

Post Seminar Report



# Education – A Game Changer For Pakistan

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Institute for Strategic Studies, Research and Analysis (ISSRA)  
National Defence University, Islamabad - Pakistan





# Education – A Game Changer For Pakistan





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## CONCEPT NOTE

Education is considered as the backbone in the progress of any nation and a pre-requisite for national cohesion, political stability and economic development. In this regard, Government of Pakistan (GoP) is striving hard to develop a widely accessible and egalitarian system in Pakistan in tandem with its constitutional obligations, as also its national and international commitments. There have been a number of commissions, Policies and plans, but even after a lapse of seventy years, the education system remains confronted with various serious challenges and impediments. Furthermore, the 18th Constitutional Amendment in 2010 has brought about a paradigm shift by declaring education as a provincial subject, thus placing the major onus of responsibility on the provinces. However, a new debate has commenced as to whether the Amendment has achieved the desired educational objectives or otherwise.

Pakistan cannot progress until its education system is qualitatively strong enough to meet national, regional and global requirements. At present, the quality of education in Pakistan results in low employability, lacklustre performance of the specialized individuals and lack of innovative ideas. All these factors are adversely impacting the collective future of its youth. The problem is further compounded by the presence of parallel educational systems. Thus, a meaningful modernization of our educational system from kindergarten to PhD is the need of the hour. To train an effective workforce, there is need to pull out a large number of students from merely amassing degrees and swiftly transition them towards vocational and technical training required creating livelihoods. In addition, we have to find a solution on how to induct larger numbers of uneducated youth to schools and colleges.



## Executive Summary

The seminar aimed to generate discussion on the major challenges confronting the education system of Pakistan post 18th amendment, followed by recommendations to overcome the same, while ensuring standardization of education systems. Furthermore, the seminar also focused on the role of education in nation building, including greater cognitive learning, capacity building and improving literacy in Pakistan through teacher training and human development. The seminar received wide attention in view of its thematic layout, participation and profile and deliberative activity enriched by leading international and national scholars and experts.

The seminar program entailed three sessions. Inaugural session was opened by Acting President National Defence University (NDU) Major General Asif Ali HI(M).

Session-1 titled "Education System of Pakistan: Challenges & Way Forward" was moderated by Dr Ishrat Hussain and was inclusive of three presentations by Dr Tariq Banuri, Chairman HEC, Mr Faisal Mushtaq, CEO Roots Millennium & Dr Ejaz Akram, Advisor NDU.

Session-2 titled "Role of Education towards Community and Illiteracy", was chaired by Dr Shahnaz Wazir Ali and was inclusive of three presentations by Mr Syed Assad Ayub, President TCF, Mr Riaz Ahmed Kamlani, CEO TCF and Mr Syed Javed Hassan, Chairman NVTTC.

The seminar was concluded by Dr Ishrat Hussain, Advisor to Prime Minister on Institution Reforms.

The deliberative sessions focus on the critical analysis of education system of Pakistan. It further focussed on Standardizing Education in Pakistan, Introduction of Uniform Curriculum and challenges faced by Pakistan's education system post 18th amendment scenario. Furthermore, role of education towards Human Development and Nation Building was highlighted in session-2 with specific emphasis on teachers training & vocational training in Pakistan.

The program and brief profiles of speakers are placed at annexes-A and B, respectively.



## FINDINGS

- a. Inequalities in access, quality, and educational outcomes have stubbornly persisted in Pakistan's educational system, across gender and income, across urban and rural settings, and among the country's four provinces.
- b. Pakistan's education system is polarized comprising of three main streams namely; Private, Public and Madrassa system with different curriculums, which has created disparity among different segments of the society. To bring effective education reforms, there should be uniform curriculum in all streams of education.
- c. The faculty staff and teachers recruitment process is generally known to be politicized in Pakistan. A direct result is that the quality of education suffers even more so when low investments are made in

teachers' training and evaluation programmes. Therefore the teachers are not as effective and their time at school is not as productive as it would be with a well-conceived teacher training programme.

**d.** The 18th constitution amendment made education a provincial subject, which generated a new debate and disparity among provinces.

**e.** Majority of Madrassas in Pakistan are not registered. The curriculum of is focused on religious education only and the graduates of Madaris are only good for the mosques to earn their livelihood.

**f.** The higher education system fares no better, in spite of strides made in the past decade. Enrolment stands at about 8% of the age cohort, a statistic that compares unfavorably with countries such as India at 18% and Malaysia at 42%. The problems in this system are legion: low quality of faculty, low student motivation, rote learning, outdated curriculum, poor student discipline in public universities, lack of funding, inadequate research, and so forth. As a result, a large majority of Pakistani graduates emerge from universities without the technical or social skills needed for them to be strong contributors in the workplace or society, either in Pakistan or on the global stage.

**g.** Vocational education in Pakistan is even more marginalized. Less than 1% of the population has ever received technical education or vocational training. For those who have, quality has been uneven. More than 75% of the graduates have some foundational skills but no marketable skills for employment. Poor administration, lack of interaction with industry, and the outdated infrastructure of public institutions have been blamed. Such issues, along with those that bedevil the other levels of education, explain why Skilled Workforce Indicators such as 'poor work ethic' and inadequate education rank as two of the top 10 most problematic factors for doing business in Pakistan.



## RECOMMENDATIONS

- a. Text books need to be made more interactive in nature and uniformity in syllabus may be ensured at all levels and in all streams. While designing textbooks, the development of students' cognitive and analytical skills should be accorded primacy.
- b. Besides the dire need to introduce a uniform curriculum all over Pakistan, the same also requires to be regularly revised and updated. The medium of instruction in schools should be the right mix of Urdu, English and the native language of the different groups of society.
- c. Eliminating hate speech as well as gender and sectarian biases from the curriculum require attention on priority bases, to enhance overall quality of education. Moreover, subjects and content related to civic sense and responsibility, sports, peace and conflict resolution etc. may be included in the curricu-

lum in order to empower and secure the children, through healthy and trust building activities.

**d.** Public private partnership is crucial to develop and improve the education system of the country. Consequently, the quality of education would improve and better facilities provided. Efforts to raise the standard of education, through greater focus on improved teacher training and effectiveness, are essential.

**e.** The 18th Amendment has devolved the subject of Education to the Provinces. It needs to be revisited, in order to return the overall streamlining monitoring of the education system to the Federation. This will also help to eliminate disparity among provinces.

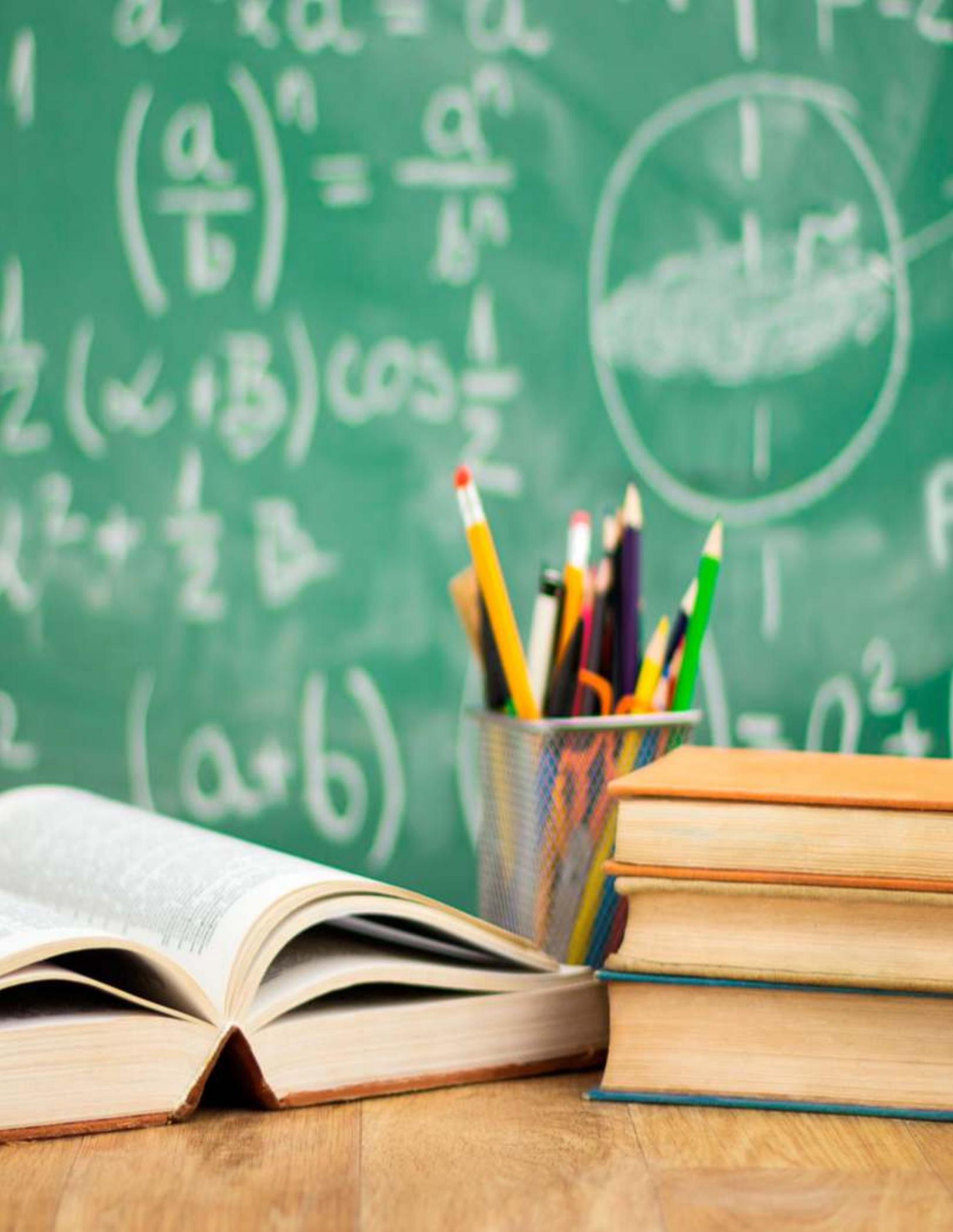
**f.** There is a need to devise Madrasah reforms. All Madaris must be registered and a mechanism evolved to monitor the curriculum taught therein by government. Compulsory subjects like Mathematics, Science, General Knowledge, Pakistan Studies and Islamiyat should also be included in syllabus of all religious seminaries, to make the graduates of these institutes useful members of the society.

**g.** Technical education may be made mandatory after Primary level. Special classes for technical education need to become regular part of the syllabus. This will impart requisite marketable technical skills to our manpower, for employment both at home and abroad.

**h.** To promote original thinking and improve the quality of research, the subject of research and development must be included – starting early, all the way upto university level.

**I.** The examination system in Pakistan requires major restructuring, by shifting focus to producing quality graduates and higher skills in manpower, instead of concentrating only on increasing the total number of graduates. The examination system must also focus on grooming and enhancing knowledge and capabilities of students – instead of giving primacy to attaining higher grades and marks alone.

# OPENING SESSION





**Opening Remarks**  
**Major General Asif Ali HI (M), Acting**  
**President NDU**

The state of Pakistan, bound by its constitution and numerous international commitments, is responsible for ensuring access to quality education to each school-age child (age

5 to 16) living in the territories under its jurisdiction.

In his address to the National Education Conference in 1947, Pakistan's founder Quaid-e-Azam Muhammad Ali Jinnah stated that “the importance of education and the type of

education cannot be overemphasized. There is no doubt that the future of our State will and must greatly depend upon the type of education we give to our children.”

Sadly, in the years that followed, we fell short on both counts: in terms of universalizing education as well as with regard to the quality of education made available. Providing each one of our nation's classrooms with qualified teachers, managing and supporting schools through an efficient national support system, and dedicating enough resources to fund educational improvements in public schools, have been issues that governments have perpetually had to contend with in successive national policy formulation endeavours.

Education is an essential requirement for producing a vibrant citizenry, ready to take the nation forward. Today, Pakistan is in some peril, since only a small fraction of this country's fortunate inhabitants undergoes a transformative educative experience in the early years of its life. Even with a greater realization of this profound internal vulnerability, the risk has continued to grow and the goal of providing all children with quality education remains elusive.

Education liberalizes minds through softening prejudices – whether religious, political, linguistic or ethnic. It enables an individual to live creatively. The basic purpose of education is to establish a harmonious relationship within society, and develop the basic life tasks and skills. Another virtue of education is the achievement of ethical, moral and spiritual self-actualization of the individual,

the family and society. It is the main means to transfer our best traditions and practical knowledge to succeeding generations. Undoubtedly, it is a vital concern and the system of education in any given society has a specific relationship with the evolution of society itself.

According to a report, Pakistan ranks lowest among the Asian countries in terms of allocation of funds for education. It is a matter of great concern that Islamabad spends just 2.76% of annual GDP on education, while Mongolia spends 8.5%, Iran 5.4%, Maldives 8%, South Korea 4%, and India 3.7%, to cite a few examples.

In Pakistan, we have failed so far in enrolling some 23 million documented out-of-school children. Under immense moral and legal pressure to meet the constitutional obligation under the Right to Education Act and because of its global commitments, placing all children in school is the top priority of the government.

Basic education skills and competencies form the basis of all future learning. Unfortunately, a large number of students across the developing world leave school without acquiring the basic skills of literacy and numeracy. Access to schooling alone is not sufficient and does not ensure desirable learning outcomes. Rather, effective learning takes place as a result of attending schools that provide quality education. Therefore, improved enrolment in schools alone does not guarantee that learning is taking place and that students are being equipped with the necessary skills and knowledge. The absence of explicitly determined standards in education that would measurably ensure provision of

quality education makes effective governance of the education system in order to achieve quality learning outcomes very difficult. This has led to a lack of trust in the educational system's ability to deliver skills that can transform lives and break the vicious cycle of poverty and underdevelopment.

Quality education is critical if Pakistan is to progress and prosper. Our educational policies in the past have turned out to be more rhetoric than action. It is time to take more concrete measures. There are elements still within the system that, if retrieved and mobilized, can help the nation move towards meaningful and sustainable reforms.

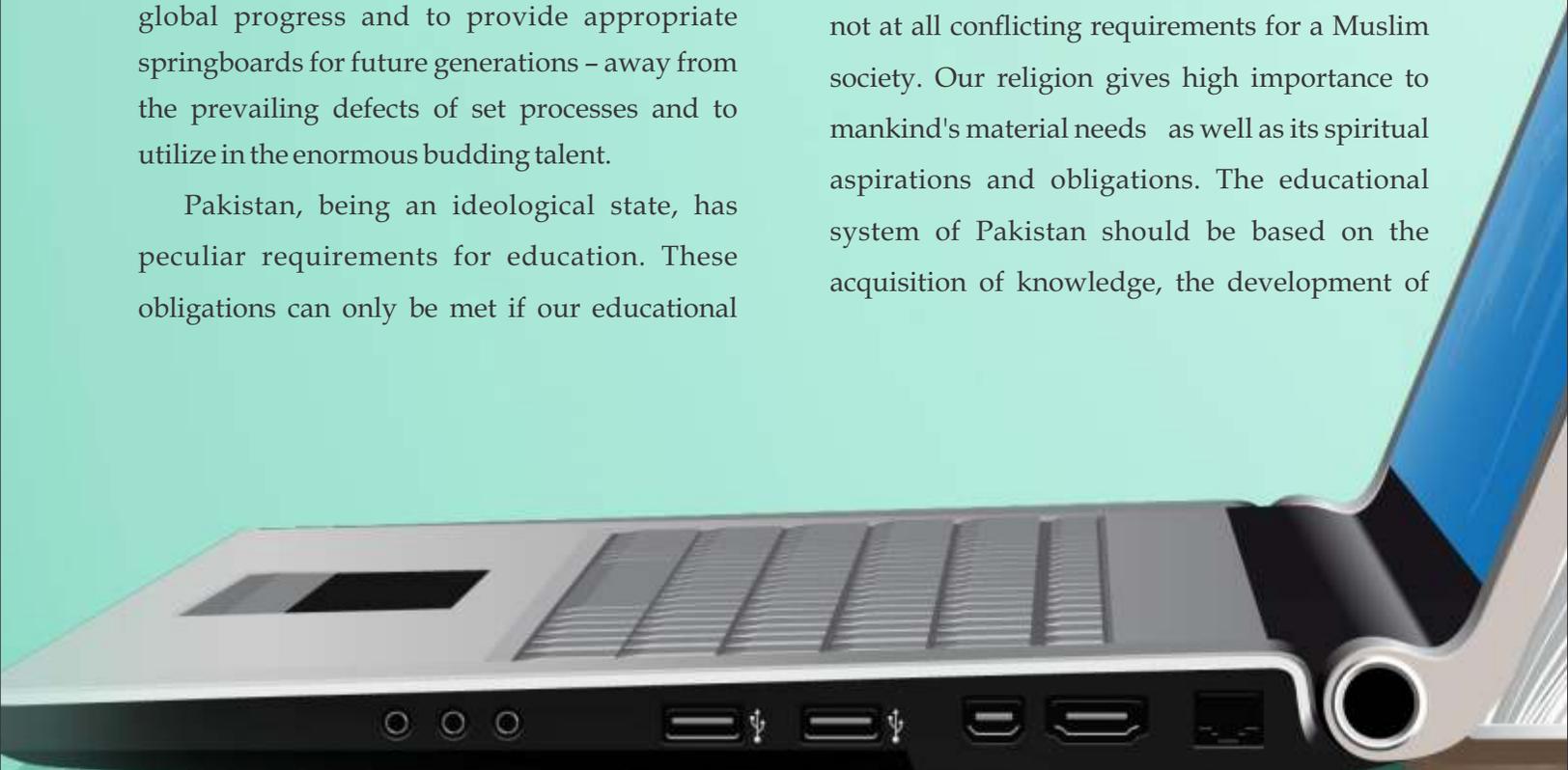
Coming into power with the promise to fast track progress in the country, the current government in Pakistan is grappling with this challenging yet promising opportunity. I hope the government enables its populace to keep pace with global progress and to provide appropriate springboards for future generations – away from the prevailing defects of set processes and to utilize in the enormous budding talent.

Pakistan, being an ideological state, has peculiar requirements for education. These obligations can only be met if our educational

system is focused and thriving. Moreover, the fast pace of global technological development further underscores the need for an educational system which has a futuristic outlook – yet with firm roots in the nation's ideological moorings.

The best definition of education is the one given by the Holy Prophet Muhammad (SAWW), in one of his favourite prayers as “O My – Sustainer: Allah! Enhance me in “Ilm” – 'Ilm' in Arabic is not just information, knowledge or even wisdom. It is enlightenment which transforms one's entire personality and enables one to live a life at once fulfilling, and integrated, comprehensive and holistic, purposeful and noble, peaceful and progressive.

Education has an all-embracing reach which encompasses materialism and spiritualism, science and religion, reason and faith. These are not at all conflicting requirements for a Muslim society. Our religion gives high importance to mankind's material needs as well as its spiritual aspirations and obligations. The educational system of Pakistan should be based on the acquisition of knowledge, the development of



moral and ethical values, a deep sense of social justice, along with the development of ability to tackle the challenges of material progress

Transformation in the education system of Pakistan is necessitated due to a host of reasons. Prevalent frustration among the youth needs to

be addressed on priority basis. If radical changes and measures are not brought about, pivoted on providing an equal opportunity to all the strata of society, Pakistani youth will remain vulnerable to the menace of extremism, sectarianism and fundamentalism.



# SESSION - 1

## Education System of Pakistan: Challenges & Way Forward

Moderator: **Dr. Ishrat Hussain**

Current state of Education in Pakistan: A Critical Analysis (Statistical Analysis of Streams of Education)

Speaker: **Dr. Tariq Banuri, Chairman HEC**

Pakistan's Education System: Challenges & Way Forward-Post 18th-Amendment

Speaker: **Mr. Faisal Mushtaq, CEO Roots Millennium Education**

Standardizing Education: Introduction of Uniform Curriculum

Speaker: **Dr. Ejaz Akram, Advisor NDU**



## Education System of Pakistan: Challenges & Way Forward

### Introduction

The session- 1 of the national seminar commenced with the moderator Dr Ishrat Hussain, advisor to Prime Minister extending an opportunity for the speakers to introduce themselves to the addressees. The participants came from the multiplicity of wide ranging institutions, encompassing their expertise in the various fields of education in Pakistan. The key speakers on the subject Dr Tariq Banuri, Dr Ejaz Akram & Mr Faisal Mushtaq. The speakers diligently engaged in the topic, followed by a compelling and interesting interactive session.

### Current State of Education in Pakistan: A Critical Analysis



### Dr. Tariq Banuri, Chairman HEC

The Higher Education Commission (HEC) is facing a number of challenges. As a country, there is a dire need to address one simple question. What is the main objective of the system of HEC and who the system is supposed to benefit; the students or the administrators? One fundamental objective of HEC system is to serve the students and give them quality education that will enable them to succeed in life, and not just in their occupation. Other objectives include serving the country, knowledge building, interests of faculty and creating a good environment for learning and teaching. The HEC adopts a top to bottom approach in administering student affairs, whereby desirable objectives are difficult to attain. The ideal alternative would be a student to administration approach, which has the student as the main focus, apart from knowledge. Secondly, the refined building of country's faculty and the university leadership as it flows specifically from the above-mentioned objectives.

Furthermore, the three founding objectives of Higher Education Commission (HEC) setup 17 years ago were;

- Access to education,
- Quality of education and Research,
- Societal relevance of education and research.

HEC was established in 2002 with 2076

students enrolled at that time with 2.5% enrolment relevant to the age group. Today, the number has increased 10 times, growing by 10-15% every year. The number of faculty, PhD scholars and research papers has also increased greatly.

There are certainly some gaps in the prevalent learning system. The quantitative dimension is experiencing an increase whereas the qualitative aspect is suffering a decrease, which in turn limits the impact the education system has on society. Today, HEC faces a crisis of quality. The graduates after completing their degrees face difficulties in finding jobs. The research papers being written by various institutes have little impact socially. There is also a crisis of relevance. The point to ponder is - are the institutes really equipping the students with the skills they need to survive in today's competitive world and serve the society in a better and more productive way that our society demands?

One of the biggest impediments is the focus on certification and not on substance. Various universities were directed to set up a program even if they lacked the academic capacity. This in turn, led to a medium-term and long-term quality deficiency, with regards to the programs offered by these universities.

HEC is trying to fulfil the huge gaps present in the Education system of Pakistan. It has taken

number of steps in order to address these issues. It has remapped the undergraduate program, which has been organized in three domains.

- General / Core Competency
- Disciplinary Competency
- Practical Competenc

The general competency level envisages that every educated person in the country should know basic History, Urdu, Math, Science, Language, Ethics and Philosophy. The disciplinary competency level focuses on specific education related to Physics, Economics, etc. One of the major issues faced in this regard is that the curriculum is out-dated, and no academic has made a notable continuation after 2010.

Finally, practical competency is divided into three subdivisions. The first is to enable the student to be able to do well after leaving university, by providing internships and employment in collaboration with the PM Youth Program. Secondly, it includes entrepreneurial competency and, in order to assist students, the government has set up business incubation centres. Last but not the least; it deals with enhancing the social participation competencies by introduction of women's movements, social causes, etc. in which students participate as citizens.

The Master's Program is essentially market driven and is strictly a 2 years degree whereas PhD is solely research-based. HEC being the

largest provider of funds for research in Pakistan has revamped the research program to tailor it to the needs of the society. It evaluates the subject and research and then gives grants. HEC provides a number of funds; noteworthy amongst them are Grand Challenge Fund, Local Challenge Fund, Technology Transforming Fund and Innovative Fund, in order to commercialize the ideas.

There is a need to take an in-depth look at teaching. Unfortunately, in Pakistan no one is taught how to teach and this need to be changed.

For this purpose, National Academy of Higher Education is a new initiative taken by HEC with the aim to provide training in effective teaching, as well as developing curriculum, and focuses on enhancing the academic governance system. The Educational Testing Council has been set up to improve the testing system. Also, a new program called the Student Service is focused on catering to students. The agenda of HEC is large but it has, so far, exhibited some major societal, cultural and fundamental changes.



## Pakistan's Education System: Challenges & Way Forward-Post 18th-Ammendment

### Mr. Faisal Mushtaq, CEO Roots Millennium Education

In the 21st century the first line of defence is a society with strong systems related to health, education, social security and employability. All these are defining aspects of a secure state.

The single common denominator which transforms an individual subject into a citizen is literacy and civic sense. Pakistan has an estimated population of 216.57 million individuals. It should be noted that is not that merely by virtue of the fact that individuals are born in a certain country that they become its valuable citizens.

Statistics show that there are 22.8 million out of school children in the country, thus making it second after Nigeria, in the top listed countries of the world with the highest number of out of school children. Given the slow pace of work of governance institutes and policy structures, along with the current net enrolment growth rate of almost one percent, it will take another 58 years to reach the target of 'zero out-of-school' children.

Pakistan has integrated the Sustainable Development Goals (SDGs) into its national development agenda and showed political and legal commitment towards achieving these



targets. However, the governance structures need to be reformed in order to deliver the required results. With Pakistan's commitment to the SDGs, Pakistan has an obligation- to its constitution, to its people as well as to the international community.

There is a lot of discussion on democracy being the game changer, or the CPEC being the game changer. However, if we put our hearts and priorities in the right place, we can say that in reality education is the actual game changer, which will have a lasting impact on our future generations. As a state, you cannot move forward without a literate society.

When we talk about schooling in Pakistan, we should always keep in mind what type of value proposition do we want to create. This would help us to mould our policy interventions

accordingly. Currently, the education system in Pakistan is generally divided into six levels: preschool (age from 3 to 5 years), primary (grades one through five), middle (grades six through eight), high (grades nine and ten, leading to the Secondary School Certificate or SSC), intermediate (grades eleven and twelve, leading to a Higher Secondary School Certificate or HSSC), and university programs leading to undergraduate and graduate degrees. The literacy rates in Pakistan vary according to region and gender. Particularly in the regions of Baluchistan and KPK, female literacy rates are low.

The qualifying factor for being called “literate” in Pakistan is that the person should be able to write one's name. It is important therefore that the literacy rate should henceforth be judged in qualitative as well as quantitative terms.

The Eighteenth Constitutional Amendment has introduced significant changes having a direct bearing on the education sector. The jurisdictional change emerging as a result of the omission of the concurrent legislative list is noteworthy. As a result of this deletion/omission, two key entries, among others, which empowered the federal government to legislate and administer- in the key areas of education policy, planning, curriculum, standards, centres of excellence and Islamic education- have been devolved to the

provincial ambit.

In terms of education governance, the 18th Constitutional Amendment Act 2010 has reconfigured the federal / provincial relationship. The significant changes altering the education governance framework include the following:

### **Free and Compulsory Education:**

Introduction of Article 25-A: The amendment inserted a new Article in the chapter dealing with fundamental rights in the Constitution of 1973. Article 25-A obligates the state to provide free and compulsory quality education to children of the age group five to sixteen years. The article reads “The State shall provide free and compulsory education to all children of the age of five to sixteen years in such a manner as may be determined by law.”

Removal of the Concurrent Legislative List - Delegation of Subjects to Provincial Jurisdiction:

The concurrent legislative list which included the subjects in the shared legislative jurisdiction of the Federation and provinces has been omitted. In context of education the two key entries of concurrent list which stand devolved to the provinces include:

Entry 38: Curriculum, syllabus, planning, policy, centres of excellence, standard of education. &

Entry 39: Islamic Education

Empowering Council of Common Interest (CCI):

## Revision of Federal Legislative List

### Part II

Part II of the Federal Legislative list, which is in the mandate of a reconstituted and more empowered Council of Common Interest (Article 153-154), has been reconfigured. A number of new entries have been inserted; entries which have direct bearing on education include; all regulatory authorities established under a federal law; standards in institutions of Higher education and research, scientific and technical institutions, Interprovincial matters and Coordination.

### **Omission of Sixth & Seventh Schedules:**

The enactment has omitted Sixth and Seventh Schedules, altering Article 268(2) and Article 270(A) of the constitution. The omission has revoked the constitutional protection for the following statutes: The privately managed Schools and Colleges (Taking over) Regulation 1972; Agha Khan University Order 1983, The National College of Textile Engineering (Governing Body and Cess) Order, 1985, and The Lahore University of Management Sciences Order 1985.

The most pressing problems facing the country's education system are; the high rate of out of school children and the low quality of education. The deplorable state of education system can be gauged from the fact that 44% of all children with five years of education cannot read

a story in Urdu while 48% of them cannot read a sentence in English meant for the second standard. To make matters worse, 18th Amendment has given autonomy to the provinces, in the domain of curriculum, syllabus, planning, policy matters, centres of excellence and educational standards. The 18th Amendment was an effort by the federation to "hold together" the federating units rather than making them "come together." Due to lack of policies and planning it was unable to deliver results.

Pakistan is in the phase of digital, broadband and technological transformation with a total of 162 million mobile subscribers. The policy makers should focus on e-learning (online learning) and m-learning (mobile learning) to make education easily accessible to every citizen.

The Madrassas or religious seminaries must be regularized as they are mushrooming. According to latest figures, there are 37,517 Madrassas. Currently, there are 13,798 Madrassas in Punjab, 10,033 in Sindh, 3,579 in Khyber-Pakhtunkhwa, 2,959 in Baluchistan, 1,404 in Azad Jammu and Kashmir, 354 in Islamabad and 145 in Gilgit-Baltistan.

The quality of education being imparted by these seminaries has been compromised due to lack of accountability and scrutiny. To further aggravate the problem, there is no uniformity in syllabus - with teachings rooted in sectarian

agendas.

The governance and regularization of these institutes is complicated, as three federal ministries - Ministry of Religious Affairs and Interfaith Harmony, the Ministry of Interior and the Ministry of Federal Education and Professional Training- are dealing with them, with no defined boundaries for intervention in the administrative affairs.

It needs to be borne in view that the Madrassas have been in existence for centuries and have produced several leaders and eminent persons like President Erdogan of Turkey and President Hassan Rouhani of Iran. Therefore, it is not a question of 'we versus them'; indeed, our collective responsibility is to ensure that quality education is imparted, and the institutes are

regularized.

Subjects like Mathematics, Science, General Knowledge, Pakistan Studies and Islamiyat, in the local language, should be made compulsory in all religious seminaries. In addition, eliminating hate speech, gender- and sectarian biases out of the curriculum must be done on priority, in order to improve the overall quality of education of the country. Moreover, subjects or content related to civic sense and responsibility, sports, peace and conflict resolution must be added in the curriculum so as to empower and secure the nation. In the current geo-political setting, education is about investing and not testing, for any country to progress. This approach should be made a priority.



## Standardizing Education: Introduction of Uniform Curriculum

**Dr. Ejaz Akram, Advisor NDU**

The speaker opined in the beginning of his remarks that there is a rising feeling in the many quarters of the state that national curricula of education in Pakistan should be standardized. He was of the view that the answer to this question is both yes and no. Yes, because we live in a mass society and mass consciousness and therefore, for mass mobilization, sometimes it is needed to have some degree of standardization in education. However, this need is not absolute. Before elaborating upon the topic of standardization of education, we need to understand the environment in and around Pakistan in which this discussion is taking place. Externally, Pakistan has lots of enemies. There are about nine hostile intelligence agencies operating in this region working to undermine everything that Pakistan does. During last twenty years, these enemies have infiltrated almost all sectors of the society including the education industry. These enemies are now engaged in fifth and sixth generation warfare and the war has now moved from objective reality to subjective reality. So, the referent object of security is now the human identity. If you transfigure these identities, you can manipulate the behaviour and political outcomes of the country. So, it is basically the battle of consciousness that goes all the way from



kindergarten to PhDs. Thus, to secure our country, we need to preserve our identity and to achieve this; we need to monopolize the channels of information: media and academia. This may seem an iron handed approach, but for a short period of time, we need to do it.

At the same time, it must to be understood that it is not necessary that with 100% literacy, we will be better off or better educated. An example of this is Hitler's time: when Hitler was elected, it was for the first time when German generations saw the highest literacy rate and we all know how that turned out. Even today, most literate of societies are wreaking havoc on most illiterate societies: illiterate Afghanistan arrayed against 48 literate societies. The purpose is not merely to justify or undermine literacy but to emphasize

that literacy is one tool of education, but not the only tool. Education is what transforms people into better human beings. Literacy means to transform information into knowledge to educate people and develop them into better human beings. Education here serves two purposes: helping us earning bread, and turning us into better humans at societal level.

The question arises whether standardizing the education will be good for society, or be tantamount to killing the special genius of those who fall out of the education standardization purview. Standardization is born out of the need and importance of uniformity and not necessary unity. Unity presupposes diversity while uniformity insists on external semblances of outlook becoming same. In the modern state system, we need some sort of uniformity. But, in case of Pakistan, because we live in special circumstances of having smaller nations within a larger national framework, we need some special arrangements. Yes, in education, from kindergarten to PhD, there should be some standardization in the curriculum; but that should leave lots of room for special things in curriculum - for example, a Pashtun student living in Waziristan should not be forced to learn the language of some other region a long distance away. So, standardization brings uniformity and non-standardization keeps the space for special genius within our societies.

At the higher education level, we need more universities. But just universities cannot be the measure of maturity in society. Look at the number of universities in countries: India 4004, US 3281, China 2300, Russia 1500, Japan 1300, Iran 605 and Pakistan 205. Just compare China standing with 2300 universities as against India with almost 4004 universities; nevertheless, the maturity in both societies cannot be compared. Indian society has suffered due to the socially accepted fascist ideas mainly because of academia, media and Bollywood.

In our universities, there are relative and contested terms such as: democracy, modernization, secularism, equality, etc. We unfortunately fall into these divisive traps and subject ourselves to unnecessary polarization and are thus taken advantage of. There is no neutrality in universities and there is no need for neutrality. Everyone has the right to have an agenda and a narrative. Islam is the fastest growing religion in the world, but the Muslims still do not focus on the right discourse to package their ideology, culture and heritage before the world.

If we want to resuscitate the traditional paradigms of knowledge, we will have to make use all of the tools, skills and techniques of modernization. This should bring more diversity and less standardization. Since eventually the state of education in this country is linked with

governance, which in every sector except for defence, has unfortunately suffered during last twenty years or so. To improve our system of

education, we need to improve overall quality of governance in the country.





**Summation by Moderator Dr. Ishrat Hussain**

There are a number of factors which need to be addressed if we desire to improve the education system in Pakistan. There is a need to take an in-depth look at teaching. Unfortunately, in Pakistan no one is taught how to teach and this need to be changed. The approach taken by HEC

is administration to student approach which in other words is top to bottom, in which few objectives are achieved, whereas the ideal approach would be student to administration approach, which has the student as the main focus-along with knowledge. If we take into consideration the students, the quantitative dimension is experiencing an increase whereas

NATIONAL SEMINAR

# EDUCATION – A GAME CHANGER FOR PAKISTAN



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the qualitative dimension is suffering a decrease, which in turn limits the impact the education system has on the society. In this age of information technology, the policy makers should focus on e-learning (online learning) and m-learning (mobile learning) to make education easily accessible to every citizen. Lastly, the point we need to ponder over is whether standardizing

the education will be good for all of society or it will be tantamount to killing the special genius of those who fall out of the education standardization purview. Eventually the state of education in this country is linked with governance, and governance in Pakistan in every sector except for defence, has unfortunately suffered during last twenty years.

# SESSION - 2

## Role of Education towards Community and Illiteracy

Moderator: **Ms Shahnaz Wazir Ali**

Role of education towards Human Development and Nation Building

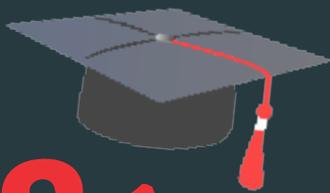
Speaker: **Mr. Syed Asaad Ayub Ahmed, President & CEO TCF**

Teachers Training in Pakistan: Challenges & Way Forward

Speaker: **Mr. Riaz Kamlani, Executive Vice President TCF**

Improving Literacy including Vocational & Technical Training in Pakistan: Challenges & Recommendations

Speaker: **Mr. Javed Hassan, Chairman NVTTC**

SUCCESS 



## **Role of Education towards Community and Illiteracy**

### **Introduction**

The session- 2 of the national seminar commenced with the moderator Ms Shahnaz Wazir Ali, extending an opportunity for the speakers to introduce themselves to the addressees. The participants came from the multiplicity of wide ranging institutions, encompassing their expertise in the various fields of education in Pakistan. The key speakers on the subject were, Mr Syed Assad Ayub, Mr Riaz Ahmed Kamlani and Syed Javaid Hassan. The speakers diligently engaged in the topic, followed by a compelling an

d interesting interactive session.

## **Role of Education towards Human Development and Nation Building**

### **Syed Asaad Ayub Ahmed**



Syed Asaad Ayub Ahmed initiated his talk by stating the vision that guided his organization 'The Citizens Foundation (TCF)'; he said that the prime focus was to address and target issues of education for poor people. He added that while his organization had schools in various poor sectors of the society however, their quality was not compromised. He believed that a school is responsible for not just imparting education but also providing a conducive environment for learners. Both education and environment are fundamental. Traditional teaching methods and curriculum demands need to be revisited since a lot had changed globally and it was not sufficient to address contemporary realities.

Education system should not be turned into a money-making business. There were multiple private schools as well that did not fulfil the criteria of a good school. Pakistan is a country where 22.8 million children are out of schools. We are a nuclear-armed state but unfortunately, stand at No.195 in Human Development Index. Moreover, when students complete their education, there is major issue of jobs in Pakistan. Either they don't find a job or the ones they find are not relevant to their educational attainments.

While mentioning a very crucial issue of language, the speaker said it was not accurate that only English medium schools are good in quality. English should be taught as a language but having English as a medium of instructions ought not to be a criterion for good educational

institutions. Pakistan is a country of diverse languages and we should embrace this fact. It is easier to understand concepts in one's own mother tongue and later, when a new language is learned, it can be comprehended in a better manner. Cultural values should be promoted, and diversity embraced.

Undoubtedly education is of key significance but the elephant in the room is not education itself but rather governance. The issues in governance play a major role in either advancing an education system or causing its decline. Armed forces and Motorway Punjab can be taken as good examples of governance.

#### Recommendations

- English should be treated as a language, not as the medium of instruction
- Curriculum and teaching methods require to be updated along with up gradation of quality of books

- Diversity and cultural values may be promoted
- Both religious and worldly education needs to be imparted
- Education should be skilled-based, and children need to be given choice to pursue their special aptitude.
- Examination system should ideally be based on critical thinking rather than just memorization.
- In conclusion, children are agents of positive social change. Therefore, their educational development and grooming constitute a country's future. Pakistan needs to learn from prevailing international standards and thus impart conceptual knowledge, core values, confidence and critical ability so children can be better equipped for the future.



## Teachers Training in Pakistan: Challenges & Way Forward

Riaz Ahmed Kamlani, Vice President TCF



Education is one of the most profitable and lucrative investments of a country which can make its people and its future secure, whilst it is critical in reducing inequality and Poverty. Without a doubt, it is necessary for everyone, where the prominence of education is unquestionable for every single individual and society as well. It helps people to earn respect and appreciation, which have a positive effect on human life. In any society education plays such a basic role that without it, a life of meaning is hard to imagine. The acquisition of education is a powerful element for the development of human society. Education not only provides a vigorous environment; it also transforms citizens into a modern and civilized community. The role of education cannot be overlooked in the

development of ethical and social as well economic values of any populace. It has a very robust effect on beliefs, ideas and arrangement of future plans of any nation.

Modern society demands high quality teaching and learning from teachers. Teachers have to possess a great deal of knowledge and skills, with regard to both teaching and assessment practices, in order to meet contemporary demands and standards of quality education. Teacher learning is a continuous process that helps promotes their teachers' teaching skills, so that they can master new knowledge, develop new proficiency, in order to help improve students' learning. The importance of education and teacher training cannot be ignored due to their importance in social development. It has been observed and widely tested that good and capable teachers in term of high skills can contribute much in the social development.

In Pakistan, there is a strong requirement of the teacher training to upgrade the education quality. The current and developing concerns related to educationalist program include:

- a. Training institutions are facing challenging financial and fiscal limitations and are not sufficiently equipped to cater to the needs of an active structure of excellent teacher education,
- b. The teacher training institutes are faced with serious scarcity of facilities, that is

teaching aids apparatus, buildings, library, tables, chairs, texts and facilities for extracurricular activities,

c.Examination system is highly flawed, and

d.Teacher absence, faulty management, and deficiency of administration are some highlighted problems. Apart from the above-mentioned challenges, other obstacles faced are:

Weak conceptual content knowledge of teachers

- Limited Pedagogical Skills of teachers
- Gaps in application of knowledge in classroom
- Lack of sense of purpose and focus

The speaker explained that if implemented, the following suggestions could render teachers of Pakistan more professional:

- Teachers Licensing Program should be initiated in public sector

- Scaling program of high-quality private sector training
- Investing in schooling technology
- Coordination of curriculum evaluation

The speaker concluded by highlighting the dire need to revolutionize and reform the education curriculum as well as the dissemination mechanism which forms the backbone of education sector. The need of hour is that all the important factors that are neglected in terms of governance or policy domain must be addressed. Education emergency be executed in the whole country so that speedy appropriate measures are taken in relevant fields of education. National level education reforms should be directed towards better harmonization of curricula, modernization of teaching methodologies and research-based teaching training that aims at maximum positive and constructive impact creation in the long run.



## Improving Literacy including Vocational & Technical Training in Pakistan: Challenges & Recommendation

Mr. Javed Hassan, Chairman NVTTC



The speaker in his talk focused on a two-fold discussion; first he highlighted the scope for vocational training in Pakistan and the reasons for lack of focus on it; second, he dealt with concerned areas and strategies to improve it.

TVET (Technical and Vocational Education and Training) was to be conceived as education and training that provides knowledge and skills for employment. It was recognised as a crucial vehicle for achieving social equity, inclusion and sustainable development. However, the sector had generally received very low priority in the policy making domain. It was a most neglected sector and also remained underfunded. Pakistan's productivity output was once double that of China and India. Now, both had surpassed Pakistan. Currently, China was two

and a half time more productive than Pakistan. India was also 25% ahead in productivity in that sector than Pakistan.

There were many reasons for the situation and not just the lack of focus on vocational training. The growth rate in population, low investment rates and many additional factors required to be handed with honesty and responsibility. As a matter of fact, very little emphasis was given to skills training which contributed to decline became in productivity. This sector is usually viewed as "social welfare" in Pakistan. However, in fact it was a sector which should enhance productivity and the upgrade companies to also compete internationally. Another major reason was the low GDP growth rate that was causing Pakistan to fall behind its neighbours. Pakistan had been down to 300,000 annually from a million in terms of export of labour. They were considered as unskilled and thus low earners in the expatriate community. Pakistan needed to strategize to invest in human labour to raise its export to other countries. Very little importance was attached and investment made in skills development. Vocational skills were considered socially less respectable. The actual numbers showed a lot of inconsistencies. Institutions inside the country had a capacity of about 400,000 people but enrolment was only 364,000 which cannot meet actual demand. Another reason remained the deployment of old training methods, old

equipment, low capacity and poor quality of instructors that resulted in decline in capacity in real terms in this sector.

Skill training still remained theory based, while the world had moved on to competency-based training. The government had set up 5 committees, one of which was to look into matters of vocational training. The major problem was a persistent lack of clarity in decision making; this issue had further exacerbated with the 18th Amendment. The ways with which it would be negotiated was through differentiating between the role of Federal and Provincial governments. Policy making required setting up common qualification standards and linkages in issuing licenses and certifications. Also, international linkages that needed to be confined to the

domain of a federal body. The provinces have to do the hard work in term of policies implementation and making sure that standards are met. The training provided should be demand driven both at home and abroad. Industry should regulate those demands.

The development of quality vocational training institutes was important as those could provide employability in the minimum time. There was a need to redesign the curriculum of the vocational training institutes in order to increase the competitive advantage of the trainees to better position them in the global market. This would provide opportunities for the unemployed but in the longer run; it would also help increase remittances. It would raise the living standards of the workers as also contribute to the nation`s development.



**Summation by Moderator Ms Shahnaz Wazir Ali**



As an institution of learning, a school is responsible for not just imparting education but also for providing a conducive environment for learners. Traditional teaching methods and curriculum demands require to be revisited since a lot has changed. These are not sufficient to address contemporary realities. Education systems should not be turned merely into a

money-making business. Another element of a value driven education system is the teacher quality. Teacher learning is a continuous process that promotes their teaching skills, ability to master new knowledge and helps develop new proficiency - resulting in upgradation which, in turn, helps to improve students' learning. It is also pertinent to highlight the dire need to revolutionize and reform the education curriculum as well as the dissemination mechanism as it forms the backbone of the education sector. It is crucial that all the important factors thus far neglected in terms of governance or policy domain must be addressed and education emergency be imposed in the whole country. Lastly, there is a need to redesign the curriculum of the vocational training institutes in order to increase the competitive advantage of the trainees to better position them in the global market



## **Closing Remarks by Chief Guest, Dr. Ishrat Hussain**

The New Education Policy (NEP) announced recently envisages a big jump in the allocation of public expenditure on education, from the current level of 2 % of GDP to 7 % in the next five years. Many well-meaning commentators, development practitioners, political leaders and external agencies also believe that the problems of education deficiency in Pakistan can be attributed to lack of funding. Memories are short and we have forgotten that a multi-donor multi-million-dollar project - Social Action Program- in the 1990s was a failure. It did not increase enrolment rates or achieve any of its targets but left the Government with higher debt.

We should avoid making the same mistake again of simply throwing good money after bad and put the economy in further jeopardy. The total expenditure on education by all tiers of government would jump by almost 50 % in one year if we raise it by 1% of GDP only. As much as Rs.400 billion would become available for annual spending. Unless we pay attention to the serious governance problems facing our education sector, we will end up with more ghost schools, ghost teachers, greater absenteeism, misuse of grants to private schools, inflated building contracts and other leakages and waste. The availability of funds for education from donors is also not a constraint as almost all external donors

are vying with each other to provide finances. The duplication, overlaps and competition among suppliers of funds would add to the already poor state of governance in our schools, colleges, universities and educational administration.

Does this mean that we should not pursue this target of higher allocation to education? No, we should indeed aim at increasing the allocation but there are some essential governance reforms that have to be undertaken before the allocation is enhanced. The National Commission for Government Reforms (NCGR) had carried out a two-year study, including field visits, and consultations with stakeholders and produced practical recommendations for improving the quality of governance in the Education sector. There are at least ten critical reforms that require priority attention.

First, there is a clear need for delineating responsibility for provision of education among the various tiers of the government. The Federal Government should deal with curriculum and higher education financing, standards and regulations. The Provincial Governments would be responsible for college education, technical and vocational training, while District Governments take charge of primary, secondary and high school education.

Second, to bring about coordination, ensure uniformity in standards of public, private and

non-profit schools, a District Education Board should be established in each district. The Board will consist of eminent persons enjoying a good reputation, with the District Education Officer acting as the Secretary of the Board and implementing its decisions. Detailed terms of reference of the Board have already been developed.

Third, like in the Sindh and KPK Governments, there should be separation between management and teaching cadres in other provinces too. While the selection to management cadre will be open to the teachers having the right aptitude, all teachers can progress in their teaching careers without necessarily becoming head master/principal/education officers.

Fourth, teachers' cadres should be de-linked from the National Pay Scales. Educational attainment in backward districts will not improve unless the compensation package is aligned with local market conditions. If, for example, a lady science teacher in Musa Khel has to be paid Rs.15,000/- per month to attract her to work in this backward district, she should be given that package. In contrast if qualified lady science teachers in Karachi or Lahore may be available at a salary of Rs.12,000/- per month and they should be paid that amount. Otherwise the present distortions – teachers appointed in backward districts are transferred to big cities

along with their posts under political influence – will persist. Examples abound that many rural schools have no Maths teacher but schools in Lahore may have six Maths teachers for only 60 students.

Fifth, all teachers should be appointed from among the candidates domiciled in a district through a test conducted by the Public Service Commission on merit alone. These posts will be non-transferable. Other posts for which suitable candidates are not available locally can be filled in from outside the district. The powers of recruitment, transfer, promotion, disciplinary actions will all reside with the District Education Board.

Sixth, the School Management Committees (SMCs) and/or Parent-Teachers Association (PTAs) should be empowered to effectively oversee the internal management of the school, i.e. keeping school infrastructure in good shape, ensuring teachers perform well, attend the school and that other problems are resolved. Budgetary resources would have to be given to the SMCs but they will be accountable to the District Education Board for results.

The Head Teachers/Principals will be given appropriate administrative authority to carry out the day-to-day operations of the school. They will also be given powers to initiate action against recalcitrant teachers/students.

Seventh, The District Education Board

should be allocated funds annually for carrying out the approved infrastructure projects, operations and maintenance, training etc of teachers in all the schools. The training would be provided by the Provincial Governments who will also test the competencies of the teachers and the learning achievements of the students on an annual basis. Funds allocated to the District Boards would be audited regularly by the Audit Department.

Eighth, children from low income families should be given the option to choose private schools provided these schools meet prescribed eligibility criteria. These schools may be given per capita grant for the students from low income families. The activities of the Education Foundations in the provinces should be expanded and supported to find other suitable means of fostering public-private partnership.

Ninth, a decentralized and empowered educational network can function efficiently only

if it is monitored continuously. A Management Information System (MIS) should help the District Boards in monitoring the performance of schools. For example, if the primary school in a locality is producing a constant stream of pupils for enrolment in higher classes, up-gradation to the Secondary school could be brought about immediately.

Finally, all talented students from poor families and backward districts who secure admissions in private schools, professional colleges, business administration institutes, and institutions of higher learning- should be awarded scholarships for pursuing their studies. Eligibility criteria may be announced beforehand and advertisements placed inviting applications for scholarships.

These reforms will take some time to take root and should be initiated before the spigot of money for education is opened.



# ANNEXURE-A

## Programme



## Programme National Seminar: "Education- A Game Changer for Pakistan

24 September, 2019

### Opening Session (Venue: JS Hall)

**10:00-10:05** Recitation of Holy Quran

**10:05-10:30** Welcome address by DG ISSRA

### Session-1: Education System of Pakistan: Challenges & Way Forward

**Chair: Dr. Ishrat Hussain**

**10:30-10:35** Introductory Remarks by Chair

**10:35-10:55** Current state of Education in Pakistan: A Critical Analysis (Statistical Analysis of Streams of Education)  
Speaker: Dr. Tariq Banuri, Chairman HEC

**10:55-11:15** Pakistan's Education System: Challenges & Way Forward -Post 18th -  
Ammendment  
Speaker: Mr. Faisal Mushtaq, CEO Roots Millennium Education

**11:15-11:35** Standardizing Education: Introduction of Uniform Curriculum  
Speaker: Dr. Ejaz Akram, Advisor NDU

**11:35-12:00** Interactive Session

**12:00-12:10** Wrap-up / Recommendations by Chair

### Session-2: Role of Education Towards Community and Illiteracy

**Chair: Ms Shahnaz Wazir Ali**

**12:30-12:35** Introductory Remarks by Chair

**12:35-12:55** Role of education towards Human Development and Nation Building  
Speaker: Mr. Syed Asaad Ayub Ahmed, President & CEO TCF

**12:55-13:15** Teachers Training in Pakistan: Challenges & Way Forward  
Speaker: Mr. Riaz Kamlani, Executive Vice President TCF

<b>13:15-13:35</b>	<b>Improving Literacy including Vocational &amp; Technical Training in Pakistan: Challenges&amp; Recommendations</b> <b>Speaker: Mr. Javed Hassan, Chairman NVTTC</b>
<b>13:35-14:00</b>	Interactive Session
<b>14:05-14:10</b>	Wrap-up / Recommendations by the Chair
<b>14:10-14:35</b>	Key Note Address by Chief Guest
<b>14:35-15:30</b>	Lunch
<b>15:30</b>	Departure

**ANNEXURE-B**  
**PARTICIPATION**  
**& PROFILE**



## Major General Asif Ali, DG ISSRA



General was commissioned in 15 (Self Propelled) Medium Regiment Artillery in 1987. He is a graduate of Command and Staff College Quetta, NDU Islamabad and NDU China. The General has held various staff assignments including General Staff Officer-3 and later Brigade Major of an Infantry Brigade and Chief of Staff at Headquarters Army Strategic Force Command. On the instructional side he remained on the faculty of Command and Staff College Quetta and School of Artillery. He has also served as Military Observer in Iraq, Kuwait. He has commanded 15 (Self Propelled) Medium Regiment Artillery, Mujahid Infantry Battalion along Line of Control, 116 Infantry Brigade in Operation Al-Mizan and Division Artillery in Operation Al-Mizan. He has remained Commandant School of Artillery and has the honour of Commanding a Strategic Division. He is presently serving as DG ISSRA since 1st January 2019.

## Dr Ishrat Husain



Dr. Ishrat Husain is a Pakistani banker and economist who served as the dean of the Institute of Business Administration (2008-2016) and the Governor of the State Bank of Pakistan (1999-2006). He presently serves as Advisor to Prime Minister Imran Khan for Institutional Reforms & Austerity. He received his M.A in development economics in 1972 from the Williams College and his PhD from the Boston University in 1978. He joined the World Bank in 1979, working initially as the country economist for Liberia. In 1994, Husain became the chief economist for Asia-Pacific region and between 1997 and 1999 headed World Bank's operations in Central Asia. He ended his World Bank career in 1999, and was appointed as the Governor of the State Bank of Pakistan and remained until December 2005. In 2008, he was appointed as the Dean of IBA Karachi, in 2015 he was awarded the Nishan-e-Imtiaz by President Mamnoon. He resigned as the dean of IBA in 2016, however remains the Professor Emeritus of the institute. During his tenure, IBA expanded from a solely business school to an interdisciplinary university. In 2016, Hussain joined the Woodrow Wilson Centre as a resident policy fellow

## Ms Shahnaz Wazir Ali



Shahnaz Wazir Ali has an illustrious career as an educationist, development policy specialist, a member of the Pakistan People's Party twice elected to National Assembly of Pakistan, Special Assistant to the Prime Minister on Social Sector and as a well-known women's right activist. She served as a Senior Education Specialist on the World Bank; held the position of Minister of State for Education, Govt. of Pakistan; and is on the Board of a number of prestigious national and international organizations, trusts, advisory councils, educational boards, and universities including SZABIST.

From 1988 to 1990, 1993 to 1996 and 2008-13 she had the unique opportunity to serve in key decision making positions in government, in the first term as Member of the National Assembly elected on the reserved seat for women and Federal Minister of State for Education and subsequently, in the second and third term, as Special Assistant to the Prime Minister on Social Sectors. From 1997-2001, she served as the Senior Education Specialist at the World Bank in Islamabad. Her career in and commitment to education can be traced back to 1965, when she commenced teaching primary school children of deprived communities in Karachi, and subsequently spent about 15 years in teaching and administrative positions in the private sector, which included being Principal at the Lahore American School. She is also a Trustee of the Education Trust which runs Nasra Schools for children of low-income families in Karachi and provides K10 education to more than 10,000 students.

Ms. Wazir Ali holds a Master's Degree in Education from the University of Arkansas, USA and also a Master's Degree in Education Administration from Trenton College, New Jersey, USA.

## Dr Tariq Banuri



Dr. Tariq Banuri is the current and fourth chairperson of Higher Education Commission. He has broad experience on the interface between policy, research, and practical actions on the realization of the goal of sustainable development. He has worked in government, academia, civil society, and the international system. Before joining the United Nations, he was Senior Fellow and Director of the Future Sustainability Program at the Stockholm Environment Institute. He started his career in the Civil Service of Pakistan, went on to receive a PhD in Economics from Harvard University, joined the United Nations as a Research Fellow at the World Institute for Development Economics Research (WIDER), a model that he adopted in setting up and serving as the founding Executive Director of the Sustainable Development Policy Institute (SDPI) in Pakistan. He has served on national as well as international forums for policy, advocacy, and research, including as a Coordinating Lead Author on the Nobel Prize-winning Inter-governmental Panel on Climate Change (IPCC), as member of the board of governors of Pakistan's central bank, and of the Pakistan Environmental Protection Council, and member/secretary of Pakistan's Presidential Steering Committee on Higher Education. He has also served as the chair of the Board of Governors of the International Centre for Trade and Sustainable Development (ICTSD), and was a founding member of the Great Transition Initiative (GTI).

## Dr Ejaz Akram



Dr. Ejaz Akram is Professor of Religion & World Politics in the Faculty of Contemporary Studies of the National Defense University, Islamabad. He holds a Ph.D. in Religion & World Politics from Catholic University of America, Washington, D.C. Dr. Akram specializes in the field of Comparative Religion & World Politics with a focus on the Muslim world and China. He also writes on the religio-political issues of Judaism, Christianity in the West, and Hinduism and Confucianism in the East. Dr. Akram has published several scholarly books, articles, reviews and editorials, and has conducted and appeared on several radio and televisions programs in Pakistan, North America, China, South Asia and Middle East, Professor Akram was nominated as the Outstanding Visiting Scholar of 2017 at Tsinghua University, Beijing.

## Faisal Mushtaq



Chaudhry Faisal Mushtaq- Tamgha-i-Imtiaz, is a Former Education Minister and a Former Minister for Human Rights, Population & Social Welfare, Minorities and Baitulmal in the Interim Government of Punjab, and is recognized as the 500 most influential Muslims of the world for three consecutive years by the Royal Islamic Strategic Studies Center, Jordan, he is a leading national academician, education reformer and a social entrepreneur.

He is the Founder & Chairman of Roots Millennium Education, Pakistan and is also the founder and CEO of a non-profit, community development organization 'Change in Education Foundation' working in support of 'government and public sector education' across education districts in Pakistan, thus scaling Pakistan's commitment to 'Sustainable Development Goals' SDGs 2030', today he has successfully reformed more than 200 government schools across various districts, provinces and rural communities in Pakistan. He has been conferred with the prestigious National Civil Award of 'Tamgha-i-Imtiaz, TI' in recognition of his outstanding services in the field of education.

Faisal Mushtaq also serves as the Board of Governors on the Board of World Wide Fund for Nature WWF Pakistan Chapter, Board Member of Fauji Foundation Pakistan, Board Member of Young President Organization YPO and the historic Cadet College Hasan Abdal; which is his alma mater; he has excelled at providing quality education for millions of people, an initiative that has occupied twenty years of his life. He is a member of many of the government's committees on education and ICT at national level and is appointed as the National Book Ambassador for the last three successive years by the National Book Foundation, Pakistan.

## Syed Asaad Ayub



Syed Asaad Ayub is a CEO of The Citizen Foundation. TCF is a non-profit organization, and one of the largest privately-owned networks of low-cost formal schools in the world. The Foundation operates a network of 1,567 school units, educating 252,000 students with over 17,000 employees. Syed Asaad Ayub graduated from NED University with Bachelors in Civil Engineering and completed MBA from University of Texas, USA. Prior to TCF, he was with BP as a Sales Director. He has also worked at Mobil Askari and Shell Pakistan and has

been working at TCF as a CEO for the last 10 year

## Riaz Ahmad Kamlani



Riaz Ahmed Kamlani is currently working as an Executive Vice President with The Citizens Foundation (TCF) in Pakistan. In this role, he is responsible for leading teams that are focused on program design and on initiatives to deepen the impact of TCF's programmes.

Riaz had been associated with TCF since 2008. Prior to the non-profit sector, he served in senior management roles with Shell International in Pakistan, United Kingdom, South Africa and the UAE. He also served as the Chief Executive Officer of Sina Trust in Karachi, where he managed the organization's not-for-profit network of primary healthcare clinics in less-privileged communities.

Riaz is currently the Chairperson for Punjab Examination Commission as a nominee of TCF. He has also been a Course Director for 'Organizational Management' at the Agha Khan University's MSc Health Policy & Management Programme in Karachi.

Riaz's academic qualifications include an MSc in Development Management from the Open University in United Kingdom and a BBA & MBA from The Institute of Business Administration, Karachi.

## Syed Javed Hassan



Syed Javed Hassan has over 30 years of experience in leadership roles both internationally and in Pakistan. He trained as a Civil Engineer at Imperial College London where he also did his Masters in transportation. He also has an MBA from London Business School. Currently, he is serving as chairman of National Vocational & Technical Training Commission.



A hand in a dark suit sleeve points towards a collection of photographs pinned to a wall. The photos are slightly out of focus, showing various scenes and colors. The overall background is a dark, muted blue-grey.

**ANNEXURE-C**  
**PICTURE**  
**GALLERY**













Institute for Strategic Studies, Research and Analysis (ISSRA)  
National Defence University, Islamabad - Pakistan