IMPACT OF INSURGENCY ON HIGHER SECONDARY EDUCATION:
A CASE STUDY OF TEHSIL BARA, KHYBER AGENCY FATA, PAKISTAN

SHAH NAWAZ KHAN¹, AMIR NAWAZ KHAN¹, IRFAN ULLAH¹
ATTA UR RAHMAN² AND SAID QASIM³

¹Centre for Disaster Preparedness & Management, University of Peshawar, 25120, Peshawar Pakistan.
²Department of GeoFig.y, University of Peshawar
³Department of GeoFig.y, University of Balochistan Quetta

Abstract: The present study was conducted to analyze and assess the impact of insurgency on Higher Secondary education in tehsil Bara, Khyber Agency. The collected data from students and teachers of six higher secondary educational institutes and from the officials of FATA Disaster Management Authority (FDMA) and Agency Education Officer (AEO) reveals that Insurgency has severely affected the field of higher secondary education and the institutes’ infrastructures were also sorely affected. The students, their parents and teachers faced a lot of problems and specially both psychologically and physically. In three subdivisions of Khyber Agency Bara was the most affected tehsil. During insurgency the Higher secondary schools and colleges were closed and non-functional during insurgency for almost seven years due to which the students’ dropout ratio was very high. Now the situation is getting normalize day by day but the government is not doing much in this regards. The government should strictly ensure the security of educational institutes and the demolished higher secondary school and colleges should be built on emergency basis. Free education and monthly stipend for the poor and needy students should be encouraged. Monthly packages for the teachers in the target area should be increased for making their job more attractive and attendance of the teachers should be made possible and in case of absentees strict punishment should be given. The students, their parents and teachers should be given psychological support by organizing awareness session and different training regarding mental health. Extra curriculum activities should be started in the study area for the grooming of the potential talent of the students. Through these steps the circumstances can be made better to a large extent.

Keywords: Insurgency, Emergency, FDMA, AEO, Mental health, Psychological support.

Introduction

Insurgency is a condition of subversive political activity, civil rebellion, revolt or insurrection against a duly constituted government or occupying power wherein irregular forces are formed and engage in actions which may include guerrilla warfare, that are designed to weaken or overthrow that government or occupying power (Hamilton, 1959).

Education plays a dominant role in the betterment of society and the development of the country. It has always been considered an essential tool for development, linked to empowerment and independence of the country. An educated nation has a great contribution in the development of human capital as well as economic growth. Within the
development community, there is general agreement that education has a positive relationship with economic and social development. If the nation is educated, it will have options and unlimited opportunities to participate in the workforce. Thus, if the literacy rate is higher than it tends to improve per capita income of the state, which is a key aspect in the economic development of the nation (Khan, 2016).

Education can mitigate the psychological impact of the conflict through the creation of stability, structure, and hope in the future. In addition, important information and problem solving skills to protect children and young people from exploitation, abuse, abduction, and the recruitment of child soldiers, sexual violence and gender based violence. Education provides tactics of prevention and landmine safety and peace-building and provide life-saving information. Education promotes the rights and responsibilities of children, especially the active participation and citizenship, can provide long-term benefits to the community (Smith, 2009).

There is growing body of evidence that political, military and violent attacks on education took place in dozens of countries in the past decade and intensified dramatically in many of the affected countries in recent years. Attacks were carried out against students, teachers, academics and educational personnel, including support staff, such as transport drivers, caregivers and night guards and education officials, trade unionists and aid workers. They include murder, injury, kidnapping, abduction and forced recruitment as soldiers or for labour, forced disappearances, illegal detention, torture and sexual violence. It also includes damage to or destruction of buildings and educational facilities, including transportation; occupation of buildings and installations for military / security purposes; violent attacks on the educational process, such as attacks on convoys carrying examination papers. It also includes preventing the repairing, rehabilitation or reconstruction of schools attacked by the use or threat of force (O'Malley, 2010).

The quantitative studies show that terrorism dramatically increased during the last decade. Many articles in the literature sought to explain terrorism as a result poor economic development and lack of education in the country (Richardson, 2011).

Between 2004 and 2008, terrorist incidents in South Asia have increased for more than 30 percent of all accidents in the world. Impose internal conflict, not only at the macro level prohibitive costs but also at the household level. Apart from the risk of loss of life and property, there may also be imbalances within the family to long-term investments due to the conflict documented by an extensive literature on the impact of trauma of armed conflict on investment in human capital, such as education, health, of children. (Prakarsh, 1981-1993).

The education sector in Pakistan suffer from inadequate financial input, and low levels of efficiency to implement programs and poor quality of management, monitoring, supervision and teaching. As a result, Pakistan has one of the lowest rates of literacy in the world and the lowest among countries of comparative resources and social/ economic situations. With a per capita income of over $450 Pakistan has an adult literacy rate of 49% while both Vietnam and India with less per capita income have literacy rates of 94 and 52%, respectively. Literacy is higher in urban areas in Sindh and Punjab, among the high-
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Education plays a leadership role in the community. Jobs of educational institutions is to develop people physically, mentally, psychologically, socially and spiritually. It improves and enhances the social, political and cultural life of the nation. Until now, the role of secondary school and colleges education in Pakistan is simply preparation for higher education, which in the minds of most people means exclusively university education. Worldwide universities, directing and co-operating with the industrial and agricultural development organizations, which are developing the economy fast and meaningfully. There is a close link between education and development (Education in Pakistan: key issues, problems and new challenges, 2010).

Militancy is as old as the human being and displays its interpretation both as policies and methods and activating some justification commitment and oppression. Pakistan since the past two decades, faced with civil militancy with a number of factors worked as a catalyst, such as the Lal Masjid operation etc. Pakistan is playing a leading role against the war on terror and suffered huge economic losses and human worth 67 billion so far. Suffering economic and educational activities with enormous extreme fall out on women's literacy in most of the tribal areas and Khyber Pakhtunkhwa (Intikhab Alam, 2010).

Pakistan's role in the war on terror in the tribal areas (FATA) fierce resistance from the militants, who maintain their own social-political agenda in the region on their priorities list. Education was one of the main target of the plan. It has expressed its intention clearly that they have destroyed hundreds of schools in the tribal areas, and most of the rest are either closed or non-functional because of the poor security situation in the region. This situation creates complications for the efforts of the Pakistani government to bring peace to the region, a milestone which again is unachievable without the provision of appropriate education for children and the young generation. Insurgency has deprived thousands of children of their basic human and constitutional right to education. (Ahmed Ali Naqvi, December 2012).

Federally Administered Tribal Areas of Pakistan (FATA) has become wound that was bleeding profusely, where the militant activities in the territory has increased for a decade now have completely covered the entire country (Ahmed D. M. 2013).

FATA is situated on the western border of Pakistan and overspread 27,220 square kilometres and is colonize by a population of 3.17 million people (according to the 1998 census). Its topography is one of the harshest in the world. Barbarous historical, cultural and environmental factors have made its inhabitants one of the most strict and rigorous in the world. Affection for sovereignty and bravery is the mark of the terrain. Tribal areas are conventional, where literacy ratio is low, and developmental ratio is in infancy, and jobs are meagre. Society and the subject in the tribal areas run by local norms, values, customs and traditions. Recrimination, regulate all customs and traditions as it endure for decades, taking the lives of generation after generation of people. Tribal fighting, incongruity, and animosities are day to day business of the people living in the tribal areas. Beside these facts, the tribal areas was rewarded as one of the most peaceful areas of the country as it was assumed Pakistan's western border to be safe for about 55 years since Pakistan's liberty. Authorities never perceive the exigency for the installment of the armed forces both in the
Pakistani tribal areas or western border with Afghanistan since 1947. However, the circumstance converts at the dawn of the 21st century. 9/11 incident has fully changed the situation in (FATA) as it has done in other regions of the world. On the US intimidation, the Pakistani government deployed troops on its border with Afghanistan, has also started military operations against surmise militants settled in the tribal areas (Ahmed, 2013).

9/11 incident in New York, however, have a negative consequences on world politics as a whole, and the Khyber has also faced severe negative impacts as a result of this incident. Khyber Agency were apprehend with religious inconsistency on trivial affairs and the first stooge of religious conflict were educational institutions. According to the FATA Secretariat and Education Directorate Peshawar 89 boys and a girls’ school were demolished completely or overripe by the counter-attacks of armed military bombings and bomb blasts since 2004. Because of only two high schools in this part for girls in the entire agency, the condition of female education in the agency needs serious surveillance. The major part of primary schools are in the homes of Malik’s and all their children are studying in. In all, 97 private schools put up to the furtherance of education in the area. According to the 1998 census, the literacy rate of Khyber Agency was 22.96% and male literacy rate was 39.9% and for female was 2.5%, stipulate that the region is still lingering behind the required rate in Pakistan. From social and economic sentiment Khyber agency is very deteriorate. The fundamental sectors such as health, education, agriculture, industry and communications do not encounter the needs of the people of this area. The manifestation of education was enterprising after 1960, but later because of 9/11 incident, The Khyber Agency grasp with militancy, and first aunt sally of religious squabble was education sector (Hussain, 2013).

Study Area

Khyber Agency is one of the seven Federally Administered Tribal Areas, which is governed by the federation of Pakistan since 1947. The rigorous mountains and extravagant green vales of this territory is a home to two big Pakhtun Tribes the “Afridis” and the “Shinwaris”. Khyber substantiate the appearance of the Aryans, Iranians, Greeks, Kushans, White Huns, to the meadowland of subcontinent and to the top of Fig. y of Afghanistan. It was the way which gave passage to the caravans of the Ghaznavide, Ghoraide and then the Mughals. Khyber Agency is identified after the prominent Khyber Pass, the most dominant connection between Afghanistan and South Asia. Khyber Agency is the ancient tribal agency, founded in 1879 with PLN Cavagnari as the first Political Officer. In 1901, with the formation of the North West Frontier Province now called Khyber Pakhtunkhwa, the post of Political Officer were converted into Political Agent and the first Political Agent was Major G. Kepper.

The major tribe of the Agency is Afridi, which is further classified into eightfraternity; these are, Kamrai or KamarKhel, Zakha Khels, Sipah, Aka Khels Kuki Khel, Malik Din Khels, Kambar Khel and Adam Khel. According to one version the word Khyber is derived from a Hebrew word, which means castle or place. Before the birth of Islam Jews had garrison over the Khyber fort and its surroundings locality, situated some 150 km in the North-Western part of present day kingdom Saudi Arabia. However, the Khyber Pass has no connection with the Khyber Fort of Medina. Khyber is a small village in Landi Kotal located on Peshawar
Torkham highway which obtained this name for it. Khyber Pass is the major cause behind the name of Khyber Agency. (Hussain, 2013).

**Education in Bara Khyber Agency**

Khyber Agency is the most literate of all the Tribal Areas, with a literacy rate of 34.2%, as of 2007. Quite far ahead of the next highest Agency Kurram at 26.5%. It is also the only Agency where the majority of its men are literate, at 57.2%, which is almost 20% ahead of the next highest agency, Kurram. However, its Female literacy rate of 10.1% is 2nd after Kurram's 14.4%.

<table>
<thead>
<tr>
<th>Agency</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
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<tbody>
<tr>
<td>Khyber</td>
<td>57.2%</td>
<td>10.1%</td>
<td>34.2%</td>
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(FATA, 2016).

**TopoFig.**

Khyber Agency is located in the North West of Pakistan within the Federally Administered Tribal Areas at 33°-45' and 34°-20' degree North latitudes and 70°-27' and 71°-32' East longitudes. It is bordered by White Mountain range Suffaidkoh and the River Kabul in the North, Kurram Agency in the West and Peshawar District in the East and. In the North-West lies Afghanistan, Orakzai Agency in the South and Mohmand Agency in the North-East. The total area of the Agency is 2,576 Sq. kilometres. Choora River, Bara River and Khyber Nalla flow through the agency into Peshawar valley. The Agency's Headquarter is in Peshawar. The Agency has been classified into 3 subdivisions i.e.Bar, Jamrudand Landi Kotal.

**Materials and Methods**

The present study is descriptive in nature because it focuses on insurgency and their physical and psychological impacts on the local communities. Descriptive survey method was used for the purpose to explain in detail each and every aspect of the study area. To conduct the research, 35 teachers and 60 students were selected from six higher secondary schools/colleges and the officials of FDMA (FATA Disaster Management Authority) and Agency education officer of the target area. The data was collected through a questionnaires, semi structure interview and personal observation from the sample selected on purposive basis. Descriptive research attempt to describe systematically a situation, problem, phenomenon, services, and to provide information about living condition of a community or to provide information about behaviour, attitudes or other characteristics of a particular group towards an issue. Relevant literature review was gathered from different sources i.e. survey reports, books, electronic sources and available data of different organization. Keeping in view the available literature a structured questionnaire was developed. The questionnaire was then pre-tested to remove duplications. Quantitative data obtained through questionnaire was then analysed statistically through SPSS (16 version), Ms. Excel and Ms. Word

Descriptive survey method was used for this study in order to achieve the objectives of the study. In this study data was collected from two sources. The primary data were collected through scheduled interviews.
conducted with FDMA officials and agency education officer where a set of questions was asked from the responders to guide the research study. The primary data was collected with the help of questionnaires in which a set of questions was asked from the respondance in selected areas. Transit walk was conducted in each village for the purpose to collect accurate data for the research study. The secondary data will be collected from secondary sources such as books, literature review, library, reports, newspaper and articles etc.

Results and Discussion

Majority of the respondents have faced a lot of negative consequences as a result of insurgency especially the students and the teachers they were unable to focus on the studies and to make better understanding of their subjects because of their psychological disturbances they have also suffered from destroying of college/colleges building and the shifting of the educational institutes triggers the social impacts. Following are the Fig.s in which different kinds of questions were asked from the teachers and the students of the target area from Fig. 01 to Fig. 07 the set of questions were asked from the teachers and from Fig. 08 to 13 the set of questions were asked from the students and the semi structure interview with the officials are also mentioned.

Basic Information about Insurgency

The First Section of the Fig. shows the knowledge level of the respondents regarding insurgency”. Among the 35 respondents 100% of the respondents have knowledge that what is insurgency and what was the negative consequence of insurgency on the education sector. The Second Section of the Fig. shows the “Presence of the respondents” present at the study area. Among the 35 respondents most of the respondents were present at the time of insurgency in the study area 94.3% of the respondents were present during insurgency and 5.7% of the 35 respondents were not present during insurgency. The Third Section of the Fig. shows the “component of education” which have affected negatively. Among the 35 respondents 60% respondents’ opinion was about the “physical infrastructure & dropout ratio”.31.4% respondents opinion was about the “Education & Dropout ratio” and 8.6% respondents out of the 35 respondents opinion was that “Students Psy & Education” have been severely affected. The Forth Section shows the “peak time of the insurgency”. Among the 35 respondents 17.1% of the respondents answer was “Board exams time” and 82.9% of the respondents answer was “Classes time”.

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**Fig.1. Basic Information about Insurgency**

- **Having knowledge about Insurgency:**
  - Yes: 100.0%
  - No: 94.3%

- **In college when it got affected:**
  - Yes: 60.0%
  - No: 31.4%

- **Which component is affected more:**
  - Physical infrastructure & Dropout ratio: 8.6%
  - Education & Dropout ratio: 17.1%

- **Insurgency was at peak:**
  - Yes: 82.9%

**Fig.2 Level of Impacts on Infrastructures, Dropout ratio and Education.**

- **Impacts noticed:**
  - Yes: 100.0%
  - High: 80.0%
  - Medium: 20.0%
  - Low: 57.1%

- **Level of impacts on physical infrastructure:**
  - High: 37.1%
  - Medium: 5.7%
  - Low: 22.9%

- **Level of impacts on dropout ratio:**
  - High: 65.7%
  - Medium: 11.4%
Fig. 3. Level of Physical Impacts

**Level of Impacts on Infrastructures, Dropout ratio and Education**

The First Section of the Fig. shows that either the three components effected as a result of insurgency. Among the 35 respondents 100% respondents was “Yes” that the three components have affected. The Second Section of the Fig. shows the level of impacts on the physical infrastructure of the educational institutes. Among 35 respondents 80% respondents answer was “High impact” on the educational physical infrastructure and 20% respondents answer was “Medium Impact” on the educational institutes. The Third Section of the Fig. shows the level of impacts on the dropout ratio. Among the 35 respondents 47.1% respondents answer was “High impact” on the dropout ratio, 37.1% respondents answer was “Medium impacts” on the dropout ratio and 5.7% respondents answer was “Low impacts” on the dropout ratio of both students and the teachers as a result of insurgency. The Fifth Section of the Fig. shows the level of insurgency impacts on the education. Among the 35 respondents 65.7% respondents answer was “High impacts” on the education system, 22.9% respondents answer was “Medium impact” on the education system and 11.4% respondents out of 35 respondents answer was “Low impacts” on the education system of the study area.

**Level of Physical Impacts**

The First Section of the Fig. that either the institutes suffered infrastructure damages. Among 35 respondents all have the answer “Yes”. The Second Section of the Fig. shows the level of damages to the classrooms of the respective higher secondary educational institutes. Among 35 respondents, 60% respondents have the answer “High level” impacts have suffered the classrooms, 22.9% respondents have the answer “Medium level” and 17.1% respondents answer was “Low level” impacts on the classroom of the respective higher secondary school/colleges. The Third Section show the damages suffered by the playgrounds of the institutes. Among 35 respondents, 25.7% respondents say that playgrounds suffered “High level” impacts as a result of insurgency, 25.7% respondents answer was “Medium level” impacts, 28.6% respondents answer was “low level” impacts.
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to playgrounds and 20.0% respondents answer was “No impacts” to the playgrounds of the respective higher secondary school/colleges. The Forth Section of the Fig. shows the level of the damages to the furniture’s of the higher secondary school/colleges. Among 35 respondents 62.9% respondents answer was “High level” damages occurred to the furniture’s of the institutes, 34.3% respondents answer was “Medium level” damages occurred to the furniture’s and 2.9% respondents answer was “No impacts” on the furniture’s of the respective School/Colleges.

The Fifth Section of the Fig. shows the level of damages suffered by the college records of the institutes. Among the 35 respondents, 40.0% respondents said that college records suffered “High level” impacts because of insurgency, 20.0% respondents answer was “Medium level “of impacts, 22.9% respondents answer was “Low level “of impacts occurred to educational institutes and 17.1% respondents answer was “No impacts” to the college records.

Fig.4. Level of Psychological Impacts.

Level of Psychological Impacts

The First Section of the Fig. shows that either the mental processes of the teachers and students effected as a result of insurgency. Among 35 respondents all respondents answer was “Yes”. The Second Section clearly shows the disorder mainly adopted by the male after a traumatic situation. Among 35 respondents 48.6% respondents answer was “High level “of anxiety in the students and teachers, 28.6% respondents answer was “Medium level” of anxiety, 20.0% respondents answer was “Low level” of anxiety and 2.9% respondents answer was “No impacts” of the anxiety on the teachers and the students. The Third Section of the Fig. shows the psychological disorder depression during insurgency. Among 35 respondents 77.1% respondents answer was “High level” of depression on both the students and the teachers, 17.1% respondents answer was “Medium level” of depression and 5.7% of respondents out of 35 respondents answer was “Low level” of impacts during insurgency. The Fourth Section of the Fig. shows the level of stress on the students and teachers during insurgency which is a triggering factor for the above mentioned
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psychological disorders. Among 35 respondents 48.6% respondents answer was “High level” of stress, 48.6% respondents answer was “Medium level” of stress and 2.95% respondents answer was “Low level” of stress on the students and teachers. The Fifth Section of the Fig. shows the level of stress on teachers and students. Among 35 respondents 48.6% respondents answer was “High level” of tension, 42.9% respondents answer was “Medium level” of tension and 8.6% respondents answer was “Low level” of tension on the teachers and students.

**Fig.5. Impacts on Teaching Methodology (TM) and Dropout ratio (Dr).**

**Impacts on Teaching Methodology (TM) and Dropout ratio (Dr)**

The First Section of the Fig. shows the “The causes of dropout ratio in the institutes”. Among the 35 respondents 60.0% respondents fall in the option “Migration” from the native land because of the uncertain situation, 11.4% respondents answer was “Lack of transportation”, 22.9% respondents answer was “Security reason” the people were limited to their houses because of the curfew in the study area, 5.7% respondent answer was “Destruction of the educational institutes”. The Second Section of the Fig. shows the “The % of current dropout ratio”. Among 35 respondents 40% respondents answer was “10-20%” dropout ratio, 28.6% respondents fall into the option “20-30%”, 11.4% respondents answer was “30-40%” dropout ratio and 20% respondents fall into the option “40-50%” dropout ratio. The Third Section of the Fig. shows the “The impacts on teaching methodology”. Among 35 respondents 91.4% respondents said that the teaching methodology is affected because of insurgency and 8.6% respondents fall into the option “No impacts” on teaching methodology. The Fourth Section of the Fig. shows the “Teaching methodology before insurgency”. Among 35 respondents, 57.1% respondents answer was “Modern methodology” were
there in the institutes before insurgency, 25.7% respondents answer was “Traditional methodology” and 17.1% respondents said that “Mix methodology” were therein the institutes before insurgency. The Fifth Section of the Fig. shows the “Teaching methodology after insurgency”. Among 35 respondents, 45.7% respondents said that “Modern methodology of teaching” is there in the institutes after the insurgency, 45.7% respondent answer was “Traditional methodology” and 8.6% respondent’s falls into the option “Mix teaching methodology” exist after the insurgency in the study area.

Fig.6. Role of Educational Institutes.

**Role of Educational Institutes**

The First Section of the Fig. shows the “Parents role” towards children education. Among 35 respondents, 48.6% respondents answer was “Negative”, 37.1% respondents fall into the option “Positive role” and 14.3% respondents answer was “Null”. The Second Section of the Fig. shows the “Educational institutes’ role” in the capacity building of the students. Among 35 respondents, 62.9% respondents answer was “Effective” role, 34.3% respondents answer was “Ineffective role” and 2.9% respondents answer was “Null” role of the educational institutes in the capacity building of the students. The Third Section of the Fig. shows the “Exams results” of the students during insurgency. Among the 35 respondents 2.9% of the respondents said that exams result are “Improved”, 25.7% respondents answer was “Not improved” and 71.4% respondents said that the exam results are severely affected as a result of insurgency. The Fourth Section of the Fig. shows the “The prevailing of negative impacts” on the education sector. Among 35 respondents, 8.6% respondents said that the “impacts prevails for “05 years” on education sector, 11.4% respondents answer was “06 years” 42.9% respondents answer was “07 years” and 37.1% respondents answer was “08 years” have prevailed the negative impacts of
insurgency on education sector in the study area. The Fifth Section of the Fig. show the “Role of law enforcement agencies” during insurgency. Among the 35 respondents, 11.4% respondents answer was “Satisfactory”, 54.3% respondents answer was “Unsatisfactory” and 34.3% respondents said that the law enforcement agencies have “Poor” role in the insurgency in the study area. The Sixth Section of the Fig. shows the “provision of full proof security” to the educational institutes in the study area. Among 35 respondents, 5.7% respondents were strongly agree to the above statement, 5.7% respondents were strongly disagree, 17.1% respondents were agree to the above statement and 71.4% respondent were disagree to the above statement and said that there was no role of the security agencies in insurgency towards educational institutes in the study area.

The First Section of the Fig. shows that among 60 respondents, all respondents said that their respective higher secondary school /college is severely affected by the insurgency. The Second Section of the Fig. shows the “Impacts on infrastructure” of the institutes. Among 60 respondents, 65.6% respondents answer was “High impacts”, 24.6% respondents answer was “Medium impacts” and 9.8% respondents answer was “Low impacts” on educational infrastructure. The Third Section of the Fig. shows the “Impacts on dropout ratio” of the students. Among 60 respondents, 41.0% respondents answer was “High impact”, 24.6% respondents answer was “Medium impacts” and 19.7% respondents answer was “Low impacts” on the dropout ratio of the students in their respective institutes. The Forth Section of the Fig. shows the “Impacts on teaching methodology”. Among 60 respondents, 31.1% respondents was “High impacts” 67.2% respondents...
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answer was “Medium impacts” and 1.6% respondents answer was “No impacts” on teaching methodology of the teachers. The Fifth Section shows the insurgency “Impacts on classes’ arrangement”. Among 60 respondents, 45.9% respondents answer was “High impacts”, 47.5% respondents answer was “Medium impacts” and 6.6% respondents answer was “Low impacts” of insurgency on classes’ arrangement.

Fig. 8. Suggestion of the Teachers.

Suggestion of the Teachers

The First Section of the Fig. shows the opinion of the teachers about the improvement in the education system of the study area. Among 35 respondents, 17.1% respondents opinion was to provide economical and psychological support to the private institutes because they have an important role in the secondary education in the study area and the private institutes teachers and students said that the private institutes are fully ignored by the government and the government should provide the economic support to the private institutes as like the government institutes. The Second Section of the Fig. shows the suggestion of the 11.4% teachers out of 35 teachers about the provision of economical support to the poor and needy students of the study area because most of the people businesses are severely affected and they are unable to provide the financial support to their children’s for education. The Third Section of the Fig. shows that 8.6% respondents out of 35 respondents said that more boys’ government higher secondary school/degree colleges should be built in the study area to bring efficiency and improvement in the education of the study area. The Forth Section of the Fig. shows that among 35 respondents 20% respondents have given the suggestion that due to uncertain situation in the study area full proof security should be provided to the educational institutes to create a peaceful environment for both the students and teachers. The Fifth Section of the Fig. shows that 20% respondents out of 35 respondents have given the suggestion that more girls
higher secondary school/colleges should be built on emergency bases because there are only one institute for the female in the study area. The Sixth Section of the Fig. shows important factors the reconstruction of the damaged infrastructure in the study area. Among 35 respondents, 22.9% respondents said that during insurgency the building of both private and public institutes have severely affected and most of them are demolished by the explosive materials. These affected institutes need serious and immediate steps for building reconstruction.

Fig. 9. Level of Physical, Psychological and Social Impacts.

**Level of Physical, Psychological and Social Impacts**

The First Section of the Fig. shows that “either the respondents suffered” due to these impacts, in which among the 60 respondent all of the respondents were suffered. The Second Section of the Fig. shows the “educational impacts” of the respondents, in which among the 60 respondents most of the respondents were fall in first group out of three group, 78.7% were fall in group “First”, 14.8% were fall in group “Second” and 6.6% of the respondents were fall in group “Third”. The Third Section of the Fig. shows the “Physical impacts” of the respondents, in which among the 60 respondents most of the respondents were fall in the group “Third & Forth” in which 39.3% respondents fall in these two groups, 6.6% respondents fall in “First group” and 14.8% respondents fall in “Second group”. The Forth Section shows the respondents “Psychological impacts”. Among the 60 respondents, most respondents were fall in “First group”, 41.0% respondents were from “Second group”, 13.1% respondents were from “Third group” and 1.6% respondents were from “Forth group”. The Fifth Section shows the respondents “Social impacts”. Among the 60 respondents. Most
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respondents were fall in “Second group”, and 4.9% respondents were fall in “Forth group”. 32.2% respondents were fall in “First group”, 13.1% respondents were fall in “Third group”

**Support Provided to the Students**

The First Section of the Fig. shows that the respondents have got any support during insurgency. Among 60 respondents 57.4% respondents answer was “Yes” and 42.6% respondents answer was “No”. The Second Section of the Fig. shows that who supported the respondents. Among 60 respondents 75.5% respondents were supported by their parents and 24.5% respondents were supported by the teachers of the institutes. The Third Section of the Fig. shows the type of support provided in which among the 60 respondents most of the respondents were provided financial support and 27.4% respondents were provided with emotional support.

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Fig.10. Support Provided to the Students.
Problems in Current education system

The First Section of the Fig. shows that the respondents are facing any problems in the current education system in the study area. Among 60 respondents 86.9% respondents answer was “Yes” and 13.1% respondents answer was “No”. The Second Section of the Fig. shows the problems in education system facing by the respondents in the study area. Among 60 respondents 45.6% respondents answer was “Poor quality education and weak financial situation” and 54.4% respondents answer was “uncertain situation and financial situation”. The Third Section of the Fig. shows the “Level of teaching methodology before insurgency”. Among 60 respondents the most respondents fall in group “Second”, 16.4% respondents fall in group “First”, 13.1% respondents fall in group “Third” and 3.3% respondents fall in group “Forth”. The Forth Section of the Fig. shows the “Level of teaching methodology after insurgency”. Among 60 respondents most of the respondents fall in group “First”, 26.2% respondents fall in group “Second” and 14.8% respondents fall in group “Third”.

Fig. 11. Problems in Current education system.
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**Satisfied with Current Teaching Methodology**

The First Section of the Fig. shows that the respondents are satisfied from the current teaching methodology. Among 60 respondents 57.4% respondents answer was “Yes” and 42.6% respondents answer was “No”. The Second Section of the Fig. shows that if the respondents are satisfy than what are the reasons. Among 60 respondents 23.1% respondents fall in group “First”, 28.0% respondents fall in group “Second”, 21.5% respondents fall in group “Third” and 27.5% respondents fall in group “Forth”. The Forth Section of the Fig. shows that if the respondents not satisfied than what the reasons are. Among 60 respondents 24.8% respondents fall in group “First”, 26.6% respondents fall in group “Second”, 23.1% respondents fall in group “Third” and 25.6% respondents fall in group “Forth”.

**Provision of transport free of cost to the students**

<table>
<thead>
<tr>
<th>Percent</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
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<td>13.1</td>
<td>13.1</td>
<td>8.2</td>
<td>19.7</td>
<td>9.8</td>
<td>21.3</td>
<td>6.6</td>
</tr>
</tbody>
</table>

**Modern education facilities in institutes be provided**

**Teachers should be made regular to take classes.**

**The building of college on emergency bases.**

**Extra curricular activities should be started.**

**Exception from checking in the checkpost.**

**Peaceful environment for study.**

**Psychological counselling.**

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Fig.12. Satisfied with Current Teaching Methodology.
Fig. 13. Suggestions from the Students

**Suggestions from the Students**

The First Section of the Fig. shows that the respondents suggestion about the free provision of transport facilities. Among 65 respondents 8.2% respondents said that free transport should be provided to the students and teachers both to reached the institutes on time. The Second Section of the Fig. shows that 3.1% respondents out of 65 respondents answer was that modern educational facilities should be provided in the educational institutes to know about the current world scenario. The Third Section of the Fig. shows 13.1% respondents have the suggestion about the teachers should be made regular to take their classes on time and to arrive on time in the educational institutes. The Forth Section of the Fig. shows that 8.2% respondents answer was to build the damaged buildings of the colleges on emergency bases. The Fifth Section of the Fig. shows that 19.7% respondents answer was the provision of extra-curricular activities in the educational institutes to give exposure to the students to build their mental level. The Sixth Section of the Fig. show that 9.8% respondents have a suggestion that the students should be exempted from the checking on the check posts. The Seventh Section of the Fig. shows that 21.3% respondents have a very valid suggestion that the peaceful environment should be built the government for the educational institutes and full proof security should be provided to every educational institute. The Eight Section of the Fig. shows that 6.6% respondents out of 65 respondents have a suggestion that the students have disturbed mentally and the psychological counselling session should be conducted in the affected educational institutes to give to give psychologically therapy to the affected students.

**Semi structure Interview**

According to FDMAs, The education sector have severely affected in all agencies of FATA and Khyber agency is one of the most effected agency. The insurgency and the operations against the insurgents in FATA have imposed negative consequences on the education sector. The schools/colleges building were used as a shelters especially the government schools/colleges by the insurgents and unfortunately it was targeted by the military forces to compel the insurgent to leave the area. The classrooms and the library and laboratory equipment were burnt by the insurgents and they were also used to stop the students and teachers to go to schools/colleges and they were totally against the female education and have blasted the female educational institutes in the study area. In response phase the classes were arranged for the primary, middle and high schools students in the jalozai camps and some of the higher secondary schools were temporarily transferred to the settled area in a rented buildings but the students dropout ratio was very high because of the displacements from their native land to the far-off areas. Now the situations are getting normal day by day and the schools/colleges are shifting gradually and but the teachers presences should be made regularly to overcome and fill the gaps in higher secondary education as soon as possible.

Agency Education Officer were also asked about the causes and impacts of the
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insurgency on higher secondary education in the study area. They said that insurgency have pushed back our young generation so many years back and the education sectors have affected so severely that it will take a long time to be recovered because all the governments educational institutes were demolished by the insurgents and the public educational institutes were also destroyed. Each and every components of the educational sectors have faced a lots of negative consequences and the students and teachers were afraid to go to their institutes because they were getting lives threats. The libraries and laboratories of both governments and public colleges/schools were burnt and the classrooms were exploited with bombs and as a result the teachers and the students were unable to go to schools/colleges and they compelled to leave the area and to go to safe location to save their lives. Some of the governments and almost all of the private institutes were shifted to the settled areas after reaching the insurgency at peaks and due to the curfew in the target area. Now as the situation are getting normalize day by day the government colleges/schools have been shifted and the reconstruction of the demolished educational institutes have been started, it has made compulsory for the teachers to attain their classes regularly. Certain programmes have started for the governments teachers to trains and aware and to recover him from the traumatic situation.

Conclusion

The major part of study area is affected by insurgency and the education sector is one of the main key sector which have been affected critically. Insurgency impacts are very high in the study area because of lack of education, unemployment, poverty and mismanagement by the government and lack of government raid. The analysed data reveals the major effects of insurgency on education from 2008 till now. Insurgency is one of the devastating disasters which disturbs and damages the physical infrastructure, socio-economic infrastructure and each and every aspect of life. Our region South Asia is famous for different types of disasters. In our country Pakistan it is a matter of fact that insurgency are the challenging scenario in the country. Since independence Pakistan had faced many events and all of its provinces are exposed but Khyber Pakhtunkhwa province and especially FATA are the most prone area of the country to insurgency.

It can finally be concluded that insurgency had severely affect the study area particularly the Education sector. The Education sector in the study area suffered due to unproductive efforts from security agencies, lack of security measures, Weak Infrastructure, Lack of education, unemployment, poverty, mechanism and in time and rapid information and management about anthropogenic disasters. The Education system in study area also possessed lack of Pro disaster role and pre disaster recovery planning. The study area also has weak border checking system due to which insurgents easily enter to the tribal areas because it have a border with the Afghanistan. Lack of Awareness, improper planning, safety measures and lack of resources also served as tools to damages to insurgency. However to avoid future damages and losses we should require to keep all such things in mind.

Following are some recommendations given by the students, teachers and the researcher which will help us to enhance the literacy ratio as well as to reduce the
insurgency impact and its damages etc. in the province and country especially in the study area.

- The destructed educational institutes should be built on emergency bases especially the government institutes which have affected more as compared to private institutes.
- Efforts should be made for public awareness. Education and training be provided to individuals, parents, teachers, students etc. to promote awareness and reduce destructions and damages.
- There is one girl higher secondary school in the study area and to increase the female literacy ratio for the prosperity of the country more girls higher secondary institutes should be built.
- A full proof security to the educational institutes should be provide by the governments.
- Government have to provides economical and psychological support to the government institutes the privates institutes should also be supported economically and psychologically.
- Financial support programmes should be started by the governments to the poor and needy students of the study area.
- To reduces the negative consequences on the higher secondary education more governments’ colleges should be built.
- Peaceful and study environment should be maintained by the security agencies in the study area.
- Extra-curricular activities should be started in higher secondary institutes to enhance the mental health of the students and teachers.
- Modern educational facilities like internet and multimedia presentations should be provided to the institutes.
- Teachers should adopted modern teaching methodology and they should be made regular to take their classes regularly.
- To save the valuable time of teachers and students they should be exempted from the checking on security check post.

**Acknowledgement**

I have no words to express the deepest sense of gratitude Allah the Almighty, the most merciful and the Beneficent, who bestowed upon me the courage, determination and ability to observe, think and analyse to complete this task and contribute to the noble field of knowledge. I wish to pay my profound regard to my honourable supervisor, Mr. Shah Nawaz Khan, Lecturer, Centre for Disaster Preparedness and Management (CDPM), University of Peshawar for his consistent encouragement and guidance till the completion of this task. The critical insight, constructive criticism and supervision generated the vigour for excellence in our pursuits, without which it would not have been possible to undertake this report.

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