



# ANNUAL REPORT 2023





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## FOREWORD



### Message from the Chief Executive Officer

Idara-e-Taleem-o-Aagahi (ITA), *the centre for education and Consciousness*, has been working as a non-state actor since 2000, and evolving as an evidence-based organization committed to education transformation through partnerships and innovations. ITA was created as a response to the multiple crises in public sector education, including low access, poor learning outcomes, low morale of teachers, parents, and communities, severe shortage of teachers, and missing facilities.

ITA crafted its first niche area as the holistic whole-school development program (WSIP) in 2000. WSIP was implemented through formal public-private partnerships as an innovation laboratory with a four-pronged concurrent strategy: a) improving quality of teaching and learning; b) building school vision and leadership skills; c) community/parental/SMC engagement and strengthening; and d) personal and social well-being of students. WSIP was enriched with a two-year holistic ECCE initiative, inclusivity, thematic summer schools, remedial catch-up programs, life skills, libraries and IT labs for schools and communities, and innovations in school-based financing within government systems. WSIP became ITA's pillar in crafting and learning through enrichment programs, generating school-based evidence for influencing policy reforms, through alliances and citizens' rights and responsibilities.

Working closely with the government, ITA has remained invested in nationwide education reforms since 2000. ITA has worked in six Emergencies (earthquakes, extremism & displacements, floods 2012-2017, COVID-19, floods 2022 and climate change). ITA remains invested in learning solutions for vulnerable populations inclusively viz. children, adolescent girls and boys and families sensitive to disability, minority and the poorest groups.

From 2008 ITA embarked on large scale flagship programs such as the Annual Status of Education Report (ASER), a unique public good that has tracked learning for more than 3 million children and 1 million households across every district. ASER has become a benchmark on learning evidence and action in Pakistan. The ASER assessments have led to ground-breaking actions for learning, through Teaching at the Right Level (TARL) or *chalo parho aur barho* (CPB), Second-chance education for adolescent girls with life skills and the Pakistan Learning Festival



(2010-2022). Our work has informed South-South initiatives/partnerships, the UN SDGs2030, global partnerships and right to education and SDG 4 networks.

Ending violence against women, early and forced girl child marriages, child labor and its worst forms embedded in life skills and SRHR are supported within ITA's progressive core programs.

ITA was one of the pioneers of digital literacy and safety in Pakistan. These programs continue to serve millions of children and teachers. Teachers Without Frontiers (TWF), hybrid and tablet-based continuous professional development in far flung areas of Pakistan; teachers, headteachers, students, communities, parents, youth, field and provincial departmental officers and CSOs remain the focus of ITA's capacity building services.

By June 2022, ITA had reached over 15 million beneficiaries across the country through partnerships with Government, Industry, CSOs, Foundations and Development partners.

COVID-19 accelerated ITA's digital transformation in all programs, delivering learning, training and research through hybrid and EdTech modes ensuring #LearningNeverStops.

The work for at-scale services that provide '*Strong foundational and lifelong learning transforming people and society*' compels ITA to invest in rigorous and seamless organization wide digital transformation for greater measurable impact in a progressively tech-based artificial intelligence (AI) driven era. This is non-negotiable for organization-wide business processes and growth with evidence based at scale outcomes and action footprint.

Following the completion of the Strategic Plan 2016-2021/22 ITA is now embarking on the next Strategic Plan 2023-2028 accompanied by an actionable Digital Transformation Strategy committed to foundational and lifelong learning for adaptive, inclusive, resilient and sustainable human well-being. We believe in organizational relevance as a multiplier of public goods, through alliances and networks within and across borders for education actions that deliver meaningful learning to every child, adolescent and youth with special focus on girls & women.

Sincerely,

**Baela Raza Jamil**

Chief Executive Officer

Idara-e-Taleem-o-Aagahi

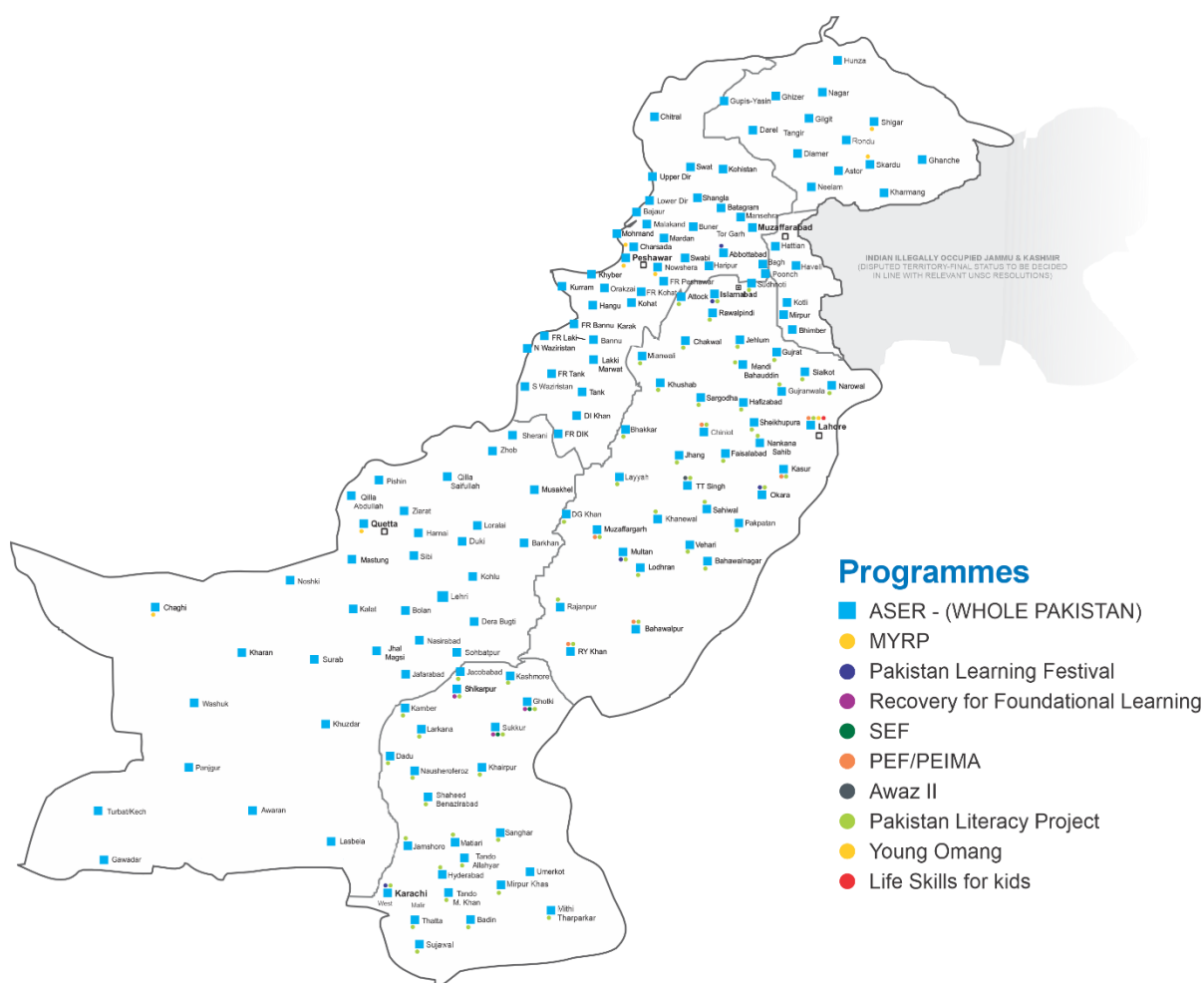


# Introduction of the Organization:

Idara-e-Taleem-o-Aagahi (ITA): Center for Education and Consciousness, is a Pakistan Centre for Philanthropy-certified and tax-exempt nonprofit organization dedicated to advancing education and social reform. Since its establishment in 2000, ITA has worked tirelessly for 24 years to enhance education quality, promote learning, and advocate for policy reforms in Pakistan.

Through research, training, community mobilization, leaders and interactive learning ITA strives to achieve its comprehensive objectives. Currently, ITA's focus is on strategic program delivery for scaling up what works in Pakistan, encompassing girls' education, foundational learning, early childhood education, and innovative learning libraries for communities and schools, called Kitab and Mahol Gari (Mobile Library)

Under ASER Pakistan, ITA conducts research in eight political constituencies. Additionally, ITA implements a second-chance girls' education program, Sayani Saheliyan. Pakistan Learning Festival, ITA's flagship program will soon be celebrating its 100th learning festival in Pakistan, aiming to promote learning beyond the curriculum.



**Vision:**

Strong foundational learning for life-long education that transforms people and society in Pakistan

**Mission Statement:**

Idara-e-Taleem-o-Aagahi works to build a nationwide movement for inclusive and quality education, helping all children, adolescents, and youth gain skills and knowledge through evidence, innovations, and partnerships. ITA also focuses on climate change, empowering future generations to create a just and more sustainable world.

**Expertise:**

Idara-e-Taleem-o-Aagahi (ITA) is committed to enhancing education, learning, and skills development for all individuals, ensuring inclusivity in our approach. Our expertise lies in implementing solutions through collaborative learning teams, conducting research, promoting evidence-based practices, forming impactful partnerships, and driving social movements to achieve quality education without discrimination. Additionally, we address critical issues like climate change and sustainability through various educational initiatives in both emergency and non-emergency settings.

**ANNUAL SNAPSHOT 2023****ITA BENEFICIARIES**

WE HAVE REACHED

**5.6+**

Million Lives  
Transformed

**1,000+**

Teachers and  
Educators Empowered

**850+**

Learning Camps  
Established

**200+**

Change Agents  
Mobilized

**15**

Children's  
Books Published

**35**

Libraries  
Created

**04**

Grand Festivals  
Celebrated

# PROGRAMS

## Aawaz II

The *Aawaz II* program, implemented by **Idara-e-Taleem-o-Aagahi (ITA)** and funded by the **British Council** and **FCDO**, is a groundbreaking initiative aimed at empowering marginalized groups, including **women, Persons with Disabilities (PWDs), Women with Disabilities (WWDs), religious minorities, and transgender individuals**. Spanning **March 2023 to September 2026**, the program operates in two districts of Punjab: **Okara** and **Toba Tek Singh**.

Aawaz II addresses critical social issues such as **gender-based violence (GBV), early child marriages**, and **discrimination** by fostering inclusion, leadership, and community-driven solutions. Through structured forums, community dialogues, and partnerships with government stakeholders, the program promotes behavior change, advocates for rights, and ensures sustainable access to essential services.

### Key Objectives

- Reduce **gender-based violence** and **early child marriages** through advocacy and awareness.
- Promote **social cohesion** by fostering the inclusion of marginalized groups.
- Empower communities to engage with government services, identify local issues, and develop sustainable solutions.
- Build leadership capacity through training and action-driven platforms such as Village Forums (VFs) and District Forums.



### Program Achievements:

Throughout the year, Aawaz II achieved notable progress in its target districts, with a strong emphasis on **community engagement**, leadership training, and collaboration with government departments.

#### 1. Community Forums and Dialogues

- Conducted **288 Village Forum (VF) meetings** in **Toba Tek Singh** and **192 VF meetings** in **Okara** to address community concerns and strengthen grassroots engagement.



- Organized **6 District Forum meetings** in both districts to address broader regional issues and enhance stakeholder collaboration.
- Facilitated **168 community dialogues** and **6 district-level dialogues** focusing on **gender-based violence (GBV)**, **child marriages**, and **interfaith harmony**.

## 2. Empowering Change Agents

- Trained **90 Change Agents** in Okara and **103 Change Agents** in Toba Tek Singh, equipping them with skills in **digital literacy**, **advocacy**, and **leadership** to drive positive change.

## 3. Birth Registration and Documentation

- Organized **7+ Birth Registration Camps** in both districts, ensuring minority children were registered and documented for better access to essential services.



## 4. Community Action Plans

- Implemented **56 Community Cohesion Action Plans (CCAPs)**, addressing key themes such as child protection and social cohesion.
- Developed and executed **18 Social Action Plans (SAPs)** to resolve community issues and support local development.

## 5. Early Warning and Conflict Resolution

- Reported and addressed **124 Early Warning Signals (EWS)** related to GBV, child marriages, minority rights, and community conflicts, ensuring timely interventions.
- Conducted **31 Citizen-State meetings** to provide platforms for community engagement with multiple government departments, improving responsiveness and access to services.

## 6. Coordination and Resource Utilization

- Held **8 coordination meetings** for Resource Persons to ensure effective collaboration and resource mobilization.
- Enhanced engagement with **Tahafuz Centers** and **MEESAQ Centers**, where duty bearers actively participated in Village Forum meetings.

## Impact and Results

The Aawaz II program has been instrumental in creating **behavioral change** and fostering **social inclusion**. By engaging marginalized communities and equipping them with leadership and advocacy skills, the program has:



- Raised awareness of **gender-based violence**, early child marriages, and discrimination.
- Promoted collaboration between communities and government departments, enhancing service delivery.
- Established **safe spaces** for marginalized groups and facilitated community-driven solutions to local challenges.

### Case Study: Reviving Access to Drinking Water in Dharamywala

In Dharamywala village, a water supply issue arose due to the **non-payment of bills** for the water tank meter, depriving the community of drinking water. The **Village Forum (VF)** members, with support from the Aawaz II program, investigated the issue and discovered that the local chairman had not collected the full payment. A committee was formed to address the matter, and a better **bill collection system** was introduced. Once the remaining payments were gathered, the water supply was restored, ensuring access to **clean drinking water** for the village. This success demonstrates how Aawaz II empowers communities to resolve challenges through **collaboration, leadership, and effective problem-solving**.

## Conclusion

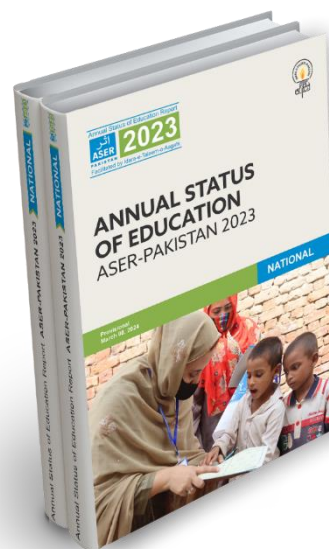
The Aawaz II program has made significant strides in promoting **inclusion, empowerment, and social cohesion** across Okara and Toba Tek Singh. By fostering community leadership, strengthening partnerships with government departments, and addressing critical social issues, Aawaz II is creating sustainable, positive change for marginalized groups.

The program's impactful initiatives, such as Village Forums, Birth Registration Camps, and Social Action Plans, ensure that the voices of vulnerable communities are heard, respected, and acted upon.

With its continued efforts, Aawaz II will further its mission of building inclusive, resilient, and empowered communities in Pakistan.

## Annual Status of Education Report (ASER)

ASER Pakistan is Idara-e-Taleem-o-Aagahi (ITA)'s flagship program. ASER is a civil society, citizen led learning accountability initiative (2009-2021) that has influenced the discourse and action on 'learning' at provincial, national and global levels. Conceived within the assessment to action framing, ASER is a unique data driven, policy, systems, and sector planning tool to recognize and improve inclusive service delivery, create innovations, and mobilize networks and partnerships for scaling up. It provides catalytic value for money, iteratively innovating overtime to become more inclusive and equitable in investigating teaching learning outcomes; its open-source (one on one assessment of children 3-16 years, household, and school characteristics) are used nationwide, as are its results for benchmarking interventions and sector plans. ASER is part of a south -south initiative (Peoples' Action for Learning Network-PAL Network) across three continents (Asia, Africa and Latin America) influencing the global learning metrics on SDG 4.1.1 and 4.2.1. Being conceived during a learning emergency as a rapid child friendly household-based assessment tool at scale, it has remained at the cutting edge of transformations and innovations for actions to improve learning.



In 2023, ASER Pakistan teams rolled out the nationwide assessment with tools, aligned with the National Curriculum of Pakistan (NCP) to generate evidence on foundational learning (FL). It provided large scale evidence to generate strategic public debate by the citizens and influencers alike. The ASER 2023 data set is a good baseline for pivoting actions as promised in the political manifesto. The data (conducted across 151 rural districts and 123 urban divisions) provides solid evidence for the inevitable policy making process as all new governments roll out their policy, sector and action plans.



The assessment tools were developed with inputs and buy-in from all provincial assessment units/departments and the Pakistan Institute of Education (PIE) National Assessment Wing (NAW) across Pakistan. Provinces include the Punjab Examination Commission (PEC), Reform Support Unit (RSU-Sindh), Directorate of Curriculum and Teacher Education (DCTE KP) and Balochistan Assessment and Examination Commission (BAEC Balochistan), as technical partners ensuring close iterations with the SDG 4.1.1 a indicator. A segment on disability using the Child Functioning Module (CFM) was also added to the school questionnaire. The data set (shared at the launch) was disaggregated by gender, area and wealth status. ASER continues to collect information on marginalized children and groups including transgenders in its assessment rounds making the "invisible visible".



ASER 2023 Pakistan adopted a hybrid model for data collection, consisting of both pen and paper-based personal interviews (PAPI) and computer assisted personal interviews (CAPI). Use of CAPI allowed utilization of technology for real time reporting and analysis, wherever internet access enabled its use without any interruptions. In 51 districts, data was collected through the application.

ASER 2023 results were shared nationwide through launches including the National held at Islamabad on March 8<sup>th</sup> 2024 followed by provincial launches. All the launches witnessed attendance of important stakeholders including Education Ministers, parliamentarians, secretaries from school education department, planning and development department, civil society organizations, think tanks, academia media and development partners etc. There are common themes/Calls to Action that emerged powerfully on: equity, inequality, gender, foundational learning, resources, importance of ECE, Primary and Secondary transitions, local government/education governance, teachers adequacy, recruitment, preparation and support, child protection and care, ed Technology based learning solutions, child protection and care, school meals missing facilities including ramps, emergencies; insufficient resource allocations, non-formal accelerated programs, need to invest in innovative practices and bolder PPPs and private sector engagement. *There are themes that need more attention such as learning/education in Urban slums, Climate Change, Disabilities etc. for which thematic report cards/policy briefs will be shared widely in the next quarter.*



ASER Teams will continue its engagements with government and private stakeholders who are believers in the power of ASER as a sustained citizen led learning survey and an open-source public good.



## Digital Safety/Digital Citizenship

The Aawaz II Program aims to empower local communities in Punjab and Khyber Pakhtunkhwa to advocate for the rights of children, women, youth, and marginalized groups. It addresses socio-cultural norms that perpetuate child marriage, gender-based violence, and social inequality. Digital literacy is a key tool used to promote advocacy in these areas.

### Training Objectives:

1. Enhance participants' skills in digital tools for advocacy campaigns.
2. Build knowledge on digital safeguarding and digital citizenship.
3. Equip Awaz Change Agents (ACAs) to create data-driven visual campaigns.
4. Develop actionable plans for safe and effective digital advocacy.



### Core Training Themes:

#### 1. Digital Safety and Citizenship:

- Emphasized the importance of responsible online behavior.
- Educated participants on safeguarding their digital identity through two-step verification and strong passwords.
- Highlighted risks of open Wi-Fi and the need for verified information.

#### 2. Digital Transformation and Communication:

- Encouraged participants to leverage digital tools for broader audience engagement.
- Promoted empathy and responsible interactions within online spaces.



#### 3. Practical Activities:

- Group discussions on internet dos and don'ts.
- Practical exercises like creating secure passwords and implementing two-step verification.
- Demonstrative activities (e.g., balloon exercise) to reinforce digital safeguarding principles.



## Key Learnings:

- ACAs were trained to identify fake news, protect personal and digital boundaries, and maintain authenticity in online campaigns.
- Participants recognized their roles as influencers, focusing on clarity and responsible messaging.

**Outcomes and Feedback:** Participants demonstrated increased confidence in navigating digital spaces and expressed enthusiasm for implementing the learned strategies. They developed action plans to disseminate digital literacy messages across platforms and communities.



## Life Skills for Kids

The *Life Skills for Kids (LSK)* project, implemented by Idara-e-Taleem-o-Aagahi (ITA) in collaboration with Store Enso (SE) and facilitated by Bulleh Shah Packaging (Pvt), served as a transformative education intervention from **2015 to 2023**. The project focused on providing **life skills-based education** to vulnerable children engaged in waste collection—one of the most hazardous forms of child labor. LSK addressed the educational, social, and pre-vocational needs of these children to help them transition towards safer livelihoods and mainstream education.

Aligned with Pakistan's **Article 25-A of the Constitution**, which guarantees the right to education for children aged 5-16 years, and the Government's commitment to **SDG 4 (Quality Education)**, the LSK project worked towards eliminating the **worst forms of child labor** as outlined in **ILO Convention 182**, to which Pakistan is a signatory.



## Key Objectives

- Provide basic education to 640 children involved in child labor across eight targeted locations in Lahore.
- Equip children with **life skills** and **pre-vocational training** to empower them with safer livelihood opportunities.
- Facilitate the mainstreaming of children into regular schools, ensuring long-term access to quality education.

## Program Highlights

### 1. Educational Interventions and Capacity Building

- Operated **six rented campuses** near targeted communities in two shifts (morning and afternoon) to provide consistent access to education for over **500 children** since 2015.
- By December 2022, all LSK students were successfully **mainstreamed into regular schools**, marking a significant milestone in the project.
- Follow-up initiatives (January–June 2023) included:
  - **Tuition support** for mainstreamed students to help them prepare for final exams.
  - **Skill development classes** in vocational training and computer literacy.



### 2. Vocational Training and Livelihood Development

- The **TVET center artisans** were trained to stitch Early Childhood Education (ECE) kits, fulfilling orders for ITA projects supporting flood-affected schools.
- Artisans also produced cloth bags, uniforms, and dresses for regular and special orders, sustaining the vocational center's operations.
- Products from the TVET center were showcased at notable events, including:
  - **Pakistan Literacy Festival**
  - **Peshawar and Abbottabad Literature Festivals**
  - **Faiz Aman Mela (Lahore)**
- TVET artisans prepared customized *Training of Trainers (TOT)* bags for the **Pakistan Literature Festival (Multan)**



### 3. Community Engagement and Advocacy

- **Awareness Sessions:** Organized a special session on **World Menstrual Hygiene Day** for adolescent girls and young mothers, promoting health awareness and breaking taboos.
- **Creative Engagements:**
  - LSK students crafted **Eid cards** as part of a creative activity during Ramadan.
  - Celebrated **Mother's Day**, where students created greeting cards for their mothers.
- Collaboration with **Think Global School**: Facilitated a student's project on child labor by connecting her with LSK students and organizing community meetings.

#### 4. Stakeholder Visits and Recognition

- A special visit by a **Bulleh Shah Packaging official** to the LSK Gujjar Colony Campus highlighted the project's impact on children and their families.
- **Ms. Kat (Educationist)** visited LSK schools and field locations to interact with community members, gathering insights into their challenges and attitudes toward education. She commended the project for its intensive efforts in mainstreaming child laborers into education.

#### Achievements in 2023

- Continued **low-cost activities** post-project closure (January–June 2023) to ensure sustained support for mainstreamed students.
- Strengthened vocational skills among artisans, leading to enhanced livelihood opportunities and contributions to ITA's broader projects.
- Fostered stronger community linkages and advocacy for child education and rights.

#### Impact and Legacy

Over its eight years, the *Life Skills for Kids (LSK)* project transformed the lives of children involved in child labor by providing them with access to education, life skills, and pre-vocational training. By 2023, the program successfully mainstreamed its students into regular schools, setting a foundation for a brighter and safer future. The project's sustained impact is evident through continued support for students, vocational opportunities for artisans, and increased community awareness of child rights and education.



The LSK project concluded in **June 2023**, leaving behind a legacy of empowerment and hope for marginalized children in Lahore.





**The ITA-Training** department conducted the 8 day's model training of 36 best teachers from all the districts of Gilgit-Baltistan on "Professional Teaching Knowledge" with the collaboration of the American Board for Certification of Teacher Excellence (ABCTE) in Gilgit. Teachers were introduced to modern teaching methodologies and pedagogy.

### Celebrations

The 14th of August celebration was meticulously orchestrated at the ITA head office, involving active participation from districts and provincial teams through online links.



The event comprised a diverse range of engaging and enlightening activities that fostered both knowledge and enjoyment. Additionally, on International Youth Day, a thought-provoking dialogue session was orchestrated, featuring young social activists. The focus of the session centered on the concept of green skills for the youth. During this discourse, each participant contributed insightful perspectives on how young individuals can adeptly showcase their green skills, thereby contributing to the creation of a safer and more sustainable environment.

In celebration of the International Day of the Girl, ITA provided a platform for girls to promote their rights, Leadership, and well-being. Girls from different schools participated and shared their inspiring stories, challenges, and demands for their rights.

October was the month of our Incredible Teachers, as ITA organized a special talk on World Teachers' Day, commemorating the invaluable role of educators in advancing education where ITA academic experts and teachers shared their achievements and challenges.





## Multi-Year Resilience Program (MYPR)

The *Multi-Year Resilience Program (MYRP)*, implemented by **Idara-e-Taleem-o-Aagahi (ITA)** in partnership with VSO Pakistan under **Education Cannot Wait (ECW)**, is an education-focused initiative aimed at addressing the challenges faced by the most vulnerable children in Pakistan. Running from **January 1, 2023, to December 31, 2023**, the program targets marginalized populations, including Afghan refugees, crisis-affected children, and children with disabilities, in **Khyber Pakhtunkhwa** (Peshawar, Charsadda, Nowshera) and **Balochistan** (Quetta, Chaghi).

The program emphasizes equitable access to **quality education**, improved learning outcomes, and the integration of displaced populations. Aligned with Pakistan's **Article 25-A** of the Constitution and **Sustainable Development Goal 4**, MYRP addresses barriers to education while strengthening the education system at provincial, community, and national levels.



### Key Objectives

- Ensure **inclusive and quality education** for marginalized children, particularly girls, adolescents, and those with disabilities.
- Improve the **mental and physical well-being** of learners and create safe, accessible, and conducive learning environments.
- Strengthen education systems through **capacity building** and technical support to provincial and local authorities.

### Program Highlights 2023

#### 1. Inclusive and Quality Education

- **Early Childhood Education (ECE):** Established **40 ECE centers** (24 in KPK, 16 in Balochistan) Under MYRP to give access to young children living in remote areas of KP and Balochistan
- This program highlights to enhance student enrollement and also give the essence of early learning to make the basic foundation of young children age 3-6 which includes marginalized and Afghan refugees as well.



- **Catch-Up Learning Program (CLP):** Designed and approved curricula for **60 CLP centers** (36 in KPK, 24 in Balochistan). Teacher guides, lesson plans, and student workbooks were distributed.
- Emphasized inclusive education by training ECE, CLP, and formal school teachers to support vulnerable children to learn, including refugees and children with disabilities.

## 2. Safe and Conducive Learning Environments

- Developed and disseminated **Disaster Risk Reduction (DRR)** and **school safety content** to ECE and CLP teachers.
- Conducted training on **life skills and school safety** for teachers in both formal and non-formal education settings.
- Mentored implementing partners to enhance DRR awareness and develop school safety programs.

## 3. Strengthened Education Systems

- Facilitated **citizen engagement dialogues** to gather inputs for provincial education sector plans, focusing on marginalized groups.
- Finalized and approved content for the **Professional Teaching Certificate (PTC)** to improve teacher training standards.
- Developed assessment tools (e.g., MELQO, ASER) to measure learning outcomes and psycho-social well-being, with trained enumerators ensuring data collection accuracy.



## 4. Gender Equality and Social Inclusion

- Delivered targeted training on **gender-based violence prevention**, safeguarding, and the establishment of codes of conduct for safer learning environments.
- Advocated for the inclusion of vulnerable groups (girls, refugees, children with disabilities) through consultative dialogues and workshops.

## 5. Capacity Building and Knowledge Sharing

- Organized training programs for Early Childhood Education (ECE) and formal school teachers on **STEM, climate change, and inclusive pedagogies**.
- Conducted a **Training of Trainers (ToT)** in collaboration with VSO and Unilever Pakistan to strengthen teacher capacity across all MYRP partners.

## Impact and Way Forward

The *Multi-Year Resilience Program (MYRP)* has made significant progress in advancing equitable access to education for marginalized populations, improving teacher capacity, and promoting safe learning environments. By addressing systemic challenges and focusing on inclusion, the program has paved the way for sustainable improvements in education for vulnerable children in Pakistan.

Looking ahead, MYRP will continue its efforts to strengthen education systems, expand outreach to crisis-affected communities, and advocate for the integration of displaced populations into mainstream education.





## Pakistan Learning Festival (PLF)

The *Pakistan Learning Festival (PLF)* evolved from the *Children's Literature Festival (CLF)* on its 10-year anniversary in 2022, scaling up as a dynamic social learning movement across Pakistan. Founded in 2011, CLF addressed critical challenges such as low foundational literacy levels, poor social-emotional learning, and limited avenues for creative expression and critical thinking among children, youth, and teachers.

The PLF expanded its scope and adopted hybrid learning approaches, introducing the *Children Learning Festival (CLF)* and *Teacher Learning Festival (TLF)* as specialized strands. These targeted programs promote inclusive learning and pedagogy innovation, meeting the dual challenges of child and teacher development. Through multidisciplinary, multilingual platforms, the PLF fosters literacy, creativity, and collaborative learning for children aged 3-18, parents, and educators.

### Objectives of PLF

- **Develop Language and Literacy:** Foster a love for reading and writing.
- **Inculcate the 4Cs:** Promote collaboration, communication, critical thinking, and creativity.
- **Blur Boundaries:** Merge disciplines, languages, and cultural borders.
- **Promote Children's Agency:** Empower children to express themselves and participate actively.
- **Create Communities of Practice:** Establish networks of educators and learners sharing best practices.

### Key Events and Activities in 2023

#### 1- PLF Islamabad (November 25-27, 2023)

The three-day event, themed "*Today's Readers, Tomorrow's Learners,*" took place at the **Pak-China Friendship Centre**, drawing over **100,000 participants** including children, parents, teachers, and families.

- Organized in collaboration with the **Ministry of Federal Education and Professional Training**, **National Book Foundation**, and **Pakistan Foundational Learning Hub**, the festival offered a rich lineup of activities.



- **120+ sessions** spanned **16 thematic strands**, covering topics such as robotics, climate change, foundational learning, heritage, and literature, fostering curiosity and learning.



## 2- PLF Karachi (November 7-8, 2023)

Held at the **Arts Council of Pakistan Karachi**, the festival, hosted by *Seekho Seekhao Pakistan* and ITA, enchanted children and teachers with a vibrant celebration of language and learning.

- **15 original Urdu storybooks** were launched under the *Pakistan Literacy Project (PLP)*, a collaboration between ITA and *Room to Read*, with support from the **Sindh Education and Literacy Department**.
- Prominent figures, including **Rumana Husain** (renowned author and book production coordinator at ITA) and **Baela Raza Jamil** (CEO, ITA), introduced these books alongside Sindh's Minister of Education and Literacy, **Ms. Rana Hussain**.

The event reinforced PLF's mission to promote libraries, multilingual reading, and creative expression among children aged 3-10, through storytelling, book launches, and interactive sessions.





### 3- PLF Multan (April 28-29, 2023)

This colorful festival, held at **Government Girls Comprehensive Higher Secondary School**, celebrated learning in partnership with ITA and the **School Education Department, South Punjab**.

- Marked the launch of *Kitab Gari Multan* (a mobile library) sponsored by **The Bank of Punjab** and facilitated by ITA.
- Learning spaces were designed with unique themes, offering children and educators opportunities to explore language skills, STEM, creative writing, digital safety, performing arts, and arts and crafts.
- The festival inspired millions of children and teachers, providing innovative ideas to implement in schools, classrooms, and homes.



### 4- Abbottabad Literature Festival (March 11-12, 2023)

Organized with the **District Youth Affairs Department Abbottabad** and **Oxford University Press**, this two-day event took place at **COMSATS University Abbottabad**.

- Supported by **Institutional Education and Awareness** and the **District Administration**, the festival created a space for literary and cultural exploration.
- Focused on promoting language development, creativity, and collaboration in a vibrant learning environment.





## Impact of PLF 2023

In 2023, the Pakistan Learning Festival (PLF) achieved several milestones:

- Reached **hundreds of thousands** of children, educators, and parents through diverse learning platforms.
- Strengthened **language and literacy development** across Pakistan by launching new storybooks and promoting libraries.
- Provided exposure to **STEM education**, digital safety, and environmental sustainability through interactive sessions.
- Empowered teachers with innovative pedagogical strategies through **Teacher Learning Festivals (TLFs)**.
- Promoted children's emotional well-being through art, storytelling, and social-emotional learning activities.



## Conclusion

The *Pakistan Learning Festival (PLF)* continues to revolutionize education in Pakistan by fostering creativity, collaboration, and literacy. With its inclusive and multidisciplinary approach, PLF has enriched the lives of countless children, teachers, and communities across the country, creating vibrant spaces for innovation and expression.

In 2023, PLF achieved a remarkable milestone by organizing **91 festivals** nationwide, spreading joy and igniting a passion for learning among thousands of participants. Building on this extraordinary momentum, PLF is now setting its sights on an even greater achievement—**celebrating its 100th festival in 2024**.

This upcoming landmark will be a testament to over a decade of unwavering dedication, growth, and transformative impact on education in Pakistan. As PLF looks to the future, it aims to scale its reach, integrate cutting-edge technologies, and forge stronger partnerships to address the country's educational challenges.

The 100th festival promises to be a spectacular celebration of learning, creativity, and community—a milestone event that will inspire millions and set the stage for an even brighter future for education in Pakistan. The countdown has begun, and the excitement is building for what will surely be an unforgettable moment in the journey of PLF!

## Young Author Award 2022-23 Cycle

The *Young Author Award (YAA) 2022-23* cycle marked another milestone in **Idara-e-Taleem-o-Aagahi's (ITA)** efforts to nurture creativity and literary talent among young writers across Pakistan. This initiative provided a platform for young voices, including those from marginalized and remote areas, to share their stories and showcase their talent.

With over **1,200 submissions** received nationwide, the program saw remarkable participation, with **40% of entries coming from Punjab** and **36% from Sindh**, highlighting the initiative's reach and inclusivity.

### Shortlisting Process

For the 2022-23 cycle, ITA introduced a **thorough and transparent shortlisting process**, ensuring every entry was evaluated based on predefined criteria:

- **Uniqueness of the Story**
- **Cohesiveness and Flow**
- **Story Development**
- **Readability and Appeal**



Out of 1,200 submissions, **120 entries across four categories** were shortlisted and shared with an esteemed jury panel for the final evaluation. The winners were announced on **November 21, 2023**.

### Recognition and Rewards

The **Young Author Award 2022-23** culminated in the recognition of **five exceptional winners**, who were celebrated for their creativity and dedication to storytelling. These winners received:

- **Three Months of Mentoring:** Personalized guidance to refine their writing skills.
- **Cash Awards:**
  - PKR **60,000** for the first-place winner.
  - PKR **30,000** for each second-place winner.
- **Certificate and Medal:** Acknowledging their literary achievement.
- **Citation Certificate:** Honoring their contribution to the literary world.



## Impact and Gratitude

This year's initiative successfully reached **marginalized segments**, empowering young writers from remote areas to express their voices. The program was made possible with the unwavering support of **mentors, jury panelists, and literary figures**, who played an instrumental role in refining the entries and guiding the participants.

## Conclusion

The *Young Author Award 2022-23* reaffirmed ITA's commitment to fostering creativity, literacy, and self-expression among Pakistan's youth. By nurturing talent and providing recognition, ITA continues to inspire the next generation of storytellers to unlock their potential and contribute meaningfully to the literary landscape of Pakistan.

With growing enthusiasm and participation, the YAA aims to expand its reach in the coming years, empowering even more young authors from every corner of the country to share their unique stories with the world.

## Kitab Gari - Mobile Library

*Kitab Gari*, also known as the *Library on Wheels*, is a transformative initiative by the **Pakistan Learning Festival (PLF)** under **Idara-e-Taleem-o-Aagahi (ITA)**. Launched in **August 2019**, this innovative project merges the power of reading with environmental education to nurture young minds and empower underserved communities across Pakistan. With its vibrant design and versatile offerings, Kitab Gari has become a symbol of hope, learning, and creativity for children, parents, and teachers.



Currently operational in **Lahore** and **Karachi**, Kitab Gari serves as a **mobile library and eco-education hub**. Stocked with over **500 books** and equipped with digital learning tools, it travels to communities, sparking a love for reading while fostering environmental awareness. ITA is also in the process of integrating **curriculum-based textbooks** into the mobile library, ensuring that students have access to free educational resources that meet their academic needs.

## Features and Activities

Kitab Gari is more than a library—it is a **comprehensive learning hub** that combines education, creativity, and fun through a diverse range of activities centered on four key learning strands:



1. **Storytelling and Reading:** Engaging children through voice and digital storytelling to ignite their imagination.
2. **Arts and Crafts:** Encouraging creativity through hands-on activities like drawing, painting, and calligraphy.
3. **Documentaries and Movies:** Inspiring learning through educational films and animated stories.
4. **Board Games:** Promoting strategic thinking and collaboration through games like chess, ludo, and snakes and ladders.



Additionally, Kitab Gari offers:

- **Digital Learning with Tablets:** Providing children access to technology-based educational resources.
- **Cinema Ghar (Movie House):** Screening short films and documentaries that are both entertaining and educational.
- **Solar Power Supply:** Ensuring uninterrupted power on-site with solar panels.
- **Resource Persons:** Facilitators and storytellers who create a rich, interactive learning experience.

## Objectives

Kitab Gari strives to achieve the following:

- Instill a love for books in children and develop lifelong reading habits.
- Encourage self-expression and inquiry through creative activities.
- Provide access to free educational resources and curriculum-based textbooks.
- Spread awareness about learning beyond textbooks and exams, fostering curiosity and innovation.
- Enhance the **4Cs (Creativity, Critical Thinking, Collaboration, and Communication)** among children.



## Impact

Kitab Gari has significantly contributed to **PLF's broader mission** of promoting literacy and creative learning. To date, PLF has conducted over **91 festivals**, reaching approximately **1.38 million participants** across **25 districts**, including **100,000 teachers**. Kitab Gari, as a part of this initiative, has transformed the learning landscape for underserved communities, offering:





- Access to **quality books** tailored for children and teachers.
- Opportunities for digital learning, creative expression, and environmental awareness.
- Platforms for interactive and innovative activities that combine fun with education.

## Way Forward

With two mobile libraries currently operating in **Lahore** and **Karachi**, ITA plans to launch Kitab Gari in **Multan** and other major cities in 2024. This expansion will enable more children to access the transformative power of books, creativity, and environmental education. Through partnerships with sponsors and stakeholders, ITA is committed to scaling this impactful initiative and fostering a culture of learning and innovation across Pakistan.

Kitab Gari is not just a vehicle—it is a movement, empowering communities to dream, learn, and grow. As it continues its journey, Kitab Gari promises to leave a lasting impact on generations to come.





# Pakistan Literacy Project

Supported by Room to Read (RtR), Pakistan Literacy Project (PLP) under phase 2.0 aimed to develop literacy skills and a habit of reading amongst primary school children in collaboration with the School Education Department (SED), Punjab. Implemented as a technical assistance project, PLP supported 34 primary school libraries and children's book publishing in Pakistan.

## Key interventions

- Establishment of Libraries: Establishment of child friendly standalone libraries in 24 primary schools (12 in Bahawalpur and 12 in Lahore) and classroom library corners in 10 additional schools (05 in Bahawalpur and 05 in Lahore).
- Ongoing Support: Ongoing support to district and primary school implementers through monitoring and coaching to ensure the sustainability of the previously established 24 primary school libraries and classroom library corners in 10 additional schools.
- Distribution of Books: Provision of 600+ titles of child friendly colorful storybooks, selected by the Ideal Book Collection, across each partner school, benefiting around 10,000 primary grade students.
  - 28 Adapted storybooks: Distributed 216,328 copies of 28 titles, adapted from Room to Read into different local languages of Pakistan which includes Urdu, Sindhi, Dari, and Pashto languages, to schools as well as communities through local education networks benefiting around 714,117 students.
  - 15 Newly Developed Books: Distributed 21,000 copies of 15 culturally rich titles, newly developed in collaboration with 03 local publishers named as Alif Laila Book Bus Society (ALBBS), Maqbool Academy (MA) and National Book Foundation (NBF) to schools through local education networks benefiting around 166,177 students.
- Capacity Building: Capacity building of 950 district and primary school implementers (e.g., district officers, teachers, librarians and principals) through trainings, workshops, refreshers and regular onsite support and monitoring to effectively establish and manage quality libraries in their schools.
- Strengthening the Publishing industry: Development of 15 culturally relevant, age-appropriate storybook titles in local language/s for children in Pakistan while simultaneously strengthening the book publishing industry through book development, writer and illustrator workshops.



## Key beneficiaries

More than 10,000 primary level students have benefited directly from the establishment of libraries in partner schools and trainings have been provided to school staff while more than ~ 880,251



students (including refugees) from around ~2,650 schools have also benefited from the distribution of 28- adapted story books which were translated in local languages and 15 new child-friendly books developed in collaboration with local publishers.

### Program Timeline

The project spanned throughout 2023, focusing on setting up sustainable libraries, providing ongoing training and support, and distributing books adapted into local languages for broader reach and impact.

### Significant Achievements in 2023

In 2023, PLP distributed 216,328 copies of 28 adapted story books in local languages and 21,000 copies of 15 newly developed titles across multiple regions in Pakistan. These distributions reached approximately 880,251 students, including refugees, while capacity-building workshops trained 950 educators and administrators in effective library management and reading activities, significantly enhancing the quality and reach of literacy resources for primary students.

### Accomplishments in Previous Years

In earlier phases, the PLP established libraries and distributed adapted storybooks across schools in Pakistan, benefiting thousands of students. Previous years' efforts laid the groundwork for phase 2.0 by creating sustainable library models and initial book distributions, which paved the way for the expanded scope in 2023.



### Case Studies

Fatima was a shy child who hesitated to share her personal life openly with fellow classmates about helping her mother with work at home. At GGES Sanatnagar, the impact of our established library is beautifully reflected in Fatima's success story. A lively 1st grader, Fatima, whose family works hard, assists her mother by adding shiny pearls to dresses after school. Despite her quiet manner about her life outside school, Fatima is always eager to help and learn. Her love for reading shines through as she regularly takes books home from the school library. During a recent Children's Day celebration, an interactive activity focused on helping others and children's rights. Students were asked to share their stories, and Fatima surprised everyone by opening up about her life. She shared how her mother creates beautiful designs on clothes, and Fatima helps her after school so her mother can finish early. Fatima expressed her love for reading both at school and at home, sometimes she reads to her mother while she works. Her favorite book is "Katar Machili". Fatima's story reflects the positive impact of our school library on fostering a love for reading and empowering girls like her to embrace education.





## Goals and Focus Areas for the Coming Year

**Adaptation and distribution of 28-storybooks in other languages:** The adaptation and distribution of 28 children's storybooks in Punjabi and Saraiki aim to promote literacy in local languages, fostering cultural connection and inclusivity.

**Expansion of Library Networks:** PLP aims to extend its library model to more schools across Punjab and other provinces, continuing partnerships with SED and exploring opportunities with other education departments to ensure broader geographic coverage.

**Enhanced Teacher Training and Capacity Building:** Upcoming goals include training more educators to incorporate reading activities into daily routines, fostering sustainable library practices, and reinforcing the skills acquired in previous phases. The focus will also be on digital literacy components to prepare teachers and students for evolving educational needs.

**Publishing and Distribution of New Titles:** PLP plans to develop and distribute additional children's books in local languages and is working with publishers to ensure these titles reflect the cultural diversity and linguistic needs of students. Targeted workshops and training sessions for publishers will continue to elevate the quality and relevance of children's literature.





## PEF/PEIMA Schools

The PEF/PEIMA project, undertaken by Idara-e-Taleem-o-Aagahi (ITA), is committed to enhancing the quality of education in marginalized communities across Punjab. ITA adopted **139 schools** under the Punjab Education Foundation (PEF) and the Punjab Education Initiative Management Authority (PEIMA), encompassing **five districts**: Kasur, Lahore, Chiniot, Bahawalpur, Muzaffargarh, and Rahim Yar Khan. With **11,724 enrolled students**, this project focused on improving infrastructure, enhancing teacher capacity, increasing student enrollment, and fostering an inclusive learning environment.

Through targeted interventions, ITA ensured access to **quality education**, conducted **capacity-building workshops** for teachers, and engaged parents and the broader community. The project aligned with national and global education goals, addressing key issues such as climate change education, mental health, and life skills development.

### Key Objectives

- Deliver **quality education** to marginalized communities in Punjab.
- Provide **capacity-building opportunities** for teachers through specialized training programs.
- Promote **life skills and mental health awareness** among students.
- Strengthen parent and community engagement to support school development and student learning.
- Organize celebrations for national and international days to create awareness and instill values.



### Program Highlights 2023

#### Educational Interventions

- Conducted **annual exams** across all PEF/PEIMA schools and organized result days to recognize students' achievements.



- Distributed new books for all districts under PEIMA and ensured a smooth commencement of the academic year.
- Organized a **school enrollment campaign** through door-to-door outreach, enrolling over **500 new students** across five districts.
- Conducted the **1st formative assessments** of 2023, ensuring comprehensive tracking of student progress.

## Teacher Capacity Building

- Delivered specialized training on topics such as **School-Based Assessments, Quality Assurance Test (QAT) preparation, TaRL (Teaching at the Right Level), and STEM and Climate Change Pedagogies**.
- Organized a **Training of Trainers (ToT)** in collaboration with Unilever Pakistan, followed by a three-day workshop for Unilever school and government teachers in Rahim Yar Khan.
- Teachers received training on lesson planning, Early Childhood Education (ECE), and competency-based learning aligned with national standards.

## Community and Parent Engagement

- Regular **parent-teacher meetings** were held to discuss student progress and address concerns.
- Community meetings emphasized the role of local stakeholders in school development, leading to community-supported maintenance work in two districts.
- Grandparent and local community engagement activities were celebrated to strengthen intergenerational connections and communication.



## Student Enrichment Activities

- Organized **summer camps** for students during vacations, offering a blend of academic and extracurricular activities.
- Conducted awareness sessions on **Mental Health Day**, emphasizing the





importance of a healthy mind, diet, and life.

- Celebrated key national and international days, including:
  - **Defense Day:** Honoring soldiers and teaching patriotism.
  - **Literacy Day:** Highlighting the significance of education.
  - **Iqbal Day:** Remembering Iqbal's contributions through poetry, dialogue, and drama.
  - **Universal Children's Day:** Advocating for child protection and rights through creative activities.
  - **16 Days of Activism:** Raising awareness about gender-based violence through walks and community engagement.
  - **Quaid-e-Azam Day:** Commemorating Pakistan's founder with speeches and poetry.

### Innovative Programs and Recognition

- Schools in Muzaffargarh and Chiniot achieved **distinction in PEIMA QAT results**, reflecting improved academic performance.
- Summer camp students returned with a renewed enthusiasm for learning, showcasing the success of these initiatives.
- ITA staff facilitated **monitoring visits** to address operational challenges and improve school performance.

### Leadership and Advocacy

All advocacy initiatives and trainings were conducted under the leadership of Ms. Fatima (Program Lead). She, along with her team, actively participated in PEF's partner meetings, highlighting critical issues related to SIS portals, infrastructure, and connectivity.

A two-day training session on Climate Change and Science Pedagogies was organized to enhance the knowledge and understanding of environmental education among teachers and coordinators. Additionally, a progress review meeting was held at ITA's head office to assess project achievements and plan future strategies effectively.

### Achievements and Impact

- Successfully enrolled over **500 new students**, ensuring access to education in underserved areas.
- Improved **teacher capacity** through comprehensive training on subject-based learning, assessments, and inclusive pedagogies.
- Strengthened school-community relationships through regular meetings, engagement activities, and maintenance support.
- Enhanced student learning through innovative programs such as summer camps, life skills sessions, and mental health awareness activities.



- Fostered patriotism, human rights awareness, and gender equity through the celebration of national and international days.

## Conclusion

The PEF/PEIMA project has made significant strides in promoting quality education, capacity building, and community engagement in marginalized districts of Punjab. The program's focus on holistic development—combining academic excellence, life skills, and advocacy—has ensured sustainable progress for students, teachers, and communities alike.

With the conclusion of another successful year, ITA remains committed to advancing its mission of equitable and inclusive education, transforming lives across Pakistan.





## Recovery for Foundational Learning - Flood Response in Sindh

During crises and emergencies, every child has the right to uninterrupted access to quality education and continuity of learning. Committed firmly to this premise, Idara-e-Taleem-o-Aagahi (ITA) collaborated with the School Education & Literacy Department (SELD) Government of Sindh with generous and timely support from the Foreign Commonwealth & Development Office (FCDO) to address the learning emergency in Sindh. For the flood's emergency, a yearlong project called Recovery for Foundational Learning: Flood Response in Sindh, ITA boldly proposed three interventions in the flood-affected districts of Shikarpur & Ghotki in upper Sindh to ensure, no child is left behind in the 391 target-affected schools of SELD. The program started in Oct 2022 and ended in December 2023.

The interventions proposed were both traditional and non-traditional covering both the relief and recovery phases of the emergency. The project had three intervention arms with complementary objectives of: **i) stabilizing schools and children (girls and boys) enrolled to attend schools and learn in dignity; ii) recovering the persist by addressing the foundational learning gaps in basic schooling up to grade 5; and iii) enrolment/mainstreaming of out of school children supported by the Teaching at the Right Level (TARL) chalo parho barho learning camps in flood affected communities.**



**Relief Phase – Intervention I:** consisted of the distribution of **Back-to-School kits for 65,000** school-going children/adolescents; **10,000 reusable menstrual dignity kits** to female adolescent students and teachers; **800 School Stabilization Kits** with teaching learning materials (TLMs), ECE, libraries, TLMs and sports kits; and **4000 Health and Hygiene Kits**. Overall, intervention I reached more than **210,000 beneficiaries** in 800 affected schools of Sindh (finalized by SELD & SEF). Among these beneficiaries, 65,000 children (**34% girls**) from **391 schools** received Back-to-School and 10,000 MGM/Dignity kits, whereas 89% of 30,874 children not only received the kits but also received intervention II i.e., “Chalo Parho Barho”/Teaching at the Right Level (TaRL) 60 days learning camps; **43% of TARL beneficiaries were girls**. The aim of the project was to reach a high number of girls through all its intervention arms which proved to be a challenge given their low enrolment prior to the project rollout.

**Recovery Phase – Intervention II:** involved setting up of 60-day Teaching at the Right Level (TaRL)-based learning camps in flood-affected schools to address the learning gaps of **30,874**

**primary-level children from grades 3-5.** The in-school children were at risk of dropping out with more than **90% at beginner learning level in basic literacy and numeracy**. Given that the academic year was to end in May 2023, the focus was to prioritize a very **high number of in-school at-risk children (89-90%)** who would drop out with very poor learning baselines, whereas the share of out-of-school children of ages 6-13 was 11% (3476).

The “Recovery for Foundational Learning” program is unique as it focuses on a systematic approach for learning gains/recovery and remedial within learning poverty and/or emergency settings. Furthermore, for a system-embedded intervention it was important to have TARL or “Chalo Parho Barho” (Let’s Read and Grow) learning materials, teacher guides, workbooks, and assessment tools fully approved by the provincial Directorate of Curriculum Assessment and Research (DCAR). The approval was fast-tracked by SELD through DCAR to ensure that in January 2023 the TARL Camps could begin in an uninterrupted manner to reach the target of 30,000 children by the end of September 2023.

The **60-day camps were rolled out in 4 cohorts (with 2 groups within each cohort)** from January to September 2023, continuing even during the summer break with a formal permission from SELD.

Within the camps, the children were grouped according to their learning levels as per the TaRL instructional approach. The accelerated camps facilitated student learning through structured and interactive activities to improve reading, writing, listening, speaking and practice in the three core subjects of Arithmetic, Sindhi and English. **More than 500 teachers** and cluster coordinators were provided a five-day training followed by on-site support in the learning camps. The learning levels were assessed at periodic intervals i.e., at baseline, midline (after 30 days) and at endline (after 60 days) for keeping track of learning improvements.

**Assessment Results from TaRL-based Learning camps:** The assessment results from TaRL-based learning camps set up under intervention III show remarkable improvement in learning levels across all 4 cohorts and the 3 subjects i.e., Sindhi, Arithmetic. and English.

Learning assessment results show substantial improvement in Sindhi learning levels for children who attended the 60-day TaRL-based learning camp cycle across the 4 cohorts.

- At endline, 47% could read a story in Sindhi compared to only 3% at the baseline.
- For basic arithmetic learning levels also indicated a promising improvement. At endline 44% of children can do a two-digit division as compared to only 3% at the baseline.



- English learning levels also indicated significant progress; **63% of children could read a sentence in English at the endline as compared to only 2% at the baseline.**

**“All Children Enrolled & Learning” Intervention III:** titled *“Every Child Counts, Every Household Matters!”* consisted of two target villages of Mehmood Panhwar in Shikarpur district and Moomal Ji Marri in Ghotki district, where household census was conducted using ASER tools to record the enrolment status of children as well as to assess the basic learning levels of children (ages 5-16 years). Based on the census findings, children who were out of school were identified along with poor foundational learning levels. These children (ages 6-13 years) were then enrolled in the 60-day TaRL-based learning camps. Upon completion of the camps, they were mainstreamed on merit in the area government schools. This was successfully achieved for both villages. ITA is keen to extend the intervention at the cluster or Union Council level to have a community-based approach for “All Children in School and Learning”.

The enrollment level in the 391 schools increased by 12% (i.e., 7526 children according to the provisional number provided by district SELD offices in June 2023. Updated disaggregated gender-wise data is awaited by 28<sup>th</sup> October 2023) on account of the interventions. A total of 225 children with disabilities; 1359 minority children and 29 children with child marriage were reached and supported. A survey has been conducted on CWDs using the Washington Short Set of questions for disability assessment.



The Project successfully advocated to ensure that the intervention on Learning in Emergencies was integrated in the Dashboard of the Education Sector Working Group (ESWG) in Emergencies, coordinated by UNICEF and the provincial DRR group, and as an indicator of Learning Outcomes (SDG 4.1.1 a). Furthermore, the project engaged in evidence-based advocacy efforts during the Recovery Phase through the SELD-hosted national conference on *“Foundational Learning and Early Childhood Care & Education in Emergencies”* (July 11-12, 2023) and the Conference Call to Action.

Furthermore, the early findings of the study *“Foundational Learning in Emergencies”* were presented by ITA’s Program Coordinator at the **UKFIET Conference at Oxford on September 12<sup>th</sup>-14<sup>th</sup>, 2023**, and were well received by the international forum.

Each of the **64,334 children** carried their unique IDs generated by the project as beneficiaries of the interventions.



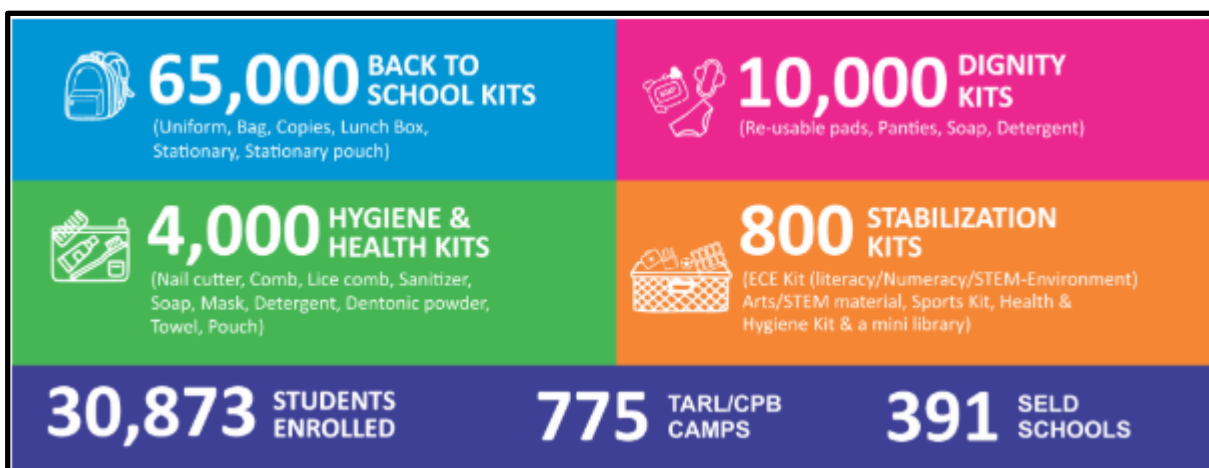


Figure: The consolidated snapshot of the program outcomes – Recovery for foundational learning in Sindh: Flood Relief Program



# Sindh Education Foundation Schools

The *Sindh Education Foundation (SEF) Project*, managed by **Idara-e-Taleem-o-Aagahi (ITA)**, operates under a **Public-Private Partnership (PPP)** model to promote **equitable access to quality education** in hard-to-reach areas. ITA currently runs **12 schools** under the *Foundation Assisted Schools (FAS)* initiative supported by SEF, with a focus on underserved rural and Kacha areas in the districts of **Sukkur, Shikarpur, and Ghotki** in interior Sindh. These schools have been operational for over **10 years**, serving as beacons of hope for communities with limited access to education.

The primary objective of these schools is to provide **quality education** while improving **literacy, numeracy, and life skills** for children living in far-flung regions. ITA also supports an additional school in Sukkur district, expanding its commitment to advancing education in marginalized communities.

## Geographic Coverage

Of the **12 schools** under the ITA-SEF project:

- **8 schools** are located in **Kacha areas**:
  - 6 schools in Pano Akil (Sukkur) Kacha area.
  - 1 school in Shikarpur Kacha area.
  - 1 school in Ghotki Kacha area.
- **4 schools** are situated in rural villages of Sukkur and Shikarpur districts.

## Key Achievements for 2023-2024

### 1. Professional Development of Teachers

- Continuous **professional development sessions** were conducted to train teachers on key aspects of **content knowledge, pedagogy, and classroom management**. These efforts enhanced teaching practices and contributed to better student learning outcomes.



### 2. Improved Literacy and Numeracy Skills

- Under the *Chalo Parrho Barrho (Let's Read and Grow)* campaign (June–July 2023), **825 students** (Grades II–V) with poor learning levels in language and arithmetic were targeted.
- Special classes focused on foundational skills, including:



- **Language:** Reading, writing, and comprehension in Sindhi and English.
- **Arithmetic:** Number recognition, addition-subtraction, and multiplication-division.
- The intervention was highly successful, as students progressed from struggling to write their names to reading and writing full sentences and performing basic arithmetic tasks.

### 3. Improved Student Assessments

- Improved teaching practices and focused learning strategies resulted in better student performance in assessments.
- SEF mock assessments showed significant progress, with **50% of students** scoring above **40% marks** in the final mock assessment—a marked improvement compared to earlier results.

### 4. Early Childhood Care and Education (ECCE) Development

- **7 schools** established comprehensive **ECCE setups**, including the creation of **6 thematic learning corners**:
  - **Language/Literacy Corner**
  - **Numeracy Corner**
  - **World Around Us Corner**
  - **Home Corner**
  - **Health and Hygiene Corner**
  - **Art and Craft/Social-Emotional Learning Corner**
- These setups provided an engaging and stimulating environment for early learners, promoting holistic development.

### 5. Skill Development through Academic and Extracurricular Activities

- Students participated in activities that improved both **subject-specific skills** and **life skills**, such as:

- **Health and Hygiene:** Awareness sessions led to improved habits like regular handwashing, nail cutting, wearing clean clothes, and healthy eating.







- **Climate Change Awareness:** Activities such as **plantation drives** and **reduce-reuse-recycle campaigns** helped students think sustainably and contribute to environmental conservation.

## 6. Increased Community Engagement

- School coordinators and teachers conducted regular **community visits and sessions** to promote parental involvement and raise awareness on topics like:
  - **Health and Hygiene**
  - **Child Safeguarding**
  - **Parental Support in Education**
- These efforts significantly improved **student attendance** and strengthened community trust in the schools.

## Impact and Way Forward

The *ITA-SEF Schools* program has demonstrated significant progress in enhancing the **teaching and learning environment**, improving **literacy and numeracy skills**, and fostering **community engagement** in 2023. The following areas will be prioritized in 2024 to build on this success:

1. **Increased Student Enrollment:** Expanding outreach to bring more children into schools.
2. **Improved Student Attendance:** Sustaining parental engagement and addressing attendance barriers.
3. **Enhanced Teaching Quality:** Continuing teacher training to maintain and improve classroom learning standards.



## Conclusion

The *ITA-SEF Schools* have played a critical role in transforming education in remote and underserved areas of Sindh. Through focused efforts on foundational learning, professional teacher development, and community participation, the program continues to drive positive change, ensuring that **every child**, regardless of location or background, has access to quality education.

SPromoting Children's Book Publishing through the Pakistan Literacy Project

Promoting Children's Book Publishing through the Pakistan Literacy Project

## Promoting Children's Literature through ITA Publications

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

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

Aside from offering publishing support via personal funds or acquired sponsorships, our PLF team has now grown to have renowned illustrators as partners who have been creating beautiful imagery for existing and upcoming books. PLF Publications is always ready to publish engaging stories and share them with the masses.

In March 2023, *Idara-e-Taleem-o-Aagahi* (ITA), under its **Pakistan Literacy Project**, hosted a **three-day Writers' Workshop** and a **four-day Illustrators' Workshop** in collaboration with *Room to Read*. These workshops aimed to promote the development of high-quality children's literature in Pakistan and bring together experts in writing, illustration, editing, and publishing to create engaging and meaningful stories for young readers.



The workshops were facilitated by **Mahesh Prathirathna**, a renowned *Room to Read* expert from Sri Lanka, and **Rumana Husain**, a prominent Pakistani writer, illustrator, and educator celebrated for her contributions to children's literature. Together, they guided participants in crafting compelling stories and illustrations to inspire young minds across the country.

## Participation and Collaboration

The workshops were attended by a diverse group of contributors, including:

- **15 children's writers** and their respective editors and publishers.
- **Curriculum and Textbook Experts**, including:
  - Ms. Saima Abbas from the *National Curriculum Council Pakistan*.
  - Reviewers from the *Punjab Curriculum and Textbook Board*:
    - Dr. Jamil-ur-Rahman
    - Mr. Shahzad Hashmi
    - Mr. Jahanzaib Khan
  - Representatives from Sindh:
    - Mr. Abdul Hameed Khoso and Mr. Naresh Kumar from *DCAR* and the *Sindh Textbook Board, Jamshoro*.



This collaborative effort fostered cross-provincial engagement, ensuring that the stories developed reflected the rich cultural diversity of Pakistan while aligning with national curriculum standards.

## Highlights of the Workshops

### 1. Writers' Workshop

- Over the course of three days, **fifteen participating children's writers** worked closely with editors and publishers to develop **15 original stories**.
- These stories were meticulously reviewed and refined with guidance from curriculum and textbook board experts to ensure relevance, readability, and cultural significance.



### 2. Illustrators' Workshop

- A four-day session focused on creating captivating illustrations to complement the stories.
- Participants were trained in visual storytelling techniques, emphasizing the role of illustrations in enhancing children's engagement and comprehension.

### 3. Expert Guidance





- **Mahesh Prathirathna** shared global best practices in children's literature development, while **Rumana Husain** provided invaluable insights from her vast experience in writing and illustrating for children.
- Experts from curriculum and textbook boards offered constructive feedback on story plots and drafts, ensuring that the content adhered to educational and cultural guidelines.

### Impact and Way Forward

The Writers' and Illustrators' Workshops marked a significant step in strengthening Pakistan's children's literature ecosystem. Through these workshops:

- **15 high-quality stories** were developed, combining engaging narratives with vibrant illustrations.
- Writers and illustrators gained advanced skills in storytelling, editing, and visual design.
- Collaboration among writers, curriculum experts, and publishers ensured alignment with educational objectives and cultural context.

Looking ahead, ITA plans to publish these stories as part of its ongoing efforts to promote reading culture and literacy among children. These books will be integrated into libraries and learning hubs across Pakistan, inspiring young readers and nurturing a lifelong love for books.

The workshops exemplified ITA's commitment to fostering creativity, collaboration, and inclusivity in children's education and literature, setting a benchmark for future initiatives in the literary landscape of Pakistan.

To buy our Publications, follow the link for more updates on our Publications:  
<https://itapublications.pakistanlearningfestival.com/>



## Young Omang

The Young Omang project, implemented by Idara-e-Taleem-o-Aagahi (ITA) in partnership with the Chanan Development Association (CDA), is an advocacy initiative focusing on reproductive health and rights, with a specific emphasis on **Menstrual Hygiene Management (MHM)**. This project aims to address critical gaps in awareness, policy, and capacity-building on MHM through a comprehensive approach involving evidence-based research, stakeholder engagement, and organizational development.

The geographic scope of the project spans across Pakistan, with activities in 2023 concentrated in **Shigar-Skardu** and **Lahore**.

### Objectives

- Strengthen the capacity of six Civil Society Organizations (CSOs) over three years (two per year) to promote menstrual health and hygiene.
- Conduct a comprehensive desk review on MHM, including analysis of literature, policies, laws, manuals, curricula, and stakeholder contributions.
- Facilitate capacity-building workshops and stakeholder linkages to enhance the effectiveness of grassroots organizations.



### Key Activities and Achievements in 2023

#### 1. Research and Evidence Building

- A consultant was hired to conduct a detailed **MHM literature desk review**. This review included identifying existing networks, laws, and resources related to MHM, culminating in a **National Desk Review Report on Menstrual Hygiene Management**.
- The report was launched in collaboration with the **Child Rights Movement (CRM)**, earning commendations for highlighting a crucial issue and advocating for the rights of women.



#### 2. Capacity Building of CSOs

- **Workshops in Lahore and Shigar-Skardu:** Aimed at enhancing the knowledge of grassroots organizations on MHM, these sessions provided clarity on fundamental concepts while addressing sensitivities surrounding the topic.
- **Advanced Workshop in Islamabad:** This session focused on **Youth-Friendly Health Services** and further strengthened the capacities of grassroots organizations.



### 3. Trainings and Skills Enhancement

- A **three-day training on Value Clarification and Attitude Transformation (VCAT)** was organized by CDA to empower the Young Omang project team and consortium members.
- A specialized workshop in Murree focused on safeguarding project beneficiaries and ensuring business continuity.
- Grassroots organizations were identified for **capacity building and mentorship** based on a comprehensive needs assessment.



### 4. Stakeholder Engagement and Advocacy

- **Government Linkages:** The Young Omang team facilitated meetings with officials from the **National Institute of Health**, the **Social Welfare Department**, and the **Youth Affairs Department of the Prime Minister's Office**, fostering collaboration on MHM initiatives.
- **Panel Discussions and Public Engagement:**
  - Fatima Jaffar, the project lead, participated as a panelist in the **National Youth Peace Festival**, sharing ITA's strategies to address MHM and early child marriages.
  - She also served as a guest speaker at an online talk on menstrual health organized by **Ahung** and delivered an impactful session on MHM to Girl Scouts during the **Pakistan Learning Festival**.



### 5. Progress Reviews and Future Planning

- The Young Omang team attended a **Governing Body meeting**, where progress on previous tasks was reviewed, and strategies for the next quarter were planned.

### Impact and Way Forward

Through the Young Omang project, ITA has successfully highlighted the importance of **Menstrual Hygiene Management** as a fundamental right. By strengthening grassroots organizations, building capacity, and advocating for policy-level changes, the project is creating a sustainable impact. In the coming years, Young Omang aims to expand its outreach, deepen its engagement with stakeholders, and further its mission to promote menstrual health and education across Pakistan.





## ITA's Safeguarding Policies

### Child Safeguarding Policy

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

For detailed information, please read [ITA's safeguarding policies on our website](#).

## ITA Strategy Framework for a New Future

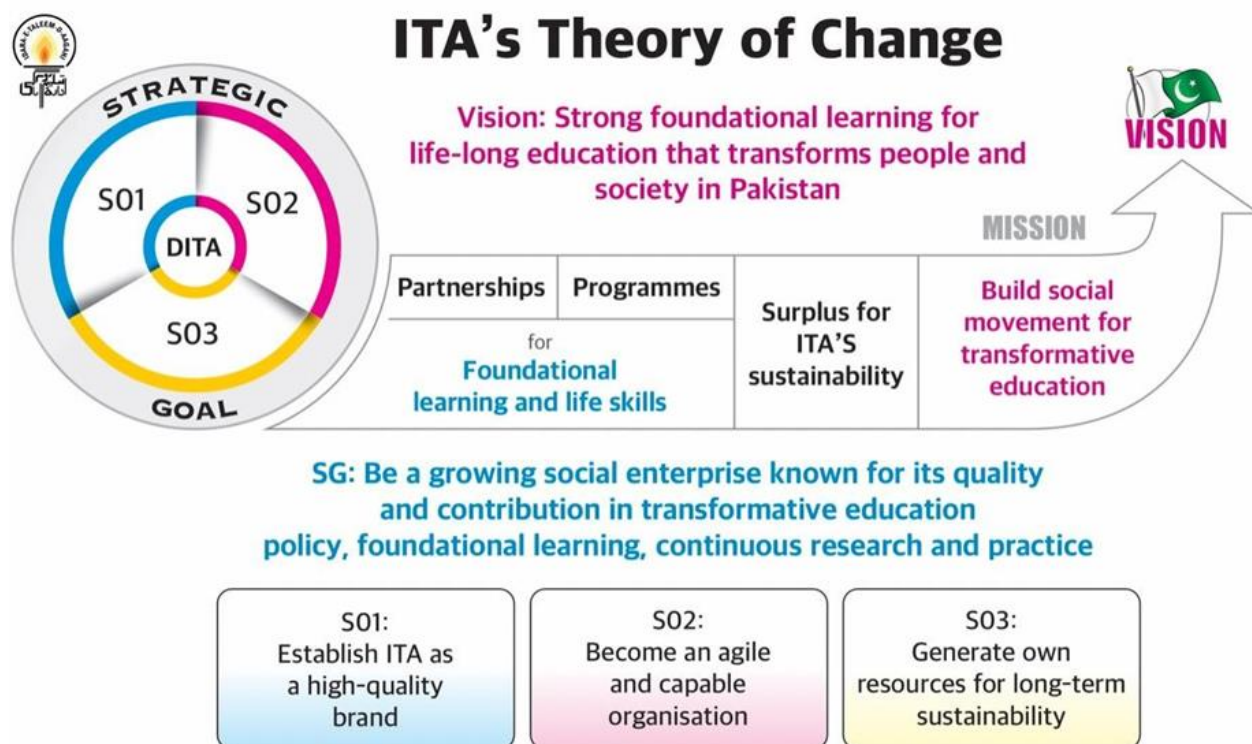
Given the opportunities and challenges, ITA has devised a strategic framework that converts our aspirations to measurable goals and objectives for the next five years (2023-28).

### ITA's view of the future and its aspirations

ITA sees a technology-driven future of education and learning and our aspiration is to be ready for it. Digital transformation lies at the heart of our mission, strategy, structure and approaches to programming and partnership for delivering services.

### ITA's Theory of Change

Our view of the future and aspirations is captured by this Theory of Change (TOC) (Figure 6), which serves as the foundation for our future strategy framework.



**Figure 6: ITA's Theory of Change**

A digitally transformed ITA (D-ITA) will forge ahead towards achieving its Strategic Goal (SG) and three allied Strategic Objectives (SOs). ITA's Strategic Goal (SG) for the next 5 years is **to become a growing social enterprise known for its quality of and contribution to transformative education policy, foundational learning, research and practice**.

This is already happening as various flagship service-delivery projects of ITA and its signature ASER research have been influencing education practice and policy. This TOC consolidates and grows a full range of ITA programs and initiatives under one umbrella brand with consistent quality (SO1). High-quality content, research and solutions in education can only happen after readying the organization and making it agile, people-driven and well- governed (SO2); this is the strategic objective of readiness which revamps ITA's structure, staff and systems with digital enablement. As ITA pursues SO1 and SO2, ITA would also ensure long-term sustainability (SO3).

ITA's programming and partnership approaches have to exclusively focus on foundational learning and life skills, two key components of the transformative education ITA would deliver to the beneficiaries we serve. In order to continuously do so, that is, to fulfil its mission, ITA generates surplus revenue for its sustainability. While the SG and related SOs may keep changing from one planning cycle to another, a digital-ITA will adhere to its approaches to programming, partnerships and sustainability in pursuit of its mission and to deliver on its vision of a Pakistan where education transforms the future of its people and society.



Combined, the three SOs drive ITA's mission in the fourth phase of ITA's evolution. This TOC would set off as ITA would implement the Strategic Plan 2022-27.

In this phase sustainability will be the central pillar. Each of ITA's programmes and units will be evaluated for their potential for generating income. ITA would spin off some areas of business or commercialize its expertise to generate a surplus for sustainability. Profits will support the two other pillars: Partnerships and Programmes. ITA will expand its presence by building regional and global partnerships and thus meet its social service targets through its programming.

ITA will digitize its programmes and rationalize them from the viewpoint of efficiency and societal impact. We will undertake only the most cost-effective, future-oriented programmes that magnify ITA's societal contribution towards its vision of a Pakistan where education comprehensively and continuously transforms people and society for a better future.

## **The programming approach of ITA**

ITA's programming derives its inspiration from, and is rooted in, Amartya Sen's capability theory which involves two core normative claims. First, the assumption that freedom to achieve well-being is of primary moral importance. And second, the freedom to achieve well-being must be understood in terms of people with capabilities. The purpose of transformative education is to empower learners to see the world differently and through a social, inclusive, and ethical lens so that they will challenge and change the status quo as agents of change. ITA's programming serves this purpose.

ITA's service delivery programs, educational research initiatives and policy advisory aim at promoting "learning with capability". Our programming approach enables people to learn well and to have the confidence to be autonomous learners, able to define and defend their learning aspirations and choices. ITA always strives for a programmatic blend of strong foundational learning and relevant life-skills. Its research and policy advisory highlights gaps that hinder or prevent learning with capability mainly in public schooling.

Working inclusively with groups at the bottom of the pyramid, ITA's programming has been a mix of empowerment with capabilities, ease of access to public goods and services that are the right of all citizens, especially the most vulnerable with good knowledge of their fundamental rights, safety and social protection. In Pakistan, there is limited evidence available of students having digital literacy and safety to develop their capabilities and meet the challenges of a changing world. Although there is growing access to technology, they are still not sufficiently tech ready on optimizing possibilities alongwith know-how about "soft" and safety issues such as cyberbullying, catfishing, hacking, fake news, and hate speech.

ITA remains committed to the need to educate the youth of Pakistan. This commitment now has the added responsibility of delivering digital capabilities required to successfully navigate in a





hyper-connected, borderless world. ITA's programming would enable all, especially Generation Z++, to navigate their digital footprint boldly and become capable and useful digital citizens. ITA's programming would cover the entire spectrum of beneficiaries' needs. ITA would design and deliver foundational learning and life-skills programs that can be delivered completely online, via blended learning and offline. A central repository of well-cataloged learning content, assessment tools, and multi-channel delivery platforms would drive ITA's future programming.

ITA's research and advocacy actions create a vast amount of useful knowledge that can inform policy makers and practitioners not only in Pakistan but around the world. Over the past decade, ITA has realized the importance of an organization's influencing capability and promotion of public goods in learning and knowledge sharing through digital capacity and going beyond the "website". A large repository of knowledge products already exists. A dynamic knowledge management system (KMS) would drive ITA's research and advocacy initiatives. Active and continuous digital dissemination and engagement with stakeholders form the cornerstone of ITA interventions in research and advocacy.

ITA's programming approach will steer its interventions in:

- Content development and curriculum design
- Online, blended and off-line learning methods
- Learning assessment and monitoring tools
- Evidence-based learning games
- Teachers' and students enable through provision of relevant capability building, teaching-learning resources for co-creating content and delivery.
- Research and advocacy





## Media Coverage

ASER Pakistan Report Launch Coverage (National, Provincial: Punjab, Sindh, KP, AJ&K and Balochistan)

- <https://youtu.be/HPIJR00PHaE>
- <https://tribune.com.pk/epaper/news/Islamabad/2023-12-01/ZjgwNTI2MmM1YjRmMWM4NjIwNGY5MzZjMmViY2MxZDIucG5n>
- <https://www.urdupoint.com/en/pakistan/8-percent-girls-still-out-of-school-aser-rep-1803013.html>
- <https://www.thenews.com.pk/tns/detail/1218243-social-justice-through-education>
- <https://www.humsub.com.pk/545503/majid-maqsood-16/>
- <https://humenglish.com/uncategorized/punjab-marking-positive-trend-in-educational-access/>
- <https://www.thenews.com.pk/print/1173365-aser-report-sheds-light-on-educational-landscape-in-balochistan>
- <https://www.thenews.com.pk/print/1173036-despite-better-school-enrolment-sindh-s-foundational-learning-still-low>
- <https://e.thenews.com.pk/detail?id=287931>
- <https://www.dawn.com/news/1824238>
- <https://humenglish.com/latest/report-calls-for-inclusive-education-in-kp/>
- <https://tribune.com.pk/story/2458809/girls-education-still-a-challenge?amp=1>
- <https://tribune.com.pk/epaper/news/Karachi/2024-03-28/ZTc2YzdlYzc1YmEyNTI4MWFmOWRjOTI4MTc5OWRjMjYuanBIZw%3D%3D>

Pakistan Learning Festivals 2024

### Abbottabad

- <https://tribune.com.pk/story/2405700/abbottabad-literature-festival-kicks-off>

### Multan

- <https://www.app.com.pk/national/during-the-learning-festival-at-the-government-muslim-boys-high-school-students-showcased-the-culture-of-their-village-through-a-stall-demonstration/>
- [https://e.dunya.com.pk/detail.php?date=2023-04-30&edition=MUL&id=6717140\\_90548762](https://e.dunya.com.pk/detail.php?date=2023-04-30&edition=MUL&id=6717140_90548762)
- <https://dreporters.com/school-education-department-learning-festival-ends-up/>
- <https://minutemirror.com.pk/pakistan-learning-festival-pledges-to-promote-education-for-all-103489/>





## Karachi

- <https://www.thenews.com.pk/magazine/us/1129277-new-urdu-storybooks-unveiled-at-pakistan-learning-festival>
- <https://www.dawn.com/news/1787356>
- <https://www.thenews.com.pk/magazine/you/1130226-enlightening-young-minds>
- <https://theazb.com/enriching-experiences-at-pakistan-learning-festival-day-two/>
- <https://www.dawn.com/news/1787653?ref=whatsapp>
- <https://theazb.com/pakistan-learning-festival-2023-kickstarted-with-a-message-to-exploreinspire-and-transform/>

## Islamabad

- <https://www.app.com.pk/national/three-day-learning-festival-book-fair-starts-at-pak-china-center-2/>
- <https://www.app.com.pk/national/education-minister-launches-national-reading-conference-book-fair-learning-festival/>
- <https://www.dawn.com/news/1792554/three-day-learning-festival-draws-students-from-capital>
- <https://www.youtube.com/watch?v=13kpx5PL5b0>
- <https://www.youtube.com/watch?v=YnYiF-pnYLO>



## A Heartfelt Thank you to All Who Made 2023 Possible

As we look back on the milestones of 2023, we are overwhelmed with gratitude for the incredible support and collaboration we received from **governments, donors, sponsors, partners, colleagues, friends, and volunteers**. Each one of you has played an essential role in bringing Idara-e-Taleem-o-Aagahi's (ITA) vision of equitable, quality education for all to life.

To the **Government of Pakistan** and **Provincial Governments**, we extend our deepest thanks for believing in our work and enabling us to implement impactful programs at the grassroots level. Your trust has been the foundation of our success.

To our valued **donors, sponsors, NGOs, and INGOs**, your generosity and commitment to education have been the driving force behind our achievements. You didn't just fund our programs—you became our partners in creating change. With your support, we scaled initiatives like ASER, Pakistan Learning Festival (PLF), Young Author Awards, Recovery for Foundational Learning: Flood Response in Sindh and grassroots education projects, touching the lives of countless children, educators, and communities.

A special shout-out to our **volunteers**, who worked tirelessly across Pakistan to support ASER, PLF and our other programs. Your energy, dedication, and hard work helped us achieve what we could not have done alone, and for that, we are truly grateful.

To our **brilliant colleagues**, who worked day and night to ensure access to quality education, your passion inspires us every day. This year, we were fortunate to see many emerging leaders among our team, and we look forward to your continued contributions in the years to come.

To the **National, International, young, new and old authors**, who partnered with **ITA Publications**, thank you for bringing exceptional children's literature to life in both **English and Urdu**. Your creative work has enriched young minds and helped us nurture a love for reading.

Together, we have reached new heights in 2023, and as we approach 2024, we carry forward this spirit of collaboration and commitment. With your continued support, we are excited to embark on the journey to make education accessible, inclusive, and transformative for every child.

This success is yours, and we thank you for being an integral part of ITA's story.

With immense gratitude,  
Team Idara-e-Taleem-o-Aagahi (ITA)



## Annexes: List of Abbreviations

|             |                                                              |
|-------------|--------------------------------------------------------------|
| 2CL         | 2ND CHANCE LEARNING                                          |
| ADP         | ANNUAL DEVELOPMENT PLAN                                      |
| AIOU        | ALLAMA IQBAL OPEN UNIVERSITY                                 |
| ALG         | ACCELERATED LEARNING GAINS                                   |
| ASER        | ANNUAL STATUS OF EDUCATION REPORT                            |
| BISP        | BENAZIR INCOME SUPPORT PROGRAM                               |
| CC          | CLIMATE CHANGE                                               |
| CCT         | CONDITIONAL CASH TRANSFERS                                   |
| CDL         | CHILD DOMESTIC LABOR                                         |
| CLF         | CHILDREN'S LITERATURE FESTIVAL /CHILDREN'S LEARNING FESTIVAL |
| CRC         | CONVENTION ON THE RIGHTS OF THE CHILDREN                     |
| CSO         | CIVIL SOCIETY ORGANISATION                                   |
| CSR         | CORPORATE SOCIAL RESPONSIBILITY                              |
| D-ITA       | DIGITAL IDARA-E-TALEEM-O-AAGAH                               |
| ECCE        | EARLY CHILDHOOD CARE AND EDUCATION                           |
| ECE         | EARLY CHILDHOOD EDUCATION                                    |
| ED-TECH     | EDUCATION TECHNOLOGY                                         |
| EFS         | EDUCATION FUND FOR SINDH                                     |
| E&SED       | ELEMENTARY & SECONDARY EDUCATION DEPARTMENT                  |
| EMO         | EDUCATION MANAGEMENT ORGANIZATIONS                           |
| ESP         | EDUCATION SECTOR PLANS                                       |
| FATF        | FINANCIAL ACTION TASK FORCE                                  |
| GAML        | GLOBAL ALLIANCE FOR MONITORING LEARNING                      |
| GBV         | GENDER-BASED VIOLENCE                                        |
| GBX ED      | GLOBAL BUSINESS COALITION FOR EDUCATION                      |
| GDP         | GROSS DOMESTIC PRODUCT                                       |
| GEM         | GLOBAL EDUCATION MONITORING                                  |
| HEIS        | HOUSEHOLD INCOME AND EXPENDITURE SURVEY                      |
| IBA         | INTERNATIONAL BUREAU OF EDUCATION                            |
| KMS         | KNOWLEDGE MANAGEMENT SYSTEM                                  |
| KPI         | KEY PERFORMANCE INDICATOR                                    |
| LEG         | LOCAL EDUCATION GROUP                                        |
| LMS         | LEARNING MANAGEMENT SYSTEM                                   |
| LSBE        | LIFE SKILLS-BASED EDUCATION                                  |
| NEP         | NATIONAL EDUCATION POLICY                                    |
| NPO         | NONPROFIT ORGANIZATIONS                                      |
| NRI         | NETWORK RESIDENCY INDEX                                      |
| NSA         | NON-STATE ACTORS                                             |
| OOSC        | OUT OF SCHOOL CHILDREN                                       |
| PAL NETWORK | PEOPLE'S ACTION FOR LEARNING NETWORK                         |
| PELI        | PUNJAB ENGLISH LANGUAGE IMPROVEMENT)                         |
| PLF         | PAKISTAN LEARNING FESTIVAL                                   |
| PLSM        | PAKISTAN SOCIAL & LIVING STANDARDS MEASUREMENT               |
| PPP         | PUBLIC PRIVATE PARTNERSHIP                                   |
| PRSP        | PUNJAB RURAL SUPPORT PROGRAMME                               |
| PSDP        | PUBLIC SECTOR DEVELOPMENT PLAN                               |
| PSPA        | PUNJAB SOCIAL PROTECTION AUTHORITY                           |





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