

**An Analysis of the Social Action Program and  
Education of Women in Pakistan**

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## **Abstract**

This report is organized into five chapters, as follows: In Chapter 1, I propose to research problems that women face in Pakistan resulting from gender inequalities. A review of the literature provides a framework for development that calls for a constant balancing of social, economic and environmental conditions in a local, regional and national context. Sustainable development requires conducive conditions for women in development, which relies on their education. Sustainable development policies and programs must concentrate on educating women to increase equity for sustainable development. Research objectives and methods of analysis are provided in which to evaluate the SAP's success in meeting goals to increase attainment of education for girls in Pakistan.

Chapter II provides a profile of Pakistan and its struggle with gender inequality, illustrated with tables of statistics and literacy rates prior to 1992, representing Pakistan's need and desire for sustainable development. Obstacles for women in development, such as living in rural locations or having a poor family, and limitations that some women face as a result of living within cultural and historical barriers, are also discussed.

Chapter III provides a discussion on the government's approach to increasingly high growth rates through the Social Action Program, implemented in 1993. International donors included the World Bank, United Nations, and Asian Development Bank, as well as others.

Chapter IV is a simple comparison of education in Pakistan before and after the SAP. Literacy and enrollment rates for boys and girls are compared to analyze changes. The Social Action Program is an umbrella program in Pakistan that targets women and children in development through health, education, and sanitation. The Government of Pakistan is responsible for implementation, evaluation and monitoring of all projects that lie within the parameters of the four program goals. One of these goals is education. It is considered by the government and donors to be of primary importance to the mission of the program. This section provides an

evaluation of activity resulting from the SAP using indicators of women's literacy and girls' primary and secondary school enrollment since the program's implementation in 1993. Comparisons between indicators for girls and boys also illustrates the accomplishment of the program's mission to alleviate gender inequality in Pakistan. Indicators are presented in a manner that cuts across the dimensions of urban and regional differences, as well as differences between socio-economic categories.