
REVIEW OF PROVISIONS OF NATIONAL EDUCATION POLICIES, DEVELOPMENT OF EDUCATION AND CHALLENGES

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The review and synthesize of policies indicate that all national education policies emphasized to enhance access to free and compulsory education, literacy, technical and vocational education, science education, technological development, and quality of education. Hence, diversity can be found in these policies, first education conference, 1947 focused on free and compulsory education, National Commission for education (1959) visualized free and compulsory education, diversification of secondary education and re-organization of examination. National Education Policy, (1970) focused on science and technology, whereas National Education Policy (1972-80) emphasize on nationalization of private institutions. National Education Policy, (1979) focused on Islamic and spiritual education and Urdu as medium of instruction. National Education Policy (1992) and (1998-2010) policy emphasized on demand-oriented curriculum and equal opportunity to higher education and having research and innovation for sustainable development of the economy. The desired result of these policies interventions could not be achieved due to manifold reasons including lack of political commitment at the higher level, lack of visionary leadership, lack of coordination among provinces/region consequently implementation gap, weak governance, low allocation of resources (only 2.2% of GDP) and complicated release

procedures, political instability resultantly change of policy with change of government, discontinuity of policies, poor follow up and lack of monitoring and evaluation at provincial/regional level.

KEYWORDS

Education policies, National policies; Sustainable development; Free and compulsory; Coordination

INTRODUCTION**Educational Conference 1947**

In 1947 the first conference on education was arranged and founder of the nation Mr. Muhammad Ali Jinnah provided way and basic guidelines for future of education system. He emphasized that education system of Pakistan should be devised with the consonant of our history and national culture, which should inculcate the highest sense of dignity, integrity, accountability, and altruistic service to the nation. Subsequently conference made three main recommendations i.e., free, and compulsory education, provision of Islamic education and emphasized on technical education. The recommendations could not be implemented, and desired result could not be achieved due to many hurdles including lack of infrastructure, untrained teachers, overcrowded classes, displaced families, and non-availability of sufficient resources (Shami, 2005).

Report of the Commission on National Education, 1959

The Commission on National Education is a considerable landmark in the history of educational system of Pakistan. After reviewing the education system, the Commission recommended that character building may be made through compulsory religious education and emphasized on provision of compulsory primary education for 6-11 age group as target for 10 years and schooling for the age group 11-14 known as middle schooling within 15 years. It visualized that curriculum may be activity oriented at primary level. The Commission further recommended that secondary education may be recognized as a complete stage consisting of classes IX to XII. Moreover, curricula should be based on compulsory core subjects in addition to national languages, science, and mathematics; Examination system may be reorganized (75% external and 25% internal). The Commission highlighted the importance of variation of curricula to enhance the middle level education and introduce technical/vocational subjects at secondary level of schooling (GoP, MoE, 1959, Pp.142-146). Government of Pakistan accepted all these recommendations of the Commission and implementation of these suggestions were to be made through different committees. There was need for change in the structure of education which could not be made due to political instability. (Shami, 2005, p. 22). Moreover, public protest about increasing the duration of degree program was also raised in the country (Riaz,1998; Dildar, Saif, & Naz 2016). It can be concluded that change in the structure was one of the main causes of failure of

implementation of commission recommendations.

National Education Policy 1970

This policy emphasized on ideological orientation, scientific and technical education, decentralization of educational administration and eradication of illiteracy. The policy also had aim to provide free and universal primary education by 1980 with emphasizing on girls' education. Due to political instability and law and order situation in the country This policy could not be implemented (Shah, 2016; Shami, 2005). There was not peace and country were divided in two parts, i.e., Pakistan and Bangladesh. Consequently, financial crisis was a main problem for remaining Pakistan. In 1972 this policy was rejected and designed new policy 1997-80 by Mr. Z. A. Bhutto (Irfan, 1995, as quoted by Dildar, Saif, & Naz, 2016).

National Education Policy 1972-1980

The policy also focused on ideological orientation and national cohesion. Policy envisaged on character building and overall personality development of the individual and leadership. Major focus was on eradication of illiteracy through universalization of elementary education and launching of massive adult education programs. The policy also focuses on nationalization of private institutions. In 1971 war with India has created serious financial crisis, therefore required financial resources could not be allocated consequently implementation of policy was not possible. Moreover, due to nationalization and heavy burden was put on national exchequer without proper planning for the implementation, therefore desired results could not be achieved (Shami, 2005; Iqbal, 2011; Shah, 2016; Dildar, Saif, & Naz, 2016). The most crucial drawback of this policy was nationalization which badly discouraged and stopped further expansion of private sector. Furthermore, there was not concurrence in financial resources and target of free elementary education. It can be concluded that on the one hand targets were so ambitious and on the other scarcity of resources were problems in the implementation of policy.

National Education policy and Implementation Program, 1979

The policy emphasized on unifying the conventional Madris education with modern-day education by using of national language as medium of instruction, establishing linkages with scientific and technical education and training for productive work. The policy also focused on mobilization and utilization of community resources, i.e., mosques, civic buildings, factories, etc., for educational purposes, active involvement of the public in literacy. Policy proposed that private sector would be encouraged for opening new schools in addition to mosque schools, Mohalla schools and village workshops schools were also planned to impart training. The sufficient funds for the implementation of policy were not provided; therefore, the desired targets remained unachievable (Shami, 2005; Iqbal, 2011).

National Education Policy 1992-2002

The policy also focused on universalization of primary education, eliminating drop-out, and fulfilling the basic learning needs by the year 2002. The target for literacy was 70% fixed till year 2002, by launching functional literacy program. It further emphasized on improving the quality of education by re-asserting the role of the teacher in the teaching learning process, by modernizing curricula, provisions of textbooks, and developing physical facilities. The targets could not be achieved, and political government was dissolved subsequently policy could not be applied due to political instability and change of government (Dildar, Saif, & Naz, 2016).

National Education Policy 1998-2010

This policy fixed goals such as achieving adequate level of literacy by universalizing basic education, making arrangement for providing quality education and reducing the gender disparities at all levels. It further focused on promoting private investment in education sector, making education focused and job oriented. Up-gradation the quality of higher education by encouraging and recognizing international level of research culture in universities and bringing reforms in the examination system. This policy emphasized to evolve an efficient decentralized management structure. The policy also proposed that education service cadre shall be established. The private sector was also encouraged, and focus was to accelerate human resource management through public private partnership. This policy again could not be implemented due to change of government and ESR program was devised on the nine thrust areas.

Education Sector Reform 2001-04

This program was designed based on 1998-2010 policy for implementation purposes with thrust areas, higher education, PPP (public private partnership), mainstreaming of Madrassa education, quality assurance, promotion of technical education, revamping of science education, vocationalization of general secondary education, adult literacy, and universal primary education. The sub-sector benchmark Education Sector reform 2001-2004 and 2001-2006.

Table 1: *The sub-sector benchmark Education Sector reform 2001-2004 and 2001-2006*

Benchmark	From	TO
Literacy	49%	60%
Gross primary enrolment	83%	100%
Net primary enrolment	66%	76%
Middle school enrolment	47.5%	55%
Secondary school enrolment	29.5%	40%
Technical stream schools	100	1100
Polytechnics/mono-technics	77	160

Madaris mainstreaming	148	8000
Public-private partnerships	200	26000
Higher education enrolment	02.6%	05%

Source: (GoP, MoE, ESR, 2001, p.5)

The target of ESR program could not be achieved, due to non-availability of required funds. Moreover, lack of coordination between implementers and planners was another aspect of failure. There was a need of viable planning and implementation mechanism to be adopted for addressing the ground realities and achieving the targets which could not be visualized. (Shami & Hussain, 2005)

National Education Policy 2009

The work in this policy preparation was started in 2005, with the consultation of all stakeholders a white paper was published and circulated on internet for getting feedback of the public/civil society. Hence, this policy was devised based on vision:

- Quality education
- Enable children and youth to apprehend individual potential
- Contribute to national and society development
- Creation of nationhood
- Tolerance
- Social justice
- Democracy etc. (*GoP, MoE, 2009, p.17*)

Based on visualized vision policy, 2009 emphasized on enhancing access, equity, quality and good governance in education system. The overarching priorities were widening access and raising quality and mobilizing resources for education. The major aim of policy was to enable the Pakistan to fulfill its commitments to achieve Dakar Framework of Action Education for All goals and Millennium Development Goals related to education. The policy proposed that 7% of GDP may be allocated to education by 2015. The policy highlighted challenges such as globalization, demographic transitions, devolution gap in policy implementation. Although after 18th constitutional amendment, all provinces adopted this policy and developed their sector development plans, but this policy could not be implemented in letter and spirit, AEPAM conducted research on its implementation status and it was found that proposed actions regarding ECE could not be implemented, hence, ECE classes have been started in all provinces in public schools as per available infrastructure in their provinces, similarly proposed very few actions about elementary and secondary education have been implemented such as provision of free textbooks, up-gradation of primary schools but to bring all children in school by the year 2015, target 86% literacy, allocation of 7% GDP could not be achieved (Khichi,, et al. 2015).

RESEARCH OBJECTIVE

1. To review the provisions of national educational policies and analyse the development of education in Pakistan with challenges.

RESEARCH METHODOLOG

The current study is a reviewed article under the umbrella of a qualitative research approach. To explore the national educational policies, development of education in Pakistan.

Quantitative Expansion of Education System

Although National Education Policies could not be implemented in letter and spirit, hence, education system was expended due to these policies interventions. Federal and provincial/regional governments are taking every possible step for the development of education in the country. The number of institutions, enrolment and teachers in the following table indicate quantitative expansion of education system. Total number of educational institutions, students' enrolment, and teaching staff for teaching in these institutions is given below:

Table2: Quantitative Expansion

Level	Institutions	Enrolment	Teachers
Pre-Primary	442	9,784,078	2,636
Primary	150,129	19,351,834	453,614
Middle	49,090	6,526,628	455,445
High	31,551	3,325,532	560,642
Higher Secondary/ Inter Colleges	5,130	1,583,379	120,336
Degree Colleges	1,431	956,395	37,857
Universities	185	1,463,279	58,733
Education Foundations	31,766	1,243,922	30,653
Non-formal Basic Education	11,316	2,761,052	15,451
Technical and Vocational Institutions	3,798	344,813	18,207
Teachers Training Institutions	213	724,050	3,771
Deeni Madaris	32,272	2,257,253	79,289
Total	317,323	50,322,215	1,836,634

Source: *Pakistan Education Statistics 2016-17*

Table No. 2 shows that there are 0.317 million institutions are functioning in the country by accommodating 50.322 million students and 1.837 million teachers are available for teaching in all these educational institutions across the country. The level wise data indicate i.e., school level from pre-primary to higher secondary 0.236 million

institutions are available for 40.572 million students with 1.593 million teachers. In addition to this Education Foundation and non-formal basic education institutions are also providing school education to a substantial number of students in Pakistan. Hence, it can be observed that very limited number of technical and vocational institutions i.e., 3,798 with 0.345 students and 18,207 teachers are available in Pakistan since 1947. It is encouraging to note that 32,272 Deeni Madaris with 2.257 million students and 0.079 million teachers are teaching in these religious institutions.

Development of Primary Education

Primary education consists of five class from grade I-VII and age group 5-9+ and those children who less than 5 years and school going either admitted or not are included as pre-primary class (Katchi class). Primary education focuses on the basic literacy and numeracy skills i.e., appreciated of traditions, values, and socialization of the individual. The medium of instruction in public sector schools is national language. It is observed from the following table that number of institutions have been increased from 8,413 in 1947-48 to 182,337 in 2016-2017. The enrolment was 770 thousand and teachers 17,800 in 1947 which increased enrollment up-to 33,123 thousand with teachers 486,903 in 2016-2017 at primary level across the country. Further detail can be seen in the following table.

Table 3: Institution, Enrolment and Teachers

Year	Institutions (in number)	Teachers (number)	(in Enrolment (in thousands)
1947-48	8,413	17,800	770
1959-60	17,901	44,800	1,890
1966-67	34,678	80,000	3,380
1976-77	53,162	133,300	5,611
1986-87	97,228	189,400	7,639
1996-97	149,661	374,304	15,395
2006-07	158,375	456,020	26,223
2016-17	182,337	486,903	33,123

Source: *Pakistan Education Statistics 2016-17*

Development of Middle Education

The middle school education consists of classes 6-8 with age group 10-12. It is being offered in either middle/elementary or secondary schools both in public and private sector. The focus at this stage is given to strengthen first and second languages, mathematics, and science to development understanding of environment interaction with family, health and even nutrition. Middle school education has been developed rapidly as we have only 2,190 institution, 12,000 teachers and 221 thousand students in 1947 which increased 49,090 institutions, 455,445 teachers and 6,996 thousand

students in 2016-2017 at this level of school education.

Table 4: Middle Institution Schools Enrolment and Teachers

Year	Institutions (in number)	Teachers number)	(in Enrolment (in thousands)
1947-48	2,190	12,000	221
1959-60	1,974	13,000	422
1966-67	2,970	25,200	763
1976-77	4,990	46,000	1,298
1986-87	6,769	58,200	2,023
1996-97	14,487	156,662	3,726
2006-07	40,094	313,488	5,431
2016-17	49,090	455,445	6,996

Source: *Pakistan Education Statistics 2016-17*

Development of Secondary Education

The secondary education consists of class 9-10 with age group of 13-14. The medium of instruction is Urdu in most of public sector school, whereas English is used as medium of instruction in private sector. It is very important of stage to determine future line of action of the individual because student must select science group or humanity group at this turning stage of life.

Table 5: High school Enrolment and Teachers

Year	Institutions (in number)	Teachers number)	(in Enrolment (in thousands)
1947-48	408	6,800	58
1959-60	1,069	18,300	149
1966-67	1,776	31,600	273
1976-77	3,214	59,600	509
1986-87	5,253	92,900	708
1996-97	9,858	224,650	1,521
2006-07	23,554	421,735	2,373
2016-17	31,551	560,642	3,583

Source: *Pakistan Education Statistics 2016-17*

Development of High Secondary Education

The higher secondary education grade 11-12 and age group 15-16. This is very crucial stage because after higher secondary school certificate students can get admission either in university or institution of higher education.

Table 6: Higher Secondary/Inter Colleges Enrolment and Teachers

Year	Institutions (in number)	Teachers number)	(in Enrolment (in thousands)
1947-48	40	-	14
1959-60	126	-	76
1966-67	258	6,049	148
1976-77	433	11,834	223
1986-87	502	18,786	387
1996-97	1,141	32,190	457
2006-07	3,095	71,246	942
2016-17	5,130	120,336	1,595

Source: *Pakistan Education Statistics 2016-17*

Development of Degree Education

The bachelor degree program in humanities and social (BA and B.Sc.) was being offered in degree colleges in the country. Hence, now two years degree programs have been closed by Higher Education Commission from 2020 to onward.

Table 7: Degree Colleges Enrolment and Teachers

Year	Institutions (in number)	Teachers number)	(in Enrolment (in thousands)
1947-48	-	-	4
1959-60	40	-	12
1966-67	48	1,405	20
1976-77	98	3,167	57
1986-87	99	4,519	65
1996-97	310	9,950	305
2006-07	1,166	20,768	380
2016-17	1,431	37,857	956

Source: *Pakistan Education Statistics 2016-17*

Development of Technical and Vocational Education

Table 8: Technical and Vocational Institutions Enrolment and Teachers

Year	Institutions (in number)	Teachers number)	(in Enrolment (in thousands)
1947-48	46	-	4
1959-60	100	-	13
1966-67	142	1,680	22
1976-77	231	2,476	29
1986-87	501	5,543	66
1996-97	578	7,422	92

2006-07	3,090	14,622	251
2016-17	3,798	18,207	345

Source: *Pakistan Education Statistics 2016-17*

Development of Universities Education

The higher education/tertiary education is very important for producing professional for the socio-economic development of the country. Higher education commission is regulatory body to manage higher education in Pakistan through universities/institutions of higher education. The universities offer BS four years programs, after secondary education. Master degree programs, M.Phil, Ph.D programs in various disciplines, including engineering medical, law and agriculture degree programs are arranged by the universities in public and private universities. In 1947-48 we had only 2 universities with one thousand students, whereas these have been increased 185 universities with 1463 thousand students and 58733 teachers in 2016-2017.

Table 9: Universities Enrolment and Teachers

Year	Institutions (in number)	Teachers (number)	(in Enrolment (in thousands)
1947-48	2	-	1
1959-60	4	382	4
1966-67	7	1,366	13
1976-77	12	2,916	38
1986-87	22	3,878	61
1996-97	41	5,162	92
2006-07	120	44,537	606
2016-17	185	58,733	1,463

Source: *Pakistan Education Statistics 2016-17*

Challenges and Thrust Areas for Future Actions

The education system in Pakistan is facing manifold challenges and demand that multipronged strategies are to be developed with consultation of all stakeholders include provincial/regional governments, civil society, community members, NGOs, donor agencies, and public private partnership, some challenges are summarized as under; -

Implementation of constitutional obligation

The analysis of policies provision show that every successive government has tried to enhance access to education in general and primary education, but desired result could not be achieved so far, because of insufficient infrastructure, lack of human and financial resources and poverty and low socio-economic condition across the country.

Provision of basic education in the light of article 25 “A” of the constitution of Pakistan is a big challenge for education system, because we have 22.8 million children out of schools with 34% drop out rate at primary level (Shami & Hussain, 2005: Pakistan Education Statistics 2016-2017). The education system is facing problem to fulfill constitutional obligation now, there is need to prepare an action plan to bring out of school children in the schools through infrastructure development as well as enhance survival rate by reducing high dropout rate, these are big challenges for policy makers and planners across the country.

Allocation of at least 4% GDP

It is fact that financial resources are required to launch any activity for development of education and UNESCO has recommended that at least 4% GDP in developing countries must be allocated to education whereas, Pakistan is spending only 2.2% GDP in 2014-15 which increased around 2.4% GDP in 2-17-18 on education (GoP, Economic Survey of Pakistan 2018-19: Shah, et al., 2019). The analysis of proportion of total budget allocation and percentage share of education against total budget indicates that federal government allocated 2.5% share of education budget of its total budget in 2017-18, whereas, Punjab 18%, Sindh 18%, KP 26% and Baluchistan 16% of its total budget for education in 2017-18. If we analyze the ratio of development and recurring budget, the overall recurring budget of federal, provincial and area government have more ratios of allocation and expenditure, than development budget (Shah, et al., 2019, pp.14, 27). It means that major chunk of allocated budget is spent on non-developmental activities such as salary, running cost of institution, perk and privileges, whereas very little amount is remaining for infrastructure development. Financial resources are life and blood in any education system, without monetary allocation system cannot work efficiently and effectively (Saleemi, 2010). The World Bank Report (2000) states that before developing a education policy resource availability should be ensured otherwise implementation of policy would be endanger, this argument was also endorsed by Shami & Hussain, (2005) that ESR program could not be implemented due to non-availability of resources at the time of implementation. According to Siddiqui (1993) without sufficient resources services would not be delivered to the beneficiaries, it can be concluded that federal and provincial/regional governments cannot allocate required resources for development of education and education system is facing resource allocation challenge.

Lack of political will and leadership vacuum

It is very interesting to observe that every political party, at the time of election campaign shows education on the top of its manifesto, when it came into power, they give priority to other matters instead of education. Political leaders (Ministers) emphasized on the professionals to prepare national education policy, but at the time of implementation lack of interest has been observed. Moreover, policy is developed

at federal or provincial levels and implementation is made in accordance with implementation strategies of various sub-sector wise by different departments at provincial, district, schools, teachers, and community levels. All these stakeholders have no proper understanding of implementation of policy without political will at federal and provincial level.

Reshaping technical, vocational education and skill development program to enhance employability

Education is only source of transformation and empowerment of citizens by imparting knowledge, skills, and attitudes to enable them to become productive members of the society. Human capital can be produced by providing meaningful education to masses which leads to economic growth, by creating employment opportunities for the individuals. Therefore, skillful workforce plays vital role in generating economic activities and enhance employability of the individual. It has been proved by accelerated economic progress of the Asian countries such as China, Japan, Korea, Malaysia, and Australia (Khan, Hussain, Bhatti & Bano, 2017). The analysis of policies indicates that almost all national education policies emphasized on provision of technical and vocational education in the country, but desired result could not be achieved so far, because of lack of coordination among stakeholders, in addition to supply-oriented courses instead of market driven disciplines and gap between theory and practical knowledge of the graduates, (Khan, Hussain, Bhatti & Bano, 2017). According to Economic Survey of Pakistan (2018-19), the unemployment and particularly youth unemployment is a critical issue, which needs immediate attention of the policy makers at national and provincial level otherwise, there would be a disaster of extreme poverty in the country as well as social instability. NEP, 1998-2010 proposed that matric tech stream should be introduced in secondary schools which was started in selected secondary schools later this stream was closed without evaluation study. Education Sector Reforms (ESR) also approved a package for the development of technical and vocational education; it could not be implemented due to non-availability of financial resources. Khan et.al, (2017) found that causes of failure of policy interventions include shortage of trained teachers, lack of market driven courses, gap in the knowledge of graduate and requirements of the industries and industry is not involved at the time of policy formulation. There is need to reshape technical and vocational education to prepare the youth for self-entrepreneurship and employability capabilities so that they would be able to play their productive role in the economic activities of the country.

Weak communication and administration

Before 18th Constitutional Amendments, 2010 national education policies were designed at national level with consultation of provincial/regional governments because of being on the concurrent list of constitution of Pakistan, 1973, whereas

implementation was responsibilities of the provincial/regional government. The implementation is a dynamic process because of conversion of policy provision into action plan and annual development plan, but in Pakistan less support was given by the concerned stakeholders, at Federal and provincial level due to communication gap among them and subsequently weak administration (Ahmed, et al., 2012). According to Rashid (2004) inadequate information create distance in the implementation of national education policies, similar situation has been highlighted in national education policy 2009, that gap in policy formulation and policy implementation and political instability in the country was one of the causes of non-implementation policy.

Lack of uniformity of education system

The uniformity of education is the biggest challenge to the present government three different streams i.e., Public, Private and Deeni Madaris are functioning in entirely different managements. These have various sub-categories and curriculum of these institutions is different, which has given birth of different schools of thought across the country (Khan, et al., 2014). As a result of different education system society is divided into various segments instead of creating a united one nation, this social and ideological differences are penetrated and damaged the social cohesion and fabric of the society (Zaki, 1989: Iqbal, 1981). The present government has designed National Education Framework 2018 and uniformity of curriculum is a top priority area, hence, the focus is only to bring Deeni Madaris in the mainstream, whereas private elite educational institutions are still free to continue their practices, this uniformity of education system is a challenge to the government.

Lack of professional development of teachers

Teacher is a real implementer of curriculum at classroom level and whole education system is evolved but unfortunately no standardized, systematic mechanism is available for the professional development of teachers in the country. No doubts, PITEs and RITs are arranging training courses for the teachers in their respective provinces but these institutions are facing lack of funds and human resources to train all teachers working in their provinces on various positions such as primary, middle and secondary level teachers, there is need to provide resources to these training institutions enabling them to conceive professional training programs to enhance their teaching skills, motivation and capacity building of teachers' professional skills.

DISCUSSION

The review of national education policies has made it clear that all national education policies since from First Education Conference, 1947 to 2009 the successive governments emphasized to enhance access to free and compulsory education, literacy, technical and vocational education, science education, technological development, and quality of education. Hence, slightly shift of focus can be observed for example

National Education Policy, (1970) focused on science and technology, whereas National Education Policy (1992 &1998) policy emphasized on demand-oriented curriculum. National Education Policy, (1979) focused on Islamic and spiritual education and Urdu as medium of instruction. Only National Education Policy (1972-80) emphasized on nationalization of private institutions on the contrary other policies encouraged private sector to share burden of public sector. ESR,2001 asserted to enhance, Literacy, Gross primary enrolment, Net primary enrolment, Middle school enrolment, Secondary school enrolment, technical stream in secondary schools, Polytechnics/mono-technics, Madaris mainstreaming, Public-private partnerships, and Higher education enrolment. Similarly national education policy 2009 evolved to enhance access, equity, and quality of education.

The desired result of these policies interventions could not be achieved due to multi-dimensional reasons including lack of political commitment at the higher level, lack of visionary leadership, lack of coordination among provinces/region consequently implementation gap, weak governance, low allocation of resources (only 2.2% of GDP) and complicated release procedures, political instability resultantly change of policy with change of government, discontinuity of policies, poor follow up and lack of monitoring and evaluation at provincial/regional level. Provision of basic education in the light of article 25 “A” of the constitution of Pakistan is a big challenge for education system, because we have 22.8 million children out of schools with 34% drop out rate at primary level (Shami & Hussain, 2005: Pakistan Education Statistics 2016-2017). Further challenges include, lack of infrastructure, shortage of professionally trained teachers at school level, poor learning quality, removal of illiteracy, revision of curriculum and managing school committees for the development of education specially at school.

RECOMMENDATIONS

Needs serious considerations and strategic plan to resolve the issues of article 25th A of the constitution of Pakistan about free and compulsory education.

Alternative modes of education i.e., open schooling, home schooling may require for achieving the targets of 100% literacy, free and compulsory education.

Quality of education may be determined on the base of modern contemporary trends in education. Education may focus global citizenship competencies, Skilled based education, and Moral and ethical values.

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