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The Role of ED-Links (Educational Development) in the Promotion of Secondary Education (A Case Study of District Malakand, Tehsil Dargai)

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(A Case Study of District Malakand, Tehsil Dargai)

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ABSTRACT

Purpose: The purpose of the study was to analyze "The Role of ED-Links (Educational Development) in the Promotion of Secondary Education; A Case Study of District Malakand, Tehsil Dargai.

Methodology: The researchers selected 50 respondents and purposive sampling techniques were used to select the respondents from the age group of 25 years and above. The interview schedule was used as a data collection tool due to the possibility of illiterate respondents. ED-Links played an important role in the development of secondary education of Dargai Tehsil in Malakand.

Findings: The study indicates that ED-Links has helped the schools in infrastructure development and teacher training. This training has improved the skills of teachers and the development of infrastructures such as libraries, sanitation, and resource centers. All of the respondents said that ED-Links had a positive impact on the overall performance of the school. ED-Links supports students in providing book accessories, pens, geometric boxes, and school bags. ED-Links provided benefits for students and improved their skill level and the quality of education, which is the same as a bright future. The majority of the respondents believed that community members and students responded positively towards ED-Link. The main finding of the study is the majority of respondents and students were satisfied with the ED-Links program.

Unique Contribution to Practice and Policy: The government has the responsibility to formulate appropriate policies for non-governmental organizations engaged in educational development nationwide, and to register them to promote educational development, as well as The people in the community also have the responsibility of individual and collective participation in the promotion and development of the planning and implementation. If people can participate, problems can be reduced to a certain extent.

Keywords: *ED-Links, Teacher & Students training, Secondary Education, Infrastructure Development.*

INTRODUCTION

The educational development ED-Links is a project initiated by the United States Agency for International Development (USAID), which started in 2007 and ended in 2012. The main motive of the organization was to help and cooperate with the Pakistani government to improve the learning environment, quality of education, and to enhance the professional development of teachers. ED-Links aimed to complement the classroom environment and strengthen educational leadership and information systems. Furthermore, ED-Links provides technical and financial support to various regions in Pakistan to promote the development of secondary education [1-2].

The mentioned organization had 1100 employees and was engaged in the upgrading of secondary education. But here, the focus of this research was on the role of ED-Links in the specific area of Malakand division Khyber Pakhtunkhwa, Pakistan. The project was being developed and contributed to 150 schools in the aforementioned area. More specifically, researchers are interested in studying the links between ED-Link in the development of physical and social infrastructure, while focused on secondary education. Similarly, the development of these spaces (material and social infrastructure) also played the most important role in the development of education. Related to this, the aforementioned reality is a step towards secondary education. The teacher training and teacher-parent associations were the main motivations of related organizations [3].

Furthermore, ED-Links also provided notebooks, dictionaries, pen boxes, and support for libraries and resource centers. ED-Links was committed to improving and supporting secondary education throughout the region. In addition, the project also cooperates with Agha Khan University and the Ministry of Education to support and improve the training of in-service teachers. The purpose of the intervention is to improve performance through on-the-job training and institutions that are responsible for supporting teachers' capabilities. ED-Links works closely with government teacher training agencies to identify needs and enable these agencies to implement training to improve the content knowledge and teaching skills of middle and high school teachers. The government allows training institutions to determine needs so that teachers can improve the skills of secondary teachers [4].

The U.S. Agency for International Development USAID/Pakistan Education Development (ED-Links) project seeks to establish broad and lasting links between governance reforms, student learning through bold visions, teacher performance, and innovative educational reforms designed. Therefore, ED-Links plans to implement five years, \$90 million education plan for secondary and middle school, which has made a positive contribution to governance reform, improving the capabilities of teachers and education officials, and the learning environment of schools. Although the plan did not fully achieve its ambitious goals, it has encountered conflicts, disasters, and budget cuts in the past implementation process, but the evaluation shows that ED-Links demonstrates an important way to promote system change [5].

Assessment records the degree and extent to which ED-Links has changed student performance through instruction. The main objective of this study is to analyze the impact of physical infrastructure development of the program to analyze the role of ED-Links teacher training and to explore the impact of monetary and non-monetary incentives on students in terms of their success. This study also highlights how ED-Links improved the quality of education at the secondary level and the community response towards ED-Links.

STATEMENT OF THE PROBLEM

Education is the most critical weapon in the 21st century. Nowadays, education is the need of modern society. The development of any society is not possible without large-scale literacy (education), as education is linked to the human development attitudes, behaviors, and abilities that have embraced positive change. In this regard, education is a fundamental step towards economic, social, and political development, especially technological development. Given the aforementioned reality, the Pakistani government has not given due attention to primary and secondary education. In this case, NGOs like ED-Link play a very important role.

This study explored the role of ED-Links in promoting secondary education. Education plays a very important role in the economic and social development of communities and countries. However, some factors can create barriers to education. In this study, the researchers focused on secondary education and explored the role of ED-Link in promoting secondary education. In addition, the researchers focused on the role of ED-Links in infrastructure development, academic development, ethnic minorities, and non-monetary incentive mechanisms to connect the community to secondary education.

OVERVIEW OF ED-LINKS

ED-Links was a project initiated by the United States Agency for International Development (USAID) in 2007. The project works with the Pakistani government to help improve the professional development of teachers and strengthen educational leadership to improve the learning environment and information system. In particular, strengthening the Education Management Information System (EMIS) was a central part of the ED-Link program. ED-Links has provided financial and technical support strengthening EMIS in targeted regions, districts, and provinces [6]. In addition, the government and other donor organizations also provided financial and technical support to strengthen all regional and provincial EMIS units [7]. However, there was no formal assessment until 2008 to determine the capacity of EMIS units at the district and provincial levels. Therefore, despite all the efforts and struggles of the government as well as the donor organization, it was not possible to measure the impact of these interventions [8].

The ED-Links team conducted a comprehensive survey in Pakistan in (2008), with the help of the ED-Links learning project funded by the USAID to develop and establish benchmarks and improve the efficiency of Pakistan's EMIS with the help of local and international consultants to use the aforementioned spacecraft launched by the National Education Management Information System to view the bridge [9]. At the national level, the survey focused on all areas of Pakistan, such as Baluchistan, Sindh, Punjab, and KPK. The form contains 14 parts, covering all aspects of the EMIS system, i.e. physical infrastructure, hardware, software, human resources, defining gap analysis, and providing suggestions for strengthening the EMIS unit, donors cooperation was developing benchmarks/standards to provide support [10].

ED-Links is an educational consulting organization dedicated to the development of the school and its environment, allowing students to participate in the exploration of basics and experiences, while the conceptual curriculum addresses the changing needs of students [9]. ED-Links cooperate with schools both nationally and internationally to enable teachers and schools to put ideas into practice and provide modern professional development [2]. The ED-Link links the relationship between teaching and student performance, thus improving the quality of education in Pakistan, while also having a positive impact on the middle school and middle school environment [1]. In this regard, policymakers, and education planners need to be reliable, comprehensive, and up-to-date, and timely data for smart decisions making

related to policy planning and formulation. The EMIS is specifically designed to assist in the management of the education system by summarizing, processing, retaining, and analyzing information at various decision-making levels and discussing educational statistics [10].

ED-LINKS IN PAKISTAN

The head of the U.S. Agency for International Development / Pakistan's education team submitted a memorandum in March 2007, requested the task leader to provide approximately \$90 million for the newels of further five years "Learning Links", (ED-Links) educational programs. As mentioned in the memorandum, the old method of teaching is one of the most difficult issues facing public sector education in Pakistan. Pakistan's poor learning and teaching system affects students who leave the system without critical thinking skills, or worse, they are illiterate (Pakistan's overall literacy rate is 53% and women in rural areas are only 18%). In addition, the memo emphasizes the low level of teacher competency, the lack of a system for assessing student and classroom support by teachers, teaching materials and low quality of education, lack of quality education, and equipment provided by the public sector, learning results, uneven supervision, insufficient key teaching materials, weak government, and management departments. The USAID allocated \$83 million for the Education Sector Reform Assistance (ESRA) program When the program was about to be completed. Since its inception in 2003, the Education Sector Reform Assistance (ESRA) has been focusing on primary education. The plan includes (1) public communities and public-private partnerships, (2) adult and youth literacy, (3) policies and programs, (4) teacher professional development and Administrator, and (5) communication technology and innovative information. The delegation was interested in shifting the focus from primary school to middle and secondary school. While the U.S. Agency for International Development discussed this matter with the Pakistani government, to teaching and learning, new project goals also emerged. This is an important reform undertaken by the government to maintain other activities. The United States Agency for International Development decided to continue to implement governance orders to institutionalize the policies and procedures that can support ED-Link activities to the greatest possible extent [11].

The education sector has been recognized as essential for Pakistan's future development. According to the amendment of the 2010 Constitution, the country must provide free and compulsory education to all children between the ages of 5 and 16. Pakistan's national laws and policies can reflect its commitment to education. However, in most South Asian education indicators, Pakistan's education level is still relatively low, so the public education system faces severe challenges at all levels. The challenges include large out of high dropout rates and school population, lack of regular and proper school supervision and monitoring, poor quality of teachers, insufficient facilities and physical infrastructure, lack of responsibilities among education managers and clarity in roles, insufficient investment in quality education, subjects not corresponding to markets need, the rapid rise of multiple examination committees of varying quality and parallel private education systems [12].

"Pakistan National Education Policy" (PNEP) 2009 [13] emphasizes secondary education from two aspects. It prepares students to continue their education and provides important skills of the labor market for many young people who are currently dropping out of school. The PNEP (2009) also described the two main disadvantages of Pakistani secondary education, i.e. there are too few students transitioning to primary and secondary schools, and the skills do not match well with the needs of the labor market. In some parts of the country, the national average conversion rate from primary to secondary schools is 1; 6 in Pakistan. The gross enrollment rate and net enrollment rate are both higher than the above figures. In (2006-07), the net enrollment rate for secondary education in Pakistan was 10%, and for junior secondary

education, I 8%. Many middle-aged children fall into the secondary and middle age groups, which significantly increases the overall net enrollment rate. For example, (2008) aimed at directing 54% of future interventions for the middle class in the education sector [14].

OBJECTIVES OF ED-LINK IN PAKISTAN

The main goal of the USAID-ED-Links program is to improve the quality of teacher education and student performance, mainly in target areas such as Khyber Pakhtunkhwa, Baluchistan, Sindh, and the capital Islamabad. As the USAID has learned from current and past education programs (especially provincial and regional) education programs, the teaching process needs to be linked to improving quality results. The support of the (USAID) promotes development by strengthening the system, management and institutional support capabilities, and the link between learning and teaching support functions [15]. It will not only be limited to the policy level but also at the school level to improve the level of children's educational development. The applicants will be required to help USAID quantify the overall objective through achievable program implementation and monitoring plans [16].

SECONDARY EDUCATION

Secondary education plays an essential role in the development of Pakistan's education system. Therefore, it is considered a gateway for Pakistan's developing economy and middle-class human resources for enhancing the standard of living. However, most people are hindered by recent economic growth, and whether the country can successfully achieve its traditional, agricultural-based industrial diversification is currently under debate [17]. Rapid urbanization is considered an important factor along with the youth population's growth and the ability to compete in the global economy. There are two stages of secondary education: the first is secondary and the second is higher secondary. The duration of secondary education consists of two years, which are compromised at the 9th and 10th level, while they get matriculation certificate after graduation, resulting in technical /secondary school diploma or certificate [2-10].

Higher secondary education (HSE) is considered the backbone of Pakistan's education system. It is also composed of the 11th and 12th grades and offered by both higher secondary schools and intermediate colleges while receiving graduation certificates (F.A. or F.Sc) from higher secondary schools and intermediate colleges. The board's examination system is administering by the government. Only the Aga Khan University (A.K. U) examination board is private and the rest are working at the provincial level under the provincial government. Students of 9th grade and above are taking national examinations under the Federal and Provincial Boards. The examination printing in English and purely based on the government/official curriculum but is not used by most teachers [4].

INFRASTRUCTURE

Infrastructure development is important for organizational infrastructure services, and it is necessary to promote the operation of the social, business system, reproductive system, or economic systems. This is a crucial term to measure the development of a country or region. It can generally be described as a combination of interconnected structural elements, providing a framework that supports the entire developmental structure. This usually refers to the technical infrastructure that supports the community, for example, water supply, roads, telecommunications, power grids, bridges, and drains. It can be described as "the physical components of interconnected systems that provide assemblies and services for the rehabilitation, maintenance, and improvement of social conditions [18].

THE ROLE OF ED-LINKS IN PHYSICAL INFRASTRUCTURE DEVELOPMENT

Generally, the physical infrastructure associated with community infrastructure is used for water, construction, sewage treatment, parks, and roads. ED-Links has collected data for school facilities, such as classroom furniture, utilities, and teaching materials. The schools need to provide better facilities to develop and improve the teaching environment. In addition, many primary schools do not have facilities such as blackboards, desks, and textbooks for students. In contrast, private schools are better equipped with blackboard desks, their school environment is better than public schools, so a quarter of public primary school teachers and students do not have such facilities. In particular, specific statistics are more educational than others [18-19]. ED-Links renovate the schools in the following ways:

1. Whitewashes of schools building
2. Sanitation work of washroom and water supply lines
3. Woodworks
4. Electrification
5. Minor repair of a building etc.

ROLE OF ED-LINKS IN SOCIAL INFRASTRUCTURE

ED-Links play an essential role in developing the social infrastructure for education in various forms. Social infrastructure refers to providing facilities for communities and groups to meet their social needs, networks, and services. These facilities can help individuals and families, enhance well-being and maximize their potential development [2].

It includes:

1. Basic services and facilities, such as safety and emergency services, education, training, community gathering places, cultural and artistic facilities, religious and recreational facilities.
2. Targeted services and facilities special needs groups, such as indigenous & people with a disability, families, and culturally diverse people.
3. Targeted services & facilities, such as children, the elderly and teenagers.

THE ROLE OF ED-LINKS IN TEACHER TRAINING

The basic requirement for career development, reflection, existence, and motivation are to keep in touch with teachers to support each other through discussions and help them solve problems, guide and participate in other aspects of school and educational changes and models. However, it is necessary to reduce the lack of communication and isolation between all participants. The Ministry of Education staff is responsible for supporting appropriate facilities, courses, providing continuous support for the problems faced by teachers, and providing sufficient teaching materials [20].

TEACHING METHOD AND CURRICULAR CHANGE BY ED-LINKS

This is an integral part of business policies, especially teaching practice and evaluation, strategic policies to promote educational reforms, and clarifying reform courses. Singapore's reforms are an open and vital example that strikes a balance between facts and concepts and the acquisition of personal interests, creativity and company growth, and its applications and courses. Therefore, the course involves a series of values and core skills and includes character development, self-management skills, creativity and thinking

skills, information skills, knowledge application skills, and communication skills. To improve these attitudes and skills, an interdisciplinary project was introduced in the classroom. Appropriate revisions were made to the assessment for thinking and communication, and the information was used for student skills assessment [4].

THE ROLE OF ED-LINKS IN THE MONITORY AND NON-MONETARY INCENTIVE

ED-Links is an educational development project which working in different areas for the promotion of education. This project plays an important role in the development of infrastructure and secondary education. This project can annually visit the school to collect the data about their problem and solve them. Similarly, this project also annually funding for the development of secondary education and prepares students for future challenges, and trains teachers for the current problematic situation they supervise [15]. Furthermore, this project facilitated the student to sincere with education and achieves their mission in life. A number of teachers and students can become beneficial from this project. Basically, incentives mean an additional payment to employees as a means of increasing output. It plays its role in providing incentives like an extra fund to employees to motivate them to students, teachers in the shape of money, and educational related needs to motivate them for their goal objective [20].

THE ROLE OF ED-LINKS IN COMMUNITY PARTICIPATION

As previously mentioned that ED-Links is a project to promote education, this project can inform and motivate people in the community through workshops and meetings. The project members can visit the area in which they conduct their work for education improvement. They arrange different meetings, motivate the local people for participation and meeting, discuss different educational benefits, and be aware of them through seminars and workshops monthly, annually arranging workshops to train the teacher to become skillful and improve their teaching methodology. Furthermore, this project's one-day meeting for community participation knows about their needs and presents resources to utilize them for their successful life. Education is a fundamental pillar in all instruction. Due to education, the development of other institutions is possible. The members of E.D- Links bring stress to the improvement of education. For this reason, they arrange a meeting with the community people and also give their opinion. They are aware of the people through seminars, mass media, and community participation [10-18].

ED-LINKS AND EDUCATION PROGRAM

Education is of particular importance, and it is the priority for families in Pakistan. The U.S. Government, through the United States Agency for International Development (USAID), ensures that Pakistan has access to a wide range of opportunities and a high standard of primary education [21]. The projects focus on increasing technology use in the classroom, providing scholarships, supporting teacher education, rehabilitating and rebuilding schools, and arranging training in finance and budgeting [22-23].

ED-Links offer a range of services that include:

1. Presentation of interactive workshop
2. Creating a school-wide culture of inquiry
3. Integrated curriculum development
4. Classroom observation and mentoring
5. Support for new and developing schools

6. Online support for schools and teachers
7. Collaboration in formulating curriculum and policy documentation
8. Demonstration teaching and facilitation of learning

OBJECTIVE AND RESEARCH QUESTIONS

This special study's main purpose was to explore the role of ED-Links (Educational Development) in the promotion of secondary education in Tehsil Dargai, Malakand region of Khyber Pakhtunkhwa. Based on the above objectives, the following research questions were studied:

1. What sort of training given by ED-Links?
2. What kind of infrastructure development has ED-Links carried out?
3. What kind of facilities, accessories, and equipment's provided by the ED-Links to students?
4. What kind of changes/impact produced by the ED-Links in the students?
5. Does ED-Links keep check and balance on school performance? If "yes," how frequently they visited the school?
6. Does ED-Links work to improve the quality of education at the secondary level?
7. What is the community response towards ED-Links?

METHODS AND PROCEDURES

This qualitative research focused on secondary education and explores the role of ED-Link in the promotion of secondary education in Tehsil Dargai, Malakand Division of Khyber Pakhtunkhwa. The sampling method was used to select the respondents from the targeted area 50 respondents were selected on a purposive sampling basis from the age group of 25 and above. The interview schedule was used as a data collection tool due to the possibility of illiterate respondents. The collected information was analyzed using tabular presentation.

Table # 01 Training type given by the ED-Links

Training	Frequency	%	Type of training (if training is yes)	Number	%
Yes	50	100	A	45	90
			B	1	2
			C	2	4
			A,B	2	4
No	0	0	-	-	-
Total	50	100	-	50	100

Denotation:

A: Andnagogical Skill B: Pedagogical Skill C: All of the above

Explanation:

Table-01 indicates the training given by the ED-Links. All of the respondents said that ED-Links had given training.

Table -01 also indicates the training type given by the ED-Links. Out of total 50, 45 being 90 percent said the ED-Links had given Andnogogical skill, 01 being 02 percent respondents said that ED-Links had given other training than Addno and Pada. 02 being 04 percent of the respondents said that ED-Links had given subject-related general training.

Findings:

All of the respondents, said that ED-Links had given training to them, while the majority of the respondents i.e. 45 of 50 being 90 percent respondents said given Andnogogical and Pedagogical skill.

Table # 02 Type of Infrastructural Development

Response	Frequency	%
A,B	0	0
A,C	0	0
A,D	1	2
B,C	4	8
B,D	4	8
C,D	28	56
A,B,C	0	0
A,B,D	0	0
A,C,D	0	0
B,C,D	13	26
Total	50	100

Denotation:

A: Additional Construction B: Building renewals
 C: WashroomsD: Libraries and Resource E: All of Above

Explanation:

Table -02 indicates the type of infrastructural development did by the ED-Links. 1 out of total 50 being 2 percent of the respondents said the ED-Links worked on Additional Construction, libraries and resource centers, 4 out of total 50 being 8 percent of the respondents said that the Ed-Links worked on the Building renewals and repairs along with washrooms and sanitation, 4 out of total 50 being 8 percent of the respondents said that the ED-links worked on washrooms and sanitations along with libraries and resource centers, 28 out of total 50 being 56 percent of the respondents said that ED-links worked on washrooms and sanitation along with libraries and resource centers, while 13 out of total 50 being 26 percent of the respondents said that the ED-Links worked on the building renewals and repairs, washrooms, and sanitation along with libraries and resource centers.

Findings:

The majority of the respondents i.e. 28 being 56 percent said that ED-Links worked on the infrastructural development in the form of washrooms, sanitation and libraries, and resource centers. 13 being 26 percent

of the respondents said that ED-Links worked on infrastructural development in the form of building renewals and repairs, washrooms and sanitation, libraries and resource center.

Table # 03 Kind of facilities, accessories and equipments provided by the ED-Links

Response	Frequency	%
A	50	100
B	0	0
C	0	0
Total	50	100

Denotation:

A: Accessories and equipment's B: Scholarships C: Loan

Explanation:

Table-03 indicates the kind of facilities, accessories, and equipment's provided by the ED-links. All of the respondents i.e. 50 out of being 50 percent said that ED-Links provided accessories and equipment like Pen Box, Geometry Box, Books, and School Bags to the students.

Findings:

All of the said that ED-Links provided pen box, geometry box, books, and school bags to the students.

Table # 04 Changes/impact produced by the ED-Links in the students

Response	Frequency	%
A	41	82
B	0	0
C	0	0
D	1	2
A,B	0	0
A,C	6	12
B,C	0	0
A,B,C	2	4
Total	50	100

Denotation:

A: Skill level improved B: Communication improved
 C: Undertaking improved D: None of the above

Explanation:

Table-04 indicates the kind of changes brought by the ED-Links in the students. 41 out of total 50 being 82 percent of the respondents said that due to ED-Links skill level of the students has been improved. 1 being 2 percent of the respondents said that ED-Links brought no improvement in the students. 6 being 12 percent of the respondents said due to ED-Links skill level and understanding of the students have been improved. 2 being 4 percent of the respondents said that due to ED-Links skill level, communication and understanding of the students have been improved.

Table # 05 Check and balance and how frequently ED-Links visitor check and balance

Response	Frequency	%	(If check and balance is yes)	Frequency	%
Yes	07	14	A	7	100
			B	0	0
			C	0	0
No	43	86	-	-	-
Total	50	100	-	7	100

Denotation:

A: Weekly B: Monthly C:Annually

Explanation:

Table-05 indicates the check and balance from ED-Links side. 07 out of total 50 being 14 percent of the respondents said that ED-links keep check and balance on school performance while 43 out 50 being 86 percent said that ED-Links did not keep check and balance on school performance.

This table also indicates how frequently ED-Links visit to school if ED-Links keep check and balance. As 07 respondents said that ED-Links keep check and balance and all of the 07 being 100 percent of the respondents said that ED-Links visit weekly to school for keeping check and balance.

Findings:

Majority of the respondents i.e. 43 being 86 percent said that ED-links does not keep check and balance on school performance while 7 being 14 percent said that ED-Links keep check and balance on school performance and for this check and balance ED-Links visit weekly to the school.

Table # 06 ED-Links work for improving the quality of education at secondary level

Response	Frequency	%
Yes	49	98
No	1	2
Total	50	100

Explanation:

Table-06 indicates performance of the ED-Links according to the respondents. 49 out of 50 being 98 percent respondents said that ED-Links working for improving the quality of education at secondary level while 1 out of 50 being 2 percent of the respondents said that ED-Links did not work for improving the quality of education at secondary level.

Findings:

Majority of the respondents i.e. 49 being 98 percent said that ED-Links really improved the quality of education at secondary level.

Table # 07 Community Response towards ED-Links

Response	Frequency	%
A	42	84
B	8	16
C	0	0
Total	50	100

Denotation:

A: Good B: Average C: Bad

Explanation:

Table-07 indicates community response towards ED-Links. 42 out of 50 being 84 percent respondents said that community response towards ED-Links is good, while 8 out of 50 being 16 percent respondents said that community response towards ED-links is average.

Findings:

Majority of the respondents i.e. 42 being 84 percent said that community response towards ED-Links is good, while 8 being 16 percent said of average response.

DISCUSSION

Most of the respondents, for example, 16% were between the ages of 25 and 36, 40% were between the ages of 36 and 45, and 24% were between the ages of 46 and 55. Of the total, 80% were teachers and 20%

were principals. Most of the respondents - 84% with higher education, 8% - masters and 8% - bachelors. Of the total respondents, 88% said ED-Links assisted the school in the form of infrastructure development and teacher training programs, while 12% of respondents said ED-Links assisted the school in the form of infrastructure development, financial aid to students, and teacher development programs. All of the respondents stated that ED-Links has received Andnagogical and Pedagogical skills training. The majority of respondents 56% said that ED-Links develops infrastructure in the form of toilets, sanitation and libraries, and resource centers, while 26% of respondents said that ED-Links is committed to building renewal and maintenance in the form of infrastructure development, Toilets and sanitation facilities, libraries and resource centers. All of the respondents said that ED-Links provided pen box, geometry box, books, and school bags to the students. Out of total 82% of the respondents said that due to ED-Links skill level of the students has been improved, 2% of the respondents said that ED-Links brought no improvement in the students, 12% of the respondents said due to ED-Links skill level and understanding of the students have been improved, while 4% of the respondents said that due to ED-Links skill level, communication and understanding of the students have been improved. Most of the respondents 86% said that ED-links did not check and balance school performance, while 14% said that ED-Links checked and balanced school performance, and for this reason, ED-Links visited the school every week. A majority of 98% of respondents said ED-Links had indeed improved the quality of education at the high school level. Almost 84% of all respondents said that the community has responded well to ED-Links, while 16% said the average response.

CONCLUSIONS

The researchers concluded that education is a basic human need. Therefore, ED-Links played an important role in the secondary education of Dargai Tehsil in Malakand. In Pakhtun society, most people do not have access to education. To provide and improve this basic right, a project has started its work for an advanced education system in Malakand Agency. According to the study, most of the results were positive towards the ED-Links project and people were fully satisfied with their development work in promoting secondary education and preferred the development of the education system.

Therefore, this study shows that no teacher in the school was fully trained in IT and computer operations to teach students how to use computers or teachers who have been trained by ED-Linked in the school. In addition, the teachers were fully satisfied with the training provided by ED-Links and performed well after the training. At the same time, the project also conducted a comprehensive visit to access the social and physical infrastructure development of school facilities, including each school's records on science laboratories, computer laboratories, and wider infrastructure and human resource affairs. However, this report focuses on the achievements and activities of ED-Links in improving the quality of teaching and student learning. The report uses descriptions from deserving individuals as evidence of the positive impact of ED-Links on educational delivery at the secondary and middle school levels. In this regard the researcher also concluded that the community is also satisfied with ED-Links efforts.

Similarly, ED-Links facilitated in-service training for secondary and middle teachers, and technology learning focused on students-oriented pedagogy. The ED-Links impact study includes the teacher quality guidelines with data based on classroom observations, and noted overall positive changes as a result of in-service training. Follow-up on-site visits (including information from interviews and surveys) yielded mixed results. Despite long-term challenges such as the teacher selection process, it is estimated that the change in teacher classroom practice is between 50% and 70%. Some progress has been made in the use of preliminary assessment and in linking teacher training to the national curriculum. This research also

shows that the project has taken a positive step towards the promotion of secondary education, because education is the basic need of every society in the world. The ratio of education is very low mainly in Pakistani society and especially in Malakand Agency as many people have benefited from this project.

RECOMMENDATIONS

1. The government has the responsibility to formulate appropriate policies for non-governmental organizations engaged in educational development nationwide, and to register them to promote educational development.
2. The people in the community also have the responsibility of individual and collective participation in the promotion and development of the planning and implementation. If people can participate, problems can be reduced to a certain extent.
3. The primary responsibility for providing education is at the family level; every parent should be aware of the importance of education and accept their educational background from the perspective of the family, because daily activities are necessary.

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