Analyzing the Factors on Girl's Education in Mehsud Tribe: A Case of D.I. Khan

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CERTIFICATE

This is to certify that this thesis entitled: **"Analyzing the Factors on Girl's Education in Mehsud Tribe: A Case of D.I. Khan.".** submitted by Ms. Asma Adam is accepted in its present form by the Department of Development Studies, Pakistan Institute of Development Economics (PIDE), Islamabad as satisfying the requirements for partial fulfillment of the degree in Master of Philosophy in Development Studies.

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Author's Declaration

I Asma Adam hereby state that my MPhil thesis is titled Analyzing the factors of Girls Education in Mehsud Tribe in the city of Khyber Pakhtunkhwa. A case of city D . I. Khan is my work and has not been submitted previously by me for taking any degree from Pakistan Institute of Development Economics or anywhere else in the country/world.

At any time, if my statement is found to be incorrect even after my Graduation the university has the right to withdraw my MPhil degree

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Dedication

Dedicated to my late Father

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While during the preparation of the thesis, I have received a lot of praise, backing, and advice from a lot of individuals, mentioning all of them is essential to highlight their consistent support.

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ABSTRACT

Education is a fundamental factor for any country's development. Woman's education plays a vital role in their development. Unfortunately, Pakistan has the lowest literacy rate in the world. The figures become worse when it comes to the Trible regions of Khyber Pakhtunkhwa. The war on terror in tribal agencies made the conditions worse. The War of 2007 in South Waziristan compelled a lot of Mehsud families towards different cities of Pakistan. Most of these people migrated to D.I. Khan. This study is conducted in the nearby suburbs of D.I. Khan. The study aims to identify the social and economic factors of urban life that encouraged the Mehsud community for girls' education. In-depth interviews with parents and daughters were conducted for data collection. Thematic analysis was used for the analysis of collected data. The overall analysis of this study shows that an average Mehsud tribal family is now supportive of female education because of better access to education, opportunities, and freedom of mobility. Further results indicate that there are still some barriers in way of girls' education. Foremost among those is financial constraints, whereas mobility, social norms, and gender discrimination were also considered to be the contributing factors.

Keywords: Socio-Economic factors, Mehsud Tribe, IDPs, FATA, South Waziristan

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LIST OF ABBREVIATIONS

CEDAW   Elimination of All Forms of Discrimination against Women

EDC   Educational Development Centre

FATA   Federally Administrated Tribals

GEM   Global Education Monitoring Report

IDMC   Internal Displacement Monitoring Centre

IDP   Internally Displaced Person

SAP   Social Action Program

UNDP   United Nation Development Program

UNESCO   United Nations Educational, Scientific and Cultural Organization

UNICEF   The United Nation International Children's Emergency Fu

CHAPTER 1

INTRODUCTION

1.1 Background of the study

It has always been stated that human beings are migratory species and they migrate from one place to another for many reasons. People may assume that moving may improve their well-being, many tend to migrate from one place to another. Some may be searching for pursuing a particular career, others move for a quality life and better education, some may be searching for better-paid jobs. Some people also migrate due to conflict and warfare, political instability, or religious prosecution. Some people leave their entire household for various reasons like land grabbing by powerful groups, or construction of dams and roads. Environmental causes may also force people to leave, like natural disasters/emergencies, climatic changes, and land degradation (Hanlon & Vicino, 2014).

Migration is generally divided into two main categories: Voluntary migration or forced migration. Voluntary migration is based on the free will of the person and is influenced by multiple reasons like career opportunities, good quality of life, social security, quality education, and environment, while forced migration has entirely different factors that compel people to migrate from one place to another. These factors involve poor quality of life, unemployment, hunger, drought, natural disaster, political insecurities, and war and conflict (TATARU, 2020). The terms "internally displaced person" (IDP) and "refugee" come under the category of forced migration and are widely used in the literature. "Refugees are migrants who cross international borders because of the fear of prosecution, whereas IDPs are those people who unwillingly evacuated and displaced but still remain in their own countries (Ryan & Childs, 2002).

According to the UNHCR, the number of forcibly displaced people due to war, conflicts, human rights violations, the civil disturbance has doubled in the last 10 years: there were 41million forcibly displaced people in 2010 and this figure had reached 78.5million by 2020, the highest number available on the record (UNHCR, 2021). At the end of 2020, about a 55million people were living in internal displacement (IDPs) as a result of conflict, violence, and disaster. Most of the migration is triggered by violence and conflict in sub-Saharan African countries. The highest number of IDPs were recorded in the Democratic Republic of Congo (2.2 million), the Syrian Arab Republic (1.8 million), Ethiopia (1.7 million), Mozambique (592,000), and Burkina Faso (515,000). About 98% of the people in East Asia, South Asia, and the Pacific were displaced as a result of heavy Tropical storms and floods. The highest number of people recorded to have been displaced internally due to disasters were in China (5.1 million), the Philippines (4.4 million), Bangladesh (4.4 million), India (3.9 million), and the United States (1.7 million),(IDMC, 2021).

 In a report published by UNHCR at the end of 2020, there were about 2.9 million people recently displaced in Afghanistan, and about 80% of the 250,000 afghans who fled their homes are women and children. Nearly 120,000 arrived in Kabul (UNHCR Iran", 2021). Around 2.5million UNHCR-registered refugees from Afghanistan globally (Nichols,2021). As of 31 December 2020, United Nations recorded about 1.4million Afghan refugees in Pakistan and 780,000 in Iran (totaling a 2.2million).

The drivers of internal migration are essentially the same as those of international migration. People search to improve their and their dependents' well-being. The pursuit aims to satisfy a wide range of needs, like access to healthcare, social security, food, water, healthy nutrition, leisure, education, decision making, freedom of speech and worship, and above all employment and

sufficient income. Migration whether internal or international, in both cases it is always concerning to security issues, livelihood opportunities, and economic incentives (Browne, 2017).

Many rural communities often migrate towards urban cities because they lack access to education, electricity, water, transportation, security, and limited access to health and opportunities to increase and improve their skills, which hinders their social well-being and mobility. Cities are economic and political entities that provide a range of facilities like better access to education, health care centers, water, electricity, transportation, and greater security. All these factors incline rural people to migrate because they want to enjoy such facilities (Vargas-lundius, n.d.). Migration has always been viewed as a survival strategy established by poor and rural inhabitants, to find a better and secured place to start a good life with better access to education (Jamil & Mohyuddin, 2015).

Education is usually viewed as one of the socio-economic factors that contribute to the better life of rural people. In this case, urban cities tend to offer better education and offer better schooling opportunities for rural people (Browne, 2017). Parents' desire for children to escape rural labor means they emphasize and encourage education. Education represents a way out of poverty and a chance to improve their family's economic situation. Migration whether voluntarily or forced, migrant women and girls also get the freedom of mobility, finding networks and communities and taking control of their lives in new and challenging environments, and empowering their lives in the process. Cities allow them to create new economic opportunities, greater independence, gaining more security. Most of the women escape strict traditional customs and practices such as early and forced marriages. It also has a positive impact on women and girls' health which allows them to gain more control over their lives (International Organization for Migration, 2015).

Urban offer girls and women more employment and educational opportunities unavailable in rural areas (Pozarny, 2016).

In Afghanistan, for example, many displaced families moved towards provincial capitals from rural areas to escape insurgency, which increased girls' enrollments and better access to schools. Women are at the heart of most societies. Educating girls is one of the most important investments that any country can make for its development. Education its-self always has a profound effect on girls' and women's abilities to claim their rights and achieve a better status in a society, such as economic independence and political representation, raising healthy families, and educated communities (DIFD, 2005).

Unfortunately, in most developing countries, female education has not been given much attention. Women and girls face a lot of barriers like gender discrimination, patriarchy, early marriages ridged traditions and customs. The recent findings show that the lack of government support and its proper intervention, it is very difficult to encourage and achieve female education. The chances of women contributing to the development of their communities and country are affected by the lack of their formal education. EFA (Education for All) recent findings show that the patriarchal system, early pregnancy, early marriages, heavier domestic and subsistent duties of females generally affects women's life and affects female participation in education in developing countries.

UNESCO 2003 findings show that female education provides benefits for the girls' current and future families and their societies and they also contribute to the political and economic development of their country (John, 2018).

Pakistan is a developing country. Pakistani society is very complex due to diversity in cultures and traditions. Pakistan in terms of education was described as one of the world's worst-performing countries in the 2015 Oslo Summit on Education and Development. Both boys and girls miss out on education. there are about a 22.5million children are out of the school of which 32% of school-age girls compared to 21% of boys (Martínez & Human Rights Watch (Organization), 2018.)

The situation of girls' education is worst when it comes to the Pashtun regions of Pakistan. Throughout history, girls' education has been a contested religious, economic, social, and political issue in these regions. The root causes for these issues are complex. Poverty, the lower status of women in society, socio-cultural issues along with conflict, and continuing war for a decade are some of the key areas discussed in the literature. The impact of these pressures is visible in the Pashtun tribes of Pakistan bordering Afghanistan (Jamal, 2016).

The Pashtun region lies in the North-west of Pakistan in the province of Khyber Pakhtunkhwa. North-west Pakistan saw the biggest and fastest conflict-induced internal displacement in the world in 2009. At least three million people fled regions due to fighting between security forces and insurgents in FATA. 1.2 million migrated at the end of the year. After breaking down the deal with the Taliban again the security forces relaunched the operation in FATA. Around 190,000 people were displaced from Bajaur, Mohmand, Khyber, Waziristan, and Orakzai agencies, adding 550,000 people who remained displaced after fleeing violence, and fighting between militants and the Pakistan army in 2008. Finally, during October and November, up to 430, 000 civilians fled another army operation in South Waziristan in FATA. At least 290, 000 people remained displaced to the neighboring districts of Dera Ismail Khan and Tank at the end of 2009 (IDMC, 2011).

Though the economic and social life of people was affected on a large scale, however after migration their social lives were exposed to dynamic changes i.e. health, better livelihood

opportunities, and education began to show improvement. Displacement to urban regions became, an eye-opener for them to realize how important education and health facilities, and better infrastructure are important for their development. The girls and women who previously did not have access to education began to improve their educational status. Different opportunities to disrupt families and communities, gave women and girls new roles and freedoms and increased their educational services. These girls and women are now able to access better education. Crises disrupt the normal economic and social living conditions of people that pass on and enforce rapid social change, creating opportunities for people affected by crises and displacement, Surprisingly, such literature is hard to find (Khan et al., 2019).

A report on a family from the Orakzia agency, that migrated to Peshawar, indicated that women particularly girls have now better access to education and other opportunities. They wanted to pursue their further studies in Peshawar. These girls do not want to back to their village (peace Women, 2010).

Another study on IDPs and refugees in Peshawar also reported that for most of the women IDPs, displacement to Peshawar turned out to be a blessing for them. Allowing them to have different opportunities, services, better access to education, and exposing them to a different lifestyle (Mosel & Jackson, 2013).

The tribal regions of Fata 'being Pashtun where male dominance is deeply-rooted, after migration to different parts of KP, many families benefited from displacement by seeing a different living in cities. the results of this study showed that women and girls have better access to education, utilities, and mobility (Pakhtunkhwa & Naveed, 2018).

Though the overall Mehsud culture is now supportive of female education, there are also some barriers that girls face in the way of education. The majority of the girls face financial constraints, gender discrimination, harmful norms, and mobility restriction in their education. The main obstacle to female education is related to safety and security. Which limits their mobility. They cannot move away from their homes to persuing their education (Gul, 2016).

Financial constraint is one of the major barriers in education for girls. Most of the families do not afford the educational expenses, that become a reason for dropping out girls out of schools and preferred their sons to be in schools. They think of sons to be the bread earners in the future for the family. early child marriage is a reality for many girls (Pakhtunkhwa & Naveed, 2018).

Girls are more likely to drop out of school because of their domestic responsibilities girls are preferred to be passive and to be homes that are considered culturally good for them. In Bangladesh and Afghanistan, more than 50 percent of girls are married by age 18. (DIFD, 2005)

In these families, girls have no power of decision making and she has to take the support of their male family members for further education. the power of decision-making still completely lies in the hands of her male family members. If they do not comply with the choices of their male family member, they may lose support in their educational career. Most of the men feel threatened about the self-confidence and freedom of movement of women. Most of these men are not the immediate family members of girls but are uncles, cousins, or relatives around them (Gul, 2016).

1.2 Statement of the Problem

Education is one of the fundamental rights of every citizen, and it's the primary responsibility of every democratic government to educate its population. Its relevance and especially the importance of girls' education in the 21st century can not be neglected as to developed an efficient human capital, and for this purpose the role of women's education is essential. In Pakistan, tribal regions of Khyber Pakhtunkhwa, which is still known as FATA, (newly merged districts) have the lowest literacy rate in the country. Where the situation of girls' education is even worse. Armed conflicts and insurgencies are one of the biggest reason for its rapid decline in literacy rate. The war on terror of 2008 in South Waziristan displaced around 20,000 Mehsud tribes and compelled them to migrate into different regions of Pakistan. Most of the tribal people started to live in camps at the start of migration but later these people went to different cities, for economic and livelihood opportunities. Several IDPs families came to Dera Ismail khan city for better life opportunities and other living facilities. Before migration most of the Mehsud were permanently living in South Waziristan and they were strictly against woman education but after migration, they started to educate their girls in D .I. khan. My research will help the research students and policymakers. Based on this research results, they will be able to the social and economic barriers of girls in this community and also they will be able to plan such policies that would not only help them economically but also socially.

1.3 Research Objectives

a) To identify the socio-economic impact of the city on Mehsud families that motivated them towards women's education

This objective contains the study of social and economic factors of city D.I. Khan encouraged the tribal Mehsud families towards women's education. By social and economic factors, we mean the

living standard, income opportunities, access to better education, availability of schools with female teachers, transport, and exposure to a diverse, modern society.

b) To identify the education barriers of girls

The second main objective of this study is to identify the barriers to girls' education in the city of D.I. Khan. The study will identify the different economic and social barriers that hinder girls' education.

1.4 Research Questions

a) What is the socio-economic impact of the city that motivated MEHSUD families for girls' education in D.I. Khan?

b) What kind of hurdles the girls are facing in way of education in D.I. Khan?

1.5 Explanation of Key Concepts

1.5.1 Mehsud Tribe

The Mehsud also spelled Maseed is a Pashtun tribe. Its population is around 425,000 tribal. They mostly inhabit in South Waziristan agency, the federally administrated area of Khyber Pakhtunkhwa Pakistan. A minor number of Mehsud are also residing in the LOGHAR province of Afghanistan. Some are living in the CHARKH district; Muhammad Agha and also some are in WARDAK, GHAZNI, and KUNDUS. Mehsud inhabit the center and north of the South Waziristan agency. South Waziristan is located at the border of the PAKTIA province of Afghanistan and is the largest agency in size.

1.5.2 Socio-Economic Factors

Socio-economic factors are always referring to society-related economic factors. Socio-economic factors include health, employment, and education. these factors affect our abilities to make

healthy selections like a good jobs, managing stress, and good health care. Across the nation, there are significant differences in social and economic opportunities for citizens in communities that have experienced discrimination or been cut off from investments.

1.5.3 Migration

The movement of population from one area to another is called Migration. Migration could be regional and international. Some migrations are forced, some can be voluntary and some are permanent or temporary. Rural to Urban migration is one type of migration. This type of migration is always from rural regions to urban cities of the country. This type consists of two factors. Pull and push factor.

Push Factor: Push factor: Push factor means something that encourages or forces people to leave a way from that area. Push factors include famine, (as in Ethiopia in 1980), drought, flooding (in Bangladesh, where people had to leave the region and migrate to Dhaka), unemployment, overpopulation, and civil war and armed conflicts.

Pull Factors: Pull factors: the pull factor is something that encourages and attracts people to move to an area. This factor includes better employment, better access to education, business opportunities, good living slandered and basic life facilities

1.5.4 Internal Migration

Migration happens within the country from crossing the internal borders of regions or crossing the political borders, in-state or between state, whether urban to rural, urban to urban, rural to rural, or rural-urban. The migrants who arrive at their destination is called "in-migrants" and those who leave their places of origin and native lands are called" out-migrants" this kind of migration also occur between villages, blocks, and distracts.

Forced migrations are always in a result of Human conflict, war, armed conflicts, and natural disasters. It can be within the country and people often referred to as internally displaced persons (IDPs) or out of the country to the neighboring state, called refugees.

1.5.5 Forced Displacement

Forced displacement is also called forced migration. Forced migrations are always in the result of Human conflict, war, armed conflicts, and natural disasters. It can be within the country and people often referred to as internally displaced persons (IDPs) or out of the country to the neighboring state, called refugees. Forcibly displaced people often live in poor areas of the country because of poor access to livelihood, no job opportunities, and extreme poverty

1.5.6 IDPs

An internally displaced person is someone who is forced to leave their home but remain within their country's border. There are about 38 million worldwide. The countries that have the largest IDPs population were Syria, Colombia, Iraq, the democratic republic of Congo, Sudan, South Sudan, Pakistan, Nigeria, and Somalia. The UNHCR and United Nations inquiry and monitoring of worldwide IDPs through the Geneva-based Internal Monitoring Center.

1.6 Significance of the Study

Education is both ends and means of Development. Therefore, the progress of every community is directly linked with the education of its population. The consideration of this development is taken seriously by developed countries and is manifested in their development. However, In the case of developing countries and especially Pakistan, the situation is far from satisfactory. These statistics become worse when it comes to women's education. In this case, FATA education is the lowest in the country. its reason is because it an ongoing conflict for years in tribal agencies. This study is an attempt to highlight the education issues-particularly in Mehsud community that

migrated from Waziristan to D.I. Khan urban life, and also to highlight and find out the social and economic factors of city life on migrated families. The significance of this study is in its uniqueness as no such study was conducted before. As Mehsud community in South Waziristan was the direct victim of conflict and not flexible in accepting the modern education system for a woman. This study will help the research students and also the concerned authority to understand their cultural, social, and economic status, this the study will also help the line departments to develop strategies for better education in merged districts of Khyber Pakhtunkhwa.

1.7 Positionality of the Researcher

In this research, the researcher is also from Mehsud caste. The researcher speaks Pashto. The researcher can also speak and understand Urdu and English. Being Mehsud and belonging to the same caste, helped the researcher a lot to conduct the interviews from Mehsud families during the field. Mehsud people are traditionally very strict and they do not feel comfortable being interviewed or being questioned, especially if the researcher is female. In conducting the interviews, the researcher's own positionality for being Mehsud helped her to build better communication with the parents and girls. Even though the researcher still faced many problems during the field while conducting interviews but her positionality in this research helped her a lot to communicate with them in a way that they agreed on giving her the interviews.

1.8 Organizations of the Thesis

The study is organized into different chapters. Chapter 1 deals with the Introduction, 2nd the chapter discusses the literature review. 3rd chapter covers the research methodology along with data analysis and findings are in chapter four and the last chapter of this study deals with a conclusion and with policy recommendations.

CHAPTER 2

LITERATURE REVIEW

Civil disturbance, war, and famine always occur away from urban cities. Battlefields are always on the countryside which often results in internal forced migration. The Morrison study of 1993 in Guatemala showed that when violence erupted many local rural residents left their hometown. This violence caused many individuals to migrate (fay and Opal, 2000). About 41 million people were internally displaced due to violence and conflicts during the end of 2018. 6.1 million of them are in Syria. In Iraq, 32% of children and adults access to education in 2015. In Yemen, one-third of internally displaced children of schools were enrolled in 2014 (IDMC, 2018).

In the recent decades, more indigenous people migrating to urban regions due to war and militarization, disaster, land deprivation, and poverty. forced displacement of many indigenous communities results in punishing people towards cities, where they face major inequalities like low wages, lack of employment, and most importantly, access to education. the illiteracy rate of urban indigenous people is four-time higher than that of the urban population (United Nations, n.d.). Displacement or fight are the two main approaches for escaping the conflict. When people are not safe and when there is no other way, people flee. There are some basic ways in which conflict displaces people. First, when civilians are caught in the crossfires between government forces and insurgent groups. They flee their homes when insurgent groups attack their homes or bombshells start to fall. Conflict-effected poor countries are likely to have a large number of internally displaced persons(IDPs) and in some cases a large number of refugees. In a recent survey by the international committee Red Cross (ICRC), there are 56pc of the people are affected by conflict and displaced in eight countries. nearly 80% in Afghanistan and 90% in Liberia. The conflict-affected countries listed in UNESCO'S GMR, are all in Africa and Asia. This list contains

a large number of internally displaced persons. In May 2009, around 2million Pakistanis left their homes in NWFP due to conflict between military forces and armed groups. Some people left due to fear of attack, some were told to leave and some did not leave until the conflict started (Ferris & Winthrop, 2011). In many countries affected by conflicts, internal displacement always had huge effects on already insufficient education, infrastructure. Many displaced children miss out on their schools. In Iraq, only 32% of children and youth had access to education. In Yemen, only one-third of internally displaced children were enrolled in schools (UNHCR, 2016).

Internally displaced children significantly face many challenges especially in getting better access to education, security, and equality. Girls and boys both face their particular barriers. Girls in this regard are often to stay at home and to take care of their siblings, especially if a girl is the eldest child, due to this pressure girls are always drop out of school. Forced marriage and pregnancy are some of the major barriers to displaced girls. Even boys are obliged to work to earn for their families rather than go to school. According to GCPEA reports, girls and women are always victims of rape, abduction, harassment. Their schools have been directly targeted through bombs in at least 18 countries (IDMC, 2019).

Gender-based violence and harassment may be the root causes for girls' education. In Afghanistan, girls are always the victim of punishment, verbal abuse, or other physical abuse at schools (French & Darfur, 2004). Sudan has the highest number of IDPs in the world, which results in civil conflicts. According to Internal Displacement Monitoring Center data of 2010, there are about 5 million IDPs in Sudan. In Southern Sudan, education conditions are the worst in the world. Girls are mostly disadvantaged as they made up only 27% of enrollment in school. The girls' dropout rates are the highest in the world. the main reasons for these dropouts are extreme poverty, forced early marriages due to poor living slandered, families receiving livelihood stock in return for these

marriages. Girls stay at home for other traditional responsibilities like household chores and taking care of younger siblings, making it difficult for attending school. According to the findings of a case study taken by Joan Muthoni in Maui-Mahi IDPs in Nairobi Kenya, revealed that Poverty is one of the major barriers to displaced girls' education. Many parents were not employed and faced challenges in earning a livelihood. Families give priority to boys' education due to limited resources. Girls are often forced to marry early in their teenage because girls become the source of their income in return. Early child pregnancies are also one of the major reasons for girls to drop out of school. The further findings also showed that many parents were reluctant to send their daughters to schools because schools were far away and they were fearing dangers like abduction, harassment, sexual violence, and exploitation (Gathinye,2012.).

According to a Report finding by the institute of Development Studies U.K, in Libya, Benghazi is the second-largest city in the country after Tripoli. Benghazi hosts the biggest. Number of IDPs from the country. Girls face gender-based challenges for accessing education (Becky, 2018). The barriers faced by Libyan women are multiple. Poor access to livelihood, access to justice, presence of armed groups, organized crimes are some of the major barriers to girls' education. Girls faced many women's rights violations during conflict years (Selimovic & Larsson, 2014).

According to a UNICEF data, migrants' girls and women are particularly exposed to violence and insecurity in city of Benghazi. Meanwhile violence against woman and girls are underreported due to fear of trust, retaliation, gender-based violence, stigma and cultural norms, shame and other dangers to their family security. Many parents do not send their daughter because parents want to protect their girls and also to safeguard the honor of the family (Becky, 2018).

IDPs often suffer based on their culture, religion, or simply being displaced. This also leads to isolated education. Where Internal displacement is linked to many ethnic problems, national

authorities also do not have an interest in providing internally displaced children with access to education (IDMC, 2019) Conflict in the present global perspective has been known as one important barrier in socio-economic development, and it has negative impacts on education (collier, 2007). Conflict is always associated with displacement and directly affects schooling and all kind of education (Watkins, 2011).

Pakistan and IDPs Education

Unfortunately, like other countries, Pakistan also became the victim of the conflict, internal displacement, and terrorism. In Pakistan since 2004, around 5million people have been displaced due to different operations against militants in tribal agencies (Chughtai, 2013). In the year 2008, thousands of tribal people were displaced to Khyber Pakhtunkhwa due to conflict and terrorism. the Tribal agencies were the main regions that were effected by military operations and armed conflicts (Qazi et al., 2017).

According to the findings of Anayathullah, Karim khan, and Hamid case study on IDPs in Pakistan, at Jalozai Camp, revealed that conflict and displacement had some very negative effects on education. IDPs were open to many health risks, no source of livelihood, and no access to education. Low income and disparity were the main barriers to education and livelihood earnings. A research study took in Swat and Malakand division, and its findings reveal that conflict and displacement had some very negative effects on Children and also on their education. Displaced children are highly demotivated towards education due to the trauma of conflict in their minds. The internally displaced people of Swat were highly exposed to hardships and poor living standards and they have no access to education. The findings also showed that those displaced people who were directly affected by the war and conflicts in their villages had a severe forms of

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stress, anxiety, and other physiological problems. These were some of the major barriers for young adolescents to attend schools (Qazi et al., 2017).

Displacement due to war and conflict could have diverse effects on education. In chad, the available data from some departments, about 185,000 IDPs that residing in the urban shows that about 61 to 67% IDPs of school children were not enrolled in school in August 2008, where children had less access to education but this enrollment increased when people migrated. Displacement increased their enrollment and their opportunities to access better education (Australia, 2016). Similarly, in Afghanistan displacement increased girls' education when internally displaced people moved from rural conflict regions to urban capitals, where girls had more access and opportunities for education (Internal Displacement Monitoring Centre, 2011). In Lebanon, displaced students had a higher number of enrollment, especially at the secondary level compared to those who returned to their homes, had the lowest enrollment rate (Winthrop & Kirk, 2005).

Aurangzeb Afridi's teenage daughter and her cousin's family that shifted with them in 2009 from Orakzai, including a young girl studying to be a doctor and another young girl still at school and she also aspires to be a lawyer. They believe that Peshawar life is more good than their village because in Peshawar woman has more employment opportunities and also better access to education as compared to their village in Orakzai agency (PeaceWomen, 2010).

According to a research study on IDPs of Tirah and Bara Tehsil of Khyber agency, the study results revealed how education has opened the ways of development for girls and women. Many women are now economically supporting their families and husbands, working as a teacher, and many development projects of NGOs. Even many women have started a home based businesses to help their families and communities. Education is highly prized for girls and for boys too. Many girls

after post-displacement started secondary education. the positive impact of the host community has inspired them much towards education. many boys wanted to get professional and they want their women to be educated as well. They preserve education as a root to economic advancement. Families are giving more voice to them in decision-making in their lives. Women began to feel they have more voice (after displacement) than before (Levine, et al., March, 2019).

2.2 Theoretical Framework

The Capability Approach is an individual capability of what he is capable and able of doing. What a person can do and relates to the factors of society i.e. the health conditions, law, education, and so on. According to Ingrid Robeyn, the main feature of the capability approach is its focus on what people are effectively able to do and to be. Sen argues that we should focus on what people are capable of doing and be, on the quality of their life and on removing barriers in their lives so that they have more freedom and choice to live the kind of life they want and they have reason to value (Robeyns 2005:94). According to Sen, Functioning is an achievement, where a capability is an ability to achieve. Functioning is more related to living conditions since there are different sides of living conditions. Capability in comparison is a concept of freedom. What real opportunities do you have in life that you may lead (Sen 1985:36).

Education plays an important role in the capability approach, but this role is complex and has multiple dimensions (Hoffman 2006: 2). Sen describes education or being educated, as a basic capability in this approach. Moreover, the capability approach considers development through education understands development not only by better access to resources or increased income but the improvement of people's freedom to do and be they have reason to value (McCowan 2011: 285). Being knowledgeable and having access to education allow a person to prosper. In other

words, it functions as a foundation to other capabilities: being well educated is most important for a person other capabilities and capacities (Hoffman 2006; Robeyns 2006).

Education has gained prominence in the capability approach because it looks beyond education as a human right and also as an economic value of education. education as a right has enabled a focus on access to schools. This has also led to focus on Universal Primary Education (UPE): Every person has the right to free primary education (FPE) as formulated in Millennium Development Goal (MGD). The link between education and capability approach is very strong and very improving. (Saito 2003: 17). The relationship between the capability approach and education points out several key points and among these key points, the role of achieving development through the capability approach has three roles: it is empowering, instrumental and redistributive. Education fulfills an instrumental social role for example literacy raises awareness, dialogue, and debate about social and political agreements and issues. Education also has a contributory role in facilitating capacity to participate in decision-making processes. It has a distributive and empowering role in providing the ability to marginalized, disadvantaged, and excluded groups to organize politically. Without education, all these groups won't be able to organize to gain the center of powers and redistribution, to begin with. Education helps others and also themselves and it is therefore contributing to the freedom and overall good of society as a whole (Unterhalter 2009: 207-213).

According to the nature of my research, in which the main focus is on girls' education and the factors that effect it in a different dimensions, the capability approach in this regard is the most suitable approach to apply. I have applied the capability approach because, in this approach, education is referred to as one of the most important entitlements in development. The above statements about the capability approach and its relationship with education explained by different

authors is evidence of its importance in human development. Education plays a key role in enhancing and empowering human capabilities and abilities. It gives a person a foundation of freedom of living, exposure to different aspects of life, and human well-being.

Education also motivates and empowers a person for access to different other resources of life. In the light of these explanations, the role of education has played a very important role for girls. After migration people realized and were convinced of the importance of girls' education. The different factors like the exposure to a diverse community educated neighbored and access to other resources like health facilities and better access to educational institutes with all the facilities, and means of communication, changed their perspectives about education. This has drawn their attention and focuses not only towards males but also female education. It would not be possible without migration. Urban life has compelled them to think about the education of girls and its need in today's life. City life has given them an insight into their lives and basic needs. Living in D.I. Khan enables girls to have better access to education. Education has made them more vocal about their basic rights and aware of their needs. Not only girls but also boys have access to better education. This will also lead to the increase of literacy rate of the Mehsud community. The literacy rate of this community is the lowest in the region. Girls and woman have freedom of mobility and also access to better health facilities like availability of different hospitals and capable doctors. Education and Health are the most basic resources that this community has better access to in D.I. Khan. Women whether mother or daughter is happier in urban life. There are still many social and economic difficulties that families and their girls are facing but they are slighting changing from their conservative and rigid traditions to a more flexible society. Education is the basic foundation of the development and prosperity of a nation. Without education, it is impossible to think about nations' development in any way. Education enables people to enhance their inner capacities and

also enables them to convert them into functioning. Education has given girls a vision of their lives and abilities of what they can do to support themselves and other people of their community in the future.

2.3 Literature Gap

There is a lot of literature on IDPs around the world. In the context of Pakistan, there are increasing amount of research had conducted on IDPs and conflict in FATA. But the case studies conducted on IDPs were mainly on their life and miseries in camps. Most of the data highlights the negative effects of migration. Only two case studies are based on the lives of migrated tribal women in Peshawar. The findings of those case studies show some positive results of migration, especially in the lives of women. One study is conducted in 2010 on migrated ORAKZAI families in Peshawar. The findings of this study show a positive story of their life experiences and their improved education in Peshawar.Women and girls have a very positive response from their migration to Peshawar. The other study is conducted recently in 2019 on IDPs of the Khyber agency in Peshawar. This study is also based on families and their women's life experiences after migration. The study shows some better effects of migration on families that are living in the host community of Peshawar, where the education of women has also improved. These are the only two case studies that show the positive results of migration on the lives of women and their education. There is no such data available on the IDPs that focuses on women and their education that would have taken in recent years.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter of the research describes the overall research process. This chapter includes the whole research methodology that is carried out in the field. All the research methods like research design, research strategy, sample size and locale, and all the research techniques are presented in this chapter.

3.1 Research Strategy

 The research strategy should be selected based on research objectives and questions, the level of current knowledge on the subject area to be researched, the number of resources and time available, and the philosophical foundations of the researcher (Saunders & Thornhill, 2009).

The main purpose of my research study is to identify the socio-economic factors of city that motivated IDP Mehsud families towards girls' education after migration from the South Waziristan and what hurdles their daughters are still facing in D.I. Khan. For conducting this research, I opted for a qualitative research strategy which enabled me to find out and identify those economic and social factors that affect Mehsud families in D.I. Khan and help them to push girl's parents towards women education. All these factors it helped me to identify the barriers of girls in way of education.

3.2 Research Design

A research design is a planned framework for action that works as a bridge between the research question and the implementation or execution of the research. Research design is strategies that guide the opinions and arguments of different situations for collection and analysis of data in methods that purpose to combine relevance to the research purpose with the budget procedure (Durrheim, 2006).

3.3 Data Collection Method

Data collection is a process of collecting data and information on variables of our interest, in a recognized systematic manner that enables a person to answer stated research questions, test suppositions, and evaluate the final results. The data collection method is common to all fields of study in social sciences, business, humanities, etc (Megel & Heermann, 1994). In this research, I have collected data from primary sources. The primary source was the respondents from which I conducted in-depth interviews in the field.

3.3.1 Units of Data Collection (UDCs)

For data collection, I selected parents and their daughters for interviews.

3.3.1.1 Parents

An in-depth interview has been conducted with parents. These interviews were conducted to identify, what economic and social factors made them realize the importance of girls' education in urban life. After migration to city life and living with a diverse community what were the effects of this host community that changed their perceptions towards women's education and they are now sending their daughters to schools and colleges. Before migration and living in South Waziristan, these families were strictly against women's education. After migration to urban cities, most of these families started to educate their daughters along with their sons. Why do they feel the need of educating their daughters now?

3.3.1.2 Daughters (Girls)

I also conducted in-depth interviews with the girls who are currently studying at the secondary level. I chose secondary level students for my in-depth interviews because students of secondary level are much more mature and secondary level education is considered much higher education in our Mehsud community. I selected in-depth interviews for girls because I wanted to identify

their educational barriers. What are those barriers that become a reason for their dropping out of school and making hurdles in getting further education? whether those barriers are due to social issues or economic issues in families.

3.4 Sampling Techniques

The Sampling technique is a process for the selection of a small group of participants as a sample from a large group of the population that tells us the essential information about research questions (Glicken, 2003).

3.4.1 Sampling Method

In this research, I used the non-probability sampling method. In non-probability sampling, I used the purposive sampling method. it was more convenient for me to select only those households in my locale to which I had easy access and also due to time shortage and expense I chose the purposive sampling method for conducting interviews. The other main reason for selecting this sample was also because IDPs families are very hard to reach out. Most of the people have gone to Waziristan in summer's time and many of the families have now migrated to other cities for better livelihood opportunities. So it is very difficult for me to reach out to every household in D.I. khan or other faraway cities.

3.4.2 Interview Methods

An interview is a method of asking questions and getting their answers from participants in a research study. There are a variety of interviews methods including one-to-one interviews, group interviews. The answer and questions can be facilitated by telephones or other electronic devices. Interviews can be Unstructured, structured, or semi-structured (Megel & Heermann, 1994).

Semi-structured interviews were used for both parents and their daughters. The purpose of choosing this interview method was to identify the issues related to girls' education in D.I. Khan and also what were the social and economic factors that encouraged parents towards girl's education and why they are educating their daughters in the city after migration.

3.4.2.1 In-depth Interview

In qualitative research, an in-depth interview in research is a technique that includes conducting thorough individual interviews. The interviews consist of a small number of respondents to explore their perspectives and experiences on a specific programs, ideas or situations (Eulalia & Sierra).

3.4.3 Sampling Size

In-depth interviews were conducted with both parents and girls in this research. identify the social and economic factors of the city of families and also on education of girls, in-depth interviews were the most suitable way of collecting all the data from correspondents. Through in-depth interview, all the social and economic factors in both objectives of this research have been identified from correspondents' interviews.

The total sample size for in-depth interviews of parents and daughters was 20. Ten parents and ten daughters were selected for an in-depth interview. For the parents' interview, I selected the father or mother interview. According to the interview convenience I chose one parent for the interview. All these interviews were conducted in the area of "Tariqabad and Muryali". These are some of the small suburb areas of D.I. Khan.

3.5 Data Analysis

Data analysis is a process of transforming, clearing, and modeling data to find out useful information in decision-making. The main aim of data analysis is to extract essential and useful

information from data and take all the decisions are based upon the data analysis (Bustin & Nolan, 2004).

3.5.1 Thematic Analysis

Thematic analysis is defined as a type of qualitative analysis that is used to analyze arrangements and the presentation of themes that relate to the data. It demonstrates data in great detail and also explains diverse subjects through interpretation (Boyatzis 1998).

Thematic analysis has been used to analyze the overall received data. Interviews results from parents have been discussed and summarized in the chart with codes and themes. The data has been summarized under social and economic factors of the city on migrated families and girls' education in the Mehsud community. Which is the first main objective of this research. Those economic and social factors are discussed in the Box:1 (Page: 49)

Box: 2 (page: 50) is also based on the same thematic analysis which identifies the different experiences of girls in D.I. Khan concerning education. After migration to the city of D.I. Khan, they got access to education and other basic facilities like transport, mobility, and access to quality education and health facilities. With all these positive changes in their lives, girls are still facing traditional, social, and economic hurdles in their education acquirement. Box:2 specifically highlights all these factors in different themes concerning their interviews. This is the second important objective of this research.

3.6 Locale of the Study

The locale of my research is Dera Ismail Khan. It's one of the largest divisions after Peshawar in Khyber Pakhtunkhwa province. It is the 37th largest city in Pakistan and 5th largest in Khyber Pakhtunkhwa province. It is situated on the west bank of the Indus River and 300 kilometers the

south of the capital Peshawar. It is also the nearest division and a settled region to the South Waziristan agency. I selected the Dera Ismail Khan locale for my research because there are hundreds of Mehsud IDP families residing in different areas of the city. They are now living in rented houses. They are easily accessible for me as I also live in D.I. Khan.

Figure 1: Dera Ismail khan on Pakistan map

CHAPTER 4

DATA ANALYSIS

This chapter describes the analysis of qualitative data that is collected from the field. The data were collected from parents and daughters(Girls) and the unit of analysis of my research. The shock of displacement was traumatic, with many forced to leave their villages, leaving behind all their possession. Most of these people came to D.I.Khan. Displacement caused a degree of dispersion of tight-knit communities and their dilution within a much larger and diverse host society. They had lost their livestock and fields, with it their near self-sufficiency in food and their resources of income. With the loss of agriculture production and land, IDPs became dependent on a wage economy. Most survived by taking various forms of daily unskilled work. Mostly, fathers' response was not much in favor of city life as compared to Waziristan because in D.I. Khan even if there are so many facilities, these people are struggling with their economic difficulties. According to their response, life in Waziristan was much easier because they do not have to pay for the bills, utility, and other services and the weather was also very good. They had free food from fields and they have livestock from which they had enough earnings. In D.I. khan they have to pay almost for everything (Khan et al., 2019).

Male responses ;

"I was a driver in Dubai, I have spent 32years there. I fell ill then I left Dubai some 7years back. I had to come for my family because my kids were small, they were living with my brother's family. We are now living separately and my son works in a shop and also go to college, my daughter also goes to college. D.I. Khan is a good place for education and health, other facilities. But I personally love my village and also like to live there but now the situation does not allow me to live u there permanently. Everything is disturbed"

"I have a small shop and sell sniff and other small items. At the start we had a lot of difficulties but with time we managed, now Alhamdulillah I have a shop here. We were happy in Waziristan. we had a huge field and cultivated all the vegetables. we had livestock and cattle. We had a cow that would give us milk. We would earn enough money every month from the selling vegetables and goats. We had no rent to pay and light problems. Waziristan has great weather but in D.I. Khan, I have to pay for bills and food and the hot summers of D.I. Khan make it worse"

Migration for women

Migration was tremendously positive for many women and girls in several aspects. Their role and status changed because of the changes in their underlying physical circumstances in which they lived. Women enjoyed the basic life facilities that others in Pakistan took for granted. Piped water available nearby, cooking gas and electricity, took away so much women's domestic burden and other life-changing transformations were also permitted. Before migration, the workload for women and girls was enormous and physically demanding. Women and girls were responsible for fetching water and firewood.

They had to do all the work with their hands. No water, light, and gas facilities were available. Although in many ways IDPs were economicaly much poorer than before but they enjoyed the availability of basic services and utilities such as electricity, cooking gas, and schools for both boys and girls and health care is accessible. This transformation was almost total for women and girls after migration because women and girls no longer has to work in fields and collect fodder and wood for livestock. The physical burden has been completely reduced. People were ignorant and uneducated. there was no education for their children. All the family members would illiterate which would create an environment of no education. In D.I. Khan, they do not have those burdens

now and they are also happy for their children's education. For parents' education is the main priority here and their children also have access to better education.

Female responded said

"*In Waziristan, we had a lot of labor. Life was full of labor. our village people are comparatively very ignorant. they do a lot of labor from a woman. we had to fetch the woods daily from a faraway mountain, after that we had to fetch water from streams, and then cooking food in the home, claying all the rooms floors and kitchen with mud.Here no hard work we have to do, light and gas facility is huge for us. We have now machines for washing clothes*"

Importance of Girls' education

Many parts of Pakistan face escalating levels of violence related to insurgency and ethnic and religious conflict. This is having a devastating impact on girls' access to education, and ethnic conflict often spills into schools. In D.I. khan, the changes in attitudes towards girls' education took place every quickly within just a couple of years. This rapid change in the attitude of people towards girls' education is largely facilitated by the influence on the displaced families of the practice of the host community. They saw how children including both boys and girls go to school. In Waziristan, they do not have such a vision about education and not even girls' education because all the people were from the same community which would share the same patriarchal traditions and norms, with large join families. All the family members would be uneducated. Migrating to a diverse and educated community of D.I. Khan helped bring broad changes in their ideologies and also about girls' education. They saw a modern diverse and educated community. Where they also saw the importance of education in this community. They also realized the need for woman's education in this modern society.

Most of the Mehsud community people are now educating their daughters. The mothers are keen interested in the education of their daughters because of many reasons. They wanted their daughters to be independent and could support their selves in future challenges and the second common reason is that they know now that educated girl is respected in society and people also prefer educated girl in marriage matters.

Male response

"*After migration when we came here, everyone was educated. everyone talks about education, schools are available for boys and girls. It would be not good if we once came here and do not educate our children. In Waziristan, we never thought of education if I tell you the truth. Because there was no environment of education. upon coming here yes we understood its importance and start to educate my sons and daughter*"

Female response

"*My husband has been killed in the conflict, I was living with my in-laws and we moved to the nearby village (a village of south Waziristan that bordering Tank). My girls were not allowed to school by their uncles. For my daughters' education, I decided to live with my brothers in D.I. Khan. D.I. Khan is the nearest city and with all the facilities available. Education of D.I. Khan is very good. I took this step for my daughters' education. My son is little and in fifth grade*"

Relatives Suppor

Educated relatives also inspired these families for children's education. those relatives that were educated and already living in D.I. Khan also inspired them to the education of their children. The other reason is educational facilities and transport system also contributed in the education of girls. The availability of female schools and colleges made it easy for parents to send their daughters.

Male response

"*I dropout my eldest son after matriculation. Because it was getting hard for me to pay his fee and expenses. My daughter is in 1ˢᵗ year. My younger son is also in school. My daughter is in college she wanted to study. I am trying my best to fulfill their all expenses. But if the conditions went worse I will drop out of my son but not my daughter because she will be the last option. I want her to get an education because I and my wife I both are uneducated. She would be a help to his mother and other women of a family that is also uneducated. I cannot live my wife alone outside because she cannot speak any language without Pashto and also they are so naive that they can be easily fooled by anyone. Because she does not know reading and writing. My daughter will help and support her mother even if I am not home or somewhere in the hospitals etc. In Mehsud educated girls are now days prioritize for marriage*"

Female response

"*I had always a dream of educating my children. My in-laws are against education and do not prefer girls' education. they are conservative. But in D.I. Khan my girls can go to colleges. I want them to become doctors or they could become a support for their selves so that they do not have to suffer in the future. Educated is respected and she is one step high from uneducated girls. people also prioritize now educated girls*"

Migration for girls

For girls since migration life in D.I. Khan is easier in terms of basic life facilities and education. For them D.I. Khan has more livelihood opportunities as compared with Waziristan. According to their shared experiences, they have health facilities, quality education, means of transport, and shops and markets for shopping. Society is broadminded and there is freedom of movement for a woman. They also have light and gas facilities at home and because of that, there is no labor work

that they use to do in Waziristan, where life was hard for a woman and they had to do all the work with their hands with no water supply and light at homes.

Female responses;

"*Here we have water and light at home. We have clothes machines we put clothes in that and it washes our clothes and it's because of the light accessibility. In Waziristan, we didn't have light in homes we have to go to the fa away streams to wash clothes with our hands. We have transport, a taxi comes on the doorstep and we go out shopping, we do not need men all the time. People are good and mature*"

"*In the city, you get to see a lot of things, your minds open, you become mature. You learn something*" After my father's death, we shifted here for good education. D.I. Khan is much better than other villages in terms of facilities like markets, hospitals, transport.

Better access to Education

In their view, they have quality education here. The availability of government schools and colleges with capable female teachers made it easy for them to acquire quality education even at a higher levels and without female government colleges, it would be difficult for them to get an education at the secondary level. D.I. Khan is a much better city for education and other facilities. It is affordable for them. The best thing about D.I. Khan is that it has the best government schools and colleges with all the facilities in schools and colleges are available. Right from the good teachers, there are also good light and transportation systems. All the educational institutions are close to transport. According to these girls there are a lot of female government colleges that are nearby and also the transport facilities. All the girls go to school and college. There is an environment of education. There were hardly some schools available in Waziristan, where all the boys were studying. There was hardly any female school available, that school was far away. Due

to long-distance and transport unavailability, it would be really hard for girls to go to schools. The other biggest reason was the uneducated environment. People were uneducated and they would not allow their daughter to school.

Girls Responces;

"*I am a college-going girl, now a day's government colleges are more good than private ones. We have the best teachers; they are hard working. Our college is especially for females. We have proper buildings here for college with UPS facilities if the power goes out.*
The best thing about our college, is there is also practical learning for science students"

"*We have good schools and colleges here and we have also academies and tuition facility.''*
In Waziristan, I had no schooling, my brothers would go to a faraway school.
Those schools were made of clothing. There would be no sitting place or shelter from the rain. They would go to school and come from school without learning anything.''Those girls that were going to a school in Waziristan, they would learn nothing. They would just go to school and return home without learninig anything. They would not know anything" but in D.I. Khan, there are proper schools. You know what you learn in school"

Major barriers in girl's education

The overall culture is supportive of women's education but there is still some barriers girls face in way of education. Foremost among those are financial constraints, gender discrimination, mobility, insecurity, and social norms. For many girls, the most fundamental barrier to their education is financial constraint. For many girls, the reason for their being out of school is that their parents cannot afford the education expenses. Many poor families cannot meet the cost of sending their children to school. Some families do not believe that girls should be educated or should not study

beyond a certain age. The attitude towards girls' education varies significantly across the entire Mehsud community. In some families violating cultural norms prohibits girls from studying and they can also face pressure and hostility. When a family violates a norm and traditions against girls' education, the girls themselves may face harmful consequences. Girls are often removed from schools as they approach puberty, sometimes because families fears they would be engaged in romantic relationships. They do not trust their daughters and fear they might violate the honor of the family. these traditions also create economic opportunities to prioritize boys' education. Daughters normally stayed at the home and contribute to their family, while sending sons to school is seen as a better investment in the family's economic future. Early marriage is both the consequence and a cause of girls not attending school. Girls get married as soon they reach puberty. Families are driven to marry off their daughters by poverty and others see girl marriage as a way of preventing the risk of girls engaging in other activities that could be harmful to family honor outside marriage. Many girls are forced to leave schools as soon as they get engaged or even become married.

Girls Response;

"Now*adays education is very expensive, the educational expenses are high. there are girls whom I know stopped their education after matriculation and during 8th grade due to income problems. People are poor. I'm in government degree college #2 my college fee is less, for the rest of expenses like books, uniforms, transport I have to pay. There is also an admission fee for exams and a promotion fee"*

"*Honor and Pashtun customs are the biggest reason that they do not allow their daughters to schools and colleges. For example, my uncle's daughter and I are the only girls that are studying, the rest of the family girls are uneducated. My uncles and relatives ask my parents why are*

educating them, they are girls. They will get indulge in bad deeds, they will start doing bad things. Most the trust problems emerge when girl college-level starts."

"Our Mehsud people are conservative, they always think negative. they think that the girl is not going to school but going somewhere else. They are always suspicious and doubtful. One of my relatives called my eldest Uncle and told me something wrong about me, it is only because they wanted to stop my education. all my father's family is uneducated and conservative and strictly against girls' education."

Family Support For Girls

Pakistan is generally considered to be a male-dominated society in which the power of decision-making lies with elder male members of the family. Mehsud tribal community follow this culture even more strictly. Many people, however, described growing acceptance of the value of girls' education, even in this conservative community.

Despite all the hurdles, the results from girls' interviews highlights the positive side of the same patriarchy. Family support in pursuing education plays important role in overcoming to the barriers in the way of getting an education. if the family is supportive the barrier of mobility can be controlled. Girls have support from family members, especially fathers, they succeeded in pursuing their education and entering the workforce. The descriptive results of this study show that average Mahsud families encourage their daughters for further education and also allows their daughters to choose their field of study. They can make choices but they have to involve their family members before making decisions and the majority believes that their field of study should match their interests.

The patriarchal and integrated family structure of a tribal household can facilitate or hinder barriers in the way of women's education. Most of the men support girls' education and employment but on the other hand, many men think negatively about girls' education. They feel threatened by the confidence, self-assurance, and economic independence of women and girls. In the majority, the men who feel threatened are mostly uncles, cousins, and other family relatives who are not the girls' immediate family members; fathers and brothers be supportive of women's and girls' education.

Girls Responses;

"When I was getting admission in the college, I talked to my father, my father was reluctant to allow me for college but my brother asked my father and assured him about the college environment. after that my father convinced and allowed me for college. My brother always helps me in education matters"

"My eldest brother is educated, he wanted me to get an education because he wanted me to become a teacher. Due to my elder brother and sister's support, I am studying, my parent are uneducated they do not know about education matters."

"During my college admission, I was in Waziristan because my grandmother had died when I came back to D.I. Khan the admissions dates had been over. I was really in tension. I couldn't get admission. One of my college mates and she also my close friend got to know about my situation. She called her brother which was an officer, helped me out, and got me admission to college. It was all because of my friend"

4.1 Discussions

In line with the results of this study, the data shed light on the impact of socio-economic factors of the city on Mahsud tribal families. The overall Mehsud community is in the favor of girls' education and they even encourage their daughters for further education (Gul, 2016).

In the case of Mehsud IDPs, the results of this study show that after migration from the South Waziristan, Mehsud IDPs certainly suffered an initial misfortune in their sudden forced displacement. The shock of displacement was sudden and very rapid that they went from being self-sufficient to a position of complete dependence. Women did not enjoy the same level of comfort and freedom as men before migration. After migration to D.I.Khan women enjoyed far more benefits from displacement than men.

A study on displacement from the khyber agency also showed the same positive results for women. After migration, the lives of women and girls have much improved. This displacement created opportunities for them. It enables them to live behind their highly exploitative and cruel way of life. It was also an opportunity to engage in different experiences with the host community. To see a learn different ways living, a to take advantage of education, services, and utilities as were available. It has also transformed them into new citizens to their state (Khan et al., 2019).

Mehsud IDPs also had the same experiences. The girls and women experience a whole new lifestyle in the city. the displacement turned out to be a blessing for girls and women. Women and girls, in particular, do not want to go back to Waziristan. The majority of female interviews including girls and women felt that the educational opportunities for them and their children in D.I.Khan is the reason enough to prefer to remain. The availability of better education and health services in D.I.khan is the reason why the women and girls wanted to stay. Some girls and women also mention the advantages of living with basic utilities, which had reduced the burden on them

considerably. The urban area offers more possibilities for the women's movement. They have transportation and other means of communications without movement, like television, internet, and phones. It is more likely that the overall slow change is allowing girls and women to speak openly about their rights and condemn many harmful traditions in their community which usually restrict their mobility and access to education. Girls and women are very vocal now and talk openly about their traditions and customs (Khan et al., 2019).

The displaced Mehsud families no longer live in extended families or are surrounded by only their community people. They are now living in small units and a more open and diverse society. They have more freedom of movement in the host community. The findings from the study " Girls'education" indicated that the perception about girls' education has positively changed in Pashtun tribes. The data from the study results showed that people from FATA (newly merged districts) after displacement to the different parts of provinces, particularly KP. The communities that were displaced more than 10years, benefited from seeing a completely different lifestyle in which women and girls got better access to education. Many girls attend schools, colleges, and even universities and have all kinds of jobs. Migration has changed the stereotypical thoughts of Mehsud families about girls' education and their role in society. This may have been shocking and unacceptable to some families, particularly men (Crowne, 2013).

Pakistan is a male-dominated society in which the right to decision-making lies in the hands of male family members. However, the data of this research study also clearly highlights the positive side of this patriarchal community where male dominancy is deeply rooted. Many girls have no support from their male family members particularly fathers, for perusing their education and entering the workforce. Even the whole FATA "being a Pashtun culture" a nongovernmental organization official shared in the study on girls' education, that families' members especially

fathers and brother shown to be supportive of now the support of girls' education and employment. Other parts of Pakistan with the same culture have often experienced the same phenomenon. (Brohi, 2018).

Literature shows that employment improves one's basic identity and social value. All this positive attitude on the side benefit women but on the other side threatened the deeply-rooted patriarchy in the Mehsud community. In the majority of cases, girls shared the negative role of other family members and relatives, who are strictly against their education (Pakhtunkhwa & Naveed, 2018).

Though the overall culture is supportive of female education, there are also some barriers that girls face in the way of education. Among those barriers, financial constraints, discrimination, and mobility are the most prevailing. The main obstacle to female education is related to safety and security. Which limits their mobility. They cannot move away from their homes to perusing their education. (alvi-aziz,2008)

The capability approach of Amartya Sen also imposes that education enhances women's capabilities and enables them to have expended choices (Kuenning, M. and Amin, 2001).

But on the contrary, this study shows that even educated women have very little control over their choices. Decision-making and getting control over once academic sphere still need to be improved. A Mehsud girl can't independently decide to switch schools or take the decision for further studies. She has to get the consent of their male family members before making any decision. A tribal women and girls need support from her family for further education. Family support in perusing education plays a very important role in overcoming the barriers to getting an education. if a family is supportive the hurdles in mobility could be controlled. With the support of her family, an average Mehsud female can avail of education opportunities even in the other cities away from home. If she chooses to be independent in educational decision making she can ultimately lose the support

of his family. She has taken the support of her family and shown compliance with traditional and cultural norms to get an education (Moghadam, 1992).

Furthermore, finical constraints become a potential threat for ending the educational career of Mehsud girls. The results show that financial restraints, gender discrimination, and mobility are highly correlated. If the family face financial constraints, they will prefer a male to get an education as compared to female. The female passive and domestic role is culturally preferred (Gul,2016).

Similarly, men can go away from and get education in another city whereas the large majority of females need the support of their families to get further education (Saleem & Bobak, 2005). University level education is highly considered inappropriate in many IDPs families. The results from the interviews of girls indicate that many girls are not allowed to get higher education. one of the main reasons for this is the unavailability of female universities in D. I. Khan. Another reason is co-education is considered against traditions and norms in Pashtun culture. Even in many communities of Pakistan co-education is highly disregarded and is not socially acceptable and for these reasons, many girls cannot attend college and universities (Ahmad et al., 2014).

Chapter 5

CONCLUSION AND RECOMMENDATIONS

The results of the study point to the conclusion that migration for Mehsud female IDPs proved to be a blessing in disguise, allowing them access to better education, services and exposing them to a whole new lifestyle in D.I. khan.

Quality education, educated society, and freedom of mobility, are some of the major factors that encourages the Mehsud families towards girls' education. it is crucial not to forget that half the young and energetic population of the tribal Mehsud community are girls. These girls can become a valued resource when they are educated and equipped with different skills. It is good news that now the majority of parents in IDPs Mehsud families are willing to send their daughter to schools and are also open to their eventual educational career and employment. However, to convert this willingness into actual participation of girls in education, education stakeholders must work together with Mehsud IDPs families to address all the barriers that prevent girls from entering schools or further education.

These actors must provide material and conceptual support, to improve the quality of education and also encourage Mehsud families for female education. The physical elements include female schools, financial support, and transportation. Philosophical elements that will impact the provision and quality of education include understanding the wider purpose of education, defining the quality of education, integrating quality of education throughout the education system, and conveying the importance of education to community people to change the perceptions of the benefits of education to girls.

Women's education is paramount in the development of any nation. The same is the case with the Women of the Mehsud tribes. The study also points to the notion that women, if provided with proper educational arrangements and facilities can excel in any field irrespective of the geographical or tribal localities.

In the end, it is important to include a man in the process. In a deeply patriarchal culture like Mehsud tribal community, girls need confidence, permission, and support from their fathers, brothers, and other men around them in society. The only factor that can serve as a bridge in this whole complex situation is the availability of free education and financial support for girls' education. This will gradually result in more girls' enrollment in schools.

Education is also an investment that does not only relates to economic goings or employment but is related to knowledge, skills, and social outcomes. In poverty-ridden communities like Mehsud IDPs, emerging from war and complex environmental, educational, health economic, cultural and political issues, the purpose of educating girls are far more important than the current perceptions. This purpose involves the broad range of roles that girls can play, as family members, citizens and active members of society. Having female role models from the Mehsud community in each field of education and work can accelerate this process and also break stereotypes about women's education and their role in society.

Policy Recommendations

This research study preliminary attempts to analyze the factors on girls' education in the Mehsud IDP community. Generalizations cannot be made because of the study's small sample size and data limitations. Nevertheless, some recommendations can be made to the government, based on the study's findings.

The study has also some recommendations for the policymakers and think tanks for the uplift of the women, particularly in the Mehsud tribe residing in Waziristan and also in different cities of Pakistan. One of the main reasons for the inability of the women of the Mehsud tribe is the poor infrastructure or no infrastructure of women institutions and schools in Waziristan. Policymakers and the District Administration needs to establish schools from the Primary level to higher education level. This would help improve the women's literacy rates as the Mehsud tribes are reluctant to send their daughters and wives to distant cities away from their homes. More of the tribesmen would send their daughters to school as it would be financially feasible as well.

Secondly, there is a common notion found among the tribesmen about job security. They don't send their females to educational institutions because they are of the view that what is the point of education if their women cannot get opportunities. As we believe that the tribesmen are more confident with the women working in an environment where there are no men. The government should establish business Incubators and institutions such as SMEDA and financial institutions should step up to provide training and financial assistance to the locals.

Thirdly, people of the Mehsud tribe were affected the most by the war on terror and they had to leave their houses, employment streams and were internally displaced. That caused a huge blow to the financial capability of the people. They cannot afford to send their children to universities for further education. A special quota in respect of university Admissions and scholarships must be provided to the students so that finance is not a constraint in getting a quality education. Moreover, owing to the huge gender gap, it is also important to mobilize local communities and the private sector to bridge the gap. Unless the local communities are supportive, the gender gap cannot be bridged. Policymakers should take a detailed and planned effort to address the cultural barriers. The department of education must engage with volunteers and local media to engage in

such campaigns.It is also pertinent to mention that for broadening the gender gap, the government should hire women in the decision-making and leadership roles and engage them in developing gender-based policies. It is also suggested to hire women monitoring staff.

To conclude, If the government wants to achieve women's literacy and women's empowerment, then it has to work on the above steps as mentioned so that women's empowerment could paramount.

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APPENDIX-1

Box:2 Interviews from Girls

Questions	Codes	Themes
Migration	Conflict, fighting	Conflict
Life experience In D .I. Khan	Hardships in start Economic opportunities Basic facilities Access to education Educated society	Wage economy Basic facilities Educated environment
Life in Waziristan for Male **Female**	Agriculture, enough income, no Bills, livestock, labor, no utility, transport education, JFS, illiteracy	Self-sufficient JFS, no basic facilities Illiteracy, Double burden
Barriers in girls education	Early marriage, illiteracy, Conservativeness, Patriarchy, income issues, Rigid traditions. male decision. Negative role of relatives. Family honor	Teenage marriages Patriarchy Rigid customs/tradition Negative role of relatives Conservativeness
Parents role in Education	Parents support important Parents make education Possible. Good future for children Biggest support for girl Education.	Parents support for Education. Better future for children Support girl education
Importance of woman education	Good status in society, Support for her own self future, Support for family. Help and support for Other women in MEHSUD	Independent Good status Support for his own community.

Box:1 Parents interview

Questions	Codes	Themes
Life experience /education facilities.	Freedom of movement, Broadminded society, Basic facilities, better education. Educated environment., infrastructure	Freedom of movement Basic facilities Communication Educated and modern society, better infrastructure
Education barriers and Dropout of school/Colleges	Early marriage, cultural Constraints, family pressure Income problems, patriarchy Ignorance, people suspiciousness, negative Role of relatives, illiteracy	Rigid traditions and norms Domestic pressure Uneducated families Ignorance Negative role of relatives Higher education is restricted
Family income	Provision of better education Afford educational and other expenses. Better livings	Provision of better education A guideline Better living standard
Parents' role and their education	Good upbringing of children Provide education, vision Future, support girls education, open minded, understands problems better	Character building Guidance, understanding of Problems. Girls education importance
Support of siblings/ friends in education	Support in education Guideline in matters of life Understands problems	Family/friends support network
Suggestion for female education improvement	Separate female University Government support for educational expenses, Trust and permission for education	Female University Government Support Permission for education
Education in Waziristan	No schools/colleges, transport. No institutional Buildings. Lack of female Teachers. Uneducated Environment, no basic Facilities.	No access to education Lack of educational Institutions. No basic facilities Uneducated environment

Box: 1

The interview respondents were both parents. The interview results show that life in D.I. Khan has changed their perspectives towards woman's education. the availability of female schools and colleges has encouraged parents to send their daughters for education along with their sons. Living with an educated community compelled them towards the education of both males and females. The demand for an educated society also contributed to female education. There are still a lot of economic and social issues that families are still struggling with. Economic issues are one of the major problems and because of that many parents have to drop out of their children from schools and colleges. Even girls are unable to pursue their studies at a secondary level. Family needs economic support from government and local governments so that they can support their families and educate their children.

Box.2

Box:2 Identify the life and educational experiences of girls in D.I. Khan. In-depth interviews were conducted with daughters(girls). Girls responded positively to their life in D.I. Khan as compared to Waziristan. The overall results from girls' interviews show that their multiple social and economic factors that also affect their lives and education in D.I. Khan. Some of these factors show positive results in their education and life.

In D.I. Khan, they have better access to education, health, freedom of movement, separate female school, and colleges. Women have no double burden. They have all the basic facilities now at home. People are educated and broad-minded. With these facilities and exposure girls still face a lot of hurdles in education. some of these hurls are related to income problems, rigid traditions, teenage marriages, domestic pressure, and misinformation about higher education.

APPENDIX-2

An interview guide for Parents and Girls (Daughters) in Mehsud IDP families

<u>Leading Questions</u>

<u>UDC</u> 1: Parents

1. What was the reason for migration?

2. What was your source of income before migration?

3. After migration, what is your life experience so far in D.I. Khan?

4. What do you think about livelihood opportunities in D .I. Khan as compared to Waziristan?

5. How many family members do you have?

6. Why did you allow your girls to school in D. I. Khan?

7. Why do you think education is important for both males and females?

8. Why do you think woman's education is as important as a man?

9. What barriers do you feel are keeping Pakistani women from continuing educational goals?

10. What are your suggestions for the improvement of female education in your community/city/province

11. What do you think about the role of parents/ siblings/ friends in enhancing the growth of students?

UDC 2: **Girls (Daughters)**

Hurdles in education

1. What is the difference between educational facilities as compare to Waziristan?

2. What do you think, parental education has any role in female education?

3. What do you think about migration, good or bad?

4. What do you think about livelihood opportunities in D.I. Khan as compare to Waziristan?

5. Do you think family income effected girl's education?

6. What are the reasons that cause girls dropout from school?

7. What about learning environment in educational institutes?

8. What barriers do you feel are keeping Pakistani women from continuing educational goals?

9. What is your suggestions for the improvement of female education in your community/city/province

10. What do you think about the role of parents/ siblings/ friends in enhancing the growth of students?