

# **Adolescents & Education in Pakistan**

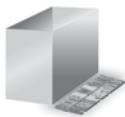
**Is the connection reflected in policy,  
programs & practices?**

**A Public Policy Dialogue by  
Alternative Perspectives  
on October 2, 2013**

**In collaboration with  
DoSTI-YAN, AGEHI Resource Centre  
and Plan Pakistan**

**Recommendations for the policy makers by  
Pakistani adolescents, activists, academicians & advocates**





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## Acknowledgments

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SACHET Pakistan is grateful to all the distinguished contributors for their intellectual contribution to the forum.

The administrative support extended by all the concerned team members of AGEHI & SACHET needs special thanks.

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## Acronyms/Abbreviations

<b>AGEHI:</b>	Advocates of Gender, Education and Health Information
<b>CSOs:</b>	Civil Society Organizations
<b>DoSTI-YAN:</b>	Dare to Sensitize, Train & Inform- Youth & Adolescents Advocacy Network
<b>FADAN:</b>	Fight Against Dowry Advocacy Network
<b>KP:</b>	Khyber Pakhtunkhwa
<b>NGO:</b>	Non Governmental Organization
<b>SACHET:</b>	Society for the Advancement of Community, Health, Education and Training
<b>SGBV:</b>	Sexual and Gender Based Violence
<b>SRHR:</b>	Sexual and Reproductive Health Right
<b>VAW/G:</b>	Violence against Women and Girls



*Introduction of*  
**Organizers**

# Plan Pakistan



Founded in 1937, almost 76 years ago, Plan is one of the world's oldest and largest child-centred community development organisations. Plan works with 50 developing countries across Africa, Asia and the Americas to promote child rights and to lift millions of children out of poverty.

Plan Pakistan's operations commenced in 1997 and the organisation currently implements programmes and campaigns in 21 districts in all

5 provinces of Pakistan using the Child Centered Community Development (CCCD) approach. These include the districts of Chakwal, Vehari, Rajanpur, Layyah, Multan, and Muzaffargarh in Punjab; Chitral in Khyber Pakhtunkhwa; Thatta, Ghotki, Saanghar, Badin, and Khairpur in Sindh; Ziarat in Balochistan and in 7 districts of Gilgit-Baltistan. Plan Pakistan's operations sites include a Country Office in Islamabad, Project Units (PUs) in Chakwal, Vehari, Thatta, and an Urban Program Unit working with the squatter settlements of Islamabad. Plan Pakistan also maintains a Project Support Office in Multan.

Find Plan Pakistan

on the worldwide webpage at:

<http://plan-international.org/where-we-work/asia/pakistan/>

# دوستی DoSTI-YAN



Dare to Sensitize, Train & Inform-Youth & Adolescents Advocacy Network (DoSTI-YAN) is a youth and adolescents advocacy network formed by AGEHI Resource Centre-SACHET Pakistan. It is a youth specific network to fulfil the need of a platform to mainstream Pakistani youth and adolescents in development by ensuring their involvement and continuous engagement in development process. This network offers an opportunity to the adolescents and youth for utilizing, enhancing and refining their capacities and energies in an organized manner for

effective development results. Emphasizing on the importance of awareness and sensitization on the culturally sensitive issues, network focuses on training of adolescents and youth and spread of information. Dosti-YAN specifically emphasizes to build the capacity of the adolescents and youth to raise their voices for their own fundamental rights by mainstreaming their participation in social and public policy dialogues.

DoSTI-YAN has 253 young girls and boys as its enthusiastic volunteers with the division of 158 boys: 95 girls.

The link to the DoSTI-YAN facebook group is <https://www.facebook.com/groups/DostiYouthAdvocacyNetwork/>

# Alternative Perspectives



Alternative Perspectives is a think tank; an indigenous and first of its kind in Pakistan that looks at the issues of health and education for adolescents, youth and women in Pakistan with gender perspective in the diverse contexts of the country by going beyond the tight technical frameworks of donor funded programs and projects and compulsions translated as pragmatism. It is an intellectual product of AGEHI (Advocates of Gender, Education & Health Information) Resource Center founded in 2001 by Dr. Rakhshinda Perveen. The web link to the

Alternative perspective page is:

<https://www.facebook.com/AlternativePerspectivesThinkTank>

AGEHI is working as the technical resource wing for SACHET Pakistan besides providing the research and advocacy support to many development organizations in Pakistan through different strategies.

AGEHI started holding a series of public policy advocacy dialogues on issues of social development under Alternative Perspectives in 2008.

# Page 0

Adolescents population aged 10-19 by 2011 is estimated as 39,894,000 which is 23% of total population of Pakistan.

Net enrolment of male in primary school participation is 81% where as it is 67% for females.

Net attendance of male in primary school is 70% whereas female's attendance in the primary school is 62%.

Similarly net enrolment of male in secondary school participation is 38% where as it is 29% for females.

Net attendance of male in secondary school is 35% and female's attendance in the primary school is 29%.<sup>1</sup>

Child marriage by the age of 15 prevails around 7% and by the age of 18 it is 24%.

Currently married female adolescents are round 16%.

Birth rate by age of 18 is 10% where as adolescent birth rate is 16%.<sup>2</sup>

There is an estimate that around 3.6 million children under the age of 14 work, mostly in exploitative and hazardous labour in Pakistan.<sup>3</sup>

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1 [http://www.unicef.org/infobycountry/pakistan\\_pakistan\\_statistics.html#101](http://www.unicef.org/infobycountry/pakistan_pakistan_statistics.html#101)

2 [http://www.unicef.org/infobycountry/pakistan\\_pakistan\\_statistics.tml#101](http://www.unicef.org/infobycountry/pakistan_pakistan_statistics.tml#101)

3 <http://www.unicef.org/pakistan/overview.html>



*Background*

AGEHI Resource Center, the technical resource wing of SACHET Pakistan, organized a Public Policy Dialogue in collaboration with Dare to Sensitize, Train & Inform-Youth & Adolescents Advocacy Network (DoSTI-YAN) and Alternative Perspectives with the support of Plan Pakistan.

The key objective of the said Policy Dialogue was to identify issues, needs, challenges and contribute by suggesting realistic actions which are needed for the improvement of education (formal and non formal education) in Pakistan with respect to adolescent needs.

The Policy Dialogue was chaired by Dr. Salma Siddiqui Head of the Department of Behavioral



Panelists and Chair of Policy Dialogue

Sciences NUST and was moderated by Dr. Rakhshinda Perveen Founding Executive Director SACHET and founder Alternative Perspectives. Besides young people and adolescents from community, the selected participants of policy dialogue were from different walks of life including universities, civil society organizations, academia, government and media.

The CSOs from which senior representatives participated in the Policy Dialogue included SACHET, American Refugee Committee, Sahil, iMMAP, Rozan, Sungi Foundation , Pakistan Poverty Alleviation Foundation, Pakistan Foundation Fighting Blindness and Peace Education & Development Foundation.

The panellists included Ms. Meraj Humayun Khan (Founder & Executive Director of “De Laas Gul” and Member Provincial Assembly Khyber Pakhtunkhwa Assembly), Dr. Ghulam Taqi Bangash (Professor/Program Manager at SZABIST) and Ms. Moyna Aicken (Founding Trustee and Vice Chairperson at Indus Heritage Trust).

Policy dialogue began with the screening of “Gender and Education (sinf aur taleem)” episode of documentary series “Gender Watch”, followed by the technical session, which comprised three rounds of discussion with the panellists including an open forum discussion.

The energetic discussion revolved around: the recognition of adolescent’s needs in education sector and their incorporation in policy, programs and practices, Adolescent’s specific needs and challenges in (formal and non-formal) education sector, Recommendations for improvement in education sector in the context of Adolescent’s needs.



From left to right: Dr. Rakhshinda Perveen, Ms Sameena Imtiaz, Dr. Tariq Cheema, Ms Miraj Khan, Dr. Taqi Bangash, Ms. Moyna Aicken, Dr. Shahana.

*Context*

The most longstanding definition of the onset of adolescence links it to puberty, when hormone activity produces the development of secondary sex characteristics. The time period of adolescence has been extended to include the ages of 10 through the mid twenties, with most researchers dividing the age span into early (10–13), middle (14–17) and late (18- mid 20s).<sup>4</sup>

Unfortunately the adolescence is not recognized as an age group to be given special care in terms of their rights fulfilment and to address their age specific special needs. The adolescence age is the transitional phase of ones life when he/she goes through different physical, psychological and emotional changes which affects its social life too. In this transition phase girls adolescents and boys adolescents are required to inform and train about how to cope up with the changes they encounter with in the adolescent ages so that they could be prevented from different physical, psychological, emotional and social risks.

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4 <http://www.education.com/reference/article/adolescence1/>

Unfortunately education sector of Pakistan does not address the specific information needs of adolescents, the syllabus in all kinds of schools system does not include specific information required by adolescents. In the absence of any smooth information channel, uninformed adolescents are then more likely exposed to the physical and emotional risks. It is intensively important to provide adolescent girls with basic education and Life Skills at initial stages of their lives to empower them to deal with the challenges of life with confidence and a positive attitude. This enhances their chances of acquiring higher education which then results in their social and economic empowerment leading towards improved quality of life for themselves, their families and eventually the society.

The education system of Pakistan has failed to bring all the children to schools especially girls, which is turning the development scenario more vulnerable. A report on out-of-school children in Pakistan indicates that despite achievements in the education sector, over 6.5 million children are not enrolled in primary education and another

2.7 are not enrolled at lower secondary level and this can also be testified by looking at the ratio of child labor in Pakistan. The study confirms that more girls than boys are out of school – 38.9% of primary age girls are not attending school, the rate is 30.2% for boys. Children from poorer households are proportionally more out of school – 49.2% compared to 17.5% in richest quintile. Dropout is highest in the grade 5 (42.8%) indicating that many children do not move ahead from lower secondary education and therefore do not complete basic education.<sup>5</sup>

Constitution of Pakistan gives the right of free education to the adolescents of Pakistan under Article 25-A (the Right to Education) which was inserted in the chapter of the fundamental rights of the Constitution as part of the 18th Constitutional amendment under which “The State shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law”. Under article 25-A ‘compulsory’, implies to the compulsion on all

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<sup>5</sup> <http://reliefweb.int/report/pakistan/report-out-school-children-pakistan-indicates-3-out-10-primary-age-children-not>



the stakeholders primarily to the government and society to ensure that every child aging between 5-16 is enrolled in the school. It is highly important to understand the issues and challenges being faced in the implementation of article 25-A and the roles that other key stakeholders like civil society, academia, media and community can play in promoting education. Hidden and cross cutting variables influencing the education sector are required to be unfolded and should be addressed through a comprehensive action plan involving all the change actors. Education sector of Pakistan needs to focus on adolescents needs besides ensuring to bring all the girls and boys children and adolescents to the school.

Special Educational System change  
 Education for disabled - adolescent  
 Gender  
 Private  
 Crises  
 Educa  
 Special  
 Problems Solv  
 Dosti Network

Drop out High Low  
 English No Urdu Yes  
 Medium  
 9-19  
 Government schools  
 Hook  
 Skill development  
 Sexual & reproductive Health  
 Schools  
 Boys  
 Sex  
 Curriculum  
 HIV  
 Solutions Low Literacy rate  
 Youth Biological changes SRH Age 9-19

Adolescent's SRH Needs



# *Issues Identified*

**①** Due to conservative socio-cultural environment, teachers in most schools of Pakistan are hesitant to teach the reproductive system topics in the science subjects. Teachers themselves also lack scientific knowledge of these topics and also lack training for imparting this education to the students.

**②** Parents consider that studying reproductive health systems at school has not a good impact on children. Rather they perceive such education adversely for the moral values of their children.

**③** Education on physical development and on sports is not being practiced in our schools which results in physical and mental stress and strain.

④ Children are kept completely unaware of the physical, emotional and mental changes they would go through in the transition phase of their adolescence, which exposes them to different physical, mental health and related social risks

⑤ Our education system, based on learning by rote does not encourage acquiring knowledge and wisdom; it imparts information with no usage to search for knowledge or wisdom

⑥ Our education policies and curriculum does not address the specific needs of adolescents. Consequently books and teaching aids on the subject are not available.

**7** Women and girls themselves are not self-confident to expose their vocational skills until and unless they are not formally educated

**8** Lack of quality transportation, security and sanitation facilities are also the key reasons of lower enrolment of girls. There are no proper toilets in the schools for girls which are very important for them.

**9** Parents do not discuss the puberty issues with their children. Mothers are hesitant to talk to their daughters and fathers are hesitant to talk to their sons.

**10** There is a discriminatory attitude with the children from slums; private schools are beyond the financial means of their parents and government schools are either not available near the slums or lack adequate space and rooms so the children of slums are left behind in education.

**11** At some places teaching content is not compatible with the local culture

**12** People are unable to send their children to schools due to poverty

**13** Policies are made in isolation and key stakeholders are not consulted

**14** While programming we directly jump to adulthood from childhood and ignore the adolescence phase in our development programmes.

**15** There is a lack of policy implementation. The education policy 2009 clearly states that life skills education and sexual reproductive health rights both should be part of our curriculum. But there is no chapter on these topics in any book.



*You Said it!*



## Mr. Amin Muhammad

When I entered in 8th standard in an Army Public School, our teacher told us that we have to make a choice in Islamiyat (Islamic Studies), either we can choose Shia Islamiyat or Sunni Islamiyat text book. At that young age it was very challenging for me to select which Islamiyat should I take? Which "Islam" is the right one? and then came the confusing part that I was neither Shia (Ahl-e-tashee) nor Sunni, I was Ismailia (Shia Imami Ismailia). Where was my Islamiyat? I choose Sunni Islamiyat, not because I was convinced by it but the only reason was that it had less Quranic verses as compared to Shia Islamiyat and I could easily memorize them and get good marks. Now one can see the criteria of my choice and I was only 14. I am basically from Gilgit Baltistan and in those days sectarian violence was on its boom in our region. The only reason I could find behind that was the hatred being put in the hearts at the tender age of adolescents...



## **Ms. Ammara Anwar**

When we particularly talk about adolescent education, if it is not given to the adolescents they would not be able to understand the transitions of their body parts. In such situation it is very easy to misuse their innocence and it happens mostly with disable girls or disable boys because they are just not aware about how to protect themselves and deal with different situations, so it lead to many psychological traumas. I know a girl who was being misused by her Qari (religious teacher), so she was gone through massive emotional trauma and still she is facing that emotional trauma and we are trying to give her psychological counseling. So there is a need to train or counsel the adolescents that what kind of behavior should be taken or what kind of reaction is needed when we see this kind of situation? Parents are not educating their children about this and there is a need to guide them about this...



## Dr. Ghulam Taqi Bangash

I agree with the documentary that you showed that when you educate a man you educate a person and when you educate a woman you educate the whole family. According to this definition education of a girl is more important than man. My recommendation is that education should be for all without any discrimination. As president of teachers' association & as the member of all Pakistan university federation I have seen that professors, teachers, lecturers have never been invited to give their inputs in developing education policies, so while ignoring teachers' inputs how can we make effective education policies...



## Dr. Irfan Ahmed

We are luckier now to have young well-versed parliamentarians in our representative assemblies. Women parliamentarians are campaigning the voices of young girls and boys for their rights to information and youth friendly services at the community levels. The leader's voices in legislative assemblies are heard for life-skill education curricula in schooling and community-based youth friendly centers. This is reflected in the recently approved Punjab Youth Policy 2012. Other provinces are also in the process of addressing the young people issues and demands. It is now on the Civil Society Organization, including media, to standby and supports the champions...



## Ms. Meraj Humayun Khan

If there are policies and they are not implemented then there is no gain. For the preparation of today's session I talked to a senior government official and asked him what is the current scenario regarding this topic? I was very shocked to see the replies. Teachers said that there are many topics in science and biology (regarding reproductive system) that we are hesitant to teach and we feel shy and parents say that it has a bad impact on children. Our curriculum does not constitute the content on adolescent education. Education on physical development and sports are not being practiced in our schools. There must be education on physical development, schools and parents both should focus on teaching it to adolescent...



## **Ms. Manizeh Bano**

In my opinion we have always been good on policies but the problem is programs and practices. If we really want to look at that we should look into advocacy. We are talking about youth so I agree that from day one we don't want them to speak, don't want them to think and don't want them to interact so how they are going to learn any skill...



## Dr. Rakhshinda Perveen

Most policymakers know that school going adolescent today will greatly influence their national social and economic fortunes, tomorrow, but nonetheless face acute dilemmas in how to invest more effectively in this significant cohort of population. This difficulty has a very complex spectrum in a country like Pakistan that is riddled with numerous contrasts and contradictions in its education policy, programs and practices...





## Ms. Moyna Aicken

We really need to bring in education system, the life skills education, particularly in the area of gender education, sexuality education and along with these things self-esteem and stuff like that but if we do not bring these things at the primary and secondary level then the adolescents when they reach adolescent age without being prepared, they are unable to understand about their sexuality and that is where all the problem begins. Then the next is career, we teach in our schools and colleges that you have to hunt a job. Instead of teaching them how to find a job we should educate them how to become an entrepreneur. We should give them choices of both; job and entrepreneurship then they can choose the best for themselves...



## Mr. Rashid Javed

In Pakistan we are blessed with so many resources at our disposal and the most important one being the youth of this country remains untapped. Not only do we need to remove the barriers that children and youth face in seeking quality education, a distinct focus on Life Building Skills for youth must be made part and parcel of curriculum. Only with these marketable skills will our youth become empowered and contribute positively within society...



## Dr. Salma Siddiqui

You people have mentioned it so clearly that we have policies but do not see them in programs and practices. There should be curriculum development and program development. We are not producing leader that's why we see vacuum. We don't include values in our education. It doesn't matter what kind of values, for example helping others and helping them without any favor. We only award degrees but we don't educate. We don't have skills and attitude rather we just take education as a piece of paper. If we have policies and we don't have programs and proper people to run the programs then it is of no use. First we should review the policies and see if anything could be added. Secondly how can we reach from policies to programs and then from programs to implementation? We should look into these issues and find workable solutions for these issues...



## Ms. Samina Imtiaz

Two reasons; one that in Pakistan we directly jump into adulthood from childhood and we miss the term “Adolescent” and in our curriculum you would never find this word Adolescent in any text book. 2009 education policy clearly states that life skills education and sexual reproductive health rights both should be part of our curriculum. You don’t see any chapter on these in any book. Our organization had run programs on both; life skills education and sexual reproductive health rights. I feel very disappointed saying this that both times we faced very weird attitude from our local and provincial governments...



## Dr. Shahana Hashimi

A lady visited me who was suffering from a disease from last 20 years but due to shyness and conventional barriers and societal barriers could not talk about it to anyone. When I encouraged her to share it, we started treating her and now she is living a normal life. Adolescents should be sensitized to discuss their problems and not shy away...



## Mr. Shahid Hussain

(Adolescent Representative)

I want to discuss in the context of Pakistani educational system that there are two types of educational systems here "government and private". The standard of education in private schools is very high as compared to government school. Secondly I want to say something regarding syllabus. In our intermediate English syllabus there are topics which does not belong to our culture and we find them difficult to understand. For reference I can mention there is a chapter in our intermediate English book; "Mr. Chips". In my opinion syllabus should be revised and stories like "Mr. Chips" should be replaced with the stories of Pakistani national heroes. And I also want to mention that in cities as compared to villages, education system is far better. In village school teachers' qualification is just matriculation intermediate...



## Dr. Tariq Cheema

It is very enlightening for somebody like me who left this country soon in his adolescent life and come back after 30 years later. What I see is massive confusion and that runs through the policies circle to the grass root level, here education is a total mess. There is no relevance to our needs, there is no listening to the voices of the people in policies and curriculum and like the speakers mention that majority of the people are totally out of this circle. For me it is still process of rediscovering my country and perhaps I left in the time when there was more space, there was not much awareness, there were not much distractions. Most importantly at policy level where if we have an education policy it must be applied to the whole country so that we could avoid class divisions. Right now I think the issue is not just that there is more than one educational system but we are defragmented into the class system...

# Adolescents Needs

Drop out High Low  
English No Urdu Yes  
Medium Urdu Yes  
9-19 Government schools Health  
Special Educational System change  
adolescent  
Education for disabled - Training  
Teacher's  
Private  
Girls  
Educa  
Special  
Problems Solv  
Dosti Network.  
Skill development  
Sexual & reproductive Health  
Low Literacy rate  
Youth Biological changes SRH Age 9-19  
HIV  
Solutions  
Youth



Moham Riz



# *Recommendations*

# 1

**Today adolescents in urban areas have access to social media and TV so they should be taught through making resources available on social media in interesting manners.**

# 2

**Education on physical development and sports should be mandatory in schools for good physical and mental health of the children.**

# 3

**Life skills modules should be added in the syllabus so that children could understand and cope up with the physical & emotional changes they would go through while their transition to adolescence**

# 4

**Education system should enhance the analytical ability of students & should increase their wisdom besides the information & knowledge. It should discourage cramming system for passing the examinations.**

# 5

**Women and girls who are expert in their vocational skills should be given some formal education so that they could highlight their skills and work for increased appreciation and benefits**

# 6

**There should be one non-discriminatory education system for all & most importantly at policy level where if we have an education policy it must be applied to the whole country so we could prevent class divisions.**

# 7

**Course content on physical development should be culturally sensitive and should prefer local case studies and examples instead of western examples.**





**Children should  
be given the  
space to speak  
up from they day  
one instead of  
keeping them  
suppressed**

9

**Religious education must be provided in our homes to avoid religious classes in schools because 4% to 5% of the population is non-Muslim and we put limit to their choice**

10

**Teachers  
should be trained  
on how to teach  
the children  
on reproductive  
health &  
on how to  
guide parents  
about it.**

*11*

**Our education system does not include values, so that we could produce leaders**

# 12

If we have policies and we do not have programs and trained as well as experienced professionals to run the programs, such programs are not effective. So focus should be to implement proper programs through competent persons.

# 13

**In making policies we should not ignore the opinion of academicians from universities, colleges, schools and madrassahs and invite them in making education programs.**

# 14

**Instead of teaching students how to find a job we should educate them how to become an entrepreneur. We should give them choices of both; job and entrepreneurship.**

# 15

**Curriculum should be focused on changing mindsets. Students should be taught the values for their personality development.**



# 16

**Federal and provincial development programs should be initiated for increased community responsiveness on their children's education on sexual and reproductive health, as there is less acceptability among the community on these topics. Under corporate social responsibility, private sector should be encouraged to run programs in their respective communities for the sexual and reproductive health of adolescents.**

# 17

**Increase in budget and investment in education especially for girls.**

# 18

**There should be more schools especially for girls.**

19

**Curriculum  
must  
be relevant  
to market  
needs.**

20

**There  
should  
be rational  
allocation of  
teachers.**

21

**Corporal  
punishment  
should be ended  
in schools.**

22

**There should  
be a monitoring  
and evaluation  
mechanisms for  
teachers.**

23

**Appointment of teachers especially of women teachers should be nearest to their home towns to ensure their regularity in schools.**

24

**Increase in enrolment by introducing innovative incentives, particularly for girls**

25

**Implementation  
of article 25 A by  
the provinces**

26

**No political  
interference on  
teachers'  
appointment and  
transfer**

*Annex*  
*Brief Introduction*  
*of Key*  
*Contributors*

## **Dr. Ghulam Taqi Bangash**

Dr. Ghulam Taqi Bangash is Professor and Program Manager of MS in Social Sciences Development Studies and Gender Studies Gender Studies. He is PhD-in History of International Relations. He remained Fulbright Scholar at Walker Institute of International Studies Columbia, and University of South Carolina. He remained Dean, Social Sciences at University of Peshawar for more than two tenures and acting Vice Chancellor of University of Peshawar.

## **Ms. Meraj Hamayun Khan**

Ms. Meraj Hamayun Khan has been working as a development professional for almost 40 years with a focus on education and skill development for girls. She holds Presidential award for promotion of literacy and was inducted in the interim setup of 2007-8 as provincial minister for education. Currently she is MPA from Qaumi Watan Party and the Parliamentary Secretary for Labor.

## **Ms. Moyna Aicken**

Ms. Moyna Aicken is Founding Trustee and Vice Chairperson at Indus Heritage Trust. Ms. Moyna's



experience spans four decades across several countries. She has trained in several areas of management and HRD and has affiliations with several professional bodies. She served as a Trustee on the Board of a UK charity after which she qualified as certified NLP Master Practitioner and NLP Coach with the NLP & Coaching Academy, Oslo. With many years of experience in international, multi-cultural group facilitation for personal development and various types of focus groups, she has many years of training experience with adults and young people.

### **Dr. Salma Siddiqui**

Dr. Salma Siddiqui is heading the Department of Behavioral Sciences. She is an academician and a social scientist. She has a wide range of experience ranging from the academia to multinational organizations. Dr. Salma Siddiqui completed her PhD at National Institute of Psychology Quaid-e -Azam University Islamabad. She remained associated with the Center for Prevention of Youth Behavior Problems and also taught at the Department of Psychology, University of Alabama being Fulbright Fellow.

## **Dr. Rakhshinda Perveen**

Dr. Rakhshinda Perveen is a recognized communication, gender and public health expert. She is the co-founder and practical ideologue of SACHET Pakistan.

## **Mr. Rashid Javed**

Mr. Rashid Javed is heading the Plan Pakistan as its Country Director. He has more than 15 years of senior-level management and leadership experience with a proven track record of leading country operations in developing countries, difficult working conditions and insecure environments. He has In-depth operational knowledge and insight on how to motivate and manage teams to achieve targets in implementation of large-scale, multi-year grants, as well as long-term program strategy / priorities. Mr. Rashid Javed has demonstrated expertise in coordinating with international, national, and local governments and bilateral, multilateral, and local donors along with an aptitude for managing complex partnerships with both public and private organizations

## Dr. Tariq Cheema

Tariq Cheema is a renowned social innovator and philanthropist who has devoted his life to making world a peaceful, equitable, and sustainable place for all. He is the founder of the World Congress of Muslim Philanthropists, a global network of affluent individuals, foundations and socially conscious corporations dedicated to advance effective and accountable giving.

He received his M.D. from the University of Istanbul, earned a Certificate of Advanced Study in Philanthropy at Loyola University Chicago, and was awarded fellowships by the Rockefeller Foundation's prestigious Next Generation Leadership Program, the Bellagio Initiative, the Salzburg Global Seminar, the Madinah Institute of Leadership and Entrepreneurship, and the New Westminster College. He holds expertise in the domains of impact philanthropy and investing, corporate strategic giving, value innovation, crisis intervention, and grants management. Dr. Cheema ranks among the 500 most influential Muslims impacting the world today.

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## Gender Watch

Gender Watch was the first ever media initiative to introduce the concept of gender in Pakistan which was culturally sensitive subject. This initiative challenged the patriarchal mindsets and informed and sensitized people on gender, gender stereotyping and gender discrimination. It unfolded the fact that how gender discrimination could be responsible for creating hurdles in progress and development of our country. Gender watch was made interesting through segmenting it into information segment, poetry segment, song segment, and gender post office segment. Program included the Interviews of famous and influential personalities on the subject besides the views and comments of general public.

### Few messages from “Gender Watch” episode “Gender and Education”

- Gender is not a problem of a women or men, but it is the social problem
- Intellectual work of women is never highlighted, it is always underestimated
- Social traditions/customs and wrong interpretation of religion remained the key hurdles for women’s education
- People manipulated religious believes to suppress women and keeping her away from education for their own interests

- There is no doubt that socially and economically women is underprivileged
- Islamic laws are progressive and protect the rights of women, so landlords and feudal lords never appreciated Islamic laws over the customs to save their property and wealth
- Islam encourages men and women both to pray for increased knowledge, it discourages following the wrong customs
- Women cannot play her role until and unless she is educated, and she must play her role in the development of country as country's development is not possible without inactivity of women
- Our society hesitates to invest on women's education
- Education is not meant for job but it is for wisdom

Gender Watch is a 19 episode television series which was designed to create awareness about Gender issues in Pakistani context launched by SACHET in 1999 and aired from PTV. The series was geared toward members of the community in general, but young people particular. The series was also designed to appeal to policy makers, journalists, media personnel, and researchers. The concept, research and script were given by Dr. Rakhshinda Perveen and she was also the director of this magazine show. Gender Watch won first ever PTV Excellence Award for Private Production in March 2001.

The Gender Watch series consists of  
13 episodes including:

- Gender & Pakistan
- Gender & Poverty
- Gender & Empowerment
- Gender & Professions
- Gender & Violence
- Gender & Print media
- Gender & Family Planning
- Gender & HIV/Aids
- Gender & Children of Pakistan
- Gender & Old Age
- Gender & Electronic Media
- Viewer's special  
(interactive episode airing feedback from audience)
- Recap, review and recommendations (suggestions concerning various)

پیش کرتے ہوئے اس بات پر زور دیا کہ نوبالغوں کی شراکت کو یقینی بناتے ہوئے ان کی ضروریات کو جلد از جلد نظام تعلیم کا حصہ بنایا جائے۔ اس حکمت عملی مکالمے میں ٹھوس سفارشات کا ایک پیکیج تیار کیا گیا تاکہ مرکزی اور صوبائی حکومتیں اور ذیلی متعلقہ ادارے، سول سوسائٹی، تعلیمی محکمے اور پرائیویٹ سیکٹر ان سفارشات کی روشنی میں عمل درآمد کریں۔

آگہی ریورس سنٹر سائٹس پاکستان نے پاکستان کے تعلیمی نصاب میں نوبالغوں کی ضروریات کے حوالے سے 2 اکتوبر 2013 کو اسلام آباد میں حکمت عملی وضع کرنے کے لیے مکالمہ (پالیسی ڈائلاگ) منعقد کیا۔ مکالمے (پالیسی ڈائلاگ) میں رائے عامہ کے سرکردہ نمائندگان نے شرکت کی۔ مکالمے کے تمام شرکاء اس بات پر متفق تھے کہ موجودہ نظام تعلیم نوبالغ طلباء اور طالبات کی ضروریات کو سمجھنے، بیان کرنے اور مطمئن کرنے سے قاصر ہے لہذا اس امر کی ضرورت ہے کہ نوبالغ طلباء اور طالبات کی ضروریات کو تعلیمی نصاب میں اہمیت دی جائے۔ سول سوسائٹی، بین الاقوامی ترقیاتی اداروں اور تعلیم کے شعبے سے تعلق رکھنے والے پالیسی ڈائلاگ کے مختلف شرکاء نے نظام تعلیم میں نوبالغوں کی ضروریات کے تناظر میں مختلف سفارشات





# AGEHI VISION STATEMENT

Speak...

**Speak - your lips are free**  
**Speak - your tongue is still yours**  
**This magnificent body is still yours**  
**Speak - your life is still yours**  
**Look inside the smithy**  
**Leaping flames, Red-hot iron**  
**Padlocks open wide their jaws**  
**Chains disintegrate**  
**Speak - there is little time**  
**But little though it is**  
**It is enough, time enough**  
**Before the body perishes**  
**Before the tongue atrophies**  
**Speak - truth still lives**  
**Say what you have to say**

**Faiz Ahmed Faiz**  
Translated into English by: Daud Kamal

بول...

بول، کہ لب آزاد ہیں تیرے  
بول، زباں اب تک تیری ہے  
تیرا ستواں جسم ہے تیرا  
بول، کہ جاں اب تک تیری ہے  
دیکھ کہ آہن گر کی دکان میں  
تند ہیں شعلے، سرخ ہے آہن  
کھلنے لگے قفلوں کے دہانے  
پھیلا ہوا ک زنجیر کا دامن  
بول، یہ تھوڑا وقت بہت ہے  
جسم و زباں کی موت سے پہلے  
بول، کہ سچ زندہ ہے اب تک  
بول، جو کچھ کہنا ہے کہہ لے!

فیض احمد فیض



Engendering Development