

Section 4, Annex A

Call-down Contract

Performance Evaluation of the Punjab Education Sector

Programme (PESP) 2

Terms of Reference

A. Background: Punjab Education Sector Programme 2

Punjab is Pakistan’s biggest province and home to over 100 million people – around 56% of the country’s population. In spite of sustained efforts to reform education over the past decade, the number of out of school children remains substantial and the quality of education delivered through the public school system is poor. As a result of its size, Punjab has the highest number of out of school children (13 million of which 6.8 million are girls) aged 6-16 years, and the highest number of children with low learning levels in Pakistan. Pakistan cannot hope to end its education emergency without a substantial sustained increase in both the access and quality of education that children receive in Punjab. There is an acute need to address the challenges arising from multiple forms of social exclusion, in all districts of Punjab. While there has been progress on gender equality in primary education, other parts of the province, girls remain markedly disadvantaged as do the poorest children and those with disabilities. The 2018 goals aim to have a major emphasis on improving the learning outcomes of children studying in Government schools while continuing to push for the remaining out-of-school children to attend. The Government has set ambitious targets and budgets to improve learning outcomes for the complex public and low-fee private system that includes 54,000 schools and 10.5 million children.

Since 2009, DFID has promoted an integrated range of interventions to strengthen Government systems and build institutions. An estimated one million more students are now attending school every day and an estimated 50,000 more teachers are turning up to school to teach everyday under the supervision of District Education Officers. The overall learning environment has also improved as 94.7% schools now have four basic facilities including boundary walls, running water, toilets and electricity.

In spite of recent progress, there are a number of binding constraints to transformational reform of education in Punjab. The Punjab Education Sector Programme (PESP 2) builds on the UK’s previous support to the Government of Punjab (GoPb), to reform and transform delivery of education in Punjab. It will complement the UK-supported Punjab Education Reform Roadmap. The UK has allocated £420 million over six years between 2012/13 and 2018/19.

In addition to working through government to ensure every child in Punjab has access to a good quality education, PESP 2 will expand low cost private schooling to increase access especially in eleven districts identified as low performing compared with the rest of the province.

PESP 2 adopts a ‘whole system approach’ that comprises of eight components.

Sector Budget Support component provides funds to the GoPb to improve access to and quality of education in government schools. The government school system has the largest reach in the province. Over 10.6 million students study in 54,000 Government schools in Punjab (£170.2 million).

School reconstruction and rehabilitation component to build additional classrooms in existing government schools and provide a limited number of missing facilities such as boundary walls,

washrooms, electricity, and water and sanitation. This is managed through the Humqadam project, implemented by IMC Worldwide (£104 million).

Financial aid to the Punjab Education Foundation (PEF) to improve access to and quality fo Punjab’s low fee private school sector, through an Education Voucher Scheme (EVS), New Schools Programme (NSP), and Foundation Assisted Schools (FAS) programme (£68.6 million).

Targeted support to PEF to tackle social exclusion and inequality by identifying and enrolling out of school children in the lowest-performing 11 priority districts in Punjab. (£10.8 million).

Support to the Special Education Department (SpED) for an inclusive education programme to provide children with mild disabilities with formal schooling opportunities in mainstream government and PEF schools (£7 million)

Support to the Punjab Education Endowment Fund (PEEF) to provide scholarships for talented female secondary school students from poor households in the 11 priority districts to study at intermediate level; and for male and female students at intermediate level to study at tertiary level (£10.9 million)

Support to the Lahore University of Management Sciences (LUMS) National Outreach Programme (NOP). A scholarship programme for talented male and female students from poor households to study at a leading university and become role models to build aspirations among people from disadvantaged areas (£7.3 million)

A Technical assistance component to deliver the programme and manage key components through TAMO - comprising Adam Smith International (ASI) and McKinsey - providing support to the GoPb, the Chief Minister’s Education Roadmap process and other partners in the PESP II programme (£39.7 million).

The programme is driven by its logical framework. The intended impact, outcomes and outputs of PESP II are:

Impact:

‘More educated people in Punjab making a social and economic contribution’; which will be measured by the literacy rates of 10 – 15 year olds disaggregated by gender; primary and secondary completion rates by disaggregated by gender and education attainment of the working age population disaggregated by gender.

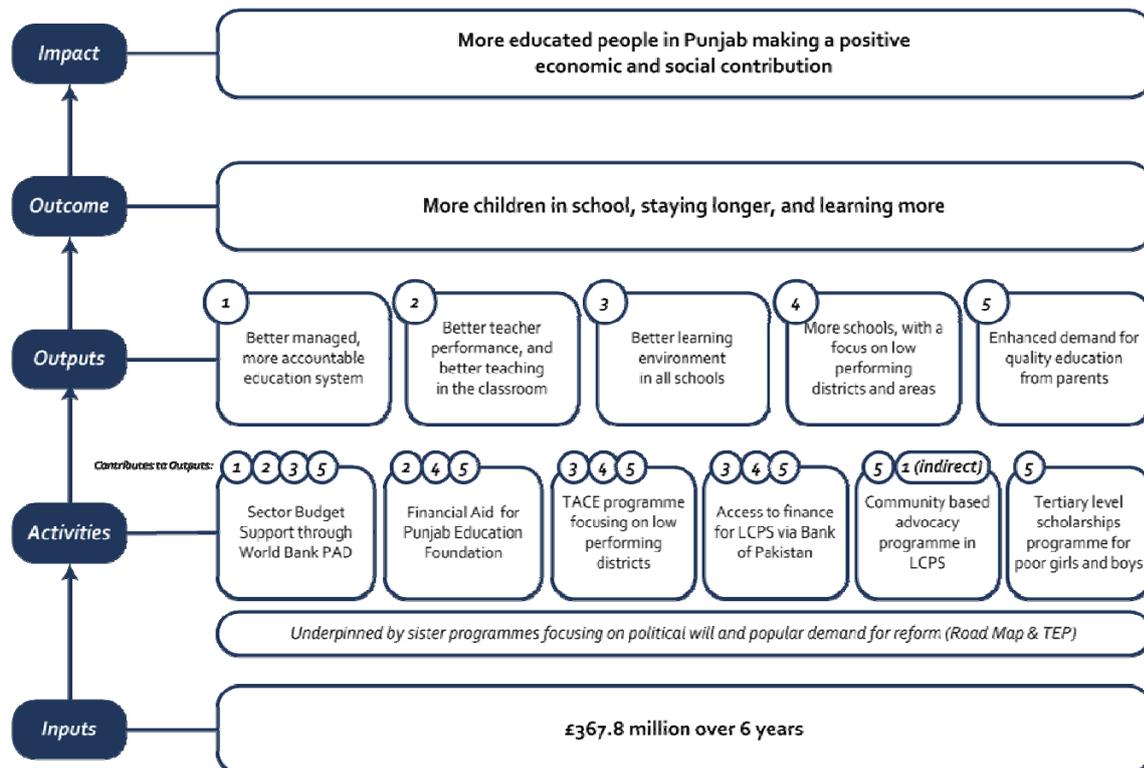
Outcome:

More children in school, staying longer and learning more

Outputs:

- I. Strong leadership and accountability in education delivery;
- II. High quality teaching and learning;
- III. High quality school infrastructure;
- IV. Improved access to school especially in priority districts through the Punjab Education Foundation; the Punjab Inclusive Education Programme; and Scholarships;
- V. Top political leadership engaged on education reform agenda; and
- VI. High quality technical assistance to government stakeholders.

The programme’s original Theory of Change, as outlined in the business case, is provided below. While this outlines to an extent the originally envisaged relationship between outputs, the outcome and the impact of the programme, the theory of change remains ‘undeveloped’, and aspects of the programme have changed during implementation. An Evaluability Assessment of the programme conducted in August 2016 (see Annex V) noted that the vertical and horizontal logic is sometimes unclear, with intended causal pathways and interlinkages not always defined.



B. Purpose, Objectives and Scope:

PESP II is a large and complex programme. While an evaluability assessment noted that the conditions are not in place for either a full-scale impact evaluation or a quasi-experimental approach, there is scope for a performance evaluation that assesses the contribution of the programme components to outcome level results.

The specific **purpose** of the evaluation is to;

- I. The purpose is to conduct a performance evaluation of PESP 2 and its contribution to the outcome as stated in the programme’s logical framework (more children staying in school longer and learning more) with specific reference to the 11 districts where education access and learning outcomes for girls and boys are particularly low. The evaluation will assess the contribution of the five outputs to the outcome and consider whether there are other causal links that may need to be addressed and that have not been identified in the programme design.
- II. Serve accountability purposes by assessing the extent to which the programme and its component parts are delivering, or are likely to deliver, intended outcomes and impact.

- III. Provide DFID with information to make course correction decisions where possible and to inform future programme design at the end of the programme.

The **objectives** of the evaluation will be:

- I. To examine key data sets for the outcome and for outputs and to present results at the interim stage and at the end of the programme against the indicators and to assess what progress has been made (or not) and what contribution DFID has made
- II. To conduct primary research and draw on other sources (studies) to examine why and how change happened as a result of the programme; with a focus on gender, disability, social exclusion and poverty and teasing out how the components came together to affect results. It would be helpful to provide case study examples to unpack why some districts have performed better, what are the key drivers of improvement and bottlenecks for progress.
- III. To identify key lessons for future programmes including on missing elements of the programme or outputs/components that made little difference to results.
- IV. To usefully examine synergies between the components/outputs and how they acted together or not.

Scope: The successful evaluation supplier will design and carry out a performance evaluation of PESP II, being strongly mindful of both feasibility and utility considerations.

The evaluation should assess all outputs or components of the programme and determine to what extent possible they contribution to outcome level results. The evaluation should also test the theory of change, this may require a re-articulation of the theory of change, and determine whether causal links hold or whether there are potentially missing elements in the programme design. Given the underdevelopment of the programme-level theory of change, it is envisaged that the supplier will need to engage proportionately with stakeholders to articulate the intended causal linkages and assumptions within the programme in order to inform the evaluation.

A full theory-based evaluation may not be possible, but the evaluation should, nonetheless, focus on the programme's key causal links, as prioritised by the programme team and stakeholders. The evaluation supplier should look to:

- **make maximum use of existing data** i.e. that held by DFID, GoPb, TAMO and other partners, and rely as much as possible on information generated by other studies such as RISE, Research for Equitable Access and Learning, ASER/ITA, the Harvard/World Bank sources – seeking to influence these as far as possible;
- **Prioritise coverage against Outputs (results)** rather than starting with components (activities), using parameters of strategic importance/spend, and adapting depth of evaluative effort for components accordingly;
- **Adopt a comparatively straightforward methodological approach**, using systematic analysis of secondary sources, supplemented by interviews and some primary data collection with beneficiaries (including children, parents and teachers) where required (see below).

Due attention should be given to ethical considerations in designing and carrying out the evaluation.

DFID's 2011 principles for ethical standards in evaluation and research are included in Annex I.

Risks and challenges: The supplier should draw on local linkages to mitigate some of the challenges faced in carrying out evaluation in fragile and conflict-affected environments. It should also be noted that elections are due to be held in 2018, within the time frame of the evaluation. There are risks associated with that the lessons drawn out of this evaluation could not be taken up by the relevant departments.

Potential challenges around data availability are outlined in Section E of these terms of reference.

C. Evaluation questions and criteria:

It is important that evaluation assesses Punjab's commitment to its own education reform agenda (e.g., through budget allocations and expenditure linked to actions (project implementation plans and standard operating procedures) in the 11 districts and Punjab as a whole). It is also important for the evaluation to ask at a high level to what extent DFID's contribution in terms of TA/finance is valued at provincial, regional, district and sub-district levels.

The evaluation should look to answer three overarching question, geared to the programme-wide level, rather than limited to individual programme components:

- I. To what extent have reforms have been implemented. I.e. What (net) changes to were witnessed in the areas affected by the project?
- II. To what extent have DFID funded activities and programmes contributed to observed changes in outcomes e.g. enrolment, attendance, completion, transitions and learning for different groups of children (boys and girls, children with disabilities, children from minority groups)? i.e. to what extent did the project make a plausible contribution to these changes?
- III. To what extent have the reforms contributed to changes in perceptions of quality of education and learning outcomes?

Within these three broad areas, an initial set of sub-questions was developed by the DFID programme team. These were then refined and linked to the OECD DAC criteria for both accountability and learning needs as part of the Evaluability Assessment. The full set of potential questions is included as Annex III. Currently the questions cover Relevance, Effectiveness, Efficiency (including VfM), and Sustainability.

It is expected that the evaluation supplier will further refine and prioritise these questions during the design and inception phase of the evaluation, building on work to articulate the theory of change and to ensure that specific issues of concern to key stakeholders, including DFID and the Government of Punjab, are taken into account.

Cross-cutting issues for the evaluation to consider include: equity of access and outcomes; systems reforms (governance, management, accountability, public financial management); inter-component synergies; power relations and lessons learned. There should be a focus on gender , socio-economic and disability difference in results and in explaining any key factors that have contributed to, for example improvements (or not) in access, retention and learning at the primary, secondary and tertiary level for girls, children with disabilities, the poorest children and minority groups (and how these factors intersect); any improvements (or not) to the recruitment and retention of female teachers and leaders at different levels of the education system, and of female district education staff. Gender equity and representation of people with disabilities and

from minority groups should also be considered in any improvements to the teaching and learning curriculum. In addition, attention should be placed on analysing the intersection of social exclusion on the basis of, for example of religion, caste, class, tribe, ethnicity, language, disability etc. In appraising individual components/outputs, attention should be placed on inter-component synergies. Capacity strengthening issue should be covered across all components/outputs clearly defining exactly what the support is aiming to deliver.

D. Methodology and further key considerations for evaluation design:

The evaluation methodology will be underpinned by the programme's broad theory of change, the individual theories of change that support individual components/outputs and the PESP logical framework as well as individual M & E frameworks developed for the 6 components/outputs where applicable. The supplier will be required to facilitate and support DFID in refining and finalizing the programme's theories of change so that they provide a firm analytical framework for the evaluation. The evaluation supplier will be expected to develop an appropriate mixed methods approach, using as far as possible the secondary data already generated; drawing on the other studies being conducted in Punjab; and triangulating/filling any gaps with primary research in targeted communities. The supplier will be expected during the design phase to assess what evidence is already available from monitoring and administrative data and what additional data they might need to collect.

While there is specific methodology (OECD) for evaluating Sector Budget Support, it is not expected that the evaluation adopt this detailed methodology given the technical challenges and extensive time and resources required. Instead, it is suggested that resources be oriented to maximising feasibility and utility of the evaluation as outlined above.

Specific methods might include, but are not limited to:

- I. Stakeholder mapping to determine who key interlocutors and respondents are including donors, all levels of government (federal, provincial, district, sub-district), the private sector, NGOs, Disabled Peoples' Organisations, researchers, parent and teacher organisations and children; and their level of interest in/influence over the programme;
- II. Systematic analysis of documentary data, using a structured framework;
- III. Systematic analysis of baseline data with mid-term and /or end line studies;
- IV. Analysis of quantitative data, particularly to identify trends;
- V. Budget analysis;
- VI. Focus or group discussions with groups of programme beneficiaries (including children, parents and teachers), paying particular attention to gender, disability, poverty, minority group and intersecting equity concerns;

- VII. Semi-structured interviews with key informants;
- VIII. Gender, disability, poverty, minority group and equity analysis focusing on barriers to access, retention, completion, transition and learning;
- IX. Contribution analysis;
- X. Social exclusion analysis;
- XI. Presentation of findings
- XII. Evidence-based recommendations.

Evaluators should ensure that at a minimum data collected be sex-disaggregated and, where possible, additional information about socio-economic characteristics should be collected e.g. ethnicity, religion, income levels, disability, especially where they are relevant to understanding how a programme rolls out (e.g. who benefits, who has access), and how impacts vary across groups (i.e. design the evaluations with sub-group analysis in mind).

Where possible, unit cost data for the programme inputs and outputs should be collected, or where collected by a third party, analysed, to allow for cost-benefit and cost-effectiveness analysis.

Target audiences will be the key stakeholders in education in Pakistan including: (i) Elected representatives from federal and provincial assemblies, (ii) Officials from Government of Punjab (GoPb) (iii) Donors including DFID, the World Bank, UN agencies, the EU, Asian Development Bank (iv) think tanks and researchers; and (v) representatives of civil society such as parent groups. The evaluation findings will also be of interest to the wider development community working in education.

E. Data Considerations:

PESP's programme monitoring systems are comprehensive and include a wide range of data sources, including household surveys. While these are not specifically designed with evaluation in mind, they should provide a comprehensive body of evidence to support the evaluation. The evaluation supplier should ensure they are joined up with the different data sources and surveys that are already planned through the wider programme.

Following is the list of existing data sets that the evaluation supplier may wish to draw on in the design phase of this work. The first table lists sources on Punjab. Some sources are shared. These sources should be used to the maximum extent possible without affecting the rigour of the proposed studies to avoid costly duplication of data collection.

- I. Programme Management and implement Unit (PMIU) monitoring data (started in 2004 till date).
- II. Nielsen's eight waves of six-monthly data from 36,000 households in all 36 districts since 2011-12.
- III. Pakistan Social and Living Standards Measurement (PSLM) Survey.
- IV. PIFRA data

- V. Pakistan Examination Commission (PEC) data.
- VI. DFID's six monthly learning assessment data.
- VII. PMIU monthly learning pulse data (collected by MEAs).
- VIII. Directorate of Staff Development's quarterly assessment data
- IX. District Teachers Educators (DTE'S) teachers monitoring data.
- X. ASER's several waves of data (2010-15) and beyond if available, including gender, disability and poverty analysis.
- XI. PEF's six monthly learning assessment data for partner schools.
- XII. Special Education Department data on children with disabilities
- XIII. REAL/IDEAS Teaching Effectively All Children (TEACH) Pakistan research project data
- XIV. Any other dataset identified during literature review.

The Logical Framework, attached to the business case, gives the outcomes that will be tracked by the monitoring elements of the programme. Where indicators have been in place since the start of the programme, baseline data is available. Where indicators have been added at a later date as part of logframe revision, later baselines are available (ranging from 2012 up to August 2015).

As part of the initial design and inception phase of the evaluation, the evaluator should review data available and establish the extent to which gaps exist that might require additional data to be generated.

F. Outputs

The following outputs are expected from the contractor:

- I. Once the contract has been awarded (within the second quarter of 2017), a three month initial inception period will follow. At the end of three months the evaluation supplier will be expected to deliver an **inception report**, to include: detailed approach and methodology; workplan; articulated theory of change; finalised evaluation questions (following stakeholder engagement) organised by the OECD DAC criteria; a detailed evaluation framework that makes clear intended data sources, collection methods and analytical approach to answer the evaluation questions; a clear communication and dissemination (or influence and use) plan that focuses on maximising the utility of the evaluation.
- II. After initial feedback, this inception report should be finalised by the end of month four of the evaluation.
- III. At this stage there will be a **break clause in the contract**. Should the design (provided in the inception phase) fail to be of sufficient quality or the contractor feel that they are not in a position to deliver the work, then the contract will be terminated and DFID reserve the right to retender. Final budgets for the work to be carried out will be agreed at this time.

- IV. **Interim reports** on available findings in **February 2018 and February 2019** to inform the programme and feed into thinking on future programming.
- V. A **final evaluation report**, in draft by **February 2020** to inform the annual review, and finalised in March 2020.
- VI. Both reports should contain short executive summaries (3-4 pages), pulling out headline findings and recommendations. These reports should also be accompanied by a presentation and a facilitated session with DFID and other stakeholders to feedback the results. Further summary products or presentation material may also be required – the evaluator should propose appropriate approaches in the communication and dissemination plan within the inception report.
- VII. The evaluator should transfer final data sets to DFID in a usable format – DFID will have unlimited access to the material produced by the supplier.
- VIII. DFID will have access to all material produced by the supplier under this evaluation.

All reports must be rigorous and thorough, and pay especially careful attention to the presentation and interpretation of data, the strength of the evidence being presented and associated claims around causality, correlation or fact. At the same time the reports should be **highly readable and accessible**, paying close attention to visualisation of data, presentation of text and overall aesthetics of the document. Jargon should be avoided and complex ideas and findings should be described using plain language.

The evaluator should outline in their bid their proposed internal mechanisms for quality assurance. The inception report, any baselines and the final evaluation report will go through DFID's own internal quality assurance processes – sufficient time should be allowed for this process (10 day turnaround) and incorporation of any feedback within the proposed workplan. The inception report and all other reports produced need to be signed off by the Punjab Education Sector Programme (PESP) team at DFID and (where needed) by Government of Punjab.

G. Work plan:

Activities and timeline:

Indicative Contract Start 25th July 2017

Phase 1: Design:

- I. 3 month inception and design phase, with a fourth month for finalisation. At this point there will be a break clause in the contract where the Supplier will require formal approval from DFID prior to starting work on Phase 2: December 2017. In addition to close consultation with programme designers and implementers, the design phase may also include primary data collection to inform the evaluation design.

Phase 2: Indicative Implementation: December 2017 – 31st March 2020. The Contract will include options to scale down if deemed necessary by DFID.

Budget: The overall budget for this evaluation and research programme is within a framework of up to £1.5 million.

H. Skills and qualifications:

The evaluation team should have a sound understanding of research and evaluation designs and methods, in particular of carrying out performance evaluations of complex programmes in fragile and conflict affected states. They should understand the strengths and limitations of different approaches and how to accurately interpret and present findings to both researchers and non-researchers. The team will require a broad set of skills to be able to effectively design and conduct a complex and rigorous evaluation.

The evaluation team will need to be flexible in the approach to designing the evaluation to ensure that the study designs and programme designs are as closely linked as possible to allow for the most rigorous design feasible.

The evaluation team will need to demonstrate a strong presence in and experience of Pakistan, in particular in Punjab, providing evidence of partnership with relevant local organisations.

The team will have a demonstrated ability to communicate complex studies and findings in an accessible way for non-technical readers, including presentation of data in visually appealing ways, highly structured and rigorous summaries of research findings and robust and accessible synthesis of key lessons from across different studies.

The evaluation team will need to have a mix of skills that covers:

- I. The education sector including but not limited to low-fee private schools, public private partnerships in education, education systems and reforms, girls education and learning, education for children with disabilities and minority groups;
- II. Quantitative research methods
- III. Qualitative research methods, including community and participatory research methods.
- IV. Proven skills in the application of mixed methods;
- V. Financial analysis, the private sector and economics;
- VI. Poverty and vulnerability assessments;
- VII. Political economy analysis;
- VIII. Presentation of reports, data visualisation, and synthesising findings;
- IX. Research and evaluation communications and uptake;
- X. Management of simultaneous research and evaluation programmes
- XI. A good grounding in the literature of the ethnography in the Punjab.
- XII. using contribution analysis as an approach;
- XIII. Gender, disability, poverty and minority group analysis and equity and social inclusion analysis;
- XIV. Experience in private sector development in the education sector;

XV. Experience in application of configurational methods for case study based evaluation.

The evaluation supplier will need to be able to guarantee sufficient people to be able to implement and manage the evaluation within the tight timeline.

While the team composition should be defined by the evaluation supplier, it will need to ensure that a full programme team is available for the full duration of the programme, with key personnel based full time in Pakistan. The quality of human resources service providers include in their offers will be a key element in the evaluation process. Any attempt to change key personnel post-award will be regarded as a significant variation in terms of their tendered offers and may have commercial ramifications.

The evaluation supplier will need to comply with DFID's policies on fraud and anti-corruption and cooperate with checks and balances programme staff will require from them for the duration of the evaluation e.g. annual audited statements, policies on management of funds.

I. Governance, Reporting and Contracting arrangements

The successful bidder will report directly to DFID Pakistan to the Lead Adviser for PESP II and the Senior Responsible Owner (SRO) for the programme. There will also be close collaboration with the PESP II programme manager. If necessary, implementing agencies (e.g. the Technical Assistance Management Organisation) may be called upon to facilitate logistics and access to programme sites, beneficiaries and key stakeholders. However, it is crucial that the team implementing the research and evaluation work is independent of those delivering the programmes under study.

It is expected that the evaluators will work closely with DFID and other stakeholders at all stages of the evaluation particularly the design phase. The design studies will be independently quality assured and will be agreed by the PESP II Lead Adviser, Evaluation Adviser in DFID Pakistan and the Senior Education Adviser...

The evaluation supplier will need to maintain regular contact with DFID Pakistan, the Governments of Punjab and other key partners to ensure the outputs are delivering products that meet requirements.

A steering committee will be convened for the evaluation – membership to be determined. The steering committee will review evaluation products and engage in regular meetings (e.g. quarterly).

Reporting requirements:

- I. Quarterly progress reports on the implementation of the evaluation, which will include financial data and updated financial forecasts, and research and presentation to key stakeholders;
- II. Annual contribution to the DFID Annual Review report of the overall programme, to be completed by the Technical Assistance Management Organisation in January 2018 and January 2019;

Performance management: The Service Provider will be responsible for managing their and any sub-contractors' performance and tackling poor performance. They will be required to demonstrate

strong commitment towards transparency, financial accountability, due diligence of partners and zero tolerance to corruption and fraud.

DFID will manage performance through key performance indicators. Payment will be linked to the delivery of outputs and key performance indicators identified in the inception phase and implementation phase.

Duty of Care and Security Requirements: The appointed Service Provider will be responsible for the duty of care, safety and well-being of their Personnel 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 (see details in Annex II).

Annex I

DFID's ethical principles

- I. Researchers and evaluators are responsible for identifying the need for and securing any necessary ethics approval for the study they are undertaking. This may be from national or local ethics committees in countries in which the study will be undertaken, or other stakeholder institutions with formal ethics approval systems.
- II. Research and evaluation must be relevant and high quality with clear developmental and practical value. It must be undertaken to a sufficiently high standard that the findings can be reliably used for their intended purpose. Research should only be undertaken where there is a clear gap in knowledge. Evaluations might also be undertaken to learn lessons to improve future impact, or in order to meet DFID's requirements for accountability.
- III. Researchers and evaluators should avoid harm to participants in studies. They should ensure that the basic human rights of individuals and groups with whom they interact are protected. This is particularly important with regard to vulnerable people. The wellbeing of researchers/evaluators working in the field should also be considered and harm minimised.
- IV. Participation in research and evaluation should be voluntary and free from external pressure. Information should not be withheld from prospective participants that might affect their willingness to participate. All participants should have a right to withdraw from research/evaluation and withdraw any data concerning them at any point without fear of penalty.
- V. Researchers and evaluators should ensure confidentiality of information, privacy and anonymity of study participants. They should communicate clearly to prospective participants any limits to confidentiality. In cases where unexpected evidence of serious wrong-doing is uncovered (e.g. corruption or abuse) there may be a need to consider whether the normal commitment to confidentiality might be outweighed by the ethical need to prevent harm to vulnerable people. DFID's fraud policy will apply if relevant.

- VI. Researchers and evaluators should operate in accordance with international human rights conventions and covenants to which the United Kingdom is a signatory, regardless of local country standards. They should also take account of local and national laws.
- VII. DFID funded research and evaluation should respect cultural sensitivities. This means researchers need to take account of differences in culture, local behaviour and norms, religious beliefs and practices, sexual orientation, gender roles, disability, age and ethnicity and other social differences such as class when planning studies and communicating findings. DFID should avoid imposing a burden of over-researching particular groups.
- VIII. DFID is committed to publication and communication of all evaluations and research studies. Full methodological details and information on who has undertaken a study should be given and messages transmitted should fully and fairly reflect the findings. Where possible, and respecting confidentiality requirements, primary data should be made public to allow secondary analyses.
- IX. Research and evaluation should usually be independent of those implementing an intervention or programme under study. Independence is very important for research and evaluation; in fact evaluations in DFID can only be classified as such where they are led independently. Involvement of stakeholders may be desirable so long as the objectivity of a study is not compromised and DFID is transparent about the roles played. Any potential conflicts of interest that might jeopardise the integrity of the methodology or the outputs of research/ evaluation should be disclosed. If researchers/ evaluators or other stakeholders feel that undue pressure is being put on them by DFID officials, such that their independence has been breached, this should be reported to the Head of Profession for Evaluation who will take appropriate action
- X. All DFID funded research/ evaluation should have particular emphasis on ensuring participation from women and socially excluded groups. Consideration should be given to how barriers to participation can be removed.

Annex II

Duty of care

The Supplier is responsible for the 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 their domestic and business property.

The Supplier 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.

1. This Procurement will require the Supplier to operate in a seismically active zone and is considered at high risk of earthquakes. Minor tremors are not uncommon. Earthquakes are impossible to predict and can result in major devastation and loss of life. There are several websites focusing on earthquakes, including <http://geology.about.com/library/bl/maps/blworldindex.htm>. The Supplier should be

comfortable working in such an environment and should be capable of deploying to any areas required within the region in order to deliver the Contract.

2. This 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 Supplier should be comfortable working in such an environment and should be capable of deploying to any areas required within the region in order to deliver the Contract.
3. The Supplier 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 Supplier must ensure their Personnel receive the required level of training.

Tenderers must develop their 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 developed by DFID (see Annex 1 of this ToR). They must confirm in their Tender 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 you are unwilling or unable to accept responsibility for Security and Duty of Care as detailed above, your Tender will be viewed as non-compliant and excluded from further evaluation. Acceptance of responsibility must be supported with evidence of capability and DFID reserves the right to clarify any aspect of this evidence. In providing evidence Tenderers should consider the following questions:

- a) Have you completed an initial assessment of potential risks that demonstrates your knowledge and understanding, and are you satisfied that you understand the risk management implications (not solely relying on information provided by DFID)?
- b) Have you prepared an outline plan that you consider appropriate to manage these risks at this stage (or will you do so if you are awarded the contract) and are you confident/comfortable that you can implement this effectively?
- c) Have you ensured or will you ensure that your staff are appropriately trained (including specialist training where required) before they are deployed and will you ensure that on-going training is provided where necessary?
- d) Have you an appropriate mechanism in place to monitor risk on a live / on-going basis (or will you put one in place if you are awarded the contract)?

- e) Have you ensured or will you ensure that your staff are provided with and have access to suitable equipment and will you ensure that this is reviewed and provided on an on- going basis?
- f) Have you appropriate systems in place to manage an emergency / incident if one arises?

Annex III: Indicative Evaluation Questions

Relevance	To what extent does PESP II respond to the needs of children and parents in Punjab?	<p>Was PESP II’s design (including its component activities) the best way to meet the educational needs of parents, children and the Government of Punjab?</p> <p>Did the design (including the seven component activities) remain relevant over time?</p>
	To what extent is PESP II, including its project components, aligned with the policies and priorities of GoPb, DFID and other actors implementing education programmes in the province?	<p>How well are individual components aligned with /integrated into wider PESP II design, and/or with other education programmes in the province? How well did the LUMS and PEEF components complement each other?</p> <p>To what extent do individual components, and the overall programme, contribute to the GoPb’s Education Roadmap?</p> <p>To what extent has the programme been implemented in synergy with the Roadmap? Are there any areas of dissonance? Can the additionality of DFID SBS funds be assured or is there evidence of displacement?</p>
	To what extent was the design and implementation of PESP II gender- and equity-sensitive?	<p>Was PESP II’s design based on a sound and comprehensive gender and equity analysis in its target areas?</p> <p>To what extent did PESP II’s design, including within its individual components, integrate gender and equity issues, including those identified in the gender and equity analysis, above?</p>
Effectiveness	To what extent were PESP II’s outputs and outcomes achieved?	<p>What results were achieved against the six Output targets? (for example:</p> <ul style="list-style-type: none"> • Output 1 (Stronger leadership and accountability): To what extent has PESP II contributed to a better managed and more accountable education system in Punjab by building the capacity of and linkages between key institutions in the School Education Department? • Output 2 (Better teacher performance and better teaching): To what extent has a better quality education in terms of teaching and learning been delivered for children in Punjab, including for girls, children with disabilities and minority groups, been delivered by PESP II? • Output 3 (High-quality infrastructure): To what extent has a better learning environment been created for children, including for girls, children with disabilities and minority groups in the Punjab by PESP II in terms of facilities and infrastructure?

		<ul style="list-style-type: none"> • Output 4 (Improved access to schools, especially in priority districts): To what extent has PESP II improved access to education for children, including girls, children with disabilities and minority groups from priority districts in Punjab? • Output 5 (Top political leadership engaged on education reform agenda in the Punjab): To what extent has greater demand for education in Punjab been stimulated by PESP II? • Output 6 (High-quality technical assistance to government stakeholders that builds sustainable systems and processes): To what extent has TA helped government to build sustainable systems and processes? <p>(Influencing): To what extent did SBS help drive and incentivise the GoPb to deliver on policy priorities around improved learning outcomes?</p> <p>To what extent has PESP II improved GoPb's Public Financial Management for education?</p> <p>To what extent did the achievement of the five Outputs contribute to more children in school, staying longer, and learning more (the Outcome) in 2018, compared to 2015 (baseline)? (Was the target of supporting 90,000 additional primary school children and 60,000 secondary school children by 2018/19 with the additional tranche of £70m in SBS met?)</p> <p>Which project components, and combinations of project components, made the most significant contributions to Outcome achievement? Through which specific pathway? Which least?</p> <p>Were there any unintended or negative effects of the programme?</p> <p>Were any gender, disability, poverty, minority group- or other equity-specific results achieved? (e.g. increased female staffing at the Directorate of Staff Development and increased numbers of female District Education Officers; gender sensitive curricula/learning materials; increased data disaggregation by PMIU; increased enrolment of out-of-school children and girls). Did programme components systematically, and to the same degree, integrate gender and equity concerns?</p>
	<p>Why did achievements happen?</p>	<p>What internal factors (e.g. programme design and management, governance structure and institutional arrangements, staffing, DFID systems, partnership and coordination arrangements, use of participatory approaches in institutional capacity building etc) caused the observed changes, and affected whether or not results were achieved?</p> <p>What external factors (those related to the external operating environment e.g. policy changes, political engagement, staff</p>

		<p>turnover, co-ordination between SED departments etc) caused the observed changes, and affected whether or not results were achieved?</p> <p>How did innovation or the lack of it influence the achievement of results?</p> <p>How did synergies (or lack of them) between project components affect the achievement of results, e.g. between the SBS and other components, and between the LUMS and PEEF components?</p>
Efficiency/VFM	Was PESP II cost-efficient?	<p>Was PESP II implemented in the most cost-efficient way compared to alternatives?</p> <p>Which programme components represent value for money in terms of effectiveness, efficiency, economy and equity?</p> <p>What was the value for money for the programme as a whole?</p>
	Was PESP II implemented in a timely manner?	<p>Did individual components take place according to the planned implementation schedule?</p> <p>Did the programme as a whole meet its milestone objectives?</p>
Sustainability	To what extent did PESP II promote sustainability?	<p>Did PESP II design and implementation incorporate sustainability measures within or across its components, such as capacity building of departments within SED, civil society organisations, school management systems and communities?</p> <p>To what extent has the GoPb's engagement and ownership of PESP II been fostered throughout implementation?</p>
	To what extent is it likely that the benefits of PESP II will continue after it finishes?	<p>Are the sustainability measures as implemented within and across components, sufficient to continue the benefits of PESP II after 2018?</p> <p>Are all components equally sustainable, or are there differences?</p>

Annex IV

Project Information Summary

What support will the UK provide?

The UK will support a range of interventions that will build on previous support to the Government of Punjab, and speed up reform of the education sector in the province. In addition to working directly through government to achieve systemic reform, PESP 2 will have a particular emphasis on improving access to education, and quality of learning outcomes, in eleven districts that have been identified as low performing compared with averages for Punjab.

This focus, which will include working with the private sector and civil society organisations, in addition to government, will seek to deliver equitable access to better quality education across the province.

How much funding does the UK expect to provide?

The UK will provide up to £420M million over six years between 2012/13 to 2020.

What need are we trying to address?

Punjab is Pakistan's biggest province, comprising 56% of its total population. In spite of sustained efforts to reform education over the past decade, the number of out of school children is substantial and the quality of education delivered through the public school system remains poor. 39% of girls and 21% of boys are out of school.

There is an especially acute need to address the challenges arising from multiple forms of social exclusion, concentrated on eleven districts, chiefly located in South Punjab. While there has been good progress on gender equality in education in other parts of the province, girls remain markedly disadvantaged in these districts, as do the poorest children, those with disabilities, and those with group based disadvantages including language and caste.

At the same time, a number of binding constraints to transformative reform of public sector education remain in Punjab, in spite of recent progress. These include finding a long term solution to managing politically motivated transfers, as well as rationalisation of the way in which teachers are distributed in schools across the province, and establishment of a credible examination system.

What will we do to tackle this problem?

PESP 2 will provide a holistic approach to supporting education reform in Punjab, working through government, the private sector, and civil society.

The programme will include sector budget support to the Government of Punjab, in alignment with the World Bank Project Appraisal Document finalised in 2012. Funding will be subject to satisfactory progress made by government on a range of agreed indicators, including the tackling of binding constraints to systemic reform. Work with the Government

of Punjab will be underpinned politically through the Punjab Education Reform Roadmap process, headed by the Chief Minister and DFID's Special Representative for Education in Pakistan.

In addition to working directly with government to strengthen the public school system, PESP 2 will have a strong focus on building the capacity and quality of Punjab' burgeoning low cost private sector. Work in this area will focus on transforming the capacity of the Punjab Education Foundation, as well piloting approaches to providing soft loans to education entrepreneurs, with a particular emphasis on areas that are currently under-served by the private sector,

In order to tackle issues of social exclusion and inequity of provision, PESP 2 will work through civil society and a targeted post-graduate scholarships programme for the poorest children, to raise awareness of the importance of education in districts that currently underperform. This work will be underpinned by a school infrastructure programme that will ensure that basic facilities, often a major cause of children, and particularly girls, remaining outside education are in place in all schools in the province.

Who will be implementing this programme?

PESP 2 will be implemented by a number of actors, including the Government of Punjab through the School Education Department and its agencies, particularly the Punjab Education Foundation.

Other implementing organisations will include two technical assistance teams, one focused on school infrastructure, and the other on providing support to government as well as management, with DFID Pakistan, of a range of parallel programmes. These organisations will contract with a range of specialist suppliers as required to deliver the programme.

What will change as a result of our support?

This programme will contribute significantly to the UK's aim of ensuring that 4 million more children in Pakistan are in school, staying longer, and learning more. The Government of Punjab is targeting 1.2 million children over the next three years. PESP 2 will add another million to this total, including many of Punjab's poorest and most marginalised children, helping the province reach 98% of the Millennium Development Goal by 2017/18.

In addition, the UK's support to the Government of Punjab will have a significant impact on tackling binding constraints to reform of the sector, and to improving the quality of teaching and learning outcomes.

What outputs will we be able to attribute to UK support?

1. Stronger leadership and accountability
2. Better teacher performance and better teaching
3. High-quality infrastructure

4. Improved access to schools, especially in priority districts
5. Top political leadership engaged on education reform agenda in Punjab
6. High-quality technical assistance to government stakeholders that builds sustainable systems and processes

How will we determine whether the expected results have been achieved?

Evaluation and research for PESP 2 will serve three purposes. It will: (i) increase understanding of the dynamics of Punjab's education system, and demonstrate the impact of DFID's investment; (ii) test innovative approaches to tackling entrenched issues, and use this evidence to scale up successful interventions; and (iii) contribute to the global evidence base on education.