

SEMINAR REPORT

INTERNATIONAL SEMINAR ON

NEEDS OF SOCIETY AND QUALIFICATION OF GRADUATES

May 14 & 15, 2018

Allama Iqbal Auditorium, Faisal Masjid Campus



DEPARTMENT OF EDUCATION

FACULTY OF SOCIAL SCIENCES

INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD

Seminar Chairpersons

Prof. Dr. Samina Malik

Professor of Education
Dean, Faculty of Social Sciences
Additional Director, Directorate of Distance Education
International Islamic University Islamabad, Pakistan

Prof. Dr. N. B. Jumani

Professor of Education
Former Dean, Faculty of Social Sciences
Director, Directorate of Distance Education
International Islamic University Islamabad, Pakistan

Seminar Coordinator

Ms. Humaira Akram

Teaching and Research Associate
Department of Education
International Islamic University Islamabad, Pakistan

Seminar Organizing Committee

1. Prof. Dr. Samina Malik, Dean, Faculty of Social Sciences
2. Prof. Dr. N. B. Jumani, Director, Directorate of Distance Education
3. Dr. Azhar Mahmood, Associate Professor, Department of Education
4. Dr. Asad Abbas Rizvi, Assistant Professor, Department of Education
5. Mr. Shahid Mahmood, APS, Faculty of Social Sciences
6. Ms. Alina Raza, Teaching and Research Associate, Department of Education
7. Ms. Humaira Akram, Teaching and Research Associate, Department of Education
8. Ms. Bushra Rehman, Teaching and Research Associate, Department of Education
9. Ms. Fatima Maqsood, Teaching and Research Associate, Department of Education
10. Ms. Fatima Batool, Teaching and Research Associate, Department of Education
11. Ms. Sehrish Javed, Teaching and Research Associate, Department of Education
12. Ms. Sadia Dilshad, Teaching and Research Associate, Department of Education

Report Writing Committee

1. Ms. Humaira Akram, Teaching and Research Associate, Department of Education
2. Ms. Alina Raza, Teaching and Research Associate, Department of Education
3. Ms. Sadia Dilshad, Teaching and Research Associate, Department of Education
4. Ms. Fatima Batool, Teaching and Research Associate, Department of Education
5. Ms. Fatima Maqsood, Teaching and Research Associate, Department of Education
6. Mr. Fazal Hakim, PhD Scholar, Department of Education

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SCOPE OF THE SEMINAR

Society has great expectations of educational institutions and the role of these institutions is to enhance the knowledge of the community and to encourage and develop scholarship and learning. Every citizen has the right of access to learning, both for the joy of education and for economic opportunities. It goes without saying that an individual's right to acquire knowledge for his personal, social, and economic growth and development. The Department of Education, International Islamic University Islamabad always takes initiatives to highlight the needs of society and demands for enhanced quality of education for overall progress of the nation. It is therefore for this two-day international seminar entitled "Needs of Society and Qualification of Graduates" has been arranged.

In an ever-increasingly multi-cultural world, students need skills, values, attitudes and relevant knowledge to operate and compete internationally. This seminar will provide an opportunity for discussion about the expectations of the current society and essential practices of educational institutions to enable our students as economical productive citizens of the society. Unfortunately, the future needs of society are not properly addressed to that has resulted in irrelevant and unrealistic educational efforts and ineffective training programs. So this two days international seminar would offer an open place for discussion to identify trends and demands of 21st-century list practical suggestions and find out experts' views about how educational system can play an effective role in enabling youth as productive citizens of Pakistan.

This research seminar will open new horizons in the field of education that will help us to align our education systems and curriculum with the needs of society. It will also facilitate our youth to become a dynamic and productive citizen. Further, this seminar will provide a platform for different stakeholders such as academicians, administrators, deans, directors, policy makers, curriculum developers, teachers, and students to share their knowledge and experiences.

SEMINAR MAJOR THEMES

- Inputs and interventions needed to boost up overall capacities of youth to enable them as constructive individuals of the society,
- Role of higher education institutes in satisfying the current needs of youth and society.
- The relevance of students qualification to current demands of the society

GUEST SPEAKERS (INTERNATIONAL)

Dr. Samuel K. W. Chu
University of Hong Kong, China

Dr. Katalin Csoma
UNHCR, Hungary

Dr. Waseem Malik
York University Toronto,
Canada

Dr. Muhammad Nasir Khan
University of Vienna, Austria

GUEST SPEAKERS (NATIONAL)

**Prof. Dr. Irshad Ahmad
Farrukh**
National Accreditation
Council For Teacher
Education, Lahore

Dr. Sajid Ali
Institute of Educational
Development, Aga Khan
University, Karachi

Prof. Dr. Kamal Haider
Federal Urdu University of
Arts, Science & Technology
(FUUAST), Karachi

Dr. Ashiq Hussain Dogar
University of Education,
Lahore

Dr. Akhtar Ali
The Islamia University
Bahawalpur

Dr. Irfan Ahmed Rind
Sukkur IBA University,
Sukkur,

Prof. Dr. Muhammad Khan
International Islamic
University Islamabad

Dr. Manizeh Bano
Sahil Foundation, Islamabad

Dr. Shagufta Akhtar
Foundation University,
Islamabad

Mr. Arshad Saeed Khan
Former Education Officer
UNESCO, Islamabad

Dr. Asif Khan,
Karakorum International
University, Gilgit

International Seminar on “Needs of Society and Qualification of Graduates”

Date: 14-15 May 2018

Seminar Day 1 Program

The arrival of the Guests and Keynote Speakers	09.30 – 10.00
The arrival of the Chief Guest	10.00 – 10.30
Recitation of the 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
Keynote Speeches	
Dr. Katalin Csoma Youth Programming: Innovative Ideas and Lessons Learned	12.00 – 12.30
Prof. Dr. Kamal Haider Balancing the Needs and Expectations of Society through Higher Education Institutions	12.30 – 01.00
Question Answer Session	01.00 – 01.30
Lunch & Prayer Break	01.30 – 02.30
Dr. Muhammad Nasir Khan Redesigning Curriculum for the Need of Time	02.30 – 03.00
Prof. Dr. Muhammad Khan Addressing the Recognition of the Skills and Qualifications in Connection to Skills Needed for Job Market	03.00 – 03.30
Question Answer Session	03.30 – 04.00

Seminar Day 2 Program

Guests to be seated	10.00 – 10.20
Summary of Day 1 Activities by Ms. Alina Raza & Ms. Sehrish Javed	10.20 – 10.30
Keynote Speeches	
Dr. Waseem Malik Emerging Education Trends and Strategies for Enabling Youth as a Productive Citizen	10.30 – 11.00
Dr. Irfan Ahmad Rind Fostering global citizenship & 21 st Century Skills among students	11.00 – 11.30
Dr. Hazir Ullah Inculcating Moral and Social Values in Students	11.30 – 12.00
Closing Ceremony	
Reflection on Seminars from Students	12.10 – 12.20
Closing Remarks by Prof. Dr. N. B. Jumani	12.20 – 12.30
certificate distribution to organizers	12.30 – 12.50
The vote of Thanks by Prof. Dr. Samina Malik	12.50 – 01.00
Lunch & Prayer Break	01.00 – 02:00

Seminar Proceedings Day 1

The Welcome Speech

Prof. Dr. Samina Malik

Professor of Education/ Dean Faculty of Social Sciences
International Islamic University Islamabad, Pakistan

Honorable President Dr. Ahmed Yousaf Ahmed AL Daraweish, Professor Dr. Nabi Bux Jumani, the highly eminent keynote speakers, Dr. Katalin Csoma, Hungary, Dr. Waseem Malik, York University Toronto, Canada, Dr. Muhammad Nasir Khan, University of Vienna, Austria Prof.

Dr. Kamal Haider, Federal Urdu University of Arts, Science & Technology (FUUAST), Karachi. Dr. Irfan Ahmed Rind, Sukkur IBA University, Sukkur. Prof. Dr. Muhammad Khan, IIUI and Dr. Hazir Ullah, Dy. Dean Faculty of Social sciences IIUI, and all the other Deans, Chairpersons, faculty members, and dear students,

Assalam o Alaikum

I welcome you all to this prestigious seminar entitled “*Needs of Society and Qualification of Graduates*” Organized with a view to brainstorm and share ideas related to youth which comprised 60% of our current population of Pakistan. The youth of any nation is its power while education is the path to vitalize them. In the light of the importance of youth, we felt it obligatory to organize an event to share ideas in order to harness that power via the insights of eminent educationists from the international community 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 which makes it necessary to think about both current and future possibilities of improvement in education. This research seminar will open new horizons in the field of education that will help to align the education systems and curriculum with the needs of society and facilitating our youth to become a dynamic and productive citizen. The seminar will also provide a platform for different stakeholders like academicians, administrators, educators, policy makers, curriculum developers, and students, to share their knowledge and experiences.

I certainly 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 added vital insights into the seminar. As teachers, our learning process never ends and it is for this reason, that 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 have earned our respect and warmest regard. The 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 the contributions of my faculty members cannot be ignored at this moment. They have worked diligently in organizing this seminar. In 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 this 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 that he is greatly obliged by the presence of Honorable President Dr. Ahmed Yousaf Ahmed AL Daraweish, the highly eminent keynote speakers, Dr. Samuel K. W. Chu University of Hong Kong, China, Dr. Katalin Csoma, UNHCR, Hungary, Dr. Waseem Malik, York University Toronto, Canada, Dr. Muhammad Nasir Khan University of Vienna, Austria. He said he was happy to welcome the national speakers including; Prof. Dr. Irshad Ahmad Farrukh National Accreditation Council for Teacher Education, Lahore., Dr. Sajid Ali, Institute of Educational Development, Aga Khan University, Karachi., Dr. Kamal Haider, Federal Urdu University of Arts, Science & Technology (FUUAST), Karachi. Dr. Irfan Ahmed Rind, Sukkur IBA University, Sukkur. Prof. Dr. Muhammad Khan IIUI, and Dr. Hazir Ullah Dy. Dean Faculty of Social sciences IIUI, along with all the other Deans, Chairpersons, faculty members, and students, from different courses and semesters.

He said that it was a really a matter of privilege for the department of education to arrange series of seminars, and conferences and organizing a variety of activities that have some different purposes and different level of the involvement and different outcomes. We have taken up that the seminars as a platform to organize to the direction of students and future researchers with renowned experts of the field. Most important thing is to select very vibrant and timely needed themes that are essential in terms of the acquisition of the knowledge by future researchers and students.

The theme of today's seminar is "*Needs of Society and Qualification of Graduates*". One of the main aims of education is to enable the youth to earn bread and butter in a respectable way, therefore the objectives, curriculum, and fields of study. Furthermore, subjects are to be aligned so that we can prepare our youth according to the Needs of our society. He also briefed the concept of education in various cultures and nations of the world. He said that Nations of the world are divided into Blocks of Nations such as Socialists, Capitalists, Communist, Democratic and Islamic ideology followers. All of them invest in education for different purposes. Some Invest for Individual development, some invest for Social development and the others for Economic development. The current seminar sheds light on the role of education in developing a country or nation on industrial, social and economic lines. But the focus of attention is the question, "How to Invest in Education for fulfilling the National need of our country through our graduates". In 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 Draiweesh
Distinguished Guests, Keynote speakers, Vice Presidents, Prof.
Dr. Samina Yasmin Malik, Dean Faculty of Social Sciences,
Prof. Dr. Jumani, Director, Directorate of Distance Education
Directors, Faculty Members, Dear students, Ladies and
gentlemen



Assalam-o-Alaikum

In His speech he said that it was his pleasure to welcome all the distinguished international guest speakers from Austria, China and Canada and the National guests' speakers from different areas of the country like Karachi, Sukkar, Lahore, Islamabad and Gilgit to this international Seminar/Conference on the theme "*Needs of Society and Qualification of Graduates*". He said I am delighted to see this galaxy of educationist in this international seminar/conference. International Islamic University Islamabad and particularly the Department of Education always put best efforts to organize a various international and national level seminar and conferences to highlight the burning issues, investigate possible inputs and interventions for overcoming various issues related to the field of education.

According to the Ordinance, the University aims at providing for all rounds and harmonious development of individuals and the society and to reconstruct human thoughts in all its forms on the foundation of Islam. As we know that 'education is one of the basic needs for human development' and escape from various social, psychological and economic problems. This international seminar will offer an invaluable opportunity to the participants to engage with the challenges, underpinning lack of skills of youth and analyze the ways in which educational institutions, policy makers and various other organizations can support young people in reaching their full potential and enabling them as productive citizen according to the Needs of society and Ummah on the whole.

Mr. President emphasized that teachers must inculcate the moral values in their daily life and trained them not to be misused by those who are spreading violence and bringing a bad name for the Ummah. He said that the duty of a teacher is of great importance as he or she has the responsibility to develop the vision of the students according to the Quran and Sunnah. He said that Islam is the religion of peace and freedom. It allows a person to spend his life according to his free will and for this purpose, he must follow the rules and boundaries of Islam. This can only be possible when the education system brings a set of social reforms and focus on society and social and Islamic values. To achieve these purposes the teachers must focus on Turbbiya of the students because Teachers are responsible for the proper upbringing of their students for future society.

In the end, he appreciated the efforts of Dr. Jumani and Dr. Samina Yasmin Malik specifically and department of education on the whole for arranging the series of seminars on perfect timely call on the burning issues. He said that while following the examples set by the education department other faculties and departments should come forward and arrange such seminars and allow their students to get benefited from the knowledge and experiences of the national and international experts in their respective field. He deeply thanked the international and national speakers for accepting the

invitation and traveling from far and near places to share their ideas, knowledge, and experiences with the new generation of International Islamic University Islamabad. In the end, he again praised Allah and His Prophet (S.W) and said Pakistan Zindabad.

1st Keynote Speaker

Dr. Katalin Csoma

“Youth Programming: Innovative Ideas and Lessons Learned”

Dr. Katalin Csoma has been a learning specialist for over 20 years with a keen interest in innovation in education and teacher development. Dr. Katalin also served as Academic, Cultural and Public Affairs Officer at Foreign Affairs Canada strengthening ties between Hungary, Slovenia, Bosnia and Herzegovina, and Canada. Katalin holds a Ph.D. in Education.

Dr. Katalin Csoma opened her speech by introducing the Sustainable Development Goal (SDGs). She explained that “The global indicator framework” was developed by the Inter-Agency and Expert Group on SDG Indicators (IAEG-SDGs) and they agreed to, as a practical starting point at the 47th session of the UN Statistical Commission held in March 2016. The report of the Commission, which included the global indicator framework, was then taken note of by ECOSOC at its 70th session in June 2016. Major themes and sub-themes of her speech are described below. She continued her speech and explained the topic as,

UN Sustainable Development Goal 4

- ✚ Free primary and secondary education to all
- ✚ Access to pre-primary education
- ✚ Access to affordable technical and higher education
- ✚ Increase in the number of adults with relevant skills, decent jobs, and entrepreneurship
- ✚ Elimination of diversity disparities in education

2030 Agenda indicators

✚ **Target**

By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs, and entrepreneurship.

✚ **Indicator**

The proportion of youth and adults with information and communications technology (ICT) skills, by type of skill.

✚ **70/20/10 Model for Learning and Development**

Morgan McCall and his colleagues working at the [Center for Creative Leadership \(CCL\)](#) are usually credited with originating the 70:20:10 ratio (The 70-20-10 Model for Learning and Development is a commonly used formula within the training profession to describe the optimal sources of learning by successful managers. It holds that individuals obtain 70 percent of their knowledge from job-related experiences, 20 percent from interactions with others, and 10 percent from formal educational events.) Two of McCall's colleagues, Michael M. Lombardo, and Robert W. Eichinger, published data from one CCL study in their 1996 book *The Career Architect Development Planner*.

✚ **Pervasive learning model (3-33)**

The term “**pervasive learning**” was officially coined by Dan Pontefract in his book *Flat Army: Creating a Connected and Engaged Organization* (Wiley, 2013). In this book, Pontefract defined **pervasive learning** as “**learning** at the speed of need through formal, informal and social **learning** modalities”. According to this concept, learning goes far beyond what we learn in traditional classroom settings. It extends to the world of

eLearning, informal learning, and moment of need learning. There are opportunities to learn in everyday life, and education is not something that can only be found in textbooks or formal learning resources, but everywhere. As such, we are all lifelong learners that have the ability to absorb and retain knowledge every day of our lives, even if we aren't enrolled in school or participating in training activities on-the-job.

Connectivist Learning Theory

The connectionist learning theory consists of two major aspects; Observational learning and social learning. The observational learning includes; Acquisition, Inhibition, Disinhibition, and Creativity (Bandura 1963). On the other hand, social learning is a form of; Learning from others (including via social media) and also, Personal Learning Environment and Resource Network (PLEARN) (Downes 2009).

Action learning and problem-solving

Action Learning is a process that involves a small group working on real problems, taking action, and learning as individuals, as a team, and as an organization. It helps organizations develop creative, flexible and successful strategies to pressing problems. (<https://www.youtube.com/watch?v=N8ZrUuZjsow>)

2nd Keynote Speaker

Prof. Dr. Kamal Haider

“Higher Education Needs and challenges”

Prof. Dr. Kamal Haider, currently working as In-charge, Dean Faculty of Education FUUAST Karachi. He has 18 years of experience in teaching and research. Several MPhil. /Ph.D. scholars completed their research under his guidance and supervision. He has credited several research articles published in national and international journals. He is also enjoying the experience as Chief Editor "EDUCOLOGY" Biannual research journal in the field of Education as well as member Editorial/ Advisory Board. But above all, he is "The Teacher".

Prof. Dr. Kamal Haider talked about Higher Education and Higher Education Institutions in Pakistan. He also highlighted the dimensions of Pakistani society and discussed some of the key challenges of Higher Education in Pakistan. In the end, he explored the needs and role of Higher Education Institutions (HIEs). The themes and sub-themes of his speech were as below,

Introduction to Higher Education and Higher Education institutions

He explained that according to HEC, Education Fundamental right to everyone. There is a total of 188 Universities working under the umbrella of HEC and out of these 112 are public and 76 are private and these facilitate education in different fields. He said that there was a big paradigm shift in the last 18 years to which HEC is especially focusing on that

Dimensions of Pakistani Society

Explaining the variety of challenges faced by HEC he said that, Pakistani Society is divided in many social, cultural, language, religious and other groups, and More than 70 main languages of the people living here. The majority are Muslims with different religious understanding so we are the members of a culturally diverse society which is Modern- Liberal Conservative. He used the term, “Salad Bowl” to explain the variety in society.

Challenges/Hindrances and Needs of HEC in Pakistan

While explaining about the challenges, he said that we have to face the **Financial Constraints Enrollment growth** for maintaining the **Quality** and a typical **Mind-Set** of the region from where the student is coming from. Along with that, there are some other **Hindrances** such as Feudalism, Gender Discrepancies, Shortage of professional and qualified faculty, Lack of Academic freedom, Conventional Assessment system, Influence of political and religious forces, Tribal Ritual and Beliefs, Society Taboos etc. He said that Education is a serious matter, we cannot leave it over elected members

Needs (for HEC to be inculcated)

He said that as an institution HEC needs to ponder over, **Creativity and Innovation, Career Development, Information, and Technology advancement** along with **Globalization Challenges**

How to balance (what could be done by HEC)

He said for achieving the quality at a higher education level we have to stress upon Critical thinking, Communication, Leadership Career development, Academic and vocational, Quality of Education, Professionalization, Information, and technology advancement including **ICT literacy, Media literacy, Information literacy** to meet the Globalization challenges, Global Awareness should be provided to help the students in

attaining Global citizenship

HIE's Role in Developing Creativity

He said that HEC recommend and instruct the Higher education institutions to

- ✚ Enhance the ability to initiate ideas, respect ideas, and thoughts
- ✚ Understand to rationalized ideas and thoughts
- ✚ Development of new concepts, models and procedures
- ✚ Ability to transform the dream and reality
- ✚ Enhancing verbal and written communication
- ✚ Ability to solve conflicts
- ✚ Capacity to utilize creative techniques in daily life
- ✚ Labs, research association library, literary societies. Article and essay writing, science exhibitions. Painting,/poster presentations
- ✚ Simplified and standardized educational procedures ,Based upon

Demand and supply, Trends and needs Economical choices and abilities

- ✚ Understand the professional codes and ethics
- ✚ Quality assurance and accreditation
- ✚ Continuous learning and assessment, balanced curriculum and best professional teachers and facilitation. A wide range of interactive methods and techniques
- ✚ Reduce Anxiety of exam and language barrier

HIE's Role in ICT

- ✚ Enhance research
- ✚ Understand the development of media managers
- ✚ Ability to inquire and interoperate the information
- ✚ Understand ICT, its utilization and use in different disciplines
- ✚ Making effective and interactive instructional material
- ✚ Effectively utilize ICT in Research
- ✚ Use ICT for capacity building
- ✚ Digital library, VPN, Internet facility, Video conferencing etc.

HIE's Role in Globalization

- ✚ Understanding of global problems and resources
- ✚ Work as an active global citizen
- ✚ Promote and exercise responsibilities and obligations
- ✚ Promote working relationships with other institutions at the national and international level
- ✚ Celebrate international days, enhancing cross-cultural and multi-cultural dialogue
- ✚ Actively participate in international campaigns like field tours, conferences, social events

3rd Keynote Speaker
Dr. Muhammad Nasir Khan
“Redesigning Curriculum for the Need of Time”

Dr. Muhammad Nasir Khan completed the Post Doctorate research project at the Department of Education, University of Vienna, Austria. He worked as Keynote Speaker in Symposiums/Meetings in different countries. His area of specialization is school violence. Recently, he is engaged in research projects at Oxford Brookes University, UK and Hamburg University, Germany. Universal Peace Federation, Austria has announced him as Ambassador for Peace.

Dr. Muhammad Nasir Khan talked extensively about the concept of curriculum and its subsequent redesigning particularly in Pakistan. In his speech he highlighted main themes; life skills, research findings of life skills inclusion in the curriculum, peacebuilding and redesigning of the curriculum in Pakistan.

Redesigning Curriculum for Life Skills

- Life skills are building blocks of independence, abilities for adaptive and positive behavior that enable individuals to deal effectively with challenges of life:

Life skills are concerned with: **Decision making, Problem-solving, Creative thinking and Effective communication** (Javrh, 2017,p-5)

“Classroom-based life skills are likely to have much impact on the well-being of foster youth in transition to adulthood.” (Administration of Children and Families, 2008)

Nature of Life Skills Lessons

Processing questions can be used to structure life skills lessons and to maintain student involvement in what is being taught.

He said that three processing questions should be reflected in the life skills lessons:

- What? What is the lesson about?
 - So What? What thoughts does lesson stimulate?
 - Now What? How student utilized the learned knowledge in everyday life?
- (Tofade & Heines, 2013, p-4)

Teaching Life Skills Lessons

Two methods are significant in teaching life skills lessons:

- ✚ Brainstorming- a creative technique for generating ideas.
- ✚ Role Play- the active out of a scenario either based on text or on example. Various aspects of the same situation can be tried out.

Curriculum Redesigning in Pakistan

- ✚ It is a challenging task in Pakistan to redesign and deliver a high-quality curriculum experience and yet more difficult still to monitor, evaluate and review it with the objective of keeping it fresh and relevant to emerging circumstances and in line with its purposes.

In redesigning school curriculum, teaching content should be questionable keeping in view classification of questions based on the following knowledge dimensions to promote critical thinking:

Factual, Conceptual, Procedural and Metacognitive

(Tofde & Haines, 2013,p-4)

Redesigning Curriculum in Global Dimensions

To meet the emerging challenges and needs of the time, following global dimension concepts should be incorporated in the school curriculum:

Global citizenship, Conflict resolution, Social justice, and Sustainable development

(www.nc.uk.net/esd)

Violence Prevention & Peace Building

We are facing violence in society in different forms.

1. To what extent curriculum is going to be effective to overcome the existing violent situation in Pakistan, and
2. To what extent the curriculum is going to be effective to promote peace in Pakistan.

Social Role & Responsibilities

- Social role and Responsibilities should be clarified in the school curriculum.

Traditional Teaching Approaches




Traditional Teaching approaches and teacher-oriented teachings have blocked students personal and social development.

Promoting Discussions in Curriculum

Cooperative learning environment, conflict management initiatives, the constructive use of controversy in schools will enhance a constructive relationship which will ultimately help prepare children to live in a peaceful world (Deutsch, 1993).

Providing maximum opportunities of speaking and expressing their views to children which may, in turn, boost their moral courage and be part of their personality for their later life (Salomon, 2002).

RECOMMENDATIONS

-  Launching life skills programs
-  Using brainstorming and role play methods in teaching life skills.
-  Discussion oriented lessons.

4th Keynote Speaker
Prof. Dr. Muhammad Khan
“Addressing the Recognition of the Skills and Qualifications in
Connection to Skills Needed for Job Market”

Prof. Dr. Muhammad Khan is working as a professor of the IR department in IIUI and has been Head of International Relation Department, in the National Defense University Islamabad. He completed his Ph.D. in International Relations from the University of Karachi. He is the founding member of Faculty of Contemporary Studies and pioneer of the International Relations Dept, Department of Strategic Studies, Department of Peace and Conflict Studies and Department of Government and Public Policy in the National Defense University, Islamabad. Dr. Khan has been on the Panel of Federal Public Service Commission of Pakistan, and AJK. He has a vast experience of Administration, Security, Management, Human Resource Development, teaching and research in Security Studies, International Relations, Defence Studies, Strategic Studies, Peace and Conflict Studies, Social Sciences and Humanities. In recognition of his academic distinction, he was awarded The Best University Teacher Award” for the year 2011-2012 by Higher Education Commission (HEC) and a Civil Award; Tamghai-a-Imtiaz by President of Pakistan on Augusts 14, 2014 for his contributions in academic and institution building.

Dr. Muhammad Khan addressed the key concepts related to job markets like skills, qualifications, knowledge, and experience. He highlighted the intrinsic relationship between academic qualification, acquiring skills and absorption in the job market and, also, compared the status of a plan degree holder to that of a skillful person who can find a place in the job market with comparative ease. The themes and sub-themes of his speech were as following,

What is the Skill?

- ✚ Skill is an ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carryout complex activities or job functions involving three things:-
- ✚ Ideas (cognitive skills) .Things (technical skills) .People (interpersonal skills)

Philosophy of Skill

Skill is a unified force, which requires three ingredients for operationalization Experience, Intellect, Passion for example, “You can cut down a tree with a hammer, but it takes about 30 days but, if you trade the hammer for an axe, you can cut it down in about 30 minutes” The difference between 30 days and 30 minutes is a skill(s)

What is Qualification?

People who reach the top of the tree are only those who haven't got the qualifications to detain them at the bottom. (Sir Peter Alexander)

- ✚ A condition that must be fulfilled before a right can be acquired; an official requirement
- ✚ Qualifications are the examinations that one have passed
- ✚ To maintain their relevance & competitiveness, one needs to attain and stay current on the qualifications needed to advance in a constantly evolving world

Skills Recognition

Skills Recognition; the process of gaining formal recognition – a national qualification - for the skills and knowledge that one has obtained through his / her work history,

previous study and life experience.

Also known as; Recognition of Prior Learning (RPL) or recognition of current competencies (RCC)

When moving to a new job or to further learning, whether within or across borders, learners and workers should see their skills and qualifications quickly and easily recognized.

It is mandatory to raise skill levels and increase employability with transparency.

EU as Case Study: for Recognition of Skills & Qualification

European Union has developed several instruments to support the transparency and recognition of knowledge, skills, and

competencies to make it easier to study and work anywhere in Europe.

Variety of initiatives have been launched with a view to simplifying the transparency and recognition of skills and qualifications across the entire EU.

European Qualifications Framework (EQF): helps in comparing national qualifications systems, frameworks and their levels to make qualifications understandable across EU.

Validation of non-formal and informal learning: Aims at recognizing the full range of an individual's knowledge, skills and competencies, regardless if acquired within or outside the formal education system.

Upon validation (identified, documented, assessed, and/or certified) these learning experiences can be made more visible and usable for further studies or work.

Validation will be from 2018, guidelines for implementation of these arrangements in the member countries have been developed.

A European Inventory: is updated on a regular basis to provide an overview of good practices in the area of validation.

Euro pass: designed to enable users to present their skills, qualifications and experience across Europe.

Credit systems, ECTS for higher education and ECVET for vocational education and training

Quality assurance arrangements in higher education and vocational education and training

ECTS: The European Credit Transfer and Accumulation System, is an academic credit system based on the estimated student workload required to achieve the objectives and learning outcomes of a module

ECVET: The European Credit system for Vocational Education and Training (ECVET) is one of these instruments; it uses flexible and individualized learning pathways, including transnational mobility.

✚ Significance of Skills

The globalized world of the 21st century is altogether a century of skilled manpower.

Today, survival depends on the quality of personal skills.

The Darwinian 'fittest' needs to be skilled in order to survive and a Shavian 'Superman' needs to learn skills in order to survive or to be distinguished.

Mastering a variety of skills can be a distinguishing mark of an individual in this era of competition, multiculturalism, and globalization.

✚ Creativity and Practicability

In the digital age, information loses their significance if one cannot apply it creatively and practically.

Besides, an era of competition, availing opportunities is a big deal; some have to avail opportunities on their own.

The need of the hour is to develop practically sound and useful skills as people cannot fool employers posing to possess skills they do not have.

To bring innovation, one should not acquire excellence in learning new skills only but also bring out inner skills out to the universe.

It requires self-motivation. Application of task-based teaching methods, group-work, and projects.

Innovation in Skills Development

This will enable the learners to have hands-on experience of practical and innovative learning.

The focus should not be on memorizing but on the practical application of knowledge.

The ultimate objective is: to re-evaluate ourselves for the skills we have and the skills we need to develop.

Importance of Life Skills

Life skills are an essential part of being able to meet the challenges of everyday life. This has been necessitated by changing trends in global socio-economic patterns & advancement in technology which has transformed everyday life of almost everyone. This has impacted; education, the workplace, and even domestic life.

In order to cope with the increasing pace and change of modern life, students need new life skills such as the ability to deal with stress and frustration.

Today's students will have many new jobs over the course of their lives, with associated pressures and the need for flexibility.

Individual Benefits of Life skills

- Find new ways of thinking and problem solving
- Recognize the impact of their actions and teaches them to take responsibility for what they do rather than blame others
- Build confidence both in spoken skills and for group collaboration and cooperation
- Analyze options, make decisions and understand why they make certain choices outside the classroom.
- Develop a greater sense of self-awareness and appreciation for others

The Conclusion (Recommendations)

Critical thinking, confidence, effective communication skills, teamwork, and creativity are essential factors in order to rise up to the ladder of success.

Besides, other skills such as openness, empathy, linguistic competence, decision-making, public speaking, trustworthiness, and management, come under the wider umbrella of the skills formerly mentioned.

Establishing a European Union type model with several instruments to support the transparency and recognition of knowledge, skills, and competencies to make it easier to study and work anywhere in Pakistan. Simplifying the transparency and recognition of skills and qualifications for the access of everyone. Three contributing factors; Good Governance & statesmanship, DE politicization & Transparency, Institutional Building & Academic Freedom.

Only the people who take learning, growth and skills development into their hands will be tomorrow's leaders.

Seminar Day 2 Program

The second day of the seminar was formally started with the recitation of the Surah, “Al-Qadar” from the “Holy Quran”. At beginning of the second day’s session, the summary about the activities of the first day was presented.

1st Keynote Speaker

Dr. Waseem Malik

“Emerging Education Trends and Strategies for Enabling Youth as Productive Citizens; Commodification of Education and Youth Agency: Making Invisible Youth Visible”

Dr. Waseem Malik holds a background in socio-cultural anthropology, sociology and extensive teaching experience in children and youth studies, social justice, human rights and gender inequalities, and a strong interest in research and international development. He has achieved a blend of Asian and Canadian research and academic experience. He holds 2 masters degrees, M.Sc. Anthropology from Quaid-i-Azam University, MA International Development Studies (IDS) from Saint Mary's University, Canada and Ph.D. anthropology (ABD) from York University, Canada. As a Ph.D. candidate, he has taught 'introduction to anthropology' for 6 years at York University and continued teaching afterward and taught courses in humanities, anthropology, history, communication and equity studies at York University, Brock University, Wilfrid Laurier University and Trent University in Canada. He has a sound background in applied anthropological research with the main focus on community development and social change. He has worked with NGOs, government health departments and conducted research projects funded by UNICEF, WHO, and World Bank for about 7 years. He has directed and participated in various research projects mainly focused on community development and social change in the social sector. Most of his project participation covered the overall undertaking of research studies, including team supervision, fieldwork, data collection, data tabulation, presentation, report writing, and project finance management.

Dr. Waseem began his speech by providing a critique in the context of emerging educational trends and strategies for enabling youth as productive citizens in order to make the youth visible. The main theme of the speech was youth empowerment in terms of skills, knowledge, and experience.

The Critique:

The Child/Youth

The United Nations Convention on the Rights of the Child (UNCRC), 1989

The "three P's"-- Rights of every child i.e.

1) Provision (2) Protection and (3) Participation

Children and Youth as a future? Is it safe or is the entire generation of children and youth at stake?

Key Arguments

- **neoliberalism** sets education trends that fulfill the mere needs of the **minority elite** to maximize their **profit** hence **undermine** intellectual participation and youth agency
- **Labor-capital relationship is exploitative and oppressive.** Capital's control and ultra-power hinders fairness, equality, and social justice
- **true dialogue** and **praxis** can transform a **“banking”** system of education and **reclaim** respect, dignity and social justice through agency and participation
- **education** services capital economy helps produce necessary social, political, ideological and economic conditions for capitalism and therefore reflects and

reproduces inequalities in the relationship of production, Trespassing and intrusion, Colonization/colonialism/imperialism, Power versus powerless, Common assumption and ideologies and Agency/empowerment

Humanization and Dehumanization

The process was explained by Dr. Waseem by using the concepts of,

- + “Human beings” to oppressors?
- + Process of liberation
- + The dialogue
- + Praxis
- + Solidarity
- + The time for social change never been that urgent

Toolbox. (For the concept clarity)

- ✓ YOU Question
- ✓ How/does this move me to change my thinking/acting/world?
- ✓ Knowledge and awareness
- ✓ Identifying dehumanizing ideologies
- ✓ Liberating actions
- ✓ The pedagogy of oppressed is the pedagogy of people who are willing to engage in the struggle of liberation
- ✓ Hearing the voices of youth
- ✓ Engage in critical thinking and collective and quest for mutual humanization
- ✓ Transform by praxis and action
- ✓ Problem-posing education

2nd Keynote Speaker
Dr. Irfan Ahmed Rind

“Fostering Global Citizenship & 21st Century Skills among Students at Sukkur IBA Community Colleges”

Dr. Irfan Ahmed Rind is working as Associate Professor and Head of Education Department at Sukkur IBA University since 2013. He is also working as International Associate for the Centre for International Education (CIE), University of Sussex, the UK since 2011. Before joining Sukkur IBA, Dr. Rind worked for UNESCO as consultant, and University of Sussex as International Student Ambassador. He got his Ph.D. from University of Sussex, and professional certifications from University of Cambridge and Harvard University.

Dr. Irfan Ahmad Rind shared his researches over the span of several years about the community colleges and other educational institutes at Sukkur IBA in the context of 21st-century skills.

Themes and sub-themes the speech are as under:

Community College

- ▶ Community colleges, sometimes called junior colleges, are two-year schools that provide affordable postsecondary education as a pathway to a four-year degree.
- ▶ Community colleges offer associate's degrees rather than bachelor's degrees (or higher).
- ▶ Community colleges generally accept all applicants (“open admissions”) while colleges and universities often have selection criteria.
- ▶ Recent research shows that public community colleges serve:
 - ▶ 46% of all U.S. undergraduates
 - ▶ 41% of first-time college freshmen are enrolled in community colleges
 - ▶ Across the U.S., 7.4 million students are enrolled in community college credit programs
 - ▶ 5 million are taking community college noncredit courses.
- ▶ Because of the equal opportunity for education offered to its supporters, the community college has been called the **“characteristic educational institution of the United States.”**

What Sukkur IBA Community Colleges are doing to foster global citizenship?

1. Empowering students to assume active roles

- ▶ Teachers are trained to adopt learner-centered pedagogic approaches in teaching all the subjects at Sukkur IBA Community Colleges
- ▶ Department of Education at Sukkur IBA has developed a CPD annual calendar and trains teachers both content knowledge and pedagogic strategies to promote active learners
- ▶ Formative assessment is promoted in the classes so that students progress can be assessed based on their active participation in the classes.
- ▶ English and regional languages are taught using Communicative learning teaching (CLT) an approach which encourages students' participation and classroom activities in the classes.

- ▶ Science is taught using the inquired-based and project-based teaching approach, which promotes creativity and innovation among students
- ▶ Mathematics is taught using creative and critical thinking approach, where students are encouraged to develop mathematical minds. Moreover, relevance and application of different mathematical concepts in real life are also encouraged among students. Teachers are encouraged to teaching mathematics with ‘fun’
- ▶ Religion and culture are taught using a constructivist and comparative pedagogic approach, in which students are encouraged to construct their own understanding and relevance of the concepts and compare it with other ideas. Considering that teachers adopt cooperative and collaborative pedagogic approaches in the classes, the conflict and contradictions of ideas among students become the opportunities for learning for all.

2. Encouraging diversity

- ▶ Unlike other educational institutes, Sukkur IBA Community Colleges offer admission to anyone without any distinction of gender, age, race, ethnicity, region or religion.
- ▶ Diversity is promoted by celebrating different cultural and religious events in the colleges.
- ▶ Offering special scholarships to marginalized students
- ▶ Remedial classes to the academically weak students

Challenges:

- ▶ Older age students feel uncomfortable and teachers fail to cope with their needs as they operate in a particular mindset.
- ▶ Teachers are usually unaware of the social identities of students, thus fail to use a customized discourse or strategies in the classes
- ▶ Limited financial resources limit the offering of remedial courses and scholarships

Encouraging 21st Century skills

- ▶ We are living in the era of 21st Century Skills
- ▶ The students of the 21st century or what some call them the Generation of Digital Era, have **access to limitless information**
- ▶ They have access to mobile phones, and other gadgets like these as well as internet access.
- ▶ The student of the 21st century has access to limitless information:
- ▶ Blogs; Facebook; Cell Phones; Twitter; Wikipedia; YouTube; MP3 Players; Bing
- ▶ Virtually limitless information
- ▶ Whatever, whenever, wherever
- ▶ **Teachers are no longer the main source of information**
- ▶ Most of the information provided on these website/social media is in English.
- ▶ If a science teacher adopts the inquiry-based approach or Problem-solving approach, he/she needs to provide diverse reading/ practical material to students.
- ▶ The lack of labs and diverse reading material in our schools mean that the teacher would be restricted in his/her approach.

- ▶ **So why shouldn't we consider manipulating the current situation which allowed students to have access to mobile phones and the internet?**
- ▶ Sure, that our students have access to technology and know how to use a search engine
- ▶ But do we show them how to:
 - ▶ Validate information?
 - ▶ Synthesize information?
 - ▶ Leverage information?
 - ▶ Communicate information?
 - ▶ Collaborate with information?
 - ▶ Problem solve with information?
- ▶ With all of this information available, should our curriculum be focused on facts and contents or skills?
- ▶ Have we asked them?
 - ▶ Create
 - ▶ Evaluate
 - ▶ Analyze
 - ▶ Apply
 - ▶ Understand
 - ▶ Remember
- ▶ Create?
- ▶ And where do we expect them to learn about?
 - ▶ Pirating
 - ▶ Plagiarism
 - ▶ Slander
 - ▶ Copyright
 - ▶ Crowdsourcing
 - ▶ Confidentiality
 - ▶ Professionalism?
- ▶ And what does this mean for the classroom?
It means we need to rethink the tools we use and the types of problems we students to solve.
- ▶ How can we make students gather and discuss data via
 - ▶ Crowdsourcing
 - ▶ Online Surveys
 - ▶ Facebook
 - ▶ Twitter
 - ▶ Cell phones
 - ▶ RSS
- ▶ How can we make students talk about reliable sources using:
 - ▶ Microsoft office
 - ▶ Podcast
 - ▶ Wikipedia
 - ▶ Blogs
 - ▶ Search
- ▶ How could students collaborate using:

- ▶ Skype
- ▶ Twitter
- ▶ Microsoft Lync
- ▶ Facebook
- ▶ SkyDrive
- ▶ How could struggling students benefit from:
 - ▶ Virtual Manipulative
 - ▶ Video Lessons
 - ▶ Audacity
 - ▶ What skills could students gain through this process?
 - ▶ What kind of discussions could this create in the classroom?
 - ▶ How could students SHARE, COLLABORATE, COMPARE PUBLISH these ideas?
 - ▶ **We need to Think of the possibilities**
 - ▶ But how do we manage Laptops, Cell Phones, and MP3 Players at schools?

We need to understand that:

- ▶ **The tools provide temptation, but they are not the source of negative behavior.**
- ▶ Any lesson we create, no matter what tools are used. Has to be:
 - ▶ *Challenging*
 - ▶ *Relevant*
 - ▶ *Engaging*
- ▶ But why does every lesson have to entertain students with new toys?
- ▶ These tools are no longer about pure entertainment
- ▶ Students do not need to be entertained.....
- ▶ **They need to be engaged**
- ▶ Entertainment is not the same as engagement
- ▶ **Entertainment**
 - ▶ Passive, for enjoyment, Short lived, doesn't require relevance, and escape from problems, using the creativity of others.
- ▶ **Engagement**
 - ▶ Active for learning, long term results, meaningful and applicable, solving problems, using the creativity of participants.
- ▶ Entertainment can and should be fun and exciting
- ▶ Our charge is to provide meaningful and powerful engagement

3rd Keynote Speaker

Dr. Hazir Ullah

“Inculcating Moral & Social Values in Students”

Dr. Hazir Ullah is Associate Professor in the Department of Sociology International Islamic University Islamabad, Pakistan. He is a Ph.D. in Sociology with a specialization in Sociology of Education. He was Higher Education Commission's (HEC) Fellow to the University of Birmingham, the UK in 2011 and 2012. He completed his Post-Doc from the UK in 2015. He has published over 20 research articles on gender and education in national and international peer review journals. He presented his research in several international and national conferences. His research interest includes the construction of gender identities, gender politics in curriculum and school textbooks, and the ideological politics in school textbooks, schooling and the reproduction of class hierarchies. His priority has been to engage in research with a strong social justice agenda that address social inequalities of all kind, particularly gender and social class inequalities. Prior to his appointment in Islamic University in 2008, he served Federal Ministries of the Government of Pakistan with appointments in coordination, administration, implementation and monitoring branches. He served the PBM Ministry of Social Welfare and Special Education as an Assistant Director. He served NEF Ministry of Education as Program Coordinator with an additional charge of Assistant Director Basic Education Community School Project in FATA, FANA, ICT, and KP.

Dr. Hazir Ullah began his speech by quoting, **Emile Durkheim** that “the general moral fabric of society is rotten anomie”.

The themes and sub-themes of his speech were as under:

Inculcating Moral and Social Values in Students

- What is Morality /Moral Value?
- What are Social Values?
- What are the Sources of Morality and Social Values?
- Are Moral and Social Values Universal or Variable?
- Youth / Students and Moral and Social Value?
- What is the tension between theories and Practices?
- **Morality:** *Principles concerning the distinction between right and wrong or good and bad behaviors.*
- **Values:** *Socially developed Standards by which people define what is desirable or undesirable, good or bad, beautiful or ugly and which serve as broad guidelines for decent social living*

Sources (spring) of Social and Moral Values

- a) *Religion (Revealed Knowledge)*
- b) *Philosophy (The love of Wisdom) acquired knowledge*

Ethical Relativism versus Absolutism

Some Moral and Social Values	
Honesty	Truthfulness, Straight forwardness, Fairness, Patriotism, Absence of Cheating, Lack of Contamination etc
Respect for others	Humans---(respect Elders, younger, seniors, juniors, familiar, strangers, caring for others & even objects
Responsibility	Personal and Social
Cleanliness	Cleanliness of what?
Punctuality	Self-discipline (The most effective)
Hard-work	Success is 1 % inspiration and 99 % perspiration
Obedience	Obedience?
Cooperation	Sociological Meaning
Good Manners	In what? Talking, Walking, Eating, Drinking, Driving--
Humility and Forgiveness	
Austerity	
Social Discipline	

Universality versus Variability

The debate is about how we can compare the concept of,

- Universality versus Relativity

Can we have universal moral and social values?

The moral and social values conundrum

The Tension between Theory and Practice

Our Children are constructed more by what we do than what we teach them. (Dr. Hazir)

Morality is not the doctrine of how we may make ourselves happy, but how we may make ourselves worthy of happiness. (Immanuel Kant).

CLOSING CEREMONY

The speech of Dr. Hazir-Ullah was the last speech of the day after the question-answer session the closing ceremony was held.

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 appreciates and acknowledges all the speakers for their extraordinary Knowledge and experience. He further added that these two days seminar gave us an overview of education as a foundation of national development in terms of “Needs of Society and Qualification of Graduates”.

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

VOTE OF THANKS

After the closing ceremony Prof. Dr. Samina Yasmeen Malik (Professor of Education/ Dean Faculty of Social Sciences IIUI, Pakistan) presented the vote of thanks.

In her speech, she said, that it gives her great pride to be expressing her gratitude to everyone who has made this event a possibility. Being the Dean of the Faculty of Social for me this seminar entitled “Needs of Society and Qualification of Graduates” is of vital interest. This seminar is important because it has permitted a sharing of concerns, ideas and practical suggestions regarding how the interests and skills of the youth can be brought in sync with the requirements of the emerging world. She said that she is thankful to the President IIUI Dr. Ahmed Yusaf Ahmed AL Daraweish for all his support and patronage for the Department of Education. My thanks to Chairpersons, faculty members, her staff and most importantly the presenters for making this event possible. She said that they all have been instrumental in the materialization of this event. Then she especially felt grateful to our foreign presenters Dr. Katalin, Dr. Waseem and Dr. Muhammad Nasir for sharing their experiences and invaluable insights with us. She appreciates the fact that they traveled all the way to Pakistan to enable us to benefit from their learning. She showed the deepest gratitude for our national guest speakers and said, “We are truly gratified by your commitment and your willingness to come and share your pertinent knowledge with us”. She said that the department of education is indebted to our guests specifically our students, who have attended this seminar and particularly those who worked as members of different committees of this seminar. She said they have won our hearts. In the end, she said, “Last but not the least my special thanks to Prof. Dr. Jumani for all his efforts for strengthening the department of education and managing these events effectively and efficiently”. She wished all of the workers and organizers all the very best and hoped to see them again in a similar event of academic importance in the future.

PHOTO GALLERY



