

Factors Leading of Deprivation of Transgender from Getting Education

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Abstract

Education is every citizen's fundamental right for better socialization and development. The current qualitative research explores transgender people as one of the most vulnerable communities in Pakistani society. The lack of education and illiteracy that transgender individuals experience are two major problems. Unfortunately, there are no records of transgender students enrolling in educational institutions in Pakistan, despite the country having a 62.2% literacy rate. A unique educational system exists. In inclusive education, they are not even given consideration. They are admitted into institutions, although there is no specific space on the institutional entrance forms for them to indicate their gender, whereas there is for men and women. Even if they enrol in colleges, women nevertheless face physical, psychological, and sexual harassment. This study investigates the reasons that prevent the transgender population in Lahore from receiving an education. Finding out sociocultural, parental/guru (Care-taker or teacher) and educational institution influences are among the goals of the study. Semi-structured interviews were used to gather information from 10 transgender persons, three parents, and one guru, both educated and illiterate. This study was carried as exploratory case study s Research design. The findings revealed that transgender people and parents are not ready to accept them as children. Then unintentionally, they live with their Gurus. Unfortunately, most of their Gurus teach them dancing and begging rather than educating them. Certainly, these findings are much important in order to make inclusive education and help transgender in the accession of rights as the right of every Pakistani.

Keywords; Transgender community, inclusive education, Education of Pakistan, Qualitative research

Introduction

The constitution's article 25A has recently been changed to reflect the fact that all Pakistani citizens have a fundamental right to an education, and that the state government is tasked with providing that education, which is both free and important, to all children between the ages of 5 and 16 in a manner that complies with the law. The phrase "education for all" was used in a recent amendment to this article, which signifies that no distinction should be made based on caste, religion, gender, nationality, or any other factor. It is emphasized in particular that there is no gender differentiation (Sultana, 2012). The goal of education for everyone, according to a separate study, is to provide equal rights without establishing gender-based disparities and to show that both sexes are equally protected by the law and the constitution (RTE, 2018).

A society cannot be deemed equitable if the underprivileged population is not represented. The most disadvantaged groups in Pakistani society include transgender people, Khawaja Sara, and Hijra, who were born with gender anomalies. Despite upholding its obligations to the UNESCO and several NGO's, Pakistan hasn't given the necessity for fair access to education for everyone a lot of thought. In order to further equality. In May 2018, the Supreme Court declared that transgender students cannot be subjected to harassment, abuse, or other forms of mistreatment. A public school for transgender pupils as well as a transgender education programme both started in 2019. The Accelerated Learning Program allows transgender persons to pick up where they left off in their education by enrolling them in formal classes in the evenings. Future plans include for progressively integrating these transsexual children into institutions and classrooms with the general population. Transgender with education are being considered to continue these programmes by educating more transgender, which will provide them a work chance as well, in order to increase career prospects and act as role models for transgender students.

Undoubtedly a wise decision, but nonetheless prejudiced. These pupils are cut off from society by a formal education system, although this behaviour is unquestionably illegal. It is impossible to create different institutions and universities to educate them at a higher level. As a result, it is oppressive for transgender students to attend traditional schools with other children. The society that formerly disapproved of them must now accept them. Instead, the objective should be to empower individuals via social involvement. If students attend segregated, transgender-only schools with teachers who also belong to the same group, they won't gain the exposure they need from interacting with people from diverse walks of life. They would never fully integrate into society since these schools would not have effectively prepared pupils for work and life in the real world. They will be inclined toward them if their employers do not instantly confront them with real-world problems. The stigma surrounding the transgender community will only be lifted if it is accepted by society as a whole. We must acknowledge that chromosomes, which determine a person's gender genetically, are not determined by a person's parents or kids.

There is a prevalent misperception that transgender persons cannot interact with others. Their fundamental human rights are infringed, including the right to a family, a home, and an education. They are held in psychological, sexual, and physical confinement. It inhibits individuals from completing formal education or obtaining a good job. The few research and work on this subject has mostly been devoted to integrating transgender children into Pakistan's traditional school system. Since there isn't a well-organized system in place for them to do so, transgender students find it difficult to finish their education or find acceptable employment. If community members can access education, obtain respectable jobs, and contribute to society rather than begging or dancing on the streets, they will be able to live better lives.

The government has a duty to make sure that all children, including those with special needs, have access to the resources they need to learn. Every child has a right to an education. The government must do much more to guarantee that transgender pupils are accepted in the usual setting or surroundings without experiencing discrimination or contempt for being different, notwithstanding the commendable efforts undertaken in Multan (Farhan, 2022). After examining the available data and identifying any gaps, this study was urged to close those gaps by responding to the research questions, which included What are the familial characteristics that prevent trans-genders from obtaining an education?

- How factors such as socio-economics, gender-based discrimination personal intuition and motivation of their selves are the causes of deprivation from education?
- How and why do they chose to live life the way, away from getting education?

Law for transgender students

Transgender Students' Rights and Responsibilities According to federal and state laws, transgender students have the following rights.: the right to be treated in accordance with their identities; the right to be free of harassment and abuse; the right to express themselves and dress in ways that reflect their identities; the right to be addressed by their given name and pronouns; the right to equal educational opportunities as their counterparts; and the right to keep their views private (National Center for Transgender Equality, 2018). Case law, federal legislation, statutes, and administrative rules all safeguard transgender people's rights to equal opportunity.

Transgender Jobs and Businesses

When their families did not accept them, the majority of transgender people stayed with their mentors instead of living alone. Studies and articles indicate that the majority of them performed as dancers at private parties or begged for money on the streets in order to exercise their fundamental rights. They lack adequate planning and quotas for employment in the public and commercial sectors.

Table 1.
 (Nazir & Yasir, 2016).

<i>Profession</i>	<i>Total</i>	<i>Percentage</i>
<i>Begging</i>	<i>12</i>	<i>15</i>
<i>Dancing</i>	<i>25</i>	<i>31.25</i>
<i>Prostitution</i>	<i>30</i>	<i>37.5</i>
<i>House keeping</i>	<i>6</i>	<i>7.5</i>
<i>Hair dresser</i>	<i>2</i>	<i>2.5</i>
<i>Office work (Lower Staff)</i>	<i>5</i>	<i>6.25</i>
<i>Total</i>	<i>80</i>	<i>100</i>

Problems to transgender in Pakistan:

- There is no adequate quota for transgender students in the educational fields.
- In both the public and private sectors, occupations for trans people are unimportant.
- They receive no financial assistance from their family or the government to meet their basic needs, including housing, food, clothing, and education.
- They are seen as a social shame in Pakistani families.
- They do not have any particular institutes or professors people (Maira, 2017)

Factors for transgender people's low literacy rates

- Families remove them from their homes because they view them as a shame and a disgrace. Their Gurus are uneducated
- They receive no financial assistance from family
- The educational institutions do not value them.
- At the academic institutions, they are without a real identity.
- They encounter verbal and physical abuse inside the facility.

Statistics of Transgender Education:

An Islamabad-based NGO discovered that, of the total number of transgender people, only 30% had attended basic education, 23% had gone to secondary school, and 7% had gone to high school. 40% of transgender people are still not in school (Maira, 2017). They really live with gurus rather than their parents and relatives since they are stigmatised, and they even live outside of other people's communities.

Table 2.

(Butt et al., 2021).

<i>Status</i>	<i>Education</i>	<i>Peshawar</i>	<i>Abbottabad</i>	<i>Swat</i>	<i>D.I</i>	<i>Swabi</i>
<i>Educated</i>		35	30	15	20	15
<i>Uneducated</i>		65	70	85	80	85
<i>Total</i>		100	100	100	100	100

Transgender education in Global context

Transgender education in Iran

Transgender issues were not officially addressed by the Iranian government prior to the Islamic Revolution in 1979. Following the revolution, transsexuals were treated the same as homosexuals by the new religious government, reviled by Islamic authorities, and seen as being against the law. The only Muslim nation in the Persian Gulf, however, that grants transgender people the right to have their gender identification recognised by the law is Iran.

The debate concerning transgender persons had been reframed by Molkara, the Iranian religious figure she collaborated with, and the Iranian government. Transgender persons were no longer viewed or treated as aberrant, but rather as suffering from a treatable medical condition called gender identity disorder. Although the Iranian government does not formally recognise transgender people as a third gender, they are nonetheless given medical attention as people who are dealing with a gender problem. The proposal, which is based on Islamic notions that gender is binary and that men and women should shoulder equal societal obligations, was made by a worldwide LGBT organisation. If you are born a man but have a female physique, Schumacher added, "we must protect both your health and the health of society." According to this Islamic perspective, the Iranian government must address gender imbalance among its citizens. Despite Iran's public stance on transgender people, Tran's worries are not directly addressed there. Sarah was also barred from discovering how unique she was due to the government of Iran's strict regulations across a variety of websites and locations. She made the decision to make the transformation at the age of sixteen. She realised that she could live a happy, secure life with her existing identity and that She could have done it whether she was a male or woman. Afterwards, in Tehran, she enrolled in a higher education programme where she started learning languages and honing her translating skills. Although though she had been transgender for a long time, she finally became confident in her gender identity because to the university's more accepting environment and her academic success. She continued to live as a man.

Education for transgender in Bangladesh

Bithi told Vice News about her educational institution, Dawatul Quran, on the seventh floor during an interview. She mentioned that this Madrasah had taught us how to pray five times a day and recite the Quran. It is a religious educational institution for people of the third gender. Transgender people who are 12 and older are enrolled here. Their informal attire is similar to that of society's women (Chowdhury, 2020). Hijras play an important role in the local cultures; their blessings are said to be filled with good wishes, therefore people used to invite them over for weddings and other pleasant events. Many of them can sustain themselves by performing at these events. Sexual labour is also widespread.

With the assistance of NGOs, more than 150 students have studied Islamic topics for free since November 2020.

She also said that while I was working as a counsellor for a non-profit organisation located in Dhaka, she had to resign because she had experienced severe wage discrimination and harassment at work. In the Madrasah that was created

especially for them, many transgender people are studying Islam. They confidently reflect the estimated 10,000 hijras in Bangladesh, according to official government statistics.

Although most transgender individuals in Bangladesh identify as Muslims, they are a great cry from the true spirit of Islam. One of the two teachers at the school, Shamsul Hoque, explained, "We are simply trying to get them back.

In a study, the Bandhu Social Well Society, a nonprofit organisation with headquarters in Dhaka, came to the conclusion that the community's welfare depends on the dissemination of religious education and the dissolution of the kinship structure. Vice-chairman of the transgender rights group Sustha Jibon (healthy life), Ohidul Islam Parboti, stated that since trans individuals are now considered to be regular citizens of the nation, with dignity and their identity, we are making every effort to change how society views trans people. In order to raise awareness, several seminars have lately been organised in this area.

Transgender education in china

With the aid of NGOs, the transgender population in China fights for the right to be heard by the government and higher education authorities. Being transgender in China implies you will have a difficult time establishing your identity as a different individual (Pinghui, 2019). Online rumours are circulating that one of the most prestigious universities, Shanghai University (SHU), is compiling a list of students who identify as lesbians, bisexuals, transgender, and gay. The problem is that no one is aware of the additional reasons why SHU is now compiling information on these pupils. Despite the fact that numerous academics from the same university have condemned the conduct of making someone else's private life public (James, 2021).

The Chinese government outlawed homosexuality around 20 years ago; today, it is still regarded as a mental disease and is the most often reported crime in China. Although the court ruling backed the case and ruled in favour of the trans person, a person filed a lawsuit against the firm that dismissed him only because of his gender identity. that Employers are not allowed to treat staff members differently on the basis of their gender, religion, caste, or ethnicity. On the other hand, millions of Chinese viewers like the shows that a transgender lady hosts in their country. There appear to be several instances of transgender people succeeding in society and obtaining high-level employment (Chow, 2017).

Transgender education in US

Transgender youngsters had a greater probability of dropping out of school than ordinary boys' and girls' students, according to a recent American research. They feel frightened on school grounds because they are more likely to face various sorts of discriminatory attitudes. Their ability to present as good students was lost by this sort of educational setting. Transgender children that experience bullying and harassment often develop significant mental illnesses as a result, which makes them feel alone and drives some of the students to attempt suicide by struggling with extreme sadness. Considering all of these possibilities, the US Department of Education has suggested various strategies to help those students return to their studies. These strategies are detailed below.

- The responsibility for providing a secure learning environment in schools, colleges, and universities falls on the education department. Anyone who acts in a harassing or aggressive manner against students who identify as a third gender is not acceptable.
- School policies need to be updated so that they respect trans kids and provide them an equal opportunity to contribute freely on various venues.
- Any trans student who wishes to disclose another person's gender or name is legally permitted to do so; otherwise, it is definitely forbidden to call the person by a different name or to make fun of them from behind or in front.
- Teach teaching and non-teaching staff members how to ensure equality in the classroom or on school grounds when they are aware that there are pupils of various identities.
- Ensure that there are possibilities available for these pupils as well, since they need to be motivated to give it their all in every race or competition.
- Permit them to participate in professional development programmes so they can better themselves and become accountable state citizens.

The US Department of Education is working hard to give transgender children equal rights and foster a transgender-friendly environment so that others would accept them as members of the same society, together with its office for civil rights division (US Department of Education, 2021).

Transgender Education in Australia

Initiatives are being adopted in Australia more swiftly than in any other country in the globe as more transgender adolescents enrol themselves in schools as a result of parents' greater acceptance. In an effort to expand the enrolment of such pupils, the Australian education sector is thinking about establishing gender diverse policies in schools to assist and protect them. (Foley, 2021). According to one study, rules that make it simple for kids of different genders to feel secure and at ease in school environments must be developed. At schools, where they must feel equal, they must not feel different. (Jones et al., 2015).

Transgender education in India

In several of India's united districts, there are currently no students registered. This study, which was just presented in parliament, aims to show how many transgender children still do not attend school. The oppression of them by societal problems is one of the key causes. Transgender people are not born with mixed hormones; rather, they are born differently from what we would typically anticipate in newborns. According to the survey, there are roughly 4.8 lac transgender Indian nationals. The reality is that many districts, including Delhi, have zero enrollment in educational institutions. As such a small minority cannot affect a major change, immediate action is required to grant them access to fundamental rights (Dar, 2022).

A non-profit/non-governmental organisation called Shri Mahashakti Charitable trust has started a charity school. where transgender students can receive free schooling. About 25 pupils are enrolled at the university, according to the article made public by Hindustan Times, but it appears that more will soon arrive. The CEO of this organisation agreed that marginalised community members should have access to education because their lack of education also contributes to the nation's lower literacy rate. We all have a tendency to concentrate on the majority and disregard the secondary population, which is waiting to participate effectively but is battling for survival owing to social stigma. The time is now to stand up for them.

Transgender education in Pakistan

The non-profit organisation Exploring Future Foundation has launched the city of Lahore's first transgender school (EFF). Eight occupational training disciplines, including cuisine, fashion design, cosmetics, and others, make up the school's present curriculum. The institution's formal education will be included, according to the school administration. Although there are schools in Pakistan for minorities, children with impairments, and orphans, no schools specifically for transgender individuals have yet been established. The school curriculum includes career counselling for students from school staff members in addition to formal education and practical training (Baloch, 2018).

The government of Pakistan is doing its part to provide opportunities for transgender persons, which is a positive thing. In Multan, the Punjab government has opened a transgender school. Speaking to a news reporter, the Punjabi education minister said that a pilot project had been started in Multan and that, if it was successful, it would be expanded to other major cities in the province, including Rawalpindi, Lahore, Faisalabad, and other cities. He also said that the violent and disrespectful treatment of transgender people needed to stop, and action needed to be taken right away to give them a quality life. The government of Pakistan is doing its part to provide opportunities for transgender persons, which is a positive thing. In Multan, the Punjab government has opened a transgender school. Speaking to a news reporter, the Punjabi education minister said that a pilot project had been started in Multan and that, if it was successful, it would be expanded to other major cities in the province, including Rawalpindi, Lahore, Faisalabad, and other cities. He also said that the violent and disrespectful treatment of transgender people needed to stop, and action needed to be taken right away to give them a quality life. The fundamental goal of starting this programme is to make each participant a responsible citizen by forcing them to support themselves using their abilities and skills. The protection of transgender people has also been emphasised in the constitution. No discrimination against transgender people will be tolerated, and they are equally permitted to apply for admission to any educational institution in the nation, according to the constitution's section 8 on the protection of their rights. Herein lies the state government's duty to ensure that they receive free and required education so that they can live better (Abbasi, 2022).

Sustainable development goals on trans-education

The fourth priority under the sustainable development umbrella is quality education (SDGs). which prioritised the delivery of free primary and secondary education, equitable access to affordable vocational, technical, and higher education, and the abolition of all types of discrimination in education, including that based on gender, race, religion, caste, and ethnicity. People from all backgrounds, including those who are minorities, disenfranchised, or poor, have an equal right to education and access to it. If we examine these sub-goals closely, we can find that it is expressly stated that all people have the same rights. The word "all" in this context denotes that everyone must follow after one another and

that no one is superior to another. It demonstrates unequivocally that transgender persons have an equal right to have access to education (Saini et al., 2022).

The gap in this area has been highlighted as the absence of study in this field and the dispersion of authorities; on the other hand, families and educational institutions are also negligent. Although the initiatives are still in the planning phases, they have not yet been put into action on the ground. The purpose of this research is to close all of these gaps and offer the stakeholders a path to follow when taking any meaningful action.

Objectives

- to determine the familial issues that prevent transgender people from attending school.
- To identify the variables that prevent transgender people from pursuing an education, such as financial status, gender-based discrimination, individual perceptions, and transgender people's motivations.
- to ascertain why and how they made the decision to spend their lives in this manner while not attending school.

Research Design

This research study is based on qualitative research approach. The transgender community's leaders, parents, and transgender people themselves make up the study's target demographic. The sample comprised of 10 transgender persons, 3 parents, and 1 guru. The sample selected with the help of using snowball sampling method. The data collected with the help of open-ended interview questionnaire and the responses of the respondents have been analyzed using thematic analysis method of qualitative research. Thematic analysis is a systematic way to make a sense of collected given information and make connections of themes. Deductive analysis was used in this study in which codes were derived under the theoretical framework of Braun and Clarke (2006). In terms of trustworthiness of qualitative studies, credibility and Conformability are used. This study was worked under the respective supervisor from the starting of finding gaps to thematic analysis of this study was conducted under the supervisor which was the credibility of this research. Likewise, Conformability is defined as the measurement of how impartial the studies' conclusion was conducted and this research was concluded with scientific tools and under supervisor Merriam (1998).

Findings

Theme no 1: Factors of deprivation from getting education.

A number of findings were concluded from the in-depth data given by participants during the interviews. Following sub-themes were generated under the category of main theme.

Sub-theme 1.1 Harassment, Bullying and disowning

Participants revealed the picture of their context what they have experienced and results, they were unable to continue their studies. Mostly, participants highlighted the places such as educational institutes, public places and even home was not safe according to their views. Certainly, if you are perceived as unique or extraordinary in society when you are born. Naturally being a centre of attention is both common and simple. From the age of 12, harassment was regular for me, as one respondent stated. I wanted to sit with the girls since I was in love with their dresses. As a result, I was harassed and taunted by all of the pupils. Even I had persecution from my relatives. The institution's harassment and bullying were one cause, while familial rejection was the other. Numerous kids have so far managed to escape childhood in terms of life. Some kids have quit attending school as a result of these kinds of behaviours, such bullying and harassment. Another participant brought up that gender.

discrimination and problems such as domestic and financial problems hindered to continue the studies. According to the respondents, these problems demotivated lots of children who were assumed to be different in the society. Additionally, they had an experienced in mental patients mostly while having bad experiences. They said that their cousins had also tormented and harassed her. Such family occurrences demoralise students and cause them to stop attending class. They disappeared, wrecked my life and my skills, and as a result, I suffer from despair and anxiety now. Her suggestions tended to be family-centric. She told me that every family should embrace their children for who they are and support their education and other basic needs. Because we did not choose to be transgender. The government ought to issue transgender people CNICs.

Theme 02: Motivation to get education

According to the data given by participants, this theme was derived under Motivation of participants towards getting education and data revealed that motivation was very important in life whether its internal or external.

Sub-theme:2.1 Internal Motivation

Participants were internally demotivated which affected not to continue their studies in schools. Due to harassment verbally and non-verbally in the homes, schools and the workplace. Children, teenagers and the adults even stopped learning according to their views as one participant commented "After I finished high school and college. All of these behaviours, including bullying and physical harassment, were unknown to me. when I graduate from college and transfer to a university. Since I experienced these things at university as well as in school and college, I begin to understand what is terrible and what is nice touches there. For me, that was a pretty depressing time. But I never finished my further education because of a lack of internal motivation. However, I'll continue my private, advanced studies at home". Furthermore, they were satisfied online-learning than physical and many respondents were supposed to be graduate through online learning. Intrinsic motivation found as factor in this theme to motivate youth of trans in order to continue *their education*.

Sub-theme: 2.2 External Motivation

According to their responses, it became clear that outside factors, such as socioeconomic status and parental support, had a favourable influence on their decision to graduate, whereas harassment could have had a detrimental effect. She stated, "I live with my parents so I don't have to worry about money while I'm in school. However, I experienced a lot of harassment in both high school and college. I am firmly sure that a large portion of participants were able to focus only on their careers while ignoring the need for society to be accepted, as was the case with the responder in our setting. I have a BS in English from the University of the Punjab, she claimed. I also took a few quick courses in fashion design and cosmetics. Due to my parents, I was tremendously driven since I was a little child. My family was really kind and accommodating. Early on, they started teaching me about good and evil things. My family's acceptance led to the society's acceptance of me.

Discussion

This study was aimed to identify factors that depriving the education and the studies found that many factors such as harassment, bullying, disowning hindered no to continue their education. Another was the motivation towards education. Certainly, socio-economics factors and intrinsic motivation performed key role in order to study in our context. It's true if someone tries to bother you every day. Then, how is it possible to succeed in the future or be a good student? In a similar vein, Simons et al. (2013) came to the same conclusions, concluding that bullying, harassment, and disowning hurt pupils, particularly those who appeared to be different from their peers. Additionally, trans youth who are under harassment mostly make them lowers marks and educational motivation. And there are high chances of dropping out of school at higher rates than other students due to bad environment and feeling insecure (Sundara, n.d.). Although, intrinsic motivation works like a force which pushes to continue any work. But, extrinsic motivation should be dominant in terms of providing facilities to the trans for their education.

Conclusion

In conclusion, this research is an in-depth analysis of parents' views, gurus' attitudes, societal norms, and educational and governmental institutions. Its goal was to analyse the various components and circumstances that contribute to the deprivation of transgender people. The survey revealed several problems with academic institutions, including the fact that third-gender pupils were not secure there. They suffered mental anguish, as well as physical and sexual harassment from other pupils. Some respondents admitted that instructors had a hand in making them unhappy and scared to attend school as young children. Another problem with educational institutions is that they don't have any safety precautions or a third gender quota system. According to the research, parents who lack formal education readily abandon their kids under the influence of societal and cultural norms. Living in society and culture is more important than living with one's children. After then, they no longer give a damn about their kids. The government prioritised, planned, and developed several policies at the macro level, however there was a lack of adequate implementation or execution at the time. These results, without a doubt, are crucial for ensuring inclusive education and assisting transgender people in gaining rights that belong to every Pakistani. The most recent single nation curriculum should be implemented in light of these findings if one doesn't already exist. The research also examines the fact that this area of study is understudied and needs to fill up numerous holes.

Recommendation

- Family should support their children's rights without discriminating them on their gender.
- Family should not disown their children.
- Every child deserves to be treated with respect and care by the family.
- Awareness Sessions should be arranged in all institutions.

- Sessions on mental health should be scheduled in the transgender communities to encourage them to pursue education.
- On entrance applications and other forms, institutions should include a quota and box for transgender people.
- The government should create a quota in all sectors to recruit and provide jobs.
- Bullying, sexual assault, and other forms of harassment should be strictly prohibited in the workplace and punished with severe penalties and jail time.
- Government should impose restrictions on parents to prevent disowning
- Families should be required to attend matriculation by the government for their children.
- The government should give the right to be Pakistani to transgender.

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