

## ANNEX 1 – Terms of Reference (TOR)

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The objective of this Call for Partnership (CFP) is to hire services of a civil society organization (Not-for-profit) having strong local presence in the target district to undertake activities contributing towards the achievement of programme objectives in **58 target schools in district Bahawalpur, Punjab.**

The contractor will work in 10 Union Councils (UCs) of Tehsil Ahmad Pur East in District Bahawalpur in Punjab Province under the project titled “*Support to Girls’ Right to Education and Safeguarding Cultural Heritage through Education in Pakistan*” supported by AICS. Details of Union Councils (UCs) are as following:

**i) Naushehra Jadeed, ii) Mandhal, iii) Janu Wala, iv) Kotla Musa Khan, v) Hatheji, vi) Ghouse Pur, vii) Bwp Ghalwan, viii) Wahi Bahawal Shah, ix) Ali Kharak, and x) Mad Peer Wah.**

### Proposed Activities:

The organization will undertake the following activities in consultation with the concerned National Project Officer with the overall supervision of the Head of Education in the target district.

1. Undertake baseline assessment study to get first-hand information about out of primary school girls in the target area, community perception about girls education, functioning of school management committees (SMCs), school locations, physical environment, teaching and learning practices ,teacher training needs in Activity Based Learning (ABL) and Multi-Grade Teaching (MGT), students’ learning outcome. UNESCO Islamabad Office will share the detailed instruments for conducting the baseline assessment.
2. Based on the findings of the assessment studies, develop implementation strategy to carry out activities for community mobilization and advocacy, functioning of SMCs, improvement in school physical and learning environment;
3. Design and implement social mobilization campaign for sensitization of local communities for promotion of girls’ education comprising of the following elements:
  - a. Focus group discussions (FGDs) with parents, women, community members, religious leaders and political figures of the area.
  - b. Design and launch advocacy and awareness raising campaigns on girls’ education and COVID-19 response/ preventive measures.
  - c. Organize sports and cultural festival for mothers, girls and representation from key female influential leaders along with religious/political leaders of the area
  - d. Paint schools’ walls and key landmarks of the area with key messages/images for promotion of female education (with permission of education department of the district/province)
  - e. Exposure visit of the religious and political leaders along with female group of the area, i) Swat to Bahawalpur, ii) Bahawalpur to Swat.
  - f. Formation of village mother groups. These women will participate in promotion of education and get orientation to methods of utilizing skills, i.e. handicraft, agriculture etc. for economic contribution in the household and for bearing educational expense of their daughters/sisters.
  - g. Organise radio-broadcasting programme for children of grades 1-3 inclusive of information on tangible and intangible culture heritage.
  - h. Open Community Discussions (OCDs) with, i) female groups, ii) male influential group of the community for support in provision of vocational training -handicraft etc. to enable them to meet their basic educational needs

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- i. Enrolment campaigns in collaboration with local education departments
4. Strengthen community-based school management system for improving school physical environment based on the local context and cultural practices comprising of the following elements:
    - a. Review SMCs membership, functions, funding allocations and use of available funds, if any.
    - b. Social mobilization, activation and operationalization of SMCs.
    - c. Capacity building of SMCs in preparation of school development plans, their roles and responsibilities, financial management, supporting teachers in monitoring absenteeism, development of training manual, and identifying and enrolling out of primary school girls in school catchment area.
    - d. Provide and involve SMCs in provision of missing school facilities, e.g., boundary wall, drinking water, handwashing facility, toilets, furniture and other minor repairs etc. through micro grants and community share in cash or in-kind.
    - e. Conduct exposure visit for SMCs to other districts.
  5. Undertake following activities for improving school learning environment in target schools:
    - a. Review and develop teacher-training manual in ABL and MGT.
    - b. Design and organize training workshop each on ABL and MGT.
    - c. Provide on-the-job facilitation to teachers on ABL and MGT.
    - d. Hold discussion with district education officials and teachers to identify solution to teacher absenteeism.
    - e. Provide MGT kit in target schools.
    - f. Establish a reading corner in each of the target school.
    - g. Provide sports and sewing/embroidery kits in each of the target schools.
    - h. Organize art and embroidery competition among schools at UC level;
  6. Undertake assessment of students learning competencies in numeracy, literacy and general science/ knowledge in accordance with curriculum framework of the region;
  7. Submit Regular and adhoc reports highlighting programme implementation progress, achievement and challenges

### Expected Deliverables

The successful organization is required to complete the below mentioned tasks in the prioritized schools during the course of the contract. Therefore, organizations are requested to keep in mind the list of activities while preparing their financial proposals against this Call for Proposal.

Proposed Activities	No./Frequency	Description
Rapid assessment	01	Rapid assessment of schools and associated factors to be conducted as per above mentioned detail
Implementation Strategy	01	Strategy with well-defined work plans, M&E plan and log frames developed along with timelines and staff responsible for different activities.
Focus Group Discussions (FGDs)	16	Discussions with mothers, fathers and community opinion makers (religious leaders) to gain understanding of what keeps girls out of school.

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Advocacy and awareness raising campaign.	58	Design and launch advocacy and awareness raising campaigns on girls' education and COVID-19 response/ preventive measures (booklets, banners, wall painting and chalking)
Sports and Cultural Festival	02	Organize sports and cultural festival for mothers, girls and representation from key female influential leaders along with male religious/political leaders of the area
Wall painting of schools and landmarks of the area(s)	58	With prior approval and coordination with education department, Paint school walls and key landmarks with key messages/images for promotion of female education.
Exposure visits of female teachers/ female influential of the village along with, religious and political leaders.	01	Exposure for staff from education department of the province, religious and political leaders along with female group of the area. i. Swat to Bahawalpur, ii Bahawalpur to Swat. This will be an educational exchange visit. The visit intends arranging meeting with the community members and teacher of the area, one-day sightseeing and debriefing activity to key historic or cultural landmarks of the area i.e. Noor Mehal in Bahawalpur and Budha sites in Swat etc.  05 minute long documentary based on exposure visit (high resolution video along with subtitles translated from Pashto and Urdu to English)
Formation of Volunteer groups (men, women, youth)	58	These women will participate in promotion of education and get orientation to methods of utilizing skills, i.e. handicraft, agriculture etc. for contributing in their daughter's educational expenses.
FM radio broadcasting	6	Advocacy programs/ views / messages / event news broadcasted on FM radio
Open community discussions (OCDs)	58	Organize open community discussions with, i. female group, ii) male influential groups of the community for provision of support in vocational training -handicraft etc. to motivate them to earn for themselves and to meet their basic educational needs
Enrolment campaigns	2	Launch enrollment campaign for primary school girls in collaboration with local education departments
Formation and activation of SMCs	58	Review functioning and activation of SMCs membership, functions, funding allocations and use of available funds, if any
Capacity building of SMCs	58	Two-day capacity building workshops for 156 (min 3 from each school) SMCs organized (Maximum 25 – 30 participants per event)
Provision of missing facilities to schools.	30	Missing facilities provided to 30 prioritized schools through provision of PKR 200,000/- (i.e. physical infrastructure improvements, including classroom furniture, blackboards and WASH facilities.)
Exposure visit for SMCs to other districts.	2	Conduct exposure visit for SMCs to other districts with mandatory of inclusion of female groups.

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Teacher-training manual in ABL and MGT and training workshop for both ABL and MGT	58	116 teachers of 58 target schools trained through a series of three-day training workshop.
Provision of materials to teachers for activity based learning activities, including sports, play and arts/crafts.	58	Provide MGT kit in target schools, establish a reading corner in each of the target school and provide sports kits, sewing kits and embroidery kits in each of the target schools.
Art and embroidery competition among schools at UC level	14	14 cluster based children art competitions organized
Reading corners	58	Bookshelf along with story/informative books

### Input of UNESCO and the Partner Organization

UNESCO and the partner organization will work closely to complete the assigned tasks as per following guidelines.

#### UNESCO will:

1. Provide programme background, orientation and information to support implementation of activities;
2. Introduce the organization to district and provincial education departments through official communication and meetings;
3. Undertake periodic due diligence to enhance organizational capacity and systems for implementation of activities;
4. Monitor progress and provide timely feedback to the organization for implementation of activities; and
5. Review reports and documents submitted by the organization and provide feedback and suggestions for improvement.

#### The organization will:

1. Obtain NOC from the government authorities, where required;
2. Implement activities as per agreed work plan of the contract in consultation with UNESCO designated staff;
3. Maintain regular liaison and information sharing with UNESCO designated staff for implementation of activities;
4. Maintain professional standards and compliance with UNESCO's due diligence criteria; and
5. Prepare periodic reports and documents for sharing with UNESCO.

#### Timeframe

Duration for the partnership is one year effective from the signing date of the contract. UNESCO reserves the right to change the duration in the face of any unexpected situation occurred during the implementation period.

#### Reporting

The partner organization is required to submit following reports during the project implementation period:

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1. Inception report comprising of (a) implementation plan, (b) monitoring and evaluation plan, and (c) staff deployment plan;
2. Baseline assessment report with prioritized list of schools/ activities with work plan;
3. Community mobilization and advocacy strategy based on the elements highlighted under proposed activities, section 01, together with terms of references of different advocacy groups formed/ mobilized;
4. Deliverable/ activity reports;
5. Certified financial reports;
6. Adhoc monthly, quarterly reports including case studies and success stories ;
7. Terminal report; and
8. Any other report required by UNESCO and donor on demand.

### Minimum Content of the Proposal

The proposal should include as a minimum the following:

1. Description of the institution or organization and its qualifications, including examples and references of previous work pertaining to education, teachers' training and working with communities;
2. Summary of the past experiences that are directly relevant to the required tasks under the CFP;
3. List of references of clients for whom similar work was carried out;
4. Detailed description of your proposed approach, methodology, and timing (implementation plan and timeline) for achieving the specified deliverables, demonstrating your understanding of the requirements of the TORs;
5. Details of the team that will work on the project and a description of its structure. CVs and List of proposed team members (a table with column head as name, title, years of experience, previous employers' names, academic background)
6. Oversight and coordination mechanism (including CVs for all proposed staff members);
7. Financial and human resource management policies and procedure
8. Audited financial statements for the past two years;
9. Detailed itemized budget breakdown for services provided, including personnel and mission costs as given in the Annex 3.

### Eligibility/ qualification/ experience requirement

The organization should meet the following criteria to qualify for this assignment:

1. Minimum five (05) years of prior experience in programme and project implementation for girls' education (*preferably details of the projects to be provided along with one-pager attached with list of project names, donor names, budget allocated, geographic area and duration of the project*)
2. Adequate experience of implementing similar government/ donor funded programmes and projects in the province (*preferably one project completion/annual report as evidence*)
3. Adequate experience in provision of missing school facilities and social mobilization and advocacy (*preferably 01 donor funded one pager brief with budget, donor name, duration, geographic area, activities and target beneficiaries*)
4. Strong presence in the province/ district where the project will be implemented. (*indicate work experience in the proposed area*)
5. Sound financial management system and internal control mechanism with evidences, i) Audited financial statements for the past two years, ii) HACT assessment report (*HACT – if available, however, similar type certificate of assessment by other organizations and entities may be accepted*);

### **Proposed Methodology, Approach and implementation**

1. Sound strategy and a technical approach for successful implementation for the project;
2. A well-defined work plan, which is relevant to the work assignment and timelines that carefully considers timelines required to obtain permission, prepare and implement activities in harmony with the academic year;
3. Identification of potential risks that may affect timely implementation of project activities and provide a risk mitigation plan;
4. Plan for engagement of all project stakeholders and a sound communication plan;
5. Detailed itemized budget breakdown in line with the work plan and services to be provided (*preferably proposed budget in Calibri 11 font*); and
6. Ability to contribute financially or in-kind for completion of project activities (*contribution should be clearly reflected in technical and financial proposals, i.e. cash, office space, utilities used at office, equipment, furniture, personnel working for project not charged to UNESCO*)

### **Management structure and Key personals**

#### ***Senior team member should have***

- Advanced university degree in social science and/or related areas;
- At least five years of working experience in development sector specially in education sector;
- A clear project management structure with Terms of References (ToRs) for each position;
- At least three years of experience of programme management and supervision; and
- Good analytical and report writing skills.

#### ***Proposed team members should have***

- Experience in community mobilization, local advocacy and communication
- Experience in training of SMCs, local communities and other partners;
- Strong analytical skills with sound written and oral communication in Urdu and English; and (*preferably one team member with sound report writing skills in English along with a sample of writing*)
- Proven multicultural experience, supported by at least one similar reference project.

### **Mandatory points for financial assessment**

1. Proposed budget corresponds with work assignment and level of effort;
2. Detailed budget for direct cost and indirect cost;
3. Overall Administrative cost including preferably remain within 40% of the overall budget. *Amendment in percentage of cost is subject to project activities/geographic area.*
  - (i) Personnel cost (personnel not directly part of project implementation i.e. CEO, Directors etc.)
  - (ii) Personnel cost working directly for project implementation.
  - (iii) Office rent, utilities, laptops, communication etc.
4. Costs are in line with national standards and market prices;
5. Organization has to provide financial and in kind contributions to total project funding.