

Deterioration in Pakistan's Education System: A Look at Political Influences

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Abstract:

This paper aims to understand the reasons behind the lagging education quality of Pakistan. Over the years, many policies have been implemented to promote education in the country. However, even in the year 2015 there are still many issues preventing the advancement of education in Pakistan. Many factors contribute to this unchanging status. The role that the political influences have had on the policies: their ulterior motives, the selfishness, and their unwillingness to benefit anyone but themselves has very negatively impacted any chances of improving the quality of education in Pakistan. To improve the development of a modern state, society, and economy, Pakistan's youth needs to be equipped with proper education, and leadership skills. However, the country's education system has proved inadequate in the challenge of providing the young generation of Pakistan with these training opportunities. Despite the many educational reform policies that were implemented as an attempt to improve the education situation in Pakistan, the political parties are continuing to influence the decisions being made via bribery and nepotism, and thus the ultimate end results do not favor the youth of Pakistan, but instead only benefit the different aspects of the political parties.

Key words: Pakistan's education system, deterioration, political influences

BACKGROUND OF PROBLEMS:

Independence and the Importance of Education

After gaining independence from British rule in August of 1947, Pakistan realized that it was on its own to improve the conditions of its newly independent country. To have a thriving society meant that the country had to excel in many aspects including: socially, economically, and politically. The country was united against Britain, but to ensure proper foundation building and effective nation building, the country had to be united as a whole and work on advancing itself. Pakistan was quick to understand the importance of education for the development of the country. All advancements in the country had a root: education improvement.

By improving the education, the country would address all three major aspects of the nation, especially the political aspect. Education would allow the people of Pakistan to have effective leaders who were informed on policies and how to improve the state of the country – thus the political side of the country would be set. The education would serve as a soul of the political system. All developed countries have witnessed that their educational system was the major foundation of improving the quality of their political systems which helped shaped their countries into nations that were equipped to deal with the challenges of national and international societies. Education creates a sense of understanding of the current issues that the country is facing. For instance a Minister of Education that has no Ph.D. or aptitude towards research would not be able to undertake the responsibilities of the Ministry of Education. This is why in the developed countries, the Prime Minister or President of the country seriously considers who to appoint as

Minister of Education, and ensures that it is one who has proper expertise in education including at least a Ph.D. These examples are evident in USA, Canada, Australia, Europe, and so forth.

As for the economic side, education creates the professionals required to keep a country going. They understand the world marketing and demands to establish proper world trade and boost the economy. Socially, education provides the backbone of how the people of Pakistan interact with one another – without unity the country would fall apart. Education provides manners, code of conduct, communication skills, and social psychology, all of which are essential in creating an ideal social environment for a developing country.

EDUCATION IN PAKISTAN

After freedom from the British rule, the part of the region that belonged to Pakistan consisted of a very backward population. Without a strong educational base, the political, economic, and social status of Pakistan was not going to get very far. At that point, about eighty-five percent of the overall population was illiterate. This number was even lower in the more rural parts of the country and when applied to women, the educated percentage was very close to zero. Throughout the many years from then until now, many attempts were made but the progress was still very lacking. Even this far into the 21st century Pakistan cannot claim to be a largely literate country. Nearly two-thirds (2/3) of the population is still illiterate. This means that Pakistan is only tapping into one-third (1/3) of its full potential.¹ More than twenty-five percent (25%) of children between five and nine years of age are not attending school. Between five and nine years is when children are highly influenced and if not done positively through education, they

¹ Adult and youth literacy: Statistics and trends, 1985-2015 www.uis.unesco.org/.../literacy-statistics-trends-1985-2015.pdf

cannot form habits that would benefit them in society as well as benefit the society as a whole. For example, they will not learn basic education or manners to properly contribute to society. If they lose this basic foundation so early in life, it will be very difficult to move forward with big ambitions. They will lose out on seeing, experiencing, and learning about so many of the things that help them to live an active life such as: working together with others, effective communication, leadership, manners, encouragement, and creativity. Even little everyday tasks require these basic skills, and although they may be able to get by in life without them, it will not help to improve the condition of the country as a whole – the country will remain stagnant in their education situation and thus stagnant in their social, political, and economic development. On the other hand, the children that are able to attend schools must deal with lack of quality of education, especially in those owned by the government. The education that is provided needs to be revamped to focus on helping the children excel in all aspects.

A study that was done in 1994, conducted Urdu language and arithmetic tests to children in grade 3 attending government schools found that those students in Lahore were not being properly educated and that they did not benefit from the education system being provided for them. Out of all the students in the schools who took the tests, only thirty-three percent of them passed both tests. In 1996, the same test was given to students on the Punjab and revealed that only twenty-two percent of the students passed. Thus, even though the test that was given was according to the criteria the students would have been learning in grade 3, not even half the students were able to pass. This meant that the government schools were lacking in one or more ways in their education system.

NATIONAL EDUCATIONAL POLICIES

To battle the ongoing problem of the education system, as mentioned before, many policies were put in place since gaining freedom from the British. At first, these policies were well put together and truly understood the issues properly and put in place action goals to solve the most pressing issues. However, as time went on, these policies began to lose sight of their original goal. The plans and projects became more influenced by political parties which were only interested in their personal gain and thus started to lose their strength. The policies began to benefit the political parties and their members more and the general population as well as the future of the country less and less.

NATIONAL EDUCATION CONFERENCE: 1947

This conference was held immediately after Pakistan became free, and thus was the first of many. It was supposed to form the basis or foundation upon which the other policies would follow. The initial problems of the country's situation were discussed as well as ways to improve the conditions. The respected founder of our country, Quaid-e-Azam spoke at the conference and had the right idea of education in mind. He declared that the importance of education could not be overemphasized because the future of the country depended on the type of education the children of the country were given and how they were brought up as the future citizens of the country. He understood that even at his time, the rest of the countries of the world were already moving very fast in the right direction in matters involving education, and because of it they were seeing very positive effects on their society as a whole. ²

² Kwaja, Sarfraz, *Eradication of Illiteracy in Pakistan: An Analysis 1947-87*, Academy of Educational Planning and Management, Government of Pakistan

From the conference, different committees were formed including for primary education, secondary education, and adult education. The first two committees agreed that a national system of education should be based on the strong foundations of free and compulsory primary education. They considered the factors contributing to good quality education for the children of their newfound country such as: medium of instruction, teacher training, and physical education, teaching materials and literature.

On the other hand, the Adult Education committee had a tougher challenge. It was easy to educate and influence children from a young age, but it became much more difficult to do at the adult ages, especially when the illiteracy rate was at a staggering 85 percent which was not only confined to the rural areas but also included a large portion of the urban population as well. They urged taking actions to quicken the pace of literacy and to show the importance of having an education to the masses. They wanted to not only educate adults, but keep them educated and even encourage further advanced education. Their plan was to introduce a free and compulsory system composed of primary education that would complement with a permanent system of adult education. Their goal was to solve the illiteracy problem within 25 years through different stages.

- In the first five years, the focus was to be placed on planning, recruiting teachers, and training
- In the sixth year, the focus was to ensure that by then around 500,000 people were made literate and from then on an increase in 300,000 yearly.

NATIONAL PLAN OF EDUCATIONAL DEVELOPMENT: 1951-1957

The National Plan of Educational Development was a six year plan that was promoted at an education conference held in 1951 as the first deliberate effort to anticipate and provide for the

country's requirements in the various fields of education. The conference highlighted the main problems at that time that the various plans for education improvement were encountering. One of the most pressing was the lack of trained teachers. It identified that almost half of the teachers in primary schools were untrained and with their plan of expansion of primary schools, they would need more than 86,000 additional teachers. They understood that if the teachers were untrained, the education that the children would receive would be of very low quality and all the work, time, energy, and resources put in place would go to waste. Another issue was the lack of school buildings and supplies needed to ensure that the children were getting quality education.

Their new laid out plan included establishing over 24,000 new primary schools that would have a combined capacity of 3.7 million students, to counteract the amount of six to eleven year olds that were not in school, which at that time was an astounding two-thirds. Their goal was to enroll two-thirds of their target group by the year 1957. The plan also included a portion that proposed the Village Agricultural and Industrial Development Program in which literacy centers were to be set up and teachers as well as teaching materials were to be provided as an attempt to educate 2.8 million adults every year.

Unfortunately when the decade review for 1947-1957 came out, the effectiveness of the plans of this national plan were negated. It turned out that the literacy rate did not improve at all, and it actually dropped slightly from 16.4 percent to 16.3 percent due to the ineffectiveness of the administration involved as well as the organization of the plan.

FIRST FIVE YEAR PLAN: 1955-1960

It was launched in December of 1957, two years late. It claimed that a universal system of primary education was absolutely

necessary because primary education is the basis for advancement of the society. It is important to give the people of Pakistan a proper education so that they can become proper citizens contributing to the betterment of the society. The plan was to establish a universal system of free and compulsory primary education in about twenty years. To achieve this target they would:

- Add 4000 new schools
- Increase the number of trained teachers to a total of 118,500
- Focus on the organization and management aspects of primary education
- Come up with a different approach to monitor the progress of the education system at the local and district level.

They felt that advisory boards and school management committees made up of members of the local community that were elected by the masses as responsible enough to make the right decisions that would allow for advancement of community through education. Among the responsibilities these groups would have, selecting qualified teachers, ensuring there were enough learning materials provided, and monitoring progress as well as identifying new needs that the growing community may have would be some of them.³

REPORT OF THE COMMISSION ON NATIONAL EDUCATION: 1959

The 1959 Conference reported that now the major problem they were facing was the lack of enthusiasm from the people of the country. They were not interested in contributing towards the steps necessary to ensure in the advancement of Pakistan. The

³ Government of Pakistan, National Planning Board, *First Five Year Plan: 1955-1960*, 1957

public duty they had was not very important to them, yet it was the people who would bring the change. If they did not want to participate in the nation building, manual work, and education to fulfill their public duty to their newly found country, then unfortunately Pakistan would not get very far. Thus, this was the focus of this Conference. They took a different approach to target the adult audience in that they would change the traditional views of education that the people had already formed. To show that education was a powerful thing would encourage the population to welcome the opportunities they were being given with open arms. However, this was only half the problem, the other half consisted of changing the attitudes of the educator. If the teachers and professors themselves were not interested in presenting the importance of education and the ability of education to bring about drastic changes in the country, then how would that translate into the students they were teaching. They would need to be passionate about how they were teaching and when they transferred information to the students they had, they would have to have an enthusiasm within themselves to spark more interest from the students to get more and more education. When the teachers are excited to teach, that has a very positive impact on the students to learn more and increase their knowledge. Thus, this was the other half of their target.⁴

They defined their objectives in adult education to be focused on developing individuals to their maximum capacity to ensure that they can gain the adequate skills necessary to live a happy and healthy life participating in community and national tasks. To develop these individuals the curriculum would include skills that these people would normally need including: reading, writing, speech skills, listening skills, basic math skills, and simple and practical science. They would also make it their goal to encourage certain behavior to better the society

⁴ Government of Pakistan, Ministry of Education, *Report of the Commission on National Education*, 1959

as a whole. They would encourage students to think creatively, to be able to work with their hands, to become unique in their talents, have a strong sense of patriotism to their country, and take up healthy habits and personal hygiene. All these habits formed would have a strong positive impact on the country as a whole because a country is only as good as its people. If the people were developing themselves personally on all levels through education, then it meant that the country as a whole was improving and developing itself.

The goals that they came up with included achieving universal achievement in 15 years. The curriculum would be altered to fit the objectives that they came up with, as described earlier, and the physical aspects of learning would be improved: school buildings, furniture, and supplies would be provided as the communities required it. Also, it brought more attention to education as a local issue that needed the community's help in battling. The national level could only judge the education problems as a whole country, but the community knew specifically the fields in which their area was lacking. Through this more specified knowledge, they could pinpoint exact needs of certain districts and provide solutions based on that. This approach would be much better than a generalized one applying to the entire country. Thus, they came up with more local strategies that seemed to be different from before. They planned to:

- Utilize educated children to pass knowledge and skills to their parents and other family members
- Have undergraduate college students serve as adult literacy teachers
- Use the technique of "each one teach one" approach as a means to spread the knowledge that one adult gained to another through direct, one on one interaction.

SECOND FIVE YEAR PLAN: 1960-1965⁵

The Second Five Year Plan started by evaluating the performance of the First Five Year Plan and concluded that even though the First Five Year Plan had high ambitions and goals, they failed to come up with adequately impressive results. They built only 2,400 schools out of the planned 4,000 and instead of increasing enrollment by about one million, they only increased it to less than half that amount: 440,000. Learning from these mistakes, the Second Five Year Plan set out to improve the odds in their favor.

They decided to tackle the problem by providing more funds to ensure that they would get results. In order to open 15,200 new primary schools and increase primary school enrollment by 1.2 million, they would spend Rs. 990 million which was two thirds of the total 5-year social sector outlay. By spending the money, they would improve teacher training, provide teaching aids, and adjust the curriculum. Additionally, they would highlight education improvement for girls because out of the 4.7 million children enrolled, only 1.1 million consisted of girls. They would ensure that more girls were enrolled in the already established schools, and that new, separate schools were built as girls-only schools.

THIRD FIVE YEAR PLAN: 1965-1970⁶

The Third Five Year Plan set out to evaluate the Second Five Year Plan to learn from the mistakes made and set new goals and objectives to supplement what was lacking in the previous plan. They would also take steps to ensure that the education situation of Pakistan was moving in the right direction. They

⁵ Government of Pakistan, Planning Commission, *Second Five Year Plan: 1960-1965*, 1960

⁶ Government of Pakistan, Planning Commission, *Third Five Year Plan: 1965-1970*, 1965

found that although the original goal of the Second Five Year Plan to achieve an increase of primary school enrollment from 36 percent to 56 percent only partially succeeded by achieving an enrollment of 45 percent, the plan still managed to enroll an additional two million students which was still an accomplishment worth commending. They realized that compared to the First, the Second Plan has a five-fold increase in the amount they spent financially and seeing these encouraging results, the Third Five Year Plan decided to allocate Rs. 2652 million. It was understood that investing in the nation's education system would be worth it in the years to come when the economy would be positively impacted by the educated masses of the country.

The Third Five Year Plan set out to alter the education system to match the increasingly advancing transition into the era of science and technology. To focus on providing a means for young people to have strong positive character that would then positively impact the communities as well as the country as a whole, they would increase the quality of education at all levels. To achieve this, they planned to build 42,500 new schools and focus again on teacher training, teaching aids, and the physical aspects of the school buildings. However, this time they also wanted to emphasize on bettering retention rates as well as teacher salaries. By concentrating on retention rates, they would ensure that the students that did enroll would remain in school and possibly seek higher education and thus apply their knowledge in their future lives – which was the whole purpose of educating the masses. As for the teacher salaries, a higher salary meant that the job would be more attractive to the population and those who were already teachers would be more enthusiastic about teaching, which would reflect onto the students by sparking more students to be interested in increasing their knowledge. A higher teacher salary would also mean that more people would aim to get the job which required higher education skills and thus they would take more interest

in the knowledge they were gaining in schools in order to achieve an end goal of getting a job as a teacher.

THE EDUCATION POLICY: 1972-1980⁷

The 1972 Education Policy recognized that there was still a substantial need for adult education. After noticing that there were 40 million adult illiterates, they made a goal of establishing 276,000 literacy centers throughout the country in every place that would be convenient for large populations of adults to gain an education in order to teach 11 million total people.

Their main aim was towards improving adult education as well as elementary education in an attempt to abolish the illiteracy problem in the quickest way possible. Additionally, they wanted those who were part of the under-privileged classes to also benefit because they were also citizens of Pakistan and deserved no less treatment in the right to education. They planned on building special facilities for those who were having difficulty achieving an education through the traditional methods, such as separate schools for women, schools for the mentally retarded or physically handicapped and special schools for those who lived in difficult to educate, very backwards societies.

Again, their goal was to make education free and universal for primary levels for all children in Pakistan by 1979 for all boys and 1984 for all girls. However, this time it was to be applied to private and government schools – where the government would compensate the private schools for their actions in following the policies set out. The education would not be compulsory. To achieve this goal of universal education, they set out to:

- Build 61,000 more classrooms for elementary schools

⁷ Government of Pakistan, Ministry of Education, *The Education Policy*, 1972

- Train 150,000 new teachers
- Hire 75,000 more teachers through the National Literacy Corps.

Unfortunately the 1972 Education Policy was overtaken in 1977 by the military coup d'état. This authority by the military caused serious alterations in what the Policy felt were its priorities. The beliefs that everyone had a basic right to education and that education would be what caused the true advancement of society were thrown out as the new ruling body wanted to start its own agenda.

FIFTH FIVE YEAR PLAN: 1978-1983⁸

The Fifth Five Year Plan declared that the economic, social, and political backwardness was due to the stagnant educational system. No progress in education meant no progress in the society's other aspects or in the nation as a whole. In a world full of rapidly advancing countries, Pakistan would have to significantly increase its literacy rate in order to show any improvement and even be able to keep up with the other countries of the world.

The plan was to increase the per capita expenditure on education to achieve positive results. The target was to get all young boys enrolled into Class 1 by 1983 and universal enrollment of all boys at elementary level by 1987. A major part of the plan also consisted of working on decreasing the dropout rate. If the students they were working on so much only attended school for a couple of years then all their, time, energy and money was going to waste because the students would quickly forget what they were taught and would not advance very far into the education world. The importance of staying in

⁸ Government of Pakistan, Planning Commission, *Fifth Five Year Plan, 1978-1983*, 1978

school and continuing education should be just as emphasized as enrolling in school in the first place.

- 17,166 existing schools would be revamped in order to accommodate the higher number of students expected to be enrolled
- 12,641 new school buildings would be put up in places where the demand was high and supply low
- The hiring of 75,748 new teachers would be required to fulfill the newly opened spots at the schools.

They also decided that they needed to tackle the low literacy rate within the girl population of the country. To do so, they would give higher importance to schools specifically for girls and encourage the already existing schools to make accommodations for the girls as well. The goal was to increase girl enrollment in schools from 33 percent to 45 percent.

NATIONAL EDUCATION POLICY AND IMPLEMENTATION PROGRAMME: 1979⁹

By this time, still half of the nation's children including two-thirds of the nation's girls did not attend school. In fact, the enrollment ratio was stated to be

- 32 percent in Balochistan
- 52 percent in NWFP
- 59 percent in Sindh
- 56 percent in Punjab

Among rural girls, the ratio was:

- 10 percent in Balochistan
- 14 percent in NWFP
- 16 percent in Sindh
- 29 percent in Punjab

⁹ Government of Pakistan, Ministry of Education, *National Policy and Implementation Programme*, 1979

Low enrollment was further aggravated by a high drop-out rate which was estimated to be about 50 percent overall and even higher for girls.

While the Fifth Five Year Plan proposed to enroll all boys of Class 1 age by 1983 and achieve universal enrollment for the entire elementary age group, five to nine years of age, by 1987, this 1979 National Education Policy proposed to achieve the same by 1987 and 1992 respectively. Meaning that within one year, the government had shifted forward the two targets by 4-5 years.

This policy aimed at providing basic education that would allow the people of Pakistan to be able to help themselves as well as help their community improve as a whole. The policy specifically stated that it would provide education irrespective of what the people's status was, what their faith was, or what their caste was. Education was a basic fundamental right that everyone in the country deserved and discriminating who would receive education and who wouldn't meant that the country could not take the proper steps forward in the right direction towards development of its economic, social, and political status in order to compete with the fast paced rest of the world.

They came up with a 9 point statement of "National Aims of Education" and a 12 point Implementation Strategy, both of which included goals of establishing more schools and renovating the existing ones, providing the necessary supplies to each of the existing and new schools, take surveys to understand the needs of the local schools and things that they could improve on. They also recognized the importance of and encouraged the communities to get involved in their local schools and local education situations. No matter how much the plans would be managed at the national level, if the communities would not get involved at the local level then the advancement of education would be very difficult and would

face many problems that the national government would not be able to comprehend or deal with alone.

The Plan also recognized the lack of progress in reference to adult education even though there were many previous attempts. To raise literacy levels from 24 percent to 35 percent by 1983, they set out to raise 10,000 adult literacy centers sponsored by various groups including the Ministry of Education, Pakistan Television Centres, IRDP markazes, AllamaIqbal Open University Study Centres, and social welfare centres. The ultimate goal was to achieve 100 percent adult literacy by 2010.

In the 1981 population census regarding the literacy status of the country, the literacy rates showed improvement:

- Overall literacy had increased from 21.7 percent to 26.2 percent
- Urban literacy increased from 41.5 percent to 47.1 percent
- Rural literacy increased from 14.3 percent to 17.3 percent
- Rural female literacy rate had increased from 4.7 percent to 7.3 percent

LITERACY AND MASS EDUCATION COMMISSION: 1981¹⁰

The Literacy and Mass Education Commission, or LAMEC, was formed in 1981 under the federal government to pursue its policy goals of achieving mass literacy. Some of the functions and goals of the commission included:

- Evolving strategies to eradicate illiteracy and promote functional literacy through formal and informal mass approached

¹⁰ Government of Pakistan, Ministry of Education, *The Gazette of Pakistan*, Part 3, February 17, 1981

- Develop plans on literacy and mass education in accordance to the needs of the target population and send recommendations to the Federal Government.
- Organize and launch regular campaigns for the purposes of eradication of illiteracy and promotion of mass education

SIXTH FIVE YEAR PLAN: 1989-1988¹¹

The Sixth Five Year Plan recognized that without education, no country can succeed in its economic and political power, and if a country cannot advance its educational situation or neglects its educational responsibilities then the result will cost the future generations. It also reviews the past performance which showed that still less than 25 percent of the total population of Pakistan was literate and that still, less than half of the children of Pakistan were enrolled in schools.

The Sixth Year Plan promised to take a different approach and give special attention to women in rural areas. To raise the percentage of students going to primary school from 48 percent to 75 percent by 1988, meaning that over 5 million additional children would receive an education, the plan was to spend Rs.7.8 billion and follow these steps:

- Introduce the concept of mixed enrollment in all new and existing schools in classes 1-3
- Dedicate schools as girls only for those areas where mixing was not possible
- Utilize mosques to accommodate classes 1-3 of new schools and overcrowded existing schools
- Construct sheds or buildings in urban areas to supplement the space available in mosques for opening new schools

¹¹ Government of Pakistan, Planning Commission, *Sixth Five Year Plan, 1983-88*, 1983

- Create a separate implementation agency for primary education at federal, provincial, and subsequent levels.

NATIONWIDE LITERACY PROGRAMME: 1986-1990¹²

The Nationwide Literacy Programme was launched by the newly inducted Junejo Government in December of 1985 with the objective of making 14 million people literate, raising the literacy rate to 53 percent by 1990 at a total cost of Rs. 2657 million. Literacy centres were to be opened in villages and towns with higher populations of illiterate citizens covering a total of 103 districts in the provinces, Federally Administered Tribal Areas, Federally Administered Northern Areas, and districts in Azad Jammu and Kashmir.

NAI ROSHNI SCHOOLS: 1986-1990¹³

The Nationwide Literacy Programme was also overtaken by another scheme called the Nai Roshni Schools over the period of 1986-1990. One of the major focuses was on dropout students and giving them opportunities to get back on track and continue their education. They also wanted to raise the literacy percentage by 5 percent by:

- Stimulating semi-literates and the illiterate population of all age groups to become literate
- Providing liberal opportunities for jobs to educated unemployed and thus increase their participation in Nation building activities
- Enable 1.65 million children to receive an education up to class 5 and decrease the number of dropouts

¹² Government of Pakistan, Literacy and Mass Education Commission, PC-1, *Nationwide Literacy Programme*, 1986

¹³ Government of Pakistan, Literacy and Mass Education Commission, PC-1, *Nai Roshni Schools*, 1986

- Introduce a system of informal primary education in order to universalize the learning environment in the country
- To provide employment opportunities to educated unemployed people and to bring emphasize to the public about the importance of literacy

SEVENTH FIVE YEAR PLAN: 1988-1993¹⁴

The Seventh Five Year Plan sought to learn from the mistakes of the sixth and went at the education problem of the country from their own perspective. Their goals were to ensure that there were adequate school buildings – every child from 5 years to 9 years old should have access to a school within a radius of 1.5 kilometers by 1993, and that every child that had a school nearby to them would have to attend school. The plan wanted to work on the physical aspect of improving education, as in improving the actual buildings by making schools where there were shelter less schools and adding classrooms where there was overcrowding.

NATIONAL EDUCATION POLICY: 1992¹⁵

The National Education Policy in 1992 came up with a different strategy for tackling the education problem. They shifted the adult education programmes to non-governmental organizations that would receive support for its work through incentive grants from provincial and Federal Education foundations. Major focuses of this policy included: opening informal education to nongovernmental organizations, achieving 100 percent literacy in selected districts, setting up

¹⁴ Government of Pakistan, Planning Commission, *Seventh Five Year Plan, 1988-93*, Chapter 29, 1988

¹⁵ Government of Pakistan, Ministry of Education, *National Education Policy*, 1992

model schools in rural areas for male and female students, introducing compulsory social service for students, using general schools as technical schools in the evening shift to capture the dropouts of general education.

EIGHTH FIVE YEAR PLAN: 1993-98¹⁶

The Eighth Five Year Plan again focused on the universalization of primary education for both girls and boys. To achieve this goal, they would undertake a detailed school mapping exercise to ensure that there is a school for every settlement of more than 300 people. Additionally they would work to increase the total number of girls attending schools by motivating parents to send their kids to get an education. The importance and urgency of female education was repeatedly stressed in this plan. Other points that were touched included increasing the quality of the education by improving the quality of teachers, and decreasing the dropout rate by providing better supervision.

NATIONAL EDUCATION POLICY: 1998-2010¹⁷

The National Education Policy of 1998 again recognized the importance of education and its role in the advancement of the nation in its social, economic, and political aspects. This policy was aimed at improving the quality of education, expanding the access for all children, improving management services, and focusing on informal education. It proposed to:

- Build 190,000 new formal primary schools
- Build 250,000 informal basic education centres
- Build 57,000 mosque schools

¹⁶ Government of Pakistan, Planning Commission, *Eighth Five Year Plan, 1993-98*, 1993

¹⁷ Government of Pakistan, Ministry of Education, *National Education Policy: 1998-2010*, 1998

- Upgrade 60,000 primary schools
- Recruit another 527,000 teachers

By achieving these goals, the result would be that 90 percent of the children of Pakistan that are between the ages of 5 and 9 would be enrolled in primary school by the year 2003, and 100 percent would be enrolled by the year 2010.

ANALYSIS AND CONCLUSION

From the very beginning up until now, the educational system and policies of the country have had many ups and downs. In all of the governments that the country has had, there was no significant improvement of education and no actual focus on the importance and need of education. In the beginning, Quaid-e-Azam had the right message and the right direction for the education in terms of the social, political, and economic development of Pakistan, however, as time went on this message was forgotten and the different bodies that held power had different ulterior motives even though on the surface their policies seemed to be for the benefit of the population. They created short term policies realizing that it would be enough for the national needs but the government forgot to understand that the educational policies should not be short term because every developed nation in the world has proved that a major role for community development was played by the education especially for creating awareness among the youth of the nation.

Furthermore, it should be noticed that due to political considerations and interests, most of the federal and provincial governments of Pakistan had recruited teachers on the basis of politics especially at primary and secondary level which badly damaged the concept of national progress. Educational policies and educational institutions should have been kept away short term planning and political interests, but the political parties

never realized that they have some basic responsibilities for the promotion of positive political culture in Pakistan which could have been established through educational public policies based on non political motives. The higher education or adult education should have been given priority to create a research oriented society, but unfortunately the governments did not realize the importance of research for the promotion of the state, that is why most of the scholars produced by Pakistan have left the country forever and now give their services for other nations and have created their identity in other nations. Their talent could have been utilized and such talent could easily create a kind of educational revolution for the stability of the political culture of Pakistan.

The political history reveals that most of the political parties have student's wings at the university level. They directly influence Vice Chancellors or high officials of the University. The same is occurring at the college level. The funds allocated to these educational purposes are insufficient on one hand, while they are misused on the other. The supply of books, chemicals, computers, and other facilitation through modern technology like video conferencing, online grading, and so forth are insufficient due to the noninterest of the government and appointment of Vice Chancellors through the Chancellor or Chief Minister office which are pure political offices, which means that the Vice Chancellors or head of education at a school does not have the best interests of the students in mind, but rather the paycheck they get at the end of month.

In short, we can analyze that all these problems can be overthrown if the federal government and provincial governments of Pakistan make education free from all kind of political influence. Appointment of teachers on the basis of merit must be restored and the youth of the country should be invited to be an active part of the community of Pakistan either as volunteers or as full time or part time employees in school,

college and university education. Teachers at all levels of educational institutions must not participate in any kind of political activities especially supporting political parties or student's political wings in educational institutions. For the betterment of the education system and freedom of education from political influence, the best way would be check and balance by the Judiciary of Pakistan. Every year a national conference must be organized by the government in which educational personalities participate and present their viewpoints for the improvement of political economy of Pakistan as well as the educational system of Pakistan as Mahateer Mohammad of Malasia pulled out his country from the same problems as Pakistan has been facing for a long time. The Malasian model can be the best example for Pakistan.

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