

Terms of Reference
Sindh Early Learning Enhancement through Classroom Transformation Project
(SELECT)
EGRA BASELINE STUDY

I. 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 in grades 1 through 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, 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. Desired Project outcomes would eventually contribute to reductions in learning poverty and in the number of out-of-school children. In order 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) in twelve districts.

Table 1: Project Overview

Project Objectives	The Project Development Objective (PDO) is to improve reading skills of early grade primary students and increase student retention in primary schools in selected districts.
Project cost	US\$ US\$154.75 US\$ 100 million from IDA and US\$29.9875 million from the Education Sector Program Implementation Grant (ESPIG) of US\$24.775 million from Multiply Grant
Component 1	Transforming teaching practices in the early grades: <ul style="list-style-type: none"> • Subcomponent 1.1: Implementation of a continuous professional development (CPD) model for improved literacy skills in the early grades • Subcomponent 1.2: Carrying out of 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	Badin, Ghotki, Jacobabad, Kambar Shahdadt, Kashmore, Mirpurkhas, Matiari, Sanghar, Shikarpur, Sujawal, Tando Muhammad Khan, Thatta

Description of Component 1

The component -1 of the project focuses on transforming teaching practices in the early grades through 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 student 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 student 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 the intervention training for teachers, learning content for students, and through 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 of 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.

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 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 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, Directorate of School Education (DSE) and other relevant allied agencies.

II. Objectives of the Assignment

The PMIU RSU (the 'Client'), requires the services of a survey firm (the 'Firm') to conduct (i) an Early Grades Reading Assessment (EGRA) baseline survey, in the Sindhi and Urdu language for grade 3 students in selected public schools in project districts. The EGRA baseline survey will report on the foundational levels of student learning and assess the first steps students take in learning to read and report on foundational levels of students' reading skills.

The results of the EGRA survey will establish a baseline level from which changes in Grade 3 learners' performance in the core reading skills can be tracked over time (through a **midline and endline EGRA**) to inform programmatic decision-making. For the EGRA, the baseline is expected to be followed by a midline and endline EGRA to assess the impact of the project's intervention strategies.

Research questions for EGRA

The EGRA baseline study aims to answer the following questions for both Sindhi and Urdu languages:

- What is the status of the reading skills of Grade 3 learners?
- Where are Grade 3 learners' proficiencies in the core reading skills in comparison to the SELD reading performance standards?
- What is the difference of reading skills, amongst students in rural & urban schools?
- What is the difference of reading skills, amongst girls and boys?
- What is the difference of reading skills, amongst girls and boys in target districts?
- What is the difference of reading skills, amongst different treatment interventions.

The main purpose of the assessments is not to benchmark learners against curriculum requirements, but rather to determine their literacy abilities at the end of milestone years although the assessments will be aligned to the curriculum.

The responsibilities of the Firm include developing EGRA instruments and sampling strategy, piloting the instruments, carrying out fieldwork for data collection, data cleaning and archiving, data analysis and reporting, and dissemination of results at the district and provincial levels. The Firm shall be responsible for all aspects of data collection including recruiting and training the survey team and carrying out all aspects of field-based primary data collection for the baseline survey. The Firm shall manage these tasks, which will have agreed quality standards associated with them.

III. Scope of Services

The detailed scope of services is laid out below:

Phase 1: Delivery of Inception Report

The Firm shall submit the inception report for EGRA baseline activity to the Client after one month of signing the contract, comprising the following:

a) Situation Analysis

- The Firm shall conduct a situation analysis of study through desk research and consultation with relevant stakeholders, identified with the support of the Client, to identify major related interventions in the education system. The analysis will help to refine the strategy using past experiences.

b) Final Scheme of Study and Sampling Plan

A representative sample of approximately 7000 students will be taken from project schools in SELECT districts, and a subset of schools from a control group, and the baseline survey will be administered randomly to grade 3 students, teachers and head-teachers in the classroom and school.

The firm is expected to recommend the appropriate sample design, which involves developing the sampling methodology (sampling stages, strata etc.), the sample frames, the system for selecting the sampling units, sampling weights, and sample size.

Important considerations for the firm to bear in mind vis-à-vis sampling are as follows:

- 1) Treatment arms for the project (and their interaction arms)
 - a. rollout of CPD intervention
 - b. rollout of improved learning environment
 - c. rollout of the behavioral nudges intervention
- 2) Medium of instruction for school

The sample will be finalized through stakeholder consultation.

c) Detailed Work Plan

- The Firm shall prepare and submit a comprehensive work plan, comprising the following:
 - Team composition and logistics
 - ❖ Specify recruitment guidelines including especially those related to child protection requirements, language requirements in proportion to the sampling plan, timeline, training logistics and topics.

- ❖ Identify the composition of the field survey teams, including the number of Master Trainers, Quality Control Officers (QCOs), enumerators, and data managers, and their qualifications and trainings with proven track-record.
- ❖ Specify expected tasks and responsibilities of each member of the team
- ❖ Specify travel and logistics arrangements, including for workshops.
- ❖ Identify equipment that will be procured for fieldwork.
- Field team training plan
 - ❖ Identify timelines for the preparation of the enumerator and QCOs manual.
 - ❖ Identify resource needs for training.
- Survey implementation plan
 - ❖ Pilot and full-scale rollout plan, with list of activities including milestones and timelines:
 - ❖ Guidelines and protocols for data collection, including:
 - Number, approximate length of visits per school, and proposed schedule.
 - Outline of content of monitoring database to monitor the extent to which all schools in the sample have been interviewed
 - Guidelines to ensure the use of a unique identifier in all survey instruments for each unit of observation,
 - Guidelines to collect comprehensive contact information.
 - ❖ Protocols and procedures for engaging with provincial, district and school level stakeholders such as DEOs, TEOs, and headteachers.
 - ❖ Protocol to ensure that field teams deliver completed instruments and relevant forms to the coordination team before exiting a school. Comprehensive quality control protocols to ensure verifications of all surveys by the supervisor, as well as verification of a sample of surveys by the quality controller. This should include procedures to reconcile inconsistent or missing information, protocols and procedures for addressing data inconsistencies/miss-reporting when identified, protocols for completion of enumeration units and transmission of data from completed questionnaires to the coordination team.
- Data management plan
 - ❖ Progress reporting guidelines
 - ❖ Plans for daily debriefing with data collection team
 - ❖ Management information/reporting tools for tracking progress of survey,
 - ❖ Outline of progress report to be shared with the Client on a weekly basis.
 - ❖ Template for reporting of costs incurred to the Client.
- Data cleaning and analysis plan
 - Specify the use of statistical software (ideally Stata)
 - Guideline for the cleaning of the data and the analysis
 - Guideline for data protection (anonymized data, password protection etc.)

The Inception Report should be presented to the Client for comments and revision, as necessary, prior to commencing field work. The Firm must then implement the data collection plan closely adhering to the plan. As field conditions may dictate changes to these plans, the Firm's Field Supervisors are obliged to inform the Client via the Firm's management, in the form of a written report or progress report every week, if such changes could have an adverse impact on the survey. For urgent situations, the notification should be done as soon as possible but no later than 3 days after the change in conditions was noticed.

Deliverable (EGRA): Inception Report, with detailed situation analysis, sampling framework, and workplan for EGRA as defined above

Phase 2: Development of Instruments

a) Adaptation of Instruments

- The Firm shall develop and adapt the survey instruments for EGRA in Sindhi and Urdu in collaboration and supervision of curriculum and subject experts from PITE, DCAR & TTIs and selected schoolteachers identified by the Client. The Firm shall (i) convene a five (05) day workshop for EGRA after submission of the Inception Report¹; and (ii) attend the working group or any other EGRA related meeting on request of PMIU to collaboratively plan for development of instruments.
- It is expected that the instruments will be aligned with best practice in early literacy assessment internationally and adapted to local conditions, dialect, and cultural context, so as not to introduce any bias into the results due to contextual differences between learners.
- Scheme of Assessment for EGRA will include the following module:

Learner Module (Sindhi + Urdu)	Learning Environment Module ²
Letter sound identification	Teacher Questionnaire
Initial sound identification	Headteacher Questionnaire
Segmentation (phoneme or syllables)	School Inventory Checklist
Syllable identification	School Profile
Familiar word reading	Classroom observation tool
Non-word reading	
Oral reading fluency	
Reading comprehension (with or without lookbacks)	
Cloze	
Listening comprehension	
Vocabulary	
Dictation	
Interview	
Learner Home Background Questionnaire	

- All instruments will be approved by DCAR and the PMIU.

b) Classroom observation tool:

- The Firm shall develop classroom observation instruments for Grade 3 in the languages of the study (Sindhi and Urdu), to study the quality of teacher-learner interactions.
- The classroom observation tool should capture to observe the current teaching practices, the material used by the teachers, and nature of student-teacher interaction during the teaching of language subjects (Sindhi/Urdu)

¹ The Firm shall be responsible for all logistics and travel arrangement of the workshop participation.

² Questionnaires are expected to explore gendered barriers to learning.

c) Electronic versioning of Instruments:

- The Firm shall be responsible for electronically versioning data collection instruments as well as teacher/principal questionnaires, learner home background questionnaires and the like onto the Tangerine[®] Application or similar, to enable remote data collection via Android tablets.
- The Firm shall share the survey program with the Client for testing and obtain approval from the Client before piloting survey instruments and commencing fieldwork.

d) Development of Survey Manual

- The Firm shall develop comprehensive survey manual for EGRA to accompany the questionnaire, for MTs, QCO and enumerators, with detailed guidance for each module.
- The Firm shall share the survey manual with the Client and obtain approval from the Client before piloting survey instruments and commencing fieldwork.
- The firm shall provide an electronic version of test administrator manual to all data collection teams.
- The Survey Manual will be approved by DCAR and PMIU.

e) Recruitment of field staff

- The Firm shall lead the recruitment of technical and administrative staff, field teams (MTs, QCOs, enumerators) based on the following criteria:
 - Ability to fluently read and speak the languages required for training and EGRA administration;
 - Previous experience administering assessments or serving as a data collector;
 - Experience working with primary-age children;
 - Availability during the data collection phase and ability to work in target areas;
 - Experience and proficiency using a computer or hand-held electronic device (tablet, smartphone)
- The Firm shall verify all selected applicants meet child protection requirements defined by the Client.

It is vital to recruit and train 10% to 20% more enumerators than those set out in the sampling plan to account for attrition.

Phase 3: Training of field staff and Piloting of Survey

a) Trainings of Field Staff

- The Firm shall lead separate trainings and supervision of qualified MTs, QCOs, enumerators and data managers (the frequency and schedule of trainings is expected to be proposed by the firm). The training should:
 - include a simulation visit to schools on a certain day of training, to ensure that every individual data collector is able to adhere to the required data collection standards
 - include an enumerator evaluation, thereby serving as a screening process for skilled enumerators. This may result in some enumerators being replaced (if their score is too low) or some enumerators being selected for additional retraining (if their score is close to the cut-off for selection).
- Three QCOs and enumerators that do not score at least a 90% agreement rate in their inter-rater reliability assessments will not be deployed to the field to collect data.

- The Firm shall support the Client and its team in participating and observing the training as requested.
- The Firm shall budget accordingly for all aspects involved therein. This will include but is not limited to, travel and accommodation, training venues, data collection supplies, printing of learner assessments, charts, posters, subsistence fees and so forth.

b) Baseline Survey Pilot

- The firm will be working with PMIU, to seek permission from the appropriate SELD personnel to schedule and conduct school practice in primary schools.
- After drafting the EGRA assessment tools, a pilot study will conduct item-level assessment to evaluate each subtask as well as test the validity and reliability of the accompanying instruments. This will entail versioning test instruments and questionnaires onto the Tangerine[®] application or similar prior to pilot data collection.
- The pilot report should cover at minimum, the following items:
 - Testing of sub-tasks, and their timing, length and clarity.
 - Item analysis (reliability and validity) of each single test item
 - Enumerator team members understand their roles.
 - Enumerator team members understand and correctly follow interviewing protocols.

c) Assessment Materials Review Workshop:

- The selected experts of the assessment material development workshop will be invited to refine tools as per the guidelines of pilot findings. The logistics and travel arrangements of this workshop will be managed by the survey firm.
- At the end of the review workshop, the firm should finalize to tests for operational assessments

Deliverable (EGRA): *Supervisor/enumerator/test markers/data enterers training report, Pilot field work report with data, final survey instruments (Sindhi & Urdu) (in print, tablet), field survey logistic plans. Development of EGRA instruments for monitoring the provincial level reading skills*

Phase 4: Data Collection for full baseline survey

a) Coordination with stakeholders at the field level and physical verification of schools

- In close coordination with the Client, The Firm shall seek permission from the appropriate SELD personnel to schedule and conduct surveys in each of the sampled schools.
- The Firm shall Communicate with relevant DEOs/TEOs and headteachers from each of the sample schools to ensure sample of Grade 3 learners are present, and a quiet place has been arranged to conduct the assessment.

b) Data collection and supervision

- The Firm shall administer the EGRA in sample schools, along with teacher observation tool.

- QCO's monitoring of enumerator fieldwork: Field-based quality control from field supervisors shall involve at least 10% direct observation of interviews. The findings from these quality control checks will be shared with the PMIU on a daily basis.
- Office-based physical checks of completed assessments, prior to data cleaning. Team leaders and data checkers shall contact enumerators via mobile phone if there are obvious errors or omissions in completed questionnaires, including:
 - Daily debriefing of the data collection team at the district level shall be arranged by the firm to review challenges and guide weaker enumerators for better test administrators.
 - Office based checks via the data entry programs (illogical data, missing data, duplicate data).
 - Office-based checks via statistical methods (demographic profiling, cross-tabulations, individual enumerator and team performance etc.).
 - High-frequency checks should be conducted on a daily basis to check for unicity of the IDs, missing data by items and enumerators, length of the questionnaires by enumerators, outlier data, variance of the main items of interest etc.
- All the required tablets will be arranged by Firm

c) Progress reporting

- The Firm shall submit data weekly after data collection begins (on Friday for data collected that week). Data will be shared on a regular basis.
- The Firm shall provide weekly updates on data collection in a template agreed upon in the Inception Report. The report should include at minimum:
 - Dates of arrival and completion of each school.
 - Any notable difficulties or deviations from the standard field plan
 - Record of each substitution of schools/students that may have been required, including the reasons for substitution.
 - Any other notable occurrences
 - Report on real-time validity checks upon receipt of data

Deliverable (EGRA): *field work report, 60% of full dataset.*

Phase 5: Final Datasets, Reporting, and Dissemination of Results

a) Preparation of Final Datasets

- The Firm shall prepare and deliver clean and labelled datasets to the Client in Stata format, which include all data collected, daily IRR (Inter-Rater Reliability) reports, supervisor observation checks, supervisor back check interviews, and independent monitoring team back check interviews.
 - Data must contain clearly defined variable and value labels.
 - Raw data and code that can be used to replicate the cleaning will need to be shared with the Client and will be used to produce a codebook based on the instruments.
- The Firm shall resolve any major errors or incomplete data identified by client, if necessary, by returning to the field to replace or complete missing interviews.
- The Firm shall submit a report that describes the overall organization and execution of the survey and data entry, as well as structural organization of the database files. This should include all

information related to non-response and replacement procedures for observations that could not be collected as planned.

- The Firm shall organize and archive surveys; ensure archiving is aligned to the Data Documentation Initiative and Dublin Core Metadata standards³. Samples to be provided by the Client.

b) Analysis and Reporting

- The Firm shall organize and lead a debrief meeting with the Client to review lessons learned, challenges and solutions from the Baseline data collection.
- The Firm shall develop a comprehensive report of the findings highlighting the findings of all agreed indicators, including one consolidated report and district-specific reports. The results of data disaggregation by gender, grade, language, and other variables of interest must be described as appropriate to the research design.
- The firm shall develop infographics and PowerPoint presentations for the provincial report as well as district dissemination workshops.

c) Dissemination

- The Firm shall arrange a provincial workshop in Hyderabad to present findings, highlight policy relevance, debate findings and action steps.
- This provincial workshop will be followed by district level workshops at each district's headquarter.
- The logistic arrangement for all these workshops will be managed by the Firm.

** All documents and reports must be submitted in two formats: Word and PDF.

IV. Tentative Schedule of Delivery

The entire contract will last approximately 8 months, beginning with initial kick-off planning meetings in (August 2023) with SELECT PMIU that will last through the end of dissemination workshops approximately (February 2024).

	Deliverables	Timeline	Proposed Payment
1	Signing contract	As per given time in bidding documents (T)	5%
2	Inception Report	T+(4 WEEKS) (X)	5%

³ The minimal set of Dublin Core metadata elements is a simple set of metadata widely used internationally to describe resources, including data. See <https://dublincore.org/>.

3	<p>Completion of the pilot test and development of EGRA instruments for monitoring the provincial level reading skills</p> <p>Deliverable: Supervisor/enumerator/test markers/data enterers training report, Pilot field work report with data, final survey instruments (Sindhi & Urdu) (in print, tablet), field survey logistic plans. Development of EGRA instruments for monitoring the provincial level reading skills</p>	T + X+7 weeks (XX)	15%
4	<p>Completion of the field work (with submission of field work report and Items)</p> <p>Deliverable: field work report, 60% of full dataset</p>	T + XX + 9 weeks (XXX)	20%
5	<p>Completion and delivery of data</p> <p>Deliverables: clean dataset (100% of dataset), draft completion report consist of detail implementation of survey, its finding and recommendations); workshops organized</p>	T + XXX + 04 weeks (XXXX)	20%
6	<p>Revision of the data completed after data are reviewed by the client⁴</p> <p>Deliverable: final clean dataset approved by the client, final completion report with a Sindhi and Urdu baseline language score and standard deviations will be reported for all students and by gender</p>	T + XXXX + 03 weeks (XXXXX)	20%

⁴ The submission of milestones will be considered as an incomplete document and shall not be considered as approved until the 100% ratification of queries raised by Reform Support Unit and SELD.

Report Submission and Dissemination Workshops	15%
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V. Qualification and team composition

The firm or institution should possess the following experience and qualifications:

- Be legally registered by GoS/Federal government as a company to operate with certificate of incorporation; or, if an institution, be legally registered by the Government and Higher Education.
- The firm must be an active taxpayer for last 5 years.
- Have at least 5 years of experience working in Pakistan Preference will be given to Firm worked in Sindh province carrying out EGRA survey or any large-scale students' assessment activity.
- Firm with prior experience conducting EGRAs shall be preferred.
- The firm should have 10 years overall experience with at least five years of demonstrated experience in conducting school-based assessment studies in public and/or private sector of comparable scale and complexity at national/international level.
- Documented experience of preparing quality reports which are concise and succinct to allow policy and technical decisions.
- Possess a deep understanding of the Sindh public education system, including the regional units at the district and taluka level,
- Deep understanding of the linguistic diversity within the target districts included in the baseline.
- The key staff team members should possess relevant qualification, experience, expertise and skills to carry out assignments in areas covered in employer's requirement.

Position	No. of positions	Estimated Expert Person (Months)	Qualifications and Experience
Project Director / Team lead	1	8 Months	<p>Qualification and Knowledge and Experience: At least a Master's / BS 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>Minimum 10 years of experience as a survey supervisor and Project Management leader. Minimum 5 years of experience in the field of teacher education, assessment, and training.</p> <p>Knowledge of project indicators, results, and reporting with M&E databases and data management systems. Knowledge and</p>

			<p>experience in the public education sector in Pakistan is preferable.</p> <p>Skills: Excellent skills and experience in documentation/reporting writing manuals, conducting surveys, developing item bank assessments, survey plans development, pedagogy, monitoring, and reporting with a focus on structure, purpose, and audience. Excellent interpersonal and communication skills (oral and written) and professional-level fluency in English and Urdu, Sindhi (an advantage)</p> <p>Abilities: 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</p>
Project Manager Operations	1	8 Months	<p>Qualification and Knowledge and Experience: 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> <p>Minimum 7 years of experience in the administration of large-scale research studies or any other team management or project management for short-term assignments.</p> <p>Skills: 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</p>
Research and Evaluation Specialist	1	8 months	<p>Qualification, knowledge & Experience At least a Master's/ BS degree (sixteen (16) years of education) preferably in social sciences, psychology, statistics or education from a foreign or local university duly</p>

			<p><i>recognized by the Higher Education Commission (HEC) of Pakistan.</i></p> <p><i>Minimum 8 years of experience with a research firm on a leading position. Possess Strong research skills that essential for a Research and Evaluation in educational projects</i></p> <p>Skills <i>should have a solid understanding of evaluation frameworks and methodologies. should be well-versed in research methodologies, including both quantitative and qualitative methods. Proficiency in data collection, data analysis, and data interpretation is crucial. Familiarity with statistical software and research tool will be considered advantageous. should be able to design and implement evaluation plans, develop evaluation instruments, and analyze evaluation data. Knowledge of program evaluation standards, logic models, and impact assessment techniques is highly desirable.</i></p> <p>Abilities: <i>Ability to work under pressure and meet deadlines and willingness to accept the assignment at short notice</i></p>
Technical Expert EGRA (Sindhi)	1	8 Months	<p>Qualification and Knowledge and Experience: At least a Master's /BS degree (sixteen (16) years of education) in Education, Education, Languages or relevant social science, from a foreign or local university duly recognized by the Higher Education Commission (HEC) of Pakistan.</p> <p>Minimum 8 years of experience as a survey supervisor. 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.</p> <p>Knowledge of project indicators, results, and reporting with M&E databases and data management systems. Knowledge and</p>

			<p>experience in the public education sector in Pakistan is preferable.</p> <p>Skills: Excellent skills and experience in writing evidence and research base reports. Excellent interpersonal and communication skills (oral and written). Professional-level fluency in English and Sindhi.</p> <p>Abilities: Ability to work under pressure and meet deadlines and willingness to accept the assignment at short notice</p>
Technical Expert EGRA (Urdu)	1	8 Months	<p>Qualification and Knowledge and Experience: At least a Master's /BS degree (sixteen (16) years of education) in Education, Education, Languages or relevant social science, from a foreign or local university duly recognized by the Higher Education Commission (HEC) of Pakistan.</p> <p>Minimum 8 years of experience as a survey supervisor. 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.</p> <p>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 is preferable.</p> <p>Skills: Excellent skills and experience in writing evidence and research base reports. Excellent interpersonal and communication skills (oral and written). Professional-level fluency in English and Sindhi.</p> <p>Abilities: Ability to work under pressure and meet deadlines and willingness to accept the assignment at short notice</p>

Database administrator	01	8 Months	<p>Knowledge and Experience: At least a Bachelor’s degree (sixteen (16) years of education) in Information Technology, Computer Science, or a relevant subject from a foreign or local university duly recognized by the Higher Education Commission (HEC) of Pakistan</p> <p>Minimum 5 years of experience as a database administrator. Proven knowledge and skills of emerging trends in pedagogy and teacher training. Knowledge and experience in the public education sector in Pakistan are preferable.</p> <p>Skills: Excellent skills in data formatting and administration. Excellent interpersonal and communication skills (oral and written). Professional-level fluency in English and Urdu.</p> <p>Abilities: Ability to work under pressure and meet deadlines and willingness to accept the assignment at short notice</p>
Data Analyst	1	4 Months	<p>Qualification and Knowledge and Experience: At least a Master’s/BS degree (sixteen (16) years of education) in Education, Education, Languages or relevant social science, from a foreign or local university duly recognized by the Higher Education Commission (HEC) of Pakistan.</p> <p>Minimum 8 years of experience in data analysis of large-scale research studies. Minimum 5 years of experience in the field of analyzing complex data sets according to the needs of research questions. Minimum 3 years’ experience in developing data cleaning, data analysis, and developing infographics and charts according to survey findings using advanced IT tools.</p> <p>Knowledge of data collection protocol, research design, data analysis, and reporting. Advanced skills in Stata, SPSS, Excel and other IT tools used for large scale data analysis. Knowledge and experience in the public education sector in Pakistan is preferable.</p>

			<p>Skills: Excellent skills and experience in data analysis and research base report. Excellent interpersonal and IT skills</p> <p>Abilities: Ability to work under pressure and meet deadlines and willingness to accept the assignment at short notice</p>
Master Trainers	24	2 Months	<p>Qualification and Knowledge and Experience: At least a Master's/BS degree (sixteen years of education) in Social Science, Education or Languages (Sindhi/Urdu) or relevant subject from a foreign or local university duly recognized by the Higher Education Commission (HEC) of Pakistan.</p> <p>Minimum 5 years of relevant experience in education particularly in student assessment and capacity building of data collection team , module development. Proven knowledge and skills of emerging trends in pedagogy and teacher training. Knowledge and experience in the public education sector in Pakistan is preferable.</p> <p>Skills: Excellent skills and experience in conducting ToTs, writing manual, modules and training plans with a focus on purpose and audience. Excellent interpersonal and communication skills (oral and written) and Professional-level fluency in English Sindhi and Urdu.</p> <p>Abilities: Ability to work under pressure and meet deadlines. Willingness to accept the assignment at short notice.</p>
Quality Control Officer	24	2 Months	<p>Qualification and Knowledge and Experience: At least a Master's /BS degree (sixteen (16) years of education) in Education, social sciences or relevant subject from a foreign or</p>

			<p>local university duly recognized by the Higher Education Commission (HEC) of Pakistan.</p> <p>Minimum 5 years of experience as a survey supervisor and 7 years of survey experience. Proven knowledge and skills of emerging trends in large skill survey and strategies for quality control of survey in the public education sector in Pakistan is preferable.</p> <p>Skills: Excellent skills and experience in survey, assessment skills, planning and implementations). Excellent interpersonal and communication skills (oral and written). Professional-level fluency in English and Urdu, Sindhi (an advantage) Advance IT skills</p> <p>Abilities: Ability to undertake regular field missions, especially in diverse and challenging contexts. Ability to work under pressure and meet deadlines and willingness to accept the assignment at short notice</p>
Assistant Data Analyst	1	3 Months	<p>Qualification and Knowledge and Experience: At least a Master's /BS degree (sixteen (16) years of education) in Education, Education, Languages or relevant social science, from a foreign or local university duly recognized by the Higher Education Commission (HEC) of Pakistan.</p> <p>Minimum 4 years of experience in data analysis of large-scale research studies. Minimum 2 years of experience in the field of analyzing complex data sets according to the needs of research questions. Minimum 1 years' experience in developing data cleaning, data analysis, and developing infographics and charts according to survey findings using advanced IT tools.</p> <p>Knowledge of data collection protocol, research design, data analysis, and reporting. Advanced skills in Stata, SPPSS, Excel and other IT tools used for large scale data analysis.</p>

			<p>Knowledge and experience in the public education sector in Pakistan is preferable.</p> <p>Skills: Excellent skills and experience in data analysis and research base report. Excellent interpersonal and IT skills</p> <p>Abilities: Ability to work under pressure and meet deadlines and willingness to accept the assignment at short notice</p>
Admin and Logistic Officers	3	8 Months	<p>Qualification and Knowledge and Experience: At least a Bachelors degree (sixteen (16) years of education) in Business Administration, Public Administration, Commerce, or relevant discipline from a foreign or local university duly recognized by the Higher Education Commission (HEC) of Pakistan.</p> <p>Minimum 3 years of experience in the administration of large-scale research studies or any other team management for short-term assignments.</p> <p>Skills: 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</p>

Selection Method

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