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**SITUATIONAL ANALYSIS OF FEMALE
EDUCATION IN DISTRICT SWAT: A
DOCUMENTARY STUDY**



By

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**Department of Education
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INTERNATIONAL ISLAMIC UNIVERSITY,
ISLAMABAD
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**INTERNATIONAL ISLAMIC UNIVERSITY,
ISLAMABAD**

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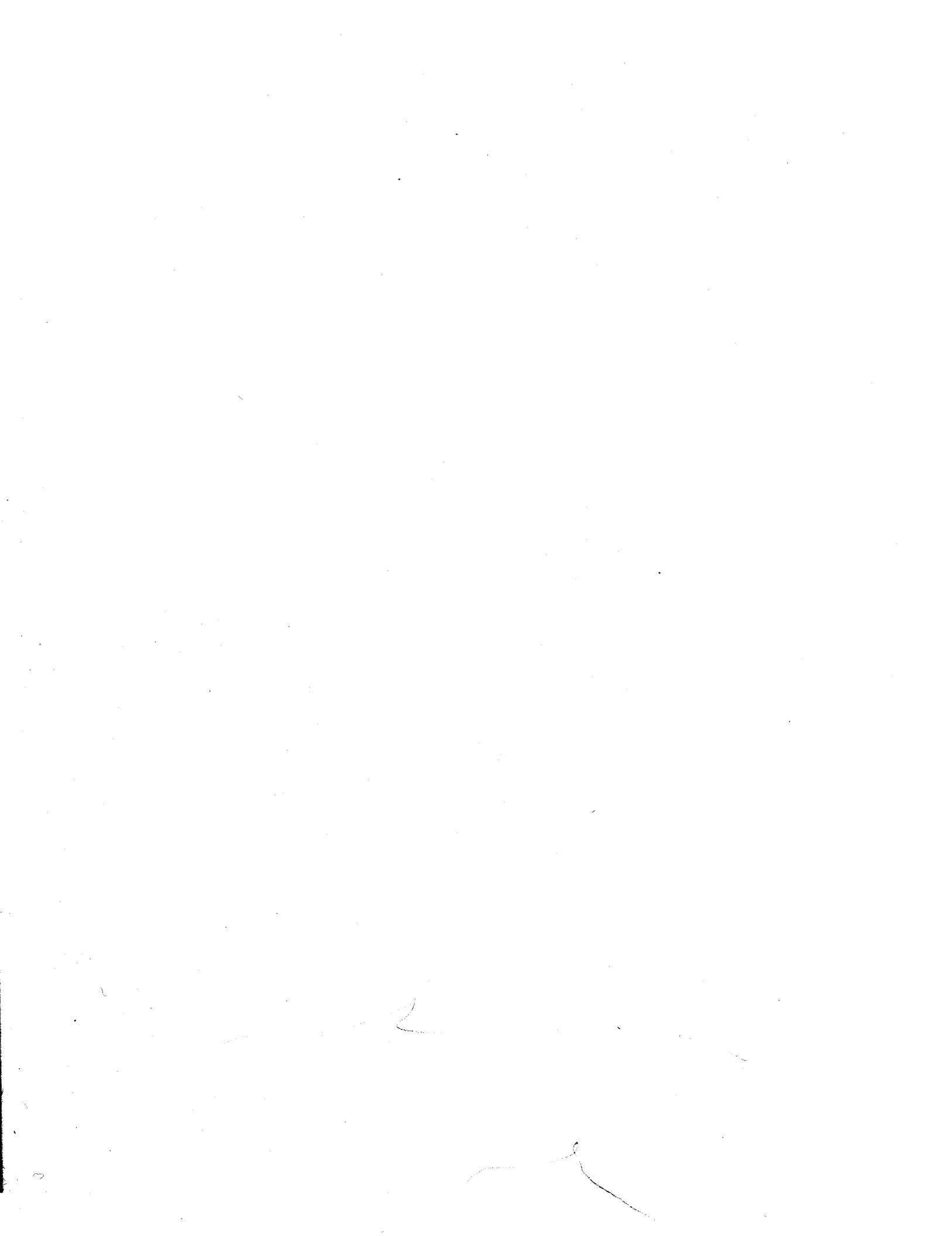


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Reg. No. 20-FSS/MSEDU/F07

Submitted in partial fulfillment of the requirements for the
Degree of MS in Education

Department of Education
Faculty of Social Sciences
**INTERNATIONAL ISLAMIC UNIVERSITY,
ISLAMABAD
2009**



DEDICATION

**DEDICATED TO
MY
GRAND-FATHER,
WHO
PRAYS FOR MY SUCCESS
DAY AND NIGHT**

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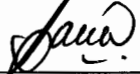
Accepted by the Department of Education, Faculty of Social Sciences, International Islamic University, Islamabad, in partial fulfillment of the requirements for the degree of MS in **EDUCATION**

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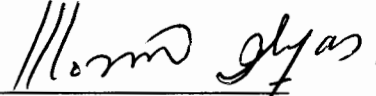
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ABSTRACT

Female education plays a vital role in the development of a country. This study was conducted to analyze the situation of female education in District Swat after militants' activities during November, 2007 to February, 2009. The objectives of the study were (a) to analyze the situation of female education before November, 2007 in District Swat; (b) to analyze the situation of female education after February, 2009 in District Swat and (c) to suggest measures for the improvement of female education in District Swat.

The methodology used for the study was documentary analysis. Documents related to the study were collected from different sources. The study covered the conditions of female schools up to secondary level before and after the militants' activities in District Swat. The data collected was tabulated. Percentage was used as a statistical tool for analyzing the data.

The data showed that thirty five 35 (8 %) primary schools were destroyed, as mentioned in the last data report 2008-2009. A large number of class rooms, 292 (20.94) rooms at primary level, 72 (32.72 %) rooms at middle level, 42 (20 %) rooms at high level and 33 (58.92 %) rooms were also destroyed during the militants' activities. In the buildings of different levels of schools, 27 schools' boundary walls at primary level and 43 schools' toilets facility at primary level were destroyed.

On the other hand the study revealed that 6 primary schools were upgraded to middle level and 2 middle schools were upgraded to high level probably according to the annual development plan.

A total of 11087 (16.39 %) students at primary level, 606 (6.70 %) students at high schools level and 589 (16.16 %) students at higher secondary schools level left the schools during the period. The number of students, who appeared in the secondary school certificate examination, was 3040 before the militants' activities, while 2663 students appeared in secondary school certificate examination after militants' activities.

The study showed that 28 (1.77 %) teachers at primary level, 30 (10.98 %) at middle level and 14 (5.49 %) at high level left the job

On the basis of the findings, the researcher suggested the promotion and rehabilitation of the female education in the area through construction of schools in place of damaged and destroyed schools of different levels in the area. More qualified teachers should be appointed to minimize the shortage of teaching staff in the schools; Female schools should be provided security by the government. A transport scheme for the teachers and students of female schools on emergency basis be launched by the government. Special policy for school uniform should be formulated by the government matching with the cultural and religious values of the area.

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ALAM KHAN

MAP OF DISTRICT SWAT

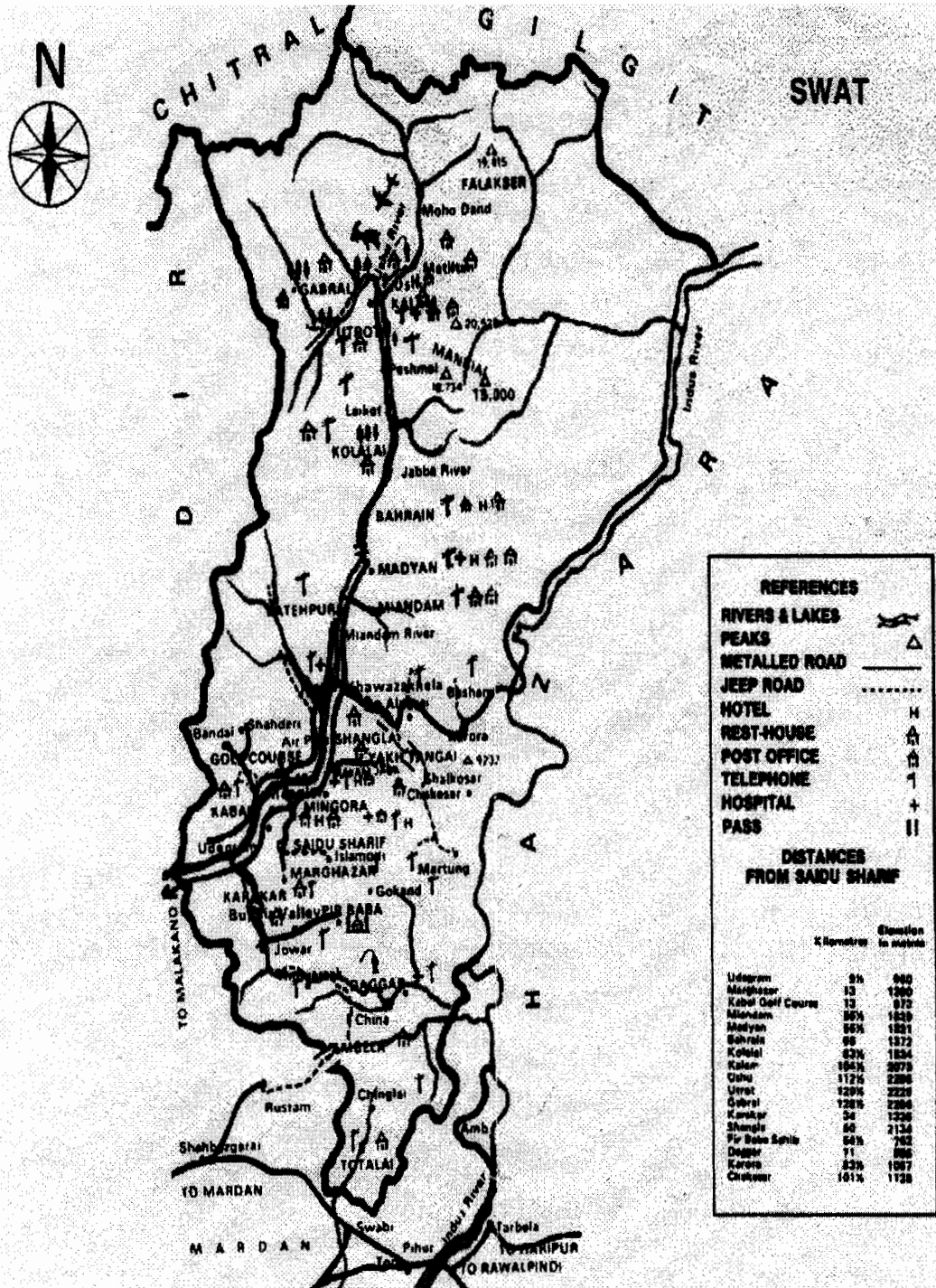


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LIST OF ABBREVIATIONS

NGO	Non Governmental Organization
MPA	Member Provincial Assembly
PF	Province Frontier
MNA	Member National Assembly
OECD	Organization of Economic Cooperation and Development
UNICEF	United Nations International Children Emergency Fund
PTA	Parents Teachers Association
SMC	School Management Committee
DFID	Department for International Development
UNFCW	United Nations Fourth Conference on Women
MoWD	Ministry of Women Development
SAP	Social Action Plan
TNSM	Tahreek-e- Nefaz-e- Shariat Muhammadi
PATA	Provincially Administered Tribal Areas
ANP	Awami National Party
TTP	Tahreeki Taliban Pakistan
SWT	Subhanahu Wa Taala
GDP	Gross Domestic Products
MDG	Millennium Development Goal
EDO	Executive District Officer
UNESCO	United Nations Educational Scientific and Cultural Organization
SSC	Secondary School Certificate
MRR	Mathematics Resource Room
NWFP	North West Frontier Province
BISE	Board of Intermediate and Secondary Education
PCE	Pakistan Coalition for Education

CHAPTER 1

INTRODUCTION

Swat, the enchanting land of magnificent scenic beauty and rich historical past, lies in the mountainous area in the extreme north of Pakistan. Its lush green fertile villages, its towering snow capped mountains; meandering river, its icy-cold lakes, its fruit laden orchards and its flower filled slopes are some of the gifts which Mother Nature has bestowed on this ancient land of scenic beauty; and so justifiable called the Switzerland of the East and paradise on earth. Swat is bounded on the North by Chitral, on the West by Dir on the South by Buner District and on the East by Hazara Division and the River Indus. It is a valley and an administrative district in the North West Frontier Province (NWFP) of Pakistan located 260 km/162 miles from Islamabad, the capital of Pakistan. The capital of Swat is Saidu Sharif, but the main city in the Swat valley is Mingora. (Alam, 2005)

Education and health are essential for economic development of the area. Swat district has a tribal background. Swat has one of the highest allocations in the Provincial Primary Education Program (part of the social action program). It involves upgradation of schools, construction of rooms and buildings, purchase of furniture and conversion of mosque schools. (1998 Census Report Government of NWFP)

Apart from Public Sector Institutions, Private sector also plays its role effectively. A large number of Institutions are working in Private sector. (Annual Statistical Report Swat, 2008)

In recent years, militant groups in the Swat valley, led by Maulana Fazlullah, began a movement for the implementation of Sharia laws and regulations in the area of Swat in 59 villages, the Taliban set up a "parallel government" with Islamic courts imposing Sharia law.

According to the Daily Times dated 26th December, Militant in Swat district of North West Frontier Province (NWFP) imposed a ban on female education and warned teachers of severe consequences' if any girl is seen heading for school after a 15-day deadline ends. According to the Daily Times of Dec. 25, "The announcement was made by a spokesman of Maulana Fazlullah. "Female education is against Islamic teachings and spreads vulgarity in society," Shah Dauran, leader of a group declared, who waged an armed struggle to impose Taliban rule in the district. The future of around 40,000 girls in Swat is at stake following a Taliban ban on education for female students. The Taliban blew up more than 100 girls' schools in Swat in the past 14 months. According to figures provided by a Swat-based NGO, Pakistan Coalitions for Education (PCE), Taliban destroyed hundred (100) out of four hundred and ninety (490) primary schools for girls in Swat so far. [Daily Times, Dec. 26, 2008]

Since the start of the government offensive, girls' schools were being targeted increasingly by Taliban. The district has 842 boys' and 490 girls' state schools for 300,000 children aged 3 to 9; only 163,645 boys and 67,606 girls are actually enrolled at state and private establishments, according to official figures. According to local authorities, 50 per cent of girls have stopped attending school because of Taliban's threats. Zahid Hussain reported in (The Times, London of Dec. 26 2008).

To see the above mentioned scenario of female education in District Swat, this study was conducted to investigate about the past and present status of female education in the area, and to suggest measures for the improvement of female education in District Swat.

1.2 STATEMENT OF THE PROBLEM

The study was conducted to investigate about the past situation of female education in District Swat, to investigate the present situation of female education and to suggest measures for improvement of female education in District Swat. Different related documents were searched out.

1.3 OBJECTIVES OF THE STUDY

The following were the objectives of the study;

1. To investigate about the past situation of female education in District Swat.
2. To investigate the current situation of female education in District Swat
3. To suggest measures for the improvement of female education in District Swat.

1.4 SIGNIFICANCE OF THE STUDY

Female education plays an important role in the all-round development of a country. This study was conducted to investigate about the past and present situation of female education in the District Swat.

1. Educating girls and women is one of the most highly leveraged investments in long-term development. Learning to read and write opens up a world of possibilities for girls and women in terms of their self-confidence, their ability to make informed decisions, and their capacity to avoid manipulation by false information—all things inherently

valuable in resisting oppressive forces. But educating women and girls has also been shown to improve the health status of children and the economic development of their communities. Therefore it is important to investigate the situation of female education in any area of Pakistan with special reference to underprivileged areas of Pakistan like Swat.

2. Thousands of young women living in a part of Pakistan once considered the country's most idyllic tourist destination have been prevented from going to school. After an order from Taliban forces which have seized control of much of the area, this position is worst in NWFP. So it is necessary to study the present status of female education in Swat which is a badly affected area of NWFP.

3. This Study will be useful for Educational policy planners, decision maker, and different governmental and non governmental institutions working for the development of education and especially for female education for education, providing valuable information about female education in district Swat.

1.5 DELIMITATIONS OF THE STUDY

Due to time and cost constraints, this study was delimited to Secondary level public sector female Schools up to secondary level in District Swat and only to the situation before and after the emergence of militants in District Swat. (From November 2007 to 16th February 2009)

1.6 LIMITATIONS OF THE STUDY

1. Un availability of data
2. Closure of educational offices

3. Closure of libraries and other institutions
4. Closure of schools
5. Law and order Situation
6. Researcher's personal problem of internally Displacement

1.7 METHODOLOGY

The over all methodology was documentary analysis.

1.8 SOURCES OF DATA

Printed documents were the main source of data. For collecting related information about the situation of female education in District Swat, related documents i.e. Schools and literacy department, annual school reports, UNESCO reports, News Papers, Magazines, research articles, research papers, research thesis and journals were searched out for collecting the data for the study. Percentage was used as tool for data analysis.

1.9 VALIDITY OF SOURCES

The internal and external validity of source were also ensured.

1.10 DATA COLLECTION

The researcher reviewed all the related documents for collection of date, related to female education situation in District, Swat. The researchers tried to use reliable sources in this regard.

1.11 DATA ANALYSIS

The collected data was arranged into tabular form for each category and the data was analyzed using percentage as tool for analysis.

CHAPTER 2

REVIEW OF LITERATURE

2.1 INTRODUCTION TO SWAT

Swat, the enchanting land of magnificent scenic beauty and rich historical past, lies in the mountainous area in the extreme north of Pakistan. Its lush green fertile villages, its towering snow capped mountains; meandering river, its icy-cold lakes, its fruit laden orchards and its flower filled slopes are some of the gifts which Mother Nature has bestowed on this ancient land of scenic beauty; and so is justifiably called the Switzerland of the East and paradise on Earth.

Swat is bounded on the North by Chitral, on the West by Dir on the South by Buner District and on the East by Hazara Division and the River Indus.

It is a valley and an administrative district in the North West Frontier Province (NWFP) of Pakistan located 260 km/162 miles from Islamabad, the capital of Pakistan. The capital of Swat is Saidu Sharif, but the main city in the Swat valley is Mingora.

2.1.1 Demographics

The population according to the 1981 Census was 715,938, which had risen to 1,257,602 at the next Census in 1998, and according to rough estimate now it is nearly 18 lacks. There are 22466 schools in NWFP, out of which 14721 for male and 7745 for female. In swat there are 1270 schools 841(66%) are for boys and 429 (34%) are for girls

The main language of the area is Pashto. The people of Swat are mainly Pashtoons, Kohistanis, and Gojars. Some have very distinctive features. Most probably they are originated from the same tribe who were roamed around the great trans-Himalayan mountain ranges thousands of years before and now remained in some isolated but extremely beautiful pockets of Himalayan mountain ranges (Census 1998).

The dardic people of the Kalam region in northern Swat are known as Kohistanis and speak the Torwali and Kalami languages. There are also some Khowar speakers in the Kalam region. This is because before Kalam came under the rule of Swat it was a region tributary to Chitral the Kalamis paid a tribute of mountain ponies to the Mehtar of Chitral every year.

2.1.2 Tourist Attractions

There was a popular ski resort in Swat at Malam Jabba, 40 km north east of Saidu Sharif closed in 2007 due to the decreasing ability of the Pakistani government to maintain security in the region. In June 2008, the ski resort was burned down by militants.

2.1.3 Administration

The region has gone through considerable changes over the last few years since the dissolution of the princely state.

1. Swat
2. Matta

The district is represented in the provincial assembly by seven (7) elected MPAs who represent the PF 80 to PF 86 constituencies:

2.1.4 Provincial & National Politics

The region elects two (2) male Members of the National Assembly of Pakistan (MNAs), one female MNA, seven (7) male members of the Provincial Assembly of the North West Frontier Province (MPAs) and two (2) female MPAs. In the 2002 National and Provincial elections, the Muttahida Majlis-e-Amal, an alliance of religious political parties, won all the seats amidst a wave of anti-Americanism that spread after the United States invasion of Afghanistan.

2.2 HISTORY

Swat has been inhabited for over two thousand years and was known in ancient times as the Udyana. The first inhabitants were settled in well-planned town. The independent monarchs of this region came under Achaemenid influence, before reverting back to local control in the 4th century BC. In 327 BC Alexander the great fought his way to Udegram and Barikot. In Greek accounts these towns have been identified as Ora and Bazira. By 305 BC, the region became a part of the Mouryan umpire around the 2nd century BC; the area was occupied by the Buddhist the Indo Greek and the Kushans, who were attracted by the peace and serenity of the land. Swat is thought to be the probable birthplace of Vajrayan Buddhism. There are many archaeological sites in the district, and Buddhist relics are common, testimony to their skills as sculptors and architects (Rome, 2008).

2.2.1 Buddhist heritage of Swat

The Swat museum has the footprints of the Buddha, which were found in the Swat valley and can now be seen in the Swat museum.

As Buddhist art developed and spread outside India, the styles developed here were imitated. For example, in China the Gandhara style was imitated in images made of bronze, with a gradual change in the features of these images. Swat, the land of romance and beauty, is celebrated throughout the world as the holy land of Buddhist learning and piety. Swat acquired fame as a place of Buddhist pilgrimage. Buddhist tradition holds that the Buddha himself came to Swat during his last reincarnation as the Gautama Buddha and preached to the people here. Among the important Buddhist excavation in Swat, an important one is Butkarha, containing the original relics of the Buddha. There is also a big stupa in Mohallah Shingardar Ghalegay (Rome, 2008).

2.2.2 Hindu Shahi Rulers and Sanskrit

Swat was ruled by the Hindu Shahi dynasty who has built an extensive array of temples and other architectural buildings now in ruins. Sanskrit was the language of the Swatis. (Alam 2005)

2.2.3 Advent of Islam by Mahmud of Ghazni

At the end of the Mauryan period (324-185 BC) Buddhism spread in the whole Swat valley, which became a very famous center of Buddhist religion.

After a Buddhist phase Hindu religion reasserted itself, so that at the time of the Muslim invasions (AD1000) the population was solidly Hindu. In 1023 Mahmood of Ghazna attacked Swat and crushed the last Buddhist King, Raja Gira in a battle. The invasion of Mahmood of Ghazna is of special importance because of the introduction of Islam as well as changing the Chronology.

Later on, when the King of Kabul Mirza Ulagh Beg attempted to assassinate the dominant chiefs of the Yousafzai, They took refuge under the umbrella of the Swati Kings of Swat and Bajour. The whole area was being dominated by the Swati/Jahangiri Sultans of Swat for centuries. According to H.G. Raverty the Jahangiri Kings of Swat had ruled from Jalalabad to Jhelum. After more than two decades of Guerilla Warfare, they were dispossessed by the Yousafzais. The majority of the aboriginal inhabitants of Swat migrated to the Hazara Region to the east, where Swatis predominate with their surname Swati, reflecting their link to the region (Rome 2008).

In April 1915 Sayed Abdul Jabar Shah is made a King by a jirga in Kabal but after two and half years of rule, he was unable to hold the Pakhtuns and with the political and religious antagonist with the Mian Guls. However he was enforced by jirga to leave swat. Till 1917 the area remained a tribal society in which the conduct of citizens was governed by Pathan's code of customs and traditions.

It was only in September 1917 it was again the Mianguls (the grand sons of Saidu baba) to reunite the swatis. The grandson of Akhund of Swat Miangul Shazada Abdul Wadood founded the state of Swat, which was officially recognized by the British Government of India. Like other princely states in the subcontinent the state was given

autonomy in its domestic affairs so long that it remained loyal to the British Crown. It went with Pakistan in 1947. The founder ruler of Swat was popularly known as “Badshah Sahib”. He abdicated the throne in favor of his son and successor Miangul Jehanzeb popularly known as “Wali Sahib” on 12th December, 1949. The Wali of swat maingul Jehanzeb ruled till 29th July, 1969 when the state was merged with Pakistan. During the 52 years of Miangul rule, swat valley again run on the trek of progress and development. The people of swat still reveal the phase as the golden era of Swat. The Miangul’s family is highly respected by the swati. They have their strong and deep political roots in the valley. (Alam, 2005)

2.3 HISTORY OF EDUCATION IN SWAT

As the valley of Swat has geographical and historical importance, in the same way it has also a distinctive place in learning. This land has remained the home of many ancient civilizations. Various religions had flourished and spread in this valley. The imprints of these cultures can be easily traced through archaeological sites in Swat. From the ancient Kuldains to the Aryans, Buddhists, Greeks, Mughals and the British, all have left their imprints on this land of Pushtuns. Thus the history of Swat is a combination of various cultures and traditions of different nations. (Rahi, 1993)

Khurshid Khan writes in daily Dawn on Dec. 25, 2008, “The first school in Swat was established in 1922 by Miangul Abdul Wadood. Both boys and girls were educated here until the primary level. It was not until 1926 when a separate school was established for girls. His successor Miangul Jehanzeb established a network of schools and colleges in the whole of Swat, Buner, Shanglappar and Indus-Kohistan which were then a part of

the Swat state. After the merger of Swat state in 1969, several other schools and colleges in the public sector were opened, especially girls' schools and colleges. Private schools also emerged. But this evolution of education was strangulated by the Taliban in 2007 and 2008." He further added

"It is shocking and surprising that as schools and colleges in Swat are being leveled to the ground one after the other, the people do not protest and the government is averse to take serious action. Parliamentarians are also silent spectators. Their tongues are tied and their hands fastened."

From the cultural, traditional, religious and social conditions of these people one can easily estimate the position of Swat in the field of learning. Many historians consider Swat as the centre of Gandhara civilization. Some eminent Buddhist pilgrims' scholars and travelers visited Buddhist monasteries in Swat. The Buddhist teachers imparted knowledge to their students in these monasteries. According to these Buddhist scholars, Padma Sambhwa, their prophet was born in Swat. It is also told that Chinese traveler; Hiuen Tasing had taken away with him from Swat as many religious books as could be loaded on forty horses (Pervesh, 1992).

International Buddhism University has published a book Udhyana (the old name of Swat). According to the university, this book was written by an old Buddhist ruler named Udhyana Peta. It is evident from all this that Swat has been a centre of learning in ancient time. (Cairoe, 1988)

In the year 1485A.D. the YousafZai tribe of Pathans came to Swat. Malik Ahamad and Sheikh Milli were the chiefs of this tribe. Shaikh Milli was a towering

they could reach their destination of progress because he himself had remained student of high educational institutions of NWFP, like Islamia Collegiate School (Fredrick, 1985).

In fact, education achieved far excellence during the reign of the wali of Swat. This was the reason, that Swat was considered as more developed than the other states of that time. If we compare Swat with other former states even today, it is crystal clear that it has a lead over them in education (Rahi, 1993).

The valley of Swat is much advanced in the field of education today. It is due to the tremendous progress, it gained in state times. This laid the foundation for an educationally advanced Swat. In the state a network of educational institutions was created which was expanded by the government of Pakistan after the merger.

Before the emergence of Taliban Phenomena, Swat was a modern district where people have shown great tenderness towards education. This is the reason that where there was primary school previously, a middle school was there in its place. And where there was a middle school, it has been replaced by a high school. Various high schools have been upgraded to higher secondary schools and inter colleges.

In private sector, too, many schools have been opened. For the first time, such an institution was founded in 1950 at Sangota Swat, by the name of Sangota Public School. The Wali of Swat gave his consent for it. In some private schools intermediate science and arts are also thought. The number of private schools was increasing with such a rapid speed, that in the future, these private schools would out number the government schools. (Rahi, 1993)

2.4 PRESENT SITUATION OF EDUCATION IN SWAT

Education is the backbone of a nation's socio-economic development. No nation can cross the border of development with out a sound system of Education. A system of Education depends upon the leadership of the nation and their priority for education.

Swat, which was an independent state under the leadership of Mian Gul Abdul Haq Jehanzeb for a long period. He himself was a qualified person, and was interested to give proper education to his nation too. Therefore Education was his top priority. He established Educational Institutions in the nuke and corner of the state and established a system of education on strong footing.

Presently there are One thousand two hundred and seventy (1270) Primary schools are functioning at primary level. In these schools Two lac two thousands four hundred and four (202404) students are enrolled and One thousand five hundred and eighty (1580) teachers are working to impart education to these students at primary level. At Middle level One hundred and thirty two (132) schools are functioning, in these schools Twelve thousands (12000) students are enrolled to get Middle level education. To impart them proper education Eight hundred and ninety one (891) teachers have been appointed. Besides Eighty (87) high schools and Seventeen (17) higher secondary schools have also been established at secondary level in the District. In these schools Thirty thousands five hundred and thirty (30530) and Twelve thousands three hundred and eighty three (12383) students are studying respectively. Four hundred and seventy one (471) teachers are performing their services in these schools (National Census Report NWFP 2008).

Beside there is one Post graduate college in the District where both female and male students are studying at postgraduate level. Eight (8) degree colleges are also functioning, Four (4) for male and four (4) for female in the District. (ibid)

Two elementary colleges for teachers training, one for Male and the other for Female are also functioning, which offer different teachers training courses.

Technical education has also given due attention in the area. There is a College for technologies working in public sector, where technical education is offered in different trades. One Technical Training Centre and one Vocational Training College for Male and one Vocational Training Centre for Female is Offering technical education to the youngsters of the area. Similarly establishment of a University is also in pipeline for the Area. Apart from Public Sector Institutions, Private sector also plays its role effectively. A large number of Institutions are working in Private sector (Annual Statistical Report, Government of NWFP, 2008).

2.5 FEMALE EDUCATION IN DISTRICT SWAT

Female education is equally important. Keeping in view the importance of female education, Institutions have been established in the area. There are Twelve hundred and seventy (1270) Govt. Primary schools in District Swat, out of which four hundred and twenty nine (429) are girl's schools. In total enrollment of two lac one thousand two hundred and Four (201204) students, Sixty seven thousands six hundred and six (67606) are female students in these schools. Out of total four thousands six hundred and thirteen

(4613) teachers for Primary classes, the number of female teachers for Primary classes was One thousand Five hundred and Eighty (1580).

(Source: <http://www.nwfp.gov.pk/nwfpgov/aboutus/Education.php>)

At Middle level total functional schools are One hundred and thirty two (132), out of which Forty Eight (48) are Female schools in District Swat. The number of Students in Middle schools in total is twelve thousands (12000) while female students enrolment is three thousands six hundred and seventy five (3675) only.

At Secondary level, total eighty seven (87) schools are functioning. The number of female schools are Twenty (20), the number of Students in High classes are Nine thousands two hundred and Eighty Eight (9288). While the number of teachers is two hundred and fifty five (255).

Higher secondary schools are just seventeen (17) in the whole District. Out of these Four (4) are Female schools and the remaining are male schools. In these schools twelve thousands three hundred and eighty three (12383) students are enrolled. The number of Female students are Three thousands six hundred and seventy nine (3679). The number of working teachers is Four hundred and seventy four (471), Seventy four (74) are female teachers. (Schools Statistics Report, Government of NWFP, 2008)

There is one Post Degree College functioning, which offers co-education at Post graduate level. There are Eight (8) Degree Colleges, in Which Four (4) are for Female and the remaining four (4) for male. One Elementary college and one Vocational Training centre is also functioning for Females in the area.

Besides Public Sector Institutions are working in Private sector to educate female of District Swat. (<http://www.nwfp.gov.pk/nwfpgov/aboutus/Education.php>) (Retrieved on 6 June 2009)

2.6 FEMALE EDUCATION IN THE LIGHT OF HOLY QURAN AND HADITH

The Holy Quran, as revealed to the Holy prophet Muhammad (Peace Be Upon Him) emphasized the word “Read”. The foremost thing that was thus enjoined was “reading”. In surah “Al-Alaq” it had been stated by Allah (SWT) “Read”, in the name of the Lord who created man from a clot. Read and thy Lord is the most Bountiful, who teaches with the pen, teaches man that which he knew not, (96:1.5) (The Holy Quran)

In Islam education has very high status. It is very essential for its followers. There is no difference between men and women because women have the same privileges as men. It has been said in hadith that:

“It is the duty of every Muslim man and women to acquire knowledge”.

Maudoodi (1948) writes about the education of women in his Book “Purda”, a woman is not only permitted to gain education but also she is allowed to achieve its zenith. When men used to gain knowledge from Hazrat Muhammad (Peace Be upon Him) about morality and religion, women also gained knowledge from him. Holy Prophet (Peace Be upon Him) had fixed some time to teach women (Maudoodi, 1948).

Shariah has emphasized parents that they should arrange education for their children. In the same way husbands have been ordered to arrange education for the spiritual and practical training of their wives. It has been said in the Holy Quran:

“O Muslims who believe in the oneness of God, save your family and yourself from the fire of hell”.

The meaning of this verse is that they should enable their wives to distinguish right from wrong and should save them from evil deeds. The only source for this purpose is education. Hazrat Muhammad (Peace Be upon Him) was conscious about education of women. Often after namaz, He used to teach women about religion.

Abu Saeed Ansari (Allah Almighty be pleased with him) reports from his father that once Holy Prophet (Peace Be upon Him) saw that some men and women were going together on their way. Holy Prophet (Peace Be upon Him) asked the women to remain behind the men because it was not suitable for them to walk in the center of road. They must walk at one side.

“Oh people: you have rights over your wives and your wives have rights over you.

In Islam, education is the process of enlightenment of the soul with divine wisdom for the attainment of self-perfection and self-realization. It is of paramount importance to every Muslim, male and female equally to seek education for their mental and spiritual enlightenment.

Kasrib Qais reported that the Holy Prophet (Peace Be upon Him) said:

“Who ever tread a path seeking knowledge therein, Allah (SWT) advice him to tread paths of heaven and surely the angels was spread their wings for him. i.e. for the knowledge seeker” (Abulfazal, 1924).

Maudoodi (1984) writes about the function of man and woman that no distinction has been made by Islam between man and woman but there is difference in nature. According to Islamic point of view a proper education and proper upbringing of woman can make her a responsible wife. Her activities are limited to house.

The right of females to seek knowledge is not different form males. The Hadith from Al Baihaqi said: “Seeking knowledge is mandatory for every Muslim”.

Muslim as used here includes both males and females. In another Hadith, the Prophet (Peace Be upon Him) said: “Seek knowledge from cradle to the grave”.

So both men and women are equally encouraged to acquire education, as already shown. Indeed all the Quranic verses which relate to education and which advocate the acquisition of knowledge were directed to both men and women alike. Neither the Quran nor saying of Prophet (Peace Be upon Him) prevents women from seeking knowledge and acquiring education. As already said, the Prophet (Peace Be upon Him) was the forerunner in this regard, in declaring that seeking knowledge is obligatory upon every Muslim man and woman. By making such a statement, the Prophet opened all the avenues of knowledge for men and women alike. So, like her male counterpart, each woman is under a moral and religious obligation to seek knowledge, develop her intellect; broaden her outlook, and benefit her soul and society.

The interest of the Prophet (Peace Be upon Him) in female education is clear from the fact that he himself used to teach the women along with the men. He also instructed his followers to educate not only their women but their slave girls as well. The following Hadith from Bukhari puts it thus: "A man who educates her slave girl, frees her and then marries her, this man was get double reward".

The wives of the prophet (Peace Be upon Him), especially Hazrat Aisha, not only taught women, she taught men also and many of the Prophet's companions and followers studied the Quran, Hadith and Islamic jurisprudence from Hazrat Aisha. She was a renowned scholar of her time. The early Islamic rulers had great regard for her foresight and advice in the affairs of Islamic community. Hazrat Aisha was credited with thousands of traditions received directly from the Holy Prophet (Peace Be upon Him) and is to the present day considered a great authority on Islamic Jurisprudence. Another famous name in this subject was Nafisah, a descendant of hazrat Ali who was a prominent jurist. It is mentioned that Al-Shafi' the founder of one of the school of Fiqh used to attend her lessons and public lectures.

In accordance with the teaching of the Holy Quran and the Hadith, it was believed that an educated Muslim woman should not only radiate her moral qualities in the environment of her home, but she should also have an active role in the broad fields of social and economic development. The Holy Quran, in particular, commands men and women to perform their prayer, pay their poor-tax, enjoin good and forbid evil in all forms: social, economic, etc.

The believers, men and women, are auliya (helpers, supporters, friend, protectors) of one another: they enjoin (on the people) Al-Ma'ruf (i.e. Islamic Monotheism and all that Islam orders to do), and forbid (people) from Al-Munkar (i.e. polytheism and disbelief of all kind. And all that Islam has forbidden); they perform Asslat, and give the Zakat (poor-tax) and obey Allah (SWT) and His messenger (Peace Be upon Him). Allah has His Mercy on them. Surely, Allah is Almighty, All wise. Allah has promised the believers-men and women, Gardens under which rivers flow to dwell therein forever, and beautiful mansions in Gardens of Eden. But the greatest bliss is the Good pleasure of Allah. That is the supreme success.” (Al-Tubah 9: 71-72).

This means that both men and women have an equal duty to accomplish these tasks. In order to do so, they must have equal access to educational opportunities. For how can a woman uphold good social and economic policies or disapprove them if she is intellectually not equipped for the task.

2.7 IMPORTANCE OF FEMALE EDUCATION

Educating girls and women is central to long term progress for the northern region of Pakistan. With poverty and exclusion important contributing factors to the chronic instability and discontent, any long-term solution to the current conflict will have to find ways of improving the socio-economic status of the population. Educating girls and women is one of most highly leveraged investments in long-term development. Learning to read and write opens up a world of possibilities for girls and women in terms of their self-confidence, their ability to make informed decisions, and their capacity to avoid manipulation by false information; all things inherently valuable in resisting oppressive

forces. But educating women and girls has also been shown to improve the health status of children and the economic development of their communities. One 63-country study found that educating women was credited for 43 percent of the progress made in reducing child malnutrition. Another study across 100 countries found that every 1 percent increase of women's education generated .3 percent increase in economic growth (New York Times, *Attacked, Pakistani Villagers Take on Taliban, June 9.*)

To deal with so large and complex a subject as women and education is rather like an attempting to catch the out side of a balloon, or to cut a sand dune. It eludes grasp, its shape changes with the track adopted. Some conceptual barriers or limitations are necessary to break down this subject (which, by its influence, permeates all aspects of society and family and personal life) into manageable ideas. We need to define the differences in education and training that fit us either for high responsibility, or for the routine or unskilled labor market; for divergent analytical thinking, or for unquestioning acceptance of social stereotypes; for economic independence, or for existence as a dependent satellite or shadow or our spouses, our family, our friends, our field of employment, local community, social class.

Women's education is one of the most neglected areas of educational planning and practice in Pakistan. At a quantitative level, very little is being done especially to improve the extent of education amongst the Pakistani women who lag for behind men, both in levels of literacy and of formal education, at all stages of schooling primary, secondary, professional and higher. Qualitatively Muslim women have been forced to

undergo education tailored predominantly to the needs of men, and male-dominated sectors of the economy and society.

Females are the half of the population of the country. If we cannot educate this huge part of our population, we cannot develop our country on sound basis. Keeping in view the importance of female education, it is believed that major cause of lagging behind in general, in economic and social progress, in most of the developing countries, including Pakistan is absence of a higher percentage of educated and technically qualified women.

The educational backwardness of Pakistani people is most conspicuous in respect of women's education. It is generally recognized that to teach a boy is to teach one person but to teach a girl is to teach a family.

Higher Education of Muslim women, in an Islamic framework, is one of the issues of the Muslim Ummah is facing at global level. Some Muslim countries, like Egypt, have made progress in the basic as well as professional education of women but production of a sizable number of professional women does not add much to the ideological development and realization of Islamic objectives at a national level.

The challenge, therefore, is two-fold. First, higher education of Muslim women as such; and second, Islamization of the education system and the atmosphere change which may lead to transformation of society and personalities of individuals.

Unless a mother is educated there was never be an educated home or an educated community. At the same time it is essential that foundation of education for women be

firmly consolidated and that the facilities provided available for girls education is in every respect equal to what is available for boys. It is recommended therefore, that in the future expansion of education, the facilities provided for girls should be equal both in quantity and qualities to those provided for boys. (Jatoi, 1986)

According to Hina Jilani (2003) it is true that women in Pakistan have never been disassociated with the struggle for democracy. However, its adoption by the women's movement as a key concern and cause really did result from experiences gained because of their struggle against the imposition of unjust laws and policies during the Zia years. Women were struck by the relationship between democracy and the level of recognition and respect that states accord to human rights. For the first time women, as a collective, saw a stake in democracy. The women's movement gained more maturity in its understanding of national issues because of this interaction and participation in the movement for democracy. Over the years, women have been engaged in the debate on regional insecurity and instability and its links to critical domestic issues like poverty, economic and social disparities, discrimination, and development (in its broader context). The need for peace was never a mere slogan for women and other peace activists, but a need felt so critically that despite all odds, the expression of this need took the form of a movement." (Hina Jilani, UN Special Representative of the Secretary General on Human Rights Defenders, 7 October 2003)

2.8 BENEFITS OF FEMALE EDUCATION

Extensive evidence shows that females' education generally promotes labor force participation and higher wages for women. It also encourages smaller, healthier and better educated families and enhances women's own well being. These impacts may be stronger in cultural settings, education helps women overcome barriers, the higher the level of education, the greater its impacts (Rasheeda, 2008).

2.8.1 High Wages

Educating girls pay off in wage gains similar to those from educating boys and promotes faster national economic growth. Women's labor force participation increases more when the quality of education improves, suggesting that women's employment prospects depend on how well education reflects the needs of labor market.

Drives for Primary education and basic health care have created thousand of jobs for female teachers or health workers that are giving women with the necessary education entry in to the labor force. This is happening even in remote rural areas, especially when jobs are provided with sensitivity to culture (Rasheeda, 2008).

2.8.2 Smaller, Healthier and Better Education Families

As women gain education, their earning capacity improves and so the opportunity cost of their time increase and aspirations change couples tends to choose to have fewer children and so invest more in each child. The impact of female education on family size and family health is stronger that the impact of male education because women spend

more time caring for children. The impact of mother's and father's education on children's education varies more (Azam Z 1993).

2.8.3 Female's own well being

Education gives women more voice and choice in their own lives in marriage and family matters and beyond. Research suggests that as women gain education, earning capacity, and broader opportunity, the age of marriage rises beyond the early teen years, pregnancies are more widely spaced, women can better seek, and health care for themselves as well as their children, and women's well being improves. More educated women are less likely to suffer domestic violence, controlling for other influences (Rasheeda, 2008).

2.8.4 Female Empowerment and Education

Education strengthens women's capacity to stand up for themselves-expanding their knowledge, their earning capability, and their coping action. Due to education, now the woman's also participating in Government. Female education fosters more democratic and less corrupt institutions.

2.8.5 Government Responsibility for Education

To pursue education reforms, government has to exercise leadership. No country has reached OECD levels of income and social indicators without some kind of solid public education system. Private Education can help, and government may wish to assist some private education. By government supported public education seems to be a must.

2.8.6 Government has to Encourage National Commitment

Educate all children by speaking out, reaching out to different constituencies, and spending political capital to give education priority (Rasheeda, 2008).

2.9 FEMALE EDUCATION AND NATIONAL DEVELOPMENT

The term development is very broad and may be interpreted in different ways by different individuals. It is a global process of societal change that is planned cooperatively by government and international organizations with the full and informed participation of the inhabitants of the area to be developed. In fact the progress of a society largely depends on the effectiveness of its educational system and the best educational system is that which gives equal opportunities of getting education to all its members. Female literacy plays a very significant and crucial role in the development of a nation especially in the economic development of a country. But Female Education in Pakistan, its status and standard particularly is at lowest ebb. Thousands of girls otherwise intelligent and capable enough to get education, but are deprived of education because of multifarious socio-cultural and economic reasons and gender prejudices. Due to this reason they are unable to play active role in the development of society (Saleha, 2008).

Female education has been a controversial and difficult subject, since the very day, it was introduced in sub-continent as a part of our existing system of education. Due to poverty, socio-cultural and educational problems, traditional and rigid attitudes of family, females for our country are unable to play active role in the development of a

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society. The improvement of female education is gigantic and it requires our continuous efforts with determination to solve the problems related to it. In order to improve female education, as a first and basic step, it is essential to change or improve the attitude of the people toward social and education status of female by emphasizing Islamic teachings. In this connection public and private sector as well as the media should also play their positive role for the improvement of the situation. Unless as a nation we improve our system of education in general and female education in particular, the dream of an educated, strong and prosperous Pakistan will remain unfulfilled (Saleha, 2008).

2.10 FEMALE EDUCATION AND ECONOMIC GROWTH

Looking at the role female education plays in the development process, it is reasonable to analyse its impact on economic growth. Especially the study of Klasen and Abu-Ghaida (2003) in which these two authors depict the costs countries have to face if they do not manage to achieve the millennium Development on Gender Equity, points out the importance of female education from the economy of a country.

“Gender relations” in general refers to the relations between groups which are identified as “males” and “females”. Preferences of one of these groups over the other, especially in terms of their education as children, change the human capital of a country which influences its Gross Domestic Product (GDP). Making up with the education of males does for example not help a country in the same way as it would if the country focused on eliminating the gap between the education of females and males. Several reasons are given for this effect: males and females are imperfect substitutes which support each

other, an educated mother and wife, even if she does not work, indirectly contributes to her partner's business by given intellectual support and further can better contribute to the education of the following generation. Besides, higher education reduces the fertility and child mortality rates as well as positively influences under-nutrition and therefore promotes economic growth. Only by raising education in general and by closing the existent gender gap of education, the full potential of human capital can evolve and contribute best to the growth and development of its country.

According to Klasen and Abu-Ghaida, (2004) "the gender gap is a result of the combined effects of supply and demand factors and the ways these interact with the policy, economic, and socio-cultural environment". The Millennium Development Goal (MDG) which they utilize to show the arising costs if the gender gap in education cannot be closed, heads towards global equity in primary education by the year 2005 as well as global equity in secondary education by 2015. While central Asia and Europe have the highest gender equity in education, South Asia is faced with the lowest rate in the world. Having a high gap in the rate of education of boys and girls made a country suffer an average of 0.1 to 0.3 percentage points lower per capita income, whereas it has to expect a 0.4 percentage points lower per capita income between 2005 and 2015. Similarly, child mortality, fertility and underweight rates would be affected.

Suggestions to avoid such an effect include not only increasing the participation rate of females in education (adult as well as child education and skills training) but also stress the importance of increasing its quality. Further, several authors are in favor of small loans for women to empower and help them start small businesses and the

elaboration of transportation and health care systems to facilitate women's access to the labor market and ensure sufficient treatment for mother and children. To achieve these goals, encouraging political participation as well as protection through legislation is steps into the right direction (Abu-Ghaida, Dina and Klasen, 2003).

2.11 BARRIERS TO FEMALE EDUCATION

Despite a variety of policy efforts, there still exist a number of factors related to family, community and school which serve as barriers on girls' access to education. Reducing the intensity and the removal of these factors was providing support for promoting girls education. On the demand side, poverty, parents' education, and a variety of socio-cultural factors are the major barriers for girls' enrolment, attendance and retention in schools. On the supply side, lack of schools, inadequate infrastructure, lack or absence of female teachers and poor quality of teaching are the major obstacles to girls' education (Hamala & Ashya, 2002).

2.11.1 The Demand Constraints

2.11.1.1 Poverty

House hold income of the family affects parent's decisions to prioritize expenditures on the education of their children. Even if there is a minimal tuition fee charged in schools, expenditures on uniform, textbooks and other materials, besides the opportunity cost of sending daughters to school, serve as constraints. Opportunity costs increase when children grow up and become more useful in the family's income-earning/domestic activities. This explains higher school drop-out rates among grown up

girl (grade 4 & 5). PIHS (2000) found a positive relationship between household income and school attendance except in Balochistan where girls even from the wealthiest families have never been to schools, partly due to cultural reasons and partly due to lack of schools in the vicinity (Hamala & Ashya, 2002).

2.11.1.2 Education of Parents

Illiteracy among poor and rural people is common. The most marginalized group deprived of education is the rural girls from poor and illiterate families. Parents' education has a strong influence on children's education, especially of girls. Children of those parents who have obtained some schooling are much more likely to have attended school as compared to those whose parents have themselves never been to school. This difference is much more pronounced in rural areas compared to urban, and for girls relative to boys.

Lack of parent-teacher communication in case of poor illiterate families, is a major factor for lower learning achievements as identified by head teachers and teachers (Hamala & Ashya, 2002).

2.11.1.3 Status of Female

Women suffer from a low status in society. Women participating in income generating activities in the formal sector are usually considered to neglect their husbands, children and other domestic responsibilities. Misconceptions about women's education in Islam are common, though changing. Marriage of girls is considered the main responsibility of parents, and as such preparing and saving for dowry are common social

norms. The aspirations, achievements and performance of women/girls are usually responsive to the stereotyped expectations of their families and socio/cultural setting. For example, stress on daughters' roles, as mothers and housekeepers is common (Hamala & Ashya, 2002).

2.11.1.4 Preference for Sons' Education

Patriarchal structures of Pakistani society assign men the status of heads of families. In the absence of a welfare state, parents' prefer to invest more on a son's education as if their old age social security is attached with better economic ability of their sons. This provides enough justification to invest in the education of sons. In a study conducted on female teachers' and girls' access to primary schools in rural Pakistan, parents agreed that basic education was important for both boys and girls, but insisted that boys education must be a priority as they have to shoulder the economic responsibilities of the family. Both fathers and mothers agreed that better economic position of sons bring better old age living for parents (Hamala & Ashya, 2002).

2.11.1.5 Considerations for Personal Security of Female/School Distances

Traveling long distances to attend schools usually pose threat to the personal security of girls. The incidents of child sexual abuse and the importance attached to the personal security of girls dominate parents' decisions of not sending girls, especially when they grow up, to schools where distances are long. Women teachers, too, indicated unsafe traveling and school conditions as major problems in rural communities (Hamala & Ashya, 2002).

2.11.1.6 Socialization of Female

In patriarchal societies like Pakistan socialization process of girls and boys differ greatly. Boys are looked after and fed better, as compared to girls (UNICEF, 1993). Girls are taught not to disagree, stay modest and submissive in their behavior. Movement of girls is usually restricted especially as they grow whereas boys' are encouraged to be assertive and are usually assigned outdoor duties. The usual explanation is that after marriages girls have to do domestic work and look after the in-laws/husbands and children. They need to be trained in a way so that they do not face difficulties in adjusting to their married life. The socialization process continues to be the same in schools where girls' are expected to remain submissive which has a bearing on their school achievements. This is more common in rural schools as compared to urban areas (Hamala & Ashya, 2002).

2.11.1.7 Females' Domestic Work

Young girls (aged 5-7 years) are not very useful for the mother at home; rather mothers need time to take care of the child. As girls grow they are required at home and withdrawn from schools (resulting in high drop-out rates) to help in domestic work at home (Hamala & Ashya, 2002).

2.11.1.8 Community Participation

Girls' schools may become more secure places for both girls and women teachers if local communities start to take an active interest in schools matters/activities. Community participation in the maintenance of schools is missing but communities can

be effective through Parents-Teachers Associations (PTAs) and School Management Committees (SMCs) (Hamala & Ashya, 2002)

2.11.2 The Supply Side Aspects

2.11.2.1 Shortage of Female Schools

Although there has been a recent policy emphasis on investing in girls schools, there is still a shortage of girls' schools, especially in the context of easy access by girls to schools in rural areas (Ghazia, 2003).

2.11.2.2 Shortage of Female Teachers

Significance of women teachers to promote girls' education was recognized as early as in the All-Pakistan Conference (1947), and in all subsequent policy documents. The common thinking that even if schools are provided, parents would not send daughters because of "cultural barriers and lack of parental interest", was challenged during the Balochistan Primary Education Program. Parents agreed to send girls to schools provided schools have women teachers (World Bank, 1995). As such, shortage of qualified women to work as teachers in rural areas is a major constraint in girls' enrolments.

Besides, the quality of education is strongly correlated with the quality of teaching in the classroom. The teacher is considered the most crucial factor in the education system. In the context of girls' education, female teachers play a pivotal role in ensuring girls' enrollment and attendance; and empirical evidence indicates that a female teacher also exerts a positive influence on the academic performance of all students, both

boys and girls. Although girls perform better when taught by a female teacher interestingly, boys also performed better when taught by a female teacher, whether in urban or rural areas.

Besides a shortage of teachers, there is also a high incidence of teacher absenteeism, especially in the rural areas. Also due to a lack of good teacher training facilities and programs, the capabilities of teachers are restricted and they are unable to motivate the students and retain their interest in learning (Ghazia, 2003).

2.11.2.3 Physical Facilities

The Condition of school buildings in the public sector is dismal. Usually a standard building of primary school in a rural area is two class rooms, a boundary wall and a latrine, whereas there should be six classes in a primary school. Many primary schools are one-or two-teacher schools, public schools. Multi-grade and multiage teaching is common in rural schools. In comparison to private schools, public schools have a lesser number of classrooms, more students per classroom, higher student-teacher ratios, and lower percentage of female teachers. The data on physical facilities is available and comparative information for public and private schools reveals that in rural areas, only 17 % of government schools provide desks; 27% have electricity' and 43% are without water. Private schools are somewhat better provided. Many primary schools are running in community donated or rented buildings. Non-availability of boundary wall and toilets are some physicals facilities because of which parents do not send girls to schools and female teachers are reluctant to work in such schools (Ghazia, 2003).

2.11.2.4 Reading Materials

The quality of text books does not make learning an interesting process and children hardly enjoy reading them. Curriculum is not relevant to the needs of students, especially girls. Also children usually have no supplementary readers to strengthen their reading skills. Parents' misconceptions about girls reading books other than the textbooks are that reading magazines or stories may spoil the morals of girls. This is how girls' exposure to reading extra reading materials is usually discouraged. There is evidence that supplementary readers, when provided as a component of PMSP, had a positive effect on children's learning achievements. The research study found girls scored higher than boys in comprehension of fiction as well as non-fiction tests (DFID, 1998a, 1999 & 2000). It was also found that girls' schools were more responsive to the use of supplementary readers and concluded that women teachers and head teachers were more efficient in implementing policies if provided facilities and training regarding use of supplementary readers (DFID, 1998)

2.12 THE PAKISTANI FEMALES AND THEIR SELF PICTURE

The Pakistani woman while describing herself emphasizes her culture. When she is pushed to explain her culture, she mentions religion. While talking about religion, she refers to traditions and family values. Such thinking points out two things:

1. Pakistani woman is highly religious and tradition bound on verbal instead of action level.

2. She is aware and conscious of her social heritage but practices it at random. There is no systematic and conscious effort to apply this social heritage to her everyday living. We have to remind ourselves that culture exists and expresses itself in and through individual minds and actions. Ruth Benedict has forcefully pointed out this aspect of culture.

It can be said that the various activities in which Pakistani women engage themselves such as economic, social or political must fit into the cultural pattern of Pakistan. It does not imply that cultural patterns are static. These patterns change and can be changed by individuals. Culture acts on both men and women. Very early in life, members of both the sexes learn to expect from themselves as well as other a particular kind of behavior. Since the expected behavior is learnt before the individual reaches that maturity level which is essential for independent judgment, they are accepted uncritically. Men and women may stick to these patterns of behaviors unless they feel beliefs, attitudes and values. Usually these are stable and do not change easily. But the influx of new ideas and free mingling with people outside one's group encourage one to evaluate and modify these patterns. The outer pressure simple the exigencies of situations such as legal, education, political and economic. But these pressures are interlinked. To illustrate the point we may think of the woman who after being deserted by her husband, had to take up a job and earn her living. This action exposed her to new people and situations. She in turn responded to the changed events and started questioning her previous attitude towards working women. And gradually her

ideas change and she emerges as a firm supporter of economic independence for women (Mehrunnisa, 1980).

2.13 GOVERNMENT POLICIES FOR FEMALE EDUCATION

During the past decade, several policy initiatives were undertaken, each with a strong component for improving girls' education in the country. Besides two educational policies, namely, the National Education Policy (1992) and the National Education Policy (1998-2010), the Government of Pakistan launched the Social Action Program (SAP) in 1993-94, which focused on improving the social indicators for girls and women. In 1995-96, in response to the Platform for Action adopted by the United National Fourth conference on Women (UNFCW) held in Beijing (1995), the Ministry of Women Development (MoWD) of the Government of Pakistan developed a National plan of Action on the twelve critical areas of concern, in which education for girls figured prominently. Besides initiatives undertaken for formal basic education programs to promote female education as well as sponsored, with donor assistance, various incentive schemes for girls attending primary schools. In addition, several Non-Governmental Organizations (NGOs) have been actively involved in education programs for girls.

It is interesting to note that the following common provision for girls/women education have been endorsed by all the policy initiative, including the National Education Policies, mentioned above:

- Universal primary education for girls.
- More facilities for girls' education to provide equal access to education

- More opportunities for girls' secondary education
- As qualified women teachers become available teaching of young children (both boys and girls) be entrusted to them at primary level.
- Additional funding for women's literacy programs.
- Non-formal basic education programs for out-of school and dropout children, especially for girls.

Several evaluations focusing on the inability to achieve universal primary education for girls' identify low levels of participation rates generated by a combination of supply and demand related factor.

Although there is no formal evaluation of the achievements of this Education Policy, it failed to achieve its key objective of universal primary education for girls.

However, with the launching of Social Action Program (SAP) in 1993-94 which focused on the social development of women and girls, particularly in rural areas, and adopted a set of progressive measures to favor enrolment of girls' remarkable improvements in female primary enrolment were generated.

2.13.1 Social Action Plan (SAP-I)

SAP was formally undertaken during 1993-96, covering programs for primary education, primary health care, nutrition, rural water supply and sanitation and family planning. Primary education constituted 65 % of the entire SAP allocations with a focus on the promotion of girls' education. The overall SAP objective has been to improve the quality of primary education along with the following measures for girls' participation.

1. Improving girls' access to quality primary education through introducing mixed schools in places where, it is culturally acceptable; provision of women teacher in mixed schools and putting them under female administration: and provision of basic facilities like boundary wall, toilets and supply of water.
2. Improving the availability of female teachers through relaxing entry age limits into the profession, relaxing qualification where no women qualified teacher is available and localization of teacher cadre to the district level even below.

Review suggests that SAP-I has had a positive impact on the provision of quality education in rural areas. There has been a quantitative shift in awareness about the importance of education; and women and girls have been the primary beneficiaries of the improved education system. Also, SAP implementation remained poorly co-coordinated. Procurement procedures overlapped; attempts at promoting community participation were weak and monitoring and evaluation system remained under-developed.

The second phase of SAP (1997-2002) was evolved to consolidate the outcomes of the first phase, with the following cross-sectional objectives to improve quality, efficiency, sustainability and governance:

- Continues increasing the non- salary portion of the recurrent budget to ensure adequate provision of quality inputs.
- Improve governance through merit-based staff recruitment, facility site selection and employment incentives, and measures to reduce absenteeism among staff.

- Strengthen government systems of service delivery through improved planning, management, monitoring and implementation, including financing non-government provision of services and :
- Increase community and beneficiary participation.

2.13.2 The national plan of action (1998) for Women

As a follow up to the commitment made to the platform for Action formulated in the United Nations Fourth World Conference on Women (Beijing, September 1995), the Ministry of Women's Development finalized the National plan of Action (NAP) for Women in September 1998 with the following strategic objectives to improve gender equity:

- Eliminate gender gap in access to education
- Create a favorable environment for girls' education
- Remove gender stereotypes in education curricula to promote the positive portrayal of the image of girls and women

2.13.3 The National Educational Policy (1998-2010)

The national Education Policy (1998-2010) reflected the government's medium-term vision and aimed at the following:

- Disparities and imbalances of all types shall be eliminated so as to promote equity.

- Access to elementary education shall be increased through effective and optimum utilization of existing facilities and services as well as provision of new facilities and services.
- Quality of elementary education shall be improved with improvements in teachers' training and competence.
- The role of the family, school, community, non-governmental organizations and media in the provision of elementary education shall be maximized.
- High priority shall be accorded to the provision of elementary education to the out-of – school children.
- Non-formal system shall be adopted as complementary to formal system.
- Financial resource base of elementary education shall be diversified.
- A monitoring system shall be developed to obtain timely and reliable information on enrolment, retention, completion and achievement. In addition, qualitative monitoring of achievement shall be introduced.
- Management and supervision shall be improved through greater decentralization and accountability.

2.14 HISTORICAL BACKGROUND OF MILITANTS MOVEMENT IN SWAT

In 1989, a movement was started in Dir District and an organization headed by Sufi Muhammad, called the Tahrik-e- Nifaz-e- Shariat-e-Muhammad (TNSM, meaning “Movement for the Enforcement of Islamic Law”, was formed. The motto of the organization was to compel the Pakistani authorities to enforce Islamic laws in the

judicial arena and made the judiciary conform to the Islamic system in Malakand Division. The organization gradually extended the movement to Swat as well. The prolonged legal procedure (after the merger of Swat State), undue delay, heightened expenditure, bribery, misuse of *riwaj* and further deterioration under the Provincially Administered Tribal Areas (PATA) regulation had already aggrieved most people of Swat. The judgment of the Peshawar High Court and then Supreme Court of Pakistan (declaring PATA regulation ultra virus to the constitution) aggrieved the executive circle in Malakand Division, for it meant a dilution of their unbounded power. The executive were of the opinion that it was not possible to enforce Islamic law in the Malakand Division alone, and thus, the government would have to introduce other regulations of the nature of the defunct PATA Regulation, under which they would once again wield immense power, therefore, they allowed a free run to the TNSM and approved and supported its activities tacitly. All this resulted in an increased momentum for the TNSM movement in Swat (though at first, the *Swatis* were passive towards the movement and its organizers faced difficulties, which consequently led to the uprising and armed struggle in Swat in 1994 (Shah, 1996).

Sufi Muhammad, the head of TNSM, now talks of no-violence and peaceful struggle for the clashes with the armed forces and administration, a result of ignorance of Islamic law. Further, he continues to emphasize that a practical implementation of Islamic law is possible only through peaceful means. Even though initially, he had favored the use of peaceful means and was opposed to armed struggle, later, he became an ardent advocate of armed struggle, especially in the 1990s, when he frequently asked

the people (in a speeches in public meetings) to sell their jewelry to purchase arms and ammunition, and organized trainings for armed struggle and fighting to achieve their goal. The logo of the organization (TNSM) even bears the words “ya shariat ya shahadat” (either Shariat or martyrdom). On receiving the news of the Buner incident on 16 May 1994, in which demonstrators were fired upon by government forces, Sufi Muhammad instructed armed supporters in Dir and Bajawar to shoot any government personnel they found (Shah, 1996).

It is worth noting that the demand for the enforcement of Islamic laws in Swat is not a new development. In 1949, Sirajuddin Khan (son of Sherzada Khan of Mingawar, brother of Muzafarul Mulk alias Kaki Khan sitting member, national assembly and uncle of Wajid Ali Khan, sitting provincial minister for forests in a memorandum, asked the ruler of Swat state to enforce Islamic laws in the state, arguing that this would solve the problems of the people and ameliorate their distress. And in June 1971, after the merger of the state, Dani Gul (a resident of Mingawara), advocated the enforcement of Islamic laws in Swat; terming it the only solution to the problems of Swat and arguing that it was in consonance with the people’s temperament/mood (Rome, 2008).

As the promulgation of the ‘Provincially Administered Tribal Areas (Nifaz-e-Nizam-e-Sharia) Regulation, 1994, and the purported changes it brought about did not satisfy the TNSM, the organization started ‘Jeel Bharao Tahrik’ in June 1995. Consequent upon the resentment and the struggle, a new regulation titled ‘Shari Nizam-e-Adl Regulation, 1999, was promulgated, but it also failed to bring about any practical change; and the issue continued to fester. And while Sufi Muhammad and his

organization were busy in the struggle for the enforcement of Islamic laws and change in the judicial system, America invaded Afghanistan in 2001. He, along with tens of thousands of his supporters crossed into Afghanistan in November 2001, to fight on the Taliban's side, against the Americans and their allies, despite the Taliban having asked him not to come. After having lost a large number of his supporters and being unable to counter US bombardment, he, along with his son-in-law Fazlullah, made their way back to Pakistan, where they were caught and subsequently incarcerated (Safi, 1996).

Sufi Muhammad remained in jail; but Fazlullah was released after seventeen months. After his release, he started preaching a purity campaign on an FM radio channel. Since his father in law was in prison, he was supported by TNSM sympathizers and with the assistance of the radio channel he quickly became popular. Soon, he started the construction of a madrasa and a markaz (centre) in his home village Mamdherai, which is now to be called Imamdherai. People donated generously at his order; and would personally assemble in thousands at short notice. Thus, he rapidly became popular among the masses, but controversial in the media.

His growing power and popularity emboldened him and his supporters to challenge the government writ on several occasions, due to which, the government also had to make a show of force. These situations, however, were brought under control every time by reaching certain agreements. The policy and course of action adopted by him however, became a source of discussion within the rank and file of the TNSM. Though the TNSM disavowed his policy and officially severed connections. With him, his power and popularity continued to increase. And in 2007, the breakaway faction, led

by Fazlullah, became part of the newly established Tahrik Taliban Pakistan, headed by Baitullah Masud, which is an alliance or umbrella organization of different groups. The Fazlullah led group is more influential than the TNSM led group, headed by Sufi Muhammd, for the former are militarily well trained and possess greater zeal and commitment (Kakar, 2007).

Interestingly, while outwardly there are differences between the two groups (one headed by Sufi Muhammad and the other by his son-in-law Fazlullah), especially with regard to strategy and course of action both however, have the same motto and objective. Sufi Muhammad is reported to have told the Medias that if Sharia laws are implemented as per his demands, he would go to Swat and disarm the other group (headed by Fazlullah) and Haji Muslim Khan, the spokesman of the other group, has asked that Islamic laws be enforced in Toto, as per the draft submitted by Sufi Muhammad (Roznama Azadi 22 Oct, 2008).

2.14.1 The Present Scenario

The above mentioned factors made the situation extremely volatile in Swat in 2007; as both the government and Fazlullah refused to budge from their respective stands. The government had to deploy armed forces in the area, which resulted in armed clashes. Simultaneously, the government was talking of a peaceful solution to the situation, with the provincial governor declaring that any army operation would be the 'last option'. President Musharraf however, asked the other side the same day, to lay down its arms. The other side also stated its opposition to war and expressed its preference for a peaceful solution of the issue, through negotiations. Despite this

however, they also demanded the withdrawal of the armed forces, an enforcement of Islamic laws, and the release of Sufi Muhammad.

The clashes continued, but after some resistance, Fazlullah and his shura (consultative body or aides), after asking their fighters to evacuate the roadside bases to avoid any further losses to the people, went underground. They termed this not as their 'fight from the fight', but a change of the war strategy. While the situation seemed to have calmed down by January 2008, heavy and indiscriminate shelling and bombardment caused heavy loss of lives and property of innocent civilians as well as the displacement of a large number of people. Monetary losses worth billions of rupees in different forms were also incurred.

In February 2008, general elections were held in Pakistan and the Awami National Party (ANP) led coalition government was formed in the province. Since the election had been contested on the slogan of 'restoring peace and order and bringing normalcy to the province'; the provincial government held negotiations both, with Sufi Muhammad and Fazlullah's organizations. Agreements were concluded and Sufi Muhammad was released. Besides other things, the government promised the enforcement of Islamic laws as per the demands of the other side, who in turn, besides other commitments on their part, agreed to support the government in its righteous endeavors and in the restoration and maintenance of law and order.

Differences, however, soon emerged on certain points. Each side blamed the other for not honoring the agreements, which, once more, strained their relation and resulted in fresh armed clashes. The government embarked on the second phase of its so-called

operation; and the other side sorted out its own strategies. All these however, again brought untold misery and great losses- of both, life and resources to the people. Additionally, the unprecedented curfew (which lasted 22 consecutive days during the month of Ramazsan), and the severance of electricity and telephone line, caused immense problems for the local population. While one side resorted to 'decapitation', 'slaughter' (unprecedented in Swat; but not altogether new in its history), targeted killing and the destruction of government installations (especially educational institutions, bridges, police posts, and police stations); the other resorted 'to carpet bombing and massive shelling as invading armies do. The targeted blowing up and destruction of residential houses and bungalows and shops and commercial markets etc. by both sides have now become routine.

If the course adopted by one side generated resentment and brought misery and worry for a majority of the people; the actions of the other, compelled the people to look upon it 'as an occupying force rather than a protector.

Asfandyar Wali Khan says that the Taliban 'had even bombed and targeted mosques, Hujras (Jirga) and even funeral prayers' and that 'we have to tell the truth'. It is equally true that not only, does the army do the same, but in fact, does a lot more damaged through carpet bombing, massive shelling, curfews, blockades, massive displacements and so forth. The course of action adopted by the government and armed forces has managed to generate sympathy for the Taliban and resentment against the government and the army; because 'it is the people of the area who are suffering as innocent civilians are being killed in the army action. Delawar Jan observes: "The

military operation was welcomed with a hope that the militants would soon be eliminated. They were garlanded and hugged when Taliban were routed in the major towns in their initial action, But, today..... the army' intention to crush militants is being doubted and instead of winning hearts and minds, the military is alienating people of the valley due to continuing civilian casualties and problems triggered by the military operations. The alienation is caused by the fact that the military could not protect the life and property but instead added to their problems (Rome, 2008).

2.15 MILITANTS' POINT OF VIEW ABOUT FEMALE EDUCATION

Girl's schools face danger of extinction in the troubled swat valley if the present pace of torching and bombing of the institutions continued, as militants reduced 28 more schools to debris during the last 10 days of fresh violence.

Fazlullah- commanded Taliban operating in the scenic valley started targeting girl schools to replace the existing educational system based on "infidel" curriculum with an "Islamic" one that could produce "mujahideen and honest people". The Taliban action is also meant to bring the government to its knees to stop military operation against them.

Answer the queries of The News regarding the destruction of the girl's schools, Swat Taliban Spokesman Muslim Khan said the aim of destroying schools was to pressure the government and replace the education system. "At present, we are using the torching and bombing of schools as a war tactics against the government. Also, this education system has been producing corrupt people and needs to be reformed. Musharaf

and Zardari are the production of this education system, but what they made of this country. The doctors produced by this system are also fleecing the people”, he argued (The nation 17th June 2008).

Asked if they were targeting girls’ schools only, he said after destruction of female educational institutions, it would be the turn of boy’s schools. “Why did Musharaf shell innocent girl’s students of Jamia Hafsa? ”Questioned Muslim khan when asked about the future of female students whose schools were destroyed. He, however, added these girls would be given religious education. To a question, he said though Taliban in other areas did not destroy girl schools, the premises had been occupied and turned into madaris.

Tahrik-e-Taliban Pakistan (TTP) Swat chapter chief Maulana Fazlullah has also termed female education “a source of obscenity”. Not only in Swat but also in Dir, Dir lower and Mardan Districts, the militants had threatened the female teaching staff and students of action if they did not wear Fez-veil. At a press conference on July 27, 2008 Fazlullah said, the schools were destroyed being the property of the government, as the government had also blown up Taliban’s houses (The News, Aug, 16th, 2008).

2.16 MILITANTS RESTRICTIONS ON FEMALE EDUCATION IN PAKISTAN

According to the Independent world dated January 18, 2009, thousands of young women living in a part of Pakistan once considered the country's most idyllic tourist

destination have been prevented from going to school after an order from Taliban forces which have seized control of much of the rural areas of District Swat.

Fearful of violent attacks that have already seen the torching of over 180 schools in the Swat Valley, school administrators have announced that more than 900 private schools will remain closed until the security situation improves. Government officials, struggling to organize adequate protection, have appealed to schools to extend their winter holidays until at least March. The future education of around 125,000 young women is uncertain as a result of the order, said to come into effect on January 15.

In an echo of Afghanistan under the Taliban, the campaign against female education is the latest phase of a brutal and swift advance across the valley led by local Taliban commander Maulana Fazlullah that has included the beheading of opponents, the closure of barber shops, political assassinations, kidnappings and the destruction of homes belonging to the wealthy.

Earlier this month, militants were believed to be behind attacks on the homes of the Wali of Swat, the benign autocrat who ruled the valley and who has now fled to Islamabad, and Hameedullah Khan, a reporter for the respected Dawn newspaper.

According to Shoukat Saleem ,(2009) The Taliban have also introduced a parallel legal system where makeshift Sharia courts order lashes and death sentences for those seen to be violating their brand of Islamic law (The Daily Dawn 14 June 2009).

“Yesterday there was a bombing of a school in Mingora, the main city,” he added. “No one is giving any education. Girls preparing for their matriculation exams in March have

had to abandon their education. Unless the government or the Taliban announce that the situation will be ok, no one will take the risk.”

Shaukat Ali Yousafzai, the top civil administrator, said most of the schools were currently closed for winter holidays. “Once they are over, we will give security with the help of the army,” he said. (ibid)

But in a sign of worsening security in even Mingora, which until recently been beyond the reach of the Taliban, Mr Yousafzai said around 50 corpses had been discovered dumped this month. Some have been found beheaded; others carried a note warning readers not to remove the body before an appointed time.

Ziauddin Yousafzai, a spokesman for the Private Schools Management Association, said: “It will be very difficult to reopen the schools as long as there is no political solution of the problem? The Taliban are now the de facto rulers of Swat.”

The Swat Valley in the North West Frontier Province (NWFP) was once widely known as the Switzerland of Pakistan and famed as a destination for honeymooners and other tourists. In the past 18 months the area has increasingly fallen under militant control. Senior army officers claim their remit remains extensive - particularly during the day - but local people say that more than three-quarters of the valley is effectively outside of government control.

The military says the tactics of Taliban fighters have become increasingly brutal in recent months. The number of troops has been boosted in recent months to counter the militants. Maj General Athar Abbas, a senior army spokesman, said: “In Swat the

militants have become very ruthless - there are executions and beheadings. This is the fear and terror they want to create on the part of the public," he said.

Muslim Khan, a Taliban spokesman, said they would not allow any girls' schools to operate until the army withdrew from the valley and Sharia Law was imposed. He told the Associated Press: "These schools are being run under a system introduced by the British and promote obscenity and vulgarity in society."

(<http://www.independent.co.uk/news/world/asia/taliban-restrict-womens-education-in-pakistan-1419199.html> (Retrieved on 5th May 2009).

Female literacy rate was 36% while male literacy rate was 63% and female to male ratio was 0.57%. The enrollment in primary education for female was 56% while for male was 76% and enrollment ratio of female to male was 0.73%. Similarly enrollment ratio of female to male at secondary level was 0.73%. The enrollment in tertiary education for female was 3% while for male was 4% and enrollment ratio of female to male was 0.80% (Gender Gap Report 2006). The Report of the Government of Pakistan, 1998 reflects the huge gender gap in literacy rate Gender Gap Report 2006s as: the literacy rate for female was 52.2% and for male was 74.3% in urban areas while female literacy was 19.1% against literacy rate of male 48.6%. The gender disparities also presented with the number of institutions at primary, middle and high level. Azam, Z (1993) pointed out that exploitation of the women in different ways exists in both east and west and indicate an important point that country remains backward if the half of the population is not playing its role in the national development.

“Women are about 50% of humanity. In Pakistan they are over 50% (52%) of the total population. It is but logical to state that no society can progress where half of its population is kept backward-prevented from playing its due role in social change, human development and social progress. Yet the reality remains that the women continues to be exploited in the different ways, both in the east and west. The situations and circumstances vary and the methods of exploitation are different”.

This backwardness of the women is due to the non-equal chances to education of the women. There may be equal chances to education for male- female for the development of the country may be doubled. There may be an economic revolution in the country, if the gender disparities in the literacy rate minimized to zero as in Sri Lanka. The above data presents the picture that the formal system of education is providing inadequate facilities to female education as the number of institutions is less than the boys. The enrollment of the girls is less than the boys at primary, middle and high level. This unequal situation in the country put the women backward and women are lagging behind of the men. There is need of a system of education with equal opportunities of education to male and female. We need a system to remove injustice in gender. ‘Distance System of Education’ could be useful in removing gender gap.

www.biologyonline.org/articles/empowerment_women_distance_education_pakistan/situation_analysis_women_education_gender_gap_pakistan.html (Retrieved on 16 March 2009)

CHAPTER 3

RESEARCH METHODOLOGY

A Documentary analysis study was conducted, to enquire about the past situation of female education in District Swat, present situation of female education in District Swat and to suggest measures for the improvement of female education in District Swat. Following methods and techniques were adopted to carry out this research study.

3.1 SELECTION OF TARGET AREA

This study was conducted in District Swat. The researcher belongs to the District; therefore, the researcher collected data and information with more ease and access.

3.2 SCOPE OF THE STUDY

This study was conducted in District Swat. It covered all the public sector female schools up to secondary level in District Swat. The study covered the analysis of situation of female education before November 2007 and after 16th Feb, 2009 in District Swat.

3.3 INSTRUMENT

This was a documentary study. The researcher visited for collection of data materials, thoroughly studied and read the source materials for extracting the required data.

3.4 SOURCES OF DATA

For collecting related data about the situation of female education in District Swat, related documents i.e. Schools and literacy department annual school reports,

UNESCO reports, News Papers, Magazines, research articles, research papers, research thesis and journals were searched out for collecting the data for the study. Percentage was used as tool for data analysis.

3.5 VALIDITY OF SOURCES

The validity of sources was also ensured by cross checking the reports, articles and other resources through different media. Website information has been cross checked by different news papers, journal etc published by different organizations.

3.6 DATA COLLECTION

The researcher reviewed all the related documents i.e. Schools and literacy department annual school reports, UNESCO reports, News Papers, Magazines, research articles, research papers, research thesis and journals were searched out for collecting the data for the study. These data was collected from School and literacy department Peshawar, EDO Office Swat, Library of Peshawar University, Library of Pakistan Study Centre, University of Peshawar, Library of Allama Iqbal Open University Islamabad, Library of Academy of Educational Planning and Management, Islamabad. For data collection, related to situation of female education in District, Swat, the researchers tried to use reliable sources.

3.7 DATA ANALYSIS

The collected data was arranged into tabular form, percentage was used as a tool to analyze the data. On the basis of analysis, findings were made, conclusions were drawn, and recommendations made.

CHAPTER 4

PRESENTATION AND ANALYSIS OF DATA

The study was conducted with the title “Situational Analysis of female education in District Swat”. Objective of the study were to analyze about the past situation of female education in District Swat, to analyze about the present situation of female education in District Swat and to suggest measures for the improvement of female education in District Swat. This Chapter deals with the presentation and analysis of data. For a convenient understanding, this chapter was divided into three sections.

Section 4.1: Situation of Female Education before Militants’ Activities in District Swat (Before November, 2007).

Section 4.2: Situation of Female Education after Militants’ Activities in District Swat (After 16th Feb, 2009).

Section 4.3: Comparison of situation of female education before and after Militant Activities in District Swat.

The First Section contains data related to the past situation of female education in District Swat. This section shows the data of female education before the emergence of militants in District Swat. The militants have a long history, but their practical activities started in November 2007. The data included in this section shows the picture before the above mentioned period.

The second section consists of the data related to the current situation of female education in District Swat. The current situation means the situation after 16th Feb, 2009. The data included in this section, shows the picture of female education after the above mentioned period.

While the third chapter shows the comparison between the past and present situation of female education in District Swat. The data is taken from NWFP Annual Schools Statistics report 2007-08, National school Census report 2007, District School Census report of District Swat 2007, for the past situation of female education, while NWFP Annual Schools Statistics reports 2009, EDO (Education) District Swat and News paper sources were used for the present situation of female education in District Swat.

SECTION 4.1

SITUATION OF FEMALE EDUCATION BEFORE MILITANTS' ACTIVITIES IN DISTRICT SWAT (Before November 2007)

Table 4.1.1

Total Population of District Swat

Male	Female	Total
69.1678 Million (55 %)	56.5923 Million (45 %)	125.7602 Million (100 %)

Source: District Census Report 1998

The above table shows that total population of District Swat was 125.7602 Million. Out of the total population, 69.1678 Million (55 %) were male and 56.5923 Million (45 %) were female.

Table 4.1.2**Number of all Public sector Schools up to Secondary Level in District Swat**

Level of Schools	Primary	Middle	High	Higher Secondary	Total
Number	1270 (84.32 %)	132 (8.76 %)	87 (5.77 %)	17 (1.12 %)	1506 (100 %)

Source: N.W.F.P Annual Statistical Report of Government Schools 2007-08

Table 4.1.2 reveals that out of one thousand five hundred and six (1506) schools in the District, 1270 (84.32 %) of schools were at primary level, 132 (8.76 %) were at middle level, 87 (5.77 %) were at high level and 17 (1.12 %) were at higher secondary level. It means that majority of schools were at primary level, while the number of schools was very less at higher secondary level.

Table 4.1.3**Number of Public Sector Female Schools up to Secondary Level in District Swat**

Level of School	Primary	Middle	High	Higher Secondary	Total
Number	429 (85.62 %)	48 (9.58 %)	20 (3.99 %)	4 (0.79 %)	501 (100 %)

Source: N.W.F.P Annual Statistical Report of Government Schools 2007-08

Table 4.1.3 shows that out of five hundred and one (501) female schools in District Swat, 429 (85.62 %) of schools were at primary level, 48 (9.58 %) were at middle level, 20 (3.99 %) were at high level and only 4 (0.79 %) were at Higher Secondary level. It means that similar to the overall situation in respect of schools, majority of schools were at primary level; while the number of schools was less at higher secondary level and that was just 0.79 %.

Table 4.1.4
Number of Public Sector Female Schools up to Secondary Level by location in
District Swat

Level of Schools	Urban	Rural	Total Schools
Primary	23 (5.36 %)	406 (94.73 %)	429 (100 %)
Middle	6 (12.5 %)	42 (87.5 %)	48 (100 %)
High	5 (25 %)	15 (75 %)	20 (100 %)
Higher Secondary	0 (0 %)	4 (100 %)	4 (100 %)
Total	34	467	501

Source: N.W.F.P Annual Statistical Report of Government Schools 2007-08

Table 4.1.4 shows us the status of only female schools in the area. It shows that out of four hundred and twenty nine (429) primary schools, 23 (5.36 %) were in urban areas while the remaining, 406 (94.73 %) were in rural areas. Similarly out of forty eight (48) females middle schools, 6 (12.5 %) were in urban areas and the remaining, 42 (87.5 %) were in rural areas. Out of total high schools, 15 (75 %) were situated in rural areas, and only 5 (25 %) of the schools were situated in urban areas. The table shows that none of the higher secondary school was situated in urban areas, and all the higher secondary schools were situated in rural areas of District Swat.

Table 4.1.5**Enrolment by level in all Public Sector Schools up to Secondary Level in District****Swat**

Level of School	Primary	Middle	High	Higher Secondary	Total
Number	201204 (78.55 %)	12000 (4.68 %)	30530 (11.92 %)	12383 (4.83 %)	256117 (100 %)

Source: N.W.F.P Annual Statistical Report of Government Schools 2007-08

Table 4.1.5 reveals that out of two lac fifty six thousands one hundred and seventeen (256117) students' enrolment in all schools up to secondary level in District Swat, 201204 (78.55 %) of students were at primary level, 12000 (4.48 %) were at middle level, 30530 (11.92 %) were at high level and 12383 (4.83 %) were at Higher Secondary level. It means that majority of students were at primary level, while the number of students at middle and higher secondary level comparatively showed the same enrolment. The number of students at high level is comparatively high than middle and higher secondary level of students enrolment.

Table 4.1.6

**Enrolment by level in Public Sector Female Schools up to Secondary Level in
District Swat**

Level of School	Primary	Middle	High	Higher Secondary	Total
Number	67606 (80.24 %)	3675 (4.36 %)	9288 (11.02 %)	3679 (4.36%)	84248 (100 %)

Source: N.W.F.P Annual Statistical Report of Government Schools 2007-08

It is clear from Table 4.1.6 that out of eighty four thousands two hundred and forty eight (84248) students' enrolment in female schools up to secondary level in District Swat, 67606 (80.24 %) female students were at primary level, 3675 (4.36 %) were at middle level, 9288 (11.02 %) were at high level and 3679 (4.36 %) were at higher secondary level. It means that majority of students were at primary level, while the number of students at middle and higher secondary level showed the same enrolment. The number of students at high level is comparatively high than middle and higher secondary level of students' enrolment.

Table 4.1.7

Enrolment in Public Sector Female Schools at Secondary level in District Swat

Class	9th	10th	11th	12th	Total
Enrolment	2516 (46.89 %)	2133 (39.75 %)	378 (7.04 %)	338 (6.30 %)	5365 (100 %)

Source: N.W.F.P Annual Statistical Report of Government Schools 2007-08

Table 4.1.7 shows that out of five thousand three hundred and sixty five (5365) students' enrolment in secondary level female schools in District Swat, 2516 (46.89 %) students were in class 9th, 2133 (39.75 %) were in class 10th, 378 (7.04 %) were in class

11th and 338 (6.30 %) were in class 12th. It means that there is a big difference between high and higher secondary level enrollment and the dropout rate are very high at high level.

Table 4.1.8

Enrolment in all Public Sector Schools up to secondary level by Gender in District Swat

Level of School	Male Schools	Female Schools	Total
Primary	133598 (66.39 %)	67606 (33.60 %)	201204 (100 %)
Middle	8325 (69.37 %)	3675 (30.62 %)	12000 (100 %)
High	21242 (69.57 %)	9288 (30.42 %)	30530 (100 %)
Higher Secondary	8704 (70.28 %)	3679 (29.71 %)	12383 (100 %)
Total	171869	84248	256117

Source: N.W.F.P Annual Statistical Report of Government Schools 2007-08

Table 4.1.8 shows that Out of 201204 students, 133598 (66.39 %) students were enrolled in male schools, 67606 (33.60 %) students were enrolled in female schools at primary level, 8325 (69.37 %) students were enrolled in male schools, 3675 (30.62 %) students were enrolled in female schools at middle level, 21242 (69.57 %) students were enrolled in male school, 9288 (30.42 %) students were enrolled in female schools at High level, 8704 (70.28 %) students were enrolled in male schools, 3679 (29.71 %) students were enrolled in Female students at higher secondary level in District Swat.

Table 4.1.9**Enrolment in all Public Sector Schools up to Secondary level by Location in District****Swat**

Level of School	Urban	Rural	Total
Primary	19477 (9.68 %)	181627 (90.31%)	201204 (100 %)
Middle	1211 (10.09 %)	10789 (89.90 %)	12000 (100 %)
High	7038 (23.05 %)	23492 (76.94 %)	30530 (100 %)
Higher Secondary	1442 (11.64 %)	10941 (88.35 %)	12383 (100 %)
Total	29168	226849	256117

Source: N.W.F.P Annual Statistical Report of Government Schools 2007-08

Table 4.1.9 reveals that out of total enrollment of two lac one thousand two hundred and four (201204), 19477 (9.68 %) female students belonged to urban areas and 181627 (90.31 %) female students were from rural areas at Primary level. 1211(10.09 %) female students were from urban areas and 10789 (89.90 %) were from rural areas at middle level female student's enrolment. Similarly 7038 (23.05 %) female students were enrolled in the high schools belonging to urban areas of District Swat, while 23492 (76.94 %) were from rural areas. At higher secondary level female students enrollment from urban areas was 1442 (11.64 %) and 10941(38.35 %) were from rural areas. It means that majority of students' enrolment in District Swat was from rural areas.

Table 4.1.10

**Enrolment in Public Sector Female Schools up to Secondary level by Location in
District Swat**

Level of School	Urban	Rural	Total
Primary	8698 (12.86 %)	58908 (87.13%)	67606 (100 %)
Middle	702 (19.10 %)	2973 (80.89 %)	3675 (100 %)
High	3766 (40.54 %)	5522 (59.45 %)	9288 (100 %)
Higher Secondary	0 (0 %)	3679 (100 %)	3679 (100 %)
Total	13166	21082	84248

Source: N.W.F.P Annual Statistical Report of Government Schools 2007-08

Table 4.1.10 reveals that out of total enrollment of sixty seven thousands six hundred and six (67606), 19477 (9.68 %) female students belonged to urban areas and 181627 (90.31 %) female students were from rural areas at primary level. 1211(10.09 %) female students were from urban areas and 10789 (89.90 %) were from rural areas at middle level. Similarly 7038 (23.05 %) female students were enrolled in the high schools belonging to urban areas of District Swat, while 23492 (76.94 %) were from rural areas. At higher secondary level students enrolment from urban areas were 1442 (11.64 %) and 10941(38.35 %) were from rural areas. It means that majority of students' enrollment in District Swat was from rural areas.

Table 4.1.11
Number of Teachers up to Secondary Level in all Public Sector Schools in District Swat

Level of School	Primary	Middle	High	Higher Secondary	Total
Number	4614 (63.10 %)	891 (12.18 %)	1335 (18.26 %)	471 (6.44 %)	7310 (100 %)

Source: N.W.F.P Annual Statistical Report of Government Schools 2007-08

Table 4.1.11 illustrates that out of 7310 teachers serving in all the schools of District Swat, 4613 (63.10 %) were serving in primary schools, 891 (12.18 %) were in middle schools, 1335 (18.26 %) were in high level schools and 471(6.44 %) were serving in higher secondary schools. It reveals that the number of teacher at primary level was high, while the number of teachers at middle and higher secondary level were very less. The number of teachers at high level was up to some extent satisfactory.

Table 4.1.12
Number of Female Teachers up to Secondary Level in Public Sector Female Schools in District Swat

Level of School	Primary	Middle	High	Higher Secondary	Total
Number	1580 (72.41%)	273 (12.51 %)	255 (11.68 %)	74 (3.39 %)	2182 (100 %)

Source: N.W.F.P Annual Statistical Report of Government Schools 2007-08

Table 4.1.12 showed that out of two thousand one hundred and eighty two (2182) female teachers serving in schools up to secondary level in District Swat, 1580 (72.41%) were serving in primary schools, 273 (12.51 %) were in middle schools, 255 (11.68 %) were in high level schools and 74 (3.39 %) were serving in higher secondary level schools. It reveals that the number of female teacher at Primary level were high while the

number of teachers at higher secondary level was very less. The number of teachers at higher secondary level was only (3.39 %) of the whole teachers serving up to secondary level in the female schools of District Swat.

Table 4.1.13
Number of Teachers in all Public Sector Schools up to Secondary Level by Location in District Swat

Level of School	Urban	Rural	Total
Primary	589 (12.76 %)	4025 (87.23 %)	4614 (100 %)
Middle	79 (8.86 %)	812 (91.13 %)	891 (100 %)
High	279 (20.89 %)	1056 (79.10 %)	1335 (100 %)
Higher Secondary	58 (12.31 %)	413 (87.86 %)	471 (100 %)
Total	1005	6306	7311

Source: N.W.F.P Annual Statistical Report of Government Schools 2007-08

It is clear from Table 4.1.13 that 589 (12.76 %) teachers were serving in urban and 4025 (87.23 %) were in rural schools in Primary schools, while out of total 891 teachers at middle level 79 (8.86 %) were in urban and 812 (91.13 %) in rural schools. At high level 279 (20.89 %) teachers were serving in urban and 1056 (79.10 %) were in rural schools of District Swat. Similarly at higher secondary level 58 (12.312 %) teachers were in urban schools and 413 (87.86 %) were serving in urban schools of the area.

Table 4.1.14
Number of Teachers in Public Sector Female Schools up to Secondary Level by
Location in District Swat

Level of School	Urban	Rural	Total
Primary	299 (18.92 %)	1281 (81.07 %)	1580 (100 %)
Middle	44 (16.11 %)	229 (83.88 %)	273 (100 %)
High	94 (36.86 %)	161 (63.13 %)	255 (100 %)
Higher Secondary	0 (0 %)	74 (100 %)	74 (100 %)
Total	437	1745	2182

Source: N.W.F.P Annual Statistical Report of Government Schools 2007-08

It is clear from Table 4.1.14 that 299 (18.92 %) female teachers were serving in urban and 1281 (81.07 %) were in rural female primary schools, while out of total two hundred and seventy three (273) teachers at middle level, 44 (16.11 %) were in urban and 229 (83.88 %) were in rural female middle schools. At high level 94 (36.86 %) teachers were serving in urban and 161 (63.13 %) were in rural schools of District Swat. Similarly at higher secondary level none of the female teachers were in urban schools and 74 (100 %) were serving in rural schools of the area.

Table 4.1.15

**Number of Teachers in all Public Sector Schools up to Secondary Level by Gender
in District Swat**

Level of Schools	Male	Female	Total
Primary	3034 (65.75 %)	1580 (34.25 %)	4614 (100 %)
Middle	618 (46.29 %)	273 (53.70 %)	891 (100 %)
High	1080 (80.89 %)	255 (19.10 %)	1335 (100 %)
Higher Secondary	397 (84.28 %)	74 (15.71 %)	471 (100 %)
Total	5129	2182	7311

Source: N.W.F.P Annual Statistical Report of Government Schools 2007-08

Table 4.1.15 shows that out of four thousand six hundred and fourteen (4614) total teachers 3034 (65.75 %) were male and 1580 (34.25 %) were female in primary schools, Out of 891 teachers, 618 (46.29 %) were male and 273 (53.70 %) were female teachers at middle level, Out of 1335 total teachers 1080 (80.89 %) were male and 255 (19.10 %) were female teachers at high level, Similarly out of 471 total teachers, 397 (84.28 %) were male and 74 (15.71 %) were female teachers at higher secondary level.

Table 4.1.16

**Number of Class rooms and other rooms in all Public Sector Schools up to
Secondary Level in District Swat**

Level of Schools	Male Schools	Female Schools	Total
Primary	2701 (65.95 %)	1394 (34.4 %)	4095 (100 %)
Middle	383 (63.51 %)	220 (36.48 %)	603 (100 %)
High	816 (79.53 %)	210 (20.46 %)	1026 (100 %)
Higher Secondary	309 (84.65 %)	56 (15.34 %)	365 (100 %)
Total	4204	1880	6089

Source: N.W.F.P Annual Statistical Report of Government Schools 2007-08

Table 4.1.16 illustrates that out of total four thousand and ninety five (4095) class rooms and other rooms two thousand seven hundred and one (2701) (65.95 %) were in male schools and 1394 (34.4 %) were in female schools at primary schools, out of total 603, 383 (63.51 %) rooms and other rooms were in male schools and 220 (36.48 %) were in female schools at middle level schools. Out of 1026 class rooms and other rooms 816 (79.53 %) were in male schools and 210 (20.46 %) were in female schools at high schools. Out of total 365 rooms, 309 (84.65 %) class rooms and other rooms were in male schools, while 56 (15.34 %) were in female schools at higher secondary level.

Table 4.1.17
Number of Public Sector Female Schools up to Secondary Level with Basic Facilities
in District Swat

Level of School	Boundary Wall	Water Supply	Electricity	Toilet
Primary	392 (91.37 %)	299 (69.69 %)	160 (37.29 %)	411 (95.80 %)
Middle	43 (89.58 %)	35 (72.91 %)	35 (72.91 %)	43 (89.59 %)
High	20 (100 %)	19 (95 %)	20 (100 %)	17 (85 %)
Higher Secondary	4 (100 %)	4 (100 %)	4 (100 %)	4 (100 %)

Source: N.W.F.P Annual Statistical Report of Government Schools 2007-08

Table 4.1.17 reveals that out of total four hundred and twenty nine (429) female schools at primary level, 392 (91.37 %) had Boundary walls, 299 (69.69 %) had water supply, 160 (37.29 %) had electricity, and 411 (95.80 %) had toilets facilities, while in female middle schools, 43 (89.58 %), 35(72.91 %), 35(72.91 %) and 43 (89.58 %) female schools had these facilities respectively. Similarly 20 (100 %), 19 (95 %), 20 (100 %) and 17 (85 %) female schools had the above mentioned facilities. At higher secondary level all the 4 (100 %) female schools had the facilities

Table 4.1.18

**Number of all Public Sector Schools up to Secondary Level with Physical Facilities
in District Swat**

Level of School	Male School						Female School					
	Library	Comp. Lab	Office	Hall	Sc. Lab.	MRR	Library	Comp. Lab	Office	Hall	Sc. Lab.	MRR
Middle/High/Higher Secondary	64 (39.02 %)	10 (6.09 %)	19 (11.58 %)	142 (86.58 %)	54 (32.92 %)	1 (0.60 %)	16 (22.22 %)	5 (6.94 %)	10 (13.88 %)	69 (95.83 %)	23 (31.94 %)	1 (1.38 %)

Source: N.W.F.P Annual Statistical Report of Government Schools 2007-08

Table 4.1.18 reveals that in male schools 64 (39.02 %) had libraries, 10 (6.09 %) had computer labs, 19 (11.58 %) had offices, 142 (86.58 %) had halls, 54 (32.92 %) had science labs, and 1 (0.60 %) had mathematics resource rooms. In female schools, 16 (22.22 %) had libraries, 5 (6.94 %) had computer labs, 10 (13.88 %) had offices, 69 (95.83 %) had halls, 23 (31.94 %) had science labs, and only 1 (1.38 %) had mathematics resource rooms.

Table 4.1.19

**Results of Public Sector Female Students at High and Higher Secondary Level in
District Swat**

Class	No. of Candidates Appeared	Passed .	Fail
SSC	3040	2692 (88.55 %)	448 (11.44 %)
F.A/F.Sc	1070	927 (86.63 %)	143 (13.36 %)

Source: Result Books of Examination 2008 BISE Swat

Table 4.1.19 indicates that three thousand and forty (3040) students appeared in the SSC examination. Out of these students 2692(88.55 %) were declared passed and 448

(11.44 %) were considered failed. Similarly at intermediate level one thousand and seventy students were appeared in the examination, 927 (86.63 %) were declared passed and the remaining 143 (13.36 %) were considered failed.

SECTION 4.2

SITUATION OF FEMALE EDUCATION AFTER MILITANTS' ACTIVITIES IN DISTRICT SWAT (After 16thFeb, 2009)

Table 4.2.1

Total Population of District Swat

Male	Female	Total
87.5171 Million (55 %)	73.3954 Million (45 %)	159.0122 Million (100 %)

Source: Based upon District Census Report 1998(@ estimated values of 2%)

The above table shows that the total population of the swat according to 1998 census report was 159.0122 million, out of which 73.3954 million (55%) were males and remaining 87.5171 million were females.

Table 4.2.2

Number of all Public Sector Schools up to Secondary Level in District Swat

Level of Schools	Primary	Middle	High	Higher Secondary	Total
Number	1233 (83.48%)	137 (9.27%)	90 (6.09%)	17 (1.15%)	1477 (100 %)

Source: N.W.F.P Annual Statistical Report of Government Schools 2008-09

Table 4.2.2 reveals that out of one thousand four hundred and seventy seven (1477) schools in the District, 1233 (83.48 %) of schools were at primary level, 137 (9.27 %) were at middle level, 90 (6.09 %) were at high level and 17 (1.15 %) were at higher secondary level. It means that Majority of schools were at primary level, while the numbers of schools were very less at higher secondary level.

Table 4.2.3**Number of Public Sector Female Schools up to Secondary Level in District Swat**

Level of School	Primary	Middle	High	Higher Secondary	Total
Number	394 (83.12%)	54 (11.39%)	22 (4.64%)	4 (0.83%)	474 (100%)

Source: N.W.F.P Annual Statistical Report of Government Schools 2008-09

Table 4.2.3 shows that out of four hundred and seventy four (474) female schools in District Swat, 394 (83.12 %) of schools were at primary level, 54 (11.34 %) were at middle level, 22 (4.64 %) were at high level and only 4 (0.83 %) were at higher secondary level. It means that similar to the overall situation in respect of schools, majority of schools are at primary level; while the number of schools is very less at higher secondary level and that were just 0.79 %.

Table 4.2.4

Number of Public Sector Female Schools up to Secondary Level by location in District Swat

Level of Schools	Urban	Rural	Total
Primary	23 (5.83 %)	371 (93.13 %)	394 (100 %)
Middle	9 (16.66 %)	45 (83.33 %)	54 (100 %)
High	5 (22.72 %)	17 (77.17 %)	22 (100 %)
Higher Secondary	0 (0 %)	4 (100 %)	4 (100 %)
Total	37	437	474

Source: N.W.F.P Annual Statistical Report of Government Schools 2008-09

Table 4.2.4 shows us the status of only female schools in the area. It shows that out of 394 primary schools 23 (5.83 %) were in urban area while the remaining 371(93.13 %) were in rural areas. Similarly out of 54 female middle schools 9 (16.66 %) were in urban area and the remaining 45 (83.33 %) were in rural areas. Out of 22 High schools 17 (77.17 %) were mostly situated in rural areas, and only 5 (22.72 %) of the schools were situated in urban areas. The table shows that none of the higher secondary school was situated in urban area, and all 100 % higher secondary schools were situated in rural areas of District Swat.

Table 4.2.5

Enrolment by level in all Public Sector Schools up to Secondary Level in District

Swat

Level of School	Primary	Middle	High	Higher Secondary	Total
Number	179473 (77.65 %)	12092 (5.21 %)	28890 (12.46 %)	11253 (4.85 %)	231708 (100 %)

Source: N.W.F.P Annual Statistical Report of Government Schools 2008-09

Table 4.2.5 reveals that out of two lac thirty one thousand seven hundred and eight (231708) number of students enrolment in all institutions up to secondary level in District Swat, 179473 (77.65%) of students were at primary level, 12092 (5.21%) were at middle level, 28890 (12.46%) were at high level and 11253 (4.85 %) were at higher secondary level. It means that majority of students are at Primary level, while the number of students at middle and higher secondary level showed the same enrolment. The number of students at high level is comparatively high than middle and higher secondary level of students enrolment.

Table 4.2.6

**Enrolment by level in Public Sector Female Schools up to Secondary Level in
District Swat**

Level of School	Primary	Middle	High	Higher Secondary	Total
Number	56519 (78.21 %)	4030 (5.49 %)	8682 (12.01 %)	3090 (4.27 %)	72321 (100 %)

Source: N.W.F.P Annual Statistical Report of Government Schools 2008-09

It is clear from Table 4.2.6 that out of seventy two thousand three hundred and twenty one (72321) number of students enrolment in all female schools up to secondary level in District Swat, 56519 (78.21 %) of students were at primary level, 3972 (5.49 %) were at middle level, 8682 (12.01 %) were at high level and 3090 (4.27 %) were at higher Secondary level. It means that majority of students are at Primary level, while the number of students at middle and higher secondary level showed that same enrolment. The number of students at high level is comparatively high than middle and higher secondary level of students enrolment.

Table 4.2.7

Enrolment in Public Sector Female Schools at Secondary level in District Swat

Class	9th	10th	11th	12th	Total
Enrolment	2568 (50.03%)	2035 (39.65%)	250 (4.87%)	279 (5.43%)	5132 (100%)

Source: N.W.F.P Annual Statistical Report of Government Schools 2008-09

Table 4.2.7 shows that out of five thousand one hundred and thirty two (5132) number of students' enrolment in secondary level schools in District Swat, 2568 (50.03 %) of students were in class 9th, 2035 (39.65 %) were in class 10th, 250 (4.87 %) were in

class 11th and 279 (5.43 %) were in class 12th. It means that there is a big difference between high level enrollment and higher secondary level enrollment and the dropout rate is very high at high level.

Table 4.2.8

Enrolment in all Public Sector Schools up to secondary level by Gender in District Swat

Level of school	Male Schools	Female Schools	Total
Primary	122954 (68.50 %)	56519 (31.50 %)	179473 (100 %)
Middle	8062 (66.67 %)	4030 (33.32 %)	12092 (100 %)
High	20208 (69.94 %)	8682 (30.5 %)	28890 (100 %)
Higher Secondary	8163 (72.54 %)	3090 (27.47 %)	11253 (100 %)
Total	159387	72321	231708

Source: N.W.F.P Annual Statistical Report of Government Schools 2008-09

Table 4.2.8 shows that 122954 (68.50 %) students were enrolled in male schools, 56519 (31.50) students were enrolled in female schools at primary level, 8062 (66.67 %) students were enrolled in male schools, 4030 (33.32 %) students were enrolled in female schools at middle level, 20208 (69.94 %) students were enrolled in male school, 8682 (30.5 %) students were enrolled in female schools at high level, 8163 (72.54 %) students were enrolled in male schools, 3090 (27.47 %) students were enrolled in female schools at higher secondary level in District Swat.

Table 4.2.9**Enrolment in all Public Sector Schools up to secondary level by Location in District****Swat**

Level of School	Urban	Rural	Total
Primary	17414 (9.70 %)	162059 (90.29 %)	179473 (100 %)
Middle	1306 (10.80 %)	10786 (89.19 %)	12092 (100 %)
High	6073 (21.02 %)	22817 (78.97 %)	28890 (100 %)
Higher Secondary	1232 (10.94 %)	10021 (89.05 %)	11253 (100 %)
Total	26025	205683	231708

Source: N.W.F.P Annual Statistical Report of Government Schools 2008-09

Table 4.2.9 shows that Out of one lac seventy nine thousand four hundred and seventy three (179473) students, 17414 (9.70 %) students were enrolled in male schools, 162059 (390.29 %) students were enrolled in female schools at primary level, 1306 (1080 %) students were enrolled in male schools, 10786 (89.19 %) students were enrolled in female schools at middle level, 6073 (21.02 %) students were enrolled in Male school, 22807 (378.97 %) students were enrolled in female schools at high level, 1232 (10.94 %) students were enrolled in male schools, 10021 (89.05 %) students were enrolled in female students at higher secondary level in District Swat.

Table 4.2.10

**Enrolment in Female Public Sector Schools up to Secondary Level by Location in
District Swat**

Level of School	Urban	Rural	Total
Primary	8203 (14.51 %)	48316 (85.48 %)	56515 (100 %)
Middle	902 (22.70 %)	3070 (77.29 %)	3972 (100 %)
High	3146 (36.23 %)	5536 (63.76 %)	8682 (100 %)
Higher Secondary	0 (0 %)	3090 (100 %)	3090 (100 %)
Total	12251	60012	72263

Source: N.W.F.P Annual Statistical Report of Government Schools 2008-09

Table 4.2.10 shows that Out of fifty six thousands six hundred and fifteen (56515) female students, 8203 (14.51 %) students were enrolled in urban schools, 48316 (85.48 %) students were enrolled in rural schools at primary level, 902 (22.70 %) students were enrolled in urban schools, 3070 (77.29 %) students were enrolled in rural schools at middle level, 3146 (36.23 %) students were enrolled in urban school, 5536 (63.76 %) students were enrolled in rural schools at high level, none of the students were enrolled in urban schools and 3090 (100 %) students were enrolled in rural students at higher secondary level in District Swat.

Table 4.2.11**Number of Teachers up to Secondary Level in all Public Sector Schools in District****Swat**

Level of School	Primary	Middle	High	Higher Secondary	Total
Number	4504 (63.58 %)	807 (11.39 %)	1282 (18.09 %)	490 (6.91 %)	7083 100 %

Source: N.W.F.P Annual Statistical Report of Government Schools 2008-09

Table 4.2.11 illustrates that out of 7083 teachers serving in all the schools of District Swat, 4504 (63.58 %) were serving in primary schools, 807 (11.39 %) were in middle schools, 1282 (18.09 %) were in high level schools and 490 (6.91 %) were serving in higher secondary level schools. It reveals that the number of teacher at Primary level were high while the number of teachers at middle and higher secondary level were very less. The number of teachers at high level was up to some extent satisfactory.

Table 4.2.12**Number of Female Teachers up to Secondary Level in Public Sector Female Schools****in District Swat**

Level of School	Primary	Middle	High	Higher Secondary	Total
Number	1552 (73.41%)	243 (11.49%)	241 (11.40%)	78 (3.68%)	2114 (100 %)

Source: N.W.F.P Annual Statistical Report of Government Schools 2008-09

Table 4.2.12 shows that out of 2114 teachers serving in schools up to secondary level in District Swat, 1552 (73.41%) were serving in primary schools, 243 (11.49 %) were in middle schools, 241 (11.40 %) were in high level schools and 78 (3.68 %) were serving in higher secondary level school. It reveals that the number of teacher at Primary level were high while the number of teachers at higher secondary level were very less.

The number of teachers at higher secondary level was only 3.68 % of the whole teachers serving up to secondary level in the educational schools of District Swat.

Table 4.2.13

Number of Teachers in all Public Sector schools up to Secondary Level by Location in District Swat

Level of School	Urban	Rural	Total
Primary	609 (13.52 %)	3905 (86.47 %)	4504 (100 %)
Middle	93 (11.52 %)	714 (88.47 %)	807 (100 %)
High	278 (21.68 %)	1004 (78.31 %)	1282 (100 %)
Higher Secondary	59 (12.04 %)	431 (87.95 %)	480 (100 %)
Total	1039	6054	7073

Source: N.W.F.P Annual Statistical Report of Government Schools 2008-09

It is clear from Table 4.2.13 that 609 (13.52 %) teachers were serving in urban areas while 3905 (86.47 %) were serving in rural areas at primary level. Out of 807 total teachers at middle 93 (11.52 %) were serving in urban areas, while 714 (88.47 %) were serving in rural areas. Out of 1282 teachers 278 (21.68 %) were serving in urban area, while 1004 (78.31 %) were serving in rural areas at high level. Similarly at higher secondary level 59 (12.04 %) were serving in rural areas while 431 (87.95 %) were serving in rural areas of District Swat.

Table 4.2.14

**Number of Teachers in Public Sector Female Schools up to Secondary Level by
Location in District Swat**

Level of School	Urban	Rural	Total
Primary	339 (21.84 %)	1213 (78.15 %)	1552 (100 %)
Middle	58 (23.86 %)	185 (76.13 %)	243 (100 %)
High	92 (38.17 %)	149 (61.82 %)	241 (100 %)
Higher Secondary	0 (0 %)	78 (100 %)	78 (100 %)
Total	489	1625	2114

Source: N.W.F.P Annual Statistical Report of Government Schools 2008-09

It is clear from Table 4.2.14 that 339 (21.84 %) teachers were serving in urban areas while 1213 (78.15 %) were serving in rural areas at primary level. Out of two hundred and forty three (243) female teachers 58 (23.86 %) were serving in urban areas and 185 (76.13 %) were serving in rural areas at middle level. 92 (38.17 %) female teachers were serving in urban areas and 149 (61.82 %) were serving in rural areas at high level in female schools of District Swat. Out of seventy eight (78) female teachers at higher secondary level, none of the female teachers were serving in urban areas and 78 (100 %) female teachers were serving in rural areas of District Swat.

Table 4.2.15

**Number of Teachers in all Public Sector Schools up to Secondary Level by Gender
in District Swat**

Level of Schools	Male	Female	Total
Primary	2952 (65.54 %)	1552 (34.45 %)	4504 (100 %)
Middle	564 (69.88 %)	243 (30.11 %)	807 (100 %)
High	1041 (81.20 %)	241 (18.79 %)	1282 (100 %)
Higher Secondary	412 (84.08 %)	78 (15.91 %)	490 (100 %)
Total	4969	2114	7083

Source: N.W.F.P Annual Statistical Report of Government Schools 2008-09

Table 4.2.15 shows that out of 4504 total teachers 2952(65.54 %) were male and 1552 (34.45 %)were female in primary schools, Out of 807 teachers, 564 (69.88 %)were male and 243 (30.11 %)were female teachers at middle level, Out of 1282 total teachers 1041 (81.20 %) were male and 241 (18.79 %)were female teachers at high level, Similarly out of 490 total teachers, 412 (84.08 %)were male and 78 (15.91 %)were female teachers at higher secondary level.

Table 4.2.16

**Number of Class rooms and other rooms in all Public Sector Schools up to
Secondary Level in District Swat**

Level of Schools	Male Schools	Female Schools	Total
Primary	2684 (70.89 %)	1102 (29.10 %)	3786 (100 %)
Middle	336 (69.42%)	148 (30.57%)	484 (100 %)
High	731 (78.68%)	198 (21.31%)	929 (100 %)
Higher Secondary	305 (93.27%)	22 (6.72%)	327 (100 %)
Total	4056	1470	5526

Source: N.W.F.P Annual Statistical Report of Government Schools 2008-09

Table 4.2.16 illustrates that out of total 3786 class rooms and other rooms 2684 were in male schools and 1102 were in female schools at primary level, and out of total 484 class rooms and other rooms 336 (69.42%) were in male schools, while 148 (30.57%) were in female schools at middle level. Similarly at high level out of 929 rooms 731 ((78.68%) were in male schools and 198 (21.31%) were in female schools. At higher secondary level 305 (93.27 %) rooms were in male schools and 22 (6.72 %) were in female schools.

Table 4.2.17

**Number of Public Sector Female Schools up to Secondary Level with Basic Facilities
in District Swat**

Level of School	Boundary Wall	Water Supply	Electricity	Toilet
Primary	365 (92.63 %)	292 (74.11 %)	176 (44.67 %)	368 (93.40 %)
Middle	47 (87.03 %)	37 (68.51 %)	36 (66.66 %)	46 (85.18 %)
High	20 (90.90 %)	20 (90.90 %)	19 (86.36 %)	16 (72.72 %)
Higher Secondary	4 (100 %)	4 (100 %)	4 (100 %)	4 (100 %)

Source: N.W.F.P Annual Statistical Report of Government Schools 2008-09

Table 4.2.17 reveals that out of total three hundred and ninety four (394) female schools at primary level, 365 (92.63 %) had Boundary walls, 292 (74.11 %) had water supply, 176 (44.67 %) had electricity, and 368 (93.40 %) had toilets facilities, while in female middle schools, 47 (87.03 %), 37(68.51 %), 36(66.66 %) and 46 (85.18 %) female schools had these facilities respectively. Similarly 20 (100 %), 20 (100 %), 19 (86.36 %) and 17 (72.72 %) female schools had the above mentioned facilities. At higher secondary level all the 4 (100 %) female schools had the facilities.

Table 4.2.18

**Number of all Public Sector Schools up to Secondary Level with Physical Facilities
in District Swat**

Level of School	Male School						Female School					
	Library	Comp. Lab	Office	Hall	Sc. Lab.	MRR	Library	Comp. Lab	Office	Hall	Sc. Lab.	MRR
Middle/ High/ Higher Secondary	50 (30.48 %)	9 (5.48 %)	20 (12.19 %)	141 (85.97 %)	54 (32.92 %)	1 (0.60)	19 (23.75 %)	7 (8.75 %)	10 (12.5 %)	69 (86.25 %)	24 (30 %)	1 (1.25 %)

Source: N.W.F.P Annual Statistical Report of Government Schools 2008-09

Table 4.2.18 reveals that in Male schools 50 (30.48 %) had Library, 9 (5.48 %) had computer lab, 20 (12.19 %) had offices, 141 (85.97 %) had halls, 54 (32.92 %) had science labs, and 1 (0.60) had Mathematics resource rooms. In Female schools, 19 (23.75 %) had libraries, 7 (8.75 %) had computer labs, 10 (12.5 %) had offices, 69 (86.25%) had halls, 24 (30 %) had science labs, and only 1(1.25 %) had Mathematics resource rooms.

Table 4.2.19

**Results of Public Sector Female Students at High and Higher Secondary Level in
District Swat**

Class	No. of Candidates Appeared	Passed	Fail
SSC	2663	2663 (100 %)	0 (0 %)
F.A/F.Sc	1161	1161 (100 %)	0 (0 %)

Source: Result Books of Examination 2008 BISE Swat

Table 4.2.19 indicates that three thousand and forty (2663) students appeared in the SSC examination. Out of these students 26963(100 %) were declared passed and none

of the student was failed. Similarly at intermediate level one thousand and one hundred and sixty one (1161) female students were appeared in the examination and all the students were declared pass. 927 (86.63 %) were declared passed and the remaining 143 (13.36 %) were considered failed. The govt. of N.W.F.P has announced a special concession for the students of the area, due the specific situation of the area.

SECTION 4.3

COMPARISON OF SITUATION OF FEMALE EDUCATION BEFORE AND AFTER MILITANTS' ACTIVITIES IN DISTRICT SWAT

Table 4.3.1

**Comparison of Number of Public Sector Female Schools up to Secondary Level in
District Swat**

Level of School	Before Militancy	After Militancy	Difference
Primary	429	394	-35 (-8%)
Middle	48	54	+6 (+12.5 %)
High	20	22	+2 (+10 %)
Higher Secondary	4	4	0 (0 %)

Data Source: Table No. 4.1.3 & 4.2.3

Table 4.3.1 reveals that number of schools at primary level was 429 before militancy and it were 394 after militancy. It means that the number of Primary schools was decreased by 8 %. The number of middle schools were increased by (12.5 %) during the said duration. The number of high schools was also increased by 10 % and the numbers of higher secondary schools remain the same.

Table 4.3.2

**Comparison of Enrolment by Level in Public Sector Female Schools up to
Secondary Level in District Swat**

Level of School	Before Militancy	After Militancy	Difference
Primary	67606	56519	-11087 (-16.3 %)
Middle	3675	4030	+355 (+5.41 %)
High	9288	8682	-606 (-6.70 %)
Higher Secondary	3679	3090	-589 (-16.16 %)

Data Source: Table No. 4.1.6 & 4.2.6

Table 4.3.2 shows that number of students was also decreased by 16.3 % at primary level. The number of students was 67606 before the emergence of militancy, while it was 56519 after militancy. It is clear that 11087 student had left the school at primary level. The situation at middle level is encouraging; the number of the students was increased after militancy by 5.41 %. It high level the situation was similar to primary situation, it was also decreased by 6.70 %. The students' enrollment was 9288, while it has decreased to 8682. Similarly at higher secondary level the number of students was decreased too by -16.16 % . It was 3679 before militants and 3090 after militants.

Table 4.3.3

**Comparison of Enrolment by Level and Location in Public Sector Female Schools
up to Secondary Level in District Swat**

Level of School	Before Militancy		After Militancy		Difference	
	Urban	Rural	Urban	Rural	Urban	Rural
Primary	8698	58908	8203	48316	-495 (-5.34 %)	-10592 (-17.98 %)
Middle	702	2973	902	3070	+200 (28.49 %)	+97 (3.26 %)
High	3766	5522	3146	5536	-620 (-16.46 %)	+14 (0.25 %)
Higher Secondary	0	3679	0	3090	0 (0 %)	-589 (-16 %)

Data Source: Table No. 4.1.10 & 4.2.10

It is clear from table 4.3.3 that decreased by 5.34 % and 17.98 % in urban and rural areas respectively. The situation at middle level is encouraging; it was increased by 28.49 % and 3.26 % in urban and rural areas respectively, while the enrolment at high level was decreased by 16.46 % in urban areas and increased by 0.25 % in rural areas. At higher secondary level no change was occurred in urban areas while the number of the students was decreased by 16 % in rural areas.

Table 4.3.4

**Comparison of Number of Teachers up to Secondary Level in Public Sector Female
Schools in District Swat**

Level of School	Before Militancy	After Militancy	Difference
Primary	1580	1552	-28 (-1.77 %)
Middle	273	243	-30 (-10.98 %)
High	255	241	-14 (-5.49 %)
Higher Secondary	74	78	4 (+5.40 %)

Data Source: Table No. 4.1.12 & 4.2.12

Table 4.3.4 illustrates that Number of teachers were decreased in the three levels by 1.77 %, 10.98 %, and 5.49 % respectively, while at higher secondary level increased was shown by the data. It means that the teachers had resigned the job due to fear of militants' violence in the area.

Table 4.3.5

**Comparison of Number of Teachers by Level and Location up to Secondary Level
in Public Sector Female Schools in District Swat**

Level of School	Before Militancy		After Militancy		Difference	
	Urban	Rural	Urban	Rural	Urban	Rural
Primary	299	1281	339	1213	+40 (13.37 %)	-68 (5.30 %)
Middle	44	229	58	185	+14 (31.81 %)	-44 (19.21 %)
High	94	161	92	149	-2 (2.12 %)	-22 (7.45 %)
Higher Secondary	0	74	0	78	0 (0 %)	+4 (5.40 %)

Data Source: Table No. 4.1.14 & 4.2.14

Table 4.3.5 Shows, that the number of teachers was increased by 13.37 % in urban areas after Taliban, while it was decreased by 5.30 % in rural areas at primary level. It is clear from the data that at middle level, the number of teachers was increased by 31.81 % in urban location and it was decreased by 144 % in rural areas. The high school data shows that the number of teachers was decreased by 2.12 % and 7.45 % in both the location respectively. Similarly at higher secondary level nothing was happened in rural areas, while the number of teachers was increased in rural area by 5.40 %.

Table 4.3.6
Comparison of Number of Class rooms and other rooms in Public Sector Female
Schools up to Secondary Level in District Swat

Level of Schools	Before Militancy	After Militancy	Difference
Primary	1394	1102	-292 (20.94 %)
Middle	220	148	-72 (32.72 %)
High	210	198	-42 (20 %)
Higher Secondary	56	22	-33 (58.92 %)

Data Source: Table No. 4.1.16 & 4.2.16

Table 4.3.6 reveals that the number of class rooms was also affected and 292 (20.94 %) rooms at female primary schools building, 72 (32.72 %) rooms of middle schools building, 42 (20 %) rooms of high schools building and 33 (58.92 %) rooms of higher secondary school were damaged by the militants.

Table 4.3.7**Comparison of Number of Female Schools up to Secondary Level with Basic****Facilities in District Swat**

Level of School	Before Militancy				After Militancy				Difference			
	B. Wall	W. Supply	Elect.	Toilet	B. Wall	W. Supply	Elect.	Toilet	B. Wall	W. Supply	Elect.	Toilet
Primary	392	299	160	411	365	292	176	368	-27	+7	+16	-43
Middle	43	35	35	43	47	37	36	46	+4	+2	+1	+3
High	20	19	20	17	20	20	19	16	0	+1	-1	-1
Higher Secondary	4	4	4	4	4	4	4	4	0	0	0	0

Data Source: Table No. 4.1.17 & 4.2.17

Table 4.3.7 illustrates that the basic facilities were improved as compared to the situation before militancy. Only 16 schools boundary walls were damaged.

Table 4.3.8**Comparison of Number of Public Sector Female Schools up to Secondary Level with****Physical Facilities in District Swat**

Level of School	Before Militancy						After Militancy					
	Library	Comp. Lab	Office	Hall	Sc. Lab.	MRR	Library	Comp. Lab	Office	Hall	Sc. Lab.	MRR
Middle/ High/ Higher Secondary	16 (22.22 %)	5 (6.94 %)	10 (13.88 %)	69 (95.83 %)	23 (31.94 %)	1 (1.38 %)	19 (23.75 %)	7 (8.75 %)	10 (12.5 %)	69 (86.25 %)	24 (30 %)	1 (1.25 %)

Data Source: Table No.4.1.18 & 4.2.18

Table 4.3.8 shows that the number of the above facilities was increased and no decrease in number of the above facilities were occurred. So the situation about Physical facilities was encouraging.

Table 4.3.9

Comparison of Results of Public Sector Female Students at High and Higher Secondary Level in District Swat

Comparison	Class	No. of Candidates Appeared	Passed	Fail
Before Militancy	SSC	3040	2692 (88.55 %)	448 (11.44 %)
	F.A/F.Sc	1070	927 (86.27 %)	143 (13.30 %)
After Militancy	SSC	2663	2663 (100 %)	0 (0 %)
	F.A/F.Sc	1161	1161 (100 %)	0 (0 %)

Data Source: Table No. 4.1.19 & 4.2.19

Table 4.3.9 illustrates that the passing percentage before militants' activities were 88.55 % and 86.27 % for SSC and Intermediate respectively while after militants' activities the results of both the groups were 100 percent due to special concession for the students of the area by the government of N.W.F.P.

DISCUSSION ON THE RESULTS

This study was conducted to inquire about the past situation of female education in District Swat, and present situation of female education in District Swat and to suggest measures for the improvement of female education in District Swat. The data was

collected from different relevant sources. The collected data was tabulated and analyzed for both the situation. Findings were made on the basis of analyzed data. The results were drawn as per the findings of the study. The findings of the study showed that the number of schools at all levels i.e. Primary levels were destroyed by 8 % after the militants' activities. The number of female students were also decreased by (16.3 %) at primary level, 6.70 % at middle level and 16.16 % at higher secondary level. Female teachers at different level have left the service especially at primary level. Buildings of the schools at all levels have been destroyed. The basic facilities have also been damaged. Academic achievements of the students at higher secondary level have been improved due to the special concession given by the Government for the students of the area. In short the whole situation of female education has been badly affected by the militants' activities.

CHAPTER 5

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This study was conducted to analyze the situation of female education in District Swat. In the first Chapter the study was introduced, in the second chapter related literature was reviewed, in the third chapter, methodology of the study was described, in the fourth chapter the data was presented and analyzed and this chapter deals with the summary conclusions and recommendations. The summary of the study is as follows:

5.1 SUMMARY

This Documentary Study was conducted to analyze past and present situation of female education in public sector female schools up to secondary level in District Swat. Objectives of the study were, a) to inquire about the past situation of female education b) to inquire about the present situation of female education in District Swat and c) to suggest measures for the improvement of female education in District Swat.

This study covers all the female public sector schools up to secondary level in District Swat. This was a documentary and quantitative study, to collect the data different related documents i.e. NWFP Annual statistical reports of the previous and current year, National Educational Census Reports of previous years, Executive District Officers Swat office sources, Economic Survey of Pakistan reports, Pakistan Educational statistics of previous years reports, Result books of SSC and Intermediate examinations 2008 and 2009, BISE Swat, Federal Ministry of Education reports, N.W.F.P Government

Websites source, Department of Schools and Literacy website, UNESCO reports of the previous year related to female education in the area were collected. The data was taken from these documents. The data was tabulated and analyzed. Percentages were used as statistical tool for analysis of data. . On the basis of findings, conclusions were drawn and recommendations were given on the basis of conclusions.

5.2 FINDINGS

The following were the findings of the study;

1. The number of female Primary schools was four hundred and twenty nine (429) before Taliban and it was three hundred and ninety four (394) after Taliban .Thirty five 35 (8 %) primary schools were destroyed in the last year, (before the compilation of the last data report) in District Swat, while the study shows that the number of female middle and high schools has been increased in the area. It means that these levels of schools were not completely destroyed, but they were partially damaged. (Table 4.3.1)
2. Eleven thousand and eighty seven 11087 (16.39 %) female students at primary level, Six hundred and twenty four 606 (6.70 %) female students at high level and Five hundred ninety six 589 (16.16 %) female students at higher secondary level have left the schools in the last year due to fear of militancy in the District Swat. (Table 4.3.2)
3. The study shows that four hundred and ninety five 495 (5.34 %) female students left the schools in urban areas, and ten thousand five hundred and ninety two 10592 (17.98 %) left schools in rural areas of District Swat at Primary level, six

hundred and twenty 620 (16.46 %) in urban areas at high level and five hundred and eighty nine 589 (16 %) in rural areas at higher secondary level left the schools during the said period. (Table 4.3.3)

4. The study shows that sixty eight 68 (5.30 %) female teachers at primary level, forty four 44 (19.21 %) at middle level, twenty two 22 (7.45 %) at high level left the job in the area due to the fear of militants. (Table 4.3.5)
5. Majority of teachers, who left the service, belong to rural areas. (Table 4.3.5)
6. A large number of class rooms two hundred and ninety two 292 (20.94) rooms at primary level, seventy two 72 (32.72 %) at middle level, forty two 42 (20 %) at high level and thirty three 33 (58.92 %) rooms were also damaged after the militants activities in the District Swat. (Table 4.3.6)
7. In the buildings of different level of schools, the number of basic facilities, i.e. boundary walls, electricity, water supply and toilet have also been destroyed. (Table 4.3.7)
8. The study shows that the number of other physical facilities i.e. Libraries, Computer labs, Halls, Science labs, and offices were not destroyed, but remained the same. (Table 4.3.8)
9. The number of students appeared in the last SSC and intermediate examination was 3040 and 1070 respectably, while this number was 2663 and 1161 respectively after militants' activities. It means that majority of students who left school were SSC level students and the number of students at intermediate level was increased as per routine. (Table 4.3.9)

5.3 CONCLUSIONS

The following conclusions were drawn:

1. The number of female schools destroyed was mostly female primary level school as compared to other level of schools in the rural areas of District Swat. One of the reasons could be that these schools were mostly situated in rural areas and the hold of militants was stronger in rural areas as compare to urban areas. This is accordance with the sayings of Muslim Khan TTP spokesman in Swat, mentioned review of literature page No. 52.
2. A large number of female students left the schools after militants' activities. In these students, who left the schools, majority of them were primary level students. One of the reasons is that primary schools were destroyed by the militants. Due to non availability of buildings and fear of militants, these students left the schools. This one is supported by our literature, mentioned on page No. 53.
3. Most of the female students, who left the schools, belonging to rural areas as compared to urban areas at all levels. The hold of militants was strong in rural areas. Therefore primary level education for females was severely affected.
4. The study shows that sufficient number of female teachers left the teaching service due to fear of militants' violence in the area. The militants were pressurizing females and trying to compel them to leave the service. This is supported by the review of literature page No. 52.
5. Of those female teachers, who left the teaching service, belong to rural areas; therefore it is clear that the rural areas were mostly affected.

6. A large number of classrooms were destroyed by militants in the schools at different level. The schools at primary level were completely destroyed, while other level of schools was partially damaged by militants. The militants either exploded the buildings or set them fire. It is clear from review of literature page No. 51.
7. Other basic facilities and physical facilities were also not remained unaffected. The facilities like boundary electricity, science labs, toilets, water supply were also destroyed in the schools of all levels. This is supported by literature mentioned on page No. 50.
8. The number of female students appearing at SSC levels and Intermediate Level were also decreased. The study shows that at SSC level comparatively more students left the school and then not appeared in the examinations. Mostly they were displaced and migrated from the area; therefore they were unable to appear in the exam, while at intermediate level the situation is encouraging in respect of students' participation in examination. The results percentage of the students were high, perhaps it was due to the special concession by the government of N.W.F.P. for the student of the area.

5.4 RECOMMENDATIONS

After a thorough study of situation of female education in District Swat, Based on the findings and conclusions of the study the following recommendations were made:

1. A multi stage strategy introducing political dialogues with all stakeholders backed up by social and economical development for ensuring peace in the area be adopted by the government.
2. The government should establish tent schools in place of all the destroyed and damaged schools, so that academic activities may start there urgently.
3. The government should construct buildings for female schools in place of destroyed schools, and repair the partially damaged schools on emergency basis.
4. The government should construct more buildings for female primary schools in the area, to fill the gap of development in the past disturbance period.
5. The government should upgrade the existing primary schools to middle and middle schools to high and similarly the high schools to the higher secondary level. With the growth of population and static situation of development in the education sector, the current existing schools can not fulfill the requirements of the populations.
6. Affected families need to be rehabilitated as a first priority of the Government.
7. Primary education should be made free and compulsory for all students of the area.
8. New recruitment of female teachers should be carried out at once in all levels of schools, to coup with the shortage of the teachers in the schools.
9. Comprehensive program should be launched on modern lines to bring desirable changes in the characters of students in line with the Islamic principles.

10. The government should formulate a special policy for school uniform both for students and teachers of female schools of the area, which is matching with the culture and religious values of the area.
11. The government should initiate a separate transport scheme for the teachers of female schools.
12. The government should repair the partly damaged female schools of the area, that educational activities should be initiated properly.
13. The government should allocate large amount of funds for female education, to rehabilitate the destroyed system of female education.
14. A university should be established in the area, where research work may start in different aspects of the problem of the area.
15. Incentives should be given to the people other than the area, to be appointed as teachers, who could prepare the youngster in the national and global perspectives.
16. Curriculum from class k-12 should be modified in accordance with the needs and interests of students and society at large.

Further Research

1. Research in comparative study of learning styles of students whose families were affected by militants' activities and students not affected by militants' activities, can be conducted.
2. Research in Curriculum development, to address especially those areas which can help in controlling the mentality of students affected by the brainwashing activities of militants.

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