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Prospects of American Scholarship to Pakistani School Students



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ABSTRACT

This paper analysis the prospects of scholarship for "A" grade students of government schools in Sindh province, Pakistan. The scheme is introduced in the year 2007. The main objective of paper is to see the impact of Scholarship in growth in social and economic terms. This study explores the following: (i) Have present efforts and policies accelerated the enrolments to develop knowledge and development of socio-economic conditions? (ii) Will expected benefits of introduction of scholarship help in improvement of education and development to the desired level? Study reveals that education plays a significant role in socio-economic development of the country's people. Human capital performs two functions, as both the goal and the engine of economic growth, because 40 to 60 per cent of growth rates in per capita GDP can be attributed to investment in human capital and the increased productivity that results. Sustainable development cannot occur in the absence of human resource. The present efforts and policies accelerated the enrolments to develop knowledge and development of socio-economic conditions. The expected benefits of introduction of scholarship will help in improvement of education and development to much extent but not on the desired level. It is also revealed that it is great con-

tribution of American policy for Pakistan's poor citizens who cannot imagine the study in USA. It will help to bring out the real talents from poor and neglected citizens. It will help in the breaking the hold of wealthier, landlords and feudalist. Further more recommendations are made for the future policies.

Keywords: Youth Exchange and Study; American Scholarship; public schools; Education.

INTRODUCTION

Education is the backbone of the development and takes out the hidden talents from the human mind. Man is the best creation of God. The supreme Talisman empowered by Almighty Allah to conquer the cosmos by deviating the power of nature. The issues of human existence circle around the axis of education. It is the education that brings the East and the West under the authority of man. It is the education that produces wonderful discoveries. Aristotle wisely said; *to reject the education of young ones is to weaken the constitution of the country*. The purpose of education is to produce ideal person to bear the responsibilities and face the challenges of the future. This aim can be achieved only when the students are sincere and they acquire the real education. In practical life only those students, with real knowledge, come out with best colors. The aim of education is three fold. Development of human personality; Moral, Mental and Physical. Students of today are the citizens of tomorrow. Mother's lap is the first school of child for teaching and training. Despite the obvious importance of education, sixty years after independence, public spending on education in Pakistan is still negligible (Qureshi, Shirazi and Wasim 2007). The human mind is like a mine bestowed with billions of innovative seeds, and every seed of which have a fruitful tree of new inventions. It means those who are not educated are also intelligent and if they will get education they will be better citizen of the country.

Human capital refers to the skills, education, health, and training of individuals. It is capital

because these skills or education are an integral part of us that is long-lasting, in the way a machine, plant, or factory lasts. To highlight their importance, the behavioral guru, Maslow (1968) cited in Blaug, Layard and Woodhall (1969) said, "The most valuable 100 people to bring into a deteriorating economy are not politicians, economists, scientists, engineers but self-motivated, talented and forceful entrepreneurs." The importance of investment in education as a determinant of economic growth and education is also found to be associated with various non-economic benefits. Across countries, there is a broad consensus that some degree of government involvement is needed in the provision of educational services. Prior to the nineteenth century, systematic investment in human capital was not important in any country. Expenditures on schooling, on-the-job training, and other forms of investment were quite small (Blaug, Layard and Woodhall 1969). This began to change radically during that century with the application of science to the development of new goods and more efficient methods of production, first in Great Britain, and then gradually spreading to other countries. Ultimately, people with skills can generate incomes and wealth more effectively and creatively than those without skills and will have fuller lives (Kefela and Rena 2008).

It is observed that "iEARN Pakistan" has launched a program in collaboration with USA Consulate/iEARN USA known as "Youth Exchange and Study (YES) Program". In this program, name of those students who has secured 70% or 70%+ in the their examination of S.S.C part-I are required for the purpose of sending them USA for one year free education along with all traveling and accommodations expenses (Ahmed 2007).

The dream of getting education in USA was only for wealthier and landlords, but the policy of USA and struggle of Pakistan's government has started to see the dream to poor too.

It is observed that those who get education in the foreign think themselves superior in studies and get jobs easily due to ability. A psychological effect is also observed that those who has got education from foreign thinking superior will carry on education after coming back to Pakistan. To live one year in USA in this young and learn-

ing age with full facilities is a great thing for the ordinary poor Pakistani. This is the age in which a child develops his skills and sets his mind for the career building. Living in USA sets his mind humanitarian and peaceful. He himself will be the victim for the help from USA.

A few research studies are also available in Pakistan relating education like: Rehan (2003), Herani, Rajar, Zaman and Alam (2007), Farooqui, Ahmed and Wasim (2007), Qureshi, Shirazi and Wasim (2007) and Education Sector Reform Action Plans (ESRAP) 2000 and onwards. In Pakistan no attempt has been made to estimate and analyze the growth in education and scholarships, and Prospects of American Scholarship to Pakistani School Students. Keeping in view the above facts this study is carried out.

The main objective of paper is to see the impact of Scholarship in growth in social and economic terms. This study explores the following: (i) Have present efforts and policies accelerated the enrolments to develop knowledge and development of socio-economic conditions?(ii) Will expected benefits of introduction of scholarship help in improvement of education and development to the desired level.

This study is exploratory, collection of data is based on secondary sources and electronic sources are also used wherever data could not be collected with traditional methods. Structure of the paper is formed as: in Section 2 Literature Review is provided in details with the support of collected available data. In Section 3 Conclusions are drawn and Policy Implications are made to fruitfully utilize the modern technology.

LITERATURE REVIEW

2.1 Livelihood Resources

Livelihood resources in the developed countries are on the basis of educational knowledge, technology and services sector, as the case is of the Japan, which is poor in natural resources. Natural resources are necessary for the development but proper exploitation through improved skills is necessary. People living in country are highly skilled can transform the available resources into something usable for consumption and investment purposes; it will lead to faster economic growth. Livelihood depends upon development, which directly or indirectly needs intervention of Government, NGOs and Commu-

nity Organizations, etc. livelihood diversification is essential for the development. Educated and skilled population diversify for livelihood than illiterate and non-skilled.

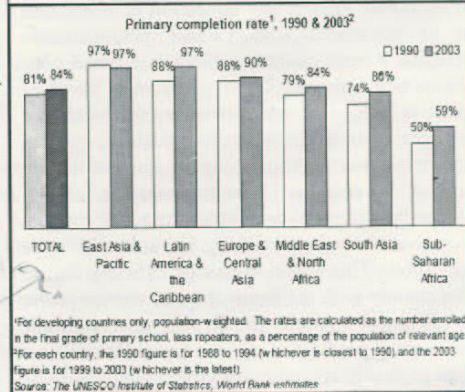
View of Livelihood diversification is supported by a considerable literature and much empirical evidence, that livelihood diversification is generally a good thing for rural poverty reduction. It helps to lessen the vulnerability of the poor to food insecurity and livelihood collapse; it can provide the basis for building assets that permit individuals and households to construct their own exit routes out of poverty; and it can improve the quality and sustainability of natural resources that constitute key assets in rural livelihoods. These effects occur because diversification widens people's options, encourages spatially diverse transactions, increases cash in circulation in rural areas, and enhances human capital by providing those who diversify with new skills and experiences. This literature can be verified by lots of studies (Turner, Hyden and Kates 1993; Ashley 2000; CESS 2003; D'Silva, Wani, and Naganath 2004; Sreedevi, Shiferaw and Wani 2004; Reddy and John 2001; Wani, Pathak, Tam, Ramakrishna, Singh, and Sreedevi 2002; Sudan 2007; Herani 2002; Herani, Rajar and Khaskheli 2007; Herani, Rajar and Dhakan 2007; Herani 2007; Rajar, Herani and Dhakan 2007).

2.2 Benefits of Primary Education

A study from Africa shows that educated mothers are 50% more likely to immunize their children than mothers with no schooling. It is well known that the acquisition of literacy and innumeracy, especially by women, has an impact upon fertility. More recently, it has become clear that the cognitive skills required to make informed choices about HIV/AIDS risk and behavior are strongly related to levels of education and literacy. More productive farming due to increased female education accounts for 43% of the decline in malnutrition achieved between 1970 and 1995. Failure to educate girls and women perpetuates needless hunger. Gains in women's education contributed most to reducing malnutrition between 1970-1995, playing a more important role than increased food availability (Smith and Haddad 1999).

There is good evidence to suggest that the quality of education – as measured by test scores

– has an influence upon the speed with which societies can become richer and the extent to which individuals can improve their own productivity and incomes. It is well established that the distribution of personal incomes in society is strongly related to the amount of education people have had. Research shows high private returns to primary education, as long as it is measured in terms of attainment of basic skills and not years spent in school (Boissiere 2004).



The average primary school class in low income countries has a 60-to-1 student-teacher ratio, as opposed to the 40-to-1 suggested ratio upheld by the World Bank and other international organizations (Herz and Sperling 2004). Worldwide at least 15 million more teachers are required between now and 2015 in order to meet the Education for All goals.

2.3 Human Development

Human development is the beginning of economic growth. The main purpose of wealth should be to enrich people's lives, to broaden people's choices and to enable every citizen, every child, every woman and every man to reach her or his full potential. Yet, as the experience of many countries has shown, economic growth does not automatically translate into human development. Human capital refers to the stock of productive skills and technical knowledge embodied in country's population. A well-educated, innovative and skilled population is the foundation as well as the goal of development. It is also the surest way to eradicate poverty. The education and training systems of all

the nations jeopardizes the future of millions of children and of the nation itself.

Human capital performs two functions, as both the goal and the engine of economic growth because 40 to 60 per cent of growth rates in per capita GDP can be attributed to investment in human capital and the increased productivity that results. Sustainable development cannot occur in the absence of human resource (Kefela and Rena 2008).

No country has achieved sustainable economic development without substantial investment in human capital. Previous studies have shown the handsome returns to various forms of human capital accumulation: basic education, research, training, learning-by-doing and capacity building (Rena 2000).

Generally in most developing countries, human capital is unevenly distributed. Thomas, Wang, and Fan (2000) and Castello, Maria and Domenech (2002) have found out that Gini coefficient of distribution of human capital in Sub Saharan Africa and South Asia respectively, is the highest in the world. Rena (2007) came up with the same conclusion not only for Sub Saharan Africa and South Asia but also for the Middle East and North Africa (MENA). Furthermore, according to him, the unequal distribution of income in these regions is due to inequitable education policies of their respective governments who, on average, focus more attention on secondary and tertiary education compared to primary education. Chowdhury (1994) also suggests that there is misallocation of resources by the governments of developing countries that favor higher education, thus neglecting of primary education.

In many countries a considerable proportion of public expenditure for education goes to middle- and upper-income families, because richer groups are over-represented at all levels of education, particularly at the university level. Public expenditure per student increases by each level of education. In African countries, public expenditure per student on higher education is 28 (Francophone Africa) and 50 (Anglophone Africa) times that on primary education (Rena 2007). Further, only a small number of people benefits from high public expenditure per student in higher education. For the developing countries as a whole, only 7 percent of the school-age

population enrolls in higher education (Mingat and Tan 1985).

One reason for the bias in education policies in these developing countries towards higher education may lie in the belief that elementary education has a very limited direct role in determining growth rates. The rate of economic growth responds more to secondary or higher education levels rather than elementary schooling (Mingat and Tan 1985). For example in developing countries, international trade, which is one of the key determinants of growth, favors either highly qualified university graduates or those who have at least finished their high school. So it is no surprise that in order to be competitive. Many developing countries have a tendency to invest in higher education at the cost of primary education to achieve greater growth and thus develop their human capital (Rena 2007).

2.4 Work done in Pakistan

Pakistan has recently adopted an Education Sector Reforms Action Plans (ESRAP) since 2001, which proposes to upgrade the level of education system, and along with other Reforms Measures (RMs), intends to decentralize examination system and to seek public-private partnership in the enhancement of the education system.

A lot of work is being done for education in Pakistan. For higher education a handsome amount is sanctioned, scholarships and other incentives are also available comparatively better than before. Private sector universities and institutions are increasing and they are giving education to wealthier and middle class students. Poor can not afford these expenses of the higher education in private sector. In public sector self-finance schemes also give the benefit to the same group. In public sector universities both poor and wealthier students are getting education but poor students ratio is very low ratio. Admission over there is on the basis of merit but majority of poor can not get education even of primary and secondary.

Sindh government in 2007 is starting 6 poly-technic institutes, 13 engineering colleges and in other existing colleges local nature of technologies is going to be introduced. For the purpose 38 technical and vocational colleges are going to be improved. 38 technical colleges are allowed to award degree and 200 schools are managed with

vocational education. Along with these areas information is being introduced at lower level due to this modern education will improve and people will come to know about different institutes. Education department has introduced reform support unit (RSU) where every type of information about institutions will be available. To promote education in the province Rs. 1000 per year are given stipends to girls students from class 6th to 10th and 500 millions are allocated. For the free books Rs. 670 millions are allocated and for the support of SMCs 1 arb are allocated. Scholarships are introduced for position holders in boards' examinations. Along with government, private sector is also serving in the field. Along with public sector universities private sector universities are also giving education. In this year 2 universities are being started with foreign aid (Khan 2007:5).

Now government has started to give the books free from 1st to 12th class and also have discontinued the tuition fees and admission fees, with this effort enrolment ratio has increased and expected to raise in coming years. In rural areas Rs. 1000 per year to girls student from class VI to X are distributed by post office.

For the quality education at Union Council level model schools are being introduced. While at the district level public schools and cadet colleges are going to be introduced. (Arbab 2007:6)

Government of Sindh Education and Literacy Department is taking steps for the improvement of education, buildings of schools and colleges, teachers and other staffs' salaries, distribution of free books up to class xth, stipends and computer and others educational activities (Khorro 2007).

In the schools technical and vocational education is being given which is the need of local market. 200 higher secondary schools are selected where students are taught plumbing, T.V, fridge mechanic, car, truck, tractor mending, carpentry, etc. due to steps taken the enrolment has increased 9.3 % and dropout ratio has decreased 18 % (Qureshi 2007).

Mission of this government is that along with the international community we have to confirm progress of education with the slogan "Education is for Every One". To the purpose government has increased allocation. In 2006 Rs.

24 Millions and in 2007, 34 Millions and for 2008 48 Millions are allocated. English has been started from class one. Special attention is given on the teachers training and thousands of teachers are trained. World Bank has given the 100 millions Dollars grant and European Union has given the 30 Million Euro. To promote education government has allocated 500 millions. To improve education district with higher enrolments will be awarded. Inspection teams are introduced to monitor the schools. For the quality education struggle has been started. In all areas of Sindh province from class one English is compulsory and for this purpose thousands of teachers are being trained with modern technique. At the middle school level computer education and at secondary level computer libraries are arranged. Modern English Urdu free dictionaries are free distributed, and for cash award 500 millions are allocated; with these struggles literacy rate has raised up and on the other hand we are appreciated at international level (Jatoi 2007:10)

3. CONCLUDING REMARKS AND RECOMMENDATIONS

Literature review reveals that in developing countries, higher education benefits upper class and middle class. Higher education has direct impact on the economic growth. Different studies also show that primary education is very important for the socio-economic development. Pakistan's literature also reveals the same results as above. Primary and elementary education has not direct impact up on trade but in long run it is very significant for the development of country and human capital. View of literature also supports that the activities and steps taken by Pakistan government in primary, secondary and higher education are progressive and it is good start, but still lacks a lot of planning and implementations. Some schemes are still in papers like English is introduced from class one but no result is there up till now, only course is in the students bags. Libraries in middle schools and computers in secondary schools and SMC funds in secondary schools are not disseminated practically. It needs urgent implementations.

Introduction of scholarship is significant step taken by Pakistan and USA. As this scholarship is for students of public sector schools that is why it will help poor to come up in developing

the socio-economic status. When one child will return from USA, getting certificate of metric (SSC-II) will be respected in his society, where he lives and children will get the lesson from him for getting better education and get guidance for their future planning. This will encourage the returnee students to go ahead and to be more efficient. Parents of the area will get encouragement to send their children to government schools. It will be helpful to the government of Pakistan to improve education in public schools, which are well built and enough with well talented and trained teachers, in comparison of ordinary private schools. Those students who will return from USA will be able to speak English fluently because this is the age of learning the language and in this age they pick up with original accent. After getting further education they will be good teacher and better human capital, if employed by government. In government schools well-trained teachers are available but they lack in English communication skills.

From the detailed study it is concluded that this act of the kindness is very beneficial to Pakistani people specially poor. It will help to improve the development of Pakistan, which was really in need to be boosted. This network of schools is well set well organized but the political and social set up of society has made it destroyed. On the political bases the staff is working improperly. Introducing such a social awakening and giving education can improve this.

One who will get education in USA, will be well aware about rights and duties. He will claim for his rights in his country and will not remain suppressed by pressure groups of wealthier and landlords in the society.

This program should be increased and also students of class five should be enhanced. In this way they will be well in speaking, which will help in getting education in secondary schools, because their base will be strong. This type of programs will create an environment of peace and confidence among the two nations which is misunderstood by those who are not aware about the facts. It is also observed that students from government school will be from Urdu medium / Sindh medium or other local language. Keeping

in view these facts some teachers should be also selected from the public schools to help them in USA, if there is any communication problem in the starting few months. In this way the teacher also will get benefit from the scheme.

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