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## EDUCATION POLICIES IN POST-18TH AMENDMENT PAKISTAN: FEDERAL-PROVINCIAL DYNAMICS AND CHALLENGES

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### ABSTRACT

The 18th Constitutional Amendment separated education control from the national government and gave it to state authorities across Pakistan. This investigation explores how the power shift between national and state authorities influences education policy together with its administration problems. The education policies of each province have improved thanks to the reform but cooperation among states and budget fairness remain difficult to achieve. This research uses policy evaluation tools to reveal how official monitoring plus established rules plus enhanced provincial abilities will help fix current issues. The study shows that both provincial governance and national support are needed to let local areas design better education changes while keeping the country's education targets on track. The research recommends better ways for national and regional governments to collaborate in order to create a stronger Pakistani education system.

**Keywords:** Education policy, 18th Amendment, federal-provincial relations, decentralization, governance, policy challenges, Pakistan.

### 3.1 Introduction

Pakistan made a major change in education management through the 18th Amendment which transferred main education control to provincial governments. The 18th Amendment broke down federal and provincial authority patterns to make possible new ways for local governments to create their own education plans. After introducing 18th Amendment the provinces faced major issues with human resource

training while developing consistent rules across their regions. During the time before the 18th Amendment education administration remained under federal control as the government made and enforced all education policies. The amendment shifted major education authority to provinces because of the national goal to shift power to local governments (Ullah 2024). Following limited autonomy for provinces showed us different parts of Pakistan had unequal ability to manage education structures well. Gaps in government control and unequal funding ways combined with weak administrative systems created significant problems for education (Osman and Subhani 2016). This research examines governance changes to understand their results and addresses their following needs. The shift of power from federal to provincial governments shaped how states and the national government interact. Provincial authorities demonstrate their ability to develop and deliver educational programs. The systemic challenges and opportunities in the post-amendment era. This study helps us find better ways to run education governance and work toward equal opportunities while helping Pakistan develop its education system.

### **3.1.1 Significance of the 18th Amendment in Reshaping Governance in Pakistan**

In 2010 Pakistan updated its national laws through the 18th Amendment that transferred a large amount of government power from the federal to provincial authorities. This important change in government administration allowed provinces to control their education systems by deciding how to use their resources. Through the amendment Pakistan removed 17 subject areas including education from the Concurrent Legislative List and transferred them to provincial control. The provinces used their new authority to create local education policies based on important regional requirements (Rana 2020). The amendment handed both educational governance and management to provinces to ensure more equal development especially in Sindh and Balochistan according to Khan et al. (2022). While devolution showed positive path ahead it revealed provincial weaknesses that need federal support and training to achieve fair results (Nosheen & Anwar, 2023). By adding the 18th Amendment, Pakistan changed its national governance model and proved the need for regional authorities to make local policy. Its usefulness depends on successful management of both provincial partnerships and funding inequalities while operating after the amendment took effect.

### **3.1.2 Impact on the Education Sector**

After the 18th Amendment took effect the government of Pakistan gave most education sector control to the provincial authorities. The move aimed to let provinces decide local needs while causing new problems in policy execution and resources

handling. Each province established its own education plans according to regional requirements because they now control education decisions (Ullah 2024). According to Osman and Subhani (2016), Punjab employed its autonomy well yet Balochistan struggled due to low financial and administrative capabilities. Having no national guidelines for education made provinces establish schools differently throughout their territories (Rana 2020). Despite efforts to decentralize education control from the 18th Amendment the results vary throughout different regions because states require better federal-state coordination and public education training.

### **3.1.3 Objectives and Research Questions**

This section describes what the research will accomplish and what questions it will answer by studying the federal-provincial relationship and challenges to educational policy implementation after the 18th Amendment.

#### **Objectives:**

1. Our research tests how much power the 18th Amendment has given to provincial governments in running their education system.
2. The study analyzes what problems provinces experience when following new education policy decisions.
3. The study will test if different government levels can work together to enforce national teacher qualification standards.

#### **Research Questions:**

1. The 18th Amendment made changes to how Pakistan controls education statewide.
2. Provinces experience what obstacles when they carry out state education rules.
3. Governments have worked together effectively to protect education standards throughout different provinces.

These questions help us review the amendment's results and recommend better ways to control education at both provincial and national levels.

### **3.2 Theoretical Framework**

The research framework for studying education policies after Pakistan's 18th Amendment uses models of governance decentralization along with federalism methods and equal governmental rights to understand the system changes. This system analyzes how provincial independence and education governance shape

educational results to explain the complex educational reforms after 18th Amendment. With 18th Amendment implementation the American government moved more authority away from federal control to run locally. According to Osma and Subhani (2016), local governance helps governments respond better to local needs but needs capacity-building programs to prevent high disparity between areas. This theory examines how provincial governments must depend on federal support to obtain required funds and organizational systems. Each province needs the financial help and policy advice provided by federal institutions especially the HEC to govern its universities effectively (Ullah, 2024). The framework checks if education decentralization resulted in equal access for students across provinces. Research proves that education results differ across provinces with wealthier areas achieving better than lesser-developed regions (Rana, 2020). Our analysis studies how decentralized government systems perform by examining the connection between regional policies their local development needs and province relationships. The research evaluates how new education systems affected learning results after the 18th Amendment.

### **3.3 Historical Context**

The past education policies in Pakistan have formed a solid base to understand why new education challenges developed in the period following the 18th Amendment. The past education system under British rule plus governance changes formed the present state of education in Pakistan. Under British administration the education system favored an elitist approach that separates students based on social status and these disparities remain evident today according to Yasmin et al. (2023). The standard school programs operated alongside ancient religious and traditional teaching systems that faced dominance from foreign education methods (Tahir, 2022). Pakistan attempted during its first years of independence to create education programs based on national identity and selected social and political targets. These policies faced problems because they did not stay the same and failed to set up proper ways to put them into action (Osman & Subhani, 2016). Education policy management stayed in federal control before the introduction of the 18th Amendment. The organization faced problems because it failed to solve state-local educational differences according to Hafeez's study in 2021. Local education control moved from the national government to provinces under this legal change. Despite these changes some areas of Pakistani education system experienced difficulties with allocating resources managing policies alongside limited staff numbers (Ullah, 2024). The historical background shows Pakistan education governance faced difficulties and needs revisions to achieve fair and open education under current provincial leadership.

### **3.3.1 Education Governance in Pakistan before the 18th Amendment**

Education governance in Pakistan ran through the federal government under the 18th Amendment. This centralized system drew complaints for not providing proper education to Pakistani provinces even while trying to keep teaching plans standard. The federal Ministry of Education dictated all education decisions letting provinces and regions only limited authority to adapt policies and reforms (Osman & Subhani, 2016). The provinces cannot make education decisions specific to their economic and social conditions since the government controls their power to govern and rule (Ullah 2024). Under national controls the government wanted to make all schools teach the same but this failed to solve differences between very poor and wealthy regions when it comes to education (Rana, 2020). Balochistan and rural Sindh faced specific learning problems that this national control system could not handle effectively.

### **3.3.2 Key Changes Introduced by the 18th Amendment**

Under the 18th Amendment of 2010 the Pakistani government delegated strong educational powers from national control to local provincial leaders. Legislators designed this reform to enable provincial governments to improve education policies and overcome state control problems. Education now falls completely under each provincial government control as the 18th Amendment ended its shared state-province legislative power (Khan et al. 2022). Under new provincial authority programs started to allocate money create curricula and run teacher training programs directly to fix education differences in different areas (Nosheen & Anwar, 2023). The initiative strove to empower regional schools and organizations when facing education problems particularly in rural areas (Hafeez 2021). The rule changes showed how much each province needed to expand its education system administration skills. Different state and federal government departments worked without unified rules to establish education standards and teaching methods (Rana, 2020).

### **3.4 Federal-Provincial Dynamics**

The relationship between federal and provincial governments in new Pakistan shows how hard it is to combine state power with local independence. The education transition after 18th Amendment between federal and provincial authorities demonstrated major challenges and possibilities in how they manage the education system. Despite devolution the Higher Education Commission preserves control because it manages curriculum standards across all institutions and sets national higher education regulations. Provincial leaders in Pakistan struggle to work well with the HEC because this system gives both parties authority yet also lets them control each other (Ullah, 2024). The Council of Common Interests exists as an organization to

resolve disputes between federal and provincial authorities while working towards uniform policy standards. Though the institution exists it does not have enough authority to make its goals happen effectively (Faiz 2023). Sindh province deals with continuous struggles between the federal government regarding how resources should be shared and what powers each level of government holds according to Rana (2020). The 7th NFC Award ensured that provinces gained financial independence which helped fix their funding problems. Despite this change the unequal distribution of resources between levels of government worsened conflicts between the federal and provincial authorities (Khan 2018). Each provincial government including Khyber Pakhtunkhwa and Balochistan manages its educational system differently based on its own success in using newly acquired powers. Despite these challenges the provincial governments need more resources and better management systems to follow state directives (Nosheen & Anwar, 2023). Improved governance demands joint efforts between national and provincial authorities to further education goals. A successful Pakistan education system depends on better communication methods between levels of government plus joint resource usage and professional training programs.

#### **3.4.1 Role of the Federal Government Post-Amendment**

After the 18th Amendment the government of Pakistan adopted a new important standing in the nation's education system. The Higher Education Commission works with national authority to keep education decisions connected throughout provinces across Pakistan. The HEC leads the initiative to control higher education standards by giving research funding and granting educational approvals. The law's purpose to distribute authority between state governments and federal power does not prevent the federal authorities from steering higher education policies and practices (Ullah, 2024). The Council of Common Interests uses its power to help provinces and the government agree on education policies and stop administrative disagreements. Despite its existence the CCI platform shows reduced success because of its built-in weak points (Faiz, 2023). The national government works with worldwide donors and educational groups to bring in cash and cooperation that supports education especially in provinces that need help (Osman & Subhani, 2016).

#### **3.4.2 Provincial Initiatives and Their Alignment with Federal Objectives**

Provincial education leadership has grown but this development must stay consistent with the national education goals. The educational systems in Punjab and Sindh province set local educational standards that match with nationwide standards as documented by Nosheen & Anwar (2023). Provincial governments enhanced public schools by installing new facilities and teaching specialists through their education

budget. Different provincial resources led to varying effectiveness between regions (Khan 2018). Khyber Pakhtunkhwa leads educational improvement with digital education platforms and early childhood programs. National unity remains hard to achieve because there is no comprehensive system that all provinces can follow according to Rana (2020). Disjointed provincial learning standards make education less reliable and unequal throughout all education systems in the country. Federal and state leaders should work better together to set up a system that combines all provincial education designs with national standards.

### **3.5 Key Challenges**

Since the 18th Amendment became effective in Pakistan the provinces received major power to run their own education systems. The current governance changes have created numerous problems that weaken education plans and equal access to all students across Pakistan. Provincial authorities face unequal funding distribution that restricts their education reforms ability due to autonomy given under the 18th Amendment. Provinces like Punjab know have quality infrastructure yet Balochistan and Sindh endure resource and skill difficulties (Rana 2020). Provinces cannot handle their new responsibilities because they need both educational experts and basic organizational support. The situation became clear in how different officials created educational plans and watched for results (Osman and Subhani 2016). The nation lacks a strong federal system for maintaining uniform education standards which leads provinces to make different teaching plans and delivers unequal school results (Ullah, 2024). Provincial and federal leaders have trouble working together to create unified education programs because of their poor teaming system. The problem gets worse when multiple provinces need to work together because they lack unified guidelines for student movement between regions and standard-setting for higher education (Hafeez, 2021). Political changes and government processing delays damage education management because national policy changes interrupt planning strategies (Shah & Haq, 2023).

#### **3.5.1 Policy Inconsistencies Across Provinces**

After passing the 18th Amendment provincial governments took charge of education which caused provinces to make different educational policies. Each province developed different education plans which made it hard to build a united national education system. Provincial governments created their own curriculum options but this practice keeps learning from matching across all Pakistan education systems (Osman & Subhani, 2016). Punjab promotes effective reforms yet Balochistan and Sindh continue to face problem with limited resources according to Rana 2020 study.

The Pakistani government needs better tools to watch over education policies at the province level which makes national education programs harder to manage (Ullah 2024).

### **3.5.2 Funding Disparities and Resource Allocation**

Despite the province autonomy goals of the 18th Amendment regional education problems remain due to poor distribution of funds and resources. Punjab gets more state funds because it is rich while Balochistan suffers from small funding amounts (Khan 2018). For several provinces financial autonomy fell short because they needed significant federal funding to pay for local education requirements (Faiz, 2023). Harsh blues for school infrastructure development forces provinces to work harder in schools that lack basic facilities mainly in rural areas (Hafeez 2021).

### **3.5.3 Issues in Monitoring and Evaluation Mechanisms**

Effective measurements of education performance results suffer because provinces do not have adequate systems for tracking how well their education policies work. Provincial education departments experience inefficient operations because they do not have enough evaluation systems to track their educational programs (Nosheen & Anwar, 2023). Provincial education evaluation needs reliable data collection systems to make effective policies and Ullah (2024) documents this challenge. The government struggle to enforce accountability standards at provincial and federal offices makes education management hard to monitor across the country (Rana, 2020).

### **3.6 Opportunities and Policy Solutions**

The 18th Amendment of Pakistan's system provides both problems and chances for the management of education. To resolve these problems we need new ways of doing things and should focus on using the chances offered by decentralization. Provinces may now build education programs that match their specific social and economic situations giving local communities better solutions (Osman & Subhani, 2016). By decentralizing power provinces now have room to develop their teacher training programs and make better curriculums per Hafeez (2021). Each province can find overseas partners to help with education development and infrastructure needs (Ullah, 2024). Digital education platforms connect students with better learning resources especially in rural areas where accessibility problems exist (Shah & Haq, 2023). CCI should strengthen its powers to connect provincial policies with national priorities and promote cross-state effective methods sharing (Faiz, 2023). The balancing act required will let provinces use their ideas while keeping national standards working in every subject. Setting fair education finance limits through the National Finance Commission awards delivers essential equitable national progress (Khan, 2018). Education data

collection and measurement processes need to reach their full potential to confirm the effectiveness of provincial education strategies (Rana, 2020).

### **3.6.1 Leveraging Digital Tools for Federal-Provincial Collaboration**

Modern technology enables federal and provincial government officials in Pakistan to work better together when improving education services. Technology-based upgrades in administrative work and policy execution help governments run better at every stage of decision-making and information sharing. Digital platforms like e-governance systems help education departments at both federal and provincial levels to exchange information instantly according to Kashif & Saeed (2019). Technology integration into monitoring systems produces real-time evidence that shows policy success and failure in all educational districts (Hafeez, 2021). Digital Governance Frameworks let educational institutions use common learning management systems (LMS) to bring together all their data reporting and evaluation work (Nosheen & Anwar, 2023).

### **3.6.2 Frameworks for Standardizing Education Quality Across Provinces**

A combined system must exist to enhance educational quality without violating provincial decision powers. Quality frameworks at the national level work better than provincial differences in educational standards. Governments at national level should create education standards that all states must follow to help maintain educational quality (Osman & Subhani, 2016). Performance evaluation methods that work the same way in every province let students compare their results (Kashif & Saeed, 2019). Establishing specialized training paths will enable provincial staff and teachers to put standardized teaching methods into action (Charania et al. 2023).

### **3.6.3 Role of Federal Oversight in Ensuring Equity**

The national government needs to control the educational system to balance school performance among different provinces and create equal learning outcomes. The national government works with provincial agencies to distribute money fairly by giving more resources to Balochistan and Sindh which have limited funding according to Rana (2020). The national government through the HEC establishes regulations that serve both national interests and promote inclusive enrollment guidelines (Ullah, 2024). The Council of Common Interests maintains platform status to help federal and provincial governments work together and solve their conflicts (Faiz, 2023).

## **3.7 Conclusion**

Since the 18th Amendment introduced new governance rules Pakistan has given provincial government's extensive power over education administration. The share of education power between states now and the central government creates education

system challenges such as differences in funding methods and policies that work against one another. Pakistan must resolve policy differences between provinces to afford its decentralized education system its full potential. Every province faces different financial and administrative problems that slow down education sector growth (Khan 2018). Weak federal monitoring controls how education standards stay equal across the nation (Ullah 2024). Each province in Pakistan receives education policy authority to design education changes that benefit their communities according to Nosheen and Anwar (2023). Enhancing the Council of Common Interests's role can connect provincial systems better to establish national educational policies (Faiz, 2023). Create federal organizations that monitor and standardize curriculum content teachers' education and quality learning for all provinces (Osman and Subhani 2016). The National Finance Commission (NFC) needs to receive new rules that spread out resources properly and benefit Balochistan and Sindh according to Khan (2018). Build Better Provincial Staff: Put funds into learning opportunities for government staff to work better at education policy creation and quality control (Hafeez 2021). Strengthen the CCI platform to help federal and provincial governments work together towards national objectives according to Faiz (2023).

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