

Abstract

Analysis of Policy is as significant as *Analysis for Policy*, but unfortunately, in Pakistan, especially in the field of education, there has been more focus on the latter than the former. Though analysis of policy is important, but understanding of the policy process itself and the study of the actors involved is a direct translation of a quality content and in-context policy, but for reasons unknown it seems to have been ignored so far. This research study endeavors to know the education policy making process in Khyber Pakhtunkhwa. It intends to find out that how education policies are made in Khyber Pakhtunkhwa, what model (s) is in practice, and that what actors and to what extent are involved in it. A mixed method research (MMR) approach has been applied to the study. Firstly, through qualitative iterative method, efforts are made to extract themes of education policy making process in Kyber Pahtunkhwa and the actors involved, of semi-structured interviews of purposive sampling. Secondly, reliability study of the emerged themes has been conducted through a random stratified sampling of policy makers, and direct affectees of the education policies (teachers and students). For analysis of the quantitative data, Z-test for the difference between two proportions and Chi-Square Test have been used. The research describes various concepts and the models of policy making in the field of education in Khyber Pakhtunkhwa in detail. The results (framework) created by the study could be applied for analysis of individual education policies made so far in Pakistan in general and Khyber Pakhtunkhwa in particular.