



THE ROLE OF READ (RURAL EDUCATION AND DEVELOPMENT) FOUNDATION IN QUALITY EDUCATION OF PAKISTAN

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ABSTRACT

Education means all round development, this all round development means intellectual, social and emotional development. It is only education that can mould the behavior of an individual. READ (Rural Education and Development) Foundation is not-for-profit organization established in 1994 to address the dire need for education and literacy in Pakistan. Pakistan is facing an educational crisis with more than 25 million children not being able to avail their constitutional right to a quality education. One in ten of the world's out-of-school children are Pakistani. Education is the only tool which can enable the country to develop and progress amongst the communities of nations. Realizing this problem, READ Foundation's founders envisaged building a school system to serve the marginalized communities and underprivileged families and to contribute for MDG,s. The main aim of this study is to assess the actual role of READ Foundation of quality improvement in Pakistan. The purpose of this paper is to examine and compare the key roles of READ Foundation for providing quality education in Pakistan. For this purpose a significant review of on hand literature was passed out. On the basis of deeper and critical investigation into the literature, the study found that the READ Foundation truly contributed with the admirable system of accountability with equal opportunities to all. Having good quality assessment system, non political interference, and quality curriculum and teachers motivation for achieving quality oriented goals.

Keywords: READ Foundation, education development, quality education, quality assessment

INTRODUCTION

Education is a vital process of the development of any society. It is considered one of the main pillars of a society (Adams, 1998). Education is the foundation of overall developments in the world. It is an established fact that in the world only those nations have made progress and development which have a sound education system (Ball, 1990). Education is process of creating awareness among the people about life and its challenges in the world. It helps to generate ideas and creativity. Thus educationally sound nations play leadership role in the world (American Federation of Teachers, 2000). Education is the most important developmental tool and requires special attention by the government and non-government sectors alike for growth and development. This fact is evident from the statistics of developed and under-developed countries as all poor countries have low literacy rates. Pakistan is also among the list of developing countries where education has never been given preferable part of society. This lack of focus is created by government; therefore private sector has emerged to cater the need of quality education over the past few years. However, private sector education providers have mostly concentrated on profits and they presented education as a business tool, thus leaving behind millions of Pakistani children to attend low quality private and government schools or remain out of school. READ Foundation is one of not-for-profit civil society organization working since 1994 for quality education in rural areas of Pakistan. It is duly registered organization with the Government of Pakistan and is one of the top-rated NGOs certified by the Pakistan Centre for Philanthropy for good practices in financial management, governance and Programme delivery. Since its independence, Pakistan lagged behind in national development and progress due to weak education system. Pakistan is facing an educational emergency with more than 25 million children unable to avail their constitutional right to a quality of education. One in ten of the world's out-of-school children are Pakistanis they need special attention for providing quality education. Realizing this problem, READ Foundation initiates a school system to



serve the marginalized communities by delivering quality education.

Starting its operations with one teacher and only 25 children, READ Foundation has grown into one of the largest indigenous educational organization of Pakistan. Today, READ Foundation is running a cohesive network of 344 educational institutions with over 92,000 children enrolled. These include Primary, Middle and High schools as well as colleges. The school level employs over 4800 teachers and many more in different level. READ Foundation is only the organization who provides free & quality education to very high number of 7,192 orphan students in Pakistan. It provides them with tuition fee, clothing and shoes, textbooks, stationery and knapsack including pocket money and gifts during special festivals. By establishing boarding schools of primary, secondary and higher secondary education near to their homes, READ Foundation enables them to pursue a bright future instead of turning into child laborers. In doing so, the Foundation is guided by the provisions and principles of the Convention on the Rights of the Child. READ Foundation has grown to become one of the largest education systems in Pakistan in the not-for-profit sector and the largest education provider in Azad Jammu & Kashmir areas.

READ Foundation vision is to strengthening nation for positive change though quality educaiton. READ Foundation working with the mission of helping society through quality-oriented, value-based and purposeful education and capacity building. To achieve this mission READ's schools are built through self-sustainable basis. A very low tution fee is charged from students, whereas deserving students are given financial aid by the Foundation. Through READ's orphan education programme no fees are charged from orphan children, who are also provided with education supplies for the whole year by the Foundation. Through school opening, campus building and school enhancement programmes, the Foundation builds quality education centers for communities in accessible means which do not otherwise have access to quality education.

Because of over 25 million children are out of school READ Foundation has developed a model of school system that has the ability to provide access to a wider group of underprivileged children in a country. READ starts their schools after proper need assessment and taking communities on board. Initially school opens with 25 children, one teacher and a room provided by the community itself. The organization does not provide running costs of its schools and all its schools are running on self sustainable model. However, it provides support to its schools for growth and development as they increase access for the children. It provides teacher trainings, science laboratories, libraries and furniture for the growing needs of school whereas it also provide sponsorship for the poor orphans who attend these schools. Sustainable schools running on their own resources and receiving support for their development as per need has proved to be most successful model of private schooling with charitable aims. It is the success of this organization that at present READ Foundation contributes about 35% in the enrolment of private schools in the Azad Jammu & Kashmir and overall in Pakistan.

QUALITY EDUCATION

The US Department of Education (2002) defines the quality of education by its fulfillment of the national educational goals and objectives. These objectives may broadly be classified into three categories:

- Social Excellence
- National
- Excellence
- Academic
- Excellence

INDICATORS OF QUALITY EDUCATION

Quality indicators can be specified into three classes: educational inputs, educational outputs, and educational processes. Inputs contain financial procedures, physical procedures, and manpower procedures associated with the resources that are provided for students at each educational level. Financial procedures are generally summarized by educational expenditures per student. Physical procedures include the age, condition, and comprehensiveness of such facilities as classrooms, laboratories, and libraries and the provision and use of international materials and equipment. Manpower or human resource procedures include the number of personnel of different types, often expressed as ratios in relation to student numbers at each level. They also include background information about these personnel such as educational qualifications, experience, and perhaps knowledge competencies and attitudes (Murnane, 1987).

Educational outputs refer to the consequences of the educational process as reflected in measures such as the levels of knowledge, skills and values acquired by students while educational processes refer to all processes from curriculum development to final assessment including admission, teaching and learning. These quality indicators are difficult to measure. There are different approaches to deal with this problem. Harvey and Green (1993) identify five different approaches in measuring quality in higher education. These include the definition of quality:

- In term of the exceptional (higher standards)
- In terms of consistency (zero defects and getting it right the first time)
- As fitness for purpose (meeting stated purposes)
- As value for money and
- As transformative (transformation of the participant)

However, it is imperative that quality should be initially defined before specific mechanisms are identified. One of the most difficult problems in quality management and in assessing quality is how to strike a balance between external evaluators and internal evaluators. The current situation enjoys the benefit of nearly four decades of thinking in this regard, including the various conflicting approaches about whether attention should be given only to the output or whether both the inputs and the through output should be taken into consideration. The current thinking appears to favor a distinction between Quality Audit and Quality Assessment (Harvey & Green, 1993).

1. Quality Audit: The main features of quality audit procedures are:

They operate at the institutional, rather than course/program level. They are concerned with processes, procedures and their operations. They are not concerned with any assessment or evaluation of the objectives or with the appropriateness of the outcomes.

2. Quality Assessment: Quality assessment is the responsibility of the funding agencies. The aim is to assess the social relevance of the institution's programs and the worth of its products in terms of societal goal. Quality in education is a multidimensional concept, which includes all the related functions and activities that form part of the academic life in this system. Therefore, any framework for the assessment of quality should take into account the quality of students, teachers, infrastructure, student support services, curricula, assessment and learning resources.

A number of factors, such as internationalization, marketing, proliferation, competition, expansion of



quality education and greater accountability have brought the concern of quality of education to the forefront of national debate. Given below are some of the main indicators of quality education:

1. Quality of Staff and Faculty

a. Faculty Development: Focuses on the knowledge, skills, sensitivities and techniques of faculty members, rather than on the courses they teach.

b. Organizational Development: Seeks to change the structure, policies and organizational environment in which instruction takes place.

c. Instructional Development: Focuses on the systematic design, development, implementation and evaluation of instructional materials, lessons, courses and curricula.

d. Teacher training programs: These include

- i) Pre-service training programs
- ii) In-service training
- iii) Seminars, conferences and workshops

2. Quality of Students

The quality of the students contains the raw material of higher education, which requires special attention to their problems of access in the light of criteria related to merit (abilities and motivation); proactive policies for the benefit of the disadvantaged.

3. Quality of Curricula

The quality of curricula calls for: special care in the definition of objectives of training provided in relation to the requirements of the world of work and the needs of society; an adaptation of teaching methods to make students more active and to develop an enterprising spirit; an expansion of, and greater flexibility in, training facilities so as to make full use of IT and networking of curricula, students and teachers.

4. Quality of Infrastructure

The quality of infrastructure, internal and external environment:

5. Quality of Management and Governance

The quality of the management of the institution as a co-ordinate and coherent whole, interacting with its environment, it being impossible for institutions of higher education to exist as isolated enclaves. Rapid growth of knowledge useful to management will demand a higher quality of managers. The functions of the management are (Massey, 1992):

- | | | | | | |
|--------------------|---------------|-------------|-------------|----------------|------------------|
| a. Decision-making | b. Organizing | c. Staffing | d. Planning | e. Controlling | f. Communicating |
|--------------------|---------------|-------------|-------------|----------------|------------------|

6. Quality of Accountability

The quality of higher education is closely dependent on systemic evaluation and regulation. This entails inculcating a culture of evaluation within the institution, i.e. a concern to set up systems for the gathering of relevant, valid, reliable data to enable those with a role to play in this respect to take the necessary decisions to improve activities and outcomes.

**WHAT IS QUALITY ASSURANCE?**

Ellis (1993) defines quality assurance as a process whereby a consumer or other interested party is made confident that standard will be maintained. Carley and Waldron (1984) defined it as planned, deliberate activities instigated and carried out with the intent and purpose of maintaining and improving the quality of learning for participants. A more inclusive definition is provided by Harvey & Green (1993), who refer it as "those mechanisms and procedures designed to reassure various 'stakeholders' in higher education that institutions accord a high priority to implementing policies designed to maintain and enhance institutional effectiveness". Therefore, it is a combination of several principles (e.g., setting of quality objectives, planning activities to meet these objectives) and philosophies that promote commitment and motivation. Frazer (1992) in his critique of quality control argues that the overall quality of a university is dependent on all aspects of the university's activities.

QUALITY ASSURANCE APPROACHES

These include:

i. External Approaches

It is frequently stated that an institution's internal committees of faculty are kept on track through the guidance of external review committees (Dow, 1992). External review committees can be formed by a group of institutions and their faculties (Fincher, 1991). To Frazer (1992) the first stage of external review "must be a document reporting the self-evaluation", but further visits should be for the purpose of meeting with both small and large groups at the institution. However, quality assurance might be achieved within an individual program in a university as a process of internal review.

ii. Internal Approaches

L'Ecuyer (1993) mentioned that "quality assurance is first and foremost up to the institutions themselves. Central agencies are not there to do the institution's job, but to ensure that they do it properly and, if necessary, more satisfactorily". According to Becher (1992), it has a positive effect on faculty involvement, interest, and teaching effectiveness.

iii. Outcome Assessment

It is the assessment of institution as well as of students.

The above three components are clearly evident in most quality assurance systems. These three components must be part of an integrated approach to the quality of teaching and programs offered at an institution.

CRITICAL REVIEW OF LITERATURE

Pakistan is one of eight countries worldwide that spend less than 2% of GDP on education. Public spending on education, a vital input for improvement in access and quality, is mere 1.5% of GDP. Female literacy is 45% against male literacy rate of 69%. On average 32%, 40.5% and 67.7% of rural girls aged 5- 10, 10-14 and 15-19 respectively are out of school. Less than half of students are rarely complete primary school. The quality of education in the government institutions has deteriorated considerably. Standards of private sector schools are only better than other, but these are too expensive to reach to the normal population. Poorer parents preferred religious institutions which offer free food and boarding to their students. Today, around 25 million children in Pakistan not reach to their constitutional right to have



an education up to the age of 16. Average literacy rate is only 57% in the country. Inadequate access to the schools, low attendance and poorly trained teachers as well as weak supervision creates this pity situation. Pakistan is a disaster affected country and it has been continuously hit by major disasters in the past 10 years. As a result of an earthquake on October 8, 2005, the estimate of school-age children and youth who perished in both AJK and NWFP was over 17,000. Most of the victims were between 4 and 16 years old children's, i.e. primary and secondary school students. Thousands of children have been wounded, made orphans or both—and almost all were traumatized. The earthquake damaged lives of many teachers as well. More than 10,000 schools were destroyed or damaged beyond repair in the affected region. More than 955,000 children of school age were affected by the earthquake. Recent floods in 2010 and 2011 also caused serious damages to the education infrastructure of Pakistan. The developing country like Pakistan have always demanded an emphasis on education sector from state and non-state actors. There is no doubt that education is a key to solve many important issues confronting any society and it should be top rated priority for countries like Pakistan. READ Foundation is a not-for-profit civil society organization that started its operations with one teacher and only 25 children in the year 1994. The organization was formed with the mission of helping society through quality-oriented, value-based and purposeful education and capacity building. It is steadily translating its slogans into action by providing equal opportunities of a quality education to every child. It has now grown up as one of the largest indigenous educational organization of Pakistan, with an enrolment of 92,000+ children in its 344 schools with 4800 teachers. Working in partnership with parents, communities, and local and international organizations, READ Foundation provides easy access to high-quality, cost-effective and sustainable quality education programmes with an emphasis on gender parity. Quality education is supported through teacher training, improvement of the buildings and facilities, and development of locally relevant and appropriate materials. In doing this, READ Foundation is guided by the provisions and principles of the Convention on the Rights of the Child. The Foundation struggles to upgrade its existing schools in most remote areas of Kashmir so that quality of education may improve and these schools provide access to many underprivileged children in vulnerable communities.

Quick Facts and Figures

READ Foundation is committed to change the lives of its students and their communities by providing them equal access to quality education. READ Foundation is one of the leading not-for-profit organizations in Pakistan working in the field of education and literacy. READ seeks to engage the most pressing problem of Pakistan, i.e. an education emergency and it has already built a network of 344 education institutions, making it one of the largest education systems in the not-for-profit sector. READ affects the lives of over 92,000 students and their families in which 43% students are female and 12% of total students enrollment in AJK and 30% of total students enrollment in private school of AJK. READ employees 4800 teachers and education administrators currently working in its schools, organization having 55% of overall teaching staff, in which 75% of staff is female. There is 03 boarding schools for underprivileged girls and 8500 orphan are getting sponsorships furthermore 20,000 boys and girls graduated from READ's schools till the time in which 6000 orphans have graduated from these schools and 3000 orphan students get subsistence family support. 500+ graduates of read schools pursuing higher education.

STATEMENT OF THE PROBLEM

The problems of quality education in Pakistan are very old from the beginning of the country when the newly independent state inherited an already defined system of education. This system was not enough to



cater the needs of communities and was badly discriminated. The system could not be reformed according to the needs and social genre of the people (Sheikh and Rasool, 1998). Due to this situation Pakistan still present the lowest literacy rate in the world even after 69 years of its existence. Pakistan is still facing an education emergency with 25 million children not being able to avail their constitutional right to a quality and equality in education. This study attempts to analyze the role of Read Foundation in quality education of Pakistan. In order to provide access to a quality education for all school-age children, especially demoralized, destitute and orphans without discrimination against any color, creed, gender, group or class, READ Foundation claimed that they primarily involved in providing quality education to underprivileged and orphan children of Pakistan. READ Foundation seeks to alleviate this situation by building and enhancing schools and facilities, educating children from marginalized communities, increasing focus on girls' education and improving education quality by capacity building and training of teachers. READ Foundation also has a dedicated programme for responding to emergency situations in response of natural disasters, while focusing on children and their education in the disaster situation. This study tries to explore the real contribution of READ Foundation for MDG's by providing quality education in Pakistan.

ANALYSIS OF THE ROLE OF READ FOUNDATION IN QUALITY EDUCATION

1. Comprehensive Strategy for Quality Education

READ Foundation follows a comprehensive strategy to open new schools and then maintaining quality of education. READ Foundation has a Department of Education that generally takes the following steps into consideration while opening a new school in an area:

- The field staff is responsible conducts baseline survey to select a village, where a school is needed to be open.
- Local communities are interviewed to assess and cater their needs and are also involved in the entire process.
- Schools are opened with one teacher, 25 students and a rented room. Gradual promotion of schools, from primary to secondary levels, takes place as per schools' need.
- Initially, READ Foundation is responsible to provide the basic needs of schools, such as furniture, black/white board, etc.
- All schools are established on self-sustainable basis and their running expenses are met locally through tuition fees.
- Read Foundation provide science laboratories, computer labs, and additional furniture either at the time of upgrading the school or if they cannot afford the additional expenditure.
- The average number of students per class ranges 25-30 to ensure good quality.
- Teachers are trained through round-the-year training workshops.
- An elaborate system of monitoring and evaluation, to ensure the quality of education, is in place.

2. Maintaining Quality Education

In order to provide and retain quality of education the organization particularly focuses on the following:

- **Low Cost or Free Education:**

READ Foundation orphan children are exempted from fee even organization provides them support including uniform, books and stationery. Schools charge nominal fee from other children to meet its expenditure. To maintain quality of education, READ Foundation conducts regular teacher training workshops for which schools do not pay. Similarly, READ Foundation also helps the schools in improvement of their infrastructure through support for providing them facilities like furniture, science lab and computer laboratories.



- **Environment Friendly Facilities and Holistic Learning:**

READ Foundation helps schools to provide an enabling environment to nourishing the natural talents, aptitudes and abilities of all students for a lifelong learning and education through innovative curriculum and teaching methodologies, standardized teachers training, professional and vocational skills advancement and a holistic human development. READ believes that learning becomes easy when the environment is enable. For this purpose, READ focuses on the improvement of physical and social environment of schools from internal and outside. Internal environment is improved through the provision of better services and facilities at classroom and school level, teacher training and extracurricular activities, whereas to improve the external environment, that may have an impact on school functions, the Principal of school keeps close liaison with the communities, government's education department and civil society organizations. In that way, READ Foundation constantly works with the communities to not only improve the learning environment at its schools but to raise awareness about the necessity of education as a key development tool.

- **Monitoring and Evaluation:**

For the strong monitoring and evaluation and expansion of schools different sectors of schools are working and especial department, Centers for Training and Coordination (CTC) are working. These centers act as a local facilitator and monitor of the schools and also a bridge between the Department of Education and schools. Each CTC has a manager, orphan worker and auditor.

3. School Development Components

Once school is up and running, READ Foundation continuously strives to maintain their sustainability while increasing capacity and access. In that way school remains committed to achieve the following:

- **Orphan Sponsorship**

READ Foundation's primary focus is the provision of education for underprivileged children in a bid to empower them for a better and brighter future. READ encourages its schools to identify and enroll orphan children at schools and to meet their educational expenditure arranges sponsorships from individual donors. Currently in 344 schools 8000 orphans are getting quality education absolutely free whereas a greater number has already benefited from this scheme.

- **Teacher Training**

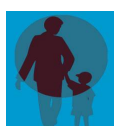
Teachers is prime responsible for child development and training. Research indicates that teacher quality, and supportive school organization and management, significantly influence school improvement and eventually pupil learning. READ Foundation never loses focus of this important pillar and organizes regular teacher training programmes to make them well versed with the contemporary teaching practices. Department of Education with the help of CTC at regional level provides opportunities for the training of all new and old teachers as per their level and needs. During the past few years many events of teacher training were held at the central level whereas internal trainers developed and improved training manuals.

- **School Enhancement**

As explained a new school starts with one teacher, 25 children and a rented building. School enhancement is a process through which schools improve from basic level to primary, secondary and higher secondary levels. However due to limitation of resources schools cannot afford the cost for enhancement. READ Foundation helps school get new furniture, improve water and sanitation facilities, train teachers, establish science, computer laboratories and libraries. This investment not only improves school's standard and quality of education but opens doors for new students.

- **School Building**

The concept of a school remains incomplete without a proper building. READ Foundation puts special emphasis on construction of purpose-built schools. This programme of building campuses helps children receive education and care they need on a continued basis in a safe and supportive environment. School



campuses all around the world are a special focus of educationists, in order to make them compete with modern requirements of education. READ Foundation's Department of Construction is well versed with these requirements and has acquired years of experience in designing and delivering such campuses. So far, the organization has been able to provide purpose-built conventional and pre-engineered campuses for more than 40,000 children in 150 schools.

4. Financial Details

Every READ Foundation school is self sustainable. READ’s Department of Education interacts with a school through its regional CTC. Schools provide annual budget forecast and financial feedback on a prescribed format for the review and record of the department. Below are the costs associated with different components:

| S# | School Level | Estimated Cost |
|----|-------------------------|-----------------------|
| 1 | Primary School Building | \$150,000 |
| 2 | High School Building | \$250,000 |
| 3 | Orphan Sponsorship | \$600/annum |
| 4 | Teacher Training | \$1,000 / 30 teachers |
| 5 | Water Supply | \$800 |
| 6 | Toilets/Sanitation | \$1,500 |

Table 1: Source: READ Foundation Head Office Islamabad Pakistan

5. Read Foundation Statistics as of Sep. 2015

| S.# | Region | Schools | | | | | Total Students | | | Orphans | | | Teachers | | | Non-teaching Staff | | | Average | |
|--------------|---------------------|-----------|------------|-----------|-----------|----------|----------------|--------------|--------------|--------------|-------------|-------------|-------------|-------------|-------------|--------------------|------------|------------|------------|--------------|
| | | P | M | H | C | DC | Total | M | F | Total | M | F | Total | M | F | Total | | | | |
| 1 | Bagh | 10 | 25 | 24 | 3 | 0 | 62 | 9814 | 8388 | 18202 | 876 | 890 | 1766 | 269 | 667 | 936 | 45 | 6 | 51 | 28.53 |
| 2 | Bhimber | 26 | 18 | 9 | 8 | 2 | 63 | 9474 | 8589 | 18063 | 676 | 635 | 1311 | 318 | 660 | 978 | 104 | 35 | 139 | 31.91 |
| 3 | Kotli | 7 | 41 | 11 | 7 | 1 | 67 | 9053 | 7996 | 17049 | 694 | 706 | 1400 | 368 | 505 | 873 | 49 | 16 | 65 | 26.15 |
| 4 | Muzaffarabad | 34 | 31 | 14 | 7 | 0 | 86 | 11119 | 8731 | 19850 | 1350 | 1157 | 2507 | 371 | 680 | 1051 | 92 | 42 | 134 | 27.30 |
| 5 | Gilgit, Baltistan | 0 | 8 | 1 | 1 | 0 | 10 | 2228 | 1055 | 3283 | 220 | 71 | 291 | 68 | 76 | 144 | 21 | 6 | 27 | 32.50 |
| 6 | Mirpur | 4 | 9 | 5 | 1 | 0 | 19 | 2673 | 2148 | 4821 | 130 | 101 | 231 | 72 | 213 | 285 | 31 | 14 | 45 | 25.78 |
| 7 | Circle North-Murree | 1 | 2 | 1 | 0 | 0 | 4 | 772 | 589 | 1361 | 60 | 56 | 116 | 24 | 58 | 82 | 21 | 5 | 26 | 34.90 |
| 8 | Poonch | 4 | 14 | 13 | 2 | 0 | 33 | 5137 | 4128 | 9265 | 452 | 448 | 900 | 116 | 347 | 463 | 53 | 15 | 68 | 31.41 |
| Total | | 86 | 148 | 78 | 29 | 3 | 344 | 50270 | 41624 | 91894 | 4458 | 4064 | 8522 | 1606 | 3206 | 4812 | 416 | 139 | 555 | 28.67 |

Table 2 P: Primary, M: Middle, H: High, C: College, DC: Degree College

Source: READ Foundation Head Office Islamabad Pakistan

OBJECTIVES OF THE STUDY

The general purpose of the research is find out the back ground and objectives of READ Foundation, role of READ Foundation in imparting quality education in Pakistan and the importance of this organizations in promoting education to contribute MDG’s. Specifically this study would evaluate how much READ Foundation succeeded in achieving the goal in imparting quality education and increasing the literacy rate and to see the impact of READ Foundation in civil society by providing equal access to quality education for all school-age children, especially demoralized, destitute and orphans without discrimination.



RESEARCH METHODOLOGY

For this research study researcher tries to investigate the role of READ Foundation in quality improvement in Pakistan. For this purpose, a vast literature was critically examined. Public and private institutes visited in comparison to READ Foundation's developed institutions and general findings were calculated in term of quality standards. In terms of data, secondary data have been used. For this collection, data has been searched from READ Foundation Head Office, Regional Offices, survey reports, annual performance reports, personal visits and web sources also been used and other relevant departments data used who working for quality education in Country. The main numeric findings collected form READ Foundation Head Office Islamabad Pakistan. On the basis of deep study of collected data the findings and conclusion developed and final recommendations have been presented below.

FINDINGS AND CONCLUSIONS

Education has never been Pakistan's strong point. As part of his program to overhaul Pakistan's institutions in the 1970s, Zulifkar Ali Bhutto nationalized private educational institutions, many of which were gifts by philanthropists. The government then wasted little time in quickly dissolving these schools into nothingness. The resulting mediocrity soon gave way to apathy, a phenomenon further compounded by the "quota system." This obstacle in the way of an equitable merit-based system exists even today. The result of these measures is the travesty that passes for education in Pakistan. There are basically three kinds of schools: the elite private institutions that cater to the upper class; the government-run schools serving the lower echelons of the population and the Madrassah, the religious school. Private schools have become a necessity for contemporary Pakistani society since the government has failed to provide quality education for its population. A majority of parents, even those from lower income brackets, send their children to private schools so they can receive an education that will enable them to be competitive. Also, most Pakistanis want their children to learn English. Private schools offer all instruction in English while government schools offer instruction in either Urdu or the local provincial language. Here we need the system which fulfills community needs with the limited financial resources and equal access to all school age learners.

The question of READ's contribution of quality in education is directly related to the quality of teachers, students and the infrastructure provided to them by the educational institutions. It is observe that the level of competence of teachers, curricula and the standards of student intake are the major contributing factors in the deteriorating quality of education in READ's Schools. In Pakistan, quality of education is deteriorating both in the public and the private sectors. This study highlighted some of the key factors that directly relate to READ's quality enhancement. The study revealed that both public and private sector have strengths and weaknesses. The study find out that READ Foundation is top-performing school systems recognize that having improved outcomes with advance instructions which providing equal, economical and easy access to quality education for all school age children without any discrimination. The system having friendly environment and enough advanced educational facilities which present enabling environment for all learners through innovative curriculum and teaching methodologies with support of quailed and trained staff and strong management. READ promote community involvement through interaction to endorse educational awareness and to ensure participatory monitoring to recognizes their rights and responsibilities.



READ Foundation is steadily moving towards more improvement where needed but there is a dire need of implementing national and international quality control standards.

RECOMMENDATIONS

The Organization has always been very concerned about curriculum and teaching methodology. The quality of education nevertheless depends just as much on the smooth day-to-day operation of the education system at all levels, and primarily at the level of the school itself. Researcher is therefore exploring other means that could have a considerable impact on the improvement of school achievement including, among others, the provision of textbooks and teaching materials, the use of information for daily management, the training of head teachers in the techniques of educational and administrative management, and the development of measuring instruments making it possible to more progress.

Education is human right with universe power to reform. There is no higher priority, no mission more important than the education for all. Educationist concluded that the process or stuff who eventually better as compared to others and give some positive response is called quality of education. From the collected data, general observation and conclusion the researcher come with the falling suggestions that will hopefully helpful for future betterment:

1. Teaching is the profession of work with full attention, vision and capabilities to build the new generation. So, teachers should be academically highly qualified and trained to improve the quality of education.
2. Political interference needs to be completely eradicated especially at the school level. For this purpose rules and policies need to be implemented efficiently and monitored effectively.
3. Investment in the quality of education necessarily calls for the development of educational research and of measuring instruments in particular. So, to improve the quality in education there is dire need to improve the monitoring system in education sector.
4. Examination system needs to be improved and made effective as per international standards.
5. Curriculum needs to be revisited, evaluated and revised keeping in view the needs of the child and the demands of the current age.
6. Teachers are needed to be encouraged through financial and other social benefits. The financial support to primary schools needs to be increased. Resources of teaching and learning need to be increased at the primary level.
7. Medium of instruction in the schools is needed to be improved. Teachers could be trained in the languages especially in English and Urdu.
8. A priority in many initiatives to improve the quality and efficiency of education is the increased use of information in policy formulation and planning. A considerable amount of attention and resources should be devoted to the design and implementation of Education Information Systems as a means of providing decision-makers with more accurate, relevant, and timely information.
9. In order to improve the more quality in education, number of teachers per schools needs to be increased and to train effectively on continuous basis.
10. It is observed that the Law of Teaching Service should be established that teachers must be evaluated based on professional teaching standards at least once in every years and if deficiencies are identified, support would be provided, in order to achieve required quality in education. Evaluations should include multi-faced evidence of teacher practice, student learning and professional contributions.
11. To enhance the capacity of the system to work effectively tough system of accountability need to be introduced.



12. The role of the Principals of a school is of prime importance. Each school is an enterprise whose director must manage available resources in the best possible way, seeing to the organization of teaching in the school, the distribution of pupils, teachers and premises, timetable management, and so on. Training in educational and administrative management should become a key element in improving school achievement.
13. The research findings identify and synthesize that research and development practices are very important to improve quality in education. READ's also needs to improve this sector.
14. Foundation education system should be supported financially by government special budgetary allocations because they are also contributing for MDG's achievement.

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