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" Education, Economy and Equality : The Missing Triad of National Progress "

A. Introduction

B. Education, Economy and Equality are the missing triads of national progress:

- (1) The lack of global standards educational institutions in the country hinder progress.

Case in Point: No University made it to QS World Ranking in 2025.

- (2) The inaccessibility of children to attend school due to socio-economic factors is regressive for growth.

Case in Point: 27 Million out of school children in Pakistan.

(WB Report 2024)

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(3) The inability of state to abide by constitutional provisions for education cause resource loss.

Case in Point: The fraud of Article **25-A** of Constitution of Pakistan 1973.

(4) The lack of equal female representation in Labor Force hinders national economic growth.

Case in Point: 24.2% of women Labor Force Participation Rate (LFPR survey)

(5) Loss of Agricultural yield due to floods, droughts and calamities pose economic losses that halt GDP growth.

Case in Point: Rs 22 Million loss due to loss of Export Mango yield in 2022 Floods. (NDMA)

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(6) The impositions on economic sector due to IMF SAPs pose repercussions for national growth.

Case in Point: The elimination of subsidies in the agriculture sector reflect policy inconsistency.

(7) Lack of equal provincial growth standards result in fragmented population: an obstacle to collective progress.

Case in Point: Wheat supply and distribution issue post-2025 floods between Punjab, KP and Sindh.

(8) The social stratification of the nation based upon class or economic divide hinders unity for growth.

Case in Point: Concept of "Social Capital" by Perre Bourdieu.

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(9) Absence of similar institutions in all provinces reflect the economic, educational an inequalities of administration.

Case in Point: . PFSA - The only Forensic Science Lab in Pakistan.

- PDBMS (Punjab Data Base Management System)

(10) The targeting of minorities reflect unequal treatment towards them which impacts national progress.

Case in Point: Jaranwala Church Incident

(11) Educational Disparities among public-private sector reflect fault lines of development.

Case in Point: Punjab vs Balochistan.

C. Conclusion

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"The Political Elite of Pakistan does not allow the developmental budget to trickle down to the masses", is a power statement by Ishrat Hussain, the ex-governor of State Bank of Pakistan. The State of Pakistan is stuck with regards to development in three fundamental arenas of education, economy and equality. This statement in progress is a reinforcement of national progress downfall. Until and unless all efforts are directed towards tackling this triad of hurdles, no progress can be ensured. In terms of education, the country falls behind to match global standards. Grass root issues like out of school children and constitutional drawbacks hinder educational progress and literacy rate. The marginalization of women in economic activities, natural

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calamities and inconsistency in economic policies are a roadmap for financial downfall. Administrative divides at provincial levels and class differences result in social divide that is a hindrance for unanimous growth. Technological diversity and cold behaviour towards minorities further deepen sentiments of alienation. Inequalities in the social, administrative and provincial domains of education and economy result in halted national progress.

Education is the backbone of progress of any nation. With adequate standards of higher education, nations can achieve big in global arena. Pakistan lacks to maintain its standard when it concerns the aptitude of academia, the curriculum and even infrastructure of higher education institutions within the

state This fact is validated when no single of 130 universities made it to QS World Rankings in 2025.

It is indeed a moment to rethink the preferences of this state.

Every child possesses the basic right to attend school. The state of Pakistan, in this era of technological innovation is facing decades old issue of out of school children. Owing to poverty, backward mindsets or rural setting, over 26 Million children are devoid of their basic right to read and write. With such an extremist regress in education, the state can not prosper.

Children are the future of any nation. This is a universally acknowledged reality. The state strives through legislations, to educate them in order to ensure growth. Pakistan, despite having

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granted right to free education to its children (between 5-17 years of age), fails to implement this very clause of its Supreme Law. The stakeholders have failed to provide this constitutional right in reality.

Economies do not thrive unless all people contribute to national economies. Progress is ensured when men and women work hand in hand for nations to rise. The national economic progress is not noticable due to low participation of females, that constitute over half the population. The Labor Force Participation Rate is 22.4%, lowest in entire South Asia. Crippled economies do not produce progressive nations.

Economic losses have resulted in lower GDP growth rate. Certain natural causes like floods have contributed to loss

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of financial capital. This economic uncertainty proved a gateway to hindered national growth.

The 2022 floods posed a whopping 22 Million Rupee loss to Pakistan, as per NDMA Reports. Such scenarios have long-term impacts.

Pakistan presents itself as a major international player. The states' involvement in debts and SAPs of loan programmes pose economic disparities that serve as indicators of national failure. One such scenario is the cut down of subsidy to farmer and agricultural goods due to IMF monitoring conditions. The result is instability, paranoia and disparity.

Equalities among all branches of a country are pre-requisite for nations' success. The dilemma of provincial competition, unequal power exercised among people

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different provinces leads to eradication of harmony among the people. Recently, a debate erupted on issue of wheat distribution among Punjab, Sindh and KP, post floods. Such instances reflect the tarnished internal foundation of the country.

Similarly, a country divided at various social levels fails to rise from rubbles. The state of Pakistan is stratified within population based on race, class, culture, elitism and other such parameters. The concept of social capital, where people in power further hand-pick people they know, disregarding meritocracy perfectly applies to present state of affairs. It serves as factor for downgrade.

Technological and Administrative disparities among

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provinces highlight structural faultlines. They deeply present inequality at educational and economic levels Punjab, for instance, remains the only province that has its own forensic lab and a criminal data base.

The lack of such technological infrastructure in other provinces indicate inequality and governance crisis all at once.

Minorities play a significant role in progress of a nation. The states' behavior towards them is an insight of the morals and values they practice. Unfortunately, the brutal attitude adopted towards Christians, disabled and transgendered minorities in Pakistan is heart wrenching.

The burning of churches in Jaranwala back in the day is a testament. With such fragile

basis of oneness, progress remains afar.

Education is the base camp of all sectors. It leads to economic and social means.

With such large scale differences between educational levels of states, no progress can be attained. Comparing the standard of education within Pakistan,

Punjab's rural extreme is even better learned than a child in Quetta's government school. Such provincial disparities guarantee only chaos.

In a nutshell, without the provision of equal margins in educational, economic and social sectors, the state of Pakistan can not truly progress.

This country lags behind in individual and provincial level equality in the above realms

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and is hence, victim of halted growth and prosperity. There is excessive social stratification based on class difference and provincial ties of discord. The impartial administrative setup among province further deepens the divide. Unfriendly ties with minorities ^{also} pose a threat to national integration. Regardless, there is still hope to work on these identified domains; implement a single national curriculum, unite the masses on ideological baseline and turn the steering of growth and progress.