



**Education Sector Governance in Khyber Pakhtunkhwa during
Pakistan Tehreek-E-Insaf Government**

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Abstract:

Governance may be effective if the decision-making and implementation processes are participative, transparent, efficient, accountable, responsive, consensus-oriented, equitable, and observe the rule of law. However, in Pakistan governance has remained a critical issue, especially in the Khyber Pakhtunkhwa (KP) province, which suffered because of its governance structure, terrorism, and natural disasters. Governments come with the claim of good governance but cannot satisfy the masses fed up with the system. The Pakistan Tehreek-e-Insaf (PTI) party succeeded to form government in KP with the promise of “change” in the general elections of 2013 and introduced multiple reforms for good governance in the province. This study aims to investigate the level of governance in the education sector of KP during PTI government 2013-20. Therefore, data regarding education sector governance has been collected from journals, newspapers, government documents and reports and analyzed in light of principles of good governance. It is concluded that some of these features have been incorporated into the decision-making and implementation process but still there is need for structural as well as functional reforms.

Keywords: Khyber Pakhtunkhwa, Pakistan Tehreek-e-Insaf, good governance, education, reforms, transparency, participation

INTRODUCTION

Education is the key to success and provides quality human resources contributing to a state’s development. Nation-building cannot be achieved without an educated and skilled workforce. Thus, education standards determine a nation’s position in the international community. Therefore, an efficient education system is needed nationally and internationally to meet modern society needs (Davies & Guppy, 1997).

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Pakistan has the second leading Muslim population and is home to six million out-of-school children. Even in most schools going, children are not getting quality education. Most out-of-school children are girls living in backward rural areas (Gouleta, 2015). Education in Pakistan remained a provincial subject, but major policy-making, curriculum development, and financing have been exercised on the federal level. Constitutionally state is bound to eradicate illiteracy in Pakistan, thus to make education available free of cost up to the matriculation level within the least possible time (Article 37-B, Constitution of Pakistan, 1973). However, there is a clear-cut difference between the laws of the constitution and the reality of the education sector in the country. Despite proposing many education policies and plans, Pakistan's education sector could not attain the desired goals (Richter, 2019). Despite wide promises by a series of governments to improve Pakistan's education system, it is still decreasing (Ali, Hakim, & Abdullah, 2017). It cannot promote international self-reliance among its graduates (Iqbal, 2010).

The PTI government declared education emergency in the state and introduced reforms. This study focuses on the contribution of the PTI government to education sector governance in the Khyber Pakhtunkhwa province of Pakistan (2013-2020). For this purpose, the policies, plans, and parliamentary acts within these eight years regarding the education sector and their implementation in Khyber Pakhtunkhwa have been analyzed to determine the practical improvement in education sector governance. In this qualitative study, primary data includes the Acts of the Provincial Assembly of Khyber Pakhtunkhwa, passed during PTI-led government in the province (2013-20), official documents, National Education Policy 2017 and Single National Curriculum, the annual statistic reports from 2013 to 2020 and other important documents of the KP Elementary and Secondary Education Department (ESED). The Journal articles, newspapers, reports and books are the secondary data sources. The data was scrutinized within the frame of characteristics of good governance, enunciated by UNDP, and the result was derived.

LITERATURE REVIEW

Education governance is the organizational structure and processes, upholding education objectives, ensuring the best utilization of resources, eliminating injustice, and encouraging all stakeholders' voices in education decision-making (Hoodbhoy, 1998). It is a framework identified by financial activities and accountability to improve students' learning. Education sector governance influences the gains of teachers and learners by regulating internal and external interaction in schools. The organizational rules and regulations plan how to train educators and facilitate student's learning. Governance in education does not only comprise the administration and management of education. But in a broader sense, it also involves formal and informal procedure from formulating "policies to monitoring and implementing plans in which every level of the system contributes from central government to the classroom and community" (UNESCO, 2009). Good governance includes accessibility, transparency, efficiency, responsiveness, accountability, rule of law, and equal participation (Khwaja & Khalid, 2022).

The United Nations Charter on Human Rights declares education as the right of every person in the world (Universal Declaration of Human Rights, 2015). World Bank and international aid agencies like UNDP, UNESCO, and the Canadian International Development Agency (CIDA) are busy with education regarding activities worldwide. The developed states are helping to promote education system reforms in developing countries. The year 1990 was declared International Literacy Year by

UNESCO, and the Education for All (LFA) movement was launched globally (Mangla, 2018). The Millennium Development Goals (MDGs) targeted to get universal primary education by the year 2015. In 2015, the UN set another target under the Sustainable Development Goals (SDG), in which goal number 4 deals with quality education on an equity basis until 2030. In 2014, more than 50 million children were out of school, with 12% of these children belonging to Pakistan (Gouleta, 2015).

At the time of independence, 85% of the population of Pakistan was illiterate, with females in worse condition. After the partition, the Hindu administrators went to India, leaving the education management to the new government of Pakistan. As an immediate action, the National Education Conference was called in 1947 to plan actions regarding education wherein literacy and basic education were focused. The five-year plans were launched during 1955-1970 (Ashraf & Ismat, 2016). Soon, Pakistan established good relations with tertiary institutions abroad and sent its graduates on scholarships to UK and USA universities. At that time, the graduates from Sindh and Karachi universities were recognized in America and London. They were competent enough to get standard job opportunities (Cohen, 2004). Later, in the 70s, the education system became politicized, and its quality declined (Khalid & Khan, 2006), which has not been recovered yet (Hayward, 2015). Different five-year plans, national education policies, and social action programs were launched. In every development plan, Pakistan's government was dedicated to raising literacy and guaranteed compulsory education; however, that dedication could not materialize (Malik & Hassan, 2015). Even the basic literacy rate is low (Memon et al., 2010), with a high dropout rate (Memon, 2007). To move ahead and to fill the gap between its companions and itself, Pakistan needs to give more emphasis to education (Glewwe, et. al., 2014; Fagerlind & Saha, 2014). Therefore, it must increase its education budget as UNDP has placed Pakistan among the only twelve countries whose spending on the education sector is less than 2.5% of the GDP. Explicitly, the education budget of Pakistan is 1.7% of the GDP (Stengos & Aurangzeb, 2008) rose to 2.2%; however, it must not be less than 4.4% (UNESCO, 2010). The literacy rate of Pakistan is 57%, indicating that still 43% illiteracy exists (The Pakistan Economic Survey, 2019). According to the Human Development Index (HDI) report (2020), Pakistan has 154th position within 189 states (UNDP, 2020).

The eighteenth Amendment to the 1973 constitution of Pakistan devolved education sector policy, planning, and curriculum development to the provincial domain, and its Article 25-A makes the state responsible for the provision of education to its children up to matriculation. KP was the first among other provinces to take quick initiative and develop an Education Sector Plan (ESP, 2012-18). The people of Khyber Pakhtunkhwa, identified with traditions, cultural diversity, and gender disparity, could not pay attention to education. The terrorism and law and order situations fueled the fire to experience poor education governance in the Province (Colclough, 2014; Shah, 2003).

However, socio-cultural issues are not the only reason for poor education. Political will is accountable for strengthening the population; their leaders must ensure service delivery (Rotberg, 2014). After repeated disappointment on the part civilian as well as military governments, the people of Khyber Pakhtunkhwa (KP) opted for PTI in the general election of May 2013 which was advocating for "change" with a comprehensive manifesto, including, among others, the eradication

of corruption, improvement of governance, and revolution of the education sector (PTI-Manifesto, 2013) that attracted the people of KP.

PTI MANIFESTO AND EDUCATION GOVERNANCE

The manifesto of PTI for the general elections 2013 highlighted the issues in the education sector, such as the quality of public sector education at all levels deteriorating, the rural-urban enrollment gap, the public-private school gap and educational apartheid, and inadequate teachers, facilities, and materials. Higher education is also suffering from professional capacity and lack of applied research. Universities are less in ratio to population and cannot compete globally. Therefore, PTI showed its concern to initiate a nationwide education drive on the basis of parity and to improve the standard of education at every level (PTI Manifesto, 2013). The following are the main points of their education sector reforms;

- To establish a single national education and curriculum system for all schools nationwide;
- Gradual increase in the education budget up to 5% of GDP;
- To facilitate teachers' training facilities at the local level;
- Country-wide literacy program with the help of fresh graduates, retired teachers, and unemployed youth;
- Decentralization for good governance;
- Improved Information and Communication Technology;
- Decrease in the dropout rate through incentives like free textbooks and financial support like stipends and scholarships;
- Merit scholarships for students and establishment of new universities;
- Establishment of an independent monitoring authority;
- Provision of incentives for vocational and technical education in rural areas.

For the 2018 general election, the PTI manifesto proposed more ambitious reforms in all stages of education, which included;

- To establish a national commission for education standards to issue the best standards for education within six months.
- To encourage public-private partnerships for easy access to education.
- To initiate a nationwide literacy plan by involving 50,000 university students voluntarily in exchange for their degree credits.
- To start on a comprehensive teacher certification program.
- Annually upgradation of girls' school at secondary level in populated areas, and provision of stipends to female students at secondary school to continue their education.
- To start self-learning nationwide online programs for secondary school students on Radio and Television.
- To make a national committee for the central examination system.
- For skilled youth, ten technical universities will be established in the country.
- To attract Pakistani graduates from foreign universities for teaching and supervising at local universities, and also to create partnerships with foreign universities to improve research quality.

- To develop a transparent mechanism for appointing vice-chancellors and high administrative positions.

While taking charge of the government in 2013, the PTI-led government in Khyber Pakhtunkhwa declared an education emergency in the province. Many reforms were introduced in the education sector, including an increase in the education budget, a change in textbooks, an improved examination system, merit-based appointments of new teachers and promotion on a seniority basis, reconstruction of schools, and provision of missing facilities (Fazal et al., 2014). However, an assessment needs to know how much these reforms materialized in realizing the desired outcome.

Legislative Framework

The KP provincial assembly passed the Right of Information bill in 2013 to facilitate citizens' access to information. Therefore, the province set up a commission in 2014, the Khyber Pakhtunkhwa Information Commission (KPIC). The commission has to note citizens' complaints against the institutions that do not provide information and penalize the convicted bodies. The structure and functions of the Elementary Education Foundation was upgraded from primary education to secondary education in the province (The PK ESEF (Amend) Act, 2014). The Technical Education and Vocational Training Authority (TEVTA) was established to encourage an international technical and vocational education standard (The Khyber Pakhtunkhwa Technical Education and Vocational Training Authority (KPTVTA) Act, 2015). The Board of Technical Education was reconstituted and renamed as "The Khyber Pakhtunkhwa Board of Technical Education". The board has to regulate, supervise, and control the technical, vocational, commerce, industrial, and information technology institutes in the province and assess the students of all affiliated Government and Private institutes below degree level (Khyber Pakhtunkhwa Board of Technical and Commerce Education (KPBTCE), Act 2021). The Pak-Austria Fachhochschule Institute of Applied Sciences and Technology (PAF IAST) was established (the PAFIAST Act 2019). The medical teaching institutes throughout the province were reformed and restructured and a policy board was established which bridges government and medical teaching institutes' boards for managing affairs, policy formulation, funding, and decision-making (The Khyber Pakhtunkhwa Medical Teaching Institutions Reforms (Amendment) Act, 2015, 2018 and 2020). A regulatory authority (PSRA) was established to regulate the affairs of private education institutes in the province (Khyber Pakhtunkhwa Private Schools Regulatory Authority Act, 2017).

In order to educate the school age children (primary and secondary) free of cost, the KP government passed a bill in 2017 which also prescribes the penalties for parents who disobey and do not admit their children to school. (The Khyber Pakhtunkhwa Free Compulsory Primary and Secondary Education Act, 2017), and 772 male and female Teaching Assistants were regularised as lecturers (The Khyber Pakhtunkhwa Regularization of Services of Teaching Assistant as Lecturers Act, 2017). Employees were appointed in the education sector (The KPESSED [Appointment and Regularization of Service] Act, 1917) and a detailed service rules were established (The Khyber Pakhtunkhwa Elementary and Secondary Education Department [Appointment and Regularization of Service] Act, 2018). Affairs of all the education sector workforces regarding service like retirement, pension, and their families were maintained (The Khyber Pakhtunkhwa Education Department Employees Foundation Act, 2018). While realizing the importance of the Independent Monitoring Unit (IMU), the KP government passed an Act to transform the project into a permanent

authority within the province's elementary and secondary education department. The Act specifies its organizational structure, powers and functions, rules and procedures for staff appointment (The Khyber Pakhtunkhwa Education Monitoring Authority Act, 2019). The weight of students' bags, was reduced and details about the weight of school bags of different classes were specified (The Khyber Pakhtunkhwa School Bags (Limitation of Weight) Act, 2020). All the Adhoc-based appointed teachers were regularized under the Act of the provincial assembly of KP from the date of their initial appointment (The Khyber Pakhtunkhwa Teachers (Appointment and Regularization of Service) Act, 2022).

Administrative Context

Increase in the Educational Budget

As education was the top priority for the PTI-led government, the budget of KP ESED moved up to 81 million in 2013-14, which previously was 61 million in 2012-13 (Government of KP, White Papers 2012-13). 2014-15, it increased to 93.611 million, and 104.252 million in 2015-16 (Government of Khyber Pakhtunkhwa, 2020). In 2016-17, it raised to 118 million (Yameen, 2018), an increase of 128% since the PTI set up its government. In 2017-18, the final year of the first term of the PTI government in Khyber Pakhtunkhwa, the education budget jumped to Rs 136.194 million. Although the education budget has increased time by time, it is also a fact that the Pakistani rupee has lost its value compared to the US dollar. So, this increase may not be as high as required and continue within the average of 2.2% of the GDP.

Enrollment Campaign

The KPESD initiated an immense drive in the province to admit the entire school going age children in schools. This experience remained effective, seeing that almost 250,000 children got admissions in the public schools throughout KP (Zia, 2019). Teachers, volunteers, Parent Teacher councils (PTC) NGOs, and media were utilized in this regard.

Teachers Recruitment

Thousands of merit-based teachers were recruited through the National Testing Service (NTS) to remove deficiencies. In the first term, 10,000 new teachers were recruited within settled districts and 4500 teachers within merged areas. Later on, due to suspicion of corruption in the NTS, further recruitments were completed through the Education Testing and Evaluation Agency (ETEA), Open Testing Services (OTS), and Fair Testing Services (FTS). 2020-21, more than 25000 new teachers were hired in settled areas, and 10,000 teachers were recruited in merged areas. Thus, the personal discretion of officers was eliminated in appointments as previously departmental tests had to be conducted. Moreover, the condition of pre-service pieces of training or professional degrees came to end.

Teachers Training

The six months of in-service training have replaced the condition of professional qualification in teacher recruitment called the Induction program. Now, all the newly recruited teachers in the province are binding to undergo an induction program for six months in which the most important professional knowledge and skills are imparted. The examination is carried out at the end of the session, and the successful candidates are regularized. Moreover, periodic teacher training was

replaced by the Continuous Professional Development (CPD) Program. Initially, CPD was put into practice in eighteen districts of the province. Later on, in 2020, this program was extended to all of the settled districts of Khyber Pakhtunkhwa, training all primary school teachers.

Scholarships

The KP government awards different scholarships to students to complete their education. Rs 98,499,400 have been allocated for this purpose. In 2016-17, 570 position holders were awarded ETEA scholarships. Another program with Rs. 1.7 billion was started for girls' stipends, according to which all the female students of grades 6 to 10 are provided monthly stipends to continue their education. In addition, the Benazir Income Support Program and the Ihsas scholarship program financially support poor students.

Missing Facilities

The PTI government provided the facilities to 24000 schools with an expenditure of Rs.29 billion with the assistance of partner agencies (Institute of Social and Policy Science, 2019). These facilities included furniture, construction of boundary walls, washrooms, play areas, classrooms, IT labs, and school water supply. Furthermore, electricity and solar panels were provided to the educational institutions. (<https://kpese.gov.pk/reforms/>). These international agencies provide funds for different activities. DFID spent a huge amount of £ 203 million on improving education governance, public education system quality, and promoting girls' education in the province (Mustafa. 2017).

Construction of Schools

The PTI education policy focuses on reviving and restoring the available old faulty school and college buildings rather than constructing new buildings. Therefore, an old girls' school in the district of Charsadda became functional 16 years later to benefit the nearby population ("School reopens after 16 years," 2013). Almost 1,000 government schools were set up, and 1300 government schools were upgraded. In backward areas of the province, 1650 community-based girls' schools were established.

Establishment of the Independent Monitoring Unit (IMU)

The KP government introduced the Independent Monitoring Unit (IMU) in 2014 under a project with the help of DFID aiming supervision of the school's functions. It contributed to controlling absentees, finding ghost schools, and providing data regarding missing facilities and evident punctuality and regularity among the school staff. Due to its success, in 2019, it was upgraded to a permanent authority.

Provision of Free Text Books

For the best implementation of Article 25-A, which deals with free education, free textbooks are available to students up to class 10. Therefore, almost Rs. 2.5 Billion have been spent annually to provide free of cost textbooks to over 4.3 Million Students. Previously, workbooks were also part of books set up for class 5 but workbooks were later skipped to decrease school bag weight (Khyber Pakhtunkhwa School Bags [Limitation of Weight] Act 2020).

Uniform Curriculum for the Province

The important decision of the KP government during PTI turn was that it approved same curriculum for all the public and private schools in the province. In the first phase, the books (English, Mathematics, and Science) for grades 1-5 were revised. Gradually, books up to grades nine and ten were also revised. Some new topics were included in science subjects to make them up-to-date with the technological advancement in the world (Soomro & Tanveer, 2017). This uniformity removed the learning gap between public and private schools (Ghazi et al., 2013). This policy was implemented in the academic year 2015.

Single National Curriculum (SNC)

To eliminate class conflict and education apartheid in society, the PTI-led national government introduced a single national curriculum in 2020. It was implemented step by step in all the government and private educational institutions, excluding Sindh province. The main objectives behind SNC were national integration, social cohesion, intra-faith harmony, equity, and quality of education (Abas et al., 2022)

National Education Policy 2017

The research report of the Academy of Educational Planning and Management (AEPM) on the position of implementation of National Education Policy 2009 after the 18th Amendment showed that provinces have stopped implementing it and could not formulate their educational policy. The Inter-Provincial Education Ministers Conference (IPEMC) unanimously agreed to revise the National Education Policy 2015 to fill this gap. The Federal ministry of education and professional training was requested for coordination in the process of revision. The New National Education Policy 2017 was formulated and aligned with the SDGs, intended for universal valued education available up to 2025. This policy discusses primary, secondary, tertiary, higher education, technical, vocational education, information technology, health and physical education, teachers' education, special education, Deeni Madaris, and private education institutions.

Education Sector Plan 2020-25

This five-year plan describes the Khyber Pakhtunkhwa Education Improvement Program (KP-EIP). The plan is financed under the Global Partnership for Education. Pakistan received USD 125 million. The share of Khyber Pakhtunkhwa province was 19%, i.e., USD 23,256,250. The plan's objectives are access, quality, and efficiency in education, and it presents a separate section about improvements in education governance in the province. Therefore, strategies for capacity development and institutional reforms have been planned.

Education Course of Action during COVID-19

The coronavirus outbreak equally affected educational activities worldwide, including Pakistan. During the educational institution's closures, the government initiated a digital learning program through the TV channel "Tele School" initiated by the federal government. Major Ed-tech allies provided free-of-cost content, such as the Sabaq Foundation, Taleemabad, the Citizens Foundation, the Punjab IT Board (PITB), Allama Iqbal Open University, and Knowledge Platforms. The federal government of Pakistan used the Inter-Provincial Education Ministers' (IPEM) conference platform to construct national consensus and coordination. All this was possible with consultation with the

Higher Education Commission, provincial authorities, Wifaqul Madaris, and the private school sector. Through quick communication with development partners, the government collected more than USD 22 million in grants and soft loans for academic purposes. HEC assisted the universities in arranging online classes and online examination processes throughout the country. Later on, after getting control of the pandemic, further guidelines were issued to secure the educational institutes' reopening process.

Further instructions were issued from time to time by the district education departments to carry on the educational activities. Therefore, school timetables and assessments were adjusted, courses were reduced, and gradual shifts were arranged for students to reduce crowds and observe social distance (PTI, 2021). Pakistan was placed third among 75 economies worldwide by The Economist, which also lauded its administrative cohesion for reviving commercial and educational activity following the disastrous COVID-19 waves (Raza et al., 2022).

Double Shift Program in Schools

The provincial Education Department of KP initiated a second shift in public schools to reduce overcrowded classrooms. The maximum target was fixed as 40 students per classroom. This program created space for higher classes in schools as secondary school education is given in primary school. In contrast, higher secondary school education is given part-time in secondary schools. Therefore, those schools were chosen where students' strength in one classroom is 60 or above. The selection of schools for the second shift was assigned to a high-level committee comprised of the following members. The education minister of KP headed the committee. Other members included "the Secretary of education, the Director of Elementary and Secondary Education, the Director of the Education Sector Reforms Unit (ESRU), the Additional Secretary of Finance, the Director of the Education Monitoring Authority (EMA), and the District Education Officer (DEO) concerned" (Ashfaq, 2021). Ad-hoc teachers were appointed on a fixed pay.

Higher Education

During the PTI government, 47 new colleges were established, of which 11 were for men and 36 were for women. For women, one cadet college was established in district Mardan. The colleges were equipped with laboratories and digital libraries. In KP, ten fresh universities were established. Hundreds of new vacancies were created for faculty. BS honors replaced the annual system of 2 years Master's degree in the university in the semester system. The four-year degree BS program was launched successfully in government colleges at a nominal fee throughout the province to provide higher education to the youth at their doorstep. Students at colleges and universities were given laptops and provided quick access to digital libraries. For faculty development and improvement of professional skills, scholarships were awarded to teachers. Likewise, talent-based merit scholarships and financial assistance have been provided to deserving students to persuade them to complete their education (Government of Khyber Pakhtunkhwa, 2018).

Tertiary Education

TEVTA was established to provide international standard technical and vocational education in KP. The province's chief minister was made the chairperson/head of the organizational structure of TEVTA (KPTVTA Act, 2015). Laws were made for the regular appointment of certain lecturers. The

Board of Technical Education was reconstituted and renamed “the Khyber Pakhtunkhwa Board of Technical and Commerce Education (KPBTCE).” TEVTA supervises and controls the technological, commerce, occupational, manufacturing, and IT institutions in KP and schedules exams to assess the students affiliated with government and private institutes (Board of Technical and Commerce Education Act, 2021). Medical teaching institutes were reformed and organized under a legal framework.

Status of Education Governance in Khyber Pakhtunkhwa: Good or Poor?

The status of governance in KP during 2013-20, when PTI was in power, is measured by a few indicators, i.e., universally accepted principles of good governance. Good governance features accountability, transparency, effectiveness and efficiency, consensus orientation, responsiveness, equity and inclusiveness, and the rule of law. It guarantees the eradication of corruption and provides equal opportunities to all citizens. Governance may also be good when it is responsive to the needs of society.

Participation

To insure good-governance the citizens are guaranteed to have a voice in policies that affect their interests. Masses have the right to expression, association, and organization. However, Pakistan is a developing country with little public participation in decision-making. PTI government repeated the same process of policy formulation and planning. In the province of Khyber Pakhtunkhwa, due to a lack of awareness, education, and poverty, people are not interested in participating in decision-making. The native population’s involvement in decision-making makes service delivery transparent, accountable, efficient, effective, and responsive (Shah, 2003). The 18th Amendment has transformed the provinces’ education policy formulation and curriculum development. However, it is still formulated policies at the federal level, e.g., NEP-2017 and Single National Curriculum 2021. Although highly intellectual individuals from around the nation are involved in creating education policy, parents and teachers at lower levels of education, who are immediately impacted by the policy, lack a voice in its creation. They call for their demands through strikes, associations, organizations, social media, and citizen portal applications. However, they are used for implementing the policy, e.g., in enrollment campaigns and PTC meetings for school concerns.

Accountability

It is the most important element of good governance. It makes the decision-makers answerable for their decision to their institutional stakeholders at the upper level and the general public at a lower level. Transparency and the rule of law are prerequisites for accountability. In the education department of Khyber Pakhtunkhwa, the chain of accountability remains the same as earlier and did not evidence any change except the formation of complaint cells against illegal means in society. The IMU/EMA in Khyber Pakhtunkhwa checks the transparency in school matters, making the system accountable but it is very less contribution.

Transparency

It makes information about policy, processes, or decisions available to the public. It also clarifies the rules and regulations applied in the decision-making process. Thus, public grievances may not arise. The Right of Information Act of the government of KP is an important step towards transparency. The public can ask for information about any government decision, including education and its

implementation (Right to Information Act, 2013). A biometric system of attendance has been launched in some educational institutions. Thus, the chance of corruption was reduced.

Responsiveness, Effectiveness, and Efficiency

Good governance guarantees that the institutions and procedures fulfill the needs of all stakeholders within a reasonable timeframe and by the best utilization of resources. Efficiency in education advocates that decision-making guarantees timely service delivery at the grassroots level to avoid lengthy bureaucratic transactions (Naidoo, 2003). The PTI-led government quickly responded to education issues and declared an education emergency in the province of Khyber Pakhtunkhwa. They increased the education budget and legislation on free, compulsory quality education and introduced curriculum and assessment system reforms. The regular official visits to the schools and the online report system of IMU/EMA have made the school staff punctual, responsive, and efficient. The Induction program and CPD have improved the teaching skills and methodology, effectively improving students learning. After success in the national general election, the PTI government issued its 100-day progress report. Within a reasonable timeframe, the enrolment rate increased, and terrorism-affected schools were reconstructed with the help of donor partners. New teachers were recruited and trained, and educational institutions provided basic facilities. Even during the pandemic emergency, educational activities were continued through TV, Radio, and the Internet. All these steps of the PTI-led government in KP show their responsiveness, effectiveness, and efficiency in education sector governance.

The Rule of Law

It guarantees that official rules and regulations must be fair and imposed without prejudice, especially the laws regarding human rights. All citizens are equal in the eyes of the law without any discrimination, and an independent judiciary and fair police force are essential for it. Therefore, the KP government took the responsibility of providing free quality education. Free textbooks are provided to students up to the secondary school level. Girls' education is encouraged through a monthly stipend. The Benazir Income Support Program and Ihsas scholarship were launched for financial support of primary school students. Merit scholarships were introduced. English medium schooling and a uniform curriculum were launched all over the province on an equity basis to prepare its students to compete with international students (Ali, 2014). Technical education and vocational training were initiated for the skill development of all interested students. BS system was introduced in colleges with low charges for poor students. New universities were established, and schools were upgraded. All these steps were taken for the provision of educational services to every citizen at their doorstep.

Predictability

This indicates the presence of laws, rules, regulations, and policies for regulating society and their reasonable application for the best common interest. In this regard, the education sector governs through proper planning, rules, and regulations. The PTI-led government passed various acts regarding elementary and secondary education departments, Technical, vocational, higher, and private education institutions, Madrassahs, and teachers' education. Powers are divided at different steps within the departmental hierarchy. The new NEP-2017 replaced the NEP-2009. The single national curriculum 2020 has replaced the 2006 curriculum. New projects and planning have been initiated according to the needs.

Consensus Orientation

Mediation among differing comforts in the public to come up with wide agreement for the best interest of the whole social order and ways to attain that common interest is important aspect of good governance. Such broad-based consensus can be achieved in a better understanding of a society's social, cultural, and historical context. In this regard, while introducing an English medium curriculum for primary schools, the PTI-led government faces much criticism. However, they incorporated Islamic topics and teachings in English at the demand of their coalition party leaders (Jamaat-e-Islami). Thus, a broad consensus was oriented on education sector policies and processes from a long-term perspective. Acts have been passed unanimously for reforming education sector governance.

Equity and Inclusiveness

This indicates that all the members of a society must have the opportunities to develop or maintain their well-being. People may not feel themselves to be excluded from the mainstream of the community. Therefore, the PTI-led government united the education system under a single national curriculum. This single curriculum removed the educational apartheid from society and provided equal opportunities for everyone to get updated education and improve their skills.

CONCLUSION

The study concludes that during the PTI-led government in KP, the education sector governance evidenced a little bit change. The enrollment rate, attendance, and assessment procedures have been improved. The Right of Information Act, the active monitoring system, and school leaders are important steps for transparency, accountability, efficiency, and responsiveness in education governance. The Parent Teacher Councils at schools, the establishment of complaint cells, and the citizen portal application led to participation and eradication of corruption and made the system efficient and effective. Merit-based teacher recruitment through the National Testing Service discouraged political interference to bring transparency and fairness. However, later on, corruption was evident in the NTS as teaching vacancies were sold out of money. Therefore, the KP government availed the services of FTS and ETEA. The main hindrance to good education sector governance is the deficiency of fiscal resources. New policy initiative needs the timely provision of fiscal resources. Although the PTI-led government made an annual increase in the education budget, it could not cross the average 2.2% of the GDP due to a lack of resources and inflation. According to the Education Sector Analysis report, the education budget in Khyber Pakhtunkhwa, as a percentage of the total provincial budget, has declined from 28% in 2013-14 to 21% in 2017-18. In district education offices, bribery, red-tapism, and nepotism cases are evident, and cases like promotion, leave, pension, etc., are delayed. So, we cannot blame the system alone; the human factor is equally responsible for poor governance.

These indicators and characteristics of good governance represent the ideal that cannot be achieved in its totality. Even the developed countries have not them all. Therefore, the UNDP identifies that through consensus development, societies can select the most important element among these eight principles of good governance. Nevertheless, all these indicators are interconnected, and the presence of one is a prerequisite for the attainment of the other. The reforms in the education sector governance in Khyber Pakhtunkhwa have a long way to go.

However, these have been steered in the right direction. In this regard, some suggestions can be recommended.

Suggestions

1. The government can ensure the participation of school teachers and parents in education-related policy formulation and implementation. Therefore, a questionnaire can be delivered to them through EMAs and parents through PTCs or social media to know their views/demands. Their opinions are important feedback for the education policy.
2. A transparent check framework is required in the education sector administration in Khyber Pakhtunkhwa to make the system accountable and free of corruption. Therefore, regular visits of the high authorities to the district offices and learning institutes are appreciated. Deadline must be given for the completion of their assignments.
3. Monthly meetings of the district officers are required wherein the monthly progress of official work is to be reported to the high-up. Such initiatives will promote responsibility, accountability, efficiency, and responsiveness in the system.
4. To control the dropout rate and illiteracy in rural areas, an adult literacy program must be started in the primary schools, wherein the second shift, parents of the same students, will be taught by their children's teachers. Comprehensive content is required, including reading, writing, moral lessons regarding humanity, patriotism, obedience to the law, and self-help. The teachers will convince them of their children's education, and their interest will be developed in their children's education. They will be motivated for their professional skill development to help them earn.
5. The services of the authorities and institutions established under different parliamentary acts must be utilized to improve the overall governance system in the education sector. These institutions' periodic meetings and progress reports, such as the Education Monitoring Authority, Technical Education and Vocational Training Authority, the Private Schools Regulatory Authority, and the Elementary and Secondary Education Foundation, will help in good and smooth administration, consensus orientations, and effectiveness. These wells also reduce the implementation gap.
6. The biometric system of attendance twice a day must be applied in all education institutes and offices for all employees to deal with inefficiency and red-tapism.
7. The most important prerequisite for education sector improvement is the financial resources. Therefore, the services of donors must be utilized through proper planning.
8. The services of new graduates can be utilized to reduce teachers' deficiency. Six-month internship to be made compulsory for all graduates and engage them in teaching as part of completing their degrees.

The immediate solution to control corruption is to produce civic sense in the people. Society can be refined only by incorporating moral values, ethics, a sense of honesty, and patriotism through education. In this regard, our education system must plan comprehensive policies and the best curriculum to cover all aspects of society.

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