



**PROJECT MANAGEMENT & IMPLEMENTATION UNIT
SINDH EARLY LEARNING ENHANCEMENT THROUGH
CLASSROOM TRANSFORMATION (SELECT)
REFORM SUPPORT UNIT(RSU)**

**SCHOOL EDUCATION & LITERACY DEPARTMENT
GOVERNMENT OF SINDH**



REQUEST FOR EXPRESSIONS OF INTEREST (EOI)

Project Name: Sindh Early Learning Enhancement through Classroom Transformation (SELECT).
Administrative Department: School Education & Literacy Department.
Country: Pakistan.
Assignment: Selection of Individual Consultants
Credit No. TF / B6208
Project ID No: P172834
Grant No: TF0B6208 -PK and TF0B7208-PK
Reference: ICs
STEP Contract Ref No.

The Project Implementation Unit (PMIU) SELECT, Reform Support Unit(RSU), School Education & Literacy Department(SE&LD), Government of Sindh now invites eligible individuals to express their interest in providing the aforementioned services. Interested individual consultants must provide:

Position	Qualification	Experience	No. of Post (s)
1. PMIU Socio-Emotional Support (SES) Specialist	<ul style="list-style-type: none"> At least, Master's degree (sixteen (16) years of education), in Education, Social Work, Psychology, Counselling, Behavioural Science, or a related subject, from a foreign or local university, duly recognized by the Higher Education Commission (HEC) of Pakistan. Preferred: Advanced degree in afore-mentioned disciplines. 	<ul style="list-style-type: none"> At least five (05) years of documentary verifiable relevant experience, after acquiring stipulated qualifications, in developing and facilitating professional learning, providing coaching and TA to peer and non-peer audiences; planning, implementing, and progress-monitoring complex projects Preferred: eight (08) or more years of documentary verifiable afore-mentioned relevant experience, after acquiring stipulated qualifications; experience in a classroom teaching position, and/or working an education system with a focus on social, emotional, and behavioural support. Demonstrated experience in working on evidence-based and equity-focused interventions to develop students' socio-emotional competencies, building relationships between school stakeholders and increasing student engagement. 	01

2. Item Bank Manager	<ul style="list-style-type: none"> At least, Master's degree or equivalent (sixteen (16) years of education) in Computer Programming / Information Technology or relevant discipline, from a foreign or local university duly recognized by the Higher Education Commission (HEC) of Pakistan. Preferred: additional qualification, diplomas, certificates or/and trainings in IT/ or Education. 	<ul style="list-style-type: none"> At least, five (05) years of documentary verifiable relevant experience of developing programs / apps for public use after acquiring stipulated qualifications in Computer Programming / Item Bank development or similar responsible positions in the Education sector. Minimum of 2 years' experience of digitalization of learning material. Preferred: eight (08) or more years of relevant experience. Extensive knowledge of Item bank development, curriculum, reading standards and strong understanding of the education sector. 	01
3. Assessment Specialist	<ul style="list-style-type: none"> 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. Preferred: Advanced degree in afore-mentioned disciplines/ additional qualification, Diplomas, and training in student assessments. 	<ul style="list-style-type: none"> At least, five (05) years of documented, verifiable relevant experience, after acquiring stipulated qualifications in designing, conducting, and monitoring of student assessment practices; developing the capacity of test administrators; developing test administrator's manuals; and conducting assessment data analysis. Preferred: eight (08) or more years of experience in the afore-mentioned organisations, particularly experience working with an international organization in assessment in education. Demonstrated experience and knowledge of: <ul style="list-style-type: none"> integrating ICT in conducting assessment activities Conducting research or dissemination of research related to student learning outcomes or any other relevant social sciences discipline. international best practices in reading content, instructional practices and EGRA assessments 	01
4. Student Attendance Monitoring and Redress Specialist	<ul style="list-style-type: none"> At least, Master's degree (16) sixteen years of education in Education, Communication, Economics, Development Economics, Public Policy, or relevant discipline, from a foreign or local university duly recognized by the Higher Education Commission (HEC) of Pakistan. Preferred: additional qualification, diplomas, and training courses in education, community mobilization, or communications. 	<ul style="list-style-type: none"> At least, five (05) years of documentary verifiable experience in community mobilization, after acquiring stipulated qualifications, in projects related to community mobilization and outreach, preferably in the education sector. Preferred: eight (08) or more years of experience in the afore-mentioned areas. In-depth understanding of the role of civil society in development and experience in building capacity for civil society organizations and networks. 	01

5. MIS Specialist	<ul style="list-style-type: none"> At least, Master's degree (sixteen (16) years of education) in any Computer Science / MIS/ Computer Engineering / IT or relevant discipline from a foreign or local university, duly recognized by the Higher Education Commission (HEC) of Pakistan. Additional qualification, diplomas, and training courses in system development, MIS, and/or database management etc. shall be accorded due weightage. 	<ul style="list-style-type: none"> At least, five (05) years of documentary verifiable relevant experience, after acquiring stipulated qualifications, in projects related to management Information system development, implementation and integration. Preferred: eight (08) or more years of relevant experience in the afore-mentioned areas. Practical and relevant experience of dealing with education management information, data and monitoring systems will be preferred. Proven experience of managing projects from a technical aspect including requirement analysis and design through to deployment and post go-live support. 	01
6. M&E Specialist	<ul style="list-style-type: none"> At least, Master's degree or equivalent (sixteen (16) years of education), in Economics/ Statistics/ Public Policy/ International Development, or a related discipline, from a foreign or local university, duly recognized by the Higher Education Commission (HEC) of Pakistan. Advanced certification in M&E, statistics or any other relevant discipline shall be accorded due weightage. 	<ul style="list-style-type: none"> At least five (05) years of documentary verifiable experience, after acquiring stipulated qualifications, in monitoring/evaluation of education sector/ human development programmes/projects. Demonstrated experience in: <ul style="list-style-type: none"> developing logical framework, sampling design, conducting assessments and surveys, data quality assessments and oversight, Quantitative and qualitative) from primary and secondary sources. managing and providing training to partners, Facilitating and serving as the project liaison for externally managed evaluations. Preferred: eight (08) or more years of relevant experience in the afore-mentioned areas. 	01
7. Assistant CPD Specialist-Literacy	<ul style="list-style-type: none"> At least, Bachelor's degree sixteen (16) years of education), in Education, Social Work, Psychology, Counselling, Behavioural Science, or a related subject, from a foreign or local university, duly recognized by the Higher Education Commission (HEC) of Pakistan. 	<ul style="list-style-type: none"> At least five (03) years of documentary verifiable relevant experience, after acquiring stipulated qualifications, related to Teacher Training Programs, CPD programs design and implementation of curriculum and development of teaching learning materials in Schools. Preferred: Four (04) or more years of relevant experience in Teacher Training Programs in Public / Private Schools. Knowledge of the CPD context and public education systems and structures at the provincial and regional levels will be preferred. 	01

A detailed, dated and signed Curriculum Vitae highlighting qualifications and experience in carrying out similar assignments, as well as references for possible checks.

The attention of interested Consultants is drawn to Section III, paragraphs, 3.14, 3.16, and 3.17 of the World Bank's "Procurement Regulations for IPF Borrowers" July 2016 [revised November 2017, July 2018 & November 2020] ("Procurement Regulations"), setting forth the World Bank's policy on conflict of interest.

The Consultants will be selected in accordance with the Open Competitive Selection of Individual Consultants method set out in the Procurement Regulations of the World Bank for IPF Borrower July 2016 Revised November 2017, July 2018 & November 2020

Further information can be obtained at the address below during office hours i.e. 1000 to 1600 hours local time from Monday to Friday.

The detailed Terms of References (TORs) can be obtained from the office (address given below) or can be downloaded by clicking on the link www.rsu-sindh.gov.pk. Expressions of interest (CVs and other supporting documents) must be delivered in a written form to the address below (in person, by mail, or by e-mail) **on or before 16th November .2022 at 16:00 Hours.**

Initial Contract Period shall be 1 years and it shall be extendable based on the performance and requirement of the project.

Project Implementation Unit (PMIU) SELECT, RSU-SE&LD reserves the right to accept or reject any application. Only shortlisted candidates will be contacted by Project Implementation Unit (PMIU) SELECT, RSU-SE&LD

If there is a requirement for personal interaction with the applicant, Project Implementation Unit (PMIU) SELECT RSU-SE&LD will facilitate it virtually.

Project Coordinator
SELECT,
Reform Support Unit
School Education & Literacy Department
Government of Sindh
47-E/1, Street No. 48, PECHS Block-6, Near Nursery Furniture Market, Shahrah-e-Faisal, Karachi.
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TERMS OF REFERENCE

Student Attendance Monitoring and Redress Specialist

Project 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.

(Original) Main Project Amount	IDA: US\$100 million GPE ESPIG: US\$29.9875 million GPE MG: \$24.775 million Total: US\$154.7625 million
Expected Project Duration	August 2021 – April 2026

Project Objectives	The overall development objective of this Project is to improve the reading skills of early grade primary students and increase student retention in primary schools in selected districts.
Project Cost	IDA: US\$100 million GPE ESPIG: US\$29.9875 million GPE MG: \$24.775 million Total: US\$154.7625 million
Expected Project Duration	August 2021 – April 2026
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: Behavioral nudges for improved learning ▪ Subcomponent 1.3: Technical Assistance (TA) for transforming teaching practices <p>Under this component, a CPD model will be implemented with the aim of improving literacy skills in early grades. Behavioral nudges will be utilized to improve student wellbeing and mitigate potential risks of dropping out. TA will also be provided for institutional capacity building and support.</p>
Component 2	Improving the physical learning environment in selected primary schools, and upgrading them from grade 5 to grade 8, supporting the teaching and learning aims set out in Component 1 and the student retention aims set out in Component 3. Cost-effective and carbon-efficient technologies will be utilized to introduce needed climate adaptations and mitigate climate risk.
Component 3	<p>Improving system capacity for effective school leadership and management support:</p> <ul style="list-style-type: none"> ▪ Subcomponent 3.1: Establishing a technology-based student attendance monitoring system ▪ Subcomponent 3.2: TA and capacity building for school leadership and local education office management to mitigate student dropout <p>A technology-based student attendance monitoring system will be established. TA will be provided, and capacity building will take place for school leadership and local education office management increase their ability to use school-level data in conjunction with Component 1 activities to mitigate student dropout.</p>
Component 4	The Reform Support Unit (RSU) will monitor and evaluate the Project, monitor safeguards, oversee procurement and financial management, and will be responsible for overall management and coordination of the Project on behalf of the School Education and Literacy Department (SELD).
Geographic Scope	The Project will be implemented in twelve selected districts in Sindh: Badin, Ghotki, Jacobabad, Kambar-Shahdadkot, Kashmore, Mirpurkhas, Mitiari, Sanghar, Shikarpur, Sujawal, Tando Muhammad Khan, and Thatta.

Implementation Arrangement

The Project overall will be implemented by the School Education and Literacy Department (SELD) of the Government of Sindh (GoS), through the Project Management and Implementation Unit (PMIU). This will be housed in the RSU, which will monitor overall implementation of Project activities with TA support. The RSU will be headed by the CPM (Chief Programme 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. Consultants will be hired to support these functions.

The design, implementation, planning and coordination for the Component will be managed through the Technical Working Group for the Component, with representation from key allied agencies including the Directorate of Monitoring and Evaluation (DGM&E) and the Directorate of the School Education (DSE). The Head Teachers in their respective schools will be implementing the attendance monitoring system and the district and taluka level administration will be ensuring that the student attendance is being monitored on regular basis in the selected districts.

Workstream Overview

The second subcomponent of Component 3 includes TA and capacity building for school leadership and local education office management to mitigate student dropout: This subcomponent aims to provide TA and capacity building to school leadership and local education management through a combination of third- party trainers and Teacher Training Resource Centers (TTRCs) that would focus on (i) implementing unique student ID creation and a digitized student attendance monitoring system; (ii) managing basic administration and instructional improvement in the new school clusters; (iii) assisting the implementation and facilitation of the CPD model and new student assessment practices; and (iv) managing student transfers from satellite to upgraded elementary schools and successful transition from Grade 5 through 6.

Objectives of the Assignment

The objective of this assignment is to provide expertise and support in the overall implementation of the activities stipulated in Component 3 of the Project. The Specialist will be leading operations related to the development and implementation of the daily Student Attendance Monitoring and Redress System (SAMRS), under the guidance of the CPM RSU, and with support from the PMIU RSU and allied agencies of SELD.

The Specialist will ensure the timely implementation of all the activities related to component 3 in the selected schools. He/she will also review the progress on the status of activities and achievement of the Performance Based Condition (PBCs) of the Project under Component 3.

Scope and Functions

The Specialist will perform the following functions, duties, and tasks in the capacity of Student Attendance Monitoring and Redress Specialist:

- **Technical Lead for Component 3:** Under the guidance of the Project Coordinator (PC) and overall oversight of the CPM RSU, and in close cooperation with other concerned wings of SELD, serve as the technical lead for the SAMRS. The SAMRS Specialist will be expected to liaise with field teams in the target districts, respective focal persons of a consulting third-party firm, the PMIU and other relevant nominated focal persons from allied agencies.
- **Development of the SAMRS:** Participate in technical pre-bid and negotiation meetings, as well as manage the contract for the third-party firm for the development of SAMRS. Lead development and implementation of the daily SAMRS, with support from the third-party consulting firm.
- **Assessment of existing Information Systems:** Conduct an assessment to review the existing information system in the SELD regarding the scope, data collection methods, dissemination mechanisms, policies and the evaluation of any existing gaps in terms of technical, financial and human resources.
- **Assessment of student attendance patterns:** Work with the Monitoring and Evaluation Specialist PMIU RSU, to identify patterns of student absenteeism and associated factors, and prepare a detailed assessment report on student absenteeism and drop-outs.

- **Work closely with the Gender Specialist-PMIU RSU** to identify the specific barriers to girls' attendance and factors behind repetition and drop-outs and identify specific measures and relevant stakeholders needed for redress.
- **Stakeholder identification and communication plan:** Support the PMIU in identifying the stakeholders at all levels for the upcoming SAMRS and develop the information flow structure including the input points and the prospective users of the data and information which will be generated on regular basis through the new system.
- **Implementation of the SAMRS:** Closely monitor the development and implementation of the student attendance monitoring system which will be implemented through the third-party firm.
- **Interlinkages with other Project components:** The Specialist will coordinate closely and liaise with the Project team. He/she will work closely with the Project team at PMIU RSU and third-party firms in ensuring that there are linkages with other Project components and that there are linkages among the activities across all the Project components. The Specialist will also help the Project team to organize community meetings, workshops and trainings.
- **Stakeholder consultations for Student Attendance Redress Procedures:** Lead the development of Student Attendance Redress Procedures, with support from the PMIU-RSU and the Technical Working Group for Component 3, through a series of extensive stakeholders' consultations with school management at the school, community, tehsil, district, and department level; (iii) civil society and non-governmental organizations; and (iii) development partners. The Specialist will lead the organization of focus group discussions with communities; and (iii) key-informant interviews with parents and community elders to inform the development of redress procedures.
- **Socio-Emotional Skills (SES) and Behavioral Nudges intervention:** Work closely with the Socio-Emotional Support Manager RSU-PMIU, to proactively identify and support schools in the implementation of socio-emotional redress and behavioral nudge measures to address low attendance, repetition, and student drop-out.
- **Community Mobilization:** The Specialist will be responsible for the supervision and implementation of all community related aspects including community awareness programs, workshop and seminars:
- **Activation of School Management Committees:** The Specialist will build community linkages with school administration by activating School Management Committees and mobilize communities to implement project activities in all project sites and to encourage them in taking the ownership of developing and implementing the annual school development plans.
- **Out of School Children:** The consultant will identify community concerns to address student dropout issues and facilitate the formation of appropriate community forums, coordination mechanisms to bring out of school children in formal school system.
 - **Meetings with Communities/Parents:** Organize community meetings, individual parent meetings, workshops, and training on redress procedures. The Specialist will supervise implementation of all community-related aspects including community awareness programs, workshops, and seminars.
 - **Field Visits:** Carry out frequent field visits for the community mobilization activities and developing a feedback mechanism for all relevant stakeholders to inform and update the implementation plans as and when required.
 - He / She will be expected to document and share lessons learnt, achievements and successes during community mobilization campaigns, and through broader dissemination events/ workshops.
- **Development of Training Modules for Education Managers and Teachers on Student Attendance Redress and Community Involvement:** Work closely with the third-party firm for leadership training in the development of appropriate content and administration of trainings

related to student attendance redress procedures, community mobilization, and parental engagement.

- **Data Analysis, Reporting, and Feedback Mechanism:** Following the development of the SAMRS, use the SAMRS data to generate analytical reports and provide feedback to the teams in the field along with the recommendations for attendance redress. The Specialist will further use this data and reports to design, plan and implement the activities aimed at the mobilization of the parents and communities in the target areas. The Specialist will develop implementation plans and progress reports as and when needed using the desired formats. He / She will document and share lessons learnt, achievements and successes during the community mobilization related activities / campaigns.
- **Quality Assurance of Data Collection- Source and accuracy:** The Specialist will work closely with the M&E Specialist, SES Specialist, and Gender Specialist to use the SAMRS data to monitor the adequacy and efficacy of student attendance redress procedures and inform any changes to these procedures. The consultant will also work closely with the MIS Specialist to review and ensure the regularity, validity, reliability, and quality of the data of SAMRS.
- Perform other related functions, duties, and tasks as may be requested by the competent authority.

Qualification and Professional Experience

Qualifications

- At least, Master's degree (16) sixteen years of education in Education, Communication, Economics, Development Economics, Public Policy, or relevant discipline, from a foreign or local university duly recognized by the Higher Education Commission (HEC) of Pakistan.
- Preferred: additional qualification, diplomas, and training courses in education, community mobilization, or communications.

Experience

- At least, five (05) years of documentary verifiable experience in community mobilization, after acquiring stipulated qualifications, in projects related to community mobilization and outreach, preferably in the education sector.
- Preferred: eight (08) or more years of experience in the afore-mentioned areas.
- In-depth understanding of the role of civil society in development and experience in building capacity for civil society organizations and networks.

Skills

- Demonstrated management and leadership skills while working on large and complex donor-funded programs or in a government setting.
- Strong and demonstrated capacity for planning, organization, and management with excellent reporting and coordination skills
- Ability to multi-task, work independently as well as in teams, develop synergies and establish effective working relations with various stakeholders.
- Ability to work under pressure and willingness to travel extensively to Project selected schools for community engagement initiatives
- Strong interpersonal skills and ability to establish working relations with target communities and Project team.
- Ability to mentor, motivate and empower the performance of team members and counterparts.

- Awareness and sensitivity regarding gender issues, and gender-transformative approaches, preferably in the education sector.
- Excellent knowledge of Results Based Management; and ability to develop detailed operational plans, budgets, and their timely delivery with results
- Ability to lead and facilitate community-led engagement activities or events
- Excellent analytical skills and ability to synthesize program performance data and produce analytical reports to inform project management and strategic decision-making.
- Awareness and sensitivity regarding gender issues.
- Written and oral fluency in Urdu and English language; working knowledge of the Sindhi language will be considered an asset.
- Willingness and ability to travel to project sites.
- Proficient in using MS Office (Word, Excel, & Power Point).

Selection Process

The appointment will be made in accordance with the “World Bank: Procurement Regulations for Investment Project Financing Goods, Works, Non-Consulting and Consulting Services” July 2016 (Revised November 2017, July 2018 & November 2020).



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Assessment Specialist

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Geographic Scope	The Project will be implemented in twelve selected districts in Sindh: Badin, Ghotki, Jacobabad, Kambar-Shahdadkot, Kashmore, Mirpurkhas, Mitiari, Sanghar, Shikarpur, Sujjawal, Tando Muhammad Khan, and Thatta.

Implementation Arrangement

The Project will be implemented by SELD of the Government of Sindh (GoS), through the Project Management and Implementation Unit (PMIU). This will be housed in the RSU, which will monitor overall implementation of Project activities with TA support. The RSU will be headed by the CPM (Chief Programme 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. Consultants will be hired to support these functions.

The design, implementation planning and coordination for the Component will be managed through the Technical Working Group for the Component, 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 behavioural activities, and for providing technical support to the component, in coordination with PITE, Directorate of School Education (DSE) and other relevant allied agencies.

Workstream Overview

The first subcomponent of Component 1 spans designing CPD Training for Teachers: STEDA had previously developed a CPD model with the support of USAID Pakistan Reading Project and has implemented pilot programs focusing on early grade reading with TA of different development partners. The model is proposing an institutionalized structure for customized and cost-effective CPD of elementary school teachers in Sindh. This subcomponent aims to further develop the program to institutionalize it within the government system. This will be achieved by the development of a sustainable training mechanism that links pre-service with in-service professional development, and with content that will upgrade the skills of teachers.

The aim of the CPD program is to improve the early grade reading skills (Sindhi and Urdu) of students in primary schools. Through the implementation of the CPD model, teachers in primary schools will receive face-to-face training and continuous school-based coaching support on differentiated teaching strategies and ICT-based and other forms of formative assessment strategies for early grade reading skills. The DCAR will support the CPD implementation firm in rolling out ICT-based Early Grade Reading Assessments (EGRA) formative assessments as an integral part of the CPD program. The DCAR will procure an online item bank which will be hosted in its office to create an extended database of assessment material, which will be accessed by the designated test administrators i.e. Guide Teachers (GTs) and Subject Coordinators (SCs) in the Project target areas for conducting monthly EGRA formative assessments through the use of smartphones tablets in the targeted schools. The DCAR team will regularly develop relevant assessment materials according to the prescribed scope and sequence of both Sindhi and Urdu languages, which will then be uploaded to the online bank. Test administrators will be provided with an online link to access these assessment tools for conducting monthly EGRA based formative assessment activities.

Objectives of the Assignment

The RSU (SELD) is seeking to strengthen DCAR through the placement of the afore-mentioned Assessment Specialist, who will be stationed at the DCAR office in Jamshoro, Sindh. This Assessment Specialist will be directly reporting to the CPD Specialist (PMIU-RSU) under the overall guidance and oversight by the Project Coordinator (PC) and the CPM RSU. The Assessment Specialist will be working closely with the Directorate of DCAR, and provide hands-on support in building their capacity in rolling out ICT-based formative assessment activities at the targeted schools.

Scope and Functions

The Assessment Specialist will perform the following functions, duties, and tasks:

- **Focal person for assessment activities under SELECT:** Under the guidance of the CPD Specialist-PMIU RSU, and under the overall oversight of the CPM and PC, and with inputs from and in close cooperation with DCAR and other allied institutions of SELD, serve as technical focal point for the assessment activities for SELECT. The Specialist will be expected to communicate, collaborate and consult with the Provincial Education Assessment Center (PEACE) and DCAR faculty regarding all Project assessment related activities, timelines, targets and plans. The consultant will advise

and assist the PMIU in preparing diagnostic assessment activity work plans.

- **Quality assurance of EGRA baseline survey activity conducted by TA firm:** The Specialist will work closely with a third-party firm which will be hired for conducting the EGRA baseline study. The Specialist will be responsible for monitoring the progress of each step of the baseline study, and will also provide feedback and support to the third-party firm during the midline and end-line surveys in the 3rd and 5th year of the Project. He/she will support the baseline, midline and end-line enumerator training workshops on EGRA. The Specialist will also ensure overall quality of the EGRA assessment-related activities, materials, documentation, test specifications and the test forms developed by the third-party firm. The Specialist will assist the PMIU in ensuring development and update of the Project reports (monthly, quarterly, semi-annual), technical studies, and evaluations. This includes working closely with the PEACE teams to develop the data collection and analysis tools for the baseline assessment mechanism.
- **Dissemination of EGRA findings:** The Specialist will also ensure that the assessment findings are communicated to the appropriate groups who would benefit from understanding the results, including communicating EGRA results to both internal and external audiences.
- **Development and field testing of EGRA tools/items:** The Specialist, in collaboration with local stakeholders, will assist the field testing of EGRA items to validate and analyze results, and subsequently to adapt instruments accordingly.
- **Designing provincial assessment strategy:** The Specialist will conduct desk research to identify best practices for student assessment activities conducted globally as well as within Pakistan. Additionally, the consultant will arrange formal consultations with key stakeholders to identify challenges and opportunities around various assessment practices within the context of the Sindh education system. The Specialist will also support the integration of formative assessments into the Provincial Assessment Strategy.
- **Design prototypes of online item bank:** The Specialist will conduct desk research and site visits to nationally operated online item banks to identify prototypes and requirements for purchasing, managing, and using the online item bank.
- **Assist SELD in procurement and installation of the online item bank:** The Specialist will assist the SELECT PMIU team in developing prototypes of the online item bank, and assist the procurement team with purchasing adequate online item bank software.
- **Capacity building of the SELD and DCAR teams:** The Specialist will work in close coordination with the CPD Specialist (PMIU-RSU), CPD Specialist STEDA, CPD implementation firm and Item Bank Manager for the design and implementation of a capacity building training program for DCAR faculty on EGRA tools. The consultant will develop a strategy for developing teacher training manuals, EGRA formative materials, digitalizing formative assessment materials, providing access to assessment materials to test administrators, as well as analyzing formative assessment findings.
- **Conducting quarterly assessment material developing workshops:** The Specialist will lead quarterly assessment material workshops for developing monthly formative assessment materials with the support of experts for different implementation partners.
- **Quality assurance of monthly formative assessment activities:** The Specialist will assist the DCAR team in introducing simple practices for maintaining the quality of formative assessments conducted in targeted schools.
- **Capacity building of DCAR in data analysis, interpretation, and reporting of formative assessment:** The Specialist will develop the capacity of the DCAR team in gathering, cleaning,

and analyzing formative assessment data. The quarterly reports will be developed by the DCAR team for implementing agencies at all levels, including policy makers at the provincial level comprising DCAR, PITE, STEDA, Directorate of Monitoring and Evaluation (DGM&E) and TTIs for areas to focus in developing the CPD training modules, at the District and Taluka levels for the Local Education Managers including District Education Officers and Tehsil Education Officers in their decision-making regarding monitoring and supervision related activities at the local level, and Head Teachers and Teachers to inform their academic activities at the school level. These reports will include certain specific guidelines and recommendations customized to the needs of the above-mentioned implementing partners and agencies, which will help them in refining their project strategies.

- **Item Development Plan:** The Specialist will develop and deliver an item development plan according to the Project objectives and needs. He/she will facilitate item writing workshops with relevant allied institutions, experts and committees under the guidance of the DCAR faculty. He/she will be expected to review and edit the raw material generated through these item writing workshops and assignment and finalize them for uploading on the Item Bank. The Specialist will regularly review and provide feedback on test forms to meet requirement of the Project objectives. He/she will ensure that the item bank information is managed effectively including source accuracy, user tracking, and data quality assurance practices.
- **Regular Follow-up with stakeholders and field level implementers:** The Specialist will ensure that all the Project activities are being carried out on agreed timelines. He/she will regularly follow up with the field teams. At the Provincial level, the Specialist will facilitate material and data review meetings with DCAR. He/she will conduct field visits and develop progress reports on project activities as and when required for the Project. If needed, the Specialist will conduct focus group discussions and consultations to incorporate feedback and suggestions from key stakeholders. The Specialist will be expected to participate in all the relevant and regular meetings organized by PMIU, RSU, SELD and stay updated regarding all project activities
- **Monitoring and Evaluation:** Assist the RSU and SELECT PMIU in achieving assessment (EGRA) related targets stated in the Project Results Framework through setting up a monitoring system that facilitates in keeping track of activities and targets based on data received from the field. Establish baseline indicators by gathering required data and categorization and plans, with appropriate target indicators.
- **Impact Evaluation Study:** The Specialist will advise on the Project Impact Evaluation strategy through the scope of students' assessment targets.
- **Review, update and support the documentation and implementation:** The Assessment Specialist will work closely with the CPD Specialist (PMIU-RSU) and CPD Specialist (STEDA) to review, update and support the documentation and implementation of CPD activities in light of the EGRA Survey Findings.
- **National Research Conferences.** The Specialist will play an active role in organizing national research conferences to be organized with TA for the Project. The Specialist will provide mentoring to the key staff members of relevant allied agencies in developing and executing short-term research studies related to their core responsibilities.
- Perform other related functions, duties, and tasks as may be requested by the competent authority.

Qualifications and Professional Experience

Qualifications

- 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.
Preferred: Advanced degree in afore-mentioned disciplines/ additional qualification, Diplomas, and training in student assessments.

Experience

- At least, five (05) years of documented, verifiable relevant experience, after acquiring stipulated qualifications in designing, conducting, and monitoring of student assessment practices; developing the capacity of test administrators; developing test administrator's manuals; and conducting assessment data analysis.
- Preferred: eight (08) or more years of experience in the afore-mentioned organisations, particularly experience working with an international organization in assessment in education.
- Demonstrated experience and knowledge of:
 - integrating ICT in conducting assessment activities
 - conducting research or dissemination of research related to student learning outcomes or any other relevant social sciences discipline.
 - international best practices in reading content, instructional practices and EGRA assessments

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
- Ability to mentor, motivate and empower the performance of team members and counterparts
- Ability to work independently on multiple tasks and willingness to travel extensively to project selected schools
- Strong interpersonal and communications skills, resourcefulness, initiative, tact, and ability to cope with challenging situations
- Written and oral fluency in Urdu and English language; working knowledge of the Sindhi language will be considered an asset.
- Proficient in using MS Office (Word, Excel, & Power Point)

Selection Process

The appointment will be made in accordance with the "World Bank: Procurement Regulations for Investment Project Financing Goods, Works, Non-Consulting and Consulting Services" July 2016 (Revised November 2017, July 2018 & November 2020).



PROJECT MANAGEMENT & IMPLEMENTATION UNIT
SINDH EARLY LEARNING ENHANCEMENT THROUGH CLASSROOM TRANSFORMATION
REFORM SUPPORT UNIT (RSU)
SCHOOL EDUCATION & LITERACY DEPARTMENT



TERMS OF REFERENCE

Assistant CPD Specialist-Literacy

Project 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.

(Original) Main Project Amount	IDA: US\$100 million GPE ESPIG: US\$29.9875 million GPE MG: \$24.775 million Total: US\$154.7625 million
Expected Project Duration	August 2021 – April 2026

Project Objectives	The overall development objective of this Project is to improve the reading skills of early grade primary students and increase student retention in primary schools in selected districts.
Project Cost	IDA: US\$100 million GPE ESPIG: US\$29.9875 million GPE MG: \$24.775 million Total: US\$154.7625 million
Expected Project Duration	August 2021 – April 2026
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: Behavioral nudges for improved learning ▪ Subcomponent 1.3: Technical Assistance (TA) for transforming teaching practices <p>Under this component, a CPD model will be implemented with the aim of improving literacy skills in early grades. Behavioral nudges will be utilized to improve student wellbeing and mitigate potential risks of dropping out. TA will also be provided for institutional capacity building and support.</p>
Component 2	Improving the physical learning environment in selected primary schools, and upgrading them from grade 5 to grade 8, supporting the teaching and learning aims set out in Component 1 and the student retention aims set out in Component 3. Cost-effective and carbon-efficient technologies will be utilized to introduce needed climate adaptations and mitigate climate risk.
Component 3	<p>Improving system capacity for effective school leadership and management support:</p> <ul style="list-style-type: none"> ▪ Subcomponent 3.1: Establishing a technology-based student attendance monitoring system ▪ Subcomponent 3.2: TA and capacity building for school leadership and local education office management to mitigate student dropout <p>A technology-based student attendance monitoring system will be established. TA will be provided, and capacity building will take place for school leadership and local education office management increase their ability to use school-level data in conjunction with Component 1 activities to mitigate student dropout.</p>
Component 4	The Reform Support Unit (RSU) will monitor and evaluate the Project, monitor safeguards, oversee procurement and financial management, and will be responsible for overall management and coordination of the Project on behalf of the School Education and Literacy Department (SELD).
Geographic Scope	The Project will be implemented in twelve selected districts in Sindh: Badin, Ghotki, Jacobabad, Kambar-Shahdadkot, Kashmore, Mirpurkhas, Mitiari, Sanghar, Shikarpur, Sujjawal, Tando Muhammad Khan, and Thatta.

Implementation Arrangement

The Project will be implemented by SELD, Government of Sindh (GoS), through the Project Management and Implementation Unit (PMIU). This will be housed in the RSU, which will monitor overall implementation of Project activities with TA support. The RSU will be headed by the CPM (Chief Programme 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. Consultants will be hired to support these functions.

The design, implementation planning and coordination for Component 1 will be managed through the Technical Working Group for the Component, 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 behavioural activities, and for providing technical support to the component, in coordination with PITE, Directorate of School Education (DSE) and other relevant allied agencies.

Workstream Overview

The RSU (SELD) is seeking to strengthen its existing management capacity through the placement of the above-referenced Assistant CPD Specialist-Literacy. He/she will report to the CPD Specialist-PMIU RSU Team Leader for Component 1, and provide support in the program planning, design, implementation, and monitoring for Component 1. Under the supervision of the CPD Specialist-PMIU RSU, the consultant will regularly coordinate and follow up with a third-party consulting firm for the implementation of the CPD model with regards to the (i) overall planning and design of the CPD training program; (ii) implementation, monitoring, and reporting of the on-going CPD training program, and ensuring it is aligned with the objectives of the Project; (iii) timely implementation of the CPD program with constant review of step-by-step program activities to achieve the Performance Based Conditions (PBCs) of the Project; (iv) provision of hands-on support to the PMIU-RSU; and (v) provision of report and advice regarding the Project's CPD training-related risks and mitigation measures to the Project Coordinator (PC) PMIU and CPM RSU. The Assistant CPD Specialist-Literacy will also work in close coordination with a CPD Specialist (STEDA) and other technical consultants of the PMIU to ensure the quality and timely implementation of activities under Component 1, as well as activities related to inter-linkages in other components. The Assistant CPD Specialist-Literacy will also support the CPD Specialist-PMIU RSU in carrying out Project functions in accordance with the World Bank's policies, and as per the Project Appraisal Document (PAD), and Project Operations Manual (POM).

Objectives of the Assignment

The RSU (SELD) is seeking to strengthen its existing management through the placement of the aforementioned CPD Assistant (Literacy). This consultant will closely work under the CPD Specialist (PMIU-RSU) at the RSU and with close coordination with other members of the RSU PMIU for the implementation of component 1 activities under the SELECT Project. This consultant will regularly coordinate with the relevant allied agencies of SELD and the component teams based at STEDA and DCAR. The CPD assistant (Literacy) will work closely with field level implementers to ensure all activities related CPD implementation and reading interventions are carried out in an effective manner and are planned and aligned with the objectives and activities stipulated under Component 1 of the Project.

Scope and Functions

The Assistant CPD Specialist-Literacy will perform the following functions, duties, and tasks:

- The Assistant CPD Specialist-Literacy will assist the CPD Specialist-PMIU RSU, under the oversight of the PC and the CPM, with the overall planning and design of the teacher training program, as well as the implementation, monitoring and reporting of the on-going CPD

program and related activities in the selected schools, in coordination with a third-party firm and concerned wings of SELD.

- He/she will liaise at the district level with respective focal persons of the third-party firm, PMIU, STEDA, TTIs and PITE for the development, implementation, monitoring, and reporting of CPD activities in the selected schools.
- The Assistant CPD Specialist-Literacy will provide support to the CPD Specialist-PMIU RSU in carrying out all necessary functions / activities related to Component 1.
- The Assistant CPD Specialist-Literacy will provide support in the implementation of all training aspects, including material development, printing and distribution of training materials to the training centres under the Project, in close coordination with the third-party firm and the allied wings of SELD (STEDA, PITE, DCAR, TTIs, etc.)
- The Assistant CPD Specialist-Literacy will assist the CPD Specialist (PMIU-RSU)-RSU and third-party firm in monitoring the preparation of training materials and performance benchmarks related to the reading/literacy metrics.
- In close coordination with the CPD Specialist (STEDA), he/she will assist in mitigating risks associated with the implementation of CPD activities, based on the varying needs of the Project's objectives.
- Assistant CPD Specialist-Literacy will support the CPD Specialist (PMIU-RSU) in managing and providing quality assurance for professional development activities with regards to reading programming.
- He/she will aid the CPD Specialist (PMIU-RSU) in carrying out quality assurance related activities for the CPD training programs regarding the modules of reading standards and skills, classroom management and active learning.
- The Assistant CPD Specialist-Literacy will provide support to the CPD Specialist (PMIU-RSU) in developing Project materials through the third-party firm, as well as in conducting monitoring & evaluation and community engagement-related activities under Component 1, in order to ensure consistency and cohesion.
- He/she will be expected to assist the CPD Specialist (PMIU-RSU) and CPD Specialist (STEDA) in identifying professional development gaps, objectives, training designs, writing training manuals, and designing coaching structure and materials.
- The Assistant CPD Specialist-Literacy will maintain documentation of required compliance records, and he/she will keep a regular track of mitigation measures taken at each training cycle through developing simple database/monitoring list(s) and adequately reflecting them in monthly/quarterly progress report(s).
- Assist the CPD Specialist (PMIU-RSU) in the review and revision of Project implementation documents and ensure timely delivery of outputs in line with the POM, in consultation with the PMIU RSU.
- Perform other related functions, duties, and tasks as may be requested by the competent authority.

Qualification and Professional Experience

Qualifications

- At least, Bachelor's degree (sixteen (16) years of education), in Education, Social Work, Psychology, Counselling, Behavioural Science, or a related subject, from a foreign or local university, duly recognized by the Higher Education Commission (HEC) of Pakistan.

Experience

- At least five (03) years of documentary verifiable relevant experience, after acquiring stipulated qualifications, related to Teacher Training Programs, CPD programs design and implementation of curriculum and development of teaching learning materials in Schools.
- Preferred: Four (04) or more years of relevant experience in Teacher Training Programs in Public / Private Schools. Knowledge of the CPD context and public education systems and structures at the provincial and regional levels will be preferred.

Skills

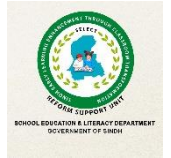
- Strong and demonstrated capacity for planning, organization, and management with excellent reporting and coordination skills.
- Ability to work in a team, develop synergies and establish effective working relations with various stakeholders.
- Ability to work independently on multiple tasks and willingness to travel extensively to project selected schools.
- Strong interpersonal and communications skills, resourcefulness, initiative, tact and ability to cope with challenging situations.
- Written and oral fluency in Urdu and English language; working knowledge of the Sindhi language will be considered an asset.
- Use of MS Office (Word, Excel, & Power Point) will be added advantage.

Selection Process

The appointment will be made in accordance with the “World Bank: Procurement Regulations for Investment Project Financing Goods, Works, Non-Consulting and Consulting Services” July 2016 (Revised November 2017, July 2018 & November 2020).



PROJECT MANAGEMENT & IMPLEMENTATION UNIT
SINDH EARLY LEARNING ENHANCEMENT THROUGH CLASSROOM TRANSFORMATION
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TERMS OF REFERENCE

Item Bank Manager

Project 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.

(Original) Main Project Amount	IDA: US\$100 million GPE ESPIG: US\$29.9875 million GPE MG: \$24.775 million Total: US\$154.7625 million
Expected Project Duration	August 2021 – April 2026

Project Objectives	The overall development objective of this Project is to improve the reading skills of early grade primary students and increase student retention in primary schools in selected districts.
Project Cost	IDA: US\$100 million GPE ESPIG: US\$29.9875 million GPE MG: \$24.775 million Total: US\$154.7625 million
Expected Project Duration	August 2021 – April 2026
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

	<ul style="list-style-type: none"> ▪ Subcomponent 1.2: Behavioral nudges for improved learning ▪ Subcomponent 1.3: Technical Assistance (TA) for transforming teaching practices <p>Under this component, a CPD model will be implemented with the aim of improving literacy skills in early grades. Behavioral nudges will be utilized to improve student wellbeing and mitigate potential risks of dropping out. TA will also be provided for institutional capacity building and support.</p>
Component 2	Improving the physical learning environment in selected primary schools, and upgrading them from grade 5 to grade 8, supporting the teaching and learning aims set out in Component 1 and the student retention aims set out in Component 3. Cost-effective and carbon-efficient technologies will be utilized to introduce needed climate adaptations and mitigate climate risk.
Component 3	<p>Improving system capacity for effective school leadership and management support:</p> <ul style="list-style-type: none"> ▪ Subcomponent 3.1: Establishing a technology-based student attendance monitoring system ▪ Subcomponent 3.2: TA and capacity building for school leadership and local education office management to mitigate student dropout <p>A technology-based student attendance monitoring system will be established. TA will be provided, and capacity building will take place for school leadership and local education office management increase their ability to use school-level data in conjunction with Component 1 activities to mitigate student dropout.</p>
Component 4	The Reform Support Unit (RSU) will monitor and evaluate the Project, monitor safeguards, oversee procurement and financial management, and will be responsible for overall management and coordination of the Project on behalf of the School Education and Literacy Department (SELD).
Geographic Scope	The Project will be implemented in twelve selected districts in Sindh: Badin, Ghotki, Jacobabad, Kambar-Shahdadkot, Kashmore, Mirpurkhas, Mitiari, Sanghar, Shikarpur, Sujjawal, Tando Muhammad Khan, and Thatta.

Implementation Arrangement

The Project will be implemented by SELD of the Government of Sindh (GoS), through the Project Management and Implementation Unit (PMIU). This will be housed in the RSU, which will monitor overall implementation of Project activities with TA support. The RSU will be headed by the CPM (Chief Programme 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. Consultants will be hired to support these functions.

The design, implementation planning and coordination for Component 1 will be managed through the Technical Working Group for the Component, 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 behavioural activities, and for providing technical support to the component, in coordination with PITE, Directorate of School Education (DSE) and other relevant allied agencies.

Workstream Overview

Subcomponent 1.3 spans the provision of TA for institutional capacity development and support.

These will be provided to 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 TTIs; (iii) creation and delivery of interactive audio and video instruction content and pilot implementation; (iv) training of SELD officials on the use of the Early Grade Reading Assessments (EGRA) and procurement of necessary software and hardware; and (v) support for provincial assessment strategies. An online item bank will be established to store the assessment materials that will be developed as part of this subcomponent.

The aim of the CPD program is to improve the early grade reading skills (Sindhi and Urdu) of students in primary schools. Through the implementation of the CPD model, teachers in primary schools will receive face-to-face training and continuous school-based coaching support on differentiated teaching strategies and ICT-based formative assessment strategies and other forms of assessment strategies for early grade reading skills. The DCAR will support a CPD implementation firm in rolling out ICT-based EGRA as an integral part of the CPD program. The DCAR will also procure an online item bank which will be hosted in its office to create an extended database of assessment materials, which will be accessed by the designated test administrators in the Project target schools for conducting monthly EGRA formative assessments through the use of tablets. The DCAR team will also regularly develop relevant assessment materials according to the prescribed scope and sequence of both Sindhi and Urdu languages, which will then be uploaded to the online bank. Test administrators will be provided with an online link to access these assessment tools for conducting monthly EGRA formative assessment activities.

Objectives of the Assignment

The Item Bank Manager, who will be stationed at the DCAR office in Jamshoro, Sindh will provide TA in developing prototypes of an online item bank, defining all hardware and software requirements of the online item bank, and procuring the online item bank. Additionally, the Item Bank Manager will facilitate and train relevant stakeholders in the effective use of the online item bank in SELECT target schools. He/she will support the Assessment Specialist in the capacity building of DCAR staff and other stakeholders on use of the item bank at the school level through the Master Trainers (MTs), Guide Teachers (GTs) and Subject Coordinators (SCs). The Item Bank Manager will ensure the quality of teaching and learning material from the development to the implementation stage. The Item Bank Manager will report to the CPD Specialist (PMIU-RSU), but will liaise and coordinate achievement of their activities and deliverables with the Assessment Specialist, CPD Specialist STEDA, DCAR Team and other relevant members in the key allied institutions.

Scope and Functions

The Item Bank Manager will perform the following functions, duties and tasks:

- Develop the specifications of the prototypes for an online item bank in close consultations with the Assessment Specialist, CPD Specialist (PMIU) and CPD Specialist (STEDA).
- Develop the hardware and software requirements for installation and operation of item bank in close consultations with the Assessment Specialist and the CPD Specialist (PMIU-RSU) and DCAR Team.
- The consultant will provide assistance to the PMIU team in procuring the application for the online item bank and facilitate the installation process.
- The Consultant will assist the Assessment Specialist in development, documentation uploading and updating of the assessment items, test specifications, test formats, exemplar items and other materials on the item bank portal.
- He/she will facilitate item writing workshops, modules and material development activities and data review meetings with DCAR and other stakeholders as and when required.
- The consultant will develop item plans and schedules in consultation with the Assessment Specialist and DCAR team to be implemented in the selected schools. He/She will regularly review and provide feedback on test formats, to ensure the Project objectives' requirements are met.
- He/she will ensure the quality and operation of online item bank and assist the PMIU/ DCAR and other stakeholders in troubleshooting issues related to the online item bank.
- He/she will maintain item bank information including source accuracy and user tracking, and ensure quality practices in data maintenance, reporting and usage are carried out.
- The consultant will assist the Assessment Specialist and the DCAR team in developing the instructional guides to track item retention and its alignment with Sindh Curriculum.
- The consultant will support the Assessment Specialist in organizing the capacity building initiatives for DCAR team on the use of online item bank, analysis of the assessment data, generation of regular/quarterly reports, and usage of the information generated.
- He/she will assist PMIU / DCAR in organizing the capacity building initiatives related to use of online item bank in SELECT target schools and with relevant stakeholders (Education Managers at District level, Head Teachers, GTs and SCs, etc.)
- The consultant will provide item organization-related support to the Assessment Specialist in reviewing the scope and sequence of reading in both Sindhi and Urdu languages from grade 1 through grade 5.
- Assist the SELECT RSU/PMIU and Assessment Specialist in setting up a monitoring system that facilitates activity-tracking and target-tracking based on data received from the field.
- The consultant will be expected to conduct field visits to ensure effective implementation of the assessment system at Project schools, and to ensure overall quality assurance. He/she will also be expected to write reports accordingly as per the requirements of the assignment.
- The consultant will participate in all relevant meetings organized by PMIU, RSU, SELD and keep up to date regarding all Project activities.
- The consultant will ensure that the timelines for the relevant implementation activities are followed.
- Perform other related functions, duties, and tasks as may be requested by the competent authority.

Qualifications and Professional Experience

Qualifications

- At least, Master's degree or equivalent (sixteen (16) years of education) in Computer Programming / Information Technology or relevant discipline, from a foreign or local university duly recognized by the Higher Education Commission (HEC) of Pakistan.
- Preferred: additional qualification, diplomas, certificates or/and trainings in IT/ or Education.

Experience

- At least, five (05) years of documentary verifiable relevant experience of developing programs / apps for public use after acquiring stipulated qualifications in Computer Programming / Item Bank development or similar responsible positions in the Education sector. Minimum of 2 years' experience of digitalization of learning material.
- Preferred: eight (08) or more years of relevant experience. Extensive knowledge of Item bank development, curriculum, reading standards and strong understanding of the education sector.

Skills

- Demonstrated capacity to establish and manage relevant database systems.
- Ability to apply good judgement in the context of assignments given.
- 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 and English language; working knowledge of the Sindhi language will be considered an asset.
- Proficient in using MS Office (Word, Excel, & Power Point).

Selection Process

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TERMS OF REFERENCE

MIS Specialist

Project Background

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Geographic Scope	The Project will be implemented in twelve selected districts in Sindh: Badin, Ghotki, Jacobabad, Kambar-Shahdadt, Kashmore, Mirpurkhas, Mitiari, Sanghar, Shikarpur, Sujawal, Tando Muhammad Khan, and Thatta.

Implementation Arrangement

The Project overall will be implemented by the School Education and Literacy Department (SELD) of the Government of Sindh (GoS), through the Project Management and Implementation Unit (PMIU). This will be housed in the RSU, which will monitor overall implementation of Project activities with TA support. The RSU will be headed by the CPM (Chief Programme 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. Consultants will be hired to support these functions.

The design, implementation planning and coordination for the Component will be managed through the Technical Working Group for the Component, with representation from key allied agencies including Directorate of Monitoring and Evaluation (DGM&E) and the Directorate of the School Education (DSE). The Head Teachers in their respective schools will be implementing the attendance

monitoring system and the district and taluka level administration will be ensuring that the student attendance is being monitored on regular basis in the selected districts.

Workstream Overview

Component 3 includes the development and implementation of the Student Attendance Monitoring and Redress System (SAMRS) in selected schools of Sindh: This component aims to support the planning, design, development and implementation of the SAMRS in the selected schools. Under this component the students will be provided with a unique student ID and their attendance will be monitored and analyzed over the academic years. The activities under this component intend to provide a reliable and updated set of data on student attendance to the relevant stakeholders at all levels and aid in their informed decision-making process.

Objectives of the Assignment

The SELD is seeking to strengthen its existing management and technical capacity at the PMIU-RSU level through the placement of an MIS Specialist. The MIS Specialist will closely work with the implementing agency and the third-party firm in designing and implementing the SAMRS that aims to mitigate the student drop out issue through redress measures informed by system generated reports. The MIS Specialist will be responsible for ensuring that the overall planning, designing, implementation, monitoring, quality assurance and reporting of the student attendance monitoring system being carried out by the third-party firm are aligned with the objectives of the Project

The Specialist will lead the technical aspects of the development of the SAMRS and ensure the timely implementation of all activities related to sub-component 3.1 in the selected schools. He/she will support the activities and achievement of the Performance Based Conditions (PBCs) of the Project under Component 3. The Specialist will provide support to the PMIU-RSU and will report and advise on Project-related risks and mitigation measures to the CPM, RSU and the Project Coordinator (PC). Under the leadership of the Component 3 Team Lead (Community Mobilization and Student Attendance Redress Specialist), the Specialist will provide professional, technical, operational and management support throughout the planning and implementation phases of Component 3, and other inter-linked activities with the remaining components of the SELECT Project.

The MIS Specialist will primarily oversee the SAMRS development process through the third-party, while also providing proactive and timely technical input and support to the PMIU-RSU and SELD in strengthening and integrating existing data and information systems in the department. This will eventually equip the SELD team to develop a sector wide approach towards data, its management and dissemination at different levels for timely accessibility to reliable and credible information for decision makers. The specialist will contribute to the achievement of PBCs under Component 3 of the project.

Scope and Functions

The MIS Specialist will perform the following functions, duties, and tasks:

- Provide technical input, support and oversight for the preparation and updating of the development of SAMRS, ensuring that the plans are responsive to current system needs and are aligned to the desired outcomes of the Project, based on the existing data systems and capacity of the implementing agency.
- Support the SAMRS specialist in conducting an assessment to review the existing information system in the SELD regarding the scope, data collection methods, dissemination mechanisms and policies and the evaluation of any existing gaps in terms of technical, financial, and human resources.

- Lead the process of upgrading existing systems managed by different directorates within the SELD, and building linkages between these systems at data collection, collation, analysis and dissemination levels to help support the development and implementation of SAMRS in effective and integrated manner.
- Coordinate and facilitate the third-party firm for the development of SAMRS in their review of existing School Education Management Information System (SEMIS), school-allotted GR numbers, enrollment process and existing student database at school, taluka, district, and provincial level (NADRA B-form IDs).
- Oversee the development allotment of unique student IDs and consultations with the DSE and data integration of SEMIS and DGM&E databases.
- Provide lead support in the development of Service Level Agreements (SLAs) for common needs, especially, cross government services (e.g. NADRA verification etc.), and ToRs/Requirement Specifications for procurement of IT equipment and technical software development. Participate in technical pre-bid and negotiation meetings, as well as manage contracts. Maintain software licensing and maintenance agreements.
- Lead the development process of customized SAMRS app and reporting dashboards through the third-party firm and ensure the firm follows Provincial Student Attendance Redress SOPs and escalation matrix in the process.
- Provide support to the third-party firm in organizing the stakeholder workshops/ consultations with the DSE and school leadership on existing attendance monitoring and reporting practices and ensure that the flow of information starting from student enrollment, daily attendance, redress escalation levels is functional, with points of prompting management action, and ensure that frequency of reporting at cluster, taluka, district and provincial level.
- Maintain and report on the quality assurance of the third-party firm's deliverables, including the user manuals and training materials for tablets, smartphones and laptop-based applications.
- Assist and monitor the third-party firm to design and develop the required operational database procedures for the SAMRS, ancillary processes as well as selection of appropriate hardware systems to ensure an effective and efficient continued operation of database environment.
- Assist in developing policies and procedures for data security, including rules for approving/disapproving data requests and their compliances, maintaining log files and other associated functions.
- Work closely with the third-party firm to undertake measures for restricting un-authorized access to the SAMRS.
- Design and implement performance analysis and reporting tools; document all system performance issues.
- Conduct SAMRS performance monitoring and maintenance operations on regular basis; identify, troubleshoot and resolve issues to ensure the system's reliability, speed and availability at all times.
- Produce regular analytical reports on the SAMRS database performance to identify gaps and improve overall quality in terms of data reliability, data security and maintenance, including the use of periodic data backups and data restoration procedures.
- Attend and oversee the scheduled trainings (sessions and candidates) carried out by the third party in liaison with DSE for all potential users which include Head Masters (HMs), Taluka Education Officers (TEOs), District Education Officers (DEOs), Directors, SEMIS Managers, DGM&E (Director, Deputy Directors, Chief Monitoring Officers, Monitoring Assistants).

- Develop a system and database within RSU for the recording of grievances related to the project.
- Maintain current and accurate inventory of technology hardware, software and other resources of the RSU.
- Perform other related functions, duties, and tasks as may be requested by the competent authority.

Qualifications and Professional Experience

Qualifications

- At least, Master's degree (sixteen (16) years of education) in any Computer Science / MIS/ Computer Engineering / IT or relevant discipline from a foreign or local university, duly recognized by the Higher Education Commission (HEC) of Pakistan.
- Additional qualification, diplomas, and training courses in system development, MIS, and/or database management etc. shall be accorded due weightage.

Experience

- At least, five (05) years of documentary verifiable relevant experience, after acquiring stipulated qualifications, in projects related to management Information system development, implementation and integration.
- Preferred: eight (08) or more years of relevant experience in the afore-mentioned areas.
- Practical and relevant experience of dealing with education management information, data and monitoring systems will be preferred.
- Proven experience of managing projects from a technical aspect including requirement analysis and design through to deployment and post go-live support.

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.
- Ability to work independently on multiple tasks and willingness to travel extensively to Project selected schools.
- Strong interpersonal and communications skills, resourcefulness, initiative, tact, and ability to cope with challenging situations and establish working relations with target communities and Project team.
- Ability to synthesize program performance data and produce analytical reports to inform project management and strategic decision-making.
- Proficient in using MS Office (Word, Excel, & Power Point).
- Willingness and ability to travel to project sites.

Selection Process

The appointment will be made in accordance with the "World Bank: Procurement Regulations for Investment Project Financing Goods, Works, Non-Consulting and Consulting Services" July 2016 (Revised November 2017, July 2018 & November 2020).



PROJECT MANAGEMENT & IMPLEMENTATION UNIT
SINDH EARLY LEARNING ENHANCEMENT THROUGH CLASSROOM TRANSFORMATION
REFORM SUPPORT UNIT (RSU)
SCHOOL EDUCATION & LITERACY DEPARTMENT



TERMS OF REFERENCE

PMIU Socio-Emotional Support (SES) Specialist

Project 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.

(Original) Main Project Amount	IDA: US\$100 million GPE ESPIG: US\$29.9875 million GPE MG: \$24.775 million Total: US\$154.7625 million
Expected Project Duration	August 2021 – April 2026

Project Objectives	The overall development objective of this Project is to improve the reading skills of early grade primary students and increase student retention in primary schools in selected districts.
Project Cost	IDA: US\$100 million GPE ESPIG: US\$29.9875 million GPE MG: \$24.775 million Total: US\$154.7625 million
Expected Project Duration	August 2021 – April 2026
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

	<ul style="list-style-type: none"> ▪ Subcomponent 1.2: Behavioral nudges for improved learning ▪ Subcomponent 1.3: Technical Assistance (TA) for transforming teaching practices <p>Under this component, a CPD model will be implemented with the aim of improving literacy skills in early grades. Behavioral nudges will be utilized to improve student wellbeing and mitigate potential risks of dropping out. TA will also be provided for institutional capacity building and support.</p>
Component 2	Improving the physical learning environment in selected primary schools, and upgrading them from grade 5 to grade 8, supporting the teaching and learning aims set out in Component 1 and the student retention aims set out in Component 3. Cost-effective and carbon-efficient technologies will be utilized to introduce needed climate adaptations and mitigate climate risk.
Component 3	<p>Improving system capacity for effective school leadership and management support:</p> <ul style="list-style-type: none"> ▪ Subcomponent 3.1: Establishing a technology-based student attendance monitoring system ▪ Subcomponent 3.2: TA and capacity building for school leadership and local education office management to mitigate student dropout <p>A technology-based student attendance monitoring system will be established. TA will be provided, and capacity building will take place for school leadership and local education office management increase their ability to use school-level data in conjunction with Component 1 activities to mitigate student dropout.</p>
Component 4	The Reform Support Unit (RSU) will monitor and evaluate the Project, monitor safeguards, oversee procurement and financial management, and will be responsible for overall management and coordination of the Project on behalf of the School Education and Literacy Department (SELD).
Geographic Scope	The Project will be implemented in twelve selected districts in Sindh: Badin, Ghotki, Jacobabad, Kambar-Shahdadkot, Kashmore, Mirpurkhas, Mitiari, Sanghar, Shikarpur, Sujjawal, Tando Muhammad Khan, and Thatta.

Implementation Arrangement

The Project will be implemented by SELD, Government of Sindh (GoS), through the Project Management and Implementation Unit (PMIU). This will be housed in the RSU, which will monitor overall implementation of Project activities with TA support. The RSU will be headed by the CPM (Chief Programme 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. Consultants will be hired to support these functions.

The design, implementation planning and coordination for Component 1 will be managed through the Technical Working Group for the Component, 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 behavioural activities, and for providing technical support to the component, in coordination with PITE, Directorate of School Education (DSE) and other relevant allied agencies.

Workstream Overview

The second subcomponent of Component 1 encompasses behavioural nudges for improved learning to support improved student well-being and mitigate future potential risks related to students drop-out, the Project will utilize behavioural nudges that can positively influence how teachers, students, headmasters and parents interact. These behavioural interventions will tackle stereotype biases on how children learn, and will encourage improved relations between teachers, students, headmasters, and parents. The interventions draw from the growing evidence that demonstrates positive traits (self-efficacy, self-management etc.) are associated with better academic achievement and higher school retention and graduation.

The Project will pilot a school-based behavioural 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 the CPD Program 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.

Objectives of the Assignment

The RSU (SELD) is seeking to strengthen its existing management through the placement of the aforementioned SES Specialist. The Specialist will closely work with other members of the RSU PMIU, and the relevant allied agencies of SELD to design and implement school-specific SES interventions in target schools that aim to develop a positive school environment, improved classroom management, develop socio-emotional skills and restorative practices. The Specialist will ensure all activities related to SES interventions are carried out in accordance with local cultural, and socio-economic contexts. The SES Specialist will closely work with the PMIU and RSU and the allied agencies and ensure that the activities under Socio Emotional Skills/Behavioural Interventions are planned and aligned with the objectives and activities stipulated under Component 1 and 3 of the Project.

Scope and Functions

The SES Manager will perform the following functions, duties, and tasks:

- Plan, design and implement SES activities for schools in accordance with the overall Project objectives and the activities as defined in the project documents: Project Appraisal Document (PAD), and Project Operation Manual (POM) etc.
- Review and revise relevant sections of the POM, as per the detailed design and implementation plan for the SES intervention.
- Work with the Project Impact Evaluation team in identifying a group of target schools as per approved selection criteria for piloting the SES model.
- Work closely with the third-party firm for leadership training to train, coach and mentor school leadership and administrators in Socio-Emotional Learning (SEL) best practices.

- Work closely with the Student Attendance Redress Specialist to monitor student attendance records, academic performance, and participation in co-curricular activities to analyse the results of SES interventions.
- Work closely with the Student Attendance Redress Specialist to identify and mitigate risks proactively with regards to matters relating to school attendance, truancy, dropout, student misconduct, particularly through connecting students with appropriate interventions.
- Work closely with the Student Attendance Redress Specialist, and the leadership training firm, to help develop strong systems for student attendance redress.
- Conduct on-site school visits to assess the school environment and culture, to inform and provide recommendations and further support to administrators and teachers.
- Analyze collected SELD program implementation data to determine the scope for improvement and goals.
- Facilitate awareness raising session on SEL at the level of school staff, parents, and the wider community, to build knowledge around school climate and SEL support.
- Facilitate community and social service partnerships and linkages for schools.
- Conduct frequent field visits to oversee SES activities, gather evidence for report-writing.
- Organize annual research conferences and dissemination events related to SES activities, with support from other members of the RSU PMIU, and in collaboration with academic partners and other project partners.
- Perform other related functions, duties, and tasks as may be requested by the competent authority.

Qualification and Professional Experience

Qualifications

- At least, Master's degree (sixteen (16) years of education), in Education, Social Work, Psychology, Counselling, Behavioural Science, or a related subject, from a foreign or local university, duly recognized by the Higher Education Commission (HEC) of Pakistan.
- Preferred: Advanced degree in afore-mentioned disciplines.

Experience

- At least five (05) years of documentary verifiable relevant experience, after acquiring stipulated qualifications, in developing and facilitating professional learning, providing coaching and TA to peer and non-peer audiences; planning, implementing, and progress-monitoring complex projects
- Preferred: eight (08) or more years of documentary verifiable afore-mentioned relevant experience, after acquiring stipulated qualifications; experience in a classroom teaching position, and/or working an education system with a focus on social, emotional, and behavioural support.
- Demonstrated experience in working on evidence-based and equity-focused interventions to develop students' socio-emotional competencies, building relationships between school stakeholders and increasing student engagement.

Skills

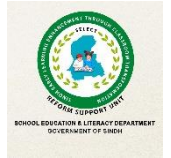
- Strong and demonstrated capacity for planning, organization, and management with excellent reporting and coordination skills.
- Ability to mentor, motivate and empower the performance of team members and counterparts.
- Ability to work independently on multiple tasks and willingness to travel extensively to Project selected schools.
- Strong interpersonal and communications skills, resourcefulness, initiative, tact, and ability to cope with challenging situations and establish working relations with target communities and Project team.
- Solid understanding of project management principles
- Working knowledge of MS Office (Word, Power point, Excel)
- Ability to work independently and under pressure.
- Written and oral fluency in Urdu and English language; working knowledge of the Sindhi language will be considered an asset.
- Willingness and ability to travel to project sites.

Selection Process

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TERMS OF REFERENCE

M&E Specialist

Project Background

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Implementation Arrangement

The Project overall will be implemented by SELD, Government of Sindh (GoS), through the Project Management and Implementation Unit (PMIU). This will be housed in the RSU, which will monitor the overall implementation of Project activities with TA support. The RSU will be headed by the CPM (Chief Programme Manager) who will be responsible for designing and executing a sound project monitoring evaluation plan. The Specialist will assist PMIU in monitoring the progress of the Performance Based Conditions (PBCs) with the support of other component team members, and project-specific monitoring and evaluation. A team of consultants will be hired to support these functions.

Workstream Overview

Monitoring of results and reporting: The RSU PMIU will produce progress reports every six months, based on real-time information from the SAMRS, existing SED education information systems, and progress reports from allied agencies. Based on this data, achievements vis-à-vis the Project

results chain will be monitored and reported through the Project's biannual progress reports to be collated by the RSU and shared with the World Bank. Key indicators will be traced and disaggregated by gender. Consultancy for third-party validation for Performance- Based conditions will be procured to verify whether PBCs have been achieved.

EGRA and Impact evaluations: A third-party consulting firm will be hired for conducting the EGRA baseline study, as well as a midline and endline assessment. The project will also conducted detailed impact assessments, with a specific focus on the behavioral nudge pilot intervention, with TA from the World Bank on evaluation design and through hiring the services of a firm for the impact evaluation surveys.

Implementation support: Six monthly regular implementation support missions will be undertaken by the WB.

Objectives of the Assignment

The RSU is seeking to put in place a centralized monitoring unit through the hiring of the above referred M&E Specialist. The primary objective of this position will be to provide expertise and support in overall centralized monitoring of the Project.

Scope and Functions

The M&E specialist will perform the following functions, duties, and tasks:

Focal Person for Monitoring and Evaluation:

He/she will work as the focal point within the RSU-PMIU to provide assistance, guidance and counsel on necessary requirements of M&E compliance within the Project as per legally agreed guidelines. Develop the overall framework, policy, systems, procedures, and reporting mechanism for the Project's M&E in accordance with the Results Framework of the Project, as well as the guidelines of RSU, and the World Bank.

Development of Project M&E Plan:

- **System diagnostics:**
 - Assess the existing capacity and preparedness level of M&E systems and mechanisms at RSU and allied agencies, and suggest measures to mitigate risks. Provide suggestions to further strengthen these systems and procedures on a sustainable basis.
 - Review the quality of data generated by RSU's various nodes and activity streams, the methods of collecting it, and the degree to which it will provide a good basis for progress monitoring and reporting, as well as impact evaluation, and bring improvements where necessary.
 - Assist the MIS specialist in reviewing the existing management information systems and individual modules to assess their efficacy for management information and decision-making, and help improve the quality of data generated, its relevance and coverage.
- **M&E Manual:** Lead the development of a comprehensive M&E manual, detailing the principles, processes, scope, strategy, M&E planning process, standard monitoring tools and approaches including M&E dashboards for SELECT.
- **Budgeted Annual Monitoring Plan:**
 - Identify key performance indicators in line with Project objectives, and use those for developing monitoring tools and a systematic M&E dashboard for SELECT.

- Assist in the development of log-frames, annual budgeted monitoring plans and relevant data-collection processes, for tracking and monitoring activities under SELECT, and get necessary approvals for implementation management. Keep the afore-mentioned documents updated, in accordance with Project activities and timeframes, as relevant.

Project Monitoring:

- He / She will track the progress of various interventions as per work plans, identify lags and issues, and advise management on corrective actions needed to ensure timely achievement of milestones and deliverables, through regular monitoring of data and field visits. Specifically, the Specialist will monitor the following activities:
 - **Reading skills of Grade 3 students:** coordinate with Directorate of Curriculum, Assessment & Research (DCAR) for data from sample-based Early Grade Reading Assessments (EGRA) tests. Support DCAR in preparation of analytical report.
 - **Implementation of the CPD in target schools:** In close collaboration with the CPD Specialist (PMIU-RSU), (i) review and cross-verify the reports generated on CPD implementation, and data/reports of the number of Guide Teachers (GTs) trained, regular / scheduled meetings of GTs and Subject Coordinators (SC); and (ii) monitor reports on Teacher Education Assistance for College and Higher Education (TEACH) carried out by PMIU/RSU.
 - **Regular supervision of project implementation sites under Component 2:** In liaison with the Lead Project Engineer, the M&E Specialist will monitor school upgradation activities and maintain a record of upgraded facilities.
 - **Student attendance monitoring system:** Number of schools implementing the attendance monitoring system and applying student attendance redress procedures - coordinating with the Directorate of School Education (DSE) and Directorate General M&E (DGM&E) for regular attendance monitoring reports in selected schools and reporting on the redress procedures adopted and implemented.
 - **Behavioral Nudges Intervention:** In close collaboration with the Socio-Emotional Support Specialist, monitor and evaluate the behavioral nudge intervention.
 - **Implementation of Student Attendance Monitoring Redress Systems (SAMRS) in target schools:** The Specialist will work with the SAMRS Specialist RSU-PMIU, to (i) identify patterns of student absenteeism and associated factors and prepare a detailed assessment report on student absenteeism and drop-out to inform the design of the SAMRS; and (ii) to use the SAMRS data to monitor the adequacy and efficacy of student attendance redress procedures and communicate any changes to these procedures.
 - **Grade promotion and transition rate:** use the Annual School Census (ASC) to develop reports regarding grade promotion and transition rates, in line with the ASC report.

Project Impact Evaluation:

- Design and develop ToRs for procurement of consultancy services for Project impact evaluation surveys (including the behavioral nudge pilot intervention) and EGRA, including baselines, mid/end-term evaluations, in close coordination with the allied agencies.
- Participate in technical evaluation of bids including pre-bid and negotiations meetings for various procurement activities related to M&E functions.
- The Specialist will manage the survey firm for Project evaluation, ensure quality of data collection, and monitor firm deliverables. He / She will review the quality of data generated by RSU's various nodes and activity streams, the methods of collecting it, and the degree to which it will provide a good basis for progress monitoring and reporting, as well as impact evaluation, and bring improvements where necessary.

- Review inception reports and other payment related deliverables submitted by the survey firm, EGRA firm, Third Party Verification (TPV) firm for PBC verification, share feedback and accept deliverables based on achieving desired level of satisfaction.
- Participate in meetings with M&E related third-party firms.
- Monitor and conduct quality assurance checks for survey firm.

Community Satisfaction Survey: The Specialist will lead the development of instruments for, and the roll-out of, a beneficiary and community satisfaction survey for activities under SELECT.

Preparing bi-annual implementation progress reports: The Specialist will prepare bi-annual reports by compiling implementation reports generated through different systems from various implementing units and specialized agencies of SELD, which include Sindh Teacher Education Development Authority (STEDA), Provincial Institute of Teacher Education (PITE), Teacher Training Institutes (TTIs), DSE, DGM&E, and DCAR. These reports will include the activities carried out, and the number of activities and intermediate beneficiaries, mainly for the following indicators.

Liaise with third party firm for PBC Verification: Liaise closely, provide needed information and respond to queries of the third-party verification firm for monitoring the Project's PBCs.

Dissemination: He / She will further develop case studies and success stories to capture qualitative outputs and impacts of SELECT interventions.

Perform other related functions, duties, and tasks as may be requested by the competent authority.

Qualification and Professional Experience

Qualification

- At least, Master's degree or equivalent (sixteen (16) years of education), in Economics/ Statistics/ Public Policy/ International Development, or a related discipline, from a foreign or local university, duly recognized by the Higher Education Commission (HEC) of Pakistan.
- Advanced certification in M&E, statistics or any other relevant discipline shall be accorded due weightage.

Experience

- At least five (05) years of documentary verifiable experience, after acquiring stipulated qualifications, in monitoring/evaluation of education sector/ human development programmes/projects.
- Demonstrated experience in:
 - developing logical framework,
 - sampling design,
 - conducting assessments and surveys,
 - data quality assessments and oversight,
 - quantitative and qualitative) from primary and secondary sources.
 - managing and providing training to partners,
 - facilitating and serving as the project liaison for externally managed evaluations.
- Preferred: eight (08) or more years of relevant experience in the afore-mentioned areas.

Skills

- Ability to apply good judgement in the context of given assignments.
- 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 and English language; working knowledge of the Sindhi language will be considered an asset.
- Proficient in using MS Office (Word, Excel, & Power Point).
- Proficient in using MS Office (Word, Excel, & Power Point).
- Preferred: proficiency in using STATA.

Selection Process

The appointment will be made in accordance with the “World Bank: Procurement Regulations for Investment Project Financing Goods, Works, Non-Consulting and Consulting Services” July 2016 (Revised November 2017, July 2018 & November 2020).