

Outline of an Original Plan
Re-invention of Education System
for
National and Global Good Governance, Social and
Economic Development
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Governance, Social and Industrial Development**
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Re-invention of Education System for National and Global Good Governance and Social and Economic Development

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Re-invention of Education System for National and Global Good Governance and Social and Economic Development

THE PUROPSE

The purpose of this paper presentation is to:

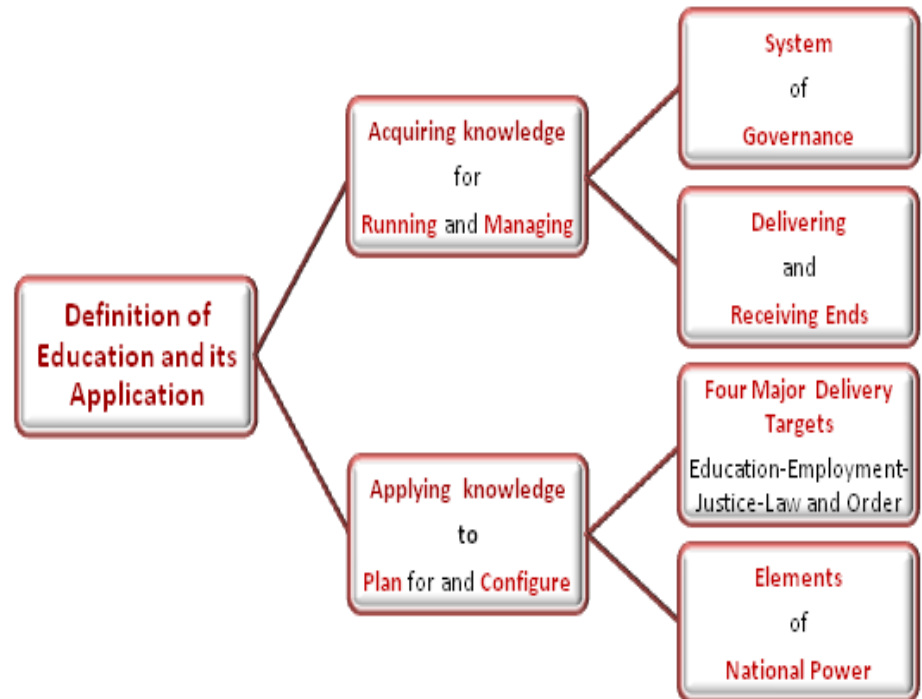
- **Re-define education**
- **Describe how it applies to system of governance and its four core delivery targets and**
- **What needs to be done for aligning education system with the delivery targets**
- **How to re-invent education system**

INTRODUCTION

Definition of Education & its Application

If education is carefully defined as a step by step process of acquiring knowledge, then outcome of that knowledge depends on its nature and quality of application in any civil and corporate initiative.

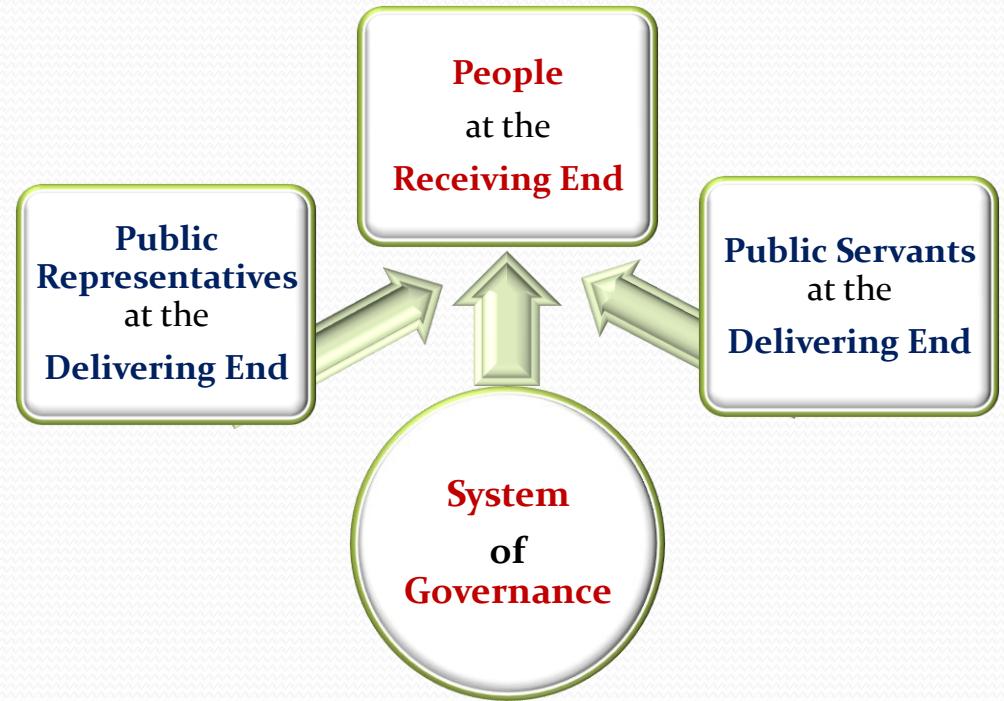
Civil initiative encompasses each and every aspect of life in a country and corporate initiative is restricted to only economic aspect directly but every other aspect of human activity indirectly. Consequently, education and its application play an important role in Civil and Corporate Systems of Governance.



System of Governance

There are two players in a System of Governance – those who govern (Public Representatives and Public Servants known as politicians and bureaucrats respectively) and those who are governed (The People).

The governing and governed players are at the delivering and receiving ends respectively. The governing players are given the task to plan for and manage the following **Four Major Delivery Targets**



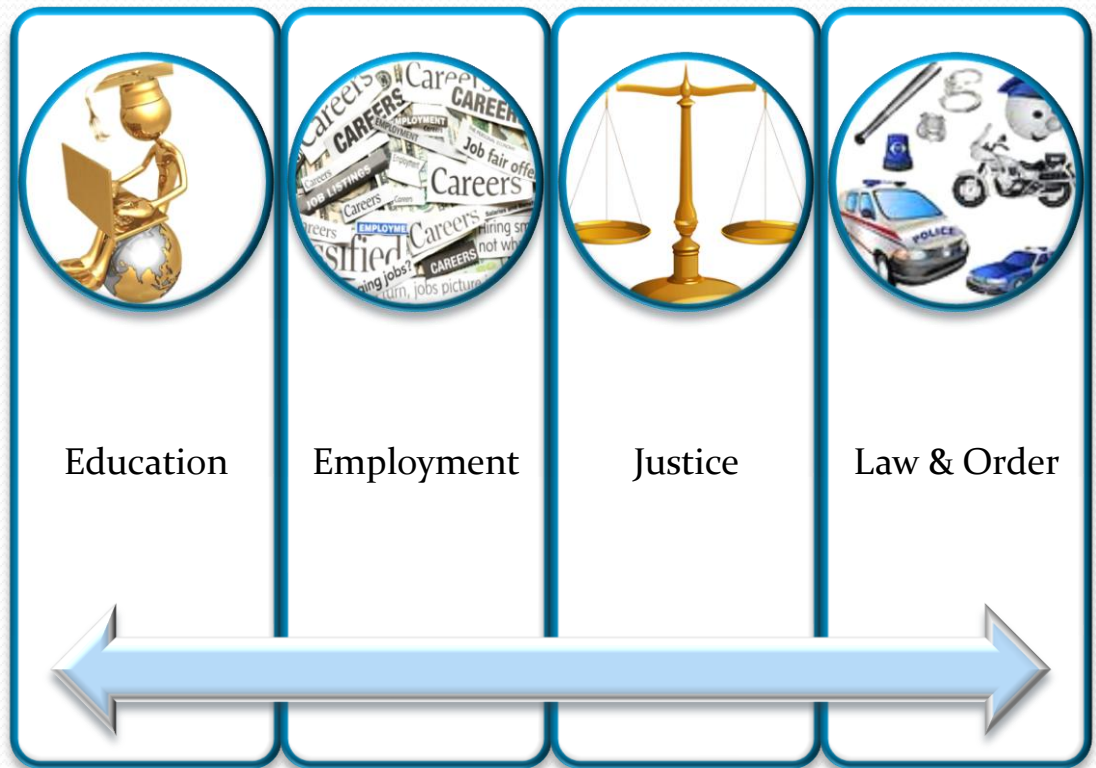
Four Major Delivery Targets of a System of Governance

Education for the development of a country's human resources

Employment for an individual's prosperity and a country's overall development and growth through planned use of its economic resources in agricultural, industrial and service sectors

Justice for interpretation and application of law to redress the grievances of citizens and

Security for maintaining law and order



Aligning Education System with Delivery Targets

The **Four Delivery Targets** clearly indicate that a system of civil and corporate governance that does not create job opportunities proportionate to the number of post graduates, graduates and pre-graduation drop outs according to their respective educational qualifications gradually widens the gap between human resource potential and human resource utilization. Consequently, the natural resources of the country either remain un-explored, under-explored, un-developed or under-developed with obvious negative impact on its real economic growth potential and actual performance. The negative impact gradually turns into an unbreakable **Cycle of Nine Social and Economic Evils** with a clearly visible sequence beginning with **Illiteracy and Ignorance** and ending at **Sectarianism and Terrorism**.



Conclusion & Solution

CONCLUSION

It can be safely concluded that Education System and its properly engineered integrated Media Mix is the only way out of today's social unrest, political leadership crisis, economic mess, diplomatic stale-mate and military confusion.

SOLUTION

The purpose of this paper is to discuss the salient features of an **Innovative Education System** and its **Integrated Mix** that not only repairs the visible damages to the State Management System popularly known as the System of Governance but ensures the maximum utilization of natural and human resources for social justice, economic prosperity, political stability, diplomatic consensus and military strength also.

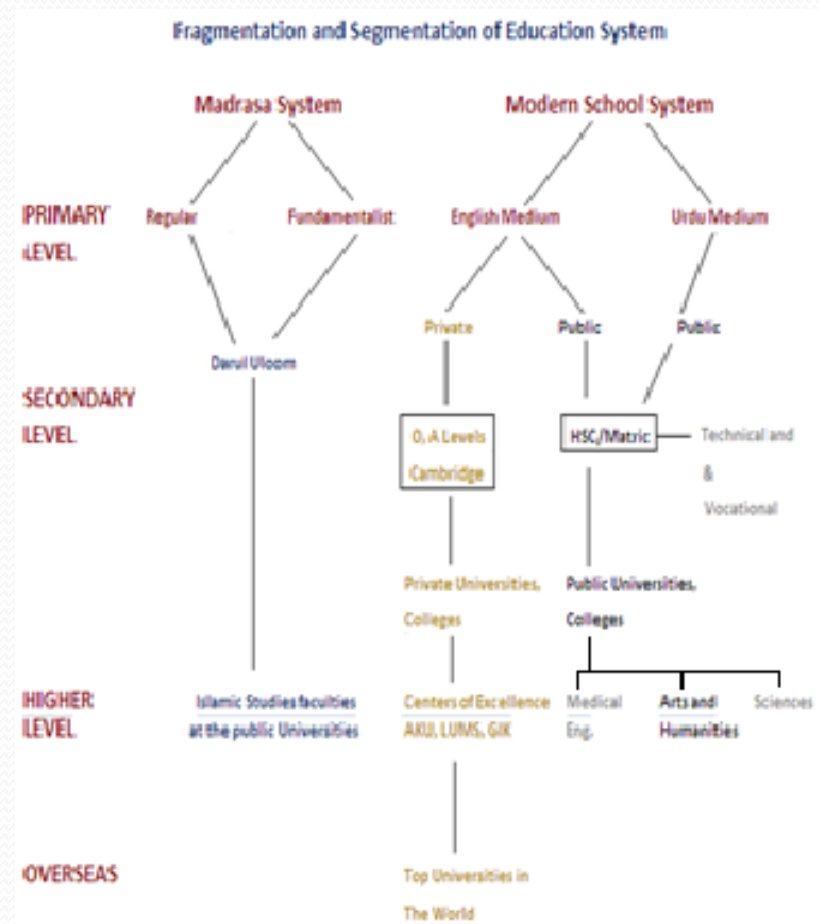


Existing Education System

This chart prepared by Dr. Ishrat Hussain, former Governor State Bank of Pakistan and one of the country's top scholars, gives a clear idea about the fragmentation and segmentation of education system in Pakistan.

WHAT DOES IT SHOW?

1. Two (madrasa and modern) education systems
2. Four (regular, religious, English, Urdu) media of education at primary level in three (religious, private and public) spheres.
3. At secondary education level our education system offers four social and economic status based education modules
4. At higher education level there are five broad categories for specialization



Existing Education System

SOME IMPORTANT QUESTIONS

1. How to make our education system coincide with our country's social, economic, political, diplomatic and military needs simultaneously addressing the demands and pressures of out of control and challenging globalization?
2. Does our country have a human and natural resource map that fits in the regional and global natural and human resource maps?
3. How does our Ministry of Education and its concerned departments estimate the needs for education in different disciplines coinciding with the needs of the country in a globalized world?
4. Is there an answer to above question also at any level?



The Challenges and the Way-Out

FROM WHERE DO THE EDUCATION PLANNERS HAVE TO BEGIN?

A National and Global Vision has to be emphasized for rationalizing human and natural resource planning both at national and international levels focusing on a following four point agenda:

1. Evaluation of first national, then regional and ultimately global natural and human resource potential. At present, it is partially and inaccurately done by international organizations at individual country levels without its global integration.
2. Scientifically acceptable measurement of difference between natural and human resource potential, performance and utilization in the same sequence.
3. Drawing of national, regional and global inward and outward flow of natural and human resource maps from and to a country, a region and the world.
4. Creation of national, regional and global education and training of human and exploration, development and distribution hubs of national resources turning them into global resources.

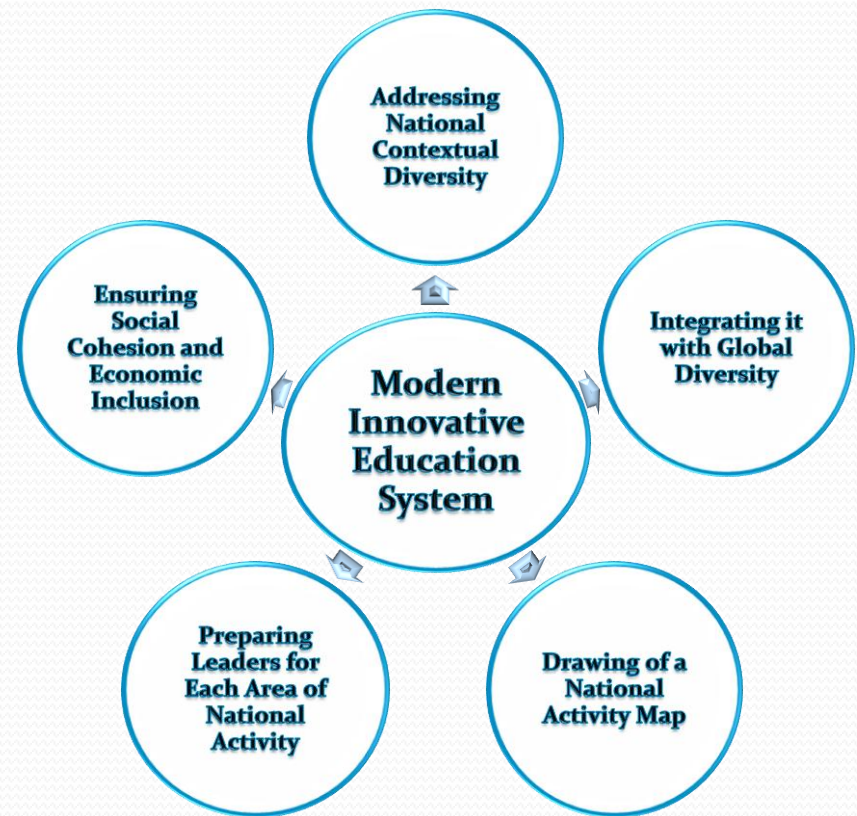


The Challenges and the Way-Out

HOW TO DO IT?

1. Focus on scientifically balanced creation of an Education System based on original National Contextual Diversity .
2. Integrate it with far more complicated Global Diversity in a rapidly Globalized World to create an environment of practical functional synergy.
3. Draw a National Activity Map consisting of social, economic, political, diplomatic and military territories.
4. Each thematic territory needs a leader and leadership failure in any one or more than one of the thematic territories on National Activity Map results in nothing but social unrest.

Does our present Education System address social cohesion and economic exclusion the way it is supposed to?



The Challenges and the Way-Out

NEED FOR BALANCING THE DELIVERY AND RECEIVING ENDS:

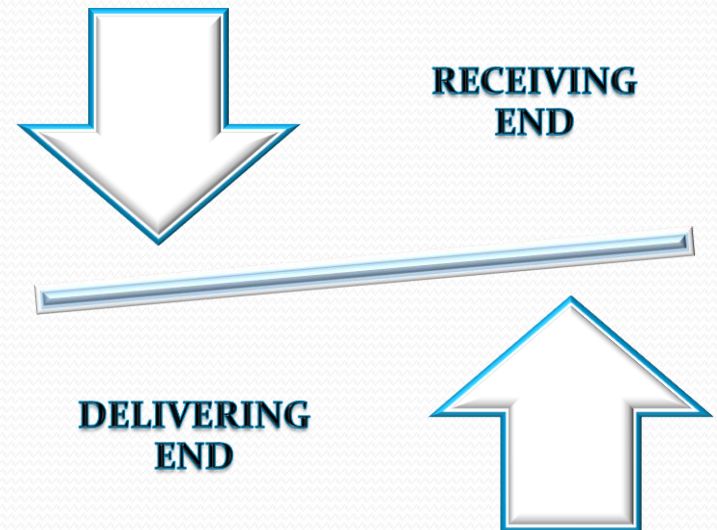
An individual in his personal capacity or as member of a family, as a social unit, is socially either at the DELIVERING or the RECEIVING END.

The purpose of Education System, therefore, is to create and maintain a sustainable balance between delivering and receiving ends for strengthening social cohesion and eliminating economic exclusion through highly educated Managers of the System of Civil and Corporate Governance at the DELIVERY END.

Such a balance is necessary for a country's growth and consequent prosperity.

The present social and economic imbalances are stagnating or declining growth and consequent social unrest and economic uncertainty nationally and globally.

Is this the failure of the delivery system or the failure of the education system?

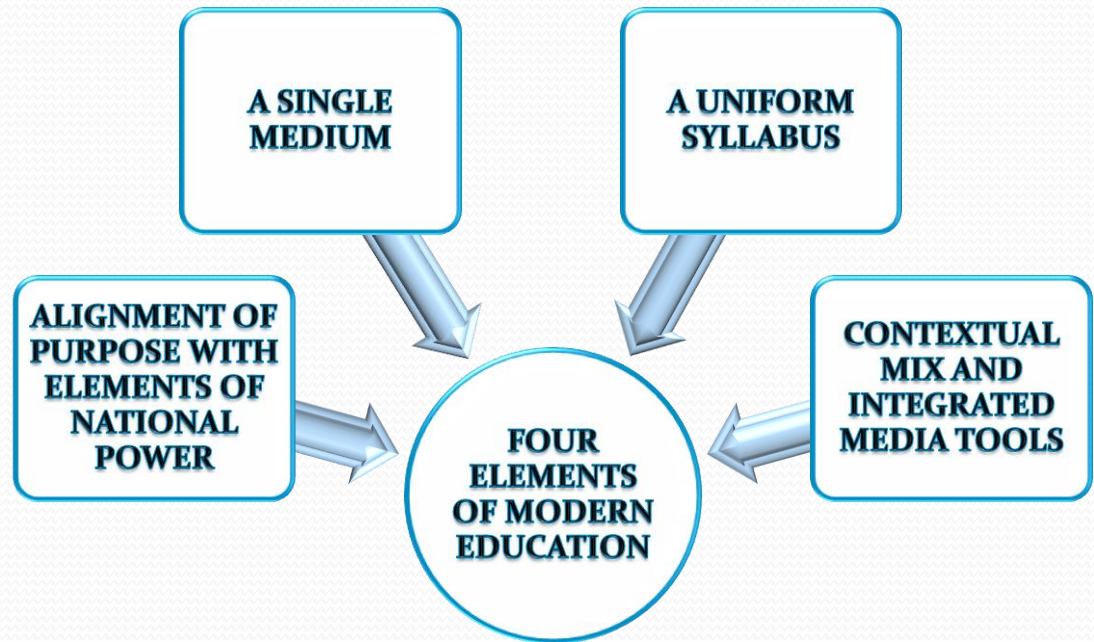


The Challenges and the Way-Out

WHAT IS MISSING?

Four important and essential elements of modern education are missing:

1. Alignment of the purpose of education with the country's tangible and intangible elements of national power
2. A single education medium
3. Consensus on a uniform syllabus
4. Focus on national, regional and global contexts; and Integration of fragmented and segmented education media tools.



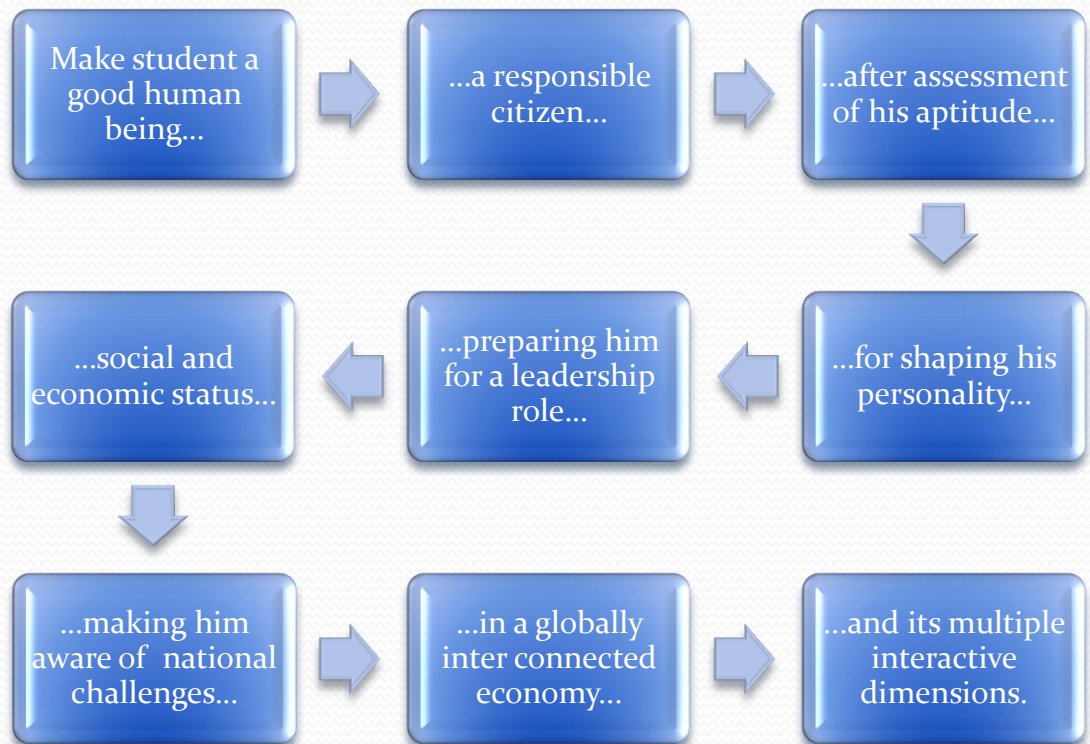
The Challenges and the Way-Out

THE PURPOSE OF EDUCATION

Alignment of the purpose of a country's education system with its tangible and intangible elements of national power directly linked with globally interconnected economy and its multiple dimensions.

This is totally missing in our education system.

How it is being aligned in developed countries?



The Challenges and the Way-Out

THE FOUR ESSENTIAL ELEMENTS OF ALIGNMENT OF PURPOSE

1. to synthesize research on issues related to improving leadership in schools;
2. to identify innovative and successful policy initiatives and practices;
3. to facilitate exchanges of lessons and policy options among countries; and
4. to identify policy options for governments to consider.”

SOURCE:

“School leadership development strategies: Building leadership capacity in Victoria, Australia.”

A case study report for the OECD activity – improving school leadership



The Challenges and the Way-Out

MANAGEABLE HANDICAPS

1. Does this National Contextual Education Landscape exist?
2. Do the developing countries have the requisite expertise and the skilled manpower to do that?
3. Can the expertise and skill of such manpower be of any help in developing a genuinely original blueprint for doing the needful?

The teachers, lecturers and professors of the developing countries are actively involved in academic research and improvement of education delivery systems in almost all major developed countries in the world.

The conditions for the integration of national education perspective

Facilitation of exchanges of lessons and policy options among countries

Emphasis on a unique multi-disciplinary academic qualification to re-configure a country's tangible and intangible elements of national power

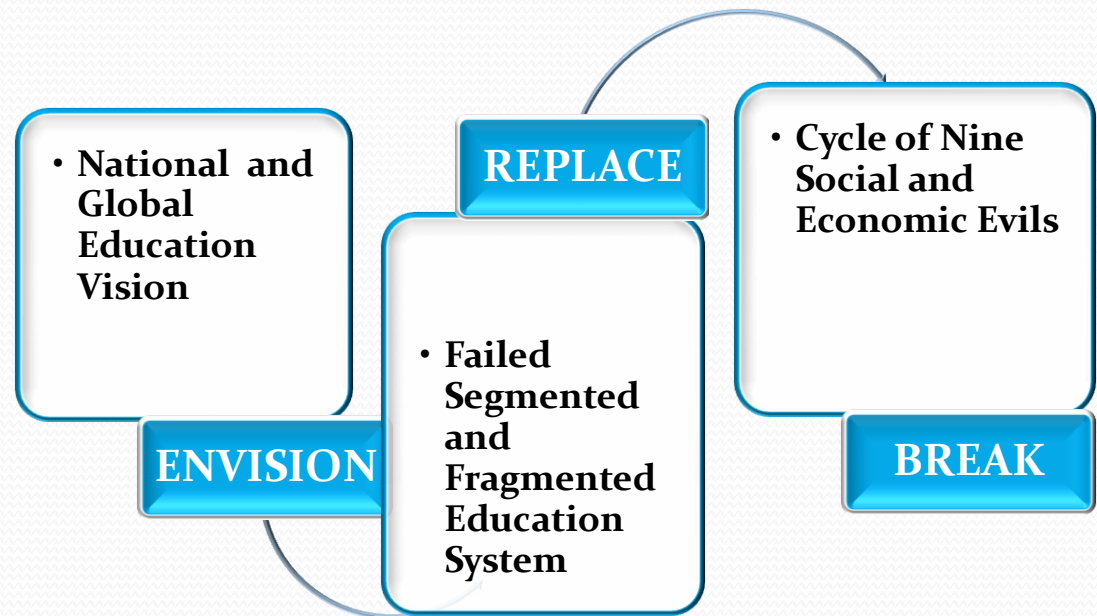
Need for comprehensive knowledge of National Contextual Education Landscape and its adjustment according to local needs and global demands

The Challenges and the Way-Out

A STEP FORWARD TO CONCEPTUAL COUNTRY SPECIFIC PROGRAM

Now it's time to move a step forward and come up with a plan that is conceptually country-specific and practically fulfills the global integration criteria too. Global integration does not refer to O, A Cambridge system here. For that three broad areas have been already identified earlier and those are:

1. A National and a Global Vision
1. Failure of the fragmented and segmented education system across the globe including developed countries of the world
2. Creation of the Cycle of Nine Social and Economic Evils



Why an Integrated National and Global Education Vision?

A Brief Backgrounder

1. The first description of the world and world map created by the Arab geographer, Muhammad Al-Idrisi in 1154 that remained the most accurate map for the next three centuries
2. Age of Discovery and Exploration starting in the early 15th century and continuing to the 17th century when the Europeans explored Africa, the Americas, Asia and Oceania. The Age of Discovery triggered the early modern period, worldly curiosity and scientific intellectual inquiry.

FROM AGE OF DISCOVERY TO AGE OF INFORMATION –



Tabula Rogeriana, World's First Description & Map by Muhammad Al-Idrisi

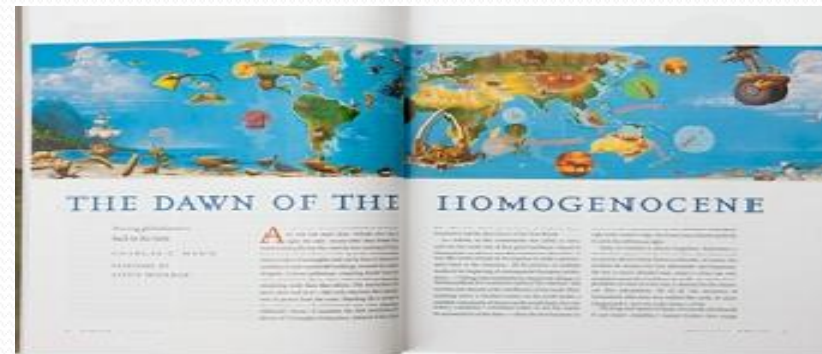
Why an Integrated National and Global Education Vision?

A Brief Backgrounder

1. Direct communication between Western Europe and East Asia was blocked
2. Sub-Saharan Africa was a little in touch with Europe but did not have access to South and East Asia
3. Slaves from Africa mined silver in Americas for sale to China
4. Spanish merchants waited impatiently for the latest shipments of Asian silk and porcelain for Mexico
5. Dutch sailors traded cowry shells from the Maldives Islands in the Indian Ocean for human beings in Angola on the Atlantic coast.

Permanent European Occupation in Americas set the stage for globalization

FROM AGE OF DISCOVERY TO AGE OF INFORMATION –



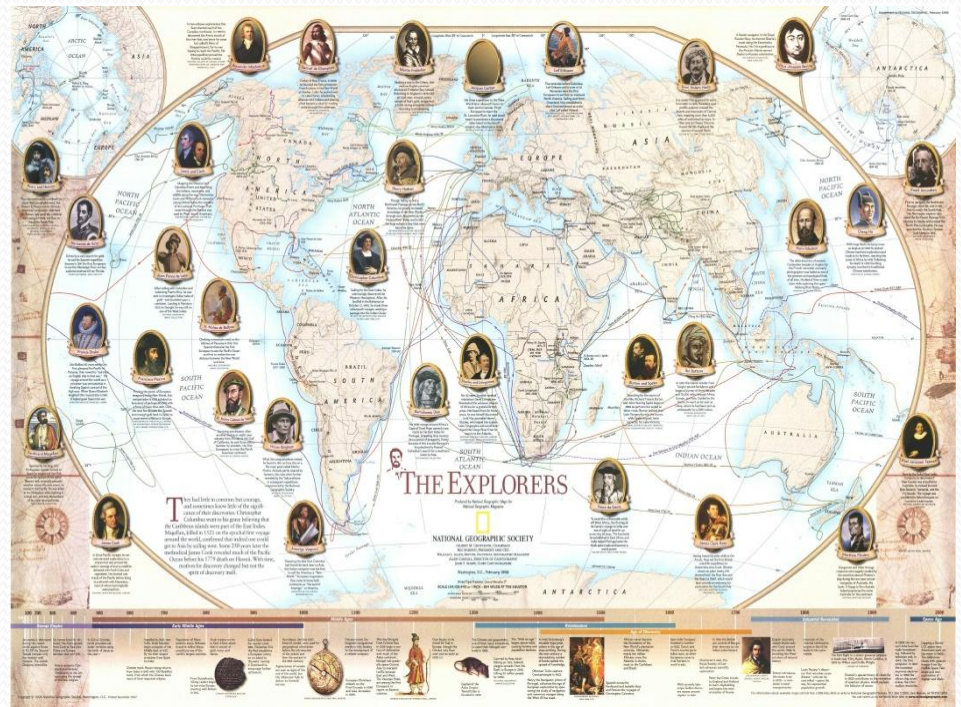
Why an Integrated National and Global Education Vision?

A Brief Backgrounder

1. The “galleon trade” linked Asia, Europe, the Americas, and, less directly, Africa.
2. Never before so much of the planet had been bound in a single network of exchange - every populous area on earth, every habitable continent except Australia.

This was the beginning of globalization. One may call it the birth of twins – Global trade and globalization. That was the time to globalize education but it was not globalized intentionally due to the greed of colonial powers for the maximization of the benefits of the Age of Exploration and Discovery in connivance with the elite classes of the colonies to their advantage.

THE BEGINNING OF THE FRAGMENTED AND SEGMENTED EDUCATION SYSTEM



Why an Integrated National and Global Education Vision?

A Brief Backgrounder

1. This was the time when exploitative fragmented and segmented system of education reflected in Dr. Ishrat Hussain's chart was actually forced upon colonies – an international system of education for the rulers and their local accomplices in exploitation and a fragmented and segmented purely religious, poorly administered public and an expansive unaffordable private national system of the education for the ruled.
2. The privileged classes of the colonies continued the colonial system of education even after the departure of their colonial masters to perpetuate to perpetuate their hold on the social, economic, political, diplomatic and military structures of the de-colonized countries.

THE BEGINNING OF THE FRAGMENTED AND SEGMENTED EDUCATION SYSTEM

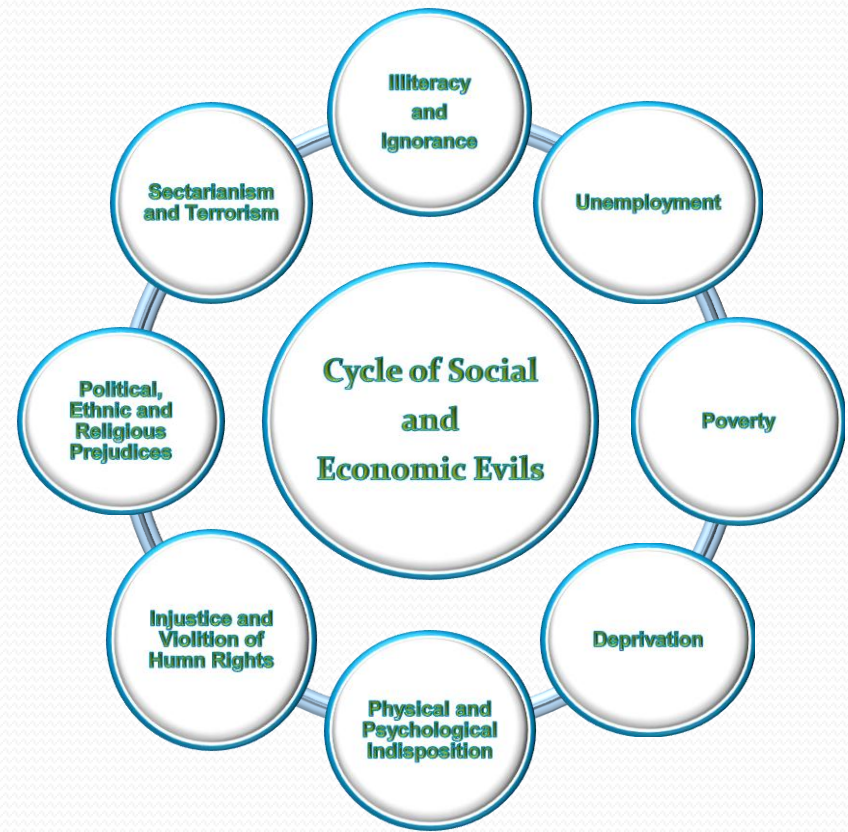


Why an Integrated National and Global Education Vision?

DIAGNOSIS OF THE SYSTEM...

- THE CYCLE OF SOCIAL AND ECONOMIC EVILS AND HOW TO BREAK IT?

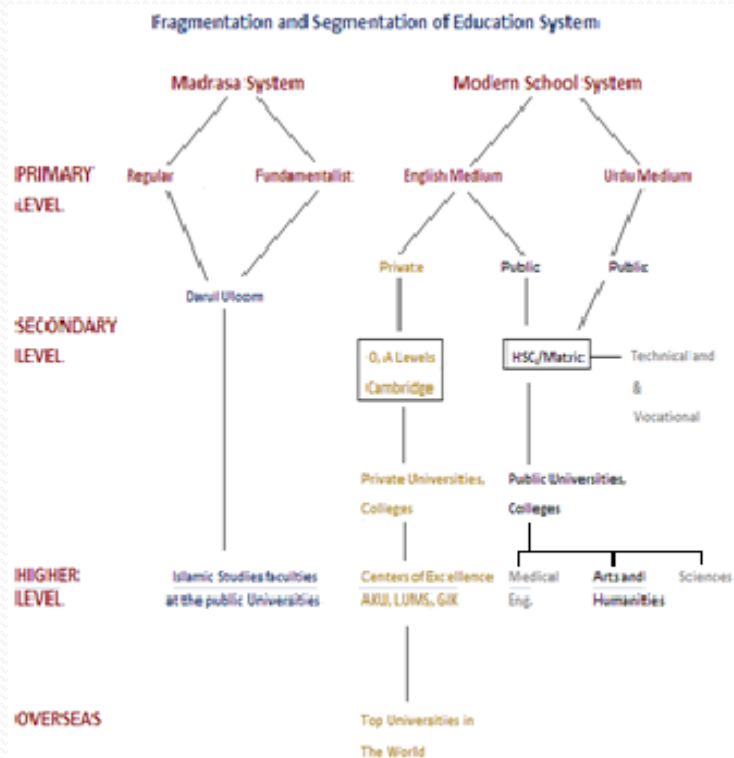
1. The perpetuation of the hold of educated elite class on Five Territories on National Activity Map very slowly and gradually created and cemented the previously invisible but now clearly visible Cycle of Nine Social and Economic Evils. A careful study and analysis of the Cycle's formation clearly indicates that first evil illiteracy and ignorance plays an important role in the formation and adds eight more evils.
1. The ultimate scientifically established conclusion is that a de-colonized uniform system of education can help in eliminating the remaining eight evils in the Cycle of Nine Social and Economic Evils automatically.



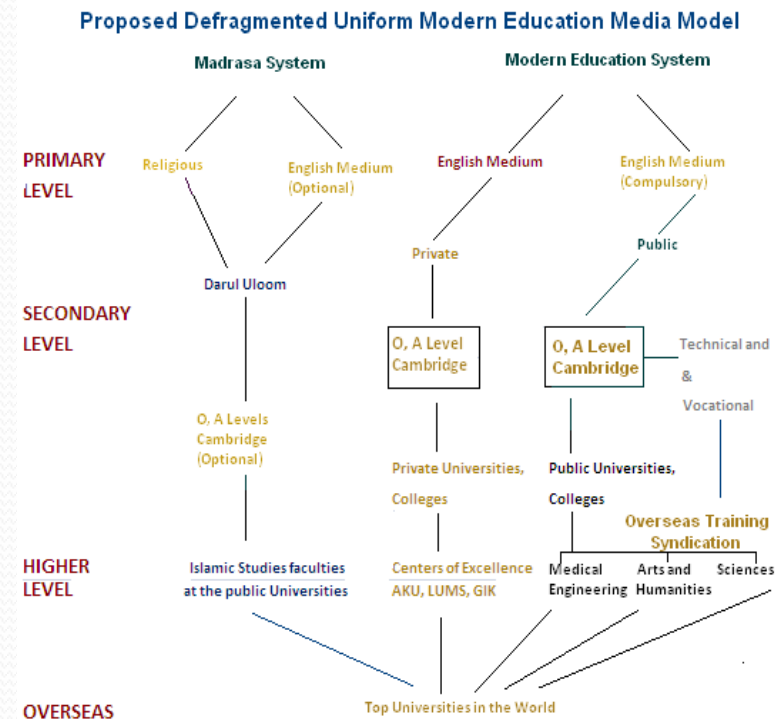
Prescription to cure the system

Now it is time to re-visit Dr. Ishrat Hussain's chart to see how it needs to be re-drawn?

DR. ISHRAT HUSSAIN'S CHART SHOWING THE FRAGMENTED AND SEGMENTED EDUCATION SYSTEM:



THIS IS HOW A DE-FRAGMENTED EDUCATION SYSTEM LOOKS LIKE:

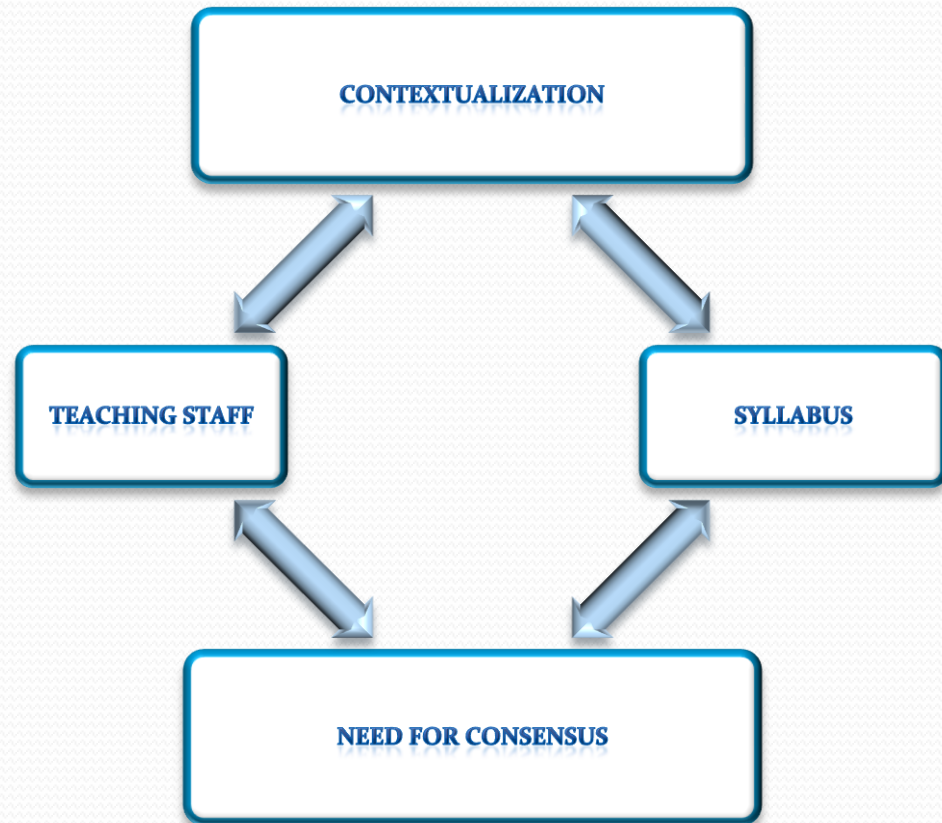


Prescription to cure the education system

IS THE TREATMENT THAT EASY AS IT APPEARS IN THE CHART?

The treatment is not that easy as it appears because the replacement of the medium of education from religious to modern, from Urdu to English or English to Urdu and switching over from the options of Religious, Matric and Cambridge Systems to either uniform Matric or Cambridge System will trigger a debate on the following issues:

1. Ethnic and religious differences on provincial and national contextualization of syllabus
2. Clash between national and global concepts of contextualization
3. Anticipated disagreement on provincial and national contextual syllabus and its negative impact on requisite integration with ongoing global contextual initiatives
4. Non-availability of qualified teachers, lecturers and professors at primary, secondary and higher levels

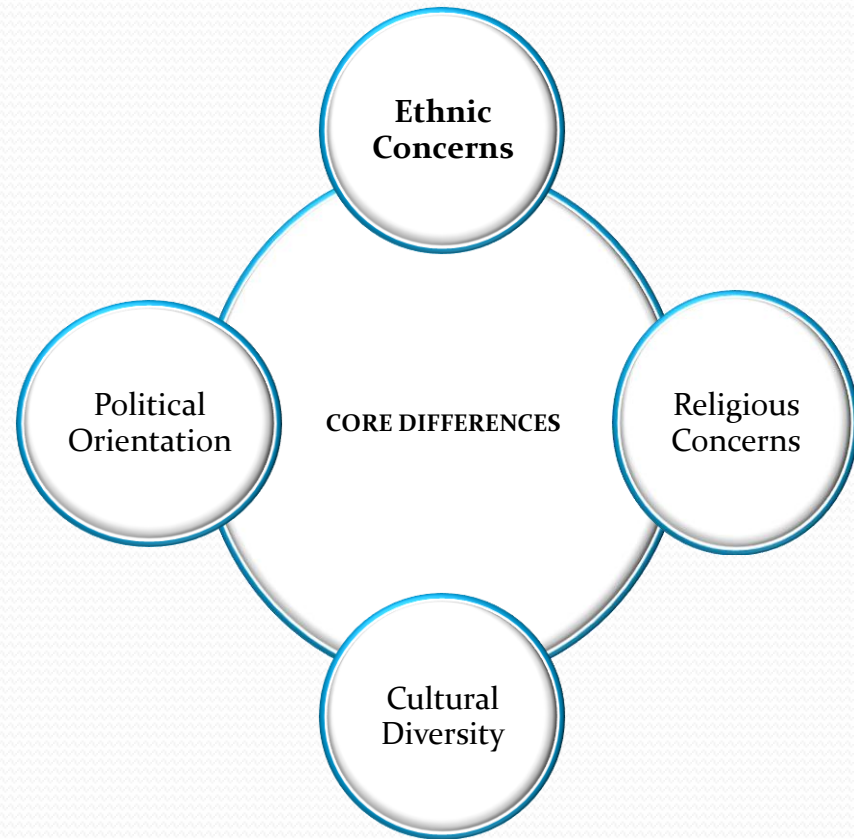


Prescription to cure the education system

VISIBLE CORE DIFFERENCES

1. Pakistan is a conglomerate of provincial ethnic groups with powerful sub-ethnic segments in the four provinces and their divisions and districts, FATA, Tribal Areas and Azad Jammu and Kashmir.
2. These differences are compounded by religious and ideological differences making the task of creating and sustaining consensus on contextual outline of the first provincial and then national syllabus.
3. The distinct cultural diversity of each ethnic group is so prominent that it is easily exploited by different political and religious groups.

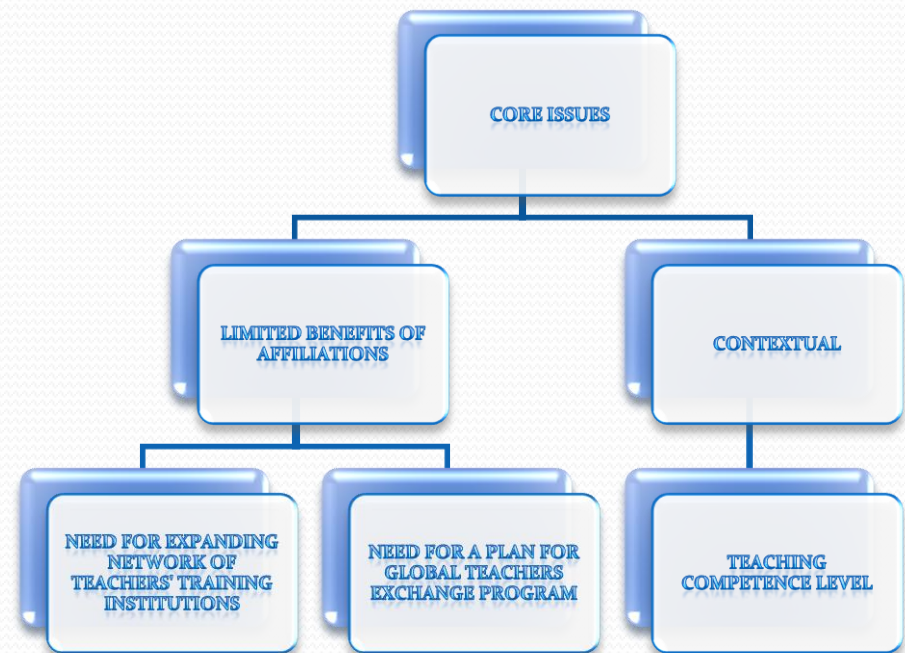
An attempt was made immediately after the country's independence to declare Urdu as a national language but strong protest from East Pakistan forced the government to drop the idea.



Prescription to cure the education system

ISSUES THAT NEED TO BE RESOLVED

1. Differences on national and global contextual issues
2. Non-availability of qualified teaching staff and the way-out
3. Private schools, colleges and universities have tremendously contributed in increasing the percentage enrolment in almost all prevailing systems of education lacking in two areas:
 - i. Improving the quality of teaching through collaboration with corporate sector and ministry of education for setting up a significantly extended chain of high-standard teachers training institutes within Pakistan proportionate to the increase in percentage enrolment.
 - ii. Development of comprehensive plan for the exchange of teachers, lecturers and professors on semester-to-semester basis in consultation with the managements of the affiliated schools, colleges and universities.



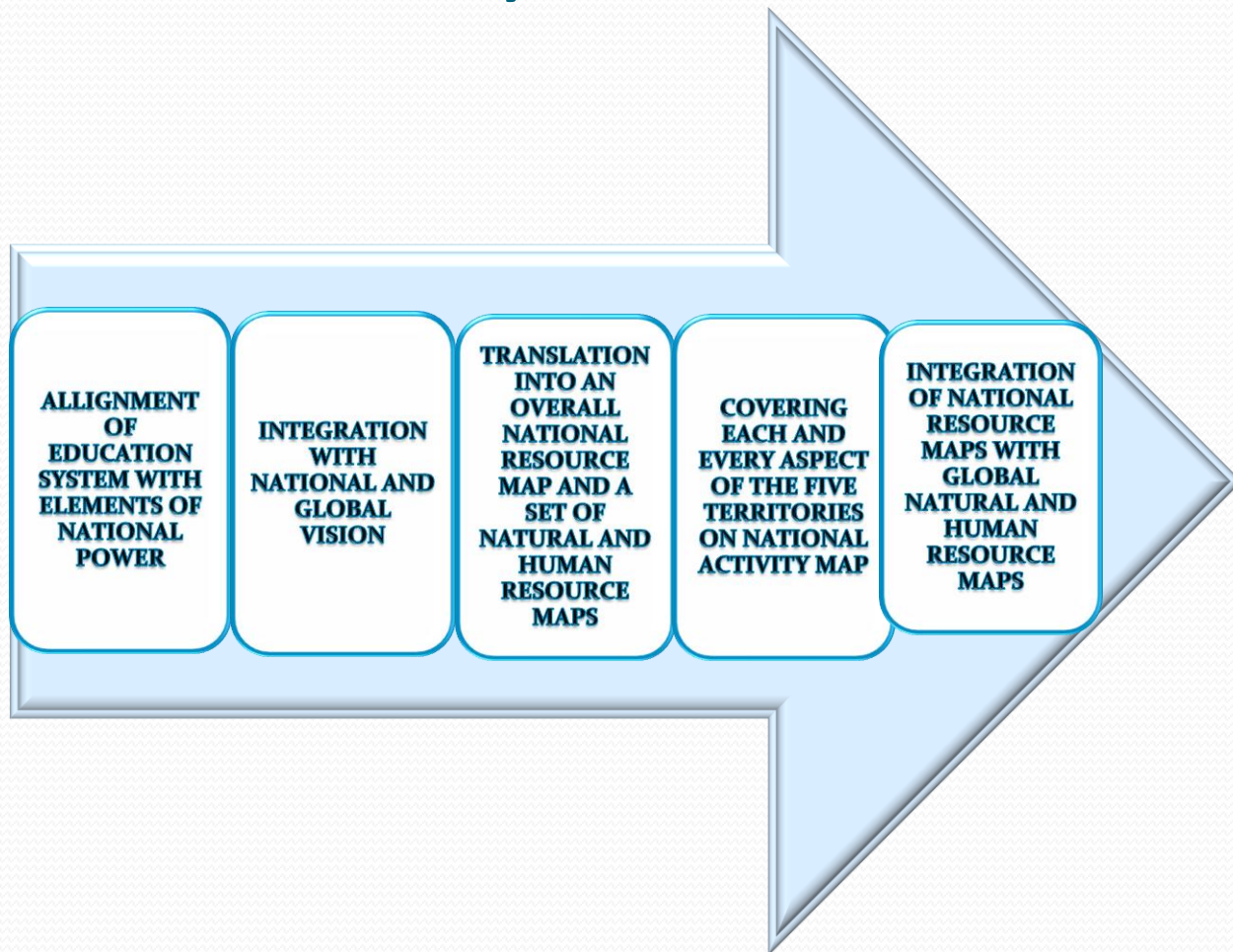
Prescription to cure the education system

HOW TO REMOVE THE HANDICAPS

The best way to remove the handicaps is to use a set of options on “take-it-or-leave-it” basis for addressing the ethnic, religious and political differences by upgrading the already existing religious educational institutions, madrasas, model schools and colleges of repute in excellence and equipping them with the most modern education related technologies, pre-testing contextual syllabus there and providing an opportunity to trained teachers for applying and documenting their observations, experiences and outcome of their modern teaching skills for their nationwide expanded application.

WILL THE PROCESS OF REFORM END HERE

Actually this is the zero point from where the actual reform process will be initiated and expanded at national level through aligning the education system with the elements of national power and its integration with National and Global Vision translated into an Overall National Resource Map and a set of Natural and Human Resource Maps covering each and every aspect of the Five Territories on the National Activity Map. On completion of these maps the next phase will be to integrate them with Global Natural and Human Resource Flow Maps.



The Last Word and the Conclusion

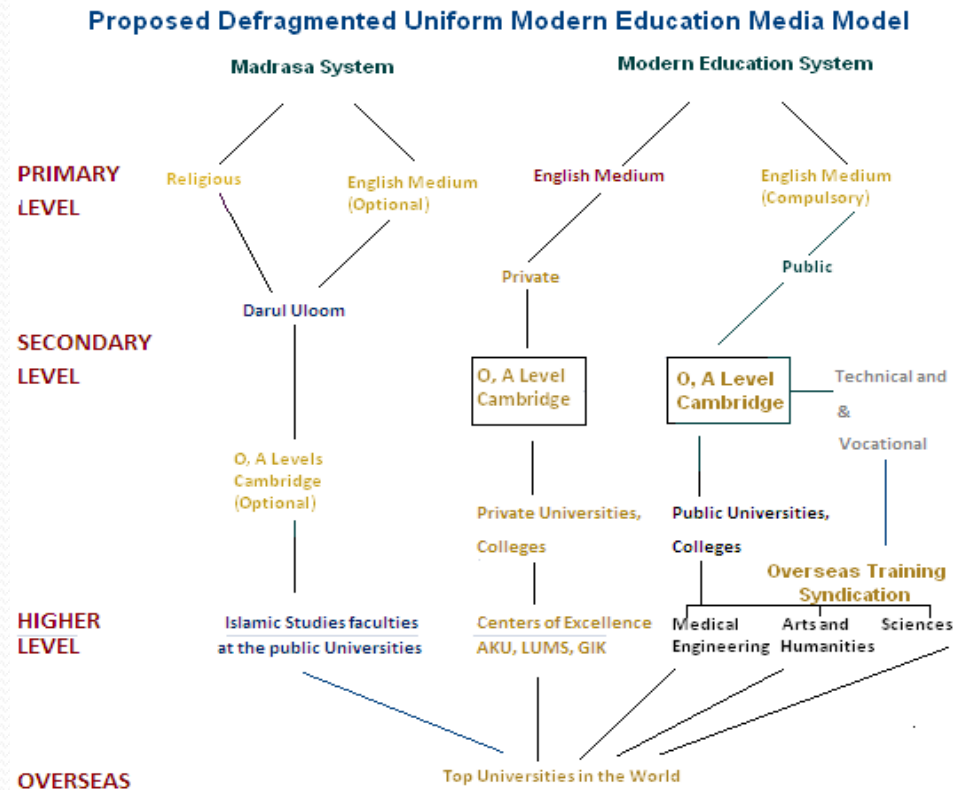
THE LAST WORD

The only best way-out is to focus on a combination of Specialized and Work Integrated Learning

After studying almost all systems of education, my personal preference is Work Integrated Learning that is the best way-out-of present mess in education system that is clearly reflected in ongoing social unrest, political chaos, economic uncertainty, diplomatic confusion and military tensions.

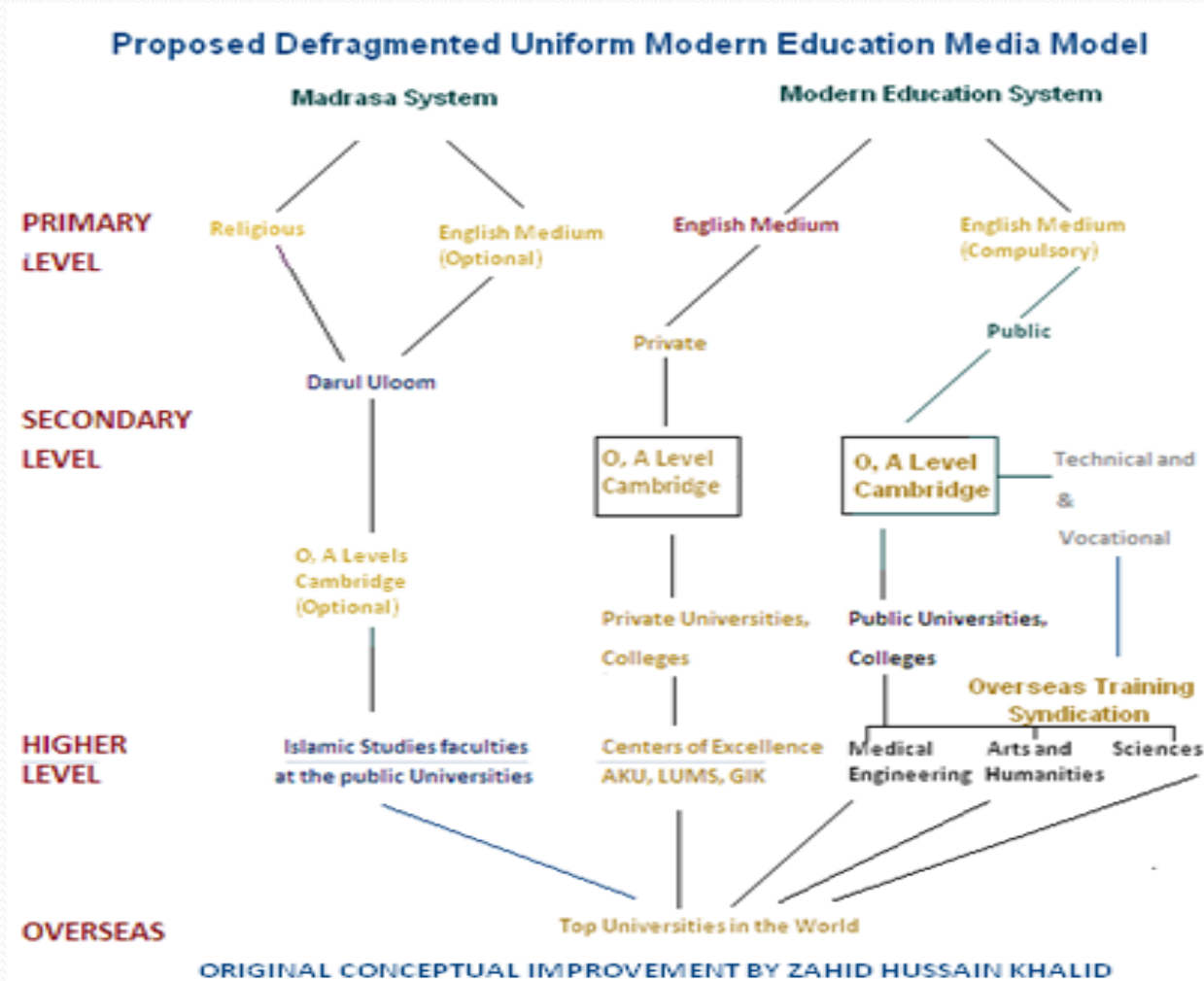
CONCLUSION

The following proposed alternate chart of Dr. Ishrat Hussain's chart of fragmented and segmented education is the only possible way to reform Pakistan's Education Model. Once the consensus is built on the proposed model of alternate education system only then anything else will be worthy of any fruitful discussion. Otherwise the social, economic, political, diplomatic and military polarization will further deteriorate the quality of almost dysfunctional system of governance risking the very survival of the country.



ORIGINAL CONCEPTUAL IMPROVEMENT BY ZAHID HUSSAIN KHALID

Keep thinking what, how and when you will do something about it?



Thank You