

EDUCATION BULLETIN

July, 2014 - Volume: 2, Issue: 7

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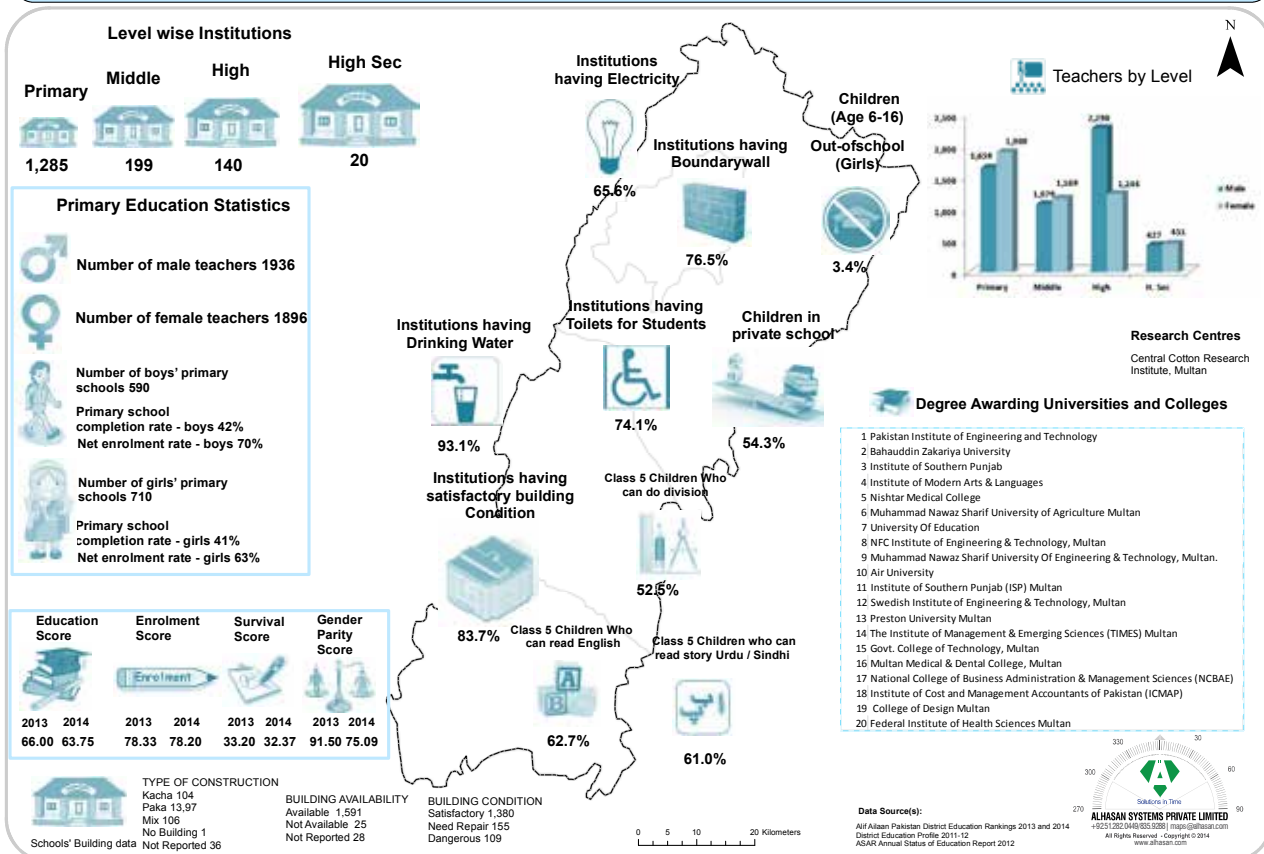
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MULTAN EDUCATION SUMMARY



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Because Information Matters
www.immap.org



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- Monthly Price Indices for October, 2013
- Monthly Advance releases on Foreign Trade Statistics for September, 2013

Both reports are available at
<http://pbs.gov.pk>

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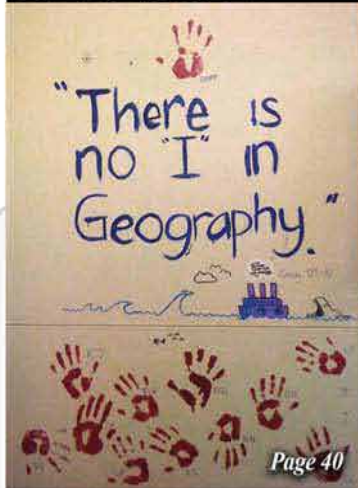
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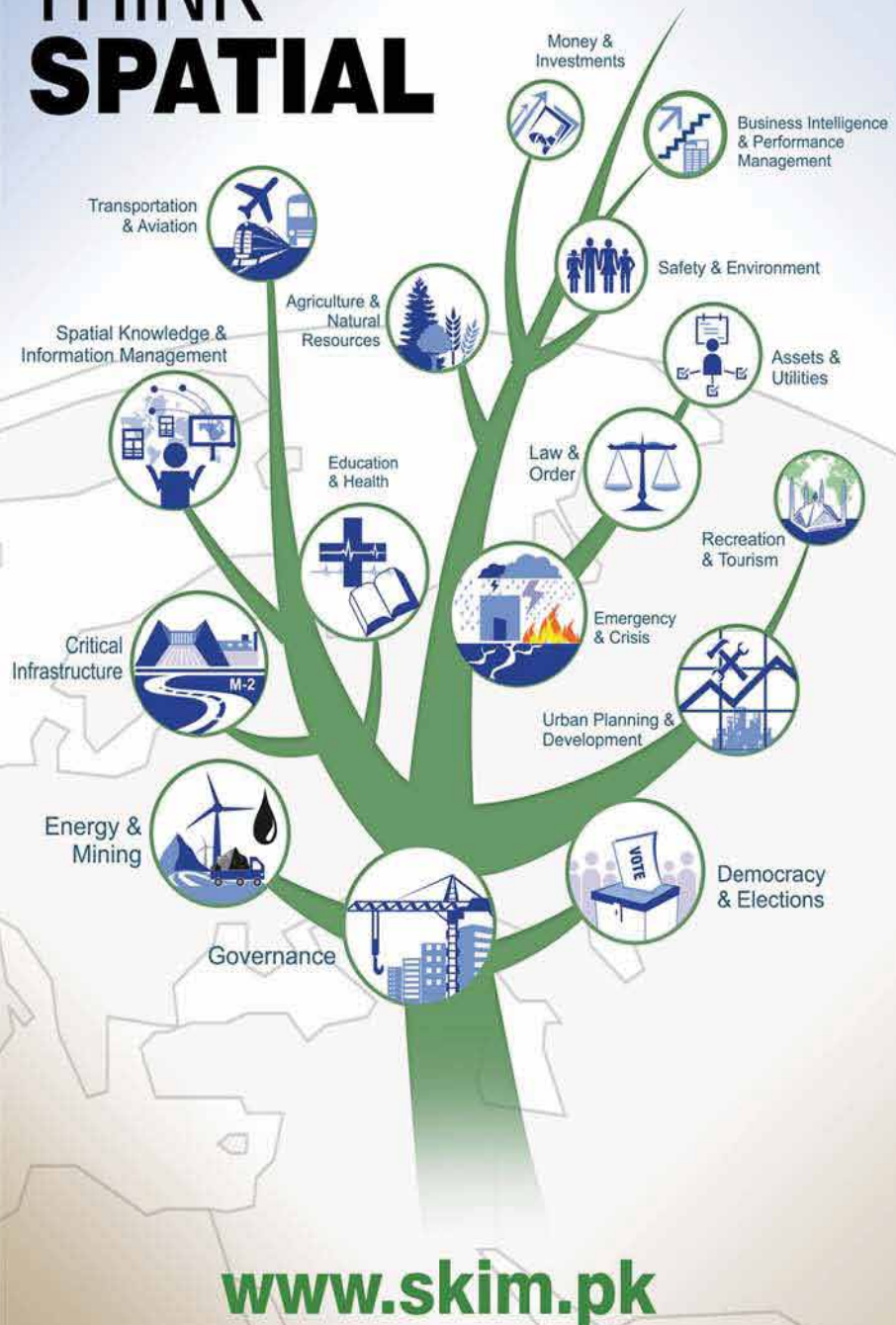
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'Remittances to reach \$15b by end of fiscal year'

Pak Observer 30th June, 2014

Liberty Medal for Pakistani education activist Malala Yousafzai

Pakistan Today 30th June, 2014

Pakistan fails to make place among top 100 universities of Asia

International The News 28th June, 2014

DETAILS

MULTAN: Managing Director Overseas Pakistanis Foundation (OPF) Iftikhar Babar has said that remittances will be reached to US\$ 15 billion by the end of fiscal year 2013-14.

Talking to APP, he said that a total of 627,000 Pakistanis were working in abroad while the demand of Pakistani workers was rising in Qatar, Saudi Arabia and other countries of Middle East. He claimed that skilled Pakistani workers would generate handsome foreign exchange in coming years. Iftikhar Babar said the government had also enhanced budget for Overseas Pakistanis from Rs 60 million to Rs 100 million during the fiscal year 2014-15. He informed that 681 Overseas Pakistanis applicants would be provided with welfare fund and each would get Rs 150,000. He stated that OPF was establishing new technical training centres to equip people with latest skill and work techniques and agreements with reputed institution were being inked in this connection. Iftikhar Babar claimed that a technical training institution constructed by the OPF in Multan would start its working very soon. He said that a total of 23 schools and two colleges of OPF were providing quality education to kids of overseas Pakistanis besides local children. He informed that 17000 kids were acquiring education from these schools. Apart from this, 12 housing schemes comprising 11000 plots were also being developed. The MD OPF said that complaint cells have also been set-up at OPF centres to facilitate the families of Overseas Pakistanis.

PHILADELPHIA: Pakistan's Malala Yousafzai, who survived being shot by the Taliban because she advocated education for girls, has won the Liberty Medal from the National Constitution Center in Philadelphia. Yousafzai was just 15 when she was shot in the head while returning from school in Mingora, Pakistan, in October 2012. She had angered the fundamentalist group by writing about life under the Taliban for the BBC, and arguing that girls should be allowed to pursue an education. "It's an honor to be awarded the Liberty Medal," Yousafzai, now 17, said. "I accept this award on behalf of all the children around the world who are struggling to get an education." The medal has been awarded annually since 1989, when Polish Solidarity founder Lech Walesa received it first. Since then, recipients have included boxer Mohammad Ali, former US President Jimmy Carter, and, last year, then-Secretary of State Hillary Clinton. Yousafzai will receive the award at a ceremony at the center on Oct. 21. After surviving the attack, Yousafzai continued to be an outspoken advocate on education, prompting Gordon Brown, the United Nations Special Envoy for Global Education, to petition the agency to recommit to a goal of universal primary education for children around the world. The petition gained more than 3 million signatures and helped lead Pakistan to pass a Right to Education bill, a first in that country. "Malala's courageous fight for equality and liberty from tyranny is evidence that a passionate, committed leader, regardless of age, has the power to ignite a movement for reform," said Florida Gov. Jeb Bush, the chairman of the National Constitution Center. "Every day, around the world, individuals like Ms. Yousafzai are being threatened for asserting the same fundamental rights of speech and religious conscience that are inherent in all people," said Jeffrey Rosen, the center's president and chief executive officer. "Yet she is undeterred in her quest. She is an inspiring voice for liberty across the globe."

ISLAMABAD: Despite heavy investment in higher education sector during last 14 years, Pakistan failed to make its place among top 100 universities of Asia. The Times Higher Education (THE), one of the most prestigious ranking agencies worldwide, revealed its ranking of 'Asia's Top 100 Universities 2014.' The ranking carried quite a few surprises as there were losers and winners across Asia. As expected, Japan led with the top university in Asia (University of Tokyo) followed by Singapore (National University of Singapore) and Hong Kong (The City University of Hong Kong). Japan had the largest number (20) of 100 top ranked universities in Asia, but for the first time ever, 20 universities from China were able to make it to the top 100. South Korea was third with 14 universities and Taiwan with 12 universities. The city of Hong Kong had 6 universities, while Singapore had 2. India was the only country in South Asia which had a presence among top Asian universities with 9 higher education institutions. Among the Muslim countries, Turkey had 5, Iran and Saudi Arabia 3 each, and Lebanon had one. According to THE, thoughtfully 13 calibrated performance indicators are employed to rank an institution. These include: the teaching and learning environment, volume, income and reputation of research, citations of research (indicating influence), and industry income that serves as evidence of innovation and global outlook as assessed in terms of the collaboration between staff, students and researchers with international colleagues. The disappointing fact was Pakistan's absence from the list, neither making it in South Asia, nor among the Muslim countries. China, which has focused on higher education in the last 10 years, was able to top the list with 20 universities. Even war-torn Lebanon had one university in the league. The UK based Quacquarelli Symonds (QS) World Universities Rankings ranked seven Pakistani universities among the top Asian universities in 2013, from zero in 2009. However in the most recent ranking of Times Higher Education (THE), yet another prestigious UK ranking agency, no Pakistani university made it to the top World or Asian University. Academia termed it a matter of concern and stressed the need of research-led teaching. They said basic requirement for improving the standard of universities was to have highly qualified faculty experienced in research. They said funds were another essential requisite. Cash-strapped universities cannot move forward in research. In fact, Chinese universities have shown more improvement in their ranks compared to Japanese institutions because the former have received more funding. Japan's expenditure on research has been affected by the pressure its economy faces. They emphasised the need to encourage ranking culture among Pakistani universities so that they could realise their strong points and could focus over the areas which need attention for national and international rankings.

Pakistan to continue help for Afghanistan education sector: Ambassador
The Nation 25th June, 2014

KABUL: Pakistan would continue to assist Afghanistan in the development of education sector. These views were expressed by Pakistan's Ambassador to Afghanistan, Syed Abrar Hussain while addressing a Certificate Distribution Ceremony held in the Pakistan Embassy. The Ambassador informed the participants that the Pakistan Embassy Vocational Institute had been offering short courses in English language and Computer to Afghan students free of charge for the last two and half years. He said that around 2,000 Afghan students had graduated from the Institute since 2011. Shedding light on the role played made by Pakistan in the promotion of education in Afghanistan, the Ambassador highlighted the projects completed by Pakistan in the education sector including Liaquat Ali Khan Engineering University at Balkh, Rehman Baba Hostel, Kabul, Allama Iqbal Faculty of Humanities, Kabul University and Sir Syed Post Graduate Faculty of Sciences, Nangahar University, Jalalabad, besides offering 3000 fully funded scholarships to Afghan students since 2009 under the Prime Minister of Pakistan's Scholarship Scheme for Afghan students. He said these projects would tremendously contribute to the educational advancement of Afghanistan. Apart from the education sector, Pakistan has also undertaken projects such as Nishtar Kidney Centre, Jalalabad, 400-beds Jinnah Hospital, Kabul, and 200-beds Naeb Aminullah Khan Hospital, Logar and Torkham-Jalalabad Dual Carriage Highway, the Ambassador added. On Pak-Afghan relations, Syed Abrar Hussain laid the importance on the need of enhancing and strengthening the relations between the two brotherly nations as both shared the same religion, culture and history. He underlined the need for promoting the bilateral cooperation and working together to overcome the security and economic challenges. The Governor of Kabul, Abdul Jabbar Taqwa, also addressed the participants and underscored the need for building strong ties for the mutual benefits of the two countries. He appreciated Pakistan's role in the reconstruction and development of Afghanistan and thanked the Embassy for arranging various training courses at its Vocational Institute. He also expressed his gratitude to the government and people of Pakistan for providing refuge to millions of Afghans. He expressed that this training would help them play an active role in the development of Afghanistan. Later, the Ambassador and Governor awarded certificates to more than 300 Afghan students who had graduated from the Vocational Institute of the Embassy in English language and Computer courses. The ceremony was also attended by various Afghan Parliamentarians and notables.

PM's fee reimbursement scheme launched in AJK
DUNYA News 24th June, 2014

MUZAFARABAD: Prime Minister's Fee Reimbursement Scheme has been launched in Azad Kashmir. Chairperson Prime Minister's Youth Programme Maryam Nawaz Sharif inaugurated the scheme by distributing cheques among the deserving students at a ceremony in Muzaffarabad on Tuesday. Under the scheme an amount of 85 million rupees will be reimbursed to three thousand and three hundred students of Azad Kashmir.

Speaking on the occasion, Maryam Nawaz said Azad Kashmir has share in all youth-related schemes of the Prime Minister. She said the Fee Reimbursement scheme is intended to help student focus their attention on education. Maryam Nawaz urged those who have completed their educational career to apply for loan under PM's Loan programme to initiate their own businesses. She said a number of beneficiaries including women have already started different ventures under the programme and are now paying back installments of bank loans.

Attracting attention: Teachers call off protest again citing poor security
Express Tribune 24th June, 2014

LAHORE: The Punjab Teachers' Union (PTU) on Monday 23rd June, postponed its protest – scheduled to take place in front of the Punjab Assembly Tuesday (24th June) – in the wake of a protest call given earlier by the Pakistan Awami Tehreek (PAT). The PTU said the protest against compulsory retirement of the union's president and penalisation of several of its members had been delayed till June 26 owing to the security situation in the city. The union made the announcement after a meeting on Monday. On Sunday, PTU President Syed Sajjad Akbar Kazmi had communicated his reservations to The Express Tribune regarding arranging the protest demonstration on Tuesday amidst the PAT's call for a rally on The Mall. A PTU statement on Sunday said that the protest would go on as per schedule; however it retracted the decision on Monday. This is the second time this month that the PTU has called off its protest citing law and order situation. It had earlier planned a protest demonstration in front of the Education Complex on June 18. The union had decided to rally on The Mall and organise a protest camp in front of the provincial assembly. PTU General Secretary Rana Liaquat Ali Khan confirmed that the protest campaign had been put off. "The security situation is not conducive to holding a demonstration. There is no point in adding fuel to the fire," Khan said. "We stand by our demands. We will arrange a protest rally later." Khan is one of the union members who have been relieved from their duties as teacher last week. His service at Government Islamia High School, Multan Road, where he taught, was terminated and handed over to the EDO for posting elsewhere. The reason cited for this was his "undesirable activities". He is yet to be assigned another school. The union claims that this is part of the government's drive to victimise PTU office-bearers. Earlier, Kazmi, the PTU president, had been handed a compulsory retirement notice and 15 members were handed similar orders by education authorities in the province. "We were aware of the consequences when we set out to demand our rights; this is something we had been told through various channels as well," Khan said. Sources in the PTU said that the decision to postpone the protest campaign had been taken to prevent the authorities' attention being diverted towards a "more pressing political" issue than the teachers' protest. "Besides security threats, the PTU officials were concerned about the PAT rally. They thought the protest by Qadri's supporters might steal the limelight on June 24." The protest has now been rescheduled for June 26 in front of the Punjab Assembly. Hundreds of PTU officials from Lahore are expected to stage a sit in, they said. PTU office-bearers say they will sign a letter carrying their demands in blood and send it to Chief Minister Shahbaz Sharif. Education Minister Rana Mashhood Ahmad Khan had formed a four-member committee in April to address issues pertaining to teachers in the Punjab. Kazmi was also a member of the committee. The committee

40,000 students benefiting from PM's Fee Reimbursement Scheme
The Nation 24th June, 2014

met on April 21 and had not held another meeting since.

ISLAMABAD: State Minister for Education and Interior Mian Baligh-ur-Rehman said that forty thousand students of the under developed areas of the country were being benefited under the Prime Minister Fee Reimbursement Scheme at a cost of one billion and two hundred million rupees. He stated this while addressing a special ceremony held at The Islamia University of Bahawalpur for the reimbursement of one hundred and fourteen million rupees among more than five thousand students of Islamia University, Bahawalpur. He said that thirteen thousand students of Bahawalpur, Multan and Dera Ghazi Khan would be benefitted through this scheme in South Punjab. He said due to ineffective policies of the past governments the districts of Balochistan, Rural Sindh, FATA, Gilgit-Baltistan and South Punjab remained backward so Prime Minister Muhammad Nawaz Sharif has decided to take strong steps for the elimination of sense of deprivation from these districts. He further said that Prime Minister is paying special attention for the development of South Punjab especially Bahawalpur Division. He urged the students to seek quality education so that they can meet the challenges of the present age. Our Radio Pakistan Bahawalpur Representative Sajjad Parvez reports that State Minister for Education Baligh-ur-Rehman also distributed cheques of fee reimbursement among the students. State Minister for Education further said that the priority of the present government was to overcome the problem of terrorism, energy crises and promotion of quality and equal education across the country. Earlier, Vice Chancellor, Islamia University, Bahawalpur Prof. Dr. Muhammad Mukhtar presented the welcome address in which highlighted the performance of the university during the last one year.

PEF to launch classroom technology project
Pak Observer 21st June, 2014

LAHORE: Punjab Education Foundation (PEF) will launch interactive classroom technology project from September, this year. It will be launched in 25 selected schools in Lahore, Multan and Khushab in the first phase. These schools are attached under Education Voucher Scheme (EVS) with the foundation. This was stated in a meeting held at PEF Head Office here Friday with managing director PEF Dr. Aneela Salman in the chair. PEF director (CPDP) Bushra Saeed Khan and other concerned officers, including representatives of Social Engineering Consultants attended the meeting. The meeting was told that 6 to 8 class teachers, teaching the subjects of English, math and science, would be given necessary training by PEF from first of July in Lahore, Multan and Khushab districts to operate this interactive technology in classrooms to teach their students. Addressing the meeting, MD PEF said that introduction of this educational technology was part of PEF's commitment to arrange best education for its students who mostly belonged to under-privileged communities. It may be added here that a memorandum of understanding (MOU) was signed between PEF and Social Engineering Consultants (SEC) this year for the launch of this pilot project in three districts. Under this pilot project, SEC will provide computerized electronic boards and multimedia projectors, free of cost, to EVS partners for teaching.—APP

Improving education standard government's priority number one
Pakistan Today 20th June, 2014

LAHORE: Rana Mashood finalises 16 strategic goals for next four years. Keeping in view the marvelous success achieved in implementing the first phase of Punjab School Reforms Roadmap, 16 new strategic goals for the next four years to improve the quality of education besides enhancing magnitude of students have been finalised. These goals also include ensuring fairness in the examination system which will be able to test analysis ability of the students, not merely the ability to recall. This new strategy was finalised in a meeting chaired by Punjab Education Minister Rana Mashood Ahmed Khan. Special representative of British department for International Development (DFID) Sir Michael Baber, DFID Head of Mission Richard Montgomery, Barbara Payne, Country Head Salman Ahmed and the members of Punjab School Reforms Roadmap Team including Christa Rottensteiner, Katlyn Donnelly and others participated in the meeting. Punjab School Education Secretary Abdul Jabbar Shaheen, Literacy Secretary Dr Pervez Ahmed Khan, Information and Culture Secretary Momin Agha, Punjab Textbook Board Chairman Nawazish Ali, Punjab Examination Commission CEO Nasir Iqbal Malik, Punjab Educational Foundation MD Dr Aneela Sulman, PMIU Project Director Asim Iqbal, DSD Project Director Ehsan Bhuttha and other relevant senior officers were also present.

Mashood vowed to implement the future model of school reforms in Punjab and ensured that the development frame work of this future roadmap will be fully funded by the Punjab government in different phases. The new strategic targets include enrollment of further 1.5 million out of school children and construction of 70 thousand new classrooms in the public sector schools in the province. Under the revised goals plan, over 0.6 million school teachers will be imparted on-the-job training by the master trainers in their own schools. Besides this, the Directorate of Staff Development will be upgraded to the extent that it would become a model institution at par with National Institute of Education, Singapore as far as quality is concerned. The meeting decided to develop world-class textbooks, learning materials and teacher guides in line with a revised curriculum matching the international benchmarks. A battery of leading 100 Pakistani educationists will also be prepared to join the administration of the Education department at district level as an increase up to the tune of three times in the number of educational administrators at district level was on cards.

Sahiwal schools to get Rs317.8m
DAWN News 18th June, 2014

SAHIWAL: During the current financial year, Rs.317.8 million will be provided to 463 schools in the division for upgrading and provision of missing facilities. This was learnt during a meeting chaired by Sahiwal Commissioner Sadeeq Shaikh in his office on Tuesday 17th June, 2014. It was learnt that Rs97.8m would be spent on 264 schools, Rs170m on 117 schools and Rs50m on 82 schools in Sahiwal, Okara and Pakpattan districts, respectively. School councils would also be involved for provision of missing facilities in schools in rural areas. The commissioner said the councils would contact local philanthropists for donations for the purpose. Construction of girls schools boundary walls, provision of water coolers, toilets, furniture and construction of extra rooms would be carried out through the donated funds. The meeting was attended by the

**Khyber Pakhtunkhwa
 Budget 2014-15: KP
 allocates highest
 percentage to education**
Business Recorder 17th June, 2014

executive district officer (education) and district coordination officers of the three districts.

The Khyber Pakhtunkhwa (KP) province has allocated the highest amount for education earmarking 27.4 per cent of the total budget followed by Punjab with 26.1 per cent and Sindh 22 per cent for the financial year 2014-15, comparison of provincials budgets revealed.

According to the budget documents, KP earmarked Rs 111 billion for the uplift of education sector, which is 27.4 per cent of its total budget of Rs 404.8 billion. The Punjab government has earmarked Rs.273 billion for education which is 26.1 per cent of the total budget outlay of Rs.1044 billion; and Sindh has earmarked Rs 154 billion for education which is about 22 per cent of the budget outlay of Rs 686 billion including Rs 134 billion for non-development expenditure, Rs 15 billion for different elementary, primary and secondary education schemes and Rs 5 billion for universities in Sindh.

According to the budget documents, a major portion of the Punjab's education budget ie Rs.224.69 billion (32.1 per cent) has been earmarked under the head of current (total Rs.699.9 billion) and Rs.48.3 billion (14 per cent) for development including Rs.28.1 billion for school education, Rs.14 billion for Higher Education, Rs.2.4 billion for literacy and Rs.2.9 billion for sports and youth affairs.

Talking to Business Recorder, Education Minister for KP Mohammad Atif Khan said that a total of Rs.111 billion has been earmarked in the budget for education sector including Rs.93 billion for elementary education, Rs.13 billion for higher education, Rs.3 billion for technical education and Rs 2 billion for special education initiatives. He further said that about Rs 30 billion (21.5 per cent) is earmarked under the head of development (total Rs 139 billion) and Rs 81 billion (30 per cent) under the head of the current expenditure (total 265 billion). This correspondent repeatedly tried to contact Rana Mashhood Khan, Punjab Education Minister for comments, but he did not respond till the filing of this report. The federal government has earmarked Rs 64.014 billion for Education Affairs and Services for 2014-15 against the revised allocation of Rs 63.442 billion for the current year, showing a slight increase of 0.9 per cent. The country's public expenditure on education as percentage of the GDP is 2 per cent for the outgoing fiscal year, ranking it at the lowest level ie 9th position amongst the South Asian countries of the region. Education is a provincial subject after the 18th Constitutional Amendment and the federal government funds mainly the Higher Education Commission (HEC) for which an amount of Rs 20.06 billion has been earmarked in the budget for 2014-15.

According to UNESCO's Education for All (EFA) Global Monitoring report 2013, Pakistan ranks 113 out of 120 countries in the education development Index. Pakistan's literacy rate 60 per cent lags well-behind the country's neighbours. Pakistan has almost 5.5 million out of school children, the second highest number in the world after Nigeria. Province-wise data suggests that Punjab leads with 62 per cent followed by Sindh with 60 per cent, KP with 52 per cent and Balochistan with 44 per cent, maintained in the report.

**Reservations over
 allocations: 'Metro Bus
 budget exceeds funds for
 education uplift'**
Express Tribune 17th June, 2014

LAHORE: The budgets for education development and police, and Chief Minister Shahbaz Sharif's claims of austerity came under fire from the opposition in the Punjab Assembly during a discussion on the budget. The opposition lashed out at the chief minister's claims of good governance and austerity. The treasury defended the budget and criticised Pakistan Tehreek-i-Insaf's budget in Khyber Pakhtunkhwa. Leader of the Opposition Mian Mehmoodur Rashid said the budget should have been prepared by elected representatives rather than "bureaucrats loyal to Shahbaz Sharif". He said standing committees should have been empowered to present budget proposals to the government six months ago. "The budget does not reflect the will of the people." Rashid said the government's claim of economic growth during the outgoing fiscal year was a lie. The rate of growth was presently 5.5 per cent compared to 7.5 per cent in 2007. He said the budget document also mentioned that the government had a Rs450 billion debt. When Shahbaz Sharif became chief minister in 2008, the provincial kitty had a surplus of Rs100 billion, he said. He said of the Rs290 billion for the Annual Development Programme 2013-2014, the government had only managed to utilise Rs110 billion. He said that indicated the government's poor experience. He said despite claims of slashing the chief minister's office expenditures by 30 per cent in austerity measures, the budget document showed they had in fact increased by 100 per cent. He said Rs190 million had been allocated for expenditures in 2013-2014, but Rs390.52 million was utilised. "If Rs1.1 million is the daily cost of the chief minister's office expenditures, that explains the state of debt the province is under," he said. He said Rs10.2 million had been allocated for gifts but the amount spent was closer to Rs30.82 million. Rashid said the 16 per cent increase in the police budget was not justifiable as the crime rate kept rising. He said 54 police stations of the total 84 in Lahore were run by SHO convicted of various crimes. While Article 25-A of the Constitution granted free and compulsory education to children aged five to 16 years, the government had prioritised transport infrastructure development over education development. He said of the Rs273 billion allocated for education, 80 per cent would go towards salaries and Rs48 billion would be used for development. The government had allocated Rs40 billion for the Metro Bus in Rawalpindi-Islamabad and Rs30 billion for the Metro Bus in Multan, much higher than the budget for education development, he said. He said the chief minister's talk of four new housing schemes was just that. Rashid also expressed apprehensions over the allocation for south Punjab and for local government elections. MPA Ayesha Ghaus Pasha said the Punjab budget was reformist and reflective of the PML-N's medium-term framework of development which would be completed within the next four years. She said the provincial economy could sustain Punjab's debt. MPA Sheikh Allaaddin said the Transfer of Property Act should be revamped and proposed ways to deal with people who concealed the actual value of their property while transferring it. MPA Mehmood Qadir Leghari defended the budgetary allocation for south Punjab and said allocating Rs119 billion was an excellent gesture by the government. The speaker adjourned the session until Tuesday morning. The general discussion

Punjab budget appreciated

Business Recorder 13th June, 2014

Govt serious in providing education to youth in less developed areas: Pervaiz

International The News 12th June, 2014

on budget will continue for four days.

MULTAN: The Punjab budget 2014-15 has attracted good reaction from people belonging to different sectors and they appreciated the allocation for South Punjab. Multan Chamber of Commerce and Industry (MCCI) president Khawaja Usman hailed increase in taxes for wealthier segments of society, however, prescribed more funding for education and health sectors. He also sought more funding and reforms in police department to transform it into an efficient body to provide relief to people. Tehrik-e-Soba Multan head Rana Tasweer Ahmad thanked the provincial government for allocating 36 per cent of total development funding for South Punjab uplift. Central leader of All Punjab Wholesale Chemist Council and head of PML-N traders wing Multan Akhtar Butt appreciated the government for announcing establishment of universities at Okara, Sahiwal, and Rahimyar Khan. He added that establishment of five more Danish Schools would be a gift for the youth of South Punjab.

ISLAMABAD: Keeping up with its tradition of facilitating the students and making them aware of the options they have for their education, Jang group organised yet another 'The News Education Expo' for the 7th time in a row. The much-awaited 'The News Education Expo 2014' opened its doors to the students seeking their educational options offered at the local and international universities. Federal Minister for Information and Broadcasting Parvaiz Rashid inaugurated the education expo along with management of Jang Group.

Speaking on the occasion, information minister said it is very encouraging to see that Jang Group always takes the initiative and gives answers to the questions and queries of the students seeking admissions. "The education expo provides all the relevant information under one roof. By conducting such education expos, Jang Group is facilitating our future leaders who are the strength of our country. It is a very well organised event that would surely go a long way in shaping the future of the students," he added. "The government is serious in providing education to the students and for this purpose those students living in less developed areas, the government has launched Prime Minister's Scheme for 100% Reimbursement of fee for Masters, MS/MPhil and PhD students of public sector universities. The areas included are Balochistan, Gilgit Baltistan, Fata, Azad Jammu and Kashmir, Interior Sindh, southern Punjab, Malakand, Kohistan, Dera Ismael Khan Divisions of Khyber Pakhtunkhwa, Attock, Mianwali, Khushab, and Bhakkar Districts of Punjab. Laptops are given to students on merit so that at the click of a button, they are exposed to thousands and thousands of resource and research libraries. Skill development programme is also a popular programme of the government in which educated students are taught skills of their choice so that they can contribute in the development of the country," he added.

Speaking very firmly to those who have closed the door on education and have bombarded the schools, he said that the government stance is very clear and the priority is to give education its due share and encourage each and every child to go to school. The federal minister said that the education expos are a way to help students explore their future option and whoever takes this initiative is serving the students and in turn serving the country. While appreciating the role of the Jang Group, the information minister said it is organising event for the last six years amicably and all credit goes to 'The News' for organising this event on such a large scale.

While talking to 'The News', Group Managing Director Jang Group Syed Sarmad Ali said that we always use a slogan 'Mulk ko Sanwar Do, Qaum ko Sudhar Do, Taleem ko Char Do' so that the government wakes up to its responsibility of giving at least 4 per cent of GDP to Education. "This is 7th Education Expo of the Jang Group in which we try to loop in as many local universities to facilitate the students. Representatives of foreign universities are also participating in the exhibition. The timing of our education is very important as more and more students are seeking admission in various universities. Mostly we conduct education expo in Karachi, Peshawar, Lahore and Islamabad, but now we have conducted an expo in Faisalabad as well. From next year, Sukkur and Multan would be included in the cities so that the students can get their required information in their own cities," he said. "We generally think that the media's role is to disseminate information but media has a social role too and we being the biggest media group are playing a very responsible role to provide awareness to students. Our educational campaign 'Zara Sochiye' has created a lot of awareness among students and a student of today is much more aware than he used to be a decade ago. We being the biggest stakeholders should make students aware of the opportunities they can avail in different universities. All the political parties should stress more on education because education is linked to strengthen the democracy. There is a strong linkage between education and prosperity, therefore more the education would be in a country, more prosperous they would be. In addition to this, we have also acknowledged the top seven universities of Pakistan by awarding them by recognition awards," he said. CEO Aman Schools Ali Moeen Nawazish while speaking to this scribe said that Jang Group's role for promotion of education is highly encouraging so that the students and their parents would be in a better position to take key decision about their study after seeking guidance from exhibitors. The students, he said are more aware of the subjects teaching in the university, if they have an interest in designing clothes, fashion designing is also taught in the university as a subject. "I can see that the private sector is way ahead in the field of imparting quality education to children. The schools should focus on everyone even on average students. The problem starts when the school is focusing on good students only. We need to rationalise the private sector fee structures so that average student can study there. Less campuses are available to schools, the subject teachers are scarce that ultimately increases the fees. It is good to note that the entry tests of various universities are now being conceptualised and FSc or A level students both have equivalent chances to clear it. We need strong political will to make education our first priority, management should be improved and we need to invest in the right way. Students visited the stalls of so many leading international and local universities inquiring about their programmes,"

Youth building blocks of country's bright future: Maryam Nawaz

Pakistan Today 11th June, 2014

he added. Representative of international university stalls gave away the details of their courses, scholarships and visa policies. Ammara Kamran said last year her sister applied to a university after seeking information at Education expo and now this year she's looking for her options at 'The News Education Expo'.

MULTAN: Chairperson Prime Minister's Youth Programme (PMYP), Maryam Nawaz Sharif said that youth, who were the building blocks of the country, would make it prosperous and enlightened. She was speaking at a cheque distribution ceremony for students of less developed areas of South Punjab, under the Prime Minister Fee Reimbursement Scheme here at Bahauddin Zakariya University. Maryam Nawaz said that youth would eradicate corruption and reject sectarianism after getting higher education.

Prime Minister Muhammad Nawaz Sharif kept youth very close to his heart and the government would annually provide 100,000 laptop computers to students doing MA, MS, M. Phil and PhD, she added. The Prime Minister was determined that every student who intended to get higher education, should not suffer due to financial constraints, Maryam said. The government would reimburse fee of the students of less developed areas before Ramzan, she pledged. Maryam Nawaz said the government was trying to root out terrorism and load shedding as soon as possible from the country. "She assured that the government was working round the clock to bring peace in the country and end load-shedding." Every patriotic Pakistani was saddened over the incidents of terrorism happening in Karachi, she added. Maryam mentioned various schemes launched under the Prime Minister Youth Programme and declared that these were bearing fruits too, as some of the young women who got loan after first balloting of Prime Minister Youth Loan Scheme, had returned their first installment, which was due after one year on getting the loan. She said that the government wanted to financially empower women and added that women were running daycare centres, dealing in e-business of garments etc after getting loan and were working shoulder to shoulder with men. Regarding Metro Bus project, Maryam Nawaz said that its longest route was going to be built in Multan and added that criticism on the project was out of place. "We are here to serve you," she said adding that laptop computers scheme would be launched on June 20. Maryam said that she was much pleased to be in Multan and added that it was her wish since long to visit the city. She said today cheques of Rs 66,000 to 80,000 were given to students to reimburse their fee. Over 40000 students across the country, including 10000 from south Punjab, would be reimbursed fee under the scheme, she added. She appreciated the role of Higher Education Commission for making the fee reimbursement scheme a success.

Addressing the ceremony, Chairman Higher Education Commission (HEC), Dr Muhktar Ahmed said that youth after getting higher education, would end corruption and make Pakistan a peaceful country. He added that Pakistani students, who went abroad for higher education, were bringing laurels to the country and informed that about 9000 students were doing PhD. Earlier, Vice Chancellor BZU, Dr Khwaja Alqma said that PML-N had brought 'first silent revolution' in 1998 after nuclear tests, by making Pakistan a nuclear country. He said that the nation could only progress by making Pakistan a knowledge based country and added that by launching laptop computer scheme last year, the government had already brought a silent revolution in education sector.

Present on the occasion were PML-N parliamentarians and party workers, BZU faculty members and a large number of students hailing from Women University, Air University, Education University, NUML, BZU Multan and DG Khan Campus and COMSATS Vehari.

ISLAMABAD: Chief Commissioner Islamabad Capital Territory Jawad Paul has lauded the Turkish contribution to education in Pakistan terming it a great service by the brotherly country. Pak-Turk is supporting quality education in our country which will have a lasting and positive impact on millions of lives and the society in general, he said.

Talking to a group of students who won gold and silver medals in international science competitions recently held in Kenya and Georgia, Jawad Paul said that we are thankful to those who have been sacrificing their time and energy with an aim to make Pakistan a better place. The group of students led by Pak-Turk official Ahmet Efiturk included Alam Khatoon and Vishah Nazim, winners of gold medal in Kenya and Aqsa Amber Malik and Kokab Yusaf who won silver medal in the Georgian contest. Paul expressed his appreciation to all the teachers for their contribution saying that teachers carry a heavy burden in nurturing students to prepare them to bring development to the country. He urged Pak-Turk to constantly improve and strengthen the professionalism as they have to discharge responsibility to groom their students to become leaders and face global competition. Ordinary teachers direct us along the right path but great teachers inspire us to seek our own path, the Chief Commissioner said. Later, the students met with Dr Ikram Ali Malik, Chairman of the Federal Board of Intermediate and Secondary Education. He appreciated the students for bringing a good name to the country at international forums. Malik asked students to prepare for future contests while stressing on better curriculum, improved environment and focus on values and ethical education. Research shows that when children read, they improve their skills in all subjects and their vocabulary, grammar and language skills develop, he said.

Dr Ikram Ali Malik also congratulated Pak-Turk Schools for getting six awards in the international teaching competition held in Turkey and assured all out cooperation by the government.

Pakistan Peoples' Party (PPP) Punjab President Manzoor Wattoo has flayed the federal government for decreasing allocations in the education sector by almost 11 percent in the budget 2014-2015. It speaks volumes of the level of the commitment of the present government in the education sector, he said in a statement released on Saturday. He said that there was hardly any

Turkish contribution to education in Pakistan termed as great service

Pak Observer 9th June, 2014

Less bucks for education angers Wattoo

Pakistan Today 8th June, 2014

**Devolution of education:
'The right to education is
an entitlement, not charity'**
Express Tribune 5th June, 2014

need to emphasise that education played a pivotal role in the overall social development of a society and decrease in the allocation clearly suggested the flawed development strategy and erroneous priorities of the government. He maintained that the bureaucratic budget of the Punjab government would also reflect the same trend because they were in favour of outsourcing this important sector to the private sector and thus providing it the opportunity to swindle all and sundry. He added that the private sector had been squeezing the poor and middle class people dry as they had to pay hefty tuition fee. They are forced to send their children to private schools for the sake of quality education which is not available in the government educational institutions. Wattoo demanded that the Punjab government should improve the quality of education at the government schools so that the people were emboldened to send their children to the government schools instead to the private schools. Commenting on the present pathetic conditions of the government schools, he maintained that nobody would like to send their children to such schools where even bare minimum facilities were not available to the students. He urged that the Punjab CM instead of spending the resources on the show piece projects like expressway metro train or metro bus projects, it was better if he concentrated on the improvement of the quality of education and environment of the educational institutions.

LAHORE: "The private sector is focused on profit, not welfare. The state has to provide all citizens with their basic rights, regardless of their ability to buy them. Can the provision of fundamental rights be privatised as well?" asked Rubina Saigol, an independent researcher, at the national roundtable discussion on Devolution of Education. The discussion was organised by the Centre for Civic Education and Khudi Pakistan in collaboration with the Hanns Seidel Foundation. Saigol said rights were an entitlement, not charity. She said she regretted that state-owned enterprises were being handed over to the private sector, including health and education facilities. "If you don't have money you will not have access to that basic right". She said there was a gender gap with regard to access to education. She also pointed to the rural-urban divide, with 74 per cent of urban children enrolled in schools and 49 per cent in rural children. With only 2 per cent of the GDP allocated to education in the budget, she said, education did not appear to be a priority for the government, which had allocated a large amount for defence. "We are fixated with the idea of defence. The education curriculum also perpetuates threat perception." Saigol said the debate on education should not be confined to access but also extend to quality. She criticised the education system and said it promoted inequality. Saigol also said that with the 18th Amendment, the devolution of matters to the province allowed the general public to better connect with issues, including those related to education. An exercise was conducted to select 'heroes' to be included in school textbooks. It was facilitated by Zafarullah Khan, the head of the Centre for Civic Education. Participants at the roundtable suggested Benazir Bhutto, Arvind Kejriwal, Bhagat Singh, Mohammad Ali Jinnah, Nelson Mandela and Dr Abdus Salam, among others. Khan said that the Sindh Textbook Board had included Malala Yousufzai, Arfa Karim and Abdul Sattar Edhi as heroes in their textbooks. "Education is about critical thinking, but in Pakistan the focus shifts to maintaining discipline in classrooms rather than ensuring a learning environment", he added. Naseer Memon, chief executive at the Strengthening Participatory Organisation, shared excerpts from his paper State of Education in Sindh: Post 18th Amendment Scenario. He said 51 per cent of children were out of school. According to UNESCO, 2.8 million children between the ages of five and nine were out of school. He added that according to an Alif Ailaan report, 6.1 million children between the ages of five and 16 were out of schools. The provincial budget for 2013-14 had allocated 23 per cent for education. Memon added that Sindh needed to invest Rs260 billion every year to increase enrollment from 44 per cent to 98 per cent by 2025-26. A paper was presented by Faiza Mir, a lecturer in International Relations at the University of Balochistan. She said that out of 12, 293 schools in the province, 72 per cent did not have toilets. She said there were 2, 000 ghost schools, and the province also had 300 ghost teachers. She cited the increasing drop-out rates as a significant challenge, along with governance, accountability and girls' enrollment.

EDUCATION SECTOR FRAMEWORKS NEWS

Higher Education Commission (HEC)

Standard education: Accreditation awarded to business institutes

Source: *Express Tribune* 28th June, 2014

The 12th council meeting of the National Business Education Accreditation Council (NBEAC) was held here at the Higher Education Commission (HEC) Secretariat, where accreditation letters were awarded to various business schools.

NBEAC Chairman Dr Hasan Sohaib Murad briefed the members about accreditation inspection visits of different business schools and accreditation guidance visits to the newly registered universities.

The Accreditation Award Ceremony was also held. Fifteen members were invited from various universities visited by the accreditation inspection committee (AIC). HEC Chairman Dr Mukhtar Ahmed presented shields and awarded letters to representatives of the business schools receiving accreditation.

Accreditation was awarded to the Lahore School of Economics; National University of Computer and Emerging Sciences, Islamabad; Abdul Wali Khan University, Mardan; Comsats Institute, Islamabad; Institute of Business and Management, Karachi; Balochistan University of Information Technology; Engineering and Management Sciences, Quetta; University of Central Punjab, Lahore; Iqra University, Karachi; Comsats Institute, Lahore; Punjab University's Hailey College of Commerce, Lahore; National University of Computer and Emerging Sciences, Lahore; Air University, Islamabad; Bahauddin Zakariya University, Multan; Qurtuba University, D I Khan and Hazara University, Mansehra.

Steps being taken to improve higher education sector: HEC

Source: *Pakistan Today* 11th June, 2014

Higher Education Commission Chairman Dr Mukhtar Ahmed on Wednesday said that the confidence shown by the government in HEC's capacity to develop higher education would strengthen this sector.

Addressing a press conference at HEC Secretariat, he said that great progress has been made in the higher education sector during the last 12 years.

He said that recent allocation in budget and its comparison with previous years, new initiatives for professional development of faculty, management staff of universities, increased opportunities for researchers, enhanced ICT facilities to universities, expected launch of seven smart university campuses and a number of other projects.

Dr Ahmed said that Rs 43 billion had been allocated for HEC's recurring grant and Rs 20 billion for the development grant, adding that this was the highest allocation in the history of HEC. He said that over 7,500 overseas scholarships have been offered for MS and PhD studies until date, of which 3,300 have completed studies. He said that HEC has been ensuring that upon their return they find enabling environment for research. The chairman said that all the public and private universities have been informed to strictly follow quality criteria laid down by HEC, adding that action will be taken against those not maintaining minimum standards. To a question, he said that efforts are being made to improve and strengthen process of online verification of documents and also shared HEC's initiative to provide attestation facility in all the provincial capitals. Ahmed informed the media that HEC and the British Council have recently signed a letter of intent to further strengthen existing cooperation between the two organisations in education and research. He also mentioned a recent agreement reached between HEC and PTCL for provisioning of free EVO devices under the prime minister's laptop scheme. The chairman said that HEC has been spearheading research in universities which has led to the creation and growth of indigenous knowledge in all academic fields. "Our universities have responded passionately to all the initiatives taken by HEC for research and development and many projects have made their presence felt," he concluded.

International Crisis Group

Education Reform in Pakistan

Source: <http://www.crisisgroup.org/en/publication-type/media-releases/2014/asia/education-reform-in-pakistan.aspx>
23rd Jun, 2014

ISLAMABAD: To combat religious extremism and sectarian violence, Pakistan must reform its education sector by boosting resources to public schools and updating the school curriculum to improve quality and remove divisive and discriminatory narratives.

Long underfunded, Pakistan's system of public education has been further devastated by militant violence and natural disasters. Passed in 2010, the eighteenth constitutional amendment mandated compulsory education for all children between the ages of five and sixteen and devolved much of the education system's management from the centre to the provinces. But more than nine million children do not receive a primary and secondary education, and quality of instruction varies widely between both genders and rural and urban areas. Madrasas and religious schools, many of which propagate religious extremism and sectarian hatred, seek to fill the gaps. In its latest briefing, Education Reform in Pakistan, the International Crisis Group examines the dysfunctional public education system and underlines the need to reform the curriculum and hold schools and teachers to acceptable standards.

The report's major findings and recommendations are:

Although its law requires Pakistan to provide free and compulsory education to all children between the ages of five and sixteen, millions are still out of school, the second highest number in the world. The quality of education in the public school sector remains abysmal, failing to prepare a fast growing population for the job market, while a deeply flawed curriculum fosters religious intolerance and xenophobia. Poorly regulated madrasas and religious schools are filling the gap of the dilapidated public education sector and contributing to religious extremism and sectarian

UNICEF UK Pakistan celebrates it's first Building Young Futures graduates

Source:
<http://blogs.unicef.org.uk/2014/06/13/pakistan-celebrates-first-building-young-futures-graduates/>
13th Jun, 2014

violence The state must urgently reverse decades of neglect by increasing expenditure on the grossly-underfunded education system – ensuring that international aid to this sector is supplementary to, rather than a substitute for, the state's financial commitment – and opt for meaningful reform of the curriculum, bureaucracy, teaching staff and methodologies.

"Before the eighteenth amendment was passed, school curriculums reflected an overly centralised state's priorities, emphasising national cohesion – within a rigid ideological framework – at the expense of regional and religious diversity" says Samina Ahmed, South Asia Project Director and Senior Asia Adviser. "Provincial governments can now reform deeply flawed curriculums that contribute to political, regional and religious intolerance, but there is also the risk that education programs will differ radically among provinces".

"Pakistan needs to take bold steps to tackle its education crisis", says Jonathan Prentice, Acting Asia Program Director. "Millions of children are still out of school, and the quality of education for those enrolled remains poor. This is more than a question of the rights of children, vital though that is; ultimately, it goes directly to the state's ability to combat extremism. Decades of neglect can only be reversed by overhauling Pakistan's academic curriculum and education bureaucracy".

At the UNICEF UK office in London hearing the stories of young people on the Building Young Futures programme is an absolute highlight. With the programme running different models of training in each of the six focus countries we hear about young people at all sorts of stages in their education and training. We're at an exciting stage now as we start to hear about the those young people who are completing their training.

Recently, Building Young Futures in Pakistan celebrated the first graduates from the programme at a ceremony in Lahore. UNICEF and Barclays joined the Punjab Vocational Training Council, which delivers the training in Pakistan, and the Government Department of Youth Affairs, Sports, Archaeology and Tourism (YASAT) to award certificates to top students from each graduating class. The young people came from eight districts across Punjab. They had completed a demanding year-long course learning life skills, literacy, numeracy, entrepreneurial and social enterprise training. Building Young Futures knows how important long term support is, alongside mentorship and work experience. These graduates now have the chance to put their new skills into practice as they move onto a two-month job placement. They will be able to choose from a range of options, including positions in computing, electronics, agriculture, hotel management, mechanics and the food industry. Some happy Building Young Futures graduates © UNICEF UK 2014 Some happy Building Young Futures graduates © UNICEF UK 2014

The programme in Pakistan supports some of the poorest and most vulnerable adolescents in Punjab. The programme team have carefully looked at the best job opportunities in the area and matched the training and work placements to help ensure the young people have the best chance of earning a living and becoming financially independent. These young people have come a long way in a year with many of them previously being unable to read and write, facing a future of unemployment or employment in hazardous sectors. The students spoke of how their new skills gave them the chance to start realising their dreams of a career.

Sehrish, 16, from Faisalabad, said, "I can now read and write. I plan to open my own sewing training centre, after all what is the use of a skill if it is not shared?"

Another graduate, Rizwan, 16, had never been able to go to primary school. But since joining Building Young Futures he now has developed the confidence to apply for work in local businesses as well as a hope to open up his own electrical repair shop in the future.

HUMANITARIAN INTERVENTIONS IN EDUCATION SECTOR

Education Cluster Pakistan

North Waziristan Displacement Situation Report

Source: OCHA Pakistan
30th June, 2014

Needs:

- The Education Cluster aims to reach some 82,000 children, which is 40 per cent of the total displaced children, by setting up schools.
- Provision of educational supplies such as school tents, school-in-box, recreational kits, tents, seating mats, tarpaulin and teaching and learning material to schools in the camp and in the IDPs hosting areas.
- Capacity building of Government teachers, Parent-Teachers Committees and School Management Committees on various topics including teaching in emergency, psychosocial support and life-skills based education.

Response:

- The Education Cluster has pre-positioned educational supplies. UNICEF is procuring educational supplies, including 65 school tents, 185 recreation kits, 210 school-in-a-box kits and 1,925 plastic mats.
- The Cluster is gathering information on schools being used as IDP shelters in hosting areas. So far, IDPs have taken shelter in 1,131 government schools in Bannu and some 20 government schools in Karak districts. These include 50 per cent each boys' and girls' schools. The provincial government has issued a notification to district administration and education officials in southern districts to allow the IDPs to take shelter in government schools. The schools in KP are closed for summer vacation until the end of August.
- Educational department staff is engaged in IDP relief activities in schools and communities.

Gaps & Constraints:

- Schools being used as IDP shelters will affect the school infrastructure and facilities, school furniture, teaching and learning material beside the liability of high electricity bills for schools.

Church World Service Pakistan/Afghanistan (CWS-P/A)

In Sindh: Puppets Bring Important Messages

Source: <http://www.cwspa.org/news/all-news/latest-news/in-sindh-puppets-bring-important-messages>
19th June, 2014

CWS-P/A and its partners including Society for Safe Environment & Welfare of Agrarians in Pakistan (SSEWA-PAK), Primary Education Project (PEP) Hyderabad, Participatory Village Development Program (PVDP), and Kaachi Community Development Association (KCDA) work to promote peace education among primary and middle schools in rural areas of Sindh Province. CWS-P/A's peace manual for teachers and workbook for students has been made part of the curriculum among schools that have incorporated peace education as a course. Over 100 participants including teachers and students recently attended a puppet show organized in Mirpurkhas. Children also participated in role plays which addressed important messages on social issues. They advocated for education for girls, the inclusion of women in electoral processes, gender equality, and good social and moral values among others.

Help in Need

Enrollment Project in District Kohat

Source: <http://helpinneed.org/2014/06/06/801/>
6th June, 2014

Help In Need played a lead role in raising the awareness among the masses in KPK. "Provision teaching and learning environment for IDPs children" project in Kohat is also the continuation of this mission. The project started on 08 November 2013 and end on 20 May 2014. The objective of the project was ensuring the enrollment of maximum number of non-school going children in public sector schools. During the project period effective, integrated and result oriented efforts were made to get the maximum number of non-school going children. During the period more than 200 Parents Teachers Committees (PTCs) member were trained and 30 Temporary learning Centers were established in 21 over crowded schools. Influential meetings meeting with community, awareness sessions of enrollment were part of the project. Help In Need distributed 60 Coolers, 250 mats, 50 teacher tables in schools and school stationaries among 9,333 Students. Help In Need successfully enrolled 1200 out of school children through the enrollment campaign which started on April 08, 2014.

Society for the Protection of the Rights of the Child (SPARC)

Rebuilding schools in the flood affected areas of District Badin

Source: <http://www.sparcpk.org/SPARCNews.html#9614-2>
11th June, 2014

In 2011 floods, the worst affected districts of Sindh (including Badin, Mirpurkhas, Tando Muhammad Khan, Mithi, Tando Allah Yar, Matiari, Hyderabad, and Jamshoro) are still reeling from the after effects of the floods. Education infrastructure is the worst affected, especially in the already underdeveloped districts like Badin where reconstruction of schools is being undertaken at a slow pace. This has resulted in massive school drop-out rates as large numbers of flood affected children have not returned to resume their education. Therefore SPARC with assistance from Terre des Hommes has begun a project to rehabilitate these schools in order to ensure that these children, who have already suffered a great deal of devastation and personal loss, are provided with a safe learning environment. SPARC surveyed 20 flood affected schools in the rural areas of Tando Bago Taluka, District Badin that were lacking basic facilities for the students or had been demolished due to the floods. Out of these, 10 schools were selected for the rebuilding project. These were:

- Govt. Boys Primary School at Village Aalo Kolhi
- Govt. Boys Primary School at Ahmed Hingoro
- Govt. Girls Primary School at Malook Jat
- Govt. Boys Primary School at Syed Sahib Dino Shah

- Govt. Boys Primary School at Jam Gulan Unar
- Govt. Boys Primary School at Bhoro Shah
- Govt. Boys Primary School at Khalifo Qasim
- Govt. Boys Primary School at Natho Mallah
- Govt. Boys Primary School at Khaliq Dino Dars
- Govt. Boys Primary School at Mosa Keerio

An in-depth survey of these schools revealed a myriad of alarming facts. In some areas, the percentage of children not enrolled in schools was high; while the dropout ratio at the advance level classes was around 50%. In certain schools, there was no teaching staff. While in others the teachers were untrained and most were unwilling to teach with habitual absences from duty through self-granted leave. As for the structure of the schools, the villagers had constructed the schools with thatched roofs and walls. The schools lacked furniture; there was no facility for drinking clean water, no electricity nor toilets. With this project, SPARC aims to provide a safe school structure with basic facilities, proper seating arrangements, and trained and professional teaching staff as well as free books and the necessary study materials for the children. Additionally, we will give special focus to increasing the female literacy ratio and promoting gender equality in education in the areas. We will organize workshops and training for teachers and students to create awareness on the importance of literacy. Currently, SPARC has begun with the repair of these 10 selected schools along with interventions, social mobilization and community participatory dialogues to increase the enrollment rate to more than 70%. At the end of April 2014, following the annual examinations and new admissions, SPARC also distributed 713 stationary kits to the students.

Sindh Graduate Association (SGA)

SGA Education Activities in Karachi

Source: http://sga.org.pk/wp-sindhgraduates/?page_id=13
13th June, 2014

SGA has invited AAHUNG to conduct an introductory session Life skills based education (LSBE) with the principals of RTS Gulshane-e- Hadeed, Sachal Goth, Gadap town and Bachal Goth at SGA head office Karachi on June 13, 2014. Introductory session was organized to develop understanding on LSBE Model and its feasibility to implement it in Roshan Tara Schools. Principals from RTS Gulshane-e- Hadeed, Sachal Goth, Gadap town and Bachal Goth have keenly discussed different aspects on model and way forward to implement it. Senior Trainer and coordinator of Aahung gave detailed presentation on LSBE Model and work of Aahung. She said Aahung is civil society organization working since 1994 and developing the capacity of public and private school teachers to integrate quality life skills based education (LSBE) into the school curriculum. Aahung's LSBE curriculum covers a range of issues including pubertal changes, gender discrimination, HIV / AIDS, protection from violence, peer pressure, rights within the nikah nama, positive health seeking behaviors.

Al-Khidmat Foundation (AKF)

AKF-Islamabad arranged ceremony for the assistance of 125 orphan students

Source: <http://al-khidmatfoundation.org/category/news/#sthash.MZCKJ0rL.dpbs>
17th June, 2014

AKF Islamabad arranged ceremony for the assistance of 125 orphan students in which cash was distributed among these orphans. The cash was meant for their educational kit expenses. Each orphan student received Rs. 4,350. The ceremony was arranged at a Marriage Hall in Thanda Paani, 126 orphan children were invited to the ceremony out of which 110 children participated. President Al-Khidmat Islamabad Mr. Saleem Chaudhary and Mr. Zubair Farooq Khan participated in the ceremony. They stated that Al-Khidmat Foundation is doing its utmost for the orphan children so that they may be motivated towards education.

Thardeep Rural Development Program (TRDP)

ALIF ALAN Project implementation

Source: http://www.thardeep.org/thardeep/news_events.php/
13th June, 2014

TRDP implements a new project named "ALIF ALAN" in Jamshoro and Dadu, to enhance literacy through advocacy initiatives

DISTRICT MULTAN EDUCATION PROFILE

Highlights

Literacy Rate (10+)	60%
Male	68%
Female	52%
GPI (Enrolment)	0.55
GPI Primary	0.90
GPI Middle	0.95
GPI High	0.55
GPI Higher Secondary	0.48
Population that has ever attended school	60%
Student Teacher Ratio	33%
Primary	42%
Middle	30%
High	29%
Higher Secondary	11%

Source: PSLM 2012-13 and Punjab Development Statistics 2013

Enrolment and Educational Facilities by level and Gender (Public)

According to Punjab Development Statistics-2013, there are 1,611 education institutions in district Multan, serving 332,065 students with the help of 9,938 teachers. Following table shows the level wise statistical detail of public education¹.

Level	Schools			Enrollment			Teaching Staff		
	Total	Boys	Girls	Total	Boys	Girls	Total	Male	Female
Primary	1,183	472	711	1,47,339	77,378	69,961	3,510	1,596	1,914
Middle	198	97	101	68,527	35,096	33,431	2,278	1,106	1,172
High	140	100	40	105,327	67,564	37,763	3,542	2,297	1,245
Higher Secondary	33	21	12	5,614	3,774	1,840	498	358	140
Mosque Schools	57	-	-	5,258	-	-	110	-	-
Total	1,611	690	864	332,065	183,812	142,995	9,938	5,357	4,471

Source: Punjab Development Statistics-2013

As the recent data collected by ALHASAN Systems (Pvt) Ltd. of 2013-14, under the open access/open data policy, there are 1,908 education facilities in District Multan– 1,688 public and 220 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	99	616	369	1,084
	Private	30	4	-	34
Model Primary	Public	93	9	4	106
	Private	-	-	-	-
Middle	Public	12	97	96	205
	Private	-	-	-	-
High	Public	22	57	108	187
	Private	96	17	11	124
Higher Secondary	Public	2	13	14	29
	Private	5	2	1	8
Masjid School	Public	9	4	41	54
	Private	4	1	3	8
Colleges	Public	15	2	-	17

¹ Punjab Development Statistics 2013. Higher Secondary Schools include both Public and Private

Education Facilities	Type	Co-education	Female	Male	Total
Technical Institute	Private	17	3	1	21
	Public	1	3	-	4
Coaching Center	Private	11	1	-	12
	Public	-	-	-	-
University	Private	3	-	-	3
	Public	2	-	-	2
Total	Private	10	-	-	10
	Public				1,688
Grand Total		431	829	648	1,908

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

SPONSOR'S MESSAGE



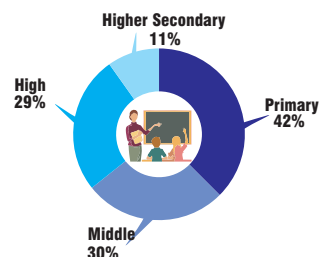
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District Multan - Education Infographic

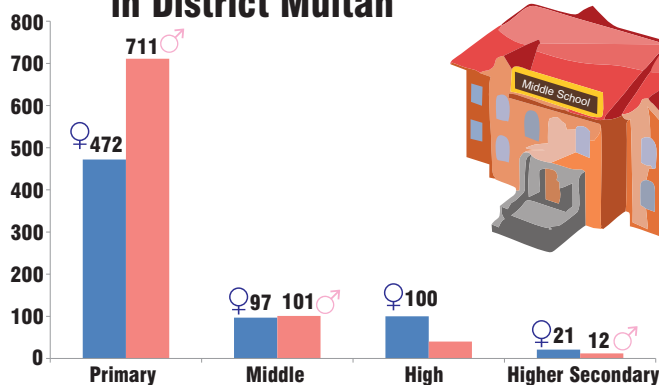


Literacy Rate
60%

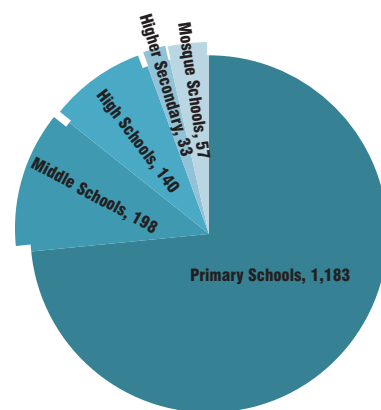
Student Teacher Ratio



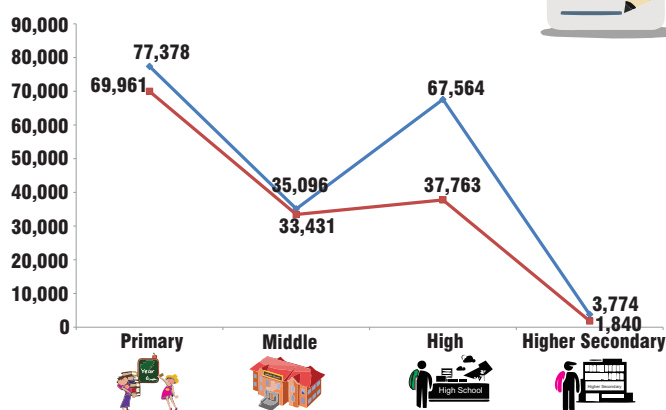
List of Boys/ Girls School in District Multan



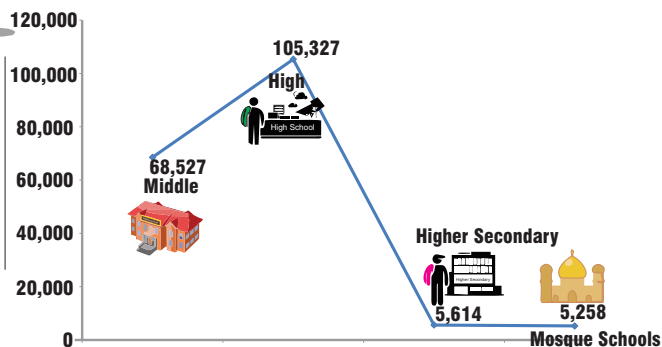
Total Number of Schools in District Multan



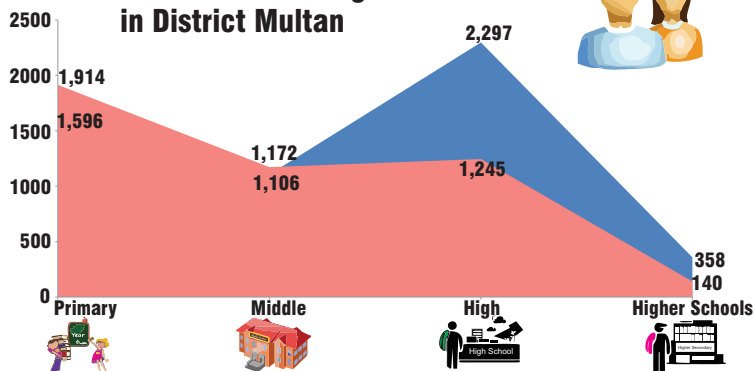
Male/ Female School Enrollment in District Multan



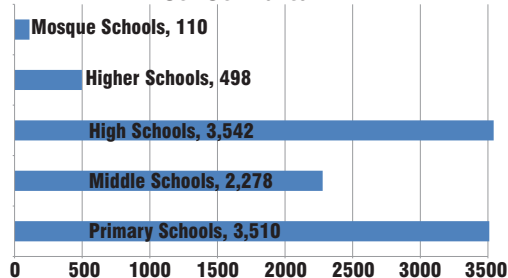
Categorywise Total School Enrollment in District Multan



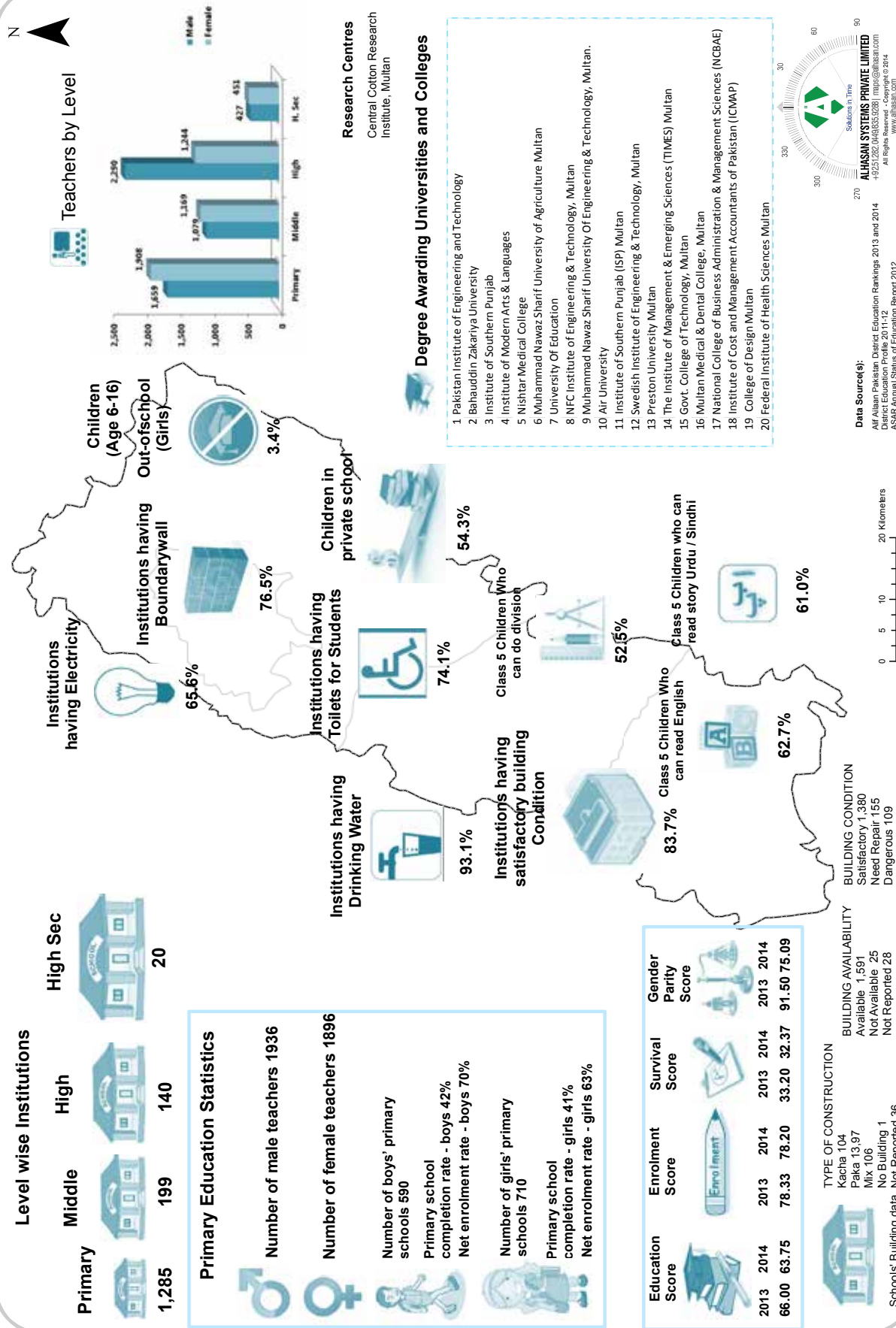
Male/ Female Teaching Staff in District Multan



Total Number of Teaching Staff in District Multan



MULTAN EDUCATION SUMMARY



#GirlsEdu: Changing Mindsets and Aiming to Educate All Children in Pakistan

By Khadim Hussain

Chief Executive, Grace Association Pakistan

Posted by Brookings

<http://www.brookings.edu/blogs/education-plus-development/posts/2014/06/04-girls-education-pakistan-hussain>

Date: 5th June, 2014

When I was growing up in a remote village in the mountains of northern Pakistan, getting an education was an impossible dream for someone like me. I contracted polio when I was less than a year old and was never able to walk. Having a child with a disability was considered a disgrace in my community and therefore I was not allowed to be in public, even to go to school. It wasn't just children with disabilities whose families refused to send them to school. My sister and other girls in my village were prevented from going to school too, as the local mindset at the time was that educating girls was a sin. Extreme poverty also prevented parents from sending children to school. In my valley, subsistence farming is the only hope of survival for many families and they are forced to make difficult economic decisions regarding education, which in the past resulted in sending boys to school to become the future bread-winners and keeping girls at home since they would become the "property" of another family once married.

In the past, this "lack of demand" for education meant that the government did not have to provide education for all children. Government schools were built more for boys than girls, in some communities at a ratio of 10 to one. But for the current generation in Pakistan, these mindsets are changing. Even in the most remote villages, parents want to send their children to school, including their girls and children with disabilities. However, in many villages there are no co-educational or girls schools available. Some send their girls to low-fee private schools that are of varying quality and often run by entrepreneurs who take advantage of the fact that parents are illiterate and unable to assess the school quality. For children with disabilities, most schools lack accessible entrances, toilets and teachers who are trained to support their needs.

There are 5.5 million children out of primary school in Pakistan, of which 62 percent are girls. Data on disabilities are inconsistent in Pakistan, but the most recent estimates are that 18 million people have some kind of disability in Pakistan, which is much higher than the 1998 national census figure of 2.5 percent of the population. Only 4 percent of children with disabilities are estimated to be enrolled in special education centers in the country. My organization, GRACE Association, recently conducted a survey in five valleys in Gilgit-Baltistan, the northeastern-most part of Pakistan. Of the more than 25,000 children, at least 1200 (5 percent) have identified disabilities and 88 percent of them are not yet enrolled in school. The data we gathered on girls reflect the national figures: 43 percent of children in these rural valleys are not enrolled in school, of which 60 percent are girls.

The greatest challenge in our communities is no longer changing mindsets. Rather, we need to drastically increase resources to meet this new demand for girls and children with disabilities through upgrading school facilities, hiring good teachers, and improving the quality of learning.

The founding members of GRACE Association have been working since 1992 to shift mindsets toward community development and education and now are focused on helping meet the demand for better schools. We are doing this by focusing programming on three areas:

Making existing boys' schools inclusive for girls and children with disabilities, through upgrading facilities (separate and accessible toilets, water supply, boundary wall, additional classrooms, ramps, etc.) and recruiting and training teachers;

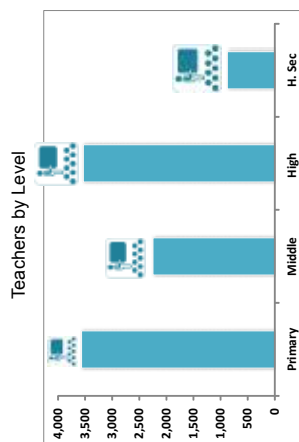
Establishing Community School Networks (CSNs) to develop local leadership and solutions to education issues; and

Making learning a priority in schools, using regular assessments to evaluate student learning, individualize instruction and incentive teachers to help all children improve. However, we face many challenges in our work. The story of Khar village illustrates the barriers to meeting this increased demand for schooling. There are no schools that accommodate girls in Khar, only one boys primary school. The nearest co-educational school is too far away for parents to send their daughters. A number of children with disabilities live in the village, but the school has an irrigation channel in front of the facility and lacks accessible toilets, so it is ill-equipped for students with disabilities. The teachers were reluctant to enroll girls and children with disabilities because they did not feel able to meet their needs. The community school networks in Kowardu reported these issues to GRACE Association, and we visited the village and met with community members and the parents, including those of two disabled children living nearest to the school. During this meeting, the parents reported that, upon attempting to enroll their children in the school, the school's head teacher said that he "had no time to take care of their disabled children." The parents reported that this caused them embarrassment, which prevented them from pursuing enrollment of their children. The GRACE team visited the head teacher at his home and discussed the issue. He said that he recognized the importance of education for all children, but he needed help expanding the facilities, making the school building accessible and acquiring additional learning materials. He also needed to hire two teachers and build two more classrooms to accommodate the 70 girls in the village who wished to attend school. Between the community members and GRACE team, we had the resources to build the additional classrooms and begin enrolling students. All that we needed was an official letter from the government's education department stating that he was authorized to enroll girls and children with disabilities and had no objection working with a NGO such as the GRACE Association to educate all children. While my team worked to construct a culvert across the irrigation channel and a wheelchair accessible ramp into the building, I went to the provincial secretariat of education to meet with secretary of education at Gilgit. I received verbal appreciations for the work we are doing and was told to expect an official letter soon. That was in October 2013. Though we are following up, no letter has yet been received. And thus the 70 girls and children with disabilities in Khar village are still waiting to go to school.

We are hopeful that this situation will be resolved soon and the upgraded Khar village school will serve as a model for other communities. However, without strong support from the government, we will have to continue fighting for schools to provide inclusive education one school at a time. International commitments are critical, but cannot take the place of domestic investment in education. Pakistan spends just 2 percent of GDP on education, which is insufficient to meet the learning needs of even those children currently enrolled in schools, let alone the 5.5 million out-of-school children. The times have changed in Pakistan, and girls like Malala are even willing to risk their lives to go to school. It is time the government steps up its efforts and ensures the right to education for all Pakistani children.

MULTAN PUBLIC EDUCATION STATS

Institutions by Level and Gender				
	Primary	Middle	High	Total
Boys	552	97	100	11
Girls	733	102	40	9

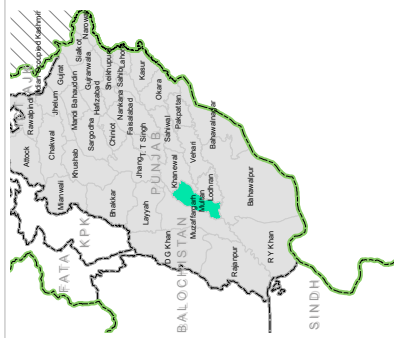
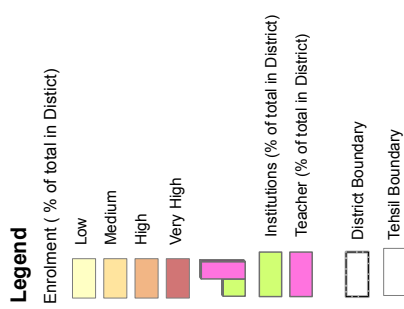


Enrolment by Stage

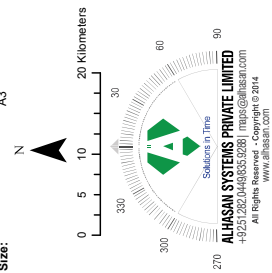


Enrolment by Gender

	Pre-Primary	Primary	Middle	High	H. Sec	Total
Boys	40,484	88,572	33,578	20,288	1,356	184,278
Girls	43,115	82,681	24,571	13,760	1,696	165,823



Creation Date: June 15, 2014
Projection/Datum: WGS 84 Geographic
Page Size: A3



Data Source(s):
All Pakistan District Education Rankings 2013
District Education Profile 2011-12

What the Annual Status Education Report tells us about learning inequalities in Pakistan

By Pauline Rose

Posted by The Right to Education Pakistan

<http://rtepakistan.org/blog/2014/06/12/what-the-annual-status-education-report-tells-us-about-learning-inequalities-in-pakistan/>
 June 12th, 2014

With the recent announcement of proposed post-2015 education targets, which place good quality education at their centre, it becomes paramount to make sure we are able to measure progress to achieve 'relevant learning outcomes, with particular attention to gender equality and the most marginalized'. The debate on what is meant by 'relevant' learning outcomes is likely to ensue, but in the meantime it is important to look at the information we have available on learning outcomes to see how far we have reached, and so the distance to travel to 2030.

Along with international and regional assessments, there have been important locally-driven initiatives in countries such as Kenya, India, Pakistan, Mali, Senegal, Tanzania and Uganda to measure learning – not as an end in itself, but as a means to engage communities and inform policy.

As part of this movement, data collected for the Pakistan's Annual Status of Education Report (ASER) present a sobering picture. Analysis of ASER data (2012) presented in the Education for All Global Monitoring Report's World Inequality Database on Education shows us, for example, the wide gaps between regions, income groups and gender.

Even amongst the richest rural areas in the wealthier province of Punjab, only 41% are learning the basics in reading. Within the Punjab, there are wide disparities, to the extent that only 11% of the poorest, rural girls in this province are learning the basics – a proportion which is close to the average for the much poorer province, Balochistan. Gaps within Balochistan reveal that a mere 4% of poorest, rural girls are learning the basics. These figures take into account the fact that large numbers of

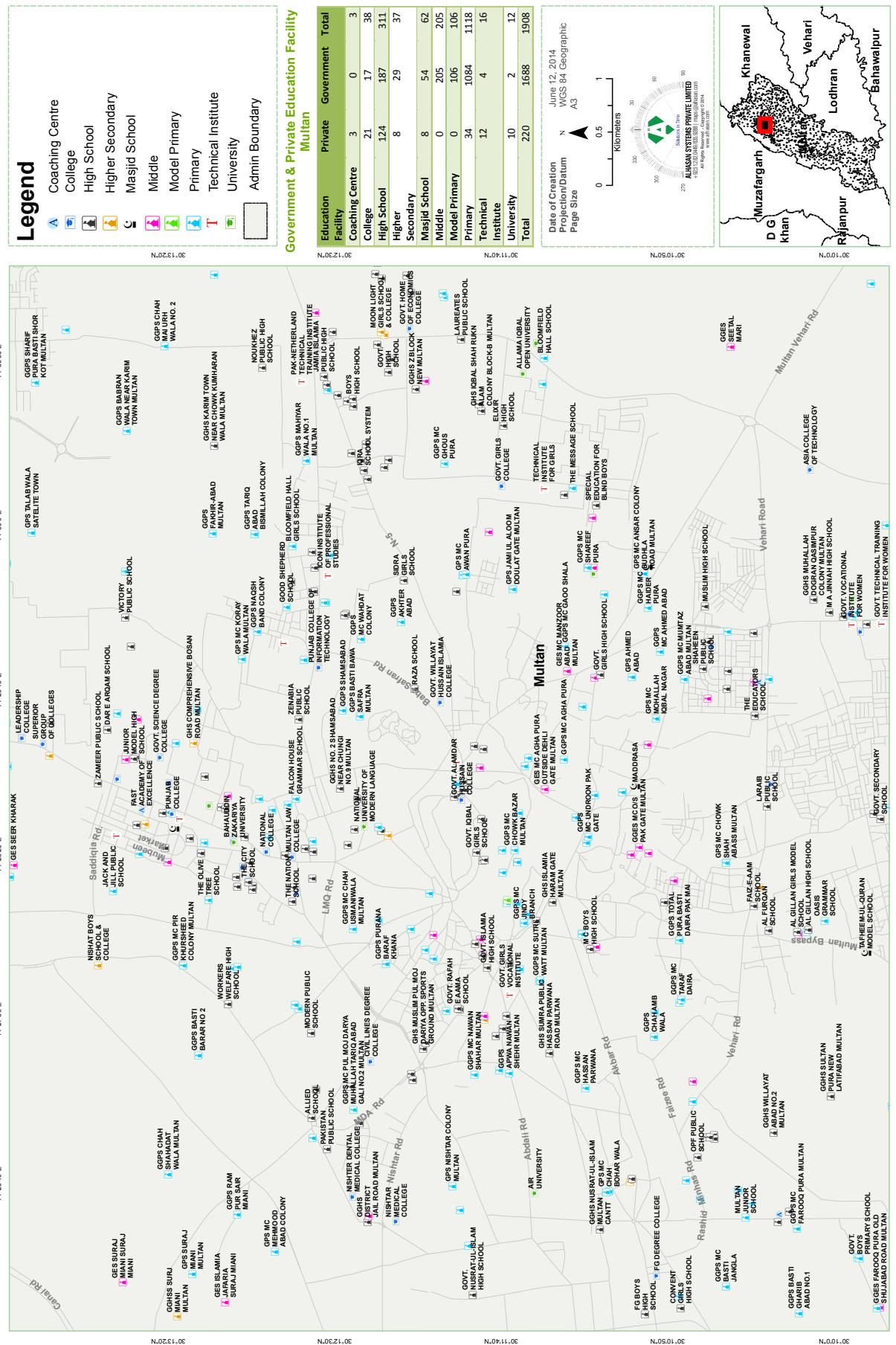
children remain out of school in Pakistan, affecting poorest girls in particular – those not in school are assumed not to have learnt the basics. They also take into account that the learning standard is very low, as it focuses just on the ability to read rather than on reading comprehension. As the 2013/4 Education for All Global Monitoring Report shows, these data place Pakistan towards the bottom of the pile of the proportion of children learning the basics – on a par with poorer countries in West Africa.

Wide inequalities in learning in rural Pakistan by region, poverty and gender Source: ASER data (2012) analysed in the World Inequality Database on Education

So returning to the question of what 'relevance' should like – if children are either not completing primary school, or reaching the end without being able to do simple calculations, or read a story in Urdu, Sindhi or Pashto, this needs to be the starting point. Unless all children, regardless of their background, are able to achieve these basic skills, they are unlikely to be able to achieve the other important learning skills that education systems ought to offer (as other proposed post-2015 education targets aim to address) – whether critical thinking, or knowledge, skills, values and attitudes related to global citizenship and sustainable development.

If we do not start with these basics, there is a danger that these children in Pakistan, who are amongst the 250 million not learning the basics, will be leap-frogged over as policymakers decide to focus on other parts of the education system which the most disadvantaged will have no chance of benefiting from.

MULTAN EDUCATION FACILITIES



سرخیاء

تفصیلات

اسلام آباد (نامہ نگار) قومی احتساب بیورو (نیب) نے انسداد بدعنوانی کے خلاف نوجوانوں میں شعور اجاگر کرنے اور پہلی جماعت سے دسویں جماعت تک کے نصاب میں انسداد بدعنوانی کے موضوعات شامل کرنے کیلئے صوبائی تعلیمی اداروں اور ٹیکسٹ بک بورڈز سے مدد لینے کا فیصلہ کیا ہے۔ یہ فیصلہ نیب کی جانب سے شعور بیداری اور انسداد بدعنوانی کا جائزہ لینے کیلئے منعقدہ اجلاس کے دوران کیا گیا۔

روزنامہ جنگ

30 جون 2014

پاکستان اور بھارت طالب علموں، ماہرین تعلیم اور صحافیوں کو ویزہ دینے میں نرمی لائیں

روزنامہ جنگ

29 جون 2014

چنگائی (ماریٹائم) تھائی لینڈ میں پاکستانی اور بھارتی وفد نے نئی دہلی میں نئی حکومت کی اہمیت اور انڈوپاک تعلقات، خاص طور پر تجارت اور معاشی انضمام، افغانستان میں امن اور سیوری کے حوالے سے دوروزہ مذاکرات کئے۔ شرکاء کو 14 چھوٹا یا ڈائلاگ، انڈوپاک ٹریک 2 چنگائی میں لایا گیا تھا جس کا انعقاد جناح انسٹیٹیوٹ اور میلبرو میں دی آسٹریلیا انسٹیٹیوٹ نے کیا تھا۔ بھارتی عوام کی طرف سے مودی کو قانونی حیثیت دینے کو تسلیم کرتے ہوئے پاکستان نے بال مودی کی کورٹ میں سپیک دی اور انہیں ایسے اقدامات اٹھانا پڑیں گے کہ وہ نئے دو طرفہ تعلقات کے حامی ہیں۔ حتیٰ کہ نواز شریف بھی عوامی سطح پر اس سال اپریل میں مودی کے مندرجہ ذیل کی موجودگی میں بھی ان کو تسلیم کرنے سے تذبذب کا شکار تھے کیونکہ بہار کے موسم میں ان کی بری شہرت بہت بلندی پر تھی اسکے باوجود پاکستانیوں نے مودی کی تقریب حلف برداری کی تقریب میں شرکت کیلئے گونواز کو کہا۔ زینر مودی معمولی وزیر اعظم نہیں ہیں ان کا تنازعہ ماضی جو اتنی جلدی انکا پچھان نہیں چھوڑے سکتا۔ انکی مرضی کے بیورو کریٹس جو کہ ملکی اندرونی و بیرونی سیوری کو کنٹرول کر رہے ہیں ابھی تک خطے میں زیر بحث ہیں۔ بھارتی وفد جنہوں نے یہ تسلیم کیا کہ تعلقات میں کافی دوری کے بعد موجودہ انتخابات کی وجہ سے دونوں حکومتوں میں مماثلت ہے، شاید پہلی مرتبہ دیکھنے میں آیا ہے کہ دور رہنماؤں نے اعتماد سازی کے اقدامات کیلئے ایک دوسرے کو خط لکھے۔ ڈی جی ایم او کے حالیہ اجلاس میں اس بات کی حوصلہ افزائی کی گئی اور دونوں نے اس سے اتفاق کیا کہ دونوں آرمی چیفس اور ساتھ ساتھ انٹیلی جنس ایجنسیز کے سربراہوں کے درمیان بھی ملاقات ہونی چاہیے۔ پہلے سے ہی دونوں اطراف سے ایل او سی تجارت کے بعد مبینہ طور پر منشیات سمگلنگ واقعے کے بعد مل کر کام کر رہے ہیں۔ امید ہے کہ جولائی 2014ء میں وزیر تجارت تھمپو آئیٹک اور وہ سافٹی کی طرف سے دیئے گئے موقع کو استعمال کرینگے اور اس حوالے سے مذاکرات کے ذریعے کسی نتیجے پر پہنچیں گے۔ اس بات کو احساس کیا گیا کہ بھارت اور پاکستان کو خود سے عہد کرنا چاہیے کہ افغانستان کے داخلی معاملات میں کسی قسم کی مداخلت نہیں کرنی چاہیے اور اس بات پر زور دیا کہ افغانستان کو اپنی سر زمین خطے کے خلاف استعمال کرنے کی کسی کو بھی اجازت نہیں دینی چاہیے۔ پاکستان اور بھارت کی حکومتوں پر زور دیا گیا کہ طالب علموں، ماہرین تعلیم، صحافیوں اور خاص طور پر ان نمائندوں کے جو کہ ایک دوسرے کے دارالگو متوں میں موجود ہیں کو آزاد ویزے دینے چاہئیں۔

کراچی (سٹاف رپورٹر) پیک پرائیوٹ اسکول میٹھنٹ ایسوسی ایشن سندھ کے چیئرمین حیدر علی اور مرکزی رہنماؤں خان محمد، مرتضیٰ شاہ محمد انور، جہانزیب حسین، محمد عارفین اور محمد ساجد نے ایسوسی ایشن کے مطالبے پر سندھ اسمبلی میں اراکین کی طرف سے تعلیمی اداروں سے سیلر ٹیکس کی وصولی کی تجویز کو ختم کرنے پر متحدہ قومی موومنٹ، اپوزیشن اور حکومتی اراکین سے اظہار تشکر کرنے ہوئے کہا ہے کہ معزز اراکین نے اپنی ذمہ داری کو پورا کیا ہے کیونکہ پہلے ہی صوبہ سندھ میں تعلیم اور تعلیمی معیار زبوں حالی کا شکار ہے، ضرورت اس بات کی ہے کہ تمام اسٹک ہولڈرز اپنا ہنر دار ادا کریں۔ بنیادی معیاری تعلیم سے لیکر اعلیٰ تعلیم تک صوبے بھر میں ہنگامی اقدامات کی ضرورت ہے اکثریتی پرائیوٹ اسکولز اس وقت تعلیم کی فراہمی میں کلیدی کردار ادا کر رہے ہیں ایسے میں ان کی سرپرستی اور امداد کی ضرورت ہے۔

کراچی (سٹاف رپورٹر) تعلیم بچاؤ ایکشن کمیٹی کے کنوینر انیس الرحمن جزل سیکریٹری عبدالرحمن خان، محمد اسلم، گل حمید مصوری، محمد ہارون، ظفر مسعود رضوی، سلطان مسعود شیخ و دیگر نے کشمیر روڈ پر واقع فارابی اسکول کو نجی یونیورسٹی کے حوالے کرنے کی خبر پر شدید رد عمل کا اظہار کیا ہے۔ انہوں نے کہا کہ کراچی میں سابقہ چھ سال کے دوران تقریباً 1250 اسکولوں کو نجی تحویل میں دینے کا عمل جاری ہے اور حیرت انگیز بات یہ ہے کہ جن سرکاری اسکولوں کو قبضہ گروپس کو نجی اداروں کو این جی او کو یا فلاحی اداروں کو دیا جا رہا ہے۔ وہ کئی کئی ایکڑ پر قائم اربوں مالیت کی زمین و عمارات میں ابھی خاتون پاکستان کو دیا گیا ہے۔ ناظم آباد میں پی پی ڈی کی کروڑوں کی عمارت ایک ڈاکٹر کو دینے کا پروگرام بن رہا ہے۔ اب فارابی اسکول جیسی عمارت کو دیا جا رہا ہے ایسا لگتا ہے کہ کراچی کی تعلیم کو کسی سوچی سمجھی سازش کے تحت تباہ کرنے کا پروگرام ہے تاکہ غریبوں کے بچے تعلیم حاصل نہ کر سکیں جب تمام بہترین سرکاری اسکولوں کو ختم کرنے کا پروگرام بن چکا ہے تو محکمہ تعلیم سندھ کو بھی نجی تحویل میں دے دیا جائے۔ انہوں نے متحدہ قومی موومنٹ سے درخواست کی کہ کراچی کو تباہی سے بچائیے۔ اب تعلیم برائے فروخت کے ساتھ ساتھ تعلیمی ادارے بھی فروخت کئے جا رہے ہیں تحقیق کی جائے کہ وہ کونسے عناصر ہیں جنہیں اس سے فائدہ پہنچ رہا ہے اور وہ کس کے کہنے پر اور کیوں کراچی کے سرکاری تعلیمی اداروں کو نقصان پہنچانے کی کوششوں میں ملوث ہیں۔

راولپنڈی (اے پی پی) مسلم لیگ (ن) یوتھ ونگ راولپنڈی کے رہنما مسلم شہزاد خان نے مطالبہ کیا ہے کہ شاہ کالونی جہاد میں ہائی اسکول کی تعمیر کا کام مکمل کیا جائے۔ انہوں نے کہا کہ اس اسکول کا کام گزشتہ چھ ماہ سے بند ہے۔ اس کی تعمیر گزشتہ دور میں پنجاب حکومت نے اہالیان علاقہ کے پر زور مطالبے اور سابق ایم پی اے چوہدری ایاز کی خصوصی کوششوں پر شروع کی تھی اور گورنمنٹ عزیز نیشنل ہائی اسکول بکرامنڈی کو یہاں منتقل کرنا تھا لیکن ابھی تک اس پر کام

انسداد بدعنوانی موضوعات کی نصاب میں شمولیت، نیب تعلیمی اداروں سے مدد لے گا

تعلیمی اداروں سے مجوزہ سیلر ٹیکس ختم کرنے پر اراکین سندھ اسمبلی کو غراں تحسین

روزنامہ جنگ

27 جون 2014

تعلیمی بچاؤ ایکشن کمیٹی کی فارابی اسکول نجی یونیورسٹی کے حوالے کرنے پر تنقید

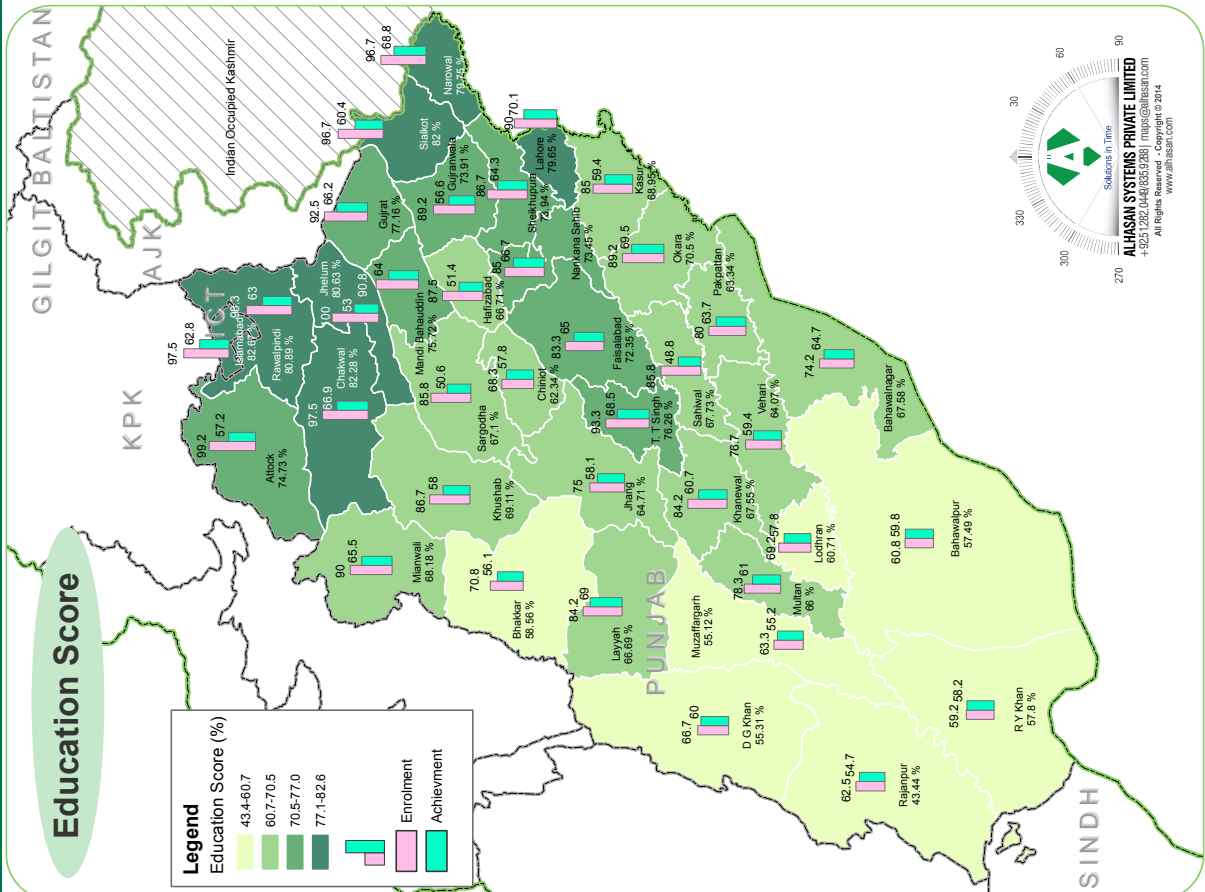
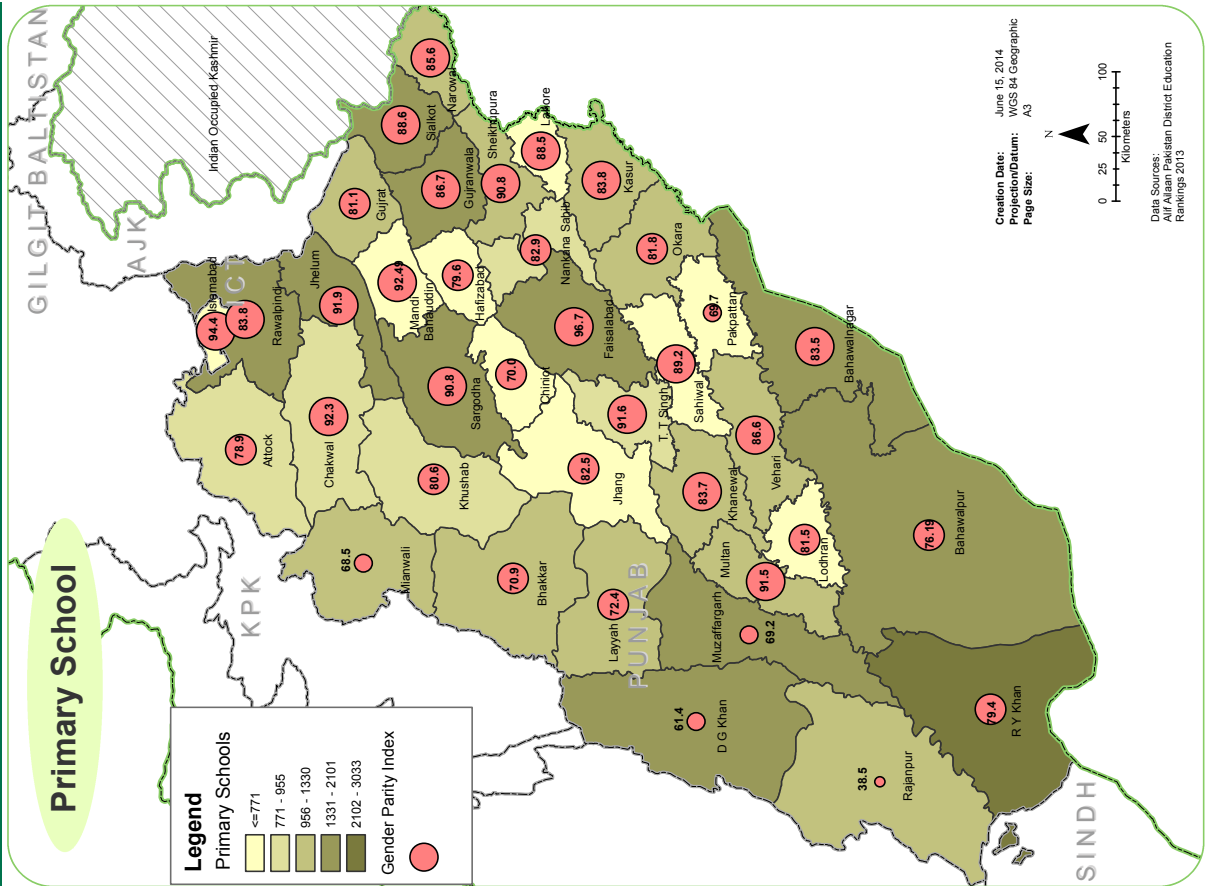
روزنامہ جنگ

27 جون 2014

ہائی اسکول کی تعمیر رکنے سے غریب شہری بچوں کی تعلیم کیلئے پریشان

روزنامہ جنگ

PUNJAB - PRIMARY EDUCATION STATS-2013



25 جون 2014

بدستور بند ہے جس کی وجہ سے یہاں کے عوام شدید پریشان ہیں۔ ان خیالات کا اظہار انہوں نے مسلم لیگی کارکنوں کے ایک وفد سے گفتگو کرتے ہوئے کیا۔ وفد میں حاجی محمد شمیم، محمد ذوالفقار، ملک خاقان اشرف، چوہدری طارق، چوہدری ملازم حسین، راجہ ساجد، راجہ غضنفر مطلوب، فیصل عزیز اور دیگر شامل تھے۔ مسلم شہزاد خان نے کہا کہ صوبائی بجٹ میں تعلیم کے بجٹ میں اضافہ خوش آئند ہے لیکن شہزاد کالونی جھادہ کے اسکول کی تعمیر رکسنے سے علاقے کے ہزاروں غریب شہری اپنے بچوں کی تعلیم کے حوالے سے مشکلات کا شکار ہیں کیونکہ پرائیویٹ اسکولوں کی مہنگی فیسیں ادا کرنا ان کے بس کی بات نہیں ہے۔ مسلم شہزاد خان نے وزیر اعلیٰ پنجاب میاں شہباز شریف اور دیگر اعلیٰ حکام سے اپیل کی کہ گورنمنٹ ہائی اسکول شہزاد کالونی جھادہ کی تعمیر کا کام فوری طور پر شروع کیا جائے تاکہ یہاں کے غریب لوگ اپنے بچوں کو سرکاری اسکول میں تعلیم دلا سکیں۔

جنوبی ایشیا: اسکولوں سے باہر بچوں کی سب

سے زیادہ شرح پاکستان میں ہے

روزنامہ جنگ

11 جون 2014

لاہور (رپورٹ، شاہین حسن) جنوبی ایشیائی خطے میں اسکولوں سے باہر بچوں کی سب سے زیادہ شرح پاکستان میں ہے، پاکستان کے 32، بنگلہ دیش 21، بھارت 6، سری لنکا کے 2 فیصد بچے اسکولنگ سے محروم ہیں۔ عالمی ادارہ اطفال کی رپورٹ گلوبل "انیشینو آن آرٹ آف اسکول چلڈرن، ساتھ ایشیاء ریجنل اسٹڈی 2014" کے مطابق پاکستان میں پری پرائمری اسکول عمر کے 50 فیصد بچے، پرائمری کے 34.4 فیصد جبکہ سیکنڈری اسکول کی عمر کے 30.1 فیصد بچے اسکولوں سے باہر ہیں۔ پاکستان میں 5 سے 12 سال کے بچوں کی آبادی 2 کروڑ 90 لاکھ میں سے پرائمری اسکولوں کے 5 سے 9 سال کے 66 لاکھ بچے جبکہ سیکنڈری اسکولوں کے 10 سے 12 سال کے 28 لاکھ بچے اسکولوں میں داخل نہیں ہیں۔ مجموعی طور پر 94 لاکھ بچے اسکولوں سے محروم ہیں۔ بنگلہ دیش آرٹ آف اسکول بچوں کے حوالے سے پرائمری سطح پر دوسرے جبکہ سیکنڈری اسکولوں کے حوالے سے معمولی فرق سے پہلے نمبر پر ہے۔ بنگلہ دیش میں پرائمری اسکولوں سے باہر بچوں کی شرح 16.2 فیصد جبکہ سیکنڈری اسکولوں میں 30.7 فیصد ہے۔ بنگلہ دیش میں 6 سے 13 سال کے 2 کروڑ 60 لاکھ بچوں میں سے 56 لاکھ اسکول نہیں جاتے۔ بھارت میں پری پرائمری اسکول نہ جانے والے بچوں کی شرح 12.4، پرائمری کی سطح پر 6.4 جبکہ سیکنڈری اسکولوں سے باہر بچوں کی شرح 5.7 فیصد ہے۔ مجموعی طور پر 6 سے 13 سال کے 19 کروڑ 50 لاکھ بچوں میں سے ایک کروڑ 19 لاکھ بچے اسکولوں سے محروم ہیں۔ خطے میں اسکول نہ جانے والے بچوں کے حوالے سے سری لنکا کی صورت حال سب سے بہتر ہے جہاں پرائمری اسکولوں کے صرف 1.9 فیصد جبکہ سیکنڈری اسکولوں کے 3.4 فیصد بچے اسکولوں سے باہر ہیں۔ سری لنکا میں 5 سے 13 سال کے 30 لاکھ بچوں میں سے صرف 70 ہزار اسکولوں سے محروم ہیں۔ مجموعی طور پر ان چار ممالک کے 5 سے 13 سال کی عمر کے بچوں کی 25 کروڑ 30 لاکھ آبادی میں سے 10.67 فیصد 2 کروڑ 70 لاکھ بچے اسکول نہیں جاتے۔ پاکستان میں پرائمری اور سیکنڈری ایجنٹ گروپ کے 32.4 فیصد، بنگلہ دیش کے 21.5 فیصد، بھارت کے 6.1 فیصد جبکہ سری لنکا کے 2.3 فیصد مذکورہ عمر کے بچے اسکولوں سے باہر ہیں۔ اسکولوں سے باہر بچوں کے حوالے سے کی گئی تحقیق کے مطابق پاکستان اور بھارت میں اسکولوں سے محروم بچوں کی ایک بڑی تعداد ان بچوں پر مشتمل ہے جو کبھی اسکول داخل نہیں ہوئے جبکہ بنگلہ دیش اور سری لنکا میں اسکولوں سے باہر بچوں کی بڑی تعداد ان بچوں پر مشتمل ہے جو داخل ہونے کے بعد اسکول چھوڑ دیتے ہیں۔ عالمی ادارہ اطفال کے مطابق پاکستان میں اسکول نہ جانے والے 51 فیصد جبکہ بھارت میں 39 فیصد بچے پرائمری اسکولوں میں کبھی داخل ہی نہیں ہوئے۔ پاکستان کے 48 لاکھ اور بھارت کے 47 لاکھ بچے کبھی اسکول نہیں گئے۔ سری لنکا اور بنگلہ دیش میں اسکولوں سے محروم بچوں کا بالترتیب 68 اور 48 فیصد داخل ہونے کے بعد اسکول چھوڑنے والے بچوں پر مشتمل ہے۔ شہروں کی بجائی آبادیوں اور دیہی علاقوں میں بچوں کے اسکولوں سے محروم ہونے کے امکانات بڑھ جاتے ہیں۔ شہروں کے مقابلے میں دیہاتوں میں اسکولوں سے باہر بچوں کی زیادہ شرح چاروں ممالک کی نسبت پاکستان میں زیادہ ہے۔ بچوں کی اسکولوں سے محروم ہونے کی ایک وجہ غربت ہے۔ جس کا اندازہ اس سے لگایا جاسکتا ہے کہ پاکستان میں 16 فیصد کمزور درجہ پر کرتے ہیں۔ بھارت میں ایسے بچوں کی شرح 12 فیصد، بنگلہ دیش میں 9 فیصد اور سری لنکا میں 3 فیصد ہے۔ ان ممالک میں دیگر بچوں کے مقابلے میں مزدور بچوں میں اسکول جانے کی شرح کم ہے۔ اسکول اور کام دونوں جاری رکھنے کے حوالے سے سنگین صورت حال پاکستان میں ہے۔ جہاں 90 فیصد کمزور درجہ اسکول نہیں جاتے۔

ایلیٹ کلاس کے نجی تعلیمی ادارے قواعد و

ضوابط سے مستثنیٰ

روزنامہ ایکسپریس

03 جون 2014

لاہور (یوسف عباسی) ایلیٹ کلاس نجی تعلیمی اداروں کو محکمہ تعلیم کے قواعد و ضوابط سے مستثنیٰ قرار دے دیا گیا۔ محکمہ تعلیم تمام نجی تعلیمی اداروں کو اپنے دائرہ اختیار میں لانے کیلئے متحرک ہے جس کیلئے پرائمری اسکول سے ہائی اور ہائیر سیکنڈری اسکولوں تک تمام تعلیمی اداروں کیلئے محکمہ تعلیم سے رجسٹریشن اور الحاق کے الگ قوانین مرتب کئے گئے ہیں اس سلسلہ میں محکمہ ذرائع کے مطابق ایک پرائمری اسکول کی عمارت کم از کم 2 کنال، مڈل اسکول کی عمارت 4 کنال اور ہائی اسکول کیلئے 8 کنال اراضی مقصود ہے جس میں پلے گراؤنڈ، ہوا دار کلاس رومز، ہال، بیت الخلاء، صاف پانی، کوالیفائیڈ اساتذہ جیسے قوانین شامل ہیں تاہم شہر بھر میں قائم ایلیٹ کلاس نجی تعلیمی اداروں کے بارے میں رپورٹ مرتب کی گئی ہے جس میں بتایا گیا ہے کہ ان اداروں کو رہائشی کوشٹیوں میں بنایا گیا ہے جو محکمہ کے معیار پر پورا نہیں اترتے اور نہ ہی محکمہ تعلیم سے رجسٹرڈ اور الحاق شدہ ہیں تاہم محکمہ ان کی خلاف کارروائی سے گریزاں ہے جس پر طبقاتی نظام پر و ان چڑھ رہا ہے۔ اس کے بارے میں مختلف نجی تعلیمی اداروں کے سربراہان کے مطابق کیونکہ وہ اپنے سکولوں میں کیمبرج اور او، اے لیول کی تعلیم دے رہے ہیں جس کے لیے انہوں نے غیر ملکی تعلیمی اداروں سے الحاق اور رجسٹریشن کی سہولت لے رکھی ہے اس لیے وہ ضرورت محسوس نہیں کرتے کہ محکمہ تعلیم پنجاب سے ان کو رجسٹرڈ کروایا جائے۔ دوسری طرف محکمہ تعلیم کے ترجمان کے مطابق ان سکولوں کی الگ سے درجہ بندی کی جارہی ہے جس کے تحت ان کو بھی محکمہ تعلیم سے رجسٹرڈ ہونا پڑے گا بصورت دیگر ان کے خلاف قانونی کارروائی کی جائے گی۔

لاہور (نیوز رپورٹر) الحمدیہ سٹوڈنٹس پاکستان تعلیمی اداروں کے طلباء کو ابتدائی طبی امداد اور قدرتی آفات سے نمٹنے کی تعلیم و تربیت دینے کیلئے ملک بھر میں مہم چلائے گی۔ اس مقصد کیلئے لاہور سمیت وطن عزیز پاکستان کے مختلف شہروں و علاقوں میں ملٹی میڈیا بریفنگ کا بھی اہتمام کیا جائیگا۔ اس امر کا فیصلہ الحمدیہ سٹوڈنٹس پاکستان کے ناظم انجینئر محمد حارث کی زیر صدارت ضلعی ذمہ داران کے ایک اجلاس میں کیا گیا ہے۔

طلباء کو ابتدائی طبی امداد کی تربیت کیلئے مہم
چلائیے: الحمدیہ سٹوڈنٹس
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<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>
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<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>
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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
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COLLEGES AND UNIVERSITIES

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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 amjadasim97@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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NWFP University of Engineering. & Technology, Peshawar 0092-91- 9216796-8, 9216663, 9216494 registrar@nwfpuet.edu.pk University of Engineering & Technology, Peshawar - KPK - Pakistan	Indus College of Commerce Islamabad 0092-51-2605664 0092-51-2605665 info@igc.edu.pk, isb.admissions@igc.edu.pk Indus College of Commerce Islamabad 74-E, Jinnah Avenue, Blue Area, Islamabad
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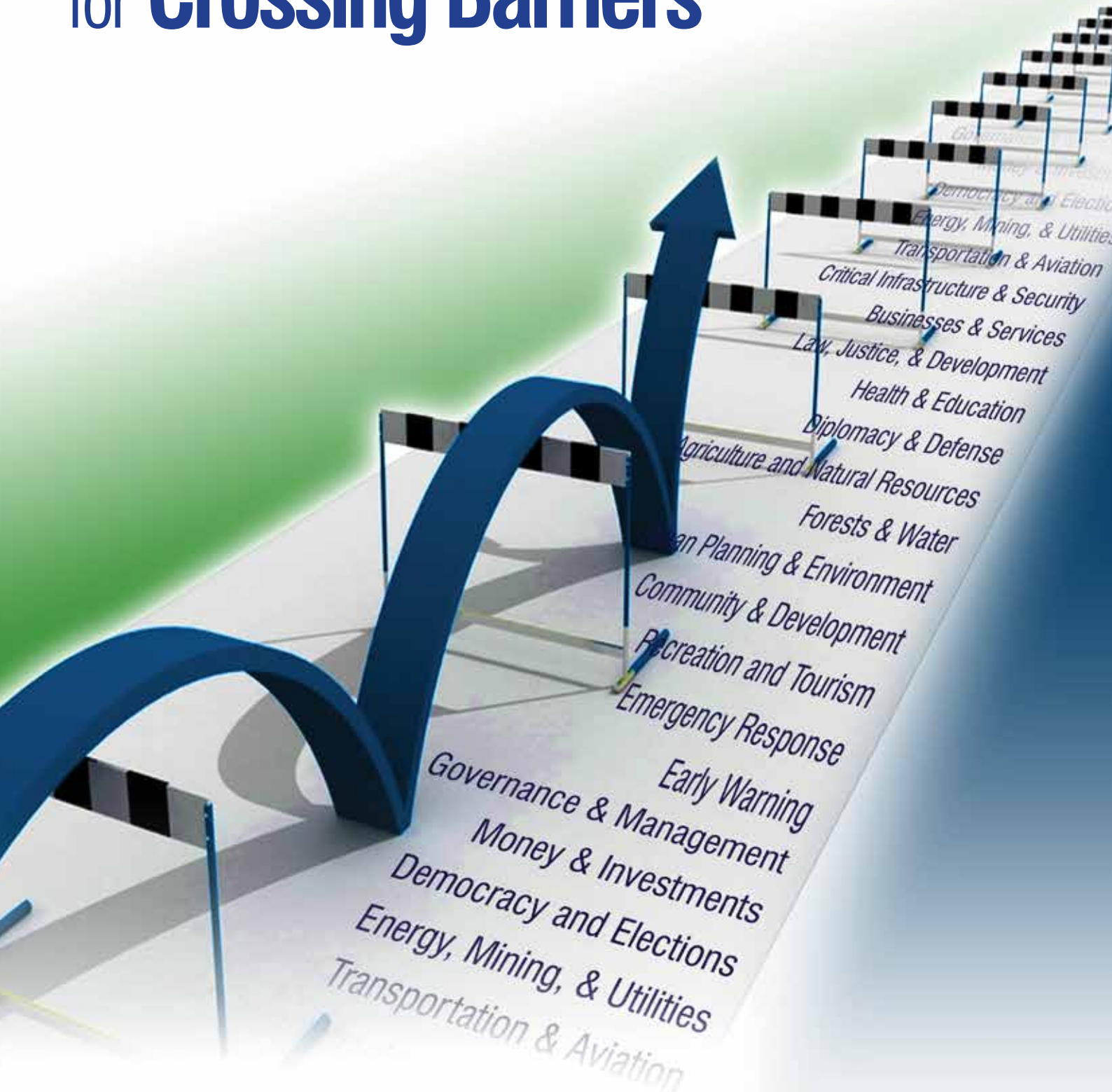
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