

Research Article

Need of Non Formal Education in Disaster Affected Areas in Pakistan

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ABSTRACT

The destruction of earth quack of 2005 and the flood of 2010 had destroyed houses, basic facilities, and the infrastructure and hundreds of lives were gone to rest. The schools and colleges were damaged. Since the occurrence of annihilation, the affected areas have not yet been come to life. Most of them have been rehabilitated and the other are still waiting for shelter, food, water, and educational facilities. So, children affected by natural disasters can miss a schooling opportunity for months or even years. The formal system of education is not possible in post disaster conditions so there is need of alternative education to meet the wide range of educational needs of disaster affected children. It is concluded that education in disaster-affected areas should be completely free of cost and be given a top priority, education facilities need to meet basic requirements of disaster affected areas and basic standards of education. Disaster damaged majority of schools and higher educational establishments so alternate (NFE) education system may be developed to meet the educational needs of disaster areas. Social support should be provided to the school and replacement of affected teachers may be made in disaster affected areas. It was recommended that in the absence of formal education, alternate (Non-Formal) education system may be started in post disaster conditions which should be open, flexible, activity based, Joyful for young children, easily accessible and free of cost. Modern technologies should be used for education in post disaster conditions like Radio Technology. Govt. should provide opportunities for alternate education in post disaster conditions and ensure access of every child to free and quality education under article 25-A of the constitution of Pakistan.

Keywords: Disaster, Quality Education, Alternate Education, Teacher

INTRODUCTION

Disaster of 2005 earth quack and 2010 flood damaged the property of the people and the government especially schools, colleges, hospitals, and the people were deprived of the basic facilities like water, electricity, transport etc. On account of flood and earth quack, dangerous diseases were spread and the precious lives of the people were lost and those who were survived were made on live miserable life. In rehabilitation process schools were started in temporary shelters. It was the period when parents were not agreed to

bring their children to school due to their own miserable and frustrated life. The question arises how these children bring back to schools.

In Pakistan like many countries those are affected by earthquake, the formal school system does not have the capacity to enroll all children and youth as the buildings are affected and usually not fit for use. Many organizations like USAID, UNICEF, UNDP, Yardimeli (a Turkish based Organization) are functioning to restore formal system of education in earthquake affected areas

(Abbottabad and Mansehra) but their work normally starts after one year or so and usually covers primary and basic education. At present no programme exists in Pakistan to restore education on immediate and emergency bases. The non-formal system only can provide educational opportunities for children and youth in affected areas. A strong earthquake of magnitude 7.5 caused many and serious damages in northern Pakistan in the NWFP and AJK on 8th October, 2005. More than 4000 villages were partially or fully damaged, 73,000 people lost their lives, 79,000 got injured, 3.3 million people lost their houses and almost 10000 school buildings were destroyed (Bliss, and Larsen, 2006, pp 1-2). According to Haider (2005, pp. 22-23) four earthquakes having magnitude 8 or more were happened in the region for over last hundred years. The capital cities of Bangladesh, Bhutan, India, Nepal and Pakistan and many other cities are in dangers of such type of future earthquakes. About 5.7 million people of Pakistan were greatly affected in eight districts. In Khyber Pakhtunkhwa 3.9 million people were greatly suffered. The infrastructure of hilly areas greatly damaged especially schools were collapse in these areas (UNICEF, 2005). The earth quack damaged physical infrastructure and according to the (ADB and World Bank, 2005, p. 5) surveyed at least 853 teachers and 18,095 students were died in earth quack. The Neelum valley, Bagh, and Sudhnuti surroundings were destroyed but in Khyber Pakhtunkhwa Mansehra, Batagram, Kohistan, Abbottabad, and Shangla were jolted by the quack. Almost 7,258 schools and colleges of private and public sector were completely washed away. It was recorded up to 53% of the province was called emergency. The data includes 0.29 million (44% girls) students and 12,971 teachers

POPULATION and SAMPLE

<u>Selected Districts</u>	<u>Total Teachers at Elementary Level</u>	<u>Selected Sample</u>	<u>Total Sample</u>	<u>Responses</u>	<u>Percentage of Responses</u>
Abbottabad	992	99	374	337	90
DG Khan	1521	152			
Mansehra	1233	123			
Total	3745	374			

RELIABILITY

in these districts were greatly affected. Similarly, there were 30,951 institutions (including private schools) in Khyber Pakhtunkhwa, 7,577 of which were in the province's five most affected districts. It was the first time in 2010 when upheaval came with heavy flood and rain which destroyed the lives of Pakistani people. The flood devastated Khyber Pakhtunkhwa, Sind, lower Punjab and Baluchistan provinces of Pakistan.

In earth quack areas and flood areas of Pakistan have only option to join them with the distance and non-formal education because they have no other source to utilize and share their part in progress of the country. The identical parameter was made for their mental growth and seeking way for their growth.

OBJECTIVES OF THE STUDY

The study was conducted to achieve the following objectives:

1. To explore the existing educational provisions to cope disaster affecters.
2. To assess the educational needs of disaster areas.
3. To identify need of non formal education in disaster affected areas in Pakistan.

METHODOLOGY OF THE RESEARCH

It is a descriptive type of study to explore the importance and need of alternate education in post disaster conditions when formal education is unavailable. The study was delimited to Earth Quake and flood areas and Elementary Education. Three districts Abbottabad, Mansehra and DG Khan were selected for this study. Abbottabad and Mansehra were badly affected in Earth quake 2005 whereas DG Khan was suffered in Flood 2010. A questionnaire was developed on two point rating scale.

Reliability is a measure of consistency of scores obtained. Focus is on how consistent the scores are for each respondent from one administration of an instrument to another and from one set of items to another. The reliability of the questionnaires for this study was determined with Cronbach Alpha.

Reliability Table	
◦	.90 or > = high reliability
◦	.80-.89 = good reliability
◦	.70-79 = acceptable reliability
◦	.65-.69 = marginal reliability

Calculated Alpha value is 0.853.

Data Analysis

S.No	Statement	Responses	
		Yes %	No%
1	Natural disasters create disruptions into education system.	100	-
2	Physical facilities of schools diminish in disaster.	80	20
3	Educational arrangements become non-existence.	83.4	16.6
4	Formal schooling is possible in these circumstances.	26.4	73.6
5	Books are available for study after disaster.	10.1	89.9
6	Substitute teachers (instead of regular one) are available.	19.6	80.4
7	Education in disaster-affected areas should be completely free.	100	-
8	Education in disaster affected areas be given a top priority.	100	-
9	Books and other learning materials may be provided.	100	-
10	Formal education system may restart as soon as possible.	81.9	18.1
11	Alternate education system may be developed for disaster areas.	83.7	16.3
12	Alternate arrangements for education of girls may be made.	81.3	18.7
13	Alternating (camp schools) may be established.	90	10
14	Local available educated persons may be hired as teachers relaxing official requirements.	87.8	12.2
15	Special text books may be provided.	81.9	18.1
16	Special learning packages may be made available in disaster areas like human relief packages.	80.4	19.6
17	Alternating education system should be child friendly.	86.4	13.6
18	Alternating education system should be flexible study hours	81.3	18.7
19	Alternating education system should be easily accessible	83.7	16.3

FINDINGS

- All the teachers agreed that natural disasters create disruptions into education system.
- Majority of the teachers agreed that physical facilities of schools diminish in disaster.
- Majority of the teachers agreed that Educational arrangements become non-existence.
- Majority of the teachers disagreed that formal schooling is possible in these circumstances.
- Majority of the teachers disagreed that Books are available for study after disaster.
- Majority of the teachers disagreed that Substitute teachers (instead of regular one) are available.
- All the teachers agreed that Education in disaster-affected areas should be completely free.
- All the teachers agreed that Education in disaster affected areas be given a top priority.
- All the teachers agreed that Books and other learning materials may be provided.
- Majority of the teachers agreed that Formal education system may restart as soon as possible.

11. Majority of the teachers agreed that Alternate education system may be developed for disaster areas.
12. Majority of the teachers agreed that Alternate arrangements for education of girls may be made.
13. Majority of the teachers agreed that Alternating (camp schools) may be established.
14. Majority of the teachers agreed that Local available educated persons may be hired as teachers relaxing official requirements.
15. Majority of the teachers agreed that Special text books may be provided.
16. Majority of the teachers agreed that Special learning packages may be made available in disaster areas like human relief packages.
17. Majority of the teachers agreed that Majority of the teachers agreed that Alternating education system should be child friendly, flexible study hours and easily accessible.

CONCLUSIONS

- 1- Natural disasters create disruptions into education system.
- 2- Physical facilities of schools diminish and educational arrangements become non-existence so full attention to education becomes impossible
- 3- The education of children is interrupted during disaster especially of girls and formal schooling cannot meet the needs of disaster areas.
- 4- Books and other learning materials are not available to study for children and special academic schedule is not issued to fulfill the needs of disaster affected areas.
- 5- Education in disaster-affected areas should be completely free of cost and be given a top priority so that student should not lose a single day of education after disaster.
- 6- Schools are as the breeding ground for the nations of tomorrow and children represent hope for the future hence formal education

system may restart as early as possible after disaster.

- 7- Disaster damaged majority of schools and higher educational establishments so alternate education system may be developed to meet the educational needs of disaster areas.
- 8- That alternating education system should be child friendly, flexible study hours and easily accessible. The unique and flexible attributes of non formal education can ensure both physical access and access to one of the most important human rights-education for people in a crisis so there is a need of non formal education system in post disaster conditions.
- 9- Books and other learning materials are to be provided free of cost after disaster and Special learning packages may be made available in disaster areas like human relief packages.
- 10- Alternating (camp schools) may be established on the base of Non Formal Education System because the alternating system has potential to cope with the need of disaster affected children.
- 11- Formal teachers are unavailable to teach so alternate teachers may be provided so local available educated persons may be hired as teachers relaxing official requirements.

RECOMMENDATIONS

- 1- Free education (free books and learning material) should be provided in disaster areas. It may be financed by Federal and Provincial governments and special funds may be allocated for education of disaster areas.
- 2- Govt. should make arrangements to provide proper assistance (financial) to parents so that they feel free to send their children to schools.
- 3- Education should be given priority so that student should not lose a single day of education after disaster and education of child should be started from very next day after disaster.
- 4- Physical facilities of schools diminish and formal schooling can not meet the needs of disaster areas so alternate (Non-Formal) education system may be started in post

disaster conditions which should be open, flexible, activity based, Joyful for young children, easily accessible and free of cost.

- 5- Tent schools may be introduced and school timing should be change according to the need of affected peoples.
- 6- Non Formal Education is necessary in post disaster circumstances which may be used to reduce the problems of education after disaster.
- 7- Special learning package may be available in disaster areas like human relief packages. All the course of a class may be condensed in a single book and special books for each class of primary and elementary level may b made available.

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