

SEMINAR REPORT
INTERNATIONAL SEMINAR
ON

“Challenges of Nation & Education System”

May 13 & 14, 2019

Allama Iqbal Auditorium, Faisal Masjid Campus



DEPARTMENT OF EDUCATION
FACULTY OF SOCIAL SCIENCES
INTERNATIONAL ISLAMIC UNIVERSITY, ISLAMABAD

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SCOPE OF THE SEMINAR

This research seminar will be based on national challenges/ issues and role of education in addressing these challenges with sub themes:

- Emerging needs and importance of moral education
- Sustainable development and national prosperity
- Competition at global level: Knowledge economies
- Ways to improve assessment and evaluation system

This research seminar will open the new horizons in the field of education and will help to align the education at secondary and higher level with emerging national needs and priorities in a shortest possible span of time. This event will provide a platform for deans, directors, policy makers, curriculum developer teachers and students to share their knowledge and experiences regarding making reforms in education system.

This seminar will provide a forum for discussion about identifying existing gaps in national needs and education system. Unfortunately, in Pakistan the future needs are not properly visualized that cause impractical and unrealistic policies that are hard to meet. So this 2 days seminar would offer an open place for discussion to identify national needs and discrepancies in existing educational policy and education system that would lead practical suggestions and experts views about how to bridge gap between national needs and education system to meet future demands.

SEMINAR THEMES

- Emerging need and importance of moral education
- Sustainable development and national prosperity
- Competition at global level: Knowledge economies
- Ways to improve assessment and evaluation system

INTERNATIONAL GUEST SPEAKER

Dr. Waseem Malik
York University, Toronto,
Canada

NATIONAL GUEST SPEAKERS

Dr. Irshad Hussain
The Islamia University of
Bahawalpur

Dr. Khalid Khurshid
Bahauddin Zakariya
University Multan

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

**Prof. Dr. Iftikhar Ahmad
Baig**
University of Lahore,
Lahore

**Prof. Dr. Razaqat Ali
Akbar**
University of Punjab,
Lahore

**Prof. Dr. Riaz-ul-Haq
Tariq**
National Accreditation
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**Prof. Dr. Muhammad
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International Islamic
University Islamabad

International Seminar on “Challenges of Nation & Education System”

13-14 May, 2019

Seminar Day 1 Program

Arrival of the Guests and Keynote Speakers	9.00 – 9.30
Arrival of the Chief Guest	9.30 – 10.00
Recitation of Holy Quran	10.00 – 10.10
Welcome Speech by Prof. Dr. Samina Malik	10.10 – 10.20
Initiatives of Department by Dr. Shamsa Aziz	10.20 – 10.25
Brief Description of Seminar by Prof. Dr. N.B. Jumani	10.25 – 10.35
Speech by Worthy President	10.35 – 11.00
Vote of Thanks by Dr. Muhammad Munir Kayani	11.00 – 11.05
KEYNOTE SPEECHES	
Dr. Waseem Malik (Education and Development: Politics of Knowledge)	11.10 – 11.40
Prof. Dr. Anjum Bano Kazimi (Ways to Ensure Effective Monitoring system in Educational Institutions)	11.40 – 12.05
Prof. Dr. Iftikhar Ahmad Baig (Using Assessment & Evaluation to Improve Education)	12.05–12.35
Dr. Khalid Khurshid (Importance of Sustainable Development)	12.35– 1.05
Dr. Irshad Hussain (Emerging Needs and Importance of Moral Education)	1.05-1.35

Seminar Day 2 Program

Guest to be seated	09.00 – 09.30
Prof. Dr. Riaz ul Haq Tariq (Challenges of Higher Education in Pakistan: a Personal View Point)	09.30 – 10.00
Prof. Dr. Rafaqat Ali Akbar (Gender Disparity in Education System of Pakistan)	10.00 – 10.30
Prof. Dr. Muhammad Khan (Preparing Future Educational Leadership for Pakistan)	11.30 – 11.00
CLOSING CEREMONY	
Welcome Speech by Dr. Shamsa Aziz	11.15 – 11.40
Views on “National Education System” by Dr. Muhammad Munir Kayani	11.40 – 11.50
Certificate Distribution to Organizers	11.50 – 12.00
Report of Seminar by Prof. Dr. N.B. Jumani	12.00 – 12.10
Vote of Thanks by Prof. Dr. Samina Malik	12:10 – 12.20

Welcome Speech

Prof. Dr. Samina Malik

Honorable President Dr. Ahmed Yousaf Ahmed Al Daraweish, Professor Dr. Nabi Bux Jumani, the highly eminent international speaker Dr. Waseem Malik from Canada and respectable national speakers Prof. Dr. Riaz-ul-Haq Tariq, Prof. Dr. Anjum Bano Kazimi, Prof. Dr. Rafaqat Ali Akbar, Prof. Dr. Javed Ahmad Siddiqui, Dr. Irshad Hussain, Dr. Khalid Khurshid and Dr. Iftikhar Ahmad Baig, Chairpersons, faculty members and dear students, Assalam o Alaikum

Education brings stability by realizing the people their national rights and duties and thus through such awareness leads to harmony, participation and cooperation. Education shapes the personality of the people to play part in the society. Education is a fundamental asset to empower in terms of human rights and gender equality.

The system of education includes all institutions that are involved in delivering formal education (public and private, for-profit and nonprofit, onsite or virtual instruction) and their faculties, students, physical infrastructure and resources. In a broader definition the system also includes the institutions that are directly involved in financing, managing, operating or regulating these institutions (like government ministries and regulatory bodies, central testing organizations, textbook boards and accreditation boards). The rules and regulations that guide the individual and institutional interactions within the set up are also part of the education system. When we review of the education system of Pakistan (including all these bodies) we get the idea that there has been little change in Pakistan's schools since 2010, when the 18th Amendment enshrined education as a fundamental human right in the constitution. Problems of access, quality, infrastructure and inequality of opportunities remain endemic. There are various challenges that include expertise, institutional and capacity issues, forging national cohesion, uniform standards for textbook development, and quality assurance. Pakistan is not the only country which is facing challenges regarding promotion of literacy and meeting Education For All and Millennium Development Goals commitments. Education remains a subject which is paid least attention in the whole South Asian region.

No problem can be solved from the same level of consciousness that created it. Current needs suggest that we must learn to view the world and therefore education, in a new way. Department of education International Islamic University, Islamabad has taken this initiative for addressing the challenges of nation by exploring ways to improve education system of the country.

I welcome you all to this International Seminar on Challenges of Nation & Education System organized with the mind to brainstorm and share the need to reform education system based on national challenges/ issues and role of education in addressing these challenges.

I hope that this event would be beneficial in opening new avenues of thought and that all participants 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.

I am especially grateful to the president IIUI for his encouragement and support for organizing this sort event. The credit also goes to the Higher Education Commission 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. I am highly thankful to the speakers who have travelled especially for this event in the month of holy Ramadhan

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. The contributions of organizing committee members cannot be ignored who 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 the department. Thank you

Description of the Seminar

Prof. Dr. N. B. Jumani

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. Waseem Malik from Canada and respectable national speakers Prof. Dr. Riaz-ul-Haq Tariq, Prof. Dr. Anjum Bano Kazimi, Prof. Dr. Rafaqat Ali Akbar, Prof. Dr. Javed Ahmad Siddiqui, Dr. Irshad Hussain, Dr. Khalid Khurshid and Dr. Iftikhar Ahmad Baig, 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 "Challenges of Nation and Education System". 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 Drauweesh

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 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 "*Challenges of Nation and Education System*". 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. Makhdoom Khalid Khurshid
“Importance of Sustainable Development”

Dr. Makhdoom Khalid Khurshid started his presentation by introducing the sustainable development. He explained that sustainable development is a development that meets the needs of the present without compromising the ability of future generations to meet their own needs which means that we cannot continue using current levels of resources as this will not leave enough for future generations. The concept of needs goes beyond simply material needs and it also includes values, relationships, freedom to think, act, and participate. Major themes and sub themes further explained by Dr. Khurshid are discussed below. He continued his speech by explaining;

Millennium Developmental Goals (MDG) and Sustainable Developmental Goals (SDG)

- Millennium Development goals (MDG) is a predecessor of Sustainable Development Goals (SDG).
- The outdated MDGs was launched in 2000 with 8 goals.
- The Declaration committed nations to a new global partnership to reduce extreme poverty and provide Education for All (EFA) with a deadline of 2015.

Eight (08) Millennium Development Goals

1. Eradication of hunger
2. Universal primary education
3. Gender equality and empowerment of women
4. Reduced child mortality
5. Improved maternal health
6. Eradication of HIV/AIDS, Malaria, and other diseases
7. Environmental sustainability
8. Global partnership for development

Initiation of SDG

- In September 2015, the General Assembly adopted the 2030 Agenda for Sustainable Development that includes 17 Sustainable Development Goals (SDGs).
- Basic principle of SDG was “leaving no one behind” and “Create a world of universal respect for human rights and human dignity, the rule of law, justice, equality and non-discrimination”.
- The year 2016 marks the first year of the implementation of the SDGs and it will end on 2030

Five Key Elements of Sustainable Development Goals

1. People

End poverty and hunger in all forms and ensure dignity and equality

2. Prosperity

Ensure prosperous and fulfilling lives in harmony with nature

3. Peace

Foster peaceful, just and inclusive societies

4. Partnership

Implement the agenda through a solid global partnership

5. Planet

Protect our planet’s natural resources and climate for future generations

Challenges to Sustainable Development

- a) The main challenges to sustainable development which are **global** in character include the followings

- b) **poverty**
- c) **Unemployment**
- d) **Climate change**
- e) **Conflicts** and humanitarian aid
- f) Building peaceful and inclusive societies
- g) Building strong institutions of governance
- h) Supporting the rule of law

A country's economy becomes more productive as the proportion of educated workers increases

Role of UNESCO

UNESCO aims to improve access to Quality education on sustainable development at all levels and in all social contexts, to transform society by reorienting education and help people to develop basic elements needed for sustainable development

1. Knowledge
2. Skills
3. Values and Behaviors

17 Sustainable Development Goals

- GOAL 1: No Poverty
- GOAL 2: Zero Hunger
- GOAL 3: Good Health and Well-being
- GOAL 4: Quality Education
- GOAL 5: Gender Equality
- GOAL 6: Clean Water and Sanitation
- GOAL 7: Affordable and Clean Energy
- GOAL 8: Decent Work and Economic Growth
- GOAL 9: Industry, Innovation and Infrastructure
- GOAL 10: Reduced Inequality
- GOAL 11: Sustainable Cities and Communities
- GOAL 12: Responsible Consumption and Production
- GOAL 13: Climate Action
- GOAL 14: Life Below Water
- GOAL 15: Life on Land
- GOAL 16: Peace and Justice Strong Institutions
- GOAL 17: Partnerships to achieve the Goal

He concluded his presentation by saying “No leader can change the country, it’s you & me who can change our beloved nation by changing ourselves”.

2nd Keynote Speaker
Prof. Dr. Riaz-ul-Haq Tariq
“Challenges of Higher Education in Pakistan -Personal Experiences and Viewpoint”

Prof. Dr. Riaz-ul-Haq Tariq started his presentation by explaining the roles of universities and higher education institutions. He said that there are many of the high level qualities, skills and understandings that a student must be gained as a result of the learning when he/she is engage with a university. These qualities, skills and understandings are apart from those without a degree. A student must be;

- Scholarly and skilled within and between disciplines
- Intellectually curious and research minded
- Committed to personal and professional development
- Engaged individuals with a global perspective

Further he explained that universities are those institutions which have three main characters including;

1. Diversity
2. Discovery
3. Flexibility

Twenty first century world

- Twenty first century is beginning of fourth industrial revolution
- In this century, knowledge and ideas have replaced other assets, land, capital and physical resources as a source of competitive advantage.
- Knowledge has emerged as new “capital”.
- Knowledge gaps impede national / organisational economic advantage
- The definition of literacy is undergoing a shift from someone who can read & write to someone who do not know how to learn(Alven Toffler).
- Futurists predict that a few decades onward, the work nature will change. It is expected that about 2% people will work on land, 10% in industry and the rest will be knowledge workers.

HE and Creation of Future

- Historically, HE institutions are the places responsible for creation of new futures in times of knowledge economy.
- Knowledge economy has a direct connection with quality education.
- One way to define quality education is “education that is meaningful, worthwhile and responsive to individuals and social needs”.
- A good **meaningful education** is one that provides all learners with capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful living in global societies and enhance individual well-being.
- Universities/HEIs have evolved as centres for imparting education and knowledge creation in the world.

Nature of Pakistan Economy

- Predominantly it is a single crop economy where majority of export earnings are based on Cotton.
- Value addition is there but there is still great space available.
- Industrial Technology development is at its minimal!
- Most of the other industry is confined to refining or repackaging (Sugar, Steel, Pharmaceuticals, etc.).

- Our major foreign exchange earnings is from expat workers.
- Payment of loans eats major share of our budget.
- IT industry is infancy as compared to other countries.
- Transition to knowledge economy is the only other possible area but that is also not possible because of lack of qualified knowledge workers.

Features of Higher Education in Pakistan

- Vision is a sort of redundant document
- Absence of any strategy to implement vision
- Poor & outmoded curricula
- Inappropriate curriculum delivery
- IT fluency
- Absence of any innovation and entrepreneurship
- Poor and irrelevant quality of research
- Poor quality of exams
- Grade inflation
- Disconnect between education and employability
- Lack of appropriate policy and implantation strategy
- Poor and funding

Three Important Questions!

- **What** knowledge, skills, attitudes and values will today's students need to thrive and shape their world?
- **How** can instructional systems develop these knowledge, skills, attitudes and values effectively?
- **Is** our system delivering to national and personal expectations?

New Challenge

- “We are responsible for preparing our students to address problems we cannot foresee with knowledge that has not yet been developed using technology not yet invented.”
- “The problems which cannot be solved at the same level of thinking at which we created them.” (Albert Einstein)

3rd Keynote Speaker
Dr. Irshad Hussain
“The Need for Moral Education”

Dr. Irshad Hussain started his presentation by Theodore Roosevelt quotation,

“To educate a man in mind and not in morals is to educate a menace to society” (**Theodore Roosevelt**)

He continued his presentation by explaining that what we need as being in the world of 21st century; “We have evolved traits such as group selfishness that will lead to humanity's extinction so we must learn how to overcome them.” We are living in the world where socio-cultural changes like transition from joint family to nuclear family system, excessive competition, parental expectations, commercialization of education, negative impact of media, misuse of information technology, globalization, consumerism etc. are putting immense pressure on children, families and schools leading to distortion of values. **SO WE NEED;**

- Collaboration and teamwork
- Creativity and imagination
- Critical thinking
- Problem solving
- Flexibility and adaptability
- Global and cultural awareness
- Information literacy
- Leadership
- Civic literacy and citizenship
- Oral and written communication skills
- Social responsibility and ethics
- Technology literacy and
- Tolerance and Acceptance, and
- MORAL EDUCATION

Further he discussed that why moral education is necessary to live together peacefully. Education is only complete when it leads to all round development of the individuals, which encompasses not only mental but also moral development.

- Moral education influences the social thinking of the individual and makes him/her distinguish between what is right and what is wrong.
- Moral education is important as it teaches diversity, tolerance, mutual respect and pluralistic values.
- Moral education contributes not only to the students as individuals, but also to the social cohesion of a community
- The morals help students in the creation of a peaceful society to live and work peacefully

Mindfulness

Self-awareness, self-esteem, self-actualization, growth, vision, insight, observation, consciousness, compassion, listening, presence, sharing, interconnectedness, empathy, sensibility, patience, acceptance, appreciation, peacefulness, balance, spirituality, existentiality, oneness, beauty, gratitude, interdependency, happiness, etc.

*“If every 8 year old in the world is taught meditation, we will eliminate violence from the world within one generation.” **Dalai Lama***

Curiosity

Open-mindedness, exploration, passion, self-direction, motivation, initiative, innovation, enthusiasm, spontaneity, etc.

"I have no special talents. I am only passionately curious." **Albert Einstein**

Courage

Bravery, determination, fortitude, confidence, risk taking, persistence, toughness, zest, optimism, inspiration, energy, vigor, zeal, cheerfulness, humor, stability, etc.

"Nothing in the world is worth having or worth doing unless it means effort, pain, difficulty... I have never in my life envied a human being who led an easy life. I have envied a great many people who led difficult lives and led them well." **Theodore Roosevelt**

Resilience –Flexibility

Perseverance, resourcefulness, tenacity, charisma, confidence, adaptability, dealing with ambiguity, flexibility, self-discipline, commitment, self-control, feedback, effort, diligence, etc.

"The greatest glory in living lies not in never falling, but in rising every time we fall."

Nelson Mandela

Ethics

Humaneness, kindness, respect, justice, equity, fairness, compassion, tolerance, inclusiveness, integrity, loyalty, honesty, truthfulness, trustworthiness, decency, authenticity, genuineness, consideration, forgiveness, virtue, love, care, helpfulness, generosity, charity, devotion, belonging, etc.

"To educate a person in mind and not in morals is to educate a menace to society."

Theodore Roosevelt

Leadership

Responsibility, heroism, abnegation, accountability, selflessness, humbleness, inspiration, integrity, organization, delegation, teamwork, mentorship, commitment, engagement, leading by example, goal-orientation, consistency, self-reflection, social awareness, cross-cultural awareness, dependability, reliability, conscientiousness, efficiency, productivity, results orientation, focus, precision, project management, execution, socialization, negotiation, diversity, decorum, etc.

"To lead people, walk beside them ... As for the best leaders, the people do not notice their existence. The next best, the people honor and praise. The next, the people fear; and the next, the people hate ... When the best leader's work is done the people say, 'We did it ourselves!'"

Lao-Tsu

The Aspiration: A Wiser Society for a Sustainable Humanity

- to build a foundation for lifelong learning;
- to support successful relationships at home, in the community, and in the workplace; and
- to develop the personal values and virtues for sustainable participation in a globalized world

4th Keynote Speaker

Dr. Wasim Malik

“Education and Development: Politics of Knowledge”

Dr. Wasim Malik started his discussion by saying that Formal western education model is the global norm today and it has importance no one denies. Education is an objective measure of class standing which helps to sustain our belief in human development and an achievement-oriented society. It is an important part of our lives in a modern post-industrial society. But education costs and it is expensive. However, its return is promising as it offers social betterment and positive change in society.

There is a connection between education and socio-economic betterment. Mass education means healthy economy and productive workers. Education and its accessibility are an indicator of success, equality, justice, agency and activism. It promotes learning as a fundamental human social activity. Education does impact on social status but there is not direct correlation. Education provides employment and it has turned into largest single industry which includes teachers, professors, teaching assistant, researchers, administrators, custodial people, psych & social workers and much more.

In a rational legal society, the education system is based on the ideological principle known as meritocracy. The word "meritocracy" is now also often used to describe a type of society where wealth, position, and social status are in part assigned through competition.

He further argued that after WWII and birth of UN, the world has experienced tremendous human development and prosperity, both at global and local levels because of both human capital and right based approaches to education. Critical perspective on these approaches give a sense of limitations and benefits they offer. Both, however, historically have played main role in human development by enhancing individual and collective capacities.

McGrath, Simon (2018) reminds that significant economic theorists as Marshall, Hayek and Schumpeter can be seen as having a sense of ‘human capital’ concept, it was not until the 1960s that this idea coalesced into a theory. A wave of new writing (most notably Schultz 1961; Becker 1964) argued that forms of human capital, most obviously schooling are directly useful to economic productivity. Whereas main force behind ‘rights-based’ is United Nations, giving lead to article 26 of The Universal Declaration of Human Rights (UDHR 1948), UNICEF’s United Nations Convention on the Rights of the Child (1989) and the International Covenant on Economic, Social and Cultural Rights (ICESCR 1966) including MDGs and SDGs to universalize the idea of education as basic right. So, Law rather than Economics is the dominant academic discipline. It emphasises the role of the state rather than the role of private sector. It targets socio-economic development that leads to knowledge-based economy and inspires political agency that helps in poverty eradication and empowerment.

EFA and MDG2 are conjunction of human capital and rights-based arguments which are previously unprecedented alliance between UNICEF and UNSCO and the World Bank as well as national governments, bilateral agencies, national and international NGOs (McGrath, Simon 2018). However, since UN came into existence, Human Development Index indicate rising development in education globally, with or without alliance of these two different approaches. Question, however, remains that how effective returns of education (ROE) these two approaches can make. How “upward mobility” and access to education is geographically and socially not uneven.

5th Keynote Speaker
Prof. Dr. Rafaqat Ali Akbar
Gender Disparity: the Challenge for Pakistan

Prof. Dr. Rafaqat Ali Akbar started his presentation gender inequality and gender disparity. The concept of gender includes our expectations about the characteristics, attitude and behaviors of women and men. The difference in roles and responsibilities among women and men roots from family, society and culture. The different roles, rights and resources that both the genders have in society are important determinants of the development of the society. Gender disparity refers to inequality in conditions among women and men for realizing their full human rights and roles.

Gender Disparity in Context of Education

- In the context of Education gender disparity refers to the gap between enrollment of male and female students in educational institutions.
- In access to resources between women and men is most common in poor and developing countries.

Role of Education

- Education empowers the human through knowledge, skills, training, and competency and refines her/his personality, attitude, abilities and behaviors.
- It also creates awareness, tolerance, self-esteem and confidence in people.
- It increases people participation in economic development of the country.

Commitment

- **The Constitution of Pakistan 1973**, promises equal rights to education to all citizens and ensure full participation of women in all spheres of life.
- **Dakar Declaration on Education For All (EFA) 1990**
- Ensuring that by 2015 all the children, particularly girls and those belonging to ethnic minorities have access to and complete free and compulsory education of good quality.
- Achieving a 50% improvement in level of adult literacy by 2015, especially for women and equitable access to basic and continuing education for all adults.
- Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on encouraging girls' full and equal access to and achievement in basic education of good quality.

Commission on National Education 1959

- Provide equal facilities in term of quantity and quality for the education of boys and girls.
- Preferably employ women as teachers for the primary level.
- Design and offer special courses in home economics and fine arts at the secondary school and college level to prepare women for the future role as mother.
- Provide girls' access to vocational education for employment in particular areas such as nursing, secretarial service etc.
- Provide women equal access to higher education in general education and professional colleges such as medicine, teaching, law, nursing, engineering etc.

Education Policy 1970

- Establish separate girls' schools wherever possible to overcome parents' resistance to girls' education.

- Relax minimum requirement of qualifications for recruitment in primary school, is necessary, to encourage the appointment of female teachers.
- Provide condensed courses in both general and professional education for women teachers recruited in relaxation of normal qualifications.

Education Policy 1972 – 1980

- Make education up to class 10 free and universal for both boys and girls.
- Increase the proportion of women teachers in primary school even if this involves lowering the minimum academic qualifications in certain areas.
- Convert existing primary level teacher education institutions for men into institutions for women.
- Continuing education opportunities for women, particularly rural women seeking to become better housewives by equipping themselves with the art of reading the Holy Quran and skills like sewing, knitting, embroidery, childcare etc.

Education Policy 1992 – 2002

- Recruit female teachers for primary schools particularly in rural areas.
- Provide special incentives to enroll and retain girls in schools.
- Offer distance education to increase women's access to education.
- Provide financial subsidies to Nongovernmental organizations offering literacy and formal education programs for women and girls in rural areas.
- Provide gainful employment opportunities for women.

ESR Action Plan 2001 – 2004

- Maximize equal opportunities and reduce the gender gap at all level of education.
- Improve quality of education through improved teacher training, curriculum reforms, multiple textbooks and innovative projects.
- **National Plan of Action for Women 1996-2002**
- Institutionalize mechanism for enforcing compulsory education, reduced gender gap at all levels, remove gender stereotype from educational curricular to promote positive image of girls and women, promote public, private, and community school partnership to promote girls education.

Female Enrollment Rate as % of Total Enrollment by Level of Education

	1995/96	2001/02	2005/06	2009/10	2012/13
Pre Primary	-	43.6	43.4	44.8	44.4
Primary	19	40.3	43.4	44.5	44.4
Middle	-	39.4	41.2	42.5	43.0
Secondary	12	41.5	43.9	41.9	37.3

Female Teachers as % of Total Teachers by Level of Education

	1990	1995	2001/2002	2005/2006	2009/2010	2012/2013
Pre Primary	-	-	-	-	-	-
Primary	33.4	31.9	46.7	45.4	47.0	47.6
Middle	-	-	60.6	63.5	65.3	66.6

Secondary	31.9	31.6	46.2	57.5	58.5	57.8
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Issues and Challenges in Gender Disparity in Education

- Shortage of girls' schools in rural and remote areas.
- Long distance of school from home.
- Short of female teacher in school.
- Quality of Schools: Lack of necessary facilities in schools like building, water, toilet, and boundary walls etc.
- Girls required to help in households.
- General insecurities/lawlessness in society.
- Poverty

Improve the quality of Education - Improving the supply side

- Improve school environment and make the place attractive and exciting for children.
- Make learning a joyful exercise with the expectation that quality improvement will have a positive impact on learners.
- Review curriculum, addressing gender and social biases.
- Need for academic support to schools to initiate and sustain the pedagogic renewal process.
- Provide funds to schools to improve classroom environment and teaching learning aids, posters, charts etc.
- Addressing variations among provinces.

6th Keynote Speaker
Prof. Dr. Muhammad Khan
Preparing Future Educational Leadership for Pakistan

Prof. Dr. Muhammad Khan started his presentation with a central argument, “Educational leadership is the process of enlisting and guiding the talents and energies of teachers, students and parents toward achieving common educational goals.” It is a multidimensional and integrative view of leadership that is based in relationships.

Pakistan has been found seriously wanting to have Educational leadership at three levels:

- The Basic Educational Leaders
- The Middle Level educational Leaders
- At the Level of Higher Education

Leadership Challenges in 21st Century

- ❖ For a leader it has become difficult to predict the future, particularly one that is VUCA
 - ❖ A Volatile World
 - ❖ An Uncertain
 - ❖ A Complex World
 - ❖ An Ambiguous World

Educational Leadership

- ❖ Effective Educational Leaders need to have a very high level of emotional intelligence and interpersonal skills
- ❖ Often their power is vested in their capacity to persuade and influence, rather than to direct
- ❖ Since they are dealing with a wide variety of people with varied age group and socioeconomic backgrounds, they have to build collaboration and get people to work together
- ❖ Education is the foundational tool to steer a nation towards economic and social development that makes the role of an Educational Leader phenomenal

Leadership Characteristics

- ❖ A genuine Leader is not looking for a consensus but is a modeller of Consensus, so
- ❖ Be a self-example rather a story teller

Academic Problems / Challenges

Following are the problem areas in Academia in Pakistan, also relevant to most of developing countries:-

- ❖ Resources available, always shortages
- ❖ Academic Skills
- ❖ Test Anxiety
- ❖ Time management

Three Contributory Factors

- Good Governance & statesmanship
- DE politicization & Transparency
- Institutional Building & Academic Freedom

7th Keynote Speaker
Prof. Dr. Anjum Bano Kazimi

Ways to Ensure Effective Monitoring System in Educational Institutions

Prof. Dr. Anjum Kazimi started her presentation by defining the effectiveness, she defined that “Effectiveness of measurement is determined by comparing the actual results against the target”.

Measurement needs to generate evidence that allow stakeholders to measure whether the progress is in according to the requirement and the targets or objectives of the program, and all depends on the indicators and scales are formed

Stakeholders

- **Inner**
 - Students
 - Teachers
 - Parents
 - Staff
 - QAC
 - BOS
 - BOF
 - Academic council
- **Outer**
 - Community
 - Alumni
 - NGO's
 - Religious organizations
- **Professionals**
 - HEC
 - QAA
 - Affiliated Bodies
 - NACTE
 - BOG
 - MoU

MONITORING AND EVALUATION FRAMEWORK

- A clear framework, agreed among the key stakeholders.
- What is to be monitored and evaluated
- What activities are needed
- Who is responsible
- When to plan (timing)
- How to carried out (methods)
- What resources are required
- Are they committed

Types of monitoring and evaluation criteria

Types of monitoring criteria

- Compliance Monitoring –focusing on inputs
- Diagnostic Monitoring – focusing on processes

- Performance Monitoring – focusing on outputs

Evaluation criteria

- Policy or program relevance
- Effectiveness
- Efficiency
- Impact and sustainability

Components of M&E systems

- Institutional record keeping system(IRKS)
- Statistical data system
- Student evaluation system (SES)
- Performance evaluation system(LMS)
- Education Inspection Process M&E Systems
- Financial Management information System (FMIS)
- Teacher Management Information System (TMIS)
- Education Management Information System (EMIS)
- Accountability System /Feedback

Ensuring Monitoring

- Design systems as a formative feedback process.
- Streamline and implement tools flexibly.
- Support evaluators to be coaches. (Capacity building)
- Involve more people inside &outside (Delegation of authority).
- Use E System /video tools to allow educators to focus on meaningful feedback conversations.
- Providing targeted support and professional learning.
- The availability of a legal framework, political will, accessibility and reliability of evidence.
- Providing timely and reliable data on evidence-based indicators of progress at the different levels of implementation.

Key Recommendations

- Sound planning and goal clarity, capacity for “emerging” data needs
- Develop Ownership ,Inclusivity and Relevance for partners
- Strengthen national M&E coordination bodies with mandate and authority
- Enhance institutional and individual capacity at all levels
- Transparency and accountability of system.

8th Keynote Speaker
Prof. Dr. Iftikhar Ahmad Baig
Using Assessment & Evaluation to Improve Education

Prof. Dr. Iftikhar Ahmad Baig started his presentation by explaining the different ways that are being used in an attempt to improve the schools and teaching.

- System and school accountability
- Teacher evaluation and compensation
- Instructional improvement
- Learning-needs identification

The purposes THAT identify the objectives of instruction- the “**WHY**”. The plans WHICH describe the means of attaining those objectives- the “**HOW**”. And practices WHICH are what actually takes place in the classroom- the “**WHAT**”.

An effective, goal-oriented, teaching-learning sequence contains

- Clearly understood objectives, productive classroom activities, and a sufficient amount of feedback to make students aware of the strengths and weaknesses of their performances.
- Feedback and evaluation are inseparably related to both instructional objectives and classroom learning activities and are indispensable elements in the learning process.
- Classroom assessment and evaluation is like a feedback.
- Loop-assessment activities are motivated and shaped by instructional purposes, plans and practices in the classroom and decisions that arise from the results of these activities WHICH in turn lead to reshaping of these instructional purposes, plans and practices.
- Effective classroom assessment and evaluation requires an understanding of the role of evaluation in planning and delivering instruction.
- Finally, an effective classroom assessment and evaluation calls on teachers to become agents of change in their classrooms. THEY actively use the results of assessment to modify and improve the learning environments they create.

Assessment is a process that includes four basic components:

- Measuring improvement over time.
- Motivating students to study.
- Evaluating the teaching methods.
- Ranking the students' capabilities in relation to the whole group evaluation

Classroom assessment and evaluation concerns:

- Suitability of general instructional goals and objectives associated with an individual lesson or unit plans;
- Effectiveness of instructional methods, materials and activities used to attain instructional objectives;
- Adequacy of professional resources required to deliver instruction.

We Can Improve Education if We:

- Adopt new trends and themes in assessment and evaluation in education to achieve the international standard of education.
- Articulate educational goals (both general and specific) more clearly on the basis of assessment and evaluation results. This may confer greater transparency to the education process.

- Evolve continuous and fair assessment and evaluation which prepares students for the life skills.
- Revise curriculum on the basis of assessment and evaluation results, in order to evince explicitly desired competences, rather than just course objectives.
- Discuss assessment and evaluation results with parent, students and administration for strengthening the weakness of teaching learning process.
- Strengthen links with the local community through the organization of short conferences and seminars with invited speakers having well-established local reputation in the specialized fields, to motivate the students for achieving better results.
- Devise annual plan of action through summative assessment that can contribute to the improvement of education. This plan should be realistic and clearly define times, goals, responsibilities and means involved. **10.** Consider the introduction of alternative means of learner evaluation, after consultation of the teachers and students involved.
- Promote self-assessment and self-evaluation abilities at all level of education process to enhance the commitment, self-reliance and confidence of all stakeholder of education system.

VOTE OF THANKS

After the closing ceremony Prof. Dr. Samina Malik presented the vote of thanks

Ladies and gentlemen,

It gives me great pride to express my gratitude to everyone who has made this event a possibility. This International Seminar on Challenges of Nation & Education System was organized to brainstorm and share the need to reform education system based on national challenges/ issues and role of education in addressing these challenges. I am sure that there was sharing of concerns, ideas and practical suggestions regarding how the education system can be transformed according to the national needs.

I would like to see a compiled report of the recommendations made so that we may convey to the concerned sections for implementation.

I would like to thank the President IIU Dr. Ahmed Yousaf Ahmed Al Daraweish for all his support and patronage for the department of Education. My thanks to Chairpersons, faculty members, my staff but most importantly the national and international guest speakers for making this event possible. You have been instrumental in the materialization of this event. I am grateful to our foreign speakers including Dr. Waseem Malik from Canada for sharing their experiences and invaluable insights with us. We deeply appreciate the fact that they travelled all the way to Pakistan to enable us to benefit from their learning. In addition, our deepest gratitude for our national guest speakers including Prof. Dr. Riaz-ul-Haq Tariq, Prof. Dr. Anjum Bano Kazimi, Prof. Dr. Rifaqat Ali Akbar, Dr. Irshad Hussain, Dr. Khalid Khurshid and Dr. Iftikhar Ahmad Baig. We are truly gratified by your commitment and your willingness to come and share your pertinent knowledge with us.

We are 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.

Last but not the least my special thanks to Prof. Jumani for all his efforts for strengthening the department of education and managing these events effectively and efficiently. I really appreciate the enthusiasm and hard work of all committee members who worked till evenings for materializing the two days seminar. I wish you all the very best and hope to see you again in a similar event of academic importance in the future.