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KEYWORDS	ABSTRACT
Holistic Education, Foundational Learning, Education Policy, Critical Discourse Analysis, Curriculum Reform, Early Childhood Development, Pakistan	<p>This paper analyses Pakistan Federal Foundational Learning Policy (FFLP) 2024 in light of holistic education. While enhancing the literacy abilities of children is a notable objective of this policy, this study examines policy in terms of its potential for the student's education as a whole. In this paper, critical discourse analysis was employed by Mullet, focusing on language, the text structure, and the suggested measures of implementation of policy. This study shows that though FFLP 2024 ensures that gaps in foundational learning are filled, it might downplay other elements necessary for early childhood, namely socio-emotional development, creativity, and cultural competence. This policy gap may impose limitations on school's curriculum and teaching strategies as it centers on quantifiable results & standardized tests. The findings drawn from the analysis of the policy have questioned its suitability for different regions and its effect on the teachers' professionals' autonomy. The study proposed that a balanced approach that incorporates basic skills and general goals is needed for inclusive student development. The study provides valuable suggestions for a broader strategy towards the foundational learning.</p>  <p>2024 Journal of Social Research Development</p>
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INTRODUCTION

Pakistan's education system has been facing critical problems over the years, such as low literacy levels, high dropout rates, and regional/ socio-economic disparity in the educational opportunities (Rashid & Mukhtar, 2012). Termination of invalid reforms has been undertaken several times over the years, though progress has been slow and has been marked with some inconsistencies (Hassan & Serban, 2024). The fragmentation of policies in country is owed to its complicated federal system in

which responsibilities for education are divided between federal and provincial authorities, which very often results in ineffective policies and different outcomes (Ali, 2017). As a result of these age-old problems, MoFEPT has recently designed Federal Foundational Learning Policy 2024 (MoFEPT, 2024). This policy, therefore, heralds a major paradigm shift and places emphasis on the need to lay a sturdy foundation focusing on literacy and basic number competencies at the junior school age. In this regard, the FFLP 2024 applies to the federal territories of Islamabad Capital Territory (ICT), the Gilgit-Baltistan (GB), and Azad Jammu and Kashmir (AJK), which is to build the model that can serve as an example with the potential to affect the educational practices within the whole country (MoFEPT, 2024).

The policy spells out lofty objectives, such as confirming that the children in these areas are able to acquire the basics of learning by the academic year 2029-30. The policy outlines various forms of interventions, like dedicating one hour daily to reading across all schools, targeted teacher training and development, and sound monitoring and evaluation frameworks (MoFEPT, 2024). Granted, the relative emphasis on foundational skills of FFLP 2024 is vital and conforms to globalizing trends in education (UNESCO, 2022); however, one needs to consider the consequences on overall education. Thus, the policy is basically an agenda aimed at improving students' reading and numerical skills, aspects equally important facets of growth and learning of the child. The purpose of this study is to provide a critical review of FFLP 2024 based on the perspective of holistic education. Specifically, it seeks to: consider the likelihood of expansion of curriculum and its depth as they relate to policy, abilities of socio-emotional development, creativity, and critical thinking; evaluate considerations made for it, determine the cultural and context applicability of the policy in different parts of the country/ world, and examine how it affects the decisions within the classroom and the professional learning of teachers.

This research aims to contribute to knowledge base on policies in the field and their improvement and enhancement. Thus, by focusing on the FFLP 2024 and depicting the strong and weak aspects of the project, as well as its possible contribution from the perspective of holistic education, this study could help in promoting the implementation of a greater number of methods for the improvement of the educational system in Pakistan. Thus, this paper contends that whereas the FFLP 2024 seeks to fill existing gaps in the aspect of the foundational learning, it may fail to capture aspects of early learning that may be fundamental to children's development. In this connection, the foundation for education must now be viewed as a call for more harmonized approach to the human development that enriches the basic literacy competencies with the values and knowledge that will prepare the generation for multifaceted global interaction. Consequently, through the analysis of the policy's language, framework, and plans for the effective execution of the education reforms in Pakistan, whereas the current research will fulfill its purpose of advancing the existing discourse upon the foundational learning by providing potential recommendations for an effective and comprehensive policy intervention.

LITERATURE REVIEW

When speaking of holistic education, it is crucial to understand that it is a method that aims at the development of the whole person, including the aspects of intellectual, emotional, social, physical,

creative, and spiritual development (Miller, 2019). This approach to learning embraces the fact that learning is a continuous process and covers all aspects of life. The spiritual and valuable education ideologies encourage the development of the child's inherent aptitude, personal drive, and purpose, as well as an embrace of the world's integration (Mahmoudi, Jafari, Nasrabadi & Liaghatdar, 2012). According to critics, traditional systems of education has capacity to develop children minds while negating the possibility of overall growth of man (Forbes & Martin, 2004). To date, there has been a growing recognition of the importance of holistic approaches in early childhood education. It was revealed by literature review, such as by Shonkoff and Phillips (2000), that the structuring of early learning experiences across different developmental domains can facilitate children improvements in all domains.

This viewpoint can be discussed with reference to developmental theories, like ecological systems theory postulated by Bronfenbrenner and Morris (2006), which states that various environmental factors are interconnected in a child's development. Literacy and numeracy in the primary phase of the schooling have received enhanced focus in most parts of the world as the vital part of learning improvement. Foundational learning has been defined by the UNESCO Institute for Statistics (2017) as foundational skills in reading, writing, and numeracy on which further learning and full social and economic participation depended. In this connection, these issues may be attributed, directly or indirectly, to the shortcomings in education system. Thus, The emphasis on these skills is reflected in the international goals in education area; for example, United Nations Sustainable Development Goal 4 deals with ensuring the inclusive and quality education for all (United Nations, 2015). In this linking, a number of countries have attempted to employ policies linked to the centers focusing on foundational abilities and skills with widely differing levels of the effectiveness. For instance, the Indian National Education Policy 2020 rightly laid down priority on the foundational literacy and numeracy as an urgent and necessary precondition to learning (Ministry of Education, Government of India, 2020).

The Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA) are employed in many developing countries for both assessment and intervention in area of early learning (Dubeck & Gove, 2015). However, critics have argued that such stress upon foundational skills may bring out the situation where teachers are bound to cover the syllabi aligned to the said foundational skills and may ignore other aspects of child development (Sahlberg, 2016). Thus, it is, therefore, clear that decision-makers in most systems face dilemma, whether to primarily underline basics or to continue giving attention to the entirety of a child's needs through holistic education. In this regard, education policies in Pakistan have undergone several iterations over the years since achievement of independence in 1947. The historical analysis shows that some promising strategies were launched repeatedly but were limited by political instability, the issue of resource scarcity, and the difficulties of execution (Malik & Courtney, 2011). Some of these policy frameworks are the National Education Policy 1998-2010, which focused on enhancing literacy and education facilities in Pakistan, along with National Education Policy 2009, which focused on the quality education as well as providing equal facilities through the education to all the people of Pakistan (Government of Pakistan, 2009).

However, Pakistan has not been able to record the desired improvements regarding the education of its population. The 18th Constitutional Amendment was passed in 2010, which decentralized the education to provinces; this additionally politicized the policy implementation even more (Adeney, 2012). Thus, this decentralization has opened a few prospects and also brought some problematic situations to the education reform process. Different regions of the country have reached different levels of progress with the values and knowledge that will prepare the generation for multifaceted global interaction. Specifically, using Critical Discourse Analysis (CDA) in the research context of the education policies allows for understanding the existing power relations, ideologies, and various assumptions that are enshrined in the texts (Fairclough, 2013). Similarly, based on van Dijk's (1993) observation, CDA understands policies not as merely textual texts but as texts that reproduce and naturalize specific ways of understanding the world and specific relations of power. In the context of analyzing education policy, CDA can help people understand how language constructs education problems, and defines which approaches should dominate, and may entail omitting other solutions (Taylor, 2004).

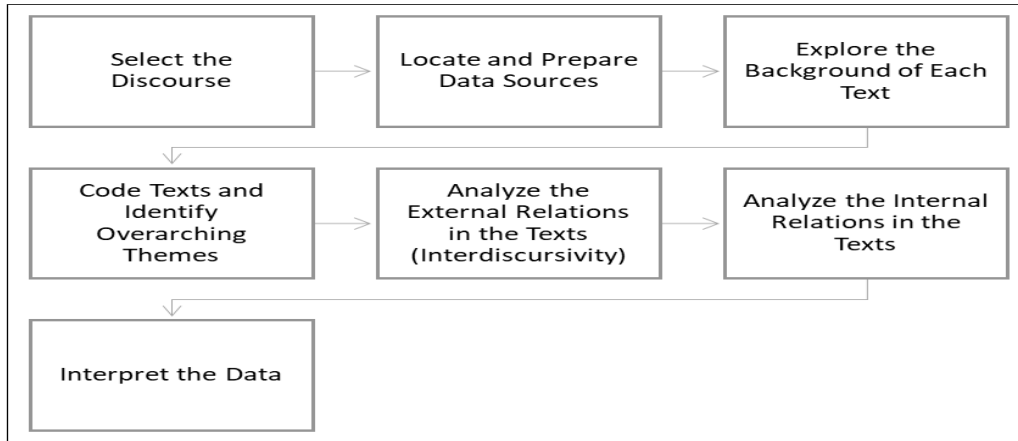
Mullet's (2018) framework for conducting CDA within educational research is where sociopolitical policy documents can be examined on different linguistic, socio-political, and cultural levels. Only a few studies have been conducted within last year that have applied CDA to education policies in different settings. For instance, Wodak and Savski (2018) applied CDA to investigate the language education policies in European nation-states to understand how the policies disseminate certain ideas regarding language and identity. Sayed and Ahmed (2015) used CDA for the educational policies in the context of developing countries, such as South Africa, more specifically focusing on the role of language in policies on the reproduction or transformation of the social categories. By employing CDA to analyze Pakistan's Federal Foundational Learning Policy 2024, this study seeks to expose the assumptions and possible consequences of narrowing the focus of education down to foundational skills. Thus, this may assist in detailing how the policy as it is or perhaps as it is not effectively implemented facilitates or fails to facilitate the principles of the education that ethereal embraces the total child and how it may impact the various aspects of education in the Pakistan student's development.

RESEARCH METHODOLOGY

This qualitative research uses Critical Discourse Analysis (CDA) as an analytical tool to analyse the Pakistan FFLP 2024 policy. Thus, we use Mullet's (2018) guidelines for CDA in educational research to analyse policy documents since this approach is appropriate in the context of the present study. This framework is especially appropriate for our research because it enables both the analysis of the specific language used in the policy and the identification of the policy's implications for the wider sociocultural context (Muhammad, Muhammad, & Qureshi, 2024). By using this approach, we not only deconstruct the language and grammar of FFLP 2024 but approach it systematically within the framework of Pakistani education policy as well as history of early learning policies across the world. The primary data are collected from primary source, that is FFLP 2024 document downloaded from website of Ministry of Federal Education and Professional Training, Government of Pakistan. In order to add background information and expand our analytical perspective, the following other

documents were also gathered: previous national education policies, press releases, as well as other governmental reports.

Figure 1 Mullet's (2018) Framework Consists of Seven Stages



The first step taken in the analysis process was to read through one of the sources in detail, in this case, the FFLP 2024. We then examined the policy process, which is related to it, creating the policy, and Pakistan educational setting. After that, process of coding the policy document was conducted more closely, and the main topics of document, along with repeated patterns and set phrases, were defined. Here, theme development was a cyclical process, and as study unfolded, the themes were constantly being redefined and integrated. Paying actual attention, we sought to determine how policy addressed concepts of basic learning, teachers' training, testing, and organizational activities. Thus, in discussing second aspect of external relations of text, mapping the positioning of FFLP 2024 with other discourses was considered, include tendencies in global education & Pakistani education policy of the past.

This step allowed us to identify how the policy locates itself in context of educational discussions. In the internal relations analysis, we paid attention to lexical and syntactical aspects of policy, which included vocabulary used, syntactical structures, patterns exploited, and rhetoric used. This stage was helpful in challenging norms that are not overtly stated but are strongly implied in policy language and power relations. Last, we discussed our conclusions in context of meaning of holistic education, adopting references to array of skills mentioned in policy document & thinking over the explored policy paradigm with regard to other aspects of student development and concept of the Pakistani education system. Throughout analysis, we maintained a reflexive stance, allowing own positionality as researchers and potential influence of our perspectives on interpretation of the data (Fairclough, 2013). This approach aligns with CDA's recognition of scholar's role in construction of meaning (Dijk, 1993).

Analysis of FFLP 2024

The FFLP 2024 is a significant shift in Pakistan, which is concerned with primary education, which has primary emphasis on molding weak foundational skills for reading and numeracy. We identify

several valuable components of policy that should be understood in relation to the learning process and the students.

Policy Goals & Objectives

The FFLP 2024 entails enhanced and realistic objectives focusing on enhancement of foundational learning skills across Pakistan's federal territories. With reference to the policy, initial goal notes that; "By the end of 2029-30 academic year, all children enrolled in schools in the federal regions will acquire the foundational learning skills as described in this Policy" (MoFEPT, 2024, p. 4). Such a goal correlates with the global trends of focusing on early essential skills for the future education success (UNESCO, 2022). The policy's tone is all the more forceful, with language that is direct and target-oriented, full of terms such as 'all children' and having deadlines. It has been articulated well by Ball (2021) as what has been taking place in most countries and is known as the performativity of education policy because policymakers want measurable outcomes. That said, such clear targets can offer a sense of direction and motivation while, at the same time, contributing to the emergence of pressures that can also result in the appearance of the various undesired effects in the procedure of implementation.

Focus on reading and numeracy.

The FFLP 2024 has laid much stress on reading skills along with basic numeracy skills, for which targets are defined by National Curriculum of Pakistan. For example, policy involves a regulation stating, "1 hour of reading across all the primary schools/sections" and specifies that "Mathematics remediation will be carried out in mathematics periods, two per week as minimum for all students" (MoFEPT 2024, p. 5). These concerns about focusing on basic competencies are in synchronization with central features of basic learning education reform movements, including Learning Poverty initiative by World Bank (World Bank, 2019). Obviously, such a focus is rather intensive, and one has questions about other disciplines & other educational objectives as well. According to Sahlberg (2016), when emphasis is placed on basic skills, there is a high risk of a narrowing of the curriculum, meaning subjects such as art, physical education, and social sciences will definitely suffer. The use of such terms as 'designating,' 'responsible for,' and 'will be required' about reading and numeracy is rather imperative for specific activity, that may contribute to policy's uniformity and clarity while interfering with teachers' & schools' freedom to manage policy in framework of local requirements and conditions.

Assessment & Evaluation Measures

In FFLP 2024, a complex system of the evaluations has been described, namely, regular diagnostics, monthly assessments, and development of a "common assessment tool for the foundational learning" (MoFEPT, 2024, p. 13). Classroom-friendly assessments are of the formative and summative nature, with stressed emphasis on oral assessments relating to reading. The problem with continuous testing and the uniformity of assessments called for in policy is that they can contribute to what (Au, 2011) refers to as "teaching to the test." The language used to talk about the assessment is professional and quantitative, and policy uses terms such as 'indicators,' 'benchmarks,' and 'data collection.' In this connection, the stress of performance measurement correlates well with the current international practices in provision of evidence-based policy solutions (Head, 2016). However, it also brings issues

concerning credibility and validity with regard to various assessment methods used in capturing the learning achievements of the students, especially under the principles of the holistic education (Miller, 2019).

Teacher Training & Professional Development

This is why the current FFLP 2024 is devoted to answering these questions and acknowledging the importance of teachers in raising the levels of foundational learning. The policy requires massive teacher professional development, writing that “By the end of 2029-30 academic year, all teachers in primary schools/sections will be trained on delivery of foundational learning skills” (MoFEPT, 2024, p. 4). Here, details of suggested training are provided with reference to phonics instruction & numeracy skills progress. It includes notion of having Teachers’ Professional Day for professional growth. Besides, attention to teacher’s capacity development matches the emphasis placed on the teacher’s quality concerning result of students’ learning (Darling, 2017). Still, language applied to teacher training is rather predominantly top-down and prescriptive. Terms such as ‘will be trained,’ ‘will be required,’ ‘will be responsible for,’ and ‘will make the teachers’ position in process of their professional growth somewhat passive. This is not aligned with research suing that teacher agency and their engagement in processes of professional learning are key practices to effective practice (Biesta et al., 2015).

Implementation Strategies & Governance

The FFLP 2024 has included the implementation process in a very specific manner accompanied by a clearly discussed hierarchy of responsibilities in the system of education. The outlined policy currently integrates a ‘three-tier governance and oversight mechanism’ and mandates the regular Foundational Learning Stocktake meetings (MoFEPT, 2024, p. 12). This structured style of execution is an effort to maintain previous issues experienced in the implementation of policies in Pakistan’s education sector (Malik & Courtney, 2011). Thus, the policy has a very bureaucratic tone on how it should be implemented, with such terms as oversight, monitoring, or the accountability being used frequently. However, if pursuing such details is a good idea in order to avoid misunderstandings, teach different people, and otherwise establish clear lines of authority, it certainly looks somewhat too centralized at the same time. Such a centralization might be an issue with the decentralization of the Pakistan education system after the passage of the 18th Constitutional Amendment (Adeney, 2012). The policy tries to tackle this by creating some room at school level whereby a Head Teacher is to allow Head Teachers to “select the deployment strategy best suited to the needs of the school” (MoFEPT, 2024).

However, this flexibility seems rather confined within the framework of the centralized goals and performance indicators. The governing policy demonstrates the dichotomy of the centralization and decentralization of the public school system, a topic that is not new to the analysis of the education system (Malen, 2011). To sum up, one can state that we have identified the highly ambitious and clearly defined FFLP 2024 policy, which targets the development of foundation skills and engulfs virtually all aspects of its realization. The wording and the format of this policy can be viewed as characteristic of the tendencies typical for education reforms all around world; the policy focuses on the results, which are to be assessed quantitatively, and on making schools accountable. However,

the ever-concerted emphasis on reading and numeracy and increased prescription on how it is to be implemented deprive it of the principles of the holistic education. In this connection, the area of curriculum breadth and the questions pertaining to the teacher's discretion, as well as the policy's adaptability at local level, are some of the concerns that he has raised as the policy advances to the implementation phase.

Implications for Holistic Education

Federal Foundational Learning Policy 2024 offers targeted strategy to boost reading & arithmetic literacy in Pakistan's federal areas. Still, when it comes to holistic learning model, one can identify several implications & possible issues. This section explores these implications in relation to holistic education's elements.

Potential Impacts on Curriculum Breadth

FFLP 2024 stresses reading and mathematics to unprecedented levels, thus giving rise to concerns about the extent to which the curriculum will be downsized. This is because stating in a policy such as the current [MoFEPT \(2024\)](#) that all primary schools/sections must devote not less than one hour to reading may lead to crowding out of other subjects by allocating specific time slots to reading. This process correlates with tendencies of educational reforms taking place worldwide aimed at defining essential skills ([Sahlberg, 2016](#)). However, it goes against the belief systems of holistic education that emphasize a well-balanced curriculum ([Miller, 2019](#)). Areas like social studies and arts and sciences, which are very important for the general education of the young child and the direction they need for shaping their fate in this world, might get neglected under this policy. Even the choice of words used by its authors implies a hierarchy of subjects, with reading and numeracy occupying the pedestal. In this regard, this prioritization, which attends to critical needs, may result in what [Eisner \(2002\)](#) described as the null curriculum, the things that schools do not teach. What is not taught or is left out is as important as what is taught with respect to the subject matter and the substance of learning.

Socio-Emotional Development Considerations

Altogether, FFLP 2024 provides only a moderate, steady focus on socio-emotional development, an important component when describing a balanced and integrated learning process. The policy also fleetingly mentions socio-emotional learning skills within framework of teachers' training ([MoFEPT, 2024, p. 15](#)), though it does not explain how socio-emotional learning skills would be nurtured in students. This is rather worrisome, especially when one considers increasing body of literature upon the integration of socio-emotional learning (SEL) into schools. Research has also concluded that SEL has potential to improve academic performance, behaviour and long-term life outcomes ([Durlak, Weissberg, Dymnicki, Taylor & Schellinger, 2011](#)). Typically, FFLP 2024 tends to cover the students' cognitive abilities without strong emphasis on their social-emotional growth, hence overlooking the aspect of the balanced development of the children. However, the nature of the policy where teachers and schools are rewarded based on test scores and other easily measurable outcomes may bring about undue pressure toward results that may be unhealthy for young minds they teach. The author [Zhao \(2017\)](#) also claims that this kind of pressure can lead to increased stress and anxiety among the students.

Cultural & Contextual Relevance

The FFLP 2024 has an aspiration of bringing and standardizing unity across the variable federally administered regions with ICT, GB, and AJK. For instance, despite policy admitting some flexibility when it comes to the time of operation, the regulation “Each head of school and/or the teacher will have the flexibility of scheduling reading hour” (MoFEPT, 2024, p. 5), the question of how culture & contextuality are going to be lodged is not addressed anywhere. This might be inconvenient for the proponents of culturally relevant pedagogy, that is one of principles of holistic education (Billings, 1995). In Pakistan especially, diversified linguistic and cultural system implies an education system that should fit the country’s context by providing a national education system. Especially on the basis of cultural backgrounds, students might provide different knowledge and skills, which could be undervalued by policy benchmarks and assessment tools. Additionally, the policy’s insistence on English and Urdu languages as medium of instruction may have downside, leaving certain students with linguistic diversity at certain disadvantages, such that their learning ability and development may be affected.

Creativity & Critical Thinking

The FFLP 2024 focuses on the learner’s basic skills in reading and numeracy, and it offers relatively poorly outlined instruction on creativity and critical thinking skills. These belong to the higher-order thinking skills that are seen as effective ingredients of the education processes that should be integrated into the broad totality of educational experience as more and more the higher thinking skills are seen as relevant to life within 21st-century society (Hamna, Muhammad & Masood, 2020; Muhammad et al., 2021; Robinson & Aronica, 2015). This is specially the case about administration focus on standardized assessment and specific learning outcomes, which could potentially suppress creativity and critical thinking. According to Berliner (2011), when the processes of the learning & teaching are associated with high stakes, such as testing, then creative and exploration learning practices diminish as the teachers prepare learners for tests. When it comes to language of learning conveyed by the policy language, it is primarily and almost exclusively the skills-based and the outcome-based language with very little reference to the learning processes and the discovery-based experiences as the core of genuine learning activities. In this linking, it can also reduce the chances of imparting special creativity and problem-solving, which are vital characteristics for the learners in future.

Physical Education & Health

The FFLP 2024 has made no provisions for physical or health education, even though it forms part of the holistic education system. It is rather worrying that this policy omits this aspect, as there is enough literature indicating relationship between physical activity, health & mental development (Donnelly et al., 2016). This shift of emphasis to reading and numeracy could possibly leave most of the time and money available for these subjects and physical education and health are neglected. This could, to some extent, have various effects on the general health of the students as well as their personal growth. Hillman et al. (2008) stated that physical activity can promote higher levels of cognitive efficiency and, affect improvements in academic performance. Also, the policy is specific to seated academic work & does not address balance of physical activities, student risk developing

sedentary lifestyles. This is rather shocking particularly taking into reflection records of increased childhood obesity and other related health issues that are being reported globally ([World Health Organization, 2020](#)). The major finding of present study is that although FFLP 2024 is effective in providing solutions to foundational learning needs, it raises important concerns and implications on holistic education.

Specifically, policy emphasizes literacy and numeracy learning, assessment of results & emphasizes the set outcomes, hence limiting the broad development of the child. From holistic education point of view, there are possible concerns like potential narrowing of curriculum, paying little attention to the socio-emotional aspect, issues in the achievement of cultural sensitivity, restrictions that may hinder creativity and critical thinking skills, and lack of the physical education and health. These implications point to fact that other aspects need to be considered in an effort to reform education system to system that emphasizes the acquisition of core competencies and achievement of personal development. With policy shifting towards the practical stage, the mentioned potential impacts should be closely observed, and ideas on how to underpin the process with more comprehensive education principles should be considered. This may entail finding practice solutions of how socio-affective learning, creativity, and movement can be incorporated within standards, how culturally sensitive teaching pedagogy can be reinvented, and how assessment is freed from its narrow focus of academic achievement and serves as an abundance-based measure of students' competencies and their development.

Challenges & Opportunities

The implementation of the FFLP 2024 presents both challenges and opportunities for the Pakistan's education system. Regional diversity is a major barrier to the implementation of standard operating policies across the regions. It is pertinent to mention here that the federal territories to where this policy applies include Islamabad Capital Territory, Gilgit-Baltistan and Azad Jammu & Kashmir, each having social, cultural, linguistic, and other demographic profiles different from others ([Ali, 2017](#)). Thus, despite the flexibility that is admitted by the policy, maintaining the balance between the standard and local needs remains a complex task. It can be seen that the utilization of resources and sustainability are key issues. Its goals are aimed at achieving a more equitable distribution of human capital in education, and the quality necessary to achieve them has to be bought through a commitment to investment in the resources, materials, and measurement instruments. However, the Pakistan's education sector has continuously been a challenge due to the scarce resources ([Malik & Courtney, 2011](#)).

Another potential problem is that equal distribution of the resources across regions and continued support of the initiatives will be hard. Teacher professionalization and teacher voice are identified as possible sources of conflict. It gives considerable attention to preparation of teachers, although it has a high tendency to restrict teacher discretion to accommodate the region's climate and learners. Instead of the top-down approach, the organization needs to find the right approach that will allow it to use the top-down interventions that are necessary for laying down the foundations, with the bottom-up innovations needed for the successful implementation ([Biesta et al., 2015](#)). The policy delivers some benefits of standardization, which means chances of quality enhancement, but at the

same time raises issues about flexibility. Addressing this dilemma of mixing standardized approach and elements of application flexibility will become the key to the success of the policy in question (Sahlberg, 2016).

CONCLUSION

This critical analysis of the FFLP 2024 indicates a policy that meets some of the essential needs in foundational learning but falls short of promoting holistic education. However, intensity of reading and numeracy in policy has serious drawbacks. The lack of broad vision for children's development and focus on standard means of testing and evaluation may risk overlooking other vital aspects of child development. Key findings highlight potential impacts on the social and emotional learning, multiculturalism, innovation, problem-solving skills, and physical health. Several problems also exist in its application from standpoint of regional differentiation, allocation of resources, and the role of teachers, as well as in the relationship between the general framework for its application and local conditions. These findings have significant implications for education policy and practice in Pakistan. It actually brings out the importance of the call for an adequate education reform model that encompasses both the skill acquisition and the development of a child in all spheres. To provide a balanced approach to education, policymakers need to revise the FFLP 2024, aiming at enhancing literacy and numeracy without jeopardizing the core values of process, such as children's inclusive personal growth.

More specifically, future research should address analysis of policy implementation and changes in students about several aspects of their development. Comparative cross-sectional studies focusing on the exhaustive comparisons of the overall effectiveness of the area with regions applying the FFLP 2024 and areas with more complex strategies would be highly applicable. Furthermore, the study on ways of executing holistic education principles in a resource context could be informative for future policies if carried out. In conclusion, we must mention that with the help of FFLP 2024, it is possible to obtain the best results in improving the quality of foundational learning in Pakistan on the condition that its basis will be determined by promoting the principles of the integration of the approaches to achieving broader and more significant goals in development of education. In this connection, given the challenges as well as opportunities if addressed, Pakistan has the prospects of building an education system that enhances basic skills and encourages productive citizens who are knowledge consumers and who further critically think and encompass the cultural background of the 21st century.

Recommendations

1. Integrating holistic elements into the policy: As for what should be included or improved in the current FFLP 2024, it is possible to name socio-emotional learning, creativeness, critical thinking, and physical and health education (Miller, 2019).
2. Enhancing teacher preparation for holistic education: The existing teacher training programs should be expanded in order to embrace features of holistic education. These changes could include units on culturally responsive teaching, teaching over arts and physical education, and social and emotional learning (Darling-Hammond, 2017).

3. Developing comprehensive assessment strategies: Assessment methods should be extended to include other student competencies. It can include the portfolio checklist, project checklist, the observation tools, and performance and assessment tools that indicate the child's socio-emotional development and creativity (Au, 2011).
4. Promoting community engagement for holistic learning: The policy should also focus on the partnership with the families and the communities in order to foster the child's development. This can make it possible to explore ways through which the members of the community can be engaged to share information, knowledge, and experiences in the classroom (Epstein & Sheldon, 2023).

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