

A Mapping of Diversified Solutions on Educational Security Concerns of Pakistan

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Abstract: In times of hostilities, schools are most vulnerable to different threats and attacks. Armed groups violate children's rights to education all across the world by attacking schools, teachers, and students. In Pakistan, the extremism and armed conflict issues between different groups have prevented hundreds of thousands of youngsters from attending school, particularly females. On the subject of the educational security of institutions in Pakistan, numerous publications and reports have been made available. This work offers suggestions for improving the educational security of Pakistani institutions. Although some solutions have already been put forth, the fundamental contribution of this study is the mapping of the most important characteristics that will have the greatest influence on finding a solution for the educational security of institutions in Pakistan.

Graphical Abstract:



Keywords: Educational Institutes, Educational Security, Diversified Solutions

1. Introduction

Building human capital depends on education. By raising people's productivity and effectiveness, it creates trained labour that can lead the economy toward long-term economic growth. Similar to the

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education systems of many other developing countries, Pakistan is in a terrible situation. Attacks against education have escalated over the past ten years all throughout the world. Learning institutions should serve as secure spaces where local groups can work together for a brighter future. However, violent attacks against these institutions frequently have been exercised due to various reasons such as military, political, philosophical, religious, ethnic, or unlawful purposes [1]. Figure 1 displays evidence that was gathered by University of Maryland researchers about assaults on education between 1970 and 2013. Globally, violent attacks against educational institutions have grown to levels unseen in more than 40 years since 2004 [2]. In comparison to other countries, Pakistan has faced more terrorists' targeted strikes on educational institutions, especially female schools [3]. According to the one organization named as Global Terrorism Index, Pakistan has the significant number in mortalities and wounds with vulnerable attacks against educational facilities that year, more than any other nation [4]. On December 16, 2016, one group involved in Peshawar, Pakistan's northwest, and brutally murdered 132 students and nine instructors there [5]. The attack was heavily covered by international media. Malala Yousafzai, a teenage supporter of girls' education, was shot and critically hurt by TTP militants in the Swat valley of the Khyber Pakhtunkhwa region. She gained worldwide prominence as a result, and in 2014, she was awarded the Nobel Peace Prize [5].

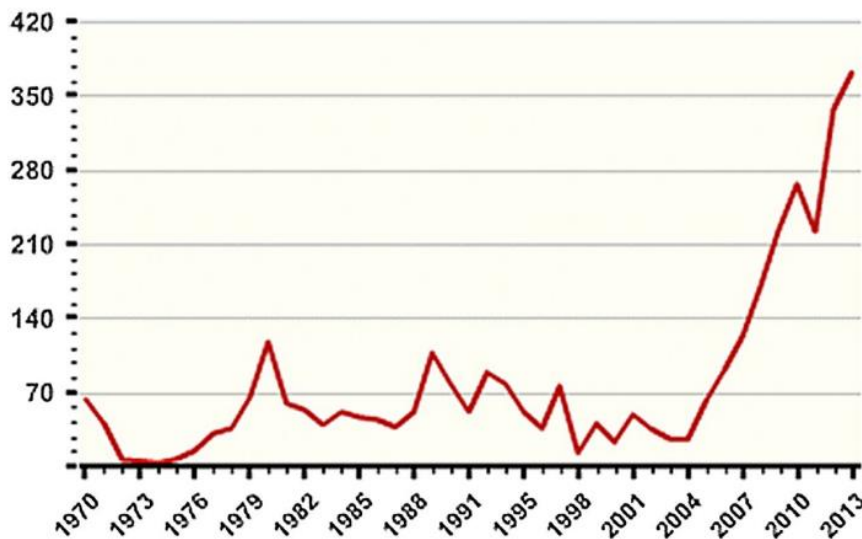


Fig. 1 - Attacks between 1970 and 2013 on education institutions [2]

Human Rights Watch alleges that attacks by the one and additional confrontational organizations are seriously affecting Pakistani education in a new report that was issued in multi oriented conference. Pakistan aspects the significant educational issues because there are an estimated 25 million children that do not attend school [6]. The research contains in which manner confrontational violence has vulnerable the education of hundreds of thousands of children, predominantly the girls. Instances of the military utilising academic institutions are listed in the study [6]. Expert on children's rights Bede Sheppard claims that the Taliban and other terrorists often conduct terrible attacks on Pakistani schools that rob pupils of both their lives and their education. Attacks on Students, Teachers, and Schools in Pakistan [7] involved 48 interviews with teachers, students, parents, and school officials in the Pakistani regions of Punjab, Sindh, and Khyber Pakhtunkhwa (KP).

The number of attacks against schools and universities, as well as the number of people killed and injured as a result of these attacks, are not precisely and comprehensively tracked by the Pakistani government. However, the Global Terrorism Database reports that from 2007 to 2015, there were

867 assaults in Pakistan on educational facilities, resulting in 392 fatalities and 724 injuries. There are some more research that discussed in year 2012 there was vulnerable attack in which at least 838 assassinated on occurrences on schools in Pakistan. SAFRON discussed in a report that 360 schools were demolished in 2015 in three of the seven regions that make up the FATA region of Pakistan [8-9]. Since many times the Education services are in threat, in the light of incident happen with Nobel Peace Prize winner Malala Yousafzai in year 2012. In response, the Pakistani PM Minister revealed a 20-point National Action Plan to battle terrorism after this Peshawar attack [10]. However, the response on National Action Plan have never been in plan of implementation.

Colleges and high schools have occasionally served as temporary or permanent military camps or barracks for government soldiers [11]. When used for military operations, educational establishments are more at jeopardy of occurrence. The government must concern safety of schools and other educational institute. Pakistan should develop a thorough plan to protect educators, students, schools, and universities from assault and military applications and involve all pertinent ministry officials at the local and national levels in implementing this plan.

The responsibility for protecting schools has primarily fallen on the shoulders of the provincial governments, and these efforts have been patchy, and inconsistent, and have paid little attention to the particular need to protect girls' education [12]. The majority of the time, school administrators are in charge of maintaining and strengthening security [13]. Chaos and misery have grown as a result of this. Teachers and principals have occasionally been charged with crimes for failing to take security precautions. The Pakistani government has not always been effective in prosecuting the offenders, despite the fact that there have been hundreds of attacks against educators, students, and educational institutions. This failure was brought to light in June 2015 when it was revealed that eight out of the ten people who had been detained and charged in connection with the attack on Malala Yousafzai had been found not guilty [14], despite the fact that they had all admitted guilt in court.

The national government of Pakistan should work with the provincial governments to establish an advanced rapid response system whenever there are attacks on educational facilities. This will allow for the prompt reconstruction of damaged educational materials and the prompt repair of damaged educational facilities, allowing for the earliest possible return to class for students [15]. Students should get alternate instruction during reconstruction and, as necessary, psychosocial support [16]. Safe Schools Declaration agree to reduce the likelihood that students, teachers, and schools will be targeted in the first place, as well as to restore access to education following an assault on a school [1]. They pledge to investigate and prosecute offences involving schools, limit the use of schools for military operations to prevent them from being targets for attack, and other measures in order to deter such assaults. Sheppard advised the Pakistani government to take every precaution to prevent further assaults on educational institutions, starting with enhancing school safety and informing the populace about dangers in a trustworthy manner [5]. Attacks against education have an enormously harmful long-term impact on Pakistani society in addition to harming the students and families who are directly impacted. Pakistan's security situation is precarious.

On August 14, 1947, Pakistan became a member of the Islamic Republic of Iran. Its area is approximately 796,095 square kilometres. Punjab, North West Frontier Province, Baluchistan, and Sindh are the four provinces that makeup Pakistan. There are also a few federating entities, such as the Islamabad Capital Territory (ICT), Federally Administered Tribal Areas (FATA), and Northern Areas (FANA) [17]. Since gaining independence, attempts have been made to align the educational system with the country's needs and sources of inspiration. As directed by Quaid-e-Azam Muhammad Ali Jinnah, the founding father of Pakistan, the 1947 All-Education Conference was held. Among other points, he emphasised that the education system should reflect the brilliance of our people, be consistent with our history and culture, and instil the greatest sense of honour, honesty, responsibility, and selfless devotion to the nation. He established the foundational concepts for the growth of education in the future. To bolster our economic survival, it must also provide scientific and technological knowledge [18].

Since 9/11, the core of the international security policy to combat extremism has been education. Security specialists continue to be baffled by the continuing growth in extremism despite broad legislative measures and significant investments in education to combat it. This paper analyses education for security strategies and highlights their failure to recognise forms of domination in contemporary education, using a critical case study of Pakistan.

Public and private, for-profit and non-profit, on-site and online institutions, as well as their staff, students, physical buildings, supplies, and rules, are all regarded to be part of the educational system. In a broader sense, the system includes the organisations actively engaged in managing, running, or regulating such enterprises (like government ministries and regulatory bodies, central testing organizations, textbook boards, and accreditation boards).The educational system also includes the rules and laws that govern how people and institutions interact with one another.

2. Methodology

In this study, conceptual work is proposed to illuminate the insight of educational security concerns of Pakistani institutes. The study not only discussed the existing work but also some of the new innovations to address some of the solutions for educational security concerns of Pakistani institutes. The proposed model is depicted in Figure 2.



Fig. 2 – Mapping of Diversified Solutions on Educational Security Concerns of Pakistan

This study proposed the possible attributes that contribute to the educational security of Pakistan which are the lack of proper infrastructure of buildings, Professional Security Guards, Information and Communication Technology (ICT), Risk Assessment, Emergency Protocol, and Digital Surveillance Systems. In the next section, the proposed education security issues of Pakistan are discussed in detail.

2.1 Lack of Proper Infrastructure for Building

Infrastructure directly affects the security of Pakistan's educational institutions in addition to a country's economic growth and expansion. It has a cumulative impact on healthcare, education, and safety. The phrase "infrastructure of buildings" refers to the physical characteristics of the buildings, such as their height, internal security checks, and access to classrooms from streets and roads. The structure-surrounding telecommunications networks' connectivity. The production flow is hampered by the infrastructures' poor performance. The residents in this neighbourhood see a reduction in their quality of life as a result. It suggests that they are also unable to support the economy of the neighbourhood, which prevents them from being able to support the entire national economy. These structural problems in schools not only impair academic achievement but also undermine students' rights to an education. Lack of funding or financial shortages, insufficient supply of resources for development, ineffective labour methods for development, and inadequate maintenance and upkeep are only a few of the problems that contribute to poor infrastructure. According to our proposed strategy, funds from the government and stakeholders would be used to hasten the development of social and economic infrastructure projects including those related to transportation, education, and health, among others. We also support underfunded towns through our portfolio of non-lending infrastructure planning assistance. We make it possible for municipalities to build good economic and social infrastructure. As a result, the benefited localities' municipal revenue and financial sustainability rise. When municipalities run efficiently, they can offer the populations they serve enough services. These communities' inhabitants have access to the basics and opportunities of life. Furthermore, when their level of life rises, young people's empowerment is made possible.

2.2 Professional Security Services

Educational institutions are required to provide a safe environment for their visitors, professors, and students. Numerous companies offer security solutions tailored specifically for the education sector; we work together with school administrators to develop flexible and long-lasting security programmes that meet the specific security needs of our clients. The following components for professional security services for educational institutions are suggested by this study:

- Security protectors
- Mobile patrols and alarm response units
- Admittance design and entrance
- Security and Troop organisation
- Exercise and Training awareness of the terrorist threat

Contributing to a secure educational setting. To work at educational institutions, our security staff receives specialised training. This ensures outstanding protection against forceful occurrences, theft, and keeps street gangs, drug dealers, and other lawbreakers from engaging with children on campus.

2.3 Information and Communication Technology Devices

ICT devices for School Safety Management Currently, capacities for creating and sustaining school security and safety are held in high respect, and a number of training programmes are conducted to raise awareness and build skills for secure and safe school work. A key objective is to be prepared to create policies that combine many security sectors, such as occupational safety, rescue operations, and civil defence, into a unified plan that acts as the blueprint for a practical procedure at a specific school. Despite the critical requirement for school security, there are few IT-supported solutions for school security maintenance, administration, and control.

New technologies, such as multimedia-based interactive IT applications, might offer interactive and transparent security management solutions for schools. The outcomes would also be applicable to security-related training. In the present information society, informing students and faculty about

IT-supported security management and information security might heighten their awareness of security and safety, not only for their job but also in their everyday lives. For teenagers who are responsible for taking care of their virtual identities, heightened security awareness is especially crucial. ICT security is usually a challenging issue to address since it not only encompasses a broad variety of sub-topics but also everyone has their own opinion on every element. The initial solution is to place two or three students on one computer or to "double up" pupils on workstations. Although this guarantees that all students may still participate in ICT sessions, it significantly affects the learning experience.

2.4 Risk Assessment

Risk assessment is an established field of study. The methodical execution of a risk assessment assists analysts in identifying potential hazards/threats, analysing their sources and implications, and describing risk, generally numerically and with an accurate portrayal of uncertainties. The risk assessment must change in order to handle current and future concerns and take into account the new technologies and innovations that have already entered our lives and are on the horizon. This research aims to provide a comprehensive overview of the condition of school safety in Pakistan, stressing the hazards of natural catastrophes, armed conflict, and day-to-day safety and security challenges faced by school buildings, children, and teaching and non-teaching personnel. Using the Comprehensive School Safety method, evaluates the condition of school safety, focusing on public schools. The three cornerstones of this strategy are school safety, enabling policies, and risk education. Both primary and secondary data are used to support the conclusions drawn in this article. According to recent studies, Pakistan's School Safety Framework (PSSF) is a National Priority initiative that would significantly improve the safety of educational facilities in this country, which is vulnerable to both natural and man-made disasters. These views were expressed by attendees at the Tuesday National Level Consultative Meeting on Implementation of the Pakistan Schools Safety Framework (PSSF) in Islamabad. The Pakistan School Safety Framework was created by the National Disaster Management Authority (NDMA) in collaboration with UNICEF in order to comply with the 2010 Disaster Management Act and the 2009 National Education Policy. With a focus on child-centred disaster risk management, this Framework offers guidance for all stakeholders to ensure school safety and disaster risk reduction (DRR). The PSSF's main goals are to create a secure learning environment, prepare schools for catastrophes, implement a response system, educate stakeholders about disaster risk reduction, and include kids in building resilience.

2.5 Emergency Protocol

The training of professionals in emergency management improves the coordination of educational processes, offers trainers frequent information support, and to provide the chance to acquire lecture abilities and teaching experience. There are following things are proposed for an emergency protocol in educational institutes:

- School administrators, teachers, and support employees are instructed in best practises for school violence prevention, school safety, school threat assessment, and school emergency planning (school resource and security officers, secretaries, custodians, bus drivers, etc.).
- Assessing and enhancing school safety measures
- Plan modifications and drills for school emergency preparation
- Increasing collaboration with public safety authorities

- Developing improved crisis communications and social media techniques

3. Discussion and Conclusion

Although it is obvious that the interests of global security are guiding Pakistan's educational growth, insecurity is a daily reality in the country's schools. A thorough analysis of the situation in Pakistan was required, even if research on the securitization of education in that country points to the securitization's role in making schools into targets for terrorist attacks. This paper includes a thorough evaluation of a few characteristics that could enhance Pakistan's educational security. Future discussions of additional research findings will be based on current security measures for educational institutions and the anticipated next wave of innovations in these institutions.

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