

Terms of Reference for Consulting Firm for Providing Technical Assistance in the Development of the Teaching and Learning Material for Early Grade Reading

PROJECT MANAGEMENT AND IMPLEMENTATION UNIT (PMIU) Sindh Early Learning Enhancement through Classroom Transformation Project (SELECT) 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 for Sindhi and Urdu Languages. 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 the Implementation of Continuous Professional Development (CPD) in selected school clusters focused on improving the reading skills in Sindhi and Urdu languages from Grades 1-5 by transforming teaching practices. The project also focuses on 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 as well as the implementation of regular formative assessments in the project-supported schools.

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● 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 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. In this connection DCAR has notified, two committees; one is responsible for material development and the other is responsible for material review developed by the development committees. Each committee is represented by a diverse group of experts with relevant experience and expertise. The firm is required to engage these committee members and further enhance their capacity in developing early-grade reading material as per Sindh Early Grade Reading Standards and global reading practices.

Component 1

Component -1 of the project focuses on transforming teaching practices in the early grades through the implementation of the continuous professional development (CPD) model which will be focused on

improving literacy skills in both Sindhi and Urdu languages with specific emphasis on grades 1–5. Main outputs within this component include (i) capacity development for the allied agencies in developing early grade teaching and learning material (ii) development of implementation of literacy teaching and learning materials for primary education, including scripted lesson plans, leveled-reading books for students; (iii) development of interactive audio and video instruction (IAVI) and teaching and learning materials; (v) conduct need assessment of school and grade-specific requirements of material items 5) oversee printing process of material Additionally, the component will entail the implementation of the CPD training for teachers to be carried out by a separate consulting firm under the Project.

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 a 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 with respect 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 day monthly meeting arrange 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 firm (the 'Firm') for providing technical assistance in the review and development of Teaching and Learning Material for Early Grade Reading improvement..

Specifically, the objectives of the consultancy are to:

- i. Conduct situation analysis of the state of early-grade teaching and learning material for reading instruction in Sindh for Sindhi and Urdu languages.
- ii. Conduct a needs assessment of school-specific and classroom-specific requirements of each teaching and material item for printing using the most recent enrolment data and criteria shared by PMIU.
- iii. Review the existing CPD materials by developing the scope & sequence, and early grade reading standards to improve literacy skills in the early grade (Sindhi and Urdu language from grades 1-5), in consultation with the Material Development Review Committee;
- iv. Develop the scope and sequence of both Sindhi and Urdu languages from grades 1 to 5.
- v. Review, identify, and customize early-grade teaching and learning material developed by previously USAID-funded projects for grades 1 and 2.
- vi. Develop new teaching and learning material for grade 3 to 5 in Sindhi and Urdu languages according to the requirement of scope and sequence, early grade reading standards and national curriculum of respective language subjects.
- vii. Develop and implement Sindhi and Urdu literacy Interactive Audio Video Instructions, teaching and learning materials, scripted lesson plans, leveled-reading books for students, and students' workbooks;
- viii. Training of Master Trainers on Materials to be used for the implementation of the CPD program.
- ix. Develop the capacity of SELD officials on formative assessment regarding early-grade reading instruction and formative assessment tools/ items.
- x. Development of online digital app content for CPD.
- xi. Collaborate through PMIU with other components Technical Assistance (TA) Firms and assist the allied agencies in generating 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:

- Review the existing materials developed by the different development partners and allied agencies of SELD focusing on early grade reading skills for grades 1-5, under previous projects, especially early grade reading projects. Specifically, as part of the review:
- 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 the online teacher/CPD training platforms, online teacher, and reading development material.
- Propose a strategy for conducting a need assessment of material requirements using the most recent enrolment data

- Conduct one-week workshops with the material review committee for review of the existing material and mapping of grade-level reading skills.
- Review existing training content for students and teachers, reading content for students, and training curriculum with a specific focus on addressing gender stereotypes in education.
- 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. workshops for stakeholders (at least 02 workshops), key informant interviews (KIIs), and Focus Group Discussions (FGDs) to be organized and feedback to be included in the final draft.*

Task 2: Review and develop Sindhi and Urdu, literacy student teaching and learning materials and development of scope and sequence from grades 1 to 5

Developing the scope and sequence shall for learning materials for grades 1-5 serves as the first step in the material development process. The scope outlines the overall content, concepts, and skills that will be covered in each grade, ensuring a well-rounded and coherent curriculum. It involves identifying key subject areas and determining the learning objectives for each grade level. The sequence, on the other hand, determines the order in which these topics will be taught, building upon prior knowledge and gradually introducing more complex concepts. To achieve an effective scope and sequence, collaboration among educators, curriculum specialists, material specialists, and stakeholders is vital. It is crucial to consider the diverse learning needs of students and incorporate differentiated instruction strategies to support individual growth.

The firm will review Grade-I and Grade II scopes and sequences of student learning materials already developed under existing programs and refine them as per the learning requirements of the SELECT project. In addition to this, the firm will also develop new scope and sequence for grades 3 to 5 with the support of notified material review committee which will help the material development team to identify material development requirements under each grade and language.

The firms will actively engage experts from SELD allied agencies through at least 3 workshops to review, select and develop new student learning material as per the early grade literacy skill requirements as per the scope of a sequence of each grade. The developed materials should be aligned with the Government's existing policies and standards, and address specific gender stereotypes. It is essential to incorporate diverse perspectives and examples that break away from traditional gender roles, showcasing women's achievements and contributions throughout history and in various fields.

The firm shall develop around 25 videos/20 audio for both Sindhi and Urdu subjects for Grades 1 and 2 with the support of language experts from aligned institutions. AVI materials for early-grade readers include animated alphabet videos, phonics songs and videos, sight word videos, interactive word games, read-aloud videos, word family videos (facilitating phonemic understanding and decoding skills), and rhyme and poetry videos. These materials aim to engage children, teach letter-sound relationships, promote sight word recognition, develop phonemic awareness, improve reading fluency, and enhance phonological awareness. They should be visually appealing and age-appropriate to support children's literacy growth and enjoyment of reading.

Note: The firm will perform this task in two different phases. The first phase starts from September 2023 to November 2023, whereas the second phase will start from May 2024 to June 2024. In the first phase, the firm will review, refine and develop new teaching and learning material for the pilot phase which starts in December 2023. During the pilot phase, the firm will document the experiences of stakeholders for the implementation of the early-grade reading CPD model. These experiences will be utilized to refine the learning material and will be reviewed and printed between May 2024 and June 2024. In addition to this, all the logistic arrangements of the workshops like selection of venue, TA/DA to participants will be managed by the PMIU whereas the firm will be responsible for workshop material and refreshments to participants during workshops.

The estimated requirement of learning material is highlighted in the below table. However, the requirements may change as per the actual need identified under the scope and sequence of each grade.

Nature of Material	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Scope & Sequence Performance	1	1	1	1	1
Level Readers	20	20	10	5	5
Story Books	2	5	5	10	10
Student Workbook	1	1	1	0	0
Student Cards	25	20	5	0	0
IAMI Material	25 video/20 audio	25 videos/20 audio	0	0	0
Teaching Charts	5	5	5	5	5

Deliverable: Finalization of grade 1 to 5 scope and sequence, and student learning materials.

Task 3: Conduct a needs assessment of teaching and learning material

The firm is required to conduct a need assessment for the printing of teaching and learning material for each of the SELECT target schools. This will help to know the resource required for printing each single material item. The PMIU will assist the firm in providing the most updated information on students and teachers in the target schools and the firm will provide actual requirements of materials needed (and printing requirements) as per the agreed criteria.

- Finalize criteria for providing a number of teaching and learning material items provided at each class in consultation with PMIU.
- Collect school-wise, grade-wise, and medium-wise data of student enrolments and classroom teachers
- Provide details showing grade-wise, medium material provided at each classroom level.
- Assist PMIU is overseeing the printing process of the material.

Deliverable: Submission of a list highlighting the need of each single material item for every target classroom of SELECT

Task 4: Review, development, and approval of Teaching and Teacher Training Materials

The firm will actively engage experts from SELD allied agencies through at least 3 workshops to select and develop teacher training and teaching materials, as per the following requirements with particular attention to addressing gender stereotypes and the prevalence of multigrade settings. All Teaching and Learning materials will be approved by STEDA.

Given that 44 % of Sindh's schools are 1 or 2-classroom schools, there's a defined need to have teaching materials that address the reality of multigrade. Developing such teaching materials for multigrade teaching requires a thoughtful and inclusive approach to cater to the diverse needs of students within a single classroom. The key to success lies in creating adaptable and flexible resources that foster a supportive learning environment. Well-designed teaching materials must encompass a range of instructional strategies, learning activities, and assessment methods that cater to different skill levels, learning styles, and interests.

Similarly, developing teaching materials that are gender-sensitive and address the barriers to girls' education and learning is crucial for creating an inclusive and equitable learning environment. Such materials should challenge stereotypes and promote equal opportunities for all students, regardless of their gender. By fostering a supportive and respectful classroom atmosphere, girls can feel empowered to participate actively in discussions and express themselves confidently. Additionally, teaching materials should be designed to address specific challenges that hinder girls' access to education, such as cultural biases, early marriages, lack of sanitation facilities, and safety concerns on the way to school. Providing resources that promote gender equality and social awareness can help to dismantle societal barriers and encourage girls to pursue education, fostering a brighter and more inclusive future for all.

The estimated requirement of teaching material is highlighted in the below table. However, the requirements may change as per the actual requirements identified by the firm under the scope and sequence for each grade.

Material	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Teachers Manual	1	1	1	1	1
Scripted Lesson Plans	60	60	60	60	60
Any other tool developed during the consultation	1	1	1	1	1

Note: The firm will perform this task in two different phases. The first pilot phase will consist of four cycles of CPD in SELECT schools. Phase 2 will have 6 months for 6 cycles of CPD.

Deliverable: Final version of teacher training manuals as well as lesson plans as per the requirement of scope and sequence

Task 5: Online, digital app-based content for CPD

To leverage the use of education technology, the firm will review and develop online app-based content for CPD and coaching, along with teaching and learning materials, to supplement physical learning materials and help teachers direct their learning efforts. The firm should follow the following procedures to achieve the deliverable:

- Review of available digital/online teaching-learning material already developed in Sindhi and Urdu languages related to the improving Literacy skills of grades 1-5, especially on early grade reading skills
- Arrange 1-2 consultation workshops for the subject experts from TTIs, and PITE for teacher support and training EdTech enterprises in Sindhi and Urdu with a specific focus on teacher training resources and applications.
- Digitalize teacher training material and all other material prepared during this assignment.
- Develop LMS for online reading/literacy teacher development modules/courses.

Deliverable: Digitalized teaching and learning material, delivered as a result of Tasks 3 and 4. The 2 stakeholder workshops are to be organized and feedback is to be included in the final draft. It is envisaged that eventually, these modules will be available as online and offline self-access training for teachers (LMS platform). Conversion of Urdu and Sindh languages textbooks/developed level reader and story books into digital textbooks.

Task 6: Training of Master Trainers (MTs) on newly developed material

To cascade knowledge and skills to a larger number of teachers, master trainers are essential. Training master trainers on the new teaching and learning materials ensure that they possess a deep understanding of the materials and are equipped to effectively disseminate the information to teachers. This helps ensure consistent and high-quality implementation of the materials across various educational settings. The material development firm will train the master trainers on the newly developed material. It helps the SELECT project make a connection between the material development firm and the CPD implementation firm.

- familiarization of the master trainer with the Teaching and Learning Materials to improve reading instructions at the classroom level.
- Discuss the specific skills and competencies targeted in early-grade reading instruction
- Orient the master trainer with the scope and sequence used to incorporate the teaching and learning materials for early-grade reading instructions.
- Guide master trainers in adapting the teaching and learning materials to suit the local contexts, including language requirements, cultural relevance, and specific educational challenges.
- Equip master trainers to collect appropriate data for review and amendment of developed teaching and learning material after the pilot phase.

Deliverable: A comprehensive training manual, model lessons, assessment tools, material review, and feedback tool, and a training evaluation report with attendance and participants' evaluation.

Task 7: Training of SELD officials on how to develop EGRA tools for formative assessment

The TA firm will enhance the capacity building of SELECT Assessment material development committee and relevant DCAR staff on how to develop quality EGRA tools for conducting monthly formative assessment. The firm is expected to organize series of at least four workshops at DCAR office for developing FA tools related to the early grade reading contents defined in scope of sequence. During these workshop, SELD staff will be oriented and guided on developing quality FA tools aligned with monthly plans. The first Workshop will be of the duration of six days followed by 3 days duration for the subsequent workshops. By equipping SELD officials with the necessary knowledge and skills, the training enables effective utilization of EGRA data to improve the early grade reading instruction, leading to better educational outcomes in Sindh.

- Familiarize the participants with the specific EGRA tools and assessment framework for monthly formative assessment.
- Conduct four workshops for identified SELD officials during pilot phase for developing monthly formative assessment tools.
- Develop students' response booklets of each month along with teachers' feedback as per guidelines provided by PMIU staff.in digital form.
- The firm will provide TA support on how to digitalize EGRA tools in customized tangerine app.
- Build the capacity of SELD officials in generating links and sharing of links with Guide Teachers and Subject teachers
- Share strategies for effectively using assessment data to inform instructional planning and decision-making, ensuring that participants are equipped to utilize the data to drive improvements in early-grade reading instruction.
- Formulate strategies for monitoring and evaluating the progress of EGRA implementation in the region.
- Deliverable: A comprehensive training manual on EGRA, assessment tools for 2 months, a training evaluation report with teachers' feedback.

Phase 2

Task 8: Review and finalization the teaching and learning material based on the results of the pilot phase.

The teaching and learning materials will be distributed to the pilot group of schools, teachers, and students. The training firm will collect feedback through monthly meetings of MTs, GTs, and SCs, students' feedback, and classroom observations. The data obtained will be analyzed to identify common themes, patterns, errors, etc. Based on this feedback, the firm will review all the material and finalize the teaching and learning for the CPD model in all the project schools. The specific tasks performed during this stage will be:

- Design strategy for review of teaching and learning material.
- Specific meeting and consultations will be arranged at school, cluster and district level for collections feedback of material users which will be utilized during material review workshops,
- Analysis of the feedback of stakeholders and finding of the pilot phase of CPD
- Review and realigned the scope and sequences.
- Review and refine grade-level learning targets and performance benchmarks for literacy based on the findings of the EGRA survey;
- Modify the developed reading material on the finding of formative assessment during the pilot phase.
- Conduct needs assessment of learning material for every individual school and classroom
- Assist STEDA in review of draft teaching and learning material
- Oversee material printing process.
- Finalize all the material of implementation for CPD.

Deliverable: Finalization of grade 1 to 5 scope and sequence, student learning material, scripted and teacher training material.

Timeline, estimated efforts, and reporting requirements

Working arrangement: The firm/institution will work with STEDA and the PITE, through consultations with the DCAR, Teacher Training Institutes 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 as follows:

	Work Assignment	Duration	Agency Input	Approval by
1.	Signing contract	4 th Week of September 2023	PMIU/SELECT	RSU
2	Inception Report	4 th week of September 2023	PITE DCAR	RSU/PMIU SELECT

			PMIU-RSU STBB	
3	Review and development of Sindhi and Urdu literacy student teaching and learning materials and development of scope and sequence from grades 1 to 5	2nd Week of October 2023	STEDA PITE DCAR PMIU-RSU STBB DSE	DCAR/ PMIU-RSU Lead by DCAR
4	Need assessment of material requirement	4th Week of October 2023	PMIU-RSU	DSE
5	Development and approval of Teacher Training Materials	4th Week of November 2023	STEDA (training Outline and approval for content development) PITE (support in material development) DCAR PMIU-RSU STBB DSE Private sector	STEDA/ PMIU-RSU Lead STEDA
6	Online, digital app-based content for CPD	2nd Week of December of 2023	PITE STEDA DCAR	RSU/PMIU SELECT
7	Training of Master Trainers (MTs) on newly developed material	4 th Week of Decemberr 2023	PITE DCAR STEDA TTI	RSU/PMIU SELECT
8	Training of SELD officials on item writing and development of EGRA formative assessment tools	First week of December 2023	DCAR PITE TTI STEDA	RSU/PMIU SELECT
9	Phase 2: Review and finalization of the Teaching and learning material	May-June 2024	PITE DCAR TTI DSE	PMIU-RSU

The firm should comprise the following individuals:

Position	No. of positions	The period in months	Qualification	Experience
The project manager and team lead	1	8 months	<p>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.</p> <p>. Preference will be given to Ph.D./ MPhil in Education or related discipline.</p>	<ul style="list-style-type: none"> ● Minimum 10 years of relevant experience in the field of material development for students and lesson plans for teachers. ● 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 material development for in-service teacher training activities. ● Minimum of 3 years experience in developing early grade reading material <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 material development for 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).

				<ul style="list-style-type: none"> Professional-level fluency in English and Urdu.
Material Development Specialist (Sindhi)	2	6 months	At least a Master's degree (sixteen (16) years of education) in the Sindhi language from a foreign or local university duly recognized by the Higher Education Commission (HEC) of Pakistan.	<ul style="list-style-type: none"> Minimum 10 years of relevant experience in education particularly in developing teaching and learning materials. Minimum of 3 years experience in developing learning material for teachers and students in early grade reading. 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 and English.
Full-Stack developer	1	5 months	At least Master's/ BS (16 years of education) in Computer Science from a from a foreign or local university duly recognized by the Higher Education Commission (HEC) of Pakistan HEC recognised University	<ul style="list-style-type: none"> Minimum 5 years of professional experience with a reputable firm or a software house Must be proficient in front-end technologies like HTML, CSS, and JavaScript, as well as back-end programming languages such as Python, Java, or Node.js. Must have experienced in working with databases, server environments, and

				<p>deploying applications on cloud platforms.</p> <ul style="list-style-type: none"> ● Must be familiar with full stack frameworks and libraries, version control systems, and possess problem-solving and debugging abilities. ● Effective communication, a strong understanding of web architecture, security, and performance, and a continuous learning mindset is essential
Material Development Specialist (Urdu)	2	6 months	At least a Master's degree (sixteen (16) years of education) in Urdu or Education, Education Policy, or relevant social science, from a foreign or local university duly recognized by the Higher Education Commission (HEC) of Pakistan.	<p>Minimum 10 years of relevant experience in education particularly in developing teaching and learning materials.</p> <ul style="list-style-type: none"> ● Minimum of 3 years experience in developing learning material for teachers and students in early grade reading. ● 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). <p>Professional-level fluency in Urdu and English.</p>

Teachers Training Specialist	6	3 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 of 10 years experience in arranging/leading teacher training activities. ● At least 3 years of experience in arranging face-to-face training of public-school teachers preferred in the areas of early grade reading instructions. ● 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.
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Assessment Specialist (EGRA)	03	03 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.	<p>Knowledge and Experience:</p> <ul style="list-style-type: none"> • Minimum 8 years of experience as an Assessment Expert • Minimum 5 years of experience in the field of teacher education, assessment, and training. • Minimum 3 years' experience in developing EGRA tools, data collection, data analysis, and reporting related to EGRA survey. • Knowledge of project indicators, Knowledge and experience in the public education sector in Pakistan is preferable. <p>Skills:</p> <ul style="list-style-type: none"> • Excellent skills and experience students' assessment/ tool/ item development pertinent to EGRA • Excellent interpersonal and communication skills (oral and written). Professional-level fluency in English /Urdu and Sindhi. <p>Abilities:</p> <ul style="list-style-type: none"> • Ability to work under pressure and meet deadlines and willingness to accept the assignment at short notice
Composers for Sindhi and Urdu versions of all materials	1 each	4 months	Master/BS in Sindhi/Urdu, from a foreign or local university duly recognized by the Higher Education	<ul style="list-style-type: none"> • Minimum 5 years of relevant experience in education particularly in teacher education and training. • Excellent skills and experience in composing materials in the Sindhi language with a focus

			Commission (HEC) of Pakistan.	<p>on structure, purpose, and audience.</p> <ul style="list-style-type: none"> ● 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 (an advantage).
Designer/illustrator	2	4 months	Masters/BS in computer science (graphic designing), from a foreign or local university duly recognized by the Higher Education Commission (HEC) of Pakistan.	<ul style="list-style-type: none"> ● Minimum 5 years of work experience with organizations and experience with an educational institution will be a benefit. ● Proven graphic designing experience. ● A strong portfolio of illustrations or other graphics. ● Familiarity with design software and technologies (such as InDesign, Illustrator, and Photoshop). ● A keen eye for aesthetics and details. ● Excellent communication skills.
Gender Specialist	1	6 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 8 years of 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.

				<ul style="list-style-type: none"> ● Willingness to accept the assignment at short notice. ● Excellent interpersonal and communication skills (oral and written). ● Professional-level fluency in Sindhi, Urdu, and English.
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Deliverable:

Task deliverable	Timeline	Payment
Signing contract	4th Week of September 2023	5%
Inception Report	4 th week of September 2023	5%
Material review workshop, report and finale alignment for SRP and PRP development teaching and reading material for Grade 1 & 2	2nd Week of October 2023	20%
Soft and Hard copy of newly developed material teaching and reading material from Grade 3 to 5 with the report of material development and review workshop	4th Week of October 2023	25%
Training of Master Trainers (MTs) on newly developed material	4th Week of November 2023	10%
Training of SELD officials on item writing and development of EGRA formative assessment tools	November 2023 to March 2024	10%
Final print of material after review based on pilot phase findings with review workshops reports	2nd Week of December 2023	30%

Additional Selection Criteria:

- Firm must be an active tax payer for the last 5 years
- Firm has at least 8 years' experience of in conducting successful teacher training programs including material development and research.

- Firm should have relevant experience in designing and rolling out in service training and CPD activities related to early grade reading
- Firm has practical experience in the education system and in the development of training and learning teaching-learning material. Experience with the public sector will be accorded due weightage
- HR has a creative approach to the teaching and learning at the primary school-level, preferably in public sector.
- HR must have experience of working closely with primary school teachers.
- Should have Grievance Redress Mechanism – Complaint and Reporting Mechanism Types of grievances, grievances documentation, redress mechanism, implementation of Plan.
- Provide a Gender Action Plan/ GBV SEA VAC Plan, Work Place Harassment orientation package to all newly hired staff of the CPD Firm.
- HR must have in-depth knowledge of the primary school curriculum and textbooks.
- Firm must have expertise in designing, developing learning modules, training guide, publications in similar areas etc. (will be asked to share samples).

Selection Method

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

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

a. Provincial Institute of Teachers 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 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 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 assessments activity as a key component of the Provincial Assessment Strategy.
- Design prototypes of online item bank through desk research and field visit 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 item bank, and assist the procurement of PMIU team with purchasing adequate online item bank software.
- Lead in capacity building training program for implementation of formative assessment activities at 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 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 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 project steering committee to seek their support for additional technical and financial assistance required by the project.
- Lead in the revision of POM document and other technical documents required by SELD and donor.
- Support PBC verification firm in providing administrative support required for conducting project TPVs
- Lead in monitoring of project implementation during life of the project.
- Arrange all logistic support required for organizing face to face trainings of MTs/GTs/SCs and subject teachers.
- Coordinate with all allied SELD departments and TA firm in seeking approvals from 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 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 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 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 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 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 the Master Trainers.
- Lead face to face training of Subject Coordinators at district level.
- Support subject coordinators in providing adequate mentoring skills for effective implementation of reading interventions.
- Conduct monthly ICT-based formative assessment in his/her own 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 own 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 cell level
- Visit schools for CPD supervision and facilitation.