

# Educational Development in Pakistan: A Critical Appraisal of Muhammad Pervez Musharraf Presidency (1999-2008)

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**Abstract-** Educational development policies in Pakistan, especially in military regime, when Pakistan faces non-electoral government were focused on both national and international educationists and experts. Lots of reports analyzed the performance of Musharraf government in education department. President of Pakistan Pervez Musharraf introduced lots of reforms which ultimately assist the modernization of education department in the country. Historically the educational policies of Pakistan remained under the strong influence of religious ideologies and education, global challenge, social agenda, regional trends. After the global challenging incident of 9/11, the attacks on world trade center, affected all interests and needs of globalization. This article is compiled to highlight the policies and reforms in the era of president ship of Musharraf (1999-2008).

**Index Terms-** Education, Development, Planning, Program, Policy

## I. BACKGROUND

Musharraf era was not affectionate era in that time due to military rule. But that time national progress was very important problem due to contradict administration of military rule among the people of country. To resolve this problem, a major role of people of country whom were opposed that era but this government took steps to meet the educational needs. In this era education program enhanced widely, particularly 2002-2010, in last few years, the enlighten moderation policy was focused on human development which considered crucial part of national development.

The poverty (which considered basic cause to out of school children) reduction policy acknowledged that social advancement like developed countries is compulsory, and the government make a priority for improvement in educational sectors and developed the facilities in making access for general population of Pakistan. Primary education was especially focused under this policy.

As per as regarding the enrollment in educational institutions is seen too much poor. Medium Term Frame Work (MTDF: 2005-2010), National Plan of Action (NPA 2001-2015) Education for All (EFA) Educational Sector Reforms (ESR: 2002-2006) and moreover National Education Policy (NEO 1998-2010) were framed and focused to meet these discrepancies and achieving the goals of structurally social development.

Under the policy of ESR, religious institutions and national educational system was reformed. In this regard, more than 11 madaris (religious institutions) and modern schooling system came closer in the content and curriculum of education<sup>i</sup>. To renew the curriculum of Islamic extremist institution was tough element. Musharraf covenanted all that seminars which were arranged under the Islamic perspective on the basis of international scrutiny by monitoring their funding. Those institutions, that promote Jihad and other such as activities were modified in their curriculum<sup>ii</sup>. At this time US financial aid and other institutions were became the controversial matter.

Pakistan received specified more than 100 million dollars for educational reforms in July 2002, for the purpose of five year educational development program<sup>iii</sup>. After the incident of 9/11, Pakistan cooperation with US government against suspected *Al-Qaida* operation through intelligence briefings<sup>iv</sup>. Against it, the US government support in the field of education in Pakistan. An essential part of US cooperation against the weak system of education in Pakistan. Under developing economy of Pakistan and rising sectional discord was the intensifying the potential of extremism is the rising problems of Pakistan which needs to control and government took step against these factual matters with the help of US cooperation<sup>v</sup>.

Under the society act of 1860, all the religious institutions were advised to register; this constitution was government and private organizational law. So, under this law, there were not every *Madrassa* compiled with the registration obligations<sup>vi</sup>. US support the Pakistan with 255 million dollars for five years plan for education reforms, and madrassas were expected to 8000 institutions. Since 2001, an ambiguous goal was set to stop the extremism in religious sections in madrassas. After the 9/11 incident, the government of Pakistan's first attempt was took with the promulgation of *Pakistan madrassa Education Board Ordinance (PMEBO)* 2001.

Although, it remained until early 2002, this ordinance was adopted finally with the consult of "Ministry of Religious Affairs" and budget was granted with "GOP 2001:102" approval. The constitution was constituted to integrate the subjects like, English, Pak-Study, mathematics and Computer in madaris and established new model schools in Karachi, Sukkur and Islamabad in 2003. These three model *Madrassas* were established for girls especially and these institutions running through the *Zakat* fund. These madaris were demonstrated with fundamental facilities at academic level and funds were made assure for this purpose. These institutions were required to teach the state sponsor subjects and curriculum. These institutions got all the degrees

and certificates issued by governments after the completion of registrations<sup>vii</sup>.

### 1.1. Musharraf Educational Reforms:

Education is the best way to defend the nation with inexpensive stream of process as compares to other ways. But the ongoing system of education could not defend by its own due to its unreliable condition. In 62 years of Pakistan history, there were 23 policies and action plans were introduced in this sector but no one came as a savior. Pervez Musharraf invests a great budget on this sector in his era, to make the visible change in the nation.

In those days, the economic position of Pakistan was not good and that's why Pakistan education sector was affected very badly. Pakistan constitution announced that the education at secondary level is very compulsory to remove the illiteracy of Pakistan, so free education is vital act for possible short period. According to the concluded report of Human Development Pakistan was at the 136<sup>th</sup> place with the 49.9 percent literacy rate. According to *United Nations Educational, Scientific and Cultural Organization (UNESCO)* report the data of Pakistan in literacy rate at primary level was 33.8% during females' and in males 47.18%. This report set the Pakistan at 6<sup>th</sup> position of the world in those countries whose were not able to get primary education properly.

### 1.2. Educational Problems in Pakistan:

1. This sector of Pakistan is suffered from inequality due to medium of instructions, Urdu medium and English medium. These lines sorted the peoples in public and private sectors.
2. A major cause of disparity is due to regional areas of institutions. For example, the largest province by area is Baluchistan and the schools could not groom as well as Punjab, although the Punjab province is largest by population. Federally Administered Tribal Area (FATA) is also suffered from lowest literacy rates, the rates were concludes 29.5 percent and 3 percent in males and females respectively.
3. Gender disparity is caused the discrimination in public and private sector. The ratio between boys and girls at primary level is 10:4 respectively. This discrimination increases the growth of private sectors in last few years. This does not effects of quality of education but create a gap between those who have and who have not.
4. Lack of attentions towards technical education in existing educational policies creates a large flaw, because technical peoples are compulsory the progress of a country. Pervez Musharraf makes tries his best to fill up this flaw through promoting the technical education in Pakistan and Ch. Pervez Elahi also works very hard on educational standard in his province.
5. Budget allocation was not focused this sector at compulsory level. Allocation of funds for this sector was only 1.5% to 2.0% of Grass Development Production (GDP). But our basic need in this sector was 7% of GDP. In this era, 3 to 4 % of the budget was reserved for this purpose which was reduced in PPP

government later. We were unable to contest with the developed countries like Malaysia because they reserved 35% of their GDP only for education sector.

6. Absent of training centers for teachers effects of bitterly on quality of education. Untrained teacher couldn't work well than the professional trained teachers. So that, due to quality of education, no one can prefer the education sector as his professional field.
7. Poverty is a main factor which could not allow the parents to send their child for education in public or private institutions. So they prefer the free religious institutions like madrassas. So that the uneducated peoples cannot got the job for survive at homes.
8. Regarding these problems, minister of education pronounced for 10 years new Education policy although the policy for 1998 to 2010 was not expired till that time. New policy makes numerous reforms in this sector and announced new plans for education. In this policy all public educational institutions will be groomed up to the level of private educational institutions. A notice issued for private sector to conduct the 5<sup>th</sup> and 8<sup>th</sup> class under the board exams. But problems were same, because no plan of action was discussed and private students were mainly disturbed from this new policy.
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### 1.3. Reforms and Achievements of Musharraf:

Musharraf's reforms and achievements in educational sector are:

1. Nine engineering universities were established at the international level. The cost of reconstructing of the buildings of these Universities was over Rs 96.5 billion.

2. In 1999-2000, there were 31 Public Universities, which were increased at 49 Public Universities in 2005-2006. Air University was established in 2002 and also the *Institute of Space Technology (IST)* was developed in 2000. In 2005, University of Science and Technology was established in Bannu, Virtual University Lahore was established in 2002, University of Hazara was established in 2002 and University of Gujrat was established in 2004<sup>viii</sup>.

3. In 2002-2005, literacy rate was increased 45 percent to 53 percent respectively in Pakistan. English language was renowned as a compulsory subject in curricula and moreover 4 percent of GDP were invested on this sector.

4. Total, 99,319 institutions were increased in this era.

5. In 1999, there were 300 students of Pakistan who got the Philosophy of Doctorate (PhD) Degrees and in the other hand there were five thousands students of Pakistan who got the scholarships for foreign universities in Pervez Musharraf era.

### 1.4. Higher Education Commission of Pakistan:

*Higher Education Commission (HEC)* was an institution, which is supervised higher education at all level. This institution constitutionally with the status of independent and autonomous is established. It was primarily funding by oversees Pakistani to regulating, and recognizing the higher education efforts in Pakistan.

The development system of higher education level in Pakistan with the purpose of upgrading the colleges and

universities for the getting of higher education and research programs were launched in this era. Since the last few years, the *HEC* plays a vital role in developing the knowledge based economy in country with doctoral scholarships for education for foreign countries every year.

### 1.5. Musharraf Era: 2000s to End:

In the last some era's, the education policies and competition elements remain disturbed by political forces in Pakistan according to the capability of *UGC*. Financial support and policies couldn't prove effective according to the needs of higher education system in Pakistan. Musharraf took initiative for *UGC* into *HEC* in 2002 efficiently.

Musharraf invites the good consultants such as prominent scientist Dr. [Atta-ur-Rehman](#). On September 11, 2002 with the help of presidential ordinance, Dr. Atta u Rehman became the first chairman of *HEC*.

In this era, the *HEC* makes ambitious program to uplift the higher education system, improving the quality of education according to needs of modern reforms for Pakistan. . Then after 2009 to 2013 the President of Pakistan appointed Dr [JavaidLaghari](#) as the new chairman of *Higher Education Commission*. He continued work to improve the system of higher education in Pakistan.

### 1.6. Executive Summary and Recommendations<sup>ix</sup>:

Aimed at modernizing the education system in Pakistan, President Musharraf's government offered its *Education Sector Reforms (ESR)* plan in January 2002. There were lot of objectives behind this plan, but most important aim was to rising a huge international inspection and pressure to control the religious activism by presenting more secular system in the wake of the attacks 11<sup>th</sup> September 2001.

Ourschools are failure to provide such education that is relevant to their everyday lives, child labour, misbehave, crime, teacher's attitude and methodology and dropout rates.

It was hoped that after the implementation of Reforms related to Devolution of Power Plan this sector will show the better performance, but it has generated confusion and overlap of work, so the education officers at district level are not performing their duties at satisfactory manner due to the overwork.

The state is interested in regulating the syllabus of public schools and trying to provide instructions; firm, accurate, solid and research based. In Pakistan where there are a numerous people having different religion, language, culture, dress and ethnic and moral values, the curriculum and education system should be the source of unity, whereas in our country the education contents of government school, private schools and *madrassah* have a great contrast, which is encouraging the ethnic, sectarian appearances and promoting the culture of intolerance.

In Pakistan public school system is declining and state is responsible for the falling standards of curriculum. Not entirely but mostly our education system is producing the generation having linguistic, ethnic, religious, sectarian pride, and this pride leads to violent protests and intolerant.

### 1.7. Madaris, Education and Government Policy in Pakistan:

*Madrassa* means to center of religious education in the extent of modern and fortunate segment of pattern, but peoples considered it as a traditional and less fortune material's institutions.

There were three modal institutions were established due to modern reforms of education sector in 2001. These institutions were in Karachi, Sukkhar and Islamabad. These institutions were teach the secular subjects too like English, economics, math, political science, computer science, political science, Pakistan study and law. Moreover, proper check and balanced was launched on *madrassa* education.

Under the discussed reign, *madrassas* were enforced to implement the modernization programs. *Education Sector Reform Assistance (ESRA)* ensured one billion dollars, including the five years education reforms plans, on the condition of secular subjects with religious curriculum. For the assimilation of hundreds of public schools by *United States Agency for International Development (USAID)* and religious & secular seminaries, bilateral agreements were granted a one hundred millions dollar.

To resolve the problem of extremism in Madaris and movement which defend the terrorism activities, Musharraf gave the deadline to all Madaris to register their institutions with the Wafaq-ul-Madaris in 25<sup>th</sup> July. Wafaq-ul-Madaris is an institution, which deals with religious matter among the country. The government of Pakistan introduced the secular subjects for these religious institutions too<sup>x</sup>, to stop the mainstream of extremism. This ordinance was called the, *Pakistan Madrassahs Education Board Ordinance (PMEBO)2001*, which was established and affiliated with Model Deeni Madaris. On 18, August 2001, it was circulated and these institutions were registered under the Societies Act 1860-1994. A large number of madaris were registered under this act.

### 1.8. Madrasa, Pakistan, Reform Education, 9/11, Islam:

*Madrassas* were considered the base of knowledge in past but unfortunately, the incident of 9/11; the *madrassas* were seen in the glance of extremist productions and crept out the ages of unconsciousness<sup>xi</sup>.

No one deny the fact that this religious institution was the phrase of un-due inquisitiveness and resourcefulness of international spectators. The unexpected tragedy of *US* by *Al-Qaeda* and Taliban changed the image of perception of these madaris. The image goes to world of *madrassas*, and extremist group of madaris production instead of simple schooling of education.

In this reign, The Musharraf Government introduced enlightens moderation against the Islamization of Zia-ul-Haq, to try to omit the expression of Islamic extremism with the help of followers and its philosophy<sup>xii</sup>.

It is observed that there were lot of problems which had been faced such as, Slight allocations of budget, less literacy rate, little enrolment ratio, very high drop-out rate, and inequalities of gender and regional account major obstacles that affects directly educational development in Pakistan<sup>xiii</sup>.

During his regime, Pervez Musharraf change his policy towards the Madrassahs and modification his attention from Islamization to Modernisation of the institutions. During the June 2000, Pakistani state was keen interested in registering the all madrassahs, but about only one tenth (4350) madrassahs were agreed to register and the remaining were not satisfied. The madrasah establishment ignored the status of register because there was no punishment if they did not register and no advantage if they register.<sup>xiv</sup>

Government of Pakistan introduced, *Pakistan Madrassa Education Board (PMEB)* to create the model and legalize madrassahs system in August 2001, *Pakistan Madrassa Education Board Ordinance 2001* was launched for this purpose<sup>xv</sup>. The *PMEB* has the right to set up new model madrassas and regulate the conditions of remaining institutions on the sanctions of its Academic Council. The remaining madrassahs could affiliate with private sector at the recommendations of the *PMEB*. This step was taken to boost the madrassas to deliver the religious and secular education at same time<sup>xvi</sup>.

### 1.9. New Directions:

*Sustainable Development Policy Institute (SDPI)* called a prominent educationist to revise and report on problem related to textbooks and curriculum in June 2002; with an outlook to read out the books that are sharing to generating the culture of religious intolerance, violence and sectarianism. They were commonly researcher with wide-ranging fields of specialization, people with experience of working in educational management and planning, related to schools of sciences and arts, college and universities and in the private region. On 7 to 8 June the first workshop was arranged in *SDPI*. It was gritty that education has a large number of problems; so the participant should focused on an origins of these issues and search the solution of the problems basically linked with key subjects taught in Classes I to XIII: Urdu, English, Civics and Pakistan Social Studies<sup>xvii</sup>.

1. Removal of realities and growth of incorrect factors,
2. Gender catalogues
3. Criticize on war
4. Educational problems
5. Ethnic, national and religious biased
6. Harmony and patience

History subject was biased and falseness became the reality in syllabi history etc.

This trend has created a specific view worldwide that this nation has removed the facts and added the biased details and figures, which have generated misunderstanding, problems at national and international level<sup>xviii</sup>.

### 1.10. Education Spread:

1. Degree Awarding Institutions (DAI), 81 new universities and 14,117 colleges and schools were opened.
2. 1,267,519 stipends were launched for the needy students.
3. Free of cost books were provided to 47,546,520 students.

4. Missing facilities were provided in 127,623 government schools.

## II. CONCLUSION

The Government of Musharraf launched a lot of reforms in educational sector, this government focused on vital steps, which were required that time in the respect of global condition. *The Education Sector Reform Action Plan (ESAP)*, The Commission on Human Rights, 2006, and government helped and supported the *National Commission for Human Development (NCHD)* for increasing the literacy rate. Policy formulations, particularly the *Education Sector Reforms (ESR)* for improvement madrassas according the suggested objectives of the ESR, and to bring closer to general education and madrassas education with the help of reviewing the curriculum and introducing the secular subjects, were specially focused.

Sum of Rs.225 million has been distributed in the *Public Sector Development Program (PSDP)* for Madrassa Reform Project 2002-2003. It was aimed to educate 1.5 million male and female students and enable them to continue their studies up to colleges and universities, and to link and consolidation lines of communication between the state and madrassas. Some writers and researchers observe Pakistan's religious institutions as a Jihad factory. This image was not good in all over the world especially after the incident of 9/11. So reforms in education and religious institutions in Pakistan's, was very compulsory, although, it's a challenging matter in global world. But refurbish the image of Pakistan; these steps having great role in reforming education.

Introducing the formal subjects like Mathematics, General science, English, Social studies at primary and secondary level was the major object of the reform. Computer science, Pakistan studies, English and Economic would be taught at intermediate level.

To counter the challenge from the private schools, and madrasahs and religious schools of Islamic parties and foundations that fill the gaps of a dilapidated public education sector but contribute to religious extremism and sectarian violence, the state will have to do far more than just increase the numbers of schools and teachers. Curriculum reform is essential and overdue. Provincial governments must ensure that textbooks and teachers no longer convey an intolerant religious discourse and a distorted narrative, based on hatred of imagined enemies, local and foreign.

## AUTHORS

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