

**Project Management Unit (PMU) Capacity building of Elementary Teacher  
Training Institutions (CBETTI)**

**Elementary and Secondary Education Department**

**Government of Khyber Pakhtunkhwa, Peshawar**



**Terms of Reference for  
*Call for Expression of Interest***

***Of***

***Consulting Firms/Companies or Institutions***

**Impact Assessment Study**

**of**

**Pak Canada Debt For Education Conversion (PC-DFEC)**

**January 2015**

**Last Date for Submission: 12-02-2015**

**CAPACITY BUILDING OF ELEMENTARY TEACHERS TRAINING INSTITUTIONS,  
GOVT. OF KHYBER PAKHTUNKHWA.**

|                                |  |
|--------------------------------|--|
| <b>1. Project Information:</b> |  |
| <b>Programme</b>               | Capacity Building of Elementary Teachers Training Institutions (CBETTI) in Khyber Pakhtunkhwa (Pakistan Canada Debt Swap Project – Debt for Education Conversion - DFEC) |
| <b>Department</b>              | Elementary & Secondary Education Department, Government of Khyber Pakhtunkhwa  |
| <b>Activity</b>                | Third Party Validation (TPV): Impact Assessment Study  |

## 2. PURPOSE OF ASSIGNMENT

To design and conduct Impact Assessment study (Third Party Validation- TPV) of activities carried out under Pak-Canada Debt Swap Project (Debt For Education Conversion-DFEC) in Khyber Pakhtunkhwa.

PC-DFEC is a national level project being implemented in all the four provinces, FATA, Gilgit-Baltistan, AJ & K, and Islamabad Capital Territory (ICT). In Khyber Pakhtunkhwa province, this project has been given the title of ‘Capacity Building of Elementary Teachers Training Institutions (CBETTI).

This Impact Assessment Study is to be designed and conducted in Khyber Pakhtunkhwa in accordance with the Performance Measurement Framework (PMF) and Objectives of the study as elaborated in this document.

## 3. BACKGROUND

The Government of Canada and Government of Pakistan signed a formal Memorandum of Understanding (MoU) in April 2006, swapping the amount of Canadian \$ 449.553 Million with the net present value of Canadian \$ 132.6 Million owed by Pakistan to Canada into education sector grant with the provision that proceeds would be used in the education sector for improvement in the quality of elementary education through training of teachers and improvement in existing facilities at Teachers Training Institutions. Ninety percent (90%) of the debt proceeds were earmarked to the Provinces and ten percent (10%) for the Federal Component, covering teacher training institutions in ICT, FATA, G.B & AJ&K”. As envisaged in the MoU, Government of Pakistan’s allocations and releases of funds for this project would be additional to government’s own budgetary allocations in the education sector. This arrangement is meant to improve the quality of education and reduce Pakistan’s foreign debt. The funds are being utilized for professional development of elementary teachers and improving quality of education in Pakistan through in-service trainings of teachers, head teachers, capacity building of educational managers, , provision of IT and non IT items, scholarships to the prospective teachers & improvement in existing physical facilities in the teachers training institutions.

As per approved PC-I the cost of Khyber Pakhtunkhwa Project amounted to Rs. 1035.319 million. Elementary and Secondary Education Department, Govt. of Khyber Pakhtunkhwa in consultation with Economic Affairs Division (EAD), Government of Pakistan and Government of Canada decided to invest this additional support for following components:

**KHYBER PAKHTUNKHWA Component wise Budget and Targets of CBETTI – PC-DFEC**

| <b>S. No</b>        | <b>Component or Activity</b>   | <b>Budget<br/>Rs. in Millions</b> | <b>Modified PC-I<br/>Physical Targets</b>   |
|---------------------|--|-----------------------------------|---|
| 1                   | In-service Training of Elementary Teachers   | 670.769                           | 131471  |
| 2                   | Training of Head Teachers of Middle Schools  | 19.406                            | 2605  |
| 4                   | Training of education managers for effective administration  | 10.927                            | 432   |
| 5                   | Development, production, and dissemination of training modules and teachers resource kits                        | 36.473                            | Training Manual for PST & MST training in 4 subjects. Development & printing of PSTs manuals, 66 sets teacher training kits for TTIs. |
| 6                   | Provision of scholarships to prospective teachers for pre-service training                                       | 35.649                            | 687   |
| 7                   | Provision of physical infrastructure and equipment to TTIs including computer labs, lap tops, and furniture etc. | 65.736                            | 16087 various items for Teacher training institutions.  |
| 8                   | Improved professional libraries with latest books on pedagogical skills and content knowledge                    | 8.330                             | Library books for Teachers Training Institutions.   |
| 9.                  | Monitoring & Supervision   | 18.752                            | Regular monitoring and supervision.   |
| 10.                 | Employee Related Expenses  | 58.856                            | Pay & Allowances of 19 staff members of PMU   |
| 11.                 | Civil Work in TTI's (only repair & maintenance in TTI's)   | 71.491                            | Repair and maintenance of 17 RITEs, DCTE and PITE   |
| 12.                 | Miscellaneous and other Operating Expenses   | 38.930                            |   |
| <b>Total Budget</b> |  | <b>1035.319</b>                   |   |

After a formal Training Needs Assessment (TNA), the major training areas identified by the executing agencies i.e. Provincial apex teacher training institute “Directorate of Curriculum & Teacher Education” included the subjects of English, Mathematics, Science, Social Study / Geography and Pedagogical Skills etc.

3.1 The Project envisaged the provision for grant of Pre-Service Scholarships @ Rs. 36,000/- per annum for the students of B. Ed /ADE/ DIE Programmes which aimed to attract the potential talent and deserving students to the teaching profession. The Project also aims at capacity building of all the 20 Regional Institutes of Teacher Education (RITEs), Provincial Institute of Teacher Education (PITE) and Directorate of Curriculum & Teacher Education (DCTE), Khyber Pakhtunkhwa (the apex teacher training institute in Khyber Pakhtunkhwa).

3.2 The province has 27808 schools with more than 116949 teachers. Majority of primary schools are functioning with teaching staff comprising of only one or two teachers. These teachers are deprived of opportunities of sharing and learning from each other's experiences. Teachers in Khyber Pakhtunkhwa, in common with other provinces and areas in Pakistan, face problems of unfavorable conditions of work, low quality pre-service teacher education; including inadequate content knowledge, limited opportunities of in-service training or continuous professional development, and low social status in the society.

3.3 The Government of Khyber Pakhtunkhwa has also recognized these issues and through its policies and actions has highlighted the fact that one of the key to improvement in quality of education is improvement in teacher education and their professional development. According to Annual Statistical Report of Education Management Information System (EMIS) Khyber Pakhtunkhwa, for the year 2011-12, 2012-13, and 2013-14, there are 71,992 Primary School Teachers (PSTs) and 14,622 Middle School Teachers (MSTs). These large number of teachers need to enhance their content knowledge, pedagogical skills, including multi grade teaching and classroom & school management skills so as to improve the quality of their performance.

3.4 Pak-Canada DFEC Project aims to build the institutional capacity of in-service teacher / pre-service education by improving the basic infrastructure facilities and building capacity of faculty of teacher training institutions in Khyber Pakhtunkhwa.

3.5 This project aims to build and create capacity in RITEs and as well as capacity building of teachers in Khyber Pakhtunkhwa. The project intends to improve the quality of basic (elementary) education in Khyber Pakhtunkhwa. The project has the following broad objectivities to improve the quality of education in the province:

- a) Development of permanent pool of Master Trainers.
- b) Capacity Building of Middle School Head Teachers;
  - i. Professional Development of Elementary Level Teachers through In-Service training programs.
  - ii. Training of Educational Managers for effective administration.
- c) Awarding Pre-Service Scholarships to the prospective teachers enrolled in B. Ed, Diploma In Education (DIE) and Associate Degree In Education (ADE) programme to induce competent workforce in teaching profession
- d) Developing and dissemination of training modules and teachers / resource kits of Elementary level to teacher training institutions to use modern techniques in teaching.
- e) Improving of facilities in TTIs through provision of equipment and furniture such as chairs, tables, office furniture, office supplies, ceiling fans, multimedia, Lap Top, Desktop computers, photocopier, and other audio visual equipment for better teaching and learning environment.
- f) Improving libraries in TTIs with latest books on pedagogical skills and Content knowledge.

#### **4. Rationale of the Impact Assessment Study**

Monitoring and evaluation are integral parts of planning and management of all types of development projects. Whereas monitoring is a continuous process, midterm and final evaluations are usually conducted through independent external agencies. Evaluation or impact assessment studies provide useful and objective information to the sponsoring organizations, planners, and implementing agencies about the level of success, value of the money invested, problems faced, lessons learnt and good practices identified planning and implementation of the project.

In addition to the universal practice of project evaluation, the following facts and provisions in official documents justify an independent study to assess impact of the Pakistan Canada Debt For Education Conversion (DFEC) Project:

- Guidelines and forms issued by the Planning Commission of Pakistan emphasized the need of evaluation of the project (Reference RBM and Performance Measurement Framework reflected in the PC I and PC IV proforma).
- Memorandum of Understanding (MoU) signed between Government of Canada and Government of Islamic Republic of Pakistan provides for Mid-term and end of the project evaluation.
- Mid-Term Evaluation Report (MTR) of the project, conducted during 2011 also emphasized the need of a formal impact assessment study of the project.
- Third Party Validation of the project or Impact Assessment Study to be carried out as agreed upon in meetings of Bi-national Working Group (BWG) and Bi-national Steering Committee (BSC).
- At the inception of the Project the stake holders in 2007 developed a Performance Measurement Framework for the Project. Later a Committee constituted by the Bi-national Steering Committee (BSC) in its meeting in January, 2014 revised the Performance Measurement Framework (PMF) to monitor and assess performance of the project. This PMF provides basis for conducting evaluation of the project and assessing its impact.

Accordingly, Khyber Pakhtunkhwa PMU (CBETTI) has reflected provision for conducting impact assessment study of the project in its Modified PC I (II) and implementation plan.

## **5. OBJECTIVE OF THE IMPACT ASSESSMENT STUDY:**

The key objectives of the study are as under:

1. To appraise the level of enhancement in the institutional capacity of teacher training institutions to develop and implement programmes for continuous professional development of teachers.
2. To measure improvements in the service delivery of teachers through assessment of learning achievement of their students.
3. To establish the linkage of scholarships provided to the prospective teachers in the public sector teacher training institutions (TTIs) and the strength of this correlation with the number of students enrolled and improvement in their results.
4. To measure the change in the learning outcomes of prospective teachers in public sector teacher training institutions (TTIs) as well as students enrolled in attached lab schools after physical infrastructure such as computer labs, E-libraries, library books, furniture and other facilities provided under the project.
5. To assess improvement in the management capacity and efficiency of head teachers and education managers.
6. To identify factors which have hindered or facilitated the achievement of project objectives, including enlisting of good practices, success stories, and lessons learnt
7. To evolve recommendations, based on the findings of assessment study, to feed into the formulation of policy reforms for Pre-Service Teachers Education and continuous professional development of teachers in the country/province/area.

## **6. IMPACT ASSESSMENT STUDY DETAILS:**

**6.1** Tentative strategy and provisional details of the study will be as follows:

- a. The study will comprise of an intensive impact assessment of selected Primary & Elementary components of all public sector schools and RITEs throughout Khyber Pakhtunkhwa based on stratified random sampling drawn on the basis of Teacher Training Institutions, Teachers, beneficiaries of scholarships, and students.
- b. The Study will cover all major components of the project listed above including training of teachers, capacity building of education managers, institutional capacity building of TTIs, provision of physical infrastructure etc.

- c. Tools for data collection and design of the study will be developed by the selected firm in conformity with the objectives of the study, Performance Measurement Framework, project goals and targets. Draft research design and tools will be revised and improvised by selected firm in the light of comments and inputs from the PMU.

## **7. FLEXIBILITY OF EVALUATION STUDY:**

- 7.1 The design of proposed study described in the above paragraphs is indicative for purpose of Call for Expression of Interest of the interested organizations. These TORs may be revised or improved in the light of detailed consultations, documents review and initial data analysis.
- 7.2 The suggested improvement in study design would be included in the inception report that will be discussed and cleared by the technical committee to be constituted to oversee the implementation of this evaluation study.
- 7.3 The competing organizations are expected to submit financial proposals on unit cost basis for major components as well as sub-components in order to provide rationale for adjustments in cost estimates.
- 7.4 If deemed necessary, the financial implications as a result of any change in the design or methodology of the study will be accommodated to the extent possible.

## **8. END PRODUCTS.**

- 8.1 The end product of the assignment would be a report of the impact assessment study. The impact assessment study report will provide recommendations for the policy reforms.
- 8.2 All documents would be prepared in MS-Word formats for the text and MS-Excel for data tables and graphs.
- 8.3 The documents may contain neatly drawn and easily readable graphs, collected pictures, charts and tables supplementing and complementing the text.
- 8.4 Organizations would provide One hundred (100) hard copies and two readily printable electronic copies (on CD) of the final document. The consultant would also submit all raw data compiled/ produced for the assignment in soft and hard copies (whatever applicable).

## 9. DELIVERABLES

The selected organization will be responsible for the deliverables against the timeframe specified below.

| Sr. No. | Deliverable  | Time Duration |
|---------|--|---------------|
| 1       | Submission of Study Design and outlines and approval by the Technical Committee for the Impact Assessment Study (IAS).             | 2-weeks       |
| 2       | Submission of data collection tools and methodologies developed for the study and approval by the Technical Committee for the IAS. | 2-weeks       |
| 3       | Submission of draft report on results of data collection & analysis and approval by the Technical Committee for the IAS.           | 5-weeks       |
| 4       | Submission of final report and approval by the Technical Committee for the IAS.  | 3-weeks       |

10. **DURATION:** 12-Weeks. All processes and tasks of the study will have to be completed by the selected firm within 12 weeks of award of the contract.

## 11. HUMAN RESOURCES REQUIREMENTS FROM CONSULTANT FIRM:

11.1 The assignment will be managed through organizational or institutional contract. The intending organization or institution or firm should have a team of competent professionals with relevant education and work experience in the related areas. The organization should have at least five years work experience in research, evaluation and assessment in social sector particularly in the field of education.

11.2 **TEAM LEADER:** The team leader should be a recognized researcher/ social scientist/ educationist with evidence of having managed similar assignments in the past.

**Minimum Qualification:** Ph. D in Social Sciences preferably in Education

**Experience:** At Least 15 years experience in the relevant field.

11.3 **MANAGEMENT ANALYST:** The person should have basic expertise in management science with past experience in management / organizational analysis / development.

**Minimum Qualification:** Master Degree in Social Sciences preferably MBA / MPA/ Educational Leadership and Management.

**Experience:** At least 08 years experience in the relevant field.



11.4 **EDUCATIONIST:** The person should have expertise and proven track record in the field of education and research.

**Minimum Qualification:** Masters in Education/ Social Sciences.

**Experience:** At least 08 Years experience in the relevant field.

11.5 **EDUCATION PLANNING EXPERT:** The person should have expertise in education planning and management and at least 5 years work in experience in relevant public sector.

**Minimum Qualification:** Masters in Education/ social Sciences.

**Experience:** At least 05 years in the relevant field.

#### 11.6 **Research Associates, Statisticians and IT Experts as per requirement assessed.**

### 12. **IMPLEMENTATION ARRANGEMENTS**

Pak-Canada DFEC Project, PMU Khyber Pakhtunkhwa will notify a focal person, who will facilitate in the conduct of the study. A Technical Committee comprising of education experts having rich experience of research & evaluation preferably in teacher education nominated by the E & SE Department. These personnel will oversee designing and conduct of the study and will be responsible for technical decision-making.

### 13. **COST OF THE ACTIVITY:**

Cost of the activity will include fees for preparation of research design, development of data collection tools, piloting of tools, data collection, remuneration for technical experts and enumerators, their traveling, boarding & lodging expenses, data tabulation and analysis, report writing, printing and all other approved expenditure incurred by the contracted Organization for completion of the study.

**Eligibility Criteria for Call for Expression of Interest**

Only those organizations are invited to respond to this call for Expression of Interest that fulfills following eligibility criteria:

| <b>S. No</b> | <b>Minimum Eligibility or Qualification Criteria</b>  | <b>Proof to be submitted for eligibility of qualification criteria</b>   |
|--------------|---|--|
| 1            | Registration of the organization under the laws of Pakistan   | Certificate of Incorporation/Registration  |
| 2            | Registered with Income Tax Department and have filed annual tax return for the last three years.  | Certificate of Registration along with evidence of filing annual tax return for the last three years.  |
| 4            | Applicant Organization must have registered office/offices in Pakistan. List of offices along with addresses  | Valid documentary evidence must be submitted.  |
| 5            | Applicant Organization must have been working in Pakistan as a registered entity for the last 5 (five) years and completed a minimum of 5 (five) projects of research work, surveys, or evaluation studies etc. in social/education sector. | Valid documentary evidence must be submitted, including list of projects, publications, reports value of each project completed, sponsoring agency, and letters from contract awarding agencies.                 |
| 6            | Applicant Organization must have successfully completed assignments/ contracts worth of Rs. 5 Million in each of the last three audited years.  | Annual Report including/ along with annual financial statements duly audited by a registered CA firm for each of the last three years evidencing revenue from the completed projects, should be submitted.       |
| 7            | Applicant Organization must have a team of highly qualified and experienced social scientists and educationists having research reports published in journals of international repute.  | CVs of at least 5 social scientists, including at least 3 educationists, one statistician, and one IT expert (system analyst, data base expert) to be attached   |
| 8            | Applicant Organization must not have been black listed by any of the provincial/Federal Government or an organization of the State in Pakistan during   | Undertaking on stamp paper duly attested by the notary public/ Oath Commissioner should be submitted by the Bidder that the organization have not been blacklisted by any of the Provincial / Federal Government |

|   |   |  |
|---|---|--|
|   | last 3 years  | or any of its Departments.   |
| 9 | Applicant Organization must not have been a beneficiary or recipient of the PC- DFEC CBETTI Project i.e. it has not received any financial assistance or material support out of project funds in any manner, what so ever. | Undertaking on stamp paper duly attested by notary public/ Oath Commissioner should be submitted by the Bidder that there is no potential conflict of interest for participating in this bidding process |

If during the EOI evaluation or after the contract award , it is found that there is any concealment or mis-statement of facts or information, the organization would be blacklisted under the PPRA rules along with damages and cost to be recovered

## 15. Evaluation Criteria

Suitability of the applicant firms or institutions will be assessed based on following criteria:

### Evaluation (Points Award) Criteria

Expression of Interest (EOI): Call for Expression of Interest of Firms for issuance of RFP

#### Impact Assessment Study of PC-DFEC – CBETTs (KP)

| S. No | Description   | Points  |
|-------|---|---|
| 1     | Involved in implementation and/or evaluation of social sector projects and successfully completed during last 5 years identifying the contract awarding agency. (20 points)   | For 10 & above Projects: 20 Points<br>For 5 & up to 9 projects: 10 Points   |
| 2     | Number of education projects successfully implemented or evaluated during last 3 years with contracted value of Rs. 2 million and above. (10 points)  | For 4 & above Projects: 10 Points<br>For 1 & up to 3 Projects: 3 Points   |
| 3     | Geographical scope of the research studies or surveys completed during last 3 years e.g. number of provinces or major districts covered with contract value of Rs 2 million & above (evidence of successful completion to be provided) –Maximum 10 points | For each Project with national scope:<br>2 Points each (maximum 10 points)<br>For each Project with Provincial Scope: 1 Point each (maximum 5 points)<br>Note: Organizations which have successfully completed Provincial level contracts in Khyber Pakhtunkhwa will be given 5 bonus points. |
| 4     | Number, level, quality and relevance of research reports or survey reports or evaluation studies completed with specific reference to teacher training and teachers capacity development<br>Maximum 10 points   | For each Project with contracted value of Rs 2 million & above:<br>02 points each<br>(maximum 10 Points)<br>For each Project with contracted with contract value less than 2 million but over Rs 1 Million:   |

|   |   |  |
|---|---|--|
|   |   | 1 Points each<br><br>(maximum 5points weightage 50 percent)  |
| 5 | Number of years of experience of the firm (from the date of registration) with annual turnover of Rs. 5 million and above in each of the last (latest) three years<br><br>(10 points)   | Over 10 years: 10 Points<br><br>From 5 to 9 years: 7 Points  |
| 6 | Nature and stature of the clients or contract awarding agencies during last 3 years e.g. private, NGOs, provincial or federal government, or by international organizations) with minimum contract value of Rs 1 million & above<br><br>(20 points) | For each Bilateral donor (DFID, CIDA, GIZ etc): 4 Points each<br><br>For each Multilateral donor (WB, UN etc) contract: 3 Points each<br><br>For each Federal and/or Provincial Government contract: 2 Points each<br><br>For each INGO, NGO, Private sector<br><br>1 point each |
| 7 | Professional strength of the research team (20 points)  | - Team Leader (An educationist)<br><br>- Research Analyst<br><br>- Research Associates<br><br>- Statistician<br><br>- IT Expert<br><br>All above having relevant qualification and experience.   |

Marks required for qualification = 60

## **16. Scope of the Project and Tentative Sample**

Since 2006 till December 2014, the Project has covered all the 25 districts of Khyber Pakhtunkhwa, 20 teacher training institutions, trained nearly 132000 teachers, and 432 Education Managers. Scholarships were disbursed to 516 prospective teachers. Equipment and other physical infrastructure facilities like computer labs, libraries etc. were provided to 20 TTIs, DCTE and PITE. All these inputs have strengthened capacity of TTIs, and improved competencies of teachers. Since competency of teachers positively affects teaching-learning processes in schools, it is estimated that almost all schools and 80,000 teachers in the province may have benefitted from this project. It is aimed that impact assessment study may cover all the TTIs that have benefited from this project (i.e. CBETTI) and a minimum 10% teachers and Educational Managers who have received training under this project. All data collected and analyzed must be gender/ sex disaggregated.

## **17. Profile of the Applicant Organizations**

Firms or institutions applying for Call for Expression of Interest or EOI must submit a detailed profile of their organization indicating pertinent information about their legal status, proof of registration, list of projects successfully completed along with documentary evidence, income tax return, CVs of experts, list of reports and publications of the projects completed, complete address of the office and other details enlisted in the Eligibility Criteria and Evaluation Criteria given above. Applicant firms or institutions should submit information for Call for Expression of Interest on the Application Form (Summary Information) attached as Annex-A. All relevant documents or documentary evidence about the organization should be attached with this Form. This Form should be placed/attached on top of all supporting documents.

## **18. Documents to be attached with Organizational profile**

The following documents must be attached with the organizational profile

- i. Name of the organization along with name of chief executive and list of Board of Directors etc.
- ii. Certificate of Registration under the laws of Pakistan
- iii. Certificate of Registration with Income Tax Department
- iv. List of projects or contracts completed along with information of the contract awarding agency, year of implementation, and value of the each contract completed.
- v. CVs of experts of project team/study team, including core staff members of the organization
- vi. Undertaking on stamp paper by the applicant Organization that the organization is not black listed or defaulter
- vii. Undertaking on a stamp paper by the organization that there is no potential conflict of interest and the organization has not directly or indirectly benefitted from Pak Canada DFEC Project or its KP component of CBETTIs.
- viii. Any other information to support suitability of the organization to carry out this assignment.

Above information should be submitted by the applicant firms or institutions in the form or format attached with these TORs as Annex-A.

## **19. Deadline for submission of Expression of Interest**

Interested firms or institutions should submit their Application Form (Summary Information) along with supporting document, latest by **12 February 2015**

## **20. Address and format for Submission**

Application Form (Summary Information), as per format at Annex-A, along with all supporting documents including organizational profile and documentary evidence should be submitted in hard copy in a sealed envelope at following address:

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Application and documents should be submitted in a sealed envelope, marked as 'Call for Expression of Interest for Impact Assessment Study'.

## **21. Queries and Information**

Please contact following official for more details or in case of queries.

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**22.** Khyber Pakhtunkhwa PMU, CBETTI, Elementary and Secondary Education Department reserves the right to postpone or cancel the process of Call for Expression of Interest at any stage, without assigning any reason.

**Application Form (Summary Information)**

**Call for Expression of Interest for Impact Assessment Study of  
Capacity building of Elementary Teacher Training Institutions (CBETTI) Project**

**Pak Canada DFEC Project, Khyber Pakhtunkhwa PMU, Peshawar**

| <b>S. No</b> | <b>Particular</b>   | <b>Information about Firm or institution</b> | <b>Remarks</b><br><br>(Please leave this column blank, for office use only) |
|--------------|---|--|---|
| 1            | Name of the organization  |  |   |
| 2            | Legal status of organization (firm, company etc)  |  |   |
| 3            | Name of Chief Executive Officer or Managing Director etc and list of Board of Directors (Please write down the name of the C.E.O or M.D and attach list of Board of Directors etc. In case of Company latest filed form 29A with SECP to be attached. |  |   |
| 4            | Registered Address of the organization along with telephone numbers, email and official website etc.  |  |   |
| 5            | Certificate of Registration under the laws of Pakistan<br><br>(write registration number along with year of registration, and attach copy of the registration certificate)  |  |   |
| 6            | Certificate of Registration with Income Tax Department (attach copy of the registration with income tax department – NTN etc.)  |  |   |
| 7            | List of projects or contracts successfully completed along with information of the contract awarding agency, year of implementation, and value of the each contract completed (please   |  |   |



|    |   |  |  |
|----|---|--|--|
|    | attach list along with documentary evidence of projects or contracts successfully completed)  |  |  |
| 8  | List of publications, reports of research studies, or project implementation or evaluation reports etc. produced by the firm or institution (Please attach list only referring year of publishing etc)  |  |  |
| 8  | CVs of experts or project team that will carry out the assignment (attach list and CVs)   |  |  |
| 9  | Undertaking on stamp paper by the applicant organization duly attested by notary public/ Oath Commissioner that the organization is not black listed or defaulter of Federal or any Provincial Government or any of its Departments (please attach)   |  |  |
| 10 | Undertaking on a stamp paper by the organization duly attested by the notary public/ Oath Commissioner that there is no potential conflict of interest and the organization has not directly or indirectly benefitted from Pak Canada Debt For Education Conversion (DFEC) or KP component of CBETTI. (please attach) |  |  |
| 11 | Any other information to support suitability of the organization to carry out this assignment (please specify).   |  |  |

**Signature** -----

**Name** -----

**Designation** -----

**Address** -----

**Dated:** ---