



RESEARCH PAPER

Crises of Out-Of-School Children (OOSC): A Case Study

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ABSTRACT

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The main purpose of the study was to know the reasons and causes behind to leave the schools. An expected twenty-five million kids matured five–sixteen (twelve million of them young ladies), still stay out-of-school, speaking to forty-four percent of the all-out populace in this age gathering. This study is a case study of crisis management process in primary schools of the Punjab, Pakistan. Methodology of case study has been adopted to exhibit and decipher the truth of school crisis at the primary level through the top to bottom study and investigation of the individual encounters of those factors which affecting strategic planning of educational process. Discourse analysis of case study was to develop the data by investigating crisis of Out of School Children (OOSC) to address the general investigation. This analysis gave more data to tending to the common works on with respect to OOSC. These discoveries for this situation have solid ramifications for the strategy producers to orchestrate building up the proficiency activities. This study recommends, Coordination and support among administrative and commonplace government and all stakeholder is required. There is a dire need to take initiatives regarding OOSC.

Introduction

Crisis have no restrictions, no limits, and no fixed timings. As we have experienced the definitions and idea of crisis, it happens unexpectedly, quickly, and un-alarmingly. It does not give enough cautioning to respond or turn to stereo kind strategies for the management. Crises are additionally not bound to any field of life, time, or a specific normal and unnatural level. They can happen whenever, at any level and in any field/territory. Although there is no firm standard to classes kinds of crisis yet, they can be commonly arranged as given underneath. This division encourages us in understanding the idea in a superior manner (Spillan, 2003).

Every nation and country have its own one of a kind created or un-formed great and good principles and structures which are for each situation dear to that society. A productive and calm simultaneousness is unequivocally maintained by the

moral game plan of any overall population. In case this structure breakdown it can truly and in a moment hurt various systems of the overall population which can make certifiable crises for the nation or state.

Literature Review

Pakistan is in any case looked with different complex difficulties in the training division. It is one of the 30 nations that, as indicated by worldwide investigations. The following challenges faced by educational institutions.

Indeed, even as most of somewhere in the range of 3 million individuals uprooted through safety happenings in 2008 have now come back to their territory of starting point, in Khyber Pakhtunkhwa (KP) and the Federal Administered Tribal Areas (FATA) the circumstance stayed unpredictable consistently. During the year, uplifted weakness dislodged families from FATA looking for a more secure zone, which deliberately denied a defensive domain offspring and essential privileges to satisfy their adolescence.

According to UNICEF (2011), the emergencies in Khyber Pakhtunkhwa & FATA guaranteed a genuine peal on instruction lately because of deliberate decimation of schools. The dangers of assaults against girls' schools brought about the conclusion of 900 schools, denying 120,000 young ladies of their entitlement to instruction in 2009. Eighty-four schools were supposedly devastated in KP and FATA during 2011, contrarily influencing the effectively low enrolment rates in the area.

Child portrays' rights, physical or corporal punishment, discipline as any control in which physical power is used due to the cause some degree of anguish and uneasiness in any case light by the UN Committee. Most incorporates hitting (slapping, smacking, rebuffing) kids with things or with the hand, for instance, a belt, stick, shoe, whip and so on. On adolescents, the beating usage is wild across over Pakistan in homes, workplaces, and informational establishments.

Children suicide and executing of youngsters by relatives is ending up progressively regular in Pakistan. Suicide is for the most part affected by residential issues which spot undue weight on youngsters along these lines driving them to end their lives. In addition, neediness and demonstrations of incautious nature show up as the primary contributing elements bringing about the homicide of youngsters. In this specific circumstance, the developing financial emergency in Pakistan has made states of extraordinary hardships for families, now and again constraining guardians to end it all in the wake of murdering their kids. Kid suicide can be anticipated by furnishing kids with a stage to address their complaints particularly at the family level.

In Pakistan, the most transcendent types of emergency in training condition incorporate flood, seismic tremor, flogging, suicide, and fear monger assaults and so on. In such manner the legislature has detailed various arrangements to check the different types of savagery against kids. Be that as it may, the arrangement activities embraced by the legislature stay ineffectual in face of a powerless usage system.

National Enrollment Drive has propelled by Government of Pakistan through Planning Commission, Ministry of Planning, Development and Reforms, Islamabad in 2016. Its essential design is to enlist most extreme number of Out-of-School-

Children (OOSC) age between (05-09 years) from April 10.30, 2016 as visualized in the objectives of SDGs 2025.

To accomplish this reason, Higher Education Commission (HEC) of Pakistan has been allocated with an undertaking to include understudy volunteers at college level, who might go to towns and Katchi Abadies for getting OOSC enlisted. For this reason, a board of trustees was shaped on eight individuals during gathering of Vice Chancellors of Public sector colleges through video meeting which hung on 24-25th March 2016. Thus, the board of trustees met under the chairmanship of Executive Director, HEC on March 28th, 2016 at HEC and settled "Noteworthy Points" to be actualized by all the open division colleges/HEC during the long stretch of April 2016.

Through this Enrollment Drive Numerous Public Sector Universities taken Initiatives for the Out of School Children (OOSC). College students worked intentionally for get-together information and carrying children to class. As university of Arid Agriculture Rawalpindi was working as of now on this mission since 2013. Punjab Lahore College, Allama Iqbal Open University Islamabad, National University of Modern Languages made this stride and open lab schools in Universities for Out of School Children and street children who denied from their essential right of training.

Some people group individuals additionally removed proficiency activities to instruct from School Children. They arrange classes in open parks for these children because of absence of assets and they are serving intentionally. As Master Ayub's Park School built up in Islamabad. It is a non-benefit association. Muhammad Ayub Khan is a Pakistani teacher, giver and government worker who is acknowledged for spending his after-activity times and ends of the week education students in an outdoors school in F6 segment, Islamabad. So, there are numerous great works on existing in Pakistan which working for Out of School Children however there is a desperate need to make more strides and accessibility of assets.

The journey of this study began in the May, 2015 when I joined Arid Literacy School as Literacy Coordinator who established by the Vice Chancellor of Pir Mehr Ali Shah Arid Agriculture University Rawalpindi, Pakistan in 2013 for the education of those children who are deprived of basic educational facilities in twin cities Rawalpindi and Islamabad of Pakistan. This literacy initiative taken due to realizing the significance of an alarming situation which is Pakistan still faces real difficulties in guaranteeing free and obligatory quality instruction for all youngsters. An expected 24.02 million kids matured 5-16 (12 million of them young ladies), still stay out-of-school, speaking to 44 percent of the all-out populace in this age gathering. Pakistan still has the world's second-most astounding number of out-of-younger students at essential level, with 5 million kids ages 5-9 (60.5 percent of whom are young ladies) not going to class (ASER, 2018). I was given the responsibility of these out-of-school children. It was very challenging for me because they were from different backgrounds, facing many problems, lack of moral values, less attention towards education, deprived from education, all of them were from different ages 5 to 20 years. I observed them and interviewed their families. I cannot explain feeling, expressions and thoughts of children, families.

When I started work in this school, I faced lot of problems/crisis/issues due to newly establishment of this school. For me, it was a question of whether such decisions should be based on the academic, administrative or on something else, like

issues of behavioral style of children. I spent one year on only moral training of these out of school children. It was the difficult situation for me. Its main purpose was known the reasons and causes behind to leave the schools. Why they were deprived, or they left schools. There were too many reasons behind their attitudes such as school distance, poor economic background, corporal punishment, burden of syllabus, behavioral issues of teachers due to lack of professional trainings, non-availability of funds, political pressures, encroachment on school buildings by powerful persons, lack of infrastructures etc. During this time, I visited many public schools through enrollment drive program then I observed many crises in government primary schools. These out of school children were the source behind my doctoral dissertation.

Material and Methods

Under the umbrella of phenomenological interpretive theory, this study is a case study of crisis management process in primary schools of Punjab, Pakistan. Methodology of case study has been adopted to exhibit and decipher the truth of school crisis at the primary level through the top to bottom study and investigation of the individual encounters of those factors which affecting strategic planning of educational process. This methodology is most appropriate for the reason and focal point of this research; Cohen et al. (2007) have sketched out the attributes of contextual investigation to be depiction of respondents' 'lived encounters of, contemplations about and affections for a circumstance. They include taking at a case or marvel in its reality.

According to the Merriam (1998), the sampling in field research involves the selection of people, research site, time, and events. The sampling occurs at two levels usually in a case study. Firstly, selected the case to be studied and secondly identification of participants within the case. School drop-out ratio is an alarming situation in Pakistan. It is a most crucial educational crisis.

The Vice Chancellor of Pir Mehr Ali Shah Arid Agriculture University Rawalpindi, Pakistan established an Arid Literacy School in 2013 for the education of those children who are deprived of basic educational facilities in twin cities Rawalpindi and Islamabad of Pakistan. This literacy initiative taken due to realizing the significance of this alarming situation. So Arid Literacy School was selected for investigation because it is working for Out of School Children.

Five criteria guided determination of this case. Right off the bat, this case in a perfect world filled the need and target of finding, picking up knowledge, understanding and breaking down the connections between school changes and instructor polished skill. Besides, survey of every single accessible occurrence uncovered that this school would give the most far reaching data. Thirdly, considering master's suggestions, this school was picked which doing working for Out of School Children and trying to free instruction for these denied kids. Fourthly, this education activity was accessible and the principle source behind this doctoral thesis when research was directed. Fifthly, this was chosen where the surveys were to be managed.

In light of the exploration reason and criteria, the case was chosen to ensure that information was great portrayal of most urgent instructive emergency and simple access to Out of School Children under the Umbrella of Arid Literacy School under the examination, i.e., the information precisely mirror the circumstance under investigation (Gay, 1996).

Roughly five guardians of kids who joined up with this Arid Literacy School and school staff were chosen utilizing the open-door examining method (Borg and Gall, 1989). This implies just those guardians who agreed to take part in the examination were chosen for meetings inside the case site.

The Director of this contextual analysis school was likewise met. To guarantee namelessness, every respondent was given a pen name tended to by his or her title. The attributes of the respondents are given in section 4 under the heading "Qualities of the Parents" of the contextual investigation school.

As per Clandinin & Connelly (1999), field notes become a significant field message in close to home experience techniques when the specialists recognize the connections they have as scientists with their members. They proceed with that field notes might be written in pretty much detail with pretty much interpretive substance. For this study, field note information for the most part included records of some casual discussions, subtleties of setting and my impressions/perceptions of school chief and guardians. Case study means a subjective assessment of a solitary individual, gathering, occasion, or foundation. Contextual analysis was controlled on Arid Literacy School, Pir Mehr Ali Shah Arid Agriculture University Rawalpindi. The motivation behind this case site was to distinguish the reason for this mission and to discover the causes, reasons, or factors behind Out of School Children, parents' perspectives and furthermore meeting of Director of this sacred mission.

Results and Discussion

This part shows the tale of the contextual investigation school, giving thorough depiction of the proficiency activity with respect to Out-of-School Children of twin urban communities. The contextual analysis is talked about in detail and thus this part is long and contains broad rich information. The main task of this case study analysis was to highlight the shared practices and crisis of Out-of-School Children and to identify, describe and interpret the reforms and initiatives in this case study. The material in this section will complement the objectives of the whole study.

Background and Structure of Case Study School (Arid Literacy School)

A skill-based Literacy Center for the educationally deprived children specially girls of the community in the University of Arid Agriculture, Rawalpindi has been started in September 2013. It is a need-based empowering girl's literacy mission and under this endeavor, a literacy center is currently running by Women Development Studies Center. The project also based on the SDG's Goals 4: "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" & Goal 5: "Achieve gender equality and empower all women and girls". This project is also based on the international and National slogan "Let the Girls go to School" and "The National plan of Action on (EFA) Education for All".

A separate literacy account being funded by a fixed contribution from each faculty member on monthly basis. The journey of this study began in the May, 2015 when I joined Arid Literacy School as Literacy Coordinator who established by the Vice Chancellor of the University of Arid Agriculture Rawalpindi, Pakistan in 2013 for the education of those children who are deprived of basic educational facilities in twin cities Rawalpindi and Islamabad of Pakistan. In order to identify the exact

number of OOSC and to persuade them (including children their parents, guardian) through persuasive and counseling skills, awareness programs such as Walks, Fairs, Community Seminars, Visits of out of school children and parents to university and adjacent public schools. This task assigned to involve student volunteers at university level, who would go to the villages and Katchi Abadis for getting OOSC enrolled.

Characteristics of the Educational Stakeholders of this Sacred Mission

Table 1

Characteristics of the educational stakeholders of this sacred mission

Name	Characteristics
Director	She is a Director of Women Development Studies Center and Associate Professor in Department of Education, FSS, PMAS-AAUR. She has done PhD in Leadership and Management studies. She has a teaching experience of 22 years. She supervised many Master and Doctoral students
Literacy Coordinator	She is a Literacy Coordinator in Arid Literacy school. She is serving from last four years. She is a doctoral scholar in Department of Education in same university. She is looking all administrative and teaching activities of this school.
Teachers	Student from different degree programs (PhD. M.Phil. M.Sc. B.Ed.) of Department of Education, FSS are teaching voluntarily in this school. Volunteer teaching services are being provided by the university teachers for the moral, ethical grooming of these children including basic hygiene, cleanliness etc.

Characteristics of the Literacy Students and Their Parents

I was given the responsibility of these out-of-school children. It was very challenging for me because they were from different backgrounds, facing many problems, lack of moral values, less attention towards education, deprived from education, all of them were from different ages 5 to 20 years. I observed them and interviewed their families. I cannot explain feeling, expressions and thoughts of children, families. When I started work in this school, I faced lot of problems/crisis/issues due to newly establishment of this school.

For me, it was a question of whether such decisions should be based on the academic, administrative or on something else, like issues of behavioral style of children. I spent one year on only moral training of these out of school children. It was the difficult situation for me. Its main purpose was known the reasons and causes behind to leave the schools. Why they were deprived, or they left schools. There were too many reasons behind their attitudes such as school distance, poor economic background, corporal punishment, burden of syllabus, behavioral issues of teachers due to lack of professional trainings, non-availability of funds, political pressures, encroachment on school buildings by powerful persons, lack of infrastructures etc.

During this time, I visited many public schools through enrollment drive program then I observed many crises in government primary schools. These children belong to low socio-economic status. Majority of people are daily wage earners, labors and can easily be regarded as the poorest having no land, capital, or any other assets.

Girls were forced by their mothers to join them in harvesting seasonal crops (potato, cotton picking, rice and wheat threshing) to earn enough money to fulfill their basic needs of food and utility bills. Girls after grade three were particularly involved in income-raising efforts. Parents have little money to provide their children with books and other requirements.

The situation has improved since last year with free books being provided in NGO schools. Still there were families who even in case of free education cannot afford to send their daughters to school because they do not want to lose their income. There are many girls who have been forced to stay out of school because both their parents spend all their time in search of work, and they need someone who can take care of the home and younger siblings.

So, the girls were unable to complete even primary education. Many parents are illiterate and due to illiteracy, it become difficult for them in helping their children towards their homework. So, they are more concerned about their children receiving good quality education and sharing opinion about the classrooms' teaching according the director and literacy coordinator of that school. According to the teachers and parents views this literacy initiative are playing a crucial role in the implementation of reforms and initiatives regarding Out-of-School Children.

Success Story of this Initiative

Under the motivated support of Worthy Vice Chancellor and Team, Literacy School has successfully achieved the following objectives:

- It is a need-based literacy mission.
- The research students of university were conducted a survey in the far-flung areas of twin cities Rawalpindi and Islamabad.
- The students both male and female in the slum areas of Rawalpindi and Islamabad were targeted in the hundred numbers.
- This sacred literacy mission was further formalized by providing a separate two classrooms within the campus of the university and named as "Arid Literacy School".
- Currently enrolling children for class Nursery to five between the ages of 5 to 20 years.
- A senior female faculty member of education department was appointed as an "Incharge" of this school.
- A well-qualified university student has been appointed as a full time "Literacy Coordinator".
- Teaching syllabus of Punjab Textbook Board from class Junior to 8th.
- B.Ed., M.Sc., M.Phil., and Doctoral students of education department are teaching these children

- Providing free books, bags, uniform, basic first aid to kids.
- Five academic sessions (2013-19) of these children have been successfully passed out and promoted to next classes.
- Awarded “Gold Medal” to these Young Aradians in the university convocations for the year of 2013 to 2018.
- Providing sports and IT services to these kids within the limited available resources.
- Arranging recreational and co-curricular activities.
- Volunteer teaching services are being provided by the university teachers for the moral, ethical grooming of these children including basic hygiene, cleanliness etc.

Conclusion

This literacy initiative helped to increase the enrollment ratio and provision of quality of education for deprived children. It is a good example for other organizations, communities etc. The researcher observed that the team of Literacy school has been challenged the community through hardworking. They have manufactured great compatibility with the kids and guardians. While Director reacting proficiently to the requests of this organization, figured out how to run the school viably. Conversing with her, I understood that as she dealt with an assortment of weights, she did not dismiss her qualities and eagerness for work. These discoveries for this situation have solid ramifications for the strategy producers to orchestrate building up the proficiency activities.

Recommendations

This study recommends, Coordination and support among administrative and commonplace government and all stakeholder is required. There is a dire need to take initiatives regarding OOSC. To accomplish this, the jobs, obligations and duties are unmistakably ordered and to engage the foundations to check and screen the working of the considerable number of on-screen characters associated with the crisis management.

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