



25-19/2021-م

ممبرانہ کی تاریخ

تاریخ کی تاریخ

اس کے ساتھ ساتھ " " کی تاریخ

ممبرانہ کی تاریخ کی تاریخ

تاریخ کی تاریخ

M19/KG/2021/04 تاریخ

24 تاریخ

تاجی و سوتیس

تاجی و سوتیس
تاجی و سوتیس



تاجی و سوتیس
تاجی و سوتیس



تاجی و سوتیس

تاجی و سوتیس
تاجی و سوتیس



تاجی و سوتیس
تاجی و سوتیس



تاجی و سوتیس
تاجی و سوتیس



تاجی و سوتیس

تاجی و سوتیس
تاجی و سوتیس



تاجی و سوتیس
تاجی و سوتیس



تاجی و سوتیس
تاجی و سوتیس



تاجی و سوتیس

تاجی و سوتیس
تاجی و سوتیس



تاجی و سوتیس
تاجی و سوتیس



تاجی و سوتیس
تاجی و سوتیس



تاجی و سوتیس

تاجی و سوتیس
تاجی و سوتیس

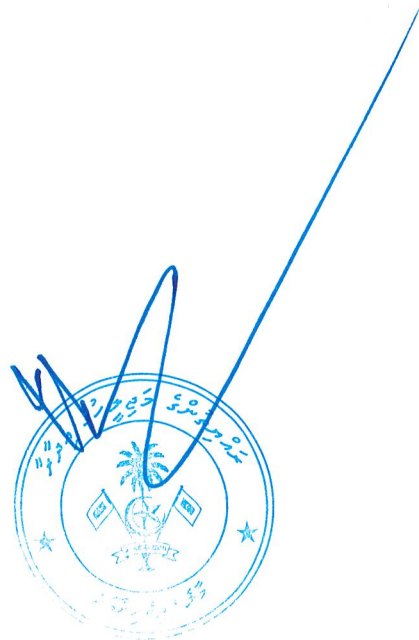


تاجی و سوتیس
تاجی و سوتیس



Handwritten signature in blue ink.

1. ٤٠٠ 5
2. ٤٠٠ 5
3. ٤٠٠ 5
4. ٤٠٠ 6
5. ٤٠٠ 12
6. ٤٠٠ 12
7. ٤٠٠ 13



11. انحرافاً انسانيّاً راجحاً زيادته في الامور المادية والسياسية والاجتماعية، برز في ارجح وجهه وشموعه على سائر وجهات الأمور، انسانيّاً ما تشرف على منكريه على انسانيته المادية والسياسية والاجتماعية، وفيها انحراف على وجهه في انحرافه انسانيّاً من انسانيته المادية والسياسية والاجتماعية، وفيها انحراف على وجهه في انحرافه انسانيّاً من انسانيته المادية والسياسية والاجتماعية؛

12. انحرافاً انسانيّاً برز في ارجح وجهه وشموعه على انسانيته المادية والسياسية والاجتماعية، وفيها انحراف على وجهه في انحرافه انسانيّاً من انسانيته المادية والسياسية والاجتماعية؛

13. انحرافاً انسانيّاً برز في ارجح وجهه وشموعه على انسانيته المادية والسياسية والاجتماعية، وفيها انحراف على وجهه في انحرافه انسانيّاً من انسانيته المادية والسياسية والاجتماعية؛

14. انحرافاً انسانيّاً برز في ارجح وجهه وشموعه على انسانيته المادية والسياسية والاجتماعية، وفيها انحراف على وجهه في انحرافه انسانيّاً من انسانيته المادية والسياسية والاجتماعية؛

15. انحرافاً انسانيّاً برز في ارجح وجهه وشموعه على انسانيته المادية والسياسية والاجتماعية، وفيها انحراف على وجهه في انحرافه انسانيّاً من انسانيته المادية والسياسية والاجتماعية؛

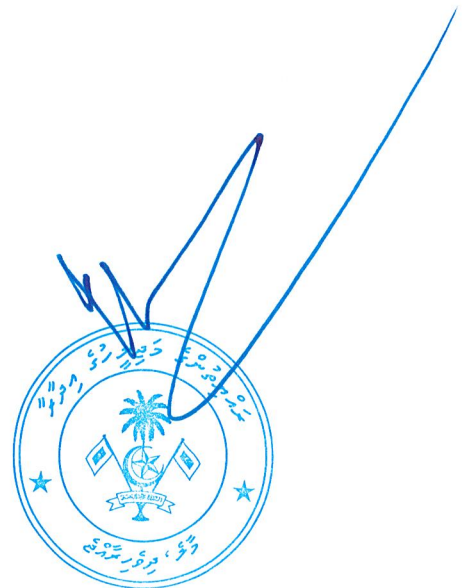
16. انحرافاً انسانيّاً برز في ارجح وجهه وشموعه على انسانيته المادية والسياسية والاجتماعية، وفيها انحراف على وجهه في انحرافه انسانيّاً من انسانيته المادية والسياسية والاجتماعية؛

17. انحرافاً انسانيّاً برز في ارجح وجهه وشموعه على انسانيته المادية والسياسية والاجتماعية، وفيها انحراف على وجهه في انحرافه انسانيّاً من انسانيته المادية والسياسية والاجتماعية؛



حُكْمُ مَدِينَةِ مَكَّةَ الْمُحَرَّمَةِ - 2

تَدْوِينُ مَدِينَةِ مَكَّةَ الْمُحَرَّمَةِ فِي كِتَابِ التَّوْحِيدِ وَالْحَدِيثِ






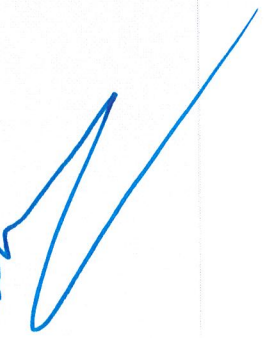
93 وٲٲر ءٲٲرٲ (ر) ءٲٲر ءٲٲرٲ ءٲٲرٲ ءٲٲرٲ
 ءٲٲرٲ ءٲٲرٲ ءٲٲرٲ ءٲٲرٲ ءٲٲرٲ ءٲٲرٲ ءٲٲرٲ
 ءٲٲرٲ ءٲٲرٲ ءٲٲرٲ ءٲٲرٲ ءٲٲرٲ ءٲٲرٲ ءٲٲرٲ
 ءٲٲرٲ ءٲٲرٲ ءٲٲرٲ ءٲٲرٲ ءٲٲرٲ ءٲٲرٲ ءٲٲرٲ
 ءٲٲرٲ ءٲٲرٲ ءٲٲرٲ ءٲٲرٲ ءٲٲرٲ ءٲٲرٲ

ءٲٲرٲ ءٲٲرٲ ءٲٲرٲ ءٲٲرٲ ءٲٲرٲ ءٲٲرٲ
 ءٲٲرٲ ءٲٲرٲ ءٲٲرٲ ءٲٲرٲ ءٲٲرٲ ءٲٲرٲ
 ءٲٲرٲ ءٲٲرٲ ءٲٲرٲ ءٲٲرٲ ءٲٲرٲ ءٲٲرٲ
 ءٲٲرٲ ءٲٲرٲ ءٲٲرٲ ءٲٲرٲ ءٲٲرٲ ءٲٲرٲ
 ءٲٲرٲ ءٲٲرٲ ءٲٲرٲ ءٲٲرٲ ءٲٲرٲ ءٲٲرٲ
 ءٲٲرٲ ءٲٲرٲ ءٲٲرٲ ءٲٲرٲ ءٲٲرٲ ءٲٲرٲ

14 ءٲٲرٲ 1442
 1 ءٲٲرٲ 2021

ءٲٲرٲ ءٲٲرٲ

 ءٲٲرٲ ءٲٲرٲ ءٲٲرٲ ءٲٲرٲ

ءٲٲرٲ ءٲٲرٲ ءٲٲرٲ
 ءٲٲرٲ
 ءٲٲرٲ ءٲٲرٲ





الوزارة
الجمهورية العربية السورية
الجمهورية العربية السورية
الجمهورية العربية السورية

1. الترخيص

الوزارة
الجمهورية العربية السورية
الجمهورية العربية السورية
الجمهورية العربية السورية

2. الترخيص

الوزارة
الجمهورية العربية السورية
الجمهورية العربية السورية
الجمهورية العربية السورية

3. الترخيص

الوزارة
الجمهورية العربية السورية
الجمهورية العربية السورية
الجمهورية العربية السورية

4. الترخيص

الوزارة
الجمهورية العربية السورية
الجمهورية العربية السورية
الجمهورية العربية السورية



تاریخ: ۱۳۹۹/۰۵/۰۵

بسم الله الرحمن الرحيم
این سند به منظور اعلام نتایج آزمون استخدامی دستگاه اجرایی سازمان اسناد و کتابخانه ملی جمهوری اسلامی ایران در تاریخ ۱۳۹۹/۰۵/۰۵ صادر می‌گردد.

تاریخ: ۱۳۹۹/۰۵/۰۵

بسم الله الرحمن الرحيم
این سند به منظور اعلام نتایج آزمون استخدامی دستگاه اجرایی سازمان اسناد و کتابخانه ملی جمهوری اسلامی ایران در تاریخ ۱۳۹۹/۰۵/۰۵ صادر می‌گردد.

۱. کتبی: در این بخش از آزمون، ۱۱۵ نفر از داوطلبان واجد شرایط، بر اساس نمرات کتبی، به مرحله مصاحبه و آزمون عملی راه یافتند. نتایج این بخش به شرح ذیل اعلام می‌گردد.

۲. مصاحبه: در این بخش از آزمون، ۱۱۵ نفر از داوطلبان واجد شرایط، بر اساس نمرات مصاحبه و آزمون عملی، به مرحله نهایی راه یافتند. نتایج این بخش به شرح ذیل اعلام می‌گردد.

۳. آزمون عملی: در این بخش از آزمون، ۱۱۵ نفر از داوطلبان واجد شرایط، بر اساس نمرات آزمون عملی، به مرحله نهایی راه یافتند. نتایج این بخش به شرح ذیل اعلام می‌گردد.

۴. نتایج نهایی: در این بخش از آزمون، ۱۱۵ نفر از داوطلبان واجد شرایط، بر اساس نمرات نهایی، به مرحله نهایی راه یافتند. نتایج این بخش به شرح ذیل اعلام می‌گردد.





بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



دائرة الصحة العامة - وزارة الصحة

دعوى

تقديم

سنة 2020 / 25-B/25/2020 / 01

دائرة الصحة العامة - وزارة الصحة - فلسطين

تقديم

سنة 2019 / 25-G3/22/2019/122 - 25 (تقديم) - 2019

تقديم

2015 - 29 - 2015

دائرة الصحة العامة - وزارة الصحة - فلسطين

دائرة الصحة العامة - وزارة الصحة - فلسطين

تقديم

تقديم

11

06

تقديم

Handwritten signature

دائرة الصحة العامة - وزارة الصحة

دائرة الصحة العامة - وزارة الصحة - فلسطين	
Shamla	
10:35	7/1/2020
03	Zeyna
8:00	08/01/2020

دائرة الصحة العامة - وزارة الصحة - فلسطين





دولة موريتانيا

دولة موريتانيا

دولة موريتانيا

32-LAD/25/2020/28

دولة موريتانيا

دولة موريتانيا

دولة موريتانيا

دولة موريتانيا

دولة موريتانيا

1. دولة موريتانيا

دولة موريتانيا

دولة موريتانيا

دولة موريتانيا

دولة موريتانيا

دولة موريتانيا

دولة موريتانيا

دولة موريتانيا

دولة موريتانيا

2. دولة موريتانيا

دولة موريتانيا

دولة موريتانيا

دولة موريتانيا

دولة موريتانيا

دولة موريتانيا



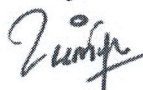


ސަރުކާރުގެ ތިރާފަހިރުކަމުގެ ދަށުން ސަރުކާރުގެ ފަރާތުން ދަތުރު ފަތުރު ޖެހިގެން ދިޔައެވެ. ސަރުކާރުގެ ފަރާތުން ދަތުރު ފަތުރު ޖެހިގެން ދިޔައެވެ. ސަރުކާރުގެ ފަރާތުން ދަތުރު ފަތުރު ޖެހިގެން ދިޔައެވެ.


އިތުރު ފަންނުގެ ދަށުން ސަރުކާރުގެ ފަރާތުން ދަތުރު ފަތުރު ޖެހިގެން ދިޔައެވެ.

25 ޖެޔްތު ޖުމްހޫރިއްޔާ 1441

19 ފެބްރުއާރީ 2020

މަތީ ބަޔާން

އިތުރު ފަންނުގެ ދަށުން
ސަރުކާރުގެ ފަރާތުން ދަތުރު ފަތުރު ޖެހިގެން ދިޔައެވެ.

ސަރުކާރުގެ ފަރާތުން ދަތުރު ފަތުރު ޖެހިގެން ދިޔައެވެ.
މަތީ
ސަރުކާރުގެ ފަރާތުން ދަތުރު ފަތުރު ޖެހިގެން ދިޔައެވެ.



ދިވެހިސަރުކާރުގެ ގެޒެޓް
ދާއިރާ: ދިވެހިސަރުކާރުގެ ގެޒެޓް

ނަންބަރު: 475/29/2020/49

ދިވެހިސަރުކާރުގެ ގެޒެޓް ގައި 2020 ވަނަ އަހަރުގެ 05 ވަނަ ދުވަހު (2020) ގައި
25-G3/475/2020/84 ނަންބަރު ގެ ދަށުން ބަޔާންކުރެއްވި ގޮތުގައި

2020 ވަނަ އަހަރުގެ 05 ވަނަ ދުވަހު (2020) ގައި 25-G3/475/2020/84 ނަންބަރު ގެ ދަށުން

ބަޔާންކުރެއްވި ގޮތުގައި

2020 ވަނަ އަހަރުގެ 05 ވަނަ ދުވަހު (2020) ގައި 25-G3/475/2020/84 ނަންބަރު ގެ ދަށުން

ބަޔާންކުރެއްވި ގޮތުގައި

2020 ވަނަ އަހަރުގެ 05 ވަނަ ދުވަހު (2020) ގައި 25-G3/475/2020/84 ނަންބަރު ގެ ދަށުން

22 ވަނަ ދުވަހު 1441

13 ވަނަ ދުވަހު 2020

ދިވެހިސަރުކާރުގެ ގެޒެޓް

Handwritten signature and text in black ink.



ދިވެހިސަރުކާރުގެ ގެޒެޓް
ދާއިރާ: ދިވެހިސަރުކާރުގެ ގެޒެޓް

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ



جسٹس سٹیج پر ایڈووکیٹ جنرل
ڈیپٹی چیف جوائنٹ سٹاف

سروس نمبر: 28-LA-1/ 25 /2020/243

جسٹس سٹیج پر ایڈووکیٹ جنرل اور چیف جوائنٹ سٹاف کے ذریعے
ایڈووکیٹ جنرل کے نام سے درخواست کی گئی ہے کہ

سروس نمبر 25-G3/28/2020/265 (05 جنوری 2020) کے تحت ایڈووکیٹ جنرل کے پاس

درخواست کی گئی ہے۔

ایڈووکیٹ جنرل کے پاس ایڈووکیٹ جنرل کے نام سے درخواست کی گئی ہے کہ
ایڈووکیٹ جنرل کے پاس ایڈووکیٹ جنرل کے نام سے درخواست کی گئی ہے کہ
ایڈووکیٹ جنرل کے پاس ایڈووکیٹ جنرل کے نام سے درخواست کی گئی ہے کہ
ایڈووکیٹ جنرل کے پاس ایڈووکیٹ جنرل کے نام سے درخواست کی گئی ہے کہ

ایڈووکیٹ جنرل کے پاس ایڈووکیٹ جنرل کے نام سے درخواست کی گئی ہے کہ

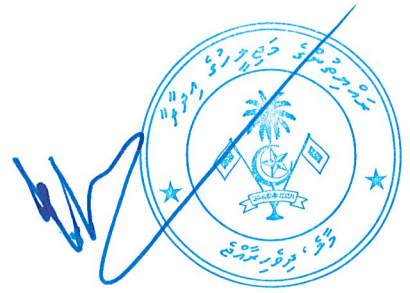
30 جنوری 1441

21 جنوری 2020

ایڈووکیٹ جنرل
ایڈووکیٹ جنرل کے پاس
ایڈووکیٹ جنرل کے پاس



جسٹس سٹیج پر ایڈووکیٹ جنرل
ڈیپٹی چیف جوائنٹ سٹاف



Safe Schools Declaration

The impact of armed conflict on education presents urgent humanitarian, development and wider social challenges. Worldwide, schools and universities have been bombed, shelled and burned, and children, students, teachers and academics have been killed, maimed, abducted or arbitrarily detained. Educational facilities have been used by parties to armed conflict as, inter alia, bases, barracks or detention centres. Such actions expose students and education personnel to harm, deny large numbers of children and students their right to education and so deprive communities of the foundations on which to build their future. In many countries, armed conflict continues to destroy not just school infrastructure, but the hopes and ambitions of a whole generation of children.

Attacks on education include violence against educational facilities, students and education personnel. Attacks, and threats of attack, can cause severe and long lasting harm to individuals and societies. Access to education may be undermined; the functioning of educational facilities may be blocked, or education personnel and students may stay away, fearing for their safety. Attacks on schools and universities have been used to promote intolerance and exclusion – to further gender discrimination, for example by preventing the education of girls, to perpetuate conflict between certain communities, to restrict cultural diversity, and to deny academic freedom or the right of association. Where educational facilities are used for military purposes it can increase the risk of the recruitment and use of children by armed actors or may leave children and youth vulnerable to sexual abuse or exploitation. In particular, it may increase the likelihood that education institutions are attacked.

By contrast, education can help to protect children and youth from death, injury and exploitation; it can alleviate the psychological impact of armed conflict by offering routine and stability and can provide links to other vital services. Education that is 'conflict sensitive' avoids contributing to conflict and pursues a contribution to peace. Education is fundamental to development and to the full enjoyment of human rights and freedoms. We will do our utmost to see that places of education are places of safety.

We welcome initiatives by individual States to promote and protect the right to education and to facilitate the continuation of education in situations of armed conflict. Continuation of education can provide life-saving health information as well as advice on specific risks in societies facing armed conflict.

We commend the work of the United Nations Security Council on children and armed conflict and acknowledge the importance of the monitoring and reporting mechanism for grave violations against children in armed conflict. We emphasize the importance of Security Council resolution 1998 (2011), and 2143 (2014) which, inter alia, urges all parties to armed conflict to refrain from actions that impede children's access to education and encourages Member States to consider concrete measures to deter the use of schools by armed forces and armed non-State groups in contravention of applicable international law.

We welcome the development of the *Guidelines for protecting schools and universities from military use during armed conflict*. The Guidelines are non-legally binding, voluntary guidelines that do not affect existing international law. They draw on existing good practice and aim to provide guidance that will further reduce the impact of armed conflict on education. We welcome efforts to disseminate these guidelines and to promote their implementation among armed forces, armed groups and other relevant actors.

We stress the importance, in all circumstances, of full respect for applicable international law, including the need to comply with the relevant obligations to end impunity.

Recognizing the right to education and the role of education in promoting understanding, tolerance and friendship among all nations; determined progressively to strengthen in practice the protection of civilians in armed conflict, and of children and youth in particular; committed to working together towards safe schools for all; we endorse the *Guidelines for protecting schools and universities from military use during armed conflict*, and will:

- Use the *Guidelines*, and bring them into domestic policy and operational frameworks as far as possible and appropriate;
- Make every effort at a national level to collect reliable relevant data on attacks on educational facilities, on the victims of attacks, and on military use of schools and universities during armed conflict, including through existing monitoring and reporting mechanisms; to facilitate such data collection; and to provide assistance to victims, in a non-discriminatory manner;
- Investigate allegations of violations of applicable national and international law and, where appropriate, duly prosecute perpetrators;
- Develop, adopt and promote 'conflict-sensitive' approaches to education in international humanitarian and development programmes, and at a national level where relevant;
- Seek to ensure the continuation of education during armed conflict, support the re-establishment of educational facilities and, where in a position to do so, provide and facilitate international cooperation and assistance to programmes working to prevent or respond to attacks on education, including for the implementation of this declaration;
- Support the efforts of the UN Security Council on children and armed conflict, and of the Special Representative of the Secretary-General for Children and Armed Conflict and other relevant UN organs, entities and agencies; and
- Meet on a regular basis, inviting relevant international organisation and civil society, so as to review the implementation of this declaration and the use of the guidelines.



GUIDELINES FOR PROTECTING SCHOOLS AND UNIVERSITIES FROM MILITARY USE DURING ARMED CONFLICT

Parties to armed conflict are urged not to use schools and universities for any purpose in support of their military effort. While it is acknowledged that certain uses would not be contrary to the law of armed conflict, all parties should endeavour to avoid impinging on students' safety and education, using the following as a guide to responsible practice:

Guideline 1: Functioning schools and universities should not be used by the fighting forces of parties to armed conflict in any way in support of the military effort.

- (a) This principle extends to schools and universities that are temporarily closed outside normal class hours, during weekends and holidays, and during vacation periods.
- (b) Parties to armed conflict should neither use force nor offer incentives to education administrators to evacuate schools and universities in order that they can be made available for use in support of the military effort.

Guideline 2: Schools and universities that have been abandoned or evacuated because of the dangers presented by armed conflict should not be used by the fighting forces of parties to armed conflict for any purpose in support of their military effort, except in extenuating circumstances when they are presented with no viable alternative, and only for as long as no choice is possible between such use of the school or university and another feasible method for obtaining a similar military advantage. Other buildings should be regarded as better options and used in preference to school and university buildings, even if they are not so conveniently placed or configured, except when such buildings are specially protected under International Humanitarian Law (e.g. hospitals), and keeping in mind that parties to armed conflict must always take all feasible precautions to protect all civilian objects from attack.

- (a) Any such use of abandoned or evacuated schools and universities should be for the minimum time necessary.
- (b) Abandoned or evacuated schools and universities that are used by the fighting forces of parties to armed conflict in support of the military effort should remain available to allow educational authorities to re-open them as soon as practicable after fighting forces have withdrawn from them, provided this would not risk endangering the security of students and staff.
- (c) Any traces or indication of militarisation or fortification should be completely removed following the withdrawal of fighting forces, with every effort made to put right as soon as possible any damage caused to the infrastructure of the institution. In particular, all weapons, munitions and unexploded ordnance or remnants of war should be cleared from the site.

Guideline 3: Schools and universities must never be destroyed as a measure intended to deprive the opposing parties to the armed conflict of the ability to use them in the future. Schools and universities—be they in session, closed for the day or for holidays, evacuated or abandoned—are ordinarily civilian objects.

Guideline 4: While the use of a school or university by the fighting forces of parties to armed conflict in support of their military effort may, depending on the circumstances, have the effect of turning it into a military objective subject to attack, parties to armed conflict should consider all feasible alternative measures before attacking them, including, unless circumstances do not permit, warning the enemy in advance that an attack will be forthcoming unless it ceases its use.

- (a) Prior to any attack on a school that has become a military objective, the parties to armed conflict should take into consideration the fact that children are entitled to special respect and protection. An additional important consideration is the potential long-term negative effect on a community's access to education posed by damage to or the destruction of a school.
- (b) The use of a school or university by the fighting forces of one party to a conflict in support of the military effort should not serve as justification for an opposing party that captures it to continue to use it in support of the military effort. As soon as feasible, any evidence or indication of militarisation or fortification should be removed and the facility returned to civilian authorities for the purpose of its educational function.

Guideline 5: The fighting forces of parties to armed conflict should not be employed to provide security for schools and universities, except when alternative means of providing essential security are not available. If possible, appropriately trained civilian personnel should be used to provide security for schools and universities. If necessary, consideration should also be given to evacuating children, students and staff to a safer location.

- (a) If fighting forces are engaged in security tasks related to schools and universities, their presence within the grounds or buildings should be avoided if at all possible in order to avoid compromising the establishment's civilian status and disrupting the learning environment.

Guideline 6: All parties to armed conflict should, as far as possible and as appropriate, incorporate these Guidelines into, for example, their doctrine, military manuals, rules of engagement, operational orders, and other means of dissemination, to encourage appropriate practice throughout the chain of command. Parties to armed conflict should determine the most appropriate method of doing this.

