

Call for Applications - Cycle 3

What Works in Scaling Effective Education Reform Interventions

1. Introduction

The Data and Research in Education - Research Consortium (DARE-RC) – is a Foreign Commonwealth and Development Office (FCDO)-funded programme that aims to support rigorous research on what works to deliver improved education outcomes in basic education, at scale, for all children in Pakistan, and especially those most marginalised. In the process, DARE-RC aims to establish a greater symbiotic relationship between producers and consumers of research, nurturing strong and on-going research-policy collaboration.

To produce high quality policy relevant research, DARE-RC is adopting a variety of different approaches to ensure that the research commissioned is timely, relevant, and responsive. This includes, 1) synthesis and scoping papers, 2) consortium led studies, and 3) research grants. The research being commissioned through grants is further divided into two categories: a) research on what works to improve educational access, quality, continuity and coherence for marginalised children in Pakistan and b) what works in scaling effective education interventions. All research directly links to the specific questions posed in the Research Agenda.

Identifying 'scalable' solutions and/or assessing scalability of education interventions has been identified as a core cross-cutting theme for DARE-RC. The programme aims to generate new evidence on strategies for scaling effective and innovative education initiatives in Pakistan. This call focuses on the processes and critical factors involved in scaling up education reform interventions in Pakistan. Working in partnership with governments to test scalable models, it aims to identify promising educational policies, programmes, and interventions that can be expanded effectively and sustainably with breadth and depth. This will contribute to the goal of transforming educational outcomes across Pakistan by bringing evidence-based solutions to scale and adapting them to serve diverse communities.

This call for proposals aims to generate robust evidence that aligns strategically with DARE- RC Research Agenda¹ priorities outlined below:

¹ [Research Agenda](#)

Text Box 1: DARE-RC Research Priority Areas and Cross-cutting Themes

Priority Area 1. Improving Drivers of Learning for Marginalised Children: What works to improve educational access, quality, continuity, and coherence for marginalised children in Pakistan?

This priority area focuses on better understanding of and supporting marginalized children's educational experience. By focusing on the four key drivers of learning specified in the framework, access, quality, continuity and coherence, the research on this priority area will aim to identify the challenges and opportunities that shape the educational experiences of marginalised children in Pakistan, and to identify, design, evaluate, and iteratively improve what works (at scale if possible) to support education for all children Pakistan, how, and for whom, with special considerations for marginalization based on gender, disability, location, ethnicity, religion, and socio-economic status.

Priority Area 2. Strengthening Front-Line Education Provision Quality: What works to strengthen frontline education provision quality through building teacher and school system capacities?

The research in this priority area focuses on strengthening the quality of front-line education provision, for both at the local and the policy systems levels, through improving teaching effectiveness, teacher management systems, and school leadership. teacher workforce the role of teachers and effective teaching in shaping a child's educational experience. It will focus on research aimed at identifying what works to improve teacher effectiveness for all children in Pakistan, especially in multi-grade and multilingual settings, whether and how strategies to support teacher well-being can improve teaching effectiveness and student outcomes and how adaptive school leadership can respond to disruptive events.

Priority Area 3. Resilient Education Service Delivery: What works to develop resilient education service delivery continuity through improving systems coherence?

Research under this theme focuses on identifying 'what works' to ensure teaching and learning continuity, especially for the most marginalised, when faced with disruptive events. In doing so, research in this area will examine reforms/strategies that support educators, identify trajectories of educational outcomes (access, quality etc.) of learners before and after disruptive events and focus on which systemic barriers of marginalisation predict and/or mitigate these. Research under this theme will also examine successful practices for system resilience, and factors that shape the (in)coherence of the policy landscape to ensure access, quality and continuity. It will also examine local perspectives and the role of parents and communities as well as the key challenges and enablers for effective coordination and implementation of crisis mitigation and response strategies at various levels.

Priority Area 4. Accountable Education Systems:

What works to enhance accountability to improve education system cohesion in Pakistan?

A child's access to education and the quality of and continued participation in their learning is shaped in a system that works at both local and policy levels. The system at the local level works through school, community, and household and at the policy level through education policy and stakeholders. The system and stakeholders involved in education set the goals, procedures, resource arrangements and incentives to achieve access, quality, and continuity of learning. When not aligned, these systemic factors can obstruct meaningful accountability, adaptability, and resource allocation in education system operations. The focus of research in this theme will involve examining decentralisation and governance, school monitoring and accountability systems as well as examining the factors that enable and hinder pilot programmes' effective scale-up in the context of Pakistan.

Cross-cutting Themes: Effective Data Use' and 'Scalable Solutions

DARE-RC research agenda have been identified two cross-cutting themes to ensure rigor and impact of the research across all four priority areas. First, we prioritise **effective data use** across the priority research area. We emphasise the importance of the collection, management and effective use of high-quality data to improve education system to ensure educational access, quality, continuity, and coherence of education for all children, with special focus on a) improving data systems landscape on marginalised children and communities; b) management and use of assessment data for improving policy and planning for equitable achievement of learning outcomes; c) supporting data- and evidence-driven decision making; and d) using data to support development of adaptation and mitigation strategies when faced with environmental and climate crises.

Second, we prioritise research to generate **scalable solutions** that can transform Pakistan's education system landscape at large, through educational policies, programmes, and strategies that have promises to improve access, quality, continuity, and coherence for all children, with specific focus on those who are marginalised. Systematic research for identifying and evaluating promising innovations, assessing and refining for scalability, and manage system-wide changes across diverse education systems and conditions of Pakistan for sustainability are critical to take innovative and successful solutions to transform education for all in Pakistan.

Successful applicants will be expected to collaborate with other FCDO programmes including What Works Hub for Global Education (W/WHGE) and Scaling Access and Learning in Education (SCALE). SCALE, in particular, will be (a) supporting the successful scaling of cost-effective interventions via the SCALE programme and (b) strengthening the global evidence base, thus enabling further impact beyond the programme.

2. Context

Pakistan's federal and provincial governments, along with their many partners working on educational development, have been actively pursuing education reform interventions across a wide range of policy areas. Although Pakistan is not unlike many other lower middle-income countries in this respect, it has at times been called a 'graveyard' of education reforms. This implies that it is both hard to find a policy remedy that hasn't been previously discussed or applied in Pakistan and that very few of these 'innovations' have scaled or stood the test of time.

This calls for examining the approach to innovation and 'pilot projects', their potential for scale, and a fundamental rethinking of ways to ensure that policies and programmes are more likely to catalyse lasting, systemic change. Scaling up successfully requires (1) *designing interventions* (pilot projects) with scale in mind and with clear scaling strategies; (2) assessing and addressing *obstacles to scalability* (identifying as early as possible the prospects and likely challenges that will be faced in scaling a specific innovation); and (3) actively managing the *pathway to scale*. Other key considerations include *financing* the transition to scale; creating an *enabling environment* for scale (partnerships, policy, institutions); and generating *evidence* to support sustainable outcomes at scaleⁱ.

Where evidence on scaling does exist, it is frequently on expanding access to school and not on improving learning outcomes. Even here, research that looks at the trade-offs between scale and addressing marginalization is sparse. Also, very few research or pilot projects generate the critical information needed to go beyond proof of concept and provide a basis for assessing scalability, streamlining delivery, informing advocacy, and guiding scaling. Moreover, research focused on impact data is incentivized over qualitative research on implementation and scaling processes.

In the research on international development outside of education, there is a growing evidence base on the process of scaling. Education is not well covered in this scaling literature. One review of existing studies on international development and scaling found that only 16 of 158 included a focus on educationⁱⁱ. A 2013 survey of 36 bilateral, multilateral, foundation, and corporate investors in global education identified going to scale as the biggest challenge they face in supporting developing countries to improve learning outcomesⁱⁱⁱ. The Scaling Community of Practice^{iv} however has been making some useful contributions in this area by bringing together researchers and practitioners to exchange knowledge and experience on effective approaches to scaling up development interventions, including in education.

Two types of research have been identified in the scaling literature^v - Research *for* Scaling and Research *about* Scaling. Research for scaling exists but is mainly focused on proof of concept², sometimes on scalability assessment³, and rarely on

² Information generated to test the efficacy of interventions, often under controlled or semi controlled conditions.

³ Information used to refine, simplify, and adapt interventions to real-life policy, financial, and operational considerations.

change management⁴. There is clear gap in evidence in Research about Scaling with very few studies looking at the process of scaling and the factors that enable or constrain it.

3. Objectives

This call for proposals aims to address critical evidence gaps in what works in scaling education interventions in Pakistan. **It aims to identify system-level interventions that have been successfully scaled or have the potential to scale and explore what works in scaling.** We seek to build on the emerging body of evidence on how to scale not only children's access to education but also access to an education that helps them learn the skills they need to be successful in life.

Specific objectives:

We aim to address critical evidence gaps in Research *for* Scaling and Research *about* Scaling. Research for scaling aims to collect and analyse information to help make informed decisions about scaling a particular innovation. Research about scaling aims to collect and analyse information about the scaling process. This is discussed in more detail in Section 4.

Applicants are invited to submit proposals that address one or more of the following objectives:

- Conduct impact and scalability assessment of system-level interventions (i.e. those looking at the education system as a whole to identify what is and isn't working)⁵
- Conduct scalability assessment of interventions that have demonstrated impact, simplifying and adapting interventions to policy, financial, and operational considerations
- Use information generated during the scaling process to inform scaling/scaling strategy for specific interventions
- Study the process of scaling education initiatives and identify factors that contribute to scaling for impact

Analysing scalability requires careful analysis of (1) characteristics of the innovation or intervention; (2) characteristics of the organization(s) that would deliver it at scale and that would support the scaling effort; (3) characteristics of the prevailing policy regime and other enabling or constraining conditions; and (4) contextual factors^{vi}.

⁴ Information generated during the scaling process is used to inform adjustments to intervention design and scaling strategy during the scaling process.

⁵ Impact evaluations alone will not be funded. Only studies that adopt a scaling lens will be funded through this call. See the RISE programme for details on systems thinking in education research: <https://riseprogramme.org/systems-thinking.html>

An education scalability assessment includes the following^{vii}:

- Assess how easy or hard it will be to scale up a particular education initiative
- Identify opportunities for and constraints to scaling
- Plan actions to increase the viability for scaling
- Follow up on how the scalability of the education initiative evolves over time

4. Scope

Research supported through this call aims to provide evidence for scaling effective education reform interventions. **Scaling has been defined as “expanding, adapting and sustaining successful interventions (policies, processes, programs or projects) in different places and over time to reach a greater number of people.”**^{viii} Projects focused on limited populations or proof of concept are useful, particularly when they explicitly address unanswered questions. But too frequently, projects focus on perfecting an innovation within a small, controlled setting rather than on beginning with a vision of system-wide change and how the project will help to get us there.

Scaling strategies have been described as systematic ways to think about *expanding* and *deepening* the impact of an innovation. Expanding an innovation implies increasing the number of implementation units: schools, districts, provinces etc. or beneficiaries: students, teachers etc. More specifically, we are focusing on what some call “population-level” scale where the reach of the intervention must be evaluated in the context of the size of the problem. However, scaling needs to be mindful of context (no one size fits all) and reaching the most marginalized (going the last mile is going to cost more and a cost effectiveness analysis will need to apply an equity lens). We will prioritize research that looks at interventions that are deeply contextual and are reaching the most marginalized. For example, an intervention that has been shown to have had a positive impact for children with disabilities will qualify if applicants are able to demonstrate evidence that it is applicable more widely, to a larger number of children with disabilities across a district, province or country. On the other hand, deepening the impact of an innovation implies embedding innovation within a larger system (public or private) thereby increasing chances of sustainability. To address this element of scaling we invite proposals that **conduct research on effective government delivery, focusing current and previous, large-scale education reform efforts led by the federal or provincial governments, investigating the process of scaling.**

Research on taking evidence-based solutions to scale and adapting them to different contexts is also of particular interest to us. Scaling successful interventions requires nuanced understanding to balance consistency and flexibility across Pakistan’s diverse contexts. Research should consider factors like geographic, cultural, and socio-political conditions, addressing marginalisation due to gender, disability, location, ethnicity, religion, and socio-economic status. In the context of limited capacity and budgets, cost is an important element in scaling decisions. Research should therefore provide adequate cost effectiveness analysis while

incorporating greater nuance and explicitly accounting for equity dimensions as discussed above. Investigating policy makers approach to decision making processes and their priorities will also be crucial given the critical role of the government in scaling and sustaining reform interventions. Therefore, a political economy analysis that explores the challenges and opportunities in scaling impactful interventions should feature prominently across all research proposals.

4.1 Conceptual: Research for scaling & Research about scaling

We invite proposals on research for scaling- real time research on effective strategies for scaling specific education interventions; and research about scaling- research that examines the factors that have contributed to scaling across a wide range of interventions, including comparative analysis; or both. The following table provides an overview and comparison of these two different approaches.

Research for scaling	Research about scaling
A process evaluation of a project or intervention <i>with the purpose of scaling</i>	Studying the factors enabling or inhibiting scaling of a project or intervention
Focuses on the intervention	Focuses on the process and the intervention becomes as findings may apply across a wide variety of interventions
Requires more time and funding	Can be less resource intensive and conducted in a shorter timeframe
Is carried out in real time enabling adaptation and course correction along the way	Can be carried out retrospectively on projects that have scaled successfully.
Some gaps in evidence, especially when moving beyond proof of concept and assessing and demonstrating scalability	Major gaps in evidence. Both researchers and practitioners are always thinking of designing new 'innovations' instead of examining what works at scale

As discussed above, **we recommend more attention be paid to developing research approaches that assess not just if an innovation works, but also its scalability, and its gradual embeddedness, support, and sustainability within a broader system.** Where we know that an intervention works at a small-scale, understanding whether it will work on a larger scale requires a strong political economy lens that looks at barriers and enabling factors. Where we know an intervention has worked in a 'project mode', understanding whether it will work within a government system and is sustainable will be more useful. Finally, where we know that an intervention works at scale in a particular context, understanding whether it would work in a different context can provide useful information on the contextual factors that support or inhibit scaling. Case studies that capture the scaling journey identifying key features, success factors, and key drivers that supported the scaling process, capturing the nuances of successful reforms and their journey to scale can provide valuable evidence for scaling efforts going forward and are especially encouraged through this call. All these kinds of enquiry have the potential to provide policy relevant evidence that is a central premise of the DARE RC.

4.2 Thematic focus and criteria for interventions

Research proposals should be informed by the broad scope of work outlined above; the Research Agenda for DARE RC; and specific thematic areas and criteria for selecting interventions discussed below. Research proposals can focus on any of the four provinces of Pakistan (including Gilgit Baltistan and Islamabad Capital Territory) or be national in scope. Proposals that include a comparative study of selected intervention areas across different provinces and regions are especially encouraged.

We invite applicants to focus on the following key themes in selecting interventions.

- ✓ **Effective strategies to enrol and retain marginalised children** (poorest, girls, children with disabilities, minorities), including but not limited to public private partnerships, interventions that address barriers such as cost of schooling (scholarships, stipends, cash transfers), distance to school etc.
- ✓ **Teaching learning approaches that are adapted to the needs of marginalized children** including but not limited to, teaching at the right level, multigrade teaching, remedial education, and accelerated learning programmes.
- ✓ **Interventions that address governance and management related challenges in the public sector**, including but not limited to, teacher workforce management (recruitment, postings, transfers); data systems (including both administrative and student learning assessment data) and their use for planning, monitoring, management and accountability; and education financing.

Criteria for selecting interventions

At least 4 out of 6 criteria below should apply and be demonstrated in the EOI for proposals that are shortlisted for the next stage:

- ✓ **Addresses a pressing policy concern:** Identifies government priorities and aligns the research or innovation with critical policy issues in any given context. Including but not limited to policy priorities identified in education sector plans, policy frameworks etc.
- ✓ **Meets the pre-requisites for scaling:** There is either a proof of concept or the research is evaluating the impact of an intervention with a scalability lens.
- ✓ **Has been designed with scale in mind:** The intervention is either embedded within a government system or has the potential to be embedded and has proven that it can work within system constraints.
- ✓ **Takes a systems approach:** Is not an isolated one-off intervention but is aimed at achieving systemic change by being able to demonstrate how it aims to do this (e.g. a systems lens on a learning intervention would ask the question: why are learning outcomes low in this district/school/country?)

How does the intervention address the crisis and why do the conditions that cause low learning exist and in what ways does the intervention aim to address these?).

- ✓ **Has been scaled successfully or reached a critical mass:** Has been implemented across a large number of districts or across the province at a scale that demonstrates that system wide application is feasible.

There is a favourable external environment: An enabling environment for scaling could include political ownership, funding commitments by government, incentives that work for and not against.

Interventions identified by Provincial Governments

We encourage applicants to identify a 'window of opportunity' where governments are actively supporting an innovation and are exploring ways to scale or expand the intervention. We include here some examples of interventions that have been identified by various provincial governments, some of which are being funded by the government with plans to scale up going forward. This provides an opportunity for researchers to collaborate with relevant government entities and other implementing partners to study the process of scaling to provide evidence for scale up. We encourage applicants to explore these opportunities as well as identify other interventions may be suitable under this call for proposals. Please note that these are indicative, and we welcome research on other interventions that meet the conditions listed above. Further details on these specific interventions are provided in Annex 1.

Box 1: Interventions that could be studied

- **Foundational Literacy and Numeracy (FLN) Camps - Punjab:** Scaled from 5 to 12 districts in 2024, with the expanded implementation in summer 2025 offering an opportunity for rigorous evaluation and implementation studies.
- **Chalo Parho Barho (CPB) Learning Camps - Sindh:** Adopting a Teaching at the Right Level (TaRL) approach; these are planned for mainstreaming into government schools in the 2024-25 academic year, providing a unique case to understand integration into formal education. The Girls and Out of School Children-Action for Learning (GOAL) Initiative (KP and Punjab) is also launching in 2025, with opportunities to study similar TaRL approaches in a cross-provincial manner. Research proposals on a comparative piece on TaRL being funded through these different modalities are encouraged.
- **Community-Based Education Centres (CBEs) - KP:** A community-led, grassroots initiative with organic expansion; CBEs provide an opportunity to examine community-driven scale-up models within an existing system.

5. Research questions

We invite research proposals that respond to the following overarching research questions that have been identified within the DARE-RC Research Agenda:

What works to take promising programmes, strategies, and policies to scale within the educational landscape of Pakistan?

- What promising programmes, strategies, and policies have potential to be implemented at scale, with evidence of acceptability/feasibility in broader Pakistan contexts, cost-effectiveness, and sustainability?
- What are the enablers and hindrances to take promising programmes, strategies, and policies to scale within the educational landscape of Pakistan?
- What are the strategies to ensure and enhance the cost-effectiveness of promising programmes, strategies, and policies when implemented at scale, with different populations, in different contexts, and at scale?
- How can support mechanisms (institutionalisation, resource allocation, political will, champions of change) be streamlined to ensure sustained impact?

6. Methodology and approach

We welcome high quality proposals that adopt robust methodological approaches that address one or all of the following.

What works for scale-up and how does scale-up work?

Research under this will aim to identify the scalable components and strategies for effective policies and programmes that can reach more beneficiaries and marginalised populations, retaining impact and fidelity during adaptation. Research can examine how delivery mechanisms can be optimized to retain the intervention's core principles while scaling. It can also explore the processes and mechanisms in scaling educational programs, addressing challenges and bottlenecks during broader implementation, and identifying strategies to ensure coherence with local systems. This includes evaluating trade-offs and tensions in managing resources to maintain impact at both broad and deep levels.

The methods employed to answer this aspect could include comprehensive systems-level analyses that explore the broader implications of scaling policies and programs. Political economy analyses and stakeholder participatory action research to build consensus and co-construction of learning and research agenda can contribute to understanding system-wide change and continuous improvement. It is also essential for research on scaling what works to include assessment of adaptability and scalability of the specific policies, programmes, and

strategies of interest, needs assessment of the specific implementation context to evaluate the fit with, and feasibility, and sustainability of the scaled-up innovation across population and communities. Research on an assessment of the feasibility of implementation is also important to examine whether the intervention is simplified enough to be implemented in relevant contexts at scale whilst maintaining the desired impact. Gauging the readiness, flexibility, feasibility and adaptability of the innovation implementation across different conditions and contexts is critical while preserving their core components and intended impacts.

Experimental and quasi-experimental methods, including randomized controlled trials and A/B testing, as well as studies leveraging complex experimental designs such as the Multiphase Optimization Strategy (MOST) and Sequential Multiple Assignment Randomized Trials (SMART) that allow testing of various implementation components and timing to support adaptive intervention design and implementation, are particularly effective in evaluating *multiple pathways for scaling* interventions and optimizing them for specific contexts. These research designs and methods can be liberally applied to identify the most effective ways to reach and to enhance impacts for the most marginalised populations and communities, by systematically testing different delivery strategies, modalities, and contents that works better for girls, children with SEND, in rural areas, minority ethnic and religious groups, and those experiencing extreme poverty, the population that may not be reached and best served by conventional approaches to education provision at scale.

Studies can evaluate the selected intervention's distinct scale-up pathways, providing opportunities to understand various scale-up mechanisms and manage system-level sustainability. Using the examples in Box 1, FLN Camp's geographic expansion within Punjab differs from the CPB intervention's scaling, while CPB's integration into formal schools contrasts with CBEC's gradual, community-driven expansion. Research studying these or other interventions could analyse the political economy of scaling, challenges, and assets within local systems, and develop strategies to support coherent scaling processes through participatory research, ethnographic studies, network analysis, and RISE diagnostics.

For whom?

Research exploring this could assess the impact of scaled interventions on different stakeholders, with a special focus on marginalised children, by using participatory approaches to incorporate perspectives from stakeholders like marginalised children, policymakers, and funders. This engagement enhances the buy-in and collaboration necessary for successful scale-up initiatives.

Given DARE-RC's commitment to marginalised children and communities, participatory approaches are encouraged to involve marginalised stakeholders directly, not just as beneficiaries but as active participants in the scale-up process. Mixed methods approaches that include surveys and in-depth interviews with teachers, community members, and marginalised children can capture diverse perspectives on needs, experiences, and intervention impacts. Evaluations should provide disaggregated impact estimates by factors relevant to marginalisation—

gender, disability, location, ethnicity, religion, socio-economic status—to ensure effectiveness and equity in scaling initiatives.

In what conditions?

Research exploring this would identify contextual factors that support or hinder the scaling process, ensuring adaptability across Pakistan's educational, socio-economic, socio-political, and cultural settings. This includes analysing how different conditions of marginalisation (such as gender, disability, ethnicity, and socio-economic status) affect program implementation and outcomes.

An intervention that is being studied may involve expansion into new areas (e.g. FLN Camps and CBECs into new districts, GOAL into new provinces and CPB from informal to formal, government, settings). Research should explore the contextual factors influencing scalability and adaptability, employing methods like political economy analysis and participatory action research to diagnose the potential enablers, constraints, and bottlenecks in different settings, build local stakeholder consensus, and co-construct the research agenda.

At what cost?

Cost analysis is vital to understanding scale-up sustainability and cost-effectiveness. Given DARE-RC's focus on marginalised children, scaling efforts must prioritize equitable reach and support, even where costs may be higher. Research will evaluate the financial sustainability of scaling efforts, analysing if programmes can be expanded cost-effectively and identifying strategies to enhance cost-effectiveness while maintaining quality. This includes estimating trade-offs to maximize investment value in terms of both breadth (beneficiary numbers and geographic coverage) and depth (serving marginalised populations). Cost-effectiveness models need to be underpinned by a strong theory of change (backed by strong evidence that have been proven to address the problem by being more cost-effective than others).

Financial assessments should include costing studies, cost-effectiveness evaluations, and cost-benefit analyses to help funders and policymakers balance reach with depth of impact. Proposals could evaluate trade-offs for breadth (beneficiary numbers and geographic coverage) and depth (support for marginalised populations), aiming to maximize the value of investment across these dimensions.

7. Timeframe and Budget

Under this call we invite research proposals for a period of **12-16 months**. This period covers the full research cycle as well as dissemination of key findings to relevant stakeholders.

Research grants will range from **PKR 17,500,000 – PKR 52,000,000** depending on the type of study being proposed.

Research grants are competitive in nature and the proposals will be evaluated based on pre-defined eligibility criteria and solicitation process submitted within the deadline. **Applicants must justify their budget request in line with their research design, research timeline and approach to answering research questions.**

8. Qualifications and experience

Applicants will need to demonstrate a solid track record of delivering high quality research across broad thematic priorities of the DARE-RC. We encourage applications from a wide variety of organizations including academia, research-focused think-tanks, NGOs and consulting companies. Partnerships with public sector institutions, including education ministries and their attached departments, in their capacity as implementers, but also to support research design, implementation and dissemination, is particularly encouraged under this call for proposals. Applications having collaborative Pakistani and international expertise are welcome. Applicants may submit more than one research idea through multiple EOIs.

EOIs must demonstrate that:

- a. The lead applicant organisation is a Pakistani entity and is legally registered to operate in Pakistan in compliance with relevant business licensing, taxation, audited accounts, employee, and other relevant regulations.
- b. The organisation/s submitting the application have demonstrated research and educational development experience and expertise in education, especially in areas that align with the DARE-RC Research Agenda and the research topics being proposed by the applicants.
- c. The Principal Investigator/s should have demonstrated experience of delivering high quality research projects.
- d. Members of the proposed research team should demonstrate a strong publication record (providing links to or submit 2 recent peer-reviewed publications authored by any of the key members of the research team).

9. Evaluation criteria

EOIs will be assessed based on the following criteria, assigned weightage, and scoring metrics defined below.

Policy relevance and scalability potential 30%

- ✓ responds to critical policy issues
- ✓ enabling environment
- ✓ cost effectiveness
- ✓ adaptability to government systems

Research design, approach and methodology 30%

- ✓ responds to the research questions
- ✓ adopts the relevant methodology to answer the question
- ✓ sampling and proposed data collection methods are appropriate
- ✓ Value for money of the proposed methodology

Applicant organization 40%

- ✓ established reputation, relationships and track record of researchers
- ✓ proposed team including the principal investigator/s and research experience (publications to demonstrate)

Score	Description
9-10	Excellent - Provides an excellent response across all the review criteria. A suitable and well-defined intervention is being studied that is well suited to the context, scalable and is policy relevant; an outstanding research design and methodology are proposed; timelines and budgets are well aligned and provide value for money; the research team and organisation have outstanding capability to undertake the research with CVs of the lead principal investigator and co-PIs demonstrating a track record of leading high quality research.
6-8	Good – provides a good response to the review criteria with some sections potentially not demonstrating what is needed.
3-5	Satisfactory – provides a satisfactory response to the review criteria with most sections not demonstrating what is required.
0-2	Unsatisfactory – provides an unsatisfactory response to most of the review criteria.

10. Solicitation process and timelines

Applications for funding will be assessed through a two-stage application process. The first stage involves the submission of an expression of interest (EOI). Applicants that are shortlisted at the first stage will be invited to submit full proposals. Applicants are to download the EOI form from the DARE-RC website <https://darerc.org/apply-for-grant-cycle-3/> and email it to grants@rcdare.org along with the required supporting documentation within the submission deadline.

Outline for Expression of Interest

The following is the outline for the EOI. In addition to this, we recommend that applicants consider the evaluation criteria above in framing their responses. The EOI (excluding the supporting documentation) **should not exceed a total of 6 pages** (Times New Roman Font – 11 size). Further breakdown of page limits below is indicative and non-binding.

EOI Sections	Details to include	Page Limit
Introduction	Topic along with the main research question/s that the study proposes to address	0.5
Context and rationale	Describe the geographic, socio-economic and political context within which the intervention is being implemented. Provide a clear rationale for study and how this fits within the scope of this Call for proposals.	1
Details of the intervention being proposed for research	Clearly identify and provide details about the proposed intervention to be researched (who is implementing it, purpose, timelines, stakeholders involved, geographic focus etc.) Explain how the following conditions (refer to Section 4.2) are being met by the intervention: i. Addresses a pressing policy concern ii. Meets the pre-requisites for scaling iii. Has been designed with scale in mind iv. Takes a systems approach v. Successfully scaled or reached a critical mass vi. Favourable external environment	1
Research design, approach and methodology for the study	Describe the proposed research design and methodology. <ul style="list-style-type: none"> • Please clarify the broad category within which your research falls i.e. research for scaling, research about scaling or both (refer to section 4.1). • Please provide indicative information about the proposed research sample, sampling techniques and proposed data collection and data analysis methods. 	2
Timeline and budget estimates	Please provide indicative timelines for the research study and an indicative high-level budget that has justification on the major heads (by staffing, research costs including data collection etc.).	0.5
Research team and organisational capabilities	<ul style="list-style-type: none"> • Provide details about the proposed research team • Describe how the lead and co-investigators have demonstrated capabilities of leading high quality research projects in education in Pakistan. • Organizational profile including previous track record of carrying out similar work. 	1

Please note that this is an Expression of Interest and only shortlisted candidates will be invited to provide detailed proposals. This EOI requires an estimated budget which can be reviewed and rationalized at the proposal stage for shortlisted applicants.

Supporting documentation

Applicants are also requested to submit the following supporting documentation with the EOI:

- Copy of Valid Registration Certificate (for private organisations) and copy of Byelaws or relevant law, act or other document under which a public sector organisation is registered (for public sector organisations).
- Basic profile of the organisation, number of employees including researchers, previous client list, completed and ongoing research projects and other activities.
- Provide details of two recently completed or ongoing research and/or educational development projects related to the DARE-RC Research Agenda. This is to be no longer than five pages.
- Provide details in case partnering with another organisation, outlining proposed roles and responsibilities of each party.
- One page-CVs of each member of the core research team that provides information on education, training, and experiences that are relevant to the proposed research study.
- Filled [disclosure form](#) stating any conflict of interest (Please fill out the COI in the given template, in case of no COI, please mentioned "Not Applicable" and get the document signed).

Deadline for EOI submission: 10th January 2025

11. Evaluation and Notification

- Complete applications (containing EOI and supporting documentation mentioned above) will undergo evaluation by the technical review team and DARE-RC Fund Management team. The decision of DARE-RC will be considered as final.
- Applicants shortlisted for the next stage and will be informed accordingly.
- DARE-RC reserves the right to cancel this call for application at any time without prior notice and/or to not issue any grants under this process.
- DARE-RC reserves the right to make any revision(s) in this call document.
- DARE-RC reserves the right to request successful applicants to make changes based on feedback from the technical review committee.
- A successful EOI and proposal does not guarantee subsequent funding.

12. Eligible and Non-Eligible Costs

- Research may be carried out in Balochistan, Khyber Pakhtunkhwa, Sindh, Punjab, Islamabad Capital Territory and Gilgit-Baltistan.
- The value for each type of grant shall not exceed the limits mentioned above and are to be inclusive of all fees, expenses, indemnity insurance and taxes.
- The DARE-RC Research Grant is "not for profit" and will only fund direct costs of delivery of research. A maximum of 10% is to be allocated for overhead cost.
- Budget is inclusive of all applicable Federal/Provincial sales tax ensuring that the budget cap mentioned above does not exceed.

- Professional Indemnity Insurance cost shall be part of your budget under the overhead budget line. The indemnity insured amount will be double of the proposed budget and covering the period from the start date of the project and remain effective beyond two years of the completion of the grant period.
- There will be at source withholding of taxes (income and sales) according to prevailing government rules (Federal and Provincial). No addition of any withholding taxes to the budget caps will be allowed.

Eligible costs are strictly limited to those included and approved in the project's budget. Within that frame, to be considered eligible as direct costs of the project, costs must:

- Be necessary for carrying out the research, be provided for in the Agreement and comply with the principles of sound financial management, in particular value for money and cost-effectiveness.
- Have been incurred by the Grantee or their partners during the implementation period of the research as defined above, whatever the time of actual disbursement by the Grantee or a partner.
- Be recorded in the accounts or tax documents of the Grantee or their partners and be identifiable, verifiable, and backed by originals of supporting evidence.
- Be compliant with applicable national/provincial law on taxes, labour, and any all other relevant national/provincial law.
- Be reasonable, justifiable, and compliant with the principles of sound financial management.

The following expenditure items are explicitly ineligible across all expenditure cost categories. This list is not exhaustive and does not override activities which are deemed eligible and explicitly agreed as part of the grant arrangement. The following costs are explicitly ineligible across all budget categories:

- Hard components such as infrastructure/construction, furniture, assets such as IT and other equipment
- Payments for works or activities that are fully funded by other sources whether in cash or in kind, for example if premises are provided free of charge
- Inflation or foreign exchange contingency
- Contingency
- Costs incurred prior to a formal agreement being executed including those associated with preparing grant concept notes and proposals

13. Expected Outputs

Please note that DARE-RC aims to produce **publishable research** and therefore requires that potential applicants understand the requirements of rigorous academic research that meet the standards of a journal publication. Therefore, the

final output of all DARE-RC supported research will be a Draft Research Paper for a journal publication.

Other project deliverables shall include the following:

- Inception Report (Ethical approval certificate, data collection plan, work plan, training plan, risk mitigation plan, data analysis strategies, research tools, assent/consent forms and permission letters).
- Mid-project progress report
- Final report
- Policy paper
- Primary raw data collected

14. Privacy Policy

By submitting an application under this Call, applicants consent to the disclosure of documents they submit to DARE-RC. If selected for funding, applicants further consent to the disclosure of their name and the title of the proposed project in any announcement of selected projects.

15. Questions and Support

If you have any questions or need assistance during the application process, your first point of reference should be the FAQs on the DARE-RC website. If your query is not addressed by the FAQs, do not hesitate to submit your questions on our dedicated email address: info@rcdare.org.

Please note that we can only respond to questions regarding the research call process, eligibility and thematic focus; we cannot provide feedback on individual proposal ideas. Responses to questions will stop on 7th January 2025.

16. Proposal stage

In the second stage, successful applicants will be asked to submit a full research proposal and budget.

- A virtual orientation workshop, organised by DARE-RC, will aid applicants in understanding the proposal template and other associated requirements.
- Applicants may be invited for a pitch presentation before finalisation and approval of proposals.
- Approved applicants will be awarded the research grant, incumbent upon clearing the due diligence process.
- Successful awards are expected to start immediately upon the signing of the contract.

Once the applicant organisation successfully clears Stage-1 and moves to Stage-2, in addition to the submission of the full research proposal, the following documents are required to be submitted:

- a) Tax registration certification (National Tax Number) or copy of latest annual tax return of the applicant organisation.
- b) Audited Financial Statements and audit reports of the applicant organisation:
 - i. Private Sector Organisations: Audited Financial Statements and audit reports issued by an independent audit firm for the last two years of the applicant organisation.
 - ii. Public Sector Organisations:
 - Independent audited financial statements and audit reports for the last two years (by external auditors).
 - In case independent audited financial statements and audit reports are not available, audit reports issued by the Provincial or Federal offices of Auditor General for any of the two years since 2019 can be submitted. In addition to this, Management Accounts of the last two fiscal years (2022-23 and 2023-24) should also be submitted. Management Accounts should comprise of:
 1. Funds/grants/other income received in a fiscal year including name of grant/fund/other income, name of funding institution (for instance Higher Education Commission-HEC or Provincial Government, Admission fees, Donations etc) and amount received in PKR.
 2. Details of actual expenditure (Utilisation report) incurred against each of the above-mentioned funds/grants/other income in the same fiscal year.
 3. Important notes to the accounts (to support the above statements).
 4. The applicants must provide yearly comparative figures against each of the head of the above-mentioned accounts.
- c) A confirmation on applicant organisation's letterhead duly signed by the competent authority stating, "that the applicant organisation would be able to obtain a No Objection Certificate for carrying out research/data collection under DARE-RC research grant".
- d) A confirmation on applicant organisation's letterhead duly signed by the competent authority stating, "that the applicant organisation is not bankrupt or currently involved in any litigation related to bankruptcy".
- e) A confirmation on applicant organisation's letterhead duly signed by the competent authority stating, "that the applicant organisation is not suspended, or debarred, or otherwise identified as ineligible by FCDO, OPM, or any other international organisation".

17. Conflict of Interest

All applicants will be asked to submit a [disclosure form](#) to help us determine whether any conflicts of interest may exist in your application. The answers to these

questions will be treated confidentially by the DARE-RC directorate and will not be shared with reviewers or panellists.

Your answers to these questions will not usually disqualify a proposal but may require us to take additional actions to mitigate potential conflicts. The disclosure shall mention the following:

1. Are any member/s of the applicant research team also members of DARE-RC? Are any individuals or organisations named in this proposal employed a) as a named post-holder of or b) to provide a service to the DARE-RC directorate, intellectual leadership team, or advisory board? If yes, please specify who these organisations/members are and the nature of their involvement in DARE-RC.
2. Do any member/s of the applicant research team have financial interests or commercial relationships with the department/organisation under study or in the field of the study relevant for the proposed research? If yes, please specify who these members are and the nature of their commercial and financial stakes in the field of the study or with the department /organisation under study.

ⁱ Scale up Source Book: Larry Cooley and Julie Howard

ⁱⁱ O. Pidufala, "Scaling Up and Aid Effectiveness: Annotated Bibliography," Washington, 2008.

ⁱⁱⁱ Center for Universal Education, "2013 Global Compact on Learning Donor Network Mapping Results" (Brookings Institution, Washington, 2013).

^v The Role of Research for and about Scaling Education Innovations; ROSIE Thematic Reflection Brief January 2024

^{vi} Scale up Source Book: Larry Cooley and Julie Howard

^{vii} VVOB (2021). User Guide to the Education Scalability Checklist. Belgium, Brussels: VVOB

^{viii} Arntraud Hartmann and Johannes Linn, "Scaling Up: A Framework and Lessons for Development Effectiveness from Literature and Practice" (Wolfensohn Center for Development Working Paper 5, Brookings Institution, October 2008)

Annex 1

Intervention 1: Foundational Literacy and Numeracy (FLN) Camps – Punjab

Overview

The Foundational Literacy and Numeracy (FLN) camps are a key initiative by the Punjab School Education Department under the TALEEM programme, aimed at enhancing early literacy and numeracy skills. These camps address low foundational learning levels in school-going children and support conceptual learning for out-of-school children (OOSC) and dropouts.

In preparation, teachers were trained by Master Trainers (trained by the Quaid-e-Azam Academy for Educational Development) to use Student Learning Outcomes (SLOs) for Grades 1-3 in English, Urdu, and Mathematics. A Technical Working Group involving the School Education Department, UNICEF, and other stakeholders designed the programme. The initiative, piloted across five Punjab districts, involved 2,050 camps in 1,214 schools, enrolling 81,693 students (28% OOSC) for an 8-week period during the summer break.

Implementation and Results: The programme focused on school readiness, community involvement, teacher training, monitoring, and troubleshooting. Teachers were trained by 105 Master Trainers, who further trained 2,100 teachers to implement the camps. Community mobilisation was conducted through local school councils, promoting awareness and increasing enrolment. Baseline and endline assessments measured learning progress in English, Urdu, and Mathematics, showing an average improvement of 5.8% in school-enrolled children and around 5.9% in OOSC across all three subjects.

Scale-Up Plans: The success of the 2023 pilot has led to significantly expanding the FLN camps to 12 districts in 2024, with a total enrolment of 176,588 children (20% OOSC) across 6,060 camps. This scale-up involved increased funding and a reduction in class size to 25 students, grouping children according to learning level (beginner vs. intermediate) which further enhanced individual support. Furthermore, a third cycle is planned for the summer of 2025 in the same 12 districts which will be the prime focus of the implementation research carried out under the DARE-RC programme. A follow-up programme commencing in 2025 further supporting the scaling of the FLN camps (FLN Compact) is planned under the GPE System Transformation Grant with World Bank potentially being the Grant Agent.

Challenges and Recommendations: Based on the pilot experience, recommendations for future iterations included:

- **Improved Teacher Training** – Enhance training to help teachers better grasp and convey foundational content with increased classroom observations and activity-based learning.
- **Reduced Class Size** – Limit classes to 25 students to ensure individual attention.
- **Refined Assessment** – Enhance the baseline and endline assessment process to track progress and effectiveness more accurately.

Significance and Rationale for Scaling: The FLN camps target two groups: enrolled students needing remedial support and OOSC requiring foundational skills. By aligning with government priorities and including direct government involvement, the programme addresses key education challenges in Pakistan, notably low learning outcomes and the high number of OOSC. Backed by UNICEF and funded by the Global Partnership for Education (GPE), this programme underpins the TALEEM initiative to improve educational access, equity, and quality.

The FLN initiative embodies government ownership, ensuring sustainable impact. Following the pilot's success, the expansion to twelve districts across two additional cycles highlights the government's commitment to educational reform, with dedicated monitoring through the FLN app to ensure data transparency.

Alignment with DARE-RC Objectives: The FLN camps align with the DARE-RC priority areas, including marginalised children's experiences, teacher effectiveness, and accountability. The programme's design promotes robust research into effective educational reforms in Pakistan, providing valuable insights into short-term foundational learning camps. Such research is critical for policymakers, fostering evidence-based educational reforms that will benefit 375,000 children in 9,366 camps by 2025.

Conclusion

The FLN camps in Punjab are a foundational educational initiative addressing the urgent need for early learning interventions. Supported by government and donor partners, this programme is set to impact literacy and numeracy development, especially for marginalised groups. As it scales, the FLN programmes alignment with national education goals and research-focused outcomes positions it as a sustainable model for improving foundational learning across Pakistan.

Intervention 2: Mainstreaming Chalo Parho Barho, a Teaching at the Right Level (TaRL) approach – Sindh (and cross-provincial comparison under GOAL)

Overview: The "Chalo Parho Barho" (CPB) programme, is an accelerated learning initiative using the Teaching at the Right Level Approach introduced by Idara-e-Taleem-o-Aagahi (ITA) since 2015. Primarily targeting children aged 6-12 years who are either out-of-school (OOSC) or at risk of dropping out due to poor learning outcomes, this programme aims to provide remedial support in underperforming districts across Pakistan. The TaRL programme, recently piloted in the flood-impacted districts of Ghotki and Shikarpur in Sindh, supported OOSC to reintegrate into formal education and helped struggling students in grades 3-5 remain engaged in school.

Pilot Implementation: Emergency Learning Camps

In response to severe floods, ITA collaborated with the Sindh School Education and Literacy Department (SELD) to establish 60-day emergency learning camps between January and September 2023. These camps provided intensive learning interventions to address educational disruptions caused by the floods.

Implementation steps included:

- Recruiting community-based teachers
- Identifying OOSC and at-risk in-school children
- Conducting a 6-day teacher training using the CAMAL (Combined Actions for Maximised Learning) methodology
- Grouping children by learning level rather than grade or age, assessed through ASER (Annual Status of Education Report) and ICAN (International Common Assessment of Numeracy) tools.

This level-based approach allowed each child to progress at their own pace. The curriculum focused on Sindhi, English, Mathematics, and Social-Emotional Learning (SEL). To track progress, children underwent assessments at multiple stages—15, 30, and 55 days. The programme aimed to mainstream OOSC into formal schools upon completion, reaching 30,873 children, including 42.5% girls and 12% minorities.

Learning Outcomes and Achievements: The baseline assessment highlighted substantial learning gaps, with only 3% of students reading Sindhi at a story level, 2% able to read a sentence in English, and 3% proficient in two-digit division. However, by the programmes endline assessment, significant improvements were evident:

- 47% could read Sindhi at a story level

- 63% could read English sentences
- 44% could solve two-digit division problems

This improvement in foundational literacy and numeracy demonstrates the effectiveness of the TaRL model in accelerating learning among marginalised children.

Scale-Up Plans and Government Collaboration

ITA's success with the CPB model has paved the way for a broader scale-up across additional districts. Plans include implementing similar 60-day camps in Sindh's low-performing districts—Umerkot, Tharparkar, and Karachi West. The scale-up intends to integrate TaRL into mainstream schools, thereby reaching 15,000 students within a year. SELD and ITA aim to institutionalise this model by embedding it within government teacher training, ensuring continuity and sustainability. Additionally, the programme will involve community surveys to identify and enrol OOSC, with approximately 15-20% of the targeted children being out of school. The implementation will commence in November 2024.

The scale-up project will operate within the regular academic calendar to minimise disruptions. By integrating and mainstreaming TaRL into standard government teacher training, ITA and SELD aim to promote long-term programme sustainability and potentially expand it to other provinces.

Significance of Scaling Up CPB

The scale-up of CPB addresses multiple educational challenges exacerbated by climate-induced disasters and COVID-19. As one of the countries that is most vulnerable to climate change, Pakistan has faced significant educational disruptions. Flooding has damaged schools and impeded access to learning, increasing the urgency for resilient education solutions. Furthermore, Pakistan has one of the highest populations of OOSC, with 7.6 million children out of school in Sindh alone. The TaRL model presents a viable solution for addressing both OOSC rates and low learning outcomes, particularly for marginalised and rural communities.

ITA and SELD's collaboration reflects a commitment to resilient education delivery, adapting this model to withstand environmental and social disruptions. By mainstreaming CPB, Sindh's government aims to embed remedial learning support into the educational framework to ensure continuity in the face of climate and social challenges.

Key Strategies for Sustaining the CPB model

For this model's effective scale-up, ITA and SELD have emphasised the following key strategies:

- **Integration into Government Framework:** Embedding TaRL training within government teacher modules is critical for sustained impact, allowing regular school teachers to conduct the programme with minimal additional resources.
- **Community Involvement:** Local teacher training and partnerships with civil society organisations are central to expanding TaRL's reach and fostering ownership within communities.
- **Continuous Monitoring and Evaluation:** SELD has requested defined minimum achievement standards for TaRL, ensuring measurable outcomes. Baseline, midline, and endline assessments will track student progress, with dynamic data collection supporting accountability and continuous improvement.

DARE-RC Alignment and Research Implications: As a part of the DARE-RC research priorities, TaRL meets key objectives, including improving student enrolment, learning outcomes, and accessibility for marginalised groups. This programme aligns with DARE-RC's goals by:

1. **Generating Evidence-Based Insights:** Research conducted on the TaRL model provides insights on effective remedial learning strategies, offering a replicable model for other emergency and non-emergency contexts.
2. **Promoting Policy Engagement:** By mainstreaming TaRL through government involvement, ITA aims to influence policy, demonstrating the importance of targeted interventions for marginalised students.
3. This initiative also aligns with DARE-RC's focus on resilient education delivery. As TaRL has demonstrated efficacy in responding to educational disruptions due to natural disasters, this programme is poised to serve as a model for similar interventions globally.

Conclusion

The CPB programme's pilot implementation has showcased a promising model for addressing educational inequities and learning poverty in Pakistan. With robust learning outcomes and effective engagement strategies, the model has improved foundational literacy and numeracy among marginalised children in Sindh. As ITA and SELD embark on scaling up this model beginning by November 2024, it stands as a vital step towards integrating remedial education into the mainstream system, offering a pathway for sustainable educational improvements across Pakistan. The TaRL model has the potential to significantly reduce the rates of OOSC, enhance learning outcomes, and provide a resilient framework to mitigate the impacts of future crises on education.

Intervention 3: Community-Based Education Centres in Khyber Pakhtunkhwa

The Elementary & Secondary Education Foundation in Khyber Pakhtunkhwa (KP) launched the Girls Community Schools (GCS) initiative in 2010 to improve educational access for out-of-school children, particularly girls, in remote areas lacking formal schools. Currently, 3,567 GCS schools operate across 26 KP districts, catering to primary-level students with local teachers and Village Education Committees managing operations. These centres provide free textbooks, resources, and a modest honorarium for teachers, attracting over 239,000 children, including 145,975 girls. The community-based education centres model was further scaled into 7 districts of the Newly Merged Areas of KP with 389 centres currently targeting 31,541 students.

Expansion Plans for Education Centres

The government aims to scale the Community-Based Education Centres (CBEC) model to cover older students and to further extend access in the Newly Merged Areas. This includes:

- **Middle Community-Based Education Centres:** Scheduled to begin in April 2025, this project will serve students progressing from Grade 5 to middle school, targeting 5,000 students aged 10-12 who lack secondary educational options. Over four years, 72 centres will be established across 13 districts and sub divisions in the Newly Merged Areas. Initially, 25 centres will be established across 7 districts.

This also presents an opportunity to carry out comparative research on the expansion of community schools in settled areas and merged areas of KP.

Rationale for Scaling and Government Prioritisation

A survey from the Benazir Income Support Programme in 2021 revealed that 39% of KP's 5-16 year old children are out of school, with numbers much higher in merged districts (74.4% for girls and 38.5% for boys). Factors like poverty, inadequate school infrastructure, and poor educational quality contribute to this issue. The KP government (ESED), through the Elementary and Secondary Education Foundation and the Merged Areas Education Foundation, supports these education centres to bridge the gap and bring education to underserved areas. This initiative is crucial for addressing KP's high dropout rates and improving literacy rates, especially in the Newly Merged Areas.

Newly Launched Middle-Level Education Centres

In 2025, the "Middle Community-Based Education Centres" project will be introduced to reduce dropout rates and improve enrolment among 10-12-year-olds in the Merged Areas. Starting with 25 middle-level centres across seven districts, the project plans to build 72 centres over four years, catering to students advancing from community primary education centres. This initiative is

budgeted at Rs. 44.55 million and involves MEF, local District Education Offices, and literacy supervisors from the "Literacy for All Programme" for seamless execution. The project aims to commence in April 2025.

Alignment with DARE-RC Research Priorities

The CBEC initiative aligns with the DARE-RC priorities by addressing critical issues such as education accessibility for marginalised children, particularly girls, teacher quality, learning outcomes, and accountability. DARE-RC focuses on creating equitable learning opportunities, and the CBEC models impact on out-of-school children meets these goals.

DARE-RC Objectives and Expected Outcomes

The CBEC project's non-formal education model provides valuable data on educational access in remote areas, contributing to evidence-based policy and decision-making. As part of DARE-RC's objective to generate relevant education evidence, this project demonstrates effective approaches for scaling non-formal education and transitioning out-of-school children to formal education frameworks.