

Strategic Plan

2020 - 2024



Introduction

The People’s Action for Learning (PAL) Network is a south-south partnership of 15 organizations with a common goal of enabling children with the foundations for lifelong learning. The network members conduct citizen-led assessments (CLAs), and/or citizen-led remedial action programs in 14 countries across South Asia, Africa and the Americas. PAL Network supports its members through network-wide knowledge sharing, coordination, and collaboration activities. Guided by our Constitution and a Board of Directors, PAL Network serves its members across four focus areas, namely, Assessment, Action, Research, and Advocacy, and four enablers of Monitoring, Evaluation, Learning and Sharing (MELS), Communication, Membership, and Fundraising.

The Citizen-Led Assessment approach originated in India in 2005 where it is known as ASER (meaning ‘impact’). This approach was adopted as ASER Pakistan in 2008. Members from Kenya, Tanzania and Uganda joined the network in 2009 and called their initiative Uwezo (which means ‘capability’). In 2011, Mali-based program called Bɛɛkunko (meaning ‘we are in it together’) joined. Jàngandoo (meaning ‘learn together’) from Senegal followed shortly afterwards. PAL Network expanded to the Americas in 2014 with Medición Independiente de Aprendizajes (MIA) (meaning ‘independent measurement of learning’) in Mexico. Nigeria’s assessment was named ‘LEARNigeria’ (Let’s Assess, Engage and Report Nigeria)- they joined in 2015. In the same year, The Institute of Informatics and Development (IID) in partnership with BRAC piloted their citizen-led assessment in Bangladesh. ‘TPC Mozambique’ which means ‘All for the Children’ was granted full membership in 2017. ASER Nepal also gained full membership into the PAL family in 2019. The network witnessed the admission of its first every Action member, Young 1ove from Botswana in 2018. ZiziAfrique (Kenya) and ABACOnRED Nicaragua (under project VIDA) joined in 2019.

The PAL Network currently has 17 members. In 2018, it was registered as a Non-Government Organization (NGO) in Kenya. Its day-to-day operations is supported by a Secretariat with thirteen full-time employees. Under the leadership of PAL Network’s CEO, the Secretariat supports knowledge sharing and coordination of network-wide projects that help members towards supporting children’s foundational literacy and numeracy.

This second Strategic Plan (2020- 2024) seeks to inform the PAL Network about strengthening its core functions and supporting growth and innovation throughout the network. This document is based on the presentation by Dr. Sara Ruto on November 05, 2019, that provided an overview of the Strategic Plan at the 2019 PAL Network Conference, and numerous inputs from PAL Leaders, and representatives from partner organizations and donors.



Exhibit 1. PAL Network's story in numbers

Mission and Vision

PAL Network is a partnership of 15 Global South organizations that share a common mission to generate evidence through assessment and action to inform, influence and improve children’s learning.

PAL Network envisions a world where all children have a foundation for lifelong learning.

Theory of Change

Committing to its mission, the network will undertake activities under four focus areas as listed below:

- **Assessment:** generate robust evidence on learning outcomes through oral one-on-one assessments conducted in households.
- **Action:** partner with government and non-state actors to implement evidence- informed programs to support children’s foundational learning.
- **Research:** generate new insights to understand learning contexts and issues using data from citizen-led assessments and action programs and other research contexts.
- **Advocacy:** use evidence to track and report on global progress as we advocate for equitable, inclusive and quality education.

A concise picture of how PAL Network’s focus areas, work-strands, vision and mission come together into our Theory of Change.

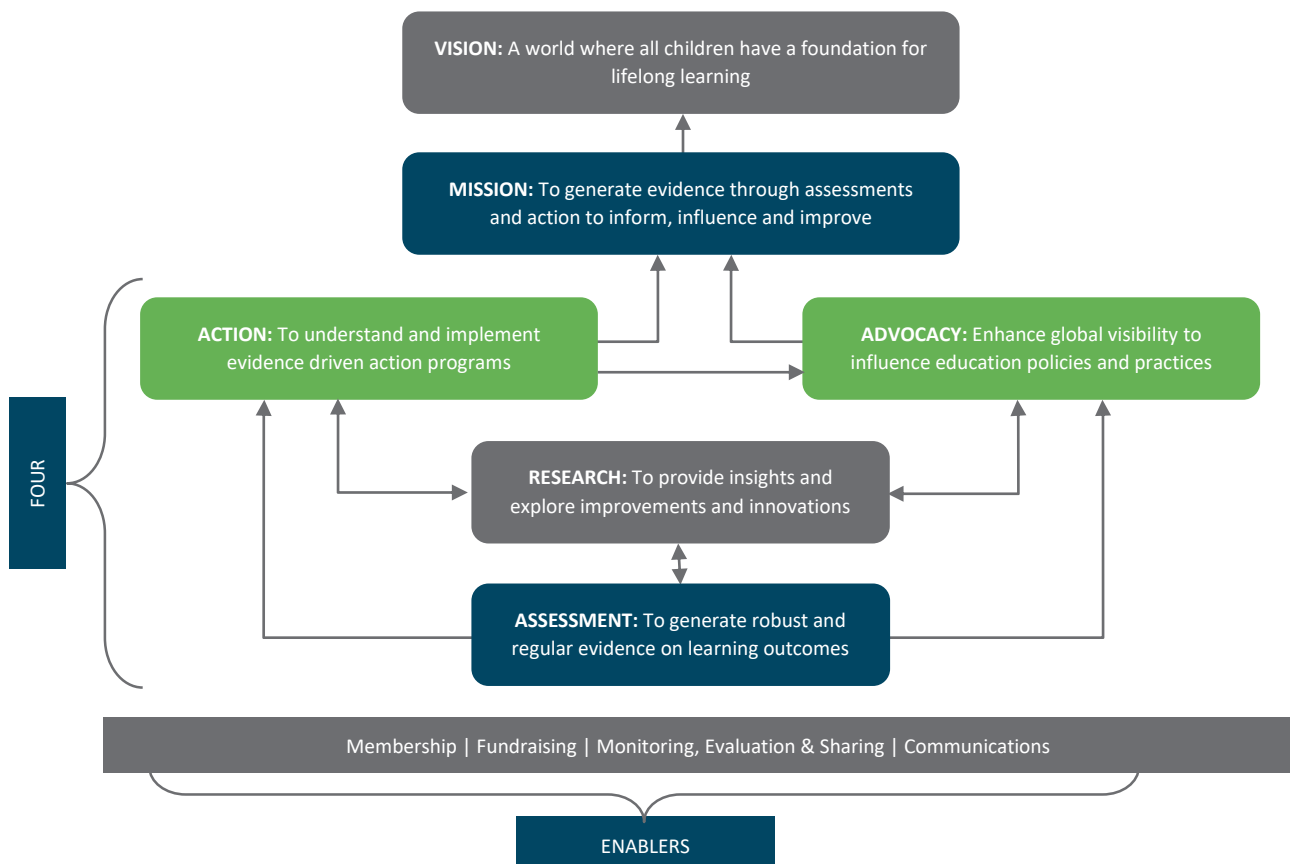


Exhibit 2. PAL Network's Theory of Change

PAL Network’s Strategy (2020-24) at a Glance

The overarching goal of PAL Network’s Strategy (2020-24) is to provide continued support to network members so as to improve children’s foundational learning throughout the Global South. This Second Strategic Plan (2020-24) draws learnings from multiple PAL Network reports- The Network Assessment Report (2020), Outcome Harvesting Report (2019), State of the Network Reports (2015 and 2017) and multiple proposals submitted to donors. In the context of promoting and strengthening the network’s work in Foundational Literacy and Numeracy (FLN), this strategy responds to understanding contextual challenges, aiding the development of locally useful solutions, and penetrating in existing and new geographies. Three themes stand out in the network’s strategy: (1) **Strengthen, scale and sustain** operations in existing and new geographies, (2) **Mapping and tapping** existing solutions for challenges in new geographies, and (3) **Innovation and technology** support of new solutions in existing geographies.

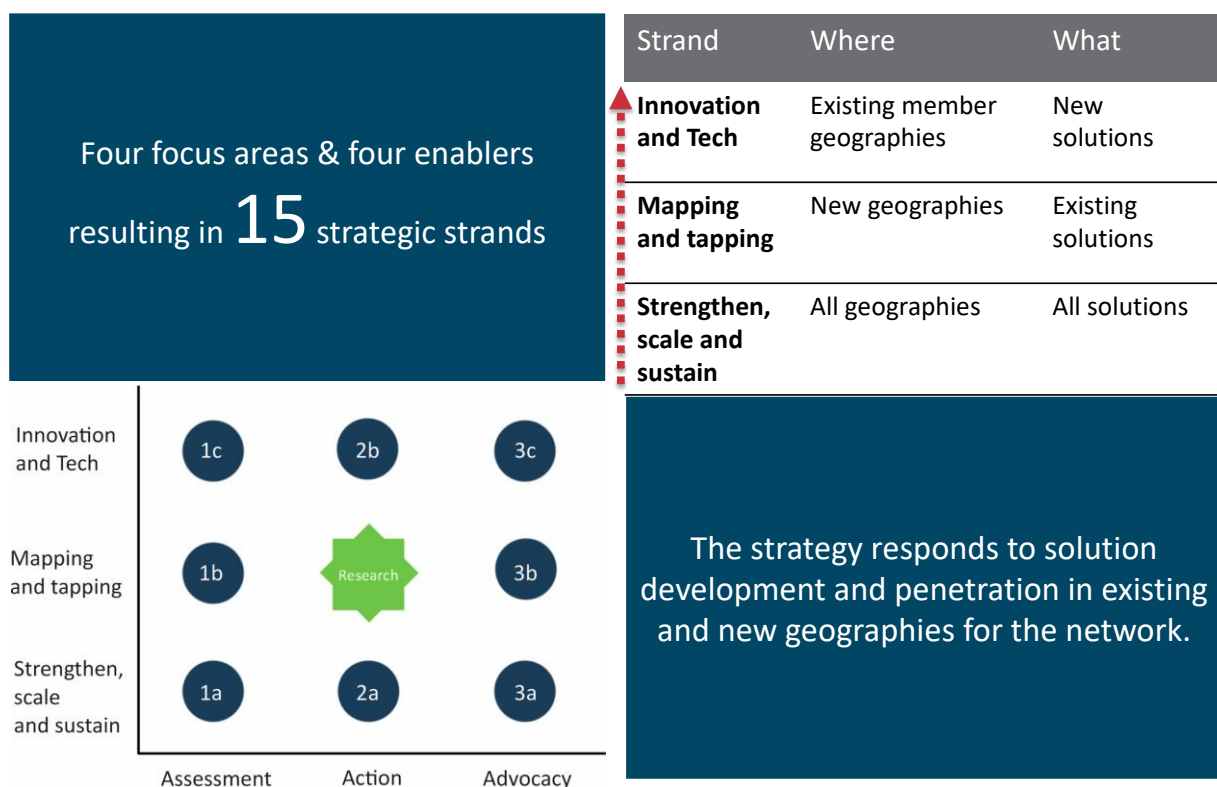


Exhibit 3. PAL Network’s Strategy at a Glance

The focus areas of Assessment, Action, and Advocacy are mapped to all three themes of the strategy. The Research focus area feeds into and supports the other three. Additionally, the four enablers are also linked the strategy plan. There are a total of 15 strategic strands including three each for Assessment, Advocacy, and Research, two for Action, and four strands for the enablers. An overview is provided in *Exhibit 3*.

PAL Network’s Strategic Plan (2020-24) was developed to guide the network’s plans and activities to support its members and promote growth and innovation between 2020 to 2024. The plan document is meant to help the network, members, and partners by:

- Providing a strategy for the network’s annual plans and activities
- Providing guidance to the network’s members, PAL Network Board of Directors, the Secretariat, Working Groups and network-wide project teams, about critical issues related to children’s foundational literacy and numeracy across the Global South

- Setting-up a framework for decision making and risk management
- Communicating the network's approach and methodology to its members, partners and stakeholders
- And lastly, the document aims to enrich the network's effectiveness by enhancing its sustainability and growth throughout the Global South.

Even before COVID-19 related school closures and subsequent educational crisis, children throughout the Global South were facing a learning crisis- 617 million children had not achieved minimum proficiency levels in math and reading (UIS, 2017). The COVID-19 crisis only intensified the need to look at access, quality, inclusion, and equity of children's foundational learning. School closures have likely exacerbated the "learning poverty" (World Bank, 2019). Evidence from PAL Network suggests that assessments of children's foundational learning outcomes and participation in learning programs improves learning outcomes and motivation. It is also observed that foundational literacy and numeracy strategies enhance "educational resilience" (IIEP, 2015). The current Strategy Plan (2020-23) aims to support children's foundational literacy and numeracy through four priorities in assessment, action, research and advocacy: generating robust evidence on children's learning outcomes using CLA methodology, supporting evidence-informed programs for improved learning, enhancing our understanding of foundational learning related challenges and solutions, and using evidence to track and report on progress as we advocate for equitable, inclusive and quality education.

It should be noted that the network's activities are guided by a few core principles:

- PAL Network's responses are Global South-led and are contextually relevant
- Knowledge sharing and multi-language communication enables network participation
- PAL Network's assessments and action programs utilize evidence at their core
- The tools and outputs generated by PAL Network are global goods, readily available for governments, partners, communities, and volunteers

The network's principles are aligned to PAL Network's "south-south" spread. They display its culture of learning, sharing, and evidence-informed decision-making. The remainder of this document presents the details of PAL Network's Strategy (2020-23).

Strategic Strands across Focus Areas and Enablers

PAL Network's members across the Global South form a community of practice focused on improving children's foundational learning outcomes. Being member driven, the network's success depends on member collaboration and cooperation towards a shared vision and goal. PAL Network is supported by a Secretariat in Nairobi, Kenya.

The four priority focus areas identify dimensions where the network can contribute the most. These focus areas of assessment, action, research, and advocacy, also build on the achievements and accomplishments of PAL Network's 2017- 2019 strategy period. In what follows, each focus area or enabler is mapped against the strategy's three themes forming a total of 15 strategic strands that guide the network's activities in the current strategy period.

3.1 Focus Area 1: Assessment

The Assessment focus area aims to generate robust evidence on learning outcomes through oral one-on-one assessments conducted in households. The 2020-23 strategy aims to strengthen citizen-led assessments, and pilot and scale common assessments. Network-wide common assessments help PAL

Network to fully utilize the spirit of innovation and co-creation across its membership. The strategy maps out a total of nine tasks across the three core themes of the current strategy as shown below in Exhibit 4:

PAL Network's citizen-led assessments have regularly provided learning outcome related data about children's foundational learning, irrespective of their schooling status. PAL Network data is not only nationally/sub-nationally crucial to understand the foundational learning landscape, but these datasets have often served as primary sources of information for the development community at large. Citizen-led assessments are the foundation for all other areas across PAL Network. They have placed us on the global map of education monitoring efforts. The broad outcomes and tasks of each strategy strand under the Assessment focus area are outlined below

1. PAL Network will continue to support members as they strengthen, scale and sustain CLAs.
 - 1..1 Working with members to enable capacity building activities in line with PAL Data Quality Standards Frameworks. For this purpose, PAL Network will host technical trainings co-developed by network partners and specialists within the network.
 - 1..2 PAL Network will work with members to further strengthen national and sub-national collaborations. PAL's regional level relationships will be used to identify national and sub-national partnerships for members.
 - 1..3 Reduce per-child survey cost by reviewing CLA costs using PAL's value for money framework. Lessons about why and how some members are able to scale and innovate frugally will be analyzed and shared throughout the membership. Key lessons learned will also be shared.
2. The network and its members will map and tap organizations in the Global South that are interested in using CLAs and CLA tools.
 - 2..1 PAL will purposively reach out to organizations and programs that have used CLA tools previously. PAL Network's mapping of CLAs has identified 40+ uses of CLA/CLA-inspired tools to measure learning outcomes. Technical guidance will be provided to these organizations.
 - 2..2 Organizations adopting CLAs will be helped with engaging their local governments and civil society actors using CLA toolkits that demonstrate the value of CLAs and evidence-informed decisions in education.
 - 2..3 A CLA item-bank for foundational numeracy and reading assessment will be developed and made available as a global public good.
3. Innovation and technology will be imbibed into PAL Network's assessments – specifically three assessment related innovations will be piloted and scaled so as to improve the use of assessments for children's learning and supporting teaching-learning.
 - 3..1 Common assessments of numeracy and literacy will be developed, piloted and scaled to provide comparable data on children's learning across PAL geographies. The assessments will be aligned with the global proficiency framework to support monitoring of SDG4.1.1(a).
 - 3..2 New assessments will be piloted to increase the coverage of learning continuum currently under the purview of CLAs. For example, inclusive and equitable assessments of early child and foundational learning, and beyond basics will be trialed.
 - 3..3 Technology solutions will be integrated into CLAs and trialed. These innovations will go beyond data collection on digital devices and explore how technology can be used to enhance the scale, quality and use of assessments.

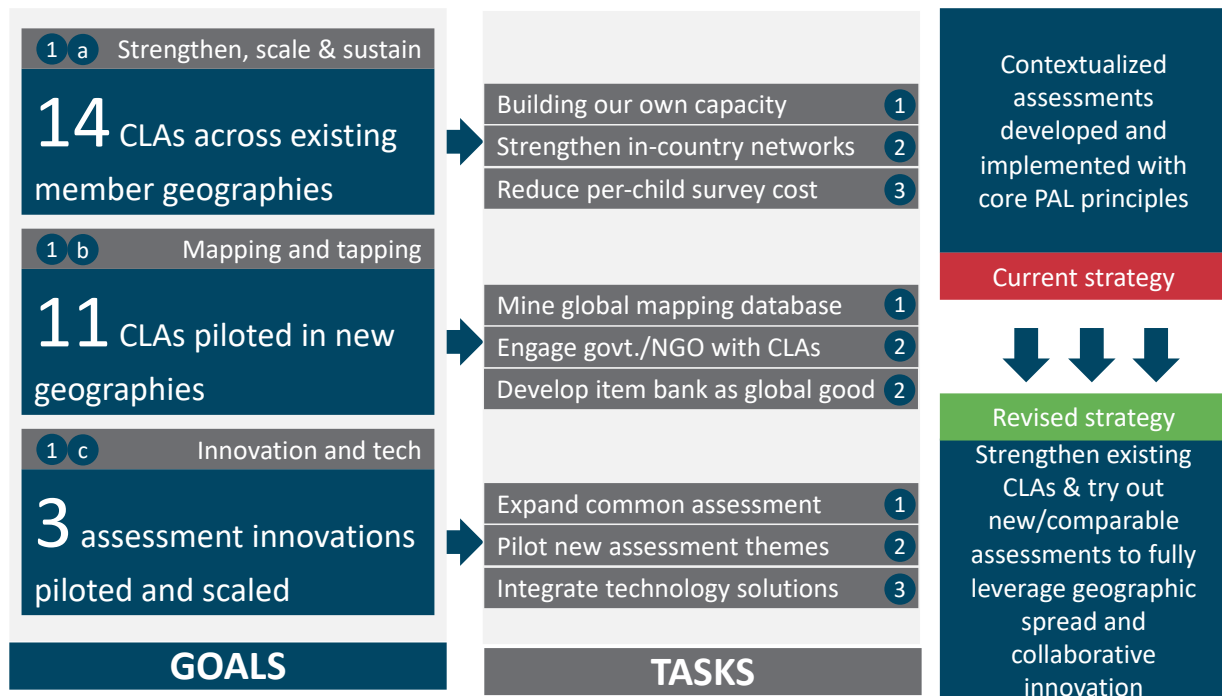


Exhibit 4. Strategic strands of the Assessment focus area

3.2 Focus Area 2: Action

The Action focus area aims to support members’ evidence-informed programs to help children with foundational learning. PAL Network members have demonstrated increased interest and willingness to invest in “learning camps” where children are taught reading and math using level-based teaching-learning methods. The programs are inspired by Pratham’s Teaching at the Right Level (TaRL). PAL Network will work with members to enhance partnerships with governments, civil society organizations and other development partners to initiate, enhance and scale action programs.

The current strategy maps out a total of five tasks across two core themes of strengthening, scaling, sustaining existing action programs, and supporting innovation and technology through network-wide initiatives that improve elements that are common across action programs. Details of the strategy strands linked to the Action focus area are shown in Exhibit 5. PAL Network will work with members to promote collaborations that promote new and innovative approaches to improve teaching-learning of foundational literacy and numeracy. The action strategy strands are outlined below:

1. PAL Network will support members’ action programs by co-creating a monitoring and evaluation (M&E) system that improves the use of data in action programs.
 - 1..1 PAL Network will work with stakeholders to support in the co-creation of an M&E system for action programs. It will also help in piloting and scale up of the system. For this purpose, trainings will be made available about how to use the M&E system
 - 1..2 The M&E system for action programs will be used to track and improve processes to improve effectiveness of learning camps.
 - 1..3 Visualizations that enhance evidence-informed decision making will also be developed. Action program managers will have access to all levels of visualization for their respective programs.
2. PAL Network will support innovations across some common elements of action programs. Acknowledging the importance of localization and need to adapt and adopt programs to suit different contexts- these innovations will build on members’ adaptations.

- 2..1 Experimentation with critical components of action programs will be supported to enhance their effectiveness. Support will not only be provided through technological resources available to PAL Network and its stakeholders, but projectized innovation grants will also be provided.
- 2..2 PAL members who wish to include technological elements into their foundational learning programs will be supported- typically, partnerships will be enabled, and innovations will be co-developed. Knowledge sharing across members will also be encouraged to improve innovation in the network.

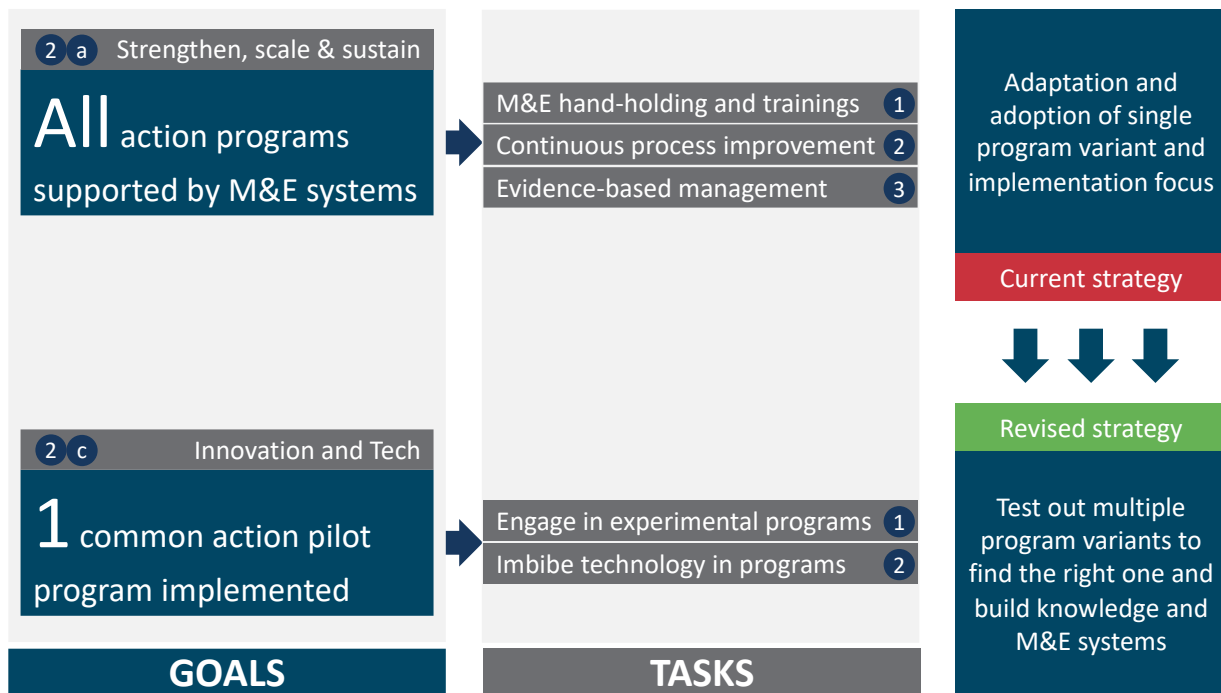


Exhibit 5. Strategic strands for Action focus area

3.3 Focus Area 3: Advocacy

PAL Network’s advocacy aims to amplify members’ voices and promote their achievements in enabling children’s foundational learning. PAL Network will enable dialogues at multiple levels and support the use of evidence to track children’s learning outcomes. The use of citizen-led assessment data for SDG 4 monitoring and promoting accountability remains central to PAL Network’s advocacy strategy.

The network will also foster knowledge sharing with particular focus on foundational literacy and numeracy. Specifically, achievements of the network and members will be shared via digital (Ex. Twitter, LinkedIn, Facebook, Newsletter) and non-digital (Ex. television, radio, newsprint, workshops) platforms. By showcasing learnings and innovations from the across the membership we hope to strengthen the Global South voice in international and regional discourses on children’s learning.

PAL Network’s strategy maps out a total of eight tasks across all three core themes. The revised strategy aims to encourage advocacy at sub/national, regional, and global levels. The advocacy strategy strands (shown in Exhibit 6) are described below:

1. PAL Network will continue to support members’ and network’s achievements. The messaging will include all relevant focus areas. Targeted dissemination of updates and PAL’s work will be shared with multiple stakeholders in the education space.

- 1..1 PAL Network will keep investing in strengthening and developing relationships leaders in the global education space.
- 1..2 Linkages to national governments and government agencies will also be facilitated through leveraging the network’s regional presence.
- 1..3 Government and non-government linkages will be further used to enhance sub-national relationships.
- 2. South to south knowledge exchanges and sharing of experiences will be encouraged. PAL’s regional hubs will be used to showcase CLAs and foundational literacy and numeracy programs. Existing reach and relationships in the regions will be used to promote foundational literacy and numeracy issues.
 - 2..1 PAL Network’s regional hubs, namely, the East and Southern Africa (ESA), West Africa, Latin America and South Asia hubs. Hub managers are expected to encourage interested organizations adapt and adopt CLAs in addition to conducting hub-level activities.
 - 2..2 Communication and advocacy materials will be developed to support the adoption of CLAs.
- 3. A knowledge sharing portal will be developed and made available alongside an enhanced PAL Network website that is used to
 - 3..1 Showcase innovations and achievements of members across the network
 - 3..2 Support the curation of information and research outputs made by network members, partners and other stakeholders.
 - 3..3 PAL Network’s social media presence will also be strengthened.

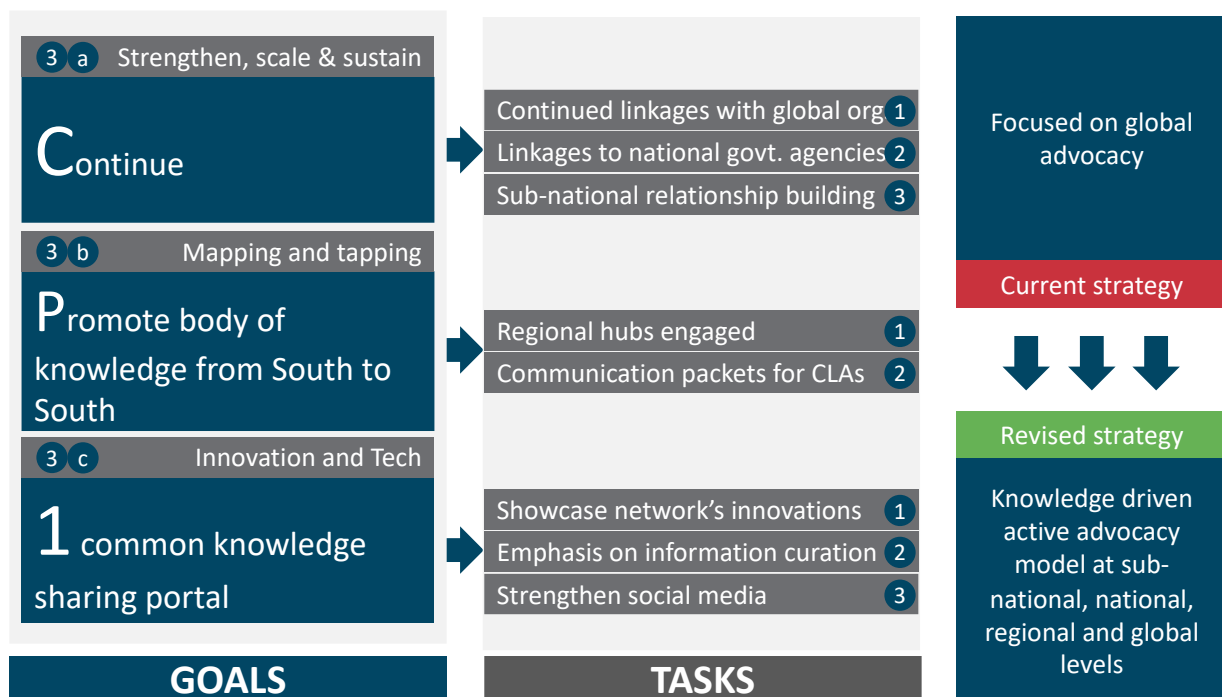


Exhibit 6. Strategic strands for Advocacy focus area

3.4 Focus Area 4: Research

The Research Focus Area aims to actively feed into the network’s other focus areas. Overall research at PAL Network will be used to enhance the different contexts across PAL countries and ultimately help in program improvement. Insights and activities linked to research will be used to enhance achievements in assessment, action, and advocacy focus areas. In addition to knowledge sharing,

research also provides feedback to improve innovation and inclusion of technology-enabled solutions into our programs. The outline of the Research strategy is shown in Exhibit 7.

The strategy for research maps out eight tasks across three themes supporting assessment, action, and advocacy. The network will encourage collaborations across members. The strategy strands supporting research are provided below:

1. PAL Network will work with its members, partners and other stakeholders in children’s education space. Explorations and learnings related to comparative education issues will be supported. This strand aims to strengthen assessments at PAL Network.
 - 1..1 Existing CLA data will be analyzed for further insights. Partnerships with academics will also be used to look into the available evidence.
 - 1..2 Policy-based analyses will be undertaken to shed light on inclusion and educational equity.
 - 1..3 International databases will also be mined for equity and inclusion related comparisons.
2. The research vertical will support PAL’s action programs. Evidence maps will be developed to understand more about what has worked and not worked in different learning contexts.
 - 2..1 National-level evidence base will be developed
 - 2..2 New hypothesis will be developed and examined via small experiments with members.
3. Lastly, research findings, activities, and knowledge generated by the network will be used for the promotion of members’ work and advocacy of PAL Network’s programs. Specifically, the strands will cover the following:
 - 3..1 Investigate and understand the impact of PAL Network’s evidence-based advocacy.
 - 3..2 Bite-sized knowledge sharing products will be developed and shared extensively throughout the network’s membership and partners. It is hoped that these products will improve the salience of foundational literacy and numeracy in the Global South.
 - 3..3 Lastly, PAL’s advocacy will also be documented and measured so as to understand impact. PAL Network’s fellowship will be continued with need-based adjustments. Fellows will be tapped to advocate for the shared vision of supporting children with foundational learning.

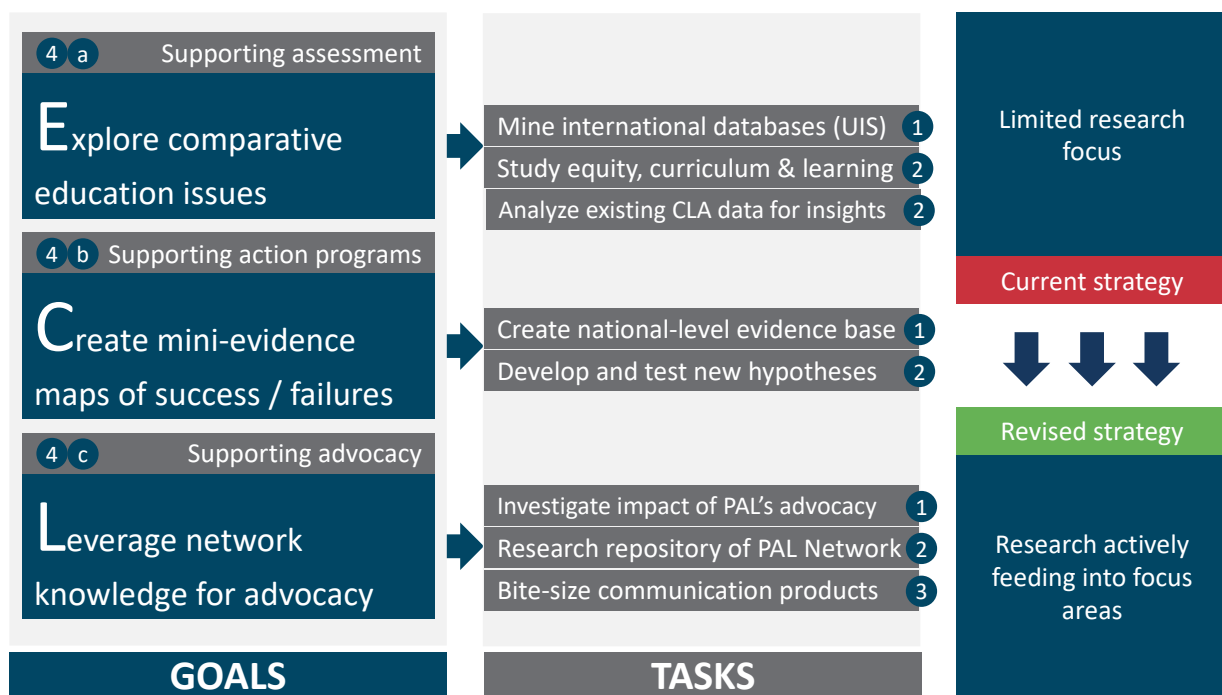


Exhibit 7. Strategy strands for Research focus area

3.5 Enabler 1: Membership

Membership has diversified within the PAL Network in the past few years. Currently eight members are engaged in implementing remedial learning interventions. The frequency of CLAs in PAL countries has reduced as well. In contrast, the engagement on network-wide projects have increased. Additionally, there is a need to proactively identify and work with organizations that are interested in CLAs and use of CLA tools. Therefore, strengthening institutional partnerships with a focus on sustainability across the network is necessary. The following strategies shall be adopted to ensure that PAL Network is healthy, and members participate actively. The strategy strands supporting membership are provided below:

1. PAL Network will work with its existing members to strengthen its regional hubs so as to increase participation in relevant activities.
2. Partnerships will be nurtured based on requirements of members, their roles, responsibilities, and member characteristics. Parameters that are of particular interest are scale of operation, workforce size and availability of skill. Existing members of PAL Network can be organized under different categories with different needs. To engage more meaningfully with our members and further strengthen our focus areas, we will adopt a specific approach to:
 - 2..1 **Source:** (proactively) new partnerships with organizations in new geographies and/or new thematic areas falling within the purview of our vision
 - 2..2 **Strengthen:** new members with technical capacity building and fundraising
 - 2..3 **Sustain:** veteran members and bring them into a network/regional guidance role and explore new ideas within the citizen-led approach
3. Transforming the membership structure from leadership driven relations to institutional relationships is critical. Regular family meetings and periodic assessments of the state of the network will provide insights to strengthen engagement.

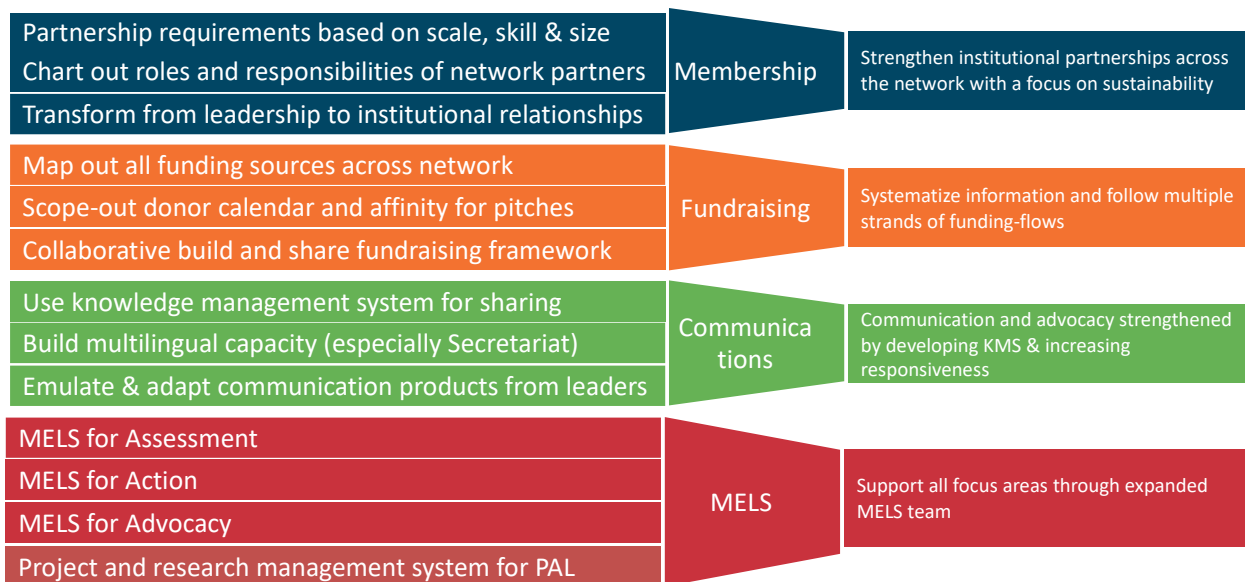


Exhibit 8. Strategy strands for Enablers

3.6 Enabler 2: Fundraising

Since the inception of the Network, members have raised funds for their national programs while fundraising for the network-wide activities has been undertaken by the Secretariat. The funding crunch in relation to CLAs has impacted the ability to regularly provide robust and relevant learning data. Members have also identified fundraising support as a key activity for PAL Network. Over this strategic period, PAL Network will pursue the following strategies to respond to this reality.

1. Build and engage a dedicated team in the Network to continually identify and pitch attractive opportunities- including network-wide projects. Fundraising support for member programs and regional activities is also required.
2. Develop an understanding of donors and their affinity. Accordingly, target appropriate donors for relevant projects.
3. Plan and hold annual fundraising initiatives such as fundraising workshops and framework development exercises to help members. Additionally, the network will aspire to connect members to funding opportunities and donors.

3.7 Enabler 3: Monitoring Evaluation Learning and Sharing (MELS)

In 2018, members affirmed their commitment to generating reliable and robust data by collectively agreeing to the Data Quality Standards Framework (DQSF) and freely undertaking a self-assessment to gauge their adherence to it. The framework ensures that network members generate quality data to track the progress of children's learning. Continued support to network members and learning opportunities will be implemented to ensure compliance with the framework by all members.

Similarly, for the action focus area, a system will be designed to provide relevant and actionable information to members at various levels of decision-making to improve their programs, and program management. The system will be replicable and adaptable for any action program adopting it.

By combining MELS efforts across all the focus areas, the overall health of the network will be monitored and improved. There is an intention to build MELS across the network and provide support and capacity enhancement workshops on a regular basis. The following MELS related strategy strands will be adopted.

1. Develop a user-friendly MELS system for Action Programs that members can adapt to their own context with ease. PAL Network's MELS team and consultants will support members in correctly adapting it according to their program structure and reporting need.
2. Pursue strategic partnerships outside the network to develop a MELS system that can be used to monitor not only action but also assessment and advocacy.
3. A project management platform will be rolled out to increase the tracking of PAL's programs, projects, and related activities.

3.8 Enabler 4: Communication

Communication between members and throughout the network is a prerequisite for network health. Therefore, there is a need to improve the responsiveness of network-level communications. Focus on language and interpretation to allow for inclusive dialogue and discussion is also important. Regular knowledge sharing and communication about member achievements and updates from PAL Network members will help strengthen engagement.

Keeping members updated about new developments through regular bullets, and showcasing their achievements will ultimately increase scope for dialogue. Communication between members have resulted in collaborations on projects and proposals- this path will be supported. PAL Network is also

committed to constantly improving our online communication- the website, quarterly newsletter, and social media will be continuously monitored and improved. We shall pursue the following strategies to increase the visibility of PAL Network and the members

1. Use knowledge management system for sharing innovations and updates from members.
2. Continually build the multi-lingual capacity to enrich conversations and engagements.
3. To improve sustainability of the network, in addition to leaders, managers will also be included so that they are able to emulate and adapt communication products as per their needs.

Expanding PAL Network's reach

As of December 2019, PAL Network officially has 15 members in 14 countries. A recently concluded mapping has shown that more than 40 organizations in over 30 countries have either conducted CLAs or used CLA tools in their projects. In the 2020-2024 strategy period, we will make systematic efforts to reach out to these member organizations who have already opted to identify with the citizen-led approach to explore potential partnerships. Through this work, we also expect to expand our membership and ultimately help other organizations and people benefit from our simple yet powerful methodology.

Our Modes of Operation

PAL governance processes and systems are intended to separate functions (oversight and implementation), meet the regulatory requirements, and reduce any potential conflict of interest. It is a requirement to comply fully with the governance measures for the Network Secretariat to operate. The following measures were planned and executed to meet the statutory requirements.

General Assembly of Members

The General Assembly of Members is the supreme governing body of the Network. It is comprised of all members and governs and oversees the operations of the Network by acting as fiduciaries. The General Assembly of Members meets once a year. Owing to the legal restrictions on agendas to prosecute in the annual general meetings, annual Network family meetings shall be held to allow in-depth conversations on the Network.

Board of Directors

The Board is the policy organ of the Network. The Network's Board currently comprises seven members (Network and non-network members) and provides policy and strategic direction for the Network and oversight to the secretariat. The Board sets the standards and supervises management through delegated responsibility to the Chief Executive Officer (CEO). The Board ensures that the organization meets all statutory obligations and approves policies governing human resources and financial management.

The Board shall leverage technology to increase efficiency in operations. The Board shall continue to embrace the good practice in its work, adopt a transformational approach, operate through Board committees (as it deems fit). Board composition shall also be continually diversified to ensure the face of the Network and to tap into a diverse skill set. An advisory Group consisting of the members shall provide technical advisory for program implementation. Additional advisory groups shall be set up for specific projects on a need to basis.

Working groups

Working groups at the PAL Network are one of the formal organs through which members are involved in the operational implementation of the strategy by providing technical inputs on specific focus areas. Members of a working group generally include staff from member organizations along with a secretariat liaison to provide support to the chair and the group as a whole. Currently, the communications working group exists continually while other working groups are formulated and dissolved depending on the Network's need for a specific ongoing task or project. In the new strategy, the structure and operation of the working groups will be refined to use them as an ongoing platform to build technical skills within the Network and groom the Network's next generation of leaders. Even as harmonization in the working group is pursued, the terms and purposes shall be flexible of the working group to ensure effectiveness.

Regional hubs

Regional hubs comprise network members from a specific geographical region. The Network currently has four regional hubs: i) South Asia hub, ii) East and Southern Africa (ESA) hub, iii) West Africa Partnership for Education Quality (WAPEQ) and iv) Alianza Latinoamericana por la Calidad Educativa (ALCE)/Latin America Alliance for Quality Education. Like working groups, regional hubs allow PAL Network to claim that it is a member-led network, as members operationalize their plans with the support of the network staff. Regional hub members define common interest, plan for joint activities and share the citizen-led assessment approach and interventions to improve learning outcomes with interested countries, contributing to the growth of the larger Network.

Secretariat

The PAL Network is supported by a Secretariat. Its registered office is in Nairobi, Kenya. The Secretariat provides administrative and operational support to the members so as to execute the strategy and annual plans. In addition to coordination, enabling knowledge sharing, learning and facilitating linkages, the Secretariat also aids in project management of network-wide projects.

Each focus area will be supported by a dedicated team within the Secretariat. Staff at senior levels will be engaged to build and utilize the "commonwealth of knowledge" distributed throughout the network for projects that supports children's learning. Tapping existing subject matter experts throughout the membership, PAL Network hopes to fully engage the diverse experiences of network personnel on key projects- especially those that are network-wide common projects.

Risk Analysis

No.	Risk Area	Risk Description	Risk Mitigation
1	Competing Interests by Stakeholders	As a result of Competing Interests by Stakeholders, they will always have interests, in some cases competing or in departure.	Proactive, intentional, and evidence-based engagement with stakeholders throughout the process of change/transformation
2	Donor Dependency (Sustainability)	As a result of 100% dependency on donor funds, the activities of PAL Network may not be sustainable in case donors shift their attention to other sectors.	Need to diversify the donor base through enhanced resource mobilization mechanisms, high standards of accountability & integrity, but also seek alternative income streams/sources (including expertise areas)-Role of Board in RM should be thought through
3	Effective Capacities Loss	As a result of a limited staff numbers, over-reliance on consultancy may reduce the retention of critical skill.	Strengthening institutional knowledge, staff capacity development, learning management and staff incentivization framework
4	Evidence & Impact Uncommunicated	As result of not documenting the evidence of the impact and strides made by the organization may lead to loss of potential opportunities to bring change and even fundraising.	Institutionalize a culture of learning through evidence, documenting and communicating the impact of the organization
5	Mission Drift	As a result of different and unique Interests by Stakeholders especially donors, there may be a shift in mission in order to align with the current emerging global trends.	Systematically deprioritize project funding mechanisms to strategic orientation & strategic funding negotiated with new and old funders
6	Complexity-Unaware	As a result of solely participating in the Education sector and due to its complexity, it could be challenging to get partnerships that cover a holistic view from other stakeholders.	Education as a sector is only as successful as all sectors that touch on wellbeing. Partnerships and programming should therefore be conscious of a holistic approach, be multi-sector and multi-stakeholder founded
7	Technology As a Double-Edged Sword	As a result of near 100% reliance on IT and internet due to the outbreak of Covid-19, PAL Network's IT may cause entrench inequalities for those left behind	Technology integration is a strategy to pursue, but unless tactically used, can also entrench inequalities for those left behind

2020-2024 Strategy Summary Budget

PAL NETWORK					
2020-2024 STRATEGY BUDGET	Year 2020-24 Budget	Year 2020	Year 2021	Year 2022	Year 2024
	USD	USD	USD	USD	USD
Capacity To Generate Relevant and Regular Evidence on Learning Outcomes Strengthened (Focus Area: Assessment)	3,276,731	694,525	863,614	784,520	734,072
Evidence Driven Interventions to Improve Learning Outcomes Supported (Focus Area: Action)	867,629	204,148	221,900	352,966	576,088
Targeted Advocacy Strengthened to Improve Learning (Focus Area: Advocacy)	1,230,868	289,616	314,800	358,872	267,580
Deeper Insights and Innovations for Improving Learning Outcomes Generated Through Research (Focus Area: Research)	1,078,789	253,833	275,905	314,532	234,519
Supportive Environment Enabled to Facilitate Program Implementation (MELS, Membership, communication)	1,103,207	259,578	282,150	321,651	239,828
Network Strengthened by Responsive Governance Measures	875,656	206,037	223,953	255,306	190,360
Administration And Overheads	375,071	88,252	95,926	109,356	81,537
Total Budget	9,095,224	1,995,989	2,278,248	2,497,203	2,323,984