



Review of Pakistan Education System and Quality



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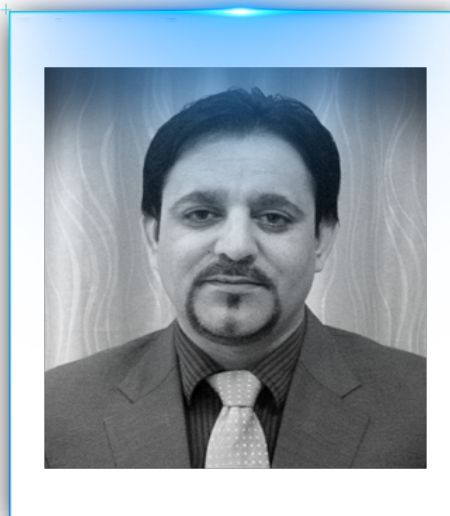


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Preface

Children have a right to an education, a quality education. Quality education includes:

- Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities;
- Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities;
- Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace.
- Processes through which trained teachers use child-centered teaching approaches in well-managed classrooms and schools and skillful assessment to facilitate learning and reduce disparities.
- Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society.

This definition allows for an understanding of education as a complex system embedded in Political, cultural and economic context. (This book examines the system and quality). It is important to keep in mind education's systemic nature, however; these dimensions are interdependent, influencing each other in ways that are sometimes unforeseeable. This book will be important for every Education Officers to read as they plan programmes that focus on enhancing the quality of education programmes. Knowledge of what has been done in the name of quality education around the world, and what the outcomes have been, will be useful background information for Programme Planning. The other side it will help policy makers and administrators to understand the core issues in the field and help them to overcome for future.



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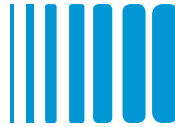
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Contents

Abstract	1
Introduction	1
Chapter: 1	2
A Review of Pakistan Education System	2
Introduction about Country	2
Education in Pakistan	2
Education System of Pakistan	2
Primary education	
Secondary education	
Vocational education	
Tertiary education	
Analysis of Education System in Pakistan	4
Issues	4
MDGs and Pakistan	
Education for all (EFA) commitment	
Vision 2030	
Problems, Analysis and Solutions Problems	5
Analysis	5
Solutions	5
Recommendations	6
Conclusion	6
References	6
Chapter: 2	8
Millennium Development Goals (MDGs) and Quality Education Situation in Pakistan at Primary Level	8
Introduction	8
Quality Education Importance	9
International Commitments	9
Pakistan's commitment to education-for-all 2000	
Dakar framework for action	
The millennium declaration and millennium development goals (MDGs)	
Constitution amendment # 18	
National plan of action (2001-2015)	
National education policy (2009)	
Education System in Pakistan	10
Private sector contribution in primary education	
Early childhood education (ECE)	
Primary and secondary education	

Education Expenditure in Pakistan as % of GDP	13
Distribution of National Education Expenditures by Sub-Sectors	13
The national plan of action (NPA) to accelerate education-related MDGs (2013-16)	
Global partnership for education 2015-18, replenishment pledging framework of Pakistan	
Situation Analysis	14
Primary enrollment rates	
Primary school survival rates (2013-14) grade 5	
Pupil Teacher Ratio (PTR)	16
Education Key Challenges in Pakistan	19
Solutions for Educational System	20
Model of Quality Control in Education	20
The study	
Research questions	
Research methodology	
Results of qualitative method	
Conclusion and Recommendation	22
References	23
Chapter: 3	24
A Critical Study of Primary Education Situation in AJK State	24
Introduction	24
Geographical status of AJK state	
AJK primary education status	
AJK Investment for education	
Statement of purpose	
Objectives of the study	
Research Methodology	26
Critical Review of Literature	26
Analysis of the Problems of Primary Education System in Pakistan	27
National education policy (NEP)	
Non availability of special administrative set up	
Earthquake destruction and International factors	
Accessibility problem and lack of financial resources	
Low enrolment and literacy statistics affect learning outcomes	
Regional disparities and quality education problem	
The Appointments and Role of Teachers	29
Private School Teachers Quality Affects	29
Quality of Learning Environment and Infrastructure	29
Quality of Books and Learning Materials	29
Increased Drop Outs	30
Outdated Examination System and Ineffective Communication	30
Lack of Professional Development and Learning Resources	30
Curriculum Issues and Issues of Text Books	30
Findings and Conclusions	30
Recommendations	31

References	31
Chapter: 4	33
Female Teacher Problems at Primary Level in Azad Kashmir	33
Introduction	33
Problem Statement	34
Analysis of Problem Statement	34
Objectives	
Methodology	
Tools and sample	
Findings and Conclusion	36
Recommendations	36
References	37
Chapter: 5	39
The Role of READ (Rural Education and Development) Foundation in Quality Education of Pakistan	39
Introduction	39
Quality Education	40
Indicator of Quality Education	40
Quality audit	
Quality assessment	
Quality of Staff and Faculty	41
Quality of students	
Quality of curricula	
Quality of infrastructure	
Quality of management and governance	
Quality of accountability	
Quality assurance	
Quality assurance approaches	
Critical Review of Literature	42
Quick Facts and Figures	42
Statement of Problem	43
Analysis of READ Foundation Role	43
Comprehensive strategy for quality education	
Maintaining quality education	
School development components	
Financial details	
Read Foundation statistics as of Sep. 2015 (Table 2)	
Objective of Study	45
Research Methodology	45
Finding and Conclusion	45
Recommendation	46
References	47



Abstract

During the past decade much has been done globally to provide quality basic education for children, an obligation for the Convention on the Rights of the Child. In reviewing the research literature related to quality in education, UNICEF takes a broader perspective and demonstrates by this analysis that programmers must encompass a broader definition involving learners, content, processes, environments and outcomes.

Keywords: Education; Quality; Equality; Children; Solution; System; Goal; Pakistan; Enrolment; Analysis; Environment; Policies; International Commitments; Population

Abbreviations: MDGS: Millennium Development; UPE: Universal Primary Education; EFA: Education For All; NEAS: National Education Assessment System; SSC: Secondary School Certificate; KPK: Khyber Pakhtunkhwa; HSSC: Higher Secondary School Certificate; UNDP: United Nations Development Programme; FATA: Federally Administered Tribal Areas; GDP: Gross Domestic Product; UPE: Universal Primary Education; NPA: National Plan of Action; MET: Ministry of Education and Trainings; SHE: Standards in Higher Education; NEMIS: National Education Management Information System; ECE: Early Childhood Education; GER: Gross Enrollment Rates; CRC: Convention on the Rights of the Child; AFDB: African Development Bank; IMF: International Monetary Fund; HIPC: Heavily Indebted Poor Countries; NEP: National Education Policy; ASER: Annual Status of Education Report; P&D: Planning and Development Department; SDPI: Sustainable Development Policy Institute; NIR: Net Intake Rate; MoE: Ministry of Education; NCHD: National Commission for Human Development; CBFS: Community

Based Feeder Schools; READ: Rural Education and Development; CTC: Centers for Training and Coordination

Introduction

The quality of education is a priority for every nation any educational institution or organization and their beneficiaries. This Book is concerned with approaches and theories recently used in Quality Education research in Pakistan. It begins by looking at policies, practices and procedures implemented and their impact on quality of education in the light of MDGs. This study will explore the comparative difference of quality education against MDGs at primary level in Pakistan to identify the gaps and challenges in their policies, practices and procedures to suggest the possible measures for their quality improvement standards at proposed level.



Chapter: 1

A Review of Pakistan Education System

Introduction about Country

Pakistan is a country in South Asia. It is the seventh-most populous country with a population exceeding 201 million people. In terms of area, it is the 33rd-largest country spanning 881,913 square kilometers (340,509 square miles). Pakistan has a 1,046-kilometre (650-mile) coastline along the Arabian Sea and its Gulf of Oman in the south and is bordered by India to the east, Afghanistan to the west, Iran to the southwest, and China in the far northeast, respectively. It is separated narrowly from Tajikistan by Afghanistan's Wakhan Corridor in the north-west, and also shares a maritime border with Oman. Pakistan is unique among Muslim countries in that it is the only country to have been created in the name of Islam. As a result of the Pakistan Movement led by Muhammad Ali Jinnah and the subcontinent's struggle for independence, Pakistan was created in 1947 as an independent homeland for Indian Muslims. It is an ethnically and linguistically diverse country, with a similarly diverse geography and Wild life. Initially a dominion, Pakistan adopted a constitution in 1956, becoming an Islamic republic. An ethnic civil war in 1971 resulted in the secession of East Pakistan as the new country of Bangladesh. In 1973 Pakistan adopted a new constitution establishing, alongside its pre-existing parliamentary republic status, a federal government based in Islamabad consisting of four provinces and four federal territories. The new constitution also stipulated that all laws were to conform to the injunctions of Islam as laid down in the Quran and Sunnah. The Pakistani economy is the 24th-largest in the world in terms of purchasing power and the 41st-largest in terms of nominal GDP (World Bank). It is ranked among the emerging and growth-leading economies of the world, and is backed by one of the world's largest and fastest-growing middle classes.

Education in Pakistan

Education in Pakistan is overseen by the Federal Ministry of Education and the provincial governments, whereas the federal government mostly assists in curriculum development, accreditation and in the financing of research and development. Article 25-A of Constitution of Pakistan obligates the state to provide free and compulsory quality education to children of the age group 3 to 16 years.

"The State shall provide free and compulsory education to all children of the age of five to sixteen years in such a manner as may be determined by law". The education system in Pakistan is generally divided into six levels: Preschool (for the age from 3 to 5 years); primary (grades one through five); middle (grades six through eight); high (grades nine and ten, leading to the Secondary School Certificate or SSC); intermediate (grades eleven and twelve, leading to a Higher Secondary School Certificate or HSSC); and university programs leading to undergraduate and graduate degrees. The literacy rate ranges from 96% in Islamabad to 28% in the Kahlua District. Between 2000 and 2004, Pakistanis in the age group 55-64 had a literacy rate of almost 38%, those ages 45-54 had a literacy rate of nearly 46%, those 25-34 had a literacy rate of 57%, and those ages 15-24 had a literacy rate of 72%. Literacy rates vary regionally, particularly by sex. In tribal areas female literacy is 9.5%. Moreover, English is fast spreading in Pakistan, with more than 92 million Pakistanis (49% of the population) having a command over the English language, which makes it one of the top English-speaking nations in the world. On top of that, Pakistan produces about 445,000 university graduates and 10,000 computer science graduates per year. Despite these statistics, Pakistan still has one of the highest illiteracy rates in the world and the second largest out of school population (5.1 million children) after Nigeria.

Education System of Pakistan

It is mandated in the Constitution of Pakistan to provide free and compulsory education to all children between the ages of 5-16 years and enhance adult literacy. With the 18th constitutional amendment the concurrent list which comprised of 47 subjects was abolished and these subjects, including education, were transferred to federating units as a move towards provincial autonomy.

The year 2015 is important in the context that it marks the deadline for the participants of Dakar declaration (Education for All [EFA] commitment) including Pakistan. Education related statistics coupled with Pakistan's progress regarding education targets set in Vision 2030 and Pakistan's lagging behind in achieving EFA targets and its Millennium Development Goals (MDGs) for education call for an analysis

of the education system of Pakistan and to look into the issues and problems it is facing so that workable solutions could be recommended. The system of education includes all institutions that are involved in delivering formal education (public and private, for-profit and nonprofit, onsite or virtual instruction) and their faculties, students, physical infrastructure, resources and rules. In a broader definition the system also includes the institutions that are directly involved in financing, managing, operating or regulating such institutions (like government ministries and regulatory bodies, central testing organizations, textbook boards and accreditation boards). The rules and regulations that guide the individual and institutional interactions within the set up are also part of the education system. The education system of Pakistan is comprised of 260,903 institutions and is facilitating 41,018,384 students with the help of 1,535,461 teachers. The system includes 180,846 public institutions and 80,057 private institutions. Hence 31% educational institutes are run by private sector while 69% are public institutes [1].

Primary education

In Pakistan, the education system adopted from colonial authorities has been described as one of the most underdeveloped in the world. Barely 60% of children complete grades 1 to 5 at primary school, despite three years of play group, nursery and kindergarten pre-school to prepare them. Middle Education Middle school follows with grades 6 to 8. Single-sex education is still preferred in rural areas. Subjects include Urdu, English, arts, Islamic studies, maths, science, social studies, and computer science where equipment is available.

Secondary education

Senior school covers grades 9 to 12 with annual examinations. On completion of grade 10, pupils may qualify for a secondary school certificate. If they wish to, they may proceed further to grade 12, following which they sit a final examination for their higher secondary school certificate. During this time, they opt for one of several streams that include pre-medical, pre-engineering, humanities/social sciences and commerce.

Vocational education

Vocational education is controlled by the Pakistani Technical Education and Vocational Training Authority. This body strives to re-engineer the process in line with national priorities, while raising tutoring and examination standards too.

Tertiary education

Around 8% of Pakistanis have tertiary qualifications although the government would like to increase this to 20% by 2020. Entry is via a higher secondary school certificate that provides access to bachelor degrees in disciplines such as architecture, engineering, dentistry, medicine, pharmacy and nursing. A pass requires just 2 years of study, and an honors degree 4. For the initial period the curriculum is a mixture of compulsory subjects and specializations. After that, students specialize completely. Thereafter, they may continue with more advanced study as they wish. Some institutions like Lahore Pakistan University are ancient. Others are modern [2] (Table 1).

Education	School/Level	Grade From	Grade-To	Age-From	Age To	years	Notes
Primary	primary	1	8	6	14		
Secondary	secondary	9	12	14	18	4	
Tertiary	Bachelors pass					2	Being phased out for Honours program only
Tertiary	Bachelor's degree(-pass/Honours)					2	
Tertiary	Professional Bachelor's Degree	13	16			4	Engineering, medicine, veterinary medicine, law, agriculture, architecture, nursing
Tertiary	Bachelor of Technology					4	Students must first earn a Diploma of Associate Engineer (a 3-year course)

Tertiary	Master's Degree				1	Arts, science, commerce, business, public administration, management, fine arts, education, etc requiring 2-year Bachelor's (pass) degree for admission
Tertiary	Master's Degree post-honours				1	Business, engineering, computer science, IT, fine arts, etc requiring 4-year Bachelor's (Honours) degree for admission
Tertiary	Doctoral Degree	19	24		3	

Table 1: Education System of Pakistan.

Analysis of Education System in Pakistan

Pakistan has expressed its commitment to promote education and literacy in the country by education policies at domestic level and getting involved into international commitments on education. In this regard national education policies are the visions which suggest strategies to increase literacy rate, capacity building, and enhance facilities in the schools and educational institutes. MDGs and EFA programmes are global commitments of Pakistan for the promotion of literacy. A review of the education system of Pakistan suggests that there has been little change in Pakistan's schools since 2010, when the 18th Amendment enshrined education as a fundamental human right in the constitution. Problems of access, quality, infrastructure and inequality of opportunity, remain endemic.

Issues

MDGs and Pakistan

Due to the problems in education system of Pakistan, the country is lagging behind in achieving its MDGs of education. The MDGs have laid down two goals for education sector:

Goal 2: The goal 2 of MDGs is to achieve Universal Primary Education (UPE) and by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling. By the year 2014 the enrolment statistics show an increase in the enrolment of students of the age of 3-16 year while dropout rate decreased. But the need for increasing enrolment of students remains high to achieve MDGs target. Punjab is leading province wise in net primary enrolment rate with 62% enrolment. The enrolment rate in Sindh province is 52%, in Khyber Pakhtunkhwa (KPK) 54% and primary enrolment rate in Baluchistan is 45%.

Goal 3: The goal 3 of MDGs is Promoting Gender Equality and Women Empowerment. It is aimed at eliminating gender disparity in primary and secondary education by 2005 and in all levels of education not later than 2015. There is a

stark disparity between male and female literacy rates. The national literacy rate of male was 71% while that of female was 48% in 2012-13. Provinces reported the same gender disparity. Punjab literacy rate in male was 71% and for females it was 54%. In Sindh literacy rate in male was 72% and female 47%, in KPK male 70% and females 35%, while in Balochistan male 62% and female 23%.

Education for all (EFA) commitment

The EFA goals focus on early childhood care and education including pre-schooling, universal primary education and secondary education to youth, adult literacy with gender parity and quality of education as crosscutting thematic and program priorities. EFA Review Report October 2014 outlines that despite repeated policy commitments, primary education in Pakistan is lagging behind in achieving its target of universal primary education. Currently the primary gross enrolment rate stands at 85.9% while Pakistan requires increasing it up to 100% by 2015-16 to fulfill EFA goals. Of the estimated total primary school going 21.4 million children of ages 5-9 years, 68.5% are enrolled in schools, of which 8.2 million or 56% are boys and 6.5 million or 44% are girls [3]. Economic Survey of Pakistan confirms that during the year 2013-14 literacy remained much higher in urban areas than in rural areas and higher among males [4].

Vision 2030

Vision 2030 of Planning Commission of Pakistan looks for an academic environment which promotes the thinking mind. The goal under Vision 2030 is one curriculum and one national examination system under state responsibility. The strategies charted out to achieve the goal included:

- Increasing public expenditure on education and skills generation from 2.7% of GDP to 5% by 2010 and 7% by 2015.
- Re-introduce the technical and vocational stream in the last two years of secondary schools.

- c. Gradually increase vocational and technical education numbers to 25-30% of all secondary enrolment by 2015 and 50 per cent by 2030.
- d. Enhance the scale and quality of education in general and the scale and quality of scientific/technical education in Pakistan in particular.

Problems, Analysis and Solutions Problems

The issues lead to the comprehension of the problems which are faced in the development of education system and promotion of literacy. The study outlines seven major problems such as:

Lack of proper planning: Pakistan is a signatory to MDGs and EFA goals. However it seems that it will not be able to achieve these international commitments because of financial management issues and constraints to achieve the MDGs and EFA goals.

Social constraints: It is important to realize that the problems which hinder the provision of education are not just due to issues of management by government but some of them are deeply rooted in the social and cultural orientation of the people. Overcoming the latter is difficult and would require a change in attitude of the people, until then universal primary education is difficult to achieve.

Gender gap: Major factors that hinder enrolment rates of girls include poverty, cultural constraints, illiteracy of parents and parental concerns about safety and mobility of their daughters. Society's emphasis on girl's modesty, protection and early marriages may limit family's willingness to send them to school. Enrolment of rural girls is 45% lower than that of urban girls; while for boys the difference is 10% only, showing that gender gap is an important factor.

Cost of education: The economic cost is higher in private schools, but these are located in richer settlements only. The paradox is that private schools are better but not everywhere and government schools ensure equitable access but do not provide quality education.

War on terror: Pakistan's engagement in war against terrorism also affected the promotion of literacy campaign. The militants targeted schools and students; several educational institutions were blown up, teachers and students were killed in Balochistan, KPK and FATA. This may have to contribute not as much as other factors, but this remains an important factor.

Funds for education: Pakistan spends 2.4% GDP on education. At national level, 89% education expenditure comprises of current expenses such as teachers' salaries, while only 11% comprises of development expenditure which is not sufficient to raise quality of education.

Technical education: Sufficient attention has not been paid to the technical and vocational education in Pakistan.

The number of technical and vocational training institutes is not sufficient and many are deprived of infrastructure, teachers and tools for training. The population of a state is one of the main elements of its national power. It can become an asset once it is skilled. Unskilled population means more jobless people in the country, which affects the national development negatively. Therefore, technical education needs priority handling by the government.

Poverty, law and order situation, natural disasters, budgetary constraints, lack of access, poor quality, equity, and governance have also contributed in less enrolments.

Analysis

An analysis of the issues and problems suggest that, the official data shows the allocation of funds for educational projects but there is no mechanism which ensures the proper expenditure of those funds on education.

- a. The existing infrastructure is not being properly utilized in several parts of the country.
- b. There are various challenges that include expertise, institutional and capacity issues, forging national cohesion, uniform standards for textbook development, and quality assurance.
- c. The faculty hiring process is historically known to be politicized. It is because of this that the quality of teaching suffers and even more so when low investments are made in teachers' training. As a result teachers are not regular and their time at school is not as productive as it would be with a well-trained teacher.
- d. Inside schools there are challenges which include shortage of teachers, teacher absenteeism, missing basic facilities and lack of friendly environment.
- e. Out of school challenges include shortage of schools, distance - especially for females, insecurity, poverty, cultural norms, parents are reluctant or parents lack awareness.

Solutions

There is a need for implementation of national education policy and vision 2030 education goals. An analysis of education policy suggests that at the policy level there are several admirable ideas, but practically there are some shortcomings also. It may not be possible for the government at the moment to implement uniform education system in the country, but a uniform curriculum can be introduced in educational institutes of the country. This will provide equal opportunity to the students of rural areas to compete with students of urban areas in the job market. Since majority of Pakistani population resides in rural areas and the access to education is a major problem for them, it seems feasible

that a balanced approach for formal and informal education be adopted. Government as well as non-government sector should work together to promote education in rural areas.

The government should take measures to get school buildings vacated which are occupied by feudal lords of Sindh, Balochistan and Punjab. Efforts should be made to ensure that proper education is provided in those schools. The federal government is paying attention to the vocational and technical training, but it is important to make the already existing vocational and technical training centers more efficient so that skilled youth could be produced. Since education is a provincial subject, the provincial education secretariats need to be strengthened. Special policy planning units should be established in provinces' education departments for implementation of educational policies and formulation of new policies whenever needed. The provincial education departments need to work out financial resources required for realizing the compliance of Article 25-A. Federal Government should play a supportive role vis-à-vis the provinces for the early compliance of the constitutional obligation laid down in Article 25-A. Special grants can be provided to the provinces where the literacy rate is low.

Pakistan is not the only country which is facing challenges regarding promotion of literacy and meeting EFA and MDGs commitments. Education remains a subject which is paid least attention in the whole South Asian region. UNDP report 2014 suggests that there has been an improvement in other elements of human development such as life expectancy, per capita income and human development index value (in past 3 years); but there has been no progress in the number of schooling years. The expected average for years of schooling in 2010 was 10.6 years but the actual average of schooling remained 4.7 for all South Asian countries. In the year 2013 the expected average of number of years increased to 11.2 but the actual average of years of schooling of South Asian countries remained 4.7. Regional cooperation mechanism can also be developed to promote literacy in South Asian region. Sharing success stories, making country-specific modifications and their implementation can generate positive results [5].

Recommendations

- α. Technical education should be made a part of secondary education. Classes for carpentry, electrical, and other technical education must be included in the curriculum.
- β. Providing economic incentives to the students may encourage the parents to send their children to school and may help in reducing the dropout ratio.
- χ. Local government system is helpful in promoting education and literacy in the country. In local government

system the funds for education would be spent on a need basis by the locality.

- δ. Corruption in education departments is one of the factors for the poor literacy in the country. An effective monitoring system is needed in education departments.
- ε. For any system to work it is imperative that relevant structures are developed. Legislation and structure should be framed to plan for the promotion of education in the country. After the 18th amendment the education has become a provincial subject, therefore, the provinces should form legislations and design educational policies which ensure quality education.
- φ. Unemployment of educated men and women is a major concern for Pakistan. There should be career counseling of the pupils in schools so that they have an understanding of job market and they can develop their skills accordingly.
- γ. Counseling of parents is required, so that they can choose a career for their child which is market friendly.
- η. There are two approaches to acquiring education: First, which is being followed by many in Pakistan is to get education to earn bread and butter. The second approach is to get education for the sake of personal development and learning. This approach is followed by affluent and economically stable people who send their children to private schools and abroad for education. The problem arises when non-affluent families send their children to private schools, and universities. This aspiration for sending children for higher education is wrong, because the country does not need managers and officers only. There are several other jobs where people are needed. Hence the mind-set of sending one's children to university only for becoming officers and managers needs to be changed.

Conclusion

The reforms required in the education system of Pakistan cannot be done by the government alone, public-private participation and a mix of formal as well as non-formal education can pull out majority of country's population from illiteracy. Similarly, to make the youth of the country an asset, attention should also be paid to vocational and technical training.

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Chapter: 2

Millennium Development Goals (MDGs) and Quality Education Situation in Pakistan at Primary Level

Introduction

The quality of education is a priority for every nation any educational institution or organization and their beneficiaries. This paper is concerned with methods and theories recently used in Quality Education research in Pakistan. It begins by looking at policies, practices and procedures implemented and their impact on quality of education in the light of MDGs [1]. This study will explore the comparative difference of quality education against MDGs at primary level in Pakistan to identify the gaps and challenges in their policies, practices and procedures to suggest the possible measures for their quality improvement standards at proposed level. In light of few international commitments has made by Pakistan to provide quality basic education to everyone as a basic right. As per the constitution of Pakistan, "The State shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law" National Educational Assessment System (NEAS) reported shocking situation regarding the achievement of these obligations. The main focus of this article was to analyze the current situation of quality education in the light of MDGs and to understand what we can expect in near future regarding provision of quality primary education in Pakistan.

Situated on the western edge of South Asia, Pakistan has a population of about 184 million, with sex ratio of 105.6: 100. It is estimated that about 62% of the people are residing in rural and 38% in urban areas. GDP Per Capita Income is US \$ 1,387 for 2014-15. Pakistan is a developing country, gradually transforming from agriculture-based economy to an increasing share of industry and services sectors in the GDP. Country spends a major part of its budget to address challenges of national security and interest payments on its loans. This leaves a relatively smaller amount to be invested on infrastructure development to boost economic growth and enable social sectors to meet basic needs of the people like education, health, social services etc. Pakistan is confronted with a host of serious development issues.

The Gross Domestic Product (GDP) of Pakistan grew at a rate of 4.3% (FY 2014/15), but there are several challenges which are likely to restrict its future progress unless strict

actions are implemented. Energy shortage is a major obstacle to raise production. Pakistan is a partner of on-going global war against terrorism. Resultantly, geo-political dynamics in the neighboring countries and on its borders have generated security and terrorism related threats for the local people, foreign investors, and development workers. This situation is restricting investment and emphasizing unemployment in the country. The deficit on trade balances is also adding to the fiscal pressures (Table 1, Figure 1).

Provinces/Region	Area(km ²)	Population
Punjab	205,344	100,174,398
Sindh	140,914	44,079,720
KP	74,521	24,788,204
Balochistan	347,190	9,495,219
AJ&K	11,639	3,858,240
GB	72,520	1,253,223
FATA	27,220	4,409,800
ICT	906	1,401,375

Table1: Area and population by Province/Region.

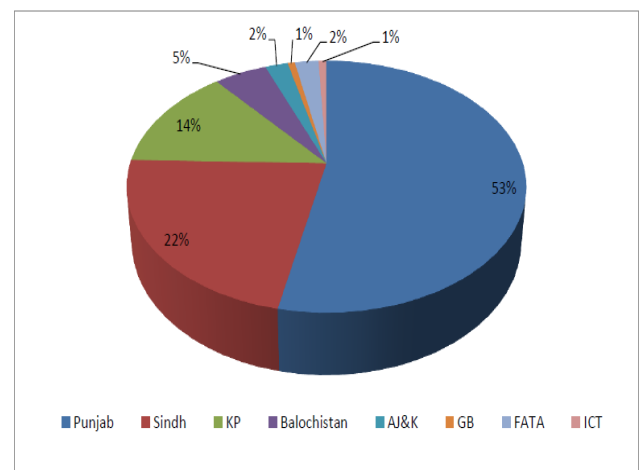


Figure1: Distribution of population in Regions/Provinces shown in percentage (%).

In the past, Pakistan has not been spending enough in terms of basic social services to the people. Another hindering factor has been rapid population growth, which was 3.1% or more during 1990s, and is still above 2% per annum. Continuous fast increase in population has eaten up or diluted benefits of the investment on development. Illiteracy, rapid population growth and slow economic development have increased unemployment, stuck evolution of socio-political institutions and democratic norms in the society. Due to illiteracy and poverty, health indicators are also low in Pakistan. One third children are born underweight and infant mortality rate is high. Educational indicators of Pakistan are still miserably low, although steady progress has been noticed during last few decades. At present, about one third primary school age children are out of school, 42% population (age 10+) is illiterate. Wide discrepancies persist in education indicators pertaining to provinces/areas, location (urban vs. rural) and gender. At the national level, about two third women of age 15+ cannot read and write, and 35% girls remain out of school. Gender Parity Index in case of participation in primary education is 0.82. It is estimated that over 6.7 million children are out of school, and majority of them (62%) are girls.

Quality Education Importance

Quality Education is a dominant instrument of socioeconomic and political change related to global, technological and democratic developments. So it is necessary to improve quality of education at different levels. Quality is one of the most important dimensions of an education system. There are probably as many different ideas about quality as there are schools. Quality is creating an environment where educators, parents, government officials, community representatives, and business leaders work together to provide students with the resources they need to meet current and future academic, business and changes. Strengthening the quality of education has become a global agenda at all educational levels and more so at the primary level. The quality of basic education is important not only for preparing individuals for the subsequent educational levels but to equip them with the requisite basic life skills and social norms too. Quality education also ensures increased access and equality and it is mainly due to these reasons that various international Forums and Declarations have pledged improvements in quality of education. It is important to mention that quality of education can be measured from three different viewpoints i.e. quality of inputs, quality of the process, and quality of output. Input reflects the resources committed by the government and society in general for the cause of providing education; these resources include infrastructure (including various physical facilities), teaching resources, curriculum and other support materials.

Quality of the process reflects how good the delivery process is, and generally measures what goes on in the classroom as well as in the school in general. The quality of output reflects the conformance of the knowledge and skill levels of students to well established standards, e.g. exam systems and their results are a useful measure of output quality. Improving and sustaining quality of education is ultimate importance in any society round the world. By ensuring quality education the nations can be able to economic, social, mental, psychological and emotional growth of individuals on the right direction. The Universal Declaration of Human Rights (1948) also declared quality primary education as the basic right of all people. According to (Hoy, et al. 2000), many developed and developing countries have attained or near to the goal of (UPE) universal primary education. Now the focus has been turned to the quality of students' learning and it is quite justifiable not only for those countries which have attained quantitative targets, but it is also valid for those countries who are striving to achieve the target of EFA and MDGs like Pakistan. Quality of education requires standards set in order to develop assessment tools, compatibility of programs and propose someone as accountable for to meet the targets. Pakistan has made its commitments in all international forums of providing basic education with high quality and to make it accessible for all. Commitments of Pakistan with the international community are as under;

International Commitments

Pakistan was one of the 48 member states who voted in favor of the Universal Declaration of Human Rights on 10 December 1948. According to article 26 of this declaration, "Everyone has the right to education" and "Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory". The convention on the Elimination of All Forms of Discrimination against Women was adopted by the UN general assembly in 1974 but Pakistan acceded to the convention on March 1996. As a signatory to the Beijing Declaration and Platform for Action 1995, Pakistan is committed to promote "people-centered sustainable development through the provision of basic education, lifelong education, literacy and training for girls and women" (Article 27), and ensuring "equal access to and equal treatment of women and men in education" (Article 30).

Pakistan's commitment to education-for-all 2000

This is largely because of the sorry state of Pakistan's education system and the failure of successive governments to provide even basic education for all: according to the 2012

Global Monitoring Report, Pakistan continues to have the second-largest number of out-of-school children in the world. As a signatory of this declaration on Education for All (EFA), Pakistan agreed that every person should be able to benefit from educational opportunities designed to meet their basic learning needs, and called for an expanded vision of education, encompassing factors such as universalizing access to education and promoting equity including goal 2 “to achieve universal primary education” by 2015 [2].

Dakar framework for action

Pakistan was among 164 countries who adopted the Dakar Framework for Action, Education for All: Meeting Our Collective Commitments at the World Education Forum. All 164 countries acknowledged education as a fundamental right for all people, regardless of gender or age, recognized the need to make comprehensive efforts to eliminate gender discrimination. The Dakar Framework is a collective commitment to achieve all EFA goals and one of these is “ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality”. Unfortunately, Pakistan is among the countries which are not likely to achieve these goals by 2015. After Dakar, the country took a number of initiatives to accelerate the pace and progress towards achievement of EFA Goals, including abolition of school fees, provision of free textbooks to students and legislation to declare free and compulsory access of children to education as their constitutional right. Article 25-A has been inserted in the Constitution through landmark 18th Constitutional Amendment. Although, the country has lagged behind the targets of EFA, nonetheless, a momentum has been built and required legal and institutional mechanisms are being created to sustain and accelerate the pace of progress towards EFA Goals.) The 2013 EFA Global Monitoring Report showed that progress towards many of the targets is slowing down and that most EFA goals are unlikely to be met in Pakistan [3]. After good progress in the initial years after Dakar, the number of children out of school aged 5-9 years has risen to 6.7 million in 2013. It is clear that the target of universal primary education will be missed by a considerable margin by 2015.

The millennium declaration and millennium development goals (MDGs)

Pakistan, including 192 members of United Nations countries has agreed to achieve the Millennium Development Goals developed/framed at the Millennium Summit in New York in 2000 [4]. All members States agreed to work towards achieving all the MDGs, including goal 2 “to achieve universal primary education” by 2015.

Constitution amendment # 18

Through a constitutional amendment # 18, free and compulsory education for the children aged 5 to 16 years has been declared a fundamental right. Article 25-A of the Constitutions provides that: “The state shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by the law”.

National plan of action (2001-2015)

To honor the international commitment made in signing the Education for All Dakar Framework for Action (April 2000), the Government of Pakistan developed the National Plan of Action (NPA) on Education for All 2001-2015 [2,5]. The objectives of the NPA are to ensure access to education for disadvantaged rural and urban population groups, particularly girls and women; to promote community participation and ownership of basic education programmes; and to improve the relevance and quality of basic education. The National Plan of Action 2013 estimates a total of 6.7 million primary-aged out of school children during 2013-16. Of these 5.06 million children are expected to be enrolled in the country. The total cost estimated to be RS. 189 billion.

National education policy (2009)

As per nature of the current situation of gender and rural- urban disparities regarding access of education, the New Education Policy aims to revitalize the education system. Policy also aims to enable Pakistan to fulfill all its international commitments regarding education on different forums and summits in general and EFA and MDGs in particular.

Education System in Pakistan

In Pakistan, education is now a provincial subject as a result of the 18th Constitutional Amendment legislated by the parliament during April 2010. The provincial/area governments enjoy greater autonomy in several social and economic sectors, including education. The Ministry of Education and Trainings and Standards in Higher Education (MET&SHE) at the federal level coordinates with international development partners and provides a platform to the provincial/area departments of education for exchange of information and creating synergy, synchronization and harmony. Public sector formal school system, which is largest service provider in Pakistan, consists of 12 academic years. It starts from Primary and ends at Intermediate level or Higher Secondary School Certificate (HSSC). Pre-primary classes (local name Katchi class, translation: Pre-Primary; premature

or not ripe yet) can be found in schools, but this level is not recognized in terms of budgetary provision or examination. Private sector caters for educational needs of about one third enrolled children having diverse streams, some following public sector national curricula, while others opting for curricula of Cambridge International Examinations. The

children of upper-middle classes, residing in urban localities, mostly attend high cost private schools, offering foreign curricula and international examination systems (O and A levels) and are staffed with qualified and trained teachers, well-equipped classrooms, all essential facilities of good quality, and imported teaching-learning materials (Figure 2).

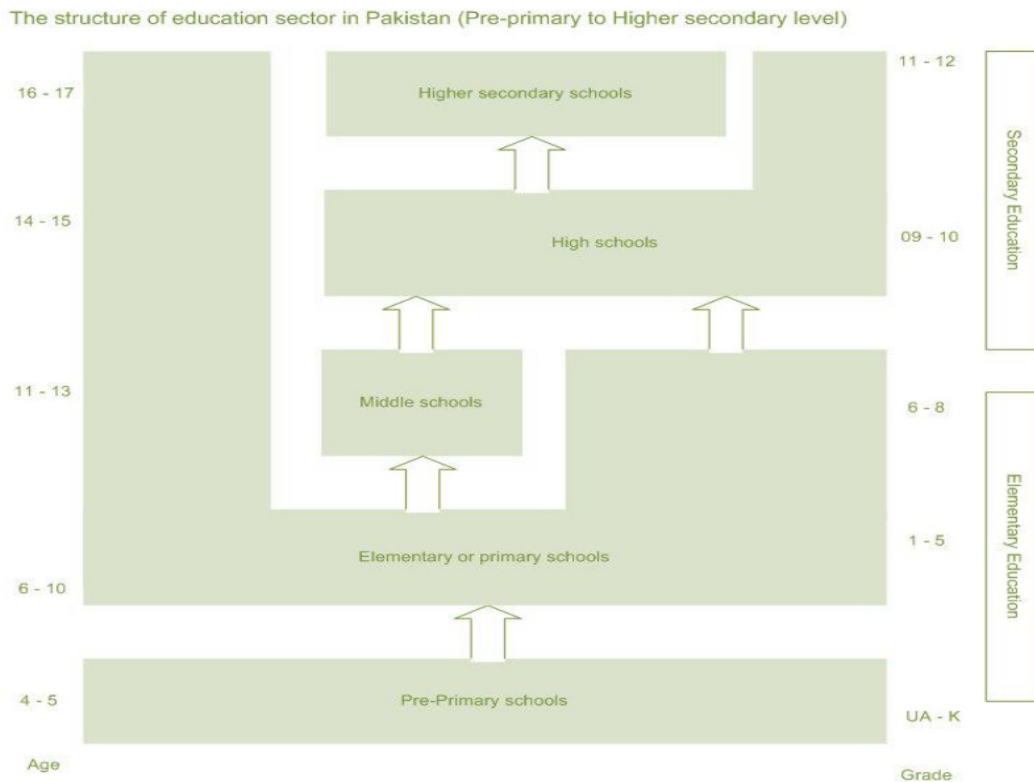


Figure2: Basic Structure of education in Pakistan.

In addition to the public and private schools, there is another stream of 'Deeni Madrassas' (Religious Schools) offering free religious education with free boarding and lodging. These Madrassas are usually managed by local communities and are financed through charity and donations. These parallel systems of education in Pakistan have perpetuated inequalities and economic stratifications, and are root cause for behavioral divisions and social conflict in the society. Majority of the children, residing mainly in rural and semi-urban areas and belonging to the low income families, attend public schools which offer free education but are characterized by poor quality of education due to lack of physical facilities, shortage or absence of teachers, and non-availability of suitable learning materials.

Private sector contribution in primary education

Private Sector is playing an important role in the

promotion of education in Pakistan. Private sector enrollment is increasing because of its overall better quality of education as compared to public sector. NEMIS (National Education Management Information System) data indicated that in 2012/13, there were 17,093 private primary schools in the country. In addition, there were 25,658 middle/lower secondary schools and 17,696 high schools in the private sector. At the primary level, overall 4.8 million (34%) children of 5-9 years age group are enrolled in private sector schools. It is estimated that 34% of boys and 33% of girls are enrolled in private schools.

Early childhood education (ECE)

In Pakistan, there are two types of pre-primary education: (i) poor quality "Katchi" classes in government primary schools, and (ii) good quality ECE usually in private sector commonly termed as Nursery, Kindergarten, and Montessori etc. Pre-Primary/Katchi class neither has

a separate classroom nor a specific trained and qualified teacher. The children are usually those who accompany their older siblings to school and simply "sit around" in school premises. Mostly, one teacher, following multi-grade approach, teaches them and grades I & II simultaneously. This part-time or shared teacher daily assigns pupils of Katchi class some simple activity and over the year they learn simple alphabets and numbers only, and are not able to cover full national curriculum of ECE. Whereas, the more proper and good quality Early Childhood Education (ECE), with separate classroom, trained teacher and specific teaching and learning aids, is available mostly in urban private sector schools, where children from privileged families are enrolled. Although there are no separate preprimary/ECE budgetary allocations in public sector, however there is a clear national policy, standards, curriculum and teacher training packages for pre-primary/ECE.

In public sector schools, pre-primary is a part of primary school and follows prescribed syllabus while private sector follows child-centered teaching methodology. The government has approved national curriculum which is implemented in selected schools, mostly supported by donors. There are wide variations across provinces in Gross Enrollment Rates (GER) of ECE/pre-primary, though gender differences do not appear pronounced. Since 2000, for all Provinces and Areas there have been steadily increases in the gross enrollment rates for a decade while all rates reflect a decline in 2012-13 due to an upward adjustment in population. The national average for ECE/Pre-primary GER was 66% in 2012/13. While Punjab and Khyber Pakhtunkhwa (KP) demonstrate highest rates of gross enrollment in ECE/Pre-Primary, the pace of progress has been remarkably high in Sindh (Table 2).

Province	2001-02	2005-06	2009-10	2012-13
Balochistan	37.9%	71.3%	72.9%	63.9%
FATA	47.7%	59.5%	63.0%	57.2%
GB	33.6%	58.0%	60.6%	30.4%
ICT	13.5%	39.2%	45.0%	44.9%
KP	37.3%	72.9%	75.5%	88.2%
Punjab	31.6%	67.3%	80.2%	71.2%
Sindh	9.1%	36.4%	49.0%	48.9%
AJ&K	38.8%	55.4%	64.8%	54.8%
Pakistan	28.2%	60.4%	70.5%	66.4%

Table 2: ECE / Pre-Primary: Gross Enrolment Rate from 2001-02 to 2012-13 by Province.

Source: NEMIS (2001-13) & NIPS Projections (2005-25) Govt. of Pakistan.

Primary and secondary education

In Pakistan, there are 422 Pre-Primary Institutions and 145,491 formal primary, 42,920 middle level, High/Higher

Sec./Inter Colleges 35,792 Degree Colleges are 1,086; 75% are public sector schools; 10% private sector schools and the remaining almost equally divided between non-formal basic education schools and 'Deeni Madrassas'

Education Statistics 2013-14: An Overview			
Level ccc	Institutions	Enrolment	Teachers
Pre-Primary	422	8,557,966	2428
Primary	145,491	17,869,859	405,652
Middle	42,920	6,295,471	364,839
High/Higher Sec./Inter Colleges	35,792	3,543,321	624,800
Degree Colleges	1,086	674,451	25,964
BECS/NCHD	17,793	827,938	18,335
Technical & Vocational Institutes	3,323	308,613	16,377
Teacher Training Institutions	201	722,133	3,713

Universities	161	1,594,648	77,557
Deeni Madaris	13,405	1,836,143	58,633
Total	260,564	42,230,543	1,598,298

Table 3: Education Statistics at every Level.

Source: National Education Management Information System (NEMIS) Database 2014 Govt. of Pakistan.

On world community forum Pakistan is one of signatory regarding making its effort to achieve universal primary education (UPE) which is still a dream yet to come true. By utilizing less than 2 per cent of GDP, how it can achieve its targets in education sector. For the achievements of set targets it needs to raise the share of GDP for education and then assures transparent mechanism of implementation strategies to provide access and quality education for all. Increases in gross enrollment shows sincere efforts are

being made and Pakistan has to multiply its efforts to achieve target of UPE [6].

Education Expenditure in Pakistan as % of GDP

During the past decade, Pakistan's education expenditure as percentage of GDP has varied between 1.5% and 2.1%

2001/02	2005/06	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
1.5	1.9	1.8	1.9	1.7	1.8	1.9	2.1

Table 4: Education Expenditure in Pakistan as % of GDP.

Source: Ministry of Finance; Government of Pakistan (2001-13)

Distribution of National Education Expenditures by Sub-Sectors

On average at the national level, 89% of education expenditures comprise current expenses such as teachers' salaries (Figure 3). Only 11% comprises development expenditures, which is not sufficient to raise quality of education. Across provinces, too, an overwhelming proportion of total actual education expenditures are spent on current heads, mainly teachers' salaries, leaving a very small proportion for development expenditures. For 2012/13, except in KP where development expenditures are 22% of the total actual expenditures, these range between 5% (in Punjab), 6% (in Sindh); and 9% (in Baluchistan).

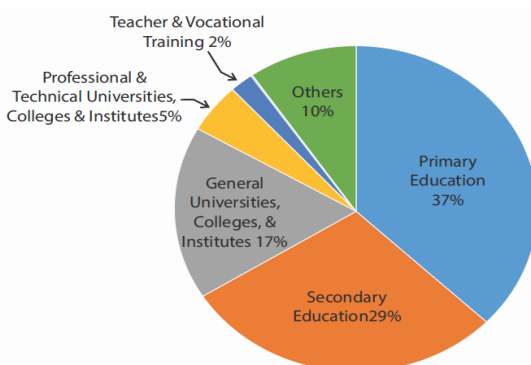
Source: Office of the Controller General, Accounts (CGA), 2013, Govt. of Pakistan

The national plan of action (NPA) to accelerate education-related MDGs (2013-16)

The National Plan of Action (NPA) is designed to accelerate progress towards education related goals and targets identified by MDG for 2015/16. The NPA to Accelerate Education Related MDGs is a consolidation of 8 Provincial and Area Plans, each specific to its local conditions, challenges and interventions [7]. The National Plan envisages increasing the national net primary enrollment from 68% in 2011/12 to 91% by 2015/16. Given the stock of 6.7 million out-of-school primary-aged children, the Plan expects to enroll an additional 5.1 million (2.4 million boys and 2.7 million girls) by 2015/16.

Global partnership for education 2015-18, replenishment pledging framework of Pakistan

Education sector has faced myriad issues and challenges of access, equity and quality in the past. Current new political government has stoic resolve to enhance the allocation for education sector substantially in the next four years (FY 2014-15 to FY 2017-18). The political government in the election manifesto pledged to increase budgetary allocation from current 2% to 4% of the GDP by the year 2018. Right to education of every child of age 5-16 years is a constitutional obligation under Article 25-A. Immediately after taking over,



Source: Office of the Controller General, Accounts (CGA), 2013, Govt. of Pakistan

Figure 3: Distribution of National Education Expenditures by Sub-Sectors.

the new government took stock of the situation and prepared a National Plan of Action to Accelerate education related MDGs and EFA targets. All the governments, Federal and Provincial, through their manifesto are committed to people of Pakistan to gradually rise the spending on education to at least 4% of GDP by 2018. We pledge that Pakistan will increase the expenditure on education in public sector by an

average of at least 1 percentage point per year from FY 2014-15 to FY 2017-18. Government of Pakistan is fully committed to remove all types of disparities in the education service delivery in Pakistan as early as possible through making specific allocations for the education of disadvantaged and under-served groups especially girls, disabled and minorities (Figure 4).

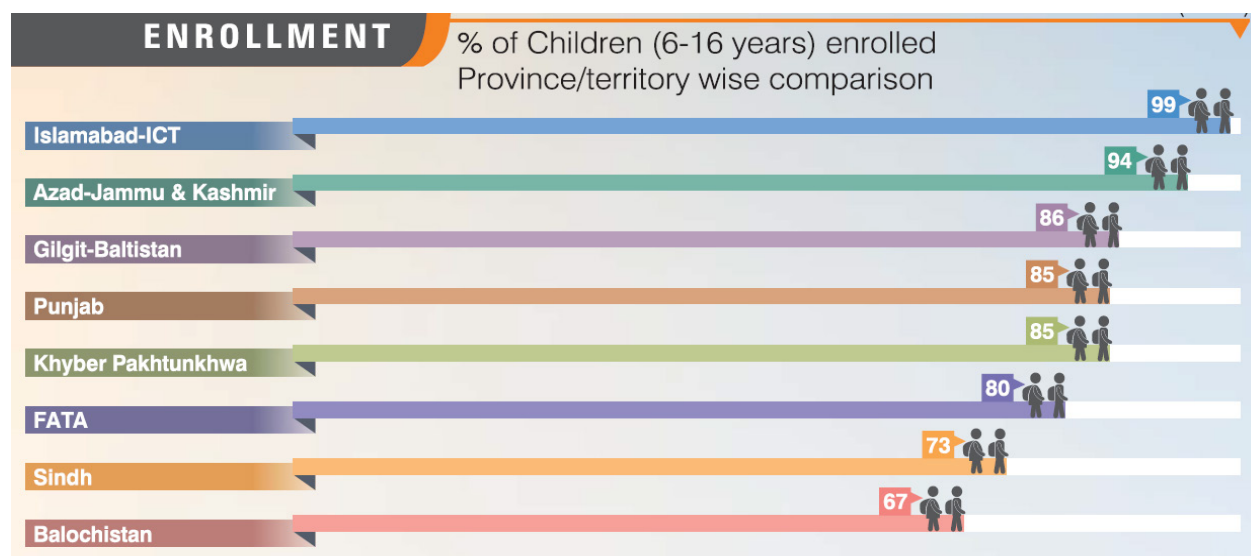


Figure 4: Primary: Comparative territory wise enrollment.
Source: ASER, Pakistan 2014.

Situation Analysis

Primary enrollment rates

Despite repeated policy commitments, primary education in Pakistan is lagging behind in achieving its target of universal primary education (UPE), 100% survival rates up to grade V, low/negligible dropout rates and good quality education. This is largely due to low budgetary allocations (2% of GDP) to education sector; shortage of schools especially for girls and also in remote and far flung areas; shortage and absenteeism of teachers; lack of trained teachers, especially female teachers; missing facilities such as water, toilets and boundary walls; weak supervision

and mentoring; and a host of out-of-school factors such as conservative and tribal culture; insecurity and lawlessness; and poverty, compelling a large number of children to work rather than attend school. Since 2005-06, for all Provinces and Areas there have been steady increases in the gross enrollment rates for a decade while all rates reflect a decline in 2012-13 due to an upward adjustment in population. The overall gross primary enrollment rate in Pakistan is 86% (Table 5). ICT, KP and Punjab display higher than national average rate while Baluchistan, FATA, Sindh and AJ&K have lower than national average rate. It is encouraging to see that FATA and KP are showing progress despite years of uninterrupted conflict and militancy leading to aggression, insecurity and terrorism (Table 6 & 7).

Province	2001-02	2005-06	2009-10	2012-13
Balochistan	43.3%	50.1%	64.2% ⁸	62.2%
FATA	64.6%	58.8%	3.3% ¹⁵	79.3%
GB	45.3%	86.4%	3.3%*	119.5%
ICT	134.3%	104.7%	92.6%	89.3%
KP	74.3%	82.7%	100.6%	104.1%

Punjab	75.9%	83.7%	86.4%	88.5%
Sindh	66.9%	79.5%	80.0%	76.4%
AJ&K	56.5%	74.4%	73.0%	67.8%
Pakistan	71.2%	80.1%	85.9%	85.9%

Table 5: Primary: Gross Enrollment Rate from 2001-02 to 2012-13 by Province.

Source: NEMIS (2001-13) & NIPS Projections (2005-25) Govt. of Pakistan.

Province	Male	Female	Total
Balochistan	267,066	296,147	563,214
FATA	44,323	149,768	194,091
GB	32,613	30,832	63,445
ICT	25,427	16,734	42,161
KP	58,163	424,250	482,413
Punjab	1,520,812	1,647,954	3,168,766
Sindh	881,06	1,096,208	1,977,272
AJ&K	3134,003	127,200	261,203
Pakistan	2,963,471	3,789,094	6,752,565

Table 6: Primary: Out of School Children 2012-13 by Province

Source: NEMIS (2001-13) & NIPS Projections (2005-25), Govt of Pakistan.

	Balochistan	KPK	Punj	Sind	Glt.B	ICT	FATA	AJ&K	Pakistan
Boys (%)	56	92	73	69	82	68	81	58	73
Girls (%)	44	68	67	57	69	72	42	59	63
Both (%)	51	81	70	63	76	70	62	58	68

Table 7: Net Primary Enrollment Rate of age 5-9 years (2013-14).

Source: National Education Management Information System (NEMIS) Database 2013-14, AEPAM, MET, Islamabad & Population Projection 2005-2025, NIPS, 2013.

Primary school survival rates (2013-14) grade 5

Also called Retention Rate, Survival Rate to Grade 5 is the proportion of a cohort of pupils who reached Grade 5 expressed as a percentage of pupils enrolled in the first grade of a given cycle in a given school year. A Survival Rate

approaching 100 percent indicates a high level of retention and low dropout incidence. Survival Rate may vary from grade to grade, giving indications of grades with relatively more or less dropouts. The distinction between survival rate with and without repetition is necessary to compare the extent of wastage due to dropout and repetition (Table 8, Figure 5).

	Balochistan	KPK	Punj	Sind	Glt.B	ICT	FATA	AJ&K	Pakistan
Boys(%)	52	68	80	60	32	86	80	86	71
Girls(%)	54	65	72	67	31	97	44	89	68
Both(%)	53	67	76	63	32	91	66	87	70

Table 8: Primary School Survival Rates Grade 5.

Source: 1.National Education Management Information System (NEMIS) Database 2013-14, AEPAM, MET, Islamabad 2. Calculated through UNESCO Reconstructed Cohort Model.

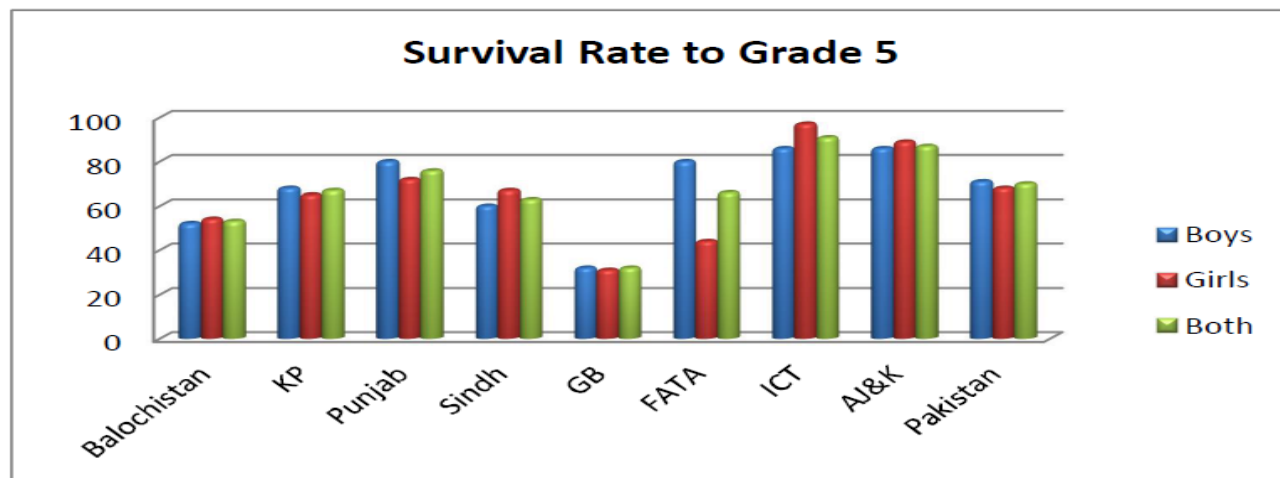


Figure 5: Survival Rate to Grade V.

Source: Annual Report of Education Statistics. National Education Management Information System (NEMIS) Database 2013-14, AEPAM, MET, Islamabad Government of Pakistan.

Pupil Teacher Ratio (PTR)

PTR is one of the most common indicators used in educational planning for improvement of quality education. A low number of pupils per teacher indicate pupils will have a better chance of contact with the teachers and hence a better teaching learning process. The PTR should normally

be compared to established national norms on the number of pupils per teacher for each level or type of education. A high pupil-teacher ratio suggests that each teacher has to deal with a large number of pupils and that; conversely, pupils receive less attention from the teacher. The ratio of students to teaching staff is also an important indicator of the resource Level wise PTR in public sector of education is shown in Table 9 and Figure 6, (Table 10, Figure 7).

	Pri	Mid	High	H. Sec
Punjab	41	30	31	30
Sindh	30	23	25	38
KPK	43	16	26	27
Balochistan	33	18	21	29
AJK	23	18	14	13
GB	25	18	24	-
FATA	35	16	20	17
ICT	35	58	13	9
Pakistan	37	25	27	29

Table 9: Pupil-Teacher Ratio by Level.

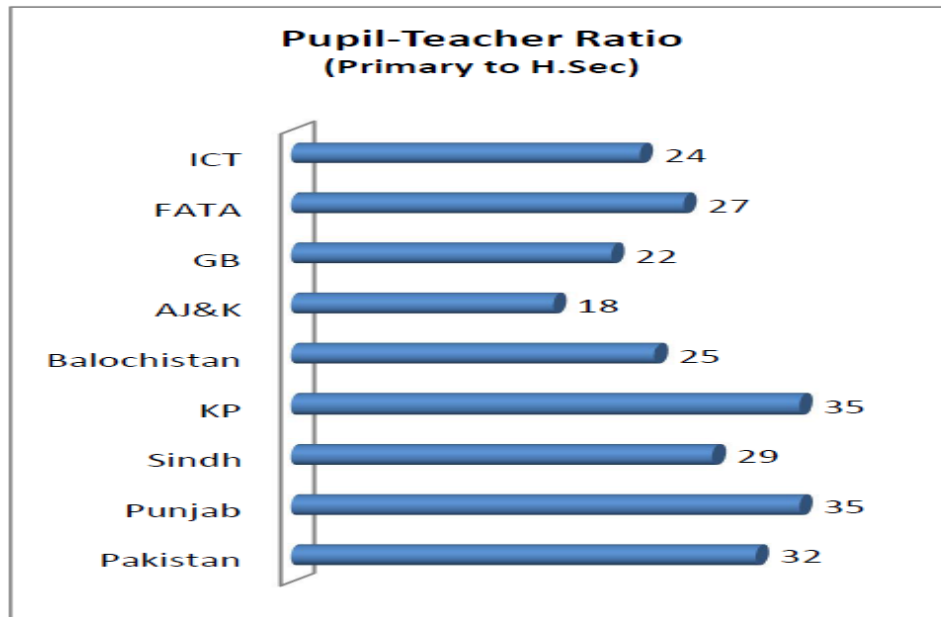


Figure 6: PTR (Pupil Teacher Ratio).

Source: Annual Report of Education Statistics. National Education Management Information System (NEMIS) Database 2013-14, AEPAM, MET, Islamabad Government of Pakistan [8,9].

Findings(summary)											
Territory	% Children										
	Access					Quality					
	(Age3-5)	(Age6-16)			Attend- ing Paid tuition (Govt& Pvt Schools)	Class 3			Class 5		
	In Pre School	Qut-Of -School (All)	Qut-Of -School (Girls)	In pri- vate School		Who Can read Sentence (Urdu/ Sindhi/ Pashto)	Who Can read Word (English)	Who Can do Sub Tractlo	Who Can read Story (Urdu/ Sindhi/ Pashto)	Who Can read Sentence (English)	Who Can do Division
Azad Jammu and Kashmir	50.1	6.1	3.3	38.1	12.2	54.2	67.8	50.4	61.4	58.5	52.9
Balochistan	27.6	33.0	16.8	14.1	2.9	32.4	31.7	25.3	32.8	27.6	24.3
Federally Admin- istrated Tribal Areas	35.9	20.4	12.5	32.5	9.6	43.5	55.7	49.4	45.5	46.1	48.5

Gilgit-Baltistan	39.6	14.3	9.2	44.4	12.6	49.9	68.9	57.3	54.7	61.9	56.5
Islamabad	75.8	0.7	0.3	46.6	13.3	50.0	60.4	47.2	49.5	41.8	39.6
Khyber Pakhtunkhwa	38.2	15.2	10.0	28.0	10.7	35.5	51.8	41.0	37.5	41.6	40.0
Punjab	55.1	14.7	7.6	34.3	23.6	52.9	58.6	48.0	62.6	56.6	51.0
Sindh	36.7	27.2	13.9	15.1	8.8	36.8	27.9	29.6	41.0	23.6	30.5
National Rural	39.2	21.0	11.4	27.0	12.2	41.4	47.0	39.1	46.4	42.3	40.4

Table10: Quality of Education in Pakistan at Primary Classes.

Source: ASER, Pakistan 2014.

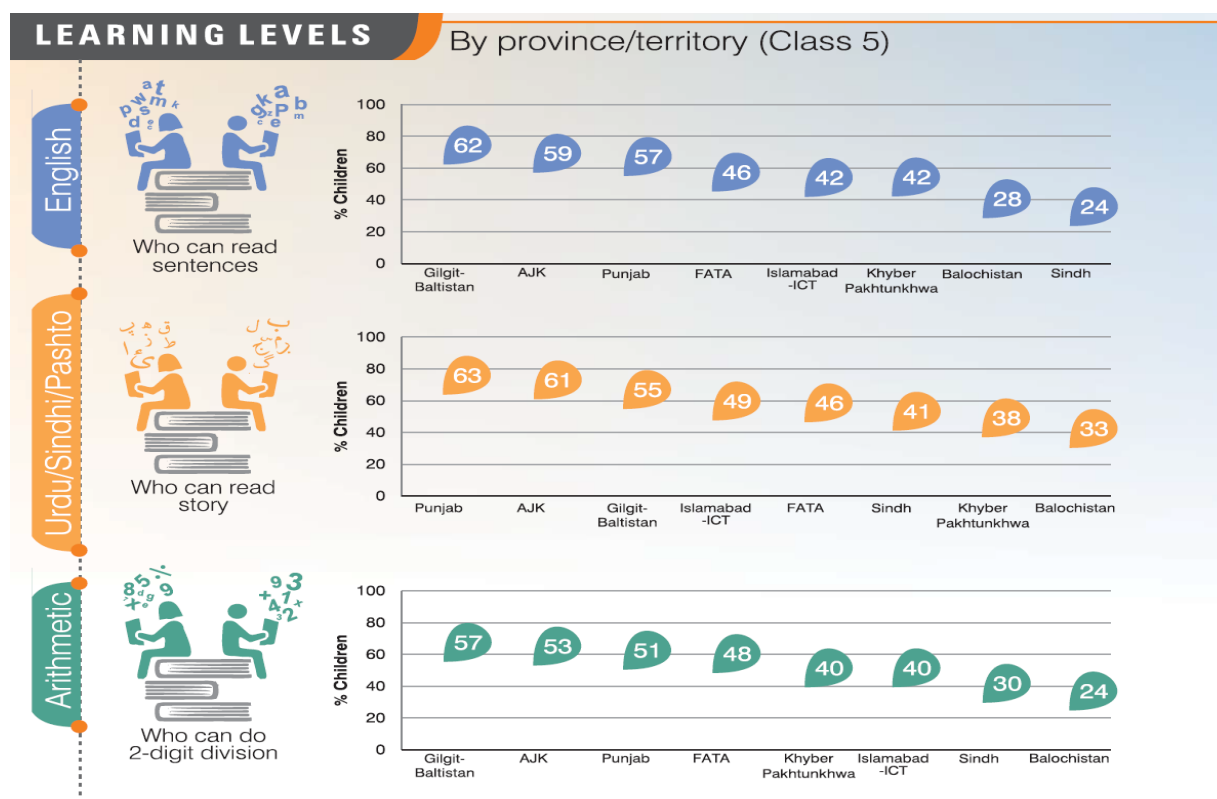


Figure 7: Learning Levels Province wise grade 5.

Source: ASER, Pakistan 2014.

Quality of education also depends on the physical environment and availability of facilities such as water and sanitation in educational institutions. In this context, statistics on public sector schools show that availability of drinking water is positively related with the level of

educational institution e.g. upper secondary schools, in relation to lower secondary and primary schools are best provided with drinking water facility e.g. 64% primary, 80% middle and 91% upper secondary schools have water available (Table 11).

Province	Primary	Lower Secondary	Upper Secondary
Balochistan	49.9%	55.3%	74.5%
FATA	34.1%	48.3%	59.5%
GB	34.7%	66.5%	91.9%
ICT	98.4%	100.0%	100.0%
KP	65.4%	73.5%	88.1%
Punjab	96.3%	99.5%	99.6%
Sindh	44.8%	56.0%	84.8%
AJ&K	26.6%	46.5%	62.5%
Pakistan	64.2%	80.1%	90.6%

Table 11: Drinking Water Facility 2012-13.

Source NIMS 2012-13, Govt. of Pakistan.

Data for sanitation facilities in public sector schools, too, show better availability by levels of educational institutions e.g., 66% primary, 85% middle and 91% upper secondary

girls' schools have sanitation facilities while 54% primary, 76% middle and 85% upper secondary boys' schools have access to sanitation facilities (Table 12).

Province	Primary		Lower Secondary		Upper Secondary	
	Male	Female	Male	Female	Male	Female
Balochistan	15.8%	34.3%	49.3%	67.7%	59.6%	77.1%
FATA	16.0%	51.7%	36.1%	67.1%	50.6%	76.4%
GB	26.9%	39.9%	62.0%	71.0%	87.5%	93.0%
ICT	98.0%	98.9%	95.8%	100.0%	100.0%	100.0%
KP	66.1%	91.7%	83.3%	92.9%	92.7%	97.6%
Punjab	67.3%	76.6%	88.7%	92.8%	90.2%	94.1%
Sindh	53.1%	48.7%	66.6%	66.7%	88.0%	91.2%
AJ&K	25.6%	27.9%	49.2%	51.6%	43.5%	54.8%
Pakistan	53.5%	66.2%	75.55%	84.5%	84.7%	90.6%

Table 12: Sanitation Facility 2012-13.

Source NIMS 2012-13, Govt. of Pakistan.

Education is considered as the cheapest defense of a nation. But the down trodden condition of education in Pakistan bears an ample testimony of the fact that it is unable to defend its own sector. Though 62 years have been passed and 23 policies and action plans have been introduced yet the educational sector is waiting for an arrival of a savior. The current government invested comparatively well in education sector and that era saw a visible positive educational change in Pakistani society. Now days, the economic situation in Pakistan is under stress and education is the worse effected sector in Pakistan.

Education Key Challenges in Pakistan

The key challenges to Pakistan's education are: (i) lack of access to education; and (ii) poor quality of education; (iii) equity; and (iv) governance. Other influencing factors include budgetary constraints and weak management, which indirectly accentuate the lack of access and poor quality; and a set of external factors such as poverty, adverse law and order situation; and devastation due to natural disasters especially devastating floods of 2010 and annihilating earthquake of 2005. These challenges are strongly interlinked with poor teaching quality, teacher absenteeism, truancy and/or lack of textbooks etc. As cumulative effect this generates lack of interest/motivation among students who dropout

from school – adversely affecting every EFA goal and its corresponding targets.

Improving the quality of education is one of the key objectives of the National Plan of Action (2013) for education. For each strategy to be adopted for increasing enrollments, 15% of the total current and development costs have been additionally included for quality improvement measures. In this, the provinces and area governments will be free to select the most appropriate mix of investment e.g. in teachers' training, distribution of free textbooks, provision of missing school facilities such as water, toilets, electricity, better supervision or any other facility. Recently, minister of education announced a new Education policy for that next 10 years even the previous educational policy from 1998 to 2010 is still not expired [10]. It is said in this policy that all the public schools will be raised up to the level of private schools because level of private schools considered good as public schools. Now a notice is issued to private schools to induct government course in 5th and 8th class and these classes will bound to take board exams.

Solutions for Educational System

Estimating the value of education, the Government should take solid steps on this issue. Implementation instead of projecting policies should be focused on. Allocation of funds should be made easy from provinces to districts and then to educational institutes. On their end, provinces will need to make higher financial allocations to education, both formal and non-formal and literacy; strengthen their capacities to design and implement education policy. Workshops must be arranged for teachers to enhance their professionalism, regular training of teachers, timely provision of textbooks, and effective monitoring and supervision is necessary for quality of education. Besides, undertaking more public-private partnerships, involvement of the community and participation of parents in school matters (through school management committees) should be encouraged.

Lessons learned from public-private partnership experiences show that it produces better quality education at lower cost with improved management and greater coordination between parents and teachers. LSS (Learning Support Systems) *Explanation: "Create systems of learning support to enable students to achieve extraordinary learning results in classrooms, laboratories and beyond."* should be inducted in Pakistani schools to improve the hidden qualities of children. Technical education must be given to all the classes. Promotion of the primary education is the need of time must have to work on UPE. Teachers, professors and educationists should be consulted while devising any plan, syllabus or policy; and develop a strong field force of

supervisors and monitors for tracking progress (or lack of it) in the education sector. International development partners can assist Pakistan in its efforts to meet the international commitments. They can assist in:

- i. Development of a well-organized process among different stakeholders in education.
- ii. Establishment of a Consortium of Sponsors to Education in Pakistan.
- iii. Simplify the procedures required for approval of project/ programme.

Given the fast approaching deadline of 2015 for meeting the internationally agreed goals and commitments, the international development partners should come forward and generously support educational development in Pakistan, strictly in line with national priorities. Investment in the education sector will help improve quality of life of the people through improved awareness and lead to the creation of a literate, tolerant, and development oriented society in Pakistan.

Model of Quality Control in Education

Adams (1993) included six elements of quality, i.e. reputation of the institution, resources and inputs, process, content, output and outcomes, and value added. Since the concept of quality control and quality management have come from industrial and management sciences, the models of quality control are essentially based on the same philosophy. The industrial models were later on applied and adapted to the educational settings. The educational planners have been defining the quality out-put and have been searching for educational quality correlates. The quality out-put is defined in terms of learning achievement in three domains, i.e. cognitive, affective and psychomotor. Other indicators of quality output are decreasing rates of dropout and increasing rates of stay-ins, number who complete the program cycle and, gender and social equality.

Lockheed & Verspoor [11] in a study of developing countries have identified various input and process determinants of educational output. These include orderly school environment, academic emphasis in the form of clearly defined learning outcomes and standards, curriculum, particularly the "implemented curriculum" (textbooks, other learning materials), time for learning, and effective use of school time, qualified teachers and healthy children. The developed countries show the similar results with a varying level of quality inputs. For example literature on Educational Reforms in the United States describes that standards of education can be improved through redefining basic curricula, and setting performance standards required from students at the completion of the program. Ferguson, as cited

in Paliakoff & Schwartz beck [12], after his examination of student achievement in 900 Texas school districts concluded that the quality of teachers is the most critical aspect of schooling and that it has a direct impact on student learning.

The study

This study designed to achieve the following objectives

- i. To analyze the current situation of primary education in terms of enrollment.
- ii. To find out the quality of education regarding academic achievement in different school subjects at primary level through different documents and
- iii. To find out the differences of quality education in light of MDGs and
- iv. To devise a strategy of managing quality education at primary level in Pakistan.

Research questions

Following research questions were constructed to guide the study

- i. What is the enrollment rate at primary level in Pakistan?
- ii. What is the completion / survival rate of primary education?
- iii. What is the academic achievement of the students at primary level?
- iv. How quality education can be controlled in order to achieve millennium development goals (MDGs), objectives of Education for All (EFA) and targets of Universal Primary Education (UPE).

Research methodology

Research design was mixed method. Qualitative objectives (Obj. # 1 & 2) and satisfactory answers of all four research questions were found through document analysis technique. Different national and international reports, online books, research articles and education policies were consulted. For quantitative part of the study an ASER Pakistan (Annual Status of Education Report) survey reports 2013/14 and NEMIS (National Education Management Information System) Database 2013-14, AEPAM, Government of Pakistan was used.

Results of qualitative method

Research question # 1: What is the enrollment rate at primary level in Pakistan?: On average, Pakistan's gross primary enrollment rate (GER) is 86%, with 92% for boys and 119% for girls. KP displays the second highest GER of 104%, followed by ICT (89%), Punjab (88%), FATA (88%) and Sindh (76%). In Pakistan, of all the primary-aged (5-9

years) children, 68% are enrolled in primary school (Table 7 on page 8). The highest net primary enrollment rate is in KP (81%) where 92% of all boys (aged 5-9 years) and 68% of all girls (aged 5-9 years) attend primary school. This is followed by Glt.B (76%); Punjab (70%); and ICT (70%). About two-thirds of children attend school in Sindh (63%) and FATA (62%) while only one-half children in Baluchistan (51%) are enrolled in primary schools. ICT is also the only area in the country where primary enrollment rate is higher for girls (72%) than boys (68%) while AJ&K has almost an equal enrollment rate (58%-59%) for boys and girls.

Research question # 2: What is the completion rate or survival rate of primary education?: For Pakistan, estimated information reveals that of all the children entering primary school, 70% reach Grade 5 (Table 8 on page 08). For boys this rate (71%) is slightly above than that for girls (68%). Among the provinces and areas, the highest rate of survival is for ICT (91%) while Glt.B (32%) is lowest. In Sindh, FATA and KP, almost two-thirds of the children reach grade 5 while in Baluchistan only one-half survive up to the final primary class.

Research question # 3: What is the academic achievement of the students at primary level?: According to ASER (2014), (Table 10 on page 9), analysis of reading ability in Urdu/Sindhi/Pashto shows that 49% of Class 5 students could not read Class 2 story compared to the 50% in 2013. 84% of Class 3 children and 30% of Class 1 children could not able to read letters in Urdu/Sindhi/Pashto as compared to 31% in 2013. 58% of Class 5 students could not able to read English sentences of level 2 compared to 57% of children in 2013. 86% of Class 3 children could not read class 2 level English sentences. 38% children enrolled in class 1 cannot read capital letters as compared to 39% in 2013. 89% children enroll in class 3 could not do two digit division as compared to 88% in 2013. 30% of class 1 children could not do number recognition (1-9) as compared to 30% in 2013.

Research question # 4: How quality education can be controlled in order to achieve millennium development goals (MDGs), objectives of Education for All (EFA) and targets of Universal Primary Education (UPE)?: The following findings of quality inputs and quality processes were emerged from data gathered and analyzed by ASER survey 2014 and Pakistan EFA review report 2015 [13].

- i. In 2014, 21% of the children (age 6-16) were reported to be out of school which has almost remained the same as compared to the previous year (21%). 15% children have never been enrolled in school and 6% have dropped out of the school for various reasons.
- ii. 46% of the boys as compared to the 39% of girls could read language sentences the other side 49% of the boys as compared to the 42% of girls could read at least

- English words. Similarly, 42% of boys as compared to 38% of girls were able to do at least subtraction.
- iii. In communities parents 24% of mothers and 48% of fathers in the sampled households have completed at least primary education.
 - iv. In multi-grade teaching, 43% of surveyed Government schools and 25% of private schools had class two sitting with other classes where as 10% of Government and 17% of surveyed private schools had class 8 sitting with other classes.
 - v. 15% children in surveyed Government schools and 10% of private schools were absent where as 12% teachers in Government schools and 7% in private surveyed schools were absent too.
 - vi. 33% teachers in surveyed Government schools have done graduation as compared to 39% teachers of private schools where as in term of professional qualifications 38% of Government teachers are professionally qualified as compared to 49% of private school teachers.
 - vii. 41% of Government schools have computer labs as compared to the 36% in private surveyed schools where as 49% of Government schools did not have toilets in 2014 as compared to 53% in 2013. Similarly, 25% surveyed private primary schools were missing toilets facility in 2014 as compared to 24% in 2013.
 - viii. 43% of Government primary schools did not have drinking water in 2014 as compared to 36% in 2013. Similarly, 21% of surveyed primary schools did not have drinking water facility in 2014 as compared to 17% in 2013.
 - ix. 39% of surveyed Government primary schools and 27% of private primary schools were without complete boundary walls as compared to 28% in 2013 and 68% Government Primary schools and 62% private primary schools were without playgrounds.

Conclusion and Recommendation

The Constitution of Islamic Republic of Pakistan says, "The state of Pakistan shall remove illiteracy and provide free and compulsory secondary education within minimum possible period." In Human Development Report, Pakistan is placed at 136th position for having just 49.9% educated populace. The primary completion rate in Pakistan, given by Data Center of UNESCO, is 33.8% in females and 47.18% in males, which shows that people in the 6th largest country of the world are unable to get the basic education. Following conclusions and recommendations need to be discussed below:

Firstly, the educational system of Pakistan is based on unequal lines which directly effects on quality of education and especially at primary level. Medium of education is different in both, public and private sectors at every level. This

creates a sort of disparity among people, dividing them into two segments. One division is on the basis of English medium language while the other is Urdu medium language. There should be better to standardize the medium of education in all over the country to maintained quality education.

Secondly, regional disparity is also a major cause which also affects the quality education. The schools in Balochistan (The Largest Province of Pakistan by Area) are not that much groomed as that of Punjab (The Largest Province of Pakistan By Population). In FATA, the literacy rate is deplorable constituting 29.5% in males and 3% in females. Here it should be equal treatment to all the provinces to improve educational system and quality.

Thirdly, the ratio of gender discrimination is a cause which is projecting the primary school ratio of boys & girls which is 10:4 respectively. For the last few years there has been an increase in the growth of private schools. That not only harms the quality of education but create a gap among haves and have not's. Here its need to work on gender harmony in order to achieve educational goals.

Fourthly, the allocation of funds for education is very low. It is only 1.5 to 2.0 percent of the total GDP. So, it's very low budget to fulfill the basic necessities of the education sector at every level which definitely affect the quality of education. It should be around 7% of the total GDP. Political government currently plans to increase budgetary allocation from current 2% to 4% of the GDP by the year 2018.

Fifthly, the teachers in government schools are not well trained. The education sector if fully influenced by the political parties so the teachers even not professionally equipped can get easy job in education sector without any tough criteria. They are not professionally trained teachers so they are unable to train a nation by delivering good quality education. However, professionally more trained people can educate the people to build a good nation.

Sixthly, irrelevant curriculum, non-availability of textbooks and shortages of other learning materials affect learning levels especially in primary level. Lack of regular supervision and monitoring has failed to check teacher absenteeism and misuse of resources. So, these problems should be tackling according to the proper needs to improve good quality.

Finally, Educational outcomes are one of the key areas influenced by family incomes which directly effects quality education. Children from low-income families often start school already behind their peers who come from more affluent families, as shown in measures of school readiness. The incidence, depth, duration and timing of poverty all influence a child's educational attainment, along with community characteristics and social networks. However, it represents that the effects of poverty can be reduced using sustainable interventions to enhance quality education.

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Chapter: 3

A Critical Study of Primary Education Situation in AJK State

Introduction

AJK (Azad Jammu & Kashmir) is known as Pakistan Administered Kashmir and the government is a small administrative unit under overall sovereignty of Pakistan. It has a total area of 13297 sq kilometers with a 3.8 million population. This study critically examines the problems of primary education system in AJK State specifically in govt. primary schools in Pakistan administrative Kashmir, a part of former princely state called Azad Jammu & Kashmir. For this purpose a significant assessment of on hand literature was passed out. On the basis of deeper and critical investigation of literature, the study found that most neglected level of education is primary education which is poorly financed and poorly managed. The political interference in the system breeds corruption, favoritism and nepotism. The supervision system is weak and traditionally characterized having no effective mechanism for teacher training and poor system of accountability exist. Successive educational policies have failed to bring any positive changes in the system due to poor implementation and monitoring. The outdated curriculum of the primary education is executed. Assessment is based on the memory of the students rather than their performance. On the basis of this study it is recommended that problems can be solved by robust system of accountability, quality assessment system, eradication of corruption, non-political interference, and quality curriculum and teachers motivation.

According to child right policy success of a society depends upon basic primary education. Every year primary education increases a person's productivity and reduces their dependence against social possessions. The education goal is to facilitate children to learn, realize their full potential and abilities to meaningfully participate in society. Other than increasing enrolment rates, many children are learning far less than what they are taught about or what they ought to learn in school. Number of factors involve in this low learning achievement that is inappropriate teaching methods, inadequate learning environments, and frequently unmotivated teachers, and the unhealthy environment & malnourishment. Quality education enhancement must be based on developing educational systems that should be integrated and responsive to the multiple obstacles of children's learning. Quality education must be unbiased to gender and other inequalities; issues of parental and community conflicts; children's health and nutrition;

and the management of the education system itself. The quality education also contributed to all areas of human development, including improving the status of women and helping to alleviate and eventually eradicate poverty.

The Convention on the Rights of the Child (CRC) expresses the right of every child to educate them and requires States to provide free and compulsory basic education (article 28). Next to that its government responsibility to ensure that education that should be possible development of each child's ability, and to community and children's parents' cultural identity and for human rights (article 29). The CRC obligates is both national governments and international community to promote cooperation and ensure that the rights of children are met. The World Conference sponsored by UNDP, UNESCO, UNICEF and the World Bank on Education for All in Jomtien Thailand, presented a world's collective approach to education, focusing on basic education quality and understanding its delivery and special attention on the world's poorest citizens. The Millennium Development Goals (MDGs) emerged from the United Nations (UN) Millennium Declaration in 2000, and are possibly the most politically important deal ever made for international development. They identify specific broad range of development priorities across the world, including education, gender, health, environment, poverty, and international partnerships. These goals have substantially shaped development dialogue around the world. Some working agencies show all their activities on the contributions to achievement of the MDGs and these MDGs are also important for providing general framework for channelizing the public sector development efforts. Governments of both the under developed and developed countries have concerned in the Millennium Declaration in order to achieve the goals within given time frame. The developed countries determined to enhance their contribution up to 0.7 per cent of their GDPs.

The G8 Finance Ministers agreed in June 2005 to provide enough funds to the World Bank, and the African Development Bank (AFDB) & the International Monetary Fund (IMF), to cancel an additional \$40 to \$55 billion in debt owed by members of the Heavily Indebted Poor Countries (HIPC) to allow impoverished countries to direct the resources saved from the forgiven debt to social programs for improving education, health and poverty. Second MDG was concerned only of universal primary education (UPE)

as a goal to be achieved till 2015 but still the huge lacking exists there. Government of Pakistan has committed to allocate 7% share of its GDP in order to achieve the set target. Since its sovereignty, Pakistan still not reaches the national development goal and growth due to weak education system. The primary education system is very weak due to many factors such as provincial feudal corrupt bureaucracy, authoritarian regimes, and state politicians, fragile civil society and weak democracy. The basic primary education was consciously neglected in the country. Instead of developing the nation on the basis of free and quality education, the system was hijacked by so-called monsters of democracy and development (Zafar, 2003). On the other hand, the education sector seems to be good in Pakistan administered Kashmir (AJK) but the gaps still exist although there is very low educational facilities and resources. The Pakistan District Education Rankings 2015' report formed jointly by Alif Ailaan and Sustainable Development Policy Institute has revealed that AJK is way ahead of national Pakistani average in Pakistan [1].

Geographical status of AJK state

This article focused on Azad Jammu & Kashmir (AJ&K) (Free Kashmir or Pakistan administered Kashmir), is a remote area, exist west of the Indian-occupied Kashmir and in the North-east of Pakistan has an area of 5,134 mi² (13,297 km²), about 4.5 million population having a self-governing Pakistan controlled system. The State having its own Parliament and election system, having its separate legislature, high court, prime minister, and official flag. Kashmir has very beautiful area with mountainous ranges, valleys and also plain area which having divided among ten administrative districts. It comprises foothills of the Himalayas rising to Jangarh Peak (4,734 m) with the Northwestern reaches of the Pir Panjal Range (3,753 m) to the South. This area lies between 300 and 350 North latitude and has subtropical highland climate with 150 cm average rainfall. The area is full of natural beauty with mountains and forest, speedy flowing rivers and winding lakes. The major rivers are, Neelum, Jehlum and Poonch.

AJK primary education status

AJ&K is an underdeveloped state with low income where public education is a big sector. Although 28 percent of the budget of the territory is being spent on education but still it is not sufficient to provision of quality education and ideal environment in state. The education system is same as Pakistan like: pre-school (02 years), primary level (05 years), Middle level (03 years), Secondary level (02 years) and higher secondary (02 years). With this perspective in AJK primary education sector, the state contains of 4202 government primary schools with 9589 available primary teachers and children out of school are 43% with 35% dropout rate and

teachers absent rate from school is 12%, language outcomes are very poor with wide regional disparities. 41% schools are without buildings 87 % without electricity, 73% are without availability of drinking water and 82% are without boundary walls. Shabbir, M. & Wei Song 112-125(2014).

AJK Investment for education

This is the matter of fact in form of resource allocation for education in terms of percentage of GDP. Pakistan specified the 2% of GDP in 2009-10 for education in South Asia which is very low. This allocation for education shows a decreasing tendency for the duration 2006-10. But expenditure on education in AJK makes a major portion (28.14%) of the total budget. However 99% of this money goes to pay and allowances and 01% is left for the operational expenditures, on the other hand only 09% share in developmental budget is placed. According to Chief Economist AJK, out of this developmental budget primary education has only 1.15%. Whereas percentage shares of other sectors middle, secondary, higher education are 09.25, 23.73, and 9.46 respectively. For financial year (2015/16) share allocated for primary education amounts is 10.234 million rupees only. This shows that at present primary education is not a priority area in AJK. Under the NEP (National Education Policy) the government of Pakistan had committed up to 07% of GDP increase the share of allocation for education. The part was 2.24% in 2001-02 after which it is showing a decreasing trend. Present year it is 2.00% of the GDP. Since AJK is dependent on Pakistan in financial matters any increase and decrease in financial allocation have direct bearing on it.

Statement of purpose

AJK primary education problems are started from very beginning when the newly independent state adapted an already defined system of education. This system was already not very strong so, there is high alarming situation in AJK primary education which needs to be improved, although AJK literacy rate is higher than all the provinces of Pakistan. According to (Annual Status of Education Report) ASER (2014) data report 43% children are out of school, due to this AJK literacy rate is still suffering. Many children in AJK do not continue school beyond the primary school level and it's found that 35% dropout in primary level there. School facilities and conditions are very bad as found that, 41% schools are without buildings 87 % without electricity, 73% are without availability of drinking water and 82% is without boundary walls (Shabbir, M. & Wei Song 112-125(2014). Therefore, the Learning outcomes are very poor with wide regional disparities. This study attempts to analyze the causes of various problems which affect the highest literacy rate of primary education in AJK State (Table 1).

Indicators	In%	Pakistan	Punjab	Sindh	KPK	Baluchistan	AJK	FATA	GB	ICT
NER at Primary	MDG Target	100	100	100	100	100	100	100	100	100
	Actual	56	61	53	51	47	91.5	28.3	72	76
Completion/Survival rate grade 1-5	MDG Target	100	100	100	100	100	100	100	100	100
	Actual	55	59	43	71	41	92	16	89	96
Literacy rat 10+	MDG Target	88	88	88	88	88	88	88	88	88
	Actual	58	60	59	50	41	64	21.4	38%	82
Gender Parity Index (GPI) at Primary	MDG Target	1	1	1	1	1	1	1	1	1
	Actual	1	0.96	1.36	0.69	0.76	1	0.52	0.84	0.98

Table 1: Annual Status of Education Report (2014) of AJK.

Sources: PSLM 2010-11 and Pakistan Educational Statistics 2010-11.

Objectives of the study

Following were the main objectives of this study.

- To identify the major problems of AJK primacy education system.
- To critically examine the main causes of that discussed problems.
- To offer sustainable solutions of these problems on the basis of the study to improve Primary education system in AJK State.

Research Methodology

This research study tries to look at the main causes of the problems of primary education system in AJK. For this purpose, a vast literature has been critically examined. In terms of data; secondary data have been used. Data has been searched from AJK Planning and Development Department, Education and Finance Department and other relevant departments who working for education in state. The main numeric findings collected form AJ&K (P&D) Planning and Development Department, (ASER) - The Annual Status of Education Report, (NEMIS-AEPAM)-Academy of Educational Planning and Management, Alif Ailaan (NGO working for education) and the (SDPI) Sustainable Development Policy Institute. The analysis of the problems and its causes is presented below [2].

Critical Review of Literature

Free and quality primary education is the basic right of every citizen as cited in the constitution of Islamic Republic of Pakistan (Musarrat et al., 2012). To ensure free and equal quality education for all, primary education level should be considered more important. But here in Pakistan, situation is

totally different because of old traditional education system there is no specific measures for any level of education. So, in terms of literacy rate outcomes in the region the country stands in the lowest rank. Pakistan shows less than 50% literacy rate. Out of this male literacy rate is 68% and female only 57% which is the lowest among other countries in the region like Sri Lanka and India. AJK government is a small territorial unit under overall administrative setup of Pakistan. The state depends on Pakistan for its outlet to the rest of the world. The aim of the paper is to analyze the progress on Millennium Development Goal-2 in order to find the factors delaying progress and suggest policy measures for improvement especially at primary level. In 1947 there is committed with the target of free and compulsory primary education within the decade. In 1952 National Commission on Education Formation was formed which resulted in an education policy. The education policy introduced in 1959 which is focused on character building through religious education, revision of curricula and primary educational for all within 15 years.

The country continued to see a shift in the education policies in the years to come. 1972 saw a dramatic shift in policy with the emphasis on nationalization. Barber noted that in 1972, more than 3,000 schools were nationalized during Bhutto's regime which resulted in declined quality of education due to resource scarcity and management issues. After the nationalization died its own death due to huge increase in government expenditures, the policy makers finally came up with the first National Education Policy in 1979 which was revised in 1992 [3]. However both policies failed to achieve their desired outcomes (Khan and Mahmood, 1997). During the policy maker's review of the previous policies from 2005, resulted in the first white paper being published in 2007. This working paper laid the foundation of National Education Policy (NEP) of 2009. The new NEP

described the challenges, identified causes of performance deficiencies with suggestion for way forward, provision of Islamic education reforms and policy actions to be taken at the sub-sector level, and framework for Implementation of the Action Plan (GOP, 2009). The policy recommended several reforms and policy actions to be taken at sub-sector level. Despite many international and national efforts, Pakistan is still behind the targets of primary education. However our area of focus (Azad Kashmir) has shown better results over the years. National Plan of Action research suggested that in Azad Kashmir there are 2,259 public schools for girls as compared to 2,027 boys' schools (GOP, 2013). AEPM (2014) statistics also show several good indicators for the region, although the resources is very low but the female to male enrolment ratio at primary level is highest in Gilgit Baltistan province while FATA observes the lowest ratios in Pakistan. Azad Kashmir has a female to male ratio of 0.95 which is close to 1 indicating there is not much difference between them. Within Azad Kashmir the highest ratio can be seen in Capital Muzaffarabad that is 1.17 while the least can be seen in Neelum Valley which is most remote area of AJK near to borderline. Now moving to the net intake rate (NIR) that shows "the total number of new candidates in the first grade of a given education level". NIR girls and boys level in AJK is equal as compared to the other provinces of Pakistan.

The female to male enrolment ratio at primary level public schools in Azad Kashmir are 1.02 where male are 163,687 in number as compared to 167,774 females. AEPM research also concluded that 54% of primary school children go to public schools in Azad Kashmir whereas rest (42%) goes to Private schools. National Education Policy (NEP) is a comprehensive document issued by the Ministry of Education (MoE) Pakistan which is clear review of the previous education policies with suggested reforms and policy actions at sub-sector level of education. Due to the failure of previous policies, the new policy was introduced in which the special focus on education challenges, provision of Islamic education, fundamental causes behind the deficiencies in achieving desired outcomes, and reforms and policy actions to be taken at the sub sector level. The major center of this document is to raising the quality of education focusing on improving quality of textbooks teachers' quality and learning material, students assessment, curriculum reforms, learning environment, extra circular activities, and matching with the employment market. Due to limitations of time and resources it is selected some reforms of quality (Improving teacher's qualification and training, quality of learning environment including infrastructure, and quality of books and learning material) (GOP, 2009). The factors that considered very important in achieving high enrolment at primary level are access and affordability (Chaudhury and Parajuli, 2006, Gulbaz Ali Khan and Shah, 2011).

The factors have also been selected because of AJK geographical hilly area situation, in which access is an important issue. In primary enrolment of Pakistan the affordability factor plays a considerable role as the finances required to support the children basically define the choice of school (Sarmad Ishfaq 2014). The fact is reflected by pattern of resource allocation for education in terms of percentage of GDP. Pakistan has the lowest allocation for education in South Asia. But in AJK situation is comparative different than that. Expenditure on education in AJK makes a major portion (28.14%) of the total budget of AJK. However 99% of this money goes to pay and allowances and one per cent is left for the operational expenditures. On the other hand share in developmental budget is only 09%. According to Chief Economist of AJK, out of this developmental budget only 1.15% is contributed for primary education. Under the NEP the government of Pakistan had committed to increase the share of allocation for education to 07% of GDP. The allocation was 2.24% in 2001-02 after which it is showing a decreasing trend. Since AJK is dependent on Pakistan in financial matters any increase and decrease in financial allocation have direct bearing on it (Zaheer Ud Din Qureshi, Muzaffarabad 2012).

Analysis of the Problems of Primary Education System in Pakistan

National education policy (NEP)

National Education Policy is standardized document issued by the Ministry of Education (MoE) Pakistan. AJK is administered by Pakistan so AJK also follow the Pakistan Education Policy which needs to be reform. NEP 2009 document is the review of the previous education policies with recommended reforms and policy actions at sub-sector level of education [4]. The new policy was introduced due to the failure and inability to achieve the desired outcomes. During this overall period the policies have not been implemented properly. So, this poor policy implementation causes many problems such as political manipulations, corruption, systemic issues and poor management and supervision (Rehman, 2002). Another reason is political instability and poor economy of the country. In the poor implementation of education policies the role of poor governmental successive policies cannot be ruled out. Every successive government comes up with new policy on the expulsion of the policies of the previous government. Thus the repercussions of the successive governmental policies have marred the structure of the education system since 1947 (Hoodbhoy, 1998).

Non availability of special administrative set up

In AJK state there is no special administrative setup to analyze the problems for primary education. In order to

realization of important task for universal primary education there is no proper administrative setup in education department to co-ordinate the activities with regard to MDGs, create awareness and arrange periodic assessment of progress on goals and to make policy adjustments according to the feedback from the field. NCHD (National Commission for Human Development) is only the government program who is working on this task in support of education department on enrollment enhancement, dropout control, and quality education of primary level but now they are working separately on their own CBFS (Community Based Feeder Schools) but also contribute for MDGs.

Earthquake destruction and International factors

The 2005 earthquake in Pakistan left more than 7,000 schools and other educational institutes if fully destroyed. More than 900 teachers and 18,000 school children lost their lives in AJK and KPK two provinces. Approximately 65% of public sector education and 80% of TVET institutions had either been badly damaged In 5 affected districts of AJK. As the damage is very big, a lot of reconstruction work is made done and a lot more is left behind and need to be done (SERRA-2007). Across AJK 40% of school still without buildings and average 52% students are taught within a one classroom with no facilities, so the education outcomes are very low. Research suggests that lower students per classroom have higher chance of interaction with teachers, hence better learning outcomes (ASER 2014). Commitments made by the international community were of critical importance for realization of these goals, especially resource commitments were very important. The committed level of international aid by the developed communities was 0.7% of GDPs of the developed countries. Although developed countries' aid for achieving the MDGs has been rising over recent years, the target of 0.7% was never achieved. Moreover this aid has never been free of strings and has not been MDGs specific. More than half of the aid is diverted towards debt relief owed by poor countries, with much of the remaining aid money going towards natural disaster relief and military aid which do not further development. Moreover, AJK is also relying on the international donors for their assistance in the education sector in achieving various universal targets but the problem is that most of the donors take away major chunk of the financial assistance in the shape of heavily paid consultancies and various equipment which remains shelved throughout.

Accessibility problem and lack of financial resources

The accessibility issue is the major issue need to be discussed here. The total area of AJK is 5134 Sq. Miles,

children lives in most remote areas and they not have easy access to get the proper school education. Because of geographically accessibility issue some of them are lacking to schools, because all area is hilly and there is still more remote areas where no schools available for children. Government of AJK State has not enough financial resources to build new schools to remove this gap of accessibility. Somewhere schools are available but no proper facilitation including instructional material, uniforms, etc.) Provided for the good quality education which meets the standards. ASER Report (2014) shows that AJK ranks the lowest among all territories and provinces in term of school facilities and conditions, across AJK 40% of schools are without buildings 9 out of 10 schools are without electricity and 3 out of 4 schools have no drinking water facility. According to the Ministry of Education National Plan of Action 2013-16, the problems regarding the access to education comprised of "in school" and "out school" factors. The "in school" factors include shortage of teachers, absenteeism, missing the basic facilities, lack of friendly environment, teachers' harsh attitude. Whereas the "out school" factors include shortage of schools, distance, insecurity, poverty, and cultural norms (GOP, 2013).

Low enrolment and literacy statistics affect learning outcomes

This high level of dissatisfaction stems partly from deficits in access, student/teacher ratios and literacy rate. ASER (2014) data report presented that 43% children are out of school due to this situation AJK is still suffering with not very highest literacy rate. Many children in AJK do not continue school beyond the primary school level and it's found that 35% dropout in primary level there. As found that School facilities and conditions are not very favorable, 41% schools are without buildings and 87 % without electricity, 73% are without availability of drinking water and 82% are lacking boundary walls. Therefore, with wide regional disparities Learning outcomes are very poor. In 2013/14, the net enrolment rate for primary education was only 58% (compared with more than 68% in Pakistan) in some specific places girls are more disadvantaged. quality education standards and Pupil teacher ratio and are also very low, 19% of schools operates with a single classroom, on average 52 students are taught within one classroom and average 02 teachers are appointed to teach for primary schools which consist of at least five classes [5].

Regional disparities and quality education problem

Education has been a priority of the Govt. of Azad Jammu & Kashmir as about 27% of its total recurring budget besides 10% of the total development budget is allocated to education sector. As a result of this investment, the literacy rate in AJK

is 72 percent (compared to 58 percent across Pakistan). Primary school enrolment is 88 % for girls and 95 % for boys which are higher than any other region of Pakistan (ASER 2014). The gap between boy's and girl's enrollment in AJK is very low as compared to rest of Pakistan where wide gender disparities exist. But there are significant variations between district's enrollment attainment, retention, gender parity and learning outcomes according to the (Alif Ailan 2014 District Ranking Report) Poonch, Sudhnuti and Bhimber Districts of AJK are on Top Level but Muzaffarabad, Haveli and Hattian are on Bottom Level ranking. Independent studies show that AJK is failing to deliver quality education. According to ASER 2014 39% of class five students cannot read a simple story in Urdu meant for class two, and 41% of class five students cannot read a simple sentence same as 47% of class five students cannot do simple two digit division [1].

The Appointments and Role of Teachers

The teacher quality in AJK is very poor which is the main reason for low level of educational qualifications required to become a primary school teacher that includes ten years of schooling and an eleven-month certificate program. It has been identified that student's achievement is closely related to the number of years of formal schooling of teachers. Thus, teachers with 12 years of education perform better than students of matriculate (10 years education) teachers, who in turn perform better than students of teachers with only grade eight qualifications. The second factor involve to the quality of teacher certification programs, little emphasis on teaching practice and non-existence of a proper support/monitoring system for teachers, which suffers from the lack of adequately trained master trainers,. In the absence of any accredited body to certify teachers, the mere acquisition of a certificate/diploma is considered sufficient to apply for a teaching position. Furthermore, teacher appointment is the issue of local interest groups who seeking to place teachers of their choice within their constituency. This system leads to the teacher absenteeism emphasized by the absence of an effective supervision system. The appointment of teachers especially in primary schools is subject to the political influence or paying huge money.

Private School Teachers Quality Affects

This is the question mark that why quality of Primary education in private sector is much better that government. This is only possible that when they hire properly trained and qualified teachers and they provide any kind of support mechanism for these teachers. Except for large school systems like Fuji Foundation, Pearl Valley and others, Beaconhouse, City Schools, which constitute a small percentage of the existing private schools the majority of others have

appointed teachers who are qualified up to intermediate (12 years of schooling) or BA level (14 years of education), and are paid much lower salaries compared to their counterparts in the government sector in addition to no job security. The large schools and school systems have their own capacity building and refresher courses. There is less inclination in these schools to hiring teachers who have previously been trained by government institutions and hold degrees in B. Ed or M. Ed; their preference is for those fluent in English language. Thus, very few teachers hired by the private schools have had any pre-service training, so they affect the quality of education. There is a felt need to enhance the professional skills of those who are currently working through various inset programs.

Quality of Learning Environment and Infrastructure

ASER (2014) it is identified that most of the public schools quality is very poor in AJK. The learning environment includes teaching aid material, extra circular activities toilets, library, and school's infrastructure is really very awful. The document states that 04 out of 05 schools have no boundary walls, while 09 out of 10 public schools have no electricity, and 03 out of 04 schools have no drinking facilities, 03 out of 05 schools have unsatisfactory building conditions. A research surveyed the infrastructure facilities of the public and private primary schools in Azad Kashmir shows that only 52.5% public schools had basic useable drinking water facility. The 30% public schools was toilet facility while 56% private schools enjoyed this luxury. The boundary wall & playground was available to hardly 25% public schools. Library was available to merely 6% public and 11% private schools. Computer lab was not available in any government school while only 1% private schools had it [6].

Quality of Books and Learning Materials

An integral part of good education provision is quality of textbooks and learning material. In this case Pakistan and AJK are on same situation. Education in Pakistan used to be Federal Provincial Issue which working under the federal government would design the curriculum and choose text books and learning material for public schools. Private and NGO schools exempted to choose the curriculum subject to approval of the ministry of education [3]. After the 18th Amendment education has giving more autonomy to the provinces to cater to their own needs. Now the provinces' Ministries of Education are in charge of the textbooks and learning material and curriculum. The public schools are not allowed to use any books and material against ministry of education recommends. NEP discusses that with the involvement of all stakeholders 'Learning Materials Policy,

National Textbook and Plan of Action' was showed in June 2007 with objective to improve the quality of textbooks and learning material while make them in accessible price. The policy action recommended a well-regulated system for publication of textbooks, curriculum improvement and increased investment in school libraries. The quality of curriculum varies in different types of schools. Public schools follow the national curriculum while private and NGO schools follow mix of national and foreign curriculum (Arif and Saqib, 2003). It was tough to judge the quality of the books and learning material is not very same which affects quality of education specially the discussed primary groups [4].

Increased Drop Outs

To promote NER and to discourage drop outs there is very important to promote student friendly environment. To create friendly environment at primary level schools it should be recruitment of female teachers at primary level, change in teacher attitude through training and abolition of corporal punishment, provision of basic facilities, etc. But these steps have not been taken so far. The poor teaching and learning standards, weak supervision and management has led to increased drop outs at primary level in AJK. So the parents' avoid sending their children to those schools (Shahzadi and Perveen, 2002). There has been continues decrease in the enrolment of primary level in the country. This is an upsetting situation in the country which causes of other problems such as child labour, child abuse, and child trafficking and so on (Khalid, 1998).

Outdated Examination System and Ineffective Communication

The education standard of Pakistan especially in primary education and overall examination system is very terrible. The examination system is very traditional which not meet the needs of the current students and even national and international standards. Assessment mostly focused on memory of students rather than quality of performance. Examination monitoring is very bad and influenced by departmental politics. The quality checking of paper is poor which affects the overall performance of the students [7]. The backbone of any system or organization is communication. It connects the various parts of a system and develops sound coordination [8]. AJK communication system is very weak so that teachers in the primary schools often remain absent and make the system poorer. There are grave examples of absenteeism from duties in schools (Khan, 1980). Due to weak monitoring and evaluation the system balance is very poor. Primary teachers are the lowest part of whole system of education. Due to poor communication most of the time

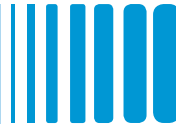
teachers remain uninformed about the policies and plans framed at the governmental level. All this affects the quality of teaching and learning in primary schools (Zafar, 2003).

Lack of Professional Development and Learning Resources

Teaching is a noble professional duty that needs to be continuously abreast with latest theories, research and new knowledge (Siddique, 1990). Teachers who equipped with latest knowledge and develop their skills can teach effectively also can stand their social & professional issues [9]. There have no training facilitates available at primary level in AJK so that teachers are found weak in solving the problems of students and cannot manage the behaviors of students accordingly and they use punishment as tool. This attitude of teachers discourages students and leads to drop out. Primary education in AJK is faced with acute problem of lack of learning resources. This trend is more chronic in government schools where even schools do not have boards, textbook, library and other related learning resources to help teacher and student in the process of teaching and learning (Muhammad, 2002). Due to lack of these resources in schools teacher cannot perform very well. Teachers forced to complete the syllabus within the given timeframe. In this situation teachers fail to deliver meaningful objectives in schools (Hussain, 2001).

Curriculum Issues and Issues of Text Books

In AJK primary education curriculum is very outdated and cannot fill the requirements of the current era. Students are encouraging to memorization than conceptual education. The current curriculum does not fit to improve the thinking abilities of students. It is useless and impractical for student development (Hoodbhoy, 1998). Teachers just focused on syllabus and prepare the students only for examination results. This practice not only affects the teacher performance but also the process of teaching and learning in schools. The teachers should be aware of the aims and goals of curriculum which help to minimize gaps between understating of the curriculum and its effective implementation. There is also a culture of multi-medium of instructions in schools which created problem of instruction due to non-availability of quality textbooks. This confuses both the teacher and the student. Besides, there is lack of training of teachers on how to facilitate or explain concepts from different textbooks (Hussain, 2001). The lack of training and orientation has created confusion among teachers which is reflected in their poor teaching performances.



Findings and Conclusions

The study find out that primary education is the most mistreated sector in the whole education system. The whole system is badly administered and poorly managed. Political interference prevails in the system which breeds corruption, favoritism and nepotism. The system of coordination and supervision at primary level is weak and traditionally characterized. The system of accountability at primary level is very poor in schools. There is no valuable mechanism of teacher training and even not on continual basis. Parents are dissatisfied with the quality of education in government primary schools. Primary school teachers are less motivated to achieve the successive results. The dynamic educational policies are failed to bring any positive changes due to poor implementation and evaluation system. The assessment and curriculum of the primary education is outdated which does not cater to the needs of the child nor meet national and international standards. It encourages cramming of the content and deprives students from critical thinking, reflection, analysis and creativity.

Recommendations

On the basis of this study the following recommendations are presented.

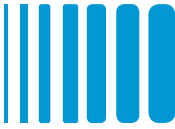
- a. Primary education system needs special consideration as basic pillar of education and need to treat as well managed manners.
- b. Primary education system should be supported financially by government special budgetary allocations.
- c. In order to reform the primary system of education, number of teachers per schools needs to be increased and to train effectively on continuous basis.
- d. To enhance the capacity of the system to work effectively tough system of accountability need to be introduced.
- e. Corruption needs to be completely eradicated especially at the primary level. For this purpose rules and policies need to be implemented efficiently and monitored effectively.
- f. Examination system needs to be improved and made effective as per international standards.
- g. Political interference in the system needs to be completely exterminated.
- h. Curriculum needs to be revisited, evaluated and revised keeping in view the needs of the child and the demands of the current age.
- i. Medium of instruction in the schools is needed to be improved. Teachers could be trained in the languages especially in English and Urdu.
- j. Teachers are needed to be encouraged through financial and other social benefits. The financial support to primary schools needs to be increased. Resources

of teaching and learning need to be increased at the primary level.

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Chapter: 4

Female Teacher Problems at Primary Level in Azad Kashmir

Introduction

It is mandated in the Constitution of Pakistan to enhance adult literacy and quality education at primary level through provide free and compulsory education to all children between the ages of 5-16 years. The year 2015 was the deadline for the participants of Dakar declaration (Education for All [EFA] commitment) including Pakistan but they fail to do so. Education related statistics coupled with Pakistan's progress regarding education targets set in Vision 2030 and Pakistan's lagging behind in achieving EFA targets and its Millennium Development Goals (MDGs) for education call for an analysis of the education system of Pakistan and to look into the issues and problems it is facing so that workable solutions could be recommended. This study finds that Pakistan school system in seems as lowest in the globe. Many reasons involve in this state of affairs. i.e. the quality of learning and competency level of both students and teachers in Pakistan is among the poorest in the region. One of the reasons is educational qualification is not enough to become a primary school teacher. Another is inadequate training certification program for teachers. Because teacher is key part of learning progression in education sector which faces many problems owing to which they cannot play their roles efficiently in the education process. Same the problems faced by female primary school teachers in Azad Jammu and Kashmir) AJK "Pakistan Administered Kashmir". Methodology of the study followed the procedure of descriptive research, in which existing status of female teachers in AJK was thoroughly analyzed. The problems of female school teachers were identified using the tools such as a questionnaire, and an interview schedule. Conclusion of this study presents that most of teachers affected due to their appointments, transfers, place of posting and individual promotions, rapid rate of bribery, political affiliations and interference relatively high than the merit.

In many cases female teachers appointed in far flung areas where transportation is very pitiable. In addition that female teachers are overburdened with extra classes due to lack of teaching staff in primary schools, especially on one side female teachers face huge shortage of teaching and learning resources in schools and on the other hand there are smaller amount proficient development opportunities for all teachers especially for female teachers. These few

mentioned factors have very much affected the procedure of schooling and education quality. The study recommends this problem could be resolved by considering some basic measures e.g. system of accountability, schooling environment and education assets, providing ongoing talented advancement opportunities and incentives, making transparent appointments system and on merit promotions procedure, provide enough teaching and non-teaching staff to female primary schools and control political interference and involvement. Societies around the globe try to improve the social, economic, political and cultural lives of the nations through education. Education plays an imperative role in raising well-groomed human capital in the society through skill development and capacity building. Skilled human resource produces effectiveness and efficiency in performance thus contributing towards self-sustained society. Well-equipped and easily accessible education system for all guarantees the progression of a country. Equality and equity in the provision of educational facilities reasonably result in building intellectual capital among the masses if provided without socio-economic divide.

Many societies face lack of awareness of the concept of multiple femininities and masculinities in the discourse on education, Pakistan has no exception. Contrary to this view, acquisition of knowledge and consciousness are conducive for girls in order to empower them in the community. Education enhances the cognitive ability by raising the sense of self-esteem among girls for achieving a desirable social setup in the country. Education influences living standard as it turns the population of a country into useful human capital and works as an agent of positive change (Hoodbhoy, 1998). However, the teachers are the nation builders and hold a pivotal role in the process of education. In this sense the quality and standards of education are strongly associated with the quality and effectiveness of its teachers. Unluckily in Pakistan very little attention has been paid to the education sector in general and the recruitment of quality teachers in particular. Resultantly, Pakistan has one of the lowest literacy rate and quality educations (Farooq, 1990). This study attempts to examine the female problems faced by school teachers such as, academic, recruitment and promotion procedure, administrative and power structure, financial, training, curriculum, parental relations, and examination in AJK State of Pakistan.



Problem Statement

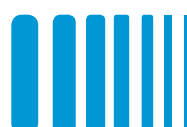
“Pakistan is one of eight countries worldwide that spend less than 2% of GDP on education. Public spending on education, a vital input for improvement in access and quality, is mere 1.5% of GDP. Female literacy is 45% against male literacy rate of 69%. On average 32%, 40.5% and 67.7% of rural girls aged 5- 10, 10-14 and 15-19 respectively are out of school. Less than half of students are rarely complete primary school. The quality of education in the government institutions has deteriorated considerably. Standards of private sector schools are only better than other, but these are too expensive to reach to the normal population. Poorer parents preferred religious institutions which offer free food and boarding to their students. Today, around 25 million children in Pakistan not reach to their constitutional right to have an education up to the age of 16. Average literacy rate is only 57% in the country. Inadequate access to the schools, low attendance and poorly trained teachers as well as weak supervision creates this pity situation. Pakistan is a disaster affected country and it has been continuously hit by major disasters in the past 10 years. As a result of an earthquake on October 8, 2005, the estimate of school-age children and youth who perished in both AJK and NWFP was over 17,000. Most of the victims were between 4 and 16 years old children’s, i.e. primary and secondary school students. Thousands of children have been wounded, made orphans or both and almost all were traumatized. The earthquake damaged lives of many teachers as well. More than 10,000 schools were destroyed or damaged beyond repair in the affected region. More than 955,000 children of school age were affected by the earthquake. Recent floods in 2010 and 2011 also caused serious damages to the education infrastructure of Pakistan. The developing country like Pakistan has always demanded an emphasis on education sector from state and non-state actors” (Sabil, 2016). This department faces much kind of problems. One of the critical factors which have affected the system is teacher. Although, research shows that teachers are the key to success of any education system. However, studies show that in Pakistan the problems of school teachers have multiplied with the passage of time which has exacerbated the largely system of education (Government of Pakistan, 1998). There is feeling of estrangement among the teaching community. Teaching profession is considering the mainly poorly paid, less profitable and unappealing profession (British Council, 1988). Being a terminal stage, it is the most crucial level of education of a child. Problems faced by teachers at this level dangerously affect the overall process of schooling and learning. As very small research in this area has been done, therefore, this ongoing study was launched to spot out the major problems faced by female government primary school teachers in AJK State, Pakistan and to suggest possible solutions to these problems. In the underlines we shall discuss the problems faced by female government

primary school teachers.

Analysis of Problem Statement

The successful education systems concluded that the quality of a school system and teaching force should be perfect. Low teacher effort especially in female teachers is often considered one of the most serious problems in AJK schooling, perhaps even bigger than weak teacher content knowledge and pedagogical skills to successfully teach the curriculum but may be some hidden problems we need to discuss in this segment. Although teacher time-on-task is often raised as a serious concern, existing evidence regarding the impact of teaching time on learner performance is not compelling in either direction. The first and most reason is need to highlight is gender disparity in our society specially for the female sector even our society not give them right space to perform their duties well as they deserve for. On the other hand female teaching line is under the main pressure in shape of housing wife responsibilities and the other side’s as teacher we expect equally perform the duties at both sides so they are overburdened. On the financial support side this sector is comparatively under paid and poor in performance especially in female. So the teacher’s community is less motivated towards their duties. Some of cases not attending the schools and doing their own businesses and getting salaries sometimes they use their political relations and pressurize the departments for their own benefits. In some countries teaching is taken as the most honorable and lucrative profession. In developed nations teachers are adored and occupy a reverential social position in society.

However, In Pakistan, teaching profession does not enjoy a great social status in the society. Teaching is considered the most underpaid and less attractive profession as compared to other professions like medical or engineering and so on. The main problem of housing lodging for the female sector in Pakistan especially in primary sector is discussable. Female teachers posted on far flung areas and not offer lodging and protection and teachers not have enough resources to cater these basic needs. Political interference, transfers and bribery is also the main problem of education system in Pakistan and it’s suffer female sector more than male. Most of the common problems of physical infrastructure is also exists in many schools although the problem of teaching resources and trainings too weak to strengthen the quality education. Curriculum is very old and no one attempts to modify the new changes according to the new era. The primary level school system is practicing old methods of teaching and there is no training and exposure in this sector to modernize this sector and also these is no monitoring and evaluation system during teaching and examination. Teaching time (based on self-reported data) is a key factor behind under-performance (Taylor, 2011: 27; Gustafsson and Patel, 2008:



25). On the other hand Shepherd (2011: 26) finds that extra classes offered by teachers outside the normal school day are associated with better learner results.

A closely related matter is that of teacher absenteeism. A study by Reddy et al. (2010: ix) found that around 11% of teaching time was lost due to teacher absenteeism, though this was not exceptionally poor by developing country standards. Instances of one-day leave were substantially more common on Mondays and Fridays than on other days of the week, indicating an abuse of the leave system to extend weekends. A number of recent studies have drawn attention to weak teacher content knowledge (Spaull, 2011; Stols et al., 2007; Taylor and Moyana, 2005; Carnoy et al., 2008). Although the evidence is accumulating, it is less clear what can be done about teacher content knowledge. The DBE's existing strategy of short in-service training courses does not seem to be particularly effective. Taylor (2008: 25) concludes that "short courses of the order of 3-5 days have little impact. It is becoming apparent that intensive in-service training, in the order of weeks per year, is required to equip teachers with the knowledge they need to teach effectively." Such extensive in-service training may however not be feasible. In response to this, an alternative strategy is proposed in the forthcoming section – one that seeks to give teachers an incentive to take responsibility for their own content knowledge. Is the pay of teachers too low to justify higher levels of effort? Considering that teacher pay relative to per capita GDP in AJK is exceptionally high by international standards, that teachers received a pay increase of roughly 15% in real terms between 2014 and 2016 and that productivity and effort amongst many teachers is low, it is hard to argue that on average teacher pay should be higher. Rather than focusing on the level of average pay, the key concern should be on how to adjust the salary structure in order to, firstly, incentives good teaching and secondly, improve salary increments linked to years of experience in a way that reduces the attrition of good teachers and attracts high-achieving candidates into the teaching profession. Arguably the biggest downfall of teacher pay in AJK is the fact that the system hardly differentiates between better- and worse-performing teachers. Whereas AJK had an exceptionally flat age-wage gradient in 2014, major changes to the salary system briefly introduced in 2015 would have considerably improved this gradient and would have ensured that those teachers evaluated as being better performing by their supervisors would benefit most (Gustafsson and Patel, 2008: 21). However, many of the 2015 changes were reversed in 2016 due to union pressure, meaning that the problem of insufficient rewards linked to years of experience remains unresolved (and the magnitude of the problem is not clear as the impact of current policies on the wage-age gradient over time have not been analyzed). Several studies (Gustafsson and Patel, 2008; Armstrong, 2009; Van der Berg and Burger,

2010) suggest that unless experience-related increments for teachers, and in particular better performing teachers are improved, more capable teachers will be strongly inclined to leave teaching in their mid-career. Discussions with education analysts suggest that despite the 2016 reversal of pay differentiation, unions are not completely opposed to such measures to improve educational performance. The challenge seems to lie in putting forward an incentives policy that is sufficiently informed by what has worked elsewhere and is sensitive to specifically AJK equity concerns. Unfortunately, available analyses of the teacher salary system and teacher pay trends are not sufficiently detailed for policymakers to be sufficiently informed about this critical area (the pay of public school teachers constitutes around 3% of GDP). Specifically, comprehensive analyses of teacher pay using payroll data are rarely produced.

This poses serious risks for the policy making process and the vital central bargaining process between government and teacher unions. Periodic reports of key trends that respond to the needs of planners and salary negotiators are needed. There are various constitutional and judicial provisions in favor of women in Pakistan. The constitution of Pakistan has several provisions to safeguard the status of women. Though there are so many special provisions the position of women even in a cent percent literate society is not so promising. Even in service sector, women are facing variety of problems. The changes in family structure from joint family system to nuclear family system fired up problems of women to a great extent. The problems of employed women will vary with the nature of job, sector in which she is working, and family setup. Fairly large proportion of teaching community is comprised of female teachers, which is one of the major service sectors chosen by women in the state. Hence a study of this type is attempted to realize the problems of female school teachers at primary level.

Objectives

An objective of the study is given as follows

- i. To study the female teacher problems at primary level in AJK State
- ii. To provide necessary suggestions to overcome these problems

Methodology

This study use the procedure is descriptive research, in which existing status of female teachers at primary level in AJK was thoroughly analyzed. The problems of female school teachers were identified using the tools such as a questionnaire, and an interview schedule. The investigator also carries out discussion with experts to gather relevant information about the status of women in Pakistan and AJK

at any level.

Tools and sample

The questionnaire and an interview schedule were used as tools for this study. A questionnaire was developed by the investigator on various aspects related to the personal, professional and social problems of female teachers working at Primary level. An interview schedule was also prepared to gather relevant information which should supplement the data obtained through the questionnaire. The sample of the study comprised of 200 school teachers equally teaching at Government primary level in Poonch and Bagh districts of the AJK state. Since the population size is very large the study was limited to the represent sample. Purposive random sampling technique was used to select the sample. Due representation was given to locale, type of institution, teaching experience, and nature of institution. Interview with forty teachers belong to primary levels was conducted to gather relevant information to increase the data obtained through the questionnaire.

Findings and Conclusion

The main findings of the study are as follows

- i. Majority of female teachers working in different levels are facing Personal, Professional and social problems and the problems faced by them are more or less similar in nature regardless of the level in which they are teaching in different areas of the State.
- ii. Among the social problems cultural related problems are more common. Majority of the respondents have rigid nature of cultural and not allowed females to go for jobs and many have their gender disparity problems and not treated equally in the teaching centers as male teachers.
- iii. As the personal problems we discussed health related problems are more prevalent. Majority of the respondents skipped breakfast daily, and unable to engage in any recreation activities. Most of them do not get time to read newspapers daily.
- iv. On the other hand some of respondents not get cooperation from their family members in house hold matters. So that they must busy to have their personal households matters and the professional problems by their own. Majority expects support from their spouse in house hold works, and in supervising studies of children, but the support available is only marginal.
- v. As per departmental reputation is was noted that the respondents are less motivated towards this profession because of less facilities and fewer salaries as compared to the other professions in the state.
- vi. Political influence and frequent transfers from one place to other is also the problems for female teachers especially

at primary level. So this problem cause uncomfortable environment for female teachers to perform their duties and sometimes result as termination.

- vii. Geographical conditions also take part to cause problems for female teachers when they posted far-flung areas and they not have accommodation facilities for females staff so they faces many kind of transportation and protection problems as well.
- viii. Due to political intervention in the procedure of appointments, under qualified female teachers are appointed who cannot effectively manage the process of schooling and learning in schools even they are not well qualified for this post.
- ix. Pupil–teacher ratio, huge syllabus , unnecessary emphasis on clerical works ,documentation and evaluation , Evaluation of fairly large number of students , loss of working days , the tension caused by the existing system of education ,lack of enough reference materials, inadequate support from colleagues and head of the institution , inadequate in-service training ,etc are the major professional problems of majority of teachers.
- x. Shortage of resources in girls primary schools render the female teachers helpless while they need different aids for schooling and learning. There are no training facilities available to professionally equip the female teachers to improve their teaching skills.
- xi. The study also concluded that female teachers are overburdened with extra classes due to shortage of female staff in the girls' schools.
- xii. The study also investigated that master servant environment and political grouping in this level of schooling also the main problem to hinder the teaching and learning environment. This type of situation also affected the quality of education.

Recommendations

Keeping in view of this study we find the following recommendations to tackle down the problems of female teachers at primary level particular in AJK and general in Pakistan

- a. The female teachers regardless of the level of teaching, facing personnel, social and Professional problems, which surely influence their physical as well as mental health issues and suffering from physical and mental stress may not be able to engage in creative activities. Since, woman is very important component of the family as well as for society, it is necessary to ease their problems in a time bound manner.
- b. System of self-reliance and independence should be improved in the school systems, the resources and trainings for female teachers must be enhanced to increase performance in schools.

- c. Teaching is the profession of full responsibility and accountability to build the new generation. So, teachers should be academically highly qualified and trained to improve the quality of education. Training and refresher system of school should be better to boost the recital.
- d. Healthy physical activities should be promoted for female sector to enhance the healthy education environment since a working person must have to strive for the family as well as for the institution, adequate support is essential from the family and social groups.
- e. Education department rules and policies need to be polished and implemented effectively to eradicate political interference which disturbs the school system and female teachers especially.
- f. Female teachers should be properly trained to proper planning and time management also, which will help them to find time for breakfast, relaxation, exercises as well as for official works.
- g. Pupil-teacher ratio should be maintained to reduce the pressure on teachers and to increase the working efficiency.
- h. Examination system needs to be improved and made effective as per international standards. So that the status of this department is elevate to stimulus for the layman to join this department.
- i. To increase the satisfaction and performance of the teaching sector selection of qualified people with teaching experience should be ensured. Hence, it is suggested that at some point in the process of selection or appointments of female teachers merit should be strictly keep in mind.
- j. Keeping in views of respondents Curriculum needs to be revisited, evaluated and revised to overcome the pressure on the female teacher community and teachers should be properly trained accordingly.
- k. It is suggested that Female Teachers' involvement in the curriculum development should be boost up. This will increase the excellence of education in schools. For this reason, it is suggested that female teachers should be directly involved in the process of curriculum development.
- l. Teachers are needed to be encouraged through financial and other social benefits. The financial support to primary schools needs to be increased. Resources of teaching and learning need to be increased at the primary level to relax the state of mind.
- m. Medium of instruction in the schools is needed to be improved. Teachers could be trained in the languages especially in English and Urdu. It will help the female staff to bridge the communication gaps for the smooth development in education sector.
- n. Unnecessary documentation is another important area which also overburden the teaching community, because it taken away the time for preparation and instruction.

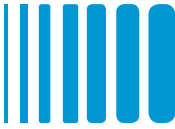
Qualified persons should be used to improve the quality of teaching and learning rather that file works and recordkeeping alternative of this purpose is computer based documentations should be promoted to save the time and energy .

- o. In order to improve the more quality in education and to divide the load on teachers especially at primary level, number of teachers per schools needs to be increased and to train effectively on continuous basis.

It is observed that the Law of Teaching Service should be established that teachers must be evaluated based on professional teaching standards rather than the political of personal relations, in order to achieve required quality in education. Positive motivations and rewards should be introduced for the primary level teaching community. On the other hand to enhance the capacity of the system to work effectively tough system of accountability need to be introduced.

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Chapter: 5

The Role of READ (Rural Education and Development) Foundation in Quality Education of Pakistan

Introduction

Education means all round development, this all round development means intellectual, social and emotional development. It is only education that can mould the behavior of an individual. READ (Rural Education and Development) Foundation is not-for-profit organization established in 1994 to address the dire need for education and literacy in Pakistan. Pakistan is facing an educational crisis with more than 25 million children not being able to avail their constitutional right to a quality education. One in ten of the world's out-of-school children are Pakistani. Education is the only tool which can enable the country to develop and progress amongst the communities and nations. Realizing this problem, READ Foundation's founders initiate a school system to serve the marginalized communities and underprivileged families and to contribute for MDGs. The main aim of this study is to assess the actual role of READ Foundation of quality improvement in Pakistan. The purpose of this paper is to examine and compare the key roles of READ Foundation for providing quality education in Pakistan. For this purpose a significant review of on hand literature was passed out. On the basis of deeper and critical investigation into the literature, the study found that the READ Foundation truly contributed with the admirable system of accountability with equal opportunities to all. System having good quality assessment system, nonpolitical interference, and quality curriculum and teachers motivation for achieving quality oriented goals.

Education consider as strong development tool of society. It is considered one of the main pillars of a society (Adams, 1998). It is an established fact that in the world only those nations have made progress and development which have a sound education system (Ball, 1990). Education helps to create awareness for good deal with the challenges and also helps to generate ideas and creativity. Thus educationally sound nations play leadership role in the world (American Federation of Teachers, 2000). Education is the main sector of development which requires special attention from the government and non-government sectors. This fact is evident from the statistics of developed and under-developed countries as all poor countries have low literacy

rates. Pakistan is also among the list of developing countries where education has never been given preferable part of government. This lack of focus is created by government; therefore private sector has emerged to cater the need of quality education over the past few years.

However, private sector education system mostly prefer profit than quality in education so, millions of Pakistani students remain or having low quality private and government education. READ Foundation is one of not-for-profit civil society organization working since 1994 for quality education in rural areas of Pakistan. It is duly registered organization with the Government of Pakistan and is one of the top-rated NGOs certified by the Pakistan Centre for Philanthropy for good practices in financial management, governance and Programmer delivery. Since its independence, Pakistan not included in developed countries because of weak education system. Pakistan is facing an educational emergency with more than 25 million children unable to avail their constitutional right to a quality of education. One in ten of the world's out-of-school children are Pakistanis they need special attention for providing quality education. Realizing this problem, READ Foundation initiates a school system to serve the marginalized communities by delivering quality education. READ starts working with one teacher and only 25 children, now it grown into one of the largest indigenous educational organization of Pakistan. Today, READ Foundation is running a cohesive network of 344 educational institutions with over 92,000 children enrolled.

These include Primary, Middle and High schools as well as colleges. The school level employs over 4800 teachers and many more in different level. READ Foundation is only the organization who provides free & quality education to very high number of 7,192 orphan students in Pakistan. It provides them with tuition fee, clothing and shoes, textbooks, stationery and knapsack including pocket money and gifts during special festivals. By establishing boarding schools of primary, secondary and higher secondary education near to their homes, READ Foundation enables them to pursue a bright future instead of turning into child laborers. In doing so, now READ Foundation has grown to become one of the largest education systems in Pakistan in the not-for-profit

sector and the largest education provider in Azad Jammu & Kashmir areas. READ Foundation work with its vision is to strengthening nation for positive change through quality education. READ Foundation working with the mission of helping society through quality-oriented, value-based and purposeful education and capacity building. To achieve this mission READ's schools are built through self-sustainable basis. A very low tuition fee is charged from students, whereas deserving students are given financial aid by the Foundation. Through READ's orphan education programme no fees are charged from orphan children, who are also provided with education supplies for the whole year. Through school opening, campus building and school enhancement programmes, the Foundation builds quality education centers for communities in accessible means which do not otherwise have access to quality education.

Because of over 25 million children are out of school READ Foundation has developed a model of school system that has the ability to provide access to a wider group of underprivileged children in a country. READ starts their schools after proper need assessment and taking communities on board. Initially school opens with 25 children, one teacher and a room provided by the community itself. The organization does not provide running costs of its schools and all its schools are running on self-sustainable model. However, it provides support to its schools for growth and development as they increase access for the children. It provides teacher trainings, science laboratories, libraries and furniture for the growing needs of school whereas it also provide sponsorship for the poor orphans who attend these schools. Sustainable schools running on their own resources and receiving support for their development as per need has proved to be most successful model of private schooling with charitable aims. It is the success of this organization that at present READ Foundation contributes about 35% in the enrolment of private schools in the Azad Jammu & Kashmir and overall in Pakistan[1].

Quality Education

The US Department of Education (2002) defines the quality of education by its fulfillment of the national educational goals and objectives. These objectives may broadly be classified into three categories

- i. Social Excellence
- ii. National Excellence
- iii. Academic Excellence

Indicator of Quality Education

Quality indicators can be specified into three classes: educational inputs, educational outputs, and educational

processes. Inputs contain financial procedures, physical procedures, and manpower procedures associated with the resources that are provided for students at each educational level. Financial procedures are generally summarized by educational expenditures per student. Physical procedures include the age, condition, and comprehensiveness of such facilities as classrooms, laboratories, and libraries and the provision and use of international materials and equipment. Manpower or human resource procedures include the number of personnel of different types, often expressed as ratios in relation to student numbers at each level. They also include background information about these personnel such as educational qualifications, experience, and perhaps knowledge competencies and attitudes (Murnane, 1987).

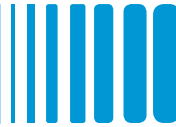
Educational outputs refer to the consequences of the educational process as reflected in measures such as the levels of knowledge, skills and values acquired by students while educational processes refer to all processes from curriculum development to final assessment including admission, teaching and learning. These quality indicators are difficult to measure. There are different approaches to deal with this problem. Harvey and Green (1993) identify five different approaches in measuring quality in higher education. These include the definition of quality:

- a. In term of the exceptional (higher standards)
- b. In terms of consistency (zero defects and getting it right the first time)
- c. As fitness for purpose (meeting stated purposes)
- d. As value for money and
- e. As transformative (transformation of the participant)

However, it is imperative that quality should be initially defined before specific mechanisms are identified. One of the most difficult problems in quality management and in assessing quality is how to strike a balance between external evaluators and internal evaluators. The current situation enjoys the benefit of nearly four decades of thinking in this regard, including the various conflicting approaches about whether attention should be given only to the output or whether both the inputs and the through output should be taken into consideration. The current thinking appears to favor a distinction between Quality Audit and Quality Assessment (Harvey & Green, 1993).

Quality audit

The main features of quality audit procedures are: They operate at the institutional, rather than course/program level. They are concerned with processes, procedures and their operations. They are not concerned with any assessment or evaluation of the objectives or with the appropriateness of the outcomes.



Quality assessment

Quality assessment is the responsibility of the funding agencies. The aim is to assess the social relevance of the institution's programs and the worth of its products in terms of societal goal. Quality in education is a multidimensional concept, which includes all the related functions and activities that form part of the academic life in this system. Therefore, any framework for the assessment of quality should take into account the quality of students, teachers, infrastructure, student support services, curricula, assessment and learning resources.

A number of factors, such as internationalization, marketing, proliferation, competition, expansion of quality education and greater accountability have brought the concern of quality of education to the forefront of national debate. Given below are some of the main indicators of quality education [2].

Quality of Staff and Faculty

- a. **Faculty development:** Focuses on the knowledge, skills, sensitivities and techniques of faculty members, rather than on the courses they teach.
- b. **Organizational development:** Seeks to change the structure, policies and organizational environment in which instruction takes place.
- c. **Instructional development:** Focuses on the systematic design, development, implementation and evaluation of instructional materials, lessons, courses and curricula.
- d. **Teacher training programs:** These include
 - i. Pre-service training programs
 - ii. In-service training
 - iii. Seminars, conferences and workshops.

Quality of students

The quality of the students contains the raw material of higher education, which requires special attention to their problems of access in the light of criteria related to merit (abilities and motivation); proactive policies for the benefit of the disadvantaged.

Quality of curricula

The quality of curricula calls for: special care in the definition of objectives of training provided in relation to the requirements of the world of work and the needs of society; an adaptation of teaching methods to make students more

active and to develop an enterprising spirit; an expansion of, and greater flexibility in, training facilities so as to make full use of IT and networking of curricula, students and teachers.

Quality of infrastructure

The quality of infrastructure, internal and external environment.

Quality of management and governance

The quality of the management of the institution as a co-ordinate and coherent whole, interacting with its environment, it being impossible for institutions of higher education to exist as isolated enclaves. Rapid growth of knowledge useful to management will demand a higher quality of managers. The functions (Massey, 1992) of the management are:

- i. Decision-making
- ii. Organizing
- iii. Staffing
- iv. Planning
- v. Controlling
- vi. Communicating

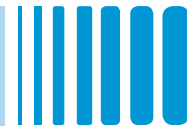
Quality of accountability

The quality of higher education is closely dependent on systemic evaluation and regulation. This entails inculcating a culture of evaluation within the institution, i.e. a concern to set up systems for the gathering of relevant, valid, reliable data to enable those with a role to play in this respect to take the necessary decisions to improve activities and outcomes.

Quality assurance

Ellis (1993) defines quality assurance as a process whereby a consumer or other interested party is made confident that standard will be maintained. Carley and Waldron (1984) defined it as planned, deliberate activities instigated and carried out with the intent and purpose of maintaining and improving the quality of learning for participants. A more inclusive definition is provided by Harvey & Green (1993), who refer it as "those mechanisms and procedures designed to reassure various 'stakeholders' in higher education that institutions accord a high priority to implementing policies designed to maintain and enhance institutional effectiveness". Therefore, it is a combination of several principles (e.g., setting of quality objectives, planning activities to meet these objectives) and philosophies that promote commitment and motivation. Frazer (1992) in his critique of quality control argues that the overall quality of a university is dependent on all aspects of the university's activities.





Quality assurance approaches

These include

External approaches: It is frequently stated that an institution's internal committees of faculty are kept on track through the guidance of external review committees (Dow, 1992). External review committees can be formed by a group of institutions and their faculties (Fincher, 1991). To Frazer (1992) the first stage of external review "must be a document reporting the self-evaluation", but further visits should be for the purpose of meeting with both small and large groups at the institution. However, quality assurance might be achieved within an individual program in a university as a process of internal review.

Internal approaches: L'Ecuyer (1993) mentioned that "quality assurance is first and foremost up to the institutions themselves. Central agencies are not there to do the institution's job, but to ensure that they do it properly and, if necessary, more satisfactorily". According to Becher (1992), it has a positive effect on faculty involvement, interest, and teaching effectiveness.

Outcome assessment: It is the assessment of institution as well as of students.

The above three components are clearly evident in most quality assurance systems. These three components must be part of an integrated approach to the quality of teaching and programs offered at an institution.

Critical Review of Literature

Pakistan is one of eight countries worldwide that spend less than 2% of GDP on education. Public spending on education, a vital input for improvement in access and quality, is mere 1.5% of GDP. Female literacy is 45% against male literacy rate of 69%. On average 32%, 40.5% and 67.7% of rural girls aged 5-10, 10-14 and 15-19 respectively are out of school. Less than half of students are rarely complete primary school. The quality of education in the government institutions has deteriorated considerably. Standards of private sector schools are only better than other, but these are too expensive to reach to the normal population. Poorer parents preferred religious institutions which offer free food and boarding to their students. Today, around 25 million children in Pakistan not reach to their constitutional right to have an education up to the age of 16. Average literacy rate is only 57% in the country. Inadequate access to the schools, low attendance and poorly trained teachers as well as weak supervision creates this pity situation. Pakistan is a disaster affected country and it has been continuously hit by major disasters in the past 10 years.

As a result of an earthquake on October 8, 2005, the estimate of school-age children and youth who perished in both AJK and NWFP was over 17,000. Most of the victims were between 4 and 16 years old children's, i.e. primary and secondary school students. Thousands of children have been wounded, made orphans or both-and almost all were traumatized. The earthquake damaged lives of many teachers as well. More than 10,000 schools were destroyed or damaged beyond repair in the affected region. More than 955,000 children of school age were affected by the earthquake. Recent floods in 2010 and 2011 also caused serious damages to the education infrastructure of Pakistan. The developing country like Pakistan has always demanded an emphasis on education sector from state and non-state actors. There is no doubt that education is a key to solve many important issues confronting any society and it should be top rated priority for countries like Pakistan. READ Foundation is a not-for-profit civil society organization that started its operations with one teacher and only 25 children in the year 1994.

The organization was formed with the mission of helping society through quality-oriented, value-based and purposeful education and capacity building. It is steadily translating its slogans into action by providing equal opportunities of a quality education to every child. It has now grown up as one of the largest indigenous educational organization of Pakistan, with an enrolment of 92,000+ children in its 344 schools with 4800 teachers. Working in partnership with parents, communities, and local and international organizations, READ Foundation provides easy access to high-quality, cost-effective and sustainable quality education programmers with an emphasis on gender parity. Quality education is supported through teacher training, improvement of the buildings and facilities, and development of locally relevant and appropriate materials. In doing this, READ Foundation is guided by the provisions and principles of the Convention on the Rights of the Child. The Foundation struggles to upgrade its existing schools in most remote areas of Kashmir so that quality of education may improve and these schools provide access to many underprivileged children in vulnerable communities.

Quick Facts and Figures

READ Foundation is committed to change the lives of its students and their communities by providing them equal access to quality education. READ Foundation is one of the leading not-for-profit organizations in Pakistan working in the field of education and literacy. READ seeks to engage the most pressing problem of Pakistan, i.e. an education emergency and it has already built a network of 344



education institutions, making it one of the largest education systems in the not-for-profit sector. READ affects the lives of over 92,000 students and their families in which 43% students are female and 12% of total student's enrollment in AJK and 30% of total students enrollment in private school of AJK. READ employees 4800 teachers and education administrators currently working in its schools, organization having 55% of overall teaching staff, in which 75% of staff is female. There is 03 boarding schools for underprivileged girls and 8500 orphan are getting sponsorships furthermore 20,000 boys and girls graduated from READ's schools till the time in which 6000 orphans have graduated from these schools and 3000 orphan students get subsistence family support. 500+ graduates of read schools pursuing higher education.

Statement of Problem

The problems of quality education in Pakistan are very old from the beginning of the country when the newly independent state inherited an already defined system of education. This system was not enough to cater the needs of communities and was badly discriminated. The system could not be reformed according to the needs and social genre of the people (Sheikh and Rasool, 1998). Due to this situation Pakistan still present the lowest literacy rate in the world even after 69 years of its existence. Pakistan is still facing an education emergency with 25 million children not being able to avail their constitutional right to a quality and equality in education. This study attempts to analyze the role of Read Foundation in quality education of Pakistan. In order to provide access to a quality education for all school-age children, especially demoralized, destitute and orphans without discrimination against any color, creed, gender, group or class, READ Foundation claimed that they primarily involved in providing quality education to underprivileged and orphan children of Pakistan. READ Foundation seeks to alleviate this situation by building and enhancing schools and facilities, educating children from marginalized communities, increasing focus on girls' education and improving education quality by capacity building and training of teachers. READ Foundation also has a dedicated programme for responding to emergency situations in response of natural disasters, while focusing on children and their education in the disaster situation. This study tries to explore the real contribution of READ Foundation for MDG's by providing quality education in Pakistan.

Analysis of READ Foundation Role

Comprehensive strategy for quality education

READ Foundation follows a comprehensive strategy to

open new schools and then maintaining quality of education. READ Foundation has a Department of Education that generally takes the following steps into consideration while opening a new school in an area:

- i. The field staff is responsible conducts baseline survey to select a village, where a school is needed to be open.
- ii. Local communities are interviewed to assess and cater their needs and are also involved in the entire process.
- iii. Schools are opened with one teacher, 25 students and a rented room. Gradual promotion of schools, from primary to secondary levels, takes place as per schools' need.
- iv. Initially, READ Foundation is responsible to provide the basic needs of schools, such as furniture, black/white board, etc.
- v. All schools are established on self-sustainable basis and their running expenses are met locally through tuition fees.
- vi. Read Foundation provide science laboratories, computer labs, and additional furniture either at the time of upgrading the school or if they cannot afford the additional expenditure.
- vii. The average number of students per class ranges 25-30 to ensure good quality.
- viii. Teachers are trained through round-the-year training workshops.
- ix. An elaborate system of monitoring and evaluation, to ensure the quality of education, is in place.

Maintaining quality education

In order to provide and retain quality of education the organization particularly focuses on the following:

Low cost or free education: READ Foundation orphan children are exempted from fee even organization provides them support including uniform, books and stationery. Schools charge nominal fee from other children to meet its expenditure. To maintain quality of education, READ Foundation conducts regular teacher training workshops for which schools do not pay. Similarly, READ Foundation also helps the schools in improvement of their infrastructure through support for providing them facilities like furniture, science lab and computer laboratories.

Environment friendly facilities and holistic learning: READ Foundation helps schools to provide an enabling environment to nourishing the natural talents, aptitudes and abilities of all students for a lifelong learning and education through innovative curriculum and teaching methodologies, standardized teachers training, professional and vocational skills advancement and a holistic human development. READ believes that learning becomes easy when the environment is enable. For this purpose, READ focuses on the improvement of physical and social environment of schools from internal

and outside. Internal environment is improved through the provision of better services and facilities at classroom and school level, teacher training and extracurricular activities, whereas to improve the external environment, that may have an impact on school functions, the Principal of school keeps close liaison with the communities, government's education department and civil society organizations. In that way, READ Foundation constantly works with the communities to not only improve the learning environment at its schools but to raise awareness about the necessity of education as a key development tool.

Monitoring and evaluation: For the strong monitoring and evaluation and expansion of schools different sectors of schools are working and especial department, Centers for Training and Coordination (CTC) are working. These centers act as a local facilitator and monitor of the schools and also a bridge between the Department of Education and schools. Each CTC has a manager, orphan worker and auditor.

School development components

Once school is up and running, READ Foundation continuously strives to maintain their sustainability while increasing capacity and access. In that way school remains committed to achieve the following:

Orphan sponsorship: READ Foundation's primary focus is the provision of education for underprivileged children in a bid to empower them for a better and brighter future. READ encourages its schools to identify and enroll orphan children at schools and to meet their educational expenditure arranges sponsorships from individual donors. Currently in 344 schools 8000 orphans are getting quality education absolutely free whereas a greater number has already benefited from this scheme.

Teacher training: Teachers is prime responsible for child development and training. Research indicates that teacher quality, and supportive school organization and management, significantly influence school improvement and eventually pupil learning. READ Foundation never loses focus of this important pillar and organizes regular teacher training programmers to make them well versed with the contemporary teaching practices. Department of Education with the help of CTC at regional level provides opportunities for the training of all new and old teachers as per their level and needs. During the past few years many events of teacher training were held at the central level whereas internal

trainers developed and improved training manuals.

School enhancement: As explained a new school starts with one teacher, 25 children and a rented building. School enhancement is a process through which schools improve from basic level to primary, secondary and higher secondary levels. However due to limitation of resources schools cannot afford the cost for enhancement. READ Foundation helps school get new furniture, improve water and sanitation facilities, train teachers, establish science, computer laboratories and libraries. This investment not only improves school's standard and quality of education but opens doors for new students.

School building: The concept of a school remains incomplete without a proper building. READ Foundation puts special emphasis on construction of purpose-built schools. These programmers of building campuses helps children receive education and care they need on a continued basis in a safe and supportive environment. School campuses all around the world are a special focus of educationists, in order to make them compete with modern requirements of education. READ Foundation's Department of Construction is well versed with these requirements and has acquired years of experience in designing and delivering such campuses. So far, the organization has been able to provide purpose-built conventional and pre-engineered campuses for more than 40,000 children in 150 schools.

Financial details

Every READ Foundation school is self-sustainable. READ's Department of Education interacts with a school through its regional CTC. Schools provide annual budget forecast and financial feedback on a prescribed format for the review and record of the department. Below are the costs associated with different components (Table 1):

S#	School Level	Estimated Cost
1	Primary School Building	\$150,000
2	High School Building	\$250,000
3	Orphan Sponsorship	\$600/annum
4	Teacher Training	\$1,000 / 30 teachers
5	Water Supply	\$800
6	Toilets/Sanitation	\$1,500

Table 1: Financial Details.

Read Foundation statistics as of Sep. 2015 (Table 2)

S#	Region	Schools						Total Students			Orphans			Teachers			Non-teaching staff			Average
		P	M	H	C	DC	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	
1	Bagh	10	25	24	3	0	62	9814	8388	18202	876	890	1766	269	667	936	45	6	51	28.53
2	Bhimber	26	18	9	8	2	63	9474	8589	18063	676	635	1311	328	660	978	104	35	139	31.91
3	Kotli	7	41	11	7	1	67	9053	7996	17049	694	706	1400	368	505	873	49	16	65	26.15
4	Muzaf-farabad	34	31	14	7	0	86	11119	8731	19850	1350	1157	2507	372	680	1051	92	42	134	27.3
5	Gilgit Baltistan	0	8	1	1	0	10	2228	1055	3283	220	71	291	68	76	144	21	6	27	32.5
6	Mirpur	4	9	5	1	0	19	2673	2148	4821	130	101	231	72	213	285	31	14	45	25.78
7	Circle North-Mu-ree	2	2	1	0	0	4	772	589	1361	60	56	116	24	58	82	21	5	26	34.9
8	Poonch	4	14	13	2	0	33	5137	4128	9265	452	448	900	116	347	463	53	15	68	31.41
Total		56	148	78	29	3	344	50270	41624	91894	4458	4064	8522	1606	3206	4812	416	239	555	28.67

Table 2: Read Foundation statistics as of Sep. 2015.

Keys: P: Primary, M: Middle, H: High, C: College, DC: Degree College

Source: READ Foundation Head Office Islamabad Pakistan

Objective of Study

The general purpose of the research is find out the back ground and objectives of READ Foundation, role of READ Foundation in imparting quality education in Pakistan and the importance of this organizations in promoting education to contribute MDG's. Specifically this study would evaluate how much READ Foundation succeeded in achieving the goal in imparting quality education and increasing the literacy rate and to see the impact of READ Foundation in civil society by providing equal access to quality education for all school-age children, especially demoralized, destitute and orphans without discrimination.

Research Methodology

For this research study researcher tries to investigate the role of READ Foundation in quality improvement in Pakistan. For this purpose, a vast literature was critically examined. Public and private institutes visited in comparison to READ Foundation's developed institutions and general findings were calculated in term of quality standards. In terms of data, secondary data have been used. For this collection, data has been searched from READ Foundation Head Office, Regional Offices, survey reports, annual performance reports, personal visits and web sources also been used and other relevant departments data used who working for quality education in Country. The main numeric findings collected

form READ Foundation Head Office Islamabad Pakistan. On the basis of deep study of collected data the findings and conclusion developed and final recommendations have been presented below.

Finding and Conclusion

Education has never been Pakistan's strong point. As part of his program to overhaul Pakistan's institutions in the 1970s, Zulifkar Ali Bhutto nationalized private educational institutions, many of which were gifts by philanthropists. The government then wasted little time in quickly dissolving these schools into nothingness. The resulting mediocrity soon gave way to apathy, a phenomenon further compounded by the "quota system." This obstacle in the way of an equitable merit-based system exists even today. The result of these measures is the travesty that passes for education in Pakistan. There are basically three kinds of schools: the elite private institutions that cater to the upper class; the government-run schools serving the lower echelons of the population and the Madrassah, the religious school. Private schools have become a necessity for contemporary Pakistani society since the government has failed to provide quality education for its population. A majority of parents, even those from lower income brackets, send their children to private schools so they can receive an education that will enable them to be competitive. Also, most Pakistanis want their children to learn English. Private schools offer all instruction in English

while government schools offer instruction in either Urdu or the local provincial language. Here we need the system which fulfills community needs with the limited financial resources and equal access to all school age learners.

The question of READ's contribution of quality in education is directly related to the quality of teachers, students and the infrastructure provided to them by the educational institutions. It is observed that the level of competence of teachers, curricula and the standards of student intake are the major contributing factors in the deteriorating quality of education in READ's Schools. In Pakistan, quality of education is deteriorating both in the public and the private sectors. This study highlighted some of the key factors that directly relate to READ's quality enhancement. The study revealed that both public and private sector have strengths and weaknesses. The study found out that READ Foundation is top-performing school systems recognize that having improved outcomes with advance instructions which providing equal, economical and easy access to quality education for all school age children without any discrimination. The system having friendly environment and enough advanced educational facilities which present enabling environment for all learners through innovative curriculum and teaching methodologies with support of qualified and trained staff and strong management. READ promote community involvement through interaction to endorse educational awareness and to ensure participatory monitoring to recognize their rights and responsibilities. READ Foundation is steadily moving towards more improvement where needed but there is a dire need of implementing national and international quality control standards.

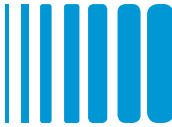
Recommendation

The Organization has always been very concerned about curriculum and teaching methodology. The quality of education nevertheless depends just as much on the smooth day-to-day operation of the education system at all levels, and primarily at the level of the school itself. Researcher is therefore exploring other means that could have a considerable impact on the improvement of school achievement including, among others, the provision of textbooks and teaching materials, the use of information for daily management, the training of head teachers in the techniques of educational and administrative management, and the development of measuring instruments making it possible to more progress.

Education is human right with universe power to reform. There is no higher priority, no mission more important than the education for all. Educationist concluded that the process or staff who eventually better as compared to others and

give some positive response is called quality of education. From the collected data, general observation and conclusion the researcher come with the following suggestions that will hopefully helpful for future betterment:

- i. Teaching is the profession of work with full attention, vision and capabilities to build the new generation. So, teachers should be academically highly qualified and trained to improve the quality of education.
- ii. Political interference needs to be completely eradicated especially at the school level. For this purpose rules and policies need to be implemented efficiently and monitored effectively.
- iii. Investment in the quality of education necessarily calls for the development of educational research and of measuring instruments in particular. So, to improve the quality in education there is dire need to improve the monitoring system in education sector.
- iv. Examination system needs to be improved and made effective as per international standards.
- v. Curriculum needs to be revisited, evaluated and revised keeping in view the needs of the child and the demands of the current age.
- vi. Teachers are needed to be encouraged through financial and other social benefits. The financial support to primary schools needs to be increased. Resources of teaching and learning need to be increased at the primary level.
- vii. Medium of instruction in the schools is needed to be improved. Teachers could be trained in the languages especially in English and Urdu.
- viii. A priority in many initiatives to improve the quality and efficiency of education is the increased use of information in policy formulation and planning. A considerable amount of attention and resources should be devoted to the design and implementation of Education Information Systems as a means of providing decision-makers with more accurate, relevant, and timely information.
- ix. In order to improve the more quality in education, number of teachers per schools needs to be increased and to train effectively on continuous basis.
- x. It is observed that the Law of Teaching Service should be established that teachers must be evaluated based on professional teaching standards at least once in every years and if deficiencies are identified, support would be provided, in order to achieve required quality in education. Evaluations should include multi-faced evidence of teacher practice, student learning and professional contributions.
- xi. To enhance the capacity of the system to work effectively tough system of accountability need to be introduced.
- xii. The role of the Principals of a school is of prime importance. Each school is an enterprise whose director must manage available resources in the best possible way, seeing to the organization of teaching



in the school, the distribution of pupils, teachers and premises, timetable management, and so on. Training in educational and administrative management should become a key element in improving school achievement.

- xiii. The research findings identify and synthesize that research and development practices are very important to improve quality in education. READ's also needs to improve this sector.
- xiv. Foundation education system should be supported financially by government special budgetary allocations because they are also contributing for MDG's achievement.

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