



### Lesson 4: Quality of life of women in Pakistan

<b>Learning objective</b>	To understand the challenges faced by women in Pakistan in achieving a good quality of life.
<b>Lesson objectives</b>	By the end of the lesson, learners will be able to: <ul style="list-style-type: none"> <li>• identify challenges faced by women in Pakistan</li> <li>• describe different projects that are helping women overcome some challenges</li> <li>• suggest how other challenges could be overcome in the future.</li> </ul>
<b>Vocabulary</b>	cascading effect, maternal health services, childhood morbidity, infant mortality, gender gap, representation
<b>Previous learning</b>	Learners have covered Lesson 3: Quality of life of children in Pakistan

### Plan

Activities	Resources
<b>Beginning (5 mins)</b>	For statistics on jobs and development and digital development, both in the Themes: <a href="https://data.worldbank.org/country/PK">https://data.worldbank.org/country/PK</a>
<b>Middle (50 mins)</b>	For statistics on Education: <a href="https://aserpakistan.org/document/infographics/2019/ASERPakistan_Female_Gender_Gap.pdf">https://aserpakistan.org/document/infographics/2019/ASERPakistan_Female_Gender_Gap.pdf</a>  A summary of the challenges plus suggested solutions:

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purpose of having a page set up in two columns as shown on Slide 10 is so that learners can easily link ideas in the two columns. Slide 11 provides some prompts to guide the research. To ensure a greater coverage of the topic, learners can work in small groups with each member researching a different factor. They can then combine their ideas. A shared online document rather than exercise books could be used to facilitate this collaborative approach.

The websites in the Resources section are useful but it is not an exhaustive list; other sources should also be consulted.

For learners who need more support, you can suggest targeted topics for them to research that are more accessible, such as education and family planning. More able learners can be encouraged to categorise the facts in the challenges column into social, economic and environmental factors. Does one factor dominate their research?

- **5 minutes** Learners can read over their research and match solutions in column 2 to the challenges in column 1. They can use different colours for each challenge and solution pairing. This will particularly help visual learners.
- **10 minutes** After completing their research, learners can summarise their findings in a series of sentences. Sentence frames have been included on Slide 14 if learners need support expressing their ideas.

**Extension ideas:** Learners can answer the following question using information from their research: 'Programs run by NGOs are the best solution to improving the quality of life of women in Pakistan'.

Visual learners could design a poster promoting programs run by a NGO or other organisation. If they are creative, they could design their own NGO for this purpose.

**Misconceptions:** Learners may consider challenges faced by women in isolation rather than considering the wider impact on their families and perhaps in their neighbourhoods. The discussion on Slide 6 can identify misconceptions.

During the research task the teacher should ensure learners are recording specific facts and statistics rather than writing general statements.

<https://www.undp.org/pakistan/blog/pakistans-demographic-moment-turning-pressure-possibility>

A charity with projects to increase women's employment

<https://savayrafoundation.org/>

Challenges and solutions:

<https://weg.org.pk/improving-womens-health-in-pakistan/>

Technology as a tool for social change:

<https://www.weforum.org/stories/2025/05/ai-fashion-show-highlights-how-digital-access-is-empowering-women-in-pakistan/>

Increasing legal rights for women

<https://www.weforum.org/videos/this-lawyer-is-making-pakistan-s-legal-system-fairer-for-women/>

**End (5 mins)**

Learners should answer the questions on Slide 15 with their partners. You can select some pairs to share their ideas with the class. Do the learners notice a pattern with the challenges that still need to be overcome?

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### Reflection and evaluation

#### Reflection:

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