

Annual Progress Report 2017

Baacha Khan Trust Educational Foundation



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Comments of Dr. Anita M. Weiss

Professor of International Studies

University of Oregon, USA about Baacha Khan Schools



"I would like to thank you again for all your help in enabling me to learn more about the Bacha Khan Education Foundation Schools. Previously, I had visited the schools in Mingora, Dargai, Mardan, and Charsadda, and am very glad I could now visit two schools in the Peshawar area, in Mathra and in Nauthia. I was impressed by a number of things at both schools: how the students are learning to be responsible for the cleanliness of the school (important values for their future lives), most are holding many values they have learned from Bacha Khan's philosophy such as

being peacemakers and working for the good of their community and country (not just themselves), and being dedicated to doing well in their studies. I found both principals - Tariq Rahim in Mathra and Azra Gul in Nauthia - to be enthusiastic, well-informed and it was clear the students are happy to be with them.

At the school in Mathra, many students told me how happy they are to be able to go to such a good school despite their poverty. I observed some older students doing chemistry experiments, and they were as focused on concentrating on the experiments than I have ever seen students at elite English-medium schools, if not even more so. I understand why the older grades at the Nauthia School were girls only, given the school's history, and look forward to the time when the younger co-educational classes move into the older grades.

Of the students with whom I spoke, it seems many students at Mathra had been at that school 3-5 years, which explains why they had truly embraced Bacha Khan's message.

I have truly become a fan of your Bacha Khan schools!"

Summary of the Report

The Baacha Khan Trust Educational Foundation (BKTEF) is non-for-profit, non partisan organization registered in Pakistan and Afghanistan. It runs 15 Baacha Khan Schools across Khyber Pakhtunkhwa and FATA. The BKTEF aims to provide quality and subsidized education to marginalized communities through critical model of education which promotes human dignity, collective consciousness, social justice, democracy, social transformation and gender equity.

The 2017 end year report covers different sections. Section 1 includes BK Schools activities conducted by all 15 Baacha Khan Schools, the principals' meetings and CEC meetings held at the BKTEF head office in order to discuss and bring relevant issues under discussion, the psychological sessions conducted by the psychological counselor at head office, the charity shows organized by the BKTEF to help the Schools become sustainable as well as the Crafts and Culture education promoted by Baacha Khan Schools.

Section 2 of the report consists of trainings conducted by the BKTEF. The Political Leadership Training aimed at training a cadre of youth belonging to different districts of Khyber Pakhtunkhwa and FATA. The selected pool of young generation was given comprehensive training on communication and leadership skills, history of political thought, social and human evolution, militancy and extremism as well as political concepts. The aim of such trainings was to educate youth to carry forward the narrative of Baacha Khan's philosophy of non violence.

Study circles too provided a platform where the Fellows could discuss socio-political, cultural, and historical issues pertaining to the region elaborately. The seminars and workshops conducted by the BKTEF for the uplift of education particularly have been reported intricately.

Teachers' trainings were another main feature that the BKTEF had undertaken. It was a pre requisite for all the newly appointed teachers to attend the basic teachers training before joining their respective schools so that they may be equipped with modern tools and techniques of teaching skills, classroom management, and communication skills as well as child psychology.

Workshops were also been conducted by the BKTEF during the past one year which has elaborately been discussed in the 2017 yearly report.

Section 3 comprises the success stories of students who have been able to manifest exemplary performance despite odd circumstances.

Section 4 of the report comprises annexure.

Introduction

The BKTEF aims to empower the marginalized communities through quality and subsidized education. Therefore, it has created critical model of education to be implemented in all Baacha Khan Schools. 15 Baacha Khan Schools are currently run under the auspices of the BKTEF. The critical model of education is implemented in all 15 Baacha Khan Schools to promote human dignity, collective consciousness, common wellbeing, democracy, gender equity and social justice. These schools are situated in Peshawar, Charsadda, Swabi, Landikotal, Mardan, Malakand, Swat, Dir, Chitral, Kohat, Karak and Thall with strength of more than 6000 children.

Given the present status of education system where students are discouraged to yearn for new knowledge and are encouraged to memorize text from the books, making them stick to textbooks only and keeping them aloof from understanding the deeper concepts, the Baacha Khan Trust Educational Foundation has developed critical model of education that emphasizes the concept of critical thinking. The main idea of the critical model of education is to embed in students the habit of questioning. It emphasizes on child friendly, child centered and activity based pedagogy in the classrooms. It also attempts that students must be conscious of their environment and must have their aesthetic sense retained.

The critical model of education provides students with the opportunity to get primary education in their mother tongue that leads to enhanced and developed creative skills. The four basic parts of critical model of education are critical thinking, multiple skills development, civic sense and aesthetic sense.

The main aim of this model is to inject components of critical model of education into public schools system.

Through the critical model of education, the students develop their critical thinking capability and are able to raise questions on issues which are otherwise left unexamined. They are also strongly encouraged to acquire multiple skills such as acting, singing, debates along with stitching, embroidery, crocheting and crafts which help them become self sufficient. Environmental and aesthetic consciousnesses are other main features of the critical model of education through which the students are encouraged to have their aesthetics developed and their environment clean.

The students are taught lessons through activity based learning whereby they are able to critically analyze and find the connection between their social problems and the outer world.

The students are regularly encouraged to celebrate national and international days with great enthusiasm where they get an opportunity to exhibit their skills in tableaux, speeches, debates, poetry and songs. Moreover, the students of Baacha Khan Schools have been able to prove their talents on country level and International levels in speeches, debates, paintings and academics so much so that they have been able to make it some of the top universities overseas.

So far, a faculty of almost 300 persons is inducted to take forward the narrative of Baacha Khan within the Schools. These teachers are given an elaborate training before their joining on different modules including teaching techniques, classroom management, communication skills, Khudayi Khidmatgar narrative, human rights and child psychology.

The Schools are regularly monitored and evaluated by the School Management Department operating in the Head Office of the BKTEF, which sends reports to the Managing Director on their key findings.

The Schools are presently conducting charity shows for generating internal resources to make their schools sustainable and self-dependent. So far, seven Schools have been able to successfully organize and conduct charity shows within the schools.

The charity shows have been attended by a large number of people including common people of the community, National Youth Organization (NYO) members, writers, singers, poets, artists and people affiliated with different political parties. The Schools have been able to garner the support of the community in the form of financial donations along with immense attention from the media.

The list of donors is officially documented and updated on the BKTEF website by the BKTEF team on regular basis.

Activities of the Baacha Khan Schools

The Baacha Khan Schools do not only promote academic education but gives equal importance to co-curricular activities as well as multiple skill development. The students of Baacha Khan School are consistently motivated to acquire as many skills as possible. They are regularly encouraged to celebrate the national and international days within their Schools where the students get the opportunity to exhibit their skills. They participate in debates, tableaux, speeches, singing and traditional dancing. The students are also given a platform where they can exhibit their talent in the field of arts and crafts. The students celebrate the marked days with great zeal and fervor to pay tribute to their mother language, acclaimed personalities like Baacha Khan, Malala Yousafzai, Khushal Khan Khattak, Ghani Khan and all others who are commemorated by them in the form of tableaux and speeches.

Also, the BKTEF stresses on environmental consciousness and hence plantation activities are encouraged and promoted in the schools at least once a year. Furthermore, the students are motivated to participate in all kinds of sports activities to stay mental and physically fit.

During the reporting period, the students have celebrated the following days;

1. Commemoration of Baacha Khan's death anniversary- January 20, 2017
2. Baacha Khan's birth anniversary- February 6, 2017
3. Khushal Khan Day-February 19, 2017
4. Mother language day – February 22, 2017
5. Women rights day- March 8, 2017
6. Ghani Khan day- March 15, 2017
7. Plantation campaign- March 21, 2017
8. Spring Festival- March 29, 2017
9. World day against child labor- June 12, 2017
10. Commemoration of Babarra Massacre- August 12, 2017
11. International Peace day- September 21, 2017.
12. Malala Day- November 10, 2017
13. International day of non violence- February 2, 2017.
14. Sports Festival- October 29, 2017.

15. Event on child's rights- November 21, 2017.
16. World Health day- April 7, 2017
17. International day of tolerance- November 16, 2017

While celebrating different occasions, the students of all 15 Baacha Khan Schools have never ceased to enthrall the audience with their mesmerizing performances in terms of poetry, songs, tableaux, debates, speeches and sports. Large number of audience including writers, poets, professionals, educationists, university students and local media persons have attended the celebration of national and international days organized by the schools.

Principals' meetings



The BKTEF holds monthly principals' meetings in the Directorate in which principals of all 15 Baacha Khan Schools provide a detailed briefing mentioning all activities of the schools. The main points of discussion mainly include administrative, academic, cultural and co curricular activities. Others points of discussion include implementation of critical model of education, security issues, charity shows, crafts education, and submission of weekly reports along with success stories. The meetings usually end with open discussion between Managing Director BKTEF and all 15 principals of Baacha Khan Schools discussing and resolving any issues within the schools.

During the reporting period, a number of principals' meetings as well as joint meetings of the Community Education Committee chairmen and principals of 15 Baacha Khan Schools have taken place in the following manner.

1. Monthly Principals' meeting- -February 24, 2017.
2. Monthly Principals' meeting---April 21, 2017.
3. Monthly Principals' meeting---July 7, 2017.
4. Monthly Principals' meeting---September 26, 2017.
5. Monthly Principals' meeting---October 5, 2017.
6. Joint meeting of Principals and Chairpersons of CECs---November 3, 2017.

7. Monthly Principals' meeting---November 29, 2017.

The Managing Director, Dr.Khadim Hussain has time and again pressed on the need to stay united to achieve our goal of bringing about social transformation through quality education. He emphasized on the need to strengthen our internal resources to that we may find ways for self-sustainability and income generation.

The Principals of all Baacha Khan Schools have had an in depth discussion on various issues regarding the Schools' activities, implementation of fees in schools, School buildings, marketing of crafts, psychological issues of students, outstanding students' performances, donation campaigns, charity shows and participation of the CECs in schools' welfare.

Other points of discussion also included strategies and means to become self-dependent and make use of the available resources, make the communities responsible to own Baacha Khan Schools and to continue providing quality education to the students irrespective of the financial circumstances.

Furthermore, a joint meeting was held at the BKTEF head office on November 3, 2017 in which the chairpersons of Community Education Committees (CECs) marked their presence along with principals of all 15 Baacha Khan Schools. During the meeting, MD BKTEF, Dr.Khadim Hussain pinpointed that the BKTEF had developed a critical model and implemented it in all 15 Baacha Khan Schools. All Baacha Khan Schools gave excellent results over the past several years. The BKTEF generated external resources for the last 10 years to sustain 15 Baacha Khan Schools and provided free and quality education to thousands of children in Khyber Pakhtunkhwa and Fata. It was now high time that internal resources were generated for sustaining Baacha Khan Schools.

MD BKTEF proposed that in order to commence the regular income generation, a minimum fees structure in schools needed to be implemented and small private donors need to be found who give small donations every month. All Baacha Khan Schools must have saving accounts where donations of individual schools are submitted regularly to build endowment for each Bacha Khan School. The BKTEF at the head office would prepare and pursue lists of small private donors from all districts of Khyber Pakhtunkhwa to meet the backlog of teachers' salaries.

The principals of Baacha Khan Schools, members of the MD Office, Department of Schools Management, and Field Department, Department of Financial Management, HR Officer, Media Officer and Admin department, attended all the meetings.



Psychological Sessions



The BKTEF has made it a crucial point in its alternative model of education that a child's psychology needs to be understood and respected based on Baacha Khan's narrative of human dignity.

For this reason, the BKTEF organized orientation session in July 2017 in order to train and guide the school counselors and educate them with new techniques and strategies of dealing with students, which is the core part of the BKTEF's Alternative model of Education.

Psychological Counselor, Miss Wagma Feroz initiated the sessions with introduction to child psychology, dealing with students' behavioral, emotional and social problems.

The participants discussed problems faced by students in detail and their experiences while dealing with them. After a detailed discussion on the students' problems, Ms. Wagma discussed Guidance Counseling and role of school Counselors.

She also briefed the participants on the following topics:

- Working with Students
- Individual and group counseling

- Monitoring and Encouraging student's development
- Career Guidance
- Working with Parents
- Working with Teachers

Managing Director of BKTEF, Dr. Khadim Hussain discussed in detail vision and mission of the BKTEF, Baacha Khan Paradigm, narrative of Khudai Khidmatgaar Movement, importance of counseling in schools and alternative model of Education in Baacha Khan Schools which educates the students about Pluralism, Human Dignity, Multiple skills, critical consciousness, Aesthetic Consciousness and Environmental consciousness.

The sessions concluded with the participants' feedback followed by a vote of thanks by the Managing Director.

Charity Shows



The BKTEF generated external resources for the last 10 years to sustain 15 Baacha Khan Schools and provided free and quality education to thousands of children in Khyber Pakhtunkhwa and Fata. It is now high time that internal resources are generated for sustaining Baacha Khan Schools.

For this reason, all 15 Baacha Khan Schools have been working tirelessly to organize charity shows within their schools. During the reporting period, four charity shows have taken place in the following manner;

1. Baacha Khan School Swat held a charity show on November 10, 2017.
2. Baacha Khan School Takht-e-Nasrati+ Baacha Khan School Karak held charity show together on December 7, 2017.
3. Baacha Khan School Mathra+ Baacha Khan School Nautia held charity show on December 12, 2017.
4. Baacha Khan School Mardan held charity show on December 26, 2017.

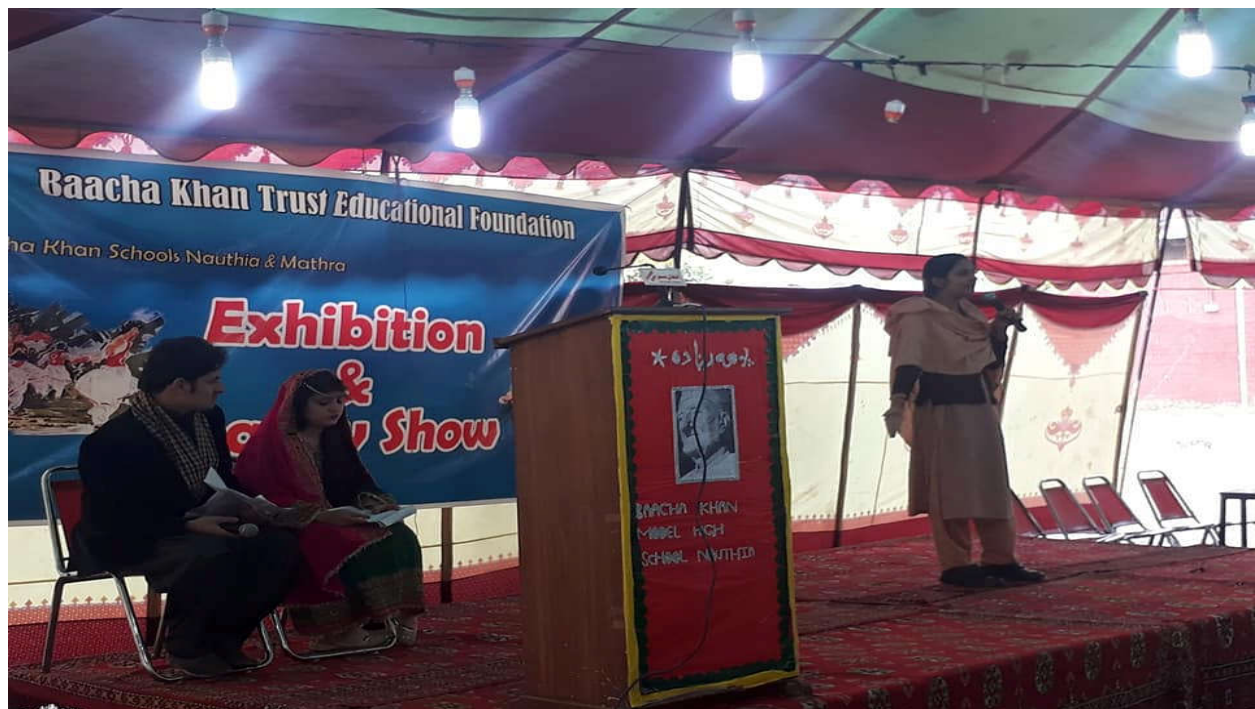
During the charity shows, the students of Baacha Khan Schools presented speeches, tableaux, songs, poetry and skits to highlight the importance of education. They were also able to flaunt their skills and aesthetics through their acting and performance on stage. With their relentless

efforts, the students were able to garner the support of surrounding communities who took up responsibility to morally and financially support Baacha Khan Schools.

The charity shows were mostly attended by professionals, educationists, university students, Media persons, Community Education Committee (CEC) Members and BKTEF staff.









Crafts Education and Education of deserving girls



Craft is a multidisciplinary phenomenon. It helps grasp the diversity of life. The BKTEF believes that craft making is an important tool to appreciate and develop that diversity.

It is one of the core objectives of the critical model of education to encourage the students to acquire multiple skills well as have their aesthetic consciousness retained. For this purpose, the BKTEF has made it mandatory in all 15 Baacha Khan Schools to give crafts education primary focus.

Malala Fund under the Khyber Pakhtunkhwa Vulnerable Girls Support Project collaborates with the BKT EF in providing free formal education and craft education in 15 Baacha Khan Schools. During the reporting period, some 1400 deserving adolescent girls have been provided formal and crafts education at all Baacha Khan Schools. Most of these girls have already graduated from Boards of Intermediate and Secondary Education(BISE) while some will take their BISE exams in the present sessions. Some of these girls have given outstanding results in both formal and crafts education.

For example Haseeba Younus from Baacha Khan School(BKS) Totakan belongs to a modest family topped in the BISE exams despite odd circumstances.

Similarly, Nayab from Dargai and Zeenat from Mardan are some of those deserving students who had been able to meet their family's financial needs through the crafts education they attained in Baacha Khan Schools.

Some of the pictures of the outstanding deserving girls students and their handmade crafts are posted below.



Culture Education

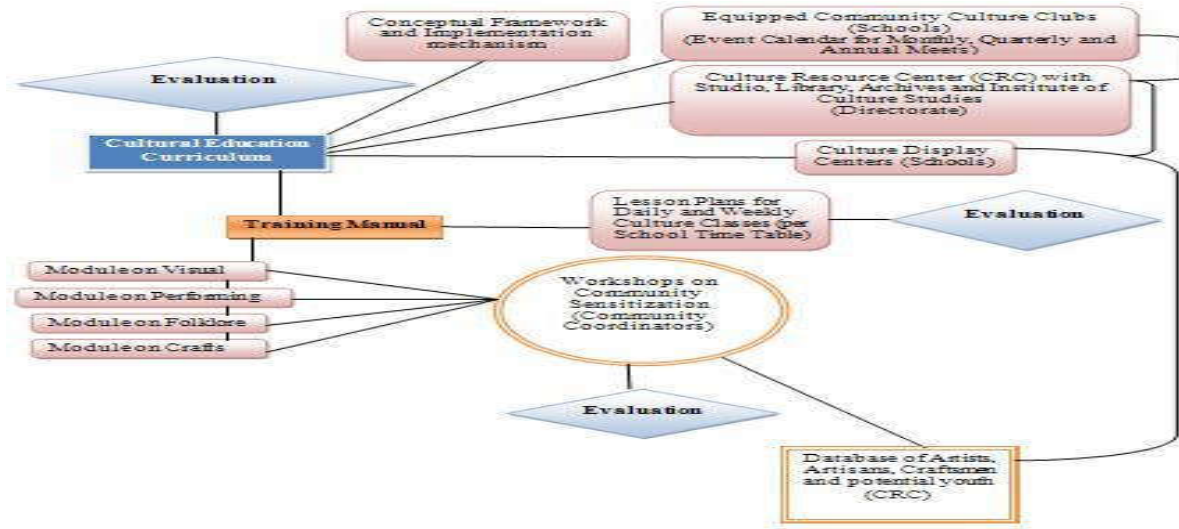
The BKTEF attempts to reinvigorate the eroded indigenous culture of Pakhtunkhwa through education system to pave the way for a futuristic vision in education by providing spaces for indigenous creative expressions.

It focuses on inclusive approach and multipronged strategy to override cultural, linguistic and retrogressive barriers and work for a modern pluralist democratic Pakhtun society. The underlying vision includes motivating the learner to get rid of morbid romanticism and focus on operational skills of institutionalization by linking h/er with indigenous cultural institutions through modern means such as the use of new media for cultural and social exchange and interaction.

Therefore, the students of Baacha Khan Schools are encouraged time and again to be familiar with their culture, traditions and roots of their history. The students of Baacha Khan Schools are regularly engaged and tied with their culture through folklore, art and craft, poetry and songs which they exhibit on different occasions and enthrall the audience with their skills and aesthetics.

A culture curriculum model (posted below) is also created by the BKTEF, which is implemented in all Baacha Khan Schools. The curriculum encompasses components of productive culture, creative culture, collective culture and comparative culture.

Cultural Curriculum







Section 2

Trainings

Study Circles



The Baacha Khan Trust Educational Foundation (BKTEF), in its aim of taking forward Baacha Khan's narrative of non violence, human dignity, pluralism, social justice and collective consciousness, took the initiative of conducting study circles every month. The study circles were aimed at developing reading habits among the youth of Khyber Pakhtunkhwa and permeating love for literature, history, politics and culture among them. Thus a total of 18 study circles have so far been conducted by the Foundation. Books in the study circles included text on history, political thought, social evolution, leadership skills, nonviolent struggles and human rights.

Participants belonging to all districts of Khyber Pakhtunkhwa attended the study circles. The participants collectively decide text based on social, political and cultural issues and discuss it elaborately. Poets, writers, people belonging to different political parties, youth and common people belonging to different cadre of society have been participating in the study circles.

The main aim of the study circles was to integrate the cadre of youth belonging to different districts, equipping them with the tools of countering conflicts with dialogue and negotiation. Also, the BKTEF aimed to permeate love for reading and knowledge among the youth of Khyber

Pakhtunkhwa who have been victimized and fallen prey to ignorance and terror that has been injected by the extremist narrative.

During the reporting period i.e January 2017- December 2017, twelve study circles have been conducted in the BKTEF Directorate. The text of the study circles was based on historic, socio-political, human rights, women rights, social and cultural issues.

The study circles in the past 12 months were based on the following topics.

S.NO	Book /Topic	Author / Writer	Date
1.	The Pashtun Question	Abu Bakar Siddique	September 10, 2016
2.	Mother	Maxim Gorky	October 7, 2016
3.	Biography of Khushal Khan Khattak		November 8, 2016
4.	Open discussion on the following: i. Visit of Fellows to Afghanistan. ii. The Khudai Khidmatgar narrative of human dignity, national consciousness, gender equity, alternative model of education and social justice. iii. The emerging geo-political scenarios of the region.		December 3, 2016
5.	Article (Qomī tehreek ki kamyabi ki bunyadain)	Dr. Khadim Hussain	January 7, 2017
6.	Gajrey	Qalandar Momand Sb	February 4, 2017
7.	Poem “Ay zama watana”	Ghani Khan	February 26, 2017
8.	Play “Dard”	Ameer Nawaz Khan Jalia’s	April 1, 2017
9.	Article “Looking for	Dr. Khadim Hussain	May 6, 2017

	enlightenment post Mashal & Afghanistan as a heart of Asia		
10.	Zan Zani khamaar	Bahauddin Majrooh	June 10, 2017
11.	Naveed e Fikr	Sibt e Hassan	July 8, 2017
12.	Da Pakta Waina	Bashir Khan Matta	August 5, 2017
13.	Pukhtany khazy aw da Qaam Khidmat	Dr. Saeed Waqar Ali Shah	September 10, 2017
14.	Bughdadi Pir	Naseer Ahmad Ahmadi	October 8, 2017
15.	Sex aur Samaj	Saeed Ibrahim	November 6, 2017
16.	La Pir Rokhana tar Baacha Khana		December 2, 2017
17.	Kya insane haqqoq k tanazar ko challenge karny ki koi zarorat hai?	Khan Zaman Kakar	January 6, 2018
18.	Dwa Khandey	Ajmal Khattak	February 3, 2018
19.	The Grandeur of Gandhara	Rafi U samad	March 3, 2018

The topics for each study circle were chosen by the collective agreement of the participants at the end of discussion in each study circle.

In each of the study circle, the main theme of the topic was discussed elaborately and an open discussion took place between the participants covering different aspects of the topic. The study circles were attended by an equal representation of both men and women.

All of the study circles were conducted on the first Saturday of each month.

Besides study circles in Peshawar, study circles in Quetta and Kabul were also conducted regularly by the selected fellows of the BKTEF.

The study circles have proved to be a phenomenal scheme owing to the fact that besides being held by the fellows of the BKTEF, they have been replicated by Ph.D students of Peshawar

University, Aware girls Organization, National Youth Organization (NYO) UAE and NYO Karachi as well.

Political Leadership Trainings



Emphasizing the values of Human Dignity, pluralism, gender equity, critical thinking and indigenous wisdom, the BKTEF took the initiative to educate a pool of youth belonging to different cadres of society.

A selected pool of young generation was given comprehensive training on communication and leadership skills, history of political thought, social and human evolution, militancy and extremism as well as political concepts. The aim of such trainings was to educate youth to carry forward the narrative of Baacha Khan's philosophy of non violence.

Leadership trainings were conducted by BKTEF in order to resolve conflicts with broader principles of non violence i.e., dialogue and negotiation. The participants of the training have been well trained and given an elaborate orientation on human rights, history of political thought, social evolution, Khudai Khidmatgar movement, pluralism, democracy and collective consciousness which they can carry forward in their respective communities, enlightening and tying the common people with the cause of the BKTEF. They are actively participating in social, cultural and political dialogues, hence cleansing the Pashtun society from ignorance, intolerance and violence.

Through the Leadership trainings, the fellows were provided platform where they could discuss socio-political, cultural, historic and academic issues and reached conclusions to confront the hindrances in their aim of taking forward the narrative of peace and non-violence. The leadership trainings provided them with a common ground where they could ponder over and find solutions to common issues of violence and extremism through the art of negotiation and dialogue.

During the reporting period, the BKTEF had been able to successfully conduct three leadership trainings in Afghanistan and Quetta. The BKTEF had also been able to train 155 youth in modules of Political leadership in six provinces of Afghanistan and two provinces of Quetta. A number of Fellows had been selected among the participants who stayed in contact with each other regularly to find solutions to their common problems using nonviolence, dialogue and debate as tools. The Fellows of Afghanistan and Quetta had been connected with the Fellows of Khyber Pakhtunkhwa and FATA through a WhatsApp group.

The Political Leadership Trainings were conducted in the following manner;

1. Political Leadership training for the youth of Kabul, Kunarr and Ningarhar- 14 March, 2017- 21 March, 2017.
2. Political Leadership training for the youth of Loralai and Pishin- May 18, 2017- May 22, 2017
3. Political Leadership Training for the youth of Paktia, Kandahar and Khost- Aug 23-Aug 28, 2017.

Modules of the leadership training in Afghanistan included the following;

1. Various aspects of pluralist democracy
2. Leadership skills
3. Human rights
4. History of Non violent Khudai Khidmatgar movement
5. Social evolution and Political thought
6. Building political leadership and strengthening civil society in Afghanistan.

While modules of the Leadership training in Quetta consisted of;

1. Non violence and democratic pluralism of Khudai Khidmatgar movement.

2. Social evolution.
3. History of political thought.
4. Human rights.
5. Extremist violence and constituents of an alternative discourse.
6. Gender constructs and Gender discrimination.

Also, theatres were also presented by the participants of the training on social issues pertaining to their respective areas and problems that they were mostly affront with.

Having conducted trainings in Kabul and Quetta, the regions plagued with violence, extremism and war, the BKTEF has been able to provide a platform to the youth coming from different provinces of Afghanistan and Quetta to sit together and ponder over an alternate discourse as opposed to the extremist narrative. Also, the representativeness of decision making progress has been negatively affected by the traditional patriarchal structures This is one of the reasons why a Leadership Training for different provinces of Afghanistan and Quetta was needed to provide the youth with a ground where they could discuss and debate the tools of negotiation and dialogue in order to counter the extremist discourse, peacefully.

Through the Political Leadership training, the youth of Kabul, Khyber Pakhtunkhwa, Fata and Balochistan have been connected and a strong networking among them is achieved. The Fellows are presently working tirelessly to bring about peace and make their respective regions better while promoting negotiation and dialogue as a tool to counter the militant discourse.

Workshops



Given the present status of education, the legislation of the Pakhtunkhwa government on implementation of Article 25-A and the analysis and findings in a workshop organized by UNDP on Legislative and Policy Gaps in Sustainable Development Goals for Quality Education in Khyber Pakhtunkhwa, it is of utmost significance to put pressure on the government for the implementation of article 25-A from grass root level through civil society groups, local media, education activists, Community Education Committees of Baacha Khan Schools and councilors of district assemblies.

Article 25-A of the constitution states that “The State shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law”. The BKTEF, in its aim to put pressure on the provincial government to implement article 25-A and to make the government accountable to provide quality and subsidized education to the children of Khyber Pakhtunkhwa conducted three days workshops in 6 districts of Khyber Pakhtunkhwa where Baacha Khan Schools were located i.e.; Mardan, Charsadda, Swat, Dargai, Upper Dir and Khyber agency during the time period of November 2016- November 2017.

Modules of the workshops included quality education, BKTEF critical model of education, Article 25-A and its legal aspects, current status of implementation of Article 25-A and Media Campaign for the Implementation of Article 25-A.

The brochures and link to media coverage have been annexed to the report.

Three days workshops on the Implementation of Article 25-A

Workshops on Implementation of Article 25-A in Shahbaz Garhi, Mardan was held from 29th December to 31st December 2017. Second workshop was arranged in Charsadda on 3rd January 2017. The third workshop was organized in Swat from 12th January to 14th January 2017. Fourth workshop was held in Landi Kotal, Khyber Agency on 5th February 2017. Fifth workshop was arranged in Dargai on 2nd April 2017. The sixth workshop was held in Gandigar, upper Dir on 25th July, 2017.

Modules of the workshops were;

- I- Legal aspects of Article 25-A
- II- Quality education & Critical Model and Cultural Model of Education
- III- Media Campaign for girls education.

Outcomes and Impacts

The workshops have had far-reaching impacts on the common masses of Khyber Pakhtunkhwa. For the outreach of quality and free education, focal groups for networks have been formed during the workshops who are working towards making the government accountable for implementing Article 25-A. Some of the key outcomes of the workshops are;

i- Formation of Focal groups

The focal groups are comprised of 5 persons from each district where the workshops have been held. The committees formed by the focal persons are given the responsibility to devise media campaigns and to supervise the activities conducted by the participants of the workshop for the implementation of article 25-A. The participants of the workshop spread the notion of quality and free education in their respective areas i.e. Union councils, Media, Hujras (social

gatherings), Madrassas/Mosques and educational institutions. The focal persons supervise the overall campaigns and send the reports to the headquarters of BKTEF.

ii- Round of meetings completed between Field department of BKTEF and focal groups

The Field department of the BKTEF stays consistently in contact with the focal groups formed in each workshop. The department has recently completed a round of meetings of all CECs situated in different districts where the workshops were held. They have had a close liaison with the focal persons who are actively campaigning for the implementation of article 25-A in their localities and spreading the notion of free and quality education to be a part of discussion in their district councils.

iii- Publishing of brochures in local languages

In order to spread awareness about right to free and quality education, brochures were published and spread among the common masses. The brochures were printed in local languages so that the local community easily comprehends them. The brochures contained information on BKTEF, right to free and quality education, international conventions on right to education, current status of education in Khyber Pakhtunkhwa and steps to implement article 25-A.

iv- Media coverage

The workshops on implementation of Article 25-A were covered by different local daily newspapers, Mashal Radio, and local news channels including Dawn News and Mashriq Tv.

v- Formation of Facebook page

A Facebook page has been created titled “Implementation of Article 25-A” in which posts regarding Baacha Khan’s paradigm, critical model of education and right to free and subsidized education are posted regularly.

Some tangible outcomes are as follows.

- 1- 250 activists were given orientation during the workshops in 5 districts of Khyber Pakhtunkhwa. It is in addition to the existing networks of Community Education

Committees (CEC) and youth groups. They keep campaigning for implementation of laws regarding access and quality education in social gatherings/Hujras, social media, Mosques/Madrassas, youth and union councils.

- 2- Networks and focal groups were formed.
- 3- Brochures were published and distributed by the focal groups.
- 4- Facebook page was launched titled “Implementation of Article 25-A”.

Teachers' Trainings



The BKTEF has also taken the initiative to develop a cadre of experienced teachers to create opportunities for novice teachers to learn from best practices and analyze and reflect on their teaching.

It is also crucial for experienced teachers to have ongoing and regular opportunities to learn. Ongoing professional development keeps teachers up-to-date on new research on how children learn, emerging technology tools for the classroom, new curriculum resources, and more. In this regard the BKTEF, arranges refresher courses for experienced teachers.

During the reporting period two Basic Teachers trainings were conducted in the following manner;

1. Basic teachers' training- May 5, 2017
2. Basic teachers' training- October 24, 2017

The trainings were held in the BKTEF head office. Almost 30 teachers attended the basic teachers' training. The trainings included the newly appointed teachers as well as senior teachers of Baacha Khan Schools. During the trainings, the teachers were given an elaborate orientation on the following;

1. The vision and mission of the BKTEF
2. Baacha Khan's paradigm
3. Critical model of education
4. Lesson planning
5. Teaching language as a subject and child psychology.

They were also equipped with tools and techniques to implement the teaching strategies in class in order to enhance the cognitive development of the students.

The trainings comprised of lectures, reading, group activities, discussion and different activities to equip the teachers with high end teaching methodologies for implementation of critical model of education developed by the BKTEF and implemented in all Baacha Khan Schools. The teachers discussed in detail the problems faced by students in their emotional, intellectual and developmental needs and collectively found ways to tackle them.

The trainings concluded with certificate distribution.









Section 3

Success stories

Maria

Baacha Khan School Nautia

20/11/2017

Maria- The girl who started her journey from Baacha Khan School Nautia, and made it to King's college Canada.



“I have always believed that hard work does pay off. However, my situation could have been different, had I not been a student of Baacha Khan School. I have heard of people ending their lives because their talents aren’t recognized and they aren’t given their due right in the society. But I was lucky enough to have been part of a caravan that was consistently in search of talent, determination and hard work.

They say that dreams are blueprint of your future. Every archeological wonder was once a blueprint, it took great dedication, commitment, hard work and determination to make it a reality.

But your dreams cannot be independent of your physical reality. My father worked day and night to serve our needs and I always wished to ease his burden.

While I was always good at studies since childhood, I wanted to pursue medical as a profession. I worked hard in BISE (Board of Intermediate and Secondary Exams) and secured top marks in my school. I was exhilarated to have gotten admission in pre medical in a government college in Peshawar and was studying day and night to make it to the top medical college in Khyber Pakhtunkhwa but fate had decided else for me.

It is true that one moment can change the course of your life entirely. I was informed about the scholarship in King's College Canada by Dr.Khadim Hussain. Even though I was an alumni of Baacha Khan School Nautia, I was considered by him. At first I took it lightly because I knew I wouldn't be able to grab it. I decided to appear in the written test just for experience as it wasn't going to cost much. To my surprise I passed the written test and then the interview. The news broke in my family. People from my village and family started telling my father not to let me go as it was against our customs to let a young girl go alone and that too so far away. They were clearly not happy with the idea of me going abroad. A girl going abroad-for studies, it was something totally out of question.

It was my father who stood by me in those times. He told me he would be with me even if the entire world stood against me. I still remember when I was leaving for Canada, my father hugged me while crying. He did not say a word but we both knew he was a proud father who had let his daughter chase her dreams.

If you have to ask me about the role of Baacha Khan School in my life, I would say I have been able to make it this far because I was once a student there. And I will never forget the two weeks before my interview when I was given orientation by Dr.Khadim Hussain personally on tactics to appear in the interview and the ways to tackle cross cultural differences. He was personally involved in my visa process and remained there throughout whenever I needed him. If it hadn't been him who recognized my talent, I could be in a different place today.

This is my story- a proud student of Baacha Khan School, and now King's college, Canada”

Maria is currently pursuing a BSc (Hons) Degree in King's College and has made great friends there. She is respected, loved and appreciated among her friends for being an extra ordinary student and is bringing a good name to her home town, Khyber Pakhtunkhwa.

Haseeba Younus

BKS Totakan



Haseeba Younus, the girl who secured highest marks in Board of Intermediate and Secondary Education (BISE) exams among all Baacha Khan Schools. Her story is not only interesting because she was able to attain such high grades but also because of the adverse circumstances that she had to face being a woman and coming from a downtrodden class of society.

She sees her achievement as a fruit of her teachers' hard work and the trust they put in her.

“While girls of my age recall memories of a colorful childhood when they had carefree days and had no worries to take care of; Here I stand, recalling the memories of my old school, cleaning my teachers' homes, baby sitting for their children, and cleaning their sheds where the cows and buffalos were kept. I was beaten and demeaned for mistakes such as the house not being clean enough or the sheds not taken care of. I would start shivering with the thought of “teacher” in my mind. I started shrinking inch by inch- mentally, physically, emotionally. My relationship with my teachers was nothing less than masters and slaves.

In all this melancholy, there was only one thing that kept me moving, my love for education. When I could take it no longer in my old school, I decided to switch to Baacha Khan School. Nobody in my community supported my except for my mother.” said Haseeba.

During the admission interview at Baacha Khan School, she recalls how she started crying when she was asked to spell the word “Homework”. She did not know how the word was spelled. Her new teachers corrected her mistakes with love and encouragement. With the help of her teachers who played immeasurable role in her life, she started elevating in her academics. Day after day, year after year she started demonstrating exemplary performance. Her result in Grade 10th did not come as a surprise rather it was the fruit of her hard work, her determination and her fight against the odds. People of her community who were once ashamed of girls going to school feel proud of her today.

Speaking in the prize distribution ceremony organized by the Baacha Khan Trust Education Foundation (BKTEF), she said “Today, people around me tell me to become a doctor. I will have enough money and a comfortable life undoubtedly, but the darkness that has engulfed my Pashtun brothers and sisters will still remain. I want to illuminate their worlds with knowledge and enlightenment and therefore I will become a teacher. A teacher who would raise a generation filled with love for enlightenment.”

The hall echoed with applause as her name was taken for the award, this time for a different reason, for a different person. Haseeba, the girl who fought and proved that the will of the strong shall never be shaken.

Jamaima

Ex Student Baacha Khan School (BKS) Nautia, Peshawar



Life is difficult in a country where one is not only denied her/his fundamental rights but the very notion of keeping hopes intact is challenged every moment on daily basis. It is in circumstances like these where noble souls are raised. `

Belonging to FATA (Federally Administered Tribal Areas), where men are denied justice and equity, and women are considered no less than a herd of sheep, Jamaima, a student of grade 10 , is one of those determined girls who happens to defy all odds and challenges all limitations which have been set for womenfolk.

Jamaima, while talking about her past experience in BKS (Baacha Khan School) Landikotal, recalls the troubles she had to go through when her school was blown by militants back in 2011. With the building now collapsed, she and her fellows, irrespective of the circumstances decided to appear in the final exams but could not find a place. They chose a mosque for the purpose but were turned back because of severe threats. They then chose a Hujra, again they were denied the place for the same reason and eventually they had to give their exams in an open field.

They waited for one year for the school to reconstruct. Meanwhile, they took tuitions and gave double exams so that their session would not go wasted.

Talented from the beginning, her skills were kept suppressed due to menace and constant threats in her vicinity. Life took a pleasant turn when Jamaima was shifted to BKS Nautia. She started participating in Speeches and gatherings against social evils.

Jamaima has been very vocal about FCR (Frontier Crimes Regulation), a draconian law promulgated by the colonial rulers and which is still in vogue.

In a talk show on Mashriq TV, Jamaima expressed that FCR is a black law; it is a law against men too, let alone women. She said the clause of collective punishment in FCR is completely inhuman. “We have one country, we want one law” she said.

She was the only girl who participated in a gathering against FCR in Jamrud where she delivered a speech in the main bazaar highlighting the evils of FCR and pleaded for its elimination.

In another talk show named “Zaki’s lounge”, she spoke about girls’ basic rights which was highly applauded by women of the community.

She also participated in gatherings against toy weapons in Islamabad.

Taking co curricular activities side by side, Jamaima takes keen interest in sports as well. She has passion for Cricket and Baseball and has achieved a number of Prizes.

Father figure plays a huge role in Jamaima’s life. She says she could not have come this far if her father had not been so supportive and open minded. Her father, who treats his daughters none less than sons, plans on admitting his daughter to sports academy after her grade 10 exams.

Her mother too plays a significant role in her personality building. She tells her daughters never to step back or be fearful of speaking the truth for she herself does not fear losing a daughter in the right path.

Sadly, she could not continue her education in BKS Nautia because of distance between her house and School but Jamaima still considers herself a part of BKS and cannot forget the support and appreciation showered upon her by her teachers and Managing Director BKTEF, Dr. Khadim Hussain who pushed her to move forward and appreciated her immensely with each success.

Jamaima aspires to become a nuclear engineer and also wants to join politics afterwards in order to raise voice for those who have been silenced by tyranny and intimidation.

Abdul Mohsin

Baacha Khan School (BKS) Swabi

Grade 4



Abdul Mohsin, A student of grade 4 at BKS Pabini, Swabi, achieved National Prize for children with special needs in ArtBeat- National Child art competition in which hundreds of children participated from all around the country.

Theme of the competition was *Rang-e-Bahar*. According to which he drew birds, kites, flowers and trees. He was awarded a shield along with a certificate and will be granted a sum of Rs. 7000/- in March.

Talking about the idea that occurred to him in the competition, he says he portrayed in his drawing what he observed in his village. People love flying kites during spring and its colorful all around which is clearly depicted in his art piece.

Other than drawing, he also shows interest in stage performance and participates in skits and Quran-e-Pak Tilawat too.

He takes his studies seriously simultaneously and achieves high grades since nursery.

Abdul Mohsin says his teachers have been very helpful and cooperative and he's proud to be a student of BKS.

Kulsoom

BKS Swabi, Pabini

Class 7th



My father runs a general store in our locality while my mother is a housewife. I was admitted in Baacha Khan School in 4th grade where I found a platform to present my abilities.

As a student of Baacha Khan School Pabini, Swabi, I was one amongst the 12 selected participants out of hundreds of contestants from both India and Pakistan in painting competition for Aghaz e Dosti Peace calendar 2017.

In the painting competition, I drew a pigeon as an emblem of peace and harmony between the flags of Pakistan and India. I did not know that my idea would be this much admired and appreciated. I was elevated and overtaken with excitement when I saw the feedback and response from all around. Not only from my own country but the neighboring country India as well.

I owe my success to my teachers who had been cooperative and encouraging throughout. I still remember how relieved I felt when I saw those genuine and sincere expressions on their faces when I was being awarded and when my painting was chosen for peace calendar 2017.

I strongly believe in Baacha Khan's philosophy of non violence. I think war is not the solution to both the countries' problems.

Pigeons are a symbol of Peace. Through my drawing, I wanted to convey how common citizens like us want an end to war and enmity. My art piece is an epitome of harmony, love and mutual understanding.



Sumaira Mumtaz

BKS Charsadda



Sumaira Mumtaz has proved to be a phenomenal student of Baacha Khan School Charsadda who competed in FSc Level country level debates in Lahore and Asian Declamation Contest Bangkok Thailand in 2011. She has been a brilliant stage performer and has demonstrated exemplary performance in stage shows, moderation, speeches, painting and sports.

Unlike the normal debates where two candidates debate over a particular topic, Sumaira could not find a mate to argue against the given topic Asian Declamation Contest Banko, hence she decided to be her own competitor as well; She spoke half an hour in favor of the particular topic and half an hour against it. She was highly applauded by the participants and ultimately won the debate competition leaving the audience mesmerized with her talent.

Sumaira has proved herself to be an all-rounder who has been making Baacha Khan School and her teachers proud.

Mamarra Afridi

Ex Student Baacha Khan School (BKS) Nautia, Peshawar



It is the story of a girl born in a small town in FATA who competed on Asian level and won prizes in debate competitions held on National level.

Mamarra hails from Landikotal , a small town of FATA (Federally Administered Tribal Areas), where opportunities to progress are very limited and the concept of women empowerment is considered profane.

A young girl belonging to Khyber Agency who knows no limitations in moving forward has come far way because of the encouragement and support of her father. From a very tender age Mamarra was encouraged to speak in front of men in their Hujra. Despite opposing views, her father was adamant not to let the morale of his daughters get crushed due to the prejudice and intolerance of the society.

It was in Dec 2011, when militants blew her school. Their aim was one; to halt the determination of girls studying in schools. They did not realize that they could damage buildings but not the morale and self esteem of girls like her.

It was a tough time for her and her fellows to cope with the destruction and melancholy inflicted upon them. They had to appear in exams under the open sky but their determination was intact.

Shortly afterwards a debate competition took place in which Mammara participated. The competition took place between 15 Branches of Baacha Khan Schools in which only top 3 contestants were selected. Mamarra was one of them. She was the only one from Landikotal who was sent to Thailand for International Debate competition in 2012.

In the debate competition her team reached quarter finals leaving behind Vietnam, China and Mongolia. It added to her accomplishment that she was the youngest debater among a pool of professionals belonging to different cadre. Mammara and her team were awarded “Best Culture in Asia” because of their presentation of Pakistani dresses, food, dances and books.

In a place where women are not allowed to step outside home, she was the only girl from FATA to reach debate competition on Asian level. The news was published by a well known English daily Express Tribune.

In her own country, Pakistan, she has been eloquently speaking on TV channels about the problems of girls in FATA and their basic rights to education.

As an ambassador of Malala Collection, she presented speech on Malala Day in front of a large number of audience which included politicians, social activists and students, in which she spoke about her right to education and the troubles she faced after her school was blown by militants but she did not withdraw and kept moving forward.

In Forward College, She delivered a speech on “Mere Shaheen k Parwaz me Kotahi hai” in which she secured 1st prize.

She also secured 1st prize in Painting Competition in 2005.

Keeping her studies the first priority, Mamarra has been the highest achiever in Baacha Khan School.

Owing to her accomplishments, she was also interviewed on Khyber news in the program named Vikhay Junay where she talked about FATA and girls' education as well.

Mamarra aspires to be a doctor and also wants to join civil services afterwards because she is well aware of the problems of her region. She intends to bring about social transformation and put an end to the power of "Malaks" who get all the funding for the welfare of their localities.

She has infinite love for her country and language, Pashto, which she describes in these words.

Da Watan da Baacha Khan da Qurbano na dak de

Ka za hum jor nakam khpal maqam nu bekara yum

Da Nangyalay, Toryale o shereen watan de

Ka Bia hum te nasham Motmayina nu za Bekara yum

Yum Mashuka khpal da watan nu Grano taso um shai

Ka lafz Pukhto me Mayan Nakre nu za Bekara yum.

(The roots of this nation are soaked with sacrifices of Baacha Khan,

If I still cannot find my place

What good am I for?

This nation is steeped with fearlessness, heroism, and poetry.

If I still cannot find satisfaction,

What good am I for?

I am the admirer of my nation and you should be, too.

If my mother language Pashto cannot enthrall me,

What good am I for?

Malaika Israr

BKS Mathra

Class 7Th



Malaika is a 13 year old girl who is bold, committed and enthusiastic and knows her way around.

Malaika studies in grade 7th of Baacha Khan School Mathra. Her father works in a company in Saudi Arabia and her mother is a housewife. She was admitted in grade 3 in Baacha Khan School.

She presented a speech on *the life of Baacha Khan* in BKS Nautia on the death anniversary of Baacha Khan with great vigor and fervor, and left the audience flabbergasted.

While talking about her experience in Baacha Khan School she says she found a complete difference in her previous school and BKS. She states that her previous school stressed upon education only and there were hardly any co-curricular activities. Even if some activities were conducted, only three girls were encouraged to participate repeatedly and the rest of students were avoided completely.

She says her turning point in life, was the day she joined Baacha Khan School Mathra. She was encouraged to participate in all the activities conducted by the school which helped her recognize her capabilities. She mentioned particularly Miss Hina's name who had been her class teacher in grade 3, as being the one who pushed her to participate in the activities and encouraged her to

stand out. Malaika has been actively participating in Speeches, moderation, announcements, tableaux and exhibitions ever since.

Furthermore, she also takes interest in acquiring skills from Baacha Khan School Craft Center. She has already learnt Ribbon work and 4 types of embroidery and is still learning.

It gives her a sense of satisfaction to realize that she is acquiring a number of skills at the same time.

“I didn’t know Baacha Khan before I was admitted in BKS Mathra. I have learnt a lot about him and his sacrifices for our generation in this school, and I have utmost love and respect for him” says Malaika.

Manahil

BKS Nautia, Peshawar

GRADE 10



I studied in a different school until I was admitted in Baacha Khan School (BKS) Nautia in grade 6. I was so shy and timid in those days that I couldn't even show my abilities because of lack of confidence. Every morning I woke up knowing that I had to go to school to attend the routine classes and get back home with homework. I could not imagine that a life existed beyond textbooks too. That we could learn and acquire education through different means other than sticking to just textbooks.

On the contrary, Baacha Khan School elevated my self-esteem by constantly engaging me in different academic and cultural activities. Studying in this school, I realized that education cannot be confined to text only. A student learns through experiences and day-to-day activities. I have also realized that one does not necessarily have to be good at formal studies only rather one should seek to acquire skills in all fields.

My father who is a junior clerk in C&W and my mother, a housewife, wishes to see me flourishing and are putting in their best efforts to meet my educational needs. They are glad that Baacha Khan School has given me the opportunity to express my suppressed talents.

I have passion for painting and have participated in a number of painting competitions within the school. I have also developed love for Pashto language and poetry of Ghani Khan and Khushal Khan Khattak. Other than that, I also love sports, particularly cricket which we play in school during our free time. I have won a medal in games too and participated in all school activities.

Taking my studies side by side, I have been able to secure 1st position throughout my academic career and have acquired Brilliant Student Scholarship in BKS Nautia.

I wish to study in King's College Canada on scholarship and serve my country as a leading figure to carry forward Baacha Khan's mission.

Nayab

Crafts Student at Baacha Khan School, Dargai



Nayab was only 19 when she had to discontinue her studies because of financial crisis. It was a time when she had to give up on her dreams to face the bitter reality of life.

Her father, who worked on daily wages, could only afford two times meal per day while sometimes even the basic needs of life were suppressed to the maximum.

Nayab almost gave up and succumbed to the circumstances till she was informed by a friend about Baacha Khan School Craft Center which served as a light in her dark world. Very quickly, she mastered the art of knitting and stitching and turned her fortune around. She started receiving orders on daily basis and became financially independent.

She was finally able to get admission in Bachelors with her own money and is now meeting the daily needs of her family with the money she earns through stitching.

Nayab says she could not have imagined a better life or her dream of continuing education, had she not found Baacha Khan School Craft Center.

Her father is proud of her who thinks his daughter has shared the family's burden rather than becoming burden on the family.

Rehana Ali

Baacha Khan School Swat

Grade 7



Rehana, a student of grade 7 in Baacha Khan School Swat had a very bitter experience with her previous schooling. She recalls how fearful she would become every time someone would mention the term “education”.

Whether it was school, study, books or knowledge, for her, everything related to education summed up to violence, hurt and humiliation, which her teachers inflicted upon her and her fellows for, minor mistakes. She recalls how her self-esteem was shattered every day when they would be beaten for failing a test or being absent for genuine reasons.

In grade 7, when she was admitted to Baacha Khan School she found out how she remained aloof of her fundamental rights having been violated all along. She realized how violence had shaken her personality. She thought she needed to mend her shattered self-esteem.

Following the philosophy of Baacha Khan’s non-violence and social justice, her teachers started paying special attention to her. The girl, who was initially daunted and scared, started progressing rapidly. She started asking questions in class and participated in all academic and cultural activities.

Rehana delivered a speech on women's rights on March 8, 2017, a day that is dedicated to commemorate the movement for women's rights.

Moreover, she sang a song "Margiya ma raza darzama" in a skit to honor the martyrs of Babarra Massacre. Rehana has performed in theatre as well.

She takes regular classes in crafts center at Baacha Khan School and has been able to acquire a number of skills, which include cutting, stitching, embroidery, and knitting.

The morale that was once lost because of constant violence and fear in her previous school was finally restored in her for the last one year of studying at Baacha Khan School.

Daud

Grade 10

Bacha Khan School Mathra, Peshawar



“I was very shy before I took admission in Baacha Khan school, and was unable to express myself. I was afraid to ask questions and lacked warmth in communication with my classmates. Perhaps, it was due to my bad experience with my teachers in my previous school where we were usually discouraged to ask questions.

In contrast, I got a very friendly environment at Baacha Khan School Mathra. My teachers motivated me to ask critical questions. They also encouraged me to participate in co-curricular activities to boost my confidence. For instance, once, my teachers prepared me to deliver a speech in our morning assembly and it was a great success. That event put me in right direction in my academic life. Since then, I took part in almost every competition, be that curricular or co-curricular and one day I was selected to participate in country level ‘Art Beat Competition’ organized in Lahore.

Moreover, my parents expected me to secure high grades in my Secondary School Certificate (SSC) examination. I came up with their expectations and obtained 85% marks.

My aim is to become a doctor and this motivates me to study and learn.”

Uzlifat

Dargai



Uzlifat's father is jobless with 9 people in the family to feed and no real source of income. They are 7 siblings and the responsibility of earning has thrust upon their shoulders. Her fortunes changed when she got admission in the craft center at Baacha Khan School Dargai Malakand Agency.

Uzlifat takes regular classes in Baacha Khan School to acquire skills in crafting. She has already learnt stitching. She can also make decoration pieces as well as traditional hair accessories now. Other than that, most of the orders received by the school are directed to her. She takes timely orders and delivers the demanded items on time. This has not only helped her polish her skills but has helped cope with her financial problems to a great extent.

The money she earns by selling handmade products helps her run the household and it has also given her a sense of satisfaction to be able to afford her daily needs.

Seeing the positive prospects, she has also encouraged her sisters to join the classes to learn crafting so that they are soon able to resolve their financial difficulties. As the saying goes "many hands make light work".

Zeenat

Crafts Student at Baacha Khan School Mardan



Zeenat's family faced financial constraints after her husband's retirement. Her husband, who served in army before, was later appointed as a security guard with a meager salary. It was difficult for him to make both ends meet.

Zeenat, being a patient of diabetes, has her regular visits to the hospital back and forth. She soon realized that the burden was too much to take for one person and started looking around for opportunities.

She was informed by someone about Baacha Khan Schools' Craft center which she immediately joined. A woman who knew nothing about crafts before took keen interest in learning and started excelling in knitting, threadwork and stitching. She started receiving orders from her neighborhood and relatives and her income started elevating.

Zeenat started making frocks and caps for her relatives living abroad. She was overwhelmed when her relatives' friends in Dubai placed large orders and paid the amount in advance.

With the money she earns through her crafts, she pays for her own expenses and does not have to be a burden on her husband who already has a lot to take care of.

Zeenat finds herself lucky that she found BKS crafts center at a time when her family faced severe financial crisis. She is now able to give a helping hand to her husband financially and has helped him immensely in repaying loans which her husband had taken.

She is glad that Baacha Khan School gave her the platform to recognize her capability and helped her become financially stable.

General achievements over the year

The BKTEF, in its aim to spread the notion of human dignity, social justice, gender equity, collective consciousness, democracy and human rights, has been successful to select and train youth from all districts of Khyber Pakhtunkhwa, five districts of Baluchistan and five provinces of Afghanistan. The political leadership-training program enabled the BKTEF to build a social transformation movement through designing synergistic activities.

1. Networking among the youth of Khyber Pakhtunkhwa, FATA, Balochistan and Afghanistan

Strong networking among the youth of Khyber Pakhtunkhwa, FATA, Balochistan and Afghanistan was achieved through the Fellows selected in the Political Leadership Trainings. The selected Fellows remained digitally and physically connected with each other consistently through social media; facebook, twitter and whatsapp where they collectively devise strategies to counter the extremist narrative and found effective solutions to resolve issues through negotiation and dialogue.

The selected youth had not been previously exposed to an alternative discourse of peace, dialogue, discussion, pluralism, human rights and democracy and were trained in political education. Further, the BKTEF linked them with community-based civil society organizations to keep them engaged in social transformation activities.

Moreover, the BKTEF included the outstanding trainees into the BKTEF Fellowship program to provide them advance skills, engage them in regular study circles and guide them to develop action plans for social, cultural and political activities.

Also, the BKTEF provided a platform to the trained youth to form community based civil society organizations. The political leadership training for more geographically contiguous areas of FATA, Balochistan and Afghanistan enhanced confidence building measures between Pakistan and Afghanistan through geographical networking, people to people contacts and cultural contacts.

The Fellows have been actively engaged in debating and devising effective strategies to counter the evils in society.

i. Fellows effective campaigning on social media against lynching of a university student

Fellows of Peshawar, Swabi, Charsadda, Nowshera and Quetta held regular and consistent protest demonstrations against the brutal lynching of a university student in Khyber Pakhtunkhwa. They ran an effective campaign on social media which prompted the apex judiciary of Pakistan to take suo moto. Moreover, they also compelled the government and political parties to stand against mob vigilantism.

ii. Promoting joint initiatives among Networks

In this connection, the fellows in Peshawar, Mardan, Malakand, Charsadda and Quetta have recently arranged demonstrations in front of Press Clubs to condemn racial profiling of Pashtuns on state TV channel by an Urdu speaking poet. They also wrote letters to chairperson of Pakistan Electronic Media Regulation Authority (PEMRA) to take action against the producer and the relevant staff responsible for the transmission of such racial profiling. The BKTEF fellows from Pakistan and Afghanistan raised their voice against Pashtun racial profiling on social media using Facebook, twitter and WhatsApp. Consequently, Federal Information Ministry of Pakistan put lifetime ban on the accused poet to appear in state television programs.

2. Formation of civil society groups

It adds to the achievement of the program that the activists have been able to form their own civil society organizations and are regularly engaged in social, political, cultural and economic transformation through these platforms. Through the activities carried out by the civil society organizations, interaction and networking among youth activists in both Pakistan and Afghanistan in order to promote democracy, pluralistic narratives, human rights, political education both within individual countries has widened and improved.

Some of the work of the activists and civil societies groups is as follows;

1. Participation in Community Education Committees in the relevant communities to provide feedback on drop out ratio, quality of teaching and security measures.
2. Organizing and participating in celebrations of national and international days.

3. One of the BKTEF fellow Shafiq Gigyany, has done tremendous job by creating podcast on sound cloud to create awareness about education, indigenous cultures and pluralism.
4. The BKTEF fellows in Khyber Pakhtunkhwa arranged eleven study circles while six study circles were arranged in Quetta Baluchistan.
5. Da Ranra Margaree (Friend of Light), organized study circles,Shangla Two provincial level Shangla youth Festivals and three musical concerts for the community of Shangla District, Khyber Pakhtunkhwa.
6. Da Tor Saro Sadar (CSO) organized theatre performance on women inclusion and voters' education in Hangu District and Swat districts.
7. Dir Literary Society arranged three days books and literary festival and a seminar on non-violent struggle in district Distt Dir, Khyber Pakhtunkhwa.
8. Progressive writers' association held regular study circles on political thought and held demonstrations against domestic violence.

4. Trust deficit between Pakistan and Afghanistan minimized

Through the Political Leadership Training conducted in Kabul, the mistrust between the governmental institutions of Pakistan and Afghanistan was minimized to a great extent. The BKTEF was able to give detailed presentations to the civil society like Regional Study Centre and Kakar Research Forum, Media consortia like Pajwak News, academic institutions like University of Ningarhar Jalalabad and socio-political elders like former president Hamid Karzai, Minister of Tribal Affairs Ghafoor Liwal and Governor of Ningarhar Mr. Mangal to exchange views and identify shared goals. The BKTEF team was able to win over their confidence not only for its activities in Afghanistan but also for people to people contacts between Pakistan and Afghanistan. The trust level between the people from both countries deepened and expanded with the passage of time. The BKTEF was even taken on board by the Afghan authorities for facilitation in the inclusion of women in decision making process and for reforms in their

education system. The BKTEF has now a large network of Fellows in different provinces of Afghanistan and quite a comfortable good will among the civil society, academia and government circles. This is quite helpful for the organizations and institutions in Pakistan as well.

5. Replication of study circles

The study circles have proved to be a phenomenal scheme owing to the fact that besides being held by the fellows of the BKTEF, they have been replicated by Ph.D students of Peshawar University, Aware girls Organization, National Youth Organization (NYO) UAE and NYO Karachi as well.

6. Facilitation of students from both sides

Through the Political Leadership Training held in Kabul, a smooth way has been paved for the students of both sides and an exchange program for the students of Afghanistan and Pakistan has been suggested and put forward in the ministry of tribal affairs of Afghanistan.

Overview

Overall, the democratic political awareness and social transformation have had awakening and cementing impacts on the youth of Khyber Pakhtunkhwa, FATA, Balochistan and Afghanistan. The youth who have been looking for a way out of the quagmire got an opportunity to ponder over an alternative counter terrorism discourse through dialogue and negotiations. In 2015-16, the number of BKTEF fellows was twenty. In 2016-17, the number of fellows increased to 80. Fellows of the BKTEF are now engaged in cultural, educational and social activities tirelessly to pave way for people-to-people contacts in order to have confidence building measures among the countries of the region. The political leadership trainings also paved way for building democratic leadership as well as good governance.

Annexure

Annex 1

Broacher for implementation of Article 25-A

آرٹیکل 25-A کا عملی نفاذ

باجا خان ٹرسٹ ایجوکیشنل فاؤنڈیشن

باجا خان ٹرسٹ ایجوکیشنل فاؤنڈیشن تعلیم، صحت اور غذائی ضروریات کی فراہمی اور تعلیمی اور صحت کے شعبوں میں کام کر رہی ہے۔ اس ادارہ نے ڈیڑھ لاکھ سے زائد بچوں کو تعلیم کے ذریعے سہارا دینے کیلئے ایک ٹرسٹ کا آغاز کیا ہے جو باجا خان کے سکولوں اور کالجز کی ترقی ہے۔ باجا خان ٹرسٹ ایجوکیشنل فاؤنڈیشن تعلیم کے ذریعے ایک ایسے معاشرے کے قیام کے کوششوں میں مصروف ہے۔ جس میں ہمارے بچے اپنی ذاتی و فنی زندگی میں بہتر اور باوقار زندگی بسر کر سکیں۔ اس سلسلے میں باجا خان ٹرسٹ ایجوکیشنل فاؤنڈیشن نے ہنگو ٹروا صوبے کے مختلف اضلاع میں پندرہ باجا خان سکول کھول رکھے ہیں۔ جن میں ڈار، حیدر، اور پسر و سامان بچوں کو مفت اور معیار تعلیم دی جاتی ہے۔ صوبے میں تعلیم کا معیار بہتر بنانے کیلئے باجا خان ٹرسٹ ایجوکیشنل فاؤنڈیشن نے ایک تعلیمی نظام وضع کیا ہے جس کا مقصد بچوں میں جامع طور پر اور ہمارے ملکوں میں عمومی طور پر تعلیم کی شعور پیدا کرنا ہے۔

اس تعلیمی نظام کے خدو خال درج ذیل ہیں۔

- ﴿1﴾ ابتدائی شعور اور تحقیقی استعداد کے ذریعے تحقیقی اور ایجاداتی صلاحیتوں کو بڑھانے کا چارہ۔
- ﴿2﴾ زندگی گزارنے کے اہم بنیادی ہنر، دروازے ہنر اور پیر ہنر۔
- ﴿3﴾ معاشرتی قدرتی اور انسانی شعور کو بڑھانا۔
- ﴿4﴾ تہذیب اور برائی اصول پڑھنے کی زندگی کا حصہ بنانا اور انسانی شعور پیدا کرنا۔

مفت اور لازمی تعلیم کا حق

مفت اور لازمی تعلیم عالمی طور پر ایک تعلیمی شہرہ ہے۔ اس حق کو مختلف بین الاقوامی کانفرنسوں، معامدوں اور اعلامیوں کے ذریعے تسلیم کیا جاتا ہے۔ پاکستان کا آئین 1973ء کے بھی بین الاقوامی معامدوں کا پابند رہتے ہوئے مفت اور لازمی تعلیم کو حق تسلیم کرتا ہے، جبکہ ذکر آئین کے دوسرے باب میں درج ہے۔ پاکستان کا آئین 1973ء کے باب 25 کی پالیسیوں کے باب میں مفت اور لازمی تعلیم دینے کا حق تسلیم کرتا ہے مگر حقیقتی طور پر پاکستان کے عام شہری ابھی تک اس حق سے محروم رکھے گئے ہیں۔

اپریل 2010ء میں پاکستان کے پارلیمنٹ نے اقوام متحدہ کے تسلیم کردہ معامدوں اور اعلامیوں کی بنیاد پر اس ٹرسٹ کی بدولت آرٹیکل 25-A کو آئین کا حصہ بنانے کا فیصلہ کیا اور پاکستان کے آئین میں اس کا اضافہ کیا گیا۔ اس کے بعد ہر سال تک بچوں کو مفت اور معیار تعلیم دیا کرے۔

اقوام متحدہ کے بعد قیام کا اعلان معامدوں کی منظوری کو پھر دیکر دیا گیا۔ مفت اور لازمی تعلیم کے حق کا تعلق 24 دسمبر 2012ء سے پاکستان کے اعلان عام ہواؤں میں نافذ العمل ہے۔ لیکن مذکورہ لائن میں موجودہ میں 13 جنوری 2013ء سے نافذ العمل ہے۔ حکومت پاکستان نے مارچ 2013ء میں مفت اور لازمی تعلیم کو آئین میں جاری کیا جو کہ بعد میں صوبائی اسمبلی سے 4 جنوری 2014ء کو منظور کر لیا گیا۔ حکومت پنجاب نے اس ضمن میں 13 مئی 2014ء کو ایک آرڈیننس جاری کیا مگر غیر متعلقہ نفاذ حکومت اپ بھٹ آرٹیکل 25-A میں مفت اور لازمی تعلیم کے بارے میں کسی بھی قانون سازی میں کام رہا ہے۔

مفت اور لازمی تعلیم کے بنیادی حق کے بارے میں چند بین الاقوامی پابند اور اعلامیے

1) انسانی حقوق کا عالمی اعلامیہ	26 آرٹیکل
2) معاشیات، سماجی اور ثقافتی حقوق کا بین الاقوامی معاہدہ	13، 14، 28 آرٹیکل
3) بچوں کے حقوق کا کنونشن	28 آرٹیکل
4) خواتین کے خلاف تشدد کی تمام شکایاتوں کے خاتمے کا کنونشن	10 آرٹیکل
5) مزدوری کے معاشی حق کا کنونشن	24 آرٹیکل
6) تعلیم کے میدان میں امتیازی سلوک کے خلاف کنونشن	4 آرٹیکل
7) عالمگیر برقی چارٹر (ILO) کنونشن 182	آرٹیکل 7 اور 8
8) بچوں کے حقوق اور صحت دہاڑے کا چارٹر	11 آرٹیکل
9) افریقی توجہاتوں کا چارٹر	13 اور 16 آرٹیکل
10) عرب چارٹر	41 آرٹیکل
11) امریکی مائسٹری کی تنظیم کا چارٹر	49 آرٹیکل
12) انسانی حقوق پر امریکی کنونشن کیلئے اضافی پروٹوکول (بینین سلواویر پروٹوکول) آرٹیکل	
13) بنیادی حقوق کے یورپی یونین کا چارٹر	14 آرٹیکل
14) انٹرویو شدہ، ایسوسی ایشن کا چارٹر	10، 17 آرٹیکل
15) آسیان انسانی حقوق کا اعلامیہ	31 آرٹیکل

پاکستان میں بنیادی تعلیم کی حیثیت

پاکستان ایک ملک ہے۔ کہ تمام بچوں کو سکول میں لے کر آنا چاہیے۔ ایک طرف سکول میں بچوں کی تمام اہمیت کی شرح اور دوسری طرف آزادی میں بخیریت سے اضافہ سکول سے باہر بچوں کی تعداد میں اضافے کا سبب ہے۔ بچوں کے طور پر ملک میں ہر سال ان بچوں کو سکول کی شرح میں اضافہ ہو رہا ہے۔ معیاری تعلیم کی کمی پاکستانی معاشرے کے ارتقاء میں سے تعلق رکھنے والے طبقوں کی طرف سے اہمیت اور آزادی ہے۔ ان شعبوں میں اقتصادی ترقی، معاشرتی ارتقاء اور سیاسی استحکام شامل ہیں۔

پاکستانی تعلیم اور خواتین کی شرح میں کمی کی وجہ سے پاکستان 188 ممالک کے درمیان میں سب سے نیچے درجہ بندی 147 ویں پر درج ہے۔ یہ اعداد و شمار یونین اور پی سی ڈی (HDI) کے سال 2015 کے رپورٹ میں پیش کیے گئے ہیں۔

آرٹیکل 25-A کو لاگو کرنا

اگلے مراحل اور اس کیلئے تیاری

تا 2015 میں اعداد و شمار کے مطابق غیر ملکی تعلیم یافتہ بچوں کی عمر 10 سال یا اس سے زیادہ ہے ان میں نصف بچے کم عمری میں تھے۔

اس (ASER 2015) کے اعداد و شمار کے مطابق غیر ملکی تعلیم یافتہ بچوں کی عمر 10 سال یا اس سے زیادہ ہے اور ان کی سکولوں میں ذہنی تعلیم چنانچہ ان میں

70 فی صد بچے نکلنے پر حسنا فحش جائے۔

صوبے میں تاخیر اندگی کی شرح کیوں بڑھ رہی ہے؟

تو، بلا جواب داخل صاف اور واضح ہے کہ خبر بخشناؤ کی حکومت ایسے بچوں کو قہم دینے میں کامیاب ہو چکی ہے جو کول جانے کے قابل ہیں۔ نتیجہ کے طور پر یہ بچے آگے چل کر خواہ وہ لوگوں کی فہرست میں شامل ہو جائے ہیں۔

اعداد و شمار کے مطابق ہر کاروباری ملکوں میں ملوث کتابیں اور لٹریچر کی حوالہ دہ کے تعین میں کیا کرنے کے اور جو اسے میں لکھنا کہ ایک نیکو اسکول سے (جو ہیں۔ یہ اعداد و شمار ان سے لئے نظر سے کی گئی ہے اور جس کی ہر ایک کتاب کو ایک حکومت کو اسطرح اور ان کی تعین میں کیا کرنے کے مجبور کیا تو ہمارے ہے ایک اس طرح تعلیم کے فیصلہ کی اس علم اور ہیں گئے۔

اس سلسلے میں نیچے دیے چھ اقتداات نہایت ضروری ہیں۔

(۱) تعلیم کے شعبے کو قوم کی فراہمی۔

(2) تعلیم سے (یعنی سکولوں سے) بچوں کی دینی کو ممکن بنانا اور نئے سکول قائم کرنا۔

﴿3﴾ بچوں کو سکول میں داخل کرنے کی ہر قسمی پروگرام۔

(4) آرٹیکل 25-A کے تحت کیلئے تھیل کا نون سازی اور ان کی عمل چار کر کے حکومت سے مطالبہ کیا۔

(5) دیوبندی تعلیم کیلئے سائنس کی تربیت، انگریزی کا مؤثر نظام، مستحکمات کے نظام میں اصلاحات اور نصاب میں اصلاحات۔

﴿6﴾ متحہ می ہادی کی متحہ می حکومتوں میں شراکت داری۔

بابا چا خان ٹرسٹ ایجوکیشنل فاؤنڈیشن

مکان فخر، محمد باکس، ریلوے روڈ، یونیورسٹی ٹاؤن، چٹاؤر

فون نمبر: 091-2601142 فیکس: 091-2601143

www.bkefoundation.org

www.facebook.com/BKTEF

www.twitter.com/bkief_info

Annex 2

Media Coverage

جہاں وہ عالمی اقتصادی فورم کے سالانہ اجلاس میں شرکت کریں گے۔ وزیراعظم کو عالمی اقتصادی فورم کے ایگزیکٹو چیئرمین پروفیسر کلاس شیوہ نے (بقیہ 36 صفحہ 7)

ملتان: وزیر مملکت انجینئر بلق الرحمن قرآن اکیڈمک ایسوسی ایشن کی تقریب سے خطاب کر رہے ہیں

خیبر بختون خوا میں پینتیس لاکھ بچے سکولوں سے باہر ہیں خدام حسین

پاکستان کے آئین کے مطابق پانچ سال سے سولہ سال تک بچوں کو مفت تعلیم دینا حکومت کی ذمہ داری ہے، تربیتی ورکشاپ سے خطاب

سوات (چاند نیوز) خیبر بختون خوا میں پینتیس لاکھ بچے سکولوں سے باہر ہیں ان کو معیاری تعلیم دینا حکومت کی ذمہ داری ہے، خدام حسین، تفصیلات کے مطابق باچا خان ایجوکیشن فاؤنڈیشن کے چیئرمین ڈائریکٹر نے منگورہ میں پاکستان کے آئین ارنیکل 25A کے بارے میں تین روزہ تربیتی ورکشاپ کے موقع پر کہا ہے کہ پاکستان کے آئین کے مطابق پانچ سال سے سولہ سال تک (بقیہ 37 صفحہ 7)

عمران خان کو نواز شریف سے حسد نے ذہنی مریض بنا دیا ہے، مریم اورنگزیب

جلسوں میں بھڑکے لگانے کی بجائے عدالت میں ثبوت دیں، وزیر مملکت برائے اطلاعات

اسلام آباد (اے پی پی) وزیر مملکت اطلاعات و نشریات، خان صاحب جلسوں میں بھڑکے لگانے کی بجائے مریم اورنگزیب نے کہا ہے کہ عمران خان کے پی کے کا وہ عدالت میں ثبوت دیں، عمران خان کو نواز شریف سے حسد سرکاری سکول دکھائیں جہاں آپ کے بچے پڑھتے ہوں نے ذہنی مریض بنا دیا ہے اور حسد کا (بقیہ 38 صفحہ 7)

پشاور اور منصوبہ میٹروپولیٹن کے بچے، نچھٹے پھر ذرا وقت

لومیت کا سپلائی ڈسٹرکٹ ہسپتال منجھت سٹر (ڈی ایم سی) قائم ایڈووکیٹ کا ڈسٹرکٹ پریس کلب سمر کمرہ کا دورہ، موصحب ایڈووکیٹ نے گذشتہ روز ڈسٹرکٹ پریس کلب سمر کمرہ کرنے کا فیصلہ کیا ہے جس سے پشاور (بقیہ 8 صفحہ 5)

کابینہ کو مبارکباد، محافلوں کے مسائل تربیتی بنیادوں پر دورہ کیا ڈسٹرکٹ کونسلر حکیم خان اور (بقیہ 11 صفحہ 5)

لاکھ بچے سکولوں سے باہر ہیں تعلیم دینا حکومت کی ذمہ داری ہے خدام حسین

پانچ سال سے سولہ سال تک کی عمر کے بچوں کو تعلیم دینا ٹیٹ کی ذمہ داری ہے، خیبر بختون خوا میں ارنیکل پر عمل نہیں ہو رہا

منگورہ (نامہ نگار) خیبر بختون خوا میں پینتیس لاکھ بچے سکولوں سے باہر ہیں ان کو معیاری تعلیم دینا حکومت کی ذمہ داری ہے، خدام حسین، تفصیلات کے مطابق باچا خان ایجوکیشن فاؤنڈیشن کے چیئرمین ڈائریکٹر نے منگورہ میں پاکستان کے آئین ارنیکل 25A کے بارے میں تین روزہ تربیتی ورکشاپ کے موقع پر کہا ہے کہ پاکستان کے آئین ارنیکل پر عمل نہیں ہو رہا ہے، اور نہ (بقیہ 12 صفحہ 5)

چین میں عالمی تجارتی نمائش میں شرکت کیلئے درخواستیں طلب

مٹہ، اپر سوات کو ضلع کا درجہ دینا وقت کے ہم ضرورت ہے

اپر سوات ضلع بے پلوڈ سوات کے سرکاری دفاتر پر بوجھ کم ہو جائے گا، امیر خان

مٹہ (نامہ نگار) ہمارا بنیادی حقوق کو نہ چھینا جائے۔ اپر سوات کی آبادی کے لحاظ سے ضلع کے قابل ہے۔ لوگوں کو دور دور جانے سے شدید مشکلات ہیں۔ بدترین ٹریفک کا اظہار پی پی آئی تحصیل مٹہ کے جرنل سیکرٹری اشغر خان

اسلام آباد (پی این پی) ٹریڈ ڈیولپمنٹ اتھارٹی آف پاکستان (ٹی ڈی اے پی) نے چین کے صوبے ہبیانگ جیاؤنگ میں منعقد ہونے والی پانچ روزہ عالمی تجارتی

ہوئے کہا لکھ

پس فراہمی اور

10 صفحہ 5

Annex 3

Web links of media coverage

4.3.1.1.Implementation of Article 25-A

https://epaper.dawn.com/DetailNews.php?StoryText=15_01_2017_182_002

https://www.facebook.com/pg/mashaalradio/videos/?ref=page_internal

4.3.1.2.Study circles

<https://www.dawn.com/news/1344578>

<https://www.dawn.com/news/1356898>

https://www.facebook.com/story.php?story_fbid=1561877453891732&id=100002084773418

4.3.1.3.Charity shows

i. Charity show Swat

<https://www.dawn.com/news/1370221>

ii. Charity show Mardan

<https://www.facebook.com/mashaalradio/videos/vb.283201628374188/1959879960706338/?type=2&theater>

iii. Charity show Charsadda

<https://www.facebook.com/voadeewa/videos/vb.141413749250183/1730975173627358/?type=2&theater>