Pakistan has been a male-biased society. Women in Pakistan have been often overlooked and ignored in the decision-making processes. However, women have been actively participating in various fields, including politics, education, and business.

In 1956, Pakistan's first democratic government was established, and women gained the right to vote in elections. Despite this, women's participation in politics has been limited. According to the World Values Survey 2010-2014, women in Pakistan are less likely to participate in political activities compared to men. Only 9.1% of women aged 15 and over have voted in the last election, compared to 61% of men.

The Pakistan Institute of Development Economics (PIDE) conducted a survey in 2017 to understand the challenges faced by women in the country. The survey found that women face significant barriers to political participation, such as lack of access to information, social stigma, and gender-based violence.

To address these challenges, the government has implemented various policies and programs to empower women. For example, the Pakistan Women's Development Fund (PWDF) provides financial assistance to women-owned micro-enterprises. Additionally, the National Action Plan on Gender Equality and Women's Empowerment (NAP-GEWE) aims to promote gender equality and provide women with equal opportunities.

Pakistan has made significant progress in improving women's rights and participation in society. However, much remains to be done to ensure full equality and empowerment for women. The government and civil society organizations need to continue working towards this goal.
Figure 1

The diagram shows the percentage of women who received primary education by province in Pakistan. The data is presented in a bar chart format, with percentages on the y-axis and provinces on the x-axis. The provinces are categorized into Khyber Pakhtunkhwa, Punjab, Sindh, and Baluchistan.

The chart indicates that the percentage of women who received primary education is highest in Punjab, followed by Khyber Pakhtunkhwa, Sindh, and Baluchistan. The highest percentage is around 30%, while the lowest is around 15%.

This data highlights the disparities in primary education access between genders across different provinces in Pakistan.
FDGs (Focus Group Discussions) was conducted covering different stakeholder groups to collect the perspectives of various stakeholders. The views collected were analyzed to draw conclusions and formulate recommendations.

The analysis included the following steps:

1. **Data Collection**: Conducting FDGs with various stakeholders to gather perspectives.
2. **Data Analysis**: Analyzing the collected data to derive insights.
3. **Recommendations**: Formulating recommendations based on the analysis.

The findings revealed the following:

- **Stakeholder Perspectives**: Different stakeholders had varying views on the issues discussed.
- **Main Challenges**: Key challenges identified included:
  - Insufficient funding
  - Lack of technical expertise
  - Political instability

The recommendations included:

- **Enhanced Funding**: Increase funding for sustainable development projects.
- **Technical Support**: Provide technical support to stakeholders.
- **Stability Measures**: Implement measures to enhance political stability.

The overall conclusion was that a collaborative approach is necessary to address the challenges and achieve sustainable development.

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