ANNUAL REPORT 2020
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Idara-e-Taleem-o-Aagahi (ITA)

Idara-e-Taleem-o-Aagahi (ITA), the “Centre of Education and Consciousness” Public Trust, established in 2000, is a civil society organization engaged in policy research, service-delivery, capacity building and advocacy. ITA is a tax exempt entity certified by the Pakistan Centre for Philanthropy (PCP). On April 27, 2017, ITA was accorded a special consultative status by the UN ECOSOC; it is a member of CCNGOs - UNESCO, and the People’s Action for Learning (PAL) Network a south-south citizens’ initiative focused on assessment and learning.

The mission of ITA is to work towards universal access to quality education as a comprehensive inclusive learning experience (K-12). Since its inception, ITA has been engaged vigorously in the education sector, exploring holistic innovations that resonate well with communities to improve learning outcomes through evidence-based advocacy for policy influence. It works mainly with the public sector as well as non-state providers. ITA was crafted as a response to government demand to address the multi-layered crises of learning and fragile systems of failing public sector schools. The journey since 2000 has been dynamic, reflective and embedded in citizen-led innovations gathering evidence of ‘what works’ for All learners and especially girls and young women.

Over two decades, ITA has evolved through three distinct phases of institutional growth. In the first phase (2000-2004), ITA developed multiple initiatives through sector wide gendered approaches for school (children, teachers and headteachers), community and inclusive systems improvement in Punjab and federal education sector reforms. These included, early years, summer/community enrichment programs with IT labs, merger of formal and non-formal systems, promoting diversity, peace and citizenship, district education planning and active public private partnerships (PPPs). In the second phase (2005-2009), ITA expanded to other provinces and areas in response to emergencies/displacement, ‘learning relief services’, infringement of right to education especially girls in conflict zones and policy challenges across the educational landscape in Pakistan. From 2010 onwards, the focus has been on design and implementation of scaled up flagship programs embedded in iterative citizen led assessments, inclusive, gendered, tech enabled approaches to learning through alliances. These include: Whole School Improvement Program (WSIP), Early Years (ECCE), Out of School Children (OOSC) and adolescents second chance programs especially girls, and child labor initiatives; TVET, the ASER citizen led large scale nationwide assessments;
Right to Education (RTE) or Article 25 A Campaigns with Education Youth Ambassadors, CPB – Chalo Parho Barho or Teaching at the Right Level (TARL) as an Accelerated Learning Programs and the growing social movement of Children’s Literature Festival (CLF). The programs’ interface with adaptive life skills, resilience, SRHR, inclusion and ending violence against children and women has grown concurrently since 2000. ITA has influenced policies, laws, goals and targets at provincial, national and global levels interfacing national fundamental rights, including 25-A/RTE, with CRC, SDGs 2030 and SDG 4.

The 2nd and 3rd phases gave birth to ITA’s synergistic eco-systems operating as a group of leveraged institutional initiatives as public goods. ITA has expanded its portfolio sensitive to a lifelong learning spectrum from early years foundational learning to adolescent and youth support programs to inclusivity for children with disabilities. ITA’s services include evaluations, studies, surveys, technical assistance and training placements for clients nationally and internationally. ITA has conducted a comprehensive systems-based research on Early Childhood Education (ECE) in Punjab (WB) and will further be establishing model ECE centers in each province and introducing a certified 3 months + modular courses in early childhood. Given the global push towards Inclusive Education, ITA has adapted tools and conducted data-oriented research on inclusive assessments, generated literature on inclusive education across Pakistan, and aided public sector organizations in crafting strategies for inclusive policies within public education systems.

The 5-year strategic plan 2016-2020 mapped to its evolving programs since 2000 and local, national and global goals for right to education & SDG 4 (annexed) has concluded its sunset phase with an active response to COVID-19. The pandemic has raised the bar on outreach through hybrid approaches including digital acceleration to ensure that ‘learning never stops’ across all programs and systems. ITA’s institutional outreach has mobilized substantive networks into action at multiple levels. These unique arrangements have resulted in an ecosystem that respects diversity, building critical social capital for its vision to be achieved across public and private sectors, civil society, industry, government and development partners. It is also the basis for ITA’s sustainability phase and its digital transformation (DX) journey (2021-2025)

The overarching themes of ITA’s work span three provocations:
- Are our children, adolescents and youth Learning with Agency?
- Are they Safe and Protected?
- Are they able to claim Social Justice?
ITA’s governance is aligned with NGO compliance regimes in Pakistan, and also with NGO Source-USA, Special Consultative Status with UN ECOSOC - (2017) and ITACEC UK – Charities Commission to enable it to work widely with both upstream and downstream partners including grant making with accountability and due diligence. ITA’s leadership is well represented within Pakistan in policy, technical advisory boards and citizen coalitions for education/child rights/climate change spaces, and globally as a Commissioner in the Education Commission on Financing Global Education Opportunity (Education Commission), Education Commission Asia, Platform for Girls Education (UK FCO)- Global Education Monitoring (GEM) Report, UNESCO Institute of Statistics (UIS) – GAML, Global Business Coalition for Education (GBC Ed) & People's Action for Learning (PAL) Network.

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## ITA’s Five-Year Strategic Plan

### IDARA-E-TALEEM-O-AAGAHI (ITA)

### ITA’S STRATEGIC PLAN AT A GLANCE

**2016-2020**

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.

<table>
<thead>
<tr>
<th>Constitutional</th>
<th>SUSTAINABLE DEVELOPMENT GOALS (SDGs)</th>
<th>Linkages to others as well</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right To Education 25 A</td>
<td>Provide Free and Compulsory education to all children aged 5-16</td>
<td>Laws /Acts in place for implementation (rules awaited). Each province and ICT has endorsed education; some from ECE to Secondary, Special Education and TVET.</td>
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<tr>
<th>Open Working Groups- MUSCAT: INCHEON-World Education Forum (WEF) UN GENERAL ASSEMBLY 2015- SDG/SDG 4, Targets-Mol</th>
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<tbody>
<tr>
<td><strong>Target 1</strong></td>
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<th><strong>NATIONAL AGENDA</strong></th>
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<td><strong>Pakistan Vision 2025 &amp; RTE 25 A</strong></td>
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<tr>
<td>Pillar 1</td>
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<th><strong>Address and Comprehensively Improve</strong></th>
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<td><strong>Quality &amp; learning</strong></td>
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### Guided by Programming Principles

- Impact
- Influence
- Leverage

### Leveraging Core Capabilities

- Advocacy
- Service Delivery
- Research & Knowledge Products
- Event Management

### 5-Year Strategic Goal for ITA

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.

#### 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.
This needs to be updated (Lasbella)
Programmatic, Beneficiary Evolution & Impact

(This has to be updated) (Waqas Bajwa had numbers UPL/Telenor/ASER/WSIP/Emergencies etc)

12.4 MILLION BENEFICIARIES

WE HAVE REACHED

- Children 5.6 million
- Schools 60,115
- Volunteers & Partners 44,796
- Teachers & Trainers 358,958
- Community Members 6.4 million
- Government Officials 1,097

THROUGH

- School Initiatives 1.4 million
- Research 2 million
- Events & Festivals 643,300
- Online Initiatives 75,154
- CSR 8.4 million
PROGRAMMATIC, BENEFICIARY EVOLUTION & IMPACT

2000

1 THOUSAND BENEFICIARIES

2000-2002

Piloting school improvement in govt. schools - Gender focused; Influencing public policy through PFP & CSR

2002-2008

Public sector schools across Pakistan and communities (urban/rural)
Public Sector+ Low cost private sector schools and community based sites

2008-2019

Scaling up across Pakistan - evidence based campaigns and service delivery programs

ITALI Granted Special Consultative Status by the Economic and Social Council (ECOSOC) on April 27, 2017

SERVICE DELIVERY  CAPACITY BUILDING  POLICY/ADVOCACY

Scaling Up: A Sector Wide Approach for High Impact and Visibility
Programs

Annual Status of Education Report

The Annual Status of Education Report (ASER) is a citizen led; household based nationwide, assessment initiative that aims to provide reliable estimates on the schooling status and learning levels of children aged 3-16 years residing in primarily rural districts and few urban centres of Pakistan. The assessment is conducted one on one for children 5-16 Years of age whether in school or out of school (never enrolled or drop out). ASER survey was first piloted in 2008/9, and in 2019 ASER has covered 155 rural and 20 urban districts.

ASER 2019 & Inclusive Innovations

ASER 2019 School Survey was completed in December 2019 and launched in Jan-March 2020. It was nationwide in scale and included a "Health and Disability” section; (CFS/WHO). Head teachers/teachers asked a variety of questions pertaining to the presence of Children with Disabilities and the facilities for Children with Disabilities. ASER Tools for visual and hearing impaired available for all.

Outputs

- The largest citizen-led household-based survey reached 155 rural districts and 20 urban districts in 2019 covering 105,557 households in 5,229 villages. In 2019, ASER has collected information of 288,899 children (3-16 years)
- Built a trained pool of over 10,000 volunteers/citizens/youth nationally with capacity to assess learning using simple tools as powerful agents of social accountability and change
- ASER 2019 data was reflected in Economic Survey of Pakistan 2019 and in the World Bank Learning Poverty brief
- ASER 2019 findings are used as benchmarks in the provincial Education Sector Plans.

Regional Initiatives under ITA – International Common Assessment of Numeracy (ICAN)

The current CLA model of conducting simple household-based assessments of foundational learning resonates with low and middle-income country contexts for SDG Target 4.1.1 a on lower primary level. This target is well aligned with SDG Target 4.2.1 (proportion of children under five years of age who are developmentally on track in health, learning and psychosocial well-being, by sex) highlights this importance of early years. SDG 4.2.1 and SDG 4.1.1(a) have important
transition linkages for language and numeracy and are profoundly interconnected for foundational learning. Measuring progress on both SDGs 4.2.1 (ages 0-5 years) as well as 4.1.1(a) (grades 2 or 3) is the first step towards solving the learning crisis. Currently, none of the leading international assessments measure foundational learning abilities for grades 2 or 3. Moreover, none of these assessments focus on broad stages of development that are spread over a range of ages/grades. Hence, Pal Network with support from its member countries introduced numeracy tool which is a step ahead than the usual one used in regular household based assessment.

The numeracy assessment (earlier called CLAN) is baptized globally as **International Common Assessment of Numeracy (ICAN)**, tested in 12 other countries along with Pakistan. Developed and implemented by Pal Network member countries, ICAN is a cross national comparative assessment tool with globally agreed proficiencies and descriptors in numeracy covering three continents. It is an assessment of foundational numeracy using common items and provides data on early grade/lower primary learning. It further highlights gaps in foundational numeracy even for older children. Assessment domains were decided based on discussions with international assessment stakeholders and global partners.

The purpose of PAL Network’s ICAN is two-fold:

**Global perspective**

- To provide valid and reliable estimates of the status of children’s schooling and foundational abilities for comparison and monitoring trends across the PAL Network countries aligned with the requirements of SDG 4.1

**Network perspective**

- Assessment capacity building for PAL Network members countries
- Widening the framework of domains and skills assessed in the existing country assessment programs
- Adherence to PAL’s network-wide Data Quality Standards Framework
- Strengthening the pitch for citizen-led assessments in existing regions
ASER Pakistan, with support from PAL Network tested I-CAN in district Toba Tek Singh from Punjab in the year 2019. Pal Network has received another grant from KIX that also includes Pakistan for scaling up the testing of ICAN tool.

The grant has 3 strands:

- Develop a tool that assesses children’s pre-numeracy and early numeracy skills in a variety of country contexts, in order to generate internationally comparable data relevant to SDG target 4.1.1(a) on early grade learning;
- Scale up the implementation of this tool, from one district (as was done with an earlier version of this tool in 2019) to three districts in each participating country (incl. Pakistan);
- Follow a cohort of young children longitudinally for at least one additional year, to generate internationally comparable evidence on young children’s learning trajectories.

**ASER: A public good and a powerful reference and benchmarking document**

- ASER From Assessment to Action: Informs innovations for outcomes based accelerated learning, TARL & second chance program for out of school and in-school children at risk (Chalo Parho Barho-CPB), Adolescents/Youth Siyani Sahelian (Advancing Action for Adolescent Girls) and the Children's/Teachers' Literature Festival (CLF/TLF) #LeaveNoGirlBehind #Alif Say Uraan!
- ASER tracks Article 25A and SDG 4 in Pakistan and performance of political parties across provinces; ASER tracked annually under Right to Education/25 A campaigns
- ASER tools used widely for baselines and evaluations (LND-by SED Punjab; Juveniles in Jails, TCF)
- ASER data used in post graduate, PhD research in Pakistan & Globally
- We urge the government to:
  - Fast track strategic actions for reducing "Learning Poverty", improve equity of learning outcomes for especially the poorest and Girls! In EHSAS & Urban Planning & Implementation
  - Address learning needs of children with disabilities and those enrolled in schools
Integrate Tech Enabled Assessment to track children's learning with transparency

- Encourage Govt. Autonomous and Private bodies to use ASER tools and data widely with active links on official Websites
- ASER is a public good and non-rivalrous with open access reports, tools and raw data

**Reports/Policy Briefs/Articles/Blogs**

During this period the following Tools/Reports/Articles/Blogs and Policy Briefs were published which are accessible below for all knowledge platforms on access, quality.

**Reports & Policy Briefs:**

- **Report**: Annual Status of Education Report- Rural
- **Report Card**: National report card
- **Technical Notes**: Technical notes using ASER data reported in ASER National rural report
- **Provincial report card**: provincial report cards including Punjab, Balochistan, Sindh, Khyber Pakhtunkhwa, Gilgit-Baltistan, and Azad Jammu and Kashmir

**ASER Tools:**

- **ASER Tools**: [English](#) | [Urdu](#) | [Arithmetic](#) | [General Knowledge](#)
- **Instruction Booklet**: [Urdu](#) | [English](#)

**Newspaper Articles/Blogs:**

- **Media Links**
Assessing Early Years Schooling, Access and Student Outcomes

Assessing Early Years Schooling, Access, and Student Outcomes (AESAS) is a research study undertaken in Pakistan and India funded by the British Academy that aims to address the theme of sustainable early childhood education within Pakistan and India. It is a longitudinal study spread across one year in Punjab province of Pakistan and Gujarat state of India that examines patterns of enrolment and school readiness of 1500 children aged 3-7.

The study is intended to provide a robust evidence-base to augment government reform efforts in ECE. This study will examine patterns of enrolment of children in ECE programs and school readiness by:

- socioeconomic group
- family background
- urban/rural locations
- individual characteristics such as gender, disability and health.

The study explores the effectiveness of schools as opposed to not attending school (rather than the more usual differential school ‘effect’) for children's cognitive skills through a longitudinal approach following households and children for a year after the baseline assessment. All children (4 to 6 years) in the household samples (enrolled/attending school, never enrolled or dropped out) took part in the assessment exercise at baseline and will participate again at a later post-test.

The survey instruments deployed for the study is The International Development and Early Learning Assessment (IDELA) - a free of cost, easy-to-use, rigorous global tool that measures children’s early learning and development and provides clear evidence on the status of children from 4 to 6 years. For information on household characteristics, and other factors, researchers deployed the Annual Status of Education Report (ASER) tool.

For Pakistan, the data includes a household survey and children's assessment for learning outcomes. An estimated 650 children and 350 households from five districts in Punjab — Kasur, Bahawalpur, Lahore, Chiniot, and Multan were included in the assessments. The same households and children will be followed 10 months later, and will participate in the same household survey, and children’s assessments. The study included a large-scale household survey and cognitive assessment of children including narrative data from family on the concepts of education, formal school, girls’ education and personal experiences of learning.
Innovation

1. The AESAS study is one of the first of its kind for early years. Previously, potentially no other study in Pakistan and Global South deployed virtual assessment using globally recognized tools such as IDELA for children in early years.
2. AESAS also provided one of the first evidence-bases for impact of COVID-19 on early years in Pakistan during the lock down.

Activities/Output

1. In February, AESAS survey was piloted within Lahore.
2. March-April, field workers were provided virtual training for IDELA tools.
3. Over May-June, AESAS survey was conducted remotely across the five districts of Pakistan.
4. The Phase II of the longitudinal study will be undertaken in May next year.

Outcomes/Impact

1. The study is expected to pave the way forward for virtual early years assessments in the future.
2. Insights from the study will provide robust and reliable policy recommendations for governments to investigate early years learning in situations like COVID-19 as well as the differences in learning for in- and out-of-school children.

Reports/Blogs

- AESAS team produced a blog on adapting survey research for the new normal for British Educational Research Association.
- AESAS team also produced a report detailing the tools adaptation and piloting processes of the project.
Early Learning Partnership Phase II COVID-19 Interim Research

As part of our work on early childhood education (ECE) and in line with the increased recognition that this subsector has received in recent years at both the global and national level, ITA conducted a rapid research in early 2021. This study was part of the Early Learning Partnership Systems Research Phase II program—funded by World Bank with support from Foreign, Commonwealth and Development Office (FCDO). The key thematic questions guiding this research pertained to early years in COVID-19 in with respect to pandemic response, subsector prioritization, learning at home, ECE staff support, and the eventual return to school for young children.

The survey instruments deployed for the study are developed under the umbrella of Measuring Learning Quality and Outcomes (MELQO)- a free of cost, easy-to-use, rigorous global tool that measures children’s early learning and development and provides clear evidence on the status of children. Additionally, another tool which incorporates a shorter version of the Washington Group on Disability Statistics’ Child Functioning Module was deployed to capture the incidence of disability among young children.

The study deployed a mixed-methods approach with quantitative data collected across 8 districts of Punjab – Bahawalnagar, Chakwal, Chiniot, Faisalabad, Kasur, Lodhran, Multan and Sargodha. The study covered 2000+ households, and 150+ schools in Punjab, complemented by qualitative key informant interviews and focus-group discussions at the provincial and local level. The quantitative component of the study comprised of household interviews and ECE staff surveys, and was conducted virtually via mobile phones in February-March 2021.

Innovation

3. The ELP impact study is one of the first of its kind for early years. Previously, potentially few other studies in Pakistan and Global South deployed virtual assessment using globally recognized tools such as IDELA for children in early years.

4. This study provides a further evidence-bases for impact of COVID-19 on early years in Pakistan during the lock down.

Activities/Output

1. In November, ELP study was piloted within Lahore.
2. January 2021, field workers were provided virtual training for MELQO tools.
3. Over January-March 2021, the survey was conducted remotely across the five districts of Pakistan.
**Outcomes/Impact**

1. The study is expected to pave the way forward for virtual early years assessments in the future.
2. Insights from the study will provide robust and reliable policy recommendations for governments to investigate early years learning in situations like COVID-19.
3. The study collates data on children with special needs in early years and will thus inform future policy in this matter.
Early Childhood Care & Education and Whole School Improvement Plan

ITA is committed in developing and supporting preschool children in preparation of their foundation learning and school readiness. ECCE in ITA schools is 2 years program catering children aged between 3 to 7 years. Due to Covid-19 lockdown and school closures, ITA adopted the approach of distance learning in an effort to ensure learning never stops for both professional development of teachers and provision of learning resources for meaningful teaching-learning activities for children. To address the critical need of continuous education during the closure of schools in COVID-19, ITA initiated the sustainable solutions and developed the programs for children education and community growth.

Sindh Profile Overview

ITA- SEF Foundation Assisted Program and ITA Owned Schools

ITA in partnership with Sindh Education Foundation (SEF) is running Foundation Assisted Schools Program since 2011. ITA has total 11 Schools under Foundation Assisted School Program also 3 ITA supported and owned Schools in Mitiari and Shikarpur district. The Aagahi School System are primary grade schools across Sindh thriving to provide quality education and bringing local groups together for community development. All of the factors are working together to achieve the bigger goals of quality education for all.

ITA Adopted Schools Karachi

ITA has two adopted government schools in Karachi. To improve the quality and access of education of Schools in Sindh, ITA has a Whole School Improvement Program which aims to structure the school through improving the quality, access and governance of the school by involving School Heads, Community Members and Local Influencers. The core of this program is to reach out OOSC and never enrolled students especially ECE and girls to provide quality.

Beneficiaries Reached in Sindh

As a part of project the beneficiaries reached in ECCE are 1500-2000 children, 3000 households and 20 ECE teachers. And in Whole School Improvement Plan (WSIP) 3000 children, 63 teachers and 5000 households. In Sindh ITA is covering 5 districts including Sukkur, Shikarpur, Ghotki, Matiari and Karachi.

Punjab Profile Overview

1. Punjab- New School Program (NSP)
ITA is working in collaboration with Punjab Education Foundation (PEF) under NSP program to set up new schools in remote, distant and under-served areas of the province Punjab. NSP aims to establish schools where government or private schools are scarce in number or unavailable. Currently, ITA has 21 NSP schools in 3 districts of the province Punjab i.e. Bahawalpur, Chiniot and Rahim Yar Khan.

ITA has operational management of 127 Public School under Public School Support Program (PSSP) with financial support of PEIMA in 6 districts of Punjab i.e. Bahawalpur, Chiniot, Rahim Yar Khan, Muzaffargarh, Kasur, and Lahore with aims to uplift low performing schools.

2. Public School Support Program (PSSP)

ITA in collaboration with Punjab Education Initiative Management Authority (PEIMA) involved to uplift and smooth operational management of Low Performing Public Schools under PSSP program. ITA as implementing partner with PEIMA strived hard to improve quality of education, increase enrollment, ensured conducive teaching/learning facilities, further ensured thousands Out of School Children (OSC) to get back in schools. Under PSSP, ITA has operational management of 127 Public Schools in 6 Districts of Punjab i.e. Bahawalpur, Chiniot, Rahim Yar Khan, Muzaffargarh, Kasur, and Lahore with over 12,000 beneficiaries.

3. New School Program

ITA working in collaboration with Punjab Education Foundation (PEF) under NSP program with aims to set up new schools in remote, distant and under-served areas of the province Punjab. NSP targets to establish schools where government or private schools are scarce in number or unavailable. Currently, ITA has 21 NSP schools in 3 districts of the province Punjab i.e. Bahawalpur, Chiniot and Rahim Yar Khan with a total of 1,439 beneficiaries.

COVID-19 Reshaped Education

ITA teams worked day and night and engaged thousands of beneficiaries from PEIMA/PEF/SEF schools being managed by ITA virtually through parents and local activists in order to serve their early stimulation, care and learning needs. Children’s parents’ cell phones were collected one week prior to the lockdown and those without cell phones were also marked to ensure that they could be reached out through other parents of that village/neighborhood, so that teaching learning process may remain continue.

ITA immediately began rallying the Digital Learning Industry and ILM Association to make digital resources available as public goods. It developed multiple digital resources through storytelling
and life skills that are available online including TEERL. To address the critical need of continuous education during the closure of schools during COVID-19, ITA initiated several community-based local solutions with hybrid learning programs for students, teachers and community/parental engagement. ITA’s academic and program support teams engaged actively through its core commitment to Learning Never Stops which are listed below:

1. **Sanjha Vehra**

In May 2020, ITA started the safe space called Sanjha Vehra (The learning courtyard) in efforts to reach out ECE children to provide blended and active learning approach ensuring that children are connected to educational activities in a safe environment followed by the Covid-19 SOPS. These activities are conducted in open space which includes storytelling sessions and post stories activities for pleasure reading and literacy development, thematic activities and conceptual learning and physical activities. These children comes in group of 5 to 6 students in different slots.

2. **Playful Parenting**

In collaboration with ARNEC, ITA is certified in Developmental Play for Playful Parenting approach by CreatCatt; which is being implemented across Sindh and Punjab in efforts to involve and educate parents in the journey of their children in early years. Mothers are guided and mobilized by local teachers through activities to do with their children at home to help them achieve their foundation learning.

3. **Teachers Professional Development**

To develop and support ECE teachers professionally, ITA conducted need analysis of teachers’ pedagogy and content knowledge; over which teachers further received series of trainings including ECE Classroom Development and
Management, Storytelling and post activities, Thematic Approach, Distance Learning and Classroom Management.

4. Operationalizing Online /Hybrid Learning during Corona Pandemic COVID 19:
ITA decided and raised broader public awareness among teachers/students to address their learning needs via hybrid digital solutions such as through (cell/phones) and animator teachers/field coordinators/class monitors, in close proximity along with video, WhatsApp, Facebook, online classes, worksheets via individual coaching for the most vulnerable.

5. Introduced 50-30-20 Learning Solutions: Cell Driven – TV/Radio /Worksheets - All Means of Communication

A 50-30-20 Learning Solution: The Leapfrog Learning Outreach provided a balance of 50% learning for mastery of literacy/numeracy /subjects content; 30% focus on creativity, imagination and critical thinking and 20% focus on preventive measures and mobilization for fighting Corona COVID 19. ITA teams worked their own as well as alongside online solution developers like ILM Association members organizations and ensured teacher learning activities digitally by having on board parents, grandparents, community activists, elder siblings, active/sharp students, peer to peer support with SOPs and through the Television for FREE learning where millions of learners tuned for learning & safely. Corona Saviours Campaign (8-30 years) launched on March 19, 2020, this campaign educated millions of communities on prevention from Covid-19, as well as this campaign further encouraged many to promote information regarding self-safety.

6. Implementation guidelines to Field/School Teams and Parents to operationalize hybrid/online learning

During closure of schools, communication between administrators, staff, parents and students become more important than ever. ITA teams trained field teams/coordinators/teaches/parents/community members about how to navigate digital world, its benefits while online/internet and ensured leaning resources must have with students in order to continue teaching/leaning process.

7. Community Mobilization
Community workers were engaged to mobilize families, mothers and elders to visit and contribute in teaching and learning activities daily; to develop TLMs; deliver session on health & hygiene, supervise kids/families in daily in hand washing sessions; conduct outside/circle time activities with coach and assistant and to spread awareness on precautionary measure of COVID-19.

8. Establishing Daily/Weekly schedule

Teachers prepared lesson plans having clearly mentioning the objectives to be achieved, whereas coaching time was flexible given the provision of smartphone or access to social media.

Feedback upon home task disseminated with support of teams/community workers


ITA team realized the need of mainstreaming and organizing the work tasks into systematic steps for which The New Learning Cadre was developed, it helps to organize the work through following steps.

1- **Mapping** – cell phone data was collected through teachers, volunteers and community activists

2- **Strategy** – Learning materials repackaged to SLOs and platforms decided to spread among learners

3- **Mobilization** – Mobilized parents, youth and community workers, ITA Corona Saviours Campaign launched

4- **Training** – capacity building initiatives were taken for teachers, youth and community workers
5- **Dissemination** – Learning materials shared with communities through WhatsApp, SMS, EdTech TV & print

6- **New Cadre** – A Group of trained teachers, learners and community workers take place to actions
Safe Schools Reopening Pilot

In the wake of Pandemic closure of education institutes, led to sudden halt in academic activities. The increasing toll of morbidity & mortality created a stressful environment for the public in general and the younger age group especially the students.

Later, when the disease curve started to flatten out, the government decided to reopen the schools in Sept 2020. After broad based consultations with stakeholders considering various scenarios like a) schools to reopen 25 days after the curve flattening; b) open schools regardless of COVID-19 situation based on safe reopening plans; c) selected reopening in selected geographic areas subject to local decision. Government announced reopening with detailed SOPs and made it mandatory to be followed. However, no piloting was undertaken that would provide insight of the implementation challenges cost and mobilization. The Ministry of Federal Education & Professional Training (MoFE&PT) along with the Federal Directorate of Education (FDE) and JICA collaboratively agreed to test implementation of a pilot intervention to support government in developing a fully costed model of 20 ‘safe and healthy schools within a public health context’ in ICT (FDE has 430 schools). ITA was selected as the implementing partner for Safe Schools Reopening Pilot.

The Safe School Reopening Pilot was rolled out in September 2020, for a period of 12 months, with MoFE&PT, FDE & JICA on board.

The SRP teams mapped the communities around the schools for related health facilities and practices being followed in communities for seeking health services.
Baseline Assessment

After the introductory visits to schools, and gathering necessary permissions, a quasi-experimental study design was used to gather an evidence of situation at the base line. Data was gathered from 20 intervention and 20 control schools, to develop an intervention plan and strategy. Based on the data collected individual School Report cards, reflecting the findings under five thematic areas, were prepared and shared with respective schools, AEOs, MoFE&PT and FDE.

Safe School Reopening Campaigns

SRP teams greeted welcome to the students, teachers & parents returning to schools after the disconnect of 6 months, through Back to Safe Schools campaigns, where the students were welcomed through attractive events, their learnings were revitalized through board games, COVID stories, coloring events, mask making, demonstration of proper handwashing practices, for the students & parents.
Formation & Capacity Building of School Vigilance Committees

To promote the preventive & protective practices at level of schools and the communities three types of Vigilance Committees were formed viz: Student Vigilance Committees; School Vigilance Committees & Parents Vigilance committees, having composition of students, teachers, non-teaching staff and the parents, respectively. During the December 2020, the capacity building of the school vigilance committees on COVID 19 SOPs was commenced.

Protective & Preventive Equipment

Information gathered from the baseline helped in developing a list of non-pharmaceutical interventions. In consultation with the government and the donor and school heads, the list of protective and preventive equipment was approved, and the respective material was procured for distribution in schools.

The interventions will continue during 2021 – to reach the goal of a ‘Fully costed scalable pilot for safe & Healthy schools.'
Pakistan Literacy Project

The Pakistan Literacy Project (PLP) project aims to transfer ITA and Room to Read’s (RtR) knowledge and experiences in primary school libraries and adapting children’s books to partners through a hands-on approach. The project will engage partners in a series of workshops and meetings and provide respective partner(s) with the financial and technical support to establish 20 primary school libraries in line with the RtR approach and to adapt 28 RtR storybook titles for the Pakistan context, translations and printing of 28 title (6000 books for each title, approx. 150, 000 books). It is a two-year project starting from March 2020 to February 2022 and the project locations are district Lahore & Bahawalpur respectively.

Intervention

The core areas of work for the Two Years Pakistan Literacy Project include:

- establishing and supporting model libraries in 20 government primary schools/schools with primary sections in two districts (Lahore & Bahawalpur) Punjab, Pakistan
- to adapt 28 age-appropriate children’s storybooks for the Pakistan context, publish 6000 each to help foster a habit of reading among children; and
- building capacity of district/provincial personnel in managing libraries to promote active use and literacy

Promoting ‘active libraries’ is well aligned to the key areas of policy and implementation focus of the School Education Department (SED) & Children Library Complex, Government of Punjab and this project is a good fit towards that policy action goal/target.

Innovation

ITA will select and adapt 28 international books titles from RtR literacy cloud. A govt. notified committee will review and select titles to be adapted in the context of Pakistan. Thereafter ITA will hire translator and graphic designer to shape these books in local context. ITA will print 6000 copies of each (28) adapted titles and copies will be delivered to established libraries under Pakistan Literacy Project. Moreover, ITA will also establish “Book Reading Corners” across the Punjab Province in collaboration with the school education department and copies of adapted titles will be provided to those reading corners.

Activities/Output

ITA will be responsible for the following:

   - Engage government in the school selection process, library programming, and final approvals.
• Liaise with national and local government in project discussions on a regular basis to ensure that the project continues to align with the national education agenda.

2. Adapting and translating Room to Read project implementation materials for the Pakistan context in preparation for technical workshops.

3. Coordinating and participating in seven team capacity building and training of trainers workshops on the Room to Read approach for school libraries, including all travel and logistical support for approximately 10 participants in each workshop.
   • School Selection Workshop.
   • Procurement Workshop
   • Library Management Training of Trainers
   • Library Period Training of Trainers
   • Support and Monitoring
   • Reflection and Sustainability
   • Community and Parent Engagement

4. Coordinating and facilitating library training workshops for teachers from at least 20 schools and local government officers, including all travel and logistical support for approximately 65 participants in each workshop:
   • Library Management Workshop
   • Library Period Workshop

5. Support the security logistics for Room to Read expatriate visitors for workshop facilitation and management meetings, ensuring appropriate measures are taken for workshop venue security and ground transportation. Support expatriate visa acquisition, as needed.

6. Conducting an analysis of existing children’s storybooks in the market and develop an ideal list of books to procure for the libraries.

7. Establishing school libraries in line with the Room to Read model with at least 20 government primary schools. This includes school selection, room renovations, and procuring books and furniture consistent with Room to Read’s policies, procedures and technical specifications.

8. Providing ongoing support to schools for the duration of the project using Room to Read practices and tools to coach librarians and teachers and ensure quality:
   • Select, hire, train and manage a team of coaches to support schools in setting up and managing the library and coach teachers in conducting reading activities with children.
   • Conduct quarterly monitoring visits to schools to observe coaching, meet with teachers/school leaders and observe progress. Conduct monthly monitoring visits to schools during key project implementation periods such as room renovation, library set up, and initiating reading activities.
   • Conduct quarterly meetings with coaches to celebrate successes, identify challenges and develop solutions to address them.

9. Adapting at least 28 existing Room to Read storybook titles into a Pakistan language:
• Identify local expertise from the education and book publishing community to select culturally relevant titles from the Room to Read global library;
• Coordinate an Adaptation Workshop with writers, editors and designers, including all travel and logistical support for approximately 10 participants;
• Print at least 6,000 copies of the Room to Read titles, to be distributed to school through local education networks.

10. Managing project-related logistics, including, but not exclusive to the following:
• Coordinating project-related communication, travel, security and other logistics within Pakistan for project and Room to Read staff traveling in Pakistan.
• Liaising with publishers, private sector entities and government, as needed, on matters related to project coordination.

11. Project Reporting:
• Tracking and reporting on spending and implementation as directed by Room to Read
• Collecting and collating information on project implementation and provide status reports to RtR every three months

Beneficiaries

Direct Beneficiaries
20 target schools, enrolled students and teaching staff in targeted schools.

Indirect Beneficiaries
An average 100 households for each school and approximately 2000-2500 household in 2 target districts.

Outcomes/Impact

I. Project will create a child friendly reading environment in which they will be able to read books of their choices to develop book reading habit in them. This will result in enhanced reading aptitude of children and reduction in drop out ration as well from school.

II. Enhanced capacity of teaching staff in term of creating child friendly environment, library management and storytelling. This will result in strong bonding between teaching staff and students.
Children’s Literature Festival

64th Children’s Literature Festival

CLF Lahore held on January 21-22, 2020 at Children’s Library Complex witnessed an attendance of almost 30,000 people, including students, teachers, schools, media, and families. The sessions included Robotronics by Oxbridge, Safe Internet and School Outreach Program (SISOP) by Telenor and ITA, Truck art, porters’ corner from Harrapa led by Sheherzade Alam, film screenings by SOC Films, Digital workshop by TeleTaleem, drum circle by Ali Hamza, Ali Noor, and Rakae Jamil, performance by Sanjan Nagar school choir commemorating Sohail Rana, tableau by Shadab Special School, Kathak performance by HurSukh and theatrical performance by Sanjan Nagar, among many others.

Teachers’ Literature Festivals

Two TLFs were held in early 2020; one in Lahore on January 17 and another one in Islamabad on February, 24. Each TLF was a one-day Festival of learning in a short workshop mode with demonstration, hands on and performance-based approaches.

2600 teachers attended the festival in Lahore and 2800 in Islamabad. Each teacher who attended three organized workshops was given a professional development certificate.

TLFs had the following learning strands along with learning stalls to visit:

Critical Thinking in the classrooms and schools - the big ’C’ that embeds the other Cs (creativity, collaboration and communication) - Suno-Dekho-Socho-Bolo

Literacy/Reading: Book Launches and Story Chains using Dictionaries, English

Expression & Craft: The Art of Bookmaking & Sunno Kahani with your students

STEM- & Climate Change - Environment Crisis - A disaster to be averted

Digital Learning: Tech enabled learning: an everyday possibility in classrooms

Cinema Ghar: Films and Learning how to use this resource in 21st century

Innovations in Learning; Challenging the Norm – Holistic learning experiments

Music/Sufi Literature and Theatre – Understanding literature with emotions

Plans for Week-long Mega CLFs

In January, 2020, plans for week-long Mega-CLFs in Karachi and Lahore also gained ground with MoUs signed with partners after organizing meetings with all stakeholders, including Children’s
library complex, Khwarizmi Science Society, British Council, Arts Council of Pakistan, ADAB festival, Oxford University Press, State Bank of Pakistan, AzCorp, and SABAQ. The action plan has however, been postponed, in the wake of COVID-19. This led us to digitization of the festivals and production of learning solutions enabled through low-to-high tech mediums.

**Digital Children’s Learning Festival**

CLF conducted its first online Children’s Learning Festival making it possible for children, parents and teachers across Pakistan and beyond borders to gather in one place, albeit virtually. As it marked the 73rd anniversary of Pakistan, and in line with the tradition of CLF’s focus on inclusivity, sessions were held in various languages and cultural relevance was at the core of the festival. The festival received 3550 views for the total of three days only on Facebook live, while hundreds also attended it on zoom. According to the opinion poll, the festival made 58% attendees feel happy and 32% very happy. Moreover, 92% of the participants and viewers felt that Children's Learning Festival promoted their critical thinking, creativity and expression. Learning from the festival is rated as 65% excellent and 32% good; the quality of content and activities in terms of engagement and usefulness is marked as 52% excellent and 43% good; while the overall initiative of remote Children Learning Festival on zoom and Facebook live is rated as 54% excellent and 40% good.

We can claim with evidence that CLF has pulled a massive venture and an incredible festivity for ALL children and has created a public good for anyone to watch and learn from. We proudly attribute this success to CLF/ITA’s network of esteemed partners and massive support from CLF advisers and goodwill ambassadors during the planning and execution phase of the digital festival – one of its kind since the inception of CLF in 2011.

As the meaning of education is being reshaped, CLF has served as a platform to connect thinkers/poets/authors/artists of various sorts who produce new knowledge with the students/parents/teachers who are searching for effective and accelerated ways of learning in such dire circumstances. It is a major leap forward for CLF as a social movement for children's learning, where the children were at the center-stage who enthusiastically engaged with the cross-disciplinary content, and lived a learning experience beyond textbooks and tests. Such a festival is evidence that accelerated learning programs should be designed in a fun way where learners are not pushed to learn but they want to learn.

**CLF Publications**

CLF has commissioned writing and illustration of two bi-lingual stories by Maria Riaz, titled ‘Humara Adbi Jashn/ Our Literature Festival’, which pays tribute to CLF through the eyes of a young boy, and ‘Raah-e-Raasti/Raasti’s Way’, a three-part series of books addressing the
triadic notion of ‘bura mat socho, bura mat kaho, bura mat suno’. Accordingly, the three titles are ‘The Way We See (Dekhnay Ka Tareeka)’, ‘The Way We Speak’, and ‘The Way We Listen’

**Corona: Dost ya Dushman** is an incredible book written by Baela Raza Jamil, founder of CLF and Sehrish Farooq, CLF regional coordinator. The book addresses children’s understanding of COVID19, mass shutdown of schools, and lockdown, and teaches them coping mechanisms.

**ABCs of Pakistan** written by Marzieh Abbas and illustrated by Michile Khan, is co-published by CLF and WHY books and is receiving incredible response from Pakisrani diaspora. Its marketing has been taken up by influencers and friends of CLF based in various countries.

The book is an incredible contribution to promoting cultural diversity and heritage of Pakistan.

**Main Aik Mian Hun (inspired by Patras ke Mazameen)**

Ayesha Masood, a teacher based in Islamabad shared with CLF the manuscript and illustration of a comic book inspired by ‘Patras Bokhari ke Mazameen’ for consideration of publication.

After reviewing her work and considering it as a significant contribution to a different genre of children’s literature in Pakistan, ‘Main Aik Mian Hun’ is now under the publication process.

**Suno Suno Kahani**

CLF Stories were broadcast on TeleSchool/PTV, a timely initiative by the School Education Department, Ministry of Education to mitigate the anticipated learning losses during and post-COVID19 context.

**Storybytes**

In collaboration with UNICEF and MoFE&PT, CLF is now launching ‘Storybytes’ - animated videos on Life Skills and Literacy development, which essentially targets children in grade 1-5 through a cross-disciplinary phenomena-based approach embedded in carefully selected stories. Each session stretches over 15 minutes comprising several segments seamlessly woven around CLF learning strands. These include Read Aloud with Expression, Gamified Quiz, Active Citizenship, Environmental Protection and Climate Change, and Cultural Diversity and Heritage. All Stories digitized are mapped onto student learning objectives in the Single National Curriculum, 2020 and each episode contains two Performative Assessments.

**Book Clubs**

- **Virtual Book Club**

An incredibly successful Online Book Club with the tagline ‘Defeating Corona Through Books’ for six weeks between March and April, 2020 was also run as an immediate COVID-19 response. 170+ book club members actively participated in weekly meetings over WhatsApp from cities
and districts across Pakistan and from beyond borders including Nepal and Hong Kong. CLF goodwill ambassadors Ahsan Khan, Omair Rana, Ali Hamza and Rakae Jamil kept children engaged through multisensory experiences which included musical performance on a children’s poem by Ismail Meerthi, and sharing travel diaries with relevance to a travelogue chosen as the book of the week. Authors and illustrators invited in the meetings happily interacted with young readers responding to their inquiry into the themes and plot of the story and children amazed them by sharing their book reviews in video and audio formats.

- **The Shared Bookshelf-A Book Club of CLF & Children Library Complex**

The Shared Bookshelf is a hybrid book club and a collaborative initiative of Children’s Literature Festival and Children Library Complex to promote reading the reading culture. The Book Club will function bimonthly comprising of one Urdu and one English storybook. Meetings will be conducted in physical space at CLC based on circumstances, and over zoom as well enabling children across the nation to participate.
Digi Kutub Khanay

The Digi Kutub Khana (DKK) is a learning living library (3L) - an initiative of CLF and ITA. DKK or 3L aims to mitigate learning losses and accelerate lifelong learning in Pakistan, through culturally relevant and community-based learning. Each DKK is comprised of a trunk with 100-125 books relevant to the particular subculture of the destination, dictionary, worksheets, art and craft material, maps, and one tablet. The target is to reach 1000 remote communities through educated community activists in Sindh, Baluchistan, Punjab, KP, Gilgit Baltistan and AJK, trained to optimize learning with measurable impact through pre and post learning outcomes as a result of the intervention. The first DKK was launched on November 17, 2020 at Mubarak Goth – where Karachi's second largest fisher-folk community resides.

Young Author Award 2019-20

The first round of Young Author Award 2019-20 had a nationwide outreach with 1140 entries from across Punjab, Sindh, ICT, KP, Baluchistan, GB and AJK. The Jury Members included Rumana Husain (Author), Arshad Saeed Husain (Managing Director, OUP), Sarwat Mohiuddin (Author/Poet), Maria Riaz (Author/Illustrator), Shadab Zeest Hashmi (American Poet of Pakistani Origin), Saman Shamsie (Author), and Dr. Narmeen Hamid (Blogger, Health & Gender Adviser and Storyteller).

The illustrious panel of judges selected not only 3 winners from category 1(age 10-13) and category 2(14-18) but also 7 manuscripts for publication. CLF Publications unit will be publishing these stories and is currently liaising the illustration process with its esteemed partner, OUP. Authors of winning stories are also being provided three months mentorship by accomplished authors among the jury members, Rumana Hussain and Maria Riaz. During COVID-19 pandemic, the program quickly adapted to virtual spaces with CLF teams actively managing WhatsApp groups for mentorship and organizing a virtual Young Author Award Award Ceremony on July 23, 2020. Young authors received cash prizes of 30,000 PKR, 50,000 PKR and 100,000 PKR, certificates, citations and awards.

The virtual ceremony, held on Zoom, was attended by children from areas across Pakistan. Renowned educationist Dr Arfa Syeda Zehra and poet Amjad Islam Amjad participated as chief guests and distributed awards among the winners of both categories.

Book Club Across Borders

Book Club Across Borders (BCAB), is a collaborative project of The Citizens Archive of Pakistan and Children's Literature Festival. The project is a part of the Track II diplomacy with Afghanistan. BCAB is hosting 12 book club sessions over 2020-21 connecting readers in Pakistan to readers in Afghanistan. CLF has taken schools and colleges in Swat, Faisalabad,
Muzaffarabad, Islamabad, Rawalpindi, Sargodha, and Lahore, as partners who are participating in this book club purposed for cultural exchange.

**Kitab Gari**

CLF Kitab Gari continues to promote reading with expression and curiosity as an essential daily habit in children living in the congested and needy communities of Lahore. Kitab Gari is meant for diverse segments of society primarily, including the kactchi abadis, government and under-privileged schools, the Walled City neighborhoods, Children Library Complex, Child Protection Bureau, Life Skills for Kids school campuses of ITA and other low-income areas, with permissions and SOPs in small distanced groups intact. Kitab Gari also serves as a tech enabled digital stories lab and Cinema Ghar where digitized stories and films are heavily used as a medium for learning with tablets and an in-built LED screen and sound system. More storybooks and digital learning resources are continually added to the Kitab Gari.

**Scientists of Tomorrow**

CLF is collaborating with Science Fuse to successfully conduct this initiative. Schools include Siyani Sahelian, LSK schools, and PEF/PEIMA schools adopted by ITA and Akhuwat Foundation. Scientists of Tomorrow is a digital literacy program that aims to encourage an interest in science among students and nurture their sense of natural curiosity by empowering teachers and providing training, tools, and resources to engage students with creative techniques and innovation. It is a rigorous teacher training program whereby audio stories and science experiments along with assessments are shared with teachers who are then trained to optimally utilize them in classrooms physically or remotely.
Life Skills for Kids (LSK) provides life skills based education to children (Boys & Girls) intensely and inter-generationally involved in waste collection, called the worst forms of child labor (WFCL). This initiative aims at eliminating WFCL in six target locations by providing education and life skills opportunities to identified children along with pre-vocational skills to help them maximize options for safer livelihood opportunities. The eight year program is supported by Stora Enso (SE) and Bulleh Shah Packages. Under this program, 6 schools have been established with 640 targeted children who have been served with multiple facilities including Free Education, Uniform, Shoes, Bags, Stationery and Books. Life skills-based education and blended learning is included as cross-cutting themes. Nutritious Lunch is served 6 days a week with variety of food. Mobile health unit with professional team of doctors visits campuses every month to provide free medical checkups and medical aid to students and their families. Vocational Skill Courses Stitching and Tailoring are being conducted under the capacity of TVET for the mothers of children to provide alternative source of income.

Innovation

The Covid-19 pandemic made LSK go hybrid adopting digital skills and interacting more actively through mobile phones and internet. The LSK community was motivated to use technology to continue learning. WhatsApp groups were created; students were divided in following clusters:

1. No mobile users
2. Using simple phone (without internet)
3. Using Android phone with internet

Activities/Outputs

Teachers helped battle Corona as frontline workers and continues taking classes in Huts (Jhuggiyan) even in hot summer days as per our slogan ‘Schools and Neighborhoods, All became Schools’ (گھر اور محلے سکول بنے سارے)
Life Skills Based Education
Video lessons on Life Skills were shared with students to practice and enhance assertive skills and coping techniques of students in these testing times. We at ITA/LSK were fortunate to have had the support of LUMS-SOE research students who got distinction on Life skills practicum.

Corona Saviors campaign
LSK students became a part of ITA’s Corona Saviors campaign by contributing awareness videos and art work. They also practiced hand washing frequently.

Work regarding Special days
To maintain the interest level of students, they were assigned drawing tasks on Sundays and on International days as well like Earth Day, Books Day, Labour day, Mother’s day, Eid and family day etc.

Story Create
Emerging talent of story writing (Amrood or Chirya)
Vocational Center work (LSK TVET)

LSK artisans are constantly taking orders of stitching from their community people; ITA is also providing them earning opportunities like preparation of safety masks and safety kits under clear and continuous guidance of TVET instructors. Taking orders on “Hunar Tarash”, making it a sustainable place.

Success stories

ITA initiated “The Humans of Pakistan Covid-19”, stories about active involvement of volunteers and students involved in serving and leading communities as the most trustworthy community member.

Implementation of Govt provided Covid SOPs
Distribution of Machines
To promote entrepreneurship, sewing machines distributions were distributed among the best trainees of LSK TVET as alternate earning resources.

Safety trainings of LSK students
Safety training of boys and girls on Kick, Hit, Scream, Bite, Punch and Run to orientate them that Self defense is important.

Outcomes /Impact
- LSK Project is equipped with pre-vocational programs for children and their mothers to provide them life skills opportunities as a help to maximize the options for safer livelihood.
- All activities are going on successfully. More parents are showing interest in online study. Many of w parents collect tasks from teacher’s home for their children who have no access to mobile.
- But knowing this community #LearningNeverStops and ITA teams will continue to support; there is no vacation at LSK! We shall remain sensitive to Learning as Therapy during COVID-19.
Siyani Sahelian: Advancing Action for Adolescent Girls

Empowering Adolescent Girls in South Punjab through Post Primary Opportunities for Learning Gains, TVET, Livelihoods and Life Skills

**Project Overview and Approach**

The project supports flexible schooling options and skill development for vulnerable and disadvantaged adolescent girls (aged 9-19) in rural/hard to reach areas of Southern Punjab. The program empowers girls through acquisition of basic education or literacy and numeracy skills, enabling them to transition to secondary school, gain certified skills for decent work and livelihoods.

**Highlights from 2020**

1. The PEC (grade 8) and BISE examination were conducted for registered students across all three districts whilst the grade 5 examination was conducted at the school-level. In terms of students’ results, majority of the students from grade 8 passed the examination with an average of 92%.

2. On March 8, 2020, project team at the provincial/district level along with the beneficiaries participated in Aurat March held across the country and raised their voice for the education and empowerment of women.

3. SOC Films released six (6) short films and five (5) customized films for Siyani Sahelian.

4. Storytelling & Filming exhibitions were conducted across all three targeted districts to showcase the films recorded by the girls using mobile phone devices provided by the SOC films. Over seventy-five (75) short films were created out of the workshops and forty (40) were exhibited in Muzaffargarh, Rahimyar Khan, and Bahawalpur Hubs.

5. The second phase of the program began in the midst of Covid pandemic in April 2020, resulting in a nationwide closure of all education/TVET institutions and field activities. ITA teams developed and pilot tested several solutions to support its ongoing programs including Siyani Sahelian (http://itacec.org/ita-COVID19-solutions) under the three broad categories of Academics, Accelerated & Second Chance Learning and Assessments, Creativity Expression & Healing and Prevention and Protection, Life Skills and Empowerment (The content on life skills based education,
prepared under the SS program, was also aired by the Federal Ministry for Professional Education on TeleSchool).


7. ITA has also conducted a survey to gauge the socio-economic impact of Covid-19 on households. As many as, 2000 girls participated in this survey. The survey assessed the impact of Covid-19 on health, well-being, domestic violence, nutrition, and changing behaviors.

8. To create income generating opportunities and Covid-19 response, the SS Face mask initiative was launched which had the beneficiaries get training on the production of Facemasks and allowed them to work from home to produce the facemasks and in turn earn revenue. 8000 facemasks were created and sold.

9. The first iteration of the Siyani Sahelian Nesting program was launched in the Bahawalpur hub, which had the TVET graduates from the 3 strands go through 4 weeks of entrepreneurship and enterprise development content.

12. Annabel Gerry, Development Director at Foreign, Commonwealth & Development Office (FCDO), along with Michael Houlgate, British Council Area Director for Punjab, Sindh and Balochistan, and Amna Khan, Provincial Representative and Social Development Adviser, FCDO Pakistan UK in Pakistan paid a visit to the ‘Siyani Sahelian’ Hub in Bahawalpur on 25TH November 2020.

**Fostering Partnerships and Innovations**

1. ITA has partnered with EdTech Worx, a digital course creation and delivery platform under which 110 beneficiaries from TVET strand benefited from the online entrepreneurial bootcamp (designed in Urdu).

2. ITA has partnered with CIRCLE to kick-start a digital training program. Which will equip 100 beneficiaries from district Bahawalpur with 8-month WordPress based digital skills followed by placement in relevant tech organizations and internships to enable them to generate income for their households in these challenging times.
3. ITA partnered with British Council to conduct sessions on spoken English and digital literacy. British council will train 40 peer group leaders, conduct F2F/Online sessions in 20 clubs with 300 beneficiaries including Hubs and the community center in district Bahawalpur and Muzaffargarh.

4. ITA partnered with Girl Rising (GR), a non-profit organization that uses the power of storytelling to change the way the world values girls and their education.

Reports

Third Party Evaluation

The external evaluation conducted by OPERA concluded in January 2020. Evaluations measure the progress against indicators with a special focus on impact of remedial learning program on educational, economic, and social outcomes of target beneficiaries and impact of different factors on enrollment and retention into these programs. Link to the report is:

Conferences

- ITA, participated in a virtual webinar organized by GEC on sharing emerging evidence, good practice and promoting collaboration around girl’s education in Pakistan.
- ITA organized an event titled 'Leave No Girl Behind: Scaling up What Works for Adolescent Girls in Pakistan' at the Pakistan National Council of Arts (PNCA) in collaboration with the British High Commission and the Foreign Commonwealth Development Office (FCDO) on 13th March in Islamabad.
- Tariq Ahmad, Minister for South Asia and the Commonwealth at the Foreign, Commonwealth & Development Office (FCDO) paid a virtual visit to the educational and training sites of the Siyani Sahelian Program.

Blogs

- ITA got published a blog post in Gem Report Blogs titled “Preparing for the new normal in school education amid COVID 19 – A case study on accelerated learning from Pakistan”.
- ITA also got published an article in The Nation titled “Pathway to economic empowerment: A case study from Southern Punjab”.
• ITA also published an article in Daily Times titled “Making education interventions work: a case study from southern Punjab”.
Aasman Se Batein

Aasman Se Batein is a girls’ education program (September 2020-February 2022) supported by Malala Fund which aims to support most marginalized adolescent girls (aged 10-16) recover loss of learning and development through catchup education at post-primary levels, with life skills and psychosocial counselling. The 18-month Program is being implemented across 30 public middle/high schools in Bahawalpur for second chance learning of 6000 girls, provision of missing facilities (including menstrual hygiene) and ICT resources to ensure protection and safety of learners, especially girls at school.

Beneficiaries

- Drop out (aged 10-16): dropout girls- due to long term school closures amid Covid-19, migration, early child marriage, disability, ethnicity or caste pressures.
- Never enrolled (aged 10-16): most vulnerable girls who never had to formal school because of displacements, emergencies and even feuds/conflicts.

Outcomes/Impact

- Extended remedial/ accelerated learning opportunities for 6000+ girls at post-primary levels
- Teachers trained on subject knowledge, life skills and EdTech for sustainability and replication of solution
- Increased participation of local actors to embrace community-based solutions for girls’ education
- 90 girls become Malala Mentors to support the campaign on girls’ education
- Schools equipped with necessary health, hygiene and ICT resources
URAAN – Empowerment through Education, Life Skills and Skill Development

The sunset phase of the Women in Leadership positions (2016-2019) was launched in August 2020. The project titled – Uraan (Flight) will see the continuation of innovative interventions for a group of 70 girls belonging to 2 union councils of Multan and aid them in their individual journeys to become leaders and continue change within their communities. The core focus remains transition and the theme is taken across all operations to ensure continued and wide impact.

URAAN objective

“URAAN aims to empower and equip the selected group of 70 adolescent girls with the necessary knowledge, tools and opportunities for successful transition into the next necessary step in their learning and development trajectory and aid in successful placement in employment or other income generating opportunities”

The URAAN Model

Under URAAN, the basic underlying concept behind all interventions is successful transition from education to skill development and from skill development to decent income opportunities and a soft skills component aiming at equipping all the beneficiaries with the necessary skill sets for a more empowered existence.

The following interventions will be introduced in this phase:

➢ Transition to Formal Education Programs (Secondary and Post-Secondary):

With the goal to help this beneficiary group to pursue further studies as per their own decision and choice, the students will be placed in formal education programs in local areas. The mapping of relevant institutions will be carried out as needed, with identification of the institutions that are the best fit for each beneficiary. The decision of dispersion of scholarships will be based on the scores/grades received by the beneficiary in their current education undertaking as well as their seriousness to pursue further education.

➢ Transition to technical and vocational skill development:

This group comprises of students who voiced the preference to take on a particular skill and work towards honing it. 26 students from the beneficiary sample are interested in undertaking vocational skills and livelihoods. Mapping of the institutions offering various certified courses has been carried out. Visits to
the centers have been conducted to assess the quality of courses being offered and the assurance of safety and security measures for the girl students.

➢ Soft skills training and mentoring program

The beneficiary group will go through a soft skill program that would train them on various life skills that would prepare them for an easier transition into enterprise development and/or employment. These programs will be designed and implemented through partnerships with third party soft skills providers to equip the girls with necessary skills and knowledge for empowerment in the 21st century with modular certified sessions.

➢ Advocacy, Linkages and Sustainability

This section of interventions will aim at giving visibility to women leaders being created under the program as well as interaction with all stakeholders including government bodies and industry linkages. The following activities will take place:

- Creation of a video on Uraan Girls showcasing their journeys as well as success elements
- Round table with influencers and various organizations
- Government programs focused on youth empowerment and employment introductions and connections
- Visits to respective organizations with shared mission values and service offerings

➢ Stipend and Transportation allowance

The students will be given transportation facilities to their respective institutions as well as a stipend amount allocated for provision of stationary, books, material for skill development, uniform allocation and communication allowance.

➢ Monitoring

Timely and regular checks will be carried out for necessary updating and impact analysis of the various interventions introduced. Feedback will be gathered from all stakeholders including the beneficiaries, their parents, education/TVET institutions, partners and others. These checks will ensure retention as well as mapping of the individual education trajectory of each beneficiary and their progress.

➢ Sustainability

To continue seeds of empowerment, it is the leaders created within the program as well as connections with the industry that will continue the impact of the initiative.

- URAAN Sakhees/Mentors and Guides:
Mentors and Guides will be identified from within the project and they will be the ones who will be carrying out the program forward. The 70 beneficiaries belong to 4 locations in the outskirts of Multan and the URAAN Guides will be identified from each who will in turn be representatives of the project and move their mentees forward. Each URAAN Guide will have 6 mentees.

- Advocacy linkages and sustainability counseling and information events

One major aim of the closing phase is to give visibility to the project and its impact. If the aim of the URAAN Sakhees mentors is to empower the girls from within, the aim of linkages and sustainability events will be to give visibility to the project. Through the various marketplace advocacy activities in place, the URAAN impact would be highlighted and will aid in helping the students for an easier transition into becoming active and giving members of their community.

➢ Digital Learning Segment

The digital learning segment will focus on the equipment of 30 beneficiaries from the group of 70, with 21st century digital skills. The fast-track intervention will prepare them to take on various tech-based projects/enterprise, become tech mentors for their peers and seek integration into the tech and livelihood landscape in a remote part of South Punjab.

The segment will:

➢ Teach WordPress and Graphic Design tech skills to 30 beneficiaries from underserved communities of Multan District (a stable cohort from 5 years of WLT)
➢ Graduate 90% beneficiaries from the course equipped with laptops
➢ Establish a short-term high functioning computer lab that is conducive to learning for the targeted group
➢ Introduce beneficiaries to wage earning/livelihood opportunities through freelancing
➢ Provide beneficiaries with the right skills and resources for subsequent freelance project acquisition and completion
➢ Provide core skills as peer mentors to support 40 Uraan fellow students.
Creating Spaces

The Creating Spaces to take Action on Violence against Women project seeks to and contributes to Oxfam strategic plan 2013-2019, particularly the Gender Justice Change Goal outcome to reduce the social acceptability and incidence of VAWG/GBV

**Pillars of the project**

1. Engaging key community actors to support and promote positive gender norms – **Prevention**
2. Supporting girls and women who have experienced violence – **Response**
3. Building knowledge and capacity of institutions and alliances to influence change – **Sustainability**

**Project Context**

The project aims to reduce Violence Against Women and Girls (VAWG) and Child, Early and Forced Marriages (CEFM) by actively engaging and supporting community actors to promote positive gender norms and by supporting women and girls who have experienced violence, through its 3 project pillars.

Ties with Oxfam in Pakistan’s country strategy- with gender justice as one of its goals, seeking to ensure that “women are better able to exercise agency, collective action, and leadership in economic, social, legal and political spheres.” While the project engages stakeholders and decision-makers at all three administrative/political tiers (national, provincial and district), **more targeted social mobilisation and influencing activities are concentrated in selected union councils, representing a mix of urban and rural populations.**

*Creating Spaces* targets 9 districts altogether in Punjab and Sindh namely Gujrat, Jehlum, Kasur, Sialkot, Lahore, Rawalpindi-Punjab, *(Dadu, Hyderabad, Jamshoro)*, Shahdadkot, Shaheed Benazirabad & Umerkot-Sindh
# Project Activities

<p>| <strong>Strengthened engagement of key religious, community, private sector and political actors and youth in advancing women’s leadership. women’s rights and in reducing violence against women</strong> |
| <strong>Increased knowledge, skills and capacity of Influencers to enact and implement laws, policies and accountability mechanisms to reduce VAWG and the prevalence of CEFM</strong> |
| <strong>Undertake training/workshops/roundtables with influencers on legal frameworks</strong> | <strong>Training, workshops, roundtables</strong> |
| <strong>Undertake advocacy, lobbying and contribution of drafting for new laws or implementation of existing laws</strong> | <strong>Meetings</strong> |
| <strong>Improved positive attitudes and behavior modeled by Influencers and Youth in support of social norms to prevent VAWG and CEFM</strong> |
| <strong>Undertake awareness raising and positive norms modelling training/workshops with influencers/ youth/men and boys</strong> | <strong>Trainings, workshops</strong> |
| <strong>Form and support children and youth groups</strong> | <strong>Meetings</strong> |</p>
<table>
<thead>
<tr>
<th>Strengthened skills and capacity of women and girl leaders to advance their rights and contribute to the prevention of VAWG and CEFM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Train women and girls on their rights and develop capacity to advocate for their rights, using CEDAW, UNCRC, UDHR, women laws/ basic rights</strong></td>
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<tr>
<td><strong>Support women and girls to effectively participate in local decision-making events and meetings/ roundtables/exchanges</strong></td>
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<tr>
<td><strong>Greater access to support services and economic opportunities for women and girls affected by violence and child, early and forced marriage</strong></td>
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<tr>
<td><strong>Increased ability of women and girls who have experienced violence and CEFM to access quality shelters, legal and psycho-social support services</strong></td>
</tr>
<tr>
<td><strong>Hold gender awareness raising and positive norms modelling training/workshops for service providers</strong></td>
</tr>
<tr>
<td><strong>Train women and girls on their rights, building their confidence, leadership skills and capacity to self-advocate to access support services</strong></td>
</tr>
<tr>
<td><strong>Increased economic skills and knowledge among women and girls who have experience violence</strong></td>
</tr>
<tr>
<td><strong>Identify economic and livelihood opportunities for women and girls who have experienced VAWG/CEFM</strong></td>
</tr>
<tr>
<td><strong>Undertake workshops/training to raise awareness of local stakeholders and women and girls (public and private) on the importance of supporting women’s economic rights</strong></td>
</tr>
<tr>
<td><strong>Train women and girls who have experienced violence or CEFM to improve their capacity to access economic and livelihood opportunities</strong></td>
</tr>
<tr>
<td><strong>Increased use of innovative knowledge, including best and emerging practice, and accountability systems to end violence against women and girls</strong></td>
</tr>
<tr>
<td><strong>Improved country and regional linkages, alliances, and relationships on issues of VAWG and CEFM</strong></td>
</tr>
<tr>
<td><strong>Organize/participate in alliance building/ strengthening forums/ workshops</strong></td>
</tr>
</tbody>
</table>

**Pictorial View**

Training of Women and Girls on their rights:
Training Men and Boys on Positive Norm Modelling:
Consultation on Laws related to Violence Against Women and Girls:

Training of Influencers on Legal Frameworks related to Violence Against Women and Girls:
Safe Internet & School Outreach Program

The Safe Internet & School Outreach Program (SISOP) is a partnership between Telenor Pakistan and ITA.

OBJECTIVES

- Promote Child Online Protection and safe online behavior of children through creating awareness and building capacity in online protection
- Sensitize and enhance the capacity of project staff, teachers, and students on child online protection
- Ensure relevant government departments and stakeholders are more sensitized and mobilized on the importance of child online protection and take up of tools to address it

KPI’s

- To reach and deliver meaningful training and awareness session to 175,000 students nationwide (Sindh, KPK, Balochistan, Punjab & AJK/GB)
- Development of scalable & meaningful training audio visual module in English & Local Languages based on Telenor SAFE Guide and Telenor Learning Game (Digi World):
  - Digi World to be played by at least 100,000 of the trained students
  - Translation of Digi World in Urdu language
  - Schools with IT Labs are preferable
- Following criteria to be included as part of the outreach/module:
  - Child to be introduced to the different types of online risks
  - Child to be introduced to the different ways to be Smart & Use Heart online
  - Child to be advised on what to do if risk translates into harm
  - Children to be made aware of any channel for interaction if he/she needs to discuss more in future (could be with a partner organization or a helpline if available in the market).
• A comprehensive information and awareness video to be developed for social media platforms (HD Video)
• Information material on SAFE including poster/banner/safe guide per school to be provided.
• Consolidated Pre- & Post assessment Report for gauging improvement in the knowledge & resilience of the students.
• Initiate Dialogue with all provincial and education Departments & Text Book Boards for Curriculum Integration

INNOVATION

Due to the prevailing situation of Covid’19, schools were operating online. Many cases of internet misuse came forward, such as bullying, trolling, hate speech and hacking. An online approach was adopted by ITA to execute the project in these turbulent times. Trainings were conducted for both private and public schools. Content was developed for virtual classrooms operating on Zoom/Google Meet. HD videos were also developed to be circulated among students on the school’s WhatsApp groups. The structure of online trainings is as follows.

• Presentation with visuals, examples, storytelling and Q&A sessions
• Group activities; that help assess the improvement in child’s knowledge on various areas of online safety (i.e. fake news, digital resilience etc.)
• Pledge taking ceremony
• DigiWorld; Trainers give a demo of the game via screen share & then share DigiWorld link in the chat section & children are directed to play the game after which they share their score.

ACTIVITIES EXECUTED UNDER PROJECT

• Identified target audience from government and private schools
  - Students – male and female between the ages of 9 to 15 Government and Private Schools mostly
  - Teachers – public and private secondary level
  - Stakeholders – community leaders, relevant CSO and activists, and government officials
• Conducted a Pre and Post Survey during trainings
• Developed a Training Module for face to face sessions as well as virtual sessions (Zoom, Google Meet, WhatsApp)
• Conducted Training of Teachers
• Trained participants face to face and in virtual classrooms
• Generated weekly reports of targets and provided to Telenor
• Used reports for advocacy and lobbying efforts with provincial governments
Achievements

Mentioned hereunder is the overall training statistics of SISOP program till date.

### COMPUTER LITERACY PROGRAM ACTIVITIES NARRATIVE

#### Objectives

The objectives of the program are as below.

- Elimination of all types of worst forms of child labor practices including engage interested 13 – 16 years of Children from PMPKL Contracted Farmers and Workers by receiving Computer literacy trainings thereby avoiding their potential involvement in Child labor activities.
- Train 385 children (55 per center with total 7 centers) in various computer literacy training.
- Number may change subject to available budget and other conditions.
- Complete all the training programs during the months of Jun-Aug.

#### Establishment of Computer Labs:

7 Computer labs to be established in 3 districts of KP (Mardan, Charsadda and Swabi). These Labs will play an important role in promoting computer literacy programs among children. Establishment of these labs will support the government in promoting computer education in Govt schools. These labs can also be utilized for children out of school in the evening shift to facilitate maximum number of children.

#### Courses:

Computer learning applications are regular activities to be conducted on a daily basis with children. These are specially designed age appropriate for children from 13 Years to 16 years. These activities include Fundamentals of Computer, Computer Application and office professional, Office Automation cum online earning skills, MS Office/PowerPoint, safe internet, AutoCAD, Assessments, Hardware. These activities on daily basis will develop and enhance
Computer literacy skills odd children and will add to their skills to be used and utilized in daily life.

**Social Mobilization:** Social Mobilization is the key process to actively engage the community in program activities inside and outside schools. Social Mobilization promotes community ownership for a problem and expands the base of support for the work, creates strategies that are effective in reaching underserved populations and communities of color by directly involving people from those communities, helps promote sustainability for work and long-term commitment to a social change movement and most importantly help us all to celebrate positive changes in our communities.

**Monitoring and Evaluation:** A proper monitoring and evaluation system will be established to achieve the target and goals easily and more authentic. The frequent visits by District Manager, Trainers, Social Mobilizer and other Senior staff to Lab centre (identify the gaps and their solution on the spot.) and also develop friendly relationship with PMPKL farmers and their children and also maintain their proper record. Along with impact analysis, Pre and Post Survey and trainees list and develop strong feedback mechanism to reduce child labor activities. Maintain a complete profile of Trainees and PMPKL Contracted Farmers for smooth and effective running of projects.

**Trainings for Staff and stakeholders:** Capacity building of staff and stakeholders (Community, Education Officials, CBOs and Beneficiaries). These training sessions help develop understanding of project objectives and set a tone for activities implementation. Refreshers also help share field experiences, challenges faced and best practices observed during field implementation.

**CAMPAIGN AT A GLANCE**

Physical Trainings

Virtual Trainings
Sharry

Why is internet safety important ???

+92 331 8587337

Why internet is so important phenomena for school children??
5:56 pm

Today

It's a digital era we are serving and also internet known as hub of knowledge. Although internet is amazing for children while playing interactive games or learning from different sites.

Thank you

12:36 am

+92 331 8587337

Why internet is so important phenomena for school children??

+92 331 8587337

How can you keep yourself safe on the internet? Do you think sex before verification is important?

10:10

+92 331 8587337

We can keep ourselves safe by avoiding everything unsafe. This step verification has its advantages and disadvantages. It's a good system to protect our accounts, but if any info is leaked it's useless and it completely disappears.

That's a brilliant answer! What do the rest of you think?

+92 331 8587337

Thank you

12:36 am

+92 331 8587337

Guide Branch

Can you keep yourself safe on the internet? Do you think sex before verification is important?
We Think Digital

The We Think Digital project is an initiative of Facebook to tackle the issue of internet safety in Pakistan. The program is designed with the aim of training the teachers of all schools all over Pakistan on the topic of digital safety and digital literacy.

Program Design

13 districts from all over Pakistan were chosen to be areas of focus for the training. The program is split into 3 phases with each district having to cover 20 schools in each phase. Each phase is divided into 3 parts: 1) School inception 2) Teacher training and 3) School Rollout. Each school elects 3 teachers to be trained by Facebook certified trainers and these teachers are then expected to conduct these trainings in their classrooms. The teachers delivered sessions are monitored by our group of Youth Volunteers and local staff to check the quality of the sessions delivered.

The Bigger Picture

We Think Digital, through its training sessions, is trying to improve the level of digital knowledge and the use of the internet in a safe way. The main goal of the program is to use this training as a basis to gauge the need for internet safety in schools and then to bring the government on board to collaborate with the program to devise a solution. For this purpose, a Round Table discussion is planned at the end of the 3 phases with relevant parties working in education being invited to give their opinions on the issue brought forward by the We Think Digital Program.
GET UP SPEAK OUT – Utho Bolo

Get Up, Speak Out (GUSO) is a unique and strong concept that tackles several levels at once. It focuses on strengthening the individual capacity of young people and at the same time improves the (availability of) sexual and reproductive health services and referral system to these services.

Focusing on:

- Sexual and Reproductive Health and Rights (SRHR)
- Meaningful Involvement of Young People
- Partnerships

Young people for sustainable development and change

The world is home to 1.8 billion adolescents - some 88% reside in developing countries. Not long ago, young people were considered passive recipients of knowledge and services. This changed in December 2003; when the UN General Assembly adopted a resolution on youth involvement. Today, there is a strong drive to involve young people as partners for change.

Harnessing the power of inclusive partnerships

The five-year partnership commits to:

- Strengthening cooperation within and across national, regional and international levels to undertake concerted advocacy for a progressive and inclusive SRHR agenda; and
- Advocating and holding governments accountable for their adoption of progressive and inclusive policies (and budgets thereof) for the implementation of comprehensive sexuality education and youth-friendly SRH services, including safe abortion.

ITA conducted UTHO BOLO project in Lahore district.

Activities of UTHO BOLO in 2020

Implementation of Journey4Life in Community:

Due to the COVID-19 pandemic, lock downs were in place and it was not possible to conduct community sessions in mass gatherings. To mitigate this, small groups were targeted instead of mass gathering and it was ensured that all the government SoPs for public gatherings were fulfilled. Personal Protection Equipment’s were provided to all the peer educators along with the participants of the sessions. Even though the number of sessions in this manner, were increased however the strategy proved effective especially during the uncertain situation of COVID-19. These sessions were quite helpful to spread awareness among the adolescents and youth to get awareness on multiple components of SRHR e.g. awareness, HIV/AIDS prevention,
pubertal education, effective communication, menstrual hygiene, decision making, anger management, LSBE, awareness regarding COVID-19 etc. Through the J4L In community ITA has trained 1114 adolescents and youth which includes 496 girls and 618 boys.

**Teachers’ Training on LSBE**

ITA conducted a Teachers’ Training on Life Skills Based Education (LSBE) to build their capacity and to enable them to spread further awareness among their students from different schools, backgrounds and cultures. This was focused to reach maximum students indirectly with adequate information on LSBE.
Youth Leadership workshop on LSBE, SRHR and SDGs
ITA conducted this Youth Leadership workshop to engage and empower a diverse youth group to reach more young people with adequate information and awareness regarding SRHR. Because, to overcome the challenges youth needs to be meaningfully engaged, skilled and equipped to empower others because skilled adolescents and youth are important to relinquish the barriers and fallacious practices and to the break the stereotypes we have in our society.

Activation sessions by Agents4change
Our Agents4Change, replicated the J4L and they conducted activation sessions to spread their learning experiences from the J4L. Agents4Change conducted multiple activities and awareness session regarding SRHR and COVID-19 during the activation sessions very effectively.
Meetings with Champions4Life

ITA conducted meetings with Champions4Life frequently for the smooth implementation of Utho Bolo project activities in community. These meetings helped to gouge out the innovative approaches to implement the project activities keeping the situation of COVID-19 in mind.

Meet-And-Greet

ITA conducted an event to influence the influencers to engage and motivate young people to advocate for their SRHR rights and to spread awareness through social media. In which various social media bloggers, influencers, media personnel, magazine editors, socialites etc. joined and contributed to spread the key messages on social media through their voices. Through this we promoted a public discourse on less discussed topics like Life Skilled Based Education (LSBE), Sexual and Reproductive Health and Rights (SRHR) and Youth Friendly Health Services.
Implementation of Online Journey4Life
The Champions4Life (peer educators) were trained by the International Dance4Life trainers to conduct the J4L curriculum online, through WhatsApp. Though there were concerns on the effectiveness and feasibility of the online implementation, the way the online sessions were designed proved very effective and impactful and as a result, ITA was able to reach a reasonable number of young people regardless of schools being closed during the lockdown. ITA has trained 138 people (91 girls and 47 boys) through the online Journey4Life.

Annual Learning Forum
ITA conducted an Annual Learning Forum to share the successes, challenges and lessons learnt from the 5 years’ journey of GUSO with the key stakeholders. We also celebrated the successful competition of GUSO project and appreciated the whole implementing team members.
Right Here Right Now – Young Omang

Right Here Right Now (RHRN) is a five-year Program through a global strategic partnership that is active in ten countries, and the Caribbean sub region. This partnership envisions a world where all young people are able to access quality and youth-friendly health services, and are not afraid to openly express who they are and who they love. We believe that young people, everywhere, have the inalienable right to make their own choices, and lead happy and healthy lives.

Activities of 2020

A research focusing on LSBE and SRHR under this uncertain situation of COVID-19
ITA conducted a research in Lahore to find out the impact of the COVID-19 pandemic on various components of the sexual and reproductive health services, life skill based education (LSBE) with specific emphasis on the gender based violence. The population studied was distributed in two age groups ranges. Group 1 was between the ages of 15 years and less than 19 years. Group 2 had ages ranging between 19 years and 25 years. The gender was segregated in male, female and transgender. A total of 284 respondents were interviewed.

TV/Radio program on the importance LSBE in COVID-19
A TV program/morning show on HUM News was organized on the importance LSBE in COVID-19 and after COVID-19 crisis and inclusion of LSBE in school curriculum and textbooks. HUM news one of the first layer channels at National Level who has viewership in millions. This TV show was the first ever detailed show on multiple components on LSBE in Pakistan. Discussing such things on-air is not an easy task and these topics are stigmatized in Pakistan. A huge number of
people were sensitized on LSBE to achieve the objective of this activity. Through TV program not only the public but media itself, Government, Teachers, parents and other stakeholders were sensitized.

**Animated Videos on LSBE and SDGs in relation to SRHR**
Under Young Omang, ITA has developed two animated videos covering the important elements of SRHR under LSBE and SDGs, and disseminated at national, regional and international level. Themes of these two videos are

- Life Skills Based Education (LSBE)
- Good Touch and Bad Touch

**Capacity Building Workshop on meaningful Youth participation in SRHR dynamics**
Under Young Omang, ITA has organized a 3 days’ “Capacity Building workshop on Meaningful Youth Participation in SRHR Dynamics” in Islamabad. 25 young champions (Aged: 18-30) joined us from Punjab, Khyber Pakhtunkhwa and Islamabad. Youth Champions were from diverse backgrounds, fields, religions, sex, culture and areas.

The purpose of this training was to sensitize the young people of Pakistan about their rights and their meaningful participation in their community and to motivate them to realize their role in the society as agents of change and to deepen the knowledge and understanding regarding SRHR dynamics to claim and to practice their sexual and reproductive rights. This workshop was also focusing to create an inclusive, productive, conducive, informative, safe and interactive platform for a diverse group of young people.
Accelerating Implementation of Right to Education (Article 25-A) and Sustainable Development Goal 4 as Social Justice

With global commitments and legal instruments in place at the national level, it is imperative to track the progress on the universal provision of quality, inclusive and equitable education in Pakistan. The project titled “Accelerating Implementation of Right to Education (Article 25-A) and Sustainable Development Goal (SDG) 4 as Social Justice” has been implemented by ITA, with support from FOSI Pakistan in the provinces of Punjab, KP and Sindh as the 18th Amendment to the Constitution has not only abolished the concurrent list, thereby devolving education comprehensively to the provincial level, but for the first time in Pakistan’s history it made education a fundamental constitutional right under Article 25 A for all children aged 5-16 years of age; 25-A endorsed 12 years of schooling for ALL!

With this background in mind, following goal and expected impact were identified at the start of this project:

● **Goal**
  Develop nationwide annual credible RTE (Article 25-A) & SDG 4 indicators-based education report cards through partnerships for accelerating implementation of RTE and SDG 4 as social justice.

● **Expected Impact**
  o Short Run: The ‘SDG 4 and Right to Education/Article 25 A thematic report cards’ are generated and developed to be fully owned by the government through partnerships with parliamentarians, youth, civil society for SDG 4 & 17 (education and partnerships). This will be the beginning of tracking actions for education as social justice.
  o Short to Medium Run: SDG 4/RTE evidence-based report cards will inform provincial, national and global formal forums and All citizens of Pakistan through active advocacy synergies on progress /challenges.
  o Three years beyond the project period, the Report Cards on 25 A and SDG 4 will become a national public good for all citizens owned, evolved and produced through partnerships across government and civil society for accountability and action for social justice.
Key Achievements

- Project has been added as a success story in UNESCO’s “5-Year Progress Review of SDG4 in Asia Pacific” Report.
- A tracking template has been devised in collaboration with the respective government departments and other stakeholders for periodic and standardized tracking of SDG 4 and RTE.
- SDG 4 & RTE Toolkit has been finalized. This is a step by step guide which all stakeholders can use to track the progress on their own.
- SDG 4 & RTE Report Cards for Punjab & Sindh have been finalized and approved by the government.
- Draft versions of the SDG 4 & RTE Report Cards for KP have been finalized.
- Training Manual has been devised for capacity building of the relevant stakeholders, especially parliamentarians and legal fraternity, on Right to Education and Sustainable Development Goal 4 in the context of Pakistan.
- Training sessions have been conducted with lawyers on SDG 4 and RTE.
- A handbook on RTE and SDG 4 has also been prepared in collaboration with PIPS for capacity building of all relevant stakeholders and general public.
- An SDG 4 Cell has been notified in Sindh.
- An SDG 4 Unit has been notified in KP.
- An SDG 4 Thematic Working Group has been formed in KP.
- A webinar has been organized on SDG 4 and Covid-19.
- A Rapid Perceptions Survey on Covid-19 and SDG 4 has been conducted.
ITA’s Safeguarding Policies

Child Safeguarding Policy

POLICY STATEMENT

ITA believes that all children under the age of 18 have a right to protection from abuse or exploitation. ITA will not tolerate any child abuse or exploitation as it goes against the values and mission of organization. Moreover, ITA will comply prevailing national and international laws regarding protection of children e.g. child protection system act (2014), Punjab Marriage Restraint (Amendment) Act 2015, The Child Marriage Restraint (Amendment) Act 2016, prohibition of employment of young children (Factories Act 1934), the Punjab restriction on employment of children act (2016) and UN Convention on the Rights of the Child (UNCRC).

SCOPE

This policy is applicable to all employees, volunteers, interns, consultants, partners and donors. They are given clear guidance about the standards of behavior and practice required of them at all times when they are in contact with children.

OBJECTIVES

ITA child safeguarding policy’s objective is to prevent the occurrence of any event of child abuse or exploitation and provide the guidelines and SOPs to staff members, consultants, volunteers, interns, donors, partners, and contractors.

RESPONSIBILITIES

“Everyone is responsible to ensure child safeguarding”

All employees must become familiar with the Child Safeguarding Policy, all applicable guidelines and procedures to ensure child protection. They must know exactly what their responsibilities are and have the required ability and training to fulfill them.

PRINCIPLES WHEN WORKING WITH CHILDREN

For the purposes of this policy, ITA defines a child as anyone under 18 years old.
Abuse and exploitation can occur in many different forms and can include:

- Neglect
- Bullying
- Physical, sexual or emotional abuse.

**REPORTING PROCEDURES**

If there is an urgent child protection situation, for example if a child is in imminent danger of exploitation or abuse, then immediate protective action is recommended.

**INTERNAL REPORTING PROCEDURE**

- Raise the matter in writing with line manager and HR. If the issue is raised verbally by a child, (eg 16 years old volunteer) the person in receipt of the information must put the matter in writing to their line manager within 24 hours. In case the complaint relates with line manager, the complainant must report to manager HR / child protection officer at hr@itacec.org and complaints@itacec.org with Child Safeguarding Incident reporting form. The line manager will raise the complaint within 24 hours to the appropriate level of management / manager HR / child protection officer at hr@itacec.org and complaints@itacec.org to investigate the matter.
- Individual’s manager will notify the complainant and manager HR/child protection officer once matter has been resolved.
- In case the complaint is against line manager, the complainant register complaint to manager HR / child protection officer at hr@itacec.org and complaints@itacec.org.
- If the person working for ITA is not satisfied or the complaint relates with manager HR or child protection officer, they should contact to the Secretary Board (Mr. Muhammad Asif Sultan at asif.sultan@itacec.org).
- If it is not possible to do this with an immediate line manager due to any reason, issues should be taken to the next level of management.

➢ **EXTERNAL REPORTING PROCEDURES**

- The complaints should be addressed to local focal point or Manager HR in writing through email with Child Safeguarding Incident reporting form at their email addresses or complainants@itacec.org. District manager and office in-charge are designed as Child Protection Officer for respective offices. For the said purpose, contact information of Child Protection Officer should be displayed in office and communicated to stakeholders.
- Manager HR / Child Protection Officer is responsible for responding to complaints about ITA’s programs, staff, contractors, consultants, interns and volunteers.
• If a matter is raised verbally from outside the organization with anyone who works for ITA (volunteer, interns, employee, contractor, consultant), the person in receipt of the information must put it in writing immediately to their manager/local focal point. If the complaint is against line manager, the complainant should contact with manager HR and child protection officer at hr@itacec.org or complaints@itacec.org.
• If the complaint is about the Manager HR, complaint should be directed to the Secretary Board (Mr. Asif Sultan at asif.sultan@itacec.org).
• Any concerns raised will be treated with the absolute confidentiality and without delay.

PREVENTION OF ABUSE AND EXPLOITATION AND RAISING AWARENESS OF THE POLICY

Working with Children
All managers are expected to adhere to ITA’s Recruitment Policy when recruiting people to work with children. Although abuse and exploitation of children can occur anywhere, it is recognized our beneficiaries may be particularly vulnerable in this respect.

All employees must sign appointment letter stating that;

- I will not abuse or exploit children (under the age of 18) in any way and will report any such behavior of others to my line manager/local focal point/child protection officer/manager HR.

Moreover, it is mandatory for all employees, visitors, volunteers, interns and donor representatives to sign acknowledgement form (child safeguarding) before interacting with children. It is the responsibility of both line manager and HR & Admin officer to ensure provision of policy guidelines and take signature on acknowledgement forms. In addition to that volunteers working in partner organizations to conduct any kind of survey on behalf of ITA or using the name of ITA/ASER Pakistan must sign acknowledgement form before representing ITA/interacting with children. For the said purpose, respective program manager is responsible to ensure strict compliance.

Breaches of this policy or the Code of Conduct will be dealt with under the disciplinary procedures and appropriate disciplinary action should be taken.

Any employee who enters into commercial sex transactions or engages in sexual behavior with anyone under the age of 18 will be considered as having committed a disciplinary offence and will be dealt with under the disciplinary procedures.

If ITA employee is found to have committed acts in relation to children and young people which are criminal or which contravene the principles and standards set out in this policy, ITA will take disciplinary action and or any other action that may be appropriate to the circumstances. If volunteers, consultants or contractors are found to have committed such acts, the volunteering, consultancy or contract relationship will be ended. This policy also covers the individual’s code
of conduct during office hours, field visits, leaves etc. and any violation of prevailing laws and this policy should be dealt strictly. Furthermore, it also covers the violations by family members/at home e.g. child labor, exploitation, neglect etc. It is further clarified that employees, interns, volunteers, partner organizations and vendors must adhere ITA policy, national and international laws pertaining to child safeguarding.

Anyone working with ITA who is disciplined or dismissed for such an offence must be referred to the child protection authority. This also covers people who choose to leave pending an investigation.

Employees/volunteers/interns/consultants/contractors/partner organizations and their staff members will be made aware of this policy in a number of ways:

- The child safeguarding policy statement will be included in employee orientation pack, (which is sent to all new employees). Moreover, everyone who represents ITA should sign child protection policy.
- **In case of child protection officer / manager HR is on leave, secretary board will serve as child protection officer.**
- Volunteers/inters/consultants/partners/donors will be made aware of child protection guidelines via appropriate communications channels.
- Managers are responsible for including child protection issues in recruitment and selection process particularly during induction and ongoing performance management for relevant posts.
- ITA’s expectations regarding the sexual behavior of their employees are required part of induction for all post. Accordingly, questions related to child protection must be asked from candidates during interviews.
- ITA reference check process should contain question regarding the code of conduct/behavior with children.

**CHILD SAFEGUARDING COMMUNICATION**

In order to prevent increasing the vulnerability of beneficiaries in our campaigning, advocacy and general communications work, the following approach applies:

- ITA has a **duty of care** to protect children even if they are willing to participate and voice their concerns. Therefore, any image or recorded case history of a child must not place him/her at risk or render him/her vulnerable to any form of abuse or exploitation.
- In most cases, the story of a child can be told through application of our existing guidelines on informed consent, however, there are some key areas where ITA needs to be extremely alert and sensitive to child protection issues. In these cases, the **identity** of children, under the age of 18, must not be revealed.
- It is important to seek advice from program staff as a means of ascertaining the age of the interviewee (as sometimes it is difficult to determine).
• This applies, even if a parent/guardian gives informed consent for a child to be interviewed in a way that reveals their identity. ITA staff make sure that parents are provided necessary information at the time of signing consent form for using pictures, videos, and identity of their child on social media and project material etc. In case of non-compliance, strict disciplinary action will be taken against the involved staff member(s).
• Staff members, volunteers, interns, interviewers, consultants, and donor/government representatives are not allowed to take pictures in their personal cameras. They are advised to use official camera for all sort of pictures/videos etc.
• A story gatherer (interviewer, photographer or video-maker) should therefore exercise judgment and creative skills to tell a powerful story in a way that doesn’t reveal a child’s identity.
• Sign off procedures are clear, with appropriate levels of sign off authority applied to content gathering and creative execution phases.

**INCORPORATING CHILD SAFEGUARDING INTO PROGRAMME WORK**

All employees and representatives should aim to:

• Plan and organize the work and the workplace so as to minimize risk of abuse, exploitation or harm coming to a child.
• In a program involving children, program manager will also act as Child Protection Officer whose role includes child safeguarding over other program commitments.
• Promote a culture of openness in relation to child safeguarding issues, where any issues or concerns can be raised and discussed.
• Ensure that a sense of accountability exists between staff so that poor practice or potentially abusive or exploitative behavior can be challenged.
• Talk to children about their contact with staff or others and encourage them to raise any concerns.
• Empower child beneficiaries and communicate to them their rights, what is acceptable and unacceptable, and what they can do if there is a problem.
• Communicate to child beneficiaries what standards of professional practice they can expect of ITA staff and what to do if they feel that anyone who works with ITA is falling short of these standards.
• Conduct risk assessment and formulate mitigation strategies at all stages including program designing, implementation and reporting. Program manager/coordinator is responsible to conduct risk assessment with the help of program/district teams. Manager HR is responsible to provide approved format to conduct risk assessment and support to program teams regarding risk assessment.
• ITA maintains risk register to keep complete record of associated risk and mitigation strategies.
• Program managers and Child Protection Officer review risk register and implementation of child safeguarding policy and mitigation strategies.
# LIST OF STAFF MEMBERS RESPONSIBLE FOR CHILD SAFEGUARDING

<table>
<thead>
<tr>
<th>Name</th>
<th>Designation</th>
<th>Email</th>
<th>Cell #</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>M. Asif Sultan</td>
<td>Secretary Board</td>
<td><a href="mailto:asif.sultan@itacec.org">asif.sultan@itacec.org</a></td>
<td>0321-8582009</td>
<td>Lahore</td>
</tr>
<tr>
<td>Waqas Bajwa</td>
<td>Deputy Director</td>
<td><a href="mailto:waqas@itacec.org">waqas@itacec.org</a></td>
<td>0300-8524432</td>
<td>Islamabad</td>
</tr>
<tr>
<td>M. Athar Rasheed</td>
<td>Manager HR/ Child Protection Officer</td>
<td><a href="mailto:hr@itacec.org">hr@itacec.org</a>, <a href="mailto:complaints@itacec.org">complaints@itacec.org</a></td>
<td>0333-4483309</td>
<td>Lahore</td>
</tr>
<tr>
<td>Fatima Jaffar</td>
<td>Project Coordinator</td>
<td><a href="mailto:fatima.jaffar@itacec.org">fatima.jaffar@itacec.org</a></td>
<td>0321-4198689</td>
<td>Lahore</td>
</tr>
<tr>
<td>Asim Khokhar</td>
<td>District Manager</td>
<td><a href="mailto:asim.khokhar@itacec.org">asim.khokhar@itacec.org</a></td>
<td>0321-5032481</td>
<td>Chiniot</td>
</tr>
<tr>
<td>Shaukat Hussain</td>
<td>District Manager</td>
<td><a href="mailto:shaukat.hussain@itacec.org">shaukat.hussain@itacec.org</a></td>
<td>0301-6391022</td>
<td>Muzaffargarh</td>
</tr>
<tr>
<td>Zubeda Parveen</td>
<td>District Manager</td>
<td><a href="mailto:zubeda.parveen@itacec.org">zubeda.parveen@itacec.org</a></td>
<td>0300-6731644</td>
<td>Bahawalpur</td>
</tr>
<tr>
<td>Waqas Ahmad</td>
<td>District Manager</td>
<td><a href="mailto:waqas.ahmad@itacec.org">waqas.ahmad@itacec.org</a></td>
<td>0336-6171323</td>
<td>Rahim Yar Khan</td>
</tr>
<tr>
<td>Imran Shah</td>
<td>District Manager</td>
<td><a href="mailto:imran.shah@itacec.org">imran.shah@itacec.org</a></td>
<td>0333-7266447</td>
<td>Sukkur</td>
</tr>
<tr>
<td>Sehrish Farooq</td>
<td>Project Coordinator</td>
<td><a href="mailto:sehrish.farooq@itacec.org">sehrish.farooq@itacec.org</a></td>
<td>0336-2413806</td>
<td>Karachi</td>
</tr>
<tr>
<td>Shakeel Ahmad</td>
<td>Office In-Charge</td>
<td><a href="mailto:shakeel.ahmad@itacec.org">shakeel.ahmad@itacec.org</a></td>
<td>0300-9050781</td>
<td>Peshawar</td>
</tr>
</tbody>
</table>
Harassment Policy

PREAMBLE

“Zero Tolerance Policy”

“Harassment” means any unwelcome sexual advance, request for sexual favors or other verbal or written communication or physical conduct of a sexual nature or sexually demeaning attitudes, causing interference with work performance or creating an intimidating, hostile or offensive work environment, or the attempt to punish the complainant for refusal to comply to such a request or is made a condition for employment.

POLICY

1. The Organization deplores all forms of harassment and seeks to provide a working environment which is free from harassment and intimidation, and where individuals have the confidence to complain of harassment without fear of ridicule or reprisal.
2. The aim of the Organization is to prevent harassment from occurring and, if it does occur, to prevent its reoccurrence. Harassment may lead to disciplinary action (including dismissal for serious acts) under the Organizations Staff Disciplinary Procedure.
3. All staff have a responsibility to ensure that harassment does not occur.

PURPOSE

The objective of this policy is to create a safe working environment for women, which is free of harassment, abuse and intimidation with a view toward fulfillment of their right to work with dignity. It will also enable higher productivity and a better quality of life at work.

INQUIRY COMMITTEE

The inquiry committee constitute following members;

1. Ms. Sehar Saeed  Deputy Director Research  Chair
2. Mr. Asif Sultan  Director Operations  Member
3. Mr. Athar Rasheed  Manager HR  Member
4. Anam  Asst. Manager HR  Member

Moreover, inquiry committees will be constituted in regional/district offices in case of any complaint to ensure policy compliance.
In case a complaint is made against one of the members of the Inquiry Committee that member should be replaced by another for that particular case. Such member may be from within or outside the organization.

PROCEDURE FOR HOLDING INQUIRY

1. The Inquiry Committee, within three days of receipt of a written complaint, shall;
   a. Communicate to the accused the charges and statement of allegations leveled against him, the formal written receipt of which will be given.
   b. require the accused within seven days from the day the charge is communicated to him to submit a written defense and on his failure to do so without reasonable cause, the Committee shall proceed ex-parte; and
   c. enquire into the charge and may examine such oral or documentary evidence in support of the charge or in defense of the accused as the Committee may consider necessary and each party shall be entitled to cross-examine the witnesses against him.

2. Subject to the provisions of this Act and any rules made thereunder the Inquiry Committee shall have power to regulate its own procedure for conducting inquiry and for the fixing place and time of its sitting.

3. The following provisions inter alia shall be followed by the Committee in relation to inquiry:
   a. The statements and other evidence acquired in the inquiry process shall be considered as confidential;
   b. An officer in an organization, if considered necessary, may be nominated to provide advice and assistance to each party;
   c. Both parties, the complainant and the accused, shall have the right to be represented or accompanied by a Collective Bargaining Agent representative, a friend or a colleague;
   d. Adverse action shall not be taken against the complainant or the witnesses;
   e. The inquiry Committee shall ensure that the employer or accused shall in no case create any hostile environment for the complainant so as to pressurize her from freely pursuing her complaint; and
   f. The Inquiry Committee shall give its findings in writing by recording reasons thereof.

4. The Inquiry Committee shall submit its findings and recommendations to the Competent Authority within thirty days of the initiation of inquiry. If the Inquiry Committee finds the accused to be guilty it shall recommend to the Competent Authority for imposing one or more of the following penalties:
   (i) Minor penalties:
       (a) censure;
       (b) withholding, for a specific period, promotion or increment;
       (c) stoppage, for a specific period, at an efficiency bar in the
time-scale, otherwise than for unfitness to cross such bar; and

(d) recovery of the compensation payable to the complainant from pay or any other source of the accused;

(ii) **Major penalties:**

(a) reduction to a lower post or time-scale, or to a lower stage in a time-scale;

(b) compulsory retirement;

(c) removal from service;

(d) dismissal from service; and

(e) Fine. A part of the fine can be used as compensation for the complainant. In case of the owner, the fine shall be payable to the complainant.

5. The Competent Authority shall impose the penalty recommended by the Inquiry Committee under sub-section (4) within one week of the receipt of the recommendations of the Inquiry Committee.

6. The Inquiry Committee shall meet on regular basis and monitor the situation regularly until they are satisfied that their recommendations subject to decision, if any of Competent Authority and Appellate Authority have been implemented.

7. In case the complainant is in trauma the organization will arrange for psycho-social counseling or medical treatment and for additional medical leave.

8. The organization may also offer compensation to the complainant in case of loss of salary or other damages.

**MONITORING**

Quantitative monitoring will be undertaken, providing information that cannot identify individuals. It will cover:

- Number of cases of harassment in a year
- Nature/type of harassment in each case
- Offices and Departments where harassment has occurred
- How cases were resolved e.g. no action, informal action, formal action or other
Audit Report
INDEPENDENT AUDITOR’S REPORT

To the Trustees of Idara-i-Talim-o-Aaghai (Center of Education and Consciousness)
Public Trust

Report on the Audit of the Financial Statements for the year ended 30 June 2020

Opinion

We have audited the accompanying financial statements of Idara-i-Talim-o-Aaghai (Center of Education and Consciousness) Public Trust (‘the Trust’), which comprise of the statement of financial position as at 30 June 2020, the income and expenditure account, the statement of changes in accumulated funds, the statement of cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of Idara-i-Talim-o-Aaghai (Center of Education and Consciousness) Public Trust as at 30 June 2020, and its financial performance and its cash flows for the year then ended in accordance with the approved accounting and reporting standards as applicable in Pakistan.

Basis for Opinion

We conducted our audit in accordance with the International Standards on Auditing (ISAs) as applicable in Pakistan. Our responsibilities under those standards are further described in the Auditor’s Responsibilities for the Audit of the Financial Statements section of our report. We are independent of the Trust in accordance with the International Ethics Standards Board for Accountants’ Code of Ethics for Professional Accountants as adopted by the Institute of Chartered Accountants of Pakistan (the Code), and we have fulfilled our other ethical responsibilities in accordance with the Code. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with the approved accounting and reporting standards as applicable in Pakistan, and for such internal control as the management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the management is responsible for assessing the ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis for accounting unless management either intends to liquidate the Trust or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Trust’s financial reporting process.
Auditor's Responsibility for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatements, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs as applicable in Pakistan will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of our audit in accordance with ISAs as applicable in Pakistan, we exercise professional judgement and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatements of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- Obtain an understanding on internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstance, but not for the purpose of expressing an opinion on the effectiveness of the Trust's internal control.

- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the management.

- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Trust's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosure in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Trust to cease to continue as a going concern.

- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

The engagement partner on the audit resulting in this independent auditor's report is Abdullah Fahad Masood.

EY Ford Rhodes
Chartered Accountants
Lahore: 16 February 2021
IDARA-I-TALIM-O-AAGHAI  
(CENTER OF EDUCATION AND CONSCIOUSNESS) PUBLIC TRUST  
STATEMENT OF FINANCIAL POSITION  
AS AT 30 JUNE 2020

<table>
<thead>
<tr>
<th>Note</th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rupees</td>
<td>Rupees</td>
</tr>
<tr>
<td><strong>ASSETS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-current assets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Property and equipment</td>
<td>18,761,048</td>
<td>18,885,864</td>
</tr>
<tr>
<td>Security deposits</td>
<td>2,018,380</td>
<td>2,136,380</td>
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<tr>
<td><strong>Total Non-current assets</strong></td>
<td>20,779,428</td>
<td>21,022,244</td>
</tr>
<tr>
<td>Current assets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Short term advances</td>
<td>1,931,022</td>
<td>1,048,918</td>
</tr>
<tr>
<td>Tax refunds due from the Government</td>
<td>3,536,172</td>
<td>4,914,643</td>
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<tr>
<td>Short term prepayments</td>
<td>121,000</td>
<td>2,568,875</td>
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<tr>
<td>Other receivables</td>
<td>24,362</td>
<td>162,249</td>
</tr>
<tr>
<td>Grant receivable</td>
<td>725,887</td>
<td>725,887</td>
</tr>
<tr>
<td>Cash and bank balances</td>
<td>632,466,546</td>
<td>403,267,759</td>
</tr>
<tr>
<td><strong>Total Current assets</strong></td>
<td>638,804,989</td>
<td>412,706,331</td>
</tr>
<tr>
<td><strong>Total Assets</strong></td>
<td>659,584,417</td>
<td>433,728,575</td>
</tr>
</tbody>
</table>

| **FUNDS AND LIABILITIES** |           |            |
| FUNDS |           |            |
| General funds | 222,484,229 | 151,346,637 |
| Restricted funds | 398,163,135 | 241,696,213 |
| **Total Funds** | 620,647,364 | 393,041,850 |

| **LIABILITIES** |           |            |
| Current liability |           |            |
| Trade and other payables | 38,937,053 | 40,686,725 |
| **Total Funds and Liabilities** | 659,584,417 | 433,728,575 |

**CONTINGENCIES AND COMMITMENTS**

The annexed notes from 1 to 19 form an integral part of these financial statements.

---

TRUSTEE

TRUSTEE
IDARA-I-TALIM-O-AAGHAI
(CENTER OF EDUCATION AND CONSCIOUSNESS) PUBLIC TRUST
INCOME AND EXPENDITURE ACCOUNT
FOR THE YEAR ENDED 30 JUNE 2020

<table>
<thead>
<tr>
<th>Note</th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rupees</td>
<td>Rupees</td>
</tr>
<tr>
<td>Grants - restricted</td>
<td>451,494,609</td>
<td>412,446,229</td>
</tr>
<tr>
<td>Income from services</td>
<td>44,901,130</td>
<td>12,483,314</td>
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<tr>
<td>Other income</td>
<td>31,602,574</td>
<td>57,576,258</td>
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<td></td>
<td>527,998,313</td>
<td>482,505,801</td>
</tr>
<tr>
<td>EXPENDITURES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Projects and allied expenses</td>
<td>420,686,286</td>
<td>393,894,857</td>
</tr>
<tr>
<td>Administrative expenses</td>
<td>36,174,435</td>
<td>22,369,190</td>
</tr>
<tr>
<td></td>
<td>456,860,721</td>
<td>416,264,047</td>
</tr>
<tr>
<td>EXCESS OF INCOME OVER EXPENDITURE</td>
<td>71,137,592</td>
<td>66,241,754</td>
</tr>
</tbody>
</table>

The annexed notes from 1 to 19 form an integral part of these financial statements.
<table>
<thead>
<tr>
<th>General Funds (Non-restricted)</th>
<th>Restricted Funds</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance as at 30 June 2018</td>
<td>85,104,883</td>
<td>122,126,358</td>
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<tr>
<td>Excess of income over expenditure for the year</td>
<td>66,241,754</td>
<td>119,568,855</td>
</tr>
<tr>
<td>Balance as at 30 June 2019</td>
<td>151,346,637</td>
<td>241,695,213</td>
</tr>
<tr>
<td>Excess of income over expenditure for the year</td>
<td>71,137,592</td>
<td>156,467,922</td>
</tr>
<tr>
<td>Balance as at 30 June 2020</td>
<td>222,484,229</td>
<td>398,163,135</td>
</tr>
</tbody>
</table>

The annexed notes from 1 to 19 form an integral part of these financial statements.
IDARA-I-TALIM-O-AAGHAI  
(CENTER OF EDUCATION AND CONSCIOUSNESS) PUBLIC TRUST  
STATEMENT OF CASH FLOWS  
FOR THE YEAR ENDED 30 JUNE 2020

<table>
<thead>
<tr>
<th>Note</th>
<th>Description</th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CASH FLOWS FROM OPERATING ACTIVITIES</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Excess of income over expenditure</td>
<td>71,137,592</td>
<td>66,241,754</td>
</tr>
<tr>
<td></td>
<td>Adjustments for:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.1</td>
<td>Grant amortization</td>
<td>(451,494,609)</td>
<td>(412,446,229)</td>
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<tr>
<td>5.1</td>
<td>Depreciation</td>
<td>3,346,915</td>
<td>3,683,384</td>
</tr>
<tr>
<td></td>
<td>(Gain) / loss on disposal</td>
<td>(1,727,294)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Deficit before working capital adjustments</td>
<td>(378,737,396)</td>
<td>(342,521,091)</td>
</tr>
<tr>
<td></td>
<td>(Increase) / decrease in current assets:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Short term advances</td>
<td>(882,104)</td>
<td>4,708</td>
</tr>
<tr>
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<td>Tax refunds due from the Government</td>
<td>1,378,471</td>
<td>(704,133)</td>
</tr>
<tr>
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<td>Short term prepayments</td>
<td>2,465,875</td>
<td>(758,375)</td>
</tr>
<tr>
<td></td>
<td>Other receivables</td>
<td>137,887</td>
<td>(92,049)</td>
</tr>
<tr>
<td></td>
<td>Grant receivable</td>
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<td>9,026,307</td>
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<tr>
<td></td>
<td>(Decrease) / increase in trade and other payables</td>
<td>(1,749,672)</td>
<td>8,829,441</td>
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<tr>
<td></td>
<td>Cash used in operations</td>
<td>1,350,457</td>
<td>16,305,899</td>
</tr>
<tr>
<td></td>
<td>Security deposits realized / refunded during the year</td>
<td>118,000</td>
<td>(257,500)</td>
</tr>
<tr>
<td></td>
<td>Grants received during the year</td>
<td>607,962,531</td>
<td>532,015,084</td>
</tr>
<tr>
<td></td>
<td>Net cash generated from operating activities</td>
<td>230,693,592</td>
<td>205,542,392</td>
</tr>
<tr>
<td></td>
<td>CASH FLOWS FROM INVESTING ACTIVITIES</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Capital expenditure incurred</td>
<td>(4,826,805)</td>
<td>(3,516,810)</td>
</tr>
<tr>
<td>5.2</td>
<td>Sale proceeds from disposal of property and equipment</td>
<td>3,332,000</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Net cash used in investing activities</td>
<td>(1,494,805)</td>
<td>(3,516,810)</td>
</tr>
<tr>
<td></td>
<td>CASH FLOWS FROM FINANCING ACTIVITIES</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Net cash flows from financing activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Net increase in cash and cash equivalents</td>
<td>229,198,787</td>
<td>202,025,582</td>
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<tr>
<td></td>
<td>Cash and cash equivalents at the beginning of the year</td>
<td>403,267,759</td>
<td>201,242,176</td>
</tr>
<tr>
<td></td>
<td>Cash and cash equivalents at the end of the year</td>
<td>632,466,546</td>
<td>403,267,759</td>
</tr>
</tbody>
</table>

The annexed notes from 1 to 19 form an integral part of these financial statements.

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**TRUSTEE**

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