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Section 4, Annex A

Call-down Contract

Terms of Reference

| | |
|---------------|---|
| Title: | Transforming Education in Pakistan: Political Will and Parental Engagement trackers |
|---------------|---|

1. DFID Pakistan wishes to commission two tracker surveys to monitor progress of the Transforming Education in Pakistan programme (TEP). The trackers will be used to monitor:
 - parental satisfaction & involvement in education (disaggregated by gender, socio-economic group and geographic location)
 - political will and awareness of education issues (disaggregated by gender, political party, elected, non-elected, socio-economic group and geographic location – e.g. at the national, provincial or district level)
2. The data collected by these trackers will be used by a future evaluation. Prior rounds of both the parental satisfaction and political will trackers were run under a previous contract, which has now expired. More details on the previous rounds of trackers can be found in the background information annexed to these TORs.

Background and context

3. The Transforming Education in Pakistan programme (TEP) was approved in August 2011 and will run until November 2016. TEP is a social and political campaign on education to encourage parents to demand and challenge politicians to deliver better quality education.
4. DFID's ambition in Pakistan is to support 4 million children in school by 2015. DFID's support in Pakistan is mainly focused in Punjab and Khyber Pakhtunkhwa (KP) through education programmes delivered in partnership with provincial governments to enable better quality and more widely available schools, and to improve management and accountability in the education sector. In Sindh, DFID partners with the low cost private sector to get more poor children into school. Two programmes are focused at the federal level: TEP and Ilm Ideas, an education innovation fund that offers a platform for non-traditional development partners, including civil society organisations and academic institutions, a unique approach to identify, test and scale up solutions to end Pakistan's education emergency.
5. The Transforming Education in Pakistan programme's overall aim is to support the realisation of this goal by galvanising politicians to supply, and mobilising parents to demand, better quality education in Pakistan. TEP represents a small proportion of DFID's total planned investment in Pakistan, but aims to transform the education sector

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so that (a) politicians prioritise and take personal ownership of the education agenda at national and sub-national level; and (b) parents not only send their children to school but also play an active role in improving the performance of these schools. This top down and bottom up approach is at the centre of the programme's theory of change.

6. TEP operates at the federal level in Pakistan and was designed to create an enabling environment for DFID's significant education portfolio
7. The programme aims to make education politically relevant so that the elite, politicians and decision-makers prioritise education system reform. TEP focuses on three key themes:
 - Increasing access to quality education for all children (through securing legislation and the budget to support universal education as demanded by the Constitution).
 - Teachers who teach: recruiting the right teachers, cutting absenteeism, and supporting teachers to deliver good quality education.
 - Learners that learn: Improving nutrition and focusing on early grade learning to help children make the most of their education.
8. The programme is split into four components.
 - a. Media and advocacy campaign branded as Alif Ailaan (which is the main live component of the programme) and has five strands:
 - i. Media – utilising various media e.g. newspapers, radio and television to raise awareness of the education emergency and provide a platform for debate.
 - ii. Political - aims to change topical political debate so that it has a greater focus on education.
 - iii. Civil society - aims to mobilised parents and teachers to demand better quality education and contribute to political and media debate.
 - iv. International (now closed) – aims to build an international campaign around Pakistan's education emergency
 - v. Data and evidence - aims to gather accurate data and evidence to support the demand for reform and measure progress.
 - b. Mir Khalil Ur Rehman Foundation (MKRF) delivered a national media campaign 'Zara Sochiyey' over a two year period to raise awareness of the state of education and need for reform.
 - c. The Annual Status of Education Report (ASER); an initiative to provide reliable data on the education status of children aged 3-16 in Pakistan.
 - d. Monitoring, evaluation and strategic campaigns advice, managed by DFID.
9. Through this approach, the programme is engaging front and centre with the political economy of education reform in Pakistan. Pakistan has the second highest out-of-school population in the world and the third worst literacy rate at 54.9%. However, spending on education at around 1.9% of Gross Domestic Product is amongst the lowest in the region. Challenging the views and actions of politicians to respond concretely to the

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education emergency will be vital to Pakistan's own prioritisation of education reform and investment in the long term.

10. The Programme identifies, nurtures and supports change agents in politics, civil society and media to put pressure on the elite and aspects of the education system to deliver better quality education. The programme is designed to complement DFID's education sector investments in the Provinces by creating political ownership of education reform.

Programme results

11. The TEP **desired impact is to support more children in school, staying for longer and learning more.** It will also help increase school budgets, cut teacher absenteeism and improve the accountability of schools to parents. By creating the conditions for an education transformation, TEP will increase the sustainability of UK investment in education in Pakistan and contribute to DFID's exit strategy.
12. The **desired outcome of TEP is: parents mobilised to demand, and political leaders galvanised to deliver, better education for children.** This is measured through the following indicators:
 - political leaders are supporting reforms to the education sector
 - level of political leaders/parliamentarians' responsiveness to education as an important public welfare issue rises
 - provincial governments increase proportion of education budgets that is spent
 - parents have high levels of awareness about the benefits of completing primary education by children
 - more parents demand higher standards and quality of teaching
 - more parents participating in school governance structures
 - parents engage with their parliamentarians to highlight the issue of education

13. The programme outputs are:

| Output | Indicators |
|---|--|
| Output 1 (political): Practical, cost-effective policy solutions are communicated to Pakistani political leaders at federal, provincial and district level | <ul style="list-style-type: none"> - Campaign builds and maintains contacts with federal politicians and policymakers - Campaign builds and maintains contacts with provincial politicians, policymakers and administrators - Campaign builds and maintains contacts with education providers and teacher representatives |
| Output 2 (media): Practical, cost-effective policy solutions are communicated to Pakistani political leaders at federal, | <ul style="list-style-type: none"> - Campaign develops working relationships with journalists - Campaign-related content reaches |

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| | |
|---|---|
| provincial and district level | target audiences <ul style="list-style-type: none"> - Citizen engagement with campaign through owned social media i.e. Facebook, Twitter, SMS Group and Website Hits - Campaign brand awareness - Branded media mentions |
| Output 3 (civil society): Civil society mobilized to form alliances able to demand education reform | <ul style="list-style-type: none"> - Campaign supports advocacy and education CSOs to improve education access, quality and learning outcomes - Campaign recruits and deploys grassroots activists - Campaign reaches parents and citizens through partner CSO activities - Campaign mobilises parents, citizens, School Management Committees through Community Organizations (COs), Village Organizations (VOs) and Local Support Organizations (LSOs) in partnership with RSPN |
| Output 4 (data and evidence to inform advocacy): Data and evidence on education generated and aggregated in forms in support of advocacy | <ul style="list-style-type: none"> - Campaign commissions original surveys and reports in support of campaign - Data Platform unique users |

14. The full theory of change is annexed and the business case and previous annual reviews are available online: <http://devtracker.dfid.gov.uk/projects/GB-1-202491/documents/> .
15. Progress on the outcome above has been measured through proxy indicators from specially developed tracker instruments:
 - a political will tracker (annual survey of 100 politicians)
 - a bi-annual household Parent-Teacher Engagement and Satisfaction survey (2000 parents)
16. Two rounds of tracker surveys have been conducted to establish a baseline and monitor the direction of parents' and politicians' views. This TOR seeks to commission further rounds of the tracker running to the end of the programme in November 2016.

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Recipient

17. The primary recipients are DFID. However the data analysis of the trackers will inform future campaign strategies, for example where to focus, or to advocate on particular issues, so dissemination is likely to draw on a wider set of stakeholders within the government, donor and civil society communities in Pakistan. The audiences involved (parents and politicians) would form the secondary recipients of findings.

Purpose and scope

18. The overall purpose of the trackers is to monitor the performance of the TEP programme.
19. The objectives of the trackers are to:
- monitor progress against specific indicators in the logframe
 - to learn where there have been shifts in parents and politicians' views and actions on education over time;
 - to measure and assess the visibility and influence of the campaign on parents' and politicians' views of education;
 - to provide a comparable analysis against prior rounds of the trackers, which provide a baseline. A future evaluation could use this to measure programme effectiveness and impact in relation to changes in political will and parental attitudes and behaviours towards education in Pakistan.
 - inform a future evaluation that will build the evidence base on education advocacy
 - develop a sound methodology that enables comparison with previous waves of the survey to monitor progress in political will and parental engagement over the lifetime of the programme.
 - gain insight on the visibility and influence of the campaign, its products, themes and messaging to inform its future direction.

The trackers will provide annual data on political will and 6-monthly data on parental behaviour and attitudes. This will directly feed into DFID's assessment of the TEP programme's performance, which is monitored through annual reviews.

Political will tracker

20. The political will tracker should be designed to measure progress against the programme's expected outputs around political will:
- Political leaders are supporting reforms to the education sector
 - Increase in political leaders/parliamentarians' responsiveness to education as an important public welfare issue
 - Provincial governments increase proportion of education budgets executed
21. The programme targets a range of politicians, so the sample should include representation by gender, political affiliation, elected, non-elected, socio-economic group and geographic location – e.g. at the national, provincial or district level.

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22. To date, the political will tracker has provided a baseline and demonstrated some interesting shifts in attitudes to education in the following thematic areas:

- Politicians' attitudes and perceptions of education issues
- Individual vs. party views of education, and awareness of policy commitments on education
- Perceived root causes of issues in the education system and challenges to accessing quality education
- Appetite, motivation and priorities for education reform
- Effectiveness of and responsiveness to different types of advocacy and reform agendas
- the role of the campaign in influencing politicians' views and actions (measured through interaction and ability to recall the campaign).

23. The previous tracker used eleven proxy indicators for political will on education reform to measure progress on an annual basis over the first two years of the programme (see **Annex 1** for previous reports of Political Will Tracker). Bidders should give consideration to whether these proxy indicators should continue to be used, or whether to include a different mix of indicators.

Parental engagement tracker

24. The parental engagement tracker should measure the influence of the campaign on parents' attitudes and behaviours, specifically in the following areas: parental involvement in their child's education and the impact of the TEP campaign and its respective communications products.

25. Parental audiences should be disaggregated by gender, socio-economic group and geographic location. Consideration should also be given in sampling and analysis to dynamics within Pakistani families centered around factors such as age, gender, urban/rural environments.

26. Changes in parents' awareness of issues regarding education in Pakistan (including both the benefits and problems); and parents' behaviour, knowledge and attitudes towards primary education for their children, building on prior rounds of the survey (see **Annex 2** for previous reports of Parental Engagement Tracker).

27. The Tracker will use five proxy indicators for parental involvement in education as the basis for measuring progress, on a bi-annual basis, linked to the TEP logical framework:

- % of parents that agree that primary school is essential to their child's future
- % of parents that highlight absent teachers as a problem in Pakistan
- % of parents highlight that teachers are not sufficiently educated
- % of parents who are, or become members of, a PTA or similar organisation in the last 6 months
- % of parents who say they have demanded better education for their children in the last 6 months

28. The trackers should measure the following among parental audiences, enabling comparability with previous years. Questionnaires should also be structured to establish

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the visibility of the campaign amongst respondents as well as how and whether they have been influenced as a result of the campaign:

- (a) parental involvement in their child's education
 - awareness of issues concerning their child's education
 - appeal of courses of action regarding their child's education
 - behaviour concerning their child's education (e.g. participation in decision-making and support)
 - perceptions of schooling and wider political environment concerning education
- (b) Use of public services
 - Awareness and understanding of the benefits of education and enrolment
 - Awareness and understanding of the disadvantages of lack of education and enrolment
 - Appeal / likelihood of courses of action concerning their child's education which may lead to / encourage enrolment
- (c) visibility and influence of the TEP campaign and its respective communications
 - awareness of the campaign, its products and messaging
 - engagement with campaigns / media consumption
 - attitudes towards campaign messaging
 - attitudinal change related to the campaign, its products and messaging
 - behavioural change and action taken related to the campaign, its products and messaging
 - any other attitudinal / behavioural change indicators which may be relevant

Requirement, skills and experience

29. DFID is looking for a single supplier to manage both the parental engagement and political will trackers. However, these will require very different expertise and approaches in design, sampling and execution. For example, the parental survey would be likely to take the form of a household survey rather than the approach taken to researching politicians.
30. Bidders should submit a single bid with clear and separate approaches for designing and delivering both sets of trackers, and demonstrate capability of delivering both kinds of surveys with high participation rates.
31. Proposals must demonstrate capacity to undertake robust qualitative and quantitative research; skills in statistics, statistical analysis; database design; skills in designing and developing representative sample surveys (disaggregated by gender, and other characteristics specified in this ToR); skills in developing and pre-testing questionnaires in local languages; skills in training and supervising enumerators and data base entry staff; skills in gender analysis. Proven experience of managing logistics in potentially insecure areas. Skills and experience in presenting complex findings in compelling formats.
32. Bidders are expected to demonstrate a capability to work in Pakistan as they may have to develop partnerships with local service providers in Pakistan to aid delivery. Involvement and consultation with key decision-makers in government and civil society

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should also be considered. This is especially recommended in the case of the political will tracker. DFID supports the use of Local partners to implement the study and provide a comparative analysis that will be used to improve advocacy and campaigning and provide a plan for analysis and dissemination.

Methodology

Approach and theoretical underpinning

33. The methodologies of the previous parental engagement and political will trackers are annexed along with the full reports. These are not wholly prescriptive; Supplier proposals should build on the original methodology and sample design to provide a solution which is compatible with the current landscape including detailed suggestions on how to ensure this piece of work is robust and comparable to prior waves of data. Suppliers should fully explain their methodology and how continuity will be maintained.
34. The trackers should draw on the proxy indicators and previous methodologies set out in this ToR. The final survey will provide solid metrics to be used throughout the course of the tracker in measuring parental and politicians' attitudes, behaviours, and the visibility and influence of the TEP campaign and its respective communications.
35. Findings should be disaggregated by respondent characteristics (such as gender and socio-economic group) and geographic location. The survey will combine a series of closed questions to elicit quantitative data for use in the tracker, with a series of open questions that will be used to inform campaign development and understanding.
36. Recommendations should be included for how continuity of polling will be maintained. This is crucial for effective monitoring of the programme. Continuity should be considered in terms of both sample and questionnaire to enable comparisons with previous rounds of the survey as far as possible. Any risks around comparability should be flagged and a clear handling strategy set out.

Sample size

37. The sampling strategy must be representative of the target population, and consider power calculations and minimum detectable effects in findings, as well as approaches to resampling in cases of non-respondents. The proposed strategy should include how to access and encourage senior officials and parents to take part and how local organisations and expertise will be drawn upon.
38. The programme targets a range of politicians, so the sample should include representation by gender, political party, elected, non-elected, socio-economic group and geographic location – e.g. at the national, provincial or district level.
39. Similarly, parental sampling should consider factors such as gender, socio-economic group, and geographic location. Consideration should also be given in sampling and analysis to dynamics within Pakistani families, centered around factors such as age, gender or urban/rural environments.

Questions and questionnaires

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40. Bidders should include a full explanation of:

- how the surveys will be structured and administered to stakeholders, including a series of potential questions (open and closed) for inclusion, and consideration of cultural issues, such as difference in attitudes and behaviour arising by gender, socio-economic group or geographic location.
- how data will be captured during questionnaire administration and a full explanation of how datasets will be presented to DFID at the end of the period.
- How participants will be accessed
- Strengths and limitations of the method proposed, including comparability of the data with previous rounds.

Enumerator training and supervision

Bids should contain details of what training enumerators will receive and how they will be supervised. Details of how the data collection and the data itself will be quality assured should also be included. Sufficient numbers of female enumerators must be included.

Pretesting of tools

41. Bids should set out how a series of sample questions would be developed and tested, as the basis for measuring proxy indicators of political will for reform on an annual basis. Sample questions should be accompanied by an explanation of data sets that will be made available as a result of using these questions.

Analysis

42. Details of how the qualitative and quantitative data will be analysed should be included. Data should be disaggregated by gender, socio-economic group and geographic location, and the factors raised in the sampling section above. For politicians, the findings and analysis should also disaggregate by political affiliation, elected, non-elected and at the national, provincial and district level.
43. Approach to effects measurement: how changes will be identified and what caveats would be used given that change will in reality be the result of a host of indirect and direct factors.

Presentation of results

44. The findings should be presented in a clear report, providing comparisons with previous waves of the trackers and highlighting findings and limitations of the study.
45. The service provider should also present a plan for dissemination and provide a presentation of findings to a panel/audience.
46. Datasets must be presented in a systematic manner and accompanied by analysis with an overarching narrative. Quantitative data must be made available in Excel or SPSS, coded and sorted by stakeholder type (e.g. Province/party), to enable DFID to establish the baseline. Any qualitative data must be made available in good order to enable the report authors to make use of all materials.

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47. DFID will have unlimited access to material produced under the contract. This is standard practice under DFID's Intellectual Property Rights which are covered in Section 2 of DFID's contract documents.

Outputs

48. The specific outputs (and indicative timelines) on each of the political will and parental engagement trackers include:

- A comprehensive proposal for undertaking 2 tracker surveys (wave 3 and 4) This should detail all aspects of the methodology including the sample size, the questions, the plan of analysis (that includes gender), dissemination plan and a clear work plan covering design, delivery and analysis approaches. Delivered by 10th July 2015.
- Survey tools developed, tested and updated by 17th July 2015.
- Research conducted during July/August 2015.
- Analysis and early findings by 30th August 2015.
- A comprehensive set of data for the first sample wave of the trackers must be made available to DFID Pakistan by mid/late September 2015.
- The second set of data from the second iteration of the trackers must be available to DFID Pakistan by 30th April 2016.
- The third set of data (for the parental engagement tracker only) must be available to DFID Pakistan by September 2016.
- Development of datasets in a format that can be regressed to further inform the analysis
- A clear, well presented and comprehensive report on each wave analysing the data covering both qualitative and quantitative aspects and comparisons with previous waves.
- Engagement in dissemination activity as relevant

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There may be a possibility for contract extension by one year (commissioning one additional wave of each of the Political Will and Parental Engagement Trackers). DFID will take a view on possible extension after a performance review following the first round of surveys.

Roles and responsibilities

DFID

DFID will provide an introduction to the programme and facilitate contact with DAI, the current lead contractor for TEP. DFID will also provide access to previous tracker data and findings.

Monitoring the delivery of the trackers and their quality assurance will be overseen by DFID

Contractor

Manage the end to end delivery of the trackers. Produce a high quality and timely set of outputs that is comparable with previous waves of the survey. Undertake relevant dissemination.

TEP

Provide contractor with an overview of the programme and contacts for audience groups.

Constraints and Dependencies

49. The data from the surveys will inform the annual review of the TEP programme, due in summer 2015. Ideally the service provider should be able to mobilise their team/s within two weeks of signing of the contract. The first waves of both the trackers should be completed by the end of July 2015 and detailed reports containing datasets and analysis should be submitted to DFID by the end of August 2015.

Implementation Requirements

50. DFID requires the supplier to begin the planning process immediately upon signing of contract, and issue the survey by the end of June/early July 2015. The first iteration of results should be made available by the end of August 2015. The supplier should ensure that the sampling process is compatible with the previous rounds and also develop a contingency plan in case some of the target areas become inaccessible due to security, political or other reasons. The service provider will be responsible for obtaining the necessary access to districts in terms of government permissions and logistics.

Timeframe

51. The contract will be issued from July 2015 to November 2016. This will cover 2 annual waves of sampling for each of the trackers which will be conducted in July/August 2015 and March 2016. There may be possibility of extension for an additional wave (in 2016/17) depending on DFID's review of requirements.

DFID Co-ordination

52. The service provider will liaise with the Education Adviser on technical issues with support from DFID's regional Evaluation Adviser.

Duty of Care

53. DFID offers to provide support, advice and operating procedures to the consultants in line with the British High Commission security procedures. The duty of care would lie

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with the company for their consultants and they are responsible for ensuring their own safety and security. The BHC and DFID do not accept liability for injury, loss or damage arising in any respect in the fulfilment of this contract.

54. Details about the Duty of Care are provided in Annex D.

Quality Standards/Performance Requirements

The service provider should be aware of the DAC Quality Standards for Development Evaluation, to which DFID adheres, and should ensure equivalence to these standards.

Budget

Proposals should be fully costed, and provide a detailed breakdown of costs, highlight the key cost drivers and payment milestones. All proposals will be scored on their commercial and technical viability.

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Annex A

Eleven proxy indicators for political will to education reform

- **Strength of commitment to the principles of Article 25a of the 18th Amendment to Pakistan's constitution.** How strongly committed are stakeholders to the idea that free access to a quality education is a fundamental right for all children? It will be useful to track this over time, and to be able to analyse responses by group included in the study.
- **Strength of personal commitment to delivering on Article 25a.** What kind of work are stakeholders doing as individuals to ensure the constitutional right is delivered to Pakistan's children, and how much? It will be useful to track this over time, and to be able to analyse responses by group included in the study.
- **Strength of commitment to increased budget for education.** How strongly committed are stakeholders to increasing the education budget, and what are they doing about it? It will be useful to track this over time, and to be able to analyse responses by group included in the study.
- **Strength of commitment to devolving budget and decision making down to school level.** Where do stakeholders believe budgets and executive powers should be held in the system, and what are they doing about it? It will be useful to track this over time, and to be able to analyse responses by group included in the study.
- **Strength of commitment to principle of merit based recruitment.** To what extent do stakeholders believe that teacher appointments in the public sector should be made on the basis of merit, and what are they doing about it? It will be useful to track this over time, and to be able to analyse responses by group included in the study.
- **Strength of commitment to tackling teacher absenteeism.** How strongly committed are stakeholders to tackling Pakistan's high teacher absenteeism rates, and how well do they understand the situation? It will be useful to track this over time, and to be able to analyse responses by group included in the study.
- **Strength of personal commitment to tackling teacher absenteeism.** What kind of work are stakeholders doing as individuals to tackle teacher absenteeism, and how much? It will be useful to track this over time, and to be able to analyse responses by group included in the study.
- **Strength of personal commitment to tackling poor nutrition of mothers during pregnancy and of children in first 1000 days after birth:** Do stakeholders understand the link between poor nutrition and poor learning outcomes for children? It will be useful to track this over time, and to be able to analyse responses by group included in the study.
- **Strength of commitment to tackling poor nutrition of mothers during pregnancy and of children in the first 1000 days after birth:** How strongly are stakeholders

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committed to tackling nutrition as a key factor which explains poor learning outcomes? It will be useful to track this over time, and to be able to analyse responses by group included in the study.

- **Strength of personal commitment to early grade reading achievement:** Do stakeholders understand the scarring effect that poor early grade reading ability has on future learning opportunities and achievement? It will be useful to track this over time, and to be able to analyse responses by group included in the study.
- **Strength of commitment to improving early grade reading achievement: What are stakeholders doing to improve early grade reading achievement?** It will be useful to track this over time, and to be able to analyse responses by group included in the study.

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Annex B

Methodology of previous political will tracker

55. DFID Pakistan identified the basic parameters of the sample for the annual political will tracker¹:

- Purposive Sampling to ensure all parties and occupants of reserved seats were covered.
- Total sample: 100
- Three members of each major political party in national and provincial assemblies were selected; a mix of MNAs and MPAs plus other office bearers
- From each province and region three representatives from every major political party were selected for conducting the tracker survey.
- For parties having more than 5 members in a respective assembly only 3 members were selected for the interviews, whereas, the parties having 2-5 members in the assembly only 1 member was interviewed
- Sample included women on reserved seats as well as representatives of minorities.

¹ Proposals may set out other constituencies that might be relevant for an assessment of political will to invest and reform the education system.

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Annex C

Methodology of previous parental engagement tracker

Substantial development work was conducted to inform the design of the quantitative survey before the first wave in late 2012 and early 2013. This development work included qualitative research comprising focus groups with the parents of children aged six to ten who were not, at the time, enrolled in primary school. The group discussions covered parents' attitudes and behaviours towards their child(ren)'s education, and their awareness of the TEP campaigns. These findings were then used to inform the quantitative survey.

Previous research specification:

- 2,000 interviews
- Wave 1: March-April 2013
- Wave 2: August-September 2013
- The research randomly sampled 2 separate nationally representative audiences, split across four provinces (Punjab, Sindh, KP, Balochistan):
 - **Audience 1:** Parents of children aged 6 - 10 who are enrolled in primary school
 - **Audience 2:** Parents of children aged 6 - 10 who are **not** enrolled in primary school
- Random sample; Union Council was primary sampling unit (PSU); random walk within PSU; gender-matched interviewing

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Annex D: TEP Theory of Change (from business case)

Option 3 – New Programme

THEORY OF CHANGE

70. We have conducted a theory of change analysis to inform the development of a new programme (see *theory of change* background paper).
71. Our analysis focuses on three main groups of stakeholders (see Figure 4): *political leaders* and those who influence them (in particular, we focus on business, the military, and the judiciary); *teachers* who have the greatest influence on the quality of the education system; and *parents* who have the potential to hold both teachers and political leaders to account, and whose voice is amplified by civil society groups.
72. The media is an essential multiplier of influence at all levels in any process of transformation. At elite levels, it provides an arena where policy can be debated and scrutinised; change agents can make their case for reform; and political leaders receive positive or negative coverage depending on whether they keep their promises. For parents and for civil society, publicity – and the media's appetite for simple narratives with heroes, villains, and victims – offers an opportunity to challenge the balance between the powerful and the powerless.

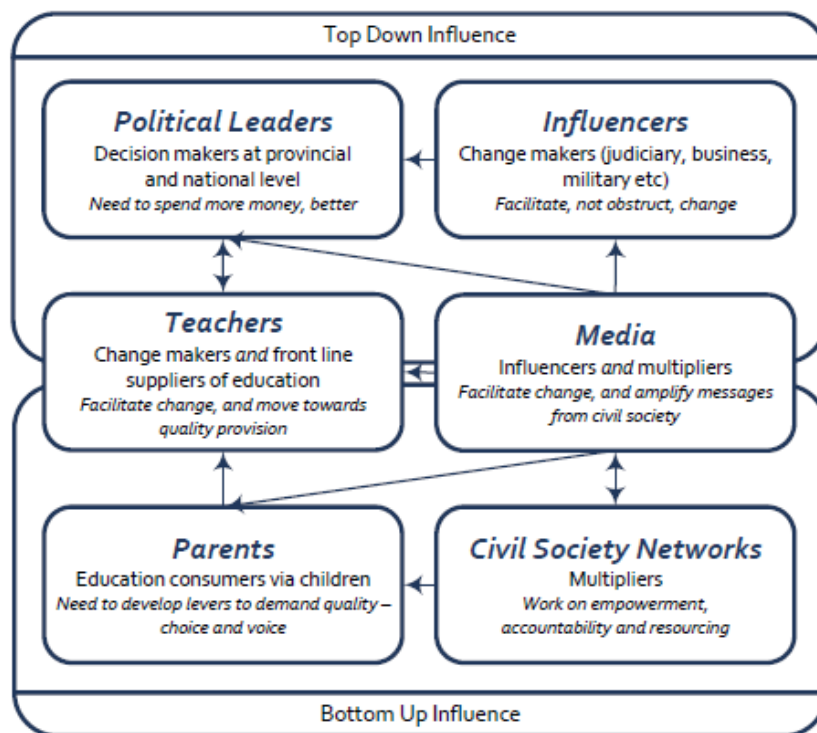


Figure 4 – Stakeholder groups

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73. We next identify three strategic themes (see Table 2) that are (i) critical to achieving an education transformation over the medium term; (ii) amenable to systematic campaigning to trigger and sustain this transformation; (iii) capable of supporting, and being supported by, broader reform initiatives in education (including DFID's provincial programmes). These themes are:
- *The 25a Roadmap* – meeting the needs of children currently denied their constitutional right to education. This theme focuses political leaders on the need for urgent, but sustained, action to transform education, while building links between elites, middle classes, campaigners, and the children who suffer educational poverty.
 - *Teachers who Teach* – increasing quality through better teaching, with a focus on recruiting the right teachers, making sure they are in school, giving them the support they need to do a good job, and raising the profile and morale of the profession.
 - *New Directions* – using innovation to transform education in Pakistan, recognising that Pakistan can deliver better schooling to more children at a lower cost if it replicates and expands new approaches from within the country, and best practice internationally.
74. Finally, we have considered five routes through which influence can be exerted: (i) *political advocacy*, which influences political leaders either directly or indirectly; (ii) *media campaigning*, which targets leaders, parents, or both groups; (iii) *civil society networks*, which amplify the voice of parents; (iv) *international pressure*, which creates incentives for reform; and (v) *data and evidence*, which provides the foundation for informed decisions and more powerful advocacy.
75. Together, this analysis provides three options for a new programme, each of which has a distinct theory of change:
- Option 3a: *Championing Education Reform*, where influence is focused on elites and change is achieved top down as leaders make better decisions. Results are delivered if leaders can be persuaded to develop, implement, finance and sustain programmes of accelerated education reform.
 - Option 3b: *Demand for Change*, where influence is focused on parents and change is bottom up as parents increase pressure on teachers, schools, and political systems. Results are delivered if parents, assisted by civil society, become a sufficiently powerful lobby for a transformation of schools and education systems.
 - Option 3c: *Transforming Education*, where influence is applied at all levels, as bottom up pressure provides the incentives for leaders to make the hard choices to trigger and sustain transformation. Results are delivered if parents and civil society demand change, and leaders are influenced to deliver it.
76. Our theory of change for the effectiveness of a new programme is based on the following assumptions: (i) DFID will not meet its targets for 2015 without transforming the politics of education (strong evidence); (ii) Political leaders are currently inhibited from driving education reform because of a lack of knowledge and incentives (strong evidence) and this can be changed (limited evidence); (iii) Most parents want education for their children (strong evidence) and have potential to become a more powerful voice for change (medium evidence); (iv) A new generation of civil society campaigner has the potential to emerge as

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Annex E

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.

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

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. 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 and safety in the field training prior to deployment.

Tenderers must develop their Tender on the basis of being fully responsible for Duty of Care in line with the details provided above and 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:

- 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)?
- 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?
- 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?

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- 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)?
- 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?
- Have you appropriate systems in place to manage an emergency / incident if one arises?

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DFID Overall Project/Intervention Summary Risk Assessment Matrix

| Theme | DFID Risk Score | DFID Risk Score | DFID Risk Score | DFID Risk Score | DFID Risk Score | DFID Risk Score | DFID Risk Score | DFID Risk Score | DFID Risk Score |
|------------------------------------|--|-----------------------------------|---------------------------|---|--------------------------------------|----------------------------|-----------------|---|-----------------------------|
| | Kyber-Pakhtunkwha: Charsadda, Kohat, Bannu, the city of Peshawar and districts south of Peshawar | Tank, Lakki and Dera Ismail Khan, | Swat, Buner and Lower Dir | Kalesh Valley, Bamoboret Valley, Arandu District to the south and west of Chitral | Federally Administered Tribal Areas, | North and West Balochistan | Quetta | Sindh – Karachi Sindh Province; Nawabash and parts of Interior Sindh to the north of Nawabash | Punjab – Lahore – Islamabad |
| FCO Travel Advice - Overall Rating | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 3 |
| Host Nation Travel Advice | Not Available (NA) | NA | NA | NA | NA | NA | NA | NA | NA |
| | | | | | | | | | |
| Transportation | 3 | 4 | 3 | 3 | 4 | 5 | 4 | 3 | 2 |
| Security | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 4 | 3 |
| Civil Unrest | 3 | 3 | 3 | 3 | 4 | 3 | 4 | 4 | 2 |
| Violence/crime | 4 | 5 | 5 | 4 | 4 | 5 | 5 | 5 | 3 |
| Terrorism | 5 | 5 | 5 | 5 | 5 | 4/5 | 5 | 5 | 4 |
| War | 2 | 3 | 5 | 2 | 3 | 3 | 3 | 2 | 1 |
| Hurricane | 1 | 3 | 3 | 1 | 1 | 1 | 1 | 1 | 1 |

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| | | | | | | | | | |
|---------------------------------------|---|---|---|---|---|---|---|---|---|
| Earthquake | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 |
| Flood | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 |
| Medical Services | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 2 | 2 |
| Nature of Project Intervention | 3 | 4 | 4 | 4 | 5 | 4 | 4 | 3 | 2 |

| | | | | |
|----------------------|-----------------|--------------------|------------------|-----------------------|
| 1 | 2 | 3 | 4 | 5 |
| Very Low Risk | Low Risk | Medium Risk | High Risk | Very High Risk |
| Low | | Medium | High Risk | |

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