



# MAGAZINE

VOLUME# 01 | ISSUE# 01 | SEP 2022

## PROGRESSIVE EDUCATION NETWORK

QUALITY EDUCATION, BRIGHT FUTURE



### CONTACT US



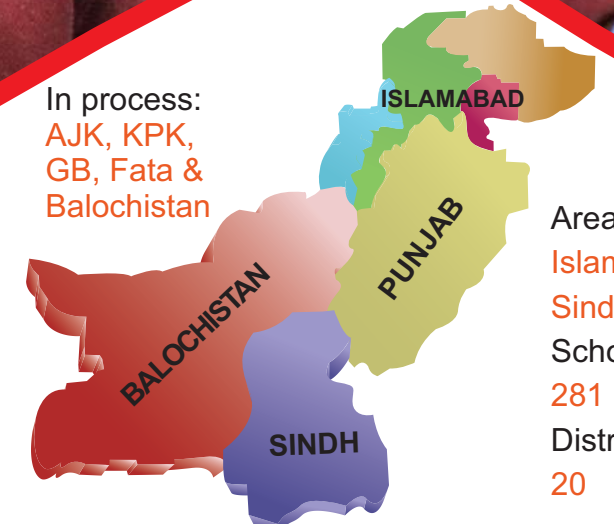
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- Inspiring Kids To Be Stars
- NFE School Program
- Single National Curriculum
- PEN Academy Digital Learning Platform



In process:  
AJK, KPK,  
GB, Fata &  
Balochistan

Areas:  
Islamabad, Punjab,  
Sindh  
Schools:  
281  
Districts:  
20



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PROGRESSIVE EDUCATION  
NETWORK

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## THE CHIEF EXECUTIVE OFFICER

### Dr. Muhammad Najeeb Khan



I am excited to serve as CEO, Progressive Education Network (PEN) and feel impulsive to achieve its challenging objectives. PEN envisions to create a conducive learning environment by improving school infrastructure, imparting quality education and transforming the minds of teachers and children. The holistic development of children in order to achieve the traits of 21st century is the ultimate mission of PEN.

PEN Management and school staff is committed to carry out their roles with openness and efficiency. I emphasize the importance of accountability and transparency to my managers, teachers and administrative staff. It is our prime responsibility to ensure that funds are prudently utilized and its activities are effectively managed for sake of achieving academic success for PEN students. The essence of my role as CEO, PEN is not limited to administrative tasks only, but to work collaboratively with all the stakeholders and unleash the potential of children, teachers and the public sector at large.

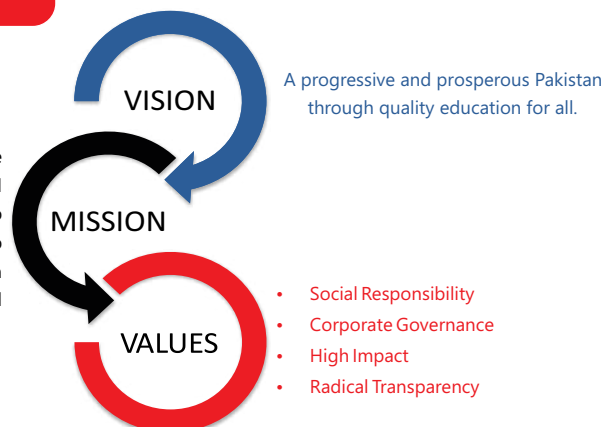
CEO (PEN)

## WHO WE ARE

We must remember that intelligence is not enough. Intelligence plus Character that is the true goal of education.

*Martin Luther King Jr*

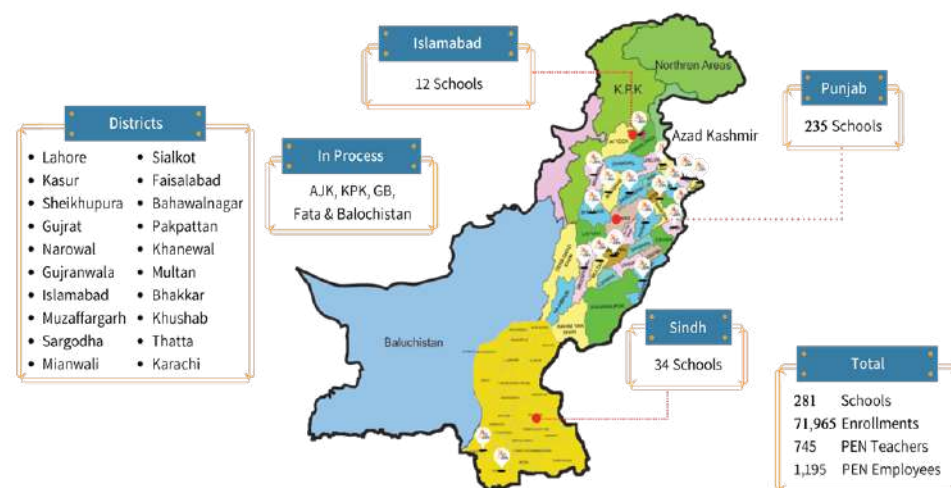
Create a conducive school environment to educate and foster children in becoming literate and ethical citizens of Pakistan. Train and inspire teachers to teach students with compassion and contribute to the cause of nation building. Adopt modern techniques and technology in the teaching and learning processes.



## PEN PRESENCE

Ensure inclusive and quality education for all and promote lifelong learning.

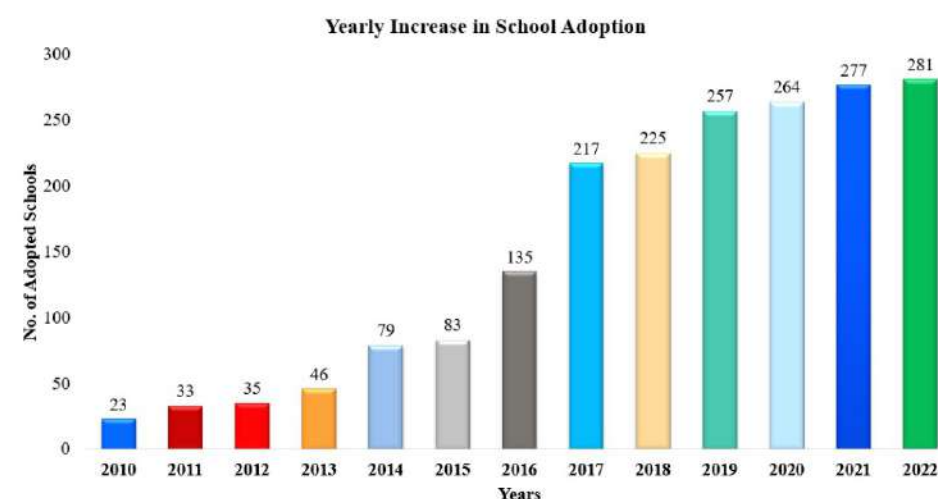
*(UN-SDG4)*



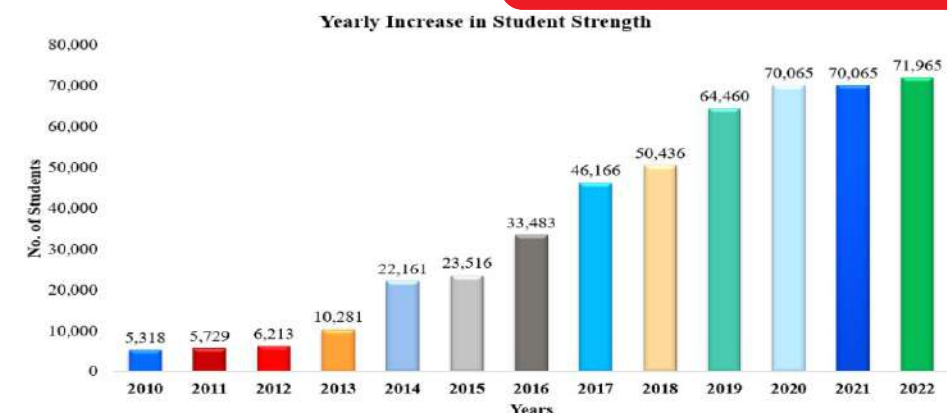
## YEARLY ADOPTION OF SCHOOLS

Children shall have concrete experience in a school environment.

*Rousseau*



## YEARLY INCREASE IN ENROLMENT



## PEN TRANSFORMS LIVES

**P**EN is a non-profit organization that claims zero% ownership and transforms lives by giving quality education in underserved areas of Pakistan. PEN offers an education that enlightens the most vulnerable sections of society in order to make the children more learned, characterful, and dynamic so that, they can confront the prevailing challenges of life.

PEN is putting out its optimal efforts to ensure that all children regardless of any discrimination can benefit equally from its services. It provides a digital learning platform, technology-based smart classrooms, a conducive learning environment, school health care services, scholarships, reading and writing competitions, and co-curricular activities to transform children's minds by sharpening their learning abilities. It empowers girls by giving them equal opportunities to get an education in a conducive learning environment. Indeed, PEN is a dynamic platform for the professional growth of youth.

PEN provides "Teacher's professional development Programme" for sake of reshaping professional development by imparting their pedagogical skills, effective teaching, and professional grooming. Thus, PEN teachers emerge as dynamic actors in the grooming of teachers, students, and their parents. PEN upgrades the school infrastructure by providing missing facilities. It makes the school environment more alluring and favorable for learning. It engages the community through social mobilization campaigns and develops a strong connection with parents and the community. It helps PEN Management in generating funds and investing in school infrastructure, which ultimately helps in meeting the target of quality education.

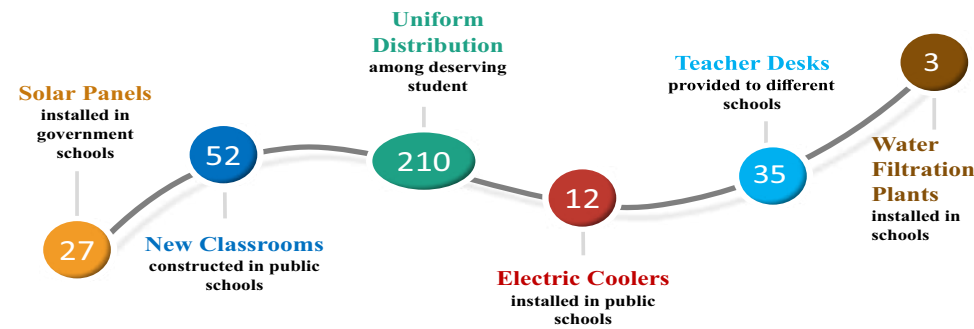


## PEN MODEL SCHOOL





## SCHOOL INFRASTRUCTURE SUPPORT



## SHOES & UNIFORMS DISTRIBUTION



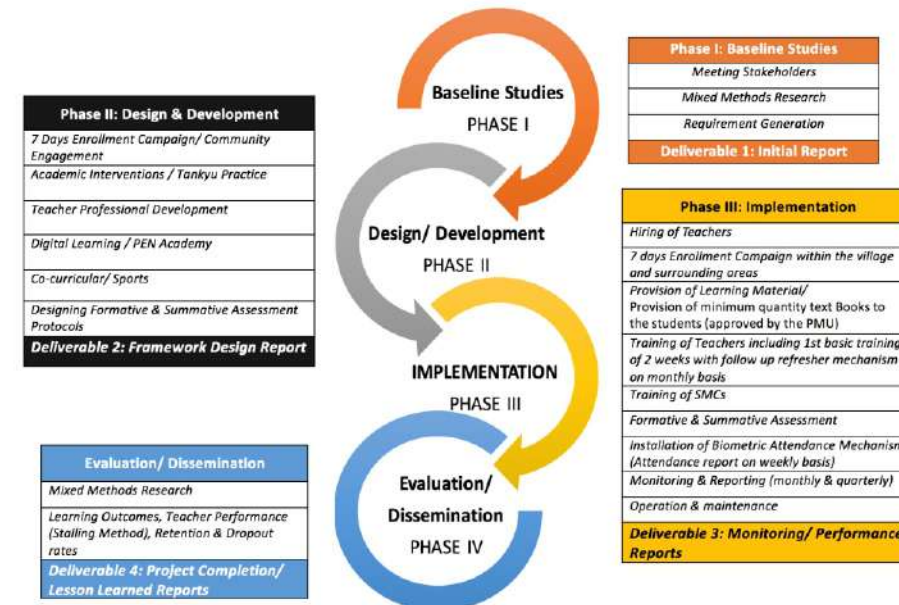
Barefooted kids without sweaters are in cold winter, and walking to a government school is a common sight in Pakistan. Government schools are populated by a bulk of poor family kids, who cannot afford proper clothing and shoes. Numerous of these children are attracted to fungi, viruses, and illnesses that cause serious harm to their health. Giving needy children clothes and shoes for school is an efficient approach to protect their bodies while they go to school. This also develops a sense of pride and affection for their schools.

In 2016, PEN launched a project to provide free-of-cost clothing and shoes to kids in the PEN-adopted schools. Continuing the Noble custom, PEN continued to provide almost 1800 PEN students with 570 pairs of shoes with socks and 1,255 sweaters. Even though shoes and sweaters alone are unable to address all of the issues that students in government schools confront daily, we feel that they do provide a feeling of comfort. Therefore, if children are given appropriate clothing, they are less likely to skip school. Thus, they walk with pride and it becomes a delight for the parents and teachers to watch.

The project aims to provide shoes and clothing to underprivileged kids attending public schools in undeveloped rural Pakistan. Our children are happier when they wear shoes to school and stay active. Furthermore, it greatly lessens the financial burden on parents who might worry that they won't be able to dress their children in appropriate footwear. Finally, the school administration appreciates that the students are dressed nicely.



## SCHOOL TRANSFORMATION APPROACH



# Transforming Public Schools Through Partnerships

## PEN ACADEMICS

The Department of Academics works to improve the academic environment of the adopted Government schools. Initially, they work to increase admission rate as per the capacity in schools, and control dropout rate and ensure the retention of students.

The department collaborates with parents for community awareness and mobilization particularly for drop out students to increase retention. Apart from facilitating personal hygiene and health, they also work to guarantee personal grooming, develop civic sense and social responsibility. They have a formulated Physical Fitness Program and developed environment reform activities to promote healthy activities in schools.

The department also works to ascertain a quality education through in-depth monitoring and evaluation of students, faculty and non- faculty. For this purpose, they have established Teachers' Training Policy which enables a quality education. Moreover, through intensive training, they work for professional grooming and development of school staff. Lastly, their tasks include the establishment of computer and science laboratories in middle and high schools along with the provision of infrastructure of schools. They are also responsible for developing the academic calendars for the adopted schools.



## PEN 100 SCHOLARSHIP PROGRAMME

PEN 100 Scholarship Program is a financial assistance program that supports students who are having difficulty continuing their education for financial reasons. Around 74 scholarships have been disbursed to the students till now. All competent students who study at PEN schools, including all public and private colleges and universities, are eligible for PEN 100 scholarship Program. Children of PEN workers are guaranteed 2% of the scholarship. PEN 100 scholarship aims to have 1,000 students as alumni in future years and to motivate the students to carry forward the mission of PEN towards the welfare uplift of society regardless of the barriers. The scholarships are granted mainly based on the student's socioeconomic background and continuously high academic record.

To improve the learning environment at adopted Schools through research, implementation, monitoring and evaluation.





- 1 Ensure access to learning, enhance learning outcomes, maximize graduation rate & control dropouts.
- 2 Maintain & improve health, hygiene, sports & co-curricular activities.
- 3 Inculcate character, civic sense & social responsibility in children.
- 4 Strengthening community engagements.



“Children shall have concrete experience in a school environment”.

-Rousseau-

## PROJECT-BASED LEARNING

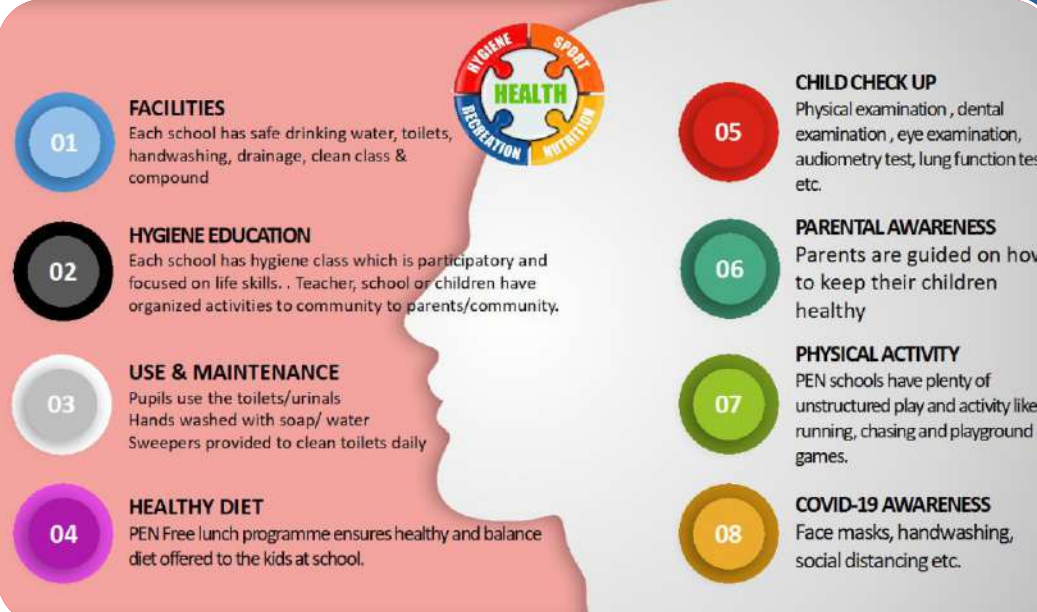
- 
**Reading Project**
  - Read is Need (English comprehension)
  - اُوار دو پڑھنا سیکھیں (Urdu comprehension)
  - (Reading with expression mode, making of scrapbooks)
- 
**Listening Project**
  - English and Urdu Rhymes
- 
**Math Flash Project**
  - Dodging Numbers / Tables Shapes
- 
**Magic of Science**
  - Quiz competition

## CO-CURRICULAR ACTIVITIES



Plantation Drives

## SCHOOL HEALTH CARE SERVICES



- FACILITIES**  
Each school has safe drinking water, toilets, handwashing, drainage, clean class & compound
- HYGIENE EDUCATION**  
Each school has hygiene class which is participatory and focused on life skills. Teacher, school or children have organized activities to community to parents/community.
- USE & MAINTENANCE**  
Pupils use the toilets/urinals  
Hands washed with soap/ water  
Sweepers provided to clean toilets daily
- HEALTHY DIET**  
PEN Free lunch programme ensures healthy and balance diet offered to the kids at school.
- CHILD CHECK UP**  
Physical examination, dental examination, eye examination, audiometry test, lung function test etc.
- PARENTAL AWARENESS**  
Parents are guided on how to keep their children healthy
- PHYSICAL ACTIVITY**  
PEN schools have plenty of unstructured play and activity like running, chasing and playground games.
- COVID-19 AWARENESS**  
Face masks, handwashing, social distancing etc.



## MORAL, SOCIAL & EMOTIONAL LEARNING

Moral, Social & Emotional Learning at PEN adopted schools aims to stimulate ethical reasoning, reflection, awareness, responsibility, compassion, nurturing respectful and empathetic attitude towards others. This helps students to overcome prejudice, discrimination, and other immoral behaviors.





## NON-FORMAL EDUCATION PROGRAMME



Evening classes are a great way for weaker students to spend extra time and effort to improve. For those interested in continuing education, evening schools offer flexibility to fit courses into their schedules. The motivation is to bring out of school children into the mainstream, who are working in various capacities, to earn a living, but are unable to come to school in the daytime.

In this regard, PEN has been invited by Dr. Farah Masood, Commissioner Sargodha Division, to contribute to the successful implementation of their "Non-Formal Education Programme" in Sargodha District. The goal is to mobilize schools and communities not only to promote the value of good attendance but also to take concrete steps toward reducing chronic absence.



سرگودھا کی کوششوں کے ذریعے سارگودھا میں کوششوں کے ذریعے باقی ماندہ خاندانوں کو بھی موجود ہیں۔



## TEACHERS' PROFESSIONAL DEVELOPMENT PROGRAMME (TPDP)

Better Teachers Make Better Students! PEN Teachers' Training Department ensures that all teachers, who enter the classroom are confident and well equipped with pedagogical skills to deliver effective lessons. The emphasis is on the practical aspects rather than theory. Moreover, implementing the skills learned in PEN teachers' training courses improves not only the teaching abilities of the trainee teachers but also leads to their career growth. In the last 12 months 1000+ teachers' training sessions, including the online courses, have been conducted in which 10,239 public school teachers participated from all over Pakistan.

### CYCLIC TRAININGS

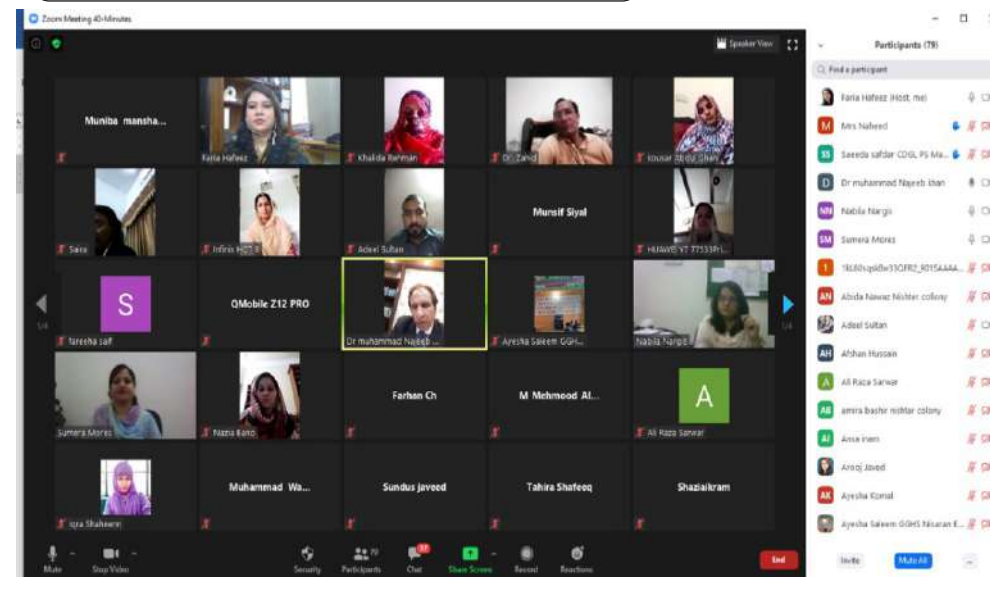
- Monthly Cycle
- Spring, Summer & Winter Cycles
- On – Job Training
- Online Trainings

### MONITORING & ORGANIZATION

- Classroom observations (Stallings classroom observation system)
- Maintaining Monthly Progress Report, Academic Calendar, Time Table, Bell Timing etc.
- Maintaining Subject-wise Period Allocation, Class Time Table, Daily Diary, Assembly Discipline
- Carrying out Parent-Teacher Meetings

### THEMES

- Teaching of Moral Values through Classroom Learning
- Effective Lesson Planning
- Effective Learning through Nursery Rhymes
- Classroom Management
- Life Skills Based Education
- Introduction to ZOOM App & Emerging Technologies in Education
- PEN Online Teaching Survey
- Online Teaching Methods
- Introduction to PEN Academy Portal
- Life Skills & Impact of Covid-19 on Society
- Schools Reopening SOPs
- Maintenance of Classroom Records
- Early Childhood Education
- Implementation of Physical Education during COVID-19
- English Language Skills
- The Space Between You And I
- Single National Curriculum



**LUBNA RAFIQUE**  
Primary School  
Gulab Devi, Lahore

"I joined PEN almost 5 years ago, but I never would have predicted that I will stay here for this long. I had always been a confident person, but PEN and my supervisors have made me comfortable in my confidence. And isn't this the essence of being a teacher? We are guided in every way possible with regards to lesson planning, diary keeping, syllabus formulation and conducting co-curricular activities".



**KUBRA MANZOOR**  
Primary School Jhugiyian  
Makhan Singh, Kasur

"When I joined the underperforming government-run school, everything was in pathetic condition. The school building was tattered, no text book for kids; and multi-grade teaching was carried out due to lack of space. Luckily, PEN adopted this school & brought multiple interventions to improve school infrastructure; offered annual & biannual teacher training; provided textbooks & notebook to students and introduced rules & policies to improve the school governance".



## PEIMA DEPARTMENT PSSP-PROJECT



The Government of Punjab has established Punjab Education Initiatives Management Authority (PEIMA) under Punjab Education Initiatives Management Authority (PEIMA) Act 2018. This Authority has been established to devise, implement and manage reformatory & dynamic initiatives in the education sector in partnership with the



private sector. After evaluating several models in the education sector from around the world, the PEN board of directors decided that it was much more efficient to adopt underserved public schools over a long period, this would allow us to add and build on their existing infrastructure and have an immediate impact on the student population by



implementing our reforms and programs. We believe that instead of investing resources in 'brick and mortar, we can leverage the existing infrastructure of public schools to focus on what goes on inside the classroom. So that Progressive Education Network adopted **143** public schools from PEIMA under the project Public School Support Program (PSSP) in 10 districts of Punjab. To ensure Quality in Public Schools of Punjab by introducing reformatory initiatives, capacity building, efficient utilization of existing public-sector facilities, and PEN is working with PEIMA into public-private partnerships to improve service quality in the education sector.

## DARAKHSHAN JOKHIO

Our story begins like most stories do; with a young child having underprivileged but loving parents who want the best for their child. Again, like most stories, we have journeys to faraway lands and even a princess. Darakhshan Jokhio was born in a remote village in Sindh where her father worked as a postman. When she came of age, her father took the right but undoubtedly difficult decision to move his family to Thatta city for the sole purpose of providing his children with a better education.

His labors eventually paid dividends for his family, as we'll get to know later, but it also inspired other families in his village to first hope and second, to make an attempt at a better future. That future was made possible by the existence of PEN, whose adopted schools provided Darakhshan with not only quality education at highly subsidized rates but training and a platform for public speaking. The same resulted in Ms. Jokhio's selection to represent Pakistan at the United Nations General Assembly in New York. She was elected as a member of Students' Representative Council to represent the girls of Pakistan at the UN in New York.



## REHANA ASHIQ

This story is about a girl who dreamt about a life that very few in her position would. Rehana Ashiq began her life in the humble surroundings provided by her father who works as a member of support staff at a private institute. From the time she could remember, our protagonist desired to become a doctor. With this aim in mind, she exerted herself with regards to her studies and extracurricular activities.

With Rehana managing her part, PEN stepped in with the necessary finances to transform this lifelong dream into reality. PEN has always strived for equal quality education. The determination and hard work of Rehana were recognized by PEN and she was made part of the 100 scholarship PEN Program.

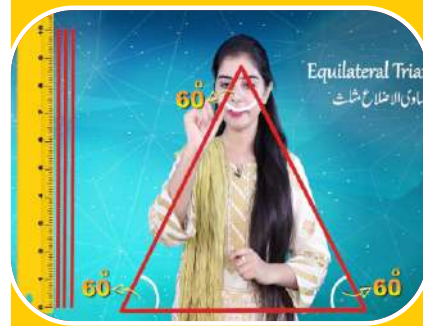
The respective program is tailor made for Rehana as it provides full scholarships to those students that are worthy but are facing financial hindrance for availing higher education. Rehana is now well on her way to become a physical therapist as she is in her last year of education at Allied Health Sciences Children Hospital.





“We need technology in every classroom and in every student and teacher’s hand, because it is the pen and paper of our time, and it is the lens through which we experience much of our world”

— David Warlick —



## PEN ACADEMY DIGITAL LEARNING PLATFORM

The PEN Academy Project is a PEN’s collective impact initiative aimed at dramatically improving K-12 student achievement from “cradle to school and college” through the use of digital technologies in Pakistan. Drawing inspiration from Khan Academy, created by Salman Khan in 2008, the PEN Academy Project has a common goal and shared metrics of creating a set of ICT tools that help educate children anytime and anywhere.

PEN Academy develops short lessons in the form of videos, quizzes, games, etc. The portal [www.penacademy.pk](http://www.penacademy.pk) includes supplementary practice exercises and materials for educators. All resources are freely available to the learners. The portal and its content are available in English and Urdu for children all over Pakistan. The project aims to mobilize public schooling to dramatically improve education through the use of digital technologies and online tools for the children growing up in one of the most impoverished areas of Pakistan.



Development Process

## INSPIRING KIDS TO BE STARS

The foundation for a child’s future personality is established during childhood. The responsibility for raising a well-educated and civic-minded generation of children rest solely with schools. “PEN Volunteering Programme” is designed to encourage community involvement in schools, allowing children to connect with civil servants, civic organizations, engineers, and doctors during school day. Recently, Civil Services trainees came to PEN adopted schools in Lahore to spend time with them.

They gave some motivational talks on important civic duty and skills like communication, cooperation and self-efficacy that boosted children ambition. Because education is a complex and diverse process, quality education for all children requires multi-sectorial strategies that are integral to overall development and success. Such interactions can also boost children morale, inculcating essential social, emotional and organizational skills that can help pupils succeed in the future.



## BECOMING AN INTELLECTUAL LEAD

Inclusive dialogue is important for consensus on the value of quality education for children in Pakistan. PEN leads in generating opportunities for intellectual discussion aimed at recognising the still understated potential of child education sector and to create equal opportunities for all.

PEN is an intellectual leader in setting the norms and standards for what constitutes quality education in government schools that could serve the country and its development needs. At the “First International Multidisciplinary Graduate Conference, held at PAF Noor Khan Airbase in Rawalpindi, PEN representative, Dr. Samiullah Paracha, was invited for production, discussion, and validation of guidelines and tools needed for the design, development, and assessment of quality education in Pakistan.



PEN Representation at First International Multidisciplinary Graduate Conference Rawalpindi



## FREE LUNCH FOR KIDS



CEO PEN meets Shahid Lone, founder and Chairman, Allah Waly Trust



Regular nutritious food is vital for children's physical and mental growth. It affects their ability to focus, concentrate and learn. Around four in five children in Pakistan live in households that struggle to put enough good-quality food on the table. In communities facing greater socio-economic barriers, 75% of parents run out of food sometimes or often. PEN launched a "Free Lunch" programme in schools with the collaboration of "Allah Waly Trust" to reduce food insecurity by providing access to a nutritious lunch every day. Healthy lunches have changed the children physically over the last couple of months. Now, due to free lunches, we have happy kids and teachers who are energetic and more motivated to learn every day.

## TRANSCENDING BORDERS



Organizations having an international presence or influence by operating at an international scale has become a common thing in today's day and age. Pakistan is no exception, though the quantum of local entities identified as international players is less vis-à-vis peer countries.

The benefits of internalization cannot be denied; efficient markets, competitiveness, distribution of wealth, to quote a few. PEN in true intrepid fashion initiated the course towards expanding across Pakistani borders. The aim was as simple and it is noble; to build awareness about PEN with the belief that branding would facilitate fund raising which in turn would exponentially strengthen our ability to provide quality education for all children.

The first step has been taken as PEN stands registered in the USA during December 2020. Encouraged by the same, our ambition is to register PEN in Canada, Japan, UAE & UK during the current year.

## THE SINGLE NATIONAL CURRICULUM OF PAKISTAN

### UNIVERSITY OF BRITISH COLUMBIA, CANADA



these documents, the curriculum should follow 6 themes;

- 1) **Holistic education**
- 2) **Student centred curriculum**
- 3) **Trans-disciplinary education**
- 4) **Values education**
- 5) **Development of knowledge, skills, attitudes and concepts**

In August 2020, Pakistan's government introduced the Single National Curriculum to improve the education institute of the country. The goal of the Single National Curriculum (SNC) was to unify the three streams of education; madrassa's, public and private schools due to significant disparities in education in these three streams. The Pakistani government wanted students in all three mediums to have equal opportunities to education. The specific objectives of the SNC are:

- 1) All children have a fair and equal opportunity to receive high quality education
- 2) Social Cohesion and National Integration
- 3) Alleviation of disparities in education content across the multiple streams
- 4) Equal opportunities for upward social mobility
- 5) Equity in education
- 6) Holistic development of children in the light of emerging international trends and local aspirations
- 7) Smooth interprovincial mobility of teachers and students

Since the announcement of the Single National Curriculum, there has been a debate regarding its utility. Opponents of the SNC argue that the content does not adhere to the educational themes found in the National Education Policy and the National Framework Policy. According to

Unfortunately, the SNC doesn't follow the above 6 themes and is similar to the national curriculum of 2006. Critics have also mentioned that the SNC doesn't include children who are visually impaired, autistic and who have other developmental disabilities. Despite its shortcomings, the Single National Curriculum is the first curriculum that includes Early Childhood Care and Education with an aim on "personal, social and emotional development".

According to the SNC, personal, social and emotional development refers to focus on children' learning how to work, play, cooperate with others and function in groups beyond the family. This section of the SNC focuses on, emotions, decision-making and problem-solving skills, identification of emotions, self-identity (awareness of strengths, weaknesses, values and beliefs), building positive relationships with others, being empathic, cooperative, respectful and sensitive to others needs), appreciating and respecting differences, having a sense of personal responsibility and being an ethical/moral member of the society.

In the West, "personal, social and emotional development" is known as Social Emotional Learning. According to (Durlak et al., 2011), the goal of education is not only to achieve academic success but also to teach children social and emotional skills, how to practice healthy behavior and behave responsibly.

Hence, Social Emotional Learning is equally important as cognitive development. Social Emotional Learning is a process through which people acquire the following skills: "recognizing and managing emotions, setting and achieving positive goals, appreciating the perspective of others, establishing and maintaining positive relationships and making responsible decisions" (Durlak et al., 2011). Social Emotional Learning includes 5 facets; self-awareness, social-awareness, self-management, relationship management, and responsible decision making. Self-awareness refers to recognizing our emotions, strengths, needs, and values. Social-awareness includes perspective-taking, empathy, and appreciating diversity. Self-management is the ability to manage stress, control impulses, discipline, and motivate ourselves. Relationship-management comprises building positive relationships, working cooperatively, and managing conflict. Lastly, responsible-decision making includes awareness of our ethical, personal, and moral responsibilities, identifying problems, and solving them in a constructive (Zins et al., 2007).

Past research about social-emotional learning has concluded that SEL school programs improved social-emotional competencies, yielded positive attitudes about the self, others, and the school, increased prosocial behaviors and reduced conduct problems, thus, adjusting behavior. Lastly, SEL programs significantly increased academic performance on achievement tests by an 11-percentile gain (Durlak et al., 2011).

Hence, it is great initiative by the Pakistani government to include personal, social and emotional development in the curriculum with an aim of holistic development in its students.



## EFFORTS TOWARDS SCHOOL ADOPTION

The year on year growth in the number of schools under our care stand testament to the faith and trust that PEN has accumulated over the years. With the present number of PEN adopted schools are 281 with 71,965 enrollments and 745 qualified teachers, the network has become a noticeable agent of quality in the field of

academics. PEN's footprints are strong in Punjab, followed by Sindh and Islamabad. While talks are underway within both provinces to further strengthen our presence, the exhilarating fact is the headway made in penetrating AJK, KPK, Gilgit & Baltistan, FATA and Baluchistan.

The CEO and senior management of PEN is in regular liaison with government officials in afore mentioned regions. It is anticipated that the formalities will be concluded sooner rather than later, enabling PEN to move swiftly towards achieving our primary goal of providing quality education for all.



CEO PEN meets former CM Baluchistan Aslam Khan Raisani and Schools Secretary Quetta

\*\*\*\*\*

Walking through the school's gate, waving at old friends, sharpening your pencil and cracking open a fresh workbook; the wonderful memories of school stay with us. At the time, it may have seemed irritating and frustrating, but let's admit it, most of us miss our school days.

Schools are much more than just brick walls, desks and chairs... a saying often heard to emphasize their significance. Whilst fully agreeing with it, as quoted by Malala Yousafzai "One book, one pen, one child and one teacher can change the world", the importance of structure and amenities

cannot be ignored. It is human nature to be swayed towards things that are orderly, proper, methodical and neat. A child's heart and brain is no different. Give him a proper structure with all the facilities and then watch as he exercises his mind and imagination.



CEO PEN meets Federal Minister Shehryar Afridi, Punjab Education Minister Murad Raas, Chief education Officer Gujranwala and Sindh

## EFFORTS TOWARDS SCHOOL ADOPTION

As per PEN's practice, post acquiring a school, all aspects therein are upgraded to internally set standards. One such aspect is the outlook and the services of schools under its care. A premise managed by us will LOOK the part as well.

Recently transformation work was initiated on all of them. To quote a few instances, 27 schools were the recipient of solar panels, 52 new classrooms were constructed across our network, 210 sets of uniforms were distributed to deserving students, 12 electric coolers were installed in schools to

beat the heat, 35 fresh desks were supplied to our teachers and 3 water filtration plants were set up. We believe that a child should desire to go to school. The above stated developments and additions in infrastructure will surely help achieve said belief.



MoUs signed with NCHD, Federal Directorate of Education and Rotary Club



## PEN BOARD OF DIRECTORS



### OMAR KHAYYAM SHEIKH (CHAIRMAN)

Omar Khayyam Sheikh is currently serving as the Chairman and Founder of PEN, he began his professional career as an investment banker, first at Merrill Lynch in New York, and then as a Limited Partner at The Lodestar Group, a merchant banking boutique firm. He holds a B.A. from Columbia University New York, where he was awarded the John Jay Scholarship and graduated with the Leonard Pullman Award for "academic excellence and service to the College."

His graduation thesis was on universalizing primary education in Pakistan. He also holds an Executive MBA from LUMS with a Silver Medal for Second Position in Class. He has a long-term interest in primary education and brings private sector business experience and international fundraising exposure in addition to energy and vigor to this venture.



### ADNAN ASDAR ALI

PEN founder and director, Mr. Adnan Asdar, founder Progressive Education Network, was awarded a Sitara-i-Imtiaz on 14th August, 2020. He is the founder-senior partner of Adnan Asdar Associates (AAA) - the leading private sector construction management firm in Pakistan.

He holds a Bachelors and a Master's degree in Engineering from the University of Wisconsin, Madison, USA. He brings unique project management experience to this endeavor.



### AGHA SHAHID MAJEED KHAN

Mr. Agha Shahid Majeed Khan is a practicing lawyer at the High Court. He specializes in Customs & Taxation Laws, Commercial Laws, Alternate Dispute Resolutions, and Mediation. He is also a member of the Alternate Dispute Resolution Committee of the FBR. He holds the distinction of being a British Council Scholar for the year 1987. He has been visiting faculty member of Marketing at the University of the Punjab, Iqra University Karachi, and Taxation Laws at the Hamdard University, Karachi. He is one of the seven founder members of Progressive Education Network (PEN).



### AHSAN IMRAN SHAIKH

Ahsan Imran is the founding member of PEN and currently serving as Chief Executive of Millat Equipment (Pvt.) Ltd. He possesses diverse experience covering production, quality control, marketing and project management. For the last seven years, he is working as part of the senior management of a large industrial concern in the automobile sector and participated in strategic planning and implementation programs.

He has handled various turnkey projects that have made a significant financial contribution to the company. He is a Mechanical Engineer (U.E.T., Lahore), Masters of Administrative Sciences (University of the Punjab, Lahore) and MBA (University of Bridgeport, CT, USA).

He brings project management, planning and implementation experience to this endeavor.

## PEN BOARD OF DIRECTORS



### FAROOQ NASEEM

Farooq Naseem is the chairman & CEO of DWP Group and has extensive experience of charity and nonprofit sector. DWP Group is a leading provider of products, service and solutions in the field of Consumer Electronics & Technology.

Globally acclaimed, highly reliable products with cutting-edge technology from the world's best engineering companies. He holds a BEng from the University of Minnesota and an MBA from the University of Notre Dame.

People know him for his excellent skills in finance, management and technology.



### NADEEM BABAR

Nadeem Babar is an internationally experienced professional in the energy sector. He is the Chief Executive Officer of Limited Pakistan and Saba Power Company Private Limited. Nadeem Babar holds a B.A & B.S from Columbia University and M.S from Stanford University.

He brings rich management experience, development expertise, and international fundraising access to this endeavor.



### SALMAN AKHTAR

Salman Akhtar is the Founder and Co-CEO of Techlogix. He has led the company's growth as a methodology-driven organization focused on delivering engineering excellence using an evolving mix of technologies. Salman holds Bachelors and Master's degrees in Electrical Engineering from MIT. He did his MS thesis research in compound semiconductor physics at the IBM Watson Research Center. He is the primary contributor to the development of the BPX™, the industry-leading BPM/SOA delivery methodology. He has been a frequent speaker at industry conferences and panels.



### DR. SHUJAAT NADEEM

Dr. Shujaat is the Chairman of SAMBA Bank Limited, Pakistan. He holds a Ph.D., M.S., and B.S. from Massachusetts Institute of Technology, USA in Electrical Engineering and Computer Sciences. He has authored several papers in the field of Analog Integrated Circuit Design.

He is a member of Eta Kappa Nu, Tau Beta Pi, and Sigma Xi honor societies for high achievement in scientific fields.

He is also a holder of Darlington award for co-authority of one of the most quoted papers in the field of high-resolution analogue to digital conversion.



## HUMANE EDUCATION IN PUBLIC SCHOOLS

Etics is a culture's system of choices and moral judgments that are thought to achieve the life of a good human being (Sicart 2005), as well as an individual behaviour; the process of making choices according to one's own conception of how to be a "good" person. And what are the best qualities that constitute being good person?

Weil (2004) postulates that identifying humanity's best qualities provides a guide for children's own lives nevertheless, merely knowing what it means to be a good person is not enough. Without knowledge and critical thinking skills, without awareness of and access to humane choices, they would not really be able to put their values into practice in a very far-reaching way. For example, if a student is very kind in school and with his family, he or she is not fully living the value of kindness if he or she chooses to be silent and do nothing when someone is being harassed or bullied at school. But, how would he or she know? What humane education does is provide students with knowledge, awareness, and information-gathering skills so that they are able to choose to live according to their list of best qualities to the greatest extent possible.

Martin Luther King Jr. once said "we must remember that intelligence is not enough. Intelligence plus Character – that is the true goal of education" (King Jr 1947). However, humane education is practically forlorn of all hope when we set up values building as a supreme end, and at the same time, deal with acquiring of knowledge and development of understanding, which of necessity consume most of the school time, as having nothing to do with character (Paracha & Yoshie 2012).

Instilling values and building character has become a key concern as our children become more acquisitive and fixated on carving a path towards academic and financial success. In our quest of academic excellence, we have sometimes neglected to inculcate compassion, civic consciousness and people skills in our younger generation. Michael Josephson, American ethicist, had once aptly remarked, "there is a hole in our moral ozone, and it is getting bigger. It is going to take sWe assimilate a beginning value-set during childhood from parents, teachers, coaches, and influential others. In later years, as a



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result of critical thinking and life experiences, we may discard some values and add others. But many values that subconsciously operate as a basis for choices, decisions, and behaviours are the core virtues assimilated during our early years. Values are deeply entrenched beliefs that guide our behaviours, help us make decisions, and build the framework for our daily interactions with each other (Lopper 2007). They live deeply within the subconscious and are fully integrated into the fabric of everyday life.

Living according to our values, especially in the expansive way that humane education explores, is not easy, but it is exhilarating and deeply meaningful. Weil (2004) acknowledges the self-respect that a person who really strives to live according to her values and principles is admirable. Despite the suffering and destruction, they have been exposed to, young people who are offered humane education in age-appropriate ways usually become positive agents of change, and their cynicism and apathy diminish. They make wiser, kinder, more respectful decisions that better them as they better the world.

Some may object to exposing youth to the ills of the world is harmful, not helpful — agreed, but children can certainly be inspired to live with compassion and kindness. As our children reach middle and high school, they will undoubtedly begin to know about the challenges we confront in the world we live in, whether or not we teach them about these ourselves. Experience has shown that when humane

educators impart information with the goal of inspiring positive solutions, rather than disempowering the youth, they empower them (Weil 2010).

The goal of humane education is to create a generation of people with the knowledge, commitment, skills and wisdom to bring about positive changes doing the most good, the least harm and systematically solves the pressing issues of this age and time. It explores how we might live with compassion and respect for everyone; not just for our school and home environments, but also for the Earth itself — our ultimate home. It invites students to envision creative solutions and to take individual action so that together we can bring about a world where kindness, integrity and wisdom are the guiding principles in all our choices and relationships.

PEN has a clear, though challenging task ahead of it i.e. to raise a generation to be truly wise and deeply compassionate, capable of changing the dangerous course we are on. To those who might think that we do not have enough time to educate the next generation with the knowledge and power to chart a different course, but instead must work to stop specific problems through legislation, activism, and other campaigns, need to know that we do not have time not to teach our children to be humane (Weil 2004). While it is essential that we continue to put out the fires of school violence, we need to stop this fire from spreading. Students who learn to live with genuine kindness toward others, to think critically about their choices and their lives, and to make wise decisions, help prevent future suffering and disaster.

The best, like water,  
Benefit all and do not compete  
...  
In their dwelling, they love the earth;  
In their heart, they love what is deep;  
In personal relationships, they love kindness;  
In their words they love truth.  
In the world, they love peace.  
In personal affairs, they love what is right  
— Lao Tzu —

## DONATE NOW

### معیاری تعلیم، روشن مستقبل

معیاری تعلیم ایک صدقہ جاریہ ہے، جس سے کوئی بھی بچہ اپنی زندگی خود بدل سکتا ہے! بین (PEN) اپنے 281 اسکولوں اور 745 تربیت یافتہ اساتذہ کے ذریعے پاکستان کے 20 اضلاع میں 71,965 بچوں کو تعلیم کے زیور سے آراستہ کر رہا ہے۔ اپنی زکوٰۃ، عطیات اور صدقات سے آپ اس کار خیر میں شامل ہو کر مستقبل کے ان معماروں کو آگے بڑھنے میں مدد فراہم کر سکتے ہیں۔

ایک اسکول 6,000,000 روپے سالانہ	ایک کلاس 600,000 روپے سالانہ	ایک بچہ 30,000 روپے سالانہ
نئے دانش روم بلاک کی تعمیر 1,000,000 روپے ایک دفعہ	نئے کلاس روم کی تعمیر 1,500,000 روپے ایک دفعہ	کمپیوٹر لیب 500,000 روپے ایک دفعہ
کوئی بھی رقم عطیہ کی جاسکتی ہے	ایلیکٹرونک وائر کورس (ایک حد) 150,000 روپے ایک دفعہ	اسٹوڈنٹ پیسج پیسج (ایک حد) 25,000 روپے ایک دفعہ

آپ اپنی زکوٰۃ، عطیات اور صدقات مندرجہ ذیل طریقوں سے جمع کروا سکتے ہیں۔

کیش، چیک یا بینک ڈرافٹ ہمارے آفس میں جمع کروائیں یا مندرجہ ذیل بینک اکاؤنٹس میں بھی جمع کروائے جاسکتے ہیں۔

بینک الفلاح لیونڈ Progressive Education Network 5501-5000450414 PK19ALFH5501005000450414 ALFHPKKA بنک برانچ: IBG-Gulberg Branch, Near Saddique Trade Centre, Lahore.	پاکستان پیپلز بینک Progressive Education Network 2000287237 PK67SAMB0000002000287237 SAMBPKKA بنک برانچ: Opposite Barkat Market, Garden Town Branch, Lahore.	پاکستانی روپیہ اکاؤنٹ
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برائے مہربانی فارم پُر کر کے ہمارے آفس ایڈریس پر ارسال کر دیں۔ آپ گھریا آفس سے کیش، چیک یا بینک ڈرافٹ بھجوانے کے لیے اس نمبر 0349-4443736 پر بھی رابطہ کر سکتے ہیں۔ میں بین (PEN) کے اس کار خیر میں شامل ہونے کے لئے بطور عطیہ رقم جمع کروانا چاہتا/چاہتی ہوں۔ میری طرف سے عطیہ کی گئی رقم روپے ہے۔

چیک  پے آرڈر  بینک ڈرافٹ  آن لائن

دورانہ

ایک بار  ماہانہ  سہ ماہی  سال میں دو بار  سالانہ

نام:

پتہ:

فون نمبر: ای میل:

دستخط: تاریخ:

مورخہ: کو ارسال کر دیے ہیں، رسید چیک لف ہذا ہے۔

