

The Role of Basic Education for Afghan Refugees in Promoting Primary Education: A Case Study of Befare Controlled Institutions in Khyber Pakhtunkhwa

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Abstract

This study was undertaken on, The Role of Basic Education for Afghan Refugees in promoting primary Education: A case study of BEFARe controlled institutions in Peshawar, Khyber Pakhtunkhwa. For this study the researcher used proportion allocation method of sampling, 216 students (136 boys and 80 girls) and 35 Teachers (27 male and 8 female) were selected for this study. The study indicates that, majority of the respondents were at the age of 10-14 years and most of them were male. Most of the respondents were satisfied from best teaching in the school and they considered that as a pull factor. Poverty is marked by majority of the respondents as push factor to BEFARe schools. All of the students' responses were that BEFARe is their first institution. Majority of them were not satisfied from the schools washrooms. Most of the respondents were satisfied from BEFARe, because it's purely for refugees, while, most of the respondents were not pleased from it due to its poor facilities. The medium of instruction was Pashto as it is the same in Afghanistan. All the students were satisfied with the teacher's overall performance. The students were paying 30 to 50 rupees for admission at schools. Most of the respondents showed ignorance from their future plan regarding their further education. All the teachers, who all were Afghanies, joined the schools, because it was for refugees. Every school had more than 5 teachers. Interview was the selection criteria for a teacher with qualification must not less than F.A. Most of the respondents were in favor of essential changes in the curriculum. There was no test conducted for student on admission time. Midterm examination held in the BEFARe schools and grading system was existing in the schools. Community perception was good about the schools and assisted the schools through school management committee. Majority of respondents were not satisfied from BEFARe learning and teaching facilities. Low package is also a discouraging factor which is pointed out by the teachers community.

Keywords: Basic Education, Afghan Refugees, BEFARe schools, Teachers' Performance, Main Factors.

INTRODUCTION

Education in general, primary education in particular, plays pivotal role in human development everywhere in the world societies which have been suffering from wars, ignorance, poverty and backwardness, are in need of investment for development in human mentality but through education especially, at primary level. This importance can be judged that primary education has been made second sacred goal by world community under the Millennium Development Goals (MDGs) in 2000. Nations of the world have accepted the obligation as challenge of providing education to their new generation under MDGs.

The nations which are facing the menace of lawlessness and wars are hard to materialize this goal. One of such an example is intervention in Afghanistan in 1979. External and internal challenges to peace have destroyed almost every institution in Afghanistan. But education system is the direct victim in this regard. Afghan youth remained illiterate and uneducated at large but the problem more severe in amongst those who migrated out of Afghanistan to neighboring countries like Pakistan and Iran as refugees.

The Afghan, who settled in various camps in Pakistan as refugees, witnessed bad experiences in educating their youth. Afterwards United Nations took initiative to educate Afghan Refugee Children in the host countries. One of such an example is BEFARe, known for its eminent contribution in the field of education for Afghan Refugees in various camps in host country Pakistan. Its role has long history. And this history of BEFARe needs assessment. What role BEFARe played in educating Afghan refugees in various refugees' camps in Peshawar is a question which needs exploration.

IMPORTANCE OF EDUCATION

Laderriere (2000) argues that education is a tool for future planning. In recent time of science and technology it has become more vital source for survival of mankind. It is guiding the way towards good and prosperous life.

Education, revolution and war are considered the simple tools of change. Through it we can solve all our problems with the help of proper planning and its implementation. Knowledge and education mean to develop human skills for solving all sorts of problems and to accommodate him with the dynamic and changing environment. Some of the social scientists are of the opinion that education consists upon three things such as spiritual satisfaction, mental relief and empowerment of man that comes through learning the norms, values, and mores of a society.

TYPES OF EDUCATION

Education and schooling are confusing words for common man. It is not easy to explain in a straight forward manner. Some considered both as same while others take it in different meaning of each other. But we can say that education is a way towards the goal of knowledge while schooling is one of its phase. Schooling is more formal while education can be both formal and informal.

Formal Education

Dib (1988) argues that formal education is considered by many educationists as an organized and systematic body of acquiring education. It has a specific set of objectives as well as a different way of teaching. In this type of education teachers and students are fully involved. Proper classrooms and student's full attendance are necessary in formal type education.

Non -Formal Education

Rogers (2005) says that Non formal education is not like formal education in terms of facilities and objectives. It has no schools, offices, infrastructure, class rooms, student's attendance as well as no defined methodology. No students and teachers arrangement is found like formal education. Informal education is such education which can be imparted everywhere to anyone. In this type of education there is no need of schools or class rooms it can be imparted in parks, museums everywhere. It is a learning process to know the about the skills of life.

SCHOOLING SYSTEM IN PAKISTAN

Lynd (2007) says that Pakistan is focusing on the education. The current educational system of Pakistan consists on Primary, Middle, high schools and higher secondary schools. The schooling system in Pakistan is not according to the needs and requirements. Student's enrollment and attendance of teachers and students is low. It is not according to expectations and satisfaction. It has been reported that in Pakistan 8 million children are not getting education at primary level. On the other hand 20 million children are out of middle and high schools that is a point of concern for the government and people of Pakistan.

Primary Education system in Pakistan

Arif and Zahid (2005) consider Primary education as first rung towards higher education. Primary education starts at the age of 5 years in Pakistan. It is the first level of learning the skills in its first educational institution. Education plays a pivotal role in a country's development. The international community is more focusing to ensure primary education in everywhere and every country. It is also trying to provide primary education to every child at his door step. The situation of primary education system is not satisfactory in rural areas of Pakistan. The urban areas primary education is comparatively good which 72 percent is while in rural areas it is 49 percent which is a big difference.

Middle Education system in Pakistan

Human Rights Commission of Pakistan Report (2009) stated that Pakistani schooling consists of three levels. Primary school is the first educational institution. Middle schools are the second institution which educates the people after finishing their primary education. It starts from grade 7 to grade 8. There are 41591 middle schools working in Pakistan in which 15, 722 middle schools are public while 25, 869 are private which shows a big difference.

High Schooling system in Pakistan

High school education is known as secondary education. After the completion of middle schooling the last schooling institution is high school for a child. The high school starts in Pakistan from grade 9 to 10. The local name assigned for this is "Matric". After completion of high schooling education secondary school certificate is awarded to students. There are 25,209 high schools in Pakistani education system. Out of this 10, 555 high schools are public while 14, 654 high schools are private. The ratio of private high schools is higher than public high schools in Pakistani education system.

Higher Secondary / Inter Colleges Education

Higher education starts from grades 11 and 12 in Pakistani education system. In Pakistan 3, 435 high school/inter colleges are imparting education. Out of the above statistics 1,392 high schools/inter colleges are public while 2, 443 high schools/inter colleges are working as a private education institutions in Pakistan.

STATUS OF EDUCATION IN AFGHANISTAN

Adosari (2007) argues that female was not allowed for education before 1929 in Afghanistan. They got access to

education in 1930 but latter they were banned after king Amanullah regime. In 1930 and 1960 the education evolution got start slowly. Large population of Afghan population was illiterate. Since 1960 the educational institutions numbers increased with the continuous struggle regarding education. It has been reported that in the whole country there were 52 high schools while 533 primary schools and 126 Islamic schools in the country. The rural areas were so much backward to fill the gap between rural and urban areas 788 rural schools were established to increase the ratio of education. Before establishment of these education institution 2 percent of Afghans were literate the remaining population was illiterate which great point of concern for the educationist. The soviet invasion also disrupted the whole education system of Afghanistan. So many schools have been destroyed in a result of war. Most of the educated class qualified teachers flee to Pakistan. In Taliban time females deprived of getting education. It has been reported that 1/3 Afghan children are in schools. In theory the female have access to education but in practice the situation is quite different. Most of the education institutions constructions have been started. The serious step of Government of Afghanistan increased the education ratio of female which 21 percent while the male literacy ratio is 51 percent which shows a great difference regarding education.

SIGNIFICANCE OF THE STUDY

This study is very significant in nature because it highlights the issue of education regarding afghan refugees. It will disclose the hidden facts behind the phenomenon under study i.e. the facilities provided by BEFARe and problems faced by the afghan refugee in the study area.

LOCALE OF THE STUDY

This study was undertaken in the selected schools of BEFARe situated in District Peshawar of Khyber pakhtunkwa. BEFARe is a network of schools for Afghan Refugees children established in Pakistan from the very beginning of the arrival of Afghan Refugees i.e, 1979.

The schools are situated in Afghan refugees camps i.e., Kuransan, Kababian, Khazana, Haji zai, Naguman schools having low distance from each other. The most popular places nearby the refugees camps are, Bakhshi pul, Shalam pul, Tehkal, Chongay and Naguman. While on the other hand, Badaber, Mera Kachori, Zindai, Kamwal, Zingalai are located with a few kilometers distance. The most popular places near these schools are Pando Chawak and Badaber. Total number of students are in grade 7 and grade 8 enrolled in these schools are 2059, the researcher contacted 216 students. Most of the schools have mix buildings (Kacha, Packa). There is no play ground in the schools. The children have no sports facilities. The classrooms are not enough for the students. The students are sitting on plain ground neither chair nor mates are available for them, there is no electricity, lighting and ceiling fans in the schools. The washrooms are not enough for the student as well as not clean.

BEFARe SERVICES REGARDING AFGHAN REFUGEES IN PAKISTAN

Pakistan is a prominent large host country which accommodated a huge influx after soviet invasion. To overcome and manage such a huge population in emergency basis is not so much easy for a state. The 30 years stay of Afghan refugees in Pakistan shows that so many international, National, local organizations played their tremendous and remarkable role regarding refugee's assistance. Most of the organizations introduced various projects and programs to fulfill the refugees' needs in camps.

BEFARe (2010) Basic Education for Afghan refugees (BEFARe) is also one of the prominent organization which working hard for the uplift and durable solutions for Afghan refugees. It is working with provincial, federal and local government departments with close coordination to implement its projects/ programs successfully. So many projects have been launched by the organization for the assistance of refugees. It has a vast expertise in various projects like, energy conservation, Good governance, Health, irregular migration, human trafficking, Micro finance and education. The main and pioneer aim of the organization is to educate the afghan refugees. The organization has so many Donor Agencies for funding.

Basic Education for Afghan refugees (BEFARe) is distinctive in this regard that it's running big project of primary education all over the world. Community oriented primary education (COPE) started since 1996 in Pakistan under the supervision of the organization. It established 129 schools in 52 refugee camps in Pakistan. Report shows that 53,000 Afghan refugee got education through these schools. Beside the fact that flood and insurgency in the region the organizations did not stop the work.

The total enrolled students are 53,735 in which the female ratio is 15,350 while 38,385 is male ratio which is a great achievement regarding proper implementation. To ensure quality of education 1,000 teaching staff hired for this purpose. The schools are assisted by the UNHCR in which 38 girls, 66 boys and 25 schools were coeducation.

Meeting of the Board of Governors

The Board of Governors meeting held at annual basis. In emergency situation Chairman has the power to call

the meeting in a short notice. If emergency meeting is to be held four days prior notification is necessary. For ordinary sessions four members are sufficient for forum. While for emergency business $\frac{3}{4}$ strength is necessary of the total members. All the sessions are chaired by the Board.

Chief Executive

The chief Executive will supervise all the office matters. The position and tenure will be decided by the Board of Governors. The Chief Executive will be a life member of the society. He will be accountable for all the implementation of the various programs. The first Chief Executive is Shakir Ishaq.

Programming and implementation

The society launched so many programs. To ensure the best implementation the society has a qualified and experienced staff. Logistic unit of the organization is competent in on time supply.

Community participation and Development Department

The society basic aim is to strengthen and empower the community. It promotes self help approach among the community for active involvement in their developmental programs. The department launched so many training programs for the development of the needy community. It plays pivotal role in the sensitization of the people for participatory approach.

Education and Health Department

The Education and Health Department deals the whole education and health related programs. The overall establishment of education and health centers is the responsibility of the sections. Its basic aim is to introduce the education, health programs through arranging various workshops, seminars for public awareness.

Finance and Admin Department

All the financial account records their proper documentation of the Donor Funds is the prime responsibility of the financial section. It deals all the budget and responsible to utilization of the funds with in specific programs.

Democracy and Human Rights Department

The main function of the department is to review the policies of the government and developing material. The formation of community organization and awareness women related issues is the responsibility of the section. Awareness campaign for empowerment of women comes under the jurisdiction of the very section. It planned coordination meetings with different authorities to defend the rights of the most vulnerable in the society.

Research and Development Department

The main responsibility of the program is carrying out research for the development of various formats. It evaluates various educational activities and developing Teacher Trainings material for quality of education. Conducting quarterly and annual reports as well as various types of surveys for improving the program is the responsibility of the very department.

Independent Monitoring Unit (IMU)

The organization has a strong monitoring unit. The main function of the unit is to monitor all programs activities. Regular visits of the field staff according to the preset goals is the responsibility of the unit.

MAIN OBJECTIVES OF THE STUDY

1. To know about the socio-economic profile of the respondents in the study area.
2. To study the pull and push factors of Primary education of Afghan refugee in Peshawar camps running by BEFARe.
3. To study the problems face to Afghan refugee youth in primary education in Peshawar camps Schools running by BEFARe.
4. To identify various facilities of formal education available to Afghan Refugee youth in Peshawar based schools provided by BEFARe.
5. To study the response of Afghan refugee teachers towards BEFARe educational program for Afghan Refugees Children at refugee camps in Peshawar.

MATERIALS AND METHODS

The universe of the Study was district Peshawar is the representative district from Khyber Pakhtunkhwa regarding Afghan refugees, therefore the study was conducted in the 14 Camps and Schools i.e., Kuransan, Kababian, Khazana, Haji zai, Naguman, Bakhshi pul, Shalam pul, Tehkal, Chongay and Naguman, Badaber, Mera Kachori, Zindai, Kamwal, Zingalai were selected randomly to achieve the set objectives. The proportion allocation method of stratified random sampling was used for the selection of respondents for this study. $n1 = \frac{N1}{N} \times n$. A sample size of 216 respondents, 216 students (136 boys and 80 girls) was selected. Devoid financial support and lacking of time provoked me for this sample selection. The nature of the study is Quantitative therefore, Questionnaire and interview schedule were used as instruments for data collection, for teachers and students respectively as used by Smith in 1981. Interview schedule was designed in the light of the study

objectives.

Before launching the actual survey the schedule was pre-tested in the field. Necessary changes were made in the schedule after pre-testing. To collect the primary data sample respondents were visited and interviews were conducted in Camps and Schools. All the sampled respondents were visited personally in order to avoid any type of noise and biasness in primary data. After the collection of data through the questionnaire the primary data was analyzed through SPSS and MS Excel. The collected data was analyzed, using the statistical techniques that included both uni-variate and bi-variate methods. Uni-variate analysis was carried out for numerous reasons including back ground variables, independent variables and dependent variables.

Results and Discussion

MAJOR FINDINGS OF THE STUDENTS

Findings 1

Majority of the respondents i.e. 129 (75 male and 54 female) were at the age of 10-14 years. Majority of the respondents i.e. 130 were male.

Findings 2

Majority of the respondents i.e. 125 (57.9%) respondents were in class 7th.

Findings 3

Majority of the respondents i.e. 7 specified that their mothers were deceased.

Findings 4

Majority of the respondents i.e. 209 respondents replied that they were brought by their parents to school, while majority i.e. 196 specified that the school is nearest to them.

Findings 5

Majority of respondents i.e. 164 specified best teaching as pull factor for BEFARe schools. Majority of the respondents i.e. 176 respondents replied that poverty is push factor for BEFARe schools.

Findings 6

Majority of the respondents i.e. 120 don't know about their admission in Pakistani schools. Majority of the respondents i.e. 153 replied that they are taking 10 minutes to reach their schools.

Findings 7

Majority of the respondents i.e. 210 specified BEFARe as their first institution. While out 216 respondents, only 6 responded that they were in government schools before this school.

Findings 8

Few respondents i.e. 6 (2.8%) respondents left their first institution because of long distance.

Findings 9

All of the respondents i.e. 216 specified that their parents are responsible for their educational expenses.

Findings 10

Majority of the respondents i.e. 198 (91.7%) specified that they are pleased from BEFARe education.

Findings 11

Majority of the respondents i.e. 134 (62.0%) were satisfied from BEFARe school because it is purely for Refugees.

Findings 12

Some of the respondents i.e. 18 (8.3% were not satisfied from BEFARe education because of poor facilities.

Findings 13

Majority of the respondents i.e. 183 (84.3%) were of the view that BEFARe providing quality of education.

Findings 14

All the respondents i.e. 216 were satisfied from the learning environment of the BEFARe School. They highlighted that BEFARe curriculum is easy. The entire respondents i.e. 216 specified that Pashto is the medium of instruction in the schools.

Findings 15

All of the 216 respondents specified Pashto as a medium of instruction in schools. Majority i.e. 135 were satisfied from BEFARe educational facilities.

Findings 16

Majority of the respondents 176 replied that they getting uniform and books from BEFARe. All 216 respondents were of the view that the teachers are regular in classes.

MAJOR FINDINGS OF TEACHERS

Findings 1

Majority of the respondents 24 (68.6%) were of the opinion that they join the BEFARe school because it is for refugee.

Findings 2

All of the respondents 35 specified that more than 5 teachers are in every BEFARe school.

Findings 3

All of the respondents i.e. 35 replied that interview is the criteria of BEFARe for teacher selection.

Findings 4

Majority i.e. 29 respondents specified FA qualification as requirement for a teacher of BEFARe. The entire 35 respondents replied that BEFARe has training component for their teachers' development.

Findings 5

The entire 35 respondents received trainings from BEFARe. More than 8 teachers were in each training program of BEFARe.

Findings 6

The entire 35 respondents received training on Pedagogy. All of them i.e. 35 were satisfied from BEFARe trainings.

Findings 7

The entire 35 respondents specified that training will improve their teaching skills.

Findings 8

The entire 35 respondents were of the opinion that trainings is effective for quality of education. Majority i.e. 20 respondents out of 35, highlighted computer trainings as an important component of quality of education.

Findings 9

All of the respondents i.e. 35 replied that BEFARe School has good perception in community. All of the 35 respondents replied that BEFARe has more than 20 primary schools in Peshawar.

Findings 10

All of the respondents i.e. 35 were satisfied from students.

Findings 11

All of the respondents i.e. 35 specified lack of well established rooms as a big problem of the students.

Findings 12

All of the respondents i.e. 35 replied that BEFARe schools are providing free books and uniforms to schools.

CONCLUSION

This research was carried out on the role of Basic Education for Afghan Refugees (BEFARe), in promoting primary education. A case study of BEFARe controlled Institutions in District Peshawar Khyber Pakhtunkhwa. The study indicates that majority of the schools are near that is why their parents brought them to BEFARe schools. The school has no transport facilities, but they are accessible so students manage it. The schools teachers are qualified and the students are pleased from their services. Most of the respondents replied that, although we have best teachers, but poverty is the main factor of students drop out. Majority were not pleased from BEFARe learning and basic facilities. They have no furniture, neither well established classrooms. There is no proper heating and ventilation system in the schools. The students used open ground for classes. Most of the respondent replied that BEFARe is providing books and uniform, which are free. They further added that they are also not receiving books, uniform on time. All of the respondents were not pleased from hygienic facilities in schools. The latrines are unhygienic and even not enough to meet the needs of the students. Hand pumps are using to meet water need. Pashto is a medium of instruction because education in Afghanistan is imparting in Pashto. Afghan Commissionrate curriculum is using at BEFARe schools. Majority of the respondents were in favor that the curriculum is out dated, which should be totally changed according to current needs. The schools have no playgrounds and students wished for sport facilities. Majority of the respondents don't know about the admission in Pakistani schools. All of the teachers replied that they joined BEFARe schools because they are for refugees. Interview is selection criteria for a teacher. In every school more than 5 teachers are working. All the teachers replied that F.A education is must for a teacher and they have training component from BEFARe. The training is based on Padagology and that is useful for their teaching skill. Majority of the respondents were in the favor of guidance counseling and computer trainings. The curriculum is out dated which needs to be changed most of the respondents were of the view that essentials changes must be in the curriculum because we are using it since long time which is now out dated. Pashto Afghanistan is imparting education in Pashto that is why after completion education here they will take admissions there that is why it is mandatory. All of the respondents replied that student must be refugee which is criteria of BEFARe for admission except there is no test interview on admission time for a student. The schools have its school management committees which are supporting them in every matter. They are collect money for schools repairing and paying electricity bill with the help that committee. Majority of the respondents were in favor that, BEFARe education is good but due to socio economic position of the students most of the people did not continue further education of poverty. They further added that schools are deprived from basic learning and teaching facilities. The package is quiet low which is discouraging teachers stay in schools. All the

respondents specified that BEFARe has more than 29 primary schools in District Peshawar. Overall the community perception about refugees school is good. Majority of the respondents replied that we have no laboratory facilities neither having computer knowledge and computers to teach particularly to students. Class rooms are not well established they replied that schools must be fully equipped from learning facilities.

RECOMMENDATIONS

Scholarships programs must be located for the students so that it could enhance their participation in such type of programs and improve completion among them as well.

Pay package must be analyzed and increased from time to time to ensure the teachers stay in BEFARe schools for long time. It will also create interest in teaching learning process of both the teachers and students.

The schools must be fully equipped with basic learning and teaching facilities.

In order to enhance the teaching learning process refresher trainings must be arranged for the teachers from time to time.

Essentials changes should be brought in the curriculum from time to time to meet the challenges of the modern world with help of experts in this faculty.

The number of washrooms must be increased in schools according to the number and needs of the students.

Sufficient funds must be located so that programs like Community oriented primary education program (COPE) could provide free education to all the refugee irrespectively of their class distinction.

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