### Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AACM</td>
<td>Alliance Against Child Marriages</td>
</tr>
<tr>
<td>ASER</td>
<td>Annual Status of Education Report</td>
</tr>
<tr>
<td>CLF</td>
<td>Children’s Literature Festival</td>
</tr>
<tr>
<td>CSR</td>
<td>Corporate Social Responsibility</td>
</tr>
<tr>
<td>ECE</td>
<td>Early childhood education</td>
</tr>
<tr>
<td>EFA</td>
<td>Education For All</td>
</tr>
<tr>
<td>ESD</td>
<td>Education for global citizenship and sustainable development</td>
</tr>
<tr>
<td>EYA</td>
<td>Education Youth Ambassadors</td>
</tr>
<tr>
<td>IPL</td>
<td>Institute of Professional Learning</td>
</tr>
<tr>
<td>ITA</td>
<td>Idara-e-Taleem-o-Aagahi</td>
</tr>
<tr>
<td>L4A</td>
<td>Learning for Access</td>
</tr>
<tr>
<td>MDGs</td>
<td>Millennium Development Goals</td>
</tr>
<tr>
<td>NEP</td>
<td>National Education Policy</td>
</tr>
<tr>
<td>OOSC</td>
<td>Out of School Children</td>
</tr>
<tr>
<td>PAL</td>
<td>People’s Action for Learning</td>
</tr>
<tr>
<td>RTE</td>
<td>Right to education</td>
</tr>
<tr>
<td>SDGs</td>
<td>Sustainable Development Goals</td>
</tr>
<tr>
<td>SMC</td>
<td>School Management Committee</td>
</tr>
<tr>
<td>UNGA</td>
<td>The United Nations General Assembly</td>
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Message from Chairperson and Advisor/Trustee

Idara-e-Taleem-o-Aagahi (ITA) public trust established in June 2000 has traversed a rich landscape across Pakistan, the region and globally in pursuit of active learning and innovations to influence scalable reforms and practices in education. Each year for ITA is a period for re-envisioning, reflecting and redesigning the scope of its work and crafting synergies that can connect optimally with its vision defining “education as a comprehensive process for human and social transformation”. For some it may be simply a string of a dozen words put together and for others the vision is a provocation for those attracted to the institution to explore linkages across lifelong learning, defying and crossing sectorial boundaries coming closest to nature’s DNA for human evolution and happiness with compelling organic evidence and logic. The tap on our shoulders by children, now transformed into sensitive and dynamic citizens reminding us “did you recognize me, I was the orphan student in Sadiqabad now a poet and qualifying to become an aeronautical engineer-I would have been a child bride had it not been for ITA’s effort to qualify me for Daanish school ” says it all! We need millions like that to energize our pathways!

The past 16 years for ITA have been such a journey laying the foundations for the next 15 years to be one of vigorous demonstration of positive change across Pakistan- deeply embedded in learning from resources within and fearlessly crossing boundaries for mobilizing learning from all spaces. ITA has actively engaged in friendships within and across borders in Asia, Africa, Latin America, North Americas, UK and Europe- seeking common ground for human development from Early Childhood Development to primary, secondary, technical vocational and tertiary education through innovative financing. It is precisely these friendships that leveraged Pakistan’s voice in the design and finalization of the Sustainable Development Goals (SDGs) and SDG 4 in particular along with the indicators. ITA is successfully represented in global forums of assessment, tracking, financing and partnerships with citizens and corporate sectors at the UIS, GEM-R, GBC Ed and the International Commission on Financing Global Education. These are humbling milestones that can only be sustained through irreversible gains in our own backyard.

ITA is a youth driven organization respecting generations who dare to be game changers in remote and highly populated areas of Pakistan with integrity, hard work, innovation and commitment. The work ethic has been exceptional amidst challenges of human resources in a complex environment.
where national and local governance narratives are powerful, evolving and explosive simultaneously. ASER as a mega social movement of citizens’ accountability for learning has been a landmark for ITA’s evolution triggering not just a nationwide footprint that influenced local, national and global conversations and actions for learning as priority in education, but also created possibility platforms within ITA for stretching its frontiers of programming, research, partnerships and advocacy. ASER’s corollary the right to education work on Article 25A of the constitution, influencing the legal and implementation framework, mobilized Education Youth Ambassadors across Pakistan as part of the Global Youth Ambassadors’ movement by A World At School, collecting over 2.25 million signatures from children, citizens, universities, schools and parliamentarians alike; such platforms cannot be temporary but they must last till they reach the last mile of achieving right to education-as a transformative absolute entitlement for all citizens. The ASER score card gave birth to creativity, cultural crafting and communication platform, it empowered the ITA’s eco system to give birth to and manage the Children’s Literature Festival (CLF) now a separate entity supported by ITA to explore alternatives for promoting learning and reading through multiple intelligences. Accelerated learning remains at the heart of the education equity challenge for which Chalo Parho Barho (Let’s Read and Grow) was launched embedded in the Learning for Access (L4A) program- the critical transformative initiative for 5-12 year olds in Pakistan. For all this work the most important partners are government and communities as ITA’s essential clients to respond to supply and demand challenges. Both of them, the Government and communities will be the key partners for ITA in the coming years believing in the same journey, actively financing their equity for creating vibrant social capital for Pakistan.
**About ITA**

Established in 2000, Idara-e-Taleem-o-Aagahi (ITA), also known as the Centre of Education and Consciousness, is a response to the profound crisis of education present across Pakistan. ITA aims to remove the barriers causing this education challenge and create a vibrant learning environment where each individual is given equal rights and opportunities throughout their learning years. ITA is a tax exempted nonprofit organization, registered under; the Registration Act 1860 in 2000, the Societies Act in 2006, and is certified by the Pakistan Centre for Philanthropy since September 2006. ITA is also registered with NGO-source that supports Equivalency Determination in compliance with U.S. public charities.

“Idara-e-Taleem-o-Aagahi is a Public Trust, dedicated to promoting education as a comprehensive process for human and social transformation.”

**Mission Statement**

To actively pursue universal access and standard setting in education as a comprehensive learning experience for human evolution and consciousness by creating contemporary education systems for all children, youth and adults without discrimination due to gender, class, age, religion, color and ethnicity and, to address bottlenecks through timely resource mobilization and influencing of public policy.

**The objectives of the Trust are to:**

- Create appropriate institutional arrangements to explore, experiment, research and implement quality alternatives committed to educational excellence in a global setting.
- Expand the landscape from education and learning to education, skills, livelihoods and entitlements; *skills encompass both vocational and higher education*
- Establish an institute for professional learning for educators, for crafting new knowledge, pedagogies, assessments and standards of practice as part of ITA’s eco system.
- Undertake institutional strengthening of public, not for profit private sector and community-based organizations for managing change providing quality education services through area-based approaches.
- Promote enabled learning based on principles and practices of education for global citizenship and sustainable development (ESD).
- Alleviate resource bottlenecks which prevent individuals and organizations from maximizing potential for benefiting society.
- Develop and promote information and communications system to access latest local and global evidence on education trends for influencing practice, policy and reforms.
- Document, network and organize inter-cultural exchanges with like-minded organizations locally, regionally and globally for sharing best practices, validating the work of the Trust as a global institution to promote the mission of Idara-e-Taleem-o-Aagahi.
- Cultivate norms of citizenship and democracy through redesigned education processes based on: respect for diversity, heritage, universal human rights and tolerance.
Our Outreach

ITA’s implementation is through a sector wide lifelong learning approach. The programs range from; Early Childhood Development-ECD (0-8), learning enhancement and school improvement (5-16), non-formal catch up programs (4-14) to technical vocational (15-30), college and tertiary level (17+) embedded in health hygiene, climate change and environmental responsibility, learning for understanding. Programs are preferred within geographical clusters through seamless linkages across all age groups for sustainable development and human happiness. Nationwide scalable campaigns are implemented within the framework of social movements triggered by the powerful assessment on learning levels (5-16 years)- Annual Status of Education Report (ASER), aligned to Right to Education (RTE), Learning for Access (L4A)/ Chalo Parho Barho - Lets Read and Grow; and Children's Literature Festival (CLF). Together the campaigns are placed under an umbrella, titled “Citizens' Movement for Quality Education (CMQE)”. Each initiative is underpinned by principles of gender activism, active citizenship, public private partnerships, alliance building and CSR mobilization. Partnerships are at the core of ITA's work with communities, parents, children, government, parliamentarians, civil society organizations and coalitions, media, teacher unions private/corporate sector; foundations, donors and INGOs.

Geographic Coverage

<table>
<thead>
<tr>
<th>National, Province, District</th>
<th>Started</th>
<th>Lists of Districts with Existing Offices</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>2010</td>
<td>ITA expanded its outreach to 148 districts under ASER – Pakistan</td>
</tr>
</tbody>
</table>
| Punjab                      | 2000    | • Lahore  
|                             |         | • Rahimyar Khan  
|                             |         | • Bahawalpur  
|                             |         | • Muzzafargarh  |
| Sindh                       | 2009    | • Karachi  
|                             |         | • Shikarpur  
|                             |         | • Sukkur  |
| Khyber Pakhtunkhwa          | 2010    | • Peshawar  
|                             |         | • Mardan  
|                             |         | • D I Khan  |
| Balochistan                 | 2009    | • Quetta  |
| ICT                         | 2002    | • Islamabad  |
| UK- Chapter                 | 2001    | • London  |
| Districts:                  | 12      | No. of Offices: 12 (modest)  |
### Board of Trustees

**Governance: ITA’s Patron, Board of Trustees and Advisors**

<table>
<thead>
<tr>
<th>Name</th>
<th>Designation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Narmeen Hamid</td>
<td>Chairperson</td>
<td>Health, Gender &amp; Development Advisor</td>
</tr>
<tr>
<td>Mrs. Zobaida Jalal</td>
<td>Patron / Trustee</td>
<td>Educationist</td>
</tr>
<tr>
<td>Baela Raza Jamil,</td>
<td>Trustee/ Advisor</td>
<td>Educationist Public Policy</td>
</tr>
<tr>
<td>Mr. Jamil Najam</td>
<td>Trustee</td>
<td>Former DPI- EE, Director CPP</td>
</tr>
<tr>
<td>Ms. Rubina Tariq</td>
<td>Trustee</td>
<td>Educationist</td>
</tr>
<tr>
<td>Dr. Afshan Huma</td>
<td>Trustee</td>
<td>Policy Analyst and Consultant in Educational Research</td>
</tr>
<tr>
<td>Ms. Rukhshanda Naz</td>
<td>Trustee</td>
<td>Women Rights Expert</td>
</tr>
<tr>
<td>Mr. Imtiaz A Nizami</td>
<td>Secretary</td>
<td>Dy Director Programs ITA</td>
</tr>
<tr>
<td>Ms. Noor Jehan Dhanani</td>
<td>Visiting Trustee (non-Voting Trustee)</td>
<td>Special Need &amp; School Improvement Consultant (UK)</td>
</tr>
<tr>
<td>Prof. Shaheen Sardar Ali</td>
<td>Advisor</td>
<td>International Human Rights Academic</td>
</tr>
</tbody>
</table>
ITACEC UK Chapter

ITA-UK works with public sector institutions for Education transformation and providing a voice to the excluded. It has consistently supported ITA through information and resources sharing.

Led by Ms. Noorjehan Dhanani, a well known educator in the UK its focus is on:

“Empowering Schools: Empowering Communities”

- The Trust is involved in supporting:
- School Improvement Program
- Teacher/Head Teacher Training
- Homework Study Centers, Drop In, Literacy and Skills centers
- Earthquake and emergency support to school construction and improvement
- Continuing education at middle levels for mainstreamed child labor children
- Capacity Building of ITA's core staff, in Pakistan and abroad
- Fund Raising
- School to School link: CDG Girls Primary School Yakki Gate and Cannobury Primary School UK, and ICT based initiatives
- Exchange Training Session with other Schools
- Linking Commonwealth Scholarships for deserving students in Pakistan
- Sharing with ITA learning materials and information on professional development and school improvement programs in practice in UK

WE the trustees of the Idara believe that LEARNING AND KNOWLEDGE are the only WEALTH we can give our CHILDREN

- UK Registered Charity: 1093485
- Chair: N. J. Dhanani
- Secretary: Aminah Kassam
- Treasurer: Asghar Hussain
- Educationist: G. McGlasson-West

ITA Pakistan and ITA UK will continue to collaborate for an expanded presence in UK for conducting research, sharing outcomes and undertaking joint projects for innovative service delivery, reaching the most vulnerable ensuring improved learning outcomes. Each area of support by ITACEC UK has added to the value chain of learning in Pakistan. We are grateful to ITA UK for its generosity and acknowledge its regular and special donors for their support and cooperation.
ITA’s Work with SDGs

September 2015 was a milestone month as 193 countries of the UN General Assembly (UNGA) adopted the 2030 Development Agenda titled “Transforming Our World: the 2030 Agenda for Sustainable Development”. This Agenda sets forth a “plan of action for people, planet, and prosperity” and “seeks to strengthen universal peace in larger freedom”. With 17 goals and 169 targets, the Sustainable Development Goals (SDGs) build on the Millennium Development Goals (MDGs) and commit stakeholders to work together to promote sustained and inclusive economic growth, social development and environmental protection, and to benefit all, including women, children, youth and future generations.

ITA has been lobbying globally and locally for the SDGs to become a part of the current education scenario in Pakistan since 2012/13. From participating in dialogues on the 2030 Agenda for Sustainable Development, to joining the Global Petition for SDGs implementation and campaigning for inclusion of Early Reading Indicators in the Education 2030: Framework For Action, ITA has been at the forefront of crafting the SDGs – especially Goal 4.

In order to support all national stakeholders – government officials, civil society members, youth groups, teachers associations, academia, and so on – in thoroughly understanding the SDGs, ITA developed a publication titled: Critical Reference and Action Documents on the SDG Goal 4 to assist stakeholders in familiarizing themselves with the SDGs and their inter and intra linkages for strategic planning and innovative financing.

ITA’s trustee and advisor Baela Raza Jamil has been part of several committees that finalize targets for the SDGs. She has also been appointed as one of the commissioners for The International Commission on Financing Global Education Opportunity. Through the PAL network she has also very actively lobbied to include the lower primary level/assessment indicators for the SDG4.
Right to Education Pakistan

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

Despite its efforts and various national and international commitments, Pakistan is still faced with a profound educational crisis. Today 22.64 million boys and girls of the school-going children are out of school in Pakistan\(^1\) and remain most vulnerable; Gender equity continues to remain a significant challenge alongside as well.

The new article 25-A has declared “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. The 18\(^{th}\) amendment also led to major shifts in entitlements, decision making, and responsibilities across the federation. Although the government has made primary education free, compulsory and in some cases also provided stipends, scholarships, subsidized textbooks; such measures have met with only fractional success.

Recent ASER 2016 data shows that enrollment has been static since the year 2015 showing that there are 19% out of the total out of school children of age 6-16, 11% are girls. Moreover, the results further reveal that socio-economic background influences gender inequity. The richest quartile has the highest percentage of children enrolled (53%) in private schools whereas the poorest quartile has the lower learning levels; largely enrolled in public sector schools. The richest quartile has the highest number of children enrolled in private schools (53%) and the lowest percentage of children in government schools (47%). Poorest quartile has the lowest learning levels (19% Urdu/Sindhi/Pashto, 17% English, and 16% Math) and richest quartile has the highest learning levels (44% Urdu/Sindhi/Pashto, 43% English, and 39% Math). 14% of females from the poorest quartile can read a story in Urdu/Sindhi/Pashto as compared to 22% of males from the same income group. The patterns on severe gender exclusion are similar across all provinces of Pakistan where poorest females are doubly disadvantaged without equal opportunity of enrolment or learning impinging on quality, access and equity targets\(^2\).

This state of affairs calls for continuous monitoring of learning levels, seeking urgent actions for improving learning outcomes, critical thinking and creating sustained pressure for positive change in the core business of learning ALL across Pakistan. Citizens’ call to action demands crisp evidence as a multiplier.

Against this background, for raising awareness amongst all citizens regarding 25-A and to make education for all in Pakistan a reality, ITA, through its bold Right to Education Campaign has mobilized diverse groups, especially youth and continued community engagement to impact key policies and their implementation, by holding stakeholders/duty bearers to account. Furthermore, through informed debate and mass awareness, involving parents, teachers and students alike ITA apprised policymakers, other stakeholders of their role in ensuring effective and timely

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1 Pakistan Education statistics, 2015-16
2 ASER, 2016 : http://aserpakistan.org/index.php
implementation of 25-A. The RTE campaign not only pushed for changes in legislation for implementation, but was a major step to advocate the knowledge of ‘Education for All-as A Fundamental Human Right’ in thematic knowledge nuggets among citizens, along with equipping them with facts for learning. The platforms for RTE was used to continue to multiply with distinct multiplier groups as alliance partners- who already were a part of large social groups on account of their profession and age.

Activities by Education Youth Ambassadors:

International Women’s Day Celebration
Idara-e-Taleem-o-Aagahi (ITA) celebrated this Women’s Day 2017 to highlight the urgency of “equal access to education and quality learning among girls and boys in order to help girls, rise”.

Advocacy Campaign

Online Advocacy Campaign was launched on social media, where our Education Youth Ambassadors (EYAs) submitted their photos holding a message in support of “Equal access to learning and education”.

Description:

• Education Youth Ambassadors (EYAs) submitted their photographs, holding a message on placards to support “Girls Rising through Education” campaign between 20th – 24th February, 2017;
• These pictures were shared on our social media channels (facebook/twitter), during the celebration week (i.e. 6th – 10th March, 2017).

Special Assembly in Schools
Celebration in Government and Low Cost Schools – EYAs conducted a special assembly and celebrate women’s day with children & teachers to sensitize and involve them.

Description:

• EYAs have to identified a school, where they conducted this activity during the morning assembly;
• Age group of students, with whom they conducted this activity, was between 11-16;
• Under this activity, EYAs conducted a structured and planned activity with children and involved teachers as well.
• There activities were featured & shared on our social media channels.
Global Action Week Celebration

Education youth ambassadors, as active citizens, celebrating Global Action Week, 2017. An annual campaign was organized by ITA to raise awareness of the importance of education to achieve sustainable development.

Youth Sensitization & Advocacy Campaign

EYAs were sensitized on the concept of Global Action Week and its concept and then they shared their views on “why education is important”. Online Advocacy Campaign on social media, where our Education Youth Ambassadors (EYAs), were featured, holding a message in support of “Importance of Education”

Description:

- EYAs shared their messages on “why education is important?” via placards;
- These messages along with the pictures of our EYAs were featured on our social media channels (facebook & twitter), between April 23 – 29, 2017, to get their messages across.

Education Youth Ambassadors (EYAs) Training Workshops

Capacity building and mobilization training workshops were held for EYAs. In these workshops youth were sensitized on RTE, SDG-4 & promises made by the political leaders on education. The objective of the workshops was to equip our youth with appropriate knowledge, facts & figures in order to enable them to advocate for right to education in their own capacities and in their own communities.
Training Workshop in ICT
Training workshop for EYAs was conducted in ICT.

Training Workshop in Peshawar
Training workshop for EYAs was conducted in Peshawar and Karachi.

School Surveys conducted By EYA’
Followed by the trainings in each district, five EYAs conducted school surveys and drafted a report card to be shared with local authorities.
Youth Conference & Certificate Distribution Ceremony

Best performing EYAs (during the year) participated in a day long national conference at the end of the year. This conference was organized to acknowledge the best 10 EYAs from each region for their work, hear best stories and distribute awards and certificates. After this conference a booklet was prepared to compile the best case studies collected from the EYAs. The case studies can be accessed here: [http://rtепakistan.org/wp-content/uploads/2017/06/Case_studies_EYA_2017.pdf](http://rtепakistan.org/wp-content/uploads/2017/06/Case_studies_EYA_2017.pdf)

Political Manifesto Campaign

Before & during the announcement of national budget, ITA organized and online advocacy campaign on social media, where our Education Youth Ambassadors (EYAs) submitted their messages demanding the fulfillment of promises made in political manifestos. A compiled version
of the promises made on education, by various parties, was prepared by ITA as a resource document for our Ambassadors & community. This document can be accessed here: http://rtepakistan.org/wp-content/uploads/2017/05/RTE-Political-Parties-Manifestos-for-Education-NEW.pdf

Policy Dialogues

Policy dialogues on the themes such as child domestic labor, early childhood education and disability vis a vis gender challenges and Right to Education were conducted across the country to initiate debate amongst policymakers on the persistent issues highlighted by ASER 2015 results. The information on all three dialogues is below:

1) Idara-e-Taleem-O-Agha/ASER in collaboration with Foundation for Open Society Institute, Pakistan organized a policy dialogue on Child domestic labor on Friday; 31st March, 2017 from 1500-1730hrs. There was representation from various stakeholders including government, civil society and young scholars. The purpose of this dialogue was
to stir debate within these groups about this resurfacing social issue that requires urgent action at various fronts.

2) Another roundtable, titled "Prioritizing Inclusive Education to Create and Promote Sustainable Futures for All- Evidence from Punjab” was held on 9th February 2017 organized jointly by Idara-e-Taleem-o-Aagahi and ASER Pakistan Teams, supported by Foundation for Society Institute. The roundtable discussion was held with the aim to leave no one behind permeates the entire 2030 Agenda for Sustainable Development. ASER Pakistan took the initiative in 2015 to capture data on the status of disability prevalence in 36 districts of Punjab. The SDG agenda focuses on disability and target 4.5 specifically commits all countries to ensure equal access to all levels of education and vocational training, regardless of disability status. The aim for this dialogue was to disseminate ASER 2015 findings on disability and collect recommendations for way forward.

3) A Panel Discussion titled "Early Childhood Care and Education- the state of provision and financing in Sindh” was held on 13th February 2017 organized jointly by Idara-e-Taleem-o-Aagahi, ASER Pakistan Teams, and the Reform Support Unit, and supported by Foundation for Open Society Institute. The policy discussion was held to work towards providing holistic and inclusive education through cross-sectoral partnerships and linkages; leaving no one behind - an aim that permeates the entire 2030 Agenda for Sustainable Development.

Policy Briefs

Every year, ASER results are repackaged in the form of policy briefs/recommendations for policymakers. As per the trends shown in ASER 2015, following diversified themes for policy briefs were selected to be distributed during the policy dialogues:

<table>
<thead>
<tr>
<th>Sr. no</th>
<th>Policy Briefs</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sindh: Early Childhood Care and Education - Achieving the Right to Education and 2030 Agenda-SDG 4.2</td>
<td>Minahil Adeel</td>
</tr>
<tr>
<td>2</td>
<td>Gender Disparity in Khyber Pakhtunkhwa (Rural) with respect to education</td>
<td>Ijaz ul Haq</td>
</tr>
<tr>
<td>3</td>
<td>Right to Education: Bridging the Financial Gap</td>
<td>Izzah Kamal</td>
</tr>
<tr>
<td>4</td>
<td>A Promise to Deliver- Sindh Government's Role in Upholding Every Child's Right to Education</td>
<td>Minahil Adeel</td>
</tr>
<tr>
<td>5</td>
<td>An Initiative to End Child Domestic Labor</td>
<td>Mahum Tanveer</td>
</tr>
</tbody>
</table>

Policy briefs are available on the link ([http://aserpakistan.org/Policy-Briefs](http://aserpakistan.org/Policy-Briefs)).
Youth Global Consultations on Innovative Financing Education

The world today faces the grave danger of failing yet again to meet the Sustainable Development Goal (SDGs) and SDG 4 with respect to education, and increase the ever widening gap between developed and developing countries if efforts to deliver quality education are not improved considerably. Inaction will lead to more than 124 million children and youth being denied access to schools, and a growing number beyond 250 million children in schools and not learning. According to Alif Ailaan estimates, 25 Million children in Pakistan aged 5-16 are not in school1 (Alif Ailaan 2015)

Sadly, despite an urgent increase in the need for education funding, in recent years, there have been budget cuts in a number of countries not only by the governments but also international partners. A conservative estimate on annual financing gap for basic education is upwards of $27 billion projected by 2020, excluding most marginalized children and young people from access and learning entitlements as committed under Article 25 A of our Constitution. Moreover, the finances present are inefficiently allocated across and within countries. Pakistan, a country marred by education crisis has allocated a meager budget of - only 2% of the GDP - to education. Pakistan lagged and was off track to achieve the Millennium Development Goal (MDGs) of universal Primary education and gender equality (MDGs 2 and 3) let alone the more ambitious post 2015 targets or SDGs 2030 particularly SDG 4 and its targets. In order to make quality education a reality for all children, urgent action must be taken by to increase the effectiveness and scale of investments in education. We must also focus on the most disadvantaged and devise innovative mechanisms to finance education in a manner so as to ensure inequalities in education are not perpetuated in the future.

Keeping in mind the challenges of education in Pakistan, Idara-e-Taleem-o-Aagahi held the first round of the Youth Global Consultations on behalf of The Education Commission. (http://educationcommission.org/ways-to-engage/global-consultations/)

Through these consultations ITA intended to stir debates about innovative means of financing education to fulfill Pakistan’s national and international commitments to education and Inspire and persuade leaders - at all levels and sectors - to action.

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Province</th>
<th>District</th>
<th>No. of Participants</th>
<th>Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>KP</td>
<td>Peshawar</td>
<td>36</td>
<td>-The Education Commission</td>
</tr>
<tr>
<td>2</td>
<td>ICT</td>
<td>Islamabad</td>
<td>46</td>
<td>-Open Society Foundation</td>
</tr>
<tr>
<td>3</td>
<td>Punjab</td>
<td>Lahore</td>
<td>56</td>
<td></td>
</tr>
</tbody>
</table>

The overall the recommendations included:

- Mass awareness campaigns about financing education patterns and the right to education of every individual at large. The more people know and demand their right, the more they will be able to pressurize the government into investing in education as well as hold them accountable for the corruption and leakages in education
• Mandatory dues to education as part of Corporate Social Responsibility – it was suggested that the government makes it a legal binding upon big corporations of a minimum net worth to dedicate a share of their annual revenue to education.

• Avenues of Public private partnerships must be explored as a means to bridge the funding gap in education and enhance transparency since an external evaluator would be used to have quality education.

• Improve data available on education financing for more efficient planning. Investment specifically aimed at girls education must also be carried out in order to bridge the gender gap in learning.

• Utilization of mineral resources as a means to inject money into the education system. The provinces of Baluchistan and KP are rich in natural resources such as natural gas, gold and copper. Reserves such as Reko Diq and Saindak gold and copper mines could prove to be paramount in funding education given their sheer worth and potential to contribute to human resource development and protection. The government hence must push to use the money from mining these resources in tackling the education emergency and be a part of the global transparency regimes on extractive industries.

• Education financing and governance must be devolved to lower levels of government, such as local and municipal governments to minimize corruption and bureaucratic procedures. School Management Committees comprising relevant stakeholders such as parents in teachers must be empowered and made autonomous so that funds are released timely and effectively for necessary educational provisions.

• Third party monitors should be hired to visit schools with enabling information and communication technologies to provide instant real time information on funding in education and utilization of funds.

• The role of citizens and communities with regard to enhancing accountability of public officials regarding funding education.

**Children Literature Festival**

Children’s Literature Festival, now in its 5th year, is moving towards being more ingrained in the community. With the focus being on promoting District and School based CLFs, the idea remains that Literature should become a self-driven celebration coming from the grass root level.

**CLF Lahore**

The first Children’s Literature Festival within the precincts of the Walled City of Lahore was held on the 13th and 14th of January 2018 in collaboration with the Walled City of Lahore Authority (WCLA). Children’s Literature Festival (CLF) is a social movement founded in 2011 by Idara e Taleem O Aagahi’s director Ms. Baela Raza Jamil and co-founded by Ms. Ameena Saiyid of Oxford University Press in response to dismally low learning levels recorded by the Annual Status of Education Report (ASER) in their reports of 2010 and 2011. Forty five festivals, provincial,
district and school-based, have been conducted over the short span of under seven years in diverse geographies across the country, including areas under conflict such as Swat, Mardan and Gwadar. During these years, CLF has published 8 books and 18 editions of its signature children’s magazine, *Uran Tashtaree (Flying Saucer)*. A hundred books have been launched at the CLFs, promoting Pakistani writers and local talent. CLF has established itself as an inclusive Equalizer in providing children and teachers from ALL schooling systems with a platform to explore the world of imagination beyond textbooks.

<table>
<thead>
<tr>
<th>Beneficiaries of CLF</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Million Children</td>
</tr>
<tr>
<td>25,000 + Teachers</td>
</tr>
<tr>
<td>8,000 + Schools</td>
</tr>
<tr>
<td>3,000 + Volunteers</td>
</tr>
<tr>
<td>500 + Resource Persons</td>
</tr>
</tbody>
</table>

The events of the 45th CLF, conducted at three different historical sites within the Walled City of Lahore over the span of three days, was a collaborative effort of CLF and the WCLA to promote the rich living heritage of Lahore. The WCLA is an autonomous dedicated body founded in 2012 by the Government of Punjab to run the entire functions of the Walled City of Lahore. Under the leadership of its Director-General, Mr. Kamran Lashari, the WCLA wholeheartedly supported Ms. Baela Raza Jamil’s vision to reintroduce the children and young adults of Lahore to the cultural and literary treasure of Pakistan. Accordingly, the theme of CLF-Walled City was “Celebrating Peace, Heritage and 70 Years of Pakistan”.

**CLF Program Template**

The overwhelmingly positive response to CLF’s event model of multiple sessions that are conducted simultaneously to engage large audiences within a specified area has resulted in the template of 14 CLF strands that lend structure to every CLF conducted across the country. The strands have continued to evolve over the years, adapting to the scale, location and cultural sensitivities of each CLF. The varied sessions are conducted by individuals and organizations that have established themselves as leaders in their respective fields. The ever-expanding list of CLF Ambassadors and Resource Persons graciously share their expertise with the festival participants, helping CLF deliver a non-ticketed learning experience to children, teachers and caregivers from all backgrounds without any discrimination and bias. The success of the 14 strand model can be gauged by the fact that it has already been replicated in India and Nepal! These 14 strands encompass the following activities:

<table>
<thead>
<tr>
<th>Read &amp; Sing Aloud Stories and Songs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theatre and Skits</td>
</tr>
</tbody>
</table>

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3 [http://www.walledcitylahore.gop.pk/?page_id=2301](http://www.walledcitylahore.gop.pk/?page_id=2301)
| Workshops on How to Illustrate a Book, Creative Writing & Expression |
| Digital Stories – ICTs; Workshops on Comics Production |
| Sessions on: Mother Tongue, Critical Thinking, Textbooks & Curriculum, Inclusive Learning |
| Reclaiming Heritage & Diversity |
| Active Citizenship |
| Children’s Films |
| Puppet shows and cartoons |
| Multi-experience stalls Alif Laila Thousand & One Arabian Nights and others |
| Bol Key Lab Azaad Hain Terey – Speak for your lips are free |
| Open Competition for Children in Prose & Poetry -any local language |
| Mural & Art Sessions |
| Book Launches |
| Book Fair & Learning Stalls of NGOs/Local Partners |

The CLF program at Lahore Fort was patterned along the same template. Eleven spaces were earmarked amongst the expansive grounds of the Fort as the CLF session areas, with some of them hosting multiple activity stalls.

**Search for Young Talent- CLF Walled City Lahore 2018**

**Poster Competition:**
Celebrating local talent and providing an opportunity to budding artists and writers to showcase their work was an integral part of CLF-Walled City. This segment started with a Design-a-Poster contest which was open to everyone without any bias or pre-qualifications.
An entry submitted by a young architect, Rabia Hassan Ahmed, was judged to be the winning design, which was converted into the CLF poster and graced all CLF merchandise.

**Art, Singing and Writing Competition**

The poster design contest was followed by a sustained drive to unearth talented poets, writers, singers and artists amongst the school children of Lahore. The competition was open to schools and children from every type of institution in Lahore, whether they be public, private, charity-based schools and those for differently abled children. Over the course of two months, the CLF team visited each government and low-cost private schools within the Walled City to conduct introductory art and story-telling/story writing workshops. This served a dual purpose:
1. Introduced the school administration and teachers to the CLF concept: what the festival entails and how to replicate it within their schools.
2. Provide a hands-on experience to the students and build excitement about being a part of CLF through their participation.

Over the course of the pre-CLF activities, hundreds of entries were sent in by various schools in all categories.

ART CATEGORY

The Art display of shortlisted paintings and drawings was arranged at the historic and beautifully restored Haveli Syeda Mubarak Begum with the gracious support and permission of Syeda Henna Babar Ali and the Naqsh School of Arts. The final jury was held on the 8th of January, 2018. The display at the Haveli continued till the 12th of January and was shifted to the Diwan-e-Aam Pavilion of the Shahi Qila/Lahore Fort for the 13th and 14th of January. The following children were declared winners by the august jury:

**Primary Years**

| 1. Zinniah Shemaiah (Grade 3) | LACAS (Model Town Campus) |
| 2. Abdullah Aftab (Grade 5)  | LACAS (Johar Town Campus)  |
| 3. Zaina Waseem (Grade 1)    | Beaconhouse School System (Walton) |

**Special Mention**

a) Sohail Khan (Grade 5) Najaf Ideal High School  
   b) Aliza Umair (Grade 4) Beaconhouse School System (Walton)

**Secondary Years**

| 1. Fizza Hafeez (Grade 12)   | Sanjan Nagar Public Education Trust |
| 2. Mahnoor Saleem (Grade 9)  | Government Girls High School, Delhi Gate |
| 3. Dua Imran (Grade 9)       | The Trust School (Thokar Niaz Baig Campus) |

**Special Mention**

a) Bilal Asghar (Grade 6)  Government Islamia High School, (Sheranwala Gate)  
   b) Ali Zain (Grade 6)  Beaconhouse School System (Walton)  
   c) Fahad Faisal Dayal (Grade 7)  Beaconhouse School System (Walton)
**Young Voices of CLF-Walled City**

The fun-filled singing competition to unearth talented young singers took place on the afternoon of 8th January at the historic **Haveli Barood Khana** with the kind support of Mian Yusuf Salahuddin. The beautiful courtyard of the haveli perfectly complemented the melodious voices of school children. The following children were judged to display the most singing potential:

### INDIVIDUAL CATEGORY

#### Best Female Singer: (Joint Winners)

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aman Javed</td>
<td>3</td>
<td>Child Protection and Welfare Bureau School</td>
</tr>
<tr>
<td>Sadaf Yusuf</td>
<td>12</td>
<td>Sanjan Nagar Higher Secondary School</td>
</tr>
</tbody>
</table>

#### Best Male Singer: (Joint Winners)

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faisal Mehmood</td>
<td>4</td>
<td>Child Protection and Welfare Bureau School</td>
</tr>
<tr>
<td>Tayyab Razzaq</td>
<td>10</td>
<td>Child Protection and Welfare Bureau School</td>
</tr>
</tbody>
</table>

#### Best Rap Artist

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shahzad Shabbir</td>
<td>3</td>
<td>Life Skills for Kids (DRC 2 Campus)</td>
</tr>
</tbody>
</table>

### CHOIR CATEGORY

#### BEST CHOIR PERFORMANCE: THE TRUST SCHOOL, AMIR TOWN, HARBANSPURA

#### SPECIAL MENTION: BEACONHOUSE SCHOOL SYSTEM- WALTON CAMPUS SANJAN NAGAR HIGHER SECONDARY SCHOOL

The winners of the *Young Voices* competition were invited onstage during the Inaugural ceremony of CLF-Walled City and their talent duly acknowledged.

Popular Pakistani musician, **Ali Noor**, lent a lot of encouragement to the CLF talent hunt by inviting the winners to his studio and rehearsing a few songs which they sung with him at the CLF concert titled ‘**Kar Apney Main Yaqeen- Believe in Yourself**’ on the Inaugural day of 13th January at Hazuri Bagh of Lahore Fort. Rakae Jamil’s fusion band, **Mughal-e-Funk**, kicked off the grand finale of CLF Lahore’s first day with their performance on the sitar, keyboard, vocal and drums.
**CLF’s Writers and Poets**

Numerous entries were received in the writing, poetry and prose, category in both Urdu and English languages. CLF’s talent hunt shone the light on budding poets, short story writers and essayists. Writings by the following students were shortlisted for the top positions:

| Best Short Story          |                                                                                  |
|---------------------------|                                                                                  |
| Makhdoom Ali               | Najaf Grammar School (Akbari Gate)                                             |
| Ahmad Azhar               | American Lycetuff (Samanabad Campus)                                           |
| Tayyab Younas              | Najaf Grammar School (Mochi Gate)                                              |
| Special Mention            |                                                                                  |

| Best Essay                |                                                                                  |
|---------------------------|                                                                                  |
| Nimra Asif                | The Trust School (Senior Girls Campus)                                          |
| Khadija Shahid            | Unique School System (Wapda Town Campus)                                       |

| Best Poem                 |                                                                                  |
|---------------------------|                                                                                  |
| Farazey Ali               | The Trust School- Amir Town, Harbanspura                                       |
| Ramin Zia                 | LACAS (Burki Campus)                                                            |

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**Urdu Creative Writing Winner**

Name: Makhdoom Ali  
Class: VII  
School: Najaf Grammar School

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**English Creative Writing Winner**

Name: Ahmad Azhar  
Class: VI  
School: American Lycetuff Samanabad
CLF-Walled City Program 2018

Inaugural Agenda
Diwan-e-Aam Pavilion, Shahi Qila, The Lahore Fort, Lahore
School Registration: (08:00 am – 08:45 am)

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
</table>
| 09:15am – 09:20am | Tilawat with Translation
Inaugural compered by Zoa Tariq                                      |
| 09:20am – 09:30am  | National Anthem by students from the Special Education Dept. Punjab
CLF Tarana and Mime - Zehra Nigah - Rakae Jamil - Sanjan Nagar School System |
| 09:30am – 09:35am  | Welcome DG WCLA Kamran Lashari - the vision and the hope for CLF WCLA |
| 09:35am – 09:40am  | The Journey of CLF and Making of the WC CLF-video and remarks by Bacla Raza Jamil - Founder of CLF |
| 09:40am – 10:00am  | Poetry by Amjad Islam Amjad, Ambassador CLF, Showcasing Young Talent of CLF WCL - Poets – Authors - Artists and Musicians - Yousuf Salaudin, Salima Hashmi and Arfa Syeda Zehra |
| 10:00am – 10:10am  | Shaheer and Khadija Niazi in conversation with Gullie Anwer and Zoa Tariq |
| 10:10am – 10:20am  | Microsoft Representative: The importance of engaging children in digital and tech-enabled learning activities |
| 10:20am – 10:30am  | Mira Hashmi and Adeel Hashmi - Understanding Faiz Ahmed Faiz as Grandchildren 
In conversation with a Student / Teacher |
| 10:30am – 10:35am  | Popularizing Tot Batot Sufi G.M. Tabassum - literacy in poetry: Musharraf Ali Farooqi |
| 10:35am – 10:45am  | Ameena Saiyid - the co-founder of CLF: Why OUP invests in this social movement |
| 10:45am – 10:50am  | Maarya Rehman, Director of Libraries at the British Council: On Literature and the need to increase access to libraries for the children of Pakistan |
| 10:50am – 11:00am  | Remarks by Chief Guest: Rana Mashhood Ahmad Khan, Minister for School Education, Punjab |
PROGRAM: Saturday, January 13, 2018

<table>
<thead>
<tr>
<th>Location</th>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLF Afsar-Khaliq</td>
<td>10:00 am - 11:00 am</td>
<td>CLF’s Contribution to Children’s Literature in Pakistan: A Conversation with Amna Salahuddin, Faraz Ahsan Khan, Fahad Zeb, Dr. Tuso Rehman &amp; Zubeda Mushtaq. Moderator: Rubina Hakim</td>
</tr>
<tr>
<td>CLF Afsar-Khaliq</td>
<td>10:00 am - 11:00 am</td>
<td>Interactive Theatre workshop with Children by Alfie Baker</td>
</tr>
<tr>
<td>CLF Afsar-Khaliq</td>
<td>11:00 am - 12:00 pm</td>
<td>High Musical Theatre &amp; Croatian School visit by Sajia Yousuf. Students visit to Tart Hall, Theatre and performing in Tart Hall.</td>
</tr>
<tr>
<td>CLF Afsar-Khaliq</td>
<td>12:00 pm - 1:00 pm</td>
<td>The Legacy of Idara-e-Taleem-o-Aagahi (ITA) Exhibition by Syed Khurram Ali Shah</td>
</tr>
<tr>
<td>CLF Afsar-Khaliq</td>
<td>1:00 pm - 2:00 pm</td>
<td>CLF’s Young Talent in Arts and Academics: Wajid Ali Shah, Shahzad Alam and Students from AHSS. Moderator: Rubina Hakim</td>
</tr>
<tr>
<td>CLF Afsar-Khaliq</td>
<td>2:00 pm - 3:00 pm</td>
<td>Young Artist’s Exhibition by Students from AHSS. Moderator: Rubina Hakim</td>
</tr>
</tbody>
</table>

PROGRAM: Sunday, January 14, 2018

<table>
<thead>
<tr>
<th>Location</th>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLF Afsar-Khaliq</td>
<td>10:00 am - 11:00 am</td>
<td>Clash of Clans: CLF’s Contribution to Children’s Literature in Pakistan: A Conversation with Amna Salahuddin, Faraz Ahsan Khan, Fahad Zeb, Dr. Tuso Rehman &amp; Zubeda Mushtaq. Moderator: Rubina Hakim</td>
</tr>
<tr>
<td>CLF Afsar-Khaliq</td>
<td>10:00 am - 11:00 am</td>
<td>Interactive Theatre workshop with Children by Alfie Baker</td>
</tr>
<tr>
<td>CLF Afsar-Khaliq</td>
<td>11:00 am - 12:00 pm</td>
<td>High Musical Theatre &amp; Croatian School visit by Sajia Yousuf. Students visit to Tart Hall, Theatre and performing in Tart Hall.</td>
</tr>
<tr>
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<td>12:00 pm - 1:00 pm</td>
<td>The Legacy of Idara-e-Taleem-o-Aagahi (ITA) Exhibition by Syed Khurram Ali Shah</td>
</tr>
<tr>
<td>CLF Afsar-Khaliq</td>
<td>1:00 pm - 2:00 pm</td>
<td>CLF’s Young Talent in Arts and Academics: Wajid Ali Shah, Shahzad Alam and Students from AHSS. Moderator: Rubina Hakim</td>
</tr>
<tr>
<td>CLF Afsar-Khaliq</td>
<td>2:00 pm - 3:00 pm</td>
<td>Young Artist’s Exhibition by Students from AHSS. Moderator: Rubina Hakim</td>
</tr>
</tbody>
</table>

CLF program will mainly focus on fort grounds not on protected sites, two protected sites will be used with limited number of participants. UNESCO guidelines to be issued for all participants. There is ample parking space at the entrance to the event – Cafe near to the festival space – Food stalls at the entrance of the Lahore Fort.
CLF-Walled City at the Lahore Fort (Shahi Qila)

Inaugural Program:

The first CLF-Walled City Lahore was inaugurated on 13th January 2018 by Mr. Rana Mashood Ahmad Khan, Minister for School Education-Punjab, who graced the occasion as the Chief Guest. The ceremony was hosted by Ms. Zoia Tariq, a well-known television artist.

True to CLF’s inclusive practices, students representing the Deaf Welfare Awareness Foundation performed the National Anthem. This was followed by a melodious rendition and mime of the CLF tarana “Humein Kitaab Chahiye”, whose lyrics have been written by the renowned Urdu poet Zehra Nigah and music composed by Rakae Raza Jamil, by students from Sanjan Nagar Public Education Trust.

Ms. Baela Raza Jamil then introduced the large audience to the vision of CLF-Walled City and the heartening response by the children and schools of Lahore in making it a reality. This was also visually presented in a Making of the CLF short documentary screened at the occasion.

CLF is fortunate to have the country’s acclaimed writers, poets, academicians, artists and musicians amongst its Ambassadors. Mr. Amjad Islam Amjad, Urdu poet and scriptwriter, recited his inspiring poetry penned especially for children that extolled them to use the power of critical thinking. His poetic encouragement of individual expression was followed by celebrated artist and Professor Ms. Salima Hashmi’s talk on the importance of different forms of creative expression in our daily lives. Ms. Arfa Syeda Zehra, distinguished historian and academician, spoke to the young crowd about the importance of understanding and celebrating their rich history and heritage. All three of CLF’s illustrious panelists praised the organization’s effort to promote a culture of peace and tolerance and reawaken an interest in literature.

They were joined onstage by the winners of the CLF Young Voices competition. The excitement at sharing the same stage as these luminaries was apparent on the children’s faces. The audience was amazed at the confidence of the children, some of whom chose to express their thoughts on being a part of CLF in words while others chose to sing snippets from their favourite songs.

CLF’s celebration of Pakistan’s rising stars continued with the presence of the young physicist Shaheer Niazi, an A-Level student at LACAS, who stunned the science world recently with his research on electric honey combs. The other panelists with him were his sister Khadija Niazi, also an A-Level student at the same school, who has spoken at various educational conferences, including a TED talk, and Ms. Gullie Anwar, whose approach to teaching and educational instruction encouraged and supported these youngsters’ passions.
Ms. Ameena Saiyid, Managing Director of Oxford University Press and the Co-Founder of CLF, graced the stage next and reiterated the importance of inculcating reading habits in children. She expressed OUP’s commitment to this cause and her happiness that CLF was going from strength to strength.

Mr. Kamran Lashari the institutional co-host, recalled the start of the CLF-Walled City collaboration, being impressed with the manner in which the project had unfolded and involved the community of the Walled City of Lahore in the pre-festival activities. He expressed his hope that the WCLA and CLF would be able to continue this collaboration in the future as well.

The Chief Guest at the inaugural was Mr. Rana Ahmad Mashood Khan, Minister for School Education, Govt. of Punjab. This was not his first CLF as he acknowledged it as a unique event; he declared the festival open- Rana Mashood declared the commitment of the government and School Education Department to such activities across Punjab. He highlighted the importance of the CLF as a festival of learning that needs to be promoted vigorously in schools and public spaces.

CLF Spaces at the Lahore Fort

In spite of the logistical hurdle of having to shift the festival from the Delhi Gate/Shahi Guzaragh Route to the Lahore Fort at the eleventh hour, the CLF team was able to create a festive look at the open spaces of the Fort on the 13th and 14th of January.

As has been the CLF tradition, designated session spaces were titled with locally-appropriate names such as Makatib Khana was referred to as Vehra Natak Daastan as a reference to the performances that had been scheduled in that location.

A detailed report on the sessions conducted at various spaces follows below:

CLF Adb o Fun ki Duniya (Diwan e Aam Garden):

This vast ground in front of the historic Diwan e Aam hosted the Inauguration ceremony of CLF. After the festival was declared open, a plenary discussion took place on the important contribution of Oxford University Press to Children’s Literature in Pakistan. The distinguished panelists in conversation with Ms. Ameena Saiyid (OBE and Managing Director of OUP) included Ms. Arfa Syeda Zehra (renowned historian and academician), Mr. Faisal Bari (social scientist and academician), Dr. Fouzia Khan (Sindh Curriculum Department) and Ms. Zubeida Mustafa (acclaimed writer and columnist with …published books).

The next session on the main stage was a lively interactive theatre workshop conducted by visiting Karachi-based theatre artist Mr. Atif Badar. In a build-up to the festival, Mr. Badar kindly directed theater workshops at two campuses of Life Skills for Kids schools on the 12th of January and instructed the eager students on how to improve their dialogue delivery and expression. The
impact of his guidance was visible on the 13th as the students from LSK performed with confidence in front of a large public.

A performance on the Punjabi folklore classic, Heer, by the talented students of Sanjan Nagar Public Education Trust followed Mr. Badar’s session. The students’ impressive acting and dialogue delivery were appreciated by all present. The Fort provided the perfect backdrop to this story that is a classic of the Punjabi literary canon. The SNPET students also performed on a beautiful poem called ‘Umeed e Sahar ki Baat Suno’.

Another musical extravaganza, Tot Batot ki Kahaniyan, enacted by young artists of the Sufi Tabassum Theatre Academy was the next session to entertain the crowd. Multiple stories based on Sufi Ghulam Mustafa Tabassum’s popular character, Tot Batot, were sung and enacted which were thoroughly enjoyed by the audience.

Mr. Fawad Khan, a Karachi-based theatre artist known for his storytelling skills, conducted a ‘daastangoi’ session in Urdu. The young participants were amused by his story narration in the style of orators of the Mughal court.

Day 2, that is the 14th of January, at this location started with another session of Mr. Atif Badar’s interactive theatre workshop. The participants thoroughly enjoyed mimicking their instructor and role-playing.

A Daastangoi session by Mr. Fawad Khan followed next. Due to the positive media coverage of the first day of the CLF, a larger number of families visited the Lahore Fort to partake in the event. Parents as well as children enjoyed Mr. Khan’s session as he narrated the various stories in different tones.

Next came Mr. Adeel Hashmi, popular Pakistani actor, who conducted a lively discussion with the children and young adults in the audience about their hopes and dreams. His informal stylistic technique of encouraging the participants to speak up and voice their thoughts without inhibitions was appreciated by everyone.

Mr. Atif Badar then led another session in which the stars were the winners of various categories of the CLF Talent Hunt. The young painters, writers and singers were all invited on stage and motivated to test their skills in the performing arts.
A performance titled ‘Poetry in Harmony: Humari Nazmein Sur k Saath’ by popular Pakistani musician Ali Hamza was the grand finale of CLF-Walled City. The young and old alike enjoyed his rendition of poetry with music. His session ended CLF on a positive note and captured the essence of the entire festival.

Diwan e Aam Bagh: Multiple Activity Spaces

The central ground opposite Diwan e Aam hosted multiple activity stalls where day-long workshops aligned to different CLF strands were conducted by various organizations. These included:

Arfa Technology Adda: Digital story writing and digital literacy activities conducted by the Idara e Taleem o Aagahi IT team. The activities engrossed a large number of children and all the tablets/computers at the space were continuously in use by children. Some of the participants were experiencing tech-enabled learning for the first time and their eagerness to learn more was heartening for the instructors.

The Happieee Place’s Book Binding Workshop: A literary festival would be incomplete without a workshop that taught children how to create their own books. The Hapieee Place’s activity area at CLF provided this opportunity to visitors where children were seen busy in putting together small booklets that they were able to take home.

Arts, Crafts and Puppets by Sanjan Nagar Public Education Trust: The talented students and faculty of Sanjan Nagar Public Education Trust continued to amaze visitors at CLF with their skills. Primary school children performed a short puppet show while handmade crafts were displayed alongside.
Calligraphy Workshop by Naqsh School of Arts: Faculty and senior year students conducted drawing and calligraphy all day sessions for visitors. Children had the opportunity to see different sketching techniques being practiced and learnt about the ancient art of calligraphy.

Puppet-making Workshop by Suneha Puppet Group: Puppetry is a popular form of instruction through entertainment. Suneha Puppet Group brought their expertise to CLF-Walled City and taught children how to create finger and hand puppets. They also performed short puppet shows on the topic of Education for All throughout the day. It was interesting to see the different forms and expressions that participants gave to their individual puppets.

CLF-ITA Nunhey Funkar: CLF and ITA created an activity corner where multiple sessions were carried out simultaneously. Participants were engaged in multi-sensory activities that encouraged creativity and utilized problem solving skills. Interest in learning the traditional art forms was built by teaching children how to write their names in calligraphic scripts. Book readings were held at the CLF-ITA corner as well. Another instructor conducted an Origami workshop in which participants learnt paper-folding techniques to create different things and animals. One of the most popular lessons requested again and again by children was instructions on forming the kite and bird shapes.

Live Mural and Collage Making was another feature of the CLF-ITA stall that attracted a large number of children. The young participants were excited by the idea of having free reign to their creativity in painting on a large canvas—an experience that is often missing in the textbook dictated activities in schools.

Alif Laila Book Bus Society: The Alif Laila Book Bus Society brought their iconic mobile library to CLF which was parked in front of their colourful story telling area. The mobile library piqued the visitors’ interest, who expressed the hope that more such libraries would be seen around the city. The ALBBS’s arts and crafts section provided another creative outlet for the children and many participants could be seen enjoying the story and arts sessions in a brightly decorated set-up.

Diwan e Aam Walkway:

Display of Winning Artwork of CLF’s Young Talent (curated by Naqsh School of Arts)

As mentioned earlier, providing budding artists with a platform and recognizing the talent of children was an integral component of this CLF. Short-listed paintings, drawings, and models from the Search for Young Talent were beautifully curated by the supportive faculty and students for CLF at the walkway of Diwan e Aam. The display received many viewers. The fact that an open display of artwork in a public space visited by thousands of people over the course of 2 days was neither defaced nor stolen, speaks volumes about the inherent appreciation for the creative process in our society.
“Amai’s 110 Yards Scarf of Peace” by Fauzia Minallah – Director CLF

As one entered the grounds of the Fort, a colourful and shimmering long piece of cloth could be seen draped across the banisters of Diwan e Aam. This was no ordinary scarf. It was Amai’s Scarf of Peace, a 110 feet long multi coloured mosaic created by illustrator and artist Ms. Fauzia Minallah which she graciously sent to CLF Lahore in support of the program’s focus on promoting acceptance of diversity. Amai’s Scarf of Peace has travelled around the world to raise awareness about child rights and facilitate a discussion amongst children on the issues of peace and tolerance.

At CLF-Walled City, Amai-the Bird of Light on the peace scarf was a reminder about the importance of initiating a conversation about child rights, particularly the rights of the girl child, in an age-appropriate method that engages the children’s attention.

13 Gates of Ancient Lahore

Strategically placed throughout the grounds of the Diwan e Aam were stylized cut outs representing the 13 gates of the Walled City of old Lahore. A brief history of each gate was written on its arched cut-out in both Urdu and English to inform the young passer bys about local history as they walked from one activity corner to another. The presence of the Gates was enjoyed by young and old visitors of CLF alike, and many could be seen taking photographs with the props.

Bagh e Makatib: Kitabain, Fikr aur Amal

Bagh e Makatib also hosted multiple session areas.

The first was the space designated for the plenary discussions. This space saw some very thought engrossing conversations on various aspects of culture and society. The plenary topics and panelists changed throughout the two days but the audience remained between the ages of 10 to 18 as well as school teachers.

The talk on Gender by an organization Philosophy for Kids, conducted by Nabiha Meher Sheikh and Omar Zahid led to some interesting observations about the receptivity of different age groups to gender roles and identities. While the young 11-15 year olds had questions of their own and displayed a curiosity about challenging socio-cultural stereotypes, the much older teachers accompanying them expressed discomfort at students challenging conventional views.

Historian Arfa Syeda Zehra and Punjabi poet Sarwat Mohiyuddin engaged a young audience in an interactive discussion on Understanding Heritage through Poetry. This was a thought
provoking conversation for the participants as they realized that their tangible and intangible histories intersect in multiple ways.

Next was the **Such kay Waris** panel discussion with the Heer Study Group, Sanjan Nagar teachers and Sarwat Mohiyuddin. The talk was moderated by Baela Raza Jamil. This conversation provided a complement to the many cultural performances by various schools taking place around the venue.

The book launch of acclaimed writer **Zubeida Mustafa’s Tasveeri Kahani Series** was another one of the highlights of this CLF. The book has been published by Oxford University Press, and Rumana Husain, a renowned author herself, led the conversation with Zubeida Mustafa and Ameena Saiyid.

Day 2 at the Bagh e Makatib began with the book launch of **Rumana Husain’s ‘Tasveeri Kahaniyon ka Silsila’**. The author Rumana Husain was accompanied by Ameena Saiyid and a teacher from Sanjan Nagar Public Education Trust. The panelists discussed the importance of promoting children’s literature in Pakistan.

Literature and its impact on society continued to be the topic under discussion with a plenary titled **Integrating Peace in Curriculum**. The panelists included Bina Jawwad, Samar Minallah, Sarwat Mohiyuddin and Rumana Husain. The talk was moderated by Peter Jacob. The speakers brought some unique perspectives about what is meant and needed in peace building education: While Samar Minallah, an artist with many documentaries to her name, shared her experiences from the art world, Peter Jacob, a human rights professional and researcher who has written extensively on the topic, gave his input from a social policy background. Sarwat Mohiyuddin talked about the how the acceptance of diversity and equal rights can transform a society and Bina Jawwad, a Kathak dancer, discussed the importance of integrating non-formal education into the curriculum.

A conversation on **Tarekh, Takhleeq aur Ikeesween Saddi: Heritage, Creativity and 21st Century** led by Arfa Syeda Zehra put the focus on educating the young members of society about their cultural heritage in an increasingly globalized world.

**Importance of Children’s Literature and Libraries in Pakistan** was the topic under discussion as the day progressed. As representatives of the British Council Libraries in Pakistan, they stressed upon the need to increase access to books for more and more children. Ameena Saiyid and Baela
Raza Jamil reiterated the CLF core agenda of inculcating an interest in reading and promoting book culture.

Zubeida Mustafa’s interactive Socho aur Bolo session with high school students was facilitated with OUP’s Raheela Baqai.

A discussion on films with a social conscience, ‘Kuch Baatein Ehsas Ki’ had Samar Minallah, Abbas Rashid and Moneeza Hashmi on its panel. The distinguished panelists talked about the rights of children, particularly the right to education.

Citizen’s Archive of Pakistan’s Little Literati Story Art Circle:

While the plenaries were being held in one part of the large Bagh e Makatib, another corner was devoted to the Citizen’s Archive of Pakistan who had invited octogenarian citizens to share their memories of Pakistan’s early days with the young participants at CLF.

The audience at the CAP Little Literati circle were transported back in time through the real life stories of the elders as they sat in the grounds of the Lahore Fort. CAP had also brought their digital kiosks to CLF that provided visitors with a chance to view rare photographs and documents about Pakistan’s early days.

British Council’s Pop-up Digital Library:

Another busy corner of the Bagh e Makatib was the British Council’s Pop-up Library. Set up as open outdoor library, it had a dedicated reading nook with bean bags as well as an Illustration corner. The all-day activities at the pop-up library were thematically modeled around the popular British fantasy series of Harry Potter. Illustration workshops by Haris Hidayatullah and quizzes tested young readers’ Harry Potter smarts. Visitors could choose to listen to the stories being told by the library team in both English and Urdu, or browse through the books and read by themselves. A 20% discount on the annual library membership was also offered during both days of the festival, which was availed by many people.

Bol Kay Lub Azad Hain Teray:

The signature self-expression strand of CLF that has been a component at every festival and provides young performers with a platform to showcase their talents was scheduled at the Makatib Khana.

The pre-festival school mobilization drive had created a hype amongst schools and students all over Lahore and it was visible in the large number of children dressed up in colourful costumes who had come to perform at CLF. Ms. Amra Alam was the judge and distributed certificates amongst the school groups whose performances received the most applause by the audience. The lively skits and passionate speeches at the Makatib Khana attracted the attention of many visitors,
some of whom could be seen standing and viewing the activities from outside due to lack of sitting space inside.

**Vehra Naatak Daastan (Makatib Khana):**

The beautiful Makatib Khana provided the perfect space for the expression through performance segment at the festival. Named Vehra Naatak Daastan as a nod towards the lineup of activities scheduled there, the location hosted many memorable performances by artists as well as school students.

A theatre workshop conducted by the Maas Foundation set the tone for an entertaining day at the Makatib Khana. This was one of the only spaces at the Fort where entry was dependent upon the number of participants allowed in a session due to the enclosed design of the building.
Qissa Khawan Bagh:

The ground opposite Bagh e Makatib was designated as a session space for the storytellers and musicians at CLF. It became an area of multiple activities as more and more groups of people enjoyed the winter sunshine under the shade of the trees.

The Harsukh team of storytellers, musicians and Kathak artists introduced children to different forms of the performing arts during the two days. **Bina Jawwad**, founder of Harsukh, and her daughter, Zainab, encouraged participants to shed their inhibitions and consider Kathak as an art form that helped express emotions. They also held discussions with school teachers and families, conversing with them about the social reluctance to allow children to learn traditional dance techniques. **Saadia Sarmad** engaged children through storytelling while **Julius John Alam** conducted a workshop on meditation and achieving peace through the musical properties of the sitar and Tibetan singing bowls.

**Umair Rana**, a young CLF Ambassador carried the Peace strand at the festival forward with his unique approach to teaching children about peaceful coexistence and tolerance through sports. Titled Chicken and the Jackal, his session utilized basketballs to engage groups of participants in an activity that was amusing as well as instructional.

One area of the Qissa Khawan Bagh was set up as an additional performance space for Atif Badar and Fawad Khan whose sessions at the main stage had received much applause. In fact, children and the artists both expressed the opinion that the informal setting under the trees had improved the interactive sessions.

The storytelling sessions originally scheduled at **Khawab Gah Shah Jahan** also had to be shifted to Qissa Khawan Bagh. The change in venue, however, did not lessen the enjoyment of the children listening attentively to the variety of stories being narrated by various storytellers including **Amra Alam, Hareem Sumbul, Musharraf Ali Farooqi** and his team from **The Story Kit, Khursheed Hyder, Mira Hashmi**, and **Rumana Husain**. Historian **Ismat Riaz** conducted an educational session titled ‘Puranay Lahore ki Tareekhi Amartein aur Hum-Owning the history of the Walled City of Lahore’ that was much appreciated by the children. The storytelling sessions by Amra Alam and Rumana Husain similarly engaged the young participants in activities that reinforced the concepts of pluralism and the diversity of Pakistani society.
**State Bank of Pakistan’s Museum at CLF:**

The State Bank of Pakistan Museum, located in Karachi, sent its collection of seals and coins to all the way to CLF Lahore in support of the culture and heritage strand. The collection was not just passively curated at the festival: visitors to the activity space were invited to engage in a seal-making workshop that utilized different materials to recreate seals and coins from the Ancient Indus Valley civilization.

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**Book Stalls:**

Book stalls are an integral feature of a Literature festival and CLF was no different. Oxford University Press, AzCorp, The Story Kit, Maqbool Books and Alif Books presented visitors with a wide variety of books to choose from and purchase.

**Fascinating Forces by Science Fuse:**

Science Fuse conducted all-day activities at a space designated as the Pakistan Alliance for Maths and Science Pavilion. Their activities piqued the curiosity of children about the scientific laws and processes governing the world around them in a fun manner. Short documentaries on relevant topics were also screened during the two days at the location. Giant bubble blowing was the most requested activity at the stall.
Volunteers:

A total of 100 volunteers assisted the ITA-CLF team in maintaining order during the two days across the expansive grounds and multiple spaces of the festival. The students from the University of Punjab were divided into groups and assigned duties to different areas.
Media Coverage:

CLF-Walled City received a lot of coverage in the print and electronic media. Snippets of some of that coverage are attached below:
ASER Pakistan 2017-18

ASER - The Annual Status of Education Report (ASER) is a survey measuring quality of education. ASER seeks to provide a reliable set of data at the national level, that is comprehensive and, at the same time, easy to understand. The survey’s stated objectives are threefold:

(i) To get reliable estimates of the status of children’s schooling and basic learning (reading and arithmetic level) at the district level;
(ii) To measure the change in these basic learning and school statistics from last year;
(iii) To interpret these results and use them to affect policy decisions at various levels.

Unlike contemporary national assessments, ASER involves ordinary citizens in the process of data collection; empowering them with an accessible tool for evidence gathering and action. The idea is to create citizen pressure in a campaign mode for holding the education system accountable for its dissatisfactory deliverables. ASER helps in identifying gaps that need to be bridged in order to move forward towards fulfilling the obligations under Article 25-A i.e. “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.”

Moreover, ASER adheres to country specific policies and guidelines related to methodology and test development for national assessment. ASER methodology and process is derived from methodology followed by ASER India. ASER brings into light the state of education by assessing the learning levels of children in three basic competencies i.e. Language: Urdu/Sindhi/Pashto, English and Arithmetic. As ASER rests on the theory of change that ordinary educated citizens can be mobilized for extraordinary actions, the learning instruments are kept simple and easy to administer and are based on grade two and three level competencies as given in the national curriculum 2006. Moreover, a set of core questions have been designed which are adapted and expanded each year to explore different dimensions of schooling and learning at the elementary stage. This ensures that the data is comparable and easily collected by the surveyors.

GUIDING PRINCIPLES OF THE MODEL:

- A household-based assessment, so as to include ALL children – those in government schools, private schools, and not in school.
- Assessment of children’s mastery of basic reading and arithmetic, rather than grade level competencies, using tools that are simple to administer and easy to understand.
- Involvement of ‘ordinary people’, rather than experts, in conducting the assessment and disseminating the results.
- The generation of estimates at district, provincial, and national levels, so as to facilitate local level discussions, planning and action.

ASER PAKISTAN 2016

In 2016, ASER survey was conducted in 144 rural districts across the country. It was carried out with the help of various civil society organizations, academia, students, media, bilateral and multilateral agencies and other stakeholders working in the education sector.

To achieve the above stated objective for ASER Pakistan 2016, financial support was provided by Department for International Development-DFID and Foundation for Open Society Institute-FOSI.
MOBILIZING PARTNERS IN PAKISTAN

ASER partners were selected through an open call for an Expression of Interest (EOI). It was advertised in the leading national newspapers. In response of the EOI, a total of 120 applications for partnership were received, out of which 23 partners were selected for 2016 survey.

An initial meeting of ASER Core Team members was held on 15TH February at ITA Lahore Head Office to review the EOI’s received for selection of partners for survey implementation as well as monitoring. A number of meetings were held with the potential partners afterwards in all the provinces by ASER team for mobilization and partnerships for ASER Pakistan 2016 survey. Following are the names of partners selected.

- Al Fatah Organization
- Azat Foundation Organization
- Bringing Advancement Kindly and Responsibly (BAKAR)
- Centre for Governance and Public Accountability (CGPA)
- Change through Empowerment (CTE)
- Democratic Commission for Human Development (DCHD)
- EHED Foundation
- Governance Assistance through Gender Mainstreaming and Social Restructuring (G & GS)
- Hamza Development Foundation (HDF)
- Hawa Foundation
- Health and Nutrition Development Society (HANDS)
- Human Development Foundation (HDF)
- Human Resource Support Program (HRSP)
- Ilm-o-Hunar Foundation
- Initiative for Development and Empowerment Axis (IDEA)
- National Commission for Human Development (NCHD)
- PARRS
- Research and Community Development Organization (RCDO)
- Shadow Organization
- Sindh Student and Youth Development Organization (SSYDO)
- Soach Welfare Organization
- Society for Awareness, Advocacy and Development (SAAD)
- Sufi Sachal Organization

RATIONALE FOR ASER TOOLS

Apart from documenting the status of education at national level, ASER documents information about children’s basic learning levels. However, the learning assessment of ASER is quite different from other conventional learning assessments taking place in the country. ASER assessment is competency based instead of being content based i.e. its main objective is to check for analytical skills of the children. Another feature that distinguishes ASER assessment is that it is a HOUSEHOLD based survey and not SCHOOL based. It assesses every child of age 5-16 years old living in the surveyed household; including all the in school i.e. enrolled and out of school children, whether dropped out or never enrolled in schools.
ASER TOOLS

ASER Tools/Instruments fall in two broad categories of documentation. The details of each are as following:

Educational Status Documentation:
ASER educational status documentation tools are designed so as to document basic information of schooling status i.e. child’s educational status, children enrollment, facilities in school, teachers qualification, school funds information etc. whereas the household survey documents child’s educational status, child’s parents’ educational status, basic household information etc. Educational status is documented in the form of:

- Household Survey Sheet
- School Observation Sheet
  - I. Government School Observation
  - II. Private School Observation

Learning Assessment Tools
ASER learning assessment tools are designed to assess basic competencies of children as defined in national curriculum. The difficulty level for assessment tools is that of class 2 for reading (language of pedagogy) and English competencies, while arithmetic abilities are assessed according to the class 3 curriculum. Learning assessment tools are as following:

- Reading Assessment Tools
  - I. Urdu
  - II. Sindhi
  - III. Pashto
- English Assessment Tools
- Arithmetic Assessment Tools
- General Knowledge Assessment Tools

Each of the ASER assessment tools comprise of 2 samples, i.e. sample 1 and sample 2 for Language (Urdu/Sindhi/Pashto), Arithmetic, General Knowledge and English. In case more than one child is present in the vicinity, at the time of assessment then it is wise to keep multiple samples to assess their competencies. This is to avoid the situation where the child answers from memory and not as per skill.

TOOL DEVELOPMENT PROCESS

ASER tools are developed through the below mentioned steps/ process:

STEP 1: ASER team develops an item bank for three competencies based on the following criteria:
- Textbooks of Urdu, English and Arithmetic are selected of grade 2 and 3 according to national curriculum of all provinces.
- The entire syllabus is divided in to 3 terms. The specification and subject syllabus is based on the academic year of the school and according to the school terms.
- All items fall within the scope of the subject syllabus and will not be beyond the syllabus.
- Words are selected in Alphabetical order (A to Z) using simple to difficult approach.
• Words are selected in a sequence such as 3 character words, 4 character words, 5 character words and six character words.

**STEP 2:** Based on the item bank, a team of subject specialists develop at least 8 samples for each subject i.e. Urdu/Sindhi/Pashto, English and Arithmetic that aligns with the specifications and benchmarks stated by National Curriculum of 2006 and also that with the objectives of ASER. The test materials are simple, of the same difficulty level, comprehensive and according to the subject.

**STEP 3:** Reviewer Subject Panelists compromising two subject specialists for each subject review and revise the learning tools for standardization with the help of the defined criteria. A detailed checklist is developed to determine the structure and emphases, correspondence with accepted curricula, and the selection, appropriateness and representation of the items.

**STEP 4:** Learning tools (After incorporating suggestions from the experts) are then pilot tested in 8-10 districts (two from each province) across Pakistan. The piloting is conducted by each district team in one village including 20 households as per ASER Survey Methodology.

**STEP 5:** Pretesting data analysis is done on the basis to identify the item difficulty, discrimination and English test readability of children of Pakistan with international standards. In pretesting the reliability of each sample is determined by using KR 20 as coefficient of alpha.

**STEP 6:** The tools are then revised and two final samples are selected after receiving feedback from the district teams and analysis of the surveyed results.

**ASER TOOL REVIEW**

The tools were shared by ASER Team representatives with education experts from all provinces. Assessment experts from every province Dr M. Bilal (from P.I.T.E Peshawar), Dr Nasir Mehmood (from PEC, Punjab), M. Saghir Sheikh (from RSU, Sindh) etc along with subject specialists from Lahore College for Women University were approached to provide feedback on the tools and their item appropriateness. The tools were then piloted and were then finally shared (for a review) with Provincial Education Assessment System (PEAS) and other international experts including Dr. Monazza Aslam from Oxford University and ASER Center India. After incorporating all the comments, the tools were then analyzed for their reliability by using Index such as Flesch Kincaid Grade Level and Flesch Reading Ease.

**WHAT’S NEW IN THE TOOLS? (DISABILITY/ HEALTH & FUNCTIONING)**

Every year, ASER tries to capture data on one of the heating educational variables globally. For ASER 2016, education data on disability / health and functioning was gathered from Punjab and Khyber Pakhtunkhwa. One separate sheet comprising of 7 questions on disability/health and functioning was developed to be conducted in the surveyed households of all rural districts of Punjab and Khyber Pakhtunkhwa. Also additional indicators such as voter registration, social safety nets, computer literacy, solar panels etc. were included in the household sheet to be collected from across Pakistan.

**PILOTTING OF ASER TOOLS**

ASER Pakistan 2016 tools were piloted in 10 districts across Pakistan including Lahore, Rawalpindi, Faisalabad, Sheikhpora, Kasur, Peshawar, Ziarat, Quetta, Islamabad and Karachi. Every district team piloted ASER tools in 1 village. The district teams shared the feedback with the ASER core team members and tools were revised in the light of shared feedback. The district where tools where piloted are:
Punjab
- Lahore
- Rawalpindi
- Faisalabad
- Sheikhopora
- Kasur

Balochistan
- Quetta
- Ziarat
- 

Sindh
- Karachi

Khyber Pakhtunkhwa
- Peshawar

Islamabad

FINALIZATION OF TOOLS AND INSTRUCTION BOOKLETS

ASER Tools were finalized with the consultation of all the stakeholders and ASER partners. After having detailed discussions on the reasons for including each indicator in the tools, the tools were finalized by the ASER core team. The Sindh assessment tools were developed with the help of the ASER partners such as SEF, RSU while the Pashto tool with the help of PITE team Peshawar. The instructions booklet was initially developed in English and later translated into Urdu and Sindhi language. The booklet is useful since it acts as a manual for the volunteers who actually conduct the survey. It includes details on map formation, household selection and a number of different cases that may be found in the field. For example, cases such as no child, no response household or closed household are clearly explained in the instruction kit.

ASER PAKISTAN TRAINING WORKSHOPS

ASER Pakistan 2016 training workshops were held at following three levels:
1. Provincial Workshops
2. District Training Workshops and Survey

PROVINCIAL WORKSHOPS

ASER Pakistan 2016 provincial workshops were organized in all provincial capitals where master trainers/district coordinators were trained on ASER methodology for two days. The provincial training schedule for ASER 2015 is follows:

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Event</th>
<th>Date</th>
<th>Venue</th>
<th>Facilitator</th>
<th>Total Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sr. No</td>
<td>Event</td>
<td>Training Dates</td>
<td>Survey Dates</td>
<td>Total Trained Per Province</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-------------------------------------</td>
<td>----------------------------------------</td>
<td>-------------------</td>
<td>---------------------------</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>ASER District Trainings - Sindh</td>
<td>March 1st – 3rd, 2017</td>
<td>March 4th – 5th, 2017</td>
<td>60 * 25 Rural Districts= 1500</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>ASER District Trainings - Balochistan</td>
<td>March 8th – 9th, 2017</td>
<td>March 11th – 12th, 2017</td>
<td>60 * 32 Rural Districts= 1920</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>ASER District Trainings - KPK</td>
<td>March 22nd – 24th, 2017</td>
<td>March 25th – 26th, 2017</td>
<td>60 * 24 Rural Districts= 1440</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>ASER District Trainings - FATA</td>
<td>March 15th – 17th, 2017</td>
<td>March 18th – 19th, 2017</td>
<td>60 * 11 Rural Districts= 660</td>
<td></td>
</tr>
</tbody>
</table>

### ASER DISTRICT TRAINING WORKSHOPS

ASER provincial workshops were followed by district level trainings. District level trainings were of 3 days. The district level training schedule is as under:

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Event</th>
<th>Training Dates</th>
<th>Survey Dates</th>
<th>Total Trained Per Province</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ASER Provincial Training, Balochistan</td>
<td>February 27th - 28th, 2017</td>
<td>Lourdes Hotel, Quetta</td>
<td>64 Trained (Excluding Facilitator)</td>
</tr>
<tr>
<td>2</td>
<td>ASER Provincial Training KPK</td>
<td>March 14th - 15th, 2017</td>
<td>VIP Guest House, Peshawar</td>
<td>50</td>
</tr>
<tr>
<td>3</td>
<td>ASER Provincial Training FATA</td>
<td>March 7th - 8th, 2017</td>
<td>VIP Guest House, Peshawar</td>
<td>18</td>
</tr>
<tr>
<td>4</td>
<td>ASER Provincial Training, Sindh</td>
<td>February 22nd - 23rd, 2017</td>
<td>Al-Harmain Hotel</td>
<td>50</td>
</tr>
<tr>
<td>5</td>
<td>ASER Training Workshop AJK</td>
<td>February 23rd - 24th, 2017</td>
<td>Sangham Hotel, Muzaffarabad</td>
<td>20</td>
</tr>
<tr>
<td>6</td>
<td>ASER Provincial Training Punjab and ICT</td>
<td>February 23rd - 24th, 2017</td>
<td>Royal Hotel, Lahore</td>
<td>72</td>
</tr>
<tr>
<td>7</td>
<td>ASER Provincial Training Gilgit Baltistan</td>
<td>March 18th - 19th, 2017</td>
<td>NCHD Room Office</td>
<td>14</td>
</tr>
</tbody>
</table>
MONITORING OF ASER SURVEY

Monitoring of ASER training workshops and survey was done in two phases.

1) Monitoring through Call Centre: A call centre was set up in head office to make calls to volunteers and master trainers on daily basis to ensure presence of volunteers in districts.

2) Monitoring through ITA Team and Partners: Dual monitoring was done through partners as well through ITA team members. ITA team members visited districts (almost all themselves) and ensured that survey implementing partners conduct spot checks and submit spot check forms in hard forms.

ASER 2016 ANALYSIS & REPORT

A) Cleaning of survey forms:

After the survey, once the partners and ITA district managers start sending the data to the head office, the data was cleaned in hard. The activity started in mid April and continued till end April. Data cleaners’ responsibility was to check the forms and correct for basic errors such as age written in the gender column or vice versa, proper gender mentioned in front of the name, highest learning levels marked only, school sheet was filled, attendance of the children was less than the enrollment and many more. Forms where basic information was missing and/or some discrepancy was found were returned at this stage for correction and/or re-survey. Once the data was cleared by the initial data checkers, it was sent to the data entry section.

B) Data Entry into the Software:

After the initial data checking, the forms were entered into the custom built software for ASER. More than two dozen data entry operators worked in day and night shifts to ensure smooth data entry by April end.

C) Data Crunching:

Once the data entry was complete, the softcopy was shared with the ASER core team who finally started to crunch the data. Before the data crunching commenced, the team sat together to view the overall data and decide on the cleaning protocols. The crunching process takes about a week as different files are crunched by different people, which are later on switched so that margin of error is minimized.

D) Data Analysis:

After data crunching, the cleaned data was reentered into the database and the custom-built software works on ASER report cards. The report cards are generated automatically. They were manually checked by the
ASER team for comparison of trends with the previous year. After this final checking, it was formatted and sent to the Desktop Publishing Department for final formatting and compilation of the report.

**E) Report Design:**

Alongside data checking, the core team also worked on ASER methodology, sample description, collection of the messages from development and field partners, compilation of the stories from the field, and comparison of the indicators tapped in ASER over the years. ASER Pakistan 2016 results are repackaged keeping in mind the target population/user of this data. ASER Pakistan 2016 results are being presented in three books; national and district directory 1 and 2. The ASER District Directory (1 and 2) focused on the report cards for all 144 rural covered in the survey.

**F) ASER Narratives (National & Provincial):**

Narratives for the provincial report cards were finalized in reference to the embargoed version. Later on, the narratives were also translated in the local language (to be used at the provincial launches).

**ASER PAKISTAN NATIONAL LAUNCH & PROVINCIAL LAUNCHES**

Annual Status of Education Report (ASER) 2016 National Launch was conducted at the Serena Hotel, Islamabad on 02 August, 2017. The launch was attended by several government officials including Joint Educational Adviser Ministry of Federal Education, DFID, ASER partners, civil society organizations, volunteers, and other community members. The report was officially launched by Prof. M. Rafique Tahir, Joint Educational Advisor Ministry of Federal Education & Professional Training.

List of panelists is as follows:

1. Prof. M. Rafique Tahir, *Joint Educational Advisor Ministry Of Federal Education & Professional Training*
2. Mr. Ed. Davis, *Senior Education Adviser/Team Leader (Policy), DFID*
3. Ms. Helen Kamal, *Team Leader, Ilm Ideas 2*
4. Ms. Tahira Abdullah, *Human Rights Activist HRCP*
5. Dr. Asad Zaman, *Vice Chancellor of the Pakistan Institute of Development Economics*
6. Ms. Joanna Reid, *Head of DFID Pakistan*
7. Mr. M. Abbas Khan, *Directorate General BECS*
8. Nargis Sultana, *Senior Program Officer – Education (OSF Pakistan)*
9. Mosharaf Zaidi, *Campaign Director (Alif Ailaan)*

National launch was followed by provincial launches in Punjab, Sindh and Balochistan. The list of panelists on each launch are given below.

**Sindh:**
Punjab:
Annual Status of Education Report (ASER) 2016 Provincial Launch for Punjab was conducted at the Pearl Continental Hotel on 12th September, 2017. The launch was attended by several government officials including Member Provincial Assembly, DFID, ASER partners, civil society organizations, volunteers, and other community members. The report was officially launched by Ms. Fozia Ayub Querashi- MPA, Member of Auqaf and Religious Affairs, Special Education, Govt. of the Punjab.
List of panelists is as follows:

1. Ms. Fozia Ayub Querashi- MPA, Member of Auqaf and Religious Affairs, Special Education, Govt. of the Punjab
2. Mr. Qaiser Rasheed- Project Manager, Non-Formal Education Curriculum & Material Development Unit, Government of Punjab
3. Mian Muhammad Kashif Saeed, Policy Analyst- Punjab Social Protection Authority
4. Mr. Fazil Cheema- Director Special Education Punjab
5. Ms. Helen Kamal, Team Leader, Ilm Ideas 2

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<table>
<thead>
<tr>
<th>Time</th>
<th>Proceedings</th>
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<tbody>
<tr>
<td>02:00-02:30</td>
<td>Registration and Networking</td>
</tr>
<tr>
<td>02:30-02:40</td>
<td>Introductory Remarks by Muhammad Hafeez, Provincial Coordinator (Sindh), ITA</td>
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<tr>
<td>02:40-02:50</td>
<td>Learning improvements through innovations in education by Helen Kamal – Team Lead, Ilm Ideas 2</td>
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<tr>
<td>02:50-03:00</td>
<td>Presentation on ASER (Punjab) Findings 2016 by Saleem Javed, CEO, ITA</td>
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<tr>
<td>03:00-03:15</td>
<td>Citizen voice - The ASER learning 2016 by ASER team members</td>
</tr>
<tr>
<td>03:15-03:25</td>
<td>ASER Sindh 2016 Launch by Chief Guest Mr. Ijaz Ahmad Rashid Gillani - Minister for Education &amp; Literacy Govt of Sindh &amp; Ilm Partners</td>
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<tr>
<td>03:25-03:45</td>
<td>Address by the Chief Guest - Learning Challenges and Way Forward</td>
</tr>
<tr>
<td>03:45-04:00</td>
<td>Panel Discussion</td>
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<tr>
<td>04:00-04:15</td>
<td>Vote of Thanks</td>
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<tr>
<td>04:15</td>
<td>Market Place Ilm Ideas 2 Visit and Refreshments</td>
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</tbody>
</table>
Balochistan:

<table>
<thead>
<tr>
<th>Time</th>
<th>Program</th>
<th>Speaker</th>
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</thead>
<tbody>
<tr>
<td>11:00-11:15</td>
<td>Registration</td>
<td>-</td>
</tr>
<tr>
<td>11:15-11:25</td>
<td>Opening &amp; Welcome Remarks</td>
<td>Mr. Mohammad Farooq (Add. Secretary Dev. Secondary Education Department)</td>
</tr>
<tr>
<td>11:25-12:00</td>
<td>Highlights of the ASER Pakistan Report</td>
<td>Brief on ASER Assessment Framework Documentary and Presentation on ASER 2016 Dr. Baela Raza Jameel</td>
</tr>
<tr>
<td>12:00-12:10</td>
<td>Citizens' Speak: The ASER journey 2016</td>
<td>Mr. Amjad – Bureau Chief Nawa-e-Waqt and ASER Volunteers and Partners</td>
</tr>
<tr>
<td>12:10-1:00</td>
<td>Panel Discussion on ASER 2016 Findings</td>
<td>• Mr. Abdul Rahim Ziaratwal, Minister Education</td>
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<td></td>
<td></td>
<td>• Ms. Zobaida Jalal, Former Minister for Education of Pakistan</td>
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<td></td>
<td></td>
<td>• Mr. Abdul Fateh Bhangar, Secretary SED</td>
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<td>• Mr Asfand Yar Kakar, secretary P&amp;DD</td>
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<td></td>
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<td>• Professor Dr. Abdul Tawab Khan MD BEF</td>
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<td></td>
<td></td>
<td>• Ms. Palwasha Badar Education Specialist UNICEF Quetta Office</td>
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<td></td>
<td></td>
<td>• Mr. Irfan Ahmed Awan – MD SCSP EB</td>
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<tr>
<td>1:00-1:10</td>
<td>ASER Pakistan 2016 - Launch by the Chief Guest and all participants</td>
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<tr>
<td>1:10-1:25</td>
<td>Speech by the Chief Guest</td>
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<tr>
<td>1:30</td>
<td>Vote of Thanks</td>
<td>Mr. Abdul Fateh Bhangar, Secretary SED</td>
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<tr>
<td>1:35</td>
<td>Refreshment</td>
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</table>
ITA STRATEGIC PLAN 2016-2020

The Context of ITA’s Strategic Plan

The Constitution of Pakistan, under Article 25, declares Equality of Citizens and under 25 A grants them the Right to Education. It reads…

“The State shall provide free and compulsory education to all children of the age five to sixteen years in such manner as may determine by law.”

The promise of this fundamental constitutional right extended in 2010, is far from being delivered to the people even after 67 years of country’s existence and 43 years of promulgation of the Constitution.

Key Societal Needs to be addressed by ITA

ITA, guided by its vision, mission and legacy of achievement, has chosen the following societal needs in the field of education that will be addressed under this Strategic Plan.

Need for Improving Access to Education

ITA realizes that 25 million already OOSC need to be brought to the schools and every child born must get his or her fundamental right to education as enshrined in the constitution of Pakistan.

Need for Improving Quality of Education

ITA considers that a child’s learning outcomes can improve only if both the quality of teachers/animators, learning environment and the quality of physical environment of the schools are improved. ITA acknowledges that increase in country’s net enrolment rate is not possible without improving quality of education measured by learning outcomes.

Need for Improving Governance and Resource Allocation

ITA considers that the crisis of education is mainly due to the crisis of governance in Pakistan. Without improving the governance, access and quality of education cannot increase. The governance of education calls for an overhaul: starting from school the overhaul must encompass community, town/district administration, provincial and federal governments. Improvement in governance will bring about efficiency in utilization of current resources. At the same time there is need for allocating more resources to education given the number of OOSC in Pakistan. So not only the current resource must be efficiently and transparently optimized but more resources must be allocated to the education sector in Pakistan. Pakistan allocates 2.5 per cent of its GDP (in 2013) to education against UNESCO-recommended 4 per cent of GDP.

ITA’s Strategy Design Framework

ITA’s would respond to the societal needs by promoting the concept of TRANSFORMATIVE EDUCATION FOR ALL enshrined in its programmatic approach which is guided by Impact, Influence and Leverage, three principles behind ITA’s programming.

ITA’s strategic goal in the next five years is to build a nation-wide social movement for quality service delivery in primary education.

This will be achieved by deploying three programmatic and one organizational strategy:

1. Improve quality and governance of education from school to state level
2. Expand learning for access and learning for life across all service delivery platforms (own, private, public)
3. Produce goal-relevant research, knowledge products and tools for policy makers, users and stakeholders in education and other sectors.

http://www.theglobaleconomy.com/Pakistan/Education_spending/
4. Strengthen organizational capacity to effectively deliver on strategies 1-3. Strategy # 4, strengthening organizational capacity, underpins the first three programmatic strategies and therefore it will be priority number 1 as ITA moves into implementation of strategies. The following table depicts ITA’s framework of Strategic plan for 2016-2020.

### ITA’s Strategic Plan at a Glance

<table>
<thead>
<tr>
<th>Global Development Goals (SDGs)</th>
<th>Linkages to others as well</th>
<th>Target 1</th>
<th>2</th>
<th>3,4&amp;6</th>
<th>5</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUSTAINABLE EDUCATION GOALS</td>
<td>Inclusive, equitable quality education &amp; life-long leaning opportunities</td>
<td>4</td>
<td>17</td>
<td>Strengthening of means of implementation and global partnerships for sustainable development- linkages with other SDGs relevant to the sector for high impact.</td>
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<td><strong>Cons</strong></td>
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<tr>
<td><strong>Right To Education 25 A</strong></td>
<td>Provide Free and Compulsory education to all children aged 5-16</td>
<td>Laws/Acts and rules in place for implementation Each province has endorsed education from ECE to post secondary, special education, public health (SRHR) &amp; TVET (except KP)</td>
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<td><strong>Open Working Groups</strong></td>
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<td><strong>Pakistan Vision 2025 &amp; RTE 25 A</strong></td>
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<td><strong>National</strong></td>
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<tr>
<td><strong>Pillar 1</strong></td>
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<tr>
<td>• 100% primary school enrolment and completion rates (needs to be upgraded to 25 A, 5-16 years)</td>
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<tr>
<td>• 90% literacy rate</td>
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<tr>
<td>• Primary and Secondary Gender Parity Index equal to 1.</td>
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<td><strong>Pillar 3</strong></td>
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<tr>
<td>Sets targets in terms of “Political Stability”, “No Violence/Terrorism” and “Control of Corruption” as measured by globally accepted indicators.</td>
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<tr>
<td><strong>Needs to be addressed in terms of improving…</strong></td>
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<tr>
<td>Quality of education</td>
<td>Access to lifelong learning opportunities for ALL</td>
<td>Governance of and resource allocation to education</td>
<td></td>
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<tr>
<td>Guided by Programming Principles</td>
<td>Impact -------------------- Influence ------------------------ Leverage</td>
<td></td>
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</tr>
<tr>
<td>Leveraging Core Capabilities</td>
<td>Advocacy--- Service Delivery--- Research &amp; Knowledge Products --- Event Management</td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>5-Year Strategic Goal for ITA</strong></td>
<td>Build a nation-wide social movement for transformative LEARNING for ALL children and young people from ECCE to post secondary education and skills supported by technology, innovations and new media.</td>
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</table>

#### ITA’s Strategic Response

**Strategy 1**

Improve quality and governance of education from school to state level ensuring inclusive and gender mainstreaming approaches.

**Strategy 2**

Expand meaningful learning and skills across all service delivery systems (public and private) – Formal and Non-formal.

**Strategy 3**

Produce goal-relevant research, knowledge products and tools for innovative financing, policy makers, users and stakeholders in education.

**Strategy 4**

Strengthen organizational capacity to effectively deliver on strategies 1-3.
ITA’S 5-YEAR STRATEGIC GOAL

Is to: Build a nation-wide social movement for transformative LEARNING for ALL children and young people from ECCE to post-secondary education and skills supported by technology, innovations and new media

Strategies and Programmatic Activities

ITA will measure its success toward the strategic goal in terms of:

- Number of civil society organizations, networks and coalitions that join the movement
- Contribution towards policy improvement and implementation in across all provinces
- Building public support for higher budgetary allocations to education and
- Building public oversight over educational spending into physical infrastructure and provision of quality teachers

Success in achieving this goal is supported by four key strategies each has its own measurable outcomes and broad activities.

Broad Activities for Key Strategy 1

*Improve quality and governance of education from school to state level ensuring inclusive and gender mainstreaming approaches (from school district/provincial level)*

For this key strategy ITA plans…

- Building capacity / capabilities (school, community, Civil Society Organization, CSO, government officials, policy makers) for evidence based decision making.
- Developing mechanism for timely implementation of relevant services.
- Develop participatory tools to measure outcomes (learning/financing) with accountability and transparency.
- Undertaking multilevel advocacy for successful decision making, implementation and measurable practices (school, community, Union Council (UC)/Tehsil/Taluka/District/Provincial/National level)
- Using all means that enhance or enrich advocacy efforts and outreach

Broad Activities for Key Strategy 2

*Expand meaningful learning and skills across all service delivery systems (public, private and non-formal/bridge programmes)*

Under this strategy, ITA will undertake programmes that…

- Create and expand opportunities for increased access to quality learning- (ECCE-Secondary and beyond)
- Rehabilitate, mainstream and retain OOSC into public/private schooling systems
- Promote child’s fundamental right to education as enshrined in the constitution of Pakistan
- Mobilize community, teachers, students to participate in improvement and sustainability of primary education
- Improve infrastructure, safety and learning environment at classroom and school level
- Undertake comprehensive school assessment from pre-school to secondary level-to improve learning
• Extend innovative activities for health & hygiene, public health (SRHR), life skills based education, environment and active citizenship through partnerships sensitive to gender and disadvantaged groups.
• Create models for partnerships and scale-up life-long learning-in TVET/Livelihoods/public health (SRHR) and teacher education
• Enhance employability of learners and educate them towards responsible life-styles and global citizenship
• Use technology enabled and innovative means for enhancing service delivery and M&E/accountability capacities of service providers

Broad Activities for Key Strategy 3

Provide goal-relevant research, knowledge products and tools for innovative financing, policy makers, users and stakeholders in education

Under this strategy, ITA’s future programmes will
• Make available applied RHS research for wider use-accessible to all
• Produce useful learning tools, tech enabled toolkits & frameworks for a diverse users advancing equity and bridging inequality.
• Have in place standardized tools and templates for provincial, national and international comparisons through agreed metrics
• Disseminate research findings at diverse platforms to reach out to groups of defined audiences at local, provincial, national and global levels-pushing from evidence to action.
• Follow up on dissemination results to gauge the impact and influence on policy frameworks

Broad Activities for Key Strategy 4

Strengthen organizational capacity to effectively deliver on strategies 1-3.

This key strategy is the bedrock for future growth driven by first three strategies. It will take priority in implementation.

ITA in five years’ time aims to achieve:

• Financial sustainability
• Succession planning and leadership development
• Operational efficiency with built-in risk mitigation

Broad actions that are planned for the first two years are:

1. Development of a resource mobilization plan and reserve/endowment fund
2. Installing an organization-wide ERP system
3. Development of a 5-year HR and leadership development plan-revised every two years with key stakeholders
4. Design and implementation of ITA-wide tech enabled M&E system
5. Strengthen strategic controls and regularly conduct organization capacity and risk audits for all functions at ITA
6. Conducting an organizational capacity assessment and organizational transformation plan
Timeframe for Strategic Organizational Realignment

Strategic Plan calls for realignment of ITA’s current programmes and services, while strengthening the capacity of the organization as a fundamental pre-requisite for success under the strategic plan.

A mapping of the current advocacy and service delivery programmes under the future key strategies identified actions to be taken for realignment.

<table>
<thead>
<tr>
<th>Realignment &amp; Reinforcement Actions</th>
<th>Completion by</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Embark upon organizational strengthening for</strong></td>
<td>2015-17</td>
</tr>
<tr>
<td>• Financial Sustainability</td>
<td></td>
</tr>
<tr>
<td>• Succession Planning</td>
<td></td>
</tr>
<tr>
<td>• Operational Efficiency</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Merge three programmes into a larger and vibrant Learning for Access (L4A) programme and scale it up in line with the strategic goal</th>
<th>2016-2017 – merger phase 2017-2020 – scale-up phase</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Whole School Improvement Program –WSIP,</td>
<td></td>
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<tr>
<td>• Right to Education Campaign (RTE),</td>
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<tr>
<td>• Out-Of-School Children Program – OOSCP)</td>
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<tr>
<th>Grow two research and advocacy programmes</th>
<th>2016-2020</th>
</tr>
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<tbody>
<tr>
<td>• Annual Status of Education Report (ASER)</td>
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<tr>
<td>• Other Research, advocacy and governance programs including elements of school assessment</td>
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</tbody>
</table>

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<tr>
<th>Grow two service delivery programmes as show-case for adoption and scale-up:</th>
<th>2016-2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Technical Vocational -VO-Tech Livelihood</td>
<td></td>
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<tr>
<td>• Early Childhood Development-ECD</td>
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</tbody>
</table>

| Children Literature Festival into a strong fully independent entity | 2015-16 |
| All professional education of teachers to be shifted to the Institute of Professional Learning (IPL) and its portfolio to be enriched with ITA services such as internships and scholarships. | 2016-17 |

Geographical Coverage under the Strategic Plan 2016-2020

ITA’s key strategies and programmes will be implemented nation-wide. ITA’s strategic and operational focus will remain dedicated to achieving results within Pakistan with regional affiliations and global influence. ITA wishes to create impact in the lives of the children and youth in Pakistan before it offers its services to other countries in the region or the world. It will always be committed to sharing all best practices to any and every one globally through experiential support services. ITA by virtue of its regional linkage will however represent Pakistan on forums outside the country. It will share its knowledge and at the same time learn from other partners and countries. However, for the next five years its service delivery and advocacy efforts will remain dedicated to building a social movement for quality service delivery in Pakistan.
CONTACT US

Idara-e-Taleem-o-Aagahi (ITA)
Centre for Education and Consciousness

Head Office:
1-A Canal Park, Jail Road, Lahore.
Tel (+92-42) 35711107-8,
Fax: (+92-42) 35711109

ITA Public Trust UK:
10, Queens Gate Place,
London SW7 5NX.
Tel: 020 7581 4450

You can also visit us at: www.itacec.org

Facebook: Idara e Taleem o Aagahi ITA

Twitter: @itacecorg

Instagram: ITA_PAK