

EDUCATION BULLETIN



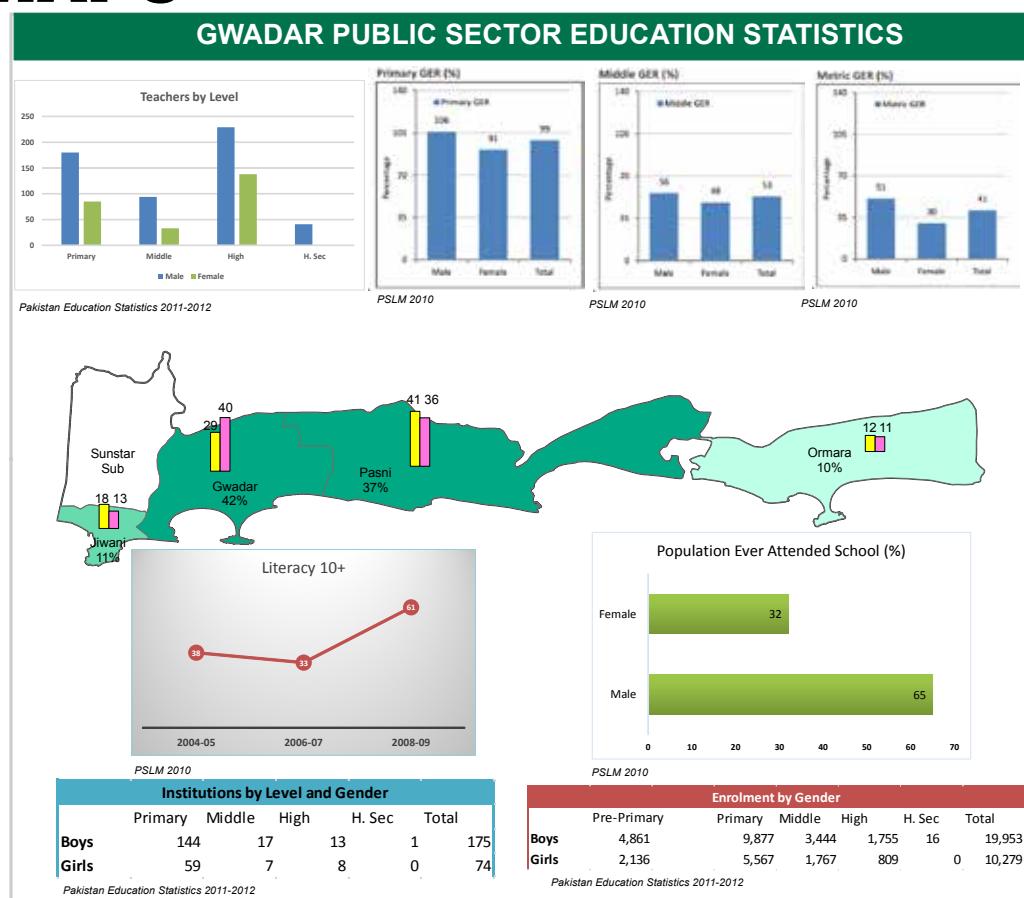
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205-C 2nd Floor, Evacuee Trust Complex, Sector F-5/1, Islamabad, Pakistan. +92.51.835.9288. bulletins@alhasan.com



**Making Case for
Electronic Voting
System in Pakistan**



**Why Millions of
Children are out of
School ..**



**Energy Profile
Islamabad
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- Monthly Price Indices for October, 2013
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Both reports are available at
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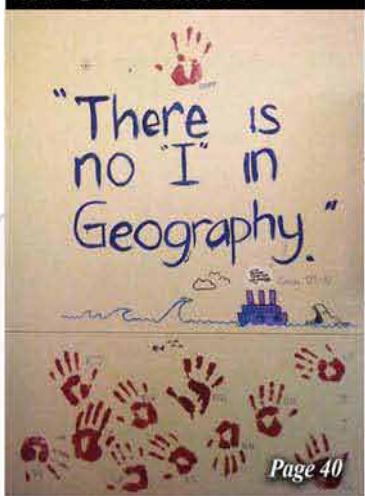
- Energy Infograph Islamabad Capital Territory

APPLIED RESEARCH

- Language policy, multilingualism and language vitality in Pakistan

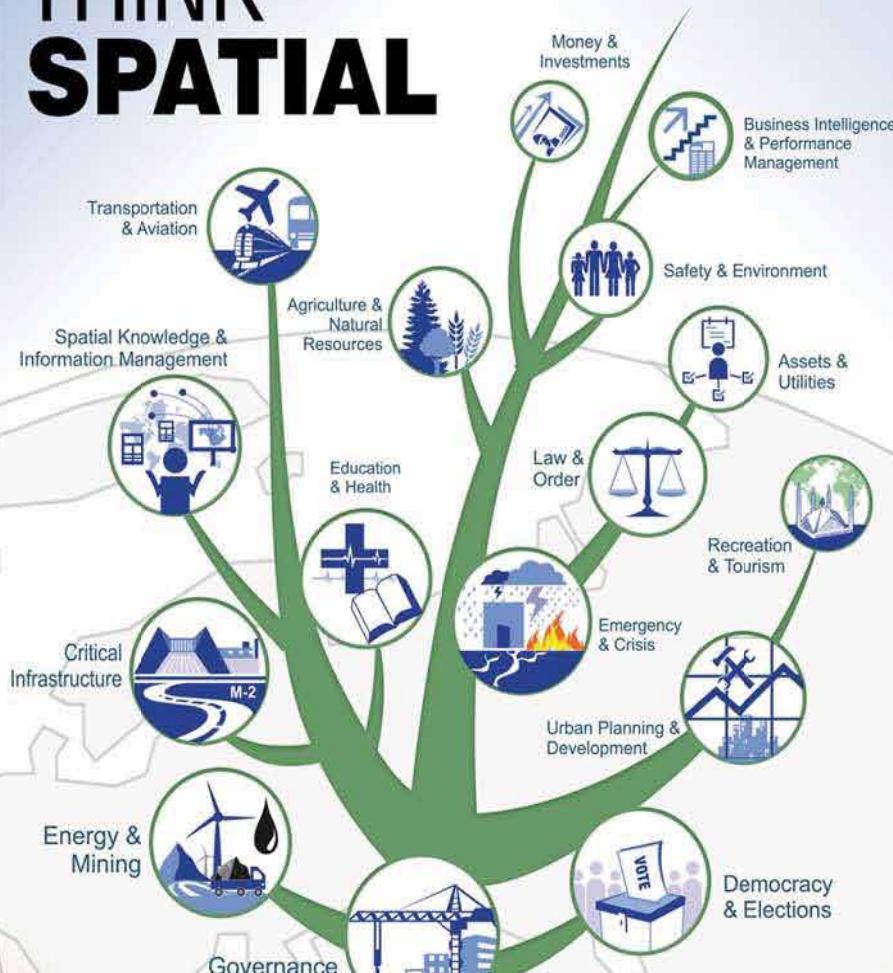
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NEWS HEADLINES

DETAILS

Sindh earmarks Rs 10.7b for education

Pakistan Today, 31st July, 2014

KP to set up 1,000 community schools for primary education

Daily Dawn 29th July, 2014

Appalachian Receives \$397,713 Grant To Continue Pakistani Schools Exchange Program

HC Press.com, 25th July, 2014

KARACHI: The Sindh government has earmarked Rs 10.7 billion for education sector in its Annual Development Program of the current financial year.

According to Radio Pakistan quoting an official source new schemes include construction of ten new public schools at Umerkot, Sanghar, Tando Mohammad Khan, Tando Allayar, Ghotki, Mitiari, Kamber, Shahdad Kot, Gadap, Dadu and Jacobabad. The schemes also include establishment of eight new cadet colleges at Dadu, Gadap, Mithi, Khairpur, Karampur, Jacobabad, Badin and Tando Jam. The schemes for female education include establishment of two cadet colleges, WomenUniversity at Sukkur, Institute of Electronic and Vocational Training and Faculty of Electronic Engineering at Lyari and public school for girls at all divisional headquarters.

PESHAWAR: The Khyber Pakhtunkhwa elementary and secondary education department has planned to establish 1,000 community schools in the province for primary education as a stopgap measure until educational institutions are established in the requisite number. Such schools to be set up in three years at a cost of Rs1 billion will primarily target out-of-school children and provide them with education on their doorstep, according to the relevant officials. Around 250 community primary schools have been functioning in different parts of the province since 2005. An official told Dawn that the proposed community schools would be established in the areas, where there were no government educational institutions. New primary schools in KP to have six rooms, six teachers. He said thousands of children were out of school due to the absence of government primary schools in their respective areas. The official said many people in such areas were too poor to send their children to private schools if there were any. Another official said most of the 1,000 proposed community primary schools were for girls as the department wanted to encourage more and more girls to get education. "This will help end gender disparity among students enrolled in government and private schools," he said.

According to the official, the areas, where the number of out-of-school children is very low, will be preferred for the establishment of such educational institutions. He said the Elementary Education Foundation (EFF) would execute the three years project and manage the related matters. "The EFF has been running 250 community primary schools in the province since 2005," he said. When asked about the nature and building of the community primary schools, the official said the local community would provide building comprising a few rooms for the establishment of such educational institutions, while the government would appoint teachers to them. He also said the government would provide free textbooks to such schools and would bear the expenses for items to be used in classrooms, including blackboards, carpets or jute mats, chalks etc. The official said all the 1,000 community schools would be made operational in a period of four or five months though the construction of primary schools usually took two to three years to complete. He said if the government wanted to build 1,000 regular primary schools, it would take around 12 years. "The construction of a six-room primary school costs more than Rs12 million if either the land is offered by the relevant people or the school is built on government land," he said. The official said the cost went up if the government had to buy land.

Appalachian State University has received a third grant totaling \$397,713 from the Public Affairs Section of the U.S. Embassy in Islamabad, Pakistan, to continue an exchange project between public schools in Watauga County and Taxila, Pakistan. The project will be directed by Dr. Jesse Lutabingwa, associate vice chancellor for international education and development, and Dr. Arshad Bashir, a Fulbright doctoral graduate from the educational leadership program in Appalachian's Reich College of Education. A native of Pakistan, Bashir previously taught in Taxila and is now assistant director of the Higher Education Commission of Pakistan. The project continues an effort initially begun by Bashir in 2010 as an online collaboration between Heavy Industries Taxila Educational City (HITEC) and Watauga County Schools. So far, 70 students and educators, 44 Pakistanis and 26 Americans, have traveled to Pakistan or the United States.

Appalachian is the only U.S. institution to receive funding from the U.S. Embassy in Islamabad for the cultural exchange that helps bridge the gap between the U.S. and Pakistani cultures through educational and cultural exchanges. Russell Hiatt, a teacher at Hardin Park School, is pictured with three Pakistani students. Hiatt traveled to Pakistan in spring 2012 as part of an educational and cultural exchange sponsored by Appalachian State University and funded by the U.S. Embassy in Islamabad, Pakistan. (Photo by Nasir Jamal, HITEC). Thirty students and educators from HITEC schools in Taxila, Pakistan, will visit the U.S. in October for a three-week exchange program at Watauga High School, Hardin Park Elementary School or Green Valley Elementary School. They will visit Washington, D.C., at the end of the visit. While at Appalachian, the Pakistani teachers will receive support on ways to use technology in their classrooms.

In January and February 2015, a group of 23 educators from Watauga County Schools and Appalachian State University will travel to Pakistan to participate in a two-week exchange visit at HITEC. "This project has achieved and exceeded the goals and objectives established at the outset," Lutabingwa said. "It has been a great tool to improve perception of people living in the two countries. There is no best way of quantitatively measuring the impact of what has been achieved through the project. However, one thing that is clear is that the people who have participated in this project, especially the young students, will never be the same." "This project is a small pebble dropped into a very large ocean. The hope is that this tiny pebble will generate large ripples of peace and mutual understanding between American and Pakistani people," Lutabingwa said. A student from Watauga County Schools who traveled with the Pakistani group to Washington, D.C., during a previous visit spoke of the impact of the exchange. "When I heard about the visitors from Pakistan coming to our school I thought they were coming from a violent place because that is what I saw on television on the news. I did not think their country would be very beautiful like ours and I thought that everyone in

Pakistan was very poor," she said. "Once I met Ali and the other Pakistan students at our very first meeting, I realized they are funny, friendly, caring, smart, and so much like me and my friends. I also learned that their families are just like mine. I have made friends for life with the students from Pakistan. This experience has also made me want to travel the world and meet people from all over the world."

The new project will have a focus on special education. Educators at HITEC have identified special education as a need and priority for their schools since there is a population of students with educational, physical and social/emotional problems at their schools. The teachers there are not trained in identifying disabilities nor are they aware of the range of disabilities and appropriate interventions to address them, according to Lutabingwa. He said there is a need for intensive early intervention, professional development, parent education, and an implementation plan for teaching students with disabilities at HITEC and HIT.

Mahgul, one of the HITEC students who visited the U.S. in October 2013, made the following observation in her final reflection: "Their people (Americans) with disabilities have an opportunity to get an education. From this, I started to question why is it that in Pakistan our disabled people do not have the opportunity to get education."

Watauga County Schools' expertise in special education will be used to launch HITEC's own special education program. The focal point for the program will be to develop the capacity of HITEC educators to implement special education at their schools. "The special education department of Watauga County Schools has a well-developed special education program that is meeting the needs of students in our county. The department has the reputation across the state as a system that is innovative in addressing the needs of their exceptional student population," said Barbara Linnville, a behavior specialist with Watauga County Schools. "We have a comprehensive program that provides education to students who are the most severely challenged to those who need minimal assistance. Our goal will be to empower the HITEC team to be able to provide staff development, develop goals and plans; have resources to provide appropriate interventions; and plan parent education and engagement programs."

KARACHI: The single-engine plane of 17-year-old American-Pakistani pilot Haris Suleman, who was attempting a world record of travelling around the world in 30 days to raise money for the education of underprivileged children in Pakistan, crashed in the sea on his way from Hawaii to California on Wednesday.

ISLAMABAD: An academician from the Department of Education of National University of Modern Languages (NUML), Islamabad, has been conferred upon the coveted "Best Thesis Award" in her International Master of Education in Educational Leadership and Policy (IM.Ed-ELP) Program by the International Teacher Education Department, East China Normal University (ECNU). Dr. Khushbakht Hina, Assistant Professor in Department Of Education, was awarded merit scholarship by ECNU through Ministry of Education Pakistan and Ministry of Commerce China. A total of two Pakistani candidates were selected from federal government and Punjab government institutes for this program among other 31 students from 15 nationalities.

Dr. Hina wrote her thesis on the topic of "New Pre-Service Teacher Education Program for Teacher Professionalization in Pakistan: Context, Structure and Challenges" which was selected for the Best Thesis Award by the board of veteran academician at ECNU. Moreover, she also had the honor of completing her degree with 3.8 CGPA on scale of 4 and earned the coveted Roll of Honor. The main focus of the program was to give and impart an international experience to teachers of developing countries.

RAWALPINDI: The Punjab Free and Compulsory Education Ordinance 2014 falls short of elaborating measures that will be taken to facilitate special children in the province. Section 3 (4) of the ordinance requires the government to provide suitable education to children with physical and mental disabilities. This provision makes it compulsory for the government to take special care of the children but it does not elaborate measures that should be taken under the ordinance.

Centre for Peace and Development Initiative (CPDI) Programme Manager Raja Shoaib Akbar told The Express Tribune that CPDI had recommended that it should be made obligatory for all government and private schools to make buildings accessible to children using wheelchairs and those with other disabilities. He said it was recommended that a penalty also be imposed in case of violations of the law after three months of promulgation. He said that under the law, a stipend could also be fixed for each child attending these schools to increase enrollment. Akbar informed that schools for special children were fewer in number and said they had recommended at least one well-equipped classroom for special children in each union council. He said they had also recommended a separate teacher for the special children in each school. The CPDI official said the budget allocations for schools enrolling the special children should be doubled by the government for improving service delivery. He said special children also needed transport facilities to reach the school and the government should cover this cost too along with the proposed stipend.

Pakistan Disabled Foundation (PDF) Chairman Khalid Hussain said a lot was needed to be done for the education of special children. He said there was a need of more schools in the province with trained teachers to cater to needs of the disabled. He said an extensive awareness was needed to educate the larger public about problems faced by those with special needs. Hussain said most people believe that those with special needs cannot achieve anything in life and thus require no education. He said this was a gross misconception as special persons could achieve whatever they want and the only thing they needed was the support of society and government. "The government should pay special focus on the education of the disabled," he said.

PDF General Secretary Muhammad Shahid Rasheed said the number of schools for special children

was not enough in the entire province. He said disabled persons make 10 per cent of the total population while less than one per cent of them have access to education. He said in most schools for special children, there was only one teacher for five classes. "How can a single teacher handle five classes at a time?", he asked, adding the teachers were trained in special education but they were not experts in all the subjects. He said subject specialists should be provided to special children's schools to minimise workload on the special education teachers. Rasheed said there were around 100 special children schools in Punjab and more schools were needed to cater to the needs of the increasing number of special children.

Voucher scheme soon for poor children's education

Daily Dawn, 23rd July, 2014

PESHAWAR: The Khyber Pakhtunkhwa government will launch a pilot project in a couple of months to support the education of the poor out-of-school children, according to sources. The project, Iqra Faroghe Taleem Voucher Scheme, is only for those poor out-of-school children whose parents could not afford their education in private schools in the areas where the government has not constructed any public sector primary, middle, high or higher secondary school.

KP's education push: In the pilot phase of the scheme, around 2,000 children of the underprivileged families would be given admissions, they said. The voucher scheme would be gradually extended to other parts of the province after evaluation of the pilot project. The Elementary Education Foundation (EEF), Khyber Pakhtunkhwa, would execute the scheme. The sources said that the voucher scheme would initially be launched in the selected areas of five union councils in Peshawar as a pilot project. It would be for the educationally underprivileged segment of the society.

According to the budget documents, the underprivileged segment of the society has been defined as labourers, daily wagers, orphans, brick kiln workers, etc. The sources said that EEF was also under criticism for the delay in launch of the voucher scheme as it had also been reflected in the budget for 2013-14. However, the EEF officials said that the scheme was a new initiative, so conducting a survey prior to launching the scheme and making the criteria for selecting poor students was a must for its success that took time. Funds of Rs500 million have already been allocated for the execution of the voucher scheme. The scheme would be launched as a pilot project in Shaheedabad area of union council (UC) Shaheen Muslim Town, Rehmatabad area of UC Kacha Garhi, Ghazali area of UC Regi, Lakhkar village of UC Khalisa, and Ghani Rehman village of Thukhabad UC.

The officials said that these areas had been selected keeping in view the high number of out-of-school children and poverty there. They said that the beneficiaries would include those children who could not afford to secure admission to the private schools where there was no government school in a radius of two kilometres. They said that the government had fixed monthly tuition fee for the students of the primary school at Rs500, middle Rs600 and for high school at Rs800, to be paid to the private schools through a voucher. Academic test would be taken from the students enrolled in the private schools under the voucher scheme after every six months to evaluate the performance of the students and teachers of the respective schools, the sources said. If the performance of the students is not satisfactory then the agreement with the school would be withdrawn for poor performance. The sources said that after withdrawal of the agreement the students would be admitted to another nearest private school.

ISLAMABAD: Serious questions are being raised on the Higher Education Commission's process of verification of educational degrees while top HEC officials want an independent audit of verifications done by the commission during the last six years. In recent years, the federal governments have given jobs to hundreds of thousands of people on the basis of political affiliations without considering merit. The only criterion was links of an individual with any of the powerful politicians. However, as these appointments were being made in important government organisations and an education degree was mandatory to keep the record 'straight', many individuals with political references allegedly submitted fake degrees. When some government departments were informed about these fake degrees, they sent the degrees to the HEC for verification. The individuals who got top jobs on the basis of political influence as a result of fake tests/interviews have now started to influence the HEC. The HEC has been a reputed institution having rendered great services for the promotion of quality higher education in the country. According to insiders, initially, these political appointees faced problems and could not get any favour from the HEC but with the passage of time things have changed. For verification of any higher degree such as Ph.D, M.Phil or master's, the HEC requires all lower degrees in original and also issues a "ticket number" to the person who wants to get his degree verified. No degree could be verified without submission of lower degrees or without issuing a ticket number.

During the process of verification of degrees of parliamentarians, the biggest issue was unavailability of lower classes degrees as many parliamentarians have a valid graduation degree but they had never passed F.A./F.Sc. or even the matriculation exams.

Similarly, ticket numbers issued on a certain date, the basic identification to trace out the record of any verification done by the commission, is always written on the stamp of verification on the said degree. Some senior officers in the federal secretariat say that according to their understanding, some politically appointed officials managed to get their degrees verified under fictitious or fake ticket numbers. The only way to examine this was to check the details of any specific ticket number printed on the verification stamp of any HEC verified degree of any recently appointed government employee (not necessarily fake degree) by providing the commission only "ticket number" and the exact date of verification. Also some other facts could have been verified by sending the HEC details of any verified higher degree like PhD and requesting the commission to provide details of lower degrees, as this was basic requirement.

CHINOT: A school building in Muhammadwala village of Tehsil Lalian is one of many examples of Education Department's neglect and indifference towards its infrastructure and how it is abandoned only to be grabbed illegally later. The two-kanal school building was constructed in 1992-93 on the

HEC may re-verify already cleared degrees

The News International, 22nd July, 2014

In Punjab: Decades later, no sign of education at crumbling 'school'

Daily Dawn, 20th July, 2014

land owned by one Zafar Iqbal. However, classes have not been started even after 22 years and the building has been abandoned by the department. Due to lack of maintenance, cracks have developed in its walls, roofs and floors. It has now turned into an animal pen and store for some people. But neither the department nor the government seems interested in making the school functional.

Finally, land owner Iqbal lodged a case in the court of Senior Civil Judge Dildar Shah against the Education Department and the district government for the recovery of his land. He pleaded some government officials along with contractors had come to the land in 1992-93 and started construction without getting the land transferred. He claimed he had been verbally told by the officials, whom he could not identify now, he would be paid once the building was completed. But even after two decades he had not been paid. He pleaded the court to direct the officials to return his land to him. The judge directed the Education Department to resolve the problem. The department checked its record but found nothing regarding the building. Both deputy district education officers, Ghulam Shabbir and Memoona Jabeen, claimed the school building had neither been handed over to them nor had any classes started. At this, the Education Department wrote to the Buildings Department, which is responsible for the construction of government buildings, to check their records. Interestingly, building departments of both Chiniot and Jhang districts said they found no record of the construction. If the department mandated to construct buildings for all government sections did not have any record, who constructed the school building? An inquiry into the matter was ordered to District Education Officer Wasima Zahid who visited the site, interviewed locals and submitted a report that the entire village could have swept away during the floods of 1950 and the building constructed after that for a school but not utilised. Land records with the Revenue Department showed the piece of land was still owned by Zafar Iqbal and yet to be transferred to the Education Department. Keeping in view the situation, the Education Department decided to sell building material and return the land to its owner. But the Buildings Department estimated auction price for the material at Rs177,300. The auction was attempted thrice and it only attracted Rs75,000, Rs75,500 and Rs80,000, which was less than the official value of the material. The Education Department asked the local audit fund director if it could sell the material for less than the estimated price. They were told that under the new local government system, the district coordination officer was empowered to approve such rates. There are a number of such buildings that had been constructed for schools but the Education Department never owned them on the pretext that they were not "handed over" to them.

Punjab Teachers Union District President Safdar Kalru claimed there were dozens of schools whose land had been donated verbally by landlords and their transfers not documented with the Revenue Department. If this land was returned, it would set a precedent for others who could claim their pieces of land that now valued at millions. He criticised ad hoc policies and political considerations in construction of buildings without need assessment and completion of formalities. Executive District Officer (Education) Mansha Mew said he had recently taken over charge and sought reports regarding all such buildings. He said a school building must only be used for education purposes and that he would ensure all schools carried ownership documents of their lands. Citizens demanded Chief Minister Shahbaz Sharif save the school building from being sold and provide it as an additional campus to existing primary schools after completion of formalities.

Malik Siddiq, an educationist and a retired senior headmaster, suggested a Building Management Information System be devised to mark every building or block of all government buildings, unique codes assigned to them so that redundant buildings become part of database and all official buildings must produce ownership slips to avoid litigation. Land owner Iqbal said he had demanded back his property whose market value was now Rs2 million. He demanded either the land be returned or its market price paid to him.

KARACHI: Senior Minister Education and Literacy Department Sindh, Nisar Ahmed Khuhro, has announced that the monitoring of government schools will be done by third party mainly through NGOs and donor agencies to improve the quality of education in public sector institutions. He was addressing a consultative meeting largely attended by education sector's stakeholders including experts, representatives of the NGOs, INGOs and Donor agencies. The Minister requested the representatives of NGOs and donors to support government and provide their services to improve the governance and accountability in education system in Sindh province. He told the participants that a transparent system of data collection will be introduced through monitoring by NGOs. In this regard he said that an advertisement will be published soon in newspaper to request NGOs to offer their services to monitor schools in Sindh. The working areas will be selected by the NGOs themselves and areas will be divided and marked at District, Taluka and UC level for monitoring, he elaborated. A Service Delivery Unit will be established in Education and Literacy Department and once the monitoring will be completed, a report will be sent to Service delivery Unit which will note down the requirements and act accordingly, Senior Minister added.

On this occasion, Secretary Education Fazlullah Pechuhu also briefed the participants about the current situation of education affairs in Sindh province and measures taken by the government to improve the service delivery and providing quality education. The representatives of different NGOs and donor agencies have presented their valuable suggestion in the meeting and assured to provide full support and their services to government for the improvement of education system in Sindh province. Participants recommended that community must be mobilized and involved in the process at grassroots to take ownership of the public schools where their children are enrolled. It was also suggested that measures should be taken to reuse text books provided by government. It may save huge funds and those saved funds can be used for other purposes for improvement in schools. One of the participants suggested a thorough review of the curriculum and teaching methodology and suggested an active involvement of Provincial Institute of Training Education (PITE), Bureau of Curriculum (BOC), Sindh Teachers Education Development Authority (STEDA) to play their assigned

role effectively and these institutions should be strengthened.

During the meeting, Ms. Shehla R. Din, Education Specialist from UNICEF, congratulated the participants on receiving Grant from Global Partnership for Education and successful development of the Sindh Education Sector Plan which covers education from Early Childhood Education to 18 years. The meeting was attended by Ms. Sadiqa Salauddin from Indus Resource Centre, Ms. Baela Raza Jamil from Idara-e-Taleem o Agahi, Mubashir Zaidi from Alif Aailan, Ms. Ghazala Rafiq from Aga Khan University, Ms. Farhana Iqbal from The Education Foundation, Umair Jaliwala from School of Leadership, Ali Bux from Plan International, Ms. Ratan Salem from Right to Play, Ms. Ayesha Irfan from Care Foundation, Mashkoor from Seed Foundation, Noor Masood from Teach for Pakistan, Moinudin Haider, Ms R. Thompson from USAID, European Union Team, Chief Program Manager of Reform Support Unit Ms.Saba Mahmood and officials from Reform Support Unit.

HEC chief lobbying for more power?

Daily Dawn, 19th July, 2014

ISLAMABAD: Though the executive director (ED) of the Higher Education Commission (HEC) is appointed through a competitive process in the management position (MP) scale, the HEC chairperson is lobbying to have this converted into the 'vice chancellor's package'. To this end, HEC Chairperson Dr Mukhtar Ahmed has started meeting the members of the commission individually to get their approval. Dr Mukhtar claimed that it was necessary to change the MP scale into the VC's package. However, the founding chairperson of the HEC, Dr Attaur Rahman, calls the move 'a fraud'. MP-scale officers are private individuals who are appointed after a comparative process on specific management positions. However, only those who have teaching experience can be appointed to the post of VC. VCs can also be appointed on deputation. Last month, Dr Mukhtar sent an e-mail to the members of the commission stating that it was necessary to change the MP scale of the ED. Dr Mukhtar also said if the members sent their consent through e-mail, a decision will be taken without holding the meeting of the commission. However, some of the members replied that it was a very important issue and should be discussed in a meeting of the 11-member commission. An HEC official said the ED was the administrative head of the HEC who dealt with all issues related to finance and takes all the administrative decisions. The chairperson has the status of HEC head but with less power, he said. "If the post of ED is converted from MP scale to VC's package, not only will the powers of the ED will be reduced but it will also become possible to appoint ED on deputation. An ED appointed on deputation from any university will enjoy less power because he will be the employee of a university and his decisions regarding universities can be considered biased. So the chairman will become more powerful," he said. The official said that on Thursday there was an event regarding IDPs in Governor House Khyber Pakhtunkhwa in which heads of the higher education institutions were briefed about the need for fund collection. Though Dr Mukhtar attended the event, he spent most of the time convincing two members of the commission to convert ED's package, he said.

President wants higher education to go higher

Pakistan Today, 18th July, 2014

ISLAMABAD: While chairing the first meeting of Shaheed Zulfikar Ali Bhutto Medical University (SZABMU) Senate at Aiwan-e-Sadr, President Mamnoon Hussain reaffirmed commitment of the government to accord top priority to the promotion of higher education in all disciplines including medical sciences. The president, also the chancellor of SZABMU, called upon the university to focus on bringing out latest and quality research in the field of medical and allied health sciences so as to cope with growing challenges in health and medicine sectors. He urged the university's management to particularly focus on the evaluation of the performance of various departments as per international standards. The president also emphasised the need for developing and strengthening linkages of SZABMU with the reputed international universities and health institutes to benefit from global expertise in medical sciences. The meeting was apprised about the visit of the medical team of SZABMU, PIMS and Polyclinic to the internally displaced persons' camps in Bannu and providing them health services. The president appreciated the initiative of the SZABMU to dispatch two mobile health units along with paramedical staff and doctors for the IDPs of North Waziristan. He asked them to also vaccinate the children at camps with anti-polio vaccine.

SZABMU Vice Chancellor Prof Javed Akram gave an overview of the academic activities, research development and other achievements, ongoing and future projects and plans of the university. As per agenda, the first Senate meeting considered various names to nominate to the syndicate of the university and after thorough deliberations appointed with consensus two deans namely Dean Faculty of Basic Medical Sciences Prof Ashok Kumar, who is also member of the Senate and senior faculty member and Dean Faculty of Dentistry and Allied Health Sciences Prof Ansar Maxood, who is also member of Senate by virtue of Department of Operative Dentistry chairman. The meeting also appointed with consensus Prof M Iqbal Memon as Department of Anaesthesia chairman and member of senate as member of Finance and Planning Committee. Under Sub-section (C) of Section 22 of the university act, the Senate of the university is authorised to appoint or nominate members to the syndicate and other authorities of the university. The senate members of the university thanked the president for chairing the meeting and assured that the university will continue to work for promoting quality research and achieving excellence in the field of medical and allied health sciences.

KARACHI: The provincial authorities informed the Sindh High Court (SHC) that district education officer Syeda Nelofer Ali was removed from her post on corruption charges. A division bench of the SHC headed by Justice Muneb Akhtar was seized with the hearing of a petition filed by Nelofer who challenged the notification of education and literacy department regarding her removal from the post.

Sindh assistant advocate general filed a reply of secretary education and literacy department in response to the court notice, submitting that the district education officer was relieved of her duty on account of charges of mismanagement, indiscipline and corruption. He stated that an enquiry into the allegations levelled against Nelofer was conducted which revealed that she illegally allowed those persons to join their duties who managed fake and bogus appointment orders in 2012-13 in connivance with former directors of schools education. Besides, it was stated that during her posting

Education officer was removed on corruption charges, AAG tell court

Pakistan Today 16th July, 2014

as assistant district education officer Keamari Town, she was found involved in misappropriation of SMC funds. However, petitioner Nelofer submitted in the petition that she was illegally removed from the post on July 8 as there was no enquiry, complaint or any other proceedings pending against her. She said she was merely removed on basis of allegations. She requested the court to declare notification of her removal from the post as illegal and direct provincial authorities to allow her to resume the charge of district education officer.

Conflict takes a heavy toll on N Waziristan education sector

Daily Dawn, 15th July, 2014

PESHAWAR: The North Waziristan conflict, which has left over 955,900 tribesmen homeless, has put the future of 86,323 students from the government schools of the troubled tribal agency at stake. The number of children enrolled in private schools of Miramshah, Mirali and other parts of the agency is not known, however. Children have suffered physically, socially and mentally in the eight years long uncertainty and violence in the area. And, now, the displacement has adversely affected their academic career. The Zarb-i-Azb military operation, which was launched against militants in North Waziristan on June 18, is taking a heavy toll on children of other Fata agencies, too, where schools and other education institutions have been closed for indefinite period for security reasons. Officials in the Fata directorate of education said the number of enrolled students in North Waziristan was 86,323, including 50,429 boys and girls of primary schools. The Fata Disaster Management Authority has registered 430,475 children, who escaped the conflict along with parents. According to the directorate, there are 896 educational institutions in North Waziristan, including 604 primary schools, while over 13,000 students are enrolled in middle schools. Like other parts of Fata, literacy rate in North Waziristan is extremely low.

According to the official record, the total literacy rate in the agency is 15.88 per cent, including 26.77 per cent among men and 1.47 per cent among women. The Khyber Pakhtunkhwa government has announced to provide admissions to the displaced students in colleges and other professional institutions. Every displaced student will also receive Rs2,000 monthly stipend, minister for higher education Mushtaq Ahmad Ghani had stated in Bannu. However, the provincial government and Civil Secretariat Fata have yet to work out a plan for thousands of students of primary, middle and high schools spread across the province. The challenging task for the authorities concerned is the provision of admission to displaced children in the government and private schools in Khyber Pakhtunkhwa. Displaced parents have also been perturbed by the thought about the future of their children.

Nisar Ali Khan, who heads 67-member committee for overseeing problems of IDPs in Bannu, said after shelter and food, continuation of education of children was major concern for parents. He said students had already suffered due to curfew and violence in Waziristan and after displacement children had lost opportunities to continue education. "The provincial government and Fata Secretariat should focus on this issue to save future of our children," he said. The IDPs of North Waziristan instead of residing in clusters have spread all over the country that might make the task more difficult for the concerned quarters, officials said. Fata director (education) Roze Wali Khan said the issue had been discussed with the Unicef and that a plan would be made to handle it in collaboration with the UN agency and other organisations. He said in case military operation took time to complete, then the Fata Secretariat would redeploy teaching staff for North Waziristan in settled areas of Khyber Pakhtunkhwa. The director said the second shift could be introduced in the IDPs host areas like Bannu and Lakkhi Marwat, which had major concentration of displaced families and children from North Waziristan would be admitted in second shift. He said the Unicef could also provide tents to arrange classes for displaced children.

Shahbaz announces hospital, girls college in NWA IDPs families to get Rs7000 each from Punjab govt

Frontier Post, 15th July, 2014

BANNU: Khyber Pakhtunkhwa Governor Sardar Mahtab Ahmad Khan has said that the fate of the people of FATA was not destruction rather construction. The immortal sacrifices of the tribal people and the Pak Army would bear far reaching positive effects adding that the rehabilitation process would never be left incomplete as per past practice and it would be materialized in one go, he said. He further pointed out that as per directive and the keen interest of the Prime Minister, Muhammad Nawaz Sharif, the Federal Government has already released an amount of Rs. 8billions to provide relief to IDPs of North Waziristan Agency and facilitate them in minimizing their difficulties. He, along with the Chief Minister of Punjab, Mian Muhammad Shahbaz Sharif was addressing the IDPs from North Waziristan at Bannu on Monday. They inaugurated Aid Centre for IDPs' from Punjab Government from where every family would get Rs. 7000 and announced that as soon as the operation would end new modern Hospital, technical college and girls colleges would be made. Advisory to Prime Minister Amir Muqam, KP Minister Shah Farman, PML-N Provincial President Pir Sabak Shah, General Secretary Rehman Islam, Provincial Vice President Dr Shahib Zaman, PML-N Bannu District President Haji Hameed Khan, General Secretary Pir Muhammad Rehman Shah, FR Bannu President Haji Akhtar Ali and other office bearers and workers were present on the occasion. On this occasion they distributed relief goods amongst the affected people as a token of the ongoing arrangements in this respect. Muhammad Shahbaz Sharif while presenting a total grant of Rs. 500 million for the IDPs also declared that they would get Rs. 60,000 per family, besides additional relief. He further announced to deposit one day salary on behalf of the government employees of the Punjab government as well as the members of the provincial government.

Governor Khyber Pakhtunkhwa Sardar Mahtab Ahmad Khan and Chief Minister of Punjab Mian Muhammad Shahbaz Sharif also gave away ration bags and the cash assistance to IDPs present on the occasion. They also had an aerial view of the IDPs camp at Bannu.

Responding on behalf of the people and the government of the province, Sardar Mahtab Ahmad Khan thanked the Punjab Government; the Chief Minister Mian Shahbaz Sharif in particular for their generous support to the IDPs from North Waziristan. He said that the people of North Waziristan had left their homes and native places for the great national cause and their sacrifices would never go in vain. He further stated that the spirit of patriotism of the people of Fata is above board and unchallenging. The tribes of FATA, he added, are the custodians of the frontiers of the country and whenever, we as the nation come across an hour of test, they steadfastly joined hands with us in

overcoming that. "We all, with active support of the Pakistan Army are tirelessly engaged in supporting our affected tribal people from North Waziristan and all out available resources would be applied for ensuring their effective rehabilitation", he said. Sardar Mahtab said that as he took the charge of Khyber Pakhtunkhwa the first thing he did was to call the grand Jirga on the issue of Waziristan so the relief would be provided to the tribal. The Tribal Jirga elder Malik Nasar Ullah Khan informed Mian Shahbaz Sharif about the problems faced by tribals and said that the people of Bannu has provided the IDPs' with shelter and food so the government should announce a package for the people of Bannu for welcoming the IDPs' and if no package is announced for them then at least there should be no load shedding in Bannu. Meanwhile, Chief Minister Punjab, Muhammad Shahbaz Sharif said here on Monday that Internally Displaced Persons (IDPs) of North Waziristan Agency (NWA) had left their homes for sake of the country and the entire nation stood with them in this hour of trials and tribulations. He said durable peace would return to the country after success of the operation in NWA. He was addressing IDPs here after reaching on a brief visit to appraise the government arrangements made for assistance of the IDPs. The Chief Minister announced establishment of a hospital, technological college and girls college in NWA and relief package for the IDPs. He said government was well aware about the problems of the IDPs and would utilize all available resources for their assistance, rehabilitation and dignified resettlement. Shahbaz Sharif said leaving native homes in this scorching heat was not an easy task and reaffirmed government strong determination and resolve to facilitate IDPs besides ensuring their dignified returns to their native homes after establishment of peace in the agency. The government would continue support till resettlement of the last IDP, he added. He said that the entire nation supports ongoing operation "Zarb-e-Azb", adding it was in fact a war for the survival and protection of the country. The terrorists had paralyzed life through their unlawful activities in the country and there was no way except to launch a major operation to flush them out, he added. Shahbaz Sharif lauded the sacrifices of brave soldiers for the defence of the country. He was of the view that action initiated by the Pakistan Army would make the country peaceful and durable peace would return to restive North Waziristan Agency soon.

Governor KPK Sardar Mehtab Ahmed Khan, Prime Minister, Advisor, Engr Amir Muqam and Commissioner Bannu Syed Mohsin Ali Shah also accompanied the Chief Minister. Earlier, he was informed that number of IDPs has mounted to about 900,000, with nearly 5000 were registered in Peshawar. Soon after his arrival in the city, Shahbaz Sharif was briefed about the activities in IDP camps and facilities being provided there. He also met with the displaced people to ascertain their problems. Governor Khyber Pakhtunkhwa Sardar Mehtab Ahmad Khan said that the operation Zarb-e-Azb was aimed at bringing permanent peace in the country including tribal areas. He said the government tried its level best to resolve the issue of militancy through dialogue but had to take the decision for launching "Zarb-e-Azb" after failure of dialogue process. He said government first opted to use dialogue for peaceful settlement of the militancy issue but the militants did not reciprocated to the government positive gesture adding that there was no option left but to use force for establishment of government writ and protection of lives and properties of people. He said peace in NWA would be established at all cost. He appreciated the cooperation and relief provided by the Punjab government and its people for IDPs.

Education is more important than money

Daily Times, 15th July, 2014

Recently, Prime Minister Nawaz Sharif launched an interest-free loan scheme to help the millions of poor citizens who have not obtained loans from the banks in days gone by in order to start small businesses. He said that Rs 50,000 would be offered to every citizen from this poor bracket without any discrimination and that almost 250,000 persons would get a loan in the first year, reaching a total of one million within just four years. However, this is the first time I have seen the prime minister of this country attempting to solve the problems of Pakistanis by providing free money despite the fact that the biggest hurdle Pakistan faces today is illiteracy, which not only keeps poor people from occupying a respectable position in society but also persuades them to 'earn' money through unlawful means.

What we have to understand is that today Pakistan needs to direct full focus towards free education. Owing to lack of attention to free education, the illiteracy rate is increasing at a worrisome pace. Almost 58.7 million people are living below the poverty line, most of whom are unable to receive education due to lack of resources. If Nawaz Sharif wanted to serve the nation, he should have learnt from Mr Jinnah, the founder of Pakistan, whether education can help people more than money. In order to put Pakistan in an enviable position in the comity of nations, Mr Jinnah placed great emphasis on educating Muslims at all costs. Jinnah is reported to have said, "Without education it is complete darkness and with education it is light. Education is a matter of life and death to our nation." In 1941, while addressing students Jinnah said, "There are at least three main pillars, which go to make a nation worthy of possessing a country and running the government, one of which is education."

Wherever Jinnah went to give an address, especially after independence, he used to meet students for the purpose of motivating them; he declared students the builders of any nation. However, he did not know that one day the builders of our nation would remain far from education on account of lack of funds. According to Article 25-A, the state shall provide free and compulsory education to all children aged five to 16 years. The law is quite adequate but has been neglected and thus child labour is piling up rather than coming to an end. Above all, Pakistan does not only need to provide free education but also free uniforms so that the poorest citizens can also receive at least a basic education. On account of unaffordable uniforms, many children have been expelled from school, resulting in mindboggling illiteracy.

According to the International Labour Organisation (ILO), 10 million children are estimated to be child labourers and, according to estimates, 38.4 percent of the youth are estimated to be illiterate. On top of that, illiterate youth and illiterate children, both are obstructions to progress and peace in Pakistan. Pakistan today is facing a number of problems such as target killings, kidnappings, street crimes,

robberies, begging, suicides amongst the youth and many more, most of which are being committed by illiterate youth and illiterate children. Illiterate people, who have scarcity of knowledge, are likely to fall prey to crime and other anti-social activities. It may not come as surprise to most of us that terrorism, which has made life in Pakistan a living hell, is piling up owing to the exploitation of illiterate people by terrorists who use them as their 'foot soldiers' by manipulating religion. While watching a local news channel recently, I caught a news item about an 18-year-old illiterate motor mechanic who had a chance meeting with a terrorist in his garage/workshop. It was there that he joined hands with the terrorist after being brainwashed on the basis of religion. Afterwards, the police caught him red-handed trying to kill innocent people via a failed suicide explosion. If Nawaz Sharif has a strong desire to help the poor citizens of this country occupy a good position in society, he ought to divert full focus on free education, root and branch, which not only helps poor people but also results in rooting out most of the crime-related problems in the country.

IDP fund: Teachers flay 'forced charity'

Daily Dawn, 11th July, 2014

RAWALPINDI: The district's schoolteachers are up in arms over being 'forced' to contribute a part of their salaries to a Punjab government fund for upkeep of Internally Displaced Persons (IDPs), displaced by the ongoing military operation in North Waziristan.

Representatives of Rawalpindi's schoolteachers told Dawn on Thursday that the district education officer (EDO) was forcing them to 'contribute' Rs 3,000 each to the provincial government's fund for IDPs. They said the EDO was trying to pressure the teachers by exerting influence through senior education officers in the hopes of securing a large amount of contributions for the IDPs' fund. "It is unfair to this to teachers in the month of Ramazan. We would gladly help out our displaced brethren according to our means, but not everyone can afford to spare Rs 3,000 at this time. Eid is coming and we have to think about our children as well," Syed Hamid Ali Shah, a schoolteacher, told Dawn. EDO allegedly forcing teachers to contribute Rs3,000 to Punjab govt's IDP fund. He said government employees, who had been promised a 10 per cent raise in the budget, could hardly make ends meet on their meager salaries. EDO Rawalpindi Qazi Zahoorul Haq told Dawn that he had asked teachers to contribute to the IDPs' fund, but denied exerting any undue pressure, claiming instead that he was just following orders. "The Lahore EDO collected Rs 3,000 from every schoolteacher in the district, I'm just following their example," he said. But former law minister and legal expert S.M. Zafar believes such an action is illegal. "If the government is forcing teachers to submit donations... this is against the law of the land," he told Dawn, adding that this was a violation of basic human rights and also contravened Article 4 of the Constitution.

A press statement issued by the Punjab Teachers Union of Rawalpindi (PTU) criticized the education department for coercing teachers to pay Rs 3,000 for the IDPs' fund. PTU Rawalpindi President Raja Shahid Mubarik said teachers would not follow the "illegal, verbal directives" of the government. The government has already deducted two days' salary from the teachers' paychecks to contribute to the upkeep of IDPs. "We are educated people, we can donate on our own... but we will not follow illegal directives," PTU General Secretary Azmat Abbasi told Dawn.

France bans Pakistani students for PhD'

Daily Dawn, 10th July, 2014

ISLAMABAD: Higher Education Commission (HEC) Chairman Dr Mukhtar Ahmed has informed the National Assembly (NA) that France had banned Pakistani students from pursuing doctoral level studies in the field of Nuclear Science, Agriculture and Dairy. During a meeting of NA Standing Committee on Education Monday, the HEC chairman said that reportedly eight percent of PhD students did not come back to the country after completing studies in foreign countries. Briefing the NA committee presided over by Gulzar Khan, Dr Ahmed said that as many as 600 students were studying in France and all scholarships had been awarded on open merit. He said students faced difficulties when money was not sent to them on time, adding that as per Prime Minister's Pay Back Student Fees Scheme, more than 45,000 students' fees had been refunded.

Report sounds alarm bells over education crisis, calls for reform

Daily Dawn, 10th July, 2014

ISLAMABAD: The country is facing an 'education crisis' which, if not tackled now, can become insurmountable. But, given political will and resources, a reformed education system can still produce a tolerant citizenry accepting religious, ethnic and cultural diversity, and help Pakistan return to its moderate roots. This is the crux of a report on "education reforms" in Pakistan recently released by the International Crisis Group. In its major conclusion, the Brussels-based NGO working to prevent conflict worldwide says: "If Pakistan is to provide all children between the age of five and 16 years free and compulsory education, as its law requires, it must reform a system marred by teacher absenteeism, poorly maintained or ghost schools and a curriculum which encourages intolerance and fails to produce citizens who are competitive in the job market." It says that curriculum reform is essential and overdue and urges the provincial governments to ensure that textbooks and teachers no longer convey an intolerant religious discourse and a distorted narrative based on hatred of imagined enemies – local and foreign. "The working-age population will continue to grow in a country with so many young people. Without substantial and urgent efforts to improve access to quality schools, illiteracy and poor learning outcomes will result in rising levels of unemployment and under-employment, hampering economic development and – if the most attractive jobs are available with the jihadi forces and criminal groups – contributing to violence and instability. "The rot can still be stemmed by reversing decades of neglect of the fast failing, under-funded education sector and opting for meaningful reform of the curriculum, bureaucracy, teaching staff and learning methodologies," it says.

According to the report, poorly qualified and poorly trained teachers and rote pedagogy discourage learning. Improvements in methodology have yet to make it to the classroom, and what is taught is problematic. An unreformed curriculum continues to promote religious intolerance and xenophobia as do madressahs which flourish in the absence of a credible public education sector. Private schools are flourishing but few, except those which cater to the elite, provide quality education. Attempts are being made to harness private sector support, including through partnerships and philanthropy, but the scale of the challenge requires a government-led approach and political ownership of reform. "To counter the challenge posed by private schools and madressahs, which fill the gaps of a dilapidated

public education sector but contribute to religious extremism and sectarian violence, the government will have to do far more than just increase the number of schools and teachers, it says.

Since the 18th Constitution Amendment devolved education to the federating units, provincial governments have taken some steps to meet their obligation to educate children. Yet, not all provinces have the required legislative apparatus, rules and regulations in place. Budgetary allocations, despite increases, are insufficient to meet growing needs. The report deplores that millions of five- to 16-year olds, now entitled to free and compulsory education, are still out of school and the quality of education for those enrolled remains abysmal. Nepotism and corruption permeate the system, including in the employment, posting and transfer of teachers. It points out that militant violence and natural disasters have exacerbated the dismal state of education. Earthquakes and floods have destroyed school buildings, disrupting the education of hundreds of thousands of children. More than nine million children do not receive primary or secondary education and literacy rates are stagnant. The country is far from meeting Millennium Development Goals of providing universal primary education by 2015. The primary school enrolment rate in 2012-13 registered a mere one per cent increase from the preceding year. There are significant gender disparities and differences between rural and urban areas, the report notes. The combined federal and provincial budgetary allocation to education is the lowest in South Asia, at two per cent of GDP.

Punjab plans fund-raising drive for IDPs

Daily Dawn, 8th July, 2014

LAHORE: The Punjab government has decided to launch a fund-raising campaign for the internally displaced persons (IDPs) from North Waziristan. A decision to the effect was taken in a meeting held here on Monday with Hamza Shahbaz, the son of Chief Minister Shahbaz Sharif, in the chair. Fund-raising committees headed by various ministers and assembly members are being activated for the purpose. All segments of society, particularly male and female students of universities and colleges, will be included in the campaign. For the purpose, 4.8 million students of the Punjab Youth Festival will be adopted as volunteers. He said duties were assigned to various ministers, assembly members, representatives of traders, ulema and social leaders "and a vigorous fund raising campaign has been started." Hamza said fund-raising camps should be set up at district, tehsil, village, town and market level to collect maximum amount.

Provincial ministers Rana Mashhood, Chaudry Shafique, MNA Pervaiz Malik, Khwaja Ahmed Hassaan and Information Secretary Momin Ali Agha attended the meeting. Meanwhile, Minister for Education and Youth Affairs Rana Mashhood said "Shahbaz Sharif Volunteers Force" comprising youth had been constituted in educational institutions for accelerating the assistance and rehabilitation campaign for IDPs. He directed heads of various educational boards and divisional directors (colleges) that the final list of at least 50 volunteers from every educational institution for serving IDPs should be provided to the higher education secretary by July 9. The meeting decided to set up 'tent colleges' in IDPs' camps in Bannu – one for boys and the other for girls. Faculty members of various colleges and universities of Punjab will provide their services as visiting professors in both the colleges for two weeks in groups.

Pakistani university campus to open in RAK

The National UAE, 7th July, 2014

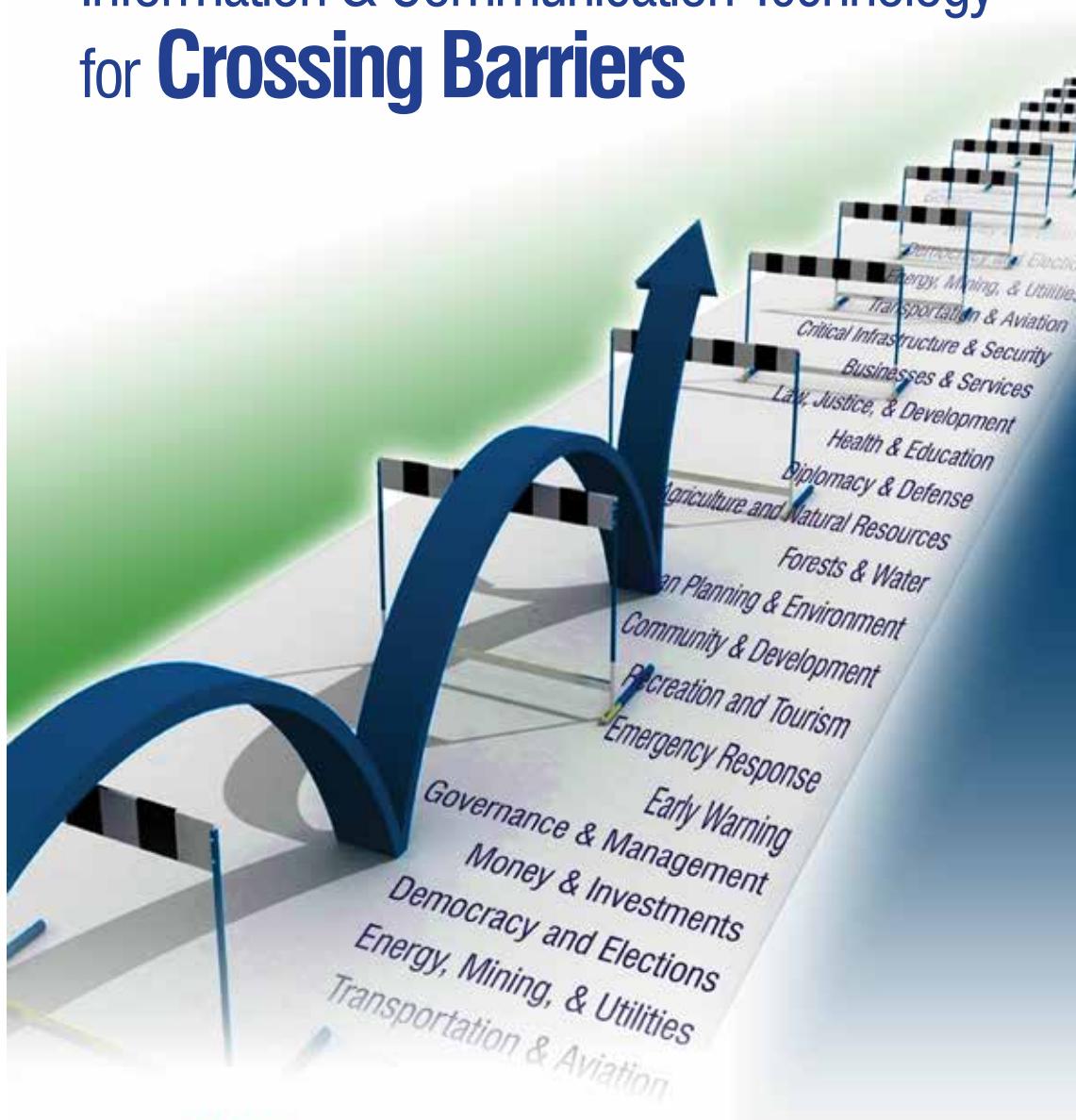
RAS AL KHAIMAH: A new university in Ras Al Khaimah is giving students from low-income Pakistani families the chance of a higher education without having to return to their home country. Abasyn University will offer degree courses to the 800 to 1,000 pupils who graduate from Pakistani curriculum high schools in the UAE every year. Previously Szabist University in Dubai was the only Pakistani university in the emirates. Fees at Abasyn, which also has campuses in Peshawar and Islamabad, start at Dh1,200 a month. This makes it more affordable than Szabist which charges Dh1,900, and Abasyn is significantly cheaper than other institutions. On average, university fees in the UAE start at about Dh25,000 a year. However, for anything science or engineering based, costs can rise to more than Dh45,000. The RAK campus, which accepts students of all nationalities, was given the go ahead by the higher education commission in Pakistan. It will open for the new academic year in September in the RAK Free Trade Zone Authority, which is working to implement a set of quality control standards based on those used in Dubai's free zones under the Knowledge and Human Development Authority as it tries to expand its educational offerings. Sajjad Hussein, the campus head, said there was a huge demand in the Pakistani community for affordable education.

A 2005 census found the Pakistani community was the second largest in the UAE after Indians, with about 1.25 million people living here. Dr Mohammed Nawaz Brohi, campus director at Szabist, that now has enrolled 500 students, said he welcomed the new university. "The Pakistani population in the UAE is growing, so we need to be sure to offer them affordable, good quality choices," he said. "There are over 20 schools offering the Pakistani curriculum and Pakistanis are looking for higher education." In order to help people afford the fees, Abasyn, like Szabist, offers a monthly instalment scheme rather than asking for payment in advance for a term or academic year. "Those who can afford it can choose from many places, but there is a community whose financial situation doesn't allow them to afford even the lowest end of the fees," said Mr Hussein. He added that it was vital to engage this segment of society. "It's through education and knowledge that people contribute well to the society. Without this, they get involved in negative activities when they've nothing to do, when they're unemployed, uneducated," he said. The campus, which can accommodate 200 to 300 students per morning, afternoon or evening session, will offer full and part-time courses and is housed within a compound that includes two schools and the Birla Institute of Technology from India. There is also a mosque and canteen. A handful of students have already enrolled at Abasyn. Initially only business, computing and commerce courses will be available. Officials will tour schools around the country to spread awareness before introducing more courses such as engineering and tourism. Mr Hussein said one of his first tasks would be to dispel the "myth" about just how far away RAK is for potential students travelling from Dubai, Sharjah or Umm Al Quwain or further afield.

Mariam Shaikh, assistant vice president for marketing and recruitment at Amity University Dubai, an Indian branch campus, said she had seen great demand for higher education from the Pakistani community since the university opened in 2011. "We have students from over 35 different nationalities on campus, with 18 to 20 per cent of these being Pakistani students." She said that a

large number of those were studying thanks to scholarships such as academic merit, girls or sports scholarships, highlighting the need to support students from less-affluent backgrounds. "Amity Scholarships have been initiated to encourage the talents of such students thereby strengthening the roots of our future generations." Peter Fort, RAK free trade zone authority's chief executive, welcomed the university's opening in the emirate. "Abasyn is adding to the portfolio of diverse academic institutions that are setting up in RAK, including École Polytechnique de Lausanne, Birla Institute of Technology, and the University of Bolton," he said. "These universities are helping us establish a reputation as a regional and global centre for high-quality and accessible education. "The opening of these and other campuses here also highlights the diversification of Ras Al Khaimah from its traditional manufacturing and industrial economic base to an emerging hub of academic research and higher learning."

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ALHASAN SYSTEMS PVT. LTD.

Landline: +92.51.282.0449/ +92.51.835.9288

Fax: +92.51.835.9287

Email: connect@alhasan.com Website: www.alhasan.com

<http://www.facebook.com/alhasan.com>

HUMANITARIAN INTERVENTIONS IN EDUCATION SECTOR IN PAKISTAN

Pakistan Education Cluster

NorthWaziristan Displacement Updates

Education Cluster Bulletin # 4, July 2014

As of 12 July, 2014, the number of displaced population stands at 929,859 individuals/80,302 families , 74 % women and children. Meanwhile Multi-sector Initial Rapid Assessment (MIRA) to identify priority needs and locations of NWA IDPs in the host communities has recently been completed. The finalization of the report is under process.

Preliminary Response Plan(July 8, 2014) for NWA displaced population has been developed. It provides a comprehensive overview of the priority humanitarian response needs for 500,000 people affected by the military operation launched on 15 June 2014 in North Waziristan Agency, Federally Administered Tribal Areas (FATA).

More than 1,400 schools are currently being used as shelter by IDPs in three districts of Bannu (1131), Karak(134), Larki Marwat (139). Keeping in view the planning figures of 500,000 displaced population, an estimated caseload of 205,000 school going age children are displaced from NWA. The Education Cluster will engage 82,000 (40%) displaced children (age group 3-18 years), in educational activities in order to shield them from harm; provide psycho-social support; and train them in life-saving skills. Taking into consideration the low enrolment rates in the areas of origin, the social norms that undervalue girls' education, it will be opportune to provide displaced children learning opportunities and address some of the current disparities in access and quality of learning.

The displacement has put an additional burden on existing facilities in hosting communities, with class rooms either full to capacity or not in a condition to accommodate more children. The Education Cluster response will assist in provision of safe, inclusive and quality educational opportunities in camps, hosting communities and temporary learning spaces with gender-sensitive latrines. The activities will include teachers' training on Education in Emergency (EiE); promotion of gender balanced Parent Teachers Council (School Management Committees); training on psycho-social support, Disaster Risk Reduction, and life-skills-based education. Overall funding requirement for Education response for NWA displacement is \$3.7m.

Activities:

1. Temporary learning spaces, and learning opportunities for primary and middle/secondary education classes/schools for 82,000 IDP children;
2. After summer break, organize second shift primary, middle and secondary level classes facilitating morning shifts for girls in possibly all existing government schools to accommodate IDP children living in host communities;
3. Assist continuing of education, including provision of supplies, to children from host communities whose schools have been converted into temporary shelters by IDPs;
4. Organize non-formal education classes in camps and in host communities for youth adolescents, especially focusing on girls and women.

Response:

The provincial Government issued a notification to district administration and education officials to allow IDPs take shelter in Government schools. Government has notified that school teachers and watch men will be responsible for safety of school infrastructure and its assets.

UNICEF has signed Project Cooperation Agreements to respond to the Educational needs of IDPs displacement from NWA. Meanwhile, UNICEF processed procurement of educational supplies including 65 Tents, 185 recreation kits, 210 School-in-a-box Kit (SIB) and 1925 Plastic Mats.

Education Cluster Strategic Response Plan (SRP) 2014 aims at reaching 148,895 displaced and returnee children including 77,426 girls (52%) in KP and FATA.

In total, Education Cluster response reached 28,769 children (14,602 girls) in IDP camps, hosting districts and areas of return since start of 2014 .

Cluster members trained 2,063 PTC/TIJ members (995 females) and 984 teachers (477 female) to improve their capacity on various topics such as teaching in emergency, psycho social support, life skills based education, DRR, emergency preparedness and risk reductions.

Sessions on landmine awareness and unexploded ordnance safety were conducted for 599 school children and 100 adults displaced in camp and off camp locations by PEAD with CERF funding. Psychosocial support was conducted for 3000 children (girls: 1,368) by PEAD with support of UNESCO/CERF.

Response to Complex Emergency in KP & FATA

Source: Education Cluster Bulletin # 47July, 2014

World Bank Pakistan

Balochistan Education Support Program

- Eight of the ten least developed districts of Pakistan are located in Balochistan, a province which faces challenges related to stability, security and a dispersed population.
- Only 47% of children 5-9 years old in Balochistan are enrolled in primary schools. The Balochistan Education Support Program through the Balochistan Education Foundation,

Source: World Bank Pakistan, 21st July, 2014

- supported by the World Bank, has been helping address this education emergency since 2006.
- Through BESP, 26,000 students have enrolled in 633 Community Schools in rural areas, over 40% of them girls, with the schools sustained through the participation of the local community to run the schools.

Al-Khidmat Foundation

Al-Khidmat Foundation Dir Distributes Scholarships Among Orphans

Source: Alkhidmat Foundation, 2nd July, 2014

Al-Khidmat Foundation Dir distributed scholarships worth hundreds and thousands of rupees among orphan children under Al-Khidmat Foundation's orphan care program. Each orphan child was given Rs. 13,950, School bag, and notebooks. A special distribution ceremony was arranged in Taimergara in which member national assembly Sahibzada Muhammad Yaqoob Khan, President Al-Khidmat Foundation Lower Dir Mr, Fazal Mehmood, Assistance Commissioner Taimergara Muhammad Ayaz Khan, Malik Sher Bahadur, and many other journalists and distinctive social personalities participated.

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DISTRICT GWADAR EDUCATION PROFILE

Highlights

Literacy Rate (10+)	56%
Male	78%
Female	31%
GPI (Enrolment)	0.53
GPI Primary	0.58
GPI Middle	0.47
GPI Secondary	0.377
Population that has ever attended school	57%
Student Teacher Ratio	24.6%
Primary	50%
Middle	28%
High	6.3%
Higher Secondary	0.7%

Source: PSLM 2012-13 and NEIMS -2010-11

Enrolment and Educational Facilities by level and Gender (Public Schools)

According to National Education Management Information Systems (NEIMS) report 2010-11 District Gwadar has a total number of 249 Institutions. Out of these 172 are located in Urban areas and the remaining 77 are in Rural areas. The total enrolment for the district is 21,909 and the total number of teachers is 890, of these 510 are teaching in Urban area Institutions and 380 are teaching in Rural areas.

Level	Schools			Enrollment			Teaching Staff		
	Total	Boys	Girls	Total	Boys	Girls	Total	Male	Female
Primary	210	135	75	14,745	9,284	5,461	294	176	118
Middle	18	14	4	4,758	3,231	1,527	171	124	47
High	20	13	7	2,370	1,721	649	376	240	138
Higher Secondary	1	1	0	36	36	0	47	47	0
Total	249	163	86	21,909	14,272	7,637	890	587	303

Source: NEIMS Census 2010-11

As the recent data collected by ALHASAN Systems (Pvt) Ltd. of 2013-14, under the open access/open data policy, there are 103 education facilities in District Gwadar- 98 public and 5 private . Following table shows level wise education statistics of Public and Private sector reported by ALHASAN Systems in 2014.

Table : Number of Educational Facilities in 2013-14

Education Facilities	Type	Co-education	Female	Male	Total
Primary	Public	7	20	47	74
	Private	1	-	-	1
Middle	Public	-	4	6	10
	Private	-	-	-	-
High	Public	-	2	9	11
	Private	2	-	-	2
Higher Secondary	Public	1	-	-	1
	Private	-	-	-	-
Masjid School	Public	-	-	-	-
	Private	-	-	1	1
Colleges	Public	1	-	-	1
	Private	-	-	-	-
Technical Institute	Public	-	1	-	1
	Private	1	-	-	1
Total	Public				98
	Private				5
Grand Total		13	27	63	103

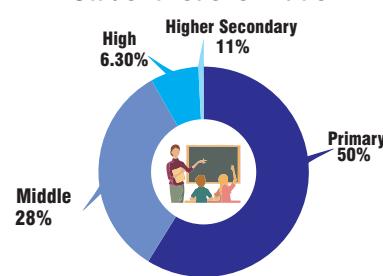
Source: ALHASAN's Systems Pvt Ltd, 2013-14

District Gwadar - Education Infographic

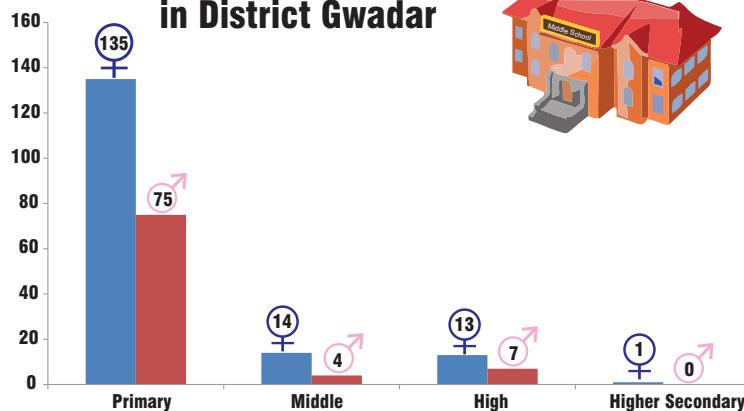


Literacy Rate
56%

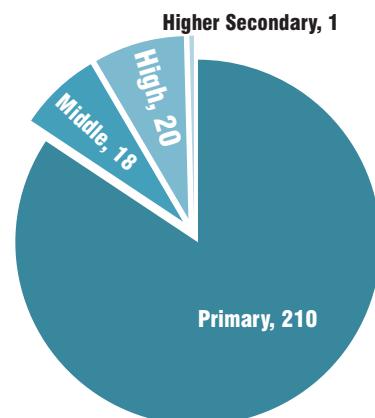
Student Teacher Ratio



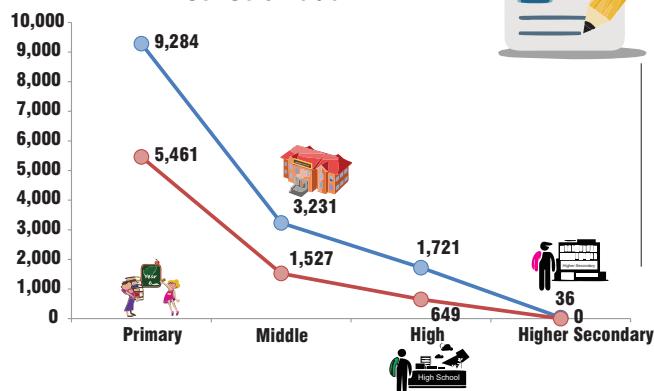
List of Boys/ Girls Schools in District Gwadar



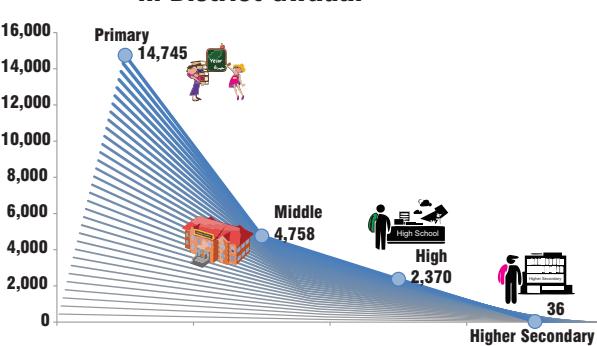
Total Number of Schools in District Gwadar



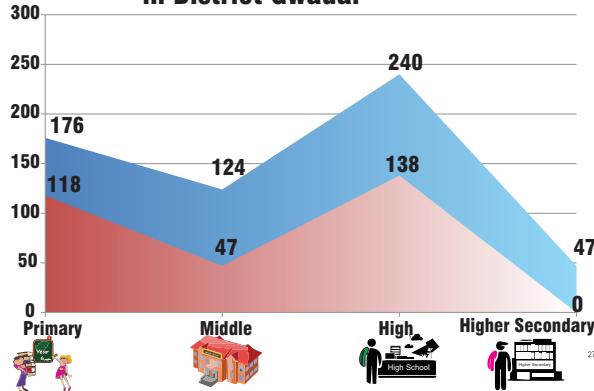
Male/ Female Schools Enrollment in District Gwadar



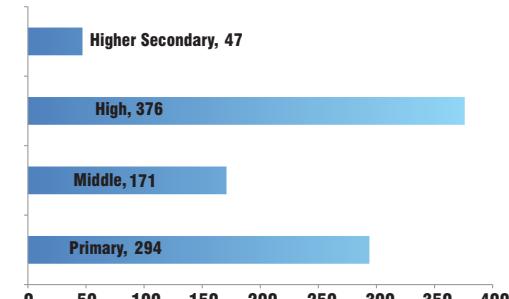
Categorywise Total Schools Enrollment in District Gwadar

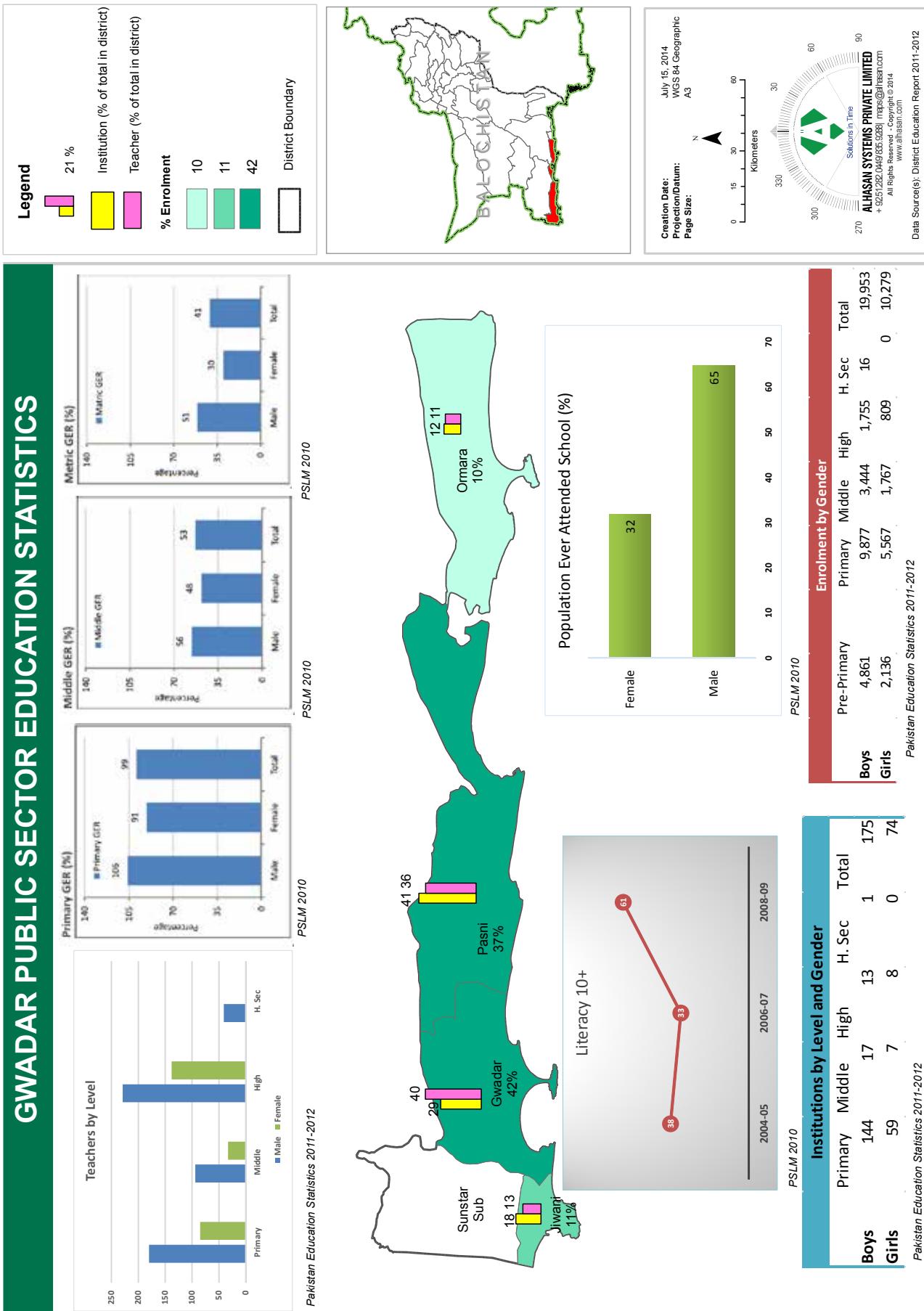


Male/ Female Teaching Staff in District Gwadar



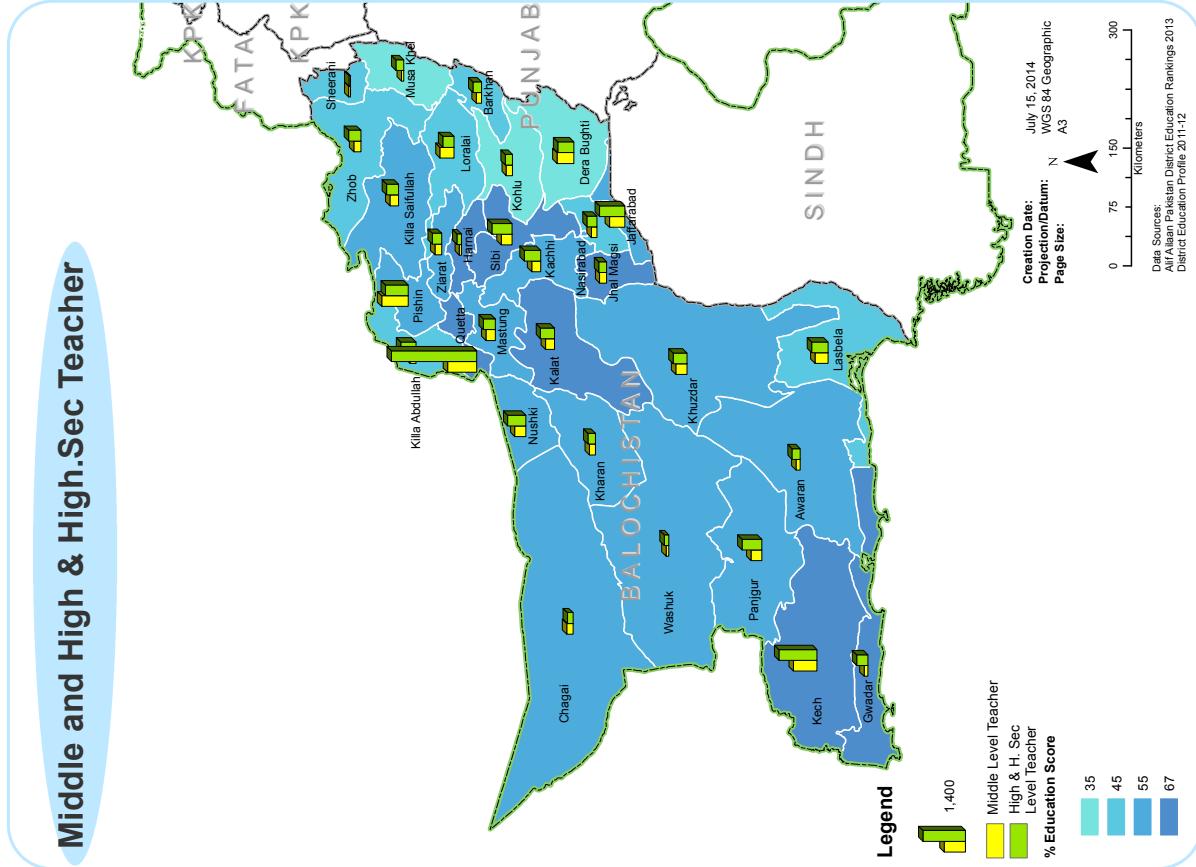
Total Number of Teaching Staff in District Gwadar



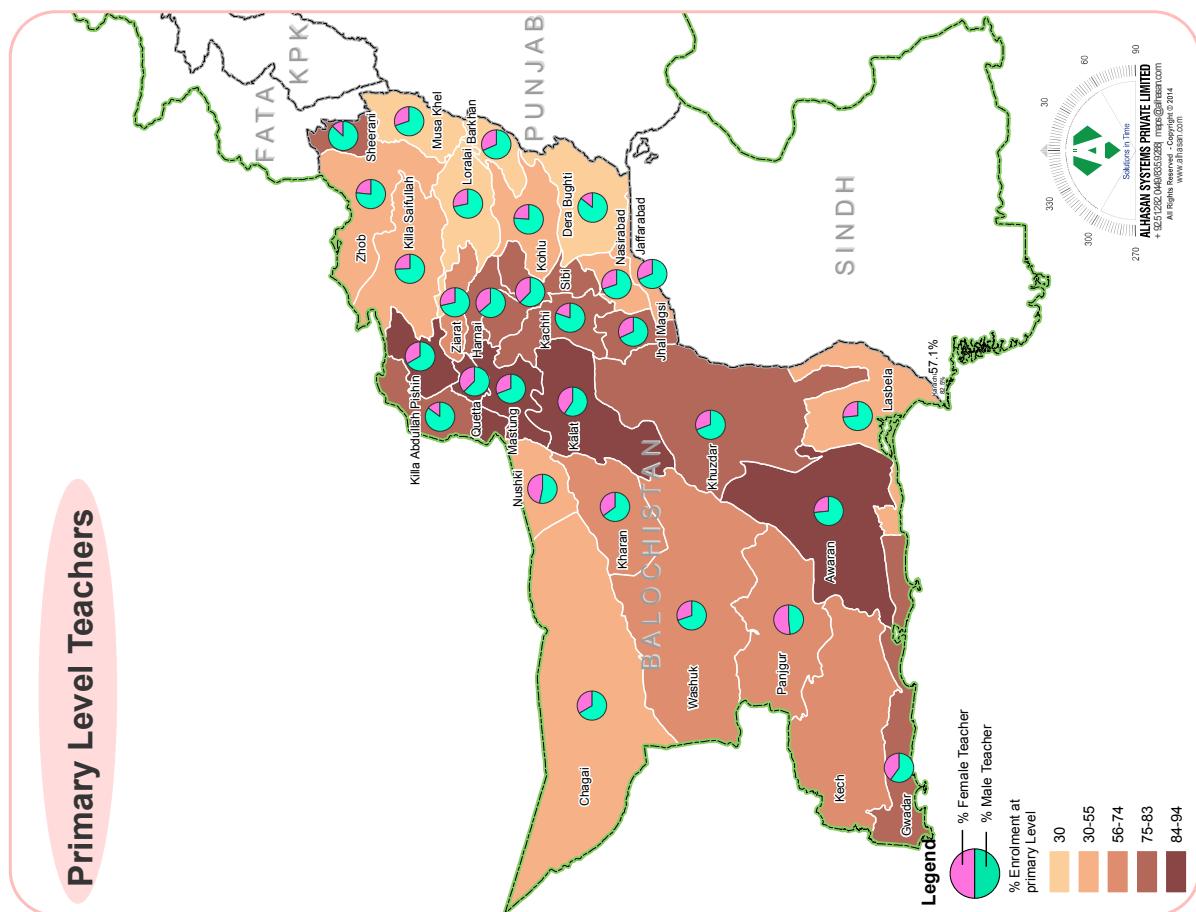


BALOCHISTAN - TEACHERS STATISTICS-2013

Middle and High & High.Sec Teacher



Primary Level Teachers



REPORT SOUNDS ALARM BELLS OVER EDUCATION CRISIS, CALLS FOR REFORM

By Amin Ahmed

Posted in DAWN.com

July 10th, 2014

ISLAMABAD: The country is facing an 'education crisis' which, if not tackled now, can become insurmountable. But, given political will and resources, a reformed education system can still produce a tolerant citizenry accepting religious, ethnic and cultural diversity, and help Pakistan return to its moderate roots.

This is the crux of a report on "education reforms" in Pakistan recently released by the International Crisis Group.

In its major conclusion, the Brussels-based NGO working to prevent conflict worldwide says: "If Pakistan is to provide all children between the age of five and 16 years free and compulsory education, as its law requires, it must reform a system marred by teacher absenteeism, poorly maintained or ghost schools and a curriculum which encourages intolerance and fails to produce citizens who are competitive in the job market."

It says that curriculum reform is essential and overdue and urges the provincial governments to ensure that textbooks and teachers no longer convey an intolerant religious discourse and a distorted narrative based on hatred of imagined enemies – local and foreign.

"The working-age population will continue to grow in a country with so many young people. Without substantial and urgent efforts to improve access to quality schools, illiteracy and poor learning outcomes will result in rising levels of unemployment and under-employment, hampering economic development and – if the most attractive jobs are available with the jihadi forces and criminal groups – contributing to violence and instability.

"The rot can still be stemmed by reversing decades of neglect of the fast failing, under-funded education sector and opting for meaningful reform of the curriculum, bureaucracy, teaching staff and learning methodologies," it says.

According to the report, poorly qualified and poorly trained teachers and rote pedagogy discourage learning. Improvements in methodology have yet to make it to the classroom, and what is taught is problematic.

An unreformed curriculum continues to promote religious intolerance and xenophobia as do madressahs which flourish in the absence of a credible public education sector.

Private schools are flourishing but few, except those which cater to the elite, provide quality education. Attempts are being made to harness private sector support, including through partnerships and philanthropy, but the scale of the challenge requires a government-led approach and political ownership of reform.

"To counter the challenge posed by private schools and madressahs, which fill the gaps of a dilapidated public education sector but contribute to religious extremism and sectarian violence, the government will have to do far more than just increase the number of schools and teachers, it says.

Since the 18th Constitution Amendment devolved education to the federating units, provincial governments have taken some steps to meet their obligation to educate children. Yet, not all provinces have the required legislative apparatus, rules and regulations in place. Budgetary allocations, despite increases, are insufficient to meet growing needs.

The report deplores that millions of five- to 16-year olds, now entitled to free and compulsory education, are still out of school and the quality of education for those enrolled remains abysmal.

Nepotism and corruption permeate the system, including in the employment, posting and transfer of teachers.

It points out that militant violence and natural disasters have exacerbated the dismal state of education. Earthquakes and floods have destroyed school buildings, disrupting the education of hundreds of thousands of children.

More than nine million children do not receive primary or secondary education and literacy rates are stagnant. The country is far from meeting Millennium Development Goals of providing universal primary education by 2015. The primary school enrolment rate in 2012-13 registered a mere one per cent increase from the preceding year.

There are significant gender disparities and differences between rural and urban areas, the report notes. The combined federal and provincial budgetary allocation to education is the lowest in South Asia, at two per cent of GDP.

EDUCATION AND RECENT BUDGETS

By Faisal Bari

Senior adviser, Pakistan, at Open Society Foundations, associate professor of economics, LUMS, and a visiting fellow at IDEAS, Lahore.

*Posted in DAWN.com
July 26th, 2014*

THERE are four big problems that we have to resolve if we are serious about addressing issues linked to education in Pakistan. First of all, there are an estimated 20 to 25 million children between five to 16 years who are not in school. We have, under Article 25a, which has been included in the Constitution through the 18th Amendment, pledged that all children in this age group will be provided free and compulsory education as a basic right. If we are to live up to that promise, we have to figure out a way of getting these millions of children into school.

Secondly, education for children enrolled in school has to be of at least some minimum standard. We have solid evidence provided by various private and government studies that the level of education currently being imparted is generally of low quality. Most of the public sector is in bad shape and the bulk of the private sector, especially the low-fee sector to which some 40pc of enrolled children gravitate, is also imparting education that is of poor quality.

The Annual Status of Education Report for this year as well as for previous years clearly shows the abysmal state of learning that is the lot of most of our children. There is little point in bringing children to school if we are not going to give them a certain quality of education. We need our students to not only have functional skills, including language and mathematics skills, we also want them to become useful citizens of Pakistan. If education fails to equip students to achieve this status, it is of little benefit to them, their families or the country.

Third, equity issues should be a major concern for us. Inequality, by most accounts, is and has been increasing in Pakistan over the last three decades at least. Policies of liberalisation, privatisation and decentralisation have a tendency to increase inequality if the state does not invest in progressive taxation, safety nets and merit-based systems of education. With the introduction and expansion of the sector for the private provision of education and a clear decline in public-sector education, where education is supposed to contribute to merit-based equality generating income mobility, the result is entrenchment and increasing inequalities.

There is substantial circumstantial evidence to justify focus on the issue of inequality in education.

This seems to be happening in Pakistan too. And though there is no rigorous research evidence, there is substantial circumstantial evidence to justify focus on the issue of inequality/inequity.

Fourth, though we are spending only about 2pc of GDP on education and we need to spend at least 4pc to 5pc to get the results we want, we are clearly not dealing efficiently with the resources currently being spent on education. Most public-sector expenditure on education goes towards the salaries of teachers. But there are still too many ghost schools, non-functional or barely functional schools, too many teachers do not show up for work still, and many are not prepared to teach or are not motivated enough to teach if they do show up. All this adds to the inefficiency in our system.

Almost all provincial governments have increased resources for education in their recently presented budgets. But the increases have been marginal: in the 10pc to 15pc range in nominal terms. So, in real terms the increases have been minimal. But all provincial governments, even before the current budgets, were spending about 25pc of their budgets on education. Clearly there is little or no additional space in provincial budgets for increasing allocations for education.

If money for education has to increase, new resources will have to be generated for it. But on that count the recent budgets have been a disappointment. None of the provinces have given ideas on new taxes, on how to broaden the base of existing taxes or on

bringing new taxpayers into the net. They have, instead, relied on just tinkering with existing taxes and rates to further milk those who are already in the net. The potential for land tax, property tax, agriculture income tax remains untapped and unexplored.

At the federal level too, the problems are the same. We raise only about 9pc of our GDP in the form of tax revenue. Can we spend almost half of it on education? Even though the government has promised that it will reach the target of 4pc of GDP by 2017 or so, this is not going to happen without major changes to the tax structure, to how the taxes are levied and without determining who pays taxes.

The salaried classes are overtaxed and continue to be milked while traders, small to medium businessmen and land owners continue to cruise and do not pay or pay very few taxes. Reform of the Federal Board of Revenue remains a dream and the institution continues to be a corrupt, inefficient and ineffective institution.

The additional resources, whatever the hype about donors and their contributions, cannot come in the form of aid or grants. Aid has never been a large percentage of the overall education budgets. And donors prefer spending on the development side whereas most of the expenditure in education is on recurrent costs (salaries).

There has been some discussion of education budgets in the papers recently. It has largely been about praising provincial governments for raising money for education and praise or censure for doing better or worse than other provinces and other political parties. But most of these changes in the budgets have been cosmetic. Our problems, in education, are very large and very significant. They require equally substantial responses. But these budgets, federal or provincial, have not even made an attempt to address these issues or provide the framework in which these concerns can be addressed in the years ahead.

Education Directory

HUMANITARIAN ORGANIZATIONS

<p>United Nations Educational, Scientific and Cultural Organization 0092-51-111-710-745 0092-51-2600250 islamabad@unesco.org www.unesco.org.pk UNESCO Office, Serena Business Complex, 7th Floor, Sector G-5, Islamabad</p>	<p>Sindh Health & Education Development Society Sindh 0092-22-2633163 0092-22-2633163 sheds.org@gmail.com 3rd Floor Baitul Mall Building, Doctors Colony, Near Liquat University OPD, Hyderabad</p>
<p>Baacha Khan Trust Educational Foundation 0092-91-2601142 0092-91-2601143 mail@bkefoundation.org www.bkefoundation.org House 1, Majeed House, Railway Road University Town, Peshawar</p>	<p>Trust for Rural Uplift and Community Education 00 92 51 2242047 - 8 0092 51 2615106 trucedj@gmail.com House 185, Main Road Service Society, Sector E-11/2, Islamabad</p>
<p>Basic Education and Employable Skill Trainings 091-5852210 091-5700762 besthamish@gmail.com Basic Education and Employable Skill Trainings 31-D, Kangra House, Circular Lane, University Town, Peshawar</p>	<p>Balochistan Education Foundation 0092-812-440761 0092-812-447953 info@bef.org.pk www.bef.org.pk House No: 32-C Railway Housing Society, Joint road, Quetta</p>
<p>Basic Education for Awareness Reforms and Empowerment / Basic Education for Afghan Refugees (091) 570 2955 (091) 584 1047 befare@befare.org www.befare.org BEFARe Offices in Pakistan, 17 A, Chinar Road University Town, Peshawar</p>	<p>Nutrition Environment and Educational Development 0092-333-2505416 abdullah.umerkot@gmail.com C/o Muhamad Iqbal Shop, ward #310 Khosa Mohalla UC-1</p>
<p>Ghazali Education Trust 0092-42-35222702 0092-42-35222729 info@get.org.pk www.get.org.pk 5-E Samanberg, Johar Town, Lahore</p>	<p>Rural Education & Development Balochistan 0838-510966 0838-510360 read.balochistan@gmail.com Head Office Allah Abad Colony Gandawah, Jaffarabad</p>
<p>HAPE (Health, Awareness, Participatory, Education) Development and Welfare Association 0092-297-724397 hape_org@yahoo.com Boys Hostiles, Taluka Matli, Badin</p>	<p>Education, Health, Social Awareness & Rehabilitation Foundation 0092 91 585 3030 0092 91 570 3070 ehsarfoundation@gmail.com EHSAR Foundation 43 - B, S. Jamal ud Din Afghani Road, University town, Peshawar</p>
<p>Noor Education Trust 0092-91- 5704801 0092 - 91 5703208 meragh@brain.net.pk Noor Education Trust Ho.No.17 Arbab Habib Haider Murad Abad Opp. Police Public School Jamrud Road, Peshawar</p>	<p>Motto to Empower the Health, Education and Rights 0092 333 7881255 saif@meher.org.pk www.meher.org.pk MEHER office Main Civil Hospital Road, Near Zakat Office, Dera Allah Yar, District Jaffarabad, Balochistan.</p>
<p>Society for the Advancement of Community, Health, Education and Training 0092-51-2254933 0092-51-2255053 info@sachet.org.pk www.sachet.org.pk Al-Babar Center, Park Road, F-8 Markaz, Islamabad</p>	<p>Aga Khan Education Service 0092-213-5863281-5 0092-213-5870736 central@akesp.org www.akesp.org House No 384, F-17/B, Block VII, KDA Scheme 5, Clifton, Karachi</p>
<p>Balochistan Environmental & Education Journey 0092-81 -2827729 0092-81-2825907, 0092-81-2823542 info@beej.org.pk 23-D Samungli Housing Scheme, Peshawar</p>	<p>Reform Support Unit, Education and Literacy Department, Government of Sindh 0092-21-32779323 0092-21-32775740 cpmrus.eldsindh@gmail.com N.J.V. School Building, M.A. Jinnah Road, Karachi</p>
<p>Kohsar Welfare & Educational Society 0092-51-5839446 kohsarnog@gmail.com House # 1322, Street #20, Farash Town, Phase 1, Islamabad</p>	<p>Islamia Educational and Welfare Society 0838-613722 0092 - 3313426500 sdip29@yahoo.com Ali Gohar Chowk Civil Hospital Road, Usta Muhammad, Jaffarabad</p>
<p>Citizens' Voice Project (Trust for Democratic Education and Accountability - TDEA) 0092-51-2100862 0092-51-2100865</p>	<p>Bright Educational Society 0092-213-6658999 0092-213-6658999 brightkarachi@yahoo.com</p>

info@cvpa-tdea.org www.cvpa-tdea.org Trust for Democratic Education and Accountability - TDEA, PO Box 2101, Islamabad	ST.1114,1115, Qasba Islamia Colony No.1 UC.9 SITE Town, Karachi
Labor Education Foundation- Punjab 0092-42-36303808 0092-42-36271149 lef@lef.org.pk www.lef.org.pk House 138, Mumtaz Street, Khizar Park, Habibullah Road, Ghari Shau, Lahore	Sarhad Education Forum 0300-5663587 s.edu.forum.org@gmail.com Sarhad Education Forum The Sarhad school ,New Qilla Ground serai Naurang ,
Adult Basic Education Society 0092-55-3856014 0092-55-3258314 vad@abes.org.pk www.abes.org.pk Church Road (Opposite Church), Civil Lines, Gujranwala	Social & Educational Environment Development Society 0092-838-200000 rasheed_maghi2002@yahoo.com Basti Kamal Shah Post office Gandawa, Jaffarabad
Pakistan Education Society 0092-21-6662940,8131377 0092-21-8131377 zeeshanshoki@gmail.com F-148, Qasba Colony, Karachi	National Education Welfare Society 0092-969-707773 news.org_pk@yahoo.com National Education Welfare Society M.Ayub Market G.T Road Serai Naurang, Bannu
Renewable Energy Society for Education, Awareness, Research& Community Help 0092 -51-4446651-2 0092 51 4866011 write@research.org.pk www.research.org.pk House # 24 C-1, Sultan Colony, Street 94, I-8/4, Islamabad	National Educational & Environmental Development Society Balochistan 0092-838-711170 0092-83-8711311, 0092-838-711170 info@needs.org.pk www.needs.org.pk Ward # 03, apposite NADRA Office Dera Murad Jamali, Jaffarabad
Primary Education Project 0092-22-2633450 office.manager@pepdoh.org www.pepdoh.org Diocesan Education Centre, St. Philips Church Compound,3 Jacob Road, Tilak Incline, Hyderabad	Health Oriented Preventive Education 0092-21-34520464 agboat@hope-ngo.com www.hope-ngo.com 5, Amir Khusro Road, Mehvush, Overseas Cooperative Housing Society, Karachi
Rising Educational And Environmental Development Society Balochistan 0092-838-710256/ 0092-838-710256 reeds619@gmail.com REEDS C/o Haq Bahu Photo State, Jaffarabad	DEWS Educational & Welfare Society 0092 51-2579934 tariq.hanfi@gmail.com 146 ,St.No 94. G 11/ 3, Islamabad
Humdard Educational And Environmental Development Society 0092 – 333-7907379 shabirbaloch25@yahoo.com B-4, Shah Wali. Wah Cantt	Women Welfare for Health & Education Services Pakistan 0092 -321 -9221984 zafri999@yahoo.com Office No. 05, Jamia Masjid, Ruqqia Square, Block 14, Water Pump, F/B Area karachi.
Drugs And Narcotics Educational Services 0092-81-2444093 0092-81-2444093 danesh_qta@yahoo.com A-4 Railway Housing Society, Quetta	Pakistan Institute of Labour Education & Research 0092-21-36351145-6-7 0092-21-36350354 piler@cyber.net.pk ST-001, Sector X, Sub Sector - V, Gulshan-e-Maymar, Karachi – Pakistan
Water, Health, Education, Environmental League Quetta 0092-81-2445212 0092-81-2445212 razayt@yahoo.com House No: 8-40/1479-2, Street no: 3, Ismail Colony Sirki Road, Quetta	Shaoor Educational & Social Development Orgnization 0092-297-853390 0092-297-853751 shaoor.educational@gmail.com Noor Public School Ward No.3 Golarchi, Badin
Society for Education and Environment Development 0092 91 5828383 0092 91 5813796 info@seedpakistan.org.pk www.seedpakistan.org.pk	Society for Health & Education Development 0092-21-32044126 0092-21-34827356 contact@shed.com.pk www.shed.com.pk B-139 Block 1 Gulistan E Johar, Karachi
Society for Education and Environment Development Suit # 2 2nd Floor, Abbas Center, Bilal Market, D1 Phase 1,Hayatabad, Peshawar	PAK Education Society/Pakistan Development Network 0092-21-34631377 zeeshan_shoki@yahoo.com LS-4, SC-23 Qasba Colony, Karachi
Society for Community Support for Primary Education, Balochistan 0092-81-2885891 0092-81-2885893	Association for Health, Education & Agriculture Development Sindh 0092-235-541767 ahead_sgr@yahoo.com

society@scspeb.org Surkh Pull, Near Killi Shadi Khan Samungli Road, Quetta	Bungalow No.105/082, Block No. 2, Sanghar
Peace Social Welfare and Educational Organization 0092-74-4040035 peacelarkana@yahoo.com VIP Road ,Lahori Muhallah, Larkana	Punjab Education Foundation 009242-99268114-7 0092-42-99268118 pef@pef.edu.pk www.pef.edu.pk 78-B1, Gulberg III, Lahore
Sustainable Development Education Rural Infrastructure Veterinary Care Environment (DIK) 0092-966-716632: 0092-966-716632 serve.dikhan@gmail.com Dera Ismail Khan	Health Education & Literacy Trust 0092 42 3 6663144 042-5895453 heal@wol.net.pk , healtrust_pk@yahoo.com 53 - K, Gulberg 3 / 736-Z Phase III DHA / 157-E, Upper portion, New Super town, Ghazni Lane, Near Defence More. Lahore Cantt
Social Effort for Education & Development 0092 91 584 1843 0092 91 585 2134 info@seed.org.pk www.seed.org.pk Office at the Back of 4 – C, Circular Lane, University Town, Peshawar	Labour Education Foundation 0092-42-36303808 0092-42-36271149 lef@lef.org.pk House 138, Mumtaz Street, Khizar Park, Habibullah Road,Ghari Shau, Lahore
Social Education Awarness and Development 0092-313 -9577192 sead300@gmail.com Social Education Awarness and Development Cantonment Plaza Gate No.04 Saddar Bazar Risalpur	Society for Advancement of Education 0092-42-35868115 0092-42-35839816 sahe@sahe.org.pk www.sahe.org.pk 65-C, Garden Block, New Garden Town, Lahore
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Women Industrial Social and Educational Society 0092-213-4822147 0092-213-4822147 info@wisespk.org www.wisespk.org B-44, Block-9, Behind Urdu Science University Gulshan-e-Iqbal, Karachi	Advocates Of Gender Education & Health Information 0092-51-2851605 0092-51-2255053 agehi@isp.pol.com.pk Advocates Of Gender Education & Health Information Al-Babar Center Park Road Sector F-8 Markaz. Islamaabd
Education Awareness & Community Health 0092-41-5504488 0092-41-2404488 each@nexlinx.net.pk Main Bazar Masoodabad, Near Sultan Chowk, samanabad, Faisalabad	Education Sector Reform Assistance 0092-51-2871223-9 0092-51-2871229-30 Education Sector Reform Assistance House No 20 Main Margala Road, Sector F-6/3, Islamabad
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<p>Board of Intermediate and Secondary Education, Bannu CHAIRMAN 0092- 928-633450 info@biseb.edu.pk www.biseb.edu.pk Bannu</p>	<p>Sindh Board of Technical Education Secretary 0092- -21-99243329-30 0092- 21-99243328 secretary@sbte.edu.pk www.sbte.edu.pk ST-22, Block-6, Main University Road, Gulshan-e-Iqbal, Khi</p>

COLLEGES AND UNIVERSITIES

Center for Health and Population Studies
 0092-42-36375572-3
 0092-42-3639303
yazdani@brain.net.pk

Ayub Medical College Abbottabad Pakistan
 0092-992-382571
 0092-992-382321
jamc@ayubmed.edu.pk

2-A/5 Chamba Lane, G.O.R-I, (Near Children Complex Library) Lahore-3, Lahore	Ayub Medical College, Abbottabad-22040, Pakistan
Pakistan Association of Orthodontists 0092-300-2056732 amjadasm97@hotmail.com, afeefumarzia@gmail.com D-138-A, Block 4, Clifton Karachi	Edwards College Peshawar 0092 (91) 5275154 0092 (91) 5276765 info@edwardes.edu.pk Edwards College Peshawar The Mall Road. Peshawar
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Air University 0092-51-9262557-9 0092-51-9260158 admissions@mail.au.edu.pk PAF Complex, E-9 Islamabad	Shifa College of Nursing 0092-51-8463636 0092-51-4435046, 0092-51-4431056 studentaffairs.scn@shifacollage.edu Shifa College of Nursing Pitraus Bukhari Road, Sector H-8/4, Islamabad
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Gomal University DIK 0092-966-750424-9 0092-966-750255 saqisheikh4@hotmail.com Gomal University D.I.Khan KPK Pakistan	The Professionals' Academy of Commerce (PAC) - Peshawar 0092-91-5703061, 5851540 0092-91-5842568 awaibbil@pac.edu.pk The Professionals' Academy of Commerce (PAC) 4 - D, Park

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Kohat University of Science and Technology Kohat 0092-922-554191 qec@kust.edu.pk Bannu Road, Kohat, Pakistan	Hunerkada College of Visual and performing Arts 0092 51 2211152 0092 51 2831302 hunerkada@gmail.com Hunerkada , 217-B,Margalla Road F-10/3,Islamabad
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Khyber Pakhtunkhwa Agricultural University, Peshawar 0092 91 9218390 0092 91 9218342 drfarhat@aup.edu.pk Agricultural University, Peshawar Pakistan	Karachi Medical and Dental College 0092-21-99260300 0092-21-99260306 info@kmdc.edu.pk Abbas Shaheed Hospital Block M, North Nazimabad Karachi
Shaheed Benazir Bhutto University, Sheringal, Dir 0092-944 - 885529 0092-944 - 885805	Fazaia Degree College Risalpur 0092-923-631391-97 fdc_ris@fazaia.edu.pk

<p>muhammadroz@sbbu.edu.pk Shaheed Benazir Bhutto University Sheringal, District Dir(Upper) Khyber Pakhtunkhwa, Pakistan</p> <p>Frontier Law College, Peshawar, Pakistan . Affiliated with University of Peshawar. 00 92- 300 8583625 0092-91 5273511 frontierlawcollegepeshawar@hotmail.com Frontier Law College, Building, Pajaggi road, Peshawar</p> <p>DOW University of Health Sciences 0092 - 21 - 99215754-7, 32715441-466 cms@duhs.edu.pk Baba-E-Urdu Road, Karachi</p> <p>Institute of Business Administration Karachi 092-21-38104700 0092-21-99261508 info@iba.edu.pk University Road, Karachi-75270</p>	<p>Fazaia Degree College, Risalpur. Risalpur</p> <p>Fazaia College of Education for Women Lahore 0092-42-99505521-99505523 0092-42-9505517 fazaiacollege@gmail.com Fazaia College of Education for Women Sarwar Road Lahore Cantt</p> <p>Islamabad Medical & Dental College 0092-51-2807201-3 chairman@imdcollege.com Islamabad Medical & Dental College Islamabad</p> <p>Yusra Medical and Dental College 0092-51-4492811-5 0092-51-4492816 info@ymdc.edu.pk Yusra Medical and Dental College Main G.T Road, Kahuta Morr, PO Model Town, Humak .Islamabad</p>
<p>Liaquat University of Medical & Health Sciences Jamshoro Sindh 0092-22-9213305 0092-22-9213306 registrar@lumhs.edu.pk, Jamshoro, Sindh - Pakistan.</p> <p>Mehran Universityof Engineering & Technology Jamshoro 0092-22-2772250-73 vc@admin.muet.edu.pk Mehran University of Engineering & Technology, Jamshoro</p> <p>NED University of Engineering & Technology 0092-21-99261261-8 0092-21-99261255 registrar@neduet.edu.pk NED University of Engineering & Technology Main University Road, Karachi</p>	<p>Frontier Medical College 0092-992-383568 0092-992-381028 fmcollege@yahoo.com, fmc@fmc.edu.pk Frontier Medical & Dental College, P.O. Public School, Mansehra Road, Abbottabad</p> <p>Luqman College of Law and Sciences 0092-966-9280192 luqmancollegeoflaw@gmail.com Castle Nawab ,Allah Nawaz Khan North Circular Road, D.I.Khan</p> <p>Women Institute of Medical Technology 0092-992-390090, 391443 info@wimt.edu.pk Women Institute of Medical Technology, Women Medical College, Muree Road Nawan Shehr. Abbottabad</p>
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<p>muhammadroz@sbbu.edu.pk Shaheed Benazir Bhutto University Sheringal, District Dir(Upper) Khyber Pakhtunkhwa, Pakistan</p> <p>Frontier Law College, Peshawar, Pakistan . Affiliated with University of Peshawar. 00 92- 300 8583625 0092-91 5273511 frontierlawcollegepeshawar@hotmail.com Frontier Law College, Building, Pajaggi road, Peshawar</p> <p>DOW University of Health Sciences 0092 - 21 - 99215754-7, 32715441-466 cms@duhs.edu.pk Baba-E-Urdu Road, Karachi</p> <p>Institute of Business Administration Karachi 092-21-38104700 0092-21-99261508 info@iba.edu.pk University Road, Karachi-75270</p>	<p>Fazaia Degree College, Risalpur. Risalpur</p> <p>Fazaia College of Education for Women Lahore 0092-42-99505521-99505523 0092-42-9505517 fazaiacollege@gmail.com Fazaia College of Education for Women Sarwar Road Lahore Cantt</p> <p>Islamabad Medical & Dental College 0092-51-2807201-3 chairman@imdcollege.com Islamabad Medical & Dental College Islamabad</p> <p>Yusra Medical and Dental College 0092-51-4492811-5 0092-51-4492816 info@ymdc.edu.pk Yusra Medical and Dental College Main G.T Road, Kahuta Morr, PO Model Town, Humak .Islamabad</p>
<p>Liaquat University of Medical & Health Sciences Jamshoro Sindh 0092-22-9213305 0092-22-9213306 registrar@lumhs.edu.pk, Jamshoro, Sindh - Pakistan.</p> <p>Mehran Universityof Engineering & Technology Jamshoro 0092-22-2772250-73 vc@admin.muet.edu.pk Mehran University of Engineering & Technology, Jamshoro</p> <p>NED University of Engineering & Technology 0092-21-99261261-8 0092-21-99261255 registrar@neduet.edu.pk NED University of Engineering & Technology Main University Road, Karachi</p>	<p>Frontier Medical College 0092-992-383568 0092-992-381028 fmcollege@yahoo.com, fmc@fmc.edu.pk Frontier Medical & Dental College, P.O. Public School, Mansehra Road, Abbottabad</p> <p>Luqman College of Law and Sciences 0092-966-9280192 luqmancollegeoflaw@gmail.com Castle Nawab ,Allah Nawaz Khan North Circular Road, D.I.Khan</p> <p>Women Institute of Medical Technology 0092-992-390090, 391443 info@wimt.edu.pk Women Institute of Medical Technology, Women Medical College, Muree Road Nawan Shehr. Abbottabad</p>
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University of Malakand 0092-945764135, 9453491 dr.rahmatalikhan@uom.edu.pk Chakdara, Dir, Malakand	Jinnah Degree College of Commerce 0092-997-307231 0092-997-300531 director@jinnahcolleges.edu.pk, administrator@jinnahcolleges.edu.pk Jinnah Colleges Shahrah-e-Resham, Bhat Pul, Mansehra, Abbottabad
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University of Peshawar 0092 91-9216701-20, 9216469-70 0092-91-9216736 webmaster@upesh.edu.pk University Road, Peshawar KPK Pakistan	Gomal Medical College 0092-966-9280341 0092-966-9280340 gmc@yahoo.com North Circular Road, Gomal Medical College, D.I.Khan
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Shahed Mohtarma Benazir Bhutto Medical University Larkana 0092-74-4752408 0092-74-4752760 admissions@smbbmu.edu.pk Shahed Mohtarma Benazir Bhutto Medical University Larkana village Aриja, Airport road Larkana	Peshawar College of Engineering 0092-91-2370748 0092-91-2370748 contact@pce.edu.pk, director.admin@pce.edu.pk Peshawar College of Engineering, Army Welfare Trust (AWT) Housing Scheme, Kohat Road, Peshawar.
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Sukkur Institute of Business Administration 0092-071-5630272 0092-071-5632465 marketing.manager@iba-suk.edu.pk	Ali Institute of Education 0092.423.5882913 0092.423.5868525 aie@aie.edu.pk

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University of Science & Technology, Bannu 0092-928-633817-18, 0092-928-633821 pro@ustb.edu.pk University of Science & Technology, Bannu, Khyber Pakhtunkhawa (KPK), (Pakistan) Bannu	Council of Social Sciences, Pakistan 0092-51-2274565, info@cossapk.org # 307, Dossal Arcade, Jinnah Avenue, Blue Area, Islamabad
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<p>0092-966- 730047 dik@qurtuba.edu.pk Qurtuba University of Sciences & IT Sheikh Yusuf Road Dera Ismail Khan, K.P.K Pakistan</p>	info@nip.edu.pk National Institute Of Psychology Centre Of Excellence Shahdara Road. Quaid-I-Azam University. Islamabad
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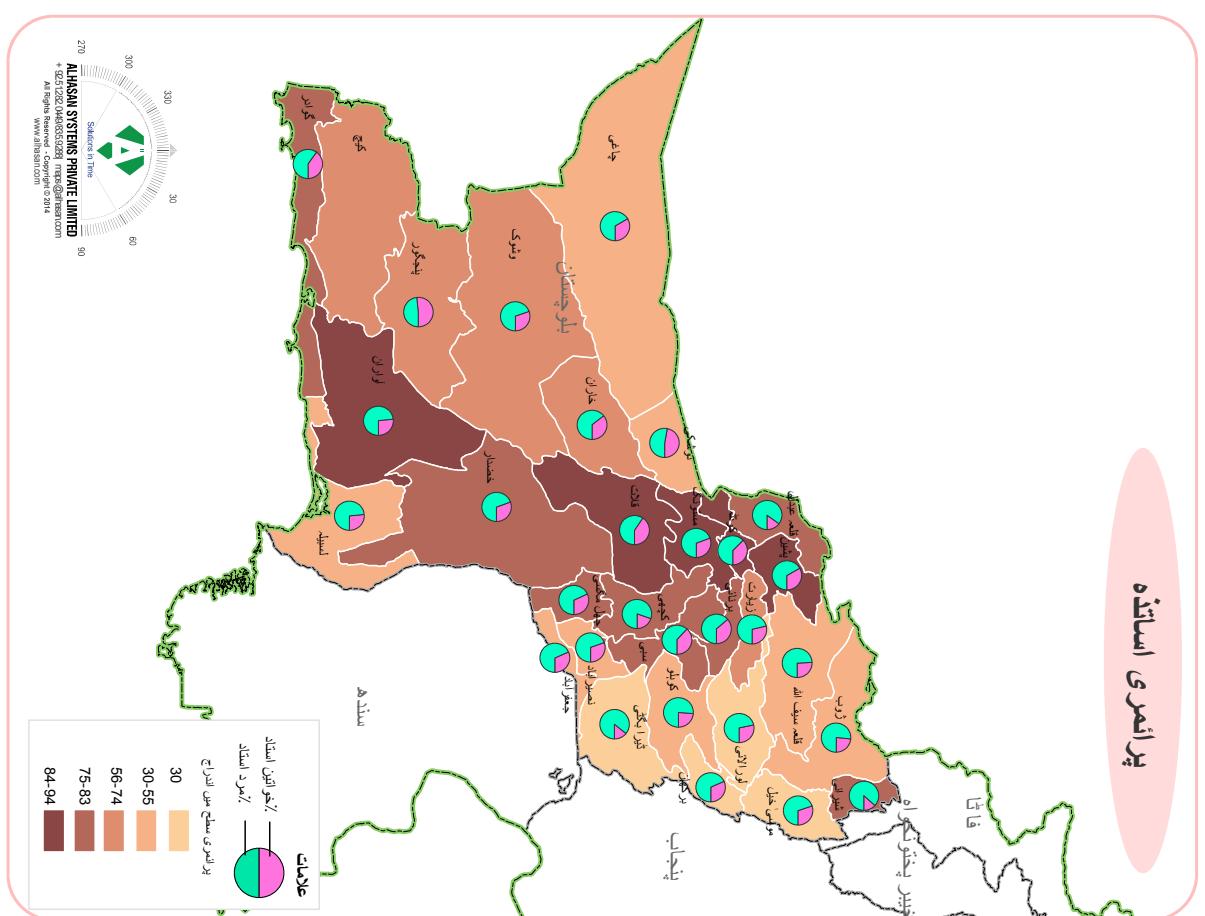
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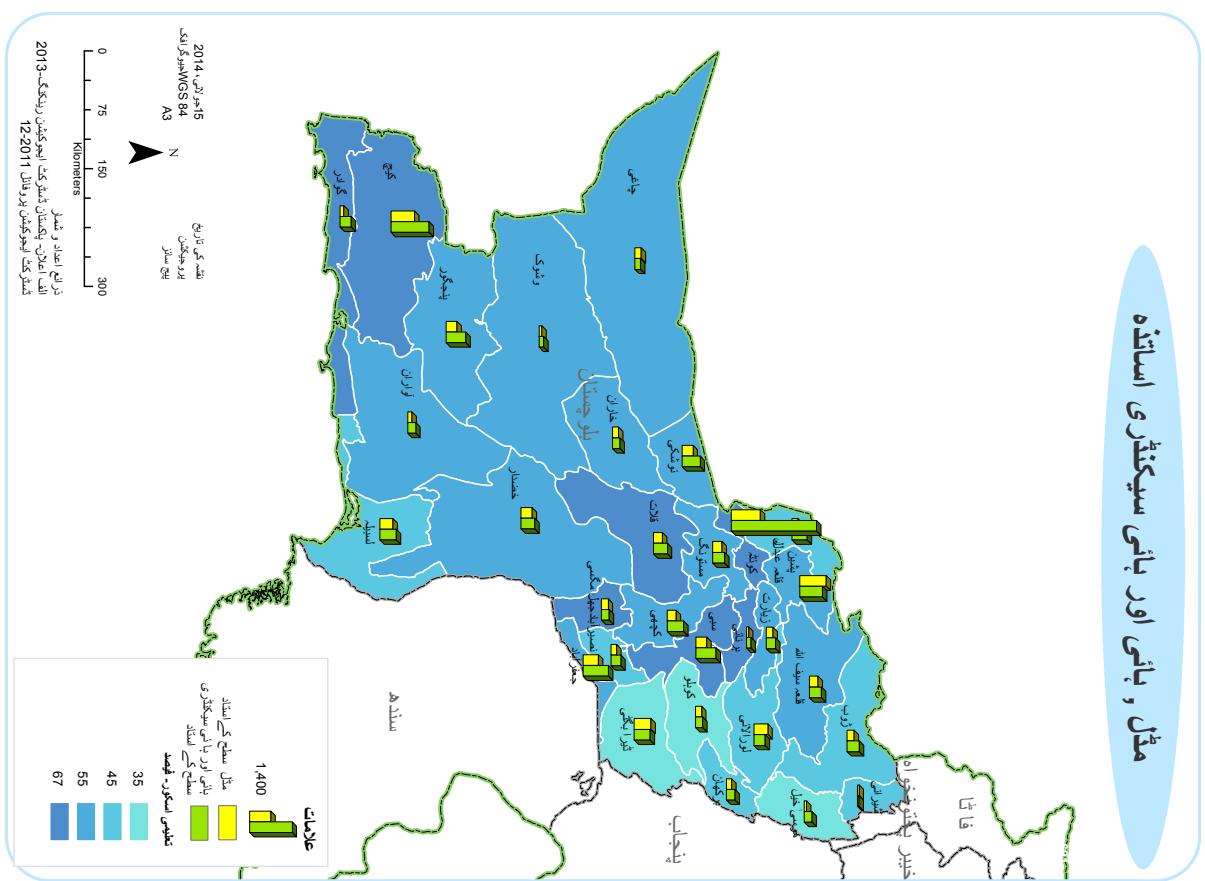
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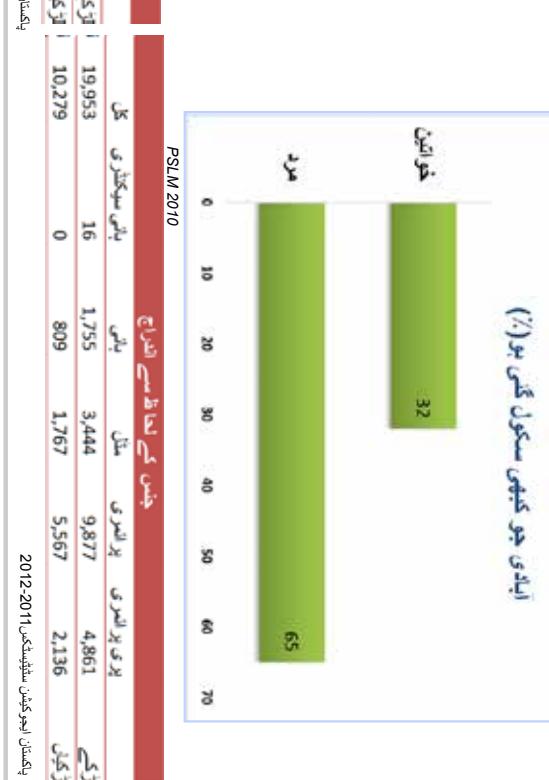
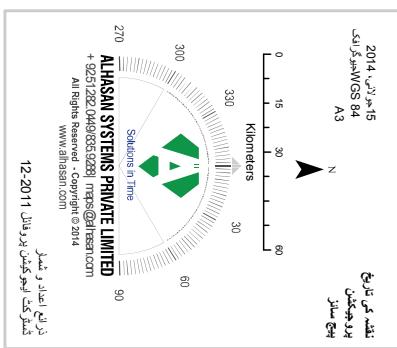
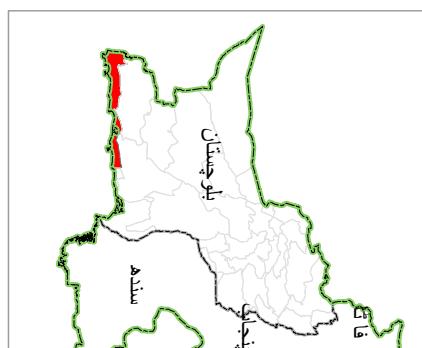
پر انہری اساتذہ



مدل، بائی اور بائی سینکڑی اساتذہ



گوارد - سرکاری تعلیمی شعبے کے اعدادو شمار



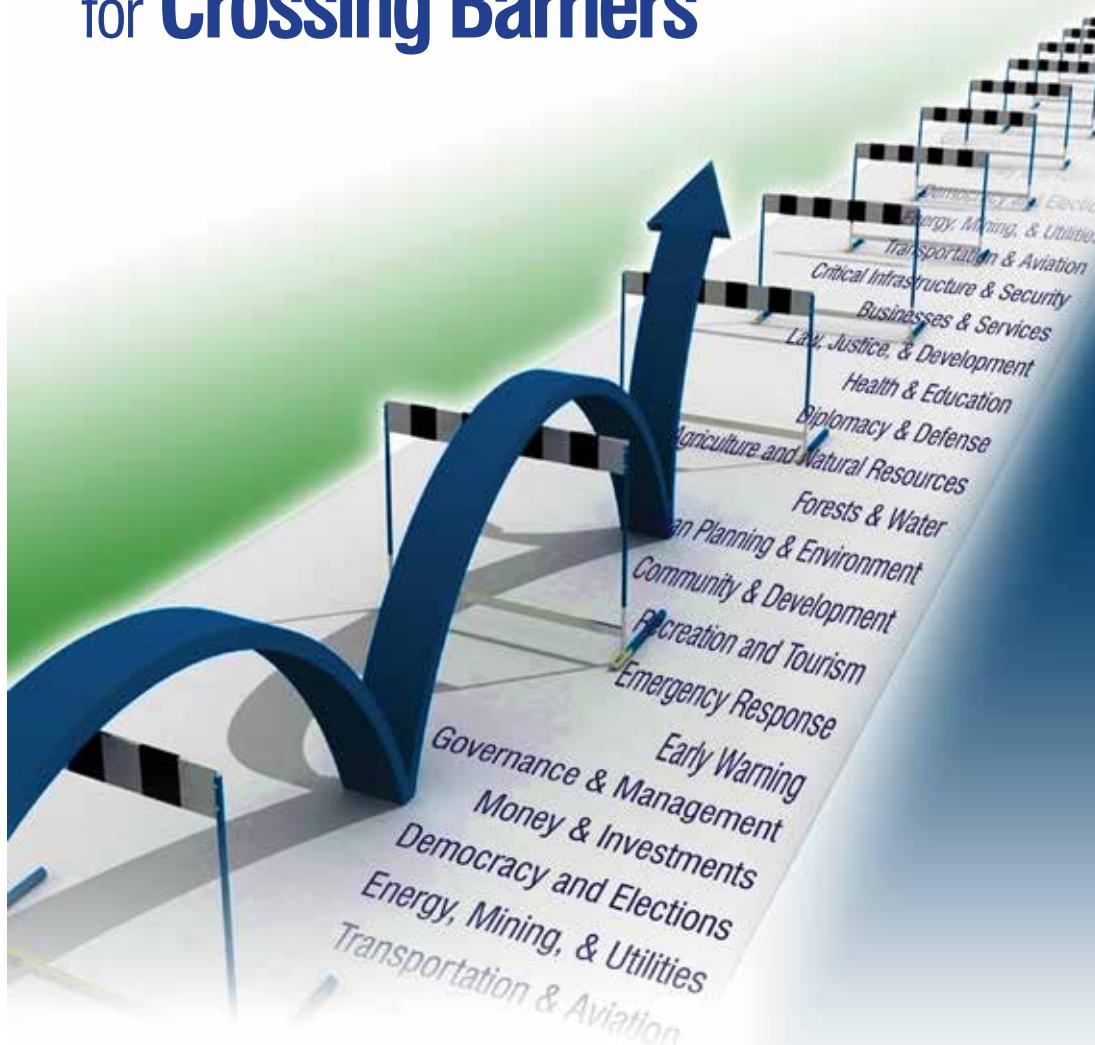
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04 جولائی 2014

صنعتی کارکنوں کے پھوٹ کیلئے میڈیا میکل کی تعلیمی سہولیات کیلئے اقدامات کے جارہے ہیں، راجہ اشفاق سرور روزنامہ ایک پریس 04 جولائی 2014

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اس سبکی کی قائمہ کمیٹی برائے تعلیم کا اجلاس جیزیر میں گزارخان کی صدارت میں ہوا۔ جیزیر میں ایچ ای سی ڈاکٹر مختار احمد نے کمیٹی کو فارن سکالر شپ ریسرچ اسائنسٹ کے پی ایچ ڈی سٹوڈی ٹاؤن کے حوالے سے بریفنگ دی۔ جیزیر میں ایچ ای سی نے بتایا کہ فرانس میں چھ سو طبازیر تعلیم ہیں انہوں نے کہا کہ سکالر شپ اپنی میرٹ کی بنیاد پر دی جاتی ہے۔ کمیٹی کو بتایا گیا کہ بیرون ملک پی ایچ ڈی کرنے والے طلباء کو وقت پر پیسے نہ چیخنے پر مشکلات کا سامنا رہا۔ ڈاکٹر مختار احمد نے بتایا ہے کہ وزیر اعظم فیض و اپنی مہم کے ذریعے پینتالیس ہزار طلباء کو فیض و اپنی کی جا چکی ہے۔ محکمہ تعلیم ہنگاب کے اس اقدام سے اے ای اوز گریڈ 16 میں 11 سوے زائد افسران مستفید ہوں گے، پہلے صرف خواتین آفیسر کو 5 ہزار ماہانہ الائنس ملتا تھا

lahor (یوسف عباسی سے) محکمہ تعلیم ہنگاب نے تمام (میل، فی میل) اسٹاف ایجو کیشن آفیسرز (اے ای اوز گریڈ 16) کو 10 ہزار روپے ماہانہ اضافی الائنس دینے کی منظوری دے دی ہے جو کہ کم جو لوائی سے نافذ العمل کیا گیا ہے تفصیلات کے مطابق پر اخیری سکولوں میں استاندہ کی حاضری، تعلیمی سہولیات کا جائزہ اور خجی سکولوں کی مانیٹر نگ کے حوالے سے محکمہ تعلیم کی جانب سے مامور اسٹاف ایجو کیشن آفیسرز کی کارکردگی کو دیکھتے ہوئے اور اس میں مزید تکمیر لاتے ہوئے محکمہ نے ان کو ماہانہ تنخواہ کے علاوہ دس ہزار روپے ماہانہ اضافی الائنس دینے کی منظوری دی ہے جس کے مطابق زنانہ مردانہ دونوں طرز کے اے ای اوزیکس بینیادوں پر مستفید ہونگے قبل ازیں زنانہ اے ای اوز کو ماہانہ پانچ ہزار روپے جبکہ مردانہ اے ای اوز کو کوئی الائنس نہیں ملتا تھا اس منظوری کے بعد اب دونوں میل اور فی میل افسران کو دس ہزار روپے ماہانہ اضافی الائنس دیا جائے گا۔ محکمہ ذرائع کے مطابق استفادہ کرنے والوں کی مجموعی طور پر تعداد گیارہ سو سے زائد ہے۔

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صوبائی دارالحکومت کے گرلن اور باؤنڈ کالج میں فرشت ائمہ داخلوں کے حوالے سے کوئی حکمت عملی طے نہیں جبکہ خجی کالج نے اپنا ہوم ورک مکمل کر لیا ہے

lahor (یوسف عباسی سے) صوبائی دارالحکومت میں سرکاری کالج بند حالی کا شکار ہو گئے ہیں۔ جس کا بھروسہ فائدہ ہاتھتے ہوئے خجی تعلیمی اداروں نے فرشت ائمہ میں داخلوں کیلئے کرس لی جس کے تناظر میں اسال 90 فیصد امید وار ان خجی کالج کا رجسٹر کریں گے۔ تفصیلات کے مطابق ثانوی تعلیمی بورڈ کے تحت میڑک کے سالانہ امتحان 2014ء کے نتائج کا اعلان رواں ماہ کے آخری ہفتہ میں کیا جا رہا ہے جس کے تناظر میں ہمارے ایجو کیشن ڈیپارٹمنٹ ہنگاب کی ست روی کے باعث صوبائی دارالحکومت کے گرلن اور باؤنڈ کالج میں فرشت ائمہ کے داخلوں کے حوالے سے کوئی حکمت و عملی طے نہیں جبکہ کالج نے اپنا ہوم ورک مکمل کر لیا ہے جس کے تحت امید وار ان کو داخلوں کی صورت میں مختلف پسکجز متعارف کرائے جا رہے ہیں جو کہ امید وار ان کیلئے پر کشش بن چکے ہیں جبکہ دوسری جانب سرکاری کالج میں کوایفائزڈ فیکٹلی کا فتقہ ان، تعلیمی سہولیات کی عدم فراہمی اور بھلکی کی لوڈ شیڈنگ کے باعث پہنچے بھی نہ چلنے اور خجی کالج تمام تر تعلیمی سہولیات اور بہترین فیکٹلی کی موجودگی میں ائمہ کنٹریشنری تھیں اور سہولت نے سرکاری و خجی کالج کے درمیان نمایاں فرق ڈال دیا ہے جس کے بعد ایک محتاط سروے کے مطابق اسال خجی تعلیمی سیکٹر میں نوے فیصد امید وار ان فرشت ائمہ میں داخلہ لیں گے۔

lahor (خصوصی رپورٹ) پاکستان مسلم لیگ کی ہنگاب کی رکن صوبائی اسکولی خدیجہ عمر فاروق نے چھٹی سے دسویں جماعت کے طلباء و طالبات کو دو ہر انصاب پڑھائے جانے پر ہنگاب اسکولی میں تحریک اتواء جمع کروائی ہے اور کہا ہے کہ تعلیم جیسا ہم ترین شعبہ حکومت کی مجرمانہ غفلت کا

اور نیو کلیئر شعبوں میں ڈاکٹریٹ پر پابندی

15 جولائی 2014

روزنامہ نوائے وقت

اسٹاف ایلو انس منظور

06 جولائی 2014

روزنامہ نوائے وقت

پنجاب یونیورسٹی لاہور بری کے زیر انتظام درس

قرآن کا انعقاد

روزنامہ ایک پرس

20 جولائی 2014

میڑک میں کامیابی پر 90 فیصد امید وار خجی کالج

میں جائیں گے

روزنامہ ایک پرس

25 جولائی 2014

چھٹی سے دسویں تک طلباء کو ہر انصاب پڑھائے

جانے پر تحریک اتواء اسکولی میں جمع

روزنامہ ایک پرس

فضل اللہ پیچھوے، پرو جیکٹ ڈائریکٹر سید اریحان اقبال بلوچ، فرست سکریٹری (ترقیات) کینیڈین ہائی کمیشن رابرٹ باب نائیڈر، سید ایڈیک سر ابرہ ڈیوڈ فورنیر و دیگر افران بھی شریک تھے۔ اجلاس سے خطاب کرتے ہوئے وزیر اعلیٰ مندھنے کہا کہ تعلیم کے معیار کو بہتر بنانے کیلئے اساتذہ کی تربیت نہایت اہم ہے، انہوں نے مکمل تعلیم کے افسران سے کہا کہ وہ اس چیلنج کو قبول کرتے ہوئے اس جاری مضمونے کو مکمل کریں اور مجموعی طور پر کم از کم 30,000 اساتذہ کو اس پرو جیکٹ کے اختتام یعنی جون 2015ء تک تربیت کی فراہمی کو یقینی بنائیں۔ انہوں نے افسران کو مزید ہدایت کی کہ وہ اس پرو جیکٹ کے اختتام کے بعد مزید موڑ اساتذہ کی ٹریننگ اور انفارسٹری پیچہ ڈپیٹ پرو جیکٹس لیکر آئیں اور انہوں نے امید ظاہر کی کہ اکنامک افیسر ڈیزائن مندھن حکومت کا تعلیم کے معیار کی بہتری کے حوالے سے کچے جانے والے اقدامات میں بھرپور طریقے سے مدد اور تعاون کریں گا۔ وزیر اعلیٰ مندھنے کہا کہ ان کی حکومت تعلیم کے شعبہ کو اولین ترجیح دے رہی ہے اور یقین دیا کہ پرو جیکٹ کی باقی ماندھ 512 ملین روپے کی رقم ہی مختلاف ٹینچنٹ کو جلد جاری کر دی جائیں۔ وزیر اعلیٰ مندھنے نے سینئر وزیر تعلیم سے کہا کہ وہ ٹیچر ٹریننگ انسٹیوٹس اور اسکولوں کے دورے کریں تاکہ اساتذہ کی تربیت کے نتائج اور اثرات کا پتہ چل سکے۔ جبکہ اجلاس سے خطاب کرتے ہوئے سینئر وزیر تعلیم ثنا محمد کھوڑنے کہا کہ صوبہ میں 43000 ہزار پر اکثری اسکولوں میں اور وہ کم سے کم ہر ایک اسکول کے ہیئت کو تربیت کی فراہمی کے خواہاں ہیں تاکہ اس کی پیشہ و رانہ مہارت کے ذریعے تعلیم کے معیار کو گراس روٹ لیول پر ترقی دی جاسکے۔

اسلام آباد (بیٹھ میون) عالی سطح پر مختلف ملکوں میں تعلیم، سرمایہ کاری، آزادی صحت اور قانون کی حکمرانی کے لحاظ سے مرتب کی گئی ایک سالانہ تقاضائی رپورٹ میں پاکستان کا نمبر نہ صرف مغربی ممالک سے بلکہ جنوبی مشرقی ایشیا کے ملکوں سے بھی بہت نیچے نظر آتا ہے۔ کوئی نہ یونیورسٹی آسٹریلیا اور اقوام متحده کے ذیلی ادارے ورلڈ انٹلیپوکس پر اپرٹی رائٹس کی جانب سے کچے جانیوالے مشترکہ گلوبل انویشن انڈسکس (جی آئی آئی) کے ساتوں سالانہ سروے کے مطابق پاکستان مختلف شعبہ بائے زندگی میں جنوبی مشرقی ایشیا کے نیپال، بھگلہ دیش اور بھوٹان جیسے چھوٹے ملکوں سے بھی کہیں پیچھے ہے۔ رپورٹ میں کہا گیا ہے کہ تعلیم کے شعبے میں 142 ملکوں میں پاکستان کا نمبر 141 وال ہے۔ پاکستان کو تعلیم جیسے اہم شعبے میں صرف 10.7 نمبر دیئے گئے، جبکہ چین جو اس فہرست میں اول نمبر پر ہے، اس کا سکور 71 رہا۔ سیاسی ماحول کے لحاظ سے 143 ملکوں کا جائزہ لیا گیا جس میں ایک مرتبہ پھر پاکستان کا نام فہرست میں 141 ویں نمبر پر نظر آیا اور اس کو صرف 22.8 سکور دیا گیا۔ صرف سو ڈان اور بنی پاکستان سے نیچے ہیں۔ اس فہرست میں فن لینڈ سر فہرست ہے اور اس کو 91 پوائنٹ دیئے گئے ہیں۔ قانون کی حکمرانی کے ضمن میں کرائے گئے جائزے میں پاکستان کا نمبر 143 ملکوں کی فہرست میں 122 ویں نمبر پر رہا۔ اس اعتبار سے پاکستان کو صرف 22 نمبر دیئے گئے جب کہ اس فہرست میں 100 سکور کے ساتھ ناروے اول نمبر پر بہتر بہتر کے اعتبار سے پاکستان کا نمبر بھارت سے بہتر رہا اور اس شعبے میں پاکستان 53.9 سکور کے ساتھ 107 ویں نمبر پر رہا۔ بھارت کو اس فہرست میں 47 سکور دے کر 28 ویں نمبر پر رکھا گی۔ اس فہرست میں سکاپور 95 سکور کے ساتھ پہلے نمبر پر ہے۔ کینیڈ 94 سکور سے دوسرے نمبر پر، جرمنی جو معاشری اعتبار سے یورپ کا سب سے مسلکم ملک ہے اس کا شمار 19 ویں نمبر پر کیا گیا اور اس کو 81 پوائنٹ دیئے گئے۔ امریکہ 84 سکور کے ساتھ جرمنی سے چار نمبر اوپر 15 ویں نمبر پر آیا۔

اسلام آباد (آئی این پی) باما بیجو کمیشن کمیشن کی رپورٹ میں یہ اکٹاف ہوا ہے کہ پاکستان کو پی ایچ ڈی سکالرز کی شدید قلت کا سامنا ہے، عالی سطح پر پاکستان کا عالی تعلیم کا معیار انتہائی پست ہے، کوئی پاکستانی یونیورسٹی دنیا کی ٹاپ 500 جامعات میں شامل نہیں، تعلیمی اداروں کو سائنس لینینا لوگی، سو شل سائنس اور کریبتا لوگی میں پی ایچ ڈی سکالرز کی ضرورت ہے۔ ملک کی تمام سر کاری اور غیر سر کاری یونیورسٹیوں میں 32340 اساتذہ میں سے صرف 7625 پی ایچ ڈی سکالرز ہیں، ایچ ای سی نے رواں 5 سو طبلاء کو پی ایچ ڈی کیلئے سکالرز پر بیریون ملک بھجوانے کا فیصلہ کیا ہے۔ اضفی کی حکومتوں کی جانب سے تعلیم پر وافر مقدار میں فنڈر مختص نہ کرنے کی وجہ پی ایچ ڈی سکالرز پر اکٹے جا سکے۔ رپورٹ کے مطابق قیام پاکستان سے 2002 تک صرف 3231 پی ایچ ڈی سکالرز بنائے گئے 2002ء کے بعد سے اب تک گزشتہ گیارہ برسوں میں 8 ہزار سکالرز پیدا کئے گئے ہیں، اس وقت ملک کی تمام سر کاری اور غیر سر کاری یونیورسٹیوں میں 32340 اساتذہ پڑھارے ہیں جن میں سے 7625 پی ایچ ڈی سکالرز ہیں جن میں سے 1651 وفاق، 2189 بخاراب، 1030 سندھ، 918 خیبر پختہ اور بلوچستان میں 135 پی ایچ ڈی سکالرز مختلف سر کاری و جنی یونیورسٹیوں میں خدمات سر انجام دے رہے ہیں۔ پاکستان کا عالی تعلیم کا معیار امریکہ و مغربی ممالک کے مقابلہ میں انتہائی پست ہے۔ 300 ایشیان یونیورسٹیوں کی فہرست میں پاکستان کی 10 یونیورسٹیاں شامل ہیں۔

اسلام آباد (اے پی اے) فرانس نے پاکستانی طالب علموں پر زراعت، ڈیری اور نیو کلیئر کے شعبوں میں پی ایچ ڈی کرنے پر پابندی لگادی ہے۔ چین میں ہائیکیوں کیش ڈاکٹر مفتاز کہنا ہے کہ بیریون ملک پی ایچ ڈی کرنے والے آٹھ فیصد طالب علم واپس ہی نہیں آتے۔ قوی

پاکستان تعلیم، آزادی صحافت، قانون کی حکمرانی میں ایشیائی ممالک سے بھی پیچھے رہ گیا

روزنامہ نوائے وقت

19 جولائی 2014

عالی سطح پر پاکستان کی عالی تعلیم کا معیار انتہائی پست، پی ایچ ڈی سکالرز کی شدید کی

روزنامہ نوائے وقت

17 جولائی 2014

فرانس میں پاکستانی طلباء پر نراعت، ڈیری

شعبہ تعلیم میں ہم بھر پور مدد کریں گے۔ انہوں نے کہا کہ ہماری بھر پور خواہش ہے کہ پاکستان تعلیم کے میدان میں صفحہ اول کا ملک بنے۔ انہوں نے شعبہ تعلیم سے وابستہ افسران اور طالب علموں سے اپیل کی کہ وہ تعلیم کے معاملے میں نقل کے رجحان کو ختم کریں اور پوری کوشش کریں کہ وہ ایجھے استاد اور ایک بہترین طالب علم بنیں۔ دریں اشناع بینک کے سی ایس آرڈویشن نے میڈیا کیل ایڈ فاؤنڈیشن کے کینسر کے علاج کیلئے 500,000 روپے کا عطا یہ دیا جو کہ ڈاکٹر سارہ ایس خان نے وصول کیا۔ اس موقع پر غلام محمد خان، ہیلچہ یونیورسٹی موسی خان اور عظمت اللہ خان بھی موجود تھے۔

حیدر آباد (بیور پورٹ) تعلیم بچاؤ کمیٹی نے سندھ حکومت سے مطالبہ کیا ہے کہ سندھ میں 10 سالوں کے لئے تعلیم ایم جنی نافذ کر کے اعلیٰ تعلیمی اداروں سمیت کالج سٹبل پر سیاسی مداخلت پر مکمل پابندی عائد کی جائے اور استاذہ تعلیمیں اپنے مطالبات کی منظوری کے لئے تدریس عمل کا بایکاٹ نہ کریں۔ یہ مطالبات عمومی جموروی پارٹی کی جانب قائم کردہ تعلیم بچاؤ کمیٹی کے زیر اہتمام مقامی ہوٹل میں ”سندھ کی تعلیم“ کے حوالے سے منعقدہ سینیار سے خطاب کرتے ہوئے کیا، اس موقع پر سندھ بچاؤ کمیٹی کے کو آڑی نیٹر ابرار قاضی، جامی چاندیو، میر محمد پڑھیار، انعام شیخ، حمید سندھی، امام اللہ شیخ، ظفیر قریشی، ایم پر کاش، ڈاکٹر اشو حما سمیت دیگر نے شرکت کی، اس موقع پر مقررین نے خطاب کرتے ہوئے کہا کہ سندھ میں حکومت کی عدم دلچسپی کی وجہ سے تعلیم تشویشاں کا حد تک تباہ ہو چکی ہے جس کی وجہ سے مذہبی انتہاء پسندی فروغ پاری ہے، انہوں نے کہا کہ تعلیم اداروں میں پڑھایا جانے والا نصاب بھی اس قابل نہیں کہ عالمی معیار یادور جدید کی تعلیم کا مقابلہ کر سکے اسلئے حکومت کو فوری طور پر سندھ میں 10 سال کے لئے تعلیمی ایم جنی نافذ کر کے تعلیمی کی بہتری کے اقدامات کرنے ہوں گے۔

اسلام آباد (آئی این پی) وزیر اعظم نواز شریف کی بدایات پر وزیر مملکت برائے کیپٹن ایڈ فشن لینن ایڈڈوپیمنٹ (کیڈ) بیرونی عثمان ابراء یہی صحت اور تعلیم سے متعلق تمام اداروں کا کنٹرول وزارت توئی صحت اور وزارت وفاقی تعلیم کو دینے کیلئے رضامند ہو گئے۔

سندھ میں 10 سال کیلئے تعلیمی ایم جنی لگائی جائے، تعلیم بچاؤ کمیٹی

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وزیر مملکت برائے کیڈ، صحت، تعلیم کی راضی
وزارتوں کو متعلقہ اداروں کا کنٹرول دینے پر
روزنامہ نوائے وقت

21 جولائی 2014

تعلیمی استاد فراہم کرنے میں ناکامی، آرٹس کو نسل
کی ڈائریکٹ مسrt ناہید کی بر طرفی کا خدشہ

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20 جولائی 2014

اسلام آباد (نو چیز سایہ / اوی نیشن رپورٹ) پاکستان نیشنل کونسل آف آرٹس کی ایک ڈائریکٹر کو کئی سال گزارنے کے باوجود ادارے کو اپنی تعلیمی استاد فراہم نہ کر سکنے کی وجہ سے عہدے سے بر طرفی سمیت بڑے جمانے کا سامنا ہے۔ ”اوی نیشن“ کو موصولہ اطلاعات کے مطابق نیشنل کونسل کی دوڑوں آرٹس ڈویڈر کی ڈائریکٹر مسrt ناہید امام کو ادارے کی جانب سے 16 الراہات پر مشتمل چارچ شیٹ جاری کی گئی ہے۔ اس چارچ شیٹ میں ان پر غلط طرز عمل اختیار کرنے، ادارے کو گمراہ کرنے، غلط معلومات پر پھیل لینے اور اپنی تعلیمی دستاویز فراہم نہ کرنے جیسے الزامات لگائے گئے ہیں۔ مسrt ناہید امام اس حوالے سے اگواری کمیٹی کا سامنا کرنے سے گریز کر رہی ہیں تاہم انکے پاس اب کمیٹی کے پاس پیش ہونے کے علاوہ کوئی چارہ نہیں۔ چارچ شیٹ میں کہا گیا ہے کہ متعدد بار انتہاء کے باوجود انہوں نے اپنی تعلیمی استاد فراہم نہیں کیں، انہوں نے عہدے کے حصول کیلئے جان بوجھ کر اپنی تاریخ پیدا کش اور دیگر اہم معلومات چھپائی۔ مسrt ناہید امام کا کہتا ہے کہ انہوں نے کسی طرح کی غلط بیانی نہیں کی۔ انہوں نے کہا پنجاب یونیورسٹی کی جانب سے استاد کے اجراء میں تاخیر کی وجہ سے وہ بروقت اپنی استاد ادارے کو مہیا نہیں کر سکیں۔ ان پر یہ الزام بھی لگایا گیا ہے کہ انہوں نے عمرہ کی ادائیگی کیلئے چھٹیاں لیں مگر انکا مقصد سعودی عرب میں ایک نمائش میں شرکت کرنا تھا۔

تعلیمی معیار کی بہتری کیلئے استادہ کی تربیت ضروری ہے، وزیر اعلیٰ

روزنامہ جنگ
19 جولائی 2014

کراچی (استاف رپورٹ) وزیر اعلیٰ سندھ سید قائم علی شاہ نے کینڈین ائٹر نیشنل ڈوپیمنٹ ایم جنی (سیڈ) کے مالی تعاون سے صوبے کے 29000 سے زائد اسکول استادہ فیکٹری ممبرز اور ایجو کیشن ممبرز کو پیشہ و رانہ تربیت فراہم کرنے پر اپنے اطمینان کا اظہار کرتے ہوئے متعلقہ اخخار ٹیک کوہداشت کی کہ وہ اپنے کام کی رفتار کو تیز کریں اور رواں مالی سال 2014-15 کے آخر تک مزید 50000 ہزار سے اسکول استادہ کی تربیت کو تیزی بنا کیں۔ وزیر اعلیٰ سندھ نے کہا کہ سندھ حکومت تعلیم کو ترجیح دیجاتری اور خوشحالی کی جانب پہلا قدم تجھتی ہے اور یہی وجہ ہے کہ تعلیم کے شعبہ میں زیادہ سے زیادہ استادہ کو تربیت دینے کے پروگرام اور افراسٹر کپھر کی ترقی کی اسکیمیں شامل کی جا رہی ہیں اور سید اکو دعوت دی گئی ہے وہ ان پر و گرامز پر عملدرآمد کے سلسلے میں تعاون اور سرمایہ کاری کریں۔ انہوں نے یہ بات بصیرات کو وزیر اعلیٰ پاکستان میں کینڈین ائٹر نیشنل ڈوپیمنٹ ایم جنی (سیڈ) کی مالی معاونت سے استادہ کے تربیت پروگرام سے متعلق منعقدہ اجلاس کی صدارت کرتے ہوئے کہیں۔ اجلاس میں سینئر صوبائی وزیر تعلیم ثاراحمد کھوڑو، وزیر اعلیٰ سندھ کے پنل یکریٹری علم الدین بلو، ایڈ نیشن چیف سیکریٹری تعلیم ڈاکٹر

تفصیلات

سرخیاں

اسلام آباد (نیٹ نیوز / بی بی سی) پاکستان میں فرانسیسی سفیر نے ایک تقریب میں کہا ہے تھینہ درانی نہ صرف فرانسیسی عوام کی پسندیدہ مصنفوں ہیں۔ انہوں کہا پاکستان کوئی چیلنجوں کا سامنا نہ ہے۔ تھینہ درانی نے تعلیم اور ثقافت کو ہم آہنگ کر کے ایسے بچوں کیلئے راستہ تشكیل دیا ہے جنہیں اچھی تعلیم تک رسائی نہیں۔ اس موقع پر تھینہ درانی نے کہا پاکستان میں جنگ زدہ محال میں پروش پانے والے بچوں کو اس وقت سے زیادہ توجہ کی ضرورت ہے۔

پاکستان کو تعلیم کی کمی چیلنجز کا سامنا ہے، تھینہ درانی نے بچوں کیلئے راستہ بنایا: فرانسیسی سفیر جنگ زدہ بچوں کو سب سے زیادہ توجہ کی ضرورت ہے: تھینہ درانی روزنامہ نوائے وقت 26 جولائی 2014

لاہور (رپورٹ، شاہین حسن) انسانی ترقی کے معیار کو پرکھنے کے لیے صحت اور تعلیم بنیادی انتہی کیمیٹری ہیں۔ جنگ ڈیولپمنٹ روپرینگ سیل نے عالمی سطح پر صحت اور تعلیم کے معیار سے دنیا بھر خصوصاً جنوبی ایشیائی ممالک کی آبادی کے مطمئن ہونے کے حوالے سے پوائنڈی پی کی ہو من ڈیولپمنٹ روپرٹ 2013 میں دیئے گئے گیلپ ورلڈپول سروے کے اعداد و شمار کا تجربہ کیا ہے اس کے مطابق جنوبی ایشیائی ممالک میں تعلیم اور صحت کے حوالے سے سب سے زیادہ غیر مطمئن پاکستانی ہیں۔ گیلپ ورلڈپول 2012 کے مطابق صحت کی سہولتوں کے معیار سے مطمئن ہونے کے حوالے سے پوچھے گئے سوال کے جواب میں ملک میں سب سے کم صرف 41 فیصد نے مطمئن ہونے کا انہصار کیا جبکہ سب سے زیادہ 83 فیصد سری لنکن نے صحت کی سہولتوں کے معیار سے مطمئن ہونے کے حق میں رائے دی۔ اس کے بعد 80 فیصد نیپالی، 69 فیصد بگلہ دیشی جبکہ 67 فیصد بھارتیوں نے صحت کی سہولتوں کے معیار کو تسلی بخش قرار دی۔ تعلیم کے معیار پر اعتماد کے حوالے سے گیلپ ورلڈپول 2012 کے مطابق سب سے زیادہ 81.6 فیصد بگلہ دیشی، دوسرے نمبر پر 77.9 فیصد سری لنکن، تیسرا نمبر پر 74.8 فیصد بھارتی اس کے بعد 73 فیصد نیپالی جبکہ سب سے کم 60 فیصد پاکستانیوں نے سروے میں تعلیم کے معیار سے مطمئن ہونے کے حق میں رائے دی۔ عالمی سطح پر 61 فیصد افراد نے صحت جبکہ 64 فیصد نے تعلیم کے معیار کو تسلی بخش قرار دی۔

کراچی (اسٹاف روپرٹ) وزیر اعلیٰ ہاؤس کے ترجمان نے کہا ہے کہ پاکستان پیپلز پارٹی کی حکومت تعلیم اور صحت کے شعبوں کو اولین ترجیح دے رہی ہے۔ پی پی کی حکومت نے وزیر اعلیٰ سندھ سید قائم علی شاہ کی رہنمائی میں ان شعبوں میں نمایاں اور شاندار کارکردگی کا مظاہرہ کیا ہے اور آئندہ بھی ان دو اہم سماجی شعبوں میں عوام کو معیاری سہولیات کی فراہمی کی خواہاں ہے۔ انہوں نے کہا کہ یہ ایک بھروسہ حقیقت ہے کہ سندھ حکومت نے اپنے وسائل کو بروئے کار لاتے ہوئے رواں ماں سال 2014-15 کے دوران تعلیم کے لئے غیر ترقیاتی اخراجات میں 134.32 بلین روپے مختص کئے اور انفارا سٹر کپر کی ترقی کے لئے 10.7 ارب روپے مختص کئے۔ اسی طرح صحت کے شعبے کے لئے سیلری کے علاوہ 43.583 ارب روپے مختص کئے اور انفارا سٹر کپر کی ترقی کے لئے اپنے ڈی پی 2014-15 کے تحت 13.2 بلین روپے مختص کئے۔ انہوں نے کہا کہ ان دونوں مکملوں کی اہمیت کے پیش نظر ان کے قلمدان کا بینہ کے سینئر وزراء کو تفویض کئے گئے جو کہ وزیر اعلیٰ سندھ سید قائم علی شاہ کی قیادت میں نمایاں کارکردگی کا مظاہرہ کر رہے ہیں۔ ترجمان نے بعض اخبارات، خبروں اور تبصروں میں پی پی کی حکومت کی ان دو شعبوں میں نامناسب کارکردگی کے حوالے سے شائیع ہونے والی خبروں پر تبصرہ کرتے ہوئے کہا کہ پی پی کی حکومت نے خاص طور پر تعلیم اور صحت اور سماجی ترقی کے دیگر شعبوں میں شاندار کارکردگی کا مظاہرہ کیا ہے۔ انہوں نے کہا کہ یہ بھلی مرتبہ ہے کہ پی پی کی حکومت نے سندھ میں 143000 اسکولوں کے لئے خصوصی بجٹ مختص کیا۔ اسی طرح تعلیم کے شعبے کی ترقی کے لئے 10.7 بلین روپے کی خطیر رقم مختص کی گئی جس کے تحت عمر کوٹ، سانگھڑ، ٹنڈو وہابیار، ٹنڈو محمد خان، ٹنڈو ایبیار، گھوکی، میاری، قمبر شہداد کوت، گڈاپ، دادو اور جیکب آباد میں دس پلک اسکول اور دادو، گڈاپ، مٹھی، خیر پور، کرم پور، جیکب آباد، بدین، ٹنڈو جام میں 8 نئے کیڈیٹ کالج اور شہید بے نظیر آباد اور گڑھی خدا بخش میں طالبات کے لئے دو مزید کیڈیٹ کالج تعمیر کئے جا رہے ہیں۔

کراچی (پ) پیشہ ویکن کے کوثر اقبال ملک نے کہا ہے کہ بینک اپنے صدر احمد اقبال اشرف کی ہدایت پر تعلیمی سرگرمیوں کے فروع کیلئے اپنا کاردار ادا کرتا رہے گا اور جو مدد شعبہ تعلیم کیلئے ہم کر سکتے ہیں وہ کریں گے۔ ان خیالات کا اظہار انہوں نے فی ایف اسکول نو ایشانہ کو گود لینے کی تقریب سے خطاب کرتے ہوئے کیا۔ انہوں نے کہا کہ تعلیم ملک کا سب سے اہم شعبہ ہے اور اگر ہمیں اپنے ملک کو ترقی دیتی ہے تو تعلیم کے میدان میں ہر قسم کی خدمات ادا کرنا پڑیں گی اور ہم نے فیصلہ کیا ہے کہ بڑے شہروں کی طرح چھوٹے شہروں اور قبصات میں تعلیم کے فروع کیلئے بھرپور کام کیا جائے اور اسکلے میں سی ایس آر ڈویژن کے سربراہ اقبال قاسم پورے ملک کا ایک سروے کر رہے ہیں جس میں

پاکستان پیپلز پارٹی کی حکومت تعلیم اور صحت کے شعبوں کو اولین ترجیح دے رہی ہے روزنامہ جنگ 23 جولائی 2014

قبصات اور دیہات میں فروع تعلیم کیلئے کردار ادا کریں گے روزنامہ جنگ 23 جولائی 2014

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اگست 2014، شماره 2، نمبر 8

سُرخِیاں

- پاکستان کو تعلیم کی کمی جیسے کئی چینج کا سامنا ہے، تمیتیہ درانی نے بچوں کیلئے راستہ بنایا: فرانسیسی سفیر، جنگ زدہ بچوں کو سب سے زیادہ توجہ کی ضرورت ہے، تمیتیہ درانی

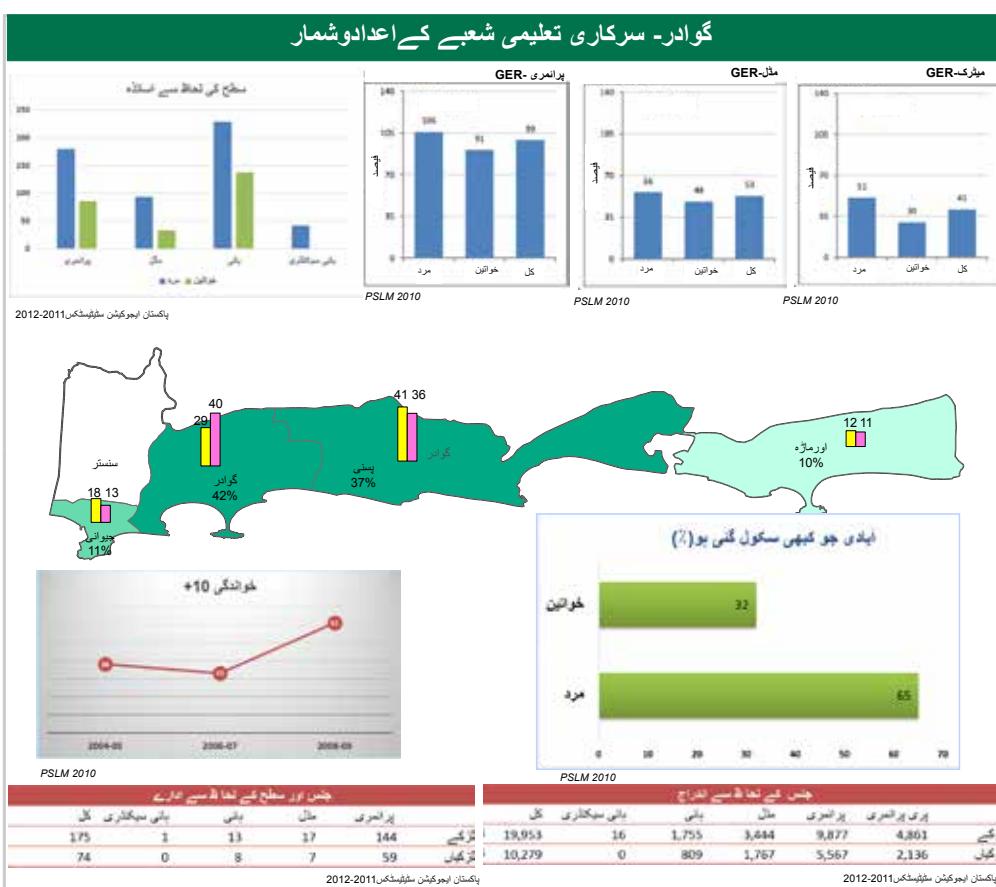
صحت و تعلیم کا معیار: جنوبی ایشیا میں سب سے زیادہ غیر مطمئن پاکستان ہے پاکستان پیپلز پارٹی کی حکومت تعلیم اور صحت کے شعبوں کو اولین ترجیح دے رہی ہے

قصبات اور دیبات میں فروع تعلیم کیلئے کردار ادا کریں گے سنڈھ میں 10 سال کیلئے تعلیمی ایم جنسی لگائی جائے، تعلیم بچاؤ کمیٹی وزیر مملکت برائی کیڈ، صحت، تعلیم کی وزارتؤں کو متعلقہ اداروں کا کنٹرول دینے پر راضی

- | | |
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