ANNUAL REPORT 2021
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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 and 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 research and advocacy for policy influence. It works mainly with the public sector as well as non-state providers. ITA was crafted as a response to governments 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 multiple 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) now Pakistan Learning Festival (PLF). 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 2016-2020/21 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 and Equality of Opportunity?
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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Where we Work

Programmes
- Whole School Improvement Program (WSIP)
- Teacher Education
- School Enrichment Program
- Female Vocational Graduate Program
- Child Labour
- Education in Emergencies
- Pakistan Educational Leadership Project
- Human Rights, Democracy & Citizenship
- District & Local Level Planning in Education
- Early Childhood Education & Corporate Social Responsibility

ITA’s Education Outreach

Vision
“To promote education as a comprehensive process for human and social transformation”
Annual Status of Education Report (ASER)

The Annual Status of Education Report (ASER), a citizen-led, household-based nationwide assessment and accountability 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 representative urban centers 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 2021 after the unprecedented school closures of 2020 and early 2021, the ASER study was adapted to measure the impacts of COVID-19. The survey was conducted in 16 rural districts of Pakistan. Moreover, the citizen-led ASER survey in informal squatter settlements was conducted in Katchi Abadis in four districts of Pakistan.

ASER 2021 & Inclusive Innovations

Learning Losses study

ASER 2021 citizen-led survey was completed in September 2021 and launched in October 2021. It was nationwide in scale and focusing particularly on learning losses due to school closures and the measures taken to support learning for school-going children. Using ASER tools mapped to Sustainable Development Goal 4.1.1.a, learning assessments for language (English and Urdu/Sindhi/Pashto) and arithmetic competencies were conducted for children aged 5–16 years.

Outputs

- The nationwide citizen-led household-based survey reached 16 rural districts in 2021 covering 9,392 households with 25,448 children aged 3–16 years were surveyed, including 21,589 children aged 5–16 years (43 per cent girls, 57 percent boys).
- Built a trained pool of over 1000 volunteers/citizens/youth nationally with capacity to assess learning using simple tools as powerful agents of social accountability and change.
- ASER 2021 data on learning losses was reflected in the Economic Survey of Pakistan 2020-2021.
- ASER 2021 findings are used as benchmarks in the provincial Education Sector Plans.
- ASER conducted a research study with the aim to measure the impact of COVID-19 on Education in Pakistan.
Katchi Abadi Pilot Study

ASER 2021 citizen-led survey in Katchi Abadis of Pakistan was completed in September 2021 and launched in November 2021. A pilot study was undertaken with the objectives to identify the educational status of children aged 3 to 16 living in Katchi Abadis, measure variations on learning outcomes by gender, by institute type, and by schooling status and collectively analyze the living conditions of the Katchi Abadis as well as the households inside the abadis. The pilot study also adapted and aimed to explore the psycho-social wellbeing of the children. For that purpose, Stirling Children’s Wellbeing Scale¹ was used.

Outputs

The citizen-led ASER survey in informal squatter settlements was conducted in 114 Katchi Abadis of Pakistan spread across 3 districts in Karachi and 1 from Lahore covering 2,275 households with 6,411 children aged 3–16 years were surveyed, including 5,783 children aged 5–16 years.

Built a trained pool of over 250 volunteers/citizens/youth nationally with capacity to assess learning using simple tools as powerful agents of social accountability and change.

ASER 2021 findings on learning quality in Katchi Abadis of Pakistan will help in generating a debate on the educational needs of children residing in Katchi Abadis, their right to education and will be useful for the policymakers.

Regional Initiatives under ITA – Early Language & Literacy and Numeracy Assessment (ELANA)

ELANA is a citizen-led direct child assessment that constitutes tasks across the learning areas of Language and Mathematics. It is one of the earliest attempts at designing a common assessment framework, aiming to collect evidence about children’s early and foundational language and numeracy competencies that are aligned to SDG 4.2.1 and SDG 4.1.1(a).

ELANA is being extended in following ways:

- Including pre-primary school-level tasks to assess the early years continuum
- Delivering assessment on tablets using an adaptive platform
- Scale increased from one district to three districts in each participating country; children aged 4 to 10 years to be assessed
- Longitudinal tracking of 4 and 5-year-old children in three countries incubating a longitudinal research study

One day enumerators training was conducted in Bahawalpur to do field trial 1.0 of Early Language & Literacy and Numeracy Assessment (ELANA).

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 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 a numeracy tool which is a step ahead than the usual one used in regular household based assessment.

The numeracy assessment (earlier called ICAN) is baptized globally as Early Language & Literacy and Numeracy Assessment (ELANA), tested in 12 other countries along with Pakistan. Developed and implemented by Pal Network member countries, ELANA 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 ELANA 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: 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 Pakistan Learning Festival (PLF).

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 and Taleemabad)

ASER data used in post graduate, MPhil and PhD research in Pakistan & Globally

We urge the government to undertake:

Fast track strategic actions for reducing "Learning Poverty", improve equity of learning outcomes for especially the poorest and Girls!

Use the data from ASER for EHSAS /BISP programs, Urban Slums, CPEC and low-ranking districts in learning and access.

Address learning needs of children with disabilities, making schools inclusive

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 for public data.

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:


Report: ASER 2921 – Measuring Learning Quality in the Katchi Abadis of Pakistan

ASER Tools:

ASER Tools: English | Urdu | Arithmetic | General Knowledge

Instruction Booklet: (Urdu) | (English)

ASER Survey Booklets:

Learning Losses
Katchi Abadi
Education Parliamentarians Caucus (EPC)

As a National Campaign for education and skills, the Education Parliamentarians Caucus Pakistan was brainstormed with civil society organizations and fellow parliamentarians in December 2021 and launched on the International Day of Education on January 24th, 2022.

Currently four committees have brainstormed the EPC on a) critical areas of focus and action b) structure & composition c) governance & d) thematic areas, and to date the caucus is endorsed from over 20+ Parliamentarians and 25+ civil society experts and development partners.

Need for the Education Parliamentarian Caucus Pakistan

The EPC is conceived as a national campaign to realize the educational goals for millions of adults and children who are denied their right to education as envisioned by Article 25 A of Pakistan’s constitution. The collective effort for Education and skills building is deemed critical for Human resource development in Pakistan and thus was the principal motive behind the formation of the caucus.

By acting as one force, it was deemed essential that the deepening crisis of learning, out of school children and gender equality, inclusivity in education could be prioritized at the national level, with the motive of enabling all our children and adolescents to be well prepared citizens for a democratic and productive Pakistan.

Outputs

- Formed four working groups to provide draft and preliminary structure to the conceived caucus i. Objectives & TORs, ii. Thematic Areas iii. Composition of EPC and iv. Governance & Structure
- Chaired 6 meetings virtual and physical with Parliamentarians/Senators in Islamabad/other provinces/civil society organizations on making EPC Pakistan an actionable and effective Caucus that informs policy for scale up
- The goal of the meetings were to identify members who were willing to work across party aisle and to establish the caucus as an avenue for achieving stable and sustainable education policy
Adopted a process-based approach for thematic areas, the thematic categories for significance were streamlined to 4 to 5 key themes (financing education, out of school children including girls’ education, inclusion esp. people with disability, minorities; ECE, TVET) and cross-cutting areas such as Gender Equality, EdTech, PPPs and sustainability. This will be an iterative living document supporting the manifestos review.

A parallel approach for communication was adopted in the federation with:

Letters and mobilization of members directly across all lawmakers at the National and provincial level, across genders, religion and across party participation.

Reaching out Speakers of the Assemblies and the Senate Chairman for EPC.

**From Formation to Action: Senate Motion**

The EPC was set into action by the motion passed by Senator Dr. Shahzad Waseem, Leader of the House on 31st January 2022. The terms of the motion were as follows:

- Senate chairman may be authorized to make nominations to the caucus and make amendments in the composition as and when required.
- The caucus would include 4 members from senate and 4 members from National Assembly and 1 MPA from each province.
Assessing Early Years Schooling, Access and Student Outcomes (AESAS)

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 were followed 10 months later, and participated 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**

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.

AESAS also provided one of the first evidence-bases for the impact of COVID-19 on early years in Pakistan during the lockdown.

**Activities/Output**

In February, AESAS survey was piloted within Lahore.

March-April, field workers were provided virtual training for IDELA tools.

Over May-June, AESAS survey was conducted remotely across the five districts of Pakistan.

The Phase II of the longitudinal study was undertaken in May 2021.

**Outcomes/Impact**

The study is expected to pave the way forward for virtual early years assessments in the future.

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 Systems Research: Phase II (2020-21)

Our work on early childhood education (ECE) is in line with the increased recognition that this sub sector has received in recent years, at both the global and national level. Multiple sector plans, education policies, and implementation frameworks have incorporated ECE across all provinces. ITA has previously worked on ECE research and service-delivery through multiple programs, such as ASER, and with global partners. Our focus has been on understanding the ECE subsector and identifying program quality, learning outcomes, workforce capacity and service-delivery systems. Our latest study- Early Learning Partnership Systems Research Phase II, undertaken in partnership with the World Bank- is a continuation of this work.

Overview

The Early Learning Partnership (ELP) Systems Research Program is a multi-country research program that aims to diagnose the status of early learning in Pakistan (the Punjab province), Ethiopia, Liberia and Tanzania through a systems lens. This program had two goals:

to produce actionable evidence for policymakers nationally

to build the early learning systems evidence base internationally.

The Phase I of the ELP Systems Research was conducted in 2018 and the report (2019) substantively informed the Govt. of Punjab’s School Education Department (SED) about upgraded systems for ECE in terms of policy, planning, curriculum and quality, facility support, workforce preparation, financing and support, and monitoring systems. Phase II of the research (2020-2021) investigates the short-and medium-term effects of the COVID-19 pandemic on early learning. This report presents findings from the ELP Phase II COVID-19 research conducted in Sindh and Punjab, Pakistan in 2020-21.

Scale and Scope

Phase 2 of the project was focused on building evidence on program quality and learning outcomes through a combination of qualitative and quantitative research carried out across sixteen districts of the Punjab and Sindh.
The quantitative research provided data on ECE programme quality and early learning outcomes using the global Measuring Early Learning Quality & Outcomes (MELQO) modules. The tools were selected to capture an array of characteristics of the ECE programmes and learning preparedness of children aged 3-5 years for analysis. These tools were administered to 1800+ children, 3000 parents/caregivers in 250+ schools in 16 districts, inclusive of head teacher/director interviews and teacher interviews. Qualitative data was collected through focus group discussions (FGDs), carried out in select schools where parents from the MELQO surveyed class participated in 30-45 min sessions, sharing their thoughts on ECE and its dimensions. Additional qualitative data was collected through key informant interviews (KIIs) with key stakeholders on the nature and diversity of various service provisions as well as on accountability parameters and structures within those provisions.

**Innovation**

ELP Systems Research was the first of its kind study undertaken for ECE in Punjab or Pakistan. This was the first time the globally recognized MELQO modules for ECE programme quality and learning outcomes were adapted to a Pakistani context. The MELQO core versions mapped onto the Pakistan National Curriculum for ECE (2007), Single National Curriculum, and the national Early Learning and Development Standards (2009) to provide a context-relevant, country-specific perspective on ECE, while allowing for comparison with other countries. Moreover, a systems approach—widely recognized as an important framework for understanding the education sector—was utilized for ECE in Punjab to explore the various actors, accountability relationships, financing patterns, and potential reform areas in the subsector. Phase II was a phone-based survey conducted across the two provinces and was amongst the first to ascertain the impact of the pandemic on young children.

**Activities/Outputs**

Phase II consultations were carried with the World Bank and other country teams in Pakistan to develop a systems framework for the ELP study
Extensive literature review to develop a multi-dimensional methodology for the study
The five MELQO modules (including MODEL and MELE items) were adapted for use in Punjab by the ITA team, with expertise from international consultants
The tools were translated into Urdu for use at the local level
The tools were piloted on a select sample of children enrolled in various ECE classrooms in Lahore
A training manual was developed on the use of the MELQO adapted modules
Enumerators were trained in using the translated MELQO modules through rigorous training and field visits.
An extensive interrater reliability (IRR) test was conducted for all enumerators to ensure that the modules are accurately administered in the field. The survey was monitored throughout the sixteen districts by the ITA team. Extensive key informant interviews (KII) with relevant education officials, consultants, stakeholders etc. were conducted. Focus-group discussions (FGDs) were conducted with parents from the same three districts where the quantitative survey took place. To share the findings and to support government reform efforts in this area, two meetings with the government and other relevant stakeholders were invited. Two policy briefs and two conference papers have been authored so far. The papers have been presented at international conferences including CIES and PAL.

**Beneficiaries**

**Outcomes /Impact**

The study, as the first of its kind, has provided an evidence-base for government reform efforts in ECE in Punjab and Sindh and precipitated conversations about the various components of the subsector. As a baseline measure of ECE learning outcomes and program quality, utilizing globally recognized MELQO tools, it has enabled more informed decision-making for the government. ELP Systems Research has also provided the first system perspective to the subsector by identifying the various actors and accountability relationships in the subsector.

ELP Phase II serves as the base on which future ECE research projects will now be conducted.
Early Childhood Care & Education (ECCE) and Whole School Improvement Plan (WSIP)

ITA is committed to developing and supporting preschool children in preparation of their foundation learning and school readiness. ECCE in ITA schools is a two-year program catering children aged between 3 to 7 years. It aims to implement leading education approaches such as blended and active learning in the classroom and beyond to promote 21st century learning skills.

WSIP is an ongoing project dedicated to provide quality education to ITA’s community schools in under-privileged areas of Punjab and Sindh.

WSIP and ECCE in Sindh

ITA is currently running 17 schools across Sindh presence in 5 districts including Sukkur, Shikarpur, Ghotki, Matiari and Karachi with 15 primary schools and 2 are elementary and higher secondary schools. As a part of project, the beneficiaries ITA has reached in ECCE are 1500-2000 children, 3000 households and 20 ECE teachers trained. And in the Whole School Improvement Plan (WSIP) 3000 children, 63 teachers and 5000 households.

For WSIP School Development Plan for Academic Year 2021-2022 has 5 key areas:

- Students Academics and Learning Level Assessment
- Teacher Professional Development and Capacity Building
- School Environment and Culture
- Parent involvement, Community Development and Advocacy
- School Infrastructure and Facilities

Activities under WSIP-ECE in Sindh during 2021

- Construction of NEW Foundation Assisted School Mari Janullah under SEF program, with current enrollment of 322 students.
- Organized two days Training on “Playful Practices and Child Engagement” for government and low-cost private schools. 15 teachers were training on the topics of Classroom Preparation, Playful practices for classroom and beyond, Child interaction and Engagement and Storytelling.
• Village Education Committee were formed for each school with 4 key members from and quarterly community sessions were held to discuss school development plan with community ownership, enrollment drives and distance learning training and approaches.
• Mini Libraries were developed in all schools under Pakistan Literacy Pakistan, where 84 (3 set of 28 books) were disseminated in each school.
• 3 hours training session was held on Zoom to train teachers on how to develop Mini Library setup and use storybooks for supplementary reading, storytelling sessions and thematic learning.
• Academic Trainings on Classroom Management, STEM Education and Thematic Integration with syllabus on training were held to train 71 Aagahi School teachers.
• Activities and events in schools were held which included International Literacy Day, International Women’s Day, Earth Day, Pakistan Day and Science Week were held.
Public School Support Program (PSSP) by PEIMA and New School Program (NSP) by PEF – ECE, Primary & Secondary Schools

Under the PSSP program, Govt. of Punjab handed over low performing govt. school to the organizations, institutions and individuals through Punjab Education Initiative Authority (PEIMA) and opened new schools in far flung areas through Punjab Education Foundation (PEF). ITA with the support of PEIMA is managing 127 Public Schools in 6 Districts of Punjab and opened 19 new schools with the support of PEF.

ITA as implementing partner striving hard to improve quality of education, increase enrollment, ensured conducive teaching/learning facilities, further ensured thousands of Out of School Children (OSC) back to schools – baseline enrollment was 4644 and current enrollment is 13694 (194.4% increased) and increased 98% in teaching staff.

**Beneficiaries under PSSP/NSP**

<table>
<thead>
<tr>
<th>Districts</th>
<th>School</th>
<th>Girls</th>
<th>Boys</th>
<th>Total</th>
<th>Total Teachers</th>
</tr>
</thead>
<tbody>
<tr>
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<td>229</td>
<td>506</td>
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<td>18</td>
<td>502</td>
<td>577</td>
<td>1079</td>
<td>57</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>146</strong></td>
<td><strong>7086</strong></td>
<td><strong>6720</strong></td>
<td><strong>13694</strong></td>
<td><strong>568</strong></td>
</tr>
</tbody>
</table>
Financial support from the PEIMA/PEF

Punjab Education Initiative Management Authority and Punjab Education Foundation (PEIMA/PEF) are providing per child costs of Rs. 715 and Rs. 550 respectively. **This amount is to ensure quality education, provision of missing facilities and capacity building of teachers.** But we are striving hard to ensure all these facilities. Due to COVID-19 ITA needs to ensure SOPs in all schools as per the Govt. instructions. It is difficult to meet all the needs of the students and teachers, given the limited resources.

**Objectives**

- Ensuring Out of School Children back to school – by enrollment drives, parental engagements, community and influential inclusion/interventions
- Struggling to improve transition rates and ensure retention of students from early childhood education to primary and reducing dropout by improving learning outcomes.
- Ensuring community and parental engagements for school’s development
- Capacity building initiative being taken under professional development of education managers/coordinators including teachers, non-teaching staff, as well as improving teaching and assessment capacity.
- Ensuring missing facilities and conducive school environment

**Learning during COVID-19**

ITA’s teams are working day and night to engage thousands of beneficiaries across Punjab virtually, through parents/siblings and local community activists in order to serve their learning needs and early stimulation. Parent’s cell phones/contact were collected one week prior to the “Lock down” due to Coronavirus outbreak, and those without smartphone/cells were also marked to ensure that they could be reached out through other parents, siblings, community workers/activists of that village/neighborhood in order to ensure continuity of leaning in Covid-19 period.

Children’s learning at halt due to:

- Closure of 99.9% school-based learning (public/private) across Punjab due to COVID-19
- Crisis for the poor households – (health/economic)
- 30-40% rural HHs do not have ICTs-Technology (Wi-Fi, Smartphones, TV) & 10% Urban (ASER 2019)
No Formal Digital/ICT Policy in Education & ECE in place
Learning Strategy formed - A 50-30-20 Learning Solution: The Leapfrog Learning Outreach will have 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

Activities under WSIP-PEF/PEIMA in Punjab during 2021

- Organized 3-day training of trainers on Single National Curriculum (SNC) in all districts
- Organize 3 days training of teachers on Single National Curriculum in all districts
- School Management Councils were formed for each school with 6 key members
- Educational Calendars developed in each school according to the SNC
- Enrolment drive was in run in all districts to enroll new students.
- Mini Libraries were developed in all schools under Pakistan Literacy Pakistan, where 84 (3 set of 28 books) were disseminated in each school.
- 3 hours training session was held on Zoom to train teachers on how to develop Mini Library setup and use storybooks for supplementary reading, storytelling sessions and thematic learning.
- Activities and events in schools were held which included International Literacy Day, International Women’s Day, Earth Day, Pakistan Day and Science Week were held.
- Plantation campaign was run in the PEF/PEIMA schools.
Safe School Reopening Pilot (SRP)

The first wave of COVID-19 pandemic resulted in over 18 million cases across the world with more than 704,396 fatalities. The education flow was brought to an abrupt halt affecting more than 40 million students in Pakistan. Pandemic changed many social, economic, environmental, and healthcare determinants of health and education. However, with the reduction in morbidity, the government in consultations with the stakeholders decided to reopen the schools, in September 2020, with detailed SOPs issued to education institutes. To get an insight of these measures adopted for prevention of schools from pandemic the MoFE&PT and FDE in collaboration with JICA agreed to test the implementation of pilot interventions to support the government in developing a fully costed model for 20 schools identified collectively by FDE & MoFE&PT.

Thematic Areas

Vigilance Committees (Students, Teachers & Parents VCs) and SMC
COVID-19 Testing, Trainings and SOPs
Hygiene Practices and WASH
Health Services Availability and Students’ Health
Technologic Readiness & Optimization

Project Overview
**Scope**

- Schools – assigned by the Federal Directorate of Education - FDE/MoFE&PT
- Students – Primary, Middle, Secondary, Collage, Post graduate level
- Parents – of Students from treatment schools/colleges
- Community – neighborhood of parents and area around the schools.
- Principal and Teaching Staff – of the assigned schools
- Non-Teaching Staff – of the assigned schools including Support Staff.

**Project Approach**

The pilot was implemented using an over-arching sensitization approach at various levels, including communities, schools, and the line departments to achieve sustainable interventions that can be replicated and scaled up.

**Interventions**

- Vigilance Committees (Students, Teachers & Parents VCs) and SMCs
  - Safe School Campaigns
    The campaigns were designed to welcome the students returning back to schools after the first phase of COVID-19. Through these campaigns 1761 students, 129 teachers, 10 SMC members, 99 parents and 10 community members were accessed.
Vigilance Committees Formation

The objective of this intervention is to develop the capacity of people from within the schools who can continue to follow-up on safe practices even after the pilot has ended. School Management Committees have been notified by the department that they comprise representatives of Parents and Principal and School staff. Over all 60 vigilance committees were established, comprising of 559 members (217 females and 342).

Trainings and SOPs & COVID-19 Testing

To capacitate the school for improving the stress and anxiety among the students and teachers through Mindfulness and Yoga techniques. Positive feedback was received from the students and teachers practicing yoga techniques. The feedback from one of the trained teachers, “they feel the concentration level of students has improved in the class”. (Teacher-G-6/2)

37 capacity building sessions were organized to capacitate 559 vigilance committee members (217 females and 342 males) on COVID 19 SOPs.

Community Cascade sessions

The cascade sessions were planned at community level to disseminate the information on SOPs. 116 sessions held in 20 schools with 7860 participants.

School Risk Assessment and Mitigation Action Plans- 20 SMAPs in 20 Intervention Schools

The vigilance committee members were capacitated to identify the risks. The SMAP development and periodic review remained a major regular activity with School VCs aimed at encouraging and promoting systematic self-assessment and enabling the school community to take steps to maintain safe school operations.
Hygiene Practices and WASH

Provision of protective and preventive materials to 20 intervention schools
Masks, gowns, and face shields for teachers, as well as hand sanitizers, soaps, first-aid supplies, Menstrual hygiene kits for female pupils, cleaning supplies and disinfectants were provided.

Infrastructural improvement and provision of missing facilities
Fabricated isolation rooms for 3 schools; Renovation for isolation rooms, in IMSG Sangjani and IMSG Kuri; Portable toilets for 09 education Institutes; Hand washing stations for 13 Education Institutes; Waste Bins for all 20 schools; Disinfectant spray guns; and First aid kit

Health Services Availability and Students’ Health
The baseline informed the deficiency of availability of school health services. Provision of health services was piloted through telehealth services provided through Sehat Kahani App.

Telehealth services through Sehat Kahani Application- to pilot availability of 24/7 free online health services consultations
An agreement was signed between Community Innovation Hub and ITA, for introducing Sehat Kahani Application for android phones, in 20 intervention schools, ensuring availability of 24/7 health services free consultations. Achievement: 25 introductory and awareness sessions at schools, 243 registrations were received, and 327 consultations were made. A positive reflection was that 51% of these consultations were made during off clinical hours and 61% consultations were made with specialists.

Mindfulness and Yoga techniques encouraging physical and psychological well-being
The Stress and anxiety among the students and teachers have aggravated in post COVID scenario, where a lot of people experienced death and fear around them, reflected in baseline data as well. SRP
piloted the technique of Mindfulness and Yoga to help the target group. **Achievement:** 32 Teachers from 17 intervention schools received a 4 days virtual training on Mindfulness and Yoga including 10 students from IMSB-Herdogher. It is benefiting 12484 students from 17 intervention schools.

**Technological Readiness**

The data (baseline and midline assessments) reflects that better income groups have better access to mobile phones. SRP made inputs to improve the access within the schools by providing the internet routers. This intervention has been supplemented with the capacity building of students and teachers on proper use of the internet, internet safety and sharing of useful websites, like Waseela-e-taleem, national pandemic control support websites, net bullying etc. The activity was undertaken in all the pilot schools.

**IEC (Information, Education and Communication) Material**

![IEC Material Images]

**Best Practices**

- Linkages with the parents/community and Schools
- Flexible strategy for interventions at Education Institutions
- Direct involvement of students, teachers, parents (as Vigilance Committees) in making schools safe
- Capacity building through participatory technique and close follow up
- Pilot of Mindfulness and yoga techniques, training, and exercises
- Liaison with the related government structures for making schools safe
- Introduction of availability of...
Pakistan Learning Festival (PLF)

The Children Literature Festival (CLF), a social movement for promoting active learning for the 21st century, has officially transformed into Pakistan Learning Festival (PLF) on its 10 years anniversary. PLF is a scaled up social learning movement in the country with expanded program scope and improved hybrid learning approaches. It was founded in 2011 and triggered the low learning levels of children across Pakistan in 2010. The festival was crafted as a counter-narrative to the low levels of foundational learning and little attention to social-emotional learning; shrinking space for creative expression, critical thinking and reading among children, youth and teachers. PLF encourages children to read, and express themselves creatively in open settings where we can explore innovative learning methodologies for ‘unlocking the power of reading.’ PLF is further branched out into Children Learning Festival and Teacher Learning Festival, both are carefully curated to meet the challenges of learning among children and also for teachers to reform and introduce new pedagogies for teachers.

Objectives

- Develop Language and Literacy
- Inculcate the 4Cs (Collaboration, Communication, Critical Thinking, Creativity)
- Blur Boundaries between disciplines, languages and borders.
- Promote Children’s Agency
- Create Communities of Practice

Festivals 2020 - 2021

CLF Lahore (Hybrid)

CLF hosted the first of its kind hybrid multi-site festival on 8-10 February, 2021 with a number of interactive sessions and activities taking place simultaneously at three locations – CLC and NHM in Lahore, and OUP Bookstore Park Towers in Karachi. The program proved to be a success with total outreach of the program being 85,000 that included a footfall of 1900 students (footfall was limited due to the ongoing pandemic) who participated in a total of 83 specially curated sessions by 76 resource persons from Pakistan, Nepal, UK and USA and 20 partner organizations. According to the feedback, this hybrid learning festival provided a rich learning experience to children and the online audience who had been suffering due to school closures during the pandemic.
PLF Gilgit
The first ever three-day PLF was hosted in Gilgit at Fatima Jinnah Government Degree College for Women on 1-3 June, 2021 under strict coronavirus SOPs. The event was a way to celebrate the multicultural heritage and eco-diversity of the region with its children, teachers and communities. The event managed to garner a massive audience of 4500+ students and teachers from 300 schools located in Gilgit and nearby districts. The festival invited 100+ resource persons from all across Pakistan to deliver 80+ learning sessions for both kids and teachers and the entire event was greatly appreciated by the local government.

Libraries for Learning Festival Bahawalpur
Children’s Learning Festival Bahawalpur held on 25 November, 2021 with the theme 'Bolte Huey Kutab Khanay’ was organized to celebrate the learning libraries which have been set up all over Bahawalpur by Pakistan Literacy Project to help children connect with literature and to increase their love for reading. The festival celebrated Bahawalpur’s cultural diversity and learning libraries, promoting innovative learning and creativity beyond the conventional classroom settings. CLF Bahawalpur featured storytelling of 28 Room to Read adapted books, puppet show, musical performances to celebrate culture, Bol k Lub Azaad hain, learning Arts and Crafts and Climate Change sessions on protecting the environment and plantation.

Libraries for Learning Festival Lahore
The Lahore mini-CLF was a joyous celebration of learning libraries at Children Library Complex organized on 30 November, 2021. The one-day festival was able to attract more than 4000 students from Government and Private schools alike accompanied by their teachers. The program was carefully curated to cover the 16 learning strands, instilling the reading habits and imagination among school-going children.

PLF Karachi
A three-day PLF was held in Karachi on 14-16 December, 2021. More than 39,700 people attended the three-day festivity which also includes 29,000 students and 1476 teachers. The event celebrated the 10 years anniversary of CLF and transformed it into a bigger PLF brand. Kitab Gari, a mobile rickshaw library, Young Author Award 2021-22 and CLF books in Braille were launched at PLF Karachi. CLF Goodwill Ambassador Ahsan Khan called for support for the Global Disability Summit 2022.

Young Author Award 2020-21
PLF has been promoting young writers of Pakistan aged 10-18 years old since 2019 and in the year 2020 even with COVID restrictions the Young Author Award (YAA) managed to gather 400+ entries from across Pakistan. The winners of the YAA got an exclusive 3-month extensive mentoring program by the renowned authors of Pakistan that was designed to polish their creative skills and self-expression along with cash rewards for first, second and third position in all four of our categories. The first prize was 100,000, the second prize was 70,000 and the third prize was 40,000 for the 12 winners in 4 categories. The year 2020-21 was a massive success for the YAA as it was acknowledged and sponsored by the Industry Leader, Bank of Punjab (BOP). Another Major contributor to the success of YAA 2020-21 was Shadab Zeest Hashmi who gathered donations for the YAA winners all the way from San Francisco.
Incredible Libraries: Kitab Gari and Digi Kutub Khanay

PLF continued to scale up its efforts to establish more libraries in marginalized communities of Pakistan to provide easy access to books and learning materials to everyone without discrimination. During the pandemic, it was interesting to see how our community libraries evolved to help people in getting awareness regarding how to deal with the pandemic and brought learning opportunities for children to their doorsteps as schools continued to be closed for an unprecedented period of time. Kitab Gari - Lahore alone had 6000+ children beneficiaries in 2020 through daily community/school visits excluding Kitab gari’s participation in festivals and events that took place the entire year.

Hence, in the period of 2020-21 PLF worked tirelessly to gather sponsors and launch Kitab Gari in Karachi and provide two Digi Kutub Khanas for Gilgit and Chitral to provide learning opportunities to children in need.

Every Language Teaches Us

PLF, in collaboration with PAL Network, is currently working on supporting the development of Children’s Foundational Literacy and Numeracy (FLN) by hosting learning camps to teach children local languages being spoken in Pakistan using principles of the Teaching at the Right Level (TaRL) approach (TaRL approach employs fun level-based learning activities to help children acquire foundational literacy and numeracy skills). The learning camps are based on giving children an in-depth understanding of how to listen (different dialects), speak and write their own local languages.

For ELTU – Pakistan, PLF is currently working on collecting resources in the following local languages:

- **Wakhi**: An Iranian language, Wakhiis has been mainly spoken in Gojal and Hunza in Gilgit-Baltistan region
- **Khowar**: An Indo-Aryan language of the Dardic group spoken primarily in the Chitral and Ghizer Gilgit region of Pakistan
- **Dhatki**: The majority speakers of Dhatki Language live in Umerkot District and Tharparkar District in Sindh
- **Saraiki**: Saraikis an Indo-Aryan language, spoken in the south-western half of the province of Punjab in Pakistan

These languages have been specifically chosen as there are extremely limited children’s resources available in these local languages. Also, the future generations of these local communities may know how to speak their mother tongues but are not aware of its syntax, grammar or even basic alphabets that are different from Urdu. Therefore, we believe it is
important for us to work on the preservation and proliferation of these local languages as they are an integral part of our culture and heritage.

Currently, we have finished designing the lesson plans for the learning camps in local communities and are currently working on implementing them in multiple schools across remote districts.

**PLF collaborations and other campaigns**

- The Visual Storytelling Contest campaign on promoting and raising awareness of the UN Convention on the Rights of the Child was launched to celebrate Children's Day on 28 November, 2021 for which PLF has received more than 70 entries.
- PLF partnered with FunMela, organized by the Social Welfare Department in collaboration with the Children Library Complex for special kids on 27 October, 2021. Mr. Syed Yawar Abbas Bukhari, Minister of Social Welfare Department Punjab honored the ceremony with his presence and spent productive time on our Digi Kutab Khana (DKK) stall which was the center of attraction for kids. With our astonishing art, games and storytelling sessions, kids embarked on a fun-filled learning journey.
- PLF collaborated with Noon Academy to promote storytelling in regional and mother tongue languages such as Saraiki, Khowar, Sindhi, Punjabi, Urdu and English. The storytelling sessions were attended by around 2,270 students online.

**Articles and Blogs**

- The Magic of DigiKutub Khana: Trunk libraries leveraging learning capital in communities
- The Role of Performing Arts and 5 Cs in our Curriculum
- Understanding the Linguistic Composition and Reviving the Local languages of Pakistan
Publishing Multiplies at ITA in 2021

PLF has been at the forefront of empowering authors all over Pakistan to pursue their love for writing and has supported numerous writers, especially young authors with publishing their beautiful books to keep the love of literature alive in Pakistan.

Since its inception in 2011, PLF has been reaching out to authors (Young or Old) all over Pakistan to provide support in getting their books published or adapted and promoting the love for literature. Through these efforts, CLF has brought to light some of the most beautiful books that are a must read. These include books such as Mapping Migrations by Rabeya Jalil and Shahana Rajani which narrates the stories of migration through the eyes of children or Children of Light by Fauzia Minallah which gives a beautiful message on peaceful co-existence and many more.

Aside from offering publishing support via personal funds or acquired sponsorships, our PLF team has now grown to have renowned illustrators as partners who have been creating beautiful imagery for existing and upcoming books. So, PLF Publications is always ready to publish your stories and share them with the masses.
Currently, PLF has a total of 43 publications which includes adaptations of international books, collaborations with other publishing partners such as Oxford University Press and original works of new and upcoming young authors discovered by the PLF Team. The following books got published in 2021:

- Our Literature Festival
- The story of how the zebras got their stripes
- A Special Garden
- Aik Sabaq Seekha

Online Book Store: [https://clfbooks.childrensliteraturefestival.com/](https://clfbooks.childrensliteraturefestival.com/)

**Climate Change and STEM Publications**

ITA in collaboration with Maria Riaz who is an illustration artist turned author, educator and the CEO of WHY Books, has published series of 3 books on climate change and challenges called Climate Justice League. These books are written and illustrated by Maria Riaz along with the support of Rumana Hussain, Afia Salam, Arifa Nazle, Fozia Parveen and Farah Shah.

The series chronicles the lives of 3 girls aged 10-16 years and their transition into the saviors of climate to find solutions. Each picture book caters to different climate threats.

*سب ز باغ* provides solutions to minimize air pollution, *پہاڑ سا کام* inculcate methods to deal with land pollution and *نَیا پار* captures the coastline of Pakistan along the Arabian Sea from Mubarak Village to Gwadar. Water pollution deemed as the toughest antagonist threatens the existence of sea turtles, coral bleaching and endangered Mangrove ecosystem are woven in the story.

These books not only spread awareness but also provide a motivation to action inspiring children/adolescents to act wisely and minimize the effect of human induced climate change.
From Publications to TeleSchool

ITA and PLF collaborated with UNICEF to bring learning through storytelling to PTV Tele school. Through this project multiple ITA publications were animated and aligned with life skill-based learning objectives which included:

- The Winged One
- Edhi Baba
- Amai’s Mohenjodaro Adventure
- Amai and the Banyan tree
- Nutrition (SOC films)
- Hoshiyar Asghari
- ABCs of Pakistan
- Just like other kids
- Pani ki kahani

According to Gallup Survey (2020), the viewership of educational programs being broadcasted by Teleschool stood at 4 million households (6 million children in the 5 - 15 age bracket).
Pakistan Literacy Project (PLP)
Pakistan Literacy Project (PLP) was launched at the outset of Covid-19 (11 April 2020) as a two-year technical assistance program. The project involved setting up of 24 live libraries across 24 primary/primary sections of the elementary schools and adapting, translating and disseminating 28 Room to Read titles across government and non-government low-cost primary education facilities through stakeholder engagement.

**Intervention**

The core areas of work included:

- Establish and support 24 model libraries in 24 government primary schools/schools with primary sections in two districts of Lahore & Bahawalpur
- Adapt 28 age-appropriate children's storybooks for the Pakistan context
- Publish and disseminate 6000 copies in Urdu, 1000 copies in Sindhi and 1000 copies in Pashto/Darri (each) to help foster a habit of reading among children; and
- Build capacity of district/provincial personnel in managing libraries to promote active use and literacy

The project 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 turned out to be a good fit towards that policy action, goal/target.
**Activities/Output**

**Government engagement**

Engaged government in the school selection process, library management, and launches.

Liaise with national and local government in project discussions on a regular basis to ensure that the project continues to align with the national/provincial education agenda.

Adapted and translated Room to Read project implementation materials for the Pakistan context for technical workshops.

Coordination and participation in seven team capacity building and training of trainers’ workshops on the Room to Read approach for school libraries

- 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
Coordination and facilitation of library training workshops for teachers from 24 schools and local government officers
Established school libraries in line with the Room to Read model with 24 government primary schools. This included school selection, room renovations, procurement of books and furniture.
Adapted 28 existing Room to Read storybook titles into Urdu, Sindhi and Pashto languages

**Beneficiaries**

**Direct Beneficiaries**

- 24 target schools
- 7200 children
- 272 teachers

**Indirect Beneficiaries**

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

**No. of books distributed to libraries:** **39953**

**Outcomes/Impact**

The Project has started to create a child friendly reading environment in which they are able to read books of their choice and started developing book reading habits in them. This results in enhanced reading aptitude of children and reduction in drop out ratio as well from school.

Enhanced capacity of teaching staff in terms of creating child friendly environment, library management and read Alouds, has resulted in strong bonding between teaching staff and students.

**Some of the Posters hand drawn by Students “Our Library”**
I Love My Library.
It helps me seek information, explore new things, but my vocabulary with a vast variety of books.

My Name is Binoo Taneet.
I Read in Class 6B.
G.M.S. Medan Ltd. Homa.

My Sonara.
K. K. Kalam.
G.M.S. Medan Ltd. Homa.
Life Skills for Kids (LSK)

LSK, undertaken by ITA and Store Enso (SE) with the facilitation of Bulleh Shah Packaging (Pvt), is an education intervention designed for 8 years to provide life skills-based education for children involved in waste collection (2015-2023). As waste collection or picking is one of the most hazardous types of work, children from these backgrounds are particularly vulnerable to lack of protection, physical distress and are likely to miss out on schooling. LSK is providing services in 8 target locations of Lahore by providing basic education and life skills opportunities to these children along with pre-vocational skills to help them maximize options for safer livelihood opportunities. Under LSK, total 6 rented campuses were established and are operating in 2 shifts (morning & afternoon) near selected and targeted areas with 500+ children who have been a stable cohort since 2015.

Activities/Outputs

LSK initiated Accelerated Learning Program for its students to achieve milestones of middle and primary before its exit at the end of 2022. 1st formal assessment was conducted in Dec, 2021.

ITA’s academic team assigned to conduct a feasibility study across all LSK centers to identify the students for remedial/accelerated learning program. A baseline assessment prepared for each grade in consultation with the LSK academic team administered to gather data on learning levels of students and placed them into the appropriate learning strand as per pre-defined criteria.
Short Term Primary (STP: 6 months program for upper primary students)
Long Term Primary (LTP: 12 months program for those who are in class 3)
Long Term Middle (LTM: 18-24 months program for those who are in class 6)
Initiating Long Term Matric (18 months) for those who complete grade 8 in 2022.
Based on the outcomes of student assessment, students were enrolled into the long term or short term primary and middle programs as per their grade and learning levels.

Teachers/academic facilitators hired as per need to support the accelerated learning strand. LSK organized pre and in-service training sessions for all teachers on Single National Curriculum, CAMaL methodology/TaRL, lesson planning, formative assessment, subject knowledge etc to help them acquire the knowledge and skills needed to facilitate catchup learning.

Similarly the TVET /Livelihoods team worked with the potential students for TVET and enterprise. They are taking orders offline & through online page “Hunar-Tarash” and also earning by displaying stall on different events
Annual Teacher conference was organized for LSK staff to encourage their contributions during school closure time in Corona lockdown especially on continuing classes in communities and also to keep them motivated for the efforts in exit year.

MOU was signed with Pakistan Industrial technical Assistance Center (PITAC) for the collaboration in provision of technical courses to LSK students. In the first batch, 25 LSK boys attended technical courses of Electrician and AC/Refrigeration.
15 LSK girls attended 6 month beautician course in the Govt affiliated vocational institute
5 LSK Teachers got awards on their creative story writing for the campaign “Meri Kawish Mera Maan” by ITA in accordance to World Teachers' Day.

One LSK Teacher got Super Science Teacher award under 2 months course by Science Fuse team. Computer Labs were established in 5 LSK campuses to provide computer literacy and basic computer knowledge to LSK students.

LSK Annual Super 8 Cricket Match was organized in Kasur Bulleh Shah Packages between LSK students. Badminton Match was organized in Packages Lahore for LSK girls. Medical Camps were arranged in all LSK campuses with the collaboration of Phoenix Foundation in which more than 450 students, above 100 parents and all LSK staff got medical checkups

Tree Plantation campaign was organized on Independence Day
Fire & Safety and self-defense training was organized for LSK Staff and students
All Staff members got vaccinated against Covid-19
Siyani Sahelian

Empowering Adolescent Girls in South Punjab through Post Primary Opportunities for Learning Gains, TVET, Livelihoods and Life Skills – Siyani Sahelian supports flexible schooling options and skill development for vulnerable and disadvantaged adolescent girls (aged 9-19) in rural areas of Southern Punjab including non-formal basic education and mainstreaming into formal schools where possible, through bridging programs for girls at primary, elementary and secondary level in partnership with government schools/Non-formal centers in hard to reach areas. The program empowers girls through the acquisition of basic education or literacy and numeracy skills, enabling them to transition to secondary school, gain certified skills for decent work and livelihoods.

Scale & Scope

As part of the project, three adolescent empowerment hubs have been established across the targeted three districts of the Punjab with linkages to govt. schools, non-formal literacy centers, CBOs/CSOs and PEF/private schools as downstream partners.

Outcomes/Impact

Extended remedial/accelerated learning opportunities for 18000+ girls at primary, elementary and secondary level education in Phase 1 (2018-2020) with promising results of- 92% passing percentage from the PEC examination 2020. In Phase 2 (2020-2021) the program benefited 12000+ more girls through burst of accelerated learning solutions. Whereas in Phase 3 (2021 – 2022), so far 6375 get benefited from the program activities.

TEVTA certified vocational skills extended to 3200 girls in Phase 1 (2018-2020) and 3200 girls in Phase 2. In Phase 3 (2021-2022) the program aims to empower 2700+ beneficiaries in a mix of contemporary skill sets (WordPress, Graphic Designing and E-Commerce), indigenous trades and trades that can be practiced at a domestic level.

Innovation

Partnership with British Council – British Council’s English and Digital for Girls’ Education (EDGE) phase 2, was kicked off with some 1050 adolescent girls across Bahawalpur and Muzaffargarh districts of South Punjab. Training of Peer Group Leaders was organized by the British Council
from 26th Sept to 1st Oct in District Bahawalpur and from 12th Oct to 16th Oct in district Muzaffargarh to finalize and train the PGLs on content pedagogy. The clubs were made functional on 18th October and will continue to run for the next 20 weeks till March 2022.

Partnership with CIRCLE Women – Under the phase 2 of this partnership, Circle Women will be conducting a three-month course on Digital Marketing, Entrepreneurship, web design and development to digitally enable women. Under our partnership with CIRCLE Women, 160 students will graduate (60 from Bahawalpur, 50 from Muzaffargarh and 50 from Rahim Yar Khan) in the FY 2021-22.

Partnership with School of Leadership Foundation (SoLF): SoLF specializes in designing and executing capacity building programs that are not only engaging but experiential and defy the conventional norms by taking the experience from mere lectures into more meaningful action-oriented paradigms. ITA and SoLF have collaborated to foster Soft Skills in a group of 90 beneficiaries comprising of adolescent girls hailing from all three targeted districts: Muzzafargarh, Bahawalpur and Rahimyar Khan.

Partnership with Empowerment thru Creative Integration (ECI): ITA is partnering with a social enterprise, “Empowerment Thru Creative Integration (ECI)” to train ITA’s TVET trainees on Enterprise and Financial Literacy. The objective is to train 90 participants (30 from each district) representing TVET trainers as well as beneficiaries on Enterprise, Entrepreneurship and Financial Literacy.

**Updates**

During the Phase 3 of the program, we have enrolled 6753 girls in the remedial learning component 2197 girls in Technical and Vocational Education and Training (TVET).

During this year, 70 teachers from each district attended a 3-day academic training, of which 35 attended academic training on Teaching at the Right Level (TaRL) methodology, and 35 attended subject-based training for primary and post primary classes. In total, 210 teachers from Bahawalpur, Rahimyar Khan and Muzaffargarh attended the 3 days academic training.

A lot of progress has been made in creation of online content and learning management systems LMS. We have been working towards launching an LMS for
learning and life skills that will contain a repository of Teaching and Learning Material (TLM) and assessment materials adapted to the local context.

ITA in partnership with SOC Films conducted a three-day training on Photography and Film making to financially empower our Siyani Sahelian by directing them to a field that has mostly been left unexplored by women in particular. The workshop was divided over three days.

The nine customized animated films which were created in partnership with SOC films were also dubbed in multiple languages including Siraiki, Pashtu, Punjabi and Sindhi to be able to have a greater positive impact. All international and national events were celebrated including World Children Day and International Day Against Violence Against Women across all partnered schools in full spirit to spread awareness and provide exposure to girls. Siyani Sahelian from all community centers actively participated in 16 days of activism campaign started on November 25, International Day to Eliminate Violence Against Women.

ITA teamed up with Ananke to empower women and girls at #AnankeGirlSummit21. Ananke Girl Summit focused on enabling young women and girls to be the architects of social change vis-à-vis digital empowerment. Aligned with the main theme of the event, Designing Inclusion for A Transformational World, ITA focused on several sub-topics shedding special light on access to education.

CEO District Education Authority Rahim Yar Khan, Mr. Rana Naveed Ahmed visited Siyani Sahelian Bheel Nagar remedial learning & TVET center in district Rahim Yar Khan. He appreciated ITA's work for out of school children, particularly its work with the minorities Christian and Hindu communities.

ITA arranged a Yoga and Mindfulness workshop for district teams, training them in mindfulness techniques and basic yoga practices they can share with Siyani Sahelian GEEA Leaders. This workshop focused on the psycho-social wellbeing of Siyani Sahelian, enabling them to address their mental health during challenges they may face in their advocacy work.

Model GEEA Leaders from the Siyani Sahelian program at ITA participated in the BOLO for Impact campaign by hosting community gatherings called baithaks in their respective localities. The beneficiaries prepared presentations and hosted dialogue on a social issue relevant to their community. Some topics covered in the BOLO for Impact advocacy baithaks included girls’ right to education, gender-based violence, cleanliness, climate change, personal hygiene, and sanitation.
Resources

Quarterly Report: Every quarter SS publishes a report for stakeholders to assess the progress, challenges and mitigation for effective working of the program.

Publications

Third Party Evaluation: Evaluation of the SS Programme in South Punjab (OPERA – Oxford Partnership for Education Research and Analysis)

Chapters: Improving Literacy Outcomes for Disadvantaged Girls Through Empowerment: The Case of Siyani Sahelian Programme in Pakistan (IGI Global)
Bringing Girls Back to School: Measuring the Effectiveness of Second Chance Program for Adolescent Girls in South Punjab, Pakistan (ROWMAN & LITTLEFIELD)

Blog: Creating livelihoods for girls through skills development interventions – potential for innovation (UKFIET)
UNESCO: Girls Lower Secondary Education Program (GLSEP)

Lack of access to education for girls is part of a broader landscape of gender inequality in Pakistan. Presently, 22.84 million out of school children with over 50% girls possess a serious challenge for the country. Massive drop out of girls during transition from primary to lower secondary education pushes the net enrollment ratio (adjusted) down to 45%. The survival rate of girls to grade VIII stands at 52%, which further goes down to 45% at grade X. A range of demand and supply side issues are responsible for inadequate access of girls to lower secondary education, which merits attention.

In order to address the issue of low girls’ transition from primary to lower secondary education, ITA with the support of UNESCO has designed a program, “Girls’ Lower Secondary Education Program (GLSEP). Spanning over a period of one years, the program is being implemented in district Muzaffargarh in South Punjab.

This project is being implemented in district Muzaffargarh. It extends to 35 villages spread across tehsil Alipur, Jatoi and Muzaffargarh. It will reach out to 4800 adolescent girls and 9000 community members.

**Activities/Outputs**

- **Equipping 30 lower secondary/primary schools** with necessary infrastructure/furniture, teaching learning materials, toilet and drinking water facilities as well as health, safety and hygiene (including menstrual hygiene) resources to ensure retention and safety of learners, especially girls at school
- **Enabling 3000 adolescent girls** (100 per school) to complete post-primary education and appear in the formal provincial/school-based assessment for middle and secondary grades
- **Establishing 05 non-formal (NF) centers** to extend post-primary learning opportunities to **300 dropout girls** (60 per center)
- **Building capacity of 75 teachers** on content/subject knowledge, gender responsive education, edtech and life skills in the context of Covid-19
**Beneficiaries**

Direct beneficiaries include 4800 adolescent girls, 75 teachers, SMCs and 400 govt officials, CSO and CBOs who will be sensitized through advocacy campaigns. Indirect beneficiaries include parents and siblings of adolescent girls and community members.

**Updates**

Inception meeting with UNESCO has been conducted.

Orientation of district team has been conducted.

NOC from School Education Department has been obtained.

Some of the baseline activities have been completed which include school information, village profiles, focus group discussions with community members and identification of locations for non-formal education centers.

Community mobilization and enrollment drive have been started in villages to identify dropout girls and bring them back to school.

Advocacy groups are being formed.

A 60 hours Life Skills Based Education curriculum has been developed and in the final stages of publication.

The induction training has been designed for teachers on formative assessment in order to assess the student’s performance and take rapid corrective action.

Agenda and training materials have been designed for capacity building workshops of teachers on lesson planning, pedagogy, Life Skills and psychosocial support.

Social media campaign framework has been designed, which aims at highlighting challenges to girl's education and way forward along with strong targeted advocacy slogans, messages and hashtags.

As a part of enrollment campaign, IEC material has been developed, which contains context specific material on both Covid-19 and girls lower secondary education.

The IEC includes a mix of social media postings, printing of flexes, posters, streamer comprising of slogans, stats, and messages by the beneficiaries on the following theme: equity challenges, marginalization, gender disparity stats, gender violence stats, access to education, quality of education, second chance for adolescent girls, mobilization and enrollment drive, community creation and continuation, life-skills development, female empowerment, psychosocial support, wash facilities and hygiene awareness etc.

Few enrollment slogans are attached below:
Aasman Se Batein (Malala Fund)

Aasman Se Batein was a one-year project (2021-2022) supported by Malala Fund and implemented by ITA in collaboration with the School Education Department. The program aimed to enable marginalized adolescent girls (aged 10-16) recover loss of learning and development through catchup education at post-primary levels along with life skills and psychosocial support. This project was implemented in district Bahawalpur. It covered 30 govt girls’ schools spread across tehsil Yazman, Ahmadpur East and Bahawalpur. It reached out to 5700 adolescent girls of age 10-16 years.

Activities/Outputs

Extending home-based remote/blended learning opportunities for 1500 marginalized adolescent girls at post primary levels (with a need-based support for upper primary) while schools are shut or open in shifts/phased approach

Ensuring that all 1500 girls supported through home-based remote learning return to school through community-based advocacy campaigns

Equipping 30 public middle/high schools with necessary health, safety and hygiene (including menstrual hygiene) and ICT resources to ensure protection and safety of learners, especially girls at school

Organizing 3-months accelerated learning/Chalo Parho Barho (CPB) or TARL camps within the selected 30 schools to boost functional literacy and numeracy skills for 1200 girls (40 per school) who have never gone to school (with support to 400 in-school children at risk)

Providing psychosocial support and health counseling to 3000 adolescent girls (100 per school) through school-based sessions on life skills with concurrent engagement of parents and teachers
Beneficiaries

At least 5700 beneficiaries have been reached out through this project. They include 1500 dropout girls who were enrolled in Grade 5, 6, 7 and 8 and 1200 never enrolled girls who were enrolled in CPB program. It also included 3000 girls who were supported through weekly counseling sessions throughout the duration of the project.

Updates

ITA has successfully completed all deliverables. So far, 1200 never enrolled girls have completed the 3 months CPB program.

Endline assessments indicated that 20.97 were able to read words, 29.32 percent of them could read sentences and 50 percent of them were able to read Urdu stories after the completion of the program. 28.57 percent of girls were able to read words, and 71.1 percent of girls were able to read English sentences. 95.8 percent of the girls were able to recognize 0-9 digits.

All international and national events were celebrated across all partner centers in full spirit to spread awareness and provide exposure to girls.

ITA partnered with School of Leadership SOL to organize a training of Malala Champions/ Peer group leaders to build their confidence and leadership skills.

As per the program outputs, ITA teams distributed health and menstrual hygiene management kits across all 30 partner centers comprising of menstrual hygiene packs, handwash/ soaps, sanitizers, towel, disinfectants, nail clipper, bathroom cleaner, toilet brush and face masks on monthly basis.

30 school teachers were hired (1 teacher per school) through the organizational recruitment process, and were given three days of training on functional literacy and numeracy (FLN/CPB). They were trained on Teaching at the Right Level (TaRL)/Combined Activities for Maximized Learning (CAMaL) teaching methodology. The training was conducted on June 15, 16 & 17.
Functional Literacy & Numeracy (FLN/CPB) camps were set up, and on average 40 never enrolled girls are currently enrolled in each camp. The camps began mid June and continue till the third week of September to ensure complete data collection and verification.

ITA has partnered with British Council’s English and Digital for Girls’ Education (EDGE) program to enhance the girls’ English proficiency, digital skills, and awareness of social issues. The program caters to 540 adolescent girls across 15 partner Malala centers including 60 Peer Group Leaders (PGLs) and 450 Club members.

Identification of 90 potential mentors for Malala Champion / Peer mentors took place in this reporting period. 60 of the identified girls attended training by the British Council as part of the EDGE project (English and Digital Skills for Girls Education) and 30 girls trained by the School of Leadership on resilience, leadership and peer-to-peer learning.

Social mobilizers and along with young girls leaders collaborated on an intensive mobilization campaign to create awareness about girls’ education among the community. The mobilization included community meetings and enrollment drives. Our team met with parents, community heads, and teachers. Community’s response was welcoming, and enrollment numbers demonstrate the productivity of the mobilization campaign. Enrollment number exceeded our target which indicates active participation of the community for the cause of girls’ education.
Girls’ Education and Enterprise Alliance (GEEA)

The Girls’ Education and Enterprise Alliance (GEEA) was launched in October 2021 as part of ITA’s effort to bring the issue of female education and empowerment to the fore in policy and practice. GEEA takes a multi-pronged approach towards the alarmingly low enrollment of girls in schools at all levels and their marginalization when it comes to socio-economic empowerment.

Project Strands

GEEA has the following components:

Alliance Building

ITA has provided several local, national, and international stakeholders in educational development involving government representatives, international organizations, and public figures with a platform to collaborate on research, policy, and programs relating to educational and enterprise for girls in Pakistan.

Second-Chance Programs

GEEA, in collaboration with local organizations, aims to launch second-chance programs for dropped out and never-enrolled girls at middle and lower secondary levels in areas where girls’ enrollment rates are negligible to significantly low.

Advocacy and Leadership Building

In addition to promoting literacy and numeracy development, advocacy and leadership building is integral to GEEA. The GEEA Fellowship is open to all beneficiaries of girls’ education programs at ITA and includes extensive monthly training sessions on leadership, communication, and advocacy for the cause of girls’ education. These trainings are carried out by ITA and alliance members.

Target Beneficiaries

Girls aged 9-21 years in areas of low access to quality education post primary level.
Current and Potential Geography

At present, ITA is providing training and support to existing beneficiaries of its girls’ education initiatives to become GEEA Fellows. The first cohort of GEEA Fellows has been nominated by ITA district teams in Muzaffargarh, Bahawalpur, and Rahim Yar Khan. This cohort consists of 150 girls and women (50 from each district) who have participated in ITA’s literacy and skills programs and meet an internally developed criteria for becoming GEEA Fellows. ITA is providing GEEA Leaders in these districts with training to build their leadership and advocacy skills. So far, workshops focusing on

- Psycho-social well-being by Meena Gabeena
- Storytelling and advocacy by Sharmeen Obaid Chinoy Films
- Effective communication by School of Leadership (SoL)
- Directional peer learning through STEM by ITA have been carried out with GEEA Fellows
Trained GEEA Leaders in Numbers

ITA aims to geographically expand the reach of GEEA to the most remote and education-scarce regions of Pakistan to ensure that all girls have access to quality learning opportunities. This includes scaling up in terms of second-chance and accelerated learning programs, the GEEA Fellowship Program, and training workshops for physco-social development, digital skills, and financial literacy. To realize the vision of scaling up GEEA’s efforts across Pakistan, member support, collaboration, and resources are imperative.
Creating Spaces

The Creating Spaces 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.

**Pillars of the project**

**Prevention:** Engaging key community actors to support and promote positive gender norms

**Response:** Supporting girls and women who have experienced violence

**Sustainability:** Building knowledge and capacity of institutions and alliances to influence change

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 mobilization 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.
Interventions

- Groups and Forums reformed: Women Leaders Groups (WLGs), Youth & Children groups, Stakeholders Group
- Empowered and skilled youth to act as Change Agents to end Violence Against Women and Girls & Child Early and Forced
- Continuous advocacy on pro-women legislation: the Punjab Protection of Women Against Violence Act 2016
- Implementation of the Punjab Women Protection Act 2017 & Research on Economic Opportunities
- Capacity Strengthening of institutes and organizations on ending VAWG and CEFM.
- Capacity Strengthening of Service providers to support victims and service seekers

Achievements

- COVID-19 Response
  Active and emergency response during the COVID-19 pandemic to provide hygiene kits
- Government
  Joining hands with different Government Departments to work collectively to meet project objectives
- Collaboration with State Bank
  Joined hands with the State Bank of Pakistan for sessions on Financial Literacy
- Engaging Service Providers
  Taking service providers onboard to sensitize and equip them to end VAWG and CEFM

Direct Beneficiaries

<table>
<thead>
<tr>
<th></th>
<th>Children (Up to age 14)</th>
<th>Youth/Adolescents (Ages 15 - 24)</th>
<th>Adults (Ages 25 and up)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
<td>80</td>
<td>190</td>
<td>284</td>
<td>520</td>
</tr>
<tr>
<td>Boys</td>
<td>80</td>
<td>382</td>
<td>520</td>
<td></td>
</tr>
</tbody>
</table>

Total: 1536
Aawaz-II

Aawaz II promotes the rights of children, women, youth, minorities, persons with disabilities, and transgender persons, by creating awareness, providing information and linking them with relevant government structures. Aawaz II’s implementation took place through a phased approach. The program worked in 45 districts in KP and Punjab through its downstream partners. Phase 1 (March 2020–December 2021) was implemented in 22 districts. The design of Phase II of the program was based on an assessment and learning review.

Rahim Yar Khan

AWAZ-II Project is working in three tehsils (Saidabad, Rahim Yar Khan and Liaqat Pur) of district Rahim Yar Khan. 3 AAC (Aawaz Aagahi Centers) have been established in Tehsil Liaqat Pur, Rahim Yar Khan and Liaqat Pur.

Beneficiaries

11,356 beneficiaries got awareness, referrals and services through Referral Directories, Village Forum meetings, Trainings of Youth Volunteers and their Social Action Project along with Awareness walks, Celebration of International Days, and IEC posters, Videos disseminations.

Activities/Outputs

Established 03 Aawaz Aagahi Center Centers to ensure awareness, Behavior Change and Referrals in Tehsil Sadiq Abad, Liaqat Pur and Rahim Yar Khan.

27 Village Forums established in 3 Tehsils 9 per Tehsils and 573 (Male, Females, Transgenders, PWDs and Minorities) are representing their roles for behavior change.

641 Youth Volunteers have been trained on Youth Leadership and Active Citizenship SOPs.

One District Forum is available for the provision of timely response and reforms of raised early Warning from whole tehsils.

999 Households are directly engaged with VFs for behavior change activities and receiving awareness materials for social cohesion.
District Staff is trained on AAC handbook, Core and Thematic Modules, Active Citizenship, Decision Making and Leadership, Conflict Preemption and also participated in Learning and Sharing Forums and Provincial Exchange visits for peer learning.

 Updates

5456 Village Forum members, ACAs, District Forum members and community members received information on Referral Directory.

Provided 10 Wheel Chairs, 10 White canes and 71 were supported in the registration of Disability certificates to PWDs through referral system and proper follow up. 10 PWDs accessed service to referrals (CNIC Registration).

CNIC and Form B registration of marginalized communities with the effective utilization of Village Forum Members’ services.

Citizen Engagement Meetings to raised demand from duty bears on Aawaz thematic areas.
35 Transgenders get CNIC card and 105 vaccinated properly through Collective Community Action Plan.

01 Special Interest Group was formed in BHONG (Hindu Community) and 72 Hindu children are getting education with the integration of SS project in respective Village Forum.

03 Women Learning Forums were organized to empower the women and 350 Women from whole tehsils participated and raised demand on women protection and violence against women.
100 Women received financial support from Baitul-Maal and the Social Welfare Department through social action projects.

398 Women were registered in EHSAS Programme through AAC centers and 276 received their payment.

Aawaz Change Agent Kiran Ishtiaq and Mehwish Mustafa received electric wheelchair and also entrepreneurship opportunities.

80 PWDs were registered in ZAKAT and PWD allowance.
Safe Internet and School Outreach Project (SISOP)

The Safe Internet and School Outreach Project (SISOP) is a partnership between Telenor Pakistan and ITA. The scope of this program was to reach 200,000 students from January to December across Pakistan, empowering girls and boys to use Information Communication Technology (ICT) and the Internet responsibly in a safe manner. It promoted responsible and safe online behavior of children through building their capacity in self-protection online through play-based interactive awareness sessions and modules. The SISOP has covered 441 schools, reaching 210477 students (113237 Girls & 97240 Boys) and 3989 teachers.

Partnership with Federal Directorate of Education

ITA partnered with Federal Directorate of Education to empower girls and boys on using the internet responsibly for students studying in the public sector. Safe internet team initiated the training sessions in educational institutions of Nilore Sector under FDE from September 13, 2021. The collaboration was fruitful, and 32 schools were covered in the Nilore cluster.
Safe Internet Inclusive Pathways

Safe sessions for Hearing Impaired Children/students

To scale up the program, SISOP has effectively expanded the safe session outreach to Speech and Hearing-impaired students across Pakistan. Under this initiative sessions were delivered in Islamabad, Lahore, Madan, Peshawar, Tando Allah Yar, Hyderabad and Sukkur, reaching 19 schools, 1050 Students and 65 Teachers.

A hearing and speech impaired research person, Mr. Qaisar Zaman was placed at ITA well versed in Pakistan Sign Language along with sign language interpreter (need basis) to ensure the session was delivered effectively. Schools were onboarded with the help of the program officers but were delivered by resource person Mr. Qaisar Zaman.

Research Initiative on Digital Literacy & Internet Safety

ITA’s SISOP team undertook a research initiative on a single national curriculum, its provincial variation and further implementation through textbooks. The document aimed to provide a gap analysis of the digital safety aspects in the national curriculum as well as provincial curriculums across Pakistan as some provinces are not adopting the single national curriculum.

Education Departments and Curriculum Wing Consultation

This year to scale up the program, it was deemed essential to have one-to-one meetings with significant stakeholders: the Government’s Education and Curriculum wings. Telenor and ITA in this regard had consultative sessions with various education stakeholders across Pakistan.

LOU signing with Sindh Education & Literacy Department (SELD)

In the light of the successful stakeholder discussions in the with government educational wings (SELD, Karachi and DCAR, Jamshoro), ITA submitted Analysis of the provincial variation (Sindh Education Policy) and implementation based through textbooks in accordance with Sindh Education curriculum guidelines. ITA and SELD is expected to join hands to incorporate ITA’s research document in the Sindh Education Curriculum, adopt Digital safety content in either life skills-based education, core subjects. The LOU signing and collaboration of the organizations would be held at the Telenor Headquarters, Islamabad in tentatively Jan 2022 as the major highlight of past years contributions towards advocacy of Safe content.
Internet safety review of Single National Curriculum (SNC) submitted to National Curriculum Council (NCC)

CEO ITA Ms. Baela Raza Jamil along with Ms. Misha Saeed and Ms. Zainab Umar, convened a meeting with Dr. Maryam Chughtai (Director, National Curriculum Council) to discuss the significance of introducing child online protection in the curriculum. Dr. Maryam Chughtai invited the ITA team to work on the zero draft to be finalized in December 2021 after revisions by various stakeholders. In this regard ITA proposed periodic revisions in the single national curriculum, suggested additions and changes in the standard learning outcomes of computer education, social sciences, and languages courses along the lines of digital safety.

Based on ITA teams’ collective effort for inclusion of Online Security aspects in the curriculum, the revisions were successfully added to the final draft of the single national curriculum to be finalized for next year.

<table>
<thead>
<tr>
<th>Computing (6–8) Rationale Document</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Existing Draft</strong></td>
</tr>
<tr>
<td><strong>General:</strong></td>
</tr>
<tr>
<td>1. The SLOs were a lot in number</td>
</tr>
<tr>
<td>2. The verb used in SLOs were vague, information intensive and mostly fell under the knowledge category. For instance use of ‘learn’, ‘define’ etc.</td>
</tr>
<tr>
<td>3. There was no logical flow in each domain. For instance, ‘differentiate between hardware and software’ came right after ‘developing ICT lab rules’</td>
</tr>
<tr>
<td>4. There were 4 domains only and the chapters in some domains were not relevant to the domain; for example, cyber security was found under the domain of ICT fundamentals</td>
</tr>
<tr>
<td>5. All internet and cyber security related topics were under ICT fundamentals</td>
</tr>
<tr>
<td><strong>Domain 1: ICT Fundamentals</strong></td>
</tr>
<tr>
<td><strong>Grade 6 Topic:</strong> health related issues of using ICT devices</td>
</tr>
<tr>
<td><strong>Grade 6 SLO:</strong> Explain and rehearse earthquake drills (duck, drop and hold on) and fire drills in computer lab</td>
</tr>
<tr>
<td><strong>Grade 6 Topic:</strong> Introduction to Internet World Wide Web</td>
</tr>
<tr>
<td><strong>Grade 6 Topic:</strong> ICT Ethics and Security</td>
</tr>
<tr>
<td><strong>Grade 6 SLO:</strong> National ICT and UN</td>
</tr>
</tbody>
</table>
Pakistan Learning Festival – Telenor Branding & Engagement

The goal of SISOP programs participation at PLF to ensure that attendees are sensitized on the importance of Internet Safety. Story telling activity on the importance of digital safety was narrated by Mr. Atif Badar. With over 14,000 attendees at the CLF event, the immense turnout in the session was very encouraging.

Panel Discussion

To increase awareness on child online protection, ITA at TLF welcomed several specialists including educational specialists, specialists from educational plan/curriculum wing. Mr. Abdullah Athar Rehman Khan from Telenor; Dr. Fouzia Khan from SELD; Ms. Baela Raza Jamil from ITA participated in the panel discussion which was moderated by Habiba Sardar of Telenor.
We Think Digital

The We Think Digital initiative by Facebook builds up on previous digital literacy and awareness work undertaken by ITA in partnership with the private sector.

Some of the main objectives of this current initiative are:

Creating awareness regarding cyberbullying and potential abuse over internet

Spreading awareness regarding safe internet practices

Aiding children, adolescents and youth groups on how to navigate digital spaces and help develop their own unique identities

Inculcating the habits and attitudes needed for positive behavior online in children/adolescents/youth groups

Instructing children, adolescents and youth groups on how to engage with the community and using online tools for advocacy and social awareness

Introducing the concept of Digital Citizenship to children, adolescents and youth groups

Key components of the initiative include:

- Identifying target audience:
  - Students – male and female between the ages of 13-18 in government and private schools in the three provinces
  - Youth groups – males and females in universities
  - Teachers – public and private from middle and secondary level
  - Other stakeholders – community leaders, relevant CSO and activists, and government officials
- Development/adaptation of training modules including videos, lessons, apps etc.
- Training of teachers and delivery of sessions in schools
- Advocacy and mentorship through youth volunteers on digital literacy
- Using reports for advocacy and lobbying efforts
Program details and Activities for Phase 1-3

Targeting students, teachers and other stakeholders such as government officials and local communities, this initiative aims to spread awareness among children/youth aged 13-18 (Grade 7 to Grade 10/Middle to High) through training and awareness sessions. 13 districts were identified for capacity building. The districts include Lahore, Chiniot, Rawalpindi/Islamabad, Multan, Rahim Yar Khan, Mardan, Swat, Peshawar, Karachi, Nawabshah, Sukkur and Lasbela.

Target achieved

35+ inception workshops with 20 school heads

50+ teacher trainings sessions, both virtual and physical

60,000+ students, 2077 teachers and 700+ schools across 13 districts

Program details and Activities for Phase 4

The audience for phase 4 was changed and expanded compared to the previous phases. 16 new districts were added with some in more remote areas where knowledge of Digital Citizenship is critical. The districts included: Muzaffarabad, Gilgit, Ghizer, Malakand, Shangla, Buner, DI khan, Thar, Shikarpur, Malir, Turbat, Punjgur, Gwadar, Kasur, Rahim Yar Khan and Bahawalpur.

The target this time was to on board 15 schools from each district. From these schools 3 teachers would be trained and the roll out will be spread out over 2 weeks with 3 days each week.
Targets Achieved

<table>
<thead>
<tr>
<th>Targets achieved in phase 4:</th>
<th>Total target achieved in the year 2021:</th>
</tr>
</thead>
<tbody>
<tr>
<td>35163 students</td>
<td>95,429 students</td>
</tr>
<tr>
<td>675 teachers</td>
<td>2733 teachers</td>
</tr>
<tr>
<td>225 schools</td>
<td>929 schools</td>
</tr>
</tbody>
</table>

Round Table Policy Discussion – Punjab

The Policy Dialogue “Digital Citizenship: an urgent need for students and teachers” organized by ITA for We Think Digital saw a great turn out with key government officials, civil society activists and policy experts in attendance to give their view and support for the project. The event proved vital in highlighting the concept of Digital Citizenship and in gaining support from key government institutions such as QAED and National Curriculum Council who are in the forefront of deciding and implementing the Single National Curriculum. These institutions welcomed Facebook to share their resources with assurances of embracing their suggestions. Minister for School Education Dr. Murad Raas addressed the event and welcomed the Facebook management to sit down with the government to not only collaborate on Digital Citizenship but also welcomed further ideas that might be possible.
Ongoing Collaboration with QAED

ITA reached out to QAED for incorporation of Digital Citizenship modules in their teacher training after the Policy Dialogue. The QAED team and DG QAED Mr. Muhammad Ali Ammer were greatly receptive to the idea of incorporating the We Think Digital trainings for their staff and master trainers on an initial stage. Next year, it is expected that Facebook will be able to train 110 IT Master Trainers as suggested by QAED.
ITA’s Safeguarding Policies

Child Safeguarding Policy

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

“All are 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, (e.g. 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 to the 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 the manager HR/child protection officer once the matter has been resolved.

In case the complaint is against the line manager, the complainant will register a complaint to the 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 designated as Child Protection Officer for respective offices. For the said purpose, contact information of the Child Protection Officer should be displayed in the 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, the complaint should be directed to the Secretary Board (Mr. Asif Sultan at  
asif.sultan@itacec.org  
).

Any concerns raised will be treated with absolute confidentiality and without delay.
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 an acknowledgement form before representing ITA/interacting with children. For the said purpose, the 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 an 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 with 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 to ITA policy, national and international laws pertaining to child safeguarding.
- Anyone working with ITA who is disciplined or dismissed for such an offense 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 the employee orientation pack, (which is sent to all new employees). Moreover, everyone who represents ITA should sign a child protection policy.
In case a child protection officer/manager HR is on leave, the 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 questions 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 cameras for all sorts 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, the 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 an approved format to conduct risk assessment and support to program teams regarding risk assessment.

ITA maintains a risk register to keep a 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

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.

The aim of the Organization is to prevent harassment from occurring and, if it does occur, to prevent its recurrence. Harassment may lead to disciplinary action (including dismissal for serious acts) under the Organizations Staff Disciplinary Procedure.

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;

<table>
<thead>
<tr>
<th>Ms. Sehar Saeed</th>
<th>Deputy Director Research</th>
<th>Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Asif Sultan</td>
<td>Director Operations</td>
<td>Member</td>
</tr>
<tr>
<td>Mr. Athar Rasheed</td>
<td>Manager HR</td>
<td>Member</td>
</tr>
<tr>
<td>Anam</td>
<td>Asst. Manager HR</td>
<td>Member</td>
</tr>
</tbody>
</table>

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

The Inquiry Committee, within three days of receipt of a written complaint, shall;
Communicate to the accused the charges and statement of allegations leveled against him, the formal written receipt of which will be given.
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
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.
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.
The following provisions *inter alia* shall be followed by the Committee in relation to inquiry:
The statements and other evidence acquired in the inquiry process shall be considered as confidential;
An officer in an organization, if considered necessary, may be nominated to provide advice and assistance to each party;
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;
Adverse action shall not be taken against the complainant or the witnesses;
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
The Inquiry Committee shall give its findings in writing by recording reasons thereof.
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:

**Minor penalties:**
- censure;
- withholding, for a specific period, promotion or increment;
- stoppage, for a specific period, at an efficiency bar in the time-scale, otherwise than for unfitness to cross such bar; and
- recovery of the compensation payable to the complainant from pay or any other source of the accused;

**Major penalties:**
- reduction to a lower post or time-scale, or to a lower stage in a time-scale;
● compulsory retirement;
● removal from service;
● dismissal from service; and
● 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.

● 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.

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

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

● 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 2021

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 2021, 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 2021, and its financial performance and 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: 21 December 2021
IDARA-I-TALIM-O-AAGHAI  
(CENTER OF EDUCATION AND CONSCIOUSNESS) PUBLIC TRUST  
STATEMENT OF FINANCIAL POSITION  
AS AT 30 JUNE 2021

<table>
<thead>
<tr>
<th>Note</th>
<th>2021</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rupees</td>
<td>Rupees</td>
</tr>
</tbody>
</table>

**ASSETS**

Non-current assets

- Property and equipment
  - 5  18,009,358  18,761,048
- Security deposits
  - 2,271,280  2,018,380
  - 20,280,638  20,779,428

Current assets

- Short term advances
  - 6  1,714,980  1,931,022
- Tax refunds due from the Government
  - 2,716,242  3,536,172
- Short term prepayments
  - 20,000  121,000
- Other receivables
  - 57,432  24,362
- Grant receivable
  - 7  - 725,887
- Cash and bank balances
  - 8  812,377,827  632,466,546
  - 816,886,481  638,804,989

**TOTAL ASSETS**

- 837,167,119  659,584,417

**FUNDS AND LIABILITIES**

**FUNDS**

- General funds
  - 282,679,403  222,484,229
- Restricted funds
  - 501,315,194  398,163,135
  - 783,994,597  620,647,364

**LIABILITIES**

Current liability

- Trade and other payables
  - 10  53,172,522  38,937,063

**TOTAL FUNDS AND LIABILITIES**

- 837,167,119  659,584,417

**CONTINGENCIES AND COMMITMENTS**

- 11  -  -

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

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TRUSTEE

TRUSTEE

Page 1 of 10
IDARA-I-TALIM-O-AAGHAI  
(CENTER OF EDUCATION AND CONSCIOUSNESS) PUBLIC TRUST  
INCOME AND EXPENDITURE ACCOUNT  
FOR THE YEAR ENDED 30 JUNE 2021

<table>
<thead>
<tr>
<th>Note</th>
<th>In 2021 (Rupees)</th>
<th>In 2020 (Rupees)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants - restricted</td>
<td>9.1 418,892,199</td>
<td>451,494,609</td>
</tr>
<tr>
<td>Income from services</td>
<td>12 48,520,974</td>
<td>44,901,130</td>
</tr>
<tr>
<td>Other income</td>
<td>13 14,926,020</td>
<td>31,602,574</td>
</tr>
<tr>
<td></td>
<td>482,339,193</td>
<td>527,998,313</td>
</tr>
</tbody>
</table>

EXPENDITURES

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Projects and allied expenses</td>
<td>14 386,930,393</td>
</tr>
<tr>
<td>Administrative expenses</td>
<td>15 35,213,526</td>
</tr>
<tr>
<td></td>
<td>422,144,019</td>
</tr>
</tbody>
</table>

EXCESS OF INCOME OVER EXPENDITURE

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>60,195,174</td>
</tr>
</tbody>
</table>

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

[Signatures]

TRUSTEE

Page 2 of 10
IDARA-I-TALIM-O-AAGHAI  
(CENTER OF EDUCATION AND CONSCIOUSNESS) PUBLIC TRUST
STATEMENT OF CHANGES IN ACCUMULATED FUNDS
FOR THE YEAR ENDED 30 JUNE 2021

<table>
<thead>
<tr>
<th></th>
<th>General Funds (Non-restricted)</th>
<th>Restricted Funds</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance as at 30 June 2019</td>
<td>151,346,637</td>
<td>241,695,213</td>
<td>393,041,850</td>
</tr>
<tr>
<td>Funds received during the year</td>
<td>-</td>
<td>607,962,531</td>
<td>607,962,531</td>
</tr>
<tr>
<td>Funds utilized during the year</td>
<td>-</td>
<td>(451,464,609)</td>
<td>(451,464,609)</td>
</tr>
<tr>
<td>Excess of income over expenditure for the year</td>
<td>71,137,592</td>
<td>-</td>
<td>71,137,592</td>
</tr>
<tr>
<td>Balance as at 30 June 2020</td>
<td>222,484,229</td>
<td>398,163,135</td>
<td>620,647,364</td>
</tr>
<tr>
<td>Funds received during the year</td>
<td>-</td>
<td>522,044,258</td>
<td>522,044,258</td>
</tr>
<tr>
<td>Funds utilized during the year</td>
<td>-</td>
<td>(418,892,199)</td>
<td>(418,892,199)</td>
</tr>
<tr>
<td>Excess of income over expenditure for the year</td>
<td>60,195,174</td>
<td>-</td>
<td>60,195,174</td>
</tr>
<tr>
<td>Balance as at 30 June 2021</td>
<td>282,679,403</td>
<td>501,315,194</td>
<td>783,994,597</td>
</tr>
</tbody>
</table>

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

[Signatures]

TRUSTEE

Page 3 of 10
IDARA-I-TALIM-O-AAGHAI  
(CENTER OF EDUCATION AND CONSCIOUSNESS) PUBLIC TRUST  
STATEMENT OF CASH FLOWS  
FOR THE YEAR ENDED 30 JUNE 2021

CASH FLOWS FROM OPERATING ACTIVITIES

<table>
<thead>
<tr>
<th>Note</th>
<th>2021</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rupees</td>
<td>Rupees</td>
</tr>
<tr>
<td>Excess of income over expenditure</td>
<td>60,195,174</td>
<td>71,137,592</td>
</tr>
<tr>
<td>Adjustments for:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grant amortization</td>
<td>(418,892,199)</td>
<td>(451,494,609)</td>
</tr>
<tr>
<td>9.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depreciation</td>
<td>3,405,139</td>
<td>3,349,915</td>
</tr>
<tr>
<td>5.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Gain) / loss on disposal</td>
<td>(657,149)</td>
<td>(1,727,294)</td>
</tr>
<tr>
<td>Deficit before working capital adjustments</td>
<td>(355,959,035)</td>
<td>(378,737,396)</td>
</tr>
</tbody>
</table>

(Increase) / decrease in current assets:

<table>
<thead>
<tr>
<th></th>
<th>2021</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short term advances</td>
<td>216,042</td>
<td>(882,104)</td>
</tr>
<tr>
<td>Tax refunds due from the Government</td>
<td>819,930</td>
<td>1,378,471</td>
</tr>
<tr>
<td>Short term prepayments</td>
<td>101,000</td>
<td>2,465,875</td>
</tr>
<tr>
<td>Other receivables</td>
<td>(33,070)</td>
<td>137,887</td>
</tr>
<tr>
<td>Grant receivable</td>
<td>775,887</td>
<td></td>
</tr>
</tbody>
</table>

(Decrease) / increase in trade and other payables

<table>
<thead>
<tr>
<th></th>
<th>2021</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash used in operations</td>
<td>(339,893,777)</td>
<td>(377,386,939)</td>
</tr>
<tr>
<td>Security deposits realized / refunded during the year</td>
<td>(252,900)</td>
<td>118,000</td>
</tr>
<tr>
<td>Grants received during the year</td>
<td>522,044,258</td>
<td>607,982,531</td>
</tr>
</tbody>
</table>

Net cash generated from operating activities | 181,897,581 | 230,693,592 |

CASH FLOWS FROM INVESTING ACTIVITIES

<table>
<thead>
<tr>
<th></th>
<th>2021</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital expenditure incurred</td>
<td>(2,826,300)</td>
<td>(4,826,805)</td>
</tr>
<tr>
<td>Sale proceeds from disposal of property and equipment</td>
<td>840,000</td>
<td>3,332,000</td>
</tr>
<tr>
<td>Net cash used in investing activities</td>
<td>(1,986,300)</td>
<td>(1,494,805)</td>
</tr>
</tbody>
</table>

CASH FLOWS FROM FINANCING ACTIVITIES

<table>
<thead>
<tr>
<th></th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Net cash flows from financing activities</td>
<td>-</td>
</tr>
<tr>
<td>Net increase in cash and cash equivalents</td>
<td>179,911,281</td>
</tr>
<tr>
<td>Cash and cash equivalents at the beginning of the year</td>
<td>632,466,546</td>
</tr>
<tr>
<td>Cash and cash equivalents at the end of the year</td>
<td>812,377,827</td>
</tr>
</tbody>
</table>

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

[Signatures]

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