FACILITATING EDUCATION ACCESSIBILITY IN THE POST -CONFLICT SCENARIO: PROMOTING PEACEBUILDING THROUGH TRANSITIONAL JUSTICE IN NEWLY MERGEDDISTRICTS OF KHYBER PAKHTUNKHWA

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Abstract
This research seeks to examine how access to education contributes to peacebuilding in the newly merged districts of Khyber Pakhtunkhwa (KPK), Pakistan, through the lens of transitional justice. The area has endured prolonged conflicts and violence, resulting in disparities in socio-economic conditions and education. Employing a qualitative approach and Classic Grounded Theory methodology, this study delves into the amalgamation of transitional justice mechanisms with educational initiatives to establish a sustainable framework for peacebuilding and reconciliation. Data collection will entail unstructured, open-ended interviews with a theoretical sample from the population, and the analysis will focus on identifying key categories to develop a substantive theory addressing the research objectives.
Keywords: access to education, peacebuilding, transitional justice, substantive theory

1. 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 of the Federally Administered Tribal Areas (FATA) and Khyber Pakhtunkhwa (KP) have encountered obstacles such as governance inefficiency, corruption, socio-economic inequalities, restricted educational access, and an inadequate number of schools in proportion to the population. These difficulties have been exacerbated by the devastation wrought by insurgencies, resulting in destabilization and the displacement of numerous vulnerable individuals.

This research sought to expand current understanding through an exploration of distinct insights from diverse contexts, theories, and methodologies. It aimed to offer new perspectives on various topics, including curricula and reform, teaching tools and media, and educational activities. Additionally, it examined the roles and contributions of key stakeholders—teachers, NGOs, international organizations, communities, and governments—within the context of transitional justice processes. The discussion covered a broad spectrum of issues and research questions, guided by, but not confined to, the specified 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)

Limited research has been conducted by the cited authors (Desire, 2020; Duthie & Ramirez-Barat, 2018; Bachelet, 2022; Davies, 2017; Febres, 2020) on the specific intersection of transitional justice and education. In the aftermath of conflict and widespread repression, education has served as a tool for societies to enact positive change. While education can either fuel or mitigate conflict, it has been harnessed to deepen understanding of history. By imparting lessons from past conflicts, education contributes to reconciliation, peacebuilding, and the prevention of future violence. The exploration of transitional justice processes has also involved the scrutiny of sustainable grassroots approaches, particularly those centered around schools, aiming to establish a culture of peace and promote inclusivity and tolerance among children and young individuals (Martin, 2022).

Due to 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.

In the particular domain 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.

Research Questions:

1. What are the factors that 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 significance does access to education carry in promoting peacebuilding through transitional justice in the post-conflict environment of the recently amalgamated districts of Khyber Pakhtunkhwa?

2. Literature Review

In periods characterized by violent conflict and repression, a connection frequently exists between human rights violations and the availability of education, leading to an educational deficit. These violations are not incidental outcomes of conflict; instead, they represent deliberate and systematic endeavors to deprive children and youth of access to education. This intentional interference involves the manipulation of teachers and textbooks (Davies, 2017) to legitimize repression and sustain patterns of violence. Schools may be intentionally closed and destroyed to punish insurgents, undermine support networks, or serve as a tool to suppress minority cultures and languages.

Authoritarian political regimes have employed educational policies to bolster social divisions, intolerance, and inequality while stifling opportunities for critical citizenship. The repercussions of conflict and repression on the education system have enduring and far-reaching effects on both individuals and societies. These consequences encompass psychological trauma, constrained economic prospects, political skepticism, and vulnerability to ethnic mobilization. Violations affecting education extend beyond individual impact, influencing entire communities and societies. The enduring consequences of abuse foster a culture of violence and impunity, sustaining patterns of memory transmission across generations.

Nevertheless, when education is viewed as an integral component of a societal strategy to confront the consequences of historical abuses, it becomes aligned with the objectives of transitional justice. Education can foster a dialogue within society, particularly among younger generations, addressing the historical impact on education. This involvement can contribute to educational reform guided by principles of human rights and the rule of law. The incorporation of transitional justice frameworks aids in recognizing educational shortcomings resulting from repressive or conflict-driven policies, guiding the reconstruction of the education sector based on revitalized

social values. Additionally, it places educational reconstruction within the specific context of historical abuses, thereby enhancing its potential to prevent the recurrence of violence in the future.

Societies grappling with recent atrocities and widespread human rights violations typically undertake various transitional justice (TJ) measures, aiming to uncover, address, and rectify past wrongdoings (Paulson & Bellino, 2017, p. 4). These measures include truth commissions, criminal prosecutions, reparations for victims, lustration processes, institutional reforms, and memorialization initiatives. Transitional justice processes aim to establish an accurate historical account of violations, combat impunity, provide compensation to victims, address grievances within affected communities, and prevent future crimes. Implementing transitional justice is a nuanced, intricate, and often prolonged effort with political, moral, and social implications spanning generations associated with the examined atrocities. Societies with a history of mass human rights abuses may harbour mixed feelings toward these mechanisms due to the conflicts, pain, and frustration they can evoke. The effectiveness of transitional justice measures in fostering truth, justice, and reconciliation depends significantly on both their implementation and their perception by the population (Clarke-Habibi, 2018).

Grassroots studies highlight varying conflict conditions in the newly merged districts of Khyber Pakhtunkhwa (NMD). The conflict's nature in South and North Waziristan differs from other tribal agencies. In South Waziristan District (SWD), a distinct division exists between pro-government militants, led by Mullah Nazir, and anti-government militants (Tehreek-e-Taliban Pakistan, or TTP), commanded by Baitullah Mahsud prior to the 2014 Military Operation Zarb-e-Azb (Jadoon, 2021). Mullah Nazir operated in the southwest of South Waziristan, while Baitullah was based in the northern part. In other areas of the Newly Merged Districts, diverse conflicts such as sectarianism and terrorism are prevalent.

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 favoritism, 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)

3.   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.

- What are the factors that have an impact on the educational process in the newly merged districts of Khyber Pakhtunkhwa during times of conflict?
- What strategies were implemented to restore access to education in the newly merged districts of Khyber Pakhtunkhwa during the post-conflict period?
- What significance does access to education carry in promoting peacebuilding through transitional justice in the post-conflict environment of the recently amalgamated districts of Khyber Pakhtunkhwa?

The primary focus of the study was to discover the root causes of conflict and delve into the process of implementing Reparation in Education for Peacebuilding using transitional justice mechanisms. Through in-depth interviews, the researchers aimed to gather information and insights regarding the topic. The study sought to interpret and analyze the observations, statements, and understanding shared during these interviews, to discover the phenomena of " Post-Conflict Access to Education: Peacebuilding Through Transitional Justice in Newly Merged Districts of Khyber Pakhtunkhwa.

1. 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 focuses on understanding and interpreting social phenomena through 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).

While an extensive body of literature details Grounded Theory (GT) procedures, encompassing works like "Discovery of Grounded Theory" (Glaser & Strauss, 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 succinctly summarized. It is not a mere collection of factual descriptions or accurate facts but rather a compilation of well-grounded concepts centered around a core category and interwoven into hypotheses. The resulting theory elucidates prevalent behavior within a specific study area, with the primary concerns of the main participants as the central focus. It is crucial to underscore that GT is not about findings, precise facts, or descriptive accounts; instead, it is a straightforward process of conceptualization integrated into theory, presenting a set of plausible hypotheses that evolve continuously as new data emerges from diverse sources, such as literature, new data collection, or collegial input. The constant comparative method ensures the integration of new data into the sub-conceptualization, emphasizing the importance of employing the complete package of GT procedures as an integrated methodological whole.

To summarize, the essential elements of GT methodology involve striving for conceptual theory that transcends time, place, and specific individuals. It is important to note that the objective of GT is not to pursue the QDA quest for accurate 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 experiences and perspectives of the participants and memo writing of the researcher.

Grounded Theory, employing constant comparison, facilitates the analysis of data within a particular field, leading to the formulation of a theory that explains and holds relevance for a social phenomenon. This benefits scholars, students, and the general public (Glaser & Strauss, 1967, p. 3). Conceptual categories are derived from the data, aiding in the theoretical framing of

the social phenomenon. Despite potential changes in individual data sets within a specific area, the theoretical categories remain steadfast (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, an integral aspect of grounded theory methodology, involves the dynamic process of collecting, coding, and analyzing data while concurrently determining the next steps in data collection. Its primary goal is to construct theory as it unfolds from the data, encompassing both substantive aspects related to the specific research topic and formal elements associated with the development of grounded theory. This approach stands in stark contrast to preplanned methods in Qualitative Data Analysis (QDA), relying instead on the evolving theory to guide subsequent decisions in data collection.

Subsequent data collection, following the initial phase, is not pre-planned but evolves alongside the emerging theory. The researcher identifies codes and seeks saturation through theoretical sampling in comparison groups, deciding which categories and properties to explore further and where to gather data. Gaps in the emerging theory guide decisions on the next sources of data collection and interview style. The selection of groups or subgroups for data collection is based on continuously adjusted theoretical criteria during the joint collection and analysis of data, allowing the researcher to adapt the control of data collection to ensure its relevance to the emerging theory. This collaborative and adaptive approach in theoretical sampling significantly differs from the typical pre-planned and sequential approach used in QDA, as emphasized by Glaser and Holton (2004).

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

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).

This abundance of data can impede the ability of the researcher to conceptualize, compare data consistently, and conduct theoretical sampling. It may also lead to a tendency to make conjectures and lose the ability to determine when further data collection is needed for specific categories.

The researcher should combine observation with interviewing to establish a grounded understanding of meaning for constant comparison. Taping alone may not fully capture this aspect. Although recording conversations verbatim can offer precise data for verifying descriptions, this isn't the main objective of grounded theory (Glaser B., Doing grounded theory: Issues and discussions, 1998, pp. 108-113). The researcher focused on conceptually constructing and memoing findings rather than generating descriptive accounts. They diligently documented what was effective and what wasn't, serving as a valuable resource for capturing ongoing processes and making 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 favored, 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

In the data analysis phase of Classic Grounded Theory, two key coding phases were employed: substantive coding, which includes open and selective coding, and theoretical coding.

Open coding involves a comprehensive exploration of the data to identify all conceivable concepts or ideas. The data is broken down into manageable units called incidents, with each incident assigned a descriptive label or code capturing its content or meaning.

Subsequent to open coding is selective coding, where the researcher focuses on coding data directly related to the core category or central phenomenon under investigation. The goal is to discern and develop a core category that acts as the central organizing concept for the emerging theory.

These coding phases enable systematic analysis and categorization of the data, progressing from exploring various concepts to focusing on data aligned with the central theme. "The process begins with line-by-line open coding of the data to identify substantive codes emergent within the data. The analyst begins by coding the data in every way possible—"running the data open" (Glaser & Holton, 2004). Through this iterative coding process, a comprehensive understanding of the phenomenon is achieved, leading to the development of a theory grounded in the data.

The ultimate outcome of Classic Grounded Theory is the formulation of a theory centered around a core category and its related subcategories. This theory aims to elucidate the behaviors and processes observed in the data, presenting them in an abstract conceptual narrative that transcends specific individuals and contexts. By abstracting the theory from specific instances, it becomes applicable and adaptable to various settings, not confined to a single context. This generalizability allows the theory to be applied and modified in different situations, contributing to its practical and theoretical relevance. For identification and synchronization purposes, transcripts of interviews were coded alpha-numerically.

STUDY RESULTS

Throughout the constant comparative coding process, the researcher documented the evolving ideas of substantive and theoretical categories through memos. After achieving theoretical saturation in these categories, the researcher reviewed, sorted, and integrated numerous memos

related to the core category, its properties, and associated categories. The organized memos formed a theoretical outline or conceptual framework, serving as the basis for articulating the grounded theory through a cohesive set of hypotheses.

Ideational memos played a fundamental role in grounded theory, and the theoretical sorting of these memos was crucial for formulating the theory for presentation or writing. Sorting was integral, as it reconstructed fractured data. In grounded theory, the outline for writing emerged organically from the sorting of memos, without preconceived outlines. The grounded theory generated the outline through the sorting of memos, categorizing properties into similarities, connections, and conceptual orderings, revealing patterns that shaped the outline.

However, in this study, one of the emergent categories, among others, was elaborated by the researcher with the purpose 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 situation 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 enrollment 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 district of merged districts. Law and order situation is not improved… many schools are closed permanently. A number of schools are non-functional…fear in areas are 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 preferred 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 for making sure that education is available for everyone in that particular place (NH006).

First, incidents are compared to identify underlying patterns and varying conditions. These patterns and conditions are then transformed into concepts and hypotheses.

Next, concepts are compared to additional incidents to generate new theoretical properties of the concept and further hypotheses. This step aims to elaborate on the theory, achieve saturation, and verify concepts while developing their properties and generating new concepts.

Finally, concepts are compared to one another to determine the best fit among multiple choices, establish conceptual levels between concepts referring to the same indicators, and integrate concepts into hypotheses, forming the basis of the theory.

It is important to note that in QDA (Qualitative Data Analysis) research, comparisons extend beyond tightly grounded categories and involve broader ideas.

The coding process has been elaborated in table below:

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 behaviour	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

Constructing a theory around a core variable serves to define both the theory and the research project. This defining process 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 solidifies with fewer major modifications. Subsequent adjustments primarily involve clarifying logic, removing non-relevant properties, integrating elaborating details into interconnected categories, and, notably, reduction. Reduction occurs when the analyst identifies underlying uniformity within the original set of categories or their properties, leading to a reformulation of the theory with a smaller set of higher-level concepts.

The second level of delimitation involves reducing the initial list of categories used for coding. As the theory evolves, becomes more refined, and proves effective in organizing qualitative data, the analyst becomes committed to it. Consequently, the researcher streamlines the original list of

categories for data collection and coding, aligning them with the current boundaries of the theory. The analyst then focuses on one category as the core variable, including only variables 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."

Political will and social cohesion are indeed integral factors for ensuring access to education, and their impact extends beyond education to peacebuilding efforts. Let's explore this connection further.

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.

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

2. FINDINGS, SUGGESTIONS AND RECOMMENDATIONS

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.

Suggestions and recommendations

1. **Promote Political Will and Social Cohesion:** Advocate for and cultivate political will and social cohesion as fundamental pillars in post-conflict settings. Encourage governments and stakeholders to prioritize these factors for ensuring access to education.

2. **Overcome Barriers for Marginalized Groups:** Develop targeted initiatives to eliminate barriers that marginalized groups face in accessing education. Implement policies that address specific challenges and provide necessary support to ensure inclusivity.

3. **Prioritize Education through Political Will:** Emphasize the importance of political will in prioritizing education. Encourage governments to allocate resources and implement policies that ensure equitable access, recognizing education as a key driver of post-conflict recovery.

4. **Foster Social Cohesion for Inclusiveness:** Implement programs that foster social cohesion, promoting inclusiveness, trust, and cooperation. Support initiatives that bring together diverse communities, fostering a sense of unity and shared purpose.

5.   **Harness Education for Development:** Recognize education as a catalyst for social and economic development. Support educational initiatives that empower individuals with knowledge and skills, enabling them to make positive contributions to society.

6.   **Address Post-Conflict Barriers:** Bolster political will to address post-conflict barriers to education, such as infrastructure rebuilding and resource provision. Advocate for sustained efforts to overcome challenges hindering educational access.

7.   **Promote Inclusive Education Systems:** Advocate for inclusive education systems that embrace diversity and promote dialogue. Support the development and implementation of policies that create a welcoming and tolerant environment for all.

8.   **Link Education to Peacebuilding:** Highlight the direct contribution of education to peacebuilding efforts. Encourage the development of educational programs that focus on conflict resolution skills and critical thinking, fostering a culture of peace.

9.   **Utilize Education to Prevent Violence:** Recognize the vital role of education in preventing violence. Support educational initiatives that cultivate tolerance and respect for diversity, contributing to the creation of a more peaceful society.

10.   **Invest in Education for Rebuilding:** Stress the importance of investing in education with the support of political will and social cohesion. Such investments enable individuals, communities, and nations to rebuild, laying the foundation for a peaceful post-conflict environment.

11.

3. CONCLUSION

In the process of integrating a theory around a core variable, delimitation occurs at two levels: the theory level and the categories level. At the theory level, ongoing comparison of incidents to category properties leads to a more solidified theory with fewer major modifications. Adjustments involve clarifying logical connections, removing non-relevant properties, integrating details into interconnected categories, and importantly, reduction, where the analyst identifies underlying uniformity, resulting in a smaller set of higher-level concepts.

The second level of delimitation involves reducing the original list of categories used for coding. As the theory evolves and proves effective in organizing qualitative data, the analyst streamlines the list, aligning it with current theory boundaries. The focus narrows to one category as the core variable, including only variables directly related to it 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.

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