



RESEARCH ARTICLE

REVIEW OF EDUCATION POLICIES AND PLANS IN THE CONTEXT OF SECONDARY EDUCATION IN PAKISTAN

***Dr. Dawood Shah**

Academy of Educational Planning and Management, Pakistan

ARTICLE INFO

Article History:

Received 28th April, 2016
Received in revised form
20th May, 2016
Accepted 25th June, 2016
Published online 16th July, 2016

Key words:

Education Policies,
Five Year Development Plans,
Secondary Education.

ABSTRACT

This article tried to examine education policies and five years development plans in education sector particularly focusing on secondary education since 1947. The main objective of this article was to analyze the planning strategies pertaining to secondary education, allocation and utilization of funds for secondary education, reviewing the targets and achievements related to secondary education and to identify implementation gaps. Since 1947 eight major education policies and nine five year plans were developed which had tried to address the problems and issues of education sector in Pakistan. The main focus of these policies and plans was on access to education, quality of education, reducing gender disparity in educational provisions, education governance, structure of education, science education, technical and vocational education and relevance of education. The policies and plans also focused on improving secondary school infrastructure by opening new schools, up gradation and rehabilitation of schools to accommodate the output of primary schools. The policies and plans had also put emphasis on qualitative aspects of secondary education by updating and reforming the curricula, improving textbooks, reforming examination systems, and enhancing the capacity of teaching force. Unfortunately most of the policies and plans could not achieve their objectives due to lack of political will, inconsistency and frequent policy changes with change of governments, lack of financial resources, poor governance, weak government structure for implementation and monitoring of policies and plans, non-reflection of policies recommendations by development plans, lack of evaluation of education policies to identify causes of their failures, lack of coordination between policy makers and implementers, non-availability of authentic and reliable data, political instability and ignorance on the part of the masses. Despite all strategies and remedial measures proposed by education policies and plans, the education system of Pakistan is still facing numerous issues and challenges which include high illiteracy rate, low budgetary provision for education in terms of GNP, low enrolment rates at all levels of education, high dropout rate, inequality in educational provisions across regions and gender, lack of facilities for professional development of teachers, outdated curricula and poor quality of teaching and learning materials, poor physical infrastructure, poor management and supervision, and poor quality of education.

Copyright©2016, Dr. Dawood Shah. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Citation: Dr. Dawood Shah, 2016. "Review of education policies and plans in the context of secondary education in Pakistan", *International Journal of Current Research*, 8, (07), 34447-34458.

INTRODUCTION

Education plays a vital role in human capital formation. It raises the productivity and efficiency of individuals and thus produces skilled manpower that is capable of leading the economy towards the path of sustainable economic development (Memon, 2007). Government of Pakistan recognizes education as one of the basic rights of its citizens and tries to provide access to quality education to every citizen. During the last few years the government's efforts toward access to quality education has been hampered due to global financial crises, terrorism, flood, earth quake, high inflation, power shortage and low economic growth. Secondary education is a gateway to different professions and higher education. At the end of this stage, it is expected that students

may be able to work and seek job as well as to continue their further studies. Secondary education prepares and selects the adolescents who are going to enter higher education and become our future leaders, managers and professional (UNESCO, 2010). Secondary education is considered as turning point in the educational life of the students. The secondary education is the stage from where the future career of the youngsters starts. Primary and elementary education provide base to secondary education. Successful completion of secondary education leads to the better future. Secondary Education must be designed to prepare young people for careers and equip them intellectually, physically, morally and vocationally for future life, as individuals and citizens. Secondary education must bring about the complete development of a child as an individual, a citizen and patriot (Government of Pakistan (GoP), Ministry of Education, 1959, p.113).

***Corresponding author: Dr. Dawood Shah,**
Academy of Educational Planning and Management, Pakistan.

Secondary Education prepares the adolescent with the skills to live and adapt in a rapid changing society. It empowers individual to be fully active citizens in the modern, technologically innovative and quickly transforming world. It also prepares the individuals who are going to enter higher education and become our future leaders, managers and professionals. Quality secondary education is crucial in providing students with the tools to study more independently and succeed at post secondary level (UNESCO, 2010).

Objectives and Methodology

This article tried to examine education policies and five years development plans in education sector particularly focusing on secondary education since 1947. The main objective of this article was to analyze the planning strategies pertaining to secondary education, allocation of funds for secondary education and funds utilization, examine targets and achievements related to secondary education and to identify implementation gaps. Education policies, five year development plans and related documents were examined and reviewed for this purpose.

Educational Development Since 1947

At independence in 1947, Pakistan inherited an under-developed educational infrastructure from the British. Educational facilities were unevenly distributed by location and region especially rural areas almost deprived of access to education. The objective of the British system in colonial India was not mass education but to breed a class of civil servants, who could serve as intermediaries between rulers and subjects. The country's founding father and first Governor General, Mohammed Ali Jinnah, sought to reorient the education system from colonial administrative objectives to the new independent nation in view of its social, economic and technical needs. In order to reorganize the education system keeping in view the needs of the newly emerged country, the All Pakistan Education Conference was convened in 1947. The Quaid-e-Azam Muhammad Ali Jinnah in his message to the Conference laid down foundations of education in Pakistan. He provided the direction and basic guidelines for the future educational developments. He emphasized that the system of education should suit the genius of our people. It should be consonant with our history and culture. It should inculcate the highest sense of honour, integrity, responsibility and selfless service to the nation. It should also provide scientific and technical education for the socio-economic development of the country. The Conference recommended free and compulsory education for the first five years that would be raised to eight years, proper teacher training with adequate salary scale, a focus on Islamic ideology, with the objective of developing a national identity for the new state and to bring madrassahs (religious schools) into line with the existing system of general education (GoP, Ministry of Interior, 1947 p.5, 44-45).

In 1947-48 the total number of primary and middle schools were 10,503 with the enrolment of the enrolment of 0.991 million. Similarly the total number of secondary schools was 408 with the enrolment of 0.058 million (GoP, Ministry of Education, 1979 p.2-4). Tremendous expansion in the

education system has been taken place since 1947. In 2014-15, the total number of primary schools was 147,223 with the enrolment of 18.368 million and 409,496 teachers. The total number of the middle schools (lower secondary) was 44,818 with the enrolment of 6.419 million and 380,785 teachers. The total number of secondary schools was 31,255 with the enrolment of 3.366 million and 514,158 teachers. The total number of higher secondary/ inter colleges was 5,393 with the enrolment of 1.665 million and 118,079 teachers. The total number of degree colleges was 1,410 with the enrolment of 1.144 million and 36,587 teachers. At time of independence there were only two universities that rose to 163 with the total number of 1.299 million students. There are total 15,217 deeni madaris (religious schools) with the total enrolment 1.711 million (GoP, Academy of Educational Planning and Management (AEPAM), 2016). According to 1951 census, the literacy rate was 16.4% (Iqbal, 2011). Currently the literacy rate of the population (10 years and above) is 61% (male 72% and female 50%), however, wide disparity exists by gender, region and location. The adult literacy rate for both sexes (15 years and above) is 57% (male 69% and female 45%) in 2014-15 (GoP, Pakistan Bureau of Statistics, 2015). However, Pakistan is still lagged behind in most of the education indicators as compared to other south Asian neighbors. Pakistan could not attain all four EFA goals included in the EFA Development Index (EDI) and it had ranked at 106 on EDI out of 113 countries. Pakistan has one of the world's largest primary school age out-of-school populations i.e. 5.37 million in 2012 and it has highest levels of gender inequality at all levels of education. Public education system is considered as being in a state of crisis and the country is far off track to meet the Education for All goals (UNESCO, 2015). The expenditure on education as a percentage of GNP is about 2% which is dismally low as compared to other South Asian countries.

Organizational Structure of Secondary Education

The Pakistan education system consisted of four tiers till 1979 and it was reduced to three tiers i.e. elementary, secondary and tertiary in pursuance of 1979 education policy's recommendations (Ministry of Education, 1979). In addition to these three tiers, provision exists in all education policies for categories of education which include pre-primary, technical, vocational and professional education. A brief description of each tier/category is given below:

Pre-primary

Public primary schools provide pre-primary education as part of socialization process, however, there is no separate pre-primary schools in public sector. Students attending pre-primary class are called Kechi. The age group for pre-primary is 3 to 5 years. A limited part of grade-I national curriculum is taught to this group. The Early Childhood Education (ECE) has been provided in some elite urban private schools which have Montessori or kindergarten programs and a few public schools supported by donor agencies. A national curriculum has been developed for ECE. Free learning materials including story books are provided to ECE children (Iqbal, 2011). The total enrolment at pre-primary stage is 8.635 million out of which 4.619 million (53%) children enrolled in public sector and

4.016 million (47%) children in private sector (GoP, AEPAM, 2016).

Elementary Education

The elementary education comprises two distinct stages-Primary and Middle.

(i) Primary Stage

This stage consists of five grades I-V and enrolls children of age 5-10+ years. The medium of instruction in most of the schools is Urdu being the national language. There are English-medium schools as well. However, the curriculum for primary classes is almost the same throughout the country.

(ii) Middle Stage

The Middle stage (Grades: VI-VIII) is of three years duration and is offered in schools either having primary or secondary classes. The age of pupils is 10-13+. The curriculum is common for males and females as well as for urban and rural dwellers. Provincial Education Departments as well as schools conduct terminal examination at this stage.

Secondary Education

Secondary education comprises of two stages as under:

(i) Secondary Education

The secondary education stage is of two years duration comprising Grades: IX-X and corresponding age of students is 13-15+. The aim of secondary education is to prepare students for different careers and equip them with knowledge and skills. There is a Secondary Schools Certificate (SSC) examination at the end of the X class that is conducted by the Boards of Intermediate and Secondary Education throughout the country. Streaming of children starts at this stage and students opt for a group of their choice such as Science, Humanities, and Technical.

(ii) Higher Secondary Stage

The higher secondary stage consists of grades XI-XII and it is imparted at both Intermediate Colleges and Higher Secondary Schools. It covers Cohort of children aged 15-16 years. The students follow two years Programme of study at higher secondary level, which leads to them Higher Secondary School Certificate (HSSC) that is a pre-requisite for entrance to university or an institution of higher education. The medium of instruction at this stage is English throughout the country. The Boards of Intermediate and Secondary Education (BISE) conduct the examinations for higher secondary school certificates. This stage has various streams like pre-medical, pre-engineering, computer science and general which prepare students for further education.

Higher Education

Higher education in Pakistan starts after the completion of grade-XII. It is carried out in universities, degree colleges and

other such institutions. Higher education starts at the age of 17+ from grade-XIII leading to the first or Bachelor degree. The first or Bachelor degree under the traditional or conventional stream is of two years duration, but under the new stream it is raised to four years duration. Master degree requires two years of studies after Bachelor degree mostly offered by universities and in some colleges affiliated with the universities. Universities offer four years Bachelor degree and two years Master/MPhil degree. PhD studies are offered by some department of universities which take 4-5 years. Higher Education Commission was established in 2002 which is guiding higher education policy and assisting universities as well as degree awarding institutions in pursuit of quality education (Iqbal, 2011).

Technical and Vocational Education

Technical and Vocational Education & Training (TVET) is basically the skill-development of workforce working in the industry of a country. Technical Education refers to post-secondary courses of study and practical training aimed at preparation of technicians to work as supervisory staff. It starts at the age of 15 and 16 years after secondary education. The course duration comprises 3 to 5 years depending on whether a diploma or degree after the terminal examination. Vocational Training, on the other hand, refers to the lower-level education and training for the preparation of skilled or semi-skilled workers in various trades. It starts at the age of 13+ after the elementary education. Vocational education is offered by some technical colleges and vocational schools managed by Technical and Vocational Authority (National Institute of Science and Technical Education, Ministry of Education, 2009). The National Vocational and Technical Training Commission (NAVTTTC) was established in 2006 responsible for policy making, coordination with all stakeholders, regulating and evolving strategies to meet national and international demands for skilled manpower (Finance Division, Pakistan Economic Survey, 2015).

Administrative Structure of Education

The Constitution of 1973 had included education in Concurrent Legislative List which indicates that it is a joint function of federal and provincial governments. The Concurrent Legislative List contained subjects like education policy, planning, curriculum, syllabus, standards of education and Islamic education (Constitution of Pakistan, Entry 38 & 39). The federal government was responsible for policy-making, coordination, and performing advisory role in education. At the national level, the Ministry of Education (MOE) was responsible for the development of the national education policies, national plans and budget, as well as the overall supervision and implementation of these policies and plans. The Provincial Education Departments were responsible for the management of elementary, secondary, technical and higher education in their respective provinces. They have to develop their own planning and implementation schemes in accordance with the national education policies and plans. Each provincial Department of Education has various bodies like Curriculum Bureau, Provincial Institute of Teacher Education, Textbook Boards, Boards of Intermediate and Secondary Education

(BISE) and Directorate of Schools and Colleges. The Eighteenth Constitutional Amendment was passed by National Assembly of Pakistan in April 2010 which had changed the existing legal structure for distribution of powers between federal and provincial governments. As a result of Eighteenth Amendment, Concurrent legislative List which contained subjects in the shared legislative jurisdiction of federation and province was abolished and these subjects came under legislative and executive power of provinces. Moreover, the Ministry of Education was also abolished in wake of Eighteenth Amendment. Under 18th Constitutional Amendment, Article 25-A was inserted in the Constitution which declares “free and compulsory education” a fundamental right for all children aged 5 to 16. The Article 25-A states that

“The State shall provide free and compulsory education to all children of the age five to sixteen years in such a manner as may be determined by law” (Constitution of Islamic Republic of Pakistan 1973, Article 25-A). Soon after the abolishment of Federal Ministry of Education in March 2011, the government has realized the need for creation of an official body to undertake responsibilities of administration of various organizations which were either financed by the Federal Government or their function fell under its constitutional domain. Under Article-25-A, the federal government still has certain functions to perform at national level especially for coordination, accreditation and vocational training. In order to fulfill these functions, a new Ministry of Professional and Technical Training was created in July 2011 and it was renamed in June 2014 as the Ministry of Federal Education and Professional Training (MoFE & PT). The Ministry is responsible for the management of 13 important organizations which are functioning under its administrative control (Pakistan Institute of Legislative Development and Transparency, 2015). In wake of 18th Constitutional Amendment, now education is the exclusive domain of provinces except in those areas which come under the jurisdiction of federal government. Since 1973, financing, planning and administration of school education have been the responsibility of the provincial governments. Federal government was responsible for curriculum and standards only, which in case of school education, has also been now devolved to the provinces. Hence, provinces have the major responsibility of providing free education and bringing all children aged 5-16 years living in their areas of jurisdiction into the schools.

Review of Education Policies

Since inception of Pakistan the successive governments have announced various education policies for development and improvement of education sector. Education is a direct concern to most people as it affects their lives in a variety of ways. During 68 years of Pakistan’s existence, the government of Pakistan has announced the following major education policies to bring reforms in the education sector:

Pakistan Educational Conference –1947
The Commission on National Education –1959
Education Policy –1970
Education Policy –1972-80

National Education Policy –1979
National Education Policy – 992-2002
National Education Policy – 998-2010
National Education Policy –2009

A brief review of education policies especially pertaining to secondary education are presented below:

Pakistan Educational Conference –1947

Immediately after the independence, the task was not merely to expand the existing system but give it a new direction in view of country’s historical, cultural, social and economic aspirations (Iqbal, 2011, p.49). The All Pakistan Education Conference was convened in 1947, at the behalf of the founding leader of Pakistan Quaid-I-Azam Muhammad Ali Jinnah. He provided the basic guidelines for future education development by stressing, inter-alia, that the system of education should suit the genius of our people. The Conference recommended free and compulsory education for the first five years that would be raised to eight years, proper teacher training with adequate salary scale and a focus on Islamic ideology (Government of Pakistan, Ministry of Interior, 1947 p.5, 44-45). The quantitative expansion at all levels of continued at cost of quality due to lack of physical facilities and teachers, overcrowded classrooms and untrained teachers. The pre-independence colonial pattern of education continued without much structural changes (Shami, 2005, p.20).

The Commission on National Education–1959

In the Ayub era a high-level commissions was constituted to review the education sector. The Commission on National Education (1959) undertaken a comprehensive review of education system and recommended that Secondary Education shall be recognized as a complete stage comprising grades IX to XII however, grades VI to VIII would be considered as part of secondary education till declaration of compulsory education of the first eight years. The Commission proposed inclusion of compulsory core subjects, vocational and career courses in curriculum. It also emphasized on teaching of national language, science and mathematics, transformation of secondary schools into multi-purpose schools within 10 years, diversification of curricula to introduce technical/vocational subjects, reorganization of examination system for award of certificate (75% external and 25% internal marks), proper training of teachers, provision of all necessary facilities, provision of scholarship to talented but poor students and 40 weeks duration of academic session (GoP, MoE, 1959, p.142-146). In pursuance of recommendations of the Commission, financial allocation was enhanced for education sector, curriculum was revised emphasizing on ideology of Pakistan, however, these efforts failed to produce the desired results due to lack of proper planning and implementation mechanism (Shami, 2005, p.22).

The New Education Policy 1970

The policy emphasized on science, technical and vocational education at secondary level. It underlined the importance of teaching of science and mathematics at secondary level through necessary changes in curricula, adequate laboratories and

improving teachers' competence. The policy recommended equitable development of all secondary schools and these institutions should be opened to all children on merit. The Policy envisaged to create additional space for 435,000 students by raising enrolment to 1.22 million (Ministry of Education and Scientific Research, 1970, p.6). The policy was not implemented due to political unrest in the country.

Education Policy (1972-1980)

In the early 1972 another educational policy was announced by the government of Zulfikar Ali Bhutto. On the basis of this policy, to equalize the opportunities for education, improving the educational standards and correct the growing imbalance between various types of educational institutions, all the private educational institutions were nationalized by the government. For the next decade, Pakistan's entire system of education was state-run. Resultantly, the establishment of private educational institutions was stopped. During that period, the system could not accommodate all the school going children in the educational institutions. The nationalization policy also proved to be very expensive for the exchequer. The entire expense of private schools was picked up by the government and the government expenditure on education doubled without any increase in capacity resulting substantial decline in the quality of education in former private schools. According to The Education Policy 1972-80, education in classes IX-X was made free in all schools from October 1974. It intended to increase the participation rate at secondary and intermediate level from 8% to 15% by 1980. The policy proposed the diversification of secondary education by emphasizing on science, technical and vocational education. The policy also proposed short term in-service training programs in science and technical education for secondary teachers (GoP, MoE, 1972. P. 9-11). The participation rate at secondary level for age group (10-14) was 17% in 1975. The curricula were diversified to some extent. There was an increase in enrolment at all levels of education, however, goals pertaining to universal basic education and shifts towards agro-technical studies could not achieve (Shami, 2005 & Iqbal, 2011).

Education Policy-1979

In 1979 General Zia-Ul-Haq government announced another education policy. The major aims of this policy were on fostering deep and abiding loyalty to Islam, providing equal opportunities to all citizens for cultural and religious development, functional literacy to all citizens, promotion of scientific and technological education, allowing private sector to open educational institutions as per government criteria and standards. Education policy 1979 proposed three tier of education system comprising elementary (grades I-VIII), Secondary (grades IX-XII) and university education in phased manner. It recommended adding grades IX-X to intermediate colleges and adding grades XI-XII to secondary schools. It also recommended introduction of agro-technical subjects in all schools. The policy declared mathematics as compulsory subject for science students in grades IX-X and recommended diversification of curricula at secondary level. It proposed provision of physical facilities especially science laboratories

and equipment to secondary schools. The policy recommended that private sector would be encouraged to open educational institutions especially in rural areas. It envisaged up-gradation of 1000 middle schools to secondary level and opening of 200 new secondary schools to raise enrolment from 1.8 million to 2.8 million over a period of five years (Ministry of Education, 1979 p.1-2 & 32-33). In pursuance of Education Policy-1979 recommendations, the curricula were revised and efforts were made towards Islamization of contents at all levels. Islamic Studies and Pakistan Studies were made compulsory subjects up to degree level. The quality aspects did not get due attention. The agro-technical scheme failed due to lack of proper planning and implementation (Shami, 2005).

Education Policy 1992

The Education Policy 1992 focused on access especially universalizing primary education by the year 2002, reducing dropout rate at primary level, equity with reference to women education and urban-rural disparities, raising literacy rate to 70% by the year 2002, quality, teacher education and training, reforming examination system, medium of instruction, diversification of secondary education into general and vocational streams, encouraging the private sector to open education institutions, and making education demand oriented. It also emphasized on vocational and technical education by introducing a new stream of technical education at secondary level. The policy visualized setting up education cadre comprising highly qualified and talented educationists. The policy proposed increasing the number of secondary schools from 19,000 in 1992 to 48,487 to raise the enrolment from 4.755 million in 1992 to 9.175 million in 2002. The policy envisaged increasing participation rate at secondary from 32.64% in 1992 to 49.87% in 2002 and participation rate at higher secondary level was to be increased from 7.3% in 1992 to 14% in 2002. (GoP, Ministry of Education, 1992, p.16-27 & 81-82). This policy was not implemented in letter and spirit and interrupted halfway due to change of the government, therefore the targets could not achieve.

National Education Policy 1998-2010

The National Education Policy 1998-2010 proposed establishment of one model secondary school in each district, introduction of a definite vocation or a career at secondary level, revision of curricula at secondary and higher secondary levels, introduction of multiple textbooks at secondary level, teacher training, examination reforms, establishment of Education Service Commission for recruitment of teachers, provision of education card to needy students, establishment of guidance centers to provide guidance and counseling, introduction of qualifications based salary structure for teachers and raising participation from 31% to 48% at secondary level by 2002-03 and for higher secondary from 11% to 13% by 2002-2003. The policy suggested encouragement of private sector to open educational institutions especially in rural areas. The policy proposed establishment of Pakistan Education Service Cadre. The policy recommended a framework for implementation, monitoring and evaluation of education policy at various administrative levels (GoP, Ministry of Education, 1998, p.35-36,114).

Education Sector Reforms (2001-2004) was an action plan for implementation of National Education Policy 1998-2010 and focused on human resource development in Pakistan.

National Education policy (2009)

National Education policy (2009) states that the secondary and higher secondary school prepare young people for life, on one hand it provides skilled manpower to the labour market and on other hand it provides inputs to the tertiary education. The policy mainly focused on expansion of secondary level education especially in the rural areas, merging of grades XI & XII with existing secondary schools, financial support for students to prevent them from dropping out from school due to financial reasons, introduction of student-centered pedagogies, counseling facilities, result outcomes based ranking system for ranking of primary and secondary educational institutions across the country, re-introduction of technical stream at secondary level, separate academic & educational management cadres, common curriculum framework for both public & private educational institutions, standardization and institutionalization of teacher training, accreditation and certification procedures as well as examinations systems (GoP, Ministry of Education 2009, p.29-41). After the abolishment of Ministry of Education as result of 18th Constitutional Amendment, there was no coordination mechanism to monitor the implementation of education policy 2009 and matters pertaining to education. National Education Conference was held under the chairmanship of Prime Minister on September 16, 2011 and a 'Joint Declaration on Education' was issued. According to the Joint Declaration on Education, "National Education Policy 2009, subject to such adaptations as are necessitated in view of the 18th Constitutional Amendment, shall continue to be jointly owned national document" (UNESCO, 2011). All the provincial governments have adopted the National Education Policy (NEP) 2009 and they have not developed their own education policies. Although they have developed their education sector plans based on NEP 2009 guidelines.

Analysis and Discussion

Since 1947 eight major education policies were developed. These policies had addressed the problems and issues of education sector in the country. These policies had focused on various aspects of education which included access, quality, equality, governance, structure of education, science education, technical and vocational education and relevance. The main areas of focus for quality education were revision and improvement in curricula, textbooks development, teacher trainings, examination and assessment, improvement of facilities and infrastructure and medium of instruction. In order to increase access to education and reduce gender disparities, various strategies were proposed by these policies which included opening of new schools, upgradation of schools, non-formal education, double shift in urban schools, stipend for girls, free education up to secondary level, and provision of free textbooks. These policies envisaged compulsory education from primary up to secondary level in phased manner, detaching grades XI-XII from degree colleges and adding them with secondary schools, diversification of

curricula at secondary level by introducing technical/vocational subjects, transforming secondary schools into multipurpose schools, introduction of agro-technical subjects at secondary level, declaring mathematics as compulsory subjects for science students in secondary schools, inclusion of Islamic and Pakistan Studies as compulsory subjects, introduction of general and vocational streams at secondary level and establishment of model secondary schools in each district of the country. To restructure the education system, the Education Policy 1979 introduced three tiers education system comprising Elementary, Secondary and Tertiary. National Education Policy 2009 proposed establishment of education management cadre however, these provisions were partially implemented. All private education institutions were nationalized as per recommendations of Education Policy 1972 which put a tremendous financial pressure on the exchequer resulting substantial decline in quality of education. The Education Policy 1979 and subsequent policies encouraged private sector to open educational institutions to provide quality education and share the burden for education of masses with public sector. Since its inception, Pakistan's educational system has been transforming and changing however, most of the policies' objectives could not achieve. The main reasons for not achieving the policies objectives were lack of political will, inconsistency and frequent policy changes with change of governments, lack of financial resources, poor governance, weak government structure for implementation and monitoring of policies and plans, non-reflection of policies recommendations by development plans, lack of evaluation of education policies to identify causes of their failures, lack of coordination between policy makers and implementers, non-availability of authentic and reliable data, political instability and ignorance on the part of the masses. The major causes identified by National Education Policy 1998-2010 included weak and defective implementation mechanism, delinked with proper supportive back-stopping, inadequate personnel, poor training, low political commitment and lack of incentives (GoP, Ministry of Education, 1998, p.113). Siddiqui (2016) has identified main reasons for failure of education policies in Pakistan which include absence of strong political will, unreliable statistics, lack of ownership, lack of implementation capacity, donor sponsored initiatives, unrealistic targets, inconsistency in policies, fragmented initiatives, weak governance, political instability, lack of monitoring and accountability system and lack of resources (p.251-271).

Five Year Development Plans

The Planning Board prepared the first five year plan of Pakistan in 1955. Since 1955, nine five year plans, perspective plans, social action program, education sector reforms have been developed. The main objective of these plans was development of country resources to promote wellbeing and welfare of the masses, improving social services, securing social justice and ensuring equitable distribution of resources among various federating units and segments of society. These plans had tried to address issues of education through various strategies. An overview of five year development Plans related to secondary education is presented below:

First Five Year plan (1955-60)

The main focus of First Five Year plan (1955-60) was on improvement and expansion of infrastructure, quality improvement and opening of new schools. The plan aimed to develop multipurpose secondary schools through emphasizing the history and ideals of the country to develop individual character and dignity; balancing literary study with improved courses in Mathematics and Science and adding courses to prepare pupils for careers in agriculture, teaching, social welfare, commerce and industry. An allocation of Rs. 304.93 million was made for education sector whereas the actual utilization was 232 million (76%). An amount of Rs. 68.10 million (22.33%) was allocated for secondary education of which an amount of Rs. 46 million (67.55%) was utilized. The plan envisaged to increase the number of secondary schools from 5475 in 1954-55 to 6000 in 1959-60. The plan targeted to increase enrolment at secondary level from 869,000 in 1954-55 to 1,099,000 in 1959-60. The plan aimed at to open 515 new secondary schools and to enroll 144,000 students. Against the target of opening 550 secondary schools, 540 schools were opened and 230,000 students were enrolled at secondary level against the target of enrolling 144,000 students. Moreover, very little diversification took place as envisaged during the plan period as well as very little efforts were made to improve the quality of general education (National Planning Board, 1957 & Planning Commission, 1960, & Iqbal, 2002).

Second Five-Year Plan (1960-65)

The 1959 Commission's recommendations were incorporated in the Second Five-Year Plan (1960-65). An amount of Rs. 474 million was allocated to education sector and utilization was 462.79 million (98%). Allocation for secondary was Rs. 96.4 million (20.33%) and utilization was Rs. 95.3 million (98.8%) (Planning Commission, 1960, p.353, & Iqbal, 2002). One of its critical factors was the recognition of the fact that different levels of education constitute a pyramid. It was realized that expansion of the output at one level cannot be possible without the expansion of other levels of education. The plan proposed various measures for expansion and improvement of secondary education which include adding of grades XI-XII with the secondary education system ; provision of facilities and teaching staff to secondary schools; diversification of secondary education through introduction of courses in technical, commercial and agricultural subjects ; introduction of guidance programmes ; additional facilities for the girls' education; and introduction of scholarship programme for needy and poor students. The plan also envisaged opening of new pilot secondary and model schools with diversified curricula, improvement and modernization of curricula and opening of new schools that led to the increase in enrolment at secondary level. The plan anticipated to open 175 new secondary and to raise the enrolment to 230,000. Actually 272 schools were established and enrolment was increase by 330,000 (Planning Commission, 1960, Iqbal, 2002 and Iqbal, 2011).

Third Five Year Plan (1965-70)

The Third Five Year Plan (1965-70) was formulated in light of the 20 Years Perspective Plan (1965-85). The plan tried to

bring qualitative and quantitative improvement in education sector. An allocation of Rs. 1073.6 million was made for education sector but actual utilization was Rs. 562.6 million (52.4%) due to 1965 war with India. The allocation for secondary education was Rs. 294.18 (27.4%) and utilization was Rs.129.5 million (44%). In West Pakistan, the plan aimed to improve 950 schools by providing additional classrooms and other facilities, upgradation of 100 middle schools to high level, opening of 100 schools, and opening of 40 comprehensive schools with residential accommodation. The plan visualized to increase enrolment by 0.56 million by the end of plan period. During the plan period, only 66 new secondary schools and 20 comprehensive schools were established. The enrolment was increased by 0.23 million by achieving only 44% targets. Science equipment, laboratories and furniture were provided to 100 secondary schools. The program of diversification of courses was continued to provide a wide range of subjects particularly in field of science education. However, this program got a serious setback because the enrolment of science students increased by 100 percent whereas adequate number of teachers for science subjects was not available. Moreover, the pilot secondary schools and the comprehensive schools introduced in the Second Five Year Plan lost their identity and innovation after becoming part of the general stream of secondary education (Planning Commission, 1968, Iqbal 2011 & Iqbal, 2002).

Fourth Five Year Plan (1970-75)

The Fourth Five Year Plan (1970-75) focused on secondary education by evolving a comprehensive curriculum with a common base for all schools so as to allow students mobility from one type of secondary schools to the other. The plan also proposed merit as the only criteria for admission of students into cadet colleges and model schools finance by the government. The plan also proposed scholarship program for the children of low income groups. The plan aimed at to achieve an enrolment ratio of 40:60 between the arts program and the scientific, technical and vocational programs. The plan envisaged strengthening and renovation of existing secondary schools. The plan emphasized to vocationalized majority of secondary schools both in rural and urban areas. The plan proposed pre-vocational courses imparting basic knowledge of crops and crop storage, agricultural equipment, soils, seeds, rural carpentry, first aid and nutrition as a part of the course. The plan proposed consolidation of existing secondary schools and bringing qualitative improvement (Planning Commission, 1970-75, p.155-156). An allocation of Rs.3665 million was made for education sector, however, the plan was not implemented. When the government of Zulfikar Ali Bhutto came into power in 1971, the planning was virtually bypassed. Hence the plan failed to achieve any significant target (Planning Commission, 1970, p.172-173, & Iqbal, 2011). During 1970-72, 175 new secondary schools were opened and 1,828 secondary schools were nationalized. During the period 1972-78, 911 middle schools and 1011 secondary schools were opened. Enrolment at lower secondary was increase by 0.358 million and at secondary it was increased by 0.156 million. During non-plan period (1970-78), Rs. 3348.85 million was allocated for education sector and an amount of Rs. 3441.78

million (102.8%) was utilized. An amount of Rs. 502.52 million (15%) was allocated for secondary education however, the actual utilization was Rs. 541.5 million (107.7%) during non-plan period (Iqbal, 2002).

Fifth Five Year Plan (1978-83)

The Fifth Five Year Plan (1978-83) changed the order of national priorities within education sector and assigned a significant importance to primary education, vocational and technical training. In secondary and higher education, the plan visualized a shift of emphasis from quantitative expansion to qualitative improvement. An amount of Rs. 10,698 million was allocated to education sector of which an amount of Rs. 5,643.5 million (52.7%) was spent. An amount of Rs. 3,257 million (30.4%) was allocated for secondary education and Rs. 1090.10 million (33%) was utilized (Siddiqui, 2016). The plan suggested agro-technical courses in secondary schools. The plan proposed maintenance and improvements of existing secondary schools and establishment of 158 new secondary schools. The plan envisaged to increase enrolment at secondary from 20 percent to 26 percent by the year 1983. Only 49 schools were opened and the participation rate at secondary fell from 20 percent to 18 percent. The plan could not achieve its targets due to inadequate funds, non-availability of proper mechanism for planning, implementation and supervision of schools. The top of the pyramid was expanded by opening of more colleges and universities while ignoring the base. The share of government expenditure as proportion of GNP declined from 1.8 percent in 1977-78 to 1.5 percent in 1982-83 (Planning Commission, 1978, p.147, 150 & 151, Planning Commission, 1973 & 1983, p.384 & Iqbal, 2002).

Sixth Five Year Plan (1983-88)

The main emphasis of the Sixth Five Year Plan (1983-88) was to reverse upside down state of the educational priorities i.e. expanding higher education at the cost of primary and secondary education (Iqbal, 2011). The plan proposed that universal education would be progressively increased from primary up to secondary level. The plan envisaged to enroll one million students at secondary level in order to increase enrolment by about 40 percent over the base year level. The plan suggested introduction of vocation training as per local needs in a number of secondary schools. The plan visualized broad based, flexible and of high quality secondary education to equip the students with strong academic background for pursuing further education in different disciplines. The plan placed emphasis on science and mathematics subjects at secondary level. More emphasis was given for expansion and qualitative improvement of secondary education especially in rural areas. The plan envisaged upgradation of primary schools to middle level and middle schools to high level in rural areas to reduce disparity in provision of education facilities between rural and urban areas. The plan aimed to increase participation rate at lower secondary level from 26% in 1982-83 to 33% in 1987-88 and at secondary level from 15% in 1982-83 to 20% in 1987-88. The plan aimed to open 236 new schools to increase enrolment to 10, 33,000. The plans also emphasized on qualitative improvement of science education by providing

physical facilities and laboratories, science apparatus, books and teaching staff. An amount of Rs. 19,850 million was allocated for education sector out of which an amount of Rs. 13,430 million (67.6%) was utilized. An amount of Rs. 4,125 million (21%) was allocated for secondary education of which an amount of Rs. 3843 million (93.16%) was utilized (Planning Commission, 1983, p.387-390 & 405, Iqbal, 2002 & Siddique, 2016). During Sixth Five Year Plan, significant expansion took place in secondary education however; there was disparity in provision of secondary education by gender, location and income groups across the country. The plan emphasized diversification of secondary education, however, majority of the students enrolled in non-vocational courses. Education policy and plan recommended delinking of grades XI-XII from degree colleges and adding them with secondary education, which was partially implemented. During the plan period, 100 new secondary schools were opened. Enrolment in grades VI-X increased by 849,000 during the plan raising the participation rate from 22 percent to 26 percent. (Planning Commission, 1988, Iqbal 2011 & Iqbal, 2002).

Seventh Five Year Plan (1988-93)

The Seventh Five Year Plan (1988-93) aimed at expanding educational provisions at secondary level to accommodate output from primary schools. The plan recommended changes in secondary level curriculum to include vocational training skills so that the students graduating at secondary should possess some skills to enable them to earn a living. The plan proposed that participation rate at lower secondary would be increased from 30.4% to 41.6% and at secondary level it would be increased from 17.2% to 24.1% during the plan period. The overall participation rate for grades VI to X would be raised from 25.7 percent to 35.3 percent. New primary, middle and high schools were proposed to be established or upgraded in order to enroll new students at these levels. The plan envisaged establishment of at least one model or comprehensive school for boys and one for girls in each district to provide quality education to talented students. The plan visualized conversion of all secondary schools into institutions of quality education by providing better qualified teachers and physical facilities. The plan emphasized the quality of science education at secondary level by provision of qualified teachers, science laboratories and science equipment. An amount of Rs. 23,110 million was allocated for education sector out of which an amount of Rs. 25,246.5 million (109%) was utilized. An amount of Rs. 6,539 million (28%) was allocated for secondary education of which an amount of Rs. 6007.2 million (92%) was utilized (Planning Commission, 1988, p. 247-248,337 & Planning Commission, 1994, p.519). During the Seventh Five Year Plan, 110 new secondary schools were opened and 1.8 million additional students were enrolled at secondary level in grades VI-X against the target of 1.9 million (Iqbal, 2002). The enrolment at lower secondary (grades VI-VIII) level increased from 30.4% to 44.3%, and at secondary level (grades IX-X) it was increased from 17.2% to 28.1%. The overall participation rate at secondary level (grades VI-X) increased from 25.7% to 38.1% (Planning Commission, 1994, p.524). The curriculum was revised to introduce skills based training (Iqbal, 2011, p.87).

Eight Five Year Plan (1993-98)

The Eight Five Year Plan (1993-98) was developed within the framework of Social Action Program which was developed in collaboration with donor agencies. Government of Pakistan had arranged 80% findings and the remaining 20% funds were provided by the donor agencies. The plan proposed expanding facilities for secondary education to accommodate the increased output from primary schools. The plan envisaged to create 2.4 million additional seats in grades VI-X by upgrading primary and middle schools, establishment of new high schools and adding additional classrooms in the existing schools. The plan proposed introduction of second shift in selected secondary schools especially in urban areas. The plan aimed at to increase participation rate at lower secondary level (grades VI-VIII) from 44.3% to 48.8%, for secondary level (grades IX-X) to increase enrolment from 28.1% to 32.5% and overall participation rate at secondary stage (grades VI-X) was to be increased from 38.1% to 42.7%. The plan visualized accommodating 15% of target enrolment at secondary by private sector. The plan proposed quality improvement by reviewing and reforming curricula especially for science and mathematics, provision of science equipment, laboratories and trained teachers. The plan envisaged establishment of parallel system of vocational schools for imparting employable skills on experimental basis. The plan emphasized adding grades XI-XII in existing secondary schools instead establishing new intermediate colleges. By end of plan, each district would have one model school for boys and each division would have one model school for girls. An amount of Rs. 69,031.7 million was allocated for education sector out of which an amount of Rs. 28,656 million (41.51%) was utilized. An amount of Rs. 16,521.2 million (24%) was allocated for secondary education and an amount of Rs. 5,174.8 million (31.32%) was utilized (Planning Commission, 1994, p.309-310 & 524, Iqbal, 2002). During the Eight Five Year Plan (1993-98), 4391 primary schools were upgraded to middle level, 1302 middle schools were upgraded to high schools, 100 new secondary schools were established, participation rate at lower secondary (grades VI-VIII) was raised from 44.3% to 49% and participation rate at secondary level (grades IX-X) was increased from 28.1% to 32.5% (Planning Commission, 2000).

Non-Plan Period (1998-2005)

The Planning Commission tried to develop Ninth Five Year Plan (1998-2003) to implement the provisions made in the national education policy (1998-2010) however; plan development was delayed due to changing socio-political situation of the country and subsequently the plan was abandoned. Instead of five year plans, successive governments had developed plans for development and expansion of education sector which include Social Action Program (SAP-II), Education Sector Reforms, Annual Plans and Ten Years Perspective Plan 2001-2011. A brief review of these plans is presented below:

Social Action Program (SAP-I & II)

Social Action Program phase-I was initiated in 1993 focusing on elementary education. The duration of the first phase was

three years (1993-96). Participation rate at elementary level was improved especially for girls due to policies of co-education and provision of educational facilities. The second phase of SAP-II was introduced for another five years (1997-2002) with the objective to raise the status of human resource development in the country. SAP-II focused on improving the quality of secondary education, introduction of computer education in secondary schools, reviewing the scheme of studies at secondary and higher secondary levels and opening of model schools for boys and girls in each district. The program envisaged increasing participation at secondary level from 35% in 1998 to 64% in 2003 and 70% in 2010, however, the plan could not achieve its targets. The gross enrolment ratio at Secondary level (grade IX-X) was 27% during 2003-04 (Iqbal, 2011, p.100-101 & Ministry of Education, 2008).

Perspective Plan (2001-2011)

The Perspective Plan 2001-2011 was developed in light of the National Education Policy 1998-2010. The plan mainly focused on improvement in the participation rate, introduction of technical education at the secondary and high secondary levels and improvement in the quality of education. The plan proposed to raise participation rate by 24% at secondary level. The main components of plan included up-gradation of middle schools to secondary level, encouraging private sector to open educational institutions especially model schools at the district level and introduction of a Technical Vocational Education (TVE) stream in secondary schools. In order to improve the quality of secondary education, the plan proposed improvement in curricula and examination system through establishment of an Education Testing Service (ETS) and National Education Assessment System (NEAS) (UNESCO, 2010, p.15).

Education Sector Reforms (ESR-2001-2005)

ESR was launched in 2001 with a comprehensive sector-wide program for increased access, enhanced equity and improved quality at all levels of education. The main strategies of ESR were improvement of education through sector-wide reforms based on efficiency and equity, political will, poverty reduction strategic program, resource mobilization, including debt swap for education, decentralization under the devolution plan; public private partnerships and community participation; outcome based planning, budgeting and audit; improvement in the quality of education through better teachers, curriculum reforms and efficient examination systems. Improvement in science education at secondary level and introduction of a third stream of technical education and vocational education at secondary level to produce skilled manpower and technicians. ESR set targets to increase participation rate from 29.5% to 40% at secondary level by the end of plan period (Ministry of Education, 2001 & Ministry of Education, 2003). The major steps taken under ESR include introduction of uniform academic session throughout the country, free education up to secondary level, stipends for girl students in less developed districts, capacity building of teachers and managers, examination reforms, rehabilitation of schools by providing missing facilities, curriculum reforms, contract and school based recruitment of teachers, establishment of National Education Assessment System and National Commission for

Human Development and introduction of technical courses in 1100 schools. The participation rate at secondary level was 31%, it was 34% for male and 27% for female during 2005-06. The plan could not achieve its targets (Ministry of Education, 2001, 2003, 2004, 2008 & Iqbal, 2011).

Eleventh Five Year (2013-18)

The Eleventh Five Year (2013-18) envisaged restructuring of secondary education consisting of grades VIII to XII and gradual detachment of grades XI and XII from degree colleges. It also visualized provision of additional facilities to secondary schools concomitant to the output of the elementary education. The plan proposed that the secondary education would be made relevant to the needs of the labour market and to prepare students for higher studies. It provided that those students who are being prepared to join labour market would be provided job shadowing opportunities and assignments with local entrepreneurs and institutions. At this level, students would be provided career guidance and counselling. The gross enrolment ratio at secondary would be increased from 57% in 2013 to 67% in 2018 (Planning Commission, 2013).

Analysis and Discussion

During the First Five Year Plan, the share of secondary was 22.33% and utilization 67.55%. Despite low utilization of funds, the plan had achieved its students enrolment target by enrolling 230,000 students against the target of enrolling 144,000 students, however, very little diversification took place and very little efforts were made for quality improvement. During the Second Five Year Plan, the share of secondary in funds allocation was 20.33% and funds utilization was 99%. During the Second Five Plan enrolment at secondary level was increased by 330,000 against the target 230,000, so the plan achieved the enrolment target. However, due consideration was not given to qualitative aspects.

The share of secondary education in allocation of funds during Third Five Year Plan was 27.4% and funds utilization was about 44%. Due to low utilization of budget, the plan could achieve only 44% of its enrolment targets. During the Fourth Five Plan, an amount of Rs.3, 665 million was allocated for education, however, the plan was not implemented. During the non-plan period (1970-78), an amount of Rs.502.52 million (15%) was allocated for secondary education, but actual utilization was Rs.541.5 million (107.7 %). During this period, enrolment at lower secondary was increased by 0.358 million and at secondary level it was increased 0.156 million.

During Fifth Five Year Plan, the share of secondary education in allocation of funds was 30.4 %, however, only 33% of the allocated funds was utilized. Due to low utilization, the participation rate at secondary level declined from 20% to 18% by the end of plan period. The share of secondary education in allocation of funds decreased from 33% during Fifth Five Plan to 21% during Sixth Five Year Plan, however utilization of funds increased from 33% in the previous plan to 93% during Sixth Five Year Plan. Significant expansion in enrolment was made however, there was disparity in provision of secondary by gender, location and socio-economic groups.

During the Seventh Five Year Plan, the share of secondary education in financial outlays was 28% and budget utilization was 92%. During the 7th five year plan, 1.8 million additional students were enrolled at secondary level in grade VI-X against the target of 1.9 million. The overall participation rate at secondary level (VI-X) increased from 25.7% to 38.1%. During Eight Five Year Plan, the share of secondary education was decreased from 28% in the previous plan to 24% and budget utilization was 31%. Despite low utilization of funds, the participation rate at secondary level (grades IX-X) increased from 28.12% to 32.5% by the end of plan period. The Five Year Plans had emphasized on quantitative expansion and qualitative improvement of secondary education. For quantitative expansion, the plans had focused to improve school infrastructure by opening new schools, up gradation of schools, rehabilitation of schools by providing missing facilities. Some of the Five Year Plans had achieved their quantitative targets in terms of students' enrolment however; these plans were unable to remove disparities in provision of secondary education by gender, location and marginalized groups. The plans had also concentrated on qualitative aspects such as updating and reforming the curricula, improving textbooks, reforming examination systems, and teacher training. However, very little efforts were actually made for improving the quality of education. These plans also aimed at opening multi-purpose secondary schools, diversification of curricula by incorporating technical/vocational and agro-technical subjects, detaching grades XI-XII from degree colleges and adding with secondary schools, promotion of girls education, scholarship program for talented but poor students, opening of comprehensive schools with residential facilities, promotion of science education by emphasizing on science and mathematics subjects, evolving comprehensive curriculum, vocationalization of secondary education, opening new pilot schools, establishment of one model or comprehensive secondary each for boys and girls in each district, opening of comprehensive/secondary schools in rural areas to narrow down gap between rural and urban areas in provision of secondary education, and introduction of technical stream in secondary schools. Actually very little diversification took place as envisaged in each five year plan for example pilot secondary schools and comprehensive schools lost their identity after becoming part of general stream of secondary education. Presently majority of the students are enrolled in non-vocational courses.

Despite all these efforts, Pakistan education sector is still facing myriad challenges. The net enrolment rate at primary was 72% (male 78% and female 66%) resulting 6.078 million children of primary school age out of school. The net enrolment rate at lower secondary (middle) level was 48% (male 52% and female 43%). Similarly the net enrolment rate at secondary level is not very encouraging that was 39% (male 43% and female 34%). The out of school children of age group 5-16 was 24.023 million of which 12.778 million (52%) were girls. Pakistan has the world's second highest number of out of school children of age group 5-9. The survival rate to grade-V was 67% (boys 68% and girls 66%). About 33% students drop out before completing primary cycle of education. The gender parity index based on NER at primary level was 0.85, at middle level it was 0.83 and at secondary level it was 0.81. (GoP,

AEPAM, 2016). Moreover, the quality of education is low due to poor quality of teaching, outdated curricula, low quality textbooks, lack of supervision, defective assessment system and non-conducive learning environment in public schools.

Conclusion

Since 1947 eight major education policies were developed which had tried to address the problems and issues of education sector in Pakistan. The main focus of these policies was on access to education, quality of education, reducing gender disparity in educational provisions, education governance, structure of education, science education, technical and vocational education and relevance of education. The Five Year Developments Plans had also focused on quantitative expansion and qualitative improvement of secondary education. Both the policies and plans had focused to improve school infrastructure of secondary education by opening new schools, up gradation of schools, and rehabilitation of schools by providing missing facilities to accommodate the output of primary schools. The policies and plans had also put emphasis on qualitative aspects of secondary education by updating and reforming the curricula, improving textbooks, reforming examination systems, and enhancing the capacity of teaching force through training. These plans and policies envisaged diversification of curricula by incorporating technical/vocational and agro-technical subjects at secondary level, detaching grades XI-XII from degree colleges and adding with secondary schools, promotion of girls education, scholarship program for talented but poor students, opening of comprehensive schools with residential facilities, promotion of science education by emphasizing on science and mathematics subjects, and introduction of technical stream in secondary schools. Despite all strategies and remedial measures proposed by education policies and plans, the education system is Pakistan still facing numerous issues and challenges which include high illiteracy rate, low budgetary provision for education in terms of GNP, low enrolment rates at all levels of education, high dropout rate, inequality in educational provisions across regions and gender, lack of facilities for professional development of teachers, outdated curricula and poor quality of teaching and learning materials, poor physical infrastructure, poor management and supervision, and poor quality of education. Most of the policies and plans' objectives were not achieved due to lack of political will, inconsistency and frequent policy changes with change of governments, lack of financial resources, poor governance, weak government structure for implementation and monitoring of policies and plans, non-reflection of policies recommendations by development plans, lack of evaluation of education policies to identify causes of their failures, lack of coordination between policy makers and implementers, non-availability of authentic and reliable data, political instability and ignorance on the part of the masses.

REFERENCES

- Constitution of Islamic Republic of Pakistan 1973. *Fourth Schedule, Concurrent Legislative List*, Entry 38, 39 & Article 25-A.
- Government of Pakistan, Academy of Educational Planning and Management, Ministry of Federal Education and Professional Training. (2006). *Pakistan Education Statistics 2014-15*. Islamabad: Academy of Educational Planning and Management p. 72, 87, 107
- Government of Pakistan, Finance Division. 2015. *Pakistan Economic Survey 2014-15*. Islamabad: Printing Corporation of Pakistan.
- Government of Pakistan, Ministry of Education and Scientific Research, 1970. *The New Education Policy of the Government of Pakistan*. Islamabad: Ministry of Education and Scientific Research.
- Government of Pakistan, Ministry of Education. 1959. *Report of the Commission on National Education*. Karachi: Government of Pakistan Press.
- Government of Pakistan, Ministry of Education. 1972. *The Education Policy 1972-1980*. Islamabad: Ministry of Education.
- Government of Pakistan, Ministry of Education. 1979. *National Education Policy and Implementation Programme*. Islamabad: Ministry of education
- Government of Pakistan, Ministry of Education. 1992. *National Education Policy 1992-2002*. Islamabad: Ministry of Education
- Government of Pakistan, Ministry of Education. 1998. *National Education Policy 1998-2010*. Islamabad: Ministry of Education
- Government of Pakistan, Ministry of Education. 2001. *Education Sector Reforms: Action Plan (2001-2004)*. Islamabad: Ministry of Education
- Government of Pakistan, Ministry of Education. 2003. *Education Sector Reforms: Action Plan (2001-2005)*. Islamabad: Ministry of Education
- Government of Pakistan, Ministry of Education. 2004. *Education Sector Reforms: Action Plan (2001-02-2005-06)*. Islamabad: Ministry of Education.
- Government of Pakistan, Ministry of Education. 2008. *Education for All: Mid-Decade Assessment Country Report Pakistan*. Islamabad: Ministry of Education
- Government of Pakistan, Ministry of Education. 2009. *National Education Policy 2009*. Islamabad: Ministry of Education
- Government of Pakistan, Ministry of Interior (Education Division). 1947. *Proceedings of Pakistan Educational Conference: Karachi: Ministry of Interior*.
- Government of Pakistan, National Institute of Science and Technical Education, Ministry of Education. 2009. *Research Study on Technical and Vocational Education in Pakistan at Secondary Level*. Retrieved April 16, 2016 from http://unesco.org.pk/education/documents/Report_Study_on_TVE_at_Secondary_Level_Pakistan.pdf
- Government of Pakistan, National Planning Board. 1957. *The First Five Year Plan 1955-60*. Karachi: Government of Pakistan Press. (p.51, 52, 53, 539).
- Government of Pakistan, Planning Commission, Ministry of Planning, Development and Reform. 2013. *The Eleventh Five Year Plan (2013-2018)*. Islamabad: Planning Commission.
- Government of Pakistan, Planning Commission. 1960. *The Second Five Year Plan (1960-65)*. Karachi: Government of Pakistan Press. (p.342).

- Government of Pakistan, Planning Commission. 1968. *The Third Five Year Plan 1965-70*. Islamabad: Trade & Industry Publication.
- Government of Pakistan, Planning Commission. 1970. *The Fourth Five Year Plan 1970-75*. Islamabad: Planning Commission.
- Government of Pakistan, Planning Commission. 1978. *The Fifth Five Year Plan 1978-83*. Karachi: Printing Corporation of Pakistan Press.
- Government of Pakistan, Planning Commission. 1983. *The Sixth Five Year Plan 1983-88*. Islamabad: Printing Corporation of Pakistan Press.
- Government of Pakistan, Planning Commission. 1988. *The Seventh Five Year Plan 1988-93 and Perspective Plan 1988-2003*. Islamabad: Printing Corporation of Pakistan Press.
- Government of Pakistan, Planning Commission. 1994. *The Eighth Five Year Plan (1993-98)*. Islamabad: Printing Corporation of Pakistan Press.
- Government of Pakistan, Planning Commission. 2000. *The Evaluation of Eight Five Year Plan 1978-83*. Islamabad: Planning Commission
- Government of Pakistan. 2015. Statistics Division, Pakistan Bureau of Statistics. Labour Force Survey 2014-15. Islamabad: Pakistan Bureau of Statistics.
- Iqbal, H.M. 2011. *Education in Pakistan: Development Milestone*. Karachi: Paramount Publishing Enterprise.
- Iqbal, M.J.M. 2002. *A Study to Evaluate Five Year Plans in Education Sector from 1955 to 1998 in Pakistan*. Rawalpindi: University of Arid Agriculture.
- Memon, G.R. 2007. Education in Pakistan: The Key Issues, Problems and the New Challenges. *Journal of Management and Social Sciences* 3(1), 47-55.
- Pakistan Institute of Legislative Development and Transparency. 2015. *Assessment of the Performance of the Ministry of Federal Education and Professional Training*. Islamabad: Pakistan Institute of Legislative Development and Transparency.
- Shami, P. A. 2005. *Education in Pakistan: Policies and Policies Formulation*. Islamabad: National Book Foundation.
- Siddiqui, S. 2016. *Education Policies in Pakistan: Politics, projections and practices*. Karachi: Oxford University Press.
- UNESCO 2010. *Secondary education regional information base: country profile –Pakistan*. Bangkok: UNESCO Bangkok, 2010.
- UNESCO. 2011. Situation Analysis of the Education Sector. Retrieved on June 3, 2016 from http://unesco.org.pk/education/documents/situationanalysis/National_Final_Report_Education_Policy_Analysis.pdf
- UNESCO. 2015. Education For All 2000-2015: Achievements and Challenges. Paris: UNESCO.
