



United Nations  
Educational, Scientific and  
Cultural Organization

# Inclusive Education and Development for All

## UNESCO- PACADE NEWSLETTER



No. 11

From UNESCO Desk

Prison Reform Programme of UNESCO and UNODC

South Asian Disability Forum Strategic Planning Workshop

Leadership Conference of Persons with Disabilities

UNESCO commemorates the International Day of the Persons with Disabilities

Some PACADE Activities in Pictures

A Note about PSRD High School, Lahore

A Note from Punjab Special Education Department

A Note from Dean Social Sciences (including Special Education) University of Management and Technology

Examples of Inclusive Education in Pakistan

Press Clippings

A Word about PACADE



Asia Pacific Bureau of  
Adult Education



International Council of  
Adult Education

UNITED NATIONS EDUCATIONAL, SCIENTIFIC & CULTURAL ORGANIZATION  
PAKISTAN ASSOCIATION FOR CONTINUING & ADULT EDUCATION

UNESCO Office: 7th Floor, Serena Business Complex, Khyaban-e-Suharwadi, G-5, Islamabad - Paksitan. Ph: 092-51-2600242-48  
PACADE Office: 101-J, Model Town, Lahore-Pakistan. Ph: 092-42-35830148, Fax: 092-42-35830148, Cell: 092 322 4787571

## From PACADE Desk

Tens of thousands of children with disabilities in Pakistan are out of school.

World-wide it is recognized that all schools should, as a matter of policy, include such children in their classes.

It is indeed good news that in Pakistan too, both in government and private schools, subscribes to the need for "Inclusive Education" and a number of steps have been taken to follow this practice.

In this Newsletter, a number of highly commendable activities undertaken by UNESCO to promote and celebrate the most needed concept and practice of "inclusive education" have been highlighted.

In "From UNESCO's Desk" these contributions have been specifically mentioned. UNESCO's activities in this behalf need to be known and progress made in this behalf, all over the country.

PACADE, too, has held meetings with the Punjab Government Department of Special Education, PSRD and the University of Management and Technology to develop a programme with a view to disseminating information about the need for Inclusive Education in government and private schools.

The Newsletter includes brief notes prepared by the Department of Special Education, Government of Punjab and Mr. Abdul Hameed former Chairman and Dean of the Special Education Studies in the Punjab University and presently Dean School of Social Sciences and Humanities University of Management and Technology, for the Newsletter.

Hopefully this Newsletter will, very much help promote the cause of Inclusive Education and Development for All, in Pakistan.

Inayatullah

## From UNESCO Desk

UNESCO works with governments and partners to address issues related to exclusion from and inequality in educational opportunities. UNESCO is committed to promoting inclusive quality education through reviewing and monitoring education policies in selected countries to ensure the inclusion of disadvantaged children in quality basic education, train education officials to promote improvement and implement inclusive education policies, analyzing and disseminating good practices on inclusive quality

A project with UNODC has been initiated under the Prison Reform Programme of UNODC for on-going training with a slot on addressing the needs of prisoners with special needs like physical disability (deaf, blind etc), psychological disability Trainings. TOT imparted to Prison Directors, managers and prison staff. The geographical areas are Balochistan, KPK, Sindh and Punjab. UNESCO contribution was to incorporate in these trainings sessions by developing a manual on CRPD specifically relating to article 12- 16 Juvenile Justice System Ordinance 2000 and Statement of the Committee on the Rights of Persons with Disabilities on the rights of persons with disabilities in the post 2015 agenda on disability and development ( May 2013). This manual was used for the first time in this TOT. A session was held with the mid-level SPs, DSPs and ASPs.

An International Leadership Conference for Persons with Disabilities was organized by Special Talent Exchange Program (STEP) in collaboration with Directorate General of Special Education, Sightsavers, British Council Pakistan, Plan Pakistan, UNESCO, Concern Worldwide, CBM, CHEF International, Light for the World, US Embassy in Pakistan, Pakistan US Alumni Network (PUAN), British Alumni Association (BAAP), Telenor Pakistan and Serena Hotel Islamabad on October 3-5, 2011 at Serena Hotel in Islamabad. Sensitization Workshop and a National Seminar of Women with Disabilities titled "Break Barriers, Open Doors: for an inclusive education and development for all" were also held. The strengthening of the institutional framework will facilitate the efforts of both women with disabilities and DPOs through capacity building and cementing alliances at national and regional level.



Ms. Humaira Naseer,  
Consultant UNESCO

## Prison Reform Programme of UNESCO and UNODC

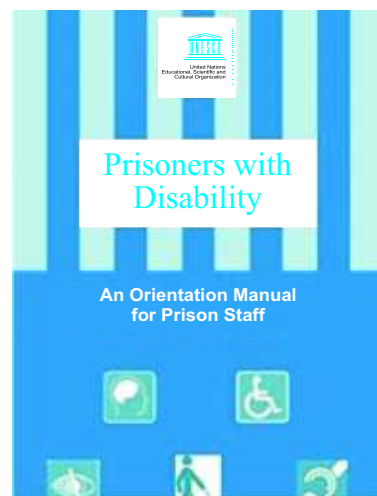
For the implementation of Convention on the Rights of Persons with Disabilities (CRPD), UNESCO is promoting an approach to ensuring human rights of the disabled beyond inclusive education. It is a new initiative about respecting human rights of disabled people and disabled juvenile particularly in criminal justice system within the framework of CRPD. This particular activity is aligned with the Social Science mandate of UNESCO, while inclusive education is the mandate of Education sector.

Nearly one third of people in correction centers or juvenile delinquency centers in Japan are disabled people (mentally disabled, deaf, psychologically ill, etc.). They are mostly men. Often they are involved in sexually related crimes. Even in high GDP countries, treatment of detainees of this category does not meet the standard of human rights, as enshrined in Article 11 and Article 12 of CRPD.

Pakistan has ratified CRPD in 2012, but since then, not much is done. The issues include also, barrier free access, separation from other prisoners, special measures against their being victims of all kinds of abuses inside the detention centers, and of course, freedom from torture. These rights are so-called first generation rights, namely civil and political rights.

Under the Prison Reform Programme of UNODC, UNESCO is a partner for on-going training with a slot on addressing the needs of prisoners with special needs like physical disability (deaf, blind etc), psychological disability and TOT was imparted to Prison Directors, prison managers and prison staff. The geographical areas are Balochistan, KPK, Sindh and Punjab. These are ongoing – in 2013 and 2014. UNODC has already prepared programmes regarding this training. UNESCO's contribution was to incorporate in these training sessions, a manual on:

- o CRPD specifically from article 12- 16 ;
- o Juvenile Justice System Ordinance 2000;
- o Statement of the Committee on the Rights of Persons with Disabilities on including the rights of persons with disabilities in the post 2015 agenda on disability and development ( May 2013)



This manual was used for the first time in this TOT by a consultant hired by UNESCO Mr. Kashif Bashir. A session was held with the mid level SPs, DSPs and ASPs. There were 25 participants in the TOT with PCOs from UNESCO also. It was very much impact oriented.

UNESCO's training manual was very well received. The Resource Person Mr. Kashif delivered it according to the needs of the audience. UNODC and their international consultant showed great interest in the manual and the way it is being put to use.

UNESCO has brought in competent staff with relevant expertise in these trainings. UNODC will conduct a brief need analysis with UNESCO and also organize a national event. The upcoming activities are Technical and Vocational Centre for Prisoners, trafficking of customs and endangered species was also discussed. It will be in the pipeline, with UNESCO and UNODC cooperation.



## South Asian Disability Forum Strategic Planning Workshop

18 - 19 November 2013 Islamabad, Pakistan  
South Asian Disability Forum (SADF) Strategic Planning Workshop was organized in Islamabad from 18-19 November, 2013 by Government of Pakistan, Ministry of Law, Justice and Human Rights, in collaboration with the United Nations Educational, Scientific and Cultural Organization (UNESCO) Islamabad, the South Asian Disability Forum (SADF), and the Special Talent Exchange Program (STEP), the Asia Pacific Development Center on Disability (APCD), the Light for the World, the CHEF International, the Sightsavers and the British Council Pakistan.



The representatives of women and men with disabilities from South Asia, namely Afghanistan, Bangladesh, Bhutan, Nepal, Pakistan and Sri Lanka, the Government of Pakistan, civil society organizations including Disabled People's Organizations (DPOs), the United Nations agencies, international development agencies and the business sector, participated in the Workshop and reaffirmed the mission of SADF to facilitate



the movement of groups/organizations of persons with disabilities, particularly women with disabilities in South Asia, in collaboration with the governments and other partners, including civil society organizations and the business sector. The participants signed South Asian Disability and Development Initiative (SADDI) 2014-2016 on a collaborative basis, which was intensively discussed in the Workshop by the key partners, particularly women with disabilities in South Asia.

SADF is a regional network of Disabled Peoples' Organizations (DPOs) of eight countries Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan and Sri Lanka in the South Asia sub region. It has emerged in this decade and is aimed at inclusion of People with Disabilities in the mainstream of development process by ensuring their basic rights with a particular focus on



empowerment of persons with severe disabilities. SADF envisions to mainstream disability leading toward an inclusive society for all in South Asia and striving for promoting and facilitating South Asian regional cooperation on disability-related concerns through strengthening and facilitating Disabled People's Organizations (DPOs) network, while SAADI will focus on strengthening of capacities of women with disabilities through leadership trainings conducted by local and international partners in Afghanistan, Nepal, Pakistan and Sri Lanka. Relevant are the "Leadership Training Manual on Women with Disabilities in South Asia" and the "Booklet on National Laws and Policies on Disability in South Asia". Training reports need to be published, taking into consideration the perspective of women with disabilities, accessibility and local contexts such as languages.

In collaboration with APCD, the British Council and the CHEF International, the Government of Afghanistan, Nepal, Pakistan, Sri Lanka and other South Asian countries, as well as other potential partners such as UNESCO, ESCAP, UN Women, the Light for the World and the Sightsavers should support the proposed SADDI 2014-2016 in which SADF is expected to further promote the inclusion of women and men with diverse disabilities, in South Asia.

Education is the most powerful weapon that  
you can use to change the world

Nelson Mandela







Addressing the inaugural session, Mr. Akeii Ninomiya, Executive Director APCD, said that this is a union of persons with disabilities to create inclusive and right-based community for all. He briefly overviewed the world's progress on inclusive development and incorporating it in Post-2015 Millennium Development Goals. This is a stepping stone to achieve anti-discriminatory society. He further mentioned the other core areas which need to be addressed like ageing problem and women with disabilities.

Dr. Kozue Kay Nagata, Representative UNSECO Islamabad, welcomed all the participants and mentioned that this is really an international event as I can see many international leaders with disabilities and leaders of disability movements. We have been involved with quite a few meetings on CRPD, and believe that CBID is highly integrated approach covering development and human rights. Human rights cannot be achieved without inclusive development and vice versa. She highlighted that South Asian region is the most dynamic region now a days as in the region a democratic transition is being held in nearly all the countries of this region. She further congratulated Pakistan about successful democratic transition as one democratic political party handed over government to another democratic political party through elections. She stressed that MDGs cannot be achieved without development in this region. Moreover she mentioned about the recent progress about Post-2015 MDGs, and presented some core areas to be included in agenda like minimizing the disparity, climate change, disaster risk management, governance, democracy, and peace & security.

Ms. Nyla Qureshi, Director General Ministry of Law, Justice and Human Rights, welcomed all the delegates both national and international and also assured the government's commitment for the cause of persons with disabilities. She highlighted that there is a strong urge to have a platform like this so that issues could be consolidated and addressed accordingly. She was hopeful that positive outcomes from this conference would be taken into consideration while devising the draft for a bill for persons with disabilities. She argued that although law was important but the most important thing was the implementation of the law.



## UNESCO commemorates the International Day of the Persons with Disabilities (IDPD) today



Press Release

Islamabad, 3rd December, 2013: United Nations Education Scientific and Cultural Organization (UNESCO) together with its partners in Khyber Pakhtunkhwa and Sindh observed the International Day of Persons with Disabilities.

The theme of this year's International Day of persons with Disabilities is "Break Barriers, Open Doors: for an Inclusive Society and Development for All".

In Khyber Pakhtunkhwa, UNESCO observed the event together with Special Abilities Development Association (SADA) in Lower Dir while in Sindh the event was jointly observed with Nawabshah Disability Forum. UNESCO also participated in a seminar on 2nd December, 2013 organized by National Institute of Special Education (NISE) working under Directorate General of Special Education, Capital Administration and Development Division, Islamabad.

The major focus of the day was to take practical and concerted actions to include persons with disabilities in social life and development on the basis of equity and equality, highlight progress and obstacles in implementing disability sensitive policies as well as promote public awareness to break barriers and open doors for an inclusive society for all.

The UN General Assembly in the recent years has consistently emphasized that the genuine achievement of the Millennium Development Goals (MDGs) and other internationally agreed development goals, requires the inclusion and assurance of the rights, well-being and participation of persons with disabilities in development efforts at national, regional and international levels.

The International Day of the Persons with Disabilities provides an opportunity for participation by all stakeholders – governments, the UN system, civil society and organizations of persons with disabilities – in events and discourse to recognize and deliberate on issues related to the inclusion of persons with disabilities in development, both as beneficiaries and agents. On this day, forums, public discussions and information campaigns are held to help find innovative ways and means by which persons with disabilities and their families can be further integrated into their societies and development plans. This day is also important to plan and organize performances everywhere to showcase and celebrate the contributions made by the persons with disabilities as agents of change and development in their communities.

In a message delivered on behalf of Dr. Kozue Kay Nagata, Director/Representative, UNESCO Islamabad, to the gatherings organized to commemorate the IDPD in Islamabad, Khyber

Persons with Disabilities (CRPD) in 2011 which was a significant step forward at that time that has contributed to promoting inclusive, barrier-free and right-based societies in the country. However, it also pointed to the fact that the process towards monitoring and implementation was rather slow and underscored that there was no national monitoring mechanism established nor was there any anti-discrimination law against disability in line with CRPD formulated as yet. Who was responsible for disability issue which was holistic and comprehensive in its nature, at federal and provincial level was not clarified to date.

The message highlighted that fundamental principle behind CRPD was to change mind-set of the people and society as a whole to accommodate the individual differences, cherish diversity, foster tolerance and ensure rights of persons with disabilities. It stated that there was a need to recognize that the disability of a person did not prevent him or her from being a highly talented agent of social transformation, but unfortunately “medical model” that perceived disability as medical and rehabilitation issue only was still prevailing in Pakistan. The message made a very important final remark that poverty alleviation could not be achieved without empowering disabled people through education, vocational training and employment.

#####

For further information, please contact,  
Riaz Karim Khan  
Press Officer  
UNESCO  
Cell: 0345-5858 956  
Email: r.khan@unesco.org

Happiness does not come from doing easy work but from the afterglow of satisfaction that comes after the achievement of a difficult task that demanded our best.

Theodore Isaac Rubin

## Some PACADE Activities in Pictures

### Interactive Meeting on World Teachers Day 2013 at Lahore





UNESCO-PACADE Workshop meeting on Education for all





## A Note about PSRD High School, Lahore

(A Centre for Inclusive Education)

### Total Able and Disabled Students

Disabled Body	143
Able	93
Total Students	236

When we talk about inclusive education we explain it as a system in which able bodied and disabled children get education in same classroom environment.

In PSRD High School we have introduced this system of education. In every class we have almost 25% able-bodied students and 75% disabled students. Both are getting the same education. We have observed many benefits regarding this system. First of all this system creates a sense of equality in able bodied and disabled children. Disabled children feel more confident and comfortable in this system of education.

It has been observed that able-bodied students always show cooperative behavior towards disabled students.

Mrs. Noreen George  
Principal  
PSRD High School



## A note about Punjab Department of Special Education



Government of The Punjab  
Special Education Department

SUBJECT: BRIEF ABOUT WORKING OF SPECIAL EDUCATION DEPARTMENT,  
GOVERNMENT OF THE PUNJAB

237-Special Education Institutions have been established upto Tehsil/Town level across the provinceto provide education and training to the special students. Following incentives are being provided to the special students.

- Education and Training
- Free Pick and Drop facility
- Free Uniform
- Stipend Rs. 800/month
- Provision of Braille Books
- Parents' Guidance
- Recreation facilities
- Sports Training

In order to provide higher education to the special students, 2 Degree college (Lahore and Bahawalpur) have also been established. Apart from that, Govt. Training College for the Teacher of the Blind and Govt. Training College for the Teachers of the Deaf are imparting professional training to the dedicated professionals and Govt. In-Service Training College for the Teacher of the Disabled Children is arranging professional training for the In-Service Teachers and staff.

Department of Special Education has taken following initiatives:-

- Successful Implantation of Cochlear in sixty Hearing Impaired children.
- Provision of 508 buses for free pick and drop facility.
- Allocation of sufficient Fund for the construction of disabled friendly buildings.
- Establishment of Audiological Clinics and Low Vision Centers for Hearing Impaired and Visually Impaired students respectively.
- Provision of Talking Books for Visually Impaired students.
- For the provision of furniture to Special education institutions, Rs. 41.493 millions has been earmarked.
- Establishment of Computer Labs in Special Education Centres.

Following initiatives will be taken in coming future:-

- Generators will be provided to 221 Special Education Centres.
- New furniture will be provided to 41 Special Education Centres.
- Academic Block of Govt. Degree College of Special Education and new buildings of Govt.
- Special Education Centre Pattoki, Samundri, M.B.Din, Bahawalpur Sadar and Govt. institute for Slow Learners Bahawalpur will be constructed.
- Latest machinery and equipment will be provided to the Govt Computerized Braille Printing Press and Govt. Training College for the Teachers of the Deaf Lahore.
- Special Education Centres will be established in newly created Tehsils i.e. Tehsil Lava District Chakwal, Tehsil 18-Hazari District Jhang and Tehsil Peer Mahal District Toba Tek Singh.
- School with Hostel accommodation for Visually Impaired Girls will be established at District Sargodha.
- In addition to this, Department of Special Education has also introduced Inclusive Education System in order to bring Special Students at par with the normal students to make them self reliant and productive citizens.

We make the world we live in and shape our own environment.

Orison Swett Marden

## Inclusive Education: An Introduction

A note by Prof. Dr. Abdul Hameed Dean School of Social Sciences and Humanities University of Management and Technology, for the Newsletter:

There seems an agreement that at least 6% of school age children in Pakistan suffer from some kind of disabilities. It means that about four million children of school age (5-18 years old) are with disabilities in Pakistan. Less than 50 thousand of these children are in special and ordinary schools without much support. Where are the rest 3.95 million children with disabilities? Nowhere, is the simple answer. Unfortunately they are missing in all planning as none of the EFA plans has taken up this issue seriously so far. Certainly they are "invisible children". But the fundamental question remains, can the dream of 100% enrolment of school age children come true without including this large segment of our population? It would be naïve to



think that any forceful executive order will push these children into schools. It is not going to happen any way. Unless we change the mind set our public school. Our school is dull like a shopkeeper who thinks that the customers will automatically come to the shop without any marketing. The will have to behave like an entrepreneur who makes all efforts to attracts its client. This can be made through

### INCLUSIVE EDUCATION.

One way to understand the concept of inclusive education is to pay full attention to the claim "No Child Left Behind". Also it is important to realize that child is frequently left behind even sitting in the same class if the unique needs of the child are nor fully addressed. The definition of a child can include all possible types and kinds of the child. School cannot select children while rejecting other on the basis of any particular trait or condition. The agenda of a school is not finished unless it reaches out to include all and effectively addresses their needs.

If Islam makes it a duty of each individual to acquire knowledge then logically speaking all individual are educable as there is no exemption to it. The concept of school cannot be confined to some boundary. School must reach out to serve each child under its jurisdiction with all possible technology and means to address the unique educational needs of each child.

Inclusive education builds on collaboration. Every member of school community plays an important role. The team collaboratively decides these roles. For example the faculty, the head, staff, parents, watchmen even bus drivers are assigned specific roles to reach the lager goal "inclusive education". The Collaborative actions transform the scatted school staff into a "community of practice" a self-reliant group of people.

Numerous research studies conducted across the globe indicate that special education teachers frequently emerge as an insurmountable yet invisible barriers to successful implementation of inclusive education. Moreover, studies also indicate that the knowledge about inclusive education is inversely proportion etc to the resistance to inclusive education. The more knowledgeable a teacher about inclusive education. The lesser there is resistance to its implementation.

There are certain unfounded beliefs held by the teachers. We need free and open discussion on these beliefs. They include but not limited, for example, the severe disabilities can never be accommodated in regular class. Deaf students cannot be included successfully etc... My point of view is that unless we openly discuss these frozen assumptions nothing will happen with regard to inclusive education.



## Examples of Inclusive Education in Pakistan

### What is "Inclusive"?

"Over the years, the term "inclusive" has come to mean "including children with disabilities" in "regular" classrooms for children without disabilities".



Several initiatives have been taken by governments, NGOs, INGOs, UN agencies and others for addressing the special educational needs of children with disabilities. Some have demonstrated successful models of special and inclusive education. However, a comprehensive analysis of these initiatives has not yet been undertaken in Pakistan. The regular government school system in Pakistan functions independently of the special school system. Such segregation is also evident in schools run by the private sector. Teaching methods enhance the learning ability of the individual child in a limited manner. The system does not usually allow for a participatory role by the child nor does it stress the development of his/her creative and critical thinking ability. Students are expected to obey the teacher.

Inclusive schools that demonstrate good practices in Pakistan are restricted to big cities in the private sector. Most are not accessible to children with disabilities living in remote or rural areas. In these areas, there is limited accessibility to special educational facilities. Also, parents are not willing to send their challenged children to school, as they fear that they will be stigmatized or that their children will not be able to keep up with the class. In some places, school directors or teachers refuse to accept a child with moderate disability for these types of reasons. Distance and other problems related to commuting to school add to the difficulties for these children.

History reveals that the education of children with special needs was mainly in the hands of religious institutions. At the time of independence, only a few schools were functioning for the education of children and adults with disabilities. Following independence, some private institutions became active in providing educational opportunities to children with special needs. The National Commission on Education in 1959 placed the education of disabled children on the government agenda for the first time. It recommended the provision of vocational education for children and adults with mental retardation, and training of teachers for the education of children with disabilities. The Education Policy of 1972 provided funds for special education. In the 1980s and 1990s, the UN asked member states to pay special attention to the problems of people with disabilities. During this period, the Government of Pakistan significantly increased the budget allocation to newly established special education centers and other institutions for the education and rehabilitation of children with disabilities. Government initiatives resulted in more than 200 special education institutions with more than 20,000 enrolments.

Government departments and departments of special education at various universities are doing work for rehabilitation of disabled persons through inclusive education.

Directorate General of Special Education, Ministry of Women Development, Social Welfare and Special Education, Islamabad.

Department of Special Education, University of Karachi, Karachi.

Department of Special Education, University of the Punjab, Lahore.

Department of Special Education, Allama Iqbal Open University, Islamabad.

Directorate of Social Welfare, Social Welfare Department, Government of NWFP, Peshawar.

Recently, Pakistan has taken a number of historical steps towards Inclusive Education under the framework of Education for All. These include; recognition of access of all children aged 5-16 including disabled children to free and compulsory education as a fundamental right through constitutional amendment during April 2010, and ratification of UN Convention on the Rights of Persons with Disabilities (CRPD) on 5th July 2011.

## 'Educational system fails to develop entrepreneurial skills'

By Mansoor Ahmad

LAHORE: The lack of innovation in businesses is because of the education system that generally prepares students as job seekers and does not develop the entrepreneurial skill that motivate them to become job providers, experts say.

At a lively discussion at the entrepreneur summit successful entrepreneurs, including Dr Amjad Saquib of Akhuwat, Syed Babar Ali from Packages, Mian Muhammad Mansha from Nishat Group and Almas Hyder from Spel Technologies Limited pleaded for creating innovative entrepreneurs in Pakistan.

The summit titled "Inspiring to succeed" was arranged by the Lahore chapter of the Organization of Pakistani Entrepreneurs (OPEN)

Dr Saquib attributed the establishment of Akhuwat to a poor dignified widow whom he gave a loan of Rs10,000 after the death of her husband with a promise to return it back when her circumstances allowed.

That lady procured two sewing machines from that loan and worked overtime with her daughters to earn enough money to manage her home; and in six months married one of her daughters from the amount she saved, he said

A few months later, she came to my office to return the entire loan of Rs 10,000 telling me that she does not need it now but some other poor family might need it, Dr Saquib said.

"Akhuwat was conceived that day, as I asked my 19 friends to contribute Rs 10,000 each so that we could facilitate 20 poor families to help them come out of poverty," he added.

Since all loans were without markup, we had to recycle the amount, which were paid back by the creditors. "The concept gained popularity in the civil society and today we are serving 400,000 individuals from Rs 6 billion that have been generated by all segments of the society, he said.

He said 99.98 percent return of loans reveals the entrepreneurial talent of the poor, adding that beneficiary of Akhuwat belongs to the lowest strata of society but a large number of them want to contribute something for the welfare of those that are still fighting poverty.

"Many contribute Rs2 to Rs4 per day to the Akhuwat," he said, adding that this year these small donors have donated a cumulative amount of Rs57 million to the organisation that provided them loan.

Syed Babar Ali stressed on imparting meaningful education that not only empower the students with a specific skill but also increases his/ her knowledge about other related skills.

"We are doing that at LUMS where a Student Aspiring to do a major in electronics, for instance, is taught in the first year all sciences, including software and IT services, mathematics, physics, etc."

He said for all other specialisations the same pattern is adopted so that after graduating the student does not feel handicapped because of the lack of knowledge in his related field. He is empowered with sharp tools for his entrepreneurial endeavours, Ali added.

Mansha said that the entrepreneurial skills remain subdued in closed economy. He called for free trade and more liberal economy.

The loss-making public sector companies should be privatised as soon as possible, he said, and advocated for free and open trade with India.

He said past privatisation in Pakistan has paid rich dividends. He cited the examples of banking, cement and IT sectors where privatisation unleashed high growth even during recession.

The public sector monopolies such as Pakistan International Airlines, Pakistan Steel Mills and power distribution and generated companies are heavily bleeding the national exchequer, besides blocking growth in these sectors, he said.

Almas Hyder narrated his own success story and said a successful entrepreneur learns from failures, ensures growth even in recession.

He had the capability to take his team along. He ensures that his employees grow as the company grows. He delegates powers and each team member is encouraged to take decisions within the parameters already notified to him.

He constantly improves technology and efficiency of the organisation. He sets goals in consultation with his team and ensures that all goals are achieved.

## Girl Rising: Girls empower, not overpower

With Nimra Bucha and Mehreen Ilahi Joining the ambassador's list, Girl Rising makes its way into Pakistan

① NIDA AMEEN  
KARACHI

What started out as a feature length documentary has now turned into a full-fledged movement; Girl Rising has emerged with the aim of educating young girls and empowering them to make their own decisions in life. Screened at the Beach Luxury Hotel in Karachi on December 17, Girl Rising targets a social issue that most Pakistani women can easily relate to, and reminds us that we are not alone in dealing with it. Through groundbreaking visual storytelling, Girl Rising sheds light on the powerful and transformative impact of education (or the lack thereof) through the tales of 9 young girls from third world countries around the globe.

Alyzeh amer, a member of the core team of Girl Rising Pakistan, says "We are not an official NGO or under any organisational banner. We are just Pakistani citizens who were moved by this film and wanted to share it with others." Amer, among others, has laid out a great platform for Pakistanis to address the biggest social obstacle the world faces in the 21st century. Famed personalities like actor Nimra Bucha, film-maker Mehreen Ilahi, writer Bina Shah and singer Zoe Viccaji have all actively enrolled themselves as ambassadors of the campaign.



The evidence of the screening's influence was apparent by the fact that there was not a dry eye in the audience as the credits started to roll, and in the heart-warming speeches given by these ambassadors. Surgeon Fahad Mirza was struck speechless at when he placed his sisters in the desperate positions of some of the girls in the film and felt a chill of fear travel down his spine.

"A lot of people questioned the effectiveness of showing this film to the elite class of society, the assumed 'enlightened' ones, who send their daughters to school, seek employment or chose who they marry," says Amer.

"While we may be physically free, I believe our minds have been trapped, moulded by society to think and behave in a certain manner and be bound by limitations."

"To me, Girl Rising is a movement to seek freedom from that mental tyranny and think for ourselves, think about how we chose to live our lives and how we can change the lives of those around us, to have the courage to stand up for our rights and what we believe in, and to tell society and the patriarchy 'no' when they try to tell us otherwise."

If you would like to set up a screening, contact,  
E-mail: girlrisingpakistan@gmail.com  
Phone Number:  
Roohi Abdullah: 0345-2191830

## A Word about PACADE

PACADE is the national NGO for Literacy and Continuing Education in Pakistan. It was established in 1984. It is a registered society and has its head office at Lahore with representation in Peshawar, Karachi, Quetta and Islamabad. It is affiliated with ASPBAE (Asia and Pacific Bureau of Adult Education) and ICAE (International Council of Adult Education). It is a member of LANGOS (Lahore Association of NGOs) and has been linked to CIVICUS (The World Alliance for Citizens).

PACADE has held a number of conferences, seminars and workshops for the promotion of adult and continuing education in Pakistan. Mention may in particular be made of the South Asian Conference held in 1987 on the subject of Continuing Education - Key to Effective Living. It has held meetings on law and the citizen, health, education, environment issues, inclusive education and networking. Seminars and workshops on literacy methodologies, functional literacy, community involvement, monitoring, post-literacy and joy of learning have also been held in Lahore, Peshawar, Karachi and Islamabad.

PACADE has made more than 6000 village women literate. It has run Female Literacy Centers in villages near Lahore primarily to test literacy methodologies. PACADE has been particularly keen to highlight and propagate the cause of Female Literacy. It also has had a programme for research on literacy and continuing education including a Journal published for a number of years, another magazine of and for newly literate women as also a number of books. PACADE has of late been working in the field of Gender and has organized a number of workshops to sensitize elementary teachers in 36 districts of the Punjab. More such workshops are on the cards.

One of PACADE's major roles has been to lobby with the government, international organizations and NGOs for the promotion of EFA. In this connection it remains in touch with the central and provincial governments in Pakistan, National Commission for Human Development, education foundations, universities and international agencies including UNESCO, UNDP, UNICEF, Asian Development Bank, and NGOs. As a partner organization with UNESCO, it has besides other tasks, helped prepare the national strategy for the Implementation of EFA National Plan of Action in Pakistan. Some of PACADE's significant contributions include helping organize Media Forums for EFA as well as the start of a Parliamentary Forum for Literacy. Mention may be made of The Literacy Forum consisting of leading literacy NGOs - an idea pioneered by PACADE and organizing the first ever National Literacy Review Roundtables in collaboration with UNESCO and NCHD.

PACADE President was the first Chairman of the National Commission for Literacy and Mass Education. He also held the offices of Federal Secretary and Ambassador. He has been involved with environment education and was invited by the World Bank (EDI) to participate in a number of environment related workshops in India and Nepal. He has been actively participating in the

UNESCO, ICAE, ASPBAE and CIVICUS conferences held in Beijing, Hamburg, Melbourne, Dacca, Buenos Aries, Cairo, Beirut, Delhi, Colombo, Bangkok and other places. He was invited to the UN World Conference of NGOs in New York where the proposals for the following UN Millennium Summit were formulated in the year 2000. In his capacity as a newspaper columnist, he has been writing for the promotion of literacy and education helping UNESCO Islamabad to involve the media and the parliamentarians in literacy. He has contributed more than two dozen articles on the state of literacy in Pakistan. He was chosen to write the Research paper on Adult Literacy in Asia and Pacific for the prestigious International Handbook (A publication of the Asia-Pacific Educational Research Association). He has also edited the first ever publication on Continuing Education in Pakistan.



Translated by Ms. Seema Naqvi

## Kaash Main Hawa Hoti گاش میں ہوا ہوتی

Dancing every where  
Swirling in my own dreams

I wish I were the breeze

Free to find my own ways

None then could Imprison me

Unbarred by customs and conventions

Joyously lost in my own world

Friendly with every one

Helping every one

I wish I were the breeze  
I wish I were the wind

ہر سو ناچتی  
اپنی لگن میں گھومتی  
گاش میں ہوا ہوتی  
نہیں کر پاتا کوئی قید مجھے  
اپنی راہیں میں آپ بناتی  
گاش میں ہوا ہوتی  
ریت رواجوں کی پابند نہ ہوتی  
اپنی دنیا میں مست رہتی  
گاش میں ہوا ہوتی  
ہر ایک کے کام آتی  
ہر کسی کا بھلا کر پاتی  
گاش میں ہوا ہوتی

I wish I were the breeze, I wish I ware the wind

I wish I were the breeze, I wish I ware the wind

I look around

And I say

I wish I were the breeze

Drenched in fragrance of flowers and leaves

Resting on branches of plants and trees

I wish I were the breeze

Sailing on the streams

Frolicking with sea waves

I wish I were the breeze

Wandering with the clouds

whirling with the rain drops

I wish I were the breeze

جب دیکھتی ہوں

کچھ سوچتی ہوں

اکثر یہ کہتی ہوں

گاش میں ہوا ہوتی

پھول پتوں خوشبوؤں میں رچی ہوتی

پیٹر پودوں ڈالیوں میں سچی ہوتی

گاش میں ہوا ہوتی

سمندروں کی لہروں سے کھیلتی

ندیوں کا حال میں پوچھتی

گاش میں ہوا ہوتی

بادلوں کے سنگ اڑتی

بارش کے سنگ پھرتی

گاش میں ہوا ہوتی

## PAKISTAN ASSOCIATION FOR CONTINUING & ADULT EDUCATION

101-J, Model Town, Lahore-Pakistan. Ph: 092-42-35830148, Cell: 0322 4787571

Fax: 092-42- 35830148, E-mail: pacadepak@gmail.com