

For Pro-peace and Women-friendly Campuses in Pakistan

NATIONAL CONFERENCE ON PEACE-BUILDING & WOMEN LEADERSHIP DEVELOPMENT IN CAMPUSES

3-5 March 2009

Bhurban - Murree

Organized by:



BARGAD

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National Conference on Peace-building & Women Leadership Development in Campuses

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EXECUTIVE DIRECTOR'S NOTE

BARGAD was after an all Pakistan conference of Vice Chancellors (VCs) for the last five years. I wish to thank all the VCs and their representatives who took part in our initiative for the compelling need to forge a multi-sector alliance for ensuring pro-peace and women friendly campuses in Pakistan.

National Conference on Peace-building & Women Leadership Development in Campuses is a multi-pronged undertaking which not only has bearing upon future student politics and student participation and engagement in higher education affairs but also provides an encouraging avenue for gender equality in Pakistan. It still offers strategic depth to the political support against youth radicalization in our country and as a process creates communicative spaces for civil society and higher education sectors to interact on social development and nation building aims.

I hope that discussions, action plans and recommendations made by worthy participants of the national conference will help the higher education planners to chalk out their future strategies and facilitate in aggregating interests of all those who believe in a peaceful and thriving Pakistan.

National Conference on Peace-building & Women Leadership Development in Campuses is a collaborative labour of love. I hereby briefly point to and thank a number of individuals who have contributed to the success of this national conference.

First of all, I am highly obliged to Mr. Iqbal Haider Butt who thematically designed the conference and has been the architect of our Peace and Youth Cooperation Programme.

I express my gratitude for worthy VCs for giving valuable time and providing insightful observations during the conference themes. They include Dr. Azmat Hayat Khan, Dr. Fehmida Sultana, Dr. Shahida Jaffery, Prof. Dr. Belal A. Khan, Prof. Dr. Bernadette Louise Dean, Prof. Dr. Iqbal Ahmad Khan, Prof. Dr. M Qasim Jan, Prof. Dr. Masoom Khan Yasinzai, Prof. Dr. Mrs. Bushra Mateen, Prof. Dr. Muhammad Farid Khan, Prof. Dr. Muhammad Nizammuddin and Prof. Masood Hameed Khan.

I deeply acknowledge other VCs Dr. Mazhar ul Haq Siddiqi and Prof. Dr. Muhammad Zafar ullah, who cooperated at each step of the pre-conference stage and were unable to attend the conference due to urgent compulsions and political instability around their campuses.

Other university representatives Dr. Aliya H. Khan, Dr. Farzana Bari, Dr. Sarfraz Khan, Dr. Muhammad Ashraf Janjua, Prof. Dr. Abida Tehrani, Prof. Dr. Iqbal Ahmad Panhwar, Prof. Dr. Ishtiaq Ahmad Chaudhry and Prof. Dr. Muhammad Ehsan Malik are highly appreciated for their valuable discussions.

I am also thankful to many academicians who participated in the consultative process to finalize thematic programme of the conference. The include: Dr. Cheryl Burke, Mr. Awais Bajwa, Mr. Zafar Jamal, Mr. Zubair Ahmed, Ms Riffat Saqlain, Ms Rubina Shahid, Ms Sidra Ali, Ms Umm-e-Habiba, Prof. Dr. Saeed Shafqat, Prof. Salima Hashmi and Prof. Zafar-ul-Mohsin Pirzada.

Dr. Ghazala Irfan, Dr. Huma Baqai, Mr. Ghaffar Hussain, Mr. Iqbal Haider Butt, Ms Salma Butt and Prof. Dr. Bernadette Louise Dean are particularly mentioned for moderating the conference sessions with professional aptness.

I am indebted to Mr. Aamir Riaz, Mr. Kashif Bukhari, Mr. Shahid M. Gull and Prof. Dr. Sajid Ali for their perpetual support and sharing expertise on student politics in service of the causes of youth and peace-building in Pakistan.

Mr. Khurram Shahzad, Mr. Sarmed Reza Nayak, Ms Bushra Sadiq and Ms. Muqaddas Iqbal are acknowledged for logistic support, documentation and event management.

Special thanks go to the Quilliam Foundation for supporting the conference and in particular Mr. Majid Nawaz, Ms Fatima Mullick and Ms Sabina Khalid.

My deepest appreciation is however reserved for our chairperson: Dr. Kaiser Bengali whose constant support and advice have empowered BARGAD to carry on critical projects like the *National Conference on Peace-building & Women Leadership Development in Campuses!*

I must again thank Mr. Iqbal Haider Butt, who synthesized and wrote the present report.

I believe report of the national conference is useful for those who are concerned over youth radicalization and sensitive to women participation in Pakistani campuses. This report will be of interest to students, educationists, policy makers, political activists, researchers and civil society and public interest leaders.

Sabika Shaheen

Executive Director

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EXECUTIVE SUMMARY

BARGAD held a *National Conference on Peacebuilding & Women Leadership Development in Campuses* in Bhurban - Murree on 3-5 March 2009. The magnitude of the conference was very high and unparalleled. Its participants and resource persons were mainly the Vice Chancellors (VCs) and senior faculty members from Pakistani Universities and higher education institutions. This was the first of such interaction in Pakistan between the VCs and the civil society practitioners.

The conference aimed at promoting pro-peace and women-friendly approaches to policies, programmes, and services in the higher education environment in Pakistan.

THE NATIONAL CONFERENCE ON PEACEBUILDING & WOMEN LEADERSHIP DEVELOPMENT IN CAMPUSES was an effort to build peace and develop women leadership in university campuses, where violent, male-dominated and pro-discrimination groups have made inroads ever since student politics was introduced in the campus in the 1960s. They have not only commanded the student politics by way of physical force and eliminating opposition by use of all fascist means, but have also permeated within academic and non-academic structures of the universities, having visible interests and control over resources of various campuses.

There's now a need that the Pakistani universities facilitate peace-oriented and women-friendly student politics, where students are able to articulate a forward looking agenda for collective action and have democratic forums to contest their viewpoints.

VCs of the following universities participated in this august assembly: University of Balochistan, Quetta; University of Peshawar; University of Agriculture Faisalabad; Lahore College for Women University; University of Gujrat; DOW University of Health Sciences Karachi; Kinnaird College Lahore, Sardar Bahadur Khan Women University Quetta; University of Central Punjab Lahore; Gomal University D.I. Khan; Quaid-i-Azam University Islamabad; The Islamia University of Bahawapur; CBM Karachi and University of the Punjab Gujranwala Campus. There were also chairpersons and deans of different faculties of Punjab University Lahore; Sindh University of Jamshoro; and University of Sargodha. The academia was accompanied by a few analysts and civil society experts directly involved in public interest work on youth development, peace and gender issues.

National Conference on Peacebuilding & Women Leadership Development in Campuses forges national and multi-sectoral partnerships among academia and civil society for peacebuilding and women leadership in campuses and facilitate an understanding for action to effectively address youth violence in Pakistan.

Objectives of the National Conference

- ❑ To facilitate the exchange of knowledge and best practices in promoting youth cooperation, democratic opportunities and peaceful resolution of everyday issues of students;
- ❑ To infuse a gender friendly and discrimination-free approach to policies, programmes, and services in the higher education environment;
- ❑ To contribute to the political support against youth violence in Pakistan

National Conference on Peacebuilding & Women Leadership Development in Campuses was informed by various researches done by BARGAD. Especially the contents and recommendations of the “National Survey on Student Politics, 2008” provided an evidence-based background to promote pro-peace and women-friendly campuses in Pakistan.

Before holding the conference, the BARGAD staff and core volunteers with technical support of Iqbal Haider Butt prepared detailed action and management plans on the 28th January 2009; in which actions, deadlines, level of effort, risks, remedies, and value addition from factors were thoroughly chalked out and various teams for undertaking the communication (written and follow-up) and project support were instituted. The internal communication and management mechanism was also illustrated at this occasion.

Initial planning was further supplemented by a consultative meeting with senior faculty members in Lahore Gymkhana on 10 February 2009. This was to brainstorm thematic programme of the conference, seek input of the academic fraternity and finalize the conference programme.

National Conference on Peacebuilding & Women Leadership Development in Campuses was divided into five sessions, namely;

1. Aims of Higher Education and Nation Building
2. Challenges of Youth Radicalization
3. Peacebuilding and Student Politics: Revisiting the Past
4. Women Leadership Development in Campuses
5. Identification & Planning for Action in Campuses.

The sessions were moderated by experienced academicians like Dr. Ghazala Irfan and Dr. Huma Baqai and distinguished experts like Iqbal Haider Butt.

Renowned economist and Chairperson BARGAD Dr. Kaiser Bengali formally opened the conference. Iqbal Haider Butt introduced thematic contents and presented overview of the conference.

Aims of Higher Education and Nation Building was first session of the conference. Prof. Dr. Muhammad Ehsan Malik delivered the key address on “Contribution of Universities in Social and Economic Development”. He started with explaining traditional functions of universities which are research and teaching. Then he highlighted that the universities are indispensable players in the advancement of scientific knowledge through research. Through academia and corporate linkages universities produce required skills and technology. They also lead in producing entrepreneurs. In developed countries, they advise their respective governments on new initiatives and key decisions and this practice is so far missing in our country. Although universities in Pakistan play a very vital role but here the university education needs to be revamped for making it accessible and relevant to the changing circumstances. He emphasized on the need of transforming teachers into role models who are dutiful but can go beyond the call of duty; who add values to the lives of students, and who are tough but fair and fair but kind. He concluded, “Talent is good but talent must be trained”. The key address was followed by open house discussion and insightful deliberations came out from the house. Prof. Masood Hameed

Khan Vice Chancellor Dow University of Health Sciences chaired this session and at his final remarks he lamented on the meager resources allocated to education.

Session on Challenges of Youth Radicalization started with key discussions of Maajid Nawaz, Director Quilliam Foundation, London – UK, and Prof. Dr. Azmat Hayat Khan Vice Chancellor University of Peshawar. This session was moderated by Dr. Huma Baqai. By narrating his personal experiences while formerly working with a political-Islamist outfit in UK, Maajid Nawaz pointed to challenges before the muslim intelligentsia and how extremist elements exploit the identity crisis and potential of youth for their reactionary and exclusive agendas. Dr. Azmat Khan said that Talibanization of Pakistan is a reaction to multi-pronged factors and it can be traced back right from the era of Afghan war against the Soviets. After USSR quit Afghanistan, there was a vacuum which instigated civil war and consequently Taliban squeezed the power in that country. Then America intervened and another episode flashed out which badly affected Pakistan. The unhindered influx of weapons and drugs dragged the country into severe trouble. He emphasized that inefficiency, failure and corruption of system has further fuelled this wave of radicalization resulting into Talibanization. He underscored that Talibanization is not religious in its essence rather it is ethnic, cultural or provincial in nature.

Peacebuilding and Student Politics: Revisiting the Past was the third session. It was chaired by Dr. Bernadette Louise Dean, Principal Kinnaird College Lahore and facilitated by Ms Salma Butt. Prof. Dr. Iqbal Ahmad Panhwar Dean Faculty of Social Sciences University of Sindh Jamshoro shared his reflections on the historical experience of student politics in Pakistan. He presented the case of University of Sindh and the nationalist and progressive politics there. He said that the earlier leadership of student politics was far ahead in education performance than of the current generation. Prof. Dr. M. Qasim Jan Vice Chancellor Quaid-i-Azam University highlighted student politics in universities and said that most of the times VCs are afraid of shriveled authority because of student politics. That causes them to oppose politics in campuses. He also said that students are real stakeholders of education. Prof. Dr. Farid Khan Vice Chancellor Gomal University D. I. Khan presented the case of Student Council working at his University. He favored such a student politics which relates itself to academic issues. However, he categorically rejected the traditional student politics on the ground that its role had been very negative and that the student unions had been tools in the hands of different political parties. He stressed the need to engage students in extra-curricular activities. He proposed that the successful model of Student Council at Gomal University should be adopted by rest of the academic fraternity. Dr. Kaiser Bengali, renowned economist and chairperson BARGAD narrated his experiences of being a student leader. He analyzed that this was the student politics which imparted leadership and analytical skills upon him and that it plays pivotal role in the development of personalities. He resolutely dismissed the notion that student politics was responsible for violence at campuses. Mr. Aamir Riaz Editor Awami Jamhoori forum elaborated the linkages of education policies and student politics. He was of the view that student politics had in no way contributed to the education issues and they were misdirected by the outside campus forces which always instrumentalized them for their political gains.

Women Leadership Development in Campuses was fourth session of the national conference. It was facilitated by Dr. Ghazala Irfan professor of Philosophy at LUMS and chaired by Dr. Dean Principal Kinnaird College Lahore. Prof. Dr. Nizamuddin Vice Chancellor University of Gujrat threw light on the quality and access to higher education with special reference to gender. He strongly advocated for the enhanced opportunities and facilities to women at universities. He focused on the need to do more researches and have informed opinion on the campus issues. He affirmed, “Taking away the right to talk freely is against the idea of university education.” Prof. Dr. Abida Tehrani Director Sindh Development Studies Centre University of Sindh made a presentation on women leadership at campuses. She made an objective comparison of number of women holding key positions against men. She also pointed out the problems hindering women leadership and put forth some remedies as well in this regard. In her presentation, Dr. Farzana Bari Director Centre of Excellence in Gender Studies Quaid-i-Azam University underlined gender disparities at higher education level. She lamented the marginalization of women studies departments and center within the university system. She also stressed on the need to endorse women quota. Prof. Dr. Iqrar Ahmad Khan Vice Chancellor University of Agriculture Faisalabad presented the initiatives at his university taken to bridge the gender gap.

Identification & Planning for Action in Campuses was the culminating session of the conference. This included a full-house (i) Workshop on Challenges of Youth Radicalization, followed by group works on (ii) Peacebuilding and Student Politics, and (iii) Women Leadership Development in Campuses. The participants not only thoroughly analyzed causes and impacts of conference themes in most focused and tangible manner, but also devised action plans and made recommendations for pro-peace and women friendly campuses in Pakistan. It is envisaged that recommendations of the esteemed participants presents a workable framework to cope with respective challenges in campuses of Pakistan.

Workshop on Challenges of Youth Radicalization was facilitated by Abdul Gaffar and Sabina Ahmed of Quilliam Foundation, while the group works were moderated by Iqbal Haider Butt of Development Pool, Lahore.

Participants of the Workshop on Challenges of Youth Radicalization proposed the following action plan:

- 1) Adequate funding is indispensable.
- 2) Frequent lectures at campuses and enhanced interaction should be promoted.
- 3) Cross border student and faculty exchanges and internationalizing campuses is a due response to meet the challenges of youth radicalization.
- 4) Prepare university administration to cope with the issue.
- 5) Remove hate literature from the official curriculum.
- 6) Media counseling
- 7) Support services to students should be provided.

The working group on Peacebuilding and Student Politics made the following recommendations:

- 1) Create life in campuses and arrange functions even if administration has to intervene
- 2) Rigorous teaching and academics on campuses

- 3) Revenue generation should also be on the agendas of universities and provinces should also be made responsible to fund universities
- 4) Implementation of University's Calendar in its true spirit
- 5) To avoid external interferences, there is a need to regulate an Oversight Committee for Peace on Campuses which may include representation from political parties and civil society
- 6) Improve the quality of services at Campuses
- 7) Feed back and evaluation from students for a fair accountability of teachers.
- 8) Property tax exemption to the campuses.

The group on Women Leadership Development in Campuses recommended for:

- 1) Affirmative action through gender quotas focusing the implementation of existing quotas
- 2) Training programmes to challenge social attitudes of both sexes
- 3) Mainstream Gender studies at campuses in addition to the on-going gender studies centers and programmes
- 4) Mentoring Programmes
- 5) Need to highlight positive role models of women leaders
- 6) Establishment of Day Care Centers for children of working women at work places
- 7) Adapting family friendly policies
- 8) Legislation to tackle discrimination on gender basis
- 9) Awareness campaigns for Paternity Rights along with Introduction of Paternity Leave to share children's responsibilities
- 10) Implementation of sexual harassment laws to create conducive working environment for women.

Ms Sabiha Shaheen Executive Director rendered vote of thanks to all the participants, while the conference was concluded by Dr. Kaiser Bengali amidst firm resolve of all the delegates to assertively pursue the cause of peace-building at campuses and to create a conducive environment for women leadership to flourish.

1. INTRODUCTION TO THE CONFERENCE

1.1. CONTEXT

The declaration of lifting the ban on student unions by the present government has met with mixed responses. Whereas it reinvigorates the enthusiasts for its democratic promise, it has also resurfaced the risks of much-dreaded violence in campuses that reached to its peaks in the 1980s. According to one estimate by the Daily Times' reporter, 165 students were killed by rival student organizations only in Lahore in 525 violent incidents during 1984-2004.¹

Because of the bloody history of student group rivalries and patronage by outside-the-campus forces, the revival of student unions is taken with caution. Many elements advise to fully prepare for the prospective student politics and first chalk out a roadmap and thoroughly consulted process of revival before the unions are functional again. The important questions relate to code of conduct for student politics, linkages of student organizations with political parties and other outside-the-campus forces, a stringent framework for ensuring peace in campuses and multi-stakeholder consultations with the students, teachers, parents, political parties and the public interest groups.

BARGAD, a youth-development NGO has been keenly pursuing the national consultation on political participation of students in campuses.

A nationwide survey² conducted by BARGAD in 2008 has revealed stunning but empirical results on the perceptions of contemporary students about campus politics. According to the study, a vast majority of university students (63.6 percent) wants reserved quota for girls in the student unions as compared to 34.4 percent students who oppose such allocation of quota. More than two-third (77.1 percent) students wish the university administration imposes a strict Code of Conduct on student organizations to ensure that there is no violence in campus. Only a tiny minority of students (7.5 percent) take possession of weapons within campuses as Normal. 68.1% categorically say it is Criminal while the rest take it as Bad and Inappropriate. Nearly two-third students are in favour of banning those student organizations which promote sectarian, religious, gender, caste and/or racial discrimination by their literature and actions. Additionally, majority of students (62.6



¹ Khan, Shahnawaz. *Student Politics – Start of a New Violent Chapter*. Daily Times, 1 May 2008.

² *National Survey on Student Politics, 2008*. BARGAD: Gujranwala, Aug 2008.

percent) are blank and unaware of the situation of (violence-ridden) student politics before union ban in 1984.

Howsoever the perceptions of a majority of students sound plausible for pro-peace and women-friendly politics in campuses; it is equally understandable that the ordinary students' thinking will not automatically translate into any activism. This is especially true when we see that physical occupation of campuses by student groups, the desire to eliminate the rivals and exclusion of girl-students have been the pre-dominant historical baggage of student politics in Pakistan.

Nevertheless, certain recurrent trends in the environment of higher education can be aggregated by those who believe in open and democratic societies. These factors can be summarized as: (i) drastic increase of female students, (ii) emerging private universities and higher competition for career placement, (iii) more universities and lesser polarization of students on identity and class divisions (iv) greater urbanization, (v) enhanced media exposure and (vi) easy access to ICT-based communication with democratization effects.

Number of students in universities and degree awarding institutions (DAIs) was risen to 423236 by 2003-04, of which 362128 were studying at public universities.³ As compared to 22 universities in 1983-04 (when student unions were banned), there were 124 higher educational institutions by early 2009. Of these institutions 57 are public-owned and 23 impart general education in the public sector.

All in all, the political and social reality of present-day students in universities has radically changed and it can be stated that a new thinking for a new student politics may emerge in Pakistan. This politics is normatively inclined towards putting quality education at the center-stage, inclusion of girl-students, strict imposition of pro-peace regulation and anti-discriminatory policies within the campuses.

An insight into the composition of political supporters of militancy would expose that pro-peace and women-friendly advocacy in Pakistani campuses gives us strategic leverage and soft entry-point to fight extremism. But the key problem is that historically the issue of peace within campuses has been mostly seen as an administrative problem faced by the university administration. It has not been taken as a political agenda of student organizations and mainstream political parties nor is it linked with higher education policy to systemically devise specific ways for engaging students and creating enabling environment within the campuses. This thinking can be unfortunately best demonstrated in recommendations of the Vice Chancellors' steering committee on student politics.⁴ By briefly pointing out violence in campus, the auspicious adhoc body is muted to elaborate what it means by violence and what procedures can be available to build peace in the campuses. This opens a wide space for wild interpretations, which if seen by historical references would mean free flow of political pressures by dominant student organizations, illegitimate bargaining between the administration and the student groups and interference of the sitting governments.

³ Cited from the Statistical Booklet, Higher Education Commission (HEC)

⁴ Gillani, Waqar. *Party Connection*. Special Report, The News on Sunday (TNS), The News International: Lahore, 28 Sep 2008. URL: <http://jang.com.pk/thenews/sep2008-weekly/nos-28-09-2008/spr.htm#4>

Simultaneously, there is virtually no tradition of women leadership in Pakistani campuses. By past experience, despite their large national numbers, we can rarely come across a girl who was elected among high ranks of the university student unions except for the ceremonial presence of a “lady representative” in these bodies.

In this scenario, there is a need that the critical mass of girl-students vanguard peace-building and open society efforts in campuses and have their due share in the prospective student unions.

The present national conference is an effort to build peace and develop women leadership in university campuses, where violent, male-dominated and pro-discrimination groups have made deeper inroads in the campuses. They have not only commanded the student politics by way of physical force and eliminating opposition by use of all fascist means, but have also permeated the academic and non-academic structures of the universities, having visible economic interests and stakes in resources of the campuses.

There’s now a need that the Pakistani universities facilitate pro-peace and women-friendly student politics, where students are able to articulate a progressive agenda for collective action and have democratic forums to peacefully contest their viewpoints rather than becoming part of warring ideologies.

1.2. CONSULTATIVE MEETING FOR THE CONFERENCE

After initial action and management planning, thematic programme of the conference was chalked out. This was put before senior faculty members from Lahore in a consultative meeting held in Lahore Gymkhana on 10 February 2009. The aim was to finalize the thematic programme. It also provided an opportunity to introduce the *National Conference on Peacebuilding and Women Leadership Development in Campuses* to the senior faculty members and to seek input of the academic fraternity and to brainstorm the issues of peace-building and women leadership development in campuses.

The consultative meeting was chaired by Dr. Kaiser Bengali, renowned economist and chairperson BARGAD. Dr. Ghazala Irfan facilitated the discussion while Ms Salma Butt moderated the proceedings. After formal commencement, a presentation on BARGAD was given by Khuram Shahzad. Then Iqbal Haider Butt made a presentation on the aims and objectives of the national conference. He told that objective of the meeting was to discuss priority points that guide BARGAD to achieve quality outcomes from the *National Conference on Peacebuilding & Women Leadership Development in Campuses*. He informed about the background of the national conference and presented key points of the nationwide research entitled, “National Survey on Student Politics, 2008”, in which ordinary students visibly indicated to promote pro-peace, women-friendly and student-centred politics in campuses.

He said that challenges are immense before the national conference participants. A framework for peace-building and women leadership in the higher education is needed. There is a stark division between educationists and the political and civil forces on the question of reviving student unions and political participation of youth within campuses. The steering committee of VCs in its recommendations to the HEC feared that the revival of student unions could translate into violence on campus and spoil the academic environment. The nominee of Sindh alone spoke for a 'conditional' revival of unions.

Then the historical legacy of student politics is full of clashes, occupation over campuses and sometimes murders. The recent emergence of youth radicalization is another challenge.

Nevertheless there are also opportunities emerging, which include higher investment on the higher education, greater enrollment of female students in the higher education, enhanced employability for girl-students and the increase in student interactions and the use of ICTs.

He told that the following themes will be addressed in the national conference:

- 1) Norms and forms of student politics: revisiting the past
- 2) Women leadership in campuses
- 3) Radicalization of youth in Pakistan, &
- 4) Planning for action in universities.

This presentation followed open house discussion and an exchange of insightful ideas in an interactive way and issues of student politics, student unions, and women leadership development were also deliberated by the participants. As a whole the participants hailed concept of the conference and affirmed to make their contributions to peace-building and women leadership development at campuses.

Prof. Salima Hashmi referring to women leadership development in campuses stressed the need of dismantling existing myths regarding women role in the society in general and in campuses in particular. She suggested the participants to have a quick survey of Vice Chancellors' attitude towards women and women leadership in campuses. There is severe aggression in our societal structures. She emphasized that there is immense potential among the women, we only need to identify and channelize that.

Cheryl Burke while pointing to the generational issues said that training of young women for inculcating self-confidence can contribute to gender balance and the universities have a role to play in that.

Prof. Saeed Shafqat stressed on the efforts to change male attitudes and adopt a pluralistic approach towards peace-building, which can be best understood as social harmony. He said that trends in public sector universities are increasingly becoming anti-women. There is a need that our focus should be on public sector universities, because of their scale and access to ordinary students. This can be done by student-development programmes and student societies by the universities; so that students gain strength within their campuses and their role for managing own affairs is enhanced.

Dr. Dean indicated the need of de-linking two concepts of peace-building and women leadership; since both are broad and comprehensive and exist on their own. Moreover, systematic changes will bring about the transformation of society.

Mr. Zubair shared the scenario and background of student politics of inner walled city of Lahore.

Prof. Zafar-ul-Mohsin shared the circumstances of his historical Govt. M.A.O. College and said that teachers and the college communities still are not accepting the idea of women visibility and leadership in campuses.

Dr. Kaiser Bengali said that vandalism in campuses is a product of non-existence of democratic institutions and that the logic of relating student unions with poor quality of education is wrong.

Academic standards have been not risen during the period in which there has been a ban on student unions. He rather said that violence is as outcome of nonexistence of student unions. He assumed that there would be lesser violence with women in leadership positions.

Mr. Iqbal Haider Butt floated a question that what kind of student unions do we want? We need to develop a two-pronged strategy for both public and private sector universities since there is a huge difference of nature of issues at both sides. He also put emphasis on deeply looking at various models of code of conduct for student unions.

The consultative meeting was concluded on a vote of thanks by executive director BARGAD Ms Sabiha Shaheen.

Participants of the Consultative Meeting

Sr. #	Name & Designation	Institution
01	Cheryl Burke, Dean Student Affairs	FC College University Lahore
02	Dr. Bernadette L. Dean, Principal	Kinnaird College Lahore
03	Dr. Ghazala Irfan	LUMS
04	Dr. Kaiser Bangali, Chairperson	BARGAD
05	Mr. Aamir Riaz, Editor	Awami Jamhoori Forum, Lahore
06	Mr. Awais Bajwa	Govt. M. A. O College Lahore
07	Mr. Iqbal Haider Butt, Senior Partner	Development Pool Lahore
08	Mr. Khuram Shahzad, Communication Officer	BARGAD
09	Mr. Shahid Gul, Asst. Professor Dept. of Philosophy	University of the Punjab Lahore
10	Mr. Zafar Jamal, Asst. Professor, Psychology Dept.	Govt. M. A. O College Lahore
11	Mr. Zubair Ahmed, Lecturer	Govt. Islamia College Railway Road Lahore
12	Ms Bushra Butt, Programme Officer	BARGAD
13	Ms Riffat Saqlain	Lahore College for Women University
14	Ms Rubina Shahid, Dean of Humanities	Kinnaird College Lahore
15	Ms Sabiha Shaheen, Executive Director	BARGAD
16	Ms Salma Butt, Manager Volunteers	Ibid.
17	Ms Sidra Ali, Lecturer	Govt. Islamia College Railway Road Lahore
18	Ms Umm-e-Habiba Lecturer	Ibid.
19	Prof. Dr. Saeed Shafqat, Director, School of Public Policy	FC College University Lahore
20	Prof. Dr. Sajid Ali, Chairperson Dept. of Philosophy	University of the Punjab Lahore
21	Prof. Salima Hashmi, Dean School of Visual Arts	Beaconhouse National University Lahore
22	Prof. Zafar-ul-Mohsin Pirzada, Principal	Govt. M. A. O College Lahore

1.3. GOAL AND OBJECTIVES OF THE NATIONAL CONFERENCE

- Goal of the conference was to promote pro-peace and women-friendly approaches to policies, programmes, and services in the higher education environment in Pakistan.
- Objectives of the conference were:
 - 1) To facilitate the exchange of knowledge and best practices in promoting youth cooperation, democratic opportunities and peaceful resolution of everyday issues of students;
 - 2) To infuse a gender friendly and discrimination-free approach to policies, programmes, and services in the higher education environment;
 - 3) To contribute to the political support against youth violence in Pakistan

CONFERENCE PROCEEDINGS

1.4. OPENING AND PRESENTATION ON OVERVIEW OF THE CONFERENCE

Chairperson of BARGAD, Dr. Kaiser Bengali formally announced opening of the conference during a short session on the evening of 3rd March, 2009. Salma Butt briefly introduced BARGAD and after introductions of the participants and moderators, a dinner was hosted.

The participants registered themselves on the 4th March, 2009. Here, the project consultant and Senior Partner of DEVELOPMENT POOL – Lahore, Iqbal Haider Butt made a presentation on background, objectives and contents of the conference. Dr. Huma Baqai facilitated this introductory session.

Iqbal said despite great challenges to the issue of political participation of youth within campuses, the primary stakeholders have visibly backed aspirations for peace and women leadership development in campuses. This has been well demonstrated by BARGAD’s study,

“National Survey on Student Politics, 2008”. There is a great support for women quota in prospective representative forums of the universities. It may be the best arena for all those who want gender equality and look towards a discrimination free country. The investment on girls will also pay off dividends of creating professional classes and growing civil society in Pakistan.

Contemporary students and other stakeholders are well aware of the risks of violence in campuses and want to do away with past practices of campus politics, in which groups were vying for occupying campuses and physically eliminating the rival groups.

An interesting perception has also emerged in the public sphere after BARGAD’s survey. The politicians like Jahangir Badr (PPP) and Khawaja Saad Rafique (PML-N) who have ascended from the student politics are talking about delinking students with outside political influences.

To achieve the objectives of this conference, our approach is to have consultation and discussions through presentations, key and open discussions, group work and workshop methods.

1.5. DISCUSSION

The moderator reminded participants that it was an introductory presentation providing an overview of the conference. They should take on thematic issues in dedicated sessions. However, the participants keenly addressed the conference themes, especially about revisiting the past of student politics in Pakistan.

One participant viewed that student politics and a certain group was especially responsible for youth radicalization in Pakistan.

PROF. DR. AZMAT HAYAT KHAN commented that because of the student unions violence would start and bring down the educational standards. The Peshawar University was closed because of violence between two groups. The first question is what we mean by politics on campuses. Student organizations should clearly spell out their mandate. They have to be first politically educated. As a student, he told, he was active in politics. He and his colleagues would invite diverse people like Khair Bakhsh Mari, Asghar Khan, Wali Khan, etc, to the campus gatherings. They would put their political views and educate the students. But what we now call politics or student unions, he thought it is a disaster for campuses. Unions were banned by the Supreme Court because they were creating hurdles in the studies.

Because of our geographical location, one cannot apply international theories on Pakistan. We are a unique state dealing simultaneously with South Asia, Central Asia, Middle East and China. We have to adopt models of student participation according to our own requirements.

The important is thing is how to put our education into practical use. We should start more extra-curricular activities for the students and try to realize students that after finishing their degrees in campuses they may join the political party of their choice.

We need to bridge differences between our practice and our studies. Then we can talk about women rights. According to Dr. Khan, come naturally. In a conservative society like NWFP there is a stark difference of society from the life at Peshawar University campus.

Peshawar university has not assigned quotas for girl students. But still they are playing an important role. To open our society like the western countries we need to educate men in general

first. We have to educate not only males and females in campuses but general public as well because as a vice-chancellor he said he can quote many examples of clashes taking place between one thinking and another. Educated people want something else in campuses than their parents in rural areas. There is a generation gap. Unless we educate the whole society in a revolutionary way we are bound to face many problems. These problems can be realized either when you get involved in it or feel it.

ACCORDING TO DR. ISHTIAQ AHMED CHAUDHRY: “Someone has said education standard was not affected by student politics. I am witness to this fact that when the semester system was introduced in the Punjab University and some affiliated colleges in 1978, the semester system had to be rolled back in 1981 only due to pressures of student organizations.

We have seen the fall of education standard. The students involved in politics did not attend the classes and were busy in their politics whole time. The great leaders that you have named I know a number of them who got degrees only due to the semester system and the pressure of student politics. But they could not play any significant role even in national politics. A man gets a degree under pressure but when he signs on the 17th amendment he cannot see what has been written in it. That was the standard of national leaders who emerged through student politics.

Secondly, so far as the quota system is concerned it is for minorities, which cannot take part in active politics. Girls are not in a minority in the universities. I think the concept of the quota system is old one. Even we see that they have allocated 33 per cent quota for women in the National Assembly, which is totally useless. The women who reached the national assembly through the 17 per cent quota they are either daughters or sisters or sisters-in-law of national political leaders. Had they entered the assembly after contesting the election on merit there would have been a better input. We, especially the senior vice-chancellors who are sitting here, have seen the fate of student politics and the quota system.

We do not oppose the student politics as such. But first its modalities should be settled. We see student unions do work in UK and America. But I do not think they are tools of political parties nor they play any subversive role in academic matters. They never disrupt academic matters. They do not settle the examination schedule.

I have seen in the Bahauddin Zakriya University, the Punjab University and other universities that professors were promoted through student unions. President of the student union asked the VCs to constitute the selection board for particular people and later those were selected on the pressure of the student unions. We have seen how the student unions destroyed environment of the universities. If we again revive them without setting its basic principles we will have to again face the same consequences.”

DR. ALIYA H. KHAN: It is to be investigated as to what the present-day students actually expect from the student unions. I have tried to get impressions from groups of students whom I teach as why they did celebrate the restoration of the student unions - not in a negative manner, but just to hear whether they are really clear about what the student unions can deliver or you know try to deliver for the welfare of students for building higher standards and more egalitarian standards at the campus.

There was an issue of clean drinking water at the Quaid-e-Azam University hostel where a lot of students fell sick because of that. I noticed that they were not repeatedly coming to the classes. I

probed the matter and they said they were not getting clean water and filters were not frequently changed.

I just tried to tell them that this is the kind of issues for which students can lobby for and convey them in a coordinated way to the administration to ensure quality life at campuses. I think we also have to prepare the students to participate in student politics. There is difference between the past and the present. So there is a gap.

Since there were questions about the thinking of present-day students as found by the “National Survey on Student Politics, 2008”, it was told that students were asked to rank five objectives of student unions. Their priority list was as following:

- 1) Quality education
- 2) Student welfare
- 3) Culture of peace
- 4) Leadership development
- 5) Political training

DR. SHAHID GULL asked whether in the sample of the national survey, various disciplinary backgrounds of students were also considered. According to the discipline, we divide the students in two kinds: the job-oriented and secondly the social sciences or humanities which have lesser market value. Then students are also divided by the semester system and annual examination system. It has been noticed that the aptitude of these different type of subjects also vary especially as regards to extra-curricular activities and politics.

Iqbal Haider Butt responded that the disciplinary variations were incorporated in the design of the survey but we have not analyzed them in the report. The universities were divided into sub-units of maximum and minimum disciplines in the sample design. However, the results take one university as a unit and its internal disciplinary details have not been analyzed. The back-end data can however provide that analysis.

DR FARZANA BARI: We will talk about the leadership in detail in the third session. I want to ask whether violence ended after banning the student unions. Actually, violence continued through politics at campuses. We need to discuss that. I think it is disconnect. We cannot discuss various sides of student politics in a disconnected manner. The student politics is connected to vital political contexts of the society. Hence, we need to make greater linkages and then look at these issues, i.e, how students unions can be revived and on what conditions.

I do not think youth bulge is a threat to the society. It can also be an opportunity. We have a vast population that can be productive.

It was responded that in practice the phenomenon of youth bulge is hitting the developing countries hard and is a major source of civil unrest and wars. It is only because the youth is idle there. Its potential is not unleashed and channelized and there are lesser opportunities for them to realize their positive energies.

DR SARFRAZ KHAN asked about variations in sample of the “National Survey on Student Politics, 2008”, with a question whether these variations reflected difference in the results of one university from another, especially comparing results from the bigger province as against the smaller provinces.

He was told that an aggregated result was compiled. Individual universities or their provincial diversity have not been comparatively interpreted. However with the present data that can also be easily found out.

DR SARFRAZ KHAN also pointed that during the discussion most participants were mixing students unions with student organizations. Difference of both these entities was very clear and should be understood. The sooner this confusion is gone the better it is.

The discussion was still on, but the schedule did not allow more at this point. Iqbal Haider Butt thanked the participants and hoped their passion will go ahead and will become more focused.

DR. HUMA BAQAI, the session facilitator, requested the participants to move on. She also appreciated the participants' input, which was very important. She said that their concerns will not also be talked but also be incorporated into strategy facts.

2. AIMS OF HIGHER EDUCATION & NATION BUILDING

Facilitator: Dr. Huma Baqai

Chair: Prof. Masood Hameed Khan

Key Discussions:

- *Dr. Muhammad Ehsan Malik, Director General, University of the Punjab, Gujranwala Campus: Contribution of Universities in Social and Economic Development*
- *Prof Masood Hameed Khan, VC DOW University of Health Sciences*

Preliminary Discussion:

Dr Huma Baqai raised the question what are our aims in higher education. She said that nation building is a phenomenon, which constantly is raised in our curricula whether it is at primary, secondary or tertiary level. When we talk about nation building we consider what we are watching and what we want. What do you think about the higher education and the way it is functioning in Pakistan. Will it achieve something? Can we look towards a brighter tomorrow? As knowledge-based economy is being discussed today the economies, which will not be knowledge-based, will remain far behind in the race. Where are we standing now?

Functional purpose of the sessions was to set the stage for the conference and to involve participants in the conference themes by holding this ice-breaking session in which general issues of higher education in Pakistan are discussed.

Dr. Baqai requested the first key discussant Prof Dr Ehsan Malik, DG Punjab University Gujranwala Campus, to give some introductory remark as to the contribution of the universities in social and economic development. Then the session chairperson Prof. Hameed Khan, VC DOW University of Health Sciences, spoke on the session theme.

2.1. CONTRIBUTION OF UNIVERSITIES IN SOCIAL AND ECONOMIC DEVELOPMENT

(Dr. Prof. Dr. Muhammad Ehsan Malik, Director General, University of the Punjab, Gujranwala Campus)

The traditional functions of universities are teaching and research. In their teaching activities, universities provide the professional training for high level jobs as well as the education necessary for personality development of their students. University research increases the body of theoretical knowledge as well as its application to practical problems.

The traditional university restricted itself mainly to a close circle of professors and students from the upper strata of society and lived in relative isolation. Research was the privilege of professors and determined to a larger extent by personal interest and their contacts among each other.

We all know the brilliant performance of traditional university which laid down the basis for the progress of mankind. But being too much concerned with itself, such university lost touch with

the society. It became completely isolated and could not comprehend the issues of surrounding environments. This however meant a reduction in performance; in that, the ultimate yardstick for measuring the success of a university is to improve lives of people it serves.

If we think in the past, we the faculty members were not having strong links even with each other; not so even within our own disciplines.

Still today, for example, as it was in the past, all physics departments in all universities and chemistry departments in all universities and we all professors did not have professional links with each other and we never had the conferences. Some might have had the chance to interact, but not within settings planned the universities themselves.

There have been fewer opportunities of collective brainstorming and mutual conversations as part of systemic planning process. Even today we find outside sources for academia assemblies. Sometime some NGO conducts a conference and gives us due regard and we sit with each other.

Today the scenario is difficult and different, but progress have been made in higher education during the last eight years. It is always better than nothing.

The role of the HEC cannot be ignored for the university infrastructure development and to send the people abroad for higher education. But again, there is a huge cut in the financing of universities.

The university's far-reaching activities touch virtually every aspect of our daily life. All over the world, especially in America and Europe the land of developed nations, the universities have developed strategic roles. Today universities are playing significant role toward social and economic development of societies.

We always quote examples of the US and Europe. It is because 99 percent of our books and courses have been developed by the American and European academia. We have to implement their way of teaching and curricula due to their professional and academic strengths. However, syllabi and curriculum should be developed according to the scenario and environment where the universities are established.

We will have to look into why the developed countries and universities are serving their societies we society and are making their countries economically strong. Many reasons are there.

Firstly, they concentrated on R&D (research and development) and there was no compromise on it. Secondly, educational institutions were very strong there; so are the linkages between the corporate sector and academia in all fields and in all disciplines. Thirdly, there is a basic flaw in our thinking: we educate the students for enabling them to find jobs. We hardly feel, may think, but not to a large extent we have ever thought that we should producing such students who can become entrepreneurs by themselves.

In developed nations, when some sort of questions and issues arise the universities are mobilized to solve those problems and to generate new scientific knowledge.

The universities play a role in all developed countries as an advisor to the government. And in contrast to that we are just having talks after discussions!

We have the technocrats in the parliament and in the Senate but who are they. Are they really technocrats? Are they really playing a role as an advisor to their government?

In states like the USA, the government actually respects people who are knowledgeable; since everybody believes knowledge is power. See, who is Condoleezza Rice? They are advisors to the government. There are many advisors to the president of America. A majority of advisors have much experience, much research and they are advisors and serve the society at a very high level and they are able to rule the world by having made their countries strong economically.

Anyway, in the modern world the universities are regarded as research factories. Most of the research comes out of the universities and these are real source of service to mankind. They address socio-economic problems in the following ways:

- 1- Universities are indispensable players in the advancement of scientific knowledge through research. In this way we invent new products that enhance our lives and strengthen our economy.
- 2- Business leaders also recognize the essential contributions that universities make in providing their companies with a competitive advantage through highly skilled workers, advanced technology and practical know-how.
- 3- Universities are key players in the generation of entrepreneurs who form start-ups and expand business, thus creating thousands of new jobs.
- 4- Universities generate new and applied scientific knowledge that is needed and used by local high-tech companies to expand their business.
- 5- Universities (especially in advanced countries) also give suggestions through research to their respective governments to devise and implement the economic policies.

The universities in Pakistan are also playing a vital role. You may have your research as well as 80 percent professors did their research by their own, without much finance with them and amid the pressures of political unions in campuses. Even in odd circumstances they have contributed a lot.

We can have an example of science subjects – natural sciences, where people have produced so many research articles. They did a lot despite having all the challenges and difficulties. It means whosoever was having something in his mind he did that.

I may say you all agree that this is a way to make the country economically stronger to serve our society. However, the university education in Pakistan needs to be reformed, making it more accessible and relevant to the changing circumstances.

I say change must remain unchanged.

In modern world, universities are regarded as research factories. Now these are real source of service to humanity to redress its socio-economic problems. Universities in Pakistan are playing a very significant role in over all development of the country. However, university education in Pakistan needs to be revamped for making it accessible and more relevant to changing circumstances. In Pakistan, where industry is not too much high tech to support good research, role of universities becomes more important. With the intention of revamping the quality of universities in Pakistan the HEC was established that undertook many reforms by promoting the culture of research. Hundreds of scholars were sent abroad for doctorate. The universities' infrastructure was improved to some extent by funding through HEC. Ironically, the scenario is different now. Huge cuts (almost 70%) have been made by present government in the HEC budget. Resultantly, there will be a great reduction in the routine funding to universities. What will happen? All the development projects which either have been started or were required to have been started have been held. In this context, it will be difficult to support further our

Pakistani students who are studying abroad on scholarships. All the development in higher education started here when there was allocation in the budget for health and education at the rate of 2.5% of GDP as against 7% of GDP in the same head in other developing countries.

Policies change from time to time by induction of a new government. However, the role of universities for contribution to the society is unending whatever circumstances may be. Pakistani universities need to develop national as well as international links. The local business community may be persuaded to fund the universities in research work to achieve their targets in the shape of innovations or inventions. Internationally, we can get benefits of overseas Pakistanis serving in foreign universities to develop our relations with their respective universities. Pakistani researchers living abroad and serving in foreign universities can offer admissions and scholarships for brilliant Pakistani students. University to university links at national and international level will be more effective in collaborative research developments. Punjab University is now doing well in this regard. It has recently signed memorandum of understanding (MOUs) with various foreign universities like Waikato University (New Zealand) Ferdosi University (Iran) and Perugia University (Italy) regarding exchange of students/teachers/resources thus promoting culture of mutual relationship leading to reciprocal research facilities. Such efforts of our indigenous universities at their own level render them praiseworthy due to their contribution in social and economic development of the country.

Even if some professor is busy in the laboratory. And if he or she is doing research; whatever was the environment; whoever was in politics, no political leader can disturb him or her. And many of the VC's, many of deans, many of rectors are appointed on these researches.

For the last 10 years, if you are financially make the universities stronger the teaching community will be empowered and will produce a lot.

Now financial cuts are there in the higher education. We are facing all problems. Even then a number of us are producing a lot. Then it is very nice that for the last three years, the Pakistani universities are signing MoUs with the foreign universities. I do not know how much work is practically done under them, but some professors are going abroad. There is an exchange of faculty and students. This may help us to do better for the country.

Other thing I may say that we should have collaborative research. If we lack in the supervisors let me tell you my feed back as an administrator that you may use the internet and contact the relevant websites for collaboration.

We have got few supervisors, professors and researchers in the discipline of business administration. Many business schools even famed institutions have not specialist PhDs in the business administration in Pakistan. Take even the example of IBA Karachi or the LUMS, where even a majority of faculty members come from the background of economics and statistics.

With financing on higher education, now we have been given a chance. Many people are abroad. I wish they should come back and be able to serve the country in research.

We believe in research-based education and are already into undertaking research projects, but it is on a smaller scale.

We should not forget that talent is good but talent must be trained. And we are there to train the talent and many a time training breeds the talent. Whosoever is hardworking they are producing something.

The university should play a role and they should constantly monitor what is happening around. A university must depend upon merely the science subjects, as Professor Gull from the Punjab University's philosophy department pointed out that a majority of activists in student unions were from social sciences.

We should also be serious and scientific in search of truth. But we should not forget usefulness in helping our society more intelligently and skillfully. Truth, power and values must be established there.

I should just name 12 developed countries. Their whole research and their whole society services are based on research, mostly done by the universities. The USA, Japan, Germany, China, UK, France, Italy – these seven are the giants of this world. Brazil is among the emerging economies. You may see that Brazil was for sale, in 1988 and now it is at number 10 of the economies of the world. South Korea had taken your second plan. What happened with Russia and where does it stand now? Your competition is with India at every level. It has about 471 million people as human resource. They are working in the world. About 3,000-10,000 Muslim students love to study in India rather than any Muslim country, particularly Pakistan.

Thank you very much.

2.2. POLITICAL WILL TO PUT EDUCATION ON PRIORITY AGENDA

(Dr. Masood Hamed Khan, VC, Dow University of Health Sciences, Karachi)

I am very thankful to all the participants for very active participation. I would like to submit that for character building initial five years are very important. Kids spend these five years with the family. You have a mother who educates and teaches them and builds their character as well. After that whatever you do is to complement the early personality base. The development of character and psychological grooming is largely dependent upon training of the early years. It is very difficult to change habits afterwards.

I fully agree that for higher education, secondary education is important. It is crucial that family members, the mother and the parents should try to work on their children's education.

Much has been said about the role of Higher Education Commission. We have now got role models universities, ie. Sardar Bahadur Khan University. Our university was also established during the same time. We have grown infancy to a developed institution. We have sent 16 people abroad for PhD and our six faculty members are also doing PhD. But the university's development needs years for its maturity like the western universities. Here we have a university in its fourth year, sixth year. That too with much budgetary constraints.

I would like to address the main issue. The main issue is that of political will to put education on top agenda. If you do not have political will in our country, whatever the academicians think whatever we want to implement it is very difficult.

The current situation of the political will is that you don't have budget for education. It is not your priority, nor is the health sector. The example of the budget of the Tehran University is quite apt. I visited Cuba. Cuba is spending 15 per cent of the GDP on education and 15 per cent on health. People do not have mobile telephones there, nor good cars, but they are spending on

education and health. As against that what we are spending in Pakistan? Less than one percent on education and hardly two percent on health.

Consider this meager allocation of the national budget and compare it with our expectations for radical outputs.

The universities are producing whatever the budget is given to the higher education. If it was directed in the right direction you see the result was and the result has been produced. Similar is the issue of political will.

I should present this case: When I took charge as the principal DAO Medical College, there were Sindhi Students Association, the APMSO, the Islami Jamiat-e-Talaba and others working in the campus. I literally visited political party leaders with whom these groups were affiliated. I asked them to please stop supporting the students. What were they doing? They were taking innocent students into closed rooms and they were beating them, asking them to join their groups. The politicians were not willing. They themselves want to destroy educational institutions. This is what they are doing. I am of firm opinion that they want this nation to remain uneducated; so that they may get benefit out of it. They want to have uneducated voters; so that that they cannot vote according to their choice in this democracy.

The question of political will is very important. Unless we have that political will I do not think that we will be able to make very strong dent in the present situation.

Thank you very much.

2.3. DISCUSSION

DR. HUMAN BAQAI thanked Dr. Malik and said that today we are trying to know in this session that all of you are custodians of higher education and the way the universities are functioning. Would they be able to play a role in our economic development? Will the students we are producing be able to play their role in the development of tomorrow's Pakistan? Can they play an active role economically? Will they be able to put aright the social problems being faced by the country? We have spent a lot on the higher education and have taken back that amount. The university enrolment has increased and the number of universities has also grown. The gap between boys and girls has drastically narrowed by a smaller margin. Do all these factors are such that we can say our university is playing a positive role. Do the students being produced by us are able to shoulder the responsibilities of the country. I request you that if you want to give an input please put your name card vertically so that I may come to you.

DR. SHAHIDA JAFFERY, VC Sardar Bahdur Khan Women's University, asked the organizers did they come to Balochistan for the mentioned national survey. We all are trying to provide quality education to our students. But there is stratification among them; students who come from katchi, pakki, pehli and doosri and those who come from elite institutions.

Political activities of the students are very important. I have shown a letter to my senior colleague Dr Qasim Jan Sahib. I received this letter from Balochistan Liberation Army, which says that since I am Punjabi we will kill you. I do not know whether this army exists or not.

Politicians talk about merit and they do not know merit. When Bugti sahib was murdered, all the university things were burnt in the BUIT. The people come across, jumped the wall and everything was burnt. The government had spent much money on the university.

Three-four buses were burnt just about 10 days ago..... I often tell that I am Baloch for the last 16 years but they say I am a Punjabi and they will kill me: "We will kill you either in the university or outside the university."

Who wants to teach in such universities, especially women?

DR BERNEDDETE L. DEAN: I have number of points on the comments that were made earlier. I think we have to recognize the aims of higher education have to be much larger than economic development.

I think this has been a flaw in our education system. We have looked at all the time productive and productive citizens the economic development. We have to look at social development.

I think it is important to look at universities preparing people not only to serve as economic citizens but to be political citizens, to be social citizens of the country. As an example, when we talk about girls; many of them will not go on to be productive citizens. We hope all of them will work. Many of them will be just mothers. Why not prepare them. We have to look at much larger role of the higher education.

The aims of the higher education have to be broadened and the kind of education we need to give. Much of literature today on higher education is moving away, looking at not just teaching, but the scholarship of teaching.

I think a few of us will be familiar with the work of Earnest Buoyer. His work on scholarship rediscovers its role and orientation. In its light, we are just talking about four kinds of work that professors should do. He call them scholarships. One of them is the scholarship of teaching, the other is scholarship of research which have been in higher education. But we are also talking about the scholarship of application that is each one of us is in fields of work recognized and we have a service to the nation. That the kind of research we do must be doing with issues in our society. Whether I am an economist or political scientist or I am a biologist my work should be looking at can I contribute to service of application.

These are the things we should call upon to do the service. We also talked about I think very importantly, which Dr Ehsan Malik spoke about is instead of being inside low he talks about multi-disciplinarity, the scholarship of integration where you bring in all disciplines.

Like the professor said a social problem to be dealt with needs to bring in all the disciplinary reactions. You need to look at as someone said Pakistan is unique. We need to look at its geography. We need to look at the history of the problem. How did the student politics work? You need history. You need to look at the economics of the society. So, all these disciplines contribute to integration of knowledge rather than looking at knowledge as compartments.

The other comment that I want to make is that when we are specially talking about women leadership, can we try to use gender-sensitive language? We talk about humankind rather than mankind. I was very pleased to see later on he talked about the very inclusive. But we talked about gender inclusive language because very language is our thinking. It shows how we are thinking. We can't talk about inclusive society.

I also think we in Pakistan, as Dr. Malik already, made a note of it, look too much towards the developed world. Today we must recognize the kind of development we are seeking, which we have spoken about, is leading to threatening the planet where we exist. We have to ask ourselves can the world afford the United States, Japan and UAE because Dubai has the largest environmental footprint.... It is consuming the largest number of resources of the Earth. We have to look at more appropriate technologies. We need to look at how we can use the technology that we have or have been using for years and centuries in the region. How can we modernize them or make them useful. We have to look at how we do better things that are related to our society. Thank you very much.

DR. IQBAL PANAHAWAR: The issue of socio-economic development is not one directional. We may search for any utopian model of growth, but it is not going to serve our needs rooted in our morals, our traditions, culture, religion and simultaneously our economic side and a change in the economic production and technology.

There is a need of financing like entrepreneurship, youth entrepreneurship and micro-financing and those activities where the government's role is very important.

Just to mention about prevalent efforts in higher education and how are they affecting our socio-economic scenario, we look at the efforts in the higher education is more without the involvement of social scientists. So the social side of socio-economic is not really attended. The model which is quality and knowledge-based and promises to provide better graduates may affect negatively when its social side is not addressed.

Teacher's role has historically been central and without benchmarking and quality indicators. It was more than paper work. Teacher in the classroom claimed more social interaction among students. This practice is dying with the new system of education. Our needs are totally different and we should not leave our own basis and traditional teaching and student relationships. Thank you very much

PROF. SHAHID GULL: If we take any aspect in the life of Man we see it in two perspectives. Some things have instrumental value while the others have intrinsic value. Importance of subjects related to economic development like sciences and pure sciences is instrumental. Nevertheless subjects furnished with intrinsic value are knowledge that made a man capable of becoming a human. I am surprised to hear the couplet Dr Allama Iqbal had said the about 80 years ago: Ehsas-e-murrawat ko kuchull daitain hain machine aalaat.

A sense of love in a human has intrinsic value, which can come through social sciences. It can come through such knowledge that can groom the human being. We are losing the intrinsic values in our society. At this moment, we have no economic problems in our society. We have a moral dilemma. So let's concentrate on those areas where we are lacking. What is required? We need training and moral values. Unless we achieve those values I do not think we will stand somewhere with only economic development in our minds.

DR. ALIYA KHAN: I think the role of students as they are being trained in universities in the context of economic development has been pointed by Prof. Bernedette very clearly.

We are preparing students to take part in economic development process of the country provided they find job opportunities that their skills match with the requirement of the job market. But in term of social development, unless we contextualize their education the situation in terms of social issues, gaps and social indicators will prevail in Pakistan and have been prevailing.

We can expect them to automatically seek and serve their economic role as addressing social development problems also. For that I think the role of teacher is very critical and unfortunately if the teachers cannot portray themselves as being very active in addressing the social issues of Pakistan in their own capacity as social scientists or biologists or other natural scientists.

We do not have community work programmes for students a requirement of the university, especially in the public sector. Without that, how they can that awareness, which goes beyond their economic role and realize their role in the social development?

Teachers have to bring in this role to the classroom. I do a humble effort. I work with many labour organizations and I try to bring in practical issues in classes. May be it is at the cost of covering too more chapters, but I think value added of that is essential. Thank you

DR SARFRAZ KHAN: The universities as higher seats of learning perform two basic functions. One is the creation of knowledge and the other is transfer of knowledge.

Somehow we have assumed that all our seats of learning are doing the both functions to the best of their abilities. I find that difficult to grasp. When we bring the concept of peace-building on campuses, I just want to have a word of caution. Peace-building should not be confused with not having different conflicting views on certain issues.

In the past, in this country in the higher seats of learning there had been efforts to silence every sort of dissent and certain views were imposed on the will of students and teachers.

Peace-building does not mean that we all should have the same morals and the same ideas for divergent social, economic or scientific issues. It is a must that opposing views should be raised on the campuses and in the society at large.

What we should look for is that one or other view is not imposed with the force of arms bringing peace. If we are not able to create those structures on our campuses or in our society at large which prevent forces using arms to subdue any dissent, we need to reform the structures which are right now available on the campuses in terms of laws and other structures. We can improve upon them, bringing new reforms and ideas into them and collectively implement it.

DR. JANJUA: There is a good connection between socio-economic development and moral values that makes a good link. The issue is that there is disconnect between the classroom and the society; whether you are looking as social scientist, economist or engineer or biologist. There has to be a connection between the classroom and the society or laboratory and the society.

The story is not as bad as sometime we start thinking it is. There were 35 million people in this part of the world in 1950. In 1950s, 60s and early part of the 70s there were all depots. There were depots of sugar, flour and cloths in the past. Today it is 170 million there is no need for depots. Even the flour crisis is due to cartelization. Obviously you are producing from less water

and waterlogged land. That has not happened with R&D and its growth does not match with the societal progress.

In the higher education perspective, we have gone through a very quick horizontal growth. The number of universities, growth in enrolment and then human resource development has not caught up with the needs of classroom and laboratory. These expansions are in jeopardy in terms of sustenance. Campuses and the leaders of higher education need to look into that.

DR. TEHRANI: I would like to draw attention of my colleagues towards a significant point. I think there is also disconnection between our tertiary education and primary education, which is where foundations are built whether those are intellectual, social and moral. We have altogether neglected the primary education badly during the last decade.

We have been talking much about the higher education and as a result of that we have not been able to channelize our energy and resource in the right direction.

In spite of this we are having energy in this sector and the results are not according to our expectations. The reason is that a lot of energy in the classroom is wasted in filling that gap between the two levels of education. At the university level, we ideally look for creation of knowledge and social responsibility and so and so. I will draw the attention of our policy-makers to our foundation that is so weak at the primary . We are trying to build castles on it and it will not last for long.

DR FARZANA BARI: First of all I completely agree with her observation and would like to say that I have a little discomfort when you put social and economic development in static juxtaposition. You cannot have economic development without any social development or vice versa.

I would also say our higher education somehow is completely not responding to the societal needs. We need to completely revamp our higher education system. Probably we have to look into our entire education system starting from primary onward. While revamping our education system, what we first need is to see that the knowledge we are producing is not going to contribute. It is very masculine form of the knowledge. It is reproducing the kind of development models, which we have already failed globally. We do not have alternative knowledge that we have to teach to our students.

So I think producing gendered knowledge across disciplines is required. We have to work in more inter-disciplinary manner and to produce more holistic knowledge.

We need support in terms of research. I think the public sector universities hardly have resources. Rs 30,000-50,000 per annum will not do for conducting any suitable research.

I feel it equally important that the people do not have faculty in higher education and kind of teaching methodologies for making students develop critical thinking, which is essentially important to contribute to the society. Our classrooms are totally outdated.

DR GHAZALA IRFAN: While talking about the strategies we need to take a little more care about two things. One is that when we talk about the creation of knowledge/production of

knowledge, it does not have to be contextualized. Realizing an idea, which may be abstract, absolutely have no application no relevance for the time being. It should be a forerunner for the future. So that foresightedness also somehow is the creation of knowledge. It could remain abstract for a century and then to be contextualized sometime later. So there is need to do a little more care when we talk about knowledge and it does not mean applied knowledge or community-based knowledge necessarily social or applied knowledge.

Another thing I thought missing in our conversation is that academicians also need to focus on the fact about pedagogy. When we teach we present only one an idea as a fact. There is only one idea that is prevalent, but there will also be opposing idea that will bring about equitable research. So students will have to be engaged and teachers who will present the alternatives. We do not present those alternatives. We say this is the model and that's way of doing about it. So there is a need of clarity, those pedagogies and the whole process of being analyzed and synthesized or just transfer.

PROF. DR FAREED KHAN: It is not the higher education which has failed it is the nation which failed. Look at example of funding of the Tehran University. Last time we had a conference in Governor's House in Peshawar and an educationist from the Tehran University said the recurring budget in any university in Tehran is more than all recurring budget of the public sector universities in Pakistan. In this situation, how can you say that the higher education in universities is not contributing? If you look at the last 5-6 years, as Dr. Ehsan has shared, India has been improving much in the governance, physical infrastructure, research, human resource development.

The Pakistani universities have been contributing a lot for the last few years. There has recently been a cut in the budget. There is a lot of reduction in students' facilities. Research, human resource development and development activities have been ceased and we have not monthly salaries of even our employees. Then how can you say our universities are not contributing.

AAMIR RIAZ: With regard to the aims of higher education, I think if we look at the aims and objectives of education and education policies in Pakistan it is the most garrulous, misleading and confusing chapter. You can say it a mixture of all contradictions. Policy makers have been putting all things into it and the successive governments have been imposing things of their choice in it.

The area that should have been focused is the minimum education standards. No one emphasized it in the history of Pakistani education policies except the Sharif Commission that came in 1959. It had been written in it that the promotion of a teacher would not be on the basis of his/her period of employment, but on his/her research papers and work.

But we changed our direction in 1969 when the Noor Khan report came. So far as the problem of aims and objectives are concerned there is need to revisit the minimum education standard. I will repeat what Ayesha Jalal said in her speech during the South Asian Conference in Lahore that nationalism has dominated education in the South Asian countries. Those nationalisms are so great that education has been pressed under it.

IQBAL HAIDER BUTT: I want to seek your attention towards the practical condition of the aims and objectives. It is better to have much discussion on it. We seriously lack processes of planning and consultation for higher education. For example, there is no vision statement of the HEC. It is a very simple thing that mission statement is not the vision statement. Please look into it. There is no vision statement which could tell the aims and objectives to determine where we want to take the higher education as a nation. There is a mission statement. Secondly, I want to say that there is much talked about successes and failures of the higher education during the last five-six years. I think two things are very important. How much emphasis is on planning and consultation on the higher education?

It is being said that 73 per cent cuts have occurred in the higher education. That was natural. There was no budgeting of the policy document, no costing or a fixed time line. It was not determined from where this money would come. Someone abroad (USA) thought that there should be investment on higher education and the work started here.

I would like to ask from the VCs that how much they have participated in the planning work of in hierarchies of the HEC. There is no link among final reports of 3-4 kinds of planning documents from Boston group, the government and the professors of Harvard University. I think it has to be look that whether you (VCs), who are main actors, teachers as well as representatives, are part of the hierarchy while fixing aims and objectives or not. Are we just philosophers?

DR. TEHRANI: I just wanted to listen to all feelings about negativism about what is happening in the higher education institutes does not feel very countable. I say I am on a positive note. Look at last 20-30 years, look at the contribution of the university students in the socio-economic uplift of the nation or the community or the individual itself. I give typical example of the Sindh University. It gave opportunities to women who would have not imagined in the higher education. Look at male students' social uplift. You get jobs and enter into the job market.

We need to start on a positive note. I think we will stop criticizing the HEC because it has done well to the nation. It has played a positive role. Look at the women doing PhDs right now. Look at the number of PhD scholarships in the Sindh University. More than 50 per cent are women. This would have not possible without them. This would have not possible without mission statement or vision statement. Thank you very much

DR. QASIM JAN: Thank you first of all I will come to rescue of the HEC policies. The HEC has a governors' board of which I have been a member from day one. So I can give you correct information. The governors' board of the HEC is comprised of five vice-chancellors, representatives from each province and there were three persons who were picked without having any official positions. When I was picked as a member, I was not having any official position. I was only a professor at the Peshawar University. All the documents were prepared and discussed in these meetings and then sent to universities. All the documents were in the possession of provincial government representatives. I personally think the HEC had not done any clandestine activities. Every thing was above board and we have not been able to have access to them and everything was in the custody of the HEC. But my main concern was related to today's presentation, which answered the economic role of our graduates.

I think that it is unfair to expect from universities that they would go into character building and formation of social attitudes of students.

You have made him/her uncultured and now you would cut the legs if universities set it right. It is responsibility of the earlier education. What kind of people are they preparing for the country? It is responsibility of parents and it is the responsibility of the society.

How are people affected by the society? I personally think it is too late that to locate character of a person having 14 years of education. The character has already been built in first ten years. It is too difficult to refine it at later stages. You may refine it by cutting their edges. But you cannot completely do it if their structure has already been built.

The second thing I would like to talk about is the relevance of higher education to the production sector and the governance.

I have a very simple proposal. If you have good education, if your graduates are competent, they would automatically have an impact and a role to play.

I was for many years the director of centre for geology. Every kind of people who come to me say: You are still teaching geology. Why do you not teach petroleum and groundwater?

I say if we keep on addressing all issues of each sector then so many variant issues of the industry may not be addressed. What we should do is to keep the quality of our education. Quality education would come through good teachers with good syllabi that are revised, with infrastructure, facilities and with environment on the campuses that is conducive for good education.

I keep on saying and would continue to say our country cannot progress unless employment opportunities are based on competence. If you bring the people through nepotism then no one will study. He will say someone will recommend me and I will get a job. If there is no recommendation there is no job. Why I toil myself? So sifarash (nepotism) culture is one of the main enemies of any society and today in Pakistan.

DR SHAHIDA JAFFERY: The HEC created major universities and mine was one. It is the best institution in Balochistan. The HEC established this institution when somebody said the young students are Talibans' daughters and they would study here. They now get two years of quality education because I started that in the Western style. Our students are employed even before they finish two years degree programme. Most of them want to join the education sector. Balochistan does not have proper teachers and faculty in colleges.

Daughters of many farmers have performed well in the Public Service Commission exams. After studies they go back to their native areas. That is a great contribution and good things have been happening. The social balances have been changed. Girls will continue to be educated and boys will continue to receive threats! Jee we belong to the Baloch Liberation Army. Because there is HEC, we were not short of funds. Now there will be a cut in the funding but that's political part.

DR EHSAN MALIK: Thank you for the observation and the comments. Yes we should be, as a teacher, I think, dutiful but beyond the call of duty as well. Students should be learning in the class but that must be applied as well. Economically we must add value. More than that, we

should be value-holding people and no compromise should be made on value-holdings. We should be tough but fair as well. Fair and kind!

I will slightly disagree with Prof. Qasim. When a child comes to us he is a not that mature. He has to then go to the society.

There should be such link between the primary education and the higher education that we should know what sort of intake is coming to us. Thank you very much.

3. CHALLENGES OF YOUTH RADICALIZATION

Facilitator: Dr. Huma Baqai

Chair: Dr. Kaiser Bengali

Key Discussions:

- Mr Maajid Nawaz, Director Quilliam Foundation, London – UK.

- Prof. Dr. Azmat Hayat Khan, VC University of Peshawar, Peshawar

Discussion:

3.1. KEY TALK BY MAAJID NAWAZ

Director, Quilliam Foundation

“As a third generation British Muslim I was raised in an integrated and well established family; four of my mother’s siblings are doctors. I had absolutely no problem making friends and was in the highest sets in school, later going on to study law at university. How did I – at the tender age of 17 – subscribe to and then devastatingly propagate radical Islamist ideas? Why was I prepared to abandon my degree for such a cause?

Not only did I join Hizb ut-Tahrir, the controversial group that believes Islam is a political ideology that must dominate the world, I also rose to the level of a leadership committee member and national speaker. I ultimately resigned and left this organization – but my story illustrates why “ordinary” British boys get caught up in such an extraordinary movement.

As a British-muslim teenager growing up in Essex I always had a sense of being different. In fairness, this was not due to the majority of people around me, but the actions of a minority of organised racists who made life exceptionally difficult for all around me. By the age of 15, I found myself having to flee random and unprovoked knife attacks and witness friends being stabbed before my eyes. There were arrests but no charges; apparently, they had “friends” in the police.

Institutional racism was something I knew existed before the phrase itself was coined. The first time I was arrested in an armed raid was not in Egypt but on the streets of Essex. Aged 15, I had been playing pool with friends until late. As I was being driven home we were shocked at being pursued by police helicopters shining spotlights on our car. The road had been blockaded and we found ourselves staring down the barrel of machineguns. I was arrested at gunpoint for “suspicion of armed robbery”.

Unknown to me, earlier in the day my friends had been innocently playing with a plastic pellet gun. A poor old lady had decided that brown children playing with plastic pellet guns could mean only one thing: they intended to rob a bank. I still remember the look on my mother’s face when she came into the police station. We were kept overnight and the following afternoon we were released without charge and with a sheepish apology.

I initially dealt with such incidents by associating with a counter-culture inspired by American rap music. In the 1990s this was an underground scene that we felt provided a voice and identity to those who were not being seen or heard. This was the beginning of my politicisation and by now I was already inclined to being antiestablishment.

As time passed I became more aware of identity issues and world conflicts. The Bosnian genocide struck a chord like no other. Here were white European Muslims being identified solely as Muslims and being slaughtered for it. This genocide coincided with an emerging trend in rap music, whereby American rappers began to identify explicitly as Muslims and mixed samples of Malcolm X's speeches into their music.

It was during this period of my life that a member of Hizb ut-Tahrir from my home town, who had been recruited while studying at university in London, started explaining the Hizb's ideas to me. My premature politicised mind was ripe to receive an ideology that advocated a black and white solution to the problems I had grown up with.

As I got more involved with Hizb ut-Tahrir activities, from attending secret cell meetings to distributing leaflets that called for jihad, I conflicted with Muslims at mosques and, most worryingly, my own parents. I recall with horror being chased out of a northern town by members of the mosque congregation and their imam for distributing Hizb leaflets outside the mosque. My parents detested seeing those same leaflets in their home. But I was undeterred. For me, Muslims, including my parents, had misunderstood their ideology.

This was an ideology like no other. Religion had been merged with politics in such a way that we worshipped God through our political activities. Where our minds could not grasp a certain idea, we were coaxed through scripture. Where scripture did not bolster a certain notion, we were convinced through rational argumentation. The result was a potent mix of political and philosophical stances seemingly justified by religious scripture with the aim of liberating the Muslim nation, or ummah, whose minds had been colonised.

The result was producing young men and women who were prepared to give up everything for the sake of a political ideology and go to a religious paradise. I had finally discovered who I was. I was a sharp, ideological Muslim whose mission was to create a new world order.

I took on board this ideology as my own, propagating it through campuses and across borders until it consumed my life. Eventually my activities caught up with me in Egypt, where I was sent by my university for a year of my Arabic and law degree. For the second time in my life I was arrested at gunpoint, but this time it was not by mistake and there was no apology. I was sentenced to five years for membership of Hizb ut-Tahrir and was adopted by Amnesty International as a prisoner of conscience.

It was during this time in prison that I began to utilise my time by studying as much as I could about the ideology that I professed to be working for. My aim was to study Islam to such a depth that once released I would be even more potent at propagandising than before.

As I studied various branches of traditional Islamic sciences, however, I grew more and more surprised. The sheer breadth of scholastic disagreement that I found, on issues I had believed were so definitive in Islam, surprised me. Where we had been willing to challenge, even overthrow, regimes on certain issues, traditional jurists of Islam had treated these as academic disagreements to be debated through books.

It slowly dawned on me that what I had been propagating was far from true Islam. I began to realise that what I had subscribed to was actually Islamism sold to me in the name of Islam. And it is with this realisation that I can now say that the more I learnt about Islam, the more tolerant I became.

Now I am involved in trying to counter the black and white mindset that I once so vehemently encouraged. Although I was young when I was recruited to Hizb ut-Tahrir, I take full responsibility for my actions. I made the decisions that I did and I am responsible for undoing them. With this in mind I hope to publish a series of papers and deliver lectures, especially for youth, reevaluating certain core Islamist ideas that are essential to their message.”

3.2. KEY ADDRESS BY PROF. DR. AZMAT HAYAT KHAN ***VC University of Peshawar***

The University of Peshawar has a pre-determined mission to enlighten the young generation with knowledge based on equality, peace, and tolerance. There are several hurdles in achieving this mission. Analyzing the situation I came to know that one of the greater hurdles is the radicalization amongst students of the Province.

Radicalism is one of the major issues faced not only by Pakistan especially N.W.F.P but its impacts can be noticed even in my university as well.

South Asia has got a historical perspective as far as radicalization is concerned. The first and foremost is the cold-war between USA and Soviet Union formerly called as USSR. Pakistan was the first line state in the cold war. To win the cold war USA worked on different strategies to defeat the opponent. Some of these strategies were of such in nature, which have devastating impacts even today.

As a hub of activities N.W.F.P was the province mostly involved in the cold war. As a result it remained as a place of war even after the cold war was over. The province is still paying the price of indulging in others nations’ interests. The people of this area especially people of FATA took great interest to fight USSR. People were trained for the war and were provided with latest ammunitions. The same ammunition was not totally utilized and later on they started utilizing it against each other, this led to the destabilization of not only Afghanistan but even Pakistan. Being a neighboring country the Afghan war has both direct and indirect impact on our society and is even embedded in the students. A culture of crime, conflict and confrontation has evolved through Afghan war.

The print media of Pakistan is utilized by the radical groups for their purposes. Such material is also made accessible to the students which create intolerance and extremism in their behaviour. Some of the students studying in this university are also part-time students of various madrassahs and they bring the same ideology with them.

There are also some internal managerial problems which lead to radicalization among the students. One of such is the accommodation problem. Other includes admission problems, lack of financial support, administrative procedures delays, grievances from management etc. Students do legitimize things in their own way.

Another important problem at our university is lack of career counseling. Students find problems in getting jobs after they complete their degrees and then again take admissions either in the higher class or other fields to remain within the university. Such students become burden on the university. Some students have got behavioral problems which leads to radicalism.

In Pakistani universities students are allowed to take part in the political process. They have got attachment to various political parties. Because of their political difference they express and act upon the thinking of their leaders which create difference amongst various political parties in the students. It may not be possible to explain the whole situation but at the end I would like to recommend the following guidelines for achieving sustainable peace on the campus:

- 1- Establishing an Institute of Peace and Leadership;
- 2- Establishing a Career Counseling Centre;
- 3- Establishing a Clinical Psychological Centre;
- 4- Students Grievances Committee;
- 5- Building awareness amongst students regarding Peace and Tolerance;
- 6- Bringing reforms in policies and practices;
- 7- Coordination among various stake holders and establishing an International level Network

3.3. DISCUSSION

It was said in the discussion that talk by Maajid Nawaz was absolutely an eye opener. One participant said that Maajid is very bold in his statement in this house. He thought that Maajid should be invited to all universities of Pakistan campuses to talk about his confessions and this is what we are looking for. Another opined that he should be given media access ie. Chance to speak in popular programmes like the “Capital Talk”.

To a question, Maajid responded that radicalizing of muslim youths in the Western society is caused by mindset of parents who are frozen in time. They raise their children in the early fancy of their upbringing and radicalizing them already. Secondly, in the cause is already lost. The radicalism has taken over and society is helpless. Now the radical elements do not believe in building the society but only destroying it. The reason is simple. The building requires brain while destruction does not. It only requires bombs and bullets. This is the sort of a challenge that the august groups should look into.

Another participant differed with Maajid and said that radicalization of youths is a Western coined word which they are applying to everything. Hizbul Tahrir was not established in Pakistan. The Americans funded these radical groups and now are damning them.

Then there are other causes of radicalization, ie. economic factors, unemployment and brainwashing, etc. The West has changed its techniques.

Now there are wrong theories of madrassas brainwashing students. There is another factor, which needs to be studied. NWFP has become an arena for Saudi Arabian and Iranian influence. A lot of what is happening, the Saudi Arabian and Iranians are behind it, but they do not come openly.

There is a question of nuclear weapon. This is another issue raised by the West. Nuclear weapons are not something, which every layman could have in his hands. Even Musharraf as the president did not know about the nuclear installations which are highly protected.

Apart from that no country in the world has ever used the chemical weapons and nuclear weapons except UK used in Iraq in 1920 and Americans in Japan and they are using chemical weapons in Afghanistan now and used phosphorous bombs.

In many muslim countries, people have gone through trauma at the hands of the US. So it is a reaction against the US what you see on media and what they talk about.

4. PEACE-BUILDING & STUDENT POLITICS: REVISITING THE PAST

Facilitator: Ms Salma Butt Chair: Dr. Bernadette L. Dean

Key Discussions:

- *Historical Experience of Student Politics in Pakistan: Case from Sindh (Dr. Iqbal Panahawer, Dean University of Sindh, Jamshoro)*
- *Higher Education Policy and Student Politics (Prof. Dr. Qasim Jan, Vice Chancellor, Quaid-e-Azam University)*
- *Norms and Forms of Student Politics (Prof. Dr. Muhammad Fareed Khan, Vice Chancellor, Gomal University)*
- *Reflections upon Student Politics as a Veteran Leader in Karachi University (Dr Kaiser Bengali)*
- *Education Policies and Student Politics (Aamir Riaz, Editor, Awami Jamhoori Forum)*

The first talk had to be delivered by Dr Mazahar-ul-Haq Siddiqui, VC, University of Sindh, Jamshoro. He could not attend the conference under unavoidable circumstances, but was gracious that he nominated his colleague Dr. Iqbal Panahawer, dean, faculty of social sciences, who presented a case study on student politics.

4.1. HISTORICAL EXPERIENCE OF STUDENT POLITICS IN PAKISTAN: CASE STUDY FROM SINDH

Dr. Iqbal Panahawer, Dean, Faculty of Social Sciences

The case study of University of Sindh or Sindhi student politics is an interesting and helpful area for whole Pakistan to ponder. I am picking some of the past events where the present has emerged and can guide the future.

University of Sindh was established after the Punjab University before creation of Pakistan. Originally, in Karachi and then it was shifted to Hyderabad. That area was known for student politics from the Aligarh Movement and the Sindh province was very much linked with Aligarh Students Movement and its after-affects during and after the creation of Pakistan.

I must mention that in the earlier period university politics meant politics upto the school level students. It was not limited to the university level. Its leaders were known at every level. The National Students Federation (NSF) had a large following.

When I was a student in 60s in a high school, there were societies, social societies and debating societies and their elections used to take place.

This is very important to know that societies played a vital role in students' lives even in places like the IBA Karachi and various other places.

The difference in a society, student society and a federation must be kept in mind. Federations have now lost their past glory. They were popular among the masses up to the households' level. Even parents of the students felt like being associate members of that federation and that was especially so in the 50s and 60s. I am referring to the National Students Federation. Its activists people played a vital role in the Ayub Khan era.

The important breaking point was difference of the Muslim League government with G.M.Syed in Sindh minus Karachi. I personally feel that Sindh led in founding the nationalist politics in campuses.

Students then turned to the Jiye Sindh Party after the demise of NSF and even during its last peak years in Sindh minus Karachi. That also in the institutions of Karachi there were faces of the NSF. The student wing affiliated with the PPP also came as a challenge to the supremacy of NSF.

After the death of GM Syed the Sindhi nationalists were divided into factions. It should also be mentioned here that the leaders of student federations were not weak in studies as it is totally different today. There were doctors, engineers and even agricultural scientists in the ranks of student federations. Today one political party is being headed by a doctor Qadir Magsi. The Jeay Sindh Party is headed by an agricultural scientist Bashir Qurishi. Others like Lala Tareen were mostly engineering and medical graduates who were very active in Jeay Sindh Party.

I will conclude with this remark that our experience of departmental societies at the University of Sindh has been very positive. Their role has been very helpful to the education, to the society, to the teachers and to the students and environment of education.

As long as student societies and departmental societies are concerned, I think those should be immediately revived. We may initially experience some errors and problems. About the unions and federations, they should be carefully monitored. It is important that three layers of student activism – society, union and federation – are very important distinctions and each one should be analyzed from different angles. They have different identities.

Thank you very much

4.2. HIGHER EDUCATION POLICY AND STUDENT POLITICS

Prof. Dr. Qasim Jan, VC, Quaid-e-Azam University, Islamabad

If we are going to recommend something to government very clearly we have to go into the definition, the semantics of the topic.

Are we talking about student politics or we talking about students unions?

Somebody mentioned it in the morning that we should wisely use the term of student politics. The speakers just avoided talking about various levels of student activism - federations, unions and societies. I would like to give you the example of the Quaid-e-Azam University where two of these are active.

One is we do have elections for class representatives and class ones are elected. At number two, we have societies, dramatic society and debates society, which are functioning under one faculty

member whom we call the incharge students affairs at this moment We have centralized them for students.

Earlier one speaker said students have historically had a fare share in the freedom movement of Pakistan. People keep on telling me that Pakistan was created by 80 percent students of Aligarh University. They went from one place to another and started convincing the people. I also know that Islamia College Peshawar was hub of the independence movement where I was a student later on. On the call of the Quaid-e-Azam Muhammad Ali Jinnah, our relatives were moving around during the Independence movement.

In the context of creation of Pakistan, there was some role played by students. Unfortunately, we have also seen times in many universities during the 70s and 80s where the student unions in many faces went out of hat. Although they were banned by the order of Supreme Court of Pakistan but it was all from the order of a military dictator that was telescoped through the Supreme Court. The military dictator did not want the student unions because he thought they would thwart his authority; so he used the courts to ban them. But having all that, they were having moments of anxiety and there was a bitter fight also. When again, I think, we have to collect data from the country to see whether there was any violence one the unions were banned and 80 students died.

We see when the student unions were banned or when there were no unions, unfortunately, five or six years ago the Quaid-e-Azam University saw the death of four students.

This was not by virtue of unionism but it was due to clash between two groups. One has to make a case study put before decision-makers that the presence of violence has been and can be due to presence of student unions on campus. Many vice-chancellors are scared. We are afraid that we do not know what is going to happen to our authority in the presence of unions. Many vice-chancellors are reluctant in supporting the idea of unions. Some of pros and cons have already been enumerated by Dr Kaisar Bengali.

It is good to have one voice related to student issues, whom one can negotiate to bring forth the problems and the administration should look at it seriously. There is of course need of training of student leaders and training for future leadership. No doubt about that. That would be another thing.

I personally think students are stakeholders. They are the principle stakeholders of the type of education system that we are giving and I think they have a right. They should have a say in decision-making.

I think we should educate students to behave like responsible young people. Somebody who has reached the age of 23 or 24 years should be mature enough to behave sensibly. We should not expect that every person at every time will be a menace to the university administration.

I think some participation is important on behalf of students. It is not fair that we should take decisions against the students in the disciplinary committee, which has no representative of the students. There are teachers who take decisions how to punish students. They should have some say in the affairs and their participation should be ensured.

We also have to ensure that we do not act under influence from the outside. There may be some political parties and in some cases there might be some non-political parties and others. Some outsiders might try to exploit. That should be stopped.

I think a student should be given clear mandate. Somebody said in the morning that students were powerful enough to recruit the faculty members. We have never heard this thing in Peshawar and even at the Quaid-e-Azam universities. I think it is weakness of the university members rather than the strength of students. I cannot imagine coming and saying the selection board to induct that man. It can happen in some cases and it might have happened. There has been some fear, which again would have to be tackled by educating the students. There might be some group fighting due to political divide. Students can become violent sometimes.

When I was a young student at Islamia College, two students were contesting the elections of the Khyber Union. There was political backing, rallies and they were very well-organized. The university/college would ensure that two rallies don't confront each other. They would pre-define routes of the rallies.

These were fears among university administration that because of politics the students would get united and they would be a vertical force than a dispersed group of individuals.

The question is how to conduct elections in the wake of the restoration of the unions. Are we going to conduct elections through popular vote? Are we going to conduct elections on the basis of 'basic democracies'? Are the representatives of the departments going to participate in the elections? Are we going to put some conditions, such as only those persons could contest the elections that are academically excellent? Some people would endorse it but I am not personally in its favour.

I would like to finish it saying that I have received a mixed reaction to the declaration of lifting ban on unions. If it is ensured that parties would not be acting under influence from the outside, then the start must be made with the party in the government. I am not referring to the PPP. I am making a general statement. Any party in the government has to ensure that they would not interfere into university student politics. However it is very hard that all parties are convinced to stop meddling into the campus politics. Thank you very much.

4.3. NORMS AND FORMS OF STUDENT POLITICS: REVISITING THE PAST

Prof. Dr. Muhammad Farid Khan, VC, Gomal University D. I. Khan

This is very important topic since our future is directly concerned with it. Students are an asset of a nation. The development and progress of a country whether in science or technology, arts or heritage, or any other expansion is related to its youth and students. Education opens the new horizon and gives its pilgrim a beautiful sight of thoughts.

In student life our students must fully concentrate on their studies while keeping along the extra curricular activities. Co-curricular activities are a way to develop minds of students. They nurture their minds and prepare students for future. Here I wish to quote, "let your heaven within be created from this earth for life is action." We all must think for our future and we must show them youth the direction that may lead them towards a better future.

The role of student politics has been very negative. Unfortunately our students were trapped by the political and other parties to grind their own axe rather concentrating on students' benefits. The past of student unions and student politics has been very violent. Here I cite the example of

hundreds of students who were killed in seventies and eighties by their rivals or police or in political clashes.

Student politics played a very notorious role in Dhaka in the seventies and led to the separation of our land from us.

Before ban some of the student wings had formed gangs and mafias whose priorities were not the academic environment of the campuses but they were working for their own interests and benefits. In this scenario our students were totally misguided by the parties and lobbies who wished to implement their own agendas. This is also to put that we want to make students our future leaders but we certainly don't wish them to be violent or rogue in nature.”

There is nothing good or bad it is our thinking that makes it so.

I don't say that student politics is bad but I certainly say that we do not have good system for it. We must make a proper and healthy system that could not only provide a better medium for students regarding their rights, curricular and extra curricular activities but also a healthier educational environment in which they may shape their future. Before the implementation of student unions our students must be adequately trained and vice chancellors and educationists must be consulted. Seminars and other training camps will be effective in this regard.

Our media must be properly utilized to bring awareness of true student politics. We do support democratic system but sufficient measures must be taken to root out the corruption and discrepancies of the system before its implementation in our institutions.

First of all we must see and map out consequences of the implementation of student unions in campuses. It will have beneficial as well as hazardous results. It is right that our students will get:

- 1- The freedom of expression
- 2- Good decision powers
- 3- Pointing the problems of students
- 4- A link between the students
- 5- Leadership quality developments in the students
- 6- Organization of healthier activities in the premises of the university.

On the other hand we must not close our eyes on:

- 1- Political influence of different national parties within the university
- 2- Interruption of various processes and decisions of the university based on the political will and the godfathers who would use students for their own benefits.
- 3- Violence in the campuses between different political student parties. As in past several students lost their lives in riots and clashes with one another.
- 4- Disturbance of educational atmosphere of the university.
- 5- Unrest between different student wings because of corruption, favoritism, and hypocrisy.
- 6- Law and order situation if a violent group of students comes in to power.

Among all these problems the probability of campus violence and hijacking of students by national political parties is much higher. For this risk our government must not only pass the laws but also implement these laws. There must be strict laws concerning the violence. Strategies must be in set in place before launching of student unions into the field.

There is no gender discrimination in our universities. We all are providing equal opportunities to our female as well as male students. Nowhere in our institutions is discriminative behaviour

observed. We do send our female students on different competitions in far flung universities. In short they are well aware of their rights and they are getting them.

At the end I would like to say that every one sitting here must think about our youth. Everyone among us must provide such suggestions that can bring change in our system. We all must contribute in the development of our country. We must think about our students as our investments. We must show them the right direction, the direction that may lead them to their destination.

I will like to end with the following words of ling fellow:

Life is lovely, life is earnest

And grave is not its goal

Dust thou art to dust returnest

Is not asked of the soul

Not enjoyment and not sorrow

Is our distained end or way

But to act that each tomorrow

Brings us farther than today

4.4. SHOWCASING ALTERNATIVE STUDENT ACTIVISM

Prof. Dr. Bushra Mateen

I would say that I am the person in the house who is an eyewitness to good old days when we had student unions and they were governing extra-curricular activities in colleges and universities.

I am talking about the 60s when I was at the Government College (GC) Lahore. GC still holds the history that its boys never come on roads. Only once they demonstrated when Dr Nazir was removed by the chancellor and that was the right cause to come on the roads because he was a very popular principal of the college. He refused to admit a student recommended by the chancellor and he was removed. That's why the students had to stage demonstrations and they brought him back.

But the entire scenario has changed now. That's the reason why we are discussing student politics. As rightly pointed out by Dr Qasim Jan, we should actually discuss student unions. We tend to amalgamate two things. When we talk about student politics, we talk about unions, bodies and federations, which are backed by political parties.

You may also say they are children of the political parties. When they are agitated or when they have to say something they come on roads. And those demonstrations are violent because political parties want an issue. If a student dies the strike will prolong and continue for a fortnight. For this reason they use such tactics.

The second kind of demonstrations by students organisations are against administration i.e. over non-provision of cold water, or a fan was out of order, etc. That can be controlled within the four walls of the university if the administration is strong. They should negotiate and rectify the mistakes then this will not happen. Students' parents should be taken on board. The parents do not know what their children are doing there. It is not the primary school where we send reports. We have the right to take the parents into confidence and tell what the students are actually doing in campuses.

Student demonstrations, I would say, are usually instigated by the faculty members. They persuade them to do so. They do not realize that academic session would be destroyed.

The instigating teacher will take a leave for two or four days and atmosphere of the university is in jeopardy because of the students' agitating against the dean, vice-chancellor and chancellor. We should also think about it what some teachers do to provoke students against other faculty.

Unions are banned but we have unions working in Lahore College. We conduct elections on the model of basic democracies. I ask for three names for class representatives from each class. We do not give the names. The girls send three names. Then all the deans, student affairs in-charges and I conduct their interviews. We hold very friendly talks right from cooking recipes to political issues.

If we ask them do you read newspapers or which political parties do you like they will think we are after against their political loyalties. We talk very lightly. We ask whether you know how to cook. It creates a friendly environment. They come out of their political thinking or what they are thinking about. If a girl says that I have come after offering her prayers or reciting the Holy Quran we come to know that she belongs to the Jamiat. And it is fact she will put us in a trouble.

I am a practicing Muslim and I am not against any Islamic party. I do not want to impose myself on you. What am I, I am and what that girl is, she is. Practice is that is shown. Do it at your home. Do not tell us. We all were born in houses of the Muslims.

So far as eligibility is concerned the administration has the right to see that the right person is contesting the election. If you have the wrong candidate she/he will come after his/her selection. Someone said the students overthrew Ayub Khan. I think they did not do so. They came out due to the civil society that liked Bhutto. They also came out in 1977. That was a section of the civil society in which there might be students.

We have the MSF, the PSF and every kind of stuff. They create problems. On the credential of a boy, if you allow him to take away a group for trip then soon after that another group will come and demand money as well. If a department is going on a study tour and it has made a good project, they have the right to get the money and take students for the study tour.

Such kind of altercations is due to the fact that students unions are financed and backed by the political parties. First of all you have to ban them. If a student organisation will use the name of a political party they will be declared ineligible for taking part in the students union. Those will not be able to contest the elections which are affiliated with a political party. We need student unions not political parties in campuses.

We can also demarcate what student unions can do. They can have objection to facilities, infrastructure and teachers not taking classes regularly or something else. But they should not object to the pattern of an examination paper or date sheet. They have no right to intervene in these academic matters. This is the duty of the administration to see how to run the university.

We have handpicked girls and we give them in written as well as tell her verbally that she will not come to us for demanding marks to the failed students. We will not do this. This is the duty of the administration to think over it. If we think that some girl deserves to be declared successful we can give her seven extra marks. We will give all of them extra marks, not alone one particular girl. If there is shortage of water, buses are not running or there is some another problem then come to me, but not for this problem.

If we clarify these things to them then there is no wrong in restoring student unions. However, it is a very difficult task in boys' campuses.

I feel no hesitancy in saying that women are basically peaceful. They (girls) do not take part in student unions as they know the union will do a hullabaloo afterwards and they will be cornered. So they do not take part in student unions.

There was a huge student union in Government College and only one woman represented. That was also a special quota. Only girl students voted in her favour. In the 60s, the elections were conducted and there was no nomination. People exchanged ties in gifts and money was invested like the general elections. They delivered speeches like the presidential elections in USA. There was a good activity. That was training for future leadership.

For training, there should be unions and these unions should be non-political. Thank you

4.5. REFLECTIONS UPON STUDENT POLITICS AS A VETERAN LEADER IN KARACHI UNIVERSITY

Dr Kaiser Bengali

In my view, the way the political atmosphere deteriorated in Karachi and the large number of students who were part of the violence, was because there was a ban on student politics. The unions should be restored to give back a forum to young people. I think when politics was forcibly stopped; young people became more mindlessly violent and went into criminal activity.

In our times, while we fought with each other, we were also politically trained. After campaigning all day against each other, we would sit together in the evening in the canteen for tea and lassi and poke fun at each other.

There was no reason to kill anyone for their views. I am still friends with some of the people from that time. In student union activities, we used to make strategies, hold press conferences, write pamphlets and banners, conduct rallies, and then find the resources to pay for all this as a student.

Jamiat always had a lot of money due to the Jamaat support, but we had to work hard to generate resources. That was good leadership and organizational training.

In 1972, there was some violence but let me tell you of its degree and kind. Once when the NSF and Jamiat fell out with each other, a student of the Akhwan-ul-Muslimeen took off his belt and everyone ran. But yes, the Jamiat had its stock of sticks kept in one corner of the masjid, while the NSF guys went into classrooms and broke the chairs to fight with the sticks. We were against this behaviour at all times.

There were 60 per cent women students on campus who did not support any form of violence.

Before I left the university, I could see that the sticks and stones that used to be stacked in the mosque for the Jamiat boys were being replaced by guns. It was the Jamiat and not the APMSO that introduced arms to the campus. Their target was People's Party supporters in the PSF. The first students who were killed were all PPP supporters.

I must add the violence in Karachi University never directly reached to the teachers, unlike the Punjab University where people like Omar Asghar Khan were beaten up and thrown off campus.

We also had some good vice chancellors like Dr. Mahmood Hussain and Dr. Saleem uz Zaman Siddiqui, who supported academic work and encouraged hard working teachers. But this ended when Gen. Zia-ul-Haq removed academics and appointed vice chancellors of his choice. When Gen. Zia decided to hang Bhutto, he ordered the closure of all colleges and universities. This makes it clear what importance the Pakistani state gives to education. Whereas, in places like Lebanon where a civil war raged for thirteen to fourteen years, the American University of Beirut was not shut for a day. In places like Eritrean liberation army fought for 35 years and moved schools with the military camps because there were young children and families with the soldiers. That is the kind of commitment they had to education.

Teachers maintained some standards till then. A number of teachers were dismissed in the 1980s under ridiculous charges like being a bad influence on the students. The most laughable one was the case on Omar Asghar Khan who was accused of hijacking a railway engine!

Without politics, students especially those coming from modest background cannot have the opportunity to develop their organizational, communication and management skills, which go a long way in their future careers as professionals and responsible citizens.

It is equally wrong that education standards have fallen because of student politics. We cannot empirically establish this link. Had this been true, our educational standards would have rocketed during the period of ban on unions. We can clearly see that education standards have further deteriorated. Infact, people who are afraid of the mass and democratic power of students make this alibi or the other to curb democratic process in campuses and the country.

4.6. USING STUDENTS FOR POLITICS

Aamir Riaz, Editor Awami Jamhuri Forum

Everyone says that the things worsened after Ziaul Haq. The things were much better before him. I think the four issues that occurred during the 60s and 70s in the student politics are also responsible for bringing situation to this extent. The atmosphere was created much earlier.

A lot of things like weapons and narcotics came here. If it pulled out a knife or a belt it was also a torture. It was a form of torture to terrorize others. We have to look that when student politics was started. In the first meeting when the All India Students Congress was formed in 1936, it was discussed in the first session whether students should be involved in politics or not. There was a controversy over it in the meeting. About 30 per cent people said that they should not use

students in politics. They should be given political awareness. They all were fighting against the British. This discussion has not been concluded in Pakistan till now.

When we say students participated in the creation of Pakistan then what are the motives that we say that students should not take part in politics now. No moral justification is left.

Indian National Congress banned its student wing in India in 1958 and then tried to bring new people. We have not made serious efforts here. I have conducted interviews of a number of people. We have not looked into the fact that how it should be done.

There was no interference of political parties in the students unions in the 50s. The interference of political parties started in the 60s when the government banned politicians and they had a proxy presence. The teachers had a great role in the politics that started in the 60s. The instrumental was the extreme right and the extreme left groups. They actively participated in it in the 60s. They either made the NSF or the IJT. The teachers played a critical role in it. No one thought at that time that what would be its consequences.

Had we clarify some principles at that time, perhaps the situation would have not reached to this point. If we study the recommendations of the Hamoodur Rehman Commission, which was constituted in 1966, we see that it had discussed these issues in detail.

It was the lone commission that talked about the unions. Its recommendations are still valid. Since then no one has talked about it. Sometime they ban them and sometime they lift ban on it. They do not consult students neither while imposing the ban nor lifting it.

What have we to do for this? Arrange lectures of political parties in campuses and take their leaders to the universities and make them clarify their positions.

Please reach some consensus that political parties will not enter the campuses. You have to do something in this regard. If you do not do so you will be badly trapped.

If you bring the students for the Vietnam War then why not for the Afghan Jihad. India was behind the ouster of Ayub Khan. Everyone knows that Yahya was behind his ouster. How could students oust him? If students could do then they could oust Bhutto, Yahya and Ziaul Haq. They could oust anyone. If you give something to anyone he gets force.

In the 1980s, there was no student union across the country from BSO to Sindhi and Pushtoon nationalists, IJT and MSF and the source of income of all was extortion. Otherwise they would get money through pressurizing the administration.

We have been glorifying student politics and all of them have become MNAs. For how long we will continue to glorify it. First of all, you have to settle how you will resolve the problem.

The question of outer influence has a great importance. How will you stop the outside influence? You will have to consider how you will give political awareness to students.

In an attempt to stop the outside influence, you should not turn students into school children. I have seen in the FC College Lahore that they have forced the students to wear uniform. You should also give political awareness to them. If you will not resolve issue of student politics then it will emerge again and again. as a potent problem.

4.6. DISCUSSION

There was a question asked about constitutional protection to the VC's tenure. It was told that we have an example where one VC was removed before end of his tenure. He moved the court and the university had to pay arrears of the period cut short by the government decision. There is a protection but not the constitutional one as head of the Islamic Ideology Council has. In any case no one can remove him until his mental health is declared unfit.

There was also discussion on political appointment of the VC, deans and other officials of the university hierarchy of the university. It was maintained that now such appointments have to go through thorough selection process and the leverage for political elements are lesser. Because of appointments made through a committee, the chances for arbitrary means have decreased.

Dr. Qasim Jan told that he got requests and persuasions from people in power but he resisted and refused them. He never received a call from the chancellor to conform to the political requests.

However one participant was apprehensive that when there will be unions the things will entirely change in the heat of political influences. There are still some universities which are under the influence of student organization.

There were other points also raised during discussions but Dr. Kaiser Bengali's strong argument in favour of student politics and unions generated charged atmosphere on extremes of the best and worst of student politics.

Dr. Bengali said that a lot of character assassination of student politics was done in the house and contradictory arguments were presented. How can student unions be made apolitical, when these are essentially political? He attributed this to the self-righteousness of the anti-union people. Sharing his own experience, he said that his group's main agenda was to eliminate violence. He said both his political friends and opponents in the university developed into very respectable leaders in many fields later in their practical lives. He said that we should talk about modalities, rather than merely condemning the student politics.

Dr. Belal A. Khan maintained that the advantages of student politics are offset by its numerous disadvantages. Ground realities of our culture, lack of balance, tendency of emotionalism, losing our temperament and self-control – all that is which invites outside elements to jump into campuses and mess up every thing. When ever there are student groups together they always ask for wrong favours and there are always some teachers who have something to grind. It will dilute the academic standards. There are other ways of involving students, i.e societies, dramatic clubs, debating clubs, etc. But university-wise unions will be a dangerous road to follow to. Today's student is more mature than the previous generations because of media and internet, etc.

Dr. Sajid Ali also shared his own experience of being president of the Government College (Lahore) Student Union. He said we had right and left wing fascism in the universities and was on peak in the 70s and 80s. If students became more powerful it was because of the weakness of the teachers and administration. He proposed to implement uniform school system and making it necessary that all institutions should have facilities for extra-curricular activities rather than acting like the tuition academies where nothing is offered for student grooming. He supported campus-based student politics and said that teachers should not behave like 'pocket-size dictators' as Karl Popper had called them.

5. WOMEN LEADERSHIP DEVELOPMENT IN CMPUSES

Facilitator: Dr. Ghazala Irfan Chair: Dr. Dean

Key Discussions:

- Quality and Access to Higher Education with special reference to Gender (*Dr. Nizamuddin*)
- Women Leadership in Campuses (*Prof. Dr. Abida Tebrani*)
- Gender Discrimination in Campuses (*Dr. Farzana Bari*)
- Initiatives at University of Agriculture Faisalabad to bridge Gender Gap (*Prof. Dr. Iqrar Ahmad Khan*)

Open House Discussion:

5.1. WOMEN LEADERSHIP IN HIGHER EDUCATION

Prof. Dr. Abida Taherani, Sindh Development Studies Centre (SDSC), University of Sindh, Jamshoro.

Introduction

Higher Education can be an escalator not only for personal success but also for the capacity one needs to transform him or her to wider society (Younis, 2006). University provide a much needed avenue for women to empower themselves to become enlightened leaders.

Women's access to higher education is critical at all levels of higher education system. Over the last few decades, national policies and practices have considerably improved the participation of women in higher education, ensuring that there is an ever-increasing pool of women who are able to seek employment in the higher education sector and eventually achieve positions of responsibility within higher education institutions and ministries.

Higher Education Enrollment in Pakistan (2001-04)			
Enrolment	Female% of total		
	2001-02	2002-03	2003-04
BA/BSC	44.60	47.25	50.83
MA/MSC	39.10	40.85	40.91
MPHIL	41.94	43.57	40.40
PHD	31.71	28.96	26.35
Diploma/Cert	29.78	28.75	36.24
Total	42.34	44.81	47.65

General Perception

Access to higher education remains a problem for women in Pakistan despite improvements during the last two or three decades. In more developed countries women have fairly equal access to higher education and comprise 50 percent in tertiary education including their involvement in decision making.

In the area of higher education, both in teaching and management, women are still a long way from participating on the same footing as men. Women have made some progress in achieving parity in teaching but are grossly under-represented in higher education management.

Three perspectives have been described by UNESCO (2002): the continuing dearth of women in senior administrative positions is largely because of the following factors:

- 1) Person-centered: The paucity of women is attributed to the psycho-social attributes, including personality characteristics, attitudes and behavioral skills;
- 2) The structure-centered: Paradigm which advances the view that it is the disadvantageous position of women in the organizational structure which shapes and defines the behavior of women;
- 3) Culture-centered: Anna Smulder's approach which argues that gender-based social roles, irrelevant to the workplace are carried into the workplace.

Consequences

Enabling conditions; discriminatory salary scales and fringe benefits; publishing productivity; recruitment policies; segregation; cultural and structural barriers.

Women Representation and Leadership

- The regional country data in developed countries reveal more than 50% female enrolments at tertiary level: Australia (51%), Canada (53%), and United Kingdom (50%).
- Some of the newly emerging economies also enjoy high female enrolment: Botswana (47%) and Malaysia (51%).
- There are very significant inequalities of access in the very populous countries, especially those in the Indian subcontinent: India (38%), Sri Lanka (41%), and in many of the countries in Africa: Malawi (30%), Uganda (32%), Zimbabwe (29%), and less than 25 percent in Pakistan.

Participation of Women in Leadership Role

S.No	Public Universities			Private Universities	
		Total	Female	Total	Female
1	Chancellor	4	-	-	2
2	Vice Chancellor	52	4	46	1
3	Registrar	52	4	46	1
4	Controller of Examination	52	4	46	1
5	Treasurer	52	4	46	1

Interventions

- Legislative and infrastructure support
 - UN Convention on the elimination of all forms of discrimination against women (1979)
 - The Common Wealth Plan of Action on Gender and Development (1995)
 - And more
- Increasing the quantity and quality of women postgraduate Students
 - Special awards and scholarships
 - Improving conditions for postgraduate students
 - Increasing the quantity and quality of women postgraduate students
 - Identification of a supervisor
 - Sexual harassment
 - Stress
 - Caring for family
 - Problems of accommodation
- Training programmes and courses
 - Sharpen women’s skills and competencies in a range of activities such as research and management which are valued in higher education
- Academic women's networks and forums
- Establishment of women's universities and colleges
 - High quality professional and academic education to women
 - Introduce areas of special interest
 - Offer courses which meet challenges of modern times and make women self-reliant e.g. Pakistan
- Women's studies

5.2. GENDER DISCRIMINATION IN CAMPUSES

Dr. Farzana Bari

Dr. Bari presented the following discussion points before the house:

- Educational campuses whether single sex or coed are not gender neutral sites. These are not only physically male dominated, these are governed in a patriarchal manner and by and large the overall culture of the campuses is masculine and women exclusive.
- Second point, I am no expert to talk on the issues. I have not come across any research done on the subject in the Pakistan. So the issue I would like to flag is essentially my due to my own experiential understanding and observation.

- When we look at the issue of GD on campuses, it can be looked at multiple level students, faculty, administration, rule and procedures, culture on campuses and lastly the scholarship that is taught in higher educational institutions.
- Before I deliberate on this I want to point out that **we need to examine all these areas from gender perspectives and ensure whether men and women are getting equal opportunities and are these resulted in equality of results.** If there is gender gap in some areas we need to develop strategies how to bridge that gap. Gender equality should be a goal of every civilized nation. Having said that I want to underscore the point that gender balance in educational institution does not mean that the campuses will be gender responsive places. For this men and women have to subscribe to gender perspective. Women often subscribe to same patriarchy and hierarchical thinking. When in position of women behave exactly like honorary men. They style of administration and leadership is no different then men rather some time they show more power to prove that they are better then men.
- Gender disparities in higher education are quite stark at the highest administrative level. There are hardly women VC, Registrar, Deans or head of department or Centers in Pakistan. There is also a gender gap in women working at professors levels. Provision of gender quota by the government is not observed.
- At students' level more and more women are coming to universities and the gap at higher level is narrow as compared to early education. However, they are stereotypically studying social sciences/humanities and their increased number is not necessarily resulting into employment. Similarly in student unions and societies, we see this gender gap.
- Another issue which people don't talk about is the issue of sexual harassment. That can be among students, it could be from teachers to student or from administration to female students and faculty. No recognition of this problem is present. No university has adopted any policy on this and no mechanisms are available.
- Another area what sort of mindset of our students we are producing. We reproduced them as gendered categories who continue to adhere to same patriarchal values. Feminist scholarship is lacking and there is hardly any integration of feminist perspective in traditional discipline.
- Marginalization of women's studies departments and centers within the university system. It is not given same status and support by the university administration.
- Leadership needs to be transformative and feminist in character.
- Lack of collective voices through organized gender interest.
- Research on the subject.
- Gender quota is not filled

6. GROUP WORK AND ACTION PLAN RECOMMENDED

The group work that followed three sessions has been the most focused and concrete part of the National Conference of Vice Chancellors on Peacebuilding and Women Leadership Development in Campuses. The insightful deliberations of esteemed participants not only identified the causes but also put forth practical recommendations to cope with those respective challenges.

6.1. RESULTS MATRIX: WORKSHOP ON CHALLENGES OF YOUTH RADICALIZATION

Facilitators: Ghaffar Hussain/ Sabina Khalid (QF)

<i>Impacts of Radicalization at Campuses</i>	<i>Causes of Radicalization at Campuses</i>	<i>Tackling Radicalization at Campuses</i>	<i>Action Plan</i>
<ul style="list-style-type: none"> • Causes polarization • Constraints freedom of Expression • Creates anti-women, anti-cultural and anti-intellectual environment at campuses • Disrupts peace and causes segregation at campuses • Exerts pressure of uniformity with out any respect for difference of opinion • Hinder enrollment at campuses; • It pressures academics to be more relevant to the society • Produces fear and gives way to violence 	<ul style="list-style-type: none"> ▪ Failure of Academia ▪ Lack of Democratization ▪ Socio-economic Injustices ▪ External Influences ▪ Islamist Ideology ▪ Ideological inception of the state and lack of good governance ▪ Failure of leadership especially modern educated Muslim leadership from across the globe ▪ Anger is the root cause of radicalization which is fuelled by various socio-politico-economic injustices. 	<ul style="list-style-type: none"> ⇒ Promotion of cultural activities ⇒ Research and Dialogue with Campus administration ⇒ Maximizing exposure of students to outside campus excursions ⇒ Mentoring faculty ⇒ Targeting youth websites and massive lecturing 	<ol style="list-style-type: none"> 1) Adequate funding is indispensable 2) Frequent lectures at campuses and enhanced interaction 3) Cross border student and faculty exchanges and internationalizing campuses 4) Prepare university administration to cope with the issue 5) Removing hate literature 6) Media counseling 7) Support services to students.

GROUP MEMBERS: *Dr. Kaiser Bengali, Prof. Dr. M. Qasim Jan, Prof. Dr. Nizamuddin, Dr. Fehmida Sultana, Prof. Dr. Yasinzai, Majid Nawaz, Dr. Sajid Ali, Prof. Dr. Mrs. Bushra Mateen, Dr. Huma Baqai, Dr. Farzana Bari, Prof. Dr. Iqbal Ahmad Panhwar, Prof. Dr. Muhammad Ehsan Malik, Mr. Shahid Gull, Dr. Aliya H. Khan, Prof. Dr. Ishtiaq Ahmad Ch., Dr. Breneddte Louise Dean, Ghaffar Hussian, Prof. Dr. Belal A. Khan*

6.2 RESULTS MATRIX: GROUP WORK ON PEACEBUILDING AND STUDENT POLITICS

Moderator: *Iqbal Haider Butt* Group Facilitator: *Prof. Dr. Ehsan Malik Director General, University of the Punjab Gujranwala Campus*

Presentation by Group Leader *Prof. Dr. Masoom Yasinzai VC University of Balochistan, Quetta*

Problems of Peacebuilding & Student Politics

Recommendations

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| <ul style="list-style-type: none"> ⇒ Lack of social and cultural life and activities on campuses ⇒ Lack of rigorous teaching at campuses ⇒ Lack of Finances and restrictions on funding to campuses ⇒ Linkages of student organizations with political parties ⇒ Lack of teachers’ evaluation from students ⇒ Involvements of teachers in politics and ⇒ Poor delivery of services from administration’ end. | <ol style="list-style-type: none"> 1) Create life in campuses and arrange functions even if administration has to intervene 2) Rigorous teaching and academics on campuses 3) Revenue generation should also be on the agendas of universities and provinces should also be made responsible for to fund universities 4) Implementation of University’s Calendar in its true spirit 5) To avoid external interferences, there is a need to regulate an Oversight Committee for Peace on Campuses which may include representation from political parties and civil society 6) Improve the quality of services at Campuses 7) Feed back and evaluation from students for a fair accountability of teachers. 8) Property tax exemption to the campuses. |
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GROUP MEMBERS: *Dr. Kaiser Bengali, Prof. Dr. Nizamuddin, Prof. Dr. Masoom Yasinzai, Dr. Sajid Ali, Dr. Huma Baqai, Mr. Shahid Gull, Prof. Dr. Iqbal Ahmad Panhwar, Prof. Dr. Muhammad Ehsan Malik, Prof. Dr. Ishtiaq Ahmad Ch*

6.3 RESULTS MATRIX: GROUP WORK ON WOMEN LEADERSHIP DEVELOPMENT IN CAMPUSES

Moderator: Iqbal Haider Butt Group Facilitator: Dr. Bernadette Louise Dean

Presentation by Group Leader Prof. Dr. M. Qasim Jan VC Quaid-i-Azam University Islamabad

Problems of Women Leadership Development in Campuses

Recommendations

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| <ul style="list-style-type: none"> ▪ Lack of Opportunities for Women which include: <ul style="list-style-type: none"> • Missing interaction and Networking • Missing supportive environment • Non-existence of women role models at a larger scale. ▪ Gender role and Ideology ▪ Psychological make-up of Women ▪ Structures of universities are Patriarchal ▪ Lack of mentoring | <ol style="list-style-type: none"> 1) Affirmative action through gender quotas focusing the implementation of existing quotas 2) Training programmes to challenge social attitudes of both sexes 3) Mainstream Gender studies at campuses in addition to the on-going gender studies centers and programmes 4) Mentoring Programmes 5) Need to highlight positive role models of women leaders 6) Establishment of Day Care Centers for children of working women at work places 7) Adapting family friendly policies 8) Legislation to tackle discrimination on gender basis 9) Awareness campaigns for Paternity Rights along with Introduction of Paternity Leave to share children’s responsibilities 10) Implementation of sexual harassment laws to create conducive working environment for women. |
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APPENDICES

Annexure 1: Conference Programme

NATIONAL CONFERENCE ON PEACE-BUILDING & WOMEN LEADERSHIP DEVELOPMENT IN CAMPUSES

Pearl Continental, Bhurban (Murree), 3-5 March 2009

3 March 2009, Tuesday

06:30 P.M.-08:00 P.M.:	OPENING & INTRODUCTIONS
	<ul style="list-style-type: none"> ▪ Opening of the Conference (Dr. Kaiser Bengali, Chairperson BARGAD) ▪ Introduction of BARGAD (Ms Salma Butt) ▪ Introduction to the Participants and Moderators (Ms Salma Butt)
8:00 P.M.-10:00 P.M.:	DINNER

4 March 2009, Wednesday

09:00 A.M.-09:30 A.M.:	REGISTRATION OF PARTICIPANTS
09:30 A.M.-9:50 A.M.:	INTRODUCTION TO THE CONFERENCE
	<ul style="list-style-type: none"> ▪ Presentation on Background, Objectives and Contents of the Conference (Mr. Iqbal Haider Butt, Senior Partner, DEVELOPMENT POOL, Lahore)
9:50 A.M.-11:15 A.M.:	SESSION 1: AIMS OF HIGHER EDUCATION & NATION BUILDING
	<p style="text-align: center;"><i>Facilitator: Dr. Huma Baqai Chair: Dr. Masood Hameed</i></p> <p><i>Key Discussions:</i></p> <ul style="list-style-type: none"> ▪ Contribution of Universities in Social and Economic Development (Dr. Prof. Dr. Muhammad Ehsan Malik, Director General, University of the Punjab, Gujranwala Campus) <p><i>Preliminary Discussion:</i></p>
11:15 A.M.-11:30 A.M.:	TEA BREAK
11:30 A.M.-01:00 P.M.:	SESSION 2: CHALLENGES OF YOUTH RADICALIZATION
	<p style="text-align: center;"><i>Facilitator:: Dr. Huma Baqai Chair: Dr. Kaiser Bengali</i></p> <p><i>Key Discussants:</i></p> <ul style="list-style-type: none"> ▪ Mr. Maajid Nawaz, Director Quilliam Foundation, London – UK. ▪ Prof. Dr. Azmat Hayat Khan, Vice Chancellor, University of Peshawar, Peshawar

<i>Open House Discussion:</i>	
01:00 P.M.-02:00 P.M.:	LUNCH BREAK
02:00 P.M.-04:00 P.M.: SESSION 3: PEACE-BUILDING AND STUDENT POLITICS - REVISITING THE PAST	
<i>Facilitator: Ms Salma Butt Chair: Dr. Bernadette Louise Dean</i>	
<i>Key Discussions:</i>	
<ul style="list-style-type: none"> ▪ Historical Experience of Student Politics in Pakistan (<i>Dr. Iqbal Panahawer, Dean University of Sindh, Jamshoro</i>) ▪ Higher Education Policy and Student Politics (<i>Prof. Dr. Qasim Jan, Vice Chancellor, Quaid-i-Azam University</i>) ▪ Model of Student Councils (<i>Prof. Dr Fareed Khan, Vice Chancellor, Gomal University</i>) ▪ Personal Experience as a Veteran Student Leader and Analysis (<i>Dr Kaiser Bengali</i>) ▪ Personal Experience as a Veteran Student Leader and Analysis (<i>Prof. Sajid Ali</i>) ▪ Education Policies & Student Politics (<i>Mr. Aamir Riaz, Editor, Awami Jamhoori Forum</i>) 	
04:00 P.M.-04:15 P.M.:	TEA BREAK
04:15 P.M.-04:45 P.M.: OPEN HOUSE DISCUSSION ON PEACE BUILDING & STUDENT POLITICS	
04:45 P.M.-05:00 P.M.:	REVIEW OF THE DAY/INTRODUCTION TO NEXT PROCEEDINGS/ GROUP PHOTO
8:00 P.M.-10:00 P.M.:	DINNER WITH CONFERENCE PARTICIPANTS & OTHER NOTABLES

5 March 2009, Thursday

09:00 A.M.-11:00 A.M.: SESSION 4: WOMEN LEADERSHIP DEVELOPMENT IN CAMPUSES	
<i>Facilitator: Dr. Ghazala Irfan Chair: Dr. Bernadette Louise Dean</i>	
<i>Key Discussions:</i>	
<ul style="list-style-type: none"> ▪ Quality and Access to Higher Education with special reference to Gender (<i>Dr. Nizam, Vice Chancellor, University of Gujrat</i>) ▪ Women Leadership in Campuses (<i>Prof. Dr. Abida Tehrani, Professor and Director, Sindh Development Studies Centre, University of Sindh, Jamshoro</i>) ▪ Presentation (<i>Dr. Farzana Bari, Director, Centre of Excellence in Gender Studies, Quaid-e-Azam University, Islamabad</i>) ▪ Initiatives at University of Agriculture Faisalabad to bridge Gender Gap (<i>Prof. Dr. Iqrar Ahmad Khan, Vice Chancellor, University of Agriculture, Faisalabad</i>) 	
<i>Open House Discussion</i>	
11:00 A.M.-11:15 A.M.:	TEA BREAK
01:15 A.M.-1:30 P.M.: SESSION 5: IDENTIFICATION & PLANNING FOR ACTION IN CAMPUSES	
<input type="checkbox"/> WORKSHOP ON YOUTH RADICALIZATION <i>Facilitator: Ghaffar Hussain & Sabina Khalid (Quilliam Foundation)</i>	

□ **GROUP WORK**

Moderator: Iqbal Haider Butt (Development Pool)

□ **WORKING GROUPS ON:**

1. **PEACE-BUILDING AND STUDENT POLITICS**

(Group Facilitator: Dr Ehsan Malik/ Group Leader: Dr. Masoom Yasinzai)

2. **WOMEN LEADERSHIP IN CAMPUSESS**

(Group Facilitator: Dr. Bernadette Louise Dean / Group Leader: Dr. Qasim Jan)

□ **PRESENTATION OF GROUPS**

(15 Minutes for Each Group Including Review from Other Groups)

□ **CONCLUDING REMARKS** (Dr. Kaiser Bengali, Chairperson BARGAD)

□ **VOTE OF THANKS** (Ms. Sabiha Shaheen, Executive Director BARGAD)

01:30 P.M.-02:30 P.M.: LUNCH

Annexure 2: Conference Participants

Name	Designation	Institution
Dr. Aliya H. Khan	Chairperson	Dept. of Economics Quaid-i-Azam University Islamabad
Dr. Farzana Bari	Director	Centre in Gender Studies Quaid-i-Azam University, Islamabad
Dr. Fehmida Sultana	Pro-Rector	University of Central Punjab, Lahore
Dr. Ghazala Irfan	Member BOD BARGAD	LUMS, Lahore
Dr. Huma Baqai	Member BOD BARGAD	IBA, Karachi
Dr. Kaiser Bengali	Chairperson BARGAD	Islamabad
Dr. Shahida Jaffery	Vice Chancellor	Sardar Bahdur Khan Women University, Quetta
Mr. Aamir Riaz	Editor	Awami Jamhuri Forum, Lahore
Mr. Abdul Rauf Baloch	Director Finance	Gomal University, D. I. Khan
Mr. Ghaffar Hussain	Head Outreach and Training Unit	Quilliam Foundation, London – UK
Mr. Iqbal Haider Butt	Senior Partner	DEVELOPMENT POOL, Lahore
Mr. Khurram Shahzad	Communication Officer	BARGAD, Rahwali - Gujranwala
Mr. Majid Nawaz	Director	Quilliam Foundation, London - UK
Mr. Muhammad Ashraf Janjua	Dean	Faculty of CBM, Karachi
Mr. Shahid M. Gull	Assistant Professor	University of the Punjab, Lahore
Ms Bushra Butt	Assistant Coordinator	BARGAD, Rahwali - Gujranwala
Ms Fatima Mullick	Manager Pakistan Project	Quilliam Foundation, London - UK
Ms Sabiha Shaheen	Executive Director	BARGAD, Rahwali - Gujranwala
Ms Sabina Khalid	Project Officer	Quilliam Foundation, London - UK

National Conference on Peace–building & Women Leadership Development in Campuses

Ms Salma Butt	Project Coordinator	BARGAD, Rahwali - Gujranwala
Prof. Dr. Abida Tehrani	Professor and Director	Sindh Development Studies Centre University of Sindh, Jamshoro
Prof. Dr. Azmat Hayat Khan	Vice Chancellor	University of Peshawar, Peshawar
Prof. Dr. Belal A. Khan	Vice Chancellor	The Islamia University of Bahawalpur
Prof. Dr. Bernadette Louise Dean	Principal	Kinnaird College University, Lahore
Prof. Dr. Iqbal Ahmad Panhwar	Dean	Faculty of Social Sciences University of Sindh, Jamshoro
Prof. Dr. Iqrar Ahmad Khan	Vice Chancellor	University of Agriculture, Faisalabad
Prof. Dr. Ishtiaq Ahmad Chaudhry	Dean	Faculty of Arts, Social Sciences and Law University of Sargodha, Sargodha
Prof. Dr. M Qasim Jan	Vice Chancellor	Quaid-i-Azam University Islamabad
Prof. Dr. Masoom Khan Yasinzai	Vice Chancellor	University of Balochistan, Quetta
Prof. Dr. Mrs. Bushra Mateen	Vice Chancellor	Lahore College for Women University
Prof. Dr. Muhammad Ehsan Malik	Director General	University of the Punjab, Gujranwala Campus
Prof. Dr. Muhammad Farid Khan	Vice Chancellor	Gomal University, D. I. Khan
Prof. Dr. Muhammad Nizammuddin	Vice Chancellor	University of Gujrat
Prof. Dr. Sajid Ali	Chairperson	Dept. of Philosophy University of the Punjab Lahore
Prof. Dr. Sarfraz Khan	Area Study Centre	University of Peshawar, Peshawar
Prof. Masood Hameed Khan	Vice Chancellor	Dow University of Health Sciences, Karachi

Annexure 3: Profiles of the Conference Participants

Professor Dr. Bushra Mateen (Vice Chancellor, Lahore College for Women University – Lahore) obtained her M. Sc. Degree in Chemistry from University of the Punjab, Lahore and Ph.D. Degree from the famous and renowned Queen Mary College, London, U.K. in 1976. She has been involved in imparting quality education from degree to master classes for more than 37 years. She has more than 14 Research Publications published in Journals of National and International repute. She has also been instrumental in investigation on comparative study of Fatty Acids Compositions of the indigenously grown Corn Seeds, Sunflower and various varieties of Canola.

Dr Mateen is also working on various research projects of national importance to introduce new remedies for protection of Environment from noxious chemicals produced by incineration of medical, pharmaceutical and poultry wastes. In addition to the curricular activities, She has also promoted the social causes and literacy and sports activities.

Dr. Masoom Yasinzai (Meritorious Professor of Bio-Chemistry, and Vice Chancellor, University of Balochistan) is one of the leading young scientists and educationist of Pakistan. He is the author of more than 100 research publications in top international science journals and has also contributed chapters in international publications / encyclopedias. Based on recent ranking by the Council for Science and Technology, Ministry of S&T Pakistan, he is graded 13th best biological scientist in

Competing from Balochistan, he stands among those scientists who have produced the maximum number of research publications at this relatively young age. He has worked as visiting faculty & research associate in many prestigious academic institutions of the world, including Chicago Medical School, USA; Perugia Medical School, Italy; Liverpool School of Tropical Medicine, UK and Calcutta Institute of Chem. Biology, India. He has developed not only the in country academic linkages but with the scientists abroad as well. In recognition of his academic achievements and research contributions, he has received many honors and awards including Ibn -Al - Hythum Gold. Medal & prize, 1995, senior Fulbright fellowship, 1993 - 94, Professorial position at the age of 37 only; young scientist award 1998; Raziuddin Siddiqui Gold Medal & prize 1998. In 1998 the Prime Minister of Pakistan appointed him as Member Pakistan Atomic Energy Council. In recognition of his services to the cause of education at the university level the President of Pakistan awarded him Aizaz-i-Fazeelat in the year 1999. He has also received the best University teacher award of the University in the year 2001. Dr. Masoom has played a key role in the planning & establishment of Research centers on the Campus. In 2007 he was awarded Star Award “Man of the Year 2007”. Dr. Masoom Yasinzai is a member of many prestigious professional societies. He has represented Pakistan in many international conferences/Seminars and has played a pivotal role in the organization of conferences/seminars in Balochistan.

Prof. Dr. Bernadette L. Dean (Principal, Kinnaird College for Women, Lahore) was previously Head, Academic and Student Affairs and Team Leader of the Citizenship Rights and Responsibilities Pakistan Programme at the Aga Khan University, Institute for Educational Development, Karachi, Pakistan. She obtained her PhD from the University of Alberta, Canada, in 2000. Her teaching and research interests are in education and development, social studies education, citizenship education and action research. She has taught at all educational levels, from kindergarten to postgraduate and is interested in identifying ways to improve the quality of education in Pakistan. She has presented her research at many national and international conferences and has published widely in academic journals and books. In addition, she has written social studies textbooks, books on citizenship education and a toolkit to facilitate the use of positive discipline strategies in Pakistani schools

Prof. Dr. Azmat Hayat Khan (VC, University of Peshawar) did M.A from Los Angeles, Ph.D. (Peshawar) MA, L.L.B (Peshawar) and was awarded Tamgha-e-Imtiaz in August 1999. He had been a member of Foreign Policy Advisory Body. He is also author of a book, entitled “Durand Line: Its Geo-Strategic Importance”. Also serves as Chairperson Area Study Centre, Peshawar, and Haans Seidel Foundation, Islamabad, 2000. His areas of Interests are Afghanistan and Central Asia.

Prof. Dr. M. Qasim Jan (VC, Quaid-i-Azam University Islamabad) holds B.Sc. Hons (Peshawar), M.S (Oregon), Ph.D. (London) and DSc (King’s College London) degrees. From 1997 to 2000, he was Vice Chancellor University of Peshawar, and 2001 to 2003 as founder VC of the Sarhad University Peshawar. In February 2004 he was elected as Distinguished National Professor of the Higher Education Commission, and has been VC of the Quaid-i-Azam University, Islamabad since Oct 2005. He has travelled extensively, availed prestigious fellowships, scholarships (Royal Society, Fulbright, British NERC, US NSF, British Council), paid visits to many institutions and delivered

talks on the geology of NW Himalya in Europe, USA, Australia, and Asia. He has received many honours and awards including 1. Civil Awards Sitara-i-Imtiaz (1999) and Tangha-i-Imtiaz (1994) 2. Gold Medals from Pakistan Academy of Sciences (1980, 1997) and 3. Best book authorship (Natural Sciences, 1995-97 period) and Scientist of the year (1990) from National Book Foundation of Pakistan. He participated actively in several national and international research projects, and has 240 publications, edited eight volumes, and is joint author of the seminal book “Geology and Tectonics of Pakistan”.

Prof. Dr. Mohammad Nizamuddin (VC, University of Gujrat) was previously serving as HEC foreign faculty professor in Punjab University’s department of Sociology. Apart from teaching he has been a member of HEC curriculum committees for reviewing revising syllabi of Rural Sociology and Geography. Immediately after completing his PhD he taught as Assistant Professor at the University of North Carolina. Later he joined UN systems and served there for 24 years holding several senior positions in different countries. Throughout his professional career he has been engaged in managing and funding programs for public policy research centers and universities for capacity building of human resources in developing countries. He has authored over two dozen technical papers, guided research and publication of several books and UN reports, delivered lectures, presentations and conducted seminars and conferences around the world.

Prof. Dr. Iqrar Ahmad Khan (VC, University of Agriculture Faisalabad) earned his PhD from University of California where he was placed on the Honor Rolls. He has supervised 84 M.Sc and PhD students from 6 countries established a Centre of Agricultural Biochemistry and Biotechnology and secured numerous research and development projects. Prof. Khan has released a potato variety (PARS-70), pioneered the research on breeding seedless kinnow and discovered two new botanical varieties of wheat. He was author of STED funded Citrus Nursery Project launched at UAF. He was instrumental in developing international/regional mango research programs to combat the sudden death of mango. In a 2007 paper on the casual organism of mango death, his team illustrated new information, which must count as a discovery. MINFAL has notified Prof. Khan as National Mango Coordinator. He has organized 15 major International Conferences and represented Pakistan at numerous international meetings. Prof. Khan undertook annual research sojourns (3 months each) to the University of California (1990-93) and University of Florida (2001-05) and established active collaboration. He has been visiting professor in USA and Germany. He initiated a university linkage program between SQU (Sultan Qaboos University) and University of agriculture Faisalabad for students and staff exchange. Prof. Khan served Pakistan Atomic Energy Commission as Chief Scientist, Director NIAB, and Director General Agriculture and Biotechnology for 21 months. Prof. Khan has held memberships of several professional societies and associations including an Executive role in ISC since 1992. He has made substantial contribution toward education, research and agricultural development within and outside Pakistan.

Prof. Masood Hameed Khan (VC, DOW University of Health Sciences Karachi) is recipient of the Tamgha-e-Imtiaz (14 August 2007) in recognition of his dedicated and meritorious services. He did MBBS, from Dow Medical College in 1978, acquired various postgraduate qualifications and MCPS, FCPS (Medicine), FRCP Edinburgh, FRCP London, PhD (Hon), FCPS Bangladesh in 2005. In the year 2004 he was given the additional responsibility of Principal of Dow Medical College and as the first Vice Chancellor of Dow University of Health Sciences in January 2004. He is a writer of two books namely ‘APPLIED ELECTROCARDIOGRAPHY’ (two editions) and manual for Diabetes. About forty research papers publications are at his credit. He had been editor of journal of CPSP for about nine years and got it indexed. He is on the editorial advisory board of well known indexed journal ‘Medicine International’ and a text book of clinical medicine by Kumar and Clark. Now he has also started journal of Dow University, (JDUHS). He is member of various academic and professional bodies and has also organized various national and international conferences. He was a member of drug quality control board of Sind health Government. He is elected member of a regulatory body Pakistan Medical and Dental Council (PM & DC) for many years and lately has also been elected as vice president PM & DC. In a short span of 3½ years he has been able to transform the Dow University of Health Sciences into a center for undergraduates / postgraduate medical education, Medicine, Dentistry, Nursing, Medical Technology, Pharmacy and Health Management.

Prof. Dr. Belal A. Khan (VC, The Islamia University of Bahawalpur) did P.hD with focus on Management/Public Administration in 1986 from Southern Illinois University Carbondale, Illinois, U.S.A. and Master of Public Administration from American University of Beirut, Lebanon. He is also Graduate of Civil & Criminal Laws Civil Services Academy for Administrative and Legal Training, Lahore, Pakistan. His specialization is in Academic Administration, Human Resource Management, Policy Planning, Strategic Business Planning & Management and, Organization & Management Development. He has been Founder Director & Dean of MIDasia Institute of Technology, Karachi, and Founder Chairman of MIDasia Foundation Academy, Karachi. He has been Vice Chancellor of The University of Faisalabad 2002—2003and

Pro-Vice Chancellor (Vice President) of Mohammad Ali Jinnah University, Karachi, 1998—2000. He holds fabulous academic and administrative experience. The positions he held include General Manager, Pakistan International Airlines. He served the Government of Pakistan as First Secretary & Head of Chancery, Embassy of Pakistan, Washington, D.C., U.S.A.; Director, Economic Coordination, Ministry of Foreign Affairs, Islamabad; Secretary, Sindh Local Government Board, Government of Sindh, Karachi; Deputy Secretary, Housing, Urban Planning.

Prof. Dr. Muhammad Ehsan Malik (DG, University of the Punjab, Gujranwala Campus) has held significant academic and administrative positions in his fabulous professional career; these include Director General, Punjab University Gujranwala Campus during September-December 2007 and Since May 2008; Dean, Faculty of Economics and Management Sciences, Punjab University Since January 1, 2009; Director, Institute of Business Administration (IBA), University of the Punjab, Lahore March 20, 2002-08 and Since January 5, 2009; Controller of Examinations (5 Years 6 months), University of the Punjab, Lahore May 2000 to November 2005; Professor of Business Administration, Since April 21, 2000; Ph.D. Leicester University Management Centre (LUMC), Leicester, United Kingdom (UK), February 8, 1999; Assistant Professor, October 1987; Lecturer, September 1982. His corporate experience includes: Executive Imports & Exports from August 1981 to August 1982 with Sargodha Textile Mills Ltd; Marketing Executive, Far wide Enterprises from September 1980 to August 1981. He has participated, chaired and delivered lectures in numerous conferences and workshops of national and international stature. Research Activities (Quality Initiatives and Improvements): Evaluated for the first ever Ph.D. Qualifying Exam of NUST Institute of Management Sciences, National University of Science and Technology, Islamabad 2003-04. Joined in a Discussion on “Methodology of Business School Ranking 2005” on a Request from Chairman, COSMODE Management Research Centre Hyderabad, India 2005; Evaluated and recommended 10 Doctoral and Post-Doctoral research proposals from India, Sri Lanka, and Bangladesh for COMMONWEALTH-AMDISA Scholarship 2006 from AMDISA (A SAARC recognized Apex Body) Hyderabad, INDIA 2006-07. His Publications are: Case published in the book entitled “Management Cases: An International Edition 2000, published by Excel Books, New Delhi, India, November 2000 “Pakistan’s Economic Position (Government officials and Exporters Must Work together to overcome Barriers to Export Expansion to Strengthen Pakistan Economic Position)”, published in *MARKETING Review*, September 2000 “Developed countries’ (DC) buyers Vs Developing countries’ Sellers: A perceptual study”, published in *Lahore Journal of Economics*, June 2000; “Export marketing opportunities for export intenders (EIs) in Pakistan”, published in *MARKETING Review*, March 2000; “Computer Based Marketing Information System”, published in *NET MAG*, February 2000; “Basic Concept of E-Commerce”, published in *COMPUTER NEWS*, January 2000. He also holds memberships and chairpersonships of different committees and associations.

Mr. M. Ashraf Janjua (Dean, Faculty of CBM, Institute of Business Management Karachi) has over fifty years of service experience in various national and international institutions. Trained as economist at Punjab University, Lahore (1954-56), Williams College, Mass. USA (1960-61) and Stanford University (1961-62), Mr. Janjua worked for seven years at the Pakistan Institute of Development Economics (PIDE) (1959-1966) as Research Economist & Associate Editor of *Pakistan Development Review*. He was with State Bank of Pakistan for nearly 38 years including 4½ years as Adviser at the International Monetary Fund, Washington DC. At the State Bank he held the positions of Director of Research, Economic Adviser, Deputy Governor (Policy) and Chief Economic Adviser. He has been associated with several National Commissions, working groups and delegations to international financial institutions. He has been a member of several road shows abroad to raise resources for the Government of Pakistan. Mr. Janjua has represented SBP, and Government of Pakistan at various international conferences and seminars. He has also delivered lectures in universities abroad. Mr. Janjua has contributed research articles in professional journals and news papers. He is also the author of the two volumes of *History of the State Bank of Pakistan* covering the period 1977-2003.

Dr. Fehmida Sultana (Pro-Rector, University of Central Punjab Lahore) assumed her responsibilities as Pro-Rector of University of central Punjab in 2006. She has a PhD from TUFTS University Massachusetts, USA. She has taught at Harvard University and University of Tennessee before joining UCP. She has been associated with Punjab Group of Colleges for the last 14 years. Her teaching and research areas are in British Romantic Poetry and Post Colonial Literature. She is a strong supporter of gender equality and socio economic equity and to promote this spirit among the youth of the country she established the first VUS (Volunteer in Service) department at UCP which is working very successfully to foster a spirit of social responsibility and understanding among students.

Dr. Aliya H. Khan (Chairperson, Department of Economics, Quaid-i-Azam University, Islamabad) holds a Masters degree in Economics from Quaid-i-Azam University, Islamabad, a Masters in Social Sciences from the University of Chicago and a Ph.D in Economics from the University of Illinois at Chicago. She joined the Department

of Economics, Quaid-i-Azam University in 1987 and is currently Professor and Chairperson of the Department of Economics at Quaid-i-Azam University. Her main areas of interest in teaching and research include Labour Economics, Human Resource Development and Macroeconomics. She has also worked on deputation at the Federal Ministry of Labour (as Deputy Chief in the Central Labour Advisor Unit from 2002-2003) on issues of labour policy and labour legislation and maintains active collaboration with the government institutions and international organizations, especially the International Labour Organization (ILO) in the capacity of an academic resource person for various macroeconomic and labour related policy & legislative reform issues as well as capacity building & training initiatives. As an academician, researcher and social scientist, she is deeply interested in contributing towards the development and implementation of socio-economic policy frame-works, which, impact and influence the world of work at the national, regional and global level.

Dr. Farzana Bari (Director, Centre of Excellence in Gender Studies, Quaid-i-Azam University) did her Ph.D. in 1991, (Sociology) on "Effects of Employment on the Status of Pakistani Women within Family in Britain" from the University of Sussex, Brighton, UK. She did MA 1980, (History), Quaid-i-Azam University, Islamabad, and BA 1979, C.B.College, Rawalpindi. Her Memberships of Professional Societies are: International Women's Rights Action Watch-Asia Pacific (Iraw-Asia Pacific); Asia Pacific Women In Political Network (Apwip); Association of Women In Development (Awid); South Asian Association For Women Studies; National Core On Violence Against Women; Women Action Forum (Founding Member); and Council Of Social Sciences (Coss), Pakistan. She also held key positions with Population Council; Waltham Forest Community Relation Council, U.K; and Pattan Development Organisation (NGO). She has also been on consultancy positions with UNDP, UNIFEM, DFID, SDC, CIDA, JICA, World Bank, Asian Development Bank, The British Council; UNOPS; GTZ; FES ; IWRAW ; The Asia Foundation and many other International and National agencies. She has also substantially contributed in research and publications, her Books are: Performance Assessment of Women Parliamentarians (2002-2007); and A book in print, Women's Economic Contribution in Cotton Industry, co-authored with Japanese Counterpart from Kitakyushu Forum on Asian Women in Japan; Contribution of Women Cotton Pickers in the Economy of Pakistan besides numerous articles and research papers.

Prof. Dr. Iqbal A. Panhwar (Dean, Faculty of Social Sciences, University of Sindh, Jamshoro) has thirty six years Teaching, Research, Consulting, economic, financial, Budgeting and auditing, training coordination, Supervision, Management and Administration, experience in interdisciplinary set ups of academic institutions, Government, Regulatory Organization, and International Development Agencies to his credit and has authored more than 100 research publications, reports on economic and social analysis of public policies and programs. He was actively involved in academic/administration, curriculum development, academia and industry linkages, organizing of seminars, symposia and workshops, and representation on statutory bodies of the public and private universities during his seven years association as Director General University Grants Commission/HEC. Recently, Dr. Panhwar was working as Economic Advisor in a multidisciplinary team of expatriates, appointed by the World Bank for assisting in its change, management program on participatory basis in Irrigation and Drainage Sector. He has undertaken assignments with International Development Agencies, including ODA, CIDA, SDC, World Bank, ADB, JICA, USAID, and FAO. He is recipient of two prestigious awards in the field of education and research in social sciences.

Prof. Dr. Abida Taherani (Director, Sindh Development Studies Centre, University of Sindh Jamshoro) has over 30 years of experience in Teaching, Research, Consulting, economic, financial, Budgeting and auditing, training coordination, Supervision, Management and Administration, experience in interdisciplinary set ups of academic institutions, Government, Regulatory Organization, and International Development Agencies to her credit.

She is also Coordinator of MSc Rural development Program of Imperial College at Wye, University of London at University of Sindh. Dr. Tehrani has designed courses and syllabi for post graduate courses in gender and rural development, regularly teaches variety of courses at Msc and M.Phill levels, and acts as advisor for PhD students. In addition, she is member of IAFSP, State Bank of Pakistan, National Statistical Council, and member of various other administrative and financial bodies. Dr. Tehrani is recipient of Gold Medal for Faculty Top both in Master and B.A (Hons) Economics from University of Sindh and a Gold Medal by university of Sindh in 1998.

Prof. Dr. Sajid Ali (Chairperson, Dept. of Philosophy, University of the Punjab, Lahore) holds a Ph.D. University of the Punjab, 1989 (The Metaphysics of Shah Ismail Shaheed), and he did M.A. Philosophy from Govt. College Lahore University of the Punjab. His Publications are: Falsafa, Science awr Tehzeeb, 1997 (Urdu Translation of Karl); Popper's eight essays: On the Sources of Knowledge and of Ignorance, Towards a Rational Theory of Tradition, Utopia and Violence (Conjectures and Refutations); How I See Philosophy, Toleration and Intellectual Responsibility, Emancipation through Knowledge, What does the West Believe in (In Search of a Better World); The

<p>Myth of the Framework) Nine Research Papers, Two Chapters to books, One Review of a book, One Rejoinder. He has also attended various national and international conferences relevant to his subject.</p>
<p>Mr. Aamir Riaz (Political Analyst/Editor, Lahore) is a public intellectual specialized in education policy and planning, alternative media and south asian political history.</p> <p>He is editor of the Awami Jumhuri Forum (http://www.awamijamhoriforum.org/) a socially engaged monthly magazine, and Development Vision an Urdu journal on development issues. He is also president of JAAG Initiative for Change, a not-for profit organization working in the field of education, governance and devolution. A publisher by profession, he has published more than 65 books and is consulting editor of many works on South Asian political history.</p>
<p>Mr. Shahid M. Gull (Assist. Professor, Dept. of Philosophy, University of the Punjab, Lahore) is a registered PhD student at Dept. of Philosophy P.U. Lahore since (23-8-2004): “Wittgenstein’s Conception of Philosophy as Therapy and His Treatment of Solipsism”. He got First Position in the Department of Philosophy, Government College, Lahore, in M.A. Philosophy. He is also a Life Member, Pakistan Philosophical Congress. Mr. Gull has remarkable teaching experience of more than 15 years at Post Graduate and graduate levels. His publications include the following books Contemporary Ethical Theories (Urdu). Vehari: Idrak, 1997; Modern Philosophical Movements (Urdu). Lahore: Izharsons, 1999; Wittgenstein’s Philosophy of Language (Urdu). Lahore: Attiya Publishing House, 2000.</p>
<p>Sabiha Shaheen (Executive Director, BARGAD) is trained in Philosophy from the Punjab University. She heads the youth-development organization BARGAD that is based in Gujranwala to promote peace and youth cooperation. With over 10 years of professional experience, she specializes in community development, project management, institutional strengthening, youth mobilization, and training in issues concerning youth, peace and youth cooperation, child rights and gender equality. She has worked with various higher education institutions of Pakistan as trainer in peace and youth issues; has been a master trainer of National Democratic Institute (NDI) while working with national political parties; and has trained 300 teachers from all over Pakistan on child abuse issues. Her research portfolio includes papers on Syllabus of Jehadi Schools (published by Liberal Forum Pakistan, 2002) and a book entitled Meri Hifazat (Sahil, 2000), which was officially recommended as a supplementary publication in NWFP province on child safety. She has traveled to Germany, Afghanistan, India, Sri Lanka, Malaysia and USA to attend international seminars and conferences on themes ranging from liberalism; female sexuality; Gender, Identity, Conflict and Peace in Asia; Impact of Globalization on Democracy after September 11, 2001; to Women and Sustainable Agriculture. She has worked with Sahil, Islamabad, and KHOJ Research and Publication Centre Lahore.</p>
<p>PROFILES OF FACILITATORS/MODERATORS</p>
<p>Dr. Kaiser Bengali (Chairperson, BARGAD) is one of the most distinguished economists of Pakistan and is widely respected for his pro-poor analysis in the public and policy circles. Currently, he heads the Benazir Bhutto Support Program, Government of Pakistan. Dr. Kaiser has headed the prestigious institutions like Social Policy and Development Center (SPDC), Karachi. He has over 20 years teaching and research experience and has been associated with the Sustainable Development Policy Institute (SDPI), Applied Economics Research Centre, University of Karachi, and SZABIST. He has also held visiting appointments at the Institut Universitaire d’Etudes du Developpement, University of Geneve, Switzerland and at the Institute of Development Studies, University of Sussex, UK. Dr Kaiser specializes in national income accounts, industrialization and employment, and governance of local public institutions and has published extensively in national and international journals. He also regularly writes for the Daily Dawn. Always ready to contribute to the youth development issues, Dr Kaiser started his social activism as one of the pioneers and leaders of an alternative student group in the University of Karachi.</p>
<p>Mr. Iqbal Haider Butt (Senior Partner, Development, Pool, a socio-economic consultancy firm based in Lahore) specializes in research and technical writing in the areas of youth, peace and conflict resolution and governance. He has extensively worked for national, regional and international development agencies and mainstream media groups for the last 17 years and also served in the South-east Asian region. Apart from development consulting he has edited more than fifty books mostly on current history of Pakistan. A political scientist by discipline, he was awarded fellowship with the United Nations University, Tokyo-Japan, has been an International Visitor on Preventive Diplomacy and Conflict Resolution under the US Department of State, and trained in Conflict Transformation Skills from the Eastern Mennonite University (EMU), Virginia - USA.</p>
<p>Dr. Ghazala Irfan (Member BOD BARGAD) has been teaching Philosophy at the Masters level at Punjab</p>

University since 1977, and PhD classes (1997-98) at the Institute of Education and Research (IER) before she joined the LUMS. She conducted post doctoral research as a Fulbright Scholar in USA (1995-96). She is a visiting speaker at the National Institute of Public Administration (NIPA); Vice-President Islamic Philosophical Association since 1982; Elected Rapporteur Afro-Asian Philosophy Association since 1992, having served as Secretary, Pakistan Philosophical Congress from 1984-90. Dr Ghazala is a keen exponent of classical music and is the Joint Secretary of the All Pakistan Music Conference.

Dr. Huma Baqai (Member BOD BARGAD) teaches currently at IBA, Karachi. Before that, she has been associated with Department of International Relations at the Karachi University for most of her academic career. She is specialist in non-state peace diplomacy. Her PhD was on “Non Military Sources of Conflict in South Asia”. Apart from this, She has been anchoring different Current Affairs programmes on Pakistan Television Network, since 2001 for instance ‘This Week’, ‘Midweek Review’ and ‘News Morning’. Moreover she has also appeared as an analyst on foreign affairs and national issues on Pakistan Television Network and private TV channels since 2000 to date.

Ms Salma Butt (Manager Volunteers, BARGAD) is a manager and trainer by professional history. She specializes in training, communication, report writing, and mobilizing the youth. She has worked with more than 1500 rural women in central Punjab and has been managing 800 youth volunteers from across the country. Her portfolio also includes contribution to projects in Nepal and organization of regional and national conferences on peace and youth cooperation. She is trained in Conflict Transformation Skills from a reputed institution School for International Training (SIT), Vermont - USA and from PATRIR, Romania. She has presented a case study on youth leadership initiatives in conference organized by International Leadership Academy of the United Nations University in Jordan. She has also been visiting faculty of GIFT University, Gujranwala..

Maajid Nawaz (Director, Quilliam Foundation) has been formerly on the UK national leadership for the global Islamist party Hizb ut-Tahrir (HT). He was involved in HT for almost 14 years. He was a founding member of HT in Denmark and Pakistan and eventually served four years in an Egyptian prison as an Amnesty International ‘prisoner of conscience’. In prison, Maajid gradually began changing his views until finally renouncing the Islamist Ideology for traditional Islam and inclusive politics. He now engages in counter-Islamist thought-generating, writing, debating and media appearances. He has spoken at various fora internationally ranging from the grassroots at City Circle London, to addressing the US Senate in Washington DC and regularly comments on national and international news and newspapers. Maajid holds a BA (Hons) from SOAS in Arabic and Law and an MSc in Political Theory from the London School of Economics (LSE), with modules in ‘Religion and Politics’ and ‘Conflict, Violence and Terrorism’.

Ghaffar Hussain (Head of Outreach and Training, QF) previously worked as IT/AV Business Development Manager and Trainer as well as running his own educational business. He first came across Islamist extremism at the age of 15 whilst still at school, where he encountered the radical Islamist movement – Hizb ut- Tahrir. Subsequently he became a very committed activist and launched his school’s first ever Islamic society and ran his own local college’s Islamic society for 3 years.

After further study, research and travel Ghaffar rejected Islamist ideology and now works actively to undermine it, promoting alternative democratic paradigms for political engagement.

Fatima Mullick (Pakistan Project Manager, QF) has been working closely with the Global Affairs Unit at the Quilliam Foundation in laying the groundwork for the organisation’s Pakistan project. She also conducted political and security research for the international security firm G4S (Group4Securicor). Prior to this, she worked at Chatham House, one of the UK’s most prominent think tanks. She holds a BSc (Hons) in Economics from the University of Warwick and an MSc in International Politics from the School of Oriental and African Studies (SOAS).

Sabina Khalid (Pakistan Project Officer, QF) has previously worked as South Asia Analyst for the International Crisis Group in Islamabad. Prior to that she was employed as Senior Analyst at the Royal Embassy of Saudi Arabia in London. Sabina has also undertaken numerous consultancy projects for the International Republican Institute. She holds a Masters degree with distinction in International Politics from the School of Oriental and African Studies (University of London). She is also currently enrolled as a research student with the Department of International History at the London School of Economics.

Annexure 4: Feedback Form

BARGAD requests the esteemed delegates of the National Conference to kindly fill this Form.

Your Valuable feed back does matters.

Q.1 Have you ever before participated in a national conference on peace-building and woman leadership development in campuses?

Yes No

Q.2 How would you rate the following sessions of the National Conference. Please tick the relevant.

Sessions	Excellent	Worthwhile	Satisfactory	Average
Aims of Higher Education and Nation Building				
Challenges of Youth Radicalization				
Peacebuilding and Student Politics: Revisiting the Past				
Woman Leadership Development in Campuses				
Identification and Planning for Action in Campuses				

Q.3 Please enlist three strengths of the National conference on Peacebuilding and Woman Leadership Development in Campuses.

1. -----

2. -----

3. -----

Q.4 Please enlist three weaknesses of the National Conference on Peacebuilding and Woman leadership in Campuses.

1. -----

2. -----

3. -----

Q.5 To your view, who were the two best speakers of the National Conference?

1. -----

2. -----

Q. 6 Who in your opinion have been the two best facilitators of the National Conference?

- | | | |
|--------------------------|------------------------------|-----------------------------|
| 1. Dr. Huma Baqai | yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 2. Dr. Ghazala Irfan | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 3. Mr. Iqbal Haider Butt | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

Q. 7 Please identify two steps that you would like to undertake in order to promote Peacebuilding and woman leadership Development at your Campuses?

1. -----

2. -----

Q.8 What future activities you suggest that could be undertaken to create awareness about Peacebuilding and Woman Leadership Development at Campuses?

Name:	
Designation:	
Institute:	

Annexure 5: Feedback Forms: Analysis of Responses

This analysis is simply and exclusively based on the opinion of worthy participants of the conference. Any disagreement is regretted.

- **Prior participation in a National Conference on Peacebuilding and Woman Leadership Development in Campuses?**

Yes	80%	No	20%
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- **The percentage in the cells below reflect the rating of the sessions by the conference participants:**

Sessions	Excellent	Worthwhile	Satisfactory	Average
Aims of Higher Education and Nation Building	15 %	70 %	15 %	-----
Challenges of Youth Radicalization	50 %	40 %	10 %	-----
Peacebuilding and Student Politics: Revisiting the Past	50 %	30 %	20 %	-----
Woman Leadership Development in Campuses	40 %	50 %	5 %	5 %
Identification and Planning for action in Campuses	35 %	50 %	10 %	5 %

Strengths of the conference as accredited by participants	<ol style="list-style-type: none"> 1. Exchange of ideas in a free, friendly and tolerant environment 2. Inclusiveness 3. Networking 4. High Profile participation 5. A better understanding of vitality of the issues 6. Well organized and well implemented 7. Recommendations emanated from group work are excellent guidelines 8. Deliberations are implementation worthy 9. Consensus building 10. Emergence of a vision on the issues 11. New perspectives explored regarding student politics 12. Excellent conceptualization of issues
Weaknesses of the conference as identified by participants	<ol style="list-style-type: none"> 1. Lack of discipline and punctuality on the part of attendees 2. Absence of political actors 3. Missing student representation 4. Nonappearance of college Principals 5. Limited time of discussion for such broader issues 6. Lost direction at times 7. Too little time allocated for session on Peacebuilding

<p>Speakers at the conference most liked by the participants</p>	<ol style="list-style-type: none"> 1. Mr. Majid Nawaz Quilliam Foundation UK 2. Dr. Nizamuddin Vice Chancellor University of Gujrat 3. Dr. M. Qasim Jan Vice Chancellor Quaid-i-Azam University Islamabad 4. Dr. Kaiser Bengali Chairperson BARGAD 5. Dr. Bernadette L. Dean Principal Kinnaird College 6. Mr. Iqbal Haider Butt Senior Partner Development Pool Lahore 7. Dr. Huma Baqai 8. Dr. Abida Tehrani Director Sibdh Development Studies Centre University of Sindh Jamshoro
<p>Steps that the participants would like to implement to promote peace-building and woman leadership development in their respective campuses</p>	<ol style="list-style-type: none"> 1. Act on the recommendations given in the conference. 2. Student exchanges at national and international level. 3. Lectures on these issues at universities. 4. Frequent exchange of faculty members. 5. Leadership trainings for young women. 6. Promotion of involvement of women in various spheres at universities. 7. Curriculum development and Programmes on Peace Education. 8. Delivery of better services to the students at universities. 9. Accountability of staff 10. Availability of channels of participation to the students. 11. Holding seminars, workshops and conferences and dissemination of information on the issues. 12. Promotion of extra curricular and cultural activities at campuses. 13. Academic freedom. 14. Identification followed by elimination of hate literature from the text books and supplementary material. 15. Writings for the projection of these issues.
<p>Future activities suggested for creating awareness about peace-building and woman leadership development in campuses.</p>	<ol style="list-style-type: none"> 1. Youth conferences. 2. Promotion of tolerance oriented Sufi poetry. 3. Holding seminars and trainings at universities. 4. Women leadership trainings at universities. 5. Strengthened networking of Conference Participants and future collaboration. 6. Strong linkages development of society with other sectors. 7. Legislation on women issues like maternity leaves, implementation of quotas, and devising women friendly policies. 8. Wide dissemination of informative literature on such issues in English and Urdu. 9. TV programs to counter the impacts of extremism and radicalization. 10. Continuation of alike Conferences and involving all stakeholders i.e. parents, students, civil society activists and political leaders.

National Conference on Peace-building and Women Leadership Development in Campuses



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