

Call for Expression of Interest (CEFI)

1: Project Details	
Title:	Girls and Out of School Children: Action for Learning (GOAL) Service Delivery/Khilo aur Barho
Timeline	2024-2027
Project Locations	Khyber-Pakhtunkhwa (especially Merged Districts) and Punjab (South Punjab)
2: Sector (s) and Area (s) of Specialization	
Sector	Education / Inclusive Education
Areas of Specialization	Project delivery-Education, Community mobilization, community relations, Monitoring Skills
Working/Knowledge /Implementation experience	Relationship with School Education department at provincial and district level Alternate Learning approaches, Pre-Primary to secondary level schools, Remedial Learning, Cash and Voucher Assistance, Gender Equality and Safeguarding,
Issued By	British Council

3: British Council:

The British Council is the UK's foremost cultural relations organization dedicated to building trust and understanding between people from all cultures. We operate in over 110 countries and Pakistan is one of the British Council's highest priorities. The British Council has been present in Pakistan since 1948 and focuses on Education, English, Culture, Arts and Youth Engagement programming under Cultural Engagement.

4: Background and Overview:

Pakistan has the world's second-largest population of out-of-school (OOS) children. Of the **26.2 million** children out of school (OOS), the vast majority are in poor quartiles and rural areas, with Punjab and Khyber Pakhtunkhwa (KP) contributing to the bulk of this number. While both KP and Punjab provinces are impacted by their geographic exposure to natural disasters, the province of Khyber Pakhtunkhwa is disproportionately affected due to its proximity to the Afghan border, hosting the highest proportion of refugees. Around 9% of children have never been enrolled in a school, and 5% have dropped out of school. Late enrolment is common, with 60% of children aged 3-5 in rural areas currently not enrolled in any early childhood education programme. The main reasons for dropping out of school in 2022/23 are COVID-19 (31%), Law and Order (20%), Migration (19%), Poverty (10%), and others (20%). The other reasons for dropping out include child labour, child marriage, academic difficulties and low returns to education. Many children cannot access education, especially girls who face long distances to schools, inadequate school toilets, and restrictive social norms. For the school-going children, 64% of primary-grade students are not proficient in reading. If current trends persist, Pakistan risks losing the economic growth, social stability, and health benefits of an educated population. To solve this challenge, expanding access to quality education and retaining students in school is a priority for the Islamic Republic of Pakistan.

Khilo aur Barho (Service Delivery Component) for Girls and Out of School Children Action for Learning (GOAL) has been designed for implementation by a consortium **led by British Council funded by FCDO**. GOAL Service Delivery/Khilo aur Barho is a GBP20 million-worth 3-year Programme aimed at improving access and learning of girls and marginalized children in the Pakistan's Merged Districts of Khyber Pakhtunkhwa and in South Punjab.

In line with Khilo aur Barho's overarching goal, the intended **long-term impact** of the programme is Inclusive **provincial Education system delivering quality education**

The programme will be implemented in **two provinces**, Khyber Pakhtunkhwa and Punjab. The consortium will apply **tailor-made approaches** such as Alternate learning programmes, remedial learning, Teaching at The Right Level (TARL), and/or other differentiated learning approaches, through life skills-based education (LSBE) to ensure access and quality education. Through improved educational services and learning environment, Khilo aur Barho will also indirectly benefit children already enrolled in formal and non-formal schools in targeted locations. The programme will enhance the capacity of community members to take an active part in local school governance, accountability, and development support. Such interventions, along with the education departments' regular teachers' training programs, are also expected to increase the primary completion rate as well as accelerate the progress in pursuing SDG 4 and further focus on critical areas where Pakistan is lacking in attainment and may not meet the targets of enrolment, retention and primary completion rates. The program also seeks to address some of the systemic barriers that prevent vulnerable children and adolescents from accessing inclusive and equitable quality education by providing sustained capacity development support at the national, provincial, community and school levels. The programme will be implemented in Punjab and KP with focus in South Punjab and merged districts. **Tentative districts are:**

- **South Punjab (Lahore, Kasur, Multan, Rahimyar Khan, Rajanpur, Bhawalpur, Vehari)**
- **KP and Merged Districts (Kurram, Khyber, Mehmed, Bajur, Peshwer, Noweshera, Sawat, Chitral, Khoistan)**

5: Expected Result (Impact, Outcome, Output statements)

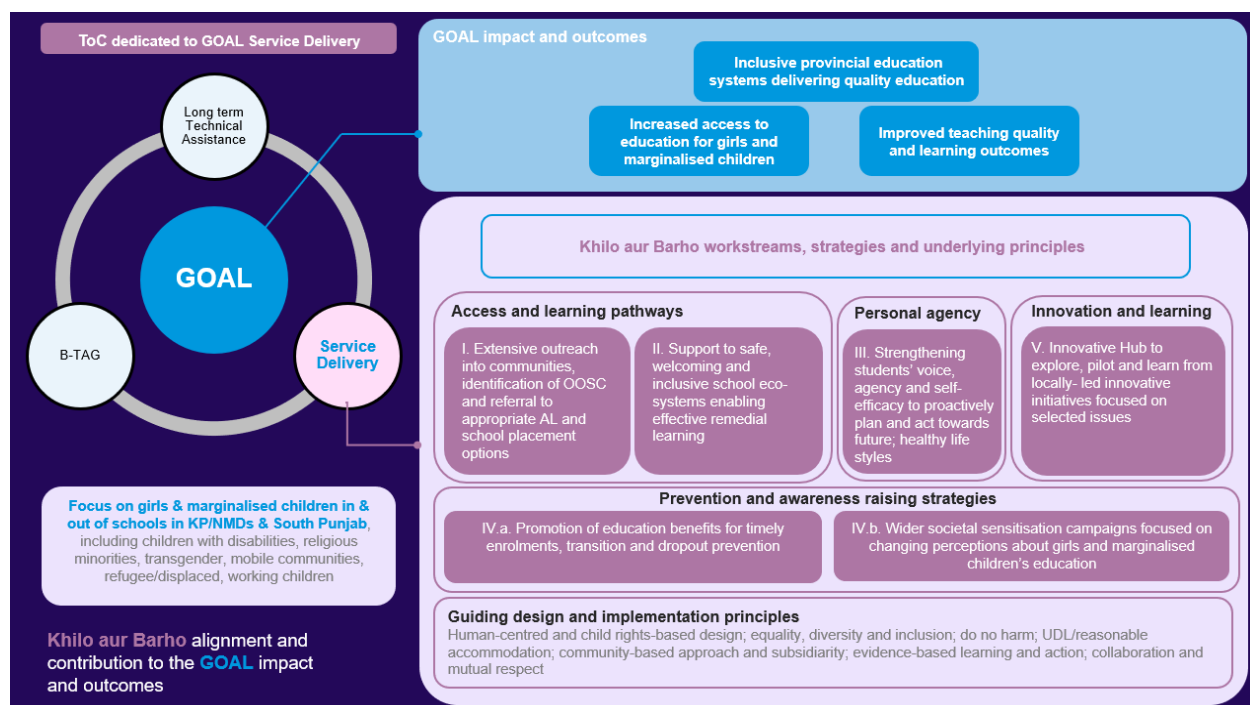


Figure 1: For details on work streams/outputs, please refer to annexure 01

6: Population Coverage (Province wise /activity wise)

The project will support approx. **250000** most vulnerable children in the targeted locations through remedial learning and alternate learning approach (for district-wise target, refer to table below). A key objective is to ensure at least 60% of beneficiaries are girls, addressing gender disparities. It will also priorities individuals with disabilities (10%) and minorities (20 %), who are often the most vulnerable. Please refer to below table for target for 01 district for three years:

Remedial Learning			
Grades	Number of girls	Length of intervention	Type of intervention
Grades (3-6)	13300	School year	Urdu for all – reading a paragraph by the age of 10; Maths for higher grades; English as a subject in lower grades and EMI for higher grades for different cohorts/grades, to include one of the following approaches: Contextualized TaRL (RL in classrooms), reading camps, extra classes or lessons, reading clubs, homebased support
Alternate Learning Program			
Grades	Number of children	Length of intervention	
ECE/Katchi & Grades 1 and 2	3063	Minimum of 09 months	The learning spaces can be established within schools or out of school through innovative approaches.
Grades 3 to 6 (majority)	2625	3-6 months AL (ST) coupled with support in the remaining school year	
	2625	12 months (MT)	
Grades 7 to 9 (minority)	875	18 months	Traditional ALP or Distance Learning approaches can be adopted
Note: 70 % of the total children will be reached in Punjab while 30% from KP.			

7: Other important information

- ✓ Complete Partnership Application Form
- ✓ Organizational Registration Documents (Scanned copies)
- ✓ Resolution of Governing Body to Apply for Partnership
- ✓ Audit Reports for the last three two years.
- ✓ Details of Organization's board of directors and management structure. List of existing/current projects/programmes and donors
- ✓ Organizational registration certificate with EAD/Ministry of Interior
- ✓ Evidence/ permission from local authorities to operate in the proposed district/s for which you are submitting the EOI.
- ✓ List of districts that you want to work in- explain why and highlight existing projects and resources available. The programme will be implemented in South Punjab and KP merged districts. You got to show your presence.
- ✓ One / two paragraphs on value addition, how will the local organization contribute (e.g., local networks, partnerships with line departments etc.)

- ✓ Brief profiles of programme management staff
- ✓ Two reference letters from previous clients/donors

8: CFEI Timeline

Announcement of EOI	Request for clarification on EOI	Application Deadline	Announcement of Result	Estimated start Date	Estimated End Date
07-11-2024	14-11-2024	22-11-2024	02-12-2024	15-12-24	30-06-2027

09: Selection Criteria and Marking

Criteria Description	Assigned Marks
<p>Sector Expertise and Experience The required skills, sector specialists, performance, Knowledge, material and human resource. Knowledge of relevant protection, humanitarian principles and approach to Equity and safeguarding, Approach to participation of beneficiaries in the program cycle (Design, Implementation and Monitoring). Mainstreaming measures to integrate environmental sustainability within previous project/activities.</p>	30 marks
<p>Local Experience and Presence Provide a brief description of the organization's local presence (active programs/offices) in KP (especially MD) and Punjab (especially south Punjab), presence and knowledge. Ongoing program in operation; local knowledge; participation in inter-agency coordination fora, engaging beneficiaries in the program cycle; trust from local communities; local presence; policy on community relations; feedback and complaint mechanisms for beneficiaries; self-organized groups; and other factors that would facilitate access to and better understanding of the persons of concern and that would reduce administrative difficulties Evidence of the organization's approach to meaningful engagement of beneficiaries in all phases of the programme cycle for the partnership's activities. Outline the feedback and response systems that would be put in place for the proposed CFEI. Ability to operate in security conditions of the Project site or country as well as existence and functionality of partner's organizational policies, procedures and practices related to security risk management.</p>	30 marks
<p>Project Management Provide a brief description of how the organization has the required skills, proven performance, knowledge, material and human resources for the sectors of the partnership to effectively deliver project objectives with robust management systems/processes, and meet the expectations of all stakeholders, as well as provide accountability mechanisms and sound financial management. where applicable. Clear segregation of duties policy, as well as the integration of risk management; adequate control over assets and inventory (if applicable). Outline the organization's distinctive technical capacity and strengths, including past experiences, implementation approach (intended activities and targets in relation to expected results as well.), values additions to deliver the desired outcomes of this partnership including desired project management structure for this CFEI. Strategy to mainstreaming measures to integrate environmental sustainability within proposed activities. Include a description of areas of improvement for which the organization may require support. What measures are embedded in the program to ensure sustainability and how</p>	25 marks

<p>sustainability impact and success can be measured? What innovative approaches has been used to enhance sustainability within the program? How cost effectiveness shall be ensured. Evidence of a methodology for allocation of shared costs to project activities. Evidence of procedures/systems that ensure maximum resources are directed to project outcomes while also ensuring that resources are also directed to activities that ensure project risks are being appropriately managed</p>	
<p>Equality, Diversity and Safeguarding What is organization’s approach to equality, diversity and safeguarding and what measures shall be taken to ensure these in GOAL-SD.</p>	<p>15 marks</p>

11: EOI/Submission template

Please submit the attached application form to umair.ali@britishcouncil.org.pk by 22 November 2024.

12: For clarifications, please email to: umair.ali@britishcouncil.org.pk by 14

November 2024