



ગુજરાત શાળા શિક્ષણ પરિષદ
સ્ટેટ પ્રોજેક્ટ ઓફિસ, સમગ્ર શિક્ષા
સેક્ટર-૧૭, ગાંધીનગર (ગુજરાત)

ગુજરાત શાળા શિક્ષણ પરિષદ, સમગ્ર શિક્ષા, ગુજરાત ધ્વારા Appointment of Independent Verification Agency for Implementation of Gujarat-Outcomes for Accelerated Learning (GOAL) "School Education Excellence Program (SEEP)" અંતર્ગત EOI (Expression of Interest) જાહેર કરવામાં આવનાર છે. જે અંતર્ગત રસ ધરાવતી એજન્સીઓને આમંત્રિત કરવામાં આવે છે. EOI (Expression of Interest) નો કાર્યક્રમ નીચે મુજબ છે.

EOI (Expression of Interest) પ્રસિધ્ધ થયા તારીખ	૨૫.૧૧.૨૦૨૦, ૧૨:૦૦ કલાક
EOI (Expression of Interest) એજન્સીએ ગુજરાત શાળા શિક્ષણ પરિષદ, ગાંધીનગર, શિક્ષણ વિભાગ ખાતે ડોક્યુમેન્ટ જમા કરાવવાની તારીખ	૦૪.૧૨.૨૦૨૦, ૧૮:૦૦ કલાક

વધુ વિગતો માટે તા.૨૫.૧૧.૨૦૨૦ ના રોજ બપોરે ૧૨:૦૦ કલાક પછી www.ssagujarat.org પર જોવા વિનંતી.

સહી/-
સ્ટેટ પ્રોજેક્ટ ડાયરેક્ટર
સ્ટેટ પ્રોજેક્ટ ઓફિસ
સમગ્ર શિક્ષા, સેક્ટર-૧૭,
ગાંધીનગર (ગુજરાત)



**Gujarat Council of School Education
State Project Office, Samagra Shiksha
Sector – 17, Gandhinagar (Gujarat)**

Samagra Shiksha, Gujarat Council of School Education is hereby inviting agencies for **Expression of Interest (EoI)** for “**Appointment of Independent Verification Agency for Implementation of Gujarat–Outcomes for Accelerated Learning (GOAL) "School Education Excellence Program (SEEP)”**”. Schedule of EoI is as under:

Date of publishing of EoI	25.11.2020, 12:00 Hours
Last date for submission of documents for EoI at Samagra Shiksha Office, Gujarat Council of School Education, Gandhinagar, Gujarat	04.12.2020, 18:00 Hours

For more information, kindly visit www.ssagujarat.org after 25.11.2020, 12:00 Hours

**Sd/-
State Project Director,
State Project Office, Samagra Shiksha
Sector – 17, Gandhinagar (Gujarat)**

**INVITING EXPRESSION OF INTEREST FOR APPOINTMENT OF INDEPENDENT
VERIFICATION AGENCY FOR IMPLEMENTATION OF –
Gujarat – Outcomes for Accelerated Learning (GOAL)
School Education Excellence Program (SEEP)
FOR SAMAGRA SHIKSHA UNDER THE EDUCATION DEPARTMENT (PRIMARY AND
SECONDARY), GOVERNMENT OF GUJARAT**

Date of Publishing of Eoi – 25.11.2020

Last Date of Submission of Eoi Responses – 04.12.2020

1. Introduction

1.1 The school education system in Gujarat caters to the educational needs of about 11.48 million students, of whom 5.42 million are enrolled in government schools, 1.82 million in government-aided schools, and 4.24 million in private unaided schools. Government and government-aided schools account for more than 60 percent of school enrolment and teachers.

1.2 Gujarat has initiated multiple channels for monitoring the quality of school education provision:

GOG has launched various initiatives aimed at improving the quality of education as well as strengthening the state's monitoring of school management. In particular, the state places a great emphasis on foundational learning at early grades, so that there is no increasing learning deficit as students move to higher grades. The state has provided remedial programs for grade 2 to ensure their proficiency in reading, writing, and basic counting, and it has carried out the statewide diagnostic evaluation of all 645,000 students in February 2019. The state has also offered intensive remedial learning for those in grades 6–8 (to slow learners) with extra coaching classes for 50 days. The evaluation of these programs shows significant improvements in learning outcomes. In addition, the state has initiated the uniform summative assessments on 5 subjects for grades 3–8 with centrally designed questions; data from the assessment are being analyzed to identify remedial courses for students. Other notable initiatives include: (i) bi-annual inspection of government primary schools by the Gujarat School Qualify Accreditation Council (GSQAC) for grading of schools based on academic and non-academic criteria; (ii) subject-wise teacher system for schools with 4 or more teachers at grades 3–5 to promote subject knowledge among teachers; (iii) launch of an integrated school administrative software to reduce non-academic workloads of head teachers, related to payroll management, managing service records of teachers, school profiles, etc.; (iv) maintenance of a centralized online attendance system for teachers and students at all levels of schooling across the state; and (v) launch of the

Control and Command Center (CCC) for continuous monitoring (e.g., school attendance), data collection and analysis, and so on. The state has established the Gujarat School Quality Accreditation Council (GSQAC) for school accreditation to deepen the *Gunotsav* tenets. The state has set up an Institute of School Leadership to provide in-service professional development support to BRC and CRC officials, and school headteachers and principals.

2. **Mission Schools of Excellence:**

To further enhance the quality of education, the state has planned '**Mission Schools of Excellence**' program. Department of School Education in Gujarat has announced Mission Schools of Excellence to be implemented in next six years. The program is supported by the World Bank and Asian Infrastructure Investment Bank (AIIB) under the name "Gujarat – Outcomes for Accelerated Learning (GOAL)" - School Education Excellence Program (SEEP). The overall SoE mission envisages to improve learning outcomes and provide new age learning experience to students in 20,000 (15,000 primary and 5,000 secondary and senior secondary schools) government schools in the State covering about 80% students of the state.

Under the mission, it is proposed to invest in improving physical and digital infrastructure, capacity building of teachers, school leaders and system officials and strengthening school governance in these schools in next six years. The programme is expected to get funding of USD 500 Million from World Bank, 250 Million from Asian Infrastructure Investment Bank (AIIB) and corresponding contribution by the State and convergence of other local funds towards the programme.

The programme is an endeavour to provide world class School Education across all districts, blocks and clusters of the State by transforming schools into:

- **Residential SoE:** Residential schools of excellence will transform all the existing residential schools, GoG will convert its existing residential schools into Residential schools of Excellence. Residential schools will be created for academically bright but deprived students.
- **Emerging SoE:** Transforming existing 6,000 Primary Government Schools @ minimum of 1 in every cluster. Priority will be given to schools having >300 Students.
- **Aspirational SoE:** Transforming existing 9000 Primary Government Schools with >150 Students and 5000 Secondary & Higher Secondary Government and Grant-in-Aid Schools.

2.1 Salient features of Mission Schools of Excellence

- Strengthening physical and digital school infrastructure
- Performance linked investment and infrastructure augmentation at schools
- Focus on academic excellence, Foundation Learning, Higher Order Thinking Skills (HOTS) and new age learning experiences
- Strengthening school leadership
- Data driven decision making and support
- Effective use of technology for support and monitoring
- Continuous professional development of teachers, head teachers and system officials

Phase wise introduction of preschool education with gradual co-location of *Aanganwadis* for greater convergence and capacity building support is expected to be started. The State's learning target is achieving grade appropriate learning outcome for grades with provision of instructional materials, teacher guides, and workbooks are provided for each student and teacher.

The Mission Schools of Excellence has been designed to create a strong foundation through a realigned and consolidated school network in the K-12 segment. All schools under the Schools of Excellence (SoE) program will follow a hub-and-spoke model that will support 'spoke' schools in improving their quality. SoEs, at the hub, will mentor 'spoke' schools in improving their quality. Critical reforms to enhance instructional processes and remedial measures will be introduced, teacher performance and accountability will be improved, school-to-work transition strategies will be strengthened, and the foundational years will receive additional support. Teacher support will be strengthened through creation of District Institutes of Education and Training (DIETs) in uncovered areas. Above all, the state will strengthen its learning assessment systems with more competency-oriented teaching and learning and will prepare for participation in the Program for International Students Assessment (PISA) in 2025, which will require strong institutional support at state and decentralized levels.

The project focuses on systemic reforms to bring about quality and accountability in school education as well as encouraging innovation and flexibility through new approaches, **to improve the learning outcomes.**

3. Objectives of the Mission Schools of Excellence

The **Mission Schools of Excellence** project with a total cost of approximately Rs 7,950 crore is proposed to be implemented with a World Bank assistance of US\$ 500 million (approximately Rs. 3650 crore) and AIIB Assistance of US\$ 250 million (Approx. Rs. 1825 crore) from 2020-21 to 2025-26.

Expected Outcomes of Mission Schools of Excellence

- Students from nearby schools are joining the schools of excellence
 - Adequate physical and digital infrastructure
 - Children are learning and attaining grade appropriate learning outcomes
 - Each school is progressing towards higher grades in each cycle of School Accreditation
 - Sustainable tech-based education governance in place
 - All teachers are motivated, skilled & tech-savvy, providing child centered teaching
- Gujarat is PISA Ready by 2024

Expected Outputs of Mission Schools of Excellence

- **20% increase in enrolment:** Provide an environment or experience that would attract meritorious students and families from other nearby areas and lead to further consolidation of smaller size schools in the State.
- **Progressive Improvement of Schools:** Each school is progressing towards higher grades in each cycle of School Accreditation.
- **Achievement of Learning Outcomes:** 80% students achieving grade appropriate learning outcomes.
- **Improvement in National Achievement Survey Score**

4. Scope of services for the Independent Verification Agency (IVA)

4.1 The objectives of the assignment are to:

- Carry out an independent verification of achievement of the Disbursement Linked Indicators (DLI) reported by Government of Gujarat (GoG) for each disbursement claim under the Program, based on the Verification Protocol agreed between GoG and the World Bank; and
- Prepare and submit independent and comprehensive Verification reports to GoG for disbursement claims in the form acceptable to GoG and the World Bank.

4.2 The IVA will verify the DLI, through data sources/physical inspections (if required and as agreed upon with GoG) to confirm the accuracy, quality of results and eligible disbursement amounts claimed by GoG. In accordance with good audit practice, verification will take place against a sampling framework and frequency detailed in the Verification Protocols. As the DLIs are yet to be finalized and agreed between The World Bank, AIIB and GoG, Sample Verification Protocols are given in Table 1.

Table 1: SAMPLE Disbursement Linked Indicators (DLI)

This is SAMPLE table for understanding only. The actual DLIs and the Scoring table will be provided in due course to the selected IVA.

The project is expected to have DLIs that will be used for verification of results and disbursement of funds. The IVA will be responsible for verifying achievements under all DLIs. Verification of last DLI will involve verification of overall scores, component wise scores, and indicator wise scores.

SAMAGRA SHIKSHA, GUJARAT
 Department of Education (Primary and Secondary), Govt of Gujarat
 Appointment of IVA for Gujarat – Outcomes for Accelerated Learning
 (GOAL)

Disbursement Linked Indicator	DLI Baseline and Financial Allocation	Target to be Achieved in FY 20, April 2019 to March 2020 (Year 1)	Target to Be Achieved in FY 21, April 2020 to March 2021 (Year 2)	Target to be Achieved in FY 22, April 2021 to March 2022 (Year 3)	Target to be Achieved In FY 23, April 2022 To March 2023 (Year 4)	Target to be Achieved in FY 24, April 2023 to March 2024 (Year 5)	Target to be Achieved in FY 25, April 2024 to March 2025 (Year 6)
DLI 1: Increase in students achieving minimum proficiency in grade 3 language in project States	Baseline not available	Review and development of competency-based learning standards for grades 3, 5 and 8 in language completed	First administration of national standardized assessment for grade 3 in language. And baseline established for percentage	Assessment results analyzed, published, and findings used to prepare a timebound action plan for		Second administration of national standardized assessment for grade 3 and at least 2 percentage points increase in students achieving	Assessment results analyzed, published and findings used to prepare a timebound action plan for

SAMAGRA SHIKSHA, GUJARAT
 Department of Education (Primary and Secondary), Govt of Gujarat
 Appointment of IVA for Gujarat – Outcomes for Accelerated Learning
 (GOAL)

		of students achieving minimum	each project state		minimum proficiency in language	each project state
--	--	-------------------------------------	--------------------------	--	---------------------------------------	--------------------------

SAMAGRA SHIKSHA, GUJARAT
 Department of Education (Primary and Secondary), Govt of Gujarat
 Appointment of IVA for Gujarat – Outcomes for Accelerated Learning
 (GOAL)

Disbursement Linked Indicator	DLI Baseline and Financial Allocation		Target to be Achieved in FY 20, April 2019 to March 2020 (Year 1)	Target to be Achieved in FY 21, April 2020 to March 2021 (Year 2)	Target to be Achieved in FY 22, April 2021 to March 2022 (Year 3)	Target to be Achieved in FY 23, April 2022 to March 2023 (Year 4)	Target to be Achieved in FY 24, April 2023 to March 2024 (Year 5)	Target to be Achieved in FY 25, April 2024 to March 2025 (Year 6)
				proficiency in language in each project State			over baseline in each project state	
	Total Financial Allocated to DLI: US\$ XXX million	As a Percentage of Total Financing Amount : X %	Amount Allocated: US\$ X million	Amount Allocated: US\$ X million	Amount Allocated: US\$ X million		Amount Allocated: US\$ X million	Amount Allocated: US\$ X million

Table 2: SAMPLE Scoring Template

This is SAMPLE table for understanding only. The actual DLIs and the Scoring table will be provided in due course to the selected IVA.

#	Indicator	Score
Component 1: Strengthened Early Years Education		0-20
1.1	Percentage of Teachers Trained in ECE: <ul style="list-style-type: none"> • ECE training modules for teachers/facilitators developed – 2 Points • 25 to 49 percent of teachers/facilitators trained using modules developed – 4 points • 50 to 74 percent of teachers/facilitators trained using modules developed – 6 points • 75 to 89 percent of teachers/facilitators trained using modules developed – 8 points • At least 90 percent of teachers/facilitators trained using modules developed – 10 points 	0-10
1.2	Percentage of teachers Trained in Early Reading and Numeracy: <ul style="list-style-type: none"> • Early reading and numeracy teacher training modules developed – 2 Points • 25 to 49 percent of teachers trained using modules developed – 4 points • 50 to 74 percent of teachers trained using modules developed – 6 points • 75 to 89 percent of teachers trained using modules developed – 8 points • At least 90 percent of teachers trained using modules developed – 10 points 	0-10
Component 2: Improved Learning Assessment Systems		0-20
2.1	Strengthened learning assessment systems and capabilities at state level (4 points each): <ul style="list-style-type: none"> • State assessment cell notified, and budget approved • Teacher training modules on CCE and classroom-based assessment developed by state assessment cell • Learning outcomes based online item banks developed for use by teachers State Assessment Cell led training of teachers on CCE and classroom assessment <ul style="list-style-type: none"> • 20 percent to 49 percent of teachers trained on CCE and classroom assessment – 4 points • At least 50 percent teachers trained on CCE and classroom assessment – 8 points 	0-20
Component 3: Improved teacher performance and classroom practice		0-20

#	Indicator	Score
3.1	<p>(a) Strengthened in-service teacher training and teacher knowledge (elementary):</p> <ul style="list-style-type: none"> • 20 to 39 percent of primary and 20 to 39 percent of upper primary teachers provided with need-based training(s) selected from an online platform providing a menu of training modules – 1 point • 40 to 59 percent of primary and 40 to 59 percent of upper primary teachers provided with need-based training(s) selected from an online platform providing a menu of training modules – 2 points • At least 60 percent of primary and at least 60 percent of upper primary teachers provided with need-based training(s) selected from an online platform providing a menu of training modules – 3 points <p>(b) Assessment of teacher subject knowledge used to revise in-service training modules (elementary):</p> <ul style="list-style-type: none"> • 1 assessment of teacher subject knowledge conducted to revise in-service training modules – 1 point • 2 or more assessments of teacher subject knowledge conducted to revise in-service training modules – 2 points 	0-5
3.2	<p>(a) Strengthened in-service teacher training and teacher knowledge (Secondary):</p> <ul style="list-style-type: none"> • 20 to 39 percent of secondary teachers provided with need-based training(s) selected from an online platform providing a menu of training modules – 1 point • 40 to 59 percent of secondary teachers provided with need-based training(s) selected from an online platform providing a menu of training modules – 2 points • At least 60 percent secondary teachers provided with need-based training(s) selected from an online platform providing a menu of training modules – 3 points <p>(b) Assessment of teacher subject knowledge used to revise in-service training modules (secondary):</p> <ul style="list-style-type: none"> • 1 self-assessment/evaluation of teacher subject knowledge conducted to identify teacher training needs or revise in-service training modules – 1 point • 2 or more self-assessments/evaluations of teacher subject knowledge conducted to identify teacher training needs or revise in-service training modules – 1 point 	0-5

#	Indicator	Score
3.3	<p>Learning Enhancement Program (LEP) for upper primary and secondary grades:</p> <ul style="list-style-type: none"> • Existing learning enhancement program(s) reviewed, and revised program prepared for roll out – 2 point • Revised LEP covers 25 to 49 percent of schools with upper primary and secondary sections – 4 points • Revised LEP covers 50 to 74 percent of schools with upper primary and secondary sections – 6 points • Revised LEP covers 75 to 89 percent of schools with upper primary and secondary sections – 8 points • Revised LEP covers at least 90 schools with upper primary and secondary sections – 10 points 	0-10
Component 4: Improved governance		0-30
4.1	<p>State level nodal institution for education management and training:</p> <ul style="list-style-type: none"> • Institution notified – 2.5 points • Institution made functional – 5 points 	0-5
4.2	<p>Strengthened planning and management capacities for decentralized management (BRC and CRC):</p> <ul style="list-style-type: none"> • Leadership training plan for BRCs and CRCs prepared and finalized by state level nodal institution for education management and training – 2 points • 25 to 49 percent of BRCs and CRCs trained as per plan prepared – 4 points • 50 to 74 percent of BRCs and CRCs trained as per plan prepared – 6 points • 75 to 90 percent of BRCs and CRCs trained as per plan prepared – 8 points • At least 90 percent of BRCs and CRCs trained as per plan prepared – 10 points 	0-10
4.3	<p>Strengthened school management (School Leadership):</p> <ul style="list-style-type: none"> • Leadership training plan for Head Teachers and Principals prepared and finalized by state level nodal institution for education management and training – 1 point • 20 to 39 percent of Head Teachers and Principals trained as per plan prepared – 2 points • 40 to 59 percent of Head Teachers and Principals trained as per plan prepared – 3 points • 60 to 79 percent of Head Teachers and Principals trained as per plan prepared – 4 points • At least 80 percent of Head Teachers and Principals trained as per plan prepared – 5 points 	0-5

#	Indicator	Score
4.4	<p>Partnerships initiated for improved education service delivery (2.5 points for each):</p> <ul style="list-style-type: none"> • Draft regulatory framework developed for involvement of non-state actors in education service delivery • Partnerships established to pilot non-government agency and/or private service provider supported innovations under at least two project components • Non-government agency and/or private service provider supported pilot innovations being implemented in at least two project components • Draft regulatory framework finalized basis information from evaluation of non-state actor partnership supported pilots 	0-10
Component 5: Vocational education and training		0-10
5.1	<p>Career guidance program for improved transition from school to further education and careers:</p> <ul style="list-style-type: none"> • Career guidance program with trade specific and educational level specific information created – 1 point • 25 to 49 percent of secondary school students provided with career guidance – 2 points • 50 to 74 percent of secondary school students provided with career guidance – 3 points • 74 to 89 percent of secondary school students provided with career guidance – 4 points • At least 90 percent of secondary school students provided with career guidance – 5 points 	0-5
5.2	<p>School campus-based vocational education for out of school children:</p> <ul style="list-style-type: none"> • State institution designated for initiating, managing and monitoring pilot intervention – 0.5 point • Baseline established for number of 14 to 18-year-old OoSC and schools identified for pilot – 1 point • Pilot initiated in at least 50 schools – 2 points • Pilot initiated in at least 100 schools – 3 points • Pilot initiated in at least 200 schools – 4 points • Pilot assessed, and strategy developed for upscaling – 5 points 	0-5

5. Indicative Project Team required:

Given below is the indicative project team required to deliver the expected activities, however, the agency may propose and/or modify the team composition and resources. The final team structure along with required qualifications and number of resources will be decided by Samagra Shiksha - at the time of RFP or finalization of IVA.

S. No.	Designation	Qualification and Experience	Number of Resources
1	Team Leader	<ul style="list-style-type: none"> • Post-graduate or equivalent in management/economics/ statistics/social sciences or related discipline. • Minimum 10 years of experience in monitoring and evaluation, of which at least 8+ years' of experience in assessment and/or evaluation of development sector programs • Exceptional leadership skills to manage diverse stakeholders including solid knowledge of government procedures. • Experience of leading at least five large scale independent verification assignments in Government or Public Sector involving quantitative data collection, questionnaire design and large-scale surveys. 	1
2	Monitoring & Evaluation Specialist –cum- Statistician	<ul style="list-style-type: none"> • Post-graduate or equivalent in management/economics/ statistics/social sciences or related discipline. • Minimum 7 years of experience in monitoring and evaluation, out of which at least 5 years' experience in leading evaluation/verification assignments of development sector programs. • Proficiency in using statistical software such as SPSS, STATA or R and, qualitative data analysis software such as NVivo, Atlasti or MaxQda. • Greater weightage will be given to candidates with significant experience in undertaking evaluations of government led education and literacy or social developmental sector projects. 	1

S. No.	Designation	Qualification and Experience	Number of Resources
3	Assessment Specialist	<ul style="list-style-type: none"> • Post-graduate or equivalent in psychometrics • At least 7 years of practical experience working on large- scale assessment programs, including instrument design; sampling; implementation; data collection, input, and analysis • Familiarity with IRT and other test development and analysis software 	1
4	Civil Expert	<ul style="list-style-type: none"> • BE / B_Tech or equivalent in Civil Engineering / Architecture or related discipline. • Minimum 10 years of experience of which 5 years must be with any Government for Senior Person • Proficiency in Autocad & latest architectural software, like BIN Software, Revitt, Archicad etc • Experience of working on evaluation of Government or public sector projects. Preference will be given to candidates with experience in undertaking evaluations of government led projects. 	1
5	Education Expert	<ul style="list-style-type: none"> • MBA (Rural Management) / MA (Education) / MSW or Masters in any Education or Social stream. • Minimum 07 years of relevant experience • Experience to work on 02 State/National/International Education Projects • Should have worked on Key Education indicators and design initiatives for improvement in Learning Outcomes and quality of education in School Education sector • Should have experience in conducting Qualitative Analysis of assessment surveys / studies like NAS, School Based Assessments, Shagunotsav, ASER, PISA etc. and planning of remedial and improvement actions • Preference will be given to candidates with experience in evaluation of government led education projects or experience of working with SCERT or Samagra Shiksha. 	1

S. No.	Designation	Qualification and Experience	Number of Resources
6	IT Specialist	<ul style="list-style-type: none"> • BE / B. Tech /MICA or equivalent with minimum 7 years of experience in MIS development. • Strong background in monitoring large scale MIS systems in the public sector. • Experience of working on IT enabled solutions/MIS for development sector projects. Preference will be given to candidates with experience in evaluation government led • education and literacy projects. 	2
7	Report Writer	<ul style="list-style-type: none"> • Post-graduate or equivalent in English/journalism/mass communication/social sciences or related discipline. • Minimum 7 years of experience in drafting reports on public sector schemes or programs. • Well versed with the reporting, formatting and editing requirements of Government of India documents. • Preference will be given to candidate with significant experience in writing reports on school education and literacy programs. 	1

Non-Key Experts

S. No.	Designation	Qualification and Experience	Number
1	Field Surveyors	<ul style="list-style-type: none"> • Post-graduate or equivalent in social work/rural management/economics/social sciences or related discipline. • Minimum 3 years' experience of conducting field-based surveys. • Experience in undertaking data/information collection exercises for public sector programs. 	2 to 3

Note:

- a. The agency shall carry out the assignment under the overall supervision of Samagra Shiksha, Government of Gujarat.
- b. GoG shall provide IVA with relevant data and documents necessary to verify DLI achievements.
- c. The team composition shown above is tentative and Samagra Shiksha may add / reduce the number of resources depending on required verification work during the contractual period.
- d. The agency shall develop an Inception report in two parts within Two months of award of contract or finalisation of DLIs between The World Bank and GoG. This should be submitted prior to commencement of verification process.
 - i. Part 1 will cover the IVA's understanding of the DLI along with the templates in which it will seek data from GoG for verification.
 - ii. Part 2 will contain a verification plan for each SIG component and indicator. The plan will include data/information sources, methodology, data/information collection plan and other aspects of the verification.
- e. The agency shall develop and submit periodic and/or annual verification reports for DLI in the form acceptable to GoG and World Bank.
- f. The agency shall submit an 'Assignment Completion Report' containing summary of work and suggestions on strengthening the existing verification protocols for reference in the form acceptable to GoG and the World Bank.

6. Outputs

- Inception Report (inclusive of approved verification plan) within Two months or of signing of contract or Providing DLIs by GoG whichever is later.
- DLI verification report within 3 months of receipt of data/information from GoG.
- Assignment completion report at the end of contract duration.

7. Monitoring and Reporting

7.1 The IVA will report to the Secretary, Department of School Education, Government of Gujarat.

7.2 The IVA will generate and submit to GoG and the World Bank, DLI verification report highlighting DLI wise progress against the agreed outputs and timelines; within three months of receipt of data/information from GoG.

8. Timeframe

The IVA will be hired for a period of three years initially and extendable upto six years based on performance after 3 years. However, in case the IVA is not able to satisfactorily deliver against the score of work of this ToR, the contract may be terminated at an earlier date with one month's prior notice.

9. Qualification Criteria

- 9.1** Successful execution of independent verification activities and/or program monitoring and evaluation for at least three government projects/schemes.
- 9.2** Demonstrated experience of working on education or social development sector projects at the national and state levels.
- 9.3** The agency shall be any Government Statistics Agency or any Private sector verification agencies or Academic Institutions with experience of providing Third-party Independent Verification and/or auditing services required for a Program-for-Results (PforR) operations, registered in India
- 9.4** The agency shall have experience of similar assignments as independent verification agency or impact evaluations project including quality and fiduciary assurance mechanisms to at least 3 large scale projects in the past seven years for National / State level government projects, preferably supported by bilateral or multi-lateral agencies

10. Criteria for Evaluation of Responses

- 10.1** The responses received for shall be evaluated based on the criteria mentioned in this document.
- 10.2** The agency (s) meeting the qualification criteria shall be shortlisted & Samagra Shiksha, Education Department (Primary & Secondary), GoG may directly invite commercial proposals from the shortlisted qualified agency(s) for further award of work.
- 10.3** The agency selected as Independent Verification Agency shall not be considered for any other consulting or advisory services assignment for any of the GOAL Project Components during the tenure of IVA services to Education Department - GoG, as it may lead to conflict of interest.

11. Submission of responses

- 11.1** The interested agency(s) shall submit the responses strictly in the formats provided in this document.
- 11.2** The responses shall be submitted in a sealed cover super scribed as “EXPRESSION OF INTEREST FOR APPOINTMENT OF INDEPENDENT VERIFICATION AGENCY FOR IMPLEMENTATION OF Gujarat – Outcomes for Accelerated Learning (GOAL) School Education Excellence Program (SEEP) FOR SAMAGRA SHIKSHA UNDER THE EDUCATION DEPARTMENT (PRIMARY AND SECONDARY), GOVERNMENT OF GUJARAT at following address latest by **04.12.2020, 1800 hours:**

**To,
State Project Director,
Samagra Shiksha (Gujarat),
Gujarat Council of School Education,
State Project Office,
Sector-17, Gandhinagar.
Gujarat.**

Formats

1. Details needed from the Institution

1.1 Covering Letter (*To be submitted on the Letter head of the applicant*), format is given below:

To
State Project Director,
Samagra Siksha,
Gandhinagar.

Subject: Expression of Interest for Independent Verifications Agency (IVA) to support the Implementation of Mission Schools of Excellence

Dear Sir/Ma'am,

1. Having examined the TOR, we, the undersigned, herewith submit our interest to execute this project along with detailed Technical Proposal to your request letter vide ref no.....dated for Hiring of an **Independent Verification Agency (IYA)** to support the implementation of Mission Schools of Excellence, in full conformity with the said requirement/TOR.
2. We would like to declare that we are not involved in any major litigation that may have an impact of affection or compromising the delivery of services as required under this assignment and we are not under a declaration of ineligibility for corrupt or fraudulent practices.
3. We have attached our technical proposal to this letter along with supplementary information solicited as per the requirements of the **TOR**.
4. We hereby confirm that we are acting as (.....Government Agency/PSUs, as applicable.....). We are government-owned enterprises or institutions (as applicable) and (i) legally and financially autonomous, (ii) operate under commercial law, and (iii) are not dependent agencies of the Education Department, GoG.
5. We hereby declare that our proposal submitted in response is made in good faith and the information contained is true and correct to the best of our knowledge and belief.

Sincerely,
[Applicant's Name with seal]
Name:
Title:

1.2 : . GENERAL INFORMATION AND ORGANIZATION BACKGROUND

S. No.	Information	Details
1.	Name of the applicant	
2.	Address of the applicant	
3.	Name, designation and contact address of the person to whom all references shall be made regarding this proposal	
4.	Telephone number of the contact person	
5.	Mobile number of the contact person	
6.	Fax number of the contact person	
7.	Email ID of the contact person	

1.3 : Details of the applicant's Operations and Organization Background

S.No.	Information Sought	Details to be furnished
1	Contact Details of the Applicant	
	Name of the applicant	
	Address	
	Telephone, Mobile No.	
	E:mail	
	Fax	
	Website	
2	Information about the Applicants Operations/background of the organization	
2.1	Incorporation/registration Information/ Board of Resolution/ Cabinet Note for PSUs/ Institutions, as applicable	
	Incorporation status of the firm (public limited/ Research Institution, Think Tank, academic Body etc.)	
		Date of registration

	Details of company registration (Attach the photocopy of the registration)	Registration Reference No.	
	Details of registration with appropriate authorities for service tax/GST and other statutory taxes, duties (for each provide dated of registration, registration reference/ number and photocopies and any other relevant detail)		

1.4 : QUALIFICATIONS AND PRIOR EXPERIENCE

(Kindly provide details of similar assignments as independent verification agency or impact evaluations project including quality and fiduciary assurance mechanisms to a least 3 large scale projects in the past seven years for National/State level government projects, preferably supported by bilateral or multi-lateral agencies.)

(Kindly annex copies of contracts and completion or acceptance certificate(s) of such project)

Sr. No.	Type of Work / Particulars of Work	Name of Client	Location of work	Date / Period of work	Order value including tax	Type of Supporting Document attached
	Total					

1.5 : Team Composition

(Kindly provide brief CVs of Key Experts having similar experience to establish capability of executing the project as per the Terms of Reference)

S. No.	Expert	Role	Experience	Qualification
1.				
2.				
3.				
4.				
5.				
6.				
7.				

Format for curriculum vitae

1.	Name of Firm			
2.	Position			
3.	Name of Staff			
4.	Date of Birth			
5.	Nationality			
6.	Education			
	College/ University	Degree/ Diploma obtained	Dates Attended	
7.	Membership of Professional Associations			
8.	Other Training	▶		
9.	Countries of Work Experience			
10.	Language skills:			
	Language	Speaking	Reading	Writing
11.	Employment Record			
	From:	To:		
	Organization Name:			
	Designation:			

12. Key Engagements	
▶	
13. Work Undertaken that best illustrates capability to handle the tasks assigned	
Name of the Assignment	
Year	
Location	
Employer	
Main Project Features	▶
Position held	
Activity Performed	▶

1.6 : METHODOLOGY TO ADDRESS PROJECT REQUIREMENT

(Kindly provide Description of Approach, Methodology, and Work Plan in Responding to the terms of Reference)

- a) **Technical Approach and Methodology**, Please explain your understanding of the objectives of the assignment as outlined in the terms of Reference (TORs), the technical approach, and the methodology you would adopt for implementing the tasks to deliver the expected output(s), and the degree of detail of such output. (Word limit: 1500 words)
- b) **Work Plan**, {Please outline the plan for the implementation of the main activities/ tasks of the assignment, their content and duration, phasing and interrelations, milestones (Including interim approvals by the Client), tentative delivery dates of the reports. The proposed work plan should be consistent with the technical approach and methodology, showing your understanding of the TOR and ability to translate them into a feasible working plan. A list of the final documents (including reports) to be delivered as final output(s) should be included here. The work plan should be consistent with the Work Schedule Form.
- c) **Data Management Strategy/ Usage of Technology/ Statistical tool** (Word limit: 1000 words).
- d) **Quality Assurance strategy** (Word limit: 700 words).

Further, the consultant is expected to submit monthly progress reports for the entire duration of project.

Copyright

All materials and documentation during the assignment will be the sole property of Education Department, Government of Gujarat.