



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



TERMS OF REFERENCE (TORs)
(Assessment Specialist / Consultant-PPS-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 to strengthen Sindh's capacity to design, implement, and institutionalize robust provincial Student Assessment Frameworks that are well aligned with the National Achievement Test (NAT) Framework and the Global Proficiency Framework (GPF). The Student Assessment Specialist will assist in reforms that eliminate duplication of large-scale assessments, ensure comparability of student learning outcomes across provinces, and provide evidence-based insights for policy and pedagogical improvements. By building synergies between the Directorate of Curriculum, Assessment and Research (DCAR), the Bureau of Curriculum (BoC), and Pakistan Institute of Education (PIE), the assignment will promote effective planning, coordination, and use of assessment results to combat learning poverty and improve student achievement.

I. Scope of the Assignment:

The scope of work covers the design, operationalization, and institutional strengthening of assessment frameworks at the provincial level. This includes reviewing existing provincial frameworks and harmonizing them with the NAT Framework and IPERC-approved policies, developing a comprehensive Provincial Implementation Plan, and establishing a provincial item bank aligned with national and global standards. While assisting the Senior Program Manager (SPM) ASPIRE and in collaboration with ASPIRE Team, the Specialist will also translate assessment findings into pedagogical guidance for teachers, support the roll-out and publication of NAT 2026, and facilitate Sindh's participation in international assessment initiatives aligned with the Global Proficiency Framework (GPF).

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:



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- Conduct a comprehensive review of provincial assessment tools, processes, and reporting systems, identifying gaps and recommending improvements to align with NAT.
- Lead the design and assist in initiating execution of the Provincial Implementation Plan for learning assessments over the next five years.
- Establish technical systems to operationalize the provincial item bank, ensuring alignment with NAT and GPF standards.
- Coordinate with DCAR, BoC, and allied institutions to build institutional capacity for evidence-driven assessments.
- Develop pedagogical guidance notes and briefs from assessment results to support teachers in improving literacy, numeracy, and higher-order skills.
- Provide technical support in the implementation and dissemination of NAT 2026 results, ensuring transparent reporting and effective use of findings.
- Liaise with national and international partners to explore opportunities for Sindh's participation in cross-country comparative assessments (e.g. TIMSS, PISA).
- Ensure that assessment data is effectively linked to policymaking, curriculum reforms, and teacher professional development programs.
- Support the capacity building of provincial and district education officials on the use of assessment tools and data analysis.
- Contribute to research, policy briefs, and publications that promote the integration of Sindh's assessment reforms into the global education agenda.
- Any other tasks related to provincial assessment frameworks development as assigned by the SPM.

III. Qualification and professional experience:

The ideal candidate will bring a strong mix of technical expertise, research acumen, and leadership skills to guide assessment reforms in Sindh. Key requirements include:

- **Education:** Master's degree in Education, Educational Measurement, Social Sciences, or related fields. A Ph.D. in relevant discipline is an advantage.



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- **Experience:** At least 8 years of progressive experience in educational assessment, student testing, or large-scale evaluation systems, preferably with government, UN agencies, or development partners.
- **Technical Expertise:** Demonstrated ability to design and operationalize assessment frameworks, item banks, and implementation plans. Proven knowledge of national and international assessment frameworks such as NAT, GPF, TIMSS, or PISA.
- **Research & Analytical Skills:** Strong data analysis and tools, psychometrics, and ability to translate assessment results into policy recommendations and classroom practice.
- **Programmatic Skills:** Experience in planning, coordinating, and monitoring large-scale education projects with strong government institutional understanding.
- **Soft Skills:** Excellent communication, negotiation, and report-writing skills. Ability to coordinate with multiple stakeholders including policymakers, technical experts, and field-level education officials.
- **Commitment:** Strong alignment with SE&LD's vision for reducing learning poverty and advancing equitable, high-quality well-coordinated student assessment across Sindh.

IV. Expected Deliverables

- a) Comprehensive review report on existing provincial assessment frameworks and recommendations.
- b) Five-year Provincial Implementation Plan for DCAR/BoC aligned with NAT and GPF.
- c) Operational provincial item bank aligned with the national item bank and GPF standards.
- d) Pedagogical guidance notes based on assessment results for teachers and schools.
- e) Technical support documents and published results of NAT 2026.
- f) Quarterly progress reports submitted to RSU and ASPIRE leadership.



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- g) Policy briefs and presentations linking assessment outcomes with reforms in curriculum, teacher training, and learning resources.

V. Duration and Reporting

The consultancy will be for a period of one year, based in Karachi/Hyderabad, Sindh. The Student Assessment Specialist will report to the Senior Program Managers of the ASPIRE Project and the Chief Program Manager of the Reform Support Unit. The consultant will work closely with DCAR, BoC, PITE, and other allied institutions under SE&LD.

VI. 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.