

PUNJAB SKILLS DEVELOPMENT FUND

Request for Proposal (RFP)

**Hiring of a Consulting Firm to Carry Out
“Evidence Generation and Design of Non-Formal
Education to Job Placement Program for Out of
School Adolescents of Punjab.”
(An Action Research)**

March 2021



Submission Date: Tuesday May 04, 2021 on or before 3:00 PM

21 A, H-Block, Dr. Mateen Fatima Road, Gulberg II, Lahore – Pakistan.

UAN: 042-111-11-PSDF(7733) | Toll Free:0800-48627 (HUNAR) | Website: psdf.org.pk

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Section 1: Invitation for Proposal

1. Punjab Skills Development Fund (PSDF) invites Technical & Financial proposals for “**Hiring of a Consulting Firm to Carry Out Evidence Generation and Design of Non-Formal Education to Job Placement Program for Out of School Adolescents of Punjab**” (An Action Research). Details of the assignment are provided in the Terms of Reference.
2. The **Consulting firm** submitting a proposal **MUST** meet the following **eligibility criteria (including its consortium firms)** to qualify for technical evaluation:
 - a. Should be a legal entity (Proof required - copy of incorporation / registration certificate)
 - b. Provide copy of registration for National Tax Number (NTN) and General Sales Tax (GST)/ Provincial Sales Tax (PST) (if applicable) in the name of organization.
 - c. Must be an Active Taxpayer as per “Active Taxpayer List” of FBR (Proof required).
 - d. **Affidavit on stamp paper** declaring that firm is **not blacklisted** by any Government agency/ semi-government / authority / organization. **(Original signed & stamped)**
 - e. It is mandatory for the Consulting firm and its consortium firms and any subject matters experts associated with this assignment to complete an online course, before the submission of the proposal against the RFP, on prevention of sexual exploitation and abuse (PSEA) - a UNICEF course designed to raise awareness of UN’s zero tolerance of workplace harassment, sexual harassment, and abuse of authority, to be eligible for this procurement. **(Certificate to be provided).** For details please visit: <https://agora.unicef.org/course/info.php?id=7380>
 - f. Memorandum of Understanding (MOU) on the stamp paper is required from the Leading consulting firm constituting consortium with other firms for this assignment. **(Original jointly signed & stamped stamp paper)**
3. The selection of firm will be based on the **Quality and Cost Based Selection (QCBS)**
4. The proposal includes following additional documents to the above-mentioned Section 1:
 - Section 2 - Instructions to Consulting Firm (including Data Sheet)
 - Section 3 - Technical Proposal - Standard Forms
 - Section 4 - Financial Proposal - Standard Forms
 - Section 5 - Terms of Reference
5. It is mandatory for proposals to be made using the Standard Forms of the proposal. Proposals that are not in the prescribed format may be discarded. If any information required in the form is found missing, or written elsewhere, no credit will be given in the relevant section of the evaluation.
6. CVs of Core Team highlighting their prior experience **MUST** be provided by the Firm.
7. Technical and Financial proposals contained in two sealed inner and outer envelopes, separately comprising the Technical Proposal (**one original & scan copy (USB)** of Technical Proposal) and Financial Proposal (placed in the inner sealed envelope – open envelope or provision of financial proposal in the technical proposal or in USB will lead to rejection of the proposal) should be sent to the following address, and must reach latest on Tuesday May 04, 2021 by 03:00 PM

Procurement Department
Punjab Skills Development Fund
21-A, H-Block, Dr. Mateen Fatima Road,
Gulberg-II Lahore –Pakistan

8. The pre-proposal meeting will be conducted on April 14, 2021 at 11:00 AM on Microsoft Teams (ONLINE). Consulting firm who wants to join shall have to write an email to Procurement@psdf.org.pk before COB, April 13, 2021 and the link will be shared via email before start of the session. The purpose of the meeting is to provide clarification and get an understanding of the project in case there are any queries or ambiguities regarding the RFP.
9. Technical Proposals shall be opened on Tuesday May 04, 2021 at 04:00 PM at PSDF by the Evaluation Committee at PSDF, 21-A, H-Block, Dr. Mateen Fatima Road, Gulberg-II Lahore in the presence of Consulting Firms. For this purpose, you are invited to attend the meeting on above mentioned date, time and venue.

Section 2: Instruction to Consultants

Definitions

- (a) “Agreement” means the Agreement signed by the Parties and all the attached documents.
- (b) “Client” means the organization with which the selected Consultant signs the Agreement for the Services.
- (c) “Consultant/s” (also referred to as consulting firm or lead consulting firm) means any entity that may provide or provides the Services to the Client under the Agreement.
- (d) “Consortium Firms” comprises of two or more partners with whom the consulting firm associates for performance of any part of the service, each of whom will be jointly and severally liable to the client for all the Consultant’s obligation under the Agreement.
- (e) “Sub Consultant/s” (also referred to as Subject Matter Experts) means any person or entity with whom the consulting firm associates for performance of any part of the service and for whom the consulting firm is fully responsible.
- (f) “Data Sheet” means such part of the Instructions to Consultant used to reflect specific conditions.
- (g) “Day” means calendar day.
- (h) “Government” means the Government of the Punjab and all its associated departments, agencies, autonomous/semi-autonomous bodies, local governments, boards, universities, and similar other organizations.
- (i) “Instructions to Consulting Firm” means the document which provides the firm with relevant information needed to prepare their Proposals.
- (j) “Proposal” means the Technical Proposal and the Financial Proposal.
- (k) “Terms of Reference” (TOR) means the document included in the proposal as Section 5 which explains the objectives, scope of work, activities, tasks to be performed, responsibilities of the Consulting Firm and its consortium firms, and expected results and deliverables of the assignment.

1. Introduction

- 1.1 The Client named in the Data Sheet will select a lead consulting firm (the Consultant) from any firm who will be eligible as per the eligibility criteria, Technical evaluation and in accordance with the method of selection specified in the Data Sheet.
- 1.2 Consultants are required to submit a Technical Proposal and a Financial Proposal for consulting services required for the assignment named in the Data Sheet. The proposals should be in separate marked and sealed envelopes. The Proposal will be the

basis for agreement negotiations and ultimately for a signed Agreement with the selected Consultant.

- 1.3 Consultants shall bear all costs associated with the preparation and submission of their proposals and agreement negotiation. The Client is not bound to accept any proposal and reserves the right to annul the selection process at any time prior to Agreement award, without thereby incurring any liability to the Consultants.

Conflict of Interest

- 1.4 It is requested that Consultants provide professional, objective, and impartial advice and at all times hold the Client's interest's paramount, strictly avoid conflicts with other assignments or their own corporate interests and act without any consideration for future work.

- 1.4.1 Without limitation on the generality of the foregoing, Consultants, and any of their affiliates, shall be considered to have a conflict of interest and shall not be recruited, under any of the circumstances set forth below:

Conflicting activities

- (i) A firm that has been engaged by the Client to provide goods, works or services other than consulting services for a project, and any of its affiliates, shall be disqualified from providing consulting services related to those goods, works or services. Conversely, a firm hired to provide consulting services for the preparation or implementation of a project, and any of its affiliates, shall be disqualified from subsequently providing goods or works or services other than consulting services resulting from or directly related to the firm's consulting services for such preparation or implementation.

Conflicting assignments

- (ii) A consultant (including its Personnel, Consortium Firms and Sub-Consultant/s) or any of its affiliates shall not be hired for any assignment that, by its nature, may be in conflict with another assignment of the Consultant to be executed for the same or for another Client.

Conflicting relationships

- (iii) A consultant (including its Personnel, Consortium Firms and Sub-Consultants) that has a business or family relationship with a member of the Client's staff who is directly or indirectly involved in any part of (i) the preparation of the Terms of Reference of the assignment, (ii) the selection process for such assignment, or (iii) supervision of the Agreement, may not be awarded an Agreement, unless the conflict stemming from this relationship has been resolved in a manner acceptable to the Client

throughout the selection process and the execution of the Agreement.

1.4.2 Consultants have an obligation to disclose any situation of actual or potential conflict that impacts their capacity to serve the best interest of their client, or that may reasonably be perceived as having this effect. Failure to disclose said situations may lead to the disqualification of the consultant or the termination of its Agreement.

Unfair Advantage

1.4.3 If an interested consultant could derive a competitive advantage from having provided consulting services related to the assignment in question, the client shall make available to all interested consultants together with this proposal, and all information that would in that respect give such consultant any competitive advantage over competing consultants.

Fraud and Corruption

1.5 Client requires consultants participating in its projects to adhere to the highest ethical standards, both during the selection process and throughout the execution of an agreement. In pursuance of this policy, PSDF:

- (b) defines, for the purpose of this paragraph, the terms set forth below as follows:
 - (i) “corrupt practice” means the offering, giving, receiving, or soliciting, directly or indirectly, of anything of value to influence the action of a public official in the selection process or in agreement execution.
 - (ii) “fraudulent practice” means a misrepresentation or omission of facts in order to influence a selection process or the execution of an agreement.
 - (iii) “collusive practices” means a scheme or arrangement between two or more consultants with or without the knowledge of the Client, designed to establish prices at artificial, non-competitive levels.
 - (iv) “coercive practices” means harming or threatening to harm, directly or indirectly, persons or their property to influence their participation in a procurement process or affect the execution of an agreement.
- (c) will reject a proposal for award if it determines that the Consultant recommended for award has, directly or through an agent, engaged in corrupt, fraudulent, collusive or coercive practices in competing for the agreement in question.
- (d) will sanction a Consultant, including declaring the Consultant ineligible, either indefinitely or for a stated period of time, to be awarded an agreement if at any time it determines that the Consultant has, directly or through an

- agent, engaged in corrupt, fraudulent, collusive, or coercive practices in competing for, or in executing, and
- (e) will have the right to require that a provision be included requiring Consultants to permit the Client to inspect their accounts and records and other documents relating to the submission of proposals and agreement performance and have them audited by auditors appointed by the client.
- 1.6 Consultants shall furnish information on commissions and gratuities, if any, paid or to be paid to agents relating to this proposal and during execution of the assignment if the Consultant is awarded the Agreement, as requested in the Financial Proposal submission form (Section 4).
- Only one Proposal Proposal Validity**
- 1.7 Interested Consultants shall only submit one proposal. If a Consultant submits or participates in more than one proposal, such proposals shall be disqualified.
- 1.8 The Data Sheet indicates how long Consultants' Proposals must remain valid after the submission date. During this period, Consultants shall maintain the availability of Professional staff nominated in the Proposal. The Client will make its best effort to complete negotiations within this period. Should the need arise, however, the Client may request Consultants to extend the validity period of their proposals. Consultants who agree to such extension shall confirm that they maintain the availability of the Professional staff nominated in the Proposal, or in their confirmation of extension of validity of the Proposal, Consultants could submit new staff in replacement, who would be considered in the final evaluation for agreement award. Consultants who do not agree have the right to refuse to extend the validity of their Proposals.
- 2. Clarification and Amendment of Request for Proposal Document**
- 2.1 Consultants may request a clarification of any of the proposal up to the number of days indicated in the Data Sheet before the proposal submission date. Any request for clarification must be sent in writing, or by standard electronic means to the Client's address indicated in the Data Sheet. The client will respond in writing, or by standard electronic means and will send written copies of the response (including an explanation of the query but without identifying the source of inquiry) to all consultants. Should the client deem it necessary to amend the proposal as a result of a clarification, it shall do so following the procedure under para.
- 2.2 At any time before the submission of proposals, the client may amend the proposal by issuing an addendum in writing or by standard electronic means. The addendum shall be sent to all consultants and will be binding on them. Consultants shall acknowledge receipt of all amendments. To give consultants reasonable time in which to take an amendment into account in their proposals, the client may, if the amendment is substantial, extend the deadline for the submission of proposals.



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3. Preparation of Proposals

- 3.1 The proposal (see para. 1.2), as well as all related correspondence exchanged by the Consultants and the client, shall be written in the language (s) specified in the data sheet.
- 3.2 In preparing their proposal, the consultants are expected to examine in detail the documents comprising the proposal. Material deficiencies in providing the information requested may result in rejection of a Proposal.
- 3.3 While preparing the Technical Proposal, alternative professional staff shall not be proposed, and only one curriculum vitae (CV) may be submitted for each position.

(a) The Subject Matter Expert/s proposed cannot be changed without formal approval and mutual consent of the Client.

Technical Proposal Format and Content

- 3.4 The Technical Proposal shall provide the information indicated in the following paras from (a) to (g) using the attached Standard Forms (Section 3)

(a) Eligibility Criteria Checklist (Form TECH-2 of Section 3).

(b) A brief description of the Consulting Firm and Consortium Firms (Form TECH-3 of Section 3).

(c) A description of the approach, methodology and project management plan work for performing the assignment covering the following subjects: technical approach and methodology, project management plan, and staff scheduling of core team against specific assignments. Guidance on the content of this section of the Technical Proposals is provided under Form TECH-4 of Section 3. The estimated staffing schedule of core team should be consistent with (Form TECH-7 of the Section 3). The project management plan should be consistent with the (Form TECH-8 of Section 3) which will show in the form of a Gantt chart the timing proposed for each activity.

(d) The list of the proposed core team of consulting firm by area of expertise, the position that would be assigned to each staff team member, and their tasks (Form TECH-5 of Section 3).

(e) CVs of the Professional staff signed by the staff themselves or by the authorized representative of the professional Staff (Form TECH-6 of Section 3) along with their Computerized National Identity Card numbers (if local) or Passport numbers (if foreign).

- 3.5 The Technical Proposal shall not include any financial information. A Technical Proposal containing financial information shall be rejected and declared disqualified for further process.
- Financial Proposals**
- 3.6 The Financial Proposal shall be prepared using the attached Standard Forms (Section 4).
- Taxes**
- 3.7 The Consultant may be subject to local taxes (such as: value added or sales tax or income taxes on non-resident Foreign Personnel, duties, fees, levies) on amounts payable by the Client under the Agreement. The Client will state in the data sheet if the consultant is subject to payment of any taxes.
- 3.8 Consultants should express the price of their services in PKR. Prices in other currencies should be converted to PKR using the selling rates of exchange given by the State Bank of Pakistan for the date indicated in the data sheet.
- 3.9 Commissions and gratuities, if any, paid or to be paid by Consultants and related to the assignment will be listed in the Financial Proposal Form FIN-1 of Section 4.
- 4. Submission, Receipt, and Opening of Proposals**
- 4.1 The original proposal (Technical Proposal and, if required, Financial Proposal; see para. 1.2) shall contain no interlineations or overwriting, except as necessary to correct errors made by the consultants themselves. The person who signed the proposal must initial such corrections. Submission letters for both technical and financial proposals should respectively be in the format of TECH-1 of Section 3, and FIN-1 of Section 4.
- 4.2 An authorized representative of the consultants shall initial all pages of the original technical and financial Proposals. The authorization shall be in the form of a written power of attorney accompanying the proposal or in any other form demonstrating that the representative has been duly authorized to sign. The signed technical and financial proposals shall be marked "ORIGINAL".
- 4.3 The Technical Proposal shall be marked "ORIGINAL." The technical proposals shall be sent to the addresses referred to in para. 4.5 and in the number of copies indicated in the data sheet. All required copies of the technical proposal are to be made from the original. If there are discrepancies between the original and the copies of the technical proposal, the original governs.
- 4.4 The original and scanned copy (USB) of the technical proposal shall be placed in a sealed envelope clearly marked "TECHNICAL PROPOSAL" Similarly, the original Financial Proposal shall be placed in a sealed envelope clearly marked "FINANCIAL PROPOSAL" followed by the name of the assignment, and with a warning "**DO NOT OPEN WITH THE TECHNICAL PROPOSAL.**" The envelopes containing the Technical and Financial Proposals shall be placed into an outer envelope and sealed. This outer envelope shall bear the submission address and title of the Assignment, clearly marked

“DO NOT OPEN, EXCEPT IN PRESENCE OF THE OFFICIAL APPOINTED, BEFORE SUBMISSION DEADLINE”. The Client shall not be responsible for misplacement, losing or premature opening if the outer envelope is not sealed and/or marked as stipulated. This circumstance may be case for Proposal rejection. If the Financial Proposal is not submitted in a separate sealed envelope duly marked as indicated above, this will constitute grounds for declaring the Proposal non-responsive.

4.5 The proposals must be sent to the address/addresses indicated in the data sheet and received by the client no later than the time and the date indicated in the data sheet, or any extension to this date in accordance with para. 2.2. Any proposal received by the client after the deadline for submission shall be returned unopened.

4.6 The Client shall open the technical proposal immediately after the deadline for their submission. The envelopes with the financial proposal shall remain sealed and securely stored.

5. Proposal Evaluation

5.1 From the time the proposals are opened to the time the agreement is awarded, the consultants should not contact the client on any matter related to its technical and/or financial proposal. Any effort by consultants to influence the client in the examination, evaluation, ranking of Proposals, and recommendation for award of Agreement may result in the rejection of the consultants’ proposal. Evaluators of technical proposals shall have no access to the financial proposals until the technical evaluation is concluded.

Evaluation of Technical Proposals

5.2 The evaluation committee shall evaluate the technical proposals on the basis of their responsiveness to the terms of reference, applying the evaluation criteria, sub criteria, and point system specified in the data sheet. Each responsive proposal will be given a technical score (St). A Proposal shall be rejected at this stage if it does not respond to important aspects of the Proposal, and particularly the terms of reference or if it fails to achieve the minimum technical score indicated in the data sheet.

Public Opening and Evaluation of Financial Proposals

5.3 Financial proposals shall be opened publicly in the presence of the consultants’ representatives who choose to attend. The name of the consultants, and the technical scores of the consultants shall be read aloud. The financial proposal of the consultants who met the minimum qualifying mark will then be inspected to confirm that they have remained sealed and unopened. These financial proposals shall be then opened, and the total prices read aloud and recorded.

5.4 The Evaluation Committee will correct any computational errors. When correcting computational errors, in case of discrepancy between a partial amount and the total amount, or between word and figures, the formers will prevail. In addition to the above corrections, as indicated under para. 3.6, activities and items described in the technical proposal but not priced, shall be

assumed to be included in the prices of other activities or items. In case an activity or line item is quantified in the financial proposal differently from the technical proposal.

- 5.5 In QCBS, the lowest evaluated Financial Proposal (Fm) will be given the maximum financial score (Sf) of 100 points. The financial scores (Sf) of the other Financial Proposals will be computed as indicated in the Data Sheet. Proposals will be ranked according to their combined technical (St) and financial (Sf) scores using the weights (T = the weight given to the Technical Proposal; P = the weight given to the Financial Proposal; T + P = 1) indicated in the Data Sheet: $S = St \times T\% + Sf \times P\%$. The firm achieving the highest rank based on its combined score will be invited for negotiations.

6. Negotiations

- 6.1 Negotiations will be held according to Rule 50 of PSDF Procurement Rules, 2016 at the date and address indicated in the Data Sheet. The invited Consultant will, as a pre-requisite for attendance at the negotiations, confirm availability of all Professional staff if required. Failure in satisfying such requirements may result in the Client proceeding to negotiate with the next-ranked Consultant. Representatives conducting negotiations on behalf of the Consultant must have written authority to negotiate and conclude an Agreement.

Technical negotiations

- 6.2 Negotiations will include a discussion of the technical proposal, the proposed technical approach and methodology, Project management plan, and organization and staffing, and any suggestions made by the consultant to improve the terms of reference. The client and the consultant will finalize the terms of reference, staffing schedule, work schedule, logistics, and reporting. These documents will then be incorporated in the agreement as "Description of Services." Special attention will be paid to clearly defining the inputs and facilities required from the client to ensure satisfactory implementation of the assignment. The client shall prepare minutes of negotiations which will be signed by the client and the consultant.

Financial negotiations

- 6.3 As per Rule 50 of PSDF Procurement Rules, 2016, it is the responsibility of the consultant, before starting financial negotiations, to determine the tax amount to be paid by the consultant under the Agreement. The financial negotiations will reflect the agreed technical modifications in the cost of the services. Financial negotiations can involve the remuneration rates for staff or other proposed unit rates if there is a revision of scope or if the bid rate exceeds the available budget.

Availability of Professional staff/experts

- 6.4 Having selected the consultant on the basis of, among other things, an evaluation of proposed professional staff, the client expects to negotiate an Agreement on the basis of the professional staff named in the proposal. Before agreement negotiations, the Client will require assurances that the professional staff will be actually available. The client will not consider substitutions during agreement negotiations unless both parties agree that undue

delay in the selection process makes such substitution unavoidable or for reasons such as death or medical incapacity. If this is not the case, and if it is established that professional staff were offered in the proposal without confirming their availability, the consultant may be disqualified. Any proposed substitute shall have equivalent or better qualifications and experience than the original candidate and be submitted by the consultant within the period of time specified in the letter of invitation to negotiate.

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| Conclusion of the negotiations | 6.5 | Negotiations will conclude with a review of the draft agreement. To complete negotiations, the client and the consultant will initial the agreed agreement. If negotiations fail, the client will invite the consultant whose proposal received the second highest score to negotiate an agreement. |
| 7. Award of Agreement | 7.1 | After completing negotiations, the client shall award the agreement to the selected consultant and publish details on the Planning & Development Department website and promptly notify all consultants who have submitted proposals. After agreement signature, the Client shall return the unopened financial proposals to the unsuccessful consultants. |
| | 7.2 | The consultant shall furnish performance guarantee as specified in data sheet. |
| | 7.3 | The consultant is expected to commence the assignment on the date and at the location specified in the Data Sheet. |
| 8. Confidentiality | 8.1 | Information relating to evaluation of proposals and recommendations concerning awards shall not be disclosed to the consultants who submitted the proposals or to other persons not officially concerned with the process, until the publication of the award of agreement. The undue use by any consultant of confidential information related to the process may result in the rejection of its proposal and may be subject to the provisions of the consultant selection guidelines relating to fraud and corruption. |
| 9. Error & Omissions | 9.1 | Although adequate thoughts have been given in drafting of this document, error such as typos may occur without any responsibility on PSDF part. |
| 10. Pre-Proposal and or Post-Proposal Meeting or Conference | 10.1 | Consultants should familiarize themselves with assignment conditions and take them into account in preparing their Proposals. To obtain first-hand information on the assignment, consultants are encouraged to visit the client before submitting a proposal and to attend a pre-proposal conference if one is specified in the Data Sheet. Attending the pre-proposal conference is optional. Consultants should contact the Client's representative named in the Data Sheet to obtain additional information on the pre-proposal |

conference. Consultants should ensure these officials are informed well-ahead of time in case they wish to visit the Client.

10.2 The Eligible Consulting firm may please be invited for the presentations after the submission of the proposals/bids for the understanding of the assignment.

11. General terms and conditions

11.1 In case of change in the identified key management staff, firm will seek prior approval from PSDF.

11.2 The successful consultant firm shall sign the standard contract. Any amendment to the standard contract shall be made with mutual consent of both parties. No change shall be made in the agreed financial terms of the contract.

11.3 Client can terminate the contract within one-month prior notice, while the consulting firm can terminate the contract with three-month prior notice.

12. Intellectual Property Rights / Copy Rights

12.1 All draft and final curriculums, documents, surveys, assessments and other services/works etc. created by the Consultant for this project shall be commissioned services/works under the law and the sole and exclusive rights in them shall vest in Client. The rights include but are not limited to copyrights, patents, trademarks etc.



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Instructions to Consultants

Data Sheet

1.1	Name of the Client: <u>Punjab Skills Development Fund</u> Method of Selection: <u>Quality Cost Based Selection Method (QCBS)</u>
1.2	Financial Proposal to be submitted together with Technical Proposal: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Name of the assignment: Hiring of a Consulting Firm to Carry Out “Evidence Generation and Design of 'Non-Formal Education to Job Placement' Program for Out of School Adolescents of Punjab.” (An Action Research) Financial Proposal to be submitted in <u>separate sealed envelopes</u> . If Financial Proposal is found open, or inside the USB, then the proposal shall be rejected.
1.8	Proposals must remain valid 120 Days after the submission date.
2.1	Clarifications may be requested by April 26, 2021 before 5:00 PM. The address for requesting clarifications is: Address: <u>21-A, H-Block, Dr. Mateen Fatima Road, Gulberg-II, Lahore Pakistan.</u> Phone: <u>+92-42-35752408-10</u> Fax: <u>+92-42-35752190</u> Email: Procurement@psdf.org.pk
3.1	Proposals shall be submitted in the following language: <u>English</u>
3.3 (a)	The Consultant core team, Consortium Firms and Subject Matter Expert/s proposed cannot be changed without formal approval and mutual consent of the Client.
3.4 (e)	CVs should contain details conducted by the individual in the past as per prescribed format. As per (Form TECH 6 of Section 3)
3.7	Amounts payable by the Client to the Consultant under the agreement to be subject to applicable taxation: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
4.1	Consulting Firm MUST submit One Original hard copy & One scanned copy (USB) of the Technical Proposal, and only the original hard copy of Financial Proposal in separate sealed envelopes. Financial proposal shall be rejected if found open or in USB. Likewise, the Technical Proposal shall not include any financial information . Technical Proposal or USB containing financial information shall be rejected and declared disqualified for further process.
4.5	The Proposal submission address is: <u>Procurement Department</u> <u>Punjab Skills Development Fund</u> <u>21-A, H-Block, Dr. Mateen Fatima Road,</u> <u>Gulberg-II Lahore –Pakistan</u> Proposals must be submitted no later than the following date and time: Tuesday May 04, 2021 on or before 3:00 PM

5.2

Eligibility Criteria

The **Consulting firm** submitting a proposal MUST meet the following **eligibility criteria (including its consortium firms)** to qualify for technical evaluation:

- a) Should be a legal entity (Proof required - copy of incorporation / registration certificate)
- b) Provide copy of registration for National Tax Number (NTN) and General Sales Tax (GST)/ Provincial Sales Tax (PST) (if applicable) in the name of organization.
- c) Must be an Active Taxpayer as per “Active Taxpayer List” of FBR (Proof required).
- d) **Affidavit on stamp paper** declaring that firm is **not blacklisted** by any Government agency/ semi-government / authority / autonomous body/ organization. **(Original signed & stamped)**
- e) It is mandatory for the Consulting firm, consortium firms and any subject matters experts associated with this assignment to complete an online course, before the submission of the proposal against the RFP, on prevention of sexual exploitation and abuse (PSEA) - a UNICEF course designed to raise awareness of UN's zero tolerance of workplace harassment, sexual harassment, and abuse of authority, to be eligible for this procurement. **(Certificate to be provided)** For details please visit: <https://agora.unicef.org/course/info.php?id=7380>
- f) Memorandum of Understanding (MOU) on the stamp paper is required from the Leading consulting firm constituting consortium with other firms for this assignment. **(Original jointly signed & stamped stamp paper)**.

If the consulting firm and its consortium firms do not fulfil the above requirement and “Eligibility Criteria Checklist” (FORM TECH-2 of Section 3), they shall be dis-qualified and declared ineligible from the bidding process and its technical evaluation shall not be carried out.

Criteria and Point System for the Evaluation of Technical Proposals

Technical Evaluation Criteria						
Sr. No	Section	Sub Section Requirement Description	Sub Section Criteria	Assigned Score	Weightage Score	Remarks
Technical Evaluation Criteria for Consulting Firm (A)				180 Marks	30%	
A-1) Roles & Responsibilities, Qualification & Experience: Core Team (The Project Head and Project Manager should be permanent employees of the Consulting Firm). However, the remaining core team members may be sub-contracted or are part of the consortium firm.				80 Marks		
<p>Project Head will provide strategic and technical guidance for Phase 1. He/she will ensure successful completion of the entire project covering all three assignments of Phase 1 as outlined in the ToRs, within agreed project timelines. He/she will be responsible for the overall quality and success of the project.</p>						
A-1.1	Project Head (10 Marks)	Masters or equivalent degree in Social Sciences/Business and Management Sciences	More than 20 years of professional experience with minimum 5 years of experience in heading projects.	10 Marks		CV required as per the format described in TECH-6
			15 – 20 years of professional experience with minimum 5 years of experience in heading projects.	05 Marks		
<p>Project Manager will be responsible for the management and coordination of the entire Phase 1 and all three assignments as mentioned in the ToRs for Phase 1. He/she will be responsible for the successful execution and implementation of all project milestones within agreed timelines.</p>						
A-1.2	Project Manager (10 Marks)	Masters or equivalent degree in Social Sciences/Business and Management Sciences	More than 15 years of professional experience with minimum 5 years of experience in managing projects.	10 Marks		CV required as per the format described in TECH-6

			12 – 15 years of professional experience with minimum 5 years of experience in managing projects.	05 Marks			
<p>Monitoring and Evaluation Expert will be responsible for the development and implementation of M&E strategy, framework, plans and indicators for successful execution and implementation of entire Phase 1 including all three assignments as mentioned in the ToRs. Based on the learnings of Phase 1, the M&E Expert will develop a comprehensive M&E strategy, framework, plans and indicators for Phase 2 (pilot roll out) of the program that are realistic and implementable in a cost-effective manner.</p>							
A-1.3	Monitoring and Evaluation Expert (10 Marks)	Masters or equivalent degree in Social Sciences/Business and Management Sciences	More than 12 years of professional experience with minimum 5 years of experience in monitoring and evaluation of projects.	10 Marks		CV required as per the format described in TECH-6	
			10- 12 years of professional experience with minimum 5 years of experience in monitoring and evaluation of projects.	05 Marks			
		OR					
		Bachelors or equivalent degree in Social Sciences/Business and Management Sciences	More than 14 years of professional experience with minimum 5 years of experience in monitoring and evaluation of projects.	10 Marks			
12 - 14 years of professional experience with minimum 5 years of experience in monitoring and evaluation of projects.	05 Marks						

Skills Development Expert will match competencies of the ALP students (both adolescent girls and boys) with evidence-based, demand driven and market relevant non-hazardous, age-appropriate, and other regular trades for the skills training programs. The economic activity mapping in each district will guide trade shortlisting amongst other factors. The expert will additionally develop customized skills training learning resources and design skills programs that are flexible and contain details of program duration, timings, pre-requisites, curriculum content, lesson plans, list of equipment etc. The expert MUST design and develop skills training plans in close coordination with the Job Placement Expert ensuring successful linkage of the skills graduates with the relevant income generation opportunities. The expert MUST also work in close coordination with the Gender Expert and Job Placement Expert for skills training programs and income generation outcomes for adolescent girls especially. He/she MUST develop a robust retention plan, supported by incentive structure recommendations to ensure the achievement of targeted graduation from skills training programs.

A-1.4	Skills Development Expert (20 marks)	Masters or equivalent degree in Social Sciences/Business and Management Sciences	More than 12 years of professional experience with minimum 5 years of relevant experience in skills development.	20 Marks		
			10 - 12 years of professional with minimum 5 years of relevant experience in skills development.	10 Marks		
		OR				
		Bachelors or equivalent degree in Social Sciences/Business and Management Sciences	More than 14 years of professional experience with minimum 5 years of relevant experience in skills development.	20 Marks		
			12 - 14 years of professional experience with minimum 5 years of relevant experience in skills development.	10 Marks		

CV required as per the format described in TECH-6

<p>Job Placement Expert will be responsible for the development of a labour market linkage plan for the graduates of the program. He/she will develop the plan based on evidence and insights generated from the economic activity mapping of each district. He/she will work in close collaboration with the Skills Development Expert for identifying linkages to non- hazardous, age-appropriate, and sustainable income generating opportunities separately for both adolescent girls and boys. He/she will also be responsible for provision of agreements/MoUs or any other form of formalized collaborations with relevant employers/industry and industry associations amongst others depending on the type of income generation opportunities.</p>							
A-1.5	Job Placement Expert (10 marks)	Masters or equivalent degree in Social Sciences/Business and Management Sciences	More than 12 years of professional experience with minimum 5 years of relevant experience.	10 Marks		CV required as per the format described in TECH-6	
			10 - 12 years of professional experience with minimum 5 years of relevant experience.	05 Marks			
		OR					
		Bachelors or equivalent degree in Social Sciences/Business and Management Sciences	More than 14 years of professional experience with minimum 5 years of relevant experience.	10 Marks			
			12 - 14 years of professional experience with minimum 5 years of relevant experience.	05 Marks			
<p>Gender Expert will provide strategic and technical guidance for entire Phase 1, to ensure targeting, inclusion, integration, and equal representation of adolescent girls at all stages of the design and development of all three main assignments of Phase 1 as mentioned in the ToRs. The gender expert will work in close collaboration with each of the core team members/consortium firms to ensure successful enrollment, transition, and graduation of the targeted number of adolescent girls from the program.</p>							
A-1.6	Gender Expert (10 Marks)	Masters or equivalent degree in Social Sciences/Business and Management Sciences	More than 12 years of professional experience with minimum 5 years of experience in gender inclusive projects.	10 Marks		CV required as per the format described in TECH-6	

			10 - 12 years of professional experience with minimum 5 years of experience in gender inclusive projects.	05 Marks		
OR						
		Bachelors or equivalent degree in Social Sciences/Business and Management Sciences	More than 14 years of professional experience with minimum 5 years of experience in gender inclusive projects.	10 Marks		
			12 - 14 years of professional experience with minimum 5 years of experience in gender inclusive projects.	05 Marks		
<p>Report Writer will be responsible for drafting and developing a consolidated Final Report and an Executive Report for Phase 1, along with final sub-reports for each of the three assignment parts as mentioned in the ToRs. The reports MUST be quality assured for data veracity, analytical rigor, structural coherence, articulation of content and editorial excellence. Each report must have a section on executive summary with key findings and recommendations.</p>						
A-1.7	Report Writer (10 Marks)	Masters or equivalent degree in Social Sciences/Business and Management Sciences	More than 12 years of professional experience with minimum 5 years of experience in report writing within the development sector for international donors/agencies.	10 Marks		CV required as per the format described in TECH-6
			10 - 12 years of professional experience with minimum 5 years of experience in report writing within the development sector for international donors/agencies.	05 Marks		
OR						

		Bachelors or equivalent degree in Social Sciences/Business and Management Sciences	More than 14 years of professional experience with minimum 5 years of experience in report writing within the development sector for international donors/agencies.	10 Marks		
			12 - 14 years of professional experience with minimum 5 years of experience in report writing within the development sector for international donors/agencies.	05 Marks		
A-2) Detailed Roles and Responsibilities of the Core Team Members				10 Marks		
A-2.1	In line with the roles and responsibilities specified in A-1, elaborate on and provide detailed roles and responsibilities of each core team member as per (Form TECH-5 of Section 3).			05 Marks		
	Staffing schedule of core team as per (Form TECH-7 of Section 3).			05 Marks		
A-3) Experience of the Consulting Firm (The consulting firm must demonstrate their competencies of project management skills (end to end) of leading the consortium of two or more partners for evaluated in this section)				15 Marks		Documentary proof (copies of contract or work order or service order or client's service completion letter) with scope of work should be furnished.
A-3.1	Above 10 years of experience and worked with equal to or more than 3 clients in the public sector and/or development sector.			15 Marks		
	Minimum 7 years but less than or equal to 10 years of experience and worked with equal to or more than 3 clients in the public sector and/or development sector.			10 Marks		
A-4) Financial Capability of the Consulting Firm				10 Marks		

A-4.1	More than 200 Million PKR of annual revenue/turnover.	10 Marks		Documentary proof required (Tax returns/audited financial statements of year 2018-19 or 2019-20)
	More than 100 Million PKR but less than 200 Million PKR of annual revenue/turnover.	05 Marks		
A-5) Approach & Methodology for Consulting Firm		45 Marks		Assessment will be done based on the richness of the content.
A-5.1	Overall Approach & Methodology for entire Phase 1	15 Marks		
A-5.1.1	Detailed approach and methodology for Phase 1 (backed by secondary research, that is clearly referenced where necessary) covering the following. (i) understanding of the crises of out of school adolescents in Punjab, (ii) project scope and outcomes (iii) strategy for each of the research and survey activities iv) quality and success parameters for Phase 1.	07 Marks		
A-5.1.2	Detailed Theory of Change, mapping the journey of out of school adolescents throughout the 'Non- Formal Education to Job Placement' program encompassing inputs, activities, outputs, outcomes, and impact entailing detailed analysis of major assumptions and associated risks at each stage.	05 Marks		
A-5.1.3	Identify and provide in detail three risks related to the proposed approach and methodology along with subsequent mitigation strategies, excluding risks related to force majeure.	03 Marks		
A-5.2	Beneficiaries' Journey	15 Marks		
A-5.2.1	Detailed strategy and approach for beneficiaries' journey with respect to the education to skills to market linkage plan, disaggregated by gender.	08 Marks		
A-5.2.2	Develop a detailed journey disaggregated by gender that ensures targeted graduation of 3,000 out of school adolescents with a 50-50 gender split. Consulting firm must account for transition and dropout rates suggested by the Client and comment on any changes that the firm expects throughout the journey. (refer to ToRs, Figure 1: Beneficiaries' Journey)	07 Marks		
A-5.3	Project Risk Identification and Mitigation Plan	15 Marks		

A-5.3.1	Identify 5 project risks for Phase 1 and 5 project risks for Phase 2 and their mitigation strategies excluding force majeure.	15 Marks		
A-6)	Detailed Project Management Plan	10 Marks		
A-6.1	Detailed project phasing and plan with regards to project deliverables and timelines, i.e. submission of a Gantt chart consistent with (Form TECH-8 of Section 3).	10 Marks		
A-7) Evidence for projects implemented for <u>one</u> of the client's mentioned above in A-3.1		10 Marks		If no reference letter is provided, no marks will be provided for section A.7.
A-7.1	One <u>sample project final report</u> produced by consulting firm for one of the clients mentioned in A-3.1.	05 Marks		
	Research tool/s or data collection instrument/s such as questionnaire developed for the same project should be annexed with the final report.	03 Marks		
	Consulting Firm must also provide a reference letter from the client for whom the project was carried out.	02 Marks		
Technical Evaluation Criteria for Activation Firm (B)		100 Marks	25%	
<p>The Activation Firm will be responsible for developing and executing a low-cost outreach plan/model for identifying and engaging out of school adolescents (activation activity to be completed within 45 days approximately). Moreover, through a series of campaigns, targeting different set of stakeholders, the firm will create awareness and program buy-in. The firm is responsible for developing and executing a robust communication strategy, approach and messaging to ensure its effectiveness in activating out of school adolescents for the research survey. The firm must coordinate all field interventions and actions across the geographic scope (six districts) of Phase 1. Note: During the mass identification process, the consulting and activation firm are required to achieve a minimum threshold of 1,500 out of school adolescents (girls and boys) in each of the six districts consenting to participate in the survey and program (this is to achieve district wise representation).</p>				
B-1) Experience of the Activation Firm		20 Marks		Documentary proof (copies of contract or work order or service order or client's service completion
B-1.1	Above 7 years of experience and worked with 5 or more clients within social sector / public sector, or with international donors / national / multinational organizations for below the line (BTL)/brand activation /brand promotion and/or community mobilization.	20 Marks		

	Between 5 - 7 years of experience and worked with 5 or more clients within social sector / public sector, or with international donors / national / multinational organizations for below the line (BTL)/brand activation /brand promotion and/or community mobilization.	10 Marks		letter) with scope of work MUST be furnished.
B-2) Financial Capability of the Activation Firm		20 Marks		Documentary proof required (Tax returns/audited financial statements of year 2018-19 or 2019-20)
B-2.1	More than PKR 40 Million annual revenue/ turnover	20 Marks		
	More than PKR 25 Million but less than or equal to PKR 40 Million annual revenue/ turnover	10 Marks		
B-3) Approach & Methodology for Activation Firm		60 Marks		Assessment will be done based on the richness of the content.
B-3.1	Activation campaign & identification strategy; communication strategy & program buy-in to ensure graduation of 3,000 out of school adolescents through 19,000 (indicative) consent forms for the program.	60 Marks		
B-3.1.1	Detailed activation campaign strategy, workplan as well as communication strategy and messaging for each district to ensure adequate identification and program buy-in.	15 Marks		
B-3.1.2	Detailed identification strategy and approach for each of the 6 districts (disaggregated by gender)	15 Marks		
B-3.1.3	Detailed eligibility criteria for shortlisting of out of school adolescents from mass identification activity to enrollment in the program disaggregated by gender.	15 Marks		
B-3.1.4	Plan for mitigating risks such as but not limited to undersubscription / oversubscription during the identification phase specifically at the time of consent soliciting.	15 Marks		

Technical Evaluation Criteria for Research Firm (C)		100 Marks	25%	
<p>Research Firm is responsible for development and finalization of the research methodology and approach, drawing a statistically significant sample of each respondent category (refer ToRs, Pg. 56), development of data collection methods, tools, field strategies, (surveys, interviews, observation, desk review, etc.). The firm must also carry out literature review to support its research strategy. The firm will provide technical guidance to field teams to carry out primary research for each respondent category. The firm will be responsible for monitoring the overall quality of the data being received from the field teams along with data analysis of all data collected and prepare the final field report presenting all results for each respondent category.</p>				
C-1) Experience of the Research Firm		30 Marks		Documentary proof (copies of contract or work order or service order or client's service completion letter) with scope of work MUST be furnished
C-1.1	Above 10 of experience and worked with more than 5 clients in social sector / public sector / international donors/national/multinational organizations in conducting research projects.	30 Marks		
	Minimum 7 years and less than or equal to 10 years of experience and worked with 5 clients in social sector / public sector / international donors/national/multinational organizations in conducting research projects.	15 Marks		
C-2) Financial Capability of the Research Firm		20 Marks		Documentary proof required (Tax returns/audited financial statements of year 2018-19 or 2019-20)
C-2.1	More than 100 Million PKR of annual revenue/turnover.	20 Marks		
	More than 50 Million PKR but less than 100 Million PKR of annual revenue/turnover.	10 Marks		
C-3) Approach & Methodology for Research Firm		50 Marks		Assessment will be done based on the
C-3.1	Research Approach & Methodology and Sampling Strategy in line with A-5 (Consulting Firm's Approach & Methodology of all field activities in Phase 1)	30 Marks		
C-3.1.1	Detailed research and survey approach & methodology as well as sampling strategy for each of the 6 districts including but not limited to (sampling technique & framework, sample size and plan for exhausting the original sample). Plan B in case the original sample is not fully exhausted, and a new sample must be drawn.	15 Marks		

C-3.1.2	Detailed approach & design framework (at least 10 key indicators) of suggested <u>survey tools</u> for each respondent category (refer to ToRs). <i>One respondent category may be surveyed through more than one survey methods and tools.</i>	15 Marks		richness of the content.
C-3.2	Data Collection, Field Strategy, Verification & Quality	15 Marks		
C-3.2.1	Detail, describe and rationalize suggested data collection tools & methods for each respondent category.	05 Marks		
C-3.2.2	Detailed approach and plan for recruitment and training of enumerators and supervisors, specifically female enumerators (also safeguarding training against harassment and gender sensitivity).	03 Marks		
C-3.2.3	Detail 2 field monitoring and 2 data verification mechanisms for all field activity for each respondent category.	04 Marks		
C-3.2.4	Detail 3 quality control mechanisms to ensure prevention against manipulation of data collected for each respondent category.	03 Marks		
C-3.3	Data Management & Analysis	05 Marks		
C-3.3.1	Detail the data management process including data compilation, trend analysis and results representation formats for all primary research for each respondent category that is easy to understand. Detail the submission plan, cleaning and coding of raw data collected (original filled surveys) and use of software for each respondent category.	05 Marks		
Technical Evaluation Criteria for Accelerated Learning Competency, Curriculum Design (ALP) Expert(s) OR Firm (D)		100 Marks	20%	

The Accelerated Learning Competency and Curriculum Design expert(s) OR Firm will i) develop and pre-test the competency assessment tool/s to determine the current literacy, numeracy, foundational and digital competency levels of identified out of school (OOSA). The expert/firm will also be responsible for compiling, analyzing, and presenting the results of competency assessment in the form of a report that will feed into the development of customized ALP curriculums/models. **ii)** The expert/firm will design & develop (taking existing curricula as reference) the curriculum and the accelerated learning programs (ALP), customized to different competency levels, age cohorts and gender, that will be applicable to all six districts. ALPs must be flexible and contain details of program durations, flexible timings, pre-requisites, curriculum content, lesson plans, list of equipment etc. **iii)** The expert/firm MUST develop a robust retention plan and recommend incentive structures to ensure targeted retention for both adolescent boys and girls to ensure the achievement of targeted graduation from ALP.

D-1) Approach & Methodology for Accelerated Learning Competency and Curriculum Design (ALP) Expert(s) OR Firm		50 Marks		
D-1	Competency Assessment & ALP Design & Development	50 Marks		Assessment will be done based on the richness of the content.
D-1.1	Develop and detail at least 10 indicators for primary level competency assessment tool for target beneficiaries (never been to school and school dropouts by gender).	20 Marks		
D-1.2	Detail the approach and methodology for the entire ALP component as per the ToRs with reference to previous and existing curricula and accelerated learning programs. Suggested approach and methodology must be supported by secondary research on what worked and what did not work for previous and existing Accelerated Learning Program (ALP) design and delivery.	15 Marks		
D-1.3	Detail the approach & methodology to leverage technology-based mechanisms/solutions for ALP design and delivery.	05 Marks		
D-1.4	Detail approach & sampling methodology for pilot-testing of competency assessment in each of the 6 districts. Detail the approval mechanism of the ALP curricula and certification from relevant authorities and delivery channels and partners.	10 Marks		
D-2)	Qualification and Experience Evaluation Criteria for Individual Expert Only	50 Marks		

D-2.1	Accelerated Learning Competency and Curriculum Expert(s)	Master or equivalent degree in Social Sciences/Business and Management Sciences	More than 15 years of professional experience with minimum 5 years of similar experience in curriculum design & development	50 Marks		Kindly provide CV as per (Form TECH-6 of Section 3).
			10 - 15 years of professional experience with minimum 5 years of similar experience in curriculum design & development	25 Marks		
OR						
Accelerated Learning Competency and Curriculum Design (In Case of Consortium Firm)						
D-3) Experience of the Accelerated Learning Competency and Curriculum Design (ALP) Firm				30 Marks		Documentary proof (copies of contract or work order or service order or client's service completion letter) with scope of work MUST be furnished.
D-3.1	Above 10 years of experience of working with development sector organizations / government departments / large international donors and/or private education sector for curriculum development.			30 Marks		
	Minimum 7 years but less than or equal to 10 years of experience of working with development sector organizations / government departments / large international donors and/or private education sector for curriculum development.			15 Marks		
D-3) Financial Capability of the Accelerated Learning Competency and Curriculum Design (ALP) Firm				20 Marks		Documentary proof required (Tax returns/audited financial statements)
D-3.2	More than PKR 40 Million annual revenue/turnover.			20 Marks		

	More than PKR 25 Million but less than or equal to PKR 40 Million annual revenue/turnover.	10 Marks		of year 2018-19 or 2019-20)
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Minimum 65% overall technical score is required to qualify for Financial bid opening. Moreover, it is mandatory to have 65% marks in each technical evaluation section i.e., **(A, B, C, D)** otherwise, the firm shall not be considered qualified for financial bid opening.

Below table will be used for the evaluation of the technical criteria:

*The calculation for the table is based on the minimum obtained score required in each technical evaluation category i.e., 65% marks. But the actual calculation shall be done based on the actual scores obtained.

Sr. #	Technical Evaluation Category	Weightage	Total Technical Score (T)	Minimum Marks obtained (65 %)	Weighted Technical Evaluation Formula
1	Consulting Firm (A)	30%	180	117	[Marks obtained in A/180 * 100 * 30%] = 19.5
2	Activation Firm (B)	25%	100	65	[Marks obtained in B/100 * 100 * 25%] = 16.25
3	Research Firm (C)	25%	100	65	[Marks obtained in C/100 * 100 * 25%] = 16.25
4	Accelerated Learning Firm/Expert (ALP) (D)	20%	100	65	[Marks obtained in D/100 * 100 * 20%] = 13
	Total	100	480	312	Technical Score (Sum of the Column) = 65

Total Technical Evaluation Score (T) = [Marks obtained in A/180 * 100 * 30%] + [Marks obtained in B/100 * 100 * 25%] + [Marks obtained in C/100 * 100 * 25%] + [Marks obtained in D/100 * 100 * 20%]

<p>5.5</p>	<p>The formula for determining the financial scores is following: $S_f = 100 \times F_m / F$, in which S_f is the financial score, F_m is the lowest price and F the price of the proposal under consideration. Combined the weights given to the Technical Score (T) and Financial Score (P) are:</p> <p>$T = 80 \%$ $P = 20 \%$</p> <p>Minimum 65% overall technical score is required to qualify for Financial opening; moreover, it is mandatory to have 65% marks in each technical evaluation section otherwise the firm does not qualify for financial bid opening.</p>
<p>6.1</p>	<p>Expected date and address for agreement negotiations: Expected date: June 07, 2021.</p> <p><u>Punjab Skills Development Fund</u> <u>21-A, H-Block, Dr. Mateen Fatima Road,</u> <u>Gulberg-II Lahore –Pakistan</u></p>
<p>7.2</p>	<p>Successful bidder shall furnish 1% performance guarantee before signing the contract.</p>
<p>7.3</p>	<p>Expected date for commencement of consulting services at: June 22, 2021.</p> <p>Procurement Department Punjab Skills Development Fund 21-A, H-Block, Dr. Mateen Fatima Road, Gulberg-II Lahore –Pakistan</p>
<p>10.1</p>	<p>A pre-proposal meeting will be held: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>The pre-proposal meeting will be conducted on April 14, 2021 at 11:00 AM on Microsoft Teams (ONLINE). Consulting firm who wants to join shall have to write an email to Procurement@psdf.org.pk before COB, April 13, 2021 and the link will be shared via email before start of the session. The purpose of the meeting is to provide clarification and get an understanding of the project in case there are any queries or ambiguities regarding the RFP.</p>



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Section 3: Technical Proposal - Standard Forms

Refer to Paragraph 3.4 of instruction to consultants for submission of Technical Proposal to be submitted, and Technical Evaluation Criteria on Pg. 16pg of this RFP document for details.

TECH-1 Technical Proposal Submission Form

TECH-2 Eligibility Criteria Checklist

TECH-3 Consulting Firm's and Consortium Firm's Experience

TECH-4 Description of Technical Approach and Methodology for Performing the Assignment

TECH-5 Core Team Composition of Consulting Firm and Tasks Assigned in Detail

TECH- 6 Curriculum Vitae (CV) for Proposed Professional Staff

TECH- 7 Staffing Schedule of Core Team

TECH- 8 Project Management Plan



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Form TECH-1 Technical Proposal Submission Form

Location: _____ Date _____

To:

Dear Sir,

We, the undersigned, offer to provide the consulting services for PSDF Hiring of a Consulting Firm to Carry Out “Evidence Generation and Design of Non-Formal Education to Job Placement Program for Out of School Adolescents of Punjab.” (An Action Research) in accordance with your proposal dated [Date]. We are hereby submitting our Proposal, which includes this Technical Proposal, and a Financial Proposal sealed under a separate envelope.

We hereby declare that all the information and statements made in this Proposal are true and accept that any misinterpretation contained in it may lead to our disqualification.

We undertake, if our Proposal is accepted, to initiate the consulting services related to the assignment not later than the date indicated in Paragraph Reference 7.3 of the Data Sheet.

We understand you are not bound to accept any Proposal you receive.

We remain,

Yours sincerely,

Authorized Signature [*In full and initials*]: _____

Name and Title of Signatory: _____

Name of Firm: _____

Address: _____

Form TECH-2 Eligibility Criteria Checklist

Eligibility Criteria Checklist										
Sr. No.	Eligibility Criteria Details	Evidence/Proof Required	Attached Supporting Documents/Proof and mark Yes/No							
			Consulting Firm		Activation Firm		Research Firm		Accelerated Learning Competency and Curriculum Design Firm*-(ALP)	
			Yes	No	Yes	No	Yes	No	Yes	No
1	Should be a legal entity	(Proof required - copy of incorporation / registration certificate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Provide copy of registration for National Tax Number (NTN) and General Sales Tax (GST)/ Provincial Sales Tax (PST) (if applicable) in the name of organization.	Evidence of proof to be attached	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Must be an Active Taxpayer as per "Active Taxpayer List" of FBR (Proof required).	Evidence of proof to be attached	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Affidavit on stamp paper declaring that firm is not blacklisted by any Government agency/ semi-government / authority / organization. (Original signed & stamped)	Affidavit on stamp paper original signed & stamped	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6	<p>It is mandatory for all potential bidders to complete an online course, before the submission of the proposal against the RFP, on prevention of sexual exploitation and abuse (PSEA) - a UNICEF course designed to raise awareness of UN's zero tolerance of workplace harassment, sexual harassment, and abuse of authority, to be eligible for this procurement. (Certificate to be provided)</p>	Evidence of proof to be attached	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	<p>Memorandum of Understanding (MOU) on the stamp paper is required from the Leading consulting firm constituting consortium with other firms for this assignment. (Original jointly signed & stamped stamp paper)</p>	Original jointly signed & stamped stamp paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

***If the Accelerated Learning Competency and Curriculum Design** service is provided by any consortium partner/firm then it will be mandatory to qualify the Eligibility Criteria of the firms mentioned in Form Tech-2. However, if this service is provided by the consulting firm by engaging Subject Matter Expert/s then eligibility of consulting firm will be considered sufficient.

Form TECH-3 Consulting Firm's and Consortium Firm's Experience

(All the participating firms must provide details based on the below mentioned table)

Organizational Information			
Sr. No.	Required Information	Response	
1	Legal name of the organization		
2	Year of Registration / Establishment of the Organization		
3	National Tax Number		
4	General / Punjab Sales Tax Number		
5	What is the legal status of your organization? Tick the relevant box (one box only). (Attach Copy/Copies of Registration Certificate/s) (Sole Proprietorship and Individuals are not allowed)	Public Sector Organization	
		Section 42 Company	
		Public Ltd. Company	
		Private Ltd. Company	
		Private Partnership Firm	
	Others (Please specify)		
6	Name and designation of 'Head of Organization'		
7	Mobile:		
	Phone/s:		
	Email:		
	Fax:		
	Address of organization:		
	Website address:		
8	Name and designation of 'Contact Person':		
	Phone/s:		
	Mobile:		
	Email:		
	Fax:		

Form TECH-4 Description of Technical Approach and Methodology for Performing the Assignment

Approach & methodology and project management plan should be reflected in Technical Proposal as per the indicative points below (Refer to Pg. 16 for details and marks allocation). Please be precise and to the point in addressing the objectives of this assignment through the proposed approach and methodology. The Approach and Methodology **MUST** be in accordance with the technical evaluation criteria and terms of references.

Present your Technical Proposal divided into the following chapters:

i. Technical Approach and Methodology: Evidence Generation and program design for ‘Non-Formal Education to Job Placement Program’ for out of school adolescents in Punjab

In this section, explain your approach to provide the services required in the scope of work/ToRs, and methodology for carrying out the assignment. Your approach and methodology should cover the points as mentioned in the technical evaluation criteria on Pg. 16.

The Approach and Methodology must encompass all components as stated in the Technical Evaluation Criteria on Pg. 16 and must include the approach and methodology for:

- Consulting Firm
- Activation Firm
- Research Firm
- Accelerate Learning Competency and Curriculum Design (ALP) Firm/ Expert

ii. Detailed Project Management Plan

The project management plan should be consistent with the Project Management Plan of Form TECH-8 and ensure that:

- a) All major activities are shown within stated timelines.
- b) Appropriate phasing, milestones and delivery dates of the deliverables are clearly shown.
- c) It is consistent with the technical approach and methodology given by the Consultant in other sections of the Technical Proposal.

iii. Evidence for projects implemented by Consulting Firm

Submit copy of a sample final report produced by Consulting Firm for one of the projects the client mentioned in A-3.1. The Consulting Firm must also provide a reference letter from the Client. In case of failure to produce this, no marks will be awarded for this section. The above sample final report should have a questionnaire or data collection instrument annexed with it based on which the assignment was conducted along with the assignments scope of work.

Form TECH-5 Core Team Composition of Consulting Firm and Task Assigned in Detail

Name of Staff	CNIC No./Passport No.	Firm	Area of Expertise	Position Assigned	Task Assigned



Skills For Success

Form TECH-6 Curriculum Vitae (CV) for Proposed Professional Staff

1. **Proposed Position** [*only one candidate shall be nominated for each position*]: _____
2. **Name of Firm** [*Insert name of firm proposing the staff*]: _____
3. **Name of Staff** [*Insert full name*]: _____
4. **Date of Birth:** _____ **Nationality:** _____
5. **CNIC No (if Pakistani):** _____ **or Passport No:** _____
6. **Education:**

Degree	Major/Minor	Institution	Date (MM/YYYY)

7. **Employment Record** [*Starting with present position, list in reverse order every employment held by staff member since graduation, giving for each employment (see format here below).*]:

Employer	Position	From (MM/YYYY)	To (MM/YYYY)

8. Work Undertaken that Best Illustrates Capability to Handle the Tasks Assigned

[Among the assignments in which the staff has been involved, indicate the following information for those assignments that best illustrate staff capability to handle the tasks listed under point 8.]

Name of Assignment or Project & Location	Position Held	Start Date	Date of Completion	Actual Time Spent on the Project (in months)	Main Project Features	Activities Performed

9. Other Professional Details

Membership of Professional Associations	
Other Trainings [<i>Indicate significant training since degrees under 6 - Education were obtained</i>]	
Languages [<i>For each language indicate proficiency: good, fair, or poor in speaking, reading, and writing</i>]:	

10. Certification: I, the undersigned, certify that to the best of my knowledge and belief, this CV correctly describes myself, my qualifications, and my experience. I understand that any wilful misstatement described herein may lead to my disqualification or dismissal, if engaged.

_____ Date: _____

[Signature of staff member or authorized representative of the staff]



Day/Month/Year











Full name of authorized representative: _____



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Form TECH-7 Staffing Schedule of Core Team

Full time input 
 Part time input 

Year:		Staff input (in the form of a bar chart) ²												Total staff-month input			
N	Name of Staff ¹	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Home	Field ³	Total	
		Local															
1		[Home]															
		[Field]															
2																	
																	
3																	
																	
N																	
																	
													Subtotal				
													Total				

- 1 For core team the input should be indicated individually; for Support Staff it should be indicated by category (e.g., enumerators, supervisor, clerical staff, etc.).
- 2 Months are counted from the start of the assignment. For each staff indicate separately staff input for home office and field work.
- 3 Field work means work carried out at a place other than the Consulting Firm's/JV Partner's home office.

Form TECH-8 Project Management Plan

Year: _____													
N°	Assignments 1+2+3 (Refer to ToRs)	Months											
		1	2	3	4	5	6	7	8	9	10	11	n
1													
2													
3													
4													
5													
n													

Section 4: Financial Proposal - Standard Forms

Financial Proposal Standard Forms shall be used for the preparation of the Financial Proposal according to the instructions provided under para. 3.6 of Section 2. Such Forms are to be used whichever is the selection method indicated in para. 3 of the Letter of Invitation.

FIN-1 Financial Proposal Submission Form

FIN-2 Summary of Costs

FIN-3 Cost Break Up



Form FIN-1 Financial Proposal Submission Form

[Location, Date]

To: [Name and address of Client]

Dear Sir,

We, the undersigned, offer to provide the consulting services for PSDF “Hiring of a Consulting Firm to carry out “Evidence Generation and Design of Non-Formal Education to Job Placement Program for Out of School Adolescents of Punjab (An Action Research)” in accordance with your proposal dated [Insert Date] and our Technical Proposal. Our attached Financial Proposal is for the sum of [Insert amount(s) in words and figures¹]. This amount is inclusive of the taxes.

Our Financial Proposal shall be binding upon us subject to the modifications resulting from Agreement negotiations, up to expiration of the validity period of the Proposal, i.e., before the date indicated in Paragraph Reference 1.8 of the Data Sheet.

No commissions or gratuities have been or are to be paid by us to agents relating to this Proposal and Agreement execution.

We understand you are not bound to accept any Proposal you receive.

We remain,

Yours sincerely,

Authorized Signature [In full and initials]: _____

Name and Title of Signatory: _____

Name of Firm: _____

Address: _____

Form FIN-2 Summary of Costs

Item	Cost without Taxes	Applicable Taxes	Taxes Amount	Costs including all applicable Taxes
	PKR	%	PKR	PKR
Total Cost				

Form FIN-3 Cost Break-Up

Item	Item Description	Unit	Quantity	Unit price/cost PKR

Cost Breakup must be shared as per the deliverables mentioned in Terms of Reference.

Payment Terms:

- Upon successful completion of deliverable as per below milestone, payment shall be made within 30 days after the submission of invoice.
- All the payment shall be made in the PKR after the deduction of all applicable taxes.

Sr. No	Deliverable Payment Milestone	Payment %
1	Inception Report	20%
2	a) Final Pilot Test Report of All Survey Tools of Each Respondent Category b) Activation/Identification Results Report	15%
3	a) Field Work Completion Report b) Data Sets (raw and cleaned)	25%
4	Detailed program design report for a) ALP b) Skills Program and c) Labour Market Linkage Plan d) Holistic Model of ALP to Skills to Market Linkage	20%
5	a) Costed and Cost-effective Execution Plan for Pilot Program b) Final Reports and the publishable Executive Report	20%

Section 5: Terms of Reference

Terms of Reference Hiring of a Consultancy Firm to Carry Out “Evidence Generation and Design of Non-Formal Education to Job Placement Program for Out-of-School Adolescents of Punjab” (An Action Research)

Program Background

In Pakistan, according to the 2017 population census, an estimated 48.5 million adolescents lie in the 10-19-year age cohort. Approximately **15.7 million** or 32.4 percent¹ of the 48.5 million **adolescents**² are currently **out of school**. Even though, Article 25-A of the constitution of Pakistan specifically addresses the right to education, stating that the state shall provide free and compulsory education to all children between the ages of 5-16, however at present **Pakistan** records the **second highest number** of out of school children and adolescents in the world. Disparities in educational attainment levels and based on gender, socio-economic status, and geography are significant in the country; in **Punjab** alone approximately 33 percent, that is, **5.13 million adolescents**³ are out of school. In Sindh, 52 percent of the poorest children and adolescents (58 percent girls) are out of school, while in Baluchistan, 78 percent of girls are out of school. **COVID-19** has further exacerbated the OOS crises, as many more children and adolescents are expected to drop out of school and never return, thereby increasing the pool of OOS across the country.

Several factors have contributed to the **prevailing crises of out of school adolescents**. The net enrolment rate in primary and middle school in Pakistan are 67% and 37%⁴ respectively and stand at 70% and 38% in Punjab. This coupled with low transition rates⁵ from primary to middle (Pakistan: 84%, Punjab: 88%) highlights a major challenge of retaining adolescents in schools. As evidence suggests, barriers to keeping adolescents in schools in Pakistan can broadly be categorized into three areas, namely, **systems related, social/cultural** and **economic**. **Systems related factors** include lack of access to formal education, low quality infrastructure and inadequate number of trained teachers. Moreover, there are low rates of transition to middle or secondary education amongst adolescents. This is coupled with limited access to non-formal education opportunities such as widespread absence of accelerated learning programs, lack of formal linkages between education and skills trainings.

¹ World Bank Data 2018: Out of School Adolescents (% of lower secondary school age) in Pakistan

² Why Focus on Adolescents? The vision of Generation Unlimited Pakistan is to create a movement to help prepare young people, particularly adolescent girls, and boys (10-19 years) deprived of basic formal education and skills opportunity acquire the education and skills training required to build tomorrow's inclusive workforce. The focus of the program is thus adolescents.

³ Computed using Pakistan Population Census 2017 Data and Multiple Indicator Cluster Survey Punjab 2017 Data on Out of School

⁴ Net Enrolment Rate Pakistan (Primary School), Pakistan: 67%, Punjab: 70%; (Middle School) Pakistan: 37%, Punjab: 38% (Pakistan Social and Living Standards Measurement Survey 2014–2015), ADB Report 2019

⁵ Effective Transition Rates (Primary to Middle), Pakistan: 84%, Punjab: 88%, Pakistan education Statistics 2016-2017, ADB Report 2019



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In a **social/cultural context**, there is a general lack of awareness regarding the importance of education in lower income families for both adolescent boys and girls. This coupled with mindset barriers, especially towards girl's education in a prominently patriarchal society has specifically contributed to high rates of OOS adolescent girls. In relatively conservative societies, family honour is associated with girls, in which case families prefer for adolescent girls to stay at home and not attend school. Moreover, sending girls to school is seen as a poor investment decision as adolescent boys are considered a helping hand for additional family income leading to higher returns on investment. Strictly defined gender roles in some societies result in girls remaining at home due to increased caretaking roles. Early childhood marriages, unfavourable household environments and low education attainment levels especially of mothers have further worsened the crises of OOS adolescent in Pakistan.

With regards to **economic barriers**, daily wages earned by adolescents, both boys and girls, can be a significant contribution for low-income families; poverty hence is a pertinent factor which forces adolescents to work. Moreover, parents see schooling as providing little or no real benefit in adult life as no skills or training is provided. Lack of employment opportunities after completion of schooling also gives parents a perception that education yields no added economic advantage. Consequently, a large number of OOS adolescents, both boys and girls, get lost in the system and are unable to mainstream themselves back into formal education and/or income generation opportunities.

PSDF and UNICEF Partnership and Program Rationale

Punjab Skills Development Fund (PSDF) in partnership with the United Nations Children's Fund (UNICEF), intend to research, design and pre-test an accelerated and cost-effective '**Non-Formal Education to Job Placement**' program as part of 'Generation Unlimited'⁶. The program aims to impart up to grade 5 academic education as well as improve the skills and employability of adolescent girls and boys aged (10-19 years), who have either never attended formal education, or who dropped out of the formal education system without achieving primary school competencies i.e. Grade 5 competency level, in link with job placement.

The program is envisioned to be rolled out in three phases: Phase 1: Evidence Generation and Program Design of the 'Non-Formal Education to Job Placement' Model (2021); Phase 2: Implementation and Roll-out of pilot program based on results and recommendations of phase 1 (2022-2025); Phase 3: Evaluation and Scale-Up (2025-2030). *Further details for each phase are reflected in Annex A.* The present assignment focuses on phase 1, that is, Evidence Generation and Program Design only.

⁶ For information on Generation Unlimited please visit: <https://www.generationunlimited.org/our-work/strategy>.



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In December 2020, PSDF and UNICEF have officially partnered for the implementation of **Phase 1: Evidence Generation and Program Design of the ‘Non-Formal Education to Job Placement’ program for out of school adolescents of Punjab**. To support the roll-out of this phase PSDF seeks an experienced consulting firm as outlined in these TORs.

The ‘Non-Formal Education to Job Placement’ program is envisioned to offer a cost-effective, hybrid solution whereby an accelerated learning component will be integrated with a skills development component and linked with sustainable income generating and self-employment opportunities for out of school adolescents. The focus of this program is primary level, literacy and numeracy, skills acquisition, and market linkages. This program aims to present a unique solution as currently available programs to the disadvantaged out-of-school children and adolescents are singularly geared either towards accelerated learning programs (ALP) or skills development programs. The integration of an accelerated learning program with skills development is not something commonly practiced in Pakistan and thus would fill a major gap with regards to both, economic and education opportunities.

The partnership aims to target the most vulnerable, economically, and socially disadvantaged out-of-school adolescents, between the ages of 10 and 19 years. Beneficiaries will consist of adolescents who have either never attended formal education or those who have dropped out of the formal education system without achieving primary school competencies i-e. Grade 5 competency level. The program will be rolled out in six pre-identified districts of Punjab (Lahore, Faisalabad, Bahawalpur, Rahimyar Khan, Dera Ghazi Khan and Rajanpur – details on Pg. 58). The target for the pilot program is to graduate 3,000 adolescents with an equal gender split i-e 1,500 adolescent boys and 1,500 adolescent girls. Key consideration will be kept on ensuring greater uptake and targeted graduation rates for girls in the program.

To ensure scalability of the ‘Non-Formal Education to Job Placement’ model in the future, the program design is expected to include considerations for cost effectiveness and affordability.

The long-term vision is to contribute to creating educational and economic opportunities, under Generation Unlimited (GenU), for 5 million secondary-school aged adolescents (50% girls and 50% boys) of Pakistan by the year 2030. The aim will be to enrol and provide access to foundational and literacy, transferable and job-specific skills to the young people (adolescents) of Pakistan. Approximately 3 million or 60% of these adolescents will then be transitioned either back into mainstream formal education or transitioned forward to skills training & income generating opportunities.

Envisioned components of the 'Non-Formal Education to Job Placement' Program

The program is split into three main components i) **Accelerated Learning to provide primary-level literacy and numeracy skills**, ii) **age-appropriate, demand-driven, and market-relevant Skills Training** and iii) **enhance access to and create Labour Markets Linkages**. All components are integrated and aim to:

- I. Provide out-of-school adolescents with the opportunity to enrol in a non-formal Accelerated Learning Program, comprising of customized courses of study embedded with foundational*, digital and transferable skills, with the aim to equip out-of-school adolescents with primary school competencies (Grade 5 competency level).
- II. Equip adolescents with age-appropriate skills training including relevant digital, behavioural and mindset skills as well as non-hazardous job skills and entrepreneurial skills to enhance access to sustainable income generating opportunities.
- III. Link and create opportunities of access to the Labour Market for adolescents who have successfully graduated from both the Accelerated Learning and Skills Training components of the program.

***Foundational skills:** basic literacy and numeracy; skills that are needed regardless of employment aspirations and are essential for further learning, productive employment, and civic engagement.

Digital skills: skills and knowledge that support the development of digitally literate adolescents and allow them to use and understand technology, search for, and manage information, communicate virtually, collaborate, create, and share content, and solve problems safely, critically, and ethically.

Transferable skills (also called 'life skills' or '21st-century skills'): skills and values that are developed progressively from the early years and allow young people to become agile, adaptive learners and citizens equipped to navigate personal, social, academic, economic, and environmental challenges such as problem-solving, negotiation, empathy, communication, participation, play, peacebuilding, environmental awareness, emotional and mental well-being.

Details of Assignment

The purpose of this assignment is to engage a consulting firm that can offer expertise and capacity to implement **Phase 1: Evidence Generation and Program Design of the Non-Formal Education to Job Placement Program for Out-of-School Adolescents in Punjab.**

The consulting firm is expected to complete the assignment with focus on six pre-identified districts of Punjab namely: Lahore, Faisalabad, Bahawalpur, Rahimyar Khan, Dera Ghazi Khan, and Rajanpur. The firm is expected to form a core team (refer to pg. 16 of this RFP document). It is mandatory for all potential bidders to complete an online course, before the submission of the proposal against the RFP, on prevention of sexual exploitation and abuse (PSEA) - a UNICEF course designed to raise awareness of UN's zero tolerance of workplace harassment, sexual harassment, and abuse of authority, to be eligible for this procurement.

Following on from the rationale, the core areas and questions for the assignment include but not limited to:

Understanding the Crises of Out-of-School Adolescents (OOSA) in Pakistan and Punjab as well as to analyse and design the best-suited Accelerated Learning Program

a. Causes that explain the OOSA crises:

- What are the underlying factors that have led to the large number of out-of-school adolescent boys and especially girls, in Pakistan / Punjab?
- What is the definition of out-of-school adolescents in the set context and what are the demographic and household characteristics of out-of-school adolescents in the six districts of Punjab?
- What is the prevalent knowledge, attitude, and practice towards formal/ non formal education amongst households of out of school adolescents in the six districts of Punjab? What are the social, cultural and systems related barriers in accessing formal/ non formal educational opportunities in the six districts of Punjab (before and after Covid-19 pandemic context)?

b. Evidence generation for Accelerate Learning program design & perceptions around OOSA:

- What are the current academic (foundational, literacy & numeracy) and digital competencies and prevalent gaps in the same, of OOS adolescents? Disaggregate by gender.
- Given insights from the above, what format of educational/academic content (ALP component) will be best suited for various age cohorts in each of the six districts?
- Is the academic and digital divide wider amongst adolescent girls and what additional efforts are needed to bridge the gap?
- What are the perceptions and expectations in terms of quality and accessibility of the previously offered or existing non-formal/formal education programs?

- What would be the expectations of the parents/adolescents from interventions in non-formal education integrated with skills training?
- What would motivate and incentivize the households of OOS adolescents (boys and girls separately) to enroll in and complete non-formal education to job placement program?
- Keeping the above in mind, what would be the best approach and methodology for awareness and activation campaigns that would ensure buy-in and targeted enrolment into the program with smooth transitions at each step of the integrated program being offered?
- What format (educational content, program duration, flexibility in timings etc) of a non-formal education to job placement program is perceived as best fit /suitable for the realities of OOS adolescents of those residing the pre-identified six districts?
- What is the current certification/testing regime available for graduates of non-formal education system? Are they suitable for the graduates of this program? If not, devise a plan for the same.

c. Identification of customised curriculum models, trainers'/instructors' profile, training materials, etc.

- What curriculum approach is demanded for providing out of school adolescents opportunity to develop foundational, literacy, numeracy and digital competencies and employability skills?
- What is the expected profile of the trainers/instructors to be engaged?
- What characteristics must the training materials have for developing the expected primary school competencies and skills?

Attention is expected to be paid to gender-disaggregated information as realities of out-of-school adolescents differ for boys and girls. In addition, changes occurring as a result of the COVID-19 pandemic need to be considered.

Analysing the Demand and Supply for Skills Training Programs as well as Labour Market Linkages

- What are the predominant economic activities in each of the six districts?
- In terms of income generating opportunities, which sectors and occupations employ majority of the OOS adolescents currently? What age brackets? Hazardous or non-hazardous occupations?
- What are the formal and non-formal regular and non-hazardous/ age-appropriate employment opportunities prevalent in each of the six districts?
- What are the job specific technical competencies, as well as behavioral and mindset skills demanded by the industry and employers in the selected districts?
- What are the skills gaps that need to be addressed through skills programs to make out of school adolescents employable?
- What are the perceptions and attitudes of the employers for employing OOS adolescents equipped with entry-level vocational skills?

- What kind of entrepreneurial and financial management skills would be required by OOS adolescents to be self-employed or involved in income improvement occupations?
- Identify any other innovative interventions that would facilitate or support the OOS adolescents in accessing the labor markets and sustaining income generation opportunities?

Assignment Part 1- Evidence Generation & Program Buy-In

Activities 1 - 6, explained below, are to be carried out in parallel, especially all activities related to research field work. The consulting firm will undertake the following activities with the following key deliverables:

1. Critical Review/Literature Review of out-of-school adolescents in Punjab.

The consulting firm will carry out an extensive literature review on out of school adolescents to outline pertinent factors that have contributed to the high number of out of school adolescents in Punjab. Moreover, to better understand the gender, regional, cultural as well as social and economic disparities with regards to high number of out-of-school adolescents within the province, the review must include:

- A desk research and review of reports and publications by government departments, such as the School Education Department and Non-formal Education and Literacy Department. The consulting firm to also conduct Key Informant Interviews (KIIs) with public and private sector representatives to better understand the education system and socio-cultural regional disparities. Moreover, to strengthen the grey literature, previous reports published by large international donor with a presence in Pakistan such as, UNICEF, ILO, World Bank, Asian Development Bank, and other national organizations such as Alif Ailan, Idara-e Taleem o Agahi (ITA) may be taken as baseline documents for research planning.
- A detailed analysis of regional and national surveys such as the Multiple Indicator Cluster Survey (MICS), National Education Policy (NEP) and the Punjab Education Sector Plan (PESP) 2019/20-2023/24, analyzing the extent of the out of school crises in Punjab Pakistan.

2. Develop an outreach strategy for identification of out of school adolescents and promotion of the program (program buy-in) in each of the six districts of Punjab.

Develop and implement a comprehensive outreach strategy with customized activation plans in each district to disseminate information (potential features and benefits of the program) clearly and effectively to target beneficiaries and ensure the targeted minimum uptake/enrolment of beneficiaries in the program. The exercise shall ensure:

- Identification of target beneficiaries, never been to school and/or primary school dropout (50-50 gender split), of different age brackets (10-12,13-15, 16-18, 18-19 years) across six districts of Punjab. The consulting firm must factor in for the risk of high dropout rates of adolescent girls at each stage of the program and hence develop and execute a robust strategy to identify a larger number of girls from the start to achieve a program

graduation target of 1,500 girls. During the mass identification process, the consulting firm is required to achieve a minimum threshold of 1,500 out of school adolescents (girls and boys) in each of the six districts consenting to participate in the survey.

- ii. Effectively promote and spread awareness of the program with parents/caregivers and target beneficiaries to achieve maximum buy-in of the program and to collect a minimum of 16,000 consent forms to achieve a minimum of 14,000 survey participation (indicative numbers) for subscription to enroll in the ALP. Though the order of priority advised to identify OOS adolescents is first from the city level followed by village level, the entire sample selected must include and represent adolescents from all district tiers; urban, and rural, with a minimum 80-20 split, respectively. This strategy is proposed based on Client's past experiences of beneficiary identification and enrolment success in similar geographic locations with similar demographic profiles. Evidence through practice suggests that program buy-in, enrolment and retention rates are higher at the city level due to several reasons; i) ease of transport and mobility, ii) access to educational and vocational institutes, iii) higher number of adolescents who may be primary school drop-outs as opposed to never been to school iv) increased awareness and acceptance of benefits of education and training for employment opportunities and v) lower socio-cultural barriers especially to enrol adolescent girls into such programs etc.
- iii. Assuming there is adequate or over subscription for the program, the consulting firm will also be required to develop specific eligibility strategy and criteria for enrollment into ALP. For instance, the criteria could be based on gender, geographic representation, age, never been to school or school dropouts, number of adolescents per household and varying levels of household income etc. Since there will be a time lag of 9-10 months from subscription to start of ALP, the consulting firm must also develop an-ongoing communication strategy with the subscribed households to maintain their interest.

Subscription definition: *Those target beneficiaries that have completed the consent form along with the household survey and competency test.*

3. Carry out research survey (100% field) of approximately (14,000, indicative number) households of out-of-school adolescents to inform about i) program design and ii) ensure program buy-in. Survey will be conducted through the development of highly structured survey tools such as structured survey questionnaires and competency assessments. The field survey will:

- i. Understand and analyse the demographic characteristics, and household status of beneficiaries.
- ii. Understand and analyze the socio-cultural limitations, knowledge, attitudes & practices of parents/ guardians, and beneficiaries about formal/non-formal education and reasons for high-dropout rates.
- iii. Analyse the barriers to access to formal and non-formal education as well as delivery challenges in the public and low-cost private education system including, but not limited to, distance to schools, mobility constraints and school infrastructure.



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- iv. Collect information on if the beneficiaries have previously enrolled in either/or non-formal education and skills training programs.
- v. Gauge incentive structures and packages for target beneficiaries by understanding appropriate and acceptable incentive structures.

4. Carry out an academic competency assessment on foundational (basic literacy and numeracy) skills of all surveyed i.e., approximately 14,000 (*indicative number*) OOS adolescents.

- i. Develop a standardized competency assessment tool to be used during the survey on relevant primary school academic competencies, and gauge foundational skills (basic numeracy and literacy) as well as digital competencies of both cohorts i) never been to school and ii) adolescents who have dropped out before grade 5.
- ii. Compile analysis and results of the competency assessment to be accurately reflected in ALP content and course design.

5. Analyze, map and finalize delivery models for both Accelerated Learning and Skills Programs.

Finalized delivery models will consist of the following three components i) delivery framework that outlines the eligibility criteria for participating partners ii) mapping of all potential delivery partners iii) selection of eligible delivery partners. The firm shall:

- i. Identify the universe of potential delivery partners for both ALP and skills programs in each district for example, public education system (Non-Formal & Literacy Dept, School Education Department), along with low-cost private schools, PSDF's eco-system of training providers, Idaara Taleem-o- Agahi (ITA), Technical Education & Vocational Training Authority (TEVTA) Punjab, Punjab Vocational Training Council (PVTTC) and any other identified during the research phase.
- ii. Develop an eligibility criterion and identify the delivery partners for both ALP and Skills programs keeping in mind the uniqueness of the hybrid intervention.
- iii. Conduct face-to-face field surveys with the eligible partners to assess their capabilities. Eligibility criteria would include, quality of institute including facilities available to the adolescents such as (clean washrooms, drinking water etc), desired quality of instructors (educational qualification and professional experience), ease of access and distance to the institutes and availability of the institutes to hold ALP and Skills training classes as per the devised flexible schedules.
- iv. Establish partnership with eligible delivery partners to participate in the program through signing of Memorandums of Understanding (MoUs) between partner and Client. The Client will not be held responsible for any financial liability in these partnerships.

6. Carry out a district specific, economic activity mapping and analysis (100% field activity).

- i. Conduct a district specific economic activity analysis as well as surveys with industry & employers to assess sector wise demand and identify appropriate trades and corresponding income generation opportunities for imparting skills training to ALP graduates.

- ii. Explore which sector is currently employing these OOS adolescents if any – unskilled or low skilled labour.
- iii. Conduct surveys with Chambers of Commerce and Industry and other industry associations to gauge employment and self-employment opportunities and upcoming trends especially in the post-COVID economic landscape.
- iv. Identify labour market gaps through the survey and devise strategies and make recommendations to bridge the skills mismatch and gap.

Deliverables of Assignment Part 1: Evidence Generation & Program Buy-In:

Note: Consultant to share a clear structure and flow (length and detail) for each deliverable within the technical proposal as per the ToRs. All deliverables/reports must be quality assured for data veracity, analytical rigor, structural coherence, articulation of content and editorial excellence

1. *Inception Report*
2. *Final Pilot-Test Report of All Survey Tools of Each Respondent Category*
3. *Activation/Identification Results Report*
4. *Final Field Work Completion Report*
5. *Data Sets (raw and cleaned)*

Assignment Part 2 – Program Design ‘Non-Formal Education to Job Placement’ Program

1. Development of evidence based Accelerated Learning program and retention plan.

- i. Based on the survey and competency assessments results of out of school adolescents, interviews with the academic partners, education departments, and testing/certification boards and review of existing non-formal programs and its curricula, develop a fit-for-purpose approach, content (curricula) and all required materials for the customized Accelerated Learning Programs. This may also include development of training materials for facilitators. The proposal submitted by the bidder should include an indicative plan on how the consulting firm aims to approach this key deliverable, specifically factoring in the requirement for multiple accelerated learning plans given the difference in age, gender, and competency levels of the incoming cohorts.
- ii. Design and develop customized and relevant Accelerated Learning Programs that provide foundational literacy and numeracy skills (primary level), transferable and digital skills for out of school adolescents and are tailored to the specific needs and demands of the target group. Review existing/available Accelerated Learning Programs including delivery approach, content, textbooks, syllabi to identify possible good practices that can inform the customized Accelerated Learning component for the present pilot program. Also identify what worked and what did not work in the design and delivery of previous and existing ALPs in Pakistan.

- iii. Develop realistic and feasible recommendations on how technology can be leveraged to deliver Accelerated Learning programs for each district. Identify technology partners who can help to develop and deploy technology-based solutions.
- iv. Develop a robust retention plan entailing multiple component such as cost-effective incentive structures⁷, flexible timings and duration, proximity of institutes etc., to ensure smooth transition of ALP graduates to skills training programs and successful graduation of 3,000 adolescents.
Important: Consulting firm must be cognizant of the ALP enrolment to completion ratio, followed by the fact that ALP graduates may take three routes post ALP completion; i) transition forward into skills programs ii) mainstream back into formal education and join middle school, iii) or drop-out of the program and neither enrol into skills programs nor formal education. Hence enrolment into the ALP program followed by the number of adolescents who transition into skills programs must be calculated carefully keeping in mind a graduation target of 3,000 OOS adolescents from the skills program who will be linked to the market for income generation opportunities. This will determine the success of the pilot program.

2. Development of evidence-based skills training programs and retention plan.

- i. Trade identification and suitability will be gauged through surveys and insights gathered from employers, Chambers of Commerce and Industry and other industry associations in each district to gauge employment and self-employment trends.
- ii. Shortlisting and finalization of trades/job roles in which the beneficiaries are to be trained.
- iii. Based on the primarily results of the survey and expected competency levels of prospective trainees, develop flexible (in terms of timings, duration etc) skills training programs for both standard i-e regular (18-19 years) and non-hazardous/age appropriate (16-17 years).
- iv. Flexible skills training programs to be developed with regards to age brackets, primary school certification or equivalence, foundational skills, transferable skills, digital skills, and job/trade specific skills of prospective trainees.
- v. Identification of appropriate duration (3 to 6 months) of skills programs.
- vi. Develop realistic and feasible recommendations on how technology can be leveraged to deliver skills training for each district. Identify technology partners who can help to develop and deploy technology-based solutions.

⁷ Cost effective incentive structures- based on the results of the household survey devise multiple incentive structures based on gender, household income status and duration of ALPs in kind or cash.

3. Labor Market Linkage Plan

Develop a plan to enhance access to and link adolescents with potential sustainable income generation opportunities.

- i. Assess labour market linkages and willingness of potential employers and industry that can absorb graduates of the program in the form of formal employment opportunities as well as identify self-employment and income improvement opportunities.
- ii. Conduct face-to-face survey with approximately 100 medium to large employers across 6 districts to assess the labour market demands and potential opportunities across sectors of the economy.
- iii. Identify potential partnerships with industry associations and employers for job placements.

4. Development of a holistic model of ALP to skills to market linkages:

- i. Whereas the above mentioned three components (ALP, skills, and market linkage) are standalone components of the pilot program, the consulting firm must develop a holistic model that combines the three independent components in a best-fit approach for the target beneficiaries. Clearly identify seamless transitions from one component to the other and entry points for course correction.

Deliverables of Assignment Part 2 – Program Design ‘Non-Formal Education to Job Placement’ Program

Note: Consultant to share a clear structure and flow (length and detail) for each deliverable within the technical proposal as per the ToRs. All deliverables/reports must be quality assured for data veracity, analytical rigor, structural coherence, articulation of content and editorial excellence.

1. *Accelerated Learning Program Design Report*

2. *Skills Program Design Report*

3. *Labour Market Linkage Plan*

4. *Holistic Model of ALP to Skills to Market Linkage*

Assignment Part 3 – Execution Plan and Costing for the roll-out of pilot program.

1. Develop a detailed execution plan and budget for provincial rollout from 2022-25.

- i. From the evidenced gathered, the consulting firm will develop a costed and cost-effective execution plan for Client for the provincial roll-out. The execution plan should include but not limited to:
 - ❖ A costed phasing of the pilot program by district
 - ❖ Enrolment strategy of beneficiaries (budgeted for each district).
 - ❖ Pilot program management, monitoring and evaluation, including the costing of the model.
 - ❖ Refinement of program components on an on-going basis, based on results.
 - ❖ A detailed activity wise budget of all components of the program must be provided by the firm. The detailed activity wise budget must be cost-effective. Firm must provide



reason/ justification as to how the firm has budgeted these activities in a cost-effective manner.

- ii. The consulting firm MUST identify 8-10 risks associated with the pilot program roll-out along with their mitigation strategies.
- iii. Submit a 90-day activity-based action plan post completion of Phase 1.

Deliverables of Part 3 – Execution Plan and Costing for the rollout of the Pilot Program

Note: Consultant to share a clear structure and flow (length and detail) for each deliverable within the technical proposal as per the ToRs. All deliverables/reports must be quality assured for data veracity, analytical rigor, structural coherence, articulation of content and editorial excellence.

1. *Costed and Cost-effective Execution Plan for Pilot Program*
2. *Final Reports*

Research Methodology

A mixed method approach including qualitative and quantitative methods is recommended to be used to conduct research. The main respondent categories for the research phase will be the following but not limited to; i) out-of-school adolescents and their households, community organizations and community leaders ii) delivery partners and iii) employers and industry along with other labour market stakeholders. Consulting firm MUST propose any other respondent category/ies deemed necessary to survey in order to enrich the evidence generation and program design (Phase1).

Survey and data collection approaches will be customized to each respondent category mentioned above. However, a non-exhaustive, indicative list of data collection methods that may be used keeping in mind costs, availability and ease of respondents, potential lockdowns due to COVID, and project timelines are as follows; face-to-face and telephonic surveys, focus group discussions (FGD), key informant interviews, sessions with community and religious leaders and knowledge sharing sessions with community organizations such as NRSP (National Rural Support Program) etc.

Bidders are to present a comprehensive and detailed research methodology and approach as part of the technical proposal. Value additions may be made to further finalize and lock the research approach & methodologies, survey strategies etc post contract signing and kick-off under the guidance of the Client, subject matter experts (SMEs), survey sampling experts, data managers and any other relevant stakeholder. The survey firm will be responsible for developing and finalizing all survey tools after incorporating client's feedback.



Sample Details: Below sample details are indicative.

Respondent category I:

A sample of **14,000 households (indicative number) of out of school adolescents** has been estimated by Client. It has been estimated based on the expected uptake/enrolment and dropout rates at each step of the beneficiaries' transition in the program. Dropout and uptake/enrolment rates are based on Client experience of more than 10 years of implementing skills training program across 36 districts of Punjab with approximately 470,000 successful skills training graduates.

Focus group discussion/semi structured interviews with community leaders also need to be carried out to gauge the perception and attitude of community influencers. Research firm to recommend the approach and sample size for this respondent category.

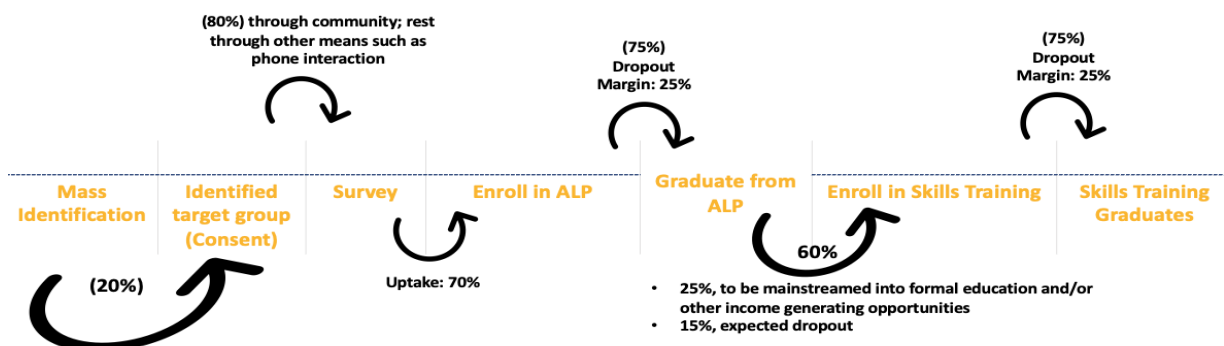
Expected Uptake and Dropout: (Rationale for survey of 14,000 households of OOS adolescents (indicative number)).

Beneficiaries are to be identified from the community through a mass identification campaign. Formal consent will be sought from 20% of those identified within the community. 80% of those will then be surveyed that is (14,000). 70% of those surveyed will be enrolled in the accelerated learning program, 75% of those enrolled in the accelerated program are expected to graduate, while 25% and 15% are expected to either mainstream into formal education/other income generating opportunities or dropout, respectively. 60% of those who graduate from the accelerated learning program are expected to enrol in the skills training program and 75% of those are expected to graduate. Figure 1.0 above details the uptake and dropout rates. Details of beneficiaries' journey are detailed below along with the expected uptake and dropout rates in Figure 1.0:

Beneficiaries Journey

Identification → Consent → Survey → Enrolment in ALP → Graduation from ALP → Enrolment in Skills Training → Skills Training graduation

Figure 1.0: Beneficiaries 'Journey'





Skills For Success

Respondent category II: A sample of approximately **15 potential delivery partners** to be surveyed in each district of the 6 districts.

Respondent category III: A sample of approximately **100 employers** are to be surveyed across 6 districts to carry out the demand and market linkage analysis.

Pilot test (Minimum sample to be covered)

Research instruments for all categories of respondents shall be tested during the pilot test to finalize the research survey tools. A pilot test report is to be submitted to the Client. The below mentioned sample for the pilot test is indicative.

The minimum sample for pilot test activity to be achieved for each category include:

- 50 Households of Out of School Adolescents
- 5 potential delivery partners (Accelerated learning)
- 5 potential delivery partners (Skills training)
- 5 potential employers (Demand Analysis and Market Linkage)

Pilot test to be conducted in Lahore and DG Khan district.

Geographic Scope

The research phase will focus on pre-identified six districts (Lahore, Faisalabad, Bahawalpur, Rahimyar Khan, Dera Ghazi Khan, and Rajanpur). The districts have been finalized by the Client keeping in mind the active organizational presence of both organizations. During district selection, high incidence rates of poverty and out of school children and adolescents (detailed below) have also been considered and geographic inclusion has been maintained by selecting a mix of urban, semi-urban and rural districts.

	<i>Out of School (Primary)</i>	<i>Multidimension Poverty Index % of MPI – poor people</i>
<i>Punjab</i>	12.9%	26.1%
<i>Rajanpur</i>	33.4%	65.8%
<i>Rahim Yar Khan</i>	29.2%	43.4%
<i>Bahawalpur</i>	26.2%	42.8%
<i>Dera Ghazi Khan</i>	23.3%	54.6%
<i>Faisalabad</i>	9.7%	17.9%
<i>Lahore</i>	9.2%	11.4%

Source: Multiple Indicator Cluster Survey (MICS, 2017- 2018)

The research must be conducted in accordance with UNICEF’s ethical standards for research, for details please visit: <https://www.unicef.org/media/54796/file>.

Field Strategy: The consulting firm will be responsible for:

- Determining the required number of enumerators and ensure their recruitment for the study, bearing in mind the scope of study and ensure safeguarding training against harassment of women enumerators and respondents. *Please note:* It is mandatory for all staff members engaged in the research project to complete an online course on prevention of sexual exploitation and abuse (PSEA) as mentioned in the first pages of these TORs.
- Also, indicate adequate back-up of enumerators for the field work in urgent cases.
- Ensuring gender sensitivity and survey training of the enumerators, keeping in mind the requirement of 50-50 gender split in the study.
- Suggest risks associated with field survey due to any limitations on behalf of the consulting firm or COVID related risks and suggest mitigation strategies.
- Implementation & monitoring of the field survey plan to ensure high quality data gathering.
- Generate a field check (data quality) table and share with the client.
- Devise engagement and detailed fieldwork/survey plans submitted to the client.

Data Management and Analysis

- Develop a data tabulation and analysis plan based on the research questions.
- Development of database and dashboard for visibility of all field activity.
- Ensure entry, cleaning of raw data and documentation of the data collected using relevant quantitative / qualitative software and generate output tables based on the analysis plan.
- Share data sets with the client including raw, coded, and cleaned data.
- Share do files (STATA or SPSS) or syntax file of data analysis.

Reporting, Results Compilation & Analysis

- Provide fortnightly progress updates to Client.
- Prepare draft final report for the complete survey activity for all respondent categories.
- Present final quality assured report and sub-reports and study findings to client.
- Develop and deliver finalised accelerated learning and skills training plans along with retention plans, a market linkage plan, and an execution plan for a cost-effective provincial roll out along with key recommendations to Client.

Potential Project Risks Identified by the Client

The following risks have been identified by the client including, but not limited to:

1. A new wave of Covid-19 and subsequent lockdown thereby hampering all field activity.
2. Undersubscription of out of school adolescents when soliciting consent for survey participation leading to inadequate program buy in and further exasperated by low uptake/enrolment into the ALP.



Skills For Success

3. Fewer adolescent girls identified or lack of buy-in from households of adolescent girls to join the program, thereby leading to inadequate enrolment and graduation rates of adolescent girls.

The consulting firm must propose mitigation strategies for the above identified risks, in addition to highlighting other project risks.

Key Deliverables with Specific Timeframe:

The project shall not exceed approximately **10 months** (excluding Client’s review time) as indicated in the timelines below. The project will commence upon approval of the proposal and signing of an agreement between the Consulting Firm and Client.

Consultant to share a clear structure and flow (length and detail) for each deliverable within the technical proposal as per the ToRs. All deliverables/reports must be quality assured for data veracity, analytical rigor, structural coherence, articulation of content and editorial excellence.

Indicative Deliverable Description: The below descriptions against each deliverable are indicative. The consulting firm **MUST** ensure reflection and detailed elaboration of all aspects mentioned within the ToRs (of all three assignments) for the deliverables to be considered complete and approved.

Key Deliverable	Indicative Deliverable Description	Timelines	Payment schedule
<p>1. Inception report</p>	<p>1. Inception report including:</p> <ul style="list-style-type: none"> • Design, development, and finalization of conceptual framework of Phase 1. • Clearly indicate research approach & methodology, research protocols for Phase 1 and all three assignment parts. • Detailed assignment workplan for each assignment part. • Potential sources of literature review for evidence generation and program design • Identification of key stakeholders for consultations for all three assignments. • Phase-1 kick-off strategy. • Draft survey tools and key indicators for (competency and household survey, employers & industry, and both ALP and skills delivery partners survey) and any other respondents deemed necessary. • Activation and communication plan and strategy. • Any other significant development in study approach or TORs as agreed with Client after kick-off and inception meeting. <p><i>Note: Inception report MUST NOT be a replica of consultants’ bid proposal.</i></p>	<p>Week 4</p>	<p>20%</p>



	<p><i>All evidence and insights/data generated for this deliverable MUST be submitted in the form of a <u>report</u>.</i></p> <p><i>Payment will be made on Client approval on each of the above.</i></p>		
<p>2. a) Final pilot-test report &</p> <p>b) Activation /identification results report</p>	<p>2.a) Final pilot-test report of all survey tools of each respondent category</p> <ul style="list-style-type: none"> Finalised and client approved final survey tools (competency and household survey, employers & industry, ALP & skills delivery partners survey and any other tools for additional respondents deemed necessary). Well documented observations, challenges encountered during pilot-testing and recommendations for improvements in survey tools, research approach and strategy for full and final field work activities. <p><i>All evidence and insights/data generated for this deliverable MUST be submitted in the form of a <u>report</u>.</i></p> <p><i>Payment will be made on Client approval on each of the above.</i></p>	Week 10	15% (2a+2b)
	<p>2.b) Activation/Identification results report detailing:</p> <ul style="list-style-type: none"> Detailed results (data and trend analysis) and summary of the activation campaign and communication strategy with detailed information of the total number out of school adolescents reached. Detailed account of what worked, what did not and recommendations for improvements. <i>Payment will be made upon submission of minimum 19,000 consent forms. Client will randomly validate data.</i> Submission of all consent forms received during the activation campaign (consent forms must include detailed contact information to conduct household surveys). <p><i>All evidence and insights/data generated for this deliverable MUST be submitted in the form of a <u>report</u>.</i></p> <p><i>Payment will be made on Client approval on each of the above.</i></p>	Week 12	
<p>3. a) Final field work report</p> <p>b) Data sets</p>	<p>3.a) Final field work completion report including:</p> <ul style="list-style-type: none"> Detailed survey results (data and trend analysis) of all respondent categories, i.e., household surveys and competency assessments, economic activity mapping & employer surveys, and delivery partners surveys (ALP and skills). <i>Payment will be made upon submission of minimum 14,000 completed household survey forms. Client will randomly validate data.</i> 	Week 24 (3a+3b)	25% (3a+3b)



	<ul style="list-style-type: none"> Submission of MoUs/formal agreements with both employers/industry association and delivery partners (ALP and skills). <p><i>Payment will be made on achievement of targets agreed between Client and Consulting firm.</i></p> <ul style="list-style-type: none"> Detailed account of what worked, what did not and recommendations for improvements. <p><i>All evidence and insights/data generated for this deliverable MUST be submitted in the form of a <u>report</u>.</i></p> <p><i>Payment will be made on Client approval on each of the above.</i></p> <p>3.b) Data sets (raw and cleaned) including:</p> <ul style="list-style-type: none"> Household surveys, employers and industry surveys and delivery partners (ALP and skills) in addition to any other respondent deemed necessary to survey. The firm must also submit competency assessment results (raw and cleaned data) delivered in STATA, SPSS, excel files and/or do files along with original copies of the completed questionnaires. <p><i>All evidence and insights/data generated for this deliverable MUST be submitted in the form of a <u>report</u>.</i></p> <p><i>Payment will be made on Client approval on each of the above.</i></p>		
<p>4. Detailed Reports on:</p> <p>a) ALP program design</p> <p>b) Skills development program design</p> <p>c) Labour market linkage plan</p> <p>d) Holistic model of ALP to skills to market linkage</p>	<p>4.a) The ALP program design to include:</p> <ul style="list-style-type: none"> ALP curricula based on the outcomes of the competency assessment, modules for each curriculum, assessments for each module, module duration and timings, training learning resources, instructor profiles and trainer program for instructors. ALP strategies including incentive structures and retention plans disaggregated by gender, age, district to ensure targeted enrolment and completion of ALP. ALP delivery models and partners with signed MoUs/formal agreements. <p><i>All evidence and insights/data generated for this deliverable MUST be submitted in the form of a <u>report</u>.</i></p> <p><i>Payment will be made on Client approval on each of the above.</i></p> <p>4.b) The skills program design to include:</p> <ul style="list-style-type: none"> Skills curricula for finalised trades based on the outcomes of the economic activity mapping, list of final trades both non-hazardous and hazardous, age, gender, and district. Modules for each curriculum, assessments for each module, module duration and timings, training learning 	<p>Week 32 (4a+b+c+d)</p>	<p>20% (4a+b+c+d)</p>



	<p>resources, instructor profiles and trainer program for instructors.</p> <ul style="list-style-type: none"> • Skills trades finalised above must be matched by income generation opportunities and validated by potential employers. • Skills programs strategies including incentive structures and retention plans disaggregated by gender, age, district to ensure targeted enrolment and completion of skills programs. • Skills delivery models and partners with signed MoUs/formal agreements. <p><i>All evidence and insights/data generated for this deliverable MUST be submitted in the form of a report.</i></p> <p><i>Payment will be made on Client approval of each of the above.</i></p>		
	<p>4.c) Labour market linkage plan to include:</p> <ul style="list-style-type: none"> • List of all employers disaggregated by district, jobs, and related compensations. • List of all self-employment and income improvement opportunities with a detailed execution plan. • Any additional trainings or capacity building of beneficiaries required to successfully access labour market opportunities. <p><i>All evidence and insights/data generated for this deliverable MUST be submitted in the form of a report.</i></p> <p><i>Payment will be made on Client approval of each of the above.</i></p>		
	<p>4.d) Holistic model of ALP to skills to market linkage</p> <ul style="list-style-type: none"> • The model and its framework must clearly detail the three independent components coming together in a best-fit approach for target beneficiaries. • Clearly identify seamless transitions from one component to the other and entry points for course correction. <p><i>All evidence and insights/data generated for this deliverable MUST be submitted in the form of a report.</i></p> <p><i>Payment will be made on Client approval of each of the above.</i></p>		
<p>5. Costed and cost-effective</p>	<p>5.a) Costed and cost-effective execution plan for pilot program:</p> <ul style="list-style-type: none"> • Detailed and itemised financial plan for graduating 3,000 adolescents. Firm must provide reason/ justification as to how the consulting firm has budgeted these activities in a cost-effective manner. 		



<p>execution plan for pilot program and final reports</p>	<ul style="list-style-type: none"> • Execution plan for the entire pilot program with timeframes, initiatives, results required and delivery models and partners. • Activity-based weekly plan detailed for first 90 days starting from the end of Phase 1. • Highlight potential risks for the pilot roll out and risk mitigation strategies. <p><i>All evidence and insights/data generated for this deliverable MUST be submitted in the form of a report.</i></p> <p><i>Payment will be made on Client approval of each of the above.</i></p>	<p>Week 40 (5a+5b)</p>	<p>20% (5a+5b)</p>
	<p>5.b) Final reports</p> <ul style="list-style-type: none"> • Final consolidated report covering all components of Phase I. • An Executive Report highlighting Phase 1 summary, key findings, and recommendations to be published. <p><i>All evidence and insights/data generated for this deliverable MUST be submitted in the form of a report.</i></p> <p><i>Payment will be made on Client approval of each of the above.</i></p>		

Annex A: Details of Three Phases from 2021-2030

The program is designed to be carried out in three phases from 2021-2030.

Phase 1 (Evidence Generation & Design): The first phase of the partnership is envisaged for Jan - Dec 2021. The evidence generated through Phase 1 i.e the research phase will guide the design and development of a cost-effective pilot program encompassing the following components i.e., i) Accelerated Learning Programs (ALP) ii) Skills Training Programs and iii) Labour Market Linkage.

A large-scale **action research study** will be carried out, with the following multiple respondent categories; i) **household of out of school adolescents will be surveyed.** An approximate sample size of 14,000 out-of-school adolescents and their guardians will be drawn across 6 districts of Punjab (Lahore, Faisalabad, Bahawalpur, Rahimyar Khan, Dera Ghazi Khan, and Rajanpur) ii) **employers and industry** in each district will be surveyed to identify potential income generating opportunities and gaps in the labour market. Insights from the employers will be reflected in the skills programs to equip beneficiaries with demand-driven and market relevant skills to make the beneficiaries employable iii) research study will also identify **potential academic and skills delivery partners.** Evidence and insights generated will be used to develop recommendations, strategies, and execution plan along with a budgeted estimate for the pilot program roll-out while identifying potential risks and their mitigation strategies.

Phase 2: The second phase of the partnership, planned for 2022-2024 focuses on implementation and roll out of the pilot (delivery) of the evidence based accelerated learning programs and skills training programs followed by linkages with income generation opportunities. The target of the pilot roll-out is to ensure that 3,000 beneficiaries graduate from the program, with a 50-50 gender split i.e 1,500 adolescent girls and 1,500 adolescent boys.

Phase 3: The last phase of the partnership, envisaged for 2025-2030 consists of a national scale up following a comprehensive impact evaluation and refinement of the pilot program.