
AN EVALUATION OF NATIONAL EDUCATION
POLICY AND THE CONCEPT OF LEARNING IN
PAKISTAN



SUBMITTED BY:

Ambreen Talpur

Anees Ullah Baig

Areeb Tarik

Raja Muhammad Uzair Nasir

SUPERVISED BY:

Ms. Rehma Hyder

NUST SCHOOL OF SOCIAL SCIENCES AND HUMANITIES (S³H)

DEPARTMENT OF GOVERNMENT AND PUBLIC POLICY

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ABSTRACT

Education as an institution is pivotal in establishing a strong human resource as without an effective education system and policies, nations cannot develop or adapt to challenges of an ever-evolving global economic, social and political dynamics. Therefore, this research aims to evaluate national educational policies of Pakistan (2009 and 2017) especially focusing on gaps between policy framework and its due implementation. This research also aims to identify the sociological factors that affect the education system in the country with due importance given to various sociological factors that contributes towards achieving learning outcomes as a result of public policy. The state of education in Pakistan lags far behind its contemporaries; hence, the deteriorating quality of education sector needs to be addressed holistically to envision effective learning. The objective of this research was to identify the various shortcomings in the policy making process and various factors not identified in the prevalent policy particularly sociological factors that hold immense importance for an education system to achieve maximum learning outcomes. The research methodology is qualitative in nature incorporating the functionalist and connectivism theories and correlating them with the selected indicators to ensure optimal learning. Interviews of various experts, educationists, policy makers and implementers were conducted. A comparative analysis of the interviews and educational policies was carried out to deduce findings for the main research questions. Main findings identified how the educational policies did not incorporate key indicators for envisioning learning i.e. parent education/involvement, gender of teacher and school environment. Moreover, factors on which the policy did outline provisions were also found to be lacking. Inadequate financial resources were mainly identified as an impediment for pragmatic policy implementation. Pakistan allocates a significantly small budget for education without increasing which effective educational policy implementation cannot be achieved.

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LIST OF ACRONYMS

A level: Advanced level
ACR: Annual Confidential Report
BA: Bachelor of Arts
BPS: Basic Pay Scale
BSc: Bachelor of Science
CDA: Capital Development Authority
CII: Council of Islamic Ideology
DLI: Disbursement-Linked Indicators
ECE: Early Childhood Education
EDO: Executive District Officer
FA: Faculty of Arts
FG: Federal Government
FPSC: Federal Public Service Commission
FSc: Faculty of Science
GoP: Government of Pakistan
GDP: Gross Domestic Product
HEC: Higher Education Commission
ICT: Information and Communications Technology
IG: Inspector General
IMCG: Islamabad Model College for Girls
IT: Information Technology
KCSE: Kenya Certificate of Secondary Education
KPK: Khyber Pakhtunkhwa
MA: Master of Arts
MNA: Member National Assembly
MPA: Member Provincial Assembly
MSc: Master of Science
NEP: National Education Policy
NFC: National Finance Commission

NTS: National Testing Service
NUST: National University of Science and Technology
O level: Ordinary level
PEC: Punjab Examination Commission
PIA: Pakistan International Airline
PfMP: Portfolio Management Professional
PM: Prime Minister
PMDC: Pakistan Medical and Dental Council
PMLN: Pakistan Muslim League Nawaz
PPP: Pakistan's Peoples Party
PTI: Pakistan Tehreek-i-Insaaf
PWD: Public Works Department
UC: Union Council
US: United States
WB: World Bank
WDR: World Development Report

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CHAPTER 1: INTRODUCTION

The concept of education has cemented itself as an institution in the contemporary era. This institution has worldwide acceptance and every nation on earth has a system of education that promotes the idea of acquiring knowledge and skills. What constitute these knowledge and skills are relative to the era of history that is looked upon and the socio-economic requirements of the time. For example, after the Industrial revolution due to the increase in the factors of production (factories, large-scale machinery etc.) the education system of the time focused on providing the necessary skills and information required to operate those machines. That being said, the purpose of education had lost its meaning and had become stale due to a lack of innovation after industrial revolution. The world has progressed rapidly since the end of World War 2. This has resulted in technological advancements that have changed the sphere of human life for better or for worse. This has led to severe revamping of the concept of education worldwide as the advancements in technologies have also had an influence on the institution of education. This coupled with the factor of globalization has had far reaching consequences. Education is considered as an important factor in the socio-economic development of a country.

For defining the parameters of this research, a basic definition of education is provided. Education is ‘The process of receiving or giving systematic instruction, especially at a school or university’ (Wallace, 2009). In simpler terms, we can define education as the transmission of particular attitudes, knowledge, and skills to the members of the society through formal and systematic training. For systematic training, education has become an institution. Education as an institution has the following components: (Wallace, 2009)

1. Board of Education
2. Administrators
3. Teachers and Professors
4. Students.

Similarly, learning is defined as “the acquisition of knowledge or skills through study, experience, or being taught” (Wallace, 2009). In simpler terms, learning is acquiring new skills, knowledge, and values. Learning is the basic instinct possessed by all human beings. Education and learning go hand in hand (World Bank, 2018).

Across all nations, globalization dynamics are changing since the advent of the new millennium especially in the economic market. This has resulted in influencing preferences in education systems specifically stressing upon the fourth goal of the SDGs, which is to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. This has shifted the requirements of employers towards a ‘knowledge economy’ and as such, ‘human capital’ has become a desired resource. Because of this, a supply-demand gap has been created in terms of employer preferences. The education systems have become outdated and are not catering to the needs of the employers. As Information is considered the new gold, employers are in the market for people with ‘soft skills’. Skills that were termed soft skills post WWII 1950s-70s, these skills have become quintessential for success. The development of these skills are a direct result of incorporating the learning process in education.

Consequently, due to the change in the employer’s requirements, the education systems of the countries of the world have undergone changes, which reflect these requirements. The countries, which are known as the global north, have successfully applied the required changes and are reaping its benefits. Countries dubbed as the global south on the other hand are mostly developing countries, where these changes have had yet not taken root (Giddens, 2006). As a result, they are lacking far behind in terms of prosperity among the comity of nations. In today’s world, the focus is on the learning aspect of education. Without actual learning of the concept of education becomes redundant especially in an era which is in a state of rapid evolution.

“Schooling without learning is a wasted opportunity” (World Bank, 2018). More than that, it is a great injustice: the children whom society is failing the most are the ones who most need a

good education to succeed in life. Moreover, there is a disparity in the learning outcomes. “Worldwide, millions of children reach young adulthood without even the most basic life skills” (World Bank, 2018). Even If they attend school, many leave without the skills necessary for calculating the correct change from a transaction, reading a doctor’s manual, interpreting a campaign’s promise, let alone building a fulfilling career or educating their children. This disparity between education and learning is a crisis especially for the third world developing countries. “In Urban Pakistan in 2015, only three-fifths of grade students could correctly perform a subtraction such as 54-25 and in rural areas only just over two-fifths could” (World Bank, 2018).

Pakistan got its independence from the British dominion of United India in 1947. The Muslims had ruled the subcontinent under the Mughal dynasty for a considerable period. When the British took over the empire of India, there was a general resentment among the Muslim population towards their new rulers. They showed their resentment by boycotting the British policies. Education was one such policy, which the major chunk of the Muslim population boycotted. “The British brought their own system of education to the subcontinent as they became rulers. Since the Muslims boycotted this education system, most of the Muslim population remained unlearned until the partition of 1947. For example, In Rawalpindi district in 1912, the Muslims accounted for just 2.1% of the total literate population” (Siddiqui, 2014). This had grave consequences for the infant state of Pakistan. “The premise of which areas would constitute Pakistan was based on the majority population of that area. All those areas, which had a significant majority Muslim population, became Pakistan. As most of the Muslims at the time of independence were unlearned” (Amjad & MacLeod, 2014), this meant that Pakistan’s share of areas and population was much more unlearned than that of India. Similarly, the British had always neglected areas featuring a majority Muslim population; this resulted in a meagre share of Pakistan in terms of educational institutes at the time of independence. “In 1947, when Pakistan came into being, there were only 8,413 primary schools, 2,190 middle, and 408 secondary schools, 40 colleges, and 2 universities in the areas constituting Pakistan” (Siddiqui, 2014).

There is a plethora of reasons as to why the education system is lagging. More than 70 years have passed since then but Pakistan is still having problems concerning education. For example, due to its geopolitical position on the world map, the state of Pakistan has always focused its resources towards protecting its national security imperatives consume national budget. This has caused most of the national exchequer to be spent on defence leaving education in the background. To give some context, the neighbouring country of India has given considerable importance to the education system prevailing in their country. India from the start, established a system of education that has strengthened itself overtime. Maulana Abul Kalam Azad, the first Minister for education of India, was a person who strived immensely for education. As minister, he directed policies targeting the lack of primary and secondary education. He laid the foundations of technology institutes in India; hence, Indians contribute significantly to global tech industry in the country. Similarly, he was also responsible for the establishment of various universities across the country. Looking back at the history of Pakistan, one can see the effects of a lack of a galvanizing personality striving for education. This is the reason why education was not prioritized in Pakistan. Furthermore, India established the necessary infrastructure for the progress of education. All the while, Pakistan is still far behind in terms of the necessary infrastructure more than 70 years after independence.

Furthermore, throughout its history as an independent country, Pakistan has been subject to internal political strife. This has caused innumerable damage to the implementation of policies concerning the subject of education. Governments came and went in the blink of an eye leaving half-hearted policies with no implementation in sight. The education policies are subject to the personal vision of the ruler of the time (Siddiqui, 2014). Since independence, the state of Pakistan has focused on the quantitative aspect of education, which relates to the increase in enrolment rates. Almost all major policies focus on enrolment rather than the quality of education provided. Furthermore, the education policy of the country is subjected to the socio-political pressures. Looking at the policies, this is clearly visible in terms of the focus on 'Islamization' of education.

Moreover, Pakistan's education policies have emphasized propagating a set narrative that underlines nationalism rather than individualistic character. This narrative is the result of the problems faced by Pakistan early on after independence. Looking back at history, one can see that the starting years of the country were turbulent to say the least. The nation lost their leaders, Muhammad Ali Jinnah and Liaquat Ali Khan in a short span of time. As a good policy is based on the foundations of long-term vision. The demise of these heroes of the independence movement left the country in a bind. Policies then focused on providing remedies for immediate problems rather than on long-term betterment. Furthermore, a growing mistrust developed between the institutions of the country as well different elements of the society. This mistrust led to a curriculum that emphasized nationalism and rote learning rather than encouraging independent thought. This is one of the causes of the lack of significance given to the learning aspect of education. Moreover, this narrative has crystalized overtime and has become difficult to change. Learning requires an effort from both the policy makers as well as the policy implementers, which in this case being the teachers as well as the administrators. Consequently, the teachers have become lethargic overtime. They would rather teach a pre-set out curriculum than make a unique curriculum that imparts knowledge.

As the case in many other developing countries, Pakistan too lack far behind in attaining a policy framework that would transform its education institutions into learning organizations. Although, for the most part of our argument, of the inadequate role played by education policies in attaining a learning focused education system, in past and present times, perhaps the major area where our schools are lacking is where too many teachers are not developing the pedagogies and practices required to meet the diverse needs of 21st-century learners. "Like any education policy that lacks a vision fails to deliver, a school that aspires to become a learning organization would too fail if it lacks a shared vision to give it a sense of direction. Having a shared vision is more an outcome of a process than it is a starting point – a process that involves all staff, students, parents and other stakeholders" (OECD, 2016). Sadly, in the case of Pakistan, teachers in public schools lack the will and motivation to keep themselves up dated to new and innovative training programs and teaching methods to enhance their professional development that would enable them to produce a conducive environment for learning in

schools. “It is clearer today than ever that educators need to learn and that is why professional learning has replaced professional development. Developing is not enough. Educators must be knowledgeable and wise. They must know enough in order to change. They must change in order to get different results. They must become learners ...” (Easton, 2008). The focus on learning in Pakistan has been measly at best. Since the start, as stated above, the state of Pakistan has given importance to the quantity when it came to education rather than quality. Meaning that, from the beginning, learning as a thought was never ingrained in the education system of Pakistan.

Moreover, teachers in public schools, due to low wages in many cases are involved in activities of shadow education, in order to acquire more money and find numerous ways to exploit parents. “School leaders have a vital role in establishing a learning culture, and promoting and facilitating organizational learning. They are responsible for shaping the work and administrative structures to facilitate professional dialogue, collaboration and knowledge exchange, all of which are crucial for promoting organizational learning in schools” (OECD, 2016). All such shortcomings in the education system specifically in the public schools of the country are resultant of education policies that lack vision. Teachers, administrators and school leaders require policy direction and a shared vision that would put these institutions on the path of achieving standard education accessible to all. This would ultimately turn schools into learning organization to meet education policy goals such as satisfactory literacy rates and learning outcomes to cater the needs of the new era employers and meet their demand for skilled labour.

According to the Article 25(A) of the constitution of Pakistan, it is the States responsibility to provide quality education to its citizens. The public schools in Pakistan have not been up to par due to the drawback of the various reasons stated above. This resulted in the proliferation of education to the private sector, which utilized the gaping hole left by the public sector. Because of this, currently Pakistan has both public sector and private sector education systems. Gradually the capitalistic tendencies of the private sector have caused it to lose sight of its

original goal. It has become a profit-seeking machine rather than an epitome of learning. Resulting in a competition between various entities seeking more profit. The overall picture of the quality of graduates the country produces has significantly decreased. The graduates of these institutions are those that lack skills that a rapidly evolving market requires. This is because the private institutions have started focusing more on creating a 'status' for their institution than education. Furthermore, there is not a uniform system of education in the private sector either. Systems range from Cambridge, IB, and Singapore etc., which adds to the confusion.

After the devolution of powers due to the 18th amendment, education became a provincial subject. This resulted in a disparity between the provinces. As the provinces, get their major share of revenue from the NFC award. Some of the provinces are better off in terms of resources. This has reflected in their seriousness in pursuing an effective education policy. The devolution of education to the provinces without a proper mechanism in place has resulted in the deterioration of the quality of public sector education both in terms of quality of education and infrastructure provided. Furthermore, there is a stark difference between the quality of public sector education provided, among the provinces of the country. Recent research has shown that the children of backward provinces such as Baluchistan and KPK are not at par with the children of better off provinces of Punjab and Sindh.

When it comes to discussing Pakistan's educational policies, we have to, ultimately shed light upon the institution of education as a whole. Looking back at the history of Pakistan's educational policies, 1947 until present, each educational policy has been lacklustre in terms of its planning and formulation as well as its implementation. Since 1947, nine education policies have been formulated in Pakistan, all failing to be properly implemented due to a variety of reasons. In addition to unstable political conditions and turmoil in the country, five-year plans and educational policies were introduced without considering the economic crisis in the country, as after the war of 1965 and 1971, there were enormous fluctuations in the economy of Pakistan. Even after funds had been allocated for expenditure on education

policies, they were never fully paid, causing catastrophe to the implementation phase of these policies. Either subsequent governments inherited education policies that they did not intend to carry forward, or they simply lacked the resources for education policies to meet their end targets and goals. Because of these abnormal dynamics, administrators simply did not have the resources nor the political support for the effective implementation of policies. However, perhaps the most obvious failure of Pakistan's education policy was that it lacked vision for the future. This is all reflected in the state of the country's entire institution of education. Upon an in-depth analysis of education on a holistic level and within the frameworks of organizational theory and design, it becomes quite clear that there has never been any sort of vision in the formulation of Pakistan's education policies by any government that has been in power throughout the history of Pakistan. Vision plays an important role in the path the organization ultimately takes. Furthermore, vision helps identifying the goals that the organization ultimately needs to achieve. As a result, it helps in designing policies that are holistic and long term in nature. As stated above, this was not the case in Pakistan, mainly due to political and constitutional problems; the institution of education has always been in a battle of survival and relevancy. This has resulted in policies that are reactionary in nature. Not only are these policies not taken seriously but also there is also a serious disconnect between the policy makers and policy implementers. The school administration and the teachers play a crucial role in policy implementation. If one has to make the school a learning organization, one needs to bridge the gap between the policy makers, the policy implementers as well as the ultimate policy beneficiaries.

In recent times, education has become a lucrative business in Pakistan. Private sector has started providing education at all levels on the pretext of their better quality. Due to various marketing techniques, they have subliminally inculcated their message in the minds of the parents. Similarly, these private institutions have become big names in the country and have become a burden on the wallets of the parents. The overall picture of the quality of graduates the country produces has significantly decreased. The graduates of these institutions are those that lack skills that a rapidly evolving market requires. Private school students in Pakistan do outperform their government colleagues. This effect persists even after account is taken of

other variables (Individual capacity of child, household and school environment). Students from the lowest-fee private schools outperform students from government schools and higher fee school students generally outperform the lowest fee schools but this latter difference seems attributable to factors other than solely the higher fee level itself (Amjad & MacLeod, 2014). This is due to the unbelievably low level of the quality of education being provided by the public sector. Consequently, there was no check on the fee structure of the private institutions, which resulted in some private schools charging excessively for a child's education. Recently, a judgment has been passed in the court against the high fees of the private schools, which has given some semblance of regulation to this sector. This shows the growth of a damaging trend in Pakistan's education sector. Parents are willing to pay fees that can cost them an arm and a leg so that their child enjoys the best education possible. Furthermore, it shows the growing mistrust towards the public sector education in general. The parents have become helpless since they cannot move towards the public sector due to the perceived notions of a lack of quality. Due to the tragedies of history, the public sector education in Pakistan since 1947 has been unable to fulfil its constitutional promise of providing good quality education. This lack of quality in education was a harbinger of the private sector's imminent role in the Pakistani education system. Keeping this dilemma in the education system of Pakistan in mind, there is a dire need for a policy discourse in the country that could pave the way for the public sector education system to start providing good quality education at affordable rates and keep its constitutional promises.

Similarly, the concept of shadow education is on the rise in Pakistan. The students of both these sectors compete amongst themselves for entry into the universities. Since these systems do not cater to the demands of the standardized testing system of the universities, Private academies focusing on teach to test have started operating. "Teach to test" is a colloquial term for any method of education whose curriculum is heavily focused on preparing students for a standardized test (RICHARD.P.PHELPS, 2011). This has affected the overall prospect of learning both inside the schools and outside of it. Parents funnel money into schools just so their children could have the official backing of the school. The children do not go to school then to learn but due to the obligatory attendance. Their primary focus then shifts to the private

academies where they just focus on passing the standardized tests rather than actually learning. The schools have adapted to this competition in the market and are now focusing their curriculum on teach to test.

1.1 Aims and Objectives:

Our focus is on the analysis of the educational policies in Pakistan. A comparative study of the 2009 education policy and the National Education Policy 2017 is the essence of the analysis. Another focus of this research is on the impact of education policies on the learning outcomes in different model schools.

The aim of this research is to analyse the shortcomings in the public sector education system of Pakistan. By highlighting the core issues ailing the education system, it hopes to create productive discourse among the various stakeholders of the country's education system. Hoping in turn to contribute to future policies that focus on imparting quality education which special emphasis on learning.

Lastly, it aims to change the culture of policy making in terms of education to one which is long term and inclusive rather than parochial and reactionary.

1.2 Scope:

The scope of this research is to comparatively analyse the 2009 and the 2017 education policies of the country. The analysis will be sociological in nature. Focusing on the theories of functionalism and Connectivism. Furthermore, the impact of the educational policies will be analysed in the public sector schools. This impact will be analysed through interviews with various stakeholders both public and private. Lastly, interviews will be conducted with

education specialists to give holistic recommendations for the betterment of the public sector education system in the country.

- The second chapter gives a detailed description of the review of literature that was done during the entire research process.
- The third chapter gives a detailed description of both the theoretical as well as the conceptual framework employed.
- The fourth chapter deals with the research methodology employed in the research.
- Findings and Analysis constitute the fifth chapter of our research.
- The sixth chapter deals with the policy recommendations.
- While the seventh chapter concludes our research.

CHAPTER 2: LITERATURE REVIEW

This section will discuss will analyse the existing research related to the topic. The research consists of the numerous factors that are part of learning and factors that constitute the education policy. In this section, we have tried to incorporate every credible and available research regarding the topic, and a comparative analysis has been done so that we can get to a clearer judgement on how to understand and optimize learning.

The aim of this research is to highlight the shortcomings in the education system of Pakistan. It fulfils this aim by analysing the impact of different school systems on learning. This literature review is the collection of the various research articles utilized in pursuit of this research. The literature review has been divided based on the indicators that have an impact on learning. Moreover, in order to establish a holistic approach, each indicator is further subdivided based on territory. The order hence established is as follows: Worldwide, Regional and lastly, Pakistan specific. The indicators thus studied establish a corroborative relationship to the main research question.

2.1 Curriculum:

Curriculum is a course of study that aims to empower the learner, to gain a specific set of skills and knowledge. The philosophy of teaching of the instructors, as well as that of the educational institution, mutually serve as two of the principles upon which a curriculum is based. Curriculum is defined as, “a culture construction and its meanings depend on the way in which a political-educative tradition is built” (Feldman, 2003).

There are several types of curriculums. (Glatthorn, 2000) Firstly, the recommended curriculum, it is that which is recommended by scholars and professional organizations. Second is the

written curriculum, is the curriculum that appears in state and locally produced documents. The 'supported curriculum' includes those resources that support the curriculum-textbooks and other media. Assessed curriculum is that which appears in tests and performance measures, standardized tests, district tests, and teacher-made tests. Learned curriculum. The learned curriculum is the core curriculum that students actually learn. Hidden curriculum is the unintended curriculum. It outlines what students learn from the physical environment, and other external factors (Glatthorn, 2000).

Curriculum is one of the prime factors in learning. According to the research review, curriculum is one of the critical factors in student academic success. This was calculated through adopting a curricula proposed by the US Department of Education's Institute of Education Sciences rather than using the one currently adopted by the school, a difference was shown when students showed improvement in their percentiles, from 50th percentile to as far as 70th percentile. In addition, a trend was found, academically high-performing countries, i.e. European countries such as Hungary, have one common thing, which is a comprehensive and content-rich curriculum. The growing impact of high-quality curriculum is significant and in the upper grades, where typical year-on-year learning gains are far lower than in previous grades, it has the most significance. Since the multitude of instructional materials is selected by individual teachers themselves, most students are taught through idiosyncratic curricula that are not properly defined by school districts or states (Steiner, 2017).

There is a general dilemma in the developing countries regarding poor curriculum development process, as curricular innovations developed in USA and UK had been directly adopted to the educational system of a variety of developing countries. The implementation only resulted in a facade of change but had little impact on classroom process. Therefore, the curriculum policy remained on paper rather than in practice and thus the targets were not achieved. Which showed that if a policy works in other countries does not mean it would produce the same result in another. Teachers' participation in the curriculum planning has received little attention from policy makers. In fact, curriculum improvement depends on teachers being more thoughtful

about their work and more involved in the process. For the betterment of the education and the curriculum, concerned teachers, heads of schools, teacher educators, subject experts and curriculum experts should be more empowered and given a voice in the policy making process (Haider, 2016)

Curriculum should be a dynamic one, which should have direct influential effect on the teachers, the learners and their belief systems. The curriculum used in the education system of Pakistan has experienced erratic development over the years. The process of curriculum development is inconsistent with the standardized and generalized process of curriculum development dominant in the developed countries. A review of curriculum development in Pakistan shows that, 1959 was the year when the national commission on education was set up to review the whole education system of Pakistan. Even though it was time consuming, an explicit framework was produced for promotion of education in Pakistan while aiming at restructuring the education system inherited after partition. The policy focused on the quality education and character building of the young generation, which appeared good on paper but the ideas weren't put into practice, as the curriculum development was largely neglected (Haider, 2016). In late 1960s, there was a need to formulate a new education policy, in order to bring about changes in the education as a whole and keep it in par with the developing world. Therefore, in 1972 a new policy was formed, which provided a comprehensive list of objectives of education. These objectives included building national cohesion by promoting social and cultural harmony, the promotion of the ideology of Pakistan, developing the personality of the individual while also empowering the youth for leadership roles. The Educational Policy (1972) gave a little emphasis on the role of curriculum in the overall development of the individual. It also aimed to prepare a relevant curriculum, which will be in line with the nation's changing social and economic needs, while also being compatible with its basic ideology, and to provide a substantial shift from general education to more agro technical education (Training in agricultural technology). Before 1972, there was no permanent institution responsible for curriculum development in Pakistan. Curriculum development was not envisioned as a separate and specialized function. The entire curricular activity was carried out through committees, which were created for a specific purpose and were dissolved as soon as the assignment was

over. To fulfil the enormous task of curriculum revision and further development, the National Bureau of Curriculum in Islamabad was reorganized and strengthened in 1972 (Haider, 2016).

After the military coup, in the late 70s, another educational policy was introduced. This policy also retained more or less the same objectives of the past policies. However, this policy was more focused on the religious education. It laid an emphasis on the individual to be a good Muslim and aimed to make him/her effective member of Muslim Ummah. The policy emphasized the need for creating a sense of religious identity. Ecological sustainability and social justice appeared as non-existent themes in the curriculum, which showed the lag as compared to international standards. Textbooks of all levels were revised to ensure, that Islamic ideology was protected and promoted while also high academic standards were maintained. The concept of an integrated curricula and textbooks was also enforced. Some of the positives of the policy was that it gave way to evaluative studies and used research in order to identify strengths and weaknesses of the existing curriculum, which seemed an encouraging trend to develop curriculum in line with findings of evaluative research (Kalsoom, 2016).

There is a research gap regarding the curriculum making process. Up until then, the process of curriculum development relied more on the intuitive knowledge of policy makers and armchair research approach of curriculum planners, who failed to factor in the reality of the learning environment. An issue arose due to this, as revision of curriculum and textbooks became a regular feature but had no improvement on the overall learning. Education policies after this continued to focus on religious values and impart religious knowledge and curriculum development was not much focused upon apart from the routine impact fewer revisions. Recent policies endorsed that the education system of Pakistan has not been able to build the capacity of human capital, which could provide high rates of return to society and has cited the development institutional capacity building, textbooks, evaluation techniques, and teachers training as objectives or milestones to achieve.

2.2 Home Environment/ Parent Involvement:

The relationship between home environment and learning outcomes of students is important as well as complex. (Marjoribanks, 1996), proposed that the fundamental source of learning for students is their home. The home environment has the ability to either enhance or reduce the schools effect on student learning.

Parental Involvement refers to any support a student gets from a parent, guardian or family member. Parental decision making regarding schooling system. In education, parental involvement refers to when families and school share the responsibility and work together in elevating student success (Bailey, 2017). According to (Marjoribanks, 1996), Parents and the home environment hold a major key to the learning of children. The most effective schools are now widely considered ones that encourage and support the involvement of parents and other family members in the education of their children (Hornby, 2011). The motivation level of a student is accelerated by a positive influence of the environment in his/her house while others who lack motivation are negatively affected (Abu Bakar, Mamat, & Ibrahim, 2017).

Parental involvement has been beneficial for children, teachers and parents. Parental involvement leads to the improvement in children's attitude, behaviour, attendance at school and mental health. For teachers it increases teacher morale, school environment and improved parent-teacher relationship. Similarly, for parents, it increases confidence in their parenting skills and generates interest in further education (Hornby, 2011).

Parental involvement is considered a key determinant that explains the educational gap among high school students. Parental involvement has proved to be effective in enhancing student learning. (Park & Bills, 2015), concluded that private schools in the US have a better student achievement record because the parents are involved in the student's academic and school life. Although this study did not compare the private and public schools however, through previous research and their results they derived an interpretation that children whose parents are

involved are most likely to end up in private high schools rather than public high schools. All these facts would explain the achievement gap between private and public schools.

Positive educational outcome has been a result of parent school involvement. (Zellman & Waterman, 1998), attempted to confirm this relationship by using the data of 2nd to 5th graders and their mothers in Los Angeles. Their findings suggested that indeed parent involvement and children outcome have a positive effect. Not only does it boost child behaviour and attitude towards school, enhance their academic skills and knowledge but also increases parent's faith in their parenting style.

Parental involvement is a major support system available that is linked with student achievement. (Bailey, 2017), suggests that parents along with educational professionals need to raise the level of responsibility for students by increasing the sense of ownership. She believes that this helps in student success and academic achievement.

(Fjeldheim, 2013), tested the assumption that parent's investment in their child's education is directly proportional to their level of participation in the school by comparing private fee-paying schools with public free of cost schools in marginalized areas of Guayaquil, Ecuador. There was not much of a difference seen in private and public schools concluding that paying for education of children does not make the parents more involved in participating in school activities.

For a student to succeed, flourish and enhance his/her learning, he/she should have a supportive home environment. Parent involvement and interest in children's learning plays a positive role in their development. This study conducted in Pakistan realizes that parental involvement has a significant effect on children's academic performance. After surveying five towns in Karachi city they concluded that parent involvement not only improves student's academic records but

also increases their confidence level, boosts their morale, enhances their motivational level and overall improves their mental health as well (Kaukab, 2016).

2.3 Parent and Maternal Education:

Parent-student dynamic heavily influences student academic achievement (Gooding, 2001). Parent's academic background is a motivating factor for children's achievement and success and influences their future (Ngure & Amollo, 2017). Some research suggest that parental education level is an important and unique predictor for student's achievements.

(Ngure & Amollo, 2017), conducted a research in Kenya to find out the influence of parental education on their child's academic outcomes. This study pointed out that there is a relationship between parents' level of education with their child's educational outcomes. They also indicated that mother's educational influence is higher than that of fathers. They believe that children of educated parents perform well in school as compared to those of uneducated parents. This can be linked to the fact that educated parents can assist their children with schoolwork however illiterate parents cannot. This study collected the data from the Embakasi district Nairobi County, Kenya where parents are not educated enough. They concluded that the reason students were lagging behind was that their parents were KCSE¹ certificate holders and were unable to guide and direct their children on academic matters.

Neglect towards academic work and a carefree attitude of children and parents has led to the poor performance of students in school. First teachers of children are always their parents, which is why parental education plays a vital role in student's academic advancement. Educated parents provide psychological, intellectual, economical and emotional support to their children, which makes them more comfortable and adjusted to their learning development,

¹ Kenya Certificate of Secondary Education.

resulting in good academic performance. (Abu Bakar, Mamat, & Ibrahim, 2017), investigated the schools in Kuala Terengganu, Malaysia. Their results indicated that educated parents are more involved in their children's academics, they assist and try to provide whatever help they can to the child so that they he/she can succeed. Less educated parents are more likely to raise low performing children, as they do not emphasize on education as much as educated parents do.

Parent's level of education influence the value they put on education regardless their income levels could positively influence children's educational goals. The average educational level of parents is increasing which means that families can now support and encourage their child's education. This study compared various college freshmen to examine the effects of parental influence and educational level on student's academic achievements. A positive effect of parent educational level was found on student's academic performance. This was complimented with the results of the data analysis, which showed that students with educated parents scored high on their standardized tests (Gooding, 2001).

(Shoukat, Ilyas, Azam, & Hussain Ch), link the impact of parent's education to their children's academic achievements with the assumption that the way parents interact with their children's learning activities is the result of what they learned in school. In attempt to explore more about the influence of parents' education on student learning outcome, they conducted their research and collected data from a university in Pakistan. In conclusion, this study revealed that less qualified parents have high expectations, which is why they are more involved in their child's education. In addition, they also found that home environment and parent's education have an important impact on the student behaviour and their decision-making abilities, and there is a high connection between parent's education level and students' academic performance resulting in educated parents having children that are more intelligent.

(Khwaja, Andrabi, & Das, 2012), with a study on the developing countries, including Pakistan researched on the effects of maternal education on the child's outcomes. By examining the difference in child outcomes between mothers who were educated and mothers who were not, they concluded that children with educated mothers spend more time on their children's education by helping them at home. Evidence was also seen that educated mothers also encourage other family members to facilitate with their child's learning by helping them with schoolwork. This study also found that child's efforts in studying and the role of parent-child interaction is an important channel for improving student learning.

2.4 School Environment:

A positive school environment is defined as a school having appropriate facilities, well-managed classrooms, available school-based health supports, and a clear, fair disciplinary policy (Anbalagan, 2017). Children need safe, healthy and stimulating environment in which to grow and learn. During school years, children spend 6 to 8 hours at the school where the environment plays a significant role in child development (Usaini, Abubakar, & Bichi, 2015). The school environment is shaped by designers. They believe comfortable and conducive environment directly leaves an imprint on the performance of its users (Okafor, Maina, Stephen, & Ohambele, 2016).

School is one of the main institutions where knowledge is acquired. The building where this knowledge is acquired is as important as the knowledge itself. Schools operating in residential lodgings such as houses and homes is due to the rise in the number of schools at an incremental level. These schools lack the resources and appropriate environment needed for students. A study conducted in Nigeria investigated the impact of building/school environment on students' academic performance. They found a correlation between the building typology and academic performance of the students. This revealed that availability of spaces and proper design including functionality, aesthetics, thermal and visual comfort and landscaping, etc. all affect the students' performance and should not be neglected. This study suggested that

performance of students would improve with the provision of adequate and conducive school environment with emphasis on facilities such as proper classrooms and toilets. It further proposed that good indoor air quality and sufficient space within and outside learning spaces are factors that affect performance of students amongst others (Okafor, Maina, Stephen, & Ohambele, 2016).

(Usaini, Abubakar, & Bichi, 2015), conducted a research in Kuala Terengganu, Malaysia to examine the influence of school environment on students' performance. School environment is of utmost importance in shaping and reshaping intellectual abilities of students. A significant portion of a school going child's daily life is spent in school. As a result, the environment has a critical effect on the performance. Curriculum, teaching technique and the student-teacher relationship have a significant impact on the child's overall learning. This study concluded that schools with adequate modern equipment and suitable school environment enhance learning.

A similar research examining the impact of school environment on student academic performance was conducted in Madurai district of India. This study highlighted the fact that a student learns more when a friendly environment is created by the schools. Good learning environment and the learning process go hand in hand and have a direct relation. To speed up the learning process emphasis should be given to good learning environment. This study found a positive relationship between the school environment and academic achievement. They learnt that for the development of children a healthy school environment is essential as it helps them grow and become more expressive. Children develop rational habits and rational attitudes through a proper and healthy atmosphere in classrooms. They suggested that in order to increase the level of achievement of students, steps should be taken to strengthen the school environment (Anbalagan, 2017).

Effects of school environment on the student academic achievement was studied in the Punjab province of Pakistan. According to (Mahmood & Gondal, 2017), there are three aspects of

school environment i.e. physical school facilities, academic facilities and classroom facilities. Their research found a significant impact of physical facilities (such as drinking water, noiseless environment, etc.) on the students' performance. Children with these facilities performed relatively better than those who were deprived of these facilities. The academic facilities (such as the teachers' attitude and emphasis on better performance) also had a positive relationship with student academic achievement. Students from a supportive environment excelled in academics. The classroom environment (such as lighting, furniture, etc.) also had a positive correlation with academic performance. They concluded that for better teaching learning process a learning supportive environment is essential.

2.5 Mental Health:

Schools are tasked not only to impart knowledge, but also to promote character development and emotional stability among their students. School as an organization has been largely examined through the perspective academic achievement. School as a sociological context that influences adolescents' mental health has been overlooked. Small schools and private schools have often been linked with providing a unique sense of community that is helpful to adolescents' emotional adjustment, but research and empirical evidence of these mental health benefits is sparse. Small schools are associated with higher levels of depression and a greater prospect of attempted suicide for male students and, private schools are associated with increased probabilities of the use or threat of use of weapons by both male and female students. Research results disprove claims that students who attend these types of schools have better emotional adjustment than do those who attend large and/or public schools. In addition, the results suggest that small schools and private schools may actually be detrimental to adolescent's mental health (Watt, 2003).

In Pakistan, child mental health research is a neglected area and literature regarding the issue is scarce. Small-scale studies have reported the burden of common mental health disorders among children in Pakistan. The major challenges faced by child mental health research in

Pakistan include lack of recognition about the issue, lack of validated research tools, dearth of intervention studies and lack of capacity within health system to support child mental health (Tanzil Jamali, 2014).

One thing well supported by research is that some of the problems experienced by students early in life may become long lasting and even affect psychosocial functioning far into later years. It is generally acknowledged that students are more vulnerable to mental health problems than the general population. This is due to not only the stress of academic pressures but also several factors like growing up to adulthood, the demands impending practical life, developing and maintaining relationships and other extraneous factors. Others are more of transitory nature and most students grow out of in time. In measuring the severity of such problems, researches have usually taken rather a nomothetic approach-the higher than average level of intensity of symptoms is equated with severity of the symptom (Sadia Saleem, 2013). Research findings show that, as gender is concerned, female university population reported more problems on Sense of Being Dysfunctional and Anxiety Proneness. Moreover, male participants were significantly higher on Lack of self-regulation.

2.6 Tuition:

One of the earliest scholars to research on the phenomenon of tutoring (Bray, The shadow education system: Private tutoring and its implications for planner, 1999) adopted several criteria to help understand the context of private tutoring: supplementation, private-ness, and academic-ness. These three criteria define tutoring, an informal education system which is private in nature and only acts as a supplementary agent to mainstream education. According to (Bray, Adverse effects of private supplementary tutoring: dimensions, implications and government responses, 2003), private tutoring is defined as tutoring in academic subjects, which include languages and mathematics, and is provided by the tutors for financial gain, and is additional to the provision by mainstream schooling. (Bento, 2011), defines tutoring as a structured set of activities developed outside of the school that has as main objective to improve

school performance of students. Mark Bray suggested that this phenomenon has grown in recent decades, and has spread in all regions of the world.

(Tansel, 2014) There are three different forms of private tutoring; the first is the individualized teaching delivered by either proficient student of prestigious universities or teachers. Tutors often assure the success of their tutees and therefore charge high prices, which is why it is one of the most expensive types of tutoring. The second one is provided at the premises of regular schools by volunteer mainstream teachers outside of formal class hours for students who need help with their class work. This form of private tutoring is organized by school boards. This form is common at primary school level but not at high school level.

There has been debate over supplementary tuition, and its implications on students (Yiu, 1996). Some of the positives of it are that supplementary tutoring helps relatively strong students to get more out of their mainstream classes. For example, Hong Kong teachers in his study of upper secondary classes were positive about supplementary tutoring. Some of the findings were that since the school used English as the medium of instruction, students benefited from hearing the content again in Chinese in the tutoring institute. Tutors would help consolidate the students while teachers could cover the main topics. Tutors provided extra questions for students because the schoolteachers were too busy. There can be instances where teachers and tutors would exchange ideas and tips.

(Bray, Adverse effects of private supplementary tutoring: dimensions, implications and government responses, 2003), argues that, the dynamics of teaching and learning in mainstream classes will be significantly affected by tuition. There may be cases where mainstream teachers may not need to work so hard if all students will opt to receive tutoring provided by outside agencies. Teachers may face greater disparities within their classrooms if some students receive supplementary tutoring and others do not. Parents will be placed under pressure to invest in private tutoring for their children, which would prove to be a burden to some. Apart from that

supplementary tutoring will cause fatigue for the students as they will go straight from school to supplementary class, and the tutors are affected, especially when they are mainstream teachers, which majority of the tutors are. In addition, when it comes to policy making, the interests of private tutors may obstruct reform of education systems. For example, in Romania, “efforts to make the education system less dependent on examinations were resisted by the private tutors, including the full-time teachers who undertook supplementary tutoring” (Popa, 2003). The cramming type curriculum of tutorial institutions is in contrast with the wide range of goals expected of mainstream schools. The goals may include the development of sporting, academic interests, and the promotion of civility, civic awareness and national pride. By contrast examination-oriented tutorial institutes, focus on passing examinations, and may have much less hesitation about grouping students by ability.

(Bento, 2011), research study focused on Portugal, specifically the autonomous region of Madeira, and intended to analyse the private tutoring effects. The majority of the students consider positive (87.7%) the frequency of private tutoring sessions. The government introduced legislation (1999 and 2005) in order to regulate this sector. The regulations included, permission needed for teachers for tutoring and prohibition to provide private tutoring to own students or students of their own schools. However, this legislation was not followed neither controlled.

(Tansel, 2014), in the case of Turkey, it is one of the countries where receiving private tutoring is common while preparing for national selection examinations. Results of the study indicate that there is a positive and statistically significant impact of private tutoring, in fields of competence such as mathematics. These impacts are small compared to other variables such as student’s interest and perception of success in different subject areas, and parent’s cultural and socioeconomic status. One of the findings of the study was that there is an inequality between students who receive private tutoring and the ones who do not and that private tutoring is more common among children whose parents have high education levels.

In Pakistan, tuition culture is widespread as the education system is more result oriented rather than focusing on actual learning so private tuition centres and tutors can be found in abundance and majority of students opt to go to them (Zafarullah Sahito, 2017). Tuition academies have become an integral part of educational mentoring and development of the students and their main contribution is to build a bridge between the potential career aspirations and motivation of students through knowledge acquisition. Study findings were that students who get private tuition are highly motivated for their studies and future endeavours. This is due to investment being made and the students being aware of the investment, and its impact on their future in terms of finances, time, energy, attention and hard work. The two main reasons of student's attention, attraction and motivation regarding tuition were found towards tuition such as the interest of students and support of their parents. This structured support in school subjects is called 'shadow education' and it follows the school curriculum with the potential to make a substantial contribution to student's performance and achievement in annual examinations and national tests. To deal with this big problem and national cause it would be responsibility of government to improve the standard of the schools or colleges, curriculum, teachers, teaching methods and teaching aids.

(Hussain, 2014) made the conclusion after statistical analysis that private tuition, on the academic achievement of student's in subject of mathematics at secondary level, has a significant positive effect. It is found to be very effective in raising the achievement level of students in subject of mathematics. For the clarification of difficult concepts in the subject of mathematics, tuition was found to be more effective. Private tuition was found to be more useful because each student was given special consideration by the tutor. For the study, 40 students of class 09 of the Government High School Ahmadi Banda Karak were selected as sample. The students were classified into two groups, control group and experimental group. In each group, 25 students were included. Retention of the students of experimental (student given tuition) group was also found much better than that of the students of control (student not given tuition) group. It was also found to raise the motivational level of the students. Therefore, after reviewing international and national studies we can conclude that tuition is

widespread and does supplement in subjects such as mathematics and languages, and in some cases, natural sciences and students who do get tutoring generally do well.

(Aslam, 2011), states that private tutoring caters to the needs of students confined to poor quality state schooling systems. There is a research gap regarding tuition in Pakistan, as the topic has not been thoroughly explored. Findings show that small low charging private schools and state sector school have no difference in terms of quality so there is no reason to believe that only government school students resort to private coaching in hopes to attain better grades. Research also shows that the shadow sector in Pakistan is on the rise.

2.7 Teaching Methodology:

Teaching method can be defined as a practical application of teaching principles based on the nature of learner, the nature of the subject and the learning needs of the pupils/students” (Shofoyeke, 2014).

Successful teaching is the product of efficient and effective teaching. There is no single best way of teaching, a skilful and competent teacher uses more than teaching styles to impart learning. During a lecture, a teacher can employ as many techniques as possible to facilitate learning (Shofoyeke, 2014). The end goal of a teacher is to successfully educate the students. To achieve that they need to ensure the appropriate teaching method or even a combination of two or more methods. The success of every method however, rely on the calibre of the teacher and his experience. It is proven that right choice of teaching methods assists in learning achievements largely. This study concluded that good teaching raises students’ knowledge, competence and decision making abilities.

The most crucial variable that affects successful student achievements is teaching methodology. (Pooja, 2017), found that teachers are catalysts of authentic learning of conceptualized knowledge. This study states that students are not only motivated through good teaching methods but also develop decision-making abilities and critical thinking which will be beneficial in future.

Teaching has a two-fold purpose where teachers teach and students learn. The best-fit strategy in classroom knows how your student learns. Learning takes a goal-oriented approach; teacher-centred method is dictating instructions by the teachers. However, student-centred methods give the students a chance to look at learning through their own interests (Guirguis & Pankowski, 2017).

According to (Munawaroh, 2017), there are two factors that directly affect the learning process: teachers' teaching methods or models and the classrooms atmosphere. This study indicates that the appropriate model of teaching and learning environment creates fun learning environment and indirectly improves student's achievement. When the teacher delivers material effectively and attractively, it increases the student interest. In addition, that affects the activity of students in the learning process of students, which directly affects student's learning achievement.

2.8 Teacher Training:

Training involves the development of human resource skills leading to better performance. Effective training focuses on the knowledge, skills and attitudes required by the teachers so that all students can learn and perform at high levels (Peter, 2012).

Teachers' productivity has generally been seen as a correlation between teacher training and student academic achievement. Some researches on performance have also associated student

academic achievement with teachers' effectiveness in teaching. It is believed that teacher training leads to better content delivery in classroom, which consequently enhances student achievement. A research conducted in Kenya states that through trained teachers use teaching and learning resources effectively. This leads to proper understanding by the students who then perform well in examinations. This research also indicated that teacher training has a positive influence on time management, evaluation methods and practices and feedback given on the ability of the students (Peter, 2012).

According to (Boudersa, 2016), Programs of teachers' training and professional development are of central importance in any educational institution, be it in the primary, middle school, high school or even the university level. Teachers at all levels need to be trained in their related fields and subject matter on a regular basis if they are to change their teaching beliefs, attitudes and daily life practices in classrooms. These programs help teachers sharpen their teaching skills, deepen, and improve their knowledge in the subject matter they teach, and hence improve students' learning and school's education.

2.9 Gender of Teacher:

The influence of the gender of the teacher on the results of students in education has received little attention to date. A number of recent studies have attempted to fill the research gap and to document the link between the gender of the teacher and the achievements of students and the effects of having a female teacher on different academic outcomes. Studies have found that gender of the teacher, especially if the teacher is female, plays an adverse role in some subjects such as math. One factor was that the study was conducted in a disadvantage community where gender stereotypes are still prevalent. However, the negative effects are not found in all academic outcomes, students with female teachers score better in reading while students with male teachers manage to get good scores in math. The gender of the students also needs to be factored in as some results have shown that female teachers with female students do not perform well in math exams, given if the teacher has weak background in mathematics. In

addition, the research finds that the negative effect of having a female teacher on math test scores of female students seems to disappear for students taught by female teachers with a strong math background (Ozbeklik, 2015). In contrast, study in the economics literature, finds that there is no evidence of a relationship between teacher gender and test score outcomes math and reading of students, irrespective of gender, in primary school (Marcus A Winters, 2013).

While the link between teacher gender and student achievement still lacks concrete evidence, there are still trends, which can be observed such as that although gender differences in elementary school achievement exists in various subjects, and favours the girls in majority of the cases. Some research results have shown that student's gender differences in school achievement are independent of teacher's gender (Josip Burusic, 2012).

Reiterating the factor of income on the effect of gender relations between student and teacher, the effects of teacher gender on student performance within schools located in low income areas is found that female teachers have a negative significant impact on their student's scores and on the contrary, when considering the results for the schools located in high income areas, we see that female teachers actually have a positive significant impact on all student's result. If the financial difference is neglected, results show no significance of teacher gender on overall scores for students, in subjects such as Mathematics and Science. Another factor that effects the student score is the experience of the teacher and contrary to popular beliefs, being taught by a teacher who has less than 10 years of work experience significantly increases a student's score. This is a somewhat reasonable finding, since it could be the case that teachers who are new in the teaching profession are perhaps more enthusiastic and are keen to teach hence they engage with their student. Thus, a positive impact is seen on the student's scores (Mulji, 2016).

In Pakistan, similar trends can be seen, as gender of teacher and student achievement is prominent in selective subjects and at times negligible. A cultural factor also comes in when analysing Pakistan, as there are social expectations on what subjects a female teacher should

teach and what male students should teach, such as language and arts are associated with female teachers while mathematics and sciences are entrusted to male teachers. Comparing the test scores of students yield the same result as experienced internationally, students of male teachers get better scores in mathematics while language related subject favours females. However, this finding does not support the claim that males are more capable than females in learning mathematics, many variables result in males yielding better scores in mathematics (Jatoi, 1994).

In addition, there is an urban rural divide in education as urban schools favour female teachers as compared to male teacher. Thus enforces the notation that high-income communities show a positive response to female teachers. Urban school students achieve higher scores because teachers cover the curriculum thoroughly and teach additional topics to compliment the curriculum, while rural schoolteachers barely cover the curriculum. A gender gap favouring male teachers shows up most clearly in rural schools, particularly among teachers responsible for more than one grade. It becomes negligible or can be reversed in urban schools, where the students of women have achievement scores equal to or better than those taught by men do. Schools officially designated as male will have men as teachers and those designated as female always have women teachers. Hence, school gender may act as a proxy variable for teacher gender (Jatoi, 1994). Therefore, the link between gender and achievement, in Pakistan, is also not definitive.

2.10 School Budget:

Good quality higher secondary education is essential for generating opportunities benefiting the social and economic development. This is why academic performance is vital for governments and as well, as parents. Therefore, the impact of government funding on student achievement was studied in Ghana. The results of this study show that government funding in the form of progressive free senior high school policy has a significant effect on students' academic performance (Abdul-Rahaman, Ming, Abdul Rahaman, & Amadu, 2018).

A study conducted in California on the effects of school funding on student performance indicates that the main factors affecting student academic achievement are poverty, class size, and teacher quality. It suggested that it is imperative that money go towards reducing poverty and class size as well as increasing teacher quality. The results of this study show that there is a small, yet significant effect of school funding on student academic achievement. This research found that school funding could result in both a positive or negative effect on student academic achievement depending on where the money comes from. A positive effect was seen when funds were coming from the federal government however, the opposite was the case with state governments (Tow , 2006).

2.11 Research Gap:

This section will give discourse on the gaps in the topic or need for more quality research on the topic, as there is lacking in micro-level research.

Regarding the topic of our research, several research gaps were identified, mainly Pakistan centric education research is very much lacking. Curriculum wise, the whole curriculum making process is not well documented, or the information is not readily available. The agendas set for the curriculum are known, but the mechanisms and workings, stakeholder involvement and the extent of their involvement, and other minor processes based information is lacking. Therefore, the behind the scene process through which the government creates a curriculum, can be researched further. The evaluation part of policymaking, and in this case, curriculum making is not researched. Curriculum is made with some objectives set in mind but the follow up is not there whether the intended objectives have been achieved or not and if not why have they not been achieved. Rather what was observed is that the curriculum is created keeping in mind the previous curriculum and further different objectives are set rather than completing the previous ones. Negligence or a shift in focus, government's perspective is shrouded.

The “Tuition” indicator was also well documented in other developed countries, but in Pakistan, there was room for in depth research, as the research done was had a business approach to it rather than an evaluative approach. Similarly, “Teaching Methodology” was not researched much.

Since mental health is considered more or less a taboo in Pakistani society, evidently mental health related education research was neglected. The research done was not a large scale and since there is a lack of recognition of the issue, researchers would find it hard to attain data needed for quality research.

The indicators chosen for literature review had an issue of scope, relating to Pakistan. Making a comparative analysis was hard as countries had ample research in their education sector, while in Pakistan the research done was either not very comprehensive or not evaluative.

As a result, the research gap highlights the need for enhancement of research and development in the education sector concerning education policy making, and the remedies needed to cure lacklustre education sector.

CHAPTER 3: THEORETICAL AND CONCEPTUAL FRAMEWORK

In this chapter, we identify and briefly explain the theoretical basis behind our thesis. This segment will discuss the theories chosen and incorporated in the research, and their relevancy in the research.

3.1 Theoretical Framework

For our theoretical framework, the theories that we have chosen are Functionalism and Connectivism. Functionalism is a theoretical sociological perspective, which relates various sociological phenomenon with one another. Under the garb of the functionalism, society is seen as a system with different interconnecting parts. Institutions in a society make up these interconnecting parts. Education is a major institution in any country's society. Since the focus of our thesis lies in the domain of both education and sociology functionalism is a perfect fit. The theory of functionalism and how it relates to our thesis will be explained further in the paragraphs below.

Furthermore, Connectivism is another theory that we have chosen as a basis for the theoretical framework. Connectivism although relatively new, assumes that people process and learn information by forming connections. Moreover, it believes that human beings never stop learning even after the end of the formal education process. We chose this theory in particular because it will be helpful in shedding light over one of the main themes of our thesis, which is the learning aspect of Pakistan's education system.

Functionalism

Functionalism is a theoretical sociological perspective, which relates various sociological

phenomenon with one another. Under the umbrella of the functionalism, society is seen as a system with different interconnecting parts. Institutions in a society make up these interconnecting parts. The theory of functionalism assumes society to be a system. Where different parts (institutions) work in an interconnected way to achieve order and stability in that society. Moreover, Functionalism believes that each institution performs a set of functions that are essential for the survival of the system as a whole. It further believes that each institution is prone to dysfunctions, which can have great negative consequences for the system in general, and the society as a whole. Each institution is constituted in such a way so as give a set response to the dysfunctions should they occur. According to Functionalism, education is one such institution. Functionalism is a theory of education, which views education as one of the most important social institutions in a society. Functionalism maintains that education provides two main functions. These are as follows (Mooney, Knox, & Schacht, 2007):

1. Manifest functions.
2. Latent functions.

Manifest Functions: Manifest functions are the primary functions of education. These are considered the intended or the visible functions of education (Merton, 1968). Some of the main manifest functions are as follows:

- **Socialization** is one of the major manifest functions of education. Since the start of school life, children are taught to practice the various roles prevailing in the society. Socialization involves learning the rules and norms of the society. It also involves learning the culture prevailing in the society.
- **Social Placement** is another major manifest function of education. Social Placement allows people to move up the social ladder. People enrol their children into subjects that they believe will provide them with the best financial as well as social security.

Latent Functions: Latent functions are the secondary functions of education. These are the hidden functions of education (Merton, 1968). Some of the main latent functions are as follows:

- **Group work** is a latent function of education in which people learn how to work with others in a group to achieve a common goal. This ability is learned at a school and is applicable in the work life of students in the future.
- **Political and Social integration** is another major latent function of education. It allows students to learn about the major political as well as social problems prevailing in their country. Furthermore, it ties the students of various cultures together through bonds of brotherhood as well as nationhood.

As our main focus, concerning research is the comparative study of educational policies of 2009 and 2017/18 in a sociological aspect. We plan to unearth the logic behind the educational policies made by Pakistan over the years. Thus, we believe that the theory of functionalism as a framework is a perfect fit. Education policies made by any country are holistic in terms of their sociological aspect. We are comparing the various factors that constitute the education system in Pakistan. As such, looking at factors such as curriculum, teacher training, school environment, school budget, and teaching methodology under the spectrum of functionalism will give us a better understanding of the policies of education and their sociological impact on Pakistan.

Education system is methodical in inculcating a specific mind set amongst the populace, prioritizing conforming to prevalent government viewpoints. It is one of the major forms of social control. Furthermore, concepts like nationhood and national integration, which are essential for internal peace and stability of a country, can be inculcated in the minds of the public through educational policies. Thus, functionalism, which explains the various sociological aspects of education, is essential for our thesis. It is no secret that the education

system of Pakistan has been lacking since independence. Functionalism considers education to be an important social institution in a society. Consequently, a system of education lacking in substance will lead to a society of similar stature. Thus, a comparative study of the educational policies of Pakistan through the spectrum of functionalism will give us a deeper understanding of the problems faced by Pakistan in terms of education as well as the overall problems present in the Pakistani society.

Curriculum is an essential element in the overall education system. According to the theory of functionalism, a curriculum balanced in its approach can increase the overall quality of education in a country. Furthermore, a balanced curriculum can enhance the effects of education both manifest and latent. Curriculum is one of the main indicators that this research focuses on. We believe that Pakistan's approach towards curriculum making is marred with a lack of foresight and is highly politicized. As a result, the overall education system of the country is suffering. Analysing the curriculum under the framework of functionalism will give us better insight into the problems faced by the education system of Pakistan.

School Environment is another essential element of any education system. School environment refers to the look and feel of the school. How students feel at school can affect how successful they are. School environment is often affected by its values, rules, safety, and discipline policies. Similarly, school environment is another major indicator of this research. We believe that one of the reasons for the plethora of problems faced by the education system of Pakistan is its lack of focus on school environment. Through the framework of functionalism, we hope to analyse the policies of Pakistan with special focus on school environment. As a result, we hope to give recommendations regarding its improvement.

Teaching Methodology is another major element of any education system. Simply put, teaching methodology is the method used by teachers to enable student learning. It is the way teachers teach in the classroom. It is one of the most important factors in terms of a good

education. Similarly, it is one of the major indicators of this research. We hope to analyse the teaching methodology of the public sector education system of Pakistan to understand the reasons for its current state. By utilizing the theory of functionalism, we hope to give a comprehensive analysis of the teaching methodologies or lack thereof. Ultimately giving recommendations for its improvement.

Connectivism

A relatively new theory, connectivism is largely based upon the idea that people process information by forming connections. The connectivism theory has most recently taken a stronghold and developed rapidly with the digital and technology age, adapting to various advances in this area. The gist of the theory is that humans do not stop learning even after formal education anymore and continue to gain knowledge from various other sources and avenues e.g. job skills, experience, networking, and access to information with new tools of technology.

Key Proponents:

The first proponent is Stephen Downes, who studied connective knowledge that he characterizes as interactive, knowledge of a connection within a network. He proposes that humans interact in a transactional way, sharing and exchanging information as well as skills and knowledge with one another. This transactional relationship inculcates learning in the individuals that are a part of such interactions.

The second, George Siemens, has worked with learners and employees in global business and education environments. Both are exponents of the openness and interpretive nature of

knowledge and the connectedness of learning online, and model connected online learning and knowledge sharing through their blogs and web sites.

Teaching Methodology plays a major role in any education system. Simply put, teaching methodology is the method used by teachers to enable student learning. It is the ways and methods through which teachers transfer knowledge and nurture student learning in a classroom. It is one of the most important factors in terms of a good education. Similarly, it is one of the major indicators of this research. There is a clear connection between the theory of connectivism and teaching methodology. By utilizing this theory, which is essentially a learning theory, we aim to utilize technology and the tenants of connectivism in such a way that the learning processes that take place inside the classrooms significantly improve. It is high time that we reap the benefits of connectivism in the education system of Pakistan. The current teaching methodologies in Pakistan are in dire need of improvements. Connectivism can play a vital role in bridging the gap between teaching methodologies and student learning in classrooms.

School Environment a positive school environment is defined as a school having appropriate facilities, well-managed classrooms, available school-based health supports, and a clear, fair disciplinary policy (Anbalagan, 2017). A better environment in present day and age means an environment laden with technology and access to the internet to provide the students with conducive conditions for learning. A key feature of connectivism is that much learning can happen across peer networks that take place online. Schools that provides an environment in classrooms that are laden with technologies and e-learning tools are bound to provide more comfortable and enabling circumstances for student to learn as well as provide teachers with teaching tools that maximizes learning. Pakistan's budget for education stands at less than 3%, which clearly indicates the lack of focus on school environment. As stated above school environment plays a very important role in the students overall learning ability. We believe that Pakistan should utilize the concepts of connectivism in order to better its school environment.

School Budget is key to provide the required infrastructure and facilities for a better school environment and system that is up to par with international standards. Lack of a sufficient amount of financial resources would inevitably result in a lack of essential technologies needed for student learning. Pakistan requires pumping up their school budgets to better facilitate the theory of connectivism and implement in schools across the nation. A study conducted in California on the effects of school funding on student performance indicates that the main factors affecting student academic achievement are poverty, class size, and teacher quality.

At the core of its foundations, connectivism believes that the learning process of human beings does not stop even after the formal learning process is over. What this implies is that, human beings continue to learn throughout their life from different sources both formal and informal and in different ways. Functionalism compliments this theory by assuming that society works in both functional and dysfunctional ways through a set of interconnecting institutions. Each institution performs a set of specific functions, which have both manifest as well as latent effects.

3.2 Conceptual Framework

This model was adapted from the OECD article on “What makes a school a learning organisation?” This model links the indicators with numerous stakeholders and external factors that affect the learning of a student. This model justifies the relationship of the concept of learning with National Education Policy and how the indicators play a role in this.

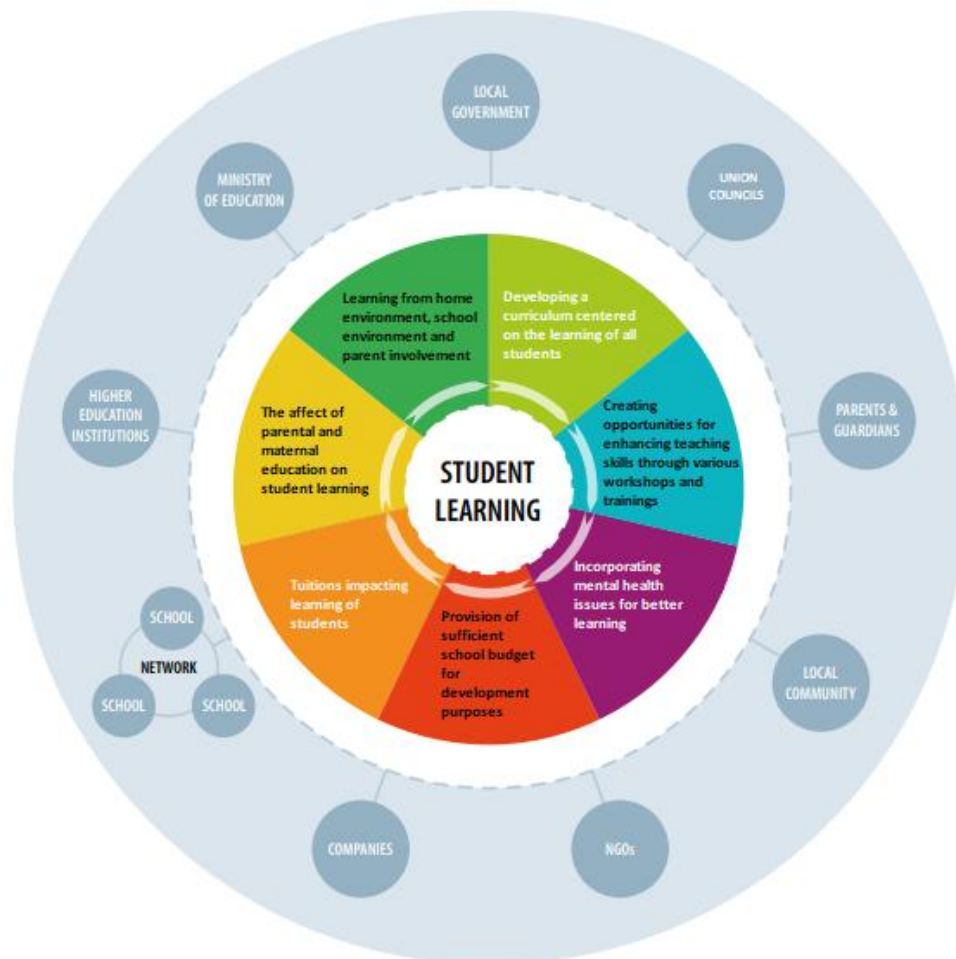


Figure 1: Conceptual Framework

Education policies are vital for the implementation of education in a country. Keeping in view of this importance, the National Education Policy always had certain objectives, which were not changed throughout its history, such as, “the reorientation and reorganization of education

in Pakistan which we have suggested will ... provide us with the trained manpower, educated citizenry, and competent leadership we require” (Bengali, 1999).

Student learning, is hard task to understand, and harder for policy makers to implement. Student learning is a complex issue, it is not just imparting knowledge to students, it is imparting quality education and knowledge which the student will help the student in growth and development. The Education Policy is always good intended, but for some reason does not focus on this issue. Instead, it aims to achieve multiple goals at the same time while not giving importance and attention to the main one. National Education Policy aims to develop the cultural and religious identity of the student, giving a sense of identity and pride in being a Pakistani and a Muslim, which takes focus away from the basic knowledge and education, the student may need for actual development.

Student learning in this research is a dependent variable, the correlating factors, the independent variable in our research is the National Education Policy and the indicators include curriculum, school budget, gender, parental education, teacher training, mental health and home environment. Effect of these factors on the dependent variable was research; some indicators gave results, which were expected. Others such as increasing school budget did not help in the learning of the student but good management of already available resources did help in student learning.

Student learning should achieve one thing, and that is the development of the pupil. Cognitive growth of the student is not emphasized in the modern day education system in Pakistan. More or less the pupils are taught how to become part of the job market rather than giving them the tools they need to develop skills that would give them insight and education, which would be useful for them.

Functionalism and Connectivism are the two theories incorporated in the research. Functionalism states that mental states are internal states of thinking creatures, the human mind is like that of a computer. Connectivism, a relatively new theory, states that there are new outlets for learning and sharing information, knowledge and experience.

As mentioned earlier, the theory of functionalism assumes society to be a system, where different parts work together in tandem to achieve something. Like any system, flaws are present, but through cohesion, those flaws can be side lined and a possibility exists for the system to be optimized. In the case of student learning, all factors need to be aligned for actual learning to be achieved. Policy makers designing a curriculum with the input of scholars and professionals, motivated and competent teachers whose skills can be better improved with trainings, a healthy environment at home and school, and generally political will from the government, these are some of the factors which need to be working hand in hand if actual learning is to be achieved. Similarly, connectivism believes that the process of learning is not finished with formal education and that learning is a constant process throughout the life the individual. These theories can help the policy makers understand the concept and process of learning, as understanding of the subject is needed in order for a conclusive and inclusive policy to be made. Functionalism helps understand the structure through which the government aims to give education while connectivism gives a better understanding of what constitutes as learning.

CHAPTER 4: RESEARCH METHODOLOGY

4.1 Data Collection

The research is qualitative in nature. This section will discuss the secondary research and structured and semi structured interviews conducted for the gathering of data regarding the education policy.

Our main source of data collection was interviews and the comparison of the National Education Policy of 2009 and 2017. We sent out interview requests to various people working in or for the field of education. However, we did not get the positive response that we hoped. We contacted:

- Ministry of Education
- Bureaucrats
- Government Officials
- NGO's
- Politicians
- Journalists
- Teachers and Principals
- Researchers

Out of the fifteen requests, eight responded positively to our overture and interviews were conducted.

All interviews were carried out in person.

The objective of these interviews was to gain insight on what the respondents thought the shortcomings in education system, especially the public sector education system, were and how these problems can be tackled. We hoped on discovering and the key components with the help of open-ended questions. All of the responses were recorded and then transcribed.

The key participants included the Director of Model colleges Mr. Javed Iqbal Mirza, assistant professor in Quaid-e-Azam University Mr. Aasim Sajjad, educational experts currently working in the World Bank Miss Neelum Ejaz and Mr. Yahya Bajwa.

Apart from this, we also managed to interview two teachers, which gave us a little more insight on the daily operations of the schools.

4.2 Research Questions

During the course of our research, we came up with four key research questions that are of supreme importance to this study. They are as follows:

1. What are the impacts of the ‘policy making process’ on the learning outcomes of Pakistan’s Education system?
2. What are the impacts of the transitions of power on the educational policy of the country?
3. What are the causes of lack of implementation of educational policies in the education sector of Pakistan?

4. What are the steps taken by Pakistan concerning global learning requirements in the educational policies and consequently the education system of Pakistan?

4.3 Research Limitations

An extensive methodology and effort has been used to understand the research problem in this study. Consequently, it is prone to certain limits and constraints. Firstly, due to time, funds, and logistical constraints, the study area of the research has been narrowed down to Islamabad only. As a result, the interviews conducted and the analysis of these interviews can be generalized to Islamabad only. The analysis of different cities and schools might produce different results. The constraint of knowledge limits this study to present the literature included in this paper only. What is outside the knowledge of the research team could not be presented in this paper. Secondly, there were some time, human capacity, budget and logistical constraints. Lastly, due to bureaucratic constraints some interviews could not be conducted. It is possible that the results from the analysis would be different had those interviews taken place.

4.4 Ethical Considerations

During the research process of this paper, the team maintained professional and ethical conduct. As the respondents for the interview were high-ranking public officials, standards for confidentiality along with strict punctuality were set and achieved. During the interview process, objectivity was maintained for the professional integrity of the research as well as the interviewee. Rather than delving into the personal opinions of the respondents. Whenever a respondent did not feel the need to answer a question or a question they deemed was in conflict, interviewers did not push them forward and maintained respectfully obliged. Before the start of every interview, interviewees were provided with a letter from the university, interviewers

briefed them on the topic and requested for the consent of the respondent before moving forward.

The research team understood the scope of the research and its uniqueness, which is why plagiarism and other mal practices were strictly avoided in hopes that the research would pave way or highlight the need for more research regarding the topic.

The following ethical guidelines were followed during research period:

- The dignity and wellbeing of interview subject was maintained.
- Open-ended questions were asked so that what information the subject was comfortable with sharing was shared.
- The research data remained confidential throughout the study and the researcher obtained the permission of every public official to use their real names in the research report.

CHAPTER 5: FINDINGS AND ANALYSIS

In order to give structure to the data and research collected, this portion will delve into the analysis of the research.

5.1 Findings

After reviewing the national education policies of 2009 and 2017 along with thorough research, the findings are divided in an orderly manner. The differences and similarities are outlined in a way that highlights the main policy gaps in contrast to the main indicators i.e. teacher training, curriculum and budget (Ministry of Education, National Education Policy, 2009) (Ministry of Education, National Education Policy, 2017).

5.1.1 Differences

Aims and objectives

- The 2009 policy was prepared under the Musharraf era; edited and implemented under the PPP era. As such, there can be seen a tilt towards a more secular approach to the policymaking and implementation. The 2017 policy was prepared by the PMLN's government, which is traditionally a conservative party. Hence, a more conservative tilt is seen in this policy. The focus on imparting Islamic education is given from the start unlike the 2009 policy.
- As compared to the 2009 policy, the 2017 policy is a lot more descriptive and explanatory in nature concerning the aim and objectives of the policy. It provides sub headings for different objectives and explains them under them which easy to comprehend and ultimately easier to achieve. The 2009 policy although, discusses the same things but does so in a very concise way.

- The 2009 policy is different from the 2017 policy in the sense that it does not have any provisions about increasing the overall spending on education. The 2017 policy on the other hand establishes that it aims to increase investment in education by 4% although not specifying any timeframe.
- The concept of learning has not been given much importance in the 2009 policy although it does discuss concepts that are related to learning. One of the core goals mentioned in the 2017 policy is that of meeting learning needs. These include knowledge, skills, and values.
- The 2017 policy comments on enhancing the quality as well as quantity of early childhood education. The concept of early childhood education and anything remotely similar is absent from the 2009 policy.
- No focus has been given to science and technology in the 2009 policy. While the 2017 policy ponders extensively about integration of science and technology in education.
- The 2017 policy discusses increasing the quality of education by bringing reforms in the curriculum formulation, text book making teacher training etc. this is absent from the 2009 policy.
- One of the stark differences between both the policies is that the 2009 policy has a single framework for the concept and legal provisions, which is to be applied overall. While the 2017 policy has a separate conceptual framework and legal provision for each chapter.

Curriculum

- With respect to curriculum reform, the 2017 policy was different from the 2009 policy in the sense that it required a revision of natural sciences including its curriculum after every 5 years and other subjects after every 10 years. This provision was absent in 2009 policy.
- The 2009 policy focused on involving the relevant stakeholders in the curriculum making process for e.g. the PMDC and PEC. This was absent in 2017 policy.
- The provision of environmental education as an integral part of the curriculum was present in the 2009 policy while in the 2017 policy this was absent
- The 2009 policy focused on reforming the curriculum in such a way that there would

be emphasis on the fundamental rights of the citizens enshrined in the constitution. So that the individual has knowledge about his fundamental rights. There was no such focus on the fundamental rights of the citizens in the 2017 policy.

- The 2017 policy focused on setting minimum national standards for each subject/discipline and each grade/class preferably the core subjects. No such provision was found in the 2009 policy.
- The 2017 policy laid strong emphasis on learning as a concept in the curriculum reform. While the 2009 policy did not focus on such things. While 2009s focus was on collective harmony between the people.
- A focus on the online and distant learning was found in the 2017 policy while 2009 policy focused on establishing ICTs to strengthen teacher and educational management.
- The 2017 policy introduced the national qualifications framework for all levels of education so that learning outcomes were achieved at all levels.

Teacher training:

- The 2009 policy set minimum qualification criteria for teachers. The 2017 policy adapted as such with no changes.
- The 2009 policy has a set provision for establishing a separate cadre for specialized teacher trainers. This is absent in the 2017 policy altogether.
- The 2009 policy sets a provision for the establishment of teacher education curriculum based on the needs of the school curriculum and scheme of studies. The 2007 policy on the other hand does not discuss about the teacher-training curriculum under any capacity whatsoever.
- The 2017 policy set provisions for a continuous professional development as a basis of promotions for teachers. The 2009 policy on the other hand gives opportunities for professional development on a 3-year cyclic basis.
- The 2009 policy set provisions for in service training institutions to pay emphasis to developing the capacity of school managers and teachers. The 2017 policy had no such provision regarding capacity development and in-service training institutes.
- In order to increase the ratio of women teachers in the workforce, the 2009 policy provided provision that waived off age limit in the recruitment process for female

teachers. No such provision was found in the 2017 policy.

- The 2009 policy set a provision that the government would take steps to improve the social status and morale of the teachers. With a brief explanation of how they would go about doing that. While on the other hand the 2017 policy although makes no mention of improving the social status of the teachers. It does state that the government aims to make teaching an attractive profession for the youth.

Budget:

- The 2009 policy sets and agenda for allocating 7% of the total GDP to education by the year 2015. On the other hand, the 2017 policy set an agenda for gradually increasing the budget of education to 4% of the total GDP by 2025.
- The 2017 policy gives detailed account of how the existing education budget shall be spent. it directs that 45% of the budget shall be spent on primary education while 4% on adult literacy and non-formal education etc. the 2009 policy has no such provisions regarding the allocation of budget to different sectors within education.
- The 2017 policy sets provision for making the education budget safe from all types of cuts, which are non-lapsable and non-transferable. No such provision in the 2009 policy exists for budget cuts.
- The 2017 policy deliberated upon improving the quality of education through need based enhanced budget allocations. There is no such provision in the 2009 policy.
- There is no concept of community involvement in the 2009 policy with regards to budget. While the 2017 policy has an extensive provision regarding community involvement in additional resource generation and monitoring and evaluation.
- The 2017 policy discusses about the allocation of a set amount of funds for research in the budgetary process. These researches would highlight the bottlenecks in education financing, management, monitoring and evaluation and repose remedies. No such provision about research in the budgetary process exists in the 2009 policy.
- There is no provision in the 2009 policy that converse about foreign assistance and the use of funds for education. The 2017 policy on the other hand discusses the establishment of a proper mechanism for international development partners to provide assistance for education in Pakistan.

- The 2017 policy discusses the creation of a financial database that would encompass all the relevant stakeholders in the country's education program. This provision is absent in the 2009 policy.

5.1.2 Similarities

Aims and objectives:

- Both the policies are aimed at providing universal primary education to all the students in the education system of the country as under the various international frameworks and agreements.
- Both the policies focus on improving the quality of education and institutional building as well as capacity building.
- Both of them lay strong emphasis upon preventing inter-cultural disharmony as well as preservation of the nation's ideals.
- Both policies stress upon the need for increasing the stipulated budget for education to strengthen the financial stream that goes through to the education system as a percentage of the GDP.
- Both the policies focus on using educational tools to promote national cohesion by respecting each other's faith and religion and promote cultural and ethnic diversity.
- Both of the policies discusses deploying technological tool for the overall benefit of the education system and institutions.
- Both policies agree on meeting the learning needs and requirement in order to nurture the student's mind in a way that promote analytical and critical thinking to be better able to meet the employer's needs. Students must be enabled to strengthen their individualism.
- Both lay emphasis upon Islamic education and ethical education from an early stage.

Budget:

- The policies equally give importance to increasing the budget for education systems but in different capacity.
- Both the policies heed equal importance to article 25(A) of the constitution and lay emphasis upon providing the necessary budgetary requirements to meet the needs and requirements of the education system.
- Coordination and communication between different intergovernmental departments as well as multiple tiers of the government with respect to the finances.
- Both the policies require the government to develop a system of coordination to facilitate the international development partners and organization, both private and public, to provide financial assistance to the GoP in providing quality education.

Curriculum:

- Both policies have set provisions about the use of ICT's in the education systems both private and public with respect to curriculum. By integrating ICT's, the government aims to initiate a movement towards technical and computer skills to meet with the international standard as well as the requirement of the job market.
- Both the policies discuss the importance of inculcating interfaith harmony. Both policies aim to promote social and cultural coherence by carefully shaping the policy in such a way that pays equal homage to the ideals, founders and important historical figures.

Teacher training:

- Both policies lay equal emphasis about laying mechanism and educational background standards for the teachers to achieve a set minimum standard for teacher recruitment in to the education system. A specific standard has been set out that requires the teachers to have certain years of experience and education.
- Uniformity in designations, qualifications, salary structures and professional growth are emphasized upon in both the policies.
- Steps are laid out to improve the image of the teaching profession in a way that attracts the youth towards the teaching profession.

- Both the policies lay emphasis on promotion programs and opportunities in a way that is coherent with the training programs and certification of the teaching staff.
- Both the policies discuss promotion of professionalism in managing teacher-training programs.
- Both the policies stress upon the teacher education and training system to be tailor made in order to properly and effectively meet the needs and requirements of the education system.

5.1.3 Policy gap

Throughout our analysis of both the National Education Policies of 2009 and 2017, it is quite evident that experts that had contributed to the formulation of lacked in terms of giving importance and paying due attention to subliminal yet significant factors that contribute to learning in the education system. Both the NEP of 2009 and 2017 lacked in terms of a sociological framework that operate parallel to concrete indicators and contributing factors in the policy making and implementation realm. Factors such as, home environment, school environment, and parental involvement have been found to have a direct link in a better education for the children. A lack of focus on these areas in the 2009 policy showed gaps in the policy that need to be bridged. Similarly, these three areas were not catered to in the 2017 policy also. Leading us to question the integrity of these policies.

Moreover, mental health and counselling for mental health are one of the most important indicators of a healthy education system. Neither the 2009 policy nor the 2017 policy had any provision regarding tackling the issue of mental health of the students at all levels. Although the provisions regarding establishment of counselling facilities were present in the 2009 policy and 2017 policy had a whole chapter dedicated to guidance, counselling and character building.

5.2 Analysis

The analysis is constituted in a way that sheds light upon the key issues and factors that have been missing in the policy making process of the national education policy of Pakistan. It highlights the key indicators and factors that have been prevalently missing from the two policies that we had made subject of our research. Shortcomings in the formulation of the NEP have been drawn out, especially in accordance with WDR.

5.2.1 Policy analysis

According to the WDR, parental involvement, parent education, gender of the teacher, maternal education, and school environment have been found to have a direct and factual impact on the quality of education provided in the schools. After a thorough and well-documented analysis of both the policies, we found them absent in all of these indicators. Gaps in policies across the world occur because of lack on intellect that goes into the policy making process. The reason behind the neglect of such important factors that play a pivotal role in the learning outcomes of any education system that prevails in the world is pertinent to the narrowing gaps in policies. Progressively through the years this policy gaps are widely found to be increasing incrementally.

We believe the lack of emphasis on these indicators in the successive policies of Pakistan to be a leading factor in the lack of progress in the education system of Pakistan. Additionally, Pakistan and its successive governments have had a lack of ownership of the education not only in terms of its implementation but also in terms of research, formulation and vision. Throughout the decades, changing governments have had complete freedom to tweak and make changes to the policy that were uncalled for or in most cases completely irrational. Furthermore, governments showed complete lack of awareness about keeping in mind the sociological factors and aspects of education policies, including the indicators that have proven

to have a direct impact on the impacts and outcomes of education policies around the world. Although the 2017 policy discusses and lay importance about educating students on individualism, cultural and religious education to inculcate in them a sense of harmony and coherence between the different sects of the society, and some parts laying importance on physical education as well. The policy still widely ignores factors such as parental involvement, parent education, gender of the teacher, maternal education, and school environment, all of these have been found to have large impact on the learning outcomes of the education policy.

In our aforementioned analysis based on the differences between the 2009 and 2017 National Education Policy, we laid out differences in terms of the aims and objectives of both the policies as well as a few indicators that has the largest impact on the learning outcomes. Quite evidently, we can see that the framework as formulation of the 2009 policy was a result of the incremental approach, which proves that Pakistan has been lacking in coming up new innovative approaches with respect to the education policy and inculcating in it various external yet important factors that positively contribute to the learning outcomes about parent education. The 2009 policy admitted the fact that parent education plays an important role in the quality of education provided to the child. However, it did not have any direct provisions related to increasing parent education or parental involvement. The 2017 policy outright did not have any provisions or even anything remotely related to parental education concerning gender of the teacher. As stated in the literature review it plays an important role in the quality of education. The 2009 policy did touch upon the aspect of gender of the teacher and its importance in the provision of quality education but it lacked any concrete provisions about tackling this issue. The 2017 policy had nothing to say concerning gender of the teacher. Furthermore, Pakistan spends a meagre amount of its national budget on education. Focusing on the indicators stated above would require an increase in finances and the capacity of the country's educational policy implementing body. Since, both of these factors have not been focused upon in the recent policies, the policy makers as well as implementers have to make do with what they have. This leads them towards focusing upon issues, which are considered primary such as increase in educational enrolment, rather than issues that come later, issues such as learning, learning outcomes and literacy rate at the national level.

Perhaps the most important piece of the puzzle that is missing from the National Education Policy process of Pakistan is its disregard for globalization and globalized education policy. The process of globalization has arguably led to the emergence of global education field, which resultantly has led to push for a common world agenda for education. Like many other countries Pakistan, too has certain numerous international agendas, criteria and goals & objectives that needs to be realized. Global education targets, international testing regimes, popularity of English language as the medium of instruction and import-export of higher education programs across the globe has laid heavy importance on the education policy process in Pakistan.

Although there are numerous provisions in both the polices of 2009 as well as 2017 regarding the international treaties and educational targets, Pakistan is still struggling to achieve these set goals as a result of complete neglect of sociological factors that contribute towards achieving such targets. Learning outcomes of the NEP are still at a level that makes is unlikely for achieving total national literacy and learning outcomes in education systems across the country. As a result of our analysis, it has been found that is widely due to the indicators that both the polices have missed out on and according to the World Development Report, learning is boosted through parental involvement, school and home environment, parent education etc. One of the pertinent reasons for this lack of emphasis on these indicators leads to a policy that is unable to cater to the demands of international agreements.

The global employment market requires certain aspects in an individual's education that are heavily dependent on learning and the achievement of learning outcomes. Since, Pakistan lacks a clear-cut approach towards achievement of learning outcomes; we are left behind in terms of human capital in the comity of nations. The national policy making case of Pakistan shows how the global education policy priorities seeps into the national space through the consultative processes and through various discursive resources of global field. A response by the Pakistani state has been shared in the end to demonstrate that the arrival of global policy in the national

space is not simply an alignment process; rather it has to go through a process of negotiation resulting in a unique national policy response. However, this is dependent upon the national capital that the country possesses; developing countries like Pakistan are in difficult situation here.

5.2.2 Interview Analysis

Q1: What are the shortcomings and weaknesses in the public sector education system?

When asked about the weaknesses and shortcomings of the public sector education system we more or less got the same answer from all the candidates we interviewed. A few weaknesses that were outlined were the enrolment, problems with curriculum and content being taught, lack of civic sense, teaching methodology and style and budget allocation. Interestingly, one problem that was discussed was feeding the students with ‘specific’ facts about the country, its origin and history, which created a divide of Muslims vs the rest of the world. Lastly, the issue of rote learning which was linked with the exam checking style. It was stated that in order to gain good marks the students had no other option but to rote learn the syllabus.

Q2: How important or how vast is the role of socio-political pressures on the educational policies?

There was a consensus among the interviewees about the socio-political pressures having a vast and integral role in the education policy. As seen by the various policies introduced throughout the years and replacing English books with those of Islamic stories, we can safely say that these groups and lobbies have a huge control over the policy making process. We got some interesting insight on how these groups became so powerful and how they have been used as political weapons from time to time to fit the political agenda. Over the years these

groups have accumulated so much influence that now it is nearly impossible to bring about a radical change with things going south.

Q3: Do you think that devolution of education was a good idea?

What we gathered by all of our interviewees was that they all had the same opinion that devolution of power was indeed a good idea. One of them believed that at some level, the decision making process should be at the central level for example the curriculum and the implementation should be at the provincial level. However, others believed that all of the provinces have different ethnic backgrounds and should get a chance to teach that to children and promote their provincial history and culture. The decisions regarding the daily operations, the curriculum, and the budget should definitely be devolved.

Q4: Do you think there is a capacity deficit about how the provinces operate in a sense that federal government has a lot more capacity to provide education than the provincial does?

Capacity deficit is an issue agreed upon by everyone; however, there might be a solution to this problem. This problem solely exists because the provinces were never given an opportunity to create and develop capacity. It was argued that how would this issue be solved when the provinces are not given a shot. They might do it wrong the first time or even the second time but eventually they are going to learn from their mistakes and be better.

Q5: If we look back at the policies made with regard to the education system, since its inception, one common thing is the Islamic aspect of education that has been forced in it. What are some of the reasons that Pakistan is forcing this aspect in the education policy?

One thing that has been common in all of the policies made until today is the Islamic aspect being forced into the policy. Surprisingly, the response we received was almost the same from all of our candidates. One thing that was pointed out was that this particular chapter exists because there is a demand for it, if we would just remove this chapter altogether than people are going to protest. Another thing that was pointed out was that the phenomenon of the Muslims vs the world has been engrained into the minds of the public through education and media. Islam is brought into everything in this country and the idea that “*Islam is always in danger*” is taught through education.

Q6: What are some of the reasons as to why learning is not engrained in the education system of Pakistan?

A policy, when it is made is wholesome and great on paper. It covers all the various aspects and has a solution for all the existing problems. However, when implementation phase comes around we were told that the policy is implemented in bits and pieces and not as a whole. So even if the learning aspect is present in the framework of the policy, it is never implemented. Another thing we found out was that critical thinking, learning, analysing and questioning is not encouraged in this society. The society has encouraged competition in a sense that who gets more positions and not in who learned the most or who knows the most. In this environment, the easiest thing to do is memorizing or rote learning which would make everyone happy: parents, teacher, schools, etc.

Q7: When the recent government came to power, they were very adamant on the fact of uniformity of education. Do you agree that there should be uniformity in public and private sector education about curriculum?

All of the interviewees agreed with the uniformity of the curriculum, however, few concerns emerged regarding the implementation of this policy. It is believed by the respondents that

uniformity would diminish the class divide from the society. Uniformity would provide everyone with same opportunities as no one would be discriminated on the bases of the stream of education they came from. This process, although very beneficial, is also going to be costly and may become a cause of public discontentment. Still, the questions that came up from almost everyone were how is this change going to come about, what mechanisms would be chosen and how would they decide which system stays and which system goes and why?

Teacher Interviews and Federal Directorate of Education:

Q1: How is the curriculum made and who makes it?

A: This question got varying responses according to one teacher the Federal Directorate of Education makes the curriculum. Another teacher responded that the Higher Education Commission decides and makes the curriculum. These responses differed from the answer we got from the officials at Federal Directorate of Education, who claim that the Ministry of Education makes the curriculum.

Q2: Are there compulsory training programs? How frequent are those programs?

A: According to the teacher based in the F-6 campus and the officials at FDE, there are extensive and various types of training programs conducted for the teachers e.g. paper making, computer/IT based, subject based, public speaking, etc., usually held in the summer break, which is compulsory for the teachers to attend. The trainings are subject wise and teachers are selected by the administration. However, the teacher in the F-7 campus had a different view. According to her, she had not seen any teacher from her campus going for trainings.

Q3: What activities are you required to do apart from teaching?

A: All of the teachers responded the same way. They are required to do various duties and carryout various tasks, which are outside the domain of teaching. The teachers are given election duties, Girl Guide duties, have to participate in sports functions, the 25th December program hosted by the President, and any other program held by the President or the Prime Minister.

Q4: Is your school equipped with technological facilities for the better learning of students?

A: There were various responses to this question as one of the teacher said that their campus was lacking technological facilities, they did not have multimedia or internet facilities. However, the other teacher told us that they their campus had internet access, multimedia and computer labs and students were allowed and encouraged to use those.

CHAPTER 6: POLICY RECOMMENDATIONS

This segment will provide the recommendations, which the research team feels, is needed for the issue to be resolved. Recommendations were made after extensive research and discussions with stakeholders and policy makers to better understand the issue and give realistic solutions to the issue at hand. This section will deliver some of the basic recommendations.

1. After analysing both the policies thoroughly along with the interviews of the relevant stakeholders, we recommend a direct increase in the Education Budget of Pakistan to 4% of the GDP. Both the 2009 as well as the 2017 policy put emphasis on increasing the overall budget of education from its current state of 2.3 percent to at least 4% of the GDP. Unfortunately, this still has not been achieved. Currently, most of the budget allocated to schools is spent on its running expenses. These include teachers' salaries, electricity and gas bills etc. As a result, the schools as well as the overall education system lacks the necessary resources to indulge in projects that have an impact on learning outcomes and learning generally. Thus we believe, that increasing the budget will provide the education system and its components the necessary resources to be able to undertake projects that are long term and qualitative in nature.
2. We believe that there is a momentous gap in the implementation process of these policies. This implementation gap has always been present in the education system of Pakistan. Moreover, the subject of education being devolved to the provinces has further complimented this implementation gap by creating confusion. We believe it is of outmost importance to take steps in order to bridge this gap. The gap can be bridged by creation of parliamentary committees for education modelled after the Public Accounts Committee.
3. In our literature review, we pointed out some indicators that have a direct impact on the learning outcomes. These indicators were outright absent in both the policies that we

analysed. This shows the lack of commitment of the policy makers towards the learning aspect of education in Pakistan. As pointed out in our introduction, soft skills have become the requirement of the time. Thus, the learning aspect of education has become increasingly important in the global sphere. A lack of focus on indicators such as Parent involvement, Teacher Gender etc. will further deteriorate the already precarious situation of the education system of Pakistan. Not only that, the level of our human capital will drop considerably in the comity of nations. Thus, we recommend that the education policy of Pakistan should be holistic in nature in such a way that includes adequate provisions on the above stated indicators. This if implemented will undoubtedly have a positive impact on the quality of education in the country.

4. The education policy states that it aims to develop professional and competent manpower for the job market, but it falls short of achieving that goal. Introducing counselling departments in schools so that students can be empowered and they can be given the guidance they need for better understanding their skills and talents. This would help in student learning as well as there is a dire need of counselling for students. Inviting University students for counselling sessions or seminars can also be helpful and comparatively cost effective.
5. A change in Governance would also be suggested, a corporate model to be exact. Where incentive based and performance based rewards and appraisals are given but instead of the teachers, it is for the administration staff as usually the management is lacklustre. This would be a motivating factor for them to achieve objectives and goals set by policy makers.
6. One thing that we came across while doing this research was that there is a communication gap between the policy makers (bureaucracy and the ministry) and the policy implementers (teachers). As bringing everyone to the same table would be expensive and time consuming, we recommend making portals for complaints and suggestions. Teachers, students, principals, parents and all other stakeholders would

have access to it. This would ensure that all the stakeholders participate and their morale would increase as well as they would know they are being heard.

7. We would also recommend making it mandatory for teachers to attend trainings focusing on teaching methodology and the emerging trends in education in the world. Where they would learn various educational principles and learning and teaching concepts. Teachers shape the mind of the students who are a future of this country so it is important to provide them with sufficient training and education about their respective field.
8. We would recommend enhancing the prerogative of the ministry of Inter Provisional Coordination so that the level of coordination between the different tiers of the government as well as in between departments is augmented.

CHAPTER 7: CONCLUSION

Education without learning is futile. Education is imperative for any society to evolve and develop. It has come to be universally accepted that education is one of the core functions of moving towards an egalitarian society (Gouda, Das , Goli, & Apollo Pou , 2014). In order to make the youth bulge prevalent in the nation an asset, attention needs to be paid to vocational and technical education with due importance given to various sociological factors that positively and negatively affect the education system.

Through our research, upon considering the indicators both internal and external that contribute to education system of any nation, we have found that Pakistan's NEP process lacks not only in terms of its policy gaps but also in terms of numerous implementation gaps throughout the education system. Various policy documents have been observed to be plausible and achievable on paper but the on-ground reality shows otherwise. It is reported that Pakistan currently expends 2.4% of its GDP on education. At a national level, 89% of this education expenditure comprises of current expenses while a meagre 11% is spent on development project, which is clearly not sufficient to raise the standards of education in the country and meet policy objectives.

It is of the utmost importance for an education policy to achieve learning outcomes through its policy actions or else the whole point of having an education policy itself is nullified. It is, hence, imperative that Pakistan transforms its education policies and ultimately the education system in order to reach its true potential in achieving a literate nation, for present and the future. Throughout our history, we have emphasized on generating a set narrative through our education system rather than focusing on developing a pedagogy that inculcates learning outcomes. Most of Pakistan's previous education policy documents addressed the creation of a better society driven by the then prevalent Islamic ideology while more recent policy documents gave due importance and attention towards national character building along with certain economic issues.

This research was aimed for the most part at observing the various indicators that had been perpetually ignored in all previous policy documents and their relation with learning outcome achieved from the education systems and institutions. The complete disregard for sociological factors in the NEP has led to the periodical deterioration of the Pakistan's education system throughout the consecutive decades. The various indicators discussed in this research point towards the lack of intellect that goes into the policy making process in the Pakistan's national education policies and highlights the key issues as a result of which policies have been failing to achieve the desired outcomes for decades.

It is a government's duty to not only provide quality education, but also equitable education. The government has failed on both fronts. There is a great disparity among the provinces of the country. In order to bring the less fortunate provinces up to par, initiatives should be taken. Unfortunately, in this sphere the government of Pakistan has been found to be lacking. Hence, it is high time that the government of Pakistan does just that.

Lastly, to enhance student learning all stakeholders should work together. This is a pivotal issue hence it is imperative that all stakeholders are united in their approach towards enhancing student learning. This would help the students in coping with the changing trends in the market. The students will also become better citizens of the society. This increase in student learning would make Pakistan a developed nation.

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APPENDIXES

Appendix 1: General Interviews

Appendix A: Interview Javed Iqbal Mirza (Director Islamabad Model Colleges, FDE)

Appendix B: Interview Aasim Sajjad

Appendix C: Interview Maheen Zahra

Appendix D: Interview Ms. Neelum Ejaz and Mr. Yahya Bajwa (World Bank Personnel)

Appendix E: Interview Chairman Union Council

Appendix 2: Teacher Interviews

Appendix A: Interview Farah Khan

Appendix B: Interview Rabia Javed

Appendix 3: National Education Policy 2009

Appendix 4: National Education Policy 2017

Appendix 1: General Interviews

Appendix A: Interview Javed Iqbal Mirza (Director Islamabad Model Colleges, FDE)

Q: Tell us a little about FDE and its operations.

A: Federal directorate of education, or FDE is a body that is concerned with education in the capital, before 1977 its mandate was all over the country it had two wings one for the capital and one for the cantonment and garrison wings, now they have separate directorate which is managed by GHQ and is integral part of the military education system. As far as FDE is concerned, its mandate is right now restricted to the Islamabad capital territory. In that, we have three things, the colleges, the model colleges and schools. Schools are the bulk of our institutions, we have 391 schools we have 20 model colleges and we have 12 colleges. These schools have a variety, there are primary schools from 1-5 and secondary schools from 1-8 there are institutions from 6-8 and there are institutions from 8-12 higher secondary institutions. Then we have model colleges, 19 of them are located in urban sectors while 1 of them is located in the semi-rural sector, then we have colleges which start from 11 and go up to in some cases post graduate level. All of these institutions are managed separately, I control the colleges and model colleges, and I am director of colleges and model colleges. As for the schools, we have a separate director for them.

Q: What are the main challenges the public sector colleges are facing concerning infrastructure and education and maintenance of the schools?

A: As far as administration is concerned, I am talking about colleges and model colleges; one of the major problem is budgetary allocation. Each year the budget allocated is not enough to meet the demand of education there are maintenance issues there are issues related to delegation of power. Maintenance, repair and construction does not fall under us, we as FDE

cannot carry out construction work. For example, NUST has authority over what it wants to construct. But in federal government departments, we are constrained we are bound to construct or repair through PWD. PWD has its own way of carrying out its maintenance and such. And since they are responsible for the whole of the federal government then obviously, they have a lot of load on them, sometimes our maintenance work is on low priority, and they focus on areas where the priority is higher. So due to that we suffer. So there are repair issues, there are budgetary issues and there are maintenance issues. One of the prime issues taking place right now is the daily wage issues, due to shortage of staff principals hired staff on daily wages basis. Now either daily wages do not exist in any government schools, so there was shortage of staff the principals had few choices let the students leave without any teachers or they would engage somebody to teach them. Prior to November 2013 a certain amount was charged on each student studying in the schools Article 25 A of the constitution where compulsory education is free, because of that from class 1-10 we do not charge a single penny. Every student in our institution, there are around 215,000 to 220,000 students in our institutions not a single penny is charged, and we provide free transportation facilities as well.

Q: Who plays the most vital roles in making the budget and how is the budget allocated especially for the FDE? What is the process?

A: We basically have three different streams; all of the streams are managed in a different way. As far as the schools are concerned as far as the colleges are concerned as far as the model colleges are concerned. This year they are bringing some uniformity in the administration system. Each and every school is required to make its budgetary requirement, the requirements are consolidated by director budget those requirements are then forwarded through the Ministry of federal education and professional training to the ministry of finance. And ministry of finance poetizes things and nobody gets what they want. The ministry looks at the allocation for the current year based on revenue either from the taxes or by the corporations, or by international donors or lending organizations. So they consolidate those and they reach the sum and compare it with the demands of different institutions based on that for the past years there

is an allocation cap for example we demanded 12 billion and they allocated a cap of 10 billion so we have to manage everything in that 10 billion. So during the current fiscal year the government placed a 10 percent cut due to austerity measures so whatever we got we surrendered 10 percent of it.

Q: Isn't this a contradiction to the mandate of the current government who planned to focus on education?

A: As federal government employees, we are not allowed to comment on the government policies we are only tasked with implementing those policies. If you look at the budget of FDE it has not improved from the previous financial year, we have almost zero improvement in spite of recent inflation. Instead, there were cuts, not just on FDE it was across the boards. So mandate and manifesto is something else and ground reality is something else, we are not getting anything extra and instead we are getting more restricted.

Q: Is FDE responsible for the budget of all the model colleges or does the Ministry of Finance individually give the budget to the schools?

A: Each and every institution has its own id, so budget is allocated to them. Director budget takes demands from every institution to see whether their demand is acceptable, so basically consolidating and rationalizing it. Secretary of the ministry is principal accountant officer for that division, each has financial advisors and deputy financial advisors, they get the demand from the ministries and forward it to finance ministry, finance ministry makes a limit and passes it back director budget and to the departments. There are separate budgetary heads for each and everything for salaries and maintenance, etc. There are some things, which you have to pay regardless of the cuts, like salaries and such but in order to stay in the assigned limit you cut other things like hiring, development and maintenance is targeted for cuts. They are essential but they have lesser priorities as compared to salaries because the government is bound to pay

salaries to its employees. 76-80% of the education department's budget is allocated to pay and pension. Teacher training program is also targeted in the budget cuts. All the cuts have to be passed on every expenditure.

Q: How is the curriculum decided for the model colleges of Islamabad and what are the main shortcomings of the curriculum and shine some light on the prerequisite for becoming a teacher and training programs?

A: Education ministry is responsible for the preparation of the curriculum; they get the staff from us that staff basically formulates the curriculum and syllabuses and those syllabuses are passed on to reviewing and then the books are printed and finalized. We also provide free books, so along with education we also provide free books. Each and everything is provided with free of charge. But due to cuts, the classroom environment suffers. Minimum qualification required for the teachers are BA and B.Ed. for Junior Teacher then we have senior teachers they range from BPS scale from 16 to 20, in seniors we have assistant professors and professors they range from BPS 17-20 and in some cases BPS 21 minimum qualification is MA or MSc, these are for model colleges. For the schools we have SSTs there, in recent months we have revised our recruitment policy so the fresh recruits are required to have an MA or MSc along with BA that is going to be minimum. As of yet the rules have not been implemented. As of now, the minimum requirement for the staff was Matric and Primary Teaching Certificate. We have programs like TUGT training under graduate teachers. Minimum qualification for them is FA or FSc along with certificate. So under the new rules these will no longer be accepted. We will have Master degree holders in our classes.

Q: Were these new policies designed by FDE or the education ministry?

A: Everyone was on board, FDE initiated the case and ministry forwarded it, it had to be approved by finance ministry, establishment division and be notified by FPSC.

Q: As Director Coordination, what is your main job description?

A: My job is Director Colleges, my domain is FG colleges and model colleges, my responsibilities are administrative issues from academics to everything, human resource management falls under me.

Q: How much input is taken from teachers regarding policies?

A: Consultative process is there, we consult them, but primarily in schools. You cannot move forward without consultation; you have taken on board stakeholders if you do not take them on board then you may face negative reactions. Whenever a policy change takes place that policy change is well thought out. The education policy for example, you have to take on board the provincial representatives and teacher communities and such and you cannot just sit down by yourself and make the policy. Problem arises after you make policies; limitation of resources is the main thing. We Pakistanis live in an environment where there are constant security threats, we have porous borders we have security concerns and threats. How many times have you seen that we have always been on the brink of war? That is why our number 1 priority is security; you can only survive if you are secure. You can see the budgetary allocations, our main expenditure is our defence, and you can see every government promising that they will focus on education but in reality, it does not happen. This is due to many constraints. Also out of school children is not a concern in Islamabad where you have almost 98% children enrolled which is above the national average.

Q: How big of an issue is absenteeism? How do you keep check of it?

A: Absenteeism is not that big of an issue in model colleges, we frequently monitor the attendance of the teachers, even our secretaries do that. We always get attendance report. So not at all, it is an issue. We use a dashboard to keep check. We have biometric tech as well as face detection system, which is used to mark attendance, we implemented this tech last year. Absenteeism was not much of a deal but this technology made sure it does not become an issue.

Q: Do you have a department for teacher training?

A: We have a directorate, which runs teacher-training programs, and they usually run during the holiday and we have training programs with foreign as well as local teacher training programs. Extensive training programs are run and we have extensive mechanism.

Appendix B: Interview Aasim Sajjad

Q: Introduce yourself

A: My name is Aasim Sajjad. I am a professor at Quaid e Azam University.

Q: What in your opinion are the shortcomings of the curriculum of the public sector education system?

A: Shortcomings are too many to list. You know content, pedagogy, the fact that there is no focus on civics. There are various problems not just one, so what in particular are you interested in?

Q: Can you shed some light on the curriculum? What do you think is lacking in the curriculum?

A: Frankly, the curriculum is designed to produce ideologically loyal subjects not designed to provoke critical thinking. It is based on selective facts and very insular worldview that on one side, there are Muslims and on the other are scheming individuals who are always against Islam and Muslims so you know they are not even taught scientific principles nor they are challenged critically, it produces tendency towards rote learning

Q: Teaching Methodology plays a vital role in learning. What do you think should be the essence of teaching methodology in Pakistan's public sector education?

A: Well look you cannot fix things like this overnight. If I just talk about how things should be that is not particularly useful. The useful things to think about is what kind of incremental changes might you be able to institute to address these issues and I think first thing to make sure is that teachers are trained to facilitate and encourage questions rather than suppress them. The idea of a teacher as a father figure who has to be obeyed at all costs that is the fundamental starting point. When teacher is going to be lenient and would leave room for the child and encourage them to ask questions and the teacher will not force their point of view on the kids but let them make up their points, it all derives from this position of the teacher as obedience demanded father figure and that's not very useful, either its Pakistan or somewhere else, this is precisely why we do not have a critical intellectual culture because they're not taught this from the beginning.

Q: Would you say that the education system of Pakistan is lacking about the fact that we have not been able to utilize the technological aspects as much as we could have? For example, ICT.

A: Yeah sure, of course I mean you can use those sorts of new technologies and they are used, it is not like these technologies are not present in Pakistan, they are just not available and accessible to the majority of schools. In private and elite schools, you have all of these facilities you just do not have them in majority of schools. It is not that they are not available but their accessibility is limited to a certain class background. That is with everything else in this country, all the facilities and resources are accessible to those who are rich and powerful not to those who are not affluent and do not have those kind of, are not able to gain access by their existing where they are on the social ladder. If you start providing these facilities to everyone then obviously you will see a change no doubt about it but it is not just ICT its general, all sorts of resources and facilities, including recreational facilities. Education is not just about sitting in a classroom, it is about cultivating broad based civic sense, your place in the world, your ability to corporate with others, and it's also recreational and extracurricular activities. These are some of the facilities a government school student lacks.

Q: What are some of the reasons as to why learning is not engrained in the education system of Pakistan?

A: The ability to think about something and process it rather than simply memorizing it, it is because as I said it is not valued and not encouraged. Our pedagogical models are based on this idea on one way what Paulo Freire would call them banking concept of education, the teacher just deposits his or her favourite information and the students job is to reproduce that and then at a broader level, it's not encouraged in our society at large. This is the same case at homes as well, children are expected to listen and not question because any type of questioning is treated as disobedience. The whole society is structured this way because politically we do not have democracy anymore, we do not have any discussions, and there is not any room for opposing point of views. We have to accept everything in the national interest of the country that if an elder person has said that this is right for everyone then it is right, we cannot talk or discuss about that. So there are specific issues with school and teaching methods directly and it extends to larger dynamics in society.

Q: What are some of the ways one can try to mend this situation?

A: There is no one fix, you need to look at how teachers are trained and what pedagogical methods they are encouraged to adopt, you have to look at how society views education whether in purely functional and institutional form that you have to obtain a degree and then go to the job market. When a child comes back home after school he is not asked what he learnt but how much marks he obtained and then they are compared with the marks of his class fellows, this teaches them competition. That is why there is not one solution to this problem, these attitudinal and methodological shifts. These are larger questions of encouraging critical thinking in society, which is also a political question.

Q: When the recent government came to power, they were very adamant on the fact of uniformity of education. Do you agree that there should be uniformity in public and private sector education concerning curriculum?

A: Yes, I do agree with that because as I said if you distribute everything in the society according to class system then everything will be divided, because you will then give privileged credentials to those from private schools who are English educated, they will continue to take all the lucrative and influential positions in society. A change will not be possible then in the society, poor will stay poor and rich will continue getting rich. In addition, poor will not even have the critical faculties to understand the causes of their own condition; they will be told that this is from Allah. Therefore, there should be some kind of uniformity or at least some kind of levelling of this distinction but how can you do that? Can you ensure that the quality of education in public universities is of high standards so that the children of the privileged class will also study there? Or you nationalize all private schools? These are question on how you will do this. However, the idea that there is a class divide in the education system is absolutely true that has to be addressed.

Q: If we look back at the policies made with regard to the education system, since its inception, one common thing is the Islamic aspect of education that has been forced in it. What are some of the reasons that Pakistan is forcing this aspect in the education policy?

A: Because it does that with everything. Education is not something that is isolated from everything else. If the state continues to harp upon the fact that we are Muslims and Islam is always in danger from its enemies and totally conformity with the larger narrative of the state and the ideology of the state. Therefore, this is going to be present in the education system because through education, you spread this thinking and perspective in the society alongside media, these are the two biggest and most powerful ways in which you brainwash people. The vision and perspective of Pakistan has been for the past 70 years that we are going through a

critical situation. The most important thing is that the state should be protected even if we have to die of hunger so and so forth and why do we need to protect it is because Islam is always in danger. So this all part of that narrative that is propagated at different levels of society including through formal education.

Q: Do you think there is a role of socio political pressures indicating the education policy of the country?

A: If you look at it in static form, like looking at one event from history then you will see that there is. But the question why are these maulvis and religious influencers so powerful? Why this lobby does exists? Why does it take the form that it does, why does it engage in mob pressure or why is it always allowed to do so? Because it always has been, because religion is always used as a political weapon and religious parties and organizations are deliberately strengthened and sometimes directly used as proxies for state policies. So now, after so many decades they have garnered an influence and social base of their own. There is a reason for this, there is a background of this, and this did not happen coincidentally, it was not always there. So if this is it is because of the state's own narrative and policy not in spite of it.

Q: Do you think that devolution of education was a good idea?

A: Yes, because look provinces especially in terms of linguistic and their cultural specificities and history must be able to shape the way they teach in the education system based on that culture and historical background specially in terms of language and mother tongue, that's why it's important, in terms of hero, cultural symbols, you know routed historical ideas and symbolisms that you use in narrating history. History in particular and education in general. So I believe that it is perfectly legitimate, these are not mutually exclusive with saying that there should be departments and ideas at that federal level regarding education, which you can also ensure that, are linked with the autonomous decisions of the provinces in terms of ideas,

principals and themes that are introduced in education. However, the day-to-day running of education, the administration of it, even the curriculum. These processes should be devolved and specially including money. Every province should be given a fair share of amount so that they have enough emphasis on improving the quality of education and ensuring outreach so that you have more and more people into schools and studying as opposed to outside and without access to education.

Q: Do you think there is a capacity deficit concerning how the provinces operate in a sense that federal government has a lot more capacity to provide education than the provincial?

A: Yeah that is the case but the army has all the capacity in the world to make cereal and roads because you never allow anyone else to do so. If you are going to keep whining about capacity then how is it going to be built because you never allow these institutions, you are going to say that they cannot do it without giving them a chance. If you are going to do everything and say that others cannot do it then this country, democracy and all should be run by the army because others are not given a chance. It is the same thing with devolution, it may be true that provinces do not have capacity but that is because they have never been allowed to develop or generate that capacity and you have to start from somewhere.

Q: If your party came into power, what would you have done differently?

A: I do not know the specifics what PTI is doing so I cannot respond to that specifically but I can give you some general and broad principals. So first of all I think we would be interested in revising of the curriculum and taking this ideological bent out of the system, taking this sage mentality of Muslims vs others and therefore the selectivity of facts in curriculum because you can only maintain the idea of Muslims vs the rest if you describe history selectively. Then the idea would be to promote civic sense, a sense that we are citizens of this country and world

and that we have roles and responsibilities, we have rights but we also have responsibilities so you know corporative civic sense and to think about and know about the contradictions of our society and not to shy away from them. To know that there are different classes in this country and there is a difference between man and woman in this country, the rights of different ethnicities are not equal in this country, all of these realities of our society. Third, we ensure to promote some idea of a peaceful region. We can be in constant conflict with our neighbours, they are permanent geographical realities of this region and we want to survive and thrive in this region in a cooperative manner. So these would be some kind of principals that would underlie our reform of the curriculum. This would be the spirit that would inculcate into the curriculum.

Q: Introduce yourself.

A: I am Maheen; I am a lecturer at department of development studies at school of social sciences at NUST. I have recently done my masters in comparative social policy with a focus on comparative education policy, my research interest includes the enrolment and the move towards universal primary education from a colonial historical perspective, and I am interested in looking at the equality of opportunity side of education.

Q: Does your focus includes Pakistan?

A: yes

Q: In Pakistan's constitution, article 25A talks about education. So according to your research how much has the government of Pakistan catered to that article?

A: can you give me an overview of article 25A? Does it talk about the quantity or quality of education because I think it is more on the enrolment side?

Q: I think it talks about both. It talks about mainly providing free education to the people of the age group of 5-16.

A: Okay so it is more on the side of universal education. Yeah so our constitution came in the 70's, it was 26 years after independence, and at that time they started talking about education.

There were various conferences before that as well that talked about increasing the enrolment rates and going towards universal education in general and universal primary education in particular. However, that was mostly on paper as far as I have researched. Implementation was difficult and in the efforts were more or less not really holistic as on paper they have written that we need to go towards universal primary education but then they also say that we do not have the budget, the infrastructure to build more schools and to ensure more education. I compared this with India in my research. So Pakistan was lacking in a sense that they did not explore any forms of providing universal education compared with India. If we look at India's earliest policies and 5 year plans, from the beginning they were looking at ways that they can convert or transform existing infrastructure into schools and spaces where they can provide primary education, so they've focused on this from the very start and it turns out that their trend towards gaining universal primary education was generally better. During 90's, Pakistan focused shifted on this. They said that we can use the existing infrastructure as well and they actively started engaging in this. Because of this the enrolment rate at the primary level is fine of Pakistan but it is still not 100%, it is still not universal as of yet and it could have been better if they had worked on this from the beginning.

Q: Following upon that, your research as you mentioned was comparative in nature and when you compared Pakistan with other countries you saw the weaknesses of Pakistan regarding the education system so in your opinion what are some of the weaknesses of Pakistan's education system?

A: I will talk about the quantity side. Firstly when you look at the historical trajectory starting from the colonial period because at that time there was no a focus on enrolment at the primary level because when you are not a democratic state in that you do not really need to make policies for the masses. Therefore, your focus is on maintaining the status quo so there was no a focus during the colonial era which is why after independence when we look at Pakistan, it was at a disadvantage as Muslim majority came to Pakistan and they were more or less reserved when it came to getting English education. So from the starting point, Pakistan and India's case

was unequal. However, if we talk about path dependency, Pakistan ended up being more path dependent on those colonial policies as India tried to change those policies in the beginning. Pakistan started late in that area so it has been a much slower process. It has been incremental on both sides as opposed to a complete radical shift in educational policies but again India has been much faster in this situation.

Q: We have also been researching on policies regarding education and one of the things we have noticed personally is that in Pakistan the socio-political and socio-economic pressures dictate what the result of education policy would be. Do you agree with this statement?

A: I do

Q: So in your opinion, how important or how vast is the role of socio-economic or socio-political pressures on the educational policies?

A: I think that socio-political pressures are more important as the policy follows a top-down approach. The thing with education policy is that if we're talking about primary education and if I am a policymaker and I make a policy to improve the primary education system or to increase the enrolment rates, right now I am not going to see the results in terms of a child who is entering school now when he graduates from Matric is going to have a job that would take 13-14 years. If my political term were of 5 years, I would need to enact policies that would show me results instantly because I need to be able to please the masses and get their votes. If the result of a policy would come after 10-15 years then it is not really feasible for me as a policy maker to make policies that would be good for the country or for the socio-demographic side in the long run. There is this juncture on the socio-political side is to get votes and you get those by pleasing the people and one way to please the people is to show that your kid is going to get education but then at what cost and outcome can you guarantee that.

Q: One thing you talked about was that the outcome of education policy is never immediate; secondly, the leader also has to look at the fact that he has to come again after 5 years or votes. Do you think there is a need for policies of education to be long term in nature? For example, the next government should continue that policy. In Pakistan, we have seen that every new government that comes tries to overhaul everything the previous government has done, in your opinion what are some of the things Pakistan should adopt that would help?

A: That is a very good point because whenever a new government comes to power, they do overhaul but that is a very decision to make because you will not be able to bring a radical shift in existing policy or existing trajectory of a policy unless a window of opportunity is created. However, this has not been the case in the education sector. What I think the closest we have come to universal primary education was in Zulfikar Ali Bhutto's era when he made his policy but before he could see it in motion or put in action Zia Ul Haq's regime started. That dictatorship period took a different direction. He focused more on the Islamization that was a higher priority for him. Priorities are a main issue with regards to this. For example, priority of a specific government would be education but another government's priority would be to please another demographic so obviously they are going to make a policy for that demographic. This is also important when looking at politics; you have to understand that which government is trying to please who, or which demographic. During democracy, as you come through public vote, you need to enact policies that are for the public and then you will hopefully get more votes in the next elections. If you are a dictator or an authoritative ruler, it is not important that how happy the public is with you, you need to please a certain status quo. During the dictatorship period, it was more or less the same that primary education in Pakistan was not given priority in policies. Higher education was given more priority than primary education and that was because after higher education people will be joining the work force and getting jobs in the government and they are of voting age as well so they are going to maintain the status quo they are establishing. One thing is the differences in priority among governments. We should figure out how to overcome this. The changes in policy will always be incremental,

like I said before; you cannot really undo an existing policy because people will resist that. You make smaller changes and see how people react to those and then you evaluate it and you do a whole analysis on it and look at the feedback you received and then you make further changes. There should be tinkering as opposed to coming up with a big idea, which is good probably in your head but it is not going to be realistic.

Q: Talking about big new ideas, the current PTI government's manifesto focused on education, the main focal point of the party was that they were going to make a uniform curriculum and education system in which they would include the madarass and the public-private systems. In your opinion, how much have they acted upon that? How hard is it to implement that?

A: It is going to be very hard. Recently when it was brought up that, an overhaul is coming and they are going to shift to a uniform system, there was a lot of outcry on Facebook, twitter and social media. There were many questions raised that how are you going to overhaul the existing system and that how do you know that the new system is going to successful. If you scrap an existing system and you bring in a new structure, how can you ensure that it is going to be successful and also implementing it will take time? First, you have to make a decision, that the new curriculum you are brining is it more or less similar to the O/A levels system or is it a continuation of the Matric/FSc system because there are differences in these as well. Then you have to scrap one side and you would need to spend money on the vacuum that has been created and then how do train all the teachers in different schools. And if you look at the youth bulge and even under it, you have a huge population that is school going age, this means we have many schools and teachers and that would mean that we would need to train and re-train them and that is a costly thing.

Q: In your opinion, was devolution of power a good or a bad idea?

A: I think it is important to strike a balance because I am working with a student who is researching on how the curriculum is different of the provinces if we look at the idea of ethnic harmony, I cannot really make a definitive claim until that research is done. However, at some level the decisions should be at the central level about the curriculum for example. Implementation should be devolved because people on ground will know better about the nitty gritty of implementing the policy.

Q: Provinces in Pakistan lack the capacity to utilize the funds they have been given through devolution, which includes education-making policies of education, if you think about it even the federal government lacks the required capacity to make policies and actually implement them. Do you think the whole devolution of education has created a lot of confusion with education not fully with provinces or federal government?

A: If you look at the uniformity then yes, it has created a lot of confusion but if you talk about policymaking, I think that should be more of a centralized decision. Policy is made at the implementing level as well but this also happens that if you have completely devolved the department, so everybody is making their own policy thinking that it is the best for our people but how do you create a society at the larger level? The main purpose of education is to socialize individuals into an existing system and when at different levels you socialize at different levels, at the national level how do you build the nation? How do you bring them all together at a certain level or certain consciousness at the national level? So that is a bit of a problem.

Q: You talked about society that nation building is essentially socializing and that is the main purpose of education. If you've looked at the policies, there is this one unique thing about the policies is that no matter what happens we force a whole chapter based on religion or Islamization. Islamization is forced into the policy even if it is not coherent with it. Why do you think that is? Do you think it would ultimately hurt the policy making process?

A: It would because I mean on the one side you would need to see why it exists because it is demanded if this chapter is fully scrapped then there will be people out in the streets in protest. On the other hand, we are saying that education is supposed to help build a society. We need to realize that Pakistan is not entirely a Muslim population; there are other minorities present as well. With having parts of Islamic education in our curriculum, you are forcing certain level of Islamic education on to them. You exclude the minorities like this, if you are excluding a group then how do you expect to socialize them into your national consciousness? So it is very incoherent in reality. However, it does because of the demand. Imagine what would happen if it did not exist what would have happened. We do not know but we can conjecture that people will come out to the streets and protest against it. It's been something that has been present in the curriculum from the beginning and again we talk about path dependency, if you certainly depart from it so it's not possible first of all and if you incrementally reduce it like go towards making it optional and then scrap that eventually but if you would completely remove it than that would not be the way it would work.

Q: Recently the PTI government decided to change the English course in which an English book “Goodbye Mr. Chips” was replaced with “The life of Prophet (PBUH)”. Do you think there is a possibility that there is a lobby of religious clerics who want that Islam is propagated more and more in the education system? Do you think that it is the inability of the government that it cannot drive off that pressure?

A: That is the case, I mean I did not know about the replacement of the books and that is a very scary thing because you are replacing English text with something that is supposed to be in the Islamiyat subject. Or you at least give people an option that either you can study this or that but that is not the case here. It is a forced thing. So you are right, it I a very strong lobby. If you look at the council of Islamic Ideology, I am sure they will not oppose this. The government has replaced the book, if they now try to remove it there will be a lot of outcry that is going to be worse than not having it in the first place. So they have put themselves in a tough spot. There

definitely is a very strong lobby, look at any bill that is passed for example, the child marriage bill that was opposed by the CII. I mean it has not really been as loud as it would be comparing to other cases like violence against women but you have to see whose thoughts they are representing. The majority population is sort of influenced by these people or in return influences these people. It is not just a top down approach, this is also going bottom up thing and we have to see how we can avoid this bottom up approach. I'm going to go back to your last question, when you look at the curriculum of Islamiyat, even when I was a little girl, some of the things taught were quite scary for example, if you steal your hands will be cut off as punishment and backbiting is just like eating your brother's meat. These things are scary especially for a young child. This creates a divide in the minds of children. It encourages the 'us v/s them' debate. You are sort of othering people who are not really following your set of ideologically thinking. If these things are taught in childhood, that child when he grows up is going to have the same perception and ideology. The majority of our population is not going to be educated because there is an issue of access and quality as well. But once these things are inculcated in their minds, they are going to ask you why they are not included in the curriculum.

Q: Why do you think there is an enrolment issue in the model schools and colleges? Why do people have to go through the process of *sifarish*? Why do you think that when parents are willing to send their children to school but the institution does not take that child unless there is *sifarish*? What in your opinion is the problem here?

A: The first thing I would say is that you need to check the capacity of that school. Are they currently enrolled with full capacity or do they room for more admissions? I am not aware of that so I cannot really comment on that. However, if we look at both the scenarios, if they still have room and are still receiving recommendations and requests of parents to enrol their students in the school this means that there is a lot of demand and this also means that these ways exist, you are entertaining them which is why they exist and then you also have to see the bases of admission. Whether it is merit bases or just like this. There could be a lot of reasons behind this. On the other hand, if these schools are running at full capacity then that's also a

government failure in a sense that in the policy they are talking about providing education to everyone but then they are also not providing them with sufficient infrastructure to cater these children. So parents would obviously come and ask the admin to at least enrol one of their child. The other thing is that *sifarish* is a Pakistani thing. This recommendation system is pre dominantly the one that works. And I do not know if it's some sort of inertia part of the people that they see that this will work and they do not want to put in the other effort or they simply do not know that other means exist. For example, are people aware that there is an admissions system or are they aware that there are rules are procedures that need to be followed or are there any tests for admissions and how did other children secure admissions. If you include one child through the recommendation process, you are setting a precedent and that precedent has now been set so obviously people are going to come and ask for admissions through this process.

Q: Do you think this is a failure on the part of the government as all the policies we have analysed by now have talked about that the enrolment rate in Pakistan is low because parents do not want to send their children to school. That also has various reasons, they think their children will earn money if they work but that will not happen if they are in schools. Secondly, they look at the school's condition and think there is no point in studying at a school like this. Do you think this is a part of government failure where people are using the recommendation system to get their child enrolled in schools and colleges? Do you think that the government is not realizing that there is a need and demand for public education in at least Islamabad?

A: It is definitely a failure on the part of the government that they have not really provided enough infrastructure to cater into all the populations' that do require an education. If you need to increase the enrolment, you have to be able to ensure that you have sufficient space available to accommodate the students in classrooms. I do not know about the class strength in model colleges but there must be 40 students at least and if you keep increasing the number of students one by one you but you are not realizing that there is this saturation issue existing in here. The

reason they are not realizing is that there might be an information gap present because information is very important if you are going to have policies that actually work. The information or the data that is coming, how regularly that is being monitored and who is monitoring it, is it just them or is a third party doing the evaluations and then based on that monitoring and evaluations what mechanisms they are using to respond to these feedbacks. Either the school is not providing the information or the government is just piling up this information and saying that we will do something about this information but they do not do anything about it. This all shows that their priority maybe is not really high regarding education. It is fine as far as the rhetorical effort goes that they have to do the enrolment that the youth is the future but they are not really concerned with making the effort at the ground level to ensure that the systems and basic infrastructure exist to accommodate all of the people that do want to get enrolled in education.

Q: Why is the learning aspect, an important and integral part of any education policy, not being included in the education policy process in Pakistan?

A: The problem starts at the point where education policies were devolved down to multiple lower levels. Often times, the whole framework is not implemented, only bits and pieces of the policy is adopted. Notifications are made to the teachers and they carry out the implementation of these bits and pieces of the NEP in the ICT alone. Or some points or parts of the policy is adopted by selective provinces and in addition the provinces also come up with their own frameworks e.g. Punjab made a 2013-2017 education policy framework and implemented in Punjab alone. A policy on the national level is always overarching and not many would adopt it, a province would only make their framework in the light of the NEP. In addition to all of this, it is very hard to track all of this since the Education Policy that is on a national level is broken down into pieces and fragmented to such a level that provinces only adopt to what they feel like or think is more suitable as well as feasible to them.

Q: What are the current initiatives by the World Bank with Government of Pakistan in ICT in the 5th, 8th, 9th, 10th grade?

A: We do not have any current projects in ICT. Our biggest project is in Punjab, followed by Baluchistan, and our project in Sindh which has now been closed down. The ECE policy in Punjab providing education to children between 3-5yrs is mandatory and is now being implemented with the support of the World Bank. Bank provided full support in the formulation as well as implementation of this policy. At the primary level, mostly the Government provides cash grants through Waseel-a-Taaleem program in various districts, other projects include providing infrastructure in public schools, conditional cash transfer on a secondary level and giving a stipend to parents to encourage sending their daughters to school, PEF gives vouchers to pay for private schooling, free books in Punjab till the 10th grade

and free education according constitutional article 25-A. Mostly the dropouts occur in the primary to secondary schooling transition when numerous factors are taken into consideration like opportunity cost vs. hard labor or work at the household level, distance from schools for girls, female teachers presence, so all these contribute to students dropping out from schools. So, the program of giving stipends being given to parents help in minimizing the dropout rates especially for girls. Programs in Baluchistan include rebuilding schools, providing infrastructure such as toilets, and upgrading school from primary to secondary levels. At the FDE has initiated “smart schools” in the capital territory so we are currently looking at doing a pilot in ICT in the future, and see how technology can come into play. The main focus of the Bank’s initiatives is on female education in Pakistan because they are the most affected by lack of education, high dropout rates and presence of a lot of barriers for them to get access to quality education.

Q: In the WDR (2018), they focused on how learning is an important part of a child’s education, and in Pakistan, upon a closer inspection, the Government on focuses upon quantitative aspects of the education policy. How is the World Bank focusing on the learning aspects and outcomes? What solutions the World Bank is proposing?

A: From our own experience in the education financing thing, there are two sides of the coin that impact the learning outcome aspect of education, firstly we have noted that not only does teaching methodology but also the class room environment, also the schools’ business model i.e. the sustainability model has a lot of impacts of the learning outcomes of the children. An example can be taken that in central Punjab the rural private school the average private school salary is very low and despite that they have better outcomes in contrast to public schools so this only goes to show that a school’s business model also impacts the learning outcomes because of their administrative skills and strengths, so if we tackle the managerial issues better we will inevitably improve the learning outcomes in the public schools as more money would be saved to be re invested into infrastructure and books and other financial need of the public schools. If only the public schools would have better capacity and capability to tackle these managerial and administrative issues, it is, quite evident that the learning outcomes would

improve a striking example could be take that in 2015, 50,000 vacancies were there for teachers in the public schools in Punjab alone. If the teachers are not, even there in classrooms then we cannot even begin to think about learning outcomes of that school. The World Bank is providing financial support when requested by the government according to the needs and certain identified problems in public schools. We have helped provide facilities such as toilets and equipment necessary to tackle these problems and have seen an improvement in student enrollment, student dropout, and teacher attendance rate in Punjab over the last 5 years. The next goal is to improve the quality of education. Learning outcomes are assessed by the government. There is no one solution. We have to look at both the demand and supply, enrolling students without providing an enabling environment will not give us the desired outcome. Improvement in the teacher recruitment process, dealing with the political influence on the education sector, and effective administration and monitoring through EDOs, has had a positive impact. The World Bank is also working with PEC in Punjab to help them with technical ability to assess learning outcomes and draw correlations.

Q: Knowing all these issues and problems that are so widely prevalent in the public education system in Pakistan, and there so many teams and think tanks including policy analysts that are working on such issues, so, what does the Bank propose as a solution to all these menacing issues?

A: The Bank essentially works on, aids, and do what the Government asks for assistance on. The Bank would start off by lobbying on the issues. Historically in Pakistan, the biggest challenge to the GoP was student enrolment because of high dropout rates, this improved a lot in Punjab in the last 5-6 years, out of school children especially in the province of Punjab have reduced significantly. Another issue was of teacher attendance and absenteeism; recent data shows that the attendance of teachers went from 80% to 90%. So, these are the areas which Bank mostly focuses on, essentially the Bank has to provide financial assistance and implementation capacity to the government so at the end of the day the focus is on results that can be seen as soon as possible. The government would make requests for the tools and

infrastructure that they require and the Bank would release funding for that and it will be quickly utilized. On the learning outcome side, we are not even sure ourselves on the things and factors that go into improving it as it takes a certain amount of time to derive out a path and notice factors that affect learning outcomes and figure out an action plan to tackle the issue. Basically, there is no one solution to the problem that is being discussed here, there are two sides to this issue, and you have to look at the overall demand side as well as the supply side. High enrollment rates would not necessarily mean an outcome of a policy would be realized. The demand needs to be balanced out from the supply side as well i.e. are the teachers trained? Are the teachers present at the school? What is the teacher's qualification? And there are various steps in it. In the past few years every single teacher has to give the NTS test for recruitment otherwise in the past, they were recruited based on interviews, which was a flawed system in itself. There are so many bureaucratic organizations that make it increasingly hard to remove a teacher from his/her position regardless of how undeserving or underqualified they are for the job. In Sindh, the secretary of education was the brother-in-law of the then President, Asif Ali Zardari, he fired 13 teachers but after a short while they were hired again as a result of bureaucratic hindrance and nepotism. MNA's and MPA's are so powerful in those areas that the teachers are almost untouchable. Although there has been some kind of progress in this regard as a result of technological progress and innovation, yet, we still have a long way to go to deal with such managerial and administrative issues. The main solution here is to hold the teachers accountable and have mechanism in place that will keep them in check as well as the MPA's and MNA's of that area.

Q: About the improvements that you mentioned earlier, to which extent would you say that the Bank had a role in it?

A: It's hard to say specifically, let me put it this way, if there is some ongoing process in Punjab, it will not just be the bank that would be involved in that process, a whole mixture of other organizations, national and international would have a role to play in it, the Punjab government itself would be involved in the process along with the Punjab IT board who have made

numerous software's for teacher data monitoring e.g. the biometric attendance system was started in the province of Punjab, so fact of the matter is that you cannot say or point out specifically that only one organization is responsible for that progress being made in the province due to the involvement of so many actors and organizations. If the Tarbela dam's funding is coming for the Bank, for example, you cannot just say that The World Bank has made the dam. At the end of the day, it is the government that is doing the implementation not the World Bank or any other actor/organization.

Q: What hurdles does the World Bank face with changes in the government and in dealing with the changing governments?

A: Yes, there are a lot of hurdles. The World Bank only supervises the projects and policies that the government is implementing. We monitor DLI (discernment linked indicators) and compare results over the years, this is validated by a third party, and the funds are only given once the targets are achieved. Say for example, we set out a milestone, X, for the government, and if X is not achieved, funds will not be released for that project or policy. But then in the next 6 months, the targets X and Y are both achieved then funds are released but if X and Y both are not achieved then it becomes a problem project for us and if it continues to pose as a problem for us, we eventually pull out from that project in our portfolio. We usually raise our concerns in front of the provincial governments who are mainly and directly tasked with the implementation of those policies and require justifications and explanations from them to set course for future action. If the issues are not resolved with the provincial government then the Bank goes to the federal government. And once resolved, the project is released from the problem project category.

Q: How do you propose the gap in economic divide among provinces can be bridged?

A: If we look at it from a historical perspective, in the colonial times the provinces were divided in terms of different revenue generation as well as collection task, with different systems and institutions in place. For instance, for revenue collection in Sindh, there was a feudal system,

then in Punjab, there was malwari and in KP there were numerous political agents for revenue collection. Baluchistan even at the time was left unchecked because it did not have a lot of population nor political interest for the main actors at the time. In today's day and age, we can see the result of these institutions in the provinces. Punjab becoming the best-off province amongst all of them, also some credit going to the provision of property rights to the people. In Sindh, even today, the feudal system is widely prevalent. As a long-term effect of all this pre-colonial and post-independence transition, we see a rise in lagging districts, those who were historically more empowered have remained the same and empowered and have also increased their capacity to generate funds and ultimately become more competent in implementing policies. After the devolution, strong provinces like Punjab became more empowered while other provinces lagged behind. The lagging provinces still require hand-holding, even in areas of South-Punjab the conditions are the same. So even within a province/area you cannot do a "one size fits all" policy. Even in the federal area, the central areas are better off than the areas that are in the outskirts of the capital territory. Administration plays an important role in bringing up these area up-to-par with the central areas more forward and progressing areas. Implementation of 18th amendment, and provincial autonomy can improve this. A stricter and transparent approach to the NFC award can serve as a solution. There is this another major structural program by the name of Pakistan Financial Management program, which deal with financial management of education and health institutes in Pakistan, and this is covered in the governance umbrella. The PFMP ensure that the funds that are released for education in the country are being utilized or not, and it ensures that the financial flow throughout all tiers of the government.

Q: Are you focusing on including learning and quality of education in these policies?

A: Yes. Having achieved the desired improvement in student enrollment, the next step is to work to improve the quality of education and then focus on the learning. The new policies for the four provinces focus on three areas, 1- Access and equity, 2- Learning and relevance, 3- Governance and management. The government makes the policies, and then consults the panel consisting of all the development partners like the World Bank, for advice and a consensus on

how these policies can be implemented and which indicators have to be there. The government is moving towards improving the learning outcomes, the development partners are also supporting the government in this matter but there are a lot of core problems such as the divide in public and private sector, which need to be tackled before we will be able to have a significant impact on the learning outcomes. Also, learning outcomes are not only achieved through the curriculum, it comes from the entire environment in which the education system is operating in. Even the curriculum was revised in 2017, the Bank was not a part of it. An exam by the name of PEC is being administered in Punjab that assesses the learning outcomes of the children in the primary schools mainly grade 5, 6 and 7 and we (The WB) are working closely with them to strengthen them, so that after a period of time they conduct these tests in grade 5th and 8th in order to assess the students on international standards. We provide them with technical assistance as well as capacity related assistance.

Q: Has the second stage of education policy, that ensures quality, been achieved?

A: In certain areas. But due to a shortage of funds, the changing economic situation of the country, and poor implementation of the first stage of enrollment, the quality has not been improved everywhere.

Appendix E: Interview Chairman Union Council

Q: Introduce yourself.

A: My name is Ateek Khatak. I started doing business at the age of 16 I've been in business for 23 years in these times I've fought for the election of union council as well. I'm general member of F6 and F5 and Blue Area, at the same time I'm running my own private business.

Q: To what extent the union council involvement in the maintenance of public school that come under your jurisdiction and what kind of role does the union council, especially you being the chairman of the UC play in the maintenance and everything?

A: Well, I would have much to say about it because under the Muslim League N government we were not given any powers at all so even if you wanted to do something to upgrade the schools in your area we had no powers to that. I mean, as far as my union council is concerned because it comes in a posh area so they didn't give us the powers to manage the sanitation staff, so if I didn't have the power to manage cleaners let alone education. So, what PTI is doing now is the bills already bought in KPK and now recently they passed a bill in Punjab provincial assembly is they're making union councils very powerful and they'll have a lot of authority so till now in the federal we still had the local government act which was passed by the Muslim League N government, specifically by the interior ministry under the interior minister Chaudhry Nisar, so we didn't have hardly any powers, even the mayor has powers to some extent the hierarchy is there is a mayor and 3 deputy mayors and 50 chairman's of union councils, and there some 27 unelected/ indirectly elected positions where the chairman had voted for in the local governments body. The format was that every union council out of the 50 union council 13 seats were to be contested, chairman, vice chairman, 6 general councillors, 1 labour councillor and 2 female councillors. Anyways, coming back to your question, we had hardly any power to do anything, privately we've been doing our own thing, we've been helping

out people in getting admissions we tried to go out to people to talk to them, you know talk to the mayor and people in power and the education ministry to get some schools renovated but we didn't get anywhere.

Q: So with the change of government with PTI coming to power and winning majority of the seats. Do you see a future where union council and specially the local level government would be given powers to do something or play a role in education?

A: They will because the reflection of that would be the Punjab local government bill that was just passed, that has huge powers for the local government, the budget, we, so far, I've been given 0 budget and I've been chairman for 3 and a half years. So how do you run a union council on a zero budget? So, report suggest 40% of the Punjab budget will go to the local government, which is huge, similarly the same thing was happening in KPK 33-40% of the provincial budget was going to the local governments, so they were able to do things, so our, for the past 3 and a half years we didn't get any powers or budget, the way Muslim league N works was, the shareef brothers work is that they believe in centralized powers which is they keep the power within their self and their family or very close friends, for example shahbaz shareef was the minister of 7 ministries, how can you run 7 ministries?

Q: Yea that is not humanly possible.

A: Yea, divide that by a month you cannot even go to each one even if you give one day to each ministry, so that is what they believed in and that's what they did. They never wanted to devolve power they wanted to keep power with themselves, and what they ended up doing was they were no institutions made in Pakistan the institutions that were made after the independence of Pakistan were destroyed and look at the institutions, the PIA the nationalized bank, or any department, the CDA. They are all in shambles.

Q: Sir, you said you've been chairman for 3 and a half years and what that means is essentially you have witnessed the PMLN's government and PTI's government, and you said during PMLN's government you essentially had no power and with respect to that you couldn't do anything for education. Therefore, my question is that since you are UC chairman so that means you are the first person the public will come to with their problems, so have people ever come to you with problems related to education or public schools and infrastructure and such.

A: You know how things work in Pakistan it is very different. Here people do not come to tell us to improve the conditions of the school, people usually come regarding admissions, so the biggest demand by the general public considering in a city like Islamabad, capital of the country, the only concern we get from the people is to get their kids admitted in schools, so it shows the general public does not care about the schools as long as their children are admitted in them. And demands like these are done by ourselves rather than the public, maybe principals demand such things, not the public. Again, PMLN's government did not do anything. PTI's government will hopefully incorporate the same bill in Islamabad. Hopefully the national assembly, or maybe the prime minister's ordinance will do, if the cabinet passes the bill and empowers the local body, already Asad Umar, who fought elections from Islamabad, twice, so he said he would pass a local body bill, the draft of the bill was that the 3 deputy mayors would be finished, only 1 mayor for the city, previously the mayor was elected by the 50 chairman's but this time he will be directly elected from the district of Islamabad, which means that he would be elected from the three MNA seats rather than 1 . It will be a huge union council and that will be the whole structure. It is still a draft, yet to be completed. But it will be an all-powerful mayor, main power is that the government officers working under him, their ACR will be written by him, ACR is basically their annual confidential report for promotion. So when he will write reports for CDA chairman or IG Islamabad, or anyone in the education ministry, so obviously it will give him considerable authority which will force those under him to work.

Q: So sir, you said that the people who come to you with the demands do not mention the schools but are only concerned with admission, so do they demand admission in public schools considering Islamabad has model schools?

A: Yes, public schools, money is an issue so private schools are not preferred.

Q: So why is it hard for people get into a public school?

A: Interestingly, as I said our union council is that of a posh area. F6/2 F6/1 and F6/4, all the children of F6/2 which is a posh place do not study there but children from a poor background study there, kids from Saidpur or Barakoh or someplace else, so mostly are from out of F6, so your question was why the sifarish for public school, definitely they prefer public schools, because there are limited seats and the demand is unlimited.

Q: So the policies we have read, stated that Pakistan is essentially focusing on quantity rather than quality, quality meaning they want as many children going to schools as possible, which is highly unique in a sense considering people come to you to get into schools, when the states whole purpose is that to get children into schools.

A: Basically, after 80s, or maybe 70s at the end of Ayub's era, there is no singular problem with education, quantity wise and quality wise. Quality is a big issue, education on the world level has changed a lot, they have O levels and matriculation, and some other degrees, our public schools have matriculation, in matric all the questions come from the book, you have to rote learn the book doesn't matter if your concepts are clear or not, and you can score full marks in the exam even if you do not have the concepts. In the west, even in the O levels, I have done

both O levels and matric and the difference is huge. O levels you have to be clear, and the question tests your concepts, they are not concerned with rote learning. So the creative thinking of children is different and our system does not develop it. So education here isn't concerned with learning, education here is degree focused, so they can get the stamp on their certificate to show that they have done matric or BA or BSC or MA. Does not matter if he has concepts or not. So education is concerned with degree and job but in the west, it is a little different, they give consideration to your hobbies and interests and which field would suit them the best. Here we are concerned with which profession would make the most money. So quality education does not exist also we resources are also decreasing day by day, education sector like every other sector has been hit hard in recent years. The system left behind by the British was destroyed rather than developing it. So nothing developed in the country and instead we went backwards, when I employ people, they do not even know basic spellings, they cannot even write a single sentence without making a mistake, and even those who are getting educated, the ones teaching them aren't qualified, and people learn on the job and schooling doesn't help much, schooling gives them a bare minimum to get to the job.

Q: Sir, you essentially know a lot about the issue, that there is a learning deficiency when it comes to education, what I want to ask is for the past 3 years you did not have power

A: I still do not have powers until the bill is passed

Q: Being the chairman, would you want to have powers related to education, so that you can improve the system?

A: I would, I've been through a lot of systems, I can compare them, I've done matric and o levels and then A levels and I went to US for my higher studies, so the condition of education in US is different, you go to a university and it's a whole new world, you get credits for physical activities and such. Play tennis or soccer, you get rewarded, go to the library, so they develop

you based on your interests. So it's obvious you tend to work harder when you are interested. Here the resources are few and the situation is really bad, firstly number of schools, and it requires a large amount of infrastructure, running cost, teacher wages, electricity and gas bills, we have been left far behind compared to the rest of the world. Since I have this background I would use the powers to give my input, and firstly government can put the effort but this system cannot be resolved by the government, according to me, there should be a public private partnership, there are some ways which we can achieve that, like, make private institutions profitable so that they can give free education or negligible fee to the poverty stricken class. For example, f6 f7 f8, those sectors under CDA they have big education plots, all under federal board of education, my idea was to divide those plots and give them to private institutions, like Beaconhouse, Headstart or city school, lease them the plot for 50 or so years, but half of the children, we will not charge them the money for the plot, they will use that to build the buildings and half of the children will be from a certain income group and half is on their own discretion, make money from the higher income groups and use that money on the poor income children, if they have a problem in that because higher income group wouldn't want to mix their children with lower income group for personality or character development. Class difference is an issue, so we can tell the schools to divide the children, the plots are big enough for 4 schools, and divide them up. It is possible. Pass the regulations and give them the place and the policy. The main duty of the government is to ensure and regulate. Other than that, even after brainstorming we cannot get more ideas government does not matter how sincere, they do not have what it takes to get a turnaround in such a short time, maybe in 10 or 5 years. Imran khan is interested in it so... but resources are not available. For everything, you need money. On the ground, you can be a patriotic Pakistani but without resources, you cannot do anything

Q: You mentioned another thing that you have a posh constituency under you in a sense that they study in private schools, are there people who can only afford to public schools

A: In my constituency, there is a big low-income group it is the Christian colonies, there are about 3000 people living in those quarters, they are tasked with cleaning and mostly are illegal in those 3000 people. Moreover, mostly their children study in F6/2 public schools. So yea, people who only afford public schools also live in our constituency.

Q: Lastly, we want to ask that, is there a link or partnership between you and CDA?

A: Honestly CDA just allocates the plot, there has not been a new school constructed in Islamabad in a very long time, this is tasked to the federal board. Union councils do not have anything to do with this, union councils are like the municipal corporations, and Municipal Corporation are required to give municipal services, road maintenance and infrastructure maintenance. It is not under our jurisdiction but we do it on the side.

Q: So is your input taken when some important decisions are being made? Regarding legislation or such.

A: Not as of yet. Six hundred and fifty UC members are in Islamabad, Punjab has 40,000, and how can you take the input of so many people? So as of now UC do not have much to do with it, but it seems like that would soon change with the new legislation.

Appendix 2: Teacher Interviews

Appendix A: Interview Farah Khan

Q: Can you introduce yourself?

A: Farah Khan, working as an associate professor in IMCG F-6/2, and working for media as host.

Q: How long have you been teaching there?

A: 29+ years

Q: what are the classes that you teach?

A: College classes BA, BSC

Q: What is take on the curriculum that you are teaching, you are given the curriculum to teach?

A: Right, firstly, my subjects are home-economics, Urdu literature, I am not the VP or something like that, so I do not know about the whole curriculum, if you keep in mind my subjects then from school level to college level, from class 6th onward till BA, we noticed that our curriculum wasn't that good which the school wanted us to teach, it needed a lot of

improvement but the FDE that's very hardworking. I joined back in 1989 since then the curriculum improved a lot, so I am satisfied with that

Q: Do you make your own curriculum?

A: Curriculum is made by the Federal Directorate of Education and we can call on them for changes or we can have a meeting with them regarding the curriculum but everything is from federal directorate of education.

Q: Are there compulsory training programs or workshops you are required to attend?

A: Yes, definitely, in fact we cannot go out of station due to these seminars in June, classes and everything which is compulsory, so exactly we have all types of workshops, computer based, subject based, paper making etc. we have to select some teachers and we have to send them for that.

Q: How frequent are these programs?

A: Depends on the subject, only the relevant teacher has to attend the workshop, so administration related workshops are attended by the administration staff. I myself arranged a public speaking workshop but never attended one. So since my subject is home economics, there aren't any workshops for that. So mathematics related workshops are given more opportunities.

Q: How understanding and helpful is the school administration towards the teachers?

A: Very cooperative, depends on the principal. They listen to your ideas and other stuff. The better the comfort zone the more content the teacher. So I noticed, at least where I teach, all the teachers are very satisfied with the teachers, some teachers are annoyed with the election duties, and they are forcefully appointed there. So it is hard to take such complains to the FDE even through proper channels. So even if your concerns are genuine sometimes the administration isn't cooperative. Islamabad Model colleges are very cooperative but you tend to run into issues with the administration.

Q: You mentioned election duties, apart from that what kind of duties are expected?

A: All the government level programs, 25th December show, we are appointed duties related to that, seminars and all that stuff. Girl Guide duties, sports, you have to participate. I cannot remember from the top of my head but many duties. You have to be there to applaud the address by PM or President.

Q: But you are compensated for that right?

A: No, not a single penny. I have done Federal Board duties, only the Federal Board pays you, even though I host programs and I am a professional host they do not pay anything and this has led to me complaining a lot. They do not pay a single penny. They do not compensate nothing, not at any level.

Q: Is your school equipped with technological facilities for the better learning of students?

A: Oh yes, definitely, we have the facilities, in my college we have five computer labs, and does not matter if you have any work or not you can use that computer lab. Every department has a multimedia facility. We put all the effort to incorporate the technology in the learning of the children; I use it to help make projects. Up until the 90s, we did not have such facilities but nowadays it is a different story.

Q: What is your main priority as a teacher? The administration or the learning of the students?

A: Of course the learning of the students, because they depend on us and have expectations from us, you know what they say that the child of today is the man of tomorrow so the future is the learning of the children not the administration. Whenever I feel that, the children need me I go beyond my normal duties to help them, not just me almost every teacher is like that.

Q: Are you focused on finishing the syllabus or actually if the students are learning anything?

A: Actually learning. Although some teachers do that, they focus on finishing the syllabus. Our college has divided the syllabus term wise per month how much you can teach. After that, we evaluate it, even if we make a question paper we have an evaluation chart on how much we have included from which chapter. Therefore, a real teacher would always prefer learning to syllabus completion. And one other thing, no one is forced into being a teacher but the women in this field become teachers because of the attraction of the field. It is not about the money but about the prestige. Also the administration keeps check if someone has hastily finished the syllabus and the principal every month or two takes the feedback of the students whether they are satisfied with a teacher or not. During our time as students, we were scared of asking questions but nowadays students comfortably ask questions so there has been some improvement in the education sector.

Q: Are there any mechanisms for evaluating the learning outcomes?

A: Yes, there are, we are doing that. We are constantly evaluating, copy checking and rechecking the copies, every 3 months, which helps in evaluating how much the student understands. It helps us understand how much syllabus is covered and how much is left. FDE also asks for evaluation reports every 6 months not only the college as well. So they are striving for improvements.

Q: What is your opinion on rote learning?

A: That is the nature of some students, there are some teachers too who emphasize rote learning. However, senior teachers do not focus on that rather than wanting word-to-word answers. Rote learning occurs when the student does not know what they are learning. That is why question answer session in the classroom is very important. In addition, teachers too have to guide and focus on such students, especially the junior teachers. Depends on the aim of the teacher to be honest.

Q: Are teacher with best results on campus rewarded?

A: Yes, they are rewarded. Just like private schools, students getting positions are rewarded prizes and stuff.

Q: Do you give tuition or teach in an academy after school?

A: No, my subject is not like that which needs such tuition. In addition, I'm not interested in it.

Q: Do you think students perform well due to these tuitions and academies?

A: Sort yes, parents have given this mind-set to children that you learn more from academies and tuition rather than from schools so it probably has more to do with the mind-set. If a child concentrates in the classroom, that child does not need tuition. In addition, we have made this academy culture here, which should not happen.

Q: How easily are basic resources the teacher require are given to them?

A: This is already asked, I mentioned earlier about the labs and multimedia. All the facilities are carefully monitored and given to new department. Firstly, the requirements are completed before something is offered. Government level gives almost every facility.

Q: Is absenteeism an issue?

A: Yes, a lot. Too much. They make sure to use up all the allotted off days regardless. Teachers sometimes do not think about the student and just take the day off whenever they feel like it. Hence, the FDE sends internees in their place when this happens.

Q: Is biometric system present?

A: Yes, it is present in almost all the colleges.

Q: Is it active or effective?

A: Yes, it is effective, it makes sure you are punctual and it helps in keeping track of your attendance.

Q: What do you think are the main problems prevalent in the public sector education of Pakistan?

A: I think both the systems, the government and the foreign system, private school students have this sense of superiority, because their system is somewhat better and we are trying to get the government system on par with that and I think until we get a uniform system, children will not learn much and it will affect us. The people here think the government institutions do not offer facilities but the reality is much different. Therefore, we need to start O levels and A levels in our schools but the policy makers want to make it Urdu medium so I do not know what they are thinking.

Q: How big of a role teachers play in the policy making process?

A: I do not think they play a part in the process but are tasked with the implementation process. The directorate is tasked with policymaking we are just told to carry it out.

Appendix B: Interview Rabia Javed

Q: Introduce yourself first, how long have you been teaching?

A: My name is Rabia Javed, and I've been teaching in F7/2 College for the last 3 years.

Q: What is your take on the curriculum you are teaching?

A: So HEC provides us with the curriculum and it is linked with Quaid-e-Azam University, it depends actually, if I'm teaching intermediate or graduate level. Graduate level is associated with QAU while intermediate is associated with HEC.

Q: Which classes do you teach in?

A: I usually teach 1st year and 2nd year, also I taught a course in 4th year. Also I'm teaching in QAU as a visiting faculty.

**Q: Are there compulsory training programs / workshops you are required to attend?
How frequent are those workshops / programs?**

A: I do not know; in my 3 years I haven't heard of any such thing. Maybe they are doing it but for the permanent faculty and because I'm visiting maybe that's why I'm unaware of it. To be honest I haven't seen any permanent faculty attending such thing.

Q: How understanding / helpful is the school administration towards the teachers?

A: Administration is very important for an organization, regarding curriculum all the data and information is provided by the administration through MIS (management information service) to the teachers. And regarding staff coordination, there are meetings between heads of departments, I'm working as head of sociology, there is no one senior than me and I'm visiting faculty so I have a direct link with the principal. The principal directly gives orders to me and other head of departments, we decimate that order to the faculty below us, you have to follow a hierarchy and it's very important, you can call it trickling down. At any moment HEC provides instructions and plans, and from HEC to the students there is a long protocol which needs to be followed, trickling down.

Q: Are you allowed to use technology for the better learning and understanding of students? Is the school equipped with these facilities?

A: Definitely, it's very important. It's the digital age. This interview is an example, you sent me data and enquired about me and we arranged this interview in mere minutes. In this regard it's very important. Technology helps me in my teaching, digital libraries help a lot and considering the time constraint we have, technology and internet helps a lot.

Q: Can you paint a picture of the class environment?

A: The way I do the lecture is that I use examples throughout my lectures, which helps in explaining the topics and the students learn better. In social sciences we do not use formulas or anything we use examples. Secondly I do cross questioning a lot so that the student learns something or at least pays attention. I use daily life examples so that the students can better relate it.

Q: What is your main priority as a teacher: keeping the administration happy or learning of students?

A: To be honest, both of them have to go side by side. For a healthy environment, you have to create a balance between the two. You cannot devote your whole day to addressing to your students and your exhaustion will create an unhealthy environment when you are among your colleagues. Similarly, if you devote more time to your administration staff you will not be mentally ready to teach the kids. Therefore, in a healthy environment you need both.

Q: Is your focus on finishing the syllabus or making sure that the students are learning anything?

A: Making sure students learn something. It is more important whether your students are learning or not. I sometimes take extra classes because of this, so that the students know better, what I am teaching.

Q: What is your opinion on rote learning?

A: It depends; if I talk about myself, I am bad at it. It is better to try to perceive and learn the concepts. I am not one of those teachers who require their students to rote learn. I do not use handbooks or books in my classes; I just look up the topic and give my lecture accordingly. I actually discourage rote learning.

Q: Are teachers with best results on campus rewarded?

A: I do not know; I am a visiting faculty so I am not sure. In colleges there are some rewards but not result based.

Q: Do you give additional tuition to students or teach in academies after school? Do you think the students perform well, or are more focused in academies rather than schools? Why is that?

A: For sure, I can say that. In a school set up, because we have 100 students in front of me so it is hard to keep check on students. However, in tuition set up you are sure how engaged the student is, front bench is easier to evaluate and back benchers, I am not sure about them. Students come to my house for the tuition I do not particularly teach in an academy. Therefore, it is somewhat easier to evaluate the student in a tuition set up.

Q: What activities are you required doing apart from teaching?

A: A lot of things actually, entering the data of all the students, the attendance, academic record of each student, exam preparations, checking and rechecking, disciplinary duties are there, intercollege duties, hosting events and such. Therefore, these duties are there apart from teaching. There are also election duties.

Q: What basic resources are required and how easily are they available?

A: Multimedia is very important; it has scientifically proven that visual aid can really help in learning. It is easier to recall too. There are always two uses of technology positive and

negative, we can stride forwards if we use it positively and there are bad effects too but we should focus on the positive.

Q: Is absenteeism a problem in your workplace?

A: 2-day vacations are allowed, like if you take leave on Friday you have to be there on Monday, if you take a long leave then it will deduct your salary.

Q: Is the biometric system effective?

A: I have no idea to be honest.



NATIONAL EDUCATION POLICY

2009

Ministry of Education Government of Pakistan

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CHAPTER 1

National Education Policy:

Overarching Challenges & Deficiencies: Their Causes and The Way Forward

1.1 BACKGROUND

1. Education is a vital investment for human and economic development and is influenced by the environment within which it exists. Changes in technology, labour market patterns and general global environment, all require policy responses. Traditions, culture and faith all reflect upon the education system and at the same time are also affected by them. The element of continuity and change remains perpetual and it is up to the society to determine its pace and direction.

2. The societal, political and governmental structures also impinge on the effectiveness of the education system. An education policy cannot be prepared in isolation of these realities. The current policy, therefore, identifies some of the overarching challenges and proposes policy options, within the context of the education system.

3. Cultural values of the majority of Pakistanis are derived from Islam. Since an education system reflects and strengthens social, cultural and moral values, therefore, Pakistan's educational interventions have to be based on the core values of religion and faith.

4. The Policy recognizes the importance of Islamic values and adheres to the agreed principles in this regard. All policy interventions shall fall within the parameters identified in the Principles of Policy as laid down in Articles 29, 30, 31, 33, 36, 37 and 40 of the Constitution of Pakistan, 1973. These include the need for developing Pakistani children as proud Pakistani citizens having strong faith in religion and religious teachings as well as the cultural values and traditions of the Pakistani society.

1.2 THE DEMOGRAPHIC TRANSITION

5. Recent studies on demographic trends reveal that economists have begun to focus on the impact of changing age structure of the population. The interest in relation between population change and economic growth has again caught light due to the demographic transition taking place in the developing countries, which offers potential economic benefit by changes in the age structure of the population during the demographic transition, owing to an increase in working age population and associated decline in the dependent age population.

6. According to Population Census, the dependent population (below 15 years and above 65 years) was 51.2% in 1981, and 53.1% in 1998 which according to UN population projections, fell to 42.7% in 2004 and will further fall to 38.3% in 2015. Similarly, the working age population which was 48.8% in 1981 and 46.9% in 1998 surged to 57.3% in 2004 and it is expected to reach 61.7% by 2015, demographic transition is taking place though currently at a slower pace. It poses enormous challenge for the government to manage the economy in such a way that the demographic transition benefits Pakistan.

1.3 UNIFORMITY AND CONFIDENCE IN PUBLIC EDUCATION SYSTEM

7. The imperative of uniformity in Pakistan's educational system flows from the Constitution of Pakistan, which entrusts the State with the responsibility of organizing an equitable and effective education system, with an aim to enhance the overall well being of Pakistanis. The national educational systems in different countries have evolved with the State in such a way that they appear to flow from each other. That is the reason modern States have one educational system, customarily called the 'national educational system'. No other system in a State, except the national educational system, shares the ideals, objectives, and purposes of a State. The institution of Education in fact, acts as the repository of the trust that the citizens have in the State, mediating the achievements of the past with the aspirations of the future for all the citizens of any given State. It is this correlation between the State and the Educational System, which bestows the singularity to the national educational system, making it a unified and unifying entity. To promote and protect this uniformity, the national educational systems strive to establish the uniformity in structures and modes of education throughout the country. Aware of the importance of the local cultural context, the new National Education Policy supports the reflection of the local cultures through curricula. As the national educational systems also evolve as a response to the particular demands of distinct ethnic, social, economic, religious, political groups and communities, there is always room for diversity. This diversity can lend strength to the educational outcomes, especially in a federation like Pakistan, if this does not work at cross purposes with the uniformities, which any national system would need to retain its uniformity and to be able to offer a national response to challenges, which have the potential and possibility of affecting whole of the country such as the loss of competitiveness, extremism, security threats, and subversion of national values, etc.

8. The emergence and continued presence of parallel systems of education in Pakistan i.e., private schools and Madaris, apparently violates the principle of the uniformity of the educational system adversely.. The Policy is aware of the historical context which favoured the emergence of these parallel systems and endeavours to encourage these systems to blend in the national educational system in such a way that they strengthen the uniformity of the national educational system, especially in terms of Curricula, Educational Standards, Costs and Conditions and Learning environment. The provision of educational services is a public function. The Constitution of Pakistan expects the public sector to take lead in performing this public function. The relative failure of the governmental educational system has resulted in the emergence of the alternative education provider i.e. the private sector. When, a private educational institution is providing educational services for a fee or as a public good, with an almost total administrative autonomy, it remains a public function. The assurance of uniformity therefore, would remain the responsibility of the State. It can do it entirely on its own or can develop public-private partnerships to ensure that the exigency of uniformity in standards and purpose of education is not compromised.

9. The loss of uniformity in our educational system is best evidenced in the lack of beneficial and synergetic linkages between the Technical, Vocational, Professional and scientific education sub sectors. If Pakistan has to become a talent rich country, it needs to integrate and gel all the four with the national educational system.

10. Governance refers to the way in which any social unit – from society as a whole to the smallest community organization – organizes itself politically to undertake a range of public functions. Governance in the educational system is very weak. The Educational Policy, informed by the ideals of democratic governance, which implies a partnership between the principal societal actors in the making and implementation of public policy, would try to effect a better allocation and management of public resources, wherever necessary involving the private sector.

11. The unity of objectives of our educational efforts – whether in the public or private sector - is spelt through the over-arching principles of access, quality, affordability and relevance. The way the Pakistani educational system has developed over time, we do notice a certain dispersion of the objective of the unity, manifesting itself in the form of parallel educational systems and their equivalence, and the issues of medium of instruction, and representation of minorities, etc. The Policy is guided by the principle of creating a minimum level of uniformity in order to protect the uniformity of the Pakistan’s educational system as a tool of social progress and of all round development in an increasingly globalized and competitive world.

12. English is an international language, and important for competition in a globalized world order. Urdu is our national language that connects people all across Pakistan and is a symbol of national cohesion and integration. In addition, there are mother tongues / local vernaculars in the country that are markers of ethnic and cultural richness and diversity. The challenge is that a child is able to carry forward the cultural assets and be at the same time, able to compete nationally and internationally.

1.4 GLOBALIZATION AND COMPETITIVENESS

13. Globalization is not a new phenomenon but its pace in recent years has been unprecedented. This has created opportunities and challenges for countries all over the world. An education system cannot remain in isolation of these challenges and opportunities. Unfortunately, a comprehensive national analysis and debate on the potential impact and possible benefits of globalization has been a major deficit. Work that has been undertaken has been confined to the business sector. Even here, the feedback into the education system to develop a desired response has been missing. Other aspects of globalization like media and culture have been ignored.

14. The relevance of education to global competitiveness can be seen in the table from the Global Competitive Index (GCI), given at the following page. Pakistan has been compared with its major competitors in an international context. (Higher the number assigned to a pillar, the lesser the performance.)

GCI Pillars and Comparators

Pillars/ Parameters	Pakistan	Bangla desh	China	India	Malaysia	Sri Lanka
1. Institutions	79	121	80	34	18	82
2. Infrastructure	67	117	60	62	23	76
3. Macro-economy	86	47	50	88	31	110
4. Health and Primary	108	90	55	93	42	36
5. Higher Education & Trg.	104	108	77	49	32	81
6. Market Efficiency	54	83	56	21	09	71
7. Technological Readiness	89	114	75	55	28	83
8. Business Sophistication	66	96	65	25	20	71
9. Innovation	60	109	46	26	21	53

Source: The State of Pakistan’s Competitiveness 2007, Competitive Support Fund, USAID, Ministry of Finance, Government of Pakistan, 2007.

15. It can be seen that in education and health related indicators, Pakistan falls behind all other countries. It has to be realized that even the sustainability and improvement of other indicators depend on education.

16. Important products and enablers of globalization have been technologies like the internet and satellite television. This impact has overtaken the perceptions of the policymakers; most of whom grew up in an era when these technologies did not exist. These are important tools of education as well as potential detriments to the objectives of national education. There has been no analysis to comprehend its potential impact on children both in the positive as well as negative aspects.

1.5 SOCIAL EXCLUSION AND SOCIAL COHESION

17. Education is not only about the individual, it has a societal role --a societal role of selecting, classifying, distributing, transmitting and evaluating the educational knowledge, reflecting both the distribution of power and the principle of social contract. In a country with alarming inequities of income and opportunities, reducing the social exclusion needs to be one of the principle objectives of the Policy. The educational system in Pakistan is accused of strengthening the existing inequitable social structure as very few people from the public sector educational institutions could move up the ladder of social mobility. If immediate attention is not paid to reduce the social exclusion and moving towards inclusive development in Pakistan, the country can face unprecedented social upheavals.

18. Almost all the past educational policies talk about the role of education as a tool of social reform and social development. But all these policies have not been able to significantly contribute to increase social inclusiveness by ensuring social mobility through education and training. Educational system is supposed to ensure the right of an individual to grow in income and stature on the basis of his/her excellence in education and training.

19. Uneven distribution of resources and opportunities and apprehensions of sliding down on the scale of poverty promote social exclusion. Increased levels of social exclusion express itself in different forms like ethnic strife, sectarianism and extremism, etc. Social exclusion or extremism is not exclusively a function of the curriculum but a host of traditional factors like poverty, inequity, political instability and injustice contribute to it and it becomes such a huge challenge that calls for a comprehensive response on urgent basis.

1.6 SETTING STANDARDS FOR EDUCATION

20. A key deficit is absence of clearly articulated minimum standards for most educational interventions and their outcomes. Even where these are established, there is no measurement or structured follow up. As a result, impact of the interventions remains subject to anecdotes or speculation and the true picture never emerges. Since standardization has not been part of the governance culture, relevant indicators have not been developed. Only recently the National Education Management Information System (NEMIS) has begun the process of computing indicators. Though even these indicators are those that have been internationally identified and developed by UNESCO or some of the donors for cross-cutting international programmes like Dakar Framework of Action for EFA and Fast Track Initiative (FTI) for EFA, indigenous requirements on a scale have not been assessed.

1.7 DOVETAILING GOVERNMENT INITIATIVES

21. Recently many new initiatives have been taken by the government aiming at providing missing facilities. Traditional approach of improving infrastructure and providing brick and mortar is no doubt necessary, but not sufficient for quality education delivery and sustainable economic development in the existing burgeoning global competitive milieu. Some initiatives also focus/target on improving teaching quality and learning environment, building capacity of education managers and administrators, etc. Apart from the Ministry of Education, many other initiatives have been launched in the recent past by different Ministries, organizations and departments like National Commission for Human Development (NCHD), Higher Education Commission (HEC), National Vocational & Technical Education Commission (NAVTEC), Ministry of Social Welfare and Special Education (MoSW&SE), Labour & Manpower Division, to develop the Human Resource of Pakistan in a bid to meet the emerging challenges.

22. It has been observed that some of these good initiatives are working in isolation from each other, thus not adding much value to the national objectives. These programmes need to be dovetailed in such a way that their impact is multiplied and we get best return on our investment and efforts. There is a need of coordination at the provincial level, where this is not already being done. Also the issue of vertical programmes and projects should be re-assessed as these currently have little or no ownership from the provincial governments. Main reason is the failure to integrate provincial governments in the planning and need assessment stages.

1.8 LEVERAGING INTERNATIONAL DEVELOPMENT PARTNERSHIPS

23. International development partners are providing generous support to education sector in Pakistan. Different donors have different focus in terms of programmatic emphasis and geographical coverage. However, at times their projects overlap in an unbecoming manner or their programmatic focus and emphasis bring limited value addition to the objectives of the Government. Getting optimum value from these investments has become a challenge in the absence of institutionalized mechanisms for donor coordination. In order to help and optimize the partnership with international development agencies, it is important to review the guiding national policy framework, and fine-tune it to meet the national goals.

1.9 MAJOR DEFICIENCIES

24. The foregoing analysis reveals that Pakistan has made progress on a number of education indicators in recent years. Notwithstanding the progress, education in Pakistan suffers from two key deficiencies: at all levels of education, access to educational opportunities remains low and the quality of education is weak, not only in relation to Pakistan's goals themselves but also in international comparisons with the reference countries.

25. On the Education Development Index, which combines all educational access measures Pakistan lies at the bottom with Bangladesh and is considerably below in comparison to Sri Lanka². A similar picture is painted by the gross enrolment ratios that combine all education sectors, and by the adult literacy rate measures. The overall Human Development Index (HDI) for Pakistan stands at 0.55, which is marginally better than for Bangladesh and Nepal but poorer than other countries in the region³. The report also shows that while Pakistan's HDI has improved over

² *Human Development Report 2007/2008*, UNDP, 2007.

³ *ibid.*

the years but the rate of progress in other countries has been higher. Bangladesh, starting at a lower base has caught up, while other countries have further improved upon their relative advantage. These developments do not augur well for Pakistan's competitive position in the international economy. As the Global Competitiveness Index (GCI) shows, Pakistan's performance is weak, on the health and education related elements of competitiveness, when compared with its major competitors like India, China, Bangladesh, Sri Lanka and Malaysia⁴.

1.10 UNDERSTANDING SYSTEM DEFICIENCIES

26. There are two fundamental causes for the weak performance of the education sector: (i) lack of commitment to education – the commitment gap; and (ii) the implementation gap that has thwarted the application of policies. The two gaps are linked in practice: a lack of commitment leads to poor implementation, but the weak implementation presents problem of its own.

1.10.1 The Commitment Gap

27. The low resources stand in sharp contrast to the commitment required by the policy statements which set up ambitious goals for the sector. The national emphasis on education goes back to the enshrining of the right to education in the Constitution.

28. The contrast between the vision and the commitment has been pointed out by the Planning Commission: “We cannot spend only 2.7 % of our GDP on education and expect to become a vibrant knowledge economy”⁵.

29. The commitment gap could come from two reasons: (i) lack of belief in education's true worth for socio-economic and human-centered development; and/or (ii) a lack of belief in the goals themselves. In regard to the first, the analysis done during the policy review, including reviewing recent international research and policy experience, confirms the potent role education can play in achieving economic growth and social development. On this basis, the commitment gap could not arise for this reason.

30. The second reason, the lack of commitment to the policy goal itself may, therefore, be the real problem. At the time of its birth as a nation, Pakistan inherited an approach to education that had two features. First, the education system of the time was designed to supply the skills needed to run the colonial administration. The accent was on education for the few, basically to fill public service jobs. The prevailing objective was service to the administration rather than service to the students and learners. This assessment is echoed by the Economist Intelligence Unit assessment in its latest review of education, in which it observes that “Pakistan's education system is among the most deficient and backward in Asia, reflecting the traditional determination of feudal ruling elite to preserve its hegemony”⁶. Second, the economic structure of Pakistan at its inception was almost entirely agrarian, with little manufacturing and a small services sector. The skill needs of the economy did not influence the structure of educational provision. The tradition of British education, which Pakistan inherited, emphasized academic skills (to serve the administration) rather than skills and competence for use in the production sector.

⁴ *The State of Pakistan's Competitiveness 2007*, Competitive Support Fund, USAID, Ministry of Finance, Government of Pakistan, 2007.

⁵ *Pakistan in the 21st Century: Vision 2030*, Planning Commission, Government of Pakistan, 2007.

⁶ *Country Report: Pakistan*, Economist Intelligence Unit, The Economist, November 2007.

1.10.2 The Implementation Gap

31. The implementation gap, though less well documented, is believed to be more pervasive in that it affects many aspects of governance and the allocation and use of resources. One piece of evidence relates to the amount of developmental funds allocated to the sector that remains unspent. Estimates range from 20% to 30% of allocated funds remaining unutilised. The underlying causes may lie in the lack of a planning culture, planning capacity and weaknesses in the accountability mechanisms.

32. Another type of implementation problem surfaces in the corruption that is believed to pervade the system. Anecdotes abound of education allocations systematically diverted to personal use at most levels of the allocation chain. Political influence and favouritism are believed to interfere in the allocation of resources to the Districts and schools, in recruitment, training and posting of teachers and school administrators that are not based on merit, in awarding of textbook contracts, and in the conduct of examinations and assessments. The pervasive nature of corruption indicates a deeper problem where the service to the students and learners is not at the forefront of thinking and behaviour on the part of some involved in operating the system.

1.11 THE WAY FORWARD: A PARADIGMATIC SHIFT

33. Addressing the two underlying deficiencies requires a fundamental change in the thinking that informs education policy at all levels. The need for a paradigmatic shift is echoed in the ‘Vision 2030’ report of the Planning Commission, which calls for major adaptations and innovation in the education system.

34. The paradigmatic shift requires that the objectives of the education policy would be to serve the interests of students and learners rather than of those who develop policy or implement programmes. This is a very fundamental shift as it implies changes in all the important parameters of education policy: what educational provision to offer; who benefits from educational provision; what pedagogy and teaching and learning methods to employ; and how the resource cost should be shared among the stakeholders. Accordingly, the Policy recognises the need for reforms and makes recommendations for action in a wide range of areas, which are divided into the two categories. First, there are system level reforms, which deal with such issues as the vision of the system, sector priorities and governance, and resources for the sector. The second set of reforms address problems that are specific to individual sub-sectors of education, ranging from early childhood education to adult learning.

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CHAPTER 2

Filling the Commitment Gap: System Values, Priorities and Resources

2.1 EDUCATIONAL VISION AND PERFORMANCE

35. The Constitution of Pakistan sets out an egalitarian view of education based on values responding to the requirements of economic growth. Article 38 (d) speaks of instilling moral values and of providing education to all citizens irrespective of gender, caste, creed, or race. Article 37(b) explicitly states that the State of Pakistan shall endeavour “to remove illiteracy and provide free and compulsory secondary education within minimum possible period”. Article 34 requires that “steps shall be taken to ensure full participation of women in all the spheres of national life”. It is in this perspective that Pakistan has made a commitment to achieve six Dakar EFA Goals within the specified target dates.

36. In contrast to this vision for education, there has been little commitment to achieve the ambitions of a National Educational Policy. Governance and management of education have fallen short of the commitments. As a consequence, Pakistan’s education system, is far from being a cohesive national system, is afflicted with fissures that have created parallel systems of education and has performed poorly on the criteria of access, equity and quality.

37. As the ‘Vision 2030’ describes it, the reality on the ground is “the divide between the prevalent school structure and differences in levels of infrastructure and facilities, media of instruction, emolument of teachers, and even examination systems between public and private sectors. The rich send their children to private run English medium schools which offer foreign curricula and examination systems; the public schools enrol those who are too poor to do so.” This divide can be further categorised across low cost private schools and the elite schools. There is another divide between the curriculum that is offered to the children enrolled in Deeni Madaris and the curriculum in the rest of the public and private establishments. There is also an unresolved and continuing debate on how and what religious and moral values to be taught through the educational system and how to accommodate non-Muslim minorities.

38. Pakistan’s commitment to universal primary education by 2015 under EFA Framework appears elusive on current performance, as participation is low and drop-out rates continue to be high. There are persistent gender and rural-urban disparities. Girls continue to remain under-represented in the education system, both public and private. The rural urban divide is stark on most indicators of school provision and participation, which becomes particularly attenuated in some Provinces and Areas. International comparisons of education quality are also not very encouraging.

39. An education system cannot remain in isolation of the challenges and opportunities provided by globalization. These are in the field of business and commerce, technology, cultural values, identity and many more. Unfortunately a comprehensive national analysis and debate on the potential impact and possible benefits of globalization has been a major deficit.

2.2 A REAFFIRMATION OF EDUCATIONAL VISION

40. Recognising the commitment gap, a first priority is a reaffirmation of the fundamental vision of education. The goals and targets, and the financial and human resources required to achieve them follow closely from the commitment to a clearly articulated vision.

41. There are solid reasons for the reaffirmation. New research provides convincing evidence of education's contribution to both economic and social development, which can be achieved simultaneously because the processes of economic growth and social development are interlinked. There are close links between equity in educational opportunities and equitable income distribution and income growth. If the education system is constructed on a divisive basis the divisions it creates can endanger long run economic growth as well as stability of society. An unjust society creates an unstable society and an unstable society cannot sustain stable long term growth.

42. The contribution of education to economic growth of societies is well established. A long history of research has confirmed that each year of schooling contributes 0.58% to the rate of economic growth⁷. The evidence is not just for the developed economies of the world but, importantly to the point, for the developing nations as well.

43. This new research highlights the possibilities of both a vicious and a virtuous circle operating from equity of educational opportunities to equity of income distribution, and from social cohesion to economic growth. An affirmation of commitment to Pakistan's egalitarian education vision in the service of all citizens and as a driver of economic and social development can help to produce a virtuous circle of high levels of human and social capital leading to equitable economic growth and social advancement. The education sector policies have to be reoriented if they are not to fall in the vicious circle trap.

44. The reaffirmation of educational vision requires a change of mindset that would permit development of goals, policies and programmes in support of the vision. The Planning Commission's 'Vision 2030' also argues for such change of the mindset, which commits to a new set of societal goals. The Ministry of Education has adopted following vision:

"Our education system must provide quality education to our children and youth to enable them to realize their individual potential and contribute to development of society and nation, creating a sense of Pakistani nationhood, the concepts of tolerance, social justice, democracy, their regional and local culture and history based on the basic ideology enunciated in the Constitution of the Islamic Republic of Pakistan."

2.3 AIMS AND OBJECTIVES

1. To revitalize the existing education system with a view to cater to social, political and spiritual needs of individuals and society.
2. To play a fundamental role in the preservation of the ideals, which lead to the creation of Pakistan and strengthen the concept of the basic ideology within the Islamic ethos enshrined in the 1973 Constitution of Islamic Republic of Pakistan.
3. To create a sense of unity and nationhood and promote the desire to create welfare State for the people of Pakistan
4. To promote national cohesion by respecting each others faith and religion and cultural and ethnic diversity.

⁷ *Equity, Quality and Economic Growth*, The World Bank, 2007.

5. To promote social and cultural harmony through the conscious use of the educational process.
6. To provide and ensure equal educational opportunities to all the citizens of Pakistan and to provide minorities with adequate facilities for their cultural and religious development, enabling them to participate effectively in the overall national effort.
7. To develop a self reliant individual, capable of analytical and original thinking, a responsible member of society and a global citizen.
8. To aim at nurturing the total personality of the individual, dynamic, creative and capable of facing the truth as it emerges from the objective study of reality.
9. To raise individuals committed to democratic and moral values, aware of fundamental human rights, open to new ideas, having a sense of personal responsibility and participation in the productive activities in the society for the common good.
10. To revive confidence in public sector education system by raising the quality of education provided in government owned institutions through setting standards for educational inputs, processes and outputs and institutionalizing the process of monitoring and evaluation from the lowest to the highest levels.
11. To improve service delivery through political commitment and strengthening education governance and management.
12. To develop a whole of sector view through development of a policy and planning process that captures the linkages across various sub sectors of the education system.
13. To enable Pakistan to fulfill its commitments to achieve Dakar Framework of Action EFA Goals and Millennium Development Goals relating to education.
14. To widen access to education for all and to improve the quality of education, particularly in its dimension of being relevant to the needs of the economy.
15. To equalize access to education through provision of special facilities for girls and boys alike, under-privileged/marginalized groups and handicapped children and adults.
16. To eradicate illiteracy within the shortest possible time through universalizing of quality elementary education coupled with institutionalized adult literacy programmes.
17. To enable an individual to earn honestly his/her livelihood through skills that contribute to the national economy and enables them to make informed choices in life.
18. To lay emphasis on diversification from general to tertiary education so as to transform the education system from supply-oriented to demand-oriented and preparing the students for the world of work.
19. To encourage research in higher education institutions that will contribute to accelerated economic growth of the country.

20. To organize a national process for educational development that will reduce disparities across provinces and areas and support coordination and sharing of experiences.

2.4 OVERARCHING PRIORITIES: WIDENING ACCESS AND RAISING QUALITY

45. The objective of education is the development of a self reliant individual, capable of analytical and original thinking, a responsible member of his community and, in the present era, a global citizen. It is imperative to identify and, possibly define, the touchstone for development of the child as a member of society. Each culture has its own ethos that bears relevance for its individual constituents. The challenge today is to secure values without regressing into unnecessary anachronism and parochial insularity. The other relevance of education is its ability to provide the graduates with an opportunity to earn a living. Education should be able to increase the earning potential of the individual who is literate; irrespective of the eventual vocation opted.

46. The foregoing articulations of the economic and social goals are taken by the Policy as an appropriate basis for defining the priorities for National Educational Policy. They lead to two overarching priorities. Given the important role of education as a key driver of economic growth and social advancement, the first policy priority is to widen access to education for all. Improving the quality of education, particularly in its dimension of being relevant to the needs of the economy, becomes the second strategic priority.

47. This Policy document identifies policy actions in pursuit of these two overriding objectives. They are divided into policy actions required at the system level and actions pertaining to specific sub-sectors of education treated across various chapters.

Policy Actions:

1. Provinces and Area Governments shall affirm the goal of achieving universal and free primary education by 2015 and up to class 10 by 2025.
2. Provincial and Area Governments shall develop plans for achieving these targets, including intermediate enrolment targets and estimates of the required financial, technical, human and organizational resources.
3. The plans shall also promote equity in education with the aim of eliminating social exclusion and promoting national cohesion. Greater opportunities shall be provided to marginalised groups of society, particularly girls.
4. To achieve the commitments of Government of Pakistan towards Education for All (EFA) and the MDGs, inclusive and child-friendly education shall be promoted.
5. Special measures shall be adopted to ensure inclusion of special persons in mainstream education as well as in literacy and TVE programmes.
6. Governments shall improve quality of educational provision at all levels of education.
7. National Standards for educational inputs, processes and outputs shall be determined. A National Authority for Standards of Education shall be established.

The standards shall not debar a provincial and area government/organization from having its own standards above the prescribed minimum.

8. Provincial and district governments shall establish monitoring and inspection systems to ensure quality education service delivery in all institutions.
9. Steps shall be taken to make educational provision relevant for the labour market and for promoting innovation in the economy.
10. Universities and research institutes shall place greater emphasis on mobilising research for promoting innovation in the economy.
11. Educational inputs need to be designed with a comprehension of the challenges and opportunities related to globalization. Strategies shall be developed to optimize opportunities and minimize the potentially negative impacts.

2.5 MOBILISING RESOURCES FOR EDUCATION

48. Reforms and priorities will need to be planned in detail at various levels of government, including the cost requirements. Even in the absence of such detailed estimates it is easy to see that the required resources will exceed by considerable margin from the present 2.7% of GDP.

49. The need for a higher level of allocation comes from the fact that both the volume and the quality of provision have to be improved simultaneously. In addition, Pakistan starts from a smaller base level of resource commitment, as is evident from a comparison with other developing nations. As the report 'Vision 2030' puts it forthrightly, "We cannot spend 2.7 per cent of GDP on education and expect to become a vibrant knowledge economy".

Policy Actions:

1. The Governments⁸ shall commit to allocating 7% of GDP to education by 2015 and necessary enactment shall be made for this purpose. Formula for proportional allocation (out of available funds) to different sub-sectors of education shall be evolved by the provincial/ area governments.
2. Governments shall explore ways to increase the contribution of the private sector, which at present contributes only 16 per cent of the total educational resources.
3. For promoting Public-Private-Partnership in the education sector, particularly in the case of disadvantaged children, a percentage of the education budget as grant in aid (to be decided by each Province) shall be allocated to philanthropic, non-profit educational institutions.
4. A system of checks and balances for the private sector shall be formed to oversee the issues of fees, school standards, pays of teachers, conduct and hygiene etc.
5. Total resources for education shall be further augmented by developing strategies for inviting and absorbing international contributions. The Federal and

⁸ "Governments" include different tiers i.e. federal, provincial/ area as well as district governments and the figure of 7% consists of allocation by all these governments.

Provincial/Area Governments shall develop consensus on needs and priorities with a focus on lagging behind provinces and areas, for foreign assistance in education through development of comprehensive sector plans by provincial/area governments.

6. A system for donor harmonization and improved coordination between development partners and government agencies shall be developed
7. The cost estimates for serving as the basis for educational allocation shall be to adopt more comprehensive definition of the concept of “free” education. The term shall include all education related costs including expenditure on stationery, school bags, transport and meals, which are, in general, not covered at present, and shall be applied as a basis of allocating funds on a needs basis for poor children.
8. Governments and educational institutions shall strengthen planning and implementation capacity to improve utilisation of resources.

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NATIONAL EDUCATION POLICY 2017



BY

**Ministry of Federal Education and Professional
Training Government of Pakistan**

CHAPTER 1

INTRODUCTION

National and international developments in education have created conditions for revision of National Education Policy 2009. Global competition demands human capital that is creative, constructive and contributing to individual and collective wellbeing. Locally these new developments include devolution of social sector ministries including Ministry of Federal Education and Professional Training under 18th amendment; insertion of article 25(a) in the constitution under which free and compulsory education of all the children aged 5-16 (up to matric) became a fundamental right and the state responsibility; and replacement of Education For All (EFA) and Millennium Development Goals (MDGs) by the UN's Sustainable Development Goals (SDGs) that have been adopted by Pakistan also as its own Agenda for Development. Besides, after 18th amendment implementation of National Education Policy 2009 was virtually stopped as per findings of National Education Policy 2009 Implementation Research study conducted by Academy of Educational Planning and Management. On the other hand none of the provinces or federating units could formulate its own comprehensive policy plans. It resulted in a vacuum and big gap in the very important area of education policy.

2. In order to bridge the gap, Inter-Provincial Education Ministers (IPEMC) Conference, a forum created under NEP 2009, in its meeting held at Muzaffarabad in 2015 unanimously decided to revise the National Education Policy. Ministry of Federal Education and Professional Training was given the role of coordinator and facilitator for the revision of the 2009 policy.
3. The Ministry constituted a team of policy experts comprising of representatives of all the four provinces as well as federating units nominated by the respected province/unit. The said team after series of meetings recommended the framework for policy review which included a list of 18 policy chapters and standardized template/format of each chapter. The said format covered conceptual framework, constitutional/legal provisions, their importance and significance, situation analysis, issues and challenges; goals, objectives and targets; Policy provisions; and implementation strategy. The 7th Inter-Provincial Education Ministers' Conference held at Islamabad in February 2016 approved unanimously the list of policy chapters and template/format of new policy. Meanwhile Ministry of Federal Education and Professional Training (MFE&PT) solicited proposals for new education policy from education departments of provinces and federating units, civil society, NGOs, individuals and others through press/mass media.
4. Advisory Committee of Ministry of Federal Education and Professional Training (MFE&PT) which is comprised of eminently qualified and experienced educationists of the country took up the responsibility of formulating the policy. The policy chapters were distributed amongst some of the members, who were notified by the Ministry, in accordance with their interest and expertise. The zero draft of each chapter was written by the middle of August 2016. Each draft chapter was reviewed by one or two experts in the respective area/domain. Subsequently, first draft of each of the eighteen chapters was prepared by the chapter writer. Then the draft policy was shared and discussed with the team of policy experts

comprised of Provincial/Federating units' representatives constituted by the Ministry in consultation with the provinces. The complete draft policy was shared with the provincial and federating units education departments and civil society representatives. A second draft of the policy was prepared in the light of the views, comments and observations of provinces, federating units and civil society.

5. Chapter two comprehensively lists overall goals, objectives, targets and key policy areas of the education policy. It sets the objectives and highlights the key focus areas of each of the sub-sectors of education and literacy right from early childhood education to higher education. The sub-sector wise objectives and focus areas cover quantity, quality and management.
6. Chapter three is on Islamic Education. The policy focus areas are: the propagation of ideology of Islam; teaching of Quran with translation; teaching of AHADIS and SIRAT-A- TAYYABA; character building (TARBIYYA) and purification of soul (TAZKIYYA-AN- NAFS).
7. Chapter four is on early childhood education. The policy provisions aimed at provision of adequate facilities, services and infrastructure for ECE classes; increasing the access/enrolment; improving the quality through providing separate ECE trained teachers; launching awareness campaign about importance and significance of ECE; use of information and communication technologies for promotion of ECE; and allocation of separate budget for ECE. The holistic personality develop of the child is the main focus of the ECE policy.
8. Chapter five covers literacy and non-formal basic education. The emphasis of the policy is on expanding equitable access; improving the quality of adult literacy and non- formal basic education programmes; strengthening the local and district organizational and management structure; and allocation and mobilization of adequate resources for promotion of literacy. The set targets and dates of their achievement for adult literacy are 75% by 2020 and 86% by 2025. The main focus of literacy programmes will be on basic, functional and skill literacy and priority age group will be 16-25 year. The policy recommends a uniform system for assessment/examination and certification as well as equivalence of various levels of literacy. The policy provisions also provide for launching of country-wide programmes for promotion of literacy and non-formal basic education by utilizing available infrastructure, resources and services both in public and private sectors including DeeniMadaris. The policy also recommends expansion and extension of non-formal basic education programmes to middle and secondary education level especially for out of school children of age group 5-16.
9. Chapter six is on primary education. Universalization of primary education by 2020 in case of boys and 2025 in case of girls is the main policy target to demonstrate compliance with Article 25A of the Constitution of the Islamic Republic of Pakistan. These deadlines have to be strictly observed in light of the Constitutional requirement. The policy provides for number of important provisions/actions for universal access/enrolment especially in the context of enrolment of out of school children as well as universal retention/completion through minimizing the dropout rate. The next highest priority is assigned to universal high student achievement through enhancing the quality of education. The main focus of policy provisions aimed at qualitative improvement is on meeting the learning needs of the child in

terms of learning tools (literacy, numeracy, problem solving and oral expression) and the learning contents (knowledge, skills, values and attitude). The policy also recommends innovative programmes and alternate pathways such as mode of non-formal education for universal primary education. Teacher competency and commitment is another major focus area of primary education policy. Allocation of 45-50% of education budget for promotion of primary education as a whole and 30% of primary education budget for improving the quality of primary education is another major policy provision included in the primary education policy chapter.

10. The targets for development of secondary education (Chapter seven) include upgradation of 50% primary schools to middle; 40% middle school to secondary; and 20% existing secondary school to higher secondary level. Besides, increase the gross participation rate at middle education level to 85% and secondary up to 70%.
11. The selected policy provisions are introduction of technical and vocational stream in selected high schools; separation of administrative and academic cadre; use of ICT; implementation of article 25(A); provision of missing facilities; increase in the budget for quality improvement; extend the non-formal education program up to secondary level; ensure the availability of qualified science and math teachers; and institutionalization of system of accountability and awards.
12. Chapter eight focuses on teacher education. The main policy guidelines are: demand driven teacher education; uniformity in designations, qualifications, salary structure and professional growth; development of professional accreditation standards and linking the curriculum with the standards; quality assurance of teaching personnel; and continuous professional development of teachers.
13. The chapter on Examination and Testing Services recommends review of standards for examinations/assessment; establishment of elementary education examination board; effective coordination amongst examining bodies, curriculum developers and textbook writers; strengthening the monitoring for examination and assessment; internal/continuous) assessment of students by the teachers; training of paper setters; and activation of research cells of BISEs.
14. The main policy provisions for promotion of technical and vocational education are: competency based training and assessment system; involvement of private sector in the planning and management of TVET, opening of new properly equipped TVET institutions; exploration of new trades and technologies to increase women enrolment in TVET institutions; introduction of technical/vocational courses in general school education; operationalize the National Qualification Framework; pre-service training of TVET teachers; capacity building of Technical Teacher Training Institutions; creation of data base of TVET at district, provincial and national level; introduction of vocational and income generating skills training in adult literacy centers and selected non-formal schools.
15. The key strategic priorities of Higher Education include: increasing equitable access; excellence in leadership, governance and management of HEIs; increased faculty with highest academic qualification; preparation of 10,000 Ph.D faculty through US knowledge

corridor; enhanced quality of curricular offerings; research, innovations and commercialization; and significantly enhanced financial investment because quality higher education pays relatively quick multiple dividends through creating a knowledge economy. A major initiative of HEC is to expand technology embedded higher education facilities by upgrading PERN III to provide ultra- fast connectivity and expanded Bandwidth for digital services.

16. The major programs and targets proposed for promotion of higher education include: increase access from the current 8% to 15% of the 17-23 age group; initiatives of establishing community colleges in underserved areas to prepare certified technically competent manpower; establish 15 new public science and technology universities; facilitate the establishment of 50 new private sector universities; set up 70 smart sub-campuses; increase number of sub-campuses of Virtual Universities and AIOU to provide education at the doorsteps of working men and women; and enhance use of high speed connectivity to all degree granting institutions.
17. The main pillars of ICT policy are: providing access to ICT in schools; use of ICT to strengthen quality of teaching and enhance student learning; develop complementary approaches to ICT in education; build on best practices in existing ICT programmes; and develop the capacity of education departments. Integration of Computer and other digital devices like smart phones for teaching and learning is needed to prepare students in early grades to be ready for the digital revolution underway.
18. The Policy provisions proposed for Library and Documentation services are: improve the quality of library services; promote the reading culture; equip the libraries with modern facilities including internet connectivity; extend the network of libraries up to the union council level; introduction of mobile library services; and capacity building of library professionals.
19. The main policy provisions recommended in the chapter on Physical Education, Health and Sports are formulation of curriculum for grade I-V; pre and in-service training of teachers in physical education; annual sports week; establishment of physical education and sports colleges at provincial level as well as a university; and a separate directorate for Health, Physical Education and Sports is recommended..
20. Chapter fourteen “Private Sector in Education” highlights the major issues and challenges confronting private sector education and sets the targets from ECE to Higher Education including Technical and Vocational education. The policy provisions recommended to address the issues and challenges and achieve the objectives and targets inter-alia, include, creation of private sector education data base and its regular updating; grant-in-aid and incentives for low cost schools to be opened in rural areas; implementation of public-private partnership initiated in 2001-02; improved coordination and cooperation between public and private sectors; empowerment and capacity building of regulatory authorities; and strengthening and expansion of role and functions of education foundations.
21. Chapter fifteen: Special Education and Inclusive Education analyses the situation, identifies the issues and challenges, sets the targets and gives policy provisions separately for

Special Education as well as Inclusive Education. The target of participation rate of special children has been fixed as 50% by 2025. Besides, creating inclusive learning environment in 50% existing formal education institutions at all levels. The main policy provisions enunciated include expanding access to special need children; allocation of 5% of education budget for Special Education; provision of modern technologies and teaching learning aids; transport facilities for all the special education institutions; in-service training and staff development of faculty and management of Special Education Institutions; provision of basic facilities and services for inclusive education; and training and sensitization of general education teacher regarding inclusive education.

22. First time in the history of education policy a full-fledged chapter on DeeniMadaris has been included. In this chapter the importance, significance of the role and contributions of DeeniMadaris have been highlighted. Issues, challenges, priority needs and requirements of DeeniMadaris have been identified. The main policy provisions recommended to resolve the issues and challenges and achieve the goals and targets are; revision of the curriculum of DeeniMadaris at all levels to include important formal education subjects; equivalence of certificates and degrees of DeeniMadaris at all levels; grant-in-aid to deserving DeeniMadaris; promotion of adult literacy and non-formal basic education through DeeniMadaris; supporting the DeeniMadaris by the government for capacity building and teacher training; creation and regular updating of DeeniMadaris data base; and introduction and initiation of technical and vocational education in selected DeeniMadaris.
23. A separate chapter on Guidance, Counseling, Character Building and Extra-Curricular Education through Boys Scouts and Girls Guides has been included in the policy. The policy provisions aimed at character building include integration of adequate contents on character building and values in curriculum; teachers training focusing on character building and personality development of child; initiation of special programs for Tarbiyya and Tazkiyya of children; development of code of ethics for teachers and its enforcement; character building through co-curricular and extra-curricular activities are the highlights of the chapter to prepare moral, ethical citizens and scholars.
24. Extra-curricular education and activities have been recommended for physical, spiritual, intellectual, social and emotional development of child. The main focus areas of policy provision for scouting and girls guide are access, quality, training, governance and management, research and data base creation. Some of the main policy provisions are: making scouting compulsory in each school; giving additional marks to bona-fide scouts; integrate contents on scouting and girls guide in curriculum; making scouting as part of teacher training; and allocating adequate budget for scouting and girls guide.
25. The last policy chapter is on Financing of Education. The recommended policy provisions are: equitable and need- based allocation of education budget; making release of funds and utilization procedures and processes simpler and transparent; allocation of adequate budget for quality improvement; capacity building and training of all concerned in financial management; decentralized financial management and control; increase the budget allocations for education and literacy; and creation and sharing of financial data base.

26. Pakistan has a history of developing detailed and well- designed education policies since 1947 but has fallen short of implementing them. We have repeatedly set goals of free, universal basic education, quality higher education to produce innovative knowledge, skills and competencies and scholars committed to doing that in an ethical manner. We are at a point where good plans have to be implemented through a well- defined monitoring and evaluation system of accountability, both at the provincial and federal levels. Without such a system we will continue to postpone rather than achieve our goals to another day and another education policy. It is urgent to break the layers of inertia if we want to successfully compete in the comity of nations and create a place of honour for our nation.

CHAPTER -2

GOALS, OBJECTIVES AND KEY AREAS OF EDUCATION POLICY GOALS:

Character building

1. Taleem (Seek, Use and Evaluate Knowledge), Tarbiyya (Social, Technical, Moral and Ethical Training) and Tazkyya (Purification of Soul) are three pillars of the policy.
2. Character building on the basis of universal Islamic values integrated with ethical values relevant to all human beings.

Meeting Learning Needs (Knowledge, Skills, & Values)

3. Meeting the learning needs of the child which include learning tools (literacy, numeracy, problem solving and oral expression) and learning contents (knowledge, skills, values and attitude).
4. Literate, knowledgeable and knowledge-based society focusing on holistic development of humans, catering to their educational, social, economic, cultural and spiritual needs.
5. Continuous and lifelong learning programmes.

Pakistani Nationhood and National Integration

6. Promote and foster ideology of Pakistan creating a sense of Pakistani nationhood on the principles of the founder of Pakistan i.e. Unity, Faith and Discipline.
7. Foster the ideals of Muslim Ummah. Cultivate inter-faith harmony and celebrate diversity of faiths.
8. Promote the values of peace, tolerance, respect for human rights, universal brotherhood, understanding and mutual co-existence

Right to Education: Expanding Access

9. Honour national and international commitments in education and literacy.
10. Universalization of Education up to Matric in light of article 25 (A) by 2020 or sooner on an emergency basis.

Quality of Education & Institution Building

11. Quality assurance of academic programmes.
12. Promote culture of research and innovation.
13. Establishment, Expansion, Strengthening and Capacity Building of institutions and organizations related to Education and Literacy.
14. Institutionalize uniform, valid and reliable examination system.

Enhancing Education Budget

15. Increase investment in education to **4 %** of GDP

Science and Technology

16. Promotion of Science and Technology for economic development.
17. Knowledge economy arriving at production of Quality scientists, technicians and experts to respond to the industrial needs (local, national and global).

Harmonization of Curriculum and Standards

18. Harmonize existing education systems at all levels.
19. Curriculum to be based on consensus based National Curriculum Framework and National Standards adopted by IPEMC in 2016.
20. Provision of standardized facilities and services by removing all kinds of disparities inequities and imbalances including gender disparities and geographical imbalances.

OBJECTIVES:

Promotion of Early Childhood Education

1. To expand, strengthen and promote universal, comprehensive Early Childhood Education with an objective to ensure holistic development of child to prepare for formal schooling.

Achieving Universal Primary Education

2. To achieve universal quality primary education covering all the three dimensions/ aspects of universalization i.e. universal access/enrolment; universal retention; and universal achievement by 2020.

Provision of Free Elementary and Secondary Education

3. To provide free and compulsory education up to Matric in compliance with the provisions of Article 25(A) of the Constitution.
4. To expand and strengthen the facilities and services for middle and secondary level education by upgrading more primary schools to middle and secondary level.
5. To expand and extend the existing non-formal basic education programme to middle level (VI – VIII).
6. To expand the quality distance education programme to cater to the learning needs of more children of secondary education age group.

Non-Formal Education (NFE), Online and Distance Learning (ODL)

7. To launch innovative programmes and new initiatives including alternate learning paths for out of school children especially for disadvantaged and deserving children with an objective to enroll and retain all the out of school children within minimum possible time.
8. To strengthen non-formal basic education through teacher training, use of information and communication technologies, better coordination, condensed curriculum, improved examination and assessment system and strict monitoring and supervision.

Towards A Literate Pakistan

9. To achieve the target of literate Pakistan through launching the country wide campaign of literacy for all and through all.
10. To offer research based innovative programmes in adult literacy relevant to the needs of learner focusing on basic literacy (reading, writing and numeracy); life skills income generating skills and lifelong learning.

Knowledge Economy through Higher Education

11. To increase access to higher education from its current level of 1.4 million students to 5 million in the next five years by opening more universities and degree awarding institutions.
12. To produce highly educated and technically skilled manpower as per demand and requirement at national and international levels to create knowledge economy.
13. To introduce new disciplines, emerging sciences and technologies to equip the students with the latest knowledge, skills and competencies.
14. To increase the access to distance education through expansion of Open university sub-campuses and Virtual university campuses in remote rural and far flung areas.

Advancement of Science, Technical and Vocational Education

15. To increase the enrolment ratio in science, technical and vocational education disciplines.
16. To introduce technical and vocational education in selected formal and non-formal middle schools.
17. To re-introduce the quality technical and vocational education stream in selected schools at secondary and higher secondary school level to comply with national TEVTA standards
18. To establish trade schools at sub-district and district level.

Improving Quality and Efficiency of Education System

19. To take effective measures to improve the completion / survival rate at primary, middle and secondary levels as well as improve transition rate from primary to

middle and middle to secondary.

Facilitating Private Sector Education

20. To encourage, facilitate quality private sector education.

Promoting Use of Information and Communication Technologies (ICTs)

21. To promote, expand and strengthen Information Technology (IT) education.
22. To enhance the use of information and communication technologies (ICTs) for expansion of access to and quality of education and literacy.
23. To promote use of education technology through supporting designing, mass production, and dissemination of teaching kits and A.V. aids etc. to all schools.

Achieving Gender Equality in Education

24. To achieve gender parity, gender equality and empower women and girls within shortest possible time.

Reforms for Quality

25. To improve the quality of education by introducing reforms and new initiatives in curriculum formulation, textbook and instructional materials development, teacher training, examination and assessment and monitoring and supervision.

Selection, Recruitment, and Capacity building of Teachers

26. To recruit competent, capable and committed scholar-teachers purely on merit basis at all levels of education.
27. To standardize and institutionalize teacher training arrangements, accreditation and certification procedures and processes in compliance with the National Professional Standards for Teachers.
28. To update and strengthen existing teacher training institutions in terms of staff, logistics and facilities to teach new degree programmes approved by HEC, to prepare 150,000 new teachers with 2-year ADE and 4-year B.Ed. (Hons) programmes offered by all provincial Colleges of Education and University Faculties of Education.
29. To introduce Continuous Professional Development (CPD) programme for both formal and non-formal education teachers at all levels.
30. To adjust the teacher training curriculum to the needs of the students/learners curriculum and scheme of students.

Curriculum and Standards

31. To develop and implement National Curriculum Framework and National Standards for each subject from Grade 1 – 12.
32. To institutionalize new curriculum formulation, textbook development and review process in the light of 18th Amendment in consultation with National Curriculum Council.
33. To revise 2006 National K-12 scheme of studies to make it more relevant and comprehensive, using the most modern principles of Curriculum development and latest learning theories.
34. Strengthen the National Curriculum Council to develop a continuous curriculum formation, revision and refinement process and procedure in the light of research and regular feedback from stakeholders.
35. To include new and emerging concepts in curriculum development and refinement.
36. To initiate effective measures and programmes for education to deal with natural emergencies

Libraries & Instructional Technologies

37. To establish, expand and strengthen the libraries at all levels of education right from primary to tertiary level as well as district to village/grass root level. The strengthening of libraries may also include internet connectivity for online library services and other modern facilities. Each classroom to be provided an internet connected computer to explore new level appropriate reading materials. Teachers to be trained to effectively use instructional technology to improve the quality of teaching English, Mathematics and Sciences.

Languages and Medium of Instruction

38. To resolve the issue of medium of instructions and teaching of foreign languages in consultation with provinces and Areas.

Religious Education & Reforms in Deeni Madaris

39. To ensure that all Muslim children are provided with opportunities through Taleem, Tarbiyya and Tazkiya to learn, understand, and apply the teachings of Islam in their lives.
40. To introduce contemporary subjects/studies along with the curricula of Deeni Madaris for mainstreaming, recognition and equivalence of Deeni Madaris graduates.
41. To support Deeni Madaris and utilize their services for promotion of adult literacy and non-formal basic education.
42. To ensure teaching of Ethics/Moral Education in lieu of Islamiyat to non-Muslim children.

Mass Mobilization & Community Involvement

43. To mobilize the political will and enhance role of mass media for educational development.
44. To improve and strengthen school community relationship.

Physical Education, Sports and Games

45. To provide the requisite facilities, services and opportunities for physical education, sports and games at all levels of education right from ECE to tertiary level.

Health and Hygiene

46. To improve the health, hygiene and sanitation conditions in schools.

Public Private Partnership

47. To encourage, facilitate and regulate private sector education.
48. To promote regulated and monitored Public-Private Partnership for educational development.
49. To improve coordination amongst public and private sectors organization, NGOs, INGOs, Donors, Madaris and all other concerned to offer uniform standards based curricula and facilities.

Enhancing Coordination for Achieving SDGs

50. To improve coordination at local, district, provincial, national and international levels in education and literacy especially to achieve national and international commitments such as SDGS.

Reforms in Assessment and Examination System

51. To review and reform the assessment and examination system to make it compatible with the national and international needs and standards.
52. To build the capacity of Examination Boards and Bodies for scientific, valid and reliable assessment system.

Expanding Access to Special and Inclusive Education

53. To ensure inclusive and equitable quality education.
54. To introduce the concepts of child friendly schools and inclusive education.
55. To promote, expand and strengthen special education in the light of national and

international commitment, pacts and declarations.

56. To provide necessary facilities, services and infrastructure for inclusive education at all levels of education both in Public and Private Sector educational institutions.
57. To universalize the access/enrolment of special education children, both girls and boys by establishing more special education institutions and equipping them with the needed facilities and services.

Boy Scouts, Girl Guides, Guiding and Counseling

58. To organize, expand and activate Boy Scouts and Girls Guide movement throughout the country utilizing their services inter alia for safety, security, education in emergencies, promotion of literacy and disaster management etc.
59. To reinstate and re-organize the National Cadet Corps in all secondary schools.
60. To provide Guidance and Counseling services to students of secondary education and above.

Increasing Education Budget

61. To increase the investment in education by increasing the allocation, simplifying the procedures of releases and expenditure and improving the absorptive capacity of the system. Professional finance staff to be hired at the district levels to monitor the effective, timely utilization of funds according to the plans for increasing access, upgrading of facilities and hiring of teachers on merit.
62. To enhance the ratio / proportion of development expenditure especially for quality of education inputs and interventions.

Research and Database for Effective Educational Planning

63. To conduct research and create and regularly update data base for each sub-sector of education including quantity/access, quality and financing data/statistics.

Mechanisms for Implementation and Monitoring of Education Policy

64. To suggest effective mechanisms for implementation of education policy provisions. Educational administrators as Federal and Provincial levels to be held accountable for failure in timely implementation of policies and plans.

Key Areas of Education Policy (2017)

The new education policy will focus on the following Key Areas.

1. **Ideology based Vision** and Mission aimed at Unity, Faith and Discipline.
2. **Character building** through Taleem, Tarbiyya and Tazkia.
3. **Holistic development of child** (Physical, Social, Intellectual, Moral, Spiritual and Cognitive etc.)
4. **ECD**: Comprehensive Early Childhood Education and Development (3-5 years age group children) assigning priority to 4 – 5 years age group.
5. **Primary Education: Universalization of Primary Education (Grade 1 – 5)** covering all the three dimensions of universalization. i.e.
 - Universal access/enrolment
 - Universal retention/completion
 - Universal achievement on set standards and competencies.
6. **Elementary Education**: Expansion of Elementary (middle level VI – VIII) Education through both formal and non-formal modes of education.
7. **Non-Formal Education**: Effective short-term non-formal education programs to be developed and used to speedily integrate students in the formal system of education.
8. **NFE and ODL for Secondary Education**: Expansion of Secondary level education through formal and distant learning programme.
9. **TVET**: Introduction of Technical and Vocational education in non-formal middle level schools.
10. **Technical Education Stream**: Reintroduction of Technical Education stream along with Science and Humanities in selected high schools and intermediate colleges to prepare vocationally and technically empowered human capital.
11. **Trade Schools**: Establishment of Trade Schools in each Tehsil for male and female trainees.

Capacity building of Education Personnel

12. Merit based, professionally qualified and competent, dedicated, committed and ideologically sound recruitment of teachers who meet National Professional Standards of Teachers.
13. Rationalize and create a balance between demand and supply of quality teachers.
14. Expansion and Strengthening of teacher training programmes to non-formal education including Deeni Madaris (focusing on multi grade teaching), Higher Education Teachers, educational managers/administrator, planner, policy makers, supervisors, paper setters. Curriculum developers, textbook writers

and publishers etc.

Curriculum Reforms and Standard Setting

15. Revision of curriculum and teacher training system both, pre-service and in-service, to make it learner centered and IT based.
16. Development, approval and implementation of a National Curriculum Framework for harmonization of standards and national integration.
17. Setting of minimum National Standards for each subject/discipline and each grade/class preferably the core subjects.
18. Consensus based curriculum in the light of National Curriculum Framework and National Standards.
19. Uniform curriculum for all systems of education (public as well as private).
20. Revision of Natural/Physical Sciences including IT curriculum after every 5 years and other subjects after every 10 years.
21. Main focus of junior grades curricula on learning tools i.e. literacy numeracy, problem solving and oral expression; and learning contents i.e. knowledge, skills, values and attitudes. Whereas, the main focus of higher grades curricula on knowledge, understanding, analysis, synthesis and application.
22. Provision of standardized facilities and services to each school/educational institution throughout the country irrespective of gender, area, cast or creed etc.
23. Revision of Scheme of Studies to make it more comprehensive and need based
24. **Elimination of Disparities:** Gender equity and parity and remove geographical imbalances in provision of education and training.
25. **Interfaith Harmony:** Promoting tolerance, respect for difference of opinion and interfaith harmony
26. **Research and Innovation:** Creating a culture of research and innovation in universities
27. **Success Stories and Good Practices:** Replication of success stories and good practices in education and training at local, national and global levels.

Literacy and Lifelong Learning

28. **Lifelong Learning:** Knowledge based society and continuous and lifelong learning.
29. **Literacy For All:** Country wide Literacy For All and All For Literacy campaign.
30. **Functional Literacy:** Integrated approach in Literacy i.e. Basic Literacy (Reading, Writing and Numeracy) Functional Literacy (Life Skills) and

Income Generation skills literacy.

31. **Capacity building of Literacy Personnel:** Establishment of National and Provincial Institutes of Teacher Training for Literacy and non-formal education teachers.
32. **ODL:** Expansion of Online and distance learning (ODL) programmes and provisions.

Financing of Education

33. School/institution based and enrolment based budgeting.
34. Education budget free from all types of cuts, non-lapsable and non-transferable.
35. Financial reforms in education training sectors to relax the rigid rules, regulations and simplify the tedious procedures and processes to ensure on time releases and optimum utilization of education and training budget.
36. Improvement in the absorptive capacity of the system to effectively spend the allocated funds.
37. Allocation of 4% of GDP for education and training effective 2018.
38. Allocation of at least 25% provincial educational budget for quality improvement projects and programmes.
39. Regulation of fee structure of private educational institutions.

Education Governance and Community Involvement

40. Establish, expand and strengthen parent-teacher and school community relationship.
41. Mobilize strong political will and commitment for educational development in the country.
42. Politics free, complete consensus, cooperation and support for social sector development in particular educational development.
43. Expansion and strengthening of standards-based system of pre and in-service teacher training.

Quality Initiatives

44. Setting up Quality Assurance Cells in all public universities.
45. Phasing out all one and two year Bachelor's degrees in all universities and replace them with 4 year degree on semester system that comply with learning outcomes and standards of National Qualifications Framework of Pakistan 2016

46. Introduction of new National Qualifications Framework for all levels of education to ensure achievement of learning outcomes at all levels.

Higher Education

47. Continuous revision and updating of Higher Education Curriculum in the light of new knowledge explosion by National Curriculum Review Committees of HEC and National Accreditation Councils..
48. Establish, expand and strengthen Research Centers in all the Universities to foster innovative and applied research linking it to economic development of the country.
49. Development of low cost split degree graduate indigenous programmes of studies.
50. Development of programmes of Faculty sabbatical exchange to undertake teaching and collaborative research.

Research & Development (R & D) at Tertiary Level

51. Increase the number of collaborative research with the growing industries in the country.
52. Enhance and strengthen the Business Incubation Centers (BICs) in universities.
53. Focus on applied research in scientific study exploration and commercial exploration of natural resources.
54. Establish new Science and Technology Universities and Research Technology Parks.
55. Increase number and amount of Research grants for discovery of new and useful knowledge to solve the critical problems in energy, climate change, food security for the rising population and availability of adequate fresh water resources throughout the year.
56. Set up more Research and Technology Parks with the collaboration of universities, Business enterprises, industries and international partners.
57. Mobilization of resources and generation of additional revenue through various programmes, projects and activities.
58. Shift to knowledge based economy to ensure overall national economic take off as envisioned in GOP Vision 2025.
59. Strong industry-university linkages to ensure effective match between World of Education and World of Work.
60. Equitable and enhanced access to higher education especially for under-represented groups of population.

61. Use and utilization of modern information and communication technologies in all levels of education.
62. Increase enrolment in higher education from the existing 8% to 15% in next 10 years.
63. Initiation of continuous professional development programme with a main focus on teaching methodologies and skills for college and university teachers.
64. Introduction of integrated 4 year Bachelor degree programme.
65. Development of standards and norms by universities for affiliation of colleges.
66. Establishment and strengthening of Accreditation Council.
67. Establishment of Research Excellence Council at federal and provincial levels.
68. Strengthening of libraries and laboratories of colleges and universities to meet the international standards.
69. Research collaboration networks to be developed for all levels of education i.e. ECE to Higher Education.
70. Provision of facilities of Water, Sanitation and Hygiene (WASH) in all schools.