

**UNITED STATES OF AMERICA’S WAR ON TERRORISM: ITS  
IMPACT ON YOUTH AND EDUCATION SECTOR IN FEDERALLY  
ADMINISTERED TRIBAL AREAS OF PAKISTAN**



**By**

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ISLAMABAD, PAKISTAN**

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**A thesis submitted to the Area Study Centre in partial fulfillment for  
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**2019**

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## **Dedication**

My all intellectual abilities, inspirations, patience, wisdom and fortitude come from none but Allah Almighty. Indeed, my academic journey with an extremely humble start at seminary established under a tree to this doctoral study in a glorious campus of Quaid-E-Azam is testimony of his benevolence and enormous unseen help. I have no words to thank Allah Almighty for his unremitting forgiveness and pardon on all my follies and bestowing upon me the guidance of great mentors, which enabled me reach this level of intellectual growth; they all overlooked my weaknesses and provided me with desired guidance to overcome all impediments and surmount the great challenge of completing my research. I dedicate my research to Allah Almighty and his beloved prophet Muhammad (May Peace and Allah's Mercy be Upon Him).

## Abstract

The United States of America's War on Terror (WOT) and its implications is a most debated agenda item in Pakistan. A mixed method study has been therefore conducted to fulfil four purposes; to ascertain the extent of WOT's impact on the wellbeing of the tribal youth in Federally Administered Tribal Areas (FATA); to assess the impact of WOT on education in FATA; to determine the sentiments of tribal youth for United States of America; and to identify the influence of education on the change of tribal youth's sentiments for United States of America. The impact of WOT on the wellbeing of the youth has been ascertained through conduct of qualitative study on one thousand and forty two students of FATA, who experienced WOT and were separately enrolled (five hundred and twenty one students each) with educational institutions, as well as deeni madaris in FATA and with universities in Islamabad by using phenomenography approach. Same approach has been used to record tribal youth's sentiments for United States of America. Whereas the case study research approach has been used to ascertain the impact of WOT on education. The tribal youth's experiences related to WOT were recorded through conduct of interviews by using Childhood War Trauma Questionnaire (CWTQ) and Child Post-Traumatic Stress Disorder Symptom Scale (CPSS). The study not only concluded the tribal youth's sufferings from war traumas to include its displacement; separation from parents; loss of close relations; witnessing of torturing, intimidations, injuring and / or killings; exposure to the armed combat; facing harassment and manhandling; sustaining of physical injuries; active or passive involvement in the hostilities; and extreme depravation but also observed both presence of a high level of Post-Traumatic Stress Disorder (PTSD) symptoms and existence of functional impairment among majority of the tribal youth. The tribal youth's hostile sentiments for the United States of America being the proprietor of WOT were also identified as a general phenomenon among entire youth

belonging FATA; however, the FATA students studying in universities of Islamabad did express some pro-American sentiments which may be attributed to their exposure to better educational opportunities. The study also concluded significant impact of WOT on education in FATA and the glaring incidents included; destruction of educational institutions by militants; dysfunctionality of educational institutions; decrease in educational institutions, students and teachers; high dropouts and uncontrolled repetitions of classes by the students; over-crowdedness; disturbed students to institution, classroom and teacher ratios; deterioration in literacy levels; high levels of teachers absenteeism; reliance for formal education on deeni madaris; and above all large youth being out of school. The study also makes valuable recommendations for improving wellbeing of the tribal youth, as well as education sector in FATA and suggests guidelines for the future studies.

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## **Chapter 1**

### **Introduction**

#### **Background of the Problem**

Terrorism associated with the war besides disrupting the family and community care networks, morality, spirituality and access to education, deprives the affected population of its fundamental human needs (Batniji, Ommeren & Saraceno, 2006; Tol, et al, 2010). The youth being indispensable part of the affected populace inescapably experiences the severe physiological and psychological consequences of terrorism and resultant counter terrorism campaign. In this regard, the past studies on youth which was impacted by the wars have observed that the youth exposed to warlike fierce conditions suffers from physical injuries, as well as psychological disorder. While physical injuries suffered by the youth mainly comprises of the harms to the human body and its limbs, the psychological illnesses includes depression, functional and behavioral disturbances, developmental impairments, health in general and psychiatric problems in particular (Kinzie, et al, 1986; Cicchetti, Toth, & Lynch, 1993; Gabarino & Dubrow, 1996; Trappler & Friedman, 1996; Baker & Shaloub-Kerkovian, 1999; Laor, Wolmer, & Choen, 2001; Yule, Perrin, & Smith, 2001; Koplewicz et al., 2002; Pat-Horenczyk, 2004). Posttraumatic stress disorder (PTSD) incidences ranging from 8–75% have also been reported among the youth living in war hit areas (Saigh, Yasik, Sack, & Koplewicz, 1999; Gurwitch, Sitterle, Young, & Pfefferbaum, 2002). As the youth of Federally Administered Tribal Areas (FATA) has been exposed to a sustained conflict initiated by the United States of America's War on Terrorism (WOT), therefore the physiological and psychological impact of WOT on the wellbeing of tribal youth in FATA needed investigation in light of the conclusions drawn in past studies on impact of war on youth.



Similarly, the past researches indicate that the youth affected by the war besides exhibiting attitudinal changes also expresses negative sentiments against the perceived perpetrators of the activities related to their sufferings. Petersen (2002) correlates such attitudinal changes with cognitive emotional sequence. In his view, the responses of the individuals to war could be categorized into four emotional groups; that is, fear, resentment, hatred and rage. He further links these emotions with the individuals' concerns about security, safety, status apprehensions and dislikes. Petersen (2002) expects the presence of these concerns in almost all humans and assumes that, nonfulfillment of desires related to safety, status and likes thwarts human comfort and produces definite emotional reactions. These emotional reactions resultantly stimulate specific behavior. The change in the attitudes and behavior of the tribal youth exposed to WOT in FATA also needed to be studied.

Later, Delavande and Zafar (2012) studied change in youth's attitude, behavior and sentiments based on the prior information made available to the youth. They observe a glaring change in the attitudes and behavior of Pakistani youth studying in the universities on change in the type of prior information presented to them. Based on the research outcome, these researchers claim that the attitude and behaviour of Pakistani youth not being entirely a cultural phenomenon is malleable. They even highlight the prospects of changing negative sentiments of the youth for a state to the positive sentiments through provisioning of positive information priors. While the sentiments of tribal youth for United States of America as the initiator and sustainer of WOT were being studied, the prospects of change in these sentiments also needed to be researched.

Alongside WOT astride Pak – Afghan border, an upsurge of *Talibanization* has been witnessed in FATA. An armed group of radical and extremist individuals lead by *Mullah Umar*

who has of late been killed in a drone strike in Afghanistan challenged the writ of the government and in pursuance of disruptive antisocial agenda, *Taliban* allege formal education as a source of profanity's proliferation in the tribal areas. Resultantly, they resorted to destruction of educational institutions at a large scale and thus a large number of students went without schooling or were forced to enroll themselves with *deeni madaris* (Akhtar Amin, 2008; Ashfaq Yusufzai, 2008; Reza Sayah, 2008). The impact of a forced variation in educational environment could have caused impact on all related stake holders, especially students and teachers. The precise estimation of the infrastructural damage to the educational institutions, as well as cognitive losses of community in tribal areas is thus essential for a well-planned rehabilitation of the Education Sector in FATA.

A small survey was conducted in South Waziristan Agency of FATA to develop appropriate approach(s) for collection of data and meaningful analysis related to above issues. Eighty-one students from various schools of South Waziristan Agency participated in the survey. Results of the survey supplemented the research problem and the considerable impact of WOT on tribal youth and education sector in FATA was endorsed. Existence of anti-American sentiment among tribal youth was also observed.

A substantial evidence exists in the form of conclusions drawn by the past studies and the outcome of above mentioned survey on likely adverse impact of WOT to include physiological, psychological, behavioral and attitudinal effect on youth; infrastructural damage to educational institutions; cognitive loss of the students and faculty; and sentimental change among the tribal youth. All these aspects necessitate a thorough research to draw the representative inferences with regards to the overall impact of WOT on wellbeing of tribal youth and education sector in FATA.

### **Statement of the Problem**

War in all its forms and manifestations seriously affects the physiological and psychological fiber of the population in general and youth in particular. Past studies already highlighted in the background of the problem have observed the suffering of the youth from physical disabilities, depression, behavioral changes, developmental impairments and psychiatric problems on their exposure to warlike fierce conditions. The WOT duly supported by the drone strikes in already fragile political environment prevalent in FATA probably compounded the impact on the entire tribal population. The tribal youth forming part of the affected tribal population of FATA inevitably experienced the rigors of WOT related activities and violence. This problem became complex by every passing day with the surge in violence and extension of WOT.

Pursuing the natural human tendency of developing hatred for the agency considered responsible for creation of any difficult situation, the tribal youth in FATA was expected to develop negative sentiments for America being the initiator of WOT. While general public in Pakistan exhibited volatile sentiments for United States of America, the rise in anti-American sentiments among tribal youth exposed to the severities of WOT cannot be ruled out. In all probabilities, the tribal youth in FATA already experiencing prolonged spell of terrorism in the region could have taken its sufferings in WOT and drone strikes negatively, which may in turn contribute towards negativity in tribal youth's sentiments for United States of America. This subject perhaps did not receive its due attention and phenomenon of growth in anti-American sentiment needed an elaborate research. Moreover, the prospects of altering the negative sentiments of the tribal youth through role of education could also be studied by drawing benefit from the

outcome of the earlier study on Pakistani urban students by Delavande and Zafar. (2012); in which case these researchers observed noticeable change in the attitude of students toward the United States of America on their exposure to changed information about America.

Besides physiological and psychological harm to the humans, the prolonged militancy in FATA resulted in destruction of a large number of educational institutions and as a consequence the youth was left at the mercy of the extremist *deeni madaris*. Such degradation of the Education Sector probably further compounded the adverse impact of war in FATA. Unfortunately, due to nonexistence of the genuine statistics of the damage caused by WOT to the educational institutions in FATA restrained the apt planning and implementation of the rehabilitation process even after stabilization of the security situation in some parts of FATA.

Based on the findings of the piolet study and literature review, this study has been conducted to fulfill the purpose of the study and answer the research questions highlighted in the ensuing paragraphs.

### **Purpose of the Study**

The study is being undertaken for fulfilment of a multifold purpose. Firstly, by adopting phenomenography research method, it critically examines the physiological and psychological impact of WOT on wellbeing of the tribal youth living in FATA; identifies anti-American sentiments among tribal youth exposed to WOT; examines the prospects of change of youth's anti-American sentiments through provisioning of changed information. Secondly, it investigates the impact of WOT on the education sector in FATA as a case study. Thirdly, it proffers appropriate policy guidelines and recommendations for development and wellbeing of tribal youth, as well as improvement of the education sector in FATA.

This study figures out the relationships among the concepts of WOT, tribal youth and education sector in FATA. The leading proposition is that, WOT adversely impacted the youth and education sector in FATA. Additionally, the WOT created negative sentiments among tribal youth for America and its allies participating in WOT; however, education imparted to the youth may moderate the negative sentiments of the youth.

### **Research Questions**

This study explores answers to following research questions related to the statement of the problem and purpose of the study;

- To what extent WOT has affected the wellbeing of the tribal youth in FATA?
- To what extent WOT has impacted the growth of education sector in FATA?
- How has been WOT perceived by the tribal youth in FATA and to what extent WOT has affected youth's sentiments for United States of America?
- To what extent education influenced the tribal youth, vis-à-vis its sentiments for United States of America?

### **Importance of the Study**

This research work essentially focuses on the impact of WOT on wellbeing of tribal youth, as well as the education sector in FATA. With regards to the impact of WOT on wellbeing of the youth, the study lays emphases both on the physiological, as well as psychological wellbeing. The study also takes into account the attitudinal changes in the tribal youth, especially its sentiments towards United States of America. The productive role of formal education in development of positivity in youth's sentiments towards United States of America are also assessed.

To examine the impact of WOT on education in FATA, the study identifies the damage caused to the education institutions, particularly the girls' schools and the resultant academic deprivation of the tribal youth. Besides taking into account the visible impact of WOT on education sector in the form of physical destruction of educational institutions, the study also explores the dysfunctionality of educational institutions; decline in students' enrolment; increase in students' dropouts and repeaters; gender based academic impacts; decline in the faculty's strength; managerial issues in education sector; growth of public and private educational institutions; and growth of *deeni madaris*.

This research work will indeed be of an immense significance for the wellbeing of the war impacted tribal youth and rehabilitation of education sector in FATA. The implementation of the recommendations proffered by this research is expected to help the authorities concerned with welfare of tribal youth to take appropriate measures to offset the identified impact of WOT. Moreover, the plight and dysfunctionality of education sector in war torn tribal areas of FATA ascertained by this research could greatly help in its revitalization.

The study embedded with a detailed insight of the issue which has not been much investigated earlier shall also help the future researchers in exploring new avenues in this field. Study will also add knowledge to the existing literature on the subject related to the terrorism, tribal youth's responses to the prevailing war like environment, anti-Americanism among youth, education related issues and moderating role of education in management of youth's sentiments.

### **Scope of the Study**

This study takes into account the entire FATA with its focus on the tribal youth and the education sector. The respondents of this study include the students enrolled in various public and private sector educational institutions and *deeni madaris* located within FATA, as well as the

FATA students studying in universities at the federal capital city of Islamabad, Pakistan. The study also investigates into the tangible and intangible damage caused to the education sector in FATA by the terrorism and WOT.

To ascertain the extent of impact of WOT on youth and education sector, the present research examines the important concepts of terrorism; WOT; physiological and psychological impacts of WOT on youth; impact of WOT on education sector in FATA; and anti-American sentiments in tribal youth.

### **Terminologies**

The knowledge of following terms is essential for better understanding of the current research:

#### **WOT**

WOT is an international military campaign which started after attack on United States of America by terrorists on 11 September 2001. A coalition of forces from United States of America, North Atlantic Treaty Organization (NATO) states, as well as non-NATO nations were undertaking a campaign to eliminate Al-Qaeda like militant terrorist organizations since 2001. The American President, George W. Bush professed the term 'WOT' on 20 September 2001 in his speech to launch a comprehensive military, legal, political, and conceptual fight against the organizations labelled as terrorist and the regimes which were accused of supporting these terrorist organizations (Eric & Thom, 2005).

#### **Youth**

Youth involves childhood but is often understood to be the time of life spent between childhood and adulthood. Youth does not have any specific age range because it is neither chronologically defined as a particular stage of human life which could be bracketed within

precise age ranges; nor could it be considered as an end point of definite adulthood activities (Furlong, 2013). Internationally, the terms youth, kid, teenager, adolescent, and young person are often used interchangeably to convey same meaning (Konopka, 1973).

## **FATA**

It is a geographical area / entity which was created at the time of inception of Pakistan in 1947 and it benefited from an extraordinary administrative and political status within the country. The constitution of Islamic Republic of Pakistan separates FATA from Khyber Pakhtoon Khawa (KPK) Province within which it lies and it being an independent entity is managed by Governor of KPK on behest of the Federal Government of Pakistan. The influence of the superior courts of Pakistan is fairly restricted in its enforcement to FATA related matters (Rabasa, Steven & Peter, 2007). Disputes are settled and Justice is dispensed to FATA residents through application of the provisions contained in the Frontier Crimes Regulation (FCR) promulgated in 1901. However, with the enactment of the resolutions passed by Pakistan Government in Year 2018 the status of FATA would be changed and it would form part of KPK Province. Moreover, the role of superior courts would probably be enhanced in areas forming part of FATA.

## **FCR**

To prolong their stay in the subcontinent and mollify the area, the British introduced FCR as a frontier law in 1901. The collective territorial responsibility is the basic concept engrained in these regulations and its main provision for resolution of dispute caters for establishment of council of the elders (Jirga) (Hussain, 2010).



### **FATA Statistics**

The FATA with a varying depth up to 130 kilometer stretches all along 2500 kilometer Pakistan-Afghanistan border and covers approximately 3.4 percent land area of Pakistan. While the official estimate shows its population as 3.176 million, the unofficial sources claim it to be approximately five million (Hussain, 2010).

### **FATA Geography**

The FATA belt comprises of rugged mountainous terrain intersected by narrow but long valleys, gorges and cultivable land. Due to its peculiar topography the region lacks potential for industrialization, however it has enormous mineral wealth which remains to be unexplored. This region is mostly remained underdeveloped as its natural potential was never considered sufficient enough to return the economic investment made in this area (Hussain, 2010).

### **FATA Constituents**

For administration purposes, FATA has been divided into seven agencies: Khyber, Bajaur, Kurram, Mohmand, Orakzai, North, as well as South Waziristan, and six Frontier Regions (FRs): Peshawar, Bannu, Kohat, Lakki Marwat, D.I Khan and Tank. The famous tribes inhabiting in FATA are: Mohmands; Yusufzais; Afridis; Shinwaris; Orakzai; Turis; Bangash; Khattaks; Wazirs and Mahsuds (GoNWFP, 2008).

### **FATA Demography**

The FATA people are called *Pathans* or *Pashtuns*, who live in tribes and culturally being martial take pride in adversity, struggle and war as their legacy. They have ethnic, cultural, ideological and historical links with Afghans (GoNWFP, 2008).

## **FATA Law and Traditions**

The FATA tribes strictly follow numerous unwritten laws and traditions imbedded in the code of *Pukhtunwali* “Tribal Honour Code” also called “*Nang-i-Pukhtun*” or the way of the *Pathan*, in their affairs. The central maxims of the tribal tradition are hospitality (*Mailmastia*), protection or mediation (*Nanawati*), reciprocity or retaliation (*Badal*). *Mailmastia* legitimizes hospitality to all kind of visitors with no hope of favor or remuneration. *Nanawati* tradition enforces extension of asylum to all fugitives including bitter enemies. The *Badal* enforces the corresponding retaliatory action i.e. ‘tooth for a tooth and an eye for an eye’. Currently, one finds manifestation of these tribal traditions and social customs that has created much crisis situation for counter terrorism forces (GoNWFP, 2008).

## **Extremism**

The dictionary meanings of extremism are “religious and political ideas or actions which being extreme, abnormal and unreasonable are not acceptable to most of the people”. Extremism is associated to the individual’s state of mind that gives rise to terrorism; a physical fierce act performed for realizing objectives. The extremists mostly preach theological concepts and persuade others to follow their views. Most Muslim militants and religious extremists infer jihad mainly as a use of force to enforce their perceived version of Islam on others (Abbas, 2007).

## **Extremist Organizations**

The highly indoctrinated Muslim fighters in Afghanistan were left unattended and without appropriate rehabilitation after the withdrawal of former Soviet Union from Afghanistan. As a result, they selected their own objectives and formed transnational radical organizations which resorted to asymmetrical fighting and used the terrorism for accomplishment of their objectives. They became increasingly irrational in their approach, global in their reach, fanatical

in their ideological manifestation, and causation of mass casualty in their modus operandi (Abbas, 2007).

## **Terrorism**

Terrorism emanates from Latin word ‘terrere’ with the meanings of ‘frightening’. Though the phenomenon of spreading terror is considered as terrorism, however no unanimous definition could thus far be reached. History of terrorism documented in ‘The Anatomy of Terror’ clearly exemplifies that it was always used in pursuit of material, religious, quasi-moral, ideological, state, political and religio-political aims (Sinclair, 2003). Out of over 100 published definitions of terrorism (Levy & Sidel, 2003), this study is using the definition offered by Department of Justice of United States of America in 1996:

“Terrorism is the unlawful use of force or violence against persons or property to intimidate or coerce a government, the civilian population, or any segment thereof, in furtherance of political or social objectives.”

## **State Terrorism**

State terrorism signifies the terrorist acts which a state conducts against another state or a group of people. The Encyclopedia Britannica Online groups the state terrorism, as well as state-sponsored terrorism together and defines it as a violent action taken by the states or some factions inside of the states’ governments against their citizens, or against the other governmental factions, or against other states or certain groups of people. Stohl along with George A. Lopez described three broad categories of the state terrorism, which are based on the secrecy or openness with which the alleged terrorist actions are executed, i.e. whether the states themselves directly accomplish the terrorist acts, support these acts or consent such actions (Stohl, 1988; Stohl & Lopez, 1988).

## **Anti-Americanism**

It is indeed a difficult task to define anti-Americanism as people perceive its meanings quite differently. Many people have disagreement with American policies, others blame United States of America for being inextricably entangled with the globalization and purposeful dissemination of particular culture, yet others are either against American leadership or its military power. In most cases the complaints are grouped together to present a larger catalyst of anti-Americanism. Keohane and Katzenstein (2005), O' Connor (2009) and many other authors have recorded types of anti- Americanism identified in their researches and same have been mentioned in the ensuing paragraphs.

**Liberal Anti-Americanism.** Liberal anti-Americanism is exhibited by those societies who idealize American values and adopt them in their own communities or countries, and if the United States of America itself does not honour these values then these people express their negative sentiments against the United States of America for display of dual standards by manifesting contrast between their ideals and actions. The United States of America's support to the dictatorship in Pakistan and monarchs in Middle East despite being admirer of democracy is referred to as a proof of conflict between American ideals and actions contrary to these ideals. Liberal anti-Americanism may lead to development of ideological anti-Americanism O' Connor's (2009). Though, it neither involved nor supported any violent action against the United States of America, however it might decrease the support that the United States of America manages from its allies.

**Welfarist Anti-Americanism.** Welfarist anti-Americanism stems from the competitive political and social structure prevalent in the world and is based on the comparative analysis of the values being practiced by various states of the world for themselves and for the rest of the

world. In Keohane and Katzenstein (2005) opinion, the welfarist anti-Americanism is manifested by those states or societies who garner liberal social or political values than the American autonomy and free market concept to the world. An environment created by Scandinavian democratic social welfare states, developed industrial states like Japan and Christian democratic welfare states make United States' role controversial for not adhering to its fundamentals of liberty, life and search for happiness.

**Sovereign-nationalist Anti-Americanism.** It is considered as a result of state centric concept of identity is protective in nature. Sovereign-nationalists manifest anti-Americanism for two main reasons. Firstly, they do not reconcile with their being ignored in the world politics for possessing their individual values and priorities. Any effort or process of Americanization which harms or targets the national identity of a particular nation, it turns out as anti-American. Secondly, sovereign-nationalists avoid undesirable interferences by the America in their state's internal affairs; thus the next important reason of their becoming anti-American is perceived harm to the sovereignty of their state. Similarly, sovereignty is one of the chief factors responsible for existence of anti-Americanism among Pakistani nationals. This gets much elaborated in the manifestation of resentment towards American drone attacks in some parts of Pakistan.

**Radical Anti-Americanism.** Radical anti-Americanism is considered as the most dangerous form of anti-Americanisms because it generates the feelings of hatred for the United States. The radical anti-Americans believe that the United States of America plays most negative role in world politics and creates severest of the problem; thus they deem use of their fighting potential against the United States of America as an obligation. This anti-Americanism blames America for being a reason for existing anarchical world scenario, demand a change in its

behavior or its role for the betterment of the world as a whole. The American attacks on many Muslim countries and its endeavours to revolutionize Muslim republics are causing this kind of anti-Americanism. The religiously motivated, radical (Islamist) anti-Americanism declares the system introduced by Europe and America fundamentally defective and advocates its replacement by the Islamic system.

**Cultural Elitist Anti-Americanism.** Cultural elite anti-Americanism exists only in a few European countries like France in which the elite look down on American culture. Most of the European writers criticized United States of America for possessing unfamiliar cultural trends and fashions which it obtained from its diverse background and the nature of American polity.

**Legacy Anti-Americanism.** Legacy anti-Americanism stems from the American wrong doings in the past including uninvited political, economic, military intervention in other countries and compromising of the American ideals in pursuance of its interests. The support extended to unjust governments and dictatorships for fulfillment of the United States of America's interests as opposed to its ideals is the case in point. Despite being the close ally in Asia, Pakistan was abandoned by the America in its 1971 war with India. Even Pakistan helped the United States of America in winning cold war and defeating mighty erstwhile USSR in Afghanistan. The United States of America once again left Pakistan in the state of extreme vulnerability after end of the cold war. Probably, the United States such actions were considered as its policies of betrayal in times of crises by Pakistanis and it thus strengthened anti-American sentiments in Pakistan.

**Anti-Americanism as a Tradition, a Myth or a Reality.** O' Connor (2009) through his comprehensive analysis of the different commentaries on anti-Americanism evolved five dimensions of term anti-Americanism i.e. as a tradition, as one half of dichotomy; as a tendency; as pathology; as a prejudice and as an ideology. Firstly, in justifying anti-Americanism as one

half of dichotomy, O' Connor (2009) claimed that there existed an equal group of people with pro-American view opposite to the group possessing anti-American view. In his view, anti-Americanism was spread by Bush administration's demands like "which side are you?" and "with us or against us". Secondly, he justified anti-Americanism as being a tendency and labeled it as an event specific attitude expressed in surveys on United States of America, which being inconsistent slides across pro and anti-American scales depending on the focused time, place and event in a particular survey. Thirdly, he discovered anti-Americanism as pathology to American culture, tradition, politics and values, as well as perceived aversion to United States of America and Americanism. Fourthly, he proved anti-Americanism as a prejudice expressed by underprivileged or deprived people. Fifthly, he saw anti-Americanism as an ideology, since many authors observed that anti-Americanism had surpassed communism as Castro's dominant guiding ideology. While, many United States of America's critics being symbol of hyper-Capitalism possess an ideological difference, O'Connor (2009) considered them as more of Marxist or anti-imperialist than anti-American.

### **Resilience in Youth**

Resilience is fulfilment of the desired social effects, as well as emotional adjustments among youth despite their being exposed to substantial risk (Luthar, 2006 & Rutter, 1983). Herein the risk refers to the psychosocial hardship or a stressor which hinders the ordinary functioning. The resilience is also described as an individual quality of the secure youth to withstand odds and do well even under the extremely trying circumstances (Masten, 2011). Many disagreements exist on defining the resilience construct (Howard, Dryden, & Johnson, 1999; Luthar, 2006; Masten, 2001, however the usefulness of resilience in the protective processes involved in the youth's mental health which has been affected by the armed conflict is still being

well considered. Block & Block (1988) conceptualized resilience traditionally as a unique quality or individual trait which helped a child in achieving desirable social and emotional functioning regardless of his exposure to significant adversity.

## **Realism**

Realism has been described by Professor Jonathan Haslam as the spectrum of unique ideas which focus on four vital propositions of International Anarchy, Political *Groupism*, Power politics and Egoism (Goodin, 2010). The realists believe that mankind is fundamentally competitive and self-centered. The theorists Thomas Hobbes described human nature fearful, conflictual, egocentric, anarchic and motivated to seek more power. Realism is considered in contrast to liberalism to the international relations. The realists believe that large powers are afforded special attention for enjoying the highest level of their influence on global arena. Universal institutions, non-governmental organizations, transnational corporations, individuals and sub-state actors have a little or no independent influence (Hobbes, 1995).

## **Realist State**

A realist states stress on accumulation of power to guarantee their security in the anarchic world. Here the concept of power primarily focuses on material means which are vital for harming or coercing other states i.e. to fight, as well as win wars. The state thus becomes a significant actor in realism and it exhibits power through its military potential. The realism's main concept is worldwide spreading of power; termed as system polarity i.e. power exercised by blocs of states. In which case, a multipolar system encompasses three or more states and bipolar system consists of two states, whereas a unipolar system comprise single hegemonic power. Such hegemon state takes guidance from its state interest in proportion to its natural power without any international limitation (Behr, 2010).



## **Offensive and Defensive Realism**

Some states exhibit offensive realism being fundamentally aggressive and others defensive realism being obsessed with their security. The realists also believe that as no universal principles guide states for their actions, therefore they must remain alert about the actions of their neighboring states and shall adopt a most suiting and practical approach for resolution of the problems as and when they arise (Toft, 2005).

## **Pacifism**

The pacifism word was first coined by a French peace activist Émile Arnaud (1864–1921). It was embraced by the other peace campaigners in 1901 at tenth Universal Peace Congress held in Glasgow (Keith, 1976). Pacifism is in complete disagreement with violence, as well as war. Pacifism entails a numerous views and manifests the belief in peaceful resolution of the international differences or disputes. It even calls for abolition of military institutions and forbids conflict with the societal organization through use of governmental force. It indeed rejects the physical violence exhibited for obtaining of the political, social or economic goals, professes obliteration of the force, and opposes use of violence even for self defence (Woodcock, 2004).

## **Just War Theory**

The just war theory considers the aggression embedded in war against the basic values of civilization. The war deprives people of their basic rights to life, subsistence, security, liberty and above all peace. Nonetheless, just war theory entitle war morally justified under certain inevitable conditions. While pacifism maintains immorality of war and declare it unjustified under all circumstances, realism argues that moral concepts have no connection to questions of the war or pursuance of foreign p45olicy. Just war theory gets further defined by ‘jus ad bellum’

the justice for resorting to war; 'jus in bello' just ways adopted in war; and 'jus post bellum' justice adhered at termination of war (Guthrie & Quinlan, 2007).

### **Presumption against War**

The 'presumption against war' is an idea closely linked to the teachings of Thomas Aquinas, the initiator of the Just War tradition and evolved by the specialists in international relations and some moralists. Thomas Aquinas assumed that, the violence is an evil. George Weigel opposes the idea and argues that, the Just War tradition does not contain the presumption against violence, whereas, Rowan Williams, the Archbishop of Canterbury is the strong proponent of this idea (Stump, 2003)

### **Personality Dimensions**

Personality researchers have offered five basic categories of personality (Fiske, 1949; Smith, 1967; McCrae & Costa, 1987). These five dimensions include; 1) Extraversion which contains characteristics like excitability, talkativeness, sociability, high emotional expressiveness and assertiveness; 2) Agreeableness which entails attributes like trust, kindness, altruism, affection and additional pro-social behaviors; 3) Conscientiousness that embraces higher degree of thoughtfulness along with adequate impulse control, goal-focused behaviors and urge for better organization and sorting of details; 4) Neuroticism is a trait which makes an individual exhibit emotional instability, moodiness, anxiety, sadness and irritability; 5) Openness which encompasses characteristics like insight, as well as imagination and the individuals possessing higher level openness tend to manifest wide-ranging interests. The behavior comprises an interface between an individual's fundamental personality and situational variables which play an important role in his reactions, however mostly responses offered are found consistent with individual's underlying personality traits.

## **Pakistan and United States of America Agency for International Development's Assistance Program**

The United States of America Government's investment in Pakistan and Pakistan's Government's role as an implementing entity is defined in the Partnership Act of 2009 (Public Law 111-73). Thus, the United States transfers assistance funds to help Pakistan Government meet its objectives like, improvement of Pak – American partnership for effective development, building institutional capacities, increasing of the mutual accountability, and achievement of sustainability in the development programs.

### **Limitations**

The scholars who studied the impact of terrorism and war on youth always faced extreme difficulties and encountered great challenges to complete their research (Bonanno et al. 2010, Masten & Osofsky 2010). This research being no exception encountered serious challenges, especially reaching out to female youth, however concerted efforts have been made to offset the ill effects of following limitations:

- Apart from the female students studying at FATA girls' educational institutions and girls' *deeni madaris* located in South Waziristan Agency in FATA; the girls' folk at many girls' *deeni madaris* of agencies other than South Waziristan could not be contacted as respondents.
- Some shyness among female respondents affected their active participation in interviews and focused group discussions at the outset of sessions. An effort was however made to overcome the suspected deficiency through extended duration of sessions and more reliance on written narratives of the shy respondents.

### **Delimitations**

The scope of this study was intentionally narrowed through enforcement of following delimitations:

- While no authentic list of the population frame in FATA was available, this study utilizes the sample plan based on levels of education with equal representation to male and female students. However, to make this study objective and manageable, it focuses on the overall impact of WOT on the tribal youth and the difference in such impact on the basis of age, gender and educational level is not being included in this study.
- While the statistical analysis of the teachers employed in education sector in FATA is included within in this study, the teachers are not being included as respondents to make this study manageable and more focused on the youth specific problem.
- The population located in tribal areas of Pakistan other than FATA is not being included in the sample for this study.

### **Organization of the Dissertation**

This study has been completed in five chapters. The first chapter ‘Introduction’ introduces the topic of the research together with statement of the problem; defines purpose of the study; elaborates research questions and the significance of study; crystalizes the scope of the study; defines important terms used in the study; and highlights the limitations and delimitations of the present research work.

The second chapter ‘Review of Literature’ comprises of a detailed review of the literature on all important concepts under study. The concepts being reviewed include terrorism; WOT;

impact of WOT on tribal youth; impact of WOT on education sector in FATA; and anti-American sentiments in tribal youth. It culminates on identification of the gap in existing literature and development of the theoretical framework for present study.

The third chapter ‘Research Methods’ defines the qualitative paradigm and methods being used in the study. Besides explaining the researcher's role and defining sample, it elaborates the data sources being used, data collection procedures being adopted, data analysis techniques being used, verification processes being undertaken, ethical considerations kept in view and the planning for development of the narrative by effective utilization of the results of pilot study.

The fourth chapter titled ‘Research Findings’ deals with the detailed information acquired on tribal youth and FATA education sector, sentiments of youth for America and explanation of the outcomes.

Finally, the fifth chapter ‘Conclusions, Discussion, Recommendations and Suggestions for Future Research’ summarizes outcome of the study through evolving pertinent conclusions and undertaking thread bear discussion on the major findings of the study. Besides proffering relevant recommendations and implications based on the study’s findings, it also suggests prospects for future research.

## Chapter 2

### Literature Review

Chapter contains a comprehensive review of the existing literature on all the aspects related to the research questions for which the answers are being explored in the current study. This literature review helps in the identification of the gap in the existing literature related to the concepts under study and facilitates the author a great deal in development of the conceptual framework for the present research. In the course of its development, the chapter focuses on five major aspects; first, the perceptions related to WOT; second, the impact war on youth; third, impact of war on education; fourth, the anti-American sentiments among youth; and fifth, study's conceptual framework.

### WOT

The opinions recorded in the following paragraphs indicate mixed sentiments for war in general and the WOT in particular.

#### **Legitimacy of WOT through Use of Self-defence Notion of War**

Many classical realists contemplate that the defending the state's interests being supreme shall be ample reason to initiate war with prudent considerations. Here the prudence necessitates adherence of customary '*jus ad bellum*' norms to include rationality of the objectives, war as an only option and the success prospects. The realists believe in the principle of necessity and do not hesitate on sacrifice of the moral principles to achieve a guaranteed success at minimal possible cost (Guthrie, Charles, Quinlan & Michael, 2007). In line with the realists' thinking, the United States of America justifies the unintentional but predictable killings of the civilians in Afghanistan and Pakistan since initiation of WOT. The American government officials renounce the occurrences by stating that as these wars are defensive in nature, thus neither United States of

America nor its allies bear the responsibility for deaths of the non-combatant inflicted by them (Human Rights Watch, 2003).

On the contrary, the criticism on misuse of self-defence notion by the United States of America also has strong footing. The critics maintain that considering the defensive wars inherently just fashions the tendency of overriding or rejecting settled international norms and non-compliance to the United Nation Security Council's decisions. They allege United States of America for violating international norms by opposing the reaction of International Criminal Court, which was set up for probe into the serious breaches of the international humanitarian law and laws of the war by United States of America in the garb of self-defence. In which case, the United States of America concluded bilateral agreements with the member states to grant immunity to United States of America's personnel involved in human right violations against proceedings of International Criminal Court. Likewise, some lawyers from different parts of the world publically condemned the handling of Afghanistan prisoners detained at Guantanamo Bay and claimed it not only the explicit contravention of international prisoners' handling law but even American law (Morris, 2001; Rabkin, 2002).

Similarly, Williams (2003), the advocate of the 'presumption against violence' doctrine argues that, the use of coercive violence by the state always generates the feelings of an indiscriminate violation of accepted justice if such act is not substantiated by a credible public justification. This much needed public justification has to be intelligible to the entire humanity and the concepts like 'self-defence' are not to be interpreted selectively to fulfil the dominant interests of the hegemon, like the right of preemptive self-defence allowed by the American National Security Strategy. Moreover, the moral arguments for resorting to war shall fall within

the international legal framework and the war shall have a sense of balance between legal and moral claims (Bicheno, 2004).

### **WOT, vis-à-vis Just War Tradition**

Pacifist scholars express their serious reservations on the elements of WOT being politically and strategically legal or prudent. They question the WOT being just by endorsing the conviction that, the usage of force is unjust at all times. They argue that, assassination is fundamentally wrong under all imaginary or real situations and resorting to war is not a lesser evil. They support the proposition of morally suspecting war as an evil act despite its necessity under some extraordinary imaginary circumstances.

In this regard, Booth (2001) a pacifist scholar considers Just War tradition a rhetorical stratagem used by the states to justify the war. At the same time, Shaw (2003) contends that the Just War tradition has a diminutive effect on war constraints but it has been employed to provide a degree of undeserved moral legitimacy to war. Shaw (2003) further argues for use of 'law over might' approach which empowers International Criminal Court to prosecute extremists under the international judicial practices. In his opinion, terrorism being a criminal problem is not to be tackled by the war, rather it could be eradicated through implementation of the policies intended to address its root causes like Palestinian problem, perceived Western anti-Islamism, and severe wealth inequalities, etcetera.

Likewise, Brock & Socknat (1999) pacifist historians unconditionally reject all forms of the warfare. Even Teichman (1986) a prominent pacifist philosopher declares pacifism as anti-warism and denounces warfare in all its forms; he believes that, no moral grounds exist to justify a war. Indeed, war is disapproved by all the pacifists and in their philosophical sense, in their opinion, 'the ends never justified the means' (Brock and Socknat, 1999; Teichman, 1986; Shaw,



2003). In the light of conclusions drawn by these writers, the WOT being imprudent was doomed to meet failure (Shaw, 2003; Walt, 2003).

On the contrary, Gordon Holmes (Macleod, 2004) rejects the proposition that killing is intrinsically wrong, nonetheless he contends that killing innocent was wrong. While he justifies his contention by highlighting prohibition of non-combatants' killing in the 'Just War tradition', he also confesses that the non-combatants are killed in every war and this practice is even to continue in future wars, WOT being no exception.

Even the 'Traditional Just War' theorists are considerably at variance with the fulfilment of the just causes for initiating WOT by the United States of America; which could include, avenging previously committed wrong; restoration of the goods which has been seized unjustly; response to violation of the natural law; punishment award to the wrongdoers; defence of polity and prevention of the injustice. They claim that, the WOT justification necessitates fulfilment of above mentioned six moral notions. Alongside the suspected deficiency in fulfilment of 'Just War Prerequisites' highlighted by these writers, the WOT also encounters the problem of proportionality as some scholars consider this war as a disproportionate response to 9 / 11 attacks; in their view the apparent evil produced by WOT outweighs the good created by this war (Rodin, 2002).

### **Association of WOT with State Terrorism**

The WOT is also associated with state terrorism by many scholars, i.e. alleging the United States of America for sponsoring acts of terrorism against other state(s). In this regard, Henry Commager (Fisher, 2006) accepting the existence of state terrorism claims that, such actions are to be viewed as national self-defense measures and not as a terror. He calls the individuals accusing the United States of America of conducting terrorism as radicals, mainly

because in his view the actions taken by the legitimate government are not to be labeled as illegitimate (Aust, 2010; Aust 2013). Likewise, Stohl (1984) claims that, adoption of tactics embedded with threats or terror is routine in the international relationship and states continue to employ the terrorism within the international system; however, he clarifies, that all such actions may not be considered as state violence or terrorism because these actions can have the purposes much larger than merely hurting a victim state. In his view, the intended audience of the act or threat of violence needs to be considered more vital than the apparent victim (Stohl & Lepoz, 1988). Even Martin (2011) describes the state terrorism as a terrorism unleashed against alleged foreign and domestic threats by the governments, as well as quasi-governmental agencies.

Contrary to earlier supportive opinions, vis-à-vis United States of America's alleged state terrorism, Chomsky (2001), forcefully condemns the state terrorism conducted by the America and its allies in WOT. He does not hesitate to declare America as a principal terrorist state. He supports his argument by claiming that, United State of America is the only state ever condemned for conducting international terrorism by the International Court and a country which overruled the resolution of the Security Council on adherence of law. He further proclaims that, malicious killings of innocent civilians by the America is terrorism instead WOT. Chomsky also cites the Wall Street Journal's claim that several Arab analysts linked Washington's disregard for the human rights in fueling of anti-Americanism (Chomsky, 2001).

Many other scholars like James and Lebovic (2007) also join (Chomsky, 2001) and label the unjustified violent actions taken with an intent of causing terror by the United States of America as state terrorism, however they try to distinguish between the state terrorism conducted against combatants and non-combatants including Shock and Awe tactics adopted by America. In their view, Shock and Awe tactics used by America to strike terror into the enemy's minds

was a form of the state terrorism (James & Lebovic. (2007); Schmid. 2014). Nonetheless, some governments, private institutions, international organizations, and scholars are still convinced that the term, state terrorism is specific to violent non-state actors' actions (Myra, 2010).

Baudrillard (2003) presents yet another theme 'Police State Globalization' for the United States of America's venture of WOT in his book 'The Spirit of Terrorism'. He alleges the United State of America for provoking violence through conduct of WOT to exhibit itself as the only super power and that the violence triggered by United States of America is now pervasive all over the world. In his view, the United States of America adopted a particular counter terrorism campaign with the basic purpose of grabbing the ultimate power and shape objective environment for brutal retaliation by the terrorists and then play the role of a global police state. Baudrillard (2003) considers the police state globalization as implementation of terror based law-and-order measures, i.e. a manifestation of the terrorism of the rich. On the other side, he considers the suicidal terrorism as a terrorism of the poor and elaborates the crux of the terrorism of the rich and poor in his book 'The Spirit of Terrorism'.

Baudrillard (2003) further elaborates suicide terrorism and its gigantic challenges posed to the counter terrorism system. He declares the suicide terrorists invincible as they use their deaths as a weapon against the counter terrorism system which idealizes zero death. He further remarks that, a system believing in zero death is destined to end up with zero-sum-gain when pitched against terrorists who use death as a deterrent against system's deterrence. In his opinion, a death can only be countered by a greater or at least an equal death; thus the fulfilment of the crucial challenge posed by the suicide terrorism could lead to the system's death. In his view, the terrorists' hypothesis therefore is that, the system shall commit suicide in response to the complex challenges posed by the extremists' suicides (Baudrillard, 2003).

## **Drone Strikes**

Drone strikes forming crucial part of WOT also attract lots of criticism. It is mostly felt by the Pakistani masses in general and tribal inhabitants in particular that strikes in Pakistan's tribal areas by using drones has not been able to achieve the desired results in curtailing terrorism. Critics claim that the under productivity of drone strikes could be attributed to the collateral damage caused by these strikes (Smith & Walsh, 2013). Other researchers also consider drone strikes as a wrong tool for decreasing militancy as it induces revengeful sentiments among civil population who otherwise might not harbor any hostilities against the United States of America. In this regard, David and Andrew (2009) claim that, each dead noncombatant in a drone strike symbolizes an estranged family with a fresh plea for taking revenge from America and it results into more recruitment in a radical movement.

## **Impact of War on Wellbeing of Youth**

### **Adverse Effects of War on Mental Health and Wellbeing of Youth**

Most psychologists conclude through their respective researches that, terrorism, war and their associated activities adversely affect the mental health and wellbeing of the youth (Joshi & Donnell, 2003; Zvicic, 1993; Lusting et al., 2004; Betancourt & Khan, 2008). They document numerous situations in which war and its events contribute to youth's prolonged psychopathology.

In this regard, the study conducted in the United States of America on youth exposed to terrorism on the eve of terror attacks in New York City on September 11 reveals that, the affected youth experienced PTSD, depression, as well as anxiety (Katz, et al. 2002). Similarly, the studies conducted on the psychological outcomes of bombing of World Trade Center in 1993 and bombing of Oklahoma City in 1995 reveal high risk of PTSD, depression and anxiety

disorders for the youth (Gurwitch, et al, 2002; Koplewicz, et al, 2002; Pfefferbaum, Nixon, Tucker, 1999). Resultantly, the youth suffering from PTSD exhibited recurring symptoms associated with the event, like persistent disturbance; unpleasantness and repeated dreams of the occurrence; avoidance of the people, places or activities related to the traumatic event; and inability to recall vital aspects of the sufferings. The victim youth even exhibited disinterest in routine activities and he or she no longer thought of leading an ordinary life. American Psychiatric Association (1987) notifies that such symptoms alongside hyperarousal (sleeplessness, hypervigilance, flare-ups with anger, loss of concentration, or startle responses) could lead to substantial impairment in the individuals' life.

Earlier, the research by Bryce and Armenian, (1986) on the effect of the sixteen years long brutal Lebanese War -1975 on youth also identified negative impact on its wellbeing. The study identified that Lebanese youth which was exposed to sporadic surges of violence, street combat, air raids, shelling, vast displacement, dysfunctionality of the academic institutions, lack of civic services and disruptions in basic utilities like electricity and water, etcetera also suffered from PTSD, depression and anxiety. Indeed, the Lebanese situation offers an exceptional opportunity to explore the impact of a protracted war amidst social, political, and economic deprivation on youth's psychosocial development.

The severity of the impact of prolonged war trauma on youth has also been concluded by Anna Freud in her research on the youth accommodated in Terezin Concentration Camp (Freud & Dann, 1951). Though the said youth exhibited great psychological and behavioural improvements with the passage of time; however, the psychological scarring or sensitization's sign still persisted in their personalities. A mixed sentiment of lingering vulnerability and resilience or impairment from prolonged traumatic exposure has been even concluded in the

findings of the latest studies on youth who survived the shocks of war (Betancourt, 2011; Cortes & Buchanan 2007; Klasen et al. 2010).

### **Classification of War Traumas Experienced by Youth**

Classification of Mental and Behavioral Disorders (WHO, 1992) lays down the instructions which classify the impact of the war trauma faced by the youth. These war traumas are mainly grouped into emotional, cognitive, social and physical reactions by the victims. The research conducted by Durodié and Wessely (2002) further elaborates the reactions of the victims of war as emotional (shock, fear, helplessness, anxiety, hopelessness), cognitive (memories, images, intrusive thoughts, hyper-vigilance), social (irritability, avoidant behavior, withdrawal, loss of trust and faith) and physical (insomnia, loss of energy, autonomic hyper-arousal).

### **Circumstantial Effect on Impact of War Related Activities on Youth**

Pfefferbaum (2005) and his companions conducted research to identify the circumstances which contribute towards the sufferings of the youth exposed to the terrorism and war. The findings of their research reveal that the impact is directly associated with the physical, as well as the psychological proximities of the victims to the site of the terrorist or violent incident. Here the victim's presence in the war area is described as physical proximity, whereas the knowledge of some ones getting killed or injured in the war related activity is characterized as psychological proximity (Pfefferbaum, et al, 2005). In September 11, 2001 attacks, the residents of New York City experienced three times greater impact of violent act than those people who lived elsewhere that day (Schlenger et al., 2002). Similarly, in Oklahoma City bombing in 1995, the local population experienced greater impact of terrorist act than those living away from the attacked area (Pfefferbaum et al., 1999). Moreover, within the city, impact was the maximum among two

hundred and fifty-five individuals, who suffered personal loss. They experienced 45 % stress incidence and 34% PTSD incidence even after six months of the bombing (North et al., 1999).

Some other studies even conclude that a segment of youth developed PTSD symptoms neither being directly exposed to war related activities nor being related to the victims of the war (Pfefferbaum, Gurwitch & McDonald, 2000). These studies establish the facts that, merely being present in the war infested area and listening to the terrifying stories of violent acts causes psychological impact on the youth. Barenbaum et al., (2004) and Lustig et al., (2004) also project serious consequences of violence on youth's mental health through documentation of youth's direct and indirect exposure to traumatic events of war-related activities. These studies concluded the youth's mental health sufferings and prolonged psychopathology.

### **Theory of Learned Helplessness's Acknowledgment of Negative Impact of War on Youth**

The theory of learned helplessness also acknowledges that, the youth experiencing uncontrollable and unpredictable violent events of war in their lives suffers from aggression, disruption of resources, and difficulty in problem solving (Roth, 1980; Wortman & Brehm 1975). The research indicates that the helplessness threatens youth's mental and physical well-being by associating it with passivity, poor cognition and uncontrollability. The war impacted youth tends to lose hope of affecting change in its life (Henry, 2005; Jones & Ishmael 2010) and becoming pessimistic in its approach suffers from depression, poor interpersonal relationships, shyness, loneliness, weak academic performance and reduced social skills (Chang & Sanna 2007; Henry, 2005; Welbourne et al., 2007; Ramirez, Maldonado & Martos, 1992). The theory even establishes that, the youth excessively exposed to war related violence is more likely to be the victim of violence in its adulthood.

### **Reduced Impact of War on Youth Well Knitted in Emotional and Social Bonds**

Attachment theory focuses on emotional bonds between individuals and long-term relationships which influence the youth's sense of security in dealing with the challenging situations. Bowlby (1969) claims that, the bonds once formed by the youth in the childhood continue to impact its behavior in handling challenges throughout its life. Other researchers also found that attachments established in early life can result numerous outcomes (Schaffer, & Emerson, 1964). The securely attached youth by developing greater self-esteem and superior self-reliance during its growth exhibits more independence; produces better results in schools; enjoys popular social relationships; and experiences lesser levels of anxiety and depression even under adverse conditions (Ainsworth et al., 1978). The existence of a strong bond among comrades and drawing of positive support from the emotional, as well as social bonds thus established is reinforced by a case study by Freud (1943) on orphaned youth who suffered from a prolonged traumatic exposure and were accommodated in Terezin Concentration Camp (Freud & Dann, 1943). Freud and Burlingham's (1943) summarize their case studies, observations, as well as clinical experiences in 'War and Children' by concluding a relatively lesser impact of war on youth who were exposed to trauma while being in care of their parents, then the youth which was exposed to traumatic situation in the absence of their parents or close relations.

Later, Garnezy (1983) also records the response of the youth on its separation from parents and evacuation to safe areas during London bombardment. Garnezy (1983) concludes that the separation of youth from parents had greater traumatizing effect than the danger posed by the bombing; resultantly, many individuals were returned to their hazardous homes. Thus, the buffering outcome against trauma emanating from the proximity of youth to their parents and other affectionate figures at the time of their exposure to terrifying experiences is an enduring

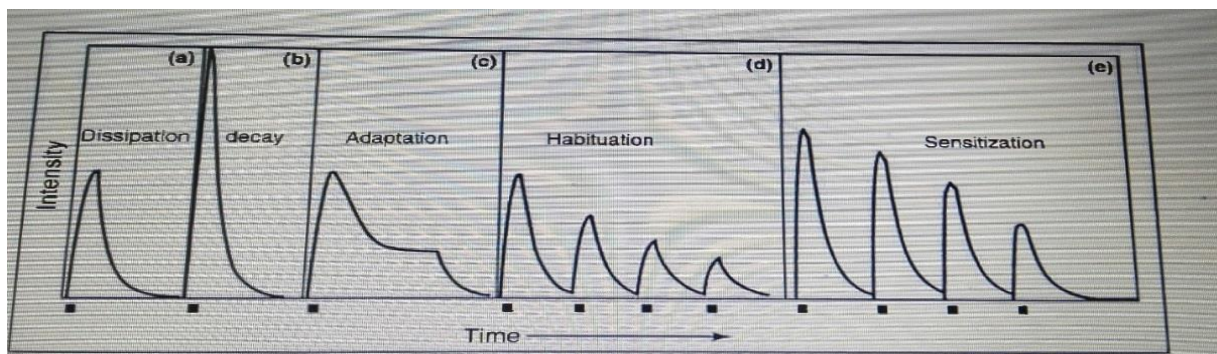


finding in the war related literature. Another study (Gleser, Green & Winget.1981) also shows relatively greater traumatic impact of a trauma resulting from combination of loss of parents, family members or friends in violent war like event.

### **Intensity of Impact of War on Youth**

Rutter, (1983) emphasizes in accumulative life event model that, repeated exposure of the youth to violence increases its susceptibility to distress. Same observation is supported by the later studies which conclude that, PTSD symptoms and depression are identified as the psychological consequence of the recurrent exposure to war related violence by the victims without having been even physically hurt (Joshi & O'Donnell, 2003; Hoven, Duarte & Mandell, 2003; Slone & Hallis, 1999). In Bosnia, the youth which experienced Sarajevo siege during 1994 exhibited PTSD symptoms as a result of their cumulative exposure to violent (witnessing of shooting), as well as nonviolent (lack of food and displacement) traumatic events (Zvizdic & Butollo, 2001).

The youth's varying response to a variety of harmful traumatic events resulting from war has also been manifested in the typology of the responses suggested by Wagner and Brandon, (1989) in their computational theory of conditioning. They maintain that, the responses to distinct traumatic events are predictable from respondent's learning history and the nature of provoking event.



*Figure 1.* The computational theory of conditioning (Wagner & Brandon, 1989)

The typology of the responses suggested by Wagner and Brandon, (1989) and given at Figure 1, helps in understanding varying responses of the youth confronted with a variety of harmful events. Wherein, Y-axis represents the intensity of the individual response, X-axis represents the timeline of the exposure and black dot along the X-axis represents different traumatic events in war.

The theory postulates that, each and every harmful event generates a particular reaction based on its harmfulness, exposure duration and recurrence. In the first case, a distinct singular response is initiated against an ordinary harmful event of a moderate intensity, as displayed in (a); it quickly reaches its peak and then dissipates. In the second case, (b) displays a stronger and more intense response to a relatively more harmful event, it reaches greater height in intensity and then dissipates. In the third case, (c) illustrates adaptation in response to an event of relatively longer exposure; while some decay occurs in the earlier moderately intense response, the response does not dissipate completely, rather it settles at an intermediate position above the baseline. The adaptation occurs at the expense of defensive mechanism dependent on individual's psychological, neuroendocrine, neuroimmune, and neural systems; which can even deplete the individual's ability for responding to future needs (McEwen & Mendelson, 1993; McEwen, 1998). In the fourth case, (d) illustrates habituation, a phenomenon in which the response to the recurring traumatic event in an overall stable context is gradually decreasing in vigor (Thompson & Spencer, 1966). In this case, the respondent exhibits decreased fear in management of the response on repeated exposure to same traumatic event.

Whereas, habituation depends on three distinct conditions; first, it is specific to the event; second, the response dissipates as traumatic event's reoccurrence dissipates; third, it is dependent on the context in which it occurs, that is, the prevalent physical environment, as well as the

individual's inner physical and psychological states. The habituation (d) transcends into sensitization (e) when the respondent being in a higher state of fear, anxiety, or vigilance, exhibits a response with increased vigor (Borszcz, Cranney, & Leaton, 1989; Cacioppo et al., 2002; Connolly & Firth, 1978; Davis, 1972; Hammond, 1967).

Overall, the responses remain directly related to the intensity of traumatic event; as a strong event provokes a stronger response and a gentler return of the system to the baseline, especially when further stimulus is absent. The responses can also be modified by experience; reactions to similar traumatic event changes across time when people exhibit varying intensity and duration of responses based on their unique personal experiences.

### **Impact of War on Education**

#### **Large-scale Destruction of Educational Institutions**

Khan (2014) claims that, since the advent of WOT, the whole FATA region passed through a persistent painful exercise and the education sector being no exception underwent severest of the difficulties. A large number of schools and colleges especially girls' schools were destroyed by setting them ablaze or through bombing. Consequently, the attendance of the students severely dropped in almost all schools and colleges. The government was unable to reestablish its writ in the area and provide an amiable atmosphere in which students especially female students could join their schools or colleges without fear. Thus, the unstable situation completely jeopardized the academic future of a large number of students. Moreover, the absence of formal schooling gave space to the establishment of *deeni madaris*.

Numerous other scholars while also listing the ill effects of WOT in FATA declare the education sector being the worst affected (Javaid and Khan 2015; Sajid, Islamuddin, 2012). They present miserable state of education in FATA by recording destruction of 831 schools in Khyber

Pakhtunkhwa and FATA between years 2009-2012. In their estimation, the volatile situation created by WOT created such a negative psychological impact on the tribal youth that it distanced itself from formal education and some percentage joined *deeni madaris*. They also conclude that the tribal youth is being deprived of its fundamental right of education and its highly marginalized treatment in war ridden environment drastically limits its mental development.

The survey of 25 conflict-affected countries conducted by UNESCO study group also reveals a significant adverse impact of war on the education, especially in terms of the literacy rate and levels of education achieved. The trends observed in the survey indicates a large scale abandoning or postponement of the education by youth under war situation and in the process loss of considerable time of schooling; which certainly had serious repercussions. UNESCO establishes that academic institutions were the most explicit targets in war related activities by reporting attack on education institutions in 31 countries in three years' time (UNESCO, 2010b, 15). UNESCO reports that while Afghanistan was the worst hit country witnessing a vivid increase in the attacks on its schools increasing from 242 to 670 between years 2007 and 2008, Pakistan's Education Sector faced similar plight (UNESCO, 2010b, 43).

Even the 2010 Education for All (EFA) Global Monitoring Report declares war as a chief impediment for the achievement of the EFA and Millennium Development Goals (MDGs); the reports establish that more than half of the strength of out of school primary-aged youth belonged to war-affected countries because the educational institutions were either non-existing or were destroyed / damaged by the militants (Nicolai & Triplehorn, 2003).

### **Curbs on Female Education**

Kakar (2008) observes banning of female education by tribal elders and Jirga of the local *Taliban* in Orkazi agency. Consequently, the female students had either altogether stopped going to formal education institutions or had considerably reduced their study hours. Human Rights Commission of Pakistan (HRCP) in its report for Year 2007 and Asian Human Rights Commission Report (2008) also report similar phenomena. Orkzai (2008) observes that *Taliban* militants justified destruction of the educational institutions through distribution of pamphlets in the mosques taking a plea that the formal educational institutes were destroyed due to their alleged involvement in proliferation of profanity in the tribal areas. Bari (2010) also documents a impairment of the entire Education Sector, especially female education caused by the WOT in FATA. She proves in her study that 51% of female students having been seriously affected by the war decided to quit their schooling. She also observes that nearly 120 female schools were damaged in Swat alone. As per her claim, 72% of her female respondents stressed the educational loss in FATA as sever social impact.

### **Summary of Ill-Effects of War on Education**

Shemyakina, (2011), Swee (2009) and UNESCO, (2010) summarize the effects of WOT on Education Sector by recording prolonged closure of academic institutions; interruption or shortening of the academic year(s); reduced access to the schools; threats to the youth's security while they travel to the schools and attend classes; increase in dropouts and reduction in students' survival rates resulting from their frequent displacements; recruitments of students into militant groups; and increase in teachers' absenteeism. In their opinion, access issues are most pronounced problem for refugee youth, who lack the language skills to benefit from the new schools. The educational quality further gets deteriorated due to shortage of school materials and

nonfulfillment of basic teaching / learning necessities, especially in the areas bordering conflict and experiencing an influx of internally-displaced population.

The authors further claim that the academic accomplishment beyond primary level education suffers the most in the war, possibly due to enhanced specialization required for these academic levels and more likelihood for the youth's involvement in workforce or military recruitment. Even the worsening economic difficulties force the deprived segment of the society to employ their youth on work to earn their livelihood instead putting them in the schools. As regards female education, the girls are mostly not sent to the school to save on the expenditure and ward off the fear of ferociousness against the female students. This trend gets strengthened due to gender bias motivated attacks by the militants. The authors also observe the widening of the ethnic, regional and religious inequalities in the educational attainment in the war prone areas.

### **Proliferation of *Deeni Madaris***

Abbas (2007) concludes in his research that the large-scale destruction of schools in FATA during conflict which emerged with the advent of WOT resulted into proliferation of *deeni madaris* in FATA. While focusing his research on the academic background of the militants in FATA, he establishes linkages of most of the militants with the *deeni madaris*. His contention is further augmented by Curits (2007), who considers non-availability of formal education in FATA due to destruction or dysfunctionality of educational institutions as one of the major contributory factors in development of the extremist tendencies in tribal youth which ultimately fueled terrorism. The survey on suicide bombers conducted by Fair (2010) also supports the findings of the earlier researches; wherein she concludes that most of the militants had attended *deeni madaris* in their educational career. She further concludes that, the militants

were recruiting suicide bombers from among the less experienced and extremist *madrassa* students. Even Rebecca and Graff (2010) warn the world for not ignoring the formal education challenges faced by Pakistan and its youth, especially living in the tribal areas, who could easily fall prey to the extremists and become militants. In their view, no or limited access to the quality education could even make youth aggressive and violent. The conclusions drawn by other scholars (Abbas, 2007; Fair, 2010; Daraz, Naz & Khan 2012) in their respective researches also reinforce the observations cited by Rebecca and Graff (2010) by ascertaining the fact that, with greater levels of education, the tribal students tend not to support the *Taliban* violent groups. It is this reason that *Taliban* resist formal education and prefer proliferation of *deeni madaris*.

### **Difference of Opinion on Impact of War on Education**

Contrary to the above explained claims related to negative impact of war on education, a fewer studies cite examples of the conflict affected countries where conflict did not leave any noteworthy long term adverse impact on their Education Sector. Swee (2009) observes an insignificant impact of Bosnian war on primary level education, however secondary level schooling was affected. Miguel and Roland (2011) analyzing the impact of United States of America's bombing in Vietnam found no significant difference in levels of literacy in the worst bombed areas and the regions not engaged by United States of America's air. Similarly, some of the international societies view conflict as an opportunity alongside considering it as a challenge, because in their view the post-conflict setting might be more productive for development of Education Sector (Nicolai & Triplehorn, 2003).

## **Anti-American Sentiments**

### **Scholarly Perceptions of Anti-Americanism**

American scholars have significantly contributed to the understanding of the phenomena of anti-Americanism. Though there exists a difference in their respective approaches, however all researches identify the core causes of anti-Americanism. Krauthammer (2003) and Paul Johnson (2003) argue that, anti-Americanism is the hatred towards America as an entity. Rubinstein and Smith (1988) consider anti-Americanism as an antagonistic expression or act against American society, culture, values and policies. Whereas, O' Connor (2009) who much focused on anti-Americanism as merely a tradition questions anti-Americanism really being an ideology. Huntington (1996) considers anti-Americanism as a cultural out of basic disagreements with regards to norms and social values. Cole (2006) and Esposito (2007) claim anti-Americanism being driven by American foreign policy. Katzenstein and Keohane (2007) perceive anti-Americanism as a psychological propensity of possessing adverse sentiments for American society in general and the United States of America as a country in particular.

Unlike other scholars, Keohane and Katzenstein (2007) approach anti-Americanism resolutely from political point of view more willingly than socio-psychological and argue that, one needed to comprehend Americanism for understanding the essence of anti-Americanism. In their opinion, Americanism was a belief in loyalty and devotion for America as a state and to its culture, customs, traditions, institutions, symbols, or its flag, or form of government. They support their argument with a claim that American polity is diverse in nature because of a multiplicity of immigrants representing a very wide spectrum of traditions and values hailing almost from all over the world. These settlers also bring along many types of conflicts in world politics that could contribute towards manifestation of different types of anti-Americanism in the



American polity. Thus, they maintain that America was nothing if not divided; intensely religious; intensely secular; unilateralist; multilateralist; statist, as well as anti-statist. Katzenstein and Keohane (2005) further try to differ with the earlier scholars and claim through their research that, anti-Americanism may not exist for only what United States of America is but also for what it does. Adopting an elaborate framework for analysis, these scholars define Americanism; anti-Americanism, its sources and types; and develop an explicit typology of Anti-Americanism. The contribution of O'Connor (2009), as well as Katzenstein and Keohane (2007) in research on anti-Americanism has been remarkable. Notwithstanding, all such efforts the research on anti-Americanism in Pakistan in general and in tribal areas in particular needed much elaboration.

### **Efficacy of the Opinion Surveys**

Charney and Yakatan (2005) highlight the disagreement on the efficacy of the opinion surveys. Whereas, McGinty (2017) claims viability of the opinion polls in pertinent measure of the popular opinion, especially when it is compared with the past data. On the contrary, opinion polls are even considered inconsistent, indistinctive and lacking in reflection of the true intensity with which particular views are held. Katzenstein and Keohane (2007), in their essay "Types and Sources of Anti-Americanism" underscore the fact that, opinions measured by the polls are mostly fleeting, "changeable opinions," and may only matter once these attitudes are deep-rooted. However, engrained anti-American sentiments constitute a "systematic bias" which negatively influence all available information about the United States of America. Even Satloff (2004), an expert on this subject in the Washington Institute opines that, the attitudes obtained through polls are rarely exhibited through actions and recommend focus of the analysis on what is physically exhibited rather than on intangible expressions of the opinion.

Notwithstanding the debate on the practicability of the opinion surveys, even their implementation by various agencies in Pakistan do not lay focus on the sentiments of the youth or adolescents; thus, Anti-Americanism prevalent in Pakistani youth mostly remains to be unevaluated.

### **Anti-American Sentiments in Muslim World**

Charney and Yakatan (2005) claim that the American image in the Muslim world had significantly deteriorated since 2001. They profess exercising of caution on the increase of anti-American emotions in the Muslim world as it can contribute towards increase in the recruitment of youth in extremist groups and anti-Americanism can get linked to violence. Their opinion clicks to the American policymakers' opinion further elaborated by Krueger and Maleckova, (2009). The American policy makers are mainly concerned with the prevention of two types of violence emanating from anti-Americanism; firstly, which targets Americans' lives, and secondly, which threatens American interests. They believe that a well-known and systematic violence associated with anti-Americanism could outburst into of terrorist networks. In this regard, the facilitating circumstances considered by the American policy makers which can contribute towards triggering anti-American temperament into violent action include; firstly, use anti-Americanism by some groups to achieve their hidden ideological agenda; secondly, noticeable American presence and accessibility of American targets; thirdly, presence of media outlets that channel public's discontent towards America; fourthly, imparting of extremist religious education by *deeni madaris* which radicalizes students and establishes their links with extremist operatives; fifthly, lack of development, dearth of educational openings and nonexistence of economic opportunities which expose the youth to a fertile breeding system of extremism; sixthly and above all, the American regional policies like WOT and drone strikes

against the popular sentiments and at the cost of innocents' victimization. Thus, the American policy makers believe that these circumstances need to be taken care to save United States of America from international terrorism.

Alternatively, Paracha, (2011) and Fair, (2010) link the increase in anti-Americanism in the Islamic countries to its coverage in media and the exploitation of sensitivities of the communities by agencies and politicians. Some more scholars support their contention and profess that, intended misrepresentations about United States of America created by media, agencies and politicians play a significant role in shaping anti-American beliefs and attitudes (Druckman & Lupia, 2000; Mullainathan & Shleifer, 2005). The evidence on most of the above cited explanations being indirect and suggestive in nature is probably not sufficient enough to know the actual state of anti-Americanism created through American misrepresentation, negative media coverage and exploitation of public sensitivities especially in Pakistan (Gentzkow and Shapiro, 2004).

### **Anti-Americanism in Pakistan**

Anti-Americanism continues to be an important topic of media and debates, intellectual discourse and political campaigns in all the countries directly affected by American policies. Pakistan being one of the most influenced state by American polices over last five decades has developed one of the highest levels of anti-Americanism in its masses. A survey report by Pew Global Attitudes Project (Table 1) exhibit a declining trend in United States of America' favorability in Pakistan.

Table 1

*United States of America Favourability in Pakistan*

<b>U.S. Favorability</b>													
	<b>1999/ 2000</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
	%	%	%	%	%	%	%	%	%	%	%	%	%
Canada	--	72	63	--	59	--	55	--	68	--	--	--	64
Britain	83	75	70	58	55	56	51	53	69	65	61	60	58
France	62	62	42	37	43	39	39	42	75	73	75	69	64
Germany	78	60	45	38	42	37	30	31	64	63	62	52	53
Italy	76	70	60	--	--	--	53	--	--	--	--	74	76
Spain	50	--	38	--	41	23	34	33	58	61	64	58	62
Greece	--	--	--	--	--	--	--	--	--	--	--	35	39
Poland	86	79	--	--	62	--	61	68	67	74	70	69	67
Czech Rep.	77	71	--	--	--	--	45	--	--	--	--	54	58
Russia	37	61	37	46	52	43	41	46	44	57	56	52	51
Turkey	52	30	15	30	23	12	9	12	14	17	10	15	21
Egypt	--	--	--	--	--	30	21	22	27	17	20	19	16
Jordan	--	25	1	5	21	15	20	19	25	21	13	12	14
Lebanon	--	36	27	--	42	--	47	51	55	52	49	48	47
Palest. ter.	--	--	0	--	--	--	13	--	15	--	18	--	16
Tunisia	--	--	--	--	--	--	--	--	--	--	--	45	42
Israel	--	--	78	--	--	--	78	--	71	--	72	--	83
Australia	--	--	59	--	--	--	--	46	--	--	--	--	66
China	--	--	--	--	42	47	34	41	47	58	44	43	40
Indonesia	--	--	--	--	38	30	29	37	63	59	54	--	61
Japan	77	72	--	--	--	63	61	50	59	66	85	72	69
Malaysia	--	--	--	--	--	--	27	--	--	--	--	--	55
Pakistan	23	10	--	21	23	27	15	19	16	17	12	12	11
Philippines	--	90	--	--	--	--	--	--	--	--	--	--	85
S. Korea	--	52	46	--	--	--	58	70	78	79	--	--	78
Argentina	--	34	--	--	--	--	16	22	38	42	--	--	41
Bolivia	--	--	--	--	--	--	--	--	--	--	--	--	55
Brazil	--	--	--	--	--	--	--	--	--	62	62	61	73
Chile	--	--	--	--	--	--	55	--	--	--	--	--	68
El Salvador	--	--	--	--	--	--	--	--	--	--	--	--	79
Mexico	68	64	--	--	--	--	56	47	69	56	52	56	66
Venezuela	--	--	--	--	--	--	--	--	--	--	--	--	53
Ghana	--	83	--	--	--	--	80	--	--	--	--	--	83
Kenya	--	80	--	--	--	--	87	--	90	94	83	--	81
Nigeria	--	--	--	--	--	--	--	--	--	81	--	--	69
Senegal	--	--	--	--	--	--	--	--	--	--	--	--	81
S. Africa	--	65	--	--	--	--	--	60	--	--	--	--	72
Uganda	--	74	--	--	--	--	64	--	--	--	--	--	73

1999/2000 survey trends provided by the U.S. Department of State.

PEW RESEARCH CENTER Q9a.

The above cited statistics indicate three facts; firstly, a consistency in downwards trend of United States of America's favorability in Pakistan; secondly, the worst anti-American sentiments expressed among all the countries surveyed during last five years are by the Pakistani population; and thirdly, there is a rise in anti-American feelings in Pakistan. The survey details presented below at (Table 2) confirm that, the data available with regards to anti-Americanism did not cover FATA. Thus, there existed a vital gap in measurement of anti-Americanism in FATA.

Table 2

*Pew Research Centre Details of Pakistan*

	<b>Survey Details</b>
<b>Sample Design</b>	Multi-stage cluster sample of all four provinces stratified by province (the FATA, Gilgit-Baltistan, and Azad Jammu and Kashmir were excluded for security reasons as were areas of instability in Khyber Pakhtunkhwa [formerly the North-West Frontier Province] and Baluchistan - roughly 16% of the population) with disproportional sampling of the urban population
<b>Mode</b>	Face-to-face adults 18 plus
<b>Languages</b>	Urdu, Punjabi, Pashto, Sindhi, Saraiki, Balochi, Hindko
<b>Fieldwork dates</b>	April 13 to April 28, 2010
<b>Sample size</b>	2,000
<b>Margin of error</b>	±3.0 percentage points
<b>Representative:</b>	Disproportionately urban, (the sample is 55% urban, Pakistan's population is 33% urban). Sample covers roughly 84% of the adult population.

Nazar, (2003) claims that different sections of societies express varying levels of adverse views towards America. In Pakistani media, some News Channels like Geo Television Network

have the history of holding anti-American programs. Among the political parties, Jamat-e-Islami is always radical of American policies and launches anti-American campaign quite often.

Pakistan Tehreek-e- Insaf lead by Imran Khan also remains critical of Pak – United States of America relations, as well as American policies and claims that, Pakistan - United States of America relations were one way, wherein United States of America gets everything done through payment of money and without taking into consideration the sovereignty of Pakistan. Among scholars, the former Director General of Institute of Strategic Studies, Islamabad and a famous defence and political analyst Miss Sherin Mazari criticizes the United States of America's policies towards Pakistan through writing of articles and columns in most leading English Dailies of Pakistan. Among political analysts, Mr Zaid Hamid criticizes the America on diverse aspects of its military and foreign policies towards Pakistan.

Kizilbash (1988) who summarizes anti-Americanism as negative assessment of the America in reaction to American policies. He interviewed forty Pakistani nationals and identified the roots of anti-American attitudes in three areas linked to American policies; firstly, the negative perception about violation of Pakistan's national interests; secondly, United States of America's support for Israel; and thirdly, the United States of America's interference in Pakistan's domestic politics. Whereas, he undermined the significance of ethnic, religious and cultural anti-Americanism.

The criticism on American government's failings to achieve its objectives in post 9/11 WOT and difference of opinion on Pakistan - United States of America mutual role in this joint venture also contributes towards anti-American debate in Pakistan's scholarly community. The undermining of the Pakistan's role in WOT by some of the American officials, as well as think tanks and 'Do More' demand attracts severe criticism. Like the recommendation by Craig and

Derek (2007) for rethinking the American strategy towards Pakistan since Pakistan could not pay back corresponding with the American demand; they believe that, United States of America's \$10 Billion investment in Pakistan on WOT went in vain. Their point of view indeed is in absolute contrast to Pakistani nation's thinking, who believe that Pakistan had paid an extreme cost for United States of America's war.

### **Role of Education on Youth's Sentiments**

The United States of America's relatively high image in the aftermath of terrorist acts in 2001 and the start of the WOT had ostensibly disappeared. Therefore, the ascending trend in anti-Americanism has been continuously under discussion among United States of America's governmental institutions, think tanks, business community and even in the public opinion surveys. The President Bush acknowledging the large disrepair in America's image re-employed Karen Hughes, a former senior advisor in public office. Condelezza Rice, the former Secretary of America confirmed in her statement made on March 14, 2005, that Karen Hughes designated as an ambassador was to review and restructure American public diplomacy efforts to address image related concerns. In particular, the Former Secretary of State of United States of America, Condelezza Rice highlighted the importance America laid on use of education as means to improve its image as a country. She pointed out that, Karen Hughes knowing the education's importance and power of the ideas, strongly advocated the mobilization of youth to blow apart the mistrust, as well as the grievances and foster spirits of mutual respect and tolerance.

As earlier mentioned, a study has been conducted by Delavande and Zafar (2012) to assess the role of education on students' anti-American sentiments. The authors claim that the students tend to change their anti-American attitudes in accordance with their exposure to education imbedded with negative or positive information about America. Their research suggests that,

attitudes toward the America in Pakistani youth not being entirely a cultural phenomenon are malleable. However, the study identifies heterogeneity in respondents' response to the information as a considerable number of respondents did not revise their attitudes mainly for not finding the fed information pertinent or not considering it trustworthy. Furthermore, respondents belonging to traditional academic institutes were more significant in not responding to the planned information treatments than respondents of the liberal academic institutions; 57% of the respondents from the conservative academic institutions did not revise their attitudes, as against about 20% of the respondents from the liberal academic institutions. This variation also specifies that sentiments of some of the students may be relatively less adjustable; thus, the premise affirming anti-Americanism as a cultural phenomenon could not be out rightly precluded. Their research further identifies that the groups of students studying in conservative academic institutions, possessing relatively less education and hailing from lower socioeconomic areas are comparatively less receptive towards information usage. The study thus suggests use of sophisticated design for the information treatment campaign for these groups of the students.

Besides identification of above trends, Delavande and Zafar (2012) also identifies two forms of information priors; firstly, a comparatively larger incidence of adverse priors that were intrinsically of negative nature for the United State of America. Such methodically erroneous beliefs about American actions are in line with the media efforts to give importance to United States of America's negative actions (Fair, 2010). Secondly, information priors are generally more adverse and less optimistic in conservative academic institutes, thus their students exhibit adversely prejudiced beliefs for America mostly tangent to the random sample taken from liberal population. The study has even recorded additional evidence on the individuals' tendency to discount any new information inconsistent with their prior belief and it might supplement polarized



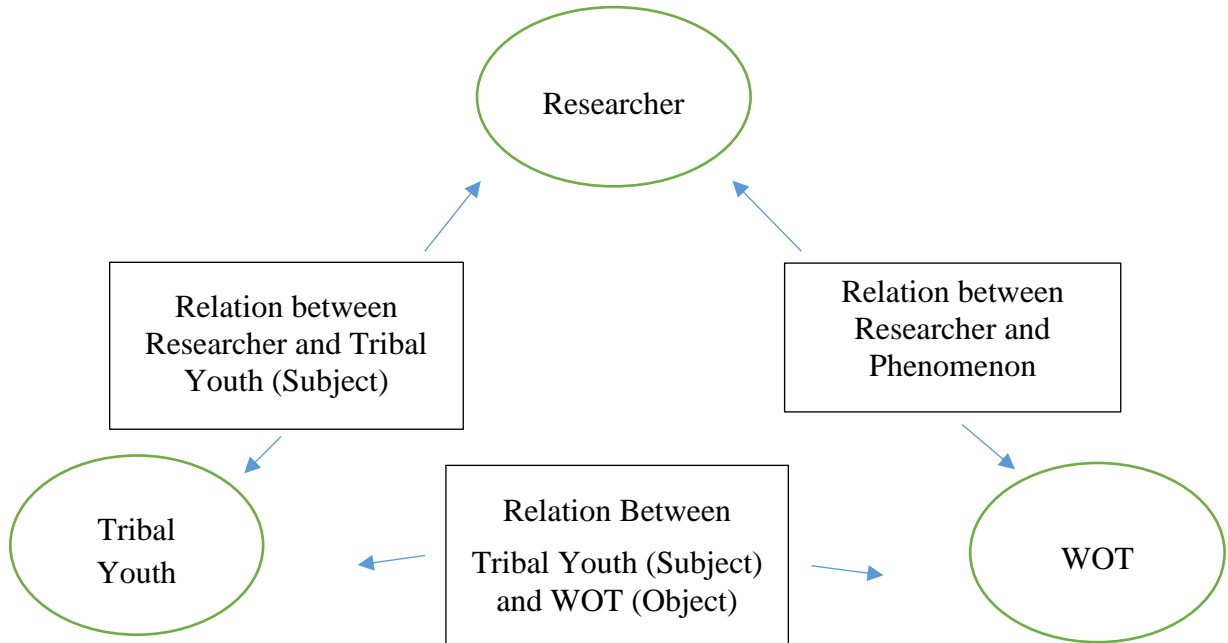
and dispersed beliefs (Glaeser, 2004; Mullainathan & Shleifer, 2005; Eil & Rao, 2011). The models used by Delavande and Zafar, (2012) for development of beliefs and sentiments in the context of predisposed facts were mostly in line with existing theoretical literature on this subject (Druckman & Lupia, 2000; Gentzkow & Shapiro, 2006; Glaeser, 2005; Mullainathan and Shleifer, 2005).

### **Theoretical Framework**

Literature review reveals that WOT, impact of war on wellbeing of youth, impact of war on education, and existence of anti-American sentiments in adults have been studied independently by numerous scholars, however, little is known about the integration of these factors as a part of any particular study, especially in FATA's context. A need is thus identified to explore physiological, as well as psychological impact of WOT on wellbeing of tribal youth; impact of WOT on education in FATA; emergence of anti-American sentiments among tribal youth and prospects of their moderation through education in a single unified study.

Phenomenography (Marton, 1986), qualitative research theoretical framework is being followed in this study for the fulfilment of its purpose as it clearly illustrates how tribal youth imagined, recognized, distinguished, understood, conceived and experienced diverse aspects of a phenomenon taking place around it; which could also be termed as 'conception' (Marton & Pong, 2005). Phenomenography takes a non-dualistic ontological perspective, where object and subject are neither considered as separate entities nor independent of each other; rather these are intertwined (Walker, 2005). Hence, in this study, the object (WOT) and subject (tribal youth) are being studied being dependent on each other. The study takes into account the ideas of each and every respondent about the phenomenon of WOT from his or her perspective (Walker, 2005), thus recognizes the multiple conceptions that the tribal youth developed for the

phenomenon of WOT. The relational approach described by Limberg (2008) between subject (tribal youth) and the aspects of the phenomenon (WOT) are depicted in Figure 2.

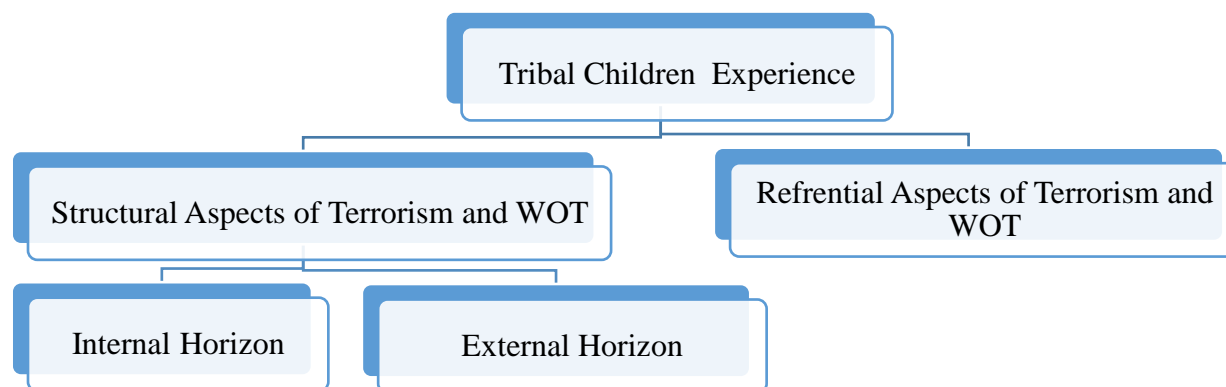


*Figure 2.* Relationship between tribal youth (subject) and WOT (object) with the researcher (Based on Bowden 2000)

The researcher implementing the concept of bracketing introduced by Orgill (2002) in phenomenography approached the respondents, as well as their narratives with open-mind, complete neutrality and with no input from his perspective. The study while remaining focused on the overall tribal youth's experiencing of the impact of WOT also explores the particular ways in which the youth is impacted by the different aspects of the WOT (Martin et al., 1992). In this regard, a twofold experience of the youth is explored in line with the findings of the past phenomenographic research (Morton, 1986 & Booth, 1997).

Figure 3, graphically elaborates the referential, as well as the structural aspects of tribal youth's experience considered by this study (Marton & Booth, 1997). While the referential

aspect highlights the phenomenon (WOT) by itself as it is experienced by the tribal youth, the structural aspect defines the youth's corresponding reactions (Gonzalez & Jalon, 2006). Both the referential and structural aspects remain intertwined and are considered as 'what' and 'how' aspects respectively of the tribal youth experience. In case of the referential aspects, the study mentions or highlights as to what tribal youth thought about WOT, their comprehension of WOT straight as an object; whereas the structural aspects tries to distinguish as to how tribal youth goes about or reacts to the WOT (Gonzalez & Jalon, 2006; Marton & Booth, 1997). The structural aspect is further divided into the internal and external structures of WOT. The external structure also called as external horizon, which is focused on the contextual distinction of the phenomenon of WOT discerns WOT, vis-à-vis the outer context. Conversely, the internal structure also known as internal horizon, which concentrates on the relationship of the phenomenon of WOT with its parts discerns the interrelationship of the parts of WOT (Marton & Booth, 1997). Hence internal and external horizons, combined together form the overall structural facets of youth's experience of WOT. In this process, some vital features of the WOT are highlighted as focal awareness (themes), while others remain within the theme (thematic field).



*Figure 3.* The Component of Tribal Youth Experience, Source: Marton & Booth, 1997

The impact of WOT on Education in FATA is being studied as a case study research. In this case study, the FATA Education Sector comprising students, teachers and educational institutions in FATA are taken as 'case' and the impact of WOT on this Education Sector is being studied holistically for ten years (Thomas, 2011).

## **Chapter 3**

### **Research Methodology**

This chapter covers the detailed plan on measurements of the concepts under study and assessment of the framework proposed in the previous chapter. It elaborates all methodological aspects essential for purposeful qualitative research to include the qualitative paradigm, as well as methods; role of the researcher; sources of the data, its collection, as well as analysis; verification prospects; adherence to ethical considerations; and narrative planned based on results of the pilot study.

### **Research Paradigm**

Saunders and Rojon (2014) considers research paradigm as an interpretative framework within which the particular research is conducted. The framework which divides the complexity of a research in a manner to gain and explain particular understandings of a social phenomenon. This research therefore follows the humanistic / postmodern theoretic basis made up of homocentric reality as a social construct and contextual interpretive findings in the field of philosophy; inductive reasoning in the field of research approach; survey and case study in the field of research strategies; mixed method in the field of research choices; cross-sectional in the field of time horizon; nature of the psyche and perception in the field of ontology; self-verified evidence and recorded testimony in the field of epistemology; and phenomenography in the field of methodology. The important aspects of the research paradigm are being further elaborated in the ensuing paragraphs.

The humanists indicate that, the real essence of an individual's view is his or her subjective experience, as to how he or she comprehends things in the world around him or her. Humanistic psychologists assess the human behavior through individual's eyes and not merely

through the observer's eyes because they believe that, the behavior of an individual is diligently linked with his or her self-image and inner feelings. The humanistic theory of Abraham Maslow, who is considered as father of the humanistic psychology is also founded on the basic notion that, individuals' experience is principal phenomenon in study of the human conduct and behavior. Similarly, postmodern theory perceives reality as to what social groups or individuals form that reality to be. The Hierarchy of Needs professed by Maslow also links to the physiological needs and safety, as well as security needs of an individual (Essays, UK. 2013).

The interpretive research philosophy concentrates on analytical evaluation and application of functional, as well as meaningful practices which configure to generate observable outcomes of a research. Saunders et al. (2013) professes adoption of interpretative research philosophy for the research(s) which necessitate rich insights into the subjective meanings. Moreover, in case of interpretive research, the independent and dependent variables are not predefined and as an alternative the focus is laid on comprehending and researching the entire complexity of the human sense making in the emerging situations in the research process.

Inductive reasoning being bottom-up research approach moves from a very specific observation to more comprehensive concepts by identifying repetitive patterns and irregularities. The process leads to formulation of temporary hypothesis, which could be further refined through additional research to draw some broad conclusions or pertinent theories. This research mainly focuses on youth's words and examines patterns of the meaning emerging from its narratives while remaining as close to the word's construction originally experienced by the individuals. The discovered patterns are closely observed, carefully documented, and thoughtfully analyzed in keeping with the research questions and topic. The discovery by inductive reasoning being contextual findings and not generalizations prove to be the real

purposeful and most effective way to obtain and understand the experiences of the youth (Engel, 2005).

### **Qualitative Methods**

As earlier mentioned, phenomenography qualitative method is being used in this study to fully grasp the tribal youth's language and behavior through qualitative inquiry into their words and actions for ascertaining their true perspective of WOT and its impact on their wellbeing (Husserl, 1931). As the access to the FATA war prone areas was risky and difficult so an effort was made to take sample through adoption of a verity of techniques and measures ensuring once for all collection of sufficient, correct and valid data.

The experiences of tribal youth which was exposed to a prolonged war related activities in different parts of FATA are recorded through interviews by utilizing Childhood War Trauma Questionnaire (CWTQ) and Child Post-Traumatic Stress Disorder Symptom Scale (CPSS); both contained in the Compendium of Tools for the Assessment of the Mental Health and Psychosocial Wellbeing of Youth in the Context of Humanitarian Emergencies (Robinson, Metzler, & Ager, 2014). Moreover, a combination of story writing, semi structured interviews and focus group discussions has been used to obtain narratives of the youth to extract their sentiments for America and fill in the gaps in the research.

### **Case Study Research Method**

Gulsecen and Kubat (2006) profess use of case study research method for holistic investigation into education related studies. Thus, the impact of WOT on education sector in FATA has been explored, described, evaluated and interpreted through conduct of case study utilizing its different facets elaborated in ensuing paragraph. It enabled the researcher to go well beyond mere quantitative statistical outcomes and understand the academic sufferings of the

tribal community due to WOT from victims' perspective. The case study encompassing both qualitative and quantitative data spread over twelve long years from 2004 to 2016 also helped in explaining the process, as well as the outcome of the entire phenomenon of WOT's impact on education based on its through observation and analysis (Tellis, 1997).

Six facets of case study have been utilized to ascertain the impact of WOT on education sector in FATA and these included; exploratory case study to explore the phenomenon of WOT and its adverse impact on education sector; descriptive case study to describe the impacting phenomena of WOT on education as it occurred and same has been recorded in the form of a narrative; explanatory case study to examine the impact of WOT on education closely at surface, as well as deep level to explain the entire phenomena; interpretive case study to interpret data through development of conceptual categories, challenging or supporting the assumptions already made; evaluative case study to add essential judgement to the impacting phenomena of WOT on education in FATA; and collective case study to allow generalization of the findings through coordination of data from numerous sources to include Bureau of Statistics (Peshawar), FATA Directorate of Education and German Agency for International Cooperation (Stake, 1995; McDonough & McDonough, 1997).

The main advantages accrued through adoption of case study research method include; firstly, the data related to WOT and its impact on education in FATA has been examined within the actual situation in which the entire phenomenon took place; secondly, variations in approaches to case study, that is, adoption of exploratory, descriptive, explanatory, evaluative and collective case studies allowed for qualitative, as well as quantitative analyses of data; and thirdly, the comprehensive qualitative interpretations helped to explore, as well as describe the data on WOT and its impact on education in live environment (Zaidah, 2003).



### **Role as Researcher**

Being from the law enforcing agency, the researcher had the opportunity to closely observe the population settled in the tribal areas of Pakistan since 1986. With the growth in service and experience, he could interact much more and establish intimacy with them; which enabled him promote telling and judging of truth (Bonner & Tolhurst, 2000).

The review of existing literature revealed the fact that overreliance had been made by the earlier researches on the statistics issued by various government and nongovernment agencies affiliated with FATA. Due to security risk the sampling of the affected population has not probably been done. In pursuit of his passion, the researcher decided to benefit from his access to these areas and record the living experiences of the tribal youth.

### **Data Collection Method**

#### **Study Population**

The unit of analysis for studying impact of WOT on youth is individual. The population for current study comprised the youth including adolescents and adult students settled in FATA and tribal youth studying outside FATA. There are 563162 male and 231481 female students enrolled with government, private, as well as *deeni madaris* of FATA.

The unit of analysis for studying the impact of WOT on education sector is an academic institution. It includes public, as well as private sector academic institutions and *deeni madaris*. There are a total of 3732 (3659 public and 73 private) primary schools, 606 (461 public and 145 private) middle schools, 434 (276 public and 158 private) high schools 70 (50 public and 20 private) higher secondary institutes / intermediate colleges and 276 *deeni madaris*. Total enrolment of students in education institutions includes 563162 boys (359786 in public

institutions and 149,946 in private institutions and 53430 in *deeni madaris*) and 231481 girls (194637 in public institutions, 15,020 private institutions and 21824 in *deeni madaris*).

### Sample Size

Based on the population size of 794643 students in the FATA education sector. This study has statistically justified sample size of 384 youth for discrete data calculated as follow;

**Initial sample estimation.** Following formula suggested by Bartlett (1937) for estimation of the sample size has been utilized in this study.

$$n_0 = \frac{(t)^2 * (p)(q)}{(d)^2}$$

Where,

$n_0$  = Initial sample estimation

t = value for selected alpha level of 0.025 in each tail = 1.96

p & q = estimates of variance = 0.50 (maximum probable proportion results into maximum conceivable sample size) &

d = tolerable error margin for the estimated proportion = 0.05

By putting these values in the above formula,

$$n_0 = \frac{(1.96)^2 * (0.50) (0.50)}{(0.50)^2} = 384$$

As the initial sample size exceeds 5% of total population so, the actual sample size (n) is determined as;

$$n = \frac{n_0}{(1 + n_0 / \text{Population})}$$

$$n = \frac{384}{(1 + 384 / 794643)} = 383.81 = 384$$

### Sampling Plan

Based on the above explained sampling estimation, a purposeful sample of 384 students from FATA has been used for this study (Patton, 1990). The selection criteria ensured that all students were locals and had sufficient exposure to the WOT related activities in FATA. Similarly, 384 FATA students studying in universities at Islamabad were also selected for purposeful sampling (Patton, 1990) to ascertain their sentiments for United States of America. The selection criteria in this case also ensured that all selected students were locals and had sufficient exposure to the WOT related activities in FATA.

The study further utilized the sample plan based on three stage approach of the stratified and purposeful sampling. At first stage, the total number of students was divided into four strata based on level of education institutions, i.e. primary, middle, high, and higher secondary schools, as well as college. As stated above, there were a total of 5118 education institutions in FATA at the time of data collection comprising 3732 primary, 606 middle, 434 high and 70 higher secondary institutes / intermediate colleges, as well as 276 *deeni madaris*. On the basis of this, the whole sample size was divided between the five strata based on proportionate stratification such as;

Sample size which was taken from primary schools =  $384 \times 3732/5118 = 280$

Samples size which was taken from middle schools =  $384 \times 606/5118 = 45$

Sample size which was taken from high schools =  $384 \times 434/5118 = 33$

Samples size which was taken from degree colleges =  $384 \times 70/5118 = 5$

Samples size which was taken from *deeni madaris* =  $384 \times 276/5118 = 21$

At stage two, the total strength of students at each education level was further divided into gender strata based at boys and girls education institutions at five academic levels. The total enrolment in primary schools was 3732 (including 2181 boys and 1551 girls); middle schools was 606 (including 418 boys and 188 girls); high schools was 434 (including 372 boys and 62 girls); higher secondary schools and colleges was 70 (including 52 boys and 18 girls); and *deeni madaris* was 276 (including 196 boys and 80 girls). On the basis of this, the whole sample size was further divided between the ten strata based on proportionate stratification, such as;

Sample size which was taken from boys primary schools =  $280 \times 2181/3732 = 164$

Sample size which was taken from girls primary schools =  $280 \times 1551/3732 = 116$

Samples size which was taken from boys middle schools =  $45 \times 418/606 = 31$

Samples size which was taken from girls middle schools =  $45 \times 188/606 = 14$

Samples size which was taken from boys high schools =  $33 \times 372/434 = 28$

Samples size which was taken from girls high schools =  $33 \times 62/434 = 5$

Sample size which was taken from boys higher secondary schools and colleges =  $5 \times 52/70 = 4$

Sample size which was taken from girls higher secondary schools and colleges =  $5 \times 18/70 = 1$

Samples size which was taken from boys *deeni madaris* =  $21 \times 196/276 = 15$

Samples size which was taken from girls *deeni madaris* =  $21 \times 80/276 = 6$

There are varying guidelines laid on sample size by the qualitative researchers. For qualitative studies using phenomenography approach, Creswell (1998) suggests sample size of 5 to 25, whereas Morse (2008) recommends 6 as the minimum sample size. Guest et al., (2006) proposes 15 as the lowest acceptable sample size for all types of qualitative researches. At stage three, in keeping with the recommendations of the past researchers, an additional sample is taken to have the minimum sample size as 30 to form at least three focus groups of ten each within each strata. The final sample plan is given at Table 3.

Table 3

*Sampling Plan*

Institution	Required Sample Size	Additional Sample Size Considered for Generalization	Total Sample Size
Boys primary schools	164	-	164
Girls primary schools	116	-	116
Boys middle schools	31	-	31
Girls middle schools	14	16	30
Boys high schools	28	2	30
Girls high schools	5	25	30

Boys higher secondary schools and colleges	4	26	30
Girls higher secondary schools and colleges	1	29	30
Boys Deeni madaris	15	15	30
Girls Deeni madaris	6	24	30
Grand total	384	137	521

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### **Data Sources**

The data for this study has been collected from both primary, as well as secondary sources of data and where needed, it was complemented by the formal and informal consultations with the correspondents.

**Secondary Sources.** The literature on the constructs being studied, i.e. WOT, impact of WOT on youth , impact of WOT on education, sentiments for United states of America has been collected through national, as well as international journals, books, research articles and review papers. This data has been mainly utilized in Chapter One for defining important terms, evolving the problem statement, and defining the objectives of the study; and Chapter Two for the literature review. The data collected from FATA Secretariat and its affiliated institutions has mainly been used in chapter three to work out the sample size and Chapter Four to deduce relevant findings related to impact of terrorism and WOT on youth and education.

**Primary Sources.** The primary data for the study has been collected from the youth population of FATA which mainly comprised students in FATA educational institutions, as well as *deeni madaris* and FATA students studying in various universities in Islamabad. Broadly, the education institutions of FATA were considered as the potential sources of the primary data for this study.

### **Data Collection Procedure**

The data collection for this research was carried through fieldwork in education institutions located in FATA during January through June, 2015. The data has been collected through utilizing narrative which has been explained in the ensuing paragraphs. All respondents were approached through their respective institutional administration. The researcher explained the nature of the study and solicited the individuals' voluntary consent prior to their interviews and responding to the narratives. Most of the respondents voluntarily responded without loss of time. No respondent declined becoming part of the sample. All the narratives were administered through interviewers and completed at respondent's ease.

### **Narrative**

The tribal youth's war experiences and PTSD Trauma symptoms are documented by using Childhood War Trauma Questionnaire (CWTQ) and Child Post-Traumatic Stress Disorder Symptom Scale (CPSS) respectively. These tools are contained in the Compendium of Tools for the Assessment of the Mental Health and Psychosocial Wellbeing of Children in the Context of Humanitarian Emergencies (Robinson, Metzler, & Ager, 2014) are further elaborated in ensuing paragraphs.

CWTQ has two versions; CWTQ-C (for children of the ages between 10 to 16 years) and CWTQ-A (for parents and caretakers of the children of the ages between 3 to 16 years). Both

these versions can be used through self-administration or an interview. The CWTQ contains twenty-five items and consists of two sections. Section One investigates the demographic particulars, whereas Section Two examines child's direct, as well as indirect experiences pertaining to forty-five war-related traumas encountered by him or her on exposure to conflict borne situations. Such traumas are categorized like child's displacement, separation from loved ones, being victim of violence, active or passive involvement in the hostilities, bereavement, exposure to combat, Witnessing of violent acts, sustaining physical injuries, extreme deprivation and emigration, etcetera.

CPSS is a twenty-four items tool used for assessment of Post-Traumatic Stress Disorder in tribal youth which gets exposed to war traumas. The CPSS again consists of two parts; while Part One follows the DSMIV criteria; Part Two measures the functional impairments consequential to the symptoms predicted in Part One. Part One consists seventeen items related to the frequency of symptoms and Part Two lists seven direct questions on functional impairment resulting from the symptoms explained in Part One. The CPSS can again be administered through interview or self-administration.

Whereas, the tribal youth's sentiments for United States of America were recorded through giving them an open choice to write a story about United States of America to enable them express their inner feelings without being extra conscious. For writing the story, participants were given the choice of selecting the language English or Urdu, which ever they preferred to use for ease of their expression (Jupp, 1996).

### **Data Collection**

The tests were administered through interview strictly in line with the described forms of "Childhood War Trauma Questionnaire (CWTQ)", "Child Post-Traumatic Stress Disorder



Symptom Scale (CPSS)” and writing of story as elaborated in the Narrative paragraph above.

These tests were followed by focus group discussion with a group of selected students to fill the voids which were identified in the activities undertaken by the participants.

All activities were undertaken in maximum possible congenial environment to keep the participants in a comfort zone. The interview were not time bound and participants were allowed to express themselves in any language they felt like. Help was taken from a Pashto interpreter for ease, correct interpretation and better understanding of the questions and answers there to. Participants’ comments which have been quoted in this paper have been carefully translated by the author and reviewed by the relevant experts of the field. All data was kept confidential and a non-attribution criterion had been ensured.

### **Data Analysis and Evaluation Tools**

The data pertaining to Childhood War Trauma Questionnaire (CWTQ) and Child Post-Traumatic Stress Disorder Symptom Scale (CPSS) has been compiled under each and every head strictly as stated by correspondents and recorded by the interviewer at the time of interview without incorporating any change and then percentages have been worked out based on the total number of the corresponds and stated responses under specific heads.

Whereas, several steps were taken to correctly analyze the tribal students’ sentiments for United States of America expressed through story writing. Most of the students studying in educational institutions and *deeni madaris* in FATA preferred to use of Urdu language for story writing because they could speak, write and read Urdu with comparative ease. Whereas, the tribal students studying in Universities of Islamabad used both Urdu and English languages in story writing to express their sentiments for United States of America. The translation methodology adopted for the translation of Urdu narratives of the tribal children into English

scripts followed the translation procedures elaborated by Brislin et al. (1973) and Brislin (1986); standards laid by International Test Commission (ITC) in 1993; and the development guidelines of Vijver and Hambleton (1996). These guidelines were even used by the renowned researchers for correct interpretation of under revision psychological instruments (Hambleton & Jong, 2003; Vijver, 2001; Vijver & Hambleton, 1996; Vijver & Leung, 1997).

Bilingual persons capable of speaking and writing the original “Urdu”, as well as the target language “English” were employed in the form of committee of translators (Brislin et al., 1973). The committee approach emphasized translation carried out by two or more persons independently and then its comparison to reach an agreement on the exact and optimal translation. The main advantage of adopting the committee approach of translation was to reduce misconceptions and bias of an individual translator (Vijver & Hambleton, 1996). It was further ensured that, the translators besides being languages’ experts were conversant with the tribal culture, the construct under assessment and assessment criterion (Hambleton & Jong, 2003; Vijver & Hambleton, 1996).

Back translation approach was also adopted to further ensure retention of essence of the sentiments expressed by the tribal youth. The narrative of the tribal youth were translated from Urdu language to English language and then English statements were transformed back to Urdu language by the persons other than the one who undertook the first translation. Later all persons involved in translation mutually decided on best back-translated script (Brislin et al., 1973; Werner & Campbell, 1970). It indeed allowed refinement of youth’s narratives.

The statements of the participants translated into English were then given many readings to correctly reflect, formulate categories and themes consistent with the concepts being studied. The steps taken to lay focus on essentials and to set aside the irrelevant details included; firstly,

all relevant responses were marked and grouped to interpret true picture reflecting the reaction of youth; secondly, bracketing was resorted to direct the entire research process in line with the topic and research question: and thirdly, horizontalization was adopted to delete all irrelevant or overlapping statements.

The statements which were identified as relevant and within in the scope of the research question were formed into clusters of meanings to identify themes. Through adoption of grounded theory the textural themes identified include; anti-Americanism; pro-Americanism; need for Pak-United States relations; mistrust in United States of America; expectations from America; care in developing relations with United States of America; hatred for United States of America being drone attacks' perpetrator; hatred for America being wot perpetrator; and preference between United States of America Vs *Taliban*

## **Verification**

### **Respondent's profiles**

The respondents' profiles being one of the key factors for reliability of data are embedded within the type (including the level of education, as well as gender) and the size of the sample. The data collected through this arrangement also manifests the clearer picture of various respondents' groups.

### **Transparency**

Being aware of the potential of inappropriate influence of negative and positive bias on the findings of this study, the researcher gained personal insights on all relevant aspects through frequent interactions with experts, supervisor, counselors, friends and researchers who had earlier worked on the similar aspects related to tribal youth and education sector. The piolet study conducted prior to this study helped the researcher understand the substantially varying

personal characteristics and environmental context related biases and their influence on development of narratives, focus group questions, interviews and journaling instructions. The researcher was also cognizant of the fact that potential negative or positive bias toward different groups of correspondents could wrongly influence findings and their implications.

### **Coherency**

The multiple data sources; multiple sample types and sizes; and multiple are used for collection of data and its analysis to validate the findings of this research. The findings of this study are not idiosyncratic to the behavior or perceptions of any single research participant or group, however similar findings emerged from data obtained and analyzed from multiple participants. The researcher provided judiciously similar ratings of the narratives of all participants.

### **Credibility**

The data, findings and discussion of the findings of this study provide a reasonably perfect answer to the research questions raised in the study. Thus the findings and their implications are trustworthy and same further aggregates the relevancy, competency and plausibility of the study.

### **Relevancy**

Relevancy being the strength of the research is contingent upon the validity and reliability of the data (Luthans, 1998), therefore instrument measures of the envisioned concepts need to be accurate (Sekaran, 2000). The narrative items and focus group questions used in the study are congruent with the relevant elements of available literature.

**Plausibility**

It has been ensured that the study's findings and their discussion, as well as implications logically flow from the collected raw data. The participants' feedback confirmed reflection of their actual perceptions in the findings and their discussion. The external auditors also confirmed the congruence the data analysis, findings, discussion of the findings and the implications of the findings with raw data obtained from the participants.

**Competency**

Required competency in collection and analysis of the data was obtained by the researcher by attending relevant courses at National Institute of Psychology and Quaid-i-Azam School of management Sciences. Additional individuals involved in collection of data and its analysis were also provided with the desired competency. The sufficient exposure of the researcher to the tribal environment enabled him to formulate relevant narratives, focus group questions and interview questions. The researcher besides formal training in the qualitative research courses carried out vast independent study and gained experience from contributing in previous qualitative research. The researcher also had essential training in the interpersonal communication for developing rapport with the participants to achieve their truthful and appropriate self-disclosure. The practice in data collection and its analysis was undertaken in the pilot study conducted prior to the main study. The external auditors of the study also had adequate competence to verify plausibility of data analysis and its outcomes.

**Trustworthiness of Analysis**

Peer briefing was also utilized to ensure proper processing of the data and ensure its trustworthiness (Creswell, 1998; Lincoln & Guba, 1985; Maxwell, 1996). The professional researcher were consulted to review the transcript prepared, categories formed and themes coded

by this study. The researcher shared his detailed reflections based on the data and resolved the disagreements through negotiations. Member checking was also ensured during interviews.

### **Summary of Evidence of the Appropriateness of the Measure**

The narrative designed to collect the data, methods adopted to analyze this data correctly, drawing appropriate findings, conduct of objective discussion on the findings and ascertain correct implications of the findings had acceptable transparency, coherence, plausibility and credibility.

### **Ethical Considerations**

The principle of informed consent has been adhered in this research which provided the desired freedom of action to the participants to accept or refuse their respective participation having comprehensive information on the purpose and nature of the research. Moreover, Scottish Educational Research Association Ethical Guidelines for Educational Research 2005 which protect the rights of participants have also been adhered to with main focus on maintenance of confidentiality, protection of the participants' welfare and safety, obtaining of informed consent and use of obtained information for the benefit of participants.

The research also adhered to the United Nations Convention on the Rights of the Child and its related legislations, especially the extensions of Articles 3 and 12 on rights of the vulnerable youth.

## **Chapter 4**

### **Research Findings**

This chapter contains the basic statistical information on data collected through implementation of data collection plan elaborated in Chapter Three. The chapter has been divided into four sections. First section focuses on the findings related to the impact of United States of America's WOT on wellbeing of tribal youth; second section highlights the impact of United States of America's WOT on education sector in FATA; third section describes the tribal youth's sentiments towards United State of America; and fourth section summarizes the chapter.

#### **Impact of United States of America's WOT on Wellbeing of Tribal Youth**

The war experiences of the tribal youth exposed to prolonged conflict in FATA has been recorded strictly in accordance with the Childhood War Trauma Questionnaire (CWTQ) and Child Post-Traumatic Stress Disorder Symptom Scale (CPSS); both elaborated in Chapter Three. The use of these tools helped the author in seeking each individual's response to different types of forty-five war-related traumas which he or she might have suffered during his or her exposure to the war like situations. These traumas were further grouped into categorizations like youth's displacement, separation from loved ones, being victim of violence, active or passive involvement in the hostilities, bereavement, exposure to combat, witnessing of violent acts, sustaining physical injuries, extreme deprivation and emigration, etcetera; which are being further elaborated in the ensuing paragraphs.

#### **Youth's Displacement**

The security paradigm created by the United States of America's WOT exposed the tribal youth in FATA to large displacement. Table 4 indicates that eighty six percent resident youth in

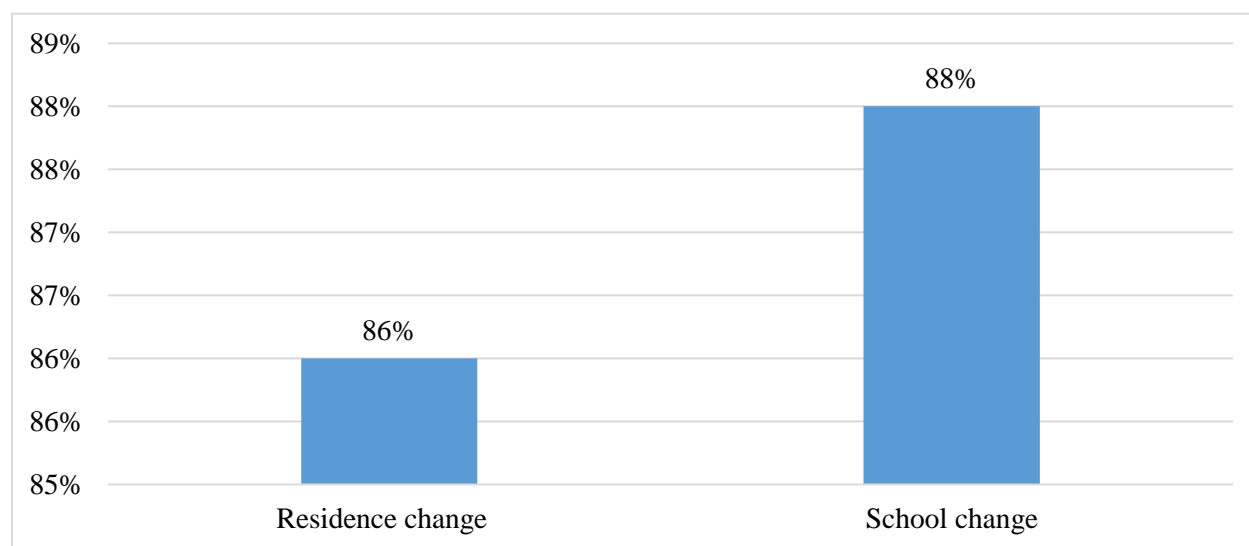
FATA was forced to change its homes to save itself from damages of the war and in the process eighty-eight percent youth shifted its schools.

Table 4

*Change of the Youth's Residences or Schools*

Type of the Change	%
Change of residence	86
Change of school	88

Figure 4 shows the graphical representation of change of youth's residences or schools.



*Figure 4. Graphical Representation of Change of Residences or Schools Forced Upon Youth*

### **Youth's Separation from Parents**

The security situation created by the United States of America's WOT forced large scale separation of tribal youth from parents. Table 5 points out that overall twenty-six percent youth was separated from parents; twenty-three percent youth was separated from fathers; two percent youth was separated from mothers and one percent youth was separated from both parents.

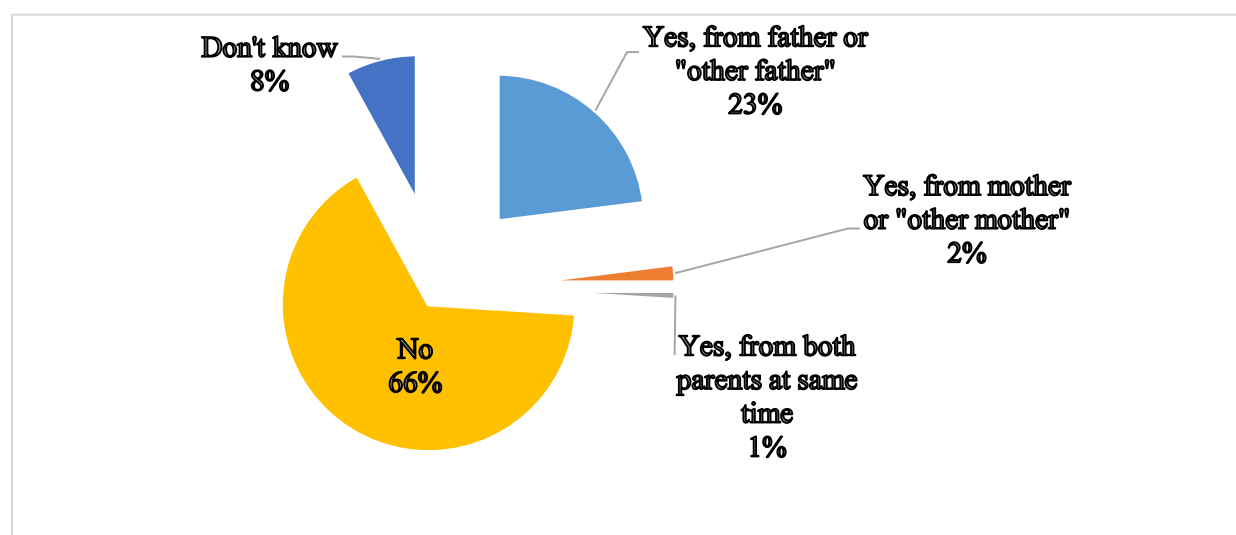


Table 5

*Separation of Youth from Parents*

Response	%
Separation from father	23
Separation from mother	2
Separation from both parents at the same time	1

Figure 5 shows the graphical representation of separation of youth from parents.



*Figure 5.* Graphical Representation of Separation of Youth from Parents

Whereas, Table 6 lists out the reasons of the youth's separation from parents; twenty-two percent parents were forced to send their wards away from them for their safety; seventeen percent parents, mainly male members left their families including wards to seek earning hood as they lost their businesses due to the deteriorating security situation in their respective areas; fourteen percent parents fled to safe heavens; thirteen percent parents were forced to form part of

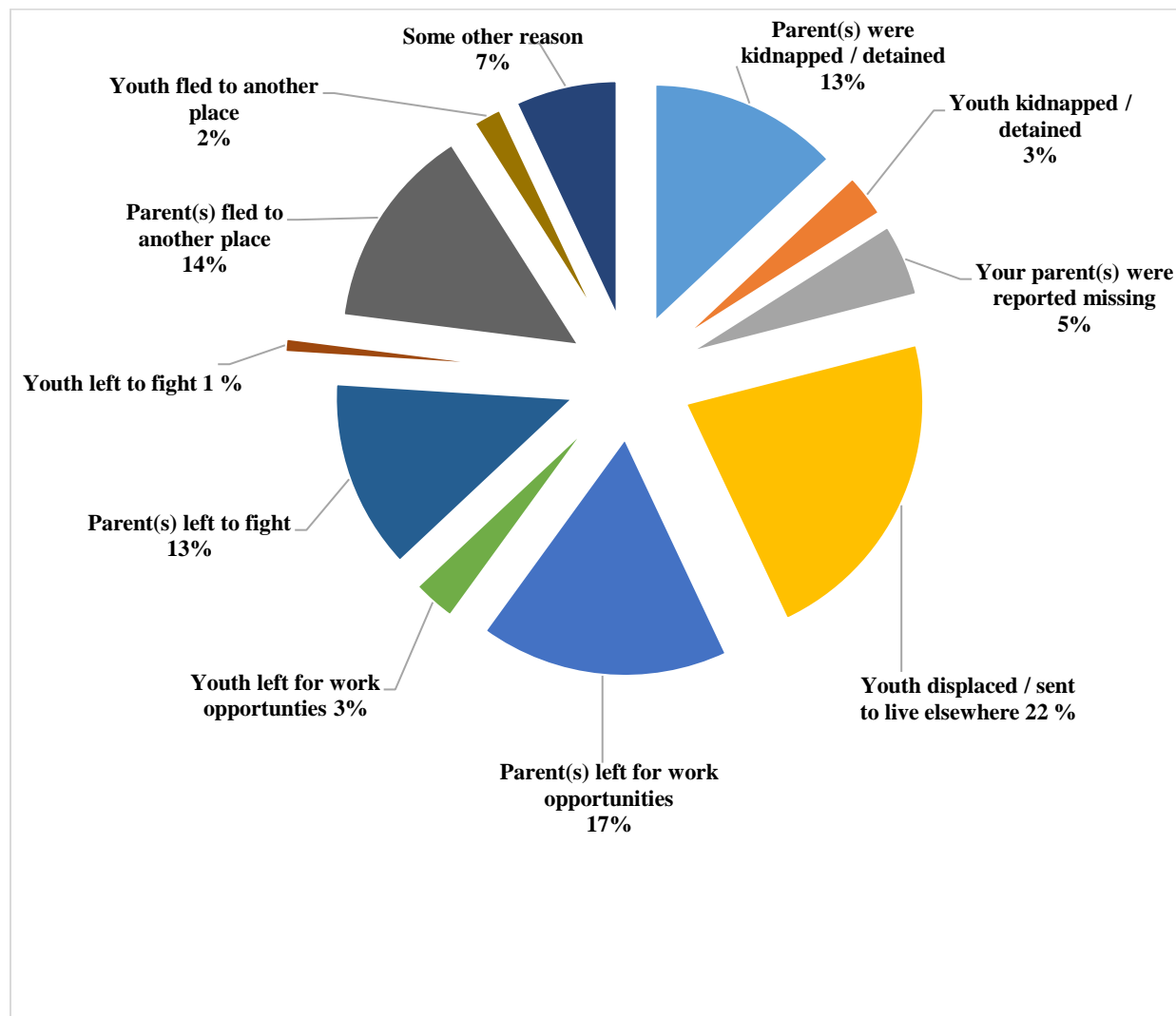
fighters' groups and another thirteen percent family heads were detained by the militants; and five percent family heads went missing. At the same time, three percent youth was kidnapped / detained, three percent youth left for work opportunities and two percent youth fled to other places and one percent youth left to become fighter.

Table 6

*Reason for Separation of Youth from Parents*

Reasons	%
Parents were detained / kidnapped	13
Youth detained / kidnapped	3
Parents were declared missing	5
Youth was sent to live to a different place	22
Parents left for seeking work opportunities	17
Youth had to seek work opportunities	3
Parents left to join fighting groups	13
Youth formed part of fighting groups	1
Parents fled to a different place	14
Youth left for another place	2
Some more reason(s)	7

Figure 6 shows the graphical representation of the reasons of separation of youth from parents.



*Figure 6.* Graphical Representation of Reasons for Separation of the Youth from Parents

### **Loss of Youth's Close Relations**

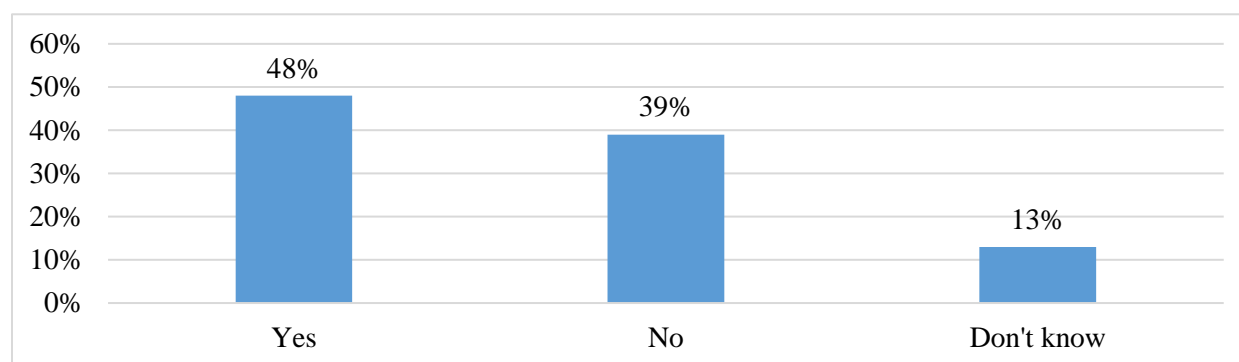
In the combat resulting from United States of America's WOT astride Pak-Afghan Border, youth lost forty-eight percent close relations (Table 7) in assassination attempt, combat or bomb blast.

Table 7

*Youth Lost Close Relations in Assassination Attempt, Combat or Bomb Blast*

Response	%
Yes	48
No	39
Don't know	13

Figure 7 displays the graphical representation of the close relations lost by the tribal youth in assassination attempt, combat or bomb blast.



*Figure 7. Graphical Representation of Youth Who Lost Close Relation in Assassination Attempt, Combat or Bomb Blast*

Table 8 specifies the relationships of the lost individuals with the youth. Wherein the major losses had been of the male members to include twenty three percent fathers and seventeen percent brothers; among females, the youth lost eleven percent mothers and eight percent sisters. The least loss recorded was three percent of grandparents. Youth also lost twenty two percent close affiliates to include friends, neighbors and teachers.

Table 8

*Relationship of the Youth with Lost Individuals*

Relation	%
Father	23
Mother	11
Sister	8
Brother	17
Grand-parent	3
Someone other than above relations in the family	34
Someone close (teacher, friend, neighbor)	22

Figure 8 shows the graphical representation of the relationships of the lost individuals with the youth.

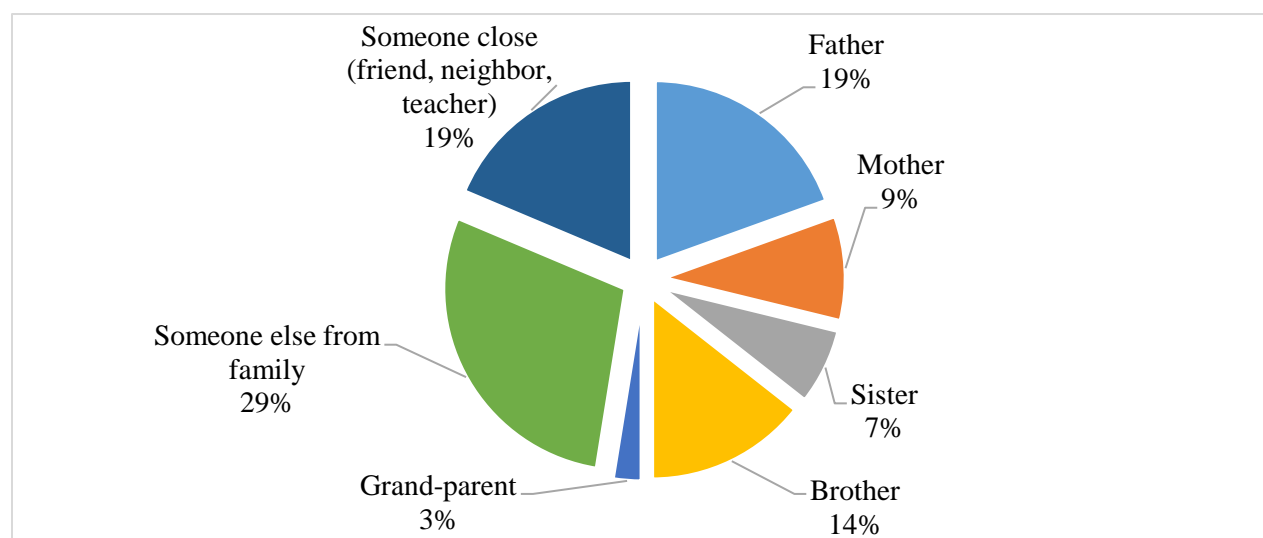


Figure 8. Graphical Representation of Youth's Relationship with Lost Individuals

### Witnessing of Torturing, Intimidations, Injuring and / or Killings by the Youth

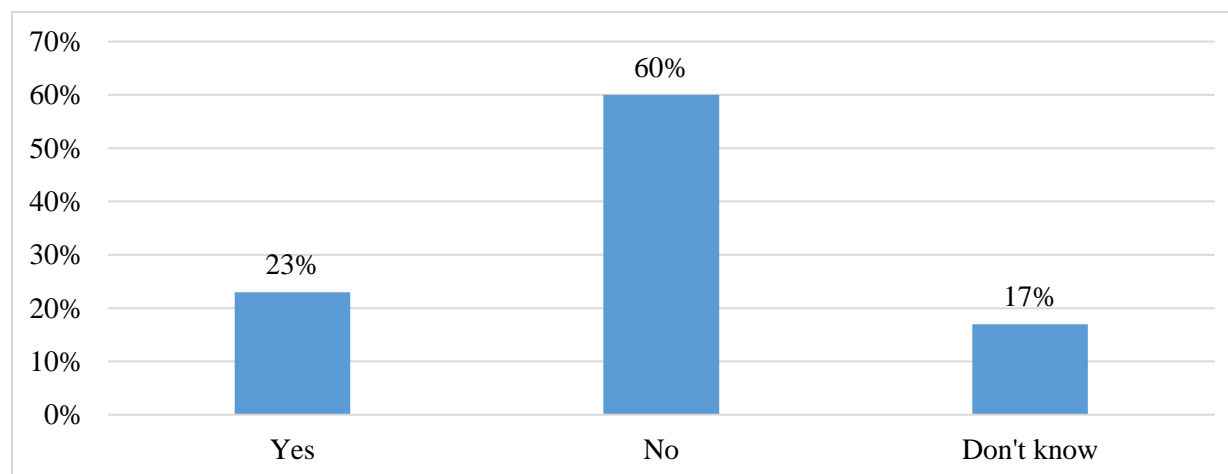
Twenty three percent youth witnessed torturing, intimidations, injuring and / or killings during war activities in FATA (Table 9).

Table 9

*Witnessing (seeing) Someone Tortured, Intimated, Injured and / or Killed*

Response	%
Yes	23
No	60
Don't know	17

Figure 9 displays the graphical representation of youth's percentage witnessing (seeing) torturing, intimidation, injuring and / or killing of someone.



*Figure 9. Graphical Representation of Youth's witnessing (actually seeing) Someone Intimated, Tortured, Injured or Killed*

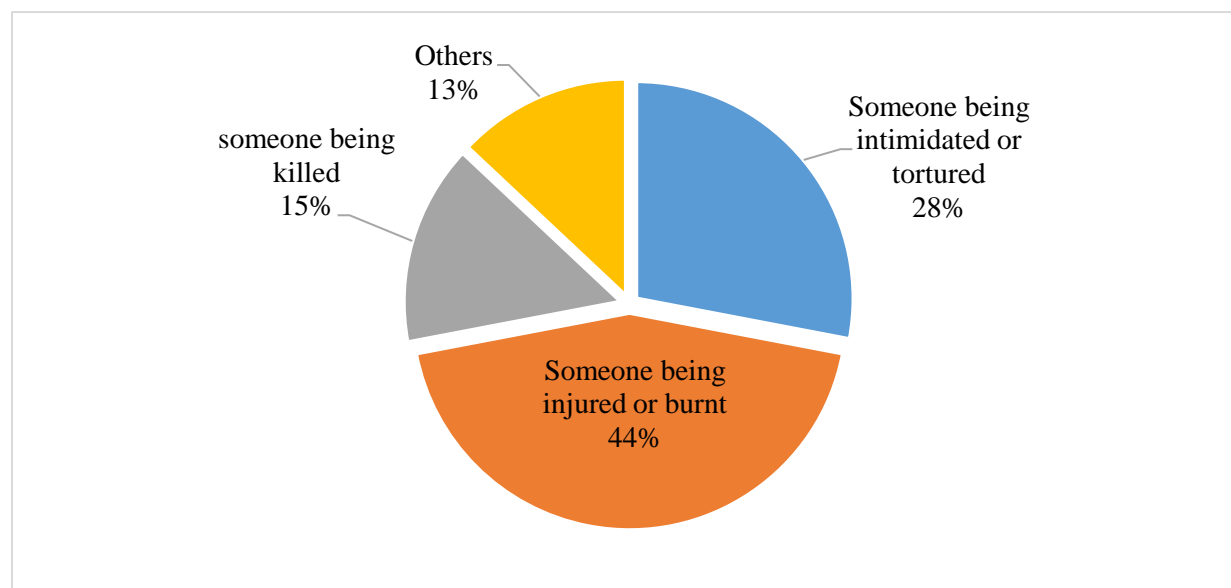
Table 10 further elaborates the youth's experience; twenty-eight percent youth witnessed somebody being tortured or intimidated; forty-four percent youth witnessed somebody being burnt or injured; and fifteen percent youth witnessed somebody being killed.

Table 10

*Type of Violence Youth Witnessed*

Type of Violence	%
Somebody being tortured or intimidated	28
Somebody being burnt or injured	44
Somebody being killed	15
Others	13

Figure 10 shows the graphical representation of type of violence witnessed by the youth.



*Figure 10. Graphical Representation of Type of Violence the Youth Watched*

## Youth's Exposure to the Armed Combat

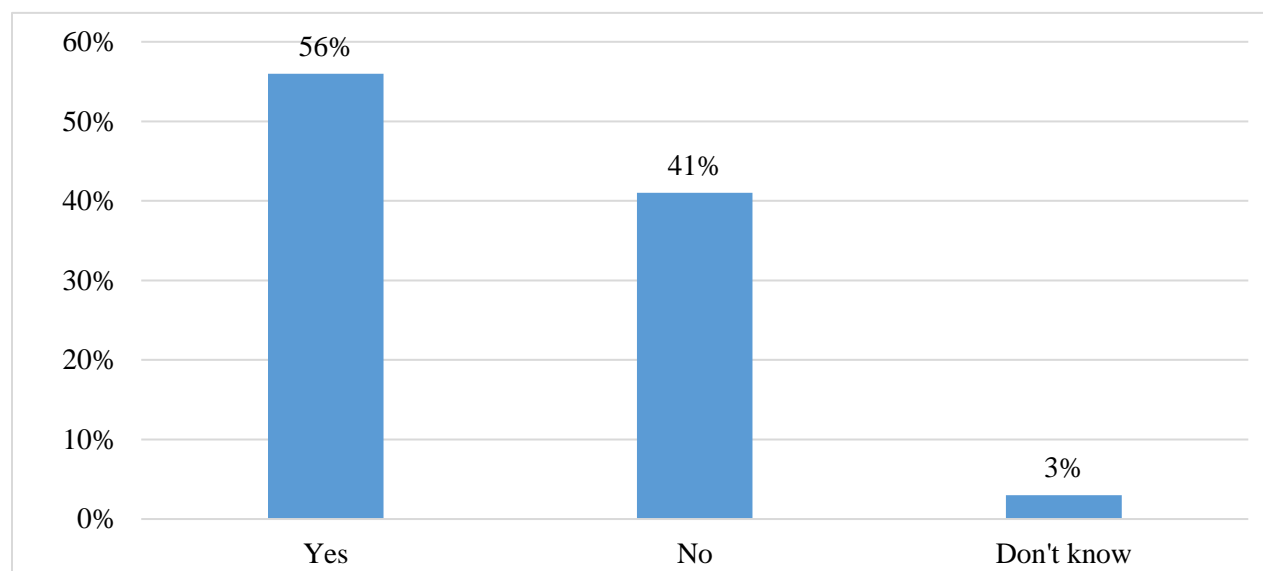
Table 11 indicates that fifty-six percent youth was exposed to armed combat like shelling, shooting, bomb blast, and etcetera.

Table 11

*Youth Exposed to the Armed Combat like Shelling, Shooting, Bomb Blast, and etcetera*

Response	%
Yes	56
No	41
Don't know	3

Figure 11 shows graphical representation of youth's exposure to the armed combat like shelling, shooting, bomb blast, and etcetera.



*Figure 11. Graphical Representation of Youth's Exposure to the Armed Combat like Shelling, Shooting, Bomb Blast, and etcetera*



Table 12 elaborates types of exposure of the youth to the combat activities; thirty six percent youth was nearby shooting; thirty four percent youth was nearby shelling or bombing; thirty percent youth witnessed schools being shelled or attacked; eleven percent youth was very near bomb, hand grenade explosions; eleven percent youth saw some massacres (many people simultaneously getting killed); seven percent youth was near an indiscriminate fire; six percent youth's homes were shelled or attacked; and four percent youth saw air raids.

Table 12

*Type of Combat Experienced by Youth*

Armed Combat Activities Experienced by Youth	%
Youth was near shooting	36
Youth was nearby bombing or shelling areas	34
Youth's schools were shelled or attacked	30
Youth was near bomb or hand grenade explosion	11
Youth saw some massacre (many people simultaneously killed)	11
Youth was near an indiscriminate fire	7
Youth's homes were shelled or attacked	6
Youth saw air raid	4
Some other type of combat	9

Figure 12 displays the graphical representation of the type of armed combat faced by the tribal youth in FATA.

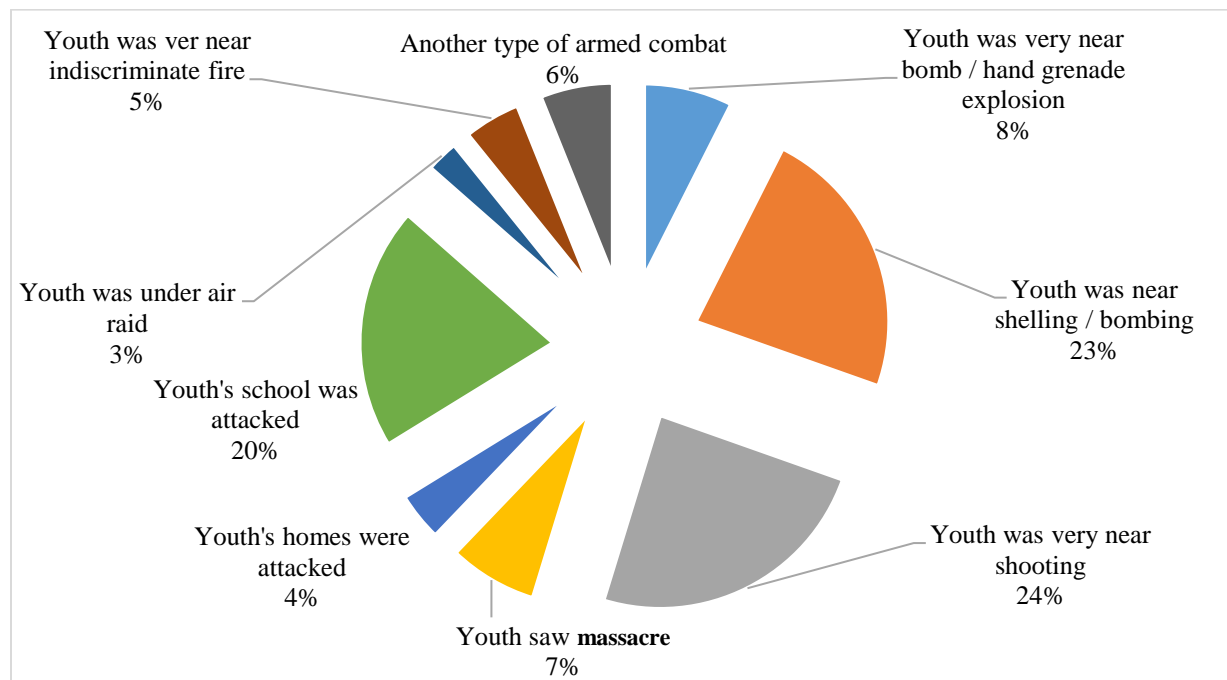


Figure 12. Graphical Representation of Types of Armed Combat Faced by the Youth

### Harassment and Manhandling Faced by Youth

The large number of youth was harassed and manhandled by the militants and insurgents. The worst exposure of the youth to violence had been explained at Table 13; forty percent youth was threatened to be killed; twenty-three percent youth was beaten by the militants and twenty-one percent youth was tortured; nineteen percent youth was chased by the militants; nine percent youth was detained and homes of seven percent youth were looted; three percent youth was kidnaped; two percent youth was raped or abused and one percent youth was arrested. .

Table 13

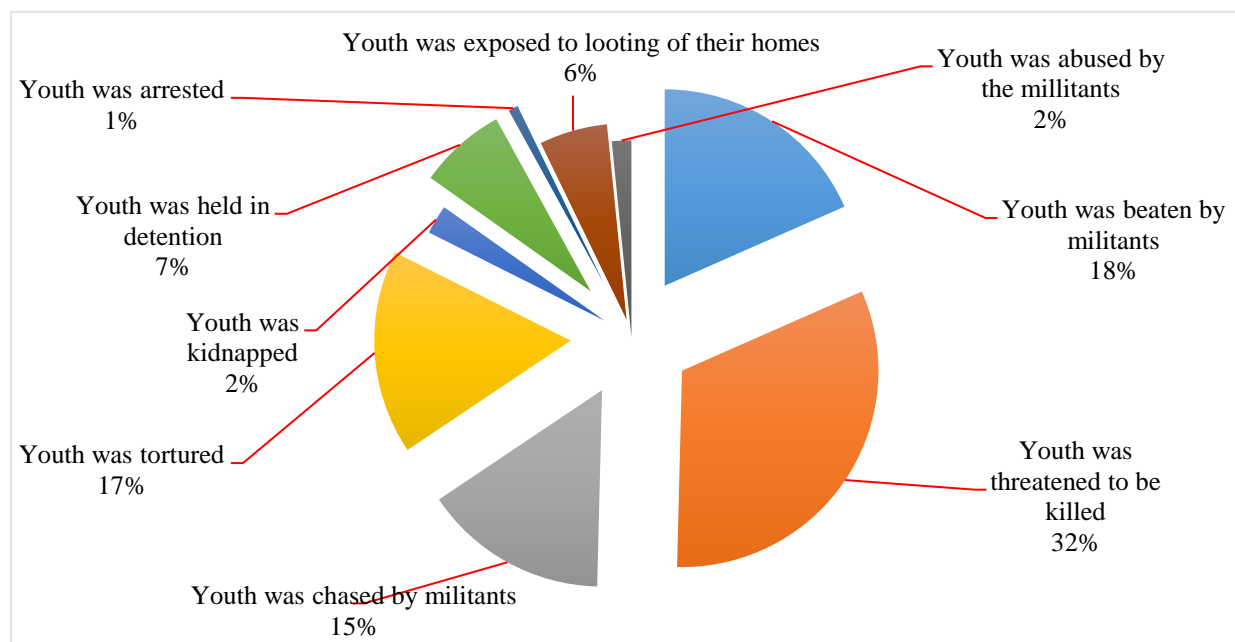
#### *Youth being Victim of Different Types of Violence*

Violence	%
Youth threatened of being killed	40

Youth beaten by militants	23
Youth tortured	21
Youth chased by militants	19
Youth detained	9
Looting of homes	7
Youth kidnapped	3
Youth raped or abused	2
Youth arrested	1

---

Figure 13 shows the graphical representation of the youth as to how it was personally being victimized through blatant violence.



*Figure 13.* Graphical Representation of Youth Becoming Victim of the Violence

## Physical Injuries Suffered by Youth

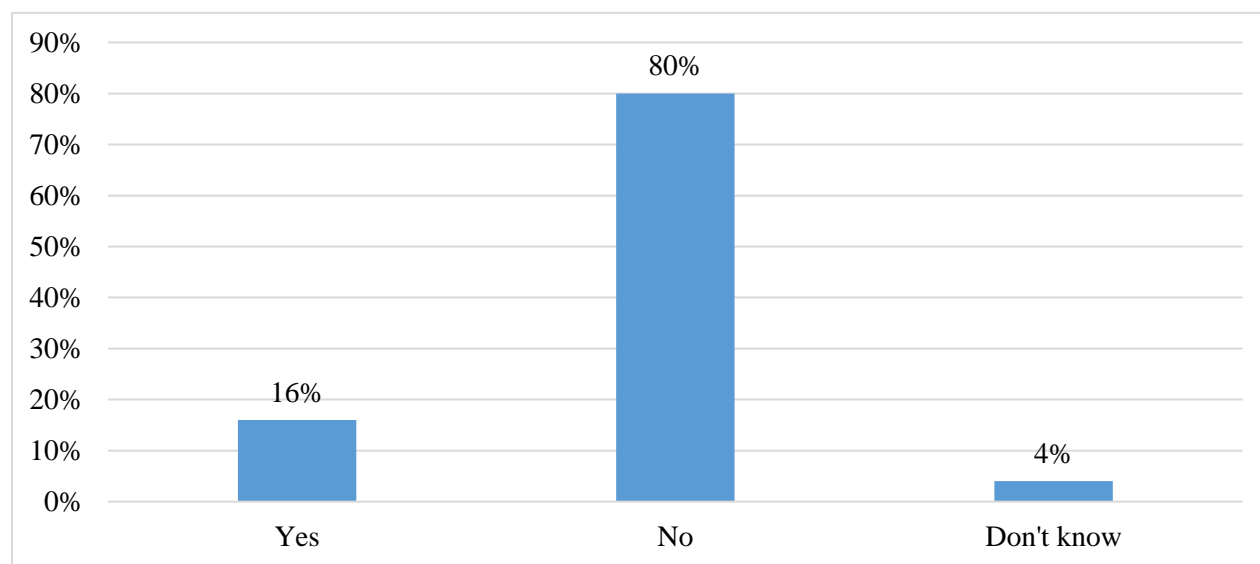
Sixteen percent youth suffered from physical injuries (Table 14).

Table 14

### *Physical Injuries Suffered through Violence*

Response	%
Yes	16
No	80
Don't know	4

Figure 14 graphically represents the physical injuries suffered by the youth through different types of violence.



*Figure 14.* Graphical Representation of Physical Injuries Suffered by the Youth through Violence

Table 15 elaborates the different injuries suffered by the tribal youth; thirty three percent youth got its limbs fractured; six percent youth had head injuries; eleven percent youth lost vital organs; and thirteen percent youth lost hearing power.

Table 15

*Types of Injuries Faced by Youth in FATA*

Types of Injury	%
Limbs broken	33
Head Injuries	6
Loss of the vital organs	11
Loss of the hearing power	13

Figure 15 graphically represents of the types of injury faced by the tribal youth in FATA.

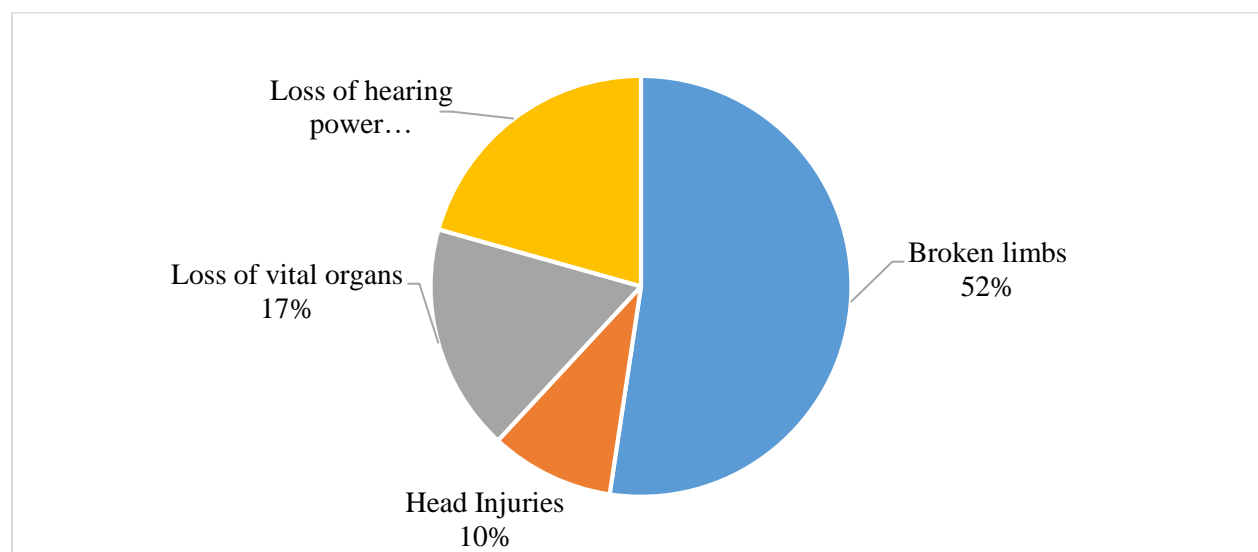


Figure 15. Graphical Representation of Type of Injuries Faced by the Youth.

## Youth Dragged into Real Combat as Participant

Two percent youth was dragged into real combat and it under took activities like weapon carriers, spies and even hardcore fighting (Table 16).

Table 16

### *Involvement of Youth in the Armed Combat*

Response	%
Yes	2
No	88
Don't know	10

Figure 16 graphically represents percentage of youth's involved in armed combat.

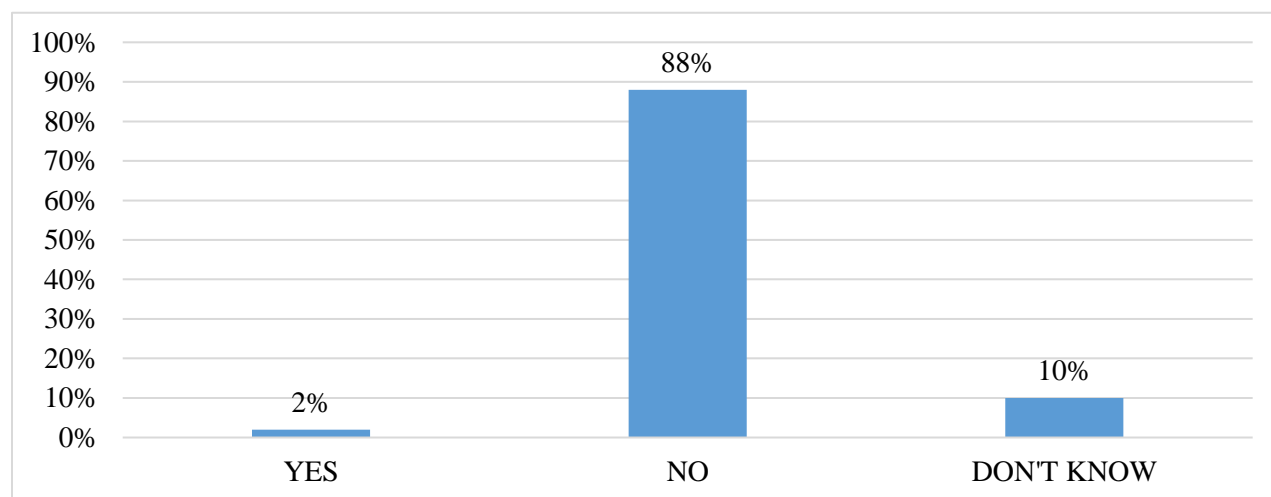


Figure 16. Graphical Representation of Involvement of Youth in the Armed Combat

Table 17 elaborates the levels of involvement of youth in active combat; one percent youth was recruited, as well as trained by the militants; one percent youth got directly involved into fighting (shooting or sabotaging, etcetera); nine percent youth was employed by the

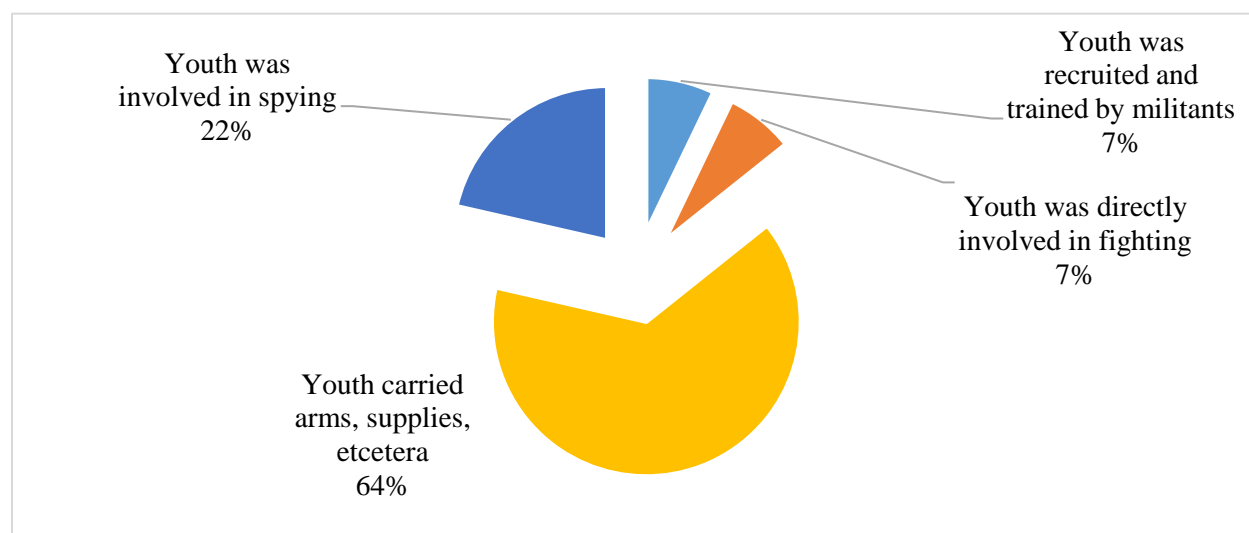
militants to carry arms or supplies, etcetera; and three percent youth was used by the militants for spying or relaying their information related to war activities.

Table 17

*Type of the Armed Combat Carried out by Youth*

Military Activities	%
Youth recruited, as well as trained by militants	1
Youth got directly involved into fighting	1
Youth used to carry arms and supplies, etcetera	9
Youth involved in relaying information or spying	3

Figure 17 graphically represents the types of armed combat activities undertaken by the youth.



*Figure 17. Graphical Representation of Types of Armed Combat Activities Undertaken by the Youth*

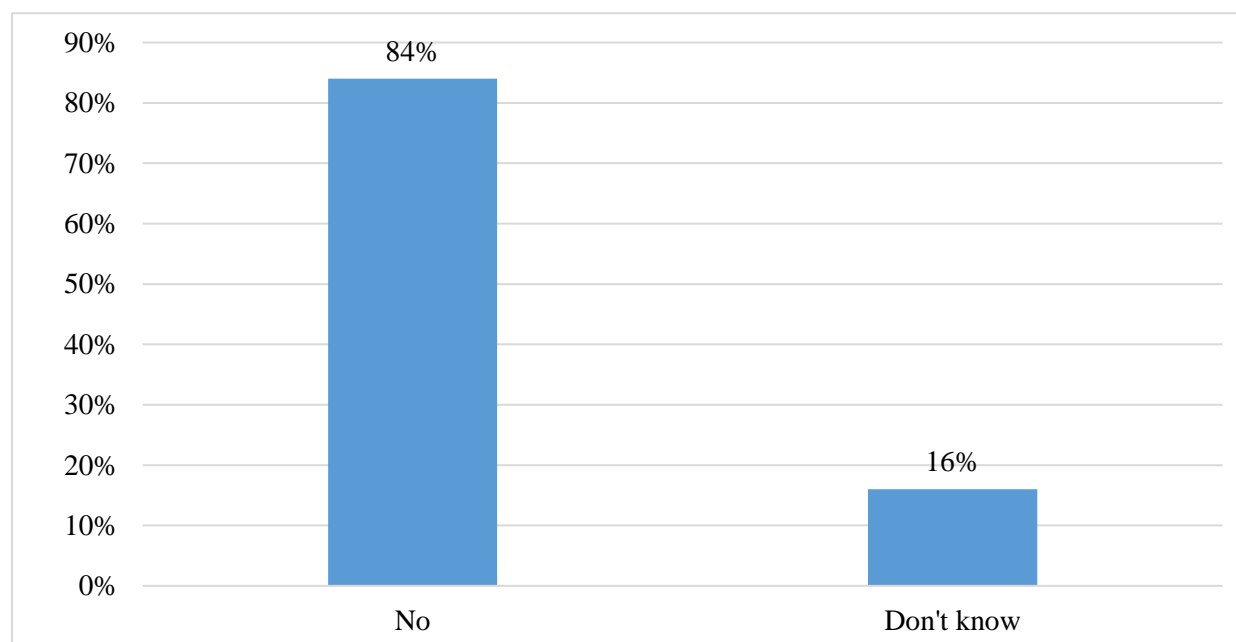
None of the youth had confessed injuring of any individual (Table 18).

Table 18

*Injuring of Someone by Youth*

Response	%
Yes	-
No	84
Don't know	16

Figure 18 graphically shows the response of tribal youth with regards to their injuring any one.



*Figure 18. Graphical Representation of Injuring of Someone by Youth.*

Similarly, none of the youth had confessed killing of any individual (Table 19).



Table 19

*Killing of Someone by Youth*

Relation of Person	%
Stranger	Zero
Someone you knew	Zero
Close friend	Zero
Uncle, aunt, grand-parent, etcetera	Zero
Father, mother, sister, or brother	Zero

**Extreme Deprivations Faced by Youth**

Ninety two percent youth in FATA was deprived of food, drinking water or shelter (Table 20) for considerable time.

Table 20

*Deprivations Resulting from War (food, drinking water or shelter)*

Response	%
Yes	92
No	3
Don't know	5

Figure 19 graphically representation of deprivations of the youth (drinking water, food, or shelter).

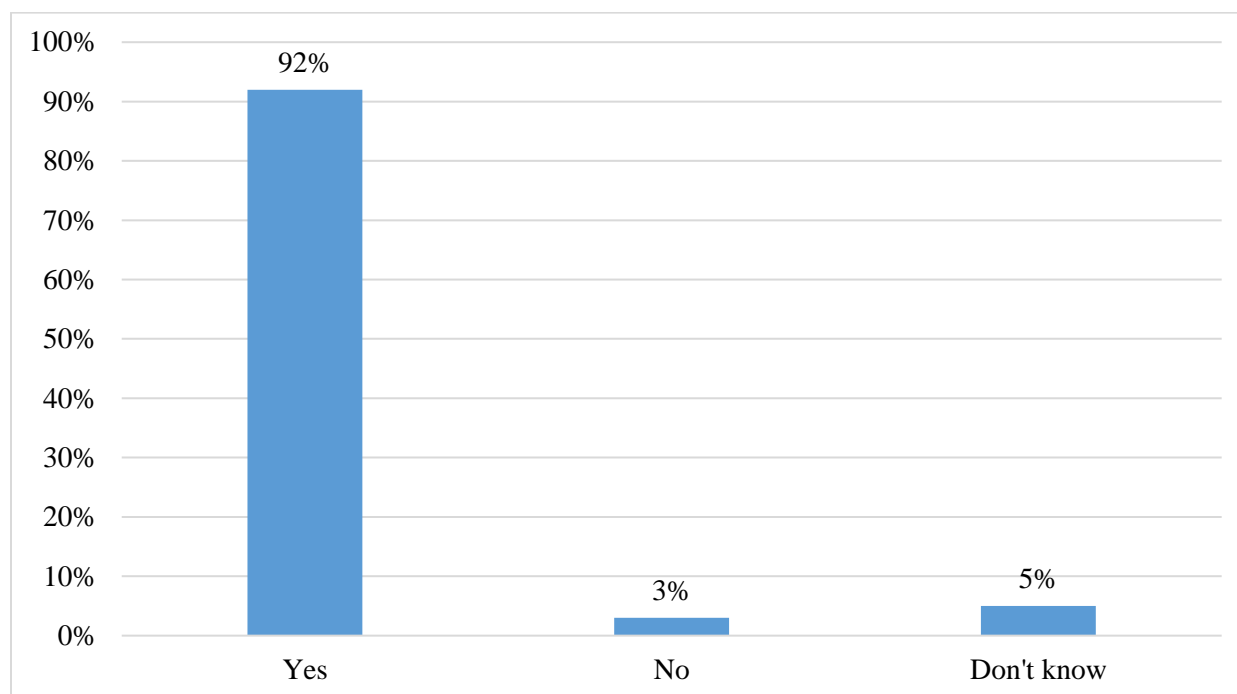


Figure 19. Graphical Representation of Deprivation of Youth (drinking water, food or shelter)

Table 21 indicates the extreme levels of the deprivations of the youth in FATA; eighty-four percent youth remained deprived of food; sixty-seven percent youth went without drinking water; and eighteen percent youth suffered from deprivation of appropriate dress and footwear.

Table 21

*Types and Frequency of Deprivations*

Types of deprivation	%
Youth did not have food (at least two days)	84
Youth did not have drinking water (at least two days)	67
Youth did not have appropriate clothes, shoes or shelter	18

Figure 20 graphically represents the deprivations of the youth in FATA.

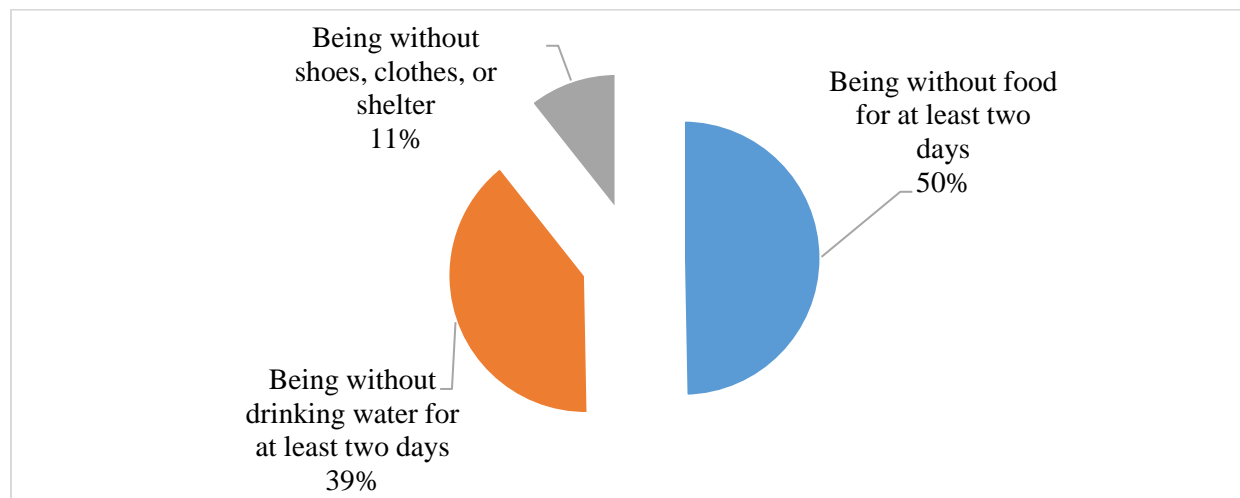


Figure 20. Graphical Representation of Deprivations of the Youth

### Extra Ordinary Stressful Situations Faced by Youth

Table 22 highlights that twenty-three percent youth experienced extra ordinary stressful situations related to war in FATA.

Table 22

*Percentage of Youth Who Experienced Extra Ordinary Stressful Situations Related to War*

Response	%
Yes	23
No	71
Don't know	6

Figure 21 graphically represents the percentage of youth who experienced highly stressful situations related to war in FATA.

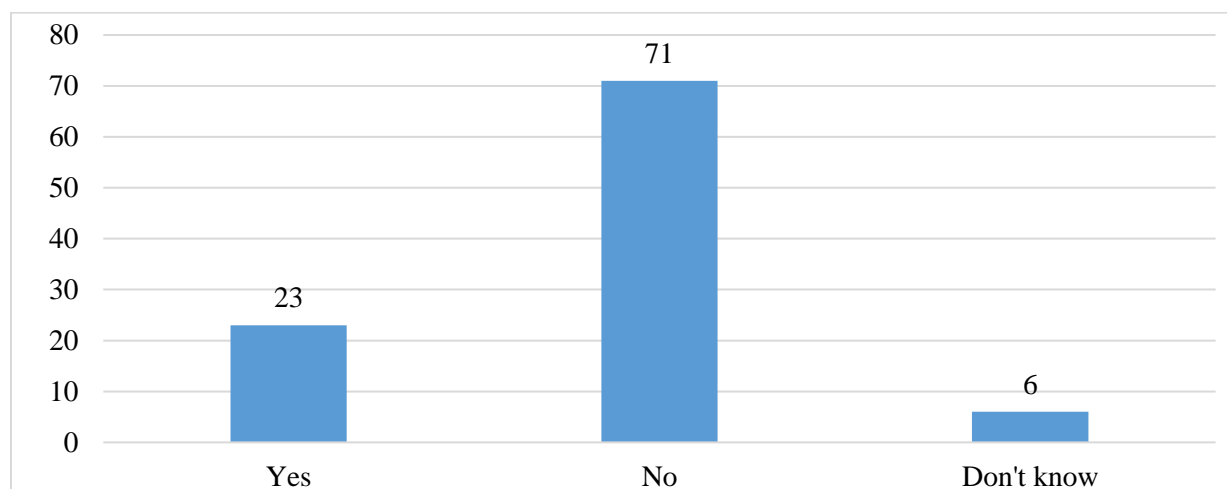


Figure 21. Graphical Representation of War Related Stressful Situations Experienced by Youth

### **Worst Experiences Reported by Youth**

Table 23 lists the worst war experiences faced by the youth in FATA. These experiences included youth's detention in militant's camps, ruthless and brutal killings by the militants and snatching away of the youth from their parents.

Table 23

#### *Worst Experiences Reported by the Tribal Youth*

Experience
Detention of youth in the militants' camp.
Witnessing butchering of a human being publically
Taking away of young students leaving their parents weeping, crying in total helplessness.
Living without fulfillment of basic human needs.
Witnessing bloody parts of human bodies spread all over the area targeted by the Drone Attack.
Witness killing of first relation at the hands of Militants.

## Post-Traumatic Stress Disorder Symptoms

While Table 24 elaborates the PTSD symptoms experienced by the tribal youth exposed to prolonged traumatic situations in FATA, the sum total of the percentages under four columns indicated that; least score (157) totaled under the column “Not at all or only at one time”; second lowest score (345) totaled under the column “Almost always”; second highest score (498) totaled under column “Once a week or less” and highest score (503) totaled under column “2 to 4 times a week”. This had shown a presence of a very high scale of PTSD symptoms among tribal youth.

Table 24

*Child PTSD Symptom Experienced by Youth Exposed to Prolonged Traumatic Situations in FATA*

Symptom	%			
	Not at all or only at one time	Once a week or less	2 to 4 times a week	Almost always
Having hurtful thoughts related to traumatic event, which appear when you never want these to appear	5	43	34	13
Having bad dreams or nightmares	4	66	24	6
Feeling the event as if it was happening again (on hearing an information or seeing some picture related	7	24	23	44

to past experience, recalling past event or feeling the recurrence of same event)

Feeling distressed when one thinks about or hears about a past event (feeling angry, scared, sad, or guilty, etc.)	1	2	20	77
--	---	---	----	----

Developing strange feelings on hearing something related to past event or thinking about a traumatic event (excessive sweating, palpitation or fast heart beat)	4	9	43	54
---	---	---	----	----

Trying not to think or talk about a traumatic past event or your feelings at the time of its occurrence	6	44	33	7
---	---	----	----	---

Escaping activities, or avoid interaction with other individuals, or even visit the places which could remind past happening	3	17	56	24
--	---	----	----	----

Unable to recollect a significant part of upsetting event	40	26	28	6
---	----	----	----	---

Lack of interest in doing things which one used to do in routine	5	54	38	3
--	---	----	----	---

Preferring isolation with not feelings for people living or working around	2	33	59	6
--	---	----	----	---

Unable to express strong feelings (inability in exclamation or unable to remain happy)	25	36	19	30
Feeling incapacitated in fulfilment of future plans and fear of losing hopes (apprehensions about missing basic human needs like academic degrees, job or married life, etcetera)	34	31	24	11
Sleeplessness, trouble in falling and staying asleep	4	44	30	22
Irritable behavior or experiencing fits of excessive anger	13	25	39	23
Lack of concentration (difficulty in keeping track of some story on television, forgetting read contents, inability in giving attention to class activities)	4	44	33	19
Being excessively careful (checking to note people and things around oneself repeatedly)	2	33	44	21
Being jumpy and easily startled (when somebody walks behind the individual)	5	42	34	19
Total	157	498	503	345

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Figures 22, 23 and 24 augment the findings recorded in Table 25 through graphical representation of the PTSD symptoms experienced by the youth in FATA owing to their prolonged exposure to the war situation.

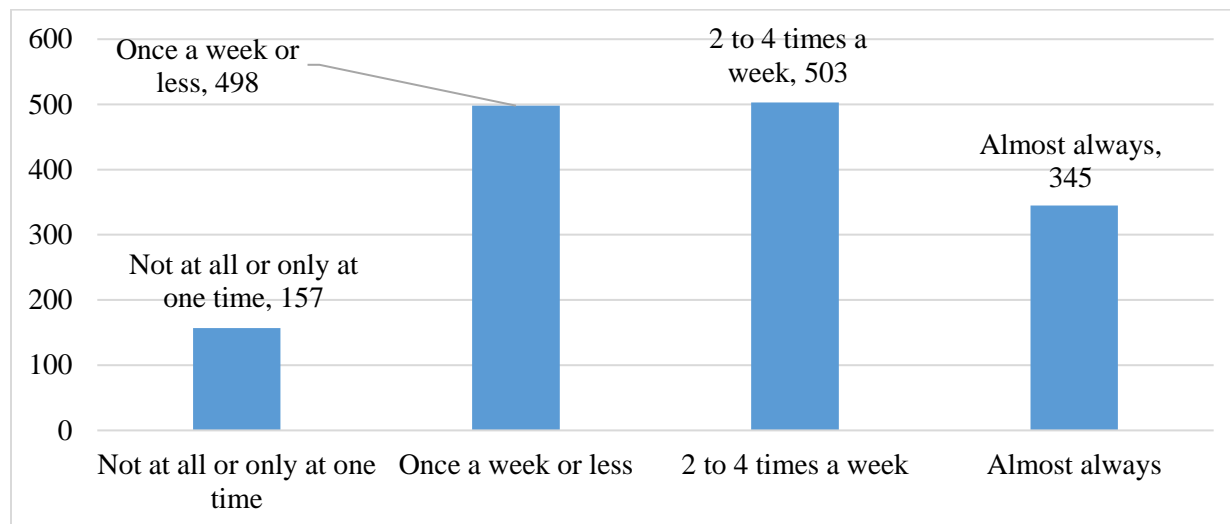


Figure 22. Graphical Representation of Percentagewise PTSD Symptoms through bars

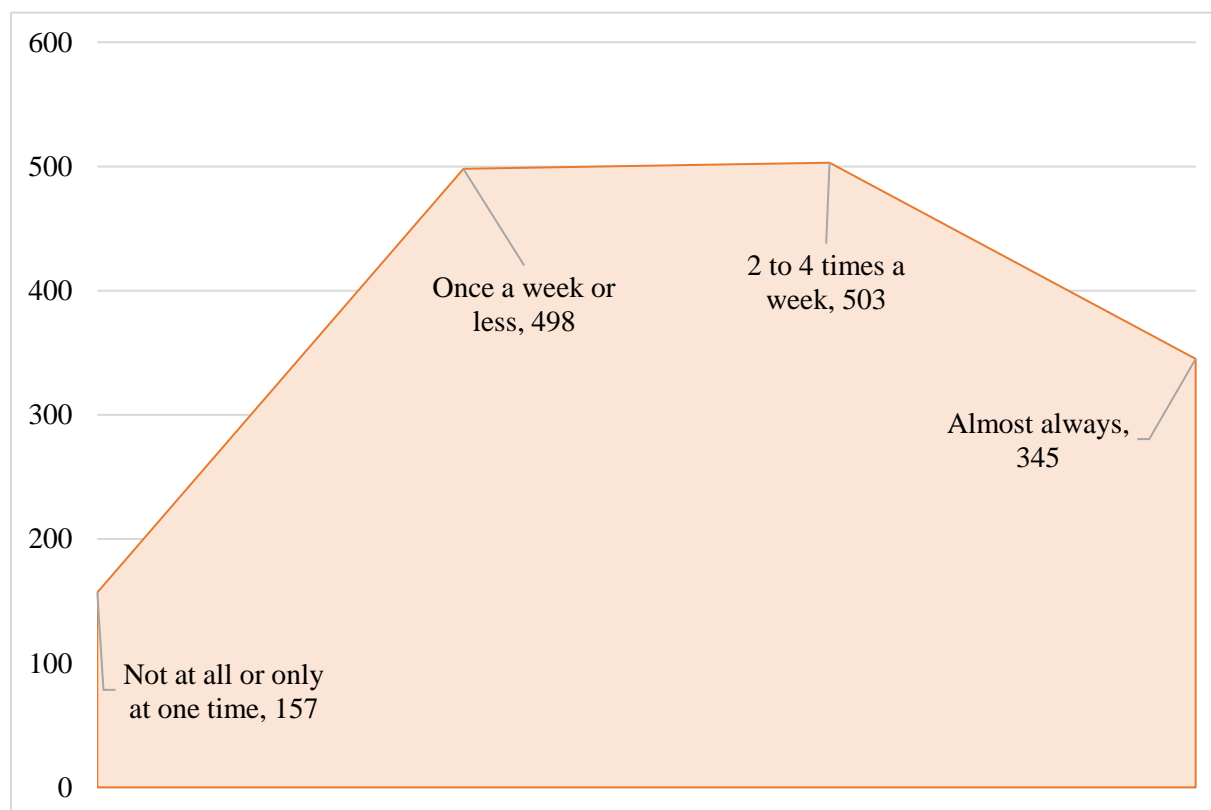
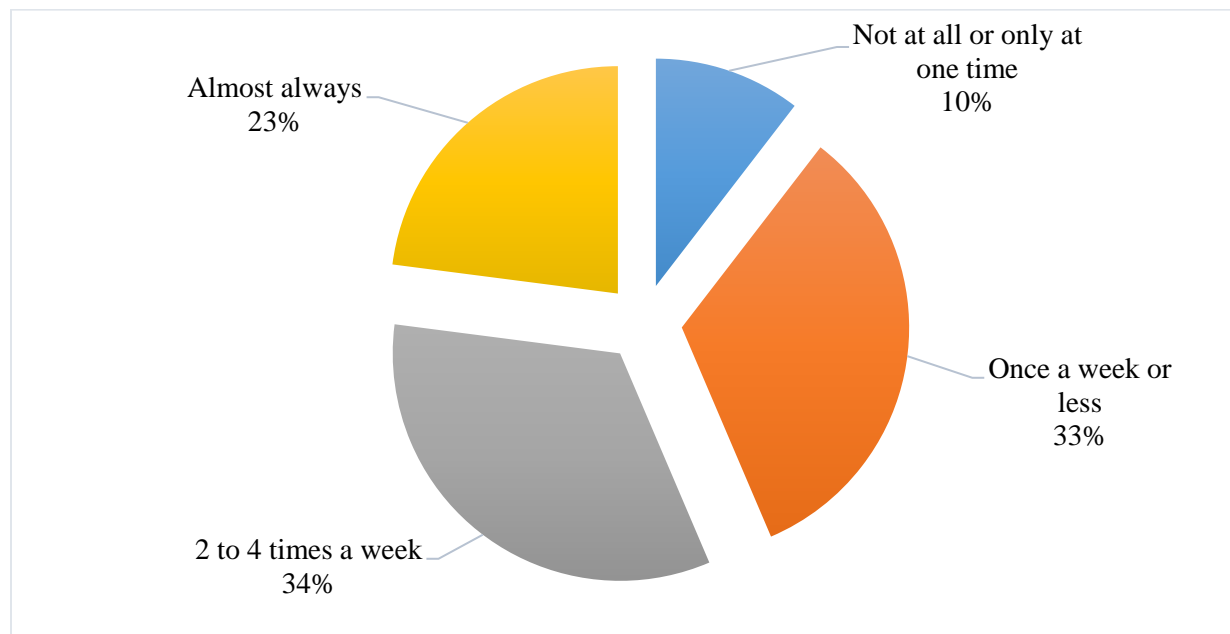


Figure 23. Graphical Representation of Percentagewise PTSD Symptoms through area





*Figure 24.* Graphical Representation of Percentagewise PTSD Symptoms through pie chart

Table 25 displays the outcomes of Youth's PTSD Symptom experienced by tribal youth in FATA due to their prolonged exposure to the war related traumas. Seventy-seven percent youth suffered in academics; sixty-nine percent youth expressed their underperformance in discharge of the responsibilities; fifty eight percent youth could enjoy fun and hobby related activities; fifty-six percent youth lacked concentration in prayers; forty-three percent youth lacked enjoyment in life; thirty-three percent youth faced relationship issues with friends and twenty-three percent youth faced relationship issues within the family.

Table 25

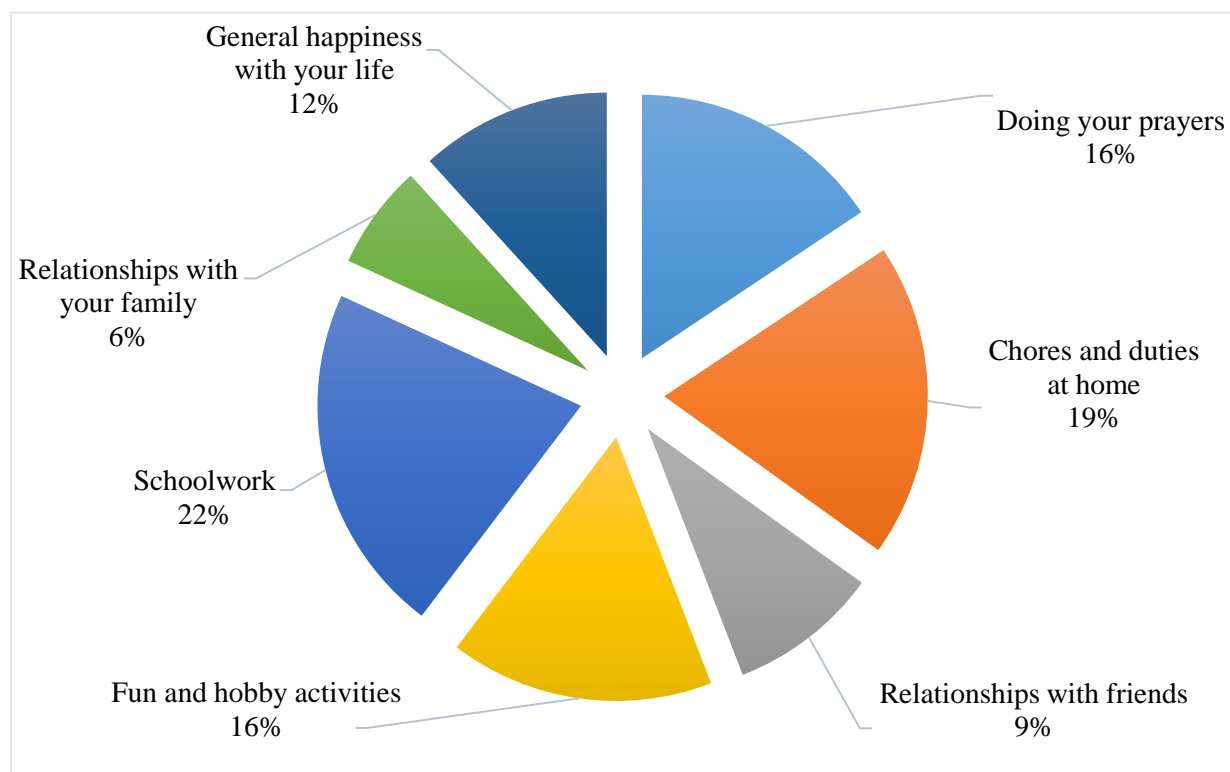
*Outcomes of Youth PTSD Symptom*

Life Activities Thwarted by PTSD	Yes (%)
Concentration in prayers	56

Activities at home	69
Friendship	33
Hobby and fun activities	58
School activities	77
Family relationships	23
General happiness within life	42

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Figure 25 graphically represents the impact of experiencing PTSD symptoms by the youth in FATA.



*Figure 25. Graphical Representation of Outcomes of Youth PTSD Symptom on His / Her Wellbeing*

### **Impact of United States WOT on Education Sector in FATA**

Directorate of Education established at FATA Secretariat is responsible for management of all education related initiatives in FATA. The Directorate of Education is further assisted by Education Foundation, FATA for management of private sector educational institutions. The author had close interaction with various officials employed at Directorate of Education to develop the basic understanding of the entire education system functioning in FATA and identify the main sources of information to obtain the secondary data; coordinate the interaction with the academic staff in the field; seek approval for visit to the educational institutions, interaction with faculty employed and students studying in various educational institutions spread in various parts of FATA; and fulfil all other relevant research requirements falling within the domain of the education system in FATA.

The relevant secondary educational data pertaining in Education Sector in FATA was obtained from Bureau of Statistics (Peshawar), as well as FATA Directorate of Education. It was further validated through its crosscheck with the primary data obtained in the research process. Moreover, the pertinent information contained in the Capacity Gap Analysis Report prepared through consolidation of the useful feedback by various main stakeholders in 2010 was also used to fill the gaps in secondary data. The data was even cross checked with the statistical reports prepared by German Agency for International Cooperation (GIZ) by using Education Management Information System (EMIS established at FATA Secretariat in 2001 for collecting data on education from all agencies, as well as FRs.

With the special consent of FATA Directorate of Education, the researcher had consultative meetings with selected educational staff in the field and faculty members employed at all level of the educational institutions; that is, from primary level to post graduate level to

have firsthand knowledge of issues being faced by the academia in FATA and to corroborate the secondary data being used for findings and analysis in the current study. In this process, the author took into account all aspects which could have had reflection on ascertaining the impact of WOT on education sector in FATA. These aspects mainly encompassed the destruction of educational institutions; dysfunctionality of educational institutions; students' enrolment, dropouts and repeaters; trends in the faculty; trends among the public; gender based impacts; growth of public and private educational institutions; and growth of *deeni madaris*. The detail on all these aspects have been elaborated later in this chapter.

The overall picture becoming available from the spectrum of data elaborated in Tables 26 through 30 and Figures 24 through 28 below guided the author to select Academic Years 2004 - 05 and 2011 - 12 for proceeding further to ascertain the impact of WOT on education sector in FATA. This is mainly based on following three indicators; firstly, the visible impact of WOT on educational sector in FATA commenced post Academic Year 2004 - 05; secondly, except the minor negative trend in teachers' strength, a glaring positive trend is being observed in the growth of the educational institutions and students' enrolments since Academic Year 2011-12 onwards; thirdly, the WOT in FATA gradually subsides after Year 2011-12. Thus, as a reference point, the education related data for Years 2004 - 05 is taken as a baseline before detailed review of the data of Academic Year 2011-12.

Moreover, initially a focused approach for better outcome first the overall education specific data of entire FATA including education related information of all agencies, as well as FRs is reviewed followed by review of the detailed data of each and every agency and FR to ascertain the impact of WOT on the population of each agency or FR with an elaborate analysis. However, to make the study much focused on the overall impact of WOT on education sector in

FATA, all supporting data and information pertaining to agencies and FRs is being attached as appendixes.

### **FATA's Education before WOT**

The United States of America's WOT though commenced in September, 2011; however its impact in FATA remained insignificant till Years 2004 - 05. Correspondingly, no noteworthy impact on education owing to United States of America's WOT was reported in FATA prior to Academic Years 2004 - 05. In consonance with the prevailing states of affair, this study considered the education statistics of Academic Year 2004 – 05 as a base line data prior to WOT in FATA.

Since education in FATA always remained low priority for all political parties governing Pakistan, therefore the literacy rate in the region was 17.4 percent as against 59.6 percent in other parts of Pakistan in Academic Year 2004-05. The state of the educational institutions, strength of the students and strength of teachers in FATA during Academic Year 2004 - 05 at the time of commencement of WOT's impact in FATA is shown in Tables 27, 28 and 29 respectively.

Table - 26

#### *Number of Educational Institutions in FATA in Academic Years 2004 - 05*

Institutions	Male	Female	Mixed	Total
Public	3,088	1,882	-	4,970
Private	173	3	246	422
Total	3,261	1,885	246	5,392

Source: FATA Research Centre

Table - 27

*Students' Enrollment in FATA in Academic Years 2004 - 05*

Institutions	Male	Female	Total
Public	366,410	150,717	517,127
Private	90,397	5,839	96,236
Total	456,807	156,556	613,364

Source: FATA Research Centre

Table - 28

*Teachers Strength in FATA in Academic Years 2004-05*

Institutions	Male	Female	Total
Public	13,743	5,294	19037
Private	3,084	283	3,367
Total	16,827	5,577	22,404

Source: FATA Research Centre

**FATA's Education after WOT**

The impact on education in FATA after United States of America's influence in the region though became visible after Academic Years 2004 – 05, however it varied with the intensity of the militants' activities and Pakistan Armed Forces' counter militancy campaign. This phenomena is explicitly visible in the statistical outcomes of the data collected for eleven academic years, from Academic Year 2004 – 05 through Academic Year 2014 -15 and

elaborated in the ensuing paragraphs. Besides public sector educational institutions, the impact has also been determined on the private sector educational institutions and *deeni madaris*.

**Destruction of Educational Institutions by Militants.** The direct and most obvious impact of WOT is the destruction of educational institutions by the militants who considering formal education as a source of immorality discouraged the people from sending their wards to formal educational institutions through their destruction. Tables 29 and 30 show the state of male and female schools respectively destroyed by the militants; whereas Table 31 and Figure 26 exhibit the overall agency / FR wise state of schools destroyed by the militants in entire FATA.

Table 29

*Male Schools Destroyed by Militants in FATA*

Agency / FR	Schools
Bajaur Agency	68
Mohmand Agency	66
Kurram Agency	45
Khyber Agency	31
South Waziristan Agency	29
Orakzai Agency	23
North Waziristan Agency	23
FR Kohat	17
FR Peshawar	11

FR Tank	2
FR Lakki	2
Total	317

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Source: FATA Research Centre

Table 30

*Female Schools Destroyed by Militants in FATA*

Agency / FR	Schools
Bajaur Agency	27
Mohmand Agency	22
Kurram Agency	16
Khyber Agency	27
South Waziristan Agency	6
Orakzai Agency	11
North Waziristan Agency	9
FR Kohat	15
FR Peshawar	4
FR Tank	2
FR Lakki	2
Total	141

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Source: FATA Research Centre

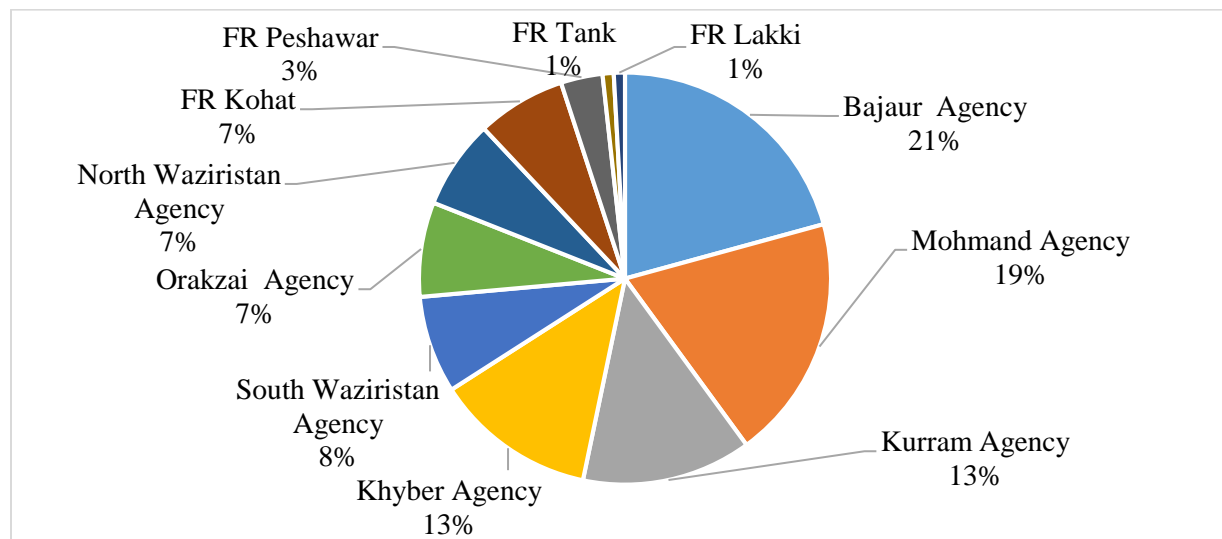


Table 31

*Total Schools Destroyed by Militants in FATA*

Agency / FR	Total
Bajaur Agency	95
Mohmand Agency	88
Kurram Agency	61
Khyber Agency	58
South Waziristan Agency	35
Orakzai Agency	34
North Waziristan Agency	32
FR Kohat	32
FR Peshawar	15
FR Tank	4
FR Lakki	4
Total	458

Source: FATA Research Centre



*Figure 26. Percentage-wise Graphical Representation of Destroyed Educational Institutions*

Besides destruction of the schools by the militants, 19% (708) primary schools, 23% (104) middle and 11% (30) high schools were declared non-functional owing to security and administrative reasons spiraled by the WOT.

Moreover, the militants blasted five male government degree colleges, namely Barkhalozi Baja College, Nawagai College, Lakaray College, Dara Adam Khel College, Ladah College; one post graduate college at Khar; one girls' Degree College at Kandahari; male hostel at Kandahari and one female hostel at Khar.

It has also been revealed that, FRs Bannu and Dera Ismail Khan were the only tribal areas in FATA which despite their location being adjacent to seriously affected North Waziristan Agency and South Waziristan Agency remained relatively secure and their educational institutions were not damaged through blasts. Conversely, many of the educational institutions located in other parts of Khyber Pakhtunkhwa Province were damaged by the militants. The damage reported in Khyber Pakhtunkhwa Province indicated that, around two hundred and

eighty-two schools were affected by the militants which imparted education to thirteen thousand female and eighteen thousand male students.

**Impact of WOT on Public Sector Educational Institutions.** The entire supporting data pertaining to public sector education institutions is attached as Appendix A. The impact of WOT on educational institutions managed by the public sector has been analyzed through comparison of number of public sector educational institutions, students' enrolment in public sector educational institutions and teachers strength in public sector educational institutions over eleven academic years from 2005 - 06 through 2014 - 15.

Decrease in Number of Educational Institutions. Table 32 gives the eleven academic years comparison of public sector educational institutions is from 2004 – 05 through 2014 - 15 in FATA.

Table 32

*Eleven Academic Years Comparison of Public Sector Educational Institutions*

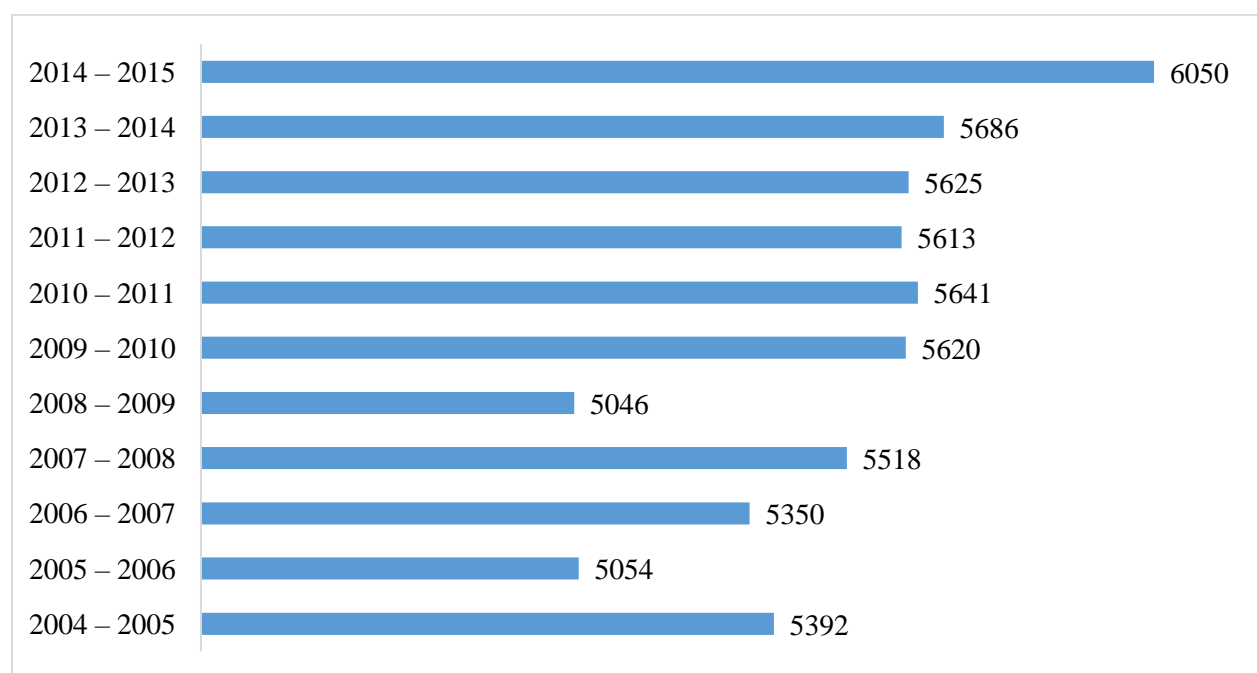
Years	Institutions
2004 – 2005	5392
2005 – 2006	5054
2006 – 2007	5350
2007 – 2008	5518
2008 – 2009	5046
2009 – 2010	5620
2010 – 2011	5641

2011 – 2012	5613
2012 – 2013	5625
2013 – 2014	5686
2014 – 2015	6050

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Source: EMIS FATA

Figure 27 graphically represents eleven academic years comparison of public sector educational institutions in FATA.



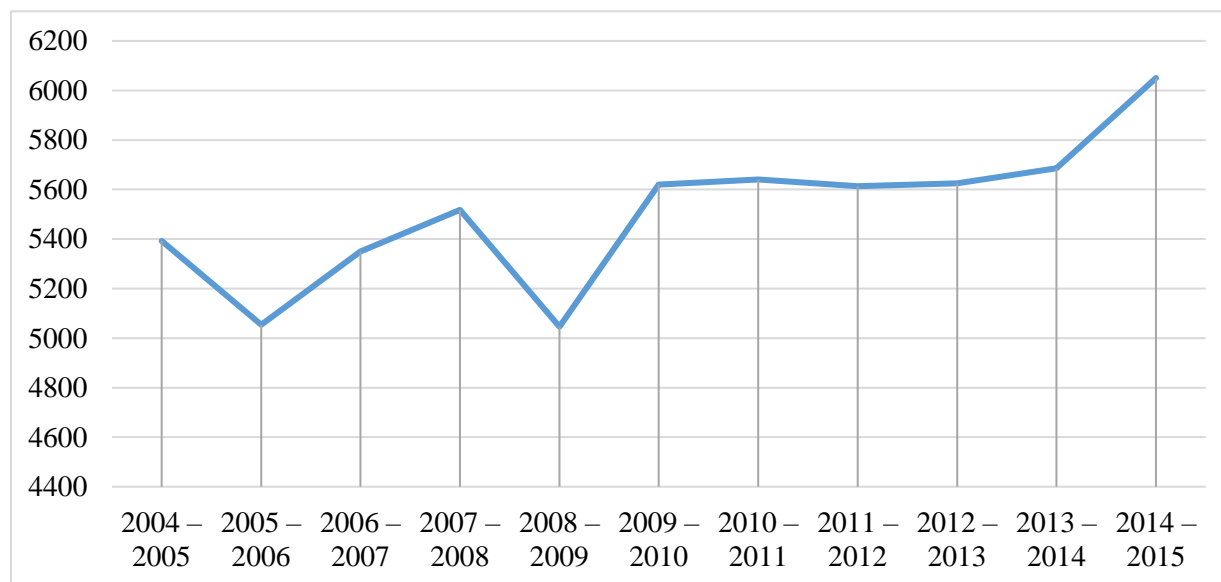
*Figure 27. Graphical Representation of Public Sector Educational Institutions in FATA for Eleven Academic Years (2004 – 05 through 2014 – 15)*

The graphical representation of public sector educational institutions exhibited in Figure 27 clearly indicates two major occasions when the number of institutions were significantly dropped; in Academic Years 2005-06 (a decrease in number of academic institutions from five thousand three hundred and twenty nine to five thousand fifty four; that is,

a reduction of three hundred and thirty eight institutions) and in Academic Years 2008-09 (a decrease in number of academic institutions from five thousand five hundred and eighteen to five thousand and forty six; that is, a reduction of four hundred and seventy two institutions).

Whereas on another occasion, a minor decrease in number of educational institutions is observed in Academic Years 2011-12 (a decrease from five thousand six hundred and forty one to five thousand six hundred and thirteen; that is, a reduction of twenty eight institutions).

The peak surges in violence due to WOT in FATA were also reported in Years 2005-06, 2008 - 09 and 2011-12. Thus, when the decrease in number of public sector academic institutions is correlated to the surges in the violence due to WOT in different parts of FATA, it becomes evident that, the impact exhibited in Figure 27 is entirely in sink the surges in the violence periods during conduct of war in FATA. Figure 28 further elaborates the impact of war on education sector in FATA through drawing glaring dips on the line of number of public sector educational institutions from 2004 – 05 through 2014 -15.



*Figure 28. Line Graph Representation of Decrease in Public Sector Educational Institutions in FATA*

Decrease in Students' Enrolment. Table 33 gives the comparison of students' enrolment in public sector educational institutions in FATA over eleven academic years from 2004 – 05 through 2014 - 15.

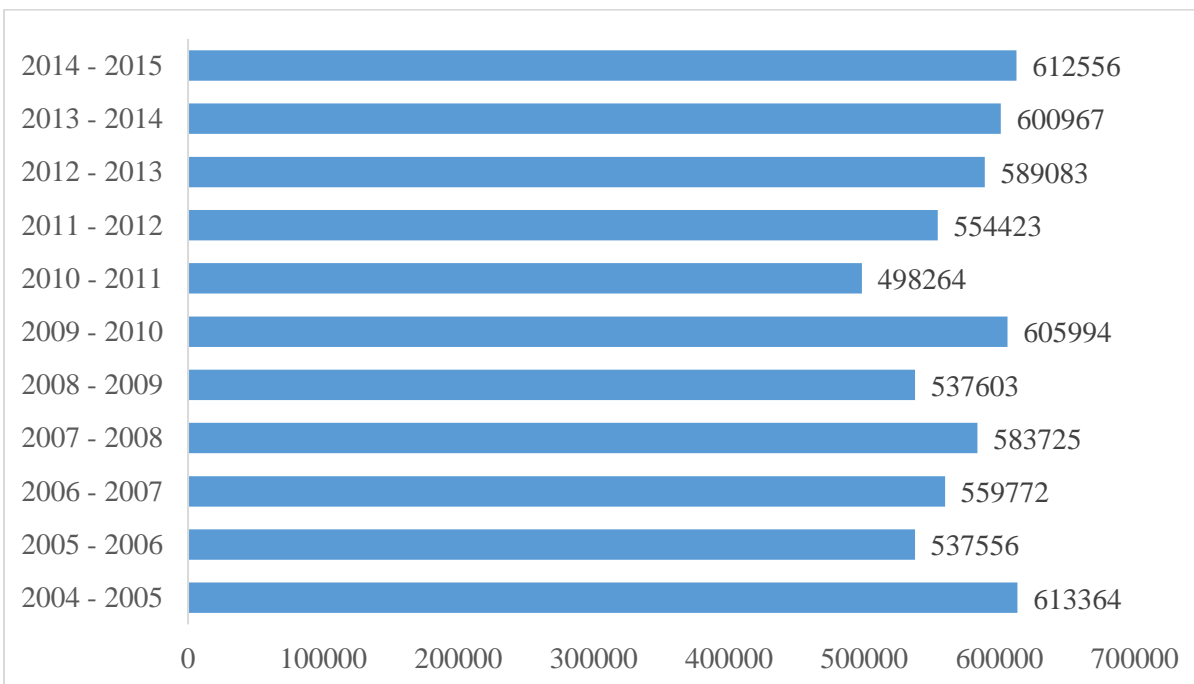
Table 33

*Comparison of Students' Enrolment in Public Sector Educational Institutions of FATA*

Years	Students
2004 - 2005	613364
2005 - 2006	537556
2006 - 2007	559772
2007 - 2008	583725
2008 - 2009	537603
2009 - 2010	605994
2010 - 2011	498264
2011 - 2012	554423
2012 - 2013	589083
2013 - 2014	600967
2014 - 2015	612556

Source: EMIS FATA

Figure 29 displays the comparison of students' enrolment in public sector educational institutions in FATA over eleven academic years from 2004 – 05 through 2014 - 15.

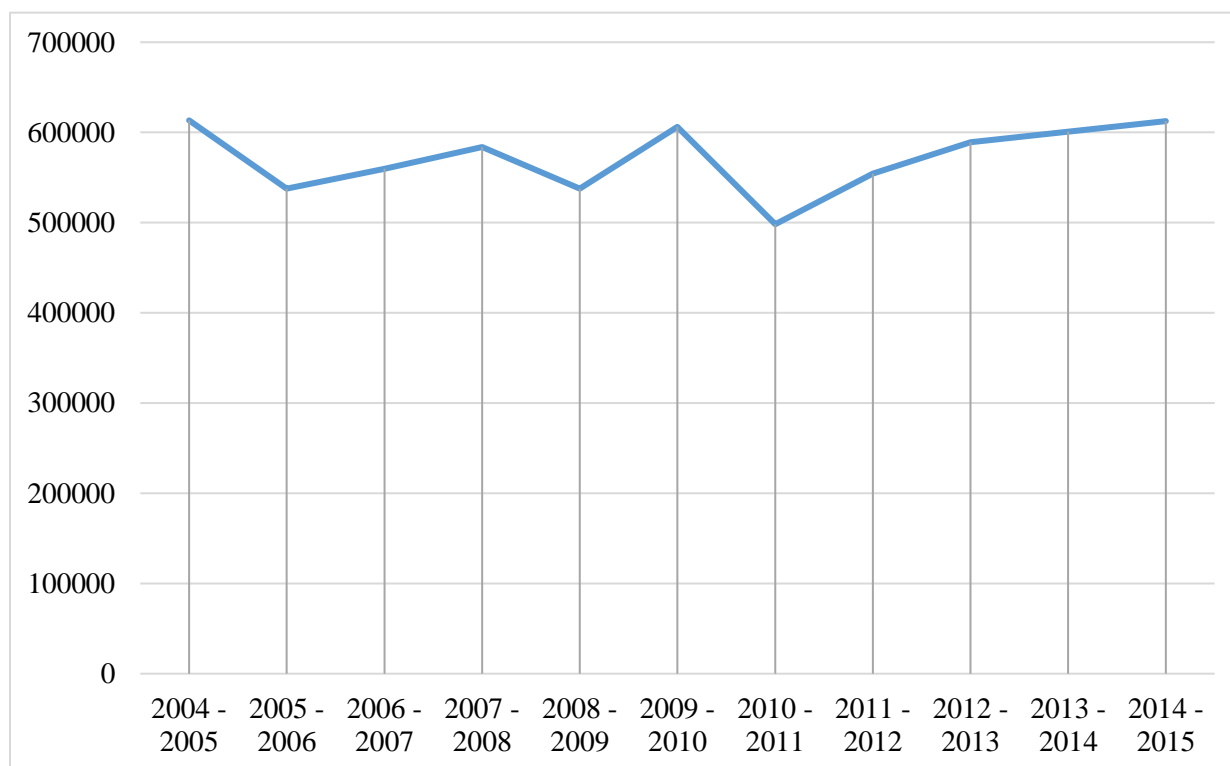


*Figure 29. Graphical Representation of Students' Enrolment in Public Sector Educational Institutions of FATA*

Figure 27 indicates three explicit occasions when the enrolment of the students in public sector educational institutions of FATA decreased; in Academic Years 2005 – 06 (decrease in students' enrolment from 613364 to 537556; that is, a reduction of 75,761 students); in Academic Year 2008 - 09 (decrease in students' enrolment from 583725 to 537603; that is, a reduction of 46,122 students); and in Academic Year 2010-11(decrease in students' enrolment from 605994 to 498264; that is, a reduction of 107,730 students). A regular upwards trend is observed in students' enrolment in public sector educational institutions since Academic Year 20011 – 12.

When the decrease in students' enrolment is correlated to the reported surges in the violence due to WOT in different parts of FATA in Years 2005 - 06, 2008 – 09, 2010 - 11 and 2011 -12, it becomes obvious that, the decrease in enrolment of students displayed at Figure 26

gets linked to the surges in the violence periods during conduct of war in FATA. Figure 30 further explains the impact of war on reduction of students' enrolment in public sector educational institutions in FATA through drawing conspicuous depressions on the line of strength of students in Academic Years 2005 - 06, 2008 - 09 and 2011 - 12.

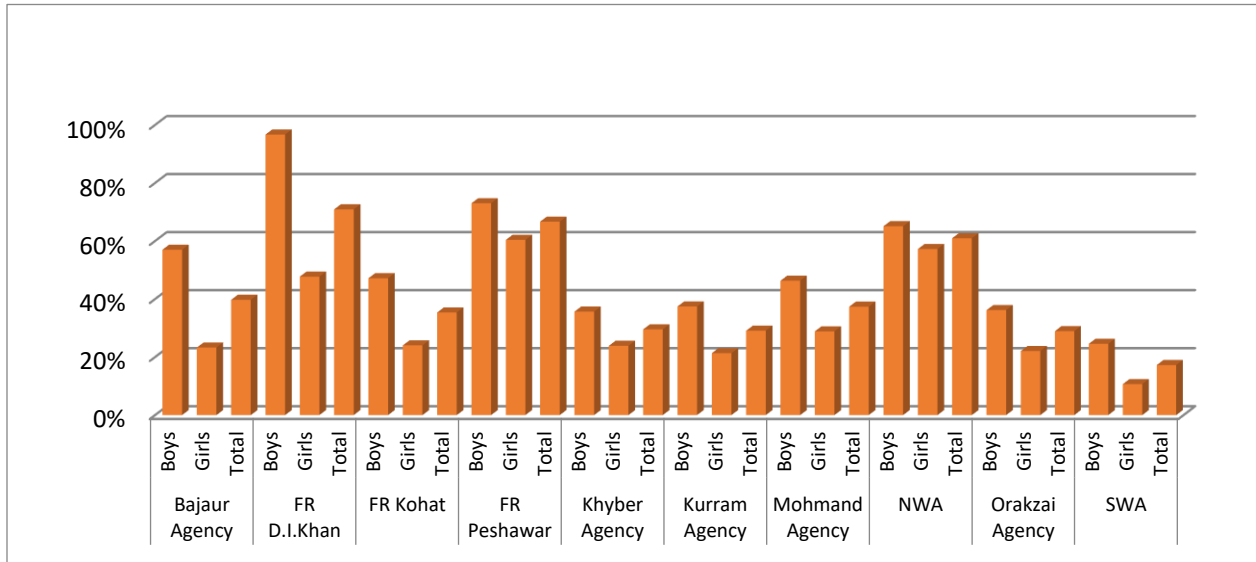


*Figure 30.* Line Chart Graphical Representation of Students' Enrolment in Public Sector Educational Institutions of FATA

The review of the agency based students' enrolment statistics shown at Figure 31 further augments the above finding that militants' actions and counter militancy operations negatively impacted the enrolment of students in public sector educational institutions in FATA. The relatively larger violent actions in South Waziristan Agency (SWA), Orakzai Agency, Mohmand Agency, Khyber Agency and Kurram Agency negatively influenced the students' enrolment;



whereas enrolment in North Waziristan (NWA), FR D I Khan and FR Peshawar where relatively lesser military operations were conducted, the enrolment patterns are comparatively better.



Source: EMIS FATA

Figure 31. Graphical Representation of Agency Based Students' Enrolment in FATA

Moreover, the declining impact in enrolment due to war is more pronounced among female students in the entire FATA. The gender based analysis of the enrolment in FATA shown in Figure 32 specifies that the female students were relatively more impacted by war as compared to the male students.

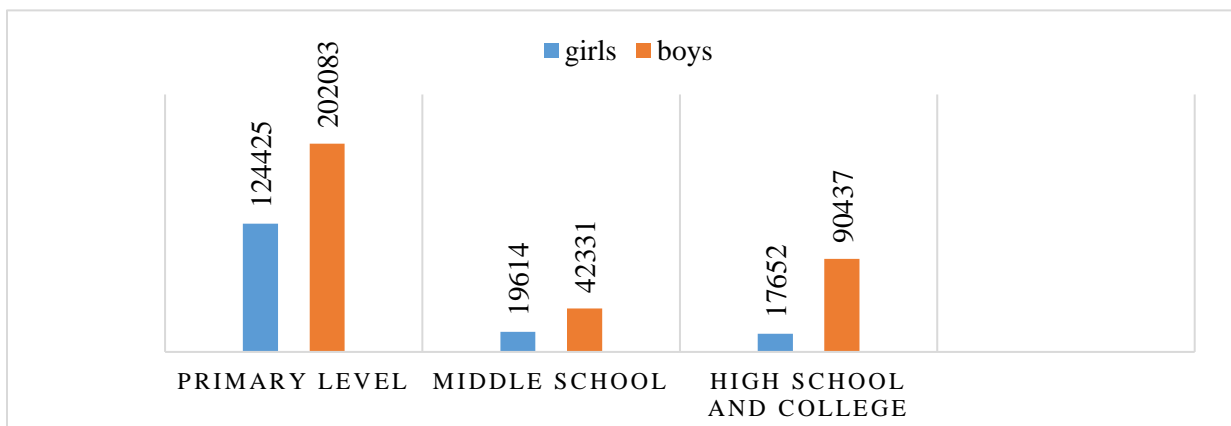
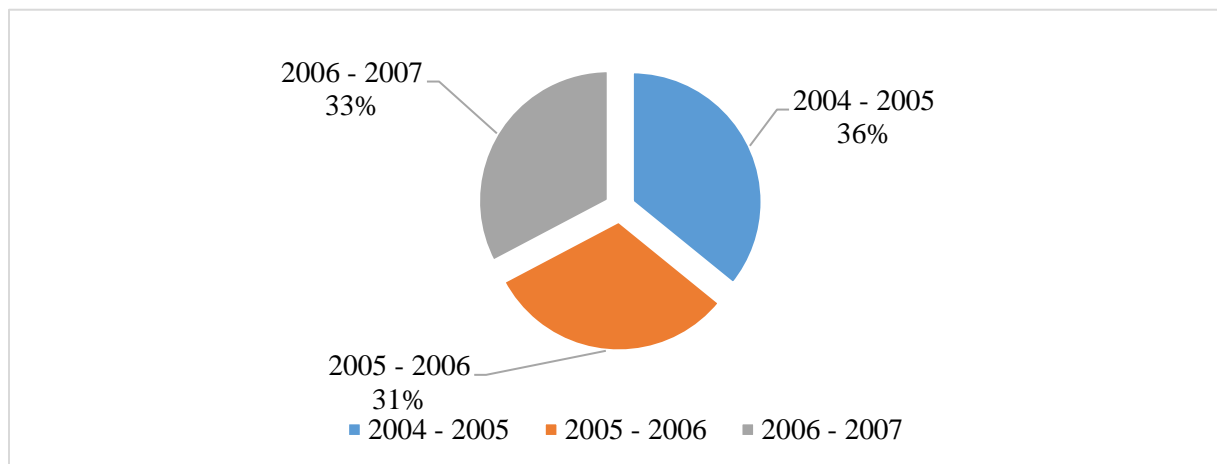


Figure 32. Gender Based Enrolment at Different Levels of Education

Additionally, Figure 33 indicates that, with the increase in the level of education there has been decrease in the students' enrolment. Thus, multifarious war related consequences resulted into reduction in the enrolment of students in the middle, as well as high schools and colleges.



*Figure 33. Enrolment by Level of Education*

Decrease in Teachers' Strength. Table 34 gives the comparison of teachers' strength in public sector educational institutions in FATA over eleven academic years from 2004 – 05 through 2014 - 15.

Table 34

*Eleven Years Comparison of Teachers' Strength in Public Sector Educational Institutions of FATA*

Years	Teachers
2004 - 2005	22404
2005 - 2006	20519
2006 - 2007	20222

2007 - 2008	20818
2008 - 2009	18246
2009 - 2010	20709
2010 - 2011	20598
2011 - 2012	20449
2012 - 2013	20335
2013 - 2014	19720
2014 - 2015	20213

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Source: EMIS FATA

Figure 34 displays the comparison of teachers' strength in public sector educational institutions of FATA for consecutive eleven academic years from 2004 - 05 to 2014 - 15.

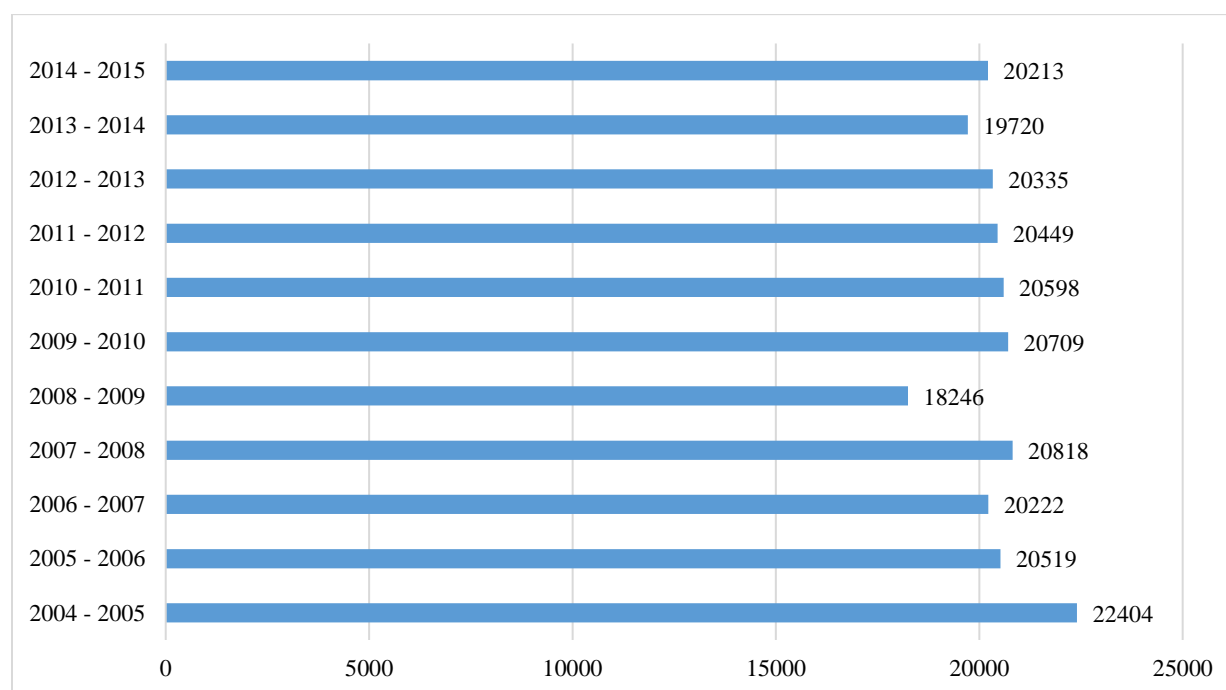
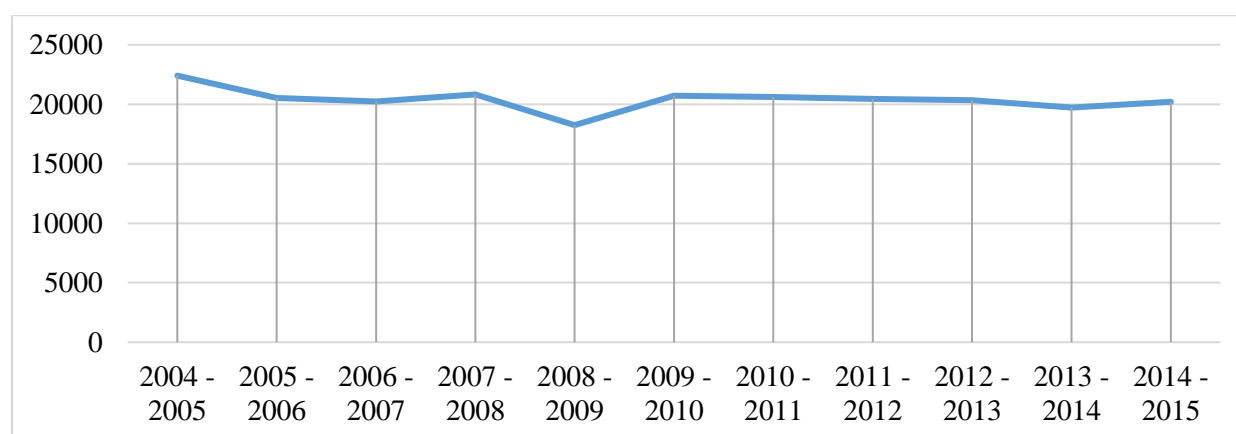


Figure 34. Comparison of Teachers' Strength in Public Sector Educational Institutions of FATA

A glaring and continuous decrease in teachers' strength is seen since 2005 - 06. The strength of teachers in FATA decreased from 22404 to 20519 (a reduction of 1885 teachers) in Academic Year 2005 – 06; from 20818 to 18246 (a reduction of 2572 teachers) in Academic Year 2008-09; and a constant decrease in teachers' strength since 2010-11 onwards till recorded data till 2014-15. The decrease in the teachers' strength also coincides with the surge periods of violence due to war in FATA.

Figure 35 represent the decrease in the teachers' strength in public sector educational institutions through a line chart indicating decline since Academic Year 2005 - 06, glaring dip in Academic Year 2008-09 and a constant descending trend all along its length from Academic Years 2009 – 10 to Academic Year 2014-15. The trend exhibited in Figure 29 also correlates to the surges in the violence due to WOT in FATA. However, unlike the trends observed in varying statistics of public sector educational institutions and students' enrollment, the teachers' strength never improved significantly even after the normalization of the conflict situation in FATA since Academic Year 2009 - 10. Thus, the impact of WOT appears to be perpetual in case of the teachers employed in FATA.



*Figure 35. Line Chart Representation of Teachers' Strength in Public Sector Educational Institutions of FATA*

Disturbed Student to Institution Ratio in Public Educational Institutions. The WOT contributed towards development of a glaring disparity in the student's enrolment in different educational institutions in different agencies and FRs in FATA. Even a disparity existed in the enrolment of students in public sector institutions at gender basis. The data displayed at Table 35 shows the male students to institution ratio; wherein Bajaur Agency has highest male students to institution ratio recoded as 228 and South Waziristan Agency has the lowest male students to institution ratio recoded as 47. Except Bajaur, Kurram and North Waziristan Agencies; and Kohat, as well as Peshawar FRs, all remaining agencies and FRs have less than 110 male students to institution ratio, which is the average male students to institution ratio in FATA.

Table 35

*Male Students and Institution Ratios in Male Public Sector Educational Institutions*

Agencies / FRs	Institutions	Students	Student Institute Ratio
Bajaur Agency	419	95362	228
FR Kohat	63	9435	150
FR Peshawar	80	8982	112
Kurram Agency	353	39038	111
North Waziristan Agency	456	49951	110
Khyber Agency	462	50056	108
Mohmand Agency	376	40788	108
FR Bannu	176	15863	90

FR Tank	86	6659	77
FR D.I. Khan	87	6315	73
FR Lakki	45	3162	70
Orakzai Agency	274	15762	58
South Waziristan Agency	388	18413	47
Total	3265	359786	110

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Source: EMIS FATA

The data displayed at Table 36 shows the female students to institution ratio; wherein again Bajaur Agency has highest female students to institution ratio, recorded as 164 and South Waziristan Agency has the lowest female students to institution ratio, recorded as 31. Except five agencies, namely Bajaur, Mohmand, Kurram, Khyber and North Waziristan Agencies, all remaining agencies and FRs have less than 83 students to institution ratio, which is the average students to institution ratio in FATA.

Table 36

*Female Students and Institutions Ratios in Public Sector Educational Institutions*

Agencies / FRs	Institutions	Students	Student / Institution Ratio
Bajaur Agency	197	32332	164
Mohmand Agency	204	21908	107
Kurram Agency	215	22435	104
North Waziristan Agency	415	39728	96

Khyber Agency	320	28004	88
FR Peshawar	74	5532	75
FR Tank	105	7737	74
FR Bannu	170	10827	64
FR Lakki	53	3207	61
FR D.I. Khan	53	2893	55
Orakzai Agency	203	9129	45
FR Kohat	89	3253	37
South Waziristan Agency	250	7652	31
Total	2348	194637	83

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Source: EMIS FATA

Disturbed Student to Teacher Ratio. The comparison of students' enrolment and teachers' engagement (Table A7 of Appendix A) in FATA manifests a fairly high student to teacher ratio in public sector primary schools some parts of FATA and low student to teacher ratio in most part of FATA. On purely gender basis, the girls' primary schools suffered from relatively higher student to teacher ratios (Table 37 and Figure 36) when compared with the male primary schools (Table 38 and Figure 37).

Table 37

*Students and Teacher Ratio in Primary Female Public Sector Schools in FATA*

Agencies / FRs	Strength	Teacher	Students / Teachers Ratio
Bajaur Agency	27582	357	77

North Waziristan Agency	26741	639	42
Mohmand Agency	12256	307	40
Khyber Agency	18071	537	34
Kurram Agency	10114	308	33
FR Tank	3578	118	30
FR Bannu	9856	389	25
FR D. I. Khan	1660	70	24
FR Lakki	1988	83	24
FR Peshawar	2439	108	23
Orakzai Agency	5373	281	19
FR Kohat	2083	160	13
South Waziristan Agency	2684	270	10
Grand Total	124425	3627	34

Source: EMIS FATA

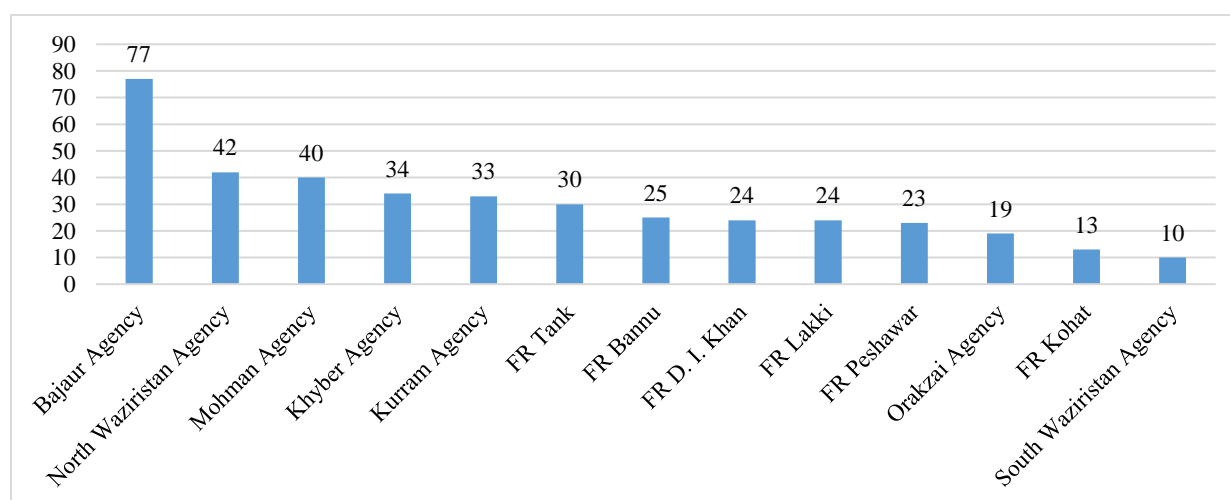


Figure 36. Graphical Representation of Students and Teacher Ratio in Primary Female Public Sector Schools in FATA

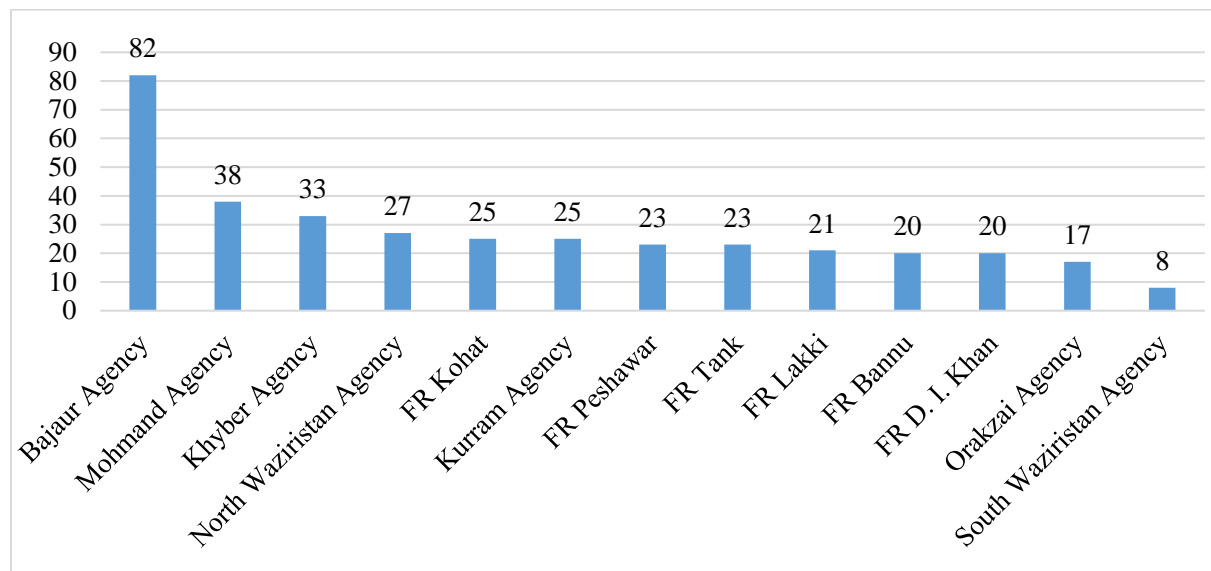


Table 38

*Student and Teacher Ratio in Primary Male Public Sector Schools in FATA*

Agencies / FRs	Strength	Teacher	Students / Teachers Ratio
Bajaur Agency	71928	879	82
Mohmand Agency	25134	656	38
Khyber Agency	20267	613	33
North Waziristan Agency	22892	846	27
FR Kohat	2572	101	25
Kurram Agency	14055	571	25
FR Peshawar	3742	162	23
FR Tank	3780	163	23
FR Lakki	1819	85	21
FR Bannu	7190	358	20
FR D. I. Khan	3633	178	20
Orakzai Agency	9299	551	17
South Waziristan Agency	4945	603	8
Grand Total	191256	5766	33

Source: EMIS FATA



*Figure 37.* Graphical Representation of Student and Teacher Ratio in Primary Male Public Sector Schools in FATA

Disturbed Student to Classroom Ratio. The students' occupancy in a classroom is found to be highly varying in male, as well as female educational institutions in various agencies of FATA (Tables 39 and 40). This is recorded as high as, hundred and five students in a classroom in male educational institutions of Bajaur Agency and as low as, only twelve students in a classroom in both male and female educational institutions of South Waziristan Agency. The data displayed in the above referred tables clearly indicates that, in three agencies, namely Bajaur, Mohmand and North Waziristan, more than forty students were accommodated in a classroom. The disparity in students to classroom ratio was identified more pronounced in the male educational institutions (Table 39) than the female educational institutions (Table 40). Even owing to shortage of accommodation, in most primary schools one classroom often accommodated students belonging to two grades; thus swelling the overall strength of students in a classroom.

The ground verification helped in identifying the reasons of such variations. While saturation of classes mainly resulted from non-availability or reduced availability of educational institutions due to their destruction (Tables - 32 through 34 above) in Bajaur and Mohmand agencies; the lesser strength in classes mainly resulted due to disinterest exhibited by the parents to send their wards to the schools under the pretext of fragile security situation created by WOT. Besides destruction of the schools by the Militants, 19% (708) primary schools, 23 % (104) middle and 11% (30) high schools were declared non-functional owing to security and administrative reasons.

Table 39

*Male Students to Class Ratio in Public Sector Schools*

Agency	Student	Classrooms	Student / Classroom Ratio
Bajaur Agency	71928	684	105
Mohmand Agency	25134	512	49
North Waziristan Agency	22892	582	39
Khyber Agency	20267	531	38
FR Kohat	2572	80	32
FR Peshawar	3742	126	30
Kurram Agency	14055	468	30
FR Tank	3780	130	29
FR D.I. Khan	3633	130	28

FR Lakki	1819	69	26
FR Bannu	7190	291	25
Orakzai Agency	9299	460	20
South Waziristan Agency	4944	408	12
Grand Total	191255	4471	43

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Source: EMIS FATA

Table 40

*Female Students to Class Ratio in Public Sector Schools*

---

Agency	Students	Classrooms	Student / Classroom Ratio
Bajaur Agency	27582	295	93
Mohmand Agency	12256	243	50
North Waziristan Agency	26741	605	44
Khyber Agency	18071	463	39
Kurram Agency	10114	259	39
FR Tank	3578	114	31
FR Bannu	9856	339	29
FR Lakki	1988	69	29
FR D.I.Khan	1660	61	27
FR Peshawar	2439	102	24
Orakzai Agency	5373	272	20
FR Kohat	2083	109	19

South Waziristan Agency	2684	231	12
Grand Total	124425	3162	39

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Source: EMIS FATA

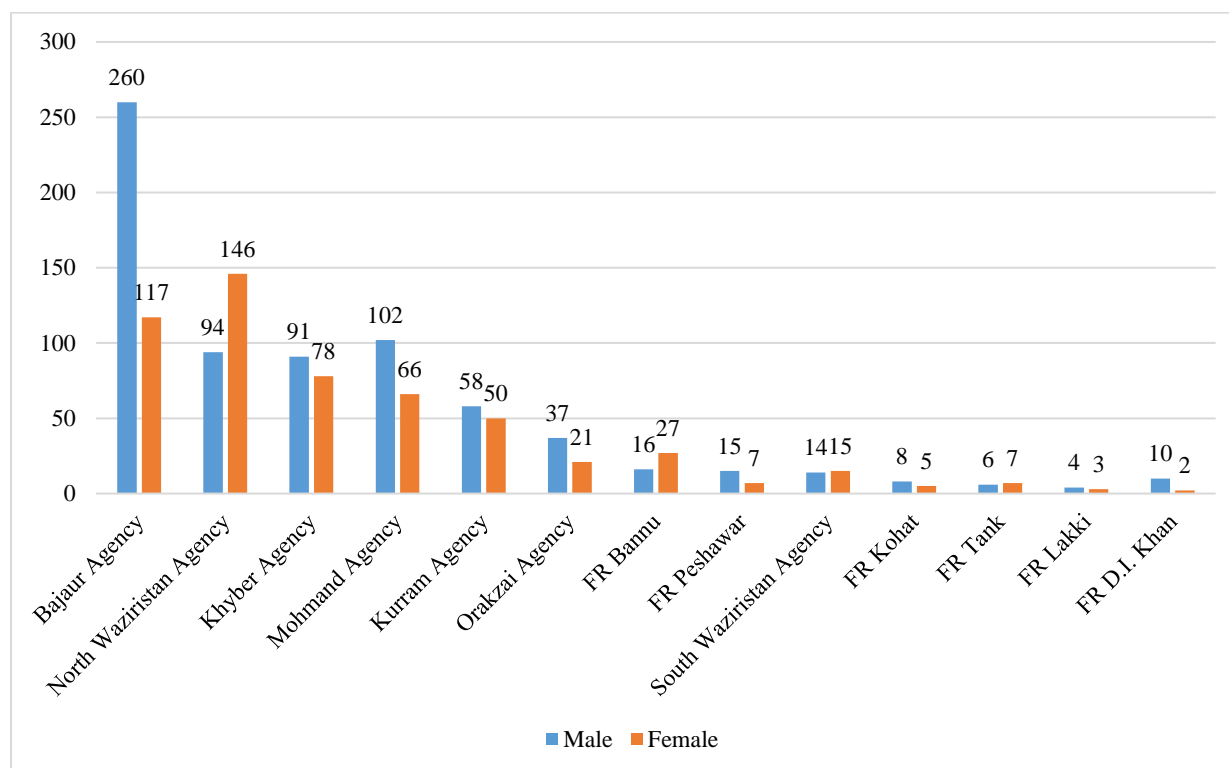
Over-crowdedness in FATA Public Institutions. There existed a large scale over-crowdedness in FATA public sector schools. Astonishingly, over four hundred students were accommodated in a class in Government Primary School Inayat Kili, Bajaur Agency. In overcrowded schools, the lowest strength recorded in a class was forty one students in Mohmand Agency's primary school. The survey further concluded that, 79% overcrowded schools in FATA were accommodating forty to ninety nine students in a classroom. Seven hundred and fifteen male primary schools represented 57% of the total overcrowded primary schools in FATA. Such hard teaching learning environment alongside other administrative and security impediments lead sharp rise in drop-out ratios in overcrowded male primary schools. Eighty five percent overcrowded schools had alarmingly high student to teacher ratios ranging from 278 to 41 students under the supervision of a single teacher. The detailed review further revealed that, fifty six percent overcrowded school were constrained to manage 50 to 99 students by one teacher; twenty one percent overcrowded school employed single teacher for management of 41 to 49 students in a class: and nineteen percent overcrowded schools were forced to manage even 100 to 199 students by single teacher. The data displayed at Table 41 and graphically represented in Figure 38 indicates that the crisis of over-crowdedness in schools was more pronounced in Bajaur Agency and Mohmand Agency. While Bajaur Agency shared eighty percent of overcrowded primary schools, forty six percent primary overcrowded schools belonged to Mohmand Agency.

Table 41

*Overcrowded Public Sector Primary Schools*

Agencies / FRs	Total Schools	Overcrowded Schools	Percentage in Agency / FR	Percentage in FATA
Bajaur Agency	469	377	80%	30%
North Waziristan Agency	577	240	42%	19%
Khyber Agency	459	169	37%	13%
Mohmand Agency	364	168	46%	13%
Kurram Agency	354	108	31%	9%
Orakzai Agency	343	58	17%	5%
FR Bannu	290	43	15%	3%
FR Peshawar	101	22	22%	2%
South Waziristan Agency	326	29	9%	2%
FR Kohat	98	13	13%	1%
FR Tank	116	13	11%	1%
FR Lakki	67	7	10%	1%
FR D.I. Khan	95	12	13%	1%
Total	3659	1259	34%	100%

*Source: EMIS FATA*



*Figure 38.* Graphical Gender Based Representation of Overcrowded Primary Public Sector Schools in FATA

About 34% primary schools were overcrowded and provided education to 68% students enrolled with only 36% strength of the teachers, which also indicates that, while 34% primary education resources were highly stressed, a significant number of educational institutions were underutilized. Girls' schools made up for 44% of overcrowded schools and overall girls' enrolment formed 39% of enrolment made in the overcrowded schools. The worst situation was faced in seventy one overcrowded (mostly male) primary schools which did not have any classroom. Reportedly, the destruction of schools resulting from WOT in FATA (Table 32 through 34 above) accentuated the over-crowdedness.

Table 42 indicates that more than 91% (421), mostly boys out of the total middle schools (461) were overcrowded, that is, they accommodated more than 40 students per classroom.

Table 42

*Overcrowded Middle Public Sector Schools*

Agencies / FRs	Total Schools	Overcrowded Schools	Percentage in Agency / FR	Percentage in FATA
Mohmand Agency	66	22	33%	24%
North Waziristan Agency	72	16	22%	17%
Khyber Agency	38	13	34%	14%
Kurram Agency	51	12	24%	13%
Bajaur Agency	36	11	31%	12%
South Waziristan Agency	72	7	10%	8%
Orakzai Agency	30	4	13%	4%
FR Bannu	23	4	17%	4%
FR Peshawar	12	1	8%	1%
FR Tank	17	1	6%	1%
FR Kohat	21	1	5%	1%
FR D.I. Khan	11	1	9%	1%
FR Lakki	12	0	0%	0%
Total	461	93	20%	100%

Source: EMIS FATA



High Dropout Rate. The impact of WOT was also visible through high rate of dropout at various levels of education, however it was more pronounced at primary level of education. Unfortunately, only one student out of the enrolled five students ever completed the primary level of education. The scrutiny of dropout rates during 2004 - 2009 at primary level indicates a shocking 68% dropout rate, which included 77% girls and 62% boys. The worst deterioration is observed during 2007 - 2012 when the dropout rate had increased to 73 %, which included 79% girls and 68% boys. This high-level dropout rate which was attributed to WOT in FATA resulted into 0.518 million youth being out of primary school. Out of only 39% youth thus enrolled, 27% survived only primary grades and 50% of the remaining strength dropped out in middle level and secondary level. Details are elaborated in Table 43. Such dropout at primary level is the worst even at international level.

Table 43

*Public Sector Primary Level Drop-Out Rate*

Kachi to Class 5 (Cycle of Six Years)	Drop-Out Rates		
	Boys	Girls	Total
2006-07 to 2011-12	68%	79%	73%
2005-06 to 2010-11	71%	81%	75%
2004-05 to 2009-10	63%	77%	69%
2003-04 to 2008-09	62%	77%	68%

Source: EMIS FATA

The primary level schooling further built on to middle level schooling. The middle schools in FATA being limited in number and located at greater distances had much reduced access to the students, especially the female students, however the dropout rate has been recorded far lower than the dropout rate at primary level schooling. Whereas, the dropout rate of girls was found to be far greater than the dropout rate of boys; which besides cultural constraints was mainly attributed to the insecurity created by WOT. The thorough analysis of the dropout rates reveals that only 12% students succeeded in reaching high school examinations and the percentage of female students in this successful group was further limited.

The middle, as well as secondary level dropout rate between years 2003 - 2008 indicates a dropout as high as 53%, which further increased to 63% between years 2006 - 2011. Such large dropouts in middle to secondary levels raised the strength of out of school students to half a million. Details are shown in Table 44.

Table 44

## Public Sector Secondary Level Drop-Out Rates

Class 6 - 10 (Cycle of Five years)	Drop-Out Rates		
	Boys	Girls	Total
2007-08 to 2011-12	56%	66%	57%
2006-07 to 2010-11	63%	61%	63%
2005-06 to 2009-10	53%	58%	54%
2004-05 to 2008-09	55%	56%	55%
2003-04 to 2007-08	53%	54%	53%

*Source: EMIS FATA*

Uncontrolled Students' Repetition Rate. To avoid very high level of drop-outs, the educational authorities in FATA even dispensed with the assessment system and enforced automatic promotion of students up to Class - 4. Instead achieving the desired objective of checking the dropout rates, this policy was perceived negative by the parents, as well as teachers and they considered it as a contributory factor to the overall deteriorating educational standards. The detail graphically displayed in Figures 39 and 40 indicates that, notwithstanding such relaxation, a large number of students repeated the classes and yet greater number of students dropped out. This significant negative trend in primary level education was also attributed by the people WOT in FATA. The repetition rates displayed in the figures indicates that maximum students repeated the classes in Academic Year 2011-12.

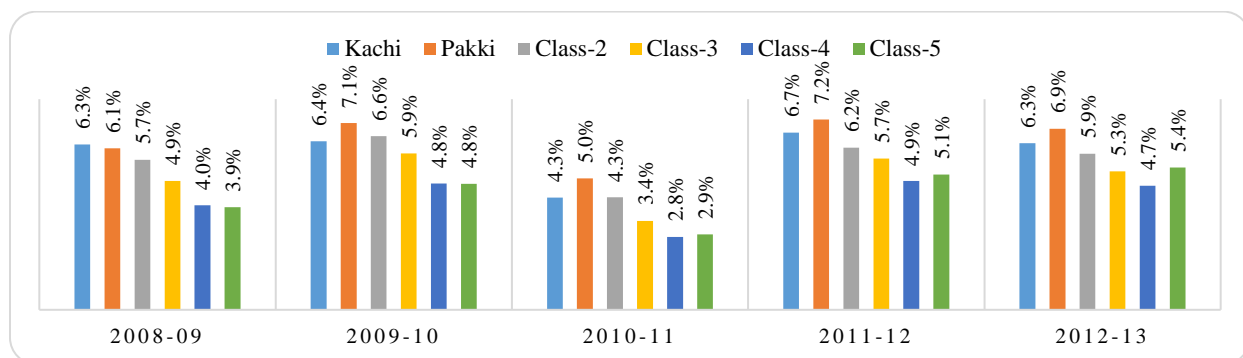


Figure 39. Primary Level and Class-wise Repetition Rates (2009 to 2013)

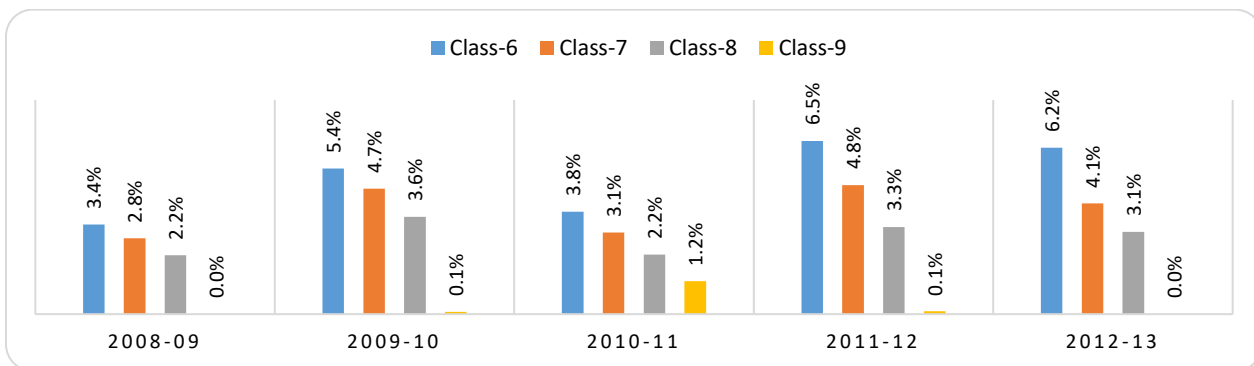


Figure 40. Secondary Level and Class-wise Repetition Rates (2009 to 2013)

**Impact of WOT on Private Schools in FATA.** All supporting numerical details pertaining to population of private sector educational institutions in FATA, students' enrolment in private sector educational institutions, and teachers' engagement are given at Appendix B. Only aspects related to the impact of WOT on private sector educational institutions is covered in the findings in the ensuing paragraphs.

Substitution of Destroyed Public Sector Educational Institutions. Table 45 and Figure 41 indicate an important trend that with the exception of North Waziristan Agency, the majority of private sector educational institutions have been developed in such parts of FATA which were exposed to relatively greater violence related to WOT, namely Bajour Agency, Mohmand Agency, Khyber Agency, Kurram Agency, Orakzai Agency and South Waziristan Agency. This trend strengthens two presumptions; one, violence resulted into damage / destruction of public sector educational institutions which were to be substituted through establishment of private sector educational institutions; second, the public's urge for education could not be suppressed through violence by militants. Relatively, lesser number of private sector educational institutions were established in FRs which were less exposed to WOT and had greater number of functional public sector educational institutions.

Table 45

*Private Sector Educational Institutions Established in FATA Agencies / FRs*

Agency / FR	Institutions
Bajaur Agency	48
FR Bannu	17
FR D. I. Khan	1

FR Kohat	22
FR Lakki	1
FR Peshawar	4
FR Tank	3
Khyber Agency	104
Kurram Agency	50
Mohmand Agency	22
North Waziristan Agency	60
Orakzai Agency	25
South Waziristan Agency	39
Total	396

Source: EMIS FATA

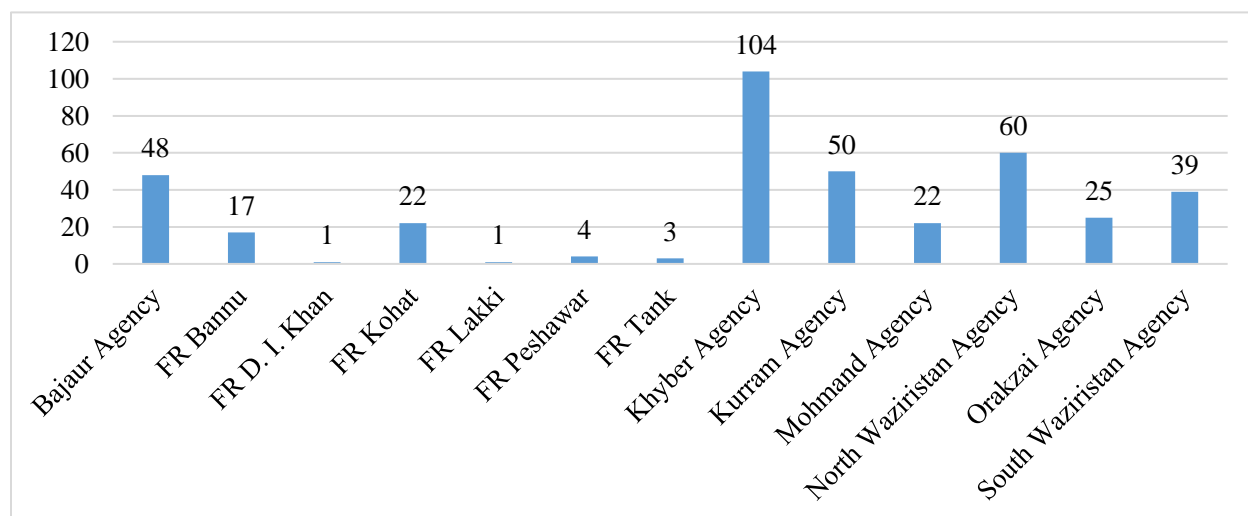
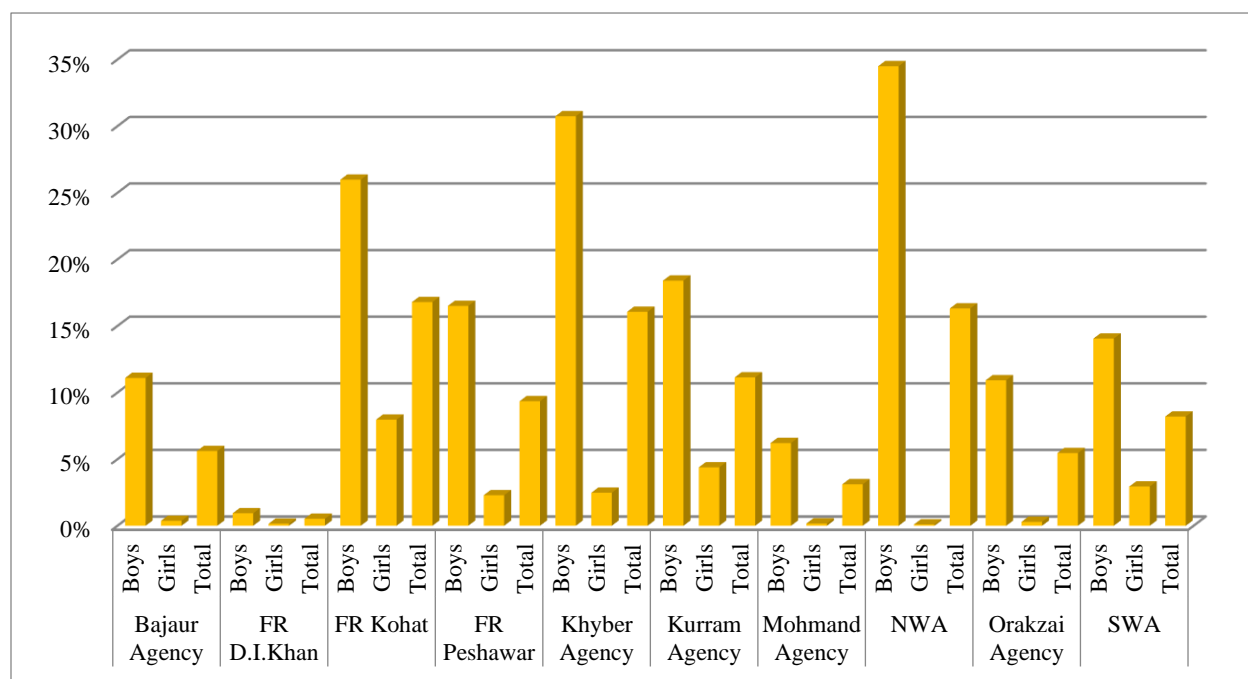


Figure 41. Graphical Representation of Private Sector Educational Institutions Established in FATA Agencies / FRs

Severer Impact of WOT on Female Students Enrolment. The graphical representation of gender and agency / FR based students' enrolment in private sector educational institutions at Figure 42 indicates that female registration was relatively too low in tribal areas facing intense violence due to WOT.



*Figure 42.* Graphical Representation of Gender and Agency / FR Based Students' Enrolment in Private Sector Educational Institutions in FATA

Pre and Post Intense WOT Comparison of Private Sector Education Institutions. The statistical data of private sector educational institutions prior to the conflict (Academic Year 2004 - 05) and after the intense spell of violence related to WOT (Academic Year 2011 - 12) presented at Table 46 and graphically represented at Figure 43 clearly indicates a decline in the growth of private sector educational institutions in FATA. Whereas in the natural course, the private sector educational institutions were expected to be well grown over a long period of eight to nine years. The interaction with the local population and private sector educationists attributed decline in the growth of private sector educational institutions to WOT, especially the insecure

environment created by the prolonged militancy and anti-militancy operations in FATA.

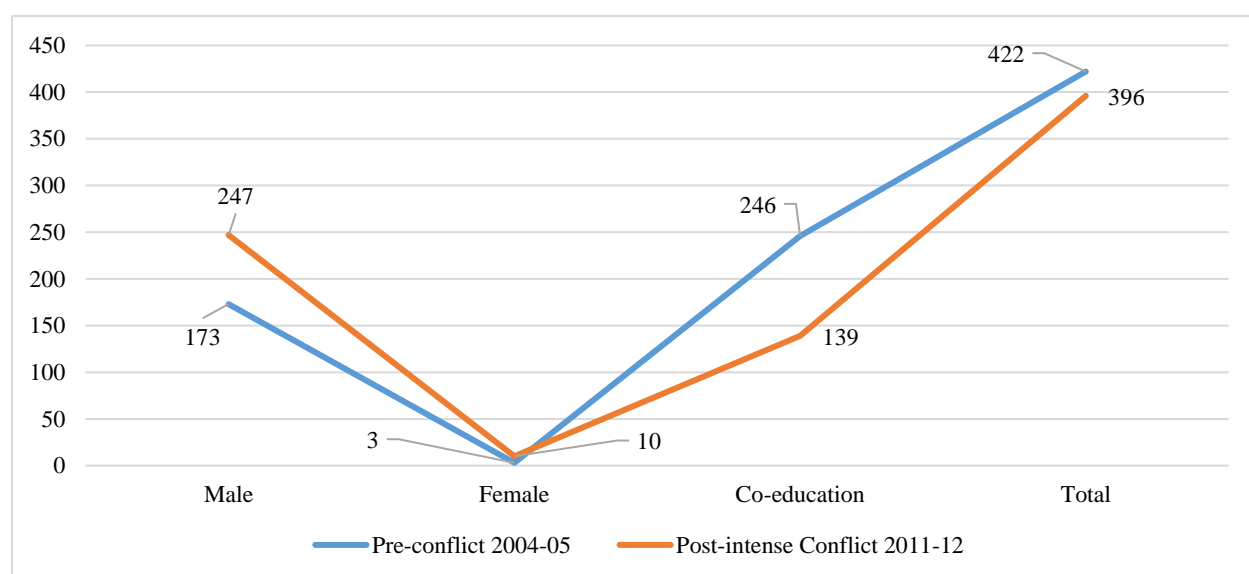
Astonishingly, despite negative growth of the educational institutional in private sector, a significant increase has been observed in the number of students (Table 47 and Figure 44), as well as the teachers (Table 48 and Figure 45). Which shows the pre-education resolve of the communities in FATA despite their prolonged exposure to unfavourable security situation related to WOT.

Table 46

*Pre and Post Conflict Statistical Comparison of Private Sector Educational Institutions*

Era	Male	Female	Co-education	Total
Pre-conflict 2004-05	173	3	246	422
Post-intense Conflict 2011-12	247	10	139	396

Source: FATA Research Centre



*Figure 43* Graphical Representation of Pre and Post Conflict Comparison of Private Sector Educational Institutions

Table 47

*Pre and Post Conflict Statistical Comparison of Students' Enrolment in Private Sector**Educational Institutions*

Era	Male	Female	Co-Education	Total
Pre-conflict 2004-05	90,397	5,839	-	96,236
Post-intense Conflict 2011-12	1,03,128	5,427	56,411	1,64,966

Source: FATA Research Centre

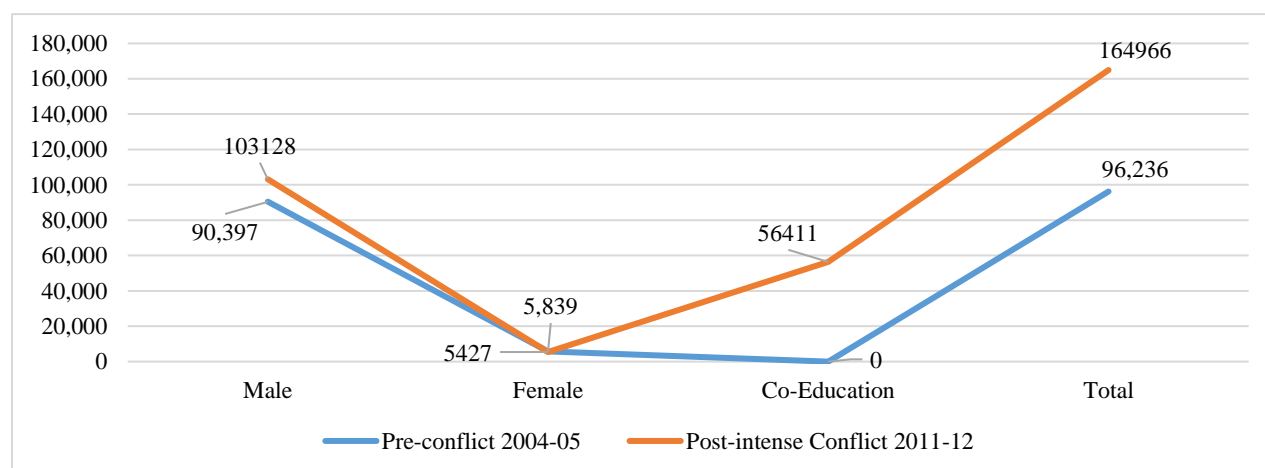
*Figure 44. Pre and Post Conflict Graphical Comparison of Students in Private Sector**Educational Institutions*

Table 48

*Pre and Post Conflict Statistical Comparison of Teachers' Engagement in Private Sector**Educational Institutions*

Era	Male	Female	Co-Education	Total
Pre-conflict 2004-05	3,084	283	-	3,367



Post-intense Conflict 2011-12

3128

168

1799

5095

Source: FATA Research Centre

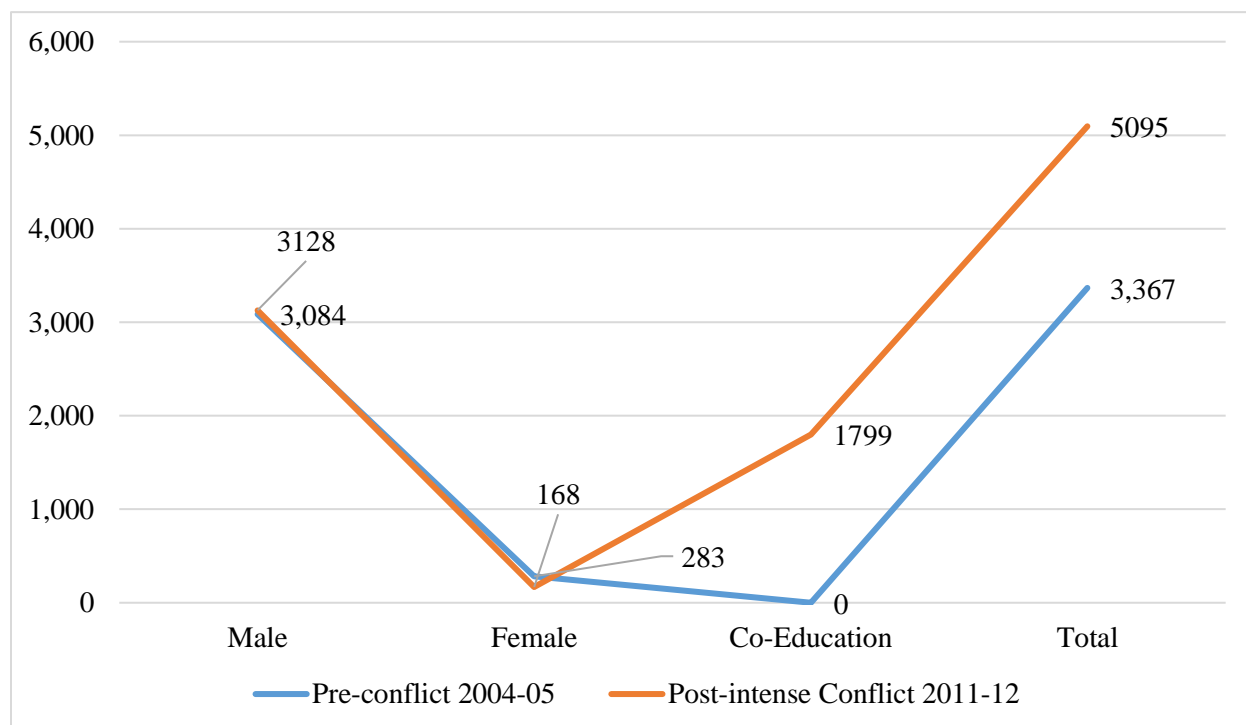
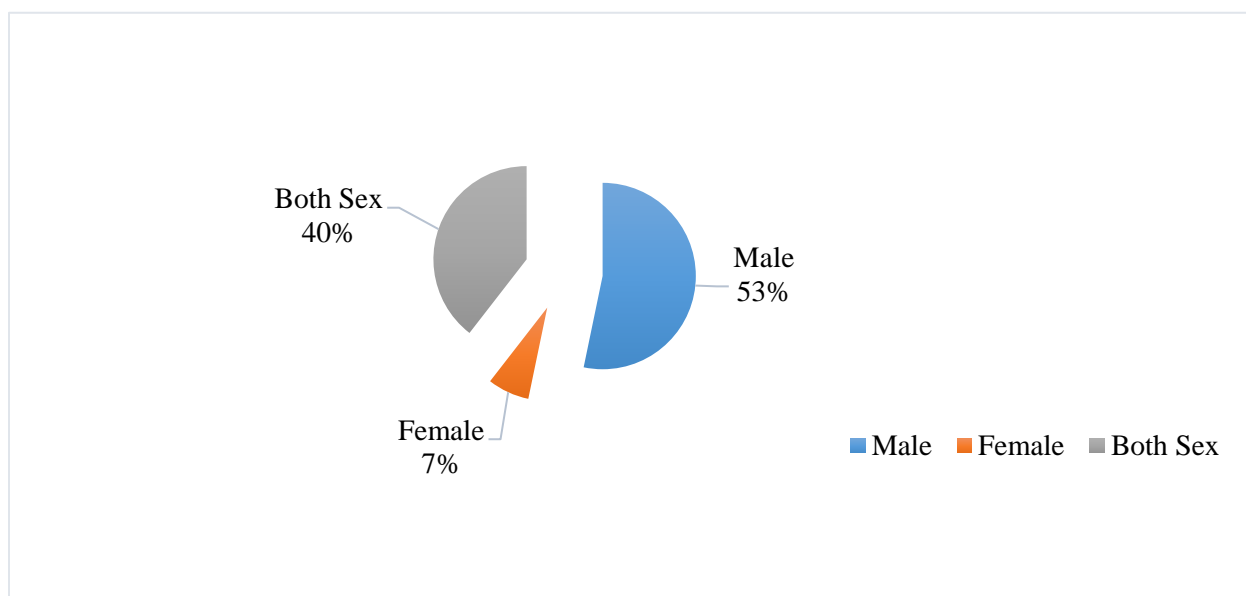


Figure 45. Pre and Post Conflict Graphical Comparison of Teachers in Private Sector Educational Institutions

**Impact of WOT on *Deeni Madaris* in FATA.** A large number of *madaris* have been established in all parts of FATA to impart religious, as well as formal education to youth and even adult students. While the aspects related to the impact of WOT on growth of *deeni madaris* in FATA is covered in the ensuing paragraphs, the supporting details pertaining to population of *deeni madaris*, enrolment of students in *deeni madaris* and teachers engaged in *deeni madaris* are given at Appendix C.

Sharp Contrast in Population of Female *Madaris* and Female Students' Enrolment. The major impact of WOT on the growth and utilization of *deeni madaris* in FATA has been

observed with regards to the establishment of relatively much lesser female *madaris* but excessive enrolment of female students in the limited number of female *madaris* eventually managed by the community. Basically, the *Taliban*'s radical approach made them much averse to the education of female students, which constrained the growth of female educational institutions including *madaris*. Figure 46 indicates that in FATA, the majority of *madaris* (53%) were male and only (7%) were female, whereas remaining 40% *madaris* mainly catered for education of male students and partially for female students.



*Figure 46.* Graphical Gender Based Representation of *Deeni Madaris* in FATA

On the contrary, the graphical representation at Figure 47 indicates that, relatively greater number of female students were full time resident students in female *madaris*; 12% female students were accommodated as full time resident students in 7% female *deeni madaris*, whereas only 49% male full time resident students were accommodated in 53% male *deeni madaris*.

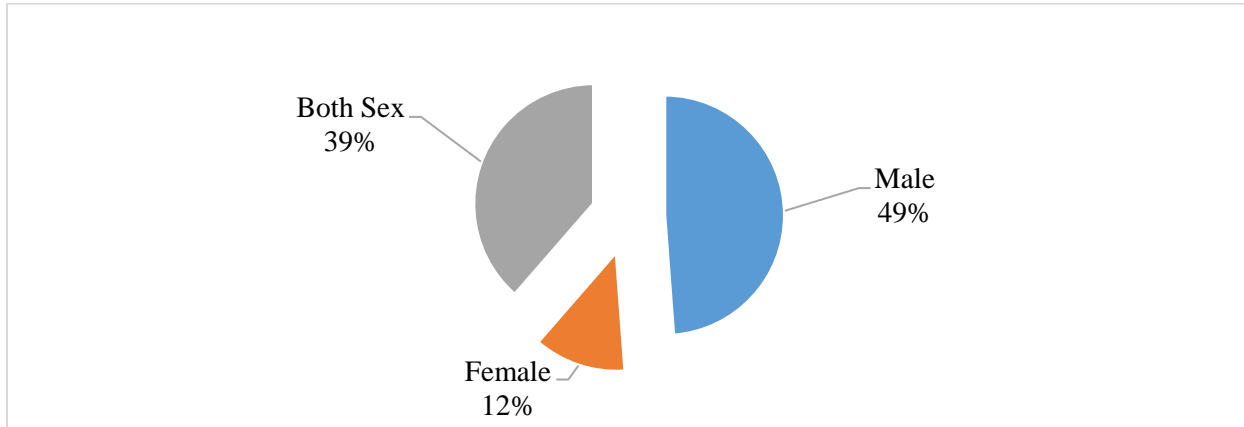


Figure 47. Graphical Representation of Full Time Resident Students in *Deeni Madaris*

The representation of female day scholar students was also far greater than the male students; Figure 48 indicates that, 22% female students were accommodated as part time (day scholar) students in 7% female *deeni madaris*, whereas the representation of male students remained same 39% as part time students in 53% male *deeni madaris*.

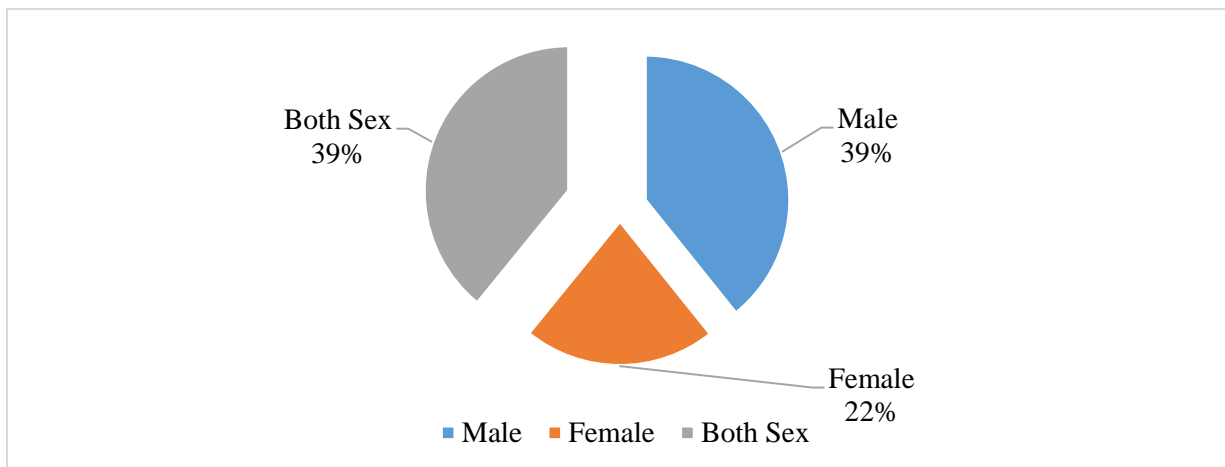


Figure 48. Graphical Representation of Part Time (Day Scholar) Students in *Deeni Madaris*

In case of formal education in *deeni madaris*, the representation of female students was further greater, whereas the representation of male students deteriorated. Figure 49 indicates that 20% female students obtained formal education from 7% female *deeni madaris* and only 30% male students joined 53% male *deeni madaris* for formal education.

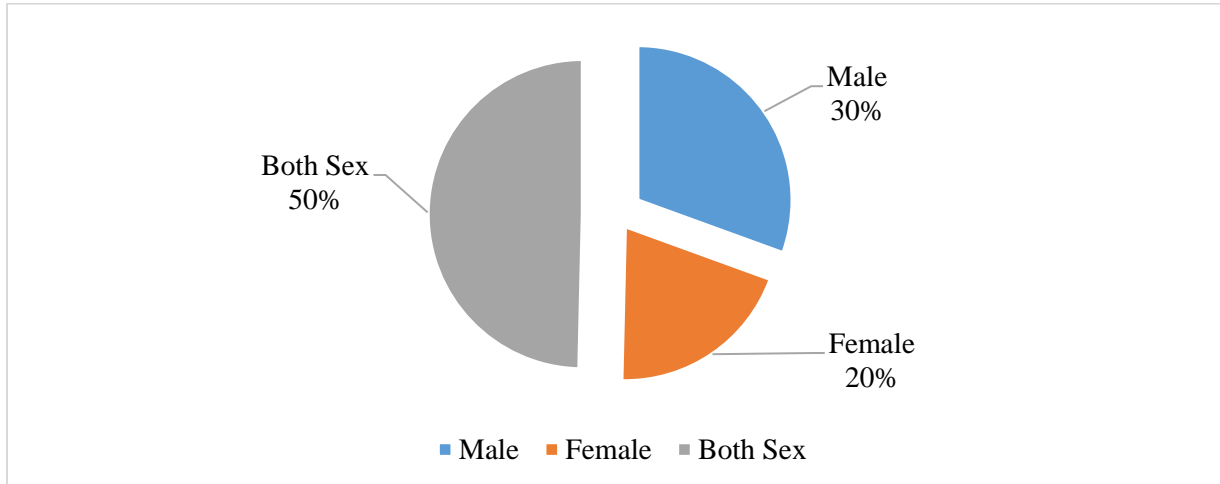


Figure 49. Students Enrolled for Formal Education *Deeni Madaris*

*Deeni Madaris* as Source of Formal Education for Female Students. The comparison between female religious and formal education in *fata deeni madaris* displayed at Figure 50 indicates that a larger percentage of female students (31%) was enrolled for formal education in *deeni madaris*. This practice of enrolling large percentage of girls in *deeni madaris* for formal education instead of religious education has resulted from threats of destruction of formal girls' schools by militants and their being averse to the formal education of girls.

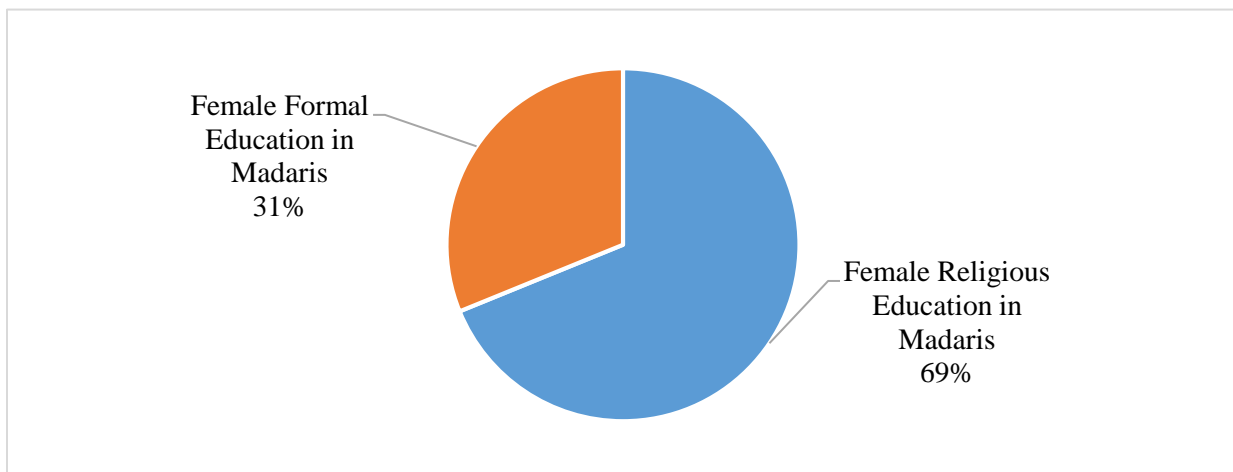


Figure 50. Comparison between Female Religious and Formal Education in FATA *Deeni Madaris*

Taliban's Preference of Deeni Madaris over Formal Schools. The percentage based statistical data on *deeni madaris* presented in Table 49 and graphically displayed at Figure 51 augments the observation with regards to *Taliban's* preference for *deeni madaris* over formal schools as maximum *madaris* have been established in South Waziristan Agency which was under the strongest hold of *Taliban* for considerable time. Besides South Waziristan, the greater percentage of *deeni madaris* in North Waziristan and Khyber Agencies is also attributable to relatively greater influence of *Taliban* in both agencies.

Table 49

*Students Enrolment Percentage in Deeni Madaris*

Agency / FR	Madaris			School			% in Deeni Madaris		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Bajaur Agency	3403	1206	4609	95362	32332	127694	3%	4%	3%
FR Bannu	1308	0	1308	15863	10827	26690	8%	0%	5%
FR D.I.Khan	104	21	125	6315	2893	9208	2%	0.7%	1%
FR Kohat	0	0	0	9435	3253	12688	0%	0%	0%
FR Lakki	205	37	242	3162	3207	6369	6%	1.1%	4%
FR Peshawar	0	0	0	8982	5532	14514	0%	0%	0%
FR Tank	355	86	441	6659	7737	14396	5%	1.1%	3%
Khyber Agency	5480	1039	6519	50056	28004	78060	10%	4%	8%

Kurram Agency	1144	359	1503	39038	22435	61473	3%	2%	2%
Mohmand Agency	1601	413	2014	40788	21908	62696	4%	2%	3%
North Waziristan Agency	9998	1871	11869	49951	39728	89679	17%	4.5%	12%
Orakzai Agency	48	0	48	15762	9129	24891	0%	0%	0%
South Waziristan Agency	13491	9653	23144	18413	7652	26065	42%	56%	47%
Total	37137	14685	51822	359786	194637	554423	9%	7%	9%

Source: EMIS FATA

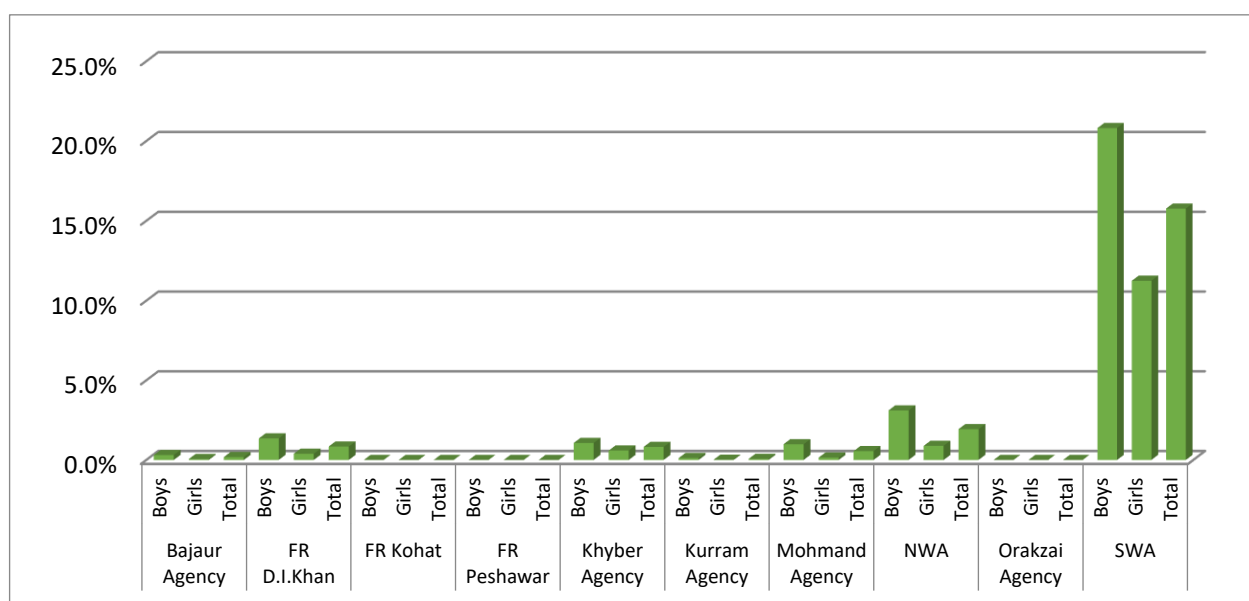


Figure 51. Percentage Based Deeni Madaris Population in Agencies / FRs

**Deteriorated Literacy Level in FATA.** The literacy rate in FATA is displayed on Table 50. The literacy rate was affected by WOT, which is evident from the fact that the best literacy rates have been recorded in FRs Kohat and Peshawar which being military cantonments were least affected by the WOT. Moreover, owing to the influence of *Taliban* who were averse

to the education of female, a glaring difference has been identified in the literacy rate of male and female students in FATA.

Table 50

*Literacy Rate in FATA*

Agency / FR	Male	Female	Both Male & Female
FR kohat	57.14	24.09	41.59
FR Peshawar	68.33	16.66	41.36
Khyber Agency	63.93	16.13	39.19
Khurram Agency	36.27	21.03	28.48
South Waziristan Agency	35.05	7.45	20.61
Orakzai Agency	32.73	5.15	19.75
Mohmand Agency	32.43	5.72	18.79
Bajaur Agency	27.95	4.75	17.39
North Waziristan Agency	28.85	4.26	16.49
FR Bannu	13.37	1.07	14.95
FR D.I Khan	22.38	5.88	14.29
FR Lakki	20.85	1.81	12.01
FR Tank	17.18	2.28	10.91
	36.66	10.50	24.05

**Out of School Youth.** It has been estimated that 518,555 youth were out of school in FATA. The glaring disparity in the out-of-school students in different agencies shown at the Figure 52 was directly attributed to WOT. The agencies and FRs in FATA which faced more violence, that is, South Waziristan Agency, Kurram Agency, Khyber Agency, Orakzai Agency, Mohmmmand Agency and Bajaur Agency had very high percentages of out of school youth, whereas the agencies and FRs which faced relatively lesser violence, that is, North Waziristan Agency, FR Peshawar, FR D I Khan, FR Kohath had lower percentages of out of school youth. The gender ratio of the out of school youth is further elaborated at Figure 53, which includes thirty one percent boys and sixty nine percent girls. The disparity between boys and girls is also attributed to WOT.

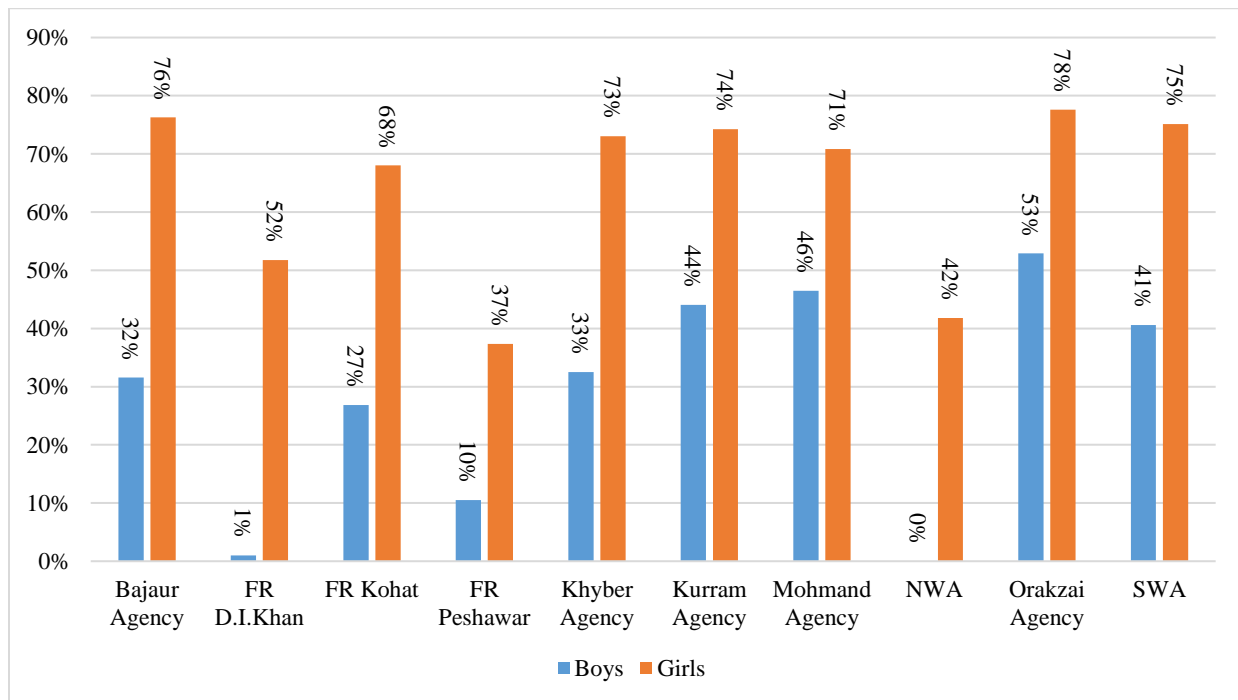
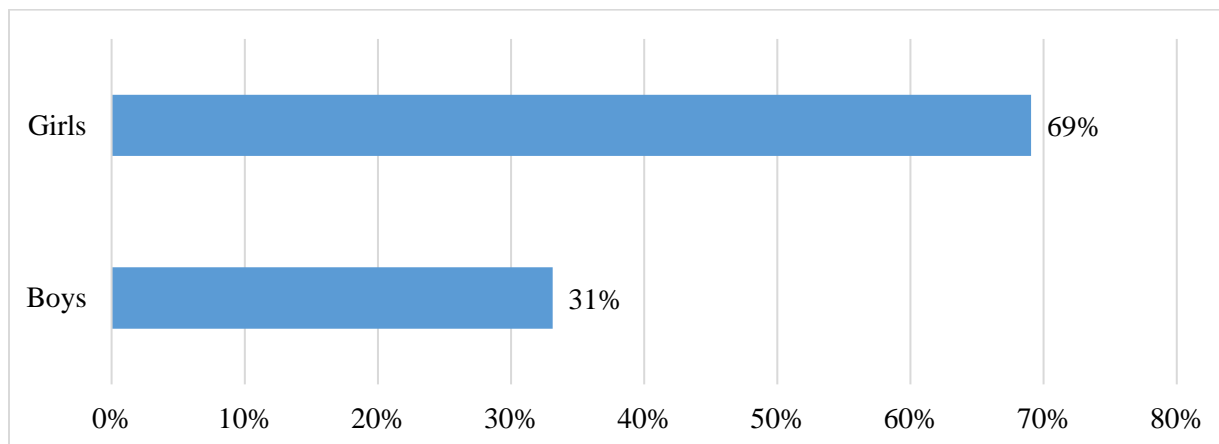


Figure 52. Youth Out of Schools in FATA





*Figure 53. Gender Based Statics of Youth Out-of-Schools*

### **Impact of WOT on Teaching and Learning Environment**

**Frequent Change of Students' Schools.** WOT resulted into displacement of a large number of youth with their parents from their respective villages to safe places or the internally displaced people camps established by the governments. The data taken from Jalozai, Togh Sarai and New Durrani Internally Displaced People Camps alone revealed that, 17,951 youth including 8,595 girls between the ages of 3-18 years were accommodated in these camps. The numbers were increasing rapidly by every passing day with increase in the intensity of operations in FATA. The shifting of location certainly resulted into frequent change of schools.

**Shortage of Female Teaching / Management Staff.** The militants had exhibited zero tolerance for female formal education, thus survival of the female teachers in areas occupied by the militants in FATA was very difficult. The interaction with female teachers revealed that the enormous shortage of female teachers, as well as managers in education sector was being experienced in all areas of FATA because ladies were reluctant to work under the threat from militants.

**Teachers' Absenteeism.** No official authentic data was available on teachers' absenteeism however, the concerned departments accepted this fact that this problem was not only omnipresent but was among the main reasons for dissatisfaction of the public with regards to the public schools. The deteriorating security situation compounded the problem enormously on two accounts; one, the teachers used it as an excuse to absent themselves from their duties to save their lives from prevalent threat; two, there was no monitoring to observe the presence or otherwise of the teachers in their respective schools. Particularly the female teachers employed away from their homes never attended the schools in the violence prone areas.

**Ineffective Teachers' Association.** The teachers' association in FATA suffered from numerous anomalies and its role further deteriorated in the areas under the influence of the militants. Besides other anomalies, the association had not planned its envisaged role in minimizing the teachers' absenteeism.

**Compromise on Merit.** WOT created an environment in which no competent teacher was ready to serve in FATA, thus the government was forced to enroll under educated and untrained teachers. Only 13 % teachers had completed their bachelors or master's degree in education. Moreover, in the absence of any Provincial Institute of Teachers Education, only four Government Colleges of Elementary Teachers' Training imparted pre-service and in-service professional development training to teachers in entire FATA. The security situation created by WOT undermined the role of already scarce training resource. There existed no training for teachers to handle the emergency situations which were a routine in FATA educational institutions. The dire need for enhancement of teachers' capacities in imparting education in emergency was arranged by some of the humanitarian organizations supporting Internally

Displaced People. Moreover, no teachers had the training to fulfil the special needs of the students who had physiological and psychological sufferings due to prolonged war in FATA.

The under and untrained teachers recruited under compulsion possessed limited knowledge of teaching methods and youth's psychology; lacked basic teaching skills; were unable to use teaching aids and carry-out students' assessment. They never prepared any lesson plans and followed no formal teaching methodology in their teaching classes. Owing to war, neither the supervisors visited schools to render professional advice to the teachers, nor they monitored poor performance of the teachers.

### **Impact on Education Related Details of FATA Agencies and FRs**

The statistical and graphical data pertaining to public sector, private sector and *deeni madaris* shared in this study indicated varying levels of impacts of WOT on education within different agencies and FRs of FATA. Some of the agencies were severely impacted, whereas some agencies and FRs relatively remained safe in the conflict period and resultantly faced lesser impact. For clearer picture in this regard, data pertaining to all fields has been worked out for all agencies and FRs and is attached in Appendixes mentioned against in Table 51.

Table 51

#### *Impact of WOT Related Data on Agencies / FRs*

Agency / FR	Appendix
Bajaur Agency	Appendix D
Khyber Agency	Appendix G
Kurram Agency	Appendix F

Mohmand Agency	Appendix E
North Waziristan Agency	Appendix J
Orakzai Agency	Appendix H
South Waziristan Agency	Appendix I
FR Bannu	Appendix P
FR D.I.Khan	Appendix M
FR Kohat	Appendix L
FR Lakki	Appendix O
FR Peshawar	Appendix K
FR Tank	Appendix N

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### **Sentiments of Tribal Youth for United States of America**

#### **Themes**

The scrutiny of the narratives of the students reveals a variety of sentiments expressed by them for United States of America. The major themes deduced from the youth's sentiments through adoption of grounded theory include:

- Anti-Americanism.
- Pro-Americanism.
- Need for Pak-United States Relations.
- Mistrust in United States of America.
- Expectations from America.

- Care in developing relations with United States of America.
- Hatred for United States of America being drone attacks' perpetrator.
- Hatred for America being wot perpetrator.
- Preference between United States of America Vs Taliban.

### **Intensity of Expression**

The intensity of the expression of a particular sentiment by more than one respondent has been mentioned in the form of percentage of respondents against each theme. Table 52 presents the thematic average of the sentiments for United States of America expressed by tribal youth studying in educational institutions and *deeni madaris* in FATA.

Table 52

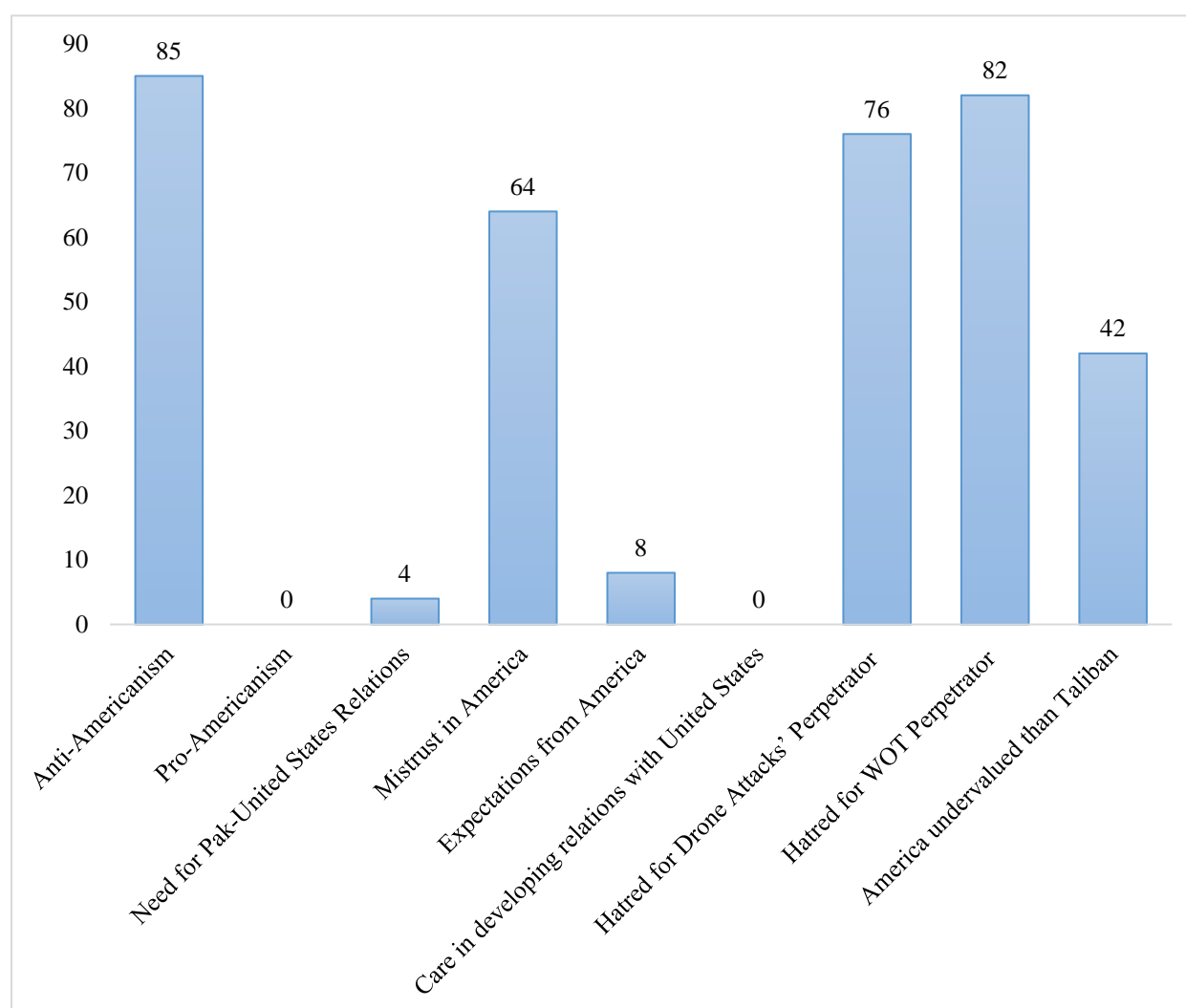
*Thematic Average of Sentiments Expressed by Tribal Youth Studying in Educational Institutions and Deeni Madaris in FATA*

Theme	% of Respondents
Anti-Americanism	85
Pro-Americanism	0
Need for Pak-United States Relations	4
Mistrust in America	64
Expectations from America	8
Care in developing relations with United States	0

Hatred for Drone Attacks' Perpetrator	76
Hatred for WOT Perpetrator	82
America undervalued than <i>Taliban</i>	42

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Figures 54 and 55 graphically represent the thematic average of the sentiments expressed by tribal youth studying in educational institutions and *deeni madaris* in FATA.



*Figure 54.* Graphical Representations of Thematic Average of Sentiments Expressed by Tribal youth Studying in Educational Institutions and *Deeni Madaris* in FATA

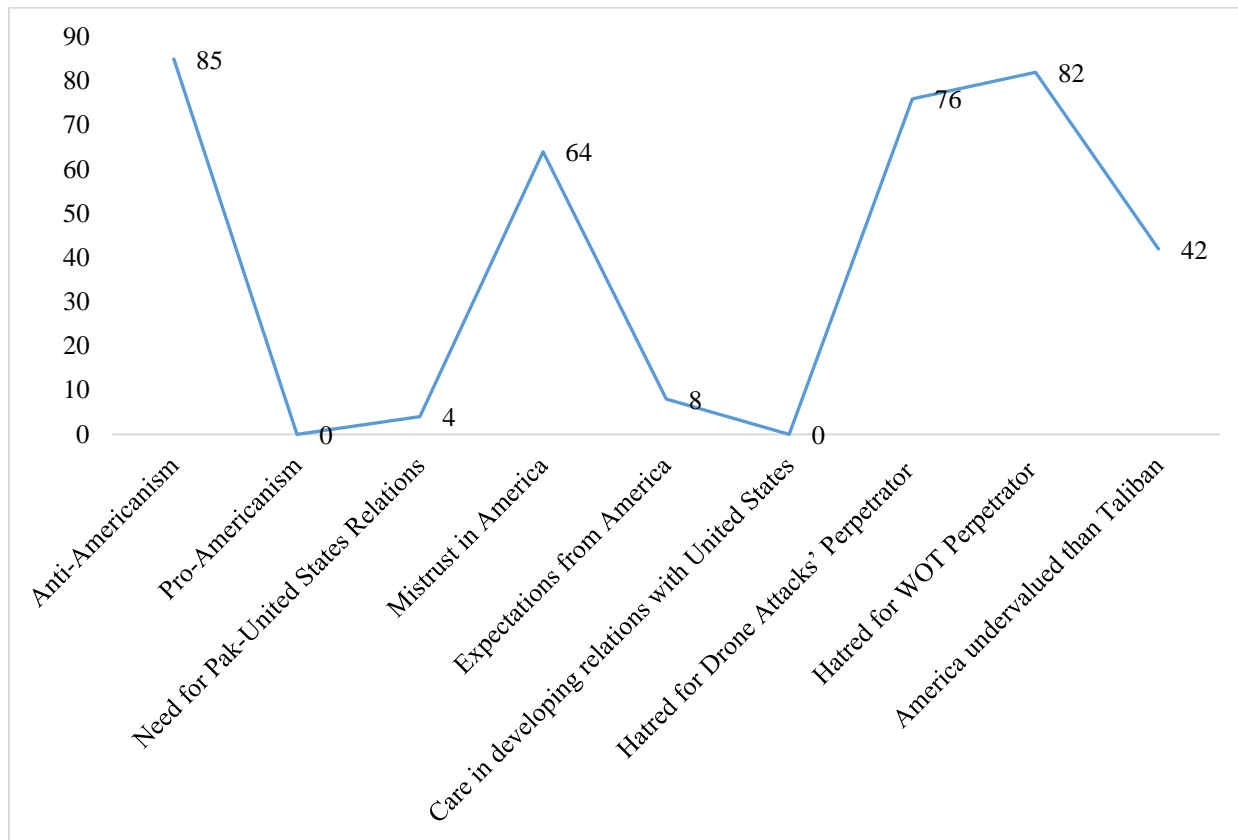


Figure 55. Line Graph Representation of Thematic Average of Sentiments Expressed by Tribal Youth Studying in Educational Institutions and *Deeni Madaris* in FATA

Whereas Table 53 display the average of the sentiments expressed by the students who belong to FATA and are registered with universities in Islamabad.

Table 53

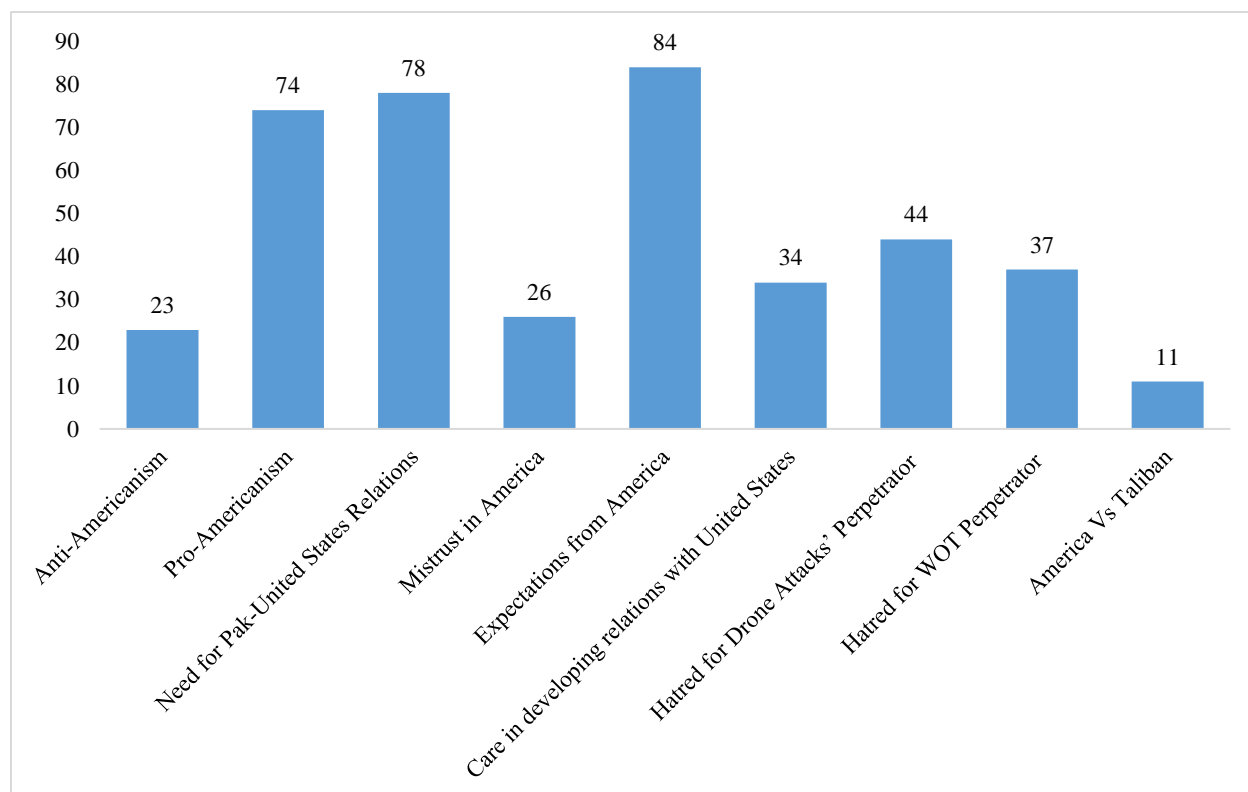
*Thematic Average of Sentiments for United States of America Expressed by FATA Students Studying in Universities at Islamabad*

Theme	% of Respondents
Anti-Americanism	23
Pro-Americanism	74
Need for Pak-United States Relations	78

Mistrust in America	26
Expectations from America	84
Care in developing relations with United States	34
Hatred for Drone Attacks' Perpetrator	44
Hatred for WOT Perpetrator	37
America Vs <i>Taliban</i>	11

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Figures 56 and 57 graphically represent the thematic average of sentiments for United States of America expressed by FATA students studying in universities at Islamabad.



*Figure 56.* Graphical Representations of Thematic Average of Sentiments for United States of America Expressed by FATA Youth Studying in Universities at Islamabad



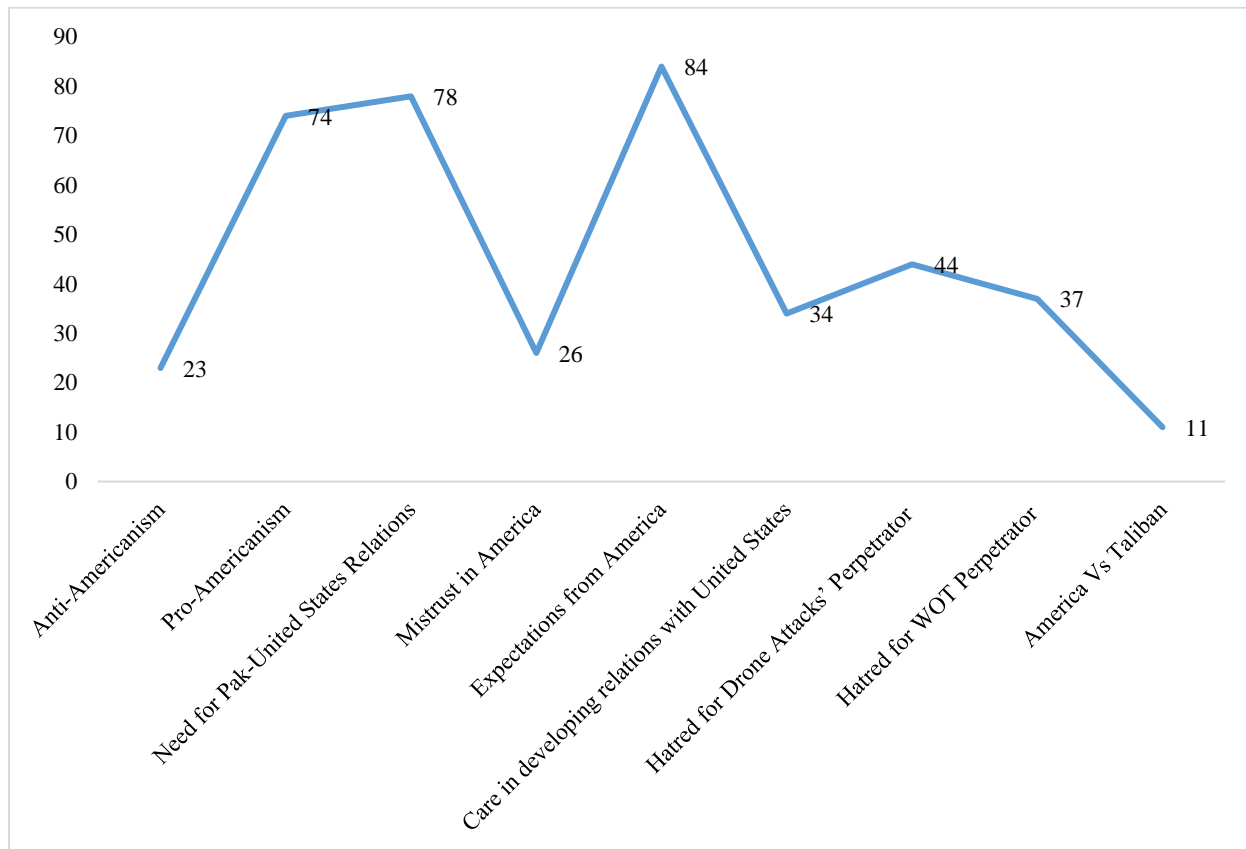


Figure 57. Line Graph Representation of Thematic Average of Sentiments for United States of America Expressed by FATA Youth Studying in Universities at Islamabad

Table 54 presents the comparison of thematic averages of sentiments for United States of America expressed by FATA students studying in FATA educational institutions and *deeni madaris* vs universities at Islamabad

Table 54

*Comparison of Thematic Averages of Sentiments for United States of America Expressed by FATA Students Studying in FATA Educational Institutions and Deeni Madaris vs Universities at Islamabad*

Theme	% of Respondents	
	Studying in Islamabad	Studying in FATA
Anti-Americanism	23	85

Pro-Americanism	74	0
Need for Pak-United States Relations	78	4
Mistrust in America	26	64
Expectations from America	84	8
Care in developing relations with United States	34	0
Hatred for Drone Attacks' Perpetrator	44	76
Hatred for WOT Perpetrator	37	82
America Vs <i>Taliban</i>	11	42

Figures 58 and 59 graphically represent the comparison of thematic averages of sentiments for United States of America expressed by FATA students studying in FATA educational institutions and deeni madaris vs universities at Islamabad.

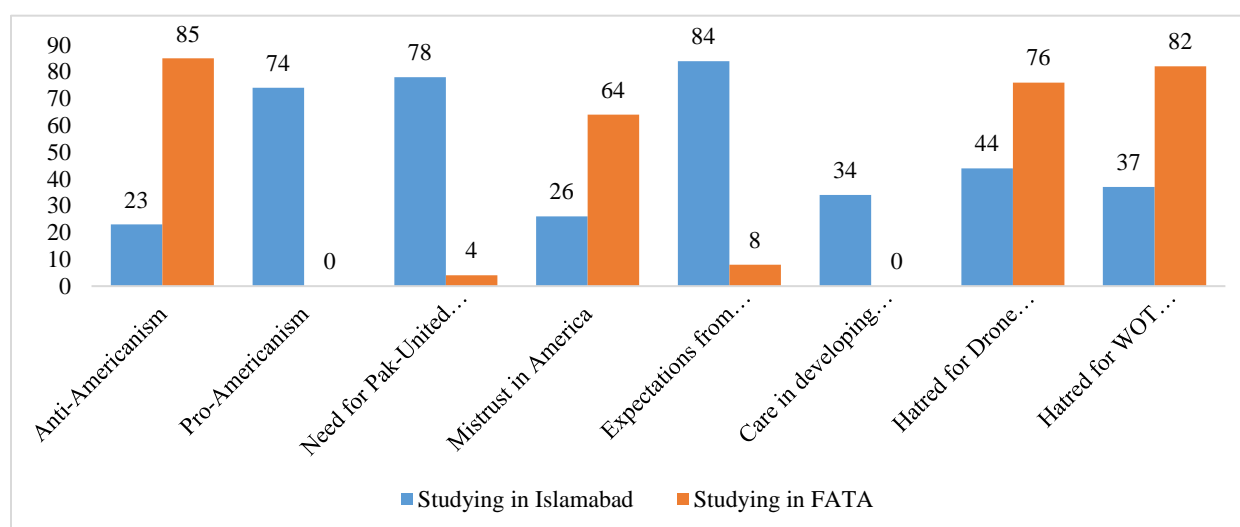
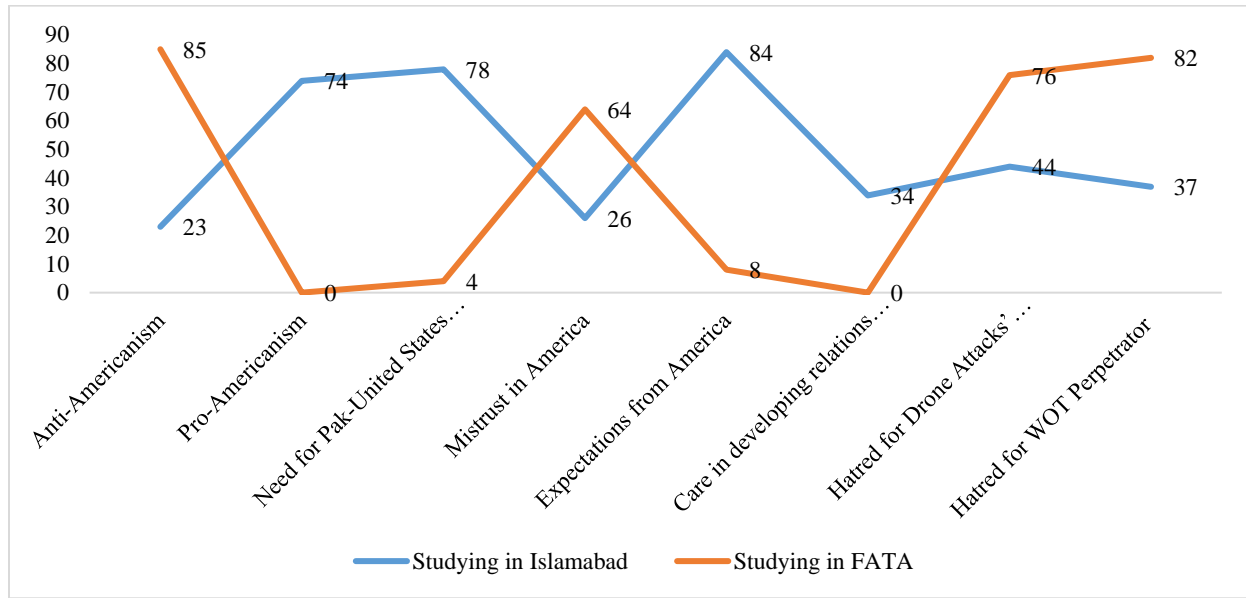


Figure 58. Graphical Representations of Comparison of Thematic Averages of Sentiments for United States of America Expressed by FATA Students Studying in FATA Educational Institutions and *Deeni Madaris* vs Universities at Islamabad



*Figure 59.* Line Graph Representation of the Comparison of Thematic Averages of Sentiments for United States of America Expressed by FATA Students Studying in FATA Educational Institutions and *Deeni Madaris* vs Universities at Islamabad

### **Thematic Narratives of Students Studying in FATA Educational Institutions and *Deeni Madaris***

The selected thematic narratives of the students who are registered with the educational institutions and *deeni madaris* of FATA are given in the ensuing paragraphs.

**Anti-American Narratives.** The anti-American narratives of the students of educational institutions and *deeni madaris* of FATA include:

- Abolish America from the map of world so that other countries could get lesson from it and do not become cruel.
- America is the biggest source of terrorism in Pakistan.
- Pakistan and America relations can never be good because America is enemy of Pakistan and Islam.

- God says in the Holy Book that, non-Muslim can never become friends of the Muslims.
- Today America is a terrorist because it attacked Afghanistan and Iraq without any reason.
- *Taliban's* should fight hard against America because it is the biggest terrorist.
- Eliminate America from the world.
- America is the biggest terrorist because it came from seventeen thousand kilometers and is burning the people in fire.
- America wants to capture entire world and wants to utilize the resources of the world.
- America is a cruel country which subjects all small countries of the world to its cruelty and always endeavours to snatch their resources.
- We shall always try to remove America from the map of the world.
- We should not make ourselves slaves of America and always be ready to fight it and by the grace of God, Pakistan Army is enough to remove America from the map of the world.
- America has fought selfish wars in many parts of the world.
- America faced worst defeat in the Vietnam War and Afghan War.
- These days America is killing innocent people in Afghanistan and Iraq in the garb of Al Qaida.
- It is good that these days America is facing economic crises because of wars.

- America attacks a country after deliberate thought process; it keeps in view the economical and geographical implications of such attack.
- US has made many organizations to unite entire Europe. They are all enemies of Pakistan and other Islamic countries and give nothing except destruction.
- America is enemy of all Muslims country and takes steps to finish Islam.
- Pakistan's bad condition is due to America.
- America always thinks of capturing other countries by utilizing others resources.
- America is a devil.
- America is second big enemy of Pakistan after India.
- America is the biggest enemy of Islam.
- America shall die.
- America is doing enmity in the garb of being friend.
- America is the greatest terrorist.
- American power is ending.
- America should be sent such a virus which has no antidote.
- We should not do American slavery.
- America is our enemy.
- America is a big burden on Pakistan's economy.
- America is a cruel country.
- America is our friend, as well as enemy.
- We must try to destroy America.
- America is enemy of Muslims.

- America should be threatened of serious consequences if it works against us.
- America shall be subjected to enmity.
- May God! America gets destroyed.
- America resorts to too many assaults.
- America's help is not needed; America's relation is always very weak. Our country is second to none.
- We should progress so that America is left behind.
- God willing, America will be destroyed through Pakistan.
- Pakistan is a danger for America.
- No compromise shall be made with America and we should surpass her.
- America is a the biggest enemy of Muslim Umma'
- American drones are the biggest problem for us.

**Pro-American Narratives.** The pro-American narratives of the students of educational institutions and *deeni madaris* of FATA include:

- America is the most effective and famous country of the world.
- US is one of the strongest economic powers of the world.
- America has friendly relations with Pakistan and helps Pakistan in every difficult situation.
- America is a progressive country.
- America supported Pakistani flood affected communities.
- Friendship with America is better for Pakistan.
- America helps our country in literacy.

- America is our friend.
- America has good relationship with Pakistan.
- America works like friend of Pakistan.

**Need for Improvement in Pak – United States Relations.** The narratives of the students studying in educational institutions and *deeni madaris* of FATA related to need for Pak-United States relations include:

- Pakistan is a developing country and needs support from America.
- Pakistan's neighboring countries like India and Afghanistan are not in favour in Pakistan and can harm our beloved country without the support of America.
- America by joining our enemies might harm Pakistan, therefore engage America more than our enemies.
- Pakistan is an atomic power and is under focus of the entire world especially America. Good relations with America can help us survive better.
- Countries of the world do not want our beloved country Pakistan to prosper. As America being super power can influence the world powers, thus seek good relation with America.
- Pakistan is the first Islamic country which made atomic bomb and therefore is Islamic superpower. America is non-Muslim superpower and both of us shall join to do good the world.
- Pakistan is a developing country and is on the path of prosperity. It should hold best relations with world countries, especially America.

- America can attack us with the help of neighboring countries, which is most dangerous for us. To protect ourselves we should engage America.
- Pakistan benefits its own way and can get those entire things that it needs through good relation with United States of America.
- These days Pakistan is facing a lot of problems and the only solution to these problems is in developing good relations with America.
- America is economically and politically strong and it is better to keep good relation with America.
- Pakistan and America are supporters of each other.
- America is essential for Pakistan because it provides us things in a better way.
- We should take advantage from United State of America.
- America should be dealt politically.
- We should do progress from America.
- America should be kept in such a relationship which is useful for Pakistan.
- Relations with America are being disturbed.

**Mistrust in America.** The narratives of the students studying on educational institutions and *deeni madaris* of FATA on mistrust in United States of America include:

- American government can do anything for its own interest.
- Pakistan must think before making relations with America.
- America had always betrayed Pakistan.
- American and its supporters had many a times finished their relations with Pakistan after fulfillment of their objectives.



- Drone attacks prove about America that it can deceive its friend at any time.
- The example of America is like a person who uses a tissue paper and throws it away.
- America uses a country and then leaves alone.
- America deceived Pakistan in 1965 war; despite CENTO and SEATO agreements; America deprived Pakistan Army from use American weapons.
- America betrayed the Afghan Mujahideen and after achieving success against Russia is killing them.
- America is never a trustworthy friend.
- Afghan Mujahideen's generations have been ruined by the selfish approach of America.
- Pakistan is bleeding because of its abandoning by America.
- America used all nations in the world for achieving its own aim.
- Afghan refugees have become burden on Pakistan just because of the manipulation of America.

**Expectations from United States of America.** The narratives of students studying in educational institution and *deeni madaris* of FATA attaching expectations with United States of America include:

- Drone attacks must be immediately stopped by America.
- America should reconsider its old policy of friendship with Pakistan.
- America must not leave Pakistan on achieving its interests.

- America should make permanent relations with Pakistan keeping in view its past mistakes.
- America should avoid cooperating with the terrorist in Pakistan.
- America should extend every possible support to Pakistan.
- America should respect Pakistan's independence and sovereignty.
- America should compensate losses suffered by Pakistan in war on terror.
- America shall control India.
- America shall adopt positive attitude towards Pakistani people.
- America shall provide employment opportunities to Pakistani people.

**Hatred for United States of America for Being Drone Attacks' Perpetrator.** The narratives of the students studying in educational institutions and *deeni madaris* of FATA expressing hatred for United States of America being drone attacks' perpetrator include:

- Lot many ordinary innocent people have died in drone attacks by America.
- I had seen dead bodies of innocent victims of drone attacks myself.
- I witnessed many drone attacks in which the dead bodies were very badly spoiled.
- Drone attack gives lot of tension to the people. Even my uncle keeps looking all the time towards the sky.
- Young boys are much afraid of drone attacks.
- Drone attacks are disgrace of humanity.
- I feel shame to write on drone attacks because it is clear proof of our humiliation.
- Innocent male, female and children are dying in drone attack.

- Why Pakistan is slave of someone that it is being subjected to drone attacks; it is not America's fault rather it is Pakistan's own fault.
- Pakistan should start engaging drones.
- Do not the innocent tribal people who are being martyred in these attacks have parents and children with heart in their chest to feel the pain? Would they not remember their parents and children and will be hurt. It is our right to abolish the perpetrators of drone attacks and we should support the tribal fighters and should fight in their favour.
- Drone attacks amounts to attack on Pakistan's solidarity and sovereignty.
- Drone attack should be stopped as soon as possible.
- Drone attacks are sheer disgrace to Pakistan as most people killed in drone attacks are innocent.
- Drone attacks are against the sovereignty of our nation and we hate America for imposing these on us.
- Drone attacks create terrorists.
- It has become fashion to here that some one's son has martyred in the drone attack.
- If drone attacks are stopped it will control terrorism.
- Tribal areas of Pakistan, especially North and South Waziristan are being more rottenly being targeted by illegal drones.
- There should be no drone attacks because these create terror among the people and deprive them of education; thus they become victims of terrorism. Which is very harmful for the youth.

- Drone attacks are conducted only for United States of America's benefits at the cost of Pakistan. We should play our role to stop them.
- We should take correct measure to stop drone attacks save humanity.
- These days the issue which has heightened conflict is drone attacks.
- These days the tribal environment is spoiled by drone attacks.
- Despite so much of losses, why do not we stop drone attacks?
- Drone attacks in Waziristan have compelled the Waziristani children to pick up rifles in their hands instead of going to school.
- Drones are against the against Pakistan's constitution.
- Peace and security from drone attacks is not possible until Pakistan's defence becomes strong and it abolishes American forces.
- Pakistan should strongly condemn drone attacks in UN and world.
- Drone attacks are on innocent people and these are changing Pakistan into a terrorist state day by day.
- If criminal people are targeted in drone attacks, double strength of innocent people is also killed.
- America is our biggest enemy because it conducts drone attack on us.

**Hatred for United States of America for Being WOT's Perpetrator.** The narratives of the students studying in educational institutions and *deeni madaris* of FATA expressing hatred for United States of America being WOT's perpetrator include:

- WOT contributed towards fire and we humble (Pakistanis) fell into it.
- Forty five thousand Pakistani people have been killed in WOT.

- WOT has caused lot of physical and financial losses.
- A lot of innocent people were affected by WOT.
- Many women became widows and children become orphan in WOT.
- WOT did not produce good results.
- Security situation in FATA has deteriorated up to 95 % due to WOT.
- WOT has resulted fuel for terrorism.
- Problems created by WOT still persist.
- Pakistan has suffered loss of millions of rupees in WOT.
- It's time for dialogue because tribal people are fed-up of WOT.
- WOT is a fake war and world trade center was attacked through a preplanned plan and Afghanistan, as well as Iraq were attacked on false pretext. Pakistan was also dragged into WOT.
- Pakistan should separate itself from WOT to protect its future.
- Pakistan has faced biggest loss in the WOT.
- Pakistan decided to join America to fight against *Taliban* in this war. Resultantly, Pakistan had to face both financial and physical loss and Pakistan has reached the verge of financial collapse.
- Pakistan is fighting American war.
- America has developed concentrations in the garb of WOT.
- WOT is useless because problem can be solved through talks and after dialogue terrorists will mix with other people.

- *Taliban* care for their children, as well as home and will join other peace loving people provided the funds being provided to them by America are blocked.
- WOT purpose to abolish terrorism from within the country and from the entire world is unaccomplished.
- These days Pakistan is facing many challenges due to its involvement in WOT.
- WOT cannot succeed until *Taliban* adopt friendly behaviour and foreign agencies supporting them are exposed.

**Preference of *Taliban* over United States of America.** The narratives of students studying in educational institutions and *deeni madaris* expressing *Taliban*'s preference over United States of America include:

- People are much happy with *Taliban* as they fought America the aggressor.
- America is bigger enemy than *Taliban*.
- *Taliban* fight the non-Muslim forces of devil America.
- *Taliban* are lesser evil than America.
  - We should assist *Taliban* to abolish American forces.
- *Taliban* are pro-Islam and anti-America.
- Long live *Taliban* and get destroyed America.
- I will become a *Taliban* fighter to fight America.
- They may be Indian or American; *Taliban* are against those people who are enemies of our country.
- My family supports *Taliban* against America.
- A weak force of *Taliban* destroyed well equipped American Army.

### **Thematic Narratives of FATA Students Studying in Universities of Islamabad**

A full sample of the FATA students studying in major universities of Islamabad, which include Qaud-i-Azam University; Islamic University; National University of Modern Languages; and National University of Science and Technology was taken to record their sentiments for United States of America. Some selected thematic narratives are given in the ensuing paragraphs.

**Anti-American Narratives.** The anti-American narratives of FATA Students Studying in Universities include:

- In my view, America is the biggest terrorist because it came from seventeen thousand kilometers and is burning the people in fire. Thousands of people have been killed in Pakistan alone.
- Though, America is a continent consisting of fifty two states and has every facility, as well resource but is still hungry of the resources of the entire world.
- America wants to capture entire world and wants to utilize the entire resources of the world.
- America is a cruel country which subjects all small countries of the world to its cruelty and always endeavours to snatch their assets. But we are proud Pakistanis, who shall always try to abolish America from the map of the world.
- We Muslims must not make ourselves slave of America and shall always be ready to fight it.
- God willing, Pakistan Army will remove America from the map of the world.
- America has fought unjust wars in many parts of the world. Though, America faced worst defeat in the Vietnam War but did not learn lesson.

- America attacks any target country after deliberate thought process. It keeps in view the economical and geographical implications of such attack.
- America is enemy of all Muslims countries and takes steps to finish Islam.
- America is a progressive country and always thinks of capturing other countries and wants to make progress by utilizing others resources.
- Pakistan shall improve relation with America after achieving own benefits, it should abolish America from the map of world so that other countries could get lesson from it and do not become cruel.

**Pro-American Narratives.** Pro-American narratives expressed by FATA students studying in universities include:

- America is the superpower which controls the world through its efficient policies.
- United States Army is most proficient Armies of the world and America has stationed its forces all over the world to create its influence.
- America helped Pakistan in every national calamity.
- America being a progressive country keeps its standards highest possible at all times.
- USAID has helped Pakistani community in all fields.
- All countries want to have good relations with America.
- America helps Pakistani students in getting education in Pakistan and abroad.
- America has its own interests but then in the process of achieving its objectives it certainly helps the people of other countries.



- America is the single superpower of the world which controls the world politics; all other nations follow American agenda and prosper.
- America declared Pakistan as its supporter in WOT and provided enormous military support.
- America can control Indian and Afghanistan negative activities in Pakistan.
- Americans are hardworking and proud nationals.

**Need for Improvement of Pak-United States of America Relations.** The narratives in support of Pak-United States of America Relations expressed by FATA students studying in universities include:

- Pak-American relations are essential for all developing countries of the world, Pakistan being no exception.
- Pakistan's nuclear status pinches all non-Muslim countries of the world, especially India and Israel. American relations with both these countries are good and if America becomes Pakistan's open enemy, the balance would be too disturbed for Pakistan. Thus, Pakistan shall always keep America engaged positively.
- Pakistan is an atomic power and is under focus of the entire world. Many countries of the world do not want our beloved country Pakistan to prosper. America's relations are of immense importance for Pakistan to protect it against the cruel designs of our enemies.
- America wants to make Pakistan a permanent friend and it is in the greater interest of Pakistan to keep good relations with America. However, as American government can do anything for its own interest; thus, Pakistan must think before

making relations with Pakistan because it is the principle of foreign policy that; no country is permanent friend or enemy, rather national interests are permanent and important.

- As one knows, Pakistan being a developing country is on the path of growth, but the thing which is most important for its prosperity is that, it should improve its relations with America. And if these relations are not improved, America can attack us with the help of neighboring countries, which will be most dangerous for us.
- Though the drone attacks by the America are not justified but their control is with America; we should develop such relation with America that it willingly or under compulsion stop these attacks disliked by entire nation.
- If we recall our past, American and its supporters had many a times finished their relations with Pakistan after fulfillment of their objectives. But we should still develop our relations with America keeping in mind the past experiences and safeguarding our interest. Pakistan should uphold all doable legitimate expectations of America. America should make permanent relations with Pakistan keeping in view its past mistakes. The relations should include improvement of imports, exports and foreign relations.
- Pakistan shall make relations with America so that it benefits its own way and can get entire things that it needs.
- Pakistan and America relations have never been trustworthy and suspicions persist between both countries. Adequate steps must be taken to end such suspicions because America is enemy of Pakistan and Islam.

- Pakistan relations with America become strain due to drone attacks. Better relation with America are still prerequisite for termination of drone attacks.
- Good and trustworthy relations between Pakistan and America is need for both countries.

**Mistrust in America.** The narratives of FATA students studying in universities and expressing mistrust in America include:

- American is a country which always works for its own interest and does not hesitate in going to any extent for achievement of its design even at the cost of destruction of other countries and nations.
- The world is though suspicious of American role but works with it as it is a strong military and political power.
- America has always ditched its allies after achievement of its hegemonic designs. Afghan war is a clear evidence when it left Pakistan and Afghan Mujahideen high and dry.
- American nation is selfish and unpredictable. Pakistan was victim of its betrayal in 1965, 1974 and in Afghan war. So Pakistan shall never trust Americans.
- America is friend of our worst enemies India, as well as Israel. How can then Pakistan trust America.
- America uses other countries for its interest and then badly abuses them. Time is full of her such abuses.
- No sane nation would trust America and American nation.

- American attitude and nature is best manifested in her creation of Mujahideen, their optimum use against USSR and not only leaving them but projecting them as terrorist today. America is going to the extent of destroying its own created Mujahideen. What a shame for American nation.

**Expectations Vested in United States of America.** The narratives of the FATA

students studying in universities attaching expectations with United States of America include:

- America shall uphold its promises and support Pakistan till eradication of terrorism from FATA.
- America must not quit the situation midway, WOT shall be taken to its ultimate conclusion.
- The drone attacks have negative implications for both Pakistan and America therefore these must be stopped immediately.
- America must realize the fact that Pakistan cannot be bypassed for bringing peace in Afghanistan, thus it should make permanent relations with Pakistan.
- America must not support Indian cause of destabilizing Pakistan. Such an attempts are eroding Pak-United States of America relations.
- America should continue to extend every possible political and military support to Pakistan.
- America should undo its past mistakes of betraying Pakistan and its nation at difficult times during 1965 and 1971 wars.
- America should stop asking Pakistan for doing more and should play its own role to bring the WOT to a conclusion.

- America shall provide more opportunities to tribal youth for their advanced education.
- USAID shall do more projects in FATA.
- America should relax visa policy for the Pakistani students. A quota may be fixed for tribal youth affected by the war.

### **Care Recommended by FATA Students Staying in Universities in Developing**

#### **Relations with United States of America**

- The relations with United States of America are much needed but with lot of care as America has the deceitful history.
- Though Pakistani government, as well as nation are always suspicious about the U Turn in the American policies, still relations must not be spoiled and America shall be kept at an appropriate distance.
- America should be dealt with the policy of tit for tat.
- America should be made to realize the role Pakistan has in implementation of its policies in South East Asia.
- Good balance must be achieved in Pakistan with Russia, China and America.
- Pakistan's relations with the whole world including America shall be driven by a well thought-out foreign policy.
- Pakistan shall not contest American relations with India, rather shall make its own place.
- America shall be shown Pakistan's importance in the region and shall be made to understand Pakistan's role in achievement of her objectives the region.

**Hatred Expressed for America Being Drone Attacks' Perpetrator.** The narratives of the students studying in universities which express hatred for United States of America being drone attacks' perpetrator include:

- To target terrorist is understandably is a good act but use of another mean to accomplish this noble cause which ends up making terrorists is just not justified. Drone attacks beyond doubt are making more terrorist than the number of terrorists eradicated.
- Drone attacks are certainly counterproductive.
- Drone attacks have made a large number of students psychological patients.
- I hate drone attacks so I do not want to go back to my family living in FATA.
- I cannot forget the scene of drone attack victims. Unfortunately, none of them were the terrorists.
- Tribal people consider the drone attacks as a disgrace for the entire clan which is targeted by them.
- The collateral damage by the drone attacks has been always a source of serious concern for the entire population.
- We are witness to the instances of drone attacks which killed innocent male, female and children.
- Pakistan Air Force has the capability to engage drones but it would further spoil the relations between Pakistan and America. America shall also realize this fact and avoid this cruel act.

- May America go to hell for shooting my innocent relatives by drone attacks.
- It has become fashion to here that some one's son has martyred in the drone attack.
- If drone attacks are stopped it will control terrorism.
- Tribal areas of Pakistan, especially North and South Waziristan are being more rottenly being targeted by illegal drones.
- There should be no drone attacks because these create terror among the people and deprive them of education; thus they become victims of terrorism. Which is very harmful for the youth.
- Drone attacks are conducted only for United States of America's benefits at the cost of Pakistan. We should play our role to stop them.

**Hatred Expressed for America Being WOT's Perpetrator.** The narratives of the students studying in universities which express hatred for America being WOT's perpetrator include:

- American WOT was initiated on false pretext then how could its outcomes be positive.
- WOT left scares on our personalities.
- WOT contributed to large scale migrations in the entire FATA.
- Almost all families have faced physical, financial and educational losses due to American WOT.
- America has lost its goodwill in the war. A lot of tribal population hates America for its acts of cruelty.

- Through WOT America wanted to achieve its hidden agenda at the cost of poor Afghans and Pakistani tribes.
- WOT has spread terrorism instead curtailing it.
- Pakistan and Afghanistan have been ruined by WOT.
- Pakistan should not have become party to WOT.

**Preference of *Taliban* over United States of America.** Narratives of the FATA

students studying in universities which lay preference of *Taliban* over United States of America

include:

- *Taliban* are pro-Islam and Americans are anti-Islam, we should side pro-Islam forces and abolish anti-Islam forces.
- Comparatively America is greater criminal than *Taliban*.
- *Taliban* fought and defeated America in Afghanistan because they have God's help.
- *Taliban* being uneducated lack understanding of the environment but they are sincere and America is wicked.
- *Taliban* have undone American might they should be educated and made part of main stream population.
- I have many family members who still support *Taliban* against America.
- *Taliban* destroyed American Army because of Allah's help.



## **Chapter 5**

### **Discussion, Conclusions, Recommendations and Suggestions for Future Research**

This chapter has been divided into four sections. First section highlights the discussion on the findings; second section records the conclusions drawn from the findings; third section lists the recommendations proffered by study for implementation to introduce appropriate interventions; and fourth section lists the suggestions for the future studies.

#### **Discussion**

##### **Impact of WOT on Wellbeing of Youth**

This study discovers the impact of WOT on the tribal youth in FATA taking lead from the past studies on impact of war on youth in various parts of the world. The findings of this study which have augmented the findings of the past studies have been discussed in the ensuing paragraphs.

The youth in FATA experienced war traumas which adversely affected its wellbeing in line with the findings of the studies carried out by earlier researchers Joshi and Donnell, 2003; Lusting et al., 2004; Baenbaum et al., 2004; and Betancourt and Khan, 2008. The findings of this study are also linked to the research conducted by Bryce and Armenian, (1986) on the sixteen years long brutal Lebanese War -1975; both these studies conclude wars' devastating impact on the youth. Like Lebanese youth, the FATA youth also suffered from sporadic surges of violence which included street combat, air raids, shelling, and vast displacements. Both wars were accompanied by the dysfunctionality of the academic institutions, civic services and disruptions in basic utilities like electricity and water, etcetera. Like the Lebanese situation, FATA also

offered an exceptional opportunity to explore the impact of a protracted conflict amidst social, political, and economic deprivation on youth's psychosocial development. The age group of the study sample was also fairly identical in both studies.

The youth in FATA exposed to prolonged war traumas developed PTSD. The findings and the outcomes of PTSD recorded by the tribal youth were closely related to the description of PTSD by the American Psychiatric Association (1996). The tribal youth having been exposed to traumatic events associated with WOT experienced recurring symptoms related with the event, persistent disturbance, unpleasantness and repeated dreams of the occurrence; avoidance of the people, places or activities related to the traumatic event; and inability to recall vital aspects of the sufferings. The victims also confirmed exhibition of disinterest in routine activities and a great number perceived negative about leading an ordinary life. They even exhibited symptoms of hyperarousal (sleeplessness, hypervigilance, flare-ups with anger, loss of concentration, or startle responses) which could lead to considerable impairment in their lives. The findings of this study are even linked to the study conducted in the United States of America on youth exposed to terrorism in New York City on September 11, where the affected youth experienced PTSD, depression and anxiety (Katz, Pellegrino, Pandya, Ng & DeLisi, 2002). The intensity of the impact of terrorism and violence on tribal youth of FATA was also analyzed in light of the studies conducted by Joshi and Donnell, (2003); Hoven, Duarte and Mandell, (2003); Rutter, (1983); Slone and Hallis, (1999); and Zvizdic and Butollo, (2001) and found in line with their findings. Even the findings of this study when related to the Rutter, (1983) accumulative life event model indicated that, repeated exposure of the tribal youth to violence increased their susceptibility to distress. Moreover, a glaring rise in PTSD symptoms and depression were identified as the

psychological implication of the recurrent exposure to violence by the victims without having been even physically hurt.

The tribal youth exhibited emotional, cognitive, social and physical reactions which were classified in Mental and Behavioral Disorders (ICD-10) for the victim of trauma caused by war, terrorism and their affiliated activities (World Health Organization, 1992). The elaborations of this ICD – 10 Classification by Durodié & Wessely (2002) further helped researcher in linking the war experiences of tribal youth in FATA with their reactions to WOT as; firstly, emotional (shock, fear, helplessness, anxiety, hopelessness); secondly, cognitive (images, memories, intrusive thoughts, hyper-vigilance); thirdly, social (irritability, withdrawal, avoidant behavior, loss of trust and faith,); and fourth, physical (loss of energy, insomnia, autonomic hyper-arousal).

The findings of Pfefferbaum (2005) and his associates with regards to the circumstances which contribute towards the distresses of the youth exposed to the war were very well exhibited in this study. It was concluded that, the impact of WOT was directly related to the physical (victim's presence in the area of violence) and the psychological (knowledge of some ones getting killed or injured in the terrorist activity) proximities of the tribal victims to the violent incidents (Pfefferbaum, et al, 2005). The youth who saw killing or injuring of someone exhibited far greater impact than those who lived elsewhere and just heard about the occurrences. Moreover, within FATA, the maximum impact was reported among the youth who lost their close relations or suffered from personal losses.

Fairly large number of tribal youth in FATA reported PTSD symptoms despite neither being directly exposed to violent incidents nor being related to the victims of the violence. This finding was directly linked to the findings of earlier studies by Pfefferbaum, Gurwitch and McDonald, 2000; which established the facts that, merely being present in the violence infested

area and listening to the terrifying stories of violent acts caused psychological impact on the youth. Even these findings were supported by the findings of the researches carried out by Lustig et al., 2004; Betancourt and Williams, 2008; and Barenbaum et al., 2004 who established causing serious consequences of war violence on youth's through youth's direct and indirect exposure to traumatic events of war.

The outcomes related to the wellbeing of the tribal youth are also linked to the theory of learned helplessness; the tribal youth in FATA experiencing uncontrollable and unpredictable violent events of war suffered from aggression, disruption of resources, physiology and difficulty in problem solving (Roth, 1980; Wortman & Brehm 1975). In turn the helplessness experienced by the tribal youth threatened their mental, as well as physical well-being and associated it with passivity, poor cognition and uncontrollability. A fairly large segment of tribal youth in FATA almost lost hope of affecting change in their lives. In turn, this pessimistic lot suffered from depression, poor interpersonal relationships, shyness, loneliness, weak academic performance and reduced social skills (Chang & Sanna 2007; Henry, 2005; Welbourne et al., 2007; Ramirez, Maldonado & Martos, 1992).

The narratives of the tribal youth and the findings extracted out of these narratives also exhibit their association with the Attachment Theory, which focuses on the emotional bonds and long-term relationships which influenced the tribal youth's sense of security in dealing with the challenging situations created by WOT. It further supported the Bowlby (1969)'s claim that, their bonds once formed in the childhood continued to impact their behavior in handling challenges in their life. The tribal youth securely attached with their close relations was relatively lesser impacted on its exposure to violent acts of war; they expressed more independence; felt more comfortable in schooling, enjoyed popular social relationships, and experienced lesser

levels of anxiety and depression even under adverse conditions. Even the findings of this study are linked to the observations, as well as clinical experiences of Freud and Burlingham's (1943) in their case study 'War and Youth'. Both these studies concluded a relatively lesser impact of war on youth who were exposed to trauma while being in care of their parents, then those who were exposed to traumatic situation in the absence of their parents or close relations.

The negative impact of separation of tribal youth in FATA from their parents is linked to the Garmez (1983) case study on youth who were separated from their parents and were shifted to safe havens during London Bombing. A similarity is observed in these studies as, the separation from parents had greater traumatizing effect than the danger posed by the violent act. Thus, a glaring buffer outcome against trauma emanated from the proximity of youth to their parents and other affectionate figures around them. The findings of this study and the study conducted by Gleser et al. 1981 on impact of parents' loss under violent situation are identical as tribal youth also displays graver traumatic impact of a trauma resulting from combination of loss of parents, family members or friends in violent war like event.

### **Impact of WOT on Education Sector in FATA**

The research uncovers considerable impact of WOT on the FATA's educational system which is being analyzed in the light of earlier studies on impact of conflict on education systems. The linkages identified between the findings of this study and the earlier studies are highlighted in the ensuing paragraphs.

The study carried out by Abbas (2007) to ascertain the large-scale destruction of schools in FATA during anti-terrorism campaign initiated in pursuance of WOT concludes two aspects; first, a large scale proliferation of deeni madaris in FATA; two, a close linkage of most of the militants with the madaris due their educational background. Abbas (2007)'s contention is also

augmented by Curits (2007), who besides reinforcing the linkages of militants with deeni madaris, considers non-availability of formal education in FATA as one of the major contributory factors in development of the extremist tendencies in the region. This study has also identified growth in the number of deeni Madaris in FATA, lack of opportunities of formal education, positive sentiments of students for *Taliban* and even their preference over United States of America. Though, no child interviewed during the process of this study confessed the intent of becoming a suicide bomber, Fair (2011 and 2012) concluded that, the militants were recruiting suicide bombers from among the less experienced and extremist madrassa students. This suspected tendency among students enrolled in deeni madaris needed to be explored further in the future studies.

The glaring contrast identified in the findings of this study between the sentiments expressed for United States of America by students in educational institutions and deeni madaris in FATA and the FATA students who were in universities of Islamabad clearly manifests the fact that education changed the perceptions of the youth. This aspect gets linked to the findings of earlier studies which recommended provision of appropriate education to the tribal youth of FATA to restrain them from becoming extremist or terrorists. Rebecca and Graff (2010) in their study warned the world for not ignoring the education challenges faced by Pakistan and its youth, especially living in the tribal areas who could easily fall prey to the extremists and become militants. Even Abbas, (2005); Ahmad, (2011); Fair, (2011 and 2012); and et al, (2012) reinforce the observations cited by Rebecca and Graff (2010) by establishing the fact that, with greater levels of education the tribal students would not support the *Taliban's* violent groups.

This study through its independent findings and their analysis shared almost all concerns raised by Khan (2008) in his study. Both studies conclude that, since start of WOT, the education

sector in FATA not only remained under constant threat but underwent tremendous loss; educational institutions, especially girls' schools were destroyed by setting them ablaze and through bombing. As a result, the enrolment of students, as well as teachers and their attendance has severely dropped all over FATA. The government failed to reestablish its writ in the region and to provide a congenial environment in which students especially girls could join their schools or colleges without fear. The unstable situation has thus completely jeopardized the academic future of a large number of tribal students in general and female students in particular.

Thus the education of female students was most effected by the WOT in FATA. The comparative analysis reveals that, female students' enrolment was far lower than male students, whereas their dropout rates were far higher than the male students. The female education institutions were also far lesser than the male education institutions. Moreover, the destruction of female education institutions was far greater than the male education institutions. These findings of this study are liked with the observations made by Kakar (2008) in his study, Human Rights Commission of Pakistan (HRCP)'s Annual Report (2007) and Asian Human Rights Commission Report (2008) with regards to banning of female education by tribal elders and Jirga of the local *Taliban* in FATA. These findings are fully endorsed by the observations made by Orkzai (2008) in his study that, *Taliban* justified destruction of the educational institutions through distribution of pamphlets in the mosques taking a plea that, the formal educational institutes were destroyed due to their alleged involvement in proliferation of profanity in the tribal areas. Even, these observations are substituted by Bari. F. (2010), who besides documenting a terrible impairment of female education in FATA, proves that, 51% of female students quitted their schooling and 120 female schools were damaged during Swat Conflict alone. Moreover, in her claim, 72% of the respondents regarded the educational loss in FATA as the severest social impact. These

earlier studies even claim that, the girls were not sent to school by their economically constrained parents to save on expenditure and also to ward off the fear of ferociousness of militants against the female students because enormous gender bias motivated attacks were already documented in FATA.

The obvious adverse psychological effect of WOT on tribal youth in FATA which distanced them from formal education gets linked to the findings of earlier studies conducted by Javaid, 2012; Khan, Naila, and Aman, 2012; as well as, Sajid, Islamuddin, 2012. All these studies highlight the plight of the war affected tribal youth which was deprived of its fundamental right of education; such a marginalized treatment drastically limited their mental development. The researchers of these earlier studies also present miserable state of education in FATA by recording destruction of 831 schools in Khyber Pakhtunkhwa and FATA between years 2009-2012. Even the survey of 25 conflict-effected countries conducted by UNESCO study group substantiate findings of this study by recording adverse impact of conflict on the education, especially in terms of the literacy rate and levels of education achieved. The trends observed in UNESCO survey also indicate a large scale abandoning or postponement of the education by youth under conflictual situation and in the process loss of considerable time of schooling; which certainly had serious repercussions. UNESCO has even established the observations made by this study with regards to targeting of the academic institutions in armed conflict (UNESCO, 2010b).

The findings of this study related to prolonged closure of academic institutions; interruption or shortening of the academic year; reduced access to the schools; threats to the youth's security while they traveled to the schools and attend classes; increased dropout and reduced survival rates resulting from frequent displacements, military recruitments of students or



the economic hardship faced by the parents; and increased teachers' absenteeism are substantiated by earlier studies (Shemyakina, 2006, 12; Swee, 2009; and UNESCO, 2010). The earlier studies had even observed deterioration in educational quality due to shortage of school materials and nonfulfillment of basic living necessities in the areas experiencing an influx of internally-displaced population, which has been identified in this study. The low transition rates recorded in this study from primary to middle and middle to secondary levels are also observed by these earlier studies, wherein it was mostly attributed to youth's increased involvement in workforce or military recruitment.

The under performance of the education staff in the field and ineffectiveness of the monitoring, supervision and reporting systems observed by this study has also been earlier observed by the FATA Education Directorate. The Education Directorate reports that, its monitoring efforts had received severe set-back when its officials were kidnapped and threats were received by the field staff.

### **Sentiments of Tribal Youth for United States of America**

The interviews of the tribal youth, especially those studying in educational institutions and *deeni madaris* in FATA reveal high level of anti-American sentiments. The level of mistrust expressed by the youth in United States of America's actions and policies apparently contributes towards development of such anti-American sentiments among them. These findings are in line with anti-Americanism concept developed by Kizilbash (1988), who summarizes anti-Americanism as negative assessment of the United States of America in reaction to the United States of America's policies. The interaction with tribal youth in interviews indorsed two of the three policy areas of the United States of America which impacted negatively the FATA youth who expressed anti-American sentiments; firstly, the negative perception about violation of

Pakistan's national interests by bringing WOT to FATA; secondly, United States of America's violation of Pakistan's sovereignty through drone attacks in FATA and killing of innocent tribal population. Indeed, the tribal youth expressed strong hatred for United States of America for its being the perpetrator of WOT and drone strikes, which in their opinion have ruined FATA and its populace. The findings of this study invalidate the argument of Charles Krauthammer (2003) and Paul Johnson (2005) that, anti-Americanism was a phenomenon of hatred towards America as an entity, whereas support the argument of Katzenstein and Keohane (2005), who differing with the earlier scholars claim through their research that, anti-Americanism exists not for only what United States of America is but also for what it does.

This study conducted two separate surveys on two different groups of FATA students; one, the students studying in the educational institutions and *deeni madaris* in FATA; and second, the FATA students studying in the universities of Islamabad. An obvious contrast is identified in the expression of the sentiments by two groups of the students about United States of America. The outcome reveals existence of high level of anti-Americanism and insignificant liking for United States of America among students studying in educational institution and *deeni madaris* in FATA; and on the contrary, the FATA students studying in the universities of Islamabad express strong pro-American sentiments and are little critical of United States of America. This finding is straight links to the findings of the study conducted by Delavande, Adeline, Zafar and Basit (2012) on students in Islamabad. Both these studies conclude a common fact that, the perceptions about United States of America are much influenced by the information priors. Both studies also recognize two patterns in the information priors; one, prevalence of negative priors with prominence to United States of America's negative actions; Second, prevalence of positive priors with prominence to United States of America's positive actions.

This study concludes that, probably the information priors are more negative and less positive in conservative educational institutions and *deeni madaris* in FATA, which result into expression of negative sentiments about United States of America. Whereas, with positive information priors among in universities at Islamabad, the students studying in these universities expressed more favourable sentiments for United States of America. This aspect is substantiated by the statement of former United States of America's Secretary of State, Condelezza Rice, who laid emphasis on use of education as means to improve United States of America's image as a country. She points out that, Karen Hughes knowing the education's importance and power of the ideas, strongly advocates the mobilization of youth to blow apart the mistrust, as well as the grievances with United States of America and foster spirits of mutual respect and tolerance.

### **Conclusions**

A detailed analysis of the findings recorded in Chapter four are concluded under their respective heads in the ensuing paragraphs.

#### **Impact of United States WOT on Wellbeing of Youth**

The security paradigm created by the WOT exposed the tribal youth in FATA to a large displacement. Eighty six percent youth resident in FATA was forced to change its homes to save itself from damages of the war and in the process eighty-eight percent youth shifted its schools.

The WOT forced a large scale separation of tribal youth from their parents. Overall twenty-six percent youth was separated from parents; twenty-three percent youth was separated from fathers; two percent youth was separated from mothers and one percent youth was separated from both parents. During this separation, twenty-two percent parents were forced to send their wards away from them for youth's safety; seventeen percent parents, mainly male members left their families including wards to seek earning hood as they lost their businesses

due to the deteriorating security situation in their respective areas; fourteen percent parents fled to safe heavens; thirteen percent parents were forced to form part of fighters' groups and another thirteen percent family heads were detained by the militants; and five percent family heads went missing. At the same time, three percent youth was kidnapped / detained, three percent youth left for work opportunities and two percent youth fled to other places and one percent youth left to become fighters.

In the combat resulting from WOT astride Pak-Afghan Border, youth lost forty-eight percent close relations in assassination attempt, combat or bomb blast. Wherein the major losses have been of the male members to include twenty three percent fathers and seventeen percent brothers; among females, the youth lost eleven percent mothers and eight percent sisters. The least loss recorded was three percent of grandparents. Youth also lost twenty two percent close affiliates to include friends, neighbors and teachers.

Twenty three percent youth witnessed torturing, intimidations, injuring and / or killings during war activities in FATA. In this regard, twenty-eight percent youth witnessed someone being tortured or intimidated; forty-four percent youth witnessed someone being burnt or injured; and fifteen percent youth witnessed someone being killed.

Fifty-six percent youth was exposed to armed combat like shelling, shooting, bomb blast, and etcetera. Wherein, thirty six percent youth was nearby shooting; thirty four percent youth was nearby shelling or bombing; thirty percent youth witnessed schools being shelled or attacked; eleven percent youth was very near bomb or hand grenade explosions; eleven percent youth saw some massacres (many people simultaneously getting killed); seven percent youth was near an indiscriminate fire; six percent youth's homes were shelled or attacked; and four percent youth saw air raids.

The large number of youth was harassed and manhandled by the militants and insurgents. The worst exposure of the youth to violence has been that forty percent youth was threatened to be killed; twenty-three percent youth was beaten by the militants and twenty-one percent youth was tortured; nineteen percent youth was chased by the militants; nine percent youth was detained and homes of seven percent youth were looted; three percent youth was kidnaped; two percent youth was raped or abused and one percent youth was arrested.

Sixteen percent youth suffered from physical injuries. Wherein, thirty three percent youth got its limbs fractured; six percent youth suffered from head injuries; eleven percent youth lost vital organs; and thirteen percent youth lost hearing power.

Two percent youth was dragged into real combat and it under took activities like weapon carriers, spies and even hardcore fighting. The levels of involvement of youth in active combat included; one percent youth was recruited, as well as trained by the militants; one percent youth got directly involved into fighting (shooting or sabotaging, etcetera); nine percent youth was employed by the militants to carry arms or supplies, etcetera; and three percent youth was used by the militants for spying or relaying their information related to war activities. However, none of the youth confessed injuring or killing of any individual.

Ninety two percent youth in FATA was deprived of food, drinking water or shelter for considerable time. The extreme levels of the deprivations of the youth in FATA included; eighty-four percent youth remained deprived of food; sixty-seven percent youth went without drinking water; and eighteen percent youth suffered from deprivation of appropriate dress and footwear.

Twenty-three percent youth experienced extra ordinary stressful situations related to war in FATA. The worst war experiences faced by the youth in FATA included youth's detention in

militant's camps, ruthless and brutal killings by the militants and snatching away of the youth from their parents.

The PTSD symptoms experienced by the tribal youth exposed to prolonged traumatic situations in FATA based on the sum total of the percentages under four columns indicated that; the least score (157) totaled under the column "Not at all or only at one time"; second lowest score (345) totaled under the column "Almost always"; second highest score (498) totaled under column "Once a week or less" and highest score (503) totaled under column "2 to 4 times a week". This statistics indicates presence of a very high scale of PTSD symptoms among tribal youth.

In the outcomes of PTSD Symptom experienced by tribal youth in FATA due to their prolonged exposure to the war related traumas indicate that, seventy-seven percent youth suffered in academics; sixty-nine percent youth expressed their underperformance in discharge of the responsibilities; fifty eight percent youth could not enjoy fun and hobby related activities; fifty-six percent youth lacked concentration in prayers; forty-three percent youth lacked enjoyment in life; thirty-three percent youth faced relationship issues with friends and twenty-three percent youth faced relationship issues within the family.

### **Impact of WOT on Education in FATA**

The issues which impact education negatively in FATA are though identical to the ones being faced by the communities in rest of Pakistan, nevertheless their impact got enormously blown up under the dominant security circumstances created by WOT in FATA. Regrettably, the analysis reveals that almost all educational indicators stand at their lowermost levels in FATA and there exist appalling inconsistencies in the overall education system. FATA's male and female literacy rate was recorded as 36.66% and 10.50% respectively. The main impediment indicated by

the academic staff, teachers, students and local population alike was disturbed security situation created by WOT.

The impact on education in FATA varied with the intensity of the militants' activities and Pakistan Armed Forces' counter militancy campaign in conduct of WOT. This phenomena is explicitly visible in the statistical outcomes of the data collected for eleven academic years, from Academic Year 2004 – 05 through Academic Year 2014 -15 and recorded in Chapter four.

The most noticeable impact of WOT on education is the destruction of educational institutions by the militants who considering formal education as a source of immorality discouraged the people from sending their wards to formal educational institutions through their destruction. The recorded statistics indicate destruction of 458 schools (317 male and 141 female schools); five male degree colleges; one post male graduate college; one girls' Degree College; one male hostel and one female hostel. Besides FATA, the two hundred and eighty-two schools located in other parts of Khyber Pakhtunkhwa Province were also damaged which imparted education to thirteen thousand female and eighteen thousand male students.

Besides destruction of the schools by the militants, 19% (708) primary schools, 23 % (104) middle and 11% (30) high schools were declared non-functional owing to security and administrative reasons spiraled by the WOT.

### **Impact of WOT on Public Sector Educational Institutions**

The impact of WOT on educational institutions managed by the public sector has been analyzed through comparison of number of public sector educational institutions, students' enrolment in public sector educational institutions and teachers strength in public sector educational institutions over eleven academic years from 2005 - 06 through 2014 - 15. The large

scale reductions coupled with infrastructural and academic variations observed in various agencies result into disturbed students to institutions ratio, students to teachers' ratio, students to class ratio, over-crowdedness, huge dropouts and uncontrolled repetitions. Indeed, the barely surviving education system in FATA was completely skewed. In primary schools alone, 1259 schools were overcrowded and 38% teachers with 34% academic facilities were stretched to impart education to 68% strength of the overall child population. All these anomalies resulting from WOT are further elaborated in ensuing paragraphs.

The statics clearly show two occasions when the number of institutions significantly dropped; a reduction of three hundred and thirty eight institutions in Academic Years 2005-06 and a reduction of four hundred and seventy two institutions in Academic Years 2008-09. Both these decreases get linked with the surges in the violence due to WOT in different parts of FATA.

On three explicit occasions the enrolment of the students in public sector educational institutions of FATA decreased; a reduction of 75,761 students in Academic Years 2005 – 06; a reduction of 46,122 students in Academic Year 2008 - 09; and a reduction of 107,730 students in Academic Year 2010-11. The decrease in enrolment of students also gets linked to the surges in the violence periods during conduct of war in FATA.

A glaring and continuous decrease in teachers' strength is seen since Academic Year 2005 - 06. The main reductions observed in strength of teachers include; a reduction of 1885 teachers in Academic Year 2005 – 06; a reduction of 2572 teachers in Academic Year 2008-09; and a constant decrease since 2010-11 onwards. The decrease in the teachers' strength also coincides with the surge periods of violence due to WOT in FATA.



An obvious disparity is observed in the student's enrolment in public sector educational institutions in different agencies and FRs within FATA. Bajaur Agency has highest male, as well as female students to institution ratio (228 and 164 respectively) and South Waziristan Agency has the lowest male, as well as female students to institution ratio (only 47 and 31 respectively). Except Bajaur, Kurram Agency, North Waziristan Agency, FR Kohat and FR Peshawar all remaining agencies and FRs have less than 110 male students to institution ratio and 83 female students to institution ratio. On purely gender basis, the girls' primary schools suffered from relatively higher student to teacher ratios when compared with the male primary schools.

The students' occupancy in a classroom is found to be highly varying in male, as well as female public sector educational institutions in various agencies of FATA. This is recorded as high as, hundred and five students in a classroom in male educational institutions of Bajaur Agency and as low as, only twelve students in a classroom in both male and female educational institutions of South Waziristan Agency. In three agencies, namely Bajaur, Mohmand and North Waziristan, more than forty students were accommodated in a classroom.

The disparity in students to classroom ratio was identified more pronounced in the male educational institutions than the female educational institutions. Even owing to shortage of accommodation, in most primary schools one classroom often accommodated students belonging to two grades; thus swelling the overall strength of students in a classroom. Eighty five percent overcrowded schools had alarmingly high student to teacher ratios ranging from 278 to 41 students under the supervision of a single teacher. The detailed review further reveals that, fifty six percent overcrowded school were constrained to manage 50 to 99 students by one teacher; twenty one percent overcrowded school employed single teacher for management of 41 to 49

students in a class: and nineteen percent overcrowded schools were forced to manage even 100 to 199 students by single teacher.

The impact of WOT was also visible through high rate of dropout at various levels of education, however it was more pronounced at primary level of education. Only one student out of the enrolled five students ever completed the primary level of education. The scrutiny of dropout rates during 2004 - 2009 at primary level indicates a shocking 68% dropout rate, which included 77% girls and 62% boys. The worst deterioration is observed during 2007 - 2012 when the dropout rate had increased to 73 %, which included 79% girls and 68% boys. This high-level dropout rate which was attributed to WOT in FATA resulted into 0.518 million youth being out of primary school. Out of only 39% youth thus enrolled, 27% survived only primary grades and 50% of the remaining strength dropped out in middle level and secondary level.

The middle, as well as secondary level dropout rate between years 2003 - 2008 indicates a dropout as high as 53%, which further increased to 63% between years 2006 - 2011. Such large dropouts in middle to secondary levels raised the strength of out of school students to half a million.

To avoid very high level of drop-outs, the educational authorities in FATA even dispensed with the assessment system and enforced automatic promotion of students up to Class - 4. Instead achieving the desired objective of checking the dropout rates, this policy was perceived negative by the parents, as well as teachers and they considered it as a contributory factor to the overall deteriorating educational standards.

### **Impact of WOT on Private Schools in FATA**

The majority of private sector educational institutions have been developed in such parts of FATA which were exposed to relatively greater violence related to WOT, namely Bajour Agency, Mohmand Agency, Khyber Agency, Kurram Agency, Orakzai Agency and North, as

well as South Waziristan Agencies. This trend strengthens two presumptions; one, violence resulted into damage / destruction of public sector educational institutions which were to be substituted through establishment of private sector educational institutions; second, the public's urge for education could not be suppressed through violence by militants. Relatively, lesser number of private sector educational institutions were established in FRs which were less exposed to WOT and had greater number of functional public sector educational institutions.

The comparison of statistical data of private sector educational institutions prior to WOT and post intense period of WOT in FATA indicates a decline in the growth of private sector educational institutions, whereas in the natural course, the private sector educational institutions should have been well grown over a long period of eight to nine years. The interaction with the local population and private sector educationists attributed decline in the growth of private sector educational institutions to WOT. Astonishingly, despite negative growth of the educational institutions in private sector, a significant increase has been observed in the number of students, as well as the teachers. Which shows the pre-education resolve of the communities in FATA despite their prolonged exposure to unfavourable security situation related to WOT.

The communities developed fairly good perceptions about non-government schools and therefore preferred enrolling their wards in private schools. The better teaching / learning environment at the private schools could mainly be ascribed to better management, monitoring and supervision, regular presence of the teachers, desired emphasis on teaching / leaning aspects, development of appropriate lesson plans and participation of the parents, as well as community. On the contrary, government schools suffering from inappropriate teaching / learning environment and lacking both facilities and quality were perceived as the schools for wards of the financially poor parents.

### **Impact of WOT on *Deeni Madaris* in FATA**

A large number of *madaris* have been established in all parts of FATA to impart religious, as well as formal education to the tribal youth. Some glaring outcomes of WOT on *deeni madaris* are elaborated in ensuing paragraphs.

The major impact of WOT on the growth and utilization of *deeni madaris* in FATA has been observed with regards to the establishment of relatively much lesser female *madaris* but excessive enrolment of female students in the limited number of female *madaris* eventually managed by the community. Basically, the *Taliban*'s radical approach made them much averse to the education of female students, which constrained the growth of female educational institutions including *madaris*. The majority of *madaris* (53%) were male and only (7%) were female, whereas remaining 40% *madaris* mainly catered for education of male students and partially for female students.

On the contrary, relatively greater number of female students were full time resident students in female *madaris*; 12% female students were accommodated as full time resident students in 7% female *deeni madaris*, whereas only 49% male full time resident students were accommodated in 53% male *deeni madaris*.

The representation of female day scholar students was also far greater than the male students; 22% female students were accommodated as part time (day scholar) students in 7% female *deeni madaris*, whereas the representation of male students remained same 39% as part time students in 53% male *deeni madaris*.

In case of formal education in *deeni madaris*, the representation of female students was further increased, whereas the representation of male students deteriorated. 20% female students

obtained formal education from 7% female *deeni madaris* and only 30% male students joined 53% male *deeni madaris* for formal education.

The comparison between female religious and formal education in FATA *deeni madaris* indicates that a larger percentage of female students (31%) was enrolled for formal education in *deeni madaris*. This practice of enrolling large percentage of girls in *deeni madaris* for formal education instead of religious education has resulted from threats of destruction of formal girls' schools by militants and their being averse to the formal education of girls in formal schools.

The percentage based statistical data on *deeni madaris* augments the observation with regards to *Taliban's* preference for *deeni madaris* over formal schools as maximum *madaris* have been established in South Waziristan Agency which was under the strongest hold of *Taliban* for considerable time. Besides South Waziristan, the greater percentage of *deeni madaris* in North Waziristan and Khyber Agencies is also attributable to relatively greater influence of *Taliban* in both agencies.

### **Overall Impact on Entire Education Sector**

The literacy rate in FATA is also affected by WOT, which is evident from the fact that the best literacy rates have been recorded in FRs Kohat and Peshawar which being military cantonments were least affected by the WOT. Moreover, owing to the influence of *Taliban* who were averse to the education of female, a glaring difference has been identified in the literacy rate of male and female students, being 36.66% and 10.50% respectively.

It has been estimated that 518,555 youth were out of school in FATA. The agencies and FRs in FATA which faced more violence due to WOT, that is, South Waziristan Agency, Kurram Agency, Khyber Agency, Orakzai Agency, Mohmmmand Agency and Bajaur Agency had very high percentages of out of school youth, whereas the agencies and FRs which faced

relatively lesser violence, that is, North Waziristan Agency, FR Peshawar, FR D I Khan, FR Kohath had lower percentages of out of school youth. The gender ratio of the out of school youth includes thirty one percent boys and sixty nine percent girls. The disparity between boys and girls is also attributed to WOT.

### **Impact of WOT on Teaching and Learning Environment**

WOT resulted into displacement of a large number of youth with their parents from their respective villages to safe places or the internally displaced people camps established by the governments. The data taken from Jalozei, Togh Sarai and New Durrani Internally Displaced People Camps alone revealed that, 17,951 youth including 8,595 girls between the ages of 3-18 years were accommodated in these camps. The numbers were increasing rapidly by every passing day with increase in the intensity of operations in FATA. The shifting of location certainly resulted into frequent change of schools.

The militants had exhibited zero tolerance for female formal education, thus survival of the female teachers in areas occupied by the militants in FATA was very difficult. The interaction with female teachers revealed that the enormous shortage of female teachers, as well as managers in education sector was being experienced in all areas of FATA because ladies were reluctant to work under the threat from militants.

All departments accepted this fact that this problem of Teachers' Absenteeism was not only omnipresent but was among the main reasons for dissatisfaction of the public with regards to the public schools. The deteriorating security situation in WOT compounded the problem of Teachers' Absenteeism enormously on two accounts; one, the teachers used it as an excuse to absent themselves from their duties to save their lives from prevalent threat; two, there was no monitoring to observe the presence or otherwise of the teachers in their respective schools.

Particularly the female teachers employed away from their homes never attended the schools in the violence prone areas.

The teachers' association in FATA suffered from numerous anomalies and its role further deteriorated in the areas under the influence of the militants. Besides other anomalies, the association had not planned its envisaged role in minimizing the teachers' absenteeism.

WOT created an environment in which no competent teacher was ready to serve in FATA, thus the government was forced to enroll under educated and untrained teachers. Only 13 % teachers had completed their bachelors or master's degree in education. Moreover, in the absence of any Provincial Institute of Teachers Education, only four Government Colleges of Elementary Teachers' Training imparted pre-service and in-service professional development training to teachers in entire FATA. The security situation created by WOT undermined the role of already scarce training resource. There existed no training for teachers to handle the emergency situations which were a routine in FATA educational institutions. The dire need for enhancement of teachers' capacities in imparting education in emergency was arranged by some of the humanitarian organizations supporting Internally Displaced People. Moreover, no teachers had the training to fulfil the special needs of the students who had physiological and psychological sufferings due to prolonged war in FATA.

The under and untrained teachers recruited under compulsion possessed limited knowledge of teaching methods and youth's psychology; lacked basic teaching skills; were unable to use teaching aids and carry-out students' assessment. They never prepared any lesson plans and followed no formal teaching methodology in their teaching classes. Owing to war, neither the supervisors visited schools to render professional advice to the teachers, nor they monitored poor performance of the teachers.

Higher education in FATA had its own sufferings. Most of the degree colleges had grave shortage of faculty; One hundred and seventy six out of seven hundred and fifty nine sanctioned posts (23%) of associate professors, assistant professors and lecturers were unoccupied. The colleges were without essential academic facilities like computer labs, libraries, science equipment and training aids. As the principals of the colleges had no involvement in the colleges' annual development plan formulation, therefore neither basic missing facilities were made up nor new schemes could be introduced.

### **Sentiments of Tribal Youth for United States of America**

The narratives of the youth studying in the educational institutions and deeni madaris located in FATA revealed a diversity of sentiments for United States of America. The main themes inferred from the youth's sentiments included; Anti-Americanism; Pro-Americanism; Need for Pak-United States Relations; Expectations from America; Care in developing relations with United States; Hatred for America Being Drone Attacks' Perpetrator; Hatred for America Being WOT Perpetrator.

The intensity of the sentiments expressed by the youth studying in educational institutions and deeni madaris of FATA indicated that, 85 % youth expressed Anti-Americanism; none of the youth were pro-American; only 4 % youth felt the need for relations between Pakistan and United States of America; 64 % youth mistrusted United States of America; only 8 % youth attached expectations to the United States of America; since only 4 % youth felt the need for developing relations between Pakistan and United States of America, thus no care was recommended by any child for developing such relations; 76 % youth expressed their hatred for United States of America for her being the perpetrator of drone strikes in FATA; 82 % youth



expressed their hatred for United States of America for her being the perpetrator of WOT; 42 % youth preferred *Taliban* over United States of America, considering it a lesser evil.

The intensity of the sentiments expressed by the FATA youth studying in universities of Islamabad indicated that, 84 % youth attached high expectations with the United States of America; 78 % youth felt the need for developing relations between Pakistan and United States of America; 74 % youth expressed pro-Americanism; 44 % youth expressed their hatred for United States of America for her involvement in drone strikes in FATA; 37 % youth expressed their hatred for United States of America for her being the perpetrator of WOT; 34 % youth recommended adoption of cautious approach in developing relations between Pakistan and United States of America; 26 % youth mistrusted United States of America; 23 % youth expressed Anti-Americanism; and only 11 % youth preferred *Taliban* over United States of America.

The comparison of thematic averages of sentiments expressed by FATA youth studying in FATA academic institutions, as well as deeni madaris and FATA youth studying in universities at Islamabad exhibited a clear contrast. While the former expressed clear anti-American sentiments the later expressed mostly pro-American sentiment baring two aspects related to United States of American involvement in drone strikes and WOT. The youth studying in universities have expressed little inclination towards *Taliban* compared with United States of America; clarification sought from youth contributed it again to United States of Americas involvement in WOT, which was not to their liking because they along with their families were victim of the violence unleashed by the WOT.

## **Recommendations**

The study has observed that the tribal youth, as well as education sector in FATA have been adversely impacted by the WOT. The physiological and psychological impairment suffered by the tribal youth merits administration of appropriate interventions, which being out of scope of this study are not being deliberated upon and in this regard separate studies are being suggested in the suggestions for future studies. However, eradication of the problems identified in education sector and provision of better education environment in FATA besides reducing the adverse impact of WOT on education may help tribal youth in their quick recovery from war traumas, as well as PTSD and also help them improve their sentiments for the United States of America. Thus, an elaborate scheme of measures for improvement of education system in FATA is being proffered in the ensuing paragraphs.

An elaborate education development plan may also be evolved which may enable all the stakeholders to play their respective role in restoration and development of the education system in FATA. This plan may entail precise education strategy to cater for the challenging strategic realities; outline pragmatic objectives for meeting the strategic challenges and define the methodology for the achievement of these objectives; prescribe the roadmap in keeping with the financial and material support anticipated, as well as assured; and encapsulate overall mechanism of its enforcement.

A detailed rehabilitation plan may be evolved for reconstruction of the fully destroyed educational institutions, repair of partially damaged educational institutions and provision of secure environment. Besides revitalization of existing educational institutions, the government may plan construction of new educational institutions in the inaccessible areas of FATA for increasing the overall literacy rate. The provision of elementary civic facilities including toilets,

drinking water, boundary wall and electricity may be considered for all institutions, particularly the girl institutions. The government may also introduce measures to assure the safety and protection of academic infrastructures exposed to violent activities of extremists and terrorists.

An accurate child registration statistics may be introduced for proper monitoring and evaluation of students' access to formal education. The birth registration of a child being the only reliable means of defining and protecting youth's rights may be enforced in FATA on the lines of NADRA registration in vogue all over Pakistan. The child formal registration may help FATA Secretariat to consolidate the actual strength of youth who are deprived of education being out of primary schools. Moreover, an effective data gathering mechanism fully supported by EMIS and GIS may be formalized to help achieve correct decision-making. Reliance may no more be made on the flawed annual census of the schools and undependable demographic data.

The recurrent low enrolment of students and their exceptionally high dropout at primary and middle schools level may be controlled through balancing out the under and over-served regions; enhancement of teachers' efficiency and eradication or bringing down their absenteeism; provision of necessary teaching / learning resources; setting up of extra classrooms; institutionalizing proper teaching methodology through preparation of innovative lesson plans; enactment of an appropriate learning outcome assessment system; establishment of appropriate monitoring system and provision of suitable guidance to teachers; provision of conducive and enabling teaching / learning environment; suppression of the rote learning tendencies, emphasis on competences' growth; prohibition of physical punishment; enforcement of an efficient teachers' training regime; encouraging the communities' participation; and provision of vocational / technical training opportunities.

The disparities in students' enrolment among various agencies, between boys and girls, within wards of rich and poor families may also be eliminated as these are found to be among major causes of under-enrolment and dropouts; many underprivileged parents take their wards out of their schools under sheer social and economic pressure. Many discouraged and deprived parents prefer to enroll their wards in Madaris where alongside education their wards are provided free boarding, as well as lodging. Furthermore, separate education institutions for girls are particularly crucial to implement Gender Parity Index goal within FATA.

Special consideration is needed for expansion and sustenance of the female education in FATA because girls' educational institutions are the main targets of militants in the entire region. Besides militants' factor, the female education is seriously affected by the tribal conservative culture and norms, thus there is dire need to change false thinking of the people. They could be assured adherence of local customs and culture in the educational institutions.

The teachers' absenteeism may be checked through enforcement of a stringent monitoring and reporting mechanism. An effective teachers' training regime may also be prescribed to introduce reforms in the invalid teachers' pre-service training and upgrade in-service training system; standardize qualifications; manage professional teachers' growth; introduce attractive teachers' compensation system; provide chance to the teachers for their career development; and above all manage the invaluable teaching workforce. A competitive spirit may be introduced among teachers through implementation of this regime to encourage them for exhibiting better performance and improve upon their academic qualifications for achieving still better pay-scales. The education credentials, as well as domicile certificates of the teachers may be verified to ensure merit in teachers' hiring process. The transfers of teachers and their promotions to the senior positions may also be strictly based on merit. An electronic human

resources management system may be introduced to eradicate anomalies in transfers and promotions.

The government may introduce an automated system of teachers' promotion and postings strictly under the supervision of Department of Education FATA to ensure a balance employment of teachers based on the field requirements of maintaining suitable correct student / teacher ratio. The system thus enforced may guard against the grand scale manipulations in postings, promotions and appointments. The field teams shall be given compensation commensurate with their much needed efforts to ensure enforcement of stringent monitoring, whole hearted supervision and correct reporting in the field. The government may also make a strategy to fill the vacant posts of the teachers with competent teacher strictly in accordance with the rules and as per the merit.

The teachers' associations may be reorganized and strengthened to play an effective role in the teachers' professional development, reduction in their absenteeism, and bringing perfection in the whole teaching / learning process. Moreover, stringent steps may be taken to control the negative influence of teachers' associations in compromising the merit, non-abidance of academic norms and pressurizing the management at various levels.

Owing to better management and controlled teachers' absenteeism, the private sector educational institutions in FATA present a relatively superior teaching / learning environment. An appropriate regulatory authority may be established to reassure private educational sector in FATA of rich dividends of establishing more academic institutions in entire FATA. These institution may also be administered through by laws being adhered in the other settled areas of Pakistan.

All *deeni madaris* located in various parts of FATA may be properly enlisted with Directorate of Education in FATA Secretariat and these may adhere to the Madrassa Education Board Ordinance. The chances of spreading sectarianism and rift between different sects may be guarded by restricting the negative influence of five different Madrassa boards. The curriculum of “Dars-e-Nizami” approved by the government may be enforced with its full essence to impart religious, as well as formal education comprising of sciences and languages, thus enable their graduates achieve desired prominence in society. All out efforts may be made to ban those *deeni madaris* which resort to radicalization of the tribal youth.

The curriculum followed in FATA schools may be specifically developed to provide mental relieve to the students and help them adjust in the challenging environment in which they are to survive. The text books may create requisite interest among the tribal students and these may discuss some special topics which are more relevant to the conditions prevalent in FATA. The curriculum may answer the questions lingering in the minds of the youth with regards to the prevalent situation and appropriately address their misperceptions. A systematic approach may also be adopted for assuring correct estimation of required books and their apt delivery to concerned students.

More than three thousand disabled youth may be listed along with the details of the disabilities faced by them to ensure extension of timely and commensurate support. A detailed implementable strategy for care of the orphans may also be evolved to assist 11,422 orphan students enrolled in FATA schools. FATA teachers may also be trained in management of students with the special needs to safeguard them from their exploitation, self-harm, abuse, psychosocial trauma and additional detrimental effects; and retain them in schooling through all kinds of positive reinforcement. FATA Secretariat may consider establishment of Social Welfare

Complexes, Child Protection Centers and Blind / Deaf Youth Centers in various agencies and FRs.

The higher education impediments may be removed by prioritizing the establishment of colleges and making of the deficiencies in faculty through merit based induction of faculty on already sanctioned but vacant 176 posts of Associate Professor, Assistant Professors and Lecturers. The existing colleges may also be furnished with basic academic facilities like well-equipped science labs, computer labs and libraries. The heads of the educational institutions being main stakeholders may be involved in preparation of annual development plans of their respective institutions.

The correctness and transparency in the planning process may be applied to accrue optimal benefit from the meager resources available to education sector and limit the leakages of funds. The non-representative forecasting of budget and laying of inappropriate priorities for incurring capital expenditures may also be prevented. The planners, as well as managers shall optimally make use of authentic EMIS data in their decision making process for establishment or up-gradation of educational institutions or provision of missing facilities. All important decisions with financial implication shall be made through consideration of core developmental criteria and without influence of the political administration or influential people.

The achievement of anticipated standards in FATA education sector appeared very difficult with the prevailing budgetary allocations. A need is therefore felt for an apt allocation of developmental budget for accomplishment of the preferred quality, as well as access to formal education.

The constructive participation of parents and communities in management of schools' affairs may be encouraged through motivation of *Taleemi Islahi Jirgas*. The influential locals

may be invigorated to augment the monitoring system to ensure teachers' optimum attendance. *Taleemi Islahi Jirgas* may be helped and empowered for undertaking their designated role through elimination of anomalies and informing them of their rights. The meaningful and accurate recommendations made by the *Taleemi Islahi Jirgas* may be considered for adoption. These teams may also have their role in the development planning process of the institutions placed under their vigilance.

The communities may be encouraged to support the local management to promote good practices in tribal areas. The negative influence of tribal *Maliks* in mismanagement of educational institutions shall also be curtailed by maintaining the appropriate monitoring, supervision and reporting systems. The locals may also help government in countering the adverse propaganda against female education spread by the conservative elements and extremists in tribal society.

The highly volatile security situation in FATA calls for durable political reforms, as well as their appropriate implementation. Moreover, the fulfillment of the guiding principle, "all stakeholders' assured safety and security" may be considered a prerequisite for all intended developmental activities in FATA. These initiatives may enable all stakeholders to freely and optimally participate in the social reforms process essential for introducing the educational reforms in the region. The government may accord highest possible precedence to educational reforms in FATA. Only well-educated tribal community may guarantee the prosperity and stability in the WOT affected region. This is indeed the elementary path, though fairly long term, to eliminate the threat of terrorism and extremism in the tribal society. The government may allocate commensurate financial support for implementation of the educational reforms policy in its budgetary allocations.



## **Suggestions for Future Researches**

### **Impact on Wellbeing of Youth**

Youth is neither born to hate or hurt others nor to get themselves hurt. What transpires, then, in areas like FATA, where youth joins militants? How school going youngsters convert themselves into suicide bombers? Why the innocent youth with delicate minds start developing hatred for the perpetrators of drone strikes and WOT? What makes fragile bodied and soft minded youth resilient enough to withstand odds and fightback in different capacities? These and many more vexing questions beseech answers when the researcher analyzes the impacts of war on youth. Regrettably, in keeping with the scope and purpose of current research, much remains covert about tribal youth who became victims of WOT. What follows is a summary of some glaring unanswered questions which desperately need to be answered to make the perspective of tribal youth's sufferings from WOT from the dimensions not explored by this research:-

- The variances in the psychosomatic consequences in WOT versus drone attack.
- The emotional implications of youth's educational deprivations due to destruction of schools by the insurgents.
- The difference of impact on wellbeing of the youth occurring from chronic lingering war recurring events as against a few time-limited events.
- The variables which determine predominance of distress reactions in a conflict or war situation.
- Risk and protecting features.
- Variables which help in determining resilience at individual, family and community level.

- Understanding varying responses of the youth confronted with a variety of harmful events by using the typology of the responses suggested by Wagner and Brandon, (1998).
- Psychosocial impact of a conflict on the youth by using Bronfenbrenner's ecological model (1979).
- Self-efficacy as youth's vital asset in coping with the extraordinary situations encountered during terrorism and war by using Albert Bandura's social cognitive theory.
- Interventions to address PTSD among tribal youth.

### **Impact on Education Sector in FATA**

The war has all along been damaging to the educational development in war prone areas, thus educational system in FATA was no exception to the losses expected of WOT. While this research identifies the impacts of WOT on educational institutions, students and faculty, however being youth specific research it remains more focused on students and explores youth specific findings. The growth of educational institutions and teachers is also considerably impacted and following aspects need further exploration:-

- Constant deterioration of the strength of teachers in FATA's educational institutions despite improvement of security environment in many agencies and FRS.
- Measures for improvement of enrolment, as well as transition rates and arresting of dropout rates.
- Training strategy to improve preservice, as well as, in-service training of teachers.
- Increased involvement of the communities in upgradation of education standards.

- Strengthening and making effective the teachers associations in war prone areas.
- Study the difference of impact of WOT on the basis of age, gender and educational levels.

### **Sentiments for United States of America**

The adults' Sentiments for United States of America have been measured by different survey agencies through conduct of worldwide surveys and relevant survey reports have also been published. However, the surveys among youth and reporting of youth's sentiments for United States of America has been a rare phenomenon. Additionally, the recording of broad spectrum of sentiments of youth for United States of America and extraction of themes relevant to pro-American and anti-American sentiments is a unique exercise being undertaken by this research. The intensity of youth's expressions is also being recorded by this study on the concluded themes, Anti-Americanism; Pro-Americanism; Need for Pak-United States Relations; Expectations from America; Care in developing relations with United States; Hatred for America Being Drone Attacks' Perpetrator; Hatred for America Being WOT Perpetrator. This study also extracts and reports a glaring contrast in sentiments expressed of youth belonging to FATA with similar war experiences but with different prior knowledge possessed by them while being in FATA educational institutions and additional knowledge gained through their enrolment in Islamabad universities. Notwithstanding these revelations, many aspects related to the sentiments of youth for United States of America merit more exploration. In this regard, some major areas recommended for exploration by the future studies include:-

- The sentiments of tribal youth living in tribal areas other than FATA for United States of America.
- The sentiments of out of school youth.

- The sentiments of youth though studying in educational institutions and deeni madaris in FATA but provided with positive information about United State of America.

### **Conclusion**

The WOT distressed the tribal youth in FATA through its prolonged exposure to severe physiological and psychological sufferings. As the findings of this study are substantiated by the earlier studies on youth which experienced warlike violent conditions and resultantly suffered from physical injuries and PTSD, thus it elaborately answers the research question “To what extent WOT has affected the wellbeing of the tribal youth in FATA?” To this end, the study identified presence of high level PTSD symptoms and existence of functional impairment among majority of the tribal youth on their suffering from war traumas to include displacement; separation from parents; loss of close relations; witnessing of torturing, intimidations, injuring and / or killings; exposure to the armed combat; facing harassment and manhandling; sustaining of physical injuries; active or passive involvement in the hostilities; and extreme depravation.

The WOT also adversely impacted the education sector in FATA. The recorded detailed findings in this study on the impact of WOT on education sector are also substantiated by the earlier studies on impact of war on education, Thus, it appropriately answers the research question “To what extent terrorism and WOT has impacted the growth of education sector in FATA?” The glaring incidents which reveal the impact of WOT on education sector in FATA include; destruction of educational institutions by militants; dysfunctionality of educational institutions; decrease in educational institutions, students and teachers; high dropouts and uncontrolled repetitions of classes by the students; over-crowdedness; disturbed students to institution, classroom and teacher ratios; deterioration in literacy levels; high levels of teachers

absenteeism; reliance for formal education on *deeni madaris*; and above all large youth being out of school.

The tribal youth affected by the WOT in FATA also exhibits attitudinal changes and expresses negative sentiments for United States of America. The findings of the study correlate such attitudinal changes with cognitive, as well as, emotional consequences earlier studied by numerous scholars. As the responses of the tribal youth recorded in the study exhibit negative perception about WOT and express anti-American sentiments on considering United States of America as the perpetrator WOT and drone strikes, thus the study befittingly answers the question “How has the WOT been perceived by the tribal youth in FATA and to what extent it has affected its sentiments for United States of America?”

The availability of correct knowledge in an appropriate educational environment helps every individual to make reality based perception of things happening around him or her and resultantly take a decision which besides suiting the individual himself or herself leaves positive impact on the environment. Similarly, a change in the FATA youth’s perception about United States of America is revealed in the interviews of FATA students studying in universities of Islamabad on their exposure to positive information priors about United States of America. This finding is duly substantiated by the similar findings of earlier research by Delavande, and Zafar, 2012 and adequately answers the research question “To what extent education influenced the tribal youth, vis-à-vis their attitude towards United States of America?”

Based on its outcomes, the study makes valuable recommendations for improving wellbeing of the tribal youth, as well as education sector in FATA and suggests guidelines for future studies.

## Appendix A

### Public Sector Educational Institutions in FATA

The author had a detailed discussion with the office, as well as field staff of FATA Education Department; FATA Research Centre and Bureau of Statistics (Peshawar) to obtain most authentic data available after the intense conflict period. This data revealed that, at the time of visible decline in the intensity of WOT in FATA during Academic Year 2011 / 12, there were five thousand, five hundred and sixty-nine educational institutions in public sector, which further comprised mosque schools, primary schools, middle schools, high schools and higher secondary schools, colleges, government colleges for elementary teachers, and community schools.

The statistical details pertaining to public sector educational institutions in FATA are displayed at Table A1.

Table A1

#### *Detail of Public Sector Education Institutions in FATA*

Level	Male	Female	Total
Mosque School	195	0	195
Primary School	2108	1551	3659
Middle School	303	158	461
High School	234	42	276
High Secondary School	8	5	13
College	24	13	37
GCET	3	1	4

Community School	390	534	924
I.H.C	0	44	44
Total	3265	2304	5569

Source: EMIS FATA, 2011-12

Figure A1 graphically presents the percentagewise representation of public sector educational institutions in FATA.

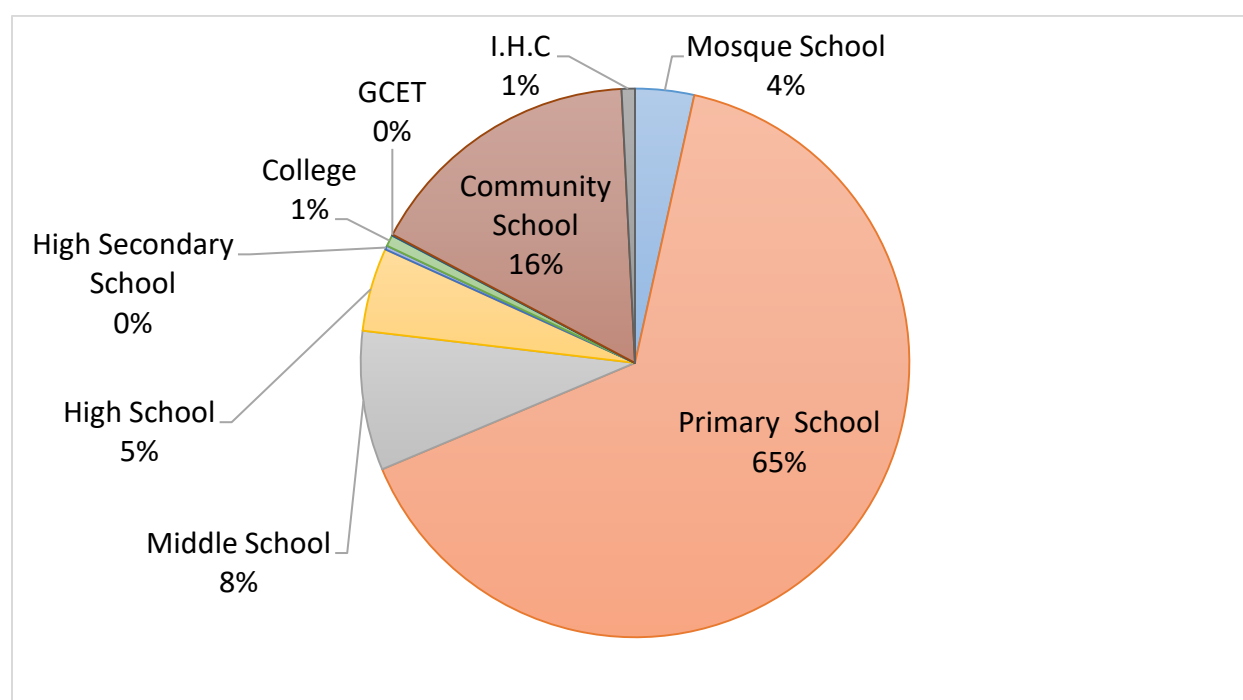


Figure A1. Percentagewise Graphical Representation of Public Sector Education Institutes in FATA

### Primary Schools

The graphical representation of data at Figure A1 clearly indicates that, a great majority of educational institutions in FATA was of primary schools (3659). These primary schools were

further divided into two thousand, one hundred and eight male schools and one thousand, five hundred and fifty one female schools.

### **Middle Schools**

The total number of middle schools in FATA is limited to four hundred and sixty one and it further comprised of three hundred and three male and one hundred and fifty eight female schools. While it formed just 8 % of the total institutional population, it enrolled 11% students (61,945) and employed 20% teachers (3977). A glaring imbalance was identified in the number of middle schools supporting the primary schools in FATA. The data confirmed this imbalance by the fact that, one middle school had to support eight primary schools. This imbalance further demonstrated its negative impact in the form of small students' transition rates from primary level to middle level. Although, very high dropout rate at primary level reduced the demand on middle level schooling, yet shortage of middle schools resulted into parents' disappointment with FATA public education system.

### **High and Higher Secondary Schools**

Two Hundred and Sixty two High schools (5% of the overall institutions) and Higher Secondary Schools (less than even 1% of the total institutions) collectively made-up 289 institutions and formed 5.1 % of the educational institutions providing education to 92,392 students (17% of the total enrolment) in entire FATA. The data on high schools (Table A1) further indicated that, there were lesser number of female high schools in comparison to male high schools. The shortage of female high schools resulted into higher dropouts among girls, whereas in the long term this was resulting into non-availability of female teachers in FATA.



## Degree Colleges

The data on degree colleges elaborated at Table A1 indicated that, thirteen female degree colleges and twenty four male degree colleges existed in FATA to impart education to female and male students respectively. Thirty seven colleges which formed 1% of the total academic institutions in FATA registered 15,143 students (3% of students' overall admissions in FATA's academic institutions) and employed 583 teachers (3% of teaching faculty in FATA's academic institutions). The agencies and FRs level data on degree college given at Table A2 and graphically represented at Figure A2 indicate a disparity in number of colleges in different agencies and FRs with exceedingly high number of colleges (7 out of 37) in Kurram Agency and only one college in FR Bannu.

Table A2

### *Degree Colleges in FATA*

Agency	Female	Male	Total
Kurram Agency	3	4	7
Bajaur Agency	1	3	4
Khyber Agency	1	3	4
Orakzai Agency	2	2	4
South Waziristan Agency	1	3	4
Mohmand Agency	1	2	3
FR Kohat	1	2	3
North Waziristan Agency	1	2	3

FR Tank	1	1	2
FR D.I. Khan	1	1	2
FR Bannu	-	1	1
Total	13	24	37

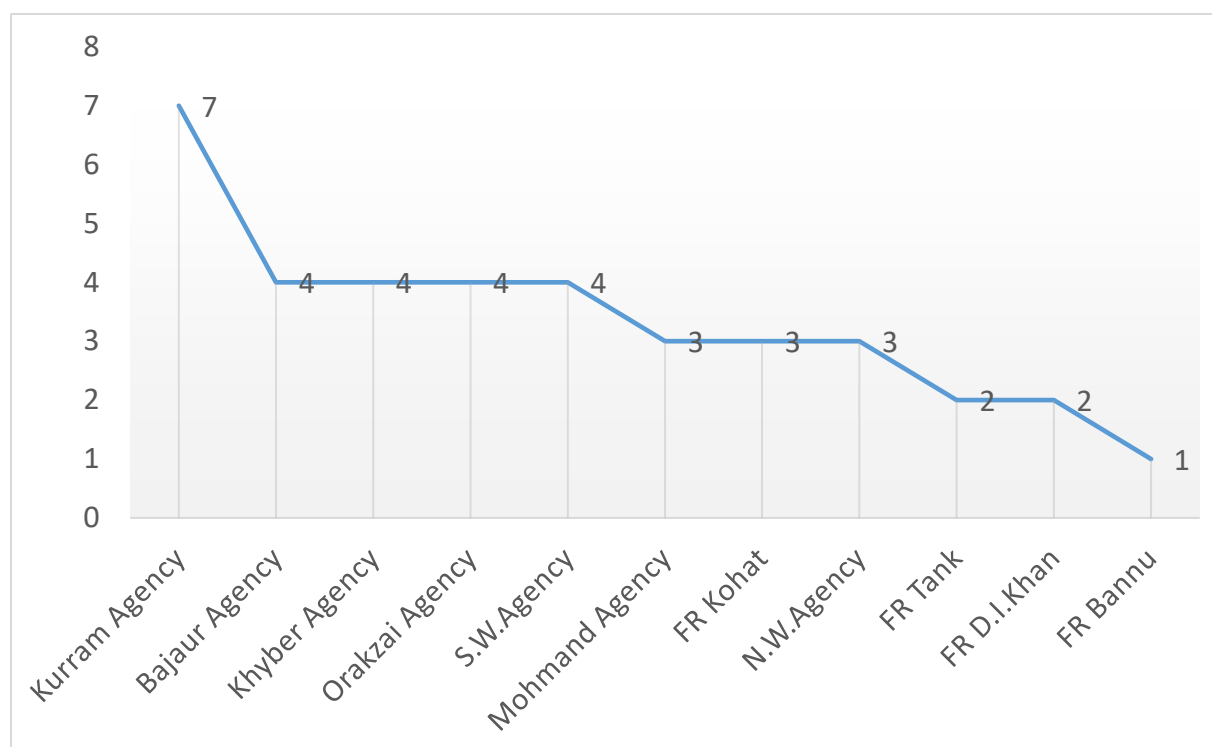


Figure A2. Graphical Representation of the Degree Colleges in FATA

### Mosque Schools

The basic education imparted to the youth at mosque schools had been of a strange pattern; one hundred and ninety-five mosque schools (4% of the total educational institutions in FATA) provided education services to 10,828 students (2% of the overall students' strength in FATA), whereas only 201 teachers (1% of the overall teachers' strength in FATA) were

employed at Mosque schools. Thus, 4% mosque schools impart education to 2% students through engaging 1% teachers.

### **Community schools**

FATA government established nine hundred and twenty-four Community schools for provision of education to youth residing in the areas without schools throughout FATA. This program was set up for providing education at a comparatively lower cost. The preference in this case was given to the girls' education by establishing five hundred and thirty-four girls' schools and only three hundred and seventy boys' schools. However, the community schools were closed in December, 2010 due to their underutilization evident from low enrolment of students which was further attributed to the teachers' non-availability and security disorder.

### **Students Enrolment in Public Sector Institution of FATA**

Table A3 shows that the above mentioned public sector educational institutions in FATA had enrolled 5,53,562 students.

Table A3

#### *Students Enrolled in Public Sector Education Institutions*

Level	Boys	Girls	Total
Mosque School	10828	0	10828
Primary School	191255	124425	315680
Middle School	42331	19614	61945
High School	72556	13837	86393
Higher Secondary School	4865	1134	5999

College	12611	2532	15143
GCET	405	129	534
Community School	24935	32105	57040
Total	359786	193776	553562

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Source: EMIS FATA

### **Transition of Students from Primary to Middle Level Schooling**

Table A4 and Figure A3 elaborate the strength of students which successfully transitioned from primary level to middle level educational institutions in FATA.

Table A4

#### *Students' Transition Rate from Primary to Middle Schools*

Agency / FR	Male	Female	Total
Khurram Agency	106	121	110
Mohmand Agency	71	39	63
FR kohat	85	31	81
Orakzai Agency	88	68	81
FR Peshawar	93	51	78
Bajaur Agency	80	33	73
South Waziristan Agency	72	27	59
North Waziristan Agency	64	30	48

FR Bannu	69	13	47
FR Lakki	58	27	44
Khyber Agency	48	33	44
FR Tank	47	35	41
FR D.I Khan	49	15	40
Total	72	41	63

Source: EMIS FATA

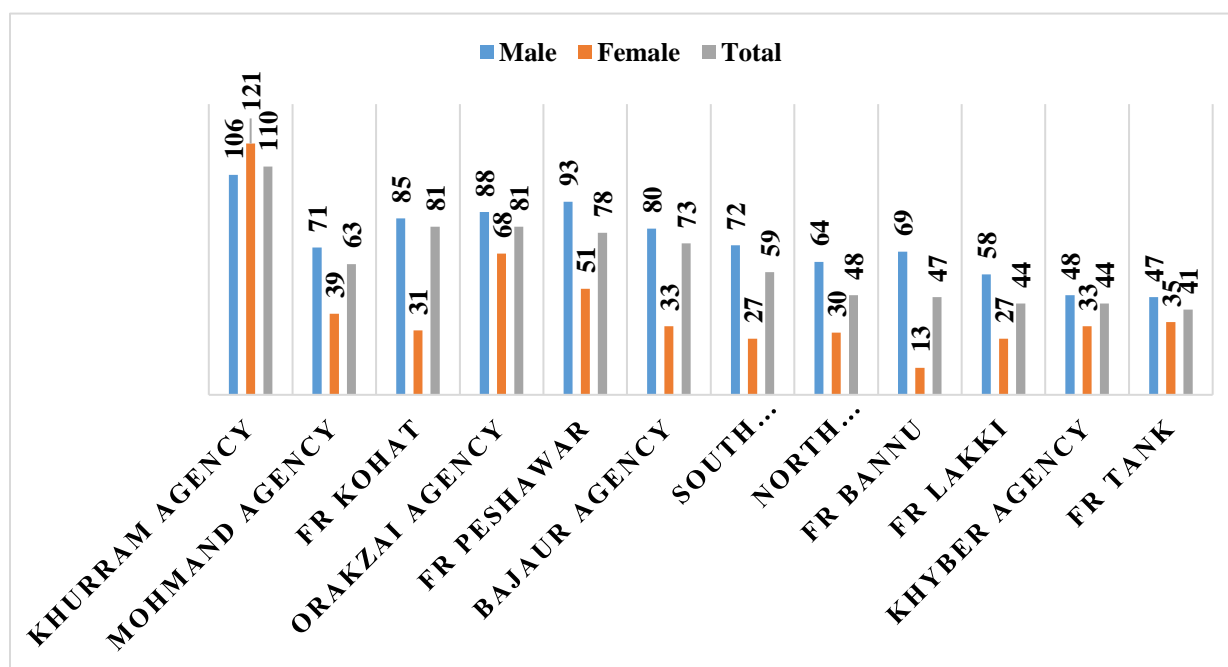


Figure A2. Graphical Representation of Students' Transition Rate from Primary to Middle Schools in FATA

## Enrollment of Students in Secondary School in Public Sector

Tables A4 and Figure A3 indicate enrolment of students in secondary schools.

Table A4

### *Enrollment of Students in Public Sector Secondary Schools*

Agency / FR	Male	Female	Total
FR D.I Khan	813	86	899
FR Lakki	410	109	519
FR Tank	692	560	1252
South Waziristan Agency	2190	386	2576
North Waziristan Agency	5199	1790	6986
Khurram Agency	7403	3901	11304
FR Bannu	3098	336	3434
Bajaur Agency	11835	698	12533
Mohmand Agency	5054	1148	6202
FR kohat	2854	57	2911
Orakzai Agency	2338	708	3046
Khyber Agency	6368	1273	7641
FR Peshawar	2589	616	3205
Total	50843	11668	62511

Source: EMIS FATA

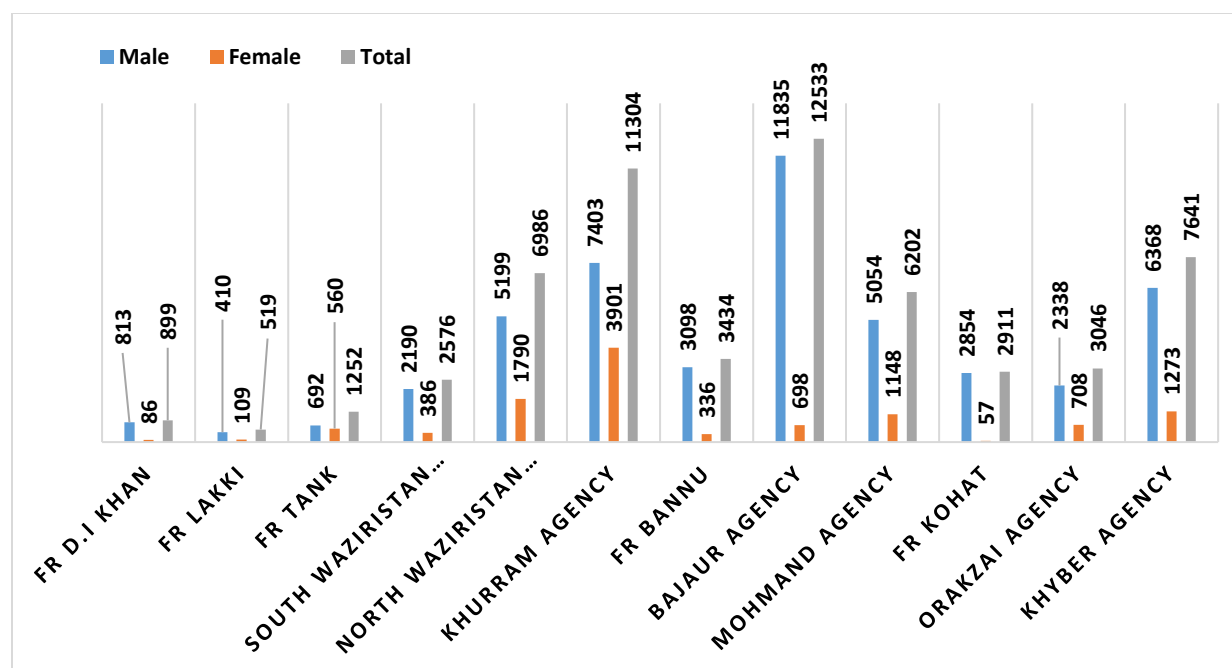


Figure A3. Graphical Representation of Students' Enrollment in Secondary Schools

### Transition of Students from Middle to High Schools

Table A5 and Figure A4 explain the strength of students which transited from middle schools to high schools.

Table A5

#### *Middle School Level to High School Level students' Transition Rate*

Agency / FR	Male	Female	Total
FR D.I Khan	55	24	51
FR Lakki	70	0	50
FR Tank	28	41	34
South Waziristan Agency	63	47	59

North Waziristan Agency	68	68	68
Khurram Agency	97	96	97
FR Bannu	92	51	86
Bajaur Agency	88	35	85
Mohmand Agency	87	59	82
FR kohat	101	0	100
Orakzai Agency	74	17	62
Khyber Agency	96	130	102
FR Peshawar	100	63	93
Total	85	72	83

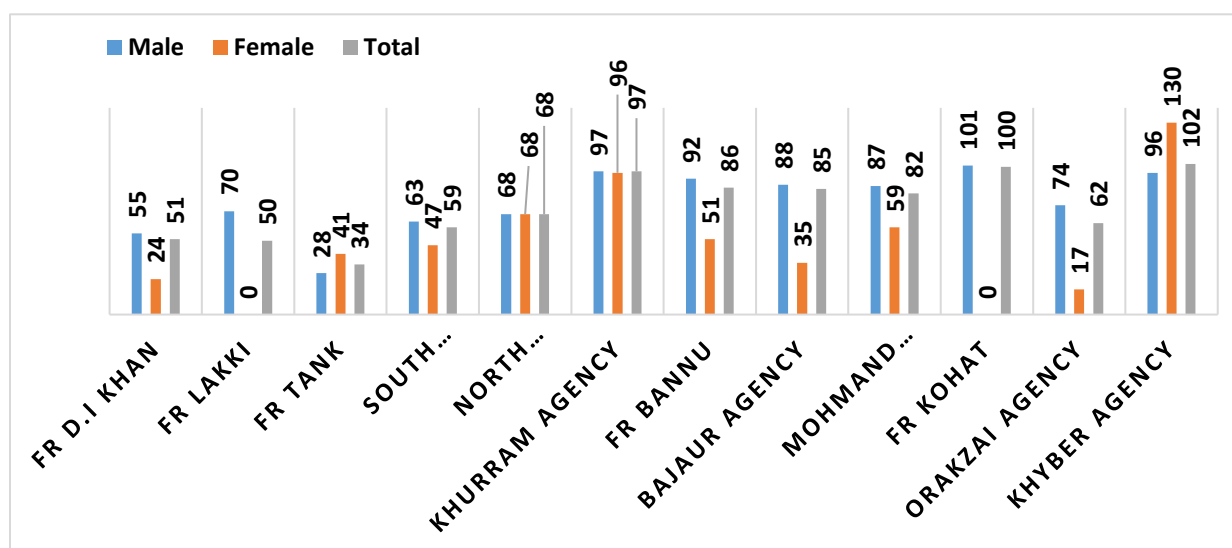


Figure A4. Graphical Representation of Transition Rate of Students from Middle School to High School



### Primary Schools Deprived of Access to Middle or High Schools within 2.5 Kms Radius

Table A6 and Figure A5 highlight the number of primary schools deprived of their easy access to middle or high schools within their 2.5 kilometers radius.

Table A6

#### *Primary Schools Deprived of Access to Middle / High School within 2.5 Kilometers*

Agency / FR	Male	Female	Total
North Waziristan Agency	124	53	177
Bajaur Agency	102	45	147
Khyber Agency	80	39	119
Orakzai Agency	72	37	109
Mohmand Agency	86	15	101
FR Bannu	58	39	97
Khurram Agency	74	20	94
South Waziristan Agency	66	26	92
FR D.I Khan	40	18	58
FR Tank	21	17	38
FR Lakki	12	13	25
FR Peshawar	12	9	21
FR kohat	3	6	9

Total 750 337 1087

Source: EMIS FATA

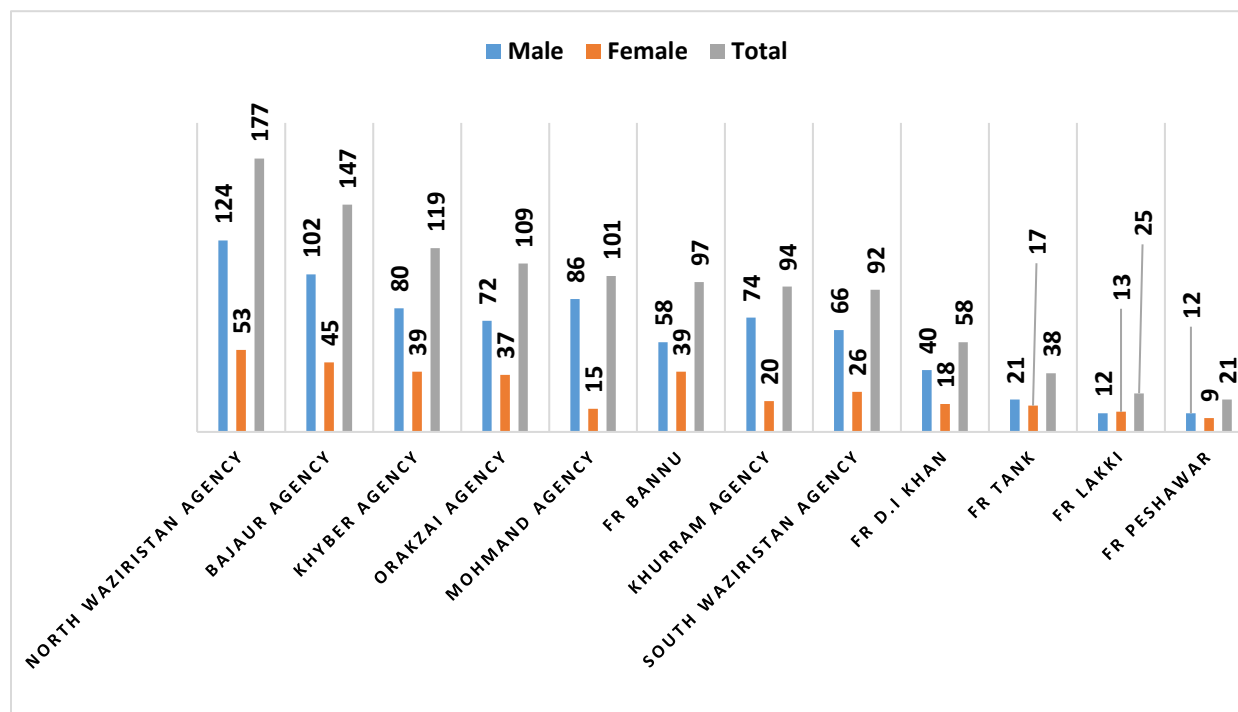


Figure A5. Graphical Representation of Primary Schools Deprived of Access to Middle or High School within Radius of 2.5 Kms

### Teachers' Engagement in Public Educational Institutions of FATA

FATA Directorate of Education has employed 20,370 teachers (Table A7) for imparting education to 553562 students in 5569 public sector educational institutions.

Table A7

#### Detail of Teachers in Public Sector Education Institutions

Level	Male	Female	Total
Mosque School	201	0	201

Primary School	5766	3627	9393
Middle School	2820	1157	3977
High School	3870	508	4378
Higher Secondary School	237	109	346
College	399	184	583
GCET	42	12	54
Community School	589	849	1438
Total	13924	6446	20370

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Source: MIS FATA, 2011-12

### **Overall Student to Teacher Ratio in Public Sector Educational Institutions**

The comparison of primary students' enrolment with teachers' engagement in FATA demonstrates a fairly high student to teacher ratio in some parts of FATA and low student to teacher ratio in most part of FATA. Review of the overall students to teacher ratio in primary schools in FATA presented at Table A8 and graphically represented in Figure A6 reveals that except in Bajaur, Mohmand, Khyber and North Waziristan Agencies, the student to teacher ratio was not that high, as 23% students were being provided 10% teachers.

Table A8

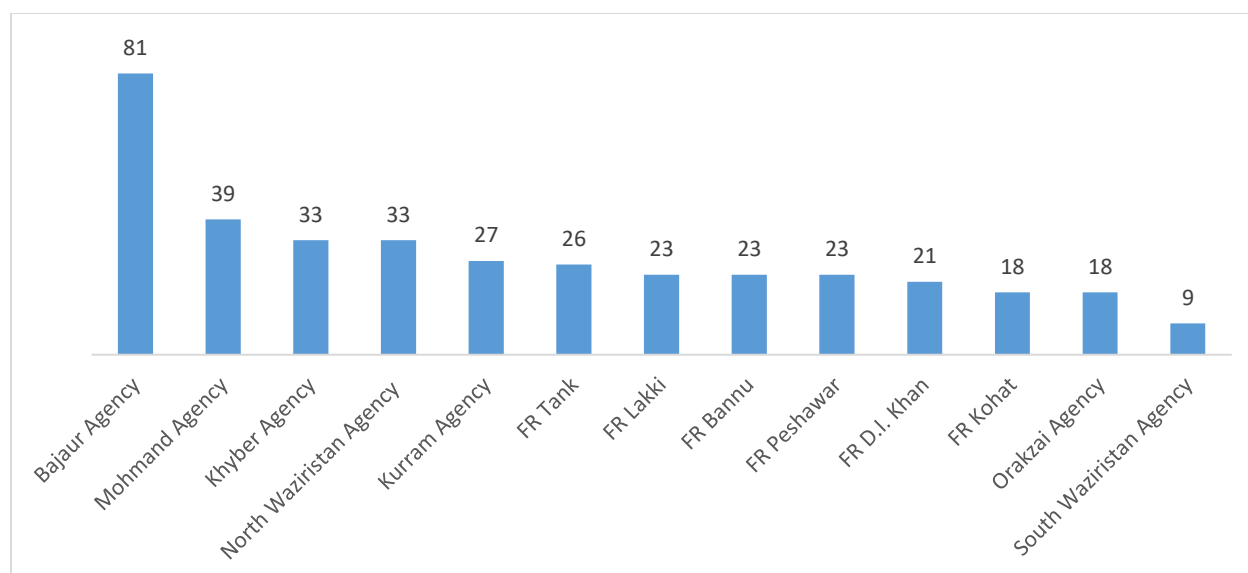
#### *Overall Students and Teacher Ratio in Primary Public Sector Schools in FATA*

Agencies / FRs	Students / Teachers Ratio
Bajaur Agency	81

Mohmand Agency	39
Khyber Agency	33
North Waziristan Agency	33
Kurram Agency	27
FR Tank	26
FR Lakki	23
FR Bannu	23
FR Peshawar	23
FR D.I. Khan	21
FR Kohat	18
Orakzai Agency	18
South Waziristan Agency	9
Grand Total	34

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Source: EMIS FATA



*Figure A6.* Graphical Representation of the Overall Students to Teacher Ratio in Primary Public Sector Schools in FATA

### Students to Classroom Ratio

An overall extremely high students to class ratio (hundred and two students in a class) was recorded in Bajaur Agency and a fairly high students to class ratio (fifty students in a class) was recorded in Mohmand Agency (Table A9 and 90). Moreover, almost all the schools of North Waziristan Agency had student to class ratio above the desired level of forty students in a classroom.

Table A9

#### *Overall Student to Classroom Ratio in Public Sector Primary Schools in FATA*

Agency	Student / Classroom Ratio
Bajaur Agency	102
Mohmand Agency	50
North Waziristan Agency	42

Khyber Agency	39
Kurram Agency	33
FR Tank	30
FR D.I.Khan	28
FR Lakki	28
FR Peshawar	27
FR Bannu	27
FR Kohat	25
Orakzai Agency	20
South Waziristan Agency	12
Grand Total	41

Source: EMIS FATA

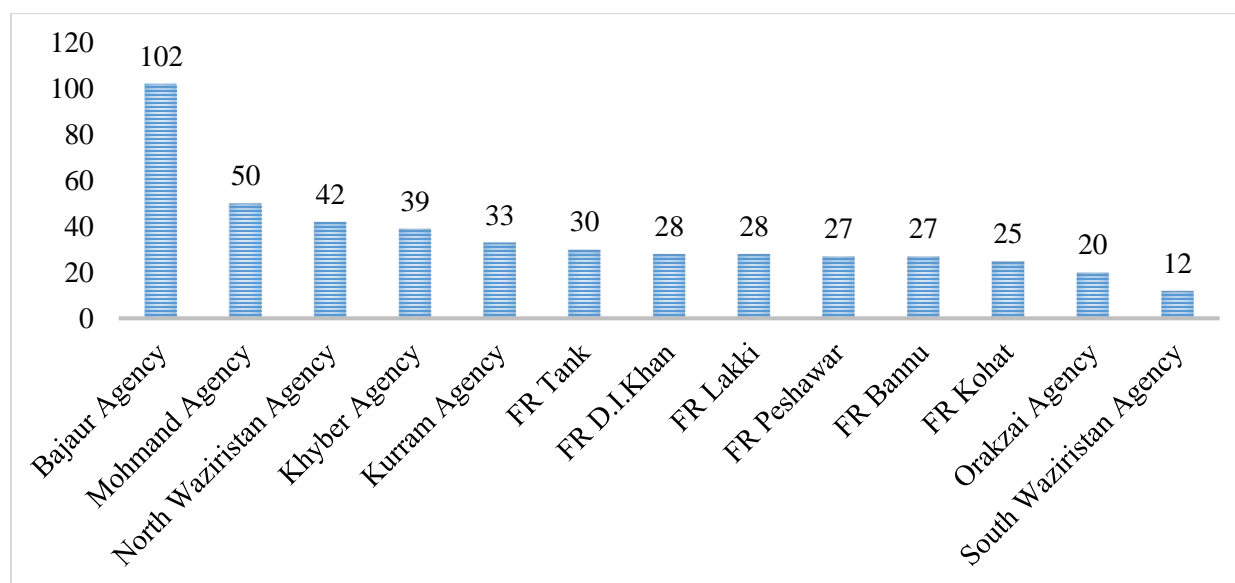


Figure A7. Graphical Representation of Overall Student to Class Ratio in Public Sector Primary Schools in FATA

## Appendix B

### Private Sector Schools in FATA

#### Population of Private Sector Educational Institutions

The numerical details pertaining to private sector educational institutions in FATA are given at Table B1; whereas the level based percentage of private sector educational institutions in FATA is graphically presented at Figure B1. In private sector, 62 % male educational institutions administered education to male student, 3 % female educational institutions administered education to female students and 35 % co-education institutions administered education to both male and female students.

Table B1

#### *Private Sector Educational Institutions in FATA*

Level	Male	Female	Co-Education	Total
Primary School	36	3	34	73
Middle School	99	1	45	145
High School	97	4	57	158
Higher Secondary / College	15	2	3	20
Total	247	10	139	396

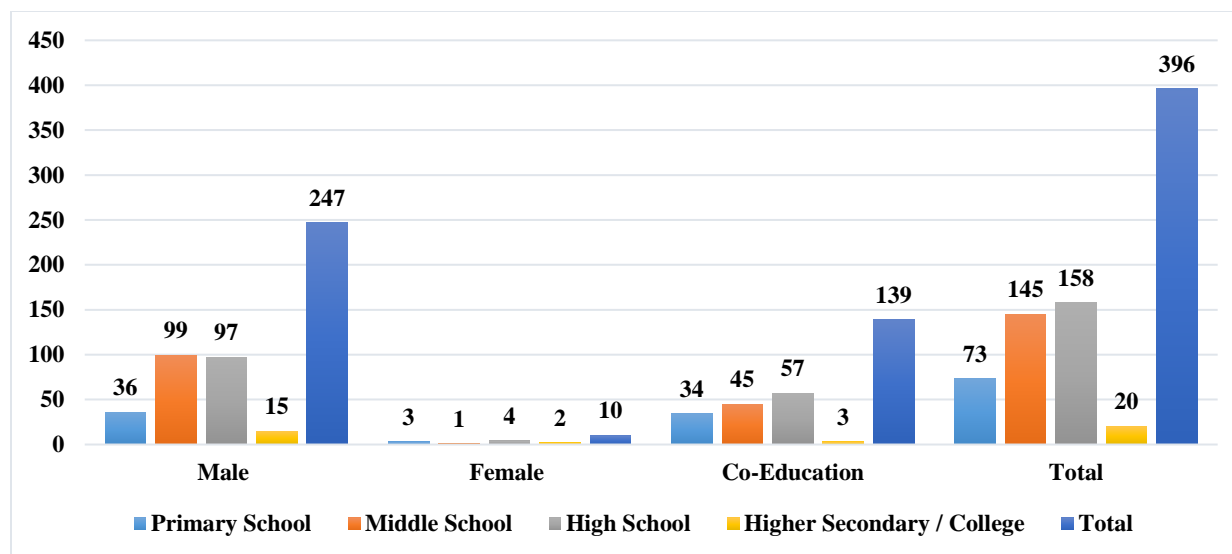


Figure B1. Graphical Representation of Private Sector Educational Institutions in FATA

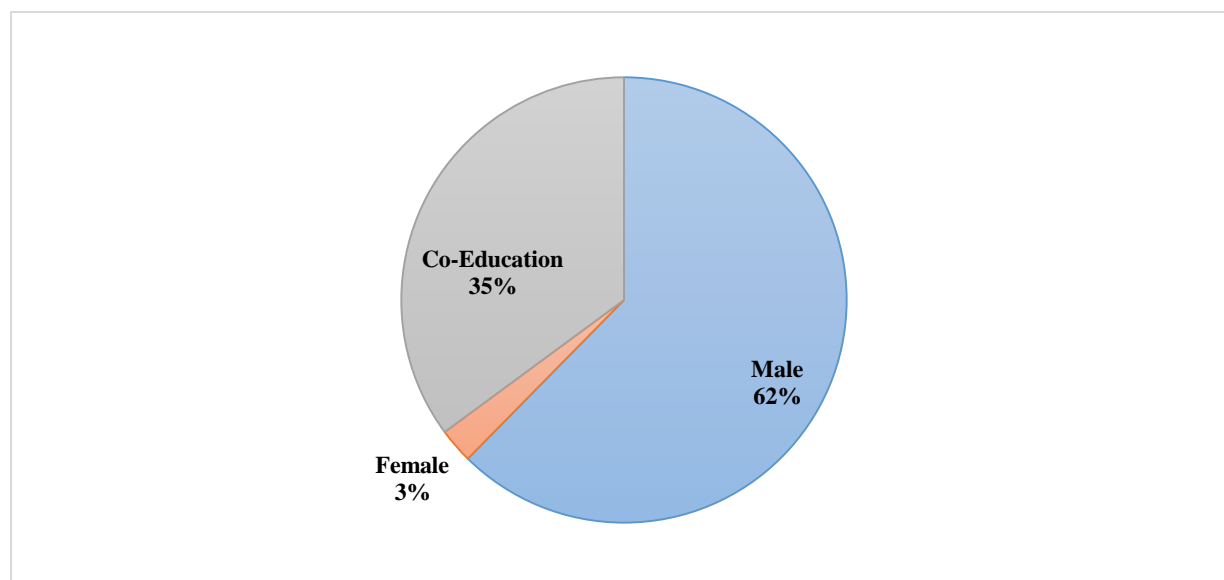
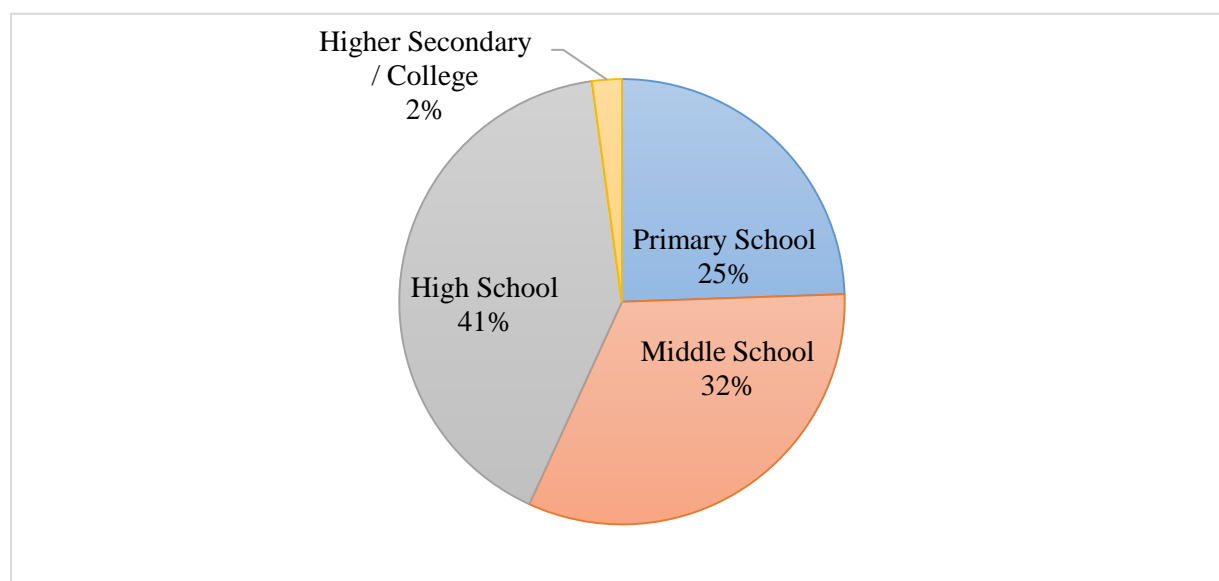


Figure B2. Graphical Representation of Gender Based Adjustment within Private Sector Educational Institutions

Figure B3 represents a sharp contrast of private sector educational institutions with public sector educational institutions, where primary schools were far greater in number (65%) than



middle schools (8%) and high schools(5%); among private educational institutions, high schools (41%) and middle schools (32%) were greater in number than primary schools (25%). The interaction with the local population linked it to damage and non-availability of middle and high schools in public sector due to WOT. Another strange trend observed in case of private institutions was availability of too limited number of female institutions (only 10 institutions) and abundance of co-education institutions (139 institutions); which exposed the openness of the community to even admit their female ward in co-education institutions to study with their male institution mates after respite in WOT.



*Figure B3.* Graphical Representation of Gender Based Private Sector Educational Institutions.

### **Students Enrolment in Private Sector Education Institutions**

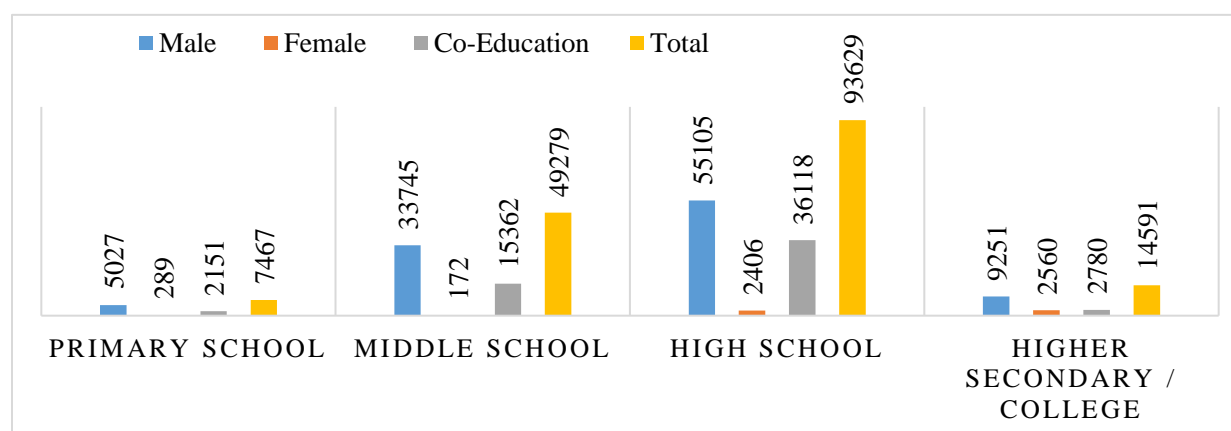
Three hundred and ninety six private educational institutions in FATA have enrolled 1,64,966 students (Tables B2 and Figure B4). A total of seventy three primary schools accommodated seven thousand, four hundred and sixty seven students; one hundred and forty five middle schools accommodated forty nine thousand, two hundred and seventy nine students; one hundred and fifty eight high schools accommodated ninety three thousand, six hundred and

twenty nine students; twenty higher secondary schools / colleges accommodated fourteen thousand, five hundred and ninety one students.

Table B2

*Students' Enrolment in Private Sector Educational Institutions in FATA*

Level	Male	Female	Co-Education	Total
Primary School	5027	289	2151	7467
Middle School	33745	172	15362	49279
High School	55105	2406	36118	93629
Higher Secondary / College	9251	2560	2780	14591
Total	103128	5427	56411	164966



*Figure B4.* Graphical Representation of Educational Level Based Students' Enrolment in Private Sector Educational Institutions

While the average occupancy of private sector educational institutions was four hundred and seventeen students (Table B3); the primary schools were least populated and gradually the population grew with each level of education.

Table B3

*Students and Institutions Ratio in Private Sector Educational Institutions in FATA*

Level	Students	Institutions	Ratio
Primary School	7467	73	102
Middle School	49279	145	340
High School	93629	158	593
Higher Secondary / College	14591	20	730
Total	164966	396	417

**Teachers' Engagement in Private Educational Institution of FATA**

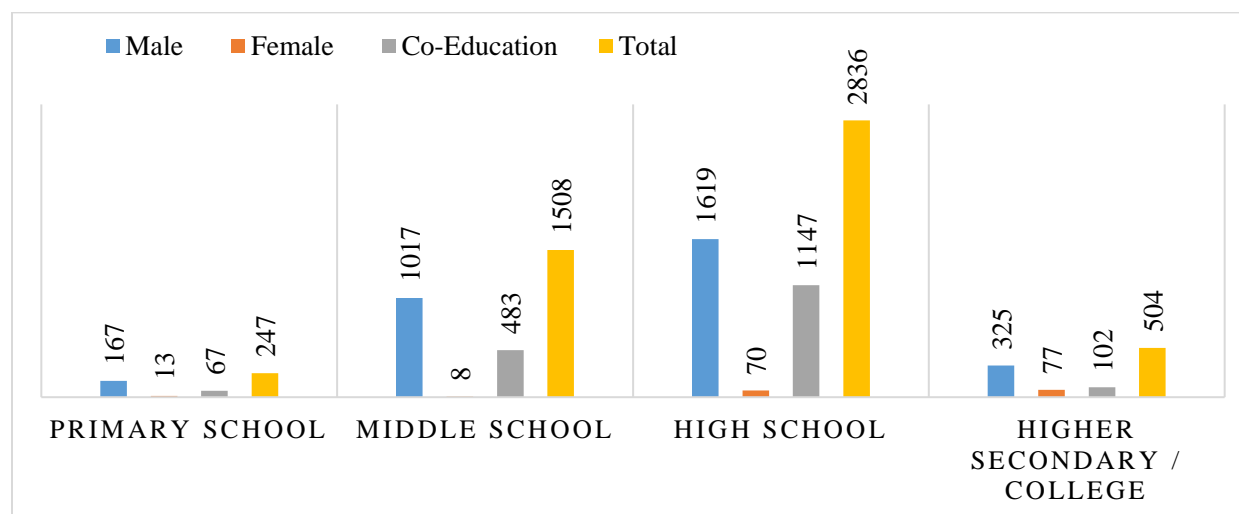
The private sector education in FATA has employed 5095 teachers (Table B4 and Figure B6) for imparting education to 164966 students in 396 academic institutions.

Table B4

*Teachers Engaged in Private Sector Educational Institutions of FATA*

Level	Male	Female	Co-Education	Total
Primary School	167	13	67	247
Middle School	1017	8	483	1508

High School	1619	70	1147	2836
Higher Secondary / College	325	77	102	504
Total	3128	168	1799	5095



*Figure B6.* Graphical Representation of Teachers Engagement in Private Sector Educational Institutions in FATA

Unlike public sector educational institutions, the students to teacher ratio in private education sector was well balanced as on average of thirty two students were managed by one teacher (Table B5 and Figure B7). Moreover, the student to teacher ratio was appropriate for all levels of education.

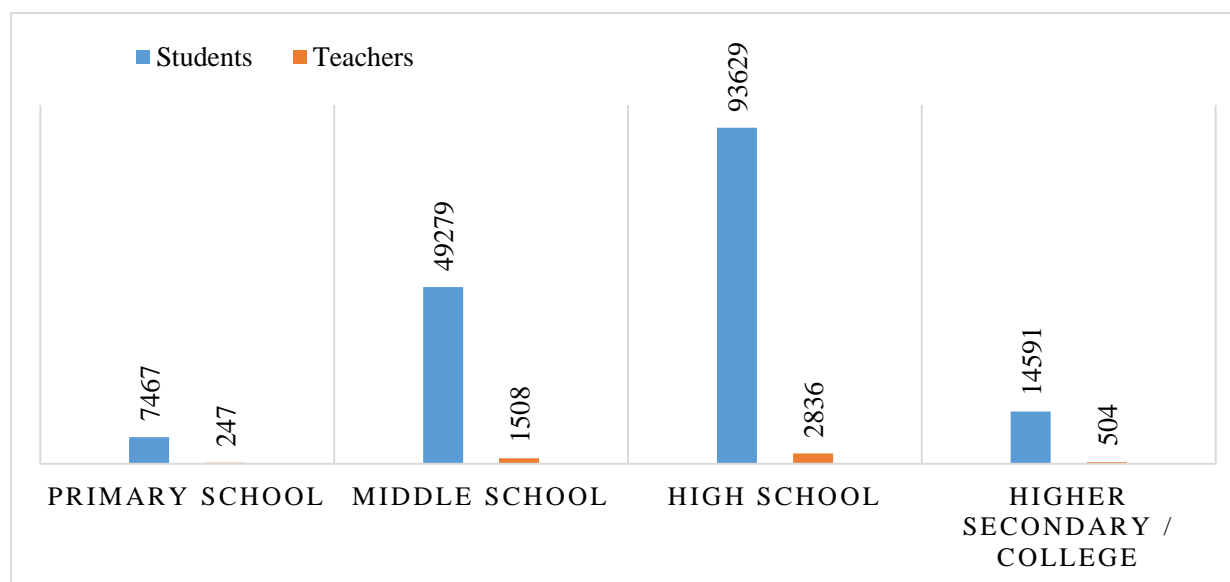
Table B5

Students Teacher Ratio in Private Sector

Level	Students	Teachers	Ratio
Primary School	7467	247	30

Middle School	49279	1508	33
High School	93629	2836	33
Higher Secondary / College	14591	504	29
Total	164966	5095	32

---



*Figure B7.* Graphical Representation of Students to Teachers Ratio in Private Sector Educational Institutions of FATA

## Appendix C

### *Deeni Madaris in FATA*

A total of 276 *deeni madaris* (Table C1) were imparting education to fifty one thousand, eight hundred and twenty two students.

Table C1

#### *Population of Deeni Madaris in FATA*

Gender	Madaris
Male	147
Female	20
Both Sex	109
Total	276

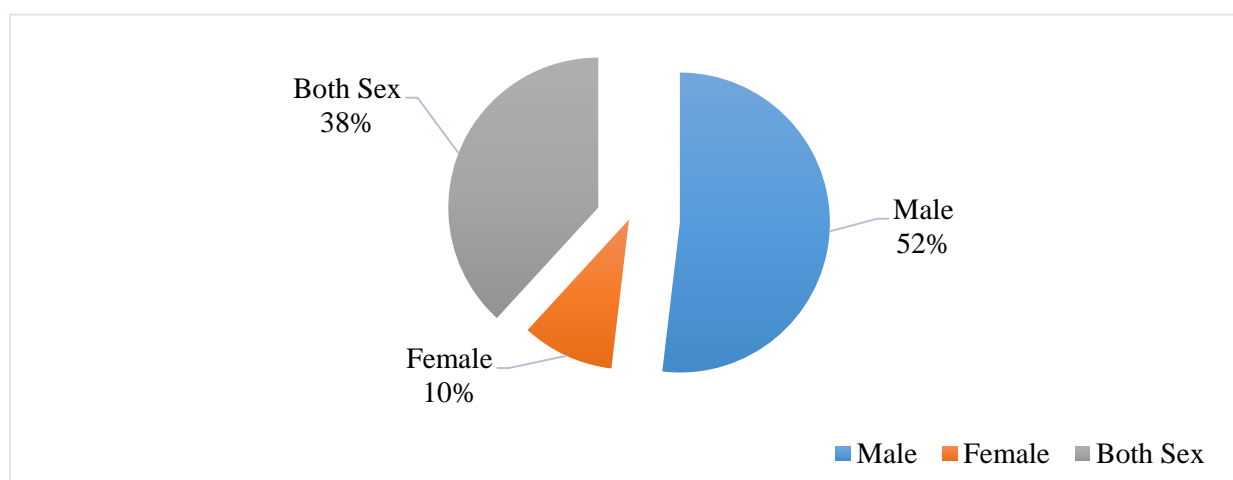
#### **Teachers Engaged in *Deeni Madaris* of FATA**

One Thousand, five hundred and nineteen teachers have been engaged in the *deeni madaris* for imparting education to 26479 male, as well as female students (Table C2). In keeping with lesser number of female *deeni madaris*, the overall strength of female teachers in *madaris* was observed to be very less. Yet, Figure C1 while presenting the percentage of teachers engaged in *deeni madaris* indicates that, within female *deeni madaris*, 7% *madaris* engaged 10% female teachers.

Table C2

*Teachers Engaged in Deeni Madaris of FATA*

Gender	Teachers
Male	788
Female	151
Both Sex	580
Total	1519

*Figure C1. Graphical Representation of Teachers' Engagement Percentage in Deeni Madaris***Students Enrolment in Deeni Madaris of FATA**

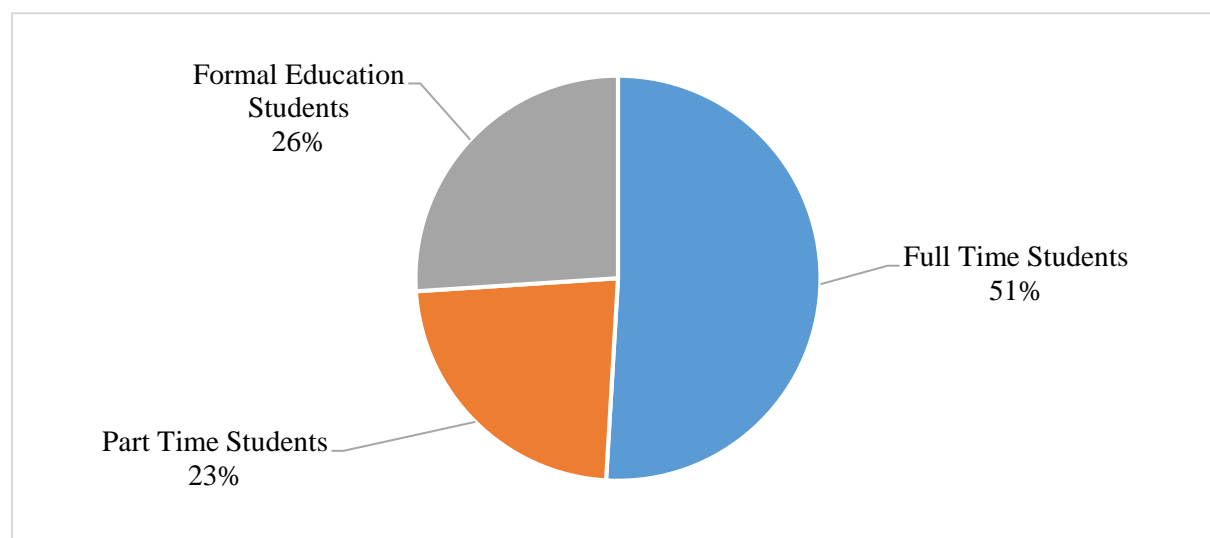
276 *Deeni Madaris* in FATA were imparting religious, as well as formal education to 101,733 students; which included 75,254 (51822 full time students and 23432 part time) religious education students and 26,479 formal education student as listed at Table C3 and graphically represented at Figure C2. Among religious education students, full time students had

boarding and lodging facility at the *madaris*, whereas the part time students attended the *madaris* as day scholars.

Table C3

*Students Enrolled with Deeni Madaris in FATA*

Gender	Madaris	Full Time Students	Part Time Students	Formal Education Students
Male	147	25300	9194	8089
Female	20	6517	5072	5246
Both Sex	109	20005	9166	13144
Total	276	51822	23432	26479



*Figure C2. Comparison between Percentage of Students (Full Time, Part Time and Formal Education) in Deeni Madaris*



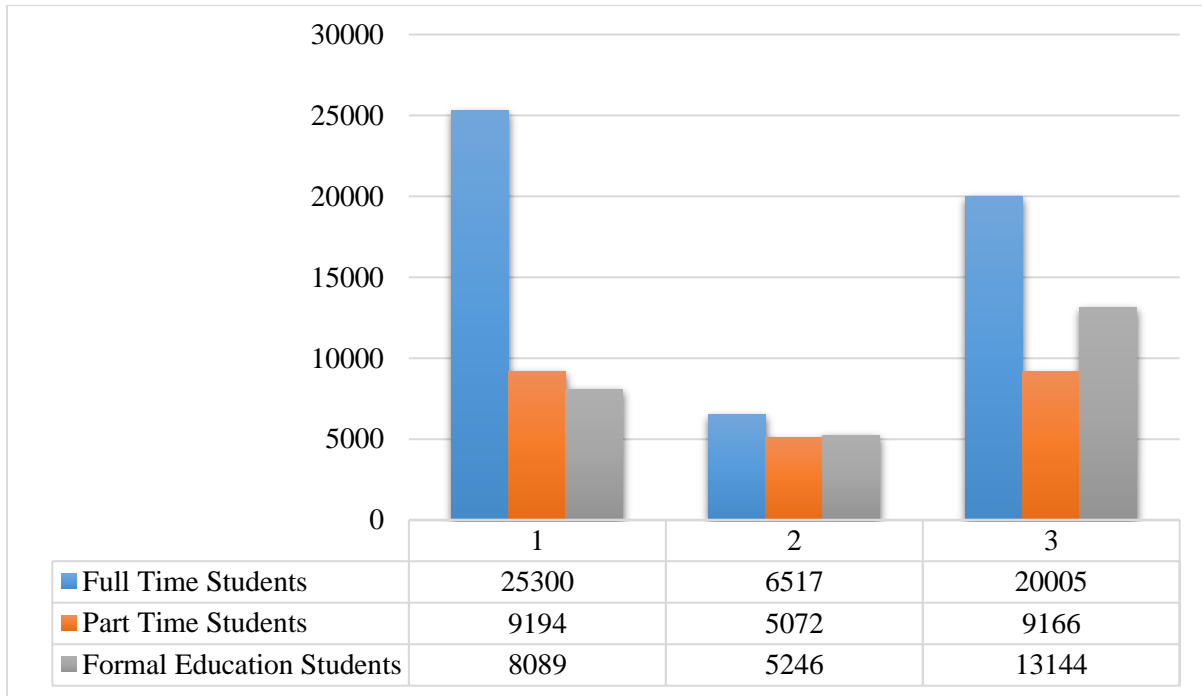


Figure C3. Statistical Comparison between Students (Full Time, Part Time and Formal Education) in FATA Deeni Madaris

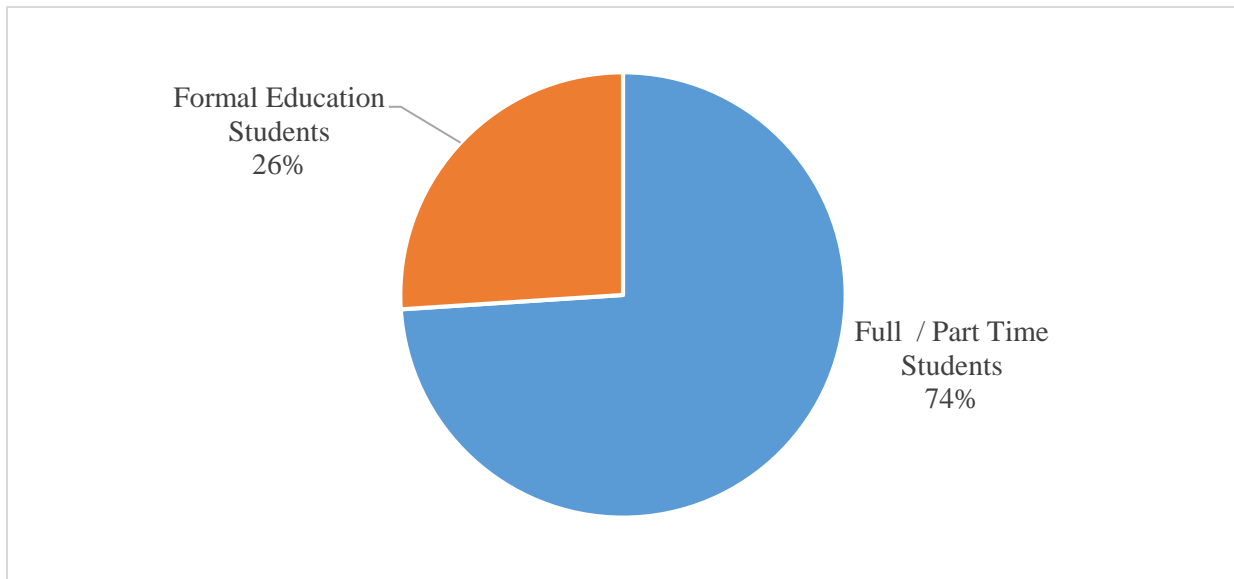
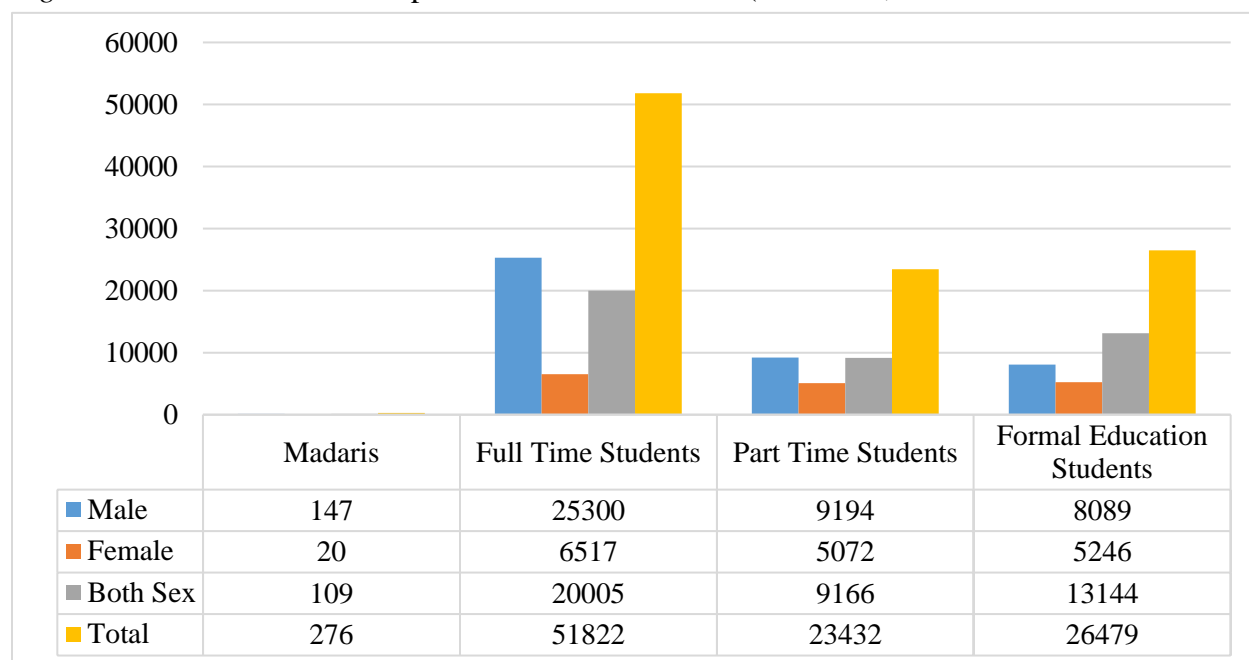


Figure C4. Overall Percentage Based Comparison between Full / Part Time Religious Education and Formal Education Students in Deeni Madaris

Figure C5. Gender Based Comparison between Students (Full Time, Part Time and Formal Education) in *Deeni Madaris*



Education) in *Deeni Madaris*

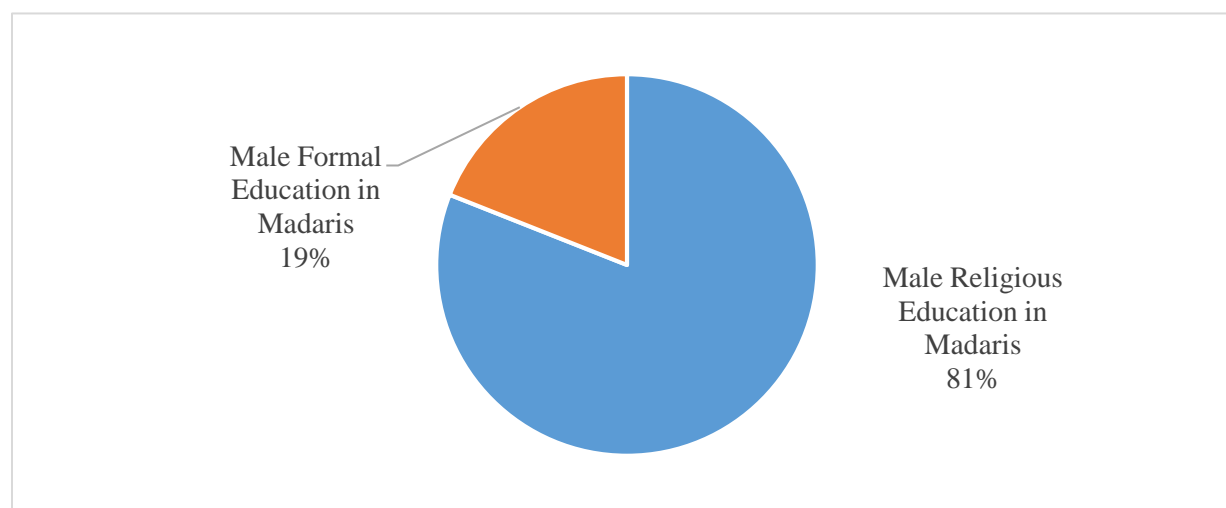


Figure C6. Comparison between Male Religious and Formal Education in FATA *Deeni Madaris*

## Appendix D

### Impact of WOT in Bajaur Agency

Bajaur Agency academic institutions were the most affected among other agencies. The militants attacked and destroyed ninety-two institutions in Bajaur Agency (Table D1). Since the maximum damage to these educational institutions was through conduct of explosions by the militants, therefore Bajaur Agency ranked highest in public sufferings from blasts. Within this agency, fifty-seven educational institutions were fully destroyed which further included forty-five primary, eight middle and twelve high male schools; twenty-one primary, three middle, three high female schools. A total of thirty-eight educational institutions were partially destroyed, which included ten primary, five middle, and six high male schools, two male colleges and one male hostel; eleven primary, one middle and two high female schools. The statistical data indicates that, Bajaur Agency also remained highest in sustaining partial damage to its educational institutions in the entire FATA tribal belt.

Table D1

#### *Damaged Education Institutions in Bajaur Agency*

Level	Male	Female	Total
High School	12	3	15
Middle School	8	3	11
Primary School	45	21	66
Total	65	27	92

Source: EMIS FATA

Statistics given at Table D2 indicates that 147 Bajaur Agency's primary schools were deprived of the access to middle / high school within 2.5 kms.

Table D2

*Bajaur Agency's Primary Schools Deprived of Access to Middle / High School within 2.5 Kms*

Gender	Schools
Male	102
Female	45
Total	147

Source: EMIS FATA

Table D3 points out that 32% male and 76% female youth were out of school in Bajaur Agency.

Table D3

*Out of School Youth in Bajaur Agency*

Gender	%
Male	32
Female	76

Source: EMIS FATA

Table D4 displays the fact that, overall only 40% youth were enrolled in public schools and 6% in private schools.

Table D4

*Enrolment of Students in Bajaur Agency*

Gender	% in Government Institutions	% in Private Institutions
Male	57	11
Female	23	0.4
Total	40	6

Source: EMIS FATA

Tables D5 through D7 indicate the transit rate and enrolment at secondary level in Bajaur Agency.

Table D5

*Transition Rate from Primary to Middle Schools in Bajaur Agency*

Gender	Rate
Male	80
Female	33
Total	73

Source: EMIS FATA

Table D6

*Transition Rate from Middle to High School in Bajaur Agency*

Gender	Rate
Male	88

Female	35
Total	85

---

Source: EMIS FATA

Table D7

*Secondary School Level Enrollment in Bajaur Agency*

Gender	Rate
Male	11835
Female	698
Total	12533

---

Source: EMIS FATA

Table D8 indicates the student to class ratio in boys' primary schools as high as 105 students in a class.

Table D8

*Student to Class Ratio in Boys Primary School of Bajaur Agency*

Category	Statistics
Students	71928
Classrooms	684
Student – Classroom Ratio	105

---

Source: EMIS FATA

Table D9 indicates the student to class ratio in girls' primary schools as high as 93 students in a class.

Table D9

*Student to Class Ratio in Girls Primary School of Bajaur Agency*

Category	Statistics
Students	27582
Classrooms	295
Student – Classroom Ratio	93

Source: EMIS FATA

Similarly Tables D10 and D11 show high students to teacher ratio in both boys and girls' primary schools, wherein which 82 and 77 students respectively were managed by a single teacher.

Table D10

*Student to Teacher Ratio in Boys Primary School of Bajaur Agency*

Category	Statistics
Students	71928
Teachers	879
Students – Teacher Ratio	82

Source: EMIS FATA

Table D11

*Student to Teacher Ratio in Girls Primary School of Bajaur Agency*

Category	Statistics
Students	27582
Teachers	357
Students – Teacher Ratio	77

Source: EMIS FATA

Tables D12 and D13 present the overall student to class and student to teacher ratios.

Table D12

*Overall Student to Class Ratio in Primary School of Bajaur Agency*

Category	Statistics
Students	99510
Classrooms	979
Student – Classroom Ratio	102

Source: EMIS FATA

Table D13

*Overall Student to Teacher Ratio in Primary School of Bajaur Agency*

Category	Statistics
Students	99510



Teachers	1236
Students – Teacher Ratio	81

---

Source: EMIS FAT

Tables D14, D15, D16 and D17 elaborates the over-crowdedness in schools; 80% primary schools of the agency were overcrowded.

Table D14

*Overcrowded Male Primary Schools in Bajaur Agency*

Category	Statistics
Total Schools	326
Overcrowded School	260
Percentage	80 %

---

Source: EMIS FATA

Table D15

*Overcrowded Female Primary Schools in Bajaur Agency*

Category	Statistics
Total Schools	143
Overcrowded School	117
Percentage	82 %

---

Source: EMIS FATA

Table D16

*Overcrowded Male Middle Schools in Bajaur Agency*

Category	Statistics
Total Schools	23
Overcrowded School	10
Percentage	43 %

Source: EMIS FATA

Table D17

*Overcrowded Female Middle Schools in Bajaur Agency*

Category	Statistics
Total Schools	13
Overcrowded School	1
Percentage	8 %

Source: EMIS FATA

Forty-four private schools (Table D18) registered 17,359 students (Table D19) in the agency.

Table 18

*Private Educational Institutions in Bajaur Agency*

Level	Institutions
Primary School	9

Middle School	21
High School	17
Higher Secondary / College	1
Total	48

---

Source: EMIS FATA

Table 19

*Students in Private Schools of Bajaur Agency*

Gender	Students
Male	16920
Female	439
Total	17359

---

Source: EMIS FATA

Table D20, Figure D1 and Table D21 focus on the role of *deeni madaris* in the agency; not a single girls' *deeni* madrasa existed in the agency and twenty *madaris* imparted education to 4,609 students; the girls were imparted education in the *madaris* having both boys and girls wings.

Table D20

*Deeni Madaris in Bajaur Agency*

Gender	Deeni Madaris
Male	9

Female	-
Mixed	11
Total	20

Source: EMIS FATA

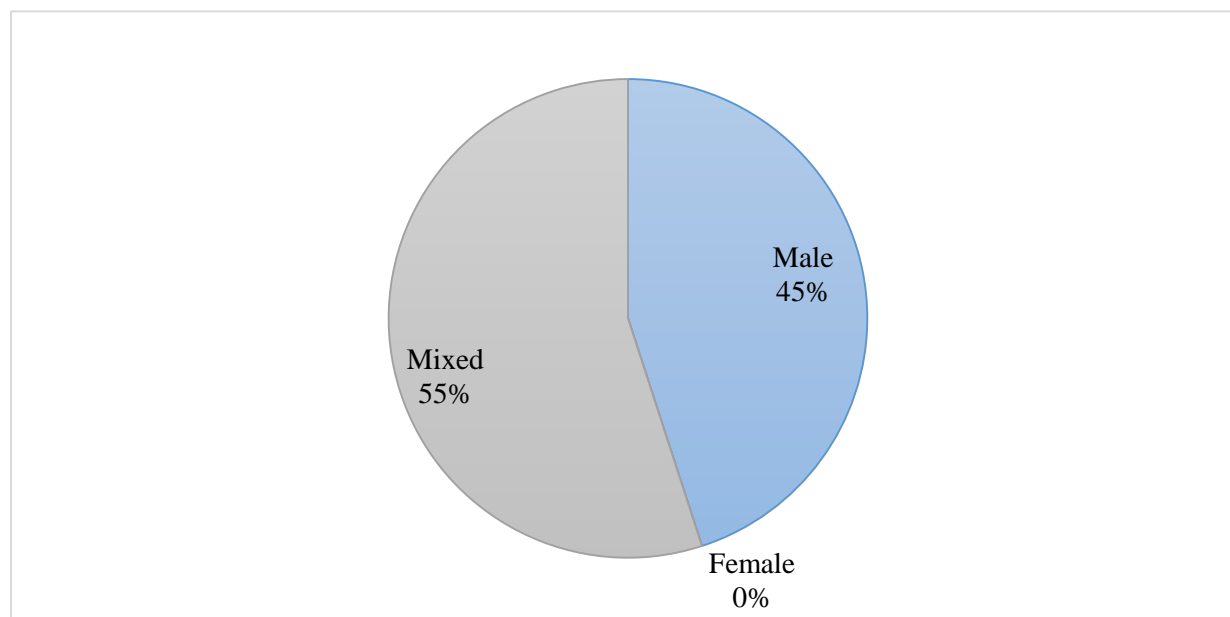


Figure D1. Graphical Representation of Deeni Madaris in Bajaur Agency

Table 21

Students Enrolment in Deeni Madaris of Bajaur Agency

Gender	Schools	Madaris	% in Madaris
Male	95362	3403	3%
Female	32332	1206	4%
Total	127694	4609	3%

Source: EMIS FATA

Figures D2 and D3 display the graphical comparison of the students' registration in public, as well as private educational institutions and deeni madaris.

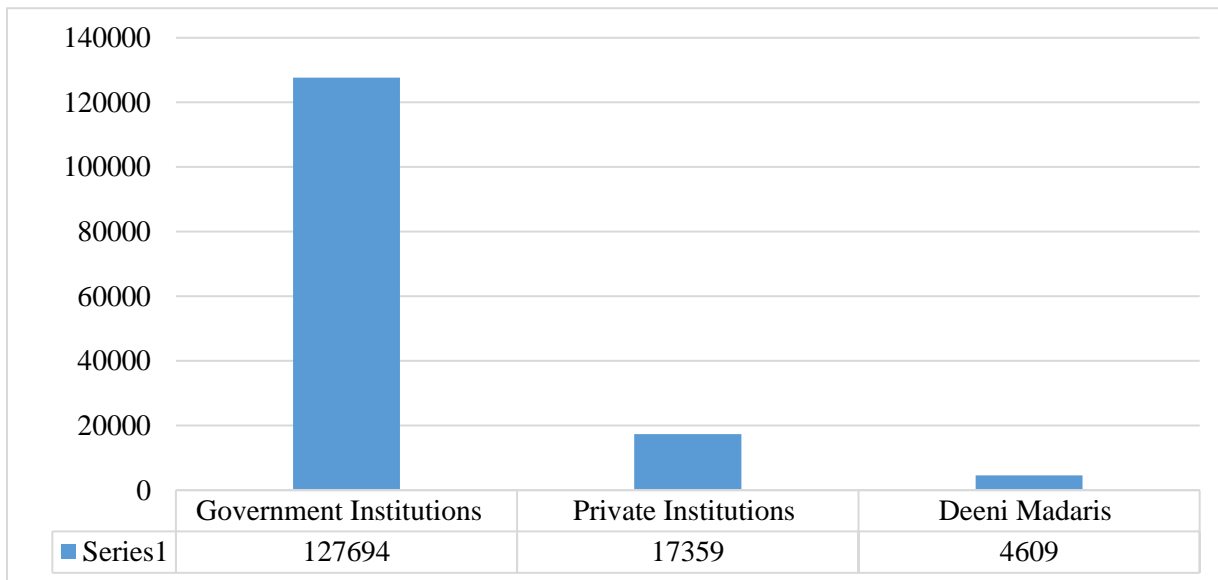


Figure D2. Statistics Based Graphic Representations of Students Strength and Percentages in Government School, Private School and *Deeni Madaris* of Bajaur Agency

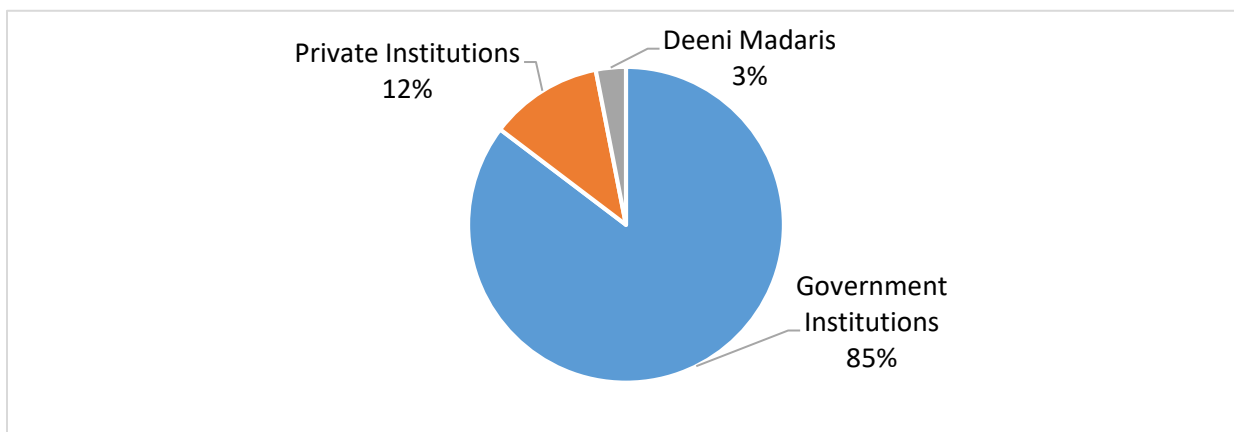


Figure D2. Percentage Based Graphic Representations of Students Strength and Percentages in Government School, Private School and *Deeni Madaris* of Bajaur Agency

The overall literacy rate in the agency has been recoded as 17.39 only; which is one of the lowest literacy rates in FATA (Table 22).

Table 22

*Literacy Rate in Bajaur Agency*

Gender	Rate
Male	27.95
Female	4.75
Both Male & Female	17.39

Source: EMIS FATA

## Appendix E

### Impact of WOT in Mohmand Agency

In case of Mohmand Agency, forty-six primary, twelve middle and seven high male schools, one male college; seventeen primary, three middle, and one high female schools; and one female hostel were destroyed (Table E1). In all, eighty-eight educational institutions were fully destroyed in the Mohmand Agency, which was the maximum figure of fully destroyed educational institutions in FATA. Mohmand Agency also suffered maximum damage to its primary schools as sixty-three primary schools in this agency were totally destroyed.

Table E1

*Damaged Education Institutions in Mohmand Agency*

Level	Male	Female	Total
High School	7	1	8
Middle School	12	3	15
Primary School	46	17	63
Total	65	21	86

Source: EMIS FATA

Statistics given at Table E2 indicate that, 101 primary schools were deprived of the access to middle / high school within 2.5 kms.

Table E2

*Primary Schools Deprived of Access to Middle / High School within 2.5 Kms*

Gender	Schools
Male	86

Female	15
Total	101

---

Source: EMIS FATA

Table E3 points out that, 46% male and 71% female youth were out of school in the agency.

Table E3

*Out of School Youth in Mohmand Agency*

Gender	%
Male	46
Female	71

---

Source: EMIS FATA

Table E4 displays the fact that, overall only 37% youth were enrolled in public schools and 3% in private schools.

Table E4

*Enrolment of Students in Mohmand Agency*

Gender	% in Government Institutions	% in Private Institutions
Male	46	6
Female	29	0.2
Total	37	3

---

Source: EMIS FATA



Tables E5, E6 and E7 indicate the transit rate of students from primary schools to middle schools and enrolment at secondary level.

Table E5

*Transition Rate from Primary to Middle Schools in Mohmand Agency*

Gender	Rate
Male	71
Female	39
Total	63

Source: EMIS FATA

Table E6

*Transition Rate from Middle to High School in Mohmand Agency*

Gender	Rate
Male	87
Female	59
Total	82

Source: EMIS FATA

Table E7

*Secondary School Level Enrollment in Mohmand Agency*

Gender	Rate
Male	5054

Female	1148
Total	6202

---

Source: EMIS FATA

Table E8 indicates the student to class ratio in boys' primary schools as 49 students in a class, whereas Table E9 indicates the student to class ratio in girls' primary schools as 50 students in a class.

Table E8

*Student to Classroom Ratio in Boys Primary School of Mohmand Agency*

Category	Statistics
Students	25134
Classrooms	512
Student – Classroom Ratio	49

---

Source: EMIS FATA

Table E9

*Student to Classroom Ratio in Girls Primary School of Mohmand Agency*

Category	Statistics
Students	12256
Classrooms	243
Student – Classroom Ratio	50

---

Source: EMIS FATA

Similarly Tables E10 and E11 show the student to teacher ratio in both boys and girls primary schools, which was fairly balanced as 38 male students and 40 female students were being managed by a teacher.

Table E10

*Students to Teacher Ratio in Boys Primary School of Mohmand Agency*

Category	Statistics
Students	25134
Teachers	656
Students – Teacher Ratio	38

Source: EMIS FATA

Table E11

*Students to Teacher Ratio in Girls Primary School of Mohmand Agency*

Category	Statistics
Students	12256
Teachers	307
Students – Teacher Ratio	40

Source: EMIS FATA

Tables E12 and E13 had present the overall students to class room and students to teacher ratios.

Table E12

*Overall Student to Classroom Ratio in Primary School of Mohmand Agency*

Category	Statistics
Students	37390
Classrooms	755
Student – Classroom Ratio	50

Source: EMIS FATA

Table E13

*Overall Student to Teacher Ratio in Primary School of Mohmand Agency*

Category	Statistics
Students	37390
Teachers	963
Students – Teacher Ratio	39

Source: EMIS FATA

Tables E14, E15, E16 and E17 elaborate the over-crowdedness in schools; 42% boys' primary schools and 55% girls' primary schools were overcrowded.

Table E14

*Overcrowded Male Primary Schools in Mohmand Agency*

Category	Statistics
Total Schools	244

Overcrowded School	102
Percentage	42 %

---

Source: EMIS FATA

Table E15

*Overcrowded Female Primary Schools in Mohmand Agency*

Category	Statistics
Total Schools	120
Overcrowded School	66
Percentage	55 %

---

Source: EMIS FATA

Table E16

*Overcrowded Male Middle Schools in Mohmand Agency*

Category	Statistics
Total Schools	39
Overcrowded School	11
Percentage	28 %

---

Source: EMIS FATA

Table E17

*Overcrowded Female Middle Schools in Mohmand Agency*

Category	Statistics
Total Schools	27
Overcrowded School	11
Percentage	41 %

Source: EMIS FATA

Twenty-two private schools (Table E18) registered 4,711 students (Table E19) in the agency.

Table E18

*Private Educational Institutions in Mohmand Agency*

Level	Institutions
Primary School	12
Middle School	3
High School	7
Higher Secondary / College	0
Total	22

Source: EMIS FATA

Table E19

*Students in Private Schools of Mohmand Agency*

Gender	Students
Male	4595
Female	116
Total	4711

Source: EMIS FATA

Tables E20, Table E21 and Figure E1 focus on the role of *deeni madaris* in the agency; not a single girls' *deeni madrasa* existed in the agency and thirteen *madaris* imparted education to 2,014 students; the girls were imparted education in the *madaris* having both boys and girls wings.

Table E20

*Deeni Madaris in Mohmand Agency*

Gender	Deeni Madaris
Male	5
Female	-
Mixed	8
Total	13

Source: EMIS FATA

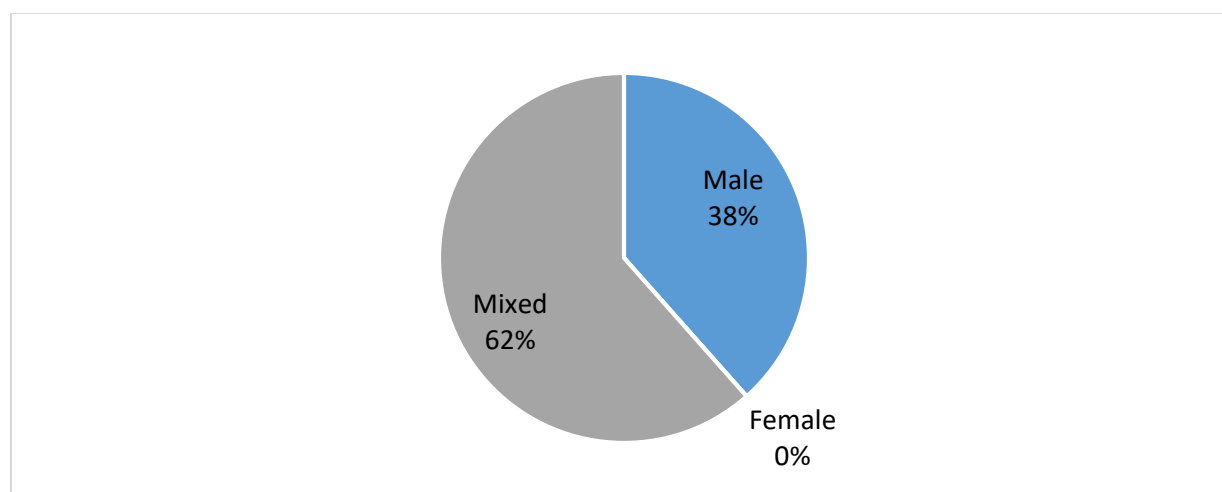


Figure E1. Graphical Representation of Deeni Madaris in Mohmand Agency

Table E21

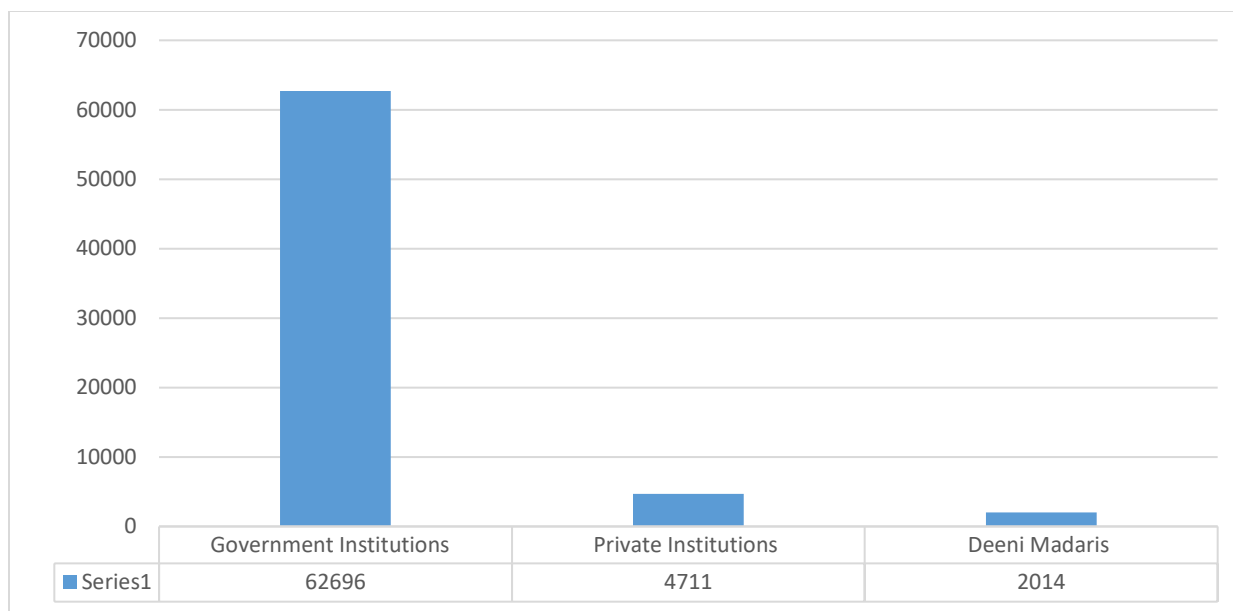
Students Enrolment in Deeni Madaris of Mohmand Agency

Gender	Schools	Madaris	% in Madaris
Male	40788	1601	4%
Female	21908	413	2%
Total	62696	2014	3%

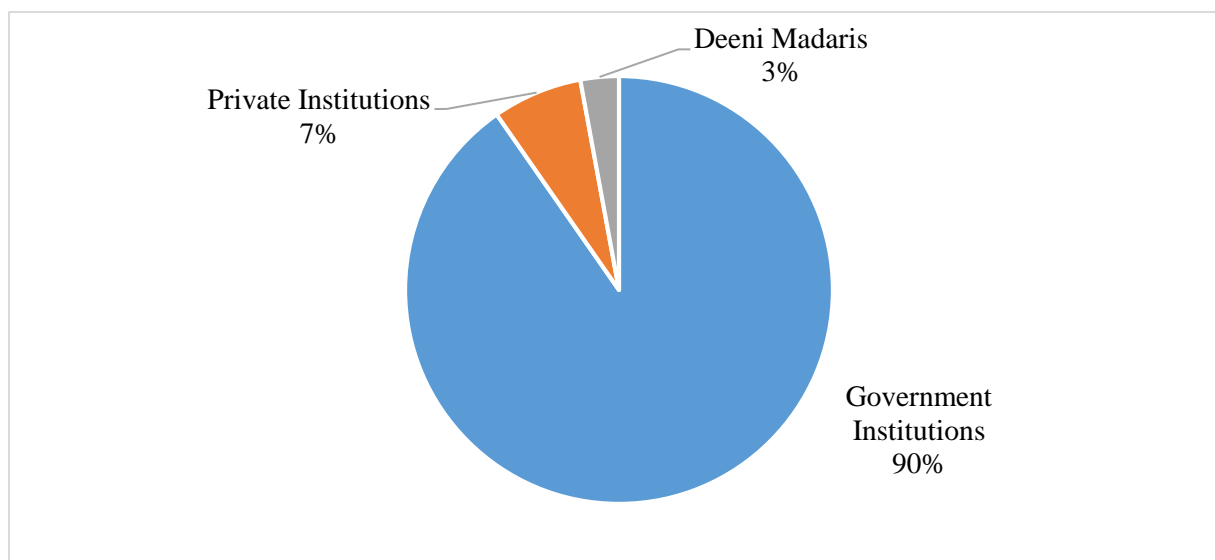
Source: EMIS FATA

Figures E2 and E3 display the graphical comparison of the students' registration in public, as well as private educational institutions and *deeni madaris*.





*Figure E2.* Statistics Based Graphical Representations of Students Strength and in Public Sector School, Private School and *Deeni Madaris* of Mohmand Agency



*Figure E2.* Percentage Based Graphical Representations of Students Strength and in Public Sector School, Private School and *Deeni Madaris* of Mohmand Agency

The overall literacy rate in the agency has been recoded as 18,79 only; which was one of the lowest literacy rates in FATA (Table E22).

Table E22

*Literacy Rate in Mohmand Agency*

Gender	Rate
Male	32.43
Female	5.72
Both Male & Female	18.79

Source: EMIS FATA

## Appendix F

### Impact of WOT in Kurram Agency

Kurram Agency sustained complete damage to its sixty-one schools, which included thirty six primary, five high, and four middle boys' schools; and sixteen girls' primary schools (Table F1). Whereas, ten partially damaged schools included four primary and one middle boys' school; and five primary schools for girls.

Table F1

#### *Damaged Education Institutions in Kurram Agency*

Level	Male	Female	Total
High School	4	0	4
Middle School	5	0	5
Primary School	36	16	52
Total	45	16	61

Source: EMIS FATA

Statistics given at Table F2 indicate that, 94 primary schools were deprived of the access to middle / high school within 2.5 kms.

Table F2

#### *Primary Schools Deprived of Access to Middle / High School within 2.5 Kms*

Gender	Schools
Male	74

Female	20
Total	94

---

Source: EMIS FATA

Table F3 points out that, 46% male and 71% female youth were out of school in the agency.

Table F3

*Out of School Youth in Kurram Agency*

Gender	%
Male	46
Female	71

---

Source: EMIS FATA

Table F4 displays the fact that, overall only 29% youth were enrolled in public schools and 4% in private schools.

Table F4

*Enrolment of Students in Kurram Agency*

Gender	% in Government Institutions	% in Private Institutions
Male	37	18
Female	21	4
Total	29	11

---

Source: EMIS FATA

Tables F5, F6 and F7 indicate the transit rate of students from primary schools to middle schools and enrolment at secondary level.

Table F5

*Transition Rate from Primary to Middle Schools in Khurram Agency*

Gender	Rate
Male	106
Female	121
Total	110

Source: EMIS FATA

Table F6

*Transition Rate from Middle to High School in Khurram Agency*

Gender	Rate
Male	97
Female	96
Total	97

Source: EMIS FATA

Table F7

*Secondary School Level Enrollment in Khurram Agency*

Gender	Rate
Male	7403

Female	3901
Total	11304

---

Source: EMIS FATA

Table F8 indicates the student to classroom ratio in boys' primary schools as 30 students in a class, whereas Table F9 indicates the student to classroom ratio in girls' primary schools as 39 students in a class.

Table F8

*Student to Classroom Ratio in Boys Primary School of Kurram Agency*

Category	Statistics
Students	14055
Classrooms	468
Student to Classroom Ratio	30

---

Source: EMIS FATA

Table F9

*Student to Classroom Ratio in Girls Primary School of Kurram Agency*

Category	Statistics
Students	10114
Classrooms	259
Student – Classroom Ratio	39

---

Source: EMIS FATA

Similarly, Tables F10 and F11 show the students to teacher ratio in both boys and girls primary schools, which was well balanced as 25 male students and 33 female students were being managed by a teacher.

Table F10

*Students to Teacher Ratio in Boys Primary School of Kurram Agency*

Category	Statistics
Students	14055
Teachers	571
Students – Teacher Ratio	25

Source: EMIS FATA

Table F11

*Students to Teacher Ratio in Girls Primary School of Kurram Agency*

Category	Statistics
Students	10114
Teachers	308
Students – Teacher Ratio	33

Source: EMIS FATA

Tables F12 and F13 present the overall students to class room and students to teacher ratios.

Table F12

*Overall Student – Classroom Ratio in Primary School of Kurram Agency*

Category	Statistics
Students	24169
Classrooms	727
Student – Classroom Ratio	33

Source: EMIS FATA

Table F13

*Overall Student to Teacher Ratio in Primary School of Kurram Agency*

Category	Statistics
Students	24169
Teachers	879
Students – Teacher Ratio	27

Source: EMIS FATA

Tables F14, F15, F16 and F17 elaborate the over-crowdedness in schools; 26% boys' primary schools and 38% girls' primary schools were overcrowded.

Table F14

*Overcrowded Male Primary Schools in Kurram Agency*

Category	Statistics
Total Schools	222



Overcrowded School	58
Percentage	26 %

---

Source: EMIS FATA

Table F15

*Overcrowded Female Primary Schools in Kurram Agency*

Category	Statistics
Total Schools	132
Overcrowded School	50
Percentage	38 %

---

Source: EMIS FATA

Table F16

*Overcrowded Male Middle Schools in Kurram Agency*

Category	Statistics
Total Schools	38
Overcrowded School	10
Percentage	26 %

---

Source: EMIS FATA

Table F17

*Overcrowded Female Middle Schools in Kurram Agency*

Category	Statistics
Total Schools	13
Overcrowded School	2
Percentage	15 %

Source: EMIS FATA

Fifty-two private schools (Table F18) registered 21,149 students (Table F19) in the agency.

Table F18

*Private Educational Institutions in Kurram Agency*

Level	Institutions
Primary School	2
Middle School	17
High School	28
Higher Secondary / College	3
Total	52

Source: EMIS FATA

Table F19

*Students in Private Schools of Kurram Agency*

Gender	Students
Male	17170
Female	3979
Total	21149

Source: EMIS FATA

Table F20, Table F21 and Figure F1 focus on the role of *deeni madaris* in the agency; nine *madaris*, including two female, six male and one mix *madaris* imparted education to 1,503 students.

Table F20

*Deeni Madaris in Kurram Agency*

Gender	Deeni Madaris
Male	6
Female	2
Mixed	1
Total	9

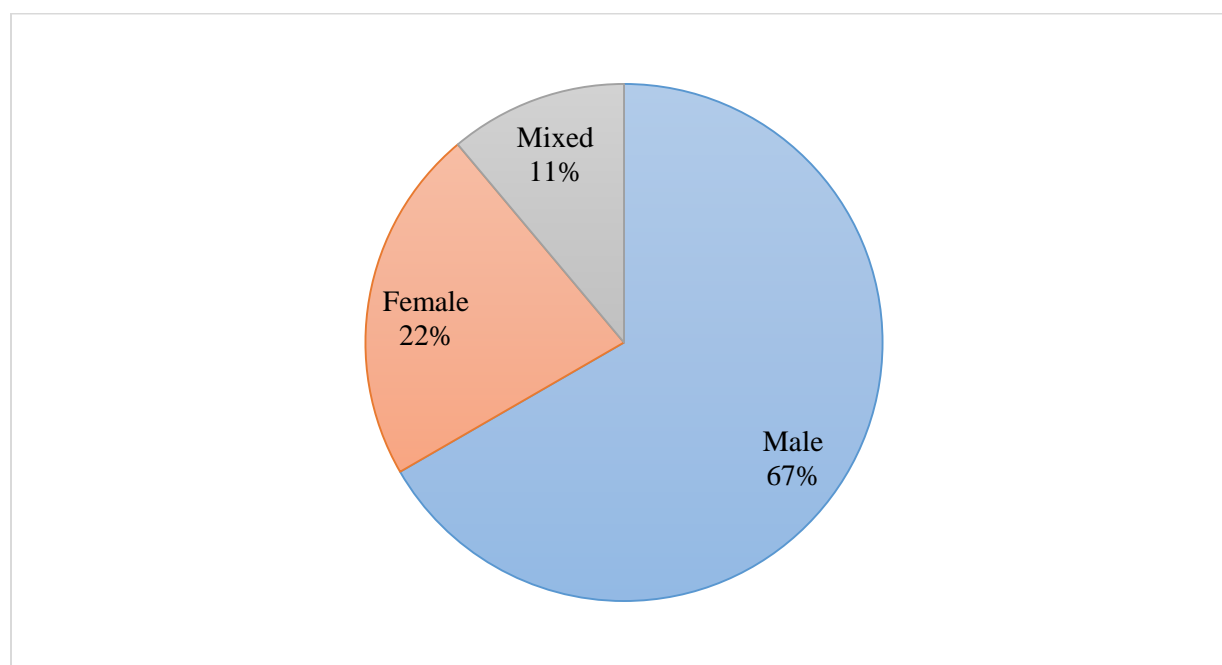
Source: EMIS FATA

Table F21

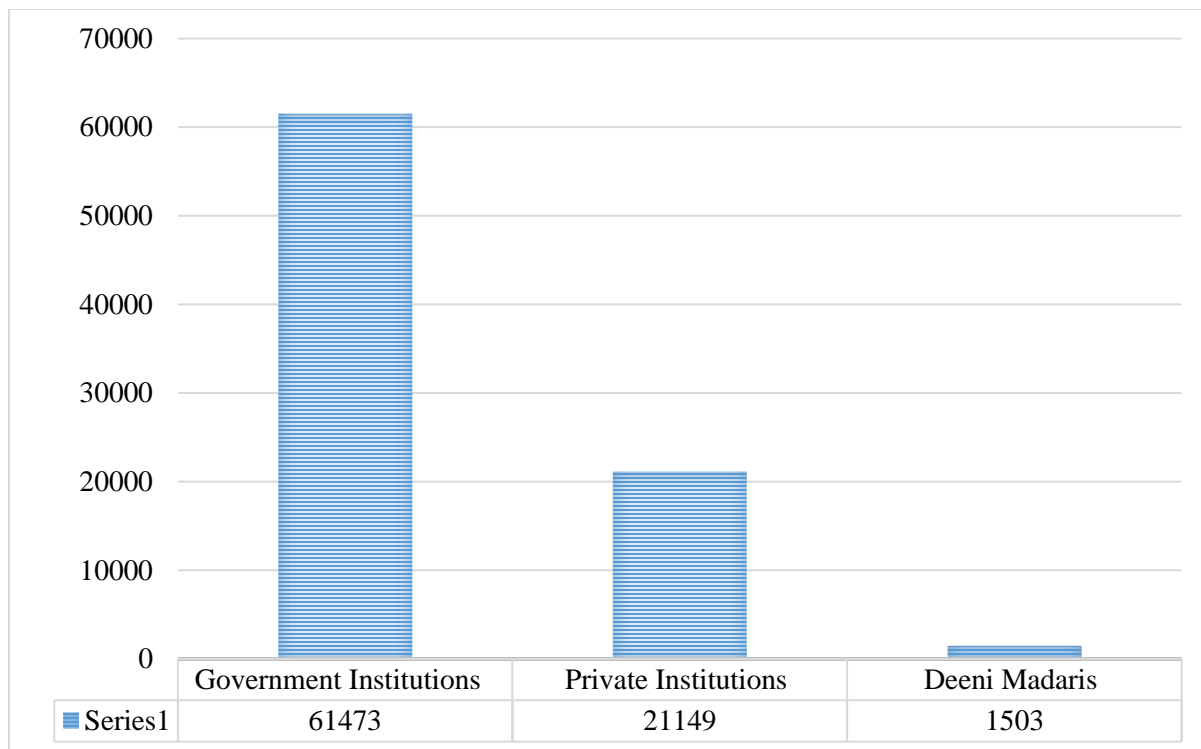
*Students Enrolment in Deeni Madaris of Kurram Agency*

Gender	Schools	Madaris	% in Madaris
Male	39038	1144	3%
Female	22435	359	2%
Total	61473	1503	2%

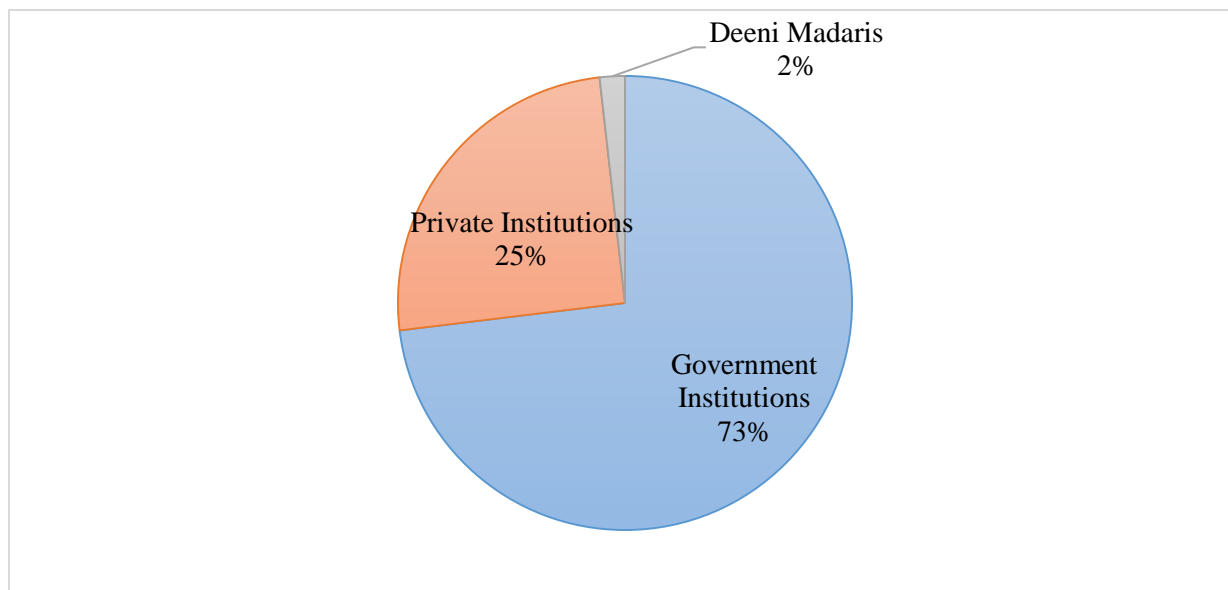
Source: EMIS FATA

*Figure F1. Graphical Representation of Deeni Madaris in Kurram Agency*

Figures F2 and F3 display the graphical comparison of the students' registration in public, as well as private educational institutions and *deeni madaris*.



*Figures F2. Statistics Based Graphical Comparison of Students' Registration in Public Educational Institutions, Private Educational Institutions and Deeni Madaris.*



*Figures F2. Percentage Based Graphical Comparison of Students' Registration in Public Educational Institutions, Private Educational Institutions and Deeni Madaris.*

The overall literacy rate in the agency has been recoded as 28.48 (Table F23).

Table F23

*Literacy Rate in Khurram Agency*

Gender	Rate
Male	36.27
Female	21.03
Both Male & Female	28.48

Source: EMIS FATA

## Appendix G

### Impact of WOT in Khyber Agency

Khyber Agency sustained complete damage to fifty-seven of its educational institutions, which included twenty-two primary, four middle and five boys' high schools; twenty primary, for middle and two high girls' school (Table G1). Whereas, three partially damaged schools included one middle and one high boys' school; and one girls' high school.

Table G1

#### *Damaged Education Institutions in Khyber Agency*

Level	Male	Female	Total
High School	5	2	7
Middle School	4	4	8
Primary School	22	20	42
Total	31	26	57

Source: EMIS FATA

Statistics given at Table G2 indicate that, 119 primary schools were deprived of the access to middle / high school within 2.5 kms.

Table G2

#### *Primary Schools Deprived of Access to Middle / High School within 2.5 Kms*

Gender	Schools
Male	80
Female	39

Total 119

Source: EMIS FATA

Table G3 points out that, 33% male and 73% female youth were out of school in the agency.

Table G3

*Out of School Youth in Khyber Agency*

Gender	%
Male	33
Female	73

Source: EMIS FATA

Table G4 displays the fact that, overall only 30% youth were enrolled in public schools and 16% in private schools.

Table G4

*Enrolment of Students in Khyber Agency*

Gender	% in Government Institutions	% in Private Institutions
Male	36	31
Female	24	2
Total	30	16

Source: EMIS FATA



Tables G5, G6 and G7 indicate the transit rate of students from primary schools to middle schools and enrolment at secondary level.

Table G5

*Transition Rate from Primary to Middle Schools in Khyber Agency*

Gender	Rate
Male	48
Female	33
Total	44

Source: EMIS FATA

Table G6

*Transition Rate from Middle to High School in Khyber Agency*

Gender	Rate
Male	96
Female	130
Total	102

Source: EMIS FATA

Table G7

*Secondary School Level Enrollment in Khyber Agency*

Gender	Rate
Male	6368
Female	1273

Total 7641

Source: EMIS FATA

Table G8 indicates the student to classroom ratio in boys' primary schools as 38 students in a class, whereas Table G9 indicates the student to classroom ratio in girls' primary schools as 39 students in a class.

Table G8

*Student to Classroom Ratio in Boys Primary School of Khyber Agency*

Category	Statistics
Students	20262
Classrooms	531
Student – Classroom Ratio	38

Source: EMIS FATA

Table G9

*Student to Classroom Ratio in Girls Primary School of Khyber Agency*

Category	Statistics
Students	18071
Classrooms	463
Student – Classroom Ratio	39

Source: EMIS FATA

Similarly, Tables G10 and G11 show the students to teacher ratio in both boys and girls primary schools, which was well balanced as 33 male students and 34 female students were being managed by a teacher.

Table G10

*Students – Teacher Ratio in Boys Primary School of Khyber Agency*

Category	Statistics
Students	20267
Teachers	613
Students to Teacher Ratio	33

Source: EMIS FATA

Table G11

*Students to Teacher Ratio in Girls Primary School of Khyber Agency*

<i>Category</i>	<i>Statistics</i>
Students	18071
Teachers	537
Students to Teacher Ratio	34

Source: EMIS FATA

Tables G12 and G13 present the overall students to class room and students to teacher ratios.

Table G12

*Overall Student to Classroom Ratio in Primary School of Khyber Agency*

Category	Statistics
Students	38338
Classrooms	994
Student – Classroom Ratio	39

Source: EMIS FATA

Table G13

*Overall Student to Teacher Ratio in Primary School of Khyber Agency*

Category	Statistics
Students	38338
Teachers	1150
Students – Teacher Ratio	33

Source: EMIS FATA

Tables G14 through G17 elaborate the over-crowdedness in schools; 40% boys' primary schools and 34% girls' primary schools were overcrowded.

Table G14

*Overcrowded Male Primary Schools in Khyber Agency*

Category	Statistics
Total Schools	228

Overcrowded School	91
Percentage	40 %

---

Source: EMIS FATA

Table G15

*Overcrowded Female Primary Schools in Khyber Agency*

Category	Statistics
Total Schools	231
Overcrowded School	78
Percentage	34 %

---

Source: EMIS FATA

Table G16

*Overcrowded Male Middle Schools in Khyber Agency*

Category	Statistics
Total Schools	24
Overcrowded School	8
Percentage	33

---

Source: EMIS FATA

Table G17

*Overcrowded Female Middle Schools in Khyber Agency*

Category	Statistics
Total Schools	14
Overcrowded School	5
Percentage	38 %

Source: EMIS FATA

One hundred and four private schools (Table G18) registered 44,851 students (Table G19) in the agency.

Table G18

*Private Educational Institutions in Khyber Agency*

Level	Institutions
Primary School	9
Middle School	47
High School	45
Higher Secondary / College	3
Total	104

Source: EMIS FATA

Table G19

*Students in Private Schools of Khyber Agency*

Gender	Students
Male	42082
Female	2769
Total	44851

Source: EMIS FATA

Tables G20 and G21 focus on the role of *deeni madaris* in the agency; nine madaris, including two female, six male and one mix madaris imparted education to 6,519 students.

Table G20

*Deeni Madaris in Khyber Agency*

Gender	Deeni Madaris
Male	26
Female	1
Mixed	2
Total	29

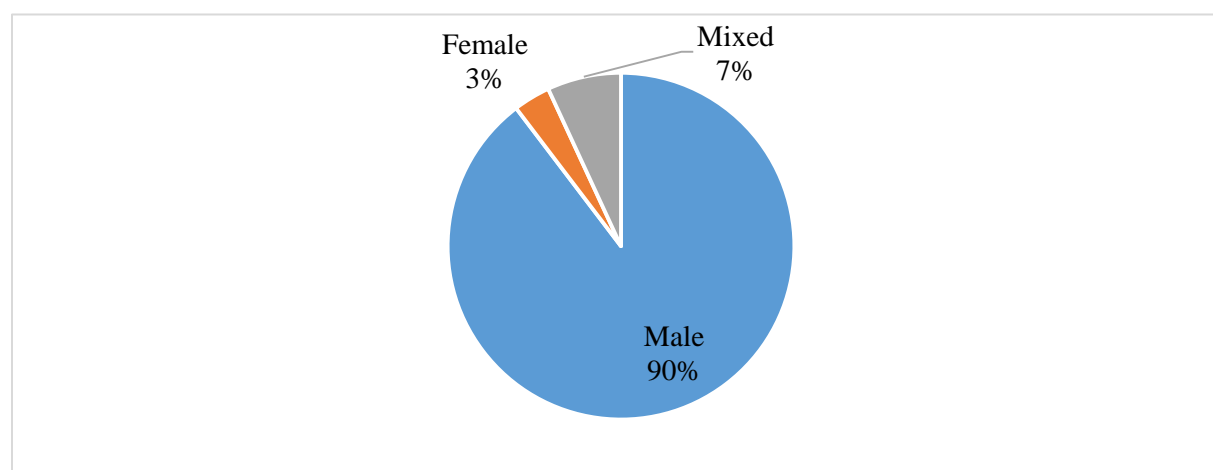
Source: EMIS FATA

Table G21

*Students Enrolment in Deeni Madaris of Khyber Agency*

Gender	Schools	Madaris	% in Madaris
Male	50056	5480	10%
Female	28004	1039	4%
Total	78060	6519	8%

Source: EMIS FATA

*Figure G1. Graphical Representation of Deeni Madaris in Khyber Agency*

Figures G2 and G3 display the graphical comparison of the students' registration in public, as well as private educational institutions and deeni madaris.



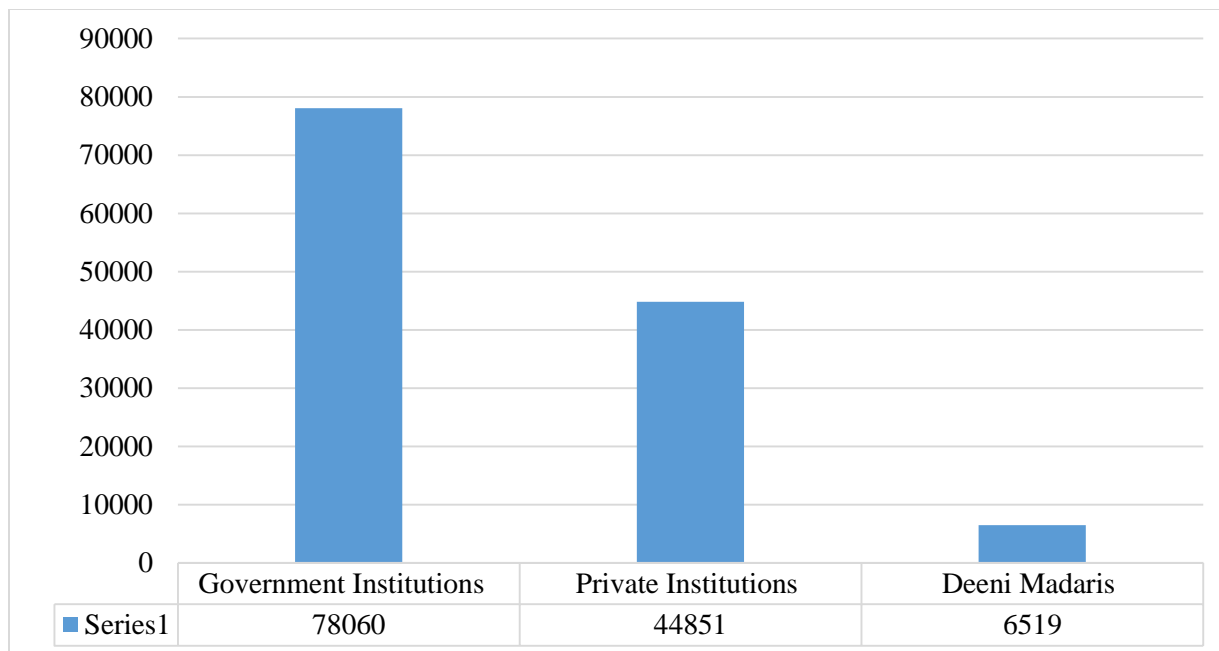


Figure G2. Statistics Based Graphic Representation of Students Strength and Percentages in Government School, Private School and Deeni Madaris of Khyber Agency

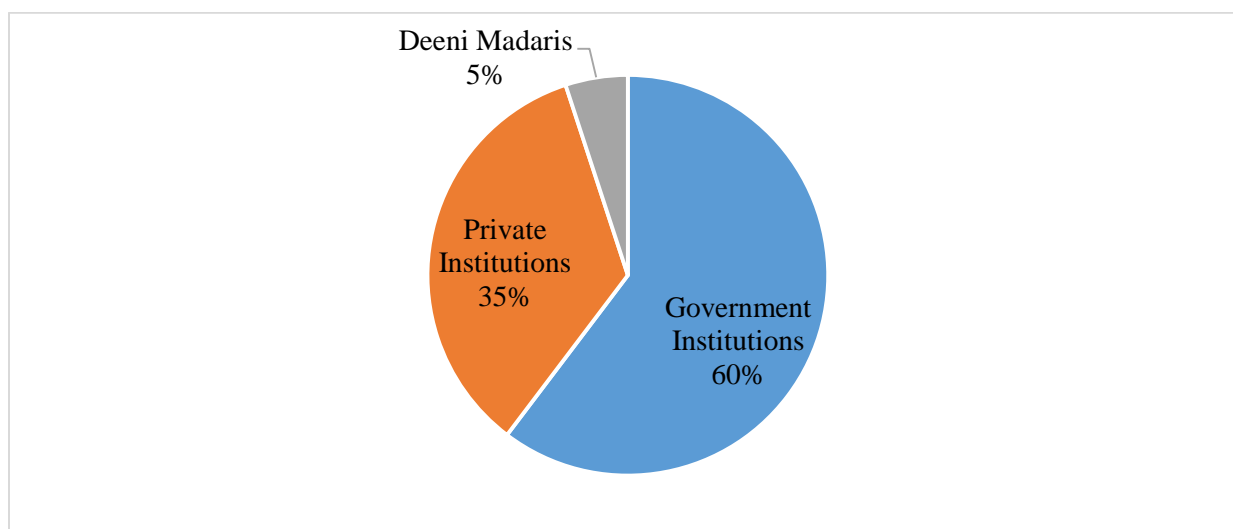


Figure G3. Percentage Based Graphic Representation of Students Strength and Percentages in Government School, Private School and Deeni Madaris of Khyber Agency

The overall literacy rate in the agency has been recoded as 39.19, which is one of the highest in FATA (Table - 236).

Table - 237

*Literacy Rate in Khyber Agency*

Gender	Rate
Male	63.93
Female	16.13
Both Male & Female	39.19

Source: EMIS FATA

## Appendix H

### Impact of WOT in Orakzai Agency

Orakzai Agency sustained complete damage to twenty-eight educational institutions, which included, fourteen primary, four middle and five high boys' schools; four middle and one high girls' schools (Table H1). The ten partially damaged education institutions included six primary and one middle male school; one primary and two middle female schools.

Table H1

#### *Damaged Education Institutions in Orakzai Agency*

Level	Male	Female	Total
High School	5	1	6
Middle School	4	4	8
Primary School	14	0	14
Total	23	5	28

Source: EMIS FATA

Statistics given at Table H2 indicates that 109 primary schools were deprived of the access to middle / high school within 2.5 kms.

Table H2

#### *Primary Schools Deprived of Access to Middle / High School within 2.5 Kms*

Gender	Schools
Male	72

Female	37
Total	109

---

Source: EMIS FATA

Table H3 points out that 53% male and 78% female youth were out of school in the agency, which was a very high percentage.

Table H3

*Out of School Youth in Orakzai Agency*

---

Gender	%
Male	53
Female	78

---

Source: EMIS FATA

Table H4 displays the fact that, overall only 29% youth were enrolled in public schools and 5% in private schools.

Table H4

*Enrolment of Students in Orakzai Agency*

---

Gender	% in Government Institutions	% in Private Institutions
Male	36	11
Female	22	0.3
Total	29	5

---

Source: EMIS FATA

Tables H5, H6 and H7 indicate the transit rate of students from primary schools to middle schools and enrolment at secondary level.

Table H5

*Transition Rate from Primary to Middle Schools in Orakzai Agency*

Gender	Rate
Male	88
Female	68
Total	81

Source: EMIS FATA

Table H6

*Transition Rate from Middle to High School in Orakzai Agency*

Gender	Rate
Male	74
Female	17
Total	62

Source: EMIS FATA

Table H7

*Secondary School Level Enrollment in Orakzai Agency*

Gender	Rate
Male	2338

Female	708
Total	3046

---

Source: EMIS FATA

Table H8 indicates the student to classroom ratio in boys' primary schools as 20 students in a class, whereas Table H9 indicates the student to classroom ratio in girls' primary schools as 17 students in a class; indeed, the education classes were under strength.

Table H8

*Student to Classroom Ratio in Boys Primary School of Orakzai Agency*

Category	Statistics
Students	9299
Classrooms	460
Student – Classroom Ratio	20

---

Source: EMIS FATA

Table H9

*Students to Teacher Ratio in Boys Primary School of Orakzai Agency*

Category	Statistics
Students	9299
Teachers	551
Students – Teacher Ratio	17

---

Source: EMIS FATA

Similarly, Tables H10 and H11 show the students to teacher ratio in both boys and girls primary schools, which was fairly low as 17 male students and 20 female students were being managed by a teacher.

Table H10

*Student to Classroom Ratio in Girls Primary School of Orakzai Agency*

Category	Statistics
Students	5373
Classrooms	272
Student – Classroom Ratio	20

Source: EMIS FATA

Table H11

*Students to Teacher Ratio in Girls Primary School of Orakzai Agency*

Category	Statistics
Students	5373
Teachers	281
Students – Teacher Ratio	19

Source: EMIS FATA

Tables H12 and H13 had presented the overall students to class room and students to teacher ratios.

Table H12

*Overall Student to Classroom Ratio in Primary School of Orakzai Agency*

Category	Statistics
Students	14672
Classrooms	732
Student – Classroom Ratio	20

Source: EMIS FATA

Table H13

*Overall Student to Teacher Ratio in Primary School of Orakzai Agency*

Category	Statistics
Students	14672
Teachers	873
Students – Teacher Ratio	18

Source: EMIS FATA

Tables H14, H15, H16 and H17 elaborate the over-crowdedness in schools; 18% boys' primary schools and 16% girls' primary schools were overcrowded.

Table H14

*Overcrowded Male Primary Schools in Orakzai Agency*

Category	Statistics
Total Schools	211



Overcrowded School	37
Percentage	18 %

---

Source: EMIS FATA

Table H15

*Overcrowded Female Primary Schools in Orakzai Agency*

Category	Statistics
Total Schools	132
Overcrowded School	21
Percentage	16 %

---

Source: EMIS FATA

Table H16

*Overcrowded Male Middle Schools in Orakzai Agency*

Category	Statistics
Total Schools	19
Overcrowded School	2
Percentage	11 %

---

Source: EMIS FATA

Table H17

*Overcrowded Female Middle Schools in Orakzai Agency*

Category	Statistics
Total Schools	11
Overcrowded School	2
Percentage	18 %

Source: EMIS FATA

Twenty-five private schools (Table H18) registered 4,664 students (Table H19) in the agency.

Table H18

*Private Educational Institutions in Orakzai Agency*

Level	Institutions
Primary School	13
Middle School	2
High School	9
Higher Secondary / College	1
Total	25

Source: EMIS FATA

Table H19

*Students in Private Schools of Orakzai Agency*

Gender	Students
Male	4571
Female	93
Total	4664

Source: EMIS FATA

Tables H20, as well as H21 and Figure H1 focus on the role of *deeni madaris* in the agency; only one male madrasa had 48 students.

Table H20

*Deeni Madaris in Orakzai Agency*

Gender	Deeni Madaris
Male	1
Female	0
Mixed	0
Total	1

Source: EMIS FATA

Table H21

*Students Enrolment in Deeni Madaris of Orakzair Agency*

Gender	Schools	Madaris	% in Madaris
Male	15762	48	0%

Female	9129	0	0%
Total	24891	48	0%

Source: EMIS FATA

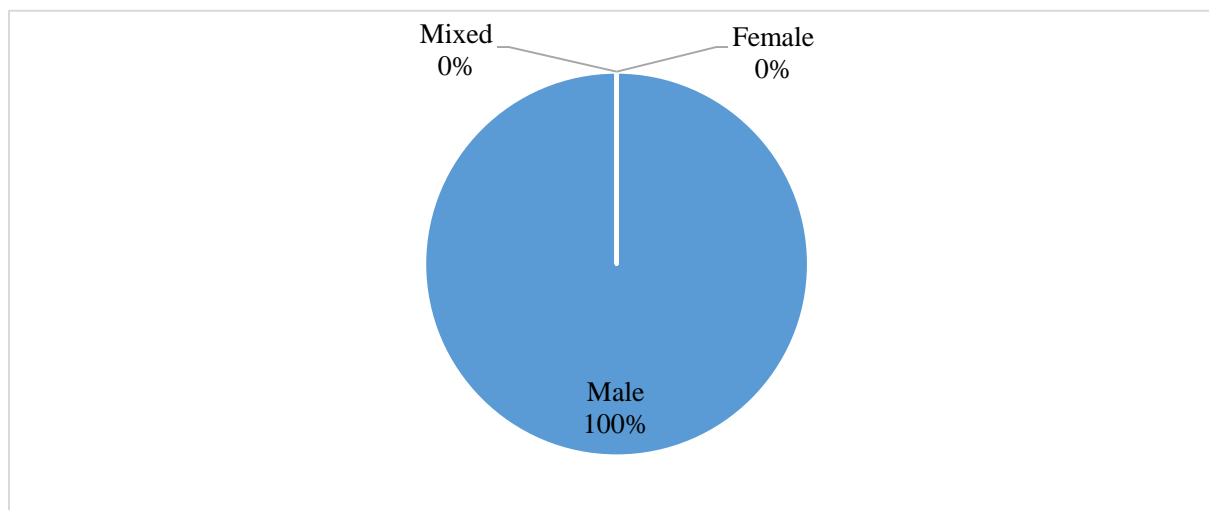


Figure H1. Graphical Representation of *Deeni Madaris* in Orakzai Agency

Figure H2 and Figure H3 show graphic representation of students' strength in public school, private school and *deeni madaris* of Orakzai Agency.

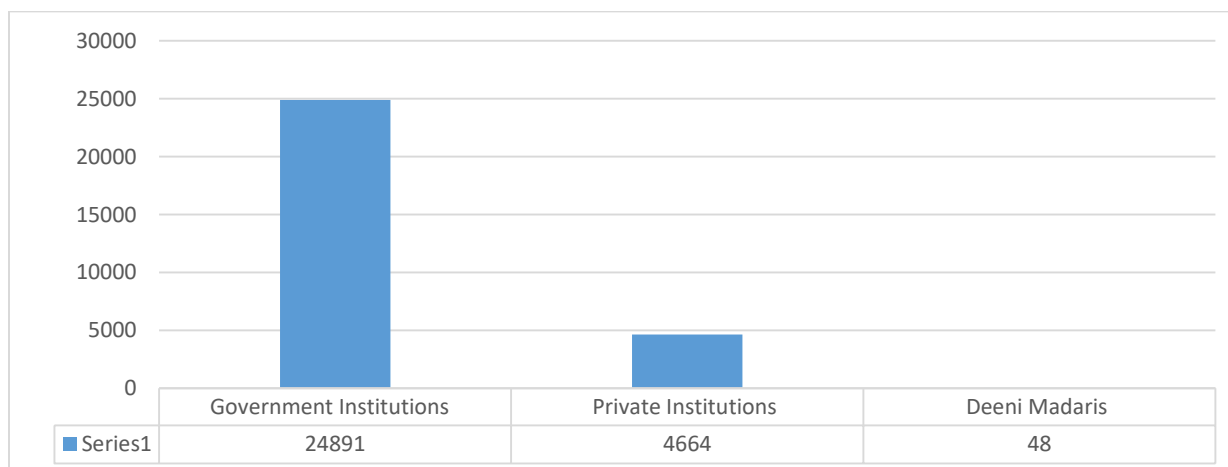
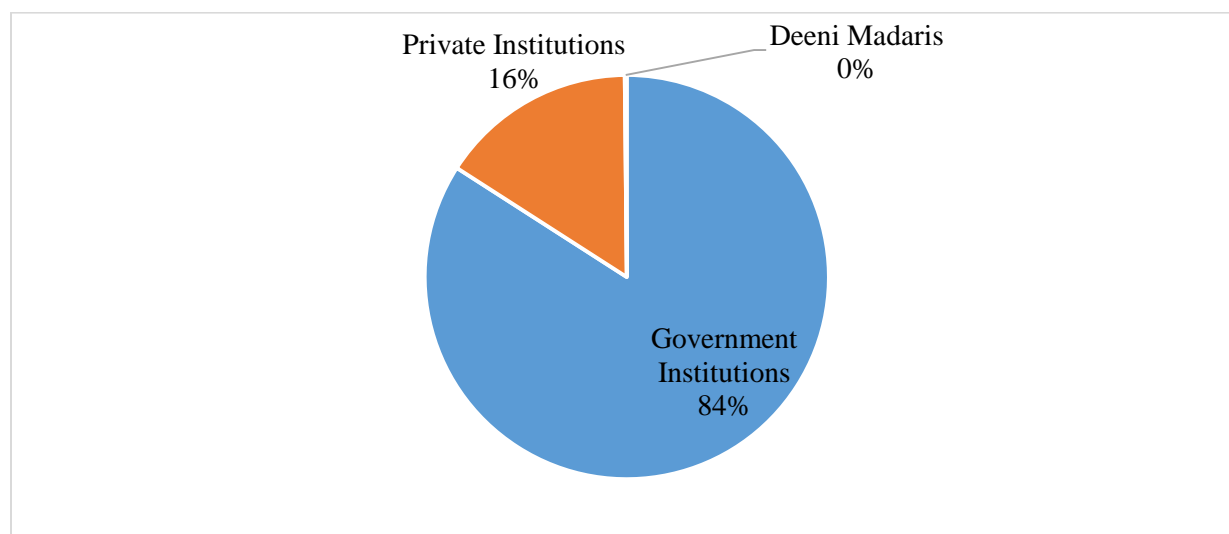


Figure H2. Statistic Based Graphic Representation of Students Strength in Government School, Private School and *Deeni Madaris* of Orakzai Agency



*Figure H2.* Percentage Based Graphic Representation of Students Strength in Government School, Private School and *Deeni Madaris* of Orakzai Agency

Table H22 shows the overall literacy rate in Orakzai Agency.

Table H22

Literacy Rate in Orakzai Agency

Gender	Rate
Male	32.73
Female	5.15
Both Male & Female	19.75

Source: EMIS FATA

## Appendix I

### Impact of WOT in South Waziristan Agency

In the South Waziristan Agency, thirty-four education institutions were fully destroyed. These included sixteen high, five middle and seven primary male schools; three middle and three primary female schools (Table – 262). The eight partially damaged education institutions included two high, one middle and four primary male schools; and one middle female school. The complete destruction of fourteen high schools in this agency through use of heavy explosive by militants was highest level of high schools' destruction in the entire region. Statistics given at Table - 263 indicated that, 92 primary schools were deprived of the access to middle / high school within 2.5 kms. Table - 264 specified that, 41% male and 75% female youth were out of school in the agency, which was a very high percentage of out of schools youth. Table - 265 displayed the fact that, overall only 17% youth were enrolled in public schools and 8% in private schools; indeed a very low level of enrolment. Tables - 266, 267 and 268 indicated the transit rate of students from primary schools to middle schools and enrolment at secondary level. Table - 269 indicated the student – classroom ratio in boys' primary schools as 12 students in a class, whereas Table - 270 indicated the student – classroom ratio in girls' primary schools as 12 students in a class; indeed, the education classes were highly under strength. Similarly, Tables - 271 and 272 have shown the students – teacher ratio in both boys and girls primary schools, which was fairly low as 8 male students and 10 female students were being managed by a teacher; indeed, the teachers were underutilized. Tables - 273 and 274 had presented the overall students – class room and students – teacher ratios. Tables - 275, 276, 277 and 278 elaborated the over-crowdedness in schools; 7% boys' primary schools and 14% girls' primary schools were overcrowded. Thirty-nine private schools (Table - 279) registered 13,458 students (Table - 280)

in the agency. Tables - 281 through 283 focused on the role of deeni madaris in the agency; One hundred and ten madaris; 34 male and 11 female and 75 mixed madaris had registered 23,144 students. Table - 284 displayed the graphical comparison of the students' registration in public, as well as private educational institutions and deeni madaris. The overall literacy rate in the agency has been recoded as 20.61, which is one of the lowest in FATA (Table - 285).

Table I1

*Damaged Education Institutions in South Waziristan Agency*

Level	Male	Female	Total
High School	16	0	16
Middle School	5	3	8
Primary School	7	3	10
Total	28	6	34

Source: EMIS FATA

Table I2

*Primary Schools Deprived of Access to Middle / High School within 2.5 Kms*

Gender	Schools
Male	66
Female	26
Total	92

Source: EMIS FATA

Table I3

*Out of School Youth in South Waziristan Agency*

Gender	%
Male	41
Female	75

Source: EMIS FATA

Table I4

*Enrolment of Students in South Waziristan Agency*

Gender	% in Government Institutions	% in Private Institutions
Male	25	14
Female	11	3
Total	17	8

Source: EMIS FATA



Table I5

*Transition Rate from Primary to Middle Schools in South Waziristan Agency*

Gender	Rate
Male	72
Female	27
Total	59

Source: EMIS FATA

Table I6

*Transition Rate from Middle to High School in South Waziristan Agency*

Gender	Rate
Male	63
Female	47
Total	59

Source: EMIS FATA

Table I7

*Secondary School Level Enrollment in South Waziristan Agency*

Gender	Rate
Male	2190
Female	386

Total	2576
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Source: EMIS FATA

Table I8

*Student to Classroom Ratio in Boys Primary School of South Waziristan Agency*

Category	Statistics
Students	4945
Classrooms	408
Student to Classroom Ratio	12

---

Source: EMIS FATA

Table I9

*Student to Classroom Ratio in Girls Primary School of South Waziristan Agency*

Category	Statistics
Students	2684
Classrooms	231
Student – Classroom Ratio	12

---

Source: EMIS FATA

Table I10

*Students to Teacher Ratio in Boys Primary School of South Waziristan Agency*

Category	Statistics
Students	4945
Teachers	408
Students – Teacher Ratio	8

Source: EMIS FATA

Table I11

*Students to Teacher Ratio in Girls Primary School of South Waziristan Agency*

Category	Statistics
Students	2684
Teachers	270
Students – Teacher Ratio	10

Source: EMIS FATA

Table I12

*Overall Student to Classroom Ratio in Primary School of South Waziristan Agency*

Category	Statistics
Students	7628

Classrooms	639
Student – Classroom Ratio	12

Source: EMIS FATA

Table I13

*Overall Student – Teacher Ratio in Primary School of South Waziristan Agency*

Category	Statistics
Students	7628
Teachers	873
Students – Teacher Ratio	9

Source: EMIS FATA

Table I14

*Overcrowded Male Primary Schools in South Waziristan Agency*

Category	Statistics
Total Schools	215
Overcrowded School	14
Percentage	7 %

Source: EMIS FATA

Table I15

*Overcrowded Female Primary Schools in South Waziristan Agency*

Category	Statistics
Total Schools	111
Overcrowded School	15
Percentage	14 %

Source: EMIS FATA

Table I16

*Overcrowded Male Middle Schools in South Waziristan Agency*

Category	Statistics
Total Schools	54
Overcrowded School	3
Percentage	6 %

Source: EMIS FATA

Table I17

*Overcrowded Female Middle Schools in South Waziristan Agency*

Category	Statistics
Total Schools	18

Overcrowded School	4
Percentage	22 %

---

Source: EMIS FATA

Table I18

*Private Educational Institutions in South Waziristan Agency*

---

Level	Institutions
Primary School	14
Middle School	9
High School	12
Higher Secondary / College	4
Total	39

---

Source: EMIS FATA

Table I19

*Students in Private Schools of South Waziristan Agency*

---

Gender	Students
Male	10637
Female	2821
Total	13458

---

Source: EMIS FATA

Table I20

*Deeni Madaris in South Waziristan Agency*

Gender	Deeni Madaris
Male	34
Female	11
Mixed	75
Total	110

Source: EMIS FATA

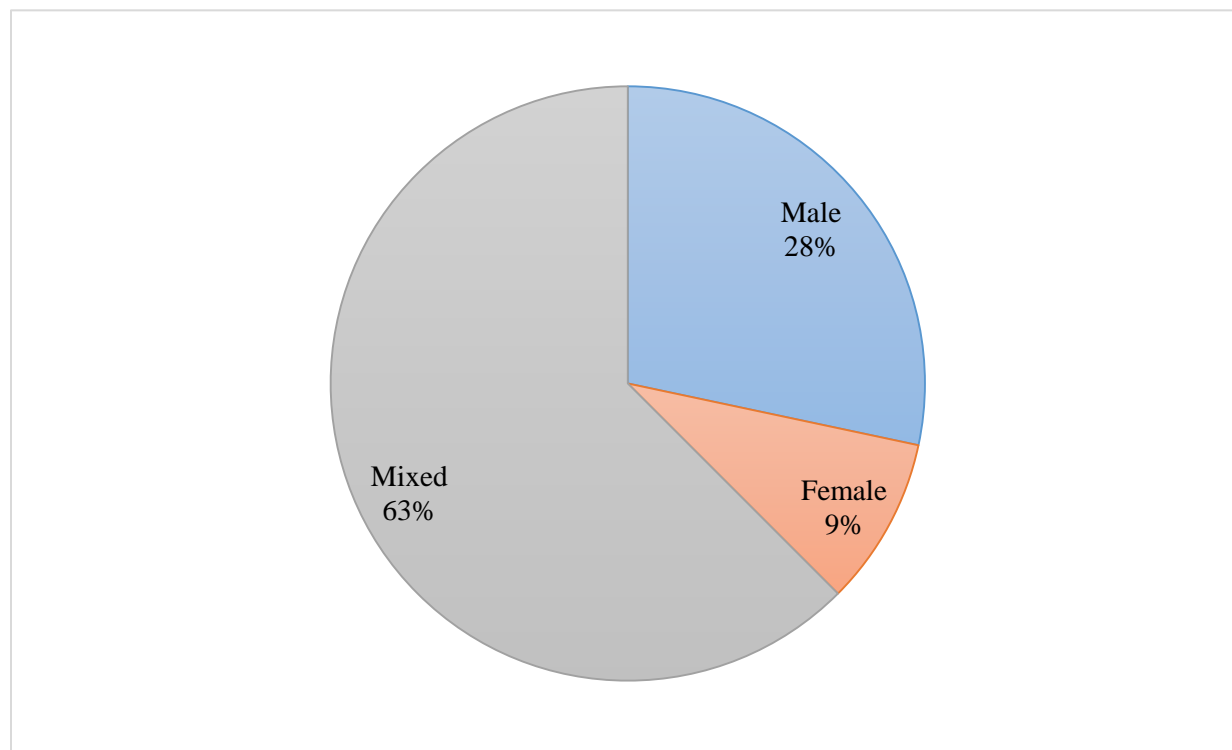
Figure I1. Graphical Representation of *Deeni Madaris* in South Waziristan Agency

Table I21

*Students Enrolment in Deeni Madaris of South Waziristan Agency*

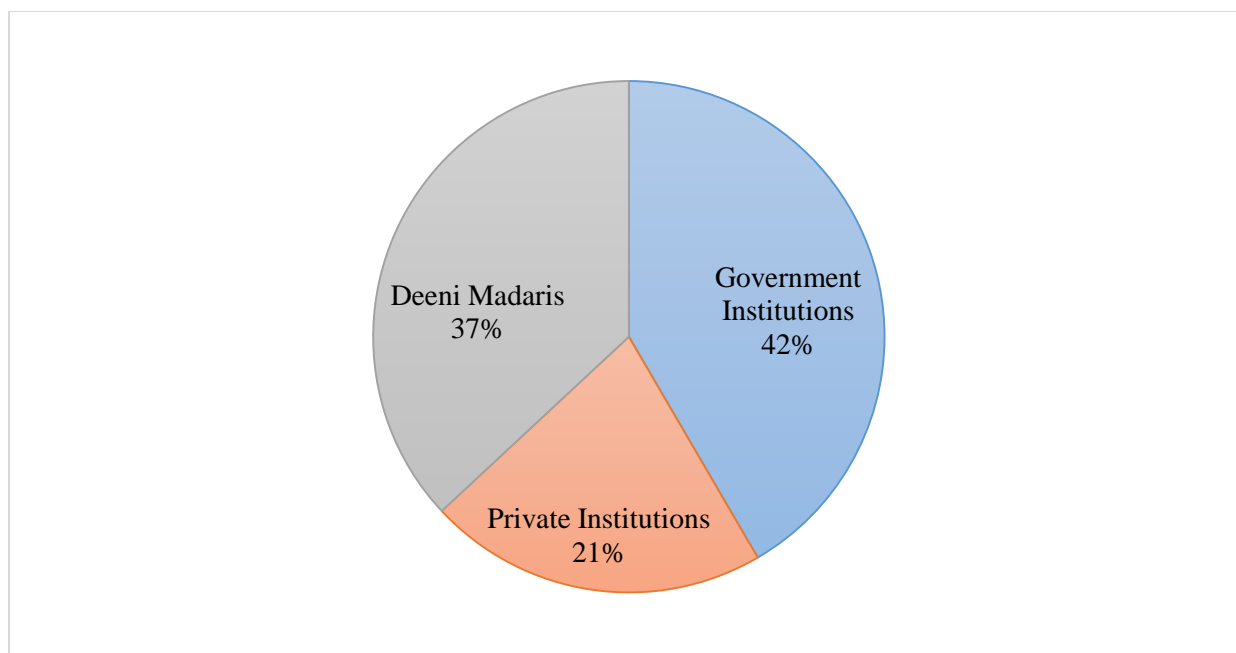
Gender	Schools	Madaris	% in Madaris
Male	18413	13491	42%
Female	7652	9653	56%
Total	26065	23144	47 %

Source: EMIS FATA



*Figure I2.* Statistic Based Graphic Representation of Students Strength in Government School, Private School and Deeni Madaris of South Waziristan Agency





*Figure I3.* Percentage Based Graphic Representation of Students Strength in Government School, Private School and Deeni Madaris of South Waziristan Agency

Table I22

*Literacy Rate in South Waziristan Agency*

Gender	Rate
Male	35.05
Female	7.45
Both Male & Female	20.61

Source: EMIS FATA

## Appendix J

### Impact of WOT in North Waziristan Agency

In the North Waziristan Agency, thirty two schools were damaged. These included two high, six middle and fifteen primary male schools; and nine primary female schools (Table J1). No school was completely destroyed in North Waziristan Agency.

Table J1

#### *Damaged Education Institutions in North Waziristan Agency*

Level	Male	Female	Total
High School	2	0	2
Middle School	6	0	6
Primary School	15	9	24
Total	23	9	32

Source: EMIS FATA

Statistics given at Table J2 indicates that 177 primary schools were deprived of the access to middle / high school within 2.5 kms.

Table J2

#### *Primary Schools Deprived of Access to Middle / High School within 2.5 Kms*

Gender	Schools
Male	124
Female	53

Total 177

Source: EMIS FATA

Table J3 specifies that, only 42% female youth were out of school in the entire agency and reportedly no male youth was out of school.

Table J3

*Out of School Youth in North Waziristan Agency*

Gender	%
Male	0
Female	42

Source: EMIS FATA

Table J4 displays the fact that, overall only 61% youth were enrolled in public schools and 16% in private schools; indeed a relatively high level of enrolment.

Table J4

*Enrolment of Students in North Waziristan Agency*

Gender	% in Government Institutions	% in Private Institutions
Male	65	35
Female	57	0.1
Total	61	16

Source: EMIS FATA

Tables J5, J6 and J7 indicate the transit rate of students from primary schools to middle schools and enrolment at secondary level.

Table J5

*Transition Rate from Primary to Middle Schools in North Waziristan Agency*

Gender	Rate
Male	64
Female	30
Total	48

Source: EMIS FATA

Table J6

*Transition Rate from Middle to High School in North Waziristan Agency*

Gender	Rate
Male	68
Female	68
Total	68

Source: EMIS FATA

Table J7

*Secondary School Level Enrollment in North Waziristan Agency*

Gender	Rate
Male	5199

Female	1790
Total	6986

---

Source: EMIS FATA

Table J8 indicates the student to classroom ratio in boys' primary schools as 39 students in a class, whereas Table J9 indicates the student to classroom ratio in girls' primary schools as 44 students in a class; indeed, the education classes were fairly balanced in strength.

Table J8

*Student to Classroom Ratio in Boys Primary School of North Waziristan Agency*

Category	Statistics
Students	22892
Classrooms	582
Student – Classroom Ratio	39

---

Source: EMIS FATA

Table J9

*Student to Classroom Ratio in Girls Primary School of North Waziristan Agency*

Category	Statistics
Students	26741
Classrooms	605
Student – Classroom Ratio	44

---

Source: EMIS FATA

Similarly, Tables J10 and J11 show the students to teacher ratio in both boys and girls primary schools, which was fairly low as 27 male students and 42 female students were being managed by a teacher.

Table J10

*Students to Teacher Ratio in Boys Primary School of North Waziristan Agency*

Category	Statistics
Students	22892
Teachers	846
Students – Teacher Ratio	27

Source: EMIS FATA

Table J11

*Students to Teacher Ratio in Girls Primary School of North Waziristan Agency*

Category	Statistics
Students	26741
Teachers	639
Students – Teacher Ratio	42

Source: EMIS FATA

Tables J12 and J13 had present the overall students to class room and students to teacher ratios.

Table J12

*Overall Student to Classroom Ratio in Primary School of North Waziristan Agency*

Category	Statistics
Students	49633
Classrooms	1187
Student – Classroom Ratio	42

Source: EMIS FATA

Table J13

*Overall Student to Teacher Ratio in Primary School of North Waziristan Agency*

Category	Statistics
Students	49633
Teachers	1485
Students – Teacher Ratio	33

Source: EMIS FATA

Tables J14 through J17 elaborate the over-crowdedness in schools; 34% boys' primary schools and 49% girls' primary schools were overcrowded; indeed a very high percentage of over crowdedness.

Table J14

*Overcrowded Male Primary Schools in North Waziristan Agency*

Category	Statistics
Total Schools	279

Overcrowded School	94
Percentage	34 %

---

Source: EMIS FATA

Table J15

*Overcrowded Female Primary Schools in North Waziristan Agency*

Category	Statistics
Total Schools	298
Overcrowded School	146
Percentage	49 %

---

Source: EMIS FATA

Table J16

*Overcrowded Male Middle Schools in North Waziristan Agency*

Category	Statistics
Total Schools	48
Overcrowded School	16
Percentage	33 %

---

Source: EMIS FATA

Table J17

*Overcrowded Female Middle Schools in North Waziristan Agency*

Category	Statistics
Total Schools	24



Overcrowded School	0
Percentage	0 %

---

Source: EMIS FATA

Sixty private schools (Table J18) registered 23,628 students (Table J19) in the agency.

Table J18

*Private Educational Institutions in North Waziristan Agency*

Level	Institutions
Primary School	3
Middle School	31
High School	22
Higher Secondary / College	4
Total	60

---

Source: EMIS FATA

Table J19

*Students in Private Schools of North Waziristan Agency*

Gender	Students
Male	23574
Female	54
Total	23628

---

Source: EMIS FATA

Tables J20, Table J21 and Figure J1 focus on the role of *deeni madaris* in the agency; sixty three madaris had registered 11,869 students.

Table J20

*Deeni Madaris in North Waziristan Agency*

Gender	Deeni Madaris
Male	50
Female	6
Mixed	7
Total	63

Source: EMIS FATA

Table J21

*Students Enrolment in Deeni Madaris of North Waziristan Agency*

Gender	Schools	Madaris	% in Madaris
Male	49951	9998	17%
Female	39728	1871	4.5%
Total	89679	11869	12%

Source: EMIS FATA

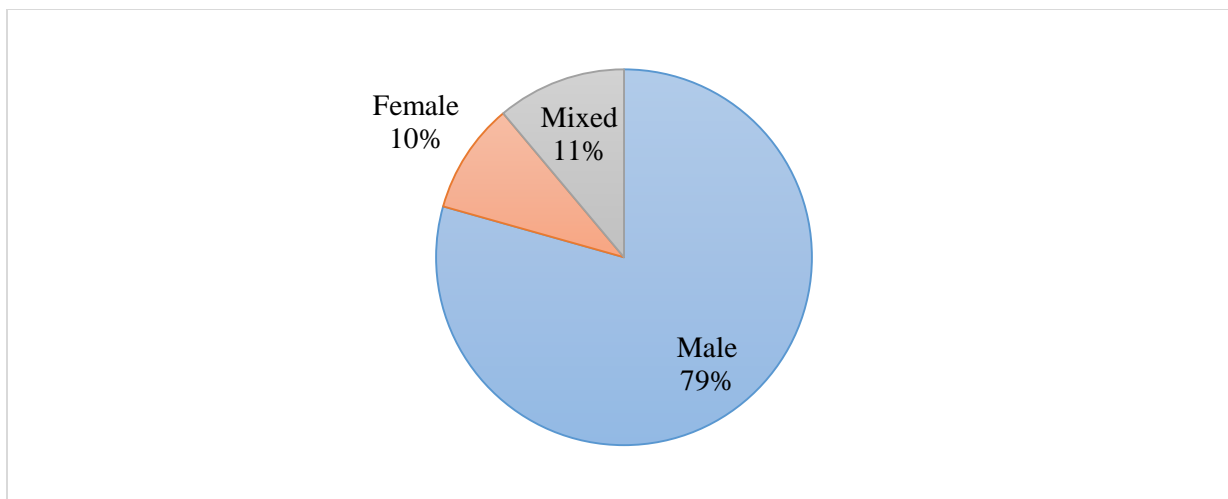


Figure J1. Graphical Representation of *Deeni Madaris* in North Waziristan Agency

Figures J2 and J3 display the graphical comparison of the students' registration in public, as well as private educational institutions and *deeni madaris*.

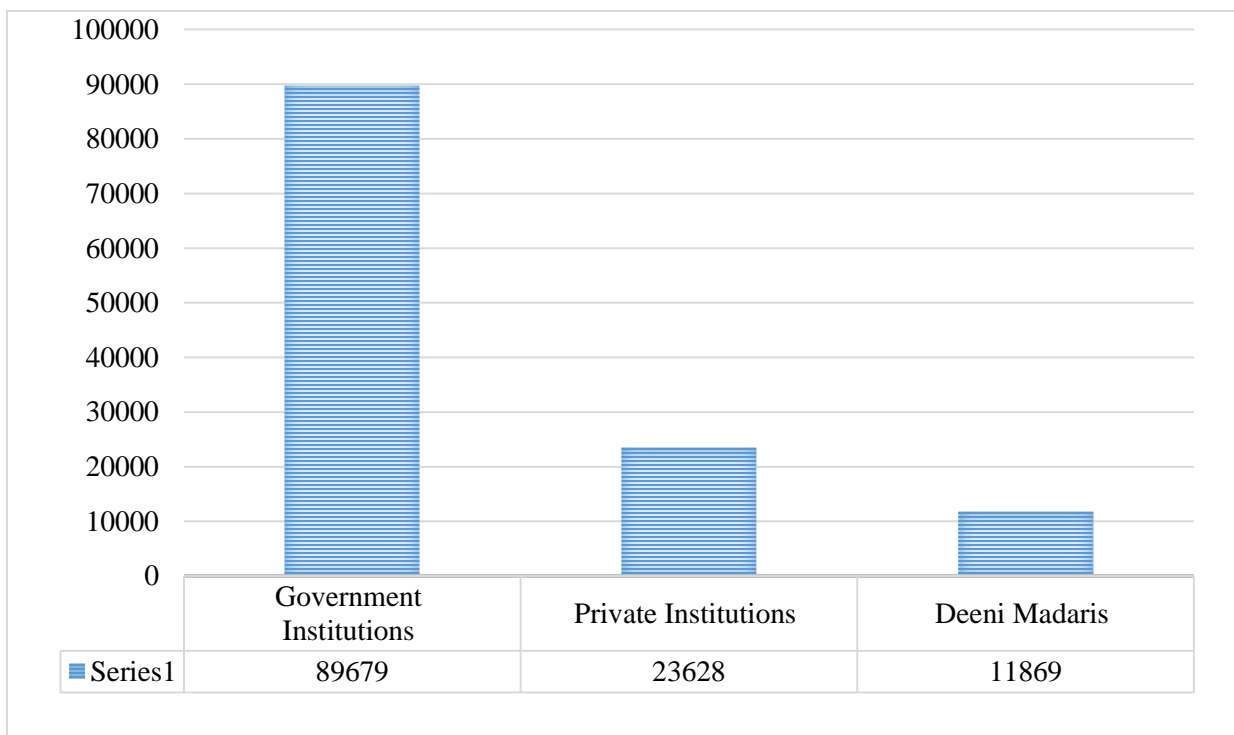
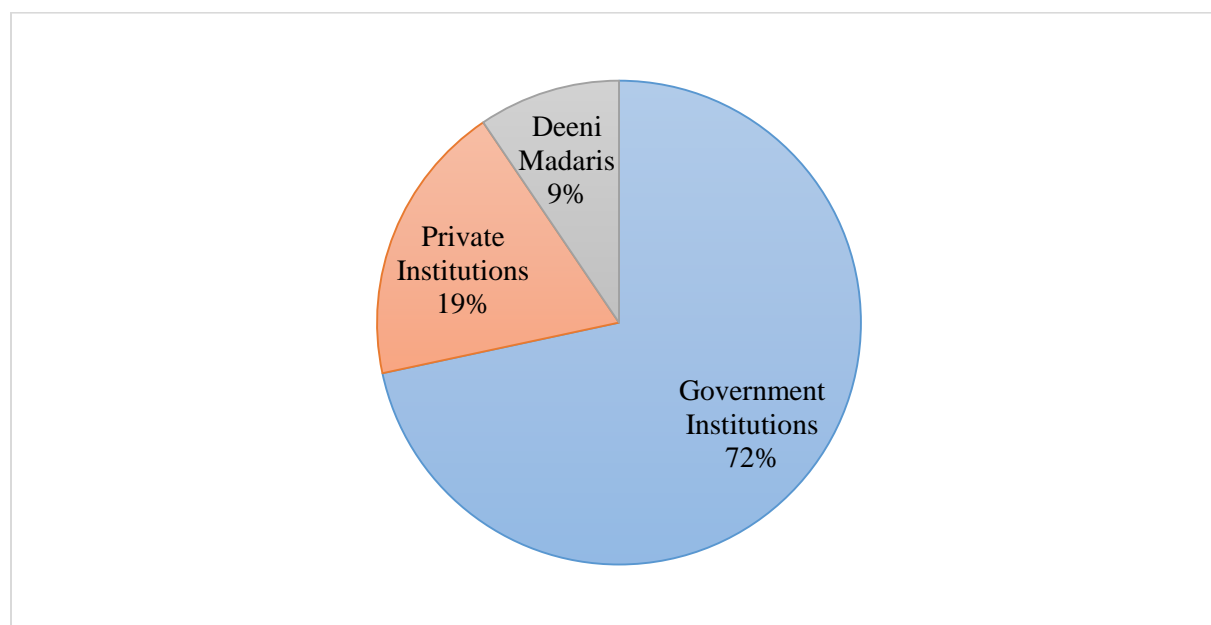


Figure J2. Statistics Based Graphic Representation of Students Strength in Government School, Private School and *Deeni Madaris* of North Waziristan Agency



*Figure J3. Percentage Based Graphic Representation of Students Strength in Government School, Private School and Deeni Madaris of North Waziristan Agency*

The overall literacy rate in the agency has been recoded as 16.49, which is one of the lowest in FATA (Table J22).

Table J22

*Literacy Rate in North Waziristan Agency*

Gender	Rate
Male	28.85
Female	4.26
Both Male & Female	16.49

Source: EMIS FATA

## Appendix K

### Impact of WOT in FR Peshawar

FR Peshawar sustained complete damage to fourteen educational institutions, which included four primary and seven high male schools; two primary and one middle female schools (Table K1). The five partially destroyed educational institutions in this region included one primary and three high male schools; and one primary female school.

Table K1

#### *Damaged Education Institutions in FR Peshawar*

Level	Male	Female	Total
High School	7	0	7
Middle School	0	1	1
Primary School	4	2	6
Total	11	3	14

Source: EMIS FATA

Statistics given at Table K2 indicate that, 21 primary schools were deprived of the access to middle / high school within 2.5 kms.

Table K2

#### *Primary Schools Deprived of Access to Middle / High School within 2.5 Kms*

Gender	Schools
Male	12

Female	9
Total	21

---

Source: EMIS FATA

Table K3 specifies that, 10 % male and 37% female youth were out of school in FR Peshawar.

Table K3

*Out of School Youth in FR Peshawar*

Gender	%
Male	10
Female	37

---

Source: EMIS FATA

Table K4 displays the fact that, overall only 67% youth were enrolled in public schools and 9% in private schools.

Table K4

*Enrolment of Students in FR Peshawar*

Gender	% in Government Institutions	% in Private Institutions
Male	73	17
Female	60	2
Total	67	9

---

Source: EMIS FATA

Tables K5 through K7 indicate the transit rate of students from primary schools to middle schools and enrolment at secondary level.

Table K5

*Transition Rate from Primary to Middle Schools in FR Peshawar*

Gender	Rate
Male	93
Female	51
Total	78

Source: EMIS FATA

Table K6

*Transition Rate from Middle to High School in FR Peshawar*

Gender	Transits
Male	100
Female	63
Total	93

Source: EMIS FATA

Table K7

*Secondary School Level Enrollment in FR Peshawar*

Gender	Rate
Male	2589

Female	616
Total	3205

---

Source: EMIS FATA

Table K8 indicates the student to classroom ratio in boys' primary schools as 30 students in a class, whereas K9 indicates the student to classroom ratio in girls' primary schools as 24 students in a class; indeed, the education classes were fairly balanced in strength.

Table K8

*Student to Classroom Ratio in Boys Primary School of FR Peshawar*

Category	Statistics
Students	3742
Classrooms	126
Student – Classroom Ratio	30

---

Source: EMIS FATA

Table K9

*Student to Classroom Ratio in Girls Primary School of FR Peshawar*

Category	Statistics
Students	2439
Classrooms	102
Student – Classroom Ratio	24

---

Source: EMIS FATA



Similarly, Tables K10 and K11 show the students to teacher ratio in both boys and girls primary schools, which was fairly low as 23 male students and 23 female students were being managed by a teacher.

Table K10

*Students to Teacher Ratio in Boys Primary School of FR Peshawar*

Category	Statistics
Students	3742
Teachers	162
Students – Teacher Ratio	23

Source: EMIS FATA

Table K11

*Students to Teacher Ratio in Girls Primary School of FR Peshawar*

Category	Statistics
Students	2439
Teachers	108
Students – Teacher Ratio	23

Source: EMIS FATA

Tables K12 and K13 present the overall students to class room and students to teacher ratios.

Table K12

*Overall Student to Classroom Ratio in Primary School of FR Peshawar*

Category	Statistics
Students	6181
Classrooms	228
Student – Classroom Ratio	27

Source: EMIS FATA

Table K13

*Overall Student to Teacher Ratio in Primary School of FR Peshawar*

Category	Statistics
Students	6181
Teachers	270
Students – Teacher Ratio	23

Source: EMIS FATA

Tables K14 through K17 elaborate the over-crowdedness in schools; 26% boys' primary schools and 16% girls' primary schools were overcrowded; indeed a very high percentage of over crowdedness.

Table K14

*Overcrowded Male Primary Schools in FR Peshawar*

Category	Statistics
Total Schools	58

Overcrowded School	15
Percentage	26 %

---

Source: EMIS FATA

Table K15

*Overcrowded Female Primary Schools in FR Peshawar*

Category	Statistics
Total Schools	43
Overcrowded School	7
Percentage	16 %

---

Source: EMIS FATA

Table K16

*Overcrowded Male Middle Schools in FR Peshawar*

Category	Statistics
Total Schools	6
Overcrowded School	1
Percentage	17 %

---

Source: EMIS FATA

Table K17

*Overcrowded Female Middle Schools in FR Peshawar*

Category	Statistics
Total Schools	6
Overcrowded School	0
Percentage	0 %

Source: EMIS FATA

Four private schools (Table K18) registered 2306 students (Table K19) in FR Peshawar.

There were no *deeni madaris* in FR Peshawar.

Table K18

*Private Educational Institutions in FR Peshawar*

Level	Institutions
Primary School	-
Middle School	-
High School	3
Higher Secondary / College	1
Total	4

Source: EMIS FATA

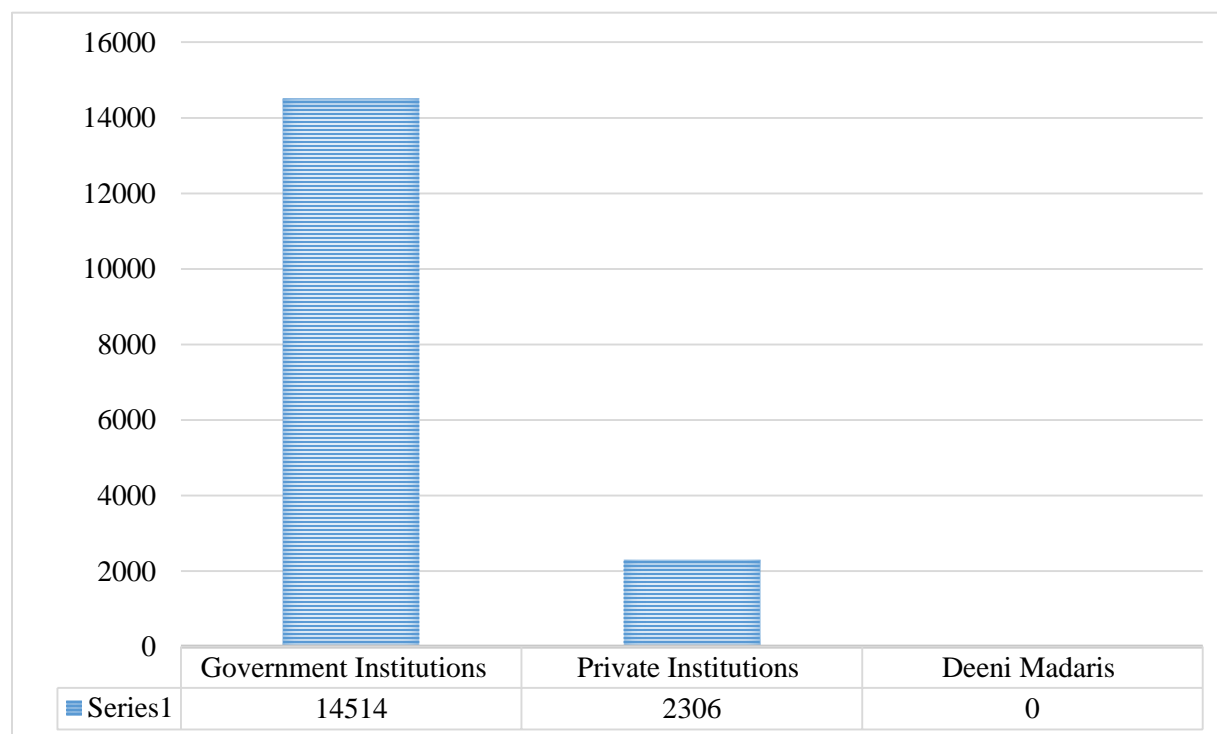
Table K19

*Students in Private Schools of FR Peshawar*

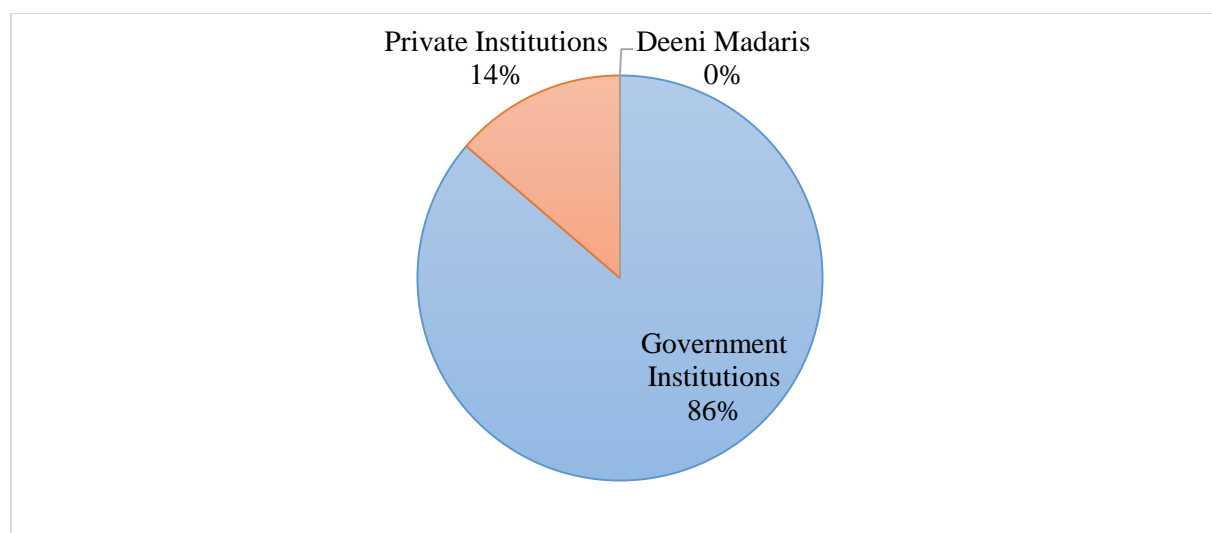
Gender	Students
Male	1975
Female	331
Total	2306

Source: EMIS FATA

Figures K1 and K2 display the graphical comparison of the students' registration in public, private educational institutions.



*Figure K1. Statistics Based Graphic Representation of Students Strength in Government School, Private School and Deeni Madaris of FR Peshawar*



*Figure K1. Percentages Based Graphic Representation of Students Strength in Government School, Private School and Deeni Madaris of FR Peshawar*

The overall literacy rate in the agency has been recorded as 41.36, which is one of the highest in FATA (Table K20).

Table K20

*Literacy Rate in FR Peshawar*

Gender	Rate
Male	68.33
Female	16.66
Both Male & Female	41.36

Source: EMIS FATA

## Appendix L

### Impact of WOT in FR Kohat

FR Kohat sustained complete damage to thirty-one educational institutions which included five primary, three middle and eight male high schools; one male college; and four primary, nine middle and one high female school (Table L1). Whereas, one primary female school was partly damaged by a blast.

Table L1

#### *Damaged Education Institutions in FR Kohat*

Level	Male	Female	Total
College	1	-	1
High School	8	1	9
Middle School	3	9	12
Primary School	5	4	9
Total	16	15	31

Source: EMIS FATA

Statistics given at Table L2 indicates that, 9 primary schools were deprived of the access to middle / high school within 2.5 kms.

Table L2

#### *Primary Schools Deprived of Access to Middle / High School within 2.5 Kms*

Gender	Schools
Male	3

Female	6
Total	9

---

Source: EMIS FATA

Table L3 specified that, 27% male and 68% female youth were out of school in FR Kohat, which was a very high percentage.

Table L3

*Out of School Youth in FR Kohat*

Gender	%
Male	27
Female	68

---

Source: EMIS FATA

Table L4 displays the fact that, overall only 35% youth were enrolled in public schools and 17% in private schools.

Table L4

*Enrolment of Students in FR Kohat*

Gender	% in Government Institutions	% in Private Institutions
Male	47	26
Female	24	8
Total	35	17

---

Source: EMIS FATA



Tables L5, L6 and L7 indicate the transit rate of students from primary schools to middle schools and enrolment at secondary level.

Table L5

*Transition Rate from Primary to Middle Schools in FR Kohat*

Gender	Rate
Male	85
Female	31
Total	81

Source: EMIS FATA

Table L6

*Transition Rate from Middle to High School in FR Kohat*

Gender	Rate
Male	101
Female	0
Total	100

Source: EMIS FATA

Table L7

*Secondary School Level Enrollment in FR Kohat*

Gender	Rate
Male	2854

Female	57
Total	2911

---

Source: EMIS FATA

Table L8 indicates the student to classroom ratio in boys' primary schools as 32 students in a class, whereas Table L9 indicates the student to classroom ratio in girls' primary schools as 19 students in a class; indeed, the education classes were fairly under strength.

Table L8

*Student to Classroom Ratio in Boys Primary School of FR Kohat*

Category	Statistics
Students	2572
Classrooms	80
Student – Classroom Ratio	32

---

Source: EMIS FATA

Table L9

*Student to Classroom Ratio in Girls Primary School of FR Kohat*

Category	Statistics
Students	2083
Classrooms	109
Student – Classroom Ratio	19

---

Source: EMIS FATA

Similarly, Tables L10 and L11 have shown the students – teacher ratio in both boys and girls primary schools, which was fairly low as 25 male students and 13 female students were being managed by a teacher.

Table L10

*Students to Teacher Ratio in Boys Primary School of FR Kohat*

Category	Statistics
Students	2572
Teachers	101
Students – Teacher Ratio	25

Source: EMIS FATA

Table L11

*Students to Teacher Ratio in Girls Primary School of FR Kohat*

Category	Statistics
Students	2083
Teachers	160
Students – Teacher Ratio	13

Source: EMIS FATA

Tables L12 and L13 present the overall students to class room and students to teacher ratios.

Table L12

*Overall Student to Classroom Ratio in Primary School of FR Kohat*

Category	Statistics
Students	4655
Classrooms	228
Student – Classroom Ratio	27

Source: EMIS FATA

Table L13

*Overall Student to Teacher Ratio in Primary School of FR Kohat*

Category	Statistics
Students	4655
Teachers	261
Students – Teacher Ratio	18

Source: EMIS FATA

Tables L4 through L17 elaborate the over-crowdedness in schools; 22% boys' primary schools and 8% girls' primary schools were overcrowded.

Table L14

*Overcrowded Male Primary Schools in FR Kohat*

Category	Statistics
Total Schools	36
Overcrowded School	8

Percentage 22 %

---

Source: EMIS FATA

Table L15

*Overcrowded Female Primary Schools in FR Kohat*

Category	Statistics
Total Schools	62
Overcrowded School	5
Percentage	8 %

---

Source: EMIS FATA

Table L16

*Overcrowded Male Middle Schools in FR Kohat*

Category	Statistics
Total Schools	10
Overcrowded School	1
Percentage	10 %

---

Source: EMIS FATA

Table L17

*Overcrowded Female Middle Schools in FR Kohat*

Category	Statistics
Total Schools	11

Overcrowded School	0
Percentage	0 %

---

Source: EMIS FATA

Twenty-two private schools (Table L18) registered 5,805 students (Table L19) in FR Kohat.

Table L18

*Private Educational Institutions in FR Kohat*

Level	Institutions
Primary School	9
Middle School	5
High School	6
Higher Secondary / College	2
Total	22

---

Source: EMIS FATA

Table L19

*Students in Private Schools of FR Kohat*

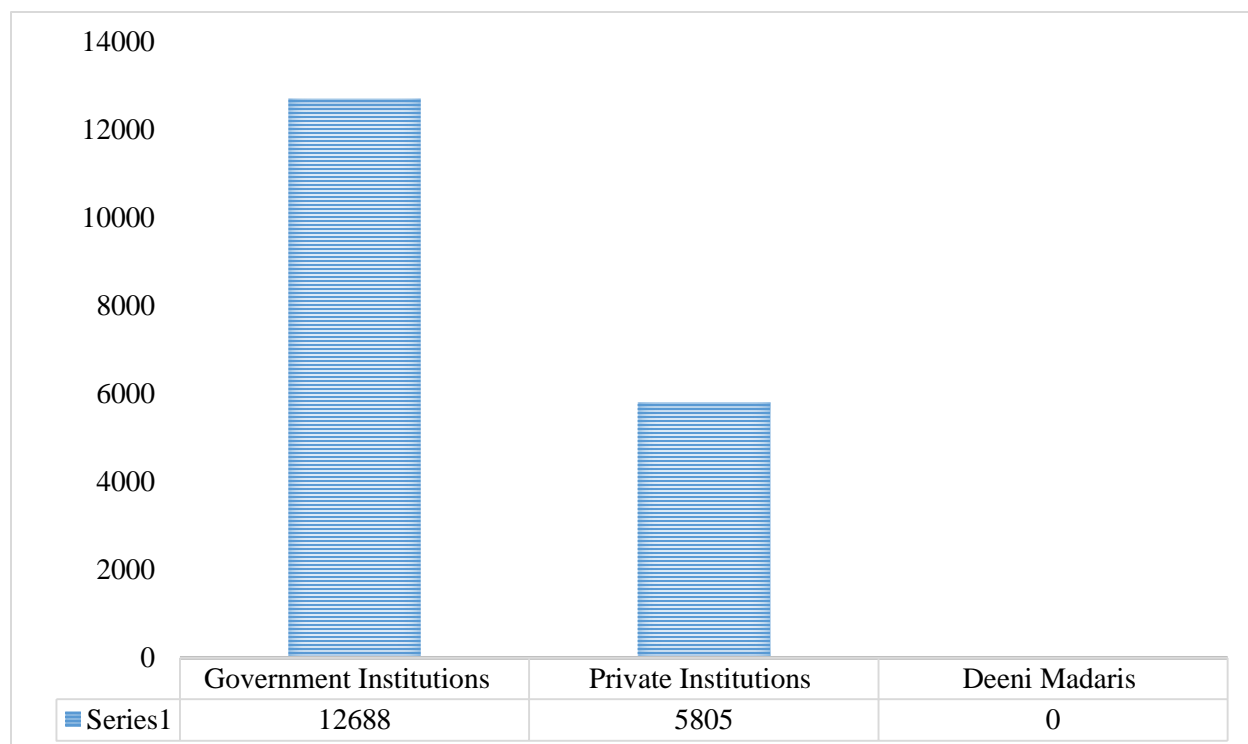
Gender	Students
Male	4421
Female	1384

Total

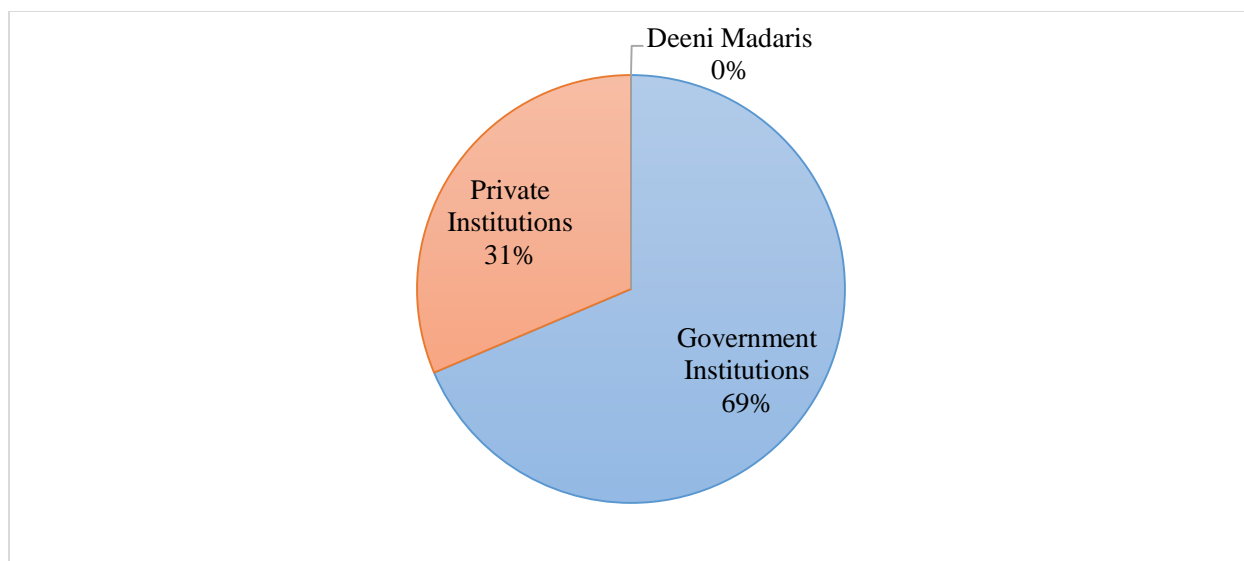
5805

Source: EMIS FATA

There were no *deeni madaris* in FR Kohat. Figures L1 and L2 display the graphical comparison of the students' registration in public, private educational institutions.



*Figure L1.* Statistic Based Graphic Representation of Students Strength in Government School, Private School and *Deeni Madaris* of FR Kohat



*Figure L2.* Percentages Based Graphic Representation of Students Strength in Government School, Private School and *Deeni Madaris* of FR Kohat

The overall literacy rate in the agency has been recorded as 41.59, which is one of the highest in FATA (Table L20).

Table L20

*Literacy Rate in FR Kohat*

Gender	Rate
Male	57.14
Female	24.09
Both Male & Female	41.59

Source: EMIS FATA



## Appendix M

### Impact of WOT in FR D. I. Khan

FR D.I. Khan despite being close to areas infested with militancy remained safe with regards to damage to the educational institutions.

Statistics given at Table M1 indicate that, 58 primary schools were deprived of the access to middle / high school within 2.5 kms.

Table M1

*Primary Schools Deprived of Access to Middle / High School within 2.5 Kms*

Gender	Schools
Male	40
Female	18
Total	58

Source: EMIS FATA

Table M2 displays the fact that, overall only 71% youth were enrolled in public schools and 1% in private schools.

Table M2

*Enrolment of Students in FR D.I.Khan*

Gender	% in Government Institutions	% in Private Institutions
Male	97	1
Female	48	0.2

Total	71	1
-------	----	---

---

Source: EMIS FATA

Tables M3, M4 and M5 indicate the transit rate of students from primary schools to middle schools and enrolment at secondary level.

Table M3

*Transition Rate from Primary to Middle Schools in FR D I Khan*

Gender	Rate
Male	49
Female	15
Total	40

---

Source: EMIS FATA

Table M4

*Transition Rate from Middle to High School in FR D.I Khan*

Gender	Rate
Male	55
Female	24
Total	51

---

Source: EMIS FATA

Table M5

*Secondary School Level Enrollment in FR D I Khan*

Gender	Rate
Male	813
Female	86
Total	899

Source: EMIS FATA

Table M6 indicates the student to classroom ratio in boys' primary schools as 28 students in a class, whereas Table M7 indicates the student to classroom ratio in girls' primary schools as 27 students in a class; indeed, the education classes were fairly balanced.

Table M6

*Student to Classroom Ratio in Boys Primary School of FR D.I. Khan*

Category	Statistics
Students	3633
Classrooms	130
Student – Classroom Ratio	28

Source: EMIS FATA

Table M7

*Student to Classroom Ratio in Girls Primary School of FR D.I. Khan*

Category	Statistics
Students	1660
Classrooms	61
Student – Classroom Ratio	27

Source: EMIS FATA

Similarly, Tables M8 and M9 show the students to teacher ratio in both boys and girls primary schools, which was fairly balanced as 20 male students and 24 female students were being managed by a teacher.

Table M8

*Students to Teacher Ratio in Boys Primary School of FR D.I. Khan*

Category	Statistics
Students	3633
Teachers	178
Students – Teacher Ratio	20

Source: EMIS FATA

Table M9

*Students to Teacher Ratio in Girls Primary School of FR D.I. Khan*

Category	Statistics
Students	1660
Teachers	70
Students – Teacher Ratio	24

Source: EMIS FATA

Tables M10 and M11 present the overall students to class room and students to teacher ratios.

Table M10

*Overall Student to Classroom Ratio in Primary School of FR D.I. Khan*

Category	Statistics
Students	5293
Classrooms	191
Student – Classroom Ratio	28

Source: EMIS FATA

Table M11

*Overall Student to Teacher Ratio in Primary School of FR D.I. Khan*

Category	Statistics
Students	5293

Teachers	248
Students – Teacher Ratio	18

---

Source: EMIS FATA

Tables M12 through M15 elaborate the over-crowdedness in schools; 15% boys' primary schools and 7% girls' primary schools were overcrowded.

Table M12

*Overcrowded Male Primary Schools in FR D.I. Khan*

Category	Statistics
Total Schools	65
Overcrowded School	10
Percentage	15 %

---

Source: EMIS FATA

Table M13

*Overcrowded Female Primary Schools in FR D.I. Khan*

Category	Statistics
Total Schools	30
Overcrowded School	2
Percentage	7 %

---

Source: EMIS FATA

Table M14

*Overcrowded Male Middle Schools in FR D.I. Khan*

Category	Statistics
Total Schools	9
Overcrowded School	1
Percentage	11 %

Source: EMIS FATA

Table M15

*Overcrowded Female Middle Schools in FR D.I. Khan*

Category	Statistics
Total Schools	2
Overcrowded School	0
Percentage	0 %

Source: EMIS FATA

Only one private schools (Table M16) registered 57 students (Table M17) in the FR D. I. Khan.

Table M16

*Private Educational Institutions in FR D I Khan*

Level	Institutions
Primary School	-
Middle School	1
High School	-
Higher Secondary / College	-
Total	1

Source: EMIS FATA

Table M17

*Students in Private Schools of FR D.I.Khan*

Gender	Students
Male	49
Female	8
Total	57

Source: EMIS FATA

Tables M18, as well as M19 and Figure M1 cover the details of deeni madaris; only two male madaris registered 125 students.



Table M18

*Deeni Madaris in FR D I Khan*

Gender	Deeni Madaris
Male	2
Female	0
Mixed	0
Total	2

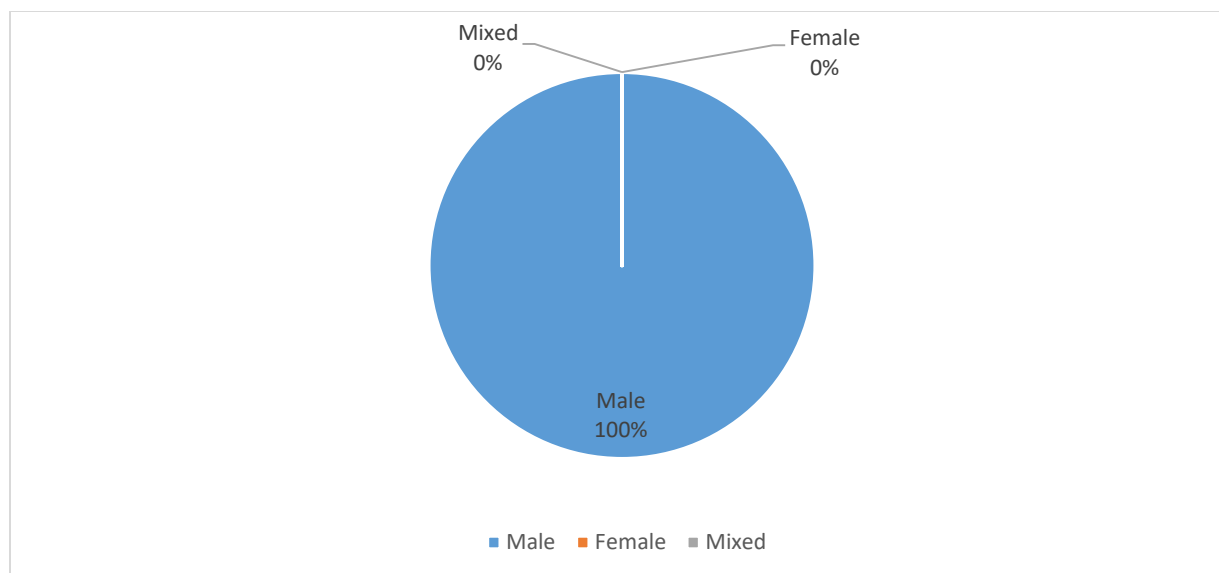
Source: EMIS FATA

Table M19

*Students Enrolment in Deeni Madaris of FR D I Khan*

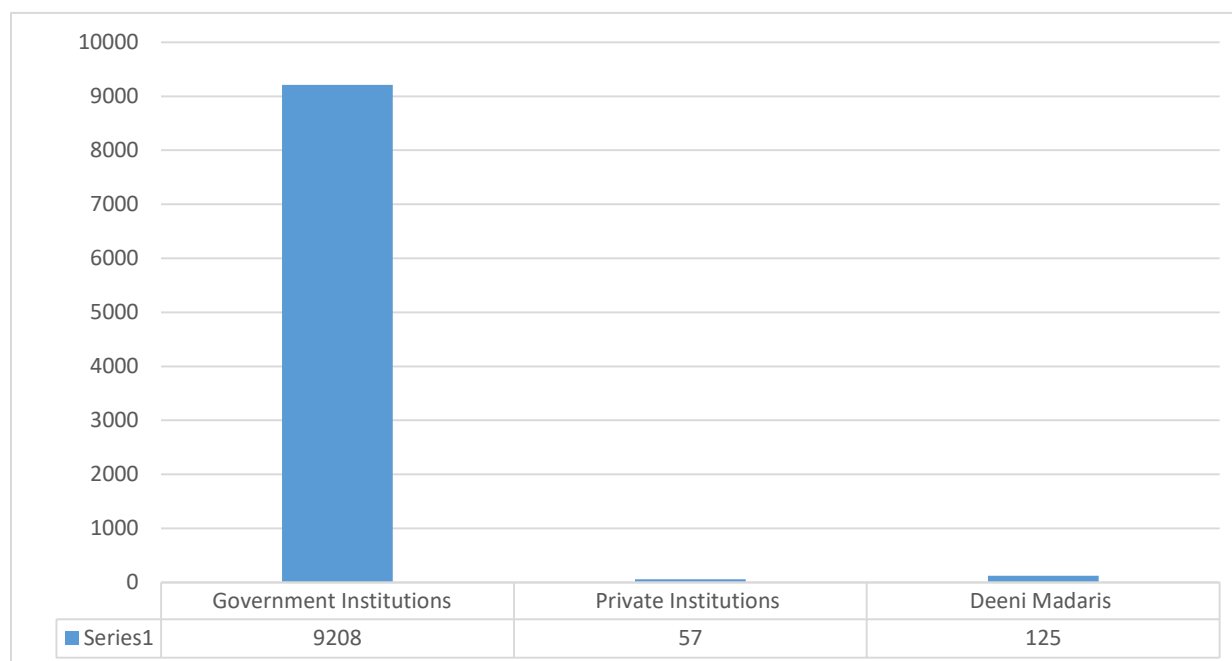
Gender	Schools	Madaris	% in Madaris
Male	6315	104	2%
Female	2893	21	0.7%
Total	9208	125	1%

Source: EMIS FATA

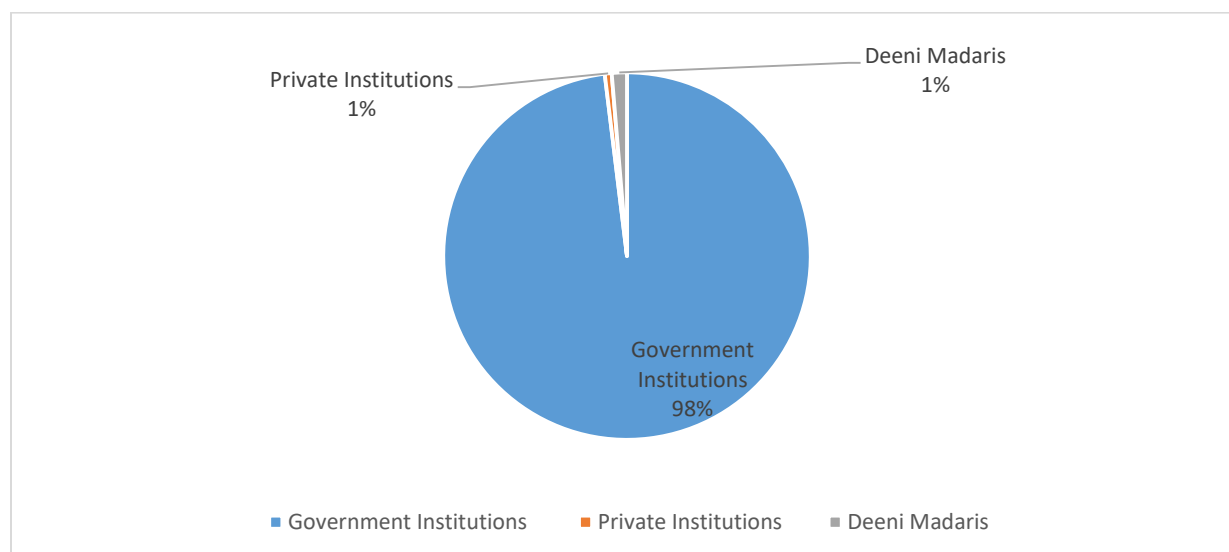


*Figure M1.* Graphical Representation of *Deeni Madaris* in FR DI Khan

Figures M2 and M3 display the graphical comparison of the students' registration in public, private educational institutions.



*Figure M2.* Statistics Based Graphic Representation of Students Strength in Government School, Private School and Deeni Madaris of FR D I Khan



*Figure M3.* Percentages Based Graphic Representation of Students Strength in Government School, Private School and Deeni Madaris of FR D I Khan

The overall literacy rate in the agency has been recoded as 14.29, which was one of the lowest in FATA (Table M20).

Table M20

*Literacy Rate in FR D.I Khan*

Gender	Rate
Male	22.38
Female	5.88
Both Male & Female	14.29

Source: EMIS FATA

## Appendix N

### Impact of WOT in FR Tank

FR Tank sustained partial damage to two of its primary male schools and two primary female schools (Table N1).

Table M1

#### *Damaged Education Institutions in FR Tank*

Level	Male	Female	Total
High School	0	0	0
Middle School	0	0	0
Primary School	2	2	4
Total	2	2	4

Source: EMIS FATA

Statistics given at Table N2 indicates that, 38 primary schools were deprived of the access to middle / high school within 2.5 kms.

Table M2

#### *Primary Schools Deprived of Access to Middle / High School within 2.5 Kms*

Gender	Schools
Male	21
Female	17
Total	38

Source: EMIS FATA

Table N3 identifies 35% male and 62% female youth out of school.

Table M3

*Out of School Youth in FR Tank*

Gender	%
Male	35
Female	62

Source: EMIS FATA

Tables N4 through N6 indicate the transit rate of students from primary schools to middle schools and enrolment at secondary level.

Table M4

*Transition Rate from Primary to Middle Schools in FR Tank*

Gender	Rate
Male	47
Female	35
Total	41

Source: EMIS FATA

Table M5

*Transition Rate from Middle to High School in FR Tank*

Gender	Rate
Male	28

Female	41
Total	34

---

Source: EMIS FATA

Table M6

Secondary School Level Enrollment in FR Tank

Gender	Rate
Male	692
Female	560
Total	1252

---

Source: EMIS FATA

Table N7 elaborates the student to classroom ratio in boys' primary schools as 29 students in a class, whereas Table N8 indicates the student to classroom ratio in girls' primary schools as 31 students in a class; indeed, the education classes were fairly balanced.

Table M7

*Student to Classroom Ratio in Boys Primary School of FR Tank*

Category	Statistics
Students	3780
Classrooms	130
Student – Classroom Ratio	29

---

Source: EMIS FATA

Table M8

*Student to Classroom Ratio in Girls Primary School of FR Tank*

Category	Statistics
Students	3578
Classrooms	114
Student – Classroom Ratio	31

Source: EMIS FATA

Similarly, Tables N9 and N10 have shown the students to teacher ratio in both boys and girls primary schools, which was fairly balanced as 23 male students and 30 female students were being managed by a teacher.

Table M9

*Students to Teacher Ratio in Boys Primary School of FR Tank*

Category	Statistics
Students	3780
Teachers	163
Students – Teacher Ratio	23

Source: EMIS FATA

Table M10

*Students to Teacher Ratio in Girls Primary School of FR Tank*

Category	Statistics
Students	3578
Teachers	118
Students – Teacher Ratio	30

Source: EMIS FATA

Tables N11 and N12 present the overall students to class room and students to teacher ratios.

Table M11

*Overall Student to Classroom Ratio in Primary School of FR Tank*

Category	Statistics
Students	7358
Classrooms	244
Student – Classroom Ratio	30

Source: EMIS FATA

Table M12

*Overall Student to Teacher Ratio in Primary School of FR Tank*

Category	Statistics
Students	7358



Teachers	281
Students – Teacher Ratio	26

---

Source: EMIS FATA

Tables N13 through N16 elaborate the over-crowdedness in schools; 10% boys' primary schools and 13% girls' primary schools were overcrowded.

Table M13

*Overcrowded Male Primary Schools in FR Tank*

Category	Statistics
Total Schools	61
Overcrowded School	6
Percentage	10 %

---

Source: EMIS FATA

Table M14

*Overcrowded Female Primary Schools in FR Tank*

Category	Statistics
Total Schools	55
Overcrowded School	7
Percentage	13 %

---

Source: EMIS FATA

Table M15

*Overcrowded Male Middle Schools in FR Tank*

Category	Statistics
Total Schools	9
Overcrowded School	1
Percentage	11 %

Source: EMIS FATA

Table M16

*Overcrowded Female Middle Schools in FR Tank*

Category	Statistics
Total Schools	8
Overcrowded School	0
Percentage	0 %

Source: EMIS FATA

Only three private schools (Table N17) registered 585 students (Table N18) in the FR Tank.

Table M17

*Private Educational Institutions in FR Tank*

Level	Institutions
Primary School	1

Middle School	1
High School	1
Higher Secondary / College	0
Total	3

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Source: EMIS FATA

Table M18

*Students in Private Schools of FR Tank*

Gender	Students
Male	555
Female	30
Total	585

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Source: EMIS FATA

Tables N19 and Figure N1 cover the details of *deeni madaris*; only three male madaris registered 441 students.

Table M19

*Deeni Madaris in FR Tank*

Gender	Deeni Madaris
Male	3
Female	0

Mixed	0
Total	3

Source: EMIS FATA

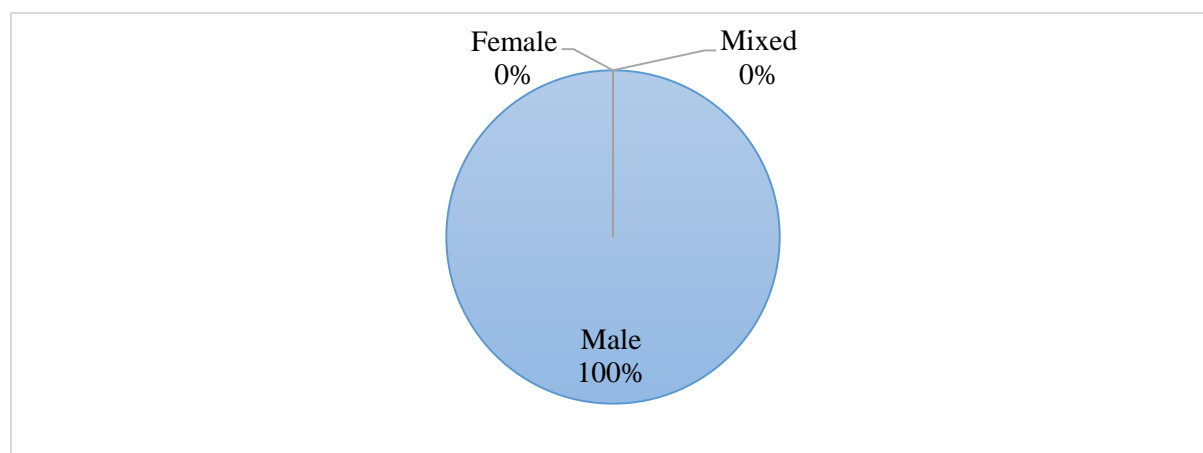


Figure M1. Graphical Representation of *Deeni Madaris* in FR Tank

Figures N2 and N3 display the graphical comparison of the students' registration in public, private educational institutions.

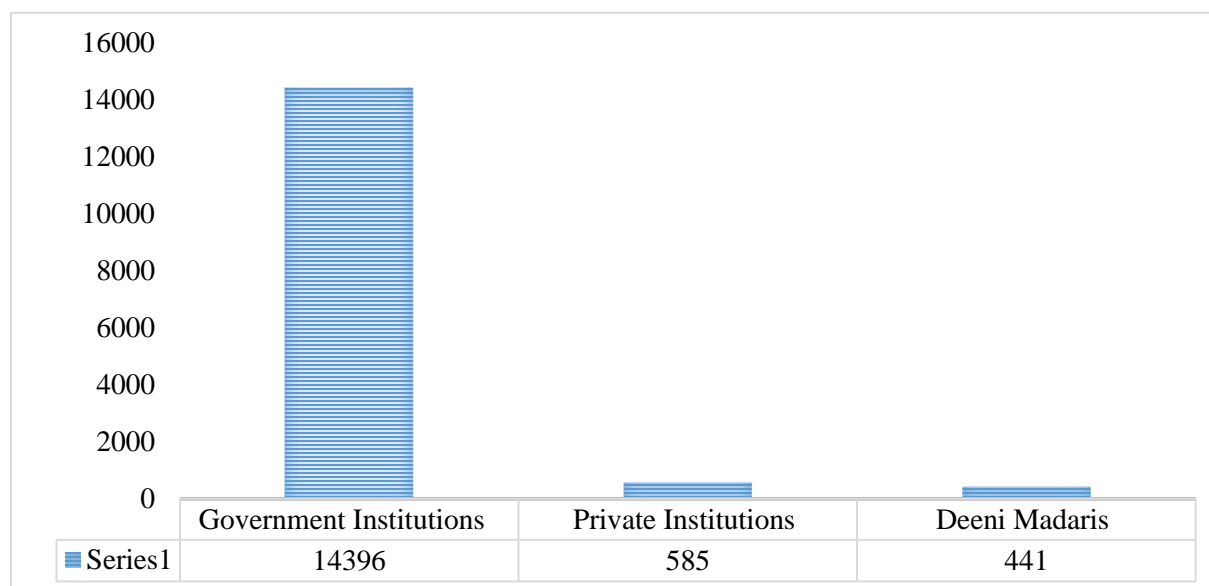
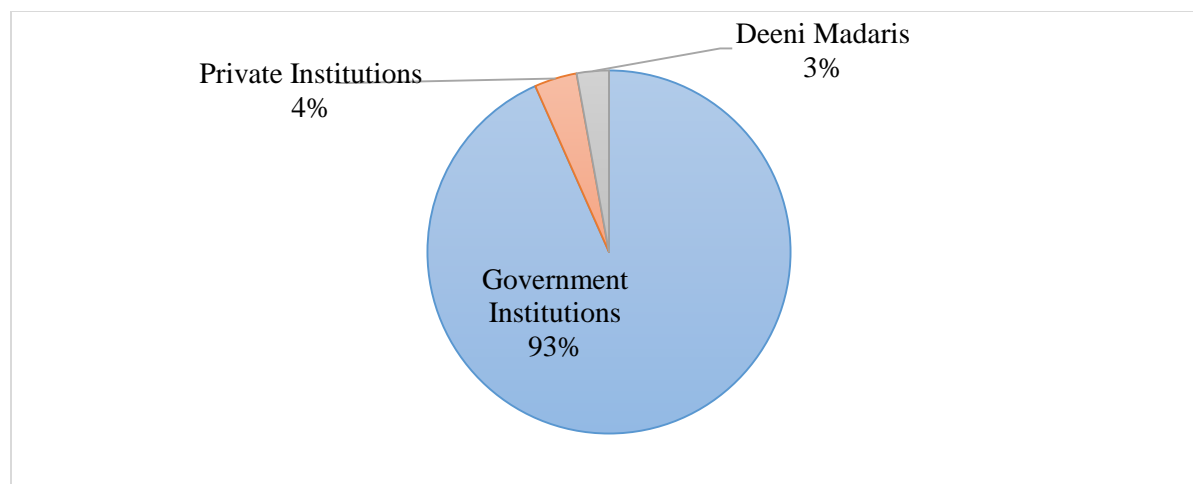


Figure M2. Statistics Based Graphic Representation of Students Strength in Government School, Private School and *Deeni Madaris* of FR Tank



*Figure M3. Percentages Based Graphic Representation of Students Strength in Government School, Private School and Deeni Madaris of FR Tank*

The overall literacy rate in the agency has been recoded as 10.91, which was the lowest in FATA (Table N20).

Table M20

*Literacy Rate in FR Tank*

Gender	Rate
Male	17.18
Female	2.28
Both Male & Female	10.91

Source: EMIS FATA

## Appendix O

### Impact of WOT in FR Lakki

FR Lakki sustained damage to two of its primary male schools and two primary female schools. Statistics given at Table O1 indicates that, 25 primary schools were deprived of the access to middle / high school within 2.5 kms.

Table O1

*Primary Schools Deprived of Access to Middle / High School within 2.5 Kms*

Gender	Schools
Male	12
Female	13
Total	25

Source: EMIS FATA

Tables O2 through O4 indicate the transit rate of students from primary schools to middle schools and enrolment at secondary level.

Table O2

*Transition Rate from Primary to Middle Schools in FR Lakki*

Gender	Rate
Male	58
Female	27
Total	44

Source: EMIS FATA

Table O3

*Transition Rate from Middle to High School in FR Lakki*

Gender	Rate
Male	70
Female	0
Total	50

Source: EMIS FATA

Table O4

*Secondary School Level Enrollment in FR Lakki*

Gender	Rate
Male	410
Female	109
Total	519

Source: EMIS FATA

Table O5 elaborates the student to classroom ratio in boys' primary schools as 26 students in a class, whereas Table O6 indicates the student to classroom ratio in girls' primary schools as 29 students in a class; indeed, the education classes were fairly balanced.

Table O5

*Student to Classroom Ratio in Boys Primary School of FR Lakki*

Category	Statistics
Students	1819
Classrooms	69
Student – Classroom Ratio	26

Source: EMIS FATA

Table O6

*Student to Classroom Ratio in Girls Primary School of FR Lakki*

Category	Statistics
Students	1988
Classrooms	69
Student – Classroom Ratio	29

Source: EMIS FATA

Similarly, Tables O7 and O8 have shown the students to teacher ratio in both boys and girls primary schools, which was fairly balanced as 21 male students and 24 female students were being managed by a teacher.



Table O7

*Students to Teacher Ratio in Boys Primary School of FR Lakki*

Category	Statistics
Students	1819
Teachers	85
Students – Teacher Ratio	21

Source: EMIS FATA

Table N8

*Students to Teacher Ratio in Girls Primary School of FR Lakki*

Category	Statistics
Students	1988
Teachers	83
Students – Teacher Ratio	24

Source: EMIS FATA

Tables O9 and O10 had presented the overall students to class room and students to teacher ratios.

Table O9

*Overall Student to Classroom Ratio in Primary School of FR Lakki*

Category	Statistics
Students	3807

Classrooms	138
Student – Classroom Ratio	28

---

Source: EMIS FATA

Table O10

*Overall Student to Teacher Ratio in Primary School of FR Lakki*

Category	Statistics
Students	3807
Teachers	168
Students – Teacher Ratio	23

---

Source: EMIS FATA

Tables O11 through O14 elaborate the over-crowdedness in schools; 12% boys' primary schools and 9% girls' primary schools were overcrowded.

Table O11

*Overcrowded Male Primary Schools in FR Lakki*

Category	Statistics
Total Schools	33
Overcrowded School	4
Percentage	12 %

---

Source: EMIS FATA

Table O12

*Overcrowded Female Primary Schools in FR Lakki*

Category	Statistics
Total Schools	34
Overcrowded School	3
Percentage	9 %

Source: EMIS FATA

Table O13

*Overcrowded Male Middle Schools in FR Lakki*

Category	Statistics
Total Schools	6
Overcrowded School	0
Percentage	0 %

Source: EMIS FATA

Table O14

*Overcrowded Female Middle Schools in FR Lakki*

Category	Statistics
Total Schools	6
Overcrowded School	0

Percentage

0 %

Source: EMIS FATA

Only one private schools registered 320 students in FR Lakki. Tables O17, as well as O18 and Figure O1 cover the details of *deeni madaris* in FR Tank; only *madaris* registered 242 students.

Table N17

*Deeni Madaris in FR Lakki*

Gender	Deeni Madaris
Male	1
Female	-
Mixed	1
Total	2

Source: EMIS FATA

Table O18

*Students Enrolment in Deeni Madaris of FR Lakki*

Gender	Schools	Madaris	% in Madaris
Male	3162	205	6%
Female	3207	37	1.1%
Total	6369	242	4%

Source: EMIS FATA

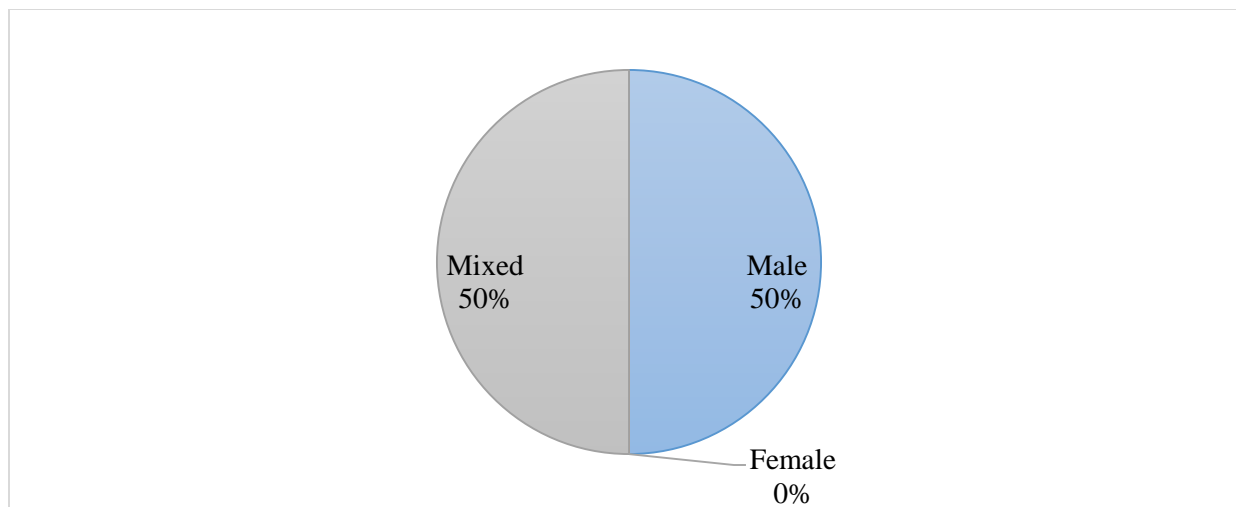


Figure O1. Graphical Representation of *Deeni Madaris* in FR Lakki

Figures O2 and O3 display the graphic representation of students' strength in public school, private school and deeni madaris of FR Lakki.

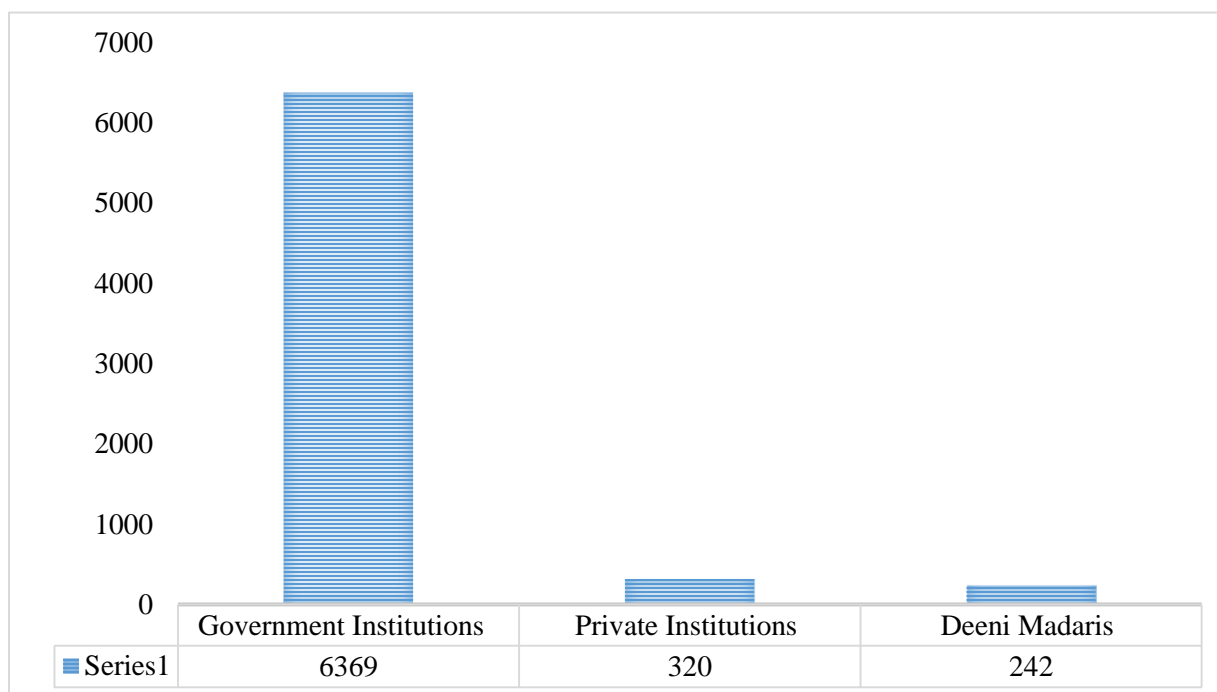
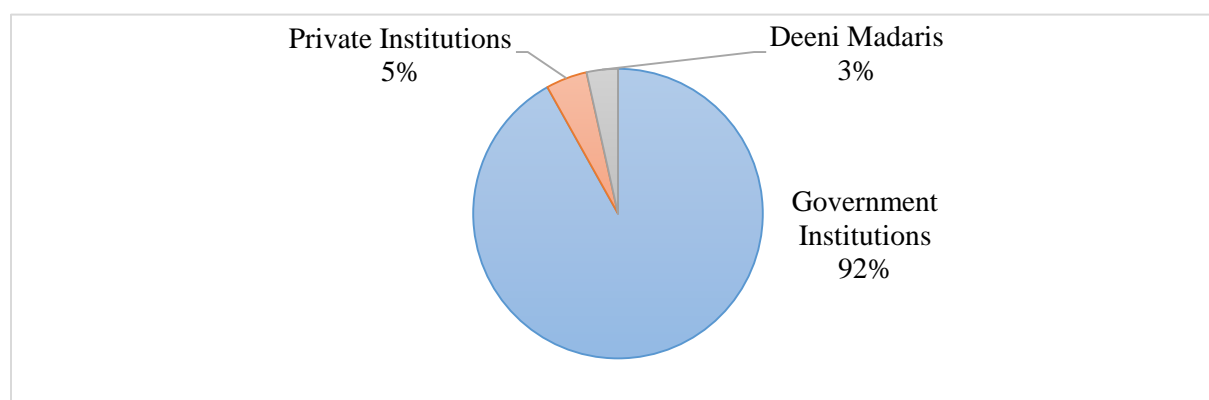


Figure O2. Statistics Based Graphic Representation of Students Strength in Government School, Private School and Deeni Madaris of FR Lakki



*Figure O3. Percentages Based Graphic Representation of Students Strength in Government School, Private School and Deeni Madaris of FR Lakki*

The overall literacy rate in the agency has been recoded as 12.01, which was one of the lowest in FATA (Table O19).

Table O19

*Literacy Rate in FR Lakki*

Gender	Rate
Male	20.85
Female	1.81
Both Male & Female	12.01

Source: EMIS FATA

## Appendix P

### Impact of WOT in FR Bannu

FR Bannu remained safe from any major damage to the educational institutions. Statistics given at Table P1 indicate that, 97 primary schools were deprived of the access to middle / high school within 2.5 kms.

Table P1

*Primary Schools Deprived of Access to Middle / High School within 2.5 Kms*

Gender	Schools
Male	58
Female	39
Total	97

Source: EMIS FATA

Tables P2 through P4 indicate the transit rate of students from primary schools to middle schools and enrolment at secondary level.

Table P2

*Transition Rate from Primary to Middle Schools in FR Bannu*

Gender	Rate
Male	69
Female	13
Total	47

Source: EMIS FATA

Table P3

*Transition Rate from Middle to High School in FR Bannu*

Gender	Rate
Male	92
Female	51
Total	86

Source: EMIS FATA

Table P4

*Secondary School Level Enrollment in FR Bannu*

Gender	Rate
Male	3098
Female	336
Total	3434

Source: EMIS FATA

Table P5 elaborates the student to classroom ratio in boys' primary schools as 25 students in a class, whereas Table P6 indicates the student to classroom ratio in girls' primary schools as 29 students in a class; indeed, the education classes were fairly balanced.

Table P5

*Student to Classroom Ratio in Boys Primary School of FR Bannu*

Category	Statistics
Students	7190



Classrooms	291
Student – Classroom Ratio	25

---

Source: EMIS FATA

Table P6

*Student to Classroom Ratio in Girls Primary School of FR Bannu*

Category	Statistics
Students	9856
Classrooms	339
Student – Classroom Ratio	29

---

Source: EMIS FATA

Similarly, Tables P7 and P8 show the students to teacher ratio in both boys and girls primary schools, which was fairly balanced as 20 male students and 25 female students were being managed by a teacher.

Table P7

*Students to Teacher Ratio in Boys Primary School of FR Bannu*

Category	Statistics
Students	7190
Teachers	358
Students – Teacher Ratio	20

---

Source: EMIS FATA

Table P8

*Students to Teacher Ratio in Girls Primary School of FR Bannu*

Category	Statistics
Students	9856
Teachers	389
Students – Teacher Ratio	25

Source: EMIS FATA

Tables P9 and P10 present the overall students to class room and students to teacher ratios.

Table P9

*Overall Student to Classroom Ratio in Primary School of FR Bannu*

Category	Statistics
Students	17046
Classrooms	630
Student – Classroom Ratio	27

Source: EMIS FATA

Table P10

*Overall Student to Teacher Ratio in Primary School of FR Bannu*

Category	Statistics
Students	17046

Teachers	747
Students – Teacher Ratio	23

---

Source: EMIS FATA

Tables P11 through P14 elaborate the over-crowdedness in schools; 12% boys' primary schools and 17% girls' primary schools were overcrowded.

Table P11

*Overcrowded Male Primary Schools in FR Bannu*

Category	Statistics
Total Schools	130
Overcrowded School	16
Percentage	12 %

---

Source: EMIS FATA

Table P12

*Overcrowded Female Primary Schools in FR Bannu*

Category	Statistics
Total Schools	160
Overcrowded School	27
Percentage	17 %

---

Source: EMIS FATA

Table P13

*Overcrowded Male Middle Schools in FR Bannu*

Category	Statistics
Total Schools	18
Overcrowded School	4
Percentage	22 %

Source: EMIS FATA

Table P14

*Overcrowded Female Middle Schools in FR Bannu*

Category	Statistics
Total Schools	5
Overcrowded School	0
Percentage	0 %

Source: EMIS FATA

Seventeen private schools (Table P15) registered 5483 students (Table P16) in the FR Bannu.

Table P15

*Private Educational Institutions in FR Bannu*

Level	Institutions
Primary School	1

Middle School	8
High School	7
Higher Secondary / College	1
Total	17

---

Source: EMIS FATA

Table P16

*Students in Private Schools of FR Bannu*

Gender	Students
Male	5150
Female	333
Total	5483

---

Source: EMIS FATA

Tables P17 and P18 cover the details of *deeni madaris*; ten male madaris had registered 1,308 students.

Table P17

*Deeni Madaris in FR Bannu*

Gender	Deeni Madaris
Male	10
Female	-

Mixed	-
Total	10

Source: EMIS FATA

Table P18

*Students Enrolment in Deeni Madaris of FR Bannu*

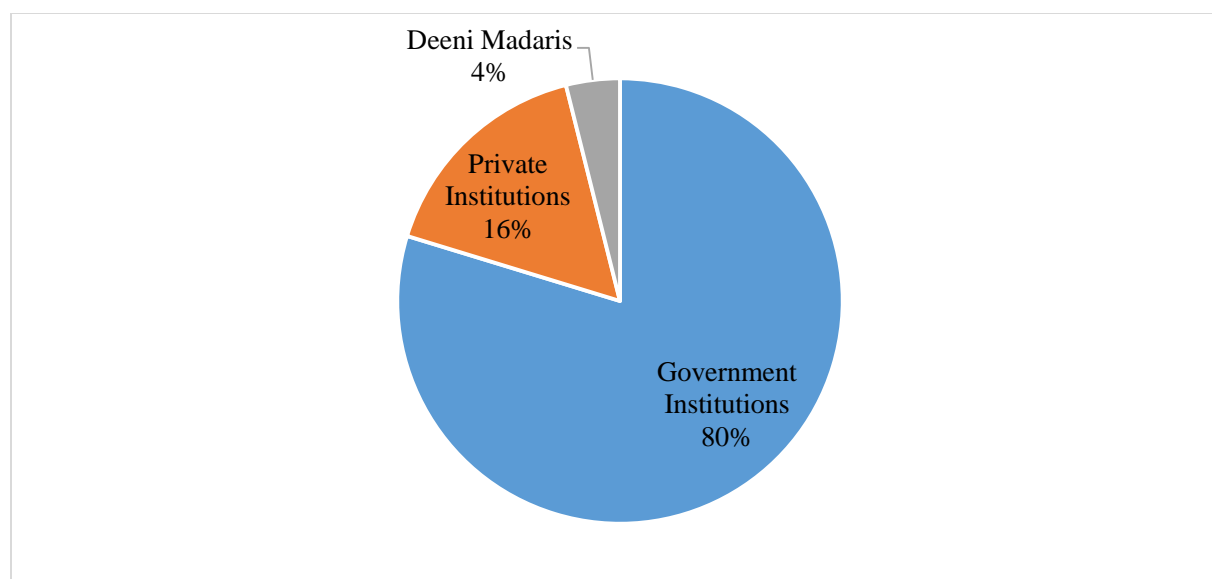
Gender	Schools	Madaris	% in Madaris
-	15863	1308	8%
Female	10827	0	0%
Total	26690	1308	5%

Source: EMIS FATA

Figures P1 and P2 display the graphical comparison of the students' registration in public, private educational institutions.



Figure P1. Statistics Based Graphic Representation of Students Strength in Government School, Private School and Deeni Madaris of FR Bannu



*Figure P2.* Percentages Based Graphic Representation of Students Strength in Government School, Private School and Deeni Madaris of FR Bannu

The overall literacy rate in the agency has been recoded as 14,95, which was one of the lowest in FATA (Table P19).

Table P19

*Literacy Rate in FR Bannu*

Gender	Rate
Male	13.37
Female	1.07
Both Male & Female	14.95

Source: EMIS FATA

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