

**IMPACT OF NON-INTERNATIONAL ARMED CONFLICT
ON FEMALE EDUCATION IN PAKISTAN
(Case Study of District Swat)**



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DEDICATION

To the great martyrs of Army Public School Peshawar,

Who lost their lives while walking on the enlighten path of knowledge.

May their souls rest in peace...

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Although I am indeed the author of this thesis, I am by no means the sole contributor! Many people have contributed to my thesis, to my education, and to my life, and it is now our great pleasure to take this opportunity to thank them.

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ABSTRACT

During 2007 and 2009, two military operations took place in District Swat against the rising militancy and violence in the region. Female education remained the major targets on the militants plan in Swat. The conflict led to immense destruction of education sector, the destruction was not only confined to the damage of infrastructure or tremendous material loss, but actually a huge setback to development, growth and overall progress of education sector. This study aims to examine the negative effects of the exposure to conflict on female educational attainment in district Swat. To this end, three tehsils namely Matta, Kabal and Khawazakhela was selected purposively as they were bottleneck for many other tehsils where conflict was highly rooted. Further in each tehsil the most effected Union council was selected. For data collection, structured questionnaires were administered to the randomly selected sample of 350 respondents, consisting of literate female, from the sampled area. The results indicate that exposure to the conflict had a negative effect on female education; girls enrolled in secondary education during the time of conflict are highly effected as compared to the girls enrolled in primary education. Further, school destruction and threatening the school administration was perceived the most persistent type of violence against the female education.

Thus this conflict has created negative disparities in the educational attainment of women and has led to one to three years gap in educational years of the girls. The government of the state should have to develop certain programs on education during emergency. Along with it the local government has to provide funds to the education sector and strict safety to the educational institutes.

TABLE OF ABBREVIATIONS

MDG	Millennium Development Goals
EFA	Education For All
KPK	Khyber PukhtoonKhwa
NIAC	Non-International Armed Conflict
FATA	Federally Administered Tribal Area
PATA	Provincially Administered Tribal Area
TSNM	Tehreek-e-Nifaz-e-Shariat-e-Mohammadi
TTP	Tehreek-e-Taliban Pakistan
FC	Frontier Constabulary
UC	Union Council

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CHAPTER 1

INTRODUCTION

Pakistan has faced several international and non-international armed conflicts since independence in 1947. To date Pakistan has fought three wars against India and several skirmishes with Afghanistan and India. In 1973, the state army fought against the ethnic Baloch group on their demand for separation from the state. During 1990 the intra-state conflict between MQM (Mahajir Qaumi Movement) and the government of Pakistan, took place in Karachi. This intra-state armed conflict was activated in 1990 and again in 1995-96. After the incident of 9/11 Pakistan military was involved in military operations against the terrorist/militants in various regions of the state to counter the rising terrorism. These armed conflicts have affected the socio-economic condition of Pakistan. The major target of the militants was to attack the government institutes, among which the education sector highly suffered. Education plays a vital role in the development of human society. It is considered as a pre-requisite for the development of a nation. Education is not only the basic right of every individual, rather it has significance for families, societies and countries, who all remain beneficial from its enabling influence. As education is a paradigm for sustainable and inclusive development it is essential for every individual to have access to basic education.

'There is no tool for development more effective than the education of girls. It is vital to the future prospects and development of children across the globe' - Kofi Anan¹

Less developing and developing countries have high rate of illiteracy, especially for girls. Pakistan is also facing challenges to accomplish the targets of Education for All (EFA) targets and the Millennium Development Goals (MDGs) for access to primary education, gender equity and equality. There are many obstacles to the education i.e. poverty, social and cultural norms, conflict etc. But unfortunately in Pakistan the education system of the state has been paralyzed due to the consistent insurgency and the presence of non-international armed conflict, especially in Khyber Pukhtoonkhwa (KPK)² where the literacy rate for male is 67 percent and for female is 28 percent, as compared to the overall national literacy rate of 55 percent.³

1.1. Non-International Armed Conflict in Pakistan

The non-international armed conflict emerged in Pakistan in the post 9/11 era when Pakistan played the role of a frontline state in the war on terror. It has severed social, economic, and political implications for the nation. The term “non-international armed conflict” is defined by International Institute of Humanitarian Law as, “Non-international armed conflicts are armed confrontations occurring within the territory of a single State and in which the armed forces of no other State are engaged against the central government.” (Schmitt 2006)

In 2007 the Lal Masjid (Islamabad) Siege took place.⁴ This siege serves as the main catalyst for the eventual break down and conflict among the state military and different militant groups. In Pakistan there are two types of militant organizations: one the non-religious organizations i.e.

¹Kofi Atta Annan (born 8 April 1938) is a Ghanaian diplomat who served as the seventh Secretary-General of the United Nations from January 1997 to December 2006.

²(KPK) formerly called North-West Frontier Province and several other names, is one of the four provinces of Pakistan, located in the north-west of the country.

³PSLMs 2006–07

⁴During the siege of Lal Masjid, the Pakistani military stormed the madrassa complex of Maulana Abdul Aziz and Abdul Rashid Ghazi, two radical clerics calling for the overthrow of Pakistani government and imposition of Sharia law in Islamabad, July 3-11, 2007.

Baloch Freedom Fighter, Balochistan Liberation Army, SindhuDesh Liberation Army and other secular groups. Second are the militant⁵ groups that seek justification for their use of violence in Islam i.e Tareek-e-Taliban Pakistan (TTP), Tehreek-e-Nafaz-e-Shariat-e-Mohammadi (TNSM), Lashker-e- Jhangvi. Sipah-e-Muhammad Pakistan etc.

The state is facing internal disturbance, insurgency and tensions in the Northern Province, KPK, as it remains under the target of militant attacks. Various parts of the province like North and South Waziristan, Swat, Malakand, Bajaour, Shangla, Lower Dir, Buner, Orakzai agency and Khyber agency etc., suffer with the increasing violence after 2007. As a result of the raising violence by the militants, government launched military operation against the militants in KPK.

1.2 Statement of the Problem

The rising violence against the female education by the militants is a greatest challenge to the development. As the militants took full control of district Swat in 2007, and enforced their ideology in the region; aim to implement strict Islamic system definition of government and ban the female education. Through making girls school their main target in their campaign, militants showed the gender motive as a prime target in their agenda. This causes a serious damage to the education attainment process of the girls in that region. As a result of increasing insurgency in the region, the state military held military operation against the local Islamic militant groups like TTP⁶ and TNSM during 2007-2009. These armed conflicts and militancy served distressing effects on the people, society and economy of Swat, with excessively negative impacts on the lives of women and girls of district Swat.

⁵The term “militants” and “militancy” refers to the use of violence. Militants are the groups and individuals who employ as a mean to some end or express hatred or contempt for some group of people. Militancy is the actual use of violence or more generally, participation in militant groups’ activities.

⁶TTP is an umbrella organization of various Islamist militant groups based in the northwestern Federally Administered Tribal Areas along the Afghan border in Pakistan, led by Baitullah Mahsood.

This study therefore seeks to bring to the lime light and analyze how the armed conflict has effected the female in the context of education. First education serve as medium of development, so by attacking the education it has paralyzed the education system of the region. Second by targeting female particularly has effected the participation of women in education process as well as the development process.

1.3 Swat: Geographical, Cultural and Social Dimension

Swat valley is the Provincially Administrated Tribal Area (PATA)⁷ district of KPK, province of Pakistan. It is boarding Chitral and Ghizer districts in the North, Kohistan and Shangla districts in the East, Buner district and Malakand protected area in the South it borders the districts of Upper and Lower Dir in the West. Swat is located at 34⁰ -40'' to 35⁰ -55'' North Latitude and 72⁰ -08⁰ to 74-6⁰ East Longitude, having total land area of 5,337 square kilometers (sq. km).⁸

The citizens of Swat belong to three different ethnicities. *Pakhtuns*⁹ are the dominant ethnic group they mainly belong to the Yousafzai tribe. Pakhtun speak pashto language and it's the dominant and primary local language of the region. The other ethnic groups are *Kohistanis*, who are Dardic descent and consider as the most ancient inhabitants of Swat, they speak kohistani language; and *Gujjars* speaking gujri language and are the lowland Indian dialect. These ethnic groups are widely known for their bravery, independency, hospitability and generosity. The major religion in Swat is Islam, with 99.67% of the people referring to themselves as Muslim. A minor proportion of the population belongs to other religions, like Christianity, Hinduism,

⁷The Provincially Administered Tribal Areas (PATA) is Pakistani administrative subdivisions designated in the Article 246(b) of the Constitution of Pakistan.

⁸ District Swat: Socioeconomic Baseline and Displacement Impact. Khyber Pakhthunkhwa: Centre for Public Policy Research; 2010.

⁹Pakhtuns are predominantly an Eastern Iranian people, who use Pashto as their first language, and live in Afghanistan and Pakistan. This is the generally accepted academic view.

Qadiani/Ahmadi etc. The people of Swat are mostly engaged to the occupation of agriculture.(Bangash 2012)

In Swat the societal norms are very traditional and conventional, holding strong to the accepted value system deriving its basic principles from Islam. The concepts of honor, dignity, gender segregation and Parda (veiling) are predominant among the Pakhtuns.

In 1917 Miangul Abdul Wadud, the first wali (emperor) of Swat developed a system of roads, public education for boys and girl, and its own system of judiciary known as Dastur-ul-Amal. During 1969 the access to higher education, health facilities and communication was improved for the sake of development. There were 3 colleges, 36 high schools, 30 middle schools and more than 270 primary & lower primary schools, 16 hospitals, 45 dispensaries function in Swat during the regime of Wali. Swat state was widely held to have been the most developed in the region. In 1969 Swat merged with Pakistan as PATA (Fleischner 2011).

1.4 Islamic Militants: Taliban and Their Ideology

The phenomenon of Islamic militancy is consisting of two elements. Among which one is called the *fundamentalist*: “call for the return of all Muslims to true tenants of Islam”. And the other is the political militancy called *Islamist*: “advocate a defensive jihad¹⁰ against the enemies of Islam”. But a third group emerged known with a strict emphasize on the implementation of sharia and are not interested in the state building or any political action. They are known as *neo-fundamentalist*. In Pakistan this group has emerged through the networks of the madrassahs (Roy 2002).

The Islamic militants in Pakistan known as Taliban are basically the neo-fundamentalist. Taliban (Pashto/Persian: students) is an Islamic militia group following a strict interpretation of Sharia

¹⁰ Jihad is the holy war fight for the Islam in the way of Allah.

that took over Afghanistan following the Soviet withdrawal. Taliban ideology depends upon the logic of neo-fundamentalism; committed to implementation of strict sharia and the other is Paskhtonwali (Pashton codes of conduct) and a Pashton nationalism that is united under a strong leadership (Giustozzi 2008). (Roy (1994), Roy (1998)) explained the three features of Taliban that: firstly, narrow interpretation of sharia; secondly, reduction of politics to the application of sharia and thirdly, a violent opposition to the western culture.

1.5 Rise of Militancy in Swat

The Afghan War in 1979 originated the roots of militancy in Pakistan causing the rise of militancy and emergence of various militant groups and Jihadi movements in Pakistan. During the fight against the Soviet Union in Afghanistan, combination of religious concept of jihad on international level brought the religious parties and personalities to the forefront in the Pakistani social and political culture.¹¹

In 1998 Maulana Sufi Muhammad¹² formed TNSM movement, with the demand to impose Islamic Shariah in Swat region. Sufi Muhammad left Jamaat-e- Islami due to the influence of the events taking place in Afghanistan during the fight against Soviet Union and formed TNSM (Fleischner 2011).

During 1990 TSNM took control of the region and in 1994 the members of TNSM launched the tor Patki (black turban) movement in Swat demanding promulgation of Sharia in the region and succeeded in forcing the government of Pakistan to accept the demand for Shariah a result Nizaam-e-Shariat Regulation was enforced by the government of KPK. In 2001, Sufi Muhammad was jailed for his group`s took active participation in fighting the U.S. intervention

¹¹KiranFirdous, Militancy in Pakistan

¹²Sufi Muhammad was an active member of Jamaat-e-Islami, a conservative religious party, during 1980's and founder of TSNM.

in Afghanistan. As a result his son in law Maulana Fazalullah (famous as Radio Mullah), who was the main military leader in Swat, emerged as the new leader of the TNSM and started an illegal FM radio channel in Swat during 2004 for achieving the target of implementing Nizaam-e-Shariat. Taliban encouraged the male to participate in jihad (holy war), forbade girls from attending schools and women were banned from the markets and other places. (Hussain 2011)

During the earthquake of 2005 members of TSNM actively participated in the rehabilitation and relief campaigns which played a vital role in their control over the people of Swat and winning their trust. Maulana Fazalullah and his companions took control over the major areas of the district Swat and the districts of upper and lower Dir, by 2007. In December 2007 after the siege of Lal Masjid, TSNM merged with the movement of TTP (Hussain 2011).

1.6 Military Operations against the Militants in Swat

In 2007, the TTP had gained a strong control over the Swat valley and was practicing extreme violence in the region. Including preventing women's education, target killing, destruction of girls' schools, suicide bombings, death penalty on barbers & CD shop owners, forcing women to stay inside home and attacks on government institutions and security workforce became pervasive in the region. Almost all government institutions, including the police, the local administration, public schools, banks and courts, retreated or closed down. On the order of local provincial government the Frontier Constabulary (FC) and police launched a crackdown on TTP in July 2007, which was failed.

After the failure of the FC operation, the army was called in to regain control of the area in August 2007. The intensity of the conflict in the valley increased after the July 2007 as a result of the Lal Masjid siege in Islamabad. The Pakistan military launched an operation in October 2007 named Rah-e-Haq against the militants in Swat. And announced victory in the operation

against his TTP in December 2007 but after few months the TTP again become active in the region, they kept on running a parallel administration and judiciary in the upper Swat even after the operation was declared successful.

A peace deal between the government and TTP was signed which collapsed a few months later due to different interpretations by the two sides of various clauses of the agreement. As a result another military operation Rah-e-Rast was launched in May 2009 against the militants in Swat. The Pakistan army announced victory in June, 2009.(Khattak 2010)

In the area of Swat alone, from 2007 to March 2009, 116 girls' schools were destroyed or damaged. In 2009, the second major round of non-international armed conflict targeted the Upper Swat. About 451,165 (64%) of IDP's were displaced from the Upper Swat during the conflict, among them 406,048 (90%) individuals have returned back to Upper Swat region.¹³

1.7 Overview of Female Education and Militancy in Swat

During 1990 the literacy rate for female was inclined toward increase among the Pakhtun society. But after the incident of 9/11 this process reversed and about 190 government schools for girls were burnt and bombed, and around 8000 female teachers were left without jobs (Ali 2010). According to the Pakhtun traditional concept female education is a “western conspiracy”, and attacked the female education to discourage the western culture roots in their society. (Manzoor 2009)

In Pakistan, the militants have targeted the education sector and specially the female education. According to the Taliban leaders education for girls is considered un-Islamic. Initially the female education was the main target but later the education for boys was also ban. But the primary

¹³ Findings of Initial Humanitarian Assessment of Swat (launched by the UN Humanitarian Coordinator of Pakistan)

victims of the conflict were women and girls working in a school and other educational institutes. This conflict is termed as “war on Pakistani schoolgirls’.(Hassan 2009)

Taliban set a deadline of January 14, 2009 for all government and private school classes for girls to cease and made the announcement through their illegal FM channel, threatening them that failing this the schools will be bombed and violators would face death. And school going girls will face acid attacks on their face. Parents lift their daughters out of school for the sake of honor and safety. The Taliban later lifted the ban for the first four grades, but still parents were not letting their daughters to school. In February 2009 about 80,000 girls were not attending the schools in district Swat. Similarly the teachers were also threaten and attacked by the militants; it became particularly risky for female teachers as the Taliban ordered women not to venture outside the home unless accompanied by a man.¹⁴ A female teacher of district Swat who was widow and was supporting her three children had no other choice and continued to go to school for teaching. Taliban labeled her as prostitute and killed her.¹⁵

In the report by Human Rights Commission of Pakistan, about 108 girls’ schools are dysfunctional in FATA.¹⁶ The insurgents target the female students and teachers in KPK, in the area of Swat alone, from 2007 to March 2009, 116 girls’ schools were destroyed or damaged.¹⁷ The insurgents primarily targeted the girl’s schools and threaten the female teachers and students to stay inside their homes as per their version of Saharia or face the dismal consequences. About 7, 21,392 students were affected by insurgency in the six districts of KPK out of which 3, 71,604

¹⁴IRIN, Pakistan: Swat conflict takes toll on girls’ education, 16.9.09

¹⁵ IRIN, Pakistan: Swat militants driving girls out of school, 20.1.09

¹⁶ Human Rights Commission of Pakistan, state of human rights in 2011: social and economic rights 215 (2012). See also Javaid Aziz Khan, FATA Militants Destroy 468 Schools, Central Asia Online (Feb 7, 2012), http://centralasiaonline.com/en_GB/articles/caii/newsbriefs/2012/02/07/newsbrief-07. Sher Alam Shinwari & Fawad Ali, Devastation: Bombing of Schools in KP and FATA, in paper mag., DAWN (Feb. 26, 2012), <http://dawn.com/2012/02/26/devastation-bombing-of-schools-in-kp-and-fata>.

¹⁷ Conflict and Security: Civilian Casualties in Armed Conflict in Pakistan, Pakistan Institute for Peace Studies (April 26, 2012 9:00 PM), <http://san-pips.com/index.php?action=reports&id=tml2>. See also: Pakistan Institute of Peace Studies, Pakistan security report 2011 (Jan 2012).

were female students. The number of female students affected by terror acts in Malakand was 48,516, 94,538 in Swat, 50,178 in Buner, and 18,469 in Shangla, 1, 07,121 in Dir Lower and 52, 782 in Upper Dir. The worst affected districts in terms of damages sustained by education sector were Swat (Malakand Division), Shangla, Buner, Charsadda, Hangu, Upper and Lower Dir and Peshawar during the conflict.¹⁸

1.8 Research Questions

The study based upon the following questions:

- a) Has the status of the female education improved after the conflict in Swat?
- b) Is insecurity still a threat to the female education in Swat?
- c) What is the most persistent type of violence practiced by the militants against the school going girls?
- d) Which age cohort is mostly affected by the militants?

1.9 Objective of the Study

The overall objective of the study is to examine the impact non-international armed conflict on female education in Swat. The specific objectives of the study are the following:

- a) To find the current (post conflict) status of female education in the region of study.
- b) To assess the factors that affected female education due to conflict.
- c) To analyze the various types of violence by the militants against the school going girls.
- d) To uncover the reasons for targeting the female education by the militants.

1.10 Significance of the study

¹⁸ShadabYounas, Militancy Fallout: 0.721 mln Students Deprived of Education in KP, Associated Press of Pakistan, March 18, 2012, http://app.com.pk/en_/index2.php?option=com_content&do_pdf=1&id=134087. See also: Human Rights Commission of Pakistan, State of Human Rights In 2011: Social and Economic Rights 215 (2012).

This study will be of benefit to the state and all the concerned institutions, non-governmental organizations, religious institutes, individuals, donors and other actors in the education field. It will highlight and inform the government on the challenges, strength and weaknesses of their activities in promoting female education in the present era of religious extremism and militancy. This study may enable them to assess and establish new roles, principles and policies in accordance to the Islamic militancy.

The significance of the study is to equip students, researchers, conflict resolution actors with the skills and knowledge about the non-international armed conflict which has greatly shifted from solely ensuring state security to encompass humanitarian activities and the promotion of human security.

1.11 Limitations of the study

For the complete understanding of the results it is imperative to consider the limitations of the study. The study in hand is limited to the secondary education level due to time and financial constraints. Besides it, the area of study selected for research is a conflict zone, where the movement was not safe, therefore the survey was conducted in short time period. The people of Swat are mostly ethnic Pakhtun who practice strict culture and traditions especially women, as a result it was unable to ask them questions regarding sexual abuse during the conflict. Along with it the region still have the militants or many people of the region were part of the militant groups in past, so for security purpose it was forbad to interrogate about the militancy in-depth.

1.12 Organization of the Study

The study has been divided into five chapters. First section of the study deals with a brief introduction of the issue following the rise of militancy and its consequences on the female education in district Swat. Review of recent literature has been done in chapter (II). The

following chapter (III) discusses the methodology of the study in general while theoretical frame work of the study. Chapter (IV) of the study impounds the data analysis of the study while the last chapter (V) deals with the conclusion and policy suggestions of the study.

CHAPTER 2

LITERATURE REVIEW

In recent years, there has been a growing literature on the impacts of armed conflict on female and their education due to improve as well as an easy access to the data on the conflict affected economies. This section reviews studies which addresses the disruption of the education due to armed conflict. And will provide flashback from the literature on this cause from all over the world

2.1 Consequences of Armed Conflict in Context of Education

Conflict serves as a major obstacle for the Millennium Development Goals (MDGs), mainly the universal attainment of primary education and gender equality in primary and secondary education(Buckland 2005).

A research conducted in Germany by Akbulut in 2009 to study the long term impacts of wartime on children`s education by estimating a unique dataset on city-level WWII destruction with individual-level data from the German Socio-Economic Panel (GSOEP)¹⁹. The study find that WWII destruction caused Germans who were school-aged during WWII to complete fewer years of schooling and have lower labor market earnings in the future. The study also discovered that the destruction of schools and decrease in the number of teachers are significant channels for the

¹⁹GSOEP is a longitudinal survey of approximately 11,000 private households in the Federal Republic of Germany from 1984 to 2012, and eastern German länder from 1990 to 2012. G-SOEP is produced by [DIW Berlin](#). Variables include household composition, employment, occupations, earnings, and health and satisfaction indicators.

decline in education. It concluded that both boys and girls of school-going age during the wartime who lived in German cities heavily targeted by armed conflict showed a significantly lower education level as compare to those living in areas less exposed to conflict. (Akbulut-Yuksel 2009)

Conflict can influence the education in various forms. Most tragically, its consequences are in the form of death or displacement of teachers, staff and students. For example, more than about two-third of primary and secondary school teachers were killed or displaced during the Rwandan genocide (Buckland 2005). Similarly a study conducted by Tulsi Panthee in 2007 in Nepal, to investigate the socio economic impact of internal displacement due to armed conflict. Along with other factors of socio economy the findings of the study also highlighted that armed conflict has disturbed the schools of Nepal. Due to Maoist insurgency²⁰ many schools remain close for longer duration. And teachers were absent from school during the conflict due to the fear of being killed by the Maoist rebel group. The students living in rural areas were more exposed to the conflict and were unable to attend school as compare to the students living in urban areas. There were many students killed by militants where as others were forced to join the Maoist militant group. This decreases the participation of student in the process of education leading to a decrease the enrollment rate of schools.(Panthee 2007)

A study was conducted by Dablen and Paul in 2012 to estimate the casual effect of civil wars on education in Cote D`Ivorie. The Household Living Standard Survey (HLSS) of 2008 and Armed Conflict Location and Event Database (ACLED) were used for empirical analysis in the study. The results showed that average year of education for individuals aged 23 to 32 in 0.94 years

²⁰The Nepalese Civil War (labeled the People's War by the Maoists) was an armed conflict between government forces and Maoist fighters in Nepal which lasted from 1996 until 2006. The war was launched by the Communist Party of Nepal (Maoist) on 13 February 1996, with the aim of overthrowing the Nepalese monarchy and establishing a 'People's Republic.

more than the individuals aged 10 to 22 years during the conflict. The study also highlighted that infrastructure, displacement, death of students and teachers, closure of schools have direct and indirect impact on education. Those households that has experienced loss of jobs and decrease in income level, showed a decline in the education of children. The study concluded that education has been a clear victim of war. (Dabaleno and Paul 2012)

Due to limited accessibility of economic resources and investment, and the absence of coordination, transparency and accountability in conflict-affected regions and fragile situations expose the education systems to corruption, ignorance and poor management. In this way education resources may be misused or not equally distributed resulting in inequities that may strengthen or intensify ethnic, socioeconomic and/or geographic divides. Lack of management may contribute to less than robust systems of check and balance or even lack of use of available resources. Teachers and administrators may be hired, certified or promoted on the bases of bribes or sexual favors. While sex, money or job may often be exchanged for tuition cost, grades and results. (Miller-Grandvaux 2009)

A study done by William Sambo in year 2003, investigate the impact of civil wars on basic education in Tanzania. The data collection for the study was done through questionnaires and structured interviews, by using the sample of 251 respondents. The respondents include the parents, students, teachers and education administrative of two districts; Karagwe and Mpanda. The results of the study revealed that civil war in Tanzania has affected the basic education both directly and indirectly. The war has destroyed the infrastructure of schools, material resources and human capital of education system, budgeting and administration of education process. The internal displacement affected the school enrollment negatively. Along with it due to absence of financial assistance the rising poverty was found as a crucial factor that prevented children from

access to education. The study discover that civil wars in Tanzania increased the child labor, as children were dropout from schools during the conflict and were engaged in labor market (SAMBO 2003)

The places of learning are usually explicit targets at the time of armed conflict, wars and armed conflicts frequently devastate and damage the schools and the educational infrastructure. The report by World Bank indicates that after the destructive armed conflicts in Herzegovina and Bosnia, about 50% of the schools required extensive reconstruction and renovate. Whereas, Iraq has faced the higher level of destruction of primary schools, about 85% during the war. The fall of the Iraqi educational system is the result of ignorance, war conflict and more the failure of the Saddam Hussein regime(Buckland 2005). Additionally, conflict is a major cause in the decline of the educational system, UNESCO and UNICEF have shown quantitatively that the sanction placed on Iraq during the late 1990s and early 2000s had a negative impact on education(De Santisteban 2005). Similarly in Mozambique, 58% of primary schools had been destroyed or closed during the civil war (Brück 1997)The process of education become slow due to failure of state and along with targeted attacks on schools wholly destroyed the educational infrastructure, in Somalia (Abdi 1998).

After the fall of the Taliban²¹ in Afghanistan in 2001, extensive growth of schools and student enrolment was observed, with the support of “back-to-school” campaign immense in 2002. The females were especially encouraged to enroll in schools and colleges. The versatile educational initiatives showed a better result in enrollments. About 3 million children were back to school by the end of 2002. In 2007 the number of children enrolled in schools increased to 6 million (Rafi 2007).

²¹ Taliban is a fundamentalist Islamic militia in Afghanistan.

2.2 Gender, Armed Conflict and Education

Research has been conducted for the examination of the impact of conflict on education attainment across different countries, when absolute data on individual and household levels became accessible. These studies indicate the decline in education in areas affected by conflicts but all do not reach the same conclusion. The Conflict period likely influence the existing gender inequality where the girls might not be permitted to attend school or educational institutes because of the fear of violence against female students. And cases of gender bias attack by the militants had been documented in countries like Afghanistan, Iraq, Pakistan, Tajikistan and many other less develop countries.(Bird 2011)

Using the education data of UNESCO from year 1980-97; the study discovers a negative relationship between the civil wars and education system. The study concluded that civil wars are one of the major sources of destruction to the education system of a state. There is a general loss of government revenue (death, injury and displacement) and schools destruction. The study also find empirically support that secondary male enrollment is highly effected by wars as compare to secondary female enrollment. (Lai and Thyne 2007)

During 1996 to 2006, Nepal experienced Maoist insurgency which resulted in violent civil conflicts. A study conducted by Valente (2011) in Nepal, explored the impact of conflict intensity on female education and marriage in Nepal. Comparison of pre and post primary education is observed in the research, which reflected that districts where conflict was more intensive has lower male and female primary enrollment rate as compare to districts with low intensity of conflict. The study also concluded that during Maoist abduction has negative impact on female education especially, whereas the pre-conflict situation support the female education. Due to risk of sexual violence during the armed conflict the rate of female educational attainment

was low. The findings of study interpreted that Maoist abduction specifically targeted the school children and teachers which resulted in a large number of increase in the school dropouts (Valente 2011).

During 1992 to 1998 Tajikistan experienced a devastating internal conflict in the Former Union region. A research was conducted by Shemyakina in 2007, to investigate the impact of regional exposure to conflict by identifying it through damage to household dwellings during conflict. For this purpose data from Tajik Living Standard Survey of 1999 was used. Through this research the impact of conflict on school enrollment was evaluated, and it was determined that exposure to conflict has large significant negative impact on the enrollment of girls. Whereas, no or very small impact on the boys enrollment at schools. Furthermore the study indicated that girls who were of school going age during the time of conflict living in conflict affected regions were 12.3 percent less likely to complete primary education as compare to girls who had opportunity to complete their primary education before the break down of conflict i.e. before 1992. And 5.4 percent of girls less likely complete school as compare to girls of same age group living in regions less exposed to the conflict. The study concluded that armed conflicts in Tajikistan have significant regional and generational disparities in the female education. (Shemyakina 2011)

The conflict in Timor Leste lasted for 25 years. It generated a huge displacement and devastation with extensive consequences for the economic and social development of the country. There are both short term and long term impact of the conflict on level and access to education of both boys and girls in the region. The short-term effects of the conflict are mixed whereas in the longer term, there is a strong negative impact of the conflict on primary education of boys, especially for boys attending the last three grades of primary school exposed to higher violence during the 25-years of armed conflict. The negative impact of displacement on the younger

group is larger among girls, displaced households dropout their girls from school, mainly due to fear of their exposure to violence. The negative impact of conflict on education among the older group of children is stronger for boys as compare to girls. These boys would have been dropout from school forcing them to contribute in economic activities within or outside the household. (Justino, Leone et al. 2011)

A study conducted in countries affected by internal armed conflict in Africa indicates that primary school enrollments was decreased in three out of eighteen countries only, and increased in five during internal armed conflicts. Whereas, girls' enrollment rate was higher as compare to the boys, reason lying behind this finding is that boys provide their services in the army(Stewart, Huang et al. 2001). Similarly another study conducted in Bosnia and Herzegovina also discovered that armed conflict negatively affects the educational attainment process. The degree of the loss and the relative impact on girls and boys varies according to the context. According to this study armed conflict is found to decrease boys' educational attainment more as compare to the educational attainment of girls. Because of the reasons that boys may be enlisted in the military and they may be forced to work for helping the household to cope with the conflict resulted shock(Swee 2009). Likewise a study conducted in Colombia indicated that the exposure to conflict increases the probability of dropping out of school children aged between 6 to 17 years and of teenage boys being employed. (Rodriguez and Sanchez 2012)

The impact of armed conflict on gender and schooling is highly context specific. The research based on findings and literature review of three studies revealed that in some countries like Colombia Bosnia and Herzegovina; during the war conflict the enrollment rate of boys decreased, as they were enlisted in the military. Where as in India and Tajikistan during the insurgencies female education was mostly effected. During World War II, countries engaged in

war like Austria and Germany observed negative impact on education, whereas Sweden and Switzerland, neutral during the war, no impact on children education. The study also showed that those cultures which emphasize on girl's protection and reputation, there the conflict can reduce the access to schooling. War and conflict destroy the schooling infrastructure and create obstacles for teachers to perform their duties properly, affecting the education of both boys and girls. (Buvinic, Gupta et al. 2013)

2.3 Patterns of Attack on Education

There are several types of hurdles by militants to protect children from going to school. Like checkpoints, landmines, curfews and overt violence to bring fear that makes it complex for the students, teachers, and school staff to attend school even when physically being able to access education. In addition, the schools and other education institutes may be used as training headquarters, or as military bases during the war which become a resistant in their functioning as proper schools ultimately making them a legitimate military targets. Research also indicates that, in some contexts, gender-based violence in school also takes place during the war period (Miller-Grandvaux 2009).

Persistent violence, absence of rules and law, political instability and active presence of armed groups and/or state internal security forces give rise to serious security threats; leaving students, staff and education institutes exposed to attacks, destruction and violence. Education system was destructed by targeted attacks on infrastructure of schools, students and teachers in about 31 countries of the world during January 2007 to July 2009. (O'Malley 2011)

The actions like acid attacks, bombings, poison gas, and are common among the militants for creating obstacles in access to education by girls. The concept of threatening teachers and

students' parents through shab-nama²² are also not uncommon; killing and attacking teachers are also part of the agenda; other strategies of targeting girls' schools include, mines/explosives, grenade and rocket attacks, arson, shooting, kidnapping, robbing, and cutting off ears of teachers and students; in 2008 such type of incidents increased severely. The insurgents and terrorists killed about 149 teachers, students, and school employees in Afghanistan (UNHCR 2010)²³.

2.4 Culture and Female Education

The intentional attack by the militants specifically on girls' schools is the common reason that parents stop sending their girls to school in Afghanistan. While most of the Afghans do not subscribe to the Taliban's position on girls' education, there are many parents who do not allow their daughters to enroll in mixed-gender/co-education schools nor do they want male teachers teaching their girls. In such circumstance, features such as human insecurity, lack of availability of female teachers, distance to school, culture, religion and social norms become obstacle to girls' education in Afghanistan. (Karlsson and Mansory 2007)

According to the study of Cortright and Persinger in Kabul highlighted that the girls' schools have been targeted at a disproportionate rate as compare to the boys' schools. An interesting fact mentioned by this study is that the number of attacks on schools happened is higher in the Pashtun areas in the southern regions where the Pashtun insurgency persist more strongly. (Cortright and Persinger 2010)

A study conducted in Bannu, Pakistan for investigating the community attitude towards female education in Khyber Pukhtoonkhwa. The study was based on primary data collected though

²²Shabnamais a pamphlet communicating warnings or direction, which are surreptitiously distributed at night

²³"Education under Attack 2010 - Afghanistan," Refworld Refugee Decision Support, UN High Commissioner for Refugees (UNHCR), 2010: <http://www.unhcr.org/refworld/docid/4b7aa9e6c.html>.

questionnaire from 200 households. It concluded that parents are interested in education of girls but poverty, lack of awareness, early marriage was the main factors hindering it. Religious and cultural constraints was the main reason of girls' dropout and the concept of co-education was discouraged by majority of respondents due to strict cultural mindset. (Shahzad, Ali et al. 2011)

2.5 Militancy and Female Education: Evidences from Pakistan

Attacks on women by militants initiated in 1989, when a militant force leaders based in Peshawar, Pakistan, issued a fatwa²⁴ commanding the killing of women who are employed at humanitarian organizations .Abruptly after this command, women were ordered to wear the hijab²⁵ while leaving home. During 1990, the girls were forbidden from going to school. To emphasize the point, militants attack a girls' school by spraying it with bullets. (Goodwin and Neuwirth 2001).

Wars now a days are gender biased. The conflicts whether natural or man-made have different impacts on men and women. But Talibanization in Pakistan has major impacts on female. In research done by Farzana Bari on the impact are active of radicalization in Pakistan in the perspective of gender has highlighted that men are the key actors in terrorism/ Talibanization in Pakistan. The study has provided evidences that women are active in supporting the militant group in Swat. Men and women both are victims of this militancy but women are disproportionately affected due to their dependent social position in the local culture. Women during Talibanization were deprived of their legal, social and political rights. They were not even allowed to leave their home. So they were not only loss their access to basic education but also to health and other social services. (Bari 2010)

²⁴A fatwā in the Islamic faith is the term for the legal opinion or learned interpretation that a qualified jurist or Islamic scholar can give on issues pertaining to the Islamic law.

²⁵Hijab is a black garment with a veil on the head that covers the entire body of the woman.

A research conducted in KPK and FATA regions of Pakistan have highlighted the historical background of the rise of militancy in those regions. And have briefly explained the impact of the militancy on the education sector. According to the study, Taliban attack the schools for two basic reasons: first, to establish an education system based on “sharia- code²⁶” of laws and ban the education for girls; second, to use the schools as their operation basis and reasonable target. They made girls school a prime target in their campaign. During 2007, in Swat area 116 girls school were destroyed and damaged. The gender motive is very clear in the agenda of Taliban. They have not only targeted the girls’ school but also the boys’ school, to challenge the state authority and create political instability in the region(Azhar 2012). Similarly, according to the report published by the Guardian²⁷ in 2011, during the armed conflict in Swat, Taliban destroyed 401 schools in which about 70 percent were girls’ schools.

The military operations in PATA and FATA regions of Pakistan have undermine the foundations of social, political and economic structure of the country. The military operations and insurgency in tribal belt of Pakistan is a threat not only to political stability but also it have affected the educational system of the region and have deprived thousands of boys and girls of access of education. (Khan 2011)

A research study conducted on the topic of education in Taliban-controlled district of District Swat in Pakistan. The study is especially concentrated on female education in the region. The study has concluded major findings on the basis of empirical analysis regarding the Taliban and education in Swat. The study has explained the ideology of the Taliban about gender issues in context of education. The Taliban have declared female education as an un-Islamic phenomenon

²⁶Sharia is the code of law derived from the holy book Quran and from the teachings and example of Prophet Hazrat Mohammed (PBUH) sharia is only applicable to Muslims.

²⁷The Guardian (2011) ‘Swat Valley NGO finds a solution to the assault on education.’ [Online] Available at:<<http://www.guardian.co.uk/global-development/poverty-matters/2011/may/10/Swat-ngo-solution-to-assault-on-education>>

and opposed it violently by demolishing educational institutes brutally in the region. The interesting fact the study highlighted is that the Taliban are not in favor of the education for males. Instead they are in favor of maddrassa which provide only religious education. The Taliban were against female education in District Swat throughout their control of the area and ban the female education in the name of religion the area by threatening and attacking the students and teachers, but interestingly there is no such rule in Islam which opposes the attainment of education or even the female education. Beside this the Pakhtun tribe of Afghanistan and Pakistan follows the strict traditional patriarchal ideology which supports the concept of locking women in the four walls of home. (Ahmad 2012)

Education remains the main target of militants in their priority list. This agenda of destructing schools have deprived millions of children of their basic right to education. Primary data was collected on education status of FATA region, which concluded that both male and female schools were targeted by the militants. And the enrollment rate decreased during the regime of militants, especially the girls' enrollment rate. Along with this decrease the rate of teachers both male and female, decreased during the Taliban regime. And about 77% of girls were dropout from school. The dropout ratio of girls was higher because of the insecurity and unavailability of schools in the region and fear of Taliban. The study concluded that there are negative impacts of militancy on education in FATA. (Naqvi, Khan et al. 2012)

Study conducted in Swat by Bela (2008) on the status of education for girls in the region. The study has mainly focused on the impact of current talibanization on female education. The education for girls is considered un-Islamic under Taliban code of conduct. They allowed the girls education till grade four only. Thousands of girls were withdraw from the schools. The dilemma of girls left behind is not much because of the customs and traditions, but more due to

absence of evolutionary opportunities and inadequate education facilities beyond the primary level. According to this research gross and net enrollment rate of girls at middle level and matriculation²⁸ level is 24 and 2 percent; and 79 and 7 percent respectively in Swat. The results concluded on the basis of secondary data collected do not provide an impressive picture regarding the gender gaps, significant for girls in the field of education specifically. Access to education has been made difficult for girls' brutal destruction of girls' schools by extremist forces.(Jamil 2008)

2.6 Summary

Finally it is concluded from the above discussion that the incident of armed conflict is becoming very crucial for the developing countries. The principal challenge of this century is to provide basic education and human security to the people. Education is adversely effected by the armed conflict. A large section of literature has reviled that exposure to armed conflict and violence can have a negative and long-term impact on the educational attainment of the individual, affecting his future earnings, his well-being and his social development. It is obvious from the literature that female education remains the main target of militants during the conflicts. The areas exposed to armed conflict have shown lower rate of primary enrollment both for girls and boys and have explained various reason for it. Major part of the literature reviewed the rise of Taliban/militancy in Pakistan has negative impacts on girls schooling, especially in the regions of Khyber Pukhtoonkhwa. The wrong propagation of Islamic commands regarding female education by the militants has created hurdles for girls' access to education. Along with it the literature has highlighted that warfare in the modern world are mostly gender bias in context of education. Consequently the girls' schools are attack frequently during the conflict, which

²⁸In Pakistan, "matriculation" is a term that refers to the final examinations of 9th and 10th grades.

create obstacles in achieving the targets to create gender equality and provision of primary education to every individual, of Millennium development goals. Ultimately decrease the participation of women in the process of development, both in short run and long run.

2.7 Gap in Literature and Contribution of the Present Study

There are several studies conducted to find the relationship between armed conflict and female in different parts of the world. Even researches have been carried out in the context of militancy and education in Pakistan, specifically on the topic of female education and militancy in Swat. Jamil (2008) and Bela (2010) carried out study specifically to identify the impact on female education and role of women in militancy in Swat respectively. However, there remains a clear gap in terms of understanding the dynamics of conflict in context of education. Like how the conflict result in gap in education, and what is the type of violence against the female education, and which age group suffered more as a result of conflict in Pakistan.

My research contributes to the body of knowledge available on armed conflict and female education in Pakistan importantly highlights the perspective of the female regarding the violence against female and filled the gaps identified in literature. It explores the depth of challenges that could be road blocks towards the participation of the women in education, residing in conflict affected region.

CHAPTER 3

RESEARCH METHODOLOGY

The purpose of this chapter is to describe the research methodology of the study, covering the theoretical framework, sample selection, the data collection technique and the statistical tools used for the data analysis.

3. Theoretical Framework of the Study

Conflict is a global component of human society. The origin of conflict comes from many factors like economic discrimination, communal alteration, cultural formation, psychological development and political organization. These factors are essentially conflictual and become unconcealed through the development of political parties which are thought to have commonly contrary ambitions (Ramsbotham, Miall et al. 2011). In the same line, various conflicts are identified with their source concentrated in “grievance” like ethnic or religious prejudices, asymmetrical distribution of resources and striking increase in unemployment (Lange and Quinn 2003). In the same connection, many researchers have begun to spotlight the role of “greed” in conflict situations while discerning the gains that mount up from contributing in conflict; possibly employment in armed forces, access to scarce resources and power. However, not all social systems consist of same level of conflict and tension. The causes and prevalence of conflicting behavior in each specific social structure differ according to the nature of the social structure, the patterns of the social mobility, attaining status and allocation of scarce resources and power. Thus, in any social structure where the number of aspirants over opportunities is inadequate, then there occurs conflict (Coser 1957).

3.1 The Theory of Protracted Social Conflict

The theory of “Protracted Social Conflict” is developed by Edward Azar during 1990. He is one of the forefathers of the field of conflict resolution. He was the first who termed the violent events in the developing world as Protracted Social Conflicts.

According to Edward Azar:

“A Protracted Social Conflict represents the prolonged and often violent struggle by communal groups for such basic needs as security, recognition and acceptance, fair access to political institutions and economic participation.” (Reimann 2004)

He further describes four key features as prerequisites for protracted social conflict. These features are shown up as communal content of a society, human needs, role of the state and international linkages.

a. Communal Content Of The Society

Azar believes that the communal content of the society is the key component of a protracted social conflict (PSC). He revisits the conflict history of the colonial period when a large fraction of the community is directly persuaded by sequential rivalries with a policy of divide and rule (Azar 1990). In this context he stresses that during post-colonial period, various multi-ethnic groups and societies came forward primarily subjugated by a single communal group. The emergence of this group which was a coalition group starts to disregard the desires of other communal groups. This led to procreation of annoyance and schism.

b. Human Needs

In the perspective of human needs, Edward Azar illustrates that every individual in the society intends to accomplish his needs through communal identity group.

Thus, dispossession of basic needs leads to growing grievances, which turn up as a communal reaction. The author makes further distinctions between different types of needs like political access needs, security needs and acceptance needs. By acceptance needs Azar means acceptance in their religious and cultural expression²⁹. Similarly, political access need means the effective participation of individuals in political arena and the decision making process. Furthermore, by security needs he refers to the physical security, food and shelter while acceptance need is the unique identity in terms of religion and cultural recognition.

c. The State's Role

The state as a source of power is incompetent in mediating a level of need satisfaction for various groups of people. This leads to an increasing "disarticulation" amid the state and the whole society because the state practices policies which directly challenge the needs of the entire society³⁰. In this context the matter of governance and the role of state are very crucial in the satisfaction and dissatisfaction of individuals and the needs of whole communal group. States facing protracted social conflicts are mostly governed by incompetence, stiff and weak authority.

d. International Linkages

The forth factor Azar uses in his theory is not only the role of governance at a state level but it is the level of sovereignty of a state's internal policy. In other words, the degree to which state's policies is dictated by international linkages. The author splits the dependency of a state into two distinctive categories; economic dependency and the client relationships. According to Azar,

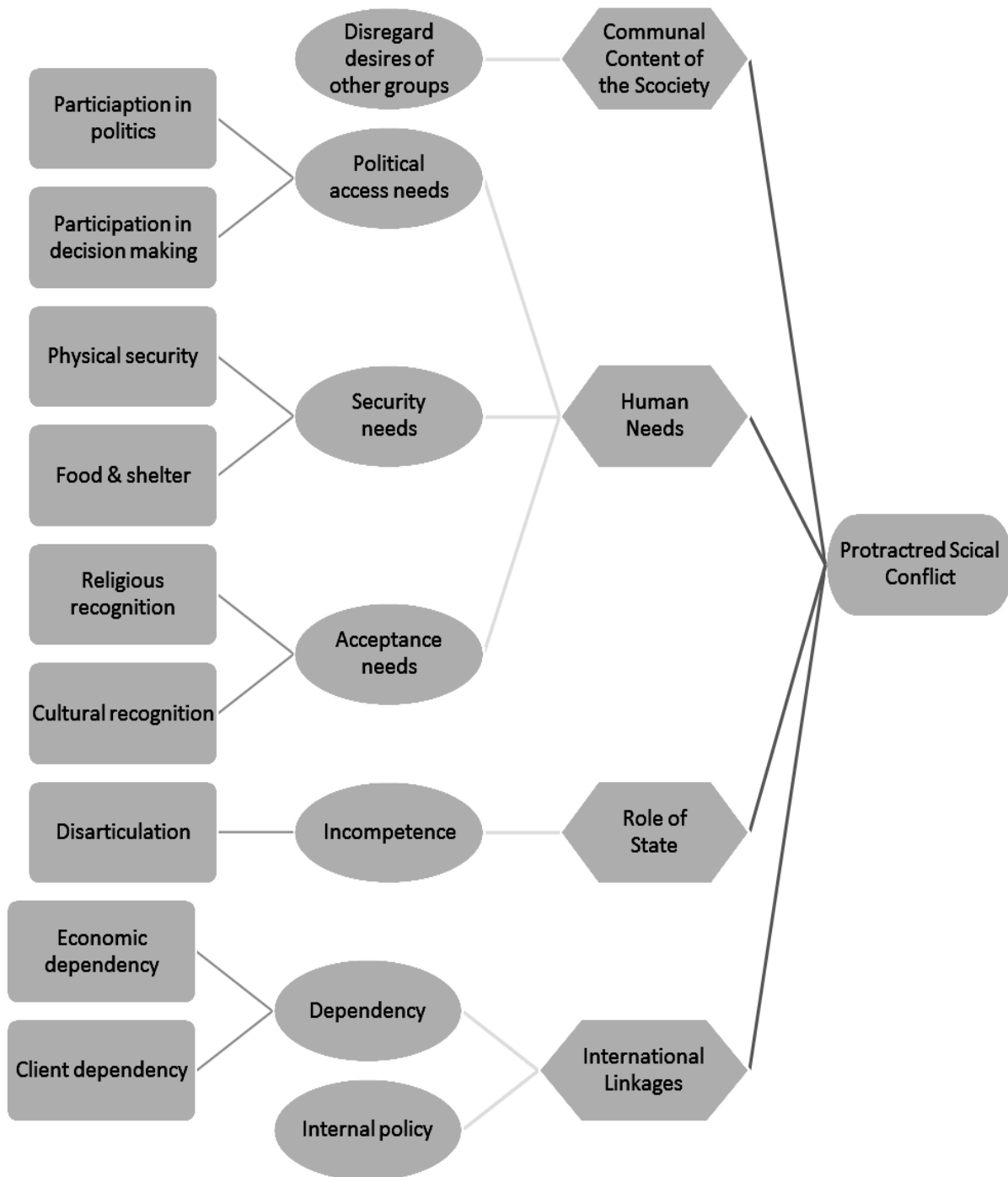
²⁹ Azar, "The analysis and management of protracted social conflict", p. 93.

³⁰ Azar, Management of Protracted Social Conflict. Theory and Cases, pp. 7

countries with high economic dependency on international economic system, as a result have fragile autonomy as most of their economic policies are altered by outside influences. Similarly, client relationships refer to agreements by which a state's security guaranteed in response to loyalty. Thus, this submission and reliability implicated sacrifice of autonomy and sovereignty. As a result, practicing both internal and foreign policies which contradict with the needs of its own people leads to a condition of protracted social conflict.

The Islamic militancy and non-international armed conflicts prevail in the country can be better explain in perspective of the theory of protracted social conflict. The Islamic militants/ Taliban are the "communal group" discussed in this theory. This communal group wants to implement the Shaira in the region and to create their own judicial system based on Islamic law. Through this need the communal group will be able to interfere in the political structure of the state. The government of Pakistan is provided by aid from different countries and in return of which Pakistan is obliged to implement the policy dictated by the donor countries. For example being active participant of the war against terror, US provided financial support and the government military get engaged in military operations against the militants inside the state. The inactive role of Pakistan as a state and the international linkages of the country leads to the protracted social conflict.

Figure 3.1 Framework of Protracted Social Conflict



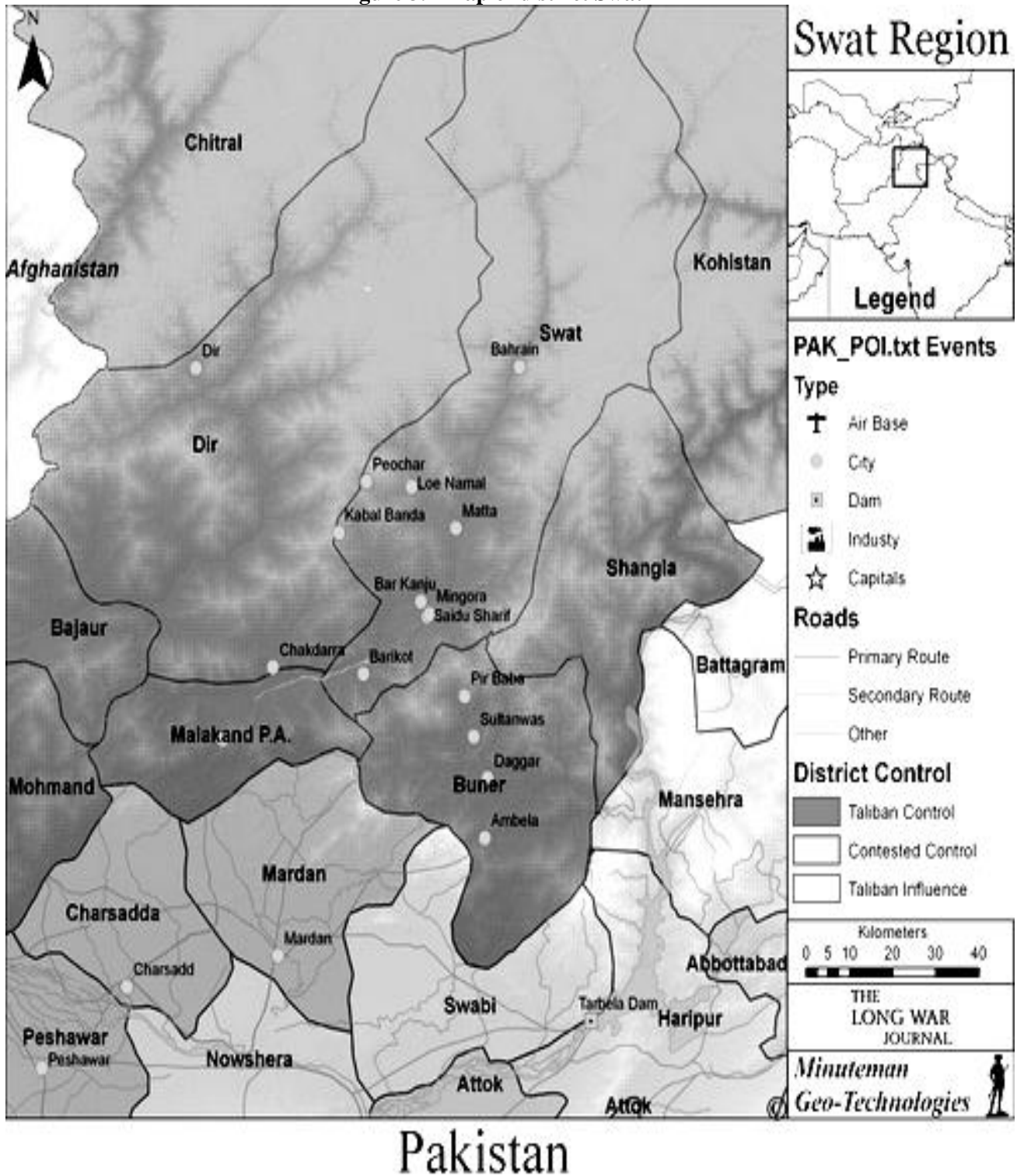
Source: Author

3.2 Description of the Study Area

The area of study is district Swat located in the north of KPK province, Pakistan; focusing on three tehsils: Matta, Kabal and Khawazakhela. Further from each tehsil one Union council was randomly selected for survey, therefore UC Shakardara was selected from Matta, UC Fatehpur from Khwazakhela and UC Bara Bandai from Kabal. Swat valley is located in the North West of District Swat at a distance of about 15 Km from Saidu Sharif. Khwazakhela is located on main Swat - Shangla road at distance of 35 Km from Saidu Sharif, it is the trade center for district Shangla and District Kohistan. And Matta is located at 54 km distant from the main city of Mingora. The map of district Swat is show in the Fig. 3.1.

The selection of these tehsil was done purposively as the conflict was highly rooted in these tehsils. Matta was known as headquarter of the militants during the conflict period, whereas as Kabal was the ancestral area of the TSNM commander, Malana Fazlullah. And Khwazakhela was the hub of militancy and was highly affected during the military operation of 2009. These three tehsils were the main hub of the militants and were among the strong holds of Taliban and hence deeply affected in the armed operations of the Pakistan Army against Taliban during 2007 to 2009.

Figure 3.2 Map of district Swat



Source: http://www.longwarjournal.org/maps/Pakistan/SWAT12MAY09_900-thumb.jpg

3.3 Source of Data

In this study the data is collected from the primary source (directly from the respondent). The primary data collection source has been used in the study as it is original, reliable and relevant to the topic of the research study. Along with it primary data is current and it gives a realistic view regarding the study.

3.4 Sampling Technique and Sample Size

The sample size selected for the study is 350 respondents calculated at 5 percent confidence interval and 95 percent confidence level from the population of literate women of the selected union councils. The sample size is selected randomly from the population. Later, the sample has been distributed among the selected union councils according to its total population by using the proportional allocation approach. Therefore, 110 respondents were selected from UC Shakardara, while 140 and 100 from UC Fatherpur and UC Bara Bandai respectively.

3.5 Data Collection Tools and Technique

As the study is a field based research so, survey was conducted in the selected area of study. And for the purpose of data collection from the field, closed ended (structured) questionnaire was designed, to assess the perceptions of selected sample. According to Leary (1995), there are many advantages of using questionnaire as a data collection tool: questionnaires are less costly and easier to administer; they lend themselves to group administration; and allow confidentiality to be certain. Questionnaires are extremely efficient at providing information in a relatively brief time period at low cost to the researcher (Robson 1993). The questionnaire was prepared in a meaningful manner to fulfil the require objectives of the study and to accumulate the necessary information from the respondents.

3.6 Data Analysis

This study is quantitative in nature therefore for the analysis of data descriptive statistics approach had been used. Through this approach the collected is summarized into clear and comprehensible way. The data is displayed in frequency tables, graphs and pie charts to display results according to each of the research questions.

CHAPTER 4

DATA ANALYSIS

The purpose of this chapter is to summarize the collected data and the statistical treatment, and/or mechanics, of analysis. As the objective of the study is to find the impact of NIAC on female education, the data has been collected in meaningful manner to fulfill the objectives of the study. This chapter briefly present and analyze the data and the findings of the study.

4.1 Characteristics of the Sampled Respondents

A profile of the demographic and socioeconomic characteristics of the sampled respondents and their household is presented in this section to provide background information about the respondents interviewed for this study.

4.1.1 Household Composition and Income

Data on the household composition of the population is presented for the three tehsils Matta, Kabal and Khwazakhela of district Swat in Table 4.1. The results show that households in the region are largely headed by males (97.7 percent). Only 2.24 percent of all households are headed by females. Households which do not have adult male are predominantly headed by the female. The data shows that, in this region of study the households tend to be large with an average of seven to nine persons living and eating together in a single household. The typical household in Swat has an average of 7.6 persons, but more than half (52 percent) of all households have more than ten members. It is due to the norm of joint and extended family living arrangements in the Pukhtoon culture. According to Table 4.1 about 34 percent of the household has the income level between PKR 55-75, 000 per month, whereas more than one quarter (23 percent) has the income above PKR 75, 000 per month. The data shows that less than 2 percent has lower income level below PKR10, 000 per month. In Swat the people are majority

engaged in agriculture sector. It is still the largest sector of the district economy and serves as a major source of income. Crop cultivation and animal husbandry were famous in the agriculture practices among the people of Swat. Besides the farm income, foreign remittances is the second largest source of income in Swat (Khattak and Hussain 2008).

Table 4.1 Demographic and Socioeconomic Characteristics of the Sampled Respondents and their Households (in%)

Household characteristics	Matta	Kabal	Khwazakhela	Total
Household Head				
Male	95.45	100	97.85	97.76
Female	4.56	0.00	2.16	2.24
Total	100	100	100	100
Member of family				
3	0.90	0.00	0.00	0.28
4	2.76	1.42	2.00	2.00
5	9.09	1.42	4.00	4.57
6	12.72	9.28	7.00	9.71
7	13.63	9.28	12.00	11.42
8	13.63	9.28	9.00	10.60
9	0.09	8.57	10.00	9.14
10+	38.18	60.75	56.00	52.28
Total	100	100	100	100
Mean size	7	7	9	7.6
Household Income level (Rupees/month)				
Less than 10,000	4.54	0.00	0.71	1.71
Between 10,000 & 25,000	10.00	0.00	4.28	4.85
Between 25,000 & 40,000	8.20	10.00	11.45	10.00
Between 40,000 & 55,000	21.81	30.00	30.00	27.42
Between 55,000 & 70,000	25.45	38.00	37.14	33.74
Above 70,000	30.00	22.00	16.42	22.28
Total	100	100	100	100
Source of Income				
Agriculture/farm	29.10	39.00	39.28	36.00
Foreign remittances	20.90	26.00	21.44	22.57
Government sector	20.00	24.00	18.71	20.57
Private sector	20.00	11.00	20.71	17.72
Daily wage earner	10.00	0.00	0.00	3.14
Total	100	100	100	100

Source: Field survey

It is evident from the data that about 36 percent of the total household, has agriculture the main source of income were as near about quarter (23 percent) has foreign remittances as the source of income. Besides it about 21 percent and 18 percent were employed at government and private sector respectively, whereas less than 4 percent were daily wage earners.

4.1.2 Education of the Household Members of the Sampled Respondents

The level of educational attainment is considered as a significant indicator of social development in the society. Moreover, education is considered to be a major factor underlying social status. According to Table 4.2, about one fourth (27 percent) of the total population has never attended school. The percentage of the no education (illiteracy) was as high among the female (19.15 percent) as compare to male (7.57 percent). More than one quarter of the total respondents' household population has completed the secondary education. And less than one quarter (22 percent) has completed the tertiary education, in which the higher proportion was of male. About 50 percent of the male has completed tertiary education as compare to female. The table also reveals that the household population of female was higher (55 percent) as compare to the male (45 percent). A higher percentage of both male female have attended the secondary level of education. The sex differential education in educational attainment continues to be significant, but particularly in primary education the gap is still very wide.

Table 4.2 Education Level of the Household Members of the Sampled Respondents

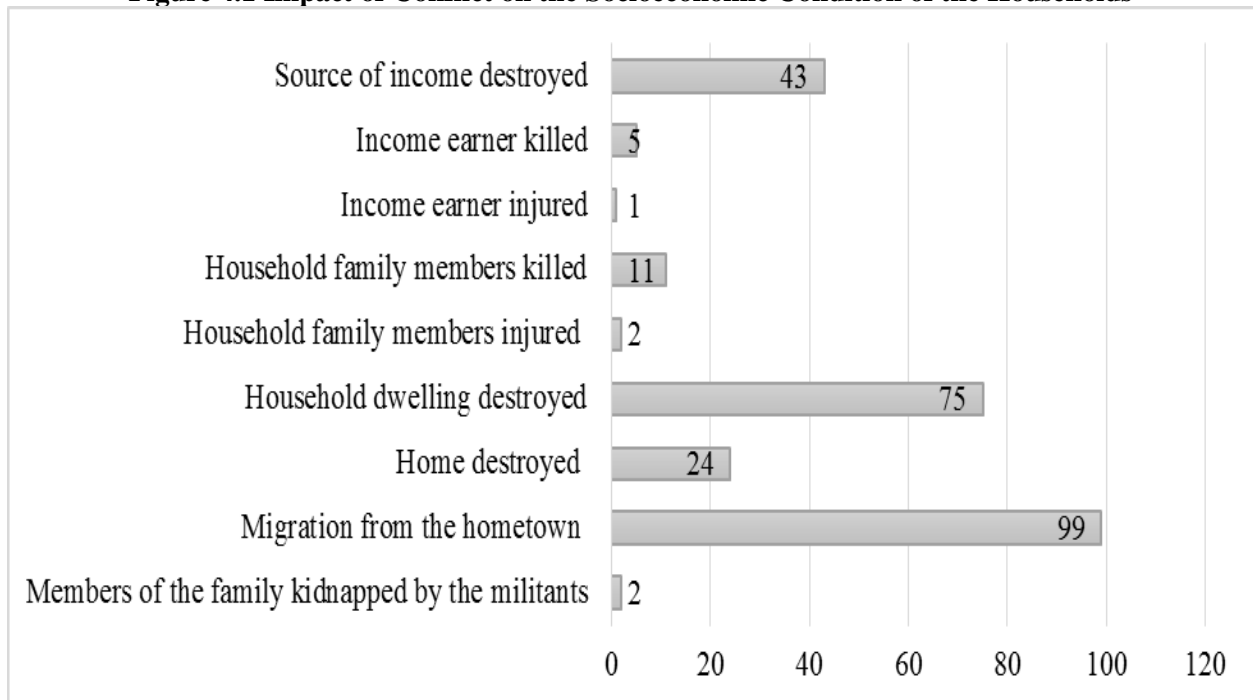
Education level	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
No education	262	7.57	663	19.15	925	26.72
Primary	296	8.55	366	10.60	662	19.15
Secondary	502	14.50	620	17.91	1122	32.41
Tertiary	509	14.70	243	7.02	752	21.72
Total	1569	45.33	1892	54.69	3461	100.00

Source: Field Survey

4.2 Impact of Conflict on Socioeconomic Condition of the Households

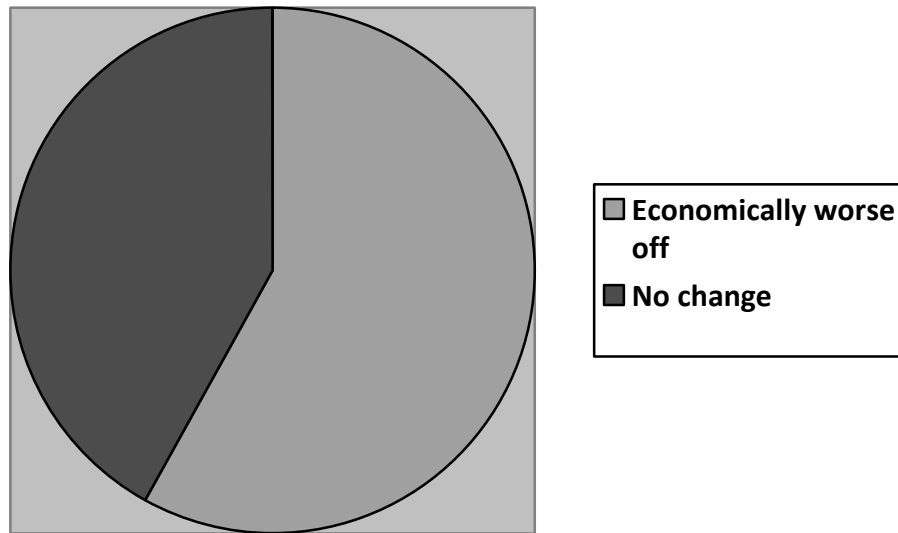
The militancy and military operations had negatively influenced the livelihood of the Swat people. In 2008, as a result of the Taliban insurgency and lawlessness against the land aristocracy, many of the landowners and farmers left their lands and flee to different parts of the country (Khattak 2010). It is evident from Fig.4.1 that almost all residents of Swat (99 percent) migrated from Swat to different parts of the state, during the armed conflict. The conflict has abruptly changed the economic status of the people, there was a huge damage to the infrastructure and agriculture sector. As a result, many of the households (43 percent) has lost their sources of income, the houses were destroyed of about one fourth (24 percent) of the population as well as about three quarter (75 percent) faced the destruction of the household dwellings. Which eventually worsen their economic condition. As shown in Fig.4.2 more than half of the population has faced a decrease in their economic wellbeing.

Figure 4.1 Impact of Conflict on the Socioeconomic Condition of the Households



Source: Field survey

Figure 4.2 Economic Conditions of the Households



Source: Field survey

4.3 Age and Education Distribution of the Respondents

As mentioned in previous chapter for the purpose of data collection 350 females were selected randomly. The sample consist of 250 girls who were currently enrolled in school and 100 girls who had attended the school in past. The age of the respondents lie between 10 to 24 years at the time of survey (during 2014) showing that majority of the respondents were enrolled in secondary and middle school during the time of conflict in Swat (2007-2009). The average age of the respondents was 17.6 years. The distribution of sample according to the age and education level is presented in Table 4.3.

Table4.3 Distribution of the Respondents According to Age and Education

Age Group	Primary	Middle	Secondary	Tertiary	Total
Attended School in Past					
10-12 Years	3.00	0.00	0.00	0.00	3.00
13-15	19.00	2.00	1.00	0.00	22.00
16-18	7.00	27.00	13.00	0.00	47.00
19-21	0.00	8.00	10.00	3.00	21.00
22 & Above	0.00	3.00	2.00	2.00	7.00
Total	29.00	40.00	26.00	5.00	100.00
Currently Enroll in School					
10-12 Years	7.60	5.60	0.00	0.00	13.20
13-15	0.00	23.20	7.20	0.00	30.40
16-18	0.00	2.40	11.20	16.40	30.00
19-21	0.00	0.00	0.80	24.00	24.80
22 & Above	0.00	0.00	0.00	1.60	1.60
Total	7.60	31.20	19.20	42.00	100.00

Source: Field survey

Out of 350 respondents 100 had left the education due to certain reasons like unavailability of school nearby, restriction from family due to fear of militancy, cultural and social norms, lack of family income to afford higher education etc. the table shows that higher number of girls (40 percent) had been drop out during the middle education, while 29 percent and 26 percent during the primary and secondary education respectively. Tertiary education shows the lowest dropout percentage at 5 percent. Besides it, it is evident from the table above that girls of age between 16 and 18 years showed higher percentage of dropout (47 percent). The girls who are currently going to school are enrolled in tertiary education mostly (42 percent) showing that the respondents are progressive in education and are motivational towards the higher education.

4.4 Status of Female Education in Swat

This section highlights the pre and post conflict situation of the female education, as well as the current status of the girls' enrollment in district Swat.

4.4.1 Current Enrollment of Girls

The current enrollment of girls at district Swat is displayed in Table 4.4 which shows that less than half (42 percent) of the respondents have completed their higher secondary education, and more than half (58 percent) of the respondents were currently enrolled in the primary and secondary education. About one quarter (24.4 percent) girls, according to the observations are enrolled in higher secondary education currently. This reveals that a large number of female are still going to schools and are going for the higher education as well.

Table4.4 Current Enrollment of Girls

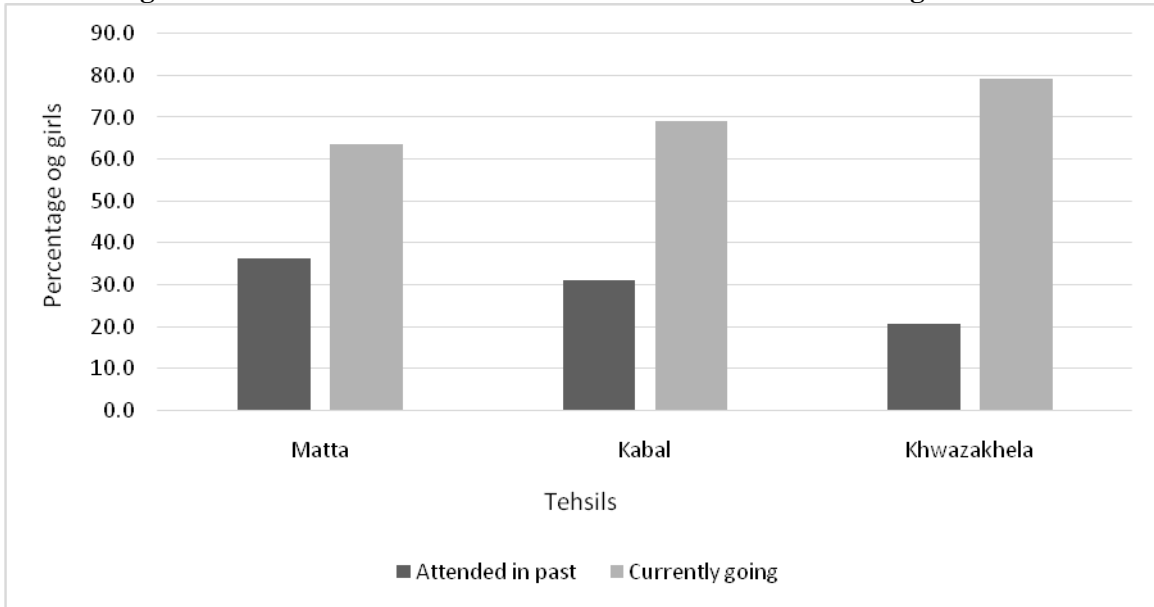
Class	Frequency	Valid Percent
5 and less	20	8.0
6	21	8.4
7	29	11.6
8	29	11.6
9	24	9.6
10	23	9.2
11	23	9.2
12	38	15.2
13	26	10.4
14	11	4.4
15	4	1.6
16	2	0.8
Total	250	100.0

Source: Field survey

But less than three percent girls among the respondents were enrolled in postgraduate studies. It reveals that university education for girls is still not common in the region. The major reason highlighted by the respondents was the practice of co-education system at the university level as

well as the distance from the university, serve as a hinder to postgraduate education level for the girls.

Figure 4.3 Current and Previous Enrollments of Girls According to Tehsils



Source: Field Survey

The current enrollment of girls is high in tehsil Khwazakhela and low in tehsil Matta region as shown in Fig. 4.3. Matta region also shows the highest (36 percent) dropout ratio of girls as compare to tehsil Kabal and tehsil Khwazakhela. In tehsil Matta the reason for the lower girls' enrollment was the unavailability of government high school at short distance for girls in the region. As mention by the respondents, the high school for girls in Matta was destroyed by the militants in 2007, the primary and middle section was as rebuilt whereas the secondary was not rebuilt yet (in 2014). Girls' from UC Shakardara use to attend the high schools located in UC Mingola about at the distance of 10 km from UC Shakardara. Tehsil Matta has served as headquarter of the militants at the time of conflict therefore the parents still have fear of insecurity while sending their daughters to school especially located at far distance and security situation was not reliable in the region.

In tehsil Kabal, the respondents belong to village Imam Dherai of UC Bara Bandai, according to them there was no government school for girls available in the village or at a shorter distance of 1 km. Girls from this specific village use to attend school located at the main city (Mingora) or in other villages nearby. The current enrollment is about 70 percent in tehsil Kabal, showing that the enrollment has increased in the region. Tehsil Khwazakhela shows a highest percentage of girls' enrollment as compare to the other regions. There are large number of governments and private schools in the region as displayed in Table 4.5. The table represents all the girls and co-education school functional in the area located at the distance of 1 km or less than 1 km from the residence of the respondents. The table explains that there about six Deeni madarssa functional in UC Shakardara and UC Fatehpur, whereas no Deeni madarssa was functional at UC Bara Bandai. Along with it UC Fathepur shows a higher number of schools in the region. Table 4.5 summarize that all the government schools and the Deeni madarssas functional in the region are single sex, whereas the private schools are co-education. In private schools are mainly primary level. Deeni madrassas and government schools were of primary, middle and secondary level at all the union councils of the study area.

Table 4.5 Schools Situated at a Distance of >1km or 1km from the Respondents' Home

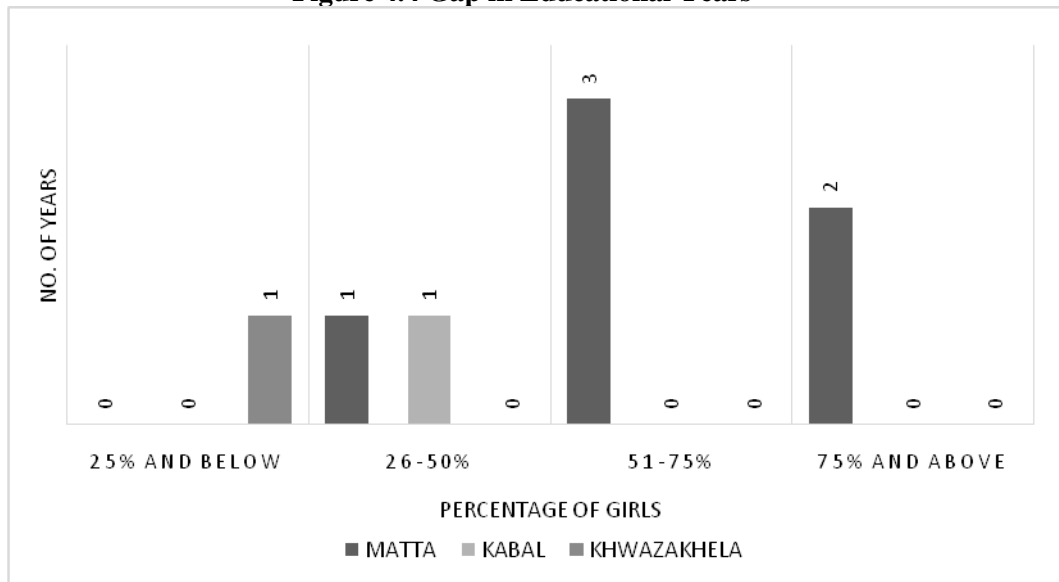
Tehsil	Union Council	Village	No. of School	Type of School	System of School	Level of School
Matta	Shakardara	Shakardara	4	Private Private Government Deeni Madarssa	Co-education Co-education Single-sex Single-sex	Primary Primary Middle High
		Pirkalay	5	Private Private Deeni Madarssa Government Private	Co-education Co-education Single-sex Single-sex Co-education	Primary Primary Middle Primary Primary
Khwazakhela	Fatehpur	Fatehpur	7	Private Private Private Deeni Madarssa Government Government Government	Co-education Co-education Co-education Single-sex Single-sex Single-sex Single-sex	Primary Primary Primary Primary Primary Primary High
		Bachaabad	3	Private Deeni Madarssa Government	Co-education Single-sex Single-sex	Primary Primary Primary
		Bahram Pattay	4	Private Government Deeni Madarssa Deeni Madarssa	Co-education Single-sex Single-sex Single-sex	Primary Primary Primary Primary
Kabal	Bara Bandai	Imam Dherai	4	Community Private Private Private	Single-sex Co-education Co-education Co-education	Primary Primary Primary Primary

Source: Filed survey

4.4.2 Gap in Educational Years

The average age for secondary education in Pakistan is 14 to 15 years and for primary is 5 to 9 years.³¹ According to Table 4.3, about 10 percent of the total sample was of age between 10 to 12 years, among them 6 percent were enroll in primary education. And about 27 percent girls were of age group 13 to 15 years, among them only 5 percent were enrolled in secondary education while 9 percent of the girls of age between 16 to 18 years were enrolled in secondary education. This reflects a difference of about 1to 3 years from the average age for primary and secondary education. The major reason behind the gap in education according to the respondents was the violence against the girls’ education and attacks on educational institutes. The other reasons highlighted by the respondents were lack of income, unavailability of nearby schools, cultural and social barriers and marriage.

Figure 4.4 Gap in Educational Years



Source: Field survey

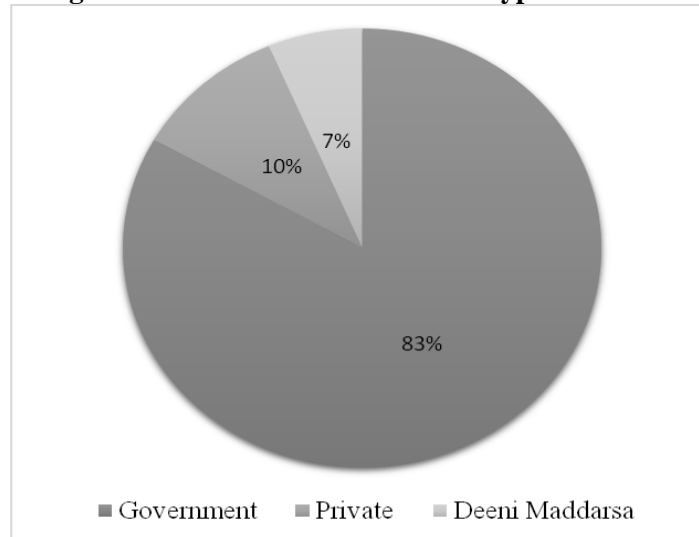
³¹ Pakistan Economic Survey 2012-13

As shown in Fig.4.4 in tehsil Matta more than half of the girls have about three years of gap in education, and more than three quarter of the girls have two years of gap in education attainment. The reason mentioned by the respondent was the destruction of the only high school for girls in the region and closure of private schools for long period of time. In tehsil Kabal and Khwazakhela the gap was of about one year. In tehsil Khwazakhela the girls' high school was set on fire but was immediately built back by the military (according to the respondents). As mentioned previously almost whole population migrated from Swat during the time of conflict, this also bring break in the studies of the people in Swat.

4.4.3 Enrollment in Different Type of Schools

As discuss previously there are different type of schools in district Swat i.e. government schools, private schools and deeni madrassas. Majority of the girls (83 percent) were enrolled in government school presently as they are single sex schools. Currently less than quarter (10 percent) of the respondents were enrolled in the private school as majority of the private schools are coeducation. The enrollment in the deeni maddrasa is not high in the region. After the conflict there was a strong notion among the people that the enrollment in the religious maddrasa has increased dramatically. But only less than 10 percent of the respondents were enrolled in deeni maddrasa. The results are displayed in the Fig.4.5 shows the overall situation of current enrollment of girls in different type of schools in the district.

Figure 4.5 Enrollment in Different Type of Schools



Source: Field survey

4.4.4 Pre and Post Conflict Analysis of Female Education

The education sector had to face massive destruction in the result of conflict, in Swat. The destruction was not only confined to the infra-structure but reverse the overall progress and development of education sector. There is a loss of about PKR 2696 million to the educational facilities in Swat (Bangash 2012). The pre and post situation of facilities in girls' schools is shown in Table 4.6 and 4.7. Beside the continuous attack on the government schools the enrollment of girls was still high in the government school. The higher enrollment in government schools was backed by three reason; firstly, they are single sex, secondly, they are not expensive, thirdly, government schools were providing monthly ration (10 kg bag of wheat flour, 5 kg bag sugar and 5 kg ghee container) and scholarship (PKR 200) to the enrolled girls. There is slight increase (2.3 percent) in the deeni madrassa enrollment as well. While a decrease in the private schools has been observed because the private schools were co-education as well as expensive. Most of the people who lost their income sources as a result of conflict were unable to bear the expenses of the private schools. The security system of schools was not very impressive after the

conflict even. Majority schools (96 percent) still had that traditional watchman (baba/kaka) responsible for multiple tasks (i.e. bringing stuff from market etc.). Less than 2 percent school had no security at all, which majority included the deeni madarssa. The average enrollment of girls decrease after the conflict as shown in Table 4.6, less than half (40 percent) of the schools have average number of 31 to 40 students, which decrease about 6 percent after the conflict. The reason of decrease in the overall enrollment was the internal displacement of the families, unavailability of the school nearby and the threat of militancy.

Table 4.6 Pre and Post Conflict Female Education

Background Characteristics	Pre conflict	Post conflict
Type Of School		
Government	84.8	88.0
Private	11.7	6.3
Deeni Madrassa	3.4	5.7
Total	100.0	100.0
System Of School		
Single Sex	90.0	94.3
Co-Education	10.0	5.7
Total	100.0	100.0
School Security		
Watchman	94.8	96.0
Security Force	3.8	2.3
No Security	1.4	1.7
Total	100.0	100.0
Average Number of Girls per Class		
Less Than 20	11.4	8.6
21-30	12.4	26.3
31-40	40	34.8
41-50	23.4	22.3
51-60	10.7	6.9
61-70	2.1	1.1
Total	100.0	100.0

Source: Field survey

As the schools were under the attack by the militants, many school remain deprived of the basic facilities such as, school building (40 percent), library (91 percent), science lab (86 percent),

computer lab (96 percent), classrooms (40 percent), individual teacher for each subject (75 percent), furniture (46 percent) were unavailable. But facilities like free tuition, uniform, scholarship, free book were available in majority case, as mentioned in Table 4.7. Transport is a basic facility for girls especially and serve as a hinder to go to school, but it has been observed that the transport service was not available for the majority of schools in both situation. As well as the medical facility (first aid etc.) were unavailable in large number pre and post conflict.

Table4.7 Facilities Available at Schools after Conflict (in percentage)

Facilities at school	Pre Conflict		Post Conflict	
	Available	Unavailable	Available	Unavailable
Medical	7.3	92.7	5.7	94.3
School security	90.7	9.3	95.4	4.6
Scholarship	3.4	96.6	88.6	11.4
Free tuition	82.4	17.6	89.7	10.3
Free uniform	83.8	16.2	90.3	9.7
Free stationary	7.6	92.4	55.4	44.6
Free books	83.1	16.9	91.4	8.6
Free lunch	1.7	98.3	1.7	98.3
Library	39.7	60.3	8.6	91.4
Science lab.	50.0	50	13.7	86.3
Computer lab.	6.9	93.1	3.4	96.6
Transport	12.4	87.6	10.3	89.7
School building	100	0.00	60.0	40.0
Furniture	85.5	14.5	53.1	46.9
Classrooms	100	0.00	60.1	40.0
Individual subject teacher	35.5	64.5	24.6	75.4

Source: Field survey

4.5 Girls' Dropout from School

The dropout of girls from school after/during the secondary education is common in pakhtun tribe for several socio cultural reasons like early marriage or parrdah for adult girls etc. According to the study the drop out of girls from school was high in the year conflict took place

i.e. 2007 and 2009. About one quarter 23 percent left the education in 2007 and about 38 percent left the education in 2009, as illustrated in Table 4.8 below. On FM radio, TSNM leader, Maulana Fazlullah stated that “girls' education leads to obscenity and vulgarity in the society, deviating our younger generations from the right path of Islam”. This declaration forced thousands of people to voluntarily withdraw their daughters from schools.³²

Table 4.8 Years of Dropout

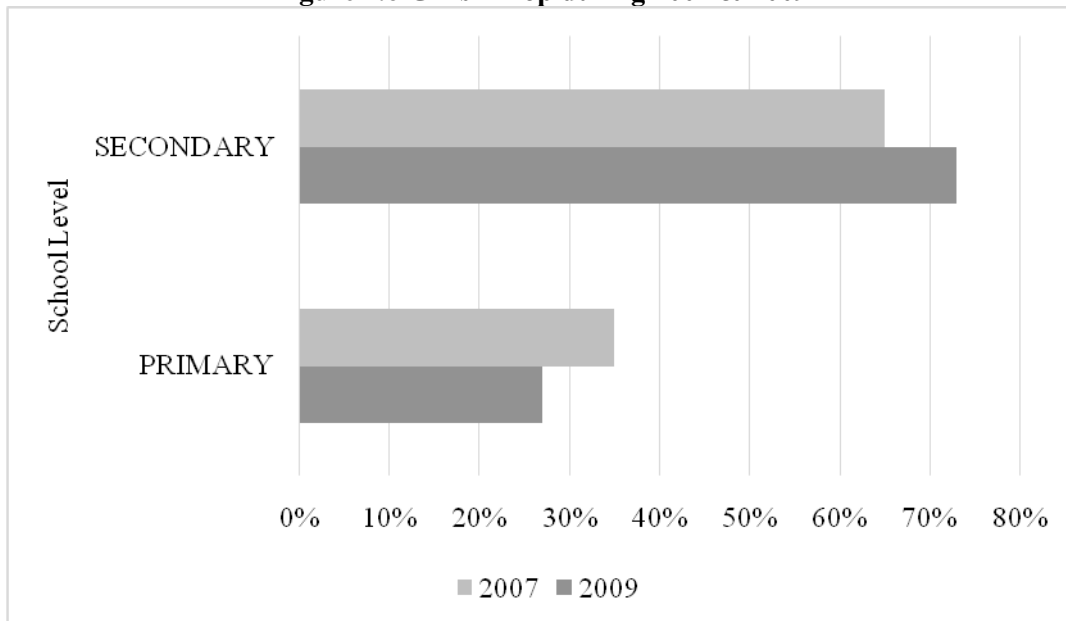
Year	Percentage of Girls' Dropout
2006	1.0
2007	23.5
2008	1.0
2009	38.8
2010	8.2
2011	5.1
2012	12.2
2013	10.2
Total	100.0

Source: Field survey

The drop out was common among the girls enrolled in secondary school, as the militants strictly forbid the movement of adult girls and women and they were only allowed to come out of their homes in veil and in the presence of the male member of the household. And allowed those girls to attend school who were enrolled in primary schools. The Fig.4.6 is produced on the data collected from field showing that the drop out ratio was higher among the girls enrolled in secondary education as compare to the girls enrolled in primary education. But during 2009 the drop out ratio is relatively low as compare to 2007, shown in the figure below;

³² Jamestown Foundation's Terrorism Focus

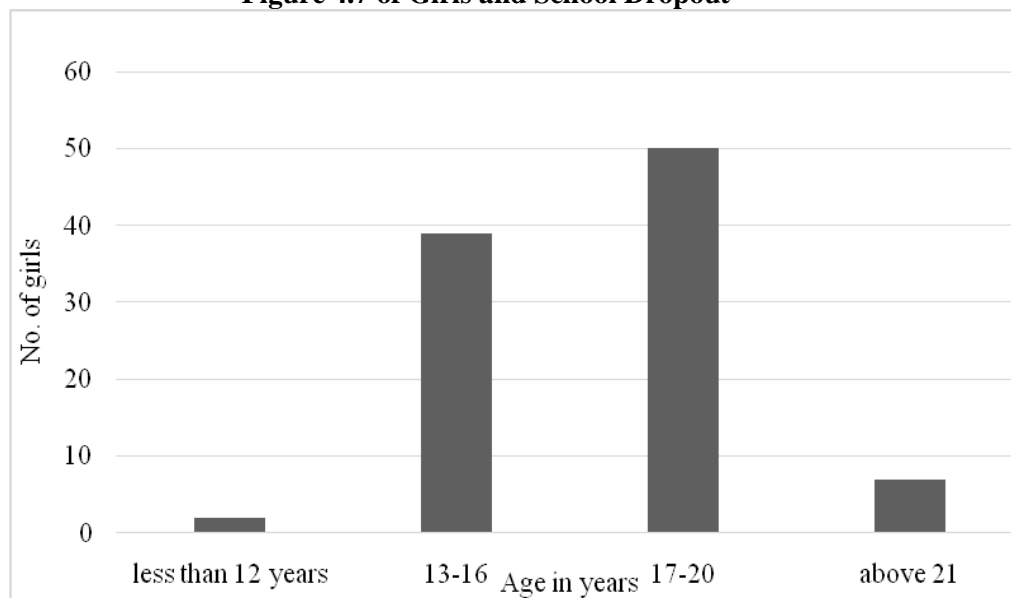
Figure 4.6 Girls' Drop during 2007 & 2009



Source: Field survey

In Fig. 4.7, it is shown that the girls of the age between 17 to 20 years and 13-16 years shows high percentage of dropout i.e. 50 percent and 39 percent respectively. These girls were enroll in secondary and higher secondary classes mostly at the time of dropout. Whereas the 2 percent of girls were dropout from school during the primary education.

Figure 4.7 of Girls and School Dropout



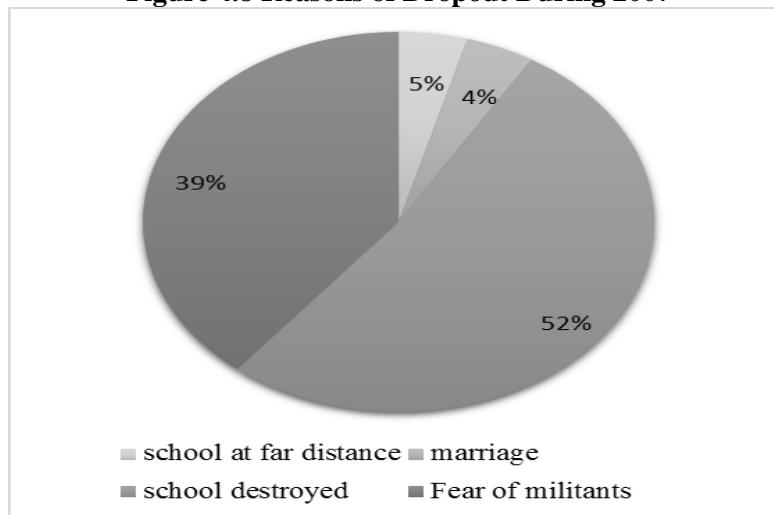
Source: Field survey

4.5.1 Reasons for Dropout from School

Schools are easier to be attacked than government security forces; therefore they make visible “soft” targets. The militants usually consider educational institutes as a symbol of state.³³ In Pakistan, schools destruction manifests the militant’s ability to roam in the area and weaken the confidence of people in government which is one of the factors that leads to instability.

In Swat, about 116 girls’ schools were destroyed or damaged during 2007 and 2009.³⁴ According to Fig. 4.8, in 2007 the main reason mentioned by the respondents for the dropout was the destruction of school by the militants, and 39 percent of girls discontinue their education due to the fear of militants. Blasting the schools has become a new tactic of war specifically to create a sense that government no longer controls the area. As school is usually the most prominent structure and expression of the government in a specific area (O’Malley 2011). Marriage and distance from school remain the least common reason for girls drop out from school, both at 5 and 4 percent respectively.

Figure 4.8 Reasons of Dropout During 2007



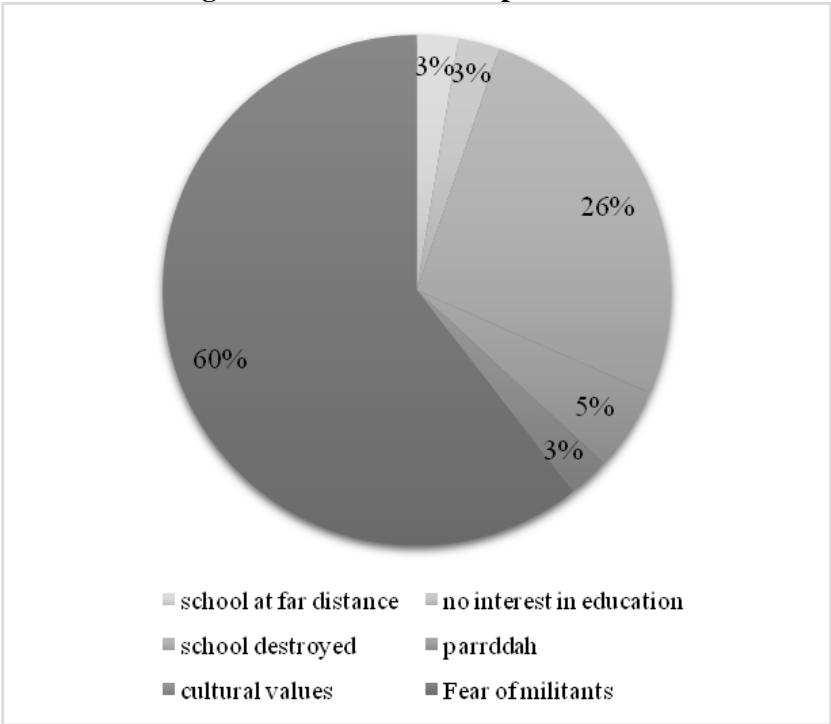
Source: Field survey

³³Human Rights Watch, *Schools As Battle Grounds 2* (2011).

³⁴Human Rights Commission of Pakistan, *state of human rights in 2011: social and economic rights* 215 (2012). See also Javaid Aziz Khan, *FATA Militants Destroy 468 Schools*, Central Asia Online (Feb 7, 2012), http://centralasiaonline.com/en_GB/articles/caii/newsbriefs/2012/02/07/newsbrief-07. Sher Alam Shinwari & Fawad

In 2009, majority of the girls (60 percent) of the girls left education due to the fear of militants. The rising insurgency and the feeling of insecurity compel these girls to restrict at home. Taliban imposed severe restrictions on woman’s mobility and were not allowed to leave their homes. Therefore they did not dare to step out of their homes due to the fear of persecution by Taliban and were unable to attend the school. About one quarter (26 percent) of girls consider destruction schools as the major reason for not attending the school. Whereas very few consider parrdah and distance from school as the major hinder in their education. The reasons for dropout from school in 2009 are shown in Fig. 4.9.

Figure 4.9 Reasons of Dropout in 2009



Source: Field survey

4.6 Violence against Female Education

The militants practiced severe violence against the female education in different ways. The most repeated form of violence against the female education was the destruction of schools either

through shelling, setting on fire or bombing the school buildings due to their perception that modern education as a serious threat to religious orthodoxy. According to the data, as displayed in Table 4.9, more than half of the schools were fully destroyed during 2007 and 2009, the destruction of school increased by 4 percent in 2009. Less than 30 percent responded that their schools were not destroyed. Some schools, 27 percent and about 16 percent, were partially effected during the conflict of 2007 and 2009 respectively.

Table4.9 Violence against Female Education by the Militants

Type of violence	Year of conflict	
	2007	2009
Destruction of schools:		
Not destroyed	22.70	28.90
Fully destroyed	51.70	55.30
Partially destroyed	27.80	15.90
Total	100.00	100.00
Threatening of teachers		
Yes	45.00	16.00
No	55.00	84.00
Total	100.00	100.00
School occupied by the militant		
Yes	7.80	18.90
No	92.20	81.10
Total	100.00	100.00

Source: Field survey

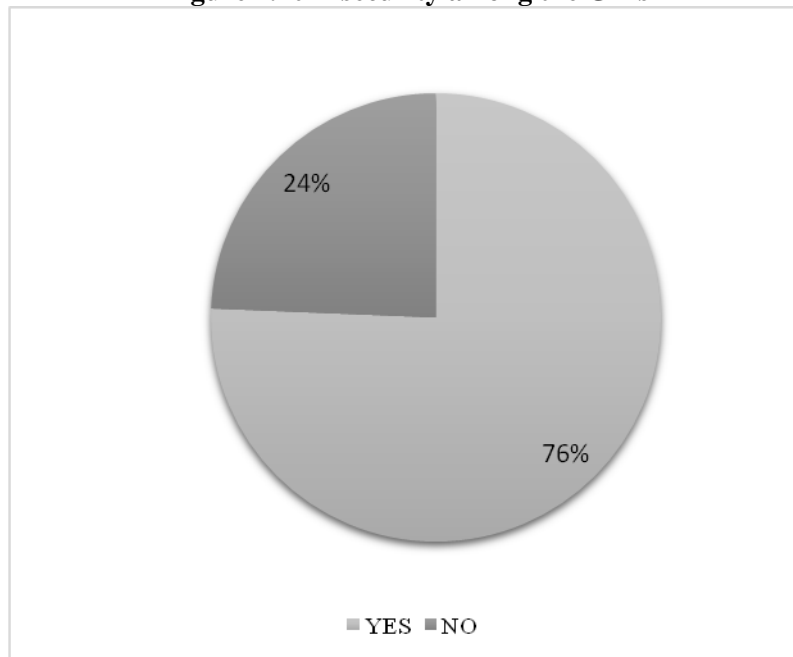
The militants threaten the school staff and teachers by sending them threatening letters. It has been practiced by the Taliban in Afghanistan as well, these letters are known as “Shabnama” (night letters). In Baluchistan, Tanzeem-ul-Islam-ul-Furqan, an extremist group threaten the school girls in district Panjgur through issuing them letter to all private school owners, to shut

down their school. But the schools remained open as a result a private school bus was attacked in Panjgur (UNPOU 2014). According to the respondents many of their teachers (female) have received such threatening letters. In 2009 the concept of sending threats to the teachers decreased as the schools were closed immediately as well as many of the teachers migrated from the region. This decrease the presence of female staff in the school. Government girls' school only have female staff, and this discourages the girls from attending school. The threats were mostly received by the government institute teachers and administration. This action of the militants decrease the presence of female teachers in the schools and ultimately dismay the female students to attend the school.

During the NIAC schools were occupied by the militants and were used as their headquarters. The girls' schools were mostly occupied by the militants their bases and they have used the occupied schools as training centers i.e. to train suicide bombers (Khattak 2010). Taliban occupied the schools to take control of the region and to discourage the government strength in the region. This was also a type of violence against the school going girls to discourage them from attending the school. About 8 percent respondents assured that their schools were occupied by the militants during 2007, whereas about 19 percent confirmed that their schools were occupied during the insurgency of 2009.

The attacks on schools have interrupted the girl's right to education in Swat. The students are distracted and have affected their ability to learn even if the school remains open. It creates an uncertainty and fear among the people that any school can be targeted. Parents are still terrified to send their girls to school, whereas the girls feel insecure of becoming a target. As shown in Fig. 4.10 about 76% of the girls still feel insecure while attending the school. The conflict has created an immense sense of insecurity among the people of Swat

Figure 4.10 Insecurity among the Girls



Source: Field survey

4.7 Respondent View Point Regarding Militancy

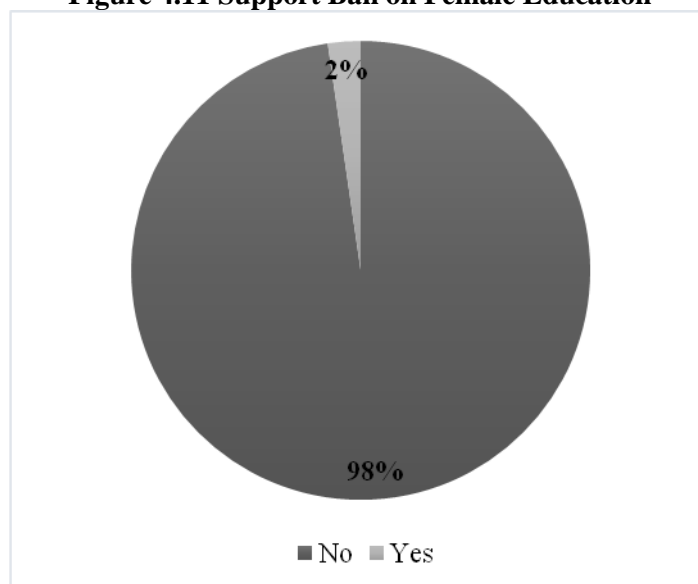
This section analyze the respondents view point regarding the ban on female education and also highlight the reasons for which the militants attacked the female education as well as the main motive of the militants, according to the respondents understanding. The data is analyzed according to fulfill the objectives of the study.

4.7.1 Ban on Female Education and Importance of Female Education

The study revealed that overwhelming majority (98 percent) respondents fully opposed the ban on female education imposed by the militants, shown in Fig. 4.11. And consider it injustice and violence against the women. While those who were in favor of ban on female education indirectly supported the religious ideology of the militants that women's roles in Islam are strictly limited to the four walls of home. Another study conducted in Swat also mentioned that women play an indirect role in talibanization. They are not involved directly but they support the ideology of the Taliban (Bari 2010). But it has been shown that the proportion of those

respondents who supported the ban on female education is very low (2 percent). There is a change in the ideology of people after the conflict of 2009 and after the tremendous amount of loss in different form as a result of the insurgency and violence practiced by the Taliban.

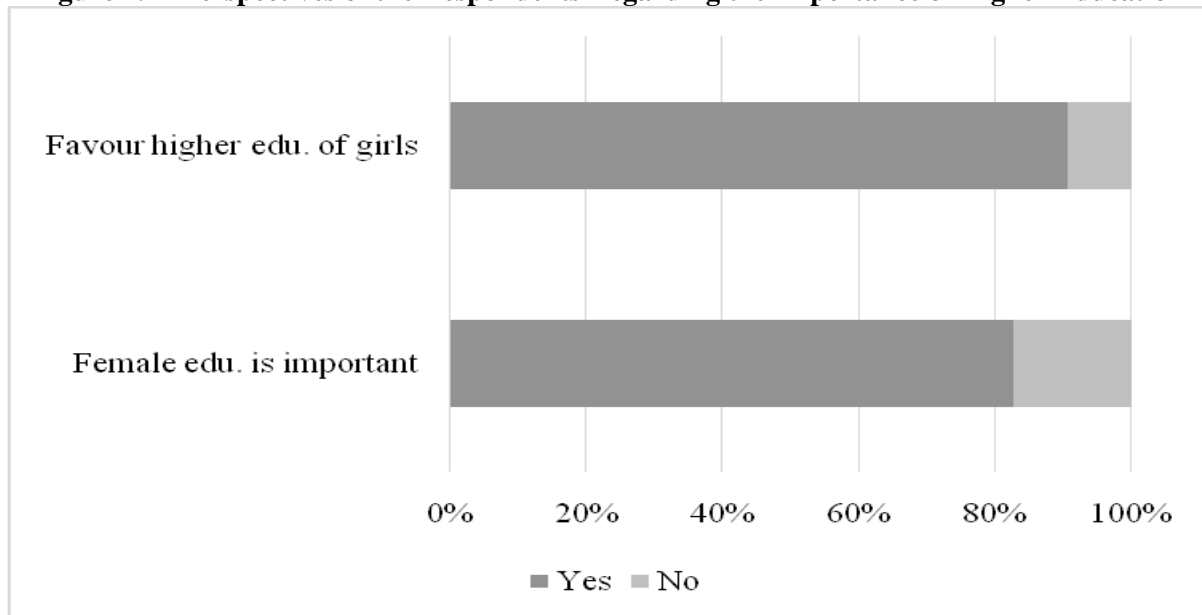
Figure 4.11 Support Ban on Female Education



Source: Field survey

Those respondents who were against the ban on female education were highly in favor of acquiring higher education of the female and consider female education important for the society and individual development. According to the respondents, Allah has endowed women with skills through education she can polish her skill and serve the nation of the country. She can improve her self-esteem and can get empower. Through higher education a women can contribute in the social and national development more effectively. More than 90 percent of the respondents favors the higher education for women and supported the women to be in different fields like medical, engineering and law etc. The discussion has been captured in the Fig. 4.12.

Figure 4.12 Perspectives of the Respondents Regarding the Importance of Higher Education



Source: Field survey

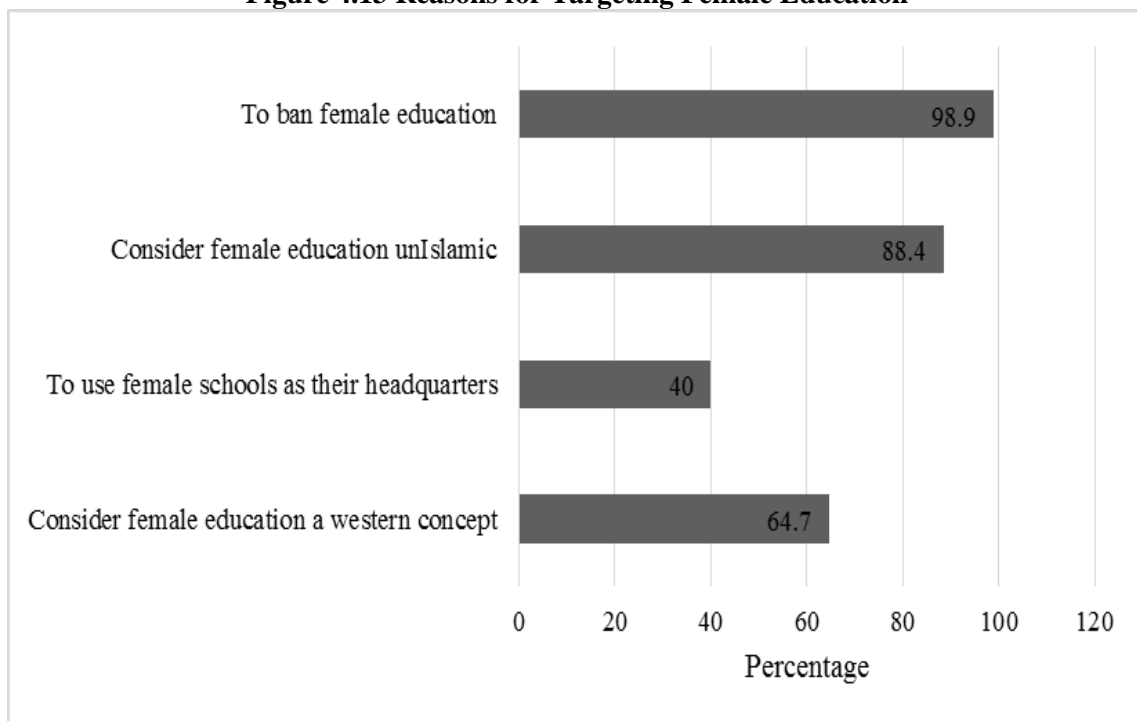
4.7.2 Why the Militants Attack Female Education

The militants attack on female education for certain reasons. Fig. 4.13 shows the reasons for targeting female education in the context to their own understanding. According to 98 percent respondents, the main motive was to ban female education. According to the militant, the schools are teaching an “infidel curriculum” which needs to be replaced with an “Islamic” one to produce “mujahideen and honest people”. They support the ban on female education considering it un-Islamic. But unlike the belief of Taliban Islam vastly values the education for both male and female; according to the Prophet Mohammed (PBUH), *“to seek knowledge is the duty of every Muslim, both man and women.”* (Cooman and Sakhi 2012). According to 88 percent respondents the motive of targeting the female education was the wrong perception of the militants that Islam does not allow female education.

As schools were considered as legitimate targets and were used for their military activities, so 40 percent of the respondents agreed that militants targeted the female education for the reason of using schools as their headquarter 64 percent of the respondents consider the reason “female

education is a western concept” as the motive for restricting female education by the militants. Militants’ belief that the education system in Pakistan is introduced by the British and its purpose is to promote obscenity and vulgarity in society (Azhar 2012). The respondents mentioned that Taliban consider women to restrict to the boundaries of their homes and should not go out of their homes. Therefore they attack the female education to implement strict parrdah in the region as well as to ban the female education to discourage them from attending the school.

Figure 4.13 Reasons for Targeting Female Education



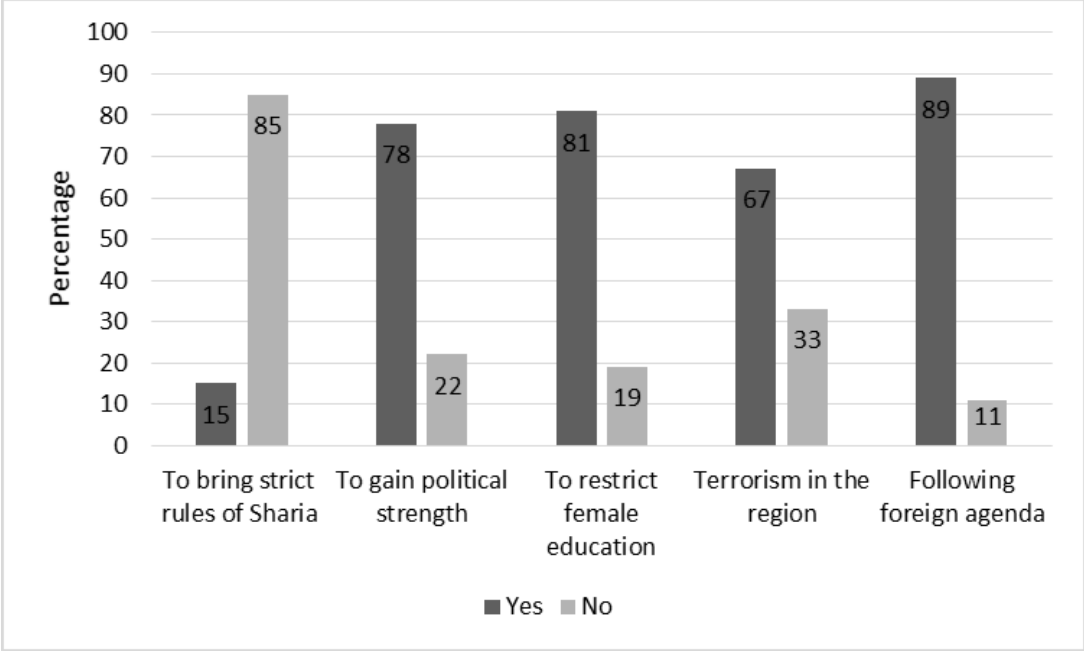
Source: Field survey

4.7.3 Respondents Perspective Regarding the Objective of the Militancy in Swat

The militants mentioned the strict implementation of Sharia as the main motive of their campaign and targeted the female education to get their motive, same case has been observed in Nigeria as well. When BokoHaram (militant group of Nigeria) also demanded to implement Sharia law nationwide and to eradicate western concept from the country. They abducted 200 school girls to pressurize the government of Nigeria. (Maiangwa and Agbiboa 2014)

In Fig. 4.14 it is shown that the majority of respondents (89 percent) realize that the militants are following a foreign agenda and declare occupation of political strength in the region as their main motive. About 78 percent respondents felt that the main objective of the militants was to capture political power. This response was followed by 15 percent respondents who said that the main objective of militants was to introduce strict rules of *Sharia* in the region. There were significantly more respondents (85 percent) who rejected the enforcement of *Sharia* as the main objective of the militants. However, those who believed that the militants had an Islamist agenda, they view them either as Islamists fighting for the implementation of *Sharia* in the country. About 67 percent respondents agreed that main motive of the militants was to harm the peace of the valley and give birth to terrorism in the region. Whereas 81 percent consider restriction on female education as the main objective of the militants agenda.

Figure 4.14 Main Motives of the Militants



Source: Field survey

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

This chapter summarizes and concludes the whole study, as well as will highlight the major findings of the study. In the end policy recommendation are proposed on the basis of the major findings.

5.1 Major Findings of the Study

This section outlines the major findings about the impact of the non-international armed conflict on female education based on the objectives and the proposed research questions for this research.

According to the study, girls' enrollment has increased in the region currently and there are majority of girls who have continued their education after the conflict and are presently enroll in higher education. But, the sense of insecurity still prevail among the school going girls, and the parents still feel insecure to send their girls to schools at distance, which serve as a hinder to higher education for some girls in the region. The militants have affected the education system of the valley both directly and indirectly. They have worse off the economic condition of the inhabitants of Swat which also serve as a hurdle in the education acquirement, the study also discovered that the cultural and traditional boundaries play minimum role as an impediment to female education.

The repeated attack on girls' schools and fear of militants serve as the major reasons of girls drop out from school during 2007 and 2009. The girls enrolled in middle and secondary education has suffered more as compare to the girls enrolled in primary education during the conflict period, by showing large number of dropout. The militants discouraged the female education by continuously attacking the schools, setting them ablaze and bombing them. They threaten the

female teachers and occupied the schools for their own objectives. These has been identified as the most repeated form of violence against the female education practiced by the militants. For their acceptance in the region, the militants has attacked the government institutes especially schools, by practicing violence against the female education. For the identification the communal group/militants has used religion (Islam), implementation of Sharia and ban on female education, as their demand. This is the “unique identity” stated by Edward Azar in his theory.

According to the study the enrollment in deeni maddrassa is very low whereas the government schools have high enrollment for girls showing that the parents prefer to send their girls to conventional education as compare to religious education. It has been discovered that the infrastructure and other facilities of the government schools are severely damaged due to conflict, some of them are still not rebuilt which creates a hurdle for the students and serve as a major reason of gap in educational years. The gap of about one to three years has been observed in majority of the educational years of the girls.

They study highlighted the view point of the respondents regarding the motive of the militants. According to the respondent, the militants were following a foreign agenda and were interested in occupying a political position in the region rather than implementing the Sharia in the valley. This shows that the militants are basically acting as a communal group describe in the theory of protracted social conflict, who are trying to gain the political strength in the region by practicing violence and are backed by some international linkages. Majority of the respondents consider female education important for the process of development and favor the higher education of the girls. The militants escalate violence and terror among the people which affected the peace of Swat valley but failed to discourage the female education in the region as the girls are eager to go for higher education and willing to serve for the development of the state.

5.2 Summary and Conclusion of the Study

The study demonstrates that the non-international armed conflict had affected the country in various ways. The rising insurgency and conflicts between the state military and several local militants resulted in a constant worsening economic and social condition of the state which further has led to an immense destruction of the wellbeing of the people directly and indirectly.

The militants have targeted the education sector of the country by strictly focusing on the female education for three prime reasons; firstly, female education against the Islam, secondly, female education is a western concept, they banned the female education in the name of religion and restrict women to the arena of home, thirdly, consider it a medium of spreading vulgarity in the society. Indeed the militants were following a traditional patriarchal ideology which is deeply inherited in the Pashtun culture of Pakistan and oppose the female education violently by destroying schools, threatening the school teachers and by occupying the girls' schools in the area. But the girls are not discouraged, majority of the females are attending education and are even enrolled in higher degrees. It is evident from the attitude of the people that in the recent situation education is a subject that concerns every individual and is essential for all regardless their identity. The actual purpose of education is the provision of chance to every individual for the betterment of their lives and get an ability to fight against the poverty and violence. It is not wrong to say that education serves as a paradigm to sustainable development in the present era.

5.3 Recommendations

Based on the findings of the study, following recommendations are proposed to the policy makers and the government;

- The provincial/local government should rebuild the schools affected during the conflict. And should establish more secondary school in the convenient geographic locations to make secondary education accessible and affordable for every girl. It can also be possible through the up gradation of primary schools to middle schools or secondary schools.
- More budgets should be allocated to education sector to fulfil the requirement of quality education. The needy female students be provided scholarships and financial aid specially, to encourage the female education.
- The educational institutes should be provided strong security to assure the safety of students. There should be adequate steps taken by the local and provincial government to provide a safe school environment for girls in the conflict areas. Along with it in conflict affected region it is essential to provide safety to the female teacher. So that they cannot be targeted by any militant or terror group.
- To overcome the in gap in education years in future, government should take initiatives for the provision of education service at the time of conflict as well.
- Properly trained teachers and academic staff should be hired, and the present curriculum should be updated and revived according to the need of time.
- To promote gender equality and female education through awareness campaign in the light of Holy Quran and Sunnah.
- To counter the rising violence by the militants and to prevent militancy in the region, the local government should ensure political strength in the region as well as provide strong security system to the region by implementing strict law and order.

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APPENDIX

Questionnaire Impact of Non-International Armed Conflict on Female Education District Swat, KPK.

Tehsil:
Union Council:
Village name:

SECTION I: INFORMATION FROM RESPONDENT'S HOUSEHOLD HEAD

- A. Name of household head:
- B. Sex of household head:
 - 1. Male
 - 2. Female
- C. Number of people in the household:
- D. Education of the household head:
 - 1. Uneducated
 - 2. Primary
 - 3. Secondary
 - 4. Tertiary
- E. Income of the household:
 - 1. less than Rs.10,000 per month
 - 2. between Rs.11,000-25,000 per month
 - 3. between Rs.26,000-35,000 per month
 - 4. between Rs.36,000-55,000 per month
 - 5. between Rs.56,000-65,000 per month
 - 6. greater than Rs.66,000 per month
- F. Earning source of the household:
 - 1. Government employ
 - 2. Private sector employ
 - 3. Foreign remittance
 - 4. Private source
 - 5. Other (specify):
- G. Economic condition of the family changed after the conflict:
 - 1. Same
 - 2. Improve
 - 3. Worse
- H. Household dwelling destroyed during the conflict:
 - 1. Yes
 - 2. No
- I. Has your family migrated during the conflict period (2007-2009)?
 - 1. Yes
 - 2. No

J. Education of the household (only enter > 5years members of the household)

Serial No.					Attend school in past			Currently going to school						
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14
	Name	Age	Sex 1=Male 2=Female	Has (name) ever attended school? 1=Attended in past 2=Currently going to school 3=Never attended	Last attended class. (See codes below)	In which year (name) left the school?	Main reason for leaving school? (see codes below)	Years of school (name) completed. (see codes below)	What type of school (name) is enrolled in? 1=Government 2=Private 3=NGO/Foundation/Trust 4=Deeni Madrassa 5=Hafiz-e-Quran Madrassa 6=Other (specify)	System of school 1=single-sex Education 2=co-education	Level of school 1=primary 2=middle 3=secondary 4=high school	Means of transport for education. 1=on walk 2=school wagon/bus 3=public transport 4=private transport 5=other	Distance from the school.	Expenses on education (last 12 month) Including fees, books, clothes, transport and pocket money.
No.		Code	Code	Code	Year	Code	Year	Code	Code	Code	Code	Code	Km	Rupees

SECTION II: INFORMATION FROM THE RESPONDENT

A. Name of the Respondent:

(Highlight the information against the respondent from the section I, Part J)

B. Pre and Post education quality of the respondent:

Q No.	Question	Code	Pre-Conflict (before 2007)	Post-Conflict (after 2009)
Q1	Teaching staff in your school: 1=Male 2=Female 3=Both	Code		
Q2	Are/were the teachers present regularly? 1=Yes 2=No	Code		
Q3	If No to Q2 then for how many days per month they were/are absent on average?	Number		
Q4	Do you think the teachers teach/taught in a fair way? 1=Strongly agree 2=Agree 3=Disagree 4=Strongly disagree	Code		
Q5	Individual teacher for each subject 1=Yes 2=No	Code		
Q6	Type of school respondent enroll 1=Government 2=Private 3=NGO/Foundation/Trust 4=Deeni Madrassa 5=Hafiz-e-Quran Madrassa 6=Other (specify)	Code		
Q7	System of school 1=single-sex Education 2=co-education	Code		
Q8	Means of transport for education. 1=on walk 2=school wagon/bus 3=public transport 4=private transport 5=other	Code		
Q9	Distance from the school.	Km	Min	

Q10	Who bear your educational expenditure 1=government 2=NGO/Trust 3=Scholarship 4=parents 5=spouse(specify) 6=other					
Q14	No of functioning girl`s schools and colleges in your village :	Number	Schools	Colleges	Schools	Colleges
Q15	Education quality of the school: 1=highly satisfactory 2=satisfactory 3=unsatisfactory 4=highly unsatisfactory	Code				
Q16	school security: 1=watchman 2=security force (police, FC) 3= nil	Code				
Facilities at school, code 1 or 2 for Q12-Q29 1=available 2=not available						
Q17	Classroom	Code				
Q18	Furniture (chairs & tables etc)	Code				
Q19	School building	Code				
Q20	Play ground	Code				
Q21	Black board or white board	Code				
Q22	Transport facility	Code				
Q23	Computer lab.	Code				
Q24	Science lab	Code				
Q25	Library	Code				
Q26	Free lunch	Code				
Q27	Free books	Code				
Q28	Free stationary	Code				
Q29	Free uniform	Code				
Q30	Free tuition	Code				
Q31	Free transport facility	Code				
Q32	Scholarship money	Code				
Q33	School security	Code				
Q34	Any other (specify)	Code				
Q17	Classroom					
Q18	Furniture (chairs & table etc)	Code				
Q19	School building	Code				
Q20	Play ground	Code				

C. EDUCATIO DURING ARMED CONFLICT(Military operation 2007and 2009)

Q1	Q2	Q3	Q4	Q5	Q6
<p>Were you absent from school during 2007 and 2009 Military operation?</p> <p>1=only during 2007 2=only during 2009 3=both</p>	<p>For how many months you were absent from school? (total of both events absentees)</p>	<p>Have you joined the same school after the conflict?</p> <p>1=Yes 2=No</p>	<p>If No to Q3 than what was the reason?</p> <p>1=school blasted 2=teacher not available 3=new school open near by 4=Militants occupy the school 5=left the previous living area. 6=school occupied by the military 7=other</p>	<p>Were you enrolled in the same class after conflict?</p> <p>1=Yes 2=No</p>	<p>If No to Q5 then have you jumped or repeated the class?</p> <p>1=jumped 2=repeated</p>
Code	Months	Code	Code	Code	Code

D. VIOLENCE AGAINST FEMALE EDUCATION

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Any of your teachers affected during the conflict. 1=Yes 2=No	If Yes to Q1 then the affected teachers were 1=male 2=female 3=both	Type of affect: 1=killed by militants 2=injured during military operation 3=threaten by militants 4=kidnapped 5= sexually harassment 6= killed during military operation 7=injured by militants 8=migration 9=acid attack 10=other	Number of teachers affected.	Was your school destroyed during the conflict? 1=partially destroyed 2=fully destroyed 3=not destroyed	Was your school occupied 1=Yes 2=No	If yes to Q6 then by whom 1=militants 2=military 3=other	Were you affected during the conflict: 1=Yes 2=No	If yes to Q8 then how 1=home destroyed 2=income earner died due to conflict 3=source of income destroyed 3= migration 2=injured during military operation 3=threaten by militants 4=kidnapped 5= sexually harassment 7=injured by militants 8=acid attack 9=other	Do you feel any insecurity while attending the school presently? 1=Yes 2=No
Code	Code	Code	Number	Code	Code	Code	Code	Code	

E. What do you think about the militants attack on the female education specifically during conflict?

Reasons	1=Yes, 2=No
Female are weak socially	
To ban female education	
To implement strict parrdah	
To use girls school as their head quarter	
Female education is western concept	
Other (specify)	

F. What was the motive of militants according to your point of view?

Motive of the militants	1=Yes, 2=No
To bring strict rules of sharia	
To be strong politically	
To restrict female education	
Terrorism in the region	
Following foreign agenda	
Other (specify)	

G. Do you support the views of militants regarding ban on female education?

1. Yes (provide reason)

2. No (provide reason)

H. Do you think Islam does not allow female education?

1. Yes

2. No

3. Don't know

I. Are you in favor of female acquiring higher education?

1. Yes

2. No