

ADOLESCENT GIRLS FOR CHANGE

SDW Research Document 2013



Teachers Interviews



Adolescent Girls of Public Schl

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History of SDW

Society for Disabled Women is community organization, registered under Societies Act 1860. SDW is striving for the uplift of basic human rights and recognition of Disabled Women, children and other women and girls stakeholders in community through social Inclusion, equal status, equal opportunities and accessible environment at domestic, community and institutional level since 1997.

PREFACE

Society for Disabled Women (SDW) is women lead organization has been striving for disabled girl's inclusion into mainstream line in rural and urban areas in Pakistan. SDW has worked through community based rehabilitation programs to mobilize disabled adult and young women for capacity building of each individual to learn vocational skills and Leadership trainings. SDW is looking forward to mobilize Adolescent Girls, future leaders of poor marginalized communities to contribute their capacities and skills for change in the society.

Introduction of Adolescent Girls for Change

Adolescent Girls in Pakistan are the neglected segment of the male dominant society; these girls are living under restrictions at every level in the society. Due to male dominant culture and traditional values the decisions are imposed by the parents and society. 95 % adolescent girls obey their parents and just abide by whatever the decisions regarding early marriage or for their education and personal life are taken. Adolescent girls are mostly friendly with their mothers, they share their personal feelings but mothers mostly are not in position to support their daughters due to cultural and traditional barriers and restrictions. The discriminatory attitude promote inferiority complex, isolation, dependency etc. mostly parents who are rigid and illiterate do not understand the needs of adolescent girls due lack of awareness on women rights. Adolescent girls mostly do not express themselves and just remain quiet and shy. This habit is very common among adolescent girls, and also this silence brings negative impact about their personalities and it also support and promotes wrong decisions in their life. The big population of adolescent girls lives in rural and suburban areas in Pakistan. The majority of the population of adolescent girls belongs to poor class of community, the financial status of parents of adolescent girls is poor, and needs of the girls are not acknowledged and prioritize due to low income and over population. Adolescent girls dream for bright future and there is no guidance provided by the parents and society to these innocent girls that how to make bright future and what is the best thing for them to focus their time and energy. There are thousands of examples that adolescent loose time and it is true that “time and tide wait for no man”.

The social media is creating negative behaviors which are promoting contradictions between cultural and traditional values. The adolescent's like's innovative approach, but old traditional methods, values do not allow them to involve and learn them. There is great need to promote computer education, awareness on social inclusion and to empower adolescent girls through education and innovation.

Adolescent girls are not recognized socially, mostly girls in teen live in isolation, and many cases have been reported in recent years that school going girls have been burnt or they have burnt themselves. The root cause of self-burning is domestic violence, the conflicts between parents on financial constraints, early marriage of adolescent girls.

Adolescent girls with and without disabilities living isolated life, there are cultural and physical barriers for social inclusion.

Objective of the Need Assessment:

The objective of the Adolescent Girls need Assessment is to collect basic information data and existence in the society, and also to gain attention of general public regarding girl's education, health, innovation, Social Inclusion etc.

Adolescents Age

SDW work with 10-19 years of Adolescent Girls

Focused Areas

- Adolescent girls going to schools
- Adolescent girls not going to schools
- Adolescent girls (disabled) going to schools
- Adolescent girls (disabled) not going to schools
- Adolescent girls working as housemaids

Adolescent Girls for Social Change

Social Inclusion Strategy 2013-2017

1. Celebrations
2. Awareness programs
3. Vocational Trainings
4. Home Schooling Program
5. Mobile Library
6. Income Generating Programs
7. Basic Health
8. Basic Human Rights
9. Education through Innovation

Adolescent Girls and Inclusive Education

- Enrolment of Girls with Disabilities into Public Schools
- Creating Inclusive Environment for flexible learning inside the class rooms
- Capacity building programs for teachers to understand the needs of disabled adolescent girls
- Sensitization of Government departments to make accessible school buildings for easy learning and participation

Adolescent Girls and Human Rights

Advocacy groups of Parents of Adolescent Girls in each community

Advocacy groups of Teachers for Adolescent Girls in each school

Advocacy groups of law makers, civil society organizations and NGOs

Survey

SDW volunteer team visited schools, colleges, homes, workplace of adolescent girls in the community. The adolescent girls from various communities were contacted with the permission of their parents and management in schools. The adolescent girls of age 10-19 years were contacted for survey. The following girls were interviewed.

- Adolescent girls going to schools
- Adolescent girls not going to schools
- Adolescent girls (disabled) going to schools
- Adolescent girls (disabled) not going to schools
- Adolescent girls working as housemaids

The girls, teachers, and their parents and general public were interviewed to learn about socio-psycho problems and needs and also physical and environmental barriers related to adolescent girls development and rehabilitation. The challenges at school, work place, home and at society level were discussed related to adolescent girls. There more challenges than opportunities, beyond all the challenges and fewer facilities available at community level, these adolescent girls are striving to bring change with all commitments and concern.

There have been few things which can create more fear for adolescent girls for their future growth and success. Which are as follows?

- Uncertain situation in the country
- Security risk
- Lack of trust in the community
- Weak institutional infrastructure
- More holidays in the schools
- Political instability

SDW Survey Form (Faisalabad)										
Adolescent Girls (who go to school)										
Sr. #	Total No of Girls	Age	Name of the school/ college	Grade	Position in the class	Status E/M/Y	Monthly Income	Sharing with Mom/Dad	Aim to be	Physical Status
1	15	11 to 17	Aim Centre	6 th to 9 th	1 st to 8 th	E/M/Y	3500 to 20,000	Mom	Teacher/Accountant	Non- D
2	10	10 to 15	Philadelphia (Private)	5 th to 7 th	1 st to 8 th	E/M/Y	3000 to 15,000	Mom/Dad	Teacher /Doctor/ Nurse	Non -D and Disable
3	18	6 to 15	Ms Haq Home	Nursery to 4 th	1 st to normal	E/M/Y	poor	Dad/Mom	Doctor/ teacher	Disable
4	16	11 to 16	Guardian Angel	6 th to 7 th	1 st to 5 th	E/M/Y	6000 to 20,000	Mom/Dad	Teacher/ Doctor	Non-D & Disable
5	27	15 to 18	M.C Girls High School	9 th to 10 th	1 st to 5 th	E/M/Y	6,000 to 30,000	Mom/Dad	Doctor/ Teacher	Non-D & Disable
6	10	14 to 18	Community Higher Secondary	9 th to 10 th	1 st to 3 rd	E/M/Y	5,000 to 60,000	Mom	Doctor/ Teacher/ Banking	Non-D & Disable

			School							
7	10	10 to 13	St. Catherine High School	6 th to 7 th	1 st to 6 th	E/M/Y	1000 to 12,000	Mom/Dad	Doctor/Teacher/pilot	Non-D & Disable
8	7	10 to 20	SDW Inclusive Education	3 rd to 4 th	1 st to 10 th	E/M/Y	5,000 to 20,000	Mom	Teacher/Doctor	Non-D & Disable

SDW Survey Filled Form Wazir Khan ki Choki Date:25/02/2013							
Survey For Adolescent (Girls who do not go to school)							
Sr.#	Name	Age	Status E/M/Y	Monthly Income	Sharing with Mom/Dad	Aim to be	Physical Status
1	Sobia Boota	18	Y	6,000	Mom	Beautician	Non-D
2	Arthi Arshad	15	Y	8,000	Mom	Sewing Expert	Non-D
3	Gulnar Sadique	15	Y	6,000	Mom	Sewing Expert	Non-D
4	Sidra Arshad	17	M	8,000	Mom	Sewing Expert	Non-D
5	Asia Emanuel	14	Y	6,000	Mom	Sewing Expert	Non-D
6	Saba Emanuel	16	M	6,000	Mom	Sewing Expert	Non-D
7	Rida Yousaf	15	E	12,000	Mom	Sewing Expert	Non-D

SDW Survey Filled Form Iqbal Town Date:25/02/2013							
Survey For Adolescent (Disabled Girls who do not go to school)							
Sr. #	Name	Age	Status E/M/Y	Monthly Income	Sharing with Mom/Dad	Aim to be	Physical Status
1	Shazia Arshad	19	Y	8,000	Mom	-----	M.R.
2	Samia Yaqoob	16	M	10,000	Mom	Sewing Expert	Dis P.A.
3	Asia Ishaq	18	Y	8,000	Mom	-----	M.R.
4	Tania Manzoor	17	M	6,000	Mom	Sewing Expert	Dis P.A.
5	Teena Emmanuel	18	Y	6,000	Mom	Sewing Expert	Dis P.A.

Findings

Adolescent Girls going School

- 75% of Adolescent Girls are out of school.
- 70% of Adolescent Girls do not have care and cure health opportunities and facilities.
- 90% of Adolescent Girls do not have sharing with men in the family due to cultural and traditional barriers.
- 80% of Adolescent Girls have fear and cannot go alone to school.
- 80% of Adolescent Girls do not have permission to go out of home.
- 75% of Adolescent Girls have psychological and social pressure in the family and community.
- 75% of girls and other schooling children are unable to manage to do their school work at home
- 100% population is living in dark, there is not power in the evenings, many children sleep without eating supper
- There is no electricity in the morning time in the schools, during summer children study in suffocation and dark inside the class rooms in school.
- 90% of Adolescent Girls have sharing with mothers only.
- 90% of Adolescent Girls are living in poverty.
- 90% of Adolescent Girls have more religious impact in their life.

Adolescent Disabled Girls going School

- Adolescent Disabled Girls have no opportunities for participation.
- Adolescent Disabled Girls are discouraged for enrolment in school.
- Adolescent Disabled Girls do not have facilities of Public Transport and Parents do not take responsibility for school Education. They do not think it is necessary for Disabled Girls to go to School.
- Adolescent Girls in poor marginalized communities who do not go to school are working as housemaids in the rich families, so the Sexual harassment cases are very common.

No Opportunities for Inclusion

- Adolescent Girls as young women do not have Inclusion Opportunities
- NGO's mostly working on Adult Women Issues. There are very few NGO's working on young women issues.
- Adolescent Girls Health Issues need more attention. Adolescent Girls are living under traumatic conditions due to uncertain situations and security risk in the country.
- Adolescent girls are losing concentration in studies and the overall impact is damaging their recognition and personality.
- There are not enough schools for Girls in the rural areas.
- Illiterate Parents of Adolescent Girls do not prefer schooling for their daughters due to poverty
- Teachers are untrained; Classroom learning needs more improvement through Exposure.

Psychology of an adolescent

In the adolescent age, the nature of the child abruptly changes. He / She is confused and tensed about the changes.

Development in adolescence

- The transition period from childhood to adulthood
- Brings changes physically, socially, emotionally
- Reproductive system matures
- Voice changes (esp. in males)
- An increase in sex hormones

Division of Child Psychology: It can be divided into two main areas.

- The actual process of psychology development
- Treatment of a various problems that a child may face through development

Diffusion of this age: An ego-identity "Who I am and what I stand for"

Common Causes and Response to stress

Stresses affected on the personality of an adolescent. These stresses may be not important for the elder ones but it has a great worth for the adolescent. We can easily notice in them.

- Breakup with girl/ boy friend
- Increased arguments with parents

- Increased arguments between Parents
- Trouble with brother and sister
- Change in Parents “financial status”
- Serious illness/ injury
- Trouble with classmates
- Trouble with parents

Changes can be easily seen

- Internal and external organisms of the body is attained (physically, mentally, emotionally)
- Intensity of emotions: hyper, aggressive attitude, stubborn, quiet, burst out tears.
- Memory status: perceive things easily, clear concept formation, association, generalization, imagination, decision making
- Period of enjoyment: doesn't want to miss any program
- Wants Recognition/Identification
- Attraction for opposite sex
- Egoism
- Moral fear for God and heaven

5 problems of Adolescent

- Emotional tension
- Personal appearance
- Emancipation
- Economic Independence
- Social adjustment

Causes of problems

Most problems of adolescence are due to failure in understanding

- Misleading and misguiding parents, teachers, brother/sister
- Ignorance of elders
- Wrongful messages or ill-informed friends, brother/sister
- Publications carrying partially or fully false information

Movement Towards Independence

- * Struggle with sense of identity
- * Feeling awkward or strange about one's self and one's body
- * Focus on self, alternating between high expectations and poor self- concept
- * Interests and clothing style influenced by peer group
- * Moodiness
- * Improved ability to use speech to express one's self
- * Realization that parents are not perfect; identification of their faults
- * Less overt affection shown to parents, with occasional rudeness

- * Complaints that parents interfere with independence
- * Tendency to return to childish behavior, particularly when stressed

Educational Problems

- Tensions of attending the classes, examinations and tests.
- Low IQ feeling.
- Fear about failure in examination.
- Fear about low score.
- Fear and concern about a future career.
- Misconceptions about teachers.

Due to many problems faced during adolescence, the boys and girls of the age between 8 – 16 form a separate category by themselves. Their problems are specific to themselves. Most of the problems faced by them are perceptual. By timely and effective guidance - many of their problems could be solved. Some of them may need medical / psychiatric attention. The parents influence their behavior, thoughts and are in position to solve many problems - if they have positive approach.

Despite all efforts being made by parents, teachers, large number of adolescents faces one or many problems. When the problem is aggravated, the parents may take them to doctors. But most of them face minor problems - modifying their behavioral patterns, personality as a whole. The implications of problems in adolescence can be moral or social.

How to motivate adolescent to be busy in positive activities

With growing access of technology, it would really become a difficult task to make adolescent to be busy in positive activities. If the child is at school, the teacher will be responsible to plan co-curricular activities and if he is at home, the parents should be responsible for every activity done by child. In this period of age, we must be conscious to acknowledge your child that how much important he or she is, for the family.

Instructions

- Give them access to books (libraries)
- Incorporate reading/electronic books
- Regular reading assignments(family reading time)
- Give them reward if they do what you have assign them
- Plan co-curricular activities instead of watching TV, playing games or internet
- Assign them any kind of work to make them more responsible
- Trip to go somewhere (shopping, ice-cream parlor)
- Try to make them busy in healthy activities

Recent Report by ASER 2012

Surveying a total of 1,756 schools out of which 1,066 were government schools and 690 were private, the survey reports that Punjab has an overall school enrolment of approximately 84% for the children between the ages of 6 and sixteen. The report points that out of the nearly 16% of out-of-school children, almost 7% drops out while another 8.6% have never been enrolled in a school.

According to the report, the students in private schools performed better in assessments than those in government schools.

Almost 33% mothers who had finished primary school and 56% of fathers had completed their education.

Case Studies of Adolescent Girls

Rabia is 14, the eldest girl of 7 brothers and sisters living in Shalimar Town, Faisalabad. She is very hardworking, innocent girl, and always thinks about her brothers and sisters. She never attended school. She wanted to go to school but being eldest in the family, she was given responsibility by her mother to look after her younger brothers and sisters, and take them care in her mother's absence. Rabia used to see other children going to school, but she never express her feelings for schooling.

She has always been busy in taking care of her brothers and sisters. Often she was scolded by her father for not been able to manage her duties at home.

Rabia was living very depressed life, she dreams to go to school but she was not able to manage to go to school.

She has a friend in neighbors, her name is Uzma and she is studying in grade 8, she used to meet her and asked for books to see and asking help to guide her in reading. She always asks about teachers and fun and frolick in the school.

One day Rabia was reading books and she could not attend her younger brothers and sisters, her father came home and found Rabia studying books. He got very angry with Rabia that you do not need to study books; this is not your job. You must look after your younger brothers and sisters. She was so depressed to hear comments of her father. She returned books to her friend Uzma and said I will ask my mother to give me some free time to come to your home and for get together study, because my father does not like me to study at her home.

Rabia's mother who is housemaid and love her daughter because she realizes that she is sacrificing her time for her younger brothers and sisters. She requested her husband to allow Rabia to study books in her free time. He said she does not need to study, today Rabia is asking permission to study books tomorrow she will ask to buy books for her or she would ask to get her into school. I do not have money to send her to school. Rabia mother said there are evening schools opened by government and these schools are free and government is providing books to girls who are interested to go to school, uniform is also given to poor children. But the father

of Rabia was not ready to send her to school. He said she will turn 15 next year and its better to find good guy in your relatives and prepare her for marriage. Rabia was shocked to hear her father's thoughts and she was just quiet.

Krishma is 17, she is the youngest of seven sisters in the family. Krishma has got one brother younger than her, she loves her very much, but brother is married in his early age and he does not care for Krishma.

Krishma is a housemaid, when she was 6 years old she was forced to send to work in different homes just to take care of young infant children where her mother was already working as housemaid. That was her training time for future housemaid's job. 6 years old child must go to school or she is forced to go to work. Her mother is no more in this world, but Krishma tells today that housemaid girls and women are paid very less wages, therefore poor women of 7 daughters could not manage to send her daughters to school instead of arranging bread and butter for them. She said I wanted to go to school but mother did not have money. What-ever money she was getting from work that was not enough for us to manage our household necessities. Secondly my mother was illiterate and my father is very strict for girls' education. My parents did not have awareness and education on family planning and health of women. They had so many girls just to get son. In quest of baby son they had so many daughters but they did not know how they will support these daughters when they will grow up, my parents did not think any-thing about feeding, schooling, clothing and feelings of daughters but only wanted son.

Krishma has no future; she has worked in different homes in her teen age career. She is living away from her home and providing day and night services to a family in Lahore. She could not go to school but she has been helping children of families where she is working in preparing breakfast and arranging books and bags to get them ready to go to school.

Sadia is 19, a physically disabled adolescent girl affected by polio after typhoid in her early age. She was born into very poor family, but her mother was very much caring she is her good friend and always find ways and means to provide courage and support to Sadia to live happily. Sadia was 13 years old she was studying in 9th grade in government girl's high school in Samanabad in Faisalabad. She was slow learner and being disabled she was asked to leave school, because other girls in the class did not like her, and teachers were not cooperative. The teachers of school blamed that she cannot study, she is disabled and cannot compete with other girls.

The reason was that teachers were not trained enough to deal with Sadia, to help her to get her work done in the class. There was not inclusive environment provided by the school management where Sadia could learn in suitable environment.

Sadia was sent home, she tried to get admission in other schools in the area, but no other school accepted her because of physical barriers and class rooms were not accessible, the teachers were not trained.

Sadia sat home permanently, she was courageous but when she learnt that she has no right to go to school, then her disability became burden for her and her family.

Sadia is victim of isolation, and she is dependent now, she has dreams to go to school but school management and environment do not accept her. She needs social inclusion, but the society does not provide her facilities and opportunity to be part of inclusion.

Fiaza Malik is 13, she belongs to a good family, she has good status in the society, and her parents support Faiza for all other facilities which other girls in her class in school do not have. Faiza goes regular to school, she has good friends in the school, she is very famous among her class mates. Many girls in school just like her due to her good look and she always have money in her pocket, and she entertain others in the school.

The teachers are not happy with Faiza in the school; the teachers have sent complaints to her parents for not doing her homework and class work in time. Her copies and books are untidy, she always asks her friends to do her homework and class work. Her mother visits her school upon teacher's complaints but she never shares all these things with her husband. So the father of Faiza has been kept unaware of her daughter's carelessness in the studies.

The teachers have been constantly informing her parents for her carelessness in studies, as the exams approaches, she is going to fail, because she is not doing good in preparation tests before final exams.

Faiza was rude with teachers, as teachers wanted her to work hard in studies.

As the final exams started Faiza was not prepared for exams and she never told her mother for exams and stayed home instead of going to school. Her mother did not notice why she is staying home, she after couple of days noticed and went to ask teachers for her problem why Faiza not coming to school. She came to know that she is not prepared for exams and just hiding herself at home.

Her parents were upset and father of Faiza who was not giving proper time to her daughter specially to guide her in studies realized his/her mistake and started giving proper time. He was upset that she lost her one year and never appeared in the exams.

There is great need to attend children by both mother and father, and they must understand the psychology of children as they are in grown up physically and mentally stage.

Parents need lots of awareness to understand the needs of adolescent girl and follow up on psycho-socio problems.

Challenge/Barriers for Adolescents Girls (Disabled, Non-Disabled)

There are many challenges and Barriers for Adolescent Girls in the Male dominant society in Pakistan. There are socio-economic challenges, physical and environmental barriers, and cultural and traditional boundaries and restrictions which do not allow adolescent girls to participate fully in community based domestic and institutional activities.

Energy Crisis is one of the major challenges for everyone in the society, but school going children are unable to study and gradually lacking interest in studies. Because the power failure in the evenings and students do not get time to study and complete their homework. Mostly school going adolescents living in one room home family system, and cannot manage their time for study. Many poor families believe in that girls must help their mothers, and they prefer them to work as housemaid instead going to school. People argue that education won't help their children to get good jobs, today if these girls will help their mothers and once they are grown up these girls can find housemaids job easily.

Energy Crisis is affecting school going children performance and producing lazy future leaders, mostly girls are more irritating and reacting in the families. During school time in the morning there is no electricity and teachers cannot teach properly in the dark class rooms. No fans No Lights.

Security Risks are more concerned than any other challenge for new emerging young leaders in the male dominant society in Pakistan. There is a kind of fear in every mind today, every day lot of killings are going on and children and young women in particular who are about to enter into adulthood, and these adolescent young leaders are very much in fear and worried about their parents because they want their safety and security. Girls are more concerned about their fathers safe jobs and always pray that they must come back home safe. Because there is a general point of view in the society today that there is no surety that if some goes to work and if he/she will come back home safely or not. Children are more concerned, because every day TV channels and newspapers telling stories.

- Girls feel insecure to go to schools as trespassers pay remarks which is a social abuse
- Teachers seem less concerned about their student's attitude (Unawareness of problems)
- Lack of resources of community education in schools/colleges/homes
- Energy crisis is one of the biggest challenge for school going adolescents

Recommendations

- **Peace and Harmony**
 - i) Inter-Faith Promotional programs
 - ii) Peace Promotion Campaigns for young women
- **Energy**
 - i) To establish SOLAR Energy Home (community center)
 - ii) Distribution of SOLAR Energy kits among bright adolescent students of poor families
- **Security Risk Management**
 - i) Social Counseling of adolescent girls in schools (Reducing Fear)
- **Vocational Training Center for Illiterate Adolescents Girls**
 - i) Sewing training centers
- **Income Generating Programs**
 - i) Surf making, jam and jelly, poultry, goat farming etc.
 - ii) Small business loan schemes to start small business in the family

- **Advocacy**
 - i) Basic Human Rights of Adolescent Girls
- **Social Inclusion**
 - i) International Girl Day, International Peace Day etc.
 - ii) Birthday celebrations, cultural events etc.
- **Inclusive Education**
 - i) Accessible Environment in schools and at community level
 - ii) Inclusive Approach and institutional systems
- **Basic Health Facilities and Referral Programs**
- **Promotion of Youth Groups**
 - i) Promotion of Best Buddies “Friendship Clubs” among adolescents in schools, Colleges, Homes and Community.
 - ii) Awareness and Education on Climate Change
- **Mobilization of Local Resources for Adolescent Girls Development Programs**

HOW we build up links with the Schools, Community, and NGO's

- ❖ By sending them requisitions for appointment
- ❖ By sending them Thanks' letters
- ❖ Through Surveys
 - *Girls who go to school*
 - *Girls who do not go to school*
 - *Disabled Girls who go to school*
 - *Disabled Girls who do not go to school*
- ❖ Through communications with the teachers
- ❖ Through communications with the General Public
- ❖ Through communications with the parents

References

- Chairperson SDW
- Internet Search
- Harmony Foundation
- IRDP
- Parents
- Teachers
- Schools
 - ✓ Philadelphia School System, St.# 1/3, Daud Nagar
Ph.# 041-8726188,0333-8463061
 - ✓ Miss Haq Home Dominican Sisters, Near G.T.S. Bus Stand
 - ✓ St. Catherine Girls High School, Warispura, Fslid.
 - ✓ M.C. Girls High School, Warispura, Fslid
Ph.# 041-9220105
 - ✓ M.C. Girls Middle School, Iqbal Nagar, Warispura, Fslid
Ph.# 041-9220106
 - ✓ Govt. Girls. Elementary School, Guardian Angel, Warispura, Fslid
- NGO's
 - ❖ SDW- Society for Disabled Women
 - ❖ TEF-Tara Educational Foundation
 - ❖ Harmony Foundation
- Report by Aser 2012

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