



UNLEASHING THE POTENTIAL OF GENDER RESPONSIBLE BUDGETING AND TECHNOLOGY TO REDUCE GENDER DISPARITIES IN EDUCATION IN PAKISTAN

The case study shows how improvements in gender justice are possible even in one of the world's most gender unequal countries. It illustrates how the mandatory introduction and mainstreaming of Gender Responsible Budgeting by the Pakistan government, and the introduction of a mobile app to enhance budget monitoring by local women and girls, contributed to an increase in government spending on women and girls' health, education and income support and in school enrolment. The case study also highlights how the mutually reinforcing influence of women's rights organizations, allies in government and international donors can interact to bring about transformative change. Given the multiple economic and health benefits from girls' schooling the case study will be relevant to any government wanting to create a fairer more inclusive future, a just recovery from COVID and help to build resilience to future shocks.



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EXECUTIVE SUMMARY

Unequal education, health and low incomes are key barriers to gender justice in Pakistan. For example, less than a fifth of Pakistani women have been to secondary school (compared to half of Indian women) (UNPD, 2018). The government introduced mandatory Gender Responsive Budgeting (GRB) into government practices in 2005¹ as a way of helping reduce gender disparities. GRB is a process that involves analysing a government budget based on the effect it has on different genders and transforming budgets to ensure gender equality.

Its introduction in Pakistan is associated with an increase in gender-specific budget expenditure from 7.6 billion rupees in 2007/08 to 44.5 billion rupees in 2008/09 (Holmes et. al., 2014). The increased expenditure, combined with the subsequent introduction of an android app to enhance local budget monitoring, helped increase school enrolment in Muzaffargarh district (Punjab) by 18% from 2016 to 2018.

Despite the patriarchal society of Pakistan, change was made possible due to combination of long term and sustained civil society activism, support from NGOs, allies in government and international organizations. In Pakistan, Women's organizations surged in the 1990s and the Government came under increased pressure to reduce gender injustices such as violence against women, sexual harassment at work and limited educational opportunities from such organizations as the Women Empowerment, Literacy & Development Organization (WELDO), Alliance Against Sexual Harassment (AASHA) and Rozan. In 1995, Pakistan signed CEDAW (ratified in 1996) and committed to the National Plan of Action for Women Pakistan at the UN's World Conference for Women in Beijing in 1998.

The combination of internal and international drivers led to the introduction of a number of programmes aiming to address gender inequality in Pakistan such as National Policy for Development and Empowerment of Women (2002) and Gender Reform Action Plans (2004/5). The Women's Ministry called for gender budgeting in 2001 by submitting a paper on gender and poverty issues as part of Pakistan's application to the IMF for a loan paving the way for its introduction.

GRB was first introduced in one province, Punjab, and two districts, Gujrat and Rajanpur in 2005 (Mahbub and Budlender, 2007), funded by the UNDP and Swiss and Norwegian governments. Between 2005-2008, GRB focused on these geographical areas in three areas of government: health, education and the population wellness. Subsequently, in 2008, GRB was mainstreamed across all levels of government and other ministries budgeting systems, accompanied by awareness training and handbooks for government officials with support of local organizations and funding from UNDP.

In 2016, the Education Department of the Muzaffargarh district (Punjab) with the help of Oxfam and a local partner, Idara-e-Taleem-o-Aagahi

(ITA), introduced a mobile app which enhanced local data collection and monitoring by teachers, women, and girls. An android application was developed to analyse data on education spending and missing facilities in girls' public primary schools. This analysis helped the local education department identify key factors impeding enrolment, retention and learning levels of girls. To facilitate the app's data collection, two representative bodies were created: the Girls Star Clubs made up of students, and School Councils made up of teachers and parents. These groups highlighted issues such as poor budget allocation in case of missing facilities or poor budget utilization (i.e. underspent budget). The ideas proposed by the groups were subsequently adopted and replicated across the province of Punjab by the School Education Department.

Key insights

The case study shows how improvements to gender justice are possible even in one of the world's most gender unequal contexts: Pakistan is a country that ranks 151 out of 153 in terms of the gender gap and spends only 2.6% on education against GDP (World Economic Forum, 2019; I-SAPS, 2016).

It also demonstrates how the mandatory introduction and mainstreaming of GRB across government can transform government practices and contribute to positive impacts on budget allocation and hence greater access to health and education for women and girls. Mainstreaming was achieved via a mix of mandatory measures, awareness raising and guidance as well as a range of different budgeting tools.

The government's requirement for all departments to conduct GRB, and the accompanying awareness raising and training, contributed to significant shifts in government budget practices and official's behaviours. On the ground it helped reduce gender disparities by normalizing girls' enrolment in schools and enabling material improvements to schools which increased girls' attendance.

The case is also noteworthy for its use of information and communications technology, in the form of a monitoring app, which enabled both (a) much easier, quicker and detailed monitoring of girls' enrolment in school, retention levels, and more efficient management of public funds, and (b) the involvement of teachers, parents and students in budget monitoring.

A strong body of evidence shows that girls' education generates many positive future health and economic benefits for women and the country, including improved health, higher participation in the labour market, higher incomes, later marriage, fewer children and improved health and educational outcomes for their children. (World Bank Education overview, undated). Although developed and implemented before the COVID-19 pandemic, this case study will be relevant to any government wanting to create a fairer more inclusive future and build resilience to future shocks.

WHAT HAS CHANGED?

THE CHALLENGE

Pakistan is one of the worst-performing countries in the World Economic Forum's 2019 Global Gender Gap Report, ranking at 151 out of 153 in terms of the gender gap (World Economic Forum, 2019). The only countries lower on the report were Iraq and Yemen. For example, women hold less than 7% of managerial positions across Pakistan – according to the available data (World Economic Forum, 2018). In the general labour force, there are also large gender gaps. In Punjab and Sindh, the Female Labour Force Participation is 27.8% and 6.9% respectively. 75% of these women earn below minimum wage. The minimum wage is Rs 14,000 per month, approximately USD 90 in 2019.

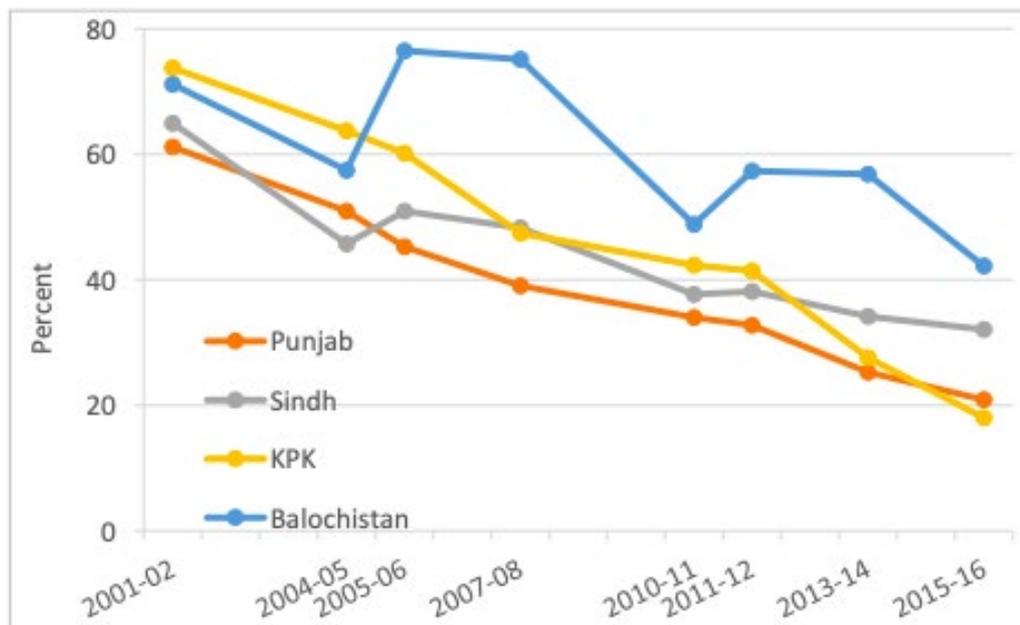
In addition to economic barriers, women face social challenges. Firstly, violence against women is high across the country. However, the violence experienced by women in Punjab and Sindh is bad even by national standards. 74% of the total reported cases of violence against women in Pakistan were reported in Punjab. 48.69% of sexual violence against women reports in Pakistan is in Sindh. There were 1,643 reported cases of violence against women, including honour killings, in Sindh during 2017-18 (Oxfam, 2017). In addition to violence, women have limited access to health services and education, suffer from early marriages and often lack influence over decision-making at domestic, local and national level.

Less than a fifth of Pakistani women have been to secondary school (compared to half of Indian women) (UNPD, 2018). In Sindh and Punjab, 53% and 40% of girls are out of school respectively (Oxfam, 2018c). Across Pakistan, 49% of girls are out of school compared with 40% of boys (Oxfam, 2018c). There are many reasons for this. In rural areas some parents do not value education for girls, expect them to perform domestic duties, and do not provide the same support as they do to boys. But another important reason is insufficient school budgets and the poor state of school facilities. The lack of basic services such as clean drinking water, a boundary wall and toilets can constrain girls from attending school. In Sindh, 50% of schools have no drinking water, 46% have no toilets and 41% are without a boundary wall (Oxfam, 2018c).

Additionally, research from Citizens led surveys undertaken by Oxfam Pakistan in 2009 combined with the Annual Status on Education Results (ASER) in 2011 found large disparities in gender responsive education financing. While girls represent 39% of the enrolled students at primary and secondary level in Sindh, they were allocated Rs. 15,792 per student in FY 2016-17 compared with the allocated amount of Rs. 28,526 per boy student (I-SAPS, 2016).

More widely, while poverty has been falling in Sindh and Punjab it still remains high and like other countries progress is threatened by the COVID-19 pandemic and the climate crisis and slowed by economic inequality.

Figure 1: Poverty Trends in Pakistan, by Province.



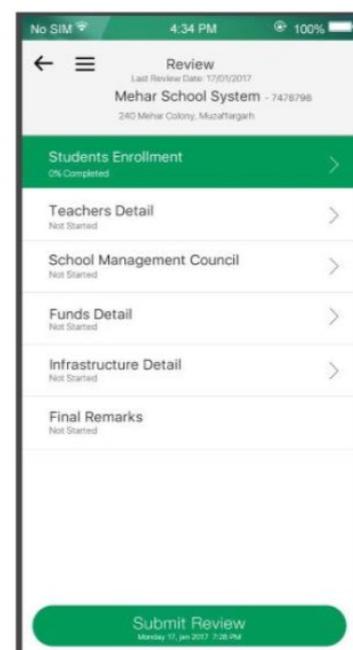
Source: World Bank Staff Calculations (in Redaelli, 2019)

THE INTRODUCTION OF GRB

The initial GRB programme was implemented to help tackle gender disparities in education, health and welfare. It was introduced in two cycles. The first cycle was a GRB pilot initiative between 2005-2008, which was a joint venture by the Government of Pakistan (the Ministry of Finance) in partnership with the United Nations Development Programme (UNDP) and supported by international donors (Rai, Shah and Ayaz, 2007). The pilot introduced elements of GRB to the federal level: the Punjab province and two districts, Gujrat and Rajanpur. It focused on three sectors: Education, Health and Population Welfare. This lasted two and half years.

The pilot involved analysing public expenditure through a gender lens, a time-use survey in 2007 that looked to uncover the macroeconomic implications of unpaid care work, research into the value of unpaid care work and calls for gender-disaggregating data from the 2006/7 Budget Call Circular to help understand gender patterns in public sector employment (Mahbub and Budlender, 2007; IMF, 2016). The gender analysis was done on the 2004/5 and 2005/6 federal and provincial budgets. The analysis showed that only a fraction of expenditure allocation was visible gender specific. The data collected by the Budget Call Circular helped increase female employment in government, reduce the gender wage gap and led to publicly funded day care centres to help women get a job (IMF, 2016).

Figure 2: Screenshots from the android app



The first phase consisted of awareness training, provision of handbooks for government officials, requirement of gendered budget data and the provision of training to all levels of government to achieve this. The government also partnered with a range of academic, NGO and other bodies who helped provide expert input or implement GRB in different parts of the country beyond the pilot districts. For example, the Aga Khan Rural Support Program leads much of the community development in northern areas of Pakistan and decided to launch GRB in these northern areas (GRBI Pakistan, 2006). ComSec agreed to undertake GRB activities in Sindh to aid education (GRBI Pakistan, 2006).

The second stage, the Strengthening Poverty Reduction Strategy (PRS) Monitoring Project introduced in 2008, was an entry point for mainstreaming GRB across all levels. The 2007/8 federal budget call circular required ministries to indicate their gender-related goals, deliver sex-disaggregated data on their services and staff, demonstrate how interventions lead to gender equity, and disaggregate targets and performance analysis. These gender initiatives were extended beyond the three pilot departments and 12 other ministries were also engaged (Budlender, 2007). The second cycle, funded by the UNDP, strengthened the Poverty Reduction Strategy (PRS) Monitoring Project between 2008 and 2012 (Mahbub and Budlender, 2007).

Subsequently, in 2016, Oxfam and Idara-e-Taleem-o-Aagahi stepped in to work with the Education Department of the Muzaffargarh district (Punjab) and introduced an app to enable local monitoring of GRB in schools. The app made civic engagement easier for women and girls to participate as the app can be accessed from any android device. Parents, teachers and students were involved in monitoring through 'School Councils' and the 'Girls Star Clubs' in the Muzaffargarh District (Oxfam, 2018a). These groups helped monitor use of the app and they put forward their most pressing concerns such as mismanaged budgets, lack of budget utilization or mismanagement of facilities (Oxfam, 2018a). The app data led to the introduction of 'School Information System' that was implemented throughout Punjab. The 'School Information System' is a web-based application software, called Parho Punjab. The software is installed in school Computers and is designed to collect and store information from students, teachers, parents and the school administrations (Punjab Education Foundation, 2019). This information is then used by the local government to understand school enrolment and funding failures.

Summary			
	Functional	Damage	Total
Teacher Chairs	34	0	34
Teachers Tables	20	0	20
Almira	15	0	15
Students Desk	269	1	270
Students Chairs	1598	28	1620
Fans	28	0	28
Computers	85	0	85
Computers Chairs	95	0	95
Computers Tables	100	0	100

POVERTY REDUCTION

Increased spending on women

A key outcome of GRB in Pakistan was increased spending on women's specific budget expenditure. A gendered analysis of federal and provincial budgets in 2008/9 found that women's specific budget spending increased significantly from R7.6 billion in 2007-08 to R44.5 billion in 2008-09, resulting in an increase in share from 0.7% to 4.7% (Sabir 2009; Holmes et al., 2014). This spending went towards education, health and cash handouts to help improve wellbeing of women. Additionally, utilization of the budget for schools, not allocated to teacher salaries, increased from 82% in 2016-17 to 91% in 2017-18.

Increased school enrolment

The introduction of GRB, combined with enhanced local monitoring linked to the android app and material improvements to schools helped to increase school enrolment by 18% among girls in the Muzaffargarh district from 82% in 2016-17 to 91% in 2017-18. Improved spending helped the school to address issues such as missing facilities or long commutes and hence contributed to increased school attendance by, and retention of, students. This success then contributed to the School Information System (SIS) that was rolled out across Punjab (see below).

STRUCTURAL CHANGES

Voice and power relations

The combination of a longstanding civil society struggle, allies in government and international support and funding for gender justice, combined with a window of opportunity from an IMF loan, shifted power relations and paved the way for the introduction of GRB across government. The introduction of the mobile app subsequently helped strengthen the influence of local voices over government budgets. The resulting improvement in government financing of girls' education is in turn helping reduce gender disparities.

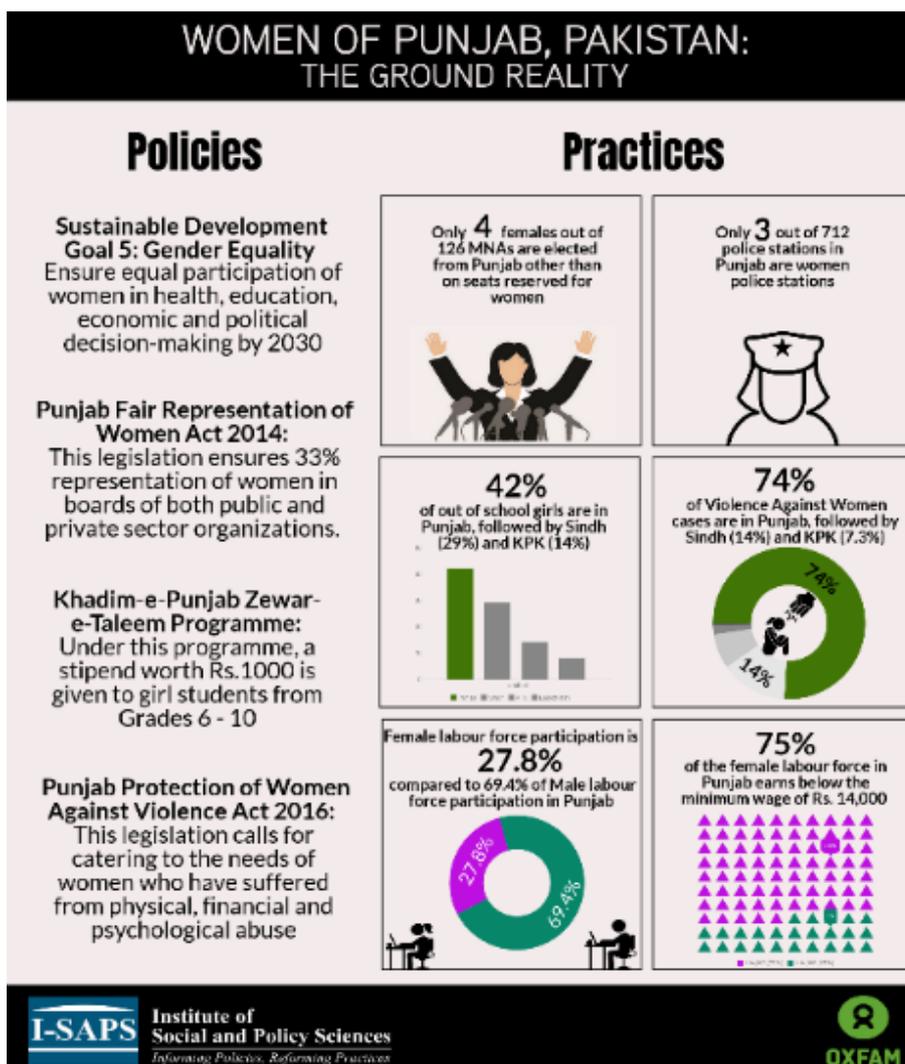
Changes to government practices

At a government level, the introduction of mandatory gender budgeting changed government practices and means that gender is now routinely considered by officials in all levels of government budgets resulting in improved budget allocations. A significant outcome was the integration of gender into budget call circulars, which led to the collection of gender-disaggregated data as well as awareness raising at individual and organizational levels.

Use of new technology

The successful introduction of the mobile app in 2016 contributed to the roll out of the 'School Information System' to the entirety of Punjab enabling wider local monitoring of budgets. The 'School Information System' is a web-based application software, called Parho Punjab, which was installed in school Personal Computers and designed to collect and store information from students, teachers, parents and the school administrations about missing facilities, disbursements of school funds, gender parity in schools, pupils attendance and academic performance, quality of teaching etc. (Punjab Education Foundation, 2019). To ensure a participatory approach, the use of technology was supported by the creation of two representative groups: the Girls Star Clubs made up of students, and School Councils made up of teachers and parents. These groups discussed problems and developed plans to improve their schools which were could then be uploaded on to the system. Previously budgets were largely the responsibility of district government officials and monitoring was focused on assessing learning outcomes, enrolment and retention without considering gender equity.

Figure 3 Infographic on policies and practices concerning women's rights in Punjab, Pakistan.



Material improvements to schools

Material improvements to public girls' schools associated with increased budget allocation included:

- Establishment of satellite schools and provision of bikes for long commutes to enable girls from remote areas to attend school;
- Reducing travel for girls to no more than 2-3 kilometres;
- Establishing girls-only bathrooms;
- Increasing number of female teachers;
- Boundary walls for make sure girls are, and feel, safe;
- Female students between Grades 6 and 10 mainstreamed in government's monthly stipend program (one thousand rupees) called 'Zavar-e-Taleem';
- Evening classes to enable school attendance by girls who had other responsibilities during the day at home.

'The application is a great tool to use for positive discrimination. We have now ensured that no girl in the entire province of Punjab travels more than two to three kilometres for school'

Shamsher Ahmed Khan, Chief Operating Officer of Punjab's Education Department (Oxfam, 2018a)

CHALLENGES AND DURABILITY

A key challenge to introducing and mainstreaming GRB has been the lack of funding for NGOs and partners to help anchor GRB (Mahbub and Budlender, 2007). Despite this, the Pakistani government has continued to support better data collection and made gender-disaggregated data mandatory. Moreover, organizations such as I-SAPS continued to generate data and conduct research on GRB in two provinces.

An earlier challenge was the lack of involvement of local women at the inception of GRB. Pressure from civil society helped the gender initiatives, such as CEDAW and laws on domestic violence, in the 2000s however UNDP was the key partner in implementing GRB at the beginning. Local women were not initially involved in the GRB initiative, but this was overcome somewhat by the engagement with local NGOs that engaged with female councillors and the app that gave women influence on education budgets. The inclusion of local women and girls in monitoring overcame this drawback in Punjab.

HOW CHANGE HAPPENED

TIMESCALES, DYNAMICS AND SCALING PATHWAYS

The introduction of GRB was an intentional strategy with a long history of civil society influencing and international support and pressure. When first introduced it had a transformative effect on elements of government practices, but its spread has not been linear due to the uneven availability of external funding.

Scaling was achieved mainly vertically by government introduction of mandatory gender budgeting which had a transformational effect across the whole of government. The subsequent introduction of the app helped enable further functional scaling (i.e. scaling via iterative adaptations of and improvements to the original initiative) by enhancing the input of women and girls in budget monitoring and use and allowing enrolment numbers to be continually updated.

Change Drivers

Transformative change was achieved via the interaction of mutually reinforcing influence of civil society, progressive women in government and international organizations. Different actors used different change or influencing strategies.

Civil society used a mix of research, lobbying, and protest including leveraging international conventions and support. The Government achieved changes to institutional practices and official's behaviours via a mix of push and pull. Officials were pushed by the mandatory requirements for gendered budgets but were also pulled by training and awareness raising workshops and handbooks with internal staff and other stakeholders designed to highlight the potentials of GRB and provide guidance about how to undertake it successfully. International actors used funding instruments to support or pressure the government.

Civil society

The introduction of GRB built on gains of previous long struggles by Pakistani women's groups against masculine interpretations of Islamic traditions. Women organizations have existed in Pakistan since its inception but ballooned in the 1990s with globalization.

Their activism was assisted by General Pervez Musharraf becoming president in 1999. Musharraf was relatively liberal, and this motivated women groups to pressure the government towards equality. Moreover, in 2001, women reserved seats in the National Assembly increased from

20 to 60 seats and 128 seats in the Provincial Assemblies (Moheyuddin, 2005). This push was assisted by the mushroom growth of media outlets.

The women's struggles contributed to the passing of groundbreaking laws including the government's signing of the Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW) in 1995 and the recognition of honour killings as premeditated murder under Section 302 of the Penal Code in 2000. Furthermore, in 2002, the National Policy for Development and Empowerment of Women was introduced which aims for gender equality and social, political and economic empowerment of women (Rai, Shah and Ayaz, 2007). The introduction of GRB marked another gain. Civil society and NGOs also assisted with the implementation of these laws.

Women's organizations also helped raised awareness among Pakistani women of their social, economic and political rights. The education of women was also assisted by civil society organizations, print media, electronic media, political parties, faith-based organizations and academia.

Government

A key driver of the GRB was the Ministry of Women and Development (WMD). The Ministry of Women's Development was created in 1979, starting as the Women's Division, and established as part of the Cabinet Secretariat. In 1989, the Women's Division was upgraded to the level of a ministry. Its main goals were to improve the quality of life of women in the country and deal with issues specific to working women. In the 1990s the WMD was in charge of implementing and leading the National Action Plan (NPA) and CEDAW. However, it struggled in these capacities because it was externally funded until 1999 and when funding ended, it did not have adequate resources to continue effectively. Overall the department has not had the political weight, coordination with other ministries or institutional capacity to adequately advocate for the rights of women. Thus, their role has largely been that of "watchdog" and a funder of many small projects, although it lacks capacity to monitor their impact.

Despite these weaknesses, the WMD put forward a paper proposing GRB as part of an IMF loan which helped pave the pathway for the government's subsequent implementation of GRB to be implemented. The implementation of GRB was assisted by a shift to a new budgetary cycle from one year to three years in 2005 which meant GRB could be integrated into the budget at the same time (Mahbub and Budlender, 2007). The introduction of GRB into the budgetary cycle was part of wider gender related initiatives introduced in Pakistan at the time. Other initiatives included the Gender Reform Action Plan and Poverty Reduction Strategy Paper (Mahbub and Budlender, 2007).

Civil society, NGO and research institutions

As noted above the introduction of GRB built on gains of previous long struggles by Pakistani women's groups against masculine interpretations of Islamic traditions. However, civil society had less direct influence over the introduction of GRB compared to other stakeholders such as

government ministries and international actors. Nevertheless, growing pressure by women's organizations in the late 20th century did contribute to the general furthering of gender related issues such as recognizing honour killings as premeditated murder under Section 302 of the Penal Code.

NGOs and research institutions also helped promote and implement GRB via the targeted capacity building of government officials. Non-governmental organizations also successfully helped provide evidence about GRB's effectiveness, training for parliamentarians, expanding GRB initiatives to remote areas of Pakistan and supporting women councillors (GRBI Pakistan, 2006). These initiatives in turn led to the gender-aware programme participant assessment survey, time-use survey and gender budget statements. The assessment survey was conducted by expert academics in Education, Health and Population Welfare who were commissioned to conduct the gender-aware appraisals in each of the respective areas. The goal was to assess the impact of policies and programmes in each sector on gender issues (Mahbub and Budlender, 2007). The time-use survey was completed by the official statistics agency of Pakistan, the Federal Bureau of Statistics (FBS) (Mahbub and Budlender, 2007). It sought to understand the macro-level impact of unpaid work across the country. Lastly, the gender budget statements were an accountability tool to help parliamentarians understand how the money allocated for gender initiatives could advance gender equality. This was initially introduced in Punjab for the Education, Health and Population Welfare sectors (Mahbub and Budlender, 2007). This data has been a key step in institutionalizing a gendered perspective in the government. As an entity, these activities were known as the Gender Reform Action Plan. It aimed to focus efforts on women's equality in the public sector (Government of Pakistan, 2008).

For the introduction of the app, Oxfam played a central role in assisting the Department of Education in Punjab. Oxfam helped to research and implement the app with Idara-e-Taleem-o-Aagahi (ITA), a Public Trust and research institution. The relationship between Oxfam in Pakistan and the Education department had begun when they organised the country's largest household survey to measure education performance in the country in 2013. The research delved into social issues and, for the first time, produced district wide education performance reports. The low performance of the education sector in the research prompted Oxfam to support the district Education department in strengthening the governance system. This led to the creation of the gender-disaggregated data base, the android app and ultimately spending changes that accounted for gender.

International organizations and donors

Changes on gender issues in Pakistan, including on GRB, evolved alongside the evolution of international policies, conventions, and frameworks such as CEDAW and the United Nations. International NGOs and donors also used their influence to pressure the Pakistan Government in the early 2000s to address gender issues. Their funding and expertise were also essential for GRB implementation. Key donors

included IMF, Swiss Agency for Development and Cooperation (SDC), Royal Norwegian Embassy and UNDP. More information on their role is in the next section.

Constraining Factors

There were several factors that constrained the introduction of GRB. Society in Pakistan is inherently patriarchal. Women, particularly in rural areas, have limited access to paid work, education and health or access to social protection and infrastructure they need. This occurs in the context of their gendered roles in relation to care, the household and the community. Their position, social norms and own perceptions on women's role in public life, has prevented women from participating in budgeting and getting what they need. Several steps were taken to overcome this: evening classes, mobile schools, bikes and engaging parents. This, of course, does not overhaul the structure of society but does break down some barriers to girls' education.

Linked to this there was a lack of political will as well as weak and corrupt government structures. This compounded the effects of societal structures and weakened efforts to overcome these barriers. This has been the main impediment in policy implementation. This has been overcome somewhat by external assistance and funding.

Another constraint was that women organizations tended to focus in urban areas. Urban women face different, although still significant, barriers than those in rural areas. If awareness raising of women's' rights (through media and articles) reaches rural areas, fewer of these women can afford the media or read it. Middle and upper-class women in urban areas were the main force in pushing for equality and they form a relatively small proportion of women. Consequently, women NGOs were largely confined in city areas and represented middle- and upper-class women.

Additionally, local NGOs and partners need funding to improve GRB to their full potential. NGOs and civil society can participate through activities such as: research, lobby the government, build the capacity of women, build alliances, and hold the government to account. Without funding, NGOs were limited in their ability to further GRB without funding. External funding has been relied upon at several times since GRB was introduced but has not been consistent. Relying on external funding can be an advantage but also a hindrance when it ends.

Other organizations involved

The Commonwealth Secretariat (ComSec) has been involved in GRB in many countries. After discussions with the Gender unit of the Finance Department, the organisation agreed to undertake GRB activities in Sindh to aid education. A plan and budget were agreed between ComSec, UNDP and the government. The local government of Sindh agreed to work with ComSec (GRBI Pakistan, 2006).

The Women's Political School was a project created by UNDP and Government of Pakistan through the Gender Support Programme (GRBI Pakistan, 2006). The project was designed to push training for over 36,000 women councillors at the district, tehsil and union council levels in all four provinces where GRB was introduced (Moen and Tahira, 2010). It aimed to deliver dependable support networks for women in Pakistan participating in the political process, build training institutions and create a rounded development programme for women councillors (Moen and Tahira, 2010).

The Social Policy Development Centre (SPDC) a non-profit research think tank, incorporated gender analysis in their 'Annual Budget Review 2006'. This publication is annual and helps to critically analyse each budget. By incorporating gender, this will help to ingrain the practice of analysing budgets from a gender lens by an independent research group (GRBI Pakistan, 2006).

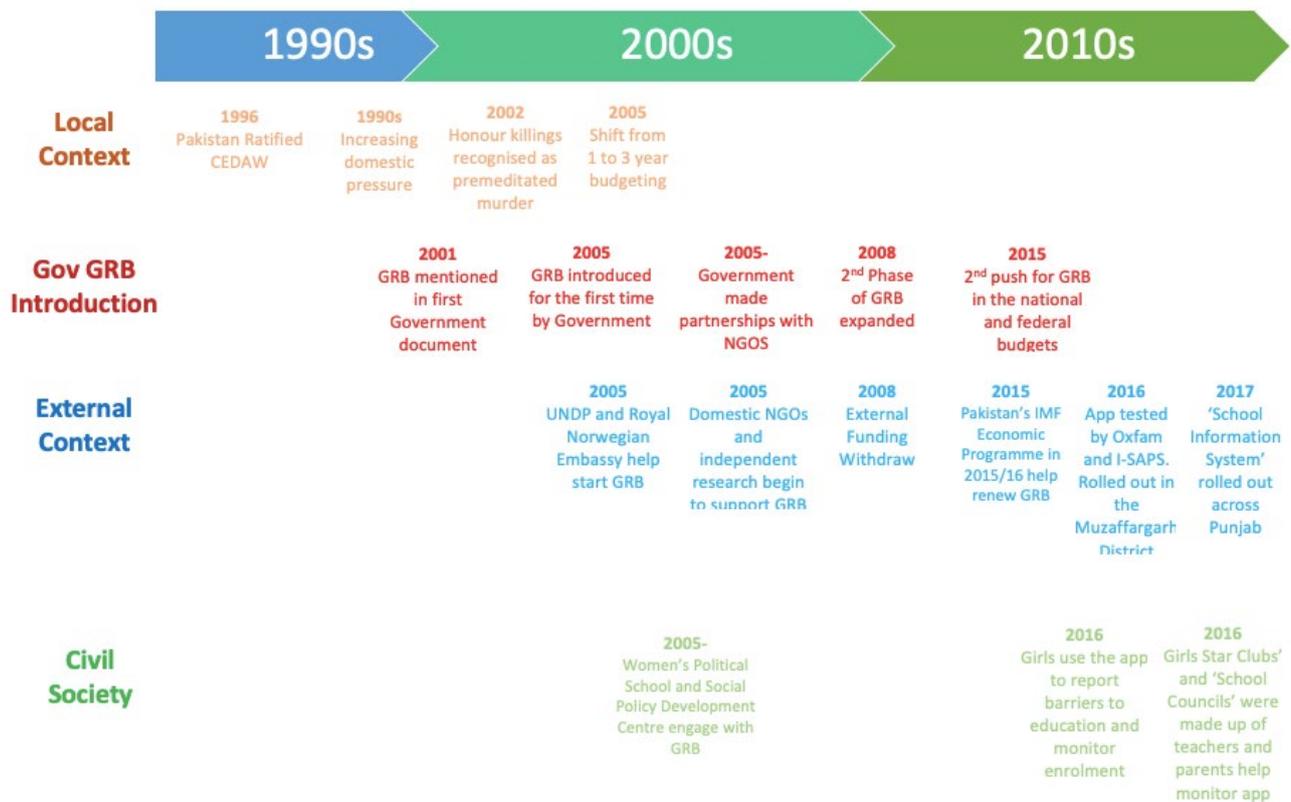
Decentralization Support Program (DSP) is an initiative of the Government of Pakistan, with partial funding support from the Asian Development Bank. The Program is designed to help advance fiscal restructuring, decentralization and local governance reforms. DSP worked on fiscal decentralization and a gender reform program at the national level. Their efforts resulted in the DSP incorporating GRB into the training manuals for Nazims and Naib Nazims of local governments. This helped GRB awareness at the local level (GRBI Pakistan, 2006).

The Aga Khan Rural Support Program (part of the NGO the Aga Khan Foundation) leads much of the community development in northern areas of Pakistan. The organization decided to launch GRB in these northern areas (GRBI Pakistan, 2006).

The Pakistan Institute of Legislative Development and Transparency (PILDAT), an independent NGO that undertakes research and training, has been actively involved in working with Parliamentarians on GRB issues. This included awareness raising on a course organised by PILDAT. They have also produced briefing papers on GRB related issues for MPs (GRBI Pakistan, 2006).

The International Monetary Fund (IMF) provided funding that supported the introduction of GRB. The Ministry of Women and Development included a research paper on GRB in a Pakistani Government loan application to the IMF. The introduction of GRB was also, in part, supported by funding from the Swiss Agency for Development the Royal Norwegian Embassy and the United Nations Development Programme (UNDP) at different stages.

TIMELINE



ANNEX: CASE AT A GLANCE

<i>Case study name</i>	<i>Unleashing the potential of Gender Responsible Budgeting and technology to reduce gender disparities in education</i>
<i>Geographical type and location</i>	Punjab and Sindh provinces in Pakistan.
<i>Country indicators</i>	<p>Pakistan</p> <p>Income: lower-middle-income economy; income poverty rate 24.3% (national poverty line) (World Bank, 2020).</p> <p>Inequality: Palma ratio of 1.37 in 2016 (UNU-WIDER, 2019).</p> <p>Human Development Index: ranked 152nd of 189 countries (UNDP, 2019b).</p> <p>Gender gap: ranked 143rd of 153 countries (WEF, 2020).</p> <p>Civic space: rated as 'Repressed' (Civicus, 2020).</p> <p>Fragile States Index: 'Alert' (Fund for Peace, 2019).</p> <p>Climate Risk Index: ranked 5th of 181 countries for 1999–2018 (Eckstein et al., 2020).</p> <p>Ecological threat – High exposure, ETR count:4 (Ecological Threat Register, 2020).</p>
<i>Time period</i>	<p>A long back story of civil society influencing</p> <ul style="list-style-type: none"> Phase 1: 2005 Gender Responsive Budgeting (GRB) is introduced into Pakistan Phase 2: 2008 GRB strengthened in Pakistan Phase 3: 2016 Oxfam and partners introduces an android app to track GRB with local monitoring and help improve budget allocation on public girls' schools.
<i>Theme/systemic issue</i>	Gender Injustice: Economic Inequality
<i>Scale of poverty reduction achieved (quantitative data)</i>	<p>Strengthened political participation and influence of local people, enhanced by the android ap</p> <p>Increased girls' access to education and reduced gender disparities:</p> <ul style="list-style-type: none"> Gender specific budget expenditure in Pakistan increased from 7.6 billion rupees in 2007/08 to 44.5 billion rupees in 2008/09 (Holmes et. al., 2014). It included gender-specific spending in health, education, cash transfer programme and Benazir Income Support Programme (Holmes et. al., 2014). The increase stands to potentially benefit approximately 5.3 million people in Punjab (Shah et. al, 2018). Increased school enrolment of girls in Muzaffargarh district (Punjab) by 18% from 2016

	<p>to 2018</p> <ul style="list-style-type: none"> • Spending on non-salary school budgets (allocated by government to reduce budgetary constraints of schools) in Muzaffargarh increased from 82% in 2016-17 to 91% in 2017-18 <p>While there is no direct evidence yet, girls' education is widely known to provide multiple long term health and economic benefits.</p>
<i>Structural changes</i>	<p>Power Relations and voice of local people Government practices and behaviours New technology Gendered material improvements to schools</p>
<i>Pathways to scale</i>	<p>Vertical scaling via government introduction of mandatory GRB Functional scaling via continual improvements to government practices</p>
<i>Types & quality of evidence for case study</i>	<p>There is relatively strong evidence about the changes to government budget and the case study contribution a from monitoring from I-SAPS (Oxfam, 2018a) and by the Federal Bureau of Statistics (Mahbub and Budlender, 2007). There is limited evidence about final impacts of the budget changes on people's lives but there is a wider body of evidence that demonstrates positive benefits from girls' education.</p>

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NOTES

- 1 GRB rationale ensures that national budgets taken into account the varying needs of women, girls, men and boys.



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