



REFORM SUPPORT UNIT (RSU)
SCHOOL EDUCATION & LITERACY DEPARTMENT
GOVERNMENT OF SINDH



TERMS OF REFERENCE (TORs)
(Foundational Learning Specialist / Consultant-PPS-8/9)
ASPIRE-AF project, Reform Support Unit (RSU)
School Education and Literacy Department (SE&LD)
Government of Sindh

In order to strengthen the Project Coordination and enhance the overall efficacy of Action to Strengthen Performance for Inclusive Education (ASPIRE), project there is a need to hire (consultants) on a short-term basis (consultants for initially one-year period) in order to effectively manage the extensive impact of the projects in question.

Applications will be evaluated in accordance with SPPRA rules..

The candidates are required to submit their CVs, at following address.

Reform Support Unit, SE&LD (RSU).

Project Background

Actions to strengthen Performance for Inclusive and Responsive Education (ASPIRE-AF) additional finance was approved on 30th July, 2025 with the amount of 30 Million \$.(25% share to be given to Sindh province). The Program's support for improved equity in service delivery (both in access and quality) and sector management, is highly justified, based on Pakistan's needs to: (i) respond to school disruption caused by various crisis; (ii) expand access and improve education quality; and (iii) enhance sector resilience and management through better coordination, with a focus on lagging districts generally and girls and OOSC specifically. To achieve these goals, the Program will: support the safe reopening of schools; expand access to quality traditional and multi-modal education as a mechanism to support students during emergencies and to engage the high number of OOSC into the system; and, create stronger coordination and management practices between Federal and Provincial governments.



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Objective.

The primary objective of this assignment is follow up and monitor the implementation of foundational learning at school level in the ASPIRE lagging districts, ensure that teachers properly implement the FL policy, guide and encourage them, and conduct formative assessments.

I. Scope of the Assignment:

The Reforms Support Unit (RSU), School Education and Literacy Department (SELD) is seeking to strengthen its existing management through the placement of the above referred The Foundational Learning Specialist responsible for monitor FL implementation in schools level in the ASPIRE lagging districts, provide guidance and encouragement for proper implementation of the FL policy, and conduct formative assessments. This is part of a broader initiative aimed at improving the MPL of students' literacy, numeracy and Socio emotional skills, and reducing the learning poverty indicator in lagging districts. While assisting the Senior Program Manager (SPM) ASPIRE and in collaboration with the ASPIRE Team.

II. Roles and Responsibilities:

Under the oversight of the Chief Program Manager (CPM) RSU, guidance of the SPM ASPIRE, and with inputs from PCU ASPIRE MOFEPT and in close cooperation with other concerned wings of SE&LD, the Foundational Learning Specialist will perform the following functions, duties and tasks:

- Regularly visit schools in the ASPIRE lagging districts to monitor the implementation of foundational learning,
- Prepare the monitoring plan, tools and checklists for school level follow up visits.
- Observe classroom teaching and verify that teachers are properly implementing the FL approach, materials and schedule.
- Record findings, identify gaps and challenges, and follow up for corrective action.
- Coordinate with district education officers, head teachers, SELD allied institutions,

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- Provide on-site guidance, coaching and mentorship to teachers for effective delivery of foundational literacy, numeracy and socio emotional instruction.
- Encourage and motivate teachers and head teachers, and share good practices across schools.
- Support head teachers in monitoring FL implementation and in engaging parents and communities in children's learning.
- Conduct formative assessments of reading, numeracy and socio emotional where FL implemented as per the agreed framework and tools.
- Encourage and guide teachers to conducting formative assessment and using the results to improve classroom instruction.
- Collect, compile and analyze assessment data to track student progress against the Minimum Proficiency Levels (MPL).
- Give feedback to teachers on assessment results and recommend remedial actions.
- Prepare regular (monthly) reports on school-level FL implementation, assessment results, challenges and recommendations.
- Share findings with SELD, the RSU and ASPIRE to inform decision-making.
- Any other task related to FL assigned by the concerned authority.

III. Qualification and professional experience:

The ideal candidate will bring a strong mix of technical expertise in social safeguards, community engagement and grievance redress, together with strong coordination and reporting skills, to guide the management of social risks under ASPIRE. Key requirements include:

Qualifications

- At least, Master's degree or equivalent (sixteen (16) years of education) in International Development, Public Policy, Social Sciences, and other related disciplines, from a foreign or local university duly recognized by the Higher Education Commission (HEC) of Pakistan.



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- Preferred: additional qualification, Diplomas, and trainings in International Development/ Public Policy/ ECCE and Foundational Learning / Early grades education i.e Literacy, Numeracy & Socio emotional/Social Sciences.

Experience

- At least, five (05) years of documentary verifiable relevant experience, after acquiring stipulated qualifications, in implementing educational programs, preferably in school monitoring or teacher training/mentoring. Preferred: eight (08) or more years of relevant experience.
- Proven experience working in foundational literacy and numeracy will be an advantage. The candidate should have sound knowledge of the ECCE & FL Policy 2024 and of early grade literacy, numeracy and socio emotion skill teaching approaches, along with practical experience in conducting formative assessment and using the results to support teachers.
- Proficiency in data analysis and reporting is required, as are strong communication and interpersonal skills to guide and motivate teachers and head teachers.
- The candidate should be willing to travel frequently to schools in the lagging districts, and should have knowledge of children's rights and of creating a healthy learning environment.

Skills

- Strong and demonstrated capacity for planning, organization, and management with excellent reporting and coordination skills.
- Ability to work in a team, develop synergies and establish effective working relations with various stakeholders.
- Strong interpersonal and communications skills, resourcefulness, initiative, tact and ability to cope with challenging situations.
- Written and oral fluency in Urdu/Sindhi and English language.
- Proficient in using MS Office (Word, Excel, & Power Point)..



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IV. Duration and Reporting

The consultancy will be for a period of one year, based in Karachi, Sindh, extendable subject to satisfactory performance and Project requirements. The Foundational Learning Specialist will report to the Senior Program Manager (SPM) of the ASPIRE Project and the Chief Program Manager (CPM) of the Reform Support Unit. The consultant will work closely with the ASPIRE Team, the PCU ASPIRE MOFEPT.

Reporting mechanism: the Specialist will submit monthly, quarterly and annual reports to the SPM ASPIRE and CPM RSU for review and onward submission to the World Bank.

V. Application Process

Interested candidates meeting the above criteria should submit a detailed CV, cover letter, and relevant supporting documents as per the guidelines provided by RSU/SE&LD. Applications will be evaluated in accordance with SPPRA rules.