

Information Pack
for
Civic Education Act
in the
**Provincial Assembly of
Sindh**



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INTRODUCTION

An introduction to the Information Pack

This resource material/Information Pack has been prepared for the consideration of the honourable members of the Provincial Assembly of Sindh. It highlights the importance and need of civic education for youth so that they can play an active and effective role in the process of nation building, strengthen democratic values and can learn about the Constitution, Fundamental Rights and the parliamentary institutions in the country.

Realizing this objective in 2018 the Parliament of Pakistan passed the National Civic Education Commission Act for the Islamabad Capital Territory. It was a private-member bill but keeping in view the significance of the idea and its timeliness honourable members across the political divide, both the treasury and the opposition, voted for it and it was adopted unanimously in the Senate of Pakistan and the National Assembly of Pakistan.

This historic legislative leap and unique parliamentary consensus might be of interest to the provinces as well and they may consider similar Civic Education acts in their respective jurisdictions as the education and youth affairs are devolved subjects.

This information pack offers a note on the importance of civic education, enlists what kind of initiatives have already been taken in the province, and indicative ideas for plan of action. There are three annexures. First one provides a comparative view of existing infrastructure for rights based citizenship in the country, the second one is an X-ray to understand various aspects of the four federating units and the third one is based on excerpts from the Education Policy with regards to civic education.

The information pack also includes a draft Resolution and a draft Bill on Civic Education. We hope these will be useful and the honourable members of the Provincial Assembly of Sindh may use them as a starting point for their initiative to enact a provincial Civic Education act.

CAMPAIGN

Campaign for Civic Education Act;

“Democracy is in our blood. It is in our marrow....Islam and its ideals have taught us democracy...It has taught equality of man, justice and fair play to everybody”

Quaid-I-Azam Muhammad Ali Jinnah, June 9, 1947

Importance of civic education

If we want to contribute to save the civilization, protect Pakistan and nurture human values, then civic education is vital. Presently it is missing in the educational diet being served in nation’s classrooms. The rote learning is definitely producing good or bad robots that could be labeled as doctors, engineers, managers, teachers, officers etc. Where we are failing is to inculcate values of active and effective citizenship. Majority of the graduates hardly know a word about the Constitution and their social contract with the state, the system of governance, institutional design of federalism and the mandate of various institutions. They are confused and their responses are either overwhelming apathy or misdirected anger.

In absence of socialization with the Constitution and law young people fail to appreciate due process and peaceful ways and means to influence public policy, advocate for their rights and hold the rulers accountable. Rather they easily become captive to rhetoric that is usually devoid of reason and are often lured towards emotive ideas of quick fixes.

If we care about the democratic future of Pakistan then we can’t ignore civic education. Similarly we are also citizens of globalized world where nothing is ‘domestic’ anymore. Our actions, ideas and opinions are influenced and can influence others. Therefore global cooperation in the field of civic education is equally important.

There is no one route to impart civic education. In some countries it is part of regular curriculum and co-curricular activities. However not every young person is lucky to be in the school therefore the route of youth and human rights policies may be equally important. Realizing the importance of Civic Education the Federal Parliament passed the National Civic Education Commission Act, 2018 for Islamabad Capital Territory. Time has come to make an effort for provincial Civic Education laws and required necessary steps. A person gets the right to vote at 18 and the right to contest at 25. In 2013 three provinces namely; the Punjab, the Sindh and the Khyber Pakhtunkhwa along with the Federal Capital-Islamabad

introduced the innovation of youth councilors but lowering the age of contest to 21 for these reserved seats.

What is the situation in the Sindh province?

Sindh is the second most populous province of Pakistan and in terms of infrastructure for rights based citizenship it has an impressive record. However its effective operationalization remains a challenge. It has one unified Education and Literacy Department and created Sindh Higher Education Commission in 2013 after the democratic devolution in the wake of the historic 18th Amendment. The province adopted a youth policy in 2018. Sindh is the only province that has its full-fledged Human Rights Commission.

There are at least three laws that can serve as an entry point for civic education endeavours. These laws are; the Sindh School Education Standards and Curriculum Act, 2014, Sindh Private Educational Institutions (Regulation and Control) Ordinance, 2001 and Sindh Textbook Board Ordinance, 1970. The Sindh Local Government Act, 2013 reserves seats for ‘Youth Councilors’ who can serve as the Ambassadors of Civic Education in their respective communities. The Provincial Assembly of Sindh has recently passed a resolution for the restoration of Students Unions in the province.

In terms of Civic Education on 25th May 2019 the Sindh High Court directed the Education department to submit the manuscript of a proposed comprehensive chapter on the fundamental rights to be incorporated in the subject of Pakistan Studies for higher secondary education in the province. This directive came as the Government had not complied with its 12th November 2013 decision on a citizens’ petition for inclusion of fundamental rights in curricula.

What should be done?

Civic Education has become an international pledge in the wake of Sustainable Development Goals (SDGs). The SDG 4 pertaining to Quality Education says, “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”

Beneath this Goal there is a specific target (4.7) that says, “By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.” And

the indicators (4.7.1) for progress in this regard are following. Extent to which;

- i. Global citizenship education and*
- ii. Education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in (a) national education policies, (b) curricula; (c) teacher education; and (d) student assessment.*

Possible Plan of Action

1. Enact provincial civic education laws, and pass resolution on importance of Civic Education
2. Interaction with the SDG Taskforces in the assemblies and work with parliamentary platforms like the Young Parliamentarian Forum and Women Parliamentary Caucus etc.
3. Curriculum reform in the light of the National Education Policy-2009, Joint Communique of the 17th Speaker Conference-2014 and the Sindh High Court verdict (in C.P. 3210/2011)-2013 and Lahore High Court must be realized as early as possible.
4. Corresponding teachers' training/education is equally important.
5. Appreciating the decision of Election Commission of Pakistan to designate December 7 as a National Voters Day and facilitate civic/voter education through Civic Education committees we hope efforts will be expedited to promote culture of democracy in the country, especially among the youth.
6. Restoration of Student Unions with workable Code of Conduct is important.
7. Utilization of Campus Radios to facilitate active citizenship and building linkage with communities.

Potential partners;

- The provincial assemblies and parliamentary forums/platforms
- The provincial education, youth, women development and human rights departments
- The provincial textbook boards, educational institutions etc.
- The Local Governments in the provinces
- The Public Service and Private Broadcasters

- Local media and the network of FM radios
- The District Civic Education Committees created by the Election Commission of Pakistan
- The Provincial Bar Councils and District Bar Associations may be the potential partners to promote Constitutional and Legal Literacy.

RESOLUTION

Draft Resolution

Realizing that the future of Pakistan and its 220 million people depends on continuity of democratic governance embedded in supremacy of the Constitution, and that democratic civic education is an important instrument to provide necessary knowledge, historical context and develop necessary skills to actively and effectively participate in this pursuit.

Mindful of the fact that about sixty percent population of Pakistan is young and not all young people are fortunate to get formal school, college and university education. Those who are lucky to be educated their textbooks do not contain core concepts like Constitutionalism, federalism and representative parliamentary institutions.

Acknowledging this deficit, the Education Policy 2009 exhorted that, “Curriculum shall emphasize the fundamental rights guaranteed to the citizens of Pakistan, so that each individual shall develop within himself/herself and the society at large, a civic culture strong enough to withstand any extra constitutional interference which threatens those rights.”

Endorsing the Joint Communiqué of 17th Speakers’ Conference (April 15, 2014, Islamabad) that suggested changes in educational curriculum to inculcate in the minds of new generation the importance of democracy and to make it aware of the democratic struggle for parliamentary democracy.

This House calls upon the government that:

1. Democratic Civic Education shall be made a compulsory part of curriculum and educational activities in the country.
2. The Fundamental Rights enshrined in the Constitution of 1973 along with an unbiased account of constitutional and democratic developments in Pakistan shall be included in the textbooks.
3. Extra and co-curricular activities at the educational campuses shall privilege themes related to parliamentary democracy, fundamental rights and Constitutionalism in Pakistan.
4. For general public, the Public Service Broadcasters and independent private media under their public service obligations shall devote a fair amount of time to expand understanding about the Constitution and its relevance as a vibrant contract between the citizens and the State.

BILL

BILL

**[TO BE INTRODUCED IN THE PROVINCIAL ASSEMBLY OF THE
SINDH]**

A

BIL

to provide for and promote Civic Education and create awareness relating to fundamental rights and obligations of citizens;

WHEREAS it is expedient to provide for Civic Education in the Province of Sindh to nurture peaceful active citizenship and promote civic engagement, to foster civic competence and responsibility amongst the citizens; to educate people relating to fundamental rights and obligations of citizens; to highlight the importance of civic education in inculcating values of democratic citizenship, knowledge, skills and values and to deal with ancillary matters;

NOW, THEREFORE, the Provincial Assembly of the Sindh enacts the Sindh Civic Education Act for the purpose of coordinating with the institutions to achieve the purpose of national cohesion.

It is hereby enacted as follows:-

1. Short title, extent and commencement:-

- (1) This Act may be called the Sindh Civic Education Act, 2020.
- (2) It extends to whole of the Sindh.
- (3) It shall come into force at once.

2. Definition. – In this Act:

- (a) “assembly” means the Provincial Assembly of Sindh
- (b) “civic education” means provision of information and learning experiences to equip and empower citizens to participate in democratic processes;
- (c) “council” means Sindh Civic Education Council established under section 3 of the Act;
- (d) “Constitution” means the Constitution of the Islamic Republic of Pakistan;
and

(e) “Government” means Government of the Sindh.

3. Establishment of the Council.- (1) On commencement of this Act, Government shall, by notification in the official Gazette establish a Council to be known as the Sindh Civic Education Council consisting of;

- | | | |
|-------|--|------------------|
| (i) | Chief Minister, or such other person as the Chief Minister may nominate in this behalf. | Chairperson |
| (ii) | Minister Incharge of Education Department | Vice Chairperson |
| (iii) | Minster Incharge of Youth Department | Vice Chairperson |
| (iv) | Four Members of the Provincial Assembly of Sindh with equal gender representation and of which at least two shall be from the Opposition. | Members |
| (iv) | Such other persons not exceeding 12 as the Government may appoint, from the Local Governments, Textbook Boards, provincial human rights institutions, civic education experts and educationists. | Members |
| (v) | Secretary incharge of dealing with the subject of education | Member/Secretary |

(2) The term Council members shall be five years

(3) The Council shall frame its own rules of procedure

(4) The Council shall hold meetings as and when necessary, but not less than two meetings shall be held in a year.

(5) The Council may constitute committees of its member with a provision of coopting technical experts and entrust them with such functions as it may deem fit, and the recommendations of the committees shall be submitted to the Council for approval.

4. Functions and Powers of the Council.- (1) The Council shall-

(a) provide vision, policy guidelines, strategic directions and institutional roadmap for promotion and delivery of Civic Education in the Province;

(b) co-ordinate, supervise and monitor enforcement of the provisions of this Act;

(c) approve comprehensive civic education policies and ensure their implementation through inter-institutional linkage and public-private partnership;

(d) to prepare and present an annual progress report to the Government to be laid in the Assembly at the end of each financial year, within one month and not later than three months from the closing date of the financial year.

5. Designation of Official- (1) On commencement of the Act, the District Governments shall within a period of one hundred and twenty (120) days, designate and notify an officer of Education or Youth Department as District Civic Education Officers for the purposes of this Act in the District.

6. Assistance to the Council.- All executive authorities in the Province shall assist the Council in the performance of its functions.

7. Act not in derogation of any other law.- The provisions of this Act shall be in addition to and not in derogation of any other law for time being in force.

8. Power to make rules.- The Government may in consultation with the Council, by notification in the official Gazette, make rules for carrying out the purposes of this Act.

STATEMENT OF OBJECTS AND REASONS

The future of our nation depends on continuity of democratic governance embedded in supremacy of the Constitution and that civic education is an important instrument to provide people with intellectual context and develop necessary skills in them to actively and effectively participate in this national pursuit.

2. Therefore this bill intends to establish Sindh Civic Education Council to take necessary steps for the promotion and delivery of Civic Education.

Member In-Charge

ANNEXURE

Annex-I

Infrastructure for rights based citizenship in the provinces of Pakistan

Rights-specific initiatives, acts and institutions	Punjab	Sindh	Khyber Pakhtunkhwa	Balochistan	Federal Capital Islamabad
Right to Information (Article 19-A) Acknowledged in 2010	Punjab Transparency and Right to Information Act, 2013	The Sindh Transparency and Right to Information Act, 2016	The Khyber Pakhtunkhwa Right to Information Act, 2013	Freedom of Information Act, 2005	The Right of Access to Information Act, 2017
Independent Right to Information Commissions	Punjab Information Commission www.rti.punjab.gov.pk	Sindh Information Commission	Khyber Pakhtunkhwa Information Commission	NO-the old law does not establish any commission	Federal Information Commission
Right to Education (Article 25-A) Acknowledged in 2010	The Punjab Free and Compulsory Education Act, 2014	The Sindh Right of Children to Free and Compulsory Education Act, 2013	The Khyber Pakhtunkhwa Free Compulsory Primary and Secondary Education Act, 2017	The Balochistan Compulsory Education Act, 2014	The Right to Free and Compulsory Education Act, 2012
Independent Human Rights Commissions	No	Sindh Human Rights Commission	No	No	National Commission for Human Rights

Human Rights Act	No	Sindh Protection of Human Rights Act, 2011	The Khyber Pakhtunkhwa Promotion, Protection and Enforcement of Human Rights Act, 2014	No	No
Human Rights Policy	Yes in 2018	No	Yes since 2018	No	Action Plan for Human Rights since 2016
Commission on Status of Women	Punjab Commission on Status of Women since 2014	Sindh Commission on Status of Women since 2015	Khyber Pakhtunkhwa Commission on status of Women since 2016	Balochistan Commission on Status of Women, 2017	National Commission on status of Women since 2000
Commission for the Rights of Children	No	No	No	No	National Commission on Rights of Children
Minorities Rights Commission	No	No	No	No	Yes in Executive domain National Commission on Minorities
Civic Education Act/ Commission	No	No	No	No	The National Civic Education Commission Act, 2018

Youth Policy	Punjab Youth Policy, 2012	Sindh Youth Policy, 2018	Khyber Pakhtunkhwa Youth Policy, 2016	No	National Youth Policy, 2008 (in 2010 Youth Affairs was devolved and there is no Youth Policy for Islamabad)
Youth Empowerment Laws	No	No	The Khyber Pakhtunkhwa Youth Development Commission Act, 2019	No	No
Youth Councilors	Yes, in LGA-2013 In 2019 law abolished	Yes	Yes	No	Yes
Students Unions	Banned	Banned	Banned	Banned	Banned
Higher Education Commission	Punjab Higher Education Commission since 2015	Sindh Higher Education Commission since 2013	No	No	Higher Education Commission since 2002

Annex-II Understanding the provinces

Province/Area	Current administrative creation/ assemblies:	Districts	Population 207,774,520 6th populous Census-2017	Parliamentary Population (1195= 342 MNAs, 104 Senators, 749 MPAs)	Gender Gap	Urbanization
Punjab 205,344 sq.km (size of Belarus)	Colonized: 1849 Carved after partition in 1947 Provincial Assembly: 1937	36	110,012,442 13th after Mexico Population Growth rate: 2.13 %	National Assembly: 174 (141 General, 33 women) Senate: 23 Provincial Assembly: 371 Local govt: Dissolved since May 2019 Voters: 60,697,418 Political trend: PTI led coalition	Population: 49.12% (W) 50.88% (M) Gap: 1.76% Voters: 44.49% (W) 55.51% (M) Gap: 11.02 %	Rural: 63.28 % Urban: 36.72%
Sindh 140,914 sq.km (size of Tajikistan)	1936 after separation from Bombay Provincial Assembly: 1937	29	47,886,051 30th after Colombia Population Growth rate: 2.41%	National Assembly: 75 (61 General, 14 women) Senate: 23 Provincial Assembly: 168 Local govt: Term completed August 2020 Voters: 22,394,212 Political trend: PPP	Population: 47.93% (W) 52.07% (M) Gap: 4.14% Voters: 44.46% (W) 55.54% (M) Gap: 11.08 %	Rural: 47.97% Urban: 52.03%

<p>Khyber Pakhtunkhwa 101,741 sq.km (size of Iceland)</p>	<p>1901 FATA merger 2018 Provincial Assembly: 1937</p>	<p>33</p>	<p>35,525,047 41st after Morocco Population Growth rate: 2.65% (2.41% FATA, 2.89% KP)</p>	<p>National Assembly: 48 (39 General, 9 women) Senate: 23+8 FATA= 31 Provincial Assembly: 145 Local govt: Term completed August 2019 Voters: 17,839,845 Political trend: PTI (These figures will change in 2019, 2021 & 2023)</p>	<p>Population: 49.26% (W) 50.74% (M) Gap: 1.48% Voters: 42.71% (W) 57.29% (M) Gap: 14.58 %</p>	<p>Rural: 83.47% Urban: 16.53%</p>
<p>Balochistan 347,190 sq.km (size of Germany)</p>	<p>1970 Provincial Assembly: 1973</p>	<p>32</p>	<p>12,344,408 78th after Rawanda Population Growth rate: 3.37%</p>	<p>National Assembly: 20 (16 General, 4 women) Senate: 23 Provincial Assembly: 65 Local govt: Term completed Jan. 2019 Voters: 4,302,304 Political trend: BAP led coalition</p>	<p>Population: 47.47% (W) 52.53% (M) Gap: 5.06% Voters: 42.18% (W) 57.82% (M) Gap: 15.64 %</p>	<p>Rural: 72.45% Urban: 27.55%</p>

Federal Capital-Islamabad 906 sq. km (size of Sao Tome and Principe)	1960	1	2,006,572 147th after Gambia Population Growth rate: 4.91%	National Assembly: 3 Senate: 4 Local govt: Party based Voters: 766,460 Political trend: PTI for NA, PML-N in Senate and IMC	Population: 47.38% (W) 52.62% (M) Gap: 5.24% Voters: 46.79% (W) 53.21% (M) Gap: 6.42 %	Rural: 49.42% Urban: 50.58%
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Social sector indicators

Province/Area	Population density 6th highly populated	Share in the GDP	Literacy	HDI average score Gross enrollment, life expectancy, per capita income (150/189) 2018	Fundamental Rights	Representation in CCI, NEC & share in NFC
Punjab	535.74/sq. km	54 percent	Rate 62 % M:71%, F: 52%	0.732 (high-medium)	Yes	Yes
Sindh	340/sq. km	30 percent	Rate 60% M: 70 %, F: 49%	0.640	Yes SHRC	Yes
Khyber Pakhtunkhwa	349/sq. km	13 percent	Rate 53 % M:71 %,F: 35 %	0.628	Yes	Yes
Balochistan	35.55/sq. km	3 percent	Rate 43 % M: 61 %,F: 25 %	0.421	Yes	Yes
Federal Capital-Islamabad	2214/sq. km	.73 percent	Rate 96 %	0.891	Yes	No

Annex-III

Excerpts from the operational policy

Spirit of Civic Education in Education Policy 2009

In the wake of 18th Constitutional Amendment education and curriculum have been devolved to the provinces. However none of the federating unit has prepared its own educational policy. Therefore these messages remain relevant.

Challenges triggered by globalisation and nation's quest for becoming a "knowledge society". Besides, some compelling domestic pressures such as devolution of powers, economic development and demographic transformations have necessitated a renewed commitment to proliferation of quality education for all.

OVERARCHING PRIORITIES: WIDENING ACCESS AND RAISING QUALITY

The objective of education is the development of a self-reliant individual, capable of analytical and original thinking, a responsible member of his community and, in the present era, a global citizen.

It is imperative to identify and, possibly define, the touchstone for development of the child as a member of society. Each culture has its own ethos that bears relevance for its individual constituents. The challenge today is to secure values without regressing into unnecessary anachronism and parochial insularity.

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'Vision 2030' report of the Planning Commission,

The Ministry of Education has adopted following vision:

"Education is a categorical imperative for individual, social and national development that should enable all individuals to reach their maximum human potential. The system should produce responsible, enlightened citizens to integrate Pakistan in the global framework of human centered economic development."

The year is 2030 for which the Government of Pakistan is envisioning to get a very good return on its investment into education. In particular, the education system would be producing an abundance of:

1. citizens who are effective problem solvers—people who can think laterally and so apply their knowledge to new situations to come up with creative solutions;

2. citizens who are lifelong learners and capable of moving about from job to job within a complex and ever-changing economic environment;
 3. citizens who contribute significantly to the information/knowledge-based global economy;
 4. citizens who act responsibly in vibrant civic society and stable democracy;
- and
5. citizens who are morally upstanding.

Policy Actions: Curriculum:

1. Curriculum development shall be objective driven and outcome based. It shall focus on learning outcomes rather than content. It shall closely reflect important social issues; provide more room for developing the capacity for self-directed learning, the spirit of inquiry, critical thinking, problem-solving and team-work; and local contextual material.
2. The curriculum development and review process, as well as textbooks review process, shall be standardised and institutionalised within the framework of the Federal Supervision of Curricula, Textbooks and Maintenance of Standards of Education Act, 1976.
3. **Curriculum shall emphasize the fundamental rights guaranteed to the citizens of Pakistan, so that each individual shall develop within himself/herself and the society at large, a civic culture strong enough to withstand any extra constitutional interference which threatens those rights.**

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6.5 EDUCATION IN EMERGENCIES

137. Pakistan has endured large scale emergencies in recent years and along with other aspects of life, education has suffered greatly through inadequate planning. Pakistan's education system has not recognised the need for preparation of individuals and groups to grapple with the demands of emergencies through organised and effective responses.

Credible rehabilitation and disaster management plans need to be put in place to ensure early restoration of education service. School education must prepare pupils for organised, ameliorative responses.

Policy Actions:

1. Awareness shall be raised amongst the students regarding emergency situations, natural disasters and school safety so as to inform their behaviour in the times of such crisis.
2. Curriculum for each level of education, shall integrate information on emergencies, natural disasters and trauma management.
3. Curriculum for Civics of secondary and higher secondary level (Grades 9 to 12) shall formally address response in an emergency or disaster, on the basis of latest international best practices.
4. Teacher education/training programmes shall include provisions to enable the teacher to address education in emergencies.
5. A repository of all emergency related materials, manuals, guidelines, minimum standards and research pertaining to education shall be maintained at the respective departments of education, teachers training institutions and universities.
6. Disaster Management Plans shall include education delivery mechanism for

Rehabilitation Page38

- All schools shall establish a school mission that assists students in achieving their learning potential and personality development as the key goals.

Pursuant to this, co-curricular and extra-curricular activities shall be made a mandatory part of the entire learning process.

- A concept of service to the society shall be introduced.

A study for analyzing the impact of modern media on children with a view to realize its potential to help in attaining the objectives of the education system shall be undertaken. This must encapsulate the negative impacts and the possible ways to mitigate them.

A code of conduct shall be established which shall enable student unions to participate in healthy activities without affecting the environment of the educational institutions. Page 46.

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The views expressed in this publication are not necessarily those of the Friedrich-Ebert-Stiftung (FES).

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