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NATIONAL EDUCATION POLICY 2017 – AN ANALYSIS THROUGH THE LENS OF INCLUSION

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Abstract

Education policy is considered a political document that helps the governments and dominant powers in achieving their objectives. Current study was a document analysis of the national education policy (2017). The aim of this study was to identify how equity, diversity and inclusion (EDI) are addressed through different policy provisions. BIAS FREE framework, an analytical tool for evaluating social policies, was used to evaluate policy for inherent biases. Findings indicate that terminology and statistics in the policy exhibit inconsistencies across chapters. Policy mainly focused uniformity, quality and standardization rather than equity and inclusion. The findings indicate that H1, H2 and H3 biases i.e. denying hierarchy, maintaining hierarchy and keeping views of dominant group, seemed present in the policy. Presence of F1, F2 and F4 type biases (i.e. insensitivity to differences, decontextualizing and assuming homogeneity) suggested that policy did not adequately address all dimensions of diversity. On D dimension use of explicit dual standards (D1), under representation & exclusion (D2) and considering dominant view as fact (D5) were also indicated in few policy objectives. It is recommended that in future more inclusive approach is adopted to address human diversity. A comprehensive consultative process involving stakeholders and general public in the feedback process and resolving internal inconsistencies before finalizing final draft are suggested for minimizing risk of inherent biases in policy. Furthermore contextualizing and adapting best international practices according to the social realities of the country can make policies more effective and practical.

Keywords

National Education Policy, Pakistan, BIAS FREE Framework, EDI, Inclusion



1. Introduction

Education is an important vehicle for human and societal development. Every society invests in education as it is considered an important constituent for development of human capital and economic growth. Democratic countries use education for promoting democratic practices by ensuring equity and quality in education, improving access to academic institutions for disadvantaged groups and ingraining mutual respect in youth (Aleman & Kim, 2015). A government shows its commitment to education through its policies, allocation of financial resources and focus on implementing innovations. Educational policies are also called political documents because these are directed by the vision and political agenda of the government (Ahmed, Khan, & Naseem, 2011). Similarly, the policy can also be a key tool to identify the aspirations of the bureaucracy and academic circles of the country as they are involved in the policy development and consultation processes. Every society has its own pre-held notions and hidden biases against different groups and people based on gender, religions, ability, status etc. These predispositions can unconsciously or consciously be ingrained into the education policy (Ahmad & Yousaf, 2011). Research can help in identifying these biases and making practical recommendations to reduce these prejudices in future, making policies more inclusive (Ammad, Javed, & Ishaque, 2021).

2. Literature Review

Education is not only a basic right it also guides progress of a country. Education can be used to minimize exclusion and improve quality of life.

Access to equitable, quality education decreases exclusion and social inequalities (Chauhdry N. , 2024). In developing countries where resources are scarce and a substantial number of citizens live below poverty line, equal access to education becomes more crucial. Research suggests that education can be instrumental in breaking the vicious circle of poverty by social and economic empowerment (Levy, 2022). An important indicator of government's commitment towards education is the budget allocation. The difference becomes vivid by comparing percentage of gross domestic product (GDP) spent on education by different countries. In 2020 United States spent 6.1%, United Kingdom 5.5%, Australia 6.1% and Pakistan spent 2.4% of its GDP on education (World Bank, n.d.). The financial resources made available to education sector have strong implications on quality and equity of and access to education. Nations aspiring to eradicate poverty, eliminate social and financial disparities and promote inclusion, consider education very significant. Education policy determines the course of educational development in a country. In the past research was more focused on the systems and intended outcomes in terms of learning. Research in education was pre-occupied with the so called best models and practices (Ahmad, Khan, Saeed, & Haider, 2021). Gradually it has become evident that along with systems the policy, its development process and those involved in the policy development have considerable role in setting the pace and course of education (Levy, 2022). Therefore, doing research from the lens of local demands, indigenous factors and social realities has

led to the realization of contextualization and indigenization of policies and practices. Policies conceptualized based on realistic situational analysis are expected to be more effective (Alimba, 2017). In Pakistan the literacy rate is 62.3 percent which suggests that there are more than sixty million people in country who are illiterate (Ministry of federal education, 2023). Twenty million children between six and sixteen years of age are out of school. Although constant efforts are made by governments of improve the situation still Pakistan has a long way to go in order to bring all children to school (Tahir & Geven, 2023). Girls and children with special needs are among the most vulnerable groups. Girls enrolment in schools is increasing very slow. It is alarming that from 53% (in 2004) it has reached 64% in more than fourteen years (Baron & Bend, 2023). Educational and training opportunities for children with disabilities are very limited. According to estimates 96 percent children with disabilities do not have access to any school in Pakistan (Manzoor & Hameed, 2016). Limited or no access to education gives rise to multifaceted challenges including poverty, crimes, juvenile house workers, discriminating with women, social injustice and economic divide (Rehman, 2022). Constitutional and legal commitments as well as international treaties bound Pakistan to ensure that education is made accessible to all strata of society (Chauhdry N. , 2022). Education is a basic right and article 25A of the Pakistan's constitution makes the government the duty bearer. Government has to ensure that basic education is provided to all children without any discrimination (Hafeez, 2020). This basic right is

also enshrined in the development goals for sustainability (United Nations, 2019). Historically, different political and military regimes, have influenced development of educational policy in Pakistan. Often these regimes preferred political stability over transforming educational system (Ahmad, Khan, Saeed, & Haider, 2021). Most recent education policy of Pakistan was developed in 2017 (Ministry of Federal Education, 2017). This policy was developed in a post 18th Amendment context, where education department has been devolved to the provincial governments. The federal government only has influence on national framework for education and curriculum guidelines. In such fragmented landscape can lead to internal inconsistencies (Ahmad, Khan, Saeed, & Haider, 2021).

Considering the importance of education policy in determining the future plans and actions, it becomes pertinent to critically evaluate the policy document. It is possible that despite good intentions, policy fails to grasp every dimension of diversity. If the biases within the policy go unnoticed, the resultant projects and initiatives can end up failing to reduce societal divide or increase inclusion. This study examined the extent to which the national education policy 2017 was inclusive, congruent and based on equity. Lens of diversity and inclusion was used to identify the biases in the policy and recommendations were made to avoid such policy biases in future.

BIAS FREE framework is an analytical tool, useful for identifying exclusionary predispositions, power disparities, and structural inequalities rooted within the policy texts. In Pakistan it has been used to

evaluate policies for embedded biases (Chauhdry N. , 2022). Present study used this framework for a structured analysis of policy based on carefully developed dimensions of the framework.

2.1 Objectives of the study

The primary objective of this study is to analyze the National Education Policy 2017 of Pakistan through the lens of equity, diversity, and inclusion (EDI). To achieve this, the study is guided by three interrelated sub-objectives. First, it aims to identify internal inconsistencies and contradictions within the policy text that may hinder its coherence and effective implementation. Second, the study seeks to examine the extent to which the policy aligns with the principles of EDI, assessing its responsiveness to the diverse educational needs of marginalized and underrepresented groups. Third, it aims to uncover implicit biases embedded within the policy, particularly those that may reinforce systemic inequities. These sub-objectives collectively inform

a comprehensive analysis of the policy's inclusiveness and its potential to foster equitable educational reform in Pakistan.

3. Methodology

The study was qualitative in nature. A document analysis of the national policy of education (2017) was carried out to critically evaluate it through lens of inclusion. Document analysis of public policy does not merely look at the way the text is structured, rather it probes deeper into the meanings of the text. It asks questions regarding deeper interpretations of the policy content and analysis is aimed at reaching answers to these critical answers (Taylor, Rizvi, Lingard, & Henry , 1997). Policy document was critically analyzed for identification of a) internal discrepancies, b) relevance with diversity, equity and inclusion and b) exploration of in-built biases. Figure 1 presents the conceptual framework of the study.

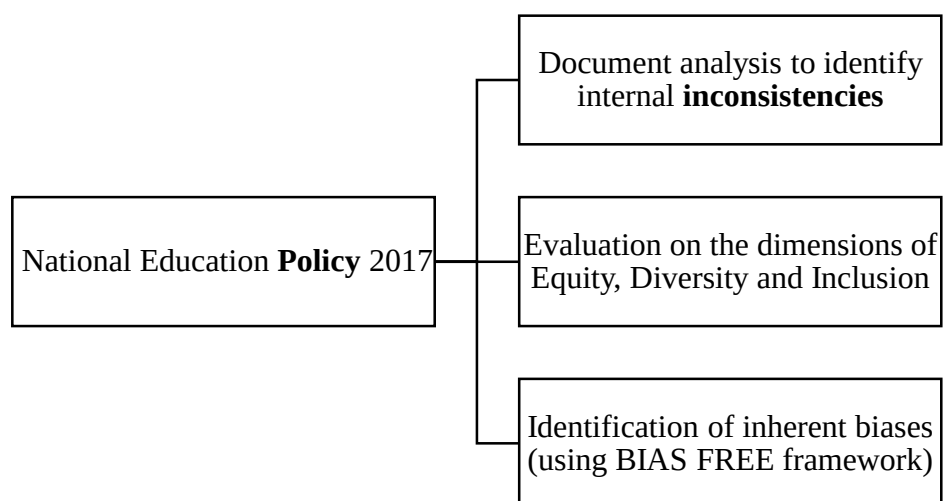


Figure 1: Conceptual framework of the study

3.1 Data collection and analysis

The document analysis of the national education policy (2017) was carried out in three steps. In the

first step the policy was read and re-read to identify internal inconsistencies. Policy document is divided into 18 chapters. Each chapter follows the same

structure and sequence of content presentation. The policy was read multiple times to identify similarities and differences in the objectives, content, recommendations and policy commitments given in different chapters. The observed differences were color coded based on their nature. These discrepancies were then grouped and recorded on a word document with proper reference of chapter and page number. In the second step policy document was reviewed with reference to equity, diversity and inclusion (EDI). EDI is used as a framework to evaluate policies on the basis of acceptance, appreciation and inclusion of diversity (Fuentesl, Zelaya, & Madsen, 2020). The pre-decided definitions of these three dimensions guided the review. During this step special focus was on the goals, objectives and policy provisions. Observed trends and policy focus was then noted against each dimension of EDI on a word document and saved as a separate file. Third step included critical review of policy document based on BIAS FREE framework to identify in-built biases. BIAS FREE stands for “Building an Integrative Analytical System for Recognizing and Eliminating inequities” (Burke & Eichler, 2006). This tool has been used to identify biases within social policies. It basically identifies the biases on three main dimensions; a) maintaining or keeping hierarchies (H), b) failure or inability to see the difference (F) and c) using double or unequal standards (D). Each dimension is further sub-divided into different factors that are presented in the form of questions. These questions provide basis for reviewing and evaluating the policies, research and plans etc. Policy document was carefully read multiple times.

Initially identified biases were divided into three major groups; a) biases related to keeping hierarchy (H), b) biases concerning failure to see the differences (F) and c) biases encompassing use of dual standards (D). Once these differences were divided into major groups, each entry was again read to explore the subtypes of biases within major groups.

In order to ensure reliability a systematic coding procedure was used which involved a) framework based analysis using BIAS FREE and EID frameworks, and b) inter coder reliability in which policy was independently analyzed by both researchers. Coding results were then compared and discussed to reach consensus. In order to address subjectivity, a reflexive journal was maintained by the primary researcher to record potential biases. This journal was periodically reviewed by both researchers to ensure accountability in the process of interpretation. Two colleagues having extensive experience in education policy and inclusive education were also requested to review the findings and their feedback was incorporated into study.

3.2 Findings and Discussion

The findings of present study have been presented under three main categories i.e. internal inconsistencies, relevance with EDI dimensions and inbuilt biases. Each category corresponds with one objective of the study.

3.3 Internal Inconsistencies

The document analysis revealed three types of consistent disparities. Two were related to presentation of content and one was concerned with reliability of information. Figure 2 provides details of the three dimensions of internal inconsistencies.

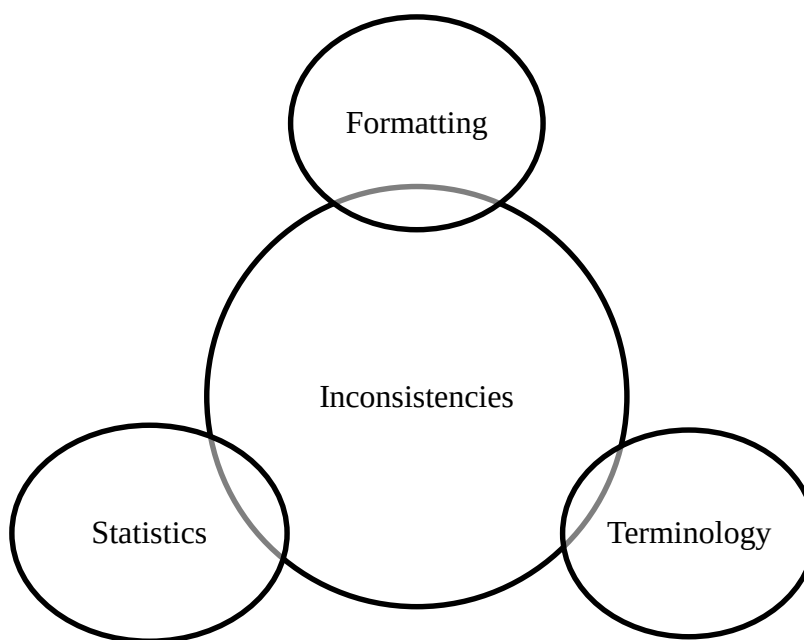


Figure 2: Dimensions of Internal Inconsistencies

3.3.1 Formatting

Although it has been mentioned in the introduction of policy that a team of experts recommended the standardized format for all 18 chapters yet the way different chapters are structured, elaborated and organized exhibits differences. Even the way goals, objectives or policy interventions are discussed is not similar for all chapters. In few sections we see strong commitments, clearly orated objectives while in other chapters objectives are quite vague or over generalized. One such example can be chapter 14 that is related to private schools. The overall goal of this section is “literate Pakistan” while first two objectives are about “general improvement in access” and “quality of education”. Both, goal and objectives are too broad in scope and clearly not aligned with the mandate of the chapter.

3.3.2 Terminology

Different terms are used in the document to address similar agenda. The title of chapter four is “early

childhood care and education”. In the objectives section of the chapter the terms “early childhood education” and “early childhood care and education” are used interchangeably. In chapter six (primary education, p 47) term “early childhood education and care (ECEC)” is also used. This inconsistency in use of terminology can also be observed in chapter thirteen (special and inclusive education), where “disabled”, “handicapped” and “persons with disabilities” are used to address the same population.

Statistics: few inconsistencies were quite visible in the statistics quoted in the policy document. According to the statistics given in chapter five (non-formal education and literacy) the number of out of school children in Pakistan is 25 million while chapter about private education (chapter 14) reported this number to be around 22 million. Similarly, in chapter fifteen the reported literacy rate of the country is 57% but chapter five reported

that 60% people in Pakistan are literate. It was also observed by the researchers that the number of special schools run by government and private sector remained a blank, denoted by dotted line, which was not filled or removed by the policy makers (chapter 15, p 115).

3.4 Evaluation of Policy on EDI

Equity, inclusion and diversity (EDI) provides a framework to evaluate policies, processes and practices. Table 1 explains how these three dimensions are defined for the present study.

Table 1: Definition of equity, Diversity and Inclusion

Dimension	Definition
Equity	Bridging the achievement gap between diverse learners by creating equal access and participation opportunities for them (AAC&U, n.d.).
Diversity	A complex construct representing various factors relevant to identity such as gender, disability, ethnicity, religion, socio-economic status, geographic location (Fuentesl, Zelaya, & Madsen, 2020)
Inclusion	It is an educational concept that emphasizes the acceptance of diversity and stresses access, participation and achievement in education for all (Artiles, 2004)

3.4.1 Equity

The overall focus of the policy is standardization which is usually does not align with the concept of equity. The key areas of the policy (chapter 2) present an emphasis on uniformity, standardization and equality rather than equity (Khadim , Qureshi, & Khan, 2021). For example the policy guideline regarding teacher education (chapter 8, p. 64) presents in person training as the most effective mode for all teachers. It seems to disregard the learning preferences, geographic location, financial constraints, accessibility issues and gender based social challenges of future teachers. Online or distance learning option might be helpful in providing equitable training opportunities for some teachers.

3.4.2 Diversity

Different policy objectives and targets do cover gender, religious minorities and economically underprivileged groups. The most neglected groups

in most of the provision of the policy are persons with disabilities and transgender. Generally the policy is driven by the idea of producing desired workers (Chapter 9), good citizens (chapter 2), highly skilled persons and commercially useful research (chapter 10). It indicates a demand driven perspective not a child centered one.

3.4.3 Inclusion

It is encouraging that this policy has a chapter that specifically addresses special and inclusive education (chapter 15). But policy lacks internal coherence that is why recommendations on ability grouping are also evident from certain policy provision e.g. in policy provisions regarding secondary education (chapter 7, p 60) it is suggested that “top 20 percent achievers may be offered to study at smart and model schools with world class facilities such as Danish Schools in Punjab” and “The 20 percent of students with lowest marks may be offered admission in vocational and technical

streams as per their choice”. While ten percent of middle tier students be encouraged to opt modern Islamic education. These recommendations are not in accordance with the spirit of inclusion and respect for student choice.

3.5 Biases in the Policy

The BIAS FREE framework was used to assess the presence of biases in the policy. This tool has been developed to identify biases arising out of social divisions and hierarchies (Burke & Eichler, 2006). The framework is used to identify biases in research and social policies. The hierarchies arising out of social characteristics such as gender, sexual orientation, ability, social status etc. are worked out

analytically through this tool (Wobring, 2023). It is a rights based tool that can be successfully used to identify how social policies maintains discriminations based on social segregations and classes. The BIAS FREE framework is a systematic tool that has been developed on sound theoretical basis and provides a comprehensive evaluation of policies that have social implications (Chauhdry N. , 2022). The framework basically has three dimensions and each dimension is further subdivided into further analytical questions or types of biases. Figure 2 gives a details of three major dimensions and the related subdivisions.

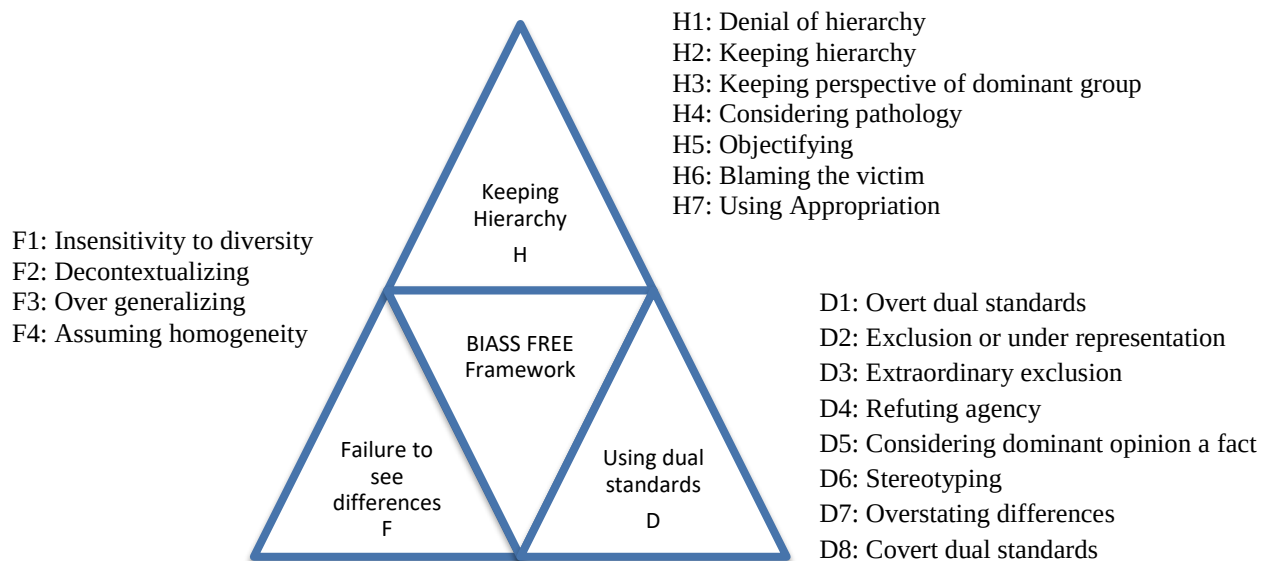


Figure 3: Major dimensions and sub dimensions of BIAS FREE framework

Note: Conceptual framework is adapted from BIAS FREE framework (Burke & Eichler, 2006)

The review of national policy of education (2017) indicated presence of following biases on different dimensions of BIAS FREE framework.

3.5.1 Keeping Hierarchies (H)

This dimension explores how already existing classes, hierarchies and division are denied, maintained, reinforced, or the negatives are

projected on the victims in the form of blaming or diversity is considered as abnormality.

3.5.2 Denial of Hierarchy (H1)

Pakistan is home to people from many different religions. Although the majority population is Muslim, but a considerable number of citizens follow Christianity, Hinduism, and Sikhism etc.

There are very comprehensive provisions about Islamic education in the policy, for example introduction of modern subjects, support through sharing salaries of staff, access to sports grounds, mentioned regarding religious institutes (Chapter 16). But H1 bias seems working in the background because there are no clear recommendations addressing religious institutes of Christian or other communities. Similarly, policy does not explicitly acknowledge diversity when it calls for uniformity in examination system to improve the quality of education (Chapter 2, p10).

3.5.3 Maintaining or keeping hierarchies (H2):

This type of bias protects or reinforces the existing difference in class or status. National policy of education (2017) uses several definitions by the international organizations and developed countries while very limited contextualized definitions are used. Same can be observed in the case of non-formal education (chapter 5, p 35) where all international definitions are quoted. This indicates the tendency of keeping status quo and accepting the intellectual hierarchies in terms of dependence on international and developed countries. This bias is also reflected when policy suggests that the choice of vocational training will depend upon the financial status of the family (chapter 9, p 72). Linking skill selection to existing social class reflects the bias, ignoring the right to choice and development. The selection of terminology is indicative of the nature of inherent biases. Policy states that fifty percent formal schools will be made inclusive by 2025 (chapter 15) but uses the term “formal education” repeatedly for referring to general education. It

suggests that special education is considered informal or different.

3.5.4 Holding perspective of dominant group(s)

H3: The overall focus of the policy is to produce citizens considered useful and effective by the government. It is a clear indication of H3 type of bias. One such example from the policy is developing and providing highly skillful workforce through higher education (chapter 10, p 82). Such objectives present the perspectives of dominant groups and seem to ignore the diversified human abilities. The policy also identifies that “some of the private sector schools are opened very close to public sector schools which has created an atmosphere of clash and conflict, as well under utilization and wastage of public resources.” (Chapter 14, p 110). Such assumption without comparing the quality of services by both type of schools, reflects the perspective of dominant ruling class. In the same section of chapter fourteen, policy reports that no reliable data on private schools is existent, but also states that majority private run schools are for boys, which can be a reflection of a notion held by the dominant group involved in developing the policy.

3.5.5 Objectifying (H5): At times the policy objectifies the minority or underprivileged group by suggesting different treatment. Policy suggests that alternate learning paths should be adopted for children who are deserving and come from disadvantaged background (chapter 2, p 11) which is an indication of objectification.

3.6 Failure to see differences (F)

3.6.1 Being insensitive to differences (F1)

Policies show F1 bias when there is a direct or indirect indication that existing differences are overlooked. Use of standardized and uniform curriculum targeted to harmonizing the educational services and eliminating disparities (chapter 2, p 11) is one such indication that presence of human diversity is ignored. Instead of a flexible curriculum, uniformity in curriculum and text books is desired. Similarly, when talking about gender rights and equality only women are addressed, “to achieve gender parity, gender equality and empower women and girls within shortest possible time” (chapter 2, p 13). Gender parity initiatives do not address transgender. It is mentioned in the policy that the females and people living in rural areas are at the highest risk of illiteracy (chapter 5, p 38), an indication of leaving out other social strata e.g. differences in faith, religious orientation, refugees, transgender, and disability etc..

3.6.2 Decontextualizing (F2)

Social realities are not objective or static, rather these are constructed through experiences (Suleman & Zaman, 2020). The policy objectives and actions become decontextualized if the social and cultural realities are not taken into account. It was observed that in different chapters of the policy the progress or best practices of developing countries were compared with Pakistan. This comparison in itself indicates de-contextualization because social, economic, cultural and political realities of all countries are different. A specific example of this bias is visible in the policy provision for secondary education. It is recommended that “out of sixty percent of average performing students, “10 percent may be offered to opt for Islamic education school

system on the pattern of Imam of Hazar school system already working in Turkey” (chapter 7, p 60). This is a classic example of decontextualizing.

3.6.3 Homogeneity is assumed (F4)

This bias is in play when despite the existing differences, policy indicates an assumed homogeneity, therefore, policy provisions are recommended accordingly. The national framework for qualification is considered pivotal in achieving uniformity in learning outcomes (Chapter 2, P 18), while equivalence of different levels of literacy and non-formal education are also recommended (Chapter 5, p 42). These are indications that all students are assumed to be of equal ability, status, experiences and social affiliation. Similar assumption is reflected in early childhood education when the chapter indicates commitment to meet requirements of convention on the rights of child and sustainable development goals but fails to mention convention on the rights of persons with disabilities (Chapter 3, p 28). Policy targets about libraries show sensitivity towards economic disadvantage by suggesting establishment of book banks, but seem to miss out on availability of large print or audio books (chapter 12) for children with special needs, as homogeneity is assumed on ability domain of functioning. Very elaborated recommendations are made regarding developing item banks, rubrics, scoring criteria etc. to develop uniformity in testing (Chapter 7, p 59) another example of believed uniformity in ability, interests and physical capabilities.

3.7 Using dual standards (D)

This bias is considered to be operating when one group gets different treatment, participation and rights than the other group.

3.7.1 Overt double standards (D1)

D1 type bias is indicated by different standards for dissimilar groups. National education policy (2017) mentions in chapter three (p 14) that Muslim students will be provided Islamic education while students coming from minorities will be taught ethics as an alternate of Islamiyat. Although it is suggested that churches and temple alongside mosques should be used as centers for increasing literacy (chapter 5, p 41) but involving them in religious education for students in public schools has been ignored, which is a D1 type bias. In the first paragraph of chapter fifteen it is written that handicapped and disabled are derogatory terms and have negative connotations. In the commencing sections of the same chapter term disabled is used repeatedly in spelling out objectives and policy commitments for example “Increase participation rate of disabled children from existing 5% to 100% by 2025” (p 119). The definition (p 114) quoted from ordinance (Govt. of Pakistan, 1981) includes the term ‘handicapped’. This is another example of D1 type bias existing in the policy. Another example of this bias is evident in chapter 17, where use of formative assessment and keeping portfolios are emphasized for development of learner but when it comes to terminal examination i.e. promotion or board certification exams, summative and curriculum based exams are said to be the suitable practice (p 135).

3.7.2 Exclusion or under-representation (D2)

This bias is present in the form of under-representation or segregation of a non-dominant group. Education policy (2017) was evaluated on inclusion of diversity specially gender, ability, social status, religion and geographic location. In several sections it seemed that this bias is inherent. When discussing challenges in early childhood education, it is explained that children who live in rural areas and belong to poor families they have less access to quality early childhood education (chapter 4, p 28). This explanation clearly fails to include children with disabilities, whereas research indicates that children having disabilities are among the most disadvantaged groups when it comes to accessing quality early pre-school education (Syneonidou, Loizou, & Recchia, 2023). Alternate policy provision are provided for children who are out of schools (chapter 6, p 49), child workers, nomads, children affected by disasters, school dropouts are mentioned as the most important groups to be targeted through these alternate provisions, but children with disabilities are excluded. Researches strongly indicate that children with disabilities are the most vulnerable groups when it comes to accessing basic education (Shaukat , 2023) and there is thirty three percent less likelihood that children will be attending a school as compared to those who are nondisabled (Bashir & Ahsan, 2023). These are examples of D2 type bias in the policy.

3.7.3 Considering dominant opinions fact (D5)

Influence of this bias is evident when views and opinions of those in dominance are considered true about the non-dominant group. The division or

grouping of children based on their grades is considered non-democratic and against rights based approaches to education (McDool, 2019). The policy suggests that children who come in the bottom twenty percent in terms of educational grades might be offered vocational and skill training options rather than formal higher education (chapter 7, p 69). A participatory approach is recommended when deciding future of a student (Suleman & Zaman, 2020), making an autocratic recommendation will otherwise indicate type D5 bias.

4. Conclusion

Education policy is one of the most important social policies of a country because it not only empowers and enlightens the future generation but also contributes to social justice and economic development of the country. Research indicates that identity based grouping and segregation is present in Pakistani society (Ahmed, Khan, & Naseem, 2011), but in certain policy focus areas, the education policy indicates lack of coherence and fails to grasp all dimensions of diversity. The overarching focus of the policy remains standardization that is somewhat against the very spirit of diversity and inclusion. Although, the policy indicates aspirations of the government towards addressing underprivileged population by introducing new initiatives and improving existing services, yet a lack of comprehensive road maps seems missing. The lack of coherence in statistics and ground realities mentioned in different chapters indicate the time constraints or lack of coordination between team involved in policy development. It seems that inherent biases can further deepen the

social divide rather than bridging it. This study can provide a deeper insights for the policy developers in future to reevaluate their policy provisions, goals and objectives with a lens of inclusivity which can help in making more inclusive, unbiased and balanced policies.

5. Recommendations

- In order to minimize the biases in future policies it is recommended that more inclusive approach, grasping a wider spectrum of human diversity.
- Extensive consultative approach at all stages of policy development should be adopted ensuring that every dimension of diversity is engaged and involved in the process.
- The draft policies should be shared with general public for feedback, an active online portal can also be added to increase circulation and get more input from stakeholders and general public.
- Prior to finalization all experts should discuss the policy draft to avoid internal inconsistencies and make it more cohesive.
- It is recommended that rather than adopting international definitions, focus should be on contextualizing and adapting best practices and explanations according to the social realities of the country.
- Present study can provide insights for policy developers regarding nature of biases and their indications in policy recommendations.
- Technical experts of the field and policy

developers should work collaboratively so policy structure and realistic policy provisions can be developed.

- During the review it was observed that there were quite a few grammatical and spelling mistakes, it creates an impression that work was done carelessly or in haste. It is recommended that policy document should not be made public without proof reading.
- Equity, diversity and inclusion provide a good framework for evaluating a policy to ensure that it is rights based. It is recommended that every policy should be evaluated on these dimensions to ensure inclusivity in all provisions.

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