

MDGs are to end this year. It would be relevant to see the progress that Pakistan has made on MDG 2 and 3 which

relate to education. Goal 2 of universal primary education (UPE) aims at achieving 100 percent enrolment and completion rates at primary level and an overall literacy rate of 88 percent by 2015.

Pakistan's net enrolment rate at primary level stands at 57 percent, the completion rate to grade 5 hovering around 54 percent and the literacy rate 30 percentage points behind the proposed target of 88 percent. Table 1 presents an overview of the state of MDG 2 at national and provincial level.

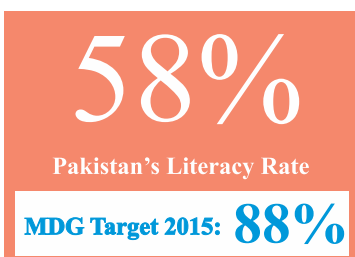


Table 1: Pakistan's progress towards MDG 2 by 2013-14

Indicator	MDG Target 2015	Pakistan	Punjab	Sindh	Khyber Pakhtunkhwa	Balochistan
Net Primary Enrolment Rate (5-9 years)	100%	Total: 57% Male: 60% Female: 53%	Total: 64% Male: 66% Female: 63%	Total: 48% Male: 53% Female: 43%	Total: 54% Male: 62% Female: 46%	Total: 39% Male: 46% Female: 30%
Survival Rate to Grade 5	100%	Total: 54% Male: 56% Female: 52%	Total: 56% Male: 56% Female: 55%	Total: 43% Male: 44% Female: 41%	Total: 64% Male: 71% Female: 57%	Total: 43% Male: 45% Female: 39%
Literacy Rate (10 years and above)	88%	Total: 58% Male: 70% Female: 47%	Total: 61% Male: 71% Female: 52%	Total: 56% Male: 67% Female: 43%	Total: 53% Male: 72% Female: 36%	Total: 43% Male: 59% Female: 25%

Sources: Pakistan Economic Survey 2014-15 and Pakistan Education Atlas 2013

On MDG 3 of promoting gender equality in education at all levels by 2015, Pakistan still has a long way to attain gender parity with disparities among the provinces. Table 2 presents the current state of gender parity in education in Pakistan.

Table 2: Pakistan's progress towards MDG 3 by 2013-14

Indicator	MDG Target 2015	Pakistan	Punjab	Sindh	Khyber Pakhtunkhwa	Balochistan
Primary Education (5-9 years)	1.00	0.88	0.95	0.81	0.74	0.65
Secondary Education (14-15 years)	0.94	0.84	0.95	0.84	0.62	0.45
Youth Literacy (15 years and above)	1.00	0.80	0.87	0.77	0.60	0.51

Sources: Pakistan Economic Survey 2014-15

Pakistan's Roadmap towards achieving education-related SDGs

Achieving targets outlined against the SDGs is a mammoth task which will remain eluded unless the following 4 R are undertaken by the government:

1. *Realigning the Policies*

A review of the progress on MDGs portrays policy misalignment with the desired outcomes. In order to close the gap between the desired and achieved outcomes in the next 15 years, there is a need to revisit the education policy and align it with the targets outlined in the SDGs. This should be done in consultation with all the stakeholders including the civil society. Quality has to be the main driver of any realignment if Pakistan is to achieve education-related SDGs. The policy commitment needs to be matched with required funds and the implementation processes.

4R of Roadmap to SDGs

- 1 Realigning the Policies
- 2 Recalibrating Education Sector Plans
- 3 Recalculating the Finances
- 4 Responsive Monitoring and Evaluation

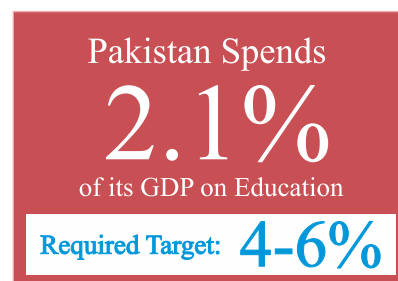
2. Recalibrating Education Sector Plans

Education sector plans developed by all the provinces while moving towards MDGs for better results should be strategically and operationally recalibrated for SDGs in order to provide equitable and inclusive quality education and life-long learning opportunities for all in the country.

In this regard, the participation of the civil society should be institutionalized and ensured in the development of such plans. Not only it will make the process participatory but it will also provide the civil society a watch dog's role during the implementation of the education sector plans.

3. Recalculating the Finances

The Incheon declaration urges the governments to allocate at least 4-6 percent of their GDP and/or at least 15-20 percent of the total public expenditure on education in the coming years if they are to achieve the post 2015 agenda. Pakistan is currently spending more than 20 percent of its total budget and 2.1 percent of its GDP on education (I-SAPS, 2014). However, not only it is important to spend a significant portion of government budgets on education but it is also necessary to enhance the size of the overall budget. Focusing on increasing the size of budgets, the Incheon Framework for Action (FFA) calls for expanding the tax base and ending harmful tax incentives. Pakistan tax to GDP ratio has been hovering between 8.5 to 9.7 per cent in the last 10 years. The recently released Pakistan Economic Survey 2014-15 mentions a number of initiatives taken by the Federal Board of Revenue (FBR) to broaden the tax base and to withdraw the tax exemptions and concessions. However, it is yet to be seen if such initiatives would add tangibly towards increasing the tax to GDP ratio in the upcoming years. Given the magnitude of educational challenge faced by Pakistan, enhanced financial support of international development partners¹ will also be needed in order to provide inclusive and equitable quality education to all the children in the country.



4. Responsive Monitoring and Evaluation

With the MDGs not achieved in full, there is a need to have a strong monitoring system in place to ensure that the same does not happen with the SDGs. A robust global framework for development can only be successful if national evaluation capacities exist and function effectively and efficiently. Since the SDGs cover a wider range of targets and would involve a host of metrics to track, it would take considerable amount of dedicated time and technical work by the government.

In this regard, monitoring and evaluation of the progress against the outlined targets should be undertaken by the government and also relevant 'internationally comparable' data should be made available to all to inform policies and practices. Any off-track targets should be revisited and realigned during the course of the SDG period based on the qualitative and quantitative data collection.

¹ Taking into account the donors' support (on average \$5.8 billion per year between 2008 and 2011, of which less than half was allocated to poor countries), the total financing gap for education would remain around US \$38 billion per year (UNESCO, 2013).

I-SAPS (2014) *Public Financing of Education in Pakistan 2010-11 to 2014-15*. Islamabad: I-SAPS (http://i-saps.org/upload/report_publications/docs/1434014326.pdf)

UNESCO Policy Brief (2013) *Education for All is affordable – by 2015 and beyond*. Paris: UNESCO (<http://unesdoc.unesco.org/images/0021/002199/219998E.pdf>)

UNEG Event Document (2015) *Evaluation Changes Lives: Realizing Evaluation's Potential to Inform the Global Sustainable Development Goals*. New York: UNEG (<http://www.unevaluation.org/document/download/2397>).

Elements of SDGs (Title Page)

Taken from: <http://www.un.org/sustainabledevelopment/development-agenda/>

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