

EDUCATION BULLETIN

Oct 31st, 2013 - Volume:1, Issue: 5

IN THIS BULLETIN

Education News	1-8
Humanitarian Interventions in Education	9-10
Islamabad Education Profile	11-12
Articles	13-14
Urdu News	15-19
Education Maps	20-22
Education Directory	24-39

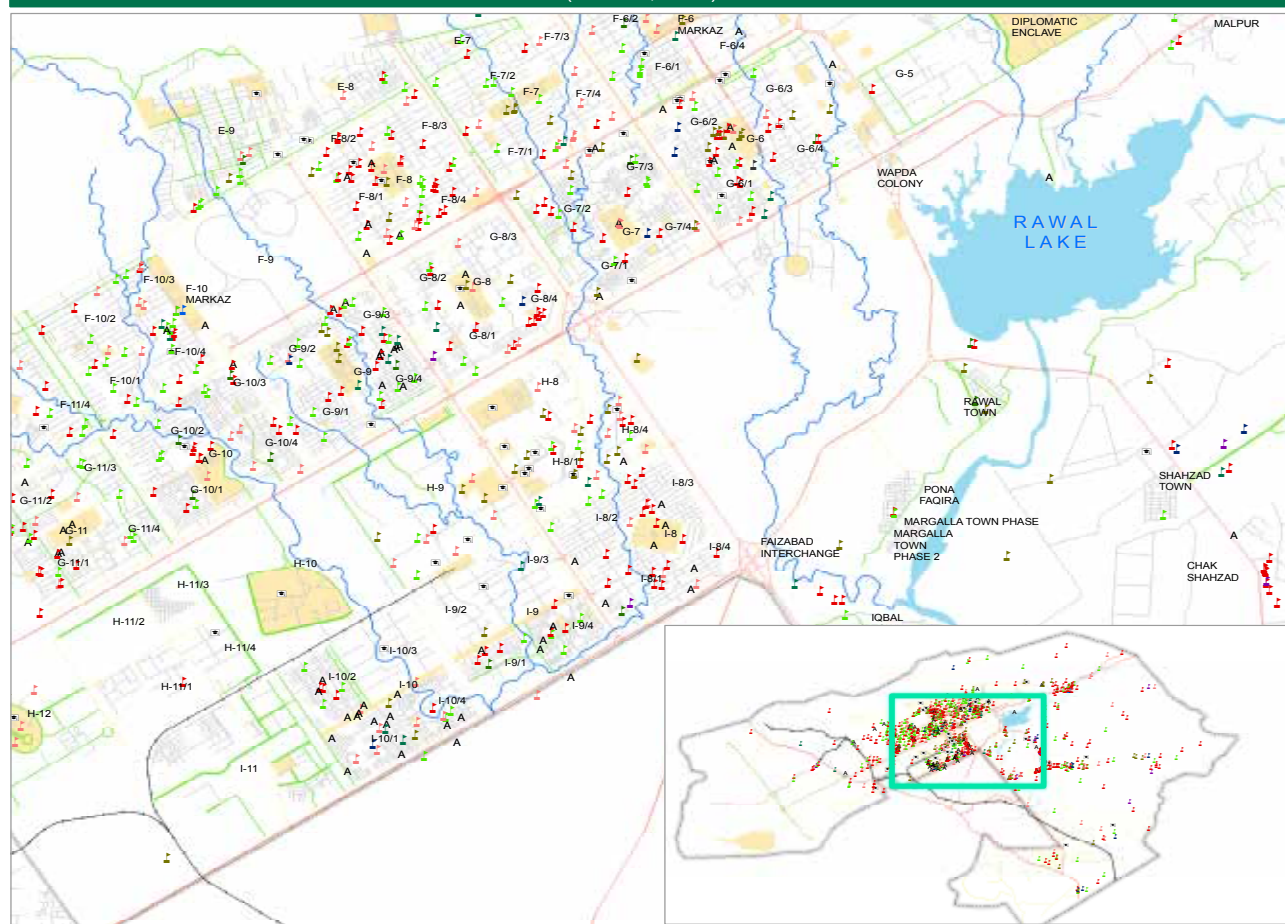
Pakistan ranks 124th in higher education
 Dubai donors raise Dh1m for Pakistan school
 Status of Education Report: ASER expands focus and outreach
 Prompt action: Govt says curriculum change notification is false
 Malala inspires varsity to develop curriculum
 Malala calls on world to make education top priority
 Need to de-vocationalise education in Pakistan,' CEO, Habib University Foundation
 Call to prioritise girls' education to tackle poverty
 Teacher-training: Project to improve teachers' English launched
 Widespread reforms: Chief minister vows to revamp 'useless' education system
 Public school scam: Nazim goes to court against former tenders
 Promoting education: CM discusses strategy to appoint VCs on merit
 Promoting education: Canadian envoy reaffirms support to Pakistan, AJK
 Economic revival: CM stresses uplift of education and health sectors

MAPS

- ISLAMABAD , EDUCATIONAL FACILITIES MAP ● SPECIAL CHILDREN SCHOOLS AND TRAINING CENTRES- ISLAMABAD
- GHOST AND NON-OPERATING SCHOOLS-SINDH

ISLAMABAD-EDUCATIONAL FACILITIES MAP

(October, 2013)



Solutions in Time
www.alhasan.com

This bulletin is the result of a collaborative effort between ALHASAN Systems Private Limited and Information Management & Mine Action Programs [iMMAP].

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Because Information Matters
www.immap.org



Making Case for Electronic Voting System in Pakistan

Page 6



Why Millions of Children are out of School ..

Page 14



Energy Profile Islamabad Capital Territory

Page 30

MAPS

Inside

- PAKISTAN GENERAL ELECTION 2013 - OPERATIONAL STATISTICS
- BROADBAND COVERAGE MAP PAKISTAN
- PROVINCE WISE STATUS OF MDG-2 (ACHIEVING UNIVERSAL PRIMARY EDUCATION)-PAKISTAN
- TOTAL PER CAPITA HEALTH EXPENDITURE-PAKISTAN AND INDIA
- RENEWABLE INTERNAL FRESHWATER RESOURCES PER CAPITA (CUBIC METERS)
- PAKISTAN LINGUISTIC MAP
- COMMUNITY MAP (SAIDPUR VILLAGE) ISLAMABAD

METADATA

- 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>

INFOGRAPH

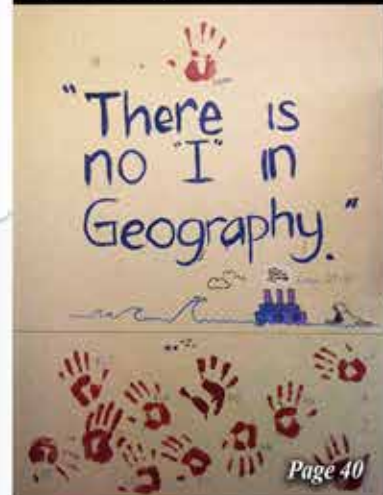
Page 30

- Energy Infograph Islamabad Capital Territory

APPLIED RESEARCH

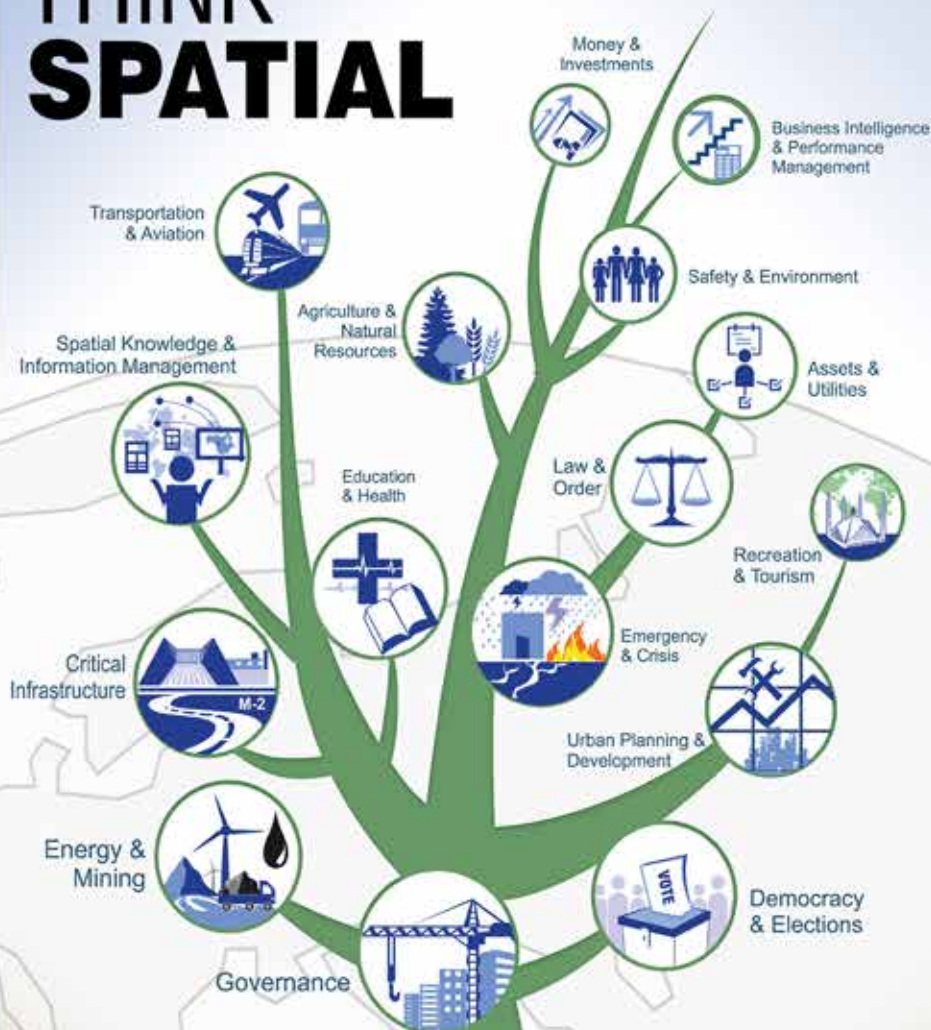
- Language policy, multilingualism and language vitality in Pakistan *Page 34*
- Word Disaster Report *Page 42*

INFOTAINMENT



Page 40

THINK SPATIAL



www.skim.pk

News Headlines	Details
<p>Pakistan ranks 124th in higher education</p> <p><i>The Nation, 25th Oct, 2013</i></p>	<p>KARACHI - Pakistan is ranked 124 out of 144 countries in higher education and training as mentioned in World Global Competitiveness Report, 2012, shared senior educationists.</p> <p>This was established at the launch of first private sector varsity "Habib University" having special focus on liberal arts and science during a grand ceremony. The university has announced admissions of its first batch in the fall of 2014.</p> <p>President Habib University Wasif Rizvi, Acting Dean and Founding Faculty School of Arts, Humanities and Social Sciences Dr Nauman Naqvi, Dean School of Sciences and Engineering Dr Shoaib Zaidi, Associate Dean Student Affairs Dr H David Shaw, Dean Research and Continuing Education Dr Tim Spracklen, Design Consultant Susan Whitmer, Assistant Professor Dr Nosheen Ali, Assistant Director International Office Samar Hasan and Senior Planning Assistant Minerva John were among the speakers.</p> <p>Talking on "A global institution in the making", President Habib University Wasif Rizvi said that a mere 0.22 percent of GDP is allotted to higher education in the country. "Pakistan's best university is ranked at 1,677th in the world.</p>
<p>Dubai donors raise Dh.1 m for Pakistan school</p> <p><i>Gulf News.com, 23rd Oct, 2013</i></p>	<p>DUBAI: Donors have raised Dh1 million for a primary school in Pakistan during a Dubai art exhibition on Tuesday night.</p> <p>The exhibition and gala dinner, organised by Dubai Cares and Pakistan's The Citizens Foundation (TCF), was held at the Conrad Dubai hotel.</p> <p>The fundraiser, titled Art for Education, featured an auction of works by artists from Pakistan and the UAE. The auction was conducted by William Lawrie, and a silent auction was also held earlier on Tuesday.</p> <p>The proceeds will go towards establishing a TCF Primary School — Dubai Cares Campus in Pakistan.</p> <p>Dubai Cares is a UAE-based philanthropic organisation that was launched in 2007 by His Highness Shaikh Mohammad Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE and Ruler of Dubai, to improve children's access to primary education in developing countries.</p>
<p>Status of Education Report: ASER expands focus and outreach</p> <p><i>Express Tribune, 22nd Oct, 2013</i></p>	<p>LAHORE: The 2013 Annual Status of Education Report will assess the learning levels of more than 250,000 children in 145 rural districts and 10 urban centres across the country.</p> <p>Eighteen Punjab districts are among 75 that have already been surveyed by some 5,000 volunteers. More than 10,000 volunteers in total will have participated in the survey, which will reach out to some 90,000 households.</p> <p>ASER programme manager Safyan Jabbar told The Express Tribune that last year's assessment report had covered 136 rural districts and six urban centres. This year's survey would cover 145 districts and 10 urban centres: Multan, Rawalpindi, Faisalabad, Lahore, Rahim Yar Khan, Karachi, Hyderabad, Sukkur, Peshawar and Quetta.</p> <p>The surveyors aim to assess the basic literacy (in English and Urdu) and numeracy skills of children by asking them questions based on the grade two curriculum. "This year we have slightly modified our assessment tools," Jabbar said, by including assessment of general knowledge. This is done by asking children to identify objects in English and Urdu and asking them to tell the time on a clock face.</p> <p>Though primarily focussed on learning assessment, the ASER, first launched in 2008, also looks at types of schools (private or public), student enrolment and attendance, teacher numbers and qualifications, and school facilities. Last year's report also included parents' opinions on what medium of instruction they preferred in their children's schools.</p> <p>This year, the ASER will also look at reasons why students drop out of schools. "While the [government's] current focus is on enrolling children, we should also try to retain them. This information will help us determine why schools are failing to do just that," Jabbar said.</p> <p>The survey forms offer various possible reasons for dropping out of school, including poverty, migration due to floods, shifting of school buildings by the government and law and order. "We had to keep all major reasons in mind while compiling this survey form for children, be they located in Khyber-Pakhtunkhwa or south Punjab," said Jabbar.</p> <p>Information about temporary school closure is also being collected this year. Jabbar said this was necessary to gauge schools' functioning and activity during the academic year.</p> <p>The last survey phase begins on October 23 and the initial findings of the report are expected to be released in early December. The full 2013 report is due to come out in January. The South Asian Forum for Education Development is assisting with the survey.</p>

Prompt action: Govt says curriculum change notification is false

Express Tribune, 22nd Oct, 2013

PESHAWAR: The notification to remove three essays from the curriculum is false, the government said on Sunday.

The government ordered the education department to conduct a high-level inquiry to probe the issue. Chairman Textbook Board Dr Himayatullah and Curriculum Director Shabir Hussain said no notification had been issued in this regard.

Himayatullah said they met Minister Muhammad Atif Khan before the Eid break, but they did not discuss anything regarding making changes to the curriculum. He said the minister expressed his intention to keep the curriculum unchanged.

The allegedly false notification was issued two days ago to the curriculum director of the textbook board by a section officer of the education department's provincial secretariat. The notification said the three essays in the Pashto syllabus 'da mojoda dor masayel' (problem of the current era), Bacha Khan and Ghani Khan are controversial and were approved by the former government. It further said all these essays would be removed from the curriculum in the next academic year (2014).

The notification was published in local newspapers after which the provincial government took notice of the issue.

The additional secretary for education, Qaisar Alam, said the name used to issue the notification to the textbook board did not belong to any official in the education department. Alam said they would conduct an inquiry as per the government's instructions.

WASHINGTON: Malala Yousufzai, the education campaigner from Swat, has now inspired the development of a school curriculum encouraging advocacy.

George Washington University announced on Monday that faculty members are creating multi-media curriculum tools to accompany a book recently released by the teenager.

Several faculty members will pilot the curriculum early next year for both college and high school instruction. Free of charge, it will focus on themes such as the importance of a woman's voice and political extremism, the university said.

The tools won't just look at Malala's story, but also how the same issues get reflected elsewhere, such as when girls face child marriage and pressures to leave school, said Mary Ellsberg, the director of the university's Global Women's Institute.

"It's going to be really interactive and really encourage students to do ... activities outside of school, it will encourage them to get engaged in the communities and as well to help the Malala Fund directly," Ellsberg said.

The university's Global Women's Institute is partnered with the Malala Fund, a non-profit that seeks to ensure girls around the world have access to education.—AP

WASHINGTON: Malala Yousafzai, the Pakistani schoolgirl activist who has become a world champion of girls' rights, called for the World Bank to make education its top priority.

Seated on a stage with World Bank President Jim Yong Kim in a one-on-one presentation in Washington, the 16-year-old Malala delivered a poised, articulate and impassioned plea for children's education.

Asked by Kim for her advice to the World Bank, Malala noted that organizations spend much of their money on health, AIDS and other programs. "But I think all those organizations must make education their top priority," she said. Such a focus would fight child labor, child trafficking, poverty and AIDS, all at once, she argued.

Kim, who has called her "a powerful symbol of hope", announced the World Bank was donating \$200 million to the Malala Fund, a foundation she launched to help girls around the world go to school and promote universal access to education.

After more than five decades of experience in education sector, the House of Habib is back with a one-of-its-kind educational project called Habib University. The soon-to-be-launched university not only promises to reverse the historical wrongs in Pakistan's higher education system, but also change its face for the better.

Last week, BR Research sat with the man who is responsible for managing this gargantuan task: Wasif Rizvi, the founding president of Habib University and the CEO of Habib University Foundation. What followed was an interesting conversation that revealed the uniqueness of Habib University, its conception, its future plans and a concept called 'Yohsin' that underpins everything about the university, including its key academic ingredient: The Liberal Core.

Malala inspires varsity to develop curriculum

DAWN.com, 22nd Oct, 2013

Malala calls on world to make education top priority

Geo News, 12th Oct, 2013

'Need to de-vocationalise education in Pakistan,' CEO, Habib University Foundation

Business Recorder, 11th Oct, 2013

Call to prioritise girls' education to tackle poverty

ISLAMABAD: An education exhibition titled: "Innovating for Girls' Education" as part of celebrations for the International Day of the Girl Child 2013 held on Friday that called for prioritise girls' education to tackle crippling poverty.

The International Day of the Girl Child recognises girl's rights and the unique challenges girls face around the world. The United Nations adopted this day through Resolution 66/170 to declare October 11 as the International Day of the Girl Child.

The United Nations Educational Scientific and Cultural Organisation (Unesco) together with United Nations Children's Fund (Unicef), observed the International Day of the Girl Child. State Minister for Education, Trainings and Standards in Higher Education Balighur Rehman inaugurated the expo. Representatives and officials of the government, Unicef, Unesco, representatives of the civil society organisations, media and students of the various educational institutes attended the expo.

The minister while addressing the expo said, "Offering education to girls is the shortest way to empower them." Unesco Country Director Kozeu Kay Nagata congratulated all the participants for Malala Yousafzai's win of the European Union's Annual Human Rights Award and said that it is a moment of great pride for all Pakistanis, especially all girls of this country. She also appealed for an increase in the GDP for education.

Unicef representative Miriam de Figueroa said that this day would provide a platform to highlight examples around Pakistan of ongoing work and what has been achieved as well as to raise the importance of innovation in advancing girls education in Pakistan.

Meanwhile, Plan International Pakistan also launched the annual "Because I am a Girl" report at the Pakistan National Council of Arts (PNCA) auditorium on Friday. Plan's Because I am a Girl campaign aims at supporting four million girls to get the education, skills and support they need to move themselves from poverty to opportunity. One key focus area for the campaign is education.

The campaign calls for: Girls education to be prioritised by world leaders, Girls completion of a quality secondary education to be a major focus of international action, Funding for girls education to be increased, an end to child marriage, an end to gender-based violence in and around schools, girls and boys to participate in decision making and inspire those with power to take action.

The minister on the event remarked the out of US \$ 10 million contributions made by Pakistan, US \$ 7 million will be used in the education sector under Unesco's Malala Fund, while the remaining US \$3 million would be used as a special fund that can be used globally by Unesco.

Sindh Minister for Women Development, Social Welfare and Special Education, Rubina S Qaimkhani said, "The Sindh Government is the peoples' government and we are doing whatever we can for the common people. Recently the Sindh assembly passed a resolution for increasing the minimum age for girls' marriage from 16 to 18 years."

Plan Pakistan Country Director Rashid Javed said, "Globally, it is estimated that 66 million girls are out of school, with one in five adolescent girls around the world denied an education by the daily realities of poverty, discrimination and violence, while disasters and emergencies can exacerbate these existing rights violations. Yet, supporting girls' education is one of the single best investments the government can make to help end poverty and give hope to girls who are otherwise denied their rights and aspirations."

Other notable speakers included Dr Mehar Taj Roghani, Minister for Social Welfare and Women Development, Khyber Pakhtunkhwa; Farzana Yaqoob, Minister Social Welfare, AJK; Mian Abdul Waheed, Minister Schools Education, AJK; Begum Zakia Shah Nawaz, Minister for Population Welfare, Punjab, Jan Muhammad Buledi, Advisor to the Chief Minister of Balochistan; and Wazir Hassan, Parliamentary secretary Education, Women Development and Social welfare Gilgit-Baltistan.

LAHORE: The British Council and the Schools Education Department launched an initiative here on Tuesday to improve the English language skills of 300,000 public school teachers in the Punjab.

The five-year Punjab Education and English Language Initiative (PEELI) will be a crucial element of the government's plan to convert all schools in the province to using English as the medium of instruction. The SED and the Directorate of Staff Development will provide the infrastructure for the training of primary school teachers and of subject specialist middle level teachers.

Speaking at the launch, Sir Vernon Ellis, chair of the British Council, said that they were excited about the project. "Education is not just a tool for development, but also lays the foundation for a society," he said. In view of the government of Punjab's "ambitious commitment" to English as the medium of instruction, the project would help teachers perform better in classrooms. He added, however, that the British Council was looking for long-term partners to help implement the project.

Teacher-training: Project to improve teachers' English launched

Express Tribune, 8th Oct, 2013

Widespread reforms: Chief minister vows to revamp 'useless' education system

Express Tribune, 8th Oct, 2013

Education Minister Rana Mashhood Ahmed Khan read out a message from Chief Minister Shahbaz Sharif, who said that the project would improve learning practices and outcomes and augment the government's school enrolment campaign. The training would help bring teachers' English language skills up to the required level.

The minister also talked about the progress made in certain key areas, as recommended by task-forces formed on the subjects back in 2008. The government, he said, was prioritising the provision of missing facilities in schools, particularly girls' schools. Toilets, boundary walls, drinking water and furniture were being provided to schools in Multan, Dera Ghazi Khan and Bahawalpur. The government aimed to hire more than 30,000 new teachers this year. They would be trained before they were put to work. The government also aimed to enrol 4.5 million out-of-school children aged 5 to 9 by 2015, and had already met this year's enrolment target, the minister said.

In a panel discussion at the launch, Punjab Education Foundation Director Bushra Saeed Khan said teachers at low-cost schools must be retained. "And for this it is all the more important to add value to their skill set, to give them a reason to stay in these schools," she said.

Idara-i-Taleem-o-Aagahi programmes director Baela Raza Jamil said the project would help teachers comply with the government's decision to impose English as the medium of instruction in all schools. Having teachers able to communicate better and teach better would lead to an improved retention rate, she added.

PESHAWAR: Khyber-Pakhtunkhwa (K-P) Chief Minister Pervez Khattak on Monday termed the "uselessness" of education provided at public sector schools the main reason behind increasing dropout rates.

Addressing a Department for International Development (DFID)-sponsored donors' meeting in Islamabad, Khattak urged international donors to help bring about a change in the current education system as the sector needed improvement.

He blamed the divided systems of education in the country – public, private and madrassah – for reinforcing the problems plaguing the society. Khattak also maintained frequent postings and transfers of teachers led to the abysmal state of the system as teachers do not perform their duties seriously due to such conditions.

Moreover, the CM announced the government would introduce an English medium system in the province from next year along with school-specific appointments in all public education institutes.

"Under the programme, English will be introduced as a medium of learning from Grade 1 as it is done in private schools," said Khattak, adding any teacher requesting a transfer from the school they were initially recruited for would have to resign and apply for fresh recruitment to the school they intend to join. "Teachers would be promoted on the basis of the results they produce in the schools."

Khattak requested donors to assist in making the government's plan a success by training teachers so they would be enabled to face the challenges of teaching in English. "There are sufficient schools in K-P. However, they usually consist of two rooms which cater to four to five classes. Therefore, they will fall short in accommodating the enrolment of nearly 1.5 million out-of-school children," said Khattak.

In response to a question, Education Secretary Judat Ayaz shared the provincial government was spending Rs85 billion on elementary education. He added this figure translates to about Rs1,816 per student, which is more than the monthly fee of any private school student. However, he admitted there was still no improvement in the performance of public schools.

"Proper management and monitoring is required," Ayaz added.

KARACHI: A nazim in Thatta has gone to court with the complaint that the tenders issued for repairs at government schools were made on a political basis.

A former union council nazim, Syed Manzoor Ali Shah, said the tenders pertained to the renovation of more than 200 government primary and middle schools for boys and girls in Thatta district. "The tenders have been awarded without physical inspection or evaluation of the 251 government primary, middle and high schools," the petitioner's lawyer, Masood Ghani alleged. The provincial law officer, Miran Muhammad Shah, was, however, not aware of how many schools had been renovated and whether the funds were disbursed or not. The bench directed the law officer to place on record such information within three weeks.

Public school scam: Nazim goes to court against former tenders

Express Tribune, 5th Oct, 2013

**Promoting education:
CM discusses strategy
to appoint VCs on merit**

Express Tribune, 5th Oct, 2013

KARACHI: The modalities to appoint vice chancellors of the universities in a transparent manner and to improve the standard of education were the matters discussed at a high-level meeting held at the Chief Minister's House on Friday.

The meeting was held under the supervision of Chief Minister Syed Qaim Ali Shah. After the threadbare discussion, it was decided that the government would float advertisement in newspapers to invite candidates and ensure nomination for the posts are made purely on a competitive and merit basis.

The participants also discussed the need to evolve a strategy to facilitate academic faculties and provide better educational facilities to students in the province.

The chief minister directed the officials to suggest ways to enable students to tackle universal challenges with success. The CM urged academicians and students to work on their performance. The meeting was attended by Principal Secretary to CM Naveed Kamran Baloch, Special Secretary Education Nazir Jamali, Secretary Implementation Riaz Memon and Advocate General Sindh Barrister Khalid Javed.

**Promoting education:
Canadian envoy
reaffirms support to
Pakistan, AJK**

Express Tribune 2nd Oct, 2013

MUZAFFARABAD: The Canadian government has pledged to complete the construction of 37 school buildings at a cost of Rs2 billion in earthquake-hit areas of Garhi Dupatta and Hattian in Azad Jammu and Kashmir (AJK) by the end of this year.

This was said by Canadian High Commissioner Greg Giokas while addressing the handing-over ceremony of five schools in Lawasi, Garhi Dupatta, some 30 kilometres from here on Tuesday. He handed over five school buildings to AJK Minister for Works Chaudhry Rashid.

Giokas said the constructions of the buildings that were damaged during the devastating 2005 earthquake, was ample proof of strong relations between Canada, Pakistan and AJK. "We will continue to support the governments of Pakistan and AJK for the promotion of education," the envoy stated.

The construction of quake-resistant school buildings in Hattian and Garhi Dupatta is aimed at providing safe and secure atmosphere for schoolchildren, Giokas added.

"Chinar (maple) is the national tree of Kashmir while maple leaf is also part of Canada's national flag and this emblem will boost our friendship," the envoy remarked.

Giokas was accompanied by Earthquake Reconstruction and Rehabilitation Authority (ERRA) Director-General Brig. (retd) Ihsanullah, State Earthquake Reconstruction and Rehabilitation Agency (SERRA) Secretary Sardar Rahim Khan and other government officials.

**Economic revival: CM
stresses uplift of
education and health
sectors**

Express Tribune 1st Oct, 2013

KARACHI: The Chief Minister Sindh Syed Qaim Ali Shah has offered all facilities to the reputed foreign educational institutions specially those belonging to Britain for application of their educational and training expertise in language and technical skill development for youth in Sindh Province.

He offered this while responding to the interest of participation in the educational field expressed by a four-member delegation of Pak-UK Chamber of Commerce and Industries led by President Razi Khan on Monday.

The CM said that the provincial government was focusing on providing standard education and technical skills to the young generation bringing reforms from primary to higher education. He said that compared to Rs4 billion earmarked by the previous government, this government has earmarked Rs16 billion for education.

Education Sector Frameworks News

Higher Education Commission, Pakistan (HEC)

HEC training

The News, 31st Oct 2013

ISLAMABAD: As many as 30 faculty members from 30 public and HEC funded private universities from across Pakistan are participating in the 21st Master Trainers-Faculty Professional Development Programme (MT-FPDP) that began at HEC Secretariat.

So far, 580 faculty members of higher education institutions have benefited from MT-FPDP, conducted by HEC's Learning Innovation Division. The training programme is designed specifically for in-service teachers who have less than five years of service as a faculty member and working on a permanent basis.

The main objective of the programme, comprising 13 core modules and additional sessions on different social topics, is to enhance and enrich teaching abilities of participants to ensure quality education, which is entirely dependent on the quality of teachers.

ISLAMABAD: The visit of the Higher Education Commission (HEC) Special Task Force to Balochistan has been delayed due to the vacant post of the HEC chairman.

A Special Task Force was constituted by the HEC on the proposal of Balochistan Chief Minister Dr Abdul Malik Baloch who met HEC former chairman Dr Javaid R Leghari in July 2013. During the meeting, the former chairman agreed to establish a special task force to evaluate and promote higher education in Balochistan so that it could keep pace with the national standards. He assured cooperation in addressing human resource problems in the province in the meeting.

The notified task force was headed by the HEC chairman and was comprised of three experienced academicians and administrators including two vice chancellors of public universities. The members of the Task Force were to meet the vice chancellors, university administrators, faculty members, students and other stakeholders in Balochistan and present recommendations to the Balochistan chief minister.

The education experts believe that the delay in the appointment of the HEC chairman is badly damaging the higher education sector as the HEC chairman takes key decisions regarding the functioning of national universities and higher education institutions.

The HEC is responsible for improving the standard of university education in the country and has been operating without a chairman since August 26 when the first four-year term of Dr Javaid Leghari expired.

Under the HEC Act, the appointment of the commission's chairman is a prerogative of the prime minister who is also the controlling authority of the HEC.

The Act allows a one-time extension in the term of the HEC chairman and other members of the commission. A similar extension had been given to former HEC chairman Dr Attaur Rahman and all other members of the commission to ensure continuity of policies. inp

Delay in HEC chairman's appointment affecting higher education activity

Daily Times 27th Oct 2013

ISLAMABAD: Aftab Kazi visiting Higher Education Commission (HEC) Professor served legal notice of amounting Rs 50 million damages to the Vice Chancellor (VC) Quaid-i-Azam University (QAU) Islamabad Professor Doctor Yaseen Masumzai and Doctor Noman Sattar Director Area Study Centre (ASC) for Africa, North & South America, The Nation learnt on Sunday.

According to details, Professor Aftab Kazi who was appointed by the HEC as foreign professor for Area Study Centre (ASC) QAU to supervise the PhD students and his contract was upto January 31st, 2014, but due to the harassment and victimisation by the top management of QAU he will discontinue his classes on October 28th and will leave QAU on November 30th this year.

According to the legal notice served to the VC of QAU and Director ASC, the Professor has served a legal notice of damages on account of discrimination of Rs 20 million and damages for mental agonies, torture and physical harassment through his legal adviser. The legal notice said that Aftab Kazi have not received salary since June 1, 2013.

The said act of yours was actuated with the malice intent on your part so as to calculatedly cause irretrievable harm and damage to the reputation, name, fame and standing in the society of my client hereinabove mentioned, which he has painstakingly built over the years, the legal notice added.

HEC prof takes on QAU VC, ASC Director

The Nation, 7th Oct 2013

United Nations

UN calls for improved urban resilience

The Nation, 8th Oct 2013

UNITED NATIONS : Cities must boost efforts to become more resilient to natural disasters as well as provide their citizens with methods of alternative transportation to thrive, senior United Nations officials said on Monday.

"As the effects of climate change increase, urban resilience becomes ever more necessary," Secretary-General Ban Ki-moon said in his remarks at an event at UN Headquarters on Friday to mark World Habitat Day, observed annually on the first Monday of October.

"All actors need to work together to save lives, protect assets and guarantee services when disasters strike. Planning is essential."

The secretary-general noted that the humanitarian and economic cost of natural disasters is mounting, with natural hazards having killed some 1.1 million people since 2000. Since then, more than 2.7 billion have been affected and the economic cost is estimated at \$1.3 trillion.

"The poor, who are hit first and worst, have the least means to recover," Ban stressed, adding that urban resilience is a sustainable development priority.

He also emphasized that improving urban mobility, this year's theme for the Day, is crucial for a city's development.

"Getting mobility right can mean the difference between a struggling city and a thriving one," Ban said. "Mobility is not a question of building wider or longer roads. It is about providing appropriate and efficient systems that serve the most people in the best, most equitable manner."

Alternative methods of transportation such as bicycles, buses and trains, can help tackle pollution and congestion, provide transport for those who cannot afford it, and benefit those who do not use cars due to impracticality such as the elderly and persons with disabilities. Increasing well-lit sidewalks for pedestrians will also addresses the issue of safety, which is of particular concern for women, young persons and minorities.

Improved mobility can regenerate urban centres, boost productivity and make a city attractive for all users – from investors to visitors and residents, Ban said.

President of the General Assembly John Ashe underlined that working towards improved resilience and mobility requires the involvement of multiple stakeholders including Governments, international, regional and local organizations, the private sector and civil society.

"For far too long, the international community has worked in silos: humanitarian action, poverty eradication, environmental protection, and disaster reduction were dealt with separately," Ashe said. "To build resilient cities, serviced by sustainable transport, we must recognize the interconnectedness of all these dimensions and pull together knowledge, skills and best practices from different areas of expertise."

In a press conference at Headquarters, Executive Director of UN-Habitat Dr. Joan Clos emphasized that citizens need better mobility not just to go to work, but also to have access services, education and recreational activities. He added that countries face environmental and economic sustainability challenges to improve mobility.

"We need to change the patterns of mobility so that transport systems in the future are less dependent on for-sale energy," Dr. Clos said. Cities also need to find ways to ensure that accessibility to transport system is not stopped by economical barriers. This, he added, is particularly pressing in the developing world.

Also speaking at the briefing was Professor Thomas Elmqvist from the Stockholm Resilience Centre at Stockholm University.

In his statement on the Day, issued earlier, D Clos said urban planning and design should focus on how to bring people and places together, by creating cities that focus on accessibility, rather than simply increasing the length and capacity of urban transport infrastructure.

"By optimizing urban densities and minimizing land zoning we start to make the city work for its citizens; proximity of goods and services takes advantage of the urban advantage and encourages investment and opportunity," he said, adding that compact, well-designed cities can also be cleaner and have less impact on their environment per resident than more spread out areas.

"In an environment characterized by scarcity, this is not only preferable to our standard of living but vital if we are to grow our urban space in a sustainable and desirable way. We need to ensure the cities of the future are well-planned, sustainable and accessible to all," he said.

UNESCO-Pakistan

ISLAMABAD: United Nations Educational, Scientific and Cultural Organization (UNESCO) will utilize education content for pilot e-learning material used in schools to improve access to education and raise literacy levels. The Organization will also conduct pilot professional development courses based on Intel Teach Programme, link Intel Easy Steps and Intel Entrepreneurship Basics course content to local UNESCO website. In this regard, UNESCO and Intel Pakistan have signed a Letter of Intent (LoI) to enable social change and build human capital in underserved communities in Pakistan.

Under the scope of this LoI, advocacy of these initiatives will also be explored for benefit of public sector education and relevant government departments.

Briefing the media, Country Manager, Intel Pakistan, Naveed Siraj appreciated the collaborative approach agreed upon between two organizations.

He said joining hands with UNESCO would help address the most critical need of the country; to improve access to education and raise literacy levels through the innovative use of technology.

Intel's engagement will ensure broader digital inclusion of rural communities and greater economic opportunities for the youth who can utilize newly acquired IT skills to transform their lives.

He said Intel Teach Programme offers teachers a curriculum designed specifically for their needs.

Teachers learn how, when, and where to incorporate technology tools and resources into their teaching.

They are able to learn to create assessment tools and align lesson plans with learning outcomes and act as agents of change better equipped to prepare their students to face the challenges of the 21st century workforce.

The Intel Easy Steps course is designed for adults in underserved areas who find themselves at a disadvantage due to lack of access to proper training on the basic use of computers.

Both the organizations will integrate Intel Easy Steps Course content to help learners become capable to compete in the digital world.

Highlighting further, he said, Intel Entrepreneurship Basics (E-Basics) Course develops knowledge of fundamental concepts associated with initiating, developing and running a business and added Intel and UNESCO will encourage innovation and entrepreneurship as drivers of sustainable growth by providing the youth opportunities to develop solutions for relevant social problems.

Country Director, UNESCO, Dr. Kozue Kay Nagata said the areas identified for joint cooperation would help bridging the digital divide and promote the effective use of ICTs to support universal access to education, the delivery of quality learning and teaching, equity in education, the professional development of teachers and more efficient education management and governance.

She said in Pakistan there is a huge potential for ICTs to bring about the much required qualitative improvement in the system and support the universal access.

So far, she said, the use of ICTs in Education is limited.

It needs to be mainstreamed in the public sector education system to help Pakistan accelerate its pace for achieving its education and literacy targets.

She also emphasized that the cooperation between UNESCO and Intel in Pakistan would help build the demand for ICTs in education and build the capacities of teachers and teacher educators.

UNESCO, Intel collaborating to ensure access to education

*Associate Press of Pakistan,
2nd Oct, 2013*

Humanitarian Interventions in Education Sector in Pakistan

Education Cluster Pakistan

Source: Education Cluster
15th Oct, 2013

Updates on Balochistan Earthquake

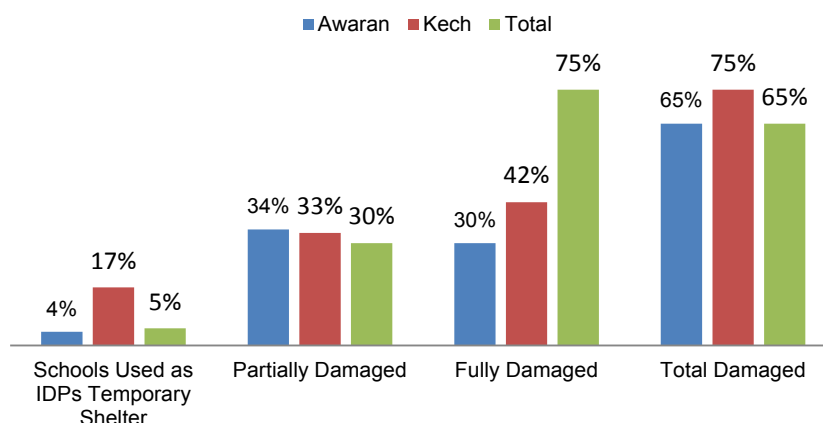
Balochistan was hit by two earthquakes on 24 September measuring 7.7 on the Richter scale, and 28 September 2013 at 6.8-magnitude. More damages have been report-ed from in Awaran and Kech districts. The Education cluster incorporated education specific questions in the recent earthquake rapid assessment. Here are the findings of rap-id assessment in earthquake areas of Balochistan.

School Damage: Results from the rapid need assessment indicate that 34% (85) of the 249 schools in eight UCs of Awaran District have been partially damaged and 30% (76) completely destroyed by the earthquakes. Whereas 75 % schools are damaged in one union council of Kech includ-ing 42 % fully damaged schools(5) and 33 % partially dam-aged schools (4).

Children not going to schools: The assessment reveals that 71% of school-going girls and 75% of boys stopped going to school after the earthquakes.

Water availability in schools : Only 19% (50) of the schools have water sources and 5% (12) are being used as temporary shelters, bringing further disruption to learnin

Status of Education Facilities



Emergency Education Response:

As shown below in table, in 2013, 23,944 children (11,396 girls, 12,548 boys) on and off camp have benefitted from the emer-gency education response by the Education Cluster in KP and FATA.

	Boys	Girls	Total
Total Children reached	12,548	11,396	23,944
Kurram Agency	191	85	276
Peshawar	4,178	3,474	7,652
Kohat	1,157	890	2,047
Hangu	332	366	698
New Durrani Camp	553	312	865
Togh Sarai Camp	450	400	850
Jalozai Camp	5,687	5,689	11,556

Education Cluster Response for displacement in KP/FATA

Capacity Building

Emergency Education in IDP camps:

The Education cluster members continued supporting education of IDP students in 41 schools set up in IDP camps of Jalozai, Togh Sarai and New Durrani IDP camps. Enrolment in these schools has been increased from 11,095 children to 13,271 children including 6,581 girls.

Emergency Education in off camp locations :

On going response: Forty eight Temporary Learning Centres (TLCs) are functional with support of Save the Children International (SCI). Some 7,652 children (3,474 girls) IDP children living in the host communities of Peshawar Valley are studying in these schools .

Thirty-nine displaced children displaced from Tirah Valley are also enrolled in Government schools of Kurram Agency.

Additional 527 displaced children (323 Girls) were enrolled in PADO/UNICEF focused schools of Kohat and Hangu districts and in Kurram Agency of FATA. Total number of Tirah children enrolled in selected schools reached 2,982. PADO also supported district education offices in Enrolment Campaign held in district Kohat, Hangu of KP & Kurram agency of FATA.

Planned response: Education cluster received 500,000 USD under CERF UFW. Of this, UNICEF received 350,000 USD, and UNESCO 150,000 USD. UNICEF has prepared a Project Cooperation Agreement (PCA) with HDOD to start an education response in Togh Sarai IDP camp, in host community of Peshawar Valley and in return areas of South Waziristan and Kurram agencies.

Under ERF 500,000 USD has now been allocated to education cluster to support IDP children in hosting districts of KP.

Emergency Response Funds (ERF) update for Education in KP and FATA:

Education cluster has been allocated USD 500,000 under the new ERF funding with total funds allocation to cluster being 6.2 million. Education cluster plans to address the gap in hosting districts of KP/FATA.

Project Review Committee (PRC) meeting was held on 3rd October 2013 in Islamabad. It reviewed 21 project proposals and recommended five of these proposals to ERF secretariat on 7th October for further review and approval.

Monitoring Tools for ERF Projects in KP/FATA:

Education cluster discussed the monitoring mechanism and related tools for ERF funded education projects in KP/FATA. A working group on ERF project monitoring mechanism was formed at national level. It will consist of representatives from SSP, NHSD, Save the Children, UNICEF and BBSA. KP/FATA education cluster will review the existing tools and draft the mechanism including frequency and number of visits and membership of the monitoring team.

Tirah Valley Response : By 10th of October 2013, a total of 5,707 families (24,870) have returned to Tirah valley of Khyber agency of FATA. The percentage of return stands at 33% of the total displaced families.

UNICEF is coordinating with FATA Education Directorate to start the education response by providing educational supplies including 25 school tents, 100 plastic mats and school bags.

The plan also covers establishing the Temporary Learning Centres (TLCs) in area of return and deployment of government teachers.

Gender Marker training was also conducted in Quetta on 23rd September. The training session was facilitated by Ms. Rehana Khilji of UN Women and attended by 12 education cluster members including NGOs, INGOs, and PDMA.

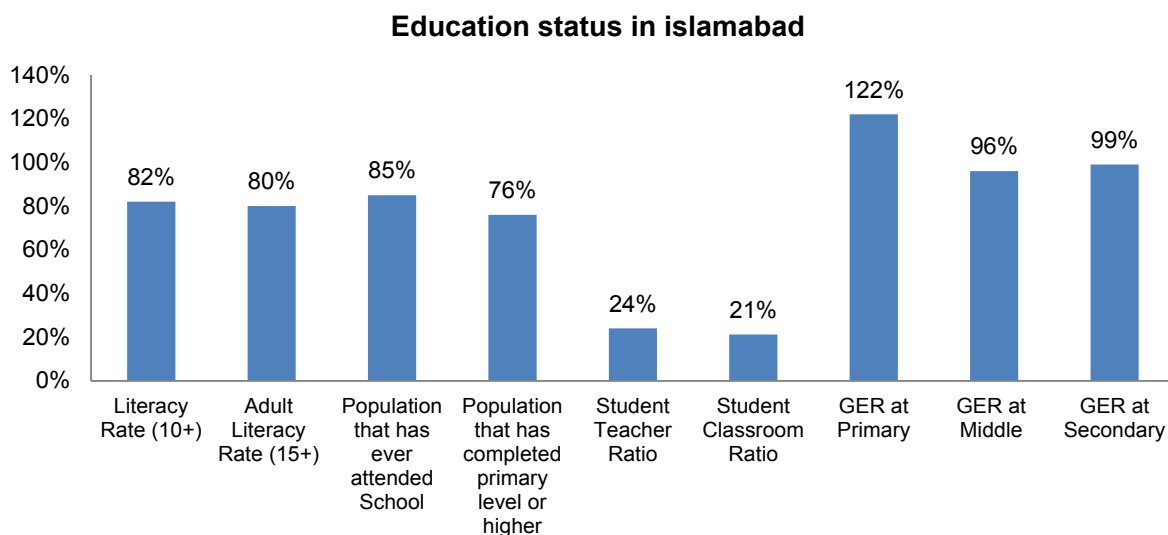
In Sindh, the Gender mainstreaming and gender marker training session was conducted on October 2, 2013 and was facilitated by Ms. Hadia Nasrat from UNOCHA.

These gender training sessions include general information on gender, gender and education, what the gender marker is and how to use it. The training is targeted at those who are writing/preparing programme/funding proposals for their organizations.

The Education Cluster also conducted a two days training workshop on Inter-Agency Network for Education in Emergencies (INEE) in Peshawar. It was attended by 35 officials from education departments of KP and FATA and staff of cluster members.

Islamabad Education Profile

Islamabad has the highest literacy rate in Pakistan at 82%¹, and has most advanced educational institutes in the country. A large number of public and private sector educational institutes are present here. According to National Education Information Management Systems (NEIMS) 2011-12, In Islamabad, there are 927 number of institutions (Public and Private), facilitating 300,731 students with the help of 15,340 teachers². Following chart shows the highlights of education status in Islamabad³.



Enrolment and Educational Facilities by level and Gender:

Following table shows number of Institutions, Enrollment and Teachers in Public, Other Public, Private Sector, 2011-12

Level	Enrolment			School Facilities				Teachers		
	Boys	Girls	Total	Boys	Girls	Mixed	Total	Male	Female	Total
Pre-Primary	23,758	21,467	45,225	-	-	31	31	7	196	203
Primary	59,551	57,430	116,981	100	91	166	357	807	2,940	3,747
Middle	31,772	31,361	63,133	25	36	107	168	429	1,434	1,863
High	18,921	17,766	36,687	51	55	139	245	1,374	2,650	4,024
Higher Secondary	10,769	12,462	23,231	27	34	25	86	1,439	1,980	3,347
Inter Colleges	0	0	0	8	4	9	21	699	200	899
Degree Colleges	7,901	7,573	15,474	2	10	7	19	225	1,032	1,257
Grand Total	152,672	148,059	300,731	213	230	484	927	4,980	10,360	15,340

Note: Mosque Schools are included in Primary Schools.

Source: NEIMS, Pakistan Education Statistics 2011-12

¹ PSLM Survey 2010-11

² Pakistan Education Statistics 2011-12

³ PSLM Survey 2010-11 * Literacy Rate (10+), Adult Literacy Rate (15+), Population that has ever attended School, Population that has completed primary level or higher

According to recent data collected by ALHASAN Systems (Pvt) Ltd. in 2013, under the open access/open data policy, there are 849 education facilities in Islamabad – 268 public and 581 private . Following table shows level wise education statistics of Public and Private sector reported by ALHASAN Systems in 2013.

Level	Type	Both	Female	Male	Total
ACADEMY	Public	-	-	-	-
	Private	76	-	-	76
COLLEGE	Public	10	21	12	43
	Private	63	1	4	68
HIGH	Public	23	26	30	79
	Private	203	4	-	207
HIGH SECONDARY	Public	4	7	4	15
	Private	2	-	-	2
MIDDLE	Public	2	1	5	8
	Private	2	-	-	2
MOSQUE SCHOOL	Public	-	-	-	-
	Private	5		17	22
PRIMARY	Public	61	8	8	77
	Private	97	1	1	99
SECONDARY	Public	7	7	9	23
	Private	2	-	-	2
TECHNICAL INSTITUTE	Public	-	-	-	-
	Private	70	6	-	76
UNIVERSITY	Public	23	-	-	23
	Private	27	-	-	27
Total	Public				268
	Private				581
Grand Total (Both Public & Private)					849

ALHASAN Systems (Pvt) Ltd 2013

Education is Panacea for All Development Issues: Malala

By: Humaima Malik

Pakistan Tribune: 11th Oct, 2013

Washington- Malala Yousafzai, the Pakistani teenaged girl who rose to prominence after she survived an assassination attempt by her ideological opponents noted that children's education is not on top priority of global leaders. She was addressing packed audience on the occasion of International Day of the Girl event at World Bank Headquarters in Washington. Malala, who was hottest contender of Nobel Peace Prize 2013 but edged out by OPCW urged global leaders to put education on top of priority list without any further delay.

Seated next to World Bank president Jim Yong Kim, Malala delivered a very composed, eloquent and ardent plea for children's education. She observed that World Bank and other organization of same stature are spending much of their financial resources and efforts on health, AIDS and other similar programs. She suggested that education is real panacea to all the problems big organizations are struggling for.

"I think all these organizations must make education their top priority to combat child labor, child trafficking, poverty and AIDS, all at once" Malala argued.

World Bank Chief Kim called her "a powerful symbol of hope" and announced to donate \$200 million to the Malala Fund, a foundation created by Malala to "work on the ground" to promote education in addition to mere advocacy.

She also recounted some of the remarkable events in journey from merely a student who loves her education to a global campaigner of the noble cause. Most of the facts she has already penned down in her recently launched memoir "I am Malala" which is currently a best seller on online bookstores like Amazon and others. However, her ideological opponents Taliban has threatened booksellers with grave consequences if they tried to sell her autobiography in Pakistan.

Tehreek-e-Taliban Pakistan (TTP) whose men shot her in head appeared delighted after hearing that she has been edged out in Nobel Peace Prize 2013.

"She has done nothing, she is getting awards because she is working against Islam." TTP spokesman Shahidullah Shahid said on Friday.

A day earlier, militant group which has emerged out as a serious threat to Pakistan's security renewed their resolve to eliminate her "even in America or the UK".

'Ghost schools' cause leakage of billions: report

By: Amin Ahmed

DAWN.com , 2nd Oct, 2013

ISLAMABAD: Ghost schools in Pakistan result in leakage of billions of rupees and exacerbate the high levels of frustration experienced by the overlooked, neglected and disenfranchised youths.

Such schools also represent lost opportunities for progress of millions of children, says the 'Global Corruption Report' released by the Transparency International (TI) on Tuesday.

The report says that despite decades of intervention by the World Bank, Asian Development Bank, Unesco and many other international multilateral institutions, corruption in Pakistan has contributed to bringing public sector governance mechanisms close to collapse. The education sector is severely affected by corruption, threatening the quality of more than 150,000 government-supported schools across the country.

The schools also known as 'shadow schools' were perpetuating cycles of abject poverty, child labour and unemployment and compounded poor performance in education indicators.

Over half of the Pakistani children do not have access to education and the country is projected to have the largest out-of-school population, of 3.7 million, in the region by 2015.

The report says that ghost schools and other means of corruption in the education sector are currently a low-risk, high-return activity, which could be facilitated by a network of corrupt actors positioned in strategic posts.

Such practices must be urgently addressed to protect the future of 21 million students in the world's sixth most populous nation. No effort or resources should be spared to give the future generations the opportunity to rise from poverty, fully equipped to face the challenges of tomorrow for a more prosperous Pakistan.

Political will is the first prerequisite for change, yet corruption in education is so pervasive that it permeates the highest ranks in the country. While education may not be valued by all at the highest levels of government, across all provinces in Pakistan demand for high-quality education is strong. Giving the children the education they deserve will require transforming political will through continued media attention and community involvement, according to the report.

Addressing ghost schools requires strengthening of accountability, and this includes holding school heads to account if payments are found to be going to non-existent teachers. It might entail depositing salaries directly into the banking accounts of teachers, making it easier to verify who is receiving funds, says the report.

It has also been recommended that government auditors visit each school annually and certify the school's physical existence, with verification by independent third parties. Improving accountability can also mean drawing on the resources outside the education sector for collaboration. The report says the phenomenon of 'ghost schools' ranks as the most troubling. So-called ghost schools exist on government rosters, but provide no services to students, although the teachers or administrators assign to these schools continue to receive salary. Corruption has undermined the reputation of the education sector in many

countries. Almost one in five people worldwide paid bribes to education services last year while in the poorest countries the number rises to one in three, the report states.

One overarching recommendation of the report is the need to reach a better understanding of education as an essential tool in itself in the fight against corruption. The social role and value of the school and the teacher must be placed at the forefront of education policy and anti-corruption efforts. National policy-makers should see the teacher as a role model and the school as a microcosm of society and train teachers to teach by example.

اردو کی خبریں

لاہور: پنجاب یونیورسٹی کے پاکستان سٹڈی سنٹر کے زیر اہتمام ”پاک چین تعلقات کا مستقبل“ کے عنوان کے تحت سیمینار کا انعقاد کیا گیا جس میں جیانگ سونار مل یونیورسٹی عوامی جمہوریہ چین کے پروفیسر چورانگ نے خصوصی خطاب کیا۔ انہوں نے کہا کہ جیانگ سونار مل یونیورسٹی ان طلباء اور طالبات کی مدد کرے گی جو چینی زبان سیکھنے میں خاص دلچسپی لینے کیلئے تیار ہوں گے۔

پنجاب یونیورسٹی پاکستان سٹڈی سنٹر کے
زیر اہتمام سیمینار

روزنامہ دنیا 29 اکتوبر 2013

گھارو: سندھ پروفیسر زونیکچر زالیوسو ایٹن ٹھٹھہ کی جانب سے ضلعی صدر غلام مصطفیٰ کاا کی قیادت میں حیدرآباد تعلیمی بورڈ کی انتظامیہ کے خلاف احتجاجی مظاہرہ کیا گیا، جس میں ضلع بھر کے پروفیسر زونیکچر زالیوسو ایٹن ٹھٹھہ کی شرکت کی۔ احتجاجی مظاہرے سے خطاب کرتے ہوئے پروفیسر منیر اعوان، پروفیسر حبیب اللہ رانا، پروفیسر رحیم بلال، پروفیسر دلاور اعوان، پروفیسر زاہد کٹھی اور دیگر نے کہا کہ حیدرآباد بورڈ انتظامیہ ان کے جائز مطالبات پورے کرنے کو تیار نہیں، جس سے ان کی حق تلفی ہو رہی ہے۔ انہوں نے مطالبہ کیا کہ حیدرآباد کے کنٹریکٹ پر تعینات نااہل انتظامیہ کو ہٹا کر مستقل اور ایماندار انتظامیہ کا تقرر کیا جائے۔ انہوں نے کہا کہ ان کے مطالبات تسلیم نہ کئے گئے تو احتجاج کا دائرہ بڑھا کر آئندہ بورڈ کے کاموں کا بائیکاٹ کیا جائے گا۔

سپلا کے تحت حیدرآباد تعلیمی بورڈ انتظامیہ
کے خلاف احتجاج

روزنامہ جنگ 29 اکتوبر 2013

کراچی: صوبائی محکمہ تعلیم اور ایجوکیشن اینڈ ورکس کی ناقص کارکردگی کے باعث کراچی میں خستہ حال اور مخدوش سرکاری اسکولوں کی تعداد 500 سے تجاوز کر گئی ہے۔ بتایا جاتا ہے کہ سرکاری اسکولوں کی طویل عرصے سے مرمت اور بحالی کا کوئی کام نہیں ہوا ہے جس کی وجہ سے ہر سال خستہ حال اور مخدوش سرکاری اسکولوں کی تعداد میں اضافہ ہو رہا ہے سب سے زیادہ تباہ حال اور خستہ اسکول گڈاپ ٹاؤن میں ہیں جن کی تعداد 87 ہے۔ بلدیہ ٹاؤن میں 15 اسکول، بن قاسم میں 35، گلبرگ ٹاؤن میں 13، گلشن ٹاؤن میں 12، جمشید ٹاؤن میں 27، کیڑی ٹاؤن میں 29، کورنگی ٹاؤن میں 19، لائنڈھی ٹاؤن میں 21، لیاقت آباد ٹاؤن میں 9، لیاری ٹاؤن میں 40، لیبر ٹاؤن میں 35، نئی کراچی ٹاؤن میں 38، نار تھ ناظم آباد ٹاؤن میں 13، اورنگی ٹاؤن میں 37، صدر ٹاؤن میں 24، شاہ فیصل ٹاؤن میں 19 اور سائٹ ٹاؤن میں 13 اسکول ہیں جن کی عمارتیں یا کئی کمرے مخدوش یا خستہ حال قرار دیئے جا چکے ہیں تاہم ایجوکیشن اینڈ ورکس محکمہ اور صوبائی محکمہ تعلیم ان اسکولوں کی مرمت ہی نہیں کر رہا ہے۔ ڈسٹرکٹ ایجوکیشن آفیسر ایس اینڈ پی کی جانب سے متعدد بار ایگزیکٹو انجینئر ایجوکیشن ورکس کو خستہ حال اسکولوں کی مرمت کے سلسلے میں خطوط لکھے گئے مگر تا حال خطوط کا جواب نہیں دیا گیا۔ خستہ حال سرکاری اسکولوں میں بڑی تعداد قومیاں لگے سرکاری اسکولوں کی بھی ہے جن کی اس لئے مرمت نہیں کرائی جاتی تاکہ ان کو نجی پارٹیوں کو دینے میں آسانی ہو سکے۔

محکمہ تعلیم کی ناقص کارکردگی، مخدوش
اسکولوں کی تعداد 500 سے تجاوز

روزنامہ جنگ 25 اکتوبر 2013

فیصل آباد: 2950 نے طالب علم داخل کرنے کا ٹارگٹ 31 اکتوبر سے قبل ہی پورا کر لیا، فوکل پرسن لٹریسی ڈیپارٹمنٹ نے پنجاب حکومت کی طرف سے فیصل آباد میں 170 لٹریسی سنٹر اور 2950 نے طالب علم داخل کرنے کا ٹارگٹ 31 اکتوبر سے قبل ہی پورا کر لیا۔ لٹریسی سنٹر میں نان فارمل بیسک ایجوکیشن حاصل کرنے والے طلباء کی تعداد 6514 ہو گئی۔ یہ بات فوکل پرسن محمد امجد نے روزنامہ دنیا سے ایک ملاقات میں بتائی۔

لٹریسی سنٹر میں طلباء و طالبات کی تعداد
6514 ہو گئی، محمد امجد

روزنامہ دنیا 25 اکتوبر 2013

سوات: پاکستان کے صوبہ خیبر پختونخوا کی وادی سوات میں طالبان کے دور میں جس طرح سکولوں پر حملوں اور خواتین کے تعلیم پر پابندی لگانے سے تعلیمی شعبے کو ناقابل تلافی نقصان پہنچانے کی کوشش کی گئی اسی رفتار سے اب لوگوں میں تعلیم کی جانب رجحان میں بھی تیزی سے اضافہ دیکھا جا رہا ہے۔ محکمہ تعلیم سوات کے اعداد و شمار کے مطابق گزشتہ سال وادی میں ایک لاکھ کے قریب بچوں کو سکولوں میں داخل کیا گیا تھا جبکہ اس سال یہ تعداد مزید بڑھنے کا امکان ظاہر کیا جا رہا ہے۔ سوات کی ضلعی ایجوکیشن افسر برائے خواتین دلشاد بیگم کا کہنا ہے کہ چار سال پہلے جب طالبان کی طرف سے لڑکیوں کے سکول جانے پر پابندی لگانے کا اعلان کیا گیا تو ان دنوں تقریباً پچاس فیصد تک بچیوں نے سکول جانا بند کر دیا تھا۔ انہوں نے کہا کہ اس وقت ہر طرف ایک شدید خوف کی کیفیت تھی جس سے تعلیم کے شعبے سے منسلک تمام افراد کو مشکلات کا سامنا تھا۔ دلشاد بیگم نے کہا کہ تعلیمی اداروں پر حملوں اور پابندیوں سے نقصان ضرور ہوا لیکن اس کا ایک طرح سے فائدہ بھی ہوا کیونکہ ان

سوات: تعلیمی اداروں کی بحالی سست روی کا
شکار

بی بی سی اردو 12 اکتوبر 2013

حکومتوں کے باعث اب سوات بلکہ پورے ملاکنڈ ڈویژن میں لوگوں کی تعلیم کی طرف توجہ میں اضافہ ہوا ہے۔ دلشاد بیگم کے بقول عام طور پر یہ دیکھا گیا ہے کہ جس چیز کو زیادہ دبا کر رکھا جاتا ہے وہ جب کچھ عرصہ کے بعد باہر نکلتی ہے تو پھر وہ بڑے زور سے حرکت کرتی ہے بالکل ایسا ہی منظر اب سوات اور دیگر اضلاع میں نظر آ رہا ہے۔ ان کے مطابق گزشتہ تین سالوں سے علاقے میں لوگوں کی دلچسپی تعلیم کی جانب تیزی سے بڑھ رہی ہے جس کا اندازہ بچوں کے سکولوں میں داخلے کی شرح سے بخوبی لگایا جاسکتا ہے۔ انہوں نے کہا کہ پچھلے سال تک ہجک ایک لاکھ بچوں کو سکولوں میں داخل کیا گیا تھا جبکہ اس سال یہ تعداد مزید بڑھنے کا امکان ہے۔ ان کا کہنا تھا کہ رواں سال میں اب تک سب سے زیادہ بچے ضلع پشاور میں داخل کیے گئے ہیں جبکہ دوسرے نمبر پر ان اعداد و شمار میں سوات کا نام آتا ہے۔ تقریباً چار سال تک شدت پسندی سے متاثرہ ضلع سوات میں طالبان کی طرف سے چار سو سے زائد تعلیمی اداروں کو بم دھماکوں یا آگ لگا کر تباہ کیا گیا۔ تباہ کیے جانے والے بیشتر سکولوں کو بحال کر دیا گیا ہے لیکن اس کے ساتھ ساتھ اب بھی کئی ایسے سکولز موجود ہیں جو زیر تعمیر ہیں۔ اس کے علاوہ ایسے تعلیمی ادارے بھی ہیں جو بدستور تباہ حالت میں پڑے ہوئے ہیں اور جن پر ابھی تک حکومت یا دیگر اداروں کی طرف سے کام کا آغاز بھی نہیں کیا جاسکا ہے۔ ایسے سکول زیادہ تر پہاڑی علاقوں میں واقع ہے جہاں کام شروع کرنے سے قبل سروے کیا جاتا ہے لیکن وہ بھی نہیں کیے جاسکتے ہیں۔ سوات کے اکثر باشندوں کا کہنا ہے کہ چار سال کا لمبا عرصہ گزر جانے کے باوجود بھی تعلیمی اداروں کی تعمیر نو و بحالی کا کام انتہائی سست روی کا شکار ہے۔ سوات کے سینئر صحافی سلیمان یوسف زئی کے مطابق وادی میں جس طرح تعلیمی شعبہ کو صفحہ ہستی سے مٹانے کی کوشش کی گئی حکام کی جانب سے اس طرح کی تنقید اب اس کی بحالی میں نہیں دکھائی جا رہی۔ انہوں نے کہا کہ مینورہ شہر کے قریب بھی ایسے زیر تعمیر سکولز ہیں جن کو ایک سال پہلے مکمل کیا جانا تھا لیکن وہ ابھی تک تعمیر کے مراحل میں ہیں۔ انہوں نے کہا کہ حکومت کو تباہ شدہ سکولوں کی تعمیر نو ایمر جنسی بنیادوں پر مکمل کرنا چاہیے اور اس سلسلے میں مزید ترقی بھی ہونی چاہیے تاکہ اس کی کوپور کیا جاسکے۔ ان کے مطابق گزشتہ چند سالوں کے دوران سواتی عوام کا جتنا نقصان ہوا ہے اب اس کا ازالہ بھی ہونا چاہیے کیونکہ خالی نعروں سے کچھ حاصل نہیں ہو گا۔

۱۵ لاکھ بچے ابتدائی تعلیم سے محروم،
پاکستان تعلیمی زبوں حالی پر پارلیمانی گروپ
کی شرمندگی
روزنامہ جنگ

اسلام آباد (طاہر خلیل، عاصم ٹسین) پاکستان میں تعلیمی زبوں حالی پر پارلیمانی گروپ کے شرکاء شرمندہ ہو گئے۔ جمعرات کو پارلیمنٹ ہاؤس میں میلینم ڈیولپمنٹ اہداف سے متعلق اسپیکر کے قائم کردہ خصوصی پارلیمانی ناسک گروپ کے اجلاس میں تعلیمی اعداد و شمار کے ضمن میں جب حقائق پیش کئے گئے تو شرمندگی کا احساس غالب تھا اور شرح خواندگی سے متعلق ماضی کی حکومتوں کی ساری کارکردگی کا جادو سر پر چڑھ کر بول رہا تھا۔ یونیسکو کے جاری کردہ اعداد و شمار اور عالمی معیارات کے مطابق نائیجیریا میں ڈیڑھ کروڑ بچے اسکول میں نہیں جاسکتے۔ جبکہ پاکستان میں 51 لاکھ بچے اسکول کی ابتدائی تعلیم سے محروم ہیں منصوبہ بندی کے وفاقی وزیر احسن اقبال نے اس سال 5 لاکھ بچوں کو اسکول بھیجنے کے انتظامات کرنے کا بندوبست کیا ہے۔ انڈونیشیا، پاکستان کے بعد تیسرا ملک ہے جہاں 24 لاکھ بچے اسکول سے محروم ہیں۔ بھارت دنیا کا چوتھا ملک ہے جہاں اسکول نہ جانے والے بچوں کی تعداد 23 لاکھ ہے فلپائن میں 15 لاکھ، برکینا فاسو میں 10 لاکھ، یمن میں 9 ملین، مالی میں آٹھ اور جنوبی افریقہ میں 7 لاکھ بچے اسکول سے محروم ہیں۔ افسوسناک پہلو یہ ہے کہ خطے کے آٹھ ملکوں بنگلہ دیش، بھوٹان، بھارت، ایران، مالدیپ، نیپال اور سری لنکا میں پاکستان نیپال کے بعد پسماندگی کی انتہائی آخری صف میں کھڑا ہے جہاں خواندگی کی شرح 74 فیصد ہے، نیپال میں شرح 65 فیصد ہے سری لنکا میں خواندگی کی شرح 94، بھارت میں 92 مالدیپ میں 96، بنگلہ دیش میں 85، بھوٹان میں 88، ایران میں 93 فیصد ہے۔ بھارت اور سری لنکا مالدیپ خطے کے تین ایسے ملک ہیں جہاں لڑکوں اور لڑکیوں میں خواندگی کی یکساں شرح 92، 94، اور 96 فیصد ہے۔ پاکستان میں حکومتیں تعلیم پر کتنا خرچ کرتی رہی ہیں اس کا اندازہ یونیسکو کے جاری اعداد و شمار سے ہو سکتا ہے۔ جس سے پتہ چلتا ہے کہ ہمارے حکمران تعلیم کو کتنی ترجیح دیتے ہیں۔ اقوام متحدہ نے مجموعی قومی پیداوار کا کم سے کم 4 فیصد تعلیم کیلئے مختص کرنے کا عالمی معیار مقرر کر رکھا ہے۔ پاکستان کی زبوں حال تعلیمی تصویر یہ دلخراش حقیقت اجاگر کرتی ہے کہ 13 برس قبل بھی ہم اپنے مجموعی بجٹ کا صرف 2 فیصد تعلیم کو دیتے تھے اور آج بھی ہم وہیں کھڑے ہیں 1995-96 میں جی ڈی پی کا 2 فیصد تعلیم کو دیا گیا۔ 1998 میں میان نواز شریف کی حکومت کی معزولی کے ساتھ ہی تعلیمی بجٹ کم کر لیا گیا اور آمرانہ دور میں تعلیمی ترقی سالانہ صرف 1.6 فیصد رقم مختص کی گئی۔ 2007-08 میں یہ شرح بلند ترین مقام پر تھی اور 2.49 فیصد قومی بجٹ تعلیم کیلئے مختص ہوا تھا۔ 2011-12 میں پھر تعلیمی تنزیلی کے سائے گہرے ہوئے اور ترقی معکوس کی مانند تعلیم پر قومی اخراجات دو فیصد رہ گئے۔ پاکستان میں تعلیمی غربت و پسماندگی کے حالات بدلتے کیلئے پارلیمانی گروپ میں جس کی سربراہی مریم اورنگزیب ایم این اے کر رہی ہیں۔ بیگم طاہرہ اور اورنگزیب ایم این اے نے جو مریم اورنگزیب کی والدہ بھی ہیں تجویز کیا کہ

اگر پاکستان کو ترقی کی طرف لانا ہے تو ملک میں فوری طور پر تعلیمی ابھرنی چاہیے۔ ورنہ قومی تباہی کے سلسلے کو کوئی نہیں روک نہیں سکے گا۔ 2002 میں اقوام متحدہ نے میلیئم ڈویلپمنٹ گولز جاری کئے تھے جس کے ذریعے 2015 تک آٹھ شعبوں ابتدائی تعلیم، صحت، عرب خواتین کے مساوی حقوق، حقوق اطفال، ماحول کی بہتری ایچ آئی وی ایڈز اور دیگر جان لیوا امراض کے خاتمے اور دفاعی امراض پر قابو پانے کیلئے اہداف مقرر کئے گئے تھے۔ صورتحال کا افسوسناک پہلو یہ ہے کہ #30 فیصد مڈل اسکول میں صرف ایک استاد کلاسوں کو پڑھاتا ہے۔ # مجموعی طور پر اڑھائی کروڑ بچے اسکول نہیں جاتے۔ # دنیا کا ہر دسواں بچہ جو اسکول نہیں جاتا وہ پاکستانی ہے۔ # میلیئم ڈویلپمنٹ گولز میں (ایم ڈی جی) 2015 تک شرح خواندگی 88 فیصد مقرر کیا اور پاکستان میں اس وقت شرح خواندگی 58 فیصد ہے۔ # ایم ڈی جی میں 2015 پر انٹری اسکول جانے والے بچوں کی شرح 100 فیصد مقرر کی گئی۔

اسلام آباد: دنیا بھر میں 11 اکتوبر کو لڑکیوں کا عالمی دن منایا گیا جس کے لیے رواں سال کا موضوع ”لڑکیوں کی تعلیم کے لیے نئی راہیں“ تلاش کرنا تھا۔ پاکستان میں اس مناسبت سے اطفال اور تعلیم و ثقافت سے متعلق اقوام متحدہ کے ذیلی اداروں کے زیر اہتمام وفاقی دارالحکومت اسلام آباد میں ایک خصوصی تقریب بھی منعقد ہوئی۔ اقوام متحدہ کے ادارہ برائے تعلیم، سائنس اور ثقافت (یونیسکو) اور حکومت پاکستان کے اعداد و شمار کے مطابق ملک میں اُن بچوں کی تعداد جو اسکول میں داخل نہیں 67 لاکھ ہے، جن میں لڑکیوں کی شرح لگ بھگ 56 فیصد ہے۔ وفاقی وزیر مملکت برائے تعلیم بلق الرحمن نے تقریب سے خطاب میں کہا کہ پاکستان کا شمار دنیا کے اُن ممالک میں ہوتا ہے جہاں اسکولوں میں داخلے کے بعد پرائمری تک تعلیم مکمل کرنے سے قبل پڑھائی چھوڑ دینے والی لڑکیوں کی تعداد سب سے زیادہ ہے۔ وزیر مملکت نے کہا کہ اس صورت حال کی بڑی وجہ اسکولوں میں مناسب سہولتوں کا فقدان ہے۔ تاہم انھوں نے بتایا کہ تعلیم اور خاص طور پر لڑکیوں کی خواندگی میں اضافہ حکومت کی اولین ترجیحات میں شامل ہے۔ تعلیم کا مسئلہ اس وقت بڑی گھمبیر صورت حال اختیار کر چکا ہے۔ ایک تو ایسے ہی تعلیم کی شرح کم ہے اور اس میں بچیاں خاص کر بہت پیچھے ہیں۔ اسکول میں داخل ہونے والی لڑکیوں کی شرح 63 فیصد جب کہ لڑکوں کی 73 فیصد ہے۔ وزیر مملکت کا کہنا تھا کہ لڑکوں اور لڑکیوں سے متعلق شرح میں موجود اس فرق کو مٹانے کے لیے قومی سطح پر منصوبہ بندی کر لی گئی ہے۔ ہم نے تمام صوبوں کے ساتھ مل کر جو نیشنل پلان آف ایکشن بنایا ہے اس میں موجودہ 10 فیصد فرق کو اگلے تین سال میں 5 فیصد تک لایا جائے گا اور اس کے بعد انشا اللہ جلد ہی ختم کر دیا جائے گا۔ اقوام متحدہ کے ادارہ برائے اطفال (یونیسف) کے تعلیم سے متعلق پروگرام کی افسر صدف ذوالفقار علی نے وائس آف امریکہ سے گفتگو میں کہا کہ پاکستان میں لڑکیوں کو تعلیم کے حصول میں معاشرتی دباؤ سمیت مختلف مسائل کا سامنا ہے۔ ہمیں لڑکیوں کی تعلیم کو خرچ نہیں بلکہ سرمایہ کاری سمجھنی چاہیے۔ ہمارا یہ بات سمجھنا انتہائی ضروری ہے کہ آج بچیوں کی تعلیم میں سرمایہ کاری میں کل کے کتنے فوائد ہیں۔ اسلام آباد میں لڑکیوں کے ایک اسکول کی معلمہ صافیہ نے اس موقع کی تائید کرتے ہوئے کہا کہ ایک لڑکی کو تعلیم سے آراستہ کرنا اس بات کی یقین دہانی ہے کہ اس کا خاندان آئندہ تعلیم یافتہ ہو گا۔ اس ہی چیز کے لیے ہم آج یہ عہد کرتے ہیں کہ آج کے بعد ہم کبھی بھی یہ نہیں سمجھیں گے کہ لڑکیوں کو تعلیم حاصل کرنے کا حق نہیں ہے بلکہ میرے خیال میں وہ لڑکوں سے زیادہ تعلیم کی حق دار ہیں۔ صافیہ کا کہنا تھا کہ وہ خود اور اُن جیسی دیگر خواتین اساتذہ اس بات کی زندہ مثالیں ہیں کہ پڑھی لکھی خواتین تعلیم کے سلسلے کو آگے بڑھا رہی ہیں۔

گیارہ اکتوبر کو دنیا بھر میں لڑکیوں کا عالمی دن منایا گیا۔ رواں سال اس دن کا موضوع ”لڑکیوں کی تعلیم کے لیے نئی راہیں تلاش“ کرنا تھا۔ اقوام متحدہ کے ادارہ برائے تعلیم، سائنس اور ثقافت (یونیسکو) کے مطابق دنیا بھر میں پرائمری اسکول جانے کی عمر والی تین کروڑ 10 لاکھ بچیاں اسکول نہیں جاتی ہیں۔ تاہم یہ، پاکستان اور ایشیاء میں تین ممالک ہیں جہاں ایسی بچیوں کی تعداد سب سے زیادہ ہے۔ یونیسکو اور حکومت پاکستان کے اعداد و شمار کے مطابق ملک میں اُن بچوں کی تعداد جو اسکول میں داخل نہیں ستائیس لاکھ ہے، جن میں بچیوں کی شرح لگ بھگ 56 فیصد ہے۔

کراچی: دختر پاکستان اور ملک میں لڑکیوں کی تعلیم کیلئے آواز بلند کرنے والی ملاہ یوسفزئی کو پاکستان میں تعلیم کے شعبے کے حوالے سے کئی چیلنجز کا سامنا ہے۔ گاہی این این کی ایک تازہ رپورٹ کے مطابق، ملاہ کو طالبان کی جانب سے نشانہ بنائے جانے کے بعد، ملاہ پاکستان میں لڑکیوں کی تعلیم کیلئے ایک رول ماڈل بن کر ابھری ہیں۔ رپورٹ میں کہا گیا ہے کہ، ایسے میں، ملاہ کو پاکستان میں تعلیم کیلئے کام کرنے میں کئی چیلنجز کا

پاکستان میں لڑکیوں کی تعلیم کے فروغ کی ضرورت پر زور
اقوام متحدہ اور حکومت پاکستان کے اعداد و شمار کے مطابق ملک میں اُن بچوں کی تعداد جو اسکول میں داخل نہیں 67 لاکھ ہے، جن میں لڑکیوں کی شرح لگ بھگ 56 فیصد ہے۔

وائس آف امریکہ 11 اکتوبر 2013

لڑکیوں کا عالمی دن اور اُن کی تعلیم کی اہمیت

وائس آف امریکہ 11 اکتوبر 2013

ملاہ اور پاکستانی تعلیمی شعبے کے چیلنج
سی این این کی ایک رپورٹ میں یونیسکو کے حوالے سے بتایا گیا ہے کہ پاکستان

میں 30 لاکھ سے زائد بچیاں اسکول نہیں

جاتیں

وائس آف امریکہ 10 اکتوبر 2013

سامنا رہے گا۔ سی این این نے یونیسکو کے حوالے سے بتایا ہے کہ پاکستان میں 30 لاکھ سے زائد بچیاں اسکول نہیں جاتیں۔ رپورٹ میں یہ بھی انکشاف کیا گیا ہے کہ، 1999ء سے 2010ء کے 10 برس کے عرصے کے دوران، پاکستان میں پرائمری تعلیم کی شرح میں 58 سے 74 فیصد تک اضافہ ہوا، جبکہ لڑکیوں کی تعلیم لڑکوں کے مقابلے میں صرف 14 فیصد ہی ہے۔ پرائمری تعلیم میں 10 لڑکوں کے مقابلے میں صرف 8 لڑکیاں ہی اسکول کا رخ کرتی ہیں۔ یونیسکو کا مزید کہنا ہے کہ ہر دس بچوں میں سے 8 بچیاں اسکول میں پڑھ رہی ہیں، مگر ان کی حالت نہایت پسماندہ ہے۔ رپورٹ میں بتایا گیا ہے کہ پاکستان میں 49 فیصد نوجوان ان پڑھ ہیں جن میں دو تہائی حصہ خواتین کا ہے۔ دنیا میں یہ تیسرے نمبر پر ہے جہاں اتنی بڑی تعداد میں خواتین ان پڑھ ہوں۔ اعداد و شمار بتاتے ہیں کہ سال 2015ء تک یہ تعداد 51 ملین تک پہنچ جائیگی۔ سی این این کی رپورٹ میں مزید کہا گیا ہے کہ 7 سے 16 سال کی عمر کے ایک چوتھائی بچے اسکول نہیں گئے، جسکی وجہ طبقاتی وجوہات اور غربت ہے۔ صوبائی لحاظ سے پنجاب کے 17 فیصد بچے کبھی اسکول نہیں گئے، جبکہ خیبر پختونخوا میں ایسے بچوں کی شرح شرح 25 فیصد، جبکہ صوبہ بلوچستان میں سب سے زیادہ 37 فیصد ہے۔ ان تینوں صوبوں میں لڑکیوں کی ایک بڑی تعداد غربت و افلاس کی وجہ سے اسکول کی تعلیم سے محروم رہی ہیں۔ رپورٹ میں مزید کہا گیا ہے کہ پاکستان میں تعلیم کے شعبے میں نہایت قلیل رقم خرچ ہو رہی ہے۔ اس میں بتایا گیا ہے کہ 1999ء میں تعلیم کا بجٹ 2.6 فیصد سے کم ہو کر 2.3 فیصد رہ گیا جبکہ 2010ء میں حکومت کی جانب سے حکومتی خرچ کا صرف 10 فیصد حصہ تعلیم کیلئے مختص کیا گیا۔ رپورٹ میں مزید بتایا گیا ہے کہ پاکستان میں دفاعی شعبے پر خرچ ہونے والا حصہ تعلیم کے 7 گنا زیادہ ہے۔

اسلامی جمعیت طلبہ پاکستان نے ملکی ترقی

میں تعلیم کی اہمیت کو اجاگر کرنے کے

لئے ”تعمیر، تعلیم سے“ کے سلوگن سے

تعمیر پاکستان مہم کا آغاز کر دیا

جیو اردو 02 اکتوبر 2013

اسلام آباد: اسلامی جمعیت طلبہ پاکستان نے ملکی ترقی میں تعلیم کی اہمیت کو اجاگر کرنے کے لئے ”تعمیر، تعلیم سے“ کے سلوگن سے تعمیر پاکستان مہم کا آغاز کر دیا۔ اس مہم کے ذریعے طلبہ کو تعلیمی امور سے آگاہ کرتے ہوئے تعلیمی اداروں میں تعلیمی کلچر کے فروغ کے ذریعے ملک کی تعمیر اور ترقی میں تعلیم کی اہمیت سے آگاہ کیا جائے گا، جبکہ دوسری طرف طلبہ اور ماہرین تعلیم کی آراء پر مبنی سفارشات کو وزارت تعلیم اور حکومت پاکستان کے حوالے کیا جائے گا۔ بین الاقوامی مقابلہ جات، سیمینارز اور کانفرنسز کے ذریعے طلبہ تک رسائی حاصل کی جائے گی جب کہ تعلیمی اداروں میں تعمیری کلچر کو پروان چڑھانے کے لئے طلبہ تنظیموں کی سرگرمیوں کو منوثر کیا جائے گا۔

ان خیالات کا اظہار ناظم اعلیٰ اسلامی جمعیت طلبہ پاکستان محمد زبیر صفدر نے زبیر حفیظ سیکرٹری جنرل اسلامی جمعیت طلبہ پاکستان، سہیل باہر راہی، ناظم صوبہ خیبر، حسن جاوید، ناظم صوبہ پنجاب شہابی، عرفان حیدر، جنرل سیکرٹری صوبہ پنجاب جنوبی، عبدالصمد، ناظم اسلامی جمعیت طلبہ، اسلام آباد ڈاکٹر حسان، ناظم، اسلامی جمعیت طلبہ راولپنڈی، افضال محمود، ناظم اسلامی جمعیت طلبہ، بین الاقوامی اسلامی یونیورسٹی، امجد بخاری مرکزی سیکرٹری اطلاعات کے ہمراہ پریس کانفرنس سے خطاب کرتے ہوئے کیا۔ انہوں نے مزید کہا کہ پاکستان گزشتہ ایک دہائی سے شدید بد امنی کا شکار ہے، خطے میں ہیر ونی مداخلت کا براہ راست اثر پاکستان پر پڑ رہا ہے۔

بے گناہ پاکستانیوں کا قتل عام ہو رہا ہے۔ دہشت گردی کی وجہ سے اندرون ملک سرمایہ کاری نہ ہونے پر ملکی معیشت کو شدید بحران کا سامنا ہے۔ مہنگائی کی وجہ سے عوام کو رہن سہن میں مشکلات کا سامنا کرنا پڑ رہا ہے۔ جہاں مہنگائی میں اضافہ پڑا وہاں تعلیم اور بجلی کی قیمت میں اضافہ اور روپے کی قدر میں کمی ہوئی وہاں اس کا براہ راست اثر پاکستان کی تعمیر اور ترقی میں تعلیم کی زبوں حالی کی صورت میں نظر آ رہا ہے۔ یوں ملک کی تعمیر اور ترقی میں اہم کردار ادا کرنے والا شعبہ تعلیم دہشت گردی کے خلاف جنگ اور بد امنی کی وجہ سے ارباب اختیار کی نظر سے اوجھل ہو گیا ہے جس کی وجہ سے بنیادی اور اعلیٰ تعلیم میں بہتری کے اقدامات میں خلا نظر آ رہا ہے۔ تعلیم اور منوثر اقدامات نہ ہونے کی وجہ سے قوم عدم یکسوئی کا شکار ہے۔ اور مختلف طبقات میں تقسیم ہو چکی ہے۔

کسی بھی ملک کی ترقی کے لئے قومی وحدت کا ہونا انتہائی ضرور ہے اور تعلیم قومی وحدت میں اہم کردار ادا کرتی ہے، تعلیم کے ذریعے قوم کی ذہنی اور جسمانی نشو و نما ہوتی ہے لیکن بد قسمتی سے پاکستان کا شعبہ تعلیم کوئی متفقہ پالیسی نہ ہونے کی وجہ سے مسائل میں گھر چکا ہے، نصاب تعلیم کے ادبی اور معاشرتی مضامین سے نظریہ پاکستان کے تصور کو بتدریج حذف کیا جا رہا ہے جس سے سائنسی اور پیشہ ورانہ مضامین میں کسی قسم کی جدت پیدا نہیں کی جا رہی۔ بنیادی اور اعلیٰ تعلیم میں خاطر خواہ حکومتی اقدامات نہ ہونے کو جو اہم کارکن غیر ملکی اور غیر سرکاری تنظیمات کیلئے شعبہ تعلیم میں مداخلت کے راستے کھول دیئے گئے جس سے ملک کے نظریاتی تشخص کو شدید نقصانات درپیش ہیں۔ یوں تعلیمی اداروں کا کلچر معاشرتی اور اخلاقی روایات سے دور ہوتا چلا جا رہا ہے۔

ملکی ماہرین تعلیم پر انحصار کی بجائے غیر ملکی مشیران تعلیم کے ذریعے تعلیمی اقدامات کو حکومتی تائید حاصل ہے، تعلیم کی بجکاری اور بورڈ آف

گورنر کے قیام اور ذریعہ تعلیم پر متنازعہ اقدامات منظر عام پر آرہے ہیں، آٹھارہویں ترمیم کے بعد شعبہ تعلیم کو صوبوں کے ذمہ کر دیا لیکن گزشتہ تین سالوں میں کوئی بھی شعبہ خاطر خواہ کام منظر عام پر نہیں ملایا جاسکا۔ پاکستان میں بنیادی تعلیمی سے لے کر اعلیٰ تعلیم کا مستقبل حکومتی عدم توجہی کی بنا پر ہمیشہ کی طرح آج بھی ایک سوالیہ نشان ہے۔ جہاں ایک جانب تعلیمی پالیسی کی متعلق یہ تمام امور توجہ طلب ہیں وہاں دوسری طرف موجودہ تعلیمی بجٹ فی الوقت کی تعلیمی ضروریات کو پورا کرنے کے لئے ناکافی ہے جس کی وجہ سے فیسوں میں اضافہ ہوتا جا رہا ہے۔ اور طلبہ کی بنیادی ضروریات مشکلات میں بدلتی جا رہی ہیں۔

سرکاری اور پرائیویٹ یونیورسٹی کی فیس ایک جیسی ہوتی جا رہی ہیں۔ ڈگری یافتہ طالب علم کے پاس ہنر ہونے کے باوجود روزگار نہیں ہے۔ لیبارٹریز، تحقیقی سہولیات، ہاسٹلز اور ٹرانسپورٹ کی عدم دستیابی کا مسئلہ تمام تعلیمی اداروں کو درپیش ہے۔ تعلیمی اداروں میں سیاسی بھرتیوں نے اداروں کو اساتذہ کی سیاست کا گڑھ بنا دیا ہے۔ اور منوشر امتحانی نظام نہ ہونے کی وجہ سے میرٹ کی حوصلہ شکنی ہو رہی ہے، ایک طرف خواتین کی تعلیم کے لئے بھی قابل عمل اقدامات نہیں کئے جا رہے تو دوسری طرف یونیورسٹیز میں طالبات کی بھرتی ہوئی تعداد کی وجہ سے طلبہ کی نشستیں محدود ہوتی جا رہی ہیں۔

ISLAMABAD-EDUCATIONAL FACILITIES MAP

(October, 2013)

Legend

Education Facility

- A Academy
- College
- Computer Centre
- High secondary
- High School
- Masjid Maktab
- Middle School
- Mosque School
- Primary School
- Technical Institute
- University
- Motorway
- Highway
- Regional Highway
- Main Road
- Street
- Railway Track
- Water Feature
- River
- District
- Boundary

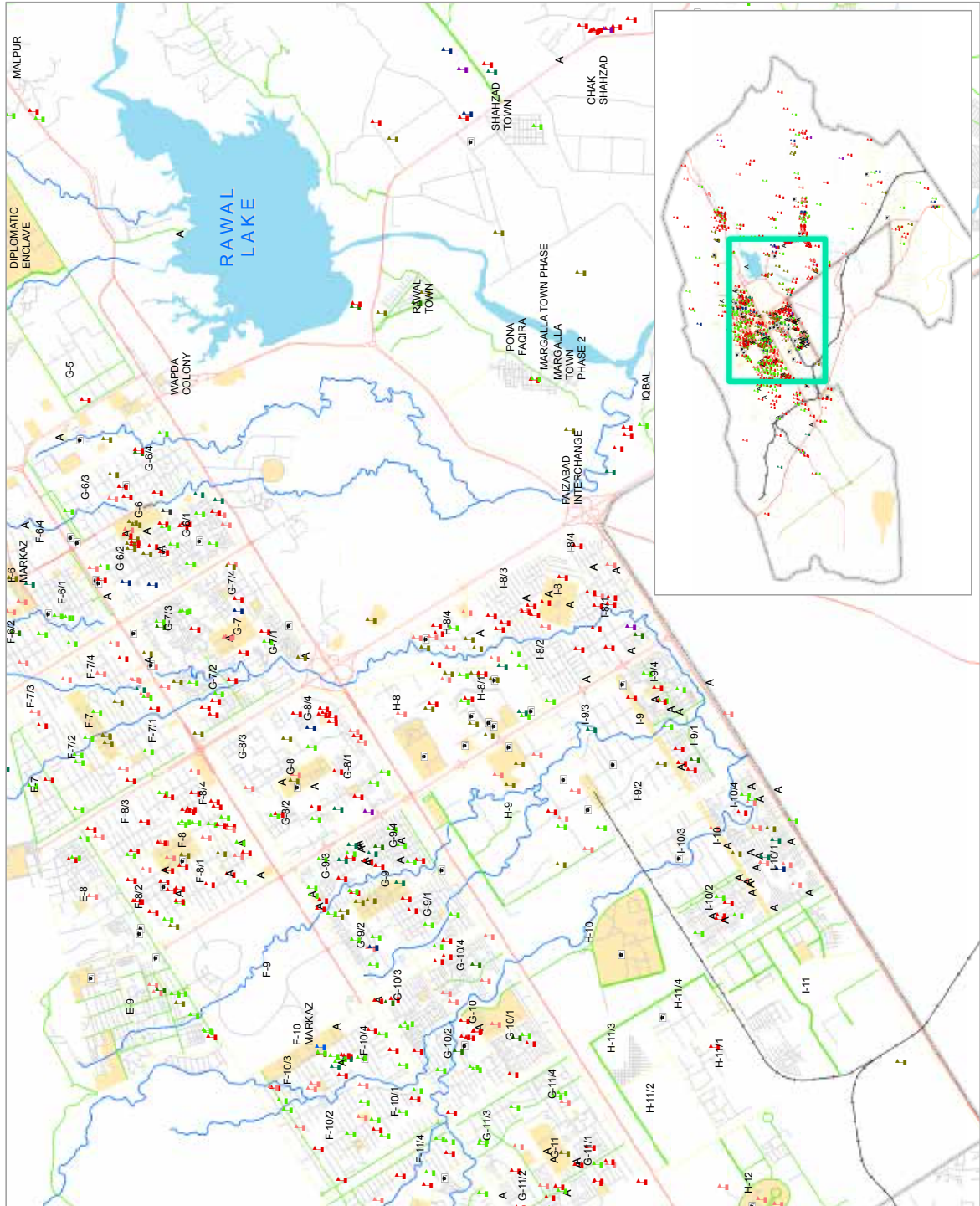
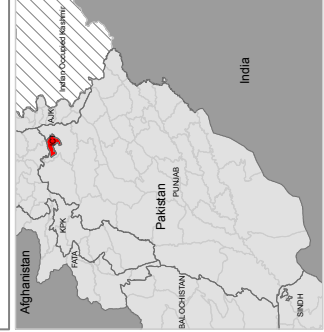
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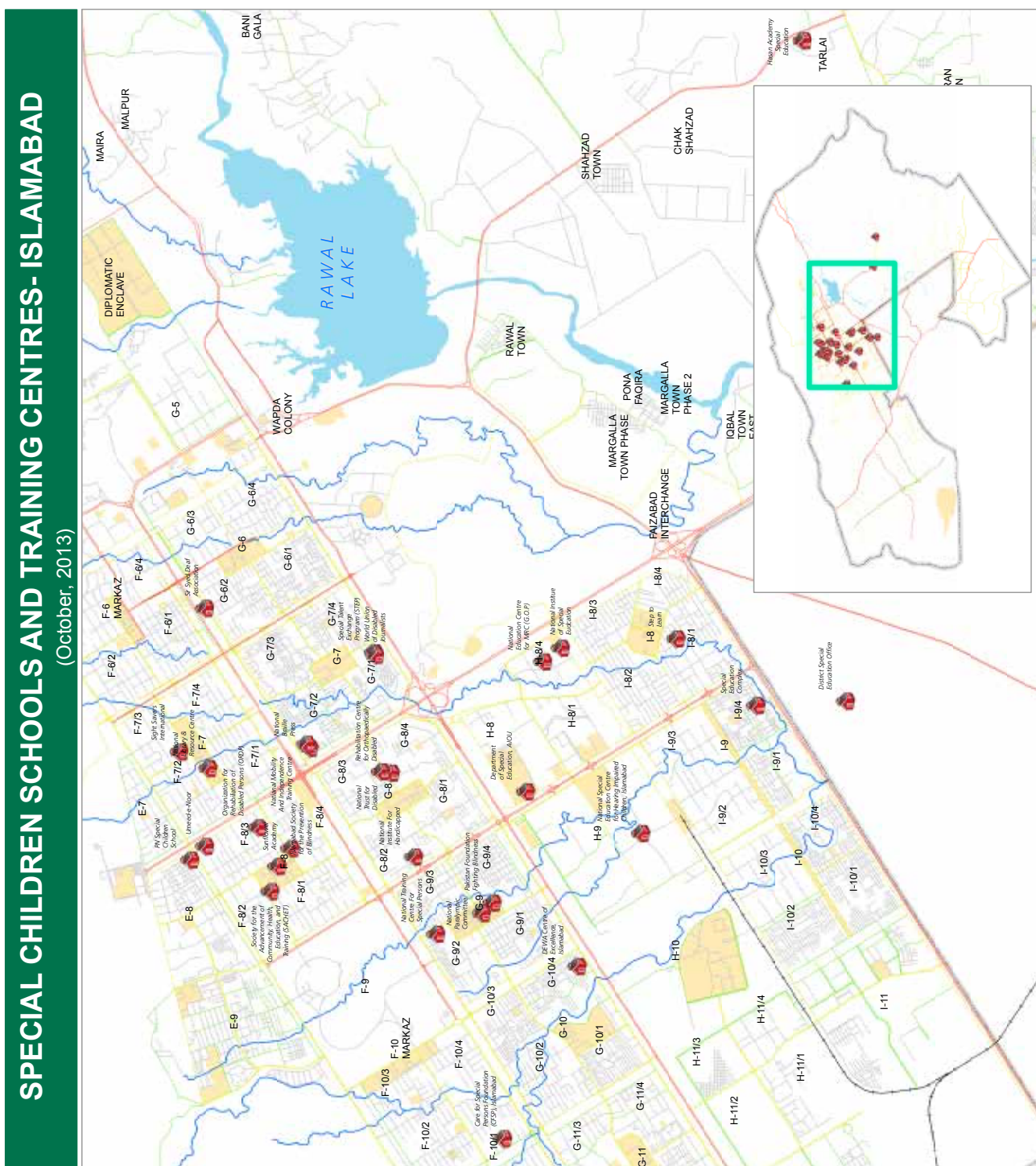
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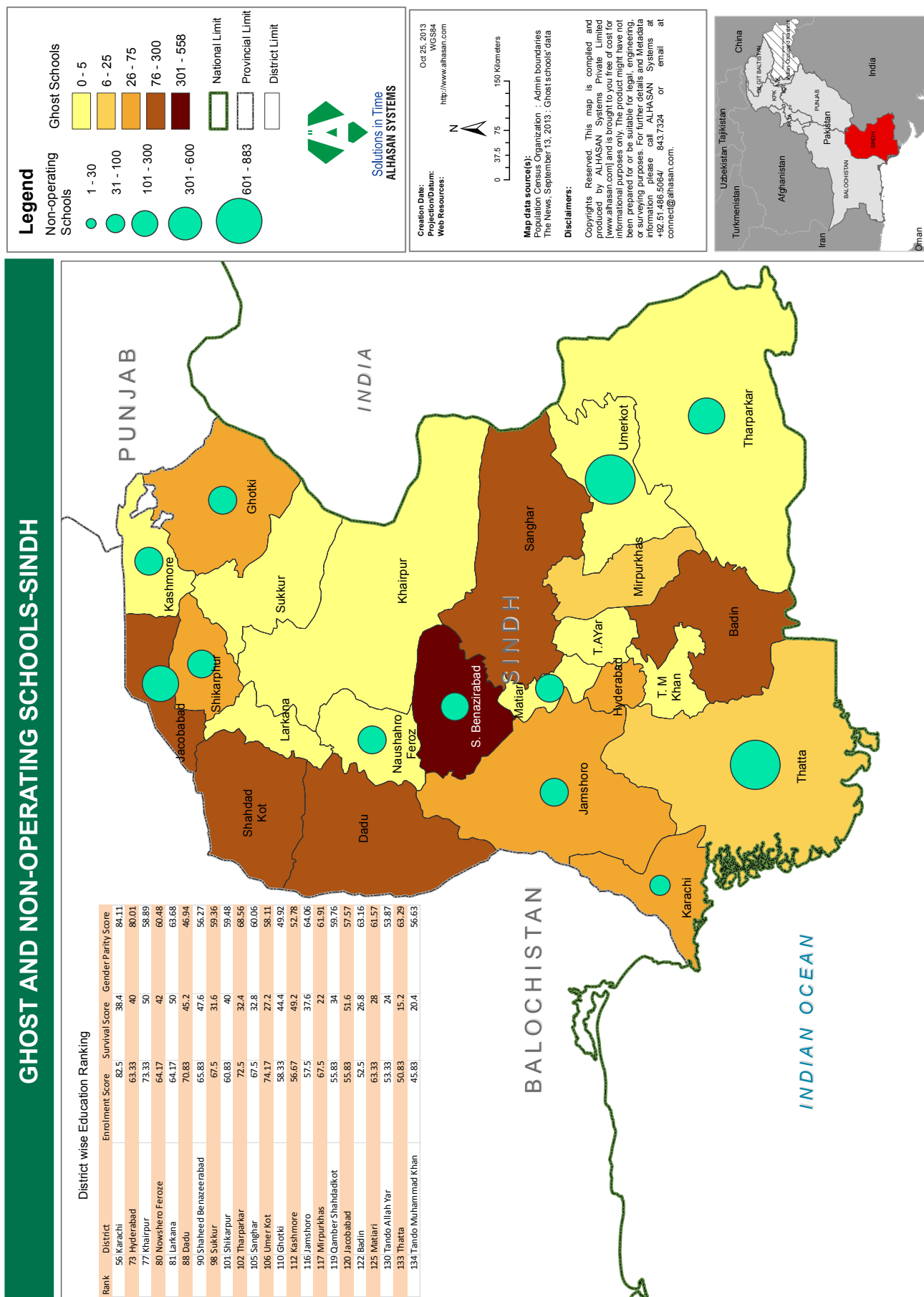
Map data source(s):
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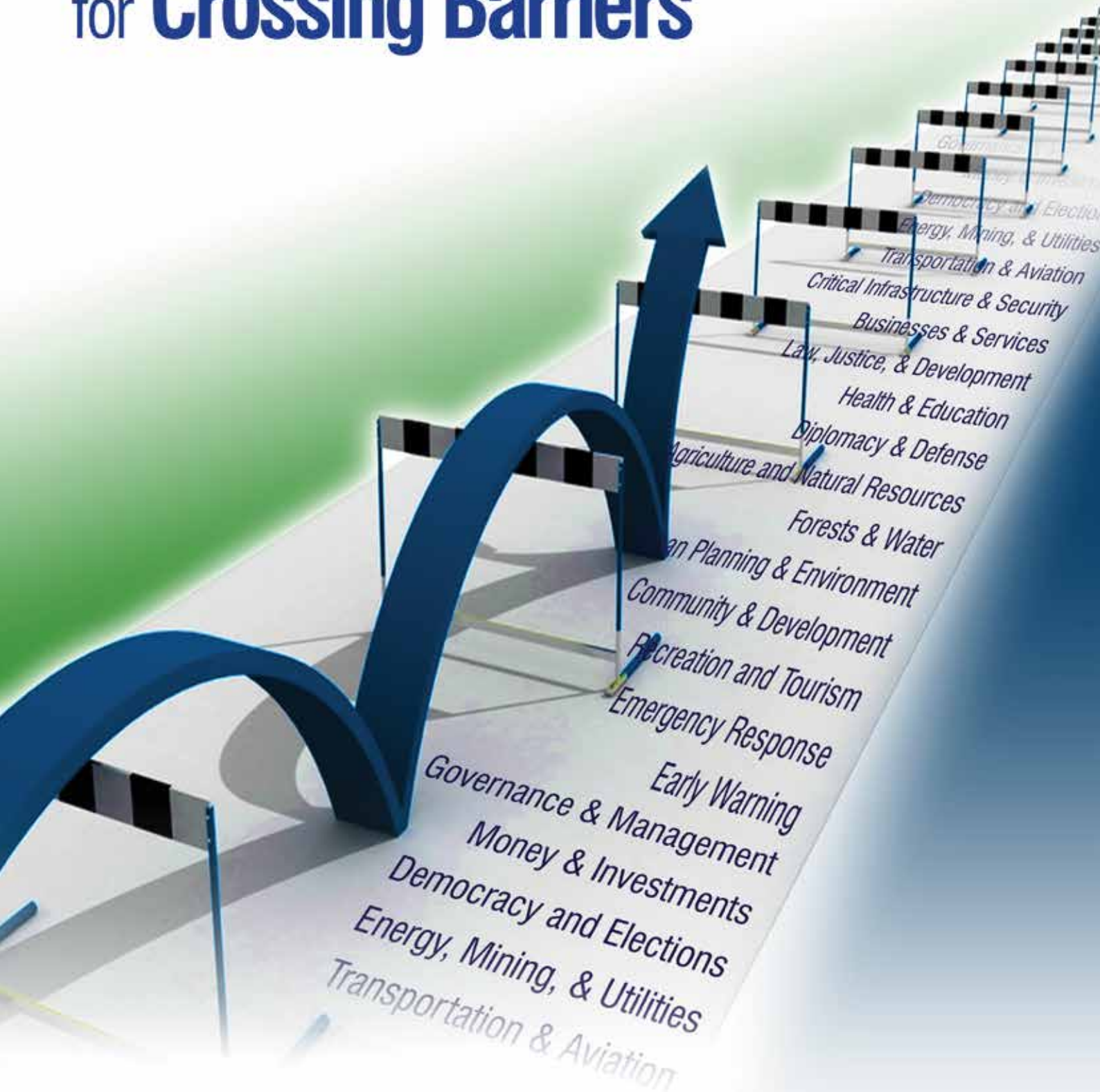
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Education Directory

HUMANITARIAN ORGANIZATIONS	
United Nations Educational, Scientific and Cultural Organization 0092-51-111-710-745 0092-51-2600250 islamabad@unesco.org www.unesco.org.pk UNESCO Office, Serena Business Complex, 7th Floor, Sector G-5, Islamabad	Sindh Health & Education Development Society Sindh 0092-22-2633163 0092-22-2633163 sheds.org@gmail.com 3rd Floor Baitul Mall Building ,Doctors Colony ,Near Lquat University OPD, Hyderabad
Baacha Khan Trust Educational Foundation 0092-91-2601142 0092-91-2601143 mail@bkefoundation.org www.bkefoundation.org House 1, Majeed House, Railway Road University Town, Peshawar	Trust for Rural Uplift and Community Education 00 92 51 2242047 - 8 0092 51 2615106 trucedj@gmail.com House 185, Main Road Service Society, Sector E-11/2, Islamabad
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	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
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	Nutrition Environment and Educational Development 0092-333-2505416 abdullah.umerkot@gmail.com C/o Muhamad Iqbal Shop , ward #310 Khosa Mohalla UC-1
Ghazali Education Trust 0092-42-35222702 0092-42-35222729 info@get.org.pk www.get.org.pk 5-E Samanberg, Johar Town, Lahore	Rural Education & Development Balochistan 0838-510966 0838-510360 read.balochistan@gmail.com Head Office Allah Abad Colony Gandawah, Jaffarabad
HAPE (Health, Awareness, Participatory, Education) Development and Welfare Association 0092-297-724397 hape_org@yahoo.com Boys Hostiles, Taluka Matli, Badin	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
Noor Education Trust 0092-91- 5704801 0092 - 91 5703208 meraghar@brain.net.pk Noor Education Trust Ho.No.17 Arbab Habib Haider Murad Abad Opp. Police Public School Jamrud Road, Peshawar	Motto to Empower the Health, Education and Rights 0092 333 7881255 saif@meher.org.pk www.meher.org.pk MEHER office Main Civil Hospital Road, Near Zakat Office, Dera Allah Yar, District Jaffarabad, Balochistan.
Society for the Advancement of Community, Health, Education and Training 0092-51-2254933 0092-51-2255053 info@sachet.org.pk www.sachet.org.pk	Aga Khan Education Service 0092-213-5863281-5 0092-213-5870736 central@akesp.org www.akesp.org House No 384, F-17/B, Block VII, KDA Scheme 5,

Al-Babar Center, Park Road, F-8 Markaz, Islamabad	Clifton, Karachi
Balochistan Environmental & Education Journey 0092-81 -2827729 0092-81-2825907, 0092-81-2823542 info@beej.org.pk 23-D Samungli Housing Scheme, Peshawar	Reform Support Unit, Education and Literacy Department, Government of Sindh 0092-21-32779323 0092-21-32775740 cpmsu.eldsindh@gmail.com N.J.V. School Building, M.A. Jinnah Road, Karachi
Kohsar Welfare & Educational Society 0092-51-5839446 kohsarnog@gmail.com House # 1322, Street #20, Farash Town, Phase 1, Islamabad	Islamia Educational and Welfare Society 0838-613722 0092 - 3313426500 sdip29@yahoo.com Ali Gohar Chowk Civil Hospital Road, Usta Muhammad, Jaffarabad
Citizens' Voice Project (Trust for Democratic Education and Accountability - TDEA) 0092-51-2100862 0092-51-2100865 info@cvpa-tdea.org www.cvpa-tdea.org Trust for Democratic Education and Accountability - TDEA, PO Box 2101, Islamabad	Bright Educational Society 0092-213-6658999 0092-213-6658999 brightkarachi@yahoo.com ST.1114,1115, Qasba Islamia Colony No.1 UC.9 SITE Town, Karachi
Labor Education Foundation- Punjab 0092-42-36303808 0092-42-36271149 lef@lef.org.pk www.lef.org.pk House 138, Mumtaz Street, Khizar Park, Habibullah Road, Ghari Shau, Lahore	Sarhad Education Forum 0300-5663587 s.edu.forum.org@gmail.com Sarhad Education Forum The Sarhad school ,New Qilla Ground serai Naurang ,
Adult Basic Education Society 0092-55-3856014 0092-55-3258314 vad@abes.org.pk www.abes.org.pk Church Road (Opposite Church), Civil Lines, Gujranwala	Social & Educational Environment Development Society 0092-838-200000 rasheed_magasi2002@yahoo.com Basti Kamal Shah Post office Gandawa, Jaffarabad
Pakistan Education Society 0092-21-6662940,8131377 0092-21-8131377 zeeshanshoki@gmail.com F-148, Qasba Colony, Karachi	National Education Welfare Society 0092-969-707773 news.org_pk@yahoo.com National Education Welfare Society M.Ayub Market G.T Road Serai Naurang, Bannu
Renewable Energy Society for Education, Awareness, Research& Community Help 0092 -51-4446651-2 0092 51 4866011 write@research.org.pk www.research.org.pk House # 24 C-1, Sultan Colony, Street 94, I-8/4, Islamabad	National Educational & Environmental Development Society Balochistan 0092-838-711170 0092-83-8711311, 0092-838-711170 info@needs.org.pk www.needs.org.pk Ward # 03, apposite NADRA Office Dera Murad Jamali, Jaffarabad
Primary Education Project 0092-22-2633450 office.manager@pepdoh.org www.pepdoh.org Diocesan Education Centre, St. Philips Church Compound,3 Jacob Road, Tilak Incline, Hyderabad	Health Oriented Preventive Education 0092-21-34520464 agboat@hope-ngo.com www.hope-ngo.com 5, Amir Khusro Road, Mehvush, Overseas Cooperative Housing Society, Karachi
Rising Educational And Environmental Development Society Balochistan 0092-838-710256/ 0092-838-710256 reeds619@gmail.com REEDS C/o Haq Bahu Photo State, Jaffarabad	DEWS Educational & Welfare Society 0092 51-2579934 tariq.hanfi@gmail.com 146 ,St.No 94. G 11/ 3, Islamabad
Humdard Educational And Environmental Development Society	Women Welfare for Health & Education Services Pakistan

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<p>Association for Water Applied Education and Renewable Energy 0092-232-273054 info@aware.org.pk www.aware.org.pk Kamal Nagar, Opp Army Public School, Chachro, Tharparkar</p>	<p>Society for Education, Health Awareness & Technology 0092 51-2827788 nfo@sehat.org.pk www.sehat.org.pk Society for Education, Health Awareness & Technology House 8, Street 39, G-6/2, Islamabad</p>

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