

Introduction to the Symposium & Conference



R E D I S C O V E R I N G C H I L D H O O D

Booklet

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Introduction

A while back we gathered for the symposium on Rediscovering Childhood and the conference on Early Childhood Development in Pakistan as caregivers and nurturers of children. We came from varying walks of life and professions and we held differing opinions and perspectives on childhood. Yet we were united and even more profoundly united after the symposium and conference, in the view that our children are being harmed and robbed of their childhood by the changing social, academic, cultural, economical agendas and forces. During the course of the symposium we extensively debated if all that is happening to childhood and children is planned and intended. We came to the conclusion that if not all some of the disastrous entrapment of children is most definitely intended. We also made a confession that we have not done all that we could and should do to protect our children and their childhood, and there is much more that we must do!

We promised to raise our voices to help breathe new life into simple common sense notions: all adults must protect their children and respect their childhood. For us, our children must be treated as priceless gifts and for children their childhood is an invaluable endowment. Sadly, we learnt that for many the perception is that children are mere customers, and childhood is a "market segment" to be exploited. We were alarmed by the mounting evidence, including our own experiences, which showed how marketing aimed at children is harming them. We were made aware that the line between meeting consumer needs and actual desires is increasingly being crossed, as a battery of highly trained and creative experts study, analyze, persuade, and manipulate our children. Overwhelming evidence was presented of the harm inflicted by the media, technology and the growing corporate culture upon our children's physical, cognitive, and social health, their values, and their emotional well-being and dignity.

We promised to reflect! The primary purpose of the symposium was to raise some key questions pertaining to the challenges faced by childhood and children and to reclaim the space that is desperately needed for our children to enjoy their childhood and live it to the fullest. Together we came up with hundreds of questions. In the booklet series we attempt to address the following:

- *How are the forces of social change, globalization, media, education and development are changing our concepts of self, family, community, work, leisure, politics, art, nature, time, distance and childhood?*
- *How are our children being influenced on how they learn, how they consume knowledge and how they practice the consumed knowledge?*
- *Who controls these global forces and what could be their agendas?*
- *How are our children's perceptions of realities being influenced and changed?*
- *How should we transform our current family, communities, educational processes and relationships to address the challenges and opportunities of childhood?*
- *What do these forces mean for our pursuit of a more equitable, meaningful, and pluralistic lifestyle?*
- *Most importantly, what opportunities for human empowerment, through rediscovery of childhood do these global forces provide?*

The symposium also sparked a strong sense of realism that we are simply not prepared for the challenges of living in the 'globalized', 'controlled', 'indoctrinated' and 'intoxicated' age. We were made aware that today TV plays a significant role in influencing our attitudes, desires, priorities, relationships, values, sense of identity and modes of reflection. We debated that the emergence of the global media is forcing us to see processes of learning, information sharing, knowledge-construction,

socialization, empowerment, and especially Childhood, in a larger context, beyond the four walls of factory-schooling. Furthermore, the spread of global forces, particularly media, raises several complex, inter-connected childhood issues such as violence, consumerism, cultural degradation, stereotyping, and an information glut which must be seriously thought over and debated by those involved with education. We were provided strong evidence that children are not simply passive receivers of information. Children make their own readings and negotiate their own meanings around media 'text'. These meanings are based on their own experiences, and their ideological and cultural frameworks. Children also express resistance in their own ways.

We critically analyzed the situation and delineated the real problem from its symptoms. We concluded that the global forces are diluting, at times completely shutting out, our traditional institutions which are responsible for nurturing and preserving childhood and societal reflection. This has several dimensions for children and childhood. First, children are spending more time indoors in front of the TV, and less time interacting with each other and their immediate outside environments. Within the household, the spaces for thoughtful discussion within the family are also breaking down. Second, the kind of de-contextualized programs that our children are watching, such as film songs, sports, cartoons, quiz shows, and game shows, serve to entice children into becoming the perfectly addicted consumers. When we try to take this drug away from them, children often react with great hostility. Lastly, we realized that the global media often devalues and undermines informal participatory folk media which provide alternative perspectives on peoples' realities.

We also realized that while media is today the most potent weapon on children it also has the power to support childhood recovery and the promotion of dynamic and diverse forms of

learning. However, most media producers, activists and educationists still tend to view media as an impartial and value-free vehicle for only one-way transmission of information. We made a strong recommendation of creation of a media that is capable of inspiring children towards new forms of creativity, critical thinking, understanding, caring and sharing; in questioning and challenging unjust structures of power from the very beginning; and in helping children to work together to articulate their own visions of 'development' and 'progress'. Such children-centered applications are becoming more feasible given the increasing accessibility to video cameras, community radio transmitters, desktop publishing programs, personal websites, etc. Critical media awareness for children means increasing their ability to access, analyze, evaluate and produce communications in a variety of forms and should serve as a first step towards unlocking the real potential of various media as empowering learning tools and rebuilding spaces for meaningful societal reflection.

We took an oath that as parents, caregivers and educators we cannot and must not shy away from our responsibility towards our children. Despite the increasing presence of the mass media in our children's lives we must work together to open up more spaces and opportunities for our children to think critically about the media, as well as generate their own creative expressions. We also promised to create multiple exciting examples of the self-organizing, locally-generated media, dialectical processes that our children need to free themselves from the daily onslaught of indoctrination that occurs via mass media and schooling. We also demanded that it is time that we, who claim to be concerned with education, break out of the box of factory-schooling and join teachers, cultural activists, and concerned parents around the world in trying to engage the global media. This series is an effort to further the process.



Early Childhood - A Neglected Sector

Despite their vital importance, the early years tend to receive the least attention and lowest investment from governments – with tragic consequences for children and their societies. The odds against young children are such that out of 100 children born in the year 2000:

- 30 are likely to be malnourished in their first five years of life,
- 26 will not be immunized against basic childhood diseases,
- 19 lack access to safe drinking water,
- 40 lack access to adequate sanitation &
- 17 will never go to school.

In developing countries, every fourth child lives in abject poverty, in families with an income of less than \$1 a day. The worst consequence is that nearly 11 million children each year – about 30,000 children a day – die before reaching their fifth birthday, mostly from preventable or treatable causes.

But even when children do survive, they too often do not thrive. At least 10 per cent of all children – over 200 million in all – suffer some form of physical and/or mental disability or learning impairment. An even larger number suffer from diminished learning capabilities and other disadvantages that compromise their prospects for a productive and capable life. If these problems are prevented or addressed in the early years of a child, not only would it prove to be cost effective it would also help in establishing the child's right to have a fulfilling childhood and a healthy, productive and peaceful life.

It is also essential to know that early years of a child's life constitute a period in which children construct meaning for self and also during which their innate potentials are realized. However, we are at a particular place and time in history, which seems in many ways, to be moving away from the notion that childhood is unique and early years are extremely important. In fact, we seem to be, at times, spiraling dangerously down the slope of forgetting exactly what the nature of childhood is and how significant early years are. Society, in some ways subtly, and in some ways not so subtly, is establishing systems, processes, environments and technologies which are having devastating effects on children.

A solid body of evidence shows that choices made and actions taken by parents and society in the earliest years of childhood have a powerful and long-lasting influence on children. When children receive the best start in life, they are more likely to survive the risky first few years, to grow healthy, to have fewer illnesses and to fully develop thinking, language, emotional and social skills – in sum, to survive and to thrive. Later in life, they are more likely to be capable and productive members of society.



Early Childhood Situation in Pakistan

Early childhood continues to be a neglected sector in Pakistan and the importance and value of early childhood has yet to be recognized. According to the 1998 census about 14.2% of the Pakistani population is under five years old. There are 4 million children who are enrolled in the *katchi* (pre-primary) classes and 6 million children who are not enrolled in any ECD program.

The Government of Pakistan in its efforts to ensure the care of and healthy development of young children has allotted responsibility to two sectors. The Ministry of Health and the Ministry of Social Welfare are responsible to support non-educational programs within the country. The Ministry of Education is responsible for undertaking efforts to ensure education for all including the young.

Government efforts for the promotion of Early Childhood Development (ECD) are cast within the Ministry of Education's programs to achieve Education for All, and are being promoted within the framework of the Education Sector Reforms. For non-education programs in ECD, children in the 0-3 age group are dealt with within the Ministry of Health interventions, particularly through immunization and other programs, as well as through efforts of the Ministry of Social Welfare that focuses on community-based interventions.

To strengthen Early Childhood Education, the Ministry of Education and the provincial departments of education have traditionally focused on the *katchi* class context that includes the 3-5 year old age group. The concept and understanding of early childhood education has been largely confined to the *katchi* class. The Government's policy decision in 2002 to "formalize" *katchi* class emerged in response to the overwhelming existence of pre-primary school aged children in schools, and is a result of the recognition by the public sector of the high demand for early learning.

But a lot is left desired as most schools do not have adequate resources, both human and material, for establishing vibrant and interactive learning environments for the young. Schools, parents and communities lack integral information pertaining to the science of childhood care and development. Infant and maternal mortality rates are yet a stark reality in Pakistan and greater support is required in the arena of improving mother and child health. What is perhaps needed the most is a long term commitment from the Government for improving services for holistic development of young children.



Releasing Confidence & Creativity (RCC) Programme

With growing evidence all across the world of the value of child-centered education for children during their early years, the Aga Khan Foundation, Pakistan (AKF, P) and USAID collaborated in the year 2002 with the Governments of Balochistan and Sindh to establish and implement a dynamic Early Childhood Development (ECD) programme in Balochistan and Sindh entitled the Releasing Confidence & Creativity (RCC) Programme.

The RCC programme focuses not only on the education of the young but also on improving the attitudes of parents, communities and the government towards child-friendly approaches to growth and development. Its goal is to improve basic education through qualitative reforms and increased participation in targeted areas. The programme is being implemented in 155 government schools across Sindh and Balochistan.

This programme has not only made Early Childhood Development considerably accessible for a number of rural communities but has also made the experience of going to school an extremely lively one for the children. Another notable accomplishment of the RCC programme has been with regard to its efforts to facilitate a community of learning around ECD. Its well-read and widely distributed publications, its website and resource book, all with a wealth of information on ECD in Pakistan, have certainly helped the programme leave a significant impression on ECD practices in a short span of time. The achievements of the RCC programme are also enhanced with a number of fascinating research studies, most of which have helped to assess the cost-benefit of early

childhood interventions and effective practices of RCC schools.

The RCC programme directly benefits all children going to the schools, especially those going to *katchi* classes. Teachers, head teachers, parents, community members, Department of Education officials & members of local government also stand to benefit from the RCC programme. The programme is endeavoring on improving the learning environment in classrooms. It also focuses on developing learning material and capacity building of teachers and other stakeholders such as community members and facilitators.

Objectives of the RCC Programme:

- Encourage community & parental involvement in ECD efforts inside & outside the classroom.
- Develop technical competencies for ECD in teachers, school officials and NGOs in RCC communities.
- Facilitate a network of concerned parties, in which policy dialogue and coordination, advocacy, resource mobilization, and sharing of best practices can occur.
- Conduct research on the cost-benefit of early childhood interventions and effective practices from RCC schools and disseminate this to audiences in Pakistan.
- Address crosscutting issues in ECD delivery, including attention to vulnerable populations, replicability and adaptability, institutional development, leadership development, and government ownership in programme interventions.



About the Symposium & Conference



One of the primary objectives of the RCC Programme is to facilitate a network of concerned parties in which policy dialogue and coordination, advocacy and resource mobilization can occur. It was for this purpose that an international level symposium and conference was held for the first time in Pakistan. The Symposium on 'Rediscovering Childhood' and Conference on 'Early Childhood Development in Pakistan: Opportunities & Challenges' was organized from April 3-6, 2006 in Karachi, Pakistan. The event was organized by the Sindh Education Foundation with support of USAID, Aga Khan Foundation and Catco Kids.

The symposium and conference aimed at creating an understanding of the essence of childhood and reviewing and addressing the challenges of childhood that pose a threat to children in today's world. Society, in some ways subtly, and in some ways not so subtly, is establishing systems, processes, environments and technologies which have devastating effects on children. Dominant paradigms such as development and globalization devised in the guise of being progressive and facilitative, have resulted in singularity, mono-culture, individualistic gains, and cutthroat competition. Corporate led and market driven forces, consumerism, technology and media have usurped the role once assumed by family, home and community. In short, commodification of childhood and turning children into mere consumers of products and modern knowledge is clearly and convincingly leading us to a dehumanized society which has no value for human beings, cultures, traditions or pluralism; nor for creativity, morality and inter-generational and indigenous knowledge systems.

Media and Technology in their various shapes such as TV, computers, internet, video games, DVDs etc are presenting

multiple challenges to childhood; their incessant usage deprives children of a taste of the real world since historically children learned the natural world by being in contact with Nature not by simulation through artificial technology.

Children have innate potential to learn, be creative and curious. Current research and the developmental theories of Jean-Jacques Rousseau, John Dewey, Noam Chomsky and others convincingly argue that children have a natural affinity for drama, nature, language, art, exploration, experimentation and reflection. All these are necessary for their physical, cognitive and emotional development and should be encouraged in social and educational institutions; but the assumption that our children's academic future is more important than children's intellectual creativity has become so commonplace that it is almost impossible to convince parents and educators that children can and should learn without going through the stifling regimentations and monolithic routine of regular schools.

The 3-Day Symposium on Rediscovering Childhood aimed at reminding the participants that childhood is the beginning phase of life, and that time is needed to nurture, guide and support children as they grow. Childhood is a time for exploring, finding out and learning about oneself and the world which is made increasingly impossible to live in by the same adults who are entrusted with the responsibility of making a facilitative, safe and enabling environment for children.

A day long Conference aimed at engaging the decision-makers and policy-makers in a dialogue to review challenges and opportunities for Early Childhood Development in Pakistan.

About the Symposium & Conference

Symposium on **Rediscovering Childhood**

Aims and Objectives

- To gain understanding on what childhood is ideally meant to be and to review the environment provided to children in today's world.
- To explore the role of social institutions i.e. family and schools on children's development.
- To analyze the role and impact of media and technology such as television, computers, video games etc. on children.
- To develop an understanding of the role of development, globalization and consumerism in the re-shaping of childhood.

Themes

- Social Institutions & Childhood
- Media, Technology & Childhood
- Development & its Challenges to Childhood
- Shaping of Childhood in the Age of Globalization

Conference on **Early Childhood Development in Pakistan:** *Opportunities & Challenges*

Aims and Objectives

- To review challenges and opportunities for Early Childhood Development in Pakistan.
- To develop an understanding of important components of Early Childhood Development such as health, cognitive development and early childhood education.
- To advocate for improved strategies for Early Childhood Development practices in Pakistan.





**Message from Honorable
Mr. Mohammedmian Soomro
Chairman Senate of Pakistan**

It is my privilege to be part of Sindh Education Foundation's symposium and conference on 'Rediscovering Childhood' and 'Early Childhood Development'. Learning about the challenges of childhood as parents, educators, parliamentarians and civil society members indeed is a matter of great responsibility and concern. During my visits within the country as well as abroad, I take a particular interest in the situation of children in various regions of the world.

Sadly, I have been witness to alarming situations relating to the plight of children, which is why I ensured my participation in such an important event. We must come together to promote the right of every child to his or her childhood and to work for better living conditions for children who are vulnerable and are at risk. We must fight against the extreme material, social and emotional poverty in which they live. A common interest and extreme commitment to children is an important ingredient when it comes to finding a solution to these problems. Sindh Education Foundation (SEF), in this regard, is a key organization and I am personally aware of their remarkable work in providing much needed educational and health services to the thousands of children of Sindh. As former Governor of Sindh and former Chairman of the Sindh Education Foundation, I have always been deeply impressed by the commitment of Sindh Education Foundation towards the children and communities of the remotest areas of the province. I take this opportunity to congratulate Professor Anita Ghulam Ali for being the dynamic leader behind all the wonderful developments that SEF has undertaken over the years. We must learn from her vigilance and devotion to the cause of education despite all problems and barriers.

I would also like to express my gratitude to SEF's partners in this wonderful event: the Aga Khan Foundation, Pakistan for extending an enormous amount of help to the government in filling in the gap where it is most needed; USAID for its

continuous commitment and support to Pakistan despite difficult circumstances at times; Aga Khan Education Services, Pakistan for providing merit-based quality education to thousands of children across the country, particularly to many in remote northern areas of Pakistan; Catco Kids, which in spite of being a newly-formed establishment is rapidly becoming a strong voice for the improvement of early childhood development practices in the country; Society for Community Support for Primary Education in Balochistan for being a leading support in providing educational facilities to the government of Balochistan; Health and Nutrition Development Society for their support particularly in provision of health services to many who would have struggled otherwise; Teachers' Resource Center for creating the much-needed niche for early childhood education in Pakistan and Aga Khan University - Human Development Program for initiating important research work that should enlighten the government regarding the significance of investment in early years. Running through the list of such esteemed agencies that are working collectively to protect, promote and preserve our children and childhood undoubtedly presents a very hopeful and promising scenario for all of us and for Pakistan.

Naturally, as a government we are not able to help everyone, but we hope to reach out enough to achieve a noticeable difference, I assure this gathering that we are doing our utmost to contribute towards improving health and education opportunities for children. Moreover, we feel that there is a dire need to create greater awareness of how children from all social strata are suffering from overload and the onslaught of media, education and technology.

In closing, I urge all individuals, organizations and companies who are present here to be more responsive and compassionate in joining forces to achieve a truly nurturing environment for our children.

I know this will be a very productive symposium and conference.



**Message from Honorable
Dr. Hamida Khuhro
Minister for Education, Sindh**

Today as leaders in our different fields, we are gathered here to renew our commitment to providing a better future for every child and to discuss, at this delicate historical juncture, what we have achieved in the field of childhood, at the national, regional and international level, as well as what we ought to do in order to guarantee a more optimistic future for our children.

For Pakistan in general and Sindh in particular, I as Minister, do not believe that it is an achievement worthy of us as a people and a government to simply be signatory to child's rights in a fine document and consider it a job well done. Providing an enriching childhood to all children certainly demands much more than merely signing and 'in theory' committing to laws and regulations. Indeed, ensuring a fulfilling childhood is the responsibility of parents, society and the state; and these institutions are to be held accountable for depriving children of their right to live a happy, loved and safe childhood. I believe that a child's relationship with his parents and with the other institutions of society should not have a solely legalistic, contractual dimension based on materialistic, mutual benefits, but rather, should be founded on faith, a system of beliefs and values, love and compassion.

In Pakistan, unless we begin to consider children to be the nucleus and target of our country's socio economic and more importantly its socio-cultural development, we will be unable to launch ourselves as a vibrant society. Accordingly, significant resources must be mobilized to allow every child to enjoy his/her childhood and to shape children's spaces in the public sphere in a manner that every child grows to be a dynamic member of the society. Government and private organizations must play a major role in providing educational, medical, social recreational and developmental services to all children. National development plans will have to have consistency in including child-oriented projects and programs whose objective will be to provide absolute support to the children.

As has been done in many countries, a national childhood forum must be set up to coordinate all efforts in the field of childhood

services, to conduct research and in turn develop these services and to encourage all projects and programs that serve children and guarantee that their rights are met. I hope this effort by the Sindh Education Foundation and its partners will lead to the formulation of such a forum.

The Forum, once formed, must endeavor to research and implement appropriate measures for improving education to support childhood; also the development and provision of educational materials which is critical for parents and teachers to equip them and to address the challenges of childhood in today's time and age. The Forum must also be able to create children's media and culture by producing cultural materials (publications, films, shows). Finally the Forum must be able to extend guidance and counseling services to children, parents, teachers and guardians for behavioral-problems and to children with special needs.

We have made education free and available to all groups of children; the real question is whether we have or have not also made education acceptable and relevant to the children of all groups. However, the growing number of dropouts clearly suggests otherwise. We must work towards making elementary schooling in Sindh and Pakistan a necessary foundation for all children and must design a school curriculum that is capable of achieving social and cultural development for children with the aim of encouraging them to become life-long learners, readers, seekers of knowledge and contributors to human civilization.

In closing, while we meet today in order to renew our commitment to building a better future for our children, we must keep in mind the plight and suffering of children in countries in the midst of war, natural disasters, hunger and poverty. They are not only being denied their childhood, they are denied life itself; their homes destroyed, their bodies maimed, their parents assassinated and their sense of nationhood confiscated. Only when the clouds of violence disappear from the world, children will begin to live like children and the true spirit of childhood will be restored.

Finally I would like to congratulate the Sindh Education Foundation for organizing an event which provides the possibility and space for discussions that are arguably the first of its kind in Pakistan. I hope that the knowledge and information generated through this event will feed into national policies and practices which are directly or indirectly addressing the issues of children and childhood. I take this opportunity to also thank the Aga Khan Foundation and USAID and all RCC program partners for their relentless commitment and effort to create an enabling and nurturing environment for children in and outside schools.



Message from *Sitara-e-Imtiaz*
Prof. Anita Ghulam Ali
Managing Director
Sindh Education Foundation

With great enthusiasm as well as concern for children and childhood I welcome you to the symposium on Rediscovering Childhood and conference on Early Childhood Development in Pakistan - Challenges and Opportunities. The subject of childhood is unique indeed and demands a holistic critical inquiry in the context of Pakistan. During the course of designing the conference, we at the Sindh Education Foundation, found ourselves gravely concerned about the dearth of original/indigenous thinking, research and intellectual knowledgebase on the subject of childhood and the challenges it faces in today's world. It seems that in the race to produce policies, curriculum, technology and infrastructure we have unfortunately ignored the very essence of childhood and what children actually want from us as parents, educators, communities and civil society. Its time that we asked ourselves:

- For how long can those who are running the systems of education and development continue to blame communities, parents and children as ignorant, ungrateful and uncaring beings instead of realizing that these "ignorant masses" are in fact making a conscious choice of walking out on a system which has failed to deliver.
- For how long can we ignore the delighted and gleeful screams of the children when the school bell rings to mark the end of the day and not think that our children demand a completely different type of learning environment; one that is dynamic and diverse enough to cater to the inherent spirit of childhood rather than one that is as stifling as a cage.

The purpose of our gathering is to reclaim childhood from the shackles of media, education and technology and to reconnect our children with nature and with us. But can we rediscover childhood?

Can we give our children a way back-from past overdone fears and the exaggerated importance of schooling and grades-to the world of simple, free contact with the natural world that

brightened the childhood of all our past generations? Historically, kids learned the natural world on farms, in families' gatherings and gardens and exploring woods, creeks and ravines, swamps and ponds where they could observe, capture bugs, collect bird eggs or snake skins- or even helping adults in the fields. There's strong evidence that such creative play and exploration builds not just independence but leads to broad, mental, physical and spiritual health.

But today's children are systematically cut off from natural play. Well-meaning public school systems, media and parents are effectively scaring children straight out of the woods and fields. With today's superhighways, heavy traffic, shopping malls causing mountains of trash and litter, fewer children get a chance to have a healthy walk or bike ride to school.

If children (not to mention adults) need a great natural region to explore, what better place could there be than our long established eco systems and organisms, habitats and indigenous learning processes. The challenge everywhere is to find ways to reclaim childhood; to recultivate a child's natural wandering spirit of exploration and pursuit to discover by engaging with Nature. This symposium has been a significant step towards that discovery.

Before closing I urge you to keep the following fundamental beliefs and concerns in mind during the course of the event:

- Childhood is a critical phase of life and must be protected to be fully experienced. It should not be hurried.
- Each child observes respect as an individual. Each needs help in developing his or her own unique capacities and in finding ways to weave them into a healthy social fabric.
- Children today are under tremendous stress and suffer increasingly from illnesses such as allergies, asthma, obesity and depression. This stress must be alleviated.

In pursuit for a better world for our children!

Speakers & Panelists

Prof. Abbas Husain

Prof. Abbas Husain is the Director of the Teachers' Development Centre, an organization that aims to build a community of teachers dedicated to excellent practice through a network of support and professional exchange so that the children of Pakistan enjoy their learning experiences.

Prof. Husain is one of the founding members of SPELT and has written generously for national and international journals. His contribution to the training of teachers and the cause of education over the past 20 years has earned him a reputation as a radical but sincere critic of meaningless practices in Pakistan's schools at all levels. He is known nationwide as an articulate advocate of the intellectual authority of teachers in society.

Dr. Afroze Ramzan

Dr. Afroze Ramzan is the Director of the National Institute of Child Health (NICH). She is also the Chairperson, Pediatric Nephrology group of PPA and the Head of Department of Pediatric Nephrology of NICH.

At a time when there were few or no pediatric services in Pakistan the need was met by opening the first children's hospital in Karachi in 1962, this is now occupied by the Basic Sciences of Sind Medical College and was designated as School of Pediatrics. In November 1979, this School of Pediatrics was upgraded to the National Institute of Child Health. NICH was given independent status in 1991. The institute is now providing services to more than 250 admitted patients and subspecialties in neurology and nephrology.

Mr. Amar Jaleel

Mr. Jaleel is a noted Pakistani writer. His short stories gave way to a new and powerful phase of development. He has written hundreds of short stories in Sindhi. He has also written one novel in Sindhi titled *Naith Gongey Ghalahyo* (Thus the Dumb Spoke).

Mr. Jaleel is also an extremely popular columnist and critic. He has been associated with the Dawn newspaper for a number of years. He has also been awarded the Latif Award by the Governor for his writings on mysticism. His writings also focus on an array of themes ranging from current issues, politics, theology and spiritualism.

Ms. Ameena Saiyid

Ms. Saiyid is the Managing Director of the Oxford University Press (OUP), Pakistan. She has been awarded the Order of the British Empire (OBE) for her services to Anglo-Pakistan relations, women's rights, education and intellectual property rights in Pakistan. Ms. Saiyid, also became the first woman in Pakistan (in 1988) to be awarded the OBE when she was made head of the multinational OUP in Pakistan.

Prof. Anita Ghulam Ali (Sitara-e-Imtiaz)

Prof. Ghulam Ali started her career in 1961 as a lecturer in Microbiology at the Sindh Muslim Science College, Karachi. She has since been appointed Minister for Education, Culture, Science, Technology, Youth and Sports twice, once in October, 1996 and then again in November 1999. Since 1992 Professor Anita Ghulam Ali is serving as Managing Director of the Sindh Education Foundation.

Since the beginning of her commitment to education, Prof. Anita has represented the Province of Sindh and the country at various national and international forums on education and development. Through her career as an academician and educationist, Prof. Anita has contributed innumerable exposes on education, development and civil society to many leading national English and Urdu daily newspapers. Several research and analytical assignments also form part of her portfolio, which includes also a "Situation Analysis of Basic Education in Sindh". This report formed the basis for a novel public-private partnership for education, namely the Adopt-A-School Program which has received national recognition and is currently being replicated in all provinces of the country.





Dr. Anila Amber Malik

Dr. Anila Amber Malik has been associated with the Department of Psychology, University of Karachi for approximately 12 years now. Currently as an Associate Professor at the department she has taught a number of subjects ranging from psychology, organizational behavior and educational psychology among many more.

Dr. Malik also has significant interest in areas such as clinical psychology, psychometric, consumer behavior, cognitive behavioral psychology, social psychology and personality. She has presented original academic papers on "Shyness and its Relation to Loneliness and Depression" and "Relationship between Teacher's Behavior Rating and Children's Self-Esteem" among a list of other achievements. She is also an experienced speaker on themes such as the psychological impact of social support, the psychology of advertising and other interesting topics.



Mr. Arshad Mahmud

Mr. Mahmud began his career with EMI as a talent hunter. He has studied extensively, both Eastern and Western music. He has been composing music and handling orchestras for nearly thirty years. Today he is one of the most renowned composers and faculty members of the National Academy of Performing Arts (NAPA).



Mr. Ayyaz Kiani

Mr. Kiani is an ardent consumer rights activist and currently heads 'The Network for Consumer Protection', a leading civil society organization in this field in Pakistan. He is a founding member of the organization working since 1992. Mr. Kiani is an experienced consultant and trainer and has worked in Pakistan, Thailand, India and Uganda. He has experience working with World Health Organization, DfID – UK, UNDP, Church World Services, USAID and Universities of Amsterdam, Liverpool, Central Lancashire, Punjab and Balochistan. He has consulted for provincial governments and multilateral agencies in Pakistan.



Dr. Baela Raza Jamil

Dr. Jamil is the Executive Director at the Idara-e-Taleem-o-Aagahi (ITA) which was established in 2000. ITA operates both formal and non formal schools as homework study and literacy centers, and also provides assistance in the area of health. The organization has taken over several public schools under the Adopt-A-School scheme and works mainly in Lahore, Sheikhpura, Nankana and Islamabad. Dr. Jamil has also served as the Technical Advisor, Ministry of Education.



Mr. Farooq Qaiser

Mr. Qaiser is a famous writer, artist and puppeteer. He has been operating regular puppet performances since a long time on Television. He graduated from NCA and Bucharest University, Romania.

He is the man behind Uncle Sargam, the most popular puppet character in Pakistan. He probably did not realize when he created Uncle Sargam and many other puppet characters in the famous show *Kaliyaan*, that the fame, wit and popularity of his puppets would eventually enable him to win the coveted Pride of Performance award. Mr. Qaiser with his puppets has been entertaining viewers for more than 20 years. The combination of puppets and live actors to teach young children the lighter side of life and society is what is most remembered about *Kaliyaan*.

Ms. Fatima Suriya Bajia

Ms. Bajia is a famous playwright who has written many endearing television serials. Her plays are as popular as she is throughout the country and people from all generations love, admire and respect her equally. Her long association with Pakistan Television as a drama writer and her powerful views on education, culture and society and the role of family in the upbringing of children have made her a household name.

She is also an educator, a social worker and a person with a treasure of wisdom, indigenous knowledge and a wit to match. She has never attended a formal school and has been educated at home. For her tremendous contribution as a writer Ms. Fatima Suriya Bajiya was awarded the prestigious "Order of the Sacred Treasure – Gold Rays with Rosette" by the Government of Japan. She is currently serving as the Adviser to the Chief Minister of Sindh.



Mr. Haris Gazdar

Mr. Gazdar is the director of one of Karachi's leading social research organizations, Collective for Social Science Research. With a Bachelors and a Masters in Economics from the renowned London School of Economics, he has worked on a number of consultancies for prominent institutions such as the World Bank, the Asian Development Bank, the International Labour Organization and the Department for International Development (DfID) amongst many others.

His research interests mostly focus on the analysis of poverty and labor in Pakistan. He is well qualified to speak on the subject as he has led several significant research studies on themes such as Access to Land and Poverty in South Asia (2004), Review of Migration and Poverty in Pakistan (2003), Multiple Dimensions of Poverty in Rural Pakistan (2001-02) and the Political Economy of Universal Schooling in Pakistan (1997-2000).



Ms. Haseena Moin

Ms. Haseena Moin is a professional writer and playwright. She is the author of one novel and several articles on travel and education. Her popular award winning TV series are "Shehzori", "Kiran Kahani", "Uncle Urfi", "Parchaiyan", "Unkahee", "Tanhayian", "Dhup-Kinaray", and "Tanseng". "Aahat" has also received the John Hopkins University award.

Ms. Moin has also received TV awards for the best writer for the best writer for "Sungsar", "Eid Mubarak", and "Chur Darya". For Doordarshan – a leading Indian TV channel – she has written "Kashmakash". This is the first Pakistani drama to be aired on Indian TV. One of her dramas "Tanha" is also aired on Star Plus. She is currently recording a TV serial "Karo Kari" in the UK. Ms. Moin also has the honor of being represented in the "Who's Who" international publication under Women's Writer and Peacemaker since 1992.



Ms. Helena Norberg Hodge

Ms. Norberg-Hodge is a leading analyst of the impact of the global economy on cultures around the world. A linguist by training, she was educated in Sweden, Germany, England and the United States, and speaks seven languages. She has lectured and taught extensively around the world - from the Smithsonian Institution to Harvard and Oxford universities.

Ms. Norberg-Hodge is founder and director of the International Society for Ecology and Culture (ISEC), which runs programs on four continents aimed at strengthening ecological diversity and community, with a particular emphasis on local food and farming. She also directs the Ladakh Project, renowned for its groundbreaking work in sustainable development on the Tibetan plateau. She is the author of numerous works, including the inspirational classic, Ancient Futures, which - together with an award-winning film of the same title - has been translated into more than 30 languages by grassroots groups worldwide. She is co-founder of the International Forum on Globalization and the Global Eco-village Network, and a recipient of the Right Livelihood Award, or "Alternative Nobel Prize".





Dr. Jan Visser

Dr. Visser is an eclectic craftsman and scientist. His major academic and experiential backgrounds are in physics and in instructional systems design. Struck by the intricacies of human learning, and fascinated with the human condition and how it can be changed through human and social development, he moved on to work as an educator in an international development context.

He has worked throughout the world, particularly in Africa, and has an established record of achievements in generating innovative practice and new ways of thinking about learning. He also worked as a documentary filmmaker, writes prolifically in a variety of fields, is keynoter at international conferences, has been the architect of various significant international development projects and has broad managerial experience, including in the area of organizational change and organizational learning. One of his specializations and research interests is in the area of the human motivation to learn. He is also a musician (who builds his own instruments) and an avid walker. After having successfully created the Learning Without Frontiers programme in UNESCO, Dr. Visser now dedicates himself to developing the Learning Development Institute, a networked learning community devoted to excellence in the transdisciplinary research of learning and the development of its conditions.



Dr. Kaiser Bengali

Dr. Kaiser Bengali is a senior faculty member of the Shaheed Zulfikar Ali Bhutto Institute of Science & Technology (SZABIST). He was previously the Managing Director of the Social Policy Development Centre (SPDC), Karachi. He is one of Pakistan's leading economists and social researchers. Dr. Bengali has held different positions with various national and international organizations. He has worked on different projects as a consultant for UN World Food Program, ILO, World Bank, Swiss Development Corporation, UNDP and many other organizations. He has presented several papers at international forums and is the author of two books – “Why Unemployment?” and “The Political Economy of Managing Water.”



Ms. Mehnaz Akbar Aziz

Ms. Mehnaz Akbar Aziz is the Chief Executive of Children's Resources International, (CRI) Pakistan Limited. With more than 15 years of experience in Education Sector, Ms. Aziz initiated a program on child-centered interactive methodologies in the public sector in 2002 and is now implementing it in a whole school district. The program focuses on Basic Education with Early Childhood Education (ECE) foundation, family literacy and training of faculty in universities to improve the methodologies of teaching, pedagogy and classroom environment. The program is being translated into National Policy Level decisions to improve the quality of education for marginalized children.

Ms. Aziz has negotiated with senior officials and Heads of States internationally to invest in the education sector in Pakistan. She has also represented Pakistan on many forums both nationally and internationally.



Prof. Nisar Ahmed Zuberi

Prof. Zuberi has served as Pakistan's representative for the Asian Media Information and Communication (AMIC) Center. The aim of the AMIC is to spearhead the development of media and communication expertise in the Asia-Pacific to foster socio-economic progress in the region.

Prof. Zuberi is currently a professor at the Department of Mass Communication, University of Karachi. His theories on the power and influence of media are regularly published in the newspaper. They are not only informative and instructive; but are also original and groundbreaking considering not many local scholars have carried such extensive research, especially with respect to the control media has on children and their formative years.

Mr. Ramiz Allahwala

Mr. Allahwala has 19 years of experience of simultaneously managing private companies and providing advisory services. He has successfully led consulting interventions and facilitated change in organizations by creating self managing teams. Mr. Allahwala has also designed and delivered various programmes at the National Institute of Public Administration (NIPA) Karachi. His strong views and opinions on family values and the role of parents are all self-made as he has had the enlightening experience of home-schooling his children. The experience has also made him very well-versed on the subject of child centered parenting.

Mr. Rashid Sami

An engineer by training, Mr. Sami has been acting in theatre and television since 1988. He ventured into direction and production in 1996 with the magazine show "The Sunday Brunch." He has since directed and produced several dramas and telefilms including adaptations of Ismat Chughtai, Mumtaz Mufti and Hameed Kashmiri. He owns one of the largest private television studios, Kohinoor Studios, in Karachi and has currently made a re-make of the classic "*Khuda Ki Basti*."

Dr. Shahid Siddiqui

Dr. Shahid Siddiqui obtained his Ph.D. in Language Education from University of Toronto, Canada, M.Ed. TESOL from University of Manchester, U.K., and M.A. English from University of Punjab, He has been involved with educational system of Pakistan in various capacities, i.e., as a teacher, teacher educator, and researcher.

He has worked in prestigious educational institutions of Pakistan including the Aga Khan University, GIK Institute of Engineering Sciences and Technology, and Lahore University of Management Sciences. Currently he is working as Professor and Head of Centre of Languages and Linguistics at Lahore School of Economics. His areas of interest include Educational Change, Politics of Language, Language and Representation, Language, Gender and Power and Critical Pedagogy. He has published extensively in national and international journals and has presented his papers in a number of national and international conferences.

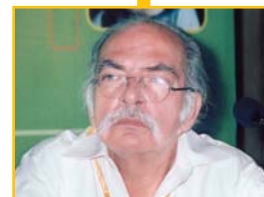
Ms. Shahida Saleem

Ms. Shahida Saleem is the President of Catco International, Inc a group of companies including, Catco International Software and CatcoKids Schools. In addition, Ms. Saleem is the Acting Chairperson, and Vice chairperson of the Federation of Pakistan Chambers of Commerce and Industry's (FPCCI) standing committees on IT, Education, and Women Entrepreneurs

The primary mission of CatcoKids Inc. is to facilitate and encourage the practice of quality child care, by encouraging the establishment of: Corporate Day Care Centers, Large Community Based Centers, Home Based Child Care Centers and Standardized Training Programs.

Prof. Shoaib Hashmi

Prof. Shoaib Hashmi is the Professor of Economics at the Lahore School of Economics, where he teaches mathematics and Urdu Poetry and Literature. Before this he was on the faculty of Economics at Government College, Lahore for forty years. Prof. Hashmi has worked in the theater and on television, where his children's program '*Akkar Bakkar*' was the first TV production to win an 'Outstanding Merit Award' at the Japan Prize Festival in 1973; and his programs '*Such Gup*' and '*Taal Matol*' were noted. He is a recipient of the Tamgha-i-Imtiaz and the President's Award for Pride of Performance for his work in the performing arts.





Dr. Tanvir Ahmed

Dr. Tanvir Ahmed is the Executive Coordinator of the Health and Nutrition Development Society (HANDS), which works towards the provision of basic health, education and income generation opportunities for underprivileged communities in the province of Sindh. HANDS also provides training and technical support to a large group of community organizations, NGOs and other public and private institutions in the areas of community-based health, education, and poverty alleviation in nearly 5000 villages of Sindh. Under the RCC programme, HANDS is working in 50 government schools located in the Hyderabad and some other districts of Sindh.



Dr. Tariq Rahman

Dr. Tariq Rahman is presently National Distinguished Professor of Linguistics and South Asian Studies, Quaid-i-Azam University, Islamabad. He has M.A, M.Litt and Ph.D degrees from British universities. He has been a Fulbright Scholar and a guest speaker in several American universities. He has also been a Guest Professor at the University of Aarhus in Denmark. Dr. Rahman has published more than 80 research papers and 9 books. One of his books, "Language and Politics in Pakistan" has been given two awards by the Government of Pakistan. His most recent book "Language, Ideology and Power" is on language-teaching and he is writing increasingly on education in Pakistan.



Mr. Wasif Rizvi

Mr. Wasif Rizvi has served as General Manager (South), Aga Khan Education Services, Pakistan. He has two post-graduate degrees; a Master's degree in Education from Harvard University and a M.A. in English Literature from Punjab University in Lahore. Before co-founding Shikshantar, an institute which presents a discourse on education and development, Mr. Rizvi spent a year in Pakistan working as a social-policy development consultant in the areas of planning, policy, and organizational analysis, research, program design/development and program evaluation with USAID, DFID, CIDS, NORAD, Asian Development Bank, the Asia Foundation, PEN TV, and Philips Academy. Mr. Rizvi is also a senior advisor to the Institute for Development Studies and Practices (IDSP), Quetta, Pakistan.



Ms. Wendy Griffin

Ms. Wendy Griffin is an International Education Adviser working as a Consultant for Early Childhood and Primary Education across the developing world. Having spent time traveling and exploring more than 60 countries Wendy has worked consistently since 1990 for children in countries as varied as the hidden Himalayan Kingdom of Bhutan, the Mount Everest region of Nepal, the desert sands of Egypt and the Upper Nile, the breathtaking lands of Sudan, the deep blue seas of the Cook and Solomon Islands and alongside the jungles and volcanic fires of Vanuatu. She has been coming to Pakistan since 1994 to support Early Childhood Development and Multi grade programs. Working across incredible areas where cultures are as varied as one could imagine, the love, compassion and enthusiasm of the children, communities and education teams has been inspiring for her. For Wendy rediscovering childhood happens frequently as she moves amongst peoples of the world who know the value of play. She is currently employed with the Aga Khan Foundation, Pakistan as Coordinator of Releasing Confidence & Creativity Programme.



Mr. William Crain

Mr. William Crain is a Professor of Psychology at the City College of New York. He is the author of "Reclaiming Childhood: Letting Children Be Children in Our Achievement-Oriented Society" and a major textbook, "Theories of Development: Concepts and Applications" (now in its fifth edition). Dr. Crain served nine years on the Teaneck, New Jersey, Board of Education, and is the editor of the journal, Encounter: Education for Meaning and Social Justice. Dr. Crain makes a powerful case for a child-centered approach to parenting that takes its cues from children's spontaneous interests and allows them to make their own discoveries. Rather than trying to control and direct children's learning, we should give them opportunities to develop their natural artistic, poetic, dramatic, and linguistic capacities, and to form deep bonds with the natural world.

Ms. Yasmeen Bano

Ms. Yasmeen Bano has previously served as an Academic Manager Aga Khan Education Service, Pakistan (AKES, P). She started her teaching career at the Aga Khan Boys' Secondary School, Kharadhar in 1985 and worked there as the Head of Science and then the Deputy Head until 1996. Ms. Bano's main focus is on developing diverse child centered approaches for effective learning in the classroom. She is also engaged in designing innovative teachers' training framework for creating facilitative classroom environment for children.

AKES, P operates in the province of Sindh and across the Northern Areas and Chitral district in the Northwest Frontier Province (NWFP). AKES, P's work is focused on two major areas: school improvement (quality) and access to education in remote areas (particularly for girls). Under the Releasing Confidence & Creativity (RCC) program, AKES, P focuses on the improvement of the teaching and learning environment and processes of all grades especially in multi-grade situations.

Ms. Zubeida A. Dossal

Ms. Zubeida A. Dossal has the honor of being the first principal of Habib Girls' School. Initially Ms. Dossal served as the headmistress in the Sind Madressah Board's Fatimah Jinnah School for nine years. Ms. Dossal has always appreciated the immense need for children's literature which is why she has she also written a number of books for children. Two of her books have also won National Awards.

Among her other achievements is the establishment of TRC, being one of its founding members and its Chairperson for three consecutive terms. Currently she is also working in a consulting and advisory capacity in many different schools and educational institutions. Some of these are Habib Girls' School of which she is the Managing Trustee, Khaliqdina Girls School, The Human Rights Education Programme, Montessori Teacher Training Institution and S.P.E.L.T.

Ms. Zubeida Mustafa

Ms. Zubeida Mustafa is Assistant Editor with Dawn, Pakistan's most widely circulated English language newspaper. Ms Mustafa is at present writing editorial - mainly on international affairs, social issues such as education, health, population, women and children.

During the course of her career in Dawn where she has been since 1975, Ms Mustafa has edited the health page, the education page, CareerWise page, Books & Authors weekly and the One World Supplement. She has also edited a number of books, the most recent being The South Asian Century, and For Peace, Life and Justice by Maisoon Hussein. Ms. Mustafa has won the Population Institute's (Washington) excellence in media reporting award twice-in 1986 and 2004. She has written for foreign newspapers and has contributed chapters to books published here.



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The names of all of those who helped in organizing the event is too long to mention here, so we would like to say to those who have contributed, your help has been much appreciated.

Lastly, we would like to truly thank all the panelists and the participants who actively participated in the event and made it a huge success. We hope that we will continue to collectively undertake efforts to rediscover and preserve the notion of childhood.



Rediscovering
Childhood

Included in this series

- Explore the role of traditional and modern social institutions i.e. family, community and schools on children's intellectual and social development in today's consumer society.
- Learn about how media and technology are changing children's concepts of self, community, family, nature, time, and distance; and about the grave implications of media and technology on children's health.
- Examine the detrimental impacts of economic development and corporate led globalization and learn about the importance of replenishing traditional knowledge systems, social relationships, and wisdom frameworks for childhood and children.
- Review the challenges and opportunities for Early Childhood Development in Pakistan.



Social Institutions
& Childhood



Media, Technology
& Childhood



Globalization,
Development & Childhood



Early Childhood
Development in Pakistan

This booklet is based on the discourse held during the
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