



RIGHT
TO EDUCATION
PAKISTAN



▶ THE YELLOW BOOK

FOR VOICE: GUIDE TO BUILDING ADVOCACY CASES (SDG 4.1, 4.7 AND 4.A)



Article 25 A:
“The State shall provide free and compulsory education to all children of age 5-16 years in such a manner as may be determined by law” was finally made a part of the constitution”



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April 2019

Supported by Open Society Foundations



Acknowledgements

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We appreciate the enthusiasm shown by our civil society partners and Education Youth Ambassadors (EYAs) for practically using the Green, Blue and Yellow Books in their efforts for promoting the Right to Education Campaign.

We have endless gratitude for all the unnamed heroines and heroes who are working day and night, in their own capacities, to make Right to Education a reality.

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CHAPTER 1

INTRODUCTION



CHAPTER 1: INTRODUCTION

The Yellow Book puts together a guide to advocacy cases of Right to Education in Pakistan in three streams, (1) stories of Education activism from ITA's Education Youth Ambassadors in remote areas, (2) School Report Cards that present the appalling situation of various schools and the need for social activism, and (3) the role of social media in campaigning for the Right to Education.

The Yellow Book brings together stories from the field, real-life experiences shared by ITA's Education Youth Ambassadors in their campaign for Right to Education. The Yellow Book aims to present the ground realities of Education Activism around Pakistan, giving local context that is vital for the implementation of any Education policy.

The Yellow Book specifically highlights the hard work and commitment of many inspirational women advocating for the Right to Education. As this book, especially Chapter 3, shows, women have been instrumental in leading community mobilization for Right to Education, for children and adult literacy. Women have used their limited resources in various creative ways, resulting in community-led projects focused on multifaceted issues, like out of school children and women's empowerment. These stories are very inspirational for all rights activists and provide lessons that all other similar initiatives can learn from.

The Yellow book also provides a comparative case study of specific schools in rural areas of Pakistan, emphasizing the need for Education activism. It introduces the School Report Cards, a campaign spearheaded by EYAs, that present a detailed visual perspective on particular schools. This brings to light the various issues faced by Educational institutions in Pakistan, contrasting how schools in different geographical regions are functioning. This includes the basic facilities present, the availability and qualifications of teachers, and the infrastructural

conditions. This exploration is done keeping in mind the learning outcomes, by gender, prevalent in the relevant district.

Moreover, the Yellow Book also presents an overview of some recent social media campaigns on Right to Education. This is a very important and relevant resource as social media is becoming increasingly useful in galvanizing support for and organizing mass movements. A discussion on the strengths of specific social media campaigns is included, with a guide to what makes such a campaign effective.

We hope that this Book provides recognition to those striving for the Right to Education, and helps mobilize those who are willing to take the next step toward Education activism.

Read the interactive Global Education Monitoring Youth Report [here!](#)



How to use this book:

- Navigate to Chapter 2 for Stories from Sindh, and Chapter 3 for Khyber Pakhtunkhwa
- Navigate to Chapter 4 for a brief analysis on the situation of schools in Panu Akil, Sukkur, and Babuzai, Swat
- Navigate to Chapter 5 for a discussion on social media and the Right to Education Campaign



CHAPTER 2

STORIES FROM SINDH

CHAPTER 2: STORIES FROM SINDH

The ITA team, along with Education Youth Ambassadors, have worked tirelessly in Sukkur to help materialize Right to Education in Pakistan. Here are some stories and experiences of Education activism from Sindh.

2.1 A Girl with Dreams but Lack of Opportunity

For most girls in the rural areas of Shikarpur, access to Education is more a privilege than a basic and recognized right. There are numerous girls who are still deprived of their fundamental Right to Education. The main factors that pose obstacles in their access to Education are inaccessibility to schools, missing facilities, shortage of separate girls' schools, poor quality of Education, religious finalism and cultural customs and traditions that prevail in certain areas. All these factors also result in poor retention rate of female students in schools, becoming a further obstacle in Education.

Severa, a 14 year old girl, belongs to Khosa, and resides in a small village of Misri Khan Chachar, District Sukkur. She comes from a disadvantaged socio-economic background and has four other siblings. Even though, her parents noticed her interest in Education, she dropped out of school in the 4th class. Her motivation to gain knowledge was further amplified as she saw her brothers going to school every day. However, due to poverty and reluctance of parents to educate girls, she had to drop out of school.

Idara-e-Taleem-o-Aagahi (ITA) introduced the Right to Education (RTE) Campaign, which aims to achieve Free and Quality Education for all by generating increased awareness and support amongst the youth, school teachers and communities under the Article 25-A of the Constitution.

Article 25A gives Right to Free and Quality Education to all children between the ages of 5-16 years. One day, one of ITA's EYAs, named Mrs. Saima Noureen and Mrs. Farheen Qureshi, conducted a mothers' awareness session in the village. They raised awareness about high drop-out rate and low enrollment in school. Ms. Savera was one of the children identified who dropped out of school but were highly motivated. Teachers and ITA volunteers persuaded parents to value girls' Education.



It was the first time that such an awareness session was conducted in which those children were identified who were eligible and interested in learning, but were out of school. Her parents also appreciated ITA for such a wonderful step taken in their village. They were informed about girls' only schools in the locality where Savera could easily study; it was an ideal situation for them. Now, after completing one year, Miss Savera is a brilliant and extra ordinarily talented child. She was found to be a model student in all classes around the village, and her performance in reading, writing, memorizing and understanding has remained outstanding. Her mother has expertise in dress-making and embroidery, and Savera also learned to stitch clothes and do embroidery, helping her mother in her work.

Girls like Ms. Savera are an asset of Pakistan and may brighten the future generations of the country.

Piece written by Abdul Karim Soomro

Assistant RTE, ITA, Sukkur, Sindh



2.2 Re-opening Schools and Bringing Communities together

In the Village of Yousuf Mochi, there was no concrete concept of Education and the villagers were also resistant to educating girls. There was a school which was closed for many years, however, in the records of the Government it was functional. The school teachers never reported this and the school building was in poor condition. There was only one room which was good enough for the community person to conduct their Otak/Bethak in the evening.

Idara-e-Taleem-o-Aagahi conducted the Muahallah Committee session of the village and found out that many children were already admitted in the Government schools, and others were eager to enroll. Since the condition of the schools in this village was not good, ITA not only repaired these schools but also provided necessary equipment in the DC-III project 2015. In addition, ITA's team had multiple sessions with the villagers about girls' Education and many of them agreed to take action.

After seeing that the schools were now functioning properly, the teachers also started reporting to their duties. In the first year, because of ITA's efforts, 35 children were admitted in mainstream Education that were previously being home schooled or not studying at all. Today these girls and boys are studying in different classes in school. ITA introduced the idea of Early Childhood Education in this locality; ECE is still running in these schools and numerous children are getting Education, with optimistic learning outcomes.



Piece written by Mr. Ishfque Ahmed and Mr. Shafique Ahmed

ITA Education Youth Ambassadors, Yousuf Mochi, Sukkur



2.3 Ghost School in Mubarakpur

In the district of Sukkur, Taluka Rohri, there was no Government or private school in the 15 kilometer radius, containing 9 villages. The villages were named Village Allah Rakhiyo Kaenjo, Peer Bux Bhayo, Jeewan Rajar, Naseer Malik, Wali Mohammad Mangrio, Piyaro Mahar, Lundo, Jaan Mohammad Shanbani and Village Mubarakpur.

There was one school building that was available in the Village Mubarakpur but it was not operational and was closed since many years. It was functional just on the record of the Government but the teachers never came to school. In addition, there were only two rooms in this building that could possibly be made into classes, others were in terrible condition.

In this region, there was little importance given to Education and many villagers were resistant to girl's Education. In these villages, the community person conducted Otaq/Bethak in the evening, where community issues were discussed. The ITA EYA's conducted a Muhalla Committee session where Right to Free and Quality Education was addressed. They also conveyed the importance of girls' Education, and tried to convince the parents to be supportive towards it. After all this effort, the door the discussing girl's Education was opened and this was a topic of discussion in many households. Gradually, many of the villagers understood the importance of Education and allowed their daughters to pursue Education.

This was a success as, due to the increased commitment to Education in the community, the



school started functioning and teachers also began reporting to their duties. In the first year, ITA facilitated the enrollment of 10 girls and 15 boys to school who were studying informally, if at all. Today they are studying in different grades at the school and learning eagerly.

ITA's introduced concept of ECE is still running in that school and 75 children are getting educated nowadays.

Piece written by Mr. Abdul Samad Kaenjo and Mr. Mushtaque Ahmed

ITA Education Youth Ambassadors, Taluka Rohri, Sukkur

2.4 Volunteer-led Enrolment Campaign

According to ASER 2018 district level data, the gap between enrolment of girls and boys is very vast; boys are almost twice as many in number than girls. This shows the ground reality, that access to Education for girls is not mainstream. Factors that pose obstacles to obtaining



Education are inaccessibility to schools, lack of mobility and infrastructure, shortage of separate girl schools, low quality Education, extremist notions, and traditions prevalent in some areas which result in weak retention and enrollment rates of girls in schools.

One day our team member (EYAs) named Mr. Abdul Samad Kanejo and Mr. Mustaque Ahmed Kanejo conducted separate awareness sessions for women and men in the village. These sessions targeted the concept of Right to Education to highlight the need to educate every child between the ages of

5-16 years. The participants were also made aware that this is a Fundamental Right guaranteed by the Constitution, and that they should demand it.

It was the first time that such a session was conducted in this village, where importance of women's Education was highlighted. The women and men who participated in these sessions said that they hadn't realized the importance of Education, especially for girls. They appreciated this initiative of ITA to raise such awareness as it had informed them about their rights and liberties. The ITA team members worked very hard to educate the women and men to understand the importance of Education and enroll their children in school.

Now, after completing one year, numerous children are going to school, and the enrollment rates have risen. The children are quite brilliant and talented. They were found to be excellent students until the fifth grade and their performance in reading, writing, memorizing and understanding remains remarkable. There is still a problem of low retention rates as the perception of returns to schooling are low in the community.



Piece written by Abdul Karim Soomro

Assistant RTE, ITA, Sukkur



CHAPTER 3

STORIES FROM KHYBER PAKHTUNKHWA

CHAPTER 3: STORIES FROM KHYBER PAKHTUNKHWA

After listening to uplifting stories of Education advocacy in Sindh, we now turn our attention to Khyber Pakhtunkhwa. Here, numerous unswerving and gifted Education Youth Ambassadors have been working to achieve Free and Quality Education for all. These young volunteers have also spearheaded various inventive initiatives to make Right to Education a reality in their communities.

3.1 Nadia Sarwar: An Activist, an Entrepreneur and an Inspiration

Ms. Nadia Sarwar is an exemplary EYA, associated with ITA since 2016. She hails from Swat, Khyber Pakhtunkhwa, and has had an inspirational journey as a community activist. She worked as a multiplier for change to motivate many others about Right to Education; she hosted various discussion on the subject across schools in Khyber Pakhtunkhwa, reiterating Right to Education as a Fundamental Right, contained in Article 25 A of the Constitution of Pakistan.

Her activism did not stop here as she broke new grounds of committed action, by starting a school in her ancestral village. Tarbori is a village located in a socioeconomically disadvantaged area, near Phulra Mansehra in Khyber Pakhtunkhwa. The village was deprived of a well-functioning school, and the nearest Government school was many kilometers away. Ms. Sarwar mobilized the community and raised funds to set up a local school in her community; her father



and uncle supported her efforts and rallied resources in getting this school made. Teachers were hired and trained, and the school was set up in May 2017, with a strength of around 200 students.



She was a medical student at Khyber Medical University Peshawar; in her own right, she has been a brave blogger, article writer, motivational speaker and social activist. She has founded a start-up called Elaj Ghar (house of healing), which provides medical advice and treatment to patients in the vicinity. This service is ground-breaking for the region, as it is given online and in person by experts in the field. Elaj Ghar also organizes health and hygiene seminars for the community, raising awareness about numerous common, but avoidable, medical concerns that exist. As a volunteer social worker, she has worked tirelessly for the betterment of the community. She is an avid writer and commentator on current events,

and strives to make people aware of the current dilemmas and tragedies happening around the world. She regularly writes on local and international current affairs and participates in formal and informal platforms to educate people accordingly. She is also involved in training students from different institutions and backgrounds about peace building and conflict resolution.

Ms. Nadia Sarwar is also an up and coming community leader, as she is the Minister of Women Affairs and Empowerment at the National Youth Assembly. She is the President of the Insaf Youth Wing (IYW) Peshawar region and the Urdu Literacy Society head at KMU. She is a trainer and speaker at Center for Awareness Training and Development (CATD). She was also involved in a community outreach project, where she carried out career counseling of Matric (9th and 10th grade) students, providing information about the job market and giving relevant advice.



Content submitted by: Nadia Sarwar

3.2 Huma Shakir: Proven Devotion for Right to Education and Women Empowerment

Ms. Huma Shakir is an extraordinary EYA, and was one of the trainees at the RTE Teacher Training in Mingora, Swat. She belongs to Bahrain, a town in Swat, where many girls were discouraged to study or work. As a result of the ITA training, she was inspired to mobilize women for Education activism in her community. After the training in Swat, she used easily available technology to organize action. She created platforms on social media to encourage discussions on the RTE legislations and implementation status in the local context, along with other social issues. Due to her dedication toward the Right to Education, she organized several further trainings in her area, creating a multiplier effect for Education awareness.



She, along with her colleagues, took the initiative to sponsor Education of those children who could not otherwise afford it; this also includes Technical and Vocational Education and Training (TVET), depending on the interest of the pupil. She also took on the task of promoting adult literacy and informal Education in Mingora, by organizing a community led movement for people to take responsibility and educate interested adults around them. She has been teaching Mathematics, Urdu and English to her uncle and helpers; she regularly gives them homework and ensures their adequate learning. In this campaign stay-at-home women and girls are also involved so that they can gain Education or help train their relatives who are interested in learning. Ms. Huma Shakir thinks this is a very positive process, as informal Education helps connect people to knowledge systems, hence facilitating all the positive effects of formal Education.



Ms. Huma Shakir also took on the challenging task of giving women in Swat a platform to showcase their talent in writing and voice their opinion on important issues prevailing within the society. Many of these women were not allowed to participate in public spaces so this was an important opportunity for them. These women showcased their work which was published under a pseudo names to protect their identity, and not deprive them of representation.



Ms. Huma Shakir has been a champion of Education and Women's Rights in her region, and her commitment and drive for Right to Education is commendable.

Content submitted by Ms. Huma Shakir

ITA Education Youth Ambassador, Mingora, Swat

3.3 Nargis Ara: Research-Based Advocacy in Remote Settings

Ms. Nargis Ara is another inspirational youth leader who is also affiliated with ITA as an Education Youth Ambassador. She is the Principal of a Degree Girls College in Swat and has done her PhD in Education. She has been involved with children with behavioral challenges and has a background in Psychology and Early Childhood Education. She also works as an Educational consultant and a teaching assistant at Barack University.

Ms. Nargis Ara has been working for the Right to Education with deep conviction, and has helped activate many of her colleagues, during her PhD and research, in the same regard. She has organized multiple peer groups for detailed discussions on Right to Education, Child Rights and inclusion, igniting numerous necessary discussions on issues faced by children in the community. Ms. Nargis Ara also conducts and facilitates pro bono workshops for teachers in Swat, where research based techniques of addressing child behavior and learning are promulgated. These workshops focus on teachers' capacity building, the role of teachers in helping children deal with behavioral and learning challenges. In this process, numerous teachers have been trained in various workshops conducted in various schools. This initiative was taken under the belief that if teachers are polished and get good opportunities for learning and enhancing their skills then children's performance and wellbeing will also improve, enhancing the quality of Education provided. She has also conducted activities and workshops for students, training them to be aware of the issues they face, and how to manage them.

One of the core strengths of Ms. Nargis Ara's trainings is that she takes advanced academic research and conveys it in a manner that is understandable and relevant for people in urban and rural settings. Her story also serves as an example of how community development can be accelerated by an efficient use of resources and creativity.



Content submitted by Ms. Huma Shakir

ITA Education Youth Ambassador, Mingora, Swat

3.4 Saima: the Helping Hand that Changed a Life

Ms. Asiya Eijaz is an ITA Educational Youth Ambassador from Swat that deserves recognition for her efforts. She is a lecturer at the Girls Degree College and works tirelessly for Right to Education and women's issues. One of her initiatives changed the life of a brilliant young girl; she sponsored and facilitated the Education of Saima, a bright young girl who was deprived of her Right to Education because of poverty.

Saima is the daughter of a caretaker at a government college. She belongs to an underserved area of Swat where girl's Education is not entirely accepted. Despite being very intelligent, not being able to afford Education was a major obstacle for her to pursue her ambitions. Due to the support from Ms. Asiya Eijaz, she got an opportunity to study, pursue her passion for Education and fulfil her complete potential. Saima exhibited utter dedication toward her studies and successfully completed her Matriculation Examination in Sciences. Due to her hard work, Saima was accepted in the esteemed Government Nursing College and is studying Nursing, while also working in Royal Hospital in Mingora. At the hospital, she is able to earn enough to fund her own expenses while her Education is being sponsored by Ms. Asiya Eijaz. Saima has, thus, shown a strong work-ethic as she continues to achieve excellent grades while working. This story shows that talent and ambitions reside within children at all levels in society and all children, when their Right to Education is fulfilled, may have the opportunity to fulfil their potential and give back as hard-working members of the community.

In addition to her support for children like Saima, another important initiative of Ms. Asiya Eijaz was the Bethak School System. In this project, the grave situation of limited availability of schools for girls in Swat was addressed. This was an attempt to increase Education opportunities and improve learning outcomes for girls. Living rooms in people's homes were utilized for Educational purposes where those who were deprived of their Right to Education could be educated. This reiterates the impact of dedicated efforts of a selected few in improving the Educational scenario in a community.

Content submitted by: Ms. Huma Shakir

ITA Education Youth Ambassador, Mingora, Swat



CHAPTER 4

DISTRICT SCHOOL REPORT CARDS



CHAPTER 4: DISTRICT SCHOOL REPORT CARDS

An innovative and successful campaign enabled by ITA and carried out, autonomously and efficiently, by Education Youth Ambassadors was the development of School Report Cards.

An immensely useful and thorough process undertaken by the Education Youth Ambassadors (ITA's youth volunteers) in Sukkur and Swat was the data collection for School Report Cards. ITA designed these report cards and disseminated them to the EYAs. The EYAs, then, visited schools in their surroundings and collected the information needed for the Report Cards. The Report Cards are a user-friendly tool that provide understandable information and detailed statistics on specific schools, allowing for informed analysis and decision-making. These Report Cards can be easily understood by all Education stakeholder (all citizens, including parents, teachers, students, policymakers etc.), making them a vital tool for empowering activism and knowledge dissemination.

The School Report Cards, discussed in this section, provide a detailed perspective of the on-ground situation of schools. These include public and private schools in Panu Akil tehsil, Sukkur district, and Babuzai tehsil, Swat district. In this section, we study the findings and provide brief analysis.

4.1 Schools in Panu Akil, Sindh

5 schools in Panu Akil were visited and reported on by EYAs. These include the GBPS Ghulam M. Qazi, GBPS Moso Chachar, GBPS Noor-ul- Chachar, GBPS Yousaf Mochi and GBPS Sultan Chachar.

4.1.1 GBPS Ghulam M. Qazi

EYA

SCHOOL REPORT CARD

School Profile

EMS/SEMS/BEMS Code	418010368	School Name	GBPS Ghulam M. Qazi
District	Sukkur	Tehsil/Taluqa	Pano Akil
Village	Ghulam M. Qazi	Muza/Uc/Qc	Sadhoja
School Function	Functional	Ownership	School Education and Literacy Department
Level	Primary	Est. Year	1987
		Building Status	Govt. Owned
Construction Type	Non-Pacci	Building Condition	Rough
National Constituency Number (NA):	206		
Provincial Constituency Number (PP/PS/PB/PK):	25		

Number of Enrolled children currently		Attendance (On the day of visit)		Girls Enrollment
Class	Boys	Boys	Girls	
Kachi	18	15	—	
ECE/Pacci	14	9	—	
1	11	9	—	
2	7	7	—	
3	6	6	—	
4	1	1	—	
5	4	4	—	
Total	61	51	33	

Level

Primary

School type:

Boys

Gender Studying

Boys | Girls

TEACHING STAFF

POSTS	Filled	Vacant
Sanction	05	03

ATTENDANCE

02

STUDENT TEACHER RATIO

30/1

Room Facilities

TOTAL ROOMS	02
CLASSROOMS	02

EYA

SCHOOL REPORT CARD

Number of Teaching Staff

Posts/Designation			Total
Posts	Sanctioned Posts	5	5
	Filled Posts	2	2
	Vacant Posts	3	3
Attendance	Present on the day of visit	2	2
Student Teacher Ratio (STR)			30/1

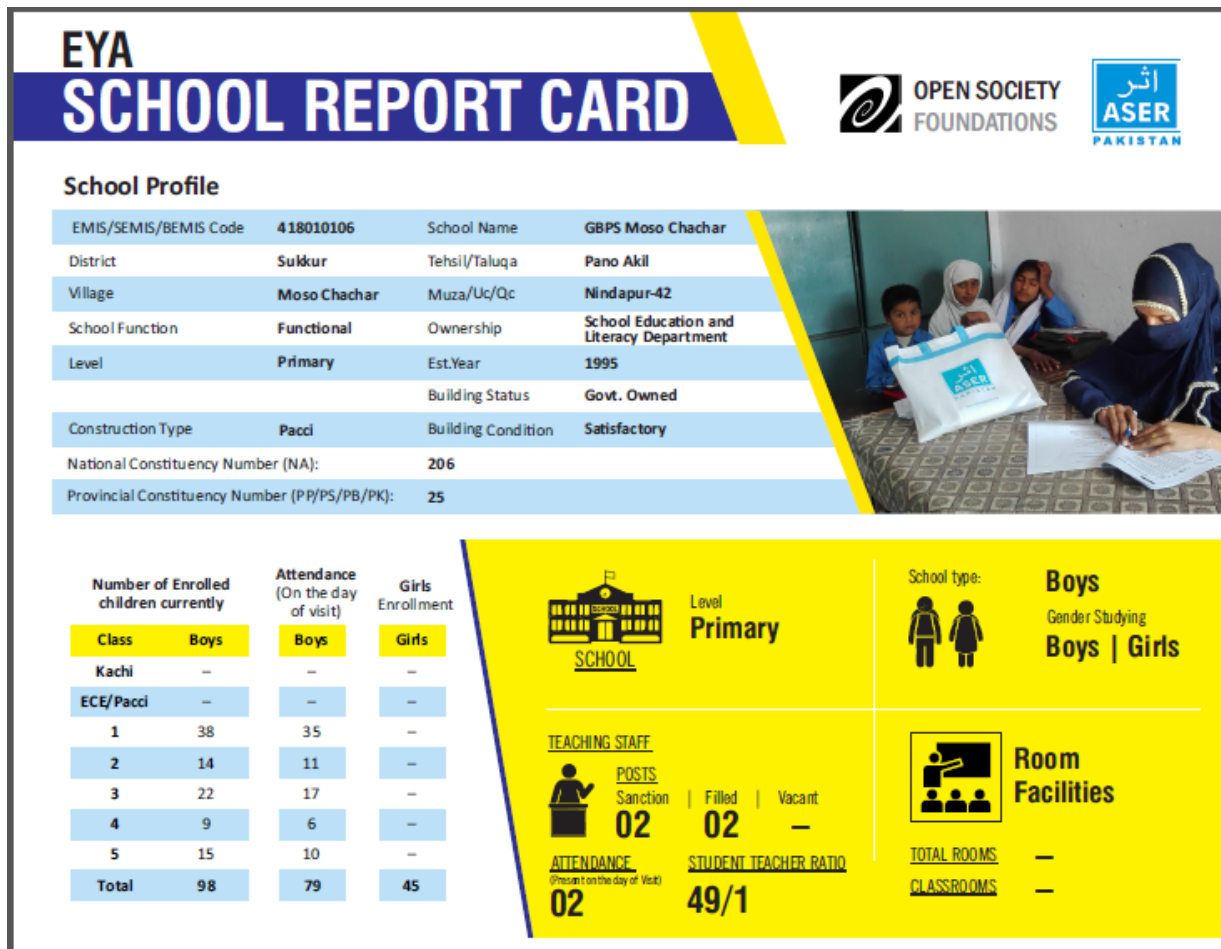
Facilities (Yes/No)

BASIC FACILITIES		ROOM FACILITIES	
Drinking Water	Yes	Total Rooms	2
Electricity	Yes	Classrooms	2
Boundary Wall	No	Staff Room	No
Main Gate	No	Store Room	No
Play Ground	Yes	Library	No
Toilets	Yes		

www.aserpakistan.org

This is a Government-owned school in Sukkur. Even though it is a boy's school, there are some girls enrolled. The condition of the building and facilities is poor, as there is no boundary wall, staff room, store room or library. The school is also understaffed, as only 2 teachers are employed while 5 have been sanctioned.

4.1.2 GBPS Moso Chachar



EYA

SCHOOL REPORT CARD

OPEN SOCIETY FOUNDATIONS

اثر ASER PAKISTAN

Number of Teaching Staff

Posts/Designation		Total
Posts	Sanctioned Posts	2
	Filled Posts	2
	Vacant Posts	0
Attendance	Present on the day of visit	2
	Student Teacher Ratio (STR)	49/1

Facilities (Yes/No)

BASIC FACILITIES		ROOM FACILITIES	
Drinking Water	No	Total Rooms	—
Electricity	No	Classrooms	—
Boundary Wall	No	Staff Room	No
Main Gate	No	Store Room	No
Play Ground	No	Library	No
Toilets	No		

www.aserpakistan.org

This school is also Government owned; it is a boys' school but girls are also enrolled. It is relatively newer, established in 1995. The condition of the building is relatively better and the sanctioned teachers' positions are filled. However, for over 100 enrolled children, only 2 teachers have been sanctioned.

4.1.3 GBPS Noor-ul- Chachar

EYA

SCHOOL REPORT CARD

OPEN SOCIETY FOUNDATIONS

اثر ASER PAKISTAN

School Profile

EMIS/SEMIS/BEMIS Code	418010468	School Name	GBPS Noor-ul- Chachar
District	Sukkur	Tehsil/Taluqa	Pano Akil
Village	Noor-ul-Chachar	Muza/Uq/Qc	Sadhoja
School Function	Functional	Ownership	School Education and Literacy Department
Level	Primary	Est. Year	1987
		Building Status	Govt. Owned
Construction Type	Non-Paccl	Building Condition	Rough
National Constituency Number (NA):	206		
Provincial Constituency Number (P/PS/PB/PK):	25		

Number of Enrolled children currently	Attendance (On the day of visit)	Girls Enrollment
Class	Boys	Girls
Kachi	15	—
ECE/Paccl	30	23
1	11	9
2	13	12
3	12	12
4	12	10
5	13	12
Total	106	78

SCHOOL

Level Primary

TEACHING STAFF

POSTS Sanction 05 Filled 02 Vacant 03

ATTENDANCE (Present on the day of Visit) 02

STUDENT TEACHER RATIO 53/1

School type: Boys

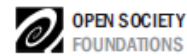
Gender Studying Boys | Girls

Room Facilities

TOTAL ROOMS 01

CLASSROOMS 01

EYA SCHOOL REPORT CARD



Number of Teaching Staff

Posts/Designation			Total
Posts	Sanctioned Posts	5	5
	Filled Posts	2	2
	Vacant Posts	3	3
Attendance	Present on the day of visit	2	2
Student Teacher Ratio (STR)			53/1

Facilities (Yes/No)

BASIC FACILITIES		ROOM FACILITIES	
Drinking Water	No	Total Rooms	1
Electricity	No	Classrooms	1
Boundary Wall	No	Staff Room	No
Main Gate	No	Store Room	No
Play Ground	No	Library	No
Toilets	No		

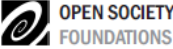

www.aserpakistan.org

This is another Government owned boys' school, with some enrolment of girls. The condition of the building is weak as it is not *pacci*, and only has 1 room. 5 teaching positions have been sanctioned for this school, but only 2 teachers are employed. This leads to a tragic student teacher ratio, as well. Since the school only has 1 room, there is no staff room, store room or library. There is also a dire lack of other necessary facilities like drinking water, electricity, boundary wall, main gate, playground and toilets.

4.1.4 GBPS Yousaf Mochi


EYA

SCHOOL REPORT CARD





School Profile

EMIS/SEMIS/BEMIS Code	418010337	School Name	GBPS Yousaf Mochi
District	Sukkur	Tehsil/Taluqa	Pano Akil
Village	Yousaf Mochi	Muza/Uc/Qc	Nindapur Bullu-32
School Function	Functional	Ownership	School Education and Literacy Department
Level	Primary	Est.Year	1987
		Building Status	Govt. Owned
Construction Type	Pacci	Building Condition	Satisfactory
National Constituency Number (NA):	206		
Provincial Constituency Number (PP/PS/PB/PK):	25		



Number of Enrolled children currently		Attendance (On the day of visit)		Girls Enrollment	
Class	Boys	Boys	Girls	Boys	Girls
Kachi	29	19	—	—	—
ECE/Pacci	—	—	—	—	—
1	12	12	—	—	—
2	15	14	—	—	—
3	16	11	—	—	—
4	14	10	—	—	—
5	17	7	—	—	—
Total	103	73	32		



Level

Primary

School type:

Boys

Gender Studying

Boys | Girls

TEACHING STAFF

POSTS

Sanction

03

Filled

03

Vacant

—

ATTENDANCE

(Present on the day of Visit)

03

STUDENT TEACHER RATIO

34/1

Room Facilities

02

TOTAL ROOMS

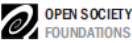

02

CLASSROOMS

—

EYA

SCHOOL REPORT CARD

Number of Teaching Staff

Posts/Designation			Total
Posts	Sanctioned Posts	3	3
	Filled Posts	3	3
	Vacant Posts	0	0
Attendance	Present on the day of visit	3	3
Student Teacher Ratio (STR)			34/1

Facilities (Yes/No)

BASIC FACILITIES		ROOM FACILITIES	
Drinking Water	No	Total Rooms	2
Electricity	No	Classrooms	—
Boundary Wall	Yes	Staff Room	No
Main Gate	No	Store Room	No
Play Ground	No	Library	No
Toilets	No		

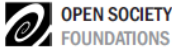

www.aserpakistan.org

This is a Government-owned boys' school with some girls enrolled as well. All the sanctioned teaching positions are filled, however, there are only 2 rooms, no drinking water, electricity, main gate, playground, toilets, staff room or library.

4.1.5 GBPS Sultan Chachar


EYA

SCHOOL REPORT CARD





School Profile

EMIS/SEMS/BEMS Code	418010467	School Name	GBPS Sultan Chachar
District	Sukkur	Tehsil/Taluqa	Pano Akil
Village	Sultan Chachar	Muza/Uc/Qc	Sadhoja
School Function	Functional	Ownership	School Education and Literacy Department
Level	Primary	Est.Year	1986
		Building Status	Govt. Owned
Construction Type	Non-Pacci	Building Condition	Rough
National Constituency Number (NA):	206		
Provincial Constituency Number (PP/PS/PB/PK):	25		



Number of Enrolled children currently		Attendance (On the day of visit)		Girls Enrollment
Class	Boys	Boys	Girls	
Kachi	—	—	—	
ECE/Pacci	22	15	—	
1	15	10	—	
2	7	5	—	
3	10	7	—	
4	6	5	—	
5	10	6	—	
Total	70	48	31	



Level

Primary

School type:

Boys

Gender Studying

Boys | Girls

TEACHING STAFF

POSTS	Sanction	Filled	Vacant
03	01	02	

ATTENDANCE

01

STUDENT TEACHER RATIO

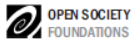

70/1

Room Facilities

TOTAL ROOMS	02
CLASSROOMS	01

EYA

SCHOOL REPORT CARD

Number of Teaching Staff

Posts/Designation			Total
Posts	Sanctioned Posts	3	3
	Filled Posts	1	1
	Vacant Posts	2	2
Attendance	Present on the day of visit	1	1
Student Teacher Ratio (STR)			70/1

Facilities (Yes/No)

BASIC FACILITIES		ROOM FACILITIES	
Drinking Water	No	Total Rooms	2
Electricity	No	Classrooms	1
Boundary Wall	No	Staff Room	No
Main Gate	No	Store Room	No
Play Ground	No	Library	No
Toilets	No		

www.aserpakistan.org

This is a Government boys' school, established in 1986. Similar to the schools discussed above, some girls are also enrolled here. This school faces a tragic student-teacher ratio, as only 1 teaching member has been hired, while 3 are sanctioned. The school also does not have basic facilities like drinking water, electricity, boundary walls, playground and toilet.

4.2 Schools in Babuzai, Khyber Pakhtunkhwa

We now discuss the cases of some Government owned schools in Babuzai tehsil of Khyber Pakhtunkhwa.

4.2.1 GGHS Shahdara Swat

EYA

SCHOOL REPORT CARD

School Profile

EMIS/SEMIS/BEMIS Code:	34567	School Name:	GGHS Shahdara Swat
District Name:	Swat	Tehsil/Taluqa:	Babozai
Village Name:	Hayatabad	Muza/Uc/Qc:	Nawakaly-Shahdara
School Function:	Yes	Est. Year:	2009
Level:	High	Building Status (Owned or On Rent):	Owned
Primary Up Gradation:		Building Condition:	Satisfactory
Middle Up Gradation:		National Constituency Number (NA #):	3
High Up Gradation:	2010	Provincial Constituency Number (PP/PS/PB/PK #):	

Number of Children Currently Enrolled		Attendance (On the day of visit)	
Class	Boys	Boys	Girls
Kachi			
ECE/Pacci			
1			
2			
3			
4			
5			
6		132	124
7		138	126
8		132	119
9		98	88
10		87	80
Total		587	537

SCHOOL

Level

High

School Type:

All Girls

Gender Studying

M:

F: yes

TEACHING STAFF

POSTS	Sanction	Filled	Vacant
	29	26	3

ATTENDANCE

(Present on the day of Visit)

25

STUDENT TEACHER RATIO

22:1

Room Facilities

TOTAL ROOMS	11
CLASSROOMS	7

EYA

SCHOOL REPORT CARD

EDUCATION YOUTH AMBASSADOR

RIGHT TO EDUCATION PAKISTAN

No. of Posts

Posts	Sanctioned Posts	29	Teacher Attendance	Present on the day of visit	25
	Filled Posts	26		Security Guard	
	Vacant Posts	3	Non Faculty	Sweeper	
Student Teacher Ratio		22:1	Assessment / Exams Results Display (SAT,PEASE,BISE)	Please specify Yes or No	

Number of Qualified Teaching Staff

Posts	Educational Qualification	Below Matric	0	Matric	0	FA / FSC	165	BA / BSC	3	MA / MSC	18	M.Phil	1	Other	4
	Professional Qualification	None	0	PTC	0	CT	0	B.Ed	11	M.Ed	10	Other		5	

School Level (Yes)

Primary

Middle

Secondary

Yes

Facilities

BASIC FACILITIES	(Yes/No)	SPORTS FACILITIES	(Yes/No)	ACADEMIC FACILITIES	(Yes/No)
Drinking Water	Yes	Hockey	No	Total Rooms	11
Electricity	yes	Table Tennis	Yes	Classrooms	7
Boundary Wall	Yes	Cricket	No	Science Lab	Yes
Main Gate	Yes	Badminton	Yes	Comp. Lab	Yes
Play Ground	No	Football	No	Library	Yes
Toilets	Yes	Volleyball	No	Comp. instructor	Yes

Funds/Grants

Yes/No

NSB/SMC Grant Received	No	Chairs for Staff	Yes
If Other Mention	No	Desks / Chairs for students	Yes
Total Funds Received	0		
Used Funds	0		
Remaining Funds	0		

www.rtepakistan.org

This is a Government owned, all-girl's high school, where we see no enrolment of boys. The number of enrolled children is substantial and the school is relatively new and updated. Most of the sanctioned teaching positions are staffed and the student-teacher ratio is moderate. A vast majority of the employed teachers are also present, and the school has many basic facilities, including laboratories, and some sports facilities.

4.2.2 GMS Serajabad

EYA

SCHOOL REPORT CARD

EDUCATION YOUTH AMBASSADOR

RIGHT TO EDUCATION PAKISTAN

School Profile

EMIS/SEMIS/BEMIS Code:	41059	School Name:	GMS Serajabad
District Name:	Swat	Tehsil/Taluqa:	Babozai
Village Name:	Nawakaly	Muza/Uc/Qc:	Nawakaly
School Function:	Functional	Est. Year:	2005
Level:	Middle	Building Status (Owned or On Rent):	Owned
Primary Up Gradation:		Building Condition:	Satisfactory
Middle Up Gradation:	2016	National Constituency Number (NA #):	3
High Up Gradation:		Provincial Constituency Number (PP/PS/PB/PK #):	

Number of Children Currently Enrolled

Class	Boys	Girls	Boys	Girls
Kachi				
ECE/Pacci				
1				
2				
3				
4				
5				
6	34		32	
7	25		24	
8	20		19	
9				
10				
Total	79		75	

Attendance (On the day of visit)

Boys	Girls

SCHOOL

Level

Middle

School Type:

All Boys

Gender Studying

M: Yes

F:

TEACHING STAFF

POSTS	Sanction	Filled	Vacant
	6	5	1

ATTENDANCE (Present on the day of visit)

4

STUDENT TEACHER RATIO

15:1

Room Facilities

TOTAL ROOMS	4
CLASSROOMS	3

EYA

SCHOOL REPORT CARD

EDUCATION YOUTH AMBASSADOR

RIGHT TO EDUCATION PAKISTAN

No. of Posts		Sanctioned Posts		6	Teacher Attendance		Present on the day of visit	4
Posts	Filled Posts	5			Non Faculty	Security Guard		
	Vacant Posts	1				Sweeper		
Student Teacher Ratio		15:1		Assessment / Exams Results Display (SAT,PEASE,BISE) Please specify Yes or No				

Number of Qualified Teaching Staff										
Posts	Educational Qualification	Below Matric	Matric	F.A / FSC	BA / BSC	1	MA / MSC	3	M.Phil	1
	Professional Qualification	None	PTC	CT	B.Ed	3	M.Ed	1	Other	1

School Level (Yes)	Primary	Middle	Yes	Secondary
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Facilities					
BASIC FACILITIES		(Yes/No)	SPORTS FACILITIES		(Yes/No)
Drinking Water	No		Hockey	No	
Electricity	Yes		Table Tennis	No	
Boundary Wall	Yes		Cricket	No	
Main Gate	Yes		Badminton	No	
Play Ground	No		Football	No	
Toilets	Yes		Volleyball	No	

ACADEMIC FACILITIES		(Yes/No)
Total Rooms		4
Classrooms		3
Science Lab		No
Comp. Lab		No
Library		No
Comp. instructor		No

Funds/Grants		Yes/No
NSB/SMC Grant Received		No
If Other Mention		No
Total Funds Received		0
Used Funds		0
Remaining Funds		0

Chairs for Staff	Yes
Desks / Chairs for students	Yes

www.rtepakistan.org

This is a Government owned middle school in Swat for boys. It has been upgraded relatively recently and the building condition is moderate. The student-teacher ratio is well above average, and most of the sanctioned teaching positions are occupied. The school does not have drinking water, a playground, or laboratories. This may because laboratories may not have been prioritized for middle schools. There is electricity and a boundary wall, and 3 classrooms for 75 enrolled children.

4.2.3 GHS No. 3 Mingora Swat

EYA

SCHOOL REPORT CARD

EDUCATION YOUTH AMBASSADOR

RIGHT TO EDUCATION PAKISTAN

School Profile

EMIS/SEMS/BEMIS Code:	35407	School Name:	GHS No. 3 Mingora Swat
District Name:	Swat	Tehsil/Taluqa:	Babuzai
Village Name:	Shahdara	Muza/Uc/Qc:	Nawakaly - Shahdara
School Function:	Functional	Est. Year:	1967
Level:	High	Building Status (Owned or On Rent):	Owned
Primary Up Gradation:		Building Condition:	Satisfactory
Middle Up Gradation:	1967	National Constituency Number (NA #):	3
High Up Gradation:	1979	Provincial Constituency Number (PP/PS/PB/PK #):	

Number of Children Currently Enrolled		Attendance (On the day of visit)	
Class	Boys	Girls	Boys
Kachi			
ECE/Pacci			
1			
2			
3			
4			
5			
6	199		165
7	145		117
8	167		142
9	191		152
10	156		99
Total	858		675

SCHOOL

Level: High

TEACHING STAFF

POSTS

Sanction

33

Filled

31

Vacant

2

ATTENDANCE

(Present on the day of visit)

26

STUDENT TEACHER RATIO

27:1

Room Facilities

TOTAL ROOMS

15

CLASSROOMS

10

School Type:

All Boys

Gender Studying

M: Yes

F:

EYA

SCHOOL REPORT CARD

EDUCATION YOUTH AMBASSADOR

RIGHT TO EDUCATION PAKISTAN

No. of Posts		Teacher Attendance		Present on the day of visit		26	
Posts	Sanctioned Posts	33		Non Faculty	Security Guard		
	Filled Posts	31			Sweeper		
	Vacant Posts	2					
Student Teacher Ratio		27:1		Assessment / Exams Results Display (SAT,PEASE,BISE) Please specify Yes or No			

Number of Qualified Teaching Staff											
Posts	Educational Qualification	Below Metric	Metric	F.A / FSC	BA / BSC	2	MA / MSC	21	M.Phil	Other	7
	Professional Qualification	None	PTC	CT	B.Ed	17	M.Ed	8	Other	5 (Arabic PET)	

School Level (Yes)	Primary	Middle	Secondary	Yes
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Facilities	
BASIC FACILITIES	(Yes/No)
Drinking Water	Yes
Electricity	Yes
Boundary Wall	Yes
Main Gate	Yes
Play Ground	No
Toilets	Yes
SPORTS FACILITIES	(Yes/No)
Hockey	No
Table Tennis	No
Cricket	Yes
Badminton	No
Football	No
Volleyball	No
ACADEMIC FACILITIES	(Yes/No)
Total Rooms	15
Classrooms	10
Science Lab	No
Comp. Lab	No
Library	No
Comp. instructor	No

Funds/Grants	Yes/No
NSB/SMC Grant Received	No
If Other Mention	No
Total Funds Received	0
Used Funds	0
Remaining Funds	0

Chairs for Staff	Yes
Desks / Chairs for students	Yes

www.rtepakistan.org

This is a Government high school in Mingora for boys. The school was built several decades ago, in 1967, and upgraded in 1979. There is also a substantial enrolment in this school and most of the sanctioned teaching positions are filled. The student-teacher ratio is also moderate, but could be improved. Most of the teachers were present on the day. The school has many basic facilities like drinking water, electricity, boundary walls and toilets, however, there is lack of Educational facilities like laboratories, sports instruction and libraries.

4.2.4 GGPS 1 Shahdara Swat

EYA

SCHOOL REPORT CARD

EDUCATION YOUTH AMBASSADOR

RIGHT TO EDUCATION PAKISTAN

School Profile

EMIS/SEMIS/BEMIS Code:	22514	School Name:	GGPS 1 Shahdara Swat
District Name:	Swat	Tehsil/Taluqa:	Babuzai
Village Name:	Watkay	Muza/Uc/Qc:	Nawakaly
School Function:	Functional	Est. Year:	1978
Level:	Primary	Building Status (Owned or On Rent):	Owned
Primary Up Gradation:		Building Condition:	Unsatisfactory
Middle Up Gradation:		National Constituency Number (NA #):	3
High Up Gradation:		Provincial Constituency Number (PP/PS/PB/PK #):	

Number of Children Currently Enrolled		Attendance (On the day of visit)	
Class	Boys	Girls	Boys
Kachi			
ECE/Pacci		108	70
1		116	95
2		165	133
3		117	93
4		155	128
5		144	116
6			
7			
8			
9			
10			
Total			

SCHOOL

Level: Primary

TEACHING STAFF

POSTS

Sanction

20

Filled

20

Vacant

0

ATTENDANCE

(Present on the day of Visit)

18

STUDENT TEACHER RATIO

40:1

Room Facilities

TOTAL ROOMS

15

CLASSROOMS

12

School Type:

All Girls

Gender Studying

M:

F: Yes

EYA SCHOOL REPORT CARD



No. of Posts

Posts	Sanctioned Posts	20	Teacher Attendance	Present on the day of visit	18
	Filled Posts	20		Security Guard	
	Vacant Posts	0	Non Faculty	Sweeper	
Student Teacher Ratio		40:1	Assessment / Exams Results Display (SAT, PEASE, BISE) Please specify Yes or No		

Number of Qualified Teaching Staff

Posts	Educational Qualification	Below Matric	Matric	1	F.A / FSC	1	BA / BSC	8	MA / MSC	10	M.Phil	Other
	Professional Qualification	None	PTC	11	CT		B.Ed	2	M.Ed	7	Other	

School Level (Yes)	Primary	Yes	Middle		Secondary	
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Facilities

BASIC FACILITIES		(Yes/No)	SPORTS FACILITIES		(Yes/No)	ACADEMIC FACILITIES		(Yes/No)
Drinking Water	Yes		Hockey	No		Total Rooms	15	
Electricity	Yes		Table Tennis	No		Classrooms	12	
Boundary Wall	Yes		Cricket	No		Science Lab	No	
Main Gate	Yes		Badminton	No		Comp. Lab	No	
Play Ground	No		Football	No		Library	No	
Toilets	Yes		Volleyball	No		Comp. instructor	No	

Funds/Grants

Yes/No

NSB/SMC Grant Received	No
If Other Mention	No
Total Funds Received	0
Used Funds	0
Remaining Funds	0

Chairs for Staff	Yes
Desks / Chairs for students	Yes

www.rtepakistan.org

This is a Government girls' primary school in Babuzai, Swat, where only girls are enrolled, in large numbers. All the sanctioned teaching positions are filled and the teachers' attendance on the day of visit is also noteworthy. However, the student-teacher ratio is problematic as there are not enough teachers for the large number of students enrolled. Many basic facilities, other than playgrounds, are also available.

This is a Government boys' high school in Babuzai, Swat, where almost 200 boys are enrolled, and no girls. The school has a commendable student-teacher ratio, most of the sanctioned teaching positions are filled and teacher absenteeism, in this instance, is controlled. The school has many basic facilities like drinking water, electricity, boundary wall, toilets, and some sports facilities, and laboratories. However, some of the teacher qualifications are troubling and the school does not have a library.

4.3 Overall Trends and Analysis

Studying the situation of some schools in Panu Akil tehsil, we can see some common trends. Firstly, it is vital to explore whether there are girls' schools available in the vicinity. Since girls are enrolled in boys' schools, this may imply a lack of girls' schools altogether. In addition, the issues of under-staffing and inadequate number of teachers is also evident. In the schools discussed here, the student-teacher ratio and number of classrooms is also poor – it must be very difficult for students to learn when all classes study in the same room with very few teachers. Similarly, lack of drinking water, electricity, playgrounds and toilets etc. is also a major concern as the learning environment is severely affected by these.

The situation of the discussed schools in Babuzai is a very interesting subject of study. The schools show positive trends in student-teacher ratios, teacher recruitment and teacher absenteeism. This is a cause for optimism as the availability of teachers in a school is key for a conducive learning environment. The school facilities are mediocre and need upgradation and construction, as many schools lack laboratories and sports grounds.

In stark contrast to the schools in Panu Akil, in Babuzai we do not see enrollment of girls in boys' schools; this may be because schools for both genders are accessible in Babuzai. The student-teacher ratio is another major difference between the two tehsils, as the availability of teachers seems much greater in Babuzai.

The figures below show the learning levels, by gender, in Swat (Babuzai) and Sukkur (Panu Akil) districts. Here we also see a difference, as learning levels for boys and girls are higher in Swat, while the gender gap is lower. This observation is also in line with the status of schools discussed above, as Sukkur seems to be lagging behind in learning levels and the gender gap. The situation of schools must be improved for achieving higher learning levels.

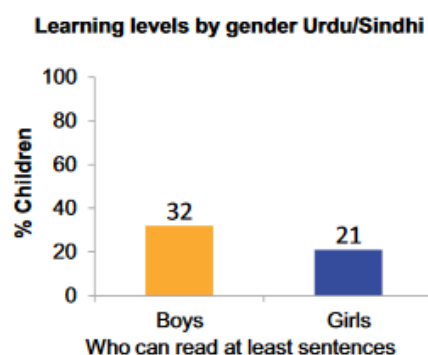


Figure 1: Learning levels in Swat district

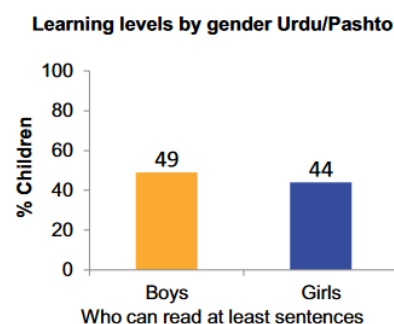


Figure 2: Learning levels in Sukkur district



CHAPTER 5

SOCIAL MEDIA ACTIVISM

CHAPTER 5: SOCIAL MEDIA ACTIVISM

In this day and age, the role of [social media in advocacy and mass movements](#)¹ cannot be overlooked. Social media is an easy, cost effective and efficient way to coordinate, organize and spread a message, around the world almost instantly. Social media, today, is instrumental to journalism, activism, information dissemination, and in many cases, governance. Various targeted social media campaigns have been run to raise awareness about the Right to Education in Pakistan and its implementation, and to bring this matter to the limelight in political agenda. In this section, we first discuss some of the social media activities undertaken by Idara-e-Taleem-o-Aagahi and later some relevant campaigns undertaken by civil society.

5.1 Weekly Education Updates – Newsletter for EYAs

Idara-e-Taleem-o-Aagahi has been deeply involved with youth activists around Pakistan who are working at the grassroots. Over the years, there have been multiple formal and informal discussions with numerous EYAs, according to which capacity gaps were identified. To cater to these gaps and enable youth activists, the idea of weekly recourse-based email newsletters was conceptualized. The Right to Education team has been formulating and circulating Weekly Education Newsletters, specifically targeting the Education Youth Ambassadors and their needs. The weekly newsletter is designed keeping in mind clear objectives and strategy. The newsletters have a 3-pronged strategy: (1) to integrate the EYAs with ITA's work and inform them about current activities for their information and possible participation, (2) to expand their knowledge and expertise on national and international Education affairs and activism, and (3) to keep them inspired through stories of motivational youth activists around the world. The strategy is given in more detail in [Figure 3](#) below.

¹ <https://www.gjcpp.org/en/article.php?issue=21&article=121>

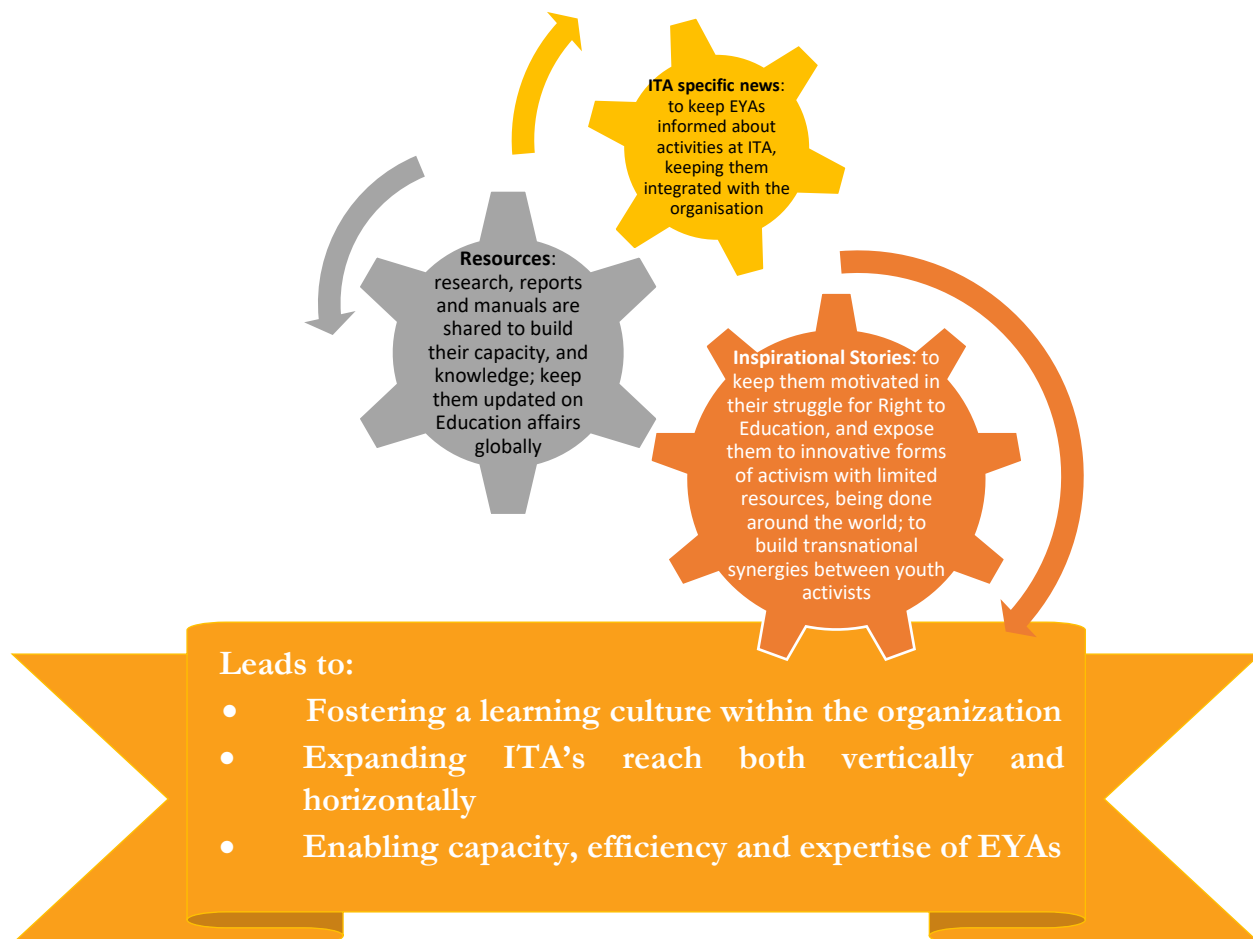


Figure 3: The EYA Newsletter Strategy

The newsletter has enabled ITA to keep in close contact with youth volunteers. All recipients can reply to the Newsletter's email and send their feedback, informing us about their activities and challenges. This is also helping foster a learning culture within the organization and expanding ITA's reach both vertically and horizontally. Below, we can also see the example of a [newsletter that was sent on the 28th of March 2019](#), as a sample².



Dear Education Youth Ambassadors,

Here are the recent top news and resources to help you advocate for the Right to Education. Please share your resources, experiences and stories so that we can disseminate them to the EYAs family!



ASER 2018 – Punjab Launch

ASER 2018 Punjab Report was launched on 18th March in Lahore, as the 8th ASER report for Punjab. The Report presents a detailed picture of Education statistics in Punjab, with comparisons and analysis.

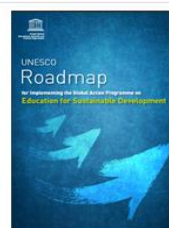
[Read More](#)



Constricted identity

Ms. Afnaan Qayyum, Manager Communications at Idara-e-Taleem-o-Aagahi, has written a gripping piece about the intricate dynamics between Education policy and identity politics.

[Read More](#)



UNESCO: Roadmap for Implementing the Global Action Programme on Education for Sustainable Development

In today's globalized world, interrelated challenges mandate a response that are rooted in the spirit of humanity. Reiterating that Quality Education is the backbone of a society, UNESCO's Roadmap demands Education as the key to sustainable development.

[Read More](#)



Children's climate action gives some hope for the future

Youth Activism: children in many parts of the developed world are protesting for action against climate change. As children and upcoming generations are at grave risk due to climate change, they are raising their voice to safeguard their futures!

²<http://x1ttk.mjt.lu/nl2/x1ttk/5z1wr.html>

5.2 Children Speak up for Right to Education

Children are the primary stakeholders in Education, and their voice and concern matters, above all. The Idara-e-Taleem-o-Aagahi's Right to Education team set out to bring children's voice to the front and center of the Right to Education discussion. Children around Pakistan were asked to send short videos, highlighting what Education meant to them, and that it was their Fundamental Right, protected by the Constitution.

The social media campaign received an overwhelming response, and parents and children sent videos via Facebook, WhatsApp and email. They expressed their concern for Education in numerous creative ways, many clad in traditional outfits, speaking passionately in their native languages. Children below the age of 3 also submitted videos and joined the discussion on the Right to Education, even though they are not included in the Article 25A, Right to Education. This promoted the importance of pre-primary ECE, that it should also be incorporated into the Fundamental Right; no child should be left behind. A [video specifically targeting girls' Education](#)³ was also uploaded and received a very positive response. Videos were compiled and uploaded on [Facebook](#)⁴ and [Twitter](#)⁵, using relevant hashtags, for effective propagation. 5 videos have so far been published, while others are soon to follow.

The *Children Speak up for Right to Education* Campaign on social media achieved 3 essential objectives:

1. It brought children's voices to the forefront of the Right to Education discussion
2. It made people aware of Article 25A; many children and parents did not know that Right to Education was actually protected by the Constitution, and that they should demand it
3. The campaign used short and simple videos; it was very easy to participate in and to share with others

6



Article 25A, Constitution of Pakistan:
The State shall provide free and compulsory education to all children of the age of 5 to 16 years in such manner as may be determined by law.



Go to PC settings to activate Windows.

7



8

⁷ <https://www.facebook.com/rte25a/videos/vl.1996852250619863/408123873279417/?type=1>

⁸ <https://twitter.com/RTE25A/status/1106853661429374976>

5.3 The Out-of-School Dilemma

The crisis of Out of School Children (OOSC) in Pakistan is prevalent in almost every part of the country. The Idara-e-Taleem-o-Aagahi team decided to document this tragedy by visiting a small non-profit school in Rawalpindi, Pakistan. This school caters specifically to out of school children from significantly marginalized backgrounds, and runs primarily on donations.

The ITA team spent a day with the children enrolled in the school and its management, to give an in-depth perspective on the issue. The video serves the need for easy to access, understandable and shareable information on the OOSC misfortune in Pakistan. The video is presented in a vlog format, and can be shared widely by any user on social media to raise awareness about this subject.

This video serves 4 key objectives in Right to Education:

1. It emphasizes the gravity of the crisis of Out of School Children in Pakistan
2. It contextualizes the issue in a manner understandable by laypeople, thus, reaching a larger audience than newspaper or academic articles
3. Using the interactive platform of social media, it enables people to play their part in the movement and promulgation of the message
4. It highlights the inspiring work being done by local community organisations with limited resources in supporting and uplifting marginalized segments of society



Please, click on the image below to view the vlog!

Activate Windows
Go to PC settings to activate Windows.

⁹ <https://www.facebook.com/rte25a/videos/412405345974612/>

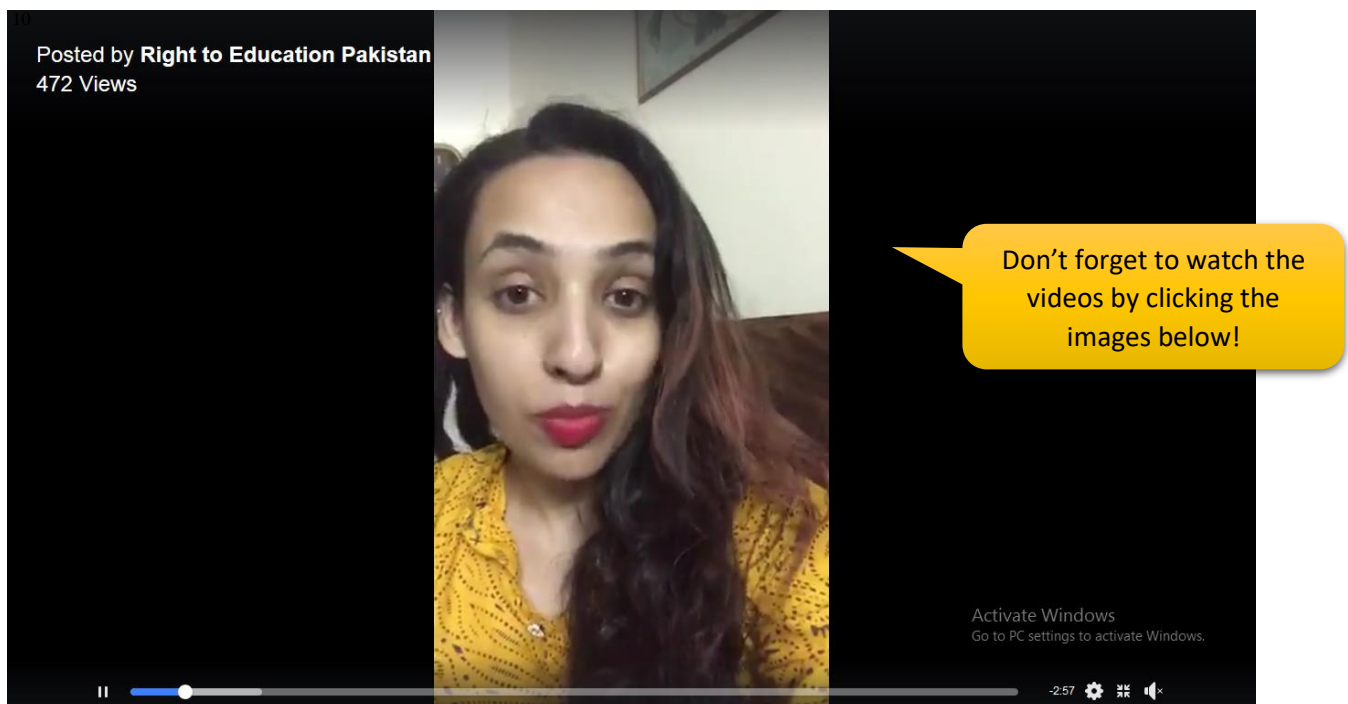
5.4 World Teacher's Day 2018

Idara-e-Taleem-o-Aagahi organized a largescale nationwide celebration of World Teachers Day in 2018. World Teachers Day is celebrated on 5th October every year, and not only emphasizes the role of teachers in pupils' lives and upbringing, but also the importance of well-trained and qualified teachers. Last year's celebrations were centered on the theme "The right to Education means the right to a qualified teacher." This was set as a strong reminder that the Right to Education is incomplete without capable and competent teachers.

While ITA helped put together events in various districts around Pakistan to celebrate World Teachers Day, it also catalyzed an interactive and representative social media drive. In this, people from all walks of life shared the impact teachers had made on their lives, and how they had been inspired. ITA received numerous videos from around the country; people's enthusiasm to share personal stories and motivational journeys was moving. This campaign also showed how important the topic of teachers is to people, and how it often goes unnoticed.

This campaign achieved 3 imperative objectives in the Right to Education movement:

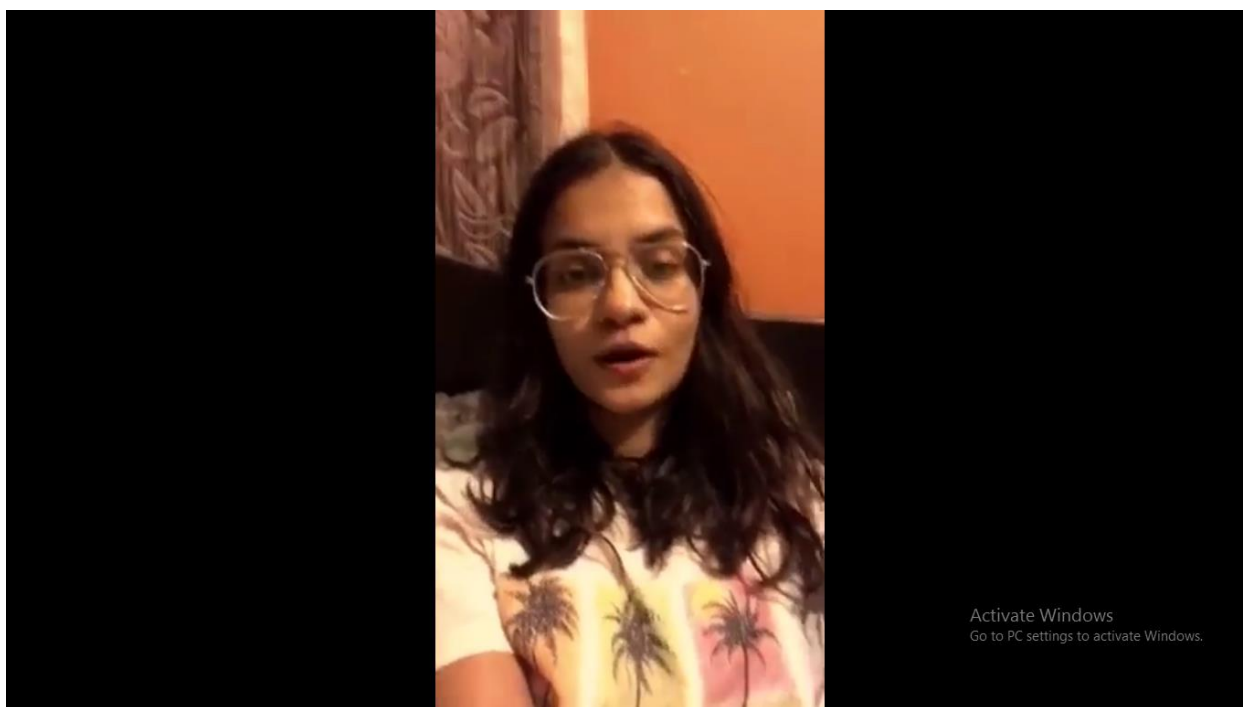
1. It emphasizes the importance of teachers in any discourse on Education
2. It highlights the voices of citizens of Pakistan as key stakeholders in the debate on Right to Education
3. It enabled more discussion on Right to Education and role of teachers by facilitating a citizen-led discussion



¹⁰ <https://www.facebook.com/rte25a/videos/524909177936740/>



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¹¹ <https://www.facebook.com/rte25a/videos/252910662034870/>

¹² <https://www.facebook.com/rte25a/videos/664565313943883/>



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5.5 Alif Ailaan

Alif Ailaan was an advocacy movement for Education, initiated in 2013. It ran campaigns in multiple media of communication, including print, radio, television and social media for increased attentiveness of the masses toward Education. Alif Ailaan used social media as a tool for initiating a mass movement that enabled citizens to be sensitized to the Education needs around them, and to hold those in power accountable.

Alif Ailaan integrated social media into its campaign in very creative ways, to attract large audiences and build an interactive movement. It employed, mainly, [Youtube](#)¹⁴, [Twitter](#)¹⁵ and [Facebook](#)¹⁶, while information was also disseminated, sometimes informally, through various WhatsApp platforms. Alif Ailaan's use of Urdu and multiple widely spoken local languages ensured that the message had a much wider audience, making the content more engaging and relevant.

“Alif Ailaan also introduced the ‘[Taleem Do!](#)’ mobile app, for citizens to “Report education issues in (their) area. Raise (their) voice and pledge to demand quality education.”

¹³ <https://www.facebook.com/rte25a/videos/1077415585757981/>

¹⁴ <https://www.youtube.com/channel/UC2AbVcOvKcwYDDT5md5HYUg>

¹⁵ <https://twitter.com/alifailaan?lang=en>

¹⁶ <https://www.facebook.com/AlifAilaan/>

Alif Ailaan collected and disseminated statements of various people in decision-making positions about Education. This was done with the aim that people in power must be held accountable, and must fulfil their promises toward Right to Education. One such image directed at the then newly elected Prime Minister of Pakistan is given below.



Alif Ailaan also used social media to publish comparative statistics on the progress made by provinces in simple and understandable terms. This, again, facilitated a healthy discussion on Education policy and initiatives as citizens were made aware of the Education scenario, and able to ask informed questions. An example of one of these infographics is shared below.

BETTER GOVERNMENT SCHOOLS

الف
اعلان Alif
Ailaan

Inclusion of technology and science initiative in schools



Before 2013, there were only 170 IT labs in high and higher schools across KP.
Now there are more than 1,340 IT labs and 100 interactive whiteboards.

خيبر پښتونخوا

KHYBER PAKHTUNKHWA



In short: An effective social media campaign for Right to Education should be

1. Based on facts
2. Easy to understand and participate in for mass audiences
3. Should include a call-for-action rhetoric; what is the action that the audience is being encouraged to take?
4. Concise; also attractive and appealing for the viewer



CHAPTER 6

CONCLUSION

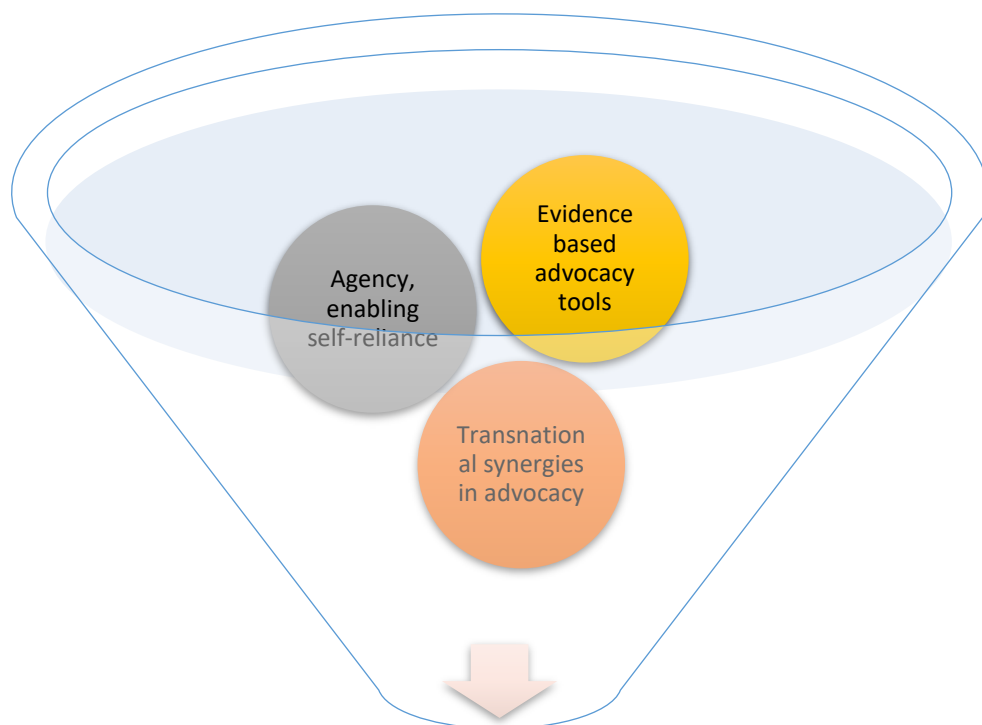
CHAPTER 6: CONCLUSION

The voices of advocacy that have been compiled in this Book are testament to the struggles and accomplishments of countless activists around Pakistan. These cases show that with the provision of appropriate tools and knowledge sharing, evidence-based advocacy for Right to Education can be strengthened significantly. This is an optimistic image for all campaigners of Right to Education. It is also an thought-provoking case study for international observers about the Education activism taking place in Pakistan.

Idara-e-Taleem-o-Aagahi's Education Youth Ambassadors represent a volunteers-based network across Pakistan. These EYAs are constantly equipped to make meaningful contributions to all of ITA's projects and activities. They are provided with tools and trainings, based on updated and relevant evidence found in [ASER](http://asERPakistan.org/)¹⁷, every year. This capacity enhancement and exposure enables their agency, autonomy and creativity in advocating for Right to Education in innovative ways. Various EYAs like Ms. Nadia Sarwar and Ms. Huma Shakir (Sections 3.1 and 3.2) have taken personal initiatives to advance the Right to Education Campaign in Pakistan, within limited resources but with utmost dedication. The stories and initiatives shared in this Book pay tribute to the unsung stars who are working day and night, in their own capacities, to make Right to Education a reality.

The Yellow Book has developed a vivid picture of what Right to Education activism is like in Pakistan. It has drawn on real experiences and challenges of Education activists, many of whom are working in peripheral regions. It has presented profound inspiration from various courageous and passionate women who strive every day, against all adversities, for Free and Quality Education for all. The Yellow Book has also emphasized the dire need for this activism, given the tattered conditions that far too many Pakistani schools are in. Moreover, the Yellow Book has stressed the importance of utilizing social media as a means of advocating for the Right to Education, and the numerous effective ways in which this can be done, based on successful examples and lessons learned.

¹⁷ <http://asERPakistan.org/>



Effective Advocacy for Right to Education and SDG4

Figure 4: Effective advocacy is a multivariate process



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