



National Educational Policies of Pakistan with reference to Social Justice: A Critical Analysis

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Abstract: *Education in society is the only way to excel in a global context, so education should be updated and relevant to the needs of society. Social justice requires ongoing struggle and cannot be separated from the educational policies, theories & practices of professionals, schools, academic disciplines, and governmental. This review study was done to critically analyze the educational policies of Pakistan from 1947 to 2021 that emphasis was laid on free and compulsory education, but we failed to achieve it yet because the sincerity of the goal did not produce results. One of the major purposes of education policies is to ensure social justice in a society. Political unstable circumstances were the main reasons due to educational policies failing. Since independent educational policies were made, they were not fully implemented and failed to achieve objectives & school programs were not completely enforced.*

Key Words: Policy, Practice, Discrimination, Accessibility, Discipline, Rights & Responsibilities, and Justice.

Introduction

In the development procedure of quality of education, educational policies are plays a key element role (Schultz, 1961; Psacharopoulos & Woodhall, 1985). In the early 1960s, the World Bank has launched the program for developing countries through building human capital in order to decrease poverty & facilitate in improving the system of health, remove inequality from genders, enhance social equality, maintain peace with political stability through education. The link between education and policies are most of the time is directly connected between schools, colleges & universities (Psacharopoulos, 1988).

With the better promotion of education, the illiteracy rate and unemployment rate decline. Several reports examine Pakistan's education policy documents, such as five-year plans, reforms, programs, and programmes (Ali, 2017; Ashraf & Hafiza, 2016; Ahsan, 2003). The aims and objectives of educational policies were emphasized on the “character building” of the nation-state from the Islamic thoughts and viewpoint.

Since Pakistan was established, both civilian and military governments have made efforts for educational policy planning. Several experiments have been undertaken to evaluate strategies, initiatives, projects, and services in order to assess educational outcomes and achievement. Countries' commitments to deal with the emergence of universal problems for poverty, environmental impacts, economy, change of climate, and extremism are all intertwined. Education efforts around the globe are being intensified under the Education for Sustainable Development banner in hopes for social progress (Gewirtz, 1998).

Education is an important part of the constitution in Pakistan. In 2010, the Pakistan Assembly overwhelmingly approved the 18th constitutional amendment, which rephrased article 37-B to make it

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gender-neutral. In the 1973 constitution, "State assumes the responsibility for eradicating illiteracy and providing free and compulsory education up to secondary level, as soon as possible" (Article 37-B, 1973 CoP).

According to the constitution of Pakistan in pursuance of the right to education in Article 25-A: "The State shall provide compulsory & free education to all children of the age of five to sixteen years in such comportment as may be determined by law" (N. A. o. Pakistan, 2012).

The preparation process of educational policy is mostly considered as a highly politically unfair practice (Lee, 2001). A crucial element in the result of education is the policy-making framework and how the policies are to be built (Skolnik, 2010). This paper uses emerging cross-cultural issues to provide insight into the study. Regulation is paramount to the composition of the country's context and community. Various natural, fiscal, political, economic, cultural, geographical, global & historical contexts affect the mechanism of policy creation.

Education System of Pakistan

The existing education system of Pakistan is as follows:

Table 1.

| S. No | Level | Grade/Class | Year of Duration | Age Group |
|-------|-----------------------------|-------------|------------------|-----------|
| 1 | Primary Education | I-V | 5 | 5-10 |
| 2 | Elementary/Middle Education | VI-VIII | 3 | 11-13 |
| 3 | Secondary Education | IX-X | 2 | 14-15 |
| 4 | Higher Secondary Education | XI-XII | 2 | 16-17 |
| 5 | College Education | XIII-XIV | 2 | 17-18 |
| 6 | University Education | XIII-XVI | 4 | 18-22 |

In public institutes, schooling from grade I to XII is offered free of cost, but the tuition fees are large for post-graduate education (Siddiqui, 2017).

Objectives and Methodology

This article tried to examine education policies with reference to social justice in education sector, particularly focusing on secondary school education from 1947 to 2017. The main objective of this article is to analyze the educational policies for social justice to secondary education, provision of funds for secondary education & funds utilization, examine no equity and no inequality in secondary education, provide equal excess to all genders, providing equal opportunities to all students. Education policies and related documents were examined and reviewed for this purpose.

Literature Review

Here we look at Pakistan's educational policy for social justice and its issues & challenges in the context of Pakistan to analyze educational policies of Pakistan's from social justice perspectives.

Educational Policies

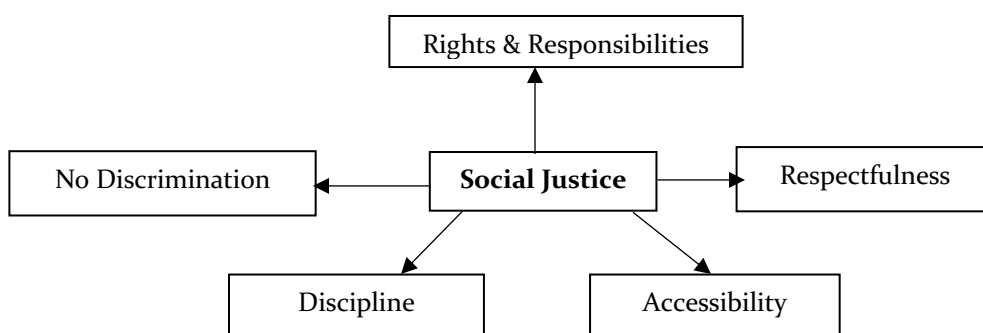
Education policy is at the center of the political agenda of governments. Ongoing global pressures have stressed the importance of education policy in relation to economic growth and social citizenship. Educational policy is made up of the prevailing values and government policies as well as the curriculum laws and regulations that regulate. Thus, policies on schooling will directly influence what people learn when they grow older. Training aids people in improving their potential and recognizing the opportunities and potential they have (Malik, 2015).

Social Justice

Fleurbaey (2018) idea of social justice is linked to the interests of people in a culture and society. The

paper describes that social justice is better characterized as the reduction of inequality in culture and society. Social justice is an integral characteristic of a culture or society ruled by democratic values and with respect for human rights. Nieuwenhuis (2011) suggests that social justice requires a collection of ideals like vision, which permeates being human in all respects. In the context of this research study, in the field of education, the word social justice is used for equitable allocation of educational services, such as facilities, financing, classroom setting, inclusive education, human rights and student opportunities (Opotow, 2012). Schools should provide services driven by social justice values if facilities are to be equally available to all students and civil rights safeguarded.

The Office of Multicultural Affairs (2014) describes social justice as “a broad term for action intended to create equality, fairness, and respect among peoples.” The ongoing phase of social justice needs to be assessed and reevaluated time and time again. Our ideals of social justice are the supremacy of fundamental rules, equality of laws, grant of basic privileges, fulfilment of duties, adherence to legal and social obligations, and finally, a faithful trust in the value of justice, liberty equality, community & self-respect of student personality.



As educational success & the chance for all students continue to face the inequality in classrooms, literature offers a variety of examples of the value of partnerships to encourage social justice in schools. To foster social justice, leaders must establish trust in all partners, participate in the society the schools represent, & explore opportunities to bind schools & the community (McCann, 2012; Theoharis, 2008).

Furthermore, a cautious environment needs to be built in these schools in order to continue & expand these relationships. Students, parents & all stakeholders must be valued & respected, for students & their community must be stressed (Shields, 2004; Gooden, 2012). Home visits & neighborhood trips are some of the activities that help foster connections & make the city known (McKenzie & Scheurich, 2004).

Social Justice in the Professional Standards

- Raising the educational & social ideals of sustainability, equity & fairness at home & internationally, respecting future & existing generations' rights & obligations.
- Commit to the values of democracy & social justice in accordance with age, disabilities, sex & sexual orientation, race, gender, religion & faith & sex.
- Commit to equal, transparent & progressive politics & practices for all-inclusive.
- Valuing, upholding & fostering the values of local & global citizenship for all learners, & respecting social, cultural & ecological diversity.
- Show an obligation to engage learners in real-world problems to strengthen learning outcomes & performance & to promote our way to a prosperous future.
- Respect for the interests of all learners as stated in the UN Convention on the Rights of the Child (UNCRC) & their ability to share in their learning activities decisions & have created & promoted all facets of their well-being (GTCS, 2012a: 5).

National Educational Policies of Pakistan

Education was regarded as one of the most significant factors that led to the growth and development of the country, as evident in Congress' hosting of the first education conference in November 1947. The founder of Pakistan, Muhammad Ali Jinnah, said in his inaugural statement, which is elaborated as:

"There is no doubt that the future of our state can and must depend heavily on the kind of education we provide to our children and the manner in which we make them a future people from Pakistan."

Since 1947, numerous education initiatives have been introduced to improve Pakistan's education system, but not a single program has been fully enforced and has not been accomplished; one of the significant factors is that the turbulent political condition of our country, where no single elected government has completed its term of office, has faced the challenges of martial law (Qaiser, 1999).

The Pakistan Educational Conference 1947

Fair provision of education for all. Integration of spiritual and social education and physical training where secondary schools made a fair provision for all learners (Government of Pakistan, 1947).

Commission on National Education 1959

Since 1947, various educational programs have been placed in place to develop Pakistan's education system, but not a single program that has been completely adopted and not yet completed, one of the important reasons being that the volatile political situation in our region, where no single elected government has completed its term of office, has faced the challenges of martial law (Government of Pakistan, MoE, 1959, p.113).

New Education Policy 1970

Education as an agent of social reform and growth as a factor in establishing a democratic social order by providing equitable access to educational opportunities. The pattern of the secondary system should be such that the same level of services and teaching staff should be maintained in all schools. We will have a great potential to lead the country by investing in numerous social welfare initiatives and changing the environment. The dignity of teachers in society and educational institutions must be opened to all children on the basis of merit (NEP, 1970).

Education Policy 1972-80

The Equal educational opportunity for both sexes and equal access to schooling through the provision of special services for all underprivileged and backward adults. Active involvement in school affairs by teachers, students and parents' representatives and the society at large. Generally, fostering the security, reputation and sense of obligation of teachers and students. We will have a great potential to lead the country by investing in numerous social welfare initiatives and changing the environment which welcoming to all students (NEP, 1972).

National Educational Conference 1977

There is no discrimination in schooling for boys and girls. The same facilities should be provided for girls and boys around the country. Teachers and students who are the fortunate divisions of our society and the founders of tomorrow's education institute must be models of discipline (Rehman, 2012).

National Education Policy and Implementation Program 1979

Equal opportunities for all genders. The environment ensures that student's opinions, voices, & ideas are valued and respected by their peers & instructor. Developing creative and innovative faculty through in-service training. Furthermore, a cautious environment needs to be built in these schools in order to continue & expand these relationships. Students, parents & all stakeholders must be valued for the betterment of quality education (NEP, 1979).

National Education Policy 1992

All students can gain competence, without exception or excuse, and that schools must organize themselves to promote equitable learning for all students. The institute addresses how differences in race, language, income, skills, and gender, but no representation of gender inequality—a place of honors and recognition given to teachers in society. School leaders strive to create schools with equal access and equal support for all students & restructuring staff by assessing student progress through disaggregated data. Inclusive education practices of disability education but further expands concepts to support learners from different groups with a wide range of requirements (NEP, 1992).

National Education Policy 1998-2010

Freedom, democracy and civil rights have become the subject of attention on inequality and interpersonal causes that have diversified into inequity. Gender disparity is related to a lack of economic development. Indeed, there is a rising consensus among economists that women's education and empowerment are instrumental in achieving economic prosperity and addressing poverty. Illiterate women are reluctant to train their children of either gender in such a manner as to ensure that all girls & boys wishing to enter higher education have access to kindergarten.

Restructuring of staff and measuring student success by disaggregated school representatives was committed to building classrooms with fair resources and equal opportunity for all pupils. Enhance the abilities of teachers and boost the relevance of instructor services. The 21st century is referred to as the century of information technology so that technical and scientific understanding is expanding at a fast pace. Physical services, such as classrooms, labs, libraries, chairs, and appliances, are best provided in secondary schools. Inclusive curriculum practices for autism education, but further broadening definitions to help children from diverse communities with a wide variety of needs (NEP, 1998).

Education Sector Reform 2001-2005

No inequitable allocation of opportunities for growth gains between women and men. Fair access to learning opportunities and optimizing equal opportunities, and reducing the gender disparity at all levels of education (Government of Pakistan, 2001). Therefore, schools should be led by principles of social justice to ensure equitable allocation of educational services, uphold human rights & give equal opportunity to all their students.

National Education Policy 2009

Equalize access to education by offering special services for girls & boys, underprivileged/marginalized communities & disadvantaged children adults alike. Where all are treated the same, cultivate a bias-free community where people benefit equally. Promote the principles of goodwill, equality, respect for human rights, universal brotherhood, understanding & coexistence. Widen access to education for all and boost the standard of education. Standardize institutionalize teacher training arrangements, certification procedures & accreditation processes in acquiescence with the National Professional Standards for Teachers. Continuous Professional Development (CPD) programme for both non-formal and formal education teachers at secondary & all levels (NEP, 2009).

Equity in education must also take into account not only fair access to education at a given level, but also the quality of the program, the training and assessment materials and procedures, the diverse forms of studying and the perceptions of experience, and all those that have the ability to do so. Where all are treated the same, cultivate a bias-free community where people benefit equally. Education equality must then take into account not only fair access to education to a given level but also the quality of curricula, training and assessment methods and procedures, diverse learning approaches and information views, and all those that have the ability to do this (NEP,2009).

National Education Policy 2017-2025

Ensure dignity and justice in secondary education for all girls. Pursuant to Article 25-A, it is the

responsibility of the government to offer free and quality education to higher secondary schools. The government also guarantees equality & fairness in secondary education for all children with an internationally compatible curriculum, trained training tools for teachers and an appraisal framework. For the learning of pupils, instructional materials such as posters, audio-visual aids, maps, teaching kits, educational CDs, etc., have been given to schools and have ensured that they are used successfully to increase the standard of education. School atmosphere that promotes and embraces all children's physical, emotional and academic growth students to become productive people able to contribute to society (NEP, 2017).

Establish a school atmosphere that promotes the physical, emotional and academic growth of children to become productive people able to contribute to society. A child-friendly school atmosphere was welcome for all students to study. Provide the requisite facilities, resources and infrastructure for comprehensive education at all stages of education in both public and private sector educational institutions. Continued career learning is a daily function related to the graduation and advancement of teachers.

Single National Curriculum 2020-2021

All children have a fair & equal opportunity to receive high-quality education & provide equity in education. Respecting the diversity of gender, religion, colour, caste, creed & people with special needs in the local and global context. Focus on Values, Life Skills Based and Inclusive Education.

Conclusion

Seven main education policies have been established from 1947 to 2017, and these policies have aimed to resolve problems, concerns and challenges in the education sector in Pakistan. The key emphasis of these initiatives was on access to education, the quality of education, the elimination of gender inequalities from the education, the administration of education, the system of education, science and technology, technical and vocational education.

Overall, I believe that there is a connection between political philosophies and the endorsement of a range of moral values. Social justice involves constant struggle and cannot be isolated from the educational strategies, philosophies and activities of professionals, schools, scholarly disciplines and government agents. Ensure that all boys and girls seeking to enter secondary education have access to school, and educational institutions must be accepted by all students and build a favorable learning atmosphere for all students. Provide the necessary equipment, resources and infrastructures for equitable education at all levels. Expand basic education by offering full opportunities for free access to all children/students. Provide better services, such as classrooms, labs, furniture, archives, and supplies. Developing a new and groundbreaking career learning program for faculty by in-service instruction. Introduced to standardize & institutionalize teacher preparation arrangements, accreditation & qualification practices & quality education methods. The values of tolerance, dignity and respect for human rights, universal brotherhood, sympathy and peaceful coexistence should be upheld in all secondary schools in Pakistan. Inclusive disability education activities further broaden ideas to help children from diverse groups with a wide variety of needs to create an inclusive atmosphere in schools that accommodate all students without creating inequality in all genders. Analyses of school leaders' leadership practices dedicated to social justice & highlight the importance of collective decision-making & advocacy. During the implementation phase, school leaders are key policy actors & become important partners in the creation of an equitable learning atmosphere in their school that is likely to challenge or subvert oppressive education equity structures.

With the focus on capacity development, teamwork, & ownership across schools & all issues of equality impacting students & families. Social justice is almost too difficult to resolve the obstacles & concerns, until schools & neighborhoods are actively engaged, well-coordinated & prepared to fight for all children, all educators are prepared to address problems through schools, or singular issues, individually & where parents, central governments, community bodies & corporations are involved. In striving to inspire families, educators, researchers & policymakers were turned schools dramatically into

inclusive, compassionate & equity-based environments leading to our children's learning, social & emotional growth.

Findings

1. Political unstable circumstances were the main reasons due to educational policies failing.
2. Since independent educational policies were made, they were not fully implemented and failed to achieve objectives.
3. After the distribution of expenditure, it was not adequately compensated to ensure that school programs were not completely enforced.
4. In consideration with Facilities (buildings, furniture, dispensary, sporting facilities, etc.) Teaching, instructional resources. Curriculum exercises. AV supports, etc.) for secondary school education, education has not been spread uniformly throughout the country.
5. Budget allocation for education is not fulfilling the requirements of quality education.

Recommendations

1. It is recommended that government budget allocation for education should be increased/enhanced.
2. It is recommended that educational institutes are free from political interference.
3. It is recommended that the government should implement the educational policies properly for the effective running of educational institutes.
4. It is recommended to the head of the institute that arrange the in-service training for the teachers.
5. It is recommended to curriculum developers design some social justice concepts in the curriculum of social and Pakistan studies.

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