

2016

EVENT REPORT



Conference on

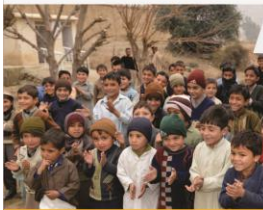
PEACE through EDUCATION

A long-term solution to PEACE-BUILDING

25th May, 2016, Islamabad



Kingdom of
the Netherlands



Human Resource Development Network

6/28/2016

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ACKNOWLEDGEMENT

HRDN pays heartiest gratitude to the International Rescue Committee (IRC) for joining hands with HRDN in making the project a successful model and in promoting education in indigenous areas of FATA and to organizing “Peace through Education” conference to generate a national discourse on education especially peace through education.

TEAM HRD NETWORK

 **Human Resource
Development Network**

EXECUTIVE SUMMARY

On May 25, 2016, the HRD Network (HRDN) in collaboration with the International Rescue Committee (IRC), hosted a conference in Islamabad's Serena Hotel, titled **"Peace through Education"** in the context of the successful implementation of a "Community-based Education (CBE) Programme" model in Mohmand Agency in Pakistan's Federally Administered Tribal Areas (FATA), which was aimed at promoting peace by communities and government working together. Speakers at the conference underscored the importance of ensuring deliberate linkages between the multiplicity of peace building and education initiatives that are underway in Pakistan.

The Conference was moderated by Mr. Omar Khalid Butt (Anchor person/Presenter/Content Producer/Researcher at PTV World). The Guest of Honor was Admiral (Retd.) Muhammad Asif Sandila, Former Naval Chief and Chief Executive Officer of Moawin Foundation, and the Chief Guest was Engr. Muhammad Baligh-ur-Rehman, Minister of State for Ministry of Federal Education and Professional Training. Panelists and speakers of the conference included senior leaders from bilateral donors, Govt. of Pakistan, prominent civil society experts and academia. There was also extensive media coverage of the conference and its findings it reached.

The participants had gathered to discuss girls' education in the region and how to make educational initiatives sustainable. It was agreed that the link between education and peace is not inherently strong, and so peace has to be an actively sought goal of any educational intervention if education is to lead to peace. Furthermore, the participants reached the insight that an educational intervention has to have the support of the local community if it is to be successful and if it is to promote the goal of peace.

Another key issue the conference participants explored was the need for education to be designed so as to empower its beneficiaries, and provide equal opportunities to disadvantaged and marginalized people. This was to be aided in no small part by the fostering of an environment within schools of tolerance, diversity, pluralism, critical thinking and the open-ended exchange of views.

In addition, the conference participants also considered some key challenges and obstacles in the way of education, which included poverty, lack of adequate access to schools, inadequate quality of education, and lack of community support due to varying reasons including conservative attitudes and prioritizing of endeavors other than education.

The conference participants shared various models on which some successful educational interventions were launched, and discussed the role of the government and development partners in supporting educational initiatives to ensure their success, as such initiatives must be linked to the government and development partners in order to be sustainable for the long run.

In full, some key points were raised and agreed on in the conference:

- The link between education and peace must be actively built
- Education must set peace and human values as its key goals to be consciously pursued
- Schools must have the support of local communities
- Education must provide the skills and tools for career success instead of just rote learning
- Schools must foster an environment of diversity, tolerance, pluralism and critical thinking
- Educational initiatives must be linked with the government and development partners in order to be sustainable.

1. INTRODUCTION

On May 25, 2016, the HRD Network (HRDN) in collaboration with the International Rescue Committee (IRC), held a conference in Islamabad's Serena Hotel entitled **“Peace through Education”** in the context of the successful implementation of a “Children Education Programme” model in Mohmand Agency in Pakistan's Federally Administered Tribal Areas (FATA). The conference also highlighted the current commitments of the Government of Pakistan and all major donors regarding children's education especially girls' education in post-conflict areas.

Since the model implemented in FATA has several successes including an excellent rate of girls' enrollment in extremely difficult areas, it has made a significant contribution to peace and conflict resolution, successful transition of the Community-Based Education Centers (CBEs) within the government education system, and the willingness of the community to run some of these Centers beyond the project life on a self-help basis.

Hence, the conference aimed to highlight the need for replication of such programs to promote sustainable peace. The Brookings Center for Universal Education, USA, has already documented the project and published a comprehensive policy brief highlighting key issues for policy and practice in “community-supported models for girls' education in Pakistan.” The policy brief's findings were shared with the conference participants by its author, Brookings Fellow Dr. Jamila Razzaq.

Therefore, the conference also provided donors and development partners an opportunity to deliberate on the issues and challenges of such models. Its focused audience included representatives of donor agencies, the national and international development community, the government, HRD Network members and academia.



2. CONFERENCE AGENDA

10:00 – 10:30 AM	Registration	
10:30 – 10:35 AM	Opening of Conference	Recitation & National Anthem
10:35 – 10:40 AM	Welcome Note & Opening Remarks	Mr. Suhail Awan , Executive Director HRD Network
10:40 – 10:50 AM	Peace through Education – A model implemented in FATA	Documentary
10:50 – 10:55 AM	Remarks by the Guest of Honor	Admiral (R) Muhammad Asif Sandila , Former Naval Chief/Chief Executive Officer MOAWIN Foundation
10:55 – 11:10 AM	Speech by the Chief Guest	Engr. Muhammad Baleegh-ur-Rehman , Minister of State for Ministry of Federal Education & Professional Training
11:10 – 11:30 AM	Group Photo & Tea Break	
11:30 – 11:50 PM	Community Supported Models of Education: Possibilities of Peace Building	Dr. Jamila Razzaq , Advisor Education, AKF-P
11:50 – 01:20 PM	Panel Discussion: Peace and Education – Role of Civil Society & Academia	Mr. Mosharraf Zaidi , Campaign Director, Alif Ailaan Ms. Sehar Tariq , Country Representative, United States Institute of Peace (USIP) Dr. Tughrul Yamin , Associate Dean, Centre for International Peace & Stability (CIPS) NUST Mr. Abbas Rashid , Chairperson, Society for Advancement of Education (SAHE) Mr. Imran Azhar , Chief Executive Officer, AzCorp Entertainment
01:20 – 02:15 PM	Lunch & Prayer Break	
02:15 – 03:30 PM	Panel Discussion: Peace and Girls Education – Role of Development Partners	Dr. Naeem-uz-Zaffar , Member Social Sector, Planning Commission, Govt. of Pakistan Ms. Vibeke Jensen , Representative/Director, UNESCO Pakistan Ms. Barbara Payne OBE , Senior Education Advisor/Head of Education Policy Team, DFID Ms. Ann Rosemary , Gender Advisor UNICEF Ms. Marisol E. Pérez , Deputy Education Office Director, Higher Education Lead and USAID Coordinator for LGL initiative in Pakistan, USAID
03:30 – 03:40 PM	Closing Remarks	Ms. Nadya Karim-Shaw , Country Representative, World Learning
03:40 – 03:45 PM	Vote of Thanks	Mr. Suhail Awan , Executive Director HRD Network
03:45 – 04:15 PM	Networking over Tea & Closing	

3. CONFERENCE COMMENCENANT

The Moderator, Mr. Omar Khalid Butt, started the event with the call for national anthem and recitation of Holy Quran respectively. . When the national anthem concluded, the Moderator formally welcomed the guests to the conference.

Conference was started with formal welcome to all guest, Mr. Omar introduced the project that was the subject of this conference, as well as HRD Network, which implemented it along with the IRC. Following this, he explained a bit the importance of education in Pakistan and its significance for the country's development.

Mr. Omar welcomed the Guest of Honor Adm. (Retd.) Asif Sandila, former Naval Chief and CEO Moawin Foundation, and the Chief Guest Eng. Muhammad Baligh-ur-Rehman, Minister of State for Ministry of Education and Professional Training.



4. OPENING SESSION

Mr. Omar formally welcome the guests for the opening session to the stage. They included: -

- **Guest of Honor:** Admiral (Retd) Mr. Muhammad Asif Sandila, Former Naval Chief/Chief Executive Moawin Foundation
- **Chief Guest:** Engr. Muhammad Baligh-ur-Rehman, Minister of State for Ministry of Education and Professional Training
- **Ms. Nadya Karim-Shaw**, Country Representative World Learning
- **Ms. Jamila Razzaq**, Advisor Education, Aga Khan Foundation-Pakista
- **Mr. Suhail Awan**, Executive Director HRD Network

5. WELCOME NOTE & OPENING REMARKS BY MR. SUHAIL AWAN- EXECUTIVE DIRECTOR HRD NETWORK

Mr. Awan started by greeting all those attending the conference, and welcomed them all on behalf of HRD Network and all its partners who implemented the Children Education Program, including the IRC, Human Resource Development Support (HRDS) Foundation, Help in Need (HIN), Integrated Regional Support Programme (IRSP), and HRDN's intellectual partner for this conference, the Agha Khan Foundation- Pakistan (AKFP)

Mr. Awan explained the origins of HRD Network and its current state after 18 years of operations. The followed that up by introducing the Children's Education Program project underway in FATA's Mohmand Agency.



He explained that the project started in 2009 after the military operation in Mohmand Agency, starting with efforts for providing access to education for the children of the local population's

displaced and returning families. Then in 2013, the project received funding from the Dutch Ministry of Foreign Affairs under the technical lead of the International Rescue Committee (IRC).

He gave the statistics on girls' education related to this project and showed the project's successes and its challenges, pointing out that one major challenge was sustaining the project beyond its life cycle.

Need for National Program

Citing this project, Mr. Awan said that there is a need for a national program for synergizing education with peace to strengthen the social fabric of society, resolve conflicts, and improve cohesion between the country's diverse communities. He said sustainable community-based models of education are a major vector for achieving these aims.

While recognizing the need for the security paradigm of promoting peace in Pakistan given the conditions of prolonged conflict, Mr. Awan pointed out that peace and social cohesion in society are also essentially served by education, so social initiatives for a national discourse for education and peace are currently greatly needed.

6. DOCUMENTARY SCREENING

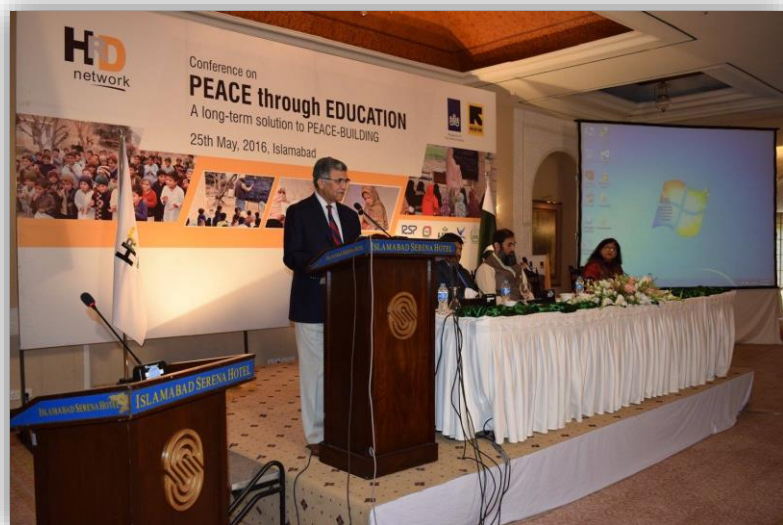
Video documentary of project was screened to the conference participants. The documentary highlighted the successful model of children education programme.

7. REMARKS BY GUEST OF HONOR

Admiral (Retd) Mr. Muhammad Asif Sandila began discussed in his remarks the understanding of peace and highlighted the current educational challenges and gave a very brief introduction of Moawin Foundation.

Adm. (Retd.) Sandila provided a conception of peace different from conventional wisdom, explaining that peace is not a state lack trouble, noise or hard work; it's a state that has all these things but still a person stays calm in the heart. This calmness, he explained, can be achieved by understanding how the world works, and this understanding brings confidence. He said education is what leads people to this understanding and resulting

confidence. He explained this point further by pointing out that education is essentially understanding the world, and so better education leads to better understanding, and that in turn leads to more peace. In other words, education creates a progressive and enlightened society.



Adm. (Retd.) Sandila explained that since his retirement from the Navy in 2014, his focus has been on education, and that no place in the world needs it more than Pakistan. To explain this assertion, he stated that 70% of Pakistan's population is below the age of 30, and around half of them are illiterate. He said that over 25 million children (5 times Singapore's population) are out of school,



and even children who do attend educational institutions don't get the standard of education they deserve.

The implication, he said, is that this large number of uneducated and ill-educated youth can fall into the wrong hands and cause this country a demographic disaster. Therefore, the task is huge and daunting, and demands contribution from everyone in this country who has the means to give their part in combating the task. To take this point forward, he explained that instead of

operating as individuals or organizations, we all must support the government in its efforts to bring about the desired results.

Moawin Foundation

Next, Adm. (Retd.) Sandila explained his work with Moawin Foundation. He pioneered the organization, which aims at working as "moawin" to the Pakistani government in imparting quality education in rural areas. He said his model is to work in partnership with the government and "adopt" government schools in rural areas for both boys and girls and then improve the quality of primary and secondary education in them. Moawin made sure teachers were available at all classes, hiring and training them at its own expense.

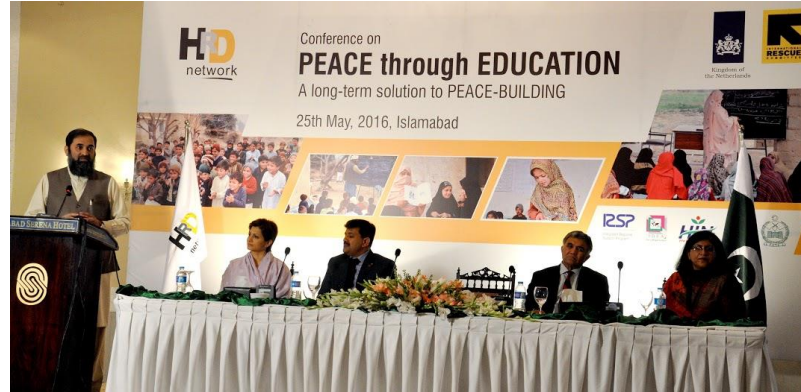
Citing the work of Moawin, he explained that educating a child is not enough to enable him/her to survive in this world; equally important is to give technical training to impart skills so students can become productive members of society and reduce the cycle of poverty participate in the socio-economic development of the country. He said Moawin enabled exactly that by developing a cluster of technical training institutes that train students of a locality based on the current requirements of the local industry and agriculture, so that the students can get meaningful



employment after education.

8. REMARKS BY CHIEF GUEST

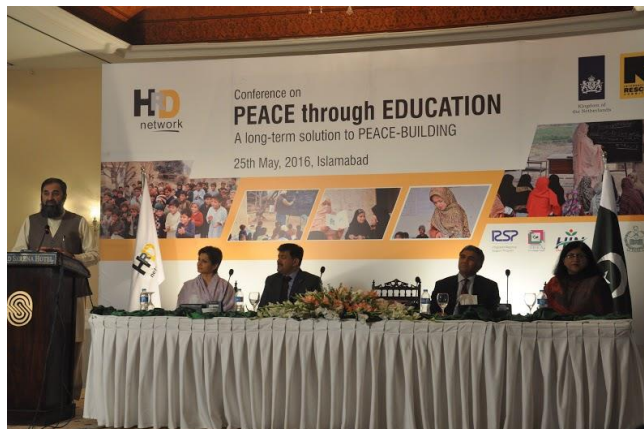
Eng. Muhammad Baligh-ur-Rehman began by thanking all those attending the conference and appreciating the good work done for the Children Education through Children Education Project in FATA, he also commended all those involved in implementing it. He called this project important as it is aimed at education as well as at peace, explaining that the rip-over effect of education and the dividend of educational initiatives is peace, which is what this project accomplished.



He explained that education is a constitutional right and religious obligation of everyone, but lamented the large number of out-of-school children in Pakistan and associated problems. He then claimed some government initiatives are also underway toward education. He said that as per the latest statistics, the number of out-of-school children in Pakistan is 24 million, compared to 25.95 million two years ago, so there is a reduction of 1.95 million in this time period, something he considered significant considering the country's population is also increasing meanwhile. He said that at the primary level the number of out of school children was 6.67 million two years ago but today it is 6 million.

With these figures he explained that the government is also making large budgetary allocations for education; the federal government's spending on education also rose from 5.5 billion rupees two years ago to 7.75 billion. Claiming that the provincial governments are spending 25-28% of their budgets on education, he said hardly any other country in the world is devoting such large percentage of their budget on education. He said that the country needs to spend 4% of its GDP on education, the federal and provincial governments are incapable of spending that much due to lack of resources, which results especially from non-continuity of policies, non-continuity of democracy, and a chronic lack of tax revenue.

Eng. Muhammad Baligh-ur-Rehman said that in 2001, government spending on education was 2.1% of GDP, which came down to 1.7% in 2013 when the current government came into power, and the Tax-to-GDP ratio was down to 8.5 %. In these three years of government, despite all challenges, especially of security, the figure was brought up to 11% and the government is currently aiming at around 22%. He also said the country under this government plans to raise spending on education from 1.9% of GDP to 2.7% in the next fiscal year, which would be a phenomenal achievement. He said all provincial governments are also showing commitment to this cause despite the difficulties of allocating the



necessary amounts. He cited the example of Balochistan, whose budgetary allocation on education went from 11% of budget to 25%. The percentage spent on education is rising, the direction is positive and the provinces are spending more every year, he said. Still, more funds are needed, along with a higher tax-to-GDP ratio to the level of 4% otherwise progress can't be made, and here he thanked donors for their role in making grants to education in Pakistan.

He said that the federal government maintains and patronizes 18,000 community-based schools; students in them sit on the floor but are performing well, doing 5 grades under one roof with one teacher. He praised this since the benefits of multi-grade teaching have been well-documented.

Girls' Education & Access

Coming to the issue of gender disparity in Pakistan, Eng. Muhammad Baligh-ur-Rehman noted that the educational initiative in Mohmand Agency has focused on girls, and 68% of the 3,200 students enrolled in them are girls. In the last two years, net enrollment rate at the primary level rose from 68% to 72%. He claimed Pakistan is better off than other South Asian countries in gender disparity in education. He said the main problem in education in Pakistan is lack of access to



schools, though schools should be available to all children in this country near their homes. Parents are scared to send their daughters to faraway schools, so schools need to be closer to homes so more girls enroll. Resource constraints exist that prevent enough schools in all places and prevent adequate transport facilities for commuting between home and school. Many people lack the resources to transport their children to schools, so a community-based non-profit school right in the community is the solution.

He explained that the 18,000 community-based schools are running under the federal government but thousands more are running under provincial governments. He said the federal government has almost doubled its spending on education as the amount spent through the Higher Education Commission has risen from 42 billion rupees to 83 billion.

Working Together for Education

Eng. Muhammad Baligh-ur-Rehman appreciated the efforts of donors and other organizations for showing the way and providing education even in a place like Mohmand Agency. He said education can go on in all the areas of Pakistan this way because where there's a will, there's a way.

Hence, an inter-provincial council is being set up for devising the educational curriculum, and providing a new minimum nationwide curriculum. Even the provinces are now pushing the federal government to implement the national curriculum. He said the government is also working on Vision



2025 and the MDG and SDGs as well as on building a knowledge-based economy. He said the SDGs are Pakistan's own national development goals.

Eng. Muhammad Baligh-ur-Rehman closed his address by thanking all the participants and HRDN's ED Mr. Suhail Awan, and asking donors to keep supporting Pakistan in the days to come. He said the world suffers when each single child is deprived of education so the world community must come together to help. He also said Pakistan will soon have the resources to help the world community in the field, and in helping to achieve the SDGs.

9. GROUP PHOTO

With the Chief Guest's address concluded, the Moderator Mr. Butt invited the participants of this first session for a group photo. They included:

- The Panelists of the conference
- Board Members of HRD Network
- Mr. Aftab Ahmed, Secretary General, HRDS Foundation
- Mr. Asghar from IRC
- Haider Said, Project Manager, HRD Network



10. SECOND SESSION

The second session was started while highlighting and appreciating the study being conducted by Brookings International and also invited the key players of Children Education Programme on stage who directly worked in the field. They included:

- **Dr. Jamila Razzaq**, Advisor Education, Agha Khan Foundation-Pakistan
- **Mr. Aftab Ahmed**, Secretary General, HRDS Foundation
- **M. Asghar Khan**, Senior Education Manager, IRC
- **Haider Said**, Project Manager, HRD Network FATA Field Office

The Moderator introduced very briefly Dr. Jamila Razzaq and request her to present the findings of her research study.

10.1. A STUDY OF BROOKINGS USA- DR. JAMILA RAZZAQ

Dr. Jamila Razzaq introduced the community-supported education service delivery model, which she called particularly beneficial for girls in challenging contexts. She began her explanation of this model with her research and findings.

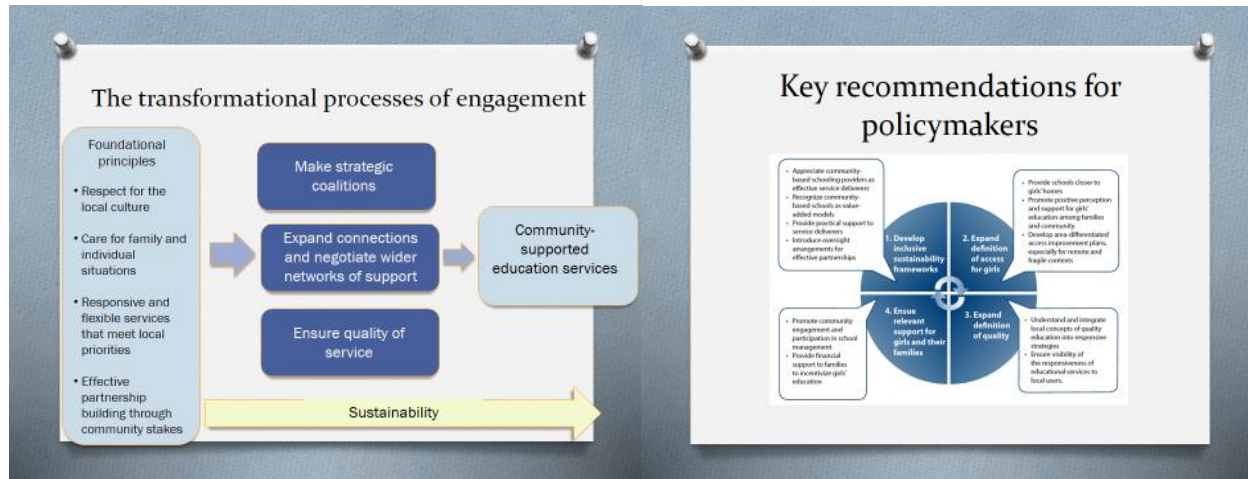
10.1.1. Community-Based Schooling Models

She said that before the government took up implementing community-based initiatives, NGOs were doing them. The key issue in this model is how to create a policy space with a gender-focus on the issues of education. She then presented the three case studies she had explored in her report; two of these were located in conflict-affected areas. Her case studies were spread across Pakistan with three major models:-

1. **The first** was the Children Education Programme in the Mohmand Agency one.
2. **The second** was implemented in Diamer by AKFP. These were home based schools, it was a government idea but AKFP took it up.
3. **The third study** was a flexi-model in an urban slum in Multan where extremely poverty prevented education and child labor was common.



She in detailed discussed the “The transformational processes of engagement” and key recommendation for policy makers that are as :-



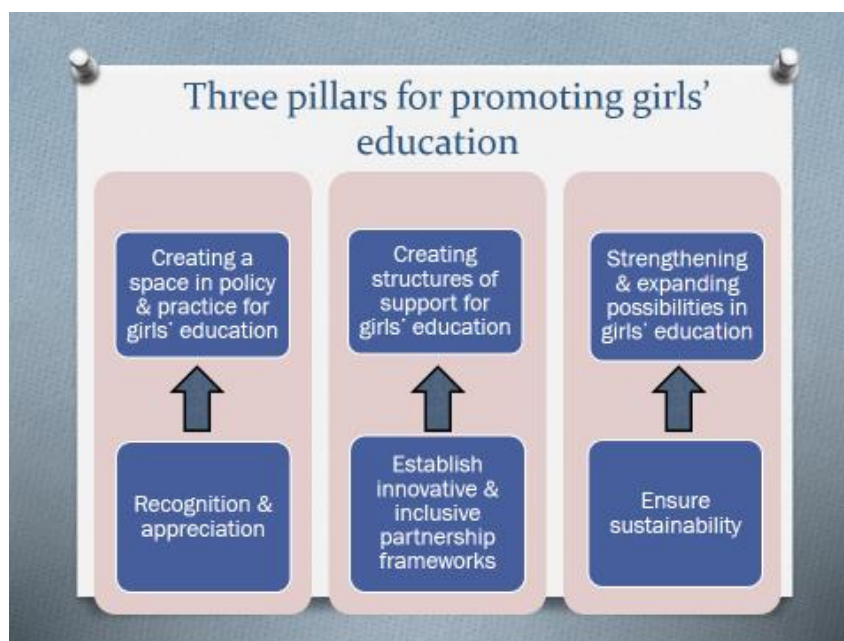
10.1.2. Connecting Education with Social Cohesion & Conflict Resolution

Since two of these case studies were in conflict-affected areas, Dr. Jamila Razzaq drew the correlation between education and peace, and highlighted the transformative role of education for social cohesion and conflict resolution. Still, she cautioned against some very generalized statements, saying education does not automatically cause social cohesion if it is not structured specifically to achieve this end; if there isn't enough equity to achieve this end. She said social cohesion must be a conscious goal of educational initiatives. Discrimination must be actively combated if it is to be tackled. Then education can be a tool for peace and social cohesion.



10.1.3. Community-Based Education Process- The Pillars to Promote Girls Education

Dr. Jamila Razzaq pointed out, the local families' perception of quality is very subjective and informal even though they are the best judge of their children's quality. That perception was linked with the wider social, cultural, geographic, demographic and economic context quite a lot. For Mohmand Agency, regularity of attendance was a measure of quality in a conflict-ridden area. For the Multan slum community, quality was measured by



the respect and depth of engagement gotten from the teachers and school administration. So, very nuanced perceptions of quality prevail.

Meanwhile, respect for the local culture, care for the family and individual situation are essential. Responsiveness is also very important in adapting the service delivery to the conditions of each individual and the local and family context.

10.1.4. Role of the Government

Policymakers can first appreciate and recognize these models since they're supporting the government in fulfilling its mandate of providing free education. Most of the provinces have these models but those schools cannot meet rigid eligibility criteria so the government should streamline and expedite such processes. The initiative must actively address the problem of out-of-school. Volunteering NGOs developing community-based education centers is the solution of access and quality.

10.1.5. Appropriate Direction/ Sustainability

She also said that when engaging the community, authority should be matched with capacity, so parental engagement involves training parents and building their capacity to manage and appraise the schools. Parents' authority should match their capacity. She further pointed to the need for a community of practice: the government and NGOs should be willing to share their experiences with one another for best results.

Discussing the project in Mohmand Agency, she said that while sustainability is an issue with donor-funded project interventions, HRDN succeeded in getting these schools mainstreamed into the public educational system; adopting the national curriculum and guidelines helps mainstream community-based schools into the government educational system. However, consciousness about the challenges is important: peace must be a deliberately sought goal of education.

PANEL DISCUSSION-1

11. PEACE AND EDUCATION – ROLE OF CIVIL SOCIETY & ACADEMIA

The first panel discussion was started with the formal introduction of all panelists and moderator invited all members on stage: -

- **Dr. Tughral Yamin**, Associate Dean, Centre for International Peace & Stability (CIPS) NUST
- **Mr. Abbas Rashid**, Chairperson, Society for Advancement of Education (SAHE)
- **Mr. Imran Azhar**, Chief Executive Officer, AzCorp Entertainment
- **Ms. Sehar Tariq**, Pakistan Country Head, US Institute of Peace

Moderator of the panel:

- **Mr. Mosharraf Zaidi**, Campaign Director of Alif Ailaan.



Mr. Mosharraf Zaidi started by encouraging provocative statements rather than saying things everyone would agree with. He said a lot of nonsense is believed about fixing education leading to fixing of terrorism in the world. He said calling it nonsense is substantiated by lots of facts, and the idea of peace through education is a tenuous one; building and articulating that linkage was the task of the panelists of this discussion. He said currently educational discourse is stuck to data and policies at the expense of engaging parents and communities; that engagement is necessary to

make this link more durable rather than tenuous. Dr. Tughral Yamin was invited first to discuss the role of academia and civil society.

11.1. EDUCATION FOR PEACE AND COEXISTENCE IN MULTICULTURAL SOCIETIES - DR. TUGHRAL YAMIN

Dr. Tughral Yamin began by touching upon the initiative he is running with his for education, and said his firm belief is that if education is good it will prevent terrorism. People can teach anything in schools and the impressionable students can be steered in any direction as a result, so fundamental human values must be taught. Since anything can be taught in schools in the absence of government control over the syllabus, it is a sad state of affairs that the government is neglecting its duty in this regard. He said bad education can turn people into terrorists, so unless we change mindsets, education can't attain peace but in fact can attain conflict and terrorism.



11.1.1. Need for Changing Mindsets through Education

Dr. Yamin said Pakistan is a diverse society that's multi-ethnic in character. Over 2.9 million people registered with NADRA are non-Muslims. Unless we cater to their religious needs we'll be disenfranchising them. Pakistan also has huge youth bulge whose energies need to be channeled into positive avenues. He said the challenge is the forces of hate and intolerance in society; the APS attack brought that to the fore.

He said the national reaction to the APS attack had short and long term facets. Short term was hangings and military courts, long term was changing mindsets. The long-term facet is where the educational curriculum comes in.

11.1.2. Messages of Social Cohesion

He said accommodation of minorities must also be part of the educational system. The Quaid-e-Azam's message of tolerance is missing in our educational system, as is the Prophet Muhammad's saying about Arabs and Persians being equal. That everyone is an equal citizen of society must be an important value to be inculcated by the educational system.

However, he asked, what's our existing mindset? What are our



preconceptions? He said we don't have human values, and that's why education isn't stopping them from resorting to violence. Education can change mindsets and be an instrument of peace in Pakistan but it has its limitations, a key reason being that the government is still allocating only 3% of the national budget to education. He also said the student, teachers, parents and environment must be kept in mind when devising education. Teachers must purge all hate material in curriculum, and adopt measures to promote harmony and social cohesion.

11.1.3. Teaching Paradigms

Dr. Yamin concluded his remarks and said rote learning must be banished in favor of encouraging children to speak up and debate, otherwise the educational system will only create a generation of morons and automatons. He also encouraged the use of non-traditional tools of peace education like poetry, dramas, music.

Here his address ended, and Mr. Mosharraf Zaidi called Abbas Rashid to speak next.

11.2. HUMSAFAR- ABBAS RASHID- CHAIRPERSON, SAHE

Mr. Abbas Rashid told the conference participants that education in Pakistan merely reinforces existing divides in society so incorporating goals of peace and cohesion into the educational system must be deliberately done otherwise education can become part of the problem, and there's no room for complacency. Education is an existential challenge for Pakistan now so it must not be seen as just something peripheral. So when talking about education, we must talk about peace and national cohesion too, not just the usual subjects taught in schools.



11.2.1. Humsafar

Mr. Abbas Rashid said a culture of tolerance must be fostered, and as an example he explained his illustrated supplementary material Humsafar, a project supported by UNICEF. The idea behind it was to start with making people aware of their own identities at the local level, then starting national cohesion from there. The idea is that we should encourage children to relate to, and retrieve from, their context, the elements from which to construct a culture of peace, tolerance and pluralism.

He explained the Humsafar project's salient features and key thematic areas of history, culture, economics & civics, encouraging children to place premium on their own immediate identities. He said this is something that's missing in the textbooks and curriculum in the mainstream educational system.

11.2.2. Communicating Peace

To communicate the message in school, Mr. Abbas Rashid said it must be done through characters, settings and context students can identify with. Get the child interested in knowing more. Make it accessible in the local colloquial language so kids understand it. Also use illustrations and photographs. Getting a child to "come to the book" is a main challenge. Don't just address the

child, the message must go to other stakeholders too. He concluded by telling the conference Humsafar will now be dramatized for radio.

11.2.3. Breaking the Existing Order

At this point, **Mr. Mosharraf Zaidi** commended the discussion for moving from a national context and policy discussion to the question of how to put it all together at the local level. He said we're trying to convince politicians, talking to providers (teachers etc.) and engaging parents in the conversation of how to get them to disrupt the overarching social, political and economic order in which they have to operate.



He pointed out that parents are stuck under the morass of an existing order so community and parent engagement alone won't ensure peace through education. Violence has been witnessed by kids in this country over a decade, and we are still practicing corporal punishment in schools, so there's an existing culture of violence in this country, and this order privileges violence so we must push back against a mass of society and traditions and address peace through education.

He next invited Mr. Imran Azhar to speak.

11.3. TEAM MOHAFIZ- IMRAN AZHAR, CEO AZCORP ENTERTAINMENT

Mr. Imran Azhar started by introducing AzCorp Entertainment, which makes entertaining content and engages kids through technology to drive impact and social change.

11.3.1. Team Muhafiz

Mr. Azhar introduced his project of Team Muhafiz and the characters of this series. He said this project, therefore, this is not just about education; 80% is entertainment and tries to create characters that children can personally relate to, so they are not typical comic superheroes.



11.3.2. Innovative Education Mode

Mr. Azhar said this initiative is giving awareness of different laws and rights, and also gives infographics along with entertainment. It integrates corporate ads into its content if the corporation gives a public service message. Each edition of Team Muhafiz addresses a different challenge or social/legal issue. The characters and their stories are all based on real-life people.

Mr. Mosharraf Zaidi then asked Ms. Sehar Tariq to speak.

11.4.QUALITY OF EDUCATION, SEHAR TARIQ- COUNTRY REPRESENTATIVE, USIP

She began by thanking Mr. Mosharraf Zaidi for encouraging people to think over provocative issues, and said she'll try and say a few things that might not be very popular.

11.4.1. How to Link Education to Peace

Ms. Sehar Tariq said her organization, the US Institute of Peace (USIP), looked last year at 9 peace initiatives in Pakistan to see how the education system can promote peace. She said "education = peace" is not an easy equation but is a very simplistic one. She told the conference that 80% of proposals the USIP gets in this field wrongly state that poverty and lack of education cause violence when that assertion is unsupported by any evidence. So what is it in education, she asked, that leads to a peaceful and tolerant society? Just enrolling children would not do.



She said three things do that:

- Teach kids critical thinking because that leads to greater tolerance.
- Education isn't just textbooks; the use of supplementary material and teacher training is extremely important. Education is also about creating public spaces for dialogue and discourse. That means creating an environment of tolerance and a free exchange of ideas and opinions.
- The phenomenal and instrumental role of teachers is under-valued. She found that where teachers were excellent, the educational intervention was excellent, even when other factors fell short. When parents were engaged, the results were transformative.

11.4.2. Indicator of Education's Success

Ms. Sehar Tariq said her organization's research also revealed that one of the greatest predictors of a child's academic and life success is the number of books the child has in their home, which is a reflection of how educated and involved in education a child's parents are. Hence, drawing parents in multiplies the effect of education within a community.

11.4.3. The Examination System

Hence, according to Ms. Tariq, the lessons of the USIP's research are that supplementary materials are important, but one critical factor is transforming the examination system because it is utterly broken. She also said human values, tolerance, diversity and pluralism don't rank high in the exam system, and parents at the end of the day want children to pass exams. All else is of secondary importance.

11.4.4. Sustainability of CSO Interventions

Ms. Tariq also pointed out that the majority of civil society interventions are not sustainable. What makes them sustainable ultimately is having them integrated into the main educational system as that has longer term benefits. One of the most important things is for Initiatives to sustain themselves once donors leave. For sustainability we have to engage the government, the largest service provider in this country, otherwise the initiative will not succeed. Another challenge is that donors and civil society actors must, in addition to providing excellent knowledgeable products in an educational initiative, also make them affordable.

With all the panelists of this panel discussion having spoken, Mr. Mosharraf Zaidi took comments and questions from the audience.



PANEL DISCUSSION -2

12. PEACE AND GIRLS EDUCATION – ROLE OF DEVELOPMENT PARTNERS

When the lunch break ended the Moderator Mr. Butt announced the next session and the second panel discussion and called the participants to the stage. The participants were:

- **Dr. Naeem-uz-Zaffar**, Member Social Sector, Planning Commission, Govt. of Pakistan
- **Ms. Vibeke Jensen**, Representative/Director, UNESCO Pakistan
- **Ms. Barbara Payne OBE**, Senior Education Advisor/Head of Education Policy Team, DFID
- **Ms. Ann Rosemary**, Gender Advisor UNICEF
- **Ms. Marisol E. Pérez**, Deputy Education Office Director, Higher Education Lead and USAID Coordinator for LGL initiative in Pakistan, USAID

Moderator of the panel:

- **Mr. Omar Khalid Butt**, Anchor person/Presenter/Content Producer/Researcher at PTV World



He first turned to Mr. Naeem-uz-Zafar.

12.1. PEACE AND GIRLS EDUCATION, DR. NAEEM-UZ-ZAFAR MEMBER SOCIAL SECTOR, PLANNING COMMISSION, GOVT. OF PAKISTAN

Mr. Naeem-uz-Zafar began by telling the conference participants that education is a devolved subject under the 18th Amendment, so most of the contributions to it will be coming from the provincial governments. The curriculum at the district level boards and private schools is extremely diverse so livelihoods and opportunities are denied to people from disadvantaged educational systems. Hence, getting kids to engage in their own pursuit of learning is an important challenge and a major accomplishment. He further explained his own Smart School initiative and how it worked to achieve these goals.

12.1.1. Government Role in Education Delivery

At this point the Moderator asked how much onus of responsibility for education delivery is on the government as opposed to the private and development sectors. Mr. Naeem-uz-Zafar clarified that the government cannot absolve itself of its responsibility in this area. There is a big infrastructure of public schools in Pakistan that are not being used properly, private schools are abundant and CSOs are there to ensure and provide examples of good governance. He said the structure and processes are there but good governance is lacking, and as a member of the Planning Commission he is more focused on policy than actual implementation of education.



Here, the Moderator turned to Ms. Vibeke Jensen and asked her what she has found in Pakistan's educational system regarding its gender equality.

12.2. EDUCATION PROGRESS IN PAKISTAN, VIBEKE JENSEN-REPRESENTATIVE/DIRECTOR UNESCO PAKISTAN

Ms. Jensen replied that though there are many good initiatives going on in Pakistan, the system still needs to make a big breakthrough for girls' education. She said the majority of out-of-school children are girls so there is much work to do. She said devolution has the potential to help achieve that goal but it has yet to be fully implemented. According to her, Pakistan is too diverse to implement the same policies everywhere, so localized approaches would be more effective; that is why working at the community and school level is important to ensure increased girls' education.



12.2.1. Major Issues of Education in Pakistan

Ms. Jensen further said if there is a lack of teachers and major infrastructure problems, distances between communities and schools, we cannot solve the issues. So access to education especially for girls and marginalized groups, as well as quality of

education are still major issues in Pakistan. If parents are not convinced of the importance of education in their kids leading successful lives, they won't send their kids to school, so parents must be engaged as well.

12.2.2. Current Progress

The Moderator Mr. Butt asked Ms. Jensen how Pakistan has fared in last 3-4 years compared to rest of Asia and Africa. She replied that Pakistan has made improvements and is doing a lot better; the government fully subscribes to the MDGs and SDGs and has been very actively pushing for the achievement of these goals. UNESCO is working on identifying gaps and working to fill them in Pakistan.



12.2.3. Fostering Diversity

Education helps promote inclusivity and respect for diversity, and reduces violence and inequality. Her organization is working on how to steer students toward working for peace as well as creating an environment for respect and inclusion of marginalized groups. It's about creating that respectful-for-diversity environment.

12.2.4. Importance of Girls' Education

Here the Moderator asked Mr. Naeem-uz-Zafar what steps he has taken in that regard. Mr. Naeem-uz-Zafar pointed to two paradigms of peace, one related to security, the other related to mindsets which feed violence. He said both paradigms are mutually reinforcing, so girls' education is important because if girls subscribe to beliefs of pluralism, harmony, diversity and tolerance, they will teach these values to the next generation. That will redefine the fabric of our society.

At this point the Moderator took questions from the audience for Mr. Naeem-uz-Zafar before he left the conference to attend to his other commitments.

12.3.1. GIRLS EDUCATION AND DEVELOPMENT PARTNERS, ANN ROSEMARY- GENDER ADVISOR UNICEF

She said her organization's 5-year educational program is engaged in strengthening quality of learning especially for marginalized groups including girls. Her organization works closely with the government and other CSOs and development agencies.

12.3.1. Challenges for Education

She clarified that only governments are responsible for direct service delivery, though there are significant challenges facing them. She found that in FATA only 11% of children stay in school past grade 5, so state players and development partners must play their role. She said development



partners must work with the government and others in gathering data and also assist much of the service delivery in place.

12.3.2. Role of Development Partners

However, she said, development partners are not and cannot be uncritical; they must point out where the government is going wrong and what initiatives will fail. So providing informed input to the government is an essential function of development partners, along with helping governments in service delivery.

12.3.3. Girls' Education & Peace

The Moderator asked her that, speaking of peace through education, how she rated the model implemented by HRDN in Mohmand Agency. She replied that it was enormously important if it generates creative solutions to strong challenges, and it can be taken up by state parties and local organizations.

The Moderator now introduced Ms. Barbara Payne. Reminding her that Pakistan needs pushes for education that are more aggressive than in the West, he asked her that since when it comes to girls' education, girls will be the next generation of mothers who will raise the next generation, what the link is between girls' education and peace.



12.4. PEACE EDUCATION AND EMPOWERMENT OF CHILDREN, BARBARA PAYNE, SR. EDUCATION ADVISOR/HEAD OF EDUCATION POLICY TEAM

Ms. Payne told the conference that her organization is funding education in Pakistan with 800 million pounds, which is the biggest UK investment in the world. She said there is a window of opportunity right now in Pakistan since education is high on the agenda, and there is a reformist government here; before this window closes DFID would have to concentrate with large investments.



12.4.1. Incorporating Peace into Education

Ms. Payne said there is a need to look at peace through local lenses and local contexts; children in this country have faced various kinds of violence in education, and their future would be distorted and the country will suffer if the problems of education are not fixed soon.

She brought attention to the question of what children would feel when security is beefed up at schools and teachers are armed. Calling it a flawed approach, she commended the Punjab CM's

initiative in which he promoted little books promoting peace and harmony. She said supplementary items and curriculum changes are important steps but development partners and civil society members have failed in showing governments the right policies and methods, or the role of gender equity in bringing greater pacifism in domestic settings.

12.4.2. Gendered Paradigms

Ms. Payne further said that women see moral dilemmas in terms of conflicting responsibilities rather than conflicting rights, whereas men engage in power struggles for personal gain where women minimize power differences to share resources treat other equally.

12.4.3. Empowering Children for their own Security

Ms. Payne also asked what is being done to increase children's personal resilience in a country as unsafe as Pakistan. She called for teaching kids what to do in an emergency and how to adapt to emergencies and calamities. She further called for giving them more responsibility and listening to their voice. In addition to out-of-school children, she also pointed to the need for focus on children who do attend school; that focus must include teacher training, curriculum revision, etc. She also suggested giving every classroom in every school lessons on the SDGs.



12.4.4. Peace Education & Development with Girls' Education

The Moderator asked all panelists about peace education and development when it comes to girls' education in disadvantaged areas; how important that link is and what measures should be taken.

Ms. Payne replied that access is a major issue. Decentralization is taking place slowly but it could make money available locally to afford locally conceived and locally enacted programs in Pakistan. Local consultation will generate the right solutions for each context.

12.4.5. Need for Focus on Children

Ms. Jensen called for listening to the children, teachers and communities, which she said is not a hard thing to do; just listening and having a more participatory approach, making teachers feel they are doing something important, such measures affect peace. She said children of literate parents are much more likely to go to school, and teacher absenteeism driven by a lack of care by anyone whether they are there or not has an important adverse effect on education. She said Pakistan has a low



literacy rate and that is a problem, but the MDGs are focused on children's education.

Dr. Rosemary pointed to a project of her organization's that provides pointers for what policies to adopt or what measures to take. She said conflict-sensitive social cohesion programs must be institutionalized. Textbooks must have positive messages for children about social cohesion and marginalized groups' inclusion.

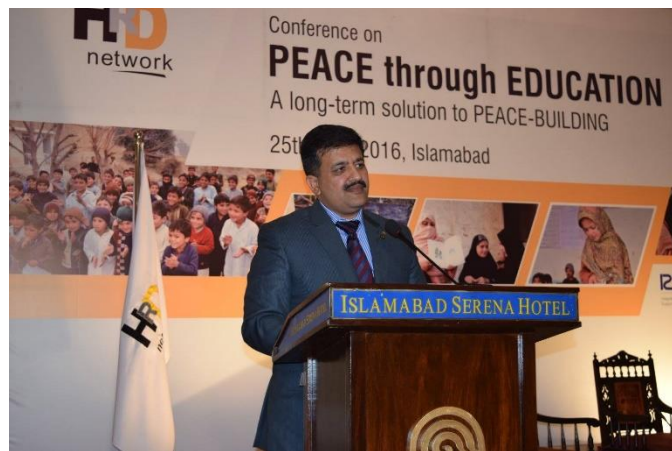
Ms. Payne also pointed out that over time schools will become irrelevant because children will be learning elsewhere and children will all be learning unequally. However, there is a sovereign responsibility of the government to provide education to all children, and that begs the question of where government servants, bureaucrats and civil servants come in. She lamented that in democratic countries like Pakistan, governments are too obsessed with short election cycles, and so long-term issues are ignored.

At this point, the Moderator invited the conference participants' questions.

13. CLOSING REMARKS BY MR. SUHAIL AWAN- EXECUTIVE DIRECTOR HRDN

Mr. Awan commended the productive exchange of thoughts that happened at the conference. He said the objective of the conference was to initiate a national discourse on peace and education, and figure out the way forward.

Mr. Suhail Awan informed the conference that this year the government is going to open a university in FATA and plans Ph.D. faculties in remote facilities. His closing remarks were that "Pakistan is our home, we can do it, and let's do it. Let us have our names in the list of contributors, not the national list of cry-babies."



Mr. Awan thanked HRDN's FATA team and the FATA Secretariat. He then thanked donors, partners, conference panelists and participants, and finally thanked the HRDN team for putting up this stage and conference.

With this, Mr. Awan concluded his closing remarks, and then the Moderator Mr. Butt formally closed the conference and invited the participants to tea.

CONCLUSION

On May 25, 2016, HRDN in collaboration with the IRC, held a conference in Islamabad's Serena Hotel entitled "Peace through Education" in the context of the successful implementation of a "Children Education Programme" model in Mohmanhow to make educational initiatives sustainable.

It was agreed among the participants that peace is only attained through education if messages of peace, tolerance and pluralism are actively inculcated in the educational system, and that involving children's parents and local communities in the educational process is essential in attaining both peace and educational excellence. It was also agreed that interactive engagement with children, rather than rote learning, is the way to impart quality education.

The role of the government and development partners was also debated at length, and it was found that any educational intervention is made sustainable only when it has the backing of the government, while development partners must play the critical role of mentoring and supporting governments as well as providing critical input on the prospects of an educational intervention. The conference revealed that while Pakistan has made great improvements in the field of education, a lot more room for improvement remains.



The conference ended on a positive note that peace through education, and improvement in girls' education, are achievable goals toward which we must all make a concerted effort collectively if they are to be achieved. It lauded the "Children Education Programme" as having made a significant accomplishment in achieving girls' education in a conflict-ridden, socially conservative, and economically disadvantaged area.

MEDIA COVERAGE OF THE EVENT

A very extensive pre and post media coverage was done of the conference, following is the pre-conference coverage on DAWN news: -

<http://www.dawn.com/news/1255752>

40 community schools in Mohmand face closure

GHALANAI: Future of 40 community-based educational centres in Pandiali and upper Prang Ghar tehsils of Mohmand Agency is uncertain as the task of managing these has been handed over to local people who neither have resources nor experience to run the centres.

About 2,500 students are enrolled in these centres set up in 2013 by NGOs, Human Resources Development Network (HRDN) and the Help and Need with the assistance of International Rescue Committee (IRC).

HRDN community mobilisation officer, Farooq Khan, said from now on the local communities would run these educational centres on self-help basis as the project was successfully accomplished.

However, he said the local people were too poor to run these schools.

Mr Farooq said the each education centre had two teachers who were appointed from among the local community, but now they had been rendered jobless.

However, he said education department officials had promised to provide free textbooks to the students of these schools.

Shafiullah, a teacher in the community school of Kota Gai in Prang Ghar, said the local tribesmen were upset about the winding up of the project.

Another teacher, Wisal Khan of Loya Shah in Pandilal, suggested that the education department should take over these schools and provide all the facilities to teachers and students.

It is to be mentioned here that the Fata education department has already decided to close about 102 government schools, including primary and middle, under the rationalisation programme in Mohmand Agency.

Ismail Khan, physical supervisor in the agency education office, said the government schools that did not meet the enrolment and proper distance criteria would either be shut or merged with other schools.

LOADSHEDDING RESENTED: People of Mohmand Agency have expressed concern over excessive power loadshedding in the area.

Talking to journalists at Mohmand Press Club on Sunday, people of Safi tehsil said 22-hour loadshedding had made their life miserable.

A tribesman, Nisar Ahmad Gurbaz, said the people of Lakaro, Mamad Gat, Qandharai, Chenari and Gurbaz areas were hit hard by excessive power outages.

He said they had complained to Tesco authorities time and again but no action was taken to bring down duration of loadshedding.

He said prolonged power suspension also created severe water shortage forcing people to fetch water from distant areas.

Another resident of Ato Khel, Ismail Khan, said they were facing over 20-hour loadshedding which was intolerable.

The tribesmen said besides excessive loadshedding they were also facing low voltage problem. When contacted, a Tesco official told Dawn that the government had decided to carry out 18-hour loadshedding in those areas where consumers did not pay utility bills or where electricity was stolen.

Published in Dawn, May 2nd, 2016

Below are the links of post media coverage in different print and electronic media such as FM 100 and Radio Pakistan:-

- <http://www.thenews.com.pk/print/122784-Baligh-chairs-peace-conference>
- <http://nation.com.pk/islamabad/26-May-2016/number-of-out-of-school-children-drops-by-2m-baligh>
- <http://pakobserver.net/2016/05/26/minister-urges-donors-ngos-for-support-in-education-sector/>
- <http://www.dnd.com.pk/minister-urges-donors-ngos-for-support-in-education-sector/111463>
- <http://www.radio.gov.pk/25-May-2016/education-can-prove-effective-to-address-extremist-trends-in-society-baligh>
- <http://www.pid.gov.pk/?p=20607>
https://news.google.com.pk/news/more?ncl=dO8AdK-5C11QffMKjK_wuj2Gn1n-M&authuser=0&ned=en_pk&topic=
- <http://www.mubassir.com/english/topstory/26-05-2016/news20979.html#.V0ayRDV97Ea>
- <http://www.dawn.com/news/1255752>

TWIN CITIES

10
Pakistan OBSERVER
Thursday, May 26, 2016



Prayer Timing

Fajar	04:15
Zohr	01:30
Asr	05:30
Meghrab at Sunset	
Isha	09:00

Brothers in Islam establish regular prayers & charity

What's On

Today Press briefing

INTERNATIONAL Islamic University, Islamabad, amid its preparation for the 10th Convocation, would hold a press briefing at its Faisal Masjid Campus today (May 26, 2016).

Minister urges donors, NGOs for support in education sector

STAFF REPORTER

ISLAMABAD—Minister of State for Federal Education Engr Muhammad Baligh ur Rahman Wednesday urged the NGO's and donors for continuing their role and support in the education sector.

Speaking at a conference titled "Peace through Education" a long term solution to peace building organized by Human Resource Development Network and International Rescue Committee held here, he appreciated efforts of the donors; NGO's in the sector and said that peace is linked with the education.

He said that out of schools children is a major issue of the country as knowledge is necessary for both boys and girls.

In last two years with the efforts of the present government the number of out of school children has been decreased by two million, he added.

The total spending on education has been significantly increased in last three years as the government was now spending 7.75 billion in the sector which was only 5.50 billion two years before.

The Minister appraised to see 63% girls' enrollment in an area like FATA through this program and said it proves that nothing is impossible if we have a will to do it.

"We are better off than India in gender disparity regarding education", said the Minister.

He added that "we have started remodeling our public schools in Islamabad Capital Territory (ICT) which is a step in the right direction.

Excess to schools is still difficult for children in many areas of the country "so we need to build more schools for children because every child is our responsibility regardless of which province or area he/she belongs to, the minister emphasized.

He informed that this year "we are hoping to achieve approx 12% of tax to Gross Domestic Product ratio and education budget of 2.7% of GDP".

Moreover he said our government is committed towards education and "I request the donor partners to support the government in this regard because until and unless we increase our tax to GDP ratio, increase our funding and fiscal space, nothing can be done for the betterment of education till then.

Among other speakers Suhail Awan Executive Director Human Resource Development, Admiral r Muhammad Asif Sandila, Dr Jamila Razzaq, Advisor Education, AKF-P and others participated in the conference.

He said that federal education ministry with the consultation of the provinces has established the "National Curriculum Council" adding, besides curriculum "We are committed for the character building of the students.

The conference was arranged in the context of successful implementation of "children education for Peace" model in FATA.

It highlighted the current commitments of Government of Pakistan and all major donors regarding children education specially girls' education in post conflict areas.

Conference highlighted the need for replication of such programmes to promote sustainable peace.

The Brookings centre for Universal Education USA has already documented the project and published a comprehensive policy brief on it which was shared with the conference's participants.



فائینس 63 فیصد لڑکیوں کے اندراج پر خوشی ہے: وزیر مملکت تعلیم

نئی سکول کواٹی ٹی ٹی میں دی گئی مائل بنار ہے ہیں بلخ ارحمان ایچ آر ڈی این آر آئی آر کی کیمپ کار کیا اسلام آباد (جنگل) وزیر مملکت برائے تعلیم و پیشہ (عل) بزرگ تعلیم میں شرکت کی۔ "چلڈرن ایکشن وارانڈہ" اکیڈمی بلخ ارحمان نے آج پوزیشن ریسورسز فارغین "کافائین مائل کے مکمل اطلاقی کے حوالے سے ڈیپنٹ نیٹ ورک اور انٹرنیشنل ریسرچ سیمینار کے زیرِ مشفقہ کی اس کانفرنس میں حکومت پاکستان اور متاثرہ اجتماع کانفرنس آن ٹی (جس میں ایک عظیم المدنی علاقوں میں بچوں باظہوں (مسلحہ 6 پر بیہ 72)

نئی بات 72 بلخ ارحمان

نئی بات کی شائع کی ہے جس پر کانفرنس کے شرکاء نے آپس میں جانچ پڑتال کیا اس موقع پر وزیر مملکت ایچ آر ڈی این آر آئی آر کی ٹی ٹی میں دی گئی مائل بنار ہے ہیں بلخ ارحمان ایچ آر ڈی این آر کی کیمپ کار کیا اسلام آباد (جنگل) وزیر مملکت برائے تعلیم و پیشہ (عل) بزرگ تعلیم میں شرکت کی۔ "چلڈرن ایکشن وارانڈہ" اکیڈمی بلخ ارحمان نے آج پوزیشن ریسورسز فارغین "کافائین مائل کے مکمل اطلاقی کے حوالے سے ڈیپنٹ نیٹ ورک اور انٹرنیشنل ریسرچ سیمینار کے زیرِ مشفقہ کی اس کانفرنس میں حکومت پاکستان اور متاثرہ اجتماع کانفرنس آن ٹی (جس میں ایک عظیم المدنی علاقوں میں بچوں باظہوں (مسلحہ 6 پر بیہ 72)

