



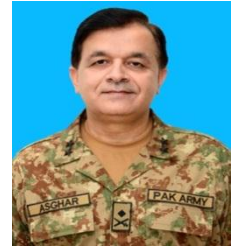
## **Consolidated Guidelines for**

- **Using Social Media**
- **Countering Extremism**
- **Controlling Child Sexual Harassment**
- **Prohibiting Corporal Punishment**
- **Controlling Drug Addiction**
- **Protecting Students' Respect & Rights**

**FEDERAL GOVERNMENT EDUCATIONAL INSTITUTIONS  
(CANTONMENTS / GARRISONS) DIRECTORATE RAWALPINDI**

## **DIRECTOR GENERAL'S MESSAGE**

Students are the main stakeholders in FGEI system. The first and foremost priority of FGEI is to maximize true potential of students at national and global level. Our mission is to produce productive and responsible students who, as socially and morally mature citizens, will play their due role in the progress of the nation.



It is the basic right of students that they are given a healthy and conducive environment for learning where they can develop in a holistic manner without fear of any harmful activity or behaviour that might stunt their growth as normal, confident and happy beings. The present century, with all of its endless opportunities and possibilities, may tempt young learners to be over-enthusiastic and misguide or detract them on their way of becoming responsible citizens. In this context, it is the job of teachers and parents to guide and enlighten students about their rights as well as duties in handling issues as diverse as drug addiction, sexual harassment, extremist tendencies and use of social media.

In light of the above facts, my professional team has developed consolidated guidelines regarding use of social media, controlling child sexual harassment and corporal punishment, handling problems like extremism and drug addiction as well as protecting students' respect and rights. I believe this effort will facilitate FGEI in the well-rounded development of students by enlightening us about their problems and guiding us to tackle these issues in a reasonable manner.

Finally I would like to acknowledge the dedication and sincere effort of my team for the successful completion of these guidelines.

Major General  
Director General FGEI (C/G)  
(Muhammad Asghar)

## **Preface**

FGEI has always focused on the academic uplift of its institutions, keeping in view the basic educational needs and rights of students in the present era. The complex challenges of the modern world demand a broad-based understanding and awareness of student-related issues like use of social media, extremist tendencies, child sexual harassment, drug addiction and respect for students' rights.

The guidelines incorporated in this booklet will definitely raise the quality of education in FGEI institutions alongwith the holistic development of students. FGEI system will be certainly benefitted if action is taken along the lines of these guidelines in letter and spirit.

I appreciate the sincere effort of my CPD team comprising Prof. Waqas Ahmed (Dy. Director, CPD) and Dr. Tariq Javed (Assistant Director, CPD). I hope the implementation of these guidelines in FGEI system will be a step forward to fulfil psychological, emotional and social needs of our students.

Brigadier  
Director (S A) FGEI (C/G)  
(Waqar Ahmed)

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**“GUIDELINES FOR USING SOCIAL MEDIA”**

## **Guidelines for Using Social Media**

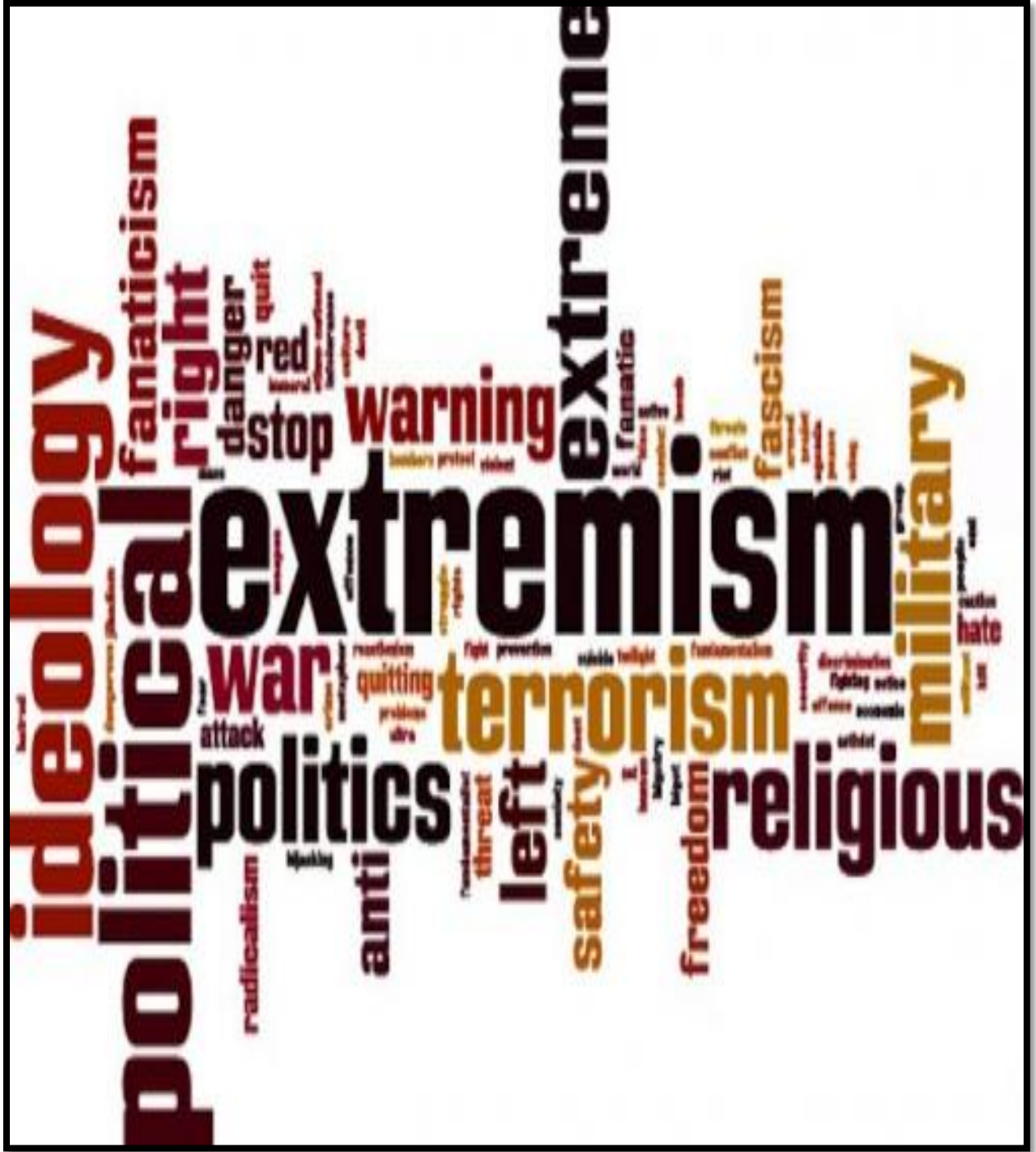
1. Social media refers to a computer-based technology that facilitates sharing of ideas, connecting with people, endless learning opportunities and entertainment for people of all ages and cultures. Students can benefit from social media, like Facebook, YouTube or WhatsApp, for the purpose of learning a wide variety of things related to their studies. But at the same time, students should be careful in sharing any information and connecting with people as their digital footprint is searchable and copyable and it can be viewed by almost anyone.

2. RDs to direct FGEI educational institutions about the careful use of social media. Principals, class incharges and teachers are supposed to keep the following guidelines in view before making students aware about the responsible use of social media.

- a. Students should be told not to say anything online which they cannot say to anyone in person. Thinking before posting anything online is the best strategy to avoid future problems.
- b. Students are advised to avoid sharing their personal information online, their passwords, and learn about private settings and rules or regulations about them.
- c. Principals, class incharges and teachers should guide students' parents about setting limits for their children's social media use and having honest conversations about its benefits and risks.
- d. Cyber experts agree that minimum age of children to use social media platforms is 13+. Teachers should guide parents that the right age for using social media depends on child's level of social, psychological and emotional maturity. Teachers should ask students frequent questions about the purpose, usage and suitability of social media platforms being currently used by them.
- e. Teachers should guide students to recognize what is unhealthy or unethical and hit unfollow button, and tell them to use social media purposefully.
- f. Social media should be used to highlight one's best self and turn all social media platforms into a living portfolio. Students should post positive,

meaningful, thoughtful comments about issues and events without discussing anybody's personal life.

- g. Students must be told that with great power in the form of social media, there comes great responsibility. Therefore, they must not lose sight of the norms of respect, tolerance, patience and morality while using social media. Students should treat others with respect, protect confidential information and the rights of others, should not violate privacy guidelines, disagree courteously without disparaging comments and treat others as they want to be treated.
- h. Social media networks are used as a tool by hostile elements to propagate disinformation / propaganda. Therefore, information received from social media must be confirmed before sharing it further, making sure one knows the difference between 'fact' and 'opinion'.
- i. Students are advised to be sceptical and careful; establish and maintain connections with people they know and trust. It is to be assumed by default that anyone can see any information about their activities, personal life that they post or share. Students should be open offline about what they experience online and report inappropriate online behavior to teachers as well as parents without responding or reacting directly online. They must learn to use blocking services of social media platforms to block strangers from seeing personal information.
- j. As it is difficult to avoid the use of social media, careful planning is to be ensured while connecting, sharing and learning through social media. It is advised to maintain consistent, acceptable behavior online. By acting safely, correctly, and respectfully online, a student can become a good digital citizen.
- k. It is advised to emphasize on researching about apps before students trust them.
- l. It is also suggested to guide students about valuing their real life experiences and relationships alongwith their virtual interactions.



## COUNTERING EXTREMISM IN EDUCATIONAL INSTITUTIONS



## **Countering Extremism in Educational Institutions**

1. Educational institutions play a vital role in promoting the concept of social and ethical responsibility by building the personality of students and forming their public perceptions, thereby protecting them from extremist or subversive ideas and making them aware about the threat these extremist ideologies represent.
2. The following initiatives may help in confronting extremist tendencies, ideologies and raising awareness about the risks of extremism.
  - a. The use of holistic education is vital in countering extremism, as it instills critical thinking, respect for diversity, and values for citizenship by appealing directly to the psychological, intellectual and emotional states of young people. Teachers need to be well prepared and resourced for this to be effective.
  - b. Extremist groups have been increasingly dependent on informal education settings, such as social media. Great care and guidance to handle social media can help students in countering extremist ideologies and propaganda.
  - c. Open and critical pedagogy is paramount. Learning must be student-centered and should encourage critical thinking and appraisal.
  - d. The role of women in countering extremism has become increasingly prominent, as mothers are core pillars of communities. Therefore, their education should be our top priority. They are instrumental in creating environments conducive to preventing radicalization and extremism.
  - e. Quality education would dry out any fertile environment exploited by extremist groups to spread their ideas. It contributes to bringing up the youth with a positive value system that sensitizes them towards co-existence, moderation, acceptance of others, helping them reject fanaticism, extremism and terrorism.
  - f. Principals, teachers and non-teaching staff can play an important role by adopting a moderate dialogue-based approach in handling students' problems so that patriotism and loyalty of the youth can be safeguarded.

- g. Teachers can provide a major role in spreading awareness among students of the dangers of extremist thinking by applying high standards to evaluate their intellectual balance, moderation and ability to promote loyalty, positive moral values with national and religious responsibility.
- h. Teachers can also bridge the gap among educational institutions, parents and the wider local community to ensure that all stakeholders work for an environment free from radicalization and extremism.
- i. Providing a safe physical and mental environment for learners is the foremost responsibility of Principals, class incharges, teachers and non-teaching staff. This should be the first step before we start creating a hate-free environment for students.
- j. All Regional Offices to instruct the administration and faculty to ensure best performance standards aimed at providing students with a personality that is authentic, confident, passionate for knowledge, creative, cooperative, thoughtful, technologically equipped, safeguarded against extremist and deviant ideas and active in the context of a knowledge-based society.
- k. With a high level of know-how and competence as well as familiarization of minds with the world's best practices in educational culture and civilization, teachers can contribute critically to neutralize extremism and radicalization.
- l. Regional Offices to facilitate educational institutions in conducting sports, arts and writing activities that enlighten young minds, and create a fear-free, healthy environment for teaching and learning, training students in terms of team work, social and leadership skills. Sports also promote goal-setting, sense of belonging, health and safety awareness. Arts and other creative activities promote critical thinking in learners and develop cultural knowledge to challenge extremist narratives.
- m. Counseling cell should be established in institutions and a counseling specialist, preferably psychologist, should be there to cater to extremism-related issues.

- n. In Islam, there is no discrimination on the basis of religion, gender, color or race. Seminars / sessions on equality and diversity of cultures and races of mankind can create a sense of belonging and tolerance among students.



CHILD SEXUAL HARASSMENT AND ITS CONTROL

## **Child Sexual Harassment and Its Control**

1. Harassment is that unwanted behaviour which one finds offensive or which makes one feel intimidated or humiliated by a person. This unwanted behaviour could be in the form of spoken or written words or abuse, offensive remarks or emails, tweets or comments on social networking sites, images and graffiti, physical gestures, facial expressions, jokes, etc. The American Heritage Dictionary defines the word 'harass' as "to disturb" or "to irritate persistently". In simple words, sexual conduct such as the use of words, physical contact or display of sexually explicit material used in a workplace or an educational institution to bully or intimidate another person, constitutes sexual harassment.

2. Educators have a grave responsibility to take steps in order to prevent the practice of sexual harassment in their premises. Since it is quite evident that the hidden costs of sexual harassment are enormous not only on individual but on psychological and social level too, it is in every educator's interest to be proactive and prevent the problem, rather than having to redress it after the damage has been done. Many practical steps can be taken as part of a conscious effort to counter sexual harassment in educational institutions.

3. Principals and all male and female employees must become aware of the problems inherent in harassment, and must know how to handle it. An educator and a learner well aware of his / her own rights and that of others can curb this social evil more effectively as compared to an unaware individual. Any person considering harassing someone, will know what the individual's rights are – what is acceptable, and what not; also where the person being harassed can complain. This should reduce the likelihood of harassment considerably.

4. Child sexual abuse isn't always easy to spot and some victims may not exhibit obvious warning signs. An abused child develops many distressing feelings, thoughts and behaviours. He/she may be threatened by the abuser and be fearful to reveal his plight, especially if the abuser is someone known well or holds a respectable position. No child is prepared to cope with repeated pain and fear of sexual abuse. Even a two or three-year-old, who cannot understand the sexual activity, will suffer physically and emotionally.

5. Sexually abused children may develop following symptoms through which they can be identified:-

- a. Bleeding, bruises, or swelling in genital area
- b. Phobias
- c. Exhibits signs of depression or post-traumatic stress disorder
- d. Has trouble in concentrating in school, such as absences or drops in grades.
- e. Hesitation in going to school
- f. Nightmares or bed-wetting
- g. Low self-esteem
- h. Overly protective and concerned for siblings, or assumes a caretaker's role
- i. Self-harm
- j. Shrinks away or seems threatened by physical contact
- k. Secretiveness
- l. Aspects of sexual molestation in drawings, games, fantasies
- m. Unusual aggressiveness
- n. Adult criminal behaviour

6. The first priority is creating a safe environment for the child, which may include contacting social services or law enforcement so that the child can be taken to a safe place. Then mental health professionals and/or a physician shall figure out the best type of therapy. Therapy is important in helping such children understand their thoughts and feelings so that coping with the aftermath of abuse may become easy.

7. Educational institutions' staff, state and local stakeholders can help in preventing child abuse from happening again by:

- a. Informing parents about good parenting techniques
- b. Teaching parents to be emotionally strong
- c. Supporting parents who are struggling to support their kids
- d. Employing strategies for developing stronger self-image of the learner / child.

8. Following stakeholders' roles are as follows:-
  - a. There must be clear-cut guidelines on reporting and disciplinary procedures in cases of sexual harassment, and these must be communicated to all staff members and students alike. Selection, appointment and training of suitable staff members and student representatives as complaint officers with a certain degree of authority to institute disciplinary measures, when necessary, must be sighted beforehand.
  - b. Education providers should vigilantly monitor their environment, taking timely steps to ensure that this heinous act does not take root and does not have a chance to grow.



**PROHIBITION OF CORPORAL PUNISHMENT IN  
EDUCATIONAL INSTITUTIONS**



## **Prohibition of Corporal Punishment in Educational Institutions**

1. FGEI has always ensured that students have a friendly and honorable learning environment without any bad practices like corporal punishment. But there has been an increase in cases of corporal punishment that needs to be addressed before it becomes an acceptable norm.
2. One of the major reasons for an increasing number of dropouts is the infliction of corporal punishment in schools, which results in a great number of students not completing their primary education.
3. Corporal punishment infuses fear in students; it is given so that students do not make mistakes again. But researchers indicate that the power of physical punishment does not really inculcate discipline, instead, it evokes resentment and further misbehavior. It creates negative and adverse effects instead of promoting positive behavior, discipline and self-control.
4. As per section 351 of the Pakistan Penal Code, 1860 (Act XLV of 1860) “The child has the right to be shown respect for his personality and individuality and shall not be made subject to corporal punishment or any other humiliating or degrading treatment.”
5. “Any person who is guilty of inflicting corporal punishment on a child shall be punishable with imprisonment extends up to a maximum of one year or fine up to fifty thousand rupees or both” (Act XLV of 1860).
6. UN’s Article 37 (A) of Convention on the Rights of the Child states that “No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment.”
7. Keeping in view the above constitutional act, principals, teachers and other staff members are directed to avoid corporal punishment in institutions.
8. HOIs must take disciplinary action against faculty who impose corporal punishment on students so that this unwanted and unacceptable act is checked at grass root level.



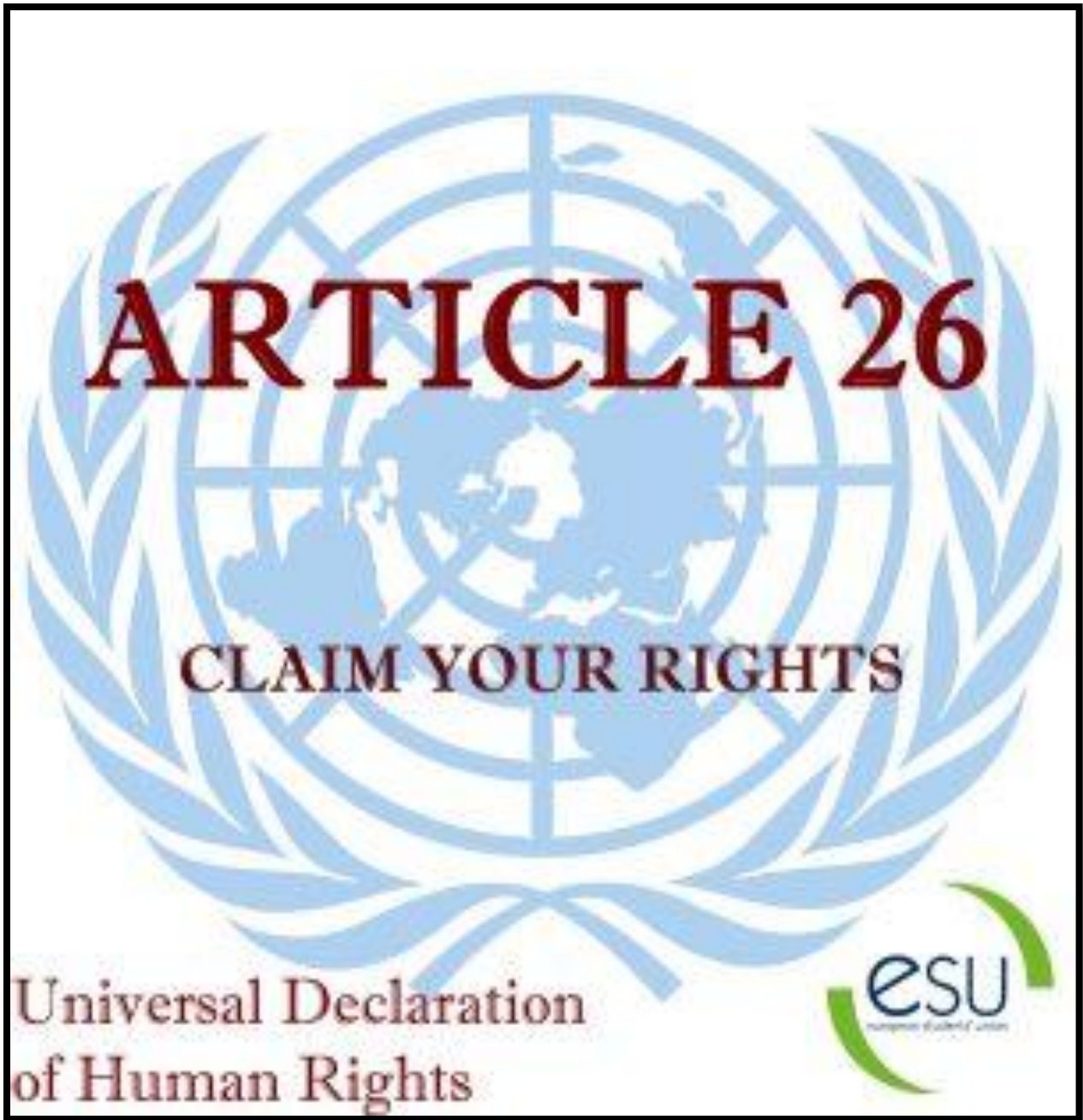
DRUG ADDICTION FREE ENVIRONMENT IN FGEIs

## **Drug Addiction Free Environment in FGEIs**

1. FGEI system is known for providing a healthy environment conducive to learning activities for students and devoid of malpractices, like drug addiction. However, a considerable number of reports of use of drugs has surfaced in the recent past. Stringent measures to tackle this menace at this stage will definitely help to alleviate the problem.

2. The families of drug addicted students are destroyed due to anxiety. The drug addiction starts with taking chalia, gutka, pan, cigarette, snuff and opium. It is moral obligation of teaching and non-teaching staff to create awareness about the demerits of drugs and enhance support for its prevention for the wellbeing of students and their families. RDs, Principals and teachers are directed to ensure drug addiction free environment in educational institutions.

- a. Principals to develop a drug free and a safe school plan based upon an examination of problems, issues, resources and follow-up strategies that work.
- b. Immediate action to be taken on all reports of drug use or sales, threat, gang activities or victimization.
- c. Institutions' discipline committees to adopt peaceful, non-violent strategies for managing such problems of students and their families.
- d. Canteen committees / Principals be directed to eliminate chalia, gutka, pan, snuff and cigarette from canteen or tuck-shop of the institution.
- e. Class Incharges/ teachers to check students' bags randomly.
- f. Counseling and behavioral therapies must be suggested to drug addicted students and their parents in order to save the families from disaster.
- g. Seminars on drug addiction, its causes and remedies must be conducted to create a drug-free environment. Doctors, scholars and experts can be invited for this purpose.
- h. Parents to be engaged in drug abuse prevention programs / seminars.
- i. Support be provided for students involved in drug addiction by participation in educational / sports / arts programs / activities.



**STUDENTS' RESPECT & RIGHTS**

## **Students' Respect & Rights**

1. Respect for students is the most powerful attribute a teacher can attain during his professional career. Respect for students has to be rooted in teachers' beliefs and displayed through words and actions. It is also essential to ensure and uphold the basic rights of all students so that they are free from any kind of discrimination and harassment to enable them enjoy their rights in the pursuit of education. The following considerations / strategies may enhance students' respect and confidence alongwith protecting their basic rights.

- a. A teacher should have strong belief in students' capacity to grow academically and personally.
- b. It is essential to create a classroom that dignifies each student.
- c. Students are always dignified and strengthened by adult respect. Respecting students means giving them special attention, displaying consideration towards them, being concerned about them, and honoring them in various ways.
- d. Teachers should try to be concerned about the needs and problems of their students.
- e. One way to give respect to students is by appreciating their efforts through small gestures. One has to relate to them by admiring their strengths and caring for them.
- f. It is suggested to listen to students, use humor instead of sarcasm, provide corrective feedback in ways that foster student efforts, and be careful in choosing words before speaking to them.
- g. Continual study of students can help teachers understand and connect with their students in a better way.
- h. Teachers should make sure that each student contributes to the success of the class. In this regard, making curriculum/ syllabus meaningful and engaging for each student can help a lot. Expect much of each student and provide the necessary support for students to meet those expectations.

- i. It is important for teachers to respect and recognize diversity in students' cultural, ethnic, religious and socio-economic backgrounds. This broad understanding of diversity will go a long way in making a teacher a better manager of various situational challenges that may arise during the classwork, thereby increasing respect and confidence in students.
- j. Article 25-A of Constitution of Pakistan ensures that “the state shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law.”
- k. There are some fundamental rights that all students have when it comes to education. Keeping the following rights in mind can help teachers and administrators ensure all students receive the education they deserve.
  - (1) The Right to Learn
  - (2) The Right to Fair Assessment
  - (3) The Right to Be Seen and Taught as Individual
  - (4) The Right to be Respected for their Differences
  - (5) The Right to be Treated with Kindness
  - (6) The Right to Express themselves Freely