

The Impact of Constitutional Provisions on Educational Achievements: A Comparative Study of Pakistan and South Korea

Noor Fatima *

Muhammad Imran Ashraf †

Syed Umair Jalal‡

Abstract

Education is the only opportunity for a nation to attain sustainable development among rapidly changing nations across the globe in the 21st century. For that reason education has been recognized a fundamental right to the citizens of modern states of the contemporary world. Every state has secured this fundamental right of citizens through constitutional provisions. Constitutional provisions provide a guiding framework for the action taken by the responsible authorities of the state. The current study investigated the constitutional provisions of Pakistan and South Korea for the education of general people. Both the countries have made provisions for education and both have made different attempts to realize these provisions in the true sense. The constitution of Pakistan 1973 mentioned education as a subject in Article 25A, 37, and 38 (d) which states the government will eradicate illiteracy in minimum possible time, and education at secondary level will be free and compulsory for all the citizens of the state. On the other hand article 31 of the Korean constitution explains the educational commitments of the state. The efforts made by both the states in implementing the constitutional provisions have made the difference in the educational achievement of both the states. Pakistan having 58% literacy rate as compared to 99% literacy rate of South Korea illustrate the variations. All the governmental policies have three elements; Sustainability, Outreach, and Impact. Despite of sustainability and outreach sometimes desired results do not come from the policy due to ineptness of impact factor. Therefore this study will assess the impact factor of the constitutional provisions of Pakistan and South Korea prerequisite to free and compulsory quality education.

- Vol. I, No. I (2018)
- Pages: 28 – 50

Key Words: Constitutional Provisions, South Korea, Education, Literacy

Introduction

Modern states of the egalitarian world are different from that of the primordial states in many respects. The most important difference among modern and primordial states is that of the constitution of modern states. State constitution is a document that explains the nature of the government, its powers, jurisdictions, and interrelationships between the different components of the system i.e. state legislature, executive and judiciary. Apart from that it also explains the fundamental rights of the citizens which in turn put some responsibilities on their shoulders.

The constitutional document of all the republics around the world has agreed on education as the fundamental right of the citizens of the state and therefore the fundamental responsibility of the state is to work for the provision and promotion of education for all citizens of their respective states. Developed countries like USA, France, Australia, Canada, Denmark, Japan and many others have attained 100% literacy rate through their efforts and commitment to their constitutional provisions for education. Constitutional provisions for education not only provide the framework strategy towards achieving the set goals but also make the government responsible to provide all the opportunities of education to its citizens without any discrimination. The construction of schools, colleges, universities, the appointment and capacity building of teachers, curriculum development, administrative arrangements and supporting paraphernalia including supporting staff, audio video aids for teaching learning process at the educational institutions are because of the constitutional commitments of a state intended for attempt the quality education.

* Assistant Professor, International Islamic University, Islamabad, Pakistan.

† Assistant Professor, Department of International Relations, National Defence University, Islamabad, Pakistan.

Email: imranashraf@ndu.edu.pk

‡ M.Phil. Scholar, Department of Political Science, University of Peshawar, KP, Pakistan.

All the three constitutions of Pakistan have made the considerable provisions for education at all educational levels and allied aspects of education. In the constitution of 1956 primary education was recognized the most important target. The same was also realized in the constitution of 1962. While the provision of constitution 1973 also support education and the removal of illiteracy from the country in minimum possible time. Article, 20, 25A, 31, 32, 37, and 38 ensures that government will take initiatives to remove illiteracy from the country in short span of time, through rigorous efforts. Article 37 (b) ensured people right for free and compulsory education from 5 to 16 years of age. Apart from that Articles 20, 31, 32 and 38 of the constitution of Pakistan 1973 deal with constitutional provisions for education in Pakistan.

The republic of South Korea came into being in 1948. Like Pakistan the education structure and position was not satisfactory and it was extremely difficult for the South Korea to cope with educational challenges. Like the foundation of educational endeavor in Pakistan, South Korean national leaders also worked for education, consequently significant provisions were made to the South Korean constitution for the education as fundamental right to the people. Some of these constitutional provisions under South Korean Constitution 1988 are as under;

The South Korean Constitutions 1988 is comprised of 130 articles. The Chapter-II of the constitution deals with Rights and Duties of the Citizens. Article 10 of the South Korean constitution 1988 dealing with Dignity, Pursuit of Happiness of the citizens affirms that "All citizens shall be assured of human worth and dignity and have the right to pursue happiness. It shall be the duty of the State to confirm and guarantee the fundamental and inviolable human rights of individuals in accordance with law". According to Article 31 education is the fundamental right to South Korean citizens. Article 31 with its 6 sub-clauses avows that:

- (1) "All citizens shall have an equal right to receive an education corresponding to their abilities."
- (2) "All citizens who have children to support shall be responsible at least for their elementary education and other education as provided by Act."
- (3) "Compulsory education shall be free of charge."
- (4) "Independence, professionalism, and political impartiality of education and the autonomy of institutions of higher learning shall be guaranteed under the conditions as prescribed by Act."
- (5) "The State shall promote lifelong education."
- (6) "Fundamental matters pertaining to the educational system, including in-school and lifelong education, administration, finance, and the status of teachers shall be determined by Act."

Purpose of the Study

Studying the constitutional provisions of Pakistan and South Korea efforts have been made to assess the impact factor of the constitutional provisions on educational achievements in the form of educational institutions, literacy rate at different levels, and budget allocation of the two states.

Literature Review and Impact Assessment of Constitutional Provisions on Educational Achievements: Literacy and Quality of Education in Pakistan and South Korea

Education has been declared compulsory up to the age of 16 years in Pakistan and South Korea. Both the countries have got independence nearly in 1950s with virtually identical educational challenges. This study will investigate the current position of the two states in the field of education.

The Various educational policies, conferences and reforms were made in the field of education by Pakistan. The Pakistan educational conference 1947 was the first conference which laid the foundation for other initiatives in the field of education. This conference had noticed the miserable conditions of the people of Pakistan in the field of education where only two universities, a small number of colleges and schools were operating. Primary and secondary education, with respect to teacher student ratio, curriculum, infrastructure and class room environment, was also not up to the level. The participants of the conference were grouped and different committees were made, some most important committees of this conference were;

1. "Scientific research and technical education committee."
2. "Adult education committee."
3. "University education committee."
4. "Primary and secondary education committee."

5. "Women's education committee."
6. "Scheduled castes and backward classes education committee."
7. "Cultural relation committee"

After through discussion and carefully examination of the situation various recommendations were given by these committees. The most important of which were;

1. Free and compulsory primary educations up to six years, which will be extend to eight years.
2. Co-education at primary level where it possible.
3. Teachers training and adequate scale and salaries for them for the purpose of quality education.
4. Medium of instruction will be Urdu.
5. Compulsory physical training at school and college level.
6. Mass literacy campaign should be initiated.
7. Two medical colleges for women one in East and one in West Pakistan should be made.
8. Scheduled caste scholarships scheme should be continued and special incentive should be giving for the education for backward peoples of tribal areas.
9. Adult literacy program will be launched for male and female and the existing educational institutions, staff and equipment will be utilized for the purpose.
10. An inter-university board of Pakistan should be set up that will work for the exchange of information within the country universities, establishment of relation with foreign universities, equivalence of Degree and Diploma and co-ordination of activities etc.
11. For the preservation and promotion cultural association like Pak-Iran association should be form.
12. Council of technical education should be set up for the promotion of technical and vocation education.

This first conference on education was followed by;

1. **National Educational Conference 1951**
2. **Commission on National Education 1959**
3. **New Education Policy 1970**
4. **National Education Policy 1972-80**
5. **National Educational Conference 1977**
6. **National Education Policy 1978**
7. **National Education Policy 1992**
8. **The National Education Policy, 1998-2010 Educational conference 2009**
9. **Education policy 2009 All the constitutional provisions, educational policies and conferences were aimed at;**
 - **universalized primary education,**
 - **diversified secondary education**
 - **reducing school dropout**
 - **eliminating Gender Disparity Index (GDI)**
 - **unified curriculum**
 - **inculcating moral and Islamic values**
 - **developing patriotic citizens**
 - **effective and sustainable higher education**
 - **research based economy**

 - **and reforms in all level and stages of education**

The constitutions of Pakistan 1956, 1962 and 1973 induced liability to the political leadership for remarkable steps to ensure the right to education of general masses. Accordingly from the Indian act of 1935 to the prevailing constitution of Pakistan 1973 constitutional provisions were made for the education of general people but tangible tread to meet the set targets is still questionable in Pakistan.

The constitution of 1956 lacks enough explanation regarding education. There is no single article in the constitution of 1956 on the federal and concurrent list of the constitution which explains the term education by following an unambiguous and comprehensive approach. There are just two Articles; 20 and 23 in the provincial

list of the constitution 1962 which mentioned higher education, technical and scientific education but devoid of fixing the responsibility to federal or provincial governments pertaining to execution of educational liabilities (Constitution of Pakistan, 1956). The articles are;

In the preamble and chapter-I of the constitution 1962 fundamental rights of citizens are mentioned. Educational affairs are addressed in Article 12 (3) of the constitution. This article states; "No citizen shall be denied admission to any educational institution receiving aid from public revenues on the ground only of race, religion, caste or place of birth". The Article, 7 of chapter-II states that; "Illiteracy should be eliminated, and free and compulsory primary education should be provided for all, as soon as practicable". There is no further explanation regarding time frame and the resources which will be employed for the triumph of set target by the constitutional provisions. However, the discernible political will of the leaders regarding education and its provision at basic level is a positive aspect comes from these constitutional provisions.

The constitution of Pakistan 1973 was framed according to the past experiences put on by the political leadership in the sense of breakup of Pakistan in two independent states which realized them the importance of education in the national development and integrity of a nation state.

Article 12 of the constitution of 1962 was repeated in the constitution of Pakistan 1973 which emphasizes on primary and technical education. But again there is no such deadline for achieving the desired target of secondary compulsory education even after 41 years. The constitution of 1973 took a step ahead of the previous constitutions which were limited free and compulsory education up to primary level but it leads the free education to secondary level in Pakistan.

Article 25A states that "Right to education.- The State shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law".

Article 37 of the constitution of 1973 in the principle of policy mentioned that the state shall;

- (a) "Promote with special care, the educational and economic interest of the backward classes or areas."
- (b) "Remove illiteracy and provide free and compulsory secondary education within the minimum possible time."
- (c) "Make technical and professional education generally available and higher education equally accessible to all on the basis of merit."
- (f) "Enable the people of different areas, through education, training, agricultural and industrial development and other methods, to participate fully in all forms of national activities, including employment in the service of Pakistan".

Article 38 (d) of the constitution of Pakistan 1973 illustrates the importance of education which is not direct to education but have a glance over there; "The state shall provide basic necessities of life, such as food, clothing, housing, education and medical relief, for all such citizens, irrespective of sex, caste, creed or race, as are permanently or temporarily unable to earn their livelihood on account of infirmity, sickness or unemployment" (Asani, 2001). The article does not followed by any commitment at the government level that it will provide free education at secondary level to all the citizens of the state.

The provisions of 1973 constitution that have indirect relevance with education are;

Article 20 (b) illustrates that "Every religious denomination and every sect thereof shall have the right to establish, maintain and manage its religious institutions". Similarly Article 22(1) demonstrates that "No person attending any educational institution shall be required to receive religious instruction, or take part in any religious ceremony, or attend religious worship, if such instruction, ceremony or worship relates to a religion other than his own". "Article 22(3) Subject to law; (a) no religious community or denomination shall be prevented from providing religious instruction for pupils of that community or denomination in any educational institution maintained wholly by that community or denomination. Article 22 (4) Nothing in this Article shall prevent any public authority from making provision for the advancement of any socially or educationally backward class of citizens".

Article 31 establishes that; "(1) Steps shall be taken to enable the Muslims of Pakistan, individually and collectively, to order their lives in accordance with the fundamental principles and basic concepts of Islam and to provide facilities whereby they may be enabled to understand the meaning of life according to the Holy Quran and Sunnah. Article 31 (2) The state shall endeavor, as respects the Muslims of Pakistan,- (a) to make the teaching

of the Holy Quran and Islamiat compulsory, to encourage and facilitate the learning of Arabic language and to secure correct and exact printing and publishing of the Holy Quran”.

In addition to the aforementioned articles, the entry no 15, 16 and 17 of the federal legislative list under “Article 70 (4) (fourth schedule of the constitution) showed that;

Entry No. 15: Libraries, museums and other similar institutions will be financed by the federal government.

Entry No. 16: Federal agencies and institutions for the following purposes, that is to say, for research, for professional and technical training, or for the promotion of special studies.

Entry No. 17: Education as respect Pakistani students in foreign countries and foreign students in Pakistan.”

Same in the entry no 38 and 39 of the fifth schedule of the constitution under Article 205 establish that;

Entry No. 38: Curriculum, syllabus, planning, policy, centers of excellence and standards of education.

Entry No. 39: Islamic education

The inclusion of the above entries and articles after 18th amendment make responsible the federal as well as the provincial governments for the education of general people. It is therefore essential to critically evaluate the performance of the federal and provincial governments that up to which extent they discharged their constitutional responsibilities in-order to provide free compulsory and quality education to general masses. Parliament on the part of federal government passed following acts for the purpose to discharge educational related responsibilities effectively and efficiently. These acts are;

- (1) **The Free and Compulsory Education Act, 2012**
- (2) **The Prohibition of Corporal Punishment Act, 2010**
- (3) **University Grant Commission Act of 1974**
- (4) **Centers of excellence Act of 1974**
- (5) **Federal supervision of Curricula, Textbook, maintenance of standards of education act 1976.**

The decisive appraisal of the aforementioned Acts is given as under:

“The National Assembly passed the Right to free and Compulsory Education Bill 2012 unanimously to ensure free and compulsory education to all children of ages between five and sixteen as enshrined in Article 25-A. The Free and Compulsory Education Act, 2012 has been considered a landmark towards the realization of ideals in the field of education. This Act states that;

- (i) It shall extend to the Islamabad Capital Territory (ICT).
- (ii) It shall come into force on such date and in such area, as the Federal Government may, by notification in the Office Gazette, appoint”.

The clause 3(1) of the Free and Compulsory Education Act, 2012 states that; “every child regardless of sex, nationality, or race, shall have a fundamental right to free and compulsory education in a neighborhood school. Clause 3(2) describes that; no child shall be liable to pay any kind of fee, charges, expenses, etc. which may prevent him from pursuing and completing the education. Clause 3(3) determines that; it is the obligation of the appropriate government to;

- a) Free education to every child;
 - b) Ensure admission of the children of migrant families;
 - c) Ensure compulsory admission, attendance and completion of education;
 - d) Ensure safety of travel of child and the teacher to and from school;
 - e) Ensure availability of a neighborhood school;
 - f) Ensure the disadvantaged child is not discriminated against and prevented from, on any grounds whatsoever, pursuing and completing education;
 - g) Provide infrastructure including school building, playgrounds, laboratories, teaching learning material and teaching staff;
 - h) Monitor functioning of schools within its jurisdiction;
 - i) Decide the academic calendar;
 - j) Provide all training facilities for teachers and students;
 - k) Ensure good quality education conforming to the prescribed standards and norms;
- l) Ensure timely prescribing of curriculum and courses of study for education, and;
- m) Provide proper training facility for teachers”.

It is beyond doubt that in a developing country like Pakistan the Free and Compulsory Education Act, 2012 is a great achievement towards quality education targets. The Free and Compulsory Education Act, 2012 has first time in the constitutional history of Pakistan comprehensively defined the different educational terms in-order to evade bewilderment. These definitions include the terms; appropriate government, capitation fee, child, disadvantage child, parent, school etc.

Critically speaking the Free and Compulsory Education Act, 2012 is incomplete in some areas; “it is nevertheless a bold initial step towards stimulating the government and the civil society to become active on this issue. The Act may serve as a good starter since it addresses the key issues and somewhat describes the roles and responsibilities for the provision of free and compulsory education” (ITA, 2012, P.1). “However, there are several ambiguities and deficiencies which may be highlighted to make the Act more practical for implementation. The following points identify these inadequacies:

- i) The term ‘neighborhood’ in clause 3 is not defined. In fact it is left to be defined by the appropriate government in the future. If this Act is to be enforced, such terminologies need to be defined *now*.
- ii) Even though there is no mention of whether the right to education applies to children above sixteen years of age who have not completed their education, the bill states that “...the child will be admitted if he could not complete his education”. It is not defined what the level of this education is and what would be the case if the child is above 16. It again mentions that the child may be given a transfer to complete his education. Again, what this *complete education* refers to is unknown.
- iii) In clause 3(g), it is stated that the government has to “provide infrastructure including school building, playgrounds, laboratories, teaching learning material and teaching staff”, keeping in view children’s hygiene, the provisions must include clean and adequate water and functional clean toilets. A library should also be included in the list. These provisions may have been taken for granted; however, they leave room for doubt and negligence when it comes to enforcement.
- iv) The Act fails to specify an evaluation method for children so as to ensure provision of *quality* education. There is no clause stating what curriculum would be followed and how its quality would be ensured.
- v) Although it is mentioned that no school maybe registered unless it follows the *Norms and Standards*, there is no explanation as to what these norms and standards would be and who will decide them. The monitoring of the registration process is also not obvious in this draft.
- vi) The Act does not specify *any* qualification criteria for teachers – in fact the supposed criteria is allowed to be relaxed for a couple of years after the enactment of this law, but there is no mention of where the teachers may get the required qualifications if they do not meet the supposed criteria. No specific body has been designated for ensuring teacher’s training.
- vii) No prohibition for teachers to give private tuitions
- viii) No incentives or guidelines for teachers’ appointment and training.

- ix) It is stated that vacancies in schools may not exceed 10% of the total required teachers, and that this vacancy has to be filled within four months. In the absence of a training institute and a proper qualification criterion, there is a huge tendency of unqualified teachers coming in.
- x) The Education Advisory Council shall implement the law; however, it is unclear which body will monitor this implementation and whether this monitoring body will be independent of the Education Advisory Council. Independence would enable better accountability of the process.
- xi) Responsibility of the private schools for provision of free education to the disadvantaged class is 10% of its total enrollment.
- xii) Rules for reimbursement to the private schools are not clearly specified.
- xiii) The fine for charging of capitation fees is 20 times the capitation fee.
- xiv) Representation of parents in The School Management Committee is 2/3, representation of women is 1/3 and no representation of disadvantaged children's parents.
- xv) No set of guidelines for immediate implementation
- xvi) The Mode of implementation is de-centralized, i.e. each province would independent its educational policy to ensure free and compulsory education in the light of Article 25A of the constitution of Pakistan 1973 but roles and responsibilities are very vaguely defined" (ITA, 2012, pp2-4).

With the intention of ensuring quality education, the Prohibition of Corporal Punishment Act, 2010 states that; "(i) It extends to the whole of Pakistan. (ii) It shall come into force at once. The Constitution recognizes the inviolability of dignity of a person as the fundamental right; AND WHEREAS it is necessary to make provisions for the protection of children against corporal punishment in all types of educational institutions including formal and non formal, both public and private, and in child care institutions including foster care and any other alternative care settings both public and private; AND WHEREAS it is obligatory for Government of Pakistan to make provisions for the prohibition of all kinds of corporal punishment under various international conventions, covenants and instruments; It is hereby enacted in clause 3(1) that; The child has the right to be shown respect for his personality and individuality and shall not be made subject to corporal punishment or to other humiliating or degrading treatments".

The university grant commission act 1974 was passed to establish an institution which cares for higher education and could co-ordinate the activities of the universities throughout the country. The act of 1974 for Centers of excellence in universities aimed at the establishment of these centers to carry out high level studies in the field of education, teaching and research. While Federal supervision of Curricula, Textbook, maintenance of standards of education act 1976 was for the purpose to establish institutions like Federal bureau of curriculum, textbook board and national institution of research and scientific studies to regulate the education according to the ideology of Pakistan and to develop cohesion among the people of Pakistan living in different parts of the country.

The plausible extent of development has been made in the field of education in Pakistan due to aforementioned constitutional provisions. Inter-university board was recommended in the Pakistan educational conference 1947 but after the university grant commission act it was established in 1974. The establishment of primary and secondary schools were made from time to time but not up to that speed made after the constitution of 1973, where free and compulsory secondary education was mentioned in the constitution.

After the eighteenth constitutional amendment in Pakistan, "each province has the autonomy of devising its own Education Act; something that will clearly describe the set of rules or implementation plan for enforcing Article 25 A. Up until now, four Acts have been formulated at provincial level for the provision of free and compulsory education, one for Punjab, one for Sindh, one for Khyber Pakhtunkhwa and one for Balochistan. The Act for provision of free and compulsory education in FATA, Gilgit Baltistan and Kashmir is still pending or draft is under consideration for approval".

First Five Years plan (1956-60) allocated Rs. 581 million for education out of Rs. 9350.2 million in which 2400 primary and 545 secondary schools were opened but on the other hand the allocated money for the improvement of the quality education was wastage of money and time, as no such improvement was seen.

Second five years plan (1960-65) allocated 1323 million rupees for education. This plan incorporated the recommendations of the Sharif commission 1959 and made good efforts in the field of education

In third five years plan (1965-70) 30,000, out of 52000 million rupees of the total plan, were allocated to public sector where education was paid 9.1% but due to war with India and other intervening variables the

amount rested for education was not spent as per plan and as a result the targets were not accomplished (Asani, 2001).

Fourth five year plan (1970-75) allocated Rs 3665 millions to public sector but only 7.5% of it were allocated for education. The actual amount spent on education in this plan was Rs 1328 million only.

Similar to these other development plans also allocated funds for education but were not released to the department of education consequently were not utilized properly. It was also accepted that mismanagement of funds and resources was responsible for such events and activities, which shows the unserious attitude of the political leadership towards education.

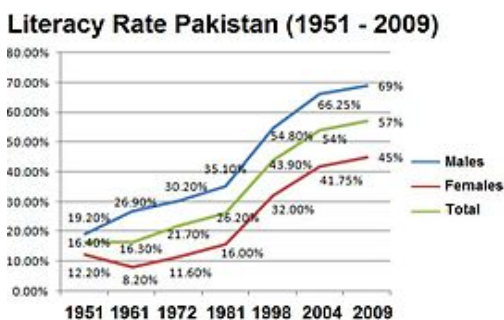
In nutshell education in Pakistan has been remained a very unattractive field for investment. No proper attention is made in this regard; yes some developments have been made in the last 66 years in the form of HEC (UGC), establishment of Universities (139) throughout the country, establishment of Colleges of education, medical sciences and vocational education, curriculum bureaus at provincial levels, and at federal level, BISEs for examination.

In 1947 the literacy rate of Pakistan was 16.5% with only 8413 primary school and 454 secondary schools and only two universities. After 66 years currently Pakistan 154641 primary schools where the ratio of teachers and students is 36.7 and classroom wise distribution is 37.5 students per classroom, 25209 secondary schools for Secondary education of the students with 27.3% teachers students ratio and 46.2 classroom wise distribution of the students at secondary level. There are currently 139 universities as compare to those of two universities where the teachers’ students’ ratio is 28.8 and classroom wise distribution of students is 54.3 while literacy rate is 58% as compared to that of 16.5%. All these developments show a very minor improvement in the situation from educational point of view nearly 2.1 million students are out of school of the primary age (Population Association of Pakistan, 2014). “In Pakistan, for every 75 primary schools only 25 middle schools exist and in some provinces, for every 91 primary schools only 5 middle schools exist. In Punjab province; the most developed province, 60% schools lack basic facilities”.

Mr. Babar Ali learned Deputy Attorney General for Pakistan, by means of CMA No. 3748/2013, filed a report in supreme court with the compliance of supreme court directions over ‘constitution petition no. 37 in 2012’ which contains a summary regarding the position of schools in capital territory. According to this report, “there are 1073 (383 Govt. Schools & 690 Private Schools), which are fully functional and there is no ghost school in capital territory, whereas, 53 schools (on papers) are shown as upgraded schools in the summary. As regards budgetary allocation for the financial year 2012-2013, a sum of Rs.2, 404.267 million was allocated for schools in capital territory. 2.5 million Children of primary to secondary age group are out of schools. The learned law officer gave the following reasons for encroachments and lack of facilities in schools situated in capital territory:

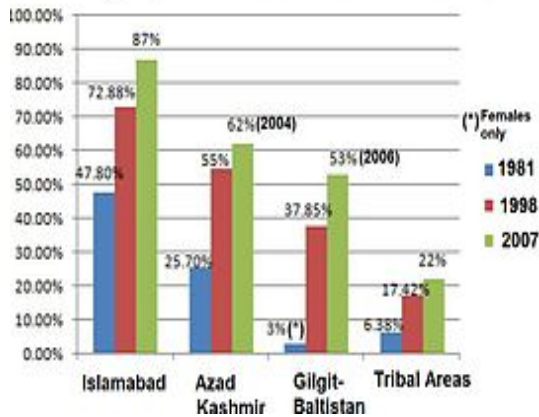
- (i) Political and social power of land mafia as against the unprotected and weak local school administration.
- (ii) Absence of legal support in litigation.
- (iii) Lack of proper information and management system”.

Impact of Constitutional Provisions on Literacy and Quality Education of Pakistan: Graphical and Statistical Representation of provincial and National Data



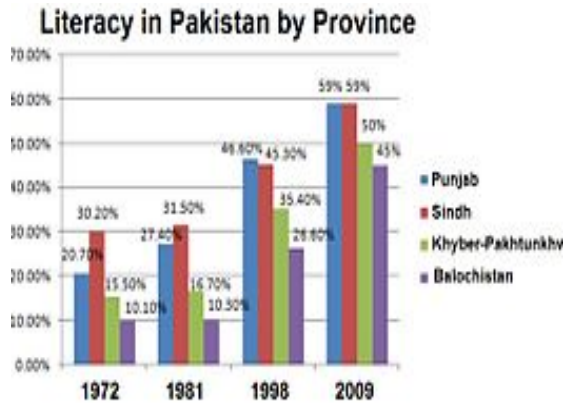
Source: *Handbook of Statistics on Pakistan Economy, Education and Health. (2013). FBS 50 Years of Pakistan in Statistics*

Literacy by Federal Areas - Pakistan



Source: Handbook of Statistics on Pakistan Economy, Education and Health. (2013). FBS 50 Years of Pakistan in Statistics

Literacy Rate of Federally Administered Areas



Region	Literacy Rate				
Islamabad	1981	1998	2007	2012	2017
	57.8%	72.88%	96%	96.5%	97%
Azad Kashmir	35.7%	65%	68%	68%	70%
Gilgit-Baltistan	21(female)%	57.85%	62%	68%	74%
Tribal Areas	6.38%	17.42%	22%	20%	25%

Source: Handbook of Statistics on Pakistan Economy, Education and Health. (2013). FBS 50 Years of Pakistan in Statistics

Province wise Literacy Rate of Pakistan (1972-2017)

Province	Literacy Rate				
	1972	1981	1998	2012	2017
Punjab	20.7%	27.4%	46.6%	71%	76%
Sindh	30.2%	31.5%	45.3%	69%	71%
Khyber Pakhtunkhwa	15.5%	16.7%	35.4%	60%	66%
Balochistan	10.1%	10.3%	26.6%	50%	52.5%

Source: Handbook of Statistics on Pakistan Economy, Education and Health. (2013). FBS 50 Years of Pakistan in Statistics

Census wise Literacy Rate of Pakistan

Year of census	Male	Female	Total	Urban	Rural	Definition of being "literate"	Age group
1951	19.2%	12.2%	16.4%	–	--	One who can read a clear print in any language	All Ages
1961	26.9%	8.2%	16.3%	34.8%	10.6%	One who is able to read with understanding a simple letter in any language	Age 5 and above
1972	30.2%	11.6%	21.7%	41.5%	14.3%	One who is able to read and write in some language with understanding	Age 10 and Above
1981	35.1%	16.0%	26.2%	47.1%	17.3%	One who can read newspaper and write a simple letter	Age 10 and Above
1998	54.8%	32.0%	43.9%	63.08%	33.64%	One who can read a newspaper and write a simple letter, in any language	Age 10 and Above
2004	66.25%	41.75%	54%	71%	44%	One who can read a newspaper and write a simple letter, in any language	Age 10 and Above
2012	79%	55%	69.66%	84%	58%	One who can read a newspaper and write a simple letter, in any language	Age 10 and Above
2017	91%	59%	77%	93%	67%	One who can read a newspaper and write a simple letter, in any language	Age 10 and Above

Source: Handbook of Statistics on Pakistan Economy, Education and Health. (2013). FBS 50 Years of Pakistan in Statistic

Punjab (Rural)

Territory	% Children											
	Access					Quality						
	(Age 3-5)		(Age 6-16)			Attending paid tuition (Govt. & Pvt.schools)	Class 3			Class 5		
	In Pre-school	Out-of-school (All)	Out-Of-school (Girls)	In private school	Who can read sentence (Urdu)		Who can read word (English)	Who can do subtraction	Who can read story (Urdu)	Who can read sentence (English)	Who can do division	
Attock	21.3	16.3	6.0	16.8	18.7	53.4	27.1	56.1	63.6	40.0	58.2	
Bahawalnager	56.5	17.4	9.6	11.6	10.1	45.9	23.3	54.2	69.7	53.2	66.4	
Bahawalpur	22.1	21.6	10.3	27.1	11.8	64.6	70.2	78.4	64.2	66.3	72.7	
Bhakkar	49.5	16.7	10.5	20.5	7.5	50.8	23.4	50.0	46.9	30.0	49.0	
Chakwal	68.8	4.7	1.9	42.9	34.8	48.4	40.5	34.1	61.1	46.1	41.7	
Chiniot	57.1	14.1	8.2	21.8	19.1	44.4	54.8	44.4	55.6	48.5	45.6	
Dera Ghazi Khan	44.7	27.3	14.4	40.5	5.9	60.6	53.9	73.9	78.3	71.1	83.5	
Faisalabad	62.6	8.3	4.2	24.8	24.5	56.7	77.3	60.5	75.5	61.6	58.2	
Gujranwala	74.0	7.7	3.1	44.4	39.2	72.6	71.7	74.5	61.2	69.8	62.6	
Gujrat	54.5	3.5	0.6	41.2	43.7	59.4	30.5	65.9	63.1	55.5	58.5	
Hafizabad	60.6	10.0	4.4	32.3	28.3	52.7	54.7	63.9	56.9	53.8	51.4	
Jhelum	51.8	10.8	5.3	28.2	28.5	39.3	32.8	46.6	49.4	36.4	41.6	
Jhang	53.0	17.6	11.4	31.9	7.4	52.4	55.4	49.4	68.9	51.5	60.0	
Kasur	53.9	17.3	8.2	22.8	12.0	48.8	40.9	58.4	50.3	45.3	53.2	
Khanewal	57.0	6.4	3.8	22.3	24.6	77.6	65.6	73.2	83.1	79.7	79.4	
Khushab	41.4	20.0	12.4	34.4	22.7	54.7	43.9	38.4	47.9	40.8	35.3	
Lahore	58.4	6.4	3.6	41.7	22.1	43.8	32.8	39.3	45.5	36.9	37.4	
Layyah	45.7	17.8	10.9	30.8	9.5	61.4	53.2	60.9	63.5	59.5	61.0	
Lodhran	52.2	16.8	7.7	36.5	7.5	50.0	39.9	66.1	52.6	40.3	64.2	
Mandi Bahuddin	76.1	4.4	1.5	41.8	35.3	49.7	48.6	44.1	68.5	61.7	56.1	
Mianwali	48.7	5.6	4.3	30.3	25.0	64.8	71.3	66.4	80.0	77.4	74.2	
Multan	50.9	18.2	9.4	35.0	16.1	69.5	65.4	56.2	75.8	55.1	59.5	
Nankana Sahib	42.0	12.6	6.2	38.5	34.5	66.3	58.9	44.3	71.1	52.8	52.8	
Narowal	67.2	3.4	1.7	35.5	19.8	50.0	54.6	59.0	63.3	54.4	58.2	
Okara	51.2	10.8	5.7	32.8	23.0	76.2	61.0	77.9	90.7	82.2	89.7	
Pakpattan	54.9	14.3	7.3	21.7	19.0	37.3	39.4	36.0	50.4	49.6	48.0	
Rahim Yar Khan	44.9	16.6	9.4	12.1	7.2	72.3	63.6	74.0	79.1	74.3	75.3	
Rajanpur	40.7	40.9	22.0	26.9	4.2	62.5	51.0	52.5	68.2	50.0	53.4	
Rawalpindi	21.4	16.1	6.3	15.8	13.2	58.1	52.3	61.6	52.0	44.0	44.0	
Sahiwal	56.6	10.3	6.2	24.8	19.0	65.4	40.7	71.9	61.2	55.0	64.0	
Sargodha	54.9	9.8	6.3	35.5	21.8	62.6	69.9	54.2	65.5	60.4	52.3	
Sheikhupura	56.3	9.9	4.6	40.4	43.7	69.7	76.7	82.0	79.2	74.2	69.7	
Sialkot	60.0	8.2	2.7	41.0	32.7	48.2	44.5	56.1	59.7	52.5	59.1	
T.T.Singh	50.5	9.0	3.4	23.5	22.7	42.1	38.9	43.7	68.1	59.3	67.6	
Vehari	51.1	11.9	7.0	25.0	26.8	41.6	31.3	37.0	56.7	42.2	52.4	
Total	51.1	13.6	7.1	30.1	21.3	56.9	50.6	58.1	65.0	56.5	59.6	

Source: ASER. (2017) Annual Status of Education Report from Pakistan

Sindh (Rural)

Territory	% Children										
	Access					Quality					
	(Age 3-5)	(Age 6-16)			Attending paid tuition (Govt.& Pvt.schools)	Class 3			Class 5		
	In Pre-school	Out-of-school (All)	Out-Of-school (Girls)	In private school		Who can read sentence (Urdu /Sindhi)	Who can read word (English)	Who can do subtraction	Who can read story (Urdu /Sindhi)	Who can read sentence (English)	Who can do division
Badin	68.7	2.8	1.5	0.2	0.8	21.6	19.1	2.1	55.3	16.5	40.2
Dadu	31.2	21.9	12.5	9.0	4.5	29.5	16.7	27.4	35.1	16.4	24.6
Gotki	32.5	25.7	17.2	15.8	6.3	26.3	30.7	20.9	36.2	20.0	22.9
Hyderabad	49.1	10.2	5.6	1.0	1.8	7.6	5.7	1.1	54.8	17.2	8.8
Jacobabad	32.5	28.5	15.4	7.8	5.5	18.9	20.2	18.9	19.8	15.2	18.8
Jamshoro	28.7	21.5	11.4	6.5	8.0	32.3	44.2	29.7	61.2	41.9	47.8
Karachi-Malir-Rural	35.5	8.4	4.2	49.1	50.3	49.2	53.2	46.3	67.5	48.1	48.7
Karachi-West-Rural	35.6	20.8	9.9	74.0	9.9	74.6	85.4	89.4	83.5	76.5	76.3
Kashmore	31.5	35.5	16.2	6.0	3.5	47.2	26.2	32.1	37.9	23.8	38.8
Khairpur	49.2	16.5	9.5	18.7	8.0	22.7	20.9	32.3	26.8	15.6	23.2
Larkana	36.6	16.5	11.3	13.5	16.4	21.8	19.2	21.0	25.7	12.5	19.2
Matiari	41.0	27.7	14.1	1.3	2.8	40.3	16.2	34.4	51.6	28.9	63.2
Mirpurkhas	67.0	5.7	2.7	0.0	0.7	2.2	3.3	1.1	35.3	12.6	6.1
Mithi	24.1	32.0	20.4	3.3	5.4	43.0	15.2	33.7	57.5	19.8	54.3
Nowshero Feroze	46.9	13.0	8.4	8.0	2.3	48.2	35.7	52.9	71.2	34.7	56.3
Qambar Shahdadkot	48.4	18.1	10.1	1.8	4.3	26.7	13.4	24.6	46.0	12.5	31.0
Sajawal	27.6	29.3	17.6	0.1	32.8	20.4	9.4	48.1	1.1	3.2	12.0
Sanghar	54.0	8.4	4.0	0.2	0.6	3.4	3.4	0.8	0.8	0.0	0.0
Shaheed Benazirabad	32.9	30.7	16.6	0.9	0.9	9.1	2.8	3.2	13.1	2.2	2.7
Shikarpur	30.3	28.2	13.1	10.2	5.6	26.0	10.0	12.3	49.2	16.0	20.3
Sukkur	35.1	25.4	12.6	10.3	3.1	19.4	10.3	20.9	32.9	17.3	23.0
Tando Allah Yar	31.1	35.4	20.4	15.2	6.4	36.8	27.7	28.1	37.5	23.2	21.5
Tando Muhammad Khan	24.1	39.6	24.7	8.6	8.3	37.1	24.5	30.8	41.1	23.4	30.9
Thatta	51.4	7.9	4.8	33.3	27.2	20.9	31.2	52.7	33.7	42.9	43.2
Umer kot	24.8	25.5	14.3	1.4	0.3	18.8	13.9	22.5	25.6	6.9	13.0
Total	38.3	21.6	12.0	11.0	7.3	25.3	19.6	22.6	36.6	18.7	24.3

Source: ASER. (2017) Annual Status of Education Report from Pakistan

Khyber Pukhtoonkhaw (Rural)

Territory	% Children											
	Access					Quality						
	(Age 3-5)		(Age 6-16)			Attending paid tuition (Govt. & Pvt. schools)	Class 3			Class 5		
	In Pre-school	Out-of-school (All)	Out-Of-school (Girls)	In private school	Who can read sentence (Urdu /Pashto)		Who can read word (English)	Who can do subtraction	Who can read story (Urdu /Pashto)	Who can read sentence (English)	Who can do division	
Abbottabad	49.9	0.9	0.4	30.2	5.9	58.6	78.3	72.2	80.7	82.6	76.5	
Bannu	33.3	18.9	15.1	26.5	5.7	31.2	30.4	46.6	67.2	64.8	72.2	
Battagram	15.5	37.7	20.5	3.5	4.6	66.3	81.0	55.3	82.5	77.5	70.3	
Buner	38.7	13.5	9.3	21.1	5.8	15.1	29.8	22.6	30.0	15.3	30.1	
Charsadda	32.2	17.1	9.6	24.7	3.0	36.0	34.1	37.0	32.4	26.2	42.3	
Chitral	24.8	11.1	6.8	20.0	13.7	26.4	32.9	35.7	18.3	16.5	18.8	
Dera Ismail Khan	31.1	18.5	10.9	37.9	7.8	25.2	27.7	32.2	29.6	29.2	26.5	
Hangu	39.1	15.9	11.2	27.4	29.6	29.6	61.3	45.1	30.2	37.6	31.2	
Haripur	44.3	1.2	0.6	43.3	39.6	95.8	97.6	97.5	87.0	96.1	88.0	
Karak	42.7	8.1	5.4	31.6	6.7	19.5	12.3	25.5	19.5	16.7	22.8	
Kohat	48.2	11.5	6.2	26.6	10.6	43.4	30.0	50.0	31.7	34.2	39.6	
Kohistan	33.3	37.4	18.6	22.7	15.6	10.3	5.6	7.4	10.0	10.0	6.7	
Lakki Marwat	40.5	14.1	9.0	20.5	9.4	50.5	43.7	44.3	39.6	36.1	38.4	
Lower Dir	48.5	6.3	3.9	9.3	4.1	26.1	35.3	51.7	50.2	29.4	47.9	
Malakand	47.5	2.9	1.7	37.1	9.4	47.6	49.0	42.7	56.5	51.1	45.4	
Mansehra	41.8	10.2	5.9	28.2	9.4	89.0	85.6	94.2	88.5	87.5	91.2	
Mardan	58.8	7.2	3.6	22.4	13.9	23.2	17.6	26.6	25.3	16.4	29.0	
Nowshera	81.9	4.1	1.7	54.1	11.6	34.8	33.0	52.7	28.9	26.7	21.5	
Peshawar	51.2	17.5	10.4	40.4	20.5	38.5	9.4	36.6	61.4	67.6	60.7	
Shangla	15.1	23.2	16.6	19.4	5.3	70.6	70.2	73.9	14.4	13.8	18.7	
Swabi	41.7	14.2	8.5	26.7	8.4	35.8	29.2	36.2	52.6	24.5	40.2	
Swat	11.6	21.6	13.0	41.9	8.8	29.4	52.0	39.4	40.2	60.7	44.0	
Tank	32.6	22.1	13.3	25.6	14.5	67.5	63.6	63.7	71.0	60.7	63.3	
Tor Ghar	32.5	2.9	2.0	4.4	1.1	39.7	29.6	31.7	33.3	30.0	31.3	
Upper Dir	45.7	21.1	15.2	3.4	0.3	20.5	38.5	29.4	17.0	23.8	16.3	
Total	36.4	14.1	8.8	25.6	10.0	44.9	48.0	50.3	45.0	42.5	44.4	

Source: ASER. (2017) Annual Status of Education Report from Pakistan

Baluchistan (Rural)

Territory	% Children											
	Access					Quality						
	(Age 3-5)		(Age 6-16)			Attending paid tuition (Govt. & Pvt. schools)	Class 3			Class 5		
	In Pre-school	Out-of-school (All)	Out-Of-school (Girls)	In private school	Who can read sentence (Urdu)		Who can read word (English)	Who can do subtraction	Who can read story (Urdu)	Who can read sentence (English)	Who can do division	
Awaran	26.0	25.4	10.9	16.0	4.0	24.7	21.8	19.7	45.7	47.5	35.0	
Barkhan	8.0	31.4	15.7	1.0	3.4	25.6	18.5	29.5	52.4	54.9	64.2	
Bolan	8.3	37.7	25.1	1.7	0.6	37.2	28.8	37.0	36.8	29.4	36.8	
Chaghi	37.7	15.6	9.6	3.3	3.4	35.3	32.6	43.9	38.4	37.3	48.2	
Dera Bugti	38.5	37.8	16.9	2.9	0.8	27.0	20.3	40.5	27.7	21.7	25.3	
Gwadar	33.6	33.9	18.1	4.4	7.1	64.5	82.7	70.0	74.4	76.8	70.7	
Harnai	23.1	35.6	19.5	2.9	1.7	25.8	23.9	28.2	31.6	30.3	34.2	
Jafarabad	19.8	27.4	16.7	0.7	0.7	21.1	21.8	24.1	28.9	23.7	30.3	
Jhal Magsi	12.3	53.4	30.5	0.4	1.1	27.4	19.0	13.1	25.0	15.4	8.0	
Kallat	15.4	44.7	24.6	7.0	8.5	27.6	50.0	21.9	32.8	21.0	12.9	
Kech (Turbat)	36.8	16.6	7.1	3.4	7.6	27.4	36.6	28.8	35.9	39.0	41.6	
Kharan	22.8	34.9	21.7	5.9	2.0	11.3	9.9	7.4	55.4	54.0	56.4	
Khuzdar	23.3	31.3	20.9	3.8	0.7	14.3	13.0	18.3	18.1	17.8	15.5	
Kohlu	23.0	30.9	15.0	5.9	2.5	27.0	24.2	38.1	45.1	46.3	53.4	
Lasbela	12.5	43.7	24.4	5.0	1.3	24.8	25.6	24.8	53.2	35.5	43.5	
Lehri	23.4	34.7	18.0	17.5	16.0	27.0	43.8	28.7	33.9	19.4	16.1	
Loralai	14.2	41.4	24.3	19.1	3.6	29.7	39.0	31.0	32.7	32.7	30.6	
Mastung	22.3	33.9	21.1	2.7	0.9	17.9	14.1	16.8	27.0	22.5	15.7	
Musakhel	23.7	35.2	21.9	8.8	4.3	39.6	26.4	29.2	35.4	30.4	28.2	
Nasirabad	41.2	33.1	22.0	3.3	0.2	12.8	9.4	7.8	31.2	24.7	26.1	
Nushki	38.3	33.4	23.2	1.0	2.3	16.4	8.5	24.8	69.6	57.7	65.2	
Panjour	55.5	11.6	6.4	4.8	15.8	33.1	29.1	32.9	34.8	44.0	44.3	
Pishin	34.2	31.8	17.7	3.4	1.4	30.2	24.0	23.2	43.2	27.3	36.4	
Qilla Abdullah	11.7	38.0	21.7	5.9	1.9	31.0	30.4	29.5	53.4	43.1	54.4	
Qilla Saifullah	23.3	22.5	10.0	4.8	4.6	37.7	34.0	30.8	36.1	37.0	44.1	
Quetta	14.9	28.1	17.3	11.5	5.2	15.2	14.0	16.2	39.0	35.6	39.3	
Sherani	6.6	53.2	28.4	1.0	0.7	47.8	31.5	38.2	83.3	57.1	58.5	
Sibi	14.7	49.9	22.6	4.7	0.0	17.9	17.9	14.3	38.0	38.0	30.6	
Sohbatpur	5.3	46.2	21.8	0.6	0.6	12.8	15.0	12.1	28.8	21.7	21.1	
Washuk	30.4	33.0	17.7	23.8	7.0	25.9	35.3	25.9	63.3	68.4	53.3	
Zhob	9.1	45.3	26.2	0.6	1.5	41.2	28.1	36.6	45.6	45.1	44.0	
Ziarat	19.8	37.8	22.1	2.2	0.6	27.4	16.0	25.9	42.3	28.6	36.4	
Total	21.6	34.8	19.5	5.1	3.6	27.1	25.0	27.1	41.7	37.9	39.9	

Source: ASER. (2017) Annual Status of Education Report from Pakistan

Gilgit-Baltistan (Rural)

Territory	% Children										
	Access					Quality					
	(Age 3-5)	(Age 6-16)			Attending paid tuition (Govt. & Pvt. schools)	Class 3			Class 5		
	In Pre-school	Out-of-school (All)	Out-Of-school (Girls)	In private school		Who can read sentence (Urdu)	Who can read word (English)	Who can do subtraction	Who can read story (Urdu)	Who can read sentence (English)	Who can do division
Astore	45.7	8.1	4.4	30.9	6.7	48.3	26.3	48.0	54.5	54.5	55.8
Diamer	9.0	47.9	34.5	4.9	2.9	54.7	37.3	68.6	86.1	88.9	88.9
Ghanche	50.0	6.7	4.2	32.3	13.3	39.2	54.7	52.7	43.8	46.4	50.0
Ghizer	50.7	3.8	2.1	59.4	10.9	43.2	50.8	50.0	48.9	54.0	45.5
Gilgit	52.3	5.5	3.3	48.7	23.7	59.0	60.2	73.1	44.2	50.3	50.6
Hunza-Nagar	72.5	2.9	1.5	57.5	21.7	59.9	75.2	71.2	53.4	72.2	61.7
Skardu	30.9	9.0	4.2	40.8	10.7	31.4	50.5	42.0	42.2	42.2	36.2
Total	40.6	12.8	8.3	41.1	13.8	47.5	51.1	57.5	52.5	57.6	54.8

Federally Administered Tribal Areas

Territory	% Children										
	Access					Quality					
	(Age 3-5)	(Age 6-16)			Attending paid tuition (Govt. & Pvt. schools)	Class 3			Class 5		
	In Pre-school	Out-of-school (All)	Out-Of-school (Girls)	In private school		Who can read sentence (Urdu /Pashto)	Who can read word (English)	Who can do subtraction	Who can read story (Urdu /Pashto)	Who can read sentence (English)	Who can do division
F.R. - Bannu	40.2	7.6	6.6	24.5	25.9	46.6	69.8	57.3	43.4	50.0	55.4
F.R. - D.I. Khan	21.5	34.1	24.2	2.9	0.7	50.7	18.7	31.2	42.1	31.6	42.7
F.R. - Kohat	55.6	21.2	18.2	13.9	9.4	11.6	7.2	16.1	18.3	41.8	8.0
F.R. - Lakki Marwat	34.8	17.7	12.0	11.5	5.9	14.8	65.8	35.7	18.8	10.3	39.1
F.R. - Peshawar	39.9	14.6	11.3	11.5	0.8	17.0	34.8	39.0	33.8	33.1	35.4
F.R. - Tank	37.2	7.8	4.6	11.6	1.1	62.7	8.8	44.6	34.5	11.9	22.4
Khyber Agency	40.3	11.3	8.9	62.0	5.7	30.0	35.8	51.9	33.9	35.6	49.2
Kurram Agency	43.8	16.0	10.2	41.4	38.9	31.0	49.2	32.0	31.5	25.4	29.0
Orakzai Agency	35.1	14.8	10.8	14.3	6.6	46.5	50.4	57.6	50.0	57.7	57.1
Total	38.4	16.0	11.9	25.4	11.0	33.2	36.1	40.4	31.6	34.7	34.8

Source: ASER. (2017) Annual Status of Education Report from Pakistan

The Annual Status of (school) Education Report (ASER) 2016-17 reveals a dismal picture. In the absence of any other scientific assessment, one may have to acknowledge the value of this report. Just some of the highlights of the report are: “close to one-third of the children of 6 to 16 years of age in Balochistan and Sindh are out of school. This ratio rises to 61.2 percent in Sindh and 77.7 percent in Balochistan, in regard to early childhood education. In Punjab, the ratio is less although quite large in numbers - being 17 percent or so. Khyber Pakhtunkhwa, too, comes close to this figure. In government schools in Punjab, the average absentee student ratio is as high as 14 percent, while it is much higher in Balochistan and Sindh. Almost 75 percent of the students drop out of schools before reaching class-X, while millions leave in the first two years in the primary schools. The ASER survey also includes the figures about the lack of basic facilities like toilet and drinking water, as also the availability of libraries and computer laboratories” (Inayatullah, 2014).

The position is equally depressing with regard to the state and standards of “learning outcomes” as given below:

- a) “Ninety-three percent of children in Balochistan cannot read a class-II text story in Urdu or their regional language.
- b) While up to 77.6 percent cannot properly read sentences. Even in the case of class-V students, these ratios were found to be 64 percent and 28 percent.
- c) In Sindh, 84 percent of the class-III students could not read properly the class-II text story, while the ratio for the class-V students was 40 percent.
- d) In Punjab and Khyber Pakhtunkhwa, these ratios were around 70 percent for class-III and for class-V students, it ranged from 33 percent to 56 percent.
- e) In terms of English reading, the failure rate in Balochistan is as high as 94 percent for class-III students and 68 percent in class-V.
- f) In Punjab, only 26.7 percent of class-III and 61 percent of class-V students could read English sentences.
- g) Around 70 percent of children in Sindh and Balochistan could not solve three digit sums.
- h) The failure ratios in mathematics in Punjab and Khyber Pakhtunkhwa were 44.5 percent and 55.9 percent respectively” (Inayatullah, 2014).

Number of Institutions, Teachers & Students in Pakistan

		Institutions	Teacher			Student		
			Male	Female	Total	Male	Female	Total
Pre-Primary	Public				-	2,504,636	2,051,082	4,555,718
	Other Pub				-	49,107	46,608	95,715
	Private	800	458	2,979	3,437	1,523,730	1,247,999	2,771,729
	Total	800	458	2,979	3,437	4,077,473	3,345,689	7,423,162
Primary	Public	138,414	221,267	127,957	349,224	6,689,572	5,037,961	11,727,533
	Other Pub	2,091	2,032	3,852	5,884	138,116	132,652	270,768
	Private	17,070	19,021	68,269	87,290	2,797,795	2,245,841	5,043,636
	Total	157,575	242,320	200,078	442,398	9,625,483	7,416,454	1,7041,937
Middle	Public	15,220	60,384	54,463	114,847	2,184,306	1,432,483	3,616,789
	Other Pub	277	730	1,725	2,455	49,217	49,578	98,795
	Private	24,597	49,069	147,117	196,186	89,2973	759,051	1,652,024
	Total	40,094	110,183	203,305	313,488	3,126,496	2,241,112	5,367,608
High	Public	9,347	108,749	54,885	163,634	970,638	602,318	1,572,956
	Other Pub	319	2,433	4,323	6,756	26,718	26,379	53,097
	Private	13,888	54,965	141,251	196,216	368,465	320,698	689,163
	Total	23,554	166,147	200,459	366,606	1,365,821	949,395	2,315,216
Higher Sec	Public	1,137	17,277	10,811	28,088	349,921	366,111	716,032
	Other Pub	97	1,104	1,722	2,826	13,037	8,519	21,556
	Private	1,861	17,869	22,463	40,332	83,612	81,248	164,860
	Total	3,095	36,250	34,996	71,246	446,570	455,878	902,448
Degree Co	Public	775	7,784	6,962	14,746	112,830	189,123	310,953
	Other Pub	24	306	557	863	12,591	3,066	15,657
	Private	367	2,091	3,068	5,159	11,308	19,896	31,204
	Total	1,166	10,181	10,587	20,768	136,729	212,085	348,814
NFBE	Public	10,185	602	9,583	10,185	123,850	237,897	361,747
	Other Pub				-			-
	Private				-			-
Total	101,185	602	9,583	10,185	123,850	237,897	361,747	
TVE	Public	699	4,076	1,854	5,930	56,642	29,598	86,240
	Other Pub	226	928	496	1,424	13,192	9,507	22,699
	Private	2,165	4,942	2,326	7,268	86,639	55,025	141,684
	Total	3,090	9,946	4,676	14,622	156,493	94,130	250,623
TTE	Public	147			3,232	413,896	208,093	621,989
	Other Pub				-			-
	Private	23			266	2,439	1,992	4,431
	Total	170	-	-	3,498	416,335	210,085	626,420
Univ	Public	64	-	-	3,498	285,949	232,626	518,575
	Other Pub							
	Private	56			8,193	64,241	23,069	87,310
	Total	120	-	-	44,537	350,190	255,695	605,885
Deeni Madaris	Public	317	1,232	292	1,524	27,698	12,096	39,794
	Other Pub	41	131	21	152	2,766	2,392	5,158
	Private	11,918	41,206	12,247	53,453	959,278	583,845	1,543,123
	Total	12,276	42,569	12,560	55,129	989,742	598,333	1,588,075
Total	Public	176,305	421,371	266,807	727,754	13,719,938	10,399,388	24,119,326
	Other Pub	3,075	7,664	12,696	20,360	304,744	278,701	583,445
	Private	72,745	189,621	399,720	597,800	6,790,500	5,338,664	12,129,164
	Total	252,125	618,656	679,223	1,345,914	20,815,182	16,016,753	36,831,935

In short it has been understood that at certain levels, measures have been or are being taken by the federal and provincial governments to improve educational system by ensuring regular functioning of the schools. However, to achieve the goal of compulsory and free education for the children of the age of 5 to 16 years in view of Article 25A of the Constitution, following measures are required to be taken in Pakistan:

- (a) Accreditation Boards in all Provinces and ICT be established under law with an authority, *inter alia*, to improve current miserable conditions of the institutions and also to ensure removal of ghost schools immediately with penal action against responsible persons who had been receiving salaries and other perks without performing their duties;
- (b) The Accreditation Boards shall be responsible to continue to strive for achieving the objects and purposes for which they have been established. The recommendations of the Board shall be liable to be implemented forthwith by the competent authority so that the improvement in the conditions of the schools is made visible;
- (c) The Accreditation Boards may also consider approaching the respective Governments with the plea that the teachers be allowed to perform their task of imparting education, which is their basic assignment and respective institutions may make alternate arrangement of manpower from other departments to achieve the objects for which the teachers are always engaged and involved because on account of their authorized absenteeism the task of teaching the students has been suffering badly, which is an issue of national importance adversely affecting the future prosperity of Pakistan;
- (d) The Provincial Governments shall be bound to enforce Fundamental Rights enshrined in Articles 9 and 25A of the Constitution as in some of the Provinces legislation has already been made to enforce Article 25A, therefore, same may be acted upon strictly;
- (e) The Provincial Governments and ICT must enhance budgetary allocations for improvement of the education system and also provide mechanism to ensure presence of students at the primary, middle and high schools levels;
- (f) The Provincial Governments through the concerned authorities must ensure recovery of the possession of the schools buildings, which have been illegally occupied by influential persons and if there is any litigation pending, the Registrars of the respective High Courts shall ensure the decision of the cases expeditiously; and
- (g) Similarly, cases pending before the High Courts and Supreme Court concerning the schools properties shall also be disposed of expeditiously under Supreme Court constitutional petition No.37, 2012.

Constitutional Provisions of South Korea for Provision of Free and Compulsory Education to Citizens

In the 2009 PISA assessments, South Korea ranked second in reading, fourth in mathematics and sixth in science. This is a remarkable achievement. South Korea spends not much more than half what the United States spends on education as a proportion of gross national product. Mathematics and science were never terribly important in Korean culture through its long history. During much of that history, education was restricted to small elite. During the almost 50 years of the Japanese occupation, there was a pretty good education system in Korea, but, with few exceptions, only the Japanese were allowed to teach and only the Japanese were allowed to attend the secondary schools and higher education institutions. The Koreans had been shut out of their own education system. So, when the Japanese left at the end of the war, the Koreans had no teachers and no one with the level of education required to become teachers. When the Japanese went home, 78% of the Korean population was illiterate. But the Koreans did the best they could to jump start their education system, only to see the emerging system devastated by the war between North and South Korea in the early 1950s.

Legal framework for education has been drawn by the Korean constitution. The constitution of the Republic of South Korea was announced first in 1949. Provisions regarding education are present under Article 31. It includes fundamental law of education, the elementary and secondary education law, the higher education law and the lifelong education law. There are six section of the article 31 of the constitution of South Korea, every section elaborate a unique area of education.

- (1) *All citizens have an equal right to receive an education corresponding to their abilities.* This clause illustrate the access of education to all the citizens of South Korea at all levels and irrespective of any discrimination on any ground, which shows their democratic nature and which can be seen in their practical life.

- (2) *All citizens who have children to support are responsible at least for their elementary education and other education as provided by law.* The clause (2) of article 31 illustrates the responsibility of parents in the education of their children. It explains that parents by themselves are responsible up to elementary level education of their children and this responsibility has been handed them through law. This is a different from that of Pakistani constitutional provisions where neither the parents made responsible for their children nor the government took the responsibility.
- (3) *Compulsory education is free of charge.* Compulsory education is free there is charge for compulsory education in the public funded institutions of Korea. According to elementary and secondary education law education up to secondary level is free and therefore is compulsory.
- (4) *Independence, professionalism, and political impartiality of education and the autonomy of institutions of higher learning are guaranteed under the conditions as prescribed by law.* The constitution has safeguarded the sovereignty and independence of the educational institutions particularly of higher educational institutions such as universities and other degree awarding institutions. Political interference has been demolished with section 4 of the article 31.
- (5) *The State promotes lifelong education.* State is made the direct responsible organization for lifelong education. Government is arranging different types of programs to ensure lifelong education of the general people. The use of Cyber universities and Information technology are the best examples in this regards.
- (6) *Fundamental matters pertaining to the educational system, including schools and lifelong education, administration, finance, and the status of teachers are determined by law.* Every aspect of education including school, administration, finance, and teacher status and their salaries has been explained by the law. There is no confusion regarding educational matters, all are clear.

To ensure the safety and security of the educational process constitutional provisions are the most important and reliable source. Constitutional provisions show the level of commitment of the nation for that particular field of interest. Shortly after the independence Education law 1949 was formulated by the South Korean. This document is divided into two portions one relates to fundamental education i.e. elementary and secondary education which is compulsory for the entire nation according to their abilities. The second portion was related to Higher education including the aims, autonomy, structure and quality of education.

Since 1949 the education law was revised for about 38 times, for the purpose to accommodate the new trends and social demands. The fundamental law of education 1997 focused on the aims and goals of education in accordance to the lifelong education, which emphasis on the basic structure of fundamental education. They provided guidelines for the curriculum, teaching standards, evaluation system including grading criteria.

The higher education law discussed the education after secondary school level. It includes the universities and their basic function and structure of administration. The law also has provisions regarding Junior Colleges, Technical Colleges, and four year Colleges.

Besides, kindergarten Education Law 2004, Infant Act 1991, lifelong Education act 1999, law for promotion of Vocational Education and Training are the most valuable documents dealing with education.

Under the Private School Act 1963, private agencies, organizations and individuals are allowed to contribute in the education of Koreans. Now there are various private institutions including schools, colleges and universities in South Korea, providing education according the Education Law of the State.

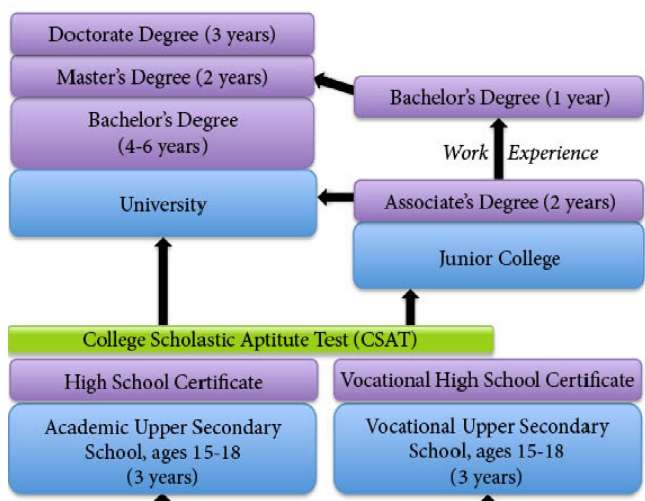
Education after 65 years in The Republic of South Korea where there was no formal schooling not more than 5% of secondary school graduate were there no such educational infrastructure was available for the education of the Korean people. But the devoted leadership and cordial efforts towards education have brought South Korea into the line of developed nations of the world. Today Korea have literacy rate of 99%. Having 3 top universities in world top 100 universities of the world, the most skilled worker of the world is produced in the world market by this country

Primary schools which were the dream of parents at Korea in Japanese occupied era for their children is now the strongest area of the south Korean education system there are 5855 primary schools where students teacher ratio is 18.66%. Secondary educational institutions are 2500 where students' teachers' ratio is 12.37%

and there are 222 universities where student teacher ratio is 35%. All this illustrates that they have achieved their targets up to great extent.

Impact of Constitutional Provisions on Literacy and Quality Education of South Korea: Graphical and Statistical Representation Data

South Korea’s Education System at a Glance



Source: Center on International Education Benchmarking, 2014

Indicators of quality Education in South Korea

Primary school starting age (years) in South Korea	6.0
Pupil-teacher ratio; primary in South Korea	20.9
Primary education; teachers in South Korea	158056.0
Primary education; teachers (% female) in South Korea	70.3
Secondary school starting age (years) in South Korea	12.0
Pupil-teacher ratio; secondary in South Korea	17.6
Secondary education; teachers in South Korea	224503.0
Secondary education; teachers; female in South Korea	124196.0
Secondary education; teachers (% female) in South Korea	44.0

Source:<http://www.tradingeconomics.com/south-korea/primary-education-teachers-wb-data.html>

In the 1960s and 70s, South Korea discovered that its hyper-meritocratic system of education and personal advancement, all keyed to its examination system, was narrowing the scope of elementary school education in destructive ways and the press on the part of middle and upper income parents to seek advantages for their children by enrolling them in the most successful schools was resulting in a system increasingly unfair to students whose parents could not afford homes in the right enrollment areas and who lacked the political clout of those who were better off. So they eliminated the middle school entrance examination and created a system for the more heavily populated areas in which students were assigned to schools by a lottery and in which officials assigned students to schools in order to achieve a better socio-economic mix than the one that had developed prior to these changes in policy. It also became clear that parents with more money were using that money to buy additional out-of-school services from the teachers in the regular schools for their children and also hiring university students to tutor their school-age children. Laws were passed prohibiting these practices, but these laws have proven difficult to enforce (Center on International Education Benchmarking, 2014).

Conclusions

Pakistan was spending just 2.3 percent of its GNP and 9.9 percent of overall government budget on education. Pakistan ranks 113th among 120 countries regarding literacy rate, which is projected to reach 60 percent till 2015 from the existing 55 percent. United Nations Resident Coordinator in Pakistan Timo Pakkala said: "Education is one of the key priority areas of the government of Pakistan, but to increase the overall literacy rate of the country, it is essential to change the mindset of the communities especially in this patriarchal society." Pakistan is lagging behind in the achievement of MDGs, while a lot of work is to be done in education sector to achieve MDGs especially in remote areas and Fata where the female literacy rate is just three percent. Timo Pakkala further said that the devolution of Ministry of Education to the provinces is a unanimous political decision and the provinces would have to make efforts to cope with this heavy responsibility of improving and developing the education sector of Pakistan. Youth (between age 15-24) female literacy rate in Pakistan is 61% against 79% for males. However, youth female literacy rate is projected to be 72% (against 82% for males) by year 2015, whereas adult female literacy rate of older age group (15+) is projected to be 47% (Imaduddin, 2012).

Article 37 (b) of the constitution of Pakistan emphasize on the eradication of illiteracy in minimum possible time with not time as a target showed the claim of the political leadership of the state that apparently they want to remove illiteracy from the country but with no time and target mentioned shows their desire and interest in literating the illiterates of the society. Therefore after 40 years from 1973 up to today Pakistan is unable to cope with the problem of illiteracy.

Article 25 (b) of the constitution of Pakistan 1973 states the responsibility of federal and provincial ministries of education, regarding the provision of free and compulsory education up to secondary level to the people of Pakistan. The establishment of schools and the provisions of teaching and none-teaching staff at those far plunge areas where there are no schools are if there are so no teaching staff is there. But on the contrary recent constitutional amendments have released the federal government from this responsibility which is against the constitution.

In the article 70 (4) entry no 38 assuring the standards in education will be made by the provincial and federal government. The efforts made by both the government are not enough in this regard. They are increasing the number of supervisors and evaluators but not increasing the competency of teachers which is the main hindrance in the quality assurance.

Free and compulsory secondary education need to be write under the fundamental rights of the citizens not under the principles of policy as it degrade its importance and released the government in making valuable efforts.

There is lack in the implementation of the constitutional provisions, all the educational policies of Pakistan are highly decorated with golden plans for education that needs our state for it future survival and progress but there is constant need to take the task serious and implement in its true spirit. There is no follow up study, polices are designed, developed and announced but they are not implemented which is the main drawback of Pakistani in all walks of life not only in education.

The education act of 1949 of South Korea laid the strong foundation of the education system of the state. Up to 1970 quantitative expansion was made throughout the country. Schools at village level were established teachers were trained and were appointed accordingly. Incentives were given to poor families for educating their children, and so many other steps were taken for the education of the people.

Article 31 (1) emphasizes on the education of the people according to their potentialities and strengths. This section also give preference to the type of education which could leads towards self-reliance and individuality on one side and other hand it contribute for the national integration and cohesion. Under this section, government of South Korea has established various technical and vocational educational institutions which fulfill the needs of the Korean people in making them skilled.

Under the lifelong education act the government has made efforts in the way that about 10 cyber universities are working various educational and informative programs are disseminating through National TV and Radio. Part time classes and at adult educational centers are programmed throughout the country, all these efforts of the government illustrate their seriousness in educating the general people.

Teacher education like other professional education have been given due importance in South Korea. There are about 11 teacher education universities working to the development and preparation of teachers. Teacher education at South Korean colleges and universities properly satisfy the needs of the schools and colleges of the state.

To compare the constitutional provisions of both the countries Pakistan and south Korea one may conclude that the constitutional provisions of south Korea are more clear, contextual, and up to the mark as emphasize is given proper education, rather than on education,

References

- Mazhar-ul-haq. (2003). *Political Systems*. Peshawar: University Publishers www.cia.gov//the-world-factbook/geos/xx.html
- The Constitution of South Korea (1988), Part-Human Rights
- Kaiser. B. *History of Educational Policy Making and Planning in Pakistan* (1999), Working Paper Series # 40. Islamabad: Sustainable Development Policy Institute and Asani, U. A. (2001). *higher Education In Pakistan; A Historical - Futuristic Perspective*. Islamabad: The National University of Modren Languages Islamabad.
- Asani, U. A. (2001). *higher Education In Pakistan; A Historical - Futuristic Perspective*. Islamabad: The National University of Modren Languages Islamabad.
- HOODBHOY, P. (2009). Pakistan's Higher Education System—What Went Wrong and How to Fix It. *The Pakistan development Review* , 581-594.
- Constitution of Pakistan 1973, Part-Fundamental Human Rights
Ibid
- Constitution of Pakistan 1973, Part-Fundamental Human Rights
Ibid
- Constitution of Pakistan 1973, Part-Fundamental Human Rights
Ibid
- Constitution of Pakistan 1973, Part-Fundamental Human Rights
- ITA. (2012). *Comparison; (Proposed) Right to Free and Compulsory Education Act, 2011 (Draft Bill) Right to Education Act India, 2010*. Islamabad: Center for education and conscious.
- Asani, U. A. (2001). *higher Education In Pakistan; A Historical - Futuristic Perspective*. Islamabad: The National University of Modren Languages Islamabad.
- Kaiser. B. (1999). *History of Educational Policy Making and Planning in Pakistan*. Working Paper Series # 40. Islamabad: Sustainable Development Policy Institute.
- Asani, U. A. (2001). *higher Education In Pakistan; A Historical - Futuristic Perspective*. Islamabad: The National University of Modren Languages Islamabad.
- Assadullah, N. M. (2006). *Educational Disparity in East and West Pakistan 1947-71: Was East Pakistan Discriminated Against?* Discussion Papers in Economic and Social History. Number 63, July 2006. UK: University of Oxford
- Muhammad Imran Ashraf, Democratic Stature of Pakistan, *The Southasianist-Edinburgh University Journal*, 2013, p.123
- Supreme Court Constitution petition NO. 37, 2012
- Center on International Education Benchmarking. NCEE: South Korea [http://www.ncee.org/programs-affiliates/center-on-international-education-benchmarking/top-performing-countries/south-korea-overview/Copyright 2014 NCEE](http://www.ncee.org/programs-affiliates/center-on-international-education-benchmarking/top-performing-countries/south-korea-overview/Copyright%202014%20NCEE)
- Ee-gyeong, H. k., & kyung, Y. (2002). *Attracting, Developing and Retaining Effective Teachers:Background Report for Korea*. Seoul: Korean Educational Development Institute
- UNESCO. (2011). *Right to Free and Compulsory Education in Pakistan*. Islamabad, Pakistan: Pakistan Institute of Legislative Development and Transparency.
- Ministry of Education and Human Resource Development. (2004). *Quality Education For all Young People: Challenges, Trends and Priorities*. Seoul: International Buearu of Education.
- Ministry of Education and Human Resource Development. (2004). *Quality Education For all Young People: Challenges, Trends and Priorities*. Seoul: International Buearu of Education.
- UNESCO. (2011-12). *WHY PAKISTAN NEEDS A LITERACY MOVEMENT?* Islamabad: UNESCO Office, Serena Business Complex, 7th Floor, Sector G-5
- CIA World Fact book (September 2013) and *OECD Education at a Glance 2013*
- Population Association of Pakistan*. (2014, 4 15). Retrieved from <http://www.pap.org.pk/statistics/Education.htm>.