

Section 3

Punjab Education Sector Programme 2

Terms of Reference for Technical Assistance

June 2013

1. Punjab's Educational Challenge:

Pakistan's human development indicators have improved since 2001-02 but still lag well behind other countries at similar income levels. Access to education is a significant challenge. Punjab is the largest province of Pakistan, comprising 56% of the country's population. Pakistan cannot hope to end its "education emergency" without a substantial, rapid, and sustained increase in access and quality of education in Punjab. The number of out of school children remains substantial and the quality of education delivered through the public school system is poor. 22% of girls and 19% of boys are out of school in Punjab.

There is also an acute need to address the challenges arising from multiple forms of social exclusion, particularly in eleven low performing districts, mainly located in rural southern Punjab. While there has been progress on gender equality in education in other parts of the province, girls remain markedly disadvantaged in these districts, as do the poorest children and those with disabilities. The poorest children, and most children in rural areas, attend government schools, not private schools.

Despite recent progress, there are a number of binding constraints to transformative reforms. These include finding a long term solution to manage politically motivated teacher transfers, rationalising the way in which teachers are distributed in schools across the province, and establish a credible system to assess the quality of teaching and learning. The Chief Minister's Education Reform Road Map, led by DFID's Special Representative for Education in Pakistan, will directly contribute to this aspect.

2. Placing Punjab Programme in DFID's Education portfolio:

By 2015, DFID Pakistan has pledged to support four million children in schools in Pakistan out of which over two million will come from Punjab alone with improved test results in core subjects including maths and English in Punjab.

DFID Pakistan had made education the cornerstone of its country programme, designing a portfolio of programmes which operate at scale across the government and private sector to improve access, equity and learning outcomes. DFID works closely with government in Punjab and Khyber Pakhtunkhwa Provinces, where the approach combines financial aid with extensive political dialogue and technical support. In Sindh Province, we are supporting a private company to work exclusively with low cost private sector schools. Alongside these three provincial programmes, our national 'Transforming Education in Pakistan' programme is working with senior political leaders, opposition parties, media, civil society and the international community to build a consensus in favour of education reforms, and a dedicated challenge fund is fostering innovation, research and advocacy. DFID Pakistan's education portfolio was described by ICAI as 'sophisticated, multi-dimensional and innovative, with a balanced approach to access, equity and quality.

3. Punjab Programme Overview

3.1 Design Principles

DFID has designed the Punjab Education Sector Programme 2 (PESP 2) to build on its investment in reform of the school sector in Punjab between 2009 and 2012. PESP 1 comprised of a total investment of £77 million in financial aid to the Government of Punjab (GoPb), and £3 million in technical assistance. DFID's support under PESP 1 was wholly aligned to the disbursement linked indicators (DLIs) set out in the World Bank's Project Appraisal Document (PAD) covering GoPb's Punjab Education Sector Reform Programme (PERSP I).

DFID's PESP 2 programme features similar element of financial aid to GoPb aligned to DLIs designed and agreed in May 2012 by government working in collaboration with DFID, the World Bank and CIDA. This element of the programme started in July 2012 during the design of DFID's broader programme for education in Punjab, and has just undergone its first annual review. DFID has worked with GoPb, the World Bank and CIDA throughout this period to support the government's PERSP II programme since its inception, making an initial release of funds in March 2013, following the approval of the PESP 2 business case and an interim review of progress.

PESP 2 represents a step change in the scale of DFID's commitment to supporting the process of education sector reform in Punjab. The total projected investment in the programme is up to £350.3 million over 6 financial years (2012/13-2017/18). In designing the programme, DFID has made extensive use of evidence and learning from the PESP 1, as well as the Chief Minister's Education Reform Roadmap, launched in 2011. As a result, PESP 2 includes a significantly more diverse portfolio of investment than was the case for the period 2009-2012. The programme has two guiding principles:

- I. An emphasis on ensuring **educational equity** across the whole province of Punjab. Monthly Programme Monitoring & Implementation Unit (PMIU) data used in the Education Reform Roadmap suggests that while key indicators such as gender parity and the availability of basic school facilities are improving on aggregate, there are 11 low performing districts (LPDs), chiefly located in South Punjab where levels of educational deprivation remain high.
- II. A focus on championing **innovative solutions** to entrenched problems with the aim of transforming school education in Punjab. GoPb has, for example, long recognised and supported the important role of the low cost private sector (LCPS) in delivering universal primary enrolment in Punjab. PESP 2 seeks to support and expand this work, as well as to deliver innovative solutions in other areas such as construction of classrooms.

On the basis of these principles, the experience of PESP 1 and the Education Reform Roadmap process, and the available evidence, DFID designed PESP 2 to bring together a balanced portfolio of investments. Together these interventions will deliver on the outputs, outcome and impact statements for PESP 2, as summarised in Figure 1 below:

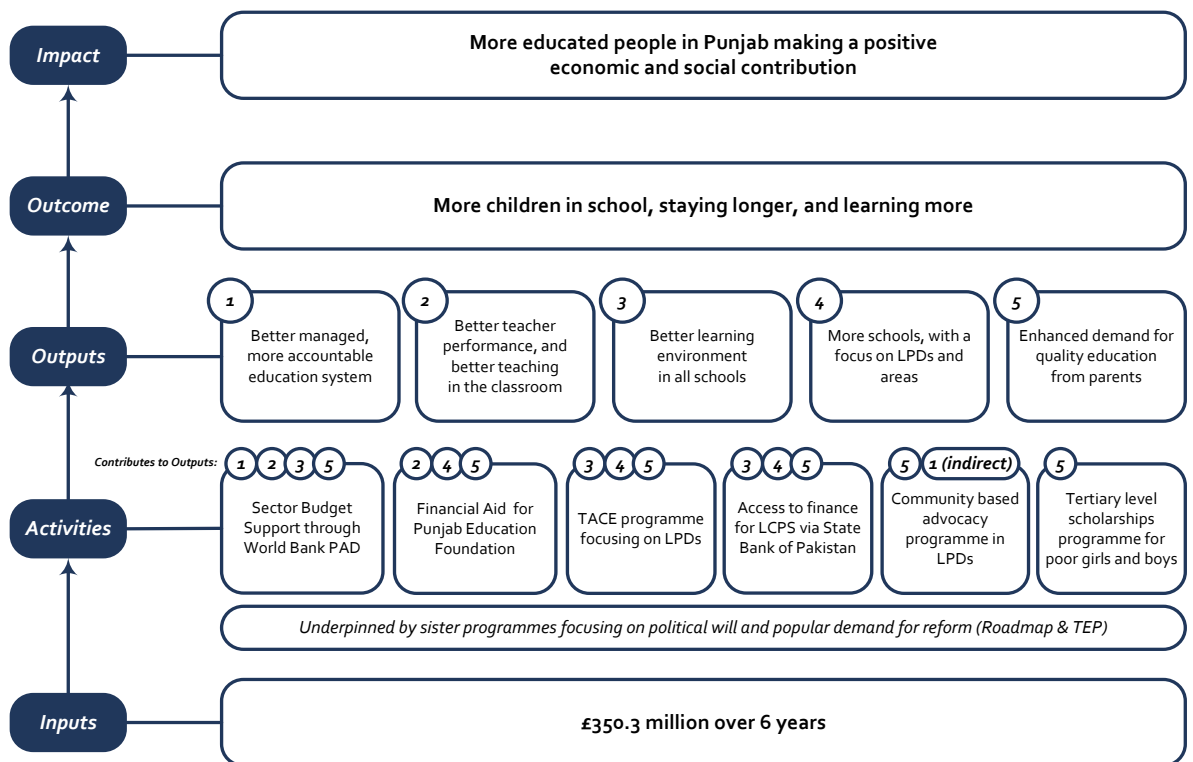


Figure 1

1.2 Component Interventions

PESP 2 comprises a total of six interventions, to be underpinned by technical assistance and expert management as well as the on-going Chief Minister's Education Reform Roadmap process. These interventions consist of:

- I. **Financial Aid to Government:** DFID will invest up to £100 million in sector budget support with GoPb. A large proportion of this investment will be aligned to delivery of DLIs set out in the PAD, developed for the period 2012-2015 by government, working with DFID, the World Bank and CIDA. The balance will be invested on the basis of government's commitment to, and delivery of further system level reforms that tackle the main binding constraints to transformation of the sector in Punjab. This intervention will help deliver Outputs 1-3 and 5 in the PESP 2 logframe.
- II. **Financial Aid to the Punjab Education Foundation:** DFID will invest up to £68.6 million pounds over the period in earmarked financial aid for PEF. This investment will be contingent on delivery of a plan to expand significantly the organisation's reach through vouchers and other programmes, while strengthening its focus on helping the poorest and most marginalised children into education. This intervention will help deliver against Outputs 2, 4 and 5 in the logframe.

- III. **Investment in School Infrastructure:** DFID will invest up to £104 million, through a specialist technical assistance firm working in partnership with GoPb and a range of local NGOs, school councils and other suppliers over the period. This investment will be made in upgrading school facilities, with a focus on innovation and resilience, and on the basis of prioritising work in districts in South Punjab where the need is most acute. This intervention will help deliver against Outputs 3-5 in the logframe.
- IV. **Credit Scheme for Education Entrepreneurs:** DFID will invest up to £9 million, working with a specialist partner to be identified, to provide access to low cost, uncollateralised financing for entrepreneurs wishing to establish low cost private schools. The intervention will focus on delivering choice for parents and students in areas of Punjab that are currently under-served by the sector. It will help deliver against Outputs 3-5 in the logframe.
- V. **Civil Society Led Programme in Priority Districts:** DFID will invest up to £10.8 million in targeted interventions in 11 low performing districts, predominantly in South Punjab. This work, which will be delivered through a range of civil society organisations (CSOs), will focus on addressing equity issues and demand for education among the poorest and most marginalised communities in the province. It will feature two main strands: an intervention that incentivises CSOs to enrol students and track their ongoing participation in school, and a partnership between the School Education and Special Education departments of GoPb to enrol students with minor disabilities in mainstream schools. It will help deliver against Outputs 1 and 5 in the logframe. The ear marked £10.8 million will be separately provided to the selected provider depending upon the analysis undertaken during the inception phase and the ability demonstrated to manage this component.
- VI. **Scholarships Programmes:** DFID will invest up to £18.5 million in scholarships for talented students without the financial means to continue their studies, working in partnership with the Punjab Educational Endowment Fund (PEEF) and LUMS. Scholarships will include a range of opportunities for students wishing to study at tertiary and postgraduate level, as well as girls seeking to continue their education at higher secondary level. In addition to providing direct support to students, this intervention will demonstrate the potential offered by education, with an emphasis on districts in Punjab where enrolment, participation and completion are currently low. It will help deliver against Output 5 in the logframe.

2. The Requirement

2.1 Scope of Requirement

DFID wishes to contract a Service Provider to lead on delivery of five of the six interventions included in PESP 2, and ensure their contribution to the strategic aims of the programme set out in the business case. In the case of the school infrastructure programme, they will be required to provide support as outlined to a specialist organisation to be contracted outside the scope of these terms of reference. The requirement is for a Service Provider who can demonstrate and deliver both high quality technical assistance, and complex programme management requirements, working with a broad range of partners on multiple work streams at pace.

They will be required to demonstrate capacity to deliver effectively against each of the areas of activity outlined for each component of PESP 2 in Table 1.1. The table compares the original scope with the revised scope and how it has evolved over the inception phase. The table also indicates the additional resources now required to deliver the programme. Table 1.2 outlines the additional workstreams along with the required inputs that have been added to deliver the agenda of quality education in Punjab.

Table 1.1 Scope of Work and Resource Allocation

Original workstreams	Principal Requirements	Resources allocated		Comments
		Original	Revised	
I. Financial Aid to GoPb		2	1.5	2 resources were originally allocated for support to GoPb (Governance Advisor and PFM Advisor). This resource allocation has been reduced to enable PFM advisor time reallocated to significantly expanded PFM workstream which was not formerly in the original TORs (detailed in Table 2 on additional workstreams). The overall scope of the activities of this workstream (in italics below) actually covers many of the activities conducted by different members of the TAMO team, and not just the resourcing above, and the overall scope remains in line or greater than the original TORs suggest.
	<p>1. Technical assistance as required to ensure delivery against the DLIs set out in the PAD, working in conjunction with the World Bank contracted TA team.</p> <p>2. Technical assistance as required to ensure delivery against additional conditionality to be agreed between DFID and GoPb. Key areas will include public financial management and governance reforms as well as improving quality of education.</p>			<p>Light support provided to SED and affiliated departments as required to support meeting DLIs.</p> <p>Technical assistance being provided to SED against additional 5 DLIs as needed. Main thrust of support currently on Special Education. Public financial management support to be commenced</p> <p>TA and Roadmap teams work together to ensure seamless development and</p>

	<p>3. Regular liaison with the Education Reform Roadmap team to ensure workstreams are aligned, and mainstream approaches pioneered through the Roadmap</p> <p>4. Work with GoPb to prioritise and realise the ambitions of the Education Sector Plan for Punjab.</p> <p>5. Commission and develop research product as required, with a focus on outputs that will facilitate swift and effective delivery of priority reforms.</p> <p>6. Commission and develop third party validations to support the evidence base for progress against key areas of reform, and ensure economy, efficiency and effectiveness in the use of UK and GoPb funds.</p> <p>7. Provide capacity building support and on the job mentoring for GoPb officials as required to support the delivery of priority reforms.</p> <p>8. Provide TA support to all the aligned agencies of the Education Department responsible to implement and manage PESp2 particularly focussing on PMIU</p>			<p>implementation of reform objectives</p> <p>Entire scope of TA work directed towards broad based and deep support of government ambitions on education reform. Education Sector Plan for Punjab is now being led as part of 2018 goals which TAMO is driving in collaboration with Roadmap team; including resources beyond this individual workstream.</p> <p>TAMO has commissioned a number of surveys and led a number of research initiatives through its own field coordinators to develop a better understanding of root causes and key challenges in the way of priority reforms. These include:</p> <ul style="list-style-type: none"> • Nielsen household survey for PEF schools to understand level of additionality in FAS program • Nielsen household survey on enrolment to identify areas of low enrolment and root causes • 6 monthly assessment and item analysis of PEC and PEF exam questions to understand learning levels and take remedial action <p>Third party validation of PEC, PEF and 6 monthly exams commissioned through PWC. TPV for LUMS scholarships program and other initiatives to be commissioned in due course</p> <p>Capacity building support and coaching is provided to officials at all levels on regular basis, including the Secretary and his team in Lahore and the 36 EDOs and their staff; this includes routine DRC meetings in districts where DCOs, EDOs and district staff are coached on effective administration</p> <p>Ongoing TA support provided to all education departments, with particular focus on PEF, PMIU, PCTB, and DSD.</p>
II. Financial Aid to PEF		3	1	3 resources had initially been allocated to PEF to support (i) program expansion, (ii) quality, and (iii) organization strengthening. This has been reduced to 1 resource with additional support provided by Deputy

				Team Leader to manage all 3 workstreams – in order to free up additional resourcing for teaching and learning activities, as well as additional support to workstreams such as the CSO mobilisation.
	<p>1. Technical assistance as required to ensure delivery of the development plan designed with the Education Reform Roadmap team in 2013, focusing on the twin aims of expansion and improved targeting.</p> <p>2. Regular liaison with the Education Reform Roadmap team to ensure the development plan is on track and to course correct as required by evolving circumstances.</p> <p>3. Commission and develop research products as required, with a focus on outputs that will facilitate swift and effective delivery of priority reforms.</p> <p>4. Commission and develop third party validations to support the evidence base for progress against key areas of reform, and ensure economy, efficiency and effectiveness in the use of UK and GoPb funds.</p> <p>5. Provide capacity building support and on the job mentoring for PEF officials as required to support the delivery of priority reforms.</p> <p>6. Regular liaison with World Bank and CIDA teams to ensure they are apprised and in agreement with the evolving development plan.</p>			<p>Ongoing technical assistance to PEF being provided in support of expansion on all 3 programs. New quality improvement plan and streamlined processes being implemented concurrently.</p> <p>Ongoing collaboration with Roadmap team to align PEF objectives with overall 2018 goals.</p> <p>Research products commissioned and developed as needed. Currently running a PEF organization health assessment and workshop to co-develop institutional reform framework. Also commissioned Nielsen survey on PEF schools (see above) to understand out of school children being admitted into PEF, their ability to pay, and overall quality of education imparted to students in PEF schools.</p> <p>PWC audit commissioned for PEF QAT exams held in February 2011. Further TPVs may be commissioned on financial transparency, management processes if required.</p> <p>Ongoing capacity building and support to PEF officials provided through co-creation of deliverables. Training workshop of PEF top team to be scheduled for second quarter CY2015.</p> <p>Periodic engagement (at time of 2 monthly CM stocktake) with WB to apprise team on progress.</p>
III. School Infra-structure		0.5	0.5	Part time of M&E Advisor was allocated to support School Infrastructure workstream. Remains unchanged.
	<p>1. Work with specialist lead supplier and GoPb to map priorities for upgrading schools under this programme.</p> <p>2. Commission and develop third party validations as required, to ensure economy, efficiency and effectiveness in the use of UK funds.</p>			<p>Provided IMC with details of schools requiring infrastructural support. Further work pending till IMC commissions its work.</p>

	<i>3. Liaise regularly with Education Reform Roadmap team on progress of indicators on basic facilities, and provide briefings to specialist supplier to guide their implementation.</i>			
IV. Credit Scheme		0.5	0	Partial time of M&E advisor was allocated to Credit Scheme workstream. Currently the workstream is on hold so M&E time has been reallocated to support on other workstreams, including support to overall project management
	<p><i>1. Assist the DFID team in programme management of this component, working with the specialist partner as per recommendation of the on-going market analysis.</i></p> <p><i>2. Work with the specialist partner for this component to develop a strategy for identifying likely targets for the product and developing conditions, as well as an approach to effective communications and publicity for the opportunity.</i></p> <p><i>3. Commission and develop third party validations as required, to ensure economy, efficiency and effectiveness in the use of UK funds.</i></p>			<i>Pending till notification from DFID on decision regarding this component.</i>
V. Interventions in Low Performing Districts		2.25 + 9 DFCs	1.25 + 9 DFCs	2 full time district delivery managers plus part time Social Inclusion advisor and 9 district field coordinators had originally been allocated for interventions in low performing districts. This has been reduced to one full time manager of overall LPD program supported by part-time social inclusion advisor and 9 district field coordinators. Additional responsibilities have also been assigned to field coordinators in support of other workstreams.
	<p><i>1. Identify, contract, and manage a range of CSOs/ partners to be involved in the delivery of the programme, using the ongoing analysis being undertaken in the summer of 2013 as a starting point.</i></p> <p><i>2. Identify, contract and manage a supplier to create unique identifiers for students enrolled through the programme and track their progress for results and to manage incentives for CSOs.</i></p>			<p><i>CSOs have been identified to push forward LPD program. TAMO will work with selected CSOs to tailor appropriate set of interventions and establish timelines, milestones, and overall targets.</i></p> <p><i>Specifics of the LPD program will be determined on the basis of the overall strategy – Unique identifiers for students and identification and data collection systems will be developed on the basis of the specific needs of the program.</i></p> <p><i>CSOs will be supported in the execution</i></p>

	<p>3. Develop and implement an incentive strategy to support delivery of the programme.</p> <p>4. Commission and develop capacity building interventions to support CSOs/ partners ability to deliver the programme as required.</p> <p>5. Commission and develop third party validations as required, to ensure economy, efficiency and effectiveness in the use of UK funds.</p> <p>6. Liaise regularly with the Education Reform Roadmap team to ensure alignment of the enrolment programme with the enrolment drive led through the Roadmap process.</p> <p>7. Liaise regularly with the School Education Department on delivery and results for the enrolment programme.</p> <p>8. Work with DFID to broker effective policy dialogue between School and Special Education departments to develop parameters and targets for the inclusion of students with disabilities into mainstream schools.</p> <p>9. Provide technical assistance to deliver an inclusive education programme in the low-performing districts, including identification of specialist partners to deliver required testing of children with disabilities to determine their readiness for inclusion in mainstream education</p> <p>10. Work with GoPb and CSOs to develop a strategy for effective communications and publicity for both parts of the programme.</p> <p>11. Strengthen capacity of the education department (district and below levels) to deliver against targets, where required</p>			<p>of their work. We have selected CSOs with high level of internal capabilities to limit need to allocate TAMO resources away from core activities towards capacity building of third parties.</p> <p>TPVs will be commissioned post initiation of project.</p> <p>Interface with Roadmap team on on-going basis, linking up with bi-annual enrolment drive</p> <p>Engaging district delivery teams and PEF on CSO initiative to build broad based support for initiative and synergies in efforts.</p> <p>Will commence dialogue between School Education and Special Education once program commences</p> <p>Will commence efforts once Special Education program starts</p> <p>Will develop overarching communication plan once work is underway and there is greater clarity on the type of communication required and they key messages to be shared</p> <p>Ongoing large scale capacity building being provided to education department officials, including MEAs, AEOs, and DTEs. In addition a larger, deeper program to provide regular support to district administration via the DRC meeting has been initiated as a new workstream (discussed in expanded scope areas below)</p>
VI. Scholarships Programmes		0.25	0.25	Part time allocation of Social Inclusion advisor to Scholarships programs. Remains unchanged
	<p>1. Assist DFID team in managing this component, working with PEEF and LUMS as agreed during the inception phase.</p> <p>2. Work with PEEF and LUMS to develop a strategy for effective communications and publicity for the programme.</p> <p>3. Commission and develop third party validations as required, to ensure economy, efficiency and effectiveness in the use of UK</p>			<p>Ongoing work with LUMS and PEEF on items agreed during inception phase</p> <p>Communication plan for LUMS being developed</p> <p>Third party validations to be commissioned further into the program</p>

	<i>funds.</i>			
VII. Overall Programme		3	4	3 overall project management team members were allocated originally (Team Leader, Deputy Team Leader, and Project Manager). As project scope has expanded (see additional workstreams below) one additional resource (ASI Technical Support) has been added to provide further oversight of teams and field staff. As discussed in the narrative accompanying the budget, the leadership team steers decision making on individual workstreams, provides problem solving leadership, ensures seamless alignment between Roadmap and PESP2 activities, and holds overall accountability for delivery. It does this for all the workstreams and not just the workstreams in italics below.
	<p><i>1. Facilitate and co-ordinate the baseline and impact evaluations of PESP2</i></p> <p><i>2. Develop and disseminate case studies of programme interventions in agreement with DFID</i></p> <p><i>3. Building on the approach and methodology of an on-going DFID-supported survey to monitor changes in school enrolment, procure and manage 11 household surveys on six-monthly basis covering all districts of Punjab. The survey has to be representative at provincial and district levels. The supplier will identify a partner firm which could quickly mobilize a team to deliver the next round of survey in June 2014 after the contract has been signed. In case of unsatisfactory performance of the partner organization in any round of the survey, a new firm will be procured through a competitive process.</i></p>			<p><i>Deep support provided to DFID in development and monitoring of log frame to assess baseline and impact of PESP2. Additional support provided during annual review.</i></p> <p><i>Ongoing monthly reports provided to DFID on progress of program interventions, their results and outcomes, and lessons learned for further implementation.</i></p> <p><i>Nielsen Household survey commissioned for December 2014. Second of 11 surveys to be held in June 2015.</i></p>
Sub-Total		11.5 + 9 DFCs	8.5 + 9 DFCs	Overall resources on original TORs have been reduced by 3 through increase in load distribution to team members to enable expansion of scope without commensurate increase in total resources. Reduced resources here have been reallocated to some of the new workstreams below.

Table 1.2 Additional Works

Additional workstreams	Principal Requirements	Resources allocated		Comments
		Original	Revised	
VIII. Improving the quality of Teaching and Learning: Teacher Training and DSD	<p>1. Identify areas of technical assistance to DSD and introduce a monthly stocktake to track process in these areas</p> <p>2. Develop a DTE performance management system in coordination with broader governance/performance management work across SED related departments</p> <p>3. Conduct diagnostic and develop improvement plan for DSD delivery chain to increase mentoring frequency and quality of coaching</p> <p>4. Support development of new teacher guides in line with new model textbooks</p>	1	0	<p>One full time advisor on teaching and learning was proposed in the original project budget. We have now reduced this in favour of short-term support from a variety of experts to help on teaching and learning.</p> <p>Short-term expert resource pool has been used to procure and BRAC for topical expertise on examinations and assessments and developing textbooks and teacher guides.</p>
IX. Improving the quality of Teaching and Learning: Measuring student outcomes: Numeracy and Literary Assessments and PEC	<p>1. Pilot and then roll out new DfID sample based assessment (we will assist in training & monitoring of the pilot in September, and will manage the entire exercise in March)</p> <p>2. Support the pilot and roll out new classroom literacy and numeracy test in conjunction with PITB (we will assist in training, monitoring, and feedback to both MEAs on process and districts on outcomes)</p> <p>3. Provide an external expert to help execute the test design and analyse elements of the PEC improvement plan (includes assessment framework, item bank development, pilot testing of items, test construction, analysis & reporting)</p> <p>4. Provide support around improved conduct and marking elements of the PEC improvement plan (primarily through monitoring and coordination with district level officials)</p>	0	1	<p>Large scale intervention on teaching quality, not in the original TORs, has been designed and rolled out to strengthen student learning outcomes. This includes complete revamp of PEC examination, strengthening of PEF QAT exams, and deep literacy and numeracy based quality drive.</p> <p>We have reallocated one full time person to this workstream (by shifting allocation from original TORs)</p>
X. Improving the quality of Teaching and Learning: PCA/PTB	<p>1. Provide external experts for the development of model textbooks</p> <p>2. Assist PTB in improving their SOPs for procurement and contract oversight</p>	0	1	<p>We have initiated a workstream to develop new textbooks and teacher guides and facilitate the capacity building of AEOs, DTEs, and school teachers. The large scale nature of this initiative requires high resource requirements. We are achieving synergies by sharing workload with Roadmap team, who have allocated 2 full time resources to this effort as well. Additionally we are supported in this by BRAC team, funded from the short-term expert pool budget.</p> <p>We have reallocated one full time person to this workstream (reducing allocation from</p>

				<i>original TORs)</i>
XI. District Delivery and Transformation: Performance management	<p>1. Develop district governance improvement and performance management initiative</p> <p>2. Plan rollout across districts</p>	0	1.5 + 4 DFCs	<p>Need for deep intervention to transform districts necessitated a comprehensive district transformation workstream focusing on performance management of officials at district level and hands on technical assistance and support. We designed a broad workstream to support the districts and allocated one full time resource from original TOR workstreams plus part time of M&E advisors and added 4 additional field coordinators to support on the ground efforts.</p>
XII. Special Education	<p>1. Jointly define and agree on areas and scope of support to PIEP with the Special Education Department</p> <p>2. Develop PC1 outlining Special Education strategy</p> <p>3. Support Secretary Special Education lay out a concrete implementation plan and operationalize the project. Areas of support include</p> <ul style="list-style-type: none"> - Sequencing and prioritization of activities and sub-initiatives - Determination of resource and capability requirements to support activities - Facilitation in initial alignment with SED and broader SED affiliated departments (PMIU, DSD, PTB, PEC) <p>4. Support in design and establishment of the Project Implementation Unit</p>	0	0.5	<p>Special Education workstream has expanded substantially from originally agreed scope of work due to need for our team to re-write entire PC-1 for Special Education department and provide deep on-going support to enable the PIEP program and their project management office to be commissioned.</p> <p>Special Education advisor, formerly a part-time role, is now full time, with half time allocated as originally intended and half-time allocated to Special Education workstream.</p>
XIII. Communication	<p>1. Support the PMIU/SED to develop and syndicate an integrated government narrative for the overall education reform covering what's been done to date and the aspirations for the future and publish it online</p> <p>2. Develop EDO capability agenda and conduct three workshops to strengthen EDO's delivery of education reform</p> <p>3. Identify weaknesses in data reporting at the SED, and introduce real data management and reporting</p>	0	1	<p>New communication workstream agreed to during inception phase required addition of one full time communications advisor.</p>
XIV. Public Financial Management	<p>1. Update Risk Mitigation Strategy for PESp2</p> <p>2. Introduce and institutionalize quarterly budget execution reports and discussions with the Secretary following the reports</p> <p>3. Conduct financial risk assessments of PESp-II work streams and develop and implement a risk mitigation strategy to</p>	0	0.5	<p>Substantially expanded scope of work on PFM required reallocation of PFM advisor's time from original TORs to include these additional responsibilities. No new resource has been added on this, but resource allocation has been adjusted to accommodate additional work.</p>

	<i>manage the identified risks in collaboration with implementing partners</i> <i>4. District wise monitoring of Non Salary Budgets allocation and expenditure</i> <i>5. Follow up on continuous audit recommendations by PWC for the PMIU, PTB, PEC and PEF</i> <i>6. Follow up on SNG payroll audit recommendations</i>			
Sub - Total		1	5.5 + 4 DFCs	
Total		12.5 + 9 DFCs	14 + 13 DFCs	

2.2. **Co-ordination:** PESP 2 is managed by DFID Pakistan's Education Provincial Delivery Team. The team consists of a core group with overall responsibility for the programme, working with a group of specialist advisers who lead on specific components. The Service Provider will work with the full team in the course of delivering the contract. Day to day management of the programme rests with the Programme Manager and Lead Adviser for PESP 2. For the high level programme issues, the team will report to PESP 2 Senior Responsible Owner (SRO) and Education Team Policy Team leader. This team is also responsible for the Education Reform Roadmap, and will provide an additional link between this work and PESP 2.

2.3 In addition, the Service Provider will be required to work in partnership with other relevant DFID programmes operating in Punjab, principally the Sub National Governance and the Transforming Education in Pakistan programme and learning from education programmes in KP and Sindh. This work will be coordinated through the core team.

3. Deliverables and Timelines

3.1 Inception Phase

DFID intends to allow for a three month inception phase to establish the technical assistance and programme management for PESP 2. The Service Provider team will submit a draft of its costed inception work plan to DFID before deployment of the team in Punjab. The plan will be refined and jointly agreed by the Service Provider and DFID within two weeks of deployment. The core team will provide guidance and briefing to the Service Provider to assist in the development of the work plan.

During the inception period, the Service Provider will be required to produce the following minimum outputs:

- I. Design and delivery of a series of workshops with key partners to establish relationships and ways of working, as well as familiarising stakeholders with the full scope of PESP 2.

- II. Development and agreement of a logframe with targets and annual milestones for the delivery of technical assistance and programme management in consultation with DFID and relevant partners. This must be clearly linked to the programme log frame and delivery of its aims.
- III. Finalisation of the existing PESP 2 log frame in consultation with DFID, GoPb and other stakeholders, if required.
- IV. Development and agreement of a detailed costed work plan for Year 1 of the programme on a component basis, including measurable targets in all areas.
- V. Development and agreement of a high level costed work plan for the full duration of the programme on a component basis, including indicative targets in all areas.

DFID envisages the inception phase will run from June to August 2014. DFID will review the performance of the Service Provider against the Inception Phase work plan and deliverables.

Subject to satisfactory progress, a contract will be issued for a first year of implementation. There will also be yearly break points, the costed work plan and budget will be agreed on a yearly basis and progress from one phase to the next will be determined by the satisfactory performance and timely delivery of required deliverables.

3.2 Implementation Phase

The implementation phase will run from June 2014 to April 2019. However, the implementation phase for the year 1 would cover nine months as the first three months will be for the inception phase. The Service Provider will be wholly responsible during this period, and subsequently for the life of the programme, for achieving all performance indicators, as well as relevant log frame and results targets. Detailed objectives for the implementation phase will be agreed during the inception in consultation with DFID as set out above.

3.2 Reporting and Performance Management

The supplier will be further required to outline a proposed approach to TA management and routine reporting of progress to the core PESP 2 team. All reporting should be designed to focus on quarterly and annual contract outputs, goals and indicators, rather than recording inputs.

DFID will manage performance through key performance indicators to be agreed between the Service Provider and DFID in the inception phase and incorporated in the implementation contract amendment including; quality and delivery, personnel, innovation and continuous improvement.

DFID may commission independent third party audit/ evaluation of the performance of the service provider.

3.3 Timeline

Table 2 below summarises the indicative timeline for the inception and implementation phase for PESP 2. . Revised terms of reference will be issued for any contract extension.

Phase	Start Date	End Date
Inception	1 June 2014	31 August 2014
Implementation	1 September 2014	30 April 2019

Table 2

3.4. Break Points in the contract

There will be yearly break points in the implementation phase contract. The costed work plan and budget will be agreed on a yearly basis and progress from one phase to the next will be determined by the satisfactory performance and timely delivery of required deliverables by the Service Provider in the preceding phase.

3.5. Working in Partnership

Successful delivery of PESP 2 relies heavily on effective working with a wide range of partners, outlined in Table 1.1 and 1.2 The Service Provider will be required to outline a proposed approach to collaborating with the full range on the basis of the broad parameters set out below, including consideration of effective communications, avoidance of duplication, and sensitivity to the role of all partners and their areas of expertise.

3.5.1. Government of Punjab

PESP 2 is built on GoPb's own ambitions for transforming its education system, as set out in the Education Sector Plan. Government is therefore the principal partner in the programme. The supplier will be required to work closely with parts of GoPb in the delivery of all component programmes, particularly I, II and V, offering technical assistance and capacity building as outlined.

Key interlocutors in government will include the School Education Department and a range of agencies, in particular PMIU (Components I, III and V) and PEF (Component II). Other key agencies will include the Directorate of Staff Development, the Punjab Examination Commission, Punjab Curriculum and textbook Board and district administrations. The supplier will also be required to work with other departments, principally Finance, Planning & Development and the Chief Secretary's Office.

The DFID Pakistan team will be responsible for all substantive policy dialogue with GoPb. The supplier must therefore ensure it establishes a clear approach to managing this dynamic relationship effectively.

3.5.2. Donors

DFID is working in partnership with the World Bank and CIDA in respect of its direct financial aid to government, as set out in Section 1. A technical assistance team, procured through the World Bank, has also been in place since the start of the PAD period in 2012. The Service Provider will be required to work in close partnership with this team at all times in the delivery of Component I, and to ensure that it communicates effectively and regularly with other donors as well as avoids duplication.

While all other components are outside the scope of DFID's formal partnership with the World Bank and CIDA, the Service Provider must ensure high quality communication and consultation with both these donors, as well as others working in the province on education, including GIZ and Unicef.

3.5.3 Education Reform Roadmap Team

The Chief Minister's Education Reform Roadmap was launched in 2011. It is managed by a specialist team which works closely with DFID, its Special Representative on Education in Pakistan, Sir Michael Barber and GoPj. The Roadmap works by harnessing high level political will to drive more effective delivery, through a regular meeting every two months chaired by the Chief Minister.

Given the nature of this work, the Education Reform Roadmap team is principally responsible for identifying specific, measurable, issues (such as teacher absenteeism) and devising routes to ensuring more effective delivery. This path-finding role will continue, and it will be important for the Service Provider to work with the Roadmap team, not only to share expertise and experiences, but also to mainstream successful pilot approaches on topics ranging from improving the effectiveness of the District Teacher Educators (DTE) network to preparing teachers to enrol more students at the start of the academic year.

3.5.4 Lead Supplier on Construction

Component III will be led by a specialist organisation working in both Punjab and Khyber Pakhtunkhwa, who will be responsible for delivery and results in the area of school infrastructure. The role of the Service Provider in this component will therefore be to provide support both to help identify priorities, working alongside PMIU, and to commission and deliver TPVs as required.

3.5.5 Other Lead Partners

Management of Component VI will be led by the DFID Pakistan team who will be responsible for the Accountable Grant with LUMS, scholarship funds earmarked for PEEF and results in this area. Management of Component IV will be led by a specialist supplier in partnership with DFID, who will be responsible for delivery and results in this area which will be determined on the basis of ongoing market analysis. The role of the Service Provider in these components will therefore be to provide support as required in the areas of communications and TPVs.

3.5.6 Civil Society Organisations

The Service Provider will lead on identification, due diligence, management, capacity building and incentivisation of CSOs as part of its overall responsibility for Component V, working in partnership with GoPb and DFID. The Service Provider will also be responsible for delivery, results and risk management in this area.

4. Security

The appointed Service Provider will be responsible for the duty of care, safety and well-being of their Personnel (as defined in Section 2 of the Contract)) and Third Parties affected by their activities under this contract, including appropriate security arrangements. They will also be responsible for the provision of suitable security arrangements for domestic and business property.

DFID will share available information with the Supplier on security status and developments in-country where appropriate. DFID will provide the following:

All Supplier Personnel will be offered a security briefing by the British Embassy / DFID on arrival. All such Personnel must register with their respective Embassies to ensure that they are included in emergency procedures.

A copy of the DFID visitor notes (and a further copy each time these are updated), which the Supplier may use to brief their Personnel on arrival.

The Service Provider is responsible for ensuring appropriate safety and security briefings for all of their Personnel working under this contract and ensuring that their Personnel register and receive briefing as outlined above.

Travel advice is also available on the FCO website and the Supplier must ensure they (and their Personnel) are up to date with the latest position.

The procurement will require the supplier to operate in conflict-affected areas and parts of it are highly insecure. The security situation is volatile and subject to change at short notice. The Service Provider should be comfortable working in such an environment and should be capable of deploying to any areas required within the regions in order to deliver the Contract (subject to travel clearance being granted).

The Service Provider is responsible for ensuring that appropriate arrangements, processes and procedures are in place for their Personnel, taking into account the environment they will be working in and the level of risk involved in delivery of the Contract (such as working in dangerous, fragile and hostile environments etc.). The Service Provider must ensure their Personnel receive the required level of training and safety in the field training prior to deployment.

Tenderers must develop their PQQ Response and Tender (if Invited to Tender) on the basis of being fully responsible for Duty of Care in line with the details provided above and the initial Risk Assessment Matrix prepared by DFID (note that we will provide this). They must confirm in their PQQ Response that:

They fully accept responsibility for Security and Duty of Care.

They understand the potential risks and have the knowledge and experience to develop an effective risk plan.

They have the capability to manage their Duty of Care responsibilities throughout the life of the contract.

If the bidders are unwilling or unable to accept responsibility for Security and Duty of Care as detailed above, then their ITT will be viewed as non-compliant and excluded from further evaluation. Acceptance of responsibility must be supported with evidence of Duty of Care capability and DFID reserves the right to clarify any aspect of this evidence

5. Team Requirements

5.1 Overview

DFID intends to contract with a single Service Provider for this requirement. Suppliers will therefore be required to source and sub-contract with a range of specialist firms and consultants as required to ensure they have all the appropriate skills and experience in place to deliver the full range of work outlined above. The lead supplier will be responsible for the successful execution of all parts of the contract and for ensuring all component parts of the programme contribute effectively to realising the ambitions of the PES2 logframe.

The lead supplier will be expected to assemble and manage effectively a full team including provision of short term expertise as required. The team should be selected on the basis of their skills, experience and proven ability to deliver at pace. DFID also

requires that day to day delivery should be managed, wherever possible, by Pakistani nationals based in Punjab, and that international consultants where used should also commit to spending sufficient and substantial time in the province, including in South Punjab.

Given the strategic focus of PESP 2 on educational equity, the supplier will be required to locate its operations not only in Lahore, for the purposes of working closely with GoPb and other key partners including the World Bank procured TA team and the Education Roadmap team, but also to maintain an active office in South Punjab, in a location to be agreed with DFID and GoPb.

The supplier will be required to outline proposed sub-contractors in full, indicating specific areas of expertise. It will also be required to set out its proposed approach to recruitment of staff, including assessment of skills, experience and ability to deliver at pace; its policy on deployment of Pakistani and international consultants (including requirements on time spent in Punjab); and proposals for consulting with DFID on the recruitment and deployment of team members. The supplier should further confirm its willingness to maintain active offices in both Lahore and South Punjab, and should set out proposals for ensuring a cost effective approach to managing two locations, including solutions already in place where these exist.

5.2. Skills Mix

Given PESP 2's scale of ambition and complexity, successful delivery of this contract will require the supplier to assemble a team with strong cross cutting, as well as technical skills and experience, including but not restricted to; commitment to delivery, commitment to transformation, commitment to best value, and commitment to partnership. The supplier will be required to outline how it proposes to assess these skills in prospective consultants to be included in the team, as well as how it proposes to develop these skills and embed them in the culture of the team over the lifetime of the contract.

Table 3 summarises the indicative technical skills that will be required to deliver all parts of the contract effectively. The supplier will be required to demonstrate how it proposes to assess these skills in prospective consultants to be included in the team, and indicate the balance that it considers optimal for successful delivery of the requirement outlined in Table 1.

Technical Skill	Principal Relevant Components
Programme Management	All components
Education Policy	Components I, II and V
Teaching and Learning	Components I, II and V
Assessment	Components I, II and V
Public Financial Management and Budgets	Components I, II and V
Social Development	Components I, II, III and V

Gender	Components I, II, III, V and VI
Public Private Partnerships	Components II and IV
Low Cost Private Schools	Components II and IV
Anti-Corruption	All components
Value for Money	All components
Results and Evaluation	All components
Statistics and Data	All components
Public Communications	All components

Table 3

DFID Pakistan
July 2013