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Navigating Excellence: Exploring Education Systems of Singapore & Republic of South Korea; Insights for Pakistan's Educational Landscape

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ABSTRACT

This concept paper aims to study the education systems of Singapore & Republic of Korea (ROK) focusing on the factors that have led to the phenomenal success of these countries in the field of education. Using a comparative framework, the study highlights cultural values, government policies, and systemic structures that have shaped the educational landscapes of these nations. This study maintains that the culture, ideals, government policies and work ethics of the people of these two countries have led to their current esteemed status among the comity of the nations in the field of education. Pakistan's education system faces significant challenges, including low investment in education, weak governance, and inadequate teacher training as well as inconsistent and inefficient policy implementation. This paper provides strategic recommendations for Pakistan, drawing on the successful policies of Singapore and Republic of South Korea to improve its education system. The paper highlights the importance of adapting Pakistan's education system to meet the needs and demands of changing times in accordance with global trends and most importantly prioritizing education for human capital development and creating a workforce that is ready to tackle the challenges in an increasingly competitive world.

Introduction

Pakistan, Republic of Korea (ROK), and Singapore share a colonial past. They gained independence around the same time. At the time of independences there was a dire situation which

necessitating the establishment of their systems from scratch. Singapore and Republic of Korea are considered highly developed countries in every field. A robust education system that has cultivated highly skilled workforces has contributed to the success of both countries and has positioned them among the world's most dynamic economies. A look at the education performance of Singapore and shows that their students have excelled in international education assessments, reflected in their strong performance in the Programme for International Student Assessment (PISA). Singapore consistently ranks high in PISA, securing the top position in 2022, while Republic of South Korea holds the fifth position. In contrast, Pakistan lags behind in almost every respect. In contrast Pakistan lags behind in almost every field. There is a significant gap between the demand for skilled workers and the available workforce, as noted by the International Labour Organisation (2020), despite having a large and rapidly expanding labor force. A comparison of the basic statistics of the three countries regarding education paints a dismal picture (Table 1 & 2).

Table 1

A Statistical Overview

	Population	**GDP ($)**	**Income Per Capita ($)**	**Education Expenditure (% of GDP)**	**Literacy Rate**
Pakistan	23.58 million	376.53 bn	1, 596.7	1.7%	63%
Korea	5.17million	1,670 bn	32,254.6	4.3%	99%
Singapore	5.92 million	466.79 bn	82,807.6	2.4%	97.13%

Sources: *https://data.worldbank.org/*
https://www.oecd.org/
http://data.uis.unesco.org/index.aspx?queryid=3813

Table 2

Enrolment rates

	Primary	**Lower Secondary**	**Upper secondary**	**Tertiary**
Pakistan	73%	72.43%	50.68	12.22%
Korea	98.55%	98.92%	96.85	98.45%
Singapore	99.4%	99.5%	98.60	91.09

Source: http://data.uis.unesco.org/index.aspx?queryid=3813

While literature exists on the factors contributing to the success of the education systems of both Singapore as well as ROK individually, and the problems plaguing Pakistan's education system are well documented a comprehensive analysis of the education systems of both Singapore & ROK in one paper could offer valuable insights for the improvement of the education system of Pakistan .

Conceptual Framework

Conceptual Framework functions as a navigational tool for investigating a researched phenomenon, representing the researcher's viewpoint on the research problem (Adom et al., 2018). In Comparative Education Research, a spectrum of frameworks, ranging from theoretical to

descriptive studies, is found (Bradburn & Gilford, 1990). This study adopts a structural framework, as elucidated by Tan (2011), which is intricately connected to the political and cultural dynamics inherent in educational policymaking. Despite the contrasting educational governance models of ROK and Singapore (characterized by centralized systems) and Pakistan (marked by a decentralized approach), the selected framework remains pertinent due to the historical influence of centralization on the present educational system. The study employed George Bereday's Comparative method as it analyses education systems in the context of socio-political state of affairs (Wojniak, 2018). A methodical and inclusive comparison of diverse facets of education, spanning from historical backgrounds to distinctive features of the educational systems of Republic of South Korea & Singapore, has been conducted. The overarching objective is to uncover key structural elements contributing to the success of the education systems in Singapore and ROK, thereby providing valuable insights for Pakistani policymakers operating in the realm of education.

Research Objectives

This concept paper aims to;

1. Analyze education systems of Singapore and Republic of South Korea.
2. Recommend concrete measures for improvement of Pakistan's education system.

Methodology

The paper used available literature to study the education systems of ROK and Singapore. The relevant statistical data was obtained from the official websites of the respective countries as well as from the websites of the World Bank, UNESCO, OECD and ILO. Comparative analysis was conducted to evaluate key indicators, including literacy rates, education financing, curriculum structures, and teacher training mechanisms.

Findings

Education System Republic of South Korea

With a history dating back to ancient times, The Republic of South Korea deeply influenced by Confucianism, has undergone remarkable socio-economic development since the mid-20th century. The educational history of ROK underwent major changes during Japanese occupation as it was molded to suit their agenda (Dittrich & Neuhaus, 2023). Post-occupation, extensive reforms were carried out that emphasized education's crucial role in societal progress. Republic of South Korea balances traditional customs with cutting-edge advancements and has emerged as a global leader in technology, automotive manufacturing, and entertainment. The remarkable economic success of ROK in the past four decades is widely acknowledged, with the key factor being the government's significant investment in developing its human resources, notably through vocational education and training to ensure a skilled workforce. The aftermath of the Korean War of 1950, which led to the division of Korean peninsula into two parts on both sides of the DMZ, prompted Republic of South Korea to prioritize education for national recovery, investing in infrastructure and teacher training. Today, their education system, overseen by the Ministry of Education, reflects a historical commitment to learning and adapts to global demands. Ranked 19th globally in 2022 (Education Rankings by Country 2023), a literacy rate of 97.13% , with 70% of individuals aged 24 to 35 pursuing higher education, ROK embodies high academic performance.

Aim of Education and Curriculum

The guiding principle of South Korean society and official education motto is *Hongik Ingan*, (*to benefit the human world*). At the societal level, it instills a collective desire to establish an ideal nation and serve as a source of inspiration and knowledge for humanity (Jin Moon, 2017). Educational aims to assist individuals in perfecting their character, developing independence, acquiring democratic qualifications, and actively participating in constructing a democratic state while contributing to the prosperity of humankind (Mlachake, 2016). The national curriculum for public schools, revised every 5-10 years, covers nine primary subjects. Encouraging students to attend local universities, the system ensures equal educational opportunities from early life through initiatives like the government-funded *Nuri Curriculum* for early childhood education. English instruction begins in the third grade. The curriculum aims to enhance basic abilities, language proficiency, civic morality, collaborative spirit, arithmetic skills, scientific observation abilities, and understanding of a healthy life.

Education Financing

According to World Bank (2020), Republic of South Korea dedicates 4.8% of its GDP to education consistently which exhibits a steadfast governmental commitment. In 2020, 72.6% of local education budgets came from the central government, supplemented by 17.3% from local taxes. This significant backing strengthens local education finances, ensuring equal access to high-quality education.

Levels of Education & Enrollment Rates

Republic of South Korea employs a 6-3-3-4 educational system for universal access (Bux Jumani et al., 2020). High enrollment rates are a norm across all levels of education. Higher education is mostly private. Vocational education, following "*Job First, University Later*," begins in upper secondary, attracting 25% of middle school graduates. Special education, mandatory from kindergarten to high school, integrates 72.1% of students with disabilities into regular classes. Higher education accessibility for high school graduates is evident in a 91.09% tertiary enrollment rate in 2019-2020, primarily in private institutions (2020 Education in Korea). National scholarship aim to enhance accessibility.

Teachers in Republic of South Korea

In the OECD's ranking, ROK secured the fourth position for teacher respect, with China, Greece, and Turkey in the top three (Rosson, 2022). After the Korean War in the 1950s, the country invested in education for national recovery, focusing on infrastructure and teacher training. The success of the current education system is evident in ongoing initiatives to enhance teachers' digital proficiency. The Ministry of Education established Future Education Centers in higher education institutions. These centers, inaugurated in 2000 with a 3.3 billion won allocation, equip pre-service teachers with online education infrastructure, including virtual labs and content-production workshops. Annual teacher evaluations by the Ministry of Education aim to build trust in the education system, incorporating performance and teaching profession assessments (2020 Education in Korea). Since 2012, a mentor-teacher program supports new teachers, allowing experienced educators over 15 years to mentor with reduced teaching hours and subsidized research activities.

Education Planning, Management & Quality Assurance

Ministry of Education (MOE) oversees education planning, management, and quality assurance. Local school boards act as quality assurance agencies. Government initiatives focus on increasing public accountability and fostering greater parental involvement. The country ensures accountability through annual school inspections and performance bonuses for top performing schools (Bux Jumani et al., 2020). This framework promotes public reporting of school evaluations and teacher assessments, providing incentives like designations, study opportunities, and performance bonuses to boost accountability. The Korean University Accreditation Institute (KUAI), established in 2009, conducts voluntary accreditation since 2011 to uphold quality in Higher Education Institutions (National Information Center ROK, 2020).

Assessment

Korean education relies on rigorous exams at every level. The ninth-grade exam determines trajectories, while the 12th-grade assessment guides university admission, particularly in fields like medicine. The National Assessment of Educational Achievement (NAEA) conducts annual tests for school improvement and policymaking (Bux Jumani et al., 2020). It leads to the classification of students into four achievement levels—advanced, proficient, basic, and below-basic—based on their scores in subjects such as Korean language, social studies, mathematics, science, and English. In addition to test scores, survey questionnaires are administered to gather information on educational contextual variables related to school, teacher, and student background. This comprehensive approach provides a holistic understanding of the factors influencing student achievement. The transition of NAEA from a sample-based to a census-based assessment in 2009 underscores its role in ensuring the quality of education and holding schools and provincial education offices accountable. Beyond its initial purpose of education quality monitoring, the NAEA has expanded its scope to include diagnosing and improving individual student achievement levels, supporting the overall school education system, and influencing the development of new curriculums. Ongoing efforts involve strengthening teaching and learning support policies for underprivileged students, with expert groups actively engaged in research to inform policy directions and enhance government initiatives aimed at supporting schools (Ra et al., 2019b). Republic of South Korea, committed to education, demonstrates student excellence in global assessments.

ICT: Transition to AI Education

In 2020, the Ministry of Education introduced AI to curricula. Since January 2023, the Ministry of Education promotes digital-based reform, emphasizing AI in public education. The "*Digital-based Education Innovation Plan*" outlines policies for AI digital textbooks and human-AI collaboration, prioritizing lead teachers with AI support and aiming for 300 Digital Leadership Schools by 2023. The ministry's commitment is evident in the "*AI Digital Textbook Promotion Plan*" and "*AI Digital Textbook Development Guidelines*" launched in 2023. Initiatives like the *Green Plan 2030* address digital device accessibility for lower-income students (Kaleci & Cihangir, 2019).

Education: Distinctive Features

Republic of South Korea proactively addresses 4th industrial revolution challenges through education policies like the Free Semester Program (FSP) and the SMART Initiative, aligning with industrial needs (Jeong, 2020). The Green Smart Future School Project invests 18.5 trillion won to transform 2,835 buildings into eco-friendly, smart structures, aiming to generate jobs and reduce

greenhouse gas emissions ("Education GPS - OECD," 2023). South Korea's "*education fever*" emphasizes academic achievement, led by cultural values and competitive college exams, driving ongoing reforms for a balanced approach (Park, 2009). Several innovative policies like Government's employment support, a five-year rotation cycle for teachers to ensure diverse experiences, and a point-based system for academic and professional development experiences ensure a regular influx of new staff, exposing teachers to varied educational settings, fostering both positive and challenging experiences (Bux Jumani et al., 2020). The highly competitive landscape has, however, led to mushroom growth of cram schools (*Hagwons).* They offer crucial academic support, English proficiency, and enrichment but their role in promoting education competitiveness allied with stress is a subject of on- going debate (Dittrich & Neuhaus, 2023). Another unique feature is the "Korean Paradox" which refers to dissatisfaction of parents with teachers in spite of commendable performance in the education sector (Kim, 2009).

Education System of Singapore

Singapore's history traces its evolution from a fishing village to a major trading post under the Srīvijaya Empire, with the name "Singapura" (Kennard et al., 2023). In the 19th century, Sir Stamford Raffles played a key role in establishing it as a British trading station. Occupied briefly by Japan during World War II, it gained self-government in 1959 and sovereignty in 1965 after a brief union with Malaysia (C. Tan, 2011). Singapore rapidly transformed into a prosperous nation, with a highly-educated population and a diverse, advanced economy. Its success is linked to a strategic emphasis on human resource development, prioritizing education and health to enhance the value and productivity of the labor force. Situated at the Strait of Malacca, Singapore's prosperity is further boosted by its strategic location as the largest port in Southeast Asia, serving as a key maritime route connecting the Indian Ocean to the South China Sea (Kennard et al., 2023). The city has remained a trading hub for centuries.

Education Philosophy

Singapore's educational philosophy, grounded in Realism-Pragmatism, combines realist and pragmatic approaches (K. Tan et al., 2008). The realist aspect is seen in the goal of preparing students for a knowledge-based economy to enhance Singapore's competitiveness. From self-government in 1959 to the mid-1990s, realist methods dominated the education system. The pragmatic approach is evident in innovative policies like the Thinking Schools, Learning Vision initiative launched in 1997, aiming to compete globally (K. Tan et al., 2008). These policies shifted the focus to teaching strategies that foster innovative thinking and problem-solving, ensuring Singapore's sustained vibrancy and future success.

Evolution of Education System

With a current literacy rate of 97.13% (World Bank), Singapore attributes its academic success to a well-managed education system, qualified teachers, and resilient students (Tan et al., 2016). The evolution of Singapore's education system can be traced through three key phases since 1965. The *'survival-driven'* phase focused on producing skilled workers for industrialization, evolving to technical education. The *'efficiency-driven'* phase in the late 1970s optimized the system, addressing issues like high dropout rates and bilingual challenges through reforms. The *'ability-driven'* phase, starting in 1997, emphasizes creative thinking and reducing exam emphasis under the 'Thinking Schools, Learning Nation' vision (Tan, 2011).

Curriculum

Singapore's curriculum philosophy centers on achieving Desired Outcomes of Education, preparing students for a future with a strong national identity and global competencies. It aims to empower students for fulfilling lives, community contribution, and pursuit of passions. Focusing on character, mind, and body development, it nurtures values, knowledge, skills, and social interactions. The philosophy places every student at the core, emphasizing holistic education, values, and character development. Recognizing diverse learning needs, it creates caring and safe environments, promoting individual and collaborative learning. Integrating technology and community resources, the philosophy fosters personalized and enriched learning experiences. Emphasizing thinking skills and self-directed learning through purposeful assessment, Singapore's curriculum philosophy aligns with core beliefs in education.

Levels of Education

Singapore's education system comprises primary, secondary, pre-tertiary (including Junior Colleges, Polytechnics), and tertiary education at universities. Primary education, starting at seven, has foundational and orientation stages, with the PSLE determining secondary school placement. Secondary education offers three tracks leading to the Singapore-Cambridge GCE O' Level. Pre-tertiary education involves GCE 'O' Level results determining eligibility for junior colleges or Millennia Institute, leading to the GCE 'A' Level. Polytechnics and the Institute of Technical Education offer alternative pathways. Tertiary education allows students to pursue degrees at universities post pre-university education. Polytechnics provide industry-oriented three-year diploma courses, and the Institute of Technical Education offers two-year courses focusing on practical skills (Singapore - NCEE, 2023). Universities admit students post GCE "A" Level or polytechnic diplomas, offering undergraduate and postgraduate education. Polytechnic graduates can further their education, including overseas universities in Australia, New Zealand, and the United Kingdom

Education Financing

According to the World Bank, Singapore allocated 2.8 % of its GDP to education in the FY 2022. The Ministry of Education (MOE) directly funds schools based on student enrollment, with additional grants like the Opportunity Fund benefiting low-income and ethnic minority students. While the government determines the extra funding for each school, schools have flexibility in its utilization. Financial Assistance Schemes, including assistance for school supplies and activities, support students from low-income families. Since 1970, the MOE's Education Fund collects citizen contributions, providing scholarships, textbooks, meals, and uniforms, ensuring support for all students, particularly those from low-income families who may not qualify for financial assistance (Singapore - NCEE, 2023). This comprehensive approach underscores the government's commitment to ensuring no student is left behind due to financial constraints.

Teachers and Teaching Practices

Singapore adopts the "Singapore Teaching Practice" framework, aligning with the student-centric educational philosophy (*Our Teachers*, 2023). This approach tailors Pedagogical Practices to local nuances, supported by comprehensive Knowledge Bases, providing valuable insights for teachers on subject matter, objectives, theories, research about students and learning, and teaching methodologies. High-performing school systems like Singapore excel in teacher selection, effective training and development, and supportive systems to ensure exceptional instruction (Tan

et al., 2016). These factors collectively elevate the overall quality and performance of the education system. Singapore offers diverse opportunities for teachers to enhance subject matter and pedagogical content knowledge. Programs like the *Singapore Instructional Mentoring Programme, Teacher Work Attachment Programme,* and *Outstanding Educator-in-Residence Programme* address specific needs (*Our Teachers*, 2023). Teacher-led learning communities, conferences, and opportunities for allied educators and administrative staff further contribute to skill development.

Education Planning, Management and Quality Assurance

Singapore's education system, centralized under the Ministry of Education (MOE), operates state schools from primary to pre-university levels. Pre-school education is encouraged for children aged 4 to 6, focusing on literacy, numeracy, and bilingualism. The MOE emphasizes quality pre-school education for holistic development through curriculum resources, MOE Kindergartens, and a voluntary accreditation framework introduced in 2011. Compulsory primary education involves six years, culminating in the Primary School Leaving Examination (PSLE). Special needs children attend Special Education (SPED) schools, while others progress to secondary schools based on PSLE results. Post-secondary options include pre-university education, vocational institutions, or specialized arts institutions. Singapore has five publicly-funded universities, with a 26% cohort participation rate(Tan et al., 2016). The MOE supports pre-schools and schools with resources, grants, and innovation funding, ensuring a comprehensive and inclusive educational landscape.

Assessment and Evaluation

Singapore's education emphasizes holistic development, moving away from rote memorization to nurture critical thinking, innovation, creativity, and other competencies. Alternative assessments, such as project work and Science Practical Assessment, align with these goals. Coursework, including areas like Design and Technology, contributes to secondary-level grades. Primary Education Review and Implementation (PERI) recommendations introduce 'bite-sized assessments,' replacing exams for primary 1 and 2 students. Similarly, Secondary Education Review and Implementation (SERI) emphasizes life skills, values, and character, supplementing traditional tests with formative and authentic assessments (Tan et al., 2016).

ICT in the Education System

ICT resources significantly shape Singapore's education, evolving since the 1980s from administrative tasks to embedding technology-related skills. Strategic alignment with economic goals continued through Master Plans in 2002 and 2008, emphasizing resource integration, self-controlled learning, and school autonomy (Kaleci & Cihangir, 2019). This evolution includes tailored learning environments, student product development, and a focus on values education and 21st-century skills. ICT seamlessly integrates into various subjects, emphasizing preparation for the digital era. Competency frameworks like SFEd and Digital Literacy enhance skills, with initiatives such as *Green Plan 2030* ensuring accessibility and connectivity.

Singapore Education: Distinctive Features

The unique features of Singapore's education system include a shift towards *diverse school types* and programs, moving away from a rigid structure. Integrated Programs, specialized schools, and holistic student development are emphasized. The curriculum promotes customized and interdisciplinary study, offering students more choices, including subjects like Economics and

Computer Studies. The role of teachers has transformed into facilitators of creative and student-centered activities under the *"Teach Less, Learn More"* initiative, encouraging engaging teaching methods and fostering critical thinking (K. Tan et al., 2008). Additionally, Singapore ensures a *safety net for students* through Edusave accounts, financial aid for low-income families, and support services like social work for at-risk students. Initiatives like "Innovation and Enterprise" (I & E), "Teach Less, Learn More" (TLLM), and Curriculum 2015 (C2015) are transforming education towards thinking schools. They prioritize higher-order thinking skills over rote memorization, promoting innovation, effective learning, and a comprehensive understanding of subjects (Koh et al., 2012). These approaches aim to prepare students for the challenges of the modern world by fostering critical thinking, adaptability, and a genuine passion for learning.

Insights for Pakistan's Educational Landscape

The education systems of Republic of South Korea and Singapore exhibit distinct structures and characteristics, both reflecting a strong emphasis on education. In ROK , a highly competitive environment prevails, emphasizing academic achievement and culminating in standardized national curriculum and high-stakes college entrance exams. Similarly, Singapore places a priority on education, emphasizing bilingualism, critical thinking, and problem-solving skills. The incorporation of streaming and a meritocratic system in Singapore underscores the commitment to fostering a well-rounded and academically successful student body. Despite the differences in approach, both countries demonstrate a clear prioritization of education as evident from the above analysis. There a number of lessons that can be derived from the above analysis. However, given Pakistan's economic condition, adapting the educational experiences of ROK and Singapore should be done strategically to address the specific needs and challenges faced by Pakistan. Following are some recommendations:

1. Vocational Education: Learning from experience of ROK, Pakistan can focus on a vibrant vocational education that can provide skilled manpower for the domestic labour market as well as for exporting skilled labour force. The infrastructure is in place but the quality of education needs to be improved.

2. Government Investment: The government expenditure on education at all levels has to increase and the available resources need to be judiciously spent. Learning from Singapore, Pakistan can invest a greater share in ICT integration, R&D as well as CPD.

3. Digital Proficiency for Teachers: Pakistan needs to produce well qualified teachers . it is imperative to invest in teacher training programs with a specific focus on enhancing digital proficiency. Collaboration with higher education institutions to establish *Future Education Centers for pre-service teacher training in digital skills,* could prove beneficial.

4. **Teacher Induction And Training**: Pakistan needs to implementing effective mechanisms for teacher selection, emphasizing comprehensive training and development, and establishing supportive systems to ensure that every student benefits optimally from quality instruction.

5. Innovative Policies for the 4th Industrial Revolution: The call of the hour is to develop policies and initiatives to address challenges posed by the 4th industrial revolution, aligning with Pakistan's educational and economic landscape. Introducing programs similar to the Free Semester Program and the SMART Initiative to promote innovation in education might light the way forward.

6. Holistic Education Philosophy: Adopting Singapore's holistic education philosophy, emphasizing character development and values can give us citizens who are forward looking and competent. Implementing programs that nurture not only academic excellence but also social and emotional well-being will produce well-rounded individuals who could take the country forward.

7. Financial Assistance Programs: Pakistan is a resource strapped country but it has a thriving private sector. Considering Pakistan's economic conditions public-private partnerships can be explored to fund initiatives like the Education Fund to support deserving students.

8. Integrated Use of Technology: In order to integrate technology into education, a phased approach could be adopted considering the economic constraints. Collaboration with international organizations for technology assistance and exploring cost-effective solutions might be of assistance in this regard.

9. Tailored Assessment Strategies: The assessment strategies need to be revised, moving away from excessive reliance on standardized testing. It is recommended that alternative assessment methods may be initiated that foster critical thinking and creativity.

10. Community Engagement: Greater community engagement in education through partnerships and initiatives that involve parents and local communities is required so that the whole society takes ownership of educating the citizens. Collaboration between schools and communities maybe encouraged to create a supportive learning environment.

11. **Meritocracy:** Singapore and Republic of South Korea's success in education stems from their commitment to meritocracy, where students are rewarded based on performance. Both nations prioritize teacher quality through rigorous training and competitive incentives. Additionally, their emphasis on comprehensive education, including character development and extracurricular activities, contributes to well-rounded individuals. Pakistan can benefit by adopting these principles to address its skills gap and enhance overall education quality.

Conclusion

Comparative analysis of the educational frameworks in Republic of South Korea and Singapore offers valuable insights for Pakistan's educational landscape. The examination of key factors such as investment in human resources, governmental dedication, teacher training, innovative policies, holistic educational approaches, financial assistance initiatives, inclusive education practices, and technology integration presents a comprehensive perspective for enhancing Pakistan's educational system. However, a successful incorporation of these insights necessitates a phased and context-specific strategy that actively engages stakeholders from diverse fields, including governmental bodies, educational institutions, and local communities. A collaborative approach ensures that the unique needs and challenges of Pakistan's educational environment are addressed effectively.

A fundamental consideration in adopting the experiences of Republic of South Korea and Singapore lies in prioritizing areas that harmonize with Pakistan's economic conditions and align with its long-term development objectives. This strategic prioritization will ensure a tailored and effective assimilation of the successful practices observed in these countries. The overarching lesson gleaned from the experiences of Republic of South Korea and Singapore is the imperative need for taking up education sector reforms on war footings. By acknowledging the dynamic nature of contemporary times, Pakistan must commit to adapting and updating its educational system. This adaptation is essential not only to keep pace with evolving global trends but also to

judiciously leverage the inherent resources bestowed upon the Islamic Republic of Pakistan by Allah Almighty.

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