Idara-e-Taleem-o-Agahi (ITA) Strategic Plan 2016-2020

Final Version

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IDARA-E-TALEEM-O-AAGAHI

CENTRE FOR EDUCATION AND CONSCIOUSNESS

Message from Founding Trustee

Pakistan remains at the cusp of a major turnaround in education and learning as a fundamental right under the constitution for every child /youth aged 5 to 16 years of age. This is a sign of great hope matched with high ambitions of the citizens across Pakistan who desperately seek quality education and learning opportunity. The scope thus enlarges the earlier obsession with 'universal primary education' as the end goal limited mostly to access and not learning as clearly seen in goal 2 of the MDGs. The sustainable development goals (SDGs) signed and endorsed globally at the special session of the UN General Assembly in September 2015 provide a much more comprehensive mandate for education.

ITA has been most active at the local, national and global levels for actively pushing for 'learning' as the most critical agenda for education at all levels and for all other rights. ITA has been engaged in both nationwide learning assessment for attention getting as well as innovative service delivery. The building blocks ITA has so far collected since 2000 have to be reconfigured and used optimally in its next phase of evolution under a transformative theory of change for an 'expanded education programming'—one that actually demonstrates improved learning outcomes, goes beyond attainment of 3R's and embraces multiple dimensions of learning for the 21st century including STEM, ICT, health and nutrition, respect for environment, peace, diversity and tolerance and skills for livelihood and entrepreneurship. At the same time there is a greater need for quality assurance and standards of practice within ITA for higher ordered accountability for every block it continues to create and tread upon.

It was in this context that ITA set about on a journey of envisioning its future course of action. The strategic planning process that has begun in 2015 has been completed. It is expected that the under this strategic plan ITA will achieve greater focus for and impact from its programming approach.It is also hoped that under this strategic plan ITA will strengthen its identity as a responsible change maker in the education space with innovative linkages to other sectors and will emerge as a sustainable institutional entity.

Any strategic process for planning is impossible without partners. For ITA, the strategic planning that began in early 2015 would not have met its objectives without the support of its stakeholders; and there are many to be acknowledged in this exciting journey that has just begun: communities, children in our schools and bridge programs, youth groups, teacher unions& associations, civil Society partners, government Partners, development partners, ITA CEC in UK, ITA internal staff teams andITA's Boardmembers

Special gratitude must be expressed for Dubai Cares, our valuable partner that provided funding for the strategic planning process.

It is with immense gratitude to all who made this document possible, we making public ITA's first-ever five year Strategic Plan in line with our values of transparency, accountability and openness.

Baela Raza Jamil,
Advisor Idara-e-Taleem-o-Aagahi (ITA)
Lahore   January 31, 2016

> This is the Strategic Plan of ITA for the period 2016-2020 made in the context of global and national agenda for addressing the crisis of education that Pakistan faces.

ITA's Vision

To promote education as a comprehensive process for human and social transformation

ITA's Mission Statement

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

ITA's Values

- **Respect** as a team member across the organization regardless of hierarchies.

- **Commitment** to building and working as a team in a positive climate of shared values with humility and without any harassment of colleagues.

- **Honesty** and **Implicit Trust**.

- **Sensitivity** to gender issues, deprivation and local contexts.

- **Responsibility** for the collective and social good and individual deeds and decisions.

- **Accountability** at all times in public and private spaces.

- **Transparency** in program and financial affairs

Preamble

Idara-e-Taleem-o-Aagahi (ITA) or the "Centre of Education and Consciousness" Public Trust was established in 2000, as a response to the profound crises of education that Pakistan faced. ITA was born out of a growing realization that the most critical of human entitlements, the right to learning, knowledge systems, citizenship skills evolved from a 9,000 years of living heritage (Mehrgarh to present) is being denied to the citizens of Pakistan.

Driven by passion and commitment, ITA has made significant contribution to improving the state of education in Pakistan. It has won accolades at the national, regional and international level in the last 15 years. ITA has grown from a small organization in 2000 into a nation-wide wide presence in 29 districts across Pakistan. ITA has a staff of over 200 professional and 5000 volunteers. ITA is working with 13 international partners reaching tomore like 2 million beneficiaries.

ITA has given birth to three institutional affiliates: South Asia Forum for Education Development (SAFED); Institute of Professional Learning (IPL) and the Children's Literature Festival (CLF) and they are ITA's partners in an emerging eco system to support and sustain diverse and progressive education services. These affiliate institutions in turn present opportunities and possibilities for ITA to refine its core business even further over the years within Pakistan and beyond.

With such growth, ITA and its Board have decided to pause and reflect on the future ITA faces. As the organization moves to maturity, the operating environment it faces has also become more complex since 2000. While reflecting on the achievement of the last 15 years, ITA deemed it fit to have a 5-year Strategic Plan 2015-20 in order to have a more organized growth trajectory, optimal mobilization of resources and theirutilization for greater societal impact.

The Strategic Plan 2015-20 is guided by ITA's vision and mission and will further its values. ITA Strategic Plan 2015 builds on the legacy of achievements in last 15 years and it aligns ITA to not only with the country's constitutional right to education under Article 25-A but also to the emerging global sustainable goals (SDGs) from 2015-2030 for all countries of the world.

ITA's Achievements

Milestone	Year	Description
1	2000	Started with a first nursery or a class below pre-primary (which is called katchi in Urdu language) Early Childhood Care And Education program in a government school; the Nursery class inspired by HimaAkhlaque Husain, Pakistan's Montessori pioneer (trained in UK in 1948) - ECE /ECD since 2000 has been a cornerstone of ITA's education /policy portfolio
2	2001/2	Non-formal program integrated in formal government school space rather than only a community space for iterative mainstreaming; this enabled another model of 'catch up' non-formal where both space and the enrolled students became sustainable under the US Dept. of Labour project ACLQEFA- the approach is now practiced across the country by many-organizations as standard practice -need more scaling up
3	2001	Summer School Enrichment Program –an awarded program to change attitudes of teachers and students towards learning as a journey of happiness rather than oppressive textbook learning ; shifting to an inquiry based creative approach – having room to grow for each child
4	2002 -3	Individualized education plans (IEPS) adapted from 'special education' for vulnerable learners; IEPs have and are used by ITA in emergencies, for extreme forms of child labour and ECE/ECD as well. IEPS were endorsed by the AJK Government during emergencies in 2005-7
5	2004-5	Drop in Centres – award winning catch up programs for the most vulnerable aged 4-17 as a multi-sectoral program embedded in life skills
6	2006	South Asian Forum For Education Development (S AFED) formed at an ITA managed Conference for region in Lahore in 2006 -the first South Asian Forum for learning sharing of ideas/practices out of which ASER emerged
7	2006	Input to the National Education Policy (NEP)2009 , Green Papers- White Papers on Emergencies ; for the first time in Pakistan's education policies, due to ITA, a section on Emergencies was included in the National Education Policy 2009
8	2008	Annual Status of Education Report (ASER) brought to Pakistan as best regional practice after SAFED was formed finest border crossing of an unprecedented program on citizen led learning accountability in Pakistan with over 10,000 volunteers, an awarded and recognized initiative for its authentic benchmark for nationwide public /policy usage and beyond – a true social movement
	2010	Right to Education made a fundamental right in the constitution with the 18th Amendment Article 25 A – and provides a frame of reference for ASER and ITA's right based work since 2000- another campaign is born !
	2011	Children's Literature Festival launched the first ever children's festival in a social movement mode -a viral program with 17 festival s held
10	2012/13	GuddiBaji (sweet sister) a technical vocational education Training (TVET) for girls 15-30 initiative for livelihoods and skills in deep rural areas using secondary schools in afternoons for youth engagement and life skills- TVET launched in Oct. 2010 has to date graduated /certified 10,000 youths in Punjab, Sindh and KP.
11	2012/13	2 million signatures mobilized from citizens in 13 months and – collaboration with A World At School (AWAS) – for Education Youth Ambassadors (500) and 3 million signatures by September 2015 as part of

		the Right to Education campaign and run up to SDGs 2030
12.	2012/13	ChaloParhoBarho (Let's Read and Grow) adaptation of the Read India Accelerated Learning program in literacy/numeracy (Urdu/Sindhi/English and Arithmetic) with technical support from Pratham India
13	2013/14	School Assessment for School Improvement program for assessing and improving low cost private schools in Pakistan – ITA created the First Market Place event for solution providers (quality and financial) and the first Pakistan Association of Independent schools launched (PAIS) 35 private association with over 35000 schools/members
14	2014	Convened a Regional Conference on "Right to Education and Early Childhood Education and Development: Evidence from South Asia" in Karachi with over 200 participants from Pakistan and representatives from South Asia (India, Nepal and Bangladesh). The outcome of the conference is the "ECED Karachi Consensus Statement September 17 2014" agreed to by all stakeholders/practitioners on 4 thematic areas: policy, curriculum and assessment, teacher preparation and innovations.
15	2014/15	Learning Metrics Task Force across the country-With Pakistan chosen as one of the fifteen Learning Champion (LC) countries for LMTF 2.0, ITA leading the effort of coordinating with all the LCs across the country to help advance the goal of creating more effective assessment systems to improve learning outcomes.
16	2014/15	ITA has joined hands with the A World At School (AWAS) founded by Gordon and Sarah Brown for creating the First Child Marriage Free Zone in Pakistan as a collaborative venture with organizations in Pakistan. The AWAS is a grand global alliance to ensure that each of the 58 million children access and learn at schools by 2015.
17	2014/15	Teachers' Without Frontiers (Ustaadtaa had) a blended learning program for all teachers from all systems initiated in deprived districts of the country through a Public Private Partnership mode – to reach many citizen teachers in need who can become TWF Fellows once they have learnt the art of blended learning , become owners of the movement agree to give one week annually free of cost to teachers in need reaching out where they are needed most for sharing the art of active pedagogy (first phase focus is grades 4-8)
18.	2012-2015	ITA remains engaged since 2012-13 with the formation of the sustainable development goals (SDGs) 2030 particular on SDG 4 or the Education goal and targets; linkages with other SDGs-SRHR –and international financing-of SDGs – with many organizations worldwide; it lobbied to clinch the lower primary learning/assessment indicator for SDGs 4.1.1 against all opposition(Dec 2015) – ITA was present in Muscat, New York, Incheon – Beijing etc. to advocate SDGs and its popularization in Pakistan in policy & practice; must craft on combination SDGs in field with Govt. and CSOs
19.	2000-2015	ITA began in 2000 as a pioneering program anchored in PPPs – it crafted the best MOUs (many series) engaging the government in continued ownership of the schools where ITA worked committed to providing space for innovations and owning them as mainstream initiatives once they well in place; these elements would be well integrated in PPP MOUs. The government has honoured its promises and ITA's MOUS have been used widely as templates –publicly hosted on its websites
20	2012-15	Politicians Knocking on Doors' is an effort inspired by the Annual Status of Education Report (ASER), a citizen led household survey that tests the

	learning levels of children between the ages of 5 to 16, and covers all 145 districts in Pakistan. It is done each year by ITA; an independent citizens' initiative for education accountability, and action for citizens and government alike across Pakistan.ASER not only gives telling results but also makes citizens more aware of the quality of education their children are getting. It spreads the necessary concern for the well-being of their children and in doing so proficiently garners a demand for better standards and access to education for all. ASER 2012 worked with over 10,000 volunteers across all districts, penetrating deep into the rural countryside and 6 urban districts. Not only the rural areas are combed with 30 villages per districts and 600 households, but these also represent live constituencies of our politicians vying for the upcoming elections.
2012-2016	**ITA leadership takes up positions at global forums** **GMR- UNESCO – now Global Education Monitoring (GEM) Report** **Unesco Institute for Statistics – UIS** **Global Business Coalition for Education (GBC Ed)** **People's Action for Learning (PAL) Network** **Commissioner on International Commission on Global Education Opportunity**.

List of Abbreviations

ASER	Annual State Of Education Report
CEC	Central Executive Committee
CLF	Children's Literature Festival
CSO	Civil Society Organization
ECE/ECD	Early Childhood Education/Early Childhood Development
EFA	Education For All
GDP	Gross Domestic Product
HDI	Human Development Index
ICT	Information and Communication Technology
IPL	Institute Of Professional Learning
ITA	Idara-e-Taleem-o-Aagahi
MDGs	Millennium Development Goals
MTDF	Medium Term Development Framework
NFC	National Finance Commission
NPA	Pakistan's National Plan Of Action
OOSC	Out of School Children
RTE	Right to Education
SAFED	South Asia Forum For Education Development
SDGs	Sustainable Development Goals
SRHR	Sexual and Reproductive Health Rights
STEM	Science, Technology, Engineering and Mathematics
TMA	The Muscat Agreement
UC	Union Council

The Context of ITA's Strategic Plan

The Constitution of Pakistan, under Article 25 A, declares Equality of Citizens and under 25 A grants them the Right to Education[1]. It reads…

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

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

Country Overview with respect to Education: A Factual Snapshot

The crisis of Education in Pakistan remains a chronic bottleneck for the citizens of the country - resulting in high level of human unhappiness and low level of human productivity. Pakistan ranks very low within the South Asian region in terms of humanand education development.

Pakistan's literacy rate is currently 57 per cent. This is lower than the literacy rates of Bangladesh and India. The Human Development Index (HDI) ranks countries in terms of economic and human development indicators. Pakistan's HDI value for 2013 is **0.537**—in the low human development category—positioning the country at 146 out of 187 countries and territories. The rank is shared with Bangladesh[2].

Pakistan has some of the worst education indicators globally:[3]

• Pakistan has the world's second highest number of children out of school, reaching **5.1 million** in 2010. This is equivalent to **1 in 12** of the world's out-of-school children or 10 per cent of the world's out of school children (OOSC).

• **Two-thirds** of Pakistan's out of school children are girls, amounting to over **3 million girls** out of school.

• **49.5 million**adults are illiterate, two-thirds are women. This is the **third largest** globally.

According to UNESCO Global Monitoring Report (GMR) 2015, Pakistan ranks **106 out of 113**countries in the Education Development Index.

Pakistan's spending on education is very low, and has decreased: against the universally recommended 4%, Pakistan has reduced spending on education from 2.6% of Gross Domestic Product (GDP) in 1999 to 2.0% of GDP in 2012.Currently, Pakistan devotes only 2.1 per cent of its GDP to education. About 38 per cent of the public expenditure (2.1% of GDP) is on primary education. Bulk of the expenditure is borne by provincial governments. The large increase in transfers to these governments in the 7th National Finance Commission (NFC) Award since 2009 has not translated into a corresponding increase in expenditure on education. The predominant component of the increase that has taken place is in teachers' salaries and allowances and not in the number of schools or teachers.

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[1]http://www.na.gov.pk/uploads/documents/1333523681_951.pdf
[2]UNDP Human Development Report 2014
[3]UNESCO Education for All Global Monitoring Report, 2012

According to AlifAilaan there are 25 million boys and girls out of school of 5-16 years of age, nearly half of all children in the country[4].

Of those children who do go to school, the vast majority receive **an education of poor quality**. Annual State of Education Report (ASER) 2014 reveals that less than 50% of children in grade 5 know grade 2 level competencies in Urdu/Sindhi/Pashto, English and Arithmetic - sadly there is a declining trend[5].

On any given day, 12% of teachers are absent from the classroom[6].

According to the Pakistan Education Atlas 2013[7], around 60 per cent of primary schools do not have electricity, 36 per cent no drinking facility, 42 per cent no washrooms and 30 per cent have only one teacher. School education is thus marred by **poor physical environment**.

Simply put, behind the low literacy rateis **the crisis in primary, middle and secondary levels of education**. The net enrolment rate of children aged six to ten years stands at only 68 per cent. This figure has shown little increase over the last five years.[8]

Despite this dismal picture of the state of education there are some positive gains made by the country. For example, from 1999 to 2013, the primary net enrolment ratio rose from 58% to **68%**.[9] The gender gaps narrowed improving the gender parity index to 0.75. Education is now completely devolved to the federating units of Pakistan. Each province now faces a higher degree of accountability from its people with regards to delivery of social services such as education. There is positive competition and collaboration among the provinces with regards to improving indicators on education, captured in the ASER 2014 report.

The long term effects on Pakistan's neglect of children's/youth's education are:

- There is a huge skills deficit among young Pakistanis now facing the world of work
- Young people from disadvantaged backgrounds are least likely to have skills for decent jobs:
- Not getting skills and capabilities affects young people for life
- Uneducated or poorly educated youth become easy prey to extremism
- Social unrest multiplies ,due to economic deprivation
- Perpetuation of class-divide
- Brain drain
- Declining trust in public education system, and
- Increasing acceptability of extremist behaviour

The Global and National Change Drivers in Education: Past, Present and Future

Ever since its establishment in 2000, ITA has designed and implemented its programme in the context of local, national and global drivers of education. ITA's strategy has been guided by:

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[4] http://www.alifailaan.pk/broken_promises
[5] http://www.aserpakistan.org/document/report_cards/2014/summary_report_cards/National.pdf
[6] ibid
[7] Pakistan Education Atlas 2013, Academy of Education Planning and Management, http://www.aepam.edu.pk/
[8] ibid
[9] ibid

- Understanding the local context, challenges through people's (children , youth and adult) voices and rigorous assessments
- Provincial and National Policies, both existing and emerging on education, human and economic development
- Education For All (EFA)[10] articulated in the Dakar Declaration 2000 along with its six goals and framework of action to be achieved by 2015 .
- Millennium Development Goals (MDGs)[11]set in 2000 and to be met in 2015.
- Pakistan's National Plan of Action (NPA) on Education for All, devised as a long-term framework (2001-15),
- Pakistan's Medium Term Development Framework[12] (MTDF)2005-10.
- Provincial Education Sector Plans (all) as 4-5 year medium term strategic targets/strategies 2014-2019

ITA's Strategic Plan takes place at a juncture where the country is: a) burdened with unmet goals and targets in the field of education and b) a new global and national agenda has taken shape that will determine the course of education development in Pakistan from 2015 onwards.

ITA foresees itself to be playing an important role under this Strategic Plan in alignment with the current global and national drivers of change for the education sector. These are:

Sustainable Development Goals (SDGs) being set consultatively by the United Nations in the wake of global monitoring of results on MDGs in 2014, are meant to set a "strong post-2015 development agenda."[13] Seventeen (17) SDGs are proposed along with their relevant targets to be met by 2030.

SDGs that provide particular impetus to ITA's forward development are:

- SDG 4:Ensure inclusive and equitable quality education and promote lifelong learningopportunities for all, and several linked goals on gender, health, poverty, urbanisation etc.
- SDG 17: Strengthen the means of implementation and revitalize the global partnership forsustainable developmentAll other SDGs that lie at the intersection of poverty, health, nutrition, gender, sanitation, economic development, environment, urban settlements, social justice etc.
- Under SDG 4 there is a pronounced emphasis on:
- quality primary,and secondary education leading to relevant and effective learning outcomes[14]

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[10] EFA was launched in Thailand in 1990 and a broad coalition of national governments, civil society groups, and development agencies such as UNESCO and the World Bank committed to achieving six specific education goals by 2015.
[11] The UN Millennium Summit in September 2000 established a globally-endorsed framework of 8 goals and 18 targets. MDG 2 called for universal primary education for every child on earth by 2015
[12] MTDF was an integrated national development framework that focused on: 1) Stable Macroeconomic Framework 2) Achieving Millennium Development Goals 3) Balanced Development 4) Accelerating Output Growth 5) Upgrading Physical Infrastructure and 6) Supporting the Private Sector.
[13]Full report of the Open Working Group of the General Assembly on Sustainable Development Goals, available at http://undocs.org/A/68/970
[14] SDG 4.1

- quality early childhood development,care and pre-primary education so that they are ready for primary education[15]
- technical and vocational education and training in the context of life-long learning,[16]
- equal access to all,[17]
- ensuring that all learners acquire the knowledge and skills needed to promotesustainable development and adopt sustainable lifestyle[18],
- improving educational facilities that are child, disability and gender sensitiveand provide safe, non-violent, inclusive and effective learning environments for all infrastructure required for learning at schools[19]

Similarly ITA draws its future frame of reference from The Muscat Agreement (TMA) to be culminated in South Korea in May 2015 at the Global Education Forum(GEF) with clear targets, strategies agreed for the next generation EFA goals and targets with vision, principles and strategies aligned to the post-2015 education agenda or SDG 4 2030[20].

While reviewing the state of education globally, the member nations, *"…acknowledge that the worldwide movement for EFA has been the most important commitment toeducation in recent decades and has helped to drive significant progress in education. Yetwe recognize that the EFA agenda and the education-related MDGs are unlikely to be achieved by 2015, and acknowledge thecontinued relevance of the EFA agenda. More than 57 million children and 69 millionadolescents still do not have access to effective basic education. In 2011, an estimated 774million adults, of whom almost two-thirds were women, were illiterate. Non-completion offormal schooling, insufficient levels of basic skills acquisition, and the quality and relevanceof education are of key concern. At least 250 million children are not able to read, write orcount well even after having spent at least four years in school. We note with concern thatthere are persistent inequalities in access, participation and learning outcomes at all levelsof education, particularly for the most vulnerable groups and minorities. Gender inequalityis of particular concern, as only 60% of countries had achieved gender parity at the primarylevel and 38% at the secondary level by 2011. We also note that the inadequacy offinancial resources has seriously undermined progress towards providing quality educationfor all."*

Post-review deliberations led the member nations to…*"affirm that the post-2015 education agenda should be rights-based and reflect a perspective based on equity and inclusion, with particular attention to gender equality and to overcoming all forms of discrimination in and through education. It must support free and compulsory basic education".*

For the post-2015 education agenda UN member states have set out the following overarching goal "Ensure equitable and inclusive quality education and lifelong learning for allby 2030."
The goal is supported by SEVEN targets to be achieved by 2030:

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[15] SDG 4.2
[16]SDG 4.3, 4.4
[17]SDG 4.5
[18]SDG 4.7
[19] SDG 4.a
[20] Global Education for All Meeting UNESCO, Muscat, Oman, 12 – 14 May 2014, available at UNESCO website as document reference: ED-14/EFA/ME/3

Target 1: Making girls and boys are ready for primary school throughparticipation in quality early childhood care and education, including at least one year offree and compulsory pre-primary education, with particular attention to gender equalityand the most marginalized.

Target 2: Giving all girls and boys complete free and compulsory quality basic educationof at least 9 years and achieve relevant learning outcomes, with particular attention togender equality and the most marginalized.

Target 3: Making all youth and at least x% of adults reach a proficiency level in literacyand numeracy sufficient to fully participate in society, with particular attention to girls andwomen and the most marginalized.

Target 4: Imparting youth and adults the knowledge and skills fordecent work and life through technical and vocational, upper secondary and tertiaryeducation and training, with particular attention to gender equality and the mostmarginalized.

Target 5: Making all learners acquire knowledge, skills, values and attitudes to establishsustainable and peaceful societies, including through global citizenship education andeducation for sustainable development.

Target 6: Governments to ensure that all learners are taught by qualified,professionally-trained, motivated and well-supported teachers.

Target 7: Countries to allocate at least 4-6% of their GDP or at least 15-20% of their public expenditure to education, prioritizing groups mostin need; and strengthen financial cooperation for education, prioritizing countries most inneed.

These global developments have prompted action on part of the state of Pakistan. The Federal Ministry of Planning, Development and Reforms, Govt. of Pakistan has developed a long-term plan for the future of Pakistan: Pakistan Vision 2025.[21]This vision document will serve as "a critical guide-post for the development ofan effective strategy and road-map to reachour national goals and aspirations." Endorsed by all stakeholders and political parties, the Vision will be realizedthrough strategies and programmes defined inassociated five-year and annual plans.Thenation-wide stakeholder consultations have identified 7 priority areas or pillars in which ITA fully participated as well. Each of thesefinds resonance with one or more of the latest proposals for the SDGs, and Pillars 1-4 with the MDGs.

- Pillar-I: Putting People First: Developing Human and Social Capital
- Pillar- II: Achieving Sustained, Indigenous and Inclusive Growth
- Pillar-III: Governance, Institutional Reform & Modernization of the Public Sector
- Pillar-IV: Energy, Water & Food Security
- Pillar-V: Private Sector-Led Growth and Entrepreneurship
- Pillar-VI: Developing a Competitive Knowledge Economy through Value Addition
- Pillar-VII Modernization of Transportation Infrastructure & Greater Regional Connectivity

Most relevant for ITA's planning horizon are Pillars I and III:

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[21]http://pakistan2025.org/wp-content/uploads/2014/08/Pakistan-Vision-2025.pdf

Pillar I sets the following targets in school education:

1. Increase Primary school enrolment and completion rate to 100% & literacyrate to 90%.
2. Improve Primary and Secondary Gender Parity Index to 1,

Pillar III sets targets in terms of "Political Stability", "No Violence/Terrorism" and "Control ofCorruption"as measured by globally accepted indicators. This pillar exclusively focuses on overall improvement in country's governance.

It is in the backdrop of these global and national commitments to education that ITA has prepared itself to play a catalytic role in the next five years.

Key Societal Needs to be Addressed by ITA

The future of education in Pakistan will be driven by the people owning milestones of personal and social development to collectively achieve actualization of the human potential within their rich and expanding contexts; ITA seeks to be a catalyzing force in such a happening. This awakening and capability acquisition will in turn be linked with national and global aspirations and the emerging global agenda for education development. While the legacy of unmet targets in terms of enrolment, quality, gender equality and literacy still weighs heavily on Pakistan, the new global development agenda for 2030 has expanded the ambition from quality, employability and sustainability to the existing crisis of education in Pakistan. The nation is truly at a tipping point-transformation is the only choice!

Pakistan's crisis of education is multi-faceted and deeply complex. Since its inception ITA has chosen a business model that has:

a) service delivery as its foundation,

b) research as its pillar, and

b) advocacy as its superstructure

Service delivery has been integral to ITA's evidence-based advocacy. This combination has evolved into ITA's key organizational strength and has been the bedrock of ITA's achievements so far.

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

Need for improving access to education- as per article 25 A (5-16 years) and beyond

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

Need for improving quality of education so that all children, youth and adults learn

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

Need for improving governance and resource allocation to education

ITA considers that the crisis of education is mainly due to the crisis of governance in Pakistan. Without improving the governance, access and quality of education cannot increase. The governance of education calls for an overhaul: starting from school the overhaul must encompass community, town/district administration, provincial and federal governments.Improvement in governance will bring about efficiency in utilization of current resources. At the same time there is need for allocating more resources to education given the number of OOSC in Pakistan.So not only the current resource must be efficiently and transparently optimized but more resources must be allocated to the education sector in Pakistan. Pakistan allocates 2.5 per cent of its GDP (in 2013) [22] to education against UNESCO-recommended 4 per cent of GDP.

Strategic Response and Programme Approach

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

All current programmes that are not making significant contributions in terms of impact influence and leverage will be eased out in the next one year to eighteen months. Some may be shifted to its affiliates if they fit the mandate. All future programmes will be selected on the basis of their potential contribution to these programmatic pillars. ITA will use the following definitions of these principles:

- *Impact:* Changes in a condition of well-being for the children, adults, families or communities directly served by grants, programs, agencies or service systems

- *Influence:* Changes in policies, regulations, systems, practice or public opinion.

- *Leverage:* Changes in investments by other public or private funders in communities to improve outcomes for children and their families.

ITA's strategic response is also based on its experience and practice, which has created well-recognised core organizational capabilities in terms of research, advocacy, capacity building, scaled up replicable programming and service delivery in basic education.

ITA's Strategy Design Framework for 2016-2020

ITA's strategy design framework is based on:

- Alignment with and contribution to global and national development imperatives
- Adherence to measurable programming principles
- Effective strategies built on organizational strengths and core capabilities

ITA believes that the three crucial needs are inter-related and they require deployment of core organizational capabilities at the same time. The crisis of education requires extraordinary steps. The current service delivery models have failed to produce results. This is primarily because there is a lack of urgency among the service providers; the supply fails to catch up with enormous demand.

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[22]http://www.theglobaleconomy.com/Pakistan/Education_spending/

All stakeholders in education agree that unless there is a social movement for quality service delivery the three critical needs cannot be adequately addressed. Building a social movement requires simultaneous efforts in evidence-based advocacy leading to political commitment for education, creation of knowledge products, tools and frameworks for improving quality and enhancement of service delivery capacity for private and public service providers.

ITA's strategic goal in the next five years is to **Build a nation-wide social movement for transformative LEARNING for ALL children and young people from ECCE to post-secondary education and skills supported by technology, innovations and new media.**

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

1. Improve quality and governance of education from school to state level ensuring inclusive and gender mainstreaming approaches
2. Expand meaningful learning and skills across all service delivery systems (public and private) – Formal and Non-formal
3. Produce goal-relevant research, knowledge products and tools for innovative financing, policy makers, users and stakeholders in education
4. Strengthen organizational capacity to effectively deliver on strategies 1-3.

Strategy # 4, strengthening organizational capacity, underpins the first three programmatic strategies and therefore it will be priority number 1 as ITA moves into implementation of strategies.

ITA's Strategy Design Framework for 2016-2020 is as follows:

ITA's Strategic Planning Framework for 2016-2020

CONSTITUTIONAL	**Right To Education 25 A**	Provide Free and Compulsory education to all children aged 5-16		Laws /Acts in place for implementation (rules awaited). Each province and ICT has endorsed education; some from ECE to Secondary, Special Education and TVET.	
GLOBAL DEVELOPMENT AGENDA FOR EDUCATION	**SUSTAINABLE DEVELOPMENT GOALS (SDGs) Linkages to others as well**	**4**		**17**	
		Inclusive, equitable quality education & life-long leaning opportunities		Strengthening of means of implementation and global partnerships for sustainable development- linkages with other SDGs relevant to the sector for high impact.	
	Open Working Groups - MUSCAT : INCHEON-World Education Forum (WEF) UN GENERAL ASSEMBLY 2015 –SDGs/SDG 4, Targets-MoI	**Target 1**	**2**	**3, 4 & 6**	**5**	**7**
		Free equitable quality Primary/ Secondary education with learning outcomes	School readiness through early childhood development, care and pre-primary education	Universal knowledge & skills for decent work through tertiary, TVET – literacy & numeracy	Gender Equality all levels of education & TVET for the vulnerable, including persons with disabilities, indigenous peoples/ vulnerable children	Sustainable development through sustainable lifestyles, human rights, gender equality, culture of peace and non-violence, global citizenship and appreciation of cultural diversity
NATIONAL AGENDA	Pakistan Vision 2025& RTE 25 A	**Pillar 1**		**Pillar 3**	
		• 100% primary and secondary enrolment and completion rates for 5-16 year olds as per Article 25 A • 90% literacy rate (gender parity) • Primary and Secondary Gender Parity Index = 1.		Sets targets in terms of "Emergency Response", "Political Stability", "No Violence/Terrorism" and "Transparency" as measured by globally accepted indicators.	

ITA's STRATEGIC RESPONSE
Address and Comprehensively Improve

Quality & education	Access to lifelong learning opportunities for ALL	Governance & Resource Allocation & Timely Utilization for Education
Guided by Programming Principles Impact ---------------Influence--------------------- Leverage *Leveraging Core Capabilities* Advocacy--- Service Delivery--- Research & Knowledge Products --- Event Management		
5-Year Strategic Goal for ITA **Build a nation-wide social movement for transformative LEARNING for ALL children and young people from ECCE to post-secondary education and skills supported by technology, innovations and new media.**		
Strategy 1	*Strategy 2*	*Strategy 3*
Improve quality and governance of education from school to state level ensuring inclusive and gender mainstreaming approaches.	Expand meaningful learning and skills across all service delivery systems (public and private) – Formal and Non-formal.	Produce goal-relevant research, knowledge products and tools for innovative financing, policy makers, users and stakeholders in education.

	Strategy 4
	Strengthen organizational capacity to effectively deliver on strategies 1-3.

Table 1: ITA's Strategic Plan 2016-2020

Strategic Goal, Outcomes and Programmatic Activities

ITA's strategy design framework will yield measureable results under each strategy contributing to its goal for the next five years, which is to

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

ITA's notion of transformative educationis one that actually demonstrates improved learning outcomes, going beyond attainment of 3R's and embracing multiple dimensions of learning for the 21st century including STEM, ICT, health and nutrition, respect for environment, peace, diversity and tolerance and skills for livelihood and entrepreneurship.

At this level, ITA will measure its success toward this goal in terms of:

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

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

Objectives and Broad Activities for Key Strategy 1

Improve quality and governance of education from school district/provincial level
This key strategy aims at:

- Timely, evidence based and devolved decision making
- Better learning outcomes of ECE/primary /secondary school students across Pakistan
- Universal provision of basic enabling facilities in all schools

ITA plans to achieve these outcomes by...

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

- Use all means than enhance or enrich advocacy efforts and outreach

Objectives and Broad Activities for Key Strategy 2

Expand learning for access and learning for life across all service delivery platforms (public, private and non-formal/ bridge programmes)

Outcomes and result areas associated with this key strategy would be:

- Enrolment and completion rates of all in-schools and out of school children
- Expansion in learning opportunities for OOSC and at-risk children
- Increase in the number of low-cost private schools
- Increase in community involvement and ownership of education process

ITA will undertake programmes that…

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

Use technology enabled and innovative means for enhancing service delivery and M&E /accountability capacities of service providers Objectives and Broad Activities for Key Strategy 3

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

Key result areas or planned outcomes under this strategy are:

- Robust contribution to evidence-based policy making
- Support for and promotion of evidence-based decision making from school to state
- Increase effectiveness of administrators, education managers, principals, officials, community members and other stakeholders

Under this strategy, ITA's future programmes will

- Make available applied research for wider use
- Produce useful tools, toolkits and frameworks for a range of diverse users

- Have standardized tools and templates for provincial, national and international comparisons
- Disseminate research findings at diverse platforms to reach out to groups of defined audiences
- Follow up on dissemination results to gauge the impact and influence on policy frameworks

Objectives and Broad Activities for Key Strategy 4

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

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

ITA in five years' timeITA is advised to become[23]…

- A leading organization in the field of education practice and research, which looks at problems and solutions holistically
- A living institution of innovative educational experiments, research and educational transformation
- A focal organization in Pakistan to address Article25 A , Right to Education challenges, EFA Targets SGD 4, all affiliate SDG goals and SDG 17
- A Strong research organization imparting skills of collecting data to support citizen led advocacy campaigns
- A go-to organization for practitioners, academics, governments, and civil society organizations in the domain of 'Quality' of education.
- ITA seeks and needs to move away from the project-mode, and define clear boundaries on areas where it can have significant scale and impact and focus on those open to all coherent resource models , and
- An organization with strong internal systems of monitoring, rewards, smooth communication and human resource development. It should have second /third tier of leadership and financial sustainability

ITA therefore aims to achieve:

- **Financial sustainability**
- **Succession planning and leadership development**
- **Operational efficiencywith built-in risk mitigation**

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

1. Development of a resource mobilization plan and reserve/endowment fund
2. Installing an organization-wide ERP system
3. Development of a 5-year HR and leadership development plan- revised every two years with key stakeholders
4. Design and implementation of ITA-wide M&E system

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[23]These aspirational statements come from ITA stakeholders and were captured in the back-ground research for input into this Strategic Plan

5. Strengthen strategic controls and regularly conduct organization capacity and risk audits for all function at ITA

6. Conducting an organizational capacity assessment and organizational transformation plan

Organizational Reinforcement and Realignment with Strategic Plan

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

A mapping of the current advocacy and service delivery programmes under the future key strategies identified actions to be taken for realignment (Annex 1).

Realignment & Reinforcement Actions	Completion by
Embark upon organizational strengthening for • Financial Sustainability • Succession Planning • Operational Efficiency	2015-17
Merge three programmes into a larger and vibrant Learning for Access (L4A) programme and scale it upin line with the strategic goal • Whole School Improvement Program –WSIP, • Right to Education Campaign (RTE), • Out-Of-School Children Program – OOSCP)	2016-2017 – merger phase 2017-2020 – scale-up phase
Grow two research and advocacy programmes • Annual Status of Education Report (ASER) • Other Research, advocacy and governance programs including elements of school assessment	2016-2020
Grow two service delivery programmes as show-case for adoption and scale-up: • Technical Vocational -VO-Tech Livelihood • Early Childhood Development-ECD	2016-2020
Children Literature Festival into a strong fully independent entity	2015-16
All professional education of teachers to be shifted to the Institute of Professional Learning (IPL) and its portfolio to be enriched with ITA services such as internships and scholarships.	2016-17

ITA is offering several services that are consumed by the programmes ITA runs. Each one of them has been assessed for its potential role and contribution to the four key strategies and an action plan has been prepared as follows:

ITA Services	Score	Classification	Action
Research	87%	Core Strength	Invest, strengthen and leverage
Service delivery in basic education	70%	Core Strength	Invest, strengthen and leverage
Event Management	80%	Core Strength	Invest, strengthen and leverage
Desktop Publishing	80%	Core Strength	Invest, strengthen and leverage
Documentation	75%	Core Strength	Invest, strengthen and leverage
Communication	61%	Core Weakness	Invest and strengthen
Training.Capacity building for Quality	65%	Non-core	Already divested 90% to IPL for focus quality trainings

| Scholarships | 28% | Non-core | Divest to IPL |
| Internships | 40% | Non-core | Divest to IPL |

Geographical Coverage

ITA's key strategies and programmes will be implemented nation-wide. ITA's strategic and operational focus will remain dedicated to achieving results within Pakistan. ITA wishes to create impact in the lives of the children and youth in Pakistan before it offers its services to other countries in the region or the world. It will always be committed to sharing all best practices to any and every one globally through experiential support services.

ITA by virtue of its regional linkage will however represent Pakistan on forums outside the country. It will share its knowledge and at the same time learn from other partners and countries. However, for the next five years its service delivery and advocacy efforts will remain dedicated to building a social movement for quality service delivery in Pakistan.