
War on Terror and Education in Swat and Federally Administered Tribal Areas (FATA) of Pakistan: A Review of Literature

Dr. Sajjad Hussain^{*1}, Dr. Amir Alam², Sanaullah³

Original Article

1. Lecturer, Department of Social Work University of Malakand, Chakdara Dir Lower, Khyber Pakhtunkhwa Pakistan. Email: Sajjad.hussain@uom.edu.pk
2. Lecturer, Department of Social Work, Shaheed Benazir Bhutto University Warai Campus Dir Upper Khyber Pakhtunkhwa, Pakistan. Email: malakamiralam@gmail.com
3. Lecturer, Department of Social Work, Shaheed Benazir Bhutto University Warai Campus, Dir Upper Khyber Pakhtunkhwa, Pakistan. Email: sanaullahsw272@gmail.com

Keywords

Abstract

Girls; Education; War; Swat; Pakistan

Education is the most prolific pillar of humanitarian response in emergency situations. During and after emergencies, education affords opportunities for the children, their families and communities to move towards the rehabilitation process and learn the required skills for leading a standard life. The paper is based on review of available literature and for this purpose, an extensive review of research articles, newspapers, books, and online material was carried out regarding need and importance of education during and after conflict. As the conflict between Swat, Malakand and FATA Merged Districts (MDs) started in 2007 and continued until 2010, the main focus of this study is on educational problems during the mentioned period. The study aims to explore the hurdles in the provision of education during the conflict in the study area. In addition, the study aims to learn about the problems faced by teachers during the conflict. The study concludes that conflict in the study area has badly affected the education sector by depriving children of education. The schools were closed and the teachers were issued threats, due to which the teachers left their houses and got shifted to safer areas. Girl schools and female teachers suffered the most as girls education was declared un-Islamic. The study recommends that education ought to be the top priority of both the government and private sectors during times of conflict and temporary schools should be established for continuous education.

Introduction

People send their children to school because they believe that upon completion of their education, they will support their parents and other family members. However, this capability of their children is badly affected by increasing warfare (Jones & Naylor, 2014). In developing nations, emergency

situations like typhoons in Haiyan and Phailin and war in Iraq and Afghanistan, droughts and epidemics in Africa, earthquakes and many other hazards have impacted billions of people across the globe (Ashraf, 2015).

Research studies validate that higher academic achievements are the top priority of academicians, researchers and parents but living and getting education in the war-affected areas is very difficult. Millions of school-going children and youngsters have been affected by conflicts and which can affect their lives in the future as well (Hussain, Muhiuddin, Oad, 2021).

Education is the instrument through which an individual can change his life in many ways (Burde, Kapit, Wahl, Guven, & Skarpeteig, 2017). In addition, this right is of great importance in order to build good relations among the nation-states and provide responsible citizens for the future (Manuchehr, 2011). Unfortunately, this right to education is often denied to citizens during times of war and conflict (Midttun, 2000). According to Gallagher, Robinson, Hughes and Connolly (2019), education can promote inequality and further lead to ethnic and linguistic divisions if children have no access to educational institutions or quality education is not provided to them. Moreover, inequality in education and disparities increase the threat of ferocity and conflict. Throughout 22 countries in sub-Saharan Africa, regions where there is a low average of education had a 50% chance of passing through conflict within 21 years (Global Education Monitoring Report, 2016; Gul, Naz, Khan, 2019).

According to Smith (2005), education can perform a transformative role if the state wants to get out of the conflict and ensure peace and tranquility. The need and importance of education in conflict-affected areas have received attention during the past decades because of its role in achieving the goals of Education for All (EFA), the Millennium Development Goals (MDGs), and the current Sustainable Development Goals (SDGs) related to education. It is admitted that due to wars and emergencies, education is affected and efforts for the attainment of EFA goals are reversed (Nygård, 2017).

At the international level, various efforts have been launched to tackle the issue of education in conflict and emergency situations (Zakharia&Menashy, 2020). These consist of the Universal Declaration of Human Rights (1948), the United Nations Convention on the Rights of the Child (1989), and the 2030 Education Framework for Action, which accepts the right of every child to a free primary and secondary education that is accessible and available (Anderson, Hyll-Larsen, & Hofmann, 2011). In addition, it calls for countries to develop measures for an inclusive, responsive and stable education system for imparting education to children during conflicts (Department of Foreign Affairs and Trade, 2021).

In Pakistan, conflict started in 2007 when the militants took control of the Swat and former FATA. As a result, the military started operation against them in name of War on Terror which resulted in movement of people from their homes to other parts of the country. Three million people their areas causing multiple problems especially for women and children. Schools were closed and the parents were warned by militants to stop their girls from getting education in government and private schools.

Objectives of the study

The objectives of the study are:

- To know about the problems faced by students in getting education during conflict in the study area
- To examines the issues of school management in imparting education to children during conflict

Methodology

The study aims to identify the problems faced by children in getting an education and also highlights the hurdles faced by school management in running the schools in the war-affected areas. The study focuses on girls who, due to cultural values, are not on par with getting a quality education. For this purpose, literature published after 2007 was extensively reviewed, which includes research papers, newspapers, books and research reports available online. The study is limited to the conflict-affected areas of Swat and FATA, which were the most affected areas in the War against Terror in Pakistan.

Literature Review

Emergencies are defined as those critical conditions where an event of such intensity has happened that causes serious threats to human lives and is beyond the capacity of the government to control. Sometimes these abnormal events compel people to shift to other places on a large scale (World Food Programme, 2005).

According to UNESCO (1999), an educational emergency is a situation due to natural disasters or man-made conflicts resulting in the destruction of infrastructure in educational institutions, which needs a comprehensive strategy during the response period. Similarly, according to UNICEF, emergencies include natural disasters like earthquakes and floods, while man-made disasters include war and civil strife (Pigozzi, 1999). Education is very important for preventing conflicts and war-like situations and it can help provide a sense of normal situation for children and adults. According to the Global Education Monitoring Report (2016), education facilitates the democratic participation of people in leading society to resolve conflicts and ensure peace.

Conflicts and emergencies can affect children in different ways, ranging from direct killing to inflicting injuries to irreparable impacts on schooling and health (Justino, 2014). In conflict-torn areas, teachers and children are kidnapped, disappeared and killed. Female teachers are taken over by armed personnel (Jaiswal, 2017). In addition, such situations may lead to inadequate learning environments, diminished resources for learning and psychological issues that affect the learning ability of children (Jones & Naylor, 2014). All these issues lead to low enrollment and a high dropout rate in educational institutions in war-torn areas (Blattman & Miguel, 2010). In addition, the role of school curriculum is also important, as it contains material that can spread hatred and intolerance and can be a source of conflict (Novelli and Sayed, 2016). Similarly, the role of teacher is also of vital importance in developing social cohesion and inculcating a spirit of respect for other people (Davies, 2010).

Impacts of Violent Conflict on Education in Swat and Tribal Areas

The impacts of conflicts on education in Khyber Pakhtunkhwa (KP) can be broadly explained in two spheres: conflicts started in district Swat and in FATA now Merged Districts (MD), which shares borders with KP in the south and east (Khan, 2020). The conflict started in the middle of 2007, when the Taliban established its control over the whole valley of Swat KP (Ahmad, Hussain, and Shaheen, 2020). The Pakistani military started operations in late October, due to which people left their homes and shifted to safe places, causing the displacement of over 90,000 people. In the

second phase, fighting between militants and Pakistani armed forces started in 2009 in Swat, which spread to neighboring districts, i.e., Shangla, Lower Dir, and Malakand, causing the displacement of 300,000 people to other parts of the country (Orakzai, 2011).

1. Education and Gender Justice

Woman is an important human resource in any country and they are suffering from discriminatory attitudes in societies of underdeveloped countries (Lohana, Alizai, & Ahmed, 2021). They lack access to opportunities as compared to men and receive less share in economic and political spheres (Asian Development Bank, 2022). They are not given access to education and health facilities due to socio-cultural constraints due to a male-dominated and patriarchal society (Fennell, 2012). The 2030 Sustainable Development Agenda frames Sustainable Development Goal (SDG) 04 and confirms education as the main instrument for attaining the remaining 16 SDGs, including SDG 5, which emphasises gender equality and girls and women's empowerment (Behrman & Gonalons-Pons, 2020). Moreover, education is considered a pre-requisite for shaping a peaceful society, while disparity in the provision of education leads to conflicts in society (Pathania, 2017). Pakistan has taken various steps at the policy level to bring gender parity, including waiving tuition fees, providing free books, and providing stipends for girls to encourage them to get an education (PILDAT, 2011). In addition, Article 25-A of the Constitution of 1973 makes the states bound to provide free and compulsory education to all children aged 5–16 (Ali, Ali, & Wajahat, 2021).

During the last few decades, women's lack of access to educational institutions has been attributed to poverty and patriarchy, but during the past few years, critical issues of women's security in education have been the main concern where educational institutions are under attack, especially in conflict-affected areas (Afridi, Yousufi, and Khan, 2014). The impacts of conflicts on girls are more severe, as girls are almost two and a half times more likely to be out of school if they live in such situations (UNESCO, 2015).

Women's education in conflict-affected areas is an important field of study these days but so far, very few studies have been conducted in the KP province of Pakistan (Khan, 2015). Khattak (2018), in her study on girls's education in Swat Valley, has concluded that countries like Kosov, Sudan and Kongo have temporarily stopped girls education due to fear of physical and sexual abuse. However, no sexual abuse cases were reported against the Taliban in Swat. She further adds that girls's schools in the Swat conflict were destroyed by the Taliban, due to which education was discontinued (Mohsin, 2014). In addition, the military operations (2007–2009) demolished schools and resulted in the displacement of 600,000 inhabitants to other parts of Pakistan. According to CGPEA (2014), between 2009 and 2012, there have been 838 attacks on educational institutions in Pakistan.

The schools were closed, burned, and demolished by the terrorists and the school staff was abducted and killed (Durrani and Halai, 2018). In addition, the militants imposed ban on girl's education in Swat in KP, resulting in exclusion of about 120000 girls and 8000 female teachers from schools (GCPEA, 2014). Findings of the research study conducted by Khan (2015) confirm that militants in Swat valley threatened school teachers by sending them letters during 2007-2009. Due to these threats the schools were shut down as majority of the staff left their houses in search of safe places to live in. In addition, these school buildings were then used by military forces as their headquarters during military operations.

The same situation was faced by the residents of FATA (MDs), where the militants banned girls's education and also torched the girls's schools. In addition, the parents were warned that if they did not stop imparting un-Islamic education to their children, they would pay a huge price for this

(Khan, 2011). In FATA, 458 schools were destroyed from 2007–2012, while 829 school buildings were made nonfunctional (Abbasi, 2013).

2. Impacts of Conflict on Teacher's Performance

Many nations throughout the world are currently facing conflicts including Pakistan. These conflicts have shattered the social fabric of society and have badly impacted the education sector as well (Pherali, 2019). Education is the main instrument in the promotion of peace and reconciliation in society and teachers play a significant role in minimizing the impacts of emergencies and in imparting education (King, 2013).

Teachers are the most important segment of society and they can play an effective role in changing the minds of students. In addition, they are the trainers of the future generation as they prepare students for future roles (Waseem, 2022). Furthermore, these teachers teach the basic tenants of life and enlighten their minds regarding the need and importance of peace, tolerance, freedom and equality. But terrorists have their own agendas; they, through the use of various tactics, terrify the teachers and as a result, the teaching and learning process is suspended. In such a terrifying situation, the teacher's ability to teach is greatly affected (Faqir & Fakhar, 2014).

During the last few years, schools, teachers and students have been the main targets of militants in the most conflicting areas, including Afghanistan and Pakistan (Harmer, Stoddard & DiDomenico, 2011). According to UNESCO (2010), the school teachers were attacked, assassinated and disappeared, which badly affected their motivation and performance. In Pakistan's Bajaur and Swat districts, teachers were targeted, due to which they could not return to work even after a year. The killing of teachers, continuous attacks on school buildings and feelings of insecurity among teaching staff diverted their attention from their duties which affected their performance to a great extent (O'Malley, 2011).

Due to militancy and military operations, the schools and other administrative offices were closed temporarily due to which the teachers could not get their salaries in time (Afridi & Gul, 2018).

Findings of the study conducted by Rahman, Habib and Kataria (2018) conclude that a great number of primary school teachers confronted economic hardships. 90% of male teachers and 85.2% of female staff agreed that financially they suffered a lot. Similarly, the findings of the study by Basit (2015) sums up that teachers and school management faced life threats in conflict-affected areas due to which their motivation for rendering services was greatly affected (Rahim, Ali & Javed, 2019).

Role of International Organizations for the Provision of Education in the Swat Conflict

Education during wars and conflicts is a major concern for international humanitarian organizations. In the recent past, violence targeting educational institutions in Afghanistan and Pakistan in conflict-affected areas has caused casualties is a matter of great concern (Harmer, Stoddard, & DiDomenico, 2011). The provision of education in critical situations is justified on the grounds that it can lead to child protection and also mitigate psychosocial issues (Stoddard et al., 2007).

During the last one hundred years, NGOs have played a central role in the provision of welfare services in the need of the hour (Ullah, Khan, Khan & Mahmood, 2017). The main focus of these organizations is vulnerable people, especially women and children as well as disaster-affected people (Healy, 2001, Ullah, Naz, 2019). These NGOs received funds from UN agencies, the World Bank and other financial institutions to address the dire needs of marginalized sections of society. In addition, they also provide technical assistance to community-based organizations for initiating cost-effective projects for infrastructure development (Kamat, 2003). They provided those services to the communities that were previously the responsibility of the government (Bradley, 2006).

NGOs provide such services not only in peacetime but also in wartime. For example, in war-affected areas like Afghanistan, NGOs initiated home-based schools to cater to the educational needs of the people during conflict by enrolling almost 1,400,000 girls from rural areas (Ulleberg, 2009).

In Pakistan, during the last two decades, NGOs registration increased due to heavy funding flow from the donors and their number rose to 100,000 (Jamal and Baldwin, 2017). As a result of the attack on Afghanistan by US Allied Forces in 2002, extremism and militancy started in the region, resulting in the internal displacement of 3.5 million Afghan refugees into the neighboring FATA region of Pakistan (UN Refugee Agency [UNHCR], 2015). Since 2013, the tribal areas of Pakistan have been harboring militants, due to which the Pakistani army started an operation that led to the displacement of people from Waristan, Kurram and Khyber in north-west Pakistan. This conflict created so many socio-economic problems in society and impacted developmental programs to a great extent (Jamal, 2015). These organizations work side by side with the government in spite of various security risks. In addition, they put pressure on the government to make sure that all children can get quality education in conflict-affected areas of fragile states (Khan, Kanwal, & Wang, 2018).

Pakistan is facing issues and challenges in providing quality education to its people. In addition, this country has the highest out of out-of-school children, with more than half of the adult population not able to read or write. Due to these problems, non-governmental organizations (NGOs), international Organizations and UN agencies have been actively engaged in attaining education for all (Aziz, 2020). In Pakistan, during the armed conflicts between Swat and FATA, millions of people were displaced to other areas of the province (Ahsan, 2013). Most of these people were living in camps where the United Nations and other international donor organizations were providing assistance consisting of food, shelter, water and educational services to these IDPs, both in camps and outside the camps. Some NGOs were engaged in providing education to the downtrodden, including orphans, child laborers and refugees (Ahmad, 2012). Similarly, Ali (2012) added that these non-governmental organizations have been assigned the task of reaching out to the IDPs in tribal areas to effectively address the education needs of children living in temporary shelters.

Findings of the research study carried out by Khan, Kanwal & Wang (2018) reveal that, in spite of various hurdles, NGOs have been successful in providing education to children in conflict-affected areas. Due to their concerted efforts, these organizations resumed educational activities, improved enrollment and provided emotional and psychological support in tribal areas of Pakistan.

Conclusion

The study concludes that Pakistan has passed through difficult times due to violent extremism and conflict. Violent conflict has affected the tribal areas which share borders with Afghanistan as well as the Swat Valley. This conflict has affected the social and economic fabric of Pakistani society and has left devastating effects in all spheres of life. Due to the control of the Taliban in Swat and FATA, the people were shifted to safer places in the adjoining districts. In addition, the military operation also resulted in the internal displacement of local people.

The militants threatened the parents not to send their daughters to school and also issued threats to the school management, due to which schools were shut down and educational activities were suspended. The teachers were restricted to their homes and the majority of them left their homes due to threats. The Taliban targeted the school buildings by blowing them up with explosive material. When the Pakistani army started operations against militants, they used school buildings for operation purposes. During this conflict, the girl's education was impacted the most, as militants

opposed the girl's education and termed it un-Islamic. As a result, the dropout rate of girls was higher than that of boys during the war period. In addition, teachers were also targeted, kidnaped and killed due to which they either left their jobs or shifted to other areas to save their lives.

When the conflict was over, national and international organizations started relief and rehabilitation activities. International organizations set up temporary schools for the children of those IDPs who were residing in camps. Girls who were not allowed to continue their education in the conflict zone were more focused on getting an education at any cost.

Recommendations

On the basis of the study, it is concluded that education is the basic right of every child. In conflict zones, the government should focus on continuing education for the children. As it is very difficult for the government to protect school buildings from attacks by militants, alternate arrangements should be made for the education of both girls and boys.

International organizations that are working in the field of education should be encouraged to provide education during times of war and conflict; temporary schools can be established in villages and in camps for children of IDPs.

If the school building is not available, then the building of the mosque can be used as a maktab school where all the services are available free of charge. Feeder schools can be established with the help of the elementary and education departments, as well as NGOs, donors and the National Commission for Human Development where an educated, unemployed person can be hired to teach children at a hujra, mosque or other communal place.

References

- Abbasi, N. M. (2013). Impact of terrorism on Pakistan. *Strategic Studies*, 33(2), 33-68.
- Afridi, M., Yousufi, M. and Khan, M. (2014). 'Military Operation as a Response to Terrorism: A Case Study of Malakand Division Pakistan' *Mediterranean Journal of Social Sciences*, 5 (20) Pp. 2000-2007
- Afridi, S. A., & Gul, S. (2018). Pakistan counterinsurgency in Swat: A critical review of literature. *Central Asia (1729-9802)*, (82).
- Ahmad N, Hussain S, Shaheen N. (2020). Internal Displacement: Relationship of mental health and education of children in Swat, Pakistan. *Pak J Med Sci*. 36(5):909-913. doi: <https://doi.org/10.12669/pjms.36.5.1847>
- Ahmad, S., (2012). 'The Taliban and Girls' Education in Pakistan and Afghanistan – With a Case Study of the Situation in the Swat District'. MA diss., Department of Sociology, Lund University.
- Ahsan, N., 2013. *Schools vs. Militants: An Overview of the Situation in KPK and FATA*. Conflict Monitoring Center. Retrieved on January 14, 2024 from: <https://cmcpk.wordpress.com/2013/01/20/schools-vs-militants-an-overview-of-the-situation-in-kpk-and-fata/>
- Ali, N., Ali, M. R. N., &Wajahat, M. J. (2021). Education in Pakistan: Are the Articles 25A and 37 (b) Closing the Gender Gap in KP Province?. *Research Journal of Social Sciences and Economics Review*, 2(1), 30-35.
- Ali, Z. (2012). Funds flowing to tribal areas attract NGOs. *The Daily Dawn*. Retrieved on February 4, 2024 from: <https://www.dawn.com/news/731896/funds-flowing-to-tribal-areas-attract-ngos-2>

- Anderson, A., Hyll-Larsen, P., & Hofmann, J. (2011). The right to education for children in emergencies. *Journal of International Humanitarian Legal Studies*, 2(1), 84-126.
- Ashraf, D. (2015). *Transforming pedagogies: Emerging contexts and texts of teaching learning*. Karachi: Aga Khan University, Institute for Educational Development.
- Asian Development Bank. (2022). *How Female-Friendly Are Workplaces in Urban Pakistan?*. Retrieved on January 26, 2024 from: <https://www.adb.org/publications/female-friendly-workplaces-urban-pakistan>
- Ayesha Gul, Arab Naz, Nasar Khan (2019). Causes and Social Implication of Migration to the Middle East (A Case Study of Village Zarobi/Swabi, Khyber Pakhtunkhwa). *Clinical Social Work and Health Intervention* Volume: 10 Issue, 2 Pages. 43-52. CSWHI 2019; 10(2): 43 – 52; DOI 10.22359/cswhi_10_2_07 © 2019 Clinical Social Work and Health Intervention. <https://clinicalsocialwork.eu/wp-content/uploads/2019/06/7-Gul.pdf>.
- Aziz, S. (2020). Nongovernment Organizations' Role in Providing Quality School Education in Pakistan: The Experiences of CARE Foundation. In *Anticipating and Preparing for Emerging Skills and Jobs: Key Issues, Concerns, and Prospects* (pp. 83-88). Singapore: Springer Singapore.
- Baist, A. (2015). Countering Violent Extremism: Evaluating Pakistan's Counter-Radicalization and De-radicalization Initiatives. *Countering Violent Extremism: Evaluating Pakistan's Counter-Radicalization and De-radicalization Initiatives*
- Behrman, J. & Gonalons-Pons, P. (2020). Women's employment and fertility in global perspective (1960-2015). *Demographic Research* 43(25):707–744.
- Blattman, C., & Annan, J. (2010). The consequences of child soldiering. *The review of economics and statistics*, 92(4), 882-898.
- Bradley, T. (2006) *Challenging the NGOs: Women, Religion and Western Dialogues in India*. London; New York: Tauris Academic Studies.
- Burde, D., Kapit, A., Wahl, R. L., Guven, O., & Skarpeteig, M. I. (2017). Education in emergencies: A review of theory and research. *Review of Educational Research*, 87(3), 619-658.
- Davies, L., (2010). The different faces of education in conflict. *Development* 53 (4),491–497.
- Department of Foreign Affairs and Trade. (2021). *Education in conflict affected and /Or Fragile States*. Australian Government, Department of Foreign Affairs and Trade.
- Durrani, N and Halai, A.(2018). Dynamics of gender justice, conflict and social cohesion: Analysing educational reforms in Pakistan. *International Journal of Educational Development* (2018) 27–39.
- Fennell, S. (2012). Why girls' education rather than gender equality? The strange political economy of PPPs in Pakistan. In *Public Private Partnerships in Education*. Edward Elgar Publishing
- Gallagher, A., Robinson, G., Hughes, J., & Connolly, D. (2019). *Education in conflict-affected areas*. Retrieved on 17/01/2024 from: https://www.britishcouncil.org/sites/default/files/global_education_security_and_stability_report_0319.pdf
- GCPEA, (2014). *Education under Attack 2014*. Global Coalition to Protect Education from Attack, New York.
- Global Education Monitoring Report.(2016). *Education for people and planet: Creating sustainable futures for all*. Retrieved on January 19, 2024 from:

- https://reliefweb.int/report/world/global-education-monitoring-report-2016-education-people-and-planet-creating?gad_source=1&gclid=Cj0KCQiA2KitBhCIARIsAPPMehLV-zT_bSHUI4BRgLOnLKNd8T_4c-Fxkn74hnPAkUnmQYZj4bjO9L4aAs4TEALw_wcB
- Harmer, A., Stoddard, A., & DiDomenico, V. (2011). Aiding education in conflict: The role of international education providers operating in Afghanistan and Pakistan. *Prospects*, 41(2), 205-221.
- Healy, L. (2001) *International Social Work-Professional Action in an Interdependent World*. Oxford: Oxford University Press.
- Hussain, K., Muhiuddin, G., Oad, L., (2021). The influence of parental relationship on students' educational attainment at secondary level in Karachi, Pakistan. *Multicult. Educ.* 7(11), 415–423.
- Jaiswal, S. (2017). Role of Parental Involvement and Some Strategies That Promote Parental Involvement. *Journal of International Academic Research for Multidisciplinary*, 3(2), 95. www.jiarm.com
- Jamal, A and Baldwin, C.(2017). Angels of mercy or smiling western invaders? Community's perception of NGOs in northwest Pakistan. *International Social Work* 2019, Vol. 62(1) 89–104
- Jamal, A. (2015) 'Engaging Men for Gender Justice: Overcoming Barriers to Girls' Education in the Pashtun Tribes of Pakistan', *International Journal of Social Welfare* 24(3): 273–86.
- Jones, A., & Naylor, R. (2014). *The quantitative impact of armed conflict on education: counting the human and financial costs*. http://educationandconflict.org/sites/default/files/publication/CfBT_023_Armed_Conflict_Online.pdf
- Justino, P. (2014). *Barriers to education in conflict-affected countries and policy opportunities*. Background Paper for fixing the broken promise of Education For All. Institute of Development Studies.(UIS/UNICEF, 2015), Montreal: UNESCO Institute for Statistics (UIS).
- Kamat, S. (2003) 'The NGO Phenomenon and Political Culture in the Third World', *Development* 46(1):88–93.
- Khan, M. A., Kanwal, N., & Wang, L. (2018). Violent attacks on education in the tribal areas of Pakistan and the role of NGOs in providing educational services. *Conflict, Security & Development*, 18(2), 113-136.
- Khan, M. A., Kanwal, N., & Wang, L. (2018). Violent attacks on education in the tribal areas of Pakistan and the role of NGOs in providing educational services. *Conflict, Security & Development*, 18(2), 113-136.
- Khan, S. (2015). 'Impact of Armed Conflict on Female Education in Tehsil Matta, Kabal and KhawazaKhela of District Swat, Pakistan' *International Journal of Humanities and Social Science Invention*, 4(12) Pp. 19-31.
- Khan, S. (2020). Women struggle for educational attainment: An analysis of women's education in post conflict era in Swat valley, Pakistan. *Pakistan Journal of Society, Education and Language (PJSEL)*, 7(1), 294-307.
- Khan, Z. A. (2011). Military operations in FATA and PATA. *Strategic Studies*, 31, 129-146.
- Khattak, S. (2018). The War on Terror is a War on Women: The Impact of Terrorism and Counter-Terrorism on Women's Education in Swat, Khyber Pukhtunkhwah (Pakistan). *Journal of*

International Women's Studies, 19(6), 157-177. Available at:
<https://vc.bridgew.edu/jiws/vol19/iss6/10>

- King, E. (2013). *From classrooms to conflict in Rwanda*. Cambridge: Cambridge University Press.
- Lohana, K., Alizai, S. H., & Ahmed, P. (2021). Gender Equality as a Sustainable Development Goal Analytical Study of Gender issues in Pakistan. *Pakistan Journal of International Affairs*, 4(1).684-698
- Manuchehr, T. (2011). Education right of children during war and armed conflicts. *Procedia-Social and Behavioral Sciences*, 15, 302-305. <https://doi.org/10.1016/j.sbspro.2011.03.090>
- Midttun, E. (2000). *Education in emergencies and transition phases: still a right and more of a need*. Norwegian Refugee Council, Oslo.
- Mohsin, Z. (2014) The Crisis of Internally Displaced Persons (IDPs) in the Federally Administered Tribal Areas of Pakistan and their Impact on Pashtun Women, *TIGAH: A Journal of Peace and Development* 2 (3) Pp.92-117.
- Novelli, M., Sayed, Y., (2016). Teachers as agents of sustainable peace, social cohesion and development: theory, practice & evidence. *Educ. Change* 20 (3), 15–37.
- Nygård, H. M. (2017). Achieving the sustainable development agenda: The governance– conflict nexus. *International Area Studies Review*, 20(1), 3-18.
- O'Malley, B. (2011). The longer-term impact of attacks on education on education systems, development and fragility and the implications for policy responses. *Background paper prepared for the Education for All global monitoring report*. Retrieved on February 18, 2024 from: <https://unesdoc.unesco.org/ark:/48223/pf0000191226>
- Orakzai, S. B. (2011). Conflict in the Swat Valley of Pakistan: Pakhtun culture and peace building theory-practice application. *Journal of Peace building & Development*, 6(1), 35- 48.
- Pathania, S. K. (2017). Sustainable development goal: Gender equality for women's empowerment and human rights. *International Journal of research*, 5(4), 1-15.
- Pherali, T. (2019). 'Education and conflict: Emergence, growth and diversification of the field', *Education and Conflict Review*, 2, pp. 7-14.
- Pigozzi, M. (1999). *Education in emergencies and for reconstruction: a developmental approach*. UNICE, New York.
- PILDAT.(2011). *Right to Free and Compulsory Education in Pakistan Enforcement of Article 25-A of the Constitution of Pakistan*. Background Paper, June 2011. Retrieved on January 23, 2024 from: https://schools.punjab.gov.pk/system/files/RighttoFreeandCompulsoryEducationinPakistanBackgroundpaper_0.pdf
- Rahim, N., Ali, H., &Javed, M. (2019). Analysis of Social Impacts of Terrorism and Military Operations in Pakistan in Swat. *Pakistan Languages and Humanities Review*, 3(1), 11-27.
- Rahman, K, Habib, Z., &Kataria, J. R. (2018). Factors Affecting Performance of Primary Schools Teachers in Terrorism Affected Areas: A Case of District Swat. *South Asian Studies* (1026-678X), 33(2).
- Smith, A. (2005). "Education in the twenty-first century: Conflict, reconstruction and reconciliation". *Compare* 35. no. 4 (December): 373-391.

Stoddard, Abby, Adele Harmer, Katherine Haver, Dirk Salomons and Victoria Wheeler (2007) *Cluster Approach Evaluation*, Commissioned by OCHA Evaluation and Studies Section (ESS), November.

Sana Ullah, Arab Naz, Waseem Khan, Basit Ali, Aziz -ul- Hakim (2019). Struggling for Survival: The Intricate Relationship between Poverty & Hiv/Aids In District Dir Lower, Khyber Pakhtunkhwa. *Clinical Social Work and Health Intervention* Volume: 10 Issue, 2 Pages. 101-109. CSWHI 2019; 10(2): 101 – 109; DOI 10.22359/cswhi_10_2_13 © 2019 Clinical Social Work and Health Intervention. <https://clinicalsocialwork.eu/wp-content/uploads/2019/06/13-Ullah.pdf>. **ISI Indexed. Impact Factor: 1.620**

Ullah, A., Khan, K., & Mahmood, H. (2017). Understanding the nexus between conflict, displacement, and schooling: A case study of IDPs in Pakistan. *Asian Journal of Peacebuilding*, 5(1), 155-168.

Ulleberg, I. (2009). *The Role and Impact of NGOs in Capacity Development: From Replacing the State to Reinvigorating Education*, Report, International Institute for Educational Planning, UNESCO, Paris.

UN Refugee Agency (UNHCR) (2015) 'UNHCR Country Operation Report – Pakistan'. Available online at: <http://www.unhcr.org/pages/49e487016.html> (accessed 10 November 2016).

UNESCO (1999). *The right to education: an emergency strategy*. UNESCO, Paris.

UNESCO. (2010). *How does violent conflict impact on individual educational outcomes? The Evidence so far*. Retrieved on February 18, 2024 from: <https://unesdoc.unesco.org/ark:/48223/pf0000190710>

UNESCO. (2015). *Education for all 2000-2015: Achievements and challenges*. Education For All Global Monitoring Report. Paris: UNESCO.

Waseem, M. (2022). *Political conflict in Pakistan*. Oxford University Press.

World Food Program. (2005). *Definition of Emergencies: Policy Issues: Agenda Item 4*. Retrieved on January 20, 2024 from: <https://docustore.wfp.org/stellent/groups/public/documents/eb/wfp043676.pdf>

Zakharia, Z., & Menashy, F. (2020). The emerging role of corporate actors as policymakers in education in emergencies: Evidence from the Syria refugee crisis. *Journal on Education in Emergencies*, 5(2), 40-70.



License [Pakistan Journal of Society, Education and Language \(PJSEL\)](#). This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) 4.0 International.