

**CHILDREN IN CONFLICT: TALIBAN MILITANCY AND ITS
IMPACT ON CHILD EDUCATION IN SWAT**



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ON CHILD EDUCATION IN SWAT**

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DECLARATION

I certify that this research work titled “Children in Conflict: Taliban Militancy and Its Impact on Child Education in Swat” is my own work. The work has not been presented elsewhere for assessment. The material that has been used from other sources it has been properly acknowledged / referred.

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Abstract

The education has significance for the development of any society. Regardless of any gender discrimination, it is the basic right of every individual and is given by the Islam and implemented by the state. The valley of Swat has witnessed the deterioration of the rights by the Taliban militants and they strongly influenced and had impacts on the society of Swat. Taliban have roots in history and they gradually control the region of Swat to exercise the power and authority over the people of Swat. Initially, the society of Swat welcomed the Taliban as Taliban announced that they would implement sharia but with the passage of time Taliban revealed their true face and started brutal activities. Their ideology was contradictory of Islam, state and society; and modern education was un-Islamic and girls' education was banned gradually. The right of education was challenged by the Taliban regime; students had to suffer a lot. Educational infrastructure was destroyed, teachers and parents were threatened by the Taliban; as militants were demanding to comply with their rules, regulations and conditions. The purpose of this study research, to explore the views of people about Taliban, their policies, reaction of people, and government's approach during the conflict, to accomplish the purpose semi-structured interviews were conducted. To understand and to explain the conflict conceptual framework is applied. The research explored that how Taliban militants impacted the education of female in Swat, Khyber Pakhtunkhwa KPK, Pakistan.

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Introduction

This MS research aims to find the condition of education in Swat before conflict, challenges during the conflict and after the conflict the situation and conditions of education in Swat. Swat is a beautiful valley with huge peaks, green fields, and clean ponds made it a famous destination for visitors to look upto statues of ancient Buddha, skiing, hiking and fishing. The Taliban militants' intrusion during the decade of 2000 not just pulverized the visitor business; it released a standard of dread on the neighborhood populace. A key element of the Taliban militancy was a customary assault on individuals accepted of practices that were infringing upon the Taliban's translation of the standards of Islam. The Taliban freely executed inhabitants blamed for wrongdoings and draped their bodies in the busiest square of Mingora, in the capital of area Swat. The escalated conflicts of Swat lead to the destruction of infrastructure and livelihoods of the people which resulted into the problems and severe challenges for the education of the Children of Swat. Their right to get education in the time of conflict was violated; even UN charter ensures the right of education during war time. People of Swat had to leave their houses because there was so much fear and disturbance in their lives. Children of Swat would have problem to get higher education because they had to leave their schools during the conflict. Taliban destroyed the education institutions during conflict; they were of the view that these institutions are not imparting education according to Islamic teachings. That's why they did not spare the children even they were against girls' schools and girls' education.

Background

Taliban took the charge of Swat region that is located in the area of KPK. This brought about severe requirement of the translation about law of Shariah, and a fierce crusade to counter schooling of female children. Female pupils, educators and that supportive young females' schooling in the meantime encountered the effect of numerous abhorrent assaults. After dangers from the militants on female children schooling, around expected 900 public and non-public educational institutes were shut, limiting educational institutes access for more than one lac twenty thousand female children. The Tehreek-e-Taliban Pakistan's (TTP) assault to counter "Malala Yousafzai" in 2012 was legitimized under cases that it was compulsory to murder anybody driving a crusade against Islamic law

and rules. Presently, that young lady has turned out to be worldwide image of the passion of education to change livelihood of children. The boldness of Malala shed a spotlight on the emergencies of education globally, with more than 55 million children of school-going age and more than 200 million children have repudiated an opportunity to attend any educational institute or went through quite a while in school yet not figured out how to examine fundamental sentences.

The story of that brave girl likewise features the hindrances to education looked by a large number of children and youngsters are living in nations and districts influenced by armed clash, in addition to the numerous social and social boundaries looked via female children. New investigation for this report by the “Education for All Global Monitoring Report (EFA–GMR)” on behalf of “Save the Children” demonstrates that of the global network dangers missing the mark regarding its duties to guarantee by 2015 all young ladies and young men getting education, with youngsters have to live in countries which are influenced by dispute most noticeably awful influenced (Elahi, 2015). Approximately more than 45 million children do not get primary and basic education because of the armed dispute in their states. Out of this more than 27% of them are the essential age; the greater number belongs to female children. The amount of dropout students belong to dispute ridden states has expanded from more than 40% of the worldwide aggregate in the last years of 2000’s decade to half in 2011 (Bangash, 2012).

Meanwhile conflict influences children's probabilities of getting a decent quality education from numerous points of view. If administration of a country is fragile, then countries are delicate, over and over again testing however not difficult to give teaching, especially in far, less developed and impoverished regions. Of various instances, dispute leads to a reduction in availability of faculty. The case of “Malala” includes an assault on an education for which 'wrongdoing' was a craving to get education. Be that as it may, assaults on schooling may yield some structures. These are characterized such as some deliberate risk and might be utilization of power coordinated against understudies, educators, and academic work force, otherwise potentially academic organizations, completed for radical, armed, philosophical, partisan, cultural, spiritual or illegal aims. Worldwide information show how assaults on learning are across the board of few continuous disputes. In light of United Nations UN information in 2012, there is

estimation that there were more than of thirty six hundred distinct, reported assaults on education. The amount of recorded assaults on education has expanded as of late. One assault can have a far reaching and generous effect on children's right to education (Fayaz, 2012).

Despite the fact that monetary aid and ensuring education in fight regardless of the effect of dispute on academics, small degrees of philanthropic aid are accommodated academics. That keeps the area of education to react quickly near needs after times of extraordinary dispute as well as reacting with the impacts of assaults on schooling and reestablishing tutoring. In light of new examination completed on behalf of this draft by the “EFA–GMR”, stages of philanthropic grant for schooling are little and are dwindling. Meanwhile to eradicate hurdles for youngsters in dispute-ridden nations to attend the class and as of to know Children and youngsters are leading their lives in battle zones endure numerous hindrances for schooling. The effect of assaults on education is significantly all the more harming in circumstances where learning isn't reestablished, and numerous children opt to otherwise be persuasively enlisted into fortified gatherings. To accompany both sections center around the measure reasons and effect at kids of assaults on schooling.

The assaults on academics occur in straight infringement rights of Humanitarian law especially the right to learn and get education. Numerous assaults add up to an immediate infringement of key arrangements of settled, standard international helpful law. This manages security to regular folks and education organizations in the midst of fight. The “Rome Statute of the International Criminal Court (ICC)” recognizes a progression of intended assaults on academics as an atrocity, assaults on structures committed to education, recruiting children matured under 15, enrolling them or utilizing them to take part effectively in threats, grave demonstrations of sexual viciousness and assaults on regular people and non-military personnel objects.

The “Fourth Geneva Convention” with respect to the “Protection of Civilian Persons in Time of War” denies the focusing of regular citizen entities, underscoring the significance of educational institutions then emergency clinics to the nonmilitary personnel populace, particularly children. Purposely focusing on schools or medical clinics without military need is denied under the general lawful rule that nonmilitary

personnel entities should be recognized from real military objectives and ensured contrary to the outcomes of armed tasks. That is a standard of universal rule, material in all dispute circumstances.

Literature Review

One of the critical assessments of the Children of War in Peace and Conflict studies is that few books and number of articles managing the issue of kids in circumstance of war or raised clash and after the contention. Their issues of wellbeing, assurance, education, arrangement during struggle has been inclined to.

Berstecher and Carr-Hill write in Primary Education and Economic Recession in the Developing World since 1980 that a noteworthy number of the nation's wherein decreasing elementary school admission levels were seen in the 1980s when equipped clashes hit the ground. (Berstecher and Carr-Hill, 1990) Mary Jay Pigozzi writes to learn in Crises and Reconstruction that the privilege to education is in this way observed as authoritative under all conditions and to be ensured in all circumstances, including emergencies and crises coming about because of common hardship and war (Pigozzi, 1998).

In the report of UNESCO which was distributed in 2010, it was shown that throughout the decade to 2008, thirty-five nations experienced armed clash, of which thirty were low pay and lower center financial nations. The normal length of rough conflict scenes in low income nations was twelve years. In struggle influenced poor nations, 28 million offspring of primary school age are out of school 42% of the world aggregate. Children in strife influenced poor nations are twice as liable to pass on before their fifth birthday celebration as kids in other poor nations. Just 79% of youngsters are proficient in strife influenced poor nations, contrasted and 93% in other poor nations. State and non-state gatherings associated with armed clashes are progressively focusing on regular folks and non-military personnel foundation. Schools and school youngsters are broadly seen by warriors as authentic focuses, in clear infringement of worldwide law. More than 43 million individuals are accounted for to have been uprooted for the most part by armed clash, however the genuine number is likely far higher. Outcasts and inside dislodged individuals face significant hindrances to education. In 2008, only 69%

of primary school age displaced person youngsters in UNHCR camps were going to primary school (UNESCO, 2010).

One of the Taliban's primary strategies in setting up Sharia law was through the control of education. Young men were encouraged to go to madrassas rather than government funded schools. Female children over age 9 were prohibited from school inside and out. Requests were issued to close schools. To authorize the boycott, the Taliban besieged schools and compromised the two educators and students. The objectives included both state and tuition based schools, in spite of the fact that young ladies' schools were frequently singled out. Madrassas were not focused on. The bombings more often than not occurred in the night. The bombings started in 2007 and were at first moved in Swat. In late 2007 and all through 2008, the assaults on young ladies' schools spread to neighboring areas, including Dir, Peshawar, Mardan, Charsadda, Bannu, and the innate locales of FATA and North Waziristan. Most occurrences included physical harm or decimation of school structures, in spite of the fact that a couple of additionally had human setbacks. A 2010 UNESCO report depicts episodes happening somewhere in the range of 2007 and 2009 where educators were shot, youngsters were harmed or slaughtered by bombs exploded at schools, and kids were seized from their schools by the Taliban (UNESCO, 2010).

Hassan Abbas composes for Combating Terrorism Center CTC, he composed an article A Profile of Tehrik-I-Taliban I 2008 in which he portrayed that after Pakistan entered the War on Terror, its military started chasing the different aggressor bunches with refuges in the areas along Afghani fringe. In response, somewhere in the range of 2002 and 2007 the different Islamist volunteer armies in the innate regions and abutting districts of KPK joined into the Pakistani Taliban, a definitive objective of the Taliban rebellion is to topple the Pakistani government and force Sharia law. Preceding 2007, the exercises of the revolt were moved in the tough, scantily populated ancestral districts, starting in Waziristan and spreading to Khyber, Orakzai, Kurram, Bajaur, and Mohmand (Abbas, 2008).

Reuters distributed in 2007 that Pakistani Barbers Receive Taliban-style Beard Threat within 7 these regions, the Taliban severely squashed practices that they consider to be unIslamic. Notwithstanding schools, targets incorporated a global guide and

advancement office in Swabi, recorded destinations with Buddhist pictures; video and music shops; and hair parlors, because of their routine with regards to shaving facial hair (Reuters, 2007)

Centre for Public Policy Research published an article in 2009 *Buner, A socio-economic Baseline and Displacement Impact* demonstrated, the impacts of Militancy in District Swat have been very devastating. Almost every field of life has been affected. One of the hard-hit sectors is the education sector. Thousands of Government Schools have been destroyed in the district. Moreover, the volatile law and order situation in the district led to the closure of the schools and thus especially the primary schools which pushed back primary education ratio, as thousands of schools going children remained out of schools for a pretty long time (Control for Public Policy Research, 2009).

Akhtar Amin finished up report in 2008 that 116 female children schools and 56 young males' schools were thrashed or harmed among 2007 and March 2009 in Swat alone (Amin, 2008). Another report was finished up when Kamila Hayat talked with lady in 2009 for IRIS and after that Media reports asserted that the psychological militant assaults brought about significant disturbance to education all through the area, despite the fact that the records give clashing data on the quantity of schools harmed or crushed. For instance, one report asserted that 900 government and tuition based schools were shut, and young ladies' enrolment tumbled from 120,000 of every 2007 to only 50,000 of every 2009 (Hayat, 2009). Another report by Rina Khan with the title Pakistan Rebuilds its Education Network after Taliban are driven out of Swat was distributed in The Guardian in 2012. puts this figure a lot higher, asserting that the Taliban pulverized more than 800 schools all through KPK and more than 400 in Swat alone (Khan, 2012).

Ben Sylla discusses internal displaced individuals in the report which is composed for Education Policy and Data Center in 2010 that because of contention in The Effect of Violent Conflict on the Primary Education in Khyber Pakhthunkhwa that contention between the Pakistan armed force and hostile to government powers in the Federally Administered Tribal - Areas (FATA) has been continuous and originates before the period considered for this examination. In October 2007, a progressive increment in the battling brought about the relocation of an expected 80,000 IDP's, basically into the southern Khyber - Pakhtunkhwa regions of Bannu and D.I. Khan. A

large number of those uprooted by savagery came back to their home territories inside seven days. A second round of battling, started in January 2008, brought about the dislodging of an expected sixty thousand IDP's from FATA, a large number of whom looked for safe house in the Khyber Pakhtunkhwa areas of Tank and Bannu. In spite of the fact that this round of contention finished in February, many uprooted family units did not come back to their home zones until milder climate set in April 2008. Following a while of relative harmony, military tasks continued in November 2008, prodding further relocations into connecting locale in Khyber Pakhtunkhwa. (sylla, 2010).

Objectives of study

This research focus on sufferings of children academically in the conflict, and to address its impact that is so strong it already instigate violence and leading children towards mental health issues no proper infrastructure within Swat and refugee crises have pushed their limits, this research address and might help to resolve these issues and the policies introduced by different organizations, policy makers, practitioners and funds by different organizations, to see if these efforts are going to worth it and the future of these children can be saved.

Like food and a place to live, education is a human right. Each progressive week, month, and year of education that is lost exacerbates the individual, social, and financial expenses exponentially for all time leaving children, families, and groups in an urgent battle for survival. Also, it has affected Swat kids academically a great deal that it appears to be irreversible the harm has been done. Concentration is on future of these children. The general aim of this research is to investigate the effect on education for girls in Swat of armed conflict and militancy. The study's particular aims were as follows:

1. To analyze the roots of Taliban's abhorrence of female education;
2. To understand the nature and scale of assaults on female education during the conflict;
3. And to highlight the violations committed by the parties into the conflict regarding rights of education.

This research will contribute in understanding the dynamics of conflict created by Taliban militancy and their brutal acts of attacking the schools in the Swat valley and how children's basic right to get education was suppressed by the Talibans. They created

fear among them to not send the children to schools. Then how government took over Taliban and with the help of army Taliban regime was toppled down.

Statement of the Problem

Children of war are an issue which is being discussed by the scholars and many international organizations also addressed this issue. The academic challenges of Children of war are an illustrative case. In order to formulate a precise hypothesis different kind of variables are singled out such as dependent, independent and indicators. Hypothesis: Taliban militancy in Swat impeded the children's rights of education

Dependent variables are the impacts on education of Swat children, because these impacts are related to different circumstances and conditions. In every case, these conditions and circumstances are different, and everyone has his own experiences. *Independent Variables* are militancy, and changes in the dynamic of conflict and problems are the *indicators* of the problem. Children are more vulnerable in conflict or war zone but in the case of Swat female children were more vulnerable and it strongly effects their education. These indicators are the tool to measure the variables. Based on variables and indicators, following concise hypothesis is formulated which will guide thorough research for the proposed study.

Research Methodology

The research methodology is very important for research. In Methodology, researcher uses different techniques to find the solution in given research problem. This research followed the qualitative research method and the study will mainly be explanatory and analytical in nature. For the data collection Primary and secondary resources would be used. All issues related to topic will be carefully analyzed. For the selection of books CIPS library would be visited and help would be taken from online books, which would be collected from web sites such as Google Books. Newspaper, scholarly articles and journals would be consulted. Then interviews will be conducted from Students, teachers, NGO's and government officials of Swat, to collect more data and to make my research free from biasness and more credible. These interviews will be semi-structured interviews to get the insight into the impacts of militancy on female education i.e. damages to the female schools, injuries to students, teachers and parents, adverse psychological impacts on the female students of the area and to have a close look at the present state of female

education in District Swat. The collected data will be analyzed in the way; first retrieved data will be paraphrased, summarized and then analyzed with mentioning the source in the references list. Quotation will be used, where needed, with full reference to the author and source. To conduct in-depth the interviews I visited Swat so I interviewed people they shared their experiences and opinions but most of the people were reluctant to give the interviews. They have still fear of Taliban, I visited a school they asked me to write an application for the permission, after two days when I went back to the school they refused because I was told by the principal that this topic is sensitive, we don't want to give any opinion on Taliban and their policies. I visited NGOS they asked me why I chose this topic I had to explain and when I visited department of education that officer was also hesitant to say anything regarding Taliban.

Structure of the Study

The structure give insight about the forthcoming chapters presented, explaining the context of every chapter in this study. Chapter 1 of this thesis will present the "Conceptual framework", consisting different concepts of the theme of the study to design a workable framework for guidance and directing the mode of study. Chapter 2 is "Armed conflict and children right of education" which addresses children of education which entails the details of conflict of different countries in the world. Chapter 3 is "Taliban militancy in Swat" which will discuss about the origin of Taliban and their impact on Swat. Chapter 4 is "Taliban militancy and its impact on child education" in this chapter Taliban actions and respondent reactions will be discussed, this chapter will further proceed with the finding and conclusion.

Chapter One

Conceptual Framework

The “Conceptual framework” is the most explanatory framework the investigator thinks the accepted development of the phenomena for exploring (Camp, 2001). It is interconnected through the notions, experimental study and significant theories used in endorsing and syncing the information adopted by the research scholar (Peshkin, 1993). It is the research scholar’s description of by what means the research gap and purpose would be discovered. A “conceptual framework” grants a cohesive approach to observe the gap to be discovered (Liehr & Smith, 1999). The numerical viewpoint suggests, the “conceptual framework” defines a link among the significant ideas of a research. This is organized in a reasonable arrangement to help deliver an insight of by what method concepts in a research link to each other (Grant & Osanloo, 2014). It shows remarkably how the investigator plans to perform in a research study the course of activities (Dixon, Gulliver & Gibbon, 2001). It is less hard for the observers to simply define and clarify the thoughts within the research problem through a conceptual framework (Luse, Mennecke & Townsend, 2012).

In study research the significance of Conceptual Framework cannot be disregarded. The conceptual framework suggests much assistance to a study. For example, it supports the researcher in classifying and creating common perception on the phenomena to be examined (Grant & Osanloo, 2014). That is the easiest technique over which a scholar explained declared solutions to the problem has distinct (Liehr & Smith, 1999; Akintoye, 2015). It stresses the reasons behind a study subject, how a researcher accepts and disagrees with the statements of a researcher, and how the researcher conceptually justifies his strategy to explore the problem (Evans, 2007). Akintoye (2015) suggests that the “Conceptual framework” is widely utilized by scholars if present theories cannot be practice or adequate to generate a strong arrangement for the research. The research is about Taliban militancy and its impacts on children education in Swat. To understand this research in a better way, it is important to identify the key concepts of this research. These are ‘militancy’ and ‘Children education’ militancy is an independent variable, while Children Education is dependent variable because education is affected by

the armed conflict. For this research conceptual framework is required which is grounded on militancy and its impact on children rights specifically education.

1.1 Militancy

Militancy is violent demonstration of a congregation or associations backup some aggressive purpose dependent on a self-made motivation. The depiction of the militancy is the hostility and the activist is the person who is engaged with a belligerent demonstration (Khan, 2005). Militancy is the appearance of unfulfilled desires that are made under despotism are tyranny, which may some way or another be provided food gently under a democratic form of government (Bobbitt, 2002). There are numerous viewpoints and periods of militancy. The militancy might be radicalized by the extremist, indigenous or dogmatic. At any rate the militancy is a statement of disdain in contradiction of the aberrations and hardship made and produced by the framework. On account of those hardship, such actors urged to advance their rebel extreme motivation with coercive methods. Next to this, these aggressor components firmly dismiss the present authoritative request and lawful arrangement too. Subsequently, the situation from these circumstances is then known as insurrection. (Rashid, 2013) Most common militancy is found in religious domain. There is no religious conviction of the world supports ferocity and militancy. Indeed, religious militancy is a push to advance the motivation for the sake of a specific faction (Rizvi, 2005; Malik, 2008). All these militant and dread trends are prevalent in the naive and creative globe, whose structure does not allow collaborative political system to create political norms. The procedure of political amalgamation and intrigue explanation is somewhat missing from such social orders, that is the reason ethnic and nonconformist components found their approach to brutal exercises. Likewise Pakistan, incorporates into the rundown of such countries. That is the reason a large portion of types of militancy can be found in Pakistan. When this group of militancy engaged in a conflict it becomes internal conflict which is known as “Non-International armed conflict” in legal manners.

1.2 Non-international armed conflict

“Non-international armed conflict” is a concept in international law which has risen out common article 3 is substantially diverse from that which state exercise assumes in customary international law. It is a legal term for internal conflict which is used in

international law. Only 'War' circumstances regarded applicable to the conduct of hostilities in international law. The "Geneva Conventions of 1949" the term 'armed conflict' was used than 'war' to give an extension "Non-international armed conflict" is a concept in international law which has risen out common article 3 is substantially diverse from that which state exercise assumes in customary international law. It is a legal term for internal conflict which is used in international law. Only 'War' circumstances regarded applicable to the conduct of hostilities in international law. The "Geneva Conventions of 1949" the term 'armed conflict' was used than 'war' to give an extensive prerequisite for International Humanitarian Law implementaions to IHL to prevent the criticism.

The Commentary on the First Conventions of 1949 by the International Red Cross Committee ICRC emphasized the uncertain significance of armed conflict: the meaning 'armed conflict', remains to be established. (Vite, 2009). It was intentional to replace the phrase with the term 'war' is far more common. It might be argued legitimate meaning of war almost endlessly. When country commits another country's aggressive act, it may continuously claim that it does not wage war, nonetheless then again solely engages about the security and protection activities or acts in legal in legal self-defense. This is made less easy by the expression 'armed conflict'.

In particular, the IHL's vital instruments, for example the Additional Protocols of 1977 and the 1949 Geneva Convention, set out which rules are applicable in which type of military conflicts. Under the Geneva Convention common article 2, shall for all instances of conflict or military struggle between two or more High Contracting Parties extend to global dispute regulations and total or partial annexation. (Bartel, 2009)' Furthermore, the "International Criminal Tribunal for former Yugoslavia (ICTY)" in 1995 laid down in judgment of Tadic that armed conflicts are considered to be armed conflicts between countries or among prolonged arm conflict between governments and structured arm groups or among them (Cullen, 2009).

This text addresses the IACs and NIACs and was used by many to describe the circumstances as an armed conflict but the two types of conflict are not clearly distinguished. Common Article 3 sets minimum humanitarian rules for 'armed conflict' without defining what is meant being assumed by this word, but not of a universal

character'. Protocol II later developed more detailed minimum standards of than convention or 'mini convention' due to the need of improving the protection NIAC victims (Pictet, 1960). Despite the dealing specifically with the Protocol two do not define either the term "Non-international Armed Conflict" or the scope of application to conflicts: this shall be held between his armed forces, dissenting fortified militaries and other systematized military factions, in the borders of a large contributor to the Party, who control practice of a certain part of their land and are accountable in the exercise of such control that they are able to carry out and implement sustainable, coordinated military operations (Additional Protocol)

The various forms in which the conflict type has been described above, using ' within a State, ' ' in one large contributor to the Party ' territory, ' ' in the area of a large Contributor Party, ' and ' in a single State territory, ' are all restrictive; some appear to be more restrictive than others, such as ' a single State ' (' a State') (Hill-Cawthorne, 2012). In the absence of a formal definition provided for in the Treaty, what should now be regarded as an IAC or a NIAC and therefore what establishes a difference between the two kinds seems reasonably clear. In spite of the absence of a formal treaty definition, what is now an IAC or an NIAC, and thus what establishes the difference between the two different kinds, seems to be reasonably clear.

The victims of "Non-international armed conflict" should be safeguarded from a humanitarian standpoint by the same standards as the victims of international armed conflict. Similarly problems arise and require same protection. Certainly, in both cases, the "enemy" arrests and detains civilians and combatants, civil people are displaced forcibly, they must be flee or fall under the control of their enemy in the places in which they live (Oberleitner, 2015). The attacks on cities and villages are being launched, the food supply must cross the forefront and the same weapons are being used. In addition, the application of different protective rules in worldwide and "Non-international armed conflicts" requires humanitarian actors and victims to classify conflict before citing such rules. It could be difficult theoretically and always sensitive politically.

1.3 Children's right of Education

The notion of Children's right of education in international gets perceived in "Universal Declaration of Human Rights UDHR 1948". There are various international law

apparatuses guarantee everybody's educational rights. This guideline is installed in "Article 26" of the "Universal Declaration of Human Rights UDHR" which states: Firstly, that each individual is qualified for get free education. At any rate in essential and crucial stages, education will be free (Spring 2000). The basic education is mandatory. Specialized and professional preparing are made accessible by and large and advanced education is available to all similarly on a legitimacy premise. Also Education is gone for completely building up the human character and improving the regard of opportunity of articulation and fundamental human rights. Education supports thankfulness, compassion, love between all states, religious or ethnic gatherings, and it will advance progressively United Nations peacekeeping exercises. At that point in 1966 a goals was embraced by General Assembly International Covenant on Economic, Social and Cultural Rights likewise comprise of Regulations on the right to education. At that point in "1989 Convention on the Rights of the Child" (CRC) was embraced and is additionally guarantees and it makes states required to ensure the essential right to the education. Under "article 28 of the Convention on the Rights of the Child 1989", delineates the right of the children's education (Lundy, 2012). This Resolution identifies the rights of each single kid to get free essential educating and progresses the advancement of reasonable and accessible auxiliary education. Education's importance isn't just valuable: it is a gifted, keen and energetic child, ready to travel openly and as a rule. Additionally, the entry to education is an opening that gives individuals a key to self-development and gives him intensity to settle decision. The right to get education encourages nationalism and gives them a key to development.

Indeed, providing education to children and families in the midst of emergency can be even more significant. In the war or post-conflict nations, unfortunately, real difficulties must be survived if education frameworks are to be kept up. Various measures to safeguard and secure children influenced by war are desperately required. The profitable commitment that education can add to compromise, harmony and peace in a capable way ought not to be overlooked.

A significant number of states in the 1980s were influenced by arm conflict in which declining rates for elementary school enlistment were observed. In the most recent decade, armed conflict has been one of the extraordinary difficulties to the

accomplishment by the worldwide network of Education for All EFA, settled in 1990 at Jomtien, Thailand. The annihilation or shutting of the educational infrastructure, the displacing of individuals, teachers and children to lose their education. Often during “armed conflict” schools and educators are intentional targets. During “armed conflict” the dislodged children have inadequate tutoring offices. The assurance of the education right during equipped clash is critical to perceive the essentialness of constant education in outfitted clash circumstances. (Roger, 2002), Education and tutoring in time of contention are today basic to conduct encouraging which can help children and their families to ensure themselves.

The resolutions of 1261 of 25 August 1999 of Security Council restricted ' attacks on internationally ensured elements, for example, places where children, for example, schools, are normally present and called upon ' to end such practices by all gatherings concerned '. Nations should verify "harmony halls" in which children are sheltered from conflicts that annihilate their countries. International philanthropic enactment secures right to get education of children in armed conflict situations (Dowd-Beck, 1989). The Article 24 of “Fourth Geneva Convention” in respect to the “Protection of Civilian Persons in Time of War, of 12 August 1949” improves not just the legitimate structure for education security in armed conflicts, yet accommodates specific circumstances also. This law gives the rights of education to stranded and helpless children to be taught (Article 24, Fourth Geneva Convention in accordance with the Protection of Civilian Persons in Time of War, of 12 August 1949), education of children during “Non-international armed conflicts” (Art. 4(3)(a), Protocol extra to the “Geneva Conventions of 12 August 1949”, and identifying with the “Protection of Victims of Non-International Armed Conflicts (Protocol II), 8 June 1977”). Noticeably, International Humanitarian Law IHL contributed really taking shape of the legitimate structure for the insurance of education in the circumstance of crisis and emergency (Education in Situations of Emergency and Crisis, 1999). In this manner, the right to education is viewed as required and ensured under all circumstances, even in instances of common struggle and war emergency or crisis. Having schools opened up or revived is an approach to keep up and restore typical every day schedule life, and console the children

and their folks, schools. The confirmations in school touches off an expectation and individuals see it as a signal light for the future (machel, 46).

Notwithstanding improving the human rights enactment to shield educational access in instances of armed debates, the meaning of the substance of essential education depends on humanitarian international law. (Tawil, 2000). The Humanitarian law education isn't explicitly concerned about harmony, resilience, regular comprehension, and safeguard proportions of viciousness or conflict goals. It manages good issues straightforwardly connected to the all-inclusive human experience of the armed conflict.

1.4 Armed conflict and education

With regards to the more extensive issue of the effect of conflict as a rule on educational deprivation or counteractive action, the risk to education from assaults ought to be seen. Around over portion of the children worldwide are not at grade school in conflict nations, for example, and more than 50% of the children in remote countryside regions, where conflicts can flourish, are normal in "failing" states (Cahill, 2010). The long term impacts of focused ambushes on education are all things considered substantive, mental and important and make a commitment to educational defenselessness, state delicacy and blockage to movement when assaults proceed for extensive stretches. The genuine impact of the surprise attack contains loss of human life, mischief to or hijacking of students, workforce and staff and harm to structures and offices most ordinarily because of the discharge, bombarding, shelling, mileage or war of structures or transportation. The impact often goes a long ways past the first goal, since dread of extra assaults implies that entire schools incidentally close or teachers and understudies stay at home briefly. For instance, on 18 June 2007, following seven days of shooting and besieging at schools, teachers and security laborers ' teachers, the Thai Prime Minister requested every one of the 700 schools in the third most southern areas to close inconclusively. In nations most influenced by educational assaults, there have been numerous instances of these impacts.

Assaults on schools can bring about teachers deserting their work or escaping the territory or even the nation. The Zimbabwe Teachers Association assessed that over the most recent ten years 20,000 teachers have left the nation, attributable to a blend of impediment education and political pressure, including attacks on teachers and the misuse the use of schools. In Thailand's three southernmost locales, schools hit by offensive

assaults and besieging and teachers' focused on killings since 2004. Six hundred school personnel mentioned moves from the territory due to wellbeing issues in January 2008. Proceeding with assaults on teachers and schools can likewise keep teachers from turning into an educator. Teachers and understudies in Sierra Leone, for instance, have would not go to an internationally eminent instructor preparing school, which has been liable to successive strikes.

Proceeded with assaults can prompt the shutdown of numerous schools for one year or a couple of years or to the withdrawal of huge numbers from school. In 2007-2008, the Afghan Independent Commissioner of Human Rights expressed that there was a decline in young girls and young boy's participation by 8 percent, which it expressed "is presumably connected with expanding instability and particularly with dangers and attacks against schools and families that send children there." At the finish of the conflict a few children happened to miss 2 to 3 years ' school in Sierra Leone and an entire educational year was as far as anyone knows lost in 1 year. After six years, around one child out of three essential schoolchildren still did not go to class in light of the fact that the framework and different elements were decimated (WORLD BANK, 2007).

This is one of the most generally detailed elements that impact education frameworks after some time. The greater part of the education offices in Sierra Leone were pulverized. Three years after the conflict, 60% of grade schools finished, with 40% as yet experiencing real restoration or reconstructing. It is obscure how long during the ten-year war these equivalent schools were influenced. It might be that, both during and after the conflict, an enormous number stayed harmed or pulverized for quite a while. (World Bank, 2007) The military authorization of the general monetary bar of Gaza couldn't fix educational foundations in Gaza that were harmed or demolished by Israeli military assaults at the turn of 2008-2009. In that manner, the utilization of power was to hinder the right to a quality education and was an infringement of education, inasmuch as this prevented the supply of structure material for an authentic fix and speculation of educational offices. At any rate 280 schools, including 18 that have been completely thrashed, were influenced by OCHA in the conflict.

1.5 Female Children Education in Armed Conflicts

For several years it has perceived that patriarchy and socio-economic conditions affected female's education in developing countries, and male schooling was provided priority (Azhar, 2009). The discrimination on the basis of gender in the new culture and masculine existence of society have been supported by education. In any case, new key problems of women safety in education were addressed in modern times, where education is at risk, especially females' education, in areas of conflict. Up to January 2013, in Syria approximately 4000 female children educational infrastructure was wrecked, involved, or utilized for objectives rather than to get education (Martinez, 2013). Likewise, in Afghanistan, more than 200 female children educational infrastructure was demolished, influencing more than fifty thousand female children that they presently have no appearance to schooling (Martinez, 2013). Research of females living in the circumstances of war and conflict is a rising field of study, yet there are for all intents and purposes couple of observational evaluated considers on the issue in Pukhtunkhwah (Bari, 2010).

There was an extreme decrease of enlistment of female children when contrasted with male children in state elementary educational institutes of Pukhtunkhwah during the decade of 2000 (Ahmad, 2012). Belligerency in FATA (Federally Administered Tribal Areas) annihilated more than 450 educational foundations with separate dropout paces of 62% and 76% (Naqvi et al., 2012).

Not many researchers paid attention on female lives during war in Muslim social orders; significant discussions between until now under-exploited vital, economic, moral, and lawful approaches, going along with them to reconsider how states can best react to violence with an attention on the security of ladies and kids in the regions of conflict (Burke, 2010). There are certain reasons war and conflict are considered 'men's matter of fact's while most of deaths, displaced female (Lorentzen and Turpin, 1998). Additionally, both war and the war on terror are synonymous with a war on women on the grounds that their rights and respect are misused (Lee-Koo, 2010). The females of Afghanistan and Iraq who confronted (and are confronting) fear, inappropriate behavior, and aggressive behavior at home, since absence of schooling in folks firmly monitor their gendered personalities. Thus, during the war, less than hundred Iraqi ladies lost their

husbands each day and are bound to move toward becoming casualties of respect violations or dealing, deprived of education, and devastated (LeeKoo, 2010). After the war of Gulf, the enrolment pace of female children in schools dropped about 90 percent in the mid-1980s and seventy percent during the 1990s (Kirk, 2003). The basic women's activist security examines investigation unwraps confusion about the war contending that it is a obliteration and exploitation of females' lives at war and can't get synchronization the world (Lee-Koo's, 2010). In spite of the fact that, (Kirk, 2003) contends by referencing Smith and Vaux (2002) that

“There are no clear causal linkages between lack neither of education and conflict nor between conflict, gender and education, as girls are disproportionately represented within the numbers of out of school children in conflict and post-conflict situations, understanding the linkages between gender, education and conflict is an important Education For All issue. It is also a human rights issue, and more specifically a women’s and girls’ rights issue”.

Female ceased their education while living with injury, dread of annihilation, murdering, and disordered recollections of impacting and shelling. Additionally, during conflicts in Kosovo, Sudan, and the Democratic Republic of Congo, young ladies were avoided schools due to their dread of physical, sexual, passionate, and mental maltreatment (Kirk, 2003). In Northern Uganda, individuals got their little girls wedded to the local army for the security of their families' respect, little girls, and themselves (Kirk, 2003).

Philosophies of war and conflict have constantly affected ladies adversely; sex encounters differ from society to society and culture to culture (Bari, 2010) and (Kirk, 2003). Conflicts add to the intensifying of sex enrolment with regards to female children when contrasted with male children on account of the risk to their sexual weakness and respect. In Rwanda, more than sixty percent of teachers fled or were murdered (Bush and Saltarelli, 2000). Absence of wellbeing, safety and security detained them or constrained to change their region. Therefore, the terms against war, hostile to militarism, and harmony developments can be best tended to by mainstreaming sexual orientation and ladies' dynamic jobs in the reclamation of harmony, equity, and democratic system (Cockburn, 2012).

Inhumanity against females, regardless of whether it is in the family unit or because of war, is a fundamental worldview for women's activist harmony and conflict scholars, which 'is symptomatic for women's activist investigations, the scrutinizing of regulating benchmarks is grounded in ladies' epistemology' (Weber, 2006). Since the system of quieting is often utilized against ladies in conflict zones far and wide, it is essential to disperse unreported ladies' learning and encounters, on the grounds that:

“Feminist Peace and Conflict Theory reflects on the need of visibility of women in conflicts and has led to a broader understanding of security issues. It introduced the interconnectedness of all forms of violence: domestic, societal, state based and inter-state and its gendered dimension. It critically discussed the collaboration of the ‘Beautiful Soul’ (Elshtain, 1987) in the machinery of violence. The slogan of the Western nineteen-sixty’ women’s movement: ‘The personal is political’ can still be seen as the common ground for feminist peace and conflict theory to transform normative legitimization of the use of violence”. (Weber, 2006)

We have to consider progressively normal contentions rather than significant perspectives for war and conflict activities by forceful, dynamic men, who are depicted as issue producers or makers of war, conflicts, and obliterations; while ladies in the aloof or compliant jobs are constantly depicted as sufferers or casualties of those conflicts, this is a prevailing contention of women's activist harmony and conflict philosophy (Betty Reardon, 1985) and (Carol Pateman, 1988).

Additionally, "Feminist Peace and conflict theory" overwhelmingly center ladies calming their individual encounters through war and conflict. "Feminist Peace and conflict theory "underwrites bigger measures to discourse security worries for ladies since issues of sexual orientation or viciousness against ladies, for example, wedding, cultural, and state and interstate brutality, all have scopes of gendered (weber, 2006). Moreover, feminists’ peace and conflict theory may help to bring more gendered peace and stability in Swat.

Chapter Two

Armed Conflict and Children's Rights of Education

Least Age had the essential in the interim; the United Nation's 1976 International Covenant on Economic, Social, and Cultural Rights (ICESCR) officially perceived the positive commitment of states to furnish their residents with fundamental administrations, for example, education and medicinal services. This spoke to a move from earlier rights settlements on the grounds that, for a state to conform to it, it was lacking for the state to quit accomplishing something awful, for example, torment (Rubenstein, 2004). The bargain went further, expecting states to attempt "deliberate, objective, well-arranged strides forward to back and assemble lodging, wellbeing facilities, and schools" (Rubenstein 2004). Albeit most nations on the planet have confirmed the ICESCR, it keeps on being questionable, and there is contradiction about how to best execute it (Roth 2004; Ruben-stein 2004).

The patterns toward securing children and perceiving economic rights met up in the United Nation's 1989 Convention on the Rights of the Child (the CRC). The CRC is a general record. It incorporates about 40 substantive areas, each distinguishing a classification of child rights. For instance, the Convention commits states to guarantee the survival and improvement of children (Section 6[2]). It expects states to decrease newborn child and child mortality and to protect that all children approach social insurance (Section 24). It expects states to make essential education obligatory and free, to make auxiliary and advanced education available to all, and to energize school participation and decrease drop-out rates (Section 28). As far as child work, the CRC perceives "the right of the child to be shielded from economic abuse and from playing out any work that is probably going to be unsafe or to meddle with the child's education" (Section 32[1]). The Convention gives children the right to a name from birth (Section 7[1]), the right to free articulation (Section 13[1]) and affiliation (Section 15[1]), and the right to rest and recreation (Section 31[1]).

The CRC, marked by everything except two nations on the planet, implies that child rights are human rights, at any rate as far as international law. Nevertheless, child rights are somehow or another not the same as different rights, and this is probably going to influence their execution. The CRC is exceptional in light of the fact that it

incorporates both common/political rights and social/economic/social rights. As for common and political rights, these rights have customarily been accessible to children just in a roundabout way through their folks. For instance, it is generally concurred that states ought to permit grown-ups religious opportunity. There is without a doubt less agreement that states should bolster minor children in the free exercise of a religion (given this might be inconsistent with the convictions of guardians), in spite of this arrangement in the generally confirmed CRC. While both free-religion standards are cherished in international law, the child rights guideline is increasingly open to challenge. Social, economic, and social rights are to some degree disputable all by themselves, as noted above, despite the fact that there has all the earmarks of being to a greater degree an agreement to give them to children than to give them to grown-ups. (Consider the quantity of nations that have approved the CRC [192] versus the ICESCR [149].) Even the individuals who bolster economic rights recognize that they put a colossal weight on governments, particularly in less fortunate states (Rudra, 2002). At last, a few rights in the CRC, for example, the right to put education in front of work and the right to have a name during childbirth are seen as socially one-sided (White, 2002).

The topic of why such a significant number of nations confirmed the CRC in spite of these discussions is an intriguing one however is a theme for another examination. As far as the investigation here, the significant point is that the one of a kind character of child rights may incite nations to overlook or make light of their CRC responsibilities. Marta Santos Pais (1999), chief of Evaluation, Policy, and Planning at UNICEF, bunches the horde rights in the CRC into four classifications (survival and improvement rights; rights against separation; rights to have best advantages considered; and rights to self-articulation and interest). For the time being, the United Nations and its partnered associations allocated the most astounding need to the first of these, child survival and advancement (United Nations 1990). On the off chance that fruitful execution of the CRC is happening, child survival and improvement rights like education is consequently the region where advancement ought to be generally clear. Going to another part of contemporary globalization, neo-liberal economic arrangements grew freely of child rights talks.

The previous decade saw a developing anxiety that a large number of the world's out-of-younger students are arranged in Conflict Affected Contexts (CACs) and that accomplishing the EFA targets and the educational MDGs are subject to tending to educational access and quality in such settings (Novelli and Smith 2011, pp. 6–8). This affirmation that conflict introduces a danger to children's entrance to tutoring, nonetheless, is anything but another one. At the point when the international network gathered in Dakar in 2000 to survey worldwide advancement against the 1990 EFA targets, it was concurred that more noteworthy concentration and consideration should have been given by the international network to settings influenced by conflict and catastrophe. While notice was made of this in the primary content of the Dakar Framework for Action, there was no unmistakable feeling of what extra responsibility ought to or would be expected to address the test of educational arrangement in conflict-influenced states, and none of the six EFA objectives made express the issue of conflict in the objectives that were set (Smith and Vaux 2003). After ten years, the 2011 GMR repeated that with under five years left to 2015, it was conflict-influenced states that stayed most off-track to accomplishing a large portion of the EFA objectives (UNESCO 2011).

A few clarifications are behind this circumstance. National governments have neglected to enough ensure education frameworks, including understudies and teachers, from assault. This can bring about critical decreases in the gifted instructor workforce the same number of let their positions alone for worry for their own security. In the result of conflict, this often prompts a lack of qualified teachers provoking an administration's capacity to guarantee that all children get an education that is both available and of value (Save the Children 2013).

Also, generally low degrees of philanthropic financing keep on being allotted for education in crisis circumstances regardless of the way that conflicts today are increasingly extended and influence more prominent parts of the regular citizen populace than in decades earlier. As indicated by UNESCO (2013), while the worldwide education network has been mentioning 4 percent of compassionate guide to be designated to education, the real offer has declined from 2.2 percent in 2009 to just 1.4 percent in 2012.

This decay stands out from an awkward reality where helpful emergencies are on the ascent in different pieces of the world.

Disturbing figures from UNHCR toward the finish of 2012 proposes that there were 15.4 million displaced people internationally, with the dominant part 'escaping to neighboring creating nations, whose education frameworks are as of now frail and face constrained ability to help new populaces' (UNESCO 2013, p. 2). At the season of composing, this was what was happening in Syria, where an expected 2 million children have dropped out of school because of uprooting and viciousness brought about by the progressing common war in the nation. In excess of a million children have fled to neighboring nations where they are thinking that its hard to get to education (UNICEF 2013). What is unexpected about the circumstance is that Syria's neighbors have contributed straightforwardly and by implication to the current conflict yet at the same time have neglected to give a strong reaction to the helpful emergency in education that has come about. Given the long haul nature of the Syrian emergency, a local reaction is progressively important to guarantee that these outcast children approach an education framework that perceives their earlier learning, gives continuous educational help and guarantees that they leave with capabilities that are transferrable (UNICEF 2013).

If one somehow managed to utilize the UN Special Rapporteur Tomaševski's (2003) definition on the right to education which incorporates the reason that education must be accessible, available, adequate and versatile to all there would be millions additional children who are viably avoided from tutoring in conflict-ridden social orders by the structure, capacity and reason tutoring takes in the setting they live in. This is especially concerning given that the UN Resolutions on the Right of the Children (1989, Art 29.1) distinguishes that education ought to rather, set up all children for 'capable living style in a just and impartial society in the presence of acceptance, congruence, confrontation, free of discrimination based on race, religion, national and gender, fellowship among all people groups, and general public of ethnic inception'.

Accordingly, the previous decade has seen an expanding level of international promotion and consideration given to the critical of supporting education in conflict-influenced settings. For instance, backing systems, for example, the "International Network for Education in Emergencies (INEE)" have emerged and delivered rules for

arrangement of education in circumstances of conflict and fiasco; international NGOs, for example, Save the Children have made children influenced by conflict a key worry of their activity and promotion work, and subsidizing bodies, for example, The Global Partnership for Education (GPE), have focused on help to conflict-influenced states with the expectation that education can 'advance harmony building and conflict moderation, and cultivate economic development' in such contexts. These on-screen characters have additionally propelled crusades, for example, the Education Cannot Wait activity (September 2012) to fortify the basis for education arrangement in CACs from a rights-based methodology, expressing: Access to quality education and learning be it through formal tutoring or elective education openings helps manufacture flexibility for children and youth and gives them dependability, structure, and trust later on. In addition, safe education spaces give security from misuse and mischief, particularly for young ladies. The arrangement of impartial quality education and interest in teachers are significant conditions for nations to recoup from crisis. Therefore, dialogs on the post-2015 plan for education has given explicit concentration to the effect of conflict on education and recommended that focused consideration be given to this sub-populace of the worldwide network (Shah 2013).

Conflict impacts education in several ways. Utmost terribly, that outcomes in pupil, educators and other employees being killed or displaced. For example, Rwandan Mass massacre killed or emigrated more than half of educators in elementary and primary institutions. (Buckland, 2005). The severe cases were examples of Cambodia and Somalia. In the early 1970s, there were no ready or qualified experts in Cambodia's educational system (Buckland, 2005). Country breakdown and focused attacks on the system of education in Somalia are founding the national academic context to a conclusion (Abdi 1998). Conflict and battle additionally often demolish and harm academic institutions and structure. According to the report of World Bank, that clash was the cause in Bosnia and Herzegovina, half of its education infrastructure needed fix or else reproduction (Buckland 2005). Additionally, in Mozambique more than fifty percent of elementary educational institutes were forced to shut or demolished because of it's prolong internal conflict (Brück, 1997). In Iraq the degree of demolition has been significantly greater, more than eighty percent (Buckland, 2005). Educational institutions

and other likewise places are often unequivocal focuses throughout times of fortified clash.

In *Education Under Attack*, UNESCO reports that "education has been assaulted in at any rate 31 nations in Africa, Asia, Europe and Latin America in the course of recent years" (2010b). Afghanistan is one of the burdened nations, which saw an emotional increment in assaults on educational institutions, from more than 240 out of 2007 to more than 650 of every 2008 (UNESCO 2010b, 43). A significant figure of the nations where academics endured an onslaught are incorporated into this research study: Afghanistan, Cambodia, Rwanda, Somalia, Sierra Leone and Mozambique. Too, fortified clash brings about diminished admittance to class, anticipating the inaugural of educational institutions, undermining safety of children whereas making attendance to class and going to class, and expanding educator non-attendance. Access issues are additionally basic for exile or inside uprooted children, who may come up short on the suitable credentials or linguistic aptitudes to partake in modern educational institutions (Shemyakina, 2006). On behalf of youngsters go to class, an armed clash may negatively affect educational accomplishment, and increases the number of pupils who left the schools and decreasing academic survival rates because of relocation, armed enrollment or monetary suffering. Academic fulfillment past essential endures the most during conflict, maybe because of the more prominent specialization required for these levels, just as the improved probability aimed at adolescence association in the armed, labor force or wedding (Shemyakina, 2006). Nature of academics likewise endures because of deficiencies in essential necessities, for example, nourishment and educational institutions resources, particularly in zones circumscribing the fight that might encounter a flood of evacuee or inside dislodged pupils. By means of is over and over fortified clash (Shemyakina, 2006).

2.1 Case of Cambodia

Cambodia was well-known in the imperialism of Indo-china before 1969 for its scholastic framework, with qualified educators, new facilities and local institution of higher education (Nicolai, 2008). The internal conflict and the resulting system of Khmer Rouge structure devastated this wonderful accomplishment and the system of "Maoist" way of thinking explicitly focused on the elite, both regarding human framework, for

example, teachers and researchers, and physical educational framework at the time. Be that as it may, it is probable that this expansion is because of accomplices' finishing school after the system of Khmer Rouge. Generally speaking there is very nearly an entire year distinction in educational accomplishment between school going children prior to the "Khmer Rouge" clash and students who were enough mature to attend school throughout the fortified clash time frame.

In comparison with percentage of fifty the women in the pre-Khmer Rouge era, mostly under the percentage of forty of the women who were of a school age are regarded as educated and intelligent. It was likewise a minor reduction in the proficiency pace of females that were school-matured in the era of 1990s, despite of fact that the reduction of students was not as solid as it was in the Khmer Rouge era. This is theorized as this accomplice might be escaped children of Khmer Rouge .

2.2 Case of Afghanistan

Afghanistan has confronted three many years of about consistent war from the time when the start of the Soviet Union launched war against Aghanistan in 1970's. The conflict and strict academic strategies of the Taliban system (1996-2001) crushed the scholastic structure of the nation. While fundamental education in 1964 was formally compulsory and affordable, it was not far reaching that approach. (UNESCO 1999a). Education in Afghanistan has worsened considerably further in the Taliban regime. Females remained restricted from education and every one of female children schools were efficiently shut in 2000 (Marsden 1998, 89). There has been a gigantic increment in enrolment for the two young men and female children after the end of Taliban regime. In 2008, the largest school population in Afghanistan's past has experienced more than 6 million kids, along with around 5 million at the fundamental education degree. That accomplishment was considerably progressively surprising if an individual thinks about that in the post-Taliban era in 2001, the number was around 770,000 schoolchildren were enrolled in elementary school (UIS 2010). Anyway that expansion in registration of schools has put a noteworthy mark on Afghanistan's as of now weak educational foundation. The Ministry of Education assessed in 2002 that only around 26% of Afghan schools as "usable" and only half of educational institutions actually were having structure. (Nicolai 2008, 105). Significant wellbeing concerns continue for pupils, also educators in educational

institutions of Afghanistan. An international philanthropic organization expresses that between January 2006 and December 2008, there were roughly 1,150 assaults on education framework, work force and students, as well as “the damaging or destruction of schools by arson, grenades, mines and rockets; threats to teachers and officials delivered by ‘night letters’ or verbally; the killing of students, teachers and other education staff; and looting” (UNESCO 2010b).

Arrangements of the Taliban make gender an especially significant focal point of consideration. In 1978 before the war in Afghanistan, Afghanistan's masculine populous extended for at least one year, broadening the gap between male and females until the beginning of the war in Afghanistan. The part of students with any official schooling remained static after this period, and also marginally expanding for specific mates all through the conflict time frame. In Afghanistan Females continue throughout before conflict and war phases without proper schooling. Be that as it may, it was a reasonable change post 2001, when the extent of those with any formal teaching for the two ladies and males starts to increase drastically. In any case, females have constantly fallen behind men in their self-actualization, having by and large short of what an academic year for the whole time phase. The beginning of the long-term conflict in Afghanistan of 1978 marks the start of an ongoing decrease in the level of education for persons below the age of three years for accomplices 14 years after 2000. Combining everything, the differences in ordinary education in Afghanistan before and during the war delineate the critical effects of the conflict on the life of kids in the country.

The male fellows around 17 years of age before the time period of conflict finished, by and large, around 10 years of education. More youthful associates the Individuals from the school-going age children of the war between Soviet Union and Afghanistan show a steady however diligent decrease in educational achievement, which is something contrary to the worldwide pattern in creating nations. The normal long periods of teaching for females increment essentially earlier the beginning of war and don't fundamentally rest under the drop the normal for males all through the war of Afghanistan. Scarcely any female children went to any educational institute; however those that were in school figured out how to attain at equal achievement levels as male children. The void in accomplishment starts to enlarge for school-going age partners

during the last Afghan Common War and system of Taliban. Amongst the youngest, after school age, both boys and girls appear to have the equal degrees of actualization as the Taliban part of the conflict.

2.3 Case of Mozambique

From 1964 to 1974, Mozambique's war of freedom with Portugal endured 10 years. During the initial time period of freedom education was a need, which brought about proficiency fundamental and tertiary education schemes and the majority of admission in schools (UNESCO 1999c). Before the State was engaged in a lengthy and harmful civil war between 1970s and 1990s, it had hardly emerged from this conflict. The cost of human lives of these two wars are estimated at 1,5 million individuals (Development Studies at the University of Dublin, Trinity College 2010). The casualties of the conflict to great extent were common citizens: in the decade of 1980's regular citizens presented over more than 80% of the causalities reported because of the conflict (Dodge and Raundalen 1991, 10). The internal conflict was likewise profoundly dangerous to educational infrastructure foundation: the "Mozambique Ministry of Education" stated that before the part of the bargain war, more than fifty percent of grade educational institutions of the country were forcefully shut or devastated (Brück 1997, 40). That implies elementary institutions had been pulverized at a normal pace of about 5% every year throughout the last piece of the internal conflict, 1983 to 1991 (Brück 1997, 40). Moreover, the UN (Machel, 1996) announced that between 1981 and 1988, there have been about 450,000 civilians casualties by armed conflict in Mozambique. The latest research proposed that the time of the common war negatively affected education. Despite the fact that the war influenced all regions of the state, (Weinstein and Francisco, 2005) see that the areas situated in South of Mozambique confronted the greatest brutal events.

In the Mozambique case, gender develops as a significant aspect in the exploration of the effect of dispute on academics. As opposed to countries like Central Asian countries, African countries, school-age males seem to be more adversely impacted than their fellow students during the clashes in Mozambique. In the decade of 1970s, the standard level without official education decreased for masculine partners by one point rate each year and the focus for ladies fellows by three frequencies each year. This

compares to the educational approaches of the recently free Mozambique government. Be that as it may, for associates of the successful pattern was remained static all through school age during the internal conflict. The magnitude of the men without official schooling increases in the protracted phases of conflict, while women's counterparts stay about the equal. Over the whole war time frame the magnitude of no official schooling for the males and females was little changed. After the end of internal conflict, both gender adherents have decreasing trends, like those before the period of internal conflict, without official education, which significantly decrease their sexual orientation divide.

In the period before the War of Independence, there was twofold their normal educational fulfillment among 1950 and the mid-1960s, while female fellows till 1970 by and large don't have the greater part a time of basic learning and education. Notwithstanding, the academic accomplishment of the two factions enlarged altogether throughout the part of the arrangement of Liberation and in upcoming times. The development of that phase does not proceed into the internal conflict, especially of the greatest extreme times of dispute. Throughout the decade of 1980, though girls' associates stay at a normal of two years of fundamental basic education, masculine accomplices were reduced by practically a large portion of a year. Over the whole war time frame demonstrates no normal change in normal long periods of education accomplished for one or the other gender. After the time period of dispute both fellow clusters show increments in normal academic accomplishment, however decline significantly by 2003, a few children who had not yet finished their basic education.

2.4 Case of Rwanda

The Hundred days of the Rwandan massacre in 1994 are a without a doubt significant and awful incident in the state's violent history. The academic framework of Rawanda was not saved from the tragic results of the massacre. The World Bank states, in one situation only, that over two thirds of elementary and secondary educators have either deceased or escaped the war. (Buckland, 2005). Teaching staff focused on the assaults and qualified adults were more susceptible to decease in the war (de Walque and Verwimp 2009). Be that as it may, in 1999, the rates of admission home to their level of before dispute, five years after the massacre, are being praised as an instance of overcoming adversity in academics after conflict. (Buckland 2005; Lopez and Wodon

2005b). The impact of the massacre on the age of school going kids continues during the massacre. The massacre influenced movement through the educational framework, as opposed to cooperation in school generally speaking (Akresh and de Walque 2008). Specifically, the academic achievement of certain gatherings has further contrarily influenced by the massacre than others. Particular areas remained all the more vigorously influenced (Akresh and de Walque 2008) and male children were more influenced by the massacre than female children (de Walque and Verwimp 2009). According Rwanda's authorities declares to a complex yet significant case to examine the effect of dispute on academics.

Akresh and de Walque (2008, 19) discovered that unique result of the massacre was the close end of the sex orientation in academics, however that was expected further toward the decrease in child's educational accomplishment than an enlargement by female children. The male groups in the massacre generation declines at an a lot quicker rate than females, practically terminating the gap by 2000. There were comparative negative patterns in the proficiency rates for the fellows of school-mature throughout the massacre. The normal proficiency pace of those in massacre influenced districts that were of school-going age during the decimation declined more than the education pace of those living in different zones of Rwanda. Indeed, the time of the massacre extended the proficiency gap and this gap continued through the underlying post-war years. Anyway by around 1998 the education rate started to increment in conflict-influenced regions, terminating the gap with different pieces of Rwanda.

2.5 Case of Sierra Leone

During the 1990s Sierra Leone was involved in a dangerous civil war that brought about an assessed 50,000 casualties, more than 1,000,000 individuals displaced and thousands additional casualties of ambush, removal and sexual exploitation (Bellows and Miguel 2006). The war between the Revolutionary United Front (RUF) and the administration negatively affected regular people, who endured the worst part of the viciousness of the conflict (Bellows and Miguel, 2006). In a research on the effect of experience to brutality on lives of individuals throughout the post-war period, explore that the war had no substantial negative impacts in 2004 school enrolment levels (Bellows and Miguel, 2006). Nonetheless, they don't evaluate the legacy of the conflict on those of school-

going age during the conflict time frame itself. In any case, it is obvious from the numbers announced over that the conflict was dangerous. Considering at regional variety in viciousness, while brutality is focused in eastern Sierra Leone, each region saw brutality (Bellows and Miguel, 2009).

The upsurge of the populace with no formal education for both male and female associates who were of school-going age during the conflict. From around 1980 until the beginning of the civil war the pattern was generally static, however toward the start of the conflict there was an expansion of female children who have not gotten any proper education. The pattern for their male fellows during the war was less clear, remaining to some degree predictable with the extent of those without formal education in the pre-conflict period, at about half. Near the end of the war involvement in schools increases and the portion of people without education drops fundamentally among both male and female associates. This pattern reflects some portion of the discoveries by Bellows and Miguel (2006), to be specific that school enrolment in the post-conflict period in conflict-influenced territories was not essentially unique in relation to enrolment in different pieces of the nation.

Like different nations in this analysis, the impact of the conflict time frame on education is most articulated in movement through the educational framework, as opposed to support in any proper education at all. There was a decrease in the normal long periods of education of the two, boys and female children who were of school going age during the common war. Young ladies specifically demonstrate a stamped reduction, falling by just about a year all things considered from around 3 years toward the start of the conflict down to two years in the conflict time frame. There was a flow in school contribution in the last long periods of the conflict. Here emphasize that these large amounts of accomplishment which seem to happen during the conflict may reflect education obtained by these partners after the civil war time frame.

Education starting with the pre-war time of the 1980s there was a drop in the proficiency rates for male associates of school-going age. Female fellows, then again, keep up a to some degree consistent 20% education rate. After the episode of the civil war, male education rates stagnate, and females' proficiency rates decay, a sign of the

negative effect of the Sierra Leone civil war. With everything taken into account, proficiency rates for the two guys and females were contrarily influenced by the conflict, despite the fact that ladies were more influenced than men during the conflict itself. The upsurge in the proficiency rate for guys of school-going age in the post-conflict period enlarged the gender gap in education, as these additions were not corresponded by their female partners.

2.6 Case of Somalia

After the breakdown of the Somali government in 1991, the nation's education framework came to a standstill. One researcher concentrating Somali education expressed “all modern systems of learning in the country were destroyed by the fighting factions, and Somalia has since been a country without any formal programmes of education”(Abdi 1998, 327). Since autonomy in 1960, Somalia has had wars, against Ethiopia in the Ogaden district in 1977, and different inside conflicts against armed groups. Generally, there were huge beginning increases in enrolment and proficiency rates by the late 1970s because of the production of a composed Somali language just as mass education campaigns (Abdi 1998, 333). Anyway fights between inward armed groups and the administration made a situation of precariousness as education assumed a lower priority in relation to defense, debilitating consumption and subsequently the educational increases of the earlier decade. Educational access was additionally confined during this time, as education ended up conceivable basically for those with associations with people with great influence (Abdi, 1998). Abdi (1998, 334) takes note of that the nation's proficiency rate tumbled from an unsurpassed high of 55% in the mid 1970s to 24% in 1990. In 1991, the breakdown of the government prompted disorder and brutality in the nation. Educational framework was often the essential objective, including “the deliberate destruction of schools, university lecture halls, libraries and laboratories, sometimes complemented by the targeting of the educated cadre among the warring factions” (Abdi, 1998).

UNESCO (2010b, 222) has detailed various cases all the more as of late (2006-2010) of assaults on schools, military enrollment on school grounds, sexual violence against children, just as focused killings of understudies and specifically

teachers and compassionate consideration laborers. In this way, Somalia speaks to a pertinent and significant case for examination on conflict and education.

The patterns for the both clusters: initially unmistakably there is a wide yet gradually narrowing gender gap in cooperation. Moreover, there doesn't appear to be any unmistakable increment in the extent of guys or females without formal education during the conflict time frames. Rather, simply over 20% of guys had no formal education all through the 1980s and 1990s, and the qualities for female associates declined after the diminishing of conflict in the late 1990s and mid-2000s.

Analysis of the educational fulfillment of male and female companions uncovers a generous negative effect during times of conflict, especially during and after the state breakdown in 1991. The normal long stretches of formal education accomplished by men after freedom in 1960 decrease in the late 1960s, this matches with the start of Siad Barre's autocracy in the nation. After around 1970, both female and male fellows demonstrate a consistent increment until the start of war in the late 1980s, when the normal educational achievement for the both groups falls considerably. Achievement among male and female companions of school-going age during the conflict falls by right around an entire year of education, speaking to a 20 percent decrease for guys however very nearly a 50 percent decrease for females during this period. The normal change for female fellows was zero; however this is because of the averaging of the diminishing and increment in fulfillment of female companions during a similar period.

Chapter Three

Taliban Militancy in Swat

3.1 Introduction

Swat valley has a prosperous history, which dates back over 2,000 years. Despite being known as the Switzerland of Pakistan, Swat has witnessed burnt for last few years because of atrocities committed by Taliban rule. Swat valley has been known as strategically significant region in which three countries of Asian continent intersects, such as South Asia, China and Central Asia. After the establishment of Taliban regime in Swat region, radical fundamentalists started to develop its systematic activities in the valley since 2007 (Yasin, 2009). Taliban took the policy of militarization for instilling a fear in the minds of inhabitants. Within a short span of time, a dreaded atmosphere has been created in Swat region because of which many inhabitants residing in the region had been left with no option but to abide by their draconian rules and regulations. Under the leadership of Mullah Fazulullah, Taliban had been able to gain power in Swat region (Mount Holyoke College, 2018).

For the reason that of the alliance of Taliban regime, the Government of Pakistan ended up losing 80 per cent control in the Swat region. Freedom of speech has been sacrificed at the altar of religious extremism and fundamentalism. In this scenario children suffered a lot because they were not allowed to get modern education but girls suffered more than boys. Mostly girls have been compelled to refrain from going to schools and colleges rather than boys because of growing influence of religious extremism and militarism in Pakistan's Swat valley and women empowerment was turned into a mere farce with the enforcement of strict interpretation of religious dogma and doctrine (Ahmad, 2012, p.28). It can be said that there are various factors, which played pivotal role in facilitating the growth of influence of religious extremism in Swat Valley (Avis, 2016). Lack of the Government's will in introducing good governance and eradicating socio-economic deficits has also contributed to the development of religious militarism and fundamentalism in Swat valley. Socio-economic disparities in the Swat region have been manifested because of the lack of good governance. Civil society's lack of participation in the reformation of society in local areas has created hindrance in implementing the principles of women empowerment and education crates awareness in

girls to become an empowered woman. Civil society has not shown active involvement in Swat region for reducing socio-economic disparities and bringing about enlightenment in society through reformation. Consequently, regional socio-economic fabric has not been able to witness necessary transformation in terms of women empowerment. It has been found out that there are various socio-economic constraints, which have been creating hindrance in implementing the principles of women empowerment and girls' education, such as poverty, economic dependency of females on males, illiteracy and rampant unemployment (Ahmad et al. 2014, p.342).

Pakistani Taliban flourished in the north-western tribal region along the Afghan border as a result of post 9/11 developments in Afghanistan. They slowly spread into the settled areas, including Swat, and its adjoining districts. It is difficult to give an exact date as to when they took over the picturesque Swat Valley, but it is a fact that by the year 2007, they had grown so powerful that they ran a parallel administration on the pattern of a government. The Taliban grabbed power by use of force and tried to sustain it with intimidation. Creating fear was one of their key tools in Swat, where they inflicted severe punishments on their opponents. Not only the local people but also state functionaries were afraid of the coercive rebel power. A time came when they were more powerful than the police or other law enforcement agencies. Their system, based on fear, thrived for more than two years in Swat and ended in 2009, when they were defeated by the military.

3.2 Historical Background

The soaring of militancy in Swat in 2007-2009 have a few roots ever, back to the establishment of TNSM in 1989 in Dir with the objective to execute Shariah as the essential legitimate framework in Malakand Division. TNSM took equipped disobedience to the state, in 1994, after the Supreme Court's structure of pronouncing Provincially Administered Tribal Areas (PATA) Regulations (viz. Guideline I of 1975 and Regulation II of 1975) invalid and void. (Sultan-i-Rome, 2009) For political stratagem, the Government of Pakistan declared, Nifaz-e-Nizam-e-Shariah Regulation 1994, and Shariah Nizam-e-Adl Regulation 1999, however it didn't ease the complaints of the general population.

Local or Pakistani Taliban, also known as Swati Taliban, driven by Mullah Omer to differentiate them from the Afghan Taliban, thrived in the Bajaur tribal agency and the along the Malakand Division border with Afghanistan. They were for the most part the devotees of Tehrik-e-Nifaz-e-Shariat-e-Mohammadi (TNSM) or the Movement for the Enforcement of Islamic Laws, characterized by Maulana Sufi Mohammed, which rose in Swat during the 1990s (Feyyaz, 2013). Later on, they were affected by the development of the Taliban in Afghanistan and the Tehreek-e-Taliban Pakistan (TTP) in the ancestral territories. At first, they were not called Taliban, yet when Sufi was detained, his son-in-law Fazlullah assumed control over the direction of his supporters and produced close connections with the Taliban of Bajaur and TTP; the activists in Swat were likewise named as Taliban. Sufi Mohammed had shaped TNSM in 1992 subsequent to leaving Jamaat-i-Islami, when he issued a declaration that ideological groups and constituent legislative issues were un-Islamic (Beg, 2008). By reproving state organizations, Sufi set out on a similar way which was stepped by various religious mullahs in Swat who utilized Islam to face the overarching framework, and the general population tailed them.

The TNSM maxim was "Shariat or Shahadat" (Islamic laws or affliction), and it rejected political procedures and the majority rule type of administration. Its adherents were known by their dark turbans, conventional shalwar-kamiz, and mid length hair. One of the few demonstrations of rebellion by Sufi was a bar of the primary Mingora-Peshawar street in 1994 for seven days to authorize Sharia. Sufi's furnished disobedience welcomed the rage of the state; he was vanquished, caught and put in jail. In spite of the fact that the Black Turbans, as Sufi's supporters were named, scattered after 1994, yet the Benazir Bhutto government reported the presentation of Sharia laws in the Malakand Division, and the legislature bargained its writ by consenting to discharge Sufi to enable the specialists to reestablish harmony. The Benazir government presented the main arrangement of laws in 1994, and the Nawaz Sharif government acquired a second arrangement of laws 1997 (Akram, 2014). The issue was obviously settled for quite a while, yet the TNSM did not sit inactive and kept on expanding its impact in the neighboring Hazara Division and inborn territories, particularly in Bajaur. The experts neglected to understand the stewing discontent and did nothing to address the complaints

of the general population in the wake of making a similarity to harmony, leaving the locale defenseless to comparative uprisings; soon, aggressors driven by Mullah Fazlullah surfaced around 2005 to raise the banner of another defiance. The TNSM uprising in Swat harmonized with occasions in neighboring Afghanistan, where, following quite a while of devastating fighting, nearby Taliban (madrassa education) activists rose toward the finish of 1994 (Rashid, 2000). The rise of the Taliban was exceptional, and in a steady progression, regions and urban communities tumbled to them. They at last caught Kabul in September 1996 and by 1998 they were responsible for more than 90 percent of the country (Rashid, 2000). The Taliban were for the most part madrassa understudies situated in Pakistan, where endeavors to set up progressively religious schools were in progress since the Russians had moved into Afghanistan. Pakistan and numerous outside governments made liberal commitments to spread madrassa radicalism.

The rise of Taliban-style militancy in Pakistan's different regions, including Swat can be credited to the circumstance in Afghanistan and the arrangements of the Pakistani government. As the jihadi governmental issues driven by the Pakistani foundation proceeded, financial pointers endured hugely, making individuals in the innate regions, Swat and somewhere else increasingly helpless against jihadist propensities. At the point when Fazlullah ventured forward to lead a displeased gathering of youth in Swat, there existed the ideal foundation and conditions to help him. Before Fazlullah went to the scene, a great deal had occurred in Afghanistan because of the US intrusion in October 2001. At the point when the Americans assaulted Afghanistan, Sufi Mohammed drove more than 10,000 volunteers to battle them in November 2001 (Mir, 2008).

Upon his arrival he was attempted by the partner political specialist of Kurram Agency on March 30, 2002, and condemned to life detainment on charges of conveying arms and explosives and entering Afghanistan. He was sent to jail in Dera Ismail Khan. Sufi lost power and impact after the Afghanistan misfortune in which a great many his unpracticed youthful supporters were murdered. His frameworks were in chaos, until significant occasions happened in 2005 and a while later, that changed the circumstance for another uprising in Swat. Initially, the awful seismic tremor of October 8, 2005, shook the nation, permitting religious associations like TNSM to turn out and help the people in question; this helped them gain the help of local people (Shapiro, Fair, 2009). Second, a

madrassa in Damadola town of Bajaur Agency was hit by rockets on October 30, 2006, leaving in excess of 80 dead, including the leader of the theological school Maulana Liaquat and many children (Akram, 2014).

In the underlying stage his methodology was delicate and converting yet dubious, as at this stage as well, he was against 'polio inoculation' and 'females education' (Rahi, 2010). In 2006, Fazlullah, began to lecture rigid Islam, hostile to Americanism and jihadism: well-coordinated with the implicit state belief system. The neighborhood organization either attributable to its failure to confront Fazlullah gathering or its weakness on account of commonplace government couldn't set out to make unequivocal move. This laxity with respect to the state establishments energized the non-state entertainers to challenge the writ of the state. In July 2007, the focal government conveyed armed force into Swat with the verifiable support of MMA's commonplace government. Furthermore, from October 2007 the focal government with the understood underwriting of the guardian commonplace government began military activities, in different stages (Yusafzai, 2009, 207). Militancy and rebellion spread like an out of control fire in the entire valley. In May 2009, last and definitive round of military task was propelled in and around Swat, because of which a great many individuals had been inside dislodged.

3.3 The role of government

The Taliban built up their capacity base in Swat during the season of the conservative Muttahida Majlis-e-Amal (MMA) government, which came to control in the Khyber-Pakhtunkhwa (previous NWFP) region after the 2002 races. The commonplace government endured Taliban overabundances and a portion of its authorities bolstered them, (the account of District Coordination Officer, Syed Muhammad Javed is outstanding). The legislature traded off its writ on a few events. For instance, Fazlullah was against polio immunizations and the administration acknowledged a few of his requests to dispatch an enemy of polio crusade. Actually, a nine-point understanding was marked among Fazlullah and the MMA government, which was spoken to by District Coordination Officer Syed Muhammad Javed and District Police Officer Yameen Khan, who met Fazlullah in Imam Dherai, his local town. He consented to drop restriction to the polio inoculations as a byproduct of the administration's assertion that it would not

meddle with his unlawful FM radio transmissions. The day by day times revealed that, In return for permitting the FM radio station to proceed with communicates, Mullah Fazlullah consented to help the eradication of polio and training for young ladies, just as government endeavors to set up peace (Basit, 2014). He likewise consented to wrap up all preparation offices for activists and creation of weapons, and bolster the region organization in any task against Fazlullah, who later pursued arm strife for his purpose, was accounted for as saying that he has agreed consented to the arrangement for harmony as Islam shows us harmony. Under the understanding, the administration additionally guaranteed that it would discover legitimate approaches to pull back different bodies of evidence against the cleric, who concurred that he would not enable his supporters to be associated with making weapons and running aggressor preparing camps in mountain regions of the area, and that he would bolster the legislature against aggressors.

The clergy likewise made a deal to avoid making blocks for the organization authorities in pursuing their obligations, for example, doing the polio vaccination. The understanding likewise banned the minister and his supporters from showing weapons out in the open and meddling in government divisions' issues. Clearly, the understanding gave the administration the advantage; however it was really Fazlullah who was the genuine recipient, as he was permitted to run his FM channel. He didn't lose anything, as his supporters proceeded with their secret exercises. Fazlullah only gave a straightforward endeavor that he and his supporters were against heaping up arms and ammo in the territory and that, if the administration would make a move against such components, neither he, nor his supporters would restrict the move; rather they would bolster the police in the event that presumed untouchables were seen in the region. It was accounted for that the general population of Swat hurled a moan of alleviation following this consenting to of the arrangement to set up the writ of the government. These were the sort of small triumphs against a gutless government that encouraged the aggressors and brought about their foundation of practically unlimited oversight over the territory. Taliban principle and overbearing proceeded till their thrashing on account of the Pakistan Army in the early second 50% of 2009, when Operation Rah-e-Rast constrained Mullah Radio (Fazlullah) to look for shelter in Afghanistan(Niaz, 2011). The early

triumphs of the Taliban in Swat were significantly helped by the thoughtful MMA government, which had a delicate corner for the activists, obviously battling for Sharia.

3.4 Endangered Girls' Educational System in Pakistan with

Consolidation of Religious Militarism and Extremism

Because of the emergence of Taliban regime in Swat region, girls' education had been endangered. Campaign against female education is considered as one of the vital aspects of Taliban's brutal regime in Swat valley. Taliban regime is considered as brutal because its ideology is driven by apparent misogyny and it promotes the idea of implementing gender apartheid. As per Taliban regime's doctrine, women are not surmised to play any pivotal role in society. For promoting social backwardness and maintaining the tradition of Sharia in local society, Taliban regime in Swat valley used various methods, such as killing, systematic persecution, beating, confinement and others. Through introducing parallel legal system based on the Sharia principles, female education system's development has been hindered to a considerable degree. Due to Mullah Fazulullah's speech and campaign against girls' education, over 30 percent of girls dropped out of schools and colleges in the year 2006 and 2007 (The Washington Times, 2009). Many girls have not been able to attend studies due to attacks on educational institutions by religious extremists and militants. Female teachers have not been provided with proper housing facilities because of the growing influence of religious militarism and extremism in Swat region (Jamal ud Din, 2013). Leadership of women in education have totally been denied under the brutal regime of Taliban in Swat region. Even, non-governmental organizations and education promoted by Western Government have been refrained from conducting their activities in Swat region on the grounds of allegation that they do not comply with the principles of Islam and Sharia (Orakzai, 2011, p.45). Since 2006, the number of girls attending educational institutions in Swat region has been decreased to a considerable degree (from 120,000 to 40,000) (Orakzai, 2011, p.41). Because of their opposition to the principles of progressiveness, cultural enlightenment and education, this belief was instilled in the minds of local people that it is not appropriate for females to attend educational institutions for conducting studies. Fundamentalist leaders started to view females right to education as an element of opposition to the idea of religious principles (Chishti et al. 2011, p.974). In this way, majority of areas associated with

Federally Administered Tribal Areas have been deprived of education and cultural enlightenment. Even, the Government of Pakistan has not been able to attain success in providing emergency relief to affected population because of growing influence Taliban militants since 2007. After Taliban gained control over Swat Valley after 2007, Swat Education Department has not been able to attain significant success in implementing educational initiatives in Swat region because of ongoing pressure from local religious leaders. In the period 2007-2009, more than 200 girls' schools were burnt down because of ongoing crisis in Swat region due to militants' activities (US Department of State, 2010).

In this context, it can be said that 8,000 women teachers have been become unemployed because of religious extremism and militarism in Swat region (Jamal ud Din, 2013). Concept of liberation and education of females has been viewed as a part of Western Conspiracy by religious leaders in Swat's Pashtun society and culture (Orakzai, 2011, p.42). For example, introduction of English education system is viewed as violation of Islamic principles by Taliban. In addition, progressive ideas like gender co-existence and feminism have been undermined under the barbaric rule of Taliban in Swat valley. Hence, it can be deduced that Taliban regime has played a pivotal role in promoting ultra-patriarchal thinking in local society of Swat Valley. Furthermore, it can be notified that religion and nationalism in Pakistan played a vital role in shaping the identity of nation and secularism has not been given vital place in socio-economic strata. Consequently, it paves the way for the emergence of radical fundamentalism in the society (Akturk, 2015, p.798).

3.4 Impact on Society

The Taliban's short stretch in Swat deserted severe recollections. It was a tragic editorial on their system which demonstrated that activists were greater at annihilation than remaking. They made dread to get support from the majority without understanding that it was anything but a substitute for the love and genuine advancement work dependent on a strong, long haul motivation. They attempted to obliterate the last leftovers of opposition by wiping out their rivals and giving more dead bodies to local people than trusts in better lives. Before long, Swat, for the most part alluded to as the Switzerland of Pakistan because of its grand excellence, frigid pinnacles and appealing retreats, basically

transformed into a valley of death, as ruined bodies were dumped in principle Mingora city and the general population requested not to evacuate them till further requests. Mingora's focal square, known as the Green Chowk, has been renamed Slaughter (Khooni) Chowk, as the Taliban routinely dumped bodies and once in a while led open executions there. In December 2008, the Taliban saved 27 bodies in the square and requested the occupants not to move them (Beg, 2008).

The security circumstance in Swat disintegrated at a quick rate. In the first place, the administration's run of the mill lazy conduct in understanding the gravity of the circumstance cost it the rustic territories, when it bit by bit gave away the deliberately significant farmland, thought about best for guerrilla fighting, to the aggressors because of incompetence and wastefulness in understanding the genuine intentions of the belligerents. At that point, the experts saw the fall of towns and the urban focuses from a separation, till an opportunity arrived when Taliban wandered uninhibitedly in Mingora and other principle urban areas to execute their laws by power. The administration just had representative control, and the occupants pursued Taliban declarations rather than civil laws in light of the fact that the aggressors had built up a shadow government to supplant the legitimate expert.

The whole locale transformed into a police state, where the main power perceived by the inhabitants was the Taliban. The police power, effectively unsettled, started to dissolve away and an opportunity arrived when the greater part of all police authorities had either betrayed or gone on expanded leave. The police have been hit so hard that the power has been rendered ineffectual. More than 800 cops, practically 50% of the power, have betrayed their posts or taken stretched out leaves to maintain a strategic distance from the Taliban assaults. Police and government authorities live in dread of being focused on, and many have taken out open ads or convey letters to report their resignations (Niaz, 2011).

One of the most loved strategies of the Taliban was to seize or murder the individuals who restricted them. They did focus on deaths of distinctive seniors, lawmakers and government authorities. A persuasive pioneer, Pir Samiullah, was slaughtered in December 2008 when he restricted them and lined up with the administration. He was from the Barelvi group of Islam, while the Taliban generally

pursue the Wahabi or Deobandi way of thinking. Afterward, his body was uncovered and despoiled by being hanged openly. The exposure and hanging of Pir Samiullah's body at a square after his executing petrified the officially panicked individuals of the militancy-tormented Swat Valley; however the activists, rather than apologizing the demonstration, took steps to hit each individual supporting the current framework in Malakand Division (Feyyaz, 2013). They additionally focused on the nearby land-masters and Khans, who claimed enormous landholdings as well as practiced a great deal of impact over the majority. In 2008, they assaulted the bequest of Jamal Nasir Khan, obliterated his home, and set the furniture ablaze. One of the aggressors, a previous worker who had worked there while the house was being developed, communicated his delight for being a piece of the gathering who harmed the property. (Beg, 2008)

Perhaps the most punctual choice was to restrict females from visiting the business sectors to purchase things of everyday use or get apparel, shoes, beauty care products and other important merchandise. Inside Mingora city, places like Cheena Bazaar, a mall well known among ladies, were taken steps to either quit offering makeup and underpants to females or face conclusion of the organizations. The vast majority of the businesspeople pursued the requests to stay away from the outcomes. While ladies were approached to stay in their homes, men were approached to develop facial hair to improve their appearance and look increasingly Islamic (Shapiro, Fair, 2009). To encourage the execution of the request, stylists were requested to quit shaving whiskers of their clients. It was declared that men found without facial hair and stylists shaving whiskers would both be rebuffed.

The non-governmental organizations (NGOs) additionally progressed toward becoming focuses of the activists, as they were affirmed of being engaged with spreading Western thoughts and supporting rights for ladies, which the Taliban thought about a connivance to westernize Muslim social orders. The NGOs were advised to pack up or face requital; about every one of them decided on the primary alternative. With the media officially compromised and stifled, and help laborers pressing up to their benefit, the Taliban raised a virtual boundary in the transmission of unprejudiced data to the area.

The Taliban likewise thought about performers, singers, magicians, confidence healers and so forth as un-Islamic and announced these callings accordingly.

They cautioned those rehearsing them of critical results. Despite the fact that the general population probably won't bolster informal mending strategies, yet they considered as unjustified, the treatment dispensed to the individuals who were acquainted with this type of recuperating. The hardliner pastor likewise thought about music, moving and different types of expressive arts, as in opposition to the principles of Islam, and passed a decree requesting every one of those associated with such callings to promptly stop them, or face severe disciplines. The Taliban executed this decree so religiously that Mingora and some different urban communities, renowned for music and moving, were depleted craftsmen, who for the most part took shelter in different urban communities or stowed away in the region. After effectively restricting all wellsprings of diversion, the Taliban filled the business sectors with jihadist writing and CDs, which were intended to motivate individuals to join the aggressors pursuing jihad against treacherous rulers and actualizing genuine Sharia.

They likewise began a precise battle to wreck the instruction framework in the locale by forbidding female teaching and obliterating their schools. On January 15, 2009, the Taliban requested every one of young ladies' schools shut, and took steps to decimate any that stayed open. However the Taliban devastated eight schools, including even young men's schools. Since the order was issued, over the previous year, in excess of 200 schools have been destroyed. (Roggio, 2009).The unending social pulverization severely hit the travel industry, as a great many potential guests chose to avoid the district. It is accepted that somewhere in the range of "40,000 individuals" lost their occupations because of fall in the quantity of visitors, and the once-flourishing inn industry sunk to a record low. Countless sightseers from nations like Japan, who might visit the district because of its rich Buddhist legacy, would not go to a land where outsiders confronted the danger of kidnappings, executions, and fear monger assaults.

The exacting laws forced by the Taliban were at first invited however soon local people discovered them excessively unforgiving and some of them began leaving their genealogical homes to discover asylum in the commonplace capital Peshawar or the government capital Islamabad. It is accepted that more than 300,000 of Swat's assessed 1.5 million individuals have fled the area and more are relied upon to leave. The general population of Swat dreads the Taliban and has lost confidence in the legislature and the

military. Inhabitants guarantee the military won't battle the Taliban and regularly utilize unpredictable power during the battling, bringing about nonmilitary personnel deaths (Roggio, 2009).

When the administration chose to dispatch the last task in 2009, the vast majority of the moving young ladies and performers had vanished. Some of them began an actual existence in Peshawar, where the clients were more intrigued by physical favors than move and workmanship. Squeezed by the desperate money related limitations, a considerable lot of them found that going through one hour with somebody paid more than moving for an entire night. It changed the decades-old unadulterated performing expressions convention in Swat. As indicated by numerous individuals who knew about the most recent patterns among previous artists, a significant number of them currently lived as whores, procuring more than \$50 every hour, which was practically equivalent to the month to month compensation of a normal specialist in Swat.

The circumstance was falling apart yet Fazlullah kept up that he was all in all correct to crush all un-Islamic relics as a major aspect of his battle to redesign the general public. In a meeting, he said that he had thrashed TV sets, video hardware, PCs and advanced cameras worth Rs. 20 million, as they were a wellspring of wrongdoing. Presently we have no other choice however to re-compose our development and work for a general public cleansed of a wide range of wrongs including music, moving and drinking alcohol (Akram 2014). The administration, in the wake of deserting the military crusade of 2007 to tame the Taliban beast, did not totally haul out the powers and sporadic conflicts proceeded. The activists showed venture by setting up detours on occupied expressways and doing regular assaults on vehicles entering the fundamental urban communities to give an impression of their standard. There were additionally reports that activists had their picket just twelve meters from the check posts kept up by security powers. They additionally raised the stakes by normally focusing on the powers with roadside bombs and suicide assaults. It expanded the misfortunes endured by the military, and the Pakistani military, which is known to make light of its own losses, said 142 officers and paramilitary troops have been slaughtered since August of 2008, making the Swat revolt unmistakably more risky than the contentions in Afghanistan or Iraq (Roggio, 2009).

The assaults and deaths crippled the once unyielding military who likewise endured some harm to their open picture as individuals marked them as awkward or complicit with the Taliban. It likewise gave a great deal of certainty to the aggressors who were currently relaxing in full brilliance as they had conquered the military invasion, debilitated the police power, wiped out the restriction and constrained the individuals into accommodation by power and terrorizing. As their authority expanded, the legislature and the military went under massive strain to manage them sternly. There were day by day reports in the Western press about the human peril presented by the activists to the administration of Pakistan. It was said that aggressors had overwhelmed in any event nine of the 24 settled regions in Khyber-Pakhtunkhwa and every one of the seven tribal agencies.

They quit another military activity however the religious gatherings proceeded with their help for the aggressors and constrained the legislature to go into a harmony manage them. There was a harmony accord in May 2008 with Fazlullah to determine the issue through talks yet battling restarted in July. Sporadic episodes of conflicts proceeded until another harmony understanding was marked in 2009, which was considered as the zenith of Fazlullah's standard in Swat. He pronounced it a fabulous triumph and began a forceful crusade to expand his capacity to other neighboring regions. It demonstrated to be a fabulous habit on his part, and it prompted another increasingly energetic and definitive military activity, that finished Taliban rule by the center of 2009 when they were crushed and their pioneer Fazlullah fled away.

Chapter Four

Taliban Militancy and its Impact on Child Education

The research was conducted in swat to conduct interviews for primary data and four themes were identified after conducting the interviews. My sample was divided into four categories. Category one included student, total of 5 female students from same age group 16-19 were interviewed based on their opinion about Taliban's militancy and impact on their education, second included teachers, total 5 teachers were interviewed from different age backgrounds. Total 3 teachers were from government schools, 2 from Saidu Sharif, 1 from Kabal. Even most of the teachers have same opinion about Taliban and their policies, attitude behavior towards societal norms and values, particularly their approach towards education, which they did not like or appreciate because of their mischievous activities, third included NGOS, fourth included government officials of education department.

Those four themes are explained below;

- (1) Banning of Child Education
- (2) Closure of schools
- (3) Destruction of schools
- (4) Travel restriction on children

4.1 (1) Banning of Child Education

Education is a fundamental right of everyone regardless of their identity, culture, race and gender. Child education was challenged by the Taliban regime, Taliban were against modern education, so they did not permit but particularly female children were targeted by the Taliban. A Taliban group in Pakistan's troubled northwest banned girls from attending schools, threatening anyone who did not pay any heed the warning, representation hostility from bigger movements in the area. *"All the girls students are asked not to attend the schools after January 15 (2009), otherwise their parents will be responsible for the consequences,"* Maulana Shahid, a deputy of Maulvi Fazlullah, who lead a section of Tehrik Nifaz-e-Shari`ah Mohammadi (TNSM), said in a speech broadcast by the FM radio. Haji Muslim Khan, a claimed spokesman of Tehrik-Taliban (TT), confirmed the threat. *"It has been decided by our Shoora (consultative body) that*

no girl will be allowed to go to school after January 15 (2009),” he stated it by phone from an unknown location.

Significant convergence has been observed in the opinion of students on the views about Taliban militancy; Students were of the view that Taliban were arrogant people and essentially drowned into the ignorance. It can be further considered that Taliban regime was against the development and progress in swat. From the interview I came to know that the Taliban were against education but they were more against the education of girls that they did not want the society to be vulgar; they wanted the society to be Islamic. The imposed on females that they have to cover their faces with veils, And to stop the education of girls, they started threatening parents that if you sent your female children to study, they would be responsible for themselves. They banned education gradually especially for girls, they used to send letters to the schools even *“they announced on loud speaker of mosques that stop sending your girls to schools”* (reported by anonymous).

There was uniformity in the opinion of students regarding Taliban’s behavior and approach towards education. Total 4 students out of 5 said that they were against the education because they were illiterate and goof people so they were of the view that *“if we are spending the life without any education and development so there is no need so you people can also spend the life as we are spending”* (anonymous). They used to send letters to the authorities of schools particularly they targeted girls schools and they gradually banned the education for girls. Taliban were narrow minded people, *“they wanted females to stay at their homes otherwise there would be vulgarity in the society”*.

Their daily threats, abduction and murdering of innocent people for maintenance of their power and to rule over swat. Taliban were of the view that imposing laws of Shariat will help them to rule over swat people and fulfill their political objectives. Initially it was of the view that Taliban regime is to promote peace and prosperity. Most People living in swat were petrified of the activities carried by Taliban in swat; they had to leave their houses and migrate someplace else, which directly impacted their livelihood i.e to face daily basis difficulties. The era of Taliban militancy is a non-international armed conflict, according to Geneva Convention 1949, which invokes the International Humanitarian Law IHL.

It is true that whenever a war occurs, a woman always has to sacrifice the woman has to be afraid that nothing bad will happen to her. According to Weber's Feminist Peace conflict theory FPCT that war is a business of man and it is excluded from the decision making which highly affect the females in situation of war.

The Taliban era was worst in the history of swat; it was very challenging for every Tom, Dick, and Harry. But Taliban were supported by numerous people of swat, because they were fervently devoted to their religion. Taliban played the trump card of Islam to win over the people. Taliban were very cruel and barbaric in their behavior and nature. They had no mercy at all for anyone; they used to slaughter the people in front of everyone. There was so much fear of Taliban in common people but many illiterate people were radicalized by the Taliban as they were innocent people so they did not know about their intention.

4.2 (2) Closure of schools

Closure of schools is a systemic act of militant groups in the conflict zone to repudiate the children access to school. It has been generally believed that to stop children from getting education there is political purpose to fulfill by the militants. In many cases where insurgents were active in using the school buildings for their purposes, government closed the schools deliberately for instance in Nepal (Julia Paulson, 2011). In case of swat Taliban forced administration of schools to close their buildings. Taliban were making lame excuses and saying absurd things about education particularly girls education when they were asked what if girls observe pardah, would they be allowed to attend schools, the spokesman said that the issue has been discussed by the Taliban. *“But the problem is that despite our warnings, only a few girls observed pardah. Therefore, we have decided to stop them from attending the schools.”* *“We have asked them to get their certificates and other documents from their respective schools within the stipulated date.”* Muslim Khan, an ex-seaman who has spent two years in the United States in late 1990s, asserted that girls are bound to get religious education only. They used to send letters to schools, numerous schools were closed. The Education For All EFA which was initiated by UNESCO, UNICEF in 1990. Its first agenda was to provide basic education and with the passage of time, the agenda and vision was enhanced it addressed the issues of children in conflict.

There was popular opinion about Taliban that they deteriorated the situation in Swat; literally the region was destroyed by them. There was so much fear everywhere that Taliban would kill them, there was sword hanging on people every time that they might be next target of Taliban. People had to leave their houses, jobs, lands and everything behind, just to secure them from the injustice and wrath of Taliban when situation was worst. Initially when Taliban were threatening people they were scared but they used to send their children to very enthusiastically, one of the teacher stated “*I salute to Swati Culture*” as they are brave people and they were so much courageous.

Mostly teachers were not threatened by Taliban directly but mostly school principals used to receive letters from Taliban that they should close their school otherwise they would face serious consequences. A teacher told me that Taliban destroyed many schools but there were some other schools were fined and they had to pay ransom in millions of rupees. The closing or demolition of schools, the displacing of individuals and teacher staff and children to lose their education are extra ordinary difficulties to the accomplishment by the worldwide network of Education for All EFA, settled in 1990 at Jomtien, Thailand.

4.3 (3) Destruction of schools

Several girls’ schools had been set ablaze in the Swat by the Taliban militants. Many schools were destroyed by Taliban in which girls schools were more destroyed. For boys they imposed a condition that every boy has to wear ‘Shalwar Kameez’ rather than Pant shirt. According to Taliban it was western dress so they did not allow boys to wear pant shirt. So many schools change their uniform in order to avoid any bad incident. Many parents were scared and refused to send their children to schools. There was so much chaos everywhere, there was no peace and right of education even in time of war or conflict was badly trampled by the Taliban.

Asked why the Taliban were then targeting the schools and education institutions, the spokesman said more than 75 per cent of schools and colleges in the region were being used by security forces to dump their logistics, and as temporary camps. More than 400 schools were destroyed by Taliban of both genders I interviewed many students and teachers their schools were destroyed by the Taliban. “*My school was destroyed completely by the Taliban, mainly because it was girls school and secondly it*

was convent school". I interviewed a teacher from Kabal her school was also targeted by the Taliban. While UNSC has passed a resolution to address the grave issue because many schools and other educational institutions were attacked and destroyed by the militants in the conflict. Therefore, UNSC has restricted the attacks on the entities and infrastructure which is belongs to children, but Taliban did not care about anything.

There was popular conviction that Taliban were against the education that why they destroyed their schools and did not let them get education. There was violation of human rights and especially children right of education was deteriorated. Children Rights Convention 1989 articulates the right of education for everyone regardless of 4their gender and it also ensure free education. When there was conflict between the society and Taliban children could not go to schools. Parents were very scared of Taliban and they were hesitant to send their children to schools because Taliban were very brutal as they have not shown mercy to anyone who went against their will. The Article 24 of Fourth Geneva Convention in accordance to the "Protection of Civilian Persons in Time of War", of 12 August 1949 improves not just the lawful structure for education security in armed conflicts, yet accommodates specific circumstances also. This law gives the rights of education to beached and helpless children to be educated. Education of many children was suffered, most of the students could not able to understand curriculum of their class because many children could not continue their education and when they got admission in the school they were not capable of doing things which their age group children were doing. A student told me that she and her brother were not able to understand mathematics and science, so their father arranged a tutor for us. One student told me that her education suffered as she could not attend school and her three years were just because of Taliban's militancy and their inhumane treatment and behavior.

When there was so much chaos and disturbance government could not do anything for people to have a normal life because of Taliban's barbaric activities. But after the operation there was peace then government took the charge of region. The schools which were destroyed by the Taliban they were re-established by the government. The trust of people on government was restored because people could live their life peacefully in their homes. But anonymous said that the situation was deteriorated by the Taliban and government knew it already that what is going and why

this is happening, it was a conspiracy against the people and we don't know their purpose.

4.4 (4) Travel restrictions on school-going children

There is no as such evidence, that Children were assaulted by Taliban directly but there was so much fear among people particularly children because their parents were told by Taliban to not send their children to schools. There was an area in Mingora, known as Green Square has been renamed “khooni chowk” (blood square) or “chowk zibakhana” (slaughterhouse square) after the daily lacing up of two or three bodies of people seen to have defied the Taliban. They warned teachers and female students for severe outcomes if they didn't observe with the orders issued by the militants. Drivers were cautioned to stop transporting girls to schools (Irtiq, 2009). The parents were threatened by the Taliban Children were helpless, although this issue is addressed by the Geneva Convention. The article 24 of Fourth Geneva Convention deals with the Protections of civilians during war ensures the right of education of helpless children.

I came to know during interviews that Taliban used media as a tool for their fulfillment of purpose. They wanted to influence people on a larger scale that's why they got attention of the people through media. Taliban established their own radio called by Molvi Fazlullah, this was called Mulla radio. Initially they used to talk about Islam, rights and duties of Muslims. As they people are so much into religion and they are very strong in their beliefs. So people were influenced by the Taliban and literally they welcomed them they were very happy that now there is going to be Islamic values and practice everywhere. Only Islam will prevail, there would not be any kind of materialistic approach, some people were happy because they were very tired of dowry culture, culture of might is right and now they do not have to pay dowry. A lot of people thought that the Taliban are good people with this they supported them. But later when the Taliban showed their true colors then people understood what we did to ourselves. When the Taliban gradually imposed sanctions then people realized that what they have done.

Interviews have shown that many teachers have quit their jobs during Taliban militancy because of the deterioration of the situation. We used to come to school when there was a curfew we used to come on foot. Teachers were very upset oh what's going on they strongly disapproved of the Taliban's aggressive behavior. Many of the girls had

troubles as teachers thought because the Taliban were against girls' education. This is a unanimous opinion that Taliban were against education they wanted to introduce Islamic teachings which was in accordance with their law and Islamic sharia. They thought that if girls get an education then the society will become vulgar. The Taliban were ignorant people who did not want to be educated in society.

4.5 Conclusion

The Taliban began practice their power in Swat as lords of a social development to address issues observed by the individuals. At first, they had a similarity to mass demand and delighted in help. Before long they changed into a political and aggressor power and began utilizing savage power and dread to widen their help base. For a limited timeframe, they were fruitful, however before long kept running into issue when tested by the military. Therefore, they lost their control on Swat to a predominant power. Their agenda, in view of terror, disappeared with them. Taliban were in extraordinary hurry and made a few provocative strides, which constrained the legislature and the military to dispatch a counter-offensive, which cleared away Taliban rule. It was apparent from the short decide that activists were great at pulverization and had no program for recreation. Taliban vowed to present an Islamic framework, which he misinterpreted and delineated to simply severe disciplines for even minor deviations.

People at first hailed when crooks were pulled to the open squares and rebuffed, yet they gradually developed tired of frightful scenes of dangling dead bodies and video clasps demonstrating Taliban butchering their rivals. Every person anticipated more than a hasty justice organization, as they had sought after a simply social and financial request that could make life simpler. Be that as it may, they found that the new rulers were as severe and wasteful as the previous ones when it went to the arrangement of employments, wellbeing and education offices, and low-priced things of day by day use. Their strict system had a level of productivity by presenting a specific legal arrangement of Islam, such as beating for violations and executing offenders associated with seizing and murders; yet a few different parts of Islam, which the Prophet of Islam (PBUH) and his four sidekicks actualized, were overlooked. They were likewise terrible organizers and couldn't bring anything which could be named as advancement. They made harmony however it was a peacefulness of the burial ground, as there was none to

confront them directly that they weren't right. Their rise to power was not a methods but rather an end in itself. Once in power, they just wanted to draw out it and increment it through dread, as opposed to thinking about the monetary or the social welfare of the individuals. It ought to be a notice for individuals who still accept that religious associations and gatherings will settle complex advanced issues. In a nation like Pakistan, which is blasting at the pleats because of a populace blast and impulsive urbanization, the execution of Sharia ought end wilderness and violations as well as give good openings for work and moderate wares of day by day life. This is beyond the realm of imagination without industrialization for which tremendous venture is required, that should originate from either inside or outer sources. Additionally, current social orders are reliant on foreign countries for movement, exchange, innovation and material merchandise, and a nation can't accomplish progress by alienating the international system. The Taliban reign in Swat had a deriding sway on the Islamists working in different pieces of the nation, as it strengthened the conviction that mullahs had nothing to offer as far as advancement and improvement.

Besides In this postulation, the point of education, particularly female education in Taliban-controlled areas, has been investigated in setting of District Swat in Pakistan. The Taliban were against female education in District Swat all through their control of the zone. They announced female education un-Islamic and restricted it savagely by decimating educational framework seriously in the region. The fascinating reality is that the Taliban even disliked the education for guys. They were rather for Madrassa schools which give exclusively religious education. The Taliban restricted female education for the sake of religion, yet strangely there is no such direction in Islam which is against education or even female education. Truth be told they were rather following a customary male centric philosophy which is profoundly established in the Pashtun populace of Afghanistan and Pakistan. Without division of work, the general public can't play out the entirety of its capacities appropriately. For this reason, current education assumes a significant job. Then again, the Taliban-bolstered Madrassa schools were accessible which give only religious education. Religious education isn't sufficient alone to adapt to current complex issues. Strangely one couldn't locate any substantial explanation behind why the Taliban were against present day education, particularly on

the off chance that they didn't have any option for the cutting edge education framework, and consequently, more should be discovered with respect to the Taliban's elective education framework to the advanced, logical education framework.

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APPENDIX

Survey Questionnaire

General Questions

Respondent Name:---- -----

Age

Gender:-----

Profession

Academic Qualification -----

- 1) What is your view about Taliban?
- 2) What was the reaction of the people, when Taliban started taking control of your area and started their preaching?
- 3) Do you think the Taliban were only against (a) Girls education or (b) both girls and boys education?
- 4) Why were Taliban against the modern education?
- 5) Why were Taliban against the girls' education?
- 6) Did Taliban ban girls' education gradually or they stopped it soon after their arrival?
- 7) What was the reaction of civil administration, when Taliban were banning the girls' education in your area?
- 8) What kinds of safety threats were faced by the school going children?

Specific Questions

A) Questions for Students

- 9) Were you horrified to go to school during Taliban control?
- 10) Did Taliban ever attack your school when you were present at the school or in your absence?
- 11) Was your family comfortable to send you school without any hesitation or fear? (a) Yes (b) No
- 12) Did your education suffer because of the conflict?
- 13) Did Taliban occupy your school during the conflict?
- 14) Did state play any part to counter Taliban propaganda against girls' education?
- 15) Was your school threatened or targeted by the Taliban? If yes, how many times (a) frequently (b) more often (c) rarely

B) Questions for Teachers

- 16) Did Taliban threaten you, just for imparting your duties, during the conflict?
- 17) Do you think that teachers left their jobs during the conflict due to fear of Taliban?

- 18) Did state play any part in providing you safety and security for enabling you to discharge your duties?
- 19) Did Taliban occupy your school during the conflict?
- 20) Did you receive any complaints from the parents of students about the safety of their children in schools?
- 21) Did you close down the school because of the threat of Taliban or you faced any physical resistance from Taliban?

C) Questions for Government Officials

- 22) Was the arrival of Taliban a gradual phenomena or a sudden shock for the civil administration?
- 23) Do you think that civilian administration has the issue of capacity or political will to control Taliban?
- 24) Do you think that civilian administration was complicit in enabling Taliban to control the area and shut down schools?
- 25) Why did the government fail to ensure the right of education during the conflict?
- 26) Why were Taliban able to attack schools and threaten students and teachers?
- 27) Did the Government of Pakistan take every possible measure to rehabilitate the education infrastructure in the area?

D) Questions for Civil Society

- 28) Do you think that Taliban trampled right of education during the conflict?
- 29) Why were Taliban, specifically against the girls' education?
- 30) Do you think that Taliban force parents not to send their children to schools or the general atmosphere of fear compel them to stop sending their children to schools during the conflict?
- 31) Did you see any role of the civilian administration, when Taliban were denying the children the right of education?
- 32) Did the Taliban ever threaten you for promoting girls' education?