

TERMS OF REFERENCE (ToRs)

Sindh Early Learning Enhancement through Classroom Transformation Project (SELECT)

Development of Manual and Training of Guide Teachers (GTs) and Subject Coordinators (SCs) on Early Grade Reading Instructions

I. Introduction

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. The desired project outcomes would eventually contribute to reductions in learning poverty and in the number of out-of-school children.

In order to roll out CPD in the project districts, training of Master Trainers (MTs), Guide Teachers (GTs) and Subject Coordinators (SCs) was conducted on reading material for grade 1-5. However, there is a felt need to arrange refresher training of GTs and SCs by the MTs on the newly developed reading material on grade 3-5 to strengthen their professional capabilities on Early Grade Reading Instructions including IT based classroom observation and formative assessment.

Table 1: Project Overview

Project Objectives	The Project Development Objective (PDO) is to improve reading skills of early grade primary students and increase students' retention in primary schools in the project districts.
Project cost	US\$ US\$154.75 US\$ 100 million from IDA and US\$29.9875 million from the Education Sector Program Implementation Grant (ESPIG) of US\$24.775 million from Multiply Grant.
Component 1	Transforming teaching practices in the early grades: <ul style="list-style-type: none">• Subcomponent 1.1: Implementation of a continuous professional development (CPD) model for improved literacy skills in the early grades.• Subcomponent 1.2: Carrying out of behavioural nudges for improved learning.• Subcomponent 1.3: Provision of technical assistance for institutional capacity development and support.
Component 2	Developing an effective and safe learning environment – by school upgradation to elementary level and school rehabilitation through refurbishing of the existing classrooms and adding new classrooms to the existing schools, provision of furniture, and adequate WASH facilities by actively pursuing eco-friendly materials and designs.

Component 3	Improving system capacity for better school leadership and management support- <ul style="list-style-type: none"> • Subcomponent 3.1: Establishment of a technology-based student attendance monitoring system. • Subcomponent 3.2: Technical assistance and capacity building for school leadership and local education office management to mitigate student dropout.
Component 4	Monitoring and evaluation and project management
Project location	Badin, Ghotki, Jacobabad, Kambar-Shahdadkot, Kashmore, Mirpurkhas, Matiari, Sanghar, Shikarpur, Sujawal, Tando Muhammad Khan, and Thatta.

Description of Component 1

The component -1 of the project focuses on transforming teaching practices in the early grades through implementation of the Continuous Professional Development (CPD) model which will be focused on improving the literacy skills in the early grades with specific emphasis on grades 1–5. Main outputs within this component include: (i) implementation of the CPD training for teachers; (ii) capacity development for the teacher training institutes; (iii) implementation of interactive audio and video instruction (IAVI) and teaching and learning materials; (iv) implementation of literacy teaching and learning materials for primary education, including scripted lesson plans, leveled-reading books for students; and (v) implementation of the upgraded comprehensive CPD program and monitoring of student learning outcomes. The results of the subcomponent will be tracked through Performance-Based Conditions (PBC).

To support improved students’ well-being and mitigate future potential risks related to students’ dropping out, particularly girls, the project will utilize behavioural nudges. These nudges can positively influence how teachers, students, headmasters, and parents interact. 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 CPD will address gender biases through the intervention training for teachers, learning content for students, and through engagement strategies with parents. This effort is aimed at reducing gender stereotypes that may be biasing the demands for girls education or their learning capabilities.

Under this Component, technical assistance (TA) and institutional capacity development opportunities are aimed for the SE&LD and its specialized agencies to effectively carry out activities under Component 1. Key TA activities would include (i) review of CPD materials and establishment of grade-level learning targets and performance benchmarks for literacy; (ii) identifying and establishing of partnerships with third-party service providers for teacher training institutes; (iii) creation and delivery of interactive audio and video instruction content and pilot implementation; (iv) training of SE&LD officials on the use of the EGRA and procurement of necessary software and hardware; and (v) support for provincial assessment strategies.

Project Implementation Arrangements

The SELECT Project is being implemented by SE&LD, Government of Sindh (GoS), through the Project Management and Implementation Unit (PMIU), which is housed in the RSU. The PMIU will monitor overall implementation of project activities through TA support. The RSU is headed by the CPM (Chief Program Manager), who will be responsible for providing oversight for four tasks: (a) procurement activities under Component 4 and procurement support for other components; (b) financial management and audit for the overall Project; (c) safeguards monitoring and reporting for the entire Project; and (d) Project-specific monitoring and evaluation. Third-party consultants will be hired to support these functions.

The design, implementation planning and coordination for Component 1 will be managed through the Technical Working Groups for each of the project components, with representation from key allied agencies including the Sindh Teacher Education Development Authority (STEDA), Provincial Institute of Teacher Education (PITE) and the Directorate of Curriculum, Assessment & Research (DCAR). Teacher Training Institutes (TTIs) in the selected districts will be responsible for implementing teacher training-related activities and ICT-based formative assessments. DCAR will be responsible for the overall development and coordination of learning materials and behavioral activities, and for providing technical support to the component, in coordination with PITE, Directorate of School Education (DSE) and other relevant allied agencies.

Objectives of the Assignment

1. Background

The PMIU-SELECT-RSU is committed to strengthening foundational literacy by building the capacity of key stakeholders within the education system. To support this goal, it intends to hire a qualified and experienced training firm to design and deliver a comprehensive 6-day training module for Guide Teachers (GTs) and Subject Coordinators (SCs) grade 3-5 across the project districts. This training will serve as a refresher of previously conducted reading instruction training of GTs and SCs for Grades 1 to 5, while also orienting participants to newly developed Teaching and Learning Materials (TLMs) for Grades 3 to 5. This training intervention is positioned within the broader CPD cycle being implemented under SELECT. It builds upon earlier cluster-level trainings conducted for foundational literacy in Grades 1–2, and scale-up for Grades 3–5. The firm will support the integration of Classroom Observation (CO) and Formative Assessment (FA) data into CPD implementation. The training will enable GTs and SCs to analyze and use this data to guide instructional feedback and tailor support for teachers, thereby connecting this assignment with CO/FA strategies and the broader CPD ecosystem. Additionally, the training will integrate key themes on socio-emotional support (SES) and gender-responsive pedagogy, ensuring that teachers are equipped to create inclusive, supportive, and effective learning environments for all students. Following are the details of GTs and SCs.

<i>#of districts</i>	<i># of GTs</i>	<i># of SCs</i>
12	545	2190

2. Objectives

The training will serve as a refresher of previously conducted reading instruction training for Grades 1 to 2 and orientation to newly developed Teaching and Learning Materials (TLMs) for Grades 3 to 5. The assignment involves adapting existing content where appropriate and developing new training content, specifically aligned to the needs of Grades 3–5. The firm is also expected to design reinforcement strategies for Grades 1–2 to ensure continuity and retention of prior learning.

The PMIU RSU (the ‘Client’), requires the services of an expert training firm (the ‘Firm’) to:

- Conduct a comprehensive Training Needs Assessment (TNA), including specific attention to the unique contexts and requirements of single-teacher schools, to inform the planning of targeted trainings for Subject Coordinators (SCs) and Guide Teachers (GTs). Trainings will follow a cascade model, where SELECT Master Trainers (trained by ITA) will train GTs, who will in turn train SCs.
- Develop comprehensive training manual separately for SCs & GTs in English language and translated in Urdu & Sindhi languages.
- Enhance participants’ understanding and application of key reading competencies including phonemic awareness, oral reading fluency, and reading comprehension through training on the administration and interpretation of standardized Early Grade Reading Assessment (EGRA) tools.
- Equip Guide Teachers (GTs) and Subject Coordinators (SCs) with the skills to effectively use SELECT literacy materials—including scripted lesson plans, scope and sequence frameworks, classroom observation tools, formative assessments, and technology (e.g., Tangerine App and other ICT tools)—alongside the SES activities/toolkit, ensuring their effective implementation in classrooms. Additionally, build SCs’ capacity to monitor and evaluate the use of these tools to support instructional quality and learner outcomes.
- Promote evidence-based teaching by training participants to interpret and respond to triangulated data—including EGRA results, regular formative assessment outcomes, classroom observations, and teacher/headteacher feedback—to inform continuous instructional improvement and targeted support.
- Support provincial literacy policy refinement by building capacity of GTs and SCs who can interpret baseline performance data and contribute to the review and contextualization of reading benchmarks, ensuring alignment with foundational learning goals.

III. Scope of Services

The detailed scope of services is laid out below:

Phase 1: Delivery of Inception Report

The Firm shall submit the inception report that envisage the training proceedings considering all the deliverables to the Client after 1 month of signing the contract, comprising the following:

a) Situation Analysis

The situation analysis draws on initial desk reviews, previous training reports, TNA reports, FA results/ CO report of previous cycle, challenges occurred during CPD cycles stakeholder consultations (PITE, DCAR & STEDA), and preliminary findings from the Training Needs Assessment (TNA) to assess the current capacity and professional development landscape for Guide Teachers and Subject Coordinators. While foundational literacy is recognized as a priority, current training practices are often fragmented, irregular, and lack alignment with evidence-based methodologies. There is limited familiarity with tools such as EGRA and the Tangerine app, and minimal integration of ICT in formative assessment practices. Additionally, while some instructional resources exist, such as scope and sequence documents, they are underutilized due to a lack of structured guidance and capacity. Compared to global and national best practices, the current system reveals significant gaps in pedagogical coherence, assessment literacy, and technology adoption. To address these challenges, this training intervention aims to strengthen the Continuous Professional Development (CPD) model by integrating key components—Teaching and Learning Materials (TLM), Classroom Observation (CO), Formative Assessment (FA), and Behavioral Nudges (BN)—into a cohesive monthly CPD cycle.

TLMs will be used to anchor instruction through structured scripted lesson plans aligned with the science of reading and foundational literacy goals.

Classroom observation will support ongoing instructional improvement through regular feedback loops and peer mentoring, using observation tools aligned with national standards.

Formative assessment will be enhanced through training on EGRA administration, the Tangerine app, and ICT-based assessment methods to generate actionable learning data.

Behavioral Nudges (BN) will be embedded throughout the CPD cycle to promote consistent teacher engagement and practice. These nudges—such as reminder messages, recognition of small wins, positive reinforcement through peer examples, and simple cues to prompt action—will be strategically designed to reinforce training content, encourage follow-through, and build habits over time.

These components are designed to work in synergy through a monthly CPD cycle, which combines structured training sessions, school-based follow-up, and ongoing reinforcement. The aim is to ensure that each element reinforces the others—TLMs guiding instruction, CO providing feedback, FA measuring progress, and BN sustaining behavioral consistency. By aligning all these interventions, the CPD model promotes instructional coherence, builds assessment literacy, and enhances technology integration. The cascade training approach will ensure scalability and sustainability by equipping master trainers, guide teachers, and subject coordinators to deliver and support the model at all administrative levels. The overall goal is to operationalize a seamless and effective CPD system that translates into improved teaching practices and learning outcomes.

In addition, the analysis should identify and document any unintended consequences or external influences that may have impacted learning outcomes during the intervention period.

These may include political disruptions, economic constraints, health crises, environmental challenges, or other contextual factors that were either not present or less significant during the pilot phase.

b) Design & Conduct TNA

The Firm will design and conduct effective TNA involving all stakeholder groups.

- Submit a TNA report with key findings and recommendations.

c). Selection of Venues & Cohorts

Given the scale and diverse composition of participants across 12 districts, including 545 Guide Teachers and 2190 Subject Coordinators the training firm must adopt a strategic, tier-sensitive grouping and venue selection approach to ensure effective delivery and optimal participation.

Venue selection will prioritize accessibility, facility readiness (especially for ICT-based sessions), gender inclusivity, and cost-effectiveness. This decentralized model ensures logistical feasibility, supports contextual learning, and strengthens cascading impact across the education system.

d). Conducive Learning Environment

Selected training venues must be safe, inclusive, and adequately equipped to comfortably accommodate the designated group sizes, with sufficient space for both plenary sessions and breakout discussions. Venues should be physically accessible to all participants, including women and persons with disabilities, and provide private, hygienic sanitation facilities for both men and women to ensure comfort and dignity throughout the training.

Each venue must support an interactive and technology-integrated learning environment. This includes essential infrastructure such as projectors and screens for visual presentations, whiteboards or flipcharts for group work and facilitation, and table arrangements that promote collaboration while respecting personal space and cultural sensitivities.

Given the use of ICT-based tools such as the Tangerine app, venues must also provide stable electricity for charging laptops or tablets and reliable internet connectivity to support hands-on digital practice. These infrastructure standards will not only improve the quality and effectiveness of the training but also ensure that all participants—regardless of gender—can engage fully and equitably in the learning process.

e) Detailed Work Plan

The Firm shall prepare and submit a comprehensive work plan, comprising the following:

- ✓ Team composition and logistics
- ✓ Training delivery plan utilizing existing MTs and GTs as trainers.
- ✓ Detailed CVs of relevant key and non-key staff and their work plans.
- ✓ Specify expected tasks and responsibilities of each member of the team.

- ✓ Specify travel and logistics arrangements, including for workshops.
- ✓ Supervision and quality assurance of training.
- ✓ Detailed field plan
- ✓ Identify resource needs for training

The Inception Report should be presented to the Client for comments and revision, as necessary, prior to commencing field work. The Firm must then start coordinating with the district education officers, MTs, GTs, SCs, and PITE for mobilizing the trainees.

Deliverable: Submission of inception report, with detailed situation analysis including TNA report, cohort/ venue selection, key and non-key experts and detailed work plan.

Phase 2: Development of Training Manual

The Firm will submit a comprehensive training plan considering the needs of all stakeholders as per the findings of TNA which will be conducted by the Firm. The Training manual should comprise of the following:

Manual Content

The training will explicitly address SES through dedicated modules that build GTs' and SCs' capacity to recognize socio-emotional needs, particularly of marginalized and vulnerable children. It will include specific content on implementing SES activities in low-resource settings, with a focus on trauma-informed and resilience-building practices. Participants will be trained on the use of the Component 3 dashboard to download and interpret classroom observation and formative assessment data. Simulated sessions, case studies, and data interpretation exercises will be included to build decision-making capacity using real or anonymized data. Each module in the manual should include detailed facilitator notes, activity timelines, examples of classroom scenarios, and guidance for adaptation based on school size and teacher experience. Manuals must differentiate content by role (GT vs SC) and include visual aids, reflection tools, and technology integration steps. The manual may include the following:

- Components of reading (phoneme, Phonics, vocabulary, fluency and reading comprehensive) and importance
- Instructional strategies of teaching reading skills (such as playing with sound, playing with words, read aloud strategies, teaching of expressive and receptive vocabulary, teaching of reading fluency and comprehension) (aligned with SELECT scripted lesson plan for Grade 1 to 5)
- ICT based classroom observation on SELECT application and strategies for coaching support such as effective feedback strategies to subject teachers
- ICT based formative assessment on EGRA tools on SELECT application
- Integrating socio emotion support during teaching and learning process
- Use of C1 dashboard for example downloading formative assessment and classroom observation data, interpreting trends in CO and FA

While developing manual, the following points may be considered.

- ✓ Separate content should be prepared for GTs & SCs as per their contribution in CPD rollout.
- ✓ Day wise training plans and agenda with hands on training & pedagogy techniques.
- ✓ Hands on experience of carrying out classroom observation tool and formative assessment.
- ✓ Special consideration should be given to socio-emotional aspects and gender inclusivity.
- ✓ Step by step CPD plan including individual roles of MTs, GTs & SCs.

Resource Materials

Sample Scripted Lessons (Grades 1–5)
Levelled Reader Lists (1 to 5)
EGRA Guidelines
SELECT developed applications
Classroom Observation Tools
Feedback Templates
Socio Emotional Themes

Annexures

Glossary of key terms
Contact list of training coordinator and logistic point persons
Training certificate template

Deliverable: Submission of a detailed training manual each for GTs and SCs in Urdu and Sindhi based on the TNA result for the approval and certification from PITE and STEDA developed in English, translated in Sindhi & Urdu.

Phase 3: Training Execution

The training design and delivery must be gender-responsive. This includes ensuring gender parity among trainers and facilitators, and integrating content that prepares GTs and SCs to identify and address gender-based barriers in classrooms. Facilitation approaches must promote equitable participation, and session content should include strategies for mitigating gender biases and promoting inclusive learning environments.

The Firm should submit the updated and final Trainers' mobility plan including SELECT MTs including human resources for supervision and quality assurance hired by the firm with venues (in case of any differential occurred with the inception report due to unforeseen circumstances). The Firm is required to share attendance of the participant on daily basis with PMIU SELECT.

- Training pack should be ready to be distributed to the participants

- All approvals (teachers' release, DEOs information) should be managed in effective manner.
- Arrangements of refreshment and lunch.
- Maintain the attendance record of participants.

Monitoring and Evaluation

The M&E framework should include pre-/post-tests aligned with each learning objective, disaggregated by role, gender, and district. The firm must design data collection tools to assess impact on knowledge, attitudes, and instructional practices. A real-time feedback loop should be developed to share assessment findings with trainers and education managers, allowing for mid-course adjustments. Quality assurance mechanisms must include third-party validation checks, session observation rubrics, and documentation of corrective actions taken during implementation.

The selected technical assistance firm will be responsible for establishing and implementing a robust Monitoring and Evaluation (M&E) framework to ensure the quality, relevance, and effectiveness of the training intervention. The M&E component will focus on the following key areas:

Pre- and Post-Training Assessments

The firm will design and administer pre- and post-training assessments for both Guide Teachers (GTs) and Subject Coordinators (SCs) to measure changes in knowledge, skills, and attitudes related to foundational literacy instruction, use of TLMs, socio-emotional support, gender-responsive pedagogy, and ICT integration. The assessments should be aligned with training objectives and allow for analysis of learning gains.

Trainer Observation Checklists

To ensure the quality and consistency of training delivery, the firm will develop and apply standardized trainer observation checklists. These checklists will be used by master trainers, technical monitors, or project staff to observe training sessions, assess facilitator performance, instructional methodology, participant engagement, and adherence to training protocols.

Evaluation of Training

The firm will conduct an end-of-training evaluation to capture participant feedback on training content, delivery, materials, and logistics. This should include both quantitative (e.g., Likert-scale responses) and qualitative (e.g., open-ended questions, focus group discussions) methods. The firm will analyze findings and submit a comprehensive training evaluation report with recommendations for future improvements.

Reporting and Feedback Loops

The firm will compile and submit periodic M&E reports summarizing assessment results, trainer observations, and training evaluations. These reports should inform ongoing quality assurance efforts and be used to refine future CPD activities. A feedback mechanism should be established to share key insights with trainers, stakeholders, and relevant government partners.

- The firm is expected to integrate gender-disaggregated data and ensure that M&E tools and practices are inclusive and responsive to the diverse needs of participants.

Deliverable: Submission of participants' daily attendance record hard and soft copies, pre and post-test report with data sheets, workshop evaluation report, quality assurance report and comprehensive training report to the PMIU-SELECT.

Final Deliverable

The Firm is expected to submit the following:

- Final report including evaluation and recommendations of training.
- Activity completion report in alignment of inception report.

Required Expertise

The Firm should have:

- ✓ At least 5 years of experience in educational training programs.
- ✓ Proven track record of conducting TNA and cascade training models.
- ✓ Experience with foundational literacy and EGRA tools.
- ✓ Familiarity with Tangerine and other tech-based education tools.
- ✓ A multidisciplinary team comprising:
 - Project Lead
 - Lead Trainer with expertise in literacy and reading
 - Team of supervision and quality assurance officers for multiple venues
 - Data analyst
 - Translators/ Editors (Sindhi & Urdu)
 - Illustrator

IV. Tentative Schedule of Delivery

The entire contract will last approximately 4 months (July-25-October 25), beginning with initial kick-off planning meetings with PMIU -SELECT that will last through the submission of final report.

	Deliverables	Timeline	Proposed Payment
1	Signing contract	As per given time in bidding documents (T)	
2	Inception Report Deliverable: inception report, with detailed situation analysis including TNA report, cohort/ venue selection, key and non- key experts and detailed work plan.	T+(2 WEEKS) (X)	15%
3	Development of Training Manual: submission of a detailed training manual each for GTs and SCs for the approval and certification from PITE and	T + XXX + 04 weeks (XXXX)	35 %

	STEDA developed in English, translated in Sindhi & Urdu.		
4	Training Execution: Participants' daily attendance record hard and soft copies, pre and post-test report with data sheets, workshop evaluation report, quality assurance report and comprehensive training report shared with the PMIU-SELECT.	T + XXXX + 03 weeks (XXXXX)	35%
5	Submission of Final Report with support data sheets and activity completion report	T + XXX + 06 weeks (XXXX)	15%

II. Qualification and Team Composition

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

- Be legally registered by GoS/Federal government as a company to operate with certificate of incorporation; or, if an institution, be legally registered by the Government and Higher Education.
- The Firm must be an active taxpayer for last 5 years.
- Have at least 5 years of experience working in Pakistan. Preference will be given to Firm having an extensive experience of teacher training at mass level on various tiers particularly with government sector.
- The Firm should have 10 years overall experience with at least five years of demonstrated experience in organizing teacher training in public and/or private sector of comparable scale and complexity at national/international level.
- Documented experience of preparing quality reports which are concise and succinct to allow policy and technical decisions.
- Possess a deep understanding of the Sindh public education system, including the regional units at the district and taluka level,
- Deep understanding of the linguistic diversity within the target districts included in the baseline.
- The key staff team members should possess relevant qualification, experience, expertise and skills to carry out assignments in areas covered in employer's requirement.

Position	No. of positions	Estimated Expert Person (Months)	Qualifications and Experience
Project Director / Team lead	1	4 Months	<i>Qualification and Knowledge and Experience:</i> At least a Master's / BS degree (sixteen (16) years of education) in Education, Education Policy or relevant social science, from a foreign or local university duly recognized by the Higher Education Commission (HEC) of Pakistan.

			<p>Minimum 10 years of experience as a survey supervisor and Project Management leader. Minimum 5 years of experience in the field of teacher education, assessment, and training.</p> <p>Knowledge of project indicators, results, and reporting with M&E databases and data management systems. Knowledge and experience in the public education sector in Pakistan is preferable.</p> <p>Skills:</p> <p>Excellent skills and experience in documentation/reporting writing manuals, conducting surveys, developing item bank assessments, survey plans development, pedagogy, monitoring, and reporting with a focus on structure, purpose, and audience. Excellent interpersonal and communication skills (oral and written) and professional-level fluency in English and Urdu, Sindhi (an advantage)</p> <p>Abilities:</p> <p>Ability to undertake regular field missions, especially in diverse and challenging contexts. Ability to work under pressure and meet deadlines. Willingness to accept the assignment at short notice</p>
Teacher Training Specialist for developing manual and training	4	3Months	<p>Qualification and Knowledge and Experience:</p> <p>At least a Master's /BS degree (sixteen (16) years of education) in Education, Education, Languages or relevant social science, from a foreign or local university duly recognized by the Higher Education Commission (HEC) of Pakistan.</p> <p>Minimum 8 years of experience as a survey supervisor. Minimum 5 years of experience in the field of teacher education, assessment, and training. Minimum 3 years' experience in developing EGRA tools, data collection, data analysis, and reporting related to EGRA survey.</p> <p>Knowledge of project indicators, results, and reporting with M&E databases and data management systems. Knowledge</p>

			<p>and experience in the public education sector in Pakistan is preferable.</p> <p>Skills: Excellent skills and experience in writing evidence and research base reports. Excellent interpersonal and communication skills (oral and written). Professional-level fluency in English and Sindhi.</p> <p>Abilities: Ability to work under pressure and meet deadlines and willingness to accept the assignment at short notice</p>
Technical Report Writer	1	1 Month	<p>Qualification, knowledge & expertise The Technical Report Writer for the EGRA Endline Survey should have a Master's or Ph.D. in Education, Social Sciences, or a related field, with at least 5–10 years of experience in educational research, literacy assessments, and technical reporting.</p> <p>Expertise The candidate must have expertise in analyzing and interpreting quantitative and qualitative data, preferably using statistical software, and a strong understanding of EGRA methodology and early grade reading interventions.</p> <p>Skills Proven skills in technical writing, policy analysis, and report development are essential, along with experience collaborating with education stakeholders, government agencies, and donor-funded projects. Strong attention to detail, ability to translate complex findings into clear, actionable recommendations, and knowledge of education policies and performance standards will be key for producing a high-quality endline report.</p>
Supervision and Quality Assurance officer	12	1 Month	<p>Qualification and Knowledge and Experience: At least a Master's/BS degree (sixteen years of education) in Social Science, Education or Languages (Sindhi/Urdu) or relevant subject from a foreign or local university duly recognized by the Higher</p>

			<p>Education Commission (HEC) of Pakistan.</p> <p>Minimum 5 years of relevant experience in education particularly in student assessment and capacity building of data collection team, module development. Proven knowledge and skills of emerging trends in pedagogy and teacher training. Knowledge and experience in the public education sector in Pakistan is preferable.</p> <p>Skills: Excellent skills and experience in conducting ToTs, writing manual, modules and training plans with a focus on purpose and audience. Excellent interpersonal and communication skills (oral and written) and Professional-level fluency in English Sindhi and Urdu.</p> <p>Abilities: Ability to work under pressure and meet deadlines. Willingness to accept the assignment at short notice.</p>
Total			

Non-Key Experts:

Position	No. of positions	Estimated Expert Person (Months)	Qualifications and Experience
Translator & Composer Sindhi & Urdu	1 each	1 month	<p>Must possess a Master's degree in Sindhi/ Urdu Linguistics with proven record of academic writing</p> <p>At least 3 years of work experience with a firm/ organisation in the same capacity</p>
Illustrator	1	15 days	<p>Must possess a bachelor's degree in graphic designing or Diploma in multimedia</p> <p>At least 3 years' experience working with a firm or organisation in the same capacity</p>

Admin and Logistic Officers	12	2 Month	<p>Qualification and Knowledge and Experience: At least a Bachelor's degree (sixteen (16) years of education) in Business Administration, Public Administration, Commerce, or relevant discipline from a foreign or local university duly recognized by the Higher Education Commission (HEC) of Pakistan. Minimum 3 years of experience in the administration of large-scale research studies or any other team management for short-term assignments.</p> <p>Skills: Excellent skills and experience in logistics/HR and other administrative work related to short-term projects Excellent interpersonal and communication skills (oral and written) and professional-level fluency in English and Urdu/ Sindhi</p>
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Selection Method

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