

Terms of Reference for a Consulting Firm for Providing Technical Assistance in the implementation of Continuous Professional Development for Early Grade Reading

Under World Bank -Assisted Sindh Early Learning Enhancement through Classroom Transformation (SELECT) Project

PROJECT MANAGEMENT AND IMPLEMENTATION UNIT

REFORM SUPPORT UNIT

SCHOOL EDUCATION & LITERACY DEPARTMENT

GOVERNMENT OF SINDH

Background

The Sindh Early Learning Enhancement through Classroom Transformation (SELECT) Project encompasses a multi-pronged approach towards improving the quality of both teaching and learning practices in primary education, with a particular emphasis on foundational reading from grades 1 to 5. The Project comprises a series of focused and flexible implementation strategies, targeted at the school and meso-levels (personnel and systems at the school, cluster, taluka, and district levels). The Project supports improvements in the transition from primary to elementary school, as well as a reduction in dropouts through targeted student attendance redress procedures. The desired project outcomes would eventually contribute to the reduction in learning poverty and in the number of out-of-school children. To monitor and measure the progress of the Project, improved reading skills in grade 3 will be measured by the Early Grade Reading Assessment (EGRA) test in selected twelve (12) districts.

Table 1: Project Overview

Project Objectives	The Project Development Objective (PDO) is to improve the reading skills of early-grade primary students and increase student retention in primary schools in selected districts.
Project Cost	US\$ 154.76 million. US\$ 100 million from IDA and US\$ 29.9875 million from the Education Sector Program Implementation Grant (ESPIG) and US\$ 24.775 million Multiplier grant (MG) of the Global Partnership for Education (GPE).
Component 1	Transforming teaching practices in the early grades: <ul style="list-style-type: none"> • Subcomponent 1.1: Implementation of continuous professional development (CPD) model for improved literacy skills in the early grades (grades 1-5) • Subcomponent 1.2: Carrying out behavioral nudges for improved learning. • Subcomponent 1.3: Provision of technical assistance for institutional capacity development and support
Component 2	Developing an effective and safe learning environment – by school upgradation to elementary level and school rehabilitation through refurbishing of existing classrooms and adding new classrooms to existing schools, provision of furniture, and adequate WASH facilities by actively pursuing eco-friendly materials and designs

Component 3	Improving system capacity for better school leadership and management support— <ul style="list-style-type: none"> • Subcomponent 3.1: Establishment of a technology-based student attendance monitoring system • Subcomponent 3.2: Technical assistance and capacity building for school leadership and local education office management to mitigate student dropout
Component 4	Monitoring and evaluation and project management
Project location	Ghotki, Jacobabad, Shikarpur, Kambar Shahdadkot, Kashmore, Mirpurkhas, Sanghar, Matiari, Sujjawal, Tando Muhammad Khan, Thatta, and Badin

Project Implementation Arrangements

The SELECT Project will be implemented by SELD, Government of Sindh (GoS), through the Project Management and Implementation Unit (PMIU), which will be housed in the RSU. The PMIU will monitor the overall implementation of Project activities through TA support. The RSU is headed by the CPM (Chief Program Manager), who will be responsible for providing oversight for four (04) tasks: (a) procurement activities under Component 4 and procurement support for other components; (b) financial management and audit for the overall Project; (c) safeguards monitoring and reporting for the entire Project; and (d) Project-specific monitoring and evaluation. Third-party consultants will be hired to support these functions.

The design, implementation planning, and coordination for Component 1 will be managed through the Technical Working Groups (TWG) for each of the project components, with representation from key allied agencies including the Sindh Teacher Education Development Authority (STEDA), Provincial Institute of Teacher Education (PITE) and the Directorate of Curriculum, Assessment & Research (DCAR). Teacher Training Institutes (TTIs) in the selected districts will be responsible for implementing teacher training-related activities and ICT-based formative assessments. DCAR will be responsible for the overall development and coordination of learning materials and behavioral activities, and for providing technical support to the component, in coordination with PITE, the Directorate of School Education (DSE), and other relevant allied agencies.

Component 1

Component -1 of the project focuses on transforming teaching practices in the early grades (grades 1-5) through the implementation of the continuous professional development (CPD) model which will be focused on improving the literacy skills in the early grades with specific emphasis on grades 1–5. Main outputs within this component include (i) implementation of the CPD training for teachers; (ii) capacity development for the teacher training institutes; (iii) implementation of interactive audio and video instruction (IAVI) and teaching and learning materials; (iv) implementation of literacy teaching and learning materials for primary education, including scripted lesson plans, leveled-reading books for students; and (v) implementation of the upgraded comprehensive CPD program and monitoring of student learning outcomes. The results of the subcomponent will be tracked through Performance-Based Conditions (PBC).

To support improved students' well-being and mitigate future potential risks related to students' dropping out, particularly girls, the project will utilize behavioral nudges. These nudges can positively influence how teachers, students, headmasters, and parents interact. The project will pilot a school-based behavioral intervention that will help students recognize that their abilities and skills can change and grow and will focus on key skills such as students' efficacy and self-management. The intervention will focus on reading skills to support increased learning outcomes. The content developed under CPD will address gender biases through intervention training for teachers, learning content for students, and engagement strategies with parents. This effort is aimed at reducing gender stereotypes that may be biasing the demands for girls' education or their learning capabilities.

Under this Component, technical assistance (TA) and institutional capacity development opportunities are aimed for the SELD and its specialized agencies to effectively carry out activities under Component 1. Key TA activities would include (i) review of CPD materials and establishment of grade-level learning targets and performance benchmarks for literacy; (ii) identifying and establishing partnerships with third-party service providers for teacher training institutes; (iii) creation and delivery of interactive audio and video instruction content and pilot implementation; (iv) training of SELD officials on the use of the EGRA and procurement of necessary software and hardware; and (v) support for provincial assessment strategies.

CPD Policy

The CPD model is based on cluster-cum-school based approach. The professional development activities under the framework will be managed through a **central primary/elementary** (referred to as Cluster Hub School in the framework). The CPD will be delivered through blended mode. While the School Clustering Policy by the SELD defines a Cluster as a group of schools close and accessible to each other. The distance varies to the number of schools of various types, sizes, and levels within the cluster.

- a. **Face-to-face interaction of trainers** (who are referred to as Master Trainers/Guide Teachers/Subject Coordinators in the framework) with teachers in a workshop setting; (a) for all teachers at cluster level before the implementation of CPD activities at the school level for three days and on one-day monthly meeting arranged by subject coordinators in TTRC at cluster Hub schools
- b. **On-the-job support** through 2 days of mentoring visits to schools by the Master Trainers in their respective/ designated districts, (b) two mentoring visits monthly by Teachers in their respective cell hub schools (c) two mentoring visits monthly by Subject Coordinators in their respective feeder schools.
- c. **Online support for teachers and trainers** through a web e-portal to be administered by a dedicated team of professionals based at the Sindh Teacher Education Development Authority (STEDA), Teacher Training Institutes (TTIs), Provincial Institute of Teacher Education (PITE), and Directorate of Curriculum, Assessment & Research (DCAR).

Objectives

The PMIU RSU (the 'Client'), requires the services of a CPD firm (the 'Firm') for providing technical assistance for 18 months in the implementation of Continuous Professional Development for Early Grade Reading (grades 1-5).

Specifically, the objectives of the consultancy are to:

- i. Conduct a situation analysis of the state of early-grade reading instruction in Sindh;

- ii. Capacity building of the allied institutes particularly Teacher Training Institutes (TTIs) and Provincial Institute of Teacher Education (PITE) for designing and implementing CPD programs aligned with the newly formulated CPD Policy of SELD;
- iii. Capacity building of PITE in developing CPD qualification framework of early grade teaching based on accumulation of credits.
- iv. Capacity building of STEDA in developing accreditation framework for quality assurance of institutions/programs/courses offering CPD on early grade reading instructions.
- v. Support the allied institutes particularly Teacher Training Institutes (TTIs), PITE, and Directorate of Curriculum, Assessment & Research (DCAR) in designing and organizing face to face training of Masters Trainers (MTs), Guide Teachers (GTs), Subject Coordinators (SCs), and Subject (Urdu/Sindhi) Teachers (STs).
- vi. Provide technical support to DCAR, PMIU, and PITE in the implementation ICT-based early-grade reading formative assessment activities in the target schools.
- vii. Provide school-based coaching support to target grade specific and multi grade teaching through capacity building of GTs, SCs and STs.
- viii. Capacity building of PITE in planning, monitoring, and quality assurance of school-based coaching including classroom observations, monthly meetings of MTs, GTs, and SCs.
- ix. Implement capacity development program of DCAR officials on early grade reading formative assessment tools
- x. Integrate project intervention on instilling a growth-mindset among students through integrating socio-emotional support to students within the framework of CPD, in collaboration with the socio-emotional support specialist; and
- xi. Collaborate through PMIU with other components' Technical Assistance (TA) firms and assist the allied institutes in generating the required information for other components.

Scope of Work and Deliverables

Task 1: Conduct an Inception Study

The firm will submit an inception report based on the following activities:

- Conduct a desk review of all reference documents on in-service teacher training/CPD training programs that are currently available for Grade 1-5 Sindhi and Urdu subjects, including curriculum, teaching guides, teacher training material, scripted lesson plans, etc.
- Conduct a desk review of all Government of Sindh policies relevant to the implementation of the CPD program for enhancing early-grade reading skills, including but not limited to continuous Professional Development Policy, Clustering Policy, National Professional Standards for Teachers in Pakistan, etc. As well as the reports from the previous CPD-related projects in Sindh i.e. Pakistan Reading Program (PRP USAID), Sindh Reading Program (SRP USAID), and Development through Enhanced Education Program (STA - DEEP UNICEF), etc.
- Conduct a desk review of all the online teacher/CPD training platforms, online teacher, and reading development material.
- Conduct desk research on ICT-based formative assessment of reading implemented through previous early-grade reading projects.
- Conduct Focus Group Discussions/ Key Informant Interviews and consultations with STEDA, PITE, TTIs, DSE, DCAR, and RSU for in-service training programs conducted by other development partners in Sindh to gather information and teacher training material on the existing training.

- Conduct consultations with other development partners that have previously carried out in-service teacher training/CPD training programs for grades 1- 5, especially in Sindhi and Urdu early-grade reading teacher training Programs.
- Prepare an inception report summarizing findings from the desk review and stakeholders' consultations and providing a detailed work plan for the assignment.

Deliverable: A comprehensive inception report based on the activities outlined above. At least 02 workshops for stakeholders, interviews, and Focus Group Discussions (FGDs) to be organized and feedback to be included in the final draft.

Task 2: Conduct Training Need Assessment (TNA) in sample target schools.

The task will focus on the identification of differentiated teaching strategies, design of training needs assessment framework including guidelines, tools, and templates to collect and analyze the training needs of MTs/GTs/SC and teachers and identify evidence-based needs through using both qualitative and quantitative data collection techniques. The following table highlights the total population who will be directly responsible for the implementation of CPD activities:

S. No.	Person	Background	Minimum Qualification	Major role under SELECT	Total Numbers (Approx) ¹
1	Master Trainers	Lecturer/ Assistant Professor of Language in district TTI	Master/BS (16 years) in a relevant language subject,	<ul style="list-style-type: none"> - Lead F2F training of Guide Teachers (GTs) - Provide coaching support to GTs - Visit 2 to 3 schools per month in the assigned district - Arrange monthly meetings for GTs 	45 (30 Sindhi 15 Urdu)
2	Guide Teachers	Subject Specialist/SST in cluster hub schools	Bachelor/BS (16 years) in relevant subject and B.Ed. ² .	<ul style="list-style-type: none"> - Lead F2F training of Subject Teachers (STs) - Provide coaching support to subject (SCs) - Fortnightly visit to cluster schools - Conduct ICT-based formative assessment in his/her school - Arrange monthly meetings for Subject Coordinators (SCs) 	545 (473 Sindhi, 72 Urdu)
3	Subject Coordinators	Subject Teachers (Sindhi/Urdu) based in cell hub schools	Bachelor/ BS (16 years) in relevant subject and Preferred, Professional degree in education	<ul style="list-style-type: none"> - Lead F2F training of Subject Teachers - Provide coaching support to STs - Fortnightly visit to the Feeder School of a particular cell. - Conduct ICT-based formative assessment in his/her school as well as feeder schools 	2200 (1870 Sindhi 330 Urdu)

¹ The approximate numbers for various personnel may change during the course of implementation.

² If there is no eligible candidate with a Bachelor's degree or B.Ed., primary teachers with intermediate qualification may be accepted (primary cluster only)

			including B. Ed. Degree	- Arrange monthly school-based meetings for Subject Teachers	
4	Subject Teachers	Subject Teachers (Sindhi\ Urdu) based in cell hub schools and feeder schools	Bachelor/BS (16 years)	- Attend F2F training arranged by SCs - Implement weekly reading periods in schools - Use findings of ICT-based FA in refining reading instructions - Attend monthly school-based meetings for Subject Teachers (STs)	37000 Approx

The firm is required to suggest an appropriate methodology and representative sample conduct the TNA of the above-mentioned population in their technical proposal. The sampling design should represent all types of schools and target districts.

The study report will be submitted by the firm using a scientific data analysis approach to identify current common teaching practices and issues related to student-centered teaching approach, strategies, methods used in teaching literacy/reading, gender-responsive teaching practices, behavioral nudges, and recommendations addressing gender biases in teaching and instructions, among others. The firm shall:

- Utilize findings from the SELECT Project Early Grade Reading Assessment (EGRA) baseline study and review previous early grade project evaluation studies report and other available training reports and studies to identify learning challenges related to the early grade (grades 1-5) literacy skills in Sindh province.
- Review the existing content for pedagogical good practice guidelines for teachers, including addressing gender stereotypes, Menstrual Health, issues related to Lead poisoning and Hygiene Management, and (girl) child protection and abuse laws and policies applicable in the territory of Sindh (content to integrate Life Skill-Based Education (LSBE) teaching guidelines for in- and pre-service teachers).
- Review international best practices and evidence, particularly from the Global South, on differentiated teaching strategies and student-centered teaching approaches to equip teachers to recognize students' learning needs.
- Conduct consultations with DCAR, Provincial Curriculum Wing (PCW), Sindh Text Book Board (STBB), Directorate of School Education (DSE), Provincial Institute of Teacher Education (PITE), and other development partners to design learning targets and performance benchmarks for different ability group levels for primary education.

Deliverable: Diagnostic Report identifying the current state of, and gaps in teachers' skills, training on early grade reading instruction, and providing concrete recommendations on training needs.

Task 3: Pilot the CPD model and newly developed Sindhi and Urdu literacy teaching and learning materials

The CPD model will be piloted in all target cluster hub schools and cell hub schools. The duration of pilot phase will commence from December 2023 to May 2024 with 4 cycles. The firm is expected to devise a mechanism to cater pedagogical needs of grade specific and multi grade teaching of early grade reading. The firm is required to provide technical assistance during below-mentioned activities as part of the pilot design. The teaching and learning material will be developed by the early grade reading material development firm. The PMIU will provide all the developed material to the CPD firm after the first week of the contract is signed.

- Assist PITE, and TTIs in the planning of face-to-face training of Master Trainers, Guide Teachers, Subject Coordinators, and Subject Teachers.
- Arrange six (06) days training of for 45 Master Trainers at PITE Nawabshah.
- Arrange planning meetings with MTs for the training of GTs.
- Support MTs in arranging 6 days face-to-face training of Guide Teachers at their relevant district headquarters.
- Arrange planning meetings with MTs and GTs for arranging face-to-face training of Subject Coordinators.
- Support GTs and MTs in arranging six (06) days face-to-face training of Subject Coordinators at the taluka level.
- Arrange planning meetings with MTs, GTs, and SCs for arranging face-to-face training of Subject Teachers.
- Support SCs, GTs, and MTs in arranging three (03) days face-to-face training of Subject Teachers at the Teachers Training Resource Centers (TTRC) (Cluster Hub school level).
- Implement 4 CPD cycles with ICT based formative assessment of students.
- Provide technical assistance in developing monthly formative assessment tools to SELD allied Institutes.
- Capacity building of DCAR staff on digitalization of EGRA tools on a customized version of the Tangerine application.
- Provide technical support to MTs/GTs and SCs in uploading formative assessment tools on their assigned tablets.
- Support GTs/SCs in the timely conduct of ICT based formative assessments in their assigned schools.
- Collect and analyze data throughout the pilot testing phase to evaluate the effectiveness of the process, and develop material like pre-and post-test, classroom observation, and focus group discussion with guide teachers, subject coordinators, and subject teachers.

The following table summarizes the requirements for face-to-face training for each group:

Target Group	Training Duration	Tentative Number of Participants ³	Training Venue	Facilitators	QA of Training
Master Trainers (Urdu and Sindhi)	6 days	45 (30 in Sindhi and 15 in Urdu)	PITE Nawabshah	Experts from the firm and PITE	PMIU /STEDA
Guide Teachers	6 days	545 (473 in Sindh and 72 in Urdu)	District headquarters	MTs/FIRM	Firm/PMIU/STEDA
Subject Coordinators	6 days	2,200 (1870 in Sindhi and 330 in Urdu)	TTRC level (Hub school/Taluka level)	MTs/GTs/FIRM	Firm/PMIU/STEDA
Subject Teachers	3 days	13000(approx.)	TTRC level (Hub school/Taluka level)	SCs/GTs/MTs	PMIU/ STEDA

The PMIU will provide TA/DA as per agreed project policy to MTs, GTs, and SCs and facilitate for appropriate venue at the government premises. The firm will be responsible for any other arrangements and additional technical support to MTs/GTs/SCs during the implementation of CPD training.

Deliverable: *Submission of face-to-face training reports, pre & post-test, attendance sheets of training participants, and digital data of participant teachers and ICT formative assessment results.*

Task 4: Provide school-based coaching support to target grade specific and multi grade teaching teachers through capacity building of GTs, and SCs and STs;

The firm is expected to design separate sets of pedagogies to cater to the specific needs of multigrade and grade specific teaching. The firm will carry out the need assessment to strengthen the teachers' pedagogical skills specific to early grade reading instructions in multi grade and grade specific schools. The firm is required to devise a mechanism to carry out ICT based formative assessment in multi grade schools. The following activities will be supported by firm.

- The firm will develop pedagogical skills of teachers through a series of workshops pertinent to early grade reading instructions in (i) multi grade schools, and (ii) grade-focused schools
- The firm will develop the training manuals for SCs, GTs and STs separately for multi grade and grade specific schools.

³ The approximate numbers for various personnel may change during the course of implementation.

- The firm will build capacity of SCs, GTs and STs to carry out ICT based formative assessment separately for multi grade and grade specific schools.
- The firm will develop guide manuals for SCs, GTs and STs to carry out ICT based formative assessment separately for multi grade and grade specific schools.

Task 5: Implement CPD in SELECT Project Schools:

The firm will establish district offices on the premises of TTIs or any space provided by SELD, in each project district. The district team will regularly monitor and mentor MTs/GTs/SCs and subject teachers (Urdu /Sindhi) and provide the field-based support to the implementation team. The firm support will be reduced after 6 CPD cycles (1 Year) and will be weaned off after 2 complete years of CPD implementation in SELECT target schools. The following activities will be supported by the firm:

- Assist PITE, and TTI in the planning of face-to-face training of Master Trainers, Guide Teachers, Subject Coordinators, and Subject Teachers.
- Arrange six (06) days training for 45 Master Trainers at PITE Nawabshah.
- Arrange planning meetings with MTs for the training of GTs.
- Support MTs in arranging 6 days face-to-face training of Guide Teachers at their relevant district headquarters.
- Arrange planning meetings with MTs and GTs for arranging face-to-face training of Subject Coordinators.
- Support GTs and MTs in arranging six (06) days face-to-face training of Subject Coordinators at the taluka level.
- Arrange planning meetings with MTs, GTs, and SCs for arranging face-to-face training of Subject Teachers.
- Support SCs, GTs, and MTs in arranging three (03) days face-to-face training of Subject Teachers at the Teachers Training Resource Centers (TTRC) (Cluster Hub school level).
- Implement 4 CPD cycles with ICT based formative assessment of students.
- Provide technical assistance in developing monthly formative assessment tools to SELD allied Institutes.
- Capacity building of DCAR staff on digitalization of EGRA tools on a customized version of the Tangerine application.
- Provide technical support to MTs/GTs and SCs in uploading formative assessment tools on their assigned tablets.
- Support GTs/SCs in the timely conduct of ICT based formative assessments in their assigned schools.
- Collect and analyze data throughout the pilot testing phase to evaluate the effectiveness of the process, and develop material like pre-and post-test, classroom observation, and focus group discussion with the guide teachers, subject coordinators, and subject teachers.

Deliverable: Complete 6 CPD cycles per academic year after the pilot phase and submit district-based monthly progress reports highlighting overall progress, challenges, and solutions provided by the firm's field team in streamlining teacher coaching support and results for ICT based formative assessment.

Task 6: Capacity building of STEDA in developing accreditation framework for quality assurance of institutions/programs/courses offering CPD on early grade reading instructions.

The firm will develop an accreditation mechanism to ensure the quality assurance of the allied institutions and human resources involved in the CPD cycle. The firm will facilitate STEDA to develop a framework to accredit the institutions, programs, courses related to CPD pertinent to the early grade instructions. The following activities will be supported by the firm:

- Facilitate STEDA in developing accreditation framework for short courses, certificate programs, workshops and diplomas in early grade reading instructions.
- Provide trainings workshops for STEDA to develop the accreditation framework.
- Facilitate STEDA to finalize the framework and make it ready for approval and policy notification.

Task 7: Capacity building of PITE in developing CPD qualification framework of early grade teaching based on accumulation of credits.

The firm is required to develop a mechanism in order to build capacity of PITE to develop CPD qualification framework of early grade teaching based on accumulation of credits. The firm will work closely with PITE to develop needs based CPD programs/courses with their credits number for seeking approval of SELD. The following activities will be supported by the firm:

- The firm will conduct consultative sessions with PITE and other allied institutions to develop CPD qualification framework based on the accumulation of credits.
- The firm will work on details of credits assigned to each program/course.
- The firm will get CPD qualification framework based on accumulation of credits from SELD

Task 8: Training of approximately 50 SELD officials (DSE, TTIs, PITE, DCAR, STEDA) about Early Grades Reading Instructions and Assessment.

The firm is expected to organize a series of workshops to sensitize SELD officials mainly DSE, TTIs, PITE, DCAR, STEDA pertinent to Early Grades Reading Instructions and Assessment.

- The firm will conduct needs assessment to identify the identify the areas related to Early Grades Reading Instructions and Assessment amongst Allied Institutions to build their capacity
- The firm will conduct workshops based on the identified needs of SELD officials.
- The firm will orient the SELD officials the various dimensions of the Early Grades Reading Instructions.
- The firm will facilitate SELD officials in order to understand the process of ICT-based formative assessment in the context of early grade reading.

Timeline, estimated efforts, and reporting requirements

Working arrangement: The firm/institution will work with STEDA and PITE, through consultations with the DCAR, Teacher Training Institutes (TTIs), Directorate of School Education, and PMIU-SELECT RSU of SELD. In-depth consultations will also be required with teachers, for needs analysis and will be managed

through the Directorate of School Education (DSE) of the different regions within the scope of the project. The firm will be accountable to report progress to the PMIU Reform Support Unit (RSU) headed by the Chief Program Manager for SELECT.

Reporting arrangements for individual tasks will be structured along with payment matrix as follows:

S.no	Work Assignment	Sub activity	Tantative Dates	Duration	Agency Input	Approval by	Proposed payment
1	Signing contract	Contract Signing	Dec-23	As per the given time in bidding documents(T)	STEDA, PITE, DCAR, TTI, DSE	RSU/PMIU SELECT, WB	10%
2	Inception Report	Submission of Inception Report	2nd week of January 2024	T + 2 weeks = X			
		Approval of Report	3rd week of January 2024				
		Onboard of HR	3rd week of January 2024				
3	Conduct a Training Needs Assessment (TNA)						5%
4	Preparation of Face to Face Training	Develop understanding of newly develop training manuals and content developed for Grade 1 & 2	4th Week of January 2024	x + 1 week = xx	PITE	RSU/PMIU	10%
		Planning for Face to face training MTs, GTs and SCs, Subject Teachers(Venue, participant data and other logistics)	4th week of January 2024				
	Face To Face Training	Face to Face Training of MTs (6 Days)	1st Week of February 2024	xx + 4 weeks = xxx	STEDA, PITE, DCAR, TTI, DSE	RSU/PMIU	10%
		Face to Face Training of GTs (6 Days)	2nd Week of February 2024				
		Face to Face Training of SCs (6 Days)	3rd week of February 2024				
		Face to Face Training of Sindhi/Urdu Subject Teacher (G1 & G2)	4th Week of February 2024				

4	Pilot CPD model, Coaching support and newly developed Sindhi and Urdu literacy teaching and learning materials for grade specific and multi-grade instructions	CPD cycle 1, (Classroom Observation, Coaching support, Formative Assessment 1 and Monthly Meeting)	Mar-24	xxx + 3 month = xxxx	STEDA, PITE, DCAR, TTI, DSE	RSU/PMIU SELECT	10%
		CPD cycle 2, (Classroom Observation, Coaching support, Formative Assessment 1 and Monthly Meeting)	Apr-24				
		CPD cycle 3, (Classroom Observation, Coaching support, Formative Assessment 1 and Monthly Meeting)	May-24				
		Complete report, Sharing of report of Pilot phase, Formative assessment data & report, Classroom observation data and report,					
6	Develop CPD qualification framework of early grade teaching		March 2024 to onward for next 12 months		STEDA, PITE	RSU/PMIU SELECT	10%
7	Capacity building of STEDA in developing accreditation framework		March 2024 to onward for next 12 months				
8	Training of approximately 50 SELD officials (DSE, TTIs, PITE, DCAR, STEDA) about Early Grades Reading Instructions and Assessment.	Planning for Training	2nd week of June 2024	xxxx + 3 weeks = xxxxx	STEDA, PITE, DCAR, TTI, DSE	RSU/PMIU SELECT	10%
		Training of batch 1	3rd week of June 2024				
		Training of batch 2	4th week of June 2024				
9	Face-to-Face training of MT/GTs/SCs and Subject Teachers	Sharing of Pilot phase finding with content development firm and finalization of training manual for Grade 1 to 5 with content development firm	1st Week of June 2024	xxxxx + 5 weeks = xxxxxx	STEDA, PITE, DCAR, TTI, DSE	PITE/ TTIs PMIU-RSU Lead by PITE	10%
		Preparation for Face to Face Trainings (understanding new manual, preparation, and logistic arrangement etc)	3rd and 4th week of June (With above SELD official training)				
		Face to Face Training of MTs (3 Days)	1st week of July 2024				

		Face to Face Training of GTs (3 Days)	2nd week of July 2024				
		Face to Face Training of SCs (3 Days)	3rd week of July 2024				
		Face to Face Training of Sindhi/Urdu Subject Teacher (G1 & G2)	4th week of July 2024				
10	School-Based coaching support to subject teachers in grade specific and multi-grade early reading instructions as per CPD model	CPD cycle 1, (Classroom Observation, Coaching support, Formative Assessment 1 and Monthly Meeting)	Month of August 2024	xxxxxx + 7 Months = 8x	STEDA, PITE, DCAR, TTI, DSE	Lead by TTIs / PMIU-RSU	15%
		CPD cycle 2, (Classroom Observation, Coaching support, Formative Assessment 1 and Monthly Meeting)	Month of September 2024				
		CPD cycle 3, (Classroom Observation, Coaching support, Formative Assessment 1 and Monthly Meeting)	Month of October 2024				
		CPD cycle 4, (Classroom Observation, Coaching support, Formative Assessment 1 and Monthly Meeting)	Month of November 2024				
		CPD cycle 5, (Classroom Observation, Coaching support, Formative Assessment 1 and Monthly Meeting)	Month of January 2025				
		CPD cycle 6, (Classroom Observation, Coaching support, Formative Assessment 1 and Monthly Meeting)	Month of February 2024				
11	Submission of Final Report	All the data sheet, Manual, Report of Formative assessment, classroom observation	Mar-25	8x + 1 month =	PITE, STEDA	PMIU-RSU	10%
		final report					

The firm should comprise the following individuals:

Position	No. of positions	The period in months	Qualification	Experience
The project manager and team lead	1	18 months	At least a Master's degree (sixteen (16) years of education) in Education, Education Policy, or relevant social science, from a foreign or local university duly recognized by the Higher Education Commission (HEC) of Pakistan. . Preference will be given to Ph.D./ MPhil in Education or related discipline.	<ul style="list-style-type: none"> • Minimum 08 years of relevant experience in the field of teacher education and training especially in the public sector. • Excellent skills and experience in documentation/reporting writing manual, training Need assessment, modules, training plans development, pedagogy, monitoring, and reporting with a focus on structure, purpose, and audience. • Minimum 3 years' experience in supporting in-service teacher training activities. <p>SKILLS:</p> <ul style="list-style-type: none"> • Knowledge of project indicators, results, and reporting with M&E databases and data management systems. • Knowledge and experience in the public education sector in Pakistan. • Ability to lead and support field teams in rolling out teacher training programs. • Ability to undertake regular field missions, especially in diverse and challenging contexts. • Ability to work under pressure and meet deadlines. • Willingness to accept the assignment at short notice. • Excellent interpersonal and communication skills (oral and written). • Professional-level fluency in English and Urdu.
Education Specialist (Training and Policy making)	01	18 Months	At least a Master's degree (sixteen (16) years of education) in Education, Education Policy from a foreign or local university	<ul style="list-style-type: none"> • Minimum 5 years of relevant experience in the field of teacher education and training. • Experience having worked in the public Education Sector shall be preferred • Minimum 5 years' experience in supporting in-service teacher training activities.

			<p>duly recognized by the Higher Education Commission (HEC) of Pakistan.</p> <p>. Preference will be given to Ph.D./MPhil in Education.</p>	<ul style="list-style-type: none"> • Preferred : experience in policy making with regard CPD qualification framework, accreditation framework and multigrade teaching strategies and pedagogies. • . <p>SKILLS:</p> <ul style="list-style-type: none"> • Knowledge and experience in education sector in Pakistan. • Ability to lead and support field teams in rolling out teacher training programs. • Ability to work in diverse and challenging contexts. • Ability to work under pressure and meet deadlines. • Willingness to accept the assignment at short notice. • Excellent interpersonal and communication skills (oral and written). • Professional-level fluency in English and Urdu.
Manager Operations / Admin	01	18 Months	<p>At least a Master's/ BS degree (sixteen (16) years of education) in Business Administration, Commerce or relevant social science, from a foreign or local university duly recognized by the Higher Education Commission (HEC) of Pakistan.</p>	<ul style="list-style-type: none"> • Minimum 5 years' experience in the administration of education programs, or large-scale research studies or any other relevant team management for short-term assignments. • Excellent skills and experience in logistics/HR and other administrative work related to short-term projects. • Excellent interpersonal and communication skills (oral and written) and professional-level fluency in English and Urdu/ Sindhi
Teacher Training Specialist	04	18	<p>At least a Master's degree (sixteen (16) years of education) in Education, Education Policy, or relevant social science, from a</p>	<ul style="list-style-type: none"> • Minimum of 5 years' experience in arranging/leading teacher training activities. • At least 3 years' experience in arranging face-to-face training of <i>teachers</i> in the areas of early grade reading instructions. Experience with public schools shall be preferred.

			foreign or local university duly recognized by the Higher Education Commission (HEC) of Pakistan.	<ul style="list-style-type: none"> • Ability to provide on-site support to field staff in rolling out CPD activities at the classroom level. • Excellent skills and experience in writing manuals, modules, and training plans with a focus on purpose and audience. • Proven knowledge and skills of emerging trends in pedagogy and teacher training. • Knowledge and experience in the public education sector in Pakistan. • Ability to work under pressure and meet deadlines. • Willingness to accept the assignment at short notice. • Excellent interpersonal and communication skills (oral and written). • Professional-level fluency in Sindhi, Urdu, and English.
Assessment Specialist	1	15 months	At least a Master's degree (sixteen (16) years of education) in Education, Education Policy, or relevant social science, from a foreign or local university duly recognized by the Higher Education Commission (HEC) of Pakistan.	<ul style="list-style-type: none"> • Minimum five (05) years of documentary verifiable relevant experience, after acquiring stipulated qualifications, as a consultant in student assessment, designing, conducting, and monitoring of student assessment practices. 8 or more years of experience shall be accorded due weightage • Proven experience in developing the capacity of test administrators, developing test administrator manuals, and assessing data analysis. • Preferred: three (03) or more years of relevant experience as a Manager/ Consultant or similar position in Student Assessment and Evaluations. • Good knowledge of integrating ICT in conducting assessment activities in larger school settings. • Conducting and disseminating research studies related to various aspects of student learning education and social science.

				<ul style="list-style-type: none"> • Track record in working across education sectors in government and donor-funded projects to identify for improving student assessment practices. • Sound knowledge of international best practices in reading content and instructional practices and EGRA assessments. • Ability to work under pressure and meet deadlines • Willingness to accept the assignment at short notice. • Excellent interpersonal and communication skills (oral and written). • Professional-level fluency in Sindhi, Urdu, and English.
Training Officers	24 (2/district)	15 months	Masters/BS in Education	<ul style="list-style-type: none"> • Minimum of 3 years' experience in leading field teams at the regional/district level. • At least 2 years' experience in arranging face-to-face training of public-school teachers preferred in the areas of early grade reading instructions at district/regional levels. • Ability to provide on-site support to MTs/GTs/ and SC in rolling out CPD activities at the classroom level. • Ability to arrange monthly review meetings of implementation staff at the cluster/taluka/district level. • Minimum knowledge and skills of emerging trends in pedagogy and teacher training. • Knowledge and experience in the public education sector in Pakistan. • Ability to work under pressure and meet deadlines. • Willingness to accept the assignment at short notice. • Excellent interpersonal and communication skills (oral and written). • Professional-level fluency in Sindhi, Urdu, and English.

Monitoring Specialist	1	15 months	Masters/BS in Social Sciences/Education	<ul style="list-style-type: none"> • At least 5 years' experience in project monitoring and evaluation. • At least 3 years of experience in monitoring & evaluating education projects. • Strong background in developing data collection tools. • Excellent skills in data analysis, evaluation, and reporting. • Ability to work under pressure and meet deadlines. • Willingness to accept the assignment at short notice. • Excellent interpersonal and communication skills (oral and written). • Professional-level fluency in Sindhi, Urdu, and English.
Gender Specialist	1	15 months	Masters/BS in Gender Studies/ Education or related discipline, from a foreign or local university duly recognized by the Higher Education Commission (HEC) of Pakistan.	<ul style="list-style-type: none"> • At least 5 years' experience serving as a gender specialist in the human development sector. • At least 3 years' experience of working as a gender specialist in education projects. • Strong background in capacity building of teachers and education officials on gender. • Strong background in developing manuals for various gender-related pieces of training. • Ability to work under pressure and meet deadlines. • Willingness to accept the assignment at short notice. • Excellent interpersonal and communication skills (oral and written). • Professional-level fluency in Sindhi, Urdu, and English.

v. Additional Selection Criteria:

- The firm must be an active tax payer for the last 05 years.
- The firm must have at least 08 years of documentary verifiable experience of working in the education sector.

- The firm must have 05 years of documentary verifiable experience in conducting successful teacher training programs. Working in the Sindh public education sector will be preferred.
- Documentary verifiable experience in designing and rolling out in-service training P activities related to early-grade reading shall be accorded due weightage.
- Documentary verifiable experience in designing and developing learning modules, training guides, publications in similar areas, etc., shall be accorded due weightage. The firm will be requested to provide samples.
- The firm must have experience of at least 03 similar assignments worth at least PKR 10 million. Additional relevant experience shall be accorded due weightage.

Selection Method

The Consultant will be selected through Consultation Qualification Selection (CQS) by the procedures set out in the World Bank Procurement Regulations for Borrowers, 2016 (revised November 2017 and August 2018).

Annex: Role of Individuals / Institutions Involved in the Implementation of CPD

a. Provincial Institute of Teacher Education (PITE):

The role of PITE will include:

- Assist the TA firm in the Identification of training needs of teachers and data available from previous relevant projects.
- Arrange quarterly planning meetings with the various stakeholders,
- Conducting shortlisting and interviews of the identified guide teachers, and subject experts,
- Lead in conducting need assessment survey and developing criteria for establishing TTRC along with TORS in coordination with SELECT PMIU, STEDA, and TTIs,
- Support TA firm and field teams in implementing monthly visit plans.
- Monitor monthly meetings arranged by MT/GTs and SC.
- Lead and supervise classroom observation data.
- Provide guidelines to MTs/GTs/ and SC based on the findings of classroom observation data.
- Support TA firm in developing and approving of annual training calendar with the support of PMIU, Coordinate with DCAR in developing monthly progress reports of each school/cluster and district aligned with formative assessment data findings.
- Participate in quarterly assessment material development workshops to be arranged by DCAR for monthly formative assessment activities.

b. Sindh Teacher Education and Development Authority (STEDA):

The role of STEDA will include:

- Support PMIU and team TA firm in developing a detailed implementation plan for the delivery of the CPD model, in selected public schools over a clear timeline, in close collaboration with the Technical Working Group for Component 1, and allied wings of SELD.

- Lead the review and certification of CPD materials developed by a third-party consulting firm, including the scope, sequencing, and timing of the program in collaboration with concerned wings of SELD, with support from the CPD Specialist (PMIU-RSU).
- Lead material development committee notified by SELD for review of teacher training and learning materials.
- Lead the development of tools and resources to support the training and supervision of teacher professional development, as well as the development of coaches and mentors, and for evaluating program effectiveness.

c. Directorate of Curriculum, Assessment & Research (DCAR):

The role of DCAR will include:

- Serve as a technical focal point for the assessment activities for the SELECT.
- Assist TA in designing provincial assessment strategy through conducting desk research, arranging formal consultations with key stakeholders, and integrating formative assessment activity as a key component of the Provincial Assessment Strategy.
- Design prototypes of online item banks through desk research and field visits to identify nationally operated online item banks for purchasing, managing, and using the online item bank.
- Assist SELECT PMIU in developing prototypes of the online items bank, and assist the procurement of the PMIU team with purchasing adequate online item bank software.
- Lead in capacity building training program for implementation of formative assessment activities at the school level. The DCAR will develop a strategy for developing teacher training manuals, EGRA formative materials, digitalizing formative assessment tools, providing access to assessment materials to test administrators, as well as analyzing formative assessment findings.
- Lead and organize quarterly assessment material workshops for developing monthly formative assessment materials with the support of experts for different implementation partners.
- Design and implement simple strategies to ensure the quality assurance of monthly formative assessment activities in coordination with the TA firm. PITE and other implementing partners.

d. Project Monitoring Implementation Unit-Reform Support Unit, Education & Literacy Department (PMIU-RSU, SELD):

- Coordinate with development partners to avoid duplication of donor-funded projects related to reading skills
- Notify the Technical Working Group (TWG) separately for each component.
- Organize regular meetings of TWG to seek their input on various technical aspects related to project design and implementation.
- Organize meetings of the project steering committee to seek their support for additional technical and financial assistance required by the project.
- Lead in the revision of POM documents and other technical documents required by SELD and donors.
- Support PBC verification firm in providing administrative support required for conducting project TPVs
- Lead in the monitoring of project implementation during the life of the project.
- Arrange all logistic support required for organizing face-to-face training of MTs/GTs/SCs and subject teachers.
- Coordinate with all allied SELD departments and TA firms in seeking approvals from the SELD provincial secretariat.
- Introduce and implement sound monitoring plans for the monitoring of TA firms during

project implementation.

- Lead in the selection of TA firms required under the SELECT project.
- Procure IT items required for the project to support different implementation activities.

e. Directorate of School Education (DSE Primary & Secondary):

- Support PMIU/PITE and STEDA in the selection process of GTs and SCs.
- Identify and notify subject teachers from all target schools for implementation of reading interventions at the school/cluster and district level.
- Provide adequate space for establishing cluster-level TTRCs.
- Notify selected GTs/SCs and subject teachers.
- Participate in TWG meetings and other important meetings/seminars arranged by the project team.
- Support selected teachers in conducting short-term action research studies related to various aspects of teaching and learning.
- Nominate and notify teachers who can serve as members of the teaching-learning material development committee.
- Conduct periodic field visits of schools for monitoring of CPD implementation in target schools.
- Notify timetable for schools highlighting daily one period of reading in target schools.
- Support HTs/teachers in implementing reading periods in target schools.
- Liaise with the community/ parents for seeking their required engagement in the teaching and learning process at the school level.

f. Cluster Hub School and Cell Heads:

- Nominate Guide Teachers.
- Lead teachers' professional development at the cluster level.
- Support in establishing cluster-level TTRCs.
- Ensure all basic facilities are required for establishing TTRCs.
- Support GTs in arranging monthly cluster-level meetings with subject coordinators.
- Facilitate implementation of the CPD activities at the cluster level.

g. Guide Teachers (GTs): In addition to her/his regular role and responsibilities, she/he will perform the following:

- Attend face-to-face training arranged by Master Trainers.
- Lead face-to-face training of Subject Coordinators at the district level.
- Support subject coordinators in providing adequate mentoring skills for the effective implementation of reading interventions.
- Conduct monthly ICT-based formative assessments in his/her schools.
- Mentor subject coordinators in conducting monthly formative assessment activities administered by the subject coordinators in their respective schools.
- Conduct cluster-level training of teachers along with subject coordinators.
- Maintain documentation of project activities at the cluster level.
- Visit schools for CPD supervision and facilitation.

h. Subject Coordinator (SCs): In addition to her/his teaching workload, she/he will perform the following:

- Attend face-to-face training arranged by the Guide Teachers
- Lead face-to-face training of Subject Teachers at the cluster level.
- Support subject teachers in the effective implementation of reading interventions at

the school level.

- Conduct monthly ICT-based formative assessments in his/her schools
- Administer monthly formative assessment activities in the assigned feeder schools.
- Conduct school-level orientation sessions/meetings training with target teachers and head teachers
- Maintain documentation of project activities at the cell level
- Visit schools for CPD supervision and facilitation.