POST-CONFLICT ACCESS TO EDUCATION FOR PEACEBUILDING THROUGH TRANSITIONAL JUSTICE IN NEWLY MERGED DISTRICTS OF KHYBER PAKHTUNKHWA

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Abstract

This study examines how education can contribute to peacebuilding in the merged districts of Khyber Pakhtunkhwa (KPK), Pakistan, by exploring the role of transitional justice. These districts have been plagued by prolonged conflicts and violence, leading to significant socio-economic and educational disparities. The interconnection between education and conflict has gained attention in the fields of education and peacebuilding, highlighting the impact of conflict on education and the potential of education to foster both conflict and peace. Using a qualitative approach and Classic Grounded Theory methodology, this research aims to uncover how educational initiatives can be integrated with transitional justice mechanisms to establish a sustainable framework for peacebuilding and reconciliation. Data collection will involve conducting unstructured, open-ended interviews with a carefully chosen sample in a natural setting. The analysis will focus on identifying key incidents and categories that emerge from the collected data. In such contexts, deeply ingrained narratives of conflict and social divisions often persist, underscoring the importance of addressing these issues when striving to promote peace and reconciliation through education and transitional justice in the region.

Keywords: Access to Education, Peacebuilding, Conflicts, Post-conflict, Transitional Justice, Educational initiatives, Reconciliation, Reparation

INTRODUCTION

Khyber Pakhtunkhwa (KP) is globally recognized as a particularly challenging developmental context due to its harsh weather conditions, rugged terrain, and a history of prolonged militancy. The districts of Khyber Pakhtunkhwa, which recently merged, have long been affected by violent conflicts and insurgency. The region requires comprehensive strategies to achieve sustainable peace, addressing the underlying causes of violence and promoting social healing. Education, a fundamental right for all, plays a crucial role in this context. By incorporating the principles of transitional justice into educational practices, the region can empower individuals, rebuild trust, and pave the way for peaceful coexistence.

The regions commonly referred to as the Federally Administered Tribal Areas (FATA) and Khyber Pakhtunkhwa (KP), have faced challenges such as ineffective governance, corruption, socio-economic disparities, limited access to schooling, and insufficient schools relative to the population. These challenges have been compounded by the

destruction caused by insurgencies, leading to destabilization and the displacement of many vulnerable people.

This research study endeavour aimed to enhance the existing knowledge by investigating unique insights derived from diverse contexts, theories, and methodologies. It sought to provide fresh perspectives on several subjects. This includes aspects such as curricula and curriculum reform, teaching tools and media, and educational activities. Furthermore, it delved into the roles and contributions of various stakeholders, such as teachers, NGOs, international organizations, governments and communities, and, within the framework of transitional justice mechanisms. This debate encompassed a wide range of issues and research questions, guided by but not limited to the following areas of focus.

While theories of prejudice development have not received much attention in the field of education, there has been considerable interest in theories focused on reducing prejudice. This emphasis on prejudice reduction aligns with the widespread belief that schools can serve as platforms for promoting social change. Among the various theories, intergroup contact theory has gained significant prominence in informing interventions and programs that aim to enhance intergroup relations. The utilization of intergroup contact theory in these initiatives is particularly noteworthy (Gallagher, Robinson, Hughes, & Connolly, 2018).

Only a few studies have been carried out on this topic, indicating a scarcity of research in this area (Desire, 2020; Duthie & Ramarez-Barat, 2018; Bachelet, 2022; Davies, 2017; Febres, 2020); Duthie & Ramarez-Barat, 2018; Bachelet, 2022; Davies, 2017; Febres, 2020), have specifically examined the topic of education and transitional justice. Following the duration of conflict and widespread repression, education has been utilized as a means for various societies to achieve positive change. Education possesses the capability to ignite, perpetuate, and intensify conflict, it has also been employed to foster a deeper comprehension of history. It can impart the Insights gained from previous conflicts in order to promote resolution, peacebuilding, and the prevention of future violence. The exploration of transitional justice processes and policies has also involved the examination of sustainable and contextually appropriate grassroots approaches (Desire, 2020). These approaches primarily centered around schools and aimed to establish peace, while advocating for ethics of inclusivity and acceptance amid children and youth (Martin, 2022).

The lack of available research on the educational advantages of addressing past wrongdoings could be addressed by examining how social action can be mobilized to bring about educational change in post-conflict situations, as well as protecting informal education initiatives in challenging political environments. Additionally, significant attention was given to measures that promote a conflict-sensitive approach to addressing historical violence and repression.

Within the explicit milieu of transitional justice, in the newly merged districts of Khyber Pakhtunkhwa (KP), access to education assumes a critical role in promoting peacebuilding efforts. Providing educational services in these areas is essential for

establishing stability, addressing grievances, and fostering reconciliation among the affected communities. By ensuring that education is accessible to all, the foundations for a sustainable and inclusive peace can be established.

Personal experiences of the researcher and professional background have indeed played a significant role in conducting this research. The researcher held various positions in the education department, specifically in the Directorate of Education of former FATA (Federally Administered Tribal Areas), now known as the newly Merged Districts of Khyber Pakhtunkhwa. From 2003 to 2018, the researcher served as the Principal of Government Girls Higher Secondary Schools in Kalanga, Aka Khel, Bara, and Landikotal, located in the Khyber District.

During this time, the researcher directly witnessed the devastating effects of the Tehreek-e-Taliban Pakistan regime and the military operations that took place. The closure of schools and disruption of the schooling process occurred between 2003 and 2015 due to a series of military operations targeting militants in the region. These personal experiences and observations have likely contributed to the researcher's interest and motivation to conduct research in this area.

The central intent of this classic grounded theory research was to investigate the underlying factors contributing to the wave of terrorism during the conflict period. Additionally, the study sought to explore and assess the importance of access to education in the scenario of peacebuilding through transitional justice in the post-conflict situation of the newly merged districts of Khyber Pakhtunkhwa. Specifically, the study focused on examining the mechanism of utilizing access to education as a method to promote peacebuilding through transitional justice within the region.

Research Questions

1. What factors have an impact on the educational process in the newly merged districts of Khyber Pakhtunkhwa during times of conflict?

2. What strategies were implemented to restore access to education in the newly merged districts of Khyber Pakhtunkhwa during the post-conflict period?

3. What is the significance of access to education for peacebuilding through transitional justice in the post-conflict scenario in the newly merged districts of Khyber Pakhtunkhwa?

In situations characterized by violent conflict and repression, there is frequently a connection between human rights violations and the availability of education. These violations are not merely inadvertent outcomes of conflict, but deliberate and systematic endeavours to deprive children and young individuals of educational opportunities, while also manipulating teachers and textbooks, (Davies, 2017), serve to legitimize repression and sustain established patterns. Schools may be deliberately closed and destroyed as a means of punishing insurgents and eroding support networks, or used as a tool to suppress minority cultures and languages.

Repressive political systems have employed educational policies as a means to reinforce social divisions, intolerance, and inequality, while suppressing opportunities for critical citizenship. The repercussions of conflict and repression within the education system have deep and enduring consequences for both individuals and societies. These consequences encompass psychological trauma, restricted economic prospects, political disillusionment, and vulnerability to ethnic mobilization. Violations that affect education have far-reaching social implications, impacting communities and entire societies. The lasting legacy of such abuses contributes to a culture of violence and impunity, perpetuating the transmission of traumatic memories across generations.

However, when education is understood as part of a societal response to the legacies of previous violations (Human Rights Watch, 2017), It can be associated with the objectives of transitional justice. Education has the ability to foster societal engagement, specifically among younger generations, in discussions regarding the past and its influence on education. It can play a role in facilitating educational reforms that adhere to human rights and the rule of law. The incorporation of transitional justice frameworks aids in identifying educational deficiencies resulting from repressive or conflict-induced policies and contributes to the reconstruction of the education sector based on rejuvenated social values. Additionally, it enables the contextualization of educational reconstruction within the specific history of abuses, thereby strengthening its capacity to prevent the reoccurrence of violence in the future.

Societies affected by recent atrocities and human rights violations often pursue transitional justice measures to address past wrongdoings. These measures include truth commissions, prosecutions, reparations, institutional reforms, and memorials. The primary goals of transitional justice are to establish an accurate historical account, combat impunity, compensate victims, address grievances, and prevent future crimes. Undertaking transitional justice is a complex and lengthy process with political, moral, and social implications spanning generations. Societies may have mixed feelings toward these mechanisms due to conflicts and frustration they can evoke. The effectiveness of transitional justice depends on implementation and public perception (Clarke-Habibi, 2018).

The grassroots studies indicate that the conflict conditions vary across the newly merged districts of Khyber Pakhtunkhwa (NMD). There are various aspects that recognise the distinct origin of the conflict in South and North Waziristan compared to other tribal agencies. In South Waziristan District (SWD), there is a clear division between the pro-government militants, led by Mullah Nazir, and the anti-government militants known as Tehreek-e-Taliban Pakistan (TTP), under the command of Baitullah Mahsud prior to the 2014 Military Operation Zarb-e-Azb (Jadoon, 2021). Mullah Nazir resided in the southwest of South Waziristan, while Baitullah was based in the northern part of the district. In the other areas comprising the Newly Merged Districts, various forms of conflicts such as sectarianism and terrorism exist.

The literacy rate in the aforementioned regions of our country is significantly low, with more than 57 percent of children aged 5 to 16 being unable to attend school in the Newly Merged Districts (NMDs). The prolonged conflicts in these areas have severely impacted the educational infrastructure. I firmly believe that education is crucial for the development of a nation, and when the youth is educated, it paves the way for progress. However, when the youth in a particular area is deprived of education, their capacity for creative thinking is compromised. Research indicates that currently, there are 1,443 schools in the tribal districts that are not functioning. Among these, 371 schools remain closed in South Waziristan, while 295 schools are still shut down in North Waziristan (Noreen, 2022).

Similarly, reparations programs can be formulated to facilitate transformative socio-economic changes and incorporate institutional reforms that ensure a fairer distribution of state resources. In cases where the existing structures of both state and non-state entities grant discretionary powers to unanswerable individuals, it often leads to favouritism, ethno-regional bias, and other exclusionary and discriminatory practices of wielding power. By addressing these issues, reparations initiatives have the potential to promote greater inclusivity and fairness within society (UNDP, 2023).

Research Design/Methodology of the Study

This research study focuses on the war-affected areas within the Newly Merged Districts (NMD) of Khyber Pakhtunkhwa, in the aftermath of the conflict. The NMDs are situated in north-western Pakistan, sharing borders with the provinces of Balochistan in the south and the Afghan provinces of Kunar, Ningarhar, Paktia, Khost, and Paktika in the west and north.

In the NMDs of Khyber Pakhtunkhwa, the conflict had a profound impact on educational institutions. Many schools were destroyed, presumably due to military operations and militant activities, resulting in the suspension of schooling in the majority of institutions. The right to education was disregarded and undermined. This study aims to explore the potential positive effects of education on conflict dynamics and its role in contributing to peacebuilding. To initiate the investigation, the study addresses fundamental research questions.

1. What factors have an impact on the educational process in the newly merged districts of Khyber Pakhtunkhwa during times of conflict?

2. What strategies were implemented to restore access to education in the newly merged districts of Khyber Pakhtunkhwa during the post-conflict period?

3. What is the significance of access to education for peacebuilding through transitional justice in the post-conflict scenario in the newly merged districts of Khyber Pakhtunkhwa?

The research aimed to investigate the causes of conflict and explore the implementation of Reparation in Education for Peacebuilding using transitional justice. Through in-depth interviews, the researchers gathered information and insights on the topic. The study

analyzed the collected data to understand "Post-Conflict Access to Education: Peacebuilding through Transitional Justice in Newly Merged Districts of Khyber Pakhtunkhwa".

METHODOLOGY

Considering the nature of the study as a social and political phenomenon, a qualitative research design was adopted for this study, specifically utilizing the Classic Grounded Theory methodology. Qualitative research concentrates on comprehending and interpreting social phenomena by conducting in-depth exploration of experiences, perspectives, and meanings. It aims to capture rich and contextual data, allowing for a deeper understanding of the subject matter (Glaser B., 1998; Holton & Walsh, 2020).

When not burdened by the requirements of qualitative data analysis (QDA), the procedures of grounded theory (GT) are quite straightforward. Extensive literature has been written on GT procedures, including "Discovery of Grounded Theory" (Glaser & Straus, 1967), "Theoretical Sensitivity" (Glaser B. G., 1978), "Doing Grounded Theory" (Glaser B. , 1998), "Basics of Grounded Theory Analysis" (Glaser B. G., 1992), "More Grounded Theory Methodology" (Glaser B. G., 1994), and "The Grounded Theory Perspective" (Glaser B. G., 2001), the essence of GT can be summed up simply. It is not a factual description or a collection of accurate facts. Instead, it involves the development of well-founded concepts that are organized around a central category and integrated into hypotheses. The resulting theory depicts the prevailing conduct within a specific area of research, having primary concern of the main participants emerging as the central focus. It is crucial to emphasize that Grounded Theory is not about findings, accurate facts, or descriptive accounts. Rather, it is a straightforward process of conceptualization integrated into theory, a collection of plausible hypotheses that are continuously modifiable as new data emerges from various sources, such as literature, new data collection, or collegial input. Constant comparative procedure ensures that fresh data is woven into further conceptualization. It is vital to utilize the full range of grounded theory (GT) procedures as an integrated methodological approach.

To summarize, the essential features of grounded theory methodology involve striving for conceptual theory that transcends time, place, and specific individuals. It is important to note that the objective is that grounded theory (GT) does not pursue the qualitative data analysis (QDA) pursuit for exact description.

Classic Grounded Theory methodology is an inductive approach that emphasizes theory development based on the systematic analysis of data. It involves constant comparison of data, coding, and categorization to identify patterns, concepts, and relationships. Through this iterative process, a theory is generated that emerges directly from the data, providing a comprehensive understanding of the phenomenon under investigation.

By employing Classic Grounded Theory methodology within a qualitative research design, this study aims to discover and develop a theory related to the research topic,

drawing insights from the knowledge and perspectives of the participants and memo writing of the researcher.

Grounded theory, through constant comparison, allows for data analysis in a specific field, resulting in the creation of theory that explains and holds significance for a social happening, benefiting scholars, students, and the general public (Glaser & Straus, 1967, p. 3). Conceptual categories are established based on the data, which in turn aid in the theoretical framing of the social phenomenon. While individual data sets within a specific area may change, the theoretical categories remain consistent (Glaser B., 1998).

Population

The population of the study will include various stakeholders, namely teachers from 377 primary schools and 25 high and higher secondary schools in Khyber Pakhtunkhwa (KPESED, 2021). Additionally, tribal elders or Maliks, academic members of education offices, and decision-makers ranging from local and district-level officials to provincial-level officials will be included. These individuals represent the target population for the study, specifically focusing on the newly merged districts of Khyber Pakhtunkhwa.

Theoretical sampling

Theoretical sampling is a data gathering method utilized in grounded theory methodology. It involves collecting, coding, and analyzing data while concurrently determining the next steps in data collection and where to obtain it. The aim of theoretical sampling is to develop theory based on emerging data, whether it pertains to the specific research topic (substantive) or the development of the grounded theory method itself (formal). Unlike traditional approaches to qualitative data analysis, theoretical sampling relies on the evolving theory to guide decisions on further data collection.

After the initial data collection, subsequent data collection cannot be pre-planned without considering the emerging theory. The researcher identifies codes and seeks to saturate them by employing theoretical sampling in comparison groups. This entails selecting which categories and their properties should be further sampled and where to obtain the necessary data. The analyst identifies gaps in the emerging theory, informing the direction of subsequent data collection efforts.

The selection of groups or subgroups for data collection in theoretical sampling is based on theoretical criteria, driven by purpose and relevance. These criteria are continuously adjusted throughout the data collection and analysis process, tailored to fit the data and strategically applied at appropriate stages. This iterative process allows the researcher to adapt data collection control to ensure its relevance to the emerging theory.

It is important to highlight that this approach to data collection and analysis in theoretical sampling differs significantly from the preplanned and sequential approach commonly used in QDA (Qualitative Data Analysis). Introducing the qualitative data analysis (QDA) approach from the beginning would impede the progress and effectiveness of grounded theory.

For this study, the identified stakeholders include teachers, members of the indigenous community, educational administrators at district and provincial levels, tribal elders (Maliks), and religious leaders. Their valuable input will be gathered through in-depth, unstructured, and open-ended interviews, as well as memoing techniques. These stakeholder perspectives will play a crucial role in informing policy-making and driving curriculum reforms, particularly in the areas of Social Studies/Pak. Studies (Citizenship education), Islamiyiat, and the English and Urdu languages.

Instrument

Unstructured, open-ended interviews were conducted, with some initial interviews carried out alongside memo writing based on personal observations. The theoretical sample, consisting of teachers, tribal elders/Maliks, academic members of education offices, and decision-makers, engaged in informal conversations where the researcher-initiated discussions about the current situation. Additionally, personal observations and field memos were utilized as research tools for data collection. The process of memo writing is an important analytical step in maintaining quality in Classic Grounded Theory (Glaserian), drawing insights from the theoretical sample identified during the open-ended interviews.

Recording data

The researcher opted to record data in written form due to security concerns, as participants were unwilling to have their interviews recorded on tape. Glaser (1998, p. 107) strongly advised "NOT TAPE INTERVIEWS," for researchers conducting grounded theory. Glaser provided specific reasons for this recommendation, including the following:

- Taping interviews omits the researcher's ability to integrate field notes with interview data, limiting the interchangeability between the two.

- Taping also collects all information without discrimination, hindering the process of delimitation necessary for achieving data saturation.

- Taping can hinder theoretical sampling, as it may result in an excessive amount of unnecessary data (Glaser B., 1998).

An excessive amount of data can hinder the researcher's ability to conceptualize, consistently compare data, and perform theoretical sampling. It can also result in making conjectures and difficulty in determining when further data collection is necessary for specific categories.

To establish a grounded understanding of meaning for constant comparison, the researcher should combine observation with interviewing. Relying solely on audio recordings may not fully capture this aspect.

While taping can provide verbatim and real data for the purpose of verifying interpretations, however, this is not the primary goal of grounded theory (Glaser B., 1998, pp. 108-113).

The researcher was proficient in conceptually constructing and memoing their findings rather than providing descriptive accounts. The researcher-maintained notes on what worked and what did not, serving as a valuable resource for documenting ongoing processes and improvements based on the analysis of those measures.

Data Collection

The data was collected through personal requests made to the stakeholders, using intensive open-ended interviews combined with participant observation, however, various types of data were also utilized, including quantitative data collected personally by the researcher, as well as the researcher's personal reflections in the form of field memos from the relevant area of study.

As suggested by Glaser (2012), extensive guided interviews can lead participants in a particular direction and introduce interview bias to the data. Instead, a passive, non-structured interviewing style was favoured, minimizing the involvement of constructivism. Primarily, the role of the interviewer was simply receptive. In a later phase of theoretical sampling, more focused interview questions were employed, and the role of the researcher became more targeted. This more active interviewing approach was guided by the analysis of data, contrasting with the biases or experiences of the researcher.

Data Analysis

During the data analysis procedure of Classic Grounded Theory, two essential coding phases were employed: substantive coding (including open and selective coding) and theoretical coding. In open coding, a thorough exploration of the data takes place, aiming to identify all conceivable concepts or ideas. The data is segmented into manageable units, referred to as incidents, and each incident is assigned a descriptive label or code that captures its content or meaning.

Selective coding is the subsequent step, where the researcher concentrates on coding data that directly pertains to the core category or central phenomenon under investigation. The objective is to discern and develop a core category that serves as a central organizing concept for the emerging theory.

The coding phases in grounded theory methodology facilitate systematic analysis and categorization of data, starting from exploring different concepts and gradually focusing on data that aligns with the central theme. The process commences with line-by-line open coding, identifying substantive codes that emerge from the data. The analyst codes the data in multiple ways, thoroughly examining and exploring the data. Through this iterative coding process, a comprehensive understanding of the phenomenon is attained, ultimately resulting in the development of a theory grounded in the data.

Classic Grounded Theory culminates in the development of a theory centered around a core category and its corresponding subcategories. This theory seeks to explain the behaviours and processes observed in the data by presenting them in an abstract conceptual framework that extends beyond specific individuals and contexts. By

abstracting the theory from specific instances, it becomes applicable and adaptable to diverse settings, as it is not limited to a single context. This generalizability enables the theory to be applied and modified in various situations, enhancing its practical and theoretical significance. To facilitate identification and organization, the transcripts of interviews were coded using alpha-numeric labels.

Study Results

During the constant comparative coding process, the researcher documented the emerging ideas of substantive and theoretical categories as memos. Once theoretical saturation of the categories was reached, the researcher reviewed, organized, and integrated the memos associated with the core category, its properties, and related categories. This sorting of memos resulted in a theoretical outline or conceptual framework, which formed the basis for fully articulating the grounded theory through a cohesive set of hypotheses.

Ideational memos played a crucial role in grounded theory, serving as the foundation for formulating the theory during the writing or presentation phase. Theoretical sorting of these memos was essential, as it allowed for the reassembly of fragmented data. In grounded theory, the outline for writing was not predetermined but emerged through the sorting of memos. The sorting process involved organizing categories and properties in the memos based on similarities, connections, and conceptual orderings. This led to the identification of patterns that formed the outline. However, in this particular study, the researcher elaborated on one of the emergent categories, among others, with the intention of exploring a substantive theory

There are some sample excerpts from the interviews of the participants:

> *Although tribal areas are merged in KPK.,.but still we are not provided the facilities we need…merged areas are still deprived of basic facilities like electricity, water proper schools and colleges, transport, and security. Law and order situations also create a lot of problems in the education system; the majority of the female population is still not allowed to education in the Newly Merged districts... this is due to lack of female teachers, inadequate transport, poor quality of education, ineffective education policies and implementation of the policies and early marriages. Low enrolment and high drop-out rates are also the reasons for low and inverse educational outcomes (JB001).*

The subsequent passage represents the perspective of an educational professional.

> *…trained teachers are the only resource for quality education. A commitment of the KPK government to bring NMD education at par with KPK schools is not visible in any of the merged districts. Law and order situation has not improved… Many schools are closed permanently. A number of schools are non-functional…fear in areas is the same as before.*

According to the response received from the stakeholders, it is evident that while peace and education are recognized as fundamental rights, they are not fully realized by the

people of Pakistan, particularly those residing in the Newly Merged Districts (formerly known as FATA). The significance of this right has been reaffirmed by the United Nations declaration of human rights 1948.

> *Not many facilities were available and it was difficult to send resources those NMD districts in Khyber Pakhtunkhwa …parents could not send their children to educational institutions because it was not safe…the school and college buildings got destroyed because of all the terrorism … good administration and teaching staff were not available. Parents in the newly merged districts of Pakistan are not financially strong so they prefer to send their children to work so they can have money rather than sending them to schools to study … girls helped their mothers with domestic chores…schools were reconstructed by the government (especially girls' schools) …the government took measures to making sure that education is available for everyone in that particular place (NH006).*

Not provided the facilities, still deprived of basic facilities like electricity, water proper, schools and colleges, transport, and security. Security, problems in the education system; female education, lack of female teachers, inadequate transport, poor quality of education, ineffective education policies, and implementation of the policies and early marriages. Low enrolment and high drop-out rates are also the reasons for low and inverse educational outcomes. These are the extracted substantive and then theoretical incidents and categories. The conceptual and emergent category are also mentioned.

Motivation, Literacy Enhancement, Food incentives, stipend or fellowship to the students, Role of Social Media and Print Media, Literacy campaign, Out-of-school youth, Right to education, communications system, Logistics, Educational environment, Educational structure, closure of schools, commencement of schooling process, Social Constraints on female education, Low literacy rate, early marriages, High Profile Education Institutions required, Quality education, Incentives for education, has relevance with the Access to education and as a result it has been considered in this study that the above-mentioned properties has an impact on the access to education.

Availability of educational institutions, Educational process, Educational structure, Enrolment campaign, Financial resources, Literacy campaign, Literacy Enhancement, Logistics, Low literacy, Out-of-school youth, Quality education, Right to education, Social behavior, Recognition of self, Basic Human rights, Human rights violations, information.

Incidents are compared to identify embedded patterns and different conditions. These patterns and conditions are then transformed. Grounded theory progresses by transforming patterns into concepts and hypotheses. Concepts are then expanded by connecting them with additional incidents, leading to the development of new theoretical properties and hypotheses. Comparisons are made between concepts to establish their fit, hierarchical relationships, and integration into hypotheses. This iterative process ensures a comprehensive and interconnected theory. In qualitative data analysis, comparisons extend beyond narrow categories to encompass broader ideas, fostering a holistic understanding of the data and its underlying patterns.

Table presents four phases of data analysis within the realm of classic grounded theory.

S. No.	Substantive Coding	Theoretical Coding	Conceptual Coding	Emergent Category
1	Long distances	Availability of educational institutions	Access	Access to education
2	Closure of schools	Educational process	Access	Access to education
3	Schooling process stopped	Educational process	Access	Access to education
4	Educational environment	Educational structure	Access	Access to education
5	Incentives for education	Enrolment campaign	Access	Access to education
6	High drop-out rates	Financial resources	Access	Access to education
7	Role of Social Media and Print Media	Literacy campaign	Access	Access to education
8	Food incentives	Literacy Enhancement	Access	Access to education
9	stipend or fellowship to the students	Literacy Enhancement	Access	Access to education
10	communications system	Logistics	Access	Access to education
11	Low enrolment	Low literacy	Access	Access to education
12	Social Constraints on female education	Low literacy	Access	Access to education
13	Low literacy	Out-of-school youth	Access	Access to education
14	High Profile Education Institutions required	Quality education	Access	Access to education
15	Out-of-school youth	Right to education	Access	Access to education
16	Coeducation	Social behavior	Access	Access to education
17	Following human rights	Recognition of self	awareness	Access to education
18	Human rights violations	Basic Human rights	Awareness	Access to education
19	Effect of conflict	Human rights violations	Awareness	Access to education
20	Lack of awareness	information	awareness	Access to education

CONCLUSION

By integrating a theory around a core variable, both the theory itself and the research project are delimited. This delimitation occurs at two levels: the theory level and the categories level.

At the theory level, as the researcher compares subsequent incidents of a category to its properties, the theory becomes more solidified and undergoes fewer major modifications. Subsequent modifications primarily involve clarifying the logical connections, removing non-relevant properties, integrating elaborating details into interconnected categories, and, importantly, reduction. Reduction occurs when the analyst identifies underlying

uniformity within the original set of categories or their properties, resulting in a reformulation of the theory with a smaller set of higher-level concepts.

The second level of delimitation involves a reduction in the original list of categories used for coding. As the theory develops, becomes more refined, and proves effective in organizing qualitative data, the analyst becomes committed to it. Consequently, the researcher streamlined the original list of categories for data collection and coding, aligning them with the current boundaries of the theory. The analyst then concentrated on one category as the core variable, including only variables that are directly related to the core variable in the theory.

"Ensuring access to education relies on the existence of political will and social cohesion, as these factors are vital in fostering peacebuilding efforts."

In summary, political will and social cohesion are vital for ensuring access to education, and education, in turn, contributes to peacebuilding. By prioritizing education, governments demonstrate their commitment to inclusivity and equality. By fostering social cohesion through education, societies can bridge divides, reduce conflicts, and promote peaceful coexistence. Therefore, investing in education with the support of political will and social cohesion can lead to positive outcomes for individuals, communities, and nations in terms of peacebuilding.

Findings

Memoing played a significant role in data collection during Classic Grounded Theory, leading to the emergence of important findings.

1. In a post-conflict context, political will and social cohesion are crucial for ensuring access to education.

2. Access to education is essential for individuals to acquire knowledge and skills, overcoming barriers that marginalized groups face.

3. Political will is necessary for prioritizing education, allocating resources, and implementing policies to ensure equitable access.

4. Social cohesion plays a significant role in post-conflict situations by fostering inclusiveness, trust, and cooperation.

5. Education serves as a catalyst for social and economic development, empowering individuals to contribute positively to society.

6. Political will is essential in addressing post-conflict barriers to education, such as infrastructure rebuilding and providing resources.

7. Inclusive education systems that embrace diversity and promote dialogue contribute to social cohesion in post-conflict societies.

8. Access to education after conflict directly contributes to peacebuilding efforts by developing conflict resolution skills and critical thinking.

9. Education plays a vital role in preventing violence and building a more peaceful society by fostering tolerance and respect for diversity.

10. Investing in education with political will and social cohesion support enables individuals, communities, and nations to rebuild and establish a peaceful post-conflict environment.

These consolidated findings emphasize the interplay between political will, social cohesion, access to education, and their impact on peacebuilding efforts in post-conflict settings.

Upon analysing the gathered data, it became evident that ensuring access to education, as one of the transitional justice measures, played a crucial role in the peacebuilding process within the post-conflict scenario of the newly merged districts.

Implications/Recommendations

This research study aims to benefit:

•   This insight obtained from the analysis of data is expected to guide policymakers, planning and development officials in allocating resources and prioritizing the rehabilitation and establishment of additional schools.

•   The findings of the study will hold relevance for various stakeholders, including society at large, the educational sphere, the indigenous community, as well as teachers and students.

•   The primary objective is to promote positive change and facilitate peacebuilding by utilizing education as a transitional justice mechanism.

This will be achieved by implementing teacher training programs, establishing a 'School Ethos,' and cultivating enlightened and informed students who are knowledgeable about human rights, civic sense, and a well-interpreted understanding of religion.

In the context of a post-conflict scenario, the study's significance lies in contributing to peacebuilding efforts, reparations, and transitional justice. The ultimate beneficiaries or end-users of this research will be members of society who aspire to live in a terrorism and armed conflict-free environment.

Appendices Pictorial depiction of the destruction of schools during conflict in the newly Merged Districts of KPK.

Various schools in Tehsil Bara, District Khyber, Khyber Pakhtunkhwa.

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