

Our Educational system must assume some of the responsibilities for National Failure.

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"The Collapse of Education is the collapse of the nation."

In a forementioned statement, Nelson Mandela emphasized the power of education through which one can change the world. She further explained that destroying any nation does not require the use of atomic bombs or the use of long missile. It only requires collapsing the educational system of that nation because education plays a vital role for development and progression. Similarly, the education system of Pakistan is responsible for national failure because the country has failed to empower her citizens with necessary tools for change and progress. How can we expect a nation to thrive when its educational system is failing to equip future generations with the skills they need? How can a country rise above its challenges when its youth are not being prepared to face the future? If the education system fails to inspire critical thinking, innovation, and problem-solving, can we really expect the nation to move forward? Is it any surprise that national problems persist when the education system continues to produce graduates ill-equipped to address them?

Although education itself a victim of broader ~~systemic~~ systemic issues, educational inequalities, a mismatch between education and work-force needs, and failure to teach critical thinking and civic responsibility are crystal clear that the education system must assume responsibility for contributing to national failure.

Although education system is assuming the responsibility for contributing to national failure, some scholars claim that education is a victim of broader systemic issues, such as political instability and economic crisis. Due to these issues, education is often neglected and undermined. Additionally, the government is only spending 2.7% of its overall GDP, which constrains institutions to bring reforms in loop ~~holes~~. As a result, the education of the country is seen as flawed and useless due to lack of focus by the institution. Ultimately, education system itself remains a limelighted issue which is nose-dived due to systemic issues.

In a stark contrast to the perspectives held by deniers, evidences overwhelmingly support that educational system must assume some of the responsibilities for national failure. The most undeniable proof of this is educational inequalities. In Pakistan, education is a one way transmission of knowledge, where teachers deposit information into students, who are seen as passive recipients. Owing to this, there is always a gap between teacher and students in learning process which ultimately creates educational inequalities. Paulo Freire, in his book 'Pedagogy of the Oppressed' criticized traditional education where position lies in the ~~both~~ hands of teachers and students as empty vessels to be filled with knowledge. He also criticized banking model of education where education is a one way transmission of knowledge. Owing to this inequality, students often lack the understanding of the topic. As a result, it will contribute to national failure because student will unable to make any stance or policy due to lack of understanding.

Apart from educational inequalities, a mismatch between education and the needs of workforce is another alarming sign that education system assumes responsibility of national failure. In Pakistan, the education system fails to align with the needs of the workforce or the demand of a globalized economy. Owing to this, it leads to a lack of relevant skills, high unemployment, and under-employment. This creates a mismatch between the skills workers have and what employers need, which can eventually hinder economic growth and innovation. For instance, many students, in Pakistan, are getting that education which is useless and outdated. It does not align the needs of market and industry. Therefore, it is logically safe to assume that education system must assume responsibility of national failure due to mismatch between education and the needs of workforce.

Like mismatch between education and the needs of workforce, failure to teach critical thinking and civic responsibility

also possess significant threat to national failure. When education system fails to enhance critical thinking and civic responsibility, it leads to a flawed policy making and relegates to the position of irrelevance. This might manifest as voter apathy, susceptibility to misinformation, and a general inability to engage meaningfully in civic life which is contributing to ineffective governance, political corruption, or social instability. For example, in third world countries, the prime focus remains on^{the} reproduction instead of reflection and critical thinking. Thus, these countries often face national failure. Therefore, one cannot deny the fact that critical thinking and civic responsibility play a vital role, but its failure leads to national failure.

Furthermore, stagnation in innovation and research is another issue of education system that fans up national failure. If the education system fails to enhance creativity, innovation, and research, the country risks falling behind in technological development, scientific progress, and economic

Competitiveness. This can result in technological obsolescence, loss of global competitiveness, and economic decline. Benazir Bhutto depicted in her book, "Daughter of the East" that Muslims were famous in history due to their innovation and research, but, today, Muslims have lagged behind in innovation and research. Thus, it is pertinent for the country to enhance her innovation and ~~see~~ research because the country is lagged behind in innovation and research.

Not only this, but political and ideological influence in education is also striking evidence of national failure because education systems that are heavily politicized or ideologically skewed risk failing to provide students with a balanced, objective view of the world. When political forces control what is taught, it can lead to misinformation, polarization, and a lack of critical engagement with diverse perspectives. For instance, in Pakistan, many schools have been involved in politics and have been manipulated children's mind for supporting any party. Ultimately, this approach has led to national failure because students are lacking diverse

perspectives to deal with the future of nation.

Apart from political and ideological influence in education, lack of investment is another problem of education system that eventually leads to national failure. A lack of investment whether in terms of funding, infrastructure, teacher training, or technology can result in poor quality education and contribute to national decline. Underfunded schools often struggle to provide basic resources, let alone innovative teaching methods. For example, Pakistan is only investing 2.5 percent of her GDP which is quite less. Therefore, lack of investment is proved to be fatal for the country because it is contributing in national failure.

High drop out rate is another major setback of education system in Pakistan that ultimately contributes national failure. Due to high dropout rate, students will remain illiterate which ultimately proves fatal for the country because it will lead national failure.

According to officials from the Punjab Education Department, the dropout rate in

educational institutions has increased significantly, with many parents prefer to send their for working instead of education due to sheer poverty. Statistics indicate that the dropout rate of students from the first to the eleventh grade has reached 60%, with rates ranging from 28% to 30% for grades one to five, 40% to 50% for grades six to 10, and 60% for grade 11 and 12. As a result, the high dropout rate is contributing national failure because students are deprived of getting proper education which ultimately affects their cognitive and mental ability to deal the matter.

In addition to this, education system must assume responsibility of national failure due to inadequate response to technological change. If the education system does not keep pace with rapid technological advancements, it can leave students under-prepared for the digital age. A failure to integrate digital literacy into curricula can result in a generation that is ill-equipped to navigate and contribute to a highly technological society which eventually contributes to economic stagnation. Therefore, it is

not wrong to assume that education system is contributing in national failure due to inadequate response to technological change.

Moreover, inadequate preparation for global challenges is also the responsibility of education system. Education systems that focus only on local concerns or outdated curricula risk is leaving student unprepared for global challenges, such as climate change, pandemic, geopolitical instability, or technological disruption. A failure to address global issues limits a country's ability to participate in global problem-solving and can exacerbate national failure.

For instance, in Pakistan, students are often lacked with cognitive ability to deal global challenges. Thus, people are suffering from political and economic crisis. So, the country's education system must be responsible for national failure.

Like inadequate preparation for global challenges, gender discrimination in education is also responsible for national failure. Despite the lucid indication in Holy Quran, Surah Al-Nisa, 4:1, "Certainly,

we have created you from a single soul.", People have forgotten the command of Allah and started doing discrimination on the basis of gender. This discrimination leads to stagnation and decline in the development and progression. Similarly, Qaid-e-Azam said that no nation can grow until it works with women shoulder by shoulder. Therefore, it is not wrong to say that gender discrimination in education system must assume some of the responsibilities for national failure.

Apart from this, outdated and bookish data in the ~~the~~ education system can be seen as a key contributor to national failures, as it limits the ability of students to engage with contemporary challenges and real world issues. Additionally, relying heavily on rote learning and static curricula that do not evolve with societal or technological achievement. Resultantly, it does not meet the modern demands. This lack of alignment between education and the rapidly changing global landscape stifles innovation, critical thinking, and problem solving skills which are essential for national progress. When education fails

to adapt, it undermines the growth of human capital and perpetuates systemic inequalities which eventually hinders a nation's economic, social, and cultural development.

To address these issues, there is a dire need to adopt some measures for the betterment and progression of the nation. The most striking solution is to apply the concept of educational theory by Paulo Freire. In his most influential work, 'Pedagogy of the Oppressed', he argued that education should not be a one way transmission of knowledge from teacher to student, rather a dialogical process that empowers students to question, challenge, and transform their reality. He further criticized the banking model of education, where students are seen as a passive listeners of knowledge. Therefore, it is necessary to advocate the active participation of the students in class, rather than passive listeners.

Additionally, promoting critical thinking and civic responsibility is another solution. Critical thinking empowers individuals to question assumptions, evaluate evidence,

and understand different perspectives, which is fundamental in navigating today's rapidly changing world. Civic responsibility, on the other hand, involves increasing a sense of duty towards community and society. It encompasses not only understanding rights and duties, but also acting to promote the common good. For instance, the education system of Finland is considered as one of the best education systems in the globe due to critical thinking and civic responsibility where students are encouraged to question, rather than depending on outdated and bookish data. Therefore, it is incumbent upon the country to enhance critical thinking and civic responsibility.

Like aforementioned approach, an alignment between education and the needs of workforce is required for ensuring that students acquire the skills and knowledge necessary to thrive in the modern economy. As technological advancements, global markets, and societal demands evolve rapidly, it is essential for education systems to adapt and provide students with relevant,

practical skills that directly correspond to the requirements of market. When education is aligned with workforce needs, students are better prepared for successful careers, and employers are more likely to find qualified candidates. For example, In Asia, Singapore stands out as a country that has successfully aligned its education system with the needs of the workforce. Therefore, it is necessary for Pakistan to align her education with the needs of the market.

To cut the long story short, deniers might have their own justification for dismissing that education system assumes the responsibility of national failure, but overwhelming conditions of the education system prove that education must assume the responsibility of national failure because of educational inequalities, mismatch between education and workforce needs, failure to teach critical thinking and civic responsibility, stagnation in innovation and research, and inadequate preparation for global challenges. Hence, it is proved that education

system must assume some of the responsibilities for national failure. Therefore, it is incumbent upon the country to fully implement the solutions that pave the ways for national growth and prosperity. Nelson Mandela said, "Education is a powerful tool through which we can change the world."