Memorandum of Understanding (MOU)

Between

The Department of Education Government of Balochistan

And

ITA (Idara-e-Taleem-o-Aagahi)

This agreement is made on the 24th March, 2014 between the "Secondary Education Department, Government of Balochistan" through The Secretary Secondary Education Department, Department (hereinafter) called the (Secondary Education Department-Balochistan) which expression shall, wherever the context allows, includes its assignees, executors, successors, and attorney etc;

AND

Idara-e-Taleem-o-Aagahi (ITA) Public Trust (hereinafter referred to as "ITA") which is a certified tax exempt organization under the PCP certification program striving to promote quality education in Pakistan. The current work and partnerships extend across Punjab, Sindh, Baluchistan, Khyber Pakhtunkhuwa, Gilgit - Baltistan, ICT, FATA and Azad Jammu & Kashmir. ITA has worked at the policy level in provincial, national working groups on education reforms; it has a track record and relevant experience in the field of sector wide approaches to improve the standard and spread of Education through Public Private Partnerships (PPPs) completely aligned to provincial education sector plans and priorities therein. ITA’s critical partner for action is the public sector at all levels and education foundations, NGOs at local, national and international levels, district governments, provincial/federal governments, private corporate sector, philanthropists, expatriate Pakistanis and donors alike. ITA works through its partner organizations the Institute for Professional Learning (IPL) and the South Asia Forum for Education Development (SAFED) in the areas of capacity building, school audits advocacy and policy influence.

- ITA’s Head Office is located at 41-L, Model Town Extension, Lahore
- ITA’s Provincial Office is located at 532-D, Jinnah Town Quetta
ITA's vision is:
"TO PROMOTE EDUCATION AS COMPREHENSIVE PROCESS FOR HUMAN AND SOCIAL TRANSFORMATION"

WHEREAS ITA and Secondary Education Department - Balochistan have entered into an agreement to achieve all key initiatives related to promoting the goals of Quality Education For All (with Focus on Gender) in Balochistan and Pakistan (Education Surveys/learning assessments(all levels), literacy, ECE, Health Action Schools etc.). The initiatives will be supported by different development partners, philanthropists and corporate/private sector.

THEREFORE in consideration of the aforementioned premise and of the mutual covenants ITA and the Secondary Education Department - Balochistan have agreed and entered into this Memorandum of Understanding to collaborate for joint implementation of the activities, at the Provincial, district, Tehsil, UC and village level, as planned collaboratively by both parties.

In pursuance thereof, the ITA and Secondary Education Department - Balochistan resolve to set up a joint consultation mechanism concurrently at the provincial and each district level to further enhance cooperation and collaboration.

Duration of the Agreement/ MOU:
This will commence from March 01st, 2014 to February 29th, 2020 subject to annual reviews and performance.

Locations:
The MoU is for all districts of Balochistan and each district will be attached to this MoU as an addendum with all schools identified with EMIS codes

Core areas of collaboration are:

a) Service Delivery for improvement in Access, Quality through whole school improvement and Equity Focused catch up programs through non-formal education addressing girls and other disadvantaged groups – ECE to High School; school hygiene campaigns; and where possible Technical Vocational Education; Enrichment Programs: Summer Schools/Health/Reading clubs; remedial programs; IT clubs; ECE/ECD programs; Children Literature Festivals (Provincial/District/School based); Education in Emergencies; etc.

b) Infrastructure Support through Public Private Partnership (P&D), as framed under the PPP Infrastructure Act 2010 (PPP Cell P&D)

c) Capacity Building: Teacher/Head-teacher and School Council Training through cluster based, district, provincial, national and international trainings; District Managers training.

d) Planning & Policy Advocacy: Assessment of learning levels; School Development and District Education Plans; Advocacy on Special Days and Evidence Based Policy influence.
Principles of Collaboration:

- Where possible, ITA will always engage with the School Education Department in Public Private Partnership legal initiatives under formal arrangements.
- Always seek to mainstream innovations within the framework of Balochistan Education Sector Plan (2013-17) aligning to our targets, outcomes and budgets
- Align all materials and planning documents to the sector plans, financial systems
- Scale up the program to reach to maximum number of schools for system wide impact
- Use facilities optimally for lifelong learning
- Be transparent and accountable for work undertaken with results based focus
- Share all research findings, tools, learning resources and policy/notifications for easy access to knowledge driven actions and improvements
- Ensure presence of partners in key meetings/reviews and strategic planning exercises
- All projects relevant to School Education initiated by ITA will be implemented in the light of this MoU. An Agreement attached as Annexure to the MoU will be made between Secondary Education Department - Balochistan and ITA for each project for implementation at provincial/district level

Whole School Improvement Program (subject to funding availability)

- Identifying schools in clusters for partnerships in collaboration with the concerned EDO (Education).
- Physical improvement, repairs and maintenance of the school according to specific needs and the best capacity/resources of the partner and where possible through the PPP Infrastructure Act 2010.
- Provision of Furniture as per need.
- Filling of human resource gaps e.g. Teachers; support staff and preferably will be hired from the local community; any additional staff (Teaching and non teaching) at its own cost and shall not be entitled to claim any reimbursement for that from District Education Department.
- That the staff of the partner schools will continue to be governed by the Service Rules under the Government of Balochistan Act 1974. However, during the term of the agreement, School Council ITA representative engaged for this purpose will supervise the day to day functioning and performance of the school as well as to provide the school staff necessary professional development support.
- Learning materials; libraries, reading clubs, summer schools, health and school enrichment and environmental programs with active participation of children
- Working with Balochistan Education Foundation (BEF): where feasible and needed ITA will work with low cost private schools funded BEF in Balochistan
- Technical vocational programs in Elementary and High schools in afternoon for student and community members in collaboration with TEVTA (ITA’s official
partner) after getting approval (NOC) from Secondary Education Department - Balochistan.

- Areas of quality capacity building of head teachers; teachers and school council
- Providing technical, conceptual and practical training (at the Provincial/District/Tehsil level)
- Education in Emergencies in various phases of the emergencies

Learning Assessment & other Research studies

- Undertaking learning assessment and school improvement studies for use in policy and sector planning.
- Logistic support/transport to be provided to partners at most efficient costs or sharing of POL.
- Support for food/refreshment costs during the surveys and trainings
- Ensuring that for all capacity building exercises during 2014-2020 critical focal/technical officers (2-3) for ASER (Annual Status of Education Report) for Pakistan/Other initiatives as finalized by provincial/district will provided opportunities in Pakistan and abroad
- Ensuring that all relevant technical materials/learning resources are shared with Secondary Education Department in a transparent and timely manner for knowledge sharing, generation and management.
- Ensuring transparency and accountability at all levels and at all times to its partners

Learning for Access (L4A) / Chalo Parrho Barrho (CPB) – an accelerated literacy and numeracy campaign inside and outside Schools

- Logistic support/transport at most efficient costs or sharing of POL.
- Providing technical, conceptual and practical training (at the Provincial/District/Tehsil level)

Provincial/National/International Advocacy Events/conferences

- Invitations and offer of collaborative hosting
- Logistic support/transport at most efficient costs or sharing of POL
- Providing technical, conceptual and practical training (at the Provincial/District/Tehsil level).

Establishment of Resource Centers for ITA staff/resource persons in Districts

- Ensuring responsibility and development of the designate rooms/resource centres
- Repair and Maintenance and addition of facilities (Toilets) furniture etc.
- Utility bills to be shared where appropriate with a separate meter
Secondary Education Department - Balochistan will be responsible with respect to the above & specifically support:

Whole School Improvement Program

- Facilitate MOU at Provincial & District Governments
- The Secondary Education Department - Balochistan under the current MOU in principle agrees to consider initiatives of special programs by ITA, such as Community Mobilization, Teachers Training, Health, Early Childhood Education, IT literacy, literacy for mothers and siblings, Homework Study Centers, Summer School (Project Based Learning) Youth Citizenship program, Children Literature Festivals (CLFs) and support to child labor etc. ITA shall consult with the District Government (DG)/District Education Department prior to initiating such programs to ensure that liabilities and responsibilities are clearly established and there is no financial liability for the District Government to carry out such programs other than its formally agreed annual programs and schemes as reflected in the recurrent and development budgets as per already set objectives.

- Facilitate to hold regular monthly review meetings at the Dept. of Education at district level with ITA's district team and relevant officers to share progress and resolve issues.

- Monitoring and supervision of teachers will be the responsibility of the DG; the School Councils and as well as ITA its partner NGO (if ANY)

- To regularize when possible on merit and as per policy para-teachers provided by ITA

- If at any stage ITA or any of the partners realizes that other parties have not been able to meet their obligations as delineated in this agreement, will take up the matter with the concerned EDO Education and in extreme cases with the DCO. In case that all conciliatory efforts have failed to improve the situation, the contract can be terminated by serving a three-month notice to the District Education Department – through EDO Education.

- Notwithstanding anything to the contrary contained herein it is expressly agreed between the parties to undertake improvements in the selected schools in District as per the terms and conditions laid out above.

Learning Assessment & other Research studies

- Permission to collect Schools data (i.e. enrolment, Teachers, facilities, funds, Learning levels etc)

- Sharing personnel as volunteers for the surveys/campaigns/trainings sparing field staff for 5-15 days annually for the survey/trainings linked to schools and monitoring;

- Facilitation and participation in the trainings at district level including training venue and government accommodation (where possible);

- Building capacity of district stakeholders in understanding and owning research/learning assessments core concepts and results;

- Building capacity in collaboration with ITA of ten- twenty personnel from each district in key areas of: education surveys; ECE and literacy, numeracy trainings through excellent regional trainers which will build capacity of District core staff/teams;
Facilitation and strategic presence in the dissemination of the results of learning assessment (ASER) at the provincial and district level.

Learning for Access (L4A) / Chalo Parrho Barrho (CPB) campaigns volunteers teachers in regular Govt. schools
- Facilitate to use Government schools for CPB.
- Permission to collect Schools data (enrolment, Student learning, Teachers assessments etc).

Provincial /National/International Advocacy Events
- Sharing logos, personnel as volunteers for the campaigns sparing field staff
- Facilitation and participation in the events at provincial/district/Tehsil level including venue and accommodation (where possible)

Partnership linkages will be extended to ITA where appropriate with School Health /Nutrition, or Technical Vocational Programs

Permission to Establish Resource Centers for ITA personnel in schools/training units
- At least two rooms will be provided to partner organization/ITA in any accessible high school or other govt. building in the districts as resource center/operations for managing all program components. ITA will bear improvement /recurrent costs.
- To provide regular budgets salary and non-salary/ and Annual Development Plan (ADPs) to the partner government schools, staff and school council as per its normal practice under various sector reform initiatives.

Besides that, ITA and Secondary Education Department - Balochistan shall determine through mutual consultations, the mechanism to enhance further cooperation and collaboration for the above stated activities.

Monitoring/Reporting
- To provide regular monthly /quarterly updates to the Secondary Education Department - Balochistan /District offices for feedback and review on any issues that need to be addressed /reported.

Disbursement/ Management of Funds
- All funds and any other non-financial resources contributed by ITA towards the improvement of the partner government schools will be solely managed and disbursed by the ITA or its own representatives or through School Councils. ITA will not transfer any funds to Secondary Education Department - Balochistan but from time to time to the School Council Account. ITA may in due course have a separate agreement with a partner local NGO (if any)/School Council for implementation with full information extended to the Secondary Education Department - Balochistan.
Partnership with Additional Schools

- As and when ITA decides to partner with more schools subject to availability of resources, an addendum to this agreement will be shared and then formally issued by Secondary Education Department - Balochistan prior to extend the partnership.

Membership in School Council & Other Strategic Committees for common aims and objectives

- ITA will have its representative as an honorary member of the School Council (SC) of all its partner schools receiving support under this agreement.

All the annexure / appendices make an integral part of this document.

The parties have affixed their signatures below:

Project Activities will be launched after approval of Annual Plan and Budget by the Steering Committee.

Secretary Secondary Education
Department, Government of Balochistan
Dated: 28-3-14

Director Programs
Idara-e-Taleem-o-Aaghi (ITA)
Dated: 28-3-14
AGREEMENT OF PARTNERSHIP

This is in continuation of MoU signed between Secondary Education Department Balochistan and ITA dated 26th March 2014 (here-in-after) called the “MoU”.

This agreement is made on the 26th March 2014 between The Secondary Education Department Balochistan and ITA (Idara-e-Taleem-o-Aagahi) for the project titled as:

“Improving Learning Outcomes, Enrolment and Transitions from ECE to Primary Education for Especially Girls and Vulnerable Groups in Pakistan”

Under Public Private Partnerships

Duration of the Agreement: This will commence on March 01, 2014 to March 31st, 2017 subject to annual reviews and performance.

AND WHEREAS the “Secondary Education Department Government of Balochistan” has agreed to endorse this agreement subject to the terms & conditions mentioned under

A. Introduction of the Program / Project (Project Brief is attached)

As part of its work in Pakistan, across all sub-sectors of education and their advocacy since 2000, ITA has been working with many partners and foundations. Some of these include the Open Society Foundation (OSF) and Dubai Cares. ITA has worked with DC since 2008/2009 for promotion of quality education in emergency / non emergency context with a focus on girls education amongst the vulnerable. Dubai Cares (DC) has been working in Pakistan since 2008/9 with various grantees and implementing partners. Since 2011 ITA has been the grantee and implementing partner for DC projects in Pakistan.

In 2014 Dubai Cares (DC) and ITA have collaboratively designed along with government partners a program to support Pakistan’s commitment and action plans to the accelerated MDGs and EFA targets up to 2015 and beyond.
The project under phase-III is proposed to be implemented in selected districts of three provinces namely, Punjab, Sindh and Baluchistan. The timeframe of the project is 3 years (April 01, 2014 – March 31, 2017)

The interventions for DC's Phase-III program in Balochistan (other provinces are Sindh, Punjab) are:

1. Early Childhood Education
   a. Setting up 100 ECE rooms in 300 public schools in two phases ensuring safe and protected learning space for young children
   b. Provision of 100 ECE teachers in the schools for teaching up to the standards defined in the sector plans
   c. Government officials, partners, Teachers, SCs/SMC, and children and other stakeholders are sensitized about the significance of ECE

2. Learning4Access:
   a. Out of school children's access and learning through a catch up accelerated learning and mainstreaming program in government and/or private schools in low enrollment target areas
   b. Support for school improvement program in soft areas (quality education) and selected hard areas (Minor Repair & Maintenance of Partner schools) where the OOSC are being mainstreamed

3. Teachers without Frontiers:
   a. Teacher education; unique outreach through trainers and e-enabled platforms in far flung areas of Pakistan

   a. Assessments of learning outcomes (Pre primary, primary and lower secondary)

5. Promoting reading through the Children's literature festivals (CLFs) at provincial, district and school cluster level

6. Evidence based advocacy on right to education 25 A - out of school children and girls education

B. Project Location

The districts selected for the work include Hingol National Park (Lasbela) / Lasbela District and Torghar (Killa saifullah) having challenges of learning and access. Total 100 Schools (85% public sector schools and 15% low cost private schools) in selected Union Councils (UCs) of Hingol National Park (Lasbela) / Lasbela District and Torghar (Killa saifullah).
C. **Major Outputs of the Project:**

**Component I: Early Childhood Education**

1.1 Setting up 100 ECE rooms in 100 public schools in two phases ensuring safe and protected learning space for young children

1.2 Provision of 100 ECE teachers in the schools for teaching up to the standards defined in the sector plans

1.3 Government officials, partners, Teachers, SCs/SMC, and children and other stakeholders are sensitized about the significance of ECE

**Component II: Learning4Access**

2.1 4,000 Out of School Children (OOSC) identified and enrolled in govt. or low cost private schools or Literacy camps

2.2 Holding Literacy Camps (located in Village Schools) to enhance learning levels of drop out children and mainstreaming them in govt. schools (70% of target OOSC)

2.3 Provision of 100 Para Teachers and Teaching Learning Materials as per need assessment

2.4 Capacity building of 300 teachers through cluster/site based trainings

2.5 School Enrichment Program (SEP) – Student/Reading/ Health/Sports Club formed in 100 schools

2.6 Strengthening 100 School Councils

**Component III: Teachers without Frontiers**

3.1 Capacity building of 675 teachers/educators for developing content knowledge, understanding and dissemination of Standards based Curriculum through blended medium – face to face and e-learning solutions

**Component IV: Learning Assessment (Learning Metrics Task Force/ASER)**

4.1 Conducting ASER (Annul Status of Education Report) annual survey districts and disseminating ASER survey results through District Launch and ASER Baithaks

**Component V: Children Literature Festival**

5.1 Host 02 district level and 04 school based Children’s Literature Festivals (CLFs)

**Component VI: Evidence Based Advocacy**

6.1 Government officials, partners, Teachers, SCs/SMC, and children and other stakeholders are sensitized about Right to Education, Girls Education and the need of enhanced budget spending on Education

**Key Actors:**

- The key actors in implementation of project activities will be:
  - District Government and Department of Education
- Secondary Education Department at Provincial Level for oversight and policy support
- ITA and partner organizations

D. Roles & Responsibilities

Both the parties in principle agree to total adherence to Roles and Responsibilities as defined in MoU and to project specific roles and responsibilities of the parties as mentioned below:

Principles of Practice:

1. Total adherence to Government Policies/Education Sector Plan and initiatives in the provision of missing facilities, para-teachers and training of teachers, SC/SMC members
2. Schools for partnership will be selected so that they are 60% primary, 30% Middle and 10% high with primary/katchi sections (if possible). Under the project 10-20% target schools will be low cost private schools that will be selected from amongst BEF supported schools and other available low cost private schools in the target locations.
3. Complete sharing of all information and work plans on quarterly basis with Secondary Education Department Balochistan and monthly basis with EDO Education and District Govt. on each school along with its EMIS number.
4. Quarterly Progress Reports, monitoring, tracking and performance outputs shared with district and provincial focal person.
5. Support from Province and District to ensure that all target schools in districts are provided mainstream budgets, posting of teachers on vacant seats, planning support for sustainability of interventions at the end of the project.

Responsibility of the Partner Organization / ITA:

To support partner schools in the areas of:

- Teachers shortage; preferably hired from the local community at its own cost and shall not be entitled to claim any reimbursement for that from Secondary Education Department Balochistan. A local recruitment committee consisting of head Designate/Teacher, AEO, one School Council member, ITA Representative will be formed and responsible for hiring of para teacher(s);
- Learning materials; Reading Kit/Clubs, summer schools, health and school enrichment program with active participation of children;
- Areas of capacity building of teachers and school council members
- Repairs and maintenance of the school according to specific needs and the best capacity/resources of ITA as per previous practice. ITA along with SC/SMC members will auction the scrap material if obtained during minor repair & maintenance and auction in presence of SC/SMC and community and after proper documentation, a
cross cheque will directly be deposited in SC/SMC account which will be used for school development schemes;

Monitoring/Reporting
- To provide regular quarterly update to Secondary Education Department Balochistan and monthly updates to EDO (Education) for feedback and review on any issues that need to be addressed/reported

Baselines for Tracking Performance & Improvements
- Baseline Survey of target villages and partner schools will be conducted (pictorial profiles will be maintained).
- Total 100 schools in selected UCs of Hingol National Park (Lasbela) / Lasbela District and Torghar (Killa saifullah) with the help of District Education Departments will be identified for partnership
- The baseline will be of: children (aged 3-16 years) enrollment; learning levels; learning environment; teachers’ training need assessment
- Baselines will be conducted from April, 2014 to May 2014
  - These will become the basis for Project Monitoring Plan (PMP).
  - Tracking of key indicators, enrolment, attendance, learning achievements and gender will be undertaken annually and End Project Impact Evaluation against 2014 baselines.

Inventory
- Authorized representatives of District Education Department/School/s and ITA shall prepare an inventory of the buildings, furniture and equipment of the school/s to be partnered prior to the initiation of partnership. However the head teacher or teacher in-charge will be responsible for proper use and maintenance of the school facilities including those provided by ITA.

During the Partnership the NGO will NOT create any title, right legal or otherwise in structures, existing furniture, equipment and other paraphernalia, etc of the schools. District Government, District Education Department along with its schools will be the exclusive owner of all the items related to schools and introduced/supported by ITA.

Responsibilities of the Secondary Education Department Govt of Balochistan

- **Formation of a Provincial Steering Committee** - Formation of a Provincial Steering Committee (PSC) or any other preferred nomenclature by the Secondary Education Department Balochistan (with govt., autonomous bodies, private sector and civil society). The tasks of the PSC will be to oversee the implementation of the project for upstream and down stream linkage to sector plans, other initiatives with synergies and multipliers for ensuring optimum delivery of outcomes and providing strategic support and advocating higher
allocation of resources concurrent to building capacity for absorbing more resources, particularly in girl’s schools and schools in need.

- **Through the Secondary Education Department Balochistan the PSC will ensure an active relevant focal person/s at the:**
  - Provincial level
  - PPIU
  - District Education Department
  - BEF
  - District Level- who will also be a project associate provided with additional honorarium to be associated with the field level implementation.

  Who will have complete knowledge of the project and will engage with field visits from time to time to ensure compliance and timely meeting of targets, course corrections and alignment to various relevant initiatives.

- To provide all inputs from education sector reform program as and when they become available for the partnered government schools according to the government’s policy and practice. These are in the areas of:
  1. Provision of missing infrastructure
  2. Distribution of free text books
  3. Teacher Recruitment
  4. Teacher Training
  5. Reactivation of School Councils / School Management Committees
  6. Provision of School Based Budget to School Councils
  7. Stipends to girls in middle and high schools
  8. Awareness Campaign
  9. Monitoring & Evaluation

- To regularize when possible on merit and as per policy para teachers provided by ITA

- **Chalo Parrho Barrho (CPB) /Literacy Camps** volunteers teachers in regular Govt. schools
  - Facilitate to use Government schools for CPB/Literacy Camps;
  - Permission to collect Schools data (enrolment, Student learning, Teachers assessments etc);

- Facilitation and participation in the trainings at provincial/district level including training venue and government accommodation (where possible);

- **Provincial /National/International Advocacy Events**
  - Sharing logos, personnel as volunteers for the campaigns sparing field staff;
  - Facilitation and participation in the events at district/Tehsil level including venue and accommodation (where possible),
• To hold regular quarterly project review meetings at the Secondary Education Department with ITA’s provincial team and relevant officers to share progress and resolve issues if any.

If at any stage Secondary Education Department Balochistan or ITA realizes that other party has not been able to meet its obligations as delineated in this agreement, will take up the matter with The Secretary Secondary Education, Balochistan. In case that all conciliatory efforts have failed to improve the situation, the contract can be terminated, by any party, by serving a three-month notice with mutual understanding.

Notwithstanding anything to the contrary contained herein it is expressly agreed between the parties to undertake project activities as mentioned under Clause ‘C’ in selected districts of Balochistan as mentioned under clause ‘B’ as per the terms and conditions laid out above.

All the appendices make an integral part of this document.

The parties have affixed their signatures below:

[Signatures]

Secretary
Secondary Education Department
Govt. of Balochistan
Date: 27-3-2016

Baela Raza Jamil
Director Programs ITA
Date: 28-3-2016
Improving learning outcomes, enrolment and transitions from ECE to primary education for especially girls and vulnerable groups in Pakistan

Duration
3 Years

Project Locations:
BALOCHISTAN: Lasbela, Quetta;
SINDH: Sukkur, Shikarpur
PUNJAB: Muzaffargarh, Dera Ghazi Khan

Funded by,
Dubai Cares
Implemented by,
Idara-e-Taleem-o-Aagahi (ITA)
# Dubai Cares - Phase-III

## PROJECT SUMMARY

<table>
<thead>
<tr>
<th>Project title</th>
<th>Improving learning outcomes, enrolment and transitions from ECE to primary education for especially girls and vulnerable groups in Pakistan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project location(s)</td>
<td>SINDH: Sukkur, Shikarpur; BALUCHISTAN: Lasbela, Quetta; PUNJAB: Muzaffargarh, Dera Ghazi Khan</td>
</tr>
<tr>
<td>Project duration and tentative start date</td>
<td>03 years (Start date: January 01, 2014)</td>
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<tr>
<td>Project Components:</td>
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<tr>
<td>1.</td>
<td>Supporting Early Childhood Education (ECE) in primary government schools (10-20% Low cost private schools)</td>
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<td>2.</td>
<td>Combining Access/Learning for Out of school children through Chalo Pharo Bharo (CPB) and School Improvement: Learning for Access (L4A) program (10-20% Low cost private schools)</td>
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<td>3.</td>
<td>Teachers without Frontiers - unique outreach through trainers and e-enabled platforms in far flung areas of Pakistan</td>
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<td>4.</td>
<td>Learning Assessment (Learning Metrics Task Force/ASER)</td>
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<td>5.</td>
<td>Children Literature Festival</td>
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<td>6.</td>
<td>Evidence Based Advocacy</td>
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### Direct and indirect beneficiaries: (disaggregated by gender and age)

<table>
<thead>
<tr>
<th>Direct Beneficiaries:</th>
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<tbody>
<tr>
<td>Schools: 3,770 (Girls: 2,491, Boys: 1,279)</td>
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<tr>
<td>Students (3-5 years): 35,000 (Girls: 28,000, Boys: 7,000)</td>
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<tr>
<td>Students (5-14 years): 350,800 (Girls: 214,400, Boys: 136,400)</td>
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<tr>
<td>Teachers/Para/Head: 12,880 (Female: 9,674, Male: 3,206)</td>
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<td>Community Members: 205,200 (Female: 104,160, Male: 101,040)</td>
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<tr>
<td>Govt. Officials: 700 (Female: 350, Male: 350)</td>
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<tr>
<td>CSO, Local CBOs, other partner organizations: 230</td>
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<tr>
<td>Lead Master Trainers &amp; Field Based Mentors/Trainers: 930 (Female: 531, Male: 99)</td>
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<tr>
<th>Indirect Beneficiaries:</th>
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<tbody>
<tr>
<td>Schools: 8,280 (Girls: 4,764, Boys: 3,516)</td>
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<tr>
<td>Students: 600,000 (Girls: 350,000, Boys: 210,000)</td>
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<tr>
<td>Siblings of Students: 70,000 (Girls: 35,000, Boys: 35,000)</td>
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<tr>
<td>Teachers/Head: 31,420 (Female: 17,788, Male: 13,634)</td>
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<tr>
<td>Students’ Parents/Households: 1,950,000 (Female: 975,000, Male: 975,000)</td>
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<tr>
<td>Govt. Officials: 900 (Female: 470, Male: 430)</td>
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<tr>
<td>CSO, Local CBOs, other partner organizations: 300</td>
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</table>

### Total Budget in Local Currency: 4.614 million
Component 1: Establishing quality “Early Childhood Education (ECE)” in primary government schools for holistic experiential learning and transition from pre-primary to primary education. The component will support policy and advocacy, capacity building of teachers, head teachers, parents/community and tracking learning outcomes. ECE under Dubai cares will mirror sector plans of two provinces in 04 target districts of Sindh (2) and Baluchistan (2)

Objectives:

The main objectives of Component I aligned with the provincial sector plans, are as follows:

- To provide experiential learning opportunities to 35000-40,000 children in 400 schools over 30 months for successful transition to primary level
- To hire and train 400 para teachers along with 400 school teachers in ECE curriculum, pedagogies and assessment system.
- To train cluster head teachers, and 150 field officers/ trainers such as DTEs (gvt. District Teacher Educator), supervisors, ADEOs/AEOs and relevant personnel on ECE to make the intervention sustainable for the entire district
- To raise awareness among 2,000 SC/SMC members (400 schools x 05) on the importance and need of ECE.
- To develop modules on ECE curriculum, early learning developing standards (ELDS) and assessment to influence B.Ed ECE courses in pre-service and in-service training of teachers.
- To undertake baseline prior to the launch of the segment with a research design to measure impact through the life of the project

Scope (Component 1 & 2 combined):

<table>
<thead>
<tr>
<th>Province</th>
<th>District</th>
<th>Number of Villages</th>
<th>Number of Schools</th>
<th>Planned No. of Direct Beneficiaries (Children)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sindh (ECE, L4A)</td>
<td>Sukkur</td>
<td>100</td>
<td>200</td>
<td>75,500</td>
</tr>
<tr>
<td></td>
<td>Shikarpur</td>
<td>50</td>
<td>100</td>
<td>37,750</td>
</tr>
<tr>
<td></td>
<td>Sub Total</td>
<td>150</td>
<td>300</td>
<td>113,250</td>
</tr>
<tr>
<td>Baluchistan (ECE, L4A)</td>
<td>Lasbela</td>
<td>40</td>
<td>80</td>
<td>30,200</td>
</tr>
<tr>
<td></td>
<td>Quetta</td>
<td>10</td>
<td>20</td>
<td>7,550</td>
</tr>
<tr>
<td></td>
<td>Sub Total</td>
<td>50</td>
<td>100</td>
<td>37,750</td>
</tr>
<tr>
<td>Punjab (L4A)</td>
<td>Dera Ghazi Khan</td>
<td>30</td>
<td>60</td>
<td>17,400</td>
</tr>
<tr>
<td></td>
<td>Muzaffargarh</td>
<td>30</td>
<td>60</td>
<td>17,400</td>
</tr>
<tr>
<td></td>
<td>Sub Total</td>
<td>60</td>
<td>120</td>
<td>34,800</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>260</strong></td>
<td><strong>520</strong></td>
<td></td>
<td><strong>185,800</strong></td>
</tr>
</tbody>
</table>

Note: Above table covers Learning 4 Access component as well
Duration: Total duration of program in a target village will be two years.

Implementation Strategy

1. This component will be implemented in selected 400 schools of 02 provinces namely, Sindh & Baluchistan. For said two provinces, Component 2 (OOSC, enhanced learning and school improvement) will be in the same schools.

2. Schools will be targeted as per following ratios: 60% primary, 30% Middle and 10% high with primary/katchi sections with gender ratio of 80% girls and 20% boys (10% of the schools will be low cost private sector).

3. ECE component will be implemented for two years in all schools so two new cohorts to be counted over 2 academic years with the total number of 35,000 children.

4. The Dept of Education will be mobilized for matching funds for expanding the program in as many schools (400) through its own budgets following the same template and tracking the indicators through mainstream SEMIS/BEMIS annual school census systems.

5. The District Trainers and Relevant Personnel (govt.) will be included for capacity building sessions in the area of ECE methods and key documents so that they can multiply this method across all schools.

Under the project, Early Childhood Education will be implemented in public school for a period of two years within 2014 - 2016 following two phased approach

**Phase I: Two-Year (2014 & 2015)**

<table>
<thead>
<tr>
<th>1st Year (2014)</th>
<th>2nd Year (2015)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) Identification of 50% of the target schools</td>
<td>(i) Implementation of the program focusing core elements and facets</td>
</tr>
<tr>
<td>(ii) Launching the program</td>
<td>(ii) Completion of the program supported by District</td>
</tr>
<tr>
<td>(iii) Implementation</td>
<td>(iii) Steps to be taken for sustainability of the program</td>
</tr>
</tbody>
</table>

**Phase II: Two-Year (2015 & 2016)**

<table>
<thead>
<tr>
<th>1st Year (2015)</th>
<th>2nd Year (2016)</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Adding other 50% newly identified schools</td>
<td>i. Implementation of the program focusing core elements and facets</td>
</tr>
<tr>
<td>ii. Launching the program</td>
<td>ii. Completion of the program supported by District</td>
</tr>
<tr>
<td>iii. &amp; Implementation</td>
<td>iii. Steps to be taken for sustainability of the program</td>
</tr>
</tbody>
</table>

Schools Selection Criteria:

i. 03 rooms School (at least) in rural / urban settings - One room (spacious enough for 40 children) will be selected with support of government to convert into ECE room providing all required infrastructure and learning materials taking safety and protection measurements.
Component 2: Learning 4 Access: 20,800 (could be expanded to 25,000 if not 30,000) Out of school children (OOSC)’s access, accelerated learning and support for school improvement where the OOSC are being mainstreamed

Objectives:

The main objectives of the component, aligned with the sector plans, are as follows:

- To provide Accelerated Learning Program / CPB to 20,800 OOSC (# could almost double)
- To mainstream 14,560 (70%) of Out of School Children (Drop out / Never Enrolled)
- To ensure retention of 10,192 (70%) mainstreamed children
- To improve Learning levels of 15,600 In-school children (grade 4-5) at risk of dropping out
- To improve school learning environment in 520 target schools
- Capacity building of 2,080 teachers of target schools
- Capacity building of 2,600 School Council / Parent Teacher School Management Committee Members

Scope: Kindly see relevant details under component 1

Duration: Total duration of program in a target village will be one year.

Implementation Strategy:

1. This component will be implemented in selected 520 schools of 03 provinces namely, Sindh, Baluchistan & Punjab.
2. Schools will be targeted as per following ratios: 60% primary, 30% Middle and 10% high with primary/katchi sections with gender ratio of 80% girls and 20% boys (10% of the schools will be low cost private sector).

The program will be implemented at village level for duration of one year in following two phases:

<table>
<thead>
<tr>
<th>Phase I: Mainstreaming of Out of School Children (Duration: 03 Months)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Identifying out of school children aged 4-11 years for the literacy/numeracy camp 8-10 weeks in the school in the afternoon or in a community space.</td>
</tr>
<tr>
<td>- In-School children at risk of drop out in grades 4-5 will be identified as well to be supported by the literacy/numeracy camps</td>
</tr>
<tr>
<td>- Training of teachers in schools to understand and provide for special periods for the accelerated learning program.</td>
</tr>
<tr>
<td>- Conducting the CPB program with baseline, midline and end line measurements</td>
</tr>
<tr>
<td>- Mainstreaming of Out of School Children</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phase II: School Improvement Program to Ensure Retention of Children (Duration: 09 Months)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Provision of Para Teacher (01 per school) for coping with enhanced enrolment</td>
</tr>
<tr>
<td>- Capacity building of Teachers</td>
</tr>
<tr>
<td>- Provision of Teaching Learning Materials (TLMs) and Small library/reading clubs</td>
</tr>
<tr>
<td>- School Enrichment Program (Students’ Clubs, Summer Leadership Camp)</td>
</tr>
<tr>
<td>- Tracking Learning Levels of Mainstreamed Children</td>
</tr>
<tr>
<td>- Strengthening School Management Committee / School Council</td>
</tr>
<tr>
<td>- Provision for Minor Repair &amp; Maintenance of School</td>
</tr>
<tr>
<td>- For Sindh &amp; Baluchistan, the ECE Component will also be housed in the same schools</td>
</tr>
</tbody>
</table>
Component 3: Teachers without Frontiers (TWF- unique outreach through trainers and e-enabled platforms in far flung areas of Pakistan

Objectives:

1. To identify 30 teachers from existing professional networks as Lead Master Trainers (LMTs) from all provinces; they will focus on content knowledge and understanding of Standard based Curriculum with communication skills and e-learning/IT skills.

2. Capacity building by 30 LMTs through workshops of 30 trainees each; about 900-1050 educators in hard to reach areas in all provinces; they will focus on content knowledge, and implementation of Standards based Curriculum through blended medium - face to face and e-learning solutions in English, Urdu/Sindhi, Maths, Science, Social studies and ECE.

3. To identify from each cohort of 30 trainees 3 special communicators/Mentors (90) with skills for e-learning, who can in turn train another 30-50 trainees for multiplying the capacity through blended learning solutions (90 trainers to train 50 teachers each = 4500)

4. These 90 mentors (called as Master Trainers) will be trained for 4-6 weeks on e-learning devices - blended learning and be provided with tablets for access to learning solutions.

5. To develop an e-learning platform/portal easily accessible byteachers anywhere through simple telephony, I-PADS or computers. Apps will be developed accordingly.

6. The 90 mentors will in turn train 35-50 teachers in the agreed areas. Reaching to 4,500 teachers (2 per school) who in turn will reach out to 200-250 students in 2,250 schools.

7. To undertake impact research of this model for mobilizing evidence to inform the innovation and influence policy for in-service training and dissemination of the approach.

Duration: The pilot program duration will be 24 months.

Scope: All four provinces of Pakistan

Implementation Strategy:
Blended Learning Outreach Program -mobilizing citizens for quality - Shifting Paradigms of Continuous Professional Development through Mentoring and E Enabled Platforms
Component 4: Learning Assessment (Learning Metrics Task Force)

Objectives:

- Leverage and build consensus on measuring learning among the global and national education/assessment community
- Develop concrete recommendations for measuring learning at the national levels through the learning metrics for global comparisons
- Have recommendations translated into action (including inform the post-2015 agenda)
- Long-term: Shift the conversation on education from access to access plus learning, and improve learning outcomes for children and youth

Duration: The component duration will be two years.

Scope: All four provinces of Pakistan

**Implementation Strategy:**

<table>
<thead>
<tr>
<th>Action required</th>
<th>Institutions involved</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify good practices within country and facilitate shared learning across countries</td>
<td>Provincial Education assessment systems (PEAS) National Education assessment systems (NEAS) BOC, Provincial Education Departments</td>
<td>November-December, 2013</td>
</tr>
<tr>
<td>Advocate for better measurement of learning and create regional communities of practices to share technical and financial resources</td>
<td>Members from PEAS, NEAS, BOC, AKU-EB, Board of secondary and tertiary level, head teachers and teachers.</td>
<td>Ongoing- one meeting/session per month</td>
</tr>
<tr>
<td>Research on robust assessment systems that demonstrate the transformative powers of reliable data on learning outcomes.</td>
<td>ITA, Reform support unit-Sindh, PPIU- Balochistan Punjaban Assessment System unit</td>
<td>December 2013- June 2014</td>
</tr>
</tbody>
</table>
Component 5: Children Literature Festival

Objective: Generate a culture of reading to improve learning and citizenship across Pakistan's schools by popularizing Children's Literary Festivals as a sustainable institution for age groups 4-18.

CLF - A social movement for promoting reading, creativity and critical thinking = producing alternative texts to influence curriculum and supplementary materials.

Children's Literature Festivals

- CLFs: Provincial, District, and School based
- 3 years 12 different CLFs in large and small formats
- Beneficiaries 200,000

Publications CLFs

- 6 Children's Books
- 2 Teacher Guides
- 4 Learning/Reading Activities - CDs

Outreach through Website Portal and workshops

- Access to learning materials, activities
- Workshops in schools and communities (20)
- Innovations for scaling up in communities

Duration: Program duration will be 03 years

Scope: All four provinces of Pakistan

Implementation Strategy:

The CLF has a well organized template for implementation as an inclusive process. It is also on its way to becoming an independent entity managed by ITA.

Step 1: For each CLF planned a local Steering Committee is mobilized for deciding on key features of mobilizing all partners; encouraging language diversity and inclusion; for popularizing reading

Step 2: Strands for the festival are decided in the given context from a menu of 14 options and new ones explored

Step 3: Venue and dates are finalized to ensure that large numbers can be accommodated

Step 4: Additional sponsors are mobilized

Step 5: Pre-festival guidelines and school recruitment activities are conducted

Step 6: Program finalized with resource persons

Step 7: Preparation for branding and design etc. along with all printing/publication finalized

Step 8: Festival successfully conducted

Innovative Outcomes:

1. CLF will generate 6 titles for children's literature and activities to popularize readings

2. CLF will prepare standard folding libraries and collapsible book displays as innovations for pre-school, primary and middle grades this will be done for demonstration that can be scaled up by many partners promoting early to elementary reading
3. CLF will innovate a teacher's literature festival for one day prior to CLF to train them exclusively without the pressure of chaperoning children, in 2-4 locations for enabling them to take back good practices to the classrooms.

4. A qualitative impact study will be conducted on the CLF component based on pledges made by schools to replicate the CLF in their spaces.

Component 6: Advocacy and Influencing government policy - provincial, national

Objectives: To influence public policy on education and girls' right to education for meeting the challenges of RTE in Pakistan

Duration: The component duration will be 03 years

Scope: All four provinces of Pakistan

Implementation Strategy:

The advocacy and policy strategy has following five strands:

1. Influence through policy briefs and costing the ongoing initiatives in the provinces on bringing out of school children to enrol in schools; ECE program and teacher education; the purpose would be to explore proactively synergies during the project cycle;

2. Research / evidence based work to inform campaigns for right to education, girls education, ECD, and acceptability of LMTF;

3. ASER and CPB data on right to Education and enhancement of public sector budgets for education and girls education;

4. Using each milestone in education and gender advocacy at local, provincial levels and also national level;

5. 05 Round tables held on policy areas of OOSC and Girls Education; Learning Assessment and Quality; RTE 25-A; Teacher Education and Education Financing.
## Project’s Beneficiaries

- Describe the intended direct and indirect beneficiaries (including estimated numbers, disaggregated by gender and age)

<table>
<thead>
<tr>
<th>Direct Beneficiaries</th>
<th>Male</th>
<th>Female</th>
<th>Planned Numbers</th>
<th>Indirect Beneficiaries</th>
<th>Male</th>
<th>Female</th>
<th>Planned Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools</td>
<td>829</td>
<td>2,941</td>
<td>3,770</td>
<td>Students</td>
<td>210,000</td>
<td>390,000</td>
<td>600,000</td>
</tr>
<tr>
<td>Students</td>
<td>143,400</td>
<td>242,400</td>
<td>385,800</td>
<td>Students’ parents / Household members</td>
<td>975,000</td>
<td>975,000</td>
<td>1,950,000</td>
</tr>
<tr>
<td>Teachers/Head Teacher</td>
<td>3,022</td>
<td>8,938</td>
<td>11,960</td>
<td>Teachers/Head Teacher</td>
<td>13,634</td>
<td>17,786</td>
<td>31,420</td>
</tr>
<tr>
<td>Para Teachers</td>
<td>184</td>
<td>736</td>
<td>920</td>
<td>Siblings of students</td>
<td>35,000</td>
<td>35,000</td>
<td>70,000</td>
</tr>
<tr>
<td>Community Members/Parents</td>
<td>101,040</td>
<td>104,160</td>
<td>205,200</td>
<td>Schools</td>
<td>3,516</td>
<td>4,764</td>
<td>8,280</td>
</tr>
<tr>
<td>CSO, Local CBOs, other partner orgs</td>
<td>-</td>
<td>-</td>
<td>230</td>
<td>Local CBOs, other partner organizations</td>
<td>-</td>
<td>-</td>
<td>300</td>
</tr>
<tr>
<td>Officials of Provincial Governments/Department of Education etc.</td>
<td>350</td>
<td>350</td>
<td>700</td>
<td>District/Provincial Governments/Department of Education etc.</td>
<td>430</td>
<td>470</td>
<td>900</td>
</tr>
<tr>
<td>Lead Master Trainers and Field based Mentors/Trainers</td>
<td>99</td>
<td>831</td>
<td>930</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For component wise detail of beneficiaries and calculation methodology, please see Annexure-H

- Explain the type of organizations that will benefit from the project (e.g. government, CSOs, etc.)
  - Government
  - Civil Society Organizations including media working at National/Provincial/District Level
  - Teacher unions and associations (public and some private)
  - Parliamentarians at all levels in the constituencies where the project components are working
  - Local Community Based Organizations (Village Education Committees, School Council/School Management Committees)
  - Universities / Colleges imparting Early Childhood Education
  - Institutions conducting Action Research in the field of Education
  - Provincial Education Assessment Systems


Monitoring, Evaluation and Learning

Baseline
Baseline survey is planned in the first phase of the project and subsequent results will be measured in first 03 months

Monitoring
ITA will follow the Dubai Cares guidelines and established procedures for monitoring. Annual work plans will be prepared within the first month, quarterly progress reports (as required by Dubai Cares) will be submitted as requested. Technical reports, special reports, and accounting reports will also be prepared on a quarterly basis. ITA will have a built-in monitoring and evaluation system.

Evaluation
The progress and success of the project will be constantly reflected and assessed by the project staff involved. M&E unit will be closely monitoring the progress on identified indicators and helping measure numbers as well as the quality of the outputs. The outcomes and the data will also be shared with Dubai Cares to help track the activities.
In addition, ITA’s management will ensure that adequate and timely reports are furnished and information exchanged which is crucial to supporting evaluations and other necessary project assessments.

Research
ITA will conduct longitudinal research (baseline, midline and final) to measure project impact on direct beneficiaries.

Sustainability
In this context, the sustainability of the project will be laid upon following pillars:

- Activate School Councils/SMCs and building their capacity on roles and responsibilities
- Taking teachers and management of District Education Department on board so that integrated school development, enrolment and learning of out of school children and girls may become easier and sustainable. The methods are disseminated to the departments of education to cover as many schools as it can in the district; Mainstreaming of budgets and programs in the target schools formally to the departments of education.
- Facilitate networking linkages, exchange education development ideas and interaction among stakeholders; parents, community, teachers, education department, other education development agencies to identify and pool opportunities for continuous development efforts
- Project interventions are in line with the Provincial Education Sector Plans and the large donor projects especially by World Bank, DFID, European Union, USAID, CIDA, and UNICEF from 2014-2018/19
- Capacity building of teachers especially female teachers through innovative means in hard to reach areas through an integrated program aligned to the Deps. of Education and their apex training bodies.
- Making MoUs with relevant provincial/district governments for ownership, matching funding and sustainability of project interventions
Idara-e-Taleem-o-Aagahi (ITA) as Implementing Partner

Idara-e-Taleem-o-Aagahi (ITA) or the “Centre of Education and Consciousness” Public Trust, was established in 2000. ITA is a response to the profound crises of education in a post-colonial set up which accelerated with the break up of Pakistan in 1971 and nationalization of education in 1972. With humble beginnings in Lahore, ITA has expanded programs (capacity building, services, research, advocacy and policy influence) across the country with 29 modest offices and 200 personnel. It is certified by the Pakistan Centre for Philanthropy (PCP) and has a tax exempt status.

Vision

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

The mission of ITA is to advocate and demonstrate universal access and standard setting in education as a comprehensive inclusive learning experience for human evolution and consciousness. ITA seeks to create and contribute to contemporary learning opportunities for all children and youth without discrimination on account of gender, class, age, religion, color and ethnicity, addressing educational bottlenecks through timely resource mobilization, innovations and policy influence. Its programs and implementation prism is through a sector wide approach from ECD (0-8) to non-formal catch up programs (age 4-14); technical vocational (age 15-30), college and tertiary level (age 17+). Programs are preferred within geographical clusters through seamless linkages. Nationwide scalable campaigns are embedded within programs on assessing learning levels (ASER 2009-2015), right to education (2011-2015) and children’s literature festivals (2011-2015). Together the campaigns are placed under the umbrella of Citizens’ Movement for Quality Education (CMQE). Each initiative is underpinned by gender challenges, public private partnerships, alliance building and CSR mobilization. Partnerships are at the core of ITAs work with communities; parents; children; government; civil society organizations; media; teacher unions private/corporate sector/ foundations; donors and INGOs.

ITA has given birth to two institutional initiatives viz., South Asia Forum for Education Development (SAFED) and the Institute of Professional Learning (IPL). IPL was registered in December 2012 as not for profit company as a separate entity to become a full-fledged degree awarding and research institution. SAFED has created good will, partnerships and several initiatives including ASER, however it seeks investment for wider influence and presence across South Asia as a learning sharing forum. The work spans across partnerships in South Asia, East Asia and Africa seeking to influence trends in education in post 2015 agendas, for inclusion and quality learning, both locally and globally. ITACEC UK supports ITA Pakistan programs registered with the Charities Commission UK.

Today ITA is working on distributed leadership and governance systems across Pakistan for sustainability and well implemented succession steps. It needs support for strategic nationwide/regional operations and succession planning.
How are the challenges being addressed?

Vision

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

<table>
<thead>
<tr>
<th>Age</th>
<th>Early Childhood Development (ECD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-5</td>
<td>Whole School Improvement Program (WSIP)</td>
</tr>
<tr>
<td>5-6</td>
<td>Pre-school - X Enhancement</td>
</tr>
<tr>
<td></td>
<td>Health, LSBE, HIV/AIDS &amp; Citizenship</td>
</tr>
<tr>
<td>7-8</td>
<td>Out of School Children (OOSC)</td>
</tr>
<tr>
<td></td>
<td>CPE Program (4-14 years)</td>
</tr>
<tr>
<td>9-12</td>
<td>Capacity Building &amp; Training</td>
</tr>
<tr>
<td></td>
<td>VD-tech / Livelihood</td>
</tr>
<tr>
<td></td>
<td>TEVTA / CSR Inv.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Education in Emergencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender Sensitive</td>
</tr>
<tr>
<td>Services</td>
</tr>
<tr>
<td>Evaluation Placement Conference Research</td>
</tr>
<tr>
<td>Community Participation &amp; SMCs Engagement - OWNERSHIP</td>
</tr>
<tr>
<td>Public Private Partnership &amp; CSR Mobilization</td>
</tr>
</tbody>
</table>

**CITIZEN'S MOVEMENT FOR QUALITY EDUCATION - CMQE**

ASER – Evidence on Quality Right to Education (RTE)

Chalo Banja Barha (CPB) L 4 A

Children's Literature Festival (CLFS)

**ITA’s Core Program Areas**

- Early Childhood Education (3-5 years) and Early Childhood Development (6 months to 5 years)
- Whole School Improvement Program (WSIP): Katchi/Pre School to K 10/12 - A 04 phased process.
- School Assessment for School Improvement (SASI)
- School Enrichment Program - Summer Schools; Reading /Leadership Clubs
- School Health & Hygiene Program : Healthy Pakistan Mission & Lifesaver 2013 with CSR
- Non-Formal catch up program for the vulnerable : ECE, Catch up to age 15 and literacy for 13+
- Establishing and supporting low cost non-elite private schools
- Vocational Training certified post middle, matric and FA/FSC for livelihoods
- Citizenship and citizen led initiatives for education change
- Assessing nationwide learning levels of children - a South South initiative
- Promoting Reading and Libraries in schools and public sites
- Teacher education in-service and pre-service (Institute for Professional Learning )
- Teachers networking - professional networks
- Education in emergencies - all phases and influencing policy for emergencies
- Research and Advocacy for education transformation and rights based learning - ASER 2009-2015; Right to Education (RTE); Learning for Access (L4A) and Children’s Literature Festivals (CLFS) - Citizens Movement for Quality Education (CMQE)
• South Asia Forum for Education Development (SAFED) regional learning & sharing good practices.
• Public Private Partnerships and Corporate Social Responsibility.

ITA's Key Partners are:
• Learners of all levels and ages
• Communities
• Government organizations at all levels
• Research and learning institutions
• Private and corporate sector
• Non-government organizations (local, national and international)
• National, regional and international professional networks & alliances
• Multilateral and bilateral organizations

Governance (board of Trustee)
The BoT is responsible for ongoing review and recommendations to enhance the quality and future viability. The major Role and Responsibilities of BoT are:
• Involve in the strategic plan such as Vision refinement; Target setting; Strategic Direction; Process Management; Program Management; Program Consolidation, Program Support Structure, Systems, Finance: Administration and Human Resources and Monitoring and Evaluation
• Regularly reviewing Progress of Projects/Programs.
• Periodically updating and clarifying the primary areas of focus and helps shape the agenda for the next year or two based on the strategic plan.

Management structure
• ITA has currently 200 active personnel working in the organization across Pakistan. Most mid-level team leaders have had training in research, child protection; mainstreaming; policy influence, public private partnerships and alternative disciplining practices.
• ITA has 29 offices in Punjab, Sindh, KPK and ICT with core program staff - lean units often on public sector locations.

ITA Geographical Coverage

<table>
<thead>
<tr>
<th>National, Province, District</th>
<th>Started</th>
<th>Lists of Districts with Existing Offices</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>2004</td>
<td>ITA expanded its outreach to 136 districts under ASER - Pakistan</td>
</tr>
<tr>
<td>Punjab</td>
<td>2000</td>
<td>Lahore (2) Rahim Yar Khan (2), Bahawalpur, Multan, Muzzafargarh(2) Chiniot, Faisalabad, Sahiwal, Rawalpindi, Sialkot, Jhang, Sargodha, Gujranwala, Toba Tek Singh, Khanelewal</td>
</tr>
<tr>
<td>Sindh</td>
<td>2009</td>
<td>Karachi, Hyderabad, Shikarpur, Sukkur, Khairpur</td>
</tr>
<tr>
<td>Khyber Pakhtunkhwa</td>
<td>2010</td>
<td>Peshawar, Mardan, Charadda, Swat</td>
</tr>
<tr>
<td>Baluchistan</td>
<td>2009</td>
<td>Quetta, Musakhel</td>
</tr>
<tr>
<td>ICT</td>
<td>2002</td>
<td>Islamabad</td>
</tr>
<tr>
<td>UK- Chapter</td>
<td>2001</td>
<td>London</td>
</tr>
<tr>
<td>Districts:</td>
<td></td>
<td>No. of Offices: 29 (modest)</td>
</tr>
</tbody>
</table>
Project Governance Arrangements

For each province a Steering Committee will be notified with key relevant personnel from the Dept of Education, experts and CSOs to advise and review the program, strategies, progress and challenges.
In the district there will be district advisory committee established with the DCO and/or his/her nominee; EDO education; Dept of NFE and Literacy, CSOs/youth organizations and local industry representative for giving inputs on strategy, outcomes, partnerships/linkages and challenges.

Children’s voices will inform the project through mechanisms that are child friendly and child centred.

Formal annual reviews will be undertaken at each level for timely corrections and scaling up opportunities for sustainability.

Organization’s revenue model
ITA has a blended funding model
a) ITA’s own services for training, research, school profiling, conferences management etc.
b) ITA receives funding from philanthropists, CSR and ITACEC UK
c) Donor agencies (i.e. DFID, OSF, Dubai Cares, Rutgers WPF; Oxfam GB, Oxfam Novib; ILM Ideas, Alif Ailaan, PPAF etc),