



EDUCATION POLICY (1972—80)

Review of Implementation
and
Measures for Further Reforms

GOVERNMENT OF PAKISTAN

MINISTRY OF EDUCATION
GOVERNMENT OF PAKISTAN
ISLAMABAD

This is a brief resume of the implementation of Educational Reforms prepared by the Planning Section of the Ministry of Education. This document brings into vivid focus the revolutionary assumption on which the Education Policy of the People's Government is based. The Education Policy (1972—80) was announced by Prime Minister Mr. Zulfikar Ali Bhutto (who was then the President of Pakistan) on the 15th March, 1972. The main assumptions of this policy are :—

- (1) Unless institutional structures in the educational field are decolonised and re-orientated to the genuine needs and aspirations of the people, no significant change in our educational system is possible. This process is also meant to decolonise the minds of the people and to give them a sense of human dignity and intrinsic worth.
 - (2) Educational reforms in order to be productive must create a sense of relevance in the minds of students in connection with their studies.
 - (3) The myth of the superiority of intellectual work to manual labour must disappear from the social life of the people of Pakistan.
- and (4) finally, there can be no real education without the education of the masses; there can be no education of the masses without education becoming a mass movement.

In this enlightening document prospects and anticipations for the future from a realistic but progressive standpoint have also been highlighted.

I congratulate the Planning Section of the Ministry of Education for the excellent work they have done in the preparation of this booklet.

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Education Secretary.

Islamabad,
December, 1976.

A REVIEW OF IMPLEMENTATION OF EDUCATION REFORMS 1972—80

Education has acquired a dynamic, purposeful, and egalitarian direction since the launching of the Education Policy by the present Government. An overall change affecting each and every aspect of the education system is now patent. The objectives of ideological orientation, national cohesion and solidarity, and socio-economic development are coming into sharper focus. The colonial elitist legacies are fast disappearing to give way to the education of the masses.

The process of elimination of forces and practices that patronized and propagated exploitation in education has been set in motion as an essential ingredient of education reforms. Suitable measures have been taken to equalize educational opportunities. Special efforts have gone into the provision of education facilities to the backward regions and under-privileged groups hitherto ignored either through negligence of the previous governments or through deliberate designs of the vested interests. Adequate seats for poor students and those coming from backward regions have also been secured in all the prestigious educational institutions of the country. The system of examination which readily yielded to influence and power and was biased against the children coming from poor environment is undergoing reforms to be completely replaced by just, fair, and objective evaluation techniques.

The school curricula have been revised emphasising national ideology, national cohesion, dignity of labour, productive skills and community development.

In order to streamline higher education and to coordinate programmes of the universities for greater national development, necessary infrastructure has been created. A number of studies have already been carried out to identify and remedy various problems in the universities. Initial training of newly recruited teachers and also up-dating the existing teachers both in methodology and content, and revision and modernization of courses of studies have been undertaken. The universities are now governed by progressive and democratic legislation ensuring due representation

of teachers and students in Senates and Syndicates.

The provision of multiple copies of text books has been ensured in colleges and universities for issue to students on loan for stipulated periods. The high prices of text books and their non-availability in the local market is no longer a problem for the students. Studies of the languages and literature, social structure and customs, attitudes and motivations of the people of various regions of the country have been institutionalized so that better appreciation and greater national cohesion and integration is developed. Similarly, studies of the contemporary societies particularly those of special interest to Pakistan have been started. Also programmes of advanced studies and research have been launched in specialized scientific and technological fields to produce top level experts within Pakistan and to minimise reliance on other countries.

A number of autonomous organizations have also been established to create necessary facilities for continuing intellectual, cultural and physical development of the citizens of Pakistan. The masses now have the opportunities for up-dating knowledges, and skills through non-formal means such as correspondence materials, radio broadcasts, television lessons, etc. Locally reproduced versions of a very large number of essential text books of foreign origin have become available to students at heavily subsidized rates. High quality children's books and original books written by Pakistani nationals on a variety of subjects are fast appearing. The cultural activities in the country have also received a great fillip. These activities are not only a familiarization and appreciation of the proud cultural heritage of various regions on the part of people of Pakistan, but also an organized and systematic effort to further enrich and evolve a truly national culture. Vigorous efforts in the field of sports and physical culture have been made to create necessary facilities and to revitalize sports activities in the country with promising results.

Although all the reforms in the fields of education, culture and sports are aimed at the student welfare, yet a number of other measures have also been taken in the past four years for direct

benefit to the students. Apart from those already mentioned liberal grant of scholarships is made every year. Stipends are also awarded to the indigent students as well as to the children and dependents of deceased Army personnel. With a view to providing financial assistance to talented but poor students for continuing their studies at post-Intermediate level, interest free loans are made available to them. To solve the problem of accommodation and to provide equal access to quality education a massive programme for the construction of Federal Students Hostels is nearing completion.

Like students, the teachers have also benefitted a great deal from various teacher welfare measures taken by the present Government. All the teachers have been given the National Pay Scales and their salaries are now at par with those of all other services. As a result of nationalization of privately managed educational institutions, about 25,000 teachers were given the status of government servants. Approximately 60 Government scholarships of 3-4 years duration are awarded annually to in-service college/university teachers for overseas training.

PROPOSED MEASURES FOR FURTHER REFORMS IN EDUCATION

Education concerns masses as almost every citizen is directly or indirectly connected with it. The size of educational establishment itself is massive. As such, education reforms have implications of mass involvement. In view of rapid population growth, this problem assumes perplexing proportions.

Within education there is a complex cobweb of linkages and inter-relationships. Any change in one link has to be matched with corresponding changes in all other links of the chain. The fact that results of educational effort take a considerably long time to show is attributable to a large measure to the involved nature and complexities inherent in education.

In Pakistan, education reforms do not only mean a linear expansion or extension of the existing system but a complete re-shaping of education. The actually inadequate and dilapidated condition of existing education facilities, their mal-distribution and mal-functioning, and all kinds of other deeply entrenched imbalances, disparities and anomalies in the system really call for starting from scratch. As such although implementation of education reforms has been generally fairly satisfactory the progress in certain important areas under the direct responsibility of the provinces has been rather slow. Unless the Federal Government intervenes in a major way to discharge its constitutional obligations in matters of education policy, planning, curricula, syllabi and standards of education, a significant break-through cannot be achieved by the provincial governments alone. The following measures are proposed to accelerate the pace of implementation of the current reforms and those required to be taken to introduce further reforms :

Elementary Education

The targets for the achievement of universal primary education have already been revised to 1983 for boys and 1987 for girls. This was necessitated because of the inability of the provincial governments to allocate enough funds for the attainment of original targets as provided in the Education Policy. Even the revised targets cannot be achieved if the task is left to the Provincial governments alone. Their financial allocations for primary education at present can hardly meet 25% of the stipulated targets. It is, therefore, imperative that the Federal Government intervenes in a major way to assist in universalization of primary education. It entails a colossal undertaking of constructing and equipping nearly 1,00,000 new schools and substantially repairing and improving the existing 50,000 primary schools. Moreover, the question of improvement of standards has also to be attended to seriously by effectively implementing revised curricula, properly training and retraining teachers, and providing suitable instructional materials. Such a huge job cannot be accomplished in time unless sufficient funds are made available and an organized concerted effort is made for its execution. It is, therefore, proposed to create a special non-lapsable fund at the Federal level to which the Federal Government should contribute at least as much as the provincial governments collectively allocate to primary education both for development and recurring expenditure. The fund will be administered by an Elementary Education Authority specially created for the purpose by an Act of the Parliament. The Authority will oversee and assist the provincial governments in the achievement of the targets of universal primary education and will also take preparatory steps to extend universalization of education upto Grade VIII.

Agro-technical Education/Skill Training

At present less than 50 percent of the children of relevant age-group enroll in primary schools. Of these, as many as 50 percent drop out before finishing grade V. Only 25 percent of those enrolling in grade I complete high school. The huge number of children who never reach school when added to those thrown out of the education system really becomes enormous.

The rapid population growth rate of over 3 percent further aggravates the situation. Neither within nor without the school system exist any facilities for training in skills which can make these teeming millions productively employable. Thus a burgeoning number of unproductive youth keep on swarming an already overwhelmingly economically dependent populace.

The attainment of targets of universal primary or elementary education is not in any way, likely to minimize the problem. Instead, it may assume a different complexion. In all probability universal education will result in crushing pressures for admissions to higher educational institutions. Already, higher education facilities are under serious strain and establishment of new colleges and universities involves colossal expenditure. Besides, the standards have sharply fallen as a result of increasing intake of poor student material and disproportionately higher enrolment in the studies of arts and humanities. This situation not only breeds campus troubles but also worsens unemployment problems as majority of the graduates do not possess any employable skills.

One possible solution to the problem is to incorporate skill training programmes within formal schooling. As a major step in this direction, agro-technical studies are being gradually introduced from grade VI onward. The intent is to bring about a significant diversification in the instructional programmes and to equip students with skills which can enable them to enter gainful employment on the discontinuation of their studies. Education, in this way, is likely to become occupational in objectives and therefore, terminal at grades VIII, X and XII. These measures are deemed imperative not only to usefully absorb a large number of present school leaving youth into the economy but also to properly channelize the pressure that is likely to mount as a result of universalization of primary education. The employability of youth is further expected to reduce demand for higher education and may as well serve as a process of screening students for admission to colleges and universities.

The introduction of agro-technical studies has, however been slow so far. It is an expensive form of education requiring

adequately equipped laboratories and workshops, and suitably trained teachers. The provincial governments have not been able to allocate enough funds for this purpose. As such, the Federal Ministry of Education has directly undertaken to start agro-technical courses in 1000 middle schools and 200 secondary schools during the current year. Six institutions have already taken up the task of training agro-technical teachers. Necessary arrangements for setting up laboratories and workshops are also in hand.

Another strategy to attack the problem is the establishment of unitary type of trade schools adjacent to big industrial projects such as Tarbela Dam, Heavy Mechanical Complex, Steel Mill, Sports Goods and Surgical Instruments, Building Construction, etc. This is necessitated by acute unemployment among youth, increasing skilled manpower requirements of growing industrial activity within the country, and opportunities becoming available for export of skilled workers to the Middle East and other neighbouring countries. To start with, 14 trade schools are being established all over the country for training in skills of special importance to Pakistan and Middle East. The duration of courses in these schools will be four years for those who have passed middle level education and two years for those possessing high school certificate.

Adult Education

In view of the acute problem of mass illiteracy, adult education has been looming as a serious concern since Independence. Certain public spirited individuals and social welfare agencies, have been making their contributions by launching adult education programmes but these efforts have remained sporadic, unorganized, and restricted to a few local communities. The Peoples' Government view education of the masses as the cornerstone of egalitarianism. As such, adult education figures prominently in the educational priorities. All possible avenues are being geared towards mass education on a permanent and continuing basis. Plans are in hand for inventorying and analysing adult education programmes launched in the country since Independence with a view to pooling together the experience

gained in this field. The outstanding features of various programmes are being identified for combination into alternative methodologies with a view to evolving a design for application on national scale. In the first instance, the prime focus is being placed on economically productive population.

Third World Education Conference

Most of the countries belonging to the Third World became independent after breaking the shackles of Colonial rule. Although these nations are now sovereign yet they continue to be dictated politically, economically and intellectually by advanced countries. The education systems as inherited from colonial rulers are not only intact but are further extended and propagated. Educational development has so far meant importing models from advanced countries and applying them with little regard to their own peculiar needs and conditions. The problems of the Third World Countries are mainly confounded by rapid population growth, mass illiteracy, weak economic structure, restrictive labour market, and extremely meagre financial resources. In contrast, the advanced countries by and large have a low population growth rate, universally literate citizenry, strong and booming economies, and rich capital reserves. Although these conditions are diagrammatically opposed yet the discussions and debates on the problems of education of under-developed countries are normally held in advanced countries in a completely alien settings. The international agencies connected with education also have a tendency to organize educational conferences and other discussion forums in advanced countries. Thus the problems go out of focus and the issues get distorted. The solution to the educational problems sought from the experiences of the advanced countries are not only irrelevant to the needs of the developing countries but also distract them from evolving their own systems which are suited to the genius of their people.

Unless the developing countries themselves start examining critically their own problems and find out appropriate solutions, no substantial break-through can be achieved in the foreseeable future. With a view to providing a lead in creating

genuine appreciation of the educational problems of the Third World Countries and designing development strategies in consonance with the aspirations of their people, Pakistan is hosting a Conference of the Educational Leaders of the Third World in the near future. About 250 experts from all countries belonging to the Third World, international agencies and developed countries have been invited to participate in the Conference. Adequate and vigorous participation from Pakistan will be ensured.

Mass Rally of Physical Culture

Mass rallies play a vital role in developing self-realization and national integration. Unfortunately, this forceful modality has not been applied in Pakistan for inculcation of national spirit in the masses. Mass rallies of physical culture present spectacular display of physique and gymnastic and thus encourage interest in the improvement of general physical health of the nation. When display of physical fitness and gymnastic is combined with presentation of historical events in national development it provides a thrilling experience for spectators.

The first mass rally of physical culture was held in Islamabad in October—followed with greater participation in December, 1976. The mass display will be repeated at the time of holding of the Third World Education Conference. Thousands of Middle and High School students from Islamabad, Rawalpindi and adjoining areas will participate in the mass rally for which they will be properly trained well ahead of time. The Democratic People's Republic of Korea who have the rare experience of organizing spectacular mass rallies have provided experts who have imparted training to the Pakistani master-trainers.

Centenary Celebrations

As a part of Peoples' Government special endeavour to develop self-realization among the people of Pakistan and to familiarize them with their proud history and leadership, centenary celebrations of the Founder of Pakistan, Quaid-e-Azam

Mohammad Ali Jinnah, and the great poet-philosopher, Allama Mohammad Iqbal have been organized as national events. The centenary of the Quaid is being celebrated during the current year and that of Allama Mohammad Iqbal in 1977. Elaborate programmes of publications, conferences, seminars, competitions, exhibitions, radio and T. V. programmes and establishment of academies and museums have been drawn up and are being implemented. An International Congress on Quaid-e-Azam is being held in December, 1976. Quaid-e-Azam awards are also being instituted.

Sports and Culture

In order to provide an immediate and big boost to sports activities in the country, it is necessary to organize sports events of international importance in Pakistan. This necessitates the creation of essential infrastructure within the country. A sports complex of international standards with all the modern amenities is under construction in the Federal capital with the assistance of the Peoples' Republic of China. A massive programme of sportsmen and coaches, training for the 1978 and 1980 Olympic Games has already been started with local and internationally reputed foreign coaches. A number of international sports events are being organized during September—December, 1976 some of which include : Zulfikar Ali Bhutto Youth Sports Festival at Islamabad, Visit of New Zealand Cricket Team, Quaid-e-Azam Centenary International Sports Tournaments and Mass Gymnastic Displays.

In the field of culture, a Cultural Complex of international level is being constructed alongside the Sports Complex which would serve as the true embodiment of the proud cultural heritage, the mirror of the robust cultural life and the symbol of the hopes and aspirations of the people of Pakistan. A National Roving Theatre has already been established. This has been a very successful experiment. The schemes of the National Theatre, an Academy of Performing Arts and a National Music, Song and Dance Ensemble are being launched. The existing projects of the Puppet Theatre, the Children's

Art Workshop and the National Roving Theatre are being expanded. The Montgomery Hall, Lahore is being rehabilitated into a 'Pakistan House of Culture', a Library and Art Gallery and a 'State Banquet Hall'. An Academy of letters has been established and full cooperation is being extended by the State Film Authority and the Pakistan National Council of the Arts for the successful establishment of a National Film Academy.

National Publications Programme

Serious and imaginative literature on the dynamics of a progressive society is almost non-existent in Pakistan. The revolutionary efforts of the People's Government in the creation of a just and vigorous society are, thus, not known and understood by the masses. Since masses have little opportunities of articulation, their participation in the national affairs remains suppressed. The Federal Ministries of Education and Information are jointly launching a national publications programme. The programme envisages an intellectual elucidation and analysis of the concepts composing the ideology of the People's Government and publication of books and pamphlets and analysing these concepts by established authors with a progressive outlook. The books will be written in English, Urdu and regional languages for intelligensia within the country and abroad, college and university students and people in the country at large. One of the important aims of these books will be to examine critically and debunk assumptions and myths underlying the extant reactionary literature.

Youth Organization

Educational institutions, particularly colleges and universities, have turned into political arena. Organized groups of students patronized by the political parties are firmly installed on campuses who contest student union elections on the basis of party affiliations. Even otherwise the students are exploited by political parties belonging to opposition for creating campus problems, unrest and indiscipline. It is, therefore, necessary to take immediate steps to depoliticize educational institutions so that the campus life returns to serious academic pursuits. An All Pakistan Youth Organization with a view to providing

a variety of extra curricular activities outside the educational institutions to properly channelize student energies has, therefore, been established. This Organization will include activities like sports, cultural events, pioneering socio-economic development undertakings, and task-oriented community improvement programmes. The membership to the Organization is open to all youth between the ages of 13 and 25 years with a minimum educational level of eight class pass, and still engaged in the educational process.

The Youth Organization has its own non-lapsable fund and a secretariat. It is an autonomous organization under the Federal Ministry of Education.

Student Welfare

In addition to the existing programmes of student welfare, action is being initiated to institute the following measures :

- (i) Prime Minister's Pool of transport facilities for the benefit of Educational Institutions.
- (ii) Prime Minister's annual grant of Rs. 1.0 lac to each university for sports activities.
- (iii) Prime Minister's scholarship for the best student in universities and colleges.

Accession No. 31816