

Citizenship Education in Pakistan

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Abstract

The purpose of writing this paper is to assess the importance of citizenship education as a part of curriculum. How we can use citizenship education to make young students good citizens. The study is done in Pakistani context with the comparison of countries having well established system of citizenship education, like Canada and UK. Pakistan is a new country and it has inherited many difficult problems from its former rulers, such as illiteracy poverty, disease and social misery. Citizens should not only take interest in the problems of the country, but also participate in solving them. Citizenship education is the most effective way of making people civil so that they can contribute in the development of their country. Citizenship education is necessary for students to become responsible and active citizens of the country. A right approach is needed to establish a strong citizenship education system in Pakistan. The system must include the understanding of updated economic, social and political happenings of the country especially the democratic system. This can encourage students to effectively participate for the right development of their country.

Keywords: Citizenship Education, Curriculum, Democracy

INTRODUCTION

One of the most important Aims of education in a country is to prepare young people to be good citizens. The development of any country lies in the hands of its citizens, which depends on how these citizens contribute their skills, abilities and time for a country's betterment. The problem is that most of the countries including Pakistan do not pay much attention towards the citizenship education, nor use approaches that are appropriate to develop an informed and participatory citizenship system. (Dean,2000; Kerr, McCarthy and Smith 2002; Torney-Purta and Amadeo 1999). Hence Citizenship Education deals with the issue local, national and even global level.

Citizenship education in this regard plays a vital role to teach its young students the required education which enable them to understand and utilize the required knowledge in order to help in the growth and wellbeing of their country. Political, social and economic realities of today, within the states and also between states are leading to an increased emphasis on citizenship education in developed and developing countries to build, understand and secure democracy. It is because the conditions in Pakistan are more favorable for democracy leads us to an increased emphasis on citizenship education for individuals as well as for leaders. There is however, very little work has been done in citizenship education in Pakistan.

Aims of Citizenship Education

Citizenship teaching should aim to:

- Encourage students to learn the knowledge, gain skills and clearly understand to become informed and updated citizens who can effectively participate in the society at local as well as global level.
- Stimulate in students, the sense of responsibility, and make them aware of their rights and duties; develop them to respect for national, ethnic and religious identities;
- Encourage students to play an important role in society by making sure that they can participate in active citizenship, and be helpful in their schools, neighborhood, and communities.

The goals of civic education

All over the world the main goal of citizenship education is taken as preparation of the people for participation towards the development of their country. Unfortunately the meaning is not taken as such in Pakistan. One group believes that the meaning of citizenship education must be taken as the preparation of citizen for contributing in the democratic system of the country, another group believe that goal of the education system generally and of citizenship education isn't only to promote democracy, but producing good, informed, participating and better Muslims. This difference of opinion creates an ambiguity, to how to make educational strategies especially regarding the citizenship education in Pakistan.

Citizenship has four domains

Civil domain: is a way of living keeping in view the common goals held by the people in a society. It reflects core values, the boundaries of governmental decision making and how individuals should act with other individuals in the society. The freedom of speech, freedom of expression, rule of law and the amount of information accessible to the citizens are included in this domain.

Political domain: This domain contains the right to vote and the political involvement of an individual. The Free elections are the main part of the domain. Political rights that is available to the individuals with regards to the politics of the country.

Socio-economic domain: It includes the relation between the society and the individuals. The right of economic well-being, the right of work and the right to safe environment are the areas of this domain.

Cultural domain: This domain concern with the cultural knows how, the cultural diversity and openness to culture. The increased migration and the changes in the culture are the main areas of this domain. The rights of minorities, general human rights and the anthropological dimensions of a culture are also a part of this domain.

Objectives of the Paper

The main objectives of the paper are:

- To review the literature regarding the citizenship education and identify different views regarding the educational system in general and in Pakistan.
- To study the development of citizenship education in Pakistan in comparison to Canada and England.
- To review the contribution of government and educational department in Pakistan for the growth of citizenship education.
- To identify the importance, and role of the citizenship education in Pakistan.
- To identify the relation between the citizenship education and the political problems are being face by Pakistan, with special reference to the election system (vote casting sense).
- To study the impact, present situation and future challenges of the citizenship education in Pakistan.
- Keeping in view the current situation of citizenship education in Pakistan suggesting a way forward.

RESEARCH METHODOLOGY

Literature on citizenship education is reviewed to find the historical development of citizenship education in Pakistan, to make its comparison on work being done in Canada and U.K. the problems of low participation in election by Pakistani people and its consequences are also seen after reviewing the relevant secondary data and literature.

LITERATURE REVIEW

To reach the objectives of the paper literature from around the major countries having well established citizenship education, including Pakistan was undertaken. Starting with the historical development of citizenship education in Pakistan its comparison is done with Canada and U.K. Then the problems and opportunities of Citizenship education have been seen as supported by the literature. Curriculum designed to activate critical thinking in student s can be more beneficial for students (Wringe, 1992, 1998). The government can make better decisions by making students contribute in the process of decision making (Davies, 2002). Citizenship education is one of the best ways to make young students politically and socially active, Riddell (2002, pp. 20/ 23) (DfEE/QCA, 1999, p. 4)

Conceptions of citizenship

It was indicated by the review of literature that citizenship education is a contested and evolving concept (Turner, 1986) Resnick, 1990; Clarke, 1994) firmly argue that citizenship education actually began in Greek times, where all the men use to participate in the decision making process. Today's concept of citizenship education has been influenced by the Greek methods of making their people a part of decision making process (Sears 1997). At present citizenship is considered the most important link between the state and the individuals (Bottery, 20003).

The specialists on citizenship education felt the need of citizenship education to prepare young students who can participate in making their countries a hopeful and a peaceful place to live in.

PAKISTANI CONTEXT

Pakistan is one of the Asian countries, with 180million population. Pakistan is an agricultural country as 67% of its population does farming for living. The GDP of Pakistan is 202 billion US dollars. The economy of

Pakistan is on 27th number in the world, being the 2nd largest economy in South Asia. The purchasing power of Pakistan is on 45th number in the world.

The Political Context

Pakistan was created after the decolonization of the subcontinent and the main demand of the Muslims of the subcontinent was to gain a separate homeland where they can practice the Islamic teachings freely. One of the important decisions to take at its creation was to decide the political set up of the country. Theocracy was also an option but the leaders of that time decided to set up democratic system. Muhammad Ali Jinnah, who was the father of the nation said in his speech on 11th August, 1947:

“We are starting with the fundamental principle that we are all citizens and equal citizens of one state...Now I think we should keep that in front of us as our ideal and you would find in due course of time Hindus would cease to be Hindus and Muslims would cease to be Muslims, not in the religious sense, because that is the personal faith of each individual, but in the political sense as citizens of the state. (Quoted in Rashid, 1985, p. 81)”

So Pakistan became a democratic country and its political set was designed accordingly.

The Social, Economic and Cultural Context

The economic, social, and cultural context of Pakistan must be read to understand the real problems and opportunities for citizenship education. There is a vast diversity in terms of religion, castes, class, language etc. People belonging to different provinces speak different language, wear different cloths, have different priorities and a different life style. The culture of Pakistan is a mixture of Muslim history, subcontinent value system, greatly influenced by the British ruler.

The Educational Context

Education is the constitutional right of all the citizens of Pakistan, yet there is no free or compulsory education in the country. The situation gave rise to two trends in Pakistani education system. First is the private sector education that includes profit and non-profit educational institutions, and second is the madrissas. Both the set up gave rise to two types of entirely different education system in the country, matriculation system of Boards of intermediate and secondary education of Pakistan and the Ordinary and Advanced level of Cambridge.

Most of the students appear in matriculation system of examination form private and public schools. National curriculum development is done by the federal government that includes deciding the text books, text matter and all other policies related to the matriculation system, while the O-levels system of education is being managed by the Cambridge board.

Government schools and colleges conduct Teachers' training and the training is consists of two months to one-year programs. The training has not been affective, due to the low planning, poor management, backdated material, ineffective methods of training and political hiring.

No government of Pakistan paid the required attention towards the education system of the country. The present budget of 2012 gave only Rs47.87 billion. Due to the ignorant nature of all the governments of Pakistan her education system has suffered a great deal quality and quantity wise from last many years. Pakistan is one of the important nations in South Asia. On the education front it is trying to raise its literacy rate of about 60%, which is still very low as compared to China Turkey and other central Asian republics.

In 1947 the literacy rate of Pakistan was 16.1% backed by 10,000 primary schools, 2190 middle schools, 408 high schools and only one university. The high growth in population created a hurdle in the improvement of literacy rate. However according to the PSLM survey 2007-2008 the literacy rate of Pakistan is 59%, which is still questionable as many other researches showed that this figure (59%) is not achieved by Pakistan.

Government has launched many reforms to improve literacy rate in Pakistan which includes the following.

- ❖ National education assessment
- ❖ National textbook policy
- ❖ Teachers' training programs.
- ❖ Technical and vocational education

Number of institutes, teachers and enrolment

INSTITUTION TYPE	NUMBER OF INSTITUTE	TEACHER	ENROLMENT
PRIMARY+ MOSQUE	158378	447890	17043460
MIDDLE	42918	334554	5576010
HIGH	25177	390612	2244147
HIGHER SECONDRY	3332	73273	907704
DEGREE COLLEGES	1371	23676	324988
UNIVERSITIES	128	37536	424271
Total	231289	1307541	26520580

Millennium Development Goals for Education (MDG-2)

MDG requires ensuring the primary education for all the boys and girls equally for Pakistani youth.

Universal education

In order to meet MDG goals Pakistani government is promising to provide universal primary level, while by 2015 education to all the individuals.

Infrastructure

According to EMIS database in public sector, one in 40 schools has no building, one in 5 has no electricity or water, one in 4 has no furniture and one in 7 has no toilets. So far as the vacancies are concerned 355952 sanctioned posts, 15% are vacant.

Gander Gaps

In Pakistan female literacy gap is still there. It is 305 in rural areas and 14% in urban areas.

Drop out ratio.

The drop out ration in Pakistan is 39% at primary level.

GDP Percentage for Education

Pakistan is spending 2.42% of its GDP for education, which is very low as compared to other countries. Pakistan is a country with 160 million of population. 39 million are school going children aging from 5-14 years, out of which 20 million of age between 5-9years and 19 million of ages of 10-14 (Federal Bureau of Statistics, 2005a). 20 million children of 5-9.8 million are not enrolled in school. Out of 12 million enrolled 50% are dropped out before they reach class 5. Of the 19 million children between the ages of 10-14, 16 million are enrolled in secondary school (Federal Bureau of Statistics, 2011b). The teaching system is such that the teacher has to make students learn the text books by heart with or without understanding. The rote system is also supported by the examination system of the country, as the students have to write whatever they have learnt on a paper. School graduates are good at "parrotting" but the implementation power is zero. Every education policy every text book written on education in Pakistan shows the decreasing quality and lack of relevance of education. Pakistani society, observing that it does not prepare students well for higher education, employability or citizenship (Dean, 2000, 2005; Hayes, 1987; Hoodbhoy, 1998; Ministry of Education, 1998; Saigol, 1994; Warwick & Reimers, 1995).

CURRENT SCENARIO OF CITIZENSHIP EDUCATION IN PAKISTAN:

In Pakistan citizenship education has not been made the essential part of curriculum. The subject is not compulsory at any educational level. In fact it starts at intermediate stage as an optional subject. The subject is offered in two languages, i.e. Urdu and English as a medium of teaching.

The curriculum system is also divided into two systems, private and public. There is a huge gap between the two systems, methods of teaching and in all other manners. Though the private schools make their own curriculum yet they have to follow the government curriculum in order to cope up with the examination system of the Pakistan.

A touch of citizenship education can be seen in the social studies syllabus, but most of the part consists of history and geography. Social value and norms like family system is taught through these books but they highly lack the content about the real citizenship education. What is missing as compulsory components in the curriculum are citizenship education, aiming at the teaching of a civic sense, the knowledge of the rights and responsibilities of a citizen, the role of a citizen in the development of a society, especially the concept of global citizenship optional courses such as 'Civics' and 'Political Science' are taught at higher levels of education.

At college level all private and public colleges have curriculum set by the government which is

evaluated through a standard examination system of the government.

At university level private as well as public sectors, there is not a specialized department for citizenship education. The subject is taught as an optional subject in social sciences, gender studies etc. So we can say that in Pakistan there is no attention towards the citizenship education, its policies and its implementation.

CITIZENSHIP EDUCATION AND ELECTION SYSTEM IN PAKISTAN

Pakistan is a democratic country, yet most of the population does not know the process of elections and democracy. The problems arising due to non-citizenship education are low vote casting, high crime rate and no constitution know how by the population. The brief statistics of the vote casting percentage in all the election held in Pakistan since its creation are as follows (Pakistan Election High Commission).

1977 Elections				
Population size	Registered vote	Total votes	Registered Voters	Spoilt Ballots
105409000	46194417	19902706	43.1%	1.5%

1990 Elections				
Population size	Registered vote	Total votes	Registered Voters	Spoilt Ballots
112049000	47065330	21395476	45.5%	1.1 %

1993 Elections				
Population size	Registered vote	Total votes	Registered Voters	Spoilt Ballots
122802000	55000000	22550000	41%	1%

1997 Elections				
Population size	Registered vote	Total votes	Registered Voters	Spoilt Ballots
137649330	54189534	19058131	35.2%	2.3%

2002 Elections				
Population size	Registered vote	Total votes	Registered Voters	Spoilt Ballots
147,663,429	71358040	29829463	41.8%	2.6%

2008 Elections				
Population size	Registered vote	Total votes	Registered Voters	Spoilt Ballots
178479000	79934801	35610001	45%	2.7 %

CITIZENSHIP EDUCATION IN CANADA

Canada is one of the countries with a very well-established system of citizenship education from more than hundred years. The system is well embedded in the education system, that almost all of its rules and regulation about teaching, supporting, material and the evaluation are set and known to all institutions. The development of citizenship education in Canada can be divided into four historical periods.

First period

The first period is considered to be the time between 1890 and 1920s. The idea of citizenship education was coined in Canada in this period. The main attention was given to the general education system of the country. The nation state building was the main purpose of the educational policies of this time.

Second period

The second period is from 1920s to 1950s. In this period the education was non-political. The emphasis was to serve the community and social responsibility toward the society. After the World War 2, the economic and political activities were boosted in the country. It gave rise to the need of citizenship education to cope up with the rapid change in the society. The democracy and the citizenship education were needed in the country to create the awareness about the political, economic and social issues.

After the World War 2 many immigrants also moved to Canada that gave rise to the diversity in the country. People belonging to different religious, social and cultural values were became a part of Canada. The need of citizenship education became extremely essential to keep the country with one vision keeping the diversity of multiple cultures and backgrounds. The government and the other institutions played very important role in the development of an education system to cater all these problems. During this period the Canadian educational strategies were successful enough to bring the different communities like French, and Manitoba

communities to formulate a single vision of being Canadian.

Third period

This period is from 1960 to 1980s. During this period the educationists of Canada were in fear that the Canadian students know very little about their country. In this period the emphasis was given to make students understand the value of knowing about their country. The syllabus was modified in such a way that it must include the knowledge like, what is Canada, its historical background, how it developed into a modern state and what are its economic, political and social strengths and weaknesses. Canadian studies movement played a vital role in this period to make Canadian know what Canada is. The multiculturalism was accepted keeping the vision of the country. It is during this period that Toronto grew into one of the big cities of the world, with multicultural, diversified people participating for the economic, political and social betterment of the country. Federal policy for v was developed in this era, having the vision of rule of law, freedom of speech and the equal participation for all in the positive change of the country. A new home was made for people belonging to diversified backgrounds (Troper, 2001).

Fourth period

The forth and the present period is from 1090s till 2012. This is also called the modern era of education where e-leaning and other forms of education have been introduced by many countries including Canada. Canadian education policies were developed to prepare students for the competitions, entrepreneurship etc. the main agenda of the modern citizenship education in Canada is to not only give education, but to make good and well informed citizens, who can contribute in the development of their country. The main goal of citizenship education is to make students contribute in the economic, political and social decision making of the country. All the schools in Canada are reassigned to a new economic, political and social agenda. Democracy and election system has been given real importance in the citizenship education policies. A strong link has been created between the economic institutions and the educational institution to give a practical approach to the studies. Today Canadian citizenship education is a real example other countries are following in order to prepare their young students to participate in the economic, social and economic decision making to make their countries progressive.

CITIZENSHIP EDUCATION IN ENGLAND

In the year 2002, it was made compulsory that citizenship education will be taught in the English Curriculum as a statutory subject. The idea was coined by Crick Report 1998. The subject is taught in schools for pupil of 11-16 years. The main aim of the curriculum for citizenship in England is to prepare young students to become confident individuals, successful learners and responsible citizens who can make a positive change in a society. The learning aims of the curriculum are to teach justice, identity, responsibility and most importantly democracy. The children needs to understand the skills and must be able to think critically about all such issues.

The teaching requirements for citizenship are set to make sure that they address issues like politics, parliament, legal system, government, economic conditions, rights of citizens, and the role of media in order to contribute for the betterment of a country. The teachers use the practical ways to highlight current political and social issues to help students develop necessary skills of discussion and debates, research methods, way to interpreted views of others. Students in England develop these skills and contribute in communities and societies by communicating ideas keeping updated information to have all the knowledge to make wise decisions for their country. Another purpose for teaching citizenship education is to make students work together and take practical actions by using all citizenship skills and understandings contribute to a better society. One of the examples can be that after learning about the human rights, a student can try and address racism in school or in a community.

England has a well-established education system from many centuries. With the increase in political and social complexities the academicians are giving the required emphasis towards the citizenship education. The GCSE offer citizenship education at the key stage 4. AQA, OCR and Ed-excel are the main awarding bodies in England, and all of them offer the citizenship education as full and in short course form. AQA also offers the A-levels in the citizenship education and the evaluation is done by high class universities like Cambridge University. Since 2002 more than 500,000 students have qualified in the citizenship education.

Almost all the Primary schools are teaching citizenship education as a part of their curriculum and giving the subject appropriate time in the time table. Qualifications and Curriculum Development Agency (QCA) has provided the material and support for the teaching of Citizenship education. The House of Commons Education and Skills Select a Committee which reported an inquiry in 2007. The inquiry was set in 2005 and it took the committee two years to collect data about the citizenship education. The data was collected orally and in written form from individuals of different areas, like schools, head teachers, the qualification authority, children and parents. The committee reported that it will too early to say that citizenship education is producing what was expected. The report also concluded that after five years a clear impact of citizenship education will be seen in

the institutions.

So we can say that in UK (England) there is a lot of attention being given to citizenship education at primary, secondary and higher level institutions. The right approach, the right methods and the right way of teaching and evaluation is being carried out by the government of England and the educational institutions.

SUGGESTIONS AND RECOMMENDATIONS

After analyzing the literature following are the suggestions for the betterment of the citizenship education in Pakistan.

- To meet world standards Pakistan need to improve its educational system.
- Traditional methods of teaching are changing in the world. Pakistan need to establish a strong educational system in which citizenship education is made compulsory to promote democracy and create awareness about the social political and economic happenings in the country.
- Pakistani youth themselves need to understand their social responsibilities and political participation.
- A citizenship education system must be introduced in all schools at all levels. It should be made compulsory in order to gain the real benefits of citizenship education.
- Citizenship education must be taught by professional teacher to make pupil understand and inculcate in him the sense of responsibility, human rights and political set up of the country.
- Practical activities like the election system, and democracy should be made the core part of the curriculum of citizenship education.
- Policy makers and at large and curriculum makers at small level are the people can make vital change in the society by introducing the citizenship education as a full time subject giving it appropriate time in the school time table.
- Practical approach should be applied instead of making student learn things by heart. Activities related to social work and civil responsibility should be made a part of the curriculum to deepen the understanding of civic responsibilities to the young minds.
- Teachers should be trained by qualified trainers. For the purpose help can be taken from countries like Canada and U.S.A for initial training to create professional teachers who can then train other teachers as well.
- Special attention should be given in the area of citizenship education research. In this regard Pakistani universities can play a vital role in order to make research a vital part of the education system.
- Government and HEC should encourage and fund the projects related to citizenship education activities at district and national level.
- Exchange classes of citizenship education with other countries should be arranged to make pupil understand the latest trends in the area.
- The curriculum designers must keep in mind the short and the long term benefits of the practical usage of citizenship education in Pakistan.
- The young students must be given the opportunities to participate in the decision making process of the country.
- The NGOs can play a very important role in encouraging the citizenship education related activities, by holding competition and open speeches for school going children.
- A lot can and should be done to give students the understanding of how to be a good citizens, provide them with better facilities and opportunities so that they can contribute positively for the betterment of political, social and economic development of the country.

Conclusion

The most important link between the state and individuals is citizenship. Having citizenship means the individual has the right to live, work and contributes in the political, social and economic development of the country. Individuals especially students of countries like U.S.A, Canada and U.K actively participate in their political activities such as election system and the selection of government. The sole reason for this participation is the updated awareness through the well-established system of citizenship education.

Pakistan unfortunately is one of the countries, which after even sixty years of its creation could not develop an appropriate system of citizenship education. All the government and educational policy maker did not pay the attention required for the establishment of education system especially Citizenship education in the country. Due to the citizenship unawareness, the vote casting percentage has never touched 50% in all the election held in Pakistan since its creation. So Pakistan needs a lot of attention to strengthen the education system in general, with special focus on the citizenship education. This is the only way people of Pakistan especially young student can develop required skills to fully participate for the social, political and economic development of the country.

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