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# **Opting for an Integrated Approach to Countering Violent Extremism from Educational Institutions: A case of Southern Punjab**

**Dr Sehrish Qayyum**

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## Abstract

Southern Punjab is a region of immense potential, but it has been facing challenges like terrorism, extremism, and religious intolerance for a long time. This is because of lack of proper educational facilities that is essential to create a resilient and responsible society, whereas the region lacks educational facilities. Owing to unforeseen reasons, enrollment decreases by 650,000 in 2022-2023 as compared to the last year in the government sector institutes. Similarly, there is a 2.1 % less enrollment in private schools. Despite more than 16 initiatives by the School Education Department and 10 by the Higher Education Department, most of the targets could not be achieved. A question arises here as to why these initiatives cannot contribute to long-term improvements, how narratives shape society and what is the future of the youth in southern Punjab. The mixed-method approach was used to conduct research with the assistance of education and law-enforcement departments. Research employs multivariate regression analysis for data analysis and Critical Discourse Analysis – discursive approach for qualitative analysis. Research highlights that grooming of individual mind in 1-16 years of age is the most crucial aspect, which later on gets affected by lateral factors. So, innocent sapling minds should not be left unattended to be played by intolerant forces. Teacher's selection and training along with target-based curriculum is core solution along with continuous evaluation for preventing and countering violent extremism.

**Keywords:** Education, Enrollment, , Southern Punjab, Violent Extremism, Youth.

# Opting for an Integrated Approach to Countering Violent Extremism from Educational Institutions: A case of Southern Punjab

Dr Sehrish Qayyum<sup>1</sup>

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1 Dr Sehrish Qayyum is Assistant Professor at Pakistan Navy War College, Lahore. She has earned START certification from University of Maryland, and 'STRAT Learning Beyond South Asia' from Stimson Center, USA.

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## Introduction

The Punjab province of Pakistan is home to 110 million people. Approximately half of the population lives in southern Punjab. Rich in agriculture, the region is a gateway to Balochistan and Sindh to the central part of the country leading to northern hemisphere. This region has been hit by terrorism, religious extremism, and ethnic separatism for decades dragging the socially deprived, uneducated, and illiterate populace towards an overall extremist society. Innocent people are exploited by non-state actors, and extremist organizations in the name employment, business, and progress. Lopsided policies regarding making southern Punjab a separate province and resource allocation along with regional developmental projects has created a sense of deprivation among people. Only the temporary efforts may not result in reliable future. The menace of extremism has to be curbed from its roots while imparting proper education to the community as an essential part of the curriculum.

## An Overview of Education Sector

In southern Punjab, various educational institutions are working under the auspices of School Education Department (SED) Punjab and Higher Education Department (HED) Punjab. SED (2023) governs government schools, Punjab Education Foundation (PEF) schools, schools working under Punjab Education Initiative Management Authority (PEIMA) and privately managed schools. While HED (2023) governs government and private colleges, Technical Education and Vocational Training Authority (TEVTA) – vocational institutes and universities.

Like other remote parts of the country, education in southern Punjab also faces a lot of challenges. At the same time, there is some progress too on this front. Though access to education has improved over the years, there are still underprivileged pockets where access remains limited, such as Cholistan – Bahawalpur and Bahawalnagar, hilly areas of Dera Ghazi Khan and Rajanpur (Zahid et al. 2021). Factors such as distance, lack of infrastructure, and poverty hinder children's enrollment in schools. There is an utmost need to increase the overall school enrollment, particularly of marginalized groups, such as girls and children from low-income families. In 2022-2023, almost 0.65 million children were not enrolled or have left schools as compared to 2021-2022 session in the public schools. It's important to remember that 10.21 million enrollment was recorded in 2018-2019 academic session (Annexure-I). At present, 10.1 million children are enrolled in public schools, which is similar to enrollment figure of 2009-2010 session in government sector as per record of PMIU, School Education Department in Punjab. It shows a big decrease in literacy rate, educational provision or increase in other contributing factors towards non-enrollment of children in public schools in southern Punjab. Rather than increasing enrollment that was achieved in 2018-2019 session, it means the state of education is now moving in reverse order (Annexure-I).

Additionally, High Education Department (2023) identifies nine higher educational institutions/universities in Southern Punjab in which 198,7,645 students are enrolled in 2021-2022 which is

less than 2018-2019 enrollment figure of 2,215,680 (Finance Report 2020). Growing recognition of the importance of vocational and technical education in Southern Punjab is another important dimension in the education sector. Efforts are being made to promote Technical Education and Vocational Training (TEVT) to equip students with technical skills they might avail employment opportunities. According to the district profile of TEVT institutes – PSDA (2022), 415 private and government institutes are working in southern Punjab with the enrollment of 47,725 individuals, which is less than the enrollment (65, 897) of 2018-2019 session. Here the question arises that if the youth is not enrolled then what they are doing? As low-cost income jobs and daily wage works are the only option for them to run household, but are there any jobs available when inflation has increased by 1.6% up to 33.3% in 2022-2023 as per Bureau of Statistics. In some areas of southern Punjab, there is a lack of adequate infrastructure in schools. This includes insufficient classrooms, furniture, clean drinking water, and sanitation facilities. Infrastructure development is an ongoing challenge that needs attention. As per PMIU (2023) – SED Punjab data, there is a maximum enrollment of 10.21 million children in public schools in 2016-2017, which requires 72,000 classrooms along with furniture and other ancillary facilities, but currently the number of classrooms across the Punjab is 11,000 (Annexure –II).

Provision of quality education is again a big challenge in southern Punjab. The schools here require more trained and qualified teachers equipped with new methodologies as well as updated curriculum. Currently, 400,000 teachers are employed under SED, Punjab and 21,415 teachers are employed under PHEC (CEIC 2021) for whom what required is professional specialized trainings and deployment. Important to quote here is that according to Ministry of Federal Education and Professional Training (2023), curriculum was updated under ‘Single National Curriculum’ Initiative in 2020-21, but it is not in line with market requirement of Pakistan and particularly southern Punjab. DPI (EE) Schools Punjab (personal communication, 05 May 2023) and Secretary Schools Punjab (personal communication, 09 May 2023) said that private school chains are following their own curriculum besides teaching one or two subjects under SNC. Moreover, according to Article 25-A of the Constitution of Pakistan free and compulsory education is the government’s responsibility. Nevertheless, it is being denied, provision of free textbooks in the academic year 2023-24 is halted by half of the number distributed in the last academic year, said DPI (EE) Schools Punjab (personal communication, 05 May 2023).

The reforms introduced by the government to improve education in southern Punjab include changes in curriculum, teacher training programmes, school infrastructure development, and financial incentives to increase enrollment and retention. According to Social Welfare Department (n.d.), several NGOs, i.e. TCF, Bunyad Foundation, Idara Taleem-o-Agahi, Bright Education Society, Taleem for All, etc. are working in the Punjab to address education-related issues. These organizations focus on scholarships, infrastructure, girls’ education, and quality of education. Despite such initiatives, desired results of enrollment and quality education could not be achieved, which requires identification of contributing factors.

In 2022, floods had drastically affected education, economy and livelihoods causing social deprivation among the people of southern Punjab. In the overall Punjab, 678 places were hit by floods, including 176 in Rajanpur, 366 in DG Khan, 16 in Mianwali, 24 in Muzaffargarh, 07 in Sialkot, and 89 in Layyah. These statistics underscore the need for a way-out to save the system from this dire situation emerging due to climate change. Floods devastated an area of more than 1.3 million acres, including crop area measuring 744,998 acres, and 673,970 people in the aforementioned six districts, the majority of whom were in Rajanpur and DG Khan (Flood-hit communities 2022).

Despite an unending list of challenges, progress has also been made. However, there is a need to continue efforts to improve the status of education in southern Punjab. This requires investment in infrastructure, teacher training, curriculum development, and targeted initiatives to ensure equal access to education for all. Owing to a little rise of almost 5.5 per cent over the revised allocation for the current fiscal year, the government's allocation of Rs 97.098 billion for Education in the Federal budget for the fiscal year 2023–24 has attracted attention and criticism (Ahmadani 2023). Since 2007 to-2019, fivefold increase in education budget has been recorded from PKR 63.11 billion to PKR 373 billion (Annexure-III). On the contrary, the increase for 2023-2024 is very small and is not even enough to manage status quo.

### **An Overview of Security Situation**

The security situation in southern Punjab has been a matter of grave concern due to its impact on the country. There have been instances of militant and extremist activities in southern Punjab with some groups using the region as a base for recruitment, training, and planning attacks. These elements pose a threat to the internal security of the country. It is important to mention that Lashkar-e-Jhangvi, a militant group, had deep roots in southern Punjab. The organisation served as the mother of other extremist and terrorist organisations.

Another significant contributor towards extremism is anti-Shia attitude in Pakistan. Though the militant groups (such as Islamic State of Khorasan) with anti-Shia agendas have faded into obscurity, they are looking for alternate funding sources in Afghanistan. Through a connection between anti-Shia militants in Afghanistan and the Islamic State – Khorasan (IS-K), which has links with TTP, Lashkar-e-Jhangvi, and Jaish-e-Mohammed, there may be a resurgence of sectarian terrorism in the Punjab in the coming years. This is because all these militant groups are associated with the Deobandis, a Sunni subject that has anti-Shia sentiment; it means another wave of sectarianism and separatism is expected (Nawaz 2023).

The presence of extremist elements in southern Punjab can contribute towards the radicalization of local youths. An extreme level of poverty, unemployment, and limited access to education can push

individuals towards extremist ideologies and groups fueling instability and violence in the area.

Southern Punjab shares borders with Balochistan and Sindh, where security challenges already exist. Any security breaches in southern Punjab can have a spillover effect, impacting neighbouring areas and disrupting efforts to maintain law and order (Nawaz 2023). Moreover, security situation in Southern Punjab also poses challenges for law-enforcement agencies. Operation Zarb-e-Ahan was conducted against chotu gang in 2016 (Ismael & Zafar 2016) and police operations in katcha areas in 2023 against militants (Grand Operation 2023). Counterterrorism operations, intelligence gathering, and the dismantling of extremist networks require extensive resources, coordination, and effective implementation of strategies. The presence of militant elements can hinder the delivery of justice and the maintenance of law and order. Against this backdrop, situation in southern Punjab can have adverse effects on the region's economy and education. Instability and the perception of insecurity deter investment and hinder economic growth (Nawaz 2023). This can further exacerbate issues such as poverty, unemployment, and social unrest.

Redressal of security challenges in southern Punjab requires a comprehensive approach that combines effective law-enforcement, intelligence sharing, development initiatives, and countering extremist ideologies. By improving the security situation here, Pakistan can enhance overall stability, economic development, smooth educational growth and social cohesion within the country.

### **Scope and Research Questions:**

Under this detailed account, our research focuses on following questions,

What is current situation of provision of education in southern Punjab?

Keeping in view the emerging and growing importance of southern Punjab, how will modern education help curb violent extremism in the region?

These inquiries cover the scope of study to find the state of education. Further, the study will dig out scope of education reforms to make the community (here students and teachers) resilient against violent extremism. It focuses on inclusion of themes and lessons in curriculum, which may make the community resilient and enable it to counter violent extremism in the region.

### **Literature Review**

Thematic literature review was done under two major themes, i.e. condition of educational facilities in southern Punjab, and importance of law and order for regional development projects. Awan and Zia (2015) conducted a comparative study of conditions of educational facilities in private and public educational institutions (Awan & Zia 2015). These institutions have the triangle of three main pillars, i.e. Teachers, Students, and Curriculum. This study reveals the reasons behind unequal educational facilities in the region that include the socioeconomic status of the household, the degree of a school's accessibility, the cost of schooling, parents' perception of school quality,

and their perceptions of the available employment opportunities in the region (Zahid et al. 2020). Education can bring powerful socioeconomic change as well as develop currents to counter violent extremism which is auxiliary to global democratic, political, and technological development. This undeniable reason is enough to bring improvement in education of less developed areas in Pakistan (Hali, Shukui & Iqbal 2015).

Under the second theme, study reveals that Pakistan is facing the brunt of extremism and terrorism. Many extremist groups, consisting of Tehreek-e-Taliban Pakistan (TTP), Lashkar e-Tayyiba, Lashkar e-Jhangvi, Daesh, Jaish-e-Muhammad and Chotu Gang like insurgent groups (Crisis Group 2016). Apprehensions of local people about security situation in Southern Punjab and their cordial consent for participation takes much importance (Das, Pandey & Zanjoc 2006) when mega projects are intended to build up in the region. The best way to achieve this goal would be to keep the local population in the decision-making and implementation process and ensure that the signs of progress are visible to the general population. This target can be achieved by public private partnerships for educational reforms (Bano 2008).

## Methodology

Mix-Methodology is adopted to conduct the study employing Critical Discourse Analysis (CDA) – qualitative approach and multivariate regression analysis - quantitative approach. Research population falls under non-probabilistic category, so convenience sampling method is employed. General masses were reached to gather ground information, educational officials for technical status of education and security/law enforcement agencies to get security perspective along with impact on education in southern Punjab. Bi-axial coding is used to codify data for statistical analysis considering multiple variables, i.e. age, sex, educational cadre, etc. Results of statistical analysis are utilized to support qualitative argument discussing regional discourse critically to extract way outs for government departments.

## Discussion and Analysis

Research articulates around the data gathered from general populace in Southern Punjab. Out of 11 districts shown in figure 1(South Punjab Map), the rate of response is higher in Dera Ghazi Khan, Muzaffargarh, Multan, Lodhran, and Bahawalpur. Sampling was conducted with the following criteria.

Age group: 15-60 years

Gender: both male and female,

Job status: employed and unemployed,

Education: From illiterate to PhD

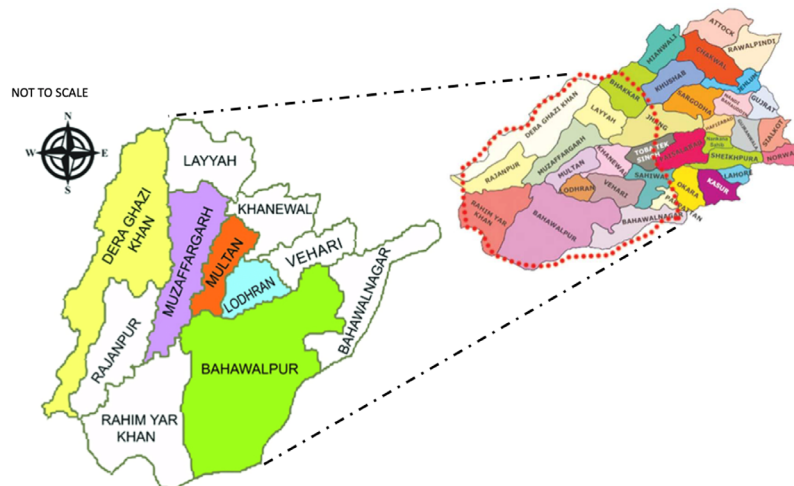


Figure 1: Southern Punjab Map (Source: Creative Commons Attribution 4.0 International)

In total, response was recorded through 211 questionnaires (Annexure – IV). Owing to fluid and dynamic nature of extremism and violence, biaxial coding is used to check the data for causation and attribution at the same time. Interlinked attributes and causation factors are then analyzed through Critical Discourse Analysis (CDA) from descriptive lens, as the discourse(s) change, ideas, facts, and knowledge also shift. CDA with discursive approach is used to understand how discourse is created in order to regulate social groups, which is near to social constructivism (Jahedi, Abdullah & Mukundan 2014).

Based on the questionnaire responses, independent variables extracted include gender, educational status, socio-economic status, religious sectarianism, and political polarization, which shows social status of the region under consideration. Data regarding linkage of independent variables in relation to understanding impact of dependent variable – violent extremism was calculated, and correlation was calculated through Statistical Package for the Social Sciences (SPSS) software. Most correlated variables with violent extremism were, namely gender, educational status, socioeconomic status, religious sectarianism, political polarization (Annexure - V). Analysis highlights that Random Factors – Group 2 due to slightly high positive correlation significance than systemic factors – Group 1, was functioning as catalyst to extremism. Multiple regression analysis of these closely interdependent variables shows controlling/moderating effect of these variables for the other variables outside the study model (Table 3 – Annexure – V). Figure 2 gives a graphical presentation of analysis, where violent extremism in the society (Southern Punjab) is highly connected with religious and political sectarianism as such activities directly create chaos. However, those classes who are educated shows better behaviour towards such activities. Exceptions are there, but outliers are excluded in data analysis. Whereas socio-economic status and gender are interlinked with violent extremism with respect to intensity respectively. These highly correlated factors are chosen for finding impact range and CDA-discursive approach for policy development.

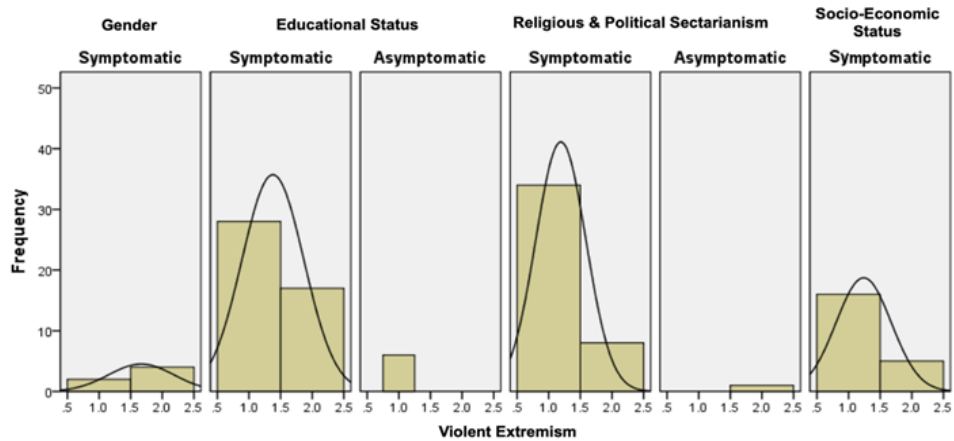


Figure 2 Histogram for Impact range/intensity of factors towards increasing Violent Extremism

Considering interviews with SED and HED (2023) Punjab officials more than 16 important initiatives under SED (Annexure-VI) and more than 10 initiatives under HED Punjab has been taken so far. These projects/initiatives aimed for increasing enrollment of students in public schools, ancillary facilities, quality of education, retention of students in schools particularly girls by offering stipends, wheelchairs, solar panels, laptops, meals/food provision etc. (Annexure – VI) has been done in Punjab with specific emphasis on south Punjab. However, improvement is noticed but desired results could not be achieved from all conducted projects/initiatives. In this situation, a question arises why the desired results are not achieved even after making so much effort and investment.

In order to analyze research population discourse, Critical Discourse Analysis (CDA) was conducted. CDA is saddled with linguistics outlook, but it uses its social constructivists behaviour to develop society by employing usage of power expressed through language and practices along (Jahedi, Abdullah, & Mukundan 2014). Social response is recorded through questionnaires from general masses, response from political and religious organizations representatives and interviews from government officials. Based on social response factors were extracted which are highly contributing towards violent extremism in society particularly in South Punjab. Most correlated factors with highest impact range are analyzed through critical discourse analysis – discursive approach for understanding that what is initiating point of intolerance, and violence leading to extremism. Major themes under discourse analysis were defined based on data were; relation of education with violent extremism, religious sectarianism impact on violent behaviour, media, and political polarization role in increasing intolerance. Based on introductory research and statistical analysis following directional hypothesis was created to conduct CDA.

**H < / > Uneducated masses are contributing more towards violent extremism in societies irrespective of age and gender.**

For the purpose of approving or disapproving considered hypothesis, discourses of all target population groups have been recorded through survey mechanism shown in (Annex – VII).

Discourse recorded shows that education is big contributor towards shaping society beside religious faith and political inclination. Educational institutes are first learning place after domestic environment to build personality of an individual. Whereas socio-economic, political, and religious factors start contributing slightly to learning age of 1- 16 years but not directly. As per interview discussion with SED and HED Punjab representatives (Personal Interview 5 & 9 May 2023), Intelligent Quotient (IQ) is focused rather than Emotional Quotient (EQ) in education system currently in Pakistan. Resultantly, information /knowledge is passed to students, but their behavioural grooming is neglected.

However, security official Regional Police Officer Bahawalpur (Personal communication 14 May 2023) stated that two different student product is received in society one from formal schools and other from religious madrassahs (Zafar 2022). They behave differently towards social happenings. It is further reported that domestic to religious intolerance are sowing seed in the innocent minds which later experience specific teacher's behaviour and learning pedagogies in educational institutes turning into violent behaviours. If one says that P/CVE initiatives at colleges/university level can do a miracle, then it is near to impossible. Because from 1-16 years of age child develop his/her personality and learn to respond social behaviours (Raising children 2021).

Security officials also highlighted that during investigation of criminals and individuals from proscribed organization, it is revealed by psychologists that some happening in early childhood and sensitive learning years of personality has compelled them to reach that level. According to MIT Neuroscientist research, cognitive skills are maximumly developed by the age of 20, which is based on fluid intelligence used for unconscious respond to social behaviours (Trafton 2015). In different age groups different brain parts work at peak, which needs to be utilized for individual cum social development.

Additionally, curriculum is also an important aspect of shaping individual behaviour and social environment. Curriculum is not simply textbooks but whatever material is incorporated into young minds through verbal and non-verbal communication (Khan et al. 2017). It can be moderated according to assessment report of education system population. It embraces cultural sensitivity and promotes inclusion that helps to create an environment where students feel respected and valued. Teamwork, empathy, and decision-making aspects can be used for positive youth development. Media literacy and digital citizenship (Francies 2021) could be incorporated through curriculum moderation. Bullying prevention and conflict resolution can be promoted as essential learning skills through social and emotional learning. Integrating violence prevention education into the curriculum can teach students about the consequences of violence and nonviolent communication skills.

CDA further highlighted that continuous evaluation of initiatives (either taken by federal, provincial or by local governments) is missing. As question raised in response to Annexure - VI that why these initiatives could not have long lasting impact reason revealed is no evaluation of these projects/ initiatives. Not in numerical or concrete terms but behavioural and personality development impact is also needed which is not possible without teacher's evaluation in domains of personality, education, psychology, and aptitude because they are dealing with most innocent minds with sheer carelessness. CDA reports that teachers are also coming from same social environment then how they cannot be affected by intolerance and social violence. These all aspects need to be considered while developing policy for P/CVE.

In short, it may be mentioned that:

- Uneducated masses are more inclined to extremism.
- Domestic instability and intolerance aggravate intolerant behaviour in an individual, which is building block of society.
- Teaching approach, and teacher's behaviour itself imparts deep impact on psychological development of children.
- Age and gender are not direct factors for violent extremism as both genders can contribute towards violence depending upon their psychological upbringing.
- Furthermore, religious faith and political inclination are dependent upon belief tendency; they affect every individual irrespective of gender and age.
- Curriculum development and moderation according to psychological and social needs can help reshape young minds.

Hence, CDA – discursive approach proves that

**H < / > Uneducated masses are contributing more towards violent extremism in societies irrespective of age and gender.**

## **Policy Recommendations**

- Improvement in the socio-economic conditions of people in the region through job creation better wages, etc. is the key factor to convince them for acquiring education.
- Investment-centric environment should be created by controlling law and order situation within the region.
- Continuous evaluation of the government initiatives/projects should be conducted to measure impact range of investment.
- Cross sectarian dialogue should be convened to converge all religious representatives/scholars towards peaceful environment and resilient behaviour.
- Dissemination of extremist literature through any means should be avoided.

- Children must be taught and trained on laws from an early age and parent-teacher coordination should be enhanced to watch their activities to save themselves from lawlessness.
- Free and compulsory education under article 25 (A) of the Constitution of Pakistan 1973 must be ensured for all.
- Teachers' recruitment should be made under tough criteria keeping in view their educational degrees, social background, aptitude test, and psychological assessment.
- Specialized teachers should be appointed in schools for every particular age group/class.
- Teachers should be given detailed training not only on education system and teaching pedagogies but also on psychological ways to build sapling minds.
- Biannual assessment and evaluation of teachers' output, class behaviour, student-teacher relations, etc. should be conducted to assess their mentoring capabilities.
- In parallel, students should also be evaluated biannually so as to measure their progress and psychological development.
- After passing primary education, aptitude base learning should be promoted. For this purpose, regional to state level human resource market demand should be calculated.
- Continuous aptitude tests of both students and teachers along with psychological assessment will help produce skilled and professional workforce with constructive and resilient society.
- If any behavioural and psychological discrepancy is noticed during evaluation, then appropriate rehabilitation of that particular individual should be done through cognitive behavioural therapy.
- Assessment based moderated curriculum should be prepared to mould young minds towards positive and resilient attitude.
- Verbal and non-verbal communication of teaching faculty and educational institute's staff must be kept under check and perpetual assessment.

## Conclusion

Violent extremism endangers peace and tolerance. Society must not only combat it, but also prevent it. Violent extremists are not born but are created and fueled. Disarming the radicalization process must begin with discussion and adherence to human rights and the rule of law. Education is a great instrument for increasing learners' resilience to violent extremism and reducing the causes of this phenomenon. It contributes to their commitment to nonviolence and peace by challenging bigoted and violent narratives. This critical task begins as early as possible in school classrooms.

Efforts to create a conducive and peaceful environment in classrooms with positive thinking of teachers will help build a resilient society.

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APPENDICES

## APPENDIX – I

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### YEAR & GENDER WISE EDUCATION SIZE

| Annual School Census - Year | Schools |        |        | Enrollment |           |            | Teaching Staff |         |         |
|-----------------------------|---------|--------|--------|------------|-----------|------------|----------------|---------|---------|
|                             | Male    | Female | Total  | Boys       | Girls     | Total      | Male           | Female  | Total   |
| Baseline                    | 34,732  | 28,479 | 63,211 | 5,231,597  | 4,029,063 | 9,260,660  | 169,829        | 128,221 | 298,050 |
| 2004-05                     | 34,820  | 28,860 | 63,680 | 5,641,995  | 4,595,875 | 10,237,870 | 172,859        | 130,851 | 303,710 |
| 2005-06                     | 34,804  | 29,089 | 63,893 | 6,064,048  | 4,903,836 | 10,967,884 | 176,063        | 136,387 | 312,450 |
| 2006-07                     | 33,763  | 29,030 | 62,793 | 6,184,988  | 5,111,637 | 11,296,625 | 173,766        | 135,317 | 309,083 |
| 2007-08                     | 33,187  | 29,011 | 62,198 | 6,115,959  | 5,069,951 | 11,185,910 | 168,332        | 135,892 | 304,224 |
| 2008-09                     | 32,342  | 28,893 | 61,235 | 5,924,973  | 4,987,655 | 10,912,628 | 164,887        | 134,664 | 299,551 |
| 2009-10                     | 31,580  | 28,582 | 60,162 | 5,803,707  | 4,840,151 | 10,643,858 | 171,850        | 141,491 | 313,341 |
| 2010-11                     | 30,816  | 28,238 | 59,054 | 5,821,230  | 4,858,168 | 10,679,398 | 170,942        | 143,380 | 314,322 |
| 2011-12                     | 29,936  | 28,062 | 57,998 | 5,729,339  | 4,891,040 | 10,620,379 | 164,737        | 143,234 | 307,971 |
| 2012-13                     | 27,031  | 26,904 | 53,935 | 5,747,075  | 4,893,256 | 10,640,331 | 172,386        | 159,828 | 332,214 |
| 2013-14                     | 26,172  | 26,829 | 53,001 | 5,786,485  | 5,061,120 | 10,847,605 | 159,645        | 163,580 | 323,225 |
| 2014-15                     | 25,747  | 26,947 | 52,694 | 5,758,009  | 5,116,569 | 10,874,578 | 155,824        | 165,240 | 321,064 |
| 2015-16                     | 25,216  | 27,098 | 52,314 | 5,660,342  | 5,150,177 | 10,810,519 | 158,785        | 177,844 | 336,629 |
| 2016-17                     | 28,214  | 24,017 | 52,231 | 5,878,334  | 5,416,199 | 11,294,533 | 155,559        | 187,899 | 343,458 |
| 2017-18                     | 25,488  | 26,906 | 52,394 | 6,325,032  | 5,943,949 | 12,268,981 | 173,226        | 213,337 | 386,563 |
| 2018-19                     | 24,925  | 27,545 | 52,470 | 6,446,463  | 6,140,691 | 12,587,154 | 173,888        | 217,911 | 391,799 |

Source: PMIU-PESRP

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## APPENDIX – III

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### BUDGET - SCHOOL EDUCATION DEPARTMENT

| Year    | FTBs for Primary Students under PESRP (In millions) | NSB (In billions) | Provincial Development Budget (In billions) | Provincial Non-Development Budget (In billions) | District Budget (In billions) | Total Education Sector Budget (In billions) |
|---------|-----------------------------------------------------|-------------------|---------------------------------------------|-------------------------------------------------|-------------------------------|---------------------------------------------|
| 2007-08 |                                                     |                   | 8.49                                        | 14.50                                           | 40.13                         | 63.11                                       |
| 2008-09 | 1,000.00                                            |                   | 13.75                                       | 11.44                                           | 62.00                         | 87.18                                       |
| 2009-10 | 1,800.00                                            |                   | 16.60                                       | 12.44                                           | 85.37                         | 114.41                                      |
| 2010-11 | 1,800.00                                            |                   | 17.11                                       | 13.87                                           | 105.86                        | 136.85                                      |
| 2011-12 | 2,200.00                                            |                   | 23.50                                       | 10.93                                           | 127.83                        | 162.26                                      |
| 2012-13 | 3,000.00                                            |                   | 23.50                                       | 11.95                                           | 144.93                        | 180.38                                      |
| 2013-14 | 3,300.00                                            | 3.50              | 26.00                                       | 15.63                                           | 163.20                        | 204.83                                      |
| 2014-15 | 3,630.00                                            | 7.00              | 28.10                                       | 20.21                                           | 187.86                        | 236.17                                      |
| 2015-16 | 3,630.00                                            | 14.00             | 33.17                                       | 29.40                                           | 187.02                        | 249.59                                      |
| 2016-17 | 3,630.00                                            | 14.00             | 47.67                                       | 31.94                                           | 222.64                        | 312.00                                      |
| 2017-18 | 3,382.00                                            | 14.00             | 53.40                                       | 244.30                                          | 230.00                        | 345.61                                      |
| 2018-19 | 3,663.00                                            | 14.00             | 25.00                                       | 307.51                                          | 273.00                        | 373.00                                      |

Source: PMIU-PESRP, ASC 2018-10

## APPENDIX – IV

### Policy Research on Violent Extremism

*“Revisiting Potentials of Educational System in South Punjab: An Integrated Approach to Counter Violent Extremism from Roots”*

|                  |  |
|------------------|--|
| <b>Name</b>      |  |
| <b>Gender</b>    |  |
| <b>Education</b> |  |
| <b>Age</b>       |  |
| <b>City</b>      |  |

| Questions                                                                                                                                        | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-------|---------|----------|-------------------|
| Do you think educated individual contribute to violence in society?                                                                              |                |       |         |          |                   |
| Do you think uneducated individual contribute to violence in society?                                                                            |                |       |         |          |                   |
| Do you think teachers can play role in developing resilient society?                                                                             |                |       |         |          |                   |
| Do you think psychosocial assessment of teachers is necessary before recruitment?                                                                |                |       |         |          |                   |
| Do you think continuous evaluation of teachers and students in society is necessary to assess if sign of disturbance/violence is present or not? |                |       |         |          |                   |
| Do you think aggression promotes violence in the society?                                                                                        |                |       |         |          |                   |
| Do you think violence can only be countered with violence?                                                                                       |                |       |         |          |                   |
| Do you think violent company may influence individuals towards violence?                                                                         |                |       |         |          |                   |
| Do you think Social Burden leads individuals towards violence?                                                                                   |                |       |         |          |                   |
| Do you think Financial Burden leads individuals towards violence?                                                                                |                |       |         |          |                   |
| Do you think Political Polarization promotes violence in the society?                                                                            |                |       |         |          |                   |
| Do you think Religious Sectarianism promotes violence in the society?                                                                            |                |       |         |          |                   |
| Do you think media has a role in promotion of violence in the society?                                                                           |                |       |         |          |                   |

|                                                                                           |  |  |  |  |  |
|-------------------------------------------------------------------------------------------|--|--|--|--|--|
| Do you think that male is more prone to violence?                                         |  |  |  |  |  |
| Do you think that female is more prone to violence?                                       |  |  |  |  |  |
| Do you think domestic violence is increasing in Pakistan?                                 |  |  |  |  |  |
| Do you think society provide support to the victims of violence?                          |  |  |  |  |  |
| Do you think Law is providing justice to victim of violence?                              |  |  |  |  |  |
| In case of victimization will you respond to extremist by yourself?                       |  |  |  |  |  |
| In case of victimization will you rely on law enforcement agencies to counter extremists? |  |  |  |  |  |

Source: Prepared by the Author.

## APPENDIX – V

### Statistical Data Analysis

Table No. 1 Correlation Between Social Situation and Violent Extremism in South Punjab

|                               |                     | Violent Extremism |
|-------------------------------|---------------------|-------------------|
| <b>Gender</b>                 | Pearson Correlation | .511              |
|                               | Sig. (2-tailed)     | .815              |
|                               | N                   | 211               |
| <b>Educational Status</b>     | Pearson Correlation | .733              |
|                               | Sig. (2-tailed)     | .075              |
|                               | N                   | 211               |
| <b>Socio-Economic Status</b>  | Pearson Correlation | .751              |
|                               | Sig. (2-tailed)     | .621              |
|                               | N                   | 211               |
| <b>Religious Sectarianism</b> | Pearson Correlation | .772              |
|                               | Sig. (2-tailed)     | .906              |
|                               | N                   | 211               |
| <b>Political Polarization</b> | Pearson Correlation | .843              |
|                               | Sig. (2-tailed)     | .802              |
|                               | N                   | 211               |

Table No. 2. Interdependence among factors creating Social Situation\*Violent Extremism-Correlations

| Factors- Correlation Values |                            | Socio-Economic Status | Religious Sectarianism | Political Polarization |
|-----------------------------|----------------------------|-----------------------|------------------------|------------------------|
| <b>Gender</b>               | <b>Pearson Correlation</b> | <b>.888</b>           | <b>.781</b>            | <b>.746</b>            |
|                             | Sig. (2-tailed)            | .886                  | .718                   | .667                   |
|                             | N                          | 211                   | 211                    | 211                    |
| <b>Educational Status</b>   | Pearson Correlation        | .713                  | .896                   | .813                   |
|                             | Sig. (2-tailed)            | .809                  | .906                   | .802                   |
|                             | N                          | 211                   | 211                    | 211                    |
| <b>Violent Extremism</b>    | Pearson Correlation        | .732**                | .937**                 | .756                   |
|                             | Sig. (2-tailed)            | .586                  | .618                   | .767                   |
|                             | N                          | 211                   | 211                    | 211                    |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\*. Correlation is significant at the 0.05 level (2-tailed).

Table No. 3 - ANOVAa

| Model | Sum of Squares | Df        | Mean Square | F        | Sig. (p) |       |
|-------|----------------|-----------|-------------|----------|----------|-------|
| 1     | Regression     | 152,477.7 | 6           | 76,238.6 | 1.395    | .050b |
|       | Residual       | 819,833.3 | 205         | 54.655.6 |          |       |
|       | Total          | 972,311.0 | 211         |          |          |       |

- Dependent Variable: Violent Extremism
- Predictors: (Constant), Interdependence of systematic and random factors; gender, educational status, socio-economic status, religious sectarianism, and political polarization

Source: Statistical analysis conducted through SPSS 1.0.0.1406 by Author.

## Data Analysis Discussion

Based on the questionnaire responses, independent variables extracted includes gender, educational status, socio-economic status, religious sectarianism, and political polarization, which shows social status of the region under consideration. Data regarding linkage of independent variables in relation to understanding impact of dependent variable – violent extremism was calculated. Correlation analysis of these factors as per masses opinion is calculated in relation to violent extremism through Statistical Package for the Social Sciences (SPSS) software. A significant correlation was found at a 95% level of confidence among all independent variables, namely gender, educational status, socioeconomic status, religious sectarianism, political polarization, with violent extremism, as the Pearson correlation value obtained was greater than 0.5 (Table No. 1 - Annex - V). Pearson correlation value of the factor, which is above 0.50 so due to positive correlation significance gender, educational status with violent extremism is grouped as ‘Systematic Factors – Group 1’. While socio-economic status, religious sectarianism, and political polarization due to Pearson correlation value is above 0.73 so due to slightly high positive correlation significance are grouped as Random Factors – Group 2, which is functioning as catalyst to extremism generated due to formerly stated systematic factors. For finding interdependence and more close evaluation of these considered factors correlation analysis among group 1 and group 2 is conducted.

Interdependence of systematic variables against random variables is checked through correlation analysis again and Pearson correlation value achieved was  $> 0.5$  (Table No. 2 - ANNEX - V). Following the correlation analysis impact range of factors, i.e. systematic vs random is analysed through multiple regression analysis. T – test results show  $R^2 = 819,833.3$ ,  $df (6,205)$  with  $F=1.395$ ,  $p.050$  for the multiple regression model with predictors, indicating a high impact or increase in violent extremism (Table 3 - Annex - V), which may be controlling/moderating effect for the other variables outside the study model. Figure 2 gives a graphical presentation where violent extremism in the society (Southern Punjab) is highly connected with religious and political sectarianism as such activities directly create chaos.

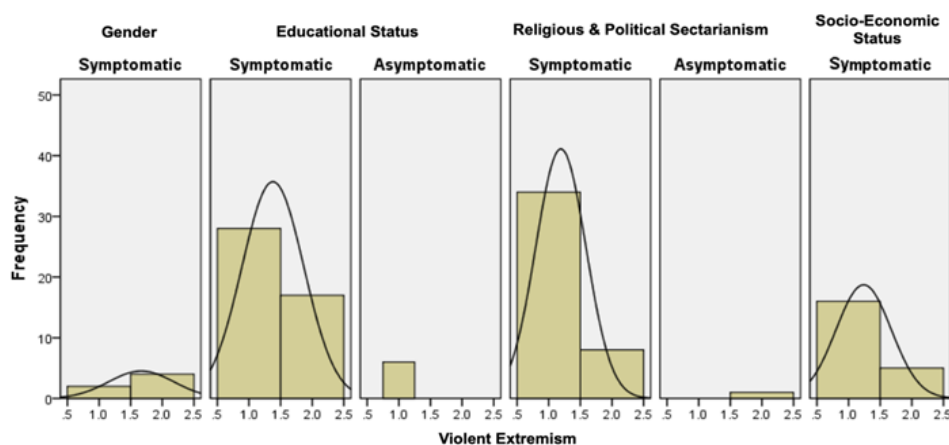


Figure 2 Histogram for Impact range/intensity of factors towards increasing Violent Extremism

## APPENDIX – VI

School Education Department (SED) Punjab Initiatives

Source: SED, Punjab.

| Education Initiatives (2010-2016)    |                                                                                                                                                      |
|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| Initiatives                          | Overview                                                                                                                                             |
| Enrollment Campaign                  | <ul style="list-style-type: none"> <li>1.7 Million Out of School Children have been enrolled</li> </ul>                                              |
| <u>Daanish</u> School System         | <ul style="list-style-type: none"> <li>14 Schools</li> <li>8114 Boys and Girls Enrolled</li> </ul>                                                   |
| <u>Zewar-e-Taleem</u> Program        | <ul style="list-style-type: none"> <li>Monthly Stipend of Rs. 1000</li> <li>462,000 beneficiaries (Rs. 5.5 Billion)</li> <li>16 Districts</li> </ul> |
| Public Private Partnership (PEF)     | <ul style="list-style-type: none"> <li>6432 Schools</li> <li>2.2 Million Students</li> </ul>                                                         |
| Public School Support Program (PSSP) | <ul style="list-style-type: none"> <li>2301 Schools (Phase I &amp; II)</li> <li>318,048 from 1,75,000</li> </ul>                                     |
| Teacher Training                     | <ul style="list-style-type: none"> <li>342,321 Teachers have been trained</li> <li>Each Teacher trained at least twice</li> </ul>                    |

### Education Initiatives (2010-2016)

| Initiatives                              | Overview                                                                                                              |
|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| E-Learn Punjab                           | <ul style="list-style-type: none"> <li>Digitalization of books enriched with interactive learning material</li> </ul> |
| Provision of Solar Lamps (Ujala Program) | <ul style="list-style-type: none"> <li>298,000 beneficiary students</li> </ul>                                        |
| Merit Based Recruitment of Educators     | <ul style="list-style-type: none"> <li>140,000</li> </ul>                                                             |
| Upgradation of Schools                   | <ul style="list-style-type: none"> <li>2000 (Primary to Elementary and Elementary to High)</li> </ul>                 |
| Establishment of Computer Labs           | <ul style="list-style-type: none"> <li>6000 High/Higher and Elementary Schools</li> </ul>                             |

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### Education Initiatives (2010-2016)

| Initiatives                            | Overview                                                                                                                                                              |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Provision of Missing Facilities        | <ul style="list-style-type: none"> <li>Rs. 40 Billion</li> </ul>                                                                                                      |
| Rehabilitation of Dangerous Buildings  | <ul style="list-style-type: none"> <li>Rs. 16 Billion</li> </ul>                                                                                                      |
| Brick Kiln Worker's Children           | <ul style="list-style-type: none"> <li>Monthly Stipend of Rs. 1000</li> <li>87,000 beneficiaries</li> </ul>                                                           |
| Punjab Education Endowment Fund (PEEF) | <ul style="list-style-type: none"> <li>Rs. 17 Billion</li> <li>200,000 beneficiaries</li> </ul>                                                                       |
| Provision of Free Textbooks            | <ul style="list-style-type: none"> <li>Rs. 4.0 Billion</li> <li>13.47 Million beneficiaries</li> </ul>                                                                |
| Real Time Monitoring                   | <ul style="list-style-type: none"> <li>1068 MEAs monitoring through tablets</li> <li>Data is available publically</li> <li>Monthly Tablet based Test (LND)</li> </ul> |

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### New Initiatives by 2018

| Initiatives                           | Overview                                                                                                                                                                                           |
|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Expansion of PEF                      | <ul style="list-style-type: none"> <li>Enrollment of 250,000 students under Voucher Scheme</li> <li>Opening of Girls High School in 1546 UCs</li> <li>Establishment of 2700 New Schools</li> </ul> |
| PSSP Schools                          | <ul style="list-style-type: none"> <li>6000 Schools (4385 are already outsourced)</li> </ul>                                                                                                       |
| Early Childhood Education (ECE)       | <ul style="list-style-type: none"> <li>10,000 rooms ( 2,225 are completed)</li> <li>5000 till 30<sup>th</sup> June, 2017</li> </ul>                                                                |
| Construction of Additional Classrooms | <ul style="list-style-type: none"> <li>36,000</li> </ul>                                                                                                                                           |
| Construction of New Daanish Schools   | <ul style="list-style-type: none"> <li>8 (Two near completion and Six are in pipeline)</li> </ul>                                                                                                  |

### New Initiatives by 2018

| Initiatives                                                                | Overview                                                                                                                                                                          |
|----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Piloting of School Meals                                                   | <ul style="list-style-type: none"> <li>450 Schools in <u>Muzzafargarh</u>, D.G Khan and Rajanpur</li> </ul>                                                                       |
| Free Transport Facility                                                    | <ul style="list-style-type: none"> <li>45000 Students 50% are Girls (<u>Muzzafargarh</u> and Bahawalpur)</li> <li>Boys will get cycle</li> <li>Girls will get Vouchers</li> </ul> |
| Additional Toilets Blocks                                                  | <ul style="list-style-type: none"> <li>32,500 New Toilets in 14600 Schools on the basis of criteria</li> </ul>                                                                    |
| <u>Solarization</u> in Schools                                             | <ul style="list-style-type: none"> <li>20,000 Schools will be covered</li> </ul>                                                                                                  |
| Recruitment of New <u>Chowkidars</u>                                       | <ul style="list-style-type: none"> <li>17,669 will be hired</li> </ul>                                                                                                            |
| Enrollment of Out of School Children Workshop, Petrol Pump and Hotels etc. | <ul style="list-style-type: none"> <li>Survey and Enrollment in process</li> </ul>                                                                                                |

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### New Initiatives by 2018

| Initiatives                          | Overview                                                                                        |
|--------------------------------------|-------------------------------------------------------------------------------------------------|
| Recruitment of Teachers and AEOs     | <ul style="list-style-type: none"> <li>80,000 Teachers</li> <li>3,000 AEOs</li> </ul>           |
| Part-Time Coaches                    | <ul style="list-style-type: none"> <li>22,000</li> </ul>                                        |
| Construction of Quick Classrooms     | <ul style="list-style-type: none"> <li>20,000</li> </ul>                                        |
| Double Shifting in Public Schools    | <ul style="list-style-type: none"> <li>High/Elementary School in 2000 Union Councils</li> </ul> |
| Provision of Tablets for each School | <ul style="list-style-type: none"> <li>At least one for each School</li> </ul>                  |

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## APPENDIX – VI

Table No. 1 SOCIAL DISCOURSES FROM TARGET POPULATION

| Factors                        | General Masses Perspective                                                                                                                                                                                                                                                                                                                                         | Religious Dominant Groups Perspective                                                                                                                                                                                                                             | Political Dominant Groups Perspective                                                                                                                                                                                                                                                | Government Officials Perspective                                                                                                                                                                                                                                                                                  |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Gender</b>                  | <ol style="list-style-type: none"> <li>1. Males are more attracted towards extremism as they want to exercise their power and superiority.</li> <li>2. Female are getting attracted to social extremism activities to gain empowerment.</li> <li>3. When a earning member cannot earn enough livelihood for family they get attracted towards violence.</li> </ol> | <ol style="list-style-type: none"> <li>1. Male is protector of family and responsible for livelihood.</li> <li>2. Females should remain in their houses until and unless necessary to come out.</li> <li>3. Decision making is only in hands of males.</li> </ol> | <ol style="list-style-type: none"> <li>1. Both genders are equally participating in society so could be equal contributors of extremism.</li> <li>2. Happening/event decides of personal behavior.</li> </ol>                                                                        | <ol style="list-style-type: none"> <li>1. Males are more inclined to violent extremism than females as they have far more external linkage and opportunity than females.</li> <li>2. In recent past, females are found directly linked to terrorist activities under new trend terrorist organization.</li> </ol> |
| <b>Educational Status</b>      | <ol style="list-style-type: none"> <li>1. Education can dilute extremism feeling among masses.</li> <li>2. Uneducated people are more violent and extremist than educated.</li> <li>3. Educational approach needs to be revisited for controlling social violence.</li> </ol>                                                                                      | <ol style="list-style-type: none"> <li>1. School education alone cannot end extremism.</li> <li>2. Religious groups discourage certain professional education which they perceive is are not compatible with religious values i.e.,</li> </ol>                    | <ol style="list-style-type: none"> <li>1. Basic educational must be made compulsory for both males and females.</li> <li>2. Uneducated people are more violent and extremist than educated.</li> <li>3. Educational approach needs to be revisited for controlling social</li> </ol> | <ol style="list-style-type: none"> <li>1. Curriculum alignment with strong policy implementation needs to be done.</li> <li>2. Children have sensitive learning age until 1-16 years where they need to be catered with care and under closely</li> </ol>                                                         |
|                                | <ol style="list-style-type: none"> <li>4. Education can be a long-term source of creating resilience in society.</li> </ol>                                                                                                                                                                                                                                        | <ol style="list-style-type: none"> <li>fashion designing, and performing arts.</li> </ol>                                                                                                                                                                         | <ol style="list-style-type: none"> <li>violence and create resilience.</li> </ol>                                                                                                                                                                                                    | <ol style="list-style-type: none"> <li>monitored environment.</li> <li>Teaching faculty play major role in developing education quality and outcome which also needs to be monitored strategically.</li> </ol>                                                                                                    |
| <b>Socio-Economic Position</b> | <ol style="list-style-type: none"> <li>1. Low income and less job opportunities creates frustration among masses especially youth.</li> <li>2. Joblessness and access to 24/7 internet has distracted youth towards other ways of earning either good or bad.</li> <li>3. Poor social justice is creating frustration among masses.</li> </ol>                     | <ol style="list-style-type: none"> <li>1. Enough job opportunities or business opportunities should be provided to masses.</li> <li>2. Economic system should be following Islamic rules rather than western interest based economic systems.</li> </ol>          | <ol style="list-style-type: none"> <li>1. Low income and less job opportunities creates frustration among masses especially youth.</li> <li>2. Youth is more prone to extremism than senior citizens.</li> </ol>                                                                     | <ol style="list-style-type: none"> <li>1. Low income and joblessness are creating social frustration.</li> <li>2. Low socio-economic status is creating hurdle to ensure compulsory education.</li> </ol>                                                                                                         |
| <b>Religious Sectarianism</b>  | <ol style="list-style-type: none"> <li>1. Sect wise interpretation of religious teachings is creating violent conflict among people.</li> <li>2. Religious monopoly exercise is creating violence.</li> <li>3. In the name of jihad, people are distracted</li> </ol>                                                                                              | <ol style="list-style-type: none"> <li>1. Religion is core to define social behavior and future way head.</li> <li>2. From perspectives of 3 sects – representative, they are at right sect, so they are preaching to</li> </ol>                                  | <ol style="list-style-type: none"> <li>1. Some political groups use religious narratives to govern masses to gain their interest.</li> <li>2. Some political groups don't support religious concept exercise in politics.</li> </ol>                                                 | <ol style="list-style-type: none"> <li>1. Religious monopoly exercise is creating violence e.g., teachers hiring for Quran teaching as compulsory subject was negated by staunch religious believers in system</li> </ol>                                                                                         |

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|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                               | towards killing and terrorist activities.                                                                                                                                                                                                                                                                                                                             | people to adopt right sect in Islam.                                                                                                                                                                                                   | 3. Political groups are of the view that religious sectarianism is one strong reason behind violent extremism in societies.                                                                                                                                                   | that it can promote sectarianism.<br>2. Uncontrolled religious organizations with military wings such as Jaish e Mohammad and lashkar e Jhangvi created security havoc for law enforcement agencies.                                                                                                                   |
| <b>Political Polarization</b> | <ol style="list-style-type: none"> <li>1. Political elites are driving masses for their vested interests.</li> <li>2. Masses are badly segregated into groups on the basis of political inclination.</li> <li>3. Politics based conflict either among different groups/government are creating violence such as recent protests recorded in 2014 and 2023.</li> </ol> | <ol style="list-style-type: none"> <li>1. Politicians use religious faith and inclination to gain their interest.</li> <li>2. Islam is used to manipulate public sentiment to gain political victory.</li> </ol>                       | <ol style="list-style-type: none"> <li>1. Political polarization is creating intolerance among masses which demands to change political behaviour.</li> <li>2. Political parties are creating military wings which further support violent behaviour among masses.</li> </ol> | <ol style="list-style-type: none"> <li>1. Political polarization has created new wave of sectarianism that is neither religious nor ethnic but creating destruction to deeper level.</li> </ol>                                                                                                                        |
| <b>Role of Media</b>          | <ol style="list-style-type: none"> <li>1. Media is creating frustration among masses in the name of free speech and access to information.</li> <li>2. Narrative based propaganda is spread with misinformation and disinformation.</li> <li>3. Uncontrolled social media is another platform for creating extremist behaviour.</li> </ol>                            | <ol style="list-style-type: none"> <li>1. Media beside create awareness is creating intolerance, propaganda and feeling of hatred among masses.</li> <li>2. Media manipulate religious narratives to create misconceptions.</li> </ol> | <ol style="list-style-type: none"> <li>1. Media should be carefully used to generate tolerance and harmony among masses.</li> <li>2. Media creates strain among political parties and masses at same time.</li> </ol>                                                         | <ol style="list-style-type: none"> <li>1. Electronic, print and social media all jointly are creating complex social situations which blur public understanding.</li> <li>2. Without argument understanding when masses respond to social media trends it will result into intolerance leading to violence.</li> </ol> |

Source: Research Survey – May 2023 by Author.