

**Education Across the Globe and Pakistan**

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**Abstract**

This paper aimed to describe the educational structure i.e. consisted of the questions, what, how and why to learn at national level, of Europe, Asia, Australia and Pakistan. The paper explained the educational structure, from primary to higher education, of each region with special focus on the purpose of the devised policies. Lastly, the paper also considerably focused on education system of Pakistan to make a comparison with other countries.

**Keywords:** Education, Policy, Asia, Australia, Europe, Pakistan.

**Introduction**

We devised a structure of education which is not based upon the structure of hierarchical system of various educational institutions instead we referred educational structure to three major questions mentioned below which every organizational body of an institution, either at higher or lower level of organization counsel, have to answer theoretically and practically. In the present section our major purpose is to describe the answer of introduced questions not to scrutinize them, not even to analyze the statistics of educational data at various territorial grounds. Furthermore, considering the space of the research paper, we only described the educational structure of Asia, Europe, Australia and Pakistan. These three questions are as follow:

- I. What we need to learn?
- II. How we need to learn?
- III. Why we need to learn?

Every country desires their uprising citizens to be a conformist because deviance is perceived as a threat to the rules and regulations. Therefore, at pre-schooling and early schooling stages parents/family members and educators guide children to adapt with the defined patterns like respect teachers, elders, parents, be humble, avoid distortion or anger, etc. We mean to say the moral values are at the top priority of each country's educational strategies at early schooling either they mentioned it in their documented vision, goals and objectives or not. If the moral values are similar across the globe than what makes the schooling different? The answer could find answering the components of the education structure: what, how and why we need to learn?

These questions provoked administrators to construct a strategy for educational institutions that primarily focused on the learners. Therefore, the answer of each of the question would be practically different in

various educational institutions like in a school of children (class 1-10) the defined syllabus and practical activities would be entirely distinctive that students of college or university even the pattern of interaction among teachers and students, students and students and teachers and teachers would be different than a school students and teachers. Every country has its own motives to prepare students but essential, at primary level of schooling, each country urged to teach their children about morality, ethics, conformity etc. and at higher level of education they expect from students to redefine or propose something new that identify the pitfalls of the different aspects of main stream system and suggests some measures to reduce, control or even eliminate them. Briefly, the education of the student is depending upon the expectation of the educational administers apart from the family expectation.

Our point of view is all about the organizational body of educational structure because they define the formal socialization process of individuals, and parents only get the choices of socialization for their children and they select one [or some] of the given opportunities. For example, some parents want their children to be an anatomy specialists, here, initially they would look for a best institution under their economic capacity and the process to make an individual a specialized one is defined by an organizational body of that institution, not by parents while they are just selecting one of the present choices, which already have some instructions from a higher superordinate organizational body like office of the minister of education. Thus, in order to understand such aspects, we attempted to explore the answers of the components of the education structure: what, how and why we need to learn?

### **Education in Europe**

In European Commission report of European Schools, at its core, vital aspiration of education at primary to secondary is "Language" (initially mother tongue) and "Mathematics", whereas, music and history are also core assigned and designed objectives for learners. Actually, official syllabus prepares "human organism" as internalized European citizen because the educational curriculum formulated *what* they should need to learn. European Commission implemented a strategy to carried out defined objectives regarding education at school level that aimed to raise "Competences" of students in changing nature of knowledge and environment. The Competences was treated as a special term having its specific characteristics i.e. competences in native language, foreign languages, mathematics, science, and technology; social, civic and cultural expression. Learning to learn, is an innovative step to promote the self-confidence; the objective built to promote the ability of self-learning (like sense of initiative and entrepreneurship: One of the key Competences), it means the institution would be an arbitrator between students and their innovative thoughts.

European Commission, regarding Higher Education, mentioned on its official site that European Union level actions contributes a lot in the higher education of Europe especially in to modernize the European countries. This statement expressed the urge of European necessities of modernized educational in long run as the European Commissioner Androulla Vassiliou established rational for higher educational learning objectives by arguing in his speech,

"Higher education is a powerful driver of economic growth and opens doors to better living standards and opportunities for people. It is also the best insurance against unemployment. Even so, too many graduates struggle to find jobs or quality work. We need to reform higher education - and vocational education - so that we equip our young people with the skills they need to reach their potential in terms of development and employability"(European Commission, 2011).

Therefore, the reformed goals for learners were to construct to be able to get employed and multi-versatility of knowledge. The reformed priorities were additional learning, relevant courses, inter-connection between research, business and education because student would be competent and more favorable in dynamic industries for jobs, would be excellent and innovative and their curricula would be relevant to labor market and other future career opportunities.

### Education in Asia

Unlike Europe, the diversity in the educational structure of entire Asia forced us to review the educational structure of its major countries. There are several causes of the educational distinctiveness among Asian but significant one is the culture and religion. Those Asian countries have similar religion like Islam, have almost similar educational priorities concerning religious education like Pakistan and Saudi Arabia introduced Islamic studies in pre-primary and primary education as compulsory curriculum.

**Saudi Arabia:** Unlike Europeans' educational priority, the core objective of Saudi education even at secondary level is to internalize the spirit of Islamic Decrees into the learners so that they spend their entire life as True Muslims. The Motto of Arabic educational structure is defined on several Hadiths and Quranic Decrees of Allah, for example, The Prophet Muhammad (peace be upon him) said: "Seeking knowledge is an obligation upon every Muslim" (Sunan Ibn Mājah 224), therefore, acquisition of Knowledge or to seek Knowledge is a religious obligation in Saudi Arabia and almost in other aligned states like Yemen, Oman and UAE. In fact, UAE is a modernized form of Arabic countries, but it never lost its Islamic Culture. Although, schools have other scientific courses like Physics, Chemistry, Biology, etc. yet 25 percent of curriculum is comprised of Islamic teachings at secondary level (Hendrickson, n.a) but it does not mean that the entire concentration of Saudi education is Islamic teaching (In fact, Islam provides the foundation for education policies) because, as far as educational policies concerns, English language and natural sciences is also meant to them to prepare students to take stand at Global level.

To adapt with the co-existence of the modern and traditional knowledge, Arab has developed policies by which they provided the two-ends education: Islamic and scientific courses (Sedgwick, 2001) while after the attainment of general secondary education one has opportunity to select either modernized knowledge or pure Islamic traditional knowledge. Application of such education strategy is trimming the double-cultured people in Arab.

**China:** Primary and junior middle level school education is compulsory in china which takes 9 years to complete as one of the Missions of China Ministry of Education is "...organize and direct the inspection and evaluation of the implementation of the nine-year compulsory education" (Ministry of Education of China, 2014). Like European strategy, china struggling to reduce drop-out students (in junior middle school along rural sides). On exceptional course, comparing with other countries is introduced in china which is national defense in all types of schools at various levels.

Chinese Government is paying intensive intentions to universalize primary education such as Shanghai and Beijing have very advanced primary education. China's primary to secondary level education is almost same as science, arts and history are major subjects, but here is distinctive learning, to some extent latent learning, about the communism. At the level of primary and secondary school mostly students join the "student communist federation" which not only helps them to learn history of china but also the political structure of china. Morality, Chinese language and Mathematics are imperative subjects at primary level, unlike other Asian countries like India and Pakistan where foreign language is compulsory at Primary level, China like Europe gave priority to install its own territorial language in the learners. As the students move ahead, six years education, sciences, both social and natural, and history

become compulsory for the students. The present curriculum was practiced by the “Teaching Scheme for Full-time Primary and Secondary Schools program” (Lam, 2011).

Concerning with the educational goals regarding policies “*Migrant children*” are the major flaring issue in china, especially in Shanghai because it has been a city of migrants, and china endowed those children, initially, with recipient city by applying “Two Mainly Policy” but due to the cultural and social problems, public schools were appeared as most suitable solution for their educational problem. Here, the major point is about the educational equality of children either they are citizens or *bona fide*<sup>14</sup> children in spite of this that many local parents were afraid imagine their children being mixed with migrant children. China has implemented several educational strategies gradually to accomplish their goals regarding enhancement of quality of education, necessarily at basic education level, one of them is Action Plan for Revitalizing Education initialized in 2000.

Basically the priority of educational strategies was transformation of Chinese culture into every next generation, the implementation of Chinese Language at four levels while Mathematics at three and Science at two levels, in 9 years compulsory education, is a significant example of their educational projections. The core objectives of curriculum reform in China were appeared as Socialism (Socialist Democracy), Patriotism, Humanism and critical understanding in each course of life (Nanzhao and Muju, 2006/2007). The most significant goals of educational learning and development were inaugurated via project 211 and 985 launched in 1995 and 1998, respectively. The project 211 has several objectives to accomplish but most vital aim of the project is the economic development at each stage of its implementation e.g. to prepare the professional labor force to adapt and surpass the 21<sup>st</sup> centuries changes and challenges. The project 985 is being preceded having almost same objectives of project 211 with slight differences (Brandenburg and Zhu, 2007).

**Japan:** The education system of Japan is one of most effective system and well evaluated by several organizations and researchers within the country and at international level, especially regarding dynamic policies [seven times since Second world War] which is set upon the legitimized equality at basic level; these researches identify the pitfalls and significant achievements. The educational system of Japan is distinctive having advantages and disadvantages (Shogo, 1991) like entrance examinations produce undue stress and self-discipline.

The educational goals of Japan are defined under the Fundamental Law of Education and Law of School Education; therefore, Japan Ministry of education set forth educational aims concentrating on the Law and formulated several plans like first and Second Basic Plan for the Promotion of Education. The second plan is formulated in 2013 and consisted of three sections which aim to promote education as well as evaluation of implemented projects.

Japan implemented, like China, 9 years education [in Japanese *Gimukyoiku*] as compulsory: 6 years elementary education in age of six [in Japanese *Shougakkou*] and 3 years in junior high school [in Japanese *Chugakkou*] (Abe, 2013). The curriculum in compulsory education is defined projecting universalization of education and cultivation of children cognition in accordance with nationalized culture and internationalized science and technology. The curriculum in Japan is very distinctive than other Asian countries because at Primary and Junior high school level, moral education is being taught than religious education (Komatsu, 2002) and like other countries science and social studies are important subjects along with some exceptional subjects as Music, industrial arts, physical education and most important

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<sup>14</sup>Children of Migrants in China

period of integrated study. Japanese education, like Europe and other countries, prioritized Japanese language but in the junior high school foreign language added up to adapt with external challenges.

Higher education commences right after the 12 years education in Japan in which students are given three choices of institutions for higher education: national, private and public universities. Ministry of Education of Japan identifies that, the private universities have 80% registered students out of total students in other universities. In the present industrial demands and economic convulsion, Japan's higher education plans strives to enhance the quality and quantity of institutions to cope up with internationalized standards of education, while, the National Report of Japan (2004) revealed that students appearing as more interested in the social science and humanities but it does not mean that the educational system of Japan is offering and promoting the others scientific courses; engineering has higher number of enrollment in universities after social sciences and humanities.

**Russia:** Its educational system is one of those countries who have been influenced to Christianity and Enlightenment while in communist regime, especially the rule of Joseph Stalin, the whole educational system were revolved around the Materialism Philosophy, like china in the regime of Mao Zedong. It was an materialistic enlightenment in Russia, Stalin personally visited to scientists of Russia to order them to research in accordance with the materialism, and a written pledge was taken from several researchers that they would investigate the world focusing on materialism.

In recent years, Russian educational system has been through the several modifications to promote a liberal and innovative mind; the changes like democratization and diversification, promoted new directions to students and policy makers as well. Like European countries Russians are also educating children about music – almost only country in Asia teaching music at basic level of education and included environmental sciences at pre-higher educational level. Russia was under the communist political structure but in its educational system, communism is not seen as an imperative learning objective as it is in china, instead Russia focusing on to cope with the globally legitimized political structure because it has many foreign students who belong to diverse politico-cultural backgrounds.

The basic aims and principles of Russian education are humanism, secularism, educational pluralism, democratization and love to environment (World Data on Education, 2010-11).Initially, Russian educational systems, at basic level, pushed ahead every student with the same educational background from kindergarten to secondary (complete) general education and then student select any subject to learn particularly like professional education. Russian educational system is composed of two wider systems: general education and professional education. General education passed students to pre-school, primary (4 years), basic general (5 years) and secondary (complete) education (2 to 3 years).Each level has particular curriculum while the basic education is compulsory. The contents of education was prioritized in each field of education: social science was not give special importance while mathematics was prioritized at basic level to learn in natural sciences, environmental sciences, history and Russian Language. Russian literature was given special importance to teach at basic level, whereas, these subject was extended with inclusion of some other subjects like physics, chemistry, biology, civics, physical education, etc. at the level of 5 to 9 years of educational duration.

Russian educational system is a unique system which, simultaneously, seems similar and competing other non-Asian and Asian educational systems. For example, Asian higher education is subject to professional education likewise in Europe, America, Africa and Australia also but Russian higher education is not just confined to universities but also non-university education, somehow, also recognized as higher education of professions named as *non-university level higher education*. Therefore, Russian higher education comprised of two levels: university based, and non-university based higher education.

The institutions providing higher education but has non-university recognition are known as *Tekhnikums* or *Uchilishcha* while colleges were also emerged to provide non-university level higher education. Universities become specialized in their particular field and appeared as separate institution having specialized faculty. Therefore, universities' typology represents their area of specialized field; Ministry of Education and Science of Russia mentioned that universities typology represents four major groups like Medical, Technical, Agricultural, etc. However, a typology of institutional based educational institutions were introduced: Universities (providing wide range of subjects to study), Academies (offering single program) and Institutions (may or may not autonomous but offering multiple programs) (The Nordic Recognition Network, 2005). All the educational structure of Russian reveals the educational interest and urge to prepare students according to their define goals.

**India:** It is one of the oldest traditional country of the world, it has very rich and significant educational and cultural background, somehow, culture and education in ancient India are interrelated, learning culture means to be learned but the stratification system confined the education only upper level casts like Brahman caste. In ancient India spirituality (religious education) was the most covet knowledge but the lower casts' people like Shudra was prohibited religiously to get such knowledge even they were forbidden to listen the sacred hymns.

India was invaded several times in history and every conqueror imposed his religion and educational contents on people. Initially, late 1500 BC it was crushed by Aryans and they introduced their sacred texts which are still most imperative part of Hindu religion, meanwhile, Muslims approached India along with new religion. They introduced new ways to live and spread Islamic teachings as well. They built several institutions to teach Islamic education that was the major goal of Arab invaders. It was also the goal of the Turk invaders who invaded long after Arabs. They promoted Islamic education, but they gave slight importance to other subjects like astronomy and literature. Most of the rudiments of Buddhist educational systems were replaced but the religious education were not affected rather new religions were introduced along with new knowledge and living patterns like Sikhs, Jainism and Buddhism; each religious regime arranged educational goals majorly focusing on rulers' religion.

Muslims and Christians were the most influential invaders over India who not only disturbed Indian existing education but also promoted development over there. Muslims built Islamic educational system like *Madrassa*, *Mukutub* and *Shala*; Persian has been an official language of India while the Arabic was still alive and then a new language was invented in the Mahmud Ghaznavi rule named Urdu. India was already a Multi-lingual and multi-educational country when Britain invaded it. Being Britain Colony, Indians have to learn English and England based liberal education. Britain introduced emerging Science and established universities; these universities were built to prepare students for civil and professional services only (Chakrabarti, 2007).

India, now a day, one of those developing countries who majorly intended to reduce illiteracy and promote secular educational programs but due to the diverse religious communities the governing body has to formulate different strategies and plans that should not reflect religious favoritism at educational level policies. India's education system comprised primary, secondary, higher secondary and higher education. Although it seems simple but Indian educational system, particularly regarding educational contents, is very complex. Like other countries, where educational structure is complicated such as China, India also long for universalization of elementary education. Therefore, the Ministry of Human Resource Development (2013) launched a program: SarvaShikshaAbhiyan (SSA), that aim to standardize education in India.

After the National Policy on Education (1986) a unified structure of education was accepted by all states: 10+2+3 system, 8 years of elementary education (five years of primary education and 3 years of middle education) 4 year of secondary education (it comprised general and higher secondary education, 2 years for each). The curriculum of elementary education is subject to intellectually personify, love with environment, development of human potential, scientific cognitive ability, etc., but the most important in all is the population education because India is becoming extensive populous country and It needs to control its population. Therefore, it intended to teach students at early level regarding population control.

Like all other Asian and non-Asian countries, India also preferred science, social science, arts, etc., but not technology at basic level while due to cultural and linguistic diversity, three languages: Regional, Hindi and English, are the compulsory (except some particular states like Tamil Nadu and Utter Pradesh) part of course at upper secondary and secondary level. Such curriculum was arranged and implemented to develop the sense of Unity and Nationalism by the National Curriculum Framework in 1998.

Higher education of India is contributing a lot to flourish India in labor power and technological advancement (MHRD, 2010-11). Indian higher educational policies is concentrating, vitally, on technical education like Technical Education Quality Improvement Program was launched to enhance it throughout the country, one reason behind this scheme could be the higher rate of interest of students in Arts, Commerce and science which was identified as higher level of enrollment (MHRD, 2010-11) and the second reason could be the rapidly spreading industries and factories demanding skilled technical education.

**Australia:** to get the global perspective, students mostly desire and arrive Australia because Australian educational system is most renowned particularly regarding higher education. The new formed policies, regarding immigration and foreign students, attracted students rapidly all over the world. The OECD report: Education at Glance 2013-Australia, reported that the large proportion of international students is enrolled in tertiary education in Australia comparatively to other OECD countries. Australia has been through slavery but unlike Asia, it flourished in each course of challenging situation like technology.

Australian educational goals, majorly, foster each policy for young Australians' education, proposed by the Melbourne Declaration on Educational Goals for Young Australians (MDEGYA) in 2008 which has two imperative goals: 1. Schooling will enhance equity and excellence; 2. and student will be successful, confident and creative learners; and informed and active citizens (MDEGYA, 2008)<sup>15</sup>. All states and territories (six states and two territories) co-operatively work, like SCSEEC<sup>16</sup> and COAG<sup>17</sup>, to accomplish the established educational initiatives and goals directed by intergovernmental policies (National Report on Schooling in Australia 2011). Schools are based on faith like catholic and Islamic schools and educational philosophies like Montessori (Country Education Profiles: Australia, 2008).

Australian curriculum was designed to engage students with the contemporary flow of knowledge but it also focused on the aboriginal history resides long back in Australia as it represents via the inclusion policy<sup>18</sup> of aboriginal history and culture in the curriculum to transit the rich historical culture of aboriginals.

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<sup>15</sup>The Melbourne Declaration on Educational Goals for Young Australians superseded The Adelaide Declaration (1999)

<sup>16</sup> The SCSEECs superseded MCEECDYA (Ministerial Council for Education, Early Childhood Development and Youth Affairs) in 2012 becoming responsible for school education while MCEECDYA had replaced MCEETYA (Ministerial Council on Education, Employment, Training and Youth Affairs) in 2009

<sup>17</sup> The above-mentioned replacements are made by The Council of Australian Governments (COAG)

<sup>18</sup>The Aboriginal and Torres Strait Islander Education Action Plan 2010-2014, announced in 2011, aims to reduce the vacuum between aboriginal and Torres Strait Islander; and improvement in outcomes of education whereas the aboriginal education policy of 1982 produced extensive educational outcomes regarding aboriginal education.

Schooling is encircled by primary to secondary school education usually ends with the age of 17 while the age at enrollment and years of schooling at various stages (i.e. preparatory, primary, secondary etc.) vary from state to state (National Report on Schooling in Australia 2011). Curriculum<sup>19</sup> is three dimensional i.e. learning areas, general capabilities and cross-curriculum priorities. Learning areas comprised of Science, English, History, Mathematics, Humanities and Social Sciences. The general capabilities<sup>20</sup> consist of numeracy, literacy (both was given very much importance in curriculum at the early ages of schooling), ICT, ethical behavior, etc. The last dimension, unique in its sense which generally expressed Australian curriculum distinctive to other countries educational priorities, cross-curriculum priorities is the composition of history and culture of aboriginal and Torres Strait Islander, sustainability and Asia and Australia's engagement with Asia (The shape of Australian Curriculum v3; v4, 2012). The aboriginal culture is not just focus on the ancient aborigines rather the contemporary aboriginal way of living and this dimension enables students to be well aware about the other Asian societies in relation to Australia. The curriculum very wondering regarding Arts in the context of Asia because it not just relied on Music to be taught like Russia rather it also included Dance, Drama, Visual Art and Media which is not as such a part of any other Asian country not even India as dance is one of its prime cultural parts.

The key objectives of higher education are Future challenges, stronger and fairer Australia (Transforming Australia's higher education system, 2009). Australian higher education based upon the Britain and American higher education system providing academic and professional education while later some universities included the vocational education as higher education (Jongbloed, 2008). The professional education comprised of Engineering, Law, architecture, social work, etc. Nevertheless, many universities define several new subjects to teach which are based on the universities' interests or area of specialization. The academic courses are mostly the same as other Asian and non-Asian universities being taught like natural and social science but the more specialized form in each academic field is being presented in several Australian universities which distinguish them from American and Britain Universities.

### **Pakistan**

Educational system in Pakistan has strong influences of its past. Prior to the distribution of Sub-continent, Muslim and other religious inhabitants were highly attached to their religious education because only the religious institutions were responsible to provide the formal education. After the invasion of Britain, the educational system of India was divided into two major streams: 1. those institutions, who provided the religious education, were Muslims' Madarases and mosques, Hindus' temples, Christians' churches and Sikhs' Gurdawaras. Other religious communities were also focusing and promoting their religious education. All the population with reference to education was divided on the basis of their religion except the ethnicity. Although, the ethnic identity prevailed but the ethnic educational system was not yet formally established therefore, only the religious division was most appropriate to get formal education. 2. The British educational institutions. These institutions promoted European educational system particularly British educational priorities. The most import priority of these educational institutions was to endorse the English language in the inhabitants of India.

Although, the British educational system was promoted in India, but it failed to eliminate or reduce the influence of religious education and educational system of all religious communities. This educational

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<sup>19</sup> The Australian curriculum development continue and many subjects, fall under the learning area, are still not implemented.

<sup>20</sup> It is a sort of guiding principles which help students to be well informed, innovative and critical thinker.

system was, afterwards, adopted by some scholars of that age with the rationale of “timely importance.” They even struggled to enhance and formalized this along with the British workers. British invaders established several schools, colleges and universities that were aimed to encourage their language. This education became the necessities of the people to get jobs officially because the religious students from any religion except Christianity were not permitted to get government jobs. Therefore, these students used to learn any vocational skills along with the religious education to earn, and mostly this vocational education was provided by the religious institutions that not let the people to fade the echoes of religious education.

The British educational system penetrated at its extreme in the structure of India that it became impossible to eliminate that’s why the educational system existed in Pakistan even many universities and colleges established by Britain invaders are still on run and producing students.

**Existing educational structure and enhancement:** Pakistan education system is divided in six stages: primary, middle, matric, HSSC (higher secondary school certificate), graduation and higher education. The system is also known as primary, elementary, under-graduation, graduation and post-graduation. There are also official and private vocational institutes. Pakistan prioritized the English language, as second language, to teach which is compulsory from primary to higher education. At higher education the medium of instruction is English which is officially defined to opt with the global standards. It does not mean that other subjects are taken for granted because Islamic studies, Urdu language, Pakistan studies are also compulsory subjects.

As far as language studies concern from primary to graduation, Persian was also the compulsory to learn but it was replaced by Arabic studies which is compulsory till and, somehow, from primary to middle class, merged in the subject of Islamic studies. Urdu language is compulsory from primary to HSSC and it is optional in the graduation; Arabic, Persian and some other languages like Italian is also optional but English is compulsory along with the Islamic studies and Pakistan studies. From primary to graduation level, Pakistan education structure has importance for Islamic and Pakistan studies along with English while the national language is not priorities at graduation level.

Pakistan, particularly Punjab, has taken radical steps to promote the education in all over the Pakistan because the net enrollment ratio at school level is very low and Pakistan was failed to meet newly defined millennium goal. The establishment of PEF<sup>21</sup> (Punjab education foundation) and the collaboration of UNICEF enhanced the awareness of educational importance that, in return, produced the several new schools and raised the net enrollment ratio. PEF increased 89% enrollment ratio (students’ enrollment: 18585 in 2011 and 37073 in 2012)<sup>22</sup> of students and also raised 82% partner schools in 2012. Along with these encouraging steps, free compulsory education (from grade 1<sup>st</sup> to 10<sup>th</sup> – age group 5 to 16 years) was also announced in the light of the article 25-A from the constitution of Pakistan, 1973<sup>23</sup>.

The structure of colleges is recently modified to increase the quality and quantity of education. For example, the BS programs are introduced by several colleges which are equal to the BS programs of universities. Some colleges, especially women colleges, are designated at university level.

Universities of Pakistan are responsible to provide the higher education to students but due to the recent development in the educational structure some colleges are also included in this arena. Higher education

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<sup>21</sup> PEF is also providing online free resource for teachers and students.

<sup>22</sup> 17488 student increase between these two years and 159 new school were partnered (total number of partner schools are 2400) with the NSP (New school program by PEF)

<sup>23</sup> Section 3(2): Rights to free and compulsory education act 2012.

in Pakistan is divided on the basis of the subjects but the it has most importance to the engineering and natural sciences as HEC (higher education commission of Pakistan) raising several funds to achieve such targets.

The most important radical step to increase the higher education facilities was the establishment of the Higher Education Commission of Pakistan (HEC). HEC is responsible for quality control, scholarships, collaboration with foreign universities, assurance of the degree validity as well as the validity of educational institutions providing higher education and several other endeavors to boom the educational quality and quantity in Pakistan. Punjab government has established its own independent goals to promote higher education in Punjab. The government distributed laptops in all over the Punjab to digitalize the education not only at university level even at school level. The government also launched a youth internship program that aim to provide the professional skill and monetary benefits to the students. The most recently launched program is providing loans to the youth so that they may able to get any better source for their earning in such an inflationary and state of unemployment circumstances.

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