

Militancy Impact on Primary Education in Union Council Charbagh District Swat-Pakistan

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Abstract

The study was carried out in district Swat in May, 2012. The major objectives of the study were to examine the impact of militancy on primary education in the study area. Purposively union council Charbagh was selected in district Swat on the basis of sever causalities which consists of 25 schools, 80% govt. and 20% private schools. Through questionnaire the head masters of the schools were interviewed and data were collected from sampled respondents. Descriptive statistics were used for analyses. According to results 68% schools were found scratched while 32% found safe. Sixty eight percent schools were recorded closed for more than 12 months, while 32% for 9-12 months. After restoring the peace different temporary schools, such as, shelters, rented schools, community and Madrassa schools were settled for education while some problems were recorded such as distance, harsh weather, congested settings and lack of furniture etc. In some schools the strength were found less than before while in some found more. Majority children and teachers were found absent due to terror from schools because of this in time the syllabus of course was not completed. Seventy seven percent destroyed schools were reconstructed and repaired while 23% school building were left due to lack of fund Few recommendations were suggested for future policy implications. Compromise between militant and Government of Pakistan is requested for peace restoration in the study area. Tight security and honest staff for security purpose should be deployed in the study area. Sufficient funding is required for reconstruction of damaged schools in the study area. Loan should be provided to whole community on free interest basis. Check and balance should be imposed on surrounding boundarities to stop foreign terrorists' entrance in to the country.

Keywords: Impact, Militancy, Primary Education, Union Council Charbagh

INTRODUCTION

Militancy is the state of being militant. The word came from the 15th Century Latin "military" meaning "to serve as a soldier". However, the current meaning of militant does not refer to a registered soldier; it can be anyone at all who subscribes, either in whole or in part, to the idea of using violence to achieve some larger objective, usually political or religious. The term militancy thus refers to a movement in which a group or groups of people are engaged in armed struggle an objective and thus hold an aggressive posture in support of an ideology or cause. (Sanders et al. 1990).

There is a lot of evidence that violent politically and military attacks on education have occurred in dozens of countries in the past decade and have significantly intensified in many of the worst affected countries in recent years. The attacks were carried out against students; teachers; academics and education personal; including support staff, such as transport drivers; caretakers and night watchmen; and education officials; trade unionists; and aid workers. They include killing, injuring, and abduction, kidnapping; forced recruitment as soldiers or for labor; forced disappearance; illegal detention; torture and sexual violence. They also include the damage or destruction of education buildings and facilities, including transport; occupation of education buildings and facilities for military /security purpose; and violent attacks on the education process, such as attacks on convoys carrying examination papers etc. Much of the reporting of the impact of attacks on education focuses on the immediate human and material cost, such as the number of people killed or injured and the number of buildings destroyed or damaged. But there has been very little reporting of the longer term effects on education systems in affected areas, such as the negative impact on teacher effectiveness, retention and recruitment and on pupil attendance, concentration and attainment. (Malley, 2010). The Militancy was first initiated in Malakand Division by Tehreek-e-Nifaze-Shariat-e-Mohammadi (TNSM) led by Maulana Sufi Mohammad in , a cleric from Dir Upper, who started his movement in 1989 for the promulgation of Islamic shareia in Malakand Division. This peaceful movement was largely supported by the local people, but the movement gradually converted into a militant organization especially after 9/11. With the passage of time, this Movement became part of the larger Tehreeke Taaliban Pakistan and formed part of the militancy of Malakand Division under auspices of Maulana Fazlullah. The militancy initially started in District Swat and soon spread to all nearby districts such as Shangla, Dir (upper), Dir (Lower), Malakand and Buner . Record losses of lives and livelihood, law and order situation, mass level displacement of people and civil unrest with multi faceted corollaries to span over a long time. This made it pertinent to include a mention of the estimates of damages and losses caused to the district during this conflict. (Aziz, 2010). The Militancy impact in Swat district was very severs and thousand schools were destroyed by

militant. Moreover law and order situation was disturbed which later on closed all the schools in the study area and thousand school going children were remained out of schools for a long time (Control for Public Policy Research, 2009).

Militancy in District Swat has been such a factor that has tremendously destroyed the education sector especially the primary education.. These effects will be seen from various dimensions. No scientific study was carried out on the said topic in district Swat. Seeing to its importance the present study was conducted, to see militancy impact on primary education, to write suggestions and recommendations for future policy implication in the study area.

MATERIAL AND METHODS

The Universe of the study was District Swat while due to lack of finance purposively one union council Charbagh was selected, on the basis of sever causalities in militancy era which consists of 20 govt. and 5 private schools. Through questionnaire all the Head masters of the schools were interviewed and collected the data. Descriptive statistics were used for data analyses.

RESULTS AND DISCUSSION

Government and Private Wise school Distribution

Table 1 indicates Government and Private Wise School Distribution in the project area. According to table 80% government School are working in the project area while 20% Private. It shows that government schools are more in the project area and reveals that the majority populations in the project area are poor and they cannot afford the private school expenses and due to poverty send their children to government schools. In private schools education are English medium and in government schools education is in Urdu or Pashto medium. So the table also shows that in project area the poverty are severe and income level of the people is below the poverty line. .

Table 1 Government and Private Wise School Distribution in the Project area

Type of School	No.	%
Govt.	20	80
Private	05	20
Total	25	100

Source:-Field Survey 2012

Damage Status of the School After Militancy Action

Table 2 reveals the damaged strength of school building after militancy in the project area. According to table 68% school building was highly damaged while 32% was not damaged after militancy entrance in the project area. The total number of schools before militancy was 25 while after militancy, 68 percent was damaged by bomb blasting. The rest of 32% schools were safe and fit for education transferring. The table also indicates that maximum schools had been blown up by the militant because they opposed to the modern education. Furthermore they tried to threaten the security agencies by blasting these school buildings and try to pressurize government to stop female education in the project area.

Table 2 Damage Status of the School After militancy Action in the Project Area

Damage	Number	%
Yes	17	68
No	8	32
Total	25	100

Source:-Field Survey

Number of Rooms in the Affected Schools before and After Militancy

Table 3 shows the number of rooms in the damaged schools before and after militancy in the project area. In category 1-2 rooms before the school number was 11 room while after, the room number was 13, hence there 18% positive change occurred while in category above -3 rooms before the school number was 6 and after was 4. It shows 33% negative change in the said category schools rooms and shows a great loss and destruction by bomb blasting in the project area.

Table 3 Number of Rooms in the Affected Schools Before And After Militancy in the Project Area

No. of Rooms	Before	After	% change
1-2	11	13	18
Above-3	6	4	33%

Source:-Field Survey

Damaged Items Number After Militancy action in the Sampled School

Table 4 indicates damaged items strength after militancy action of the sampled schools in the study area. Table shows that in 100% schools all furniture's and school records were damaged by militant while in 20 % schools computers were damaged. These all items play pivotal role in education development while by militancy attack

all items were destroyed which later on purchased by government on a great amount which was borrowed from the IMF and World Bank and increased the debt burden on the nation such type. activities make the country worse to worse and increase strength of poverty in the country.

Table4 Damaged Items Strength After Militancy Action in the Sampled Schools OF the Study Area

S. No.	Name of item damaged	Number	Total Percentage
1	Furniture	25	100
2	Computers	5	20
3	School record	25	100

Source:-Field Survey

Temporary Arrangements Setting for the Affected Schools after Militancy

Table 5 describes the temporary arrangements setting after the peace restored in the study area. According to table out of 17 schools 23.52 % were rented schools while shelter schools share was 58.82 %. However Madrassas coverage was 17.64 %. The table reveals that shelters arrangements were higher than the other and followed by rented schools. The coverage of the Madrassa was smallest than the other settings. In time on the stated problem the government took action and very quickly overcome over the problem while local people have played pivotal role without any benefits in the project area.

Table 5 Temporary Arrangements Setting for the Affected Schools after Militancy Action in the Study Area

Types of arrangements	Number	%
Rented	4	23.52
Shelter	10	58.82
Madrassa	3	17.64
Total	17	100

Source:-Field Survey, 2012

Break up period in children education

Table 6 depicts the breakup period in children education in the sampled schools. According to table in 9-12 months category the coverage of schools was 32% while in above-12 month's category the exposure was 68 %. The data shows that the damage strength in the 68 % schools were higher than the 9-12 months category due to militancy action 17 schools fully demolished by militant attacked.

Table 6 Break up Period in Children Education in the Sampled Schools in the Project

Schools Break up Period	Number	%
09-12 Month	8	32
Above-12 Months	17	68

Problems Faced by Students in Alternative Arrangements

Table 7 reveals the problems faced by students in alternative arrangements in the project area. According to table 12% claimed that the alternative school arrangement was away from our houses, 47% told that the weather was very harsh which had made unfavorable environment in the alternative schools while 18% reported about congested settings, however 12% told about lack of furniture and the rest having no problems in the alternative arrangement. However due to these problems the presence of the students and teachers highly affected and the attendance was found less than before while in time different NGOs and GOs worked for solving the problems but due to corruption the organizations did not achieve the specific goals.

Table 7 Problems Faced by Students in Alternative Arrangements in the Project Area.

Problems	Number	%
Far Away	2	12
Harsh weather	8	47
Congested settings	3	18
Lack of Furniture	2	12
No problem	2	12
Total	17	100

Source:-Field Survey, 2012

Comparative Students Strength

Table 8 shows comparative students strength statement in the damaged sampled school before and after militancy action in the project area. According to table in the 1-50 category students strength the number of schools before was 3 and after was 5 so in this category hundred percent positive change occurred, in 51-100 students category the number of schools before was 1 and after 2 so there hundred percent positive change occurred, in 101-150 students category the number of schools before was 5 and after 3, so there forty percent negative change occurred, however in 151-200 students category the school number before was 6 and after is 5, so there seventeen percent negative change occurred while in above -200 the before schools number was 2 while now it decreased to 1 so

there hundred percent negative change occurred. So the table clarifies that the majority schools student strength goes from higher to lower strength category. The discussion shows that militancy action has damaged the future of the education of the project area seriously and made the education environment unfavorable. Now for restoration a lot of fund will be required for boosting educational institutions in the study area.

Table 8 Comparative Students Strength Statement in the Damaged Sampled Schools, Percent Change Before, And After Militancy Action

Number of student strength	Number of schools before	Number of school after	Percentage change
1-50	3	6	100
51-100	1	2	100
101-150	5	3	-40
151-200	6	5	-17
Above-200	2	1	100

Source:-Field Survey, 2012

Causes of Student Dropout After Militancy Action.

Table 9 indicates the causes of student dropout after militancy action in the project area. According to table 16 % claimed schools destruction, 12 % teacher absence, and 20 % fear of militants, 40 % shifting of families while 12 % claimed that curfew was the main cause of student dropout from the school after militancy action. Through militant majority schools were destroyed by bomb blasting and made the environment unfavorable and created terror in the area. Due to terror absence of the teacher increased and majority families shifted from the own village to other villages of KPK where the environment was favorable for their living. Curfew was also a problem for other developmental activities in the project area. The people did not come out from their homes to cultivate their own land and sow the seeds in their fields for agriculture production while other trading activities also disturbed which was the main source for livelihood.

Table 9 Student Dropout Causes in the Sampled Schools After Militancy Action in the Project Area.

Causes	No	%
School Destruction	4	16
Teacher Absence	3	12
Fear of Militants	5	20
Shifting of Families	10	40
Curfew	3	12

Source:-Field Survey, 2012

Reasons of Low Quality of Children Education

Table 10 reveals the reasons of the low quality of children education in the sampled schools in the study area. According to table 12 % claimed syllabus incompleteness, 16% breakup gap in teaching while 72 % promotion without exams. The result shows that due to terror the presence of teachers in the school negatively affected because of this in time did not complete the syllabus of course to the students in the project area. Through this way breaking of gap in teaching was occurred and seeing to situation without exam the students in the project area were passed. Due to stated reasons the future of the students severely affected which is the great loss of the project area.

Table 10 Reasons of the Low Quality of Children Education in the Sampled Schools in the Study Area

Reasons	No	%
Syllabus remain Incomplete	3	12
Break up gap in teaching	4	16
Promotion without exams	18	72

Source:-Field Survey, 2012

Reconstruction of School Buildings After Peace Restoration

Table 11 reveals the reconstruction of schools building after peace restoration in the project area. According to table in 76.5 % schools the reconstruction was started while in 23.5 % schools the reconstruction is still late and the government not give due attention to reconstruction of these schools and the environment for education is unfavorable and in rainy seasons all students set in the open atmosphere.

Table 11 Reconstruction of School Buildings After Peace Restoration in the Project Area

Reconstruction	No	%
Yes	13	76.5
No	4	23.5
Total	17	100

Source:-Field Survey 2012

CONCLUSION AND RECOMMENDATIONS

The study finally concluded that fighting, bomb blasting and army action for development of a country is not

beneficial . Through discussion, negotiation and compromise between two parties is only the way for problem solution. The third party first discuss the matter with the concerned parties and noted the information about the problem and measure the loss of both parties and divided the whole loss on both parties and solve the problem because any problem creation in the country directly damaged the economy of the nation and make the environment unfavorable for developmental activities not only in the country but also in the whole world. Such situations are also existed in militancy and army of Pakistan. So its solution in time is very crucial for peace restoration in Swat district. Some recommendations are given Compromise between militant and Government of Pakistan is requested for solution of problems; Crystallize mechanism in the educational institutions for poverty eradication is required; Tight security and honest staff for security purpose should be selected ; Sufficient funding should be provided to Government and Non Government Organizations for development; all infrastructures should be developed by government; tourism spots should be multiplied for provision of employments ;loan should be provided to whole community on free interest basis; marble industry should be developed in the project area for generation of employment; check and balance should be imposed on surrounding boundaries to stop foreign terrorists' entrance in to the country.

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