

SEMINAR REPORT

INTERNATIONAL SEMINAR ON

EDUCATION FOR NATIONAL DEVELOPMENT

April 11 & 12, 2018

Allama Iqbal Auditorium, Faisal Masjid Campus



DEPARTMENT OF EDUCATION

FACULTY OF SOCIAL SCIENCES

INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD

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International Islamic University Islamabad, Pakistan

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Professor of Education
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Table of Contents

Scope of the Seminar	1
Guest Speakers (International).....	1
Guest Speakers (National)	1
Seminar Proceedings Day 1	3
The Welcome Speech by Prof. Dr. Samina Malik.....	3
Description of the Seminar by Prof. Dr. N. B. Jumani	4
Speech of Worthy President.....	5
Speech of Worthy Guest of Honor.....	6
1st Keynote Speaker- Dr. Khalid Khurshid	8
“Emerging Education Trends and Strategies”	8
Technology Explosion (App Innovation)	8
Digital Literacy	8
Library Media Specialists	8
Self-Directed Professional Development.....	9
Collaborative Learning	9
Formal Assessment	9
2nd Keynote Speaker -Dr. Irshad Hussain.....	10
“Education Vision 2025”	10
The Education Vision 2025	10
HEC Vision 2025	10
The Action Plan	10
Research Innovation and Commercialization	11
Enhanced Equitable Access to Higher Education.....	11
Planned ICT for Education for 2017-25	11
Financial Management to Sustain Growth.....	12
3rd Keynote Speaker-Prof. Dr. Kezang Sherab	13
“Educating for Gross National Happiness	13
GNH Background	13
GNH Concept (pillars, domains & indicators)	14
Educating for GNH and National Development.....	14
Research.....	15
4th Keynote Speaker-Prof. Dr. Muhammad Sarwar.....	16
“Vision of a Nation and Education System”	16
Vision: Why (we need)	16
Vision Building (how and what).....	16
International Context	16
Vision and Creation of Pakistan	16
Pakistan Vision 2025	17
HEC Vision 2025	17
Education System in 2025	17
5th Keynote Speaker -Prof. Dr. Anjum Bano	19
“Responsibilities of Our Educational Youth”	19
Asset of a Country	20
Stars of Pakistan:.....	20
National Development Strategy.....	22

Seminar Day 2.....	23
1st Keynote Speaker-Prof. Dr. Afsar Rathor	24
“Fundamentals of Education in National Development”	24
Pakistan Economics Situation.....	24
Soft Skills.....	24
Development of Research Facilities	25
2nd Keynote Speaker-Prof. Dr. Michael Platzer	26
“Global Citizenship Education for National Development”	26
Sustainable Development.....	26
Global Citizenship Education	26
Situation in Pakistan	26
Other Good Examples.....	27
3rd Keynote Speaker- Dr. Muhammad Nasir Khan.....	28
“Barriers in National Development”	28
Identity of National Development	28
Justice with Education & National Development	28
Barriers in National Development	28
Education & National Development: Some Realities.....	29
University Education & Society Building	29
Higher Education & Development in Muslim World.....	29
4th Keynote Speaker-Prof. Dr. Abdul Hameed	30
“Education for Life Skills”.....	30
UNICEF Definition.....	30
Life Skills as a Range of Competencies	30
Five Contexts That Define Life Skills	31
Taking up the Burden.....	31
Implications for Teacher Education.....	32
The Way Forward	32
5th Keynote Speaker- Prof. Dr. Arshad Ali.....	33
“Challenges of Nation and Education System”	33
Challenges of Nation.....	33
Recommendations for the Solution of Challenges in Education System	33
6th Keynote Speaker -Dr. Amjad Reba	34
“Education and Employability”	34
Employability a Concept.....	34
Higher Education and Employability.....	34
10 Highly Rated Competencies	34
How to Increase Employability?.....	35
7th Keynote Speaker- Dr. Muhammad Bashir Gondal.....	36
“Purpose of Education”.....	36
Determinants of the Purpose of Education	36
Philosophies of Education.....	37
Islamic Perspective	37
Closing Ceremony	38
Photo Gallery.....	39

SCOPE OF THE SEMINAR

Education is a vital investment for human and economic development and the progress of a nation depends on education. It is education that stimulates the quality of human capital on which depend the successful use of available natural resources and monetary capital of a country. The demand of twenty first century is novelty, creativity, and integration of knowledge at global level, research, critical and analytical thoughts. This international seminar offers a timely and precious opportunity to engage with challenges underpinning idleness of youth and analyze the ways in which educational institutions, policy makers; various organizations can support youth in using their full potential and enabling them as productive citizens. This research based seminar will open the new horizons in the field of education and development that will help to align the education systems and curriculum at higher level with national education policies to enable our educated youth as dynamic individuals in a shortest possible span of time. This event will provide a platform for academic administrators, policy makers, curriculum developers, teachers and students to share their knowledge and experiences enabling important reforms in this regard.

GUEST SPEAKERS (INTERNATIONAL)

Dr. Michael Platzer
Liaison, Academic
Council on the United
Nations System
(ACUNS) Chair,
Vienna NGO
Alliance on Crime
Prevention and
Criminal Justice

Dr. Muhammad Nasir Khan
Ambassador for Peace:
Universal Peace
Federation, Austria
Researcher at
University of Vienna

Dr. James O'Meara
Dean, College of
Education Texas A &
M International
University, USA

Dr. Kezang Sherab
Assistant Professor
Paro College of
Education
Royal University of
Bhutan

GUEST SPEAKERS (NATIONAL)

Dr. Muhammad Bashir Gondal
Chairman,
Department of
Education,
University of Gujrat,
Gujrat

Dr. Irshad Hussain
Chairman,
Department of
Educational Training,
The Islamia University,
Bahawalpur

Dr. Khalid Khurshid
Chairman,
Department of
Education,
Bahauddin Zakariaya
University, Multan

Prof. Dr. Muhammad Sarwar
Director, QEC
Chairman, Department
of Education,
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Prof. Dr. Arshad Ali
Director, Institute of
Education &
Research, University
of Peshawar,
Peshawar

Dr. Amjad Reba
Assistant Professor,
Institute of Education
& Research,
University of Peshawar,
Peshawar

Prof. Dr. Anjum Bano Kazimi
Professor of Education,
Department of
Education,
Iqra University,
Karachi

Prof. Dr. Abdul Hameed
Dean, School of
Advance Studies,
University of
Management &
Technology,
Lahore

International Seminar on “Education for National Development”

Program Schedule

Arrival of the Guests and Key Note Speakers	09.30 – 10.00
Arrival of the Chief Guests	10.00 – 10.30
Recitation of Holy Quran	10.30 – 10.35
Welcome Speech by Prof. Dr. Samina Malik	10.35 – 10.45
Brief Description of Seminar by Prof. Dr. N.B. Jumani	10.45 – 10.55
Speech by Worthy President	11:00 – 11:30
Tea Break	11.30 – 12.00
Keynote Speeches	
Dr. Khalid Khurshid Emerging Education Trends and Strategies	12:00 – 12.30
Prof. Dr. Irshad Hussain Education Vision 2025	12.30 – 01.00
Prof. Dr. Kezang Sherab Educating for Gross National Happiness	01.00 – 01.30
Lunch & Prayer Break	01.30 – 02.00
Prof. Dr. Muhammad Sarwar Vision of a Nation and Education System	02.00 – 03.00
Question Answer Session	03.00 – 03.30
Prof. Dr. Anjum Bano Responsibilities of Our Educational Youth	03.30 – 04.30
Evening Tea for Guests	04.30 – 05.00

Day 2 Program

Guests to be seated	09.00 – 09.30
Summary of Day 1 Activities by Ms. Alina Raza & Ms. Sehrish Javed	09.30 – 10.00
Keynote Speeches	
Prof. Dr. Afsar Rathor Fundamentals of Education in National Development	10.00 – 10.30
Question Answer Session	10.30 – 11.00
Tea Break	11.00 – 11.30
Prof. Dr. Michael Platzer Global Citizenship Education for National Development	11.30 – 12.00
Dr. Muhammad Nasir Khan Barriers in National Development	12.00 – 12.30
Prof. Dr. Abdul Hameed Education for Life Skills	12.30 – 01.10
Lunch & Prayer Break	01.10 – 01.50
Prof. Dr. Arshad Ali Challenges of Nation and Education System	01.50 – 02.10
Dr. Amjad Reba Education and Employability	02.10 – 02.40
Dr. Muhammad Bashir Gondal Purpose of Education	02.40 – 03.10
Closing Remarks by Prof. Dr. N.B. Jumani	03.10 – 03.30
Souvenir Presentations	03.30 – 04.10
Vote of Thanks by Prof. Dr. Samina Malik	04.10 – 04.30

Seminar Proceedings Day 1

The Welcome Speech

Prof. Dr. Samina Malik

Professor of Education/ Dean, FSS IIUI

Honorable President Dr. Ahmed Yousaf Ahmed AL Daraweish, Prof. Dr. Nabi Bux Jumani, the highly eminent keynote speakers Dr. Khalid Khurshid, Dr. Irshad Hussain, Prof. Dr. Kezang Sherab, Prof. Dr. Muhammad Sarwar, Prof. Dr. Anjum Bano, Prof. Dr. Afsar Rathor, Prof. Dr. Michael Platzer, Dr. Muhammad Nasir Khan, Prof. Dr. Abdul Hameed, Prof. Dr. Arshad Ali, Dr. Amjad Reba, Dr. Muhammad Bashir Gondal, Deans, Chairpersons, faculty members and dear students,



Assalam-o-Alaikum

I welcome you all to this prestigious seminar entitled *Education for National Development*. Organized with the mind to brainstorm and share ideas related to our youth which comprised 60% of our current population of Pakistan. The youth of any nation is its power while education provides the path that is responsible to vitalize the youth. In the light of the importance of youth, we felt it obligatory to organize an event to share ideas in order to harnesses that power via the insights of eminent educationists from international world and as well from experts in our country. The plethoric rise of new technologies that are monumentally altering not only our modes of existence but also the epistemic paradigms through which we read and learn the world that we inhabit makes it mandatory to think about both current and future possibilities of improvement in education. The current situation of education in Pakistan is not up to the satisfactory level. We lack in terms of literacy rate from many developing countries. There are many problems we are currently facing in our system of education. There are many challenges like gender disparity, economic problems, technological and national issues that literally hinder our education system to grow. I hope that this event would be beneficial in opening new avenues of thought and that you would benefit greatly from the expertise of our illustrious presenters who, I am sure, have brought vital insights in the domain. As teachers our learning process never ends and it is for this reason, that such important researchers are required to help us all in channeling our professional expertise in the right direction. They have taken time out and preparing for this event has earned our respect and warmest regard. Not only that, credit also goes to the HEC for supporting this venture and acknowledging the need for a seminar based on this theme since it not only adds to the faculty development but also addresses the current needs of the education sector. It is also necessary to highlight the efforts of Prof. Dr. Jumani for investing his energies and time in the materialization of this event. His efforts in contacting and corresponding with the speakers and ensuring their comfort deserve a special mention. In addition, other than contributions my faculty members cannot be ignored at this moment. They have worked diligently in organizing this seminar. At the end, I wish all of you a very enjoyable academic experience ahead and I hope that such events will remain a regular feature of our faculty. Thank you

Description of the Seminar

Prof. Dr. N. B. Jumani
Professor of Education
Director, Directorate of Distance Education
International Islamic University Islamabad, Pakistan



Prof. Jumani welcomed the guests and said he was greatly obliged by the presence of Mr President and His Excellency Professor Dr. Abdul Aziz Bin Usman Altwaijri a renowned scholar from Morocco. He said that he was really thankful to international speaker i.e. Dr. Kezang from Bhutan, Dr. Afsar Rathor from Austria, Dr. Michael and Dr. Nasir from Austria and National Speakers like Dr. Abdul Hameed, Dr. Sarwar, Dr. Anjum Bano, Dr. Amjad Reba and Dr. Bashir Gondal as all of them had travelled from different areas and were gathered to identify the role of Education in National Development.

He said that it is really a matter of privilege for the department of education to arrange series of the seminar, arranging conferences call for a set of activities with some different purposes and different level of the involvement and different outcomes. The seminars are not purpose oriented are useless but we have taken up that the seminars to arrange in direction of students and future researcher with renowned experts of the field and most important thing is to select very vibrant and timely needed themes that are essential in terms of the acquisition of the knowledge by the future generation of researchers and students.

The theme of today's seminar is *Education for National Development*. One of the main aim of education is to contribute to the national development which is overarching in a way over other aims of education. He further highlighted the concept of education in various cultures and nations of the world. He shared that there are different Blocks of Nations such as Socialists, Capitalists, Communist, Democratic and Islamic ideology followers. All of them invest and the purpose of Investment is different. Some invest for Individual development, some invest for Social development and others invest for Economic development. The current seminar focuses on role of education in developing a nation or state in terms of industrial, social and economic development. But the focus of attention would be, "What Would Pakistan Invest through Education for National Development".

At the end, he, again, thanked all the national and International speakers and participants, particularly the guest who came from abroad.

Speech of Worthy President

Prof. Dr. Ahmed Yousif Ahmed Al Draaweesh

He welcomed all the audiences especially the national and international guest speakers. He highlighted the importance of education department in a university and appreciated the efforts made by it to conduct events like this. He introduced the guest of honor, The Director General of the Islamic Educational, Scientific and Cultural Organization (ISESCO) Dr. Abdulaziz Othman Altwajri, by giving a brief introduction about ISESCO and by shedding light on the contribution of Dr. Altwajri.



He expressed his happiness by the seminar to be a great learning opportunity for all and provided a brief introduction about the theme of the seminar. He said that the IIUI has started the Distance education program along with the formal education system. As this is the conventional and easy to access for most of the students so we are trying our level best to improve this system in the best possible way

He admired the position of Pakistan as a country in the whole Islamic world declaring it as a shield for the whole Muslim Ummah. He expressed his ideas about education and said it an important effort in the development of an individual and the whole nation.

Talking about the seminar on the topic Education for the National Development, he said that such an important theme would definitely be highly informative and productive especially for the students who participated in the seminar. Such a seminar would inspire them to go ahead in their career because they are the future leaders who would lead the nation. This seminar would prove to be a foundation in the overall development of the students and help them prepare better for the future. Following this way they will be able to put their share in the industrial, social and economic development of Pakistan.

At the end, he, again, thanked all the guests and participants.

Pakistan Zindabad

Speech of Worthy Guest of Honor

Dr. Abdulaziz Othman Altwaijri

The Director General of the Islamic Educational, Scientific and Cultural Organization (ISESCO), was the guest of honor. After praising Allah Almighty and His Last Messenger (Peace be upon him), he started his address. He was pleased to attend the seminar and he addressed the participants in an enthusiastic way. He expressed his pleasure to visit Pakistan as Islamic Republic of Pakistan is a strong cover of Ummah on the whole. People of Pakistan are contributing a lot in the field of science, technology, medicine and other fields of education. He admired the contribution of Pakistan and said that the whole Muslim world looks at Pakistan as a shield of security and brotherhood. Dr Altwaijri said that he was pleased to see the beautiful capital of beautiful country and lovely people.



He appreciated the pace of progress of IIUI and has been serving positively for the last 35 years in all fields of science, technology and research. This university is playing a positive role in the federation of universities of Islamic world for sharing the knowledge. He also appreciated the progress of Pakistan and said that people of Pakistan are brave and intelligent. Although they are facing the hurdles like poverty, extremism, and mockery from the outside world but still they are managing to play a positive and effective role in the prosperity of Muslim Ummah on the whole.

While talking about the theme of the seminar, he referred to the significance of the three main words i.e. Education, Development and Nation used in the main heading. He appreciated the topic and advised strongly to the students to work sincerely towards the cause of education as it is the main tool that affirms the development of whole Muslim Ummah. Education is power and a nation without it is weak where it would be difficult for such a nation to make its place in this world of power and command. After emphasizing the role of general education, he also brought the importance of higher education into light declaring it as mandatory for sustainable development, facing the challenges lying ahead, and coming up with suitable solutions.

Higher education is also substantial to the advancement of society, meeting its spiritual and material needs, promoting its cultural, civilizational and human values and boosting individual knowledge and creative abilities. So the task of university is vital for making the education so strong that it can fulfil the needs of National development in the international scenario. He said that ISESCO is the UNESCO of Islamic world. We appreciate every positive aspect and effort being carried in the field of education and research. This seminar is an element in this direction. This is an element in enhancing the National Development of whole Islamic Ummah.

At the end, he advised the students to be one Ummah and not to allow anyone to disintegrate us as Sunni, Shias or other sects. We are Muslims and we are One Ummah. At the end, he quoted a Quranic verse which means Allah Subhana Hu Wa Taala has created all of us equal and has created the tribes for the identification while the superior amongst us is the one who is more pious and is righteous. Righteousness starts from heart and leads to the body and brain which results the righteousness in our behaviors. Only good education can teach you to be righteous. May Allah Almighty bless you all and Ummah on the whole.

1st Keynote Speaker

Dr. Khalid Khurshid

“Emerging Education Trends and Strategies”

Dr. Khalid Khurshid is an Associate Professor in. Department of Education, Bahauddin Zakariaya University Multan, Pakistan. He has done his Ph.D. Education (2014) & MS. Education (2005). He has Visited USA under USAID teacher Education Project and attended Eastern Michigan University, Michigan to learn about the practicum practices at Eastern Michigan University and observe reading Strategies used by elementary schools (Oct 26-Nov 14, 2012) as an educationist he has a vast teaching experience at different levels from secondary to post graduation level. He has more than 17 research publications in different national and international Impact journals.

The topic of his speech was, “Emerging Education Trends and Strategies”

Dr. Khalid Khurshid, introduced his topic with some food for thought,

At the entrance gate of a university in South Africa, the following message was posted as Reflection of the Day:

"Destroying any Nation does not require the use of Atomic bombs or the use of Long range missiles. It only requires lowering the quality of Education and allowing Cheating in the examinations by the students."

Technology Explosion (App Innovation)

He linked the development of a nation with technology in the current situation of the world.

- As a result of the recent explosion in education-related apps, educators can decipher students’ interests, academic passions in real-time to differentiate and fine-tune instruction.
- MIT App Inventor, for example, enables students to create their own apps in the comfort of their classrooms. This app offers training for students and educators to create their own apps.
- At the same time, education-related games that enhance skills in English language arts and other subjects have exploded in popularity.

Digital Literacy

Creating a digital literacy curriculum can be based on students’ developmental stages.

Digital Literacy is the ability to use information and communication technologies to find, evaluate, create and communicate information requiring both cognitive and technical skills.

Digital literacy such as creating classroom presentations, collaborative work, how to use web browsers, search engines, email, text, wiki, blogs, Photoshop, PowerPoint etc.

Google has published a plethora (Excess) of resources about understanding digital literacy and digital citizenship including YouTube videos, teacher’s guides and lesson plans.

Library Media Specialists

- Across the United States and indeed throughout the world, libraries are increasingly becoming local technology hubs.

- Library Media Specialists today remain informed about new technologies and research methods and how students (and the general public) integrate digital formats into their work.
- **Library Media Specialists** is a certified **librarian** who also has training in teaching.

Self-Directed Professional Development

- In recent years, we have seen an increase in self-directed professional development (PD) for educators that includes interactive online webinars or videos and other content.
- **Self-directed Professional development** activities may include both collaborative and entirely individual activities whereby teachers with or without the consultation of teacher educators attempt to diagnose their needs and solve them by themselves.
- Furthermore, self-directed online modules to provide educators opportunities to complete interactive learning components to remain abreast of the latest developments in education.

Collaborative Learning

- New applications are making it easier for classroom teachers to be both innovative and interactive.
- From Google Docs to interactive whiteboards to new applications that create quizzes and activities, this is an exciting time for collaborative learning in education.
- At no cost for educators to download and install, educators may conceive of fun quizzes and learning activities to enhance student engagement.
- While talking about the, “Latest Trends in Assessment” he explained

Formal Assessment

- Formal assessment is the use of published standardized tests that have been constructed by experts in the field and are administered, scored and interpreted according to specific criteria

Norm-referenced tests

Norm-referenced are standardized tests that measure a student’s standing in relation to comparable groups of students across the nation or locally.

A criterion-referenced test (or objective-referenced test)

It is designed to meet test pre-test standards for example, to indicate that a student can identify the main idea of a paragraph 90 percent of the time. Criterion-referenced tests are designed to match the predetermined standards or expectations of what students should know at successive points, or benchmarks.

2nd Keynote Speaker
Dr. Irshad Hussain
“Education Vision 2025”

He is an Associate Professor/Chairman, Department of Educational Training Islamia university of Bahawalpur and Director, Institute of Distance Education at the Islamia University of Bahawalpur. Dr. Irshad Hussain has a vast experience of teaching and research and published more than 50 research papers in well reputed journals and contribution in research projects with Idara-e Taleem-o-Aagahi, HEC, USAID, UNESCO Pakistan, Asian Development Bank and National Commission for Human Development. He did his Ph.D in Education from AIOU, Islamabad. His fields of interest are Professional Development, Information Technology and distance education.

His topic of speech was, “Education Vision 2025”

Dr. Irshad Hussain started his presentation by the Quaid-e-Azam saying, “If we want to make this great State of Pakistan happy and prosperous we should wholly and solely concentrate on the well-being of the people, and especially of the masses and the poor.” (August 11, 1947)” Then he quoted, “The Constitution obligates the state to “provide free and compulsory education to all children of the age of five to sixteen years” or from class 1 to class 10 (both girls and boys).

Then he showed, “**Where We Stand**”

- 4th IA -AI
- Globalization
- International Trade of Higher Education
- Innovations and inventions [VE, BL etc.]
- Collaboration and Linkage

The Education Vision 2025

- Pakistan’s Education Vision-2025 aims at significant expansion in education coverage, as well improvements in the quality of education.
- The Education vision-2025 aims at increasing public expenditure from the current 2.2 to 4.0 percent of GDP by 2018.

HEC Vision 2025

- Vision 2025 aligns with the UN’s Sustainable Development Goals 25, with commitments to progress in
- No Poverty
- Quality Education
- Gender Equality
- Decent Work
- Industry, Innovation & Infrastructure and
- Climate Action

The Action Plan

- Establish 20 new Tier I research universities by 2025 with a disciplinary focus in agriculture, arts, business, design, engineering.
- ICT, mathematics, medicine & health, science, social sciences and technology.
- Establish 120 new public and private Tier II universities with a professional focus.

- Establish 150 Tier III institutions / community colleges with a vocational focus.
- Dedicated support to the 10 public and private universities that currently place within the world rankings to improve their standing through better research output with corresponding international citations.

Research Innovation and Commercialization

- Establish Offices of Research, Innovation & Commercialization at 30 Tier I universities and 100 Tier II universities.
- Targeted increases in research & development funding.
- Establish industrial and technology parks established in each of the five provinces.
- Establish 100 new business and technology centers.

Enhanced Equitable Access to Higher Education

- Establish new universities to increase access to higher education.
- Enroll and graduate 200,000 students in postgraduate programs.
- Increase capacity for teacher training programs.
- Increase funding for existing tuition fee waiver and laptop distribution schemes.
- Direct all institutions to raise philanthropic funds to provide scholarships for disadvantaged students.

Planned ICT for Education for 2017-25

- Provision of 300,000 internet enabled laptops to well-performing students by 2019.
- Provide free Wi-Fi to 94 public universities.
- Install security equipment at all Tier I universities and 64 Tier II universities.
- Create 350 smart classrooms.
- Institutionalize a Learning Management System at 50 new universities.
- Implement National Cloud Infrastructure.
- Upgrade Pakistan Education and Research Network (PERN) telecommunications infrastructure.
- Implement Higher Education Management Information System (HEMIS) at Tier I universities.
- Implement EDU Card service to conduct transactions and access services on campuses at 10 Tier I universities per year.
- Establish a Research & Development Centre with Huawei Technologies in 2017-18.
- Support Collaboration between academia and industry in the development of high quality electronic devices.
- Establish an Office of Research, Innovation & Commercialization Automation.
- Research Cluster Management System to plan, monitor and evaluate the output and performance of ORICs.
- Setup five IT academies and testing centers.
- Pilot a Capacity Planning System at all public and private universities.

Financial Management to Sustain Growth

- Secure the required financial resources to achieve targets of expansion and quality improvement.
- Request incremental increases to the revised funding request of 1.4% of GDP for higher education.
- Direct HE leaders to identify and generate additional sources of institutional revenue.
- Develop and implement college improvement plans.
- Introduce a requirement for financial auditing at all universities.
- Financial training for public university staff.

He explained all the above statements in an expert way and said that higher education commission is working to attain the desired targets at the higher education level and hopefully the results will be seen in coming few years.

3rd Keynote Speaker
Prof. Dr. Kezang Sherab
“Educating for Gross National Happiness: An Approach for National Development”

Prof. Dr. Kezang Sherab is working as Assistant Professor at Paro College of Education, Royal University of Bhutan. He also worked as Dean, Research and Industrial Linkages, Paro College of Education, Bhutan. Dr. Kezang Sherab has a vast experience of teaching, research and supervision and attended and Resourced many professional development Workshops and Trainings at national and international level. Contributed as a principal investigator of research projects funded by UNFPA, Royal Education Council and Royal University of Bhutan, Erasmus+ and UNICEF etc. He published numerous research articles in various well reputed International journals and presented with recognition awards for his commendable services and achievements. His research interests are Student engagement, efficacy beliefs, implementation of educational reform, transformative pedagogy, gross national happiness education, and youth issues.

His topic of speech was,

“Educating for Gross National Happiness: An Approach for National Development”

According to the professor, Dr. Kezang Sherab, education is meant to provide overall happiness to the individuals of the country. He started his speech by giving a new terminology of GNH which is interesting as the common term used is GNP, and associated it with the overall development of a nation in terms of education.

GNH Background

“Gross National Happiness is more important than Gross National Product”

He explained about the idea of, “Gross National Happiness” that this was the idea of new prince of Bhutan. When he proceeded to his throne he ordered the Nation should be taught about the idea of being happy not being successful or being wealthy.

- Constitution of Bhutan 2008 Article 9:

“The State shall strive to promote those conditions that will enable the pursuit of Gross National Happiness.”

- Development philosophy of Bhutan.
- A middle path (GDP & Happiness).
- “GNH acts as our national conscience guiding us towards making wise decisions for a better future” (5th King).
- GNH implies a balanced and holistic approach to development (1st Elected PM).
- “GNH is about removing obstacles of public nature to collective happiness through policies, programmes and associated public expenditure” (Ura, Director, CBS).
- From the Bhutanese perspective happiness is referred to as:

“A quality of the mind that arises from positive mental attitudes which, among others, include the intention never to harm others, the desire to provide help and support to those around us, and to remain contented with one’s life” (Tashi,

2004).

- “*mii tsi gaawai soenam, rta khei nga yaa baa mi thei*”. Simply translated, the line means that the intensity of happiness experienced is such that even a hundred horses cannot carry it.

Fifth king Jigme Khesar Namgyel Wangchuck said; “GNH measures the quality of a country in more holistic way and believes that the beneficial development of human society takes place when material and spiritual development occurs side by side to complement and reinforce each other.”

GNH Concept (pillars, domains & indicators)

The four main goals of GNH or say pillar are; sustainable and equitable economic development, preservation and promotion of culture, conservation of environment, and good governance.



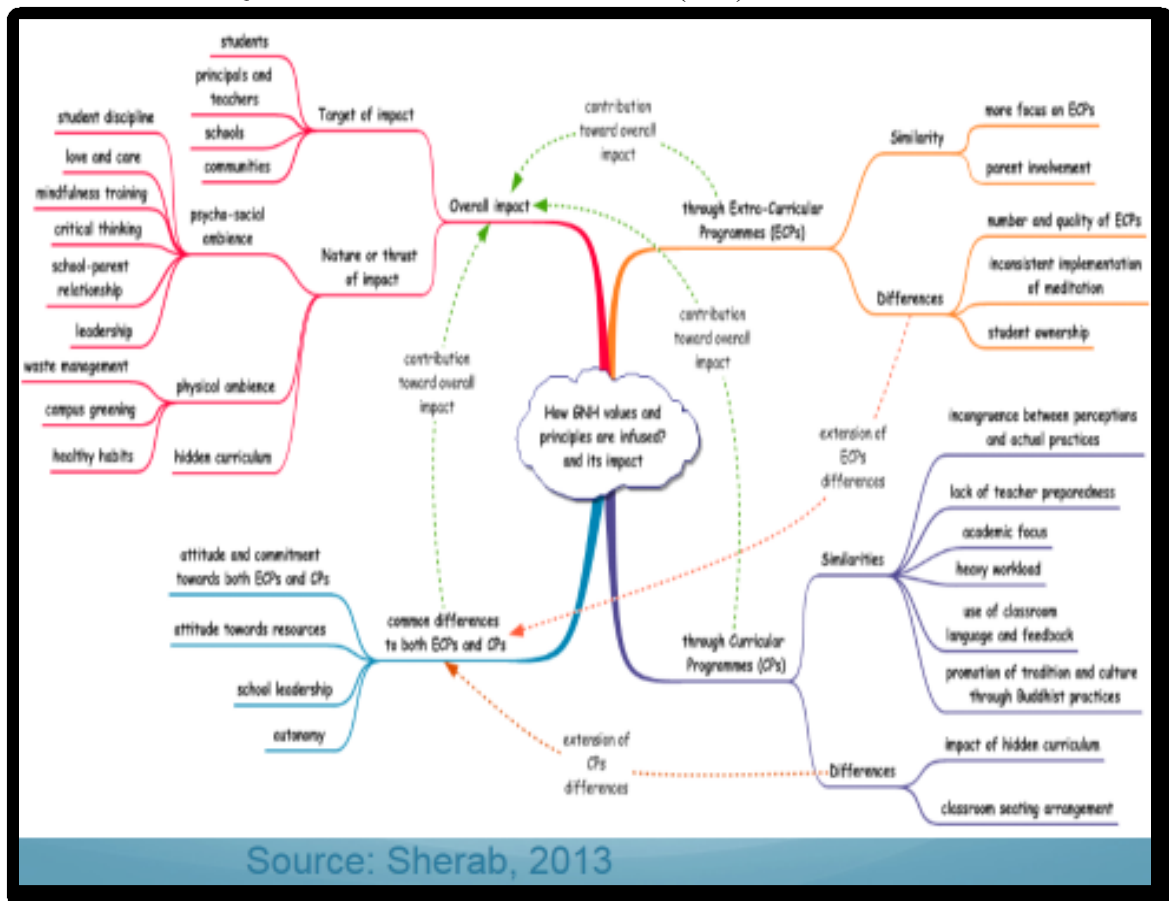
Educating for GNH and National Development

- “I had always wanted to think more deeply about how one might find an enduring place for simple human values in a world that is becoming unrecognizable from one generation to the next. And how, sadly, while the need for values is stronger and more urgent than ever, the climate in which they would flourish grows more and more unfriendly” (Fifth King).
- GNH to be the bridge between material development and the fundamental values of kindness, equality and humanity.
- GNH principles, practices and values to be embodied quickly and without delay in our educational system (the then PM).
- “If we want our children to possess the traits of character we most admire, we need to teach them what those traits are” (Bennett, 1991).
- Introduced commencing 2010 academic session.
- Produce graduates- “who are genuine human beings, realizing their full and

true potential, caring for others—including other species—, ecologically literate, contemplative as well as analytical in their understanding of the world, free of greed and without excessive desires; knowing, understanding, and appreciating completely that they are not separate from the natural world and from others; — in sum manifesting their humanity fully.”

Research

- Sequential mixed method study to examine the self-efficacy beliefs of school principals and teachers
- 1st Phase Quantitative- school principals (n=244) and teachers (n=1633)
- 2nd Phase Qualitative case studies of schools (n=4)



4th Keynote Speaker
Prof. Dr. Muhammad Sarwar

“Vision of a Nation and Education System”

Prof. Dr. Muhammad Sarwar is Chairman, Department of Education and Director Academics, University of Sargodha. He also worked as Director Quality Enhancement Cell, University of Sargodha. Prof. Dr. Muhammad Sarwar is HEC Approved PhD Supervisor and got his Post-Doctorate from University of Worcester, UK. He published More than 50 research articles in different HEC recognized National/ International peer reviewed journals and contributed as International conference chair and resource person in various workshops and conferences organized by HEC, PHEC, USAID and UOS. He is principle investigator of HEC funded research projects and active Member of various Professional Bodies in Pakistan

His topic of speech was, “Vision of a Nation and Education System”

Prof. Dr. Muhammad Sarwar started his speech with the idea of vision as a concept and highlighted its meaning in depth.

At first he explained about, “Vision in General”

He said,

- Vision is a tool, which nations use to safeguard the wellbeing of their peoples in future.
- It is specification of future position of a nation , in terms of its internal and external functioning.

Vision: Why (we need)

- A nation’s vision is meant to provide clarity about shared future of the nation.
- A better-developed vision can be a good tool to examine, align, and unify policies and plans.
- Without alignment, a coherent roadmap for action cannot be developed.
- Without specification of their places in future (vision) cultures, communities and civilizations may perish.

Vision Building (how and what)

- Vision building aims to construct future scenario and link the present with the future.
- Vision, dreams and future expectations must merge into contemporary realities.

International Context

- There are more than two hundred nations whose flags fly outside the UN Headquarters.
- Every nation aspires to become a developed country but the reality is that there are only a few dozen nations that are either developed or on the high growth trajectory to join this league of developed nations.
- All successful countries and organizations have achieved success by developing shared visions (Pakistan vision 2025).

Vision and Creation of Pakistan

A vision to safeguard the wellbeing of Muslims of subcontinent in future became

vision of Pakistan, a vision of a prosperous, equitable, tolerant, and dynamic society.-which was at the heart of the Independence Movement.

Pakistan Vision 2025

He explained the vision under the following heading

1. Proposed stages of vision 2025
2. Elements of the Vision
3. Pakistan vision: why
4. Pakistan vision 2025
5. Vision and peoples
6. Knowledge and vision
7. Vision and power (physical to mind)
8. Mal-distribution of knowledge
9. Knowledge and Education
10. Gaps in Education

Pakistan Vision 2025: Why

Pakistan Vision 2025 is designed to serve as a critical guide-post for the development of an effective strategy and road-map to reach the above destination

Our Vision today is, “To make Pakistan next Asian Tiger”

1. Vision 2025 is regarded as a road map to prosperous Pakistan (PM) it means all the upcoming governments will follow the Vision to fulfill the perceived passion.
2. A road map and implementation strategy based on aspirations and potential of Pakistan
3. (President of Pakistan)
4. To put Pakistan in top ten economies of the world by 2047 (Prof. Ahsan Iqbal)

HEC Vision 2025

1. Three tiered system of higher education
2. Smart sub-campus and distance Education
3. Paradigm Shift from input to outputs
4. Vision 2025-Challenges
5. Involving entrepreneurs in teaching learning process

A three tiered system of higher education

1. Tier-I: Research Universities- (high ranked)
2. Tier-II: Universities for masses
3. Tier-III: Collegiate level Education
4. (HEC vision 2025)
5. Shift higher education paradigm from teacher dominated input based initiatives to student centric knowledge, skills and competency based outputs (HEC vision 2025).

Education System in 2025

While explaining about the implementation of the chalked program, Dr. Sarwar explained about the actions to be taken by the government.

I. Training of Professionals and Assessment of students

- The development needs of professionals will be met on regular basis through access to a needs-based professional development infrastructure at district, province, and national levels.

- Teachers will assess their pupils on continuous basis, helping them reflect on what they did right, what they did wrong, and how they could best learn from their mistakes.

II. Education for peace

- Without an environment of peace and security, economic development can neither be meaningful nor sustainable.
- Peace education is key to increased investment, growth and economic revival.

III. Paradigms of shift from paper to screen and pen to key board

- Pakistan Vision 2025 proposes e-education, mobile-education and online distance learning as the paradigm of literacy shifts from paper to computers and tablets.
- After the invention of papers it is a major shift, sooner we accept it more we will benefit.
- Global languages will be introduced in schools to prepare students to take their place in a globalized world.

5th Keynote Speaker
Prof. Dr. Anjum Bano

“Responsibilities of Our Educational Youth”

Prof. Dr. Anjum Bano is a renowned Scholar and academician, and eminent researcher. She is serving the field of education for more than 25 years at various positions at different universities including Iqra University, Allama Iqbal Open University, Hamdard University, Karachi University and Sindh Madressatul Islam University. She was Chair and Professor of Education in the University of Karachi, previously having been the Chair of Special Education as well. She did her PhD in Special Education from Karachi University. Her domain of research is Special Education and Speech and Language Pathology. She has authored three books on Special Education and contributed various research papers, presented & published in several national and international conferences and has several national and international projects to her credit. She is HEC recognized PhD supervisor and bestowed with various recognition awards for her meritorious services. She is a member of prestigious organizations and forum across the globe including Council of Social Sciences. She has been the Editor of the Karachi University journal of Special Education and Lions Harmony journal devoted to Education and the Social Sciences.

Her topic of speech was, “Responsibilities of Our Educational Youth”

Prof. Dr. Anjum Bano began the presentation by defining education and later on linked it with the overall national development of a country especially in the context of Pakistan.

She asked what Education is? and Quoted that,

- Education is about possibilities, not limits.
- Education is the passport to the future for tomorrow belongs to those who prepare for it today (**Malcolm X**).
- Education is the most powerful weapon which you can use to change the world (**Nelson Mandela**).
- All countries, regardless of their national wealth, stand to gain from more and better education. According to a recent OECD report, providing every child with access to education and the skills needed to participate fully in society would boost GDP by an average 28% per year in lower-income countries and 16% per year in high-income countries for the next 80 years (World Economic forum 24.3.18).
- We are living in an inquiring and innovation-oriented society. The demand of twenty first century is novelty, creativity, and integration of knowledge at global level, research, critical and analytical thoughts. To prepare the children and youth to cope with the present situation needs to develop analytical and critical thinking, skill and attitude that would make them more flexible and innovative to deal with uncertainty and crises at national and global level and education is the only mean to do this.

Then she explained about the term, “Youth”

- Youth is an alternative word to the scientifically-oriented adolescent and the common term of teen and teenager. Another common name for youth is young

person or young people or pupil. And according to United Nations the term Youth will apply to those who are in between 15-25 years.

- Youth is defined as a period during which a person prepares himself or herself to be active and a fully responsible member of the society. It is a period of transformation from family dependent childhood to independent adulthood and integration in society as a responsible citizen.

Asset of a Country

- Youth of any nation is always considered the asset of a country and they play a vital role in the development of that country.

60 percent of Pakistan's population comprises of youth.

36 million are in the age group of 20-24 years and 58 million are below the age of 15. Out of 50 million youth in the age group of 18-29 years, 55 percent is urban youth. That is a big advantage for Pakistan

(www.ipripak.org/pakistans-youth-bulge-human-resource-development-hrd-challenges/Dec10,2014.)

Stars of Pakistan:

- **ARFA ABDUL KARIM:** By the age of nine in 2004, she had become the youngest Microsoft Certified Professionals (MCPs) in the world.
- **BABAR IQBAL:** ‘Young IT prodigy’ from Pakistan who started computer programming at the age of five. Like Arfa Kareem Randhawa, he also became the youngest MCP in the world, as well as attaining the record of being the youngest CIWA. At the age of 10,
- **ALI MOEEN NAWAZISH:** He scored 22 A’s in his A’ levels, proving to the entire world that Pakistan does not lack potential of intellect and is on the right path to education...
- **ZAID ALI (ZAID ALI T):** Famous social media icon may live abroad but his heart and identity is Pakistani to the core. His amusing videos usually portray the different lifestyles of Eastern and Western families
- **MOIZ ULLAH BAIG:** Who won the World Youth Scrabble Championship 2013 title in Dubai? The 16-year-old Pakistani was crowned champion.
- **SUMAIL HASSAN:** In January 2015 by winning the Asian Championship of Dota2 once again! He won it on the biggest stage electronics sports industry has ever had. His team has won \$6.6 million USD, which proves that Pakistanis are capable of anything and everything; we can win on any platform at any game.
- **MALALA YOUSAFZAI:** This girl shook the world by taking a bullet under attack by terrorists. She is the youngest nominee and the second Pakistani to get the Nobel Peace Prize in history.
- **DR. UMAR SAIF:** An Associate Professor of Science and Engineering at the Lahore University of Management Science (LUMS). Massachusetts Institute of Technology (MIT) has named him one of the top 35 innovators of the world (TR35).
- **NAILA ALAM and YASMEEN DURRANI:** These two Pakistani women have been honored by the White House for their humanitarian work.
- **AYESHA FAROOQ:** The Honour of Hope Award, Ayesha is Pakistan’s first ever female war-ready fighter pilot.

- **FAIZAN BUZDAR:** He was acknowledged by the US President Barack Obama, Buzdar's startup 'Convo' has successfully launched a social network for global organizations.
- **PROF. ASIM KHAWAJA:** He is the first professor of Pakistani descent that has been hired by the prestigious Harvard University's John F Kennedy School of Government.
- **DR. ARJUMAND HASHMI:** A Pakistani-born mayor of a town called Paris, in Texas, USA. He has successfully created a community and inculcated a pro-Pakistani image in the Southern state that has been a hotbed of anti-Pakistan sentiments
- **NAIZA KHAN:** A visual artist and the recipient of the 2013 Prince Claus award.
- **KARAMAT ALI KARAMAT: (PILER).** He is the recipient of South Asia Peace and Justice Award in India.
- **SABA GUL:** She is the Founder and CEO of Popinjay, a social enterprise that empowers marginalized underprivileged girls in Pakistan with education and provides them with employment opportunities by selling their goods.
- **RAFIULLAH KAKAR:** At 23 years of age and hailing from Baluchistan, the young gentleman is the 2013 Rhodes Scholar for Pakistan. The Rhodes scholarship is awarded to one Pakistani annually to study at Oxford University, UK.
- **MARIA TOORPAKAI:** Maria, born in South Waziristan, is a professional squash player who has won international acclaims for Pakistan.
- **FAISAL MIRZA:** A recipient of the ECHO Awards in 2008; the ECHO Awards recognize the contribution of immigrants of 'non-western' descent on the basis of their talent in higher education.
- **NAMIRA SALIM:** The 'First Pakistani Astronaut.
- **SABIA ABBAT:** is the winner of the National Cycling Championship.
- **SARMAD TARIQ:** Tariq has been an inspiration for people with physical disabilities. He is a motivational speaker and a corporate evangelist. He represented Pakistan in the ING New York City Marathon in 2005 and finished with a medal.
- **BILAL MASOOD:** Maqsood is a student of Crossing Border Global Studies in Denmark and is also a certified trainer of the School of Leadership (SOL), Karachi. He has represented Pakistan as its youth ambassador on various platforms and is keen to bring about positive social change.
- **SYED FAHAD ALI:** The Founder of the Aghaz School.
- **MEHAK GUL:** Gul started playing chess at the early age of six. She is now 13-year-old and is creating a pro-Pakistan image by being an internationally acclaimed chess player

After showing the names and expertise of Pakistani youth she moved to the next part about National development and explained that.

- **“National development”** refers to the ability of a country or countries to improve the social welfare of the people, for example, by providing social amenities like good education, infrastructure, medical care and social services.”

- “The foundation of National Development is the development-especially development in social, political, economic, emotional, linguistic and cultural fields..
- Measures of improvement may be
 - a) Rapid growth of incomes of the population in general.
 - b) Poverty alleviation/reduction (rapid growth of the incomes of the poor).
 - c) Satisfaction of basic social and economic needs.
 - d) Sustainment of a democratic and fully participatory society.

National Development Strategy

National Development Strategy should meet these challenges

The development process **must be visualized in its broadest context if it is to meet the expectations of the national and global demands.**

- Goal of development is **the progressive realization of the abilities and talents of each individual for his/her own satisfaction and enhancement of the good of the community and the nation.**

Future Based Industries

- Space Science, Animal science, Medicine Science, Media Science, Earth Science, Stone Industry, Tourism Food Science. Software Engineering, Architectural Designing and Solar Energy Technology etc.

Seminar Day 2

The second day of the seminar was formally started with the recitation of the Surah Al Qadar of the Holy Quran. At beginning of the second day's session, the summary of the first day was presented.

1st Keynote Speaker
Prof. Dr. Afsar Rathor

“Fundamentals of Education in National Development”

Mr. Rathor has done his Master in Management from Webster University, MSc Electrical Engineering (completed 8 out of 10 semesters): Vienna Technical University PhD in Management: The Trinity College & University 2017- Present Volunteer to several International NGOs for developing countries. From 1999 to 2017 Deputy Director, United Nations Industrial development Organization from 1989 Senior Program/Administrative Officer/ Deputy Director until United Nations Development Program (UNDP) 1989 United Nations Office for Project Services (UNOPS). UN Department for Peacekeeping (UNDPK). He has worked as a senior executive of the United Nations responsible for implementing multimillions dollar projects with various UN organizations in Africa, Caribbean and South America and East Europe. He has extensive experience in project management, poverty alleviation, environment and energy with proven leadership qualities. He speaks fluently English, German, Persian languages and a little French. He conducted several seminars and lectures, among others, on leadership, development, project management, role of research and higher education in the society at several universities in Africa and East Europe. He resigned and left the UN on 15th March 2017 to dedicate himself for the higher education in Pakistan. He is working to facilitate various Educational Institutions (PHEC, HEC and several private universities) in Pakistan with the European universities to promote quality higher education in Pakistan. He is currently in process to start a Split PhD program in Pakistan with the cooperation and collaboration of the Austrian universities. He is also carrying out projects in the developing countries in general and in Pakistan in particular, funded by the International NGOs, as a volunteer, in the fields of poverty alleviation, women empowerment, education and project and disaster management.

Prof. Dr. Afsar Rathor started his presentation by describing the economic conditions of Pakistan and associated it with education.

Pakistan Economics Situation

Human development Report 2017

- Pakistan ranking: 147 out of 188
- Educated population: approx. 49.9%
- Primary completion rate: females = 33.8% , males = 47.18%
- Current budget deficit: over 1 trillion Pak RS or 4.1% of the GDP
- Trade deficit (7-12/2017): \$18 billion, an increase of 24.5%,
- Population growth: 2%, India 1.2% & Bangladesh 1.1%
- Unemployment in 2017 Approx. 6%
- Inflation in 2017 approx. 7.5%
- Security situation
- Foreign Direct investment
- Education Funds: 1.5 to 2.0% of the total GDP
- Target: Min. over 7% of the total GDP

Soft Skills

- **Inquirers:** Learn to cultivate their curiosity, develop skills for inquiry and research, learn independently and with others, sustain the love of learning throughout life
- **Knowledgeable:** Develop and use conceptual understanding, explore knowledge across a range of disciplines, engage with issues and ideas that have local and global significance
- **Thinkers:** Use critical and creative thinking skills to analyze and take responsible action on complex problems, exercise initiative in making reasoned and ethical decisions.
- **Communicators:** Express confidently and creatively in more than one language and in many ways, learn to collaborate effectively, listen carefully to the perspective of other individuals and groups.
- **Principled:** Act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere around the world. And most importantly, take responsibility for the actions and the consequences of those actions.
- **Open-minded:** Critically appreciate own culture and personal histories as well as the values and traditions of others.
- **Risk-Taker:** Approaching uncertainty with forethought and determination. Work independently and cooperatively to explore new ideas and innovative strategies, to be resourceful and resilient in the face of challenges and change.
- **Balanced:** To understand the importance of balancing different aspects of lives- intellectual physical and emotional.
- **Reflective:** Thoughtfully consider the world and own ideas and experience and reflect upon them, work to understand the strengths and weaknesses in order to encourage the learning and personal development.

Development of Research Facilities

Germany:

- 12 German universities: under top 200 with QS ranking.

South Korea:

- 13 universities: under top 500 with QS ranking
- Three (3) universities: under 150 world ranking
- 122 universities
- 220 universities of Applied Sciences
- 60 other higher education institutions
- 17,000 programs
- 691,000 staff including 387,000 academic staff
- Universities population: 2.8 million students, including 360,000 international students (12.8%)
- 90 Billion Euro Investment

Recommendations

- Collaboration with Foreign Universities • Split PhD and Post Doc cooperation
- Cooperation for the establishment of a Knowledge & Research Centre
- Host Seminars • Soft Skills Development • E-Learning • Introduction of Evening Classes • Cooperation between the Educational institutions and Industries
- Increase salary and other benefits to the faculty staff

2nd Keynote Speaker

Prof. Dr. Michael Platzer

“Global Citizenship Education for National Development”

Prof. Dr. Michael Platzer is a Liaison Officer for the Academic Council on the United Nations and Chair Vienna NGO Alliance for Crime Prevention and Criminal Justice. Served 34 years in the United Nations Secretariat in various capacities in the Office of the Secretary General, human rights, technical cooperation, HABITAT, UNDP, peacekeeping, and the Office on Drugs and Crime. Guest lecturer at the Diplomatic Academy of Vienna, University of Graz, Law School of Vienna University, and many other universities in (Australia (Netherlands), New Zealand), (UK) (USA). Organized various symposiums, workshops and conferences on Innovative Teaching Techniques, New Security Challenges, Criminal Justice Education, Social Media, Information Technology, Human Rights”. Produced/ directed teaching videos on victim rights and crime prevention. He is also Member of the European Society of Criminology, Academy of Criminal Justice Sciences, World Society of Victimology, International Catholic Commission of Prison Pastoral Care, Penal Reform International, and the United Nations Associations of Austria and of Australia.

“Global Citizenship Education for National Development”

While addressing the participants about the topic, Prof. Dr. Michael Platzer clarified the concept of citizenship in the global perspective from his personal experience.

Sustainable Development

Sustainable Development can be understood as “development that meets the needs of the present without comprising the ability of future generations to meet their own needs” (Brundtland Report). It can also be understood as balancing the demands of the environment, economy, and society. The recently adopted Sustainable Development Goals (with its 178 targets) are a good road map of what needs to be done to make the world a better place.

Global Citizenship Education

In addition, Global Citizenship Education entails three core conceptual dimensions:

1. Cognitive- to acquire knowledge, understanding, and critical thinking about global, regional, national and local issues and about the interconnectedness and interdependency of different countries and populations.
2. Behavioral to act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world.
3. Social-emotional-to feel that one belongs to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity.

In order words *LEARN, THINK CRITICALLY, FEEL EMPATHY, and DO SOMETHING.*

Situation in Pakistan

I know very little about Pakistan however I have researched the topic through the internet and have found some critical articles about the state of citizenship education in Pakistan. The Institute for Educational Development of the Aga Khan University ran a project together with the Canadian Development Agency training secondary teachers a few years ago and found the following

deficiencies: the factor of peace, tolerance, and coexistence were absent in the curricula. While knowledge acquisition was exemplary; student were not taught problem solving skills, critical consciousness, and civic mindedness. The lack of volunteer roles for students or projects for social engagement was noted. Also the fact that textbooks do not distinguish between Islamic education which promotes a passive citizen and an activist civic education was commented upon.

Other Good Examples

Japan- Tokyo Global Engineering Corporation is an education services organization that provides complementary (to the coursework requirements) global issues programs to engineering students and other stakeholders around the world. All correspondence among members is via e-mail and all meetings are held via Skype, with English the language of instruction and publication. Students never have to travel or leave their geographic location and can publish their personal observations in their own languages when English is a secondary language.

In England, the Department for Education and Skills produced “Developing the global dimensions in the school curriculum, a publication for head teachers, teacher, senior managers and those with responsibility for curriculum development. It aims to show how to integrate the global dimension, covering eight key concepts - global citizenship, conflict resolution, diversity, human rights, interdependence, sustainable development, values and perception and social justice.

Conclusion

Whether to make an impact on a more open campus, a direct improvement to a community's or disadvantaged group's life, a contribution to a better urban or rural situation, comprehensive national development, or drawing attention to national or international issues, each person has a role to play. The agronomist, the social worker, teacher, historian, poet, journalist, priest, imam, parent, grandparent, community organizer, parliamentarian, film maker, economist, government officer, president or simple citizen has to “think big”, beyond his or herself. This is what it means to be a “global citizen”.

We have shown good examples from Asia, Africa, Europe, and North America. Of course, Pakistan should find its own models of Global Citizenship for National Development. Nonetheless, its own educational planners should take into account in the critique levelled in the paragraph above and look seriously at the promising models elsewhere.

3rd Keynote Speaker
Dr. Muhammad Nasir Khan
“Barriers in National Development”

Dr. Muhammad Nasir Khan has been working as Teaching/ Research Associate: Department of Education, International Islamic University Islamabad. He did his PhD in Education from International Islamic University Islamabad. His area of interest is Challenging Behavior and School Violence. During his stay in the University of Vienna he has been involved in Research projects at university of Vienna. He is an Ambassador for Peace: Universal Peace Federation, Austria, and Vice-President: Global Psychology and Language Learning Association, and Advisor: Institute for Academic Researchers, Colombo, Sri Lanka.

While talking about the barriers in National Development, Dr. Muhammad Nasir Khan talked about the national development and highlighted the role of education in it.

Identity of National Development

“It’s true that identity of national development can be found from the existing gaps and barriers between education policies and practices in any nation of the world”.

Losing National Identity

“When education agenda of a nation is going to fail in incorporating ideology of a nation in youth then it means a nation is going to lose identity”.

Justice with Education & National Development

Justice with education in a state is the supreme justice with a nation. When an education system is going to fail in promoting social ethics, peace, human rights and the citizens are not responsible citizens then it looks stupid to hope for Justice, political stability and development of a state in a violent society.

Barriers in National Development

A lot of discussions are ongoing in every country on national development but still many countries are facing issues of peace, political and economic instability. Whether education system of such countries has enabled their youth to define:

1. Peace
2. Social justice
3. Equality
4. Crime
5. Corruption
6. Politics
7. National Development

“The greatest need of the hour is to re-design curriculum, textbooks, teaching methodology and children’s literature, formal and non-formal educational systems”(McCartney, 2015).

A survey reports elaborates that one of the major factors of national instability in developing countries is school curriculum is insufficient to elaborate national development.

South Asia has the highest number of school age children of any region. Schools in South Asia face the challenge of educating students from a greater socio-economic and linguistic backgrounds than anywhere else in the world. Most

countries in the region have conflict-affected areas where the learning challenge is especially high. There is very little systematic evidence on which policy interventions can improve student learning in this context.

Education & National Development: Some Realities

- Of all regions, sub-Saharan Africa has the highest rates of education exclusion. Over one-fifth of children between the ages of about 6 and 11 are out of school, followed by one-third of youth between the ages of about 12 and 14. Almost 60% of youth between the ages of about 15 and 17 are not in school (UNESCO, 2017).
- There are an estimated 11.3 million primary, and 20.6 million lower secondary out-of-school children in South Asia (UNICEF, 2017).

In this situation, when a sufficient number of children is out of school, how national development is possible?

University Education & Society Building

“A fundamental purpose of the University is to shape, and constantly reshape, society. Just as society is reflected in the University, the University has the ability to shape society. It does this through the knowledge it produces, but much more by the habits of the mind that it instills in its students... (We must not only) focus on how we teach science, how much science we teach, but also – and importantly – what we teach beyond science,especially, in how the humanities and social sciences are incorporated”.

Higher Education & Development in Muslim World

It is well-known that the 1.6 billion Muslims of the world contribute an extremely small share to its knowledge. This can be seen in the number of Nobel laureates in the sciences (only three) from the 57 countries with a Muslim majority population (the OIC), in the number of books or patents produced there, or lately in the number of universities from OIC countries in the top 400 of world rankings.

Beyond these factoids, there is a widely shared view that science in the Muslim world is significantly lagging. This view is partly based on indicators, including research spending, researchers per million people, performance of pre-university students in science and math, global university rankings, etc.

A major challenge before universities in the Muslim world is that they often reside in societies that still view science in civilizational terms. Policymakers who wish to improve the quality of science education in the Muslim world have often focused all their attention and investment towards what happens inside Universities and ignored the societal conditions necessary for these investments to pay dividend.

Beyond the two vital issues of what must be taught and in what language (English/French vs. local/native languages), the question of how science should be taught is also of critical importance. With few exceptions, science curricula at universities of the Muslim world tend to be heavily loaded, with extensive ‘coverage’ of topics, instead of aiming for a deeper understanding of how the sciences work and scientists think, and how to analyze problems.

4th Keynote Speaker
Prof. Dr. Abdul Hameed
“Education for Life Skills”

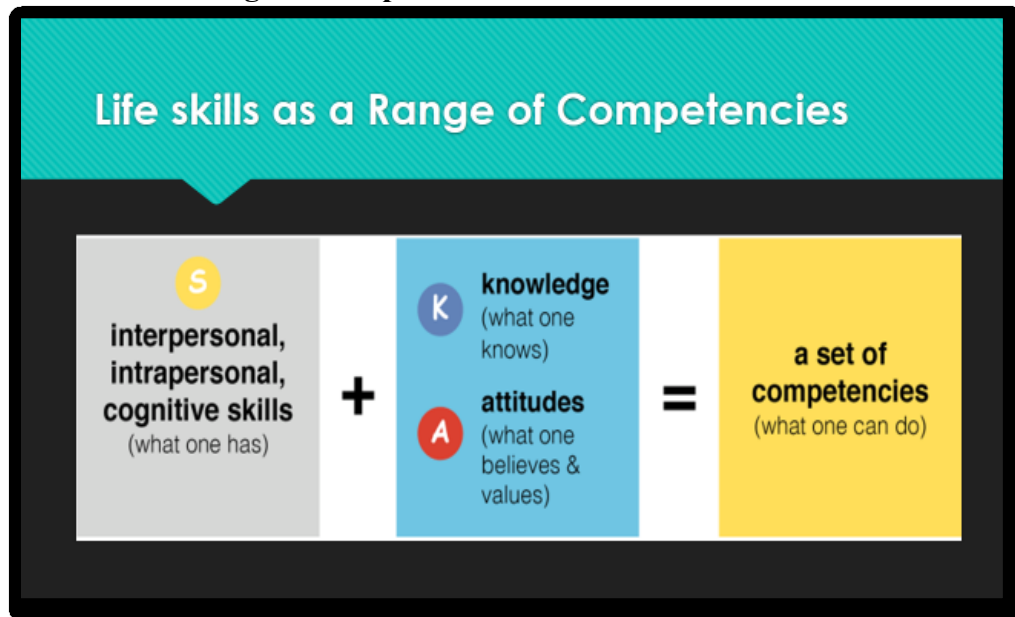
Prof. Dr. Abdul Hameed is Dean, at School of Social Sciences and Humanities School of Advanced Studies, University of Management and Technology, Lahore Previously; He was Professor and Chairman, Department of Special Needs Education, and Director, School of Professional Advancement, at University of Management and Technology, Lahore. He was also Professor and Chairman Department of Special Education Punjab University Lahore. He is Ph.D. in Education, from The Ohio State University, U.S.A. He got Central Overseas Scholarship Award for Ph.D. and Professor's Award on Academic Excellence at Ohio State University and earned a gold medal in MA Education from IER, University of the Punjab. Dr. Hameed has 27 years' experience of university teaching in various positions. He is well known in the field of research and data analysis. His academic interests include philosophy of technology, educational change, critical theory, and contemporary research paradigms and attitudes measurement. Dr. Hameed has more than 30 international presentations published 32 research papers in national and international research journals and conducted eleven research studies as Principal Investigator.

Prof. Dr. Abdul Hameed, in the very beginning of his speech, gave a very comprehensive definition of education.

UNICEF Definition

- UNICEF defines life skills as, “abilities for adaptive and positive behavior that enables individuals to deals effectively with the demands and challenges of everyday life
- Life skills are seen as a group of psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationship, empathies with other and cope with and manage their lives in healthy and productive manners

Life Skills as a Range of Competencies



Semantic Controversies on the Use of “Skills”

- There is disagreement on the use of term “Skill”.
- The Organization for Economic Cooperation and Development (OECD), for example, believes that the concept of “competencies” is more appropriate than “skills”.
- Skill is an ability to do specific task like driving tailoring swimming etc. It does mean a general ability to perform changing tasks, some argue.
- Competency is defined as “The ability to meet complex demands, by drawing on and mobilizing psychological resources (Including skills and attitudes) in a particular context (tasks may be changing). (DeSeCo, 2005)
- Competent performance or effective action implies the mobilization of knowledge, cognitive and practical skills, as well as social and behavioral components such as attitudes, emotions and values and motivations.

Five Contexts That Define Life Skills

Context I: Generic Skills

Problem solving, working in team, networking, communicating and negotiating

Context II: Contextual Values

Livelihood skills, health skills, skills related to gender roles, family life and environmental skills

Context III: Composite skills

Legal literacy, family literacy, health literacy, financial literacy and environmental literacy

Context IV: Subject based skills

Scientific and technological literacy, civic sense, community development, health nutrition and HIV/AIDS

Context V: Miscellaneous Skills

Cooking, making friends and crossing the street etc.

Setting the Context: The Left Behind

- Over 22 million children are out of schools. 30% of these children are with disabilities and above school age
- Children with extreme poverty constitute major chunk of out of school children.
- Children in difficult circumstances (orphans, street children, child labor etc.) are also grouped with out of school children.
- War affected, children of families with HIV/AIDS also join the out of school children.
- Even the drop outs of regular school lack ultimately count in out of school children.

Taking up the Burden

- Out of school children have become a symbol of shame in the global context.
- Except, non-formal education, no education system is ready to take up the burden of out of school children
- The agenda of pre-service teacher education exclude the case of out of school children.
- In spite of Free and Compulsory education mandated in Article 25 A of the constitution of Islamic Republic of Pakistan it has never translated into the teacher education curricula.

- Segregation and exclusion are seen as lever of inequality, prejudice, discrimination and disintegration.
- Across the globe the idea of Inclusive Education has become a ray of hopes for equitable education

Implications for Teacher Education

- Existing teacher education is based on a narrow outlook that does not address all shades of human diversity.
- The pedagogy taught to pre-service teachers is also deficient of tools and methods to reach out to the children who are the bye product of our education system
- The mindset of would be teachers is predominantly colonial that fails to see and cater for all children with equity and fair play.
- The teacher education, therefore, needs a substantial restructuring in order to align it with emerging challenges such as 100% enrolment, no child left behind and all children should succeed.

The Way Forward

- There is need to hold a national consultative meeting of professionals working in the fields of general education, non-formal education, special education and vocational education to initiate a dialogue on “Inclusive Education” that can address the diversified needs of all children.
- Unless the regular school is made capable of addressing varied needs of all children under one roof the problem of out of school children will remain as such.
- The “would-be” teacher needs to be a “Teacher of All” not a teacher of few.
- Unless the teacher education with its curricula and philosophy is transformed into a truly humanistic education the dream of 100% net enrolment in our primary schools with zero dropout will not turn into a reality

5th Keynote Speaker
Prof. Dr. Arshad Ali

“Challenges of Nation and Education System”

Prof. Dr. Arshad Ali is the Professor of education and director I.E.R. University of Peshawar PhD (Education) Gomal University. More than 20 years of teaching & research experience. His research interests are: Testing, Measurement & Evaluation, Teacher Education, Teaching Methodology, Educational Research. Chief Editor ‘Journal of Education & Research’, I.E.R. University of Peshawar authored a book entitled Principles of Education and published various research papers.

The professor commenced his presentation by discussing the importance of education in the context of national development moving toward the challenges being confronted.

Challenges of Nation

Since its inception as an independent and sovereign state in 1947, Pakistani nation has been facing with various challenges that have serious implications both on internal and external fronts for the country and pose extreme dangers for the very existence of the country. Pakistan is currently confronted with mighty challenges with serious implications for its long-term prosperity and security, which need to be tackled for making Pakistan a stable, progressive, moderate and democratic country. These challenges are; Policy Issues, Poverty, Illiteracy, Terrorism & extremism, Corruption, Political Instability, Nepotism, Weak Economy, multiple systems, medium of instruction, faulty evaluation system and vulnerable education system.

Recommendations for the Solution of Challenges in Education System

- Political will
- Education Emergency
- Integrated system of education
- Involvement of community
- Long term planning

Conclusion

- The reforms required in the education system of Pakistan cannot be done by the government alone, public-private participation and a mix of formal as well as non-formal education can pull out majority of country’s population from illiteracy.
- Similarly, to make the youth of the country an asset, attention should also be paid to vocational and technical training.

6th Keynote Speaker
Dr. Amjad Reba
“Education and Employability”

Dr. Amjad Reba did his Ph.D, from Institute of Education & Research, University of Peshawar (2012) in Teacher education; Education. His Research Interests are Teacher Education, Teacher Training, Teaching Skills, Teaching & Learning Process, Assessment and Classroom management. He has a vast experience of teaching, research and supervision. Organize and attended Professional Development Trainings in his area of expertise. He is also an Editor of the Journal of Education and Research University of Peshawar, having professional membership with various universities in Peshawar.

Pointing to the concept of employability, Dr. Amjad Reba, started his important talk in the light of education as foundational stone to achieve not only individual but also national development.

Employability a Concept

A modern, competitive economy needs workers who possess *skills, knowledge* and *attitudes* they can take to any work situation and have the ability and willingness to *continually adapt* and prosper in a changing world.” (CBI, Future Fit, 2009)

- Employability ≠ employment
- Employability = *a set of achievements, understanding and personal attributes that make individuals more likely to gain employment and be successful in their chosen occupations* (Knight and Yorke, 2004:25)
- Personal characteristic
- Possibility, not certainty or status

Higher Education and Employability

- caution when making conclusions w.r.t. to higher education on the basis of (un)employment statistics
 - Over-education and under-employment.
 - effects of massification.
 - influence of non-formal and informal learning.
 - difficult to establish simple causal relationships.
 - time and space of reference.

10 Highly Rated Competencies

● **UK**

1. Learning abilities
2. Working independently
3. Written communication skills

● **Europe**

1. Learning abilities
2. Power of concentration
3. Working independently

● **Japan**

1. Loyalty/ integrity
2. Power of concentration
3. Adaptability

● **Individualist vs. collectivist**

- Students from collectivist cultures expect a favour from the academic community they feel they have joined.
- They are disappointed at university's failure to provide them with an entry ticket to the employment market
- Hiring and promotion decisions should be based on individual skills and 'objective' rules only.
- Treating friends better than others is nepotism and unethical.
- Employer-employee relationship is a business deal in anonymous labour market.
- Certificates have little symbolic value.
- Hiring and promotion decisions take membership of groups (family, employer and academic networks) into account.
- Treating friends better than others is normal and ethical .
- Employer-employee relationship is like a family link.
- Certificates are extremely important and displayed on walls.

How to Increase Employability?

- Real focus on learning outcomes
- Diversity of offer (mirroring the diversity of roles of higher education)
- Flexibility of learning paths
- Transparency
 - Recognition of learning
 - Readability (employers!)
- Adequate inclusion of relevant stakeholders

Conclusion

Employer engagement can modify the distribution of human capital (technical and employability skills), social capital (useful networks) and cultural capital (attitudes and identities). The impact of employer engagement is itself shaped by prior levels of human, social and cultural capital.

7th Keynote Speaker
Dr. Muhammad Bashir Gondal
“Purpose of Education”

Dr. Muhammad Bashir Gondal is Associate Professor/Chairperson Department of Education at University of Gujrat. He did his Ph. D. in Curriculum, Instruction Evaluation and assessment from Faculty of Education METU, University Ankara, Turkey. He has a vast experience of teaching, research and supervision at different levels and got National and International Professional Development Training in his area of expertise. He has been involved in leading, organizing, coordinating and participating in various Educational Assessment Activities under NEAS/PEAS Projects and other organizations in research and development activities. He also served in Provincial Education Assessment Centre (PEACE), University of Education and School Education Department Lahore.

Discussing the education as necessity of time, the professor brought to light the aim, goals and objectives of education and related them to the national development.

Purpose of Education

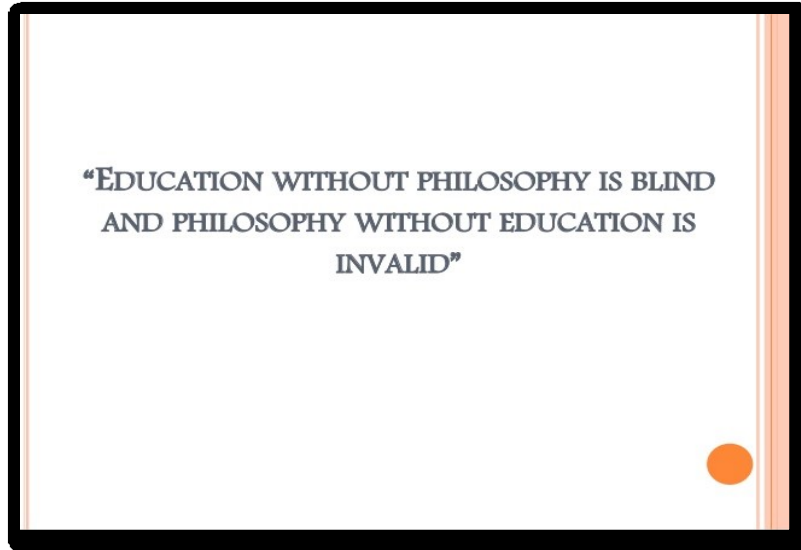
Historical Overview

Sparta	Creation of strong and brave soldiers
Athens	Harmonious development of body and mind
Ancient Rome	Good Orator
Feudal Society (For Aristocracy)	A great Knight
At the end of XIX century	Hardworking and useful citizen (German)
At the beginning of XX century	A business person (USA)
Contemporary Japanese aims	High organization and work discipline
Socialist society	Universally developed person

Determinants of the Purpose of Education

The purpose of education is determined in relation to:

- Society,
- System of values,
- Ideological and political understandings and definitions
- Globalization
- Sense of the human and his personality,
- Social tradition,
- Development of pedagogical science and the school system,
- Needs, interests and desires of the person himself.



Philosophies of Education

Philosophy is derived from two Greek words; Philo (love) and Sophia (wisdom), means love of wisdom.

Educational Philosophy

A set of values and beliefs about education that guide the professional behavior of educators. It asks what is the purpose of education?

Islamic Perspective

Ontology:

Nature of reality, world/universe, Allah's relation to man, soul, man's power, death, life after death

Epistemology:

Deductive knowledge: knowledge by inference (Ilm al-Yaqin),
Observatory knowledge; knowledge by perception (Ain al-Yaqin), Empirical
knowledge: knowledge by personal experience or institution (Haq al-Yaqin)

Axiology:

Life, religion, eternity, unity, truth/wisdom, knowledge, love, justice, goodness, beauty

Meaning of Education

It starts from cradle and ends to the grave. The broader meaning of education says there is no bound of place and time. Education is the lifelong process. The narrow meaning of education emphasizes on bookish knowledge. Education is limited under the premises of educational institutions.

Closing Ceremony

In the closing ceremony, Prof. Dr. N. B. Jumani, the co-chair of the seminar, summarizes the two days speeches. He said that in these two days we have highlighted the strengths and weaknesses of the system that intensively influenced the national development of any country through education. He appreciated and acknowledged all the speakers for their extraordinary knowledge and experience. He further added that this two days seminar give us an overview of education as foundation of national development.

Prof. Dr. Samina, chairperson of the seminar, thanks to the worthy president, speakers for their participation and time and discussion on the theme which paramount of the education system. She also acknowledged the efforts of the young scholars and students to organize this seminar successfully.

At the end, shields and certificates were distributed among the organizers of the seminar to acknowledge their efforts.

PHOTO GALLERY



