

## The Impact of Constitutional Provisions for Education on the Overall Literacy: A Comparative Study of Pakistan and South Korea

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### Abstract

*Constitutional provisions provide a guiding framework for the action taken by the responsible authorities of the state. The current study investigated the constitutional provisions of Pakistan and South Korea for the education of its citizens. The constitution of Pakistan 1973 mentioned education as a subject in Article 25(a), 37(b), and 38 (d) which states the government will eradicate illiteracy in minimum possible time, and education up to secondary level will be free and compulsory for all the citizens of the state. Similarly, the constitution of South Korea under article 31 explains the educational commitments of the state to its citizens. Both the states have designed educational policies to reach the desired targets. All these policies have three common elements (1) Sustainability, (2) Outreach, and (3) Impact. All these are based on the last element that is impact which reflects that whether the targets have been achieved or not. Therefore this study assessed the impact of the constitutional provisions of Pakistan and South Korea on the overall literacy of its masses and on the quality of education.*

**Keywords:** Constitutional Articles; Literacy; Right; Education; Educational Policy

### Introduction

According to İnaç, and Ünalnal, (2013) the difference among modern and primordial states is that of the constitution of modern states which explains the nature of the government, its powers, jurisdictions, and interrelationships between the different components of the system that is state legislature, executive and judiciary. Apart from that it also explains the fundamental rights of the citizens which in turn put some responsibilities on the shoulders of the state (Isin, and Turner, 2002). Primordial states have no such description for rights of their inhabitants (Mazhar-ul-haq, 2003).

The constitutional document of all the Republic states around the world has agreed that education is the fundamental right of the all citizens and therefore state is responsible for the provision and promotion of education for all the citizens of states (Mayers, 2006). Developed countries like USA, France, Australia, Canada, Denmark, Japan and many others

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have attained 100% literacy rate through their efforts and commitment to their constitutional provisions for education (Triebel, 2005).

These constitutional provisions on one hand provide a baseline for educating people and on the other hand make the state responsible for the said cause.

The education system of Pakistan is divided into three levels that is Primary, secondary and higher education (Isani, & Virk, 2005). Every level is different from the other, as per its needs and demands of the age group of children in it.

Pakistan came into being on August 14, 1947. The Educational data of Pakistan (West Pakistan) depicts that from 1948 to 1960 it had 17901 primary schools, 3043 secondary schools, 81 Arts and Science colleges, 03 Medical, 2 engineering, 2 commerce, 2 agriculture colleges, 47 teacher training institutes and 2 universities for the population of 46,259,000. Consequent to this worst educational depiction the illiteracy rate was high at 72 percent in 1972 Population Census (Asadullah, 2006).

However, the need for a sound education system was sensed by the fore founders of the Pakistani nation who called for the educational conference in Karachi on 27<sup>th</sup> November to fabricate the educational structure of the new born state which could place them in the line of the world of nations with equal shoulders (Hussain, 2002). The participants of the conference were addressed with the speech of Quaid-e-Azam by the interior ministry, in which he expresses his vision:

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*"The importance of education and the type of education cannot be over-emphasized, there is no doubt that the future of our state will and must greatly depend upon the type of education we give to our children, and the way in which we bring them up as future citizens of Pakistan, we should not forget that we have to compete with the world which is moving very fast in this direction" (Kaiser, 1999, pp.1-2).*

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The objective resolution was passed in 1949 which was another landmark in the constitutional development of the country. It is considered the Magna Carta in the constitutional history of Pakistan therefore it has been positioned as preamble of all the three constitutions (Nasreen, 2010). This resolution provides the basis for the constitutions 1956, 1962 and 1973 of Pakistan.

All the three constitutions have made considerable provisions for education. In the constitution of 1956, primary education was recognized the most important target. The same was also realized in the constitution of 1962 (Choudhury, 1969; Gledhill, 1957). While the

provision of constitution 1973 also support education and the removal of illiteracy from the country in minimum possible time. Article, 20, 25A, 31, 32, 37, and 38 ensures that government will take initiatives to remove illiteracy from the country in short span of time, through rigorous efforts, female education will be secured through the provision of special incentives, the establishment of religious educational institutions for religious education and special inducements for the education of backward areas such as the people of Fata and other remote areas of the country. Article 37 (b) ensured people's right of free and compulsory education from 5 to 16 years of age. Articles 20, 31, 32 and 38 of the constitution of Pakistan 1973 also targeted the educative responsibilities and commitments of state to its inhabitants and to the international organizations (Aziz, 2014, Fazeel, 1997).

### **The Republic of South Korea**

The republic of South Korea came into being in 1948. Some of these constitutional provisions under South Korean Constitution 1988 are as under;

The South Korean Constitutions 1988 is comprised of 131 articles. Article 31 of the Korean constitution reflects that education is the fundamental right of its citizens. Article 31 is further explained with its six sub-clauses which avow that:

1. Equal right of education according to the abilities of all citizens shall be ensured.
2. All the citizens shall make efforts for the education of their children as to support the state in educating its inhabitants.
3. No charges will be made on compulsory education.
4. The article also ensured the independence, professionalism, and political impartiality of the education institutions/universities of higher learning.
5. Efforts will be made to promote lifelong education through adult educative center and e-learning.
6. The act will determine essential matters pertaining to the system of education, including in-school and lifelong education, administration, finance, and the status of teachers.

### **Purpose of the Study**

The purpose of the study was to analyze the constitutional provisions of Pakistan and South Korea and to co-relate it to the efforts made for the education in both the states. It was also assessed that the impact of these constitutional provisions on educational achievements in the form of educational institutions, literacy rate at different levels, and budget allocation of the two states.

**Literature Review and impact assessment of constitutional provisions for education literacy of Pakistan and South Korea**

Education has been declared compulsory up to the age of 16 years in Pakistan and South Korea (Choi, Lee, Shin, Kim, & Krajcik, 2011; Memon, 2007). Both the countries have got independence nearly in 1950s with virtually identical educational challenges. This study investigated the current position of the two states in the field of education.

**Education in Pakistan**

The Various educational policies, conferences and reforms were made in the field of education by Pakistan (Hameed-ur-Rehman, & Sewani, 2013). The Pakistan educational conference 1947 was the first conference which laid the foundation for other initiatives in the field of education. According to Aziz (2014) conference had noticed the miserable conditions of Pakistan in the field of education where only two universities, a small number of colleges and schools were operating. The participants of the conference were grouped under the following committees;

1. Scientific research and technical education committee.
2. Adult education committee.
3. University education committee.
4. Primary and secondary education committee.
5. Women's education committee.
6. Scheduled castes and backward classes education committee.
7. Cultural relation committee (Kaiser, 1999; Asani, 2001).

The conference made the following recommendations;

1. Free and compulsory primary educations up to six years, which will be extend to eight years.
2. Co-education at primary level where possible to reduce the illiteracy level.
3. Teachers training, adequate scales and salaries package were recommended for the purpose of quality education.
4. Urdu as medium of instruction was recommended.
5. Compulsory physical training at school and college level.
6. Mass literacy campaign should be initiated to enhance literacy rate.
7. Two medical colleges for women one in East and one in West Pakistan should be established.
8. Scheduled caste scholarships scheme should be continued and special incentive should be giving for the education for backward peoples of tribal areas.

9. Adult literacy program will be launched for male and female.
10. An inter-university board of Pakistan should be set up that will work for the exchange of information within the country universities.
11. Council of technical education should be set up (Asani, 2001).

This first conference on education was followed by;

National Education Conference 1951, Commission on National Education, 1959, New education policy 1970, National Education Policy 1972-80, National educational conference 1977, National Education Policy, 1978, National education policy 1992, The National Education Policy, 1998-2010 (Asani, 2001), Educational conference 2009, Education policy 2009 (Education Policy, 2009).

All the constitutional provisions, educational policies and conferences were aimed at; Universalized Primary Education, diversified Secondary education, reducing school dropout, eliminating Gender Disparity Index (GDI), unified curriculum, inculcating moral and Islamic values, developing patriotic citizens, effective and sustainable higher education, research based economy and reforms in all level and stages of education (Asani, 2001)

The constitutions of Pakistan 1956, 1962 and 1973 induced liability to the political leadership for remarkable steps to ensure the right to education of general masses (Fazeel, 1997). Accordingly from the Indian act of 1935 to the prevailing constitution of Pakistan 1973 constitutional provisions were made for the education of general people but tangible treads to meet the set targets is still questionable in Pakistan (Hoodbhoy, 2009).

Highly ambiguous there is not a single article in the constitution of 1956 on the federal and concurrent list which explains the term education by following an imaginative and an ambiguous approach (Gledhill, 1957). There are just two Articles; 20 and 23 in the provincial list of the constitution 1962 which mentioned higher education, technical and scientific education but devoid of fixing the responsibility to federal or provincial governments pertaining to execution of educational liabilities (Fazeel, 1997, Aziz, 2014).

In the preamble and chapter-I of the constitution 1962 fundamental rights of citizens are mentioned. Educational affairs are addressed in Article 12 (3) of the constitution. This article states; “No citizen shall be denied admission to any educational institution receiving aid from public revenues on the ground of race, religion, caste or place of birth” (Constitution of Pakistan, 1962, p. 45). The Article, 7 of chapter-II states that; “Illiteracy should be eliminated, and free and compulsory primary education should be provided for all, as soon as practicable”. There is no further explanation. However, the discernible political will of the

leaders regarding education and its provision at basic level is a positive aspect comes from these constitutional provisions (Asani, 2001).

The constitution of Pakistan 1962 was developed after the Sharif commission which was formed in 1959 by the Ayub government. Sharif commission recommended free and compulsory primary education that is why the constitution also mentioned it as the report of the commission realized that to the political leadership (Asani, 2001; Hameed-ur-Rehman, & Sewani, 2013). Article 12 (3) of the constitution of Pakistan 1962 emphasizes on the eradication of discrimination which allows all the citizens of the state to get hold of the educational opportunities irrespective of their race, religion, and area (location).

The constitution of Pakistan 1973 was framed according to the past experiences put on by the political leadership in the sense of disintegration of Pakistan in two independent states which sensitized them about the importance of education in the national development and unity (Quddus, 1979). Article 12 of the constitution of 1962 was repeated in the constitution of Pakistan 1973 which emphasizes on the annihilation of discrimination and special focus on primary and technical education. But again there is no such deadline or strategic planning for achieving the desired target. Article 25A states that “*Right to education. – The State shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law*” (Constitution of Pakistan, 1973, Article 25A, p. 14).

Another Article 37b of the constitution 1973 in the principle of policy mentioned that the state shall ensure the education through;

Special incentives to the deprived classes and areas to bring social and economic stability among them, practical efforts to eradicate illiteracy and to provide free and compulsory education up to secondary level within the shortest time, equal access in admission without discrimination on any ground and availability of technical, professional and higher education to general masses, equality shall be ensured through merit and establishment of educational institutions for technical, professional and general education which will empower them to participate in the national development.

The inclusion of the above entries and articles after 18<sup>th</sup> amendment make the federal as well as the provincial governments responsible for the education of general people. It is therefore essential to critically evaluate the performance of the federal and provincial governments (Population Association of Pakistan, 2014). Parliament on the part of federal

government passed following acts for the purpose to discharge educational related responsibilities effectively and efficiently. These acts are;

The Free and Compulsory Education Act, 2012, The Prohibition of Corporal Punishment Act, 2010, University Grant Commission Act of 1974, Centers of excellence Act of 1974 and Federal supervision of Curricula, Textbook and maintenance of standards education act 1976.

The decisive appraisal of the aforementioned Acts is given as under:

The Right to free and Compulsory Education Bill 2012 was conceded unanimously by the National Assembly of Pakistan to ensure free and compulsory education to all the citizens of 5 to 16 years old children as protected in Article 25-A. The Free and Compulsory Education Act, 2012 has been considered a landmark towards the realization of ideals in the field of education.

The clause 3(1) of the Free and Compulsory Education Act, 2012 have secured the right to education of every child irrespective of gender, race, color and areas in the nearest school. Clause 3(2) explains that all the children will not pay any fee including admission, tuition and facilitation fees, as these charges often prevent the poor students in pursuing their studies. Clause 3(3) determines that federal and provincial government (depending on the case) may be responsible to make efforts to ensure;

Guarantee the provision of free education,(i) The enrollment of migrated families children in schools, obligatory entry,(ii) attendance and completion of education of children at school,(iii) The safety of students and teacher inside and outside of school, The establishment of schools at the door step of children,(iv) That no child shall be discriminated on any ground and efforts will be made in pursuing the education of disadvantaged children in particular,(v) School infrastructure including building, playgrounds, laboratories, libraries, teaching learning material and teaching and supporting staff, Monitor functioning of schools within its jurisdiction,(vi) The proper implementation of academic calendar, Continues trainings for the professional development of teachers and (vii) The fulfillment of standards and norms established for the quality development.

With the intention of ensuring quality education, the Prohibition of Corporal Punishment Act, 2010 states that; (i) it will cover whole of Pakistan (ii) and will be enforce at once. The Constitution accepted the fundamental rights and provisions will be made to protect the children from corporal punishment in the educational institutions. It is hereby enacted in clause 3(1) that; the child has the right to be shown respect for his personality and

individuality and shall not be made subject to corporal punishment or to other humiliating or degrading treatments as it affects the personality development of students.

The University Grant Commission act 1974 was passed to establish an institution which caters for higher education and could co-ordinate the activities of the universities throughout the country. The act of 1974 for Centers of Excellence in universities aimed at the establishment of these centers to carry out research studies in the field of education, teaching and learning. While Federal supervision of Curricula, Textbook, maintenance of standards of education act 1976 was for the purpose to establish institutions like Federal bureau of curriculum, textbook board and national institution of research and scientific studies to regulate the education according to the ideology of Pakistan and to develop cohesion among the people of Pakistan living in different parts of the country.

Inter-university board was recommended in the Pakistan educational conference 1947 but after the University Grant Commission act it was established in 1974. The University Grant Commission has been converted to Higher Education Commission in 2002 with a new dynamic and with more fresh blood to establish higher education in the state. (Population Association of Pakistan, 2014).

Eighteenth constitutional amendment of Pakistan released the educational planning and enactment from federal to provincial government which made the provincial government independent in the legislation for education. Up until now, four Acts have been formulated at provincial level for the provision of free and compulsory education, one for Punjab, one for Sindh, one for Khyber Pakhtunkhwa and one for Baluchistan. The Act for provision of free and compulsory education in FATA, Gilgit Baltistan and Kashmir is still pending or draft is under consideration for approval (ITA, 2012, p.1).

First Five Years plan (1956-60) allocated Rs. 581 million for education out of Rs. 9350.2 million in which 2400 primary and 545 secondary schools were opened but on the other hand the allocated money for the improvement of the quality education was wastage of money and time, as no such improvement was seen (Asani, 2001).

Second five years plan (1960-65) allocated 1323 million rupees for education. This plan incorporated the recommendations of the Sharif commission 1959 and made good efforts in the field of education (Kaiser, 1999).

In third five years plan (1965-70) 30,000, out of 52000 million rupees of the total plan, were allocated to public sector where education was paid 9.1% but due to war with India and other intervening variables the amount rested for education was not spent as per plan and as a result the targets were not accomplished (Asani, 2001). Fourth five year plan

(1970-75) allocated Rs 3665 million to public sector but only 7.5% of it were allocated for education. The actual amount spent on education in this plan was Rs 1328 million only (Asani, 2001).

In nutshell education in Pakistan has been remained a very unattractive field for investment. No proper attention is made in this regard, yes some developments have been made in the last 66 years in the form of HEC (UGC), establishment of Universities (139) throughout the country, establishment of Colleges of education, medical sciences and vocational education, curriculum bureaus at provincial levels, and at federal level, BISEs for examination (Asani, 2001).

In 1947 the literacy rate of Pakistan was 16.5% with only 8413 primary school and 454 secondary schools and only two universities. After 66 years currently Pakistan has literacy rate of 58% with 154641 primary schools where the ratio of teachers and students is 36.7 and classroom wise distribution is 37.5 students per classroom, 25209 secondary schools for Secondary education of the students with 27.3% teachers students ratio and 46.2 classroom wise distribution of the students at secondary level (Assadullah, 2006). There are currently 139 universities as compared to those of two universities where the teachers' students' ratio is 28.8 and classroom wise distribution of students is 54.3 while literacy rate is 58% as compared to that of 16.5%. In Pakistan, only twenty five (25) middle schools exists for seventy five (75) primary schools approximately and in some provinces these figures are different where only five (5) middle school exists for 91 primary schools. In Punjab province; the most developed province, 60% schools lack basic facilities

Mr. Babar Ali learned Deputy Attorney General for Pakistan, by means of CMA No. 3748/2013, filed a report in supreme court with the compliance of supreme court directions over 'constitution petition no. 37 in 2012' which contains a summary regarding the position of schools in capital territory. According to this report, there are 1073 (383 Govt. Schools & 690 Private Schools), which are fully functional and there is no ghost school in capital territory, whereas, 53 schools (on papers) are shown as upgraded schools in the summary. As regards budgetary allocation for the financial year 2012-2013, a sum of Rs.2, 404.267 million was allocated for schools in capital territory. 2.5 million Children of primary to secondary age group are out of schools. The learned law officer gave the following reasons for encroachments and lack of facilities in schools situated in capital territory:

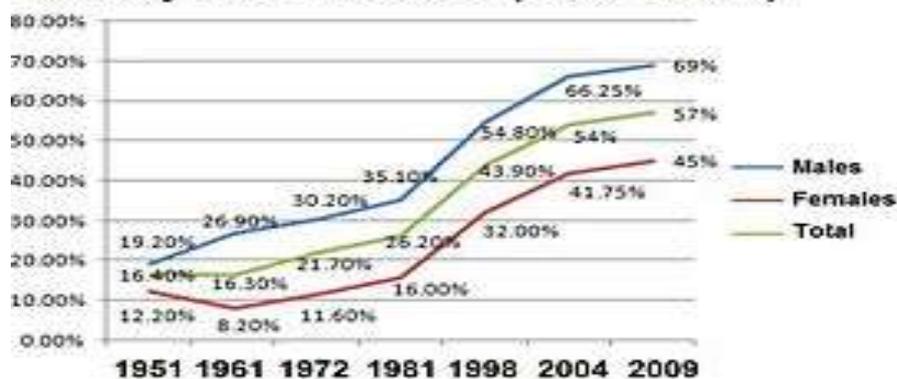
- i. Political and social power of land mafia as against the unprotected and weak local school administration (ii) Absence of legal support in litigation, (iii) Lack of proper

information and management system (Supreme Court Constitution petition NO. 37, 2012)

**Impact of Constitutional Provisions on Literacy and Quality Education of Pakistan:**

*Graphical and Statistical Representation of provincial and National Data*

**Literacy Rate Pakistan (1951 - 2009)**



Source: *Handbook of Statistics on Pakistan Economy, Education and Health. (2013). FBS 50 Years of Pakistan in Statistics*

**Census wise Literacy Rate of Pakistan**

Census	Male	Female	Total	Urban	Rural	Definition of being "literate"	Age group
1951	19.2 %	12.2%	16.4 %	--	--	One who can read a clear print in any language	All Ages
1961	26.9 %	8.2%	16.3 %	34.8%	10.6%	One who is able to read with understanding a simple letter in any language	Age 5 and above
1972	30.2 %	11.6%	21.7 %	41.5%	14.3%	One who is able to read and write in some language with understanding	Age 10 and Above
1981	35.1 %	16.0%	26.2 %	47.1%	17.3%	One who can read newspaper and write a simple letter	Age 10 and Above
1998	54.8 %	32.0%	43.9 %	63.1%	33.6%	One who can read a newspaper and write a simple letter,	Age 10 and Above

2004	66.2 %	41.7%	54%	71%	44%	in any language One who can read a newspaper and write a simple letter, in any language	Age 10 and Above
2012	79%	55%	69.6 %	84%	58%	One who can read a newspaper and write a simple letter, in any language	Age 10 and Above

Source: *Handbook of Statistics on Pakistan Economy, Education and Health. (2013). FBS 50 Years of Pakistan in Statistics*

The Annual Status of (school) Education Report (ASER) 2013 reveals a dismal picture. The absence of scientific assessment, one may have to accept the value of this report which shows that:

The situation in Baluchistan and Sindh are worse where near to one-third of school age children are out of school. The ratio of not enrolled school children are 61.2 percent in Sindh and 77.7 percent in Baluchistan respectively in regard to early childhood education. While in Punjab, only 17 percent are out of school. Khyber Pakhtunkhwa, too, comes close to this figure. The attendance of government school students at Punjab is good enough and only 14% average absentee was measured, while it is much higher in Baluchistan and Sindh. An alarming aspect depicted by the above table is that near to 75% of the students leave schools before reaching to secondary level. The survey conducted by ASER also illustrates some striking figures regarding basic physical facilities for students at school which includes drinking water, toilet facility, furniture, libraries and computer laboratories. ((Hameed-ur-Rehman, & Sewani, 2013).

In the following lines the quality of students learning has been shown;

- (i) 93% of students cannot read a story from the Grade-II textbook either in Urdu or in local language in the province of Baluchistan. (ii) Near to 77.6% Students of fifth grade are unable to read a sentence properly in the same province. (iii) The students of grade-III cannot read the story of grade-II book while the same for the same problem at grade-V was 40%. (iv) The ratio for grade-III students is 70% and for grade-V were 33 and 56 percent in Punjab and Khyber Pakhtunkhwa. (v) The ratio for the English language in Baluchistan is 94% for grade three students and 68 percent for grade-V.

- (ii) Twenty six (26%) grade-III and sixty one (61%) grade-V students could read English sentence in the province of Punjab. (vii) In the case of basic mathematic 70% students in Sindh and Baluchistan were unable to perform addition of three digits. (viii) At secondary level 44.5 and 55.9 percent students were not successfully passed the mathematic paper in Punjab and Khyber Pakhtunkhwa (Hameed-ur-Rehman, & Sewani, 2013).

Laconically the learning outcomes of students are of low quality. Federal and provincial government have made various provision to ensure the quality of education, yes operationalization of schools have been achieved to a great extent. But still the distance and gap between the desired target and current situation in the country is still too far. Free compulsory and quality education still waiting to be seen in Pakistan, which will be the ultimate fulfillment of Article 25 A, of the constitution. Some efforts in relation to quality enhancement have been made;

- a. The establishment of Accreditation Boards in all Provinces and ICT will be ensured under law with an authority and to target ghost schools immediately with penal action.
- b. The work of Accreditation Boards shall be continuously assessed. Recommendations made by the Board will be implemented by the competent authority in order to bring improvement on school side;
- c. The Boards also have to discussed the matter of teacher deputed to various departments on the approval of the government.
- d. The enforcement of the articles 9 and 25A are included in the prime responsibilities of Provincial Governments. The provincial government of KP and Punjab legislature has already made enactments in this regard;
- e. Efforts shall be made by the Provincial Governments and ICT in term of budgetary allocations for promotion of education and improved mechanism at all levels.
- f. Respective Provincial Governments shall ensure the recovery of illegal possessed schools from illegal possessions.
- g. Likewise, pending cases in High courts and Supreme Court regarding the schools properties shall be dealt on precedence (Supreme Court constitutional petition No.37, 2012).

### **Constitutional Provisions of South Korea for Provision of Free and Compulsory Education to Citizens**

South Korea ranked second in reading, fourth in mathematics and sixth in science in the 2009 Program for International Students Assessment (PISA), which assures the quality of Korean

education (OECD, 2010). The expenditures on education of South Korea as compared to USA are fifty percent. Besides, the poor history of education in South Korea as it was restricted to the elite class of the society their performances in the subject of mathematics and science highly appreciated throughout the world. At the time of independence from Japanese the literacy rate at South Korea was only 22%. Through the efforts made by the government of South Korea for the education of Korean people only after sixty years their literacy rate is 99% (Center on International Education Benchmarking, 2014).

Legal framework for education has been established by the Korean constitution. The constitution of the Republic of South Korea was announced first in 1949. Provisions regarding education are present under Article 31. It includes fundamental law of education, the elementary and secondary education law, the higher education law and the lifelong education law (Ee-gyeong & kyung, 2002). There are six section of the article 31 of the constitution of South Korea, every section elaborate a unique area of education.

- (1) *Education according to the abilities of all the citizens is the fundamental right.* This clause illustrate the access of education to all the citizens of South Korea at all levels and irrespective of any discrimination on any ground. (2) *Parents should support government in educating own children up to elementary level as provided by law.* The clause (3) of article 31 illustrates the responsibility of parents in the education of their children. It explains that parents by themselves are responsible up to elementary level education of their children and this responsibility has been handed them through law.
- (2) *Free and Compulsory education.* Compulsory education is free in the public funded institutions of Korea. According to elementary and secondary education law education up to secondary level is free and therefore is compulsory. (4) *Self-regulated autonomous institutions for higher studies shall be guaranteed under the conditions as prescribed by law.* Political interference has been demolished with section 4 of the article 31. (5) *The State promotes lifelong education.* State is made the direct responsible organization for lifelong education of citizens. (6) *Law of state will deal all the fundamental matters of education including, including schools and lifelong education, finance and teachers' relevant matters.*

(UNESCO, 2011).

Shortly after the independence Education law 1949 was formulated by the South Korean. This document is divided into two portions one relates to fundamental education i.e. elementary and secondary education which is compulsory for the entire nation according to

their abilities. The second portion was related to Higher education including the aims, autonomy, structure and quality of education (Ministry of Education, 2004).

Since 1949 the education law was revised for about 38 times, for the purpose to accommodate the new trends and social demands. The higher education law discussed the education after secondary school level. It includes the universities and their basic function and structure of administration. The law also has provisions regarding Junior Colleges, Technical Colleges, and four year Colleges (Ministry of Education, 2004).

Under the Private School Act 1963, private agencies, organizations and individuals are allowed to contribute in the education of Koreans. Furthermore, education after 65 years in The Republic of South Korea when there was no formal schooling not more than 5% of secondary school graduate were there but the devoted leadership and cordial efforts towards education have brought South Korea into the line of developed nations of the world. Today Korea have literacy rate of 99%. Having 3 top universities in world top 100 universities of the world, the most skilled worker of the world is produced in the world market by this country (UNESCO, 2011).

Primary schools which were the dream of parents at Korea in Japanese occupied era for their children is now the strongest area of the south Korean education system there are 5855 primary schools where students teacher ratio is 18.66%. Secondary educational institutions are 2500 where students’ teachers’ ratio is 12.37% and there are 222 universities where student teacher ratio is 35%. All this illustrates that they have achieved their targets up to great extent.

**Impact of Constitutional Provisions on Literacy and Quality Education of South Korea: Graphical and Statistical Representation Data**

**A fleeting look of South Korean Education System**



Source: Center on International Education Benchmarking, 2014

**Indicators of quality Education in South Korea**

Student-teacher ratio at primary level	20.9
Primary education; teachers (% female)	70.3
Secondary school starting age (years)	12.0
Student-teacher ratio; secondary	17.6
Secondary education; teachers (% female) in South Korea	44.0

Source:<http://www.tradingeconomics.com/south-korea/primary-education-teachers-wb-data.html>

In the 1960s and 70s, South Korea discovered that its hyper-meritocratic system of education and personal advancement, all keyed to its examination system, was narrowing the scope of elementary school education. So they replaced the system with a more proportionate approach which provides equal opportunities for all the levels of students and thus monopoly finished in the higher educational institutions. (Center on International Education Benchmarking, 2014).

**Conclusions**

The overall expenditure of Pakistani government on education is 9.9 percent of total government budget while the percentage from GNP is 2.3 percent. In the ranking of 120 countries Pakistan stands at 113 in term of literacy rate. United Nations Resident Coordinator in Pakistan Timo Pakkala said: “Education is one of the key priority areas of the government of Pakistan, but to increase the overall literacy rate of the country, it is essential to change the mindset of the communities especially in this patriarchal society.”

Article 37 (b) of the constitution of Pakistan emphasize on the eradication of illiteracy in minimum possible time with not time frame given which shows will of the political leadership of the Pakistan. Thus that is why after 40 years from 1973 up to today Pakistan is unable to cope with the problem of illiteracy.

In the article 70 (4) entry no 38 assuring the standards in education will be made by the provincial and federal government. The efforts made by both the governments are not enough in this regard. Free and compulsory secondary education need to be written under the fundamental rights of the citizens not under the principles of policy as it reduces its significance. There is lack of efforts in this regard constant efforts are needed to take the task serious and implement it in its true spirit.

The education act of 1949 of South Korea laid the strong foundation of the education system of the state. Up to 1970 quantitative expansion was made throughout the country. Article 31 (1) emphasizes on the education of the people according to their potentials and strengths. Under this section, government of South Korea has established various technical and vocational educational institutions which fulfill the needs of the Korean people in making them skilled. Under the lifelong education act the government has made efforts in the way that about 10 cyber universities are working various educational and informative programs are disseminating through National TV and Radio.

Teacher education like other professional education have been given due importance in South Korea. There are about 11 teacher education universities working towards the development and preparation of teachers.

To compare the constitutional provisions of both the countries Pakistan and South Korea it could be concluded that the constitutional provisions of South Korea are clearer, contextual, and up to the mark as emphasize is given on proper education, rather than on education in general while the constitutional provisions of Pakistan are idealistic in nature and less practical.

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