



NO.EDU/CIDA/IMPACTEOIs/PRO/2015  
GOVERNMENT OF SINDH  
EDUCATION & LITERACY DEPARTMENT  
Karachi, dated: 29-06-2015

To,

M/S Grant Thornton Consulting Pvt. Ltd  
KARACHI.

**SUBJECT: WORK ORDER FOR IMPACT ASSESSMENT STUDY FOR BUILDING OF TEACHERS TRAINING INSTITUTION & TRAINING OF ELEMENTARY SCHOOL TEACHERS, EDUCATION & LITERACY DEPARTMENT FOR THE YEAR 2014-15**

I am directed to convey the decision of purchase committee with reference to the financial tender / bid for Impact Assessment Study of "Capacity Building of Teachers Training Institution & Training of Elementary School Teachers", Education & Literacy Department the rates quoted amounting to Rs.15,000,000/- by your firm are hereby accepted and approved by the Competent Authority & also by the Purchase Committee of "Capacity Building of Teachers Training Institution & Training of Elementary School Teachers, Education & Literacy Department & being lowest evaluated bidder for the Impact Assessment Study of "Capacity Building of Teachers Training Institution & Training of Elementary School Teachers".

You are hereby directed to Sign the contract agreement of Impact Assessment Study for "Capacity Building of Teachers Training Institution & Training of Elementary School Teachers".

**TERMS & CONDITIONS:**

01. The Impact Assessment Study will be performed as per Contract Agreement duly signed by Project Director, SETTP-CIDA & M/S Grant Thornton Consulting Pvt. Ltd.

**SYED MASOOM ALI SHAH  
MANAGER ADMIN & ACCOUNTS**

Copy for information to:

1. Project Director, "Capacity Building of Teachers Training Institution & Training of Elementary School Teachers", Education & Literacy Dept. Govt. of Sindh.
3. The Office Record File.

**SINDH PUBLIC PROCUREMENT REGULATORY AUTHORITY**

**CONTRACT EVALUATION FORM**

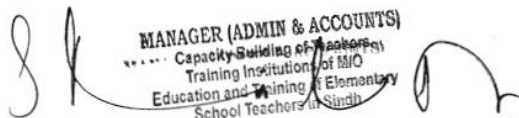
**TO BE FILLED IN BY ALL PROCURING AGENCIES FOR PUBLIC CONTRACTS OF WORKS, SERVICES & GOODS**

- 1) NAME OF THE ORGANIZATION / DEPTT. "Capacity Building of Teachers Training Institution & Training of Elementary School Teachers, Education & Literacy Department
- 2) PROVINCIAL / LOCAL GOVT./ OTHER PSDP
- 3) TITLE OF CONTRACT Impact Assesment Study for "Capacity Building of Teachers Tr
- 4) TENDER NUMBER NO.EDU/CIDA/IMPACTEIOIs/PRO/2015
- 5) BRIEF DESCRIPTION OF CONTRACT Impact Assesment Study for "Capacity Building of Teachers Tr
- 6) FORUM THAT APPROVED THE SCHEME ECNEC
- 7) TENDER ESTIMATED VALUE \_\_\_\_\_
- 8) ENGINEER'S ESTIMATE  
(For civil works only) \_\_\_\_\_
- 9) ESTIMATED COMPLETION PERIOD (AS PER CONTRACT) 30-12-2015
- 10) TENDER OPENED ON (DATE & TIME) 02-04-2015
- 11) NUMBER OF TENDER DOCUMENTS SOLD 05  
(Attach list of buyers)
- 2) NUMBER OF BIDS RECEIVED 05
- 3) NUMBER OF BIDDERS PRESENT AT THE TIME OF OPENING OF BIDS 02
- 14) BID EVALUATION REPORT copy enclosed  
(Enclose a copy)
- 15) NAME AND ADDRESS OF THE SUCCESSFUL BIDDER M/s Grant Thorton Consulting Pvt. Ltd.
- 16) CONTRACT AWARD PRICE Rs.15,000,000/-
- 17) RANKING OF SUCCESSFUL BIDDER IN EVALUATION REPORT  
(i.e. 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> EVALUATION BID). 1st

18) METHOD OF PROCUREMENT USED :- (Tick one)

- a) SINGLE STAGE – ONE ENVELOPE PROCEDURE \_\_\_\_\_  Domestic/ Local
- b) SINGLE STAGE – TWO ENVELOPE PROCEDURE \_\_\_\_\_
- c) TWO STAGE BIDDING PROCEDURE \_\_\_\_\_
- d) TWO STAGE – TWO ENVELOPE BIDDING PROCEDURE \_\_\_\_\_

PLEASE SPECIFY IF ANY OTHER METHOD OF PROCUREMENT WAS ADOPTED i.e. EMERGENCY, DIRECT CONTRACTING ETC. WITH BRIEF REASONS:

  
MANAGER (ADMIN & ACCOUNTS)  
Capacity Building of Teachers  
Training Institutions of MEO  
Education and Training of Elementary  
School Teachers in Sindh

19) APPROVING AUTHORITY FOR AWARD OF CONTRACT \_\_\_\_\_

20) WHETHER THE PROCUREMENT WAS INCLUDED IN ANNUAL PROCUREMENT PLAN?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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21) ADVERTISEMENT :

i) SPPRA Website  
(If yes, give date and SPPRA Identification No.)

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

ii) News Papers  
(If yes, give names of newspapers and dates)

Yes	The Jung 15-03-2015, Bussness Recoder 14-03-2015 Sobh 14-03-2015
No	<input type="checkbox"/>

22) NATURE OF CONTRACT

Domestic/ Local	<input checked="" type="checkbox"/>	Int.	<input type="checkbox"/>
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23) WHETHER QUALIFICATION CRITERIA  
WAS INCLUDED IN BIDDING / TENDER DOCUMENTS?  
(If yes, enclose a copy)

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

24) WHETHER BID EVALUATION CRITERIA  
WAS INCLUDED IN BIDDING / TENDER DOCUMENTS?  
(If yes, enclose a copy)

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

25) WHETHER APPROVAL OF COMPETENT AUTHORITY WAS OBTAINED FOR USING A  
METHOD OTHER THAN OPEN COMPETITIVE BIDDING?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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26) WAS BID SECURITY OBTAINED FROM ALL THE BIDDERS?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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27) WHETHER THE SUCCESSFUL BID WAS LOWEST EVALUATED  
BID / BEST EVALUATED BID (in case of Consultancies)

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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28) WHETHER THE SUCCESSFUL BIDDER WAS TECHNICALLY  
COMPLIANT?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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29) WHETHER NAMES OF THE BIDDERS AND THEIR QUOTED PRICES WERE READ OUT AT  
THE TIME OF OPENING OF BIDS?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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30) WHETHER EVALUATION REPORT GIVEN TO BIDDERS BEFORE THE AWARD OF  
CONTRACT?  
(Attach copy of the bid evaluation report)

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

31) ANY COMPLAINTS RECEIVED  
(If yes, result thereof)

Yes	
No	no

32) ANY DEVIATION FROM SPECIFICATIONS GIVEN IN THE TENDER NOTICE / DOCUMENTS  
(If yes, give details)

Yes	
No	no

33) WAS THE EXTENSION MADE IN RESPONSE TIME?  
(If yes, give reasons)

Yes	
No	no

34) DEVIATION FROM QUALIFICATION CRITERIA  
(If yes, give detailed reasons.)

Yes	
No	no

35) WAS IT ASSURED BY THE PROCURING AGENCY THAT THE SELECTED FIRM IS NOT  
BLACK LISTED?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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36) WAS A VISIT MADE BY ANY OFFICER/OFFICIAL OF THE PROCURING AGENCY TO THE  
SUPPLIER'S PREMISES IN CONNECTION WITH THE PROCUREMENT? IF SO, DETAILS TO  
BE ASCERTAINED REGARDING FINANCING OF VISIT, IF ABROAD:  
(If yes, enclose a copy)

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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37) WERE PROPER SAFEGUARDS PROVIDED ON MOBILIZATION ADVANCE PAYMENT IN  
THE CONTRACT (BANK GUARANTEE ETC.)?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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38) SPECIAL CONDITIONS, IF ANY  
(If yes, give Brief Description)

Yes	
No	

Signature & Official Stamp of **MANAGER (ADMIN & ACCOUNTS)**  
**Authorized Officer**  
Capacity Building of Teachers  
Training Institutions of MIO  
Education and Training of Elementary  
School Teachers in Sindh

**FOR OFFICE USE ONLY**

**SPPRA, Block. No.8, Sindh Secretariat No.4-A, Court Road, Karachi**  
Tele: 021-9205356; 021-9205369 & Fax: 021-9206291

**CONTRACT AGREEMENT FOR CONSULTANCY  
SERVICES**

**BETWEEN**



**PROJECT MANAGEMENT UNIT (SETTP)-CIDA,  
Education & Literacy Department,  
Government of Sindh**

**AND**

**CONSULTANTS**

**M/S GRANT THORNTON CONSULTING PRIVATE LIMITED**  
D-3/1, Block 3, Clifton, Karachi, www.gti.org

**For**

**This Contract Agreement for IMPACT ASSESSMENT STUDY OF  
“CAPACITY BUILDING OF TEACHERS TRAINING INSTITUTIONS  
AND TRAINING OF ELEMENTARY SCHOOL TEACHERS IN SINDH  
PROVINCE”**



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*Rehan*  
DIRECTOR  
Capacity Building of Teachers  
Education and Training of Elementary  
School Teachers in Sindh



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*Dehan*

PROJECT DIRECTOR  
Capacity Building of Teachers  
Training Institutions of MW  
Education and Training of Elementary  
School Teachers in South



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*Dehan*

PROJECT DIRECTOR  
Capacity Building of Teachers  
Training Institutions of WIO  
Education and Training of Elementary  
School Teachers in Sindh





**CONTRACT AGREEMENT FOR CONSULTANCY SERVICES**

**BETWEEN**



**GOVERNMENT OF SINDH**

**Education department**

**PMU**

**And**

**CONSULTANTS**

**M/S GRANT THORNTON CONSULTING PRIVATE LIMITED**

**D-3/1, Block 3, Clifton, Karachi**

**For**

**This Contract Agreement for IMPACT ASSESSMENT STUDY OF  
“CAPACITY BUILDING OF TEACHERS TRAINING INSTITUTIONS  
AND TRAINING OF ELEMENTARY SCHOOL TEACHERS IN SIND  
PROVINCE”**

*Rehan*

**PROJECT DIRECTOR**  
Capacity Building of Teachers  
Training Institutions of MEO  
Education and Training of Elementary  
School Teachers in Sindh





WAIVER ALL STAMP VENDOR

Licence # 84

Amina Mariyam Manzil Kara Bhai Karimjee Road,  
Flat # 16-B, Block G-48, Nawabad, Karachi.

SR. NO. 2778 DATE

ISSUED TO WITH ADDRESS MR.

THROUGH WITH ADDRESS MR.

PURPOSE

VALUE RS. ATTACHED

STAMP VENDOR SIGNATURE

MULHAMMAD NAEEM  
Advocate HC 326

(hereinafter called the "Contract") is made the 30<sup>th</sup> day of the month of JUNE 2015, between, on the one hand, Project Director, (hereinafter called the "Client" which expression shall include the successors, legal representatives and permitted assignees) and, on the other hand, a firm being the entity which will be solely liable to the Client for all the Consultants' obligations under this Contract, namely: **M/s. Grant Thornton Consulting Private Limited, D-3/1, Block 3, Clifton, Karachi.**

(Hereinafter collectively called the "Consultants" which expression shall include its successors, legal representatives and permitted assignees).

#### WHEREAS

- (a) The Client has requested the Consultants to provide certain consulting services as defined in the Proposal Documents and Appendices attached to this Contract (hereinafter called the "Services"); and
- (b) The Consultants, having represented to the Client that they have the required professional skills, and personnel and technical resources, have agreed to provide the Services on the terms and conditions set forth in this Contract;

NOW THEREFORE the Parties hereby agree as follows:

1. The following documents attached hereto shall be deemed to form an integral part of this Contract:
  - (a) The Proposal documents (Request for Proposal);
  - (b) The General Conditions of Contract;
  - (c) The Special Conditions of Contract;
  - (d) The following appendices:

- Appendix A – Technical Methodology
- Appendix B – Financial Proposal
- Appendix C – Reporting Requirement
- Appendix D – Key Personnel
- Appendix E – Service and Facilities

Appendix F – Payment Schedule

Appendix G – Integrity Pact

2. The mutual rights and obligations of the Client and the Consultants shall be as set forth in the Contract in particular:
- (a) The Consultants shall carry out the Services in accordance with the provisions of the Contract; and
  - (b) The Client shall make payments to the Consultants in accordance with the provisions of the Contract.

IN WITNESS WHEREOF, the Parties hereto have caused this Contract to be signed in their respective names in two identical parts each of which shall be deemed as the original, as of the day, month and year first above written.

**PROJECT DIRECTOR**  
**EDUCATION DEPARTMENT**  
**GOVERNMENT OF SINDH**

PROJECT DIRECTOR  
Capacity Building of Teachers  
Institutions of MIO  
Education and Training of Elementary  
School Teachers in Sindh

Witness:

Signature \_\_\_\_\_

Signature \_\_\_\_\_

Name \_\_\_\_\_

Name \_\_\_\_\_

Title \_\_\_\_\_

Title \_\_\_\_\_

For and on behalf of the Consortium

**M/s. Grant Thornton Consulting Private Limited**  
D-3/1, Block 3, Clifton, Karachi

Signature: \_\_\_\_\_

Name: **Ms. Birjis Jaleel**

Title: **Contracts Manager**



Witness:

Signature: \_\_\_\_\_

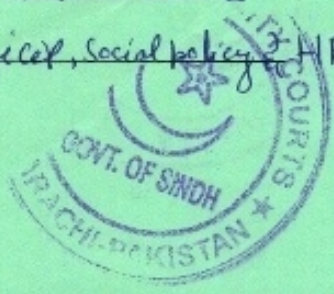
Signature: \_\_\_\_\_

Name: **Jumail Shahid**

Name: **Rameez Alam**

Title: **Officer, Social Policy & HRD**

Title: **Associate consultant, financial advisory**



**SECTION-II**  
**GENERAL CONDITIONS OF CONTRACT**



*Ali Khan*

**PROJECT DIRECTOR**  
Capacity Building of Teachers  
Training Institutions of 1000  
Education and Training of Elementary  
School Teachers in Sindh.

*Dr. Faisal*

## II. GENERAL CONDITIONS OF CONTRACT

### 1. GENERAL PROVISIONS

#### 1.1 Definitions

Unless the context otherwise requires, the following terms whenever used in this Contract have the following meanings:

- (a) "Applicable Law" means the laws and any other instruments having the force of law in the Islamic Republic of Pakistan, as those may be issued and in force from time to time;
- (b) "Contract" means the Contract signed by the Parties, to which these General Conditions of Contract (GC) are attached, together with all the documents listed in Clause 1 of such signed Contract;
- (c) "Contract Price" means the price to be paid for the performance of the Services, in accordance with Clause 6;
- (d) "Effective Date" means the date on which this Contract comes into force and effect pursuant to Sub-Clause 2.1;
- (e) "GC" mean these General Conditions of Contract;
- (f) "Government" means the Government of the Islamic Republic of Pakistan and/or Provincial Government(s);
- (g) "Foreign Currency" means currency other than the currency of Islamic Republic of Pakistan.;
- (h) "Local Currency" means the currency of the Islamic Republic of Pakistan;
- (i) "Member" in case the Consultants consist of a consortium of more than one entity, means any of the entities, and "Members" means all of these entities;
- (j) "Party" means the Client or the Consultants, as the case may be, and "Parties" means both of them;
- (k) "Personnel" means persons hired by the Consultants or by any Sub-consultant as employees and assigned to the performance of the Services or any part thereof;
- (l) "SPECIAL CONDITIONS" means the Special Conditions of Contract by which the General Conditions are amended or supplemented;
- (m) "Services" means the work to be performed by the Consultants pursuant to this Contract, as described in Appendix A;
- (n) "Sub consultant" means any entity to which the Consultants subcontract any part of the Services in accordance with the provisions of Sub-Clause 3.6;
- (o) "Third Party" means any person or entity other than the Client, the Consultants or a Sub consultant; and
- (p) "Project" means the work specified in Special Conditions for which consultancy services are desired.

*Nebo*

PROJECT DIRECTOR  
Capacity Building of Teachers  
Training Institutions of MEO  
Education and Training of Elementary  
School Teachers in Sindh



## 1.2 Law Governing the Contract

This Contract, its meaning and interpretation, and the relation between the Parties shall be governed by the Applicable Law.

## 1.3 Language

This Contract has been executed in the English language which shall be the binding and controlling language for all matters relating to the meaning or interpretation of this Contract. All the reports and communications shall be in the English language.

## 1.4 Notices

Any notice, request, or consent made pursuant to this Contract shall be in writing and shall be deemed to have been made when delivered in person to an Authorized Representative of the Party to whom the communication is addressed, or when sent by registered mail, telex, or facsimile to such Party at the address of the Authorized Representatives specified under Sub-Clause Special Conditions 1.6. A Party may change its address for notice hereunder by giving the other Party notice of such change.

## 1.5 Location

The Services shall be performed at such locations as are specified in Appendix A and, where the location of a particular task is not so specified, at such locations as mutually agreed by the Parties.

## 1.6 Authorized Representatives

Any action required or permitted to be taken, and any document required or permitted to be executed, under this Contract by the Client or the Consultants shall be taken or executed by the Authorized Representatives specified in the Special Conditions.

## 1.7 Taxes and Duties

Unless specified in the Special Conditions, the Consultants, Sub-consultants, and their Personnel shall pay such taxes, fees, and other impositions as may be levied under the Applicable Law, the amount of which is deemed to have been included in the Contract Price.

## 1.8 Leader of Consortium

In case the Consultants consist of a consortium of more than one entity, the Consultants shall be jointly and severally bound to the Client for fulfillment of the terms of the Contract and designate the Member named in the Special Conditions to act as leader of the consortium, for the purpose of receiving instructions from the Client.

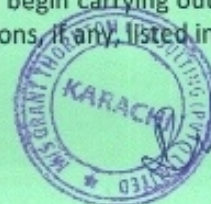
## 2. COMMENCEMENT, COMPLETION, MODIFICATION, AND TERMINATION OF CONTRACT

### 2.1 Effectiveness of Contract

This Contract shall come into force and effect on the date (the "Effective Date") of the Client's notice to the Consultants instructing the Consultants to begin carrying out the Services. This notice shall confirm that the effectiveness conditions, if any, listed in the Special Conditions have been met.

*Rehan*

PROJECT DIRECTOR  
Capacity Building of Teachers  
Training Institutions of NED  
Education and Training of Elementary  
School Teachers in Sindh



*Rehan*

## 2.2 Termination of Contract for Failure to Become Effective

If this Contract has not become effective within such time period after the date of the Contract signed by the Parties as shall be specified in the Special Conditions, either Party may, by not less than twenty eight (28) days written notice to the other Party, declare this Contract to be null and void, and in the event of such a declaration by either Party, neither Party shall have any claim against the other Party except for the work (if any) already done or costs already incurred by a Party at the request of the other Party.

## 2.3 Commencement of Services

The Consultants shall begin carrying out the Services at the end of such time period after the Effective Date as shall be specified in the Special Conditions.

## 2.4 Expiration of Contract

Unless terminated earlier pursuant to Sub-Clause 2.9, this Contract shall expire when, pursuant to the provisions hereof, the Services have been completed and the payments of remunerations including the direct costs if any, have been made. The Services shall be completed within a period as is specified in the Special Conditions, or such extended time as may be allowed under Sub-Clause 2.6.

The term "Completion of Services" is as specified in the Special Conditions.

## 2.5 Modification

Modification of the terms and conditions of this Contract, including any modification of the scope of the Services or of the Contract Price, may only be made in writing, which shall be signed by both the Parties.

## 2.6 Extension of Time for Completion

If the scope or duration of the Services is increased:

- (a) the Consultants shall inform the Client of the circumstances and probable effects;
- (b) the increase shall be regarded as Additional Services; and
- (c) the Client shall extend the time for Completion of the Services accordingly.

## 2.7 Force Majeure

### 2.7.1 Definition

- (a) For the purposes of this Contract, "Force Majeure" means an event which is beyond the reasonable control of a Party and which makes a Party's performance of its obligations under the Contract impossible or so impractical as to be considered impossible under the circumstances, and includes, but is not limited to, war, riots, civil disorder, earthquake, fire, explosion, storm, flood or other adverse weather conditions, strikes, lockouts or other industrial actions (except where such strikes, lockouts or other industrial actions are within the power of the Party invoking Force Majeure to prevent), confiscation or any other action by government agencies.
- (b) Force Majeure shall not include (i) any event which is caused by the negligence or intentional action of a Party or such Party's Sub-consultants or agents or employees, nor (ii) any event which a diligent Party could reasonably have been expected to both (A) take into account at the time of the conclusion of this

Contract and (B) avoid or overcome in the carrying out of its obligations hereunder.

- (c) Force Majeure shall not include insufficiency of funds or failure to make any payment required hereunder.

#### 2.7.2 No Breach of Contract

The failure of a Party to fulfill any of its obligations under the Contract shall not be considered to be a breach of, or default under this Contract insofar as such inability arises from an event of Force Majeure, provided that the Party affected by such an event; (a) has taken all reasonable precautions, due care and reasonable alternative measures in order to carry out the terms and conditions of this Contract; and (b) has informed the other Party in writing not later than fifteen (15) days following the occurrence of such an event.

#### 2.7.3 Extension of Time

Any period within which a Party shall, pursuant to this Contract, complete any action or task, shall be extended for a period equal to the time during which such Party was unable to perform such action as a result of Force Majeure.

#### 2.7.4 Payments

During the period of their inability to perform the Services as a result of an event of Force Majeure, the Consultants shall be entitled to continue to be paid under the terms of this Contract, as well as to be reimbursed for additional costs reasonably and necessarily incurred by them during such period for the purpose of the Services and in reactivating the Services after the end of such period.

#### 2.8 Suspension of Payments by the Client

The Client may, by written notice of suspension to the Consultants, suspend all payments to the Consultants hereunder if the Consultants fail to perform any of their obligations under this Contract, including the carrying out of the Services, provided that such notice of suspension (i) shall specify the nature of the failure, and (ii) shall request the Consultants to remedy such failure within a period not exceeding thirty (30) days after receipt by the Consultants of such notice of suspension.

#### 2.9 Termination

##### 2.9.1 By the Client

The Client may terminate this Contract, by not less than thirty (30) days written notice of termination to the Consultants, to be given after the occurrence of any of the events specified in paragraphs (a) through (e) of this Sub-Clause 2.9.1 and sixty (60) days' in the case of the event referred to in paragraph (f):

- (a) if the Consultants do not remedy a failure in the performance of their obligations under the Contract, within thirty (30) days after being notified or within any further period as the Client may have subsequently approved in writing;
- (b) if the Consultants become (or, if the Consultants consist of more than one entity, if any of their Members becomes) insolvent or bankrupt or enter into any agreements with their creditors for relief of debt or take advantage of any law for the benefit of debtors or go into liquidation or receivership whether compulsory or voluntary;

*Rehan*

PROJECT DIRECTOR  
Capacity Building of Teachers  
Training Institutions of NED  
Education and Training of Elementary  
School Teachers in Sindh





- (c) if the Consultants fail to comply with any final decision reached as a result of arbitration proceedings pursuant to Clause 7 hereof;
- (d) if the Consultants submit to the Client a statement which has a material effect on the rights, obligations or interests of the Client and which the Consultants know to be false;
- (e) If, as the result of Force Majeure, the Consultants are unable to perform a material portion of the Services for a period of not less than sixty (60) days;
- (f) If the Client, in its sole discretion, decides to terminate this Contract.

### 2.9.2 By the Consultants

The Consultants may terminate this Contract, by not less than thirty (30) days written notice to the Client, such notice to be given after the occurrence of any of the events specified in paragraphs (a) through (d) of this Sub-Clause 2.9.2:

- (a) if the Client fails to pay any monies due to the Consultants pursuant to this Contract and not subject to dispute pursuant to Clause 7 within forty-five (45) days after receiving written notice from the Consultants that such payment is overdue;
- (b) if the Client is in material breach of its obligations pursuant to this Contract and has not remedied the same within forty-five (45) days (or such longer period as the Consultants may have subsequently approved in writing) following the receipt by the Client of the Consultants' notice specifying such breach;
- (c) if, as a result of Force Majeure, the Consultants are unable to perform a material portion of the Services for a period of not less than sixty (60) days;
- (d) if the Client fails to comply with any final decision reached as a result of arbitration proceedings pursuant to Clause 7 hereof.

### 2.9.3 Cessation of Services

Upon receipt of notice of termination under Sub-Clause 2.9.1, or giving of notice of termination under Sub-Clause 2.9.2, the Consultants shall take all necessary steps to bring the Services to a close in a prompt and orderly manner and shall make every reasonable effort to keep expenditures for this purpose to a minimum. With respect to documents prepared by the Consultants, and equipment and materials furnished by the Client, the Consultants shall proceed as provided, respectively, by Sub-Clauses 3.8 or 3.9.

### 2.9.4 Payment upon Termination

Upon termination of this Contract pursuant to Sub-Clauses 2.9.1 or 2.9.2, the Client shall make the following payments to the Consultants:

- (a) Remuneration and reimbursable direct costs expenditure pursuant to Clause 6 for Services satisfactorily performed prior to the effective date of termination. Effective date of termination for purposes of this Sub-Clause means the date when the prescribed notice period would expire;
- (b) except in the case of termination pursuant to paragraphs (a) through (d) of Sub-Clause 2.9.1, reimbursement of any reasonable cost incidental to the prompt and orderly termination of the Contract, including the cost of the return travel of the Personnel, according to Consultants Traveling Allowance

In order to compute the remuneration for the part of the Services satisfactorily performed prior to the effective date of termination; the respective remunerations shall be proportioned.

### 2.9.5 Disputes about Events of Termination

If either Party disputes whether an event specified in paragraphs (a) through (e) of Sub-Clause 2.9.1 or in paragraph (a) through (d) of Sub-Clause 2.9.2 hereof has occurred, such Party may, within forty-five (45) days after receipt of notice of termination from the other Party, refer the matter to arbitration pursuant to Clause 7 hereof, and this Contract shall not be terminated on account of such event except in accordance with the terms of any resulting arbitral award.

## 3. OBLIGATIONS OF THE CONSULTANTS

### 3.1 General

The Consultants shall perform the Services and carry out their obligations with all due diligence, efficiency, and economy, in accordance with generally accepted professional techniques and practices, and shall observe sound management practices, and employ appropriate advanced technology and safe methods. The Consultants shall always act, in respect of any matter relating to this Contract or to the Services, as faithful advisers to the Client, and shall at all times support and safeguard the Client's legitimate interests in any dealings with Sub consultants or third parties.

### 3.2 Consultants Not to Benefit from Commissions, Discounts, etc.

The remuneration of the Consultants pursuant to Clause 6 shall constitute the Consultants' sole remuneration in connection with this Contract or the Services, and the Consultants shall not accept for their own benefit any trade commission, discount, or similar payment in connection with activities pursuant to this Contract or to the Services or in the discharge of their obligations under the Contract, and the Consultants shall use their best efforts to ensure that the Personnel, any Sub-consultants, and agents of either of them similarly shall not receive any such additional remuneration.

### 3.3 Confidentiality

The Consultants, their Sub-consultants, and the Personnel of either of them shall not, either during the term or after the expiration of this Contract, disclose any proprietary or confidential information relating to the Project, the Services, this Contract, or the Client's business or operations without the prior written consent of the Client.

### 3.4 Liability of the Consultants

The Consultants are liable for the consequence of errors and omissions on their part or on the part of their employees in so far as the Impact study is concerned to the extent and with the limitations.

### 3.5 Other Insurance to be Taken out by the Consultants

The Consultants (a) shall take out and maintain, and shall cause any Subconsultants to take out and maintain, at their (or the Sub-consultants', as the case may be) own cost but on terms and conditions approved by the Client, insurance against the risks, and for the coverage, as are specified in the Special Conditions; and (b) at the Client's request, shall provide evidence to the Client showing that such insurance has been taken out and maintained and that the current premiums have been paid.

Rehan

DIRECTOR  
Capacity Building of W/C  
Training Institutions of M/C  
Education and Training of Elementary  
School Teachers in Sindh

Stamp: DIRECTOR, OF SINDH  
KARACHI  
Signature: Jaleel

### 3.6 Consultants' Actions Requiring Client's Prior Approval

The Consultants shall obtain the Client's prior approval in writing before taking any of the following actions:

- (a) Appointing such Personnel as are listed in Appendix-C merely by title but not by name;
- (b) entering into a subcontract for the performance of any part of the Services, it being understood (i) that the selection of Sub-consultants and the terms and conditions of the subcontract shall have been approved in writing by the Client prior to the execution of the subcontract, and (ii) that the Consultants shall remain fully liable for the performance of the Services by the Sub-consultants and its Personnel pursuant to this Contract;
- (c) any other action that may be specified in the Special Conditions.

### 3.7 Reporting Obligations

The Consultants shall submit to the Client the reports and documents specified in Appendix B in the form, in the numbers, and within the periods set forth in the said Appendix.

### 3.8 Documents Prepared by the Consultants to be the Property of the Client

All plans, drawings, specifications, reports, and other documents and software prepared by the Consultants in accordance with Sub-Clause 3.7 shall become and remain the property of the Client, and the Consultants shall, not later than upon termination or expiration of this Contract, deliver (if not already delivered) all such documents and software to the Client, together with a detailed inventory thereof. The Consultants may retain a copy of such documents and software.

Restriction(s) about the future use of these documents is specified in the Special Conditions.

### 3.9 Equipment and Materials Furnished by the Client

Equipment and materials made available to the Consultants by the Client, or purchased by the Consultants with funds provided exclusively for this purpose by the Client, shall be the property of the Client and shall be marked accordingly. Upon termination or expiration of this Contract, the Consultants shall make available to the Client an inventory of such equipment and materials and shall dispose of such equipment and materials in accordance with the Client's instructions or afford salvage value of the same. While in possession of such equipment and materials, the Consultants, unless otherwise instructed by the Client in writing, shall insure them at the expense of the Client in an amount equal to their full replacement value.

### 3.10 Accounting, Inspection and Auditing

The Consultants (i) shall keep accurate and systematic accounts and records in respect of the Services hereunder, in accordance with internationally accepted accounting principles and in such form and detail as will clearly identify all relevant time charges, and cost, and the basis thereof, and (ii) shall permit the Client or its designated representatives periodically, and up to one year from the expiration or termination of this Contract, to inspect the same and make copies thereof as well as to have them audited by auditors appointed by the Client.

*Rehan*

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Training Institutions of MoE  
Education and Training of Elementary  
School Teachers in Sindh



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## 4. CONSULTANTS' PERSONNEL AND SUBCONSULTANTS

### 4.1 Description of Personnel

The titles, agreed job descriptions, minimum qualifications, and estimated periods of engagement in the carrying out of the Services of the Consultants' Key Personnel are described in Appendix C. The Key Personnel and Sub-consultants listed by title and/or by name, as the case may be, in Appendix C are deemed to be approved by the Client.

### 4.2 Removal and/or Replacement of Personnel

- (a) Except as the Client may otherwise agree, no changes shall be made in the Key Personnel. If, for any reason beyond the reasonable control of the Consultants, it becomes necessary to replace any of the Key Personnel, the Consultants shall provide as a replacement a person of equivalent or better qualifications;
- (b) If the Client, (i) finds that any of the Personnel have committed serious misconduct or have been charged with having committed a criminal action; or (ii) has reasonable cause to be dissatisfied with the performance of any of the Personnel, then the Consultants shall, at the Client's written request specifying the grounds therefore, provide as a replacement a person with qualifications and experience acceptable to the Client.
- (c) Except as the Client may otherwise agree, the Consultants shall; (i) bear all the additional travel and other costs arising out of or incidental to any removal and/or replacement; and (ii) bear any additional remuneration, to be paid for any of the Personnel provided as a replacement to that of the Personnel being replaced.

### 4.3 Approval of Personnel

The Key Personnel and Sub-Consultants listed by title as well as by name in Appendix - C are deemed to be approved by the Client. In respect of other key Personnel which the Consultants propose to use in carrying out of the Services, the Consultants shall submit to the Client for review and approval a copy of their biographical data. If the Client does not object in writing (stating the reasons for the objection) within fourteen (14) calendar days from the date of receipt of such biographical data, such Key Personnel shall be deemed to have been approved by the Client.

### 4.4 Working Hours, Leave, Overtime, etc.

Working Hours for Key Personnel are set forth in Appendix – C hereto.

Except for the staff covered under reimbursable direct costs expenditure, the Consultants' remuneration given in Appendix D and Appendix E shall be deemed to cover paid casual leave, sick leave and earned leave. Any taking of leave by Personnel shall be subject to the prior approval by the Consultants who shall ensure that absence for leave purposes will not delay the progress and adequate supervision of the Services. Such leave taking of the Authorized Representative of the Consultants at site, if any, shall be preceded by the Client informed in writing.

*Rehan*

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Training Institutions of M/O  
Education and Training of Elementary  
School Teachers in Sindh



## 5. OBLIGATIONS OF THE CLIENT

### 5.1 Assistance, Coordination and Approvals

#### 5.1.1 Assistance

The Client shall use its best efforts to ensure that the Client shall:

- (a) provide at no cost to the Consultants, Sub-consultants and Personnel such documents prepared by the Client or other consultant appointed by the Client as shall be necessary to enable the Consultants, Sub-consultants or Personnel to perform the Services. The documents and the time within which such documents shall be made available, are as specified in the Special Conditions;
- (b) Assist to obtain the existing data pertaining or relevant to the carrying out of the Services, with various Government and other organizations. Such items unless paid for by the Consultants without reimbursement by the Client, shall be returned by the Consultants upon completion of the Services under this Contact;
- (c) issue to officials, agents and representatives of the concerned organizations, all such instructions as may be necessary or appropriate for prompt and effective implementation of the Services;
- (d) Provide to the Consultants, Sub-consultants, and Personnel any such other assistance and exemptions as may be specified in the Special Conditions.

#### 5.1.2 Co-ordination

The Client shall:

- (a) Co-ordinate and get or expedite any necessary approval and clearances relating to the work from any Government or Semi-Government Agency, Department or Authority, and other concerned organization named in the Special Conditions.
- (b) Co-ordinate with any other consultants employed by him.

#### 5.1.3 Approvals

The Client shall accord approval of the documents within such time as specified in the Special Conditions, whenever these are applied for by the Consultants.

### 5.3 Change in the Applicable Law

If, after the date of this Contract, there is any change in the Applicable Law which increases or decreases the cost of the Services rendered by the Consultants, then the remunerations and direct costs otherwise payable to the Consultants under this Contract shall be increased or decreased accordingly, and corresponding adjustment shall be made to the amounts referred to in Sub-Clause 6.2 (a) or (b), as the case may be.

### 5.4 Services and Facilities

The Client shall make available to the Consultants, Sub-consultants and the Personnel, for the purpose of the Services and free of any charge, the services and facilities described in Appendix F at the times and in the manner specified in said Appendix F provided that if such services and facilities shall not be made available to the Consultants as and when so specified, the Parties shall agree on; (i) any time extension that it may be appropriate to grant to the Consultants for the performance of the

Services; (ii) the manner in which the Consultants shall procure any such services and facilities from other sources; and (iii) the additional payments, if any, to be made to the Consultants as a result thereof pursuant to Clause 6 hereinafter.

## 5.5 Payments

In consideration of the Services performed by the Consultants under this Contract, the Client shall make to the Consultants such payments and in such manner as is provided by Clause 6 of this Contract.

## 6. PAYMENTS TO THE CONSULTANTS

### 6.1 Remuneration

The Consultants' total remuneration shall not exceed the Contract Price and shall include all staff costs, incurred by the Consultants in carrying out the Services described in Appendix A. Other reimbursable direct costs expenditure, if any, are specified in the Special Conditions. Except as provided in Sub-Clause 5.3, the Contract Price may only be increased above the amounts stated in Sub-Clause 6.2 if the Parties have agreed to additional payments in accordance with Sub-Clauses 2.5, 2.6, 5.4 or 6.6.

### 6.2 Contract Price

- (a) Foreign currency payment shall be made in the currency or currencies specified as foreign currency or currencies in the Special Conditions, and local currency payment shall be made in Pakistani Rupees.
- (b) The Special Conditions shall specify the breakup of remuneration to be paid, respectively, in foreign and in local currencies.

### 6.3 Terms and Conditions of Payment

Payment will be made to the account of the Consultants and according to the payment schedule stated in the Special Conditions. Payments shall be made after the conditions listed in the Special Conditions for such payments have been met, and the Consultants have submitted an invoice to the Client specifying the amount due.

### 6.4 Period of Payment

- (a) Advance payment to the Consultants shall be affected within the period specified in the Special Conditions, after signing of the Contract Agreement between the Parties.
- (b) Any other amount due to the Consultants shall be paid by the Client to the Consultants within twenty-eight (28) days in case of local currency and fifty six (56) days in case of foreign currency after the Consultants' invoice has been delivered to the Client.

### 6.5 Delayed Payments

If the Client has delayed payments beyond the period stated in paragraph (b) of Sub-Clause 6.4, no financing charges shall be paid to the Consultants for each day of delay at the rate specified in the Special Conditions.

### 6.6 Additional Services

Additional Services means:

- (a) Services as approved by the Client outside the Scope of Services described in Appendix A;
- (b) Services to be performed during the period extended pursuant to Sub-Clause 2.6 beyond the original schedule time for completion of the Services; and

(c) any re-doing of any part of the Services as a result of Client's instructions.

If, in the opinion of the Client, it is necessary to perform Additional Services during the currency of the Contract for the purpose of the Project, such Additional Services shall be performed with the prior concurrence of both the Parties. The Consultants shall inform the Client of the additional time (if any), and the additional remuneration and reimbursable direct costs expenditure for such Additional Services. If there is no disagreement by the Client within two weeks of this intimation, such additional time, remuneration and reimbursable direct costs expenditure shall be deemed to become part of the Contract. Such remuneration and reimbursable direct costs expenditure shall be determined on the basis of rates provided in Appendices D and E, in case the Additional Services are performed during the scheduled period of the Services, otherwise remuneration for Additional Services shall be determined on the basis of Consultants' billing rates prevailing at the time of performing the Additional Services.

#### 6.7 Consultants' Entitlement to Suspend Services

If the Client fails to make the payment of any of the Consultants' invoice (excluding the advance payment), within twenty-eight (28) days after the expiry of the time stated in paragraph (b) of Sub-Clause 6.4, within which payment is to be made, the Consultants may after giving not less than fourteen (14) days' prior notice to the Client, suspend the Services or reduce the rate of carrying out the Services, unless and until the Consultants have received the payment.

This action will not prejudice the Consultants entitlement to financing charges under Sub-Clause 6.5.

### 7. SETTLEMENT OF DISPUTES

#### 7.1 Amicable Settlement

The Parties shall use their best efforts to settle amicably all disputes arising out of or in connection with this Contract or its interpretation.

#### 7.2 Dispute Settlement

Any dispute between the Parties as to matters arising pursuant to this Contract which cannot be settled amicably within thirty (30) days after receipt by one Party of the other Party's request for such amicable settlement may be submitted by either Party for settlement in accordance with the provisions of the Arbitration Act, 1940 (Act No.X of 1940) and of the Rules made there under and any statutory modifications thereto.

Services under the Contract shall, if reasonably possible, continue during the arbitration proceedings and no payment due to or by the Client shall be withheld on account of such proceedings.



*Rehan*  
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Training Institutions of MID  
Education and Training of Elementary  
School Teachers in Sindh

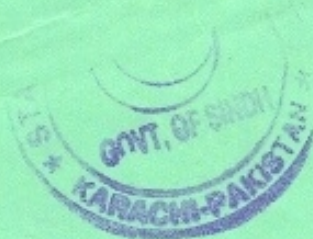


## 8. INTEGRITY PACT

8.1 If the Consultant or any of his Sub-consultants, agents or servants is found to have violated or involved in violation of the Integrity Pact signed by the Consultant as Appendix-G to this Form of Contract, then the Client shall be entitled to:

- (a) recover from the Consultant an amount equivalent to ten times the sum of any commission, gratification, bribe, finder's fee or kickback given by the Consultant or any of his Sub-consultant, agents or servants;
- (b) terminate the Contract; and
- (c) Recover from the Consultant any loss or damage to the Client as a result of such termination or of any other corrupt business practices of the Consultant or any of his Sub-consultant, agents or servants.

On termination of the Contract under Sub-Para (b) of this Sub-Clause, the Consultant shall proceed in accordance with Sub-Clause 2.9.3. Payment upon such termination shall be made under Sub-Clause 2.9.4 (a) after having deducted the amounts due to the Client under Sub-Para (a) and (c) of this Sub-Clause.



*Rehan*

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Education and Training of Elementary  
School Teachers in Sindh

*Mujib Jaleel*



**SECTION – III**  
**SPECIAL CONDITIONS OF CONTRACT**

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**PROJECT DIRECTOR**  
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School Teachers in Sindh



*Handwritten signature: Safis Jalal*

### III. SPECIAL CONDITIONS OF CONTRACT

Amendments and Supplements to, Clauses in the General Conditions (GC) of Contract.

#### 1.1 Definitions

"Project" means Impact Assessment Study of "Capacity Building of Teachers Training Institutions and Training of Elementary School Teachers in Sind Province".

#### 1.4 Notices

In fourth line insert "Courier", after registered mail. In fifth line, after Clause Special Conditions 1.6, add, "provided that email or facsimile shall be sufficient only if confirmed by delivery in person or registered mail or courier".

#### 1.6 Authorized Representatives

The Authorised Representatives are the following:

##### For the Client:

The PROJECT DIRECTOR,  
PROJECT MANAGEMENT UNIT  
SINDH ELEMENTARY TEACHERS TRAINING PROGRAM  
EDUCATION & LITERACY DEPARTMENT  
GOVERNMENT OF SINDH,  
3rd Floor, Old KDA Building Sindh Secretariat,  
Karachi, Sindh.  
Telephone: **021-99211180**  
E-Mail: \_\_\_\_\_

##### For the Consultants:

Ms. BIRJIS JALEEL  
CONTRACTS MANAGER  
GRANT THORNTON CONSULTING PRIVATE LIMITED,  
D-3/1, Block 3, Clifton, Karachi  
Pakistan  
Mobile: 0302 - 2292692  
Telephone: 021 35822641-42  
Facsimile: 021 35878878  
Email: bjaleel@pk.gt.com

#### 1.7 Taxes

All Taxes prevalent on the date of signing of this Contract are included in the Consultants Remuneration. Any Taxes levied after the date of signing of this Contract shall be paid to the Consultants by the Client as per actual. The income tax shall not be deducted by the Client at the time of payment against consultancy remuneration, if the Consultant provide Income Tax exemption certificate.

#### 2.3 Commencement of Services

The commencement date of consultancy services will be immediately after the date of signing of Contract Agreement.

#### 2.5 Operational Methodology

Upon signing of the Agreement by both the Parties the department shall issue Assignment Orders providing the following information.

PROJECT DIRECTOR  
Training Institutions of Teachers  
Education and Training of Elementary  
School Teachers in Sindh



Rehan

- a) List of Pre Service / Post Service Teachers
- b) List or Type of TILs / Elementary Colleges/ College of Education
- c) Category wise details
- d) Taluka
- e) District / Region

## 6.2 Contract Price

The tentative remuneration for Consultancy Services shall be in local currency of Pakistan amounting to Rs 15,000,000/= (Rupees Fifteen Million Rupees only) inclusive of Income and Sales tax. Any increase in consultancy services remuneration shall be added as per requirement of work of PMU, Government of Sindh.

## 6.3 Terms and Conditions of Payment

Payments shall be made according to the following schedule:

Description / Activity	% Amount
Inception report	10%
Approval of study design and samples	10%
Approval of assessment tools after pilot testing	10%
Data collection from Field	20%
Submission of 1 <sup>st</sup> draft of assessment report	15%
Printing of final approved assessment report	15%
Dissemination / Submission of 200 copies, CDs (Hard/Soft) assessment data	20%

## 6.4 Period of Payment

- a) The time period for first payment shall be within a week from the date of issuance of letter of award.
- a) All other payments shall be made to the Consultants within fifteen working days of submission of invoice.

## 7.2 Dispute Consultants

Venue of arbitration shall be Karachi and the courts located in Karachi shall have jurisdiction in the matter. However both parties will first try to resolve any matter to avoid any waste of time in resolving conflict.

## 7.3 Work Schedule

The consultant shall prepare for Project Director PMU, Government of Sindh, approval of a work schedule / plan including detailed information in narrative form and with bar diagram as applicable to contract for inclusion in the contract agreement. The work plan shall indicate date of start and finish of each activity, preparation of report etc.

## 7.4 Work Review Meeting.

Work review meetings will be held from time to time during the period of the work. Officials of the consultant and Project Director PMU, Government of Sindh will attend the meeting. The representative of the consultants shall always be available to present the work for review. The orders and instruction given in the meetings shall be fully complied with and the same incorporated in the work.

**SECTION – IV**  
**DESCRIPTION OF THE SERVICES**



**PROJECT DIRECTOR**  
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Education and Training of Elementary  
School Teachers in Sindh



*Salim Jaleel*

*Neha*

## DESCRIPTION OF THE SERVICES

### 1. Project Information:

<b>Program</b>	<b>Project Management Unit</b> To strengthen existing Teachers Training Institutes with respect to their capacity development and infrastructure development, and to provide support in existing programs for in-service Teachers / Principals / Head Teachers / Managers and Pre-Service Training Programs.
<b>Department</b>	Education & Literacy Department, Government of Sindh
<b>Activity</b>	Impact Assessment Study of Pre-service, In-service Trainings and capacity building of Teachers Training Institutions (TTIs) under the Canadian project

### 2. Purpose of Assignment

To conduct Impact Assessment Study of activities under Canadian -Debt for Education Conversion Project titled "*Capacity Building of Teachers Training Institutions and Training of Elementary School Teachers in Sindh Province*".

The main objectives of the project are elaborated as under:-

### 3. Capacity Building of Teachers Training Institutions (TTIs).

The project aims at equipping the resource starved TTIs with requisite infrastructure and physical facilities i.e. repair of hostel, academic blocks, computer labs, libraries, teaching learning aids, training modules etc, for conducting effective and quality Pre-service and In-service training. 39 computer labs were setup at various TTIs. Each Computer lab equipped with 20 Computers, Servers, Printers, Multimedia etc. Furniture and Fixtures were also provided to all Elementary Training Colleges which included Chairs, Desks, Tables, Blackboards and Soft Boards etc. In addition to that, teaching resource such as primary and middle school science equipment, Literature materials, Mathematical kits, Maps, Charts, Physical Education Equipment and arts and craft materials were also provided to 42 TTIs. Additionally 16 vehicles were also provided to various TTIs for the purpose of providing transport facilities for participants / Staff.

### 4. Award of Pre-service Scholarships.

The program provided stipend to 2644 Pre-Service Teachers participating in the PTC, CT, ADE and B.Ed program (PTC and CT training has since been phased out and replaced with the Associate Degree in Education (ADE). The scholarship targets teachers, especially female from rural or disadvantaged areas. So far 2644 Scholarship have been awarded since 2014-15.

Year	Achievement Till June 2015
2006-07	-
2007-08	-
2008-09	703
2009-10	329
2010-11	294
2011-12	-
2012-13	318
2013-14	500
2014-15	500
<b>Total</b>	<b>2644</b>

### 5. In-service Training

Training is a vital component of the SETIP-CIDA project, with major focus on quality. By developing the professional capacity of teachers, better learning practices can be initiated at the class room level. The National Education Consensus 2005, indicated that 26% of teachers in

the workforce are untrained. Continuous professional development program for the teachers is one of the main recommendations of National Education Policy 2010. However, a regular system of institutionalized in-service training was missing in the Areas and ICT. The project caters to the professional development of teaching and administrative staff and aims at enhancing their content knowledge, pedagogical skills, including multi-grade teaching and class room and school management skills for improving the quality of their performance.

Significantly, a majority of the primary schools where the project is being implemented are functioning with only one or two teachers. These teachers are deprived of professional development opportunities and latest learning concepts in training. There was a dire need to upgrade their content Knowledge and Pedagogical Skills. The project also targets the training of master trainers and education managers, heads and teaching of elementary school and faculty of teaching institutions. There is also a provision of development of training modules for improving of quality of education, provision of teaching and demonstration kits for TTIs. SETTP-CIDA provide in-service teacher training for primary school teacher (PST) and junior school teacher (JST) in the subjects of English, Mathematics, Science, Social Studies and Computer Literacy. The training introduce new pedagogical practices and teaching methodologies to the teachers in this regard supplementary modules were also developed by the PMU Sindh. The achievement of this project in the area of teachers training and other staff is as under:-

- Seminars 5
- Short Trainings to Elementary Teachers 2
- Short Trainings to Faculty of TTI 3
- PDC 4
- Education Managers 1

Details of Training of Various Categories during the year 2006-2015

S.No	Category of Training	Duration	Targets to be achieved (2006-2015)	Achievement in FY 2006-2013			Achievement in FY 2013-2014			Achievement in FY 2014-2015			G Total	Targets Achievement in %	
				Male	Female	Total	Male	Female	total	Male	Female	total			
1	Training of PSTs	18 days	19618	9370	6248	15618	787	406	1195	1400	690	2036	19138	98.1	
2	Training of JSTs	12 days	8157	3238	2158	5397	908	426	1281	528	310	831	7509	92.1	
3	Training of In Service DEDs/ Principals/ HMs	12 days	900	72	48	120	32	21	64		120	120	294	98.0	
4	Short Training Course for PSTs & JSTs	03 days	600			0		218		218		282	282	500	83.3
5	Master Trainers for PST		1360	408	312	780							780		
6	Master Trainers for JST			414	276	690		278			80		80	1028	
	<b>Total</b>		<b>29965</b>			<b>22808</b>			<b>3018</b>			<b>3829</b>	<b>28260</b>	<b>97.6</b>	

Capacity Development of TTIs 2006-2015

S.No	Category of Training	Duration	Targets to be achieved (2006-2015)	Achievement in FY 2006-2013			Achievement in FY 2013-2014			Achievement in FY 2014-2015			G Total	Targets Achievement in %
				Male	Female	Total	Male	Female	total	Male	Female	total		
1	Training of Faculty members of BOC, PITE, GCEs, GECEs, REECs, DETRCs, GNATTC, GITTC	12 days	380	108	72	180	34	22	56			120	360	88.9
2	Short Training Course at good reputable institute	03 days	120			0	46	46		60	60	108	108	88.3
3	Capacity Development Seminar / Workshops	02 days	1200			0	300	300		900	900	1200	1200	100.0
	<b>Total</b>		<b>1880</b>			<b>180</b>		<b>402</b>			<b>1080</b>	<b>1062</b>	<b>1062</b>	<b>98.8</b>
	<b>G Total</b>		<b>31835</b>			<b>22786</b>		<b>3418</b>			<b>4709</b>	<b>30912</b>	<b>30912</b>	<b>97.7</b>

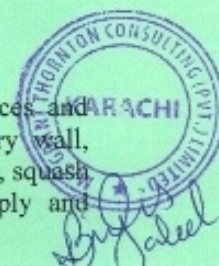
In 42 Teachers Training Institutes (TTIs) under the SETTP project provide training across Sindh to increase teaching skills and subject based knowledge of teachers. The trainings focus on improving standards of education through intervention in areas of teacher quality, curricula and pedagogy.

## 6. Repair Renovation/ Infrastructure

- The main goal of this component is to provide the basis utilities, services and facilities on which the operation of TTI's building depend i.e. boundary wall, campus building, lavatory block, van porch, generator room, hostel, grounds, squash courts, etc. Termite treatment, cleaning of ground, grass bushes, water supply and

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drainage system etc. in addition the quality features to existing space by upgrading mechanical, electrical, technological systems or architectural finishes.

Renovations- the total or partial upgrading of a facility to higher standards of quality or efficiency of TTI's.

2. It has been realized that funds for repair and maintenance have not been made readily available for maintenance of TTI's and therefore, many TTI's are not in good condition. In some institutions, the infrastructure needs urgent repair. Poor condition of classrooms, buildings, and lavatory blocks makes the classroom less attractive, delicate. This education atmosphere is not acceptable in the 21<sup>st</sup> century when the entire world has said goodbye to such buildings and classrooms, even at the lowest level.
3. It is proposed to undertake the renovation, rehabilitation, maintenance activities to reinforce the existing TTI's in proper shape to deliver the quality of education.

#### Civil Work (2006-13)

#	Institute Name
1	GECE (Men), Dadu
2	GECE (Women), Dadu
3	DETRC, Dadu
4	GECE (Men), Mirpurkhas
5	GECE (Women), Mirpurkhas
6	DETRC, Mirpurkhas
7	BOC, Jamshoro
8	GECE (Women), Moro
9	GECE (Men), Kandhkot
10	GNATTC, Hyderabad
11	GITTC, Hyderabad
12	GECE (Women), Hyderabad
13	GECE (Men), Hyderabad.
14	DETRC, Hyderabad
15	PITE, Nawabshah
16	GECE (Men), Lyari, Karachi
17	GECE (Men), Khairpur
18	GECE (Women), Khairpur
19	REEC, Khairpur
20	GECE (Men), Larkana
21	GECE (Women), Larkana
22	GECE (Men), Sukkur
23	GECE (Women), Sukkur
24	GCE , Sukkur
25	GECE (Men), Thatta
26	DETRC , Thatta
27	GECE (Men), Mithiani
28	GECE (Women), Hussainabad Karachi

#### Civil Work (2014-15)

#	Institution Name
1	Repair, Rehabilitation & Renovation of GECE Sukkur (W)
2	Repair, Rehabilitation & Renovation of GECE Hyderabad (W)
3	Repair, Rehabilitation & Renovation of GECE(M) Thatta
4	Repair, Rehabilitation & Renovation of GCE Darsanochhano
5	Renovation of GECE (W)Hussainabad
6	Renovation of DETRC Qasimabad
7	Renovation of Govt. Elementary College (M), Qasimabad, Karachi
8	Renovation of Govt. Elementary College (W), Shah Faisal Colony
9	Renovation of DETRC, Thatta
10	Renovation of GCE F.B.Area, Karachi
11	Renovation of GCE Jamia Millia, Malir, Karachi

**Proposed for 2015-16**

#	Institution Name
1	GEC sukkur
2	GEC Mithiani
3	GEC Moro
4	GEC sanghar (Male)
5	GEC sanghar (Female)

**Objectives at a glance:**

- Capacity Development of Education & Literacy Department, Government of Sindh, District Officers of Education and Teaching faculties of Teacher Training Institutes (TTIs) in Sindh.
- Supporting and improvement of Teacher Training Program through development and production of teaching Resources, Resource Kits and Stipends / Scholarships to pre-service teacher education candidates.
- Revitalization of Teacher Education and Training Institutions by improving the Physical Facilities, Furniture & Fixture, Equipment, teaching Resources, technical Services, Library facilities, Modifications of Hostels, Residential Facilities etc.
- Providing Technical Assistance to all Elementary Colleges and Teacher Training Institutions in Sindh.
- The overall goal of the project is to improve the quality and delivery of basic education in Sindh.

**7. Impact Assessment Study**

Sindh Elementary Teachers Training Project (CIDA) uplifting the quality of elementary education through provision of in-service training to around 30000 teachers and heads of elementary schools on the training component. In addition 2500 students were awarded scholarships.. Under the third component capacity building of TTIs faculty 650 members trained. To create better teaching and learning environment in teacher training institutions, project has also developed and provided training modules and teaching/demonstration kits to use modern techniques in teaching, provided Computer Labs., Science Lab Equipment, Sports Items and other furniture items. The project also improved the libraries with latest books on pedagogical skills and content knowledge in these institutions.

Although pre-test and post-test have been regular features of the training program for the assessment of the immediate outcomes of teacher's competencies and trainees learning achievement. However, till the year 2011, no formal assessment study was carried out to assess the impact of project interventions on the quality of teacher Education. The provision of SETTP Project Impact Assessment Study was made in PC-I due to dire need on the following grounds.

- The Section 16.4 of Description of Pakistan Canada Debt for Education Conversion highlighted that Federal and Provincial Governments are responsible to carry out final Evaluation of Canada Debt for Education Conversion to assess the outcome level (Intermediate) Indicators of success identified at the outset of debt conversion's implementation.
- The Planning Commission Guidelines issued by Planning and Development Division also stressed upon Project authorities to adopt Result Based Monitoring Framework to report Project outputs and Impact against its inputs.
- The need of impact assessment was also raised by donors at project steering forums i.e. Bi-national working Group to assess Project interventions at outputs, outcomes and Impact level.
- The Mid Term Review of the project has also emphasized on holding of formal impact assessment study of the project's indicators.

The Impact Assessment has accordingly being embedded in Project implementation plan and is aimed at assessing the effectiveness of trainings, establishment of computer labs, e-libraries and provision of library books, furniture and other equipment and to give a reliable feedback to the donors, policy makers, teacher trainers, planners and implementers, in order to improve the quality of Elementary level Teachers.



## 8. Objectives of the Impact Assessment Study

The key objectives of this impact study are as under:

- To appraise the level of enhancement in the institutional capacity of teacher training institutions to develop and implement programmes for continuous professional development of teachers.
- To measure improvement in the service delivery of teachers through assessment of learning achievement of their students.
- To establish the linkage of scholarship provided to the prospective teachers in the public sector teacher training institutions (TTIs) and the strength of this correlation with the number of students enrolled and improvement in their result.
- To measure the change in the learning outcomes of prospective teachers in public sector teacher training institutions (TTIs) as well as students enrolled in attached lab schools after physical infrastructure such as computer labs, E-libraries, Library Books, Furniture and other facilities provided under the project.
- To assess improvement in the management capacity and efficiency of head teachers and Education Managers.
- To identify factors which have hindered or facilitated the achievement of Project Objectives, including enlisting of good practices, success stories, and lessons learnt.
- To provide inputs in policy development for the promotion of sustainable and systematic teachers development through In / Pre Service training programs.
- To evolve recommendations, based on the findings of assessment study, to feed into the formulation of policy reforms for continuous professional development of teachers in the Country / Province / Area.
- To compare the contents and modules of the training programs with the Training Need Assessment (TNA) and teachers competencies.
- If any activity which is left, and is covered by the project PMU, it would also be studied by the consultant.

## 9. Impact Assessment Framework

As part of Canadian Project monitoring, at the inception of the Project a comprehensive Performance Measurement Framework (PMF) was developed through extensive consultations of Federal / Provincial PMUs, Apex TTIs etc. Result based qualitative framework has inbuilt set of indicators to assess the project outputs, outcomes and impact of project interventions. PMF also highlights the baseline information, data source and data collection tools and expected outcomes.

The organization carrying out impact study will have to develop Assessment Framework in synchronization with the PMF indicators. A copy of PMF is a part of this RFP document.

## 10. Impact Assessment Study Design Details

### Research Tools

The firm is required to develop standardized impact assessment tools to collect the data from the sample clientele. Following tools need to be designed and presented to the departmental technical Committee for approval:

- Semi structured interview for heads of TTIs, Education Managers and Principals;
- Focused group discussion / round table with Resource Persons, Faculty, Teachers;
- Institution survey;
- Classroom observations;

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- Standardized test for students learning achievements;
- Teacher competencies test.
- Miscellaneous

Sample Questionnaire Design for :

- Seminar
- Short Training of Elementary Teachers
- Short Training of Faculty of TTIs.
- Short Training of Education Manager.
- Training of Elementary Teachers (PST, JST).

## 11. Evaluation Study

The design of the proposed study described in the above paragraphs is indicative for purpose of preparation of the proposals for the assignment. The consultant firm/organization is expected to develop this design in the light of detailed consultations, documents review and initial data analysis.

The suggested improvement in study design may be recommended by the technical committee needs to be included in the final proposal that will be discussed and cleared by the technical committee constituted to oversee the implementation of this evaluation study.

The improvements in the design/ methodology of the assignment might involve financial implications that will have to be accommodated in the contract for the assignment.

The bidder under these documents is expected to submit technical and financial proposals on unit cost basis for major components as well as sub-components in order to provide rationale for adjustments in cost estimates.

## 12. Responsibilities of Selected Firm / Organization

The firm will assess the ongoing teaching practices of Primary & Elementary components of all stakeholders covering the following areas in addition to the subject matter knowledge:

- Class Room Management
- Assessment practice
- Lesson Planning
- Use of Low Cost / No Cost Material
- Interaction with students
- Activity-based teaching and learning
- Assigning and checking of home work

Teacher's competencies and student's achievements will be the part of study.

While assessing the managerial skills of educational managers the firm/organization will design separate assessment tools for each category of manager.

To appraise the utility of equipment provided to the teacher training institutions, the firm / Organization will have to develop & document tools in the light of project's objectives.

## 13. References

The firm/organization should quoted proper references of the material adopted/used on the impact assessment study. The firm/organization would submit an affidavit to take the responsibilities of all issues of copy rights.

## 14. Final Deliverable

The final deliverable of the assignment would be an Impact Assessment report of Project. The evaluation report along with statistical analysis of the program will provide recommendation to the project / Government which among other aspects will include following also:

- Restrictions**
  - Director
  - Capacity Building of Teachers
  - Training Institutions of W/O
  - Education and Training of Elementary School Teachers in Sindh

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Signature



- b) Bottlenecks/issues
- c) Lessons learned
- d) Any changes needed to both Policy & administrative aspects in teachers training
- e) Future areas of interventions to be given priority in new Projects designed for teachers training.

All documents would be prepared in MS Word formats for the text and MS Excel for data tables and graphs).

The documents may contain neatly drawn and easily apprehended graphs, collected pictures, charts and tables supplementing and complementing the text, however, not replace or overwhelm them.

*The consultant / firm would provide 100 copies (printed in 5 color and 100gm glazed paper) of hard copies and two readily printable electronic copies (on CD) of the final document. The consultant would also submit all raw data compiled/ produced for the assignment in soft and hard copies*

#### 15. Human Resource

The assignment will be managed through institutional contract. The intending institution should have a team of competent professionals with relevant background education and work experience in the related areas. The institutions should have at least five years work experience in research field with basic focus on evaluation assignment.

**Team leader:** The team-leader should a recognized researcher with evidence of having managed similar assignments in the past with at least 15 years of proven experience in Education Sector.

**Research analyst:** The person should have basic expertise in social sciences with past 10 years experience in management / organizational analysis / development.

**Educationist:** The person should have expertise and proven track record of at least 10 years of experience in the field of education, planning, management and research.

**Research Associate:** 2-3 Research Associates as they are core field team that has to gather and analyze data under supervision of team leader.

**Statistician:** With basic expertise in statistics, the person should have adequate 5 years' experience of data analysis of surveys and facility based data.

**IT Expert:** An IT Expert with command on related software.

#### 16. Implementation Arrangement

Impact Assessment Officer of Project Management Unit SETTP is focal person, who will coordinate and facilitate the firm / organization for raised and approval of assessment framework, sample, research instrument, design and draft report conduct of the impact assessment study. A technical committee comprised of nominated personnel as Educationist, Curriculum, Training and Assessment Expert will oversee study implementation process and responsible for relevant decision-making. The bidder needs a strong coordination with the technical committee to get approval of assessment design/framework, sample, research instrument and procedure for the data collection, analysis and development of assessment report during the conduct of assessment study.

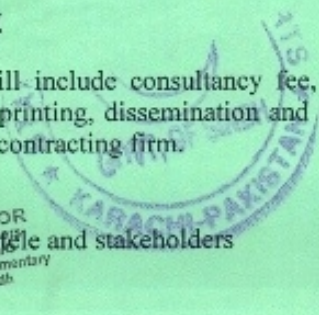
#### 17. Cost of Activity

Cost of the activity will include consultancy fee, traveling, boarding & lodging expenses, stationery, composing, printing, dissemination and all other expenditures which will be spent during the study by the contracting firm.

#### Inception

Consultation with clientele and stakeholders

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Development of project log frame  
 Review of Primary and Secondary data resources  
 Develop project baseline  
 Review and develop study design

**Implementation**

Draw population and sample  
 Selection of sample by using random sampling techniques  
 Engagement of staff and their training  
 Data collection, entry and tabulation  
 Data elaboration and analysis  
 Pilot testing of impact assessment tools  
 Development of assessment tools  
 Report writing, composing, proof reading  
 Expert review

**Closing**

Final draft  
 Develop impact assessment report  
 Sharing and feedback on impact assessment report with stakeholders  
 Submission of impact assessment report to PMU Sindh.  
 Acceptance of report by Technical Committee.  
 Printing and submission to FPMU.  
 Closing of assignment.

**18. Time Frame / Work Plan**

Major Steps	Time Line
Issuance of Request for Proposal (RFP)	2 <sup>nd</sup> week of May, 2015
Receipt and opening of bids	4 <sup>th</sup> week of May, 2015
Completion of Technical Evaluation	1 <sup>st</sup> week of June, 2015
Financial Evaluation under Quality & cost (QCBS) method	1 <sup>st</sup> week of June, 2015
Contract award & signing	4 <sup>th</sup> week of June, 2015
Study Conduct (Pre & Post Test, Site visit, Impact Assessment, Data Analysis etc.)	3 <sup>rd</sup> week of Aug, 2015
Tools Development	3 <sup>rd</sup> week of Aug, 2015
Pilot Testing	4 <sup>th</sup> week of Aug, 2015
Data Collection	4 <sup>th</sup> week of Sept, 2015
Data Entry, Tabulation, Cleaning and Analysis	1 <sup>st</sup> week of Oct, 2015
Draft Report (composing, designing, review and proof reading)	1 <sup>st</sup> week of Dec, 2015
Printing and Dissemination	3 <sup>rd</sup> week of Dec, 2015
Contract Completion	4 <sup>th</sup> week of Dec, 2015

**19. Funds Disbursement Mechanism**

The Consultancy Firm / Organization would submit report on each component of activity (hard & soft) along with filled questionnaire / interviews focussed group discussion, data analysis sheets evidence to the Committee for review and approval. The Committee would review the report / supporting documents, record and submit it to the Chairperson (Technical Committee) for endorsing the release of due payment detailed as under:

Description / Activity	% Amount
Inception report	10%
Approval of study design and samples	10%
Approval of assessment tools after pilot testing	10%
Data Collection from Field	20%



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 Training and Education  
 Education and Training of Sindh  
 School Teachers in Sindh

Description / Activity	% Amount
Submission of 1 <sup>st</sup> draft of assessment report	15%
Printing of final approved assessment report	15%
Dissemination / Submission of 200 copies, CDs (Hard/Soft) assessment data	20%

## 20. Training Evaluation Model

The firm / organization will develop Impact Assessment Model based on authentic National / International model to carryout assessment study for evaluation for training program to focus the project intervention, immediate and long term outcomes and with special emphasis on the student learning outcomes.

## 21. Method for Selection of Consultancy Firm / Organization

Quality and Cost Based Selection (QCBS)

## 22. Advice to Firms / Organizations

- The firm / organization must discuss the implications of their research proposal for policy making / policy development for promotion of sustainable and systematic teacher development through In/Pre Service training programs.
- The firm / organization may propose assessment methodology, including case studies and action research.
- The firm / organization are encouraged to collaborate with other institutions to design and implement the research, if appropriate to the assessment topic.
- The firm / organization must submit proposal for research that can be completed & finalized not later than June 2015.
- Firm/Organization must attach its official organogram to elaborate structure and functioning of organization/firm.
- Firm / Organization must attach details of all key relevant staff permanently / part time employed that will be engaged for this impact study, specifically highlighting their relevant experience and expertise for this study.
- List of relevant past experience with documentary evidence of contract award & successful completion.
- Audited account reports for the last three (3) years.

## 23. Impact Assessment

The firms/organizations should complete the following parts of the application.

### Application Cover Sheet

#### **Impact Assessment Summary** (maximum 150 words)

Provide a summary of the propose action plan for the impact assessment study Highlight the potential earlier insight it may have about Pre-Service / In-Service Teacher Education and Capacity building of TTIs in Sindh.

#### **Proposal Narrative** (maximum 1200 words, not including references or appendices)

The proposal narrative should include the following sections. Please use the headings below in your proposal. The narrative should be limited to 1200 words, Bidder may attach appendices where specifically needed to support proposal narrative.

Approximate word counts are provided for each section below.

#### **Back ground and purpose of the study** (250 words)

This section should include a clear description of the impact assessment study, including the purpose, benefits and significance of the study as being envisaged by the bidder. Use of existing research, studies, or publications can also be applied to support argument.

#### **Research Question** (250 words) / Objectives

This section should explicitly state the overall abstract of the research question(s) for your proposed study. Bidder may have several questions, or an overall question(s) with sub-questions. Bidders are advised to consider the timeframe for research as well as practicability & relevance when determining the scope of your research questions.

#### Studies Review (250 words)

Include a concise summary of the existing studies or assessments reviewed on the proposed impact study. The synthesis should clearly highlight the additional information or vision you will add to the knowledge base.

**Methodology (450-600 words):** The elements in this section include assessment framework with clear linkage with PMF, factor indicators according to the nature of the research/study being proposed. Describe the methodology adopted along with justification and how it is appropriate to impact study.

Explain the nature of the data that will be collected. Cluster based approach needs to be adopted for stratified random sampling and your rationale for using that sampling technique. State the anticipated sample size and characteristics and why it is expected this sample to best meet the needs of impact study.

**Data collection instruments & procedure:** Describe each data collection instrument (e.g., interview questionnaire, observation schedule, survey, etc.) and provide a rationale for its use. Briefly refer the procedure for collecting the data. Also highlight the relevant expertise of research associates or assistants that will be delegated the task. Describe and justify the estimated time period(s) and frequency of data collection. An outline needs to be prepared for key objectives, source of data, method of data collection and respondents.

**Data analysis:** Briefly describe anticipated methods of data organization, tabulation, interpretation and analysis. The statistical tools for descriptive and inferential statistics along with application of software need to be elaborated.

#### Institution and Personnel (100 words)

Please describe the institutional capacity available to carry out the impact study. Explain which personnel you intend to include in carrying out study and what role each will fill. Especially important will be specification of the roles of the primary researcher and any research assistants.

#### Timeline for conducting research/study

Provide a detailed schedule showing anticipated start date, permission and recruitment period, data collection points, and any other relevant milestones. Where certain tasks are to be carried out individually then please include persons responsible for each task & expected time line.

#### Estimate Cost of the Study

Provide a detailed cost estimate of travelling, lodging remuneration, logistics. Also draw unit cost.

#### Proof of registration

Include documentation (copies are acceptable) that provides proof of registration of this organization under applicable Ordinance, Act etc.

## 24. Performance Measurement Framework

EXPECTED RESULTS	INDICATORS	BASELINE INFORMATION	TARGETS	DATA SOURCES	Achievements (Progress, impact etc.)
IMPACT Enhanced teacher education programs to impart quality education for boys and girls at elementary level	a. Percentage of enrolment for boys and girls at elementary education /	2006-7 (baseline year and source given in the PCIs to be confirmed by all PMUs by 10 Feb. 14 / EMIS Report for FY 2006-7	Pakistan's international commitments (EFA, MDGs)	a. Relevant EMIS data on enrolment / GMRs / RSU / MDGs Reports	
	b. completion rate of elementary level education for boys and girls		As defined in PCIs	b. Relevant EMIS data on completion / GMRs / RSU	
	c. Students' achievement	Students		PEACE / PEAC /	Difficulties in assessing and comparing

EXPECTED RESULTS	INDICATORS	BASELINE INFORMATION	TARGETS	DATA SOURCES	Achievements (Progress, impact etc.)
	levels at primary and elementary grades	Achievements in Grades V and VIII in centralized Examinations		PEAS/ PEC / NEAS. Education reports & surveys by other donors. District supervision reports on classroom teaching practices (wherever available for any period after project implementation was initiated in 2007-8 ) / RSU	learning outcomes may be highlighted
	d. Extent to which provision for teachers training is reflected in provincial education sector plan  e. Extent to which training programs reflect gender equity	1c Training targets as reflected in departmental plans in previous 2-3 years)		e. Provincial administrative departments for Education / RSU  Training modules, nominations, to be reviewed.	Only ' provincial education plans'

## OUTCOMES

1. Strengthened capacity of public sector teacher training institutions to develop and implement teacher training programs.	<b>PRE-SERVICE</b> 1a) Extent to which infrastructure and facilities for teacher education support teaching and learning.	1a) Project PCIs	PI provide PC 1 Targets	Apex institutions/ TTIs , PMU, Donors or DP reports on TE (UNICEF, UNESCO, WB, etc.)	
	1b) Alignment of teacher education programs with NEP 2009 (Policy provisions relating to In-service teacher training)	1b) DP reports (USAID, UNICEF, UNESCO, etc.). White paper on education		Apex institutions/TTIs STEDA / RSU	
	1c) Change in merit level of prospective teachers enrolled	1c) Project TTIs / Apex institutions responsible for administration of pre-service		Apex institutions/TTIs TTIs/BOC	
	1d) Improvement in the achievement level of prospective teachers.	1d) As per TTI institutional records.		Apex institutions/TTIs TTIs & University	
	<b>IN-SERVICE</b> 1e) System / mechanism for in-service trainings and professional development in place (institutionalization of Continuous Professional Development (CPD) of teachers	1e) institutional records can be tracked by date		Universities/Apex institutions/TTIs PMU / TTIS	
	1f) Activity based, child centered inclusive and gender sensitive content of training programs delivered (TNA, modules, master trainers, training evaluation etc. )	1f) training programs conducted pre-project as found in the institutional records.		Apex institutions/TTIs PMU / TTIs / PITE	
2- Improved service delivery by teacher educators, teachers and managers at elementary level	2a) More than 75% Teacher educators and teachers applying acquired knowledge, skills for teaching and learning	2a) DFEC PCIs (Primary teachers do not have sufficient opportunities for quality in-service training on a continuous and regular basis. There is no recurrent budget allocation for this activity)		PEAC / PEACE / PEAS / NEAS reports. Reports by Donors, development partners, public and private universities (e.g. AKU-IED) etc.  BOC / TTIs / PITE	
	2b) Managerial approaches are adopted in teacher training institutions and elementary schools.  (Text of the indicator may be reviewed)	2b) A highly authoritarian education management structure means that teachers are heavily controlled from the top. Learning Coordinators (LC) and others responsible for this activity are not always present and do not always have the required skills to undertake this task.		Provincial reform programs (PMIU, PPIU, DOS Sindh RSU, ESRU, FDE) BOC / PITE / Concerned district officer	

EXPECTED RESULTS	INDICATORS	BASELINE INFORMATION	TARGETS	DATA SOURCES	Achievements (Progress, impact etc.)
		Although management is an important factor in improved service delivery, there are other issues that need to be considered. Heavy workloads, low salary, poor advancement opportunities, etc are reported as the norm. The head teacher is not necessarily responsible for managing staff, providing guidance in curriculum matters or addressing teacher professionalism issues at the school level.  teacher attendance at elementary level			
		DFEC PCIs	DFEC PCIs (if mentioned)	School attendance records	

#### OUTPUTS

1.1 Improved application of learning resources at public sector teacher training institutions.	1.1a) Number of teaching and learning resources provided (Labs, libraries, audio visual equipment, ICT based technology tools)	1.1a) DFEC PCIs (There is a general lack of resources to be used; i.e. instructional materials, laboratory schools to be utilized by the trainees and trainers. Reported that those that are available not always released to those who need them for security reasons)	DFEC PCIs	PC-III/ Photographs, Training institutions record  PMU Progress reports  Specialist Assessment reports, if any  Surveys / DP reports	
	1.2b) Extent to which new resources are being utilised by the trainees and trainers (m&f) for teaching and learning	1.2b) DFEC PCIs		Education census and EMIS, National Education Census 2005 BOC / TTIs	
	1.2c) Improved institutional capacity of the TTIs to better plan and conduct practicum related tasks	1.2c) Scheme of studies, academic calendars. Weightage assigned to the practicum and definitions for protocols for links with schools present in the scheme of studies.		Federal & Provincial statistics Surveys (MICS, PSLM, PIHS)  Institutional records	
1.3 Enhanced capacity of teacher training institutions to implement teacher training programs	1.3a) Increase in number and type of programs offered (diploma, ADE, B. Ed (one year), B. Ed Honours, PTC, CT etc.)	1.3a) As per PC-1 targets		Institutional records BOC / TTIs / PITE	
	1.3b) Increased number of students (M & F) enrolled in various pre-service programs	1.3b) Administrative record of TTIs		Record of Apex Institutions/TTIs BOC / TTIs	
	1.3c) Extent to which university assessments of prospective teachers (M & F) have improved	1.3c) Current grades obtained are contained in institutional records and can be tracked by date.		TTIs & affiliating universities	
	1.3d) Increase in frequency of university assessments of prospective teachers	1.3d) DFEC PCIs		TTIs/facilities BOC / TTIs	





EXPECTED RESULTS	INDICATORS	BASELINE INFORMATION	TARGETS	DATA SOURCES	Achievements (Progress, impact etc.)
	resources, other teaching and learning materials and facilities by faculty and prospective teachers				
1.4. Increased opportunities to attract better qualified prospective teachers (M/F) towards teaching professional	1.4a) Number of scholarships offered to and availed (especially by females in remote and marginalised areas)	1.4a) Scholarships predominantly offered by donors.		Library circulation records, computer and science lab usage rates, records of use of other resources, TTIs	
		1.4b) ditto		Record of Apex/TT Institutions / BOC / TTIs	
	1.4b) Provision of facilities and physical improvements of hostels	1.4c) General lack of security and residential facilities in remote rural areas, especially for female teachers		Record of Apex/TT Institutions / BOC / TTIs	
	1.4c) Pick & drop facilities availed by prospective teachers	1.4d) General lack of availability of safe transport.		TT Institutions / BOC / TTIs	
	1.4 d) Increased percentage of prospective teachers complete the programs	1.4e) As per available EMIS / PSLM data		Record of Apex/TT Institutions / BOC / TTIs / PMU /RSU	
	1.4e) extent to which indicators 1.5a to 1.5c contribute to reduce gender gap.				
2.1.Enhanced capacity of in-service teachers to improve teaching and learning at elementary level	2.1a) Number / percentage of teachers (M&F) trained at elementary level	2.1a) DFEC PC1s		Review of changes to course content of teacher training institutions / PMU	
	2.1b) Increased number or percentage of training modules developed on subjects and pedagogical skills reflecting learner centered and inclusive approaches in teaching and learning	2.1b)DFEC PC1s		Teacher Training Manuals of Apex Institutions / BOC / PITE	
	2.1c) Improvements in classroom delivery strategies (e.g. learner centered, activity based teaching, lesson planning, scheme of studies, continuous assessment	2.1c) Evaluation report of teachers; training organized by university of Education Lahore (Punjab province). Reports from other provinces.		Classroom Observation / Concerned District Officer	
		2.1d) DFEC PC-1s. No systematic plan is place to address training needs, no capacity developments goals identified for this cadre.			
2.2 Increased capacity of educational managers	2.2a) Number of m&f educational managers trained in planning and management.	2.2a) DFEC PC1s (The system lacks accountability for performance)		PMU	
	2.2b)Utilization of resources (physical, financial and human) within prescribed time and approved budget.	2.2e) Institutional records for utilisation of resources		TTIs record / District/Directorat e/ SEMIS	
	2.2c)Completion and implementation of planned activities.	2.2d) departmental records (Directorates / District offices) reflecting completion of planned activities		District/Directorat e/ SEMIS	
	2.2d) Functioning of parent teacher associations / school councils / school management committees / parent teacher school management committees	2.2e) Provincial reform programs (PMIU, PPIU, DOS, Balochistan, RSU, ESRU, FDE)		School record / PMIU, PPIU, DOS Balochistan, RSU, ESRU, FDE	

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# SECTION – V APPENDICES

*Teham*

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*Yifis Jaleel*

## Appendix A Technical Methodology

### Description of the Approach, Methodology & Work Plan for Performing the Assignment

#### Project Background

It is imperative to develop interest among students so that they strive for education. Good quality education results in better understanding and, therefore, results in better performance. Furthermore, quality of education plays its role in increasing student enrollment and in decreasing dropout rates as well. So ultimately it is the quality of education that is quintessential in the overall functioning of the education sector. The research study conducted by UNICEF titled "Defining Quality in Education", presents five indicators of good quality education.<sup>1</sup> Out of them, one pronounces the process in which trained teachers utilize modern techniques of disseminating knowledge and performance assessment to facilitate learning, as a major component of good quality education.

"Capacity Building of Teachers Training Institutions and Training of Elementary School Teachers in Sindh Province" was funded by Canadian International Development Agency (CIDA). The project was launched in 2006-07 with Canadian debt swap money of 1.26 billion Pakistani Rupees. The project was completed after being extended for two years a couple of times.

The development of the project included; staff development, improvement of teacher training program, revitalization of teacher education and training institutions, providing technical assistance to Teacher Training Institutes (TTIs) and establishing infrastructure with synchronized working of Project Management Unit (PMIU).

The core objective of the training program was to enhance the educational capacity of the schools and teachers in Sindh. The project did not only provide trainings to school teachers, head teachers and educational managers but also focused on refurbishment and equipping the TTIs with computer labs & libraries.

The provincial education department deems teacher trainings as an imperative for improved quality of education. The aim of the project was to train at least 30,000 teachers by 2015, which the government of Sindh has fulfilled.

Considering education as the first step towards progress and prosperity the (CIDA) funded the Sindh government to enhance their educational capacity by strengthening 42 Teacher Training Institutes (TTI) across Sindh. The TTIs were provided infrastructural support and they have, thus far, provided trainings to more than 30,000 school teachers, master trainers, instructors, faculty members and education managers.

#### Research Question

The purpose of this study revolves around gauging the influence of teacher training program that was conducted by the government of Sindh; to analyze the impact of this program on the performance of teachers and students; to understand the shortcomings of the program; and in order to hone the quality of education, provide insights for future programs

#### Sindh Elementary Teachers Training Project

**Capacity Building of Teachers Training Institutions:** Provision of requisite infrastructure & physical facilities including computer labs, furniture, training modules, physical education material and arts and crafts material.

**Award of Pre-service scholarships:** Provision of stipend/scholarships to pre-service teachers focused on rural areas.

**In-service Trainings:** Developing professional capacities of teaching and administrative staff and supporting better learning practices at the classroom level.



Dehnan

## Study Objectives

The evaluation study will focus on the following aspects:

- Appraise the level of enhancement in the institutional capacity of TTIs.
  - Review the programs developed and implemented for continuous professional development of teachers.
- Measure improvement in the service delivery of teachers.
  - Conduct student assessment
- Establish the linkage of scholarship provided to female students.
  - Identify the ratio of female students awarded the scholarships / award from rural areas.
  - Establish the correlation with the number of students enrolled.
  - Improvement in students' results.
- Measure the change in the learning outcomes.
  - Prospective teachers in public sector TTIs
  - Students enrolled in attached labs computer labs, E libraries, library books, furniture and other facilities provided under the project.
- Assess improvement in the management capacity of head teachers and Education Managers.
- Identify factors.
  - Which have hindered the achievement of Project Objectives or
  - Facilitated the achievement of Project Objectives,
  - Also enlist good practices, success stories, and lessons learnt
- Give recommendations and reforms for policy development.
  - For the promotion of sustainable and systematic teachers development through in/ pre service training programs.
  - For continuous professional development of teachers in the Country / Province / Area.
- Compare the contents and modules of the training programs with the
  - Training Need Assessment (TNA) and teachers competencies.

## Geographic Coverage

The Impact Assessment Study is to be conducted Karachi, Hyderabad, Benazirabad, Mirpurkhas, Sukkur and Larkana.

## Status of Education in Sindh / Pakistan

With 70 per cent of its citizens under the age of 35, Pakistan has one of the youngest populations on earth. Yet the country has not been able to enjoy the demographic dividend that a young population can bring. According to the 2014 Global Monitoring Report, Pakistan continues to have the second-largest number of out-of-school children in the world. Only one in three children manages to complete primary school. The extent to which education system in Pakistan has and can respond to the issues of illiteracy, access, quality and effectiveness is alarming. For instance, the gross enrolment rate is 91% at primary level whereas the net enrolment ratio for primary (age 5-9) stands at 56%, reflecting on the internal inefficiency of the system (UNESCO, 2008). Similarly repetition rates for primary cycle average at 2.2 with 61% survival ratio till class 5, 77% from primary to middle and 87% from middle to secondary. Sparse physical access to schools especially for girls, teachers' absence, and limited time on task during the 3 hour school day significantly contribute to the lower access and retention rates across the country. Learning achievement levels with respect to subject content and its application are also alarmingly low in Pakistan across levels of education.

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Sindh is the second largest province of Pakistan with a disproportionate and distinct distribution of rural and urban areas since the commercial capital of the country and the port city, Karachi, is also the provincial capital. After Punjab, Sindh constitutes the highest number of public schools (44,522 units) catering to 4,402,993 students out of which 41% are girls (SEMIS 2010). Private schools have mushroomed significantly in Sindh especially in urban areas, catering to 37% of total enrolments in primary sector while estimates for secondary and higher education average at 30% (National Education Census 2005). Consequently, teachers' strength is also significant with a total of 144, 610, only 31% of which are female. The ratio of female primary teachers further reduces 28% of 102,061 primary teachers. Majority of public teachers have received professional training where 40% have attained the basic training certification for primary teachers and 48% teachers have completed their B.ED or higher professional degrees.

Despite significant access to educational services, the educational profile of Sindh has been a cause of concern. While the overall literacy rate for the province stands at 59% (with literacy ratio for 10+ age urban population as high as 75%, the literacy percentage in rural areas stands at 42% with only 22% for female. According to Annual Status of Education Report 2014, based on testing over 42, 000 children, even basic literacy and numeracy skills of school going children are fairly compromised, a direct reflection of the quality of teaching and teacher education. It was found that 59% of Grade 5 students could not read Grade 2 level text in Urdu or Sindhi, 69% could not solve a simple 2-digit division sum correctly and 76% could not read a grade 2 level English texts.

For knowledge, attitudes and values to be transferred to others or to be converted into tangible abilities, the presence of skills is mandatory. Skills not only provide the answer to various questions but they also help in raising them (i.e. what to do and how to do?). Although, by and large the core purpose of skill remains the same but its application varies across different cultures, settings, occupations and ages. Decision making, problem solving, creative and critical thinking, effective communication and interpersonal relationship skills are required by people in all professions including students, teachers and managers, nonetheless, the demand and application of these skills differ across each profession and level.

The Government of Sindh, Department of Education with the support of international and national partners is aiming to change the educational situation of Sindh. Reform Support Unit, Sindh as well as Sindh Teacher Education Development Authority (STEDA) have been constituted to streamline the education system and in particular, radically change and improve the process of teacher education and teaching and learning across Sindh. Addressing the issue of quality in Teacher Education in Sindh, the government has developed a Teacher Education Strategy 2018 which provides a framework for reforms by mapping out future directions for the provincial Department of Education and Literacy, the teacher education apex bodies, the teacher education colleges, and other relevant stakeholders for improving the quality of teacher education, in general, and pre-service TE, in particular (e.g. by introducing and scaling up the 2-year ADE Program as well as by strengthening the collaboration of Apex Body and Colleges with concerned Universities). "Capacity Building of Teachers Training Institutions and Training of Elementary School Teachers in Sindh Province" was funded by Canadian International Development Agency (CIDA) was also implemented with a vision to improve teacher preparedness and teacher education in such effective ways that they help nurture children's critical thinking and learning skills, and enable them to become lifelong learners.

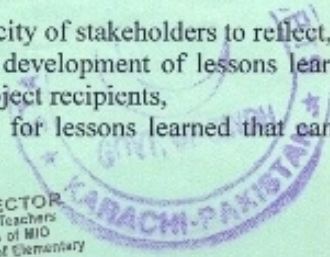
### **Proposed Framework for Impact Assessment**

Participatory approach is being proposed for impact evaluation. Participatory evaluation ensures that the perspectives and insights of all stakeholders, beneficiaries as well as project implementers, are taken into consideration. Using this approach for evaluation serves four functions:

- It facilitates the capacity of stakeholders to reflect, analyze, and take action,
- It contributes to the development of lessons learned that can lead to corrective action or improvements by project recipients,
- It provides feedback for lessons learned that can assist project staff to improve program implementation,

*Neeraj*

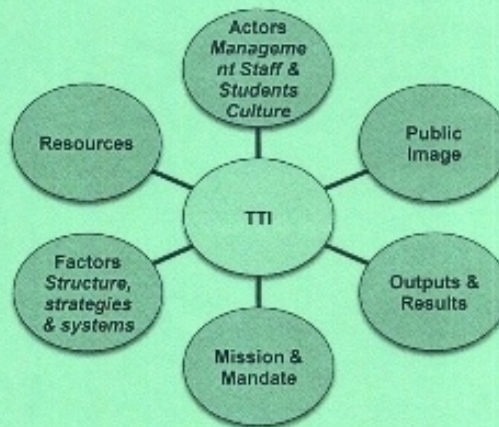
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*Shafiq Jaleel*

- It helps to ensure accountability to stakeholders, managers and donor partners by furnishing information on the degree to which project objectives have been met and how resources have been used.

Reflecting on the Performance Measurement Framework (PMF), the Impact Assessment framework will view at the process of developing **Teachers Training Institutes (TTI) capacities, award of Pre-service scholarships and In-service trainings** under the project from a holistic approach. In effect, it will look at the actors and factors that have contributed in institutional building beyond the process of delivering the project outputs. The tools designed will include the indicators identified in the PMF.



The impact will be assessed looking at the following aspects of the project components:

- Relevance:** Contributing to the higher level objectives of the program (outlined in project documents and TORs of impact assessment) as well as overall Teacher Education strategic priorities and plans at provincial and national levels.
- Efficiency:** Managing the activity to get maximum value for money from aid funds, staff, and other resources, and continually manage risk while meeting the project objectives
- Effectiveness:** Achieving clearly stated, measurable objectives and continually managing risks
- Sustainability:** Appropriately addressing the sustainability of the benefits of the project after CIDA support has ceased, with a clear-cut strategy laid out for enhancing the institution's capacity to generate quality teacher education programmes.
- Gender equality:** Advancing gender equality and promoting the role of women.

The quality criteria will be rated using the following rating scale:

#### Standards for Quality Criteria

Satisfactory		Less than Satisfactory	
6	Very high quality; needs ongoing management and monitoring only	3	Less than adequate quality; needs work to improve in core areas
5	Good quality; needs minor work to improve in some areas	2	Poor quality; needs major work to improve
4	Adequate quality; needs some work to improve	1	Very poor quality; needs major overhaul

The evaluation will cross-validate and critically assess the information sources used and the validity of the data using a variety of methods and sources of information. This evaluation will be carried out with all due diligence, efficiency and economy, observing sound management and technical practices.

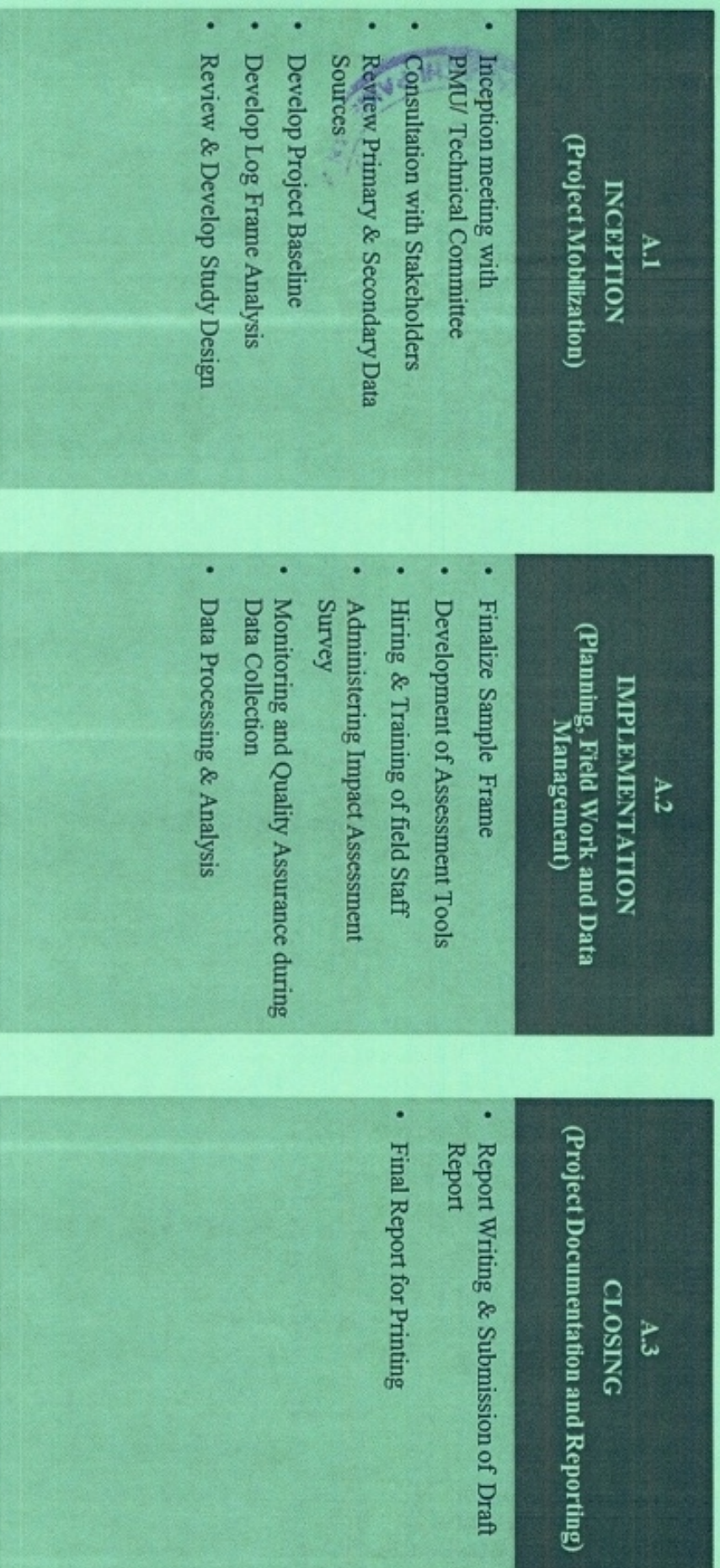
*John*

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## Our Approach to Impact Assessment

Our overall approach is in line with the proposed methodology suggested by the Government of Sindh. However, our approach also draws from our previous experience of conducting studies of similar nature, as well as from the experience and expertise of the staff proposed to be engaged in this assignment. The execution of the project will be done in close liaison with the education and literacy department of the Government of Sindh. An overview of our approach is given below diagrammatically, and described later in detail.



## A.1 INCEPTION

### A.1.1 Inception Meeting with PMIU/ Technical Committee

A detailed meeting with the PMIU / Technical Committee will be requested to understand the expectations from the study, to discuss and finalize other aspect of the project, including:

- Introduction of the project team.
- Agreement on the project communication mode and frequency
- Finalization of the work plan, including key activities, timelines and outcomes
- Finalization of deliverables and sub-deliverables etc.
- Request the PMIU / Technical Committee for relevant documents that are essential for carrying out the assignment.
- During this meeting PMIU / Technical Committee will be requested to brief on project background, its implementation, and expectations from baseline to be developed in first phase and then the impact assessment study.
- Any other relevant issue in relevance to this assignment.

### A.1.2 Consultation with Stakeholders

- Consultative meetings will be scheduled with various stakeholders to collect the necessary information for baseline study. These meetings will be held with:
  - Federal / Provincial PMIU/ RSU / Technical Committee for Impact Assessment Study
  - Concerned Government District Offices and key staff such as EDO, DO etc.
  - Donors Representatives / Implementing Partners working on Capacity Building Initiatives of Teachers and Training Institutes in Sindh. These may include UNICEF, UNESCO or World Bank.
  - Administrative Staff of Apex TTIs will be approached.
  - Representatives from Bureau of Curriculum, Directorate of Education.
- The key objective of these meetings will be to gain information and gather secondary information for developing the baseline study.
- As per the RFP the baseline is to be built for the year 2006 -2007, because that is when the project was initiated.
- Assistance will be requested from PMIU Staff to assist in scheduling of relevant meetings. PMIU will also be requested to share an introductory letter with stakeholders about the launch of the Impact Assessment Study and facilitation required from the stakeholders.

### A.1.3 Review Primary & Secondary Data Sources

- In order to understand the broader analytical framework, we will undertake an in-depth review of secondary data pertaining to the Sindh Elementary Teachers Training Project.
- The evaluation will include review of the relevant background documents, including the recommendations of the Mid Term Review, and documents. Assessment of progress of the objectives (expected impact) will be made using the performance indicators contained in the project logical framework and 6-monthly progress reports.
- The evaluation team will draw on a range of international and regional background studies, reviews and publications to provide a relevant background to effectively contextualize the report and strengthen the recommendations.
- In addition, project process documents as well as deliverables such as subject based modules, teaching and learning aids, assessment schemes, training and workshop plans, etc., will also be reviewed to assess how effectively they have understood the issues with TTI and responded to them.
- The data collected through consultative meetings will also be used in review and analysis.
- The PMIU/ Technical Committee will be requested to provide the following information
  - District-wise list of TTIs.
  - List of master trainers and instructor RITEs/PITE in each TTI
  - A district-wise list of schools in which the benefited students are studying.
  - A list of primary (if any) and secondary school head teachers in each school.
  - Training modules & materials.
  - Contact details of TTIs & other stakeholders.
  - A list of services and accessories provided to each TTI (e.g. construction work, labs, books etc.).
- Impact assessment studies of training interventions, at national and international level will also be gathered and reviewed through various sources.
- This literature review will assist in firming up the assessment methodology and development of the Impact Assessment tools.

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- It will also assist in understanding the context of the PMIU/ Technical Committee training programs and importance of these programs with respect to improving upon the existing state of the education sector in the country.

#### A.1.4 Develop Project Baseline

Based the data collected from various secondary sources a project baseline will be developed. The baseline outputs are dependent upon the quality of data available. The baseline data will be built around:

- **Teachers Education Programs for boys and girls at elementary level.**
  - Percentage of enrolment for boys and girls at elementary education
  - Completion rate of elementary level education for boys and girls
  - Students' achievement levels at primary and elementary grades
  - Extent to which provision for teachers training is reflected in provincial education sector plan
  - Extent to which training programs reflect gender equity
- **Public Sector Teacher Training Institutions**
  - Pre-Service Trainings
    - Available infrastructure and facilities for teacher education.
    - Merit / Achievement level of teachers enrolled
  - In-Service Trainings
    - Available System for in-service trainings and professional development
    - Content of Training Program
- **Service delivery by teacher educators, teachers and managers at elementary level**
  - Teacher educators and teachers knowledge, skills for teaching and learning
  - Type of Managerial approaches at elementary schools.
- **Learning resources at public sector TTIs.**
  - Teaching and learning resources available (Labs, libraries, audio visual equipment, ICT based technology tools)
  - Use of new resources being utilised by trainers
  - Institutional capacity of the TTIs with respect to planning and practicum related tasks
- **Capacity of TTIs to implement teacher training programs**
  - Number and type of programs offered (diploma, ADE, B. Ed (one year), B. Ed Honours, etc.)
  - Number of students (Male & Female) enrolled in Pre-Service programs.
  - Assessments of prospective teachers (Male & Female) have improved
  - Frequency of utilization of equipment, resources, other teaching and learning materials and facilities by faculty and prospective teachers
- **Opportunities to attract better qualified prospective teachers**
  - Number of scholarships available and availed especially by females.
  - Facilities physical status.
  - Status of pick & drop services
  - Teachers completing the programs
  - Trainees breakup by gender
- **Capacity of In-Service teachers at elementary level**
  - Number / percentage of teachers by gender trained at elementary level
  - Approach to teaching and learning
  - Classroom delivery strategies (e.g. learner centered, activity based teaching, lesson planning, scheme of studies, continuous assessment)
- **Capacity of educational managers**
  - Number of male / female educational managers trained in planning and management
  - Availability & Utilization of resources (physical, financial and human) within prescribed time and approved budget.
  - Functioning of parent teacher associations / school councils / school management committees / parent teacher school management committees.

#### A.1.5 Develop Log Frame Analysis

- Based on the baseline data a Log Frame Analysis will be developed which will be the guiding document for conducting the Impact Assessment Study.

#### A.1.6 Review & Develop Study Design

- Once the baseline data is in place and Log Frame is developed Assessment Phase of the study

will be designed  
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Rehan

## A.2 IMPLMENTATION

### A.2.1 Finalization of Sample Frame

Based on the Terms of Reference the proposed sample size of the study is given below.

Description	Sample Frame	Sample Percentage	Proposed Sample Size	Total
<b>Capacity Building of TTIs</b>				
No. TTIs	42		42	
Repair Work in TTIs	25		25	
Provision of IT & Non-Items	42	100%	42	42
Provision of Furniture & Fixtures	42		42	
Provision of Other Assets (library books, Teachers Training Kits Vehicles etc)	42		42	
<b>Pre-Service Scholarships</b>				
B.Ed.	193	20%	39	
Diploma in Education/ Associate Degree in Education	304	10%	30	69
<b>In-Service Training</b>				
Primary School Teachers	19,739	3%	593	
Middle School Teachers	7,913	5%	395	
Educational Managers	237	20%	48	
Middle School Head Teachers	230	40%	92	1,393
Master Trainers	1380	10%	138	
Instructor RITEs / PITE	636	20%	127	
<b>Students Indirectly Benefited</b>				
Primary School Students	2,802,824	1%	28,028	
Middle School Students	246,893	1%	2,468	30,496

Owing to the nature of the objectives of the study, there will be a combination of sampling techniques used. The team will employ random sampling strategy to determine the number of institutions/classrooms for physical verification of facilities and classroom observations. This will be further distributed based on the details made available once the project is awarded and it will be a representative sample of all districts.

For determining the impact of capacity building initiatives, i.e. through qualitative methods such as focus group discussions, the sampling will be more purposive in nature. Therefore, criteria for identifying key respondents will be developed – this will definitely look at the level of education (primary, elementary and secondary), geographic presence i.e. urban and rural, gender disaggregation, and their role in the school/TTI. Upon consultation with PMIU stakeholders, the respondents may be selected on the basis of their performance during the course/workshop (ranging from poor to excellent), initiative shown when back in school and the subjects being taught.

Based on the sample frame shared a representative sample will be developed based on the geographical spread of the beneficiary students, teachers (primary and secondary) and head teachers. All 42 TTIs will be surveyed and the head of the TTI, master trainers and education managers will interviewed in each TTI. However, the sampling of students, teachers and head teachers will be done purposively. Total of 69 Pre-Service scholarship students will be interviewed and In-Service respondents will be 1393 including primary and middle teachers, education managers, middle school head teachers, master trainers and instructors from RITS and PITE.

### A.2.2 Development of Assessment Tools

- Based on our understanding of the study, customized assessment tools will be developed for each stakeholder as per the sample frame.
- The Team Leader, Survey Specialist / Senior Researcher and Educationist will be responsible for developing the tools.

- The core research tools developed will include:
  1. Semi Structured Questionnaires
    - a. Head of TTIs
    - b. Education Managers
    - c. Head Teachers Primary & Middle School
    - d. Pre-Service Students
  2. Institutional Survey Including Assessment of Functionality & Usage of Computer Labs, Libraries, other facilities
    - a. Head of TTIs
  3. Leadership Assessment (Teachers Appraising the Head Teachers / Principals)
  4. Classroom Observations & Lesson Planning
    - a. Teachers
    - b. Instructors of RITE / PITE
    - c. Master Trainer
  5. Test for Students Learning Achievements
  6. Teachers Competency Test
  7. Checklist for FGDs / Roundtable
    - a. Resource Persons
    - b. Teachers
    - c. Instructors of RITE / PITE
    - d. Master Trainer

**Note:** Sample Tools attached as annexure 6, 7 & 8

- Semi Structured Questionnaires, Checklists and Tests will be developed for each stakeholder.
- Even though tools will be customized a certain level of standardization across the assessment tools will be maintained. The tools will cover both quantifiable impacts and qualitative impacts of various training programs.
- The Impact Assessment tools will be developed in both English and Urdu for easy comprehension at the field level.
- *Pre-Test Areas Selection:* We will suggest that each of the Impact Assessment tools developed need to be pre tested to ensure validity and that the relevant data as per the objectives of the study is being obtained. The stakeholders for
- Some key indicators for impact assessment of TTIs and Capacity Building Initiatives are listed below. Indicators used in the baseline primarily be the focus and to these a number of qualitative assessment indicators will be added. This is not an exhaustive list and will be modified in consultation with PMIU / Technical Committee.

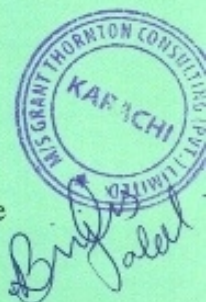
**Enhanced teacher education programs to impart quality education for boys and girls at elementary level.**

- Percentage of enrolment for boys and girls at elementary education
- Completion rate of elementary level education for boys and girls
- Students' achievement levels at primary and elementary grades
- Extent to which provision for teachers training is reflected in provincial education sector plan
- Extent to which training programs reflect gender equity

**Strengthened capacity of public sector teacher training institutions to develop and implement teacher training programs.**

- Pre-Service Trainings
  - Extent to which infrastructure and facilities for teacher education support teaching and learning.
  - Alignment of teacher education programs with NEP 2009
  - Change in merit level of prospective teachers enrolled
  - Improvement in the achievement level of prospective teachers.
- In-Service Trainings
  - System for in-service trainings and professional development in place (institutionalization of Continuous Professional Development (CPD) of teachers).

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- Activity based, child centered inclusive and gender sensitive content of training programs delivered (TNA, modules, master trainers, training evaluation etc.)

**Improved service delivery by teacher educators, teachers and managers at elementary level**

- Teacher educators and teachers applying acquired knowledge, skills for teaching and learning
- Managerial approaches are adopted in teacher training institutions and elementary schools.

**Improved application of learning resources at public sector teacher training institutions.**

- Number of teaching and learning resources provided (Labs, libraries, audio visual equipment, ICT based technology tools)
- Extent to which new resources are being utilised by the trainees and trainers (m&f) for teaching and learning
- Improved institutional capacity of the TTIs to better plan and conduct practicum related tasks

**Enhanced capacity of teacher training institutions to implement teacher training programs**

- Increase in number and type of programs offered (diploma, ADE, B. Ed (one year), B. Ed Honours, PTC, CT etc.)
- Increased number of students (M & F) enrolled in various pre-service programs
- Extent to which university assessments of prospective teachers (M & F) have improved
- Increase in frequency of utilization of equipment, resources, other teaching and learning materials and facilities by faculty and prospective teachers

**Increased opportunities to attract better qualified prospective teachers (male/female) towards teaching professional.**

- Number of scholarships offered to and availed (especially by females in remote and marginalised areas)
- Provision of facilities and physical improvements of hostels
- Pick & drop facilities availed by prospective teachers
- Increased percentage of prospective teachers complete the programs
- extent to which gender gap is reduced

**Enhanced capacity of in-service teachers to improve teaching and learning at elementary level**

- Number / percentage of teachers (M&F) trained at elementary level
- Increased number or percentage of training modules developed on subjects and pedagogical skills reflecting learner centered and inclusive approaches in teaching and learning
- Improvements in classroom delivery strategies (e.g. learner centered, activity based teaching, lesson planning, scheme of studies, continuous assessment)

**Increased capacity of educational managers**

- Number of male & female educational managers trained in planning and management.
- Utilization of resources (physical, financial and human) within prescribed time and approved budget.
- Completion and implementation of planned activities.
- Functioning of parent teacher associations / school councils / school management committees / parent teacher school management committees



### A.2.3 Hiring & Training of Field Staff

#### Staff Hiring

- GTC has a pool of field staff, which it has been using in previous similar survey related assignments. Making use of our vast network of resources, we will mobilize our district teams for field work.
- We are proposing 8 core team members and a 92 member survey field team (the whole field work will be managed by 23 separate district teams. All teams will have one district supervisor and 3 field investigators).
- Each field staff will have a unique code assigned based on information of CNIC and contact numbers provided by the firm and any additional enumerators used would be given a new code. The codes once assigned will not be used for replacements.

#### Staff Training

- The training would be centralised where GTC's key management staff will train the field staff in accordance with the field manual and survey tools developed.
- The team lead and chief survey specialist will be responsible for managing the training and will be facilitated by the educationist and project manager.
- Looking at the scope of work and number of survey questionnaires to be used, it is estimated that each training session will be of 2 to 3 days.
- The training will include pre-trial survey training session, field practice and post-trial survey training session.
- Training activities shall take place on pre-selected dates at locations suitable for the participants. Thus, training sessions will be cluster based and will be conducted in three locations in north, south and central Sindh covering all 92 members of the field team. Around 2 to 3 training sessions are proposed for the field staff.
- GTC will ensure provision of replacements if required and also train the replacements on an on-going basis and will keep PMIU/ Technical Committee updated on the status of staff.

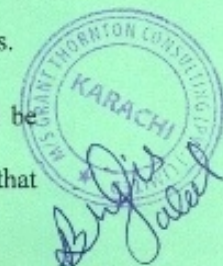
### A.2.4 Administering the Impact Assessment Survey

The evaluation team will adopt a participatory approach as suggested in the Assessment Framework for evaluation and will engage a range of stakeholders so that they contribute to the evaluation, these will primary include representatives from TTIs, PITE, BOC, EDOs, DOs, Pre-Service & In-Service Teachers. In the consultation, the stakeholders will be asked to collectively reflect on different aspects of capacity building initiatives of TTIs and Pre-Service & In-Service Teachers.

- **Preparation of Logistics Plan & Field Procedures**
  - Request the PMIU / Technical Committee to inform the stakeholders and introduce GTC as the Impact Assessment firm on the project.
  - Logistic Plan will secure the smooth implementation of the field work. It will include the following activities: (i) completion of training workshops; (ii) allocation of staff to work assignments and geographical areas, and; (iii) distribution of all required materials in the field (forms, stationary, name tags).
- **Semi-Structured Interviews**
  - The meetings will be scheduled by way of a formal request letter from the PMIU / Technical Committee followed by a phone call for confirmation, highlighting the purpose of the meetings, the documents that may be required during the meetings and the relevant officials required for the meeting.
  - Upon the selected date, the team will visit the scheduled interviewees for a detailed in-depth interview with relevant section heads. The team will also request the available documents that may be required during or after the meeting.
  - The respondents of these interviews will be Head of TTIs, Education Managers, Head Teachers Primary & Secondary School and Pre-Service Students.
  - These interviews will be conducted by the Chief Surveyor and District Coordinators.
- **Round Table Conference**
  - One round table conference will be organized in each district. A moderator will be hired to conduct each RTC.
  - Head masters and school teachers will be invited in each RTC belonging to that particular district.

- **Focus Groups (FGs) with Primary and Secondary Teachers**

PROJECT DIRECTOR  
Capacity Building of Teachers  
Training Institutions of MIO  
Education and Training of Elementary  
School Teachers in Sindh



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- Focus Groups will be held at the pre- selected school at Union Council level, each FGD shall consist of 12 to 15 participants.
- Detailed information will be required by GTC in order to develop a sample for FGD participants and then mobilize them for which, help will be taken from PMIU / Technical Committee and 42 TTIs.
- Moderators will be hired to conduct FGDs. Each FGD will comprise of a moderator, 2 note takers and participants.
- The participants for the focus groups will be recruited with the help of TTIs, PMIU / Technical Committee and on ground facilitation will be done by GTC's District Coordinator.
- The participants would be informed of the location for the FGD. All logistical arrangement will be managed by the district teams.
- The participants would be male/female Primary and Secondary School Teachers, Resource Persons, Instructors of RITE / PITE and Master Trainers.
- **Classroom Observations and Lesson Planning**
  - Student-teachers (pre-service) & teachers who have attended workshops for continuous professional development both will be observed through structured observation check list in their classroom settings.
  - Team will devise an observation schedule that will be grounded in the central tenets of quality teaching and learning. Post the observation session, a brief conversation will be conducted with the teacher to ask about his/her lesson planning and seek explanation/clarity on the purposes of using "observed" strategies (or lack thereof).
  - These will be conducted by the District Team Coordinator.
- **Leadership Assessment:**
  - School principals/education managers are the second most important target beneficiaries of the project (first being teachers), it is important to ascertain the extent to which the project interventions have been able to dent their practices and perceptions of their role. The evaluation team will ask their peers and colleagues to assess their capacities and effectiveness as the education leader.
  - These Assessments will be led by the District Team Coordinator.
- **Institutional Survey**
  - This will be conducted at all TTIs and will be conducted with the objective of gauging the availability, functionality and usage of Computer Labs, Libraries, and other facilities.
  - Inventory list will be prepared for each TTI institute for the items provided under the Capacity Building initiative of the project. This list will be used for preparing the assessment sheet.
  - Teams will be directed to take photographs during the visit of TTIs to gauge the current condition and add to the report by adding pictorial outputs.

Data Collection will be administered in all districts at the same time and will be rigorously monitored by the core team and Chief Survey Specialist.

**Note:** The data collection work will be initiated in consultation with PMIU / Technical Team.

#### A.2.5 Monitoring and Quality Assurance during Data Collection

- The Survey Specialist and Project Coordinator will provide supervision and monitoring support.
- Rigorous supervision of field work will include spot-checks and back checks to ascertain an appropriate implementation of the Impact Assessment tools (verifying adherence to the selected sample), correct implementation and adherence to established survey protocols.
- Interviews completed each day will be randomly back-checked and spot-checked by District Coordinators for reliability, completeness and accuracy before the team leaves the area.
- The Supervisors will be required to conduct random checks on the accuracy of the data by conducting random re-surveys during the duration of field work.
- The Educationist & Team Leader will conduct a post enumeration quality check of a random sample of questionnaires during the data collection phase.
- The team will debrief daily in order to ensure qualitative triangulation and perspective.
- PMIU / Technical Committee will also have the field mobilization details and input from their field monitoring will also be taken and shared with our field staff. Contact details of field coordinator will be shared with PMIU / Technical Committee.



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### A.2.6 Data Processing & Analysis

- The Statistician will be responsible for developing a Data Entry Program for the survey questionnaires, with oversight of Chief Survey Specialist.
- The firm will carry out rigorous coding of open-ended questions included in the data collection instruments.
- However for structured FGDs / RTC, Excel spread sheet would be used to transcribe the responses of group members.
- Based on the scope of work and variables used in the survey instruments a draft tabulation plan will be shared with PMIU/ Technical Committee which will give a brief summary of the statistical tables which could be retrieved from the data collected.
- The data gathered from the primary research and desk review would be analyzed in the light of the research objectives.
- Comprehensive data analysis plan and output tables will be prepared to analyze collected data for identifying significant trends among responses. Crosstab analysis will be made to identify key takeaways from the overall research.
- The impact assessment results will assist the PMIU/ Technical Committee in gauging the change in, "Quality of Education", and shaping the policy and program changes for future.
- Each component of the project will be assessed in relation to relevance, effectiveness, efficiency, sustainability, gender equity, and additional cross-cutting issues.
- Quantitative data contained in project documents will be analysed in relation to relevance, effectiveness, efficiency, sustainability, gender equity, and additional cross-cutting issues, particularly documentation on project beneficiaries, objectives, and outputs.
- Qualitative data collected through observations, interviews, and focus group discussions will be initially analysed using a deductive approach, and compared to quantitative findings. In addition, analysis of the data will be conducted based on an iterative design during field mission interviews and FGDs. Interview and FGD transcripts will be analysed for response scope and recurring themes.

### A.3 CLOSING

#### A.3.1 Report Writing & Submission of Draft Report

The final draft will be submitted to PMIU / Technical Committee taking into account the valuable information that was gathered with the help of Impact Assessment Tools. After incorporating the comments from the PMIU / Technical Committee the final report will be prepared and submitted.

The final report will contain but will not be limited to best practices, issues, lessons learned and changes that are required in the existing framework. It will also present recommendations for future areas of intervention.

We will prepare and share with the PMIU / Technical Committee the following reports, documentation & files:

- Electronic version of the instruments (questionnaires, sampling forms, FGD guides, etc.) in English and Urdu.
- Filled-in questionnaires and summaries of FGD transcripts.
- Draft and final report

#### A.3.2 Final Report for Printing

As required in the RFP, 100 copies of the final approved report will be printed for submission to PMIU / Technical Committee for dissemination. Soft form of the final version of the report in PDF will be shared with PMIU / technical Committee.

## Appendix B Financial Proposal

### Financial Proposal Submission Form

**Firm / Organization Name:** Grant Thornton Consulting Pvt. Ltd.

**Sector (Public/Private):** Private **Income Tax Reg. No.:** 4239824-0

**Key Experts / Human Resources:**

Amima Sayeed	Team Lead
Sadia Adeeb	Educationist
Riaz Hussain	Research Analyst / Chief Survey Specialist
Haroon Jamal	Statistician
Arif Rasheed	IT Expert
Birjis Jaleel	Research Associate & Project Coordinator
Danish Ahmad Khan	Research Associate
Hasaan Anwar Mohiuddin	Research Associate

**Number of Research Studies Completed:** 72 (Attached)

**Number of Research Article Published:** 87 (Attached)

**Chief Executive /Head Name:** Sikander Gulzar

**Official Address:** D 3/1, Block 3, Clifton, Karachi, Pakistan

**Telephone:** 021-35876901-3, 021-35822327

**Fax:** 021-35876904

**Mobile:** 0321 2184600

**Email:** sgulzar@pk.gt.com

Sikander Gulzar  
Partner

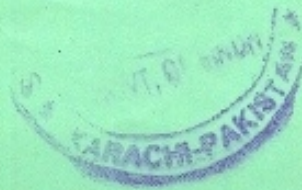
**Tender submission date:** June 5, 2015

**(For Private Firms)**

**Earnest money (2% of quoted amount):** Rs. 300,000

**Bank Draft/Pay Order/Call Deposit No.** 0284572

**Issuing Bank** Faysal Bank Clifton Branch Karachi





## Price Schedule in Pak Rupees

Name of Firms/Organizations: Grant Thornton Consulting Pvt. Ltd

TOTAL PROJECT COST	Quoted Price
Consultancy Fee	5,058,343
<b>Reimbursable/Out of Pocket Expenses:</b>	
Development of data collection Instrument/tools	500,000
Pilot testing of instrument	250,000
Finalization and printing of tools	520,000
Training of data collections	876,013
Logistic and traveling expenses	328,792
Date collection and analysis	5,377,279
Equipment, instrument, stationary and communication	1,239,572
Report writing	650,000
Designing, composing and proof reading	50,000
200 printed copies (Fiver color) along with softcopy of study and data	150,000
Any other cost	---

**Grand Total in figure** 15,000,000

**Grand Total in words** Rupees Fifteen Million

### Name of Bidder/ Firm and Address

Grant Thornton Consulting  
D-3/I, Block 3,  
Clifton, Karachi  
Tel: 021-35876901-3, 021-35822327  
Fax: 021-35876904

Signature

Date: 30<sup>th</sup> June, 2015

Seal:

## Estimated Cost

Estimated Cost					
Cost	Schools	Head	Teachers	Student	
<b>Data Collection</b>	<b>Survey FGD</b>	<b>Interview</b>	<b>Classroom Observation</b>	<b>Standardized Test</b>	<b>Total</b>
Unit Cost	45,000	18,300	15,000	250	78,550
Sample Cost	4,500,000	1,650,000	2,100,000	6,750,000	15,000,000
Enhanced/ Reduction Sample Cost	31,500	12,810	10,500	225	55,035

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PROJECT DIRECTOR  
Capacity Building of Teachers  
Training Institutions of W.G  
Education and Training of Elementary  
School Teachers in Sindh



*D. J. Jaleel*

## Appendix C Reporting Requirements & Work Schedule

### Report Writing & Submission of Draft Report

The final draft will be submitted to PMIU / Technical Committee taking into account the valuable information that was gathered with the help of Impact Assessment Tools. After incorporating the comments from the PMIU / Technical Committee the final report will be prepared and submitted.

The final report will contain but will not be limited to best practices, issues, lessons learned and changes that are required in the existing framework. It will also present recommendations for future areas of intervention.

The final submission will include:

- Electronic version of the instruments (questionnaires, sampling forms, FGD guides, etc.) in English and Urdu.
- Filled tools
- Final report

### Final Report for Printing

As required in the RFP, 100 copies of the final approved report will be printed for submission to PMIU / Technical Committee for dissemination. Soft form of the final version of the report in PDF will be shared with PMIU / technical Committee.



## Work Schedule

#	Activities	Months																	
		1				2				3				4					
		Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
1	Mobilization Meeting																		
2	Review of Literature and Secondary Data Collection																		
3	Finalization of Sample Frame																		
4	Submission of Inception Report																		
5	Designing of Survey Tools																		
6	Pre Testing & Printing of Survey Tools																		
7	Recruitment, Selection and Training of Field Investigators																		
8	Primary Data Collection																		
9		Teacher's Training Institutes																	
10		Head Teachers & Teachers																	
11		Focus Group Discussions																	
12		Round Table Discussions																	
13		Teachers Assessment																	
14		Child Test																	
14	Data Verification (Quality Control)																		
15	Data Processing (Editing/Coding/Entry)																		
16	Data Analysis																		
17	Submission of Draft Report																		

## Appendix D Key Personnel & Staffing Schedule

Name of Staff	Firm	Area of Expertise	Position Assigned	Task Assigned
Amima Sayeed	External Consultant	Program Development, Research & Impact Assessment, Advocacy	Team Lead	<ul style="list-style-type: none"> <li>■ Inception meeting with PMU/ Technical Committee</li> <li>■ Consultation with Stakeholders</li> <li>■ Develop Project Baseline and Log Frame Analysis</li> <li>■ Review &amp; Develop Study Design</li> <li>■ Development of Assessment Tools</li> <li>■ Monitoring and Quality Assurance</li> <li>■ Report Writing</li> </ul>
Sadia Adeeb	External Consultant	Research, Program Development	Educationist	<ul style="list-style-type: none"> <li>■ Inception meeting with PMU/ Technical Committee</li> <li>■ Consultation with stakeholders</li> <li>■ Review Primary &amp; Secondary Data Sources</li> <li>■ Assist in developing Project Baseline and Log Frame Analysis</li> <li>■ Assist in development of assessment tools</li> <li>■ Assist in report writing</li> </ul>
Riaz Hussain	Grant Thornton Consulting	Research, Monitoring & Impact Assessment	Research Analyst / Chief Survey Specialist	<ul style="list-style-type: none"> <li>■ Inception meeting with PMU/ Technical Committee</li> <li>■ Consultation with Stakeholders</li> <li>■ Finalize Sample Frame</li> <li>■ Development of Assessment Tools</li> <li>■ Administering Impact Assessment Survey</li> <li>■ Monitoring and Quality Assurance during Data Collection</li> <li>■ Data Processing &amp; Analysis</li> </ul>
Haroon Jamal	External Consultant	Statistics & Data Programming	Statistician	<ul style="list-style-type: none"> <li>■ Finalize Sample Frame</li> <li>■ Develop Project Baseline and Log Frame Analysis</li> <li>■ Data Processing &amp; Analysis</li> <li>■ Report Writing</li> </ul>
Arif Rasheed	Grant Thornton Consulting	Data Programming	IT Expert	<ul style="list-style-type: none"> <li>■ Finalize Sample Frame</li> <li>■ Program Development</li> <li>■ Data Processing &amp; Analysis</li> </ul>

Name of Staff	Firm	Area of Expertise	Position Assigned	Task Assigned
Birjis Jalceel	Grant Thornton Consulting	Project Management & Field Research	Research Associate & Project Manager	<ul style="list-style-type: none"> <li>▪ Inception meeting with PMU/ Technical Committee</li> <li>▪ Primary Research</li> <li>▪ Hiring &amp; Training of field Staff</li> <li>▪ Administering Impact Assessment Survey</li> <li>▪ Monitoring and Quality Assurance</li> <li>▪ Printing</li> </ul>
Danish Ahmad Khan	Grant Thornton Consulting	Secondary Research	Research Associate	<ul style="list-style-type: none"> <li>▪ Consultation with Stakeholders</li> <li>▪ Review Primary &amp; Secondary Data Sources</li> <li>▪ Administering Impact Assessment Survey</li> <li>▪ Report Writing</li> <li>▪ Printing</li> </ul>
Hasaan Anwar Mohiuddin	Grant Thornton Consulting	Secondary Research	Research Associate	<ul style="list-style-type: none"> <li>▪ Consultation with Stakeholders</li> <li>▪ Review Primary &amp; Secondary Data Sources</li> <li>▪ Administering Impact Assessment Survey</li> <li>▪ Report Writing</li> <li>▪ Printing</li> </ul>

*N Khan*

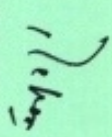
**PROJECT DIRECTOR**  
Capacity Building of Teachers  
Training Institutions of MIO  
Utilization and Training of Elementary  
School Teachers in Sindh



*Birjis Jalceel*



## Staffing Schedule

#	Name	WEEKS																Total Staff Days Input			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Home	Field	Total	
1	Amima Sayeed	H																13		20	
		F																	7		
2	Sadia Adeeb	H																13		20	
		F																	7		
3	Riaz Hussain	H																15		25	
		F																	10		
4	Haroon Jamal	H																30		30	
		F																	-		
5	Arif Rasheed	H																13		15	
		F																	2		
6	Birjis Jalceel	H																10		30	
		F																	20		
7	Danish Ahmad Khan	H																5		30	
		F																	25		
8	Hasaan Anwar Mohiuddin	H																5		30	
		F																	25		
<b>Subtotal</b>																		<b>104</b>	<b>96</b>	<b>200</b>	
<b>Total</b>																					<b>200</b>

  
**PROJECT DIRECTOR**  
 Capacity Building of Teachers  
 Training Institutions of MIO  
 Education and Training of Elementary  
 School Teachers in Sindh

## Appendix E

### Services and Facilities provided by the PA

- Facilitation and formal request for scheduling of meetings with stakeholders will be requested through PMIU/Technical Committee.
- Data on 42 TTIs and the sample universe will be required in soft form to ease the process of distributing the sample proportionately between districts.
- Contact details of pre-service and in-service teachers who are trained at the TTIs during the project tenure would be requested form PMIU.

#### List of Vehicle

#	Vehicle no	College Name
1	GS-3325	GECE (W) MIRPURKHAS
2	GS-4765	GECE (W) LARKANA
3	GS-4763	GECE (W) DADU
4	GS-4794	GECE (W) MITHI
5	GS-9136	GECE (M) LARKANA
6	GS-4766	GECE (M) DADU
7	GS-4795	GECE (W) HYDERABAD
8	GS-4793	GECE (M) QASIMABAD
9	GS-4768	GECE (W) SUKKUR
10	GS-4792	GECE(M) HYDERABAD
11	GS-4798	GECE (M) KANDHKOT
12	GS-4796	GECE (W) KHAIRPUR
13	GS-9315	GECE (W) MORO



## Appendix F Payment Schedule

### Contract Type and Schedule of Payment

Description / Activity	% Amount
Inception report	10%
Approval of study design and samples	10%
Approval of assessment tools after pilot testing	10%
Data collection from Field	20%
Submission of 1 <sup>st</sup> draft of assessment report	15%
Printing of final approved assessment report	15%
Dissemination / Submission of 200 copies, CDs (Hard/Soft) assessment data	20%

### Terms & Conditions

- All payments should be made to "Grant Thornton Consulting (Pvt.) Ltd."
- The project will only be initiated on the receipt of a Letter of Appointment and payment of the advance fee. (Mobilization Amount)
- The validity of this proposal expires 90 days from the date of submission.

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PROJECT DIRECTOR  
Training Institutions of MEO  
Education and Training of Elementary  
School Teachers in Sindh



*Bijli Jaleel*

Consultants Representative



## APPENDIX - G

### INTEGRITY PACT

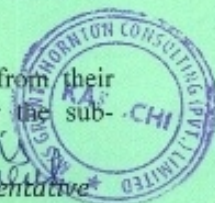
#### Invitation to Firms

1. The Government of Pakistan (GOP) is committed to fight corruption in public contracting. As a part of this program, PD, PMIU has reviewed its arrangements for the letting and implementation of contracts against criteria of transparency and accountability.
2. In an effort to limit the scope for abuse, PD, PMIU is introducing new procedures, which PD, PMIU is sure your company will wish to support. The objective is to ensure that there is fair competition for government business, and that competition takes place openly and in a manner that provides fair and equal opportunity for all competitors. The new procedures will also apply to the execution of contracts by the successful bidder/supplier. The new Procurement Procedures will be set out in the Letter of Invitation/Tender Documents.
3. As part of our confidence building strategy, PD, PMIU will treat the oversight and monitoring of the implementation of these new procedures with the highest priority. PD, PMIU will pay particularly close attention to the need to prevent any case of extortion, or acceptance of bribes, by PD, PMIU officials. We are asking all those bidding for PD, PMIU business to assist the government by reporting any instances of this occurring.
4. A special office for the investigation and handling of any reports of extortion or bribery in public procurement has been set up in the PMIU.
5. PD, PMIU hopes to obtain your company's endorsement of these procedures as fair and reasonable, and as having your full support.
6. The Consultants shall observe the highest standards of ethics during the selection and execution of such contracts. In pursuance of the policy i.e.
  - a. Corrupt practice means the offering, giving receiving or soliciting of anything of value to influence the action of a public official in the selection process or in contract execution, and fraudulent practice means a misrepresentation of facts in order to influence a selection process or the execution of a contract to the detriment of the PD, PMIU and includes. Collusive practices among Consultants (prior to or after submission of proposals) designed to establish prices at artificial, non-competitive levels and to deprive the PD, PMIU of the benefits of free and open competition.
  - b. PD, PMIU will reject a proposal for award if determines that the firm recommended for award has engaged in corrupt or fraudulent activities in competing for the contract in question;
  - c. PD, PMIU will declare a firm ineligible, either indefinitely or for a stated period of time, to be awarded a contract if it at any time determines that the firm has engaged in corrupt or fraudulent practices in competing for. Or in executing contract.



## The "Integrity Pact"

- I. Project Director PMIU, abide by the following procedures for Bidding for Public Sector Contracts.
  2. The following procedures will apply to the letting of contracts for Consultancy Services for "Need Verification, Site Specific School Architecture & Structure Design (Calculation Sheets), Preparation Of Taluka/Town Wise Packages, Engineering Estimates & Tender/Bidding Documents".
  3. These procedures are in addition to the standard legal and administrative requirements.
  4. They will form part of the terms and conditions of each contract and will be actionable, in the event of breach, by the PD, PMIU and any of the competing bidders.
  5. Each Consultant must submit a statement, as integral part of the proposal, with the following text:
    - a. This Company places importance on competitive tendering taking place on a basis that is free, fair competitive and not subject to abuse. This Company is pleased to confirm that (i.) it has not offered or granted, and will not offer or grant, either directly or indirectly through agents or other third parties, any improper inducement or reward to any public official, their relations or business associates, in order to obtain or retain this contract or other improper advantage, and (ii.) it has not colluded, and will not collude, with others in order to limit competition for this contract.
    - b. This Company has a No-Bribery Policy/Code of Conduct and a Compliance Program which includes all reasonable steps necessary to assure that the no- bribery commitment given in the statement will be complied with by its managers and employees, as well as by all their parties working with this company on this Project, including agents, consultants, consortium partners, subcontractors and suppliers. Copies of our No-Bribery Policy/Code of Conduct and Compliance Program are attached.
- OR
- In cases where companies participate in the bidding which do not yet have a general no bribery policy/Code of Conduct:
- c. "This Company has developed, for the purposes of this tender, a Compliance program- copy attached - which includes all reasonable steps necessary to assure that the no-bribery commitment given in this statement will be complied with by its managers and employees, as well as by all third parties working with this Company on this Project, including agents, consultants, consortium partners, subcontractors and suppliers".
  - d. This commitment is in the name and on behalf of this Company's Chief Executive Officer.
  - e. This Company agrees for the resolution of any damage claims arising from this contract under Law of Pakistan."
6. Where a participating company is a foreign company and has a subsidiary in Pakistan, the commitment must extend to that subsidiary and its managers and employees as well. If the tender is submitted by the subsidiary in Pakistan, the no-bribery commitment needs to extend also to the parent company and its managers and employees.
7. Consultants will also be required to submit similar no-bribery commitments from their subcontractors and consortium partners. The Consultant may however cover the sub-



consultant and consortium partners in its own statement, provided the Lead Consultant assumes full responsibility.

8. All payments shall be limited to appropriate compensation for legitimate services.
9. Each Consultant will make full disclosure in the proposal documentation of the beneficiaries and amounts of all payments made or intended to be made relating to the proposal and, if successful, the implementation of the contract.
10. The successful Consultants will also make full disclosure semi-annually of all payments to agents and other third parties during the execution of the contract
11. Within one year of the completion of the performance of the contract, the successful Consultants will formally certify that no bribes or other illicit commissions have been paid in order to obtain or retain this contract. The final accounting shall include brief details of the goods and services provided that are sufficient to establish the legitimacy of the payments made.
12. Statements required according to subparagraph (b) and (d) of paragraph 5 will have to be certified by an appropriate senior corporate officer.
13. In Pakistan, all forms of corruption are illegal, and the government will continue to prosecute offenders.
14. This IP however focuses on bribery in order to obtain or retain the contract or other improper advantage, including collusion with others in order to limit competition for this contract. This includes any payments or other favours offered or granted in order to win a contract award, get a contract change order (adjusting the price, the specifications, the time frame for implementation or any other important contract components) approved by PD, PMIU get sub-standard or sub-specification performance approved by a public official or the supervising engineer or his staff, circumvent tax, duty, license or any other legal obligations that should be met, or induce an official to breach his/her official duties in any other way.
15. If a Consultant fails to comply with its no-bribery commitment, the following sanctions will apply:
  16. Denial or cancellation of the contract; liability for damages to PD, PMIU in the amount of five percent of the contract value, unless PD, PMIU can demonstrate a higher damage, or the Consultant can demonstrate a lesser damage; forfeiture of the security deposit; and debarment by PD, PMIU from bidding for further public contracts for such period as the PD, PMIU may deem appropriate,
  17. PD, PMIU has made special arrangements for adequate oversight and monitoring of the procurement process and the execution of the contract. In this regard, PD, PMIU has provided for public hearings on the procurement process, and for access by Civil Society including representatives of the local TI-Pakistan, to the minutes of the meetings of the Evaluation Committee, and to all documents relating to the evaluation of the competitive proposals, the award decision process and the execution of the project.
  18. PD, PMIU has also set up a special office in the Office of the PD, PMIU for the investigation and handling of any reports of extortion or bribery in public procurement.
  19. The PD, PMIU will publicly disclose the award decision including the evaluation report.
  20. Proposals, which do not conform, to the requirements of these procedures will not be considered.

45000/201  
30/6/15

**HAIDER ALI STAMP VENDOR**  
 Licence # 84  
 Amina Mariyam Manzil Kara Bhai Karimjee Road,  
 Flat # 16-B, Block G-48, Nawabad, Karachi.

SR. NO. 38778 DATE \_\_\_\_\_  
 ISSUED TO WITH ADDRESS MR. \_\_\_\_\_  
 THROUGH WITH ADDRESS MR. \_\_\_\_\_  
 PURPOSE \_\_\_\_\_  
 VALUE RS. \_\_\_\_\_ ATTACHED \_\_\_\_\_  
 STAMP VENDOR SIGNATURE \_\_\_\_\_

100 Rupees  
 30 JUN 2015  
 5000R SPECIAL ADHESIVE

(hereinafter called the "Contract") is made the 30<sup>th</sup> day of the month of **JUNE 2015**, between, on the one hand, Project Director, (hereinafter called the "Client" which expression shall include the successors, legal representatives and permitted assignees) and, on the other hand, a firm being the entity which will be solely liable to the Client for all the Consultants' obligations under this Contract, namely: **M/s. Grant Thornton Consulting Private Limited, D-3/1, Block 3, Clifton, Karachi.**

(Hereinafter collectively called the "Consultants" which expression shall include its successors, legal representatives and permitted assignees).

**WHEREAS**

- (a) The Client has requested the Consultants to provide certain consulting services as defined in the Proposal Documents and Appendices attached to this Contract (hereinafter called the "Services"); and
- (b) The Consultants, having represented to the Client that they have the required professional skills, and personnel and technical resources, have agreed to provide the Services on the terms and conditions set forth in this Contract;

NOW THEREFORE the Parties hereby agree as follows:

1. The following documents attached hereto shall be deemed to form an integral part of this Contract:
  - (a) The Proposal documents (Request for Proposal);
  - (b) The General Conditions of Contract;
  - (c) The Special Conditions of Contract;
  - (d) The following appendices:

- Appendix A – Technical Methodology
- Appendix B – Financial Proposal
- Appendix C – Reporting Requirement
- Appendix D – Key Personnel
- Appendix E – Service and Facilities

11

Appendix F – Payment Schedule

Appendix G – Integrity Pact

2. The mutual rights and obligations of the Client and the Consultants shall be as set forth in the Contract in particular:
- (a) The Consultants shall carry out the Services in accordance with the provisions of the Contract; and
  - (b) The Client shall make payments to the Consultants in accordance with the provisions of the Contract.

IN WITNESS WHEREOF, the Parties hereto have caused this Contract to be signed in their respective names in two identical parts each of which shall be deemed as the original, as of the day, month and year first above written.

PROJECT DIRECTOR  
EDUCATION DEPARTMENT PMU  
GOVERNMENT OF SINDH

Witness:

Signature \_\_\_\_\_

Signature \_\_\_\_\_

Name \_\_\_\_\_

Name \_\_\_\_\_

Title \_\_\_\_\_

Title \_\_\_\_\_

For and on behalf of the Consortium

**M/s. Grant Thornton Consulting Private Limited**  
D-3/1, Block 3, Clifton, Karachi

Signature: *Birjis Jaleel*  
Name: **Ms. Birjis Jaleel**  
Title: **Contracts Manager**

Witness:

Signature: *[Signature]*

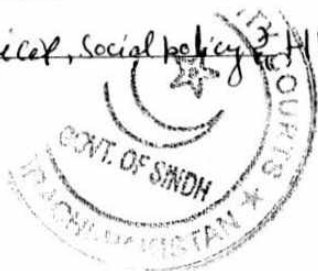
Signature: *[Signature]*

Name: Junaid Shahid

Name: Rameez Alam

Title: Officer, Social Policy & HRD

Title: Associate consultant, Financial advisory



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**SECTION-II**  
**GENERAL CONDITIONS OF CONTRACT**



*A* *Dr. P. J. Lal*

## II. GENERAL CONDITIONS OF CONTRACT

### 1. GENERAL PROVISIONS

#### 1.1 Definitions

Unless the context otherwise requires, the following terms whenever used in this Contract have the following meanings:

- (a) "Applicable Law" means the laws and any other instruments having the force of law in the Islamic Republic of Pakistan, as those may be issued and in force from time to time;
- (b) "Contract" means the Contract signed by the Parties, to which these General Conditions of Contract (GC) are attached, together with all the documents listed in Clause 1 of such signed Contract;
- (c) "Contract Price" means the price to be paid for the performance of the Services, in accordance with Clause 6;
- (d) "Effective Date" means the date on which this Contract comes into force and effect pursuant to Sub-Clause 2.1;
- (e) "GC" mean these General Conditions of Contract;
- (f) "Government" means the Government of the Islamic Republic of Pakistan and/or Provincial Government(s);
- (g) "Foreign Currency" means currency other than the currency of Islamic Republic of Pakistan.;
- (h) "Local Currency" means the currency of the Islamic Republic of Pakistan;
- (i) "Member" in case the Consultants consist of a consortium of more than one entity, means any of the entities, and "Members" means all of these entities;
- (j) "Party" means the Client or the Consultants, as the case may be, and "Parties" means both of them;
- (k) "Personnel" means persons hired by the Consultants or by any Sub-consultant as employees and assigned to the performance of the Services or any part thereof;
- (l) "SPECIAL CONDITIONS" means the Special Conditions of Contract by which the General Conditions are amended or supplemented;
- (m) "Services" means the work to be performed by the Consultants pursuant to this Contract, as described in Appendix A;
- (n) "Sub consultant" means any entity to which the Consultants subcontract any part of the Services in accordance with the provisions of Sub-Clause 3.6;
- (o) "Third Party" means any person or entity other than the Client, the Consultants or a Sub consultant; and
- (p) "Project" means the work specified in Special Conditions for which engineering consultancy services are desired.





## 1.2 Law Governing the Contract

This Contract, its meaning and interpretation, and the relation between the Parties shall be governed by the Applicable Law.

## 1.3 Language

This Contract has been executed in the English language which shall be the binding and controlling language for all matters relating to the meaning or interpretation of this Contract. All the reports and communications shall be in the English language.

## 1.4 Notices

Any notice, request, or consent made pursuant to this Contract shall be in writing and shall be deemed to have been made when delivered in person to an Authorized Representative of the Party to whom the communication is addressed, or when sent by registered mail, telex, or facsimile to such Party at the address of the Authorized Representatives specified under Sub-Clause Special Conditions 1.6. A Party may change its address for notice hereunder by giving the other Party notice of such change.

## 1.5 Location

The Services shall be performed at such locations as are specified in Appendix A and, where the location of a particular task is not so specified, at such locations as mutually agreed by the Parties.

## 1.6 Authorized Representatives

Any action required or permitted to be taken, and any document required or permitted to be executed, under this Contract by the Client or the Consultants shall be taken or executed by the Authorized Representatives specified in the Special Conditions.

## 1.7 Taxes and Duties

Unless specified in the Special Conditions, the Consultants, Sub-consultants, and their Personnel shall pay such taxes, fees, and other impositions as may be levied under the Applicable Law, the amount of which is deemed to have been included in the Contract Price.

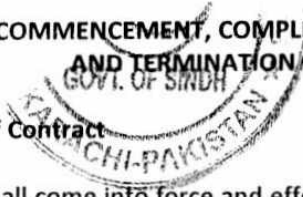
## 1.8 Leader of Consortium

In case the Consultants consist of a consortium of more than one entity, the Consultants shall be jointly and severally bound to the Client for fulfillment of the terms of the Contract and designate the Member named in the Special Conditions to act as leader of the consortium, for the purpose of receiving instructions from the Client.

## 2. COMMENCEMENT, COMPLETION, MODIFICATION, AND TERMINATION OF CONTRACT

### 2.1 Effectiveness of Contract

This Contract shall come into force and effect on the date (the "Effective Date") of the Client's notice to the Consultants instructing the Consultants to begin carrying out the Services. This notice shall confirm that the effectiveness conditions, if any, listed in the Special Conditions have been met.



*Handwritten signature*  
Baqir Saleel

## 2.2 Termination of Contract for Failure to Become Effective

If this Contract has not become effective within such time period after the date of the Contract signed by the Parties as shall be specified in the Special Conditions, either Party may, by not less than twenty eight (28) days written notice to the other Party, declare this Contract to be null and void, and in the event of such a declaration by either Party, neither Party shall have any claim against the other Party except for the work (if any) already done or costs already incurred by a Party at the request of the other Party.

## 2.3 Commencement of Services

The Consultants shall begin carrying out the Services at the end of such time period after the Effective Date as shall be specified in the Special Conditions.

## 2.4 Expiration of Contract

Unless terminated earlier pursuant to Sub-Clause 2.9, this Contract shall expire when, pursuant to the provisions hereof, the Services have been completed and the payments of remunerations including the direct costs if any, have been made. The Services shall be completed within a period as is specified in the Special Conditions, or such extended time as may be allowed under Sub-Clause 2.6.

The term "Completion of Services" is as specified in the Special Conditions.

## 2.5 Modification

Modification of the terms and conditions of this Contract, including any modification of the scope of the Services or of the Contract Price, may only be made in writing, which shall be signed by both the Parties.

## 2.6 Extension of Time for Completion


If the scope or duration of the Services is increased:

- (a) the Consultants shall inform the Client of the circumstances and probable effects;
- (b) the increase shall be regarded as Additional Services; and
- (c) the Client shall extend the time for Completion of the Services accordingly.

## 2.7 Force Majeure

### 2.7.1 Definition

- (a) For the purposes of this Contract, "Force Majeure" means an event which is beyond the reasonable control of a Party and which makes a Party's performance of its obligations under the Contract impossible or so impractical as to be considered impossible under the circumstances, and includes, but is not limited to, war, riots, civil disorder, earthquake, fire, explosion, storm, flood or other adverse weather conditions, strikes, lockouts or other industrial actions (except where such strikes, lockouts or other industrial actions are within the power of the Party invoking Force Majeure to prevent), confiscation or any other action by government agencies.
- (b) Force Majeure shall not include (i) any event which is caused by the negligence or intentional action of a Party or such Party's Sub-consultants or agents or employees, nor (ii) any event which a diligent Party could reasonably have been expected to both (A) take into account at the time of the conclusion of this

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Contract and (B) avoid or overcome in the carrying out of its obligations hereunder.

- (c) Force Majeure shall not include insufficiency of funds or failure to make any payment required hereunder.

#### **2.7.2 No Breach of Contract**

The failure of a Party to fulfill any of its obligations under the Contract shall not be considered to be a breach of, or default under this Contract insofar as such inability arises from an event of Force Majeure, provided that the Party affected by such an event; (a) has taken all reasonable precautions, due care and reasonable alternative measures in order to carry out the terms and conditions of this Contract; and (b) has informed the other Party in writing not later than fifteen (15) days following the occurrence of such an event.

#### **2.7.3 Extension of Time**

Any period within which a Party shall, pursuant to this Contract, complete any action or task, shall be extended for a period equal to the time during which such Party was unable to perform such action as a result of Force Majeure.

#### **2.7.4 Payments**

During the period of their inability to perform the Services as a result of an event of Force Majeure, the Consultants shall be entitled to continue to be paid under the terms of this Contract, as well as to be reimbursed for additional costs reasonably and necessarily incurred by them during such period for the purpose of the Services and in reactivating the Services after the end of such period.

#### **2.8 Suspension of Payments by the Client**

The Client may, by written notice of suspension to the Consultants, suspend all payments to the Consultants hereunder if the Consultants fail to perform any of their obligations under this Contract, including the carrying out of the Services, provided that such notice of suspension (i) shall specify the nature of the failure, and (ii) shall request the Consultants to remedy such failure within a period not exceeding thirty (30) days after receipt by the Consultants of such notice of suspension.

#### **2.9 Termination**

##### **2.9.1 By the Client**

The Client may terminate this Contract, by not less than thirty (30) days written notice of termination to the Consultants, to be given after the occurrence of any of the events specified in paragraphs (a) through (e) of this Sub-Clause 2.9.1 and sixty (60) days' in the case of the event referred to in paragraph (f):

- (a) if the Consultants do not remedy a failure in the performance of their obligations under the Contract, within thirty (30) days after being notified or within any further period as the Client may have subsequently approved in writing;
- (b) if the Consultants become (or, if the Consultants consist of more than one entity, if any of their Members becomes) insolvent or bankrupt or enter into any agreements with their creditors for relief of debt or take advantage of any law for the benefit of debtors or go into liquidation or receivership whether compulsory or voluntary;

- (c) if the Consultants fail to comply with any final decision reached as a result of arbitration proceedings pursuant to Clause 7 hereof;
- (d) if the Consultants submit to the Client a statement which has a material effect on the rights, obligations or interests of the Client and which the Consultants know to be false;
- (e) If, as the result of Force Majeure, the Consultants are unable to perform a material portion of the Services for a period of not less than sixty (60) days;
- (f) If the Client, in its sole discretion, decides to terminate this Contract.

#### 2.9.2 By the Consultants

The Consultants may terminate this Contract, by not less than thirty (30) days written notice to the Client, such notice to be given after the occurrence of any of the events specified in paragraphs (a) through (d) of this Sub-Clause 2.9.2:

- (a) if the Client fails to pay any monies due to the Consultants pursuant to this Contract and not subject to dispute pursuant to Clause 7 within forty-five (45) days after receiving written notice from the Consultants that such payment is overdue;
- (b) if the Client is in material breach of its obligations pursuant to this Contract and has not remedied the same within forty-five (45) days (or such longer period as the Consultants may have subsequently approved in writing) following the receipt by the Client of the Consultants' notice specifying such breach;
- (c) if, as a result of Force Majeure, the Consultants are unable to perform a material portion of the Services for a period of not less than sixty (60) days;
- (d) if the Client fails to comply with any final decision reached as a result of arbitration proceedings pursuant to Clause 7 hereof.

#### 2.9.3 Cessation of Services

Upon receipt of notice of termination under Sub-Clause 2.9.1, or giving of notice of termination under Sub-Clause 2.9.2, the Consultants shall take all necessary steps to bring the Services to a close in a prompt and orderly manner and shall make every reasonable effort to keep expenditures for this purpose to a minimum. With respect to documents prepared by the Consultants, and equipment and materials furnished by the Client, the Consultants shall proceed as provided, respectively, by Sub-Clauses 3.8 or 3.9.

#### 2.9.4 Payment upon Termination

Upon termination of this Contract pursuant to Sub-Clauses 2.9.1 or 2.9.2, the Client shall make the following payments to the Consultants:

- (a) Remuneration and reimbursable direct costs expenditure pursuant to Clause 6 for Services satisfactorily performed prior to the effective date of termination. Effective date of termination for purposes of this Sub-Clause means the date when the prescribed notice period would expire;
- (b) except in the case of termination pursuant to paragraphs (a) through (d) of Sub-Clause 2.9.1, reimbursement of any reasonable cost incidental to the prompt and orderly termination of the Contract, including the cost of the return travel of the Personnel, according to Consultants Traveling Allowance Rules.



In order to compute the remuneration for the part of the Services satisfactorily performed prior to the effective date of termination; the respective remunerations shall be proportioned.

### **2.9.5 Disputes about Events of Termination**

If either Party disputes whether an event specified in paragraphs (a) through (e) of Sub-Clause 2.9.1 or in paragraph (a) through (d) of Sub-Clause 2.9.2 hereof has occurred, such Party may, within forty-five (45) days after receipt of notice of termination from the other Party, refer the matter to arbitration pursuant to Clause 7 hereof, and this Contract shall not be terminated on account of such event except in accordance with the terms of any resulting arbitral award.

## **3. OBLIGATIONS OF THE CONSULTANTS**

### **3.1 General**

The Consultants shall perform the Services and carry out their obligations with all due diligence, efficiency, and economy, in accordance with generally accepted professional techniques and practices, and shall observe sound management practices, and employ appropriate advanced technology and safe methods. The Consultants shall always act, in respect of any matter relating to this Contract or to the Services, as faithful advisers to the Client, and shall at all times support and safeguard the Client's legitimate interests in any dealings with Sub consultants or third parties.

### **3.2 Consultants Not to Benefit from Commissions, Discounts, etc.**

The remuneration of the Consultants pursuant to Clause 6 shall constitute the Consultants' sole remuneration in connection with this Contract or the Services, and the Consultants shall not accept for their own benefit any trade commission, discount, or similar payment in connection with activities pursuant to this Contract or to the Services or in the discharge of their obligations under the Contract, and the Consultants shall use their best efforts to ensure that the Personnel, any Sub-consultants, and agents of either of them similarly shall not receive any such additional remuneration.

### **3.3 Confidentiality**

The Consultants, their Sub-consultants, and the Personnel of either of them shall not, either during the term or after the expiration of this Contract, disclose any proprietary or confidential information relating to the Project, the Services, this Contract, or the Client's business or operations without the prior written consent of the Client.

### **3.4 Liability of the Consultants**

The Consultants are liable for the consequence of errors and omissions on their part or on the part of their employees, in so far as the design of the Project is concerned to the extent and with the limitations as mentioned herein below.

If the Client suffers any losses or damages as a result of proven faults, errors or omissions in the design of a project, the Consultants shall make good such losses or damages, subject to the conditions that the maximum liability as aforesaid shall not exceed twice the total remuneration of the Consultants for design phase in accordance with the terms of the Contract.

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*[Signature]*

The liability of the Consultants expires after one (1) year from the stipulated date of completion of construction or after three (3) years from the date of final completion of the design whichever is earlier.

The Consultants may, to protect themselves, insure themselves against their liabilities but this is not obligatory. The extent of the insurance shall be up to the limit specified in second para above. The Consultants shall procure the necessary cover before commencing the Services and the cost of procuring such cover shall be borne by the Consultants up to a limit of one percent of the total remuneration of the Consultants for the design phase for every year of keeping such cover effective.

The Consultants shall, at the request of the Client, indemnify the Client against any or all risks arising out of the furnishing of professional services by the Consultants to the Client, not covered by the provisions contained in the first para above and exceeding the limits set forth in second para above provided the actual cost of procuring such indemnity as well as costs exceeding the limits set forth in fourth para above shall be borne by the Client.

### **3.5 Other Insurance to be Taken out by the Consultants**

The Consultants (a) shall take out and maintain, and shall cause any Subconsultants to take out and maintain, at their (or the Sub-consultants', as the case may be) own cost but on terms and conditions approved by the Client, insurance against the risks, and for the coverage, as are specified in the Special Conditions; and (b) at the Client's request, shall provide evidence to the Client showing that such insurance has been taken out and maintained and that the current premiums have been paid.

### **3.6 Consultants' Actions Requiring Client's Prior Approval**

The Consultants shall obtain the Client's prior approval in writing before taking any of the following actions:

- (a) Appointing such Personnel as are listed in Appendix-C merely by title but not by name;
- (b) entering into a subcontract for the performance of any part of the Services, it being understood (i) that the selection of Sub-consultants and the terms and conditions of the subcontract shall have been approved in writing by the Client prior to the execution of the subcontract, and (ii) that the Consultants shall remain fully liable for the performance of the Services by the Sub-consultants and its Personnel pursuant to this Contract;
- (c) any other action that may be specified in the Special Conditions.

### **3.7 Reporting Obligations**

The Consultants shall submit to the Client the reports and documents specified in Appendix B in the form, in the numbers, and within the periods set forth in the said Appendix.

### **3.8 Documents Prepared by the Consultants to be the Property of the Client**

All plans, drawings, specifications, reports, and other documents and software prepared by the Consultants in accordance with Sub-Clause 3.7 shall become and remain the property of the Client, and the Consultants shall, not later than upon termination or expiration of this Contract, deliver (if not already delivered) all such documents and software to the Client, together with a detailed inventory thereof. The Consultants may retain a copy of such documents and software.

Restriction(s) about the future use of these documents is specified in the Special Conditions.



### 3.9 Equipment and Materials Furnished by the Client

Equipment and materials made available to the Consultants by the Client, or purchased by the Consultants with funds provided exclusively for this purpose by the Client, shall be the property of the Client and shall be marked accordingly. Upon termination or expiration of this Contract, the Consultants shall make available to the Client an inventory of such equipment and materials and shall dispose of such equipment and materials in accordance with the Client's instructions or afford salvage value of the same. While in possession of such equipment and materials, the Consultants, unless otherwise instructed by the Client in writing, shall insure them at the expense of the Client in an amount equal to their full replacement value.

### 3.10 Accounting, Inspection and Auditing

The Consultants (i) shall keep accurate and systematic accounts and records in respect of the Services hereunder, in accordance with internationally accepted accounting principles and in such form and detail as will clearly identify all relevant time charges, and cost, and the basis thereof, and (ii) shall permit the Client or its designated representatives periodically, and up to one year from the expiration or termination of this Contract, to inspect the same and make copies thereof as well as to have them audited by auditors appointed by the Client.

## 4. CONSULTANTS' PERSONNEL AND SUBCONSULTANTS

### 4.1 Description of Personnel

The titles, agreed job descriptions, minimum qualifications, and estimated periods of engagement in the carrying out of the Services of the Consultants' Key Personnel are described in Appendix C. The Key Personnel and Sub-consultants listed by title and/or by name, as the case may be, in Appendix C are deemed to be approved by the Client.

### 4.2 Removal and/or Replacement of Personnel

- (a) Except as the Client may otherwise agree, no changes shall be made in the Key Personnel. If, for any reason beyond the reasonable control of the Consultants, it becomes necessary to replace any of the Key Personnel, the Consultants shall provide as a replacement a person of equivalent or better qualifications;
- (b) If the Client, (i) finds that any of the Personnel have committed serious misconduct or have been charged with having committed a criminal action; or (ii) has reasonable cause to be dissatisfied with the performance of any of the Personnel, then the Consultants shall, at the Client's written request specifying the grounds therefore, provide as a replacement a person with qualifications and experience acceptable to the Client.
- (c) Except as the Client may otherwise agree, the Consultants shall; (i) bear all the additional travel and other costs arising out of or incidental to any removal and/or replacement; and (ii) bear any additional remuneration, to be paid for any of the Personnel provided as a replacement to that of the Personnel being replaced.

### 4.3 Approval of Personnel

The Key Personnel and Sub-Consultants listed by title as well as by name in Appendix - C are deemed to be approved by the Client. In respect of other key Personnel which the Consultants propose to use in carrying out of the Services, the Consultants shall submit to the Client for review and approval a copy of their biographical data. If the Client does not object in writing (stating the reasons for the objection) within fourteen (14) calendar days from the date of receipt of such biographical data, such Key Personnel shall be deemed to have been approved by the Client.



#### 4.4 Working Hours, Leave, Overtime, etc.

Working Hours for Key Personnel are set forth in Appendix – C hereto.

Except for the staff covered under reimbursable direct costs expenditure, the Consultants' remuneration given in Appendix D and Appendix E shall be deemed to cover paid casual leave, sick leave and earned leave. The Client will reimburse overtime payments to eligible Personnel provided by the Consultants, in respect of support staff and work charged staff. Any taking of leave by Personnel shall be subject to the prior approval by the Consultants who shall ensure that absence for leave purposes will not delay the progress and adequate supervision of the Services. Such leave taking of the Authorized Representative of the Consultants at site, if any, shall be preceded by the Client informed in writing.

#### 4.5 Removal and/or Replacement of Personnel

- (a) Except as the Client may otherwise agree, no changes shall be made in the Key Personnel. If, for any reason beyond the reasonable control of the Consultants, it becomes necessary to replace any of the Key Personnel, the Consultants shall provide as a replacement a person of equivalent or better qualifications.
- (b) If the Client, (i) finds that any of the Personnel has committed serious misconduct or has been charged with having committed a criminal action; or (ii) has reasonable cause to be dissatisfied with the performance of any of the Personnel, then the Consultants shall, at the Client's written request specifying the grounds therefore, provide as a replacement a person with qualifications and experience acceptable to the Client.
- (c) Any of the Personnel provided as a replacement under sub-Clauses (a) and (b) above, the rate of remuneration applicable to such person as well as any reimbursable expenditures (including expenditures due to the number of eligible dependents) the Consultants may wish to claim as result of such replacement, shall be subject to the prior written approval by the Client. Except as the Client may otherwise agree, (i) the Consultants shall bear all additional travel and other costs arising out of or incidental to any removal and/or replacement, and (ii) the remuneration to be paid for any of the personnel provided as a replacement shall not exceed the remuneration which would have been payable of the Personnel replaced.

### 5. OBLIGATIONS OF THE CLIENT

#### 5.1 Assistance, Coordination and Approvals

##### 5.1.1 Assistance

The Client shall use its best efforts to ensure that the Client shall:

- (a) provide at no cost to the Consultants, Sub-consultants and Personnel such documents prepared by the Client or other consulting engineers appointed by the Client as shall be necessary to enable the Consultants, Sub-consultants or Personnel to perform the Services. The documents and the time within which such documents shall be made available, are as specified in the Special Conditions;
- (b) Assist to obtain the existing data pertaining or relevant to the carrying out of the Services, with various Government and other organizations. Such items unless paid for by the Consultants without reimbursement by the Client, shall

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be returned by the Consultants upon completion of the Services under this Contact;

- (c) issue to officials, agents and representatives of the concerned organizations, all such instructions as may be necessary or appropriate for prompt and effective implementation of the Services;
- (d) assist to obtain permits which may be required for right-of-way, entry upon the lands and properties for the purposes of this Contract;
- (e) provide to the Consultants, Sub-consultants, and Personnel any such other assistance and exemptions as may be specified in the Special Conditions.

#### **5.1.2 Co-ordination**

The Client shall:

- (a) Co-ordinate and get or expedite any necessary approval and clearances relating to the work from any Government or Semi-Government Agency, Department or Authority, and other concerned organization named in the Special Conditions.
- (b) Co-ordinate with any other consultants employed by him.

#### **5.1.3 Approvals**

The Client shall accord approval of the documents within such time as specified in the Special Conditions, whenever these are applied for by the Consultants.

#### **5.2 Access to Land**

The Client warrants that the Consultants shall have, free of charge, unimpeded access to all land of which access is required for the performance of the Services.

#### **5.3 Change in the Applicable Law**

If, after the date of this Contract, there is any change in the Applicable Law which increases or decreases the cost of the Services rendered by the Consultants, then the remunerations and direct costs otherwise payable to the Consultants under this Contract shall be increased or decreased accordingly, and corresponding adjustment shall be made to the amounts referred to in Sub-Clause 6.2 (a) or (b), as the case may be.

#### **5.4 Services and Facilities**

The Client shall make available to the Consultants, Sub-consultants and the Personnel, for the purpose of the Services and free of any charge, the services, facilities and property described in Appendix F at the times and in the manner specified in said Appendix F, provided that if such services, facilities and property shall not be made available to the Consultants as and when so specified, the Parties shall agree on; (i) any time extension that it may be appropriate to grant to the Consultants for the performance of the Services; (ii) the manner in which the Consultants shall procure any such services, facilities and property from other sources; and (iii) the additional payments, if any, to be made to the Consultants as a result thereof pursuant to Clause 6 hereinafter.

  
Brijis Jabeel

## 5.5 Payments

In consideration of the Services performed by the Consultants under this Contract, the Client shall make to the Consultants such payments and in such manner as is provided by Clause 6 of this Contract.

## 6. PAYMENTS TO THE CONSULTANTS

### 6.1 Remuneration

The Consultants' total remuneration shall not exceed the Contract Price and shall include all staff costs, incurred by the Consultants in carrying out the Services described in Appendix A. Other reimbursable direct costs expenditure, if any, are specified in the Special Conditions. Except as provided in Sub-Clause 5.3, the Contract Price may only be increased above the amounts stated in Sub-Clause 6.2 if the Parties have agreed to additional payments in accordance with Sub-Clauses 2.5, 2.6, 5.4 or 6.6.

### 6.2 Contract Price

- (a) Foreign currency payment shall be made in the currency or currencies specified as foreign currency or currencies in the Special Conditions, and local currency payment shall be made in Pakistani Rupees.
- (b) The Special Conditions shall specify the breakup of remuneration to be paid, respectively, in foreign and in local currencies.

### 6.3 Terms and Conditions of Payment

Payment will be made to the account of the Consultants and according to the payment schedule stated in the Special Conditions. Payments shall be made after the conditions listed in the Special Conditions for such payments have been met, and the Consultants have submitted an invoice to the Client specifying the amount due.

### 6.4 Period of Payment

- (a) Advance payment to the Consultants shall be affected within the period specified in the Special Conditions, after signing of the Contract Agreement between the Parties.
- (b) Any other amount due to the Consultants shall be paid by the Client to the Consultants within twenty-eight (28) days in case of local currency and fifty six (56) days in case of foreign currency after the Consultants' invoice has been delivered to the Client.

### 6.5 Delayed Payments

If the Client has delayed payments beyond the period stated in paragraph (b) of Sub-Clause 6.4, no financing charges shall be paid to the Consultants for each day of delay at the rate specified in the Special Conditions.

### 6.6 Additional Services

Additional Services means:

- (a) Services as approved by the Client outside the Scope of Services described in Appendix A;

- (b) Services to be performed during the period extended pursuant to Sub-Clause 2.6, beyond the original schedule time for completion of the Services; and
- (c) any re-doing of any part of the Services as a result of Client's instructions.

If, in the opinion of the Client, it is necessary to perform Additional Services during the currency of the Contract for the purpose of the Project, such Additional Services shall be performed with the prior concurrence of both the Parties. The Consultants shall inform the Client of the additional time (if any), and the additional remuneration and reimbursable direct costs expenditure for such Additional Services. If there is no disagreement by the Client within two weeks of this intimation, such additional time, remuneration and reimbursable direct costs expenditure shall be deemed to become part of the Contract. Such remuneration and reimbursable direct costs expenditure shall be determined on the basis of rates provided in Appendices D and E, in case the Additional Services are performed during the scheduled period of the Services, otherwise remuneration for Additional Services shall be determined on the basis of Consultants' billing rates prevailing at the time of performing the Additional Services.

#### **6.7 Consultants' Entitlement to Suspend Services**

If the Client fails to make the payment of any of the Consultants' invoice (excluding the advance payment), within twenty-eight (28) days after the expiry of the time stated in paragraph (b) of Sub-Clause 6.4, within which payment is to be made, the Consultants may after giving not less than fourteen (14) days' prior notice to the Client, suspend the Services or reduce the rate of carrying out the Services, unless and until the Consultants have received the payment.

This action will not prejudice the Consultants entitlement to financing charges under Sub-Clause 6.5.

### **7. SETTLEMENT OF DISPUTES**

#### **7.1 Amicable Settlement**

The Parties shall use their best efforts to settle amicably all disputes arising out of or in connection with this Contract or its interpretation.

#### **7.2 Dispute Settlement**

Any dispute between the Parties as to matters arising pursuant to this Contract which cannot be settled amicably within thirty (30) days after receipt by one Party of the other Party's request for such amicable settlement may be submitted by either Party for settlement in accordance with the provisions of the Arbitration Act, 1940 (Act No.X of 1940) and of the Rules made there under and any statutory modifications thereto.

Services under the Contract shall, if reasonably possible, continue during the arbitration proceedings and no payment due to or by the Client shall be withheld on account of such proceedings.



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## 8. INTEGRITY PACT

8.1 If the Consultant or any of his Sub-consultants, agents or servants is found to have violated or involved in violation of the Integrity Pact signed by the Consultant as Appendix-G to this Form of Contract, then the Client shall be entitled to:

- (a) recover from the Consultant an amount equivalent to ten times the sum of any commission, gratification, bribe, finder's fee or kickback given by the Consultant or any of his Sub-consultant, agents or servants;
- (b) terminate the Contract; and
- (c) Recover from the Consultant any loss or damage to the Client as a result of such termination or of any other corrupt business practices of the Consultant or any of his Sub-consultant, agents or servants.

On termination of the Contract under Sub-Para (b) of this Sub-Clause, the Consultant shall proceed in accordance with Sub-Clause 2.9.3. Payment upon such termination shall be made under Sub-Clause 2.9.4 (a) after having deducted the amounts due to the Client under Sub-Para (a) and (c) of this Sub-Clause.



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**SECTION – III**  
**SPECIAL CONDITIONS OF CONTRACT**



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### III. SPECIAL CONDITIONS OF CONTRACT

Amendments and Supplements to, Clauses in the General Conditions (GC) of Contract.

#### 1.1 Definitions

"Project" means Impact Assessment Study of "Capacity Building of Teachers Training Institutions and Training of Elementary School Teachers in Sind Province".

Add the following paragraph:

"The Contractor" means the construction firm/company engaged by the Client for the construction of the project.

#### 1.4 Notices

In fourth line insert "Courier", after registered mail. In fifth line, after Clause Special Conditions 1.6, add, "provided that email or facsimile shall be sufficient only if confirmed by delivery in person or registered mail or courier".

#### 1.6 Authorized Representatives

The Authorised Representatives are the following:

##### For the Client:

The PROJECT DIRECTOR,  
PROJECT MANAGEMENT UNIT  
SINDH ELEMENTARY TEACHERS TRAINING PROGRAM  
EDUCATION & LITERACY DEPARTMENT  
GOVERNMENT OF SINDH,  
3rd Floor, Old KDA Building Sindh Secretariat,  
Karachi, Sindh.  
Telephone: 021-99211180  
E-Mail: \_\_\_\_\_

##### For the Consultants:

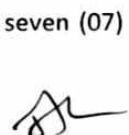
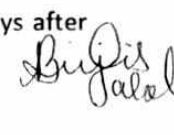
Ms. BIRJIS JALEEL  
CONTRACTS MANAGER  
GRANT THORNTON CONSULTING PRIVATE LIMITED,  
D-3/1, Block 3, Clifton, Karachi  
Pakistan  
Mobile: 0302 - 2292692  
Telephone: 021 35822641-42  
Facsimile: 021 35878878  
Email: bjaleel@pk.gt.com

#### 1.7 Taxes

All Taxes prevalent on the date of signing of this Contract are included in the Consultants Remuneration. Any Taxes levied after the date of signing of this Contract shall be paid to the Consultants by the Client as per actual. The income tax shall not be deducted by the Client at the time of payment against consultancy remuneration, if the Consultant provide Income Tax exemption certificate.

#### 2.3 Commencement of Services

The commencement date of consultancy services will be within seven (07) days after the date of signing of Contract Agreement.

## 2.5 Operational Methodology

Upon signing of the Agreement by both the Parties the department shall issue assignment orders providing the following information.

- a) List of Pre Service / Post Service candidate
- b) List or Type of TTIs / School (Primary etc.)
- c) Category wise details
- d) Taluka
- e) District / Region

## 6.2 Contract Price

The tentative remuneration for Consultancy Services shall be in local currency of Pakistan is Rs 15,000,000/= (Rupees Fifteen Million Rupees only) inclusive of Income and Sales tax. Any increase in consultancy services remuneration shall be added as per requirement of work of PMU, Government of Sindh.

## 6.3 Terms and Conditions of Payment

Payments shall be made according to the following schedule:

- (i) 20% of contract shall be released on signing of the contract
- (ii) 30% of the contract shall be released on submission of the inception report
- (iii) 20% of the contract shall be released on hiring and training of field staff and initiating field work
- (iv) 10% of the contract shall be released on completion of field work
- (v) 20% of the contract shall be released on final report



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#### 6.4 Period of Payment

- a) The time period for first payment shall be one (1) week from the date of issuance of letter of award.
- a) All other payments shall be made to the Consultants within Seven (7) working days of submission of invoice.

#### 7.2 Dispute Consultants

Venue of arbitration shall be Karachi and the courts located in Karachi shall have jurisdiction in the matter. However both parties will first try to resolve any matter to avoid any waste of time in resolving conflict.

#### 7.4 Work Schedule

The consultant shall prepare for Project Director PMU, Government of Sindh, approval of a work schedule / plan including detailed information in narrative form and with bar diagram as applicable to contract for inclusion in the contract agreement. The work plan shall indicate date of start and finish of each activity, preparation of report etc.

#### 7.6 Work Review Meeting.

Work review meetings will be held from time to time during the currency of the work. Officials of the consultant and Project Director PMU, Government of Sindh, will attend the meeting. The representative of the consultants shall always be available to present the work for review. The orders and instruction given in the meetings shall be fully complied with and the same incorporated in the work.



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**SECTION – IV**  
**DESCRIPTION OF THE SERVICES**



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## DESCRIPTION OF THE SERVICES

### 1. Project Information:

- Program** **Project Management Unit**  
To strengthen existing Teachers Training Institutes with respect to their capacity development and infrastructure development, and to provide support in existing programs for in-service Teachers / Principals / Head Teachers / Managers and Pre-Service Training Programs.
- Department** Education & Literacy Department, Government of Sindh
- Activity** Impact Assessment Study of Pre-service, In-service Trainings and capacity building of Teachers Training Institutions (TTIs) under the Canadian project

### 2. Purpose of Assignment

To conduct Impact Assessment Study of activities under Canadian -Debt for Education Conversion Project titled "*Capacity Building of Teachers Training Institutions and Training of Elementary School Teachers in Sindh Province*".

The main objectives of the project are elaborated as under:-

### 3. Capacity Building of Teachers Training Institutions (TTIs).

The project aims at equipping the resource starved TTIs with requisite infrastructure and physical facilities i.e. repair of hostel, academic blocks, computer labs, libraries, teaching learning aids, training modules etc, for conducting effective and quality Pre-service and In-service training. 39 computer labs were setup at various TTIs. Each Computer lab equipped with 20 Computers, Servers, Printers, Multimedia etc. Furniture and Fixtures were also provided to all Elementary Training Colleges which included Chairs, Desks, Tables, Backboards and Soft Boards etc. In addition to that, teaching resource such as primary and middle school science equipment, Literacy materials, Mathematical kits, Maps, Charts, Physical Education Equipment and arts and craft materials were also provided to 42 TTIs. Additionally 16 vehicles were also provided to various TTIs for the purpose of providing transport facilities for participants / Staff.

### 4. Award of Pre-service Scholarships.

The program provide stipend to 2144 Pre-Service Teachers participating in the PTC, CT and B.Ed program (PTC and CT training has since been phased out and replaced with the Associate Degree in Education (ADE). The scholarship targets teachers, especially female from rural or disadvantaged areas. So far 2144 Scholarship have been awarded since 2013-14.

Year	Achievement Till June 2015
2006-07	-
2007-08	-
2008-09	703
2009-10	329
2010-11	294
2011-12	-
2012-13	318
2013-14	500
2014-15	In-Process
<b>Total</b>	<b>2144</b>

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## 5. In-service Training

Training is a vital component of the SETTP-CIDA project, with the major focus on quality. By developing the professional capacity of teachers, better learning practices can be initiated at the class room level. The National Education Consensus 2005, indicated that 26% of teachers in the workforce are untrained. Continuous professional development program for the teachers is one of the main recommendations of National Education Policy 2010. However, a regular system of institutionalized in-service training was missing in the Areas and ICT. The project caters to the professional development of teaching and administrative staff and aims at enhancing their content knowledge, pedagogical skills, including multi-grade teaching and class room and school management skills for improving the quality of their performance.

Significantly, a majority of the primary schools where the project is being implemented are functioning with only one or two teachers. These teachers are deprived of professional development opportunities and latest learning concepts in training. There was a dire need to upgrade their content Knowledge and Pedagogical Skills. The project also targets the training of master trainers and education managers, heads and teaching of elementary school and faculty of teaching institutions. There is also a provision of development of training modules for improving of quality of education, provision of teaching and demonstration kits for TTIs. SETTP-CIDE provide in-service teacher training for primary school teacher (PST) and junior school teacher (JST) in the subjects of English, Mathematics, Science, Social Studies and Computer Literacy. The training introduce new pedagogical practices and teaching methodologies to the teachers in this regard supplementary modules were also developed by the PMU Sindh. The achievement of this project in the area of teachers training and other staff is as under:-

<b>Cadre</b>	<b>Achievement Till June 2015</b>
Primary School Teachers (PST)	19139
Junior School Teachers (JST)	7509
Master Trainers (MT)	1380
Head Masters (HM)	124
TTI faculty (TTIs)	379
DEOs, ADEOs etc.	237
PST (Short Course)	317
JST (Short Course)	173
TTIs Faculty (Short Course)	105
PSTs (Seminar)	283
JSTs (Seminar)	231
HMs (Seminar)	79
TTIs faculty (Seminar)	152
DEOs, ADEOs (Seminar)	0
<b>Total</b>	<b>30108</b>

In 42 Teachers Training Institutes (TTIs) under the SETTP project provide training across sindh to increase teaching skills and subject based knowledge of teachers. The trainings focus on improving standards of education through intervention in areas of teacher quality, curricula and pedagogy.

### **Objectives at a glance:**

- Capacity Development of Education & Literacy Department, Government of Sindh, District Officers of Education and Teaching faculties of Teacher Training Institutes (TTIs) in Sindh.
- Supporting and improvement of Teacher Training Program through development and production of teaching Resources, Resource Kits and Stipends / Scholarships to pre-service teacher education candidates.

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- Revitalization of Teacher Education and Training Institutions by improving the Physical Facilities, Furniture & Fixture, Equipment, teaching Resources, technical Services, Library facilities, Modifications of Hostels, Residential Facilities etc.
- Providing Technical Assistance to all Elementary Colleges and Teacher Training Institutions in Sindh.
- The overall goal of the project is to improve the quality and delivery of basic education in Sindh.

## 6. Impact Assessment Study

Sindh Elementary Teachers Training Project (CIDA) uplifting the quality of elementary education through provision of in-service training to around 30000 teachers and heads of elementary schools on the training component. In addition 2500 students were awarded scholarships.. Under the third component capacity building of TTIs faculty 650 members trained. To create better teaching and learning environment in teacher training institutions, project has also developed and provided training modules and teaching/demonstration kits to use modern techniques in teaching, provided Computer Labs., Science Lab Equipment, Sports Items and other furniture items. The project also improved the libraries with latest books on pedagogical skills and content knowledge in these institutions.

Although pre-test and post-test have been regular features of the training program for the assessment of the immediate outcomes of teacher's competencies and trainees learning achievement. However, till the year 2011, no formal assessment study was carried out to assess the impact of project interventions on the quality of teacher Education. The provision of SETTP Project Impact Assessment Study was made in PC-I due to dire need on the following grounds.


- The Section 16.4 of Description of Pakistan Canada Debt for Education Conversion highlighted that Federal and Provincial Governments are responsible to carry out final Evaluation of Canada Debt for Education Conversion to assess the outcome level (Intermediate) Indicators of success identified at the outset of debt conversion's implementation.
- The Planning Commission Guidelines issued by Planning and Development Division also stressed upon Project authorities to adopt Result Based Monitoring Framework to report Project outputs and Impact against its inputs.
- The need of impact assessment was also raised by donors at project steering forums i.e. Bi-national working Commission to assess Project interventions at outputs, outcomes and Impact level.
- The Mid Term Review of the project has also emphasized on holding of formal impact assessment study of the project's indicators.

The Impact Assessment has accordingly being embedded in Project implementation plan and is aimed at assessing the effectiveness of trainings, establishment of computer labs, e-libraries and provision of library books, furniture and other equipment and to give a reliable feedback to the donors, policy makers, teacher trainers, planners and implementers, in order to improve the quality of Elementary level Teachers.

## 7. Objectives of the Impact Assessment Study

The key objectives of this impact study are as under:

- To appraise the level of enhancement in the institutional capacity of teacher training institutions to develop and implement programmes for continuous professional development of teachers.
- To measure improvement in the service delivery of teachers through assessment of learning achievement of their students.
- To establish the linkage of scholarship provided to the prospective teachers in the public sector teacher training institutions (TTIs) and the strength of this correlation with the number of students enrolled and improvement in their result.

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- To measure the change in the learning outcomes of prospective teachers in public sector teacher training institutions (TTIs) as well as students enrolled in attached lab schools after physical infrastructure such as computer labs, E-libraries, Library Books, Furniture and other facilities provided under the project.
- To assess improvement in the management capacity and efficiency of head teachers and Education Managers.
- To identify factors which have hindered or facilitated the achievement of Project Objectives, including enlisting of good practices, success stories, and lessons learnt.
- To provide inputs in policy development for the promotion of sustainable and systematic teachers development through In / Pre Service training programs.
- To evolve recommendations, based on the findings of assessment study, to feed into the formulation of policy reforms for continuous professional development of teachers in the Country / Province / Area.
- To compare the contents and modules of the training programs with the Training Need Assessment (TNA) and teachers competencies.

## **8. Impact Assessment Framework**

As part of Canadian Project monitoring, at the inception of the Project a comprehensive Performance Measurement Framework (PMF) was developed through extensive consultations of Federal / Provincial PMUs, Apex TTIs etc. Result based qualitative framework has inbuilt set of indicators to assess the project outputs, outcomes and impact of project interventions. PMF also highlights the baseline information, data source and data collection tools and expected outcomes.

The organization carrying out impact study will have to develop Assessment Framework in synchronization with the PMF indicators. A copy of PMF is a part of this RFP document.

## **9. Impact Assessment Study Design Details**

### **Research Tools**

The firm is required to develop standardized impact assessment tools to collect the data from the sample clientele. Following tools needs to be designed and presented to the departmental technical Committee for approval:

- Semi structured interview for heads of TTIs, Education Managers and Principals;
- Focused group discussion / round table with Resource Persons, Faculty, Teachers;
- Institution survey;
- Classroom observations;
- Standardized test for students learning achievements;
- Teacher competencies test.

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### Sample Design of the study

	Sample	Primary school teachers(I – V)				Elementary school teachers(I – VIII)				Secondary School teachers(I – X)				Total
		Male		Female		Male		Female		Male		Female		
		U	R	U	R	U	R	U	R	U	R	U	R	
Distribution of teachers by type of school, gender and locale	Semi structured interview for heads of TTIs, Education Managers and Principals													
	Focused group discussion/round table with Resource Persons, Faculty, Teachers													
	Institution survey													
	Classroom observations													
	Standardized test for students learning achievements													
	Teacher competencies test													

### Sample Design of the study

	Sample	Primary school head teachers(I – V)				Elementary school head teachers(I – VIII)				Secondary School head teachers(I – X)				Total
		Male		Female		Male		Female		Male		Female		
		U	R	U	R	U	R	U	R	U	R	U	R	
Distribution of head teachers by type of school, gender and locale	Semi structured interview for heads of TTIs, Education Managers and Principals													
	Focused group discussion/round table with Resource Persons, Faculty, Teachers													
	Institution survey													
	Classroom observations													
	Standardized test for students learning achievements													
	Teacher competencies test													

### Sample Design of the study

	Sample	Educational Managers				Principal				Faculty				Total
		Male		Female		Male		Female		Male		Female		
		U	R	U	R	U	R	U	R	U	R	U	R	
Distribution of teachers training institutions (TTIs) by type of school, gender and locale	Semi structured interview for heads of TTIs, Education Managers and Principals													
	Focused group discussion/round table with Resource Persons, Faculty, Teachers													
	Institution survey													
	Classroom observations													
	Standardized test for students learning achievements													
	Teacher competencies test													


  
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## 10. Evaluation Study

The design of the proposed study described in the above paragraphs is indicative for purpose of preparation of the proposals for the assignment. The consultant firm/organization is expected to develop this design in the light of detailed consultations, documents review and initial data analysis.

The suggested improvement in study design may be recommended by the technical committee needs to be included in the final proposal that will be discussed and cleared by the technical committee constituted to oversee the implementation of this evaluation study.

The improvements in the design/ methodology of the assignment might involve financial implications that will have to be accommodated in the contract for the assignment.

The bidder under these documents is expected to submit technical and financial proposals on unit cost basis for major components as well as sub-components in order to provide rationale for adjustments in cost estimates.

## 11. Responsibilities of Selected Firm / Organization

The firm will assess the ongoing teaching practices of Primary & Elementary components of all stakeholders covering the following areas in addition to the subject matter knowledge:

- Class Room Management
- Assessment practice
- Lesson Planning
- Use of Low Cost / No Cost Material
- Interaction with students
- Activity-based teaching and learning
- Assigning and checking of home work

Teacher's competencies and student's achievements will be the part of study.

While assessing the managerial skills of educational managers the firm/organization will design separate assessment tools for each category of manager.

To appraise the utility of equipment provided to the teacher training institutions, the firm / Organization will have to develop & document tools in the light of project's objectives.

Firm has to hold initial meetings with technical committee to have clear understanding of the concept, methodology and scope of the assignment before submitting the proposal.

Prepare Request for Proposal (RFP) including framework of the evaluation, methodology, work plan, list of performance assessment indicators, list of selected districts, outlines of data collection tools and methodology for the study. The RFP would contain recommendations relating to propose study design/ methodology and details of consequent financial implications. However, the financial variation should be duly justified and in either case should not be more than 15% of additional cost/bid.

Share RFP with technical committee through detailed presentation to get comments/inputs and submit final draft of RFP for approval.

## 12. References

The firm/organization should quoted proper references of the material adopted/used on the impact assessment study. The firm/organization would submit an affidavit to take the responsibilities of all issues of copy rights.

## 13. Final Deliverable

The final deliverable of the assignment would be an Impact Assessment report of Project. The evaluation report along with statistical analysis of the program will provide recommendation to the project / Government which among other aspects will include following also:

- a) Best practices
- b) Bottlenecks/issues
- c) Lessons learned
- d) Any changes needed to both Policy & administrative aspects in teachers training
- e) Future areas of interventions to be given priority in new Projects designed for teachers training.

All documents would be prepared in MS Word formats for the text and MS Excel for data tables and graphs).

The documents may contain neatly drawn and easily apprehended graphs, collected pictures, charts and tables supplementing and complementing the text, however, not replace or overwhelm them.

*The consultant / firm would provide 100 copies (printed in 5 color and 100gm glazed paper) of hard copies and two readily printable electronic copies (on CD) of the final document. The consultant would also submit all raw data compiled/ produced for the assignment in soft and hard copies*

#### 14. Human Resource

The assignment will be managed through institutional contract. The intending institution should have a team of competent professionals with relevant background education and work experience in the related areas. The institutions should have at least five years work experience in research field with basic focus on evaluation assignment.

**Team leader:** The team-leader should a recognized researcher with evidence of having managed similar assignments in the past with at least 15 years of proven experience in Education Sector.

**Research analyst:** The person should have basic expertise in social sciences with past 10 years experience in management / organizational analysis / development.

**Educationist:** The person should have expertise and proven track record of at least 10 years of experience in the field of education, planning, management and research.

**Research Associate:** 2-3 Research Associates as they are core field team that has to gather and analyze data under supervision of team leader.

**Statistician:** With basic expertise in statistics, the person should have adequate 5 years' experience of data analysis of surveys and facility based data.


**IT Expert:** An IT Expert with command on related software.

#### 15. Implementation Arrangement

Impact Assessment Officer of Project Management Unit SETTP is focal person, who will coordinate and facilitate the firm / organization for raised and approval of assessment framework, sample, research instrument, design and draft report conduct of the impact assessment study. A technical committee comprised of nominated personnel as Educationist, Curriculum, Training and Assessment Expert will oversee study implementation process and responsible for relevant decision-making. The bidder needs a strong coordination with the technical committee to get approval of assessment design/framework, sample, research instrument and procedure for the data collection, analysis and development of assessment report during the conduct of assessment study.

#### 16. Cost of Activity

Cost of the activity will include consultancy fee, traveling, boarding & lodging expenses, stationery, composing, printing, dissemination and all other expenditures which will be spent during the study by the contracting firm.

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### **Inception**

Consultation with Clientele and stakeholders  
Development of project log frame  
Review of Primary and Secondary data resources  
Develop project baseline  
Review and develop study design

### **Implementation**

Draw population and sample  
Selection of sample by using random sampling techniques  
Engagement of staff and their training  
Data collection, entry and tabulation  
Data elaboration and analysis  
Pilot testing of impact assessment tools  
Development of assessment tools  
Report writing, composing, proof reading  
Expert review

### **Closing**

Final draft  
Develop impact assessment report  
Sharing and feedback on impact assessment report with stakeholders  
Submission of impact assessment report to PMU Sindh.  
Acceptance of report by Technical Committee.  
Printing and submission to FPMU.  
Closing of assignment.

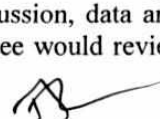
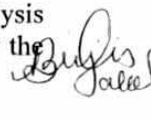
The cost may be adjusted on review of study design/ methodology while finalizing inception report. However, as referred earlier, the cost variation cannot exceed / decrease 15% of earlier assessed cost due to enhancement / reduction of sample.

## **17. Time Frame / Work Plan**

<b>Major Steps</b>	<b>Time Line</b>
Issuance of Request for Proposal (RFP)	2 <sup>nd</sup> week of May, 2015
Receipt and opening of bids	4 <sup>th</sup> week of May, 2015
Completion of Technical Evaluation	1 <sup>st</sup> week of June, 2015
Financial Evaluation under Quality & cost (QCBS) method	1 <sup>st</sup> week of June, 2015
Contract award & signing	2 <sup>nd</sup> week of June, 2015
Study Conduct (Pre & Post Test, Site visit, Impact Assessment, Data Analysis etc.)	3 <sup>rd</sup> week of June, 2015
Tools Development	1 <sup>st</sup> week of July, 2015
Pilot Testing	1 <sup>st</sup> week of July, 2015
Data Collection	3 <sup>rd</sup> week of July, 2015
Data Entry, Tabulation, Cleaning and Analysis	3 <sup>rd</sup> week of August, 2015
Draft Report (composing, designing, review and proof reading)	1 <sup>st</sup> week of Sept., 2015
Printing and Dissemination	2 <sup>nd</sup> week of Sept., 2015
Contract Completion	September 2015

## **18. Funds Disbursement Mechanism**

The Consultancy Firm / Organization would submit report on each component of activity (hard & soft) along with filled questionnaire / interviews focussed group discussion, data analysis sheets evidence to the Committee for review and approval. The Committee would review the

report / supporting documents, record and submit it to the Chairperson (Technical Committee) for endorsing the release of due payment detailed as under:

Description / Activity	% Amount
Mobilization advance	20%
Approval of study design and samples	10%
Approval of assessment tools after pilot testing	10%
Data collection from Field	20%
Submission of 1 <sup>st</sup> draft of assessment report	10%
Printing of final approved assessment report	10%
Dissemination / Submission of 200 copies, CDs (Hard/Soft) assessment data	20%

#### 19. Training Evaluation Model

The firm / organization will develop Impact Assessment Model based on authentic National / International model to carryout assessment study for evaluation for training program to focus the project intervention, immediate and long term outcomes and with special emphasis on the student learning outcomes.

#### 20. Method for Selection of Consultancy Firm / Organization

Quality and Cost Based Selection (QCBS)

##### **Procedures for Selection under the quality and cost based Selection.**

- (a) a request for expression of Interest as laid down in regulation 5 is advertised to invite interested organizations or firms to contest;
- (b) a request for proposals shall be prepared and sent to the selected shortlisted consultants following the laid down criteria;
- (c) the evaluation of proposals shall be carried out in two stages in the following manner, namely:-
  - (i) the technical proposals shall be evaluated and the procuring agency may discuss technical details, if it may deems necessary;
  - (ii) the financial proposals of technically responsive proposals shall be opened in the presence of the Bidder or their representatives who may wish to attend the opening session; and

#### 21. Advice to Firms / Organizations

- The firm / organization must discuss the implications of their research proposal for policy making / policy development for promotion of sustainable and systematic teacher development through In/Pre/Service training programs.
- The firm / organization may propose assessment methodology, including case studies and action research.
- The firm / organization are encouraged to collaborate with other institutions to design and implement the research, if appropriate to the assessment topic.
- The firm / organization must submit proposal for research that can be completed & finalized not later than May 2015.
- Firm/Organization must attach its official organogram to elaborate structure and functioning of organization/firm.

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Bilqis Saleel

- Firm / Organization must attach details of all key relevant staff permanently / part time employed that will be engaged for this impact study, specifically highlighting their relevant experience and expertise for this study.
- List of relevant past experience with documentary evidence of contract award & successful completion.
- Audited account reports for the last three (3) years.

## 22. Impact Assessment

The firms/organizations should complete the following parts of the application.

### Application Cover Sheet

#### Impact Assessment Summary (maximum 150 words)

Provide a summary of the propose action plan for the impact assessment study

Highlight the potential earlier insight it may have about Pre-Service / In-Service Teacher Education and Capacity building of TTIs in Sindh.

#### Proposal Narrative (maximum 1200 words, not including references or appendices)

The proposal narrative should include the following sections. Please use the headings below in your proposal. The narrative should be limited to 1200 words, Bidder may attach appendices where specifically needed to support proposal narrative.

Approximate word counts are provided for each section below.

#### Back ground and purpose of the study (250 words)

This section should include a clear description of the impact assessment study, including the purpose, benefits and significance of the study as being envisaged by the bidder. Use of existing research, studies, or publications can also be applied to support argument.

#### Research Question (250 words) / Objectives

This section should explicit state the overall abstract of the research question(s) for your proposed study. Bidder may have several questions, or an overall question(s) with sub-questions. Bidders are advised to consider the timeframe for research as well as practicability & relevance when determining the scope of your research questions.

#### Studies Review (250 words)

Include a concise summary of the existing studies or assessments reviewed on the proposed impact study. The synthesis should clearly highlight the additional information or vision you will add to the knowledge base.

**Methodology** (450-600 words): The elements in this section includes assessment framework with clear linkage PMF, factor indicators according to the nature of the research/study being proposed. Describe the methodology adopted along with justification and how it is appropriate to impact study.

Explain the nature of the data that will be collected. Cluster based approach needs to adopted for stratified random sampling and your rationale for using that sampling technique. State the anticipated sample size and characteristics and why it is expected this sample to best meet the needs of impact study.

**Data collection instruments & procedure:** Describe each data collection instrument (e.g., interview questionnaire, observation schedule, survey, etc.) and provide a rationale for its use. Briefly refer the procedure for collecting the data. Also highlight the relevant expertise of research associates or assistants that will be delegated the task. Describe and justify the estimated time period(s) and frequency of data collection. An outline needs to prepare for key objectives, source of data, method of data collection and respondents.

**Data analysis:** Briefly describe anticipated methods of data organization, tabulation, interpretation and analysis. The statistical tools for descriptive and inferential statistics along with application of software need to be elaborated.

*Bilal Jaleel*

### Institution and Personnel (100 words)

Please describe the institutional capacity available to carry out the impact study. Explain which personnel you intend to include in carrying out study and what role each will fill. Especially important will be specification of the roles of the primary researcher and any research assistants.

### Timeline for conducting research/study

Provide a detailed schedule showing anticipated start date, permission and recruitment period, data collection points, and any other relevant milestones. Where certain tasks are to be carried out individually then please include persons responsible for each task & expected time line.

### Estimate Cost of the Study

Provide a detailed cost estimate of travelling, lodging remuneration, logistics. Also draw unit cost.

### Proof of registration

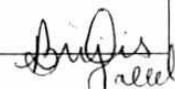
Include documentation (copies are acceptable) that provides proof of registration of this organization under applicable Ordinance, Act etc.

## 23. Performance Measurement Framework

EXPECTED RESULTS	INDICATORS	BASELINE INFORMATION	TARGETS	DATA SOURCES	Achievements (Progress, impact etc.)
<b>IMPACT</b> Enhanced teacher education programs to impart quality education for boys and girls at elementary level	a. Percentage of enrolment for boys and girls at elementary education /	2006-7 (baseline year and source given in the PCIs to be confirmed by all PMUs by 10 Feb. 14 / EMIS Report for FY 2006-7	Pakistan's international commitments (EFA, MDGs)	a. Relevant EMIS data on enrolment / GMRs / RSU / MDGs Reports	
	b. completion rate of elementary level education for boys and girls		As defined in PCIs	b. Relevant EMIS data on completion / GMRs / RSU	
	c. Students' achievement levels at primary and elementary grades	Students Achievements in Grades V and VIII in centralized Examinations		PEACE / PEAC / PEAS / PEC / NEAS. Education reports & surveys by other donors. District supervision reports on classroom teaching practices (wherever available for any period after project implementation was initiated in 2007-8) / RSU	Difficulties in assessing and comparing learning outcomes may be highlighted
	d. Extent to which provision for teachers training is reflected in provincial education sector plan	1c Training targets as reflected in departmental plans in previous 2-3 years)		e. Provincial administrative departments for Education / RSU	Only ' provincial education plans'
	e. Extent to which training programs reflect gender equity			Training modules, nominations, to be reviewed.	
<b>OUTCOMES</b>					
<b>1. Strengthened capacity of public sector teacher training institutions to develop and implement teacher training programs.</b>	<b>PRE-SERVICE</b> 1a) Extent to which infrastructure and facilities for teacher education support teaching and learning.	1a) Project PCIs	PI provide PC I Targets	Apex institutions/ TTIs , PMU, Donors or DP reports on TE (UNICEF, UNESCO, WB)	
	1b) Alignment of teacher education programs with NEP 2009 (Policy provisions relating to in-service teacher training)	1b) DP reports (USAID, UNICEF, UNESCO). While paper on education (Javed Hassan Ailly)		Apex institutions/TTIs STEDA / RSU	
	1c) Change in merit level of prospective teachers enrolled	1c) Project TTIs / Apex institutions responsible for administration of pre-service		Apex institutions/TTIs TTIs/BOC	
	1d) Improvement in the achievement level of prospective teachers.	1d) As per TTI institutional records.		Apex institutions/TTIs TTIs & University	




EXPECTED RESULTS	INDICATORS	BASELINE INFORMATION	TARGETS	DATA SOURCES	Achievements (Progress, impact etc.)
	<b>IN-SERVICE</b> <b>1e) System / mechanism for in-service trainings and professional development in place (institutionalization of Continuous Professional Development (CPD) of teachers</b>	<b>1e) institutional records can be tracked by date</b>		Universities/Apex institutions/TTIs PMU / TTIS	
	<b>1f) Activity based, child centered inclusive and gender sensitive content of training programs delivered (TNA, modules, master trainers, training evaluation etc. )</b>	<b>1f) training programs conducted pre-project as found in the institutional records.</b>		Apex institutions/TTIs PMU / TTIs / PITE	
<b>2- Improved service delivery by teacher educators, teachers and managers at elementary level</b>	<b>2a) More than 75% Teacher educators and teachers applying acquired knowledge, skills for teaching and learning</b>	<b>2a) DFEC PC1s (Primary teachers do not have sufficient opportunities for quality in-service training on a continuous and regular basis. There is no recurrent budget allocation for this activity)</b>		PEAC / PEACE / PEAS / NEAS reports. Reports by Donors, development partners, public and private universities (e.g. AKU-IED) etc.  BOC / TTIs / PITE	
	<b>2b) Managerial approaches are adopted in teacher training institutions and elementary schools.</b>  (Text of the indicator may be reviewed)	<b>2b) A highly authoritarian education management structure means that teachers are heavily controlled from the top. Learning Coordinators (LC) and others responsible for this activity are not always present and do not always have the required skills to undertake this task.</b>  Although management is an important factor in improved service delivery, there are other issues that need to be considered. Heavy workloads, low salary, poor advancement opportunities, etc are reported as the norm. The head teacher is not necessarily responsible for managing staff, providing guidance in curriculum matters or addressing teacher professionalism issues at the school level.  teacher attendance at elementary level		Provincial reform programs (PMIU, PPIU, DOS Balochistan, RSU, ESRU, FDE) BOC / PITE / Concerned district officer	
		DFEC PC1s	DFEC PC1s (if mentioned)	School attendance records	
<b>OUTPUTS</b>					
<b>1.1 Improved application of learning resources at public sector teacher training institutions.</b>	<b>1.1a) Number of teaching and learning resources provided (Labs, libraries, audio visual equipment, ICT based technology tools)</b>	<b>1.1a) DFEC PC1s (There is a general lack of resources to be used; i.e. instructional materials, laboratory schools to be utilized by the trainees and trainers. Reported that those that are available not always released to those</b>	DFEC PC1s	PC-III/ Photographs, Training institutions record  PMU Progress reports  Specialist Assessment reports, if any	


EXPECTED RESULTS	INDICATORS	BASELINE INFORMATION	TARGETS	DATA SOURCES	Achievements (Progress, impact etc.)
		who need them for security reasons)		Surveys / DP reports	
	1.2b) Extent to which new resources are being utilised by the trainees and trainers (m&f) for teaching and learning	1.2b) DFEC PC1s		Education census and EMIS, National Education Census 2005 BOC / TTIs	
	1.2c) Improved institutional capacity of the TTIs to better plan and conduct practicum related tasks	1.2c) Scheme of studies, academic calendars. Weightage assigned to the practicum and definitions for protocols for links with schools present in the scheme of studies.		Federal & Provincial statistics Surveys (MICS, PSLM, PIHS)  Institutional records	
1.3 Enhanced capacity of teacher training institutions to implement teacher training programs	1.3a) Increase in number and type of programs offered (diploma, ADE, B. Ed (one year), B. Ed Honours, PTC, CT etc.)	1.3a) As per PC-1 targets		Institutional records BOC / TTIs / PITE	
	1.3b) Increased number of students (M & F) enrolled in various pre-service programs	1.3b) Administrative record of TTIs		Record of Apex Institutions/TTIs BOC / TTIs	
	1.3c) Extent to which university assessments of prospective teachers (M & F) have improved	1.3c) Current grades obtained are contained in institutional records and can be tracked by date.		TTIs & affiliating universities	
	1.3d) Increase in frequency of utilization of equipment, resources, other teaching and learning materials and facilities by faculty and prospective teachers	1.3d) DFEC PC1s		TTIs/facilities BOC / TTIs	
1.4. Increased opportunities to attract better qualified prospective teachers (M/F) towards teaching professional	1.4a) Number of scholarships offered to and availed (especially by females in remote and marginalised areas)	1.4a) Scholarships predominantly offered by donors.		Library circulation records, computer and science lab usage rates, records of use of other resources. TTIs	
		1.4b) ditto		Record of Apex/TT Institutions / BOC / TTIs	
	1.4b) Provision of facilities and physical improvements of hostels	1.4c) General lack of security and residential facilities in remote rural areas, especially for female teachers		Record of Apex/TT Institutions / BOC / TTIs	
	1.4c) Pick & drop facilities availed by prospective teachers	1.4d) General lack of availability of safe transport.		TT Institutions / BOC / TTIs	
	1.4 d) Increased percentage of prospective teachers complete the programs	1.4e) As per available EMIS & PSLM data		Record of Apex/TT Institutions / BOC / TTIs / PMU /RSU	
	1.4e) extent to which indicators 1.5a to 1.5c contribute to reduce gender gap.				
2.1. Enhanced capacity of in-service teachers to improve teaching and learning at elementary level	2.1a) Number / percentage of teachers (M&F) trained at elementary level	2.1a) DFEC PC1s		Review of changes to course content of teacher training institutions / PMU	
	2.1b) Increased number or percentage of training modules developed on subjects and pedagogical skills reflecting learner centered and inclusive approaches in teaching and learning	2.1b)DFEC PC1s		Teacher Training Manuals of Apex Institutions / BOC / PITE	




EXPECTED RESULTS	INDICATORS	BASELINE INFORMATION	TARGETS	DATA SOURCES	Achievements (Progress, impact etc.)
	2.1c) Improvements in classroom delivery strategies (e.g. learner centered, activity based teaching, lesson planning, scheme of studies, continuous assessment	2.1c) Evaluation report of teachers; training organized by university of Education Lahore (Punjab province). Reports from other provinces.		Classroom Observation / Concerned District Officer	
		2.1d) DFEC PC-1s. No systematic plan is place to address training needs, no capacity developments goals identified for this cadre.			
2.2 Increased capacity of educational managers	2.2a) Number of m&f educational managers trained in planning and management.	2.2a) DFEC PC1s (The system lacks accountability for performance)		PMU	
	2.2b) Utilization of resources (physical, financial and human) within prescribed time and approved budget.	2.2c) Institutional records for utilisation of resources		TTIs record / District/Directorate/ SEMIS	
	2.2c) Completion and implementation of planned activities.	2.2d) departmental records (Directorates / District offices) reflecting completion of planned activities		District/Directorate/ SEMIS	
	2.2d) Functioning of parent teacher associations / school councils / school management committees / parent teacher school management committees	2.2e) Provincial reform programs (PMIU, PPIU, DOS Balochistan, RSU, ESRU, FDE)		School record / PMIU, PPIU, DOS Balochistan, RSU, ESRU, FDE	




  
 Bilal Jaleel

**SECTION – V  
APPENDICES**



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## Appendix A Technical Methodology

### Description of the Approach, Methodology & Work Plan for Performing the Assignment

#### Project Background

It is imperative to develop interest among students so that they strive for education. Good quality education results in better understanding and, therefore, results in better performance. Furthermore, quality of education plays its role in increasing student enrollment and in decreasing dropout rates as well. So ultimately it is the quality of education that is quintessential in the overall functioning of the education sector. The research study conducted by UNICEF titled "Defining Quality in Education", presents five indicators of good quality education.<sup>1</sup> Out of them, one pronounces the process in which trained teachers utilize modern techniques of disseminating knowledge and performance assessment to facilitate learning, as a major component of good quality education.

"Capacity Building of Teachers Training Institutions and Training of Elementary School Teachers in Sindh Province" was funded by Canadian International Development Agency (CIDA). The project was launched in 2006-07 with Canadian debt swap money of 1.26 billion Pakistani Rupees. The project was completed after being extended for two years a couple of times.

The development of the project included; staff development, improvement of teacher training program, revitalization of teacher education and training institutions, providing technical assistance to Teacher Training Institutes (TTIs) and establishing infrastructure with synchronized working of Project Management Unit (PMIU).

The core objective of the training program was enhance the educational capacity of the schools and teachers in Sindh. The project did not only provide trainings to school teachers, head teachers and educational managers but also focused on refurbishment and equipping the TTIs with computer labs & libraries.

The provincial education department deems teacher trainings as an imperative for improved quality of education. The aim of the project was to train at least 30,000 teachers by 2015, which the government of Sindh has fulfilled.

Considering education as the first step towards progress and prosperity the (CIDA) funded the Sindh government to enhance their educational capacity by strengthening 42 Teacher Training Institutes (TTI) across Sindh. The TTIs were provided infrastructural support and they have, thus far, provided trainings to more than 30,000 school teachers, master trainers, instructors, faculty members and education managers. According to the Education Minister of Sindh, there are a total of 43,000 primary schools in the province and an effort will be made to train at least the head of each school.

#### Research Question

The purpose of this study revolves around gauging the influence of teacher training program that was conducted by the government of Sindh; to analyze the impact of this program on the performance of teachers and students; to understand the shortcomings of the program; and in order to hone the quality of education, provide insights for future programs

<p style="text-align: center;"><b>Sindh Elementary Teachers Training Project</b></p> <p><b>Capacity Building of Teachers Training Institutions:</b> Provision of requisite infrastructure &amp; physical facilities including computer labs, furniture, training modules, physical education material and arts and crafts material.</p> <p><b>Award of Pre-service scholarships:</b> Provision of stipend/scholarships to pre-service teachers focused on rural areas.</p> <p><b>In-service Trainings:</b> Developing professional capacities of teaching and administrative staff and supporting better learning practices at the classroom level.</p>
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to

<sup>1</sup> UNICEF (2000), Defining Quality in Education, Working Paper Series.

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## Study Objectives

The evaluation study will focus on the following aspects:

- Appraise the level of enhancement in the institutional capacity of TTIs.
  - Review the programs developed and implemented for continuous professional development of teachers.
- Measure improvement in the service delivery of teachers.
  - Conduct student assessment
- Establish the linkage of scholarship provided to female students.
  - Identify the ratio of female students awarded the scholarships / award from rural areas.
  - Establish the correlation with the number of students enrolled.
  - Improvement in students' results.
- Measure the change in the learning outcomes.
  - Prospective teachers in public sector TTIs
  - Students enrolled in attached labs computer labs, E libraries, library books, furniture and other facilities provided under the project.
- Assess improvement in the management capacity of head teachers and Education Managers.
- Identify factors.
  - Which have hindered the achievement of Project Objectives or
  - Facilitated the achievement of Project Objectives,
  - Also enlist good practices, success stories, and lessons learnt
- Give recommendations and reforms for policy development.
  - For the promotion of sustainable and systematic teachers development through in/ pre service training programs.
  - For continuous professional development of teachers in the Country / Province / Area.
- Compare the contents and modules of the training programs with the
  - Training Need Assessment (TNA) and teachers competencies.

## Geographic Coverage

The Impact Assessment Study is to be conducted Karachi, Hyderabad, Benazirabad, Mirpurkhas, Sukkur and Larkana.



*Brigis Jaleel*  
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## Status of Education in Sindh / Pakistan


With 70 per cent of its citizens under the age of 35, Pakistan has one of the youngest populations on earth. Yet the country has not been able to enjoy the demographic dividend that a young population can bring. According to the 2014 Global Monitoring Report, Pakistan continues to have the second-largest number of out-of-school children in the world. Only one in three children manages to complete primary school. The extent to which education system in Pakistan has and can respond to the issues of illiteracy, access, quality and effectiveness is alarming. For instance, the gross enrolment rate is 91% at primary level whereas the net enrolment ratio for primary (age 5-9) stands at 56%, reflecting on the internal inefficiency of the system (UNESCO, 2008). Similarly repetition rates for primary cycle average at 2.2 with 61% survival ratio till class 5, 77% from primary to middle and 87% from middle to secondary. Sparse physical access to schools especially for girls, teachers' absence, and limited time on task during the 3 hour school day significantly contribute to the lower access and retention rates across the country. Learning achievement levels with respect to subject content and its application are also alarmingly low in Pakistan across levels of education.

Sindh is the second largest province of Pakistan with a disproportionate and distinct distribution of rural and urban areas since the commercial capital of the country and the port city, Karachi, is also the provincial capital. After Punjab, Sindh constitutes the highest number of public schools (44,522 units) catering to 4,402,993 students out of which 41% are girls (SEMIS 2010). Private schools have mushroomed significantly in Sindh especially in urban areas, catering to 37% of total enrolments in primary sector while estimates for secondary and higher education average at 30% (National Education Census 2005). Consequently, teachers' strength is also significant with a total of 144, 610, only 31% of which are female. The ratio of female primary teachers further reduces 28% of 102,061 primary teachers. Majority of public teachers have received professional training where 40% have attained the basic training certification for primary teachers and 48% teachers have completed their B.ED or higher professional degrees.

Despite significant access to educational services, the educational profile of Sindh has been a cause of concern. While the overall literacy rate for the province stands at 59% (with literacy ratio for 10+ age urban population as high as 75%, the literacy percentage in rural areas stands at 42% with only 22% for female. According to Annual Status of Education Report 2014, based on testing over 42, 000 children, even basic literacy and numeracy skills of school going children are fairly compromised, a direct reflection of the quality of teaching and teacher education. It was found that 59% of Grade 5 students could not read Grade 2 level text in Urdu or Sindhi, 69% could not solve a simple 2-digit division sum correctly and 76% could not read a grade 2 level English texts.

For knowledge, attitudes and values to be transferred to others or to be converted into tangible abilities, the presence of skills is mandatory. Skills not only provide the answer to various questions but they also help in raising them (i.e. what to do and how to do?). Although, by and large the core purpose of skill remains the same but its application varies across different cultures, settings, occupations and ages. Decision making, problem solving, creative and critical thinking, effective communication and interpersonal relationship skills are required by people in all professions including students, teachers and managers, nonetheless, the demand and application of these skills differ across each profession and level.

The Government of Sindh, Department of Education with the support of international and national partners is aiming to change the educational situation of Sindh. Reform Support Unit, Sindh as well as Sindh Teacher Education Development Authority (STEDA) have been constituted to streamline the education system and in particular, radically change and improve the process of teacher education and teaching and learning across Sindh. Addressing the issue of quality in Teacher Education in Sindh, the government has developed a Teacher Education Strategy 2018 which provides a framework for reforms by mapping out future directions for the provincial Department of Education and Literacy, the teacher education apex bodies, the teacher education colleges, and other relevant stakeholders for improving the quality of teacher education, in general, and pre-service TE, in particular (e.g. by introducing and scaling up the 2-year ADE Program as well as by strengthening the collaboration of Apex Body and Colleges with concerned Universities). "Capacity Building of Teachers Training Institutions and Training of Elementary School Teachers in Sindh Province" was funded by Canadian

  
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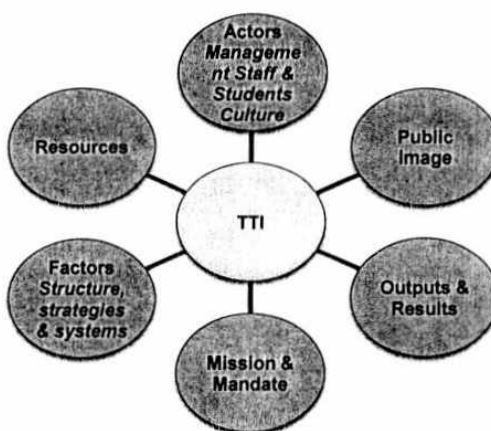
International Development Agency (CIDA) was also implemented with a vision to improve teacher preparedness and teacher education in such effective ways that they help nurture children's critical thinking and learning skills, and enable them to become lifelong learners.

### Proposed Framework for Impact Assessment

Participatory approach is being proposed for impact evaluation. Participatory evaluation ensures that the perspectives and insights of all stakeholders, beneficiaries as well as project implementers, are taken into consideration. Using this approach for evaluation serves four functions:

- It facilitates the capacity of stakeholders to reflect, analyze, and take action,
- It contributes to the development of lessons learned that can lead to corrective action or improvements by project recipients,
- It provides feedback for lessons learned that can assist project staff to improve program implementation,
- It helps to ensure accountability to stakeholders, managers and donor partners by furnishing information on the degree to which project objectives have been met and how resources have been used.

Reflecting on the Performance Measurement Framework (PMF), the Impact Assessment framework will view at the process of developing **Teachers Training Institutes (TTI) capacities, award of Pre-service scholarships and In-service trainings** under the project from a holistic approach. In effect, it will look at the actors and factors that have contributed in institutional building beyond the process of delivering the project outputs. The tools designed will include the indicators identified in the PMF.



The impact will be assessed looking at the following aspects of the project components:

- i. **Relevance:** Contributing to the higher level objectives of the program (outlined in project documents and TORs of impact assessment) as well as overall Teacher Education strategic priorities and plans at provincial and national levels.
- ii. **Efficiency:** Managing the activity to get maximum value for money from aid funds, staff, and other resources, and continually manage risk while meeting the project objectives
- iii. **Effectiveness:** Achieving clearly stated, measurable objectives and continually managing risks
- iv. **Sustainability:** Appropriately addressing the sustainability of the benefits of the project after CIDA support has ceased, with a clear-cut strategy laid out for enhancing the institution's capacity to generate quality teacher education programmes.
- v. **Gender equality:** Advancing gender equality and promoting the role of women.

The quality criteria will be rated using the following rating scale:

Standards for Quality Criteria	
Satisfactory	Less than Satisfactory
6 Very high quality; needs ongoing management and monitoring only	3 Less than adequate quality; needs work to improve in core areas
5 Good quality; needs minor work to improve in some areas	2 Poor quality; needs major work to improve
4 Adequate quality; needs some work to improve	1 Very poor quality; needs major overhaul

The evaluation will cross-validate and critically assess the information sources used and the validity of the data using a variety of methods and sources of information. This evaluation will be carried out with all due diligence, efficiency and economy, observing sound management and technical practices.

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## Our Approach to Impact Assessment

Our overall approach is in line with the proposed methodology suggested by the Government of Sindh. However, our approach also draws from our previous experience of conducting studies of similar nature, as well as from the experience and expertise of the staff proposed to be engaged in this assignment. The execution of the project will be done in close liaison with the education and literacy department of the Government of Sindh. An overview of our approach is given below diagrammatically, and described later in detail.

**A.1**  
**INCEPTION**  
(Project Mobilization)

- Inception meeting with PMU/ Technical Committee
- Consultation with Stakeholders
- Review Primary & Secondary Data Sources
- Develop Project Baseline
- Develop Log Frame Analysis
- Review & Develop Study Design

**A.2**  
**IMPLEMENTATION**  
(Planning, Field Work and Data Management)

- Finalize Sample Frame
- Development of Assessment Tools
- Hiring & Training of field Staff
- Administering Impact Assessment Survey
- Monitoring and Quality Assurance during Data Collection
- Data Processing & Analysis

**A.3**  
**CLOSING**  
(Project Documentation and Reporting)

- Report Writing & Submission of Draft Report
- Final Report for Printing

*Darius Jalal*

## A.1 INCEPTION

### A.1.1 Inception Meeting with PMIU/ Technical Committee

A detailed meeting with the PMIU / Technical Committee will be requested to understand the expectations from the study, to discuss and finalize other aspect of the project, including:



- Introduction of the project team.
- Agreement on the project communication mode and frequency
- Finalization of the work plan, including key activities, timelines and outcomes
- Finalization of deliverables and sub-deliverables etc.
- Request the PMIU / Technical Committee for relevant documents that are essential for carrying out the assignment.
- During this meeting PMIU / Technical Committee will be requested to brief on project background, its implementation, and expectations from baseline to be developed in first phase and then the impact assessment study.
- Any other relevant issue in relevance to this assignment.

### A.1.2 Consultation with Stakeholders

- Consultative meetings will be scheduled with various stakeholders to collect the necessary information for baseline study. These meetings will be held with:
  - Federal / Provincial PMIU/ RSU / Technical Committee for Impact Assessment Study
  - Concerned Government District Offices and key staff such as EDO, DO etc.
  - Donors Representatives / Implementing Partners working on Capacity Building Initiatives of Teachers and Training Institutes in Sindh. These may include UNICEF, UNESCO or World Bank.
  - Administrative Staff of Apex TTIs will be approached.
  - Representatives from Bureau of Curriculum, Directorate of Education.
- The key objective of these meetings will be to gain information and gather secondary information for developing the baseline study.
- As per the RFP the baseline is to be built for the year 2006 -2007, because that is when the project was initiated.
- Assistance will be requested from PMIU Staff to assist in scheduling of relevant meetings. PMIU will also be requested to share an introductory letter with stakeholders about the launch of the Impact Assessment Study and facilitation required from the stakeholders.

### A.1.3 Review Primary & Secondary Data Sources

- In order to understand the broader analytical framework, we will undertake an in-depth review of secondary data pertaining to the Sindh Elementary Teachers Training Project.
- The evaluation will include review of the relevant background documents, including the recommendations of the Mid Term Review, and documents. Assessment of progress of the objectives (expected impact) will be made using the performance indicators contained in the project logical framework and 6-monthly progress reports.
- The evaluation team will draw on a range of international and regional background studies, reviews and publications to provide a relevant background to effectively contextualize the report and strengthen the recommendations.
- In addition, project process documents as well as deliverables such as subject based modules, teaching and learning aids, assessment schemes, training and workshop plans, etc., will also be reviewed to assess how effectively they have understood the issues with TTI and responded to them.
- The data collected through consultative meetings will also be used in review and analysis.
- The PMIU/ Technical Committee will be requested to provide the following information
  - District-wise list of TTIs.
  - List of master trainers and instructor RITEs/PITE in each TTI
  - A district-wise list of schools in which the benefited students are studying.
  - A list of primary (if any) and secondary school head teachers in each school.
  - Training modules & materials.
  - Contact details of TTIs & other stakeholders.
  - A list of services and accessories provided to each TTI (e.g. construction work, labs, books etc.).
- Impact assessment studies of training interventions, at national and international level will also be gathered and reviewed through various sources.
- This literature review will assist in firming up the assessment methodology and development of the Impact Assessment tools.

- It will also assist in understanding the context of the PMIU/ Technical Committee training programs and importance of these programs with respect to improving upon the existing state of the education sector in the country.

#### **A.1.4 Develop Project Baseline**

Based the data collected from various secondary sources a project baseline will be developed. The baseline outputs are dependent upon the quality of data available. The baseline data will be built around:

- **Teachers Education Programs for boys and girls at elementary level.**
  - Percentage of enrolment for boys and girls at elementary education
  - Completion rate of elementary level education for boys and girls
  - Students' achievement levels at primary and elementary grades
  - Extent to which provision for teachers training is reflected in provincial education sector plan
  - Extent to which training programs reflect gender equity
- **Public Sector Teacher Training Institutions**
  - Pre-Service Trainings
    - Available infrastructure and facilities for teacher education.
    - Merit / Achievement level of teachers enrolled
  - In-Service Trainings
    - Available System for in-service trainings and professional development
    - Content of Training Program
- **Service delivery by teacher educators, teachers and managers at elementary level**
  - Teacher educators and teachers knowledge, skills for teaching and learning
  - Type of Managerial approaches at elementary schools.
- **Learning resources at public sector TTIs.**
  - Teaching and learning resources available (Labs, libraries, audio visual equipment, ICT based technology tools)
  - Use of new resources being utilised by trainers
  - Institutional capacity of the TTIs with respect to planning and practicum related tasks
- **Capacity of TTIs to implement teacher training programs**
  - Number and type of programs offered (diploma, ADE, B. Ed (one year), B. Ed Honours, etc.)
  - Number of students (Male & Female) enrolled in Pre-Service programs.
  - Assessments of prospective teachers (Male & Female) have improved
  - Frequency of utilization of equipment, resources, other teaching and learning materials and facilities by faculty and prospective teachers
- **Opportunities to attract better qualified prospective teachers**
  - Number of scholarships available and availed especially by females.
  - Facilities physical status.
  - Status of pick & drop services
  - Teachers completing the programs
  - Trainees breakup by gender
- **Capacity of In-Service teachers at elementary level**
  - Number / percentage of teachers by gender trained at elementary level
  - Approach to teaching and learning
  - Classroom delivery strategies (e.g. learner centered, activity based teaching, lesson planning, scheme of studies, continuous assessment)

*Dr. J. S. Inzal*

▪ **Capacity of educational managers**

- Number of male / female educational managers trained in planning and management
- Availability & Utilization of resources (physical, financial and human) within prescribed time and approved budget.
- Functioning of parent teacher associations / school councils / school management committees / parent teacher school management committees.

**A.1.5 Develop Log Frame Analysis**

- Based on the baseline data a Log Frame Analysis will be developed which will be the guiding document for conducting the Impact Assessment Study.

**A.1.6 Review & Develop Study Design**

- Once the baseline data is in place and Log Frame is developed Assessment Phase of the study will be designed.

**A.2 IMPLMENTATION**

**A.2.1 Finalization of Sample Frame**

Based on the Terms of Reference the proposed sample size of the study is given below.

Description	Sample Frame	Sample Percentage	Proposed Sample Size	Total
<b>Capacity Building of TTIs</b>				
No. TTIs	42		42	
Repair Work in TTIs	25		25	
Provision of IT & Non-Items	42	100%	42	42
Provision of Furniture & Fixtures	42		42	
Provision of Other Assets (library books, Teachers Training Kits ect)	42		42	
<b>Pre-Service Scholarships</b>				
B.Ed.	193	20%	39	
Diploma in Education/ Associate Degree in Education	304	10%	30	69
<b>In-Service Training</b>				
Primary School Teachers	19,739	3%	593	
Middle School Teachers	7,913	5%	395	
Educational Managers	237	20%	48	
Middle School Head Teachers	230	40%	92	1,393
Master Trainers	1380	10%	138	
Instructor RITEs / PITE	636	20%	127	
<b>Students Indirectly Benefited</b>				
Primary School Students	2,802,824	1%	28,028	30,496
Middle School Students	246,893	1%	2,468	

Owing to the nature of the objectives of the study, there will be a combination of sampling techniques used. The team will employ random sampling strategy to determine the number of institutions/classrooms for physical verification of facilities and classroom observations. This will be further distributed based on the details made available once the project is awarded and it will be a representative sample of all districts.

For determining the impact of capacity building initiatives, i.e. through qualitative methods such as focus group discussions, the sampling will be more purposive in nature. Therefore, criteria for identifying key respondents will be developed – this will definitely look at the level of education (primary, elementary and secondary), geographic presence i.e. urban and rural, gender disaggregation, and their role in the school/TTI. Upon consultation with PMIU stakeholders, the respondents may be selected on the basis of their performance during the

*B. J. Lal*

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course/workshop (ranging from poor to excellent), initiative shown when back in school and the subjects being taught.

Based on the sample frame shared a representative sample will be developed based on the geographical spread of the beneficiary students, teachers (primary and secondary) and head teachers. All 42 TTIs will be surveyed and the head of the TTI, master trainers and education managers will be interviewed in each TTI. However, the sampling of students, teachers and head teachers will be done purposively. Total of 69 Pre-Service scholarship students will be interviewed and In-Service respondents will be 1393 including primary and middle teachers, education managers, middle school head teachers, master trainers and instructors from RITS and PITE.

#### **A.2.2 Development of Assessment Tools**

- Based on our understanding of the study, customized assessment tools will be developed for each stakeholder as per the sample frame.
- The Team Leader, Survey Specialist / Senior Researcher and Educationist will be responsible for developing the tools.
- The core research tools developed will include:
  1. Semi Structured Questionnaires
    - a. Head of TTIs
    - b. Education Managers
    - c. Head Teachers Primary & Secondary School
    - d. Pre-Service Students
  2. Institutional Survey Including Assessment of Functionality & Usage of Computer Labs, Libraries, other facilities
    - a. Head of TTIs
  3. Leadership Assessment (Teachers Appraising the Head Teachers / Principals)
  4. Classroom Observations & Lesson Planning
    - a. Teachers
    - b. Instructors of RITE / PITE
    - c. Master Trainer
  5. Test for Students Learning Achievements
  6. Teachers Competency Test
  7. Checklist for FGDs / Roundtable
    - a. Resource Persons
    - b. Teachers
    - c. Instructors of RITE / PITE
    - d. Master Trainer

**Note:** Sample Tools attached as annexure 6, 7 & 8

- Semi Structured Questionnaires, Checklists and Tests will be developed for each stakeholder.
- Even though tools will be customized a certain level of standardization across the assessment tools will be maintained. The tools will cover both quantifiable impacts and qualitative impacts of various training programs.
- The Impact Assessment tools will be developed in both English and Urdu for easy comprehension at the field level.
- *Pre-Test Areas Selection:* We will suggest that each of the Impact Assessment tools developed need to be pre tested to ensure validity and that the relevant data as per the objectives of the study is being obtained. The stakeholders for
- Some key indicators for impact assessment of TTIs and Capacity Building Initiatives are listed below. Indicators used in the baseline primarily be the focus and to these a number of qualitative assessment indicators will be added. This is not an exhaustive list and will be modified in consultation with PMIU / Technical Committee.

#### **Enhanced teacher education programs to impart quality education for boys and girls at elementary level.**

- Percentage of enrolment for boys and girls at elementary education
- Completion rate of elementary level education for boys and girls
- Students' achievement levels at primary and elementary grades
- Extent to which provision for teachers training is reflected in provincial education sector plan

*JK*

*Dr. Jaleel*

- Extent to which training programs reflect gender equity

**Strengthened capacity of public sector teacher training institutions to develop and implement teacher training programs.**

- Pre-Service Trainings
  - Extent to which infrastructure and facilities for teacher education support teaching and learning.
  - Alignment of teacher education programs with NEP 2009
  - Change in merit level of prospective teachers enrolled
  - Improvement in the achievement level of prospective teachers.
- In-Service Trainings
  - System for in-service trainings and professional development in place (institutionalization of Continuous Professional Development (CPD) of teachers).
  - Activity based, child centered inclusive and gender sensitive content of training programs delivered (TNA, modules, master trainers, training evaluation etc.)

**Improved service delivery by teacher educators, teachers and managers at elementary level**

- Teacher educators and teachers applying acquired knowledge, skills for teaching and learning
- Managerial approaches are adopted in teacher training institutions and elementary schools.

**Improved application of learning resources at public sector teacher training institutions.**

- Number of teaching and learning resources provided (Labs, libraries, audio visual equipment, ICT based technology tools)
- Extent to which new resources are being utilised by the trainees and trainers (m&f) for teaching and learning
- Improved institutional capacity of the TTIs to better plan and conduct practicum related tasks

**Enhanced capacity of teacher training institutions to implement teacher training programs**

- Increase in number and type of programs offered (diploma, ADE, B. Ed (one year), B. Ed Honours, PTC, CT etc.)
- Increased number of students (M & F) enrolled in various pre-service programs
- Extent to which university assessments of prospective teachers (M & F) have improved
- Increase in frequency of utilization of equipment, resources, other teaching and learning materials and facilities by faculty and prospective teachers

**Increased opportunities to attract better qualified prospective teachers (male/female) towards teaching professional.**

- Number of scholarships offered to and availed (especially by females in remote and marginalised areas)
- Provision of facilities and physical improvements of hostels
- Pick & drop facilities availed by prospective teachers
- Increased percentage of prospective teachers complete the programs
- extent to which gender gap is reduced

**Enhanced capacity of in-service teachers to improve teaching and learning at elementary level**

- Number / percentage of teachers (M&F) trained at elementary level

*Birjis Saleel*

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- Increased number or percentage of training modules developed on subjects and pedagogical skills reflecting learner centered and inclusive approaches in teaching and learning
- Improvements in classroom delivery strategies (e.g. learner centered, activity based teaching, lesson planning, scheme of studies, continuous assessment)

#### **Increased capacity of educational managers**

- Number of male & female educational managers trained in planning and management.
- Utilization of resources (physical, financial and human) within prescribed time and approved budget.
- Completion and implementation of planned activities.
- Functioning of parent teacher associations / school councils / school management committees / parent teacher school management committees

### **A.2.3 Hiring & Training of Field Staff**

#### **Staff Hiring**

- GTC has a pool of field staff, which it has been using in previous similar survey related assignments. Making use of our vast network of resources, we will mobilize our district teams for field work.
- We are proposing 8 core team members and a 92 member survey field team (the whole field work will be managed by 23 separate district teams. All teams will have one district supervisor and 3 field investigators).
- Each field staff will have a unique code assigned based on information of CNIC and contact numbers provided by the firm and any additional enumerators used would be given a new code. The codes once assigned will not be used for replacements.

#### **Staff Training**

- The training would be centralised where GTC's key management staff will train the field staff in accordance with the field manual and survey tools developed.
- The team lead and chief survey specialist will be responsible for managing the training and will be facilitated by the educationist and project manager.
- Looking at the scope of work and number of survey questionnaires to be used, it is estimated that each training session will be of 2 to 3 days.
- The training will include pre-trial survey training session, field practice and post-trial survey training session.
- Training activities shall take place on pre-selected dates at locations suitable for the participants. Thus, training sessions will be cluster based and will be conducted in three locations in north, south and central Sindh covering all 92 members of the field team. Around 2 to 3 training sessions are proposed for the field staff.
- GTC will ensure provision of replacements if required and also train the replacements on an on-going basis and will keep PMIU/ Technical Committee updated on the status of staff.

### **A.2.4 Administering the Impact Assessment Survey**

The evaluation team will adopt a participatory approach as suggested in the Assessment Framework for evaluation and will engage a range of stakeholders so that they contribute to the evaluation, these will primary include representatives from TTIs, PITE, BOC, EDOs, DOs, Pre-Service & In-Service Teachers. In the consultation, the stakeholders will be asked to collectively reflect on different aspects of capacity building initiatives of TTIs and Pre-Service & In-Service Teachers.

#### **Preparation of Logistics Plan & Field Procedures**

- Request the PMIU / Technical Committee to inform the stakeholders and introduce GTC as the Impact Assessment firm on the project.

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- Logistic Plan will secure the smooth implementation of the field work. It will include the following activities: (i) completion of training workshops; (ii) allocation of staff to work assignments and geographical areas, and; (iii) distribution of all required materials in the field (forms, stationary, name tags).
- **Semi-Structured Interviews**
  - The meetings will be scheduled by way of a formal request letter from the PMIU / Technical Committee followed by a phone call for confirmation, highlighting the purpose of the meetings, the documents that may be required during the meetings and the relevant officials required for the meeting.
  - Upon the selected date, the team will visit the scheduled interviewees for a detailed in-depth interview with relevant section heads. The team will also request the available documents that may be required during or after the meeting.
  - The respondents of these interviews will be Head of TTIs, Education Managers, Head Teachers Primary & Secondary School and Pre-Service Students.
  - These interviews will be conducted by the Chief Surveyor and District Coordinators.
- **Round Table Conference**
  - One round table conference will be organized in each district. A moderator will be hired to conduct each RTC.
  - Head masters and school teachers will be invited in each RTC belonging to that particular district.
- **Focus Groups (FGD) with Primary and Secondary Teachers**
  - Focus Groups will be held at the pre- selected school at Union Council level, each FGD shall consist of 12 to 15 participants.
  - Detailed information will be required by GTC in order to develop a sample for FGD participants and then mobilize them for which, help will be taken from PMIU / Technical Committee and 42 TTIs.
  - Moderators will be hired to conduct FGDs. Each FGD will comprise of a moderator, 2 note takers and participants.
  - The participants for the focus groups will be recruited with the help of TTIs, PMIU / Technical Committee and on ground facilitation will be done by GTC's District Coordinator.
  - The participants would be informed of the location for the FGD. All logistical arrangement will be managed by the district teams.
  - The participants would be male/female Primary and Secondary School Teachers, Resource Persons, Instructors of RITE / PITE and Master Trainers.
- **Classroom Observations and Lesson Planning**
  - Student-teachers (pre-service) & teachers who have attended workshops for continuous professional development both will be observed through structured observation check list in their classroom settings.
  - Team will devise an observation schedule that will be grounded in the central tenets of quality teaching and learning. Post the observation session, a brief conversation will be conducted with the teacher to ask about his/her lesson planning and seek explanation/clarity on the purposes of using "observed" strategies (or lack thereof).
  - These will be conducted by the District Team Coordinator.
- **Leadership Assessment:**
  - School principals/education managers are the second most important target beneficiaries of the project (first being teachers), it is important to ascertain the extent to which the project interventions have been able to dent their practices and perceptions of their role. The evaluation team will ask their peers and colleagues to assess their capacities and effectiveness as the education leader.
  - These Assessments will be led by the District Team Coordinator.

*Bilal Jaleel*

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#### ▪ **Institutional Survey**

- This will be conducted at all TTIs and will be conducted with the objective of gauging the availability, functionality and usage of Computer Labs, Libraries, and other facilities.
- Inventory list will be prepared for each TTI institute for the items provided under the Capacity Building initiative of the project. This list will be used for preparing the assessment sheet.
- Teams will be directed to take photographs during the visit of TTIs to gauge the current condition and add to the report by adding pictorial outputs.

Data Collection will be administered in all districts at the same time and will be rigorously monitored by the core team and Chief Survey Specialist.

**Note:** The data collection work will be initiated in consultation with PMIU / Technical Team.

#### **A.2.5 Monitoring and Quality Assurance during Data Collection**

- The Survey Specialist and Project Coordinator will provide supervision and monitoring support.
- Rigorous supervision of field work will include spot-checks and back checks to ascertain an appropriate implementation of the Impact Assessment tools (verifying adherence to the selected sample), correct implementation and adherence to established survey protocols.
- Interviews completed each day will be randomly back-checked and spot-checked by District Coordinators for reliability, completeness and accuracy before the team leaves the area.
- The Supervisors will be required to conduct random checks on the accuracy of the data by conducting random re-surveys during the duration of field work.
- The Educationist & Team Leader will conduct a post enumeration quality check of a random sample of questionnaires during the data collection phase.
- The team will debrief daily in order to ensure qualitative triangulation and perspective.
- PMIU / Technical Committee will also have the field mobilization details and input from their field monitoring will also be taken and shared with our field staff. Contact details of field coordinator will be shared with PMIU / Technical Committee.

#### **A.2.6 Data Processing & Analysis**

- The Statistician will be responsible for developing a Data Entry Program for the survey questionnaires, with oversight of Chief Survey Specialist.
- The firm will carry out rigorous coding of open-ended questions included in the data collection instruments.
- However for structured FGDs / RTC, Excel spread sheet would be used to transcribe the responses of group members.
- Based on the scope of work and variables used in the survey instruments a draft tabulation plan will be shared with PMIU/ Technical Committee which will give a brief summary of the statistical tables which could be retrieved from the data collected.
- The data gathered from the primary research and desk review would be analyzed in the light of the research objectives.
- Comprehensive data analysis plan and output tables will be prepared to analyze collected data for identifying significant trends among responses. Crosstab analysis will be made to identify key takeaways from the overall research.
- The impact assessment results will assist the PMIU/ Technical Committee in gauging the change in, "Quality of Education", and shaping the policy and program changes for future.
- Each component of the project will be assessed in relation to relevance, effectiveness, efficiency, sustainability, gender equity, and additional cross-cutting issues.
- Quantitative data contained in project documents will be analysed in relation to relevance, effectiveness, efficiency, sustainability, gender equity, and additional cross-cutting issues, particularly documentation on project beneficiaries, objectives, and outputs.

- Qualitative data collected through observations, interviews, and focus group discussions will be initially analysed using a deductive approach, and compared to quantitative findings. In addition, analysis of the data will be conducted based on an iterative design during field mission interviews and FGDs. Interview and FGD transcripts will be analysed for response scope and recurring themes.

### **A.3 CLOSING**

#### **A.3.1 Report Writing & Submission of Draft Report**

The final draft will be submitted to PMIU / Technical Committee taking into account the valuable information that was gathered with the help of Impact Assessment Tools. After incorporating the comments from the PMIU / Technical Committee the final report will be prepared and submitted.

The final report will contain but will not be limited to best practices, issues, lessons learned and changes that are required in the existing framework. It will also present recommendations for future areas of intervention.

We will prepare and share with the PMIU / Technical Committee the following reports, documentation & files:

- Electronic version of the instruments (questionnaires, sampling forms, FGD guides, etc.) in English and Urdu.
- Filled-in questionnaires and summaries of FGD transcripts.
- Draft and final report

#### **A.3.2 Final Report for Printing**

As required in the RFP, 100 copies of the final approved report will be printed for submission to PMIU / Technical Committee for dissemination. Soft form of the final version of the report in PDF will be shared with PMIU / technical Committee.



*Buqis Saleel*

## Appendix B Financial Proposal

### Financial Proposal Submission Form

**Firm / Organization Name:** Grant Thornton Consulting Pvt. Ltd.

**Sector (Public/Private):** Private **Income Tax Reg. No.:** 4239824-0

**Key Experts / Human Resources:**

Amima Sayeed	Team Lead
Sadia Adeeb	Educationist
Riaz Hussain	Research Analyst / Chief Survey Specialist
Haroon Jamal	Statistician
Arif Rasheed	IT Expert
Birjis Jaleel	Research Associate & Project Coordinator
Danish Ahmad Khan	Research Associate
Hasaan Anwar Mohiuddin	Research Associate

**Number of Research Studies Completed:** 72 (Attached)  
**Number of Research Article Published:** 87 (Attached)  
**Chief Executive /Head Name:** Sikander Gulzar  
**Official Address:** D 3/1, Block 3, Clifton, Karachi, Pakistan  
**Telephone:** 021-35876901-3, 021-35822327  
**Fax:** 021-35876904  
**Mobile:** 0321 2184600  
**Email:** sgulzar@pk.gt.com

**Sikander Gulzar**  
Partner

**Tender submission date:** June 5, 2015  
**(For Private Firms)**  
**Earnest money (2% of quoted amount):** Rs. 300,000  
**Bank Draft/Pay Order/Call Deposit No.** 0284572  
**Issuing Bank** Faysal Bank Clifton Branch Karachi



*Birjis Jaleel*

## Price Schedule in Pak Rupees

Name of Firms/Organizations: Grant Thornton Consulting Pvt. Ltd

TOTAL PROJECT COST	Quoted Price
Consultancy Fee	5,058,343
<b>Reimbursable/Out of Pocket Expenses:</b>	
Development of data collection Instrument/tools	500,000
Pilot testing of instrument	250,000
Finalization and printing of tools	520,000
Training of data collections	876,013
Logistic and traveling expenses	328,792
Date collection and analysis	5,377,279
Equipment, instrument, stationary and communication	1,239,572
Report writing	650,000
Designing, composing and proof reading	50,000
200 printed copies (Fiver color) along with softcopy of study and data	150,000
Any other cost	---

**Grand Total in figure** 15,000,000

**Grand Total in words** Rupees Fifteen Million

### Name of Bidder/ Firm and Address

Grant Thornton Consulting  
D-3/I, Block 3,  
Clifton, Karachi  
Tel: 021-35876901-3, 021-35822327  
Fax: 021-35876904

Signature  
Seal:

Date: 30<sup>th</sup> June, 2015



*Bujis Jalal*



## Estimated Cost

Estimated Cost					
Cost	Schools	Head	Teachers	Student	Total
Data Collection	Survey FGD	Interview	Classroom Observation	Standardized Test	
Unit Cost	45,000	18,300	15,000	250	78,550
Sample Cost	4,500,000	1,650,000	2,100,000	6,750,000	15,000,000
Enhanced/ Reduction Sample Cost	31,500	12,810	10,500	225	55,035



*Bilal Saleel*

## **Appendix C**

### **Reporting Requirements / Consultants Reporting Obligations**

#### **Report Writing & Submission of Draft Report**

The final draft will be submitted to PMIU / Technical Committee taking into account the valuable information that was gathered with the help of Impact Assessment Tools. After incorporating the comments from the PMIU / Technical Committee the final report will be prepared and submitted.

The final report will contain but will not be limited to best practices, issues, lessons learned and changes that are required in the existing framework. It will also present recommendations for future areas of intervention.

The final submission will include:

- Electronic version of the instruments (questionnaires, sampling forms, FGD guides, etc.) in English and Urdu.
- Filled tools
- Final report

#### **Final Report for Printing**

As required in the RFP, 100 copies of the final approved report will be printed for submission to PMIU / Technical Committee for dissemination. Soft form of the final version of the report in PDF will be shared with PMIU / technical Committee.



*Bujis Jaleel*

## Work Schedule

#	Activities	Months															
		1				2				3				4			
	Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	Mobilization Meeting																
2	Review of Literature and Secondary Data Collection																
3	Finalization of Sample Frame																
4	Submission of Inception Report																
5	Designing of Survey Tools																
6	Pre Testing & Printing of Survey Tools																
7	Recruitment, Selection and Training of Field Investigators																
8	Teacher's Training Institutes																
9	Head Teachers & Teachers																
10	Focus Group Discussions																
11	Round Table Discussions																
12	Teachers Assessment																
13	Child Test																
14	Data Verification (Quality Control)																
15	Data Processing (Editing/Coding/Entry)																
16	Data Analysis																
17	Submission of Draft Report																

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## Appendix D Key Personnel and Sub Consultants

Name of Staff	Firm	Area of Expertise	Position Assigned	Task Assigned
Amima Sayeed	External Consultant	Program Development, Research & Impact Assessment, Advocacy	Team Lead	<ul style="list-style-type: none"> <li>▪ Inception meeting with PMIU/ Technical Committee</li> <li>▪ Consultation with Stakeholders</li> <li>▪ Develop Project Baseline and Log Frame Analysis</li> <li>▪ Review &amp; Develop Study Design</li> <li>▪ Development of Assessment Tools</li> <li>▪ Monitoring and Quality Assurance</li> <li>▪ Report Writing</li> </ul>
Sadia Adeeb	External Consultant	Research, Program Development	Educationist	<ul style="list-style-type: none"> <li>▪ Inception meeting with PMIU/ Technical Committee</li> <li>▪ Consultation with stakeholders</li> <li>▪ Review Primary &amp; Secondary Data Sources</li> <li>▪ Assist in developing Project Baseline and Log Frame Analysis</li> <li>▪ Assist in development of assessment tools</li> <li>▪ Assist in report writing</li> </ul>
Riaz Hussain	Grant Thornton Consulting	Research, Monitoring & Impact Assessment	Research Analyst / Chief Survey Specialist	<ul style="list-style-type: none"> <li>▪ Inception meeting with PMIU/ Technical Committee</li> <li>▪ Consultation with Stakeholders</li> <li>▪ Finalize Sample Frame</li> <li>▪ Development of Assessment Tools</li> <li>▪ Administering Impact Assessment Survey</li> <li>▪ Monitoring and Quality Assurance during Data Collection</li> <li>▪ Data Processing &amp; Analysis</li> </ul>
Haroon Jamal	External Consultant	Statistics & Data Programming	Statistician	<ul style="list-style-type: none"> <li>▪ Finalize Sample Frame</li> <li>▪ Develop Project Baseline and Log Frame Analysis</li> <li>▪ Data Processing &amp; Analysis</li> <li>▪ Report Writing</li> </ul>
Arif Rasheed	Grant Thornton Consulting	Data Programming	IT Expert	<ul style="list-style-type: none"> <li>▪ Finalize Sample Frame</li> <li>▪ Program Development</li> <li>▪ Data Processing &amp; Analysis</li> </ul>

*Amir Rasheed*

Name of Staff	Firm	Area of Expertise	Position Assigned	Task Assigned
Birjis Jaleel	Grant Thornton Consulting	Project Management & Field Research	Research Associate & Project Manager	<ul style="list-style-type: none"> <li>▪ Inception meeting with PMU/ Technical Committee</li> <li>▪ Primary Research</li> <li>▪ Hiring &amp; Training of field Staff</li> <li>▪ Administering Impact Assessment Survey</li> <li>▪ Monitoring and Quality Assurance</li> <li>▪ Printing</li> </ul>
Danish Ahmad Khan	Grant Thornton Consulting	Secondary Research	Research Associate	<ul style="list-style-type: none"> <li>▪ Consultation with Stakeholders</li> <li>▪ Review Primary &amp; Secondary Data Sources</li> <li>▪ Administering Impact Assessment Survey</li> <li>▪ Report Writing</li> <li>▪ Printing</li> </ul>
Hasaan Anwar Mohiuddin	Grant Thornton Consulting	Secondary Research	Research Associate	<ul style="list-style-type: none"> <li>▪ Consultation with Stakeholders</li> <li>▪ Review Primary &amp; Secondary Data Sources</li> <li>▪ Administering Impact Assessment Survey</li> <li>▪ Report Writing</li> <li>▪ Printing</li> </ul>

*Birjis Jaleel*

### Staffing Schedule

#	Name	WEEKS																Total Staff Days/ Input			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Home	Field	Total	
1	Amima Sayeed	H																13		20	
		F																	7		
2	Sadia Adeeb	H																13		20	
		F																	7		
3	Riaz Hussain	H																15		25	
		F																	10		
4	Haroon Jamal	H																30		30	
		F																	-		
5	Arif Rasheed	H																13		15	
		F																	2		
6	Birjis Jaleel	H																10		30	
		F																	20		
7	Danish Ahmad Khan	H																5		30	
		F																	25		
8	Hasaan Anwar Mohiuddin	H																5		30	
		F																	25		
																	<b>Subtotal</b>	<b>96</b>	<b>200</b>		
																	<b>Total</b>				

*Birjis Jaleel*

## **Appendix E**

### **Services and Facilities provided by the PA**

- Facilitation and formal request for scheduling of meetings with stakeholders will be requested through PMIU/Technical Committee.
- Data on 42 TTIs and the sample universe will be required in soft form to ease the process of distributing the sample proportionately between districts.
- Contact details of pre-service and in-service teachers who are trained at the TTIs during the project tenure would be requested from PMIU.



*Project Director*

*Bilal Jaleel*  
Consultants Representative

## Appendix F Payment Schedule

### Contract Type and Schedule of Payment

20% of contract shall be released on signing of the contract
30% of the contract shall be released on submission of the inception report
10% of the contract shall be released on hiring and training of field staff and initiating field work
20% of the contract shall be released on completion of field work
20% of the contract shall be released on final report

### Terms & Conditions

- All payments should be made to "Grant Thornton Consulting (Pvt.) Ltd."
- The project will only be initiated on the receipt of a Letter of Appointment and payment of the advance fee. (Mobilization Amount)
- The validity of this proposal expires 90 days from the date of submission.

Project Director



Consultants Representative



INTEGRITY PACT

Invitation to Firms

1. The Government of Pakistan (GOP) is committed to fight corruption in public contracting. As a part of this program, PD, PMIU has reviewed its arrangements for the letting and implementation of contracts against criteria of transparency and accountability.
2. In an effort to limit the scope for abuse, PD, PMIU is introducing new procedures, which PD, PMIU is sure your company will wish to support. The objective is to ensure that there is fair competition for government business, and that competition takes place openly and in a manner that provides fair and equal opportunity for all competitors. The new procedures will also apply to the execution of contracts by the successful bidder/supplier. The new Procurement Procedures will be set out in the Letter of Invitation/Tender Documents.
3. As part of our confidence building strategy, PD, PMIU will treat the oversight and monitoring of the implementation of these new procedures with the highest priority. PD, PMIU will pay particularly close attention to the need to prevent any case of extortion, or acceptance of bribes, by PD, PMIU officials. We are asking all those bidding for PD, PMIU business to assist the government by reporting any instances of this occurring.
4. A special office for the investigation and handling of any reports of extortion or bribery in public procurement has been set up in the PMIU.
5. PD, PMIU hopes to obtain your company's endorsement of these procedures as fair and reasonable, and as having your full support.
6. The Consultants shall observe the highest standards of ethics during the selection and execution of such contracts. In pursuance of the policy i.e.
  - a. Corrupt practice means the offering, giving receiving or soliciting of anything of value to influence the action of a public official in the selection process or in contract execution, and fraudulent practice means a misrepresentation of facts in order to influence a selection process or the execution of a contract to the detriment of the PD, PMIU and includes. Collusive practices among Consultants (prior to or after submission of proposals) designed to establish prices at artificial, non-competitive levels and to deprive the PD, PMIU of the benefits of free and open competition.
  - b. PD, PMIU will reject a proposal for award if determines that the firm recommended for award has engaged in corrupt or fraudulent activities in competing for the contract in question;
  - c. PD, PMIU will declare a firm ineligible, either indefinitely or for a stated period of time, to be awarded a contract if it at any time determines that the firm has engaged in corrupt or fraudulent practices in competing for. Or in executing contract.



Project Director

*Bilal Jabeel*  
Consultants Representative

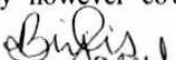
## The "Integrity Pact"

- I. Project Director PMIU, abide by the following procedures for Bidding for Public Sector Contracts.
2. The following procedures will apply to the letting of contracts for Consultancy Services for "Need Verification, Site Specific School Architecture & Structure Design (Calculation Sheets), Preparation Of Taluka/Town Wise Packages, Engineering Estimates & Tender/Bidding Documents".
3. These procedures are in addition to the standard legal and administrative requirements.
4. They will form part of the terms and conditions of each contract and will be actionable, in the event of breach, by the PD, PMIU and any of the competing bidders.
5. Each Consultant must submit a statement, as integral part of the proposal, with the following text:
  - a. This Company places importance on competitive tendering taking place on a basis that is free, fair competitive and not subject to abuse. This Company is pleased to confirm that (i.) it has not offered or granted, and will not offer or grant, either directly or indirectly through agents or other third parties, any improper inducement or reward to any public official, their relations or business associates, in order to obtain or retain this contract or other improper advantage, and (ii.) it has not colluded, and will not collude, with others in order to limit competition for this contract.
  - b. This Company has a No-Bribery Policy/Code of Conduct and a Compliance Program which includes all reasonable steps necessary to assure that the no- bribery commitment given in the statement will be complied with by its mangers and employees, as well as by all their parties working with this company on this Project, including agents, consultants, consortium partners, subcontractors and suppliers. Copies of our No-Bribery Policy/Code .of Conduct and Compliance Program are attached.

OR

In cases where companies participate in the bidding which do not yet have a general no bribery policy/Code of Conduct:
  - c. "This Company has developed, for the purposes of this tender, a Compliance program- copy attached - which includes all reasonable steps  
  
necessary to assure that the no-bribery commitment given in this statement will be compiled with by its managers and employees, as well as by all third parties working with this Company on this Project, including agents, consultants, consortium partners, subcontractors and suppliers".
  - d. This commitment is in the name and on behalf of this Company's Chief Executive Officer.
  - e. This Company agrees for the resolution of any damage claims arising from this contract under Law of Pakistan."
6. Where a participating company is a foreign company and has a subsidiary in Pakistan, the commitment must extend to that subsidiary and its managers and employees as well. If the tender is submitted by the subsidiary in Pakistan, the no-bribery commitment needs to-extend also to the parent company and its managers and employees.
7. Consultants will also be required to submit similar no-bribery commitments from their subcontractors and consortium partners. The Consultant may however cover the sub-

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consultant and consortium partners in its own statement, provided the Lead Consultant assumes full responsibility.

8. All payments shall be limited to appropriate compensation for legitimate services.
9. Each Consultant will make full disclosure in the proposal documentation of the beneficiaries and amounts of all payments made or intended to be made relating to the proposal and, if successful, the implementation of the contract.
10. The successful Consultants will also make full disclosure semi-annually of all payments to agents and other third parties during the execution of the contract
11. Within one year of the completion of the performance of the contract, the successful Consultants will formally certify that no bribes or other illicit commissions have been paid in order to obtain or retain this contract. The final accounting shall include brief details of the goods and services provided that are sufficient to establish the legitimacy of the payments made.
12. Statements required according to subparagraph (b) and (d) of paragraph 5 will have to be certified by an appropriate senior corporate officer.
13. In Pakistan, all forms of corruption are illegal, and the government will continue to prosecute offenders.
14. This IP however focuses on bribery in order to obtain or retain the contract or other improper advantage, including collusion with others in order to limit competition for this contract. This includes any payments or other favours offered or granted in order to win a contract award, get a contract change order (adjusting the price, the specifications, the time frame for implementation or any other important contract components) approved by PD, PMIU get sub-standard or sub-specification performance approved by a public official or the supervising engineer or his staff, circumvent tax, duty, license or any other legal obligations that should be met, or induce an official to breach his/her official duties in any other way.
15. If a Consultant fails to comply with its no-bribery commitment, the following sanctions will apply:
16. Denial or cancellation of the contract; liability for damages to PD, PMIU in the amount of five percent of the contract value, unless PD, PMIU can demonstrate a higher damage, or the Consultant can demonstrate a lesser damage; forfeiture of the security deposit; and debarment by PD, PMIU from bidding for further public contracts for such period as the PD, PMIU may deem appropriate,
17. PD, PMIU has made special arrangements for adequate oversight and monitoring of the procurement process and the execution of the contract. In this regard, PD, PMIU has provided for public hearings on the procurement process, and for access by Civil Society including representatives of the local TI-Pakistan, to the minutes of the meetings of the Evaluation Committee, and to all documents relating to the evaluation of the competitive proposals, the award decision process and the execution of the project.
18. PD, PMIU has also set up a special office in the Office of the PD, PMIU for the investigation and handling of any reports of extortion or bribery in public procurement.
19. The PD, PMIU will publicly disclose the award decision including the evaluation report.
20. Proposals, which do not conform, to the requirements of these procedures will not be considered.

Project Director

  
Consultants Representative