



EIU Best Practices Series
Pakistan

No. 18

Education for All in Pakistan – "World in Young Hands"

EIU Best Practices 2010



APCEIU

United Nations
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Cultural Organization

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under the auspices of UNESCO

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Foreword

As a regional centre mandated to promote Education for International Understanding (EIU) towards a Culture of Peace in Asia and the Pacific region, Asia-Pacific Centre of Education for International Understanding (APCEIU) under the auspices of UNESCO has been engaged in various endeavours aimed at fulfilling its mandate since its inception.

Faithful to this mandate, APCEIU launched the Best Case Studies in 2006, and it was renamed EIU Best Practices in 2009. The EIU Best Practices Programme aims to support existing, and encourage future, local initiatives on EIU in consolidated effort with 47 Member States in the Asia-Pacific. The EIU Best Practices Programme advocates “Learning to Live Together” - the most important of the four pillars of education set forth in the Report to UNESCO of the International Commission on Education for the 21st Century (Delors 1996) - by stimulating participatory learning and critical thinking to develop understandings of oneself and others. Over the past four years, the EIU Best Practices have explored and supported a wide range of manifold approaches to “Learning to Live Together”. Thanks to the continuous support from the National Commissions for UNESCO in the Asia-Pacific, APCEIU has published 16 monographs of selected cases and disseminated them throughout the region. This year, APCEIU has selected and published 5 new cases, issue numbers 17 to 21.

It is our heart-felt wish that issue No. 18 - this year’s EIU Best Practices winner in Pakistan - be the case that makes you stand up and start your

own initiative. The Social Action Plan of Academia de Averroes in Pakistan has presented a very successful case from the aspect of the Education for All and Education for Sustainable Development. Vital concepts such as human rights, peace, harmony, diversity and equality have been disseminated through the programme, which has been conducted specifically on the basis of love for man and nature.

May this case, among many other best practice cases, spread the inspiration to construct a more open, more equal, and more diverse education system, as well as motivate us to reflect on many other issues that are essential for building a more peaceful world. I hope that through this endeavour, various EIU Best Practices can be shared among educators, scholars and activists who are committed to promoting a Culture of Peace in the region. I expect this project to provide a platform to share and exchange our experiences and perspectives.

December 2010



Lee Seunghwan
Director

EIU Best Practices is...

APCEIU has been committed to the promotion of a Culture of Peace since its inception, in line with one of the pillars of education “Learning to Live Together.” A Culture of Peace has been a key principle at the core of UNESCO’s ethical mission. It involves a set of values, attitudes and behaviours that can be taught, developed and improved upon to enhance mutual understanding and conflict resolution. Attaining a Culture of Peace requires transformation of institutional practices, as well as individual values and behaviours in which education plays a crucial role in the process. As a major educational tool aimed at promoting a Culture of Peace, EIU addresses issues related to cultural diversity, globalization and social justice, human rights, peace and sustainable development. It focuses on increasing the capacity of learners to deal with issues of everyday life, to resolve community conflict and to enjoy human, political and civil rights to a greater extent.

APCEIU launched EIU Best Case Studies in 2006 in cooperation with the UNESCO Member States in the region to encourage educators, scholars and activists to implement and share local initiatives on EIU. It is an outreach programme that invites them to share their efforts in promoting education for a culture of peace in different social and cultural contexts. Now renamed as EIU Best Practices in order to further encourage the participation of practitioners in the field, the programme seeks to promote and collect innovative practices based on optimal classroom conditions and activities, school climate, community and social atmosphere, and

disseminate them throughout the region.

The programme is conducted through the following steps: 1) Call for Applications: APCEIU sends announcement letters along with application forms and guidelines to the 47 National Commissions for UNESCO, UNESCO field offices, major National Institutes of Education in the region and APCEIU’s MOU partners in the region; 2) Screening and Selection: Submitted applications are reviewed by the Screening Committee, composed of experts, who then select the best practices; 3) Field Visit: APCEIU staff undertake field visits to the programme sites of the selected cases to confer the EIU Best Practices awards, conduct field observation and interviews, and provide the selected applicants with the guidelines for the final report; 4) Submission of the Final Reports: Selected applicants submit the final reports to APCEIU based on the guidelines; and 5) Publication and Dissemination: Final reports are published as a monograph series and disseminated throughout Asia and the Pacific region.

Given the favorable and enthusiastic responses from the region, and support from the National Commissions for UNESCO, APCEIU wishes to expand the positive momentum built thus far and further its efforts for the coming years.

APCEIU encourages educators, scholars and activists from Asia and the Pacific region to apply and share their experiences and perspectives. The Centre expects that through the EIU Best Practices, diverse practices of EIU will be widely shared throughout the entire region, thus contributing towards achieving a Culture of Peace.

Author

AYESHA SAQIB



Principal / Chief Executive of Academia-de-Averroes

Mrs. Saqib has been an educator and human right activists for two decades. She has initiated non-formal schools in the slums of Lahore and the southern region of the Punjab to improve the literacy standard of the less fortunate. She is also a director of Movement for Human Development, an organization working to give literacy to underprivileged children.

CAREER ACHIEVEMENTS

- District Public School, Muzaffargarh (Academic Coordinator)
- Bloomfield Hall School, Lahore (Principal)
- EDCS Valancia School Lahore (Principal)

PROFESSIONAL TRAINING

- Montessori Training from Active Learner Academy, Karachi
- Cambridge International Examination Training from British Council, Lahore
- Trained for teaching dyslexic children

Acknowledgement

I wish to express my sincere gratitude to Mr. LEE Seunghwan, Director of APCEIU, South Korea for selecting my project as one of the best EIU projects of 2010 and giving me the opportunity to share and publish this work.

I am also very thankful to Mr. S.J. Kim for his ideas and suggestions to improve the monograph. Without his sincere effort this publication would have been impossible.

This project bears the imprint of many people. I sincerely thank my project director Mrs. Naheed Pervez, Vice Principal Academia De Averroes. Mrs. Naheed Pervez is the backbone of this project. I also want to extend my gratitude to the officials, staff, and students of Academia De Averroes who rendered their help during the period of my project. I especially want to mention Mr. Adeel Safdar, Mr. Raja Faraz Akram and Mr. Ejaz, my computer operator. My special thanks to Mr. Manzoor Ahmed, Mr. Asif, and the staff of Movement for Human Development for their kind cooperation in the completion of my project. I also want to thank the children of MHD Field schools for teaching me the true meaning of life and having faith in God!

Last but not the least, I wish to avail myself the opportunity to thank my parents for their love and support throughout my life. I also want to thank my husband for his encouragement and confidence. In the end, I want to thank my children Ravia, Muaaz, & Hassaan. Their love is my strength.

Ayesha Saqib,
Principal, Academia de Averroes, Lahore, Pakistan

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Education for All in Pakistan - “World in Young Hands”

1. Introduction

1.1 Academia de Averroes in the City of Lahore

Lahore is the second largest city in Pakistan. With a population of roughly 8.5 million people, it has been the traditional capital of Punjab province for a and a home to numerous poets and artists who made Lahore a centre of cultural activities. It boasts some of the



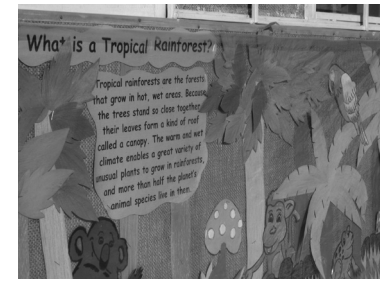
▲Academia de Averroes

finest gardens on the continent and hosts the largest number of educational institutes in the country.

Recently, Lahore has gone through a rapid modern urbanization which has entailed social problems. Slums have steadily expanded and now over 65% of the population live in what can be defined as a slum. A whole new generation is growing up in locations which offer little formal supply of basic essentials such as potable water, power, sewage, and garbage disposal.

Academia de Averroes, an independent school system which prepares students from Play Group to O-Levels, provides student activity programs that are designed to confront these problems. Academia de Averroes stands at the forefront of these activities aimed at arousing consciousness and a sense of responsibility towards society, humanity, and other disciplines. We recognize the pressing need in students at this crucial developmental stage of

their lives, to make efforts to counter the ills and vices around them caused by the society and community they live in which, in turn, affects their well being and evolution.



▲Student Project Wall

We have made endeavours in variegated spheres of life enabling students to understand the gripping realities around them and how their contribution, no matter how small, would make a difference in healing the world. Despite financial constraints and other hold ups we have managed some ground breaking success in achieving results that indicate the internal growth many of these children have experienced as a result of these enriching exercises.

1.2 Programme Aim

The ultimate vision of the Social Action Program (SAP) of Academia de Averroes is to empower students to visualize a world where everyone has equal access to opportunities and justice, despite gender, colour, race, or status.

1.2.1 General Perspective

For such a purpose, the programme provides a student-participatory approach to face local problems that stem from ignorance and have roots in poverty. Bridging the school with the local community, SAP aims to inspire students with keen awareness on problems that threaten our community as well as to equip them with necessary tools to deal with challenges they may face. Through practices, SAP integrates EIU into curriculum that emphasizes maintaining peace and harmony among different folds of religions, ethnicity, and sects, dissipating the elements of hate and intolerance. The major areas of concern are Literacy for All, Sustainable Development, Cultural Diversity, and Peace Education.

1.2.2 Specific Objectives and Target Group

SAP has focused on the following issues: 1) building an enthusiastic learning environment for underprivileged children; 2) improving the health of children and mothers by reducing pollution in the adjoining areas of the river; 3) proliferating positive attitudes towards the conservation of the environment and sustainable development; 4) increasing awareness on alcohol abuse and drug addiction in the community; 5) providing social activities for adults to focus on the problems of HIV/AIDS and other contagious diseases; 6) working in partnership with community organizations and members based on the core values of sustainable human development.

The target groups are: children in slums, underprivileged women, drug addicts, patients of contagious and water borne disease, and dyslexic children.

1.3 Operation of Programme

The Social Action Program of Academia de Averroes was initiated by Ms. Ayesha Saqib, principal; Ms. Naheed Pervez, project coordinator; and O-Level students. The program serves as a network of students, teachers, and community members to collaborate on a series of project-based learning processes, by collecting and providing necessary information and expertise to those in need.

The partnership with the Movement for Human Development (MHD), an NGO based in Lahore founded by Mr. Manzoor Ahmed and Mr. Mohammad Asif, has bolstered the operation of the program in many ways. MHD, set up in 1997, has established 30 literacy centres in Lahore, providing free basic education to underprivileged children in slums, whose numbers in 2010 alone reach over 3,000. It also runs a free vocational training centre for young men in the field of multimedia and provides mobile learning contents to rural areas in Punjab. Academia de Averroes and MHD have been collaborating in these literacy centres since 2006.

2. Children's Rights and Education for All

2.1 Problem of Illiteracy and Child Labour

According to *UNESCO's Education for All Global Monitoring Report 2006* and *Pakistan Social and Living Standards Measurement Survey 2009*, the literacy rate in Pakistan has risen from 16.4% in 1951, to 21.7 % in 1972, 43.9 % in 1998, and 57% in 2009. This figure shows a gradual improvement over time but still falls short compared to those of developed countries. Gender disparity in literacy is remarkable as well, for female literacy is just over 45% compared to 69% in males. Considering that only 63% of Pakistan children finish primary school education, according to the 2009 survey, literacy education is one of the grave concerns in Pakistan.

The primary victims of this condition are children. Children who do not get basic education are not only unjustly excluded from the mainstream social system but are exposed to environments in which various types of child abuse may take place. Many children from underprivileged families work in football factories, carpet workshops, and other manufacturing shops. They become vulnerable to lung diseases and back problems. In the long term, unequipped with necessary training and skills for better job opportunities, many face trouble to secure stable employment and are easily lured to elements that become sources of social unrest.

2.2 Supporting Child Literacy Centres

To foster student awareness on such conditions and to encourage their participation in alleviating these problems at a micro level, Academia de Averroes has been collaborating with MHD, targeting hundreds of children in the slums of Lahore.

2.2.1 Learning Place

Of the thirty literacy centres, known as the field schools, founded by MHD, Academia de Averroes supports five of them located in the city of Lahore. A field school is a one-room school with a single teacher arranged by the local

community, although some have multi class rooms such as Center No. 3 in the village of Gulberg.



▲ Students at Literacy Center

Support of these field schools is mainly done in the form of services rendered by the teachers and students of Averroes. Averroes provides relevant training programs and basic curriculum in language and mathematics to field school teachers, as well as textbooks and other useful resources collected from the students. O-level students make regular visits on a monthly basis to help children learn to read and write in both Urdu and English. Visits are also made on case by case necessity to provide vital information on the latest



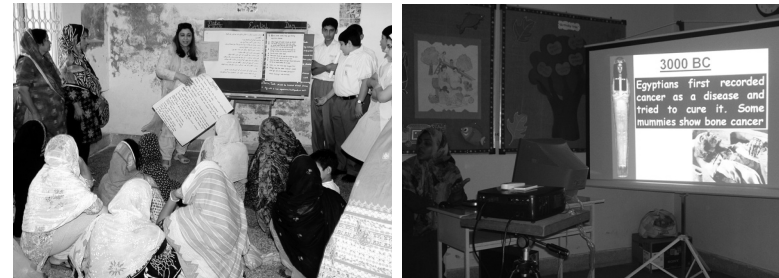
▲ O-Level Students at Literacy Center

hygiene issues. Recently, after the disastrous flood that hit many parts of Pakistan, students provided a series of lectures on water borne diseases for field school children to promote awareness of the dangers of drinking polluted water which has been known to be one of the causes of child mortality.

2.2.2 Community Gathering

In this context, the field schools have also served as community centres for children and their mothers. Aside from providing literacy education, the field schools provide a healing space for the children and mother, giving them psychological support. Students and faculty of Averroes make home visits

and hold meeting sessions with mothers to encourage them to send their kids to field schools and away from dangers that lurk in the streets. It has made remarkable progress, especially for the young girls in slums, as many mothers were persuaded to provide basic education for their girls whom otherwise would not have been given any basic education at all. Accordingly, in most field schools, attendance rates and achievements are higher for the girls.



▲ Open Seminar

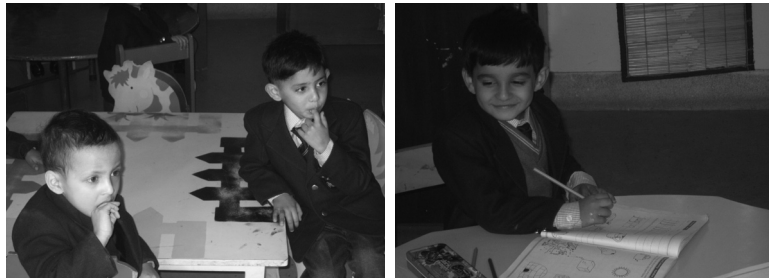
For the students of Academia de Averroes, the activities in the field schools have been excellent occasions “to learn to live together,” the core essence of EIU. Along with these activities, in-depth sessions about the criminal and inhumane ways in which underage children are being exploited, ravaged, and abused for commercial gains were carried out. Although it is true that not much can be done to root out this evil at a macro level, the field school program has successfully engaged students to become aware of the vices of these draconian practices had taken against the underprivileged children and to be actively involved in practical actions that can bring changes at micro levels.

2.3 Alleviating Child Stress

Another important aspect of children’s rights is to identify stress factors in daily environments and protect children from dangers of which they cannot speak for themselves yet. One specific example is dealing with students with dyslexia. Approximately one or two students in an age group in Averroes are found with dyslexia, ranging from mild to severe. Not given special attention, these students experience enormous stress while learning, which

could have been avoided if diagnosed and given proper care.

Understanding the complexity of the problem, Academia de Averroes ensures that all faculty members are outfitted to deal with children suffering from dyslexia, in order to optimize student learning and to overcome natural shortfalls with deliberation and care. In addition to twenty-minute personal tutoring given daily to dyslexic students, multi-sensory teaching methods are provided to relieve child stress.



▲ Play Group Students

Averroes has been keen on identifying and informing stress factors not just to parents but to the public as well. Open seminars and lectures conducted by specialists on the causes of stress including unbalanced diets, exam anxiety, lack of spending time with family members, and others are held periodically in the school auditorium, luring mothers from the neighbourhood. One such event recently held was “Dealing with the Challenges of a Multiple Nature faced by Our Children”, a workshop conducted by Mrs. Farah Ali, an expert in the field.

In addition to these themes, broader health issues such as women’s breast cancer and H1N1 (Swine flu) are included in the programs as well. Through these programs, parents become aware of their children’s needs, whereas students learn to identify potential threats and to raise their voice saying “no” to what might lead to child abuse.

3. Biodiversity and Sustainable Development

3.1 Pollution of the Ravi River

The Ravi River has been the prime source of livelihood in Lahore for both man and animal, whose survival have been contingent on the yields from the clean water for thousands of years. However in the recent past, the diversity that once decorated the banks of the river has faded owing to the blighting conditions of the river with untreated raw sewage and industrial waste. The pollution of the river has caused a collective threat to every living species in the ecological system, including man.



▲ Ravi River

First, with the pollution, various kinds of fish have become extinct in the river which in turn led to the disappearance of birds whose food source was reduced. On the other hand, water buffaloes fed with polluted water began to produce intoxicated milk not potable for

man. Moreover, it posed a threat to cultural heritage as the Kamram-Bara-Dari 12, an island park in the river constructed during the Mughal era, has been deserted after the pollution of the river, left vulnerable to damage without proper preservation. However, those who suffered most severely were the people living by the river. They became vulnerable to water borne diseases and skin troubles that too easily turned into epidemics in the unhealthy residences.

3.2 Campaigns for Clean Living Conditions

Witnessing a serious hygiene issue in the river, the school management and student body decided to make visits to the site to measure the impact of the misfortune on the affected people and to understand their way of life. This has led to follow-up studies delving into alternative sources of income and rehabilitative measures for the residents. Approximately 70 students and

parents, along with faculty members, were on board for this assignment.

The core of this activity was for the O-level students to meet the residents face to face and inform them of the lethal dangers that polluted water posed. A series of interactions were carried out to persuade them not to use the water for bathing, laundry, or any other purpose. Students also raised donations to provide hand pumps for the residents to find another source for water.



▲ Student Campaign at Ravi River

A variety of actions took place to raise social awareness on the matter, the highlight of which was a three day seminar hosted by the Academia de Averroes which focused on the bonded child labour in the region. Government officials, factory owners, teachers, students, and members of NGOs joined in sessions to discuss the issue in terms of sustainable development. Moreover, students organized a walk for “Stop Littering the River,” and inter-school poster competitions on clean environment. They also made protest visits to the factory owners responsible for the pollution and collected donations from them. In addition, students wrote public letters to the authorities in Lahore to come up with practical solutions for safer and healthier living conditions for the residents and to restore the aquatic life to bring back the various species which once thrived in the Ravi River.

For a family that has spent many years in a particular area, the complexities of moving are immense. Moreover, occupational immobility worsens the economic constraints faced by the affected families. To help alleviate the

plight of displaced families that once depended on the Ravi River for their livelihoods, the students and faculty of the Averroes educated them about alternate professions they could adopt in other parts of Lahore – the current state of the area makes it impossible for the residents to eke out a living while continuing to live in the vicinity. Once they were convinced of the benefits of moving, the resettling proved to be successful, as many of the affected people were gainfully employed before long. The parent body of Averroes played a pivotal role in helping the affected people secure jobs, and the transitional period was closely monitored by the school’s staff.

3.3 Animal Protection



▲ Name Plate of Raja and Rani at Lahore Zoo



▲ Animal Protection Campaign

For younger students of the Averroes, awareness on sustainable development has been focused on coexisting with animals, and field trips to the Lahore Zoo are conducted periodically with specific aims. Since the first celebration of World Animal Day in 1931 at a convention of ecologists to highlight the plight of endangered species, love for all kinds of animal has been practiced



▲ Student Wall Project on Animal Awareness

throughout the world. In the same spirit, students of Academia de Averroes have adopted the hippopotamuses “Raja” and “Rani” at the Lahore Zoo on February 6th 2009, which marked the first of the kind in the history of the zoo, attracting media and public

attention. Students visit their adopted hippos on a quarterly basis, and to the visitors, they sing “I Want a Hippopotamus for Christmas”, present briefings on animal safety charts, and run a campaign to save endangered animal species such as the hippopotamus.

In another collaboration with the zoo, students have also inaugurated the Amphibian Day. Academia de Averroes organized an inter school competition for making models and posters on amphibians. In addition to this event, students learn to see themselves in the whole ecological system of nature through studies of animal behaviour and traits, a favourite topic being the life cycle of frogs. (Refer to the appendix for more detail.)

4. Cultural Heritage and Diversity

4.1 Cultural Legacy in Lahore

Lahore is unarguably one of the richest cities endowed with cultural heritage and boasts two UNESCO World Heritage sites. The Lahore Fort, locally referred to Shahi Qila, is located in the north western corner of the Walled City of Lahore, a trapezoidal composition which spreads over 20 hectares with 13 gates. The existing structure was built during the reign of Mughal Emperor Akbar (1556-1605) and regularly upgraded by subsequent rulers.



▲Fort Lahore

Another is the Shalimar Gardens built by the Emperor Shah Jahan in 1641. The garden measures 658 meters north to south and 258 meters east to west, containing 410 fountains in three descending terraces elevated by about 5 meters above one another. These great structures standing today testifies that Lahore, once the royal capital city of Mughal Empire, was the home to many Islamic scholars who showed excellence in the fields of medicine, language, Sufism, literature, philosophy, art, and science.



▲Shalimar Garden

The Pakistan government and UNESCO have made persistent efforts to preserve these and other invaluable heritage sites in Lahore. However, public awareness has come short of fully appreciating its cultural value. Many young people show ignorance to the radiating legacy of the past and have steered away from their own culture, developing an apathy for the degradation of cultural sites.

4.2 Defending the Fort Lahore- Preserving Tangible Heritage

One of the major problems in the walls of Fort Lahore and the Badshahi Mosque, the fifth largest mosque in the world located next to the walls, was its susceptibility to smoke generated from nearby tire shops. Accordingly, some parts of the walls were affected with soot, leaving dark marks on the age old legacy. To stop this practice and to raise public awareness on the issue, the students of Academia de Averroes have adopted the site as a way of protection and preservation. In 2008, O-level students of Averroes, along with the students from the field schools, visited the famous Akbar Gate to begin a public campaign to inform and persuade people of the importance to

preserve and pass down their invaluable heritage to subsequent generations. Students produced and distributed posters to visitors and residents, alarming them of the current condition of the walls.



▲ Field Visit to Fort Lahore

Further actions were taken to bring actual changes. Students recorded and made a list of the damage on the walls wreaked by an ignorant and ruthless businessman who violated all kinds of regulations. With endorsement of people concerned with the issue, students drafted a letter and sent it to the authorities in Lahore requesting strong enforcement to take place. This caught the media’s attention and eventually led to a Supreme Court judge ordering a rule calling for administrative enforcement to stop the businessman from illegal activities.



▲ Cultural Heritage Awareness Works

In 2009, the students adopted Shalimar Garden as their second preservation site. They conduct field activities on a bimonthly basis to ensure persistent efforts geared at achieving this goal. In this way, the students naturally spark their interest and concern, hence deeply instilling a feeling of belongingness and pride in them.

4.3 Retelling the Stories- Preserving Intangible Heritage

The O-level students have also done research work on the rich cultural music of the subcontinent that is slowly being phased out from modern lives. An extensive survey was carried out on Qawwali music, a Sufi music widespread in Pakistan and Northern India. Included in the survey were Punjabi music, Sindhi music, and Siraiki music, traditional tunes to which generation after generation have danced. Students also paid homage to some of the esteemed Sufi saints and poets such as Shah Hussain, Syed Bulle Shah, Syed Ali Haider, and took immense inspiration from them. They vowed to keep the performing arts culture of the subcontinent alive so it could stand the test of time and retain its depth and quality.

Among others, students paid special attention to oral folklores to which many young people have become oblivious. Students had put “Razia Sultana, the Slave King Dynasty” on stage to resuscitate the lives and figures of the great oral traditions for audience accustomed to modern western stories on films and TV.

5. Community Activities and Culture of Peace

An upsurge in conflicts and violence at all levels of society, due to polarisation of inequitable social structures, illiteracy, and terrorism has taken place in many parts in the world. Especially after 9/11, some regions in Pakistan have suffered from the terrorist attacks carried out by few extremist groups. The need for peace education has become more imperative than ever, and the students at Averroes have taken initiatives in the community activities that pave way to “building a culture of peace.”

The Students of Academia de Averroes have conducted many programs to engage themselves in active participation in the community. Some of these activities include fund-raising for Shaukat Khanum Memorial Hospital Lahore and Hijaz Hospital to support cancer research, volunteer works on a

regular basis to assist patients and guardians, semi-annual bake sales to make contributions to smart loans designed to alleviate poverty among women, tree plantation week in collaboration with the Punjab horticulture authority, art competitions for the underprivileged children, and others. Through these activities, students naturally become intolerant of any kind of aggressiveness and breed a warm temperament to live in harmony with neighbours.

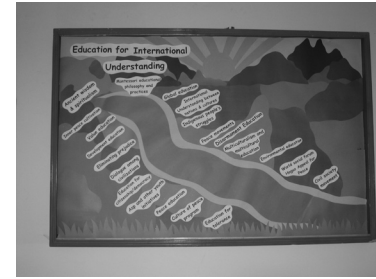
Peace education in class is also conducted regularly, drawing together the main dimensions of peace and human rights from a global perspective. Averroes provides a curriculum that includes peace education twice a week for every class. For younger students, peace stories such as “The Great Battle” and “Chhoti, Moti, Lambee” are used as texts to deliver vivid pictures. For upper class students, the contents of peace education include the issue of global security in the post-Cold War era and the ongoing regional conflicts around the world. Through these classes, students discuss the origins of conflicts and insecurity as well as peaceful resolutions to end hostility in mankind.

6. Evaluation

It is essential that students should not only be academically excellent, but also be able to examine the moral dimensions of life; hence, Academia de Averroes places the highest value on nurturing compassionate and socially conscious students. For these reasons the students are encouraged to take roles in the various activities discussed in this monograph.

6.1 Integrating EIU into SAP

These activities are closely related to Education for International Understanding, set on the four pillars of learning—Learning to Be, Learning to Know, Learning to Do, and Learning to Live Together. Academia de Averroes believes that the role of an educator is very important in imparting values education. Therefore the teachers at Averroes are aptly trained



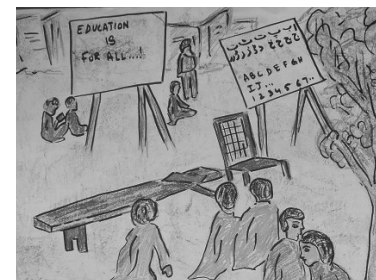
▲ EIU Flow Map

Concerns	Activities	EIU Themes
Child Labour, Literacy for all	MHD Literacy Centers, Child Stress Cares	Human Right & Education for All
Biodiversity	Ravi River Project, Animal Protection Campaign	Sustainable Development
Cultural Diversity	Adopting Historical Sites, Preserving Intangible Heritage	Understanding Multi-Culturalism
Community Activities	Fund Raising, Volunteer Works	Peace Education

to inculcate EIU themes in an interdisciplinary approach in their lesson plans. SAP of Averroes can be categorized into following EIU themes:

6.2 Teaching and Practicing EIU

To introduce EIU themes into these activities, numerous approaches in teaching have been carried out. Issues including bio-diversity, sustainable development, global warming, the importance of natural resources, culture and heritage of Pakistan, and the urgency of literacy education are dealt with through extensive class discussions in group and individual projects, field trips, short plays as well as long plays.



▲ EIU Awareness Posters

Academia De Averroes not only aims to teach students about these issues but also works extensively in the character-building of its students so that they not only understand these problems but are also capable of dealing with them and taking steps to reduce them on a larger scale. For example, only paper bags are used in the school instead of plastic bags to make the students understand that plastic bags are dangerous and non-biodegradable.

To highlight the global problems faced by our beloved Mother Earth, short plays on stage have been held in school. Students have visited several natural heritage sites so that they understand the need to preserve their culture and heritage. (Please refer to the appendix for detailed lesson plans on some criteria.)



▲ EFA Poster

6.3 Programme Impact on Averroes Community

The project has helped to improve students’ research capacity, communication skills, and leadership qualities as well as their grades and academic results. There was a significant change in the behaviour, values, and attitude of the students. Students are more responsible in caring towards the environment and in improving living and health conditions. They discovered efficient ways to communicate with people and the pleasure of working together. In addition, they endeavoured to raise public awareness of poverty, health and hygiene, as well as education. More than any other thing, the students learned to think of themselves as a member of the society, not of an exclusive class they inherited from their parents.

This programme has enabled the facilitators to bridge a gap that exists between their generation and younger ones. The facilitators also realized that this programme contains a continuous challenge and requires motivation and reinforcement for the whole school and the community. The project shows the enormous capacity of teacher training and it has been extended to many

other schools. Ultimately, teachers and program coordinators have come to believe that this program gives a new hope that is found in the potentials of the next generation.

7. Conclusion

Globally, we are living in a difficult time facing new challenges. Education is considered a key dimension and effective strategy to address these challenges and to build the long term process of peace, tolerance, justice and intercultural understanding. The mission of Academia de Averroes is to provide a holistic quality education with a definitive focus on values teaching and supportive learning environment to make education more conducive to the development of world citizens, proud of their identities and motivated to contribute to a sustainable future of the world.

SAP of Averroes strives to attain all the goals of EIU. The interdisciplinary approach and methodology can be helpful to other schools as well. Teachers who want to conduct the same activities for sustainable development can get support from this project and also introduce new and meaningful activities.

The Academia de Averroes intends to reorient its syllabi to let the students learn the importance of dialogue among nations and understanding each other. For this purpose, in collaboration with MHD, Academia de Averroes plans to utilize ICT education making it possible to expand the current SAP programs into many underprivileged areas from 2011. Multimedia presentations will be set up in schools that lack infrastructure and provide learning contents to students.

“Together, We Shall Win the World.”

Appendix 1 Article on Cultural Heritage Awareness

“Awareness Among Youth for the Conservation of Islamic Cultural Heritage”

By : Mrs Naheed Pervez, Academic Consultant \
Vice Principal, Academia De Averroes

It is a fact that cities that neglect their past endanger their future. This is especially true if we are to consider ourselves to be in the centre of the rich cultural heritage called Lahore. What is ironic is that in spite of this, we are losing this precious historical identity merely for the sake of progress.

We must actively show our children the wonderful architecture monuments such as The Lahore Fort or Delhi Gate. We must weave stories to entice their imagination; to spark the need to preserve our legacy. This is possible in so many ways; through art, visiting the museums which are lesser known, or even taking them to the workshop of a carpet weaver. Our children have seen the carpet, probably know of its retail value, but are they aware of its priceless history, of its impact on trade, of the meaning of the symbols or of how many stories have been wound into the historical folklore that stems from the kaleidoscope of colours woven into each piece?

The youth of today read about Islam and the Mughals but how many have actually observed the frescoes on the wall of the Lahore Fort or are familiar as to why ‘The Hall of Mirrors’ was given that name? Behind every crevice lies a story.

Lahore is losing its soul due to our neglect. It is our duty to create the bonding with the past that our elders have instilled in us.

In one corner of Lahore is the home of video games and rap music but not

very far away is the Walled City, and around it, lies our heritage; one whose grandeur is withering away. The youth today could probably not imagine that Lahore was once the centre of cultural diversity and tolerance. At one time it was the home to many Islamic scholars which excelled in the fields of medicine, language, Sufism, literature, philosophy, art, and science; all factors which makes Lahore the stronghold of Islamic Heritage.

Again, if our children show ignorance to our rich legacy, it is our fault. After all, no one visits Paris for business, only for the rich cultural heritage which has been preserved so nicely for all to see and, through imagination, come to life.

Actually, imagination is the root of all motivation. First, an idea must be conceived in the mind, conveyed, and finally, implemented through the eyes of the youth for the true preservation of cultural identity. Otherwise we will become a lost remnant, a wonder lost to a page in a history book to which no one can relate.

Living history, if not preserved, becomes dead in words and deeds, the buildings crumble away, the carvings wither, bones disintegrate, and the essence and symbols disappear.

Let us preserve our legacy starting today.

Appendix 2

Lesson Plan on Global warming activities for kindergarten

The Earth has a Fever!

Objective:

The children will be able to identify connections and the cause & effect relationship between human activities. The students will also be able to identify natural resources and the conservation of resources. The children will be able to distinguish between land and water on the globe.

Teaching strategies:

Using puppets as props to engage children in brainstorming and expressing their ideas after having it modelled by the teacher.

Anticipatory set:

Script to use with Earth mask:

Mother Earth:

Hi guys! It's me, Mother Earth. You know, the big old world you are sitting on. I bet you never thought I would come and chat with you today.



Reach down and touch it – it's me! You can jump on me, you can dance on me, you can somersault on me, you can dive into my water, roll around on my grass, dig in my sand, and wiggle your toes in my squishy mud. I am the whole world: I am the oceans, I am the land, I am the forests, I am the mountains. I hold all the animals in the world in my arms, all the fish in the sea, all the butterflies in the air, and all the people on the earth. I am your

planet, I belong to you and you belong to me, and together we live a happy life.

Question:

Have you ever seen my oceans? Have you ever seen my forests? My rivers? My mountains? What do I look like? What do I feel like? What do I smell or sound like? (Bring in their previous knowledge, generate their interest in the area, then you tag them into a topic they already know about) (Reinforce connectedness)

You are such smart children. You have learned so much about me and you bring me such joy. But I came to you today because I have a problem and I think you can help me.

Mother Earth:

I have begun to get a bit of a fever because some of the people who live on me are making me sick with the dirty gas in their cars, stinky smoke that comes from factories, and icky garbage. I am getting warmer and warmer because when certain things called fossil fuels are burned the smoke from their burning goes up into the sky to create a kind of a roof on top of the sky. Can you imagine what a roof on top of the sky would be like? The gas people put into cars is a fossil fuel and when you drive around in the car, all the smoke that comes out of the pipe in the back and goes up into the sky. When so much smoke goes up into the sky it builds a big roof over the sky and this roof keeps all the hot air from going back out to space, just like the roof of a car! With this roof and heat, I am starting to get sick and my sickness is called Global Warming. I came to you because I knew you would understand and I know how smart you are, and I know you can help. A lot of grownups are helping too. But, I need the help of all the little children of the world to make me better because, if we work together, we can make me

a happy and healthy place to live for all the little children and animals in the world.

(Brainstorming Ideas and Solutions, children generating ideas from their base of knowledge)

Question:

Mother Earth: Has anyone ever told you how to take care of Mother Earth? You know many wonderful ways of helping the earth. Tell me what you know.

Mother Earth:

Those were really great ideas! I knew you were so smart. There are so many ways to take care of me and here are some more:

What you can do:

1) Always turn off the lights when you leave a room, because electricity takes up a lot of energy and makes the Earth hot.



2) Make sure to close the refrigerator door after you are done getting something or putting something away. We save energy when we are not using it.



3) Turn off the water when you are brushing your teeth, so you can save water. So be sure to only use as much water as you need.



4) Spend time gardening and planting trees if you can. If we have lots of trees, they can eat up some of the gases, and the Earth can stay cool.



5) Do you recycle your cans, bottles, and paper at home? Try to recycle all the cans, bottles, and paper that you use.



6) Try to ride your bike or walk when you are going somewhere close by instead of driving in a car with your family. Remember, the smoke that comes out the cars causes the Earth to get a fever.



7) Tell your friends and family about these great things you can do to help bring down the Earth's fever.



Appendix 3

Lesson Plan on Environment/Recycling

The Earth has a Fever!

Objectives:

It deals with environmental issues and raises questions regarding:

- 1) Pollution
- 2) Recycling of waste matter
- 3) Respect for the environment

Make children aware about: types of pollutants.

Their causes and preventive methods and our responsibilities towards shared resources.

Oral work

Time: Two Lessons

Open heaps of rubbish in the street is not just ugly, they also cause pollution and disease.

Plastic bags left blowing around in the street can cause accidents.

Children must be aware of the dangers of putting plastic bags on their faces or in their mouth.

Using the following questions for a class discussion:

- 1) What do you think happens to the plastic bags?
- 2) Where do you throw away plastic bags: in a bin / on the play ground / on the street?
- 3) What harm do you think plastic bags can do to others?

Learning facts:

Plastic bags are useful because:

- They don't cost much to buy
- It is easy to carry things in them
- It is easy to put rubbish in them

Plastic bags are dangerous:

- They contain poisonous chemicals and when food is kept in them the poison gets into the food.
- They are airtight and if they cover a plant or a person's head they stop them from breathing.
- If an animal eats one by mistake it would choke to death.
- When they are burnt, the smoke they produce is very poisonous.
- When they get buried in the ground they don't dissolve and plants cannot grow.
- As they cannot melt away like paper, they block drains and cause more pollution.

You could make a difference by:

- Refusing to use plastic bags;
- Telling shopkeepers why you will not use plastic bags;
- Making a cloth shopping bag for yourself and your family members;
- Insisting on using only your own cloth shopping bag for your things.

Work done by children



▲ I will never use plastic bags.
(Uzaina Class II)



▲ No more plastic bags.
I have my own cloth bag.



▲ Let's make our own cloth bag.
(Students from class 5)



▲ Look at our lovely cloth bags.
(Students from class 5)

Appendix 4 Lesson Plan on Cultural Heritage

Save Cultural Heritage

Objective of the activity : (for grades 8 & 9)

To promote love in children for our cultural heritage that has been handed down to us by our forefathers. There are many ancient places in Lahore as well. All these sites are important and hold great value for the people. All of us feel pride in our own cultural heritage. Cultural heritage also gives us our identity, which is different and unique. It is important that we all use these places with care and keep them safe and free from damage, so they can last for our future generations.

Saving Our Heritage: Adopt a Sight

- Every year students and teachers select a sight.
- So far they have visited three gates of the walled city and Lahore fort.
- Student of grade 8 and 9 were involved in this project.
- With the help of social studies teachers they collected all information about the walled city from books and the internet.
- Teachers organized a trip to the famous Akbar Gate of the walled city.
- Students took their pens, notebooks, and cameras. They made posters to give awareness to the people to that area about importance of this old city.
- Why to visit different gates of the walled city.
- They made a list of the damage done to the area

High time to preserve historical mounds

By Shafqat Tanvir Mirza

THE non-functional judge of the Supreme Court, Justice Iftikhar Muhammad Chaudhry, is perhaps the first judge of our apex courts who took the suo motu notice of vulgarisation of the Lahore's historical wall by a businessman who was violating all laws related to construction, archaeology and environment. None of the provincial and federal departments had taken note of this vandalism. It was Justice Chaudhry who summoned the officers concerned and asked why a historical site of great cultural value was being encroached upon and why their departments were ignoring all what was happening to the city wall? In another session, he ordered the department concerned to submit a list of the Punjab monuments preserved or to be preserved by the government.

It is a long and sorry story. Punjab and Lahore have been vic-

the footsteps of the Afghan Taliban who, in spite of the world-wide protest, did not spare the great statues of Buddha, one of the wonders of the world.

What happened in Pakistan is a sort of cultural Talibanisation. Languages of the people like Punjabi, Bengali, Sindhi, Balochi, Kashmiri and Pushto were dubbed as the languages of the infidels.

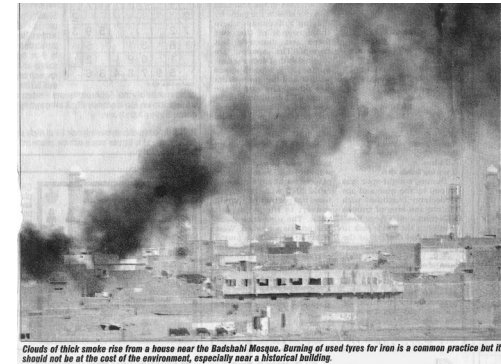
Harappa, Taxila, Ganeriwala, Jalilpur and the Parhalad Mandir of Multan, Tilla Balnath of Jhelum, Gor Khatri of Peshawar and Hanglaj of Sindh/Balochistan all are the remains of the infidels Muslims should have nothing to do with. The same is the attitude towards



Koto Tarar in Hafizabad district. An engineer, Dr Parva Habibullah, in his book, *Frontiers of Metallurgy Archaeology of Ancient Punjab*, says: "Two mounds some archeological important Mandrainwala and Mohanjaro were visited by the author. These ruined cities were founded by Raja Askanb who was a relative of Raja Salbahu of Sialkot (he was the father of Puran, Bhagat and Rasaloo). There was no restriction from the Archaeology Department for visiting. Pieces of slag, iron, pottery and bones were scattered hither and thither on the mound — the survey of the mound almost nine furnaces, which are circular in shape, have been identified by the author. It confirms that old inhabitants of this ruin city were well versed in iron and steel manufacturing". All Punjab districts have h

by careless people.

- They educated the residents of that area about the litter and garbage inside.
- Through posters, they raised the awareness of ordinary people.
- Once during their visit they were told that a business man was encroaching and violating all laws related to construction, archaeology, and environment of Lahore's historic wall. The students wrote a letter to the concerned authorities and the letter was signed by the concerned people of that area. Many people stood together in favour of this noble cause. The media played a major role and finally a Supreme Court judge took action against the business man, ordering the concerned department to take strong action against him.
- During their visit to Lahore Fort they observed a cloud of thick smoke rising from a house near the Badshahi Mosque. They were told that the burning of used tyres for iron is a common practice. It was published in a newspaper as well.



Clouds of thick smoke rise from a house near the Badshahi Mosque. Burning of used tyres for iron is a common practice but it should not be at the cost of the environment, especially near a historical building.

Appendix 5

Lesson Plan on Animal Protection

A Thematic Unit Plan

Grade Level: 2 to 4

Inter disciplinary approach

Objective:

To help children broaden their concepts of living things. The overall purpose of this interdisciplinary, thematic unit of study is to help young children learn more about the development of an amphibian species as they become involved in a number of interdisciplinary lessons and activities over a three or four week period.

The children will also have experiences in caring for animals, and they all have opportunities to express themselves through creative work in art, music, and movement activities.

Design of the unit plan

Our children sketch the changes they observe as they watch tadpoles develop through the study.

Language arts:

Reading of a poem on frogs. Write creative stories having frogs as main characters.

Mathematics

Prepare a chart or graph showing children’s observations of the stages of growth of their tadpoles. Match predictions with results at the conclusion of the study.

Dance / movement

Exercises that encourage the children to use their arms and legs to show

movements of frogs.

Music

Teach the children songs having frogs as a theme

Science:

View pictures of different kinds of frogs on a CD-Rom.

View a video tape or film showing the stages of development from eggs to mature adult frogs. Listen to tape recordings of frog sounds to identify different kind of frogs.

Social studies:

Show a media presentation that discusses the large population of frogs. Read information to children that indicate some cultures eat frog legs as a delicacy.

Evaluation techniques:

Observe the children during group work. Each child will maintain a portfolio.



▲ Individual sketches made by our children

The world Amphibian Day

The purpose of this project is to allow students from all over the world a chance to help foster knowledge and appreciation for the plight of the many thousands of endangered animals of the earth. Students will gain valuable skills for researching, collaborating, and communicating while sharing their information with people around the world.

Students of Academia De Averroes in collaboration with Lahore zoo celebrated amphibian day. An inter-school competition of model making, poster making, and a frog race was organized. Students of Academia De Averroes participated whole heartedly in this competition. Media and local people observed this competition and appreciated the work done by students.



▲ To promote love and care for animals
World Animal Day (4th October)



World animal day was started in 1931 at a convention of ecologists to highlight the plight of endangered species. Since then it has grown to encompass all kinds of animal life and is widely celebrated in countries throughout the world.

To show love for animals, students of Academia De Averroes have adopted the hippopotamuses "Raja & Rani" in the Lahore Zoo.

They celebrated a friendship day of Raja & Rani on 6th February 2009. Media and local public took interest in the celebration.

On behalf of APCEIU, Mr. Sejoo Kim, Junior Programme Specialist of the Publication and Information Team, undertook a field visit to Academia de Averroes, in Lahore, Pakistan from 30 November to 4 December 2010 to carry out the following missions: 1) to confer the EIU Best Practices Award, 2) to provide the guidelines on finalizing the report, 3) to visit a field school in Goulber, heritage sites, and the Ravi River, and 4) to have an in-depth interview with students and teachers participating in the programme discussing how to continue and enhance further activities related on EIU.



▲ Group Photo with Averroes Students and Vice Principal



▲ Students of Averroes and Literacy Center at the Village of Gulberg

