

# IDENTIFICATION OF THE CHALLENGES IN EDUCATION SECTOR IN PUNJAB AND RESPONDING OF THE PUNJAB EDUCATION FOUNDATION

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## Abstract:

*This article investigates the challenges faced by the education sector in Punjab, Pakistan, and evaluates the responses of the Punjab Education Foundation (PEF) to these issues. It systematically identifies critical issues such as inadequate infrastructure, differences in educational quality, and gender injustices. The study examines how PEF has addressed these difficulties with targeted interventions such as school facility renovations, curriculum changes, and gender equality programs. By investigating and evaluating PEF's strategic initiatives, the report sheds light on the foundation's role in reducing educational barriers and furthering the overall growth of Punjab's education sector.*

**Key Words:** Challenges, responses, education sector, Punjab, Punjab education Foundation,

## INTRODUCTION:

Education is a crucial component of any community, providing as a springboard for individual development, socioeconomic success, and national development. The quest of quality education has long been a concern in Punjab, Pakistan, with issues affecting both public and private schools. This study examines the Punjab Education Foundation's (PEF) dynamic role in recognizing and tackling the various problems afflicting Punjab's educational landscape. Understanding the persistent educational problems and investigating how PEF responds to them provides vital insights into the intricate puzzle of educational development in this region. The Punjab Education Foundation, which was founded with the goal of catalyzing good change in Punjab's education system, has been helpful in tackling significant concerns that limit educational advancement. This research looks into the methodical identification of problems as well as PEF's unique solutions. By the end of this voyage, you will have a comprehensive understanding of the problems encountered, the tactics implemented, and the impact accomplished in the drive to improve Punjab's educational landscape.

In this study, we will go over everything from the initial diagnosis of educational concerns to the concrete efforts done by PEF to address these issues. We will analyze the methodology used to identify the significant difficulties confronting public and private schools, as well as the innovative solutions proposed by PEF to address them. This research is organized to walk you through the various aspects of PEF's work, such as educational quality, expanded access, and gender equity. We will also emphasize the significance of data-driven decision-making, as well as the power of collaborative partnerships in addressing educational issues. Furthermore, we will discuss the obvious issues that PEF will confront, as well as the tactics used to overcome these obstacles. Through this investigation, we seek to shine light on the Punjab Education Foundation's passion and commitment to fostering a brighter and more equal future for Punjab's kids. As we travel this path, it is critical to recognize Punjab Education Foundation's massive role in bringing about dramatic change in the educational landscape of our region. It is our hope that by the end of this research, you have not only be informed about the issues, but also inspired by the inventive responses of the Punjab Education Foundation in establishing a more bright future for Punjab's kids.



Education is widely acknowledged as a pillar of society development, having a critical role in promoting economic growth, social progress, and individual empowerment. It is a transforming force that not only imparts knowledge and skills but also transforms people's attitudes, values, and view on life. Education is important for more than just personal fulfilment; it also has far-reaching ramifications for the growth of communities and nations as a whole. Economic success is one of the most important ways in which education contributes to society growth. Numerous studies have found a substantial positive relationship between educational attainment and economic growth. An educated workforce is better suited to engage in productive and innovative activities, resulting in enhanced productivity and worldwide market competitiveness. According to the World Bank, education is a vital engine of economic development since it increases labour productivity, encourages entrepreneurship, and allows for technical breakthroughs.

Furthermore, education promotes inclusivity, social cohesiveness, and reduced inequality, acting as a catalyst for social advancement. Access to high-quality education empowers people from all walks of life, allowing them to break the cycle of poverty and engage more actively in social and political spheres. Education promotes citizenship and civic involvement, resulting in the development of informed and responsible citizens who positively contribute to their communities. Education is also important in boosting general well-being and enhancing health outcomes. It provides individuals with key life skills, such as health literacy, that allow them to make educated health decisions and engage in healthy behaviours. Furthermore, education helps to reduce fertility rates, enhance maternal and child health, and reduce the prevalence of preventable diseases.

The evolution and development of education in Punjab, Pakistan, is determined by a complex interplay of cultural, socioeconomic, and political variables. The educational path of the region may be traced back to ancient times, when knowledge centres like Taxila flourished as significant centres of study in what is now modern-day Punjab. However, formalisation of education gained traction during British colonial control, when the British founded schools such as Government College Lahore in 1864, which played a critical role in teaching Western-style education.

Following the partition of India in 1947 (Ahmad, 1999), Punjab became a part of Pakistan, and attempts were undertaken to reform and expand the education system to meet the demands of the newly established nation. The government prioritised education access by creating schools, colleges, and universities throughout the province. Established in 1882, prominent educational institutions such as Punjab University have continued to grow and diversify their academic offerings. (Rahman, 2002)

Education system of Punjab is a vital part of the Pakistan development plan, yet it faces many obstacles that prevent it from developing further. Punjab, the most populated province in the country with over 110 million inhabitants, offers a wide range of educational opportunities. Numerous educational establishments, such as Madrassas, private schools, and government schools, can be found throughout the province.

There are still big differences in learning results, teacher quality, and educational infrastructure between urban and rural locations even with efforts to increase access and quality. Inadequate infrastructure is a serious problem, especially in rural areas where schools frequently lack essential amenities like power, clean water, and proper sanitation. These difficulties are a factor in the high dropout and low enrollment rates, particularly for girls. Furthermore, there are still problems with the quality of education, including out-of-date curricula, inefficient teaching strategies, and a lack of opportunity for teachers to receive professional development.

The Punjab Education Department (PED) is essential to the province's management of the educational system since it establishes policies and carries out changes that enhance educational quality and accessibility. To tackle these issues, programs like the Punjab Education Sector Reform Program (PESRP) have been launched, emphasizing infrastructure development, curriculum reform, and teacher training.

Even so, establishing educational fairness is still a difficult undertaking, made worse by socioeconomic differences and cultural conventions that frequently give preference to the education of boys over that of girls. To close these gaps and advance inclusive education in Punjab, a variety



of stakeholders including different foundations, non-governmental organizations (NGOs) and foreign donors are working in tandem with government initiatives.

#### **Importance of Education and its role in societal development:**

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#### **Importance of addressing challenges for education development:**

Education is the foundation of any society, defining the future of its citizens and the course of its development. In the setting of Punjab, a province with a big population and a diversified socioeconomic terrain, the importance of addressing educational concerns is magnified. First and foremost, identifying these issues is a critical step in recognizing the hurdles that prohibit countless people from receiving great education. In a culture where educational inequities are common, the ability to identify the issues faced by various communities, particularly marginalized and underprivileged ones, is a critical requirement for making real change. A clear road towards fair educational possibilities can be formed by shining a light on concerns such as inadequate infrastructure, teacher shortages, and curricular flaws.

Furthermore, tackling educational issues in Punjab is critical to realizing the full potential of its youth. Education not only conveys knowledge but also encourages critical thinking, creativity, and problem-solving abilities, all of which are required for individuals to survive in today's environment. Educational initiatives can empower young people by addressing issues such as poor learning outcomes and gender imbalances, allowing them to pursue further education and contribute significantly to the region's workforce and economic growth. Education is also important in developing more informed and involved citizens. An educated citizenry is better equipped to make informed decisions, participate in democratic processes, and advocate for good change in a society where civic involvement and social advancement are vital. Identifying and correcting educational difficulties promotes the development of responsible and active citizens who can contribute to the betterment of their communities.

To summarize, recognizing and responding to Punjab, Pakistan's educational difficulties is more than just a matter of boosting academic achievement; it is a basic investment in the region's human capital, socioeconomic development, and general well-being. This chapter seeks to provide light on the problems that the Punjab Education Foundation faces as it works hard to provide solutions and generate good change in the educational environment, emphasizing the critical role that education plays in defining the future of this thriving province.



### **Purpose and structure of the study:**

The goal of the study "Identification of Challenges in the Education Sector in Punjab and Punjab Education Foundation's Responses" is twofold: first, it provides a methodical analysis of the problems that are commonly encountered in Punjab's education sector, and second, it looks at the solutions provided by the Punjab Education Foundation (PEF). This dual approach seeks to present both creative solutions and challenges in order to give readers a thorough grasp of Punjab's educational environment.

First, the chapter starts with an outline of the various difficulties faced by education system of Punjab. Infrastructure shortfalls, instructor shortages, gaps in the curriculum, budgetary limits, and student socioeconomic discrepancies are a few examples of these issues. Every challenge is taken up in detail and backed up by empirical data as well as professional opinions obtained from surveys, interviews, and scholarly literature.

Following this, the research shifts to an examination of the Punjab Education Foundation's reactions to these issues. PEF was established to increase access to high-quality education and its programs which include teacher training, school vouchers, and infrastructure development are closely examined. Measurable results, case studies, and comparisons with comparable educational initiatives around the world are used to assess how effective these solutions are.

This research is set up to provide a coherent story that starts with a detailed description of the problems and moves on to a close analysis of PEF's interventions. Every segment is methodically arranged to preserve lucidity and consistency, guaranteeing that readers grasp the relationship between recognized obstacles and matching institutional solutions. The chapter's conclusion seeks to both draw attention to Punjab's educational problems and to the significance of creative and proactive solutions, such those implemented by the Punjab Education Foundation.

### **Identification of education Challenges:**

#### **a) Socio-economic factors influencing education in Punjab:**

Socio-economic issues have a major impact on educational achievements, and they are intricately linked to the challenges facing Punjab's education sector. The distribution of money, regional differences, and rural-urban divides are examples of socioeconomic disparities that significantly influence the quality and accessibility of education. Studies reveal that socioeconomic status has a direct influence on educational chances, with households with lower incomes encountering more obstacles such insufficient infrastructure, scarcity of resources, and restricted availability of qualified educators. Furthermore, these difficulties are exacerbated by the gender dynamics and cultural norms that are common in Punjab, which have an impact on marginalized groups' educational achievement and enrollment rates. Comprehending these socio-economic variables is imperative in formulating efficacious policies and initiatives that endeavor to alleviate inequalities and promote inclusive education frameworks in Punjab.

#### **b) Infrastructure deficiencies (schools, facilities etc.):**

Public and private schools in Punjab face a variety of issues that have ramifications for the educational quality and accessibility of the region. The quality and accessibility of education in Punjab are severely impacted by infrastructure shortcomings, which present a serious challenge to the sector. Inadequate physical infrastructure affects many schools in the region, including badly designed buildings, a dearth of restrooms, and not enough classrooms to handle a growing student body. A significant percentage of schools do not have access to basic facilities like electricity, running water, or working toilets, which negatively impacts the learning environment.

Furthermore, rural communities are disproportionately affected, with schools frequently receiving more neglect than metropolitan counterparts. These infrastructure deficiencies jeopardize students' and teachers' safety and comfort while also contributing to low attendance and academic performance. Addressing these gaps will necessitate a concerted effort from policymakers, educational authorities, and community partners to prioritize infrastructure development as a key component of enhancing educational outcomes in Punjab.



**c) Teacher shortages and quality of education:**

Teacher shortage is a significant issue to the quality of education in Punjab, affecting both accesses to education and learning results. The region continues to experience a shortage of trained teachers, particularly in rural and remote locations. Many schools struggle to maintain proper teacher-student ratios, resulting in overcrowded classrooms and limited individual attention for kids. This problem is aggravated by high teacher retention rates, which are frequently the result of low pay, limited career advancement options, and difficult working circumstances. The shortage of skilled educators has a negative impact not only on curriculum delivery, but also on efforts to raise educational standards and student performance.

Furthermore, these shortages have a negative impact on the quality of schooling. Teacher competency and professional development have a substantial impact on student success and educational outcomes. In Punjab, where educational gaps based on socioeconomic criteria are common, the uneven distribution of trained teachers exacerbates the divide between urban and rural educational institutions. All of these challenges, whether in public or private schools, contribute to educational outcomes inequities, hurting overall educational environment of Punjab.

**d) Access to education, particularly in rural areas of Punjab:**

Access to school is a major issue in Punjab's rural areas, where geographical isolation, socioeconomic inequality, and infrastructure shortcomings all contribute to limited educational options for many youngsters. Despite efforts to increase educational infrastructure, including the development of new schools and upgrades to transit networks, major impediments remain. Schools in many rural villages are sometimes placed far from residential areas, requiring students, particularly girls, to travel lengthy and often hazardous distances, which might discourage regular attendance. Furthermore, the quality of education in these remote places is frequently hampered by a lack of competent teachers, insufficient resources, and out-of-date instructional materials. These problems contribute to lower enrollment rates and higher dropout rates among rural students, perpetuating educational disparities and preventing socioeconomic progress in these communities. (Chudgar, & Quin, 2012)

To overcome these issues, a holistic approach is required, which includes targeted investments in educational infrastructure, teacher recruitment and training programs customized to rural contexts, and community involvement campaigns to promote awareness about the value of education. Bridging the educational access barrier between urban and rural areas is critical for providing inclusive and equitable education in Punjab, allowing all children to reach their full potential and contribute positively to society. (Epple, Figlio, & Romano, 2004)

**e) Curriculum issues and relevance:**

Curriculum concerns have a considerable impact on the quality of education in Punjab, particularly in terms of relevance to current needs and international norms. A significant concern is curriculum harmonization with changing job market demands and technological obstacles. The current Punjab curriculum is being criticized for its traditional approach and lack of emphasis on practical skill development, digital literacy, and critical thinking abilities required for the 21st-century workplace. Furthermore, the curriculum's applicability varies between socioeconomic backgrounds and geographic regions, which might perpetuate educational inequities. Furthermore, curriculum relevance includes the incorporation of varied perspectives, cultural sensitivity, and environmental education. A curriculum that represents the local context while embracing global ideas increases student involvement and prepares them for a quickly changing world. Curriculum reform efforts in Punjab are underway, with an emphasis on updating content, integrating vocational training possibilities, and fostering interdisciplinary learning approaches. By addressing these curricular concerns and maintaining its relevance, Punjab hopes to improve education quality and provide students with the knowledge and skills they need to flourish in a competitive global economy.

**Responses of PEF to Educational Challenges:**

The Punjab Education Foundation (PEF) was established through a collaborative effort including key individuals and stakeholders who recognised the need for new approaches to education in Pakistan. Chaudhry Muhammad Hussain, the Chief Minister of Punjab at the time, was one of the major individuals who played a significant part in the formation of the PEF. The Punjab government, under



his leadership, saw the need of tackling educational gaps and expanding access to quality education for all segments of society. The vision and passion of Chaudhry Muhammad Hussain established the groundwork for the development of PEF as a vibrant and transformative organisation in the education sector. (Iqbal, & Memon, 2006)

Education sector of Punjab confronts various challenges, the Punjab Education Foundation has responded proactively with measures to address these issues. In response to these challenges, the Punjab Education Foundation (PEF) has launched many projects to improve educational access and quality across the province. The PEF's focus on quality assurance, teacher training, infrastructure development, and public-private partnerships aims to establish a more equitable and effective educational system that prepares students for success in the twenty-first century. (Ahmad, & Ahmed, 2017)

#### **Intervention in improving educational quality:**

The Punjab Education Foundation (PEF) has launched numerous significant interventions to improve educational quality throughout the province. One of the key goals is to establish Quality Assurance Cells (QACs) in schools. These QACs serve an important role in monitoring and reviewing educational standards, ensuring that schools follow established norms and benchmarks. They conduct regular assessments of teaching methods, student performance, and school administration procedures, providing constructive criticism to help students achieve better academic outcomes. (Siddiqui, & Umar, 2016)

The PEF has also highlighted comprehensive teacher training programs through its Teacher Development Program (TDP). This effort focuses on improving educators' abilities and competences by providing them with modern teaching approaches, topic knowledge enhancements, and professional development options. By investing in teachers' ongoing professional development, the PEF hopes to build a more dynamic and effective teaching environment that improves student learning and engagement. (Shahid, 2019)

In addition to QACs and teacher training, the PEF has implemented innovative educational methods. Under this program, the PEF works with private sector groups and local communities to support schools that achieve certain quality standards. This collaboration guarantees that these schools have the resources and infrastructure they need to provide a high-quality education, improving students' educational results and prospects.

Furthermore, the PEF has recognized technology as a means for improving educational quality through initiatives such as digital learning tools and online educational platforms. By incorporating technology into the learning process, the PEF hopes to make education more interesting, accessible, and relevant to the requirements of today's students. Overall, the Punjab Education Foundation's activities demonstrate its dedication to improve educational quality in Punjab. By emphasizing monitoring and evaluation, teacher development, innovative partnerships, and technological integration, the PEF aims to build a strong educational environment that prepares students for academic success and future problems in an increasingly competitive global landscape.

#### **Initiative to enhance access to education:**

The Punjab Education Foundation (PEF) has initiated a number of projects aiming at increasing access to education across the province, with a focus on underprivileged and marginalized populations. (Naseer, & Mansha, 2015)

##### **a) Foundation Assisted Schools (FAS):**

The Punjab Education Foundation (PEF) has launched the Foundation Assisted Schools (FAS) program as a strategic approach to improving access to excellent education, particularly in impoverished parts of Punjab. Under this project, the PEF works with private sector groups and local communities to build and support schools that meet specific quality standards. The PEF provides financial and technical aid to these Foundation Assisted Schools, allowing them to improve infrastructure, expand teaching approaches, and offer the resources required for optimal learning.

The FAS program is critical to closing educational access gaps by focusing on places with poor or nonexistent public education infrastructure. By collaborating with private entities and community partners, the PEF guarantees that these schools not only meet educational standards but also meet



the specific needs and goals of the local community. This collaborative method enables communities to actively participate in the educational process while also encouraging ownership and sustainability of educational programs.

Furthermore, the Foundation Assisted Schools project prioritizes inclusivity and equity by focusing on marginalized populations such as girls, students from low-income households, and those living in distant places. The PEF's goal is to build a network of schools that provide great education opportunities to all students, regardless of socioeconomic status or geographic location. Overall, the Foundation Assisted Schools initiative demonstrates the PEF's commitment to increasing educational access and boosting learning results throughout Punjab. By efficiently utilizing relationships and resources, the PEF guarantees that more children have access to a high-quality education that prepares them to flourish in an increasingly competitive world. The FAS programme exemplifies PEF's ongoing commitment to promoting fair access to education and raising educational standards in underprivileged communities. (Khan, 2019)

**b) Education Voucher Scheme (EVS):**

The Punjab Education Foundation (PEF) developed the Education Voucher Scheme (EVS), a groundbreaking project aiming at improving access to education for poor students across the province. Through this program, the PEF gives financial help in the form of vouchers to students from low-income households, allowing them to attend private schools that satisfy certain quality standards. These vouchers cover tuition and other educational expenditures, removing financial hurdles that frequently prevent students from receiving a great education.

The EVS is intended to empower parents by allowing them to select the finest educational institution for their children, whether it is a school close to home or one noted for academic distinction. The EVS promotes competition among schools, encouraging improvements in teaching quality, facilities, and overall educational standards in the private education sector. Furthermore, the EVS plays an important role in fostering diversity and equity in education. It specifically targets marginalized people, including girls, children from rural areas, and members of minority groups, to ensure that they, too, have equitable access to a decent education. This effort not only promotes social mobility, but it also adds to the overall goal of minimizing educational gaps in Punjab.

Furthermore, the EVS promotes accountability and transparency through rigorous monitoring and evaluation systems. Participating schools must follow set standards and undergo frequent assessments to guarantee that children and families receive a high-quality education at a reasonable cost. The Education Voucher Scheme (EVS) demonstrates the Punjab Education Foundation's commitment to increasing access to education and improving educational outcomes for all children in the province. By providing financial support and promoting school choice, the EVS empowers families and contributes to the overall development of Punjab's more inclusive and equitable education system. This historic initiative is in line with worldwide best practises and has been recognised for its potential to catalyse educational transformation and improvement in society. (Ahmed, 2020)

**c) New School Program (NSP)**

The Punjab Education Foundation (PEF) established the New School Program (NSP), a transformative effort intended at considerably improving access to education in Punjab's underprivileged and distant communities. Under this program, the PEF works with local communities and stakeholders to build new schools in areas where educational infrastructure is weak or inadequate. These schools have modern amenities such as classrooms, libraries, laboratories, and playgrounds, which provide a favorable learning environment for pupils.

The NSP focuses on communities with low literacy rates and limited educational options, ensuring that children who previously had restricted access to schools can now attend a local institution. By strategically situating these new schools, the PEF hopes to minimize barriers such as long travel distances and overcrowded classrooms, resulting in higher student attendance and retention rates. Furthermore, the NSP stresses inclusivity by promoting enrollment of excluded groups like as girls and children from low-income families. The program's goal is to empower these students and improve



their chances of future academic and professional success by offering fair access to quality education. (Rashid, & Ashraf, 2020)

The NSP also promotes community engagement and ownership by including local citizens in the planning and operation of these new schools. This collaborative approach not only ensures sustainability, but it also improves the relationship between schools and the communities they serve. The New School Program (NSP) illustrates the Punjab Education Foundation's dedication to increasing educational access and supporting equitable development throughout the province. The NSP helps to build a more equal society by opening new schools in underprivileged communities and providing high-quality educational opportunities. The NSP demonstrates PEF's dedication to removing socioeconomic obstacles to education and promoting a more fair and empowered society.

**d) Infrastructure development initiatives:**

Recognizing the importance of infrastructure in fostering suitable learning environments, The Punjab Education Foundation (PEF) has also advised to provide the best infrastructural facilities to all the students of partner schools. Best infrastructural facilities improve education quality throughout the province. (Farooq, Riaz, & Aftab, 2020)

**e) Overcrowded classrooms to Standardized Classrooms:**

Overcrowded classrooms in both public and private schools pose significant barriers to successful learning and instruction. In public schools, low resources frequently result in huge class sizes. Overcrowding can put a strain on teachers' ability to provide specialized attention and support, reducing student engagement and academic success. Students may struggle to focus in such circumstances, leading to potential behavioral concerns and lower overall learning outcomes. Furthermore, overcrowded classrooms frequently lack adequate space and resources, compromising the quality of instruction provided.

In contrast, PEF (Punjab Education Foundation) have applied strictly standardized classrooms with approximately 35 students each section in PEF partner schools. While this is a substantial cohort, elite institutions typically have greater resources and facilities than their public equivalents. Standardized classroom sizes allow for more manageable teacher-student ratios, creating an environment that promotes personalized education and student interaction. Teachers in PEF schools may have more possibilities to address specific student needs and learning styles, thereby improving the overall educational experience. (Riaz, & Awan, 2019)

The contrast between overcrowded public school classrooms and standardized PEF classes demonstrates inequities in educational resources and quality. Overcrowding remains a major concern in many public schools, affecting both student learning and teacher performance. In contrast, PEF schools aim to maintain better classroom conditions, albeit within the limits of standardized class numbers. Overcrowding must be addressed by systemic reforms in funding, infrastructure, and educational practices to ensure that all kids, regardless of socioeconomic status or school type, have access to a high-quality education.

**f) Measures to improve the Lack of basic amenities in PEF Schools:**

The Punjab Education Foundation (PEF) has implemented considerable infrastructure building measures to address the absence of basic amenities in its affiliated schools. Recognizing the importance of a suitable learning environment for academic success, PEF has prioritized school infrastructure improvements across its network. One significant goal is to improve the physical facilities of PEF schools to ensure that they fulfill basic safety, comfort, and functional criteria. This involves improving classrooms, restrooms, playgrounds, and other critical spaces to foster a more supportive environment for both children and teachers.

Furthermore, PEF has prioritized improving access to critical utilities such as clean drinking water, power, and sanitary facilities at its schools. Many PEF-affiliated schools have struggled with poor facilities, reducing student attendance and overall learning performance. By investing in these basic amenities PEF hopes to create a more conducive climate for frequent attendance and better health and hygiene practices among students.

Furthermore, PEF has worked with a variety of partners, including government agencies, private donors, and community organizations, to raise funds for infrastructure development projects. These



collaborations have been critical in leveraging more resources and experience to accelerate progress in PEF schools. Through strategic planning and targeted investments, PEF is making progress in improving infrastructure across its network, ensuring that all students have access to secure, comfortable, and well-equipped learning environments. (Malik, 2010)

Furthermore, PEF places a high value on sustainability in its infrastructure initiatives, ensuring that upgrades are permanent and resilient enough to satisfy the long-term needs of its schools and communities. By addressing the absence of basic utilities thoroughly, PEF hopes to not only improve educational performance but also build a happy and inclusive learning environment in which all students can thrive intellectually and socially.

**g) Outmoded facilities to Modern facilities:**

Recognizing the importance of infrastructure in promoting great education, PEF has launched a thorough restoration and development program across its network. Classroom and school building renovations are central to these projects, which aim to create modern, functional learning settings. This includes modernizing facilities with modern amenities like smart boards, computer laboratories, and multimedia resources to improve the teaching-learning experience. PEF's goal is to develop interactive and engaging learning experiences that are consistent with current educational methods by providing classrooms with cutting-edge technology and educational resources. Furthermore, PEF has prioritized the improvement of basic amenities in its schools, including clean drinking water, power, and proper sanitation infrastructure. Many schools formerly lacked these basic amenities, posing considerable obstacles to student health, attendance, and overall well-being. Through targeted investments and effective partnerships with government agencies and corporate contributors, PEF has made significant progress in modernizing essential amenities, ensuring that all students have access to a secure and sanitary learning environment.

Furthermore, PEF has adopted sustainable practices in its infrastructure development activities, incorporating energy-efficient solutions and environmentally friendly building materials whenever possible. PEF decreases operational expenses while also encouraging environmental stewardship among students and the larger community by using sustainable technologies and practices. Overall, PEF's initiatives to update school infrastructure demonstrate a commitment to provide equitable access to quality education for all Punjab kids. These efforts seek to not only close the infrastructure gap between urban and rural schools, but also to foster inclusive educational settings in which all students can thrive academically and socially. Through sustained investment and innovation in infrastructure development, PEF is setting the groundwork for a brighter future for generations of students across the province. Modern, well-equipped school buildings not only create a safer and more comfortable environment for students and staff, but they also help to improve educational outcomes. They promote creative teaching approaches, provide hands-on learning opportunities in well-equipped laboratories, and foster a culture of reading and research in well-stocked libraries.

### CONCLUSION:

In the study we looked at the various issues that plague Punjab's educational landscape and how PEF has addressed them through its initiatives. The study emphasizes that the education system in Punjab has continuous challenges, such as discrepancies in educational quality, insufficient resources, socioeconomic inequities, and regional imbalances. These problems have serious consequences for student achievement and overall educational efficacy. PEF has addressed these concerns through a variety of strategic interventions targeted at increasing access to quality education. The foundation's efforts to expand educational programs, improve teacher training, and increase community engagement reflect a commitment to addressing the underlying causes of educational inequality. PEF has made significant success in addressing some of the most critical issues, such as resource scarcity and regional disparities, through targeted programs and innovative solutions. However, the study emphasizes that, while PEF's remedies have been effective, there are persistent issues that necessitate constant attention. Issues like as maintaining uniform quality across varied geographies, guaranteeing long-term sustainability, and adjusting to changing educational demands remain essential topics for future development. As PEF tries to scale its successful initiatives and increase



its impact, there is a clear need for ongoing lobbying, strategic policy reforms, and good resource management. Finally, the research presents a complete review of the issues facing the Punjab education sector, as well as PEF's proactive steps to solve these challenges. It emphasizes the significance of continuous evaluation and adaptation to ensure that educational efforts respond to changing requirements. As PEF navigates the complexity of the educational landscape, its experiences and tactics provide vital insights for policymakers, educators, and stakeholders working to improve educational equity and quality in Punjab.

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