

UNEQUAL ACCESS TO QUALITY EDUCATION IN PAKISTAN AND ITS IMPACTS ON NATIONAL INTEGRATION

OUTLINE

Well organised and quite relevant

- A. Introduction
- B. Unequal Access to Quality Education in Pakistan: Manifestation
 - i. Urban-rural infrastructural disparity in educational institutions reinforces unequal access to quality education.

Plz avoid vague references

(UNDP Report)

- ii. Established system of Urdu-English segregation as educational mediums gives rise to structural inequality in the provision of quality education.
(Opportunity Cost of Urdu-mediums)

iii. Gap between rich and poor translates into inequitable reach of students to higher-education and best universities.

(High fee structure of Private Universities)

iv. Unequal access to quality education is also notable in terms of disparity in curriculum, courses, and affiliation of schools and colleges.

(O-Level is Given to Govt Schools)

v. Skill gap among students is indicative of structural inequalities prevailing in education system.

(Inaccessibility to PCs, Labs and libraries)

C. Impacts of Unequal Access to Quality Education on National Integration:

Plz check the difference between unequal and inequal

i. Inequal access to quality education generates skill gap in society and job-disparity which cultivate grievances and

lack of trust on government.

(Foreign recruitment in Qwadar Port)

ii. Inadequacy of academia in
remote areas culminates in backwardness
in population which makes them
a easy target for jihadi
anti-state propaganda.

(Recruitment by TTP)

iii. Developmental disparity created out of
educational inequality heightens the
trust deficit of ^{people of} marginalised
state and ^{lack of} national integration.

(Quetta vs Lahore)

iv. Digital illiteracy in society
engenders online-hateful narratives,
radicalisation and national disintegration.

(Mass mobilisation by political parties)

v. Lack of ^{coherent} curriculum and mode of
language across regions in Pakistan
divide people on regional, ethnic,
linguistic and ^{political} lines.

(Addition of regional languages in curriculum)

vi. Prioritisation of certain groups
from specific educational backgrounds
in bureaucratic, governance and

multinational companies for recruitment discards other students which adds to more frustration on ~~of~~ ~~of~~ national unity ~~and~~ ~~harmony~~

(English in Civil Service Exams)

D. Way Forward to Bridge the Educational Inheritance in Pakistan to Promote National Integration:

- a. Uniform curriculum with robust curriculum reforms.
- b. Spending considerable amount of GDP on education sector to reduce inequalities.
- c. Transformation of traditional modes of learning to modern and dynamic methods.

E. Conclusion (Case study of Rwanda)