

# EDUCATION- THE PANACEA TO PAKISTAN'S PROBLEMS

## 1. Introduction

## 2. How Education is The Panacea To Pakistan's Problems?

a) Political stability as a direct outcome of education

(i) Thomas Jefferson's take on education and politics

b) Material progress i.e. industrialization and technological development follow educational pathways.

(i) Example of Industrial Revolution.

c) Economic progress is both directly and indirectly stimulated by education.

(i) Example of skilled labour in China

(ii) Example of Bretton Woods Institutions

d) Educated societies reflect a higher degree of social stability and ethical conduct

(i) Aristotle's take on relationship between ethics and education.

e) Educated societies have lower rate of gender disparity.

Example of Rwanda.

(ii) John Stuart Mill's take on education and equity through judgement.

(i) Benevolent activism and climate change.

(ii) Example of floods in Pakistan from 2022 and 2025.

### 3. Hurdles to Provision of Education in Pakistan

a) Lack of political commitment in implementing educational uplift policies

(i) Stagnancy of Article 25(A)

b) Inadequate budget allocation

(i) Less than 1 percent (0.8%) budget is allocated for education in Pakistan approximately.

c) Lack of accessibility and depleting infrastructure

(i) Heterogeneity in geographical distribution across Pakistan

(ii) Percentage of children in Sindh facing ~~different~~ infrastructural issues regarding education i.e. 50%.

e) Social taboos associated with education

(i) Forty-four percent of children in Pakistan around the age of 15-16 are out of school

### 3. A Way Forward for Pakistan to Progress in Education Provision and Thus Overcoming its Problems

a) Preaching virtues of education

(i) Example of Germany after World War II

(ii) Political commitment and subsequent action

(iii) Example of China's Education Modernization Plan by 2035.

c) Increment in educational budget

(i) Recommended percentage by World Bank i.e. 4%.

(ii) Finland as an ideal example with 6.5% budget allocation.

d) Improvement of infrastructure and curriculum and pedagogy.

(i) Example of China's educational reforms

e) Investment in research and development

### 4. Conclusion

Start with a hook and then connect it with the paragraph

Pakistan has been entangled in a plethora of problems since quite a long time. Among these problems are political instability, industrial and technological stagnancy, economic vulnerability, social decline and periodic offensive of natural calamities. These problems show overlapping causes and reflect a mutual reinforcement in their consequences. This overlap signals a call for a single overarching solution to the plurality of problems faced by Pakistan. Though numerous interpretations to this question have been made and multiple solutions have been put forwards, lack of their penetrating capability to the root causes of aforementioned problems has rendered them ineffective. However, educating the masses has appeared as the single most suitable remedy to Pakistan's issues. It builds the strength to induce reforms at grass root level as well as the tendency to induce social good.

“Education must be aimed at turning the whole soul toward

No need to write quote in the middle of para it's better to write at the start

-Plato, Republic

Education serves as a ray of hope for Pakistan. Given its correcting and progressive tendencies, education can guide political participation, rule of law and accountability. Political stability paves a way for technological and industrial uplift. Economic growth complements the technological development.

Social stability follows mass educational venture diminishing social conflicts.

This multi-level reform catalysed by education culminates in a collective consciousness and benevolent activism.

As, Pakistan is in desperate need of political, economic and social betterment and education possesses the means to

Pakistan's uplift, it is the perpetual remedy to all of Pakistan's problems.

Stimulation of effective and productive political participation, a consciousness of rule of law and a regard for accountability through education culminates into political stability.

Almost all problems Pakistan faces have had some political dimension. Therefore all contemporary setbacks which Pakistan faces can be attributed to political instability. Though it is rooted in lack of political participation from public,

lack of awareness is the actual cause behind political instability. Lack of awareness regarding civil, political and fundamental rights renders public either indifferent towards political participation or compels them towards unethical means. Similarly lack of awareness regarding one's duties enshrined by the constitution fosters a disregard for rule of law.

Both lack of political participation and a disregard for rule of law severely hampers the process of accountability. In Lahore on average of 60,000 traffic violations are made and tickets are issued. A

majority of these violations are committed by uneducated <sup>wagon</sup> ~~bus~~ and rickshaw drivers.

This reflects a disregard for the laws at the end of a common citizen. Educating the masses thus gives a ray of hope ~~as~~ for Pakistan as it can guide political stability through improving both quality and quantity of political participation, rule of law and accountability.

“If a nation expects to be ignorant and free, .... it expects what never was and never will be.”

— Thomas Jefferson

Political stability nurtures material progress - which coincides with Pakistan's desperate need for technological

and industrial development. Education rests as a prerequisite for material progress. While political stability may provide a safe space for development, it is actually the proliferation of scientific knowledge and its application which stimulates industry and technological progress. Pakistan has been in desperate need of innovation and development across its industrial and technological sectors, due to lack of technicians and professionals of STEM sciences. Improvement of these sectors facilitated by education always ~~more~~ has a spillover into other areas of life.

Industrial Revolution in Britain was stimulated by Enlightenment era developments in science and philosophy. Starting as an intellectual endeavour it culminated into technological, economic and political uplift of the British Empire.

Economic progress is stimulated by education at two ends. Firstly it provides skilled labour, secondly, the study of economics itself ensures stability against market forces and occasional calamities. Thus it provides technicians who help in production as well as the economists who ensure profit

from the goods produced. Pakistan lags behind in terms of skilled labour as well as the skilled economists. Educating common folk regarding functions of the industry and market appears the only rational solution for economic uplift of any state including Pakistan.

Brettonwoods Institutions reflect America's hegemony through skilled economists.

They monitored market forces and made changes accordingly. Contemporary economic structure of the world not only feeds America's hegemony but also gets directions from her. Similarly, China invested highly on skilled labour which led to a massive economic boom and unwavering technological advancement.

In last few decades, China is credited with uplifting 800 million people from poverty.

Apart from material improvements, the positive effect of educating masses is noteworthy on social dimensions as well. Education has been guiding ethics and morals for long. The normative function of education is ethical and moral uplift.

"Educating mind without educating the heart is no education at all."

- Aristotle, Nicomachean Ethics

Ethical and moral uplift is followed by a consciousness of right and wrong. A consciousness of right and wrong culminates into a society with decreased crimes. Pakistan faces not only moral and ethical dilemmas at social level but also an increased crime rate. Education has a tendency of inducing self accountability, which supersedes coercive instruction or affinity for reward. Furthermore, educated societies reflect a degree of restraint, accommodative behaviour and tolerance. These attributes are the pillars of a harmonious society.

Social stability induced by education is accompanied with decreased conflict and disparity among segments of a society. Gender equality is one such indicator. Countries who rank high in education score high on gender development indexes. Education enables one to let go of gendered, racial and territorial biases and value others as equal human beings.

“Genuine education helps men to judge for themselves”

- John Stuart Mill

Pakistan ranks low on gender development index. It not only shows

high degree of gender disparity in areas concerning health, education, decision making and property ownership; but also a trend of persistant stagnancy since decades. Pakistan ranks the third from last on Global Gender Empowerment Index (GGEI) established by the United Nations Development Program (UNDP). Minimizing gender disparity requires a continuous process of unlearning and relearning: Unlearning of patriarchial norms and relearning of emancipatory norms.

Rwanda provides an ideal example where bridging gender gap through education had other emancipatory implications for women.

Education fosters a collective consciousness which is the highest state of awareness. This consciousness compells on to consider issues at a larger level rather than individual level. This level of consciousness fosters humanity, and thus encompasses issues such as climate change. Since 2022, Pakistan has been among top five countries most adversely hit by climate change. With nearly 6.9 million (2.7%) people affected by flash floods in 2025, Pakistan is

on dire need of climate change awareness and climate activism at domestic and international levels.

Though a tremendous potential lies in educating the people and subsequently outgrowing its problems, Pakistan fails to do so. This is attributed to structural and functional hurdles which continue to perpetrate the cycle of unproductivity. These include lack of political commitment, budget inadequacy, infrastructural depletion, social taboos and economic disparity. Together these issue have formed a unique interplay of hurdles which keeps educational uplift at a distance from Pakistan.

Out of all the issues, lack of political will is the most pressing. The political leadership either remains unwilling or indifferent to the issue of educational lag in Pakistan. Article 25(A) of the constitution of Islamic Republic of Pakistan - despite its placing compulsion on <sup>free</sup> education for all children ~~up to~~ from 5-16 years of age - remains unimplemented. According to UNICEF, almost forty-four percent of children across Pakistan remain out of the

school despite constitutional guarantees and political ~~gross~~ promises. Multiple factors contribute to this high scores. ~~success in education examination~~. Apart from flamboyant political manifestos, educational reforms have seldom made to policy rooms and even rarely have been seen implemented. Inadequate number of public sector educational institutions across Pakistan ~~triggers~~ substantiates this claim. Across Pakistan there are two hundred and fifty universities in Pakistan out of which approximately 140 are public sector, as per HEC.

Apart from lack of political commitment, inadequacy of educational budget is the another prominent issue. At one instance the need of quality education is discussed while on the other hand budget allocation in Pakistan for education remained as low as 0.8% in 2025. Educational budget despite having the highest potential of improving Pakistan receive the least investment and budget allocation.

Scarcity of the knowledgeable <sup>and</sup> stagnancy of development are the direct consequence of low budget allocation for education and the further reinforce other hurdles to education.

Lack of economic resources reflected in inadequate budget allocation in-turn exacerbate issues of accessibility and infrastructure. Pakistan shows heterogenous distribution of educational institutions throughout its area. At urban centers and metropolitan cities there is a larger number of educational institutions however in rural areas there is a clear shortage. This reflects excessive disparity in education.

Lack of accessibility is further supplemented with infrastructural issues. Educational infrastructure in public sector institutions is not only inadequate but also backward; fifty percent of rural schools lack chairs in Sindh. Furthermore there is also lack of proper school buildings and these fifty percent of students are forced to take classes in open air.

Lack of infrastructure fosters depleting quality of education through lack of skilled teachers. Problem of outdated curriculum also complements the depleting quality of education.

Depleting quality of education is actually the aftermath of unskilled teachers and outdated curriculum. An unskilled or unqualified teacher not only fails

to deliver adequate knowledge but also fails to ensure moral and ethical development. According to Maria Montessori,

\* The greatest success of a teacher is when the students work without any regulation and instruction. This is the situation is polar opposite in Pakistan.

Most of the times the teacher leaving a class behind without any regulation is met with an attitude of hate.

If there is an exam going on chances of cheating are very much high. Thus, an unqualified teacher and outdated curriculum ~~can~~ undermine ethics as well as productivity. It is quite visible in Pakistan.

Social taboos have also been hindering educational uplift in Pakistan.

These are indicated in discourses of job versus education, gendered norms and modern education being an assault of the West on eastern values. Starting from

the discourse of job attainment awards primary to economic uplift rather than educational uplift. The adverse affect of this is reflected in form of child labour and unskilled adult labour. Forty four percent of children <sup>in</sup> of Pakistan around the age of 15-16 are out of school, ~~many~~ work as labourers and workers. Similarly, gendered norms in

contemporary Pakistani society remain sceptical to education of women. This is backed by cultural interpretation of religion. Despite the instruction of Prophet (PBUH), "Seeking knowledge is obligatory upon every man and woman.", many conservative households consider education as preaching commandments of Islam. Similarly modern education is considered by many as an assault on the eastern values. This discourse is propagated by educated folks as well who fail to grasp the educational gap, under the banner of decolonization.

Followed by issues of political agency and social taboos are the issues of economic disparity. Economic disparity transcends into educational disparity. This has created a class difference even in academia. Educational bourgeoisie surpasses the educational proletariat in reaping the bounties of education. This not only undermines the virtue of education for the common man but also provides a comparative advantage to the elite in other socio-political and socio-economic aspects of life. As an unenamored life is not worth living, a thorough analysis shows students

of LUMS, NUST, IBA, and Aga Khan Institutes, usually also belonging from upperclass and upper-middle class, are more in number at <sup>executive</sup> decision making positions in both corporate and public sector. This is a direct reflection of their superiority of skillset and knowledge, made possible by their economic strengths.

Hardships accompany greatness. Though there are hurdles to process of educating Pakistanis en masse, there is a greater potential to overcome these problems also resides within. Process of overcoming these problems demands both resources and commitment. Since, affinity towards something stems from within, efforts for inducing will ~~for~~ for knowledge must start with creating awareness regarding virtues of education.

Awareness raising should be complemented by political commitment. Political commitment should take its material form through increased budget allocation and improved infrastructure. This along with enhanced quality of education has tendency of a mass societal uplift:

<sup>↳</sup> Societal uplift marked by political, social and economic stability.

Awareness is the most fundamental aspect of any reform. To induce reform in Pakistan's structure which has been infested with a multitude of problems, similar path ought to be followed. Therefore, virtues of education must be preached at every level utilizing multiplicity of tools. Inspirations can be derived from Germany after World War II. War torn Germany despite a multiplicity of social, economic problem was transformed into one of the most developed nations of the world through a process of relearning. Accompanied with support from Allied powers, educational reforms were made to dismantle the Nazification of epistem and direct their capabilities toward the benevolent use of knowledge. Thus, Pakistan may also partner with international institutions such as the United Nations in consciousness raising maneuvers. Furthermore, state media and civil society should be utilized in preaching the ethical, moral, economic, technological, social and political virtues of Education.

Followed by awareness is the political will. Pakistan must show a concrete political will for educational uplift. China serves as the most prominent case

in this regard. From Deng Xiaoping's "Four Modernizations" to Xi Jinping's "China's Education Modernization Plan of 2035" political commitment has been observed radiating. Despite a variety of challenges such as the stakes involved, striving to achieve a balance in aligning culture and modernization, and problems of accessibility, China has been committed to its aspirations. It has been focussing on its plan for education modernization along with its regional and international ambitions without any excuses for modernization at home.

Foremost indicator of political commitment shall be high budget allocation. World Bank has suggested four percent of GDP to be allocated in Pakistan. Current percentage of GDP rests ~~now~~ <sup>less than</sup> at ~~one~~ <sup>six and a half</sup> percent (0.8%) in Pakistan. Pakistan may learn from Finland where GEP stands to <sup>even</sup> ~~6.5~~ percent. Economic investment in Education in Finland reflects a spill over effect in other domains as Finland stands among top five countries in both Global Development Index and Global Happiness Index. Thus, an increase of <sup>even</sup> one and a half percent (1.5%) may drastically improve educational quality and many problems in Pakistan.

Budget allocation must be followed by responsible spending. Infrastructure depletion and outdated curriculum stand as the areas most deserving of budget allocation and responsible oversight.

China's Education Modernization Plan

2035 provides an ideal example for Pakistan to follow. Pakistan ought to

focus on infrastructural modernization and equitable provision to solve the

issue of accessibility. Similarly, the curriculum and pedagogy must be reformed as well keeping in mind the

indigenous needs. Secondly, higher education ought to be restructured, internationalized and decentralized. Lastly,

especial focus ~~among~~ ought to be provided to vocational and scientific education.

Any reform must not be haphazard, unstructured and exclusive of conditionality.

Thus research and development ~~for~~ must serve as an underlying platform for all

reforms. Whether it is political commitment, budget allocation or structural

reforms, an intense surveying and availability to need determination

must be ~~available~~ thoroughly performed.

Thus, government ought invest in

research and development, and also keep a regulatory oversight. Furthermore, research regarding upcoming innovation and problem solving must also complement educational reforms.

In conclusion, education can induce political, economic, social and technological reforms, thus it is the most suitable remedy for the multiple problems of Pakistan. Pakistan's problems include political instability, economic volatility, technological and industrial backwardness and vulnerable social fabric. These problems have long hampered progress of Pakistan. Thus, through education political participation, rule of law, and accountability can be induced along with economic, societal and economic uplift. However, there are numerous challenges down this road of reform. These include lack of political will, inadequate budget allocation, depleting infrastructure, outdated pedagogy and curriculum, economic disparity and social taboos. Nonetheless, misery is temporary and opportunity of improvement is permanent.

Pakistan may facilitate education and subsequent reforms. Social taboos, gender disparity, and political instability can be achieved through awareness

campaigns. Similarly material progress i.e. industrialization can be achieved through increasing educational budget. Economic progress complements with educational and technological uplift. Lastly, through ~~investment~~ in research and development along with improved pedagogy and modernized curriculum educational uplift reaches its zenith. By inducing the aforementioned reforms education may serve as a <sup>perpetual</sup> remedy to Pakistan's problems.

Points are okay

Articulation is fine but avoid frequent cutting

Improve structure of body paragraph

Properly conclude your para rather than end with quote

Quote is used to substantiate your argument

Proper use of transition devices