



Tracking SDG 4 and Right to Education in Pakistan

Toolkit

GOAL 4

QUALITY EDUCATION



About the Toolkit

This toolkit has been prepared for: Government, Parliamentarians, Relevant Departments, Legal Fraternity, International Development Organizations and the Civil Society

Education is a universal human right which is essential for human well-being and sustainable development. It has been given a central place by the United Nations in the Universal Declaration of Human Rights (UDHR) 1948 (Article 26). The recognition of education as a fundamental right reiterates its catalytic power in reducing poverty, lowering child mortality, achieving gender equality and ensuring sustainable development - all of which highlight its significance as a foundation for Education for All (EFA) and Sustainable Development Goals 2030. In 2015, 193 member states unanimously signed the comprehensive 17 Sustainable Development Goals (SDGs) where SDG 4, goal is to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”.

Similarly, for any global commitment to be fulfilled it must be embedded in a country's national and local context. In Pakistan, Article 25-A, is a fundamental constitutional right (2010) which clearly states that “the State shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law.” The RTE constitutional provision has corresponding provincial Right to Education acts, thus providing country-specific contextualization.

Furthermore the 2018 General Elections ensured more substantive political party manifestos, with elaborate plans for implementing right to education for children, adolescents and youth committed to gender equality and inclusive approaches. ([Political Party Manifestos and Education](#))

With global commitments and legal instruments in place at the national level, it is imperative to track the progress on the universal provision of quality, inclusive and equitable education in Pakistan.

Signatory countries are obliged to report on progress against the goal, targets and indicators (global/thematic).

This toolkit has been designed by Idara-e-Taleem-o-Aagahi, with support from FOSI Pakistan, to facilitate all stakeholders in tracking and reporting the progress on Sustainable Development Goal 4 and the Right to Education in Pakistan.

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Understanding the Sustainable Development Goal 4

- What are the Sustainable Development Goals?

The Sustainable Development Goals (SDGs) were adopted in 2015 at the United Nations General Assembly, where heads of state, governmental leaders, UN high level representatives and civil society members met and made a universal call for action to achieve a more sustainable future for all by 2030. They addressed the challenges faced by the global community such as poverty, inequality, climate, education, environmental degradation, prosperity and peace. The SDGs understand the correlation of various issues, and hence put forth indicators to better comprehend the progress towards the goals.

- What is the Sustainable Development Goal 4?

The significance of SDGs lies in their understanding to improve life for future generations in a sustainable manner. SDG 4 aims to **‘ensure inclusive and equitable quality education and promote lifelong learning opportunities for all’ by 2030**. It demands an understanding of lifelong learning and ensuring that quality education is provided to people of different ages. It talks about equity rather equality and understands that local contexts vary globally.

SDG 4: *“Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”*

- How can we monitor the SDG 4?

The monitoring of SDG 4 highlights a participatory framework in which all stakeholders (including civil society, business, parliament, academia and government) can recognize their shared responsibility in achieving the SDGs. To ensure that countries can achieve SDG 4 by 2030, ten targets were formulated. The purpose of these targets is to facilitate the monitoring and tracking of the progress which a country has made with regards to SDG 4. Among them, there are seven targets which are the expected outcomes (4.1 to 4.7) and three targets which are means of achieving these outcomes (means of implementation – 4.a, 4.b, 4.c). Each of these targets consists of a set of indicators.

i. What is a target?

A target is a specific, measurable objective which will contribute to achieving one or more goals. SDG 4 has ten targets encompassing many different aspects of education. Among them, there are seven targets which are expected outcomes and three targets which are means of achieving these outcomes.

ii. What is an indicator?

Indicators are markers of change or continuity which enable us to measure the path of development. SDG 4 indicators are multifaceted, and many require new methodologies, definitions and calculation methods, as well as considerable changes to national systems reporting data both nationally and internationally. At present, SDG 4 has 43 indicators.

- a. **Global Indicators:** A set of indicators which will apply to all countries and form the basis for country-specific reporting at the United Nations. A list of 11 global indicators to monitor SDG 4 was formally adopted by the UN General Assembly in 2017. With consensus reached on the list of global education indicators, a tier classification tool was developed to identify the state of methodological development of each indicator and its data availability on a global scale. Both Tier 1 and Tier 2 indicators have internationally established methodologies and standards, but Tier 2 indicators are not available for a sufficient number of countries. Tier 3 indicators require the development of methodologies and standards.
- b. **Regional Indicators:** A set of indicators which allows for focused monitoring and discussion at the regional forums.
- c. **National indicators:** The national set of indicators allows for countries to design the country-specific indicators with a focus on country context and policy priorities.
- d. **Thematic Indicators:** The thematic set of indicators provides more depth and breadth in global monitoring of the progress on education; these indicators elaborate the global indicators.¹

Indicators need a clear definition which is applicable to global and national contexts - clearly understood by all, tracked with regularity and comparable across sub-national (intra-national), regional and global contexts. Indicators are classified in Three Tiers based on clarity of definition, regularity of collection and comparability. Organizations such as UNESCO Institute for Statistics (UIS), the main custodian for global data gathering from National Governments and global reporting, and its bodies such as GAML etc. along with United Nations Statistical Commission and the Inter-agency and Expert Group on SDG Indicators (IAEG-SDGs) are charged with definition refinement through global consensus. Countries and their focal National Statistics Offices (NSOs) as well SDG Secretariats/Units in federation are the official agencies for sharing data with global agencies.

¹ https://download.ei-ie.org/Docs/WebDepot/2017_SDGs_Toolkit_eng_v1.1.pdf

Target 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

- 4.1.1 Proportion of children and young people (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex
- 4.1.2 Administration of a nationally-representative learning assessment (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education.
- 4.1.3 Gross intake ratio to the last grade (primary education, lower secondary education)
- 4.1.4 Completion rate (primary education, lower secondary education, upper secondary education)
- 4.1.5 Out-of-school rate (primary education, lower secondary education, upper secondary education)
- 4.1.6 Percentage of children over-age for grade (primary education, lower secondary education)
- 4.1.7 Number of years of (a) free and (b) compulsory primary and secondary education guaranteed in legal frameworks

Target 4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

- 4.2.1 Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex
- 4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex
- 4.2.3 Percentage of children under 5 years experiencing positive and stimulating home learning environments
- 4.2.4 Gross early childhood education enrolment ratio in (a) pre-primary education and (b) early childhood educational development
- 4.2.5 Number of years of (a) free and (b) compulsory pre-primary education guaranteed in legal frameworks

Target 4.3 By 2030, ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university

- 4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex
- 4.3.2 Gross enrolment ratio for tertiary education by sex
- 4.3.3 Participation rate in technical-vocational programmes (15 to 24-years old) by sex

² UNESCO Institute for Statistics, February 2018

Target 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

- 4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill
- 4.4.2 Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills
- 4.4.3 Youth/adult educational attainment rates by age group, economic activity status, levels of education and programme orientation

Target 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous people and children in vulnerable situations

- 4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated
- 4.5.2 Percentage of students in primary education whose first or home language is the language of instruction
- 4.5.3 Extent to which explicit formula-based policies reallocate education resources to disadvantaged populations
- 4.5.4 Education expenditure per student by level of education and source of funding
- 4.5.5 Percentage of total aid to education allocated to least developed countries

Target 4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

- 4.6.1 Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex
- 4.6.2 Youth/adult literacy rate
- 4.6.3 Participation rate of illiterate youth/adults in literacy programmes

Target 4.7 By 2030, ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and nonviolence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development

- 4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment
- 4.7.2 Percentage of schools that provide life skills-based HIV and sexuality education
- 4.7.3 Extent to which the framework on the World Programme on Human Rights Education is implemented nationally (as per the UNGA Resolution 59/113)
- 4.7.4 Percentage of students by age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability
- 4.7.5 Percentage of 15-year-old students showing proficiency in knowledge of environmental science and geoscience

Target 4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

- 4.a.1 Proportion of schools with access to: (a) electricity; (b) Internet for pedagogical purposes; and (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions)
- 4.a.2 Percentage of students experiencing bullying in the last 12 months
- 4.a.3 Number of attacks on students, personnel and institutions

Target 4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training, information and communications technology, technical, engineering and scientific programmes in developed countries and other developing countries

- 4.b.1 Volume of official development assistance flows for scholarships by sector and type of study
- 4.b.2 Number of higher education scholarships awarded by beneficiary country

Target 4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States

- 4.c.1 Proportion of teachers in: (a) pre-primary education; (b) primary education; (c) lower secondary education; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g., pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country, by sex
- 4.c.2 Pupil-trained teacher ratio by education level
- 4.c.3 Percentage of teachers qualified according to national standards by education level and type of institution
- 4.c.4 Pupil-qualified teacher ratio by education level
- 4.c.5 Average teacher salary relative to other professions requiring a comparable level of qualification
- 4.c.6 Teacher attrition rate by education level
- 4.c.7 Percentage of teachers who received in-service training in the last 12 months by type of training

Note: Global indicators are presented in colored shading.

Understanding the Right to Education in Pakistan

Education is considered as a fundamental human right which is essential for sustainable development. The Right to Education (RTE) has been recognized in Universal Declaration of Human Rights (UDHR) 1948 and is supported by various other international declarations and resolutions. Understanding this, nations from all across the globe have pursued the cause of provision of quality education. Pakistan, as a signatory of these international resolutions and declarations, has also taken multiple initiatives for the promotion of education in the country. However, these efforts were deemed as inadequate until 2010.

Article 25A states unequivocally that the state is responsible for the provision of free and compulsory education to ALL children within the age group of 5 to 16 years. This article is based on the principle of non-discrimination and promotes inclusive and equitable education.

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

National Education Policy Framework, 2018 sets the following National Education Priorities

Priority 1: Decrease OOSC and Increase School Completion

Priority 2: Uniformity in Education Standards

Priority 3: Improve the Quality of Education

Priority 4: Enhance Access to and Relevance of Skills Training

Summary of Education Challenges in Pakistan

Out of School Children	Uniform Education System	Quality	Skills and Higher Education
Low and inequitable access and participation	Lack of coordination in policy formulation and implementation across the country	Low student learning outcomes	Low and inequitable access and participation
High levels of poverty in certain disadvantaged areas resulting in high OOSC	Lack of coherence and coordination in curriculum frameworks, textbooks and exam systems	Poor teacher quality and accountability	Poor quality and relevance of teaching and research conditions.
Limited investments in early childhood education resulting in high dropout in early grades	Discrepancies in systems of schooling, i.e. across public, private and madrasa education system	Lack of school leadership-School principals/Head Teachers	Weak linkages with Industry
Low Quality of Non-Formal and Accelerated Learning Programs	Variation in management of school systems	Poor school environment multi-grade teaching, limited facilities in schools and poor infrastructure Inadequate use of student learning outcome data to inform policy making	Inadequate sector governance and management

Source: National Education Policy Framework, 2018 Pakistan

According to the Human Development Report 2018 by UNDP, Pakistan ranks 150th out of 189 countries with a Human Development Index (HDI) value of 0.561 out of 1. In terms of regional comparison of education indicators, Pakistan is ahead only of Afghanistan. This makes sense since only 2.4% of the GDP was estimated to be spent on education under Public Expenditure in FY 2018³.

Post-18th Amendment Situation

With the introduction of 18th Amendment and inclusion of Article 25A in the constitution of the Islamic Republic of Pakistan in 2010, governance mechanism of education was devolved to provinces. Since then, education has been placed among the top priorities of Pakistan and several policies, sector plans, acts and strategies have been formulated by the provincial governments.

Under the 18th amendment of the Constitution after devolution of the subject of education to the provinces, it is obligatory on all the Provincial Governments including the Islamabad Capital Territory administration to ensure that the children of respective areas receive education as a fundamental right up to intermediate level.⁴

³ Ministry of Finance, Economic Survey of Pakistan, 2018-19. (Islamabad: Printing corporation of Pakistan, 2019).

⁴ Pakistan Education Statistics 2016-17 - Structure of the education sector in Pakistan. (Page # 4)

Provincial Acts on Right to Education

Balochistan: The Provincial Assembly of Balochistan enacted The Balochistan Compulsory Education Act No. V of 2014 which comprises of 12 Articles. There are no rules of business in place for the 2014 RTE Act.

Khyber Pakhtunkhwa (KP): The Provincial Assembly of KP has passed the Khyber Pakhtunkhwa Free Compulsory Primary and Secondary Education Act, No. XII of 2017. This act has 9 articles and is the shortest of all federal and provincial acts. It is more or less a replica of the 1996 Compulsory Primary Act, neither reflecting the sector reforms nor the challenges of the newly merged districts (of FATA). Despite the Act in place, Rules of Business are yet to be formulated, thus delaying its implementation.

Punjab: The Provincial Assembly of Punjab enacted Punjab Free and Compulsory Education, Act No. XXVI of 2014. This Act has 6 Chapters and 26 Articles. Still, the act has neither been notified nor its rules of business have been formulated so far.

Sindh: The Provincial Assembly of Sindh enacted the Sindh Right of Children to Free and Compulsory Education Act, No. XIV of 2013. This Act has 8 chapters and 30 articles. Government of Sindh, under powers sanctioned by section 30 (1) of Sindh Right to Free and Compulsory Education act 2013, has also notified the Rules of Business(2017) for the act. However, implementation is still to begin.

Islamabad Capital Territory: The National Assembly of Pakistan enacted Right to Free and Compulsory Education Act No. XXIV of 2012 comprising Articles. The oldest RTE Act lacks rules of business and thus implementation is awaited.

Comparison of SDG 4 and RTE Acts

SDG 4 Target	Description	ICT Right to Free & Compulsory Education Act 2012	Sindh Right of Children to Free & Compulsory Education Act 2013	KPK Free Compulsory Primary and Secondary Education Act 2017	Punjab
4.1	Universal Primary and Secondary Education	Child includes all from 5 to 16 Right of child to free education Good quality education	Every child 5-16 – fundamental right to free and compulsory education. Govt obligated to ensure good quality education.	Every child 5-16 – free compulsory primary and secondary education	Free and compulsory education for all children of the age of 5-16 years
4.2	Early Childhood Development and Universal Pre-primary Education	Appropriate govt to provide pre-school education and early childhood care	Govt may make necessary arrangements for providing pre-school education and early childhood care for children over 3	-	The Government or the local authority may establish a kindergarten school or childcare centre in a local area or consolidate or merge such schools or centres for providing free pre-school education and early childhood care for the children above the age of three years until they join a school for education.
4.3	Equal Access to Technical/Vocational and Higher Education	-	-	-	Deals with vocational education where vocational education includes the training of skills to prepare trainees for jobs and careers at various levels from trade to a craft.

4.4	Relevant Skills for Decent Work	<p>Teachers to ensure all round development of the child</p> <p>Teachers to ensure building up of child's knowledge, potentiality, talent</p>	<p>Teachers to take care of all-round development of child.</p> <p>Teachers to ensure building up of child's knowledge, potential and talent.</p>	-	<p>Teachers to take care of all-round development of child.</p> <p>Teachers to ensure building up of child's knowledge, potential and talent.</p>
4.5	Gender Equality and Inclusion	<p>Every child, regardless of sex</p> <p>Child definition includes children with special needs</p> <p>Disadvantaged children to no be discriminated against</p> <p>Special education defined</p> <p>Admission of migrant children</p>	<p>Every child 5-16 <u>regardless of sex</u></p> <p>Ensure no discrimination against disadvantaged child</p> <p>Special education defined</p>	Child of <u>either sex</u> – 5-16 years	<p>Includes All Children regardless of Gender</p> <p>The Government shall, in the prescribed manner, provide or cause to be provided suitable education to a child suffering from disability or a special child.</p> <p>Disadvantaged children to be enrolled.</p>
4.6	Universal Youth Literacy	-	-	-	-
4.7	Education for Sustainable Development and Global Citizenship	Good quality education conforming to prescribed	Good quality education conforming to the prescribed	-	Good quality education conforming to the standards and norms of quality education

		standards and norms Teachers responsible for building of child's knowledge, potentiality, talent	standards and norms Teachers responsible for building of child's knowledge, potential, talent Development of physical and mental abilities to fullest extent		Teachers responsible for building of child's knowledge, potential, talent
4.a	Effective Learning Environments	Provision of Infrastructure & training facilities Establishment of schools	Establishment of schools Provision of infrastructure & training facilities Ensure enabling learning environment for better teaching and learning in schools	No mention- but fully covered in KESP –Sector Reforms/Planning /Implementation	Establishment of Schools
4.b	Scholarships	-	-	-	-
4.c	Teachers and Educators	Training facilities for teachers. Teacher qualifications Duties of teachers. Teacher related matters; Maintenance of Pupil-Teacher Ratio; Filling of vacancies	Training facilities for teachers Teacher qualifications Duties of teachers Teacher related matters; Maintenance of Pupil-Teacher Ratio; Filling of vacancies	No mention but heavily covered in KESP	Duties of teachers

Ecosystem of Actors – Reporting on SDG 4 and RTE

A. National-Federal

- SDG Unit: Ministry of Planning Development and Reform- coordinating body
- Line Ministry-Federal
 - Ministry of Federal Education and Professional Training
 - Academy of Educational Planning and Management (AEPAM) - Statistical arm of the Ministry

B. Provincial

- Line Department: Provincial School Education Department
- P&D Department: SDGs Support Unit

C. Development Partners

- SDGs Planning & Monitoring Support
 - UNDP - Overall SDGs 2030
 - UNESCO - SDG 4 Custodian
 - UNICEF - SDG 4.2 (ECCE) Custodian

D. International Bodies – Governance & Technical

- Technical Cooperation Group on the Indicators for SDG 4 – Education 2030 (TCG)
- Inter-Agency and Expert Group on Sustainable Development Goal Indicators (IAEG)
- SDG-Education 2030 Steering Committee
- United Nations Statistical Commission

How Can I Track the Status of Education in Pakistan?

The following template of the tracking tool has been devised with the aim of assisting all stakeholders in tracking and reporting of SDG 4. Once the SDG 4 indicators have been tracked, these indicators can be mapped to the relevant sections in the provincial RTE acts to report the progress on the respective acts as well. Since most data sources are available annually, this template can be reviewed and revised every year.

Column	Description
Target	It provides a description for each target.
Indicator	It provides a description for each indicator.
Sources	Specify the potential sources of information under this column. These sources can comprise of governmental and non-governmental sources such as administrative datasets and household-based surveys.
Year	Mention the year for which the information has been collected.
Comments	Mention any explanation or comments pertaining to the collected information under this column.

SDG 4: “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”

Target Description	Indicator Description	Sources	Year	Comments
<p>4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes</p>	<p>4.1.1 Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex</p>			
	<p>4.1.2 Administration of a nationally representative learning assessment (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education</p>			
	<p>4.1.3 Gross intake ratio to the last grade (primary education, lower secondary education)</p>			
	<p>4.1.4 Completion rate (primary education, lower secondary education, upper secondary education)</p>			
	<p>4.1.5 Out-of-school rate (primary education, lower secondary education, upper secondary education)</p>			
	<p>4.1.6 Percentage of children over-age for grade (primary education, lower secondary education)</p>			
	<p>4.1.7 Number of years of (a) free and (b) compulsory primary and secondary education guaranteed in legal frameworks</p>			

4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education	4.2.1 Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex			
	4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex			
	4.2.3 Percentage of children under 5 years experiencing positive and stimulating home learning environments			
	4.2.4 Gross early childhood education enrolment ratio in (a) pre-primary education and (b) early childhood educational development			
	4.2.5 Number of years of (a) free and (b) compulsory pre-primary education guaranteed in legal frameworks			
4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university	4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex			
	4.3.2 Gross enrolment ratio for tertiary education by sex			
	4.3.3 Participation rate in technical-vocational programmes (15- to 24-year-olds) by sex			

4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship	4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill			
	4.4.2 Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills			
	4.4.3 Youth/adult educational attainment rates by age group, economic activity status, levels of education and programme orientation			
4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations	4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated			
	4.5.2 Percentage of students in primary education whose first or home language is the language of instruction			
	4.5.3 Extent to which explicit formula-based policies reallocate education resources to disadvantaged populations			
	4.5.4 Education expenditure per student by level of education and source of funding			
	4.5.5 Percentage of total aid to education allocated to least developed countries			

4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy	4.6.1 Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex			
	4.6.2 Youth/adult literacy rate			
	4.6.3 Participation rate of illiterate youth/adults in literacy programmes			
4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development	4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment			
	4.7.2 Percentage of schools that provide life skills-based HIV and sexuality education			
	4.7.3 Extent to which the framework on the World Programme on Human Rights Education is implemented nationally (as per the UNGA Resolution 59/113)			
	4.7.4 Percentage of students by age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability			
	4.7.5 Percentage of 15-year-old students showing proficiency in knowledge of environmental science and geoscience			

4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all	4.a.1 Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions)			
	4.a.3 Number of attacks on students, personnel and institutions			
4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries	4.b.1 Volume of official development assistance flows for scholarships by sector and type of study			
	4.b.2 Number of higher education scholarships awarded by beneficiary country			
4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States	4.c.1 Proportion of teachers in: (a) pre-primary; (b) primary; (c) lower secondary; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country			
	4.c.2 Pupil-trained teacher ratio by education level			

	4.c.3 Percentage of teachers qualified according to national standards by education level and type of institution			
	4.c.4 Pupil-qualified teacher ratio by education level			
	4.c.5 Average teacher salary relative to other professions requiring a comparable level of qualification			
	4.c.6 Teacher attrition rate by education level			
	4.c.7 Percentage of teachers who received in-service training in the last 12 months by type of training			

Where Can I find the Data?

SDG 4 (Indicator)	Punjab	Khyber Pakhtunkhwa	Sindh
4.1.1	PEC, LND, ASER	DCTE, ASER	SAT, ASER
4.1.2	-	-	-
4.1.3	MICS, L&NFBE, Pakistan Education Statistics	EMIS	Pakistan Education Statistics
4.1.4	PMIU, MICS, L&NFBE	EMIS	RSU, DG M&E
4.1.5	Pakistan Education Statistics, MICS, ASER	Directorate of Elementary & Secondary Education 2019, ASER	RSU, DG M&E, Pakistan Education Statistics, ASER
4.1.6	MICS	EMIS	RSU, DG M&E
4.1.7	Punjab Free & Compulsory Education Act 2014	The Khyber Pakhtunkhwa Free Compulsory Primary and Secondary Education Act, 2017	The Sindh Right of Children to Free and Compulsory Education Act, 2013
4.2.1	MICS	-	RSU
4.2.2	-	EMIS	RSU
4.2.3	MICS	-	RSU
4.2.4	PMIU, MICS, ASER	ASER	RSU, ASER
4.2.5	Punjab ECE Policy 2017	-	-
4.3.1	TEVTA	SDC, KP-TEVTA	S-TEVTA, Department of Empowerment of Persons with Disabilities
4.3.2	HEC, Pakistan Education Statistics, Pakistan Economic Survey	HEC, Pakistan Education Statistics, Pakistan Economic Survey	HEC, Pakistan Education Statistics, Pakistan Economic Survey
4.3.3	TEVTA, PSDF, Special Education Department	SDC, KP-TEVTA	S-TEVTA, Department of Empowerment of Persons with Disabilities
4.4.1	MICS	-	-
4.4.2	-	-	-
4.4.3	Labor Force Survey	Labor Force Survey	Labor Force Survey
4.5.1	MICS, PSLM, PEF, Pakistan Education Statistics, Pakistan Economic Survey, Labor Force Survey, Special Education Department, L&NFBE, DHS	EMIS, Pakistan Education Statistics, DHS	Pakistan Education Statistics, DHS, PSLM, NFE Department, Department of Empowerment of Persons with Disabilities, Pakistan Economic Survey
4.5.2	-	-	-
4.5.3	-	ESED	-

4.5.4	-	ESED	-
4.5.5	-	-	-
4.6.1	-	-	PSLM, MICS, Pakistan Education Statistics
4.6.2	MICS, Pakistan Education Statistics, PSLM	PSLM, Labor Force Survey	-
4.6.3	-	-	-
4.7.1	-	-	-
4.7.2	-	-	-
4.7.3	-	-	-
4.7.4	-	-	-
4.7.5	-	-	-
4.A.1	PMIU, Punjab Annual School Census, Pakistan Education Statistics, L&NFBE	EMIS, Pakistan Education Statistics	RSU, Pakistan Education Statistics
4.A.2	-	-	-
4.A.3	-	-	-
4.B.1	PEEF, HEC	-	HEC
4.B.2	-	HED	-
4.C.1	QAED, L&NFBE	PITE	PITE, STEDA
4.C.2	-	-	-
4.C.3	PMIU, L&NFBE	EMIS	RSU, PITE, STEDA
4.C.4	-	-	-
4.C.5	-	-	-
4.C.6	PMIU, L&NFBE	-	RSU
4.C.7	QAED	PITE	PITE, STEDA

Key Actions Suggested for Education Departments/Ministries for efficient Tracking of SDG 4

Drawing upon the experience of preparing the SDG 4 tracking document for the provinces of Punjab, KP and Sindh, following are some key good practices along with additional suggestions:

- Elementary & Secondary Education Department KP has notified the establishment of a technical working group on SDG 4. This would result in timely coordination between all relevant stakeholders for tracking of SDG 4. Other provinces should also follow this practice and formulate a focused group on tracking of SDG 4.
- School Education Department Punjab is already collecting data on majority of the indicators of SDG 4. Punjab and other provinces need to align their monitoring systems with the indicators of SDG 4 completely.
- The departments need to establish an inter-departmental coordination mechanism for smooth collection of data on SDG 4. Currently, the school education departments and their affiliate departments are working in isolation from each other i.e. the data is not available with one department/entity.
- Yearly tracking of SDG 4 is essential for timely interventions and fine tuning of the policies.

Useful Resources

1. [Handbook on Article 25A: Right to Education](#)
2. [SDG 4 Country Profile Pakistan – UIS](#)
3. [SDG 4 Data Digest 2019](#)
4. [SDG 4 Data Book 2019](#)
5. [Meeting commitments: are countries on track to achieve SDG 4?](#)
6. [Quick Guide to Education Indicators for SDG 4](#)
7. [SDG 4 Cheat Sheet 2018](#)
8. [Unpacking Sustainable Goal 4](#)
9. [Global Education Monitoring \(Gem\) Report-UNESCO](#)
10. [Technical Cooperation Group on the Indicators for SDG 4](#)
11. [UNESCO Institute of Statistics - Metadata](#)
12. [UNESCO Institute of Statistics – SDG 4 Data](#)
13. [Sustainable Development Goals \(Urdu Version\)](#) - Prepared by Social and Economic Development Associates (SEDA)
14. [Federal SDGs Support Unit Pakistan](#)
15. [SDGs Support Unit Punjab](#)
16. [SDGs Support Unit Sindh](#)
17. [SDGs Support Unit Khyber Pakhtunkhwa](#)
18. [Right to Education Pakistan](#)
19. [Inclusive Education in Pakistan](#)

ANNEXURE: Example of filled SDG 4 Tracking Template – Punjab

This template has been filled by ITA, in collaboration with the Research Wing at PMIU, to monitor and track progress on the status of SDG 4 & RTE in Punjab. During the formulation process, administrative datasets, credible reports and large-scale surveys have been used. Since most data sources are available annually, this report card shall be reviewed and revised every year.

Target Description	Indicator Description	Sources	Year	Comments
4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes	4.1.1 Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex	ASER PEC LND	2019	<p>Source: ASER 2018 Rural Grade 2: Urdu story reading 12.8% Grade 2: Arithmetic 2 digit division 18.9%</p> <p>Grade 3: Urdu story reading 27.7% Grade 3: Arithmetic 2 digit division 37.9%</p> <p>Grade 5: Urdu story reading 68.6% Grade 5: Arithmetic 2 digit division 60.0%</p> <p>Grade 8: Urdu story reading 89.8% Grade 8: Arithmetic 2 digit division 64.3%</p> <p>Source: PEC 2019 Grade 5: 88.7% Grade 8: 86.9%</p> <p>Source: LND March 2019 Grade 3: English 85% Grade 3: Math 91.9% Grade 3: Urdu 91.1%</p>
	4.1.2 Administration of a nationally representative learning assessment (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education			

	4.1.3 Gross intake ratio to the last grade (primary education, lower secondary education)	Pakistan Education Statistics MICS	2019	<p><u>Source: MICS 2017-18</u> Gross Intake Rate to the last grade of primary school: 80.2%</p> <p>Gross Intake Rate to the last grade of lower secondary school: 61.1%</p> <p><u>Source: Pakistan Education Statistics 2016-17</u> Gross Intake Rate (Primary): 101.4%</p> <p><u>Source: NFE Department Punjab (Taleem Sab ke Liye Project)</u> Gross Intake Ratio to the last grade (primary) = Class 3 enrollment/Total enrollment = 0.08</p>
	4.1.4 Completion rate (primary education, lower secondary education, upper secondary education)	PMIU MICS	2019	<p><u>Source: MICS 2017-18</u> Primary School Completion Rate: 66.3% Lower Secondary Completion Rate: 56.1% Upper Secondary Completion Rate: 38.6%</p> <p><u>Source: PMIU 2018</u> Primary School Completion Rate: 77.07%</p> <p>Lower Secondary Completion Rate: 59.50%</p> <p>Upper Secondary Completion Rate: 48.24%</p> <p><u>Source: NFE Department Punjab (Punjab NFE Project)</u> Completion Rate (Primary) = 3%</p>

	<p>4.1.5 Out-of-school rate (primary education, lower secondary education, upper secondary education)</p>	<p>MICS Pakistan Education Statistics ASER</p>	<p>2019</p>	<p><u>Source: ASER 2018 Rural</u> 10.6% children age 6-16 years</p> <p><u>Source: MICS 2017-18</u> Not Attending an ECE Programme or Primary Education: 26.5%</p> <p>Out of School (Primary): 12.9% Out of School (Lower Secondary): 20% Out of School (Upper Secondary): 33.9%</p> <p>Percentage of children age 36-59 months attending ECE: 34.4%</p> <p>Percentage of children of primary school age (5-9 years) who are attending any school, any class/grade during the current school year: 94.8%</p> <p>Percentage of children of secondary school age (10-16 years) who are attending any school, any class/grade during the current school year: 79%</p> <p><u>Source: Pakistan Education Statistics 2016-17</u> Out of School (Primary): 17% Out of School (Primary to Secondary): 40%</p> <p><u>Source: NFE Department Punjab (Taleem Sab ke Liye Project)</u> School Participation Rate = 80%</p>
	<p>4.1.6 Percentage of children over-age for grade (primary education, lower secondary education)</p>	<p>MICS</p>	<p>2019</p>	<p><u>Source: MICS 2017-18</u> Over-age by 1 year (Primary): 11.8%</p> <p>Over-age by 2 or more years (Primary): 15.7%</p>

				<p>Over-age by 1 year (Lower Secondary): 20%</p> <p>Over-age by 2 or more years (Lower Secondary): 19.6%</p>
	4.1.7 Number of years of (a) free and (b) compulsory primary and secondary education guaranteed in legal frameworks	Punjab Free and Compulsory Education Act 2014	2019	“Every child shall have a right to free and compulsory education from class one to ten, non-formal education, vocational education or a combination of all or any of the two as notified by the Government considering the needs, capability and age of the child so as to ensure completion of education or specified education in a school in the neighborhood or the school allocated for the child.”
4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education	4.2.1 Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex	MICS	2019	<p>Source: MICS Punjab 2017-18</p> <p>Percentage of children age 3-4 years who are developmentally on track: Physical : 97.2%</p> <p>Percentage of children age 3-4 years who are developmentally on track: Social-Emotional : 51.7%</p> <p>Percentage of children age 3-4 years who are developmentally on track: Learning : 93.4%</p> <p>Percentage of boys age 3-4 years who are developmentally on track: Physical : 97.2%</p> <p>Percentage of boys age 3-4 years who are developmentally on track: Social-Emotional : 49.3%</p> <p>Percentage of boys age 3-4 years who are developmentally on track: Learning: 93.2%</p> <p>Percentage of girls age 3-4 years who are developmentally on track: Physical: 97.2%</p>

				<p>Percentage of girls age 3-4 years who are developmentally on track: Social-Emotional: 54.3%</p> <p>Percentage of girls age 3-4 years who are developmentally on track: Learning: 93.6%</p>
	4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex			
	4.2.3 Percentage of children under 5 years experiencing positive and stimulating home learning environments	MICS	2019	<p>Source: MICS Punjab 2017-18</p> <p>Children with 3 or more books to read at home (Female: 4% Male: 3%)</p> <p>Children who read books or are read to at home (Female: 59% Male: 60%)</p> <p>Children who receive help with homework (Male: 48% Female: 48%)</p>
	4.2.4 Gross early childhood education enrolment ratio in (a) pre-primary education and (b) early childhood educational development	MICS ASER PMIU	2019	<p>Percentage of children aged 36-59 months attending pre-school/ECE/Pre-primary</p> <p>Source: ASER 2018 Rural 51.6% children age 3-5 years</p> <p>Source: MICS Punjab 2017-2018 Percentage of children aged 36-59 months attending ECE: 34.4%</p> <p>Source: PMIU Katchi Enrolment (3-5 years) as per School Census 2018-19: 1328184</p>

				ECE enrolment as per monthly monitoring March 2019: 90118
	4.2.5 Number of years of (a) free and (b) compulsory pre-primary education guaranteed in legal frameworks	Punjab ECE Policy 2017	2019	“Provide opportunities to all children ages three to live to participate in a two-year quality early learning program designed to meet developmentally appropriate needs and ensure a smooth transition to primary school.”
4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university	4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex	TEVTA	2019	Source: TEVTA 2018-19 Enrollment in Technical programs: 52280 Enrollment in Vocational programs: 38985
	4.3.2 Gross enrolment ratio for tertiary education by sex	Pakistan Education Statistics Pakistan Economic Survey 2018-19 HEC	2019	Source: Pakistan Education Statistics 2016-17 Universities Enrolment (Public and Private) : 425,019 Universities Enrolment (Male): 225,468 Universities Enrolment (Female): 199,551 Source: Pakistan Economic Survey 2018-19 Universities enrolment (Both Public and Private): 515,155 Universities enrolment (Public): 377,039 Universities enrolment (Males - Public): 189,821 Universities enrolment (Females - Public): 187,218 Universities enrolment (Private): 138,116 Universities enrolment (Males - Private): 85,705 Universities enrolment (Females - Private): 52,411

	4.3.3 Participation rate in technical-vocational programmes (15- to 24-year-olds) by sex	TEVTA PSDF Special Education Department	2019	<p>Source: TEVTA 2018-19 Enrollment in Technical programs: 52280 Enrollment in Vocational programs: 38985</p> <p>Source: Punjab Skills Development Fund 2019 Number of Trainees (Total): 300,000 Number of Trainees (Female): 110,000 + Number of Trainees (Male): 180,000 +</p> <p>Source: Special Education Department Punjab 2018 Number of vocational students: 420</p>
4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship	4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill	MICS	2019	<p>Source: MICS Punjab 2017-18</p> <p><u>Percentage of women age 15-24 years who in the last 3 months have carried out computer related activities:</u></p> <p>Copied or moved a file or folder = 6.1%</p> <p>Used a copy and paste tool to duplicate or move information within a document = 5.9%</p> <p>Sent email with attached file, such as a document, picture or video = 4.1%</p> <p>Used a basic arithmetic formula in a spreadsheet = 2.8%</p> <p>Connected and installed a new device, such as a modem, camera or printer = 3.3%</p>

			<p>Found, downloaded, installed and configured software = 4.7%</p> <p>Created an electronic presentation with presentation software, including text, images, sound, video or charts = 3.5 %</p> <p>Transferred a file between a computer and other device = 4.5%</p> <p>Wrote a computer program in any programming language = 1.3%</p> <p><u>Percentage of women age 15-49 years who in the last 3 months have carried out computer related activities :</u></p> <p>Copied or moved a file or folder = 3.6%</p> <p>Used a copy and paste tool to duplicate or move information within a document = 3.5%</p> <p>Sent email with attached file, such as a document, picture or video = 2.7%</p> <p>Used a basic arithmetic formula in a spreadsheet = 1.6%</p> <p>Connected and installed a new device, such as a modem, camera or printer = 1.9%</p> <p>Found, downloaded , installed and configured software = 2.9%</p> <p>Created an electronic presentation with</p>
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				<p>presentation software, including text, images, sound, video or charts = 2 %</p> <p>Transferred a file between a computer and other device = 2.7%</p> <p>Wrote a computer program in any programming language = 0.7%</p> <p><u>Percentage of men age 15-24 years who in the last 3 months have carried out computer related activities :</u></p> <p>Copied or moved a file or folder = 17%</p> <p>Used a copy and paste tool to duplicate or move information within a document = 15.8%</p> <p>Sent email with attached file, such as a document, picture or video = 9.4%</p> <p>Used a basic arithmetic formula in a spreadsheet = 6.2%</p> <p>Connected and installed a new device, such as a modem, camera or printer = 8.9%</p> <p>Found, downloaded , installed and configured software = 11.6%</p> <p>Created an electronic presentation with presentation software, including text, images, sound, video or charts = 5.8 %</p>
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			<p>Transferred a file between a computer and other device = 13.8%</p> <p>Wrote a computer program in any programming language = 2.4%</p> <p><u>Percentage of men age 15-49 years who in the last 3 months have carried out computer related activities :</u></p> <p>Copied or moved a file or folder = 12.3%</p> <p>Used a copy and paste tool to duplicate or move information within a document = 11.6%</p> <p>Sent email with attached file, such as a document, picture or video = 8.1%</p> <p>Used a basic arithmetic formula in a spreadsheet = 5.2%</p> <p>Connected and installed a new device, such as a modem, camera or printer = 6.7%</p> <p>Found, downloaded , installed and configured software = 8.5%</p> <p>Created an electronic presentation with presentation software, including text, images, sound, video or charts = 4.8 %</p> <p>Transferred a file between a computer and other device = 10.1%</p>
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				Wrote a computer program in any programming language = 1.9%
	4.4.2 Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills			
	4.4.3 Youth/adult educational attainment rates by age group, economic activity status, levels of education and programme orientation			
4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations	4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated	<p>Pakistan Education Statistics 2016-17</p> <p>Pakistan DHS 2017-18</p> <p>PSLM</p> <p>PEF</p> <p>SpED Punjab</p> <p>NFE Department Punjab</p>	2019	<p><u>Source: Pakistan Education Statistics 2016-17</u> GER (Primary): 104%</p> <p><u>Source: PSLM 2014-15</u> GER (Primary): 98%</p> <p><u>Source: PEF (April, 2019)</u> Primary (N-5): 1,799,706</p> <p><u>Source: Special Education Department Punjab 2018</u> Enrollment in Primary: 25449</p> <p><u>Source: NFE Department Punjab (Taleem Sab ke Liye Project)</u> Current+Mainstreamed+Dropped-Out = 47251</p> <p><u>Source: Pakistan Education Statistics 2016-17</u></p>

				<p>Adjusted Net Enrolment Ratio (Primary): 86%</p> <p><u>Source: PSLM 2014-15</u> NER (Primary): 70%</p> <p><u>Source: NFE Department Punjab (Taleem Sab ke Liye Project)</u></p> <p>Current Enrollment = 37807</p> <p><u>Source: NFE Department Punjab (Punjab NFE Project)</u> Current Enrolment = 394773</p> <p><u>Source: PSLM 2014-15</u> GER (Middle): 64%</p> <p><u>Source: PEF (April, 2019)</u> Middle (6-8): 525,299</p> <p><u>Source: Special Education Department Punjab 2018</u> Enrollment in Middle: 3948</p> <p><u>Source: PSLM 2014-15</u> NER (Middle): 38%</p> <p><u>Source: Pakistan Education Statistics 2016-17</u> Gross Enrolment Ratio in Secondary Education: 42.4%</p> <p><u>Source: PSLM 2014-15</u> GER (Matric): 63%</p>
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				<p><u>Source: PEF (April, 2019)</u> Secondary (9-10): 187,916</p> <p><u>Source: Special Education Department Punjab 2018</u> Enrollment in Secondary: 1677</p> <p><u>Source: PSLM 2014-15</u> NER (Matric): 29%</p> <p><u>Source: PSLM 2014-15</u> Literacy (10 years and older): 63%</p> <p><u>Source: MICS 2017-18</u> Total percentage of literate women (15-49 years): 57.9%</p> <p>Total percentage of literate men (15-49 years): 70.9%</p> <p><u>Source: Pakistan Economic Survey 2018-19 (Labor Fore Survey 2017-18)</u> Literacy (10 years and older): 64.7% Literacy (10 years and older-Male): 72.2% Literacy (10 years and older-Female): 57.4%</p> <p><u>Source: MICS Punjab 2017-2018</u> Total percentage of literate females age 15-49 years : 57.9%</p> <p>Total percentage of literate females age 15-24 years : 71.7%</p> <p>Total percentage of literate males age 15-49 years : 70.9%</p>
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				<p>Total percentage of literate males age 15-24 years : 77.7%</p> <p><u>Source: Pakistan Education Statistics 2016-17</u></p> <p>Adult Literacy Rate: 58.8%</p> <p><u>Source: PSLM 2014-15</u></p> <p>Adult Literacy (Population 15 years and older): 60%</p> <p>Adult Literacy (Male Population 15 years and older): 69%</p> <p>Adult Literacy (Female Population 15 years and older): 51%</p>
	4.5.2 Percentage of students in primary education whose first or home language is the language of instruction			
	4.5.3 Extent to which explicit formula-based policies reallocate education resources to disadvantaged populations			
	4.5.4 Education expenditure per student by level of education and source of funding			
	4.5.5 Percentage of total aid to education allocated to least developed countries			
4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men	4.6.1 Proportion of population in a given age group achieving at least a fixed level of proficiency	MICS	2019	<p><u>Source: MICS Punjab 2017-2018</u></p> <p>Percentage of children age 7-14 years who have Foundational Reading Skills: 33% (Female: 34%, Male: 32%)</p>

and women, achieve literacy and numeracy	in functional (a) literacy and (b) numeracy skills, by sex			<p>Percentage of children age for grade 2/3 who have Foundational Reading Skills: 20.5%</p> <p>Percentage of children attending grade 2-3 who have Foundational Reading Skills: 23.4%</p> <p>Percentage of children age 7-14 years who have Foundational Numeracy Skills: 4.5% (Female: 4%, Male: 5%)</p> <p>Percentage of children age for grade 2/3 who have Foundational Numeracy Skills: 2.9%</p> <p>Percentage of children attending grade 2-3 who have Foundational Numeracy Skills: 2.8%</p>
	4.6.2 Youth/adult literacy rate	<p>MICS</p> <p>Pakistan Education Statistics</p> <p>PSLM</p>	2019	<p>Source: MICS Punjab 2017-2018</p> <p>Total percentage of literate females age 15-49 years: 57.9%</p> <p>Total percentage of literate females age 15-24 years: 71.7%</p> <p>Total percentage of literate males age 15-49 years: 70.9%</p> <p>Total percentage of literate males age 15-24 years: 77.7%</p> <p>Source: Pakistan Education Statistics 2016-17 (Labor Force Survey 2014-15)</p> <p>Youth Literacy Rate: 75.1%</p> <p>Source: PSLM 2014-15</p> <p>Adult Literacy (Population 15 years and older): 60%</p>

				Adult Literacy (Male Population 15 years and older): 69%
				Adult Literacy (Female Population 15 years and older): 51%
	4.6.3 Participation rate of illiterate youth/adults in literacy programmes			
4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development	4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment			
	4.7.2 Percentage of schools that provide life skills-based HIV and sexuality education			
	4.7.3 Extent to which the framework on the World Programme on Human Rights Education is implemented nationally (as per the UNGA Resolution 59/113)			
	4.7.4 Percentage of students by age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability			
	4.7.5 Percentage of 15-year-old students showing proficiency in			

	knowledge of environmental science and geoscience			
4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all	4.a.1 Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions)	Pakistan Education Statistics PMIU Punjab Annual School Census 2017-18 NFE Department Punjab	2019	<p><u>Source: Pakistan Education Statistics 2016-17</u> Availability of Electricity (Primary): 91%</p> <p>Availability of Electricity (Middle): 98%</p> <p>Availability of Electricity (High): 100%</p> <p><u>Source: Punjab Annual School Census 2017-18</u></p> <p>Schools with Functional Electricity: 96.9%</p> <p><u>Source: PMIU (Census 2018-19)</u></p> <p>Availability of Electricity (Primary): 97%</p> <p>Availability of Electricity (Middle): 100%</p> <p>Availability of Electricity (High): 100%</p> <p>Availability of Electricity (Higher Secondary): 100%</p> <p><u>Source: Pakistan Education Statistics 2016-17</u> Availability of Boundary Wall (Primary): 97%</p> <p>Availability of Boundary Wall (Middle): 99%</p> <p>Availability of Boundary Wall (High): 99%</p> <p><u>Source: Punjab Annual School Census 2017-18</u> Schools with Boundary Wall: 98.3%</p> <p><u>Source: PMIU (Census 2018-19)</u></p>

			<p>Availability of Boundary Wall (Primary): 97%</p> <p>Availability of Boundary Wall (Middle): 99%</p> <p>Availability of Boundary Wall (High): 99%</p> <p>Availability of Boundary Wall (Higher Secondary): 99%</p> <p><u>Source: Pakistan Education Statistics 2016-17</u></p> <p>Availability of Drinking Water (Primary): 99%</p> <p>Availability of Drinking Water (Middle): 100%</p> <p>Availability of Drinking Water (High): 100%</p> <p>Source: Punjab Annual School Census 2017-18</p> <p>Schools with Drinking Water: 99.6%</p> <p><u>Source: PMIU (Census 2018-19)</u></p> <p>Availability of Drinking Water (Primary): 99%</p> <p>Availability of Drinking Water (Middle): 100%</p> <p>Availability of Drinking Water (High): 100%</p> <p>Availability of Drinking Water (Higher Secondary): 100%</p> <p><u>Source: Pakistan Education Statistics 2016-17</u></p> <p>Availability of Toilets for Students (Primary): 99%</p> <p>Availability of Toilets for Students (Middle): 100%</p>
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				<p>Availability of Toilets for Students (High): 100%</p> <p><u>Source: Punjab Annual School Census 2017-18</u> Schools with Toilet: 99.6%</p> <p><u>Source: PMIU (Census 2018-19)</u> Availability of Toilets for Students (Primary): 100%</p> <p>Availability of Toilets for Students (Middle): 100%</p> <p>Availability of Toilets for Students (High): 100%</p> <p>Availability of Toilets for Students (Higher Secondary): 100%</p> <p><u>Source: PMIU (as per monitoring for March 2019)</u> Percentage of schools with sufficient toilets: 82%</p> <p><u>Source: PMIU (as per monitoring for March 2019)</u> Number of schools with at least one handwashing facility = 48000 (excluding PSSP Schools)</p> <p><u>Source: PMIU (Census 2018-19)</u> Availability of internet (Primary): 8%</p> <p>Availability of internet (Middle): 17%</p> <p>Availability of internet (High): 87%</p> <p>Availability of internet (Higher Secondary): 97%</p> <p><u>Source: PMIU (Census 2018-19)</u></p>
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				<p>Availability of computer labs (Primary): 0%</p> <p>Availability of computer labs (Middle): 16%</p> <p>Availability of computer labs (High): 95%</p> <p>Availability of computer labs (Higher Secondary): 99%</p>
	4.a.2 Percentage of students experiencing bullying in the last 12 months			
	4.a.3 Number of attacks on students, personnel and institutions			
4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries	4.b.1 Volume of official development assistance flows for scholarships by sector and type of study			
	4.b.2 Number of higher education scholarships awarded by beneficiary country	PEEF	2019	Source: PEEF (as of September 2019) Number of higher education scholarships awarded by Punjab = 370,000
4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for	4.c.1 Proportion of teachers in: (a) pre-primary; (b) primary; (c) lower secondary; and (d) upper secondary education who have	QAED	2019	Source: QAED 2014 to 2018 Promotion Link Training Grade 19 (Elementary and Secondary) = 247 teachers

<p>teacher training in developing countries, especially least developed countries and small island developing States</p>	<p>received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country</p>	<p>NFE Department Punjab</p>		<p>Promotion Link Training Grade 18 (Elementary and Secondary) = 470 teachers</p> <p>Promotion Link Training Grade 17 (Elementary and Secondary) = 1002 teachers</p> <p>Promotion Link Training Grade 17-19 (Elementary and Secondary) = $(1719/223837)*100 = 0.77\%$</p> <p>Induction Training (Elementary and Secondary) = 126,127 teachers $((126127/223837)*100 = 56.35\%)$</p> <p>Punjab Education and English Language Initiative (PEELI) (Primary Level) = 120,000 teachers $((120000/142151)*100 = 84.42\%)$</p> <p>School Leadership and Development Program (SLDP) (Elementary and Secondary) = 16,000 teachers $((16000/223837)*100 = 7.14\%)$</p> <p>Continuous Professional Development (CPD) = 240,000 teachers $((240000/390782)*100 = 61.4\%)$</p> <p>Source: NFE Department Punjab (Punjab NFE Project)</p> <p>Proportion of teachers in primary education who have received at least the minimum organized teacher training = 100%</p>
	<p>4.c.2 Pupil-trained teacher ratio by education level</p>			
	<p>4.c.3 Percentage of teachers qualified according to national standards by education level and type of institution</p>	<p>PMIU NFE Department</p>	<p>2019</p>	<p>Source: PMIU (Census 2018-19)</p> <p>Academic Qualifications:</p> <p>No. of teachers (Under Matric): 141</p> <p>No. of teachers (Matric): 29861</p> <p>No. of teachers (Fa/Fsc.): 17521</p> <p>No. of teachers (BA/Bsc. 2 & 4 years): 99394</p>

				<p>No. of teachers (MA/MSc. 1 & 2 years): 220991 No. of teachers (Mphil): 18950 No. of teachers (PhD): 267 No. of teachers (Others): 4666 Total No. of Teachers (including teachers from Masjid Maktab) = 391799 Professional Qualifications: No. of teachers (PTC/JV): 43846 No. of teachers (CT): 15206 No. of teachers (BEd): 180463 No. of teachers (BsEd): 3818 No. of teachers (MEd): 95837 No. of teachers (MsEd): 1668 No. of teachers (ATTC): 2256 No. of teachers (DIAE/CIAE): 495 No. of teachers (None): 42567 No. of teachers (Others): 5643 Total No. of Teachers (including teachers from Masjid Maktab) = 391799 <u>Source: NFE Department Punjab (Taleem Sab ke Liye Project)</u> Minimum required qualification is Matriculation as per PC-1 of the program: 1260 teachers have been appointed according to the set criteria.</p>
	4.c.4 Pupil-qualified teacher ratio by education level			
	4.c.5 Average teacher salary relative to other professions requiring a comparable level of qualification			
	4.c.6 Teacher attrition rate by education level	PMIU NFE Department	2019	<u>Source: PMIU 2019</u> Number of teachers who have left: 57190 $((57190)/(57190+390782)*100 = 12.77\%$

				Source: NFE Department Punjab (Punjab NFE Project) 19%
	4.c.7 Percentage of teachers who received in-service training in the last 12 months by type of training	QAED	2019	Source: QAED 2018 Promotion Link Training Grade 19 (Elementary and Secondary) = 34 teachers Promotion Link Training Grade 18 (Elementary and Secondary) = 29 teachers Promotion Link Training Grade 17 (Elementary and Secondary) = 62 teachers Induction Training (Elementary and Secondary) = 17,487 teachers Punjab Education and English Language Initiative (PEELI) (Primary Level) = 120,000 teachers ((120000/142151)*100 =84.42%) School Leadership and Development Program (SLDP) (Elementary and Secondary) = 16,000 teachers ((16000/223837)*100 = 7.14%)