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Alam Educational Framework (AEF): A Transformational Global Need for Biological and Cognitive Alignment

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Abstract

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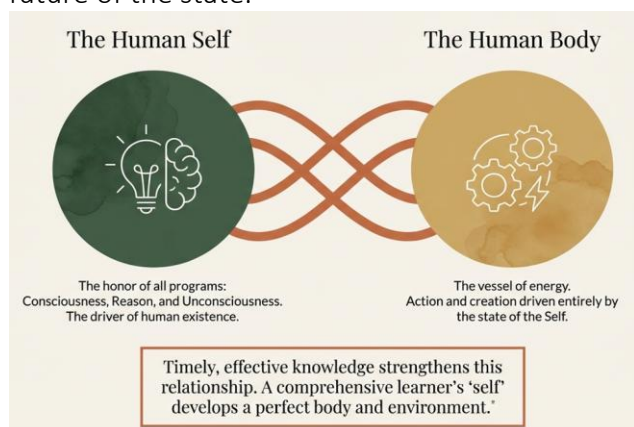
A fundamental aspect of any successful educational framework is the precise distribution of learning activities according to the learner's biological and cognitive needs. Contemporary prevailing curricula globally fail to fulfil these natural, psychological and socio-economic needs, often starting formal education too early (age 3) and failing to produce an independent earning hand before the age of puberty. Physical, psychological, and cognitive theories strongly recommend solo parental coaching until the age of 7, language and surrounding understanding between 7-10, cognitive development between 11-12, and vital psychomotor skill development between 13-15. Furthermore, human biological research dictates that marriage age naturally begins at 14-18 for males and 10-14 for females, at which point they critically require earning skills to start an independent life. This research analyses these biological needs and presents a five-phase educational framework, "Alam's Educational Framework" (AEF), designed for global community implementation.

Keywords: Alam, Educational, Framework, AEF, Curricula, Pakistan, Teaching, Canada

1. Introduction

Learning is a continuous, natural, and unavoidable procedure. It does not merely start at the conception or birth of a child; rather, it starts by gaining knowledge and skills from pre-generations participating in a common process of learning (Hertha, 2014; Wright, 2010). While these profound learning effects remain alive in human DNA and blood, affecting personality generation after generation, the formal process of constant assessment of existing curriculum and educational frameworks rapidly dictates the immediate success or failure of the next generation (Alvarez, 2007).

Human beings possess the inherent authority to correct or improve any system of life through formal changes based on fundamental natural rules (Oppy, 2011). If a global community wishes to truly develop and benefit its future generations, it must fundamentally correct its educational system, because the right education of the present generation directly translates into sixty years of future societal stability and state control (Hayward, 2003). This need is mathematically critical for developing nations; for example, Pakistan possesses a highly vulnerable demographic where 78 per cent of the population is young, and youth specifically comprise 53 per cent of the total population. Therefore, correcting their formal learning process has crucial importance for the economic, moral, and social future of the state.

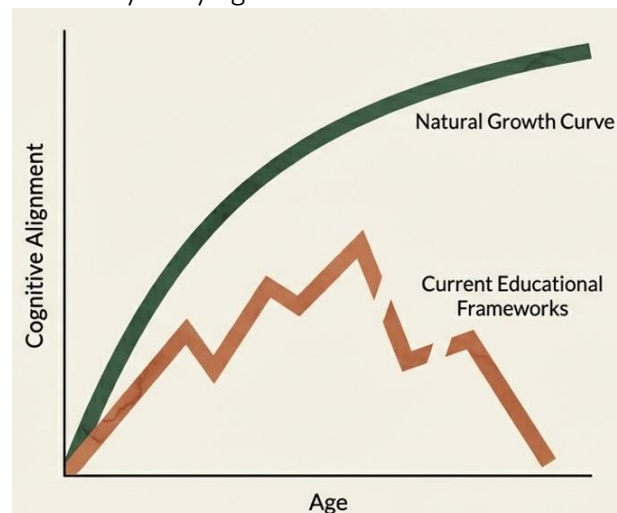


The educational framework serves as the absolute foundation of any learning process (Webb, 1993). Every credible learning system is based on a structured framework that dictates

the hierarchy of curricula, the strict order of contents according to the physical and cognitive development of the learner, and the reliability of those contents (Casey, 2009). Presently, contemporary global curricula are extra-weighted and completely misaligned with the biological, cognitive, and emotional needs of the learners. The existing framework, from primary schooling up to the university level, including religious institutions, fails to conduct a proper needs assessment and ignores the physical and psychological realities of the students (Szczerbiak, 2015). Because contemporary curricula fail to align formal education with biological growth (such as producing earning hands by puberty), this structural misalignment demands a transformational future framework.

2. Negative Outcomes of the Contemporary Educational Framework

The prevalent global framework of formal education is severely detrimental to the physical, psychological, and mental development of students. Contemporary educational systems routinely ignore the biological realities of human growth, resulting in extra-weighted curricula and structurally misaligned learning phases that create severe deficiencies and disabilities in students from an incredibly early age.



2.1. The Dangers of Early Formal Education (Age 3)

The first and most critical failure of the contemporary educational framework is the universally adopted starting age for formal

education, which is widely set at the 3rd year of life in the form of pre-primary, nursery, or Montessori programs. Modern research and psychological theories unequivocally conclude that initiating formal schooling at the age of 3 is not only highly dangerous for the natural personality development of the child, but it also fundamentally destroys the learner's long-term interest in the teaching and learning process itself (Carmen & White, 2016).

The catastrophic impact of this early formalisation is proven by developmental psychology. According to Erickson's highly regarded theory of human development, the phase from 0 to 7 years is an absolutely critical preschool age where life-long, foundational traits, specifically trust versus distrust, autonomy versus doubt, initiative versus guilt, love versus hate, and self-sufficiency versus dependency, are permanently established in the Human BIOS (Erickson, 2014). Furthermore, contemporary socio-psychological research asserts that an astonishing 75 per cent of a human being's total personality is developed during these first 7 years of life (Sharma, 2018).

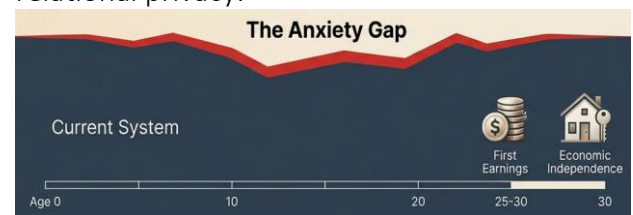
Placing a 3-year-old child in a formal, structured learning atmosphere outside the home forcibly surrounds them with strange people and unnatural academic pressures. Because a 3-year-old is in a highly dependent biological state, requiring trustworthy and emotionally profound care, this external institutionalisation actively destroys their natural development of trust, autonomy, and initiative. Instead, the current framework replaces these vital traits with deep-seated fear, severe doubt, isolation, and long-term dependency (Liben, Lerner, & Mueller, 2015).

At this vulnerable age, children have zero biological or cognitive interest in formal, out-of-home learning. Nature demands that children learn and understand their atmosphere through play within highly secure, emotionally strong circumstances. This requisite level of personal attention, emotional security, and unconditional love can only be adequately provided by parents or first-blood relatives acting as informal coaches

within the home environment (Georgeson, 2013). By violating this natural law, the contemporary framework actively sabotages the golden developmental years of youth, proving that a transformational shift, returning the first 7 years exclusively to parental home-schooling, is a mandatory global objective.

2.2. The Failure to Produce Earning Hands by Puberty

The second crucial failure of the global educational framework relates to its gross structural misalignment with the biological onset of puberty. Demographic, geographical, and psychological data consistently confirm that male students biologically enter puberty between 13 and 15 years of age, while females reach this profound developmental milestone between 10 and 13 years (Arnett, 2013). At this exact biological juncture, the Human BIOS naturally and unscratchably demands love, affection, and the establishment of a unified marital bond (Aquinas, 2013). However, successfully sustaining these natural, biological requirements strictly depends on specific socio-economic tools: primarily, the capability to act as an independent earning source to secure separate housing and maintain absolute relational privacy.



Historical and divine teachings, which form the foundational constitution for healthy human communities, explicitly recommend marriage at the onset of puberty and demonstrate that youths of this age are fully capable of managing properties and businesses independently (Al-Kalini, 1981; Tabarsi, n.d.). Physically and mentally, a youth aged 14 to 16 possesses the complete active capacity required for rigorous duties, including military service, proving they are equally fit for civil services, lower-to-middle management, and skilled trades (Perie, 1997).

Despite these biological and historical facts,

the contemporary general educational framework completely fails to produce earning hands. Instead of utilising the crucial ages of 13 to 15 for practical psychomotor skill development, a 15-year-old student in the current system is merely forced to memorise general, outdated informational content from previous centuries, solely to recall it for written examinations (Dar, Fluitman, & Gill, 2000). Consequently, they possess absolutely zero practical skills to start earning an independent living and receive zero behavioural training to positively manage their natural emotional desires (Eckert & Hentschke, 2020).

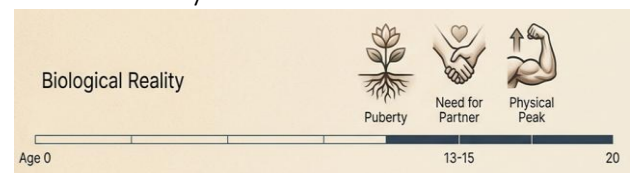
The catastrophic macroeconomic result of this educational failure is visually evident: research data indicate that the current framework is producing a massively unskilled global workforce. For example, statistical data highlights that an alarming 98.34 per cent of migrating workers to the UK in 2015 were entirely illiterate and unskilled, completely failing to meet the Sustainable Development Goals (SDGs) set for 2030 (Government of Pakistan [GOP], 2016; United Nations, 2020).

Because the contemporary educational structure systematically fails to develop independent earning hands at the crucial age of puberty, millions of youth are denied their natural biological rights. Suppressed by unnatural cultural delays and lacking the financial skills to establish a family, youth are unable to express their feelings of love due to societal fear. Consequently, they face severe heartbreaks, psychological disorders, and inevitably indulge in anger, agony, and widespread societal corruption. This mathematically proves the urgent need for a transformational framework like the AEF, which guarantees the development of a skilled, earning individual precisely aligned with their biological maturity.

2.3. Unskilled Global Workforce

The third and perhaps most economically catastrophic outcome of the contemporary educational framework is the spirit and pedagogy of its curricula, which actively produce an unskilled, dependent global workforce. The

contemporary syllabus, across both public and private institutions globally, focuses almost entirely on providing repeated information using different words, phrases, and concepts, relying exclusively on the outdated lecture method. The ultimate assessment of a student in this flawed system is not based on practical application or real-world capability, but requires students only to memorise information to recall and write it down on paper during a three-hour examination. This purely theoretical approach creates widespread cognitive confusion through unnecessary repetition instead of fostering actual mastery.



The catastrophic result of this pedagogy is that students fail to earn any practical life skills by the age of puberty, nor do they acquire them by the end of their maximum educational span (Dar, Fluitman, & Gill, 2000). For example, despite reading, memorising, and writing the English language for years within this framework, the vast majority of students remain completely unable to speak or practically apply it in a professional environment (Reinders & Thomas, 2015). Because the current curriculum provides only static information instead of dynamic, hands-on life skills, it generates immense dissatisfaction, frustration, and low confidence among the youth.

Macro-economic research vividly illustrates this massive failure, revealing that the contemporary educational structure is producing a dangerously high volume of "raw hands" and non-skilled labour. For instance, statistical data from the Pakistan Economic Survey highlighted that of the workers migrating to the United Kingdom in 2015, only an abysmal 1.76 per cent were actually skilled, whereas a staggering 98.34 per cent were completely illiterate and unskilled raw hands (Government of Pakistan [GOP], 2016). Furthermore, while some technical institutions attempt to bridge this gap by providing brief 1-to-12-month

training diplomas, these short-term measures are severely insufficient to develop the highly competent workforce required to meet the global Sustainable Development Goals (SDGs) [set for 2030 \(United Nations, 2020\)](#).

Ultimately, this systemic failure means that the majority of students are trapped in a cycle of purely "informational education" until the age of 30, failing to complete any physical, on-ground projects or secure independent earning skills before the ages of 25 to 30 ([Eckert & Hentschke, 2020](#)). This directly violates the natural development parameters of the Human BIOS, which demands that youth become independent, earning hands by the exact age of puberty—biologically between 13 to 15 years for males—to successfully sustain natural marital and societal duties ([Arnett, 2013](#)). To rescue future generations from this prolonged economic and emotional dependency, it is mathematically and sociologically proven that the contemporary educational structure must be erased and replaced by a transformational, skill-based curriculum like the Alam Educational Framework (AEF)

3. The Biological and Cognitive Imperatives (Human BIOS)

To correct the catastrophic systemic failures of the contemporary educational model, a transformational framework must strictly align with the precise physical and cognitive development markers of the human body. This natural, unscratchable programming is referred to as the Human BIOS. When an educational system ignores these biological imperatives, it actively damages the socio-economic and psychological health of its future generations.

3.1. The Formative Years: Trust and Informal Coaching (Age 0 to 7)

Contemporary psychological research and human developmental theories assert that a staggering 75 per cent of a human being's core personality is developed during the first 7 years of life ([Sharma, 2018](#)). During this highly vulnerable and foundational period, the child must remain entirely under the informal, loving coaching of their parents. Placing a child in formal schooling

during this time severely disrupts the biological development of foundational traits such as trust, autonomy, and initiative, replacing them with fear and dependency ([Erickson, 2014](#)). Both physical and mental growth theories strongly recommend solo parental coaching until the age of 7 to guarantee a secure emotional foundation.

3.2. Linguistic Plasticity and Civic Awareness (Age 7 to 10)

As the Human BIOS progresses from the age of 7 to 10, the brain exhibits remarkable plasticity and naturally specialises in the acquisition of languages and the understanding of civic surroundings. Pedagogical research confirms that this exact timeframe is the optimal biological window to begin studying second languages ([Rosenthal, 2013](#)), as the human brain's linguistic specialisation is most potent before the age of 10 ([Cornelius, 1836](#)). Concurrently, global educational benchmarks from nations like Japan, Australia, China, and Romania unequivocally prove that ages 7 to 10 are the most cognitively appropriate for absorbing civic education, local geography, and moral history ([Morris, Cogan, & Liu, 2002](#); [UNECE, 2021](#); [Wang, Leeuwen, & Li, 2021](#)).

3.3. Cognitive Readiness and Technological Aptitude (Age 11 to 12)

Following this linguistic phase, between the ages of 11 and 12, the biological and cognitive structures of the brain are primed for advanced cognitive technological abilities and abstract sciences ([Kovas & Plomin, 2012](#)). Cognitive developmental theories verify that this age phase is ideal for introducing technological subjects, human-made world systems, and biological sciences ([Barak, 2011](#)). Empirical data from high-performing educational systems—such as those in Finland, France, and Japan—demonstrates that systematically introducing physics, chemistry, and biology at age 11+ perfectly matches the brain's newfound analytical capabilities ([Education Committee, 2013](#)).

3.4. The Puberty Imperative and Psycho-Motor Peak (Age 13 to 18)

Most critically, the phase from 13 to 18 years represents the absolute peak of human psychomotor skill capability. This cognitive and physical peak perfectly and naturally aligns with the biological completion of physical development and the onset of puberty (Perie, 1997). The Human BIOS inherently demands the fulfilment of natural needs at this age, specifically emotional bonding, affection, and marriage, which historically and biologically start between 14 and 18 years for males and 10 and 14 years for females (Aquinas, 2013).

3.5. Eradicating the Singlehood Crisis through Earning Skills

To successfully sustain these biological imperatives and establish a family, the youth absolutely require independent earning sources, privacy, and socio-economic autonomy. Both historical human experience and divine teachings confirm that youth at the age of puberty possess the mental and physical capacity to handle property, conduct business, and execute practical life skills (Al-Kalini, 1981; Tabarsi, n.d.).

Therefore, if the educational system systematically provides hard, practical earning skills (such as trade, technology, and management) by the critical age of 15, it empowers youth to confidently enter independent family life right at the onset of puberty. By fully satisfying the demands of the Human BIOS, the Alam Educational Framework (AEF) completely eradicates the singlehood crisis, mass youth frustration, and the resultant waves of violent crime and psychological disorders currently plaguing the global community.

Data Table 1: Biological Needs vs. Educational Outcomes

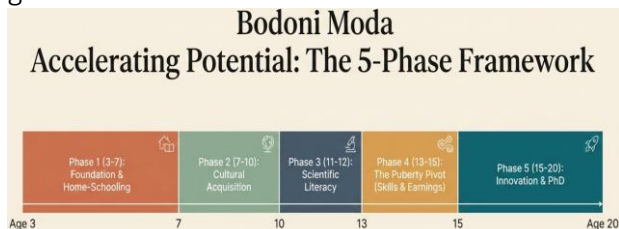
(Dick's Note for Dr Alam: Please use this data to create a Comparative Bar Chart in MS Office, contrasting the contemporary system's failures against the biological alignment of AEF.

Biological Age Phase	Natural Human BIOS Need	Contemporary System Outcome	AEF (Alam's Framework) Outcome
0 - 7 Years	Emotional Trust, Autonomy, Parental	High Anxiety (Due to formal schooling at age 3)	High Trust (Home-schooling by parents)

	Bonding		
7 - 10 Years	Languages & Civic Surroundings	Burnout (Extra-weighted, repeated curricula)	Fluent in 3 Languages (Relaxed, 4-5 hr schooling)
13 - 15 Years	Puberty, Earning Hand, Marriage Prep	Unskilled, Frustrated, Dependent	Highly Skilled Earning Hand (Welding, IT, Admin)
15 - 20 Years	Specialisation & Practical Application	Memorising outdated theories	Project-Based University (Must sell the project to graduate)

4. "Alam's Educational Framework" (AEF): The 5-Phase Global Model

Based on the profound, multi-disciplinary needs analysis conducted in this study, it is unequivocally clear that contemporary educational structures critically violate the biological, psychological, and cognitive imperatives of human development. To rectify this systemic failure and fulfil the natural socio-economic demands of the Human BIOS, "Alam's Educational Framework" (AEF) is proposed. The AEF is designed to completely replace the outdated, extra-weighted global education policy with a highly structured, biologically aligned five-phase model that guarantees the holistic success and mental well-being of future generations.



4.1. Phase 1: Home Schooling by Parents (Age 3 to 7)

The first and most foundational level of the AEF dictates that early education must take place entirely within the emotionally secure sanctuary of the home. Educational and developmental psychology strictly warn against placing children in formal, institutionalised schooling during their highly dependent early years. According to Erickson's renowned theory of human development, the crucial period from birth to age 7 is the exact window when lifelong

psychological traits, specifically trust versus distrust, autonomy versus doubt, initiative versus guilt, and love versus hate, are permanently established (Erickson, 2014). To successfully nurture these positive traits, nature demands a deeply trustworthy, parent-oriented atmosphere. Institutionalising a child at age 3 replaces this natural affection with fear, social anxiety, and dependency (Liben, Lerner, & Mueller, 2015).

Furthermore, contemporary socio-psychological research mathematically asserts that a staggering 75 per cent of a human being's core personality is fully developed by the time they reach the age of 7 (Sharma, 2018). By mandating that children remain under the informal coaching of their parents until this exact age, the AEF perfectly preserves the child's natural autonomy and guarantees the successful, trauma-free development of this foundational 75% of their personality.

To operationalise this phase without compromising academic foundations, the AEF introduces a highly structured yet relaxed home-based pedagogy. From age 3 to 7, parents act as the primary teachers, operating under the continuous guidance, consultation, and training of school-allocated professional mentors. Rather than burdening the child with an extra-weighted curriculum that destroys their interest in learning, there will be only two highly laconic, expertly designed "Home-School Books." These initial texts will exclusively contain mother-language fundamentals, initial mathematics, foundational peace beliefs, basic ethics, and essential surrounding geographical information recommended by the community school or parents themselves.

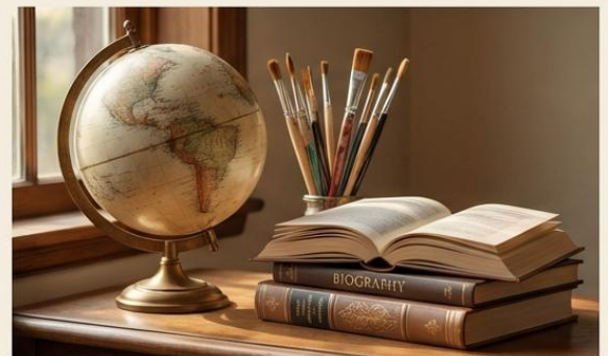
This intimate pedagogy is strongly supported by historical and divine doctrines, which instruct parents to deeply connect with their children during these formative years. As profound historical teachings state, parents must actively "bring themselves down to their level of childhood" to ensure effective, empathetic training (Al-Amili, 1693). By restricting early learning to these two laconic books within a loving home environment, the AEF protects the

child's cognitive plasticity, fosters deep emotional security, and seamlessly prepares them for the formal primary schooling that naturally begins at age 7 (Georgeson, 2013).

4.2. Phase 2: Formal Primary Schooling (Age 7 to 10)

Following the successful completion of foundational personality development at home, the Human BIOS becomes cognitively and biologically prepared for external social integration. According to both modern research and divine teaching, formal educational structures should officially begin only when a child reaches 7 years of age (Bagnold & Gayton, 2009). Tragically, contemporary practices in private and public institutions routinely violate this by forcing children into formal settings at ages as early as 3 to 4 years, causing severe long-term psychological damage (Hina, 2017). The Alam Educational Framework (AEF) abolishes this dangerous trend, officially initiating primary schooling precisely at the age of 7.

Phase 2: Cultural Acquisition (Ages 7-10)



Focus on Sociology, History, Art, and Ethics through Biographies. Acquisition of 3 international languages.

4.2.1. The Baseline Admission Assessment

At exactly 7 years of age, an admission test will be conducted by the formal school. Crucially, this assessment is strictly based only on the two laconic Home-School Books taught previously by the parents. The primary objective of this test is not to pass or fail the child, but to scientifically record their baseline aptitudes, cognitive inclinations, and memory retention for future pedagogical planning and parental counselling.

4.2.2. Relaxed Pedagogy and the Abolition of

Heavy Textbooks

For the subsequent three years (ages 7 to 10), students will experience a highly relaxed, stress-free schooling environment. To prevent the cognitive burnout currently caused by extra-weighted curricula, the daily schooling duration is strictly limited to 4 to 5 hours. Furthermore, human attention span research dictates that short, intense learning bursts are most effective; thus, the AEF mandates a mandatory 15-minute physical and mental break after every 30 to 35 minutes of classroom instruction. During this phase, there are absolutely no specific heavy textbooks. Instead, teachers utilise expertly designed curriculum outlines, giving students the freedom to learn without the crushing pressure of rote memorisation. To ensure maximum teaching quality, students maintain the authoritative option to leave a class and select a different teacher if the pedagogy is unsatisfactory.

4.2.3. Exploiting Linguistic Plasticity and Civic Awareness

The core curriculum of this three-year phase is highly specialised to match the exact biological readiness of the brain. Pedagogical neurology and cognitive research assert that the "ages of 7 to 12" is the absolute optimal window to begin the study of second languages (Rosenthal, 2013). Furthermore, historical and modern studies conclude that the human brain explicitly specialises in the rapid acquisition of languages before the age of 10 (Cornelius, 1836). Capitalising on this biological peak, the AEF teaches three international languages, mastering one language per year, in a highly interactive, language-oriented atmosphere, utilising modern translator applications rather than outdated grammar-translation lectures.

Simultaneously, this phase introduces fundamental civic education, local geography, and moral history. Global educational benchmarks overwhelmingly support this timing. Data proves that the ages of 7 to 10 are internationally recognised as the perfect stage for civic and environmental education, as seen in Australia, Hong Kong, Japan's moral education systems, Taiwan, and the United States (Morris,

Cogan, & Liu, 2002). Furthermore, successful educational structures in Romania (UNECE, 2021) and China specifically introduce local society, history, and geographical surroundings during these junior primary years (Wang, Leeuwen, & Li, 2021). By aligning the AEF with these proven global standards, the child deeply understands their surrounding environment and civic duties by age 10.

4.2.4. Psychiatric Monitoring for Occupational Aptitude

Finally, this phase sets the critical groundwork for the AEF's ultimate objective: producing an independent earning hand by the age of puberty. Throughout these three years, trained school psychiatrists and mentors will continuously monitor the students. Their goal is to identify each child's natural occupational trends, psychomotor strengths, and behavioural aptitudes. This continuous psychological profiling ensures that when the student reaches the Skill Development Phase at age 13, they are perfectly matched with the practical trade or administrative skill that guarantees their socio-economic success.

4.3. Phase 3: Secondary Schooling (Age 11 to 12)

As the learner completely masters foundational linguistics and civic awareness by the age of 10, the Human BIOS naturally transitions into a phase of heightened analytical and cognitive readiness. According to neurological and psychological parameters, the specific age window from 10 to 12 years represents a massive leap in advanced cognitive abilities development (Kovas & Plomin, 2012). To perfectly exploit this biological prime, Phase 3 of the Alam Educational Framework (AEF) fundamentally restructures the secondary schooling experience, shifting the pedagogical focus purely toward cognitive development, technological aptitude, and core science subjects.

4.3.1. Curriculum Overhaul and the Introduction of Advanced Sciences

The contemporary educational framework fails at this stage by overburdening 11-year-old students with unnecessarily repeated, outdated

historical and linguistic texts that cause severe cognitive burnout. To rectify this, the AEF permanently extracts 50 per cent of these outdated, traditional contents from the secondary syllabus. Instead of relying on rigid, extra-weighted course books, teachers are provided with dynamic curriculum outlines.

This drastic extraction makes room for the subjects the brain is biologically craving at this age. Pedagogical research clearly establishes that the age of 11 to 12 is the optimal time to introduce technological programs, specifically incorporating applied subjects such as the 'Human-Made World,' 'information and communication,' and 'Technological Systems & Projects' (Barak, 2011).

Furthermore, the AEF's integration of hard sciences at this exact age is mathematically supported by empirical global benchmarks. Research presented by the Education Committee (2013), analysing high-performing global frameworks, proves the necessity of this shift. For instance, in the Canadian state of Ontario, foundational geography and history are effectively concluded by age 12, making way for advanced sciences. More critically, the highest-ranking educational systems in the world, including Finland, France, Japan, the Netherlands, Singapore, and Massachusetts (USA), all systematically introduce physics, chemistry, and biology exactly at the age of 11+. By aligning with these global models, the AEF ensures that students master matriculation-level science subjects efficiently and without the distraction of repetitive filler content.

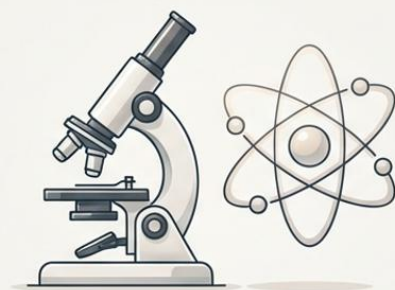
4.3.2. Structural Classroom Reforms and Maximum Accountability

Beyond curriculum adjustments, the physical and administrative structure of the classroom must support cognitive focus. In the AEF, class sizes during Phase 3 are strictly restricted to a maximum of 30 students. To prevent the cognitive fragmentation that occurs when a student is forced to adapt to six or seven different teaching styles daily, each class is managed by a maximum of only two teachers who distribute and cover all subjects for the entire two-year

period.

Finally, the AEF introduces a revolutionary standard of academic accountability. Because learning is a natural right, the system must serve the student, not the institution. Therefore, 11- and 12-year-old students in the AEF possess the absolute authority to leave a class and select a different teacher if they deem the teaching to be unsatisfactory or incompatible with their learning style. This groundbreaking policy completely eradicates the prevalent issue of unchecked, low-quality lecturing, ensuring maximum teacher accountability and guaranteeing that students are cognitively prepared for the crucial "Skill Development Phase" that naturally begins at age 13.

Phase 3: Scientific Literacy (Ages 11-12)



Accelerated Secondary Schooling (O-Level/Matriculation equivalence). Physics, Chemistry, Biology, Math via activity-based competency.

4.4. Phase 4: Skill Development Phase (Age 13 to 15)

The fourth phase of the Alam Educational Framework (AEF) represents the most revolutionary and structurally transformative shift from the contemporary global education policy. While modern frameworks spend these crucial years forcing students to memorise abstract, outdated information (Dar, Fluitman, & Gill, 2000), the AEF dedicates these three years entirely to rigorous, hard psychomotor skill development. This phase perfectly synchronises educational outcomes with the most powerful biological transition in a human being's life: the onset of puberty.

4.4.1. Biological Synchronisation and the Puberty

Imperative

According to comprehensive demographic and biological data, male students enter puberty between 13 and 15 years of age, while females reach this milestone between 10 and 13 years (Arnett, 2013). At this precise age, the Human BIOS achieves full basic physical and mental development. The natural, unscratchable demands of puberty include love, affection, and the establishment of a secure marital bond (Aquinas, 2013). However, successfully sustaining these biological imperatives requires highly specific socio-economic tools: an independent earning source, the capability to manage separate housing, and absolute marital couple privacy.

Historical and divine doctrines consistently validate this biological readiness. Religious texts dictate that an orphan's property should be handed over to them exactly at the age of puberty, proving that a 13- to 15-year-old possesses the complete cognitive and psychological capacity to handle property, conduct business, and manage independent socio-economic affairs (Al-Kalini, 1981; Tabarsi, n.d.). Furthermore, physical capability benchmarks demonstrate that a 14- to 16-year-old youth is fully equipped for the rigorous demands of military service, meaning they are exceptionally well-suited for civil services, lower-to-middle management, and skilled trades (Perie, 1997).

4.4.2. The "Earning Hand" Curriculum

To fulfil these biological needs, the AEF completely replaces the outdated, text-heavy secondary curriculum with a purely practical, market-driven pedagogy. Between the ages of 13 and 15, students will be intensively trained in highly practical, high-demand fields. These include IT data entry, technological designing, civil engineering, electrical work, plumbing, professional cooking, retail trading, mechanics, driving, administration, banking, politics, social work, and middle-level project management. This skill development applies to each department of life because every work is a skill and skills can be trained.

This hands-on methodology is deeply rooted

in the historical practices of divine leaders; for instance, the Last Prophet Muhammad (PBUH) actively trained his community in direct life and earning skills, including agriculture, tool-making, tailoring, and food preparation (Rayshari, n.d.). By adopting this applied approach, the AEF ensures that learning directly translates into economic utility.

Phase 4: The 'Puberty Pivot' & Economic Independence (Ages 13-15)

- **The Biological Mandate:** At puberty, humans require the means to sustain life.
- **Curriculum:** Mastery of 3-4 real-world professions (e.g., Computing, Trading, Engineering).
- **Outcome:** The student becomes an 'Earning Hand'.
- **Social Impact:** Biologically and economically ready for partnership, reducing social frustration.

4.4.3. Macroeconomic Transformation and the 90% Skilled Target

The macroeconomic urgency for this specific phase is mathematically undeniable. The contemporary educational framework is currently producing a catastrophic volume of dependent, unskilled youth. Empirical data reveal that in 2015, a staggering 98.34 per cent of workers migrating to the United Kingdom from developing nations like Pakistan were completely illiterate and unskilled raw hands, while a mere 1.76 per cent possessed actual marketable skills (Government of Pakistan [GOP], 2016). Consequently, global development initiatives are drastically failing to meet the Sustainable Development Goals (SDGs) set for 2030 (United Nations, 2020).

By implementing Phase 4, the AEF completely reverses this economic failure. By the age of 15, the AEF will have systematically developed a 90 per cent highly skilled workforce explicitly trained for lower- and middle-level management and technical services. It eliminates the societal burden of students remaining economically dependent until the age of 25 or 30 (Eckert & Hentschke, 2020).

4.4.4. Societal Salvation and the Prevention of Moral Corruption

Ultimately, the primary objective of creating an independent "earning hand" by the age of 15

is societal and psychological salvation. In the contemporary educational system, youth complete their initial physical and mental development exactly at the biological onset of puberty, which naturally occurs between the ages of 13 and 18, depending on geographical climate (Perie, 1997). While they are biologically mature, they are left economically paralysed, even though the Human BIOS naturally demands love, affection, and the establishment of a secure marital life at this precise developmental stage (Arnett, 2013). Because the current framework fails to provide the independent earning sources required to sustain separate housing and marital privacy, it leads to extreme frustration, profound shyness, and the societal suppression of natural affection. This unnatural deprivation and the artificial delay of marriage inevitably cause severe heartbreak, clinical psychological disorders, anger, agony, and profound dissatisfaction among the youth.

By empowering youth with the capability of independent earning exactly at the age of puberty, the AEF directly facilitates and financially secures early, natural marriages, thereby fulfilling a fundamental human need (Aquinas, 2013). Fulfilling the Human BIOS at the correct biological time completely eradicates the root causes of youth frustration. Furthermore, sociological observations confirm that preventing marriage at the time of puberty directly creates alarming immoral, psychological, mental, physical, and emotional disorders within a society. Therefore, by structurally aligning economic capability with biological maturity, the AEF permanently prevents the societal moral corruption and violent crime waves that currently plague modern mass democracies.

4.5. Phase 5: Project-Based University Education (Age 15 to 20)

The fifth and final phase of the Alam Educational Framework (AEF) structurally revolutionises the concept of higher learning. While Phase 4 successfully develops a 90 per cent highly skilled workforce for lower and middle-level management by the age of 15, Phase 5 is a purely optional, highly specialised academic

track. Divided into a structurally concise 5-year span (2 years of theoretical research plus 3 years of advanced commercialisation of the research), this phase operates entirely between the ages of 15 and 20. It is explicitly dedicated to producing the top 10 per cent of societal leaders, innovators, and supreme specialists.

Phase 5: Project-Based Innovation & The PhD (Ages 15-20)



4.5.1. The Failure of the Contemporary University Model: A Global Comparison

To understand the profound necessity of the AEF's Phase 5, one must analyse the catastrophic macroeconomic failures of the contemporary global higher education framework. In the prevailing system, students are forced to study purely informational subjects without acquiring modern techniques, meaning a normal student does not complete their MS or PhD level education until they are 25 to 30 years old. Throughout this artificially prolonged academic period, students complete virtually no physical, on-ground projects.

Comparative global data vividly illustrate this systemic failure. In developing nations like Pakistan, 90 per cent of university programs have absolutely no contemporary industrial linkages, and students are rarely taught by active executives or field specialists. The result is a massively unemployable graduate population. When comparing international workforce mobility, data from the Pakistan Economic Survey highlights that of the workers migrating to the [United Kingdom in 2015](#), an abysmal 1.76 per cent were actually skilled, while 98.34 per cent were completely illiterate and unskilled raw hands.

While highly developed educational systems, such as those in Finland, France, Japan, and Singapore, excel at introducing hard

sciences like physics and chemistry early at age 11+, even these advanced nations struggle to convert academic university degrees into immediate, practical market skills by the age of 20. The contemporary global model universally traps students in a state of extended socio-economic dependency, severely threatening the achievement of the global Sustainable Development Goals (SDGs) set for 2030.

4.5.2. Elite Specialisation (Age 15 to 20)

The AEF dismantles this prolonged dependency. Students who choose to enter Phase 5 do so strictly to master highly specific, complex fields that require advanced study beyond basic psychomotor skills. These specialised fields include advanced medicine, high management, political leadership, pedagogical teaching, and high-level military or army control. Because the AEF has already extracted outdated, repetitive informational filler during the secondary phases, these 5 years are hyper-focused on cutting-edge specialisation, allowing a student to achieve the equivalent of a contemporary PhD by the age of 20.

4.5.3. The Capstone Requirement: Real-Market Project Sales

The most revolutionary mandate of the AEF Phase 5 is its ultimate degree requirement. In contemporary universities, students achieve their degrees merely by memorising information and writing theoretical papers that are never utilised in the real world.

The AEF abolishes theoretical theses. To fulfil their final degree requirements, university students must practically develop a physical or highly applicable on-ground project. More critically, they cannot merely present this project to a professor; they must successfully market and sell this project in the real, competitive economic market. Upon successful sale, the student must deposit the profits directly into the university account.

This strict, real-world pedagogical requirement guarantees that every single graduating student possesses an elite, real-time approach to the workforce market. It forces universities to maintain active, 100%

contemporary industrial linkages, as students cannot sell outdated concepts to modern industries.

4.5.4. Final Integration into Adult Life

By mandating market-proven project development, the AEF completely eradicates the phenomenon of the "unskilled graduate." By the exact age of 20, the student's formal education is finished. Because they have successfully developed, marketed, and sold a real-world project, they are no longer dependent youths; they are fully integrated, highly successful adult professionals. By perfectly aligning educational completion with biological and cognitive maturity, the AEF guarantees a future global community characterised by immense economic velocity, deep psychological satisfaction, and profound societal peace.

5. Conclusion

The contemporary global educational framework is biologically and psychologically incompatible with human development, actively violating the natural programming of the Human BIOS. Enforcing formal institutionalised education at age three violently disrupts foundational traits like trust and autonomy, replacing them with fear and long-term dependency (Carmen & White, 2016; Erickson, 2014). Furthermore, by relying on outdated rote memorisation, the system systematically fails to equip youth with independent earning skills by biological maturity (Dar, Fluitman, & Gill, 2000; Reinders & Thomas, 2015). This prolongs socio-economic dependency until age 30, generating massive societal and psychological disorders (Eckert & Hentschke, 2020).

The macroeconomic consequences are catastrophic, as the framework produces an overwhelmingly unskilled workforce; notably, 98.34 per cent of international labour migrants to the UK in 2015 were entirely unskilled raw hands (Government of Pakistan [GOP], 2016). Because the structure fails to produce independent earners by the critical age of puberty (13 to 15 years), it prevents youth from fulfilling biological imperatives like early

marriage and family establishment (Aquinas, 2013; Arnett, 2013). This socio-economic suppression causes widespread emotional frustration, moral corruption, and a global failure to meet the 2030 Sustainable Development Goals (United Nations, 2020).

To completely eradicate this crisis, "Alam's Educational Framework" (AEF) offers a transformational, scientifically aligned solution. The AEF redesigns the educational timeline to strictly respect the Human BIOS. By mandating parental home-schooling until age 7, it preserves natural autonomy and guarantees the trauma-free development of the foundational 75 per cent of human personality (Sharma, 2018). It maximises cognitive plasticity through languages and civic geography until age 10, followed by advanced scientific development until age 12.

Most crucially, by dedicating the secondary phases strictly to psychomotor skills, the AEF guarantees a highly skilled workforce in each sphere of life, an independent earning workforce precisely by age 15. This empowers youth to legally fulfil their physiological needs and financially sustain secure marriages at puberty, eradicating the root causes of global frustration and producing an innovative workforce equipped for elite market leadership by age 20.

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