

Draft Session Plan:
National Consultation on Inclusive and Child Friendly Education,
Islamabad, July 2010 (Tentative)
As of 7 April

Overall goal:

- To provide an opportunity for all the stakeholders to clarify and enhance proper and common understanding on the concept/approach of Child Friendly Inclusive Schools.
- To identify bottlenecks to realize Child Friendly Inclusive Schools in the country, clarify necessary action points and their monitoring system.
- To enhance networking among stakeholders through their activity mapping in relation to Child Friendly Inclusive Schools/Education.

Time	Topic	Facilitator/Chair/Moderator (F/C/M)	Objective	Content	Methodology	Outputs
Day 1						
9:00-9:30	Registration					
9:30-10:00	Prayer, Welcome, Inauguration	C: Focal Person, MoE F: UNICEF		<ul style="list-style-type: none"> • Inauguration (official opening speech) by Federal Secretary of Education, MoE • Seminar objectives and agenda - Martin Mogwanja, Representative, UNICEF 		
1000-11:00	Conceptual Framework -Child Friendly Inclusive Schools Q&A (approx 15-20 min.)	Sheldon Shaeffer	<ul style="list-style-type: none"> • To explain the rational of CFS (link with CRC principles as its key essence etc). • To define CFS's major components from the right-based approach as a pathway to quality education. • To enhance participants' understanding on the scope of CFS – necessary 	• XXXX	XX	

			engagement from all the stakeholders to realize the rights of children in schools.			
11:00-11:15	Tea/Coffee Break		•	•		
11:15-12:00	Status of Education in Pakistan	Presenter: Somebody from Academia/AEP AM, P&P Wing F: ??	To set a common ground of “where we are in Pakistan” to realize the rights of children for their education.	<ul style="list-style-type: none"> • CRC monitoring report • National Education Policy • Key statistics as enrolments, completion/dropout rates, the number of schools with/without school building, WES facilities, SMCs, etc 	Presentation or any films showing classrooms, interviews to communities, children, mothers etc about their schools and conditions (from Non-CFS).	
Session 1: Inclusive and Child Friendly Education –National Experiences						
12:00-13:30	Introduction to the CFS dimensions – how can we bring the CRC in schools? Sharing of practical experiences	Presenters (P): • Academia (to be selected) Moderators: Focal person (MoE) & Sheldon Sheffer	To facilitate the participants’ understanding on the CFS experiences within the country - from a few provinces.	<ul style="list-style-type: none"> • Experiences of Inclusive and Child Friendly Education in Pakistan. 	Presentation and/or any films showing classrooms, interviews to communities, children, mothers etc about their schools and conditions (from CFSs).	
13:30-14:30	Lunch & Prayer	•		•		
Session 2: Barriers and Enabling Factors to realize CRC Principles at Schools in Pakistan						
Where do we stand and what are not reached? Bottle necks - By CRC key principles						
14:00-14:15	Short video – related to Inclusiveness					
14:15-16:30	<i>Inclusiveness (important factors – samples)</i> <ul style="list-style-type: none"> • <i>Child seeking & girl friendly school</i> • <i>Gender sensitive in all aspects.</i> • <i>Compensating for</i> 	P: 1 presenter: 1) TBA F: TBA	<ul style="list-style-type: none"> • To deepen participants’ understanding on various types of “barriers” exist for the diverse natures and backgrounds of “out-of-school” 	<ul style="list-style-type: none"> • Brief review of the concept of “inclusiveness” • Overview of the types of out of school population and their needs 	<ul style="list-style-type: none"> • Presentation • Small group discussions • Plenary discussions for summarize the points and 	<ul style="list-style-type: none"> • Missing links to ensure inclusiveness in schools clarified. • Consensus on the action points to remove bottlenecks to

	<p><i>home-based problems and disadvantages.</i></p> <ul style="list-style-type: none"> • <i>Rules and norms that are fair and applied impartially in practice</i> 		<p>children – for them to reach to, retain and complete education cycles.</p> <ul style="list-style-type: none"> • To develop common understandings on what are working and not working under the current Inclusive and Child Friendly Education experiences. • To understand the bottlenecks and to reach to consensus on how to overcome these with recommendations & action points. 	<ul style="list-style-type: none"> • Explanation on how their needs to go to school are currently being supported/not-supported in the country. • Successful experiences sharing and gaps. • Identification of bottlenecks and how to overcome them with action points. 	<p>consensus building on recommendations and action points.</p>	<p>ensure all the necessary barriers to achieve “inclusiveness” in the schools.</p>
16:30-16:45	Wrap-up of Day 1	F:	•	•	•	•

Day 2

Session 2: Barriers and Enabling Factors to realize CRC Principles at Schools in Pakistan

Where do we stand and what are not reached? Bottle necks - By CRC key principles ...continued from Day 1

9:00-9:15	Short video – Democratic Participation					
9:15-10:45	<p><u>Democratic Participation</u> <i>(important factors – samples)</i></p> <ul style="list-style-type: none"> • <i>Child, Parent/Community participation in gender sensitive curriculum design and school management</i> • <i>Strong links and mechanisms of</i> 	<p>P: 1 presenter: 1) TBA</p> <p>F:</p>	<ul style="list-style-type: none"> • To deepen understanding on the rights to information, expression, decision-making and association affirm children as rights holders. • To deepen participants’ understanding that to ensure holistic development and protection of children, it is important to have full 	<ul style="list-style-type: none"> • Overview of the communities where out of school children belongs, their daily needs and concerns. • Importance of making education and school experience relevant to the culture and needs of communities and children. • Rights of children to 	<ul style="list-style-type: none"> • Presentation • Small group discussions • Plenary discussions for summarize the points and consensus building on recommendations and action points. 	<ul style="list-style-type: none"> • Missing links to ensure democratic participation in schools clarified. • Consensus on the action points to remove bottlenecks to ensure all the necessary barriers to achieve “democratic participation” in the schools.

	<p><i>cooperation between parents/community and teachers/school administrators</i></p> <ul style="list-style-type: none"> • <i>Accountability of stakeholders to facilitate meaningful participation in education for all.</i> <p><i>Way forward</i></p>		<p>ownership and support from their community and family in the school, and associated importance to have their meaningful participation.</p> <ul style="list-style-type: none"> • To analyze what are working and not working under the current Inclusive and Child Friendly Education experiences. • To understand the bottlenecks and to reach to consensus on how to overcome these with recommendations & action points. 	<p>participate – from CRC.</p> <ul style="list-style-type: none"> • Successful experiences sharing and gaps. • Identification of bottlenecks and how to overcome them with action points. 		
10:45-11:00	Tea/Coffee Break		•	•	•	•
11:00-11:15	Video-related to Child Centredness		•	•	•	•
11:15-12:45	<p><u>Child Centredness</u> <i>(important factors – samples)</i></p> <ul style="list-style-type: none"> • <i>Child-centered pedagogy; childcentered teaching and learning process</i> • <i>Healthy learning environment (WES, nutrition, de-worming, vaccination, micro-nutrients)</i> • <i>Safe learning environment</i> 	<p>P: 1 presenter: 1) TBA</p> <p>F: TBA</p>	<ul style="list-style-type: none"> • To deepen participants’ understanding on the need to ensure the well-being of the whole child, including attention to the different needs of different groups. • To develop common understanding on what are working and not working under the current Inclusive and Child Friendly Education experiences. 	<ul style="list-style-type: none"> • Overview of the requirement of making schools and education child-centred – being sensitive of their developmental, protection and individual needs. • Successful experiences sharing and gaps. • Identification of bottlenecks and how to overcome them with action points. 	<ul style="list-style-type: none"> • Presentation • Small group discussions • Plenary discussions for summarize the points and consensus building on recommendations and action points. 	<ul style="list-style-type: none"> • Missing links to ensure child-centredness in schools clarified. • Consensus on the action points to remove bottlenecks to ensure all the necessary barriers to achieve “child centredness” in the schools.

	<p><i>(school construction, playgrounds, cafeteria...)</i></p> <ul style="list-style-type: none"> • <i>Protective learning environment (gender based violence, abuse, bullying- free, corporal punishment-free, disaster risk reduction)</i> • <i>Child-friendly architecture, furniture/Child participation in school design</i> • <i>Teaching and learning materials, recreation materials, library, etc</i> <p>Challenges and Way forward</p>		<ul style="list-style-type: none"> • To understand the bottlenecks and to reach to consensus on how to overcome these with recommendations & action points. 			
12:45-13:15	<p><u>Information Market</u> Materials, tools and activities that can facilitate Child-centredness in schools</p>	Various organizations	<ul style="list-style-type: none"> • To facilitate the participants to understand various methodologies that can bring about child-centredness within classroom/school environments. 	<ul style="list-style-type: none"> • Various organizations exhibits and explains their experiences in facilitating child-centredness in schools in different booths. • Participants walk around and interact 	<ul style="list-style-type: none"> • Booths with exhibitions from various organizations. 	<ul style="list-style-type: none"> •

				with these presenters,		
13:15-14:15	Lunch		•	•	•	•
14:15-15:30	<u>Policy and administration</u> <ul style="list-style-type: none"> Where are we – in terms of policy and administrative support to realize inclusive and child friendly education? 	P: 1 presenter: 1) TBA F: TBA	<ul style="list-style-type: none"> To deepen understanding on what policies and administrative structure exist in the country, which support Inclusive and Child Friendly Education. To understand what more that needed to be done to strengthen Child Friendly Inclusive Education with recommendations & action points. 	<ul style="list-style-type: none"> Brief overview of the required types of policies/administrative structure to realize Child Friendly Inclusive Education. Brief explanation on the current status on the policies, regulations, notification etc and administrative structure. What are needed more and what are the bottlenecks and how can we overcome them? 	<ul style="list-style-type: none"> Presentation Small group discussions Plenary discussions for summarize the points and consensus building on recommendations and action points. 	<ul style="list-style-type: none"> Clear understanding on what types of policies/administrative structures are successful/what can be strengthened to realize Child Friendly and Inclusive Education. Consensus on the bottlenecks and recommendations /action points to overcome these bottlenecks.
Session 3: Way Forward						
15:30-16:15	<u>Summary of the recommendations and action points</u>	C: MoE F: Sheldon Shaeffer	•	<ul style="list-style-type: none"> Compilation, summary of the recommendations & action points from the prior sessions. Way forward (including establishment of committees for following up declaration and recommendations). 	• Plenary discussion	•
Closing Session						
16:15-16:30	Launching of Inclusive Education Toolkit (Urdu)		•	•	•	•
16:30-	• Closing remarks		•	•	•	•

17:00	by the Secretary, Ministry of Education					
	• Vote of thanks					
	•		•	•	•	•