

An Assessment of Education Governance of Pakistan Tehreek Insaaf (PTI) Government in Khyber Pakhtunkhwa, Pakistan (2013 – 2018)

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ABSTRACT

This study presents an assessment of the education governance of the PTI government from 2013 till 2018 (the end of the PTI-led government in Khyber Pakhtunkhwa (KP) province). The paper is focused on the assessment of conditions, improvements and achievements of the PTI-led government in the education sector. Further, the paper gives some recommendations to bring more improvements in the education sector of the province. The impacts of education investments in developing and transition countries are typically measured by inputs and outputs. In this way the gaps in the education governance are measured through the performance of education objectives; public resources allocated and its appropriate use that the government preferences to the education are been implemented. This paper argues that generally good governance with regard to education can serve best results to boost up the institutional performance in the delivery of education services to the community by a given government. For higher performance in education system, the government should focus on standards, information, incentives, and accountability. The education performance of the PTI government has been assessed through review of secondary data and primary data gathered through personal interviews with various stakeholders i.e. students, parents of the students, teachers, government officials of education department and politicians. The paper finds that governance issues are important for better performance and improvement of the education sector. In this regard focus on the budget, resources management, human resources, trainings and other such type of activities should be the main focus for a better education governance performance. In this regard, the PTI government brought tremendous reforms in these areas to improve the education governance in KP.

KEYWORDS: Education Governance, Pakistan Tehreek Insaaf (PTI), Constitution, Performance, Budget, Resources, training, Education Reforms, Achievements, Khyber Pakhtunkhwa (KP), Pakistan.

INTRODUCTION

Educational governance means authority and decision making within the education system. Further, in the context of education, governance include: how the education system of a country is organized and the power is allocated; what is the structure of the existing education system and what kind of decision-making processes are in place; what kind of roles and responsibilities different actors have and the relationship between the central/provincial and local authorities (Khan 2017). The purpose of an education governance system is to have an organizational design which promotes educational objectives, makes effective use of resources, redresses inequities and gives all stakeholders a voice in important decisions about education (Hoodbhoy, 1998). To sum up, the education governance framework should be characterized by fiscal responsibility and accountability which support the goal of improved students learning. Because the governance of educational institutions has a large impact on students and teachers success by defining and regulating relationships both within schools as well as between schools and outside agencies. Institutional rules and policies determine how educators train and operate, and ultimately determines how students learn. Education remained a joint venture of both federal and provincial government under the 1973 Constitution of Pakistan (The 1973 Constitution of Pakistan). The federal Ministry of Education was responsible for formulation of national education policies, plans and designing of national curriculum. The provincial governments were required to design their own planning and implementation within the guidance of national education policies and plans. Under the federal Ministry of Education all the federating units had similar administrative structures of education. In Punjab and Khyber Pakhtunkhwa the department of schools (Elementary & Secondary) is separate from higher education (colleges),

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whereas in Baluchistan and Sindh only one education department perform all the functions (Ailaan, 2017). Under the administrative supervision of provincial education department and directorate, education is managed at district level. Under the federal supervision through the Federal Ministry of Education the formulation, approval and evaluation have been the mandate of Federal Bureau of Curriculum (Sarwari, 2017). With regard to new changes in the education governance at provincial level, the 18th Constitutional Amendment of 1973 Constitution of Pakistan is a great achievement. The Article 25-A provides for and guarantees to all children of age 5 – 16 years, the provision of free and compulsory education by the state, ‘The State shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law’. The purpose of right to free and compulsory education (Article 25-A) was to accelerate the progress of education in order to get the international and national level as determined in the Millennium Development Goals (MDGs). The implementation of 25-A is conditioned with further legislation by both provincial and federal government but for the implementation of this the required legislation has yet to be passed by the provinces. Further, at provincial level, the powers, functions, and educational planning and monitoring was decentralized and devolved to districts under the devolution plan. The district education department is empowered to implement and make its own education plans in the light of national and provincial plan (Ashfaq, 2017).

In the backdrop of 18th Amendment, according to Article 25-A of the Constitution of Pakistan, the state is primarily responsible to make ensure free and compulsory education for all citizens of Pakistan (The Constitution of Pakistan 1973). The Khyber Pakhtunkhwa and the adjacent tribal areas of are far below in literacy rates than the rest of Pakistan. In Punjab, the literacy rate is 64% while in Sindh it is 56% (Annual Statistical Reports of Government Schools in FATA). In FATA the total literacy rate is 17.42 percent. Before 9/11 literacy rate in FATA was 24% according to Annual Statistical Reports of Government Schools in FATA (Mureeb 2015). On the other hand, the overall literacy rate in KP is 50 percent. This shows the alarming situation of overall literacy conditions. Illiteracy is particularly higher among young men aged 15-30 which shows a dismal situation of Education in KP (Pakistan Social and Living Standards Measurement (PSLM) Survey 2011-12).

The status of education governance in KP is very bleak. Since independence, all previous governments have paid little attention to bring educational reforms in KP. The lack of modern schools, having no medical and engineering college or university, many children are unable to get access to education due to long distance to the nearest school. Many of them enrolled do not complete a full course of study; and those who do, suffer poor facilities and other hurdles, that have negative impacts on their education (Government of Pakistan – National Education Policy 2009).

The students in KP are facing issues such as lack of basic facilities in schools including drinking water, fans, furniture, and maintenance/refurbishing work, lack of schools for girls, transportation, and lack of higher education institutions. Moreover, it has also been reliably confirmed that most of the schools cannot be physically verified and that only exists on “paper”. Such paper schools are called “Ghost Schools”, and most often these schools are used by the local influential people as their business centers or personnel guest houses (The Express Tribune September 29, 2017). Hence such a situation presents a grim state of affairs in FATA and KP in terms of education which is the key to development (Khan 2017).

As soon as the PTI-led KP government came into power in 2013, it declared an education emergency in the province. As part of its election manifesto, the PTI reiterated its firm resolves at the onset to upgrade the system of education across the province. In the maiden budget, the KP government increased the education budget from 61 billion in 2012-13 to 81 billion in 2013-14 (Government of KP, White Papers 2012-13). The current statistics show that the budget in 2016-17 is 118 billion, and is expected to be 139 billion in 2017-18 (The Express Tribune May 28, 2018). Thus, there is an increase of 128% percent since the new set up took charge. Indeed, in tens of financial allocation, the government seems true to its words. However, an appraisal is necessary to find out if this increase has been materialized and whether the government has been successful in achieving the desired outcome. In this regard, this paper presents an assessment of the PTI education governance and assess the policies of the PTI government that it introduced for the improvement of education in KP especially at secondary level (Sarwari, 2017). This paper is structured in two sections. The first section discusses an introduction to education governance in Pakistan, the objectives and methodology, and approach adopted for this paper. While the second section discusses the overall all assessment of the PTI government initiatives, programs, policies and the achievements of PTI government in the education sector especially with regard to secondary education in KP. At the end, the paper gives the overall conclusion.

Objectives and Approach

The paper has the following objectives to achieve.

- To explore the status of education governance by analyzing the PTI government initiatives for improving education in KP Pakistan.

- To assess the strategies and efforts of the PTI government in order to bring reforms in the education governance at school level of KP.
- To find out the impact of these reforms and initiatives on the improvement of education governance at school level in KP.
- To suggest recommendations to the government for further improvements.

To achieve these objectives, this research paper has adopted an empirical method of inquiry. For this purpose only qualitative methods were selected to get both primary and secondary data (Bush, 2007). Qualitative primary data was collected through structured interviews from students, parents, teachers, the officials of school & literacy department, and the politicians. While the secondary data was collected by reviewing published sources i.e. books, journals, the official government published reports, magazines, and other sources published sources.

Education Governance in KP and PTI Government

Education governance is a broad all-inclusive concept, however, this section assess and presents an overview of the education performance, reforms, achievements and other such initiatives of the PTI government for the improvement of education in KP.

Khyber Pakhtunkhwa (KP) covers an area of 74,521 sq. km is one of the most important strategically located provinces and is playing an important role in the economy of Pakistan. It inhabits 26.62 million people growing at the rate of 2.8% per year. Amongst the 9-39 years age group, about 7 million people in KP are illiterate (less than 30% of females in this age group are literate). Faced by law and order situation, and low social development indicators further affected by floods pose serious development challenges for KP. (Colclough, 2014) The Vision 2030 of KP makes commitments to uplift the province to greater heights. The potential is there in the form of natural resources, dry port, oil and gas and coal for energy and industry. The current ADP allocation for KP stand at Rs. 69,028.3 million with Rs.10,142 million for education. Khyber Pakhtunkhwa has 32,276 schools in which 24,719 are Primary, out of which 7858 are for girls and 2010 are co-education, 4504 are Middle schools in which 1043 are for girls and 1781 are co-education, 3161 are High schools in which 565 are for girls and 1190 are co-education schools and there are 624 Higher secondary schools in which 134 are for girls and 223 are co-education. The share of various sub-sectors is as follows: primary – 76.6%; Middle – 13.9%; Secondary – 9.8% and higher secondary – 1.9%. There are 4.826 million children at these various levels with bulk (58.97%) going to primary school. Thus elementary education forms the bulk of educational provisions in public sector in education (Ailaan, 2017).

The enrolment pattern shows gender and regional disparity in education. In this context, the rural net enrollment is less (50%) as compared to the urban net enrolment (61%) as per the 2008/09 statistics of the school and literacy department. With regard to gender disparity, during this period the male net enrolment rate was 56 percent as compared to 45 percent female net enrolment. In KP, there is variation in district-wise Net Enrollment Rate (NER). The lowest NER is in Kohistan district (37%), while the highest (68%) is in Abbottabad. With regard to gender, the lowest (11%) NER estimated for female is in Kohistan. There is also a significant variation in the percentage of population that completed primary level education. Which is again lowest (15%) in Kohistan and highest in Abbottabad (64%). The primary schooling completion remained lowest in rural areas, where only 1 percent female completed their primary education in Kohistan (Ailaan, 2017). Including both male and female, it is estimated that an average 76 percent children attend middles schools after completion of primary schooling. The female rate for this is 71 percent (Ailaan, 2017). Average Gender Parity Indices (GPIs) for government schools remained higher, but there is significant variation across different levels of schooling i.e. for primary level the GPI was 0.72 on an average, which declines to 0.53 at middle level and for the high school this further goes down to 0.37. A comparative study shows that the literacy rate for the children of age 10+ years was 45% in 2001-02 which increased to 50% in the year 2010-11 (PSLM).

The previous governments did pay much focus to the education sector in KP that's the education sector today are facing issues and problems of lack of human resources, funds and capacity. The sector also suffered low quality provision and mainstream focus of the government. This is evident from the low allocation of budget to this sector. In this regard the in 2011-12, Rs. 545.203 million has been allocated to Elementary and Secondary education, which is an increase of 32.8% as compared to 201-11 which was 410.503 million (Ailaan, 2017). Also, the number of schools has been increased from 26,247 to 27,419 since 2008. This also resulted in increase in the enrollment which is 3.534 million to 3.597 million students (Ailaan, 2017).

This discussion provides a background of the bleak status of the education sector of KP. That's why when the PTI-led government came in power in KP, it focused on the education sector and has introduced revolutionary reforms. These reforms are claimed to go long way in not only enhancing the literacy rate but would also ensure modern education to every knowledge seeker hence attracting every parent to send their kids to the school. These have been discussed below in detail:

3.1 Increase in Enrolment and Migration to Government Schools

During the PTI government in KP, in government schools, a significant increase in the enrollment has been observed. The statistics of the last three years clearly provides the proof of this achievement. This number increased with 4.17 million in 2014-15, further to 4.219 million in the year 2015-16 and in 2016-17 it reached to 4.274 million (Tahir, 2017).

Not only thus, but the reforms in the education sector encouraged the parents to enroll their children in government schools. As a result a significant number of children migrated from private to government schools. An overall 34,000 students migrated in 2016 and in 2017 this number reached to 151,000 students (Ailaan, 2017).

3.2 Uniform Education System

The PTI government attempted to revise the textbooks in order to bring uniformity in the education system all over the KP province. In this regard, the KP Secondary and Elementary Education Department (ESED) has revised books up to class five. The new books are easy in understanding and are devised in such a manner that it helps clearing concept of the students instead of rote learning. Moreover, the Elementary and Secondary Education Department of KP introduced universal examination system for both public and private schools and conducted uniform examinations up to class five. Various phased wise approach was adopted by the KP ESED, in which various assessments were conducted in order to provide information about the shortcomings of the system to help the planner in devising better policies and to address the service delivery in a better way. In this regard, at first step, in 2017 Universal students' assessments were conducted. These assessments were assigned to the Boards of Intermediate and Secondary Education at various districts of KP.

3.3 Strengthening Performance of Elementary and Secondary Education

The PTI government focused on the performance and strengthening of ESED in order to ensure the provision of basic and missing facilities in schools on priority basis. In the first three years of its government the PTI government constructed more than 14,400 boundary walls, 10,000 additional classrooms, more than 17,350 Group Latrines, more than 13600 schools were given clean drinking water facilities, and have successfully completed more than 10550 Schools' electrification projects (Zia, 2017). These all missing facilities costs round about Rs. 21 Billion rupees.

Regarding these initiative, a key politician of the PTI told: "These initiatives have improved both teachers and parent's confidence on ESED reforms and as a result, students' enrollment increased and students drop-out significantly decreased" (Field Interview).

In the first three years of the PTI government, for imparting quality education, through a transparent system and on merit basis with the help of an independent testing agency (NTS), the ESED hired about 40,000 teachers (Ashfaq, 2017). More than 83,000 teachers will be trained through British Council on using English as a medium of instruction. Additionally, more than 45,000 teachers are receiving training on phonics, which will help in improving teachers and students' English pronunciation skills. Khyber Pakhtunkhwa is the only province that has allocated budget for its Education Sector Plan in-line with the Sustainable Development Goals (SDGs) of United Nation on education and is achieving the budgetary target allocations in time (Ashfaq, 2017).

During field interview, a PTI worker told: "To encourage girl's education and to maximize enrollment of girls, we have built 1413 new girls' community schools in which more than 70,000 students are enrolled. More than 30,000 education vouchers were distributed among the students of total 500 million rupees" (Field Interview). Additionally, ESED built 1350 IT Labs in schools to reduce the gap between private and public schools. Around 1100 Schools were also provided Interactive White Boards to advance students learning skills. To ensure enrollment and schooling of poor students, ESED started vouchers scheme, which has so far reached to 13,000 poor students.

Under this program, poor students are enrolled in their nearest private schools. The first Government Girls Cadet College has been established in Mardan with an allocation of Rs. 3 Billion. To encourage students in extra-curricular activities ESED established 5000 play areas and more than 140 sports grounds in schools. (Berinderjeet Kaur, 2016) The establishment of an Independent Monitoring Unit (IMU) has helped in reduction of teacher's absenteeism by up to 10%.

During field interview, a political worker of PTI and who is also private secretary with the minister of School and Literacy informed:

"For the recognition of teachers' performance and to encourage them to depart better education, the PTI government has introduced teachers' incentives program. Till date, under this scheme a large number of teachers received prizes worth Rs. 50,000 to Rs.100,000 for their best performance i.e. in 2015 and 2016 more than 900 teacher received incentives" (Field Interview).

To overcome the teacher's absenteeism the PTI government has established an Independent Monitoring Unit in 2013. This unit has taken more than 8,000 actions against absent teachers and has recovered Rs. 190 million in salaries thus

by reducing 15% progress in countering absenteeism. Further, the ESED has introduced compulsory Quranic Education in Schools from Class One to the intermediate class. The ESED has allocated Rs. 4 billion to provide furniture to schools, which will benefit more than 1.4 million students and teachers. The ESED has completed more than 50 six-class rooms' schools while another 350 are in progress (Zia, 2017). To encourage healthy habits among the students, 5000 sports kits were provided to students and more than 7500 play areas and 198 sports grounds have been completed.

As the load shedding just like other social sectors has badly affected education system but ESED is making sure to convert schools to solar energy. To ensure uninterrupted supply of the electricity during school times, more than 5500 schools have been converted to solar electricity while another 8000 are expected to be completed in the next year (Comission, 2013). In order to improve transparency and accountability, Biometric system has been installed in 76 offices and 480 schools. To improve creative skills in students, ESED distributed more than 5.1 million drawing books in students all over KP. Moreover, the ESED has started prizes to the top position holders of Government Schools. Under this scheme, the government will give Rs. One Million, Rs. 500,000, Rs. 300,000 prizes to those students of government schools who will get 1st, 2nd and 3rd position in their board exams respectively.

3.4 Establishment of New Schools

In KP during the first three years the PTI government successfully completed the construction of more than 450 new schools. These schools are equipped with full resources and are functioning. Moreover, the PTI government has sanctioned the construction of more 229 new schools of which 221 schools are already in process of construction.

3.5 Budget Allocation to Schools and Literacy

Since 2013, the government has special focus on ESED's and its budget has been going upward. In its first year of government the PTI-led government allocated 64 Billion budget to ESED in 2013-14, increasing it 88 Billion in 2014-15, further increased to 99.4 Billion in 2015-16, to 118.7 Billion in 2016-17 and recently it reached to 136.194 Billion in 2017-18. To assess this increase calculated in the ESED's budget was 14.51% compared with the previous Financial Year 2016-17. Thus during the PTI government (2013- 2018), the overall increase in the last five years in education budget has been 113.84% (Ailaan, 2017).

An Assessment of the Overall Achievements of PTI Government

It is no exaggeration to say that the Elementary and Secondary Education (E&SE) department has witnessed the real change during PTI government. The PTI government put hard work and real spirit to visualize some revolutionary changes in education. The reforms introduced by the PTI government E&SE education are given below in detail.

4.1 Development of infrastructure and basic facilities

Infrastructure and basic facilities were given top priority and the provincial government heavily spent on this. In 2013, the number of non-functional schools in the province totaled 397, which have been reduced to 125 in 2015-16 due to effective policies. There was a lack of facilities. Boundary walls, water supply, electricity, and toilets were missing in most of the schools. A comparison of missing facilities is given here graphically.

During a field interview with a provincial official of school and literacy department he told:

“For the last so many years, the KP province was badly affected by militancy and natural calamities resulting in damage to infrastructure especially to education sector. More than 800 schools were damaged. The PTI government took the issue seriously and worked day and night to reconstruct the damaged and other new schools in short span of time” (Field Interview).

Approximately, 179 militancy-hit schools have been re-opened in Malakand agency alone. Besides, a total of fourteen hundred community schools have been established that impart education to 70,000 students in the province. The government is spending 100 billion on these community schools. Some 1231 schools have been provided with additional classrooms and 12,198 schools with clean drinking water (Sarwari, 2017).

During a field interview, a provincial official of the school and literacy department told:

“To get rid of the excessive energy crisis and power outage, especially at schools, the PTI government installed more than 5000 solar panels in various government schools across the province” (Field Interview).

4.2 Information Technology and New Vacancies

The importance of Information technology being the soul of modern global education cannot be denied. A nation cannot progress until its youth is under the influence of information technology (Ailaan, 2017).

A political worker of the PTI government, who is also linked with school and literacy department told:

“Bringing the students of KP at par with the rest of the PTI government has established 1340 state of the art IT labs in different schools of the province. Further increase in this regard is on its way. This effort of PTI government has been acknowledged by the Microsoft and has thus pledged to provide free training to 15000 teachers of KP in IT” (Field Interview).

The PTI government also advertised all the pending and vacant posts of teachers in the four years through NTS. An official of the directorate of schools and literature told:

“More than 40,000 teachers have been inducted through NTS following strict merit. Some more posts are going to be filled” (Field Interview).

Unlike previous governments, the PTI government discourage political interference and nepotism and favoritism during the recruitment process of teachers. A female education office at district Mardan told during field interview:

“The whole process of the recruitment of new teachers remained on merit. Even, the PTI government officials did not influence any transfer or induction so far. Till date, we did not receive a single call or letter from the politicians of PTI forcing us to favour any transfer or recruitment” (Field Interview).

4.3 Incentives for teachers

It is fact that teaching is a prophetic profession, but in Pakistan teachers are paid less as compared to other jobs. They are also receiving less appreciation in the form of incentives and are often promised without addressing their demands. The PTI government in this regard has done considerable job for teacher’s satisfaction (Zia, story/1584291/1-k-p-tops-district-education-rankings/, 2017).

A political worker of PTI told:

“The PTI government has fulfilled all promises made with the teaching community. The PTI government has promoted the school teachers, increased their salaries and has upgraded their grades” (Field Interview).

Besides, incentives, the PTI government also worked for the enhancement of teaching capabilities of teachers across the province. For this purpose the services of British Council has been utilized Under the Nationalization policy of teachers thousands of new vacancies has been created. The current policy of recruitment and promotion is 25%: 75 % (25% new recruitments and 75% promotions) (Berinderjeet Kaur, 2016). Not only this, a vigilant monitoring system, the ghost posts of teachers have been made functional and the absenteeism has been reduced from 15% to 12% (Zia, story/1584291/1-k-p-tops-district-education-rankings/, 2017). Out of 11403 absent teachers, 1000 of them have been terminated or compelled to retire before time (Ailaan, 2017).

4.4 Student-Centered Policies and Initiatives

To ensure maximum enrolled, the PTI government introduced and passed an act from KP Assembly, where free education was made compulsory for all children from age 5-16 years. This law also restricts parents who violate this law will be penalized according to the law.

A district education office at Peshawar told:

“The PTI government tried its best to ensure free education through various means. It has launched various techniques, like enrollment drives (school Dakhla muhem), which are done every year. In these drives, both teaching and community people are involved to work for the maximum enrollment and to convince parents for admission of their children in schools” (Field Interview).

Similarly, the government is giving free books to the children. So far, 80,000 thousand books have been given to the children free of cost. According to a research, drawing, and colouring the books make the students more creative and also polish their analytical skills. To make the students more creative, the government is giving drawing colouring books. In this regard, four million drawing coloring books have been distributed among the children so far.

To provide a peaceful and special environment to students to study in peace of mind, the PTI government devised a policy, where it is stressed to establish a ratio of 40:1(40 students per teacher) (Jinbao Zhang, 2016).

4.5 Female Education

Education is necessary and compulsory for both male and female. Napoleon Bonaparte once said, “Give me an educated mother, I shall promise you the birth of a civilized, educated nation.”

The government has a special emphasis on the female education and their jobs. The new admission policy is female-centered. IT centers for female children and adults have been established in various schools. The new policy of building classrooms is 2:1(2 for female 1 for male).

During field interview a political activist of PTI told at Mardan:

“For the female education, the PTI government has done tremendous efforts. To empower women, it has specially focused on constructing new education facilities and schools at various districts. In

this regard, in Mardan the first ever of its kind Female Cadet College has been built. Moreover, a bill has been passed by the KP assembly where it is pledged that female teachers will be recruited to teach at primary level. Further, at primary level, Nazira of Quaran is made compulsory up to class 12th (Field Interview).

For out of school children, the PTI government has also launched various programs. A political worker of PTI at Peshawar told:

“To educate the illiterate children, a programme with the name of speed literacy programme has been started by PTI government. In this regard, to impart free education, a school has been established in Changarabad, Peshawar, which will give free education for one year to the illiterate of this area” (Field Interview).

CONCLUSION

The development observed during PTI current government shows that there is a reasonable improvement in schools infrastructures while public confidence over public schools seems growing. The government also adopting measures to bring fundamental changes in the educational performance and school management. Government strategy started from bringing an increase in budget and later it expanded to various other aspects like new and better buildings, the introduction of information technology facilities, training of teachers, improvements in girls schools and encouragement for enrolment in public schools instead of to private schools. Study shares that there been sufficient performance recorded in schools education and its management. PTI government put the focus on education and was successful in bring radical changes in many aspects of education. The increase in the budget is one of the critical indicators which confirms improvement in the educational sector during 2013 to 2018. Besides, schools reconstruction the increase in the enrolment of the girls students in certain areas were government faced a real challenges, though managed efficiently. All statistics gathered and studies conducted by various third parties like Alif Elan confirms significant improvement in the quality and surge in the ratio of the education as compared to the other three provinces of Pakistan. Yet there are several such areas that still need some more improvements as discussed in the recommendation of this study.

RECOMMENDATIONS

After reviewing thoroughly the education performance of PTI government in KP, the following recommendations are made for further improving the education system of KP.

- In overcrowded schools, a second shift needed to be start where the student will be relieved of heavy classes by limiting the number of students in class to 40.
- To fill the gap between girls and boys schools numbers, (overall ratio is 1:2), it should be reduced by opening new schools for girls especially in peripheral rural areas.
- All at hand resources especially financial resources need to be utilized to ensure low-cost teaching-learning materials as per the requirements of the students and their classes.
- To attract gifted people better scales for teachers be given at schools.
- Head Teacher's post is created in every primary school and these head teachers are trained in school management.
- Schools-supervisor ratio should be 50:1 to provide better professional support to teachers
- The number of middle schools is increased to provide access to students, particularly for girls.
- In case of high schools, the number of girls' schools is nearly one third (64% and 36%) of the boys' schools thus refusing access to the majority of girls in the rural areas. The distance between high/higher secondary school and its feeding schools is usually greater and it is very difficult for girls to travel or go on foot to these schools causing a high dropout. More girls' high schools should be established.
- Governing bodies in high schools and Parents-Teachers Councils needs to be strengthened for better supervision and improve quality.
- Government shall explore ways to increase the contribution of the private sector, which at present contributes only 16 percent of the total educational resources.
- Expansion of Technical Education & Vocational Programme to uncovered parts of the province especially rural and disadvantaged areas.
- The number of institutions for special education in Khyber Pakhtunkhwa are very few and does not cover even the 50 % disable population. This coverage should be increased.

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