

Terms of Reference for Consulting Firm for Providing Technical Assistance in the Development of the Teaching and Learning Material for Early Grade Reading

PROJECT MANAGEMENT AND IMPLEMENTATION UNIT (PMIU) Sindh Early Learning Enhancement through Classroom Transformation Project (SELECT) Reform Support Unit School Education & Literacy Department Government of Sindh

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 from grades 1 to 5 for Sindhi and Urdu Languages. The project comprises a series of focused and flexible implementation strategies, targeted at the school and meso- levels (personnel and systems at the school, cluster, taluka, and district levels). The Project supports the implementation of Continuous Professional Development (CPD) in the selected school clusters focused on improving the reading skills in Sindhi and Urdu languages from Grades 1-5 by transforming teaching practices. The project also focuses on improvement in the transition from primary to elementary schools, as well as a reduction in dropouts through targeted students' attendance redress procedures. The desired project outcomes would eventually contribute to the reduction in learning poverty and in the number of out-of-school children. To monitor and measure the progress of the project, improved reading skills in grade 3 will be measured by the Early Grade Reading Assessment (EGRA) test in the selected twelve (12) districts as well as the implementation of regular formative assessment in the project-supported schools.

Table 1: Project Overview

Project Objectives	The Project Development Objective (PDO) is to improve the reading skills of early-grade primary students and increase students' retention in primary schools in selected districts.
Project Cost	US\$ 154.76 million. US\$ 100 million from IDA and US\$ 29.9875 million from the Education Sector Program Implementation Grant (ESPIG) and US\$ 24.775 million Multiplier Grant (MG) of the Global Partnership for Education (GPE).
Component 1	Transforming teaching practices in the early grades: <ul style="list-style-type: none">● Subcomponent 1.1: Implementation of continuous professional development (CPD) model for improved literacy skills in the early grades● Subcomponent 1.2: Carrying out behavioral nudges for improved learning.● Subcomponent 1.3: Provision of technical assistance for institutional capacity development and support.

Component 2	Developing an effective and safe learning environment — by school upgradation to elementary level and school rehabilitation through refurbishing of 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 students' 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	Ghotki, Jacobabad, Shikarpur, Kambar Shahdadkot, Kashmore, Mirpurkhas, Sanghar, Matiari, Sujawal, Tando Muhammad Khan, Thatta, and Badin

Project Implementation Arrangements

The SELECT Project will be implemented by SELD, Government of Sindh (GoS), through the Project Management and Implementation Unit (PMIU), which will be housed in the RSU. The PMIU will monitor the 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 (04) 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 (TWG) for each of the project components, with representation from the 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 assessment. The 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, the Directorate of School Education (DSE), and other relevant allied agencies. In this connection, the DCAR has notified, two committees; one is responsible for material development and the other is responsible for material review developed during SRP and PRP. Each committee is represented by a diverse group of experts with relevant experience and expertise. The firm is required to engage these committee members and further enhance their capacity in developing early-grade reading material as per Sindh Early Grade Reading Standards and global reading practices.

Component 1

Component 1 of the project focuses on transforming teaching practices in the early grades through the implementation of the continuous professional development (CPD) model which will be focused on improving literacy skills in both Sindhi and Urdu languages with specific emphasis on grades 1–5. Main

outputs within this component include (i) capacity development for the allied agencies in developing early grade teaching and learning material; (ii) development of implementation of literacy teaching and learning materials for primary education, including scripted lesson plans, leveled-reading books for students; (iii) development of interactive audio and video instruction (IAVI) and teaching and learning materials; (v) conduct need assessment of school and grade-specific requirements of material items 5); and oversee printing process of material. Additionally, the component will entail the implementation of the CPD training for teachers to be carried out by a separate consulting firm under the project.

To support improved students' well-being and mitigate future potential risks related to students' dropping out, particularly girls, the project will utilize behavioral nudges. These nudges can positively influence how teachers, students, headmasters, and parents interact. The project will pilot a school-based behavioral intervention that will help students recognize that their abilities and skills can change and grow and will focus on key skills such as students' 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 intervention training for teachers, learning content for students, and engagement strategies with parents. This effort is aimed at reducing gender stereotypes that may be biasing the demands for girls' education or their learning capabilities.

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

Continuous Professional Development (CPD) Policy

The CPD model is based on the cluster-cum-school based approach. The professional development activities under the framework will be managed through a **central primary/elementary** (referred to as Cluster Hub School in the framework). The CPD will be delivered through a blended mode. While the School Clustering Policy by the SELD defines a Cluster as a group of schools close and accessible to each other. The distance varies with respect to the number of schools of various types, sizes, and levels within the cluster.

- a. **Face-to-face interaction of trainers** (who are referred to as Master Trainers/Guide Teachers/Subject Coordinators in the framework) with teachers in a workshop setting; (a) for all teachers at cluster level before the implementation of CPD activities at the school level for three days and on one-day monthly meeting arranged by the Subject Coordinators in Teacher Training Resource Centre (TTRC) at cluster hub schools.
- b. **On-the-job support** through two (2) days of mentoring visits to schools by the Master Trainers in their respective/ designated districts, (b) two mentoring visits monthly by Guide Teachers in their respective cell hub schools (c) two mentoring visits monthly by Subject Coordinators in their respective feeder schools.
- c. **Online support for teachers and trainers** through a web e-portal to be administered by a dedicated team of professionals based at the Sindh Teacher Education Development Authority (STEDA), Teacher Training Institutes (TTIs), Provincial Institute of Teacher Education

(PITE), and Directorate of Curriculum, Assessment & Research (DCAR).

Objectives

The PMIU RSU (the 'Client'), requires the services of a firm (the 'Firm') for providing technical assistance in the review and development of Teaching and Learning Material for Early Grade Reading improvement.

Specifically, the objectives of the technical assistance are to:

- i. Conduct situation analysis of the state of early-grade teaching and learning material for reading instruction in Sindhi and Urdu languages.
- ii. Conduct a needs assessment of school-specific and classroom-specific requirements of each teaching and learning material for printing using the most recent enrolment data and criteria shared by PMIU.
- iii. Develop better understanding of the revised scope & sequence of reading material for grade 1 & 2 in order to gauge effective progression and continuity with the new material for primary grades 3-5.
- iv. Develop scope & sequence of both Sindhi and Urdu languages for primary grades 3 to 5.
- v. Develop new teaching and learning material for grade 3 to 5 in Sindhi and Urdu languages according to the requirement of scope & sequence, early grade reading standards and the National/Provincial Curriculum of respective language subjects.
- vi. Develop Interactive Audio Video Instructional material for teachers (for Grade 1 to 5) in Sindhi and Urdu Languages.
- vii. Training of Master Trainers on materials to be used for the implementation of the CPD program.
- viii. Development of online digital app content for CPD.

Scope of Work and Deliverables

Task 1: Conduct an Inception Study

The Firm will submit an inception report based on the following activities:

- Conduct a desk review of all reference documents on in-service teacher training/CPD training programs that are currently available for Grade 1-5 Sindhi and Urdu subjects, including curriculum, teaching guides, teacher training material, scripted lesson plans, etc.
- Conduct a desk review in consultation with the Allied Institutes of all the online teacher/CPD training portfolio, online teachers' training, and reading development material.
- Propose a strategy for conducting a need assessment of material requirements using the most recent enrolment data.
- Review the existing training content for teachers, reading content for students, and training curriculum with a specific focus on addressing gender stereotypes and socio-emotional context in education.

- Prepare an inception report summarizing findings from the desk review and stakeholders' consultations and providing a detailed work plan for the assignment.

Deliverable: A comprehensive inception report based on the activities outlined above. Workshops for stakeholders (at least 02 workshops), key informant interviews (KIIs), and Focus Group Discussions (FGDs) to be organized and feedback to be included in the final draft.

Task 2: Review and develop Sindhi and Urdu, literacy teaching and learning materials and development of scope & sequence for primary grades 3 to 5.

Developing the scope & sequence for learning materials for primary grades 3-5 serves as the first step in the material development process. The scope outlines the overall content, concepts, and skills that will be covered in each mentioned grade, ensuring a well-rounded and coherent curriculum. It involves identifying key subject areas and determining the learning objectives for each grade level. The sequence, on the other hand, determines the order in which these topics will be taught, building upon prior knowledge and gradually introducing more complex concepts. To achieve an effective scope and sequence, collaboration among educators, curriculum specialists, material specialists, and stakeholders is vital. It is crucial to consider the diverse learning needs of students and incorporate differentiated instruction strategies to support individual growth. The Firm will develop scope & sequence for grades 3 to 5 with the support of the notified material development committee which will help the material development team to identify material development requirements under each grade and based on the review process carried out by them and will provide a comprehensive orientation to the Firm in order to create a better understanding of the progression from grade 1 & 2.

The Firm will actively engage experts from SELD allied institutes through at least 3 workshops to review, select and develop new student learning material as per the early grade literacy skill requirements and the scope & sequence of each grade. The developed materials should be aligned with the Government's existing policies and standards, address specific gender stereotypes, and integrate support for children's socio-emotional learning. It is essential to incorporate diverse perspectives and examples that break away from the traditional gender roles, showcasing women's achievements and contributions throughout history and in various fields.

Note: The Firm will perform this task in two separate phases. The first phase starts from January 2024 to June 2024, whereas the second phase will start from July 2024 to September 2024. In the first phase, the Firm will develop, review, and refine new teaching and learning material for the pilot phase which starts in March 2024. During the pilot phase, the Firm will document the experiences of stakeholders for the implementation of the primary grades reading CPD model. These experiences will be utilized to refine the learning material and will be reviewed and printed between July 2024 and August 2024. In addition to this, all the logistic arrangements of the workshops such as selection of venue, TA/DA to participants will be managed by the PMIU whereas the firm will be responsible for workshop material and refreshments to participants during the workshops.

The estimated requirement of learning material is highlighted in the below table. However, the requirements may change as per the actual needs identified under the scope & sequence of each grade.

Material developed for grades 1 & 2 is mentioned here to track the progression.

Nature of Material	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Scope & Sequence Performance	1	1	1	1	1
Levelled Readers	20	20	10	5	5
Story Books	2	5	5	10	10
Student Workbooks/worksheets	1	1	1	0	0
Flashcards for students	25	20	5	0	0
Display Charts	5	5	5	5	5

In addition to the above-mentioned table, the Firm shall develop IAVI material in Sindhi and Urdu subjects for Grades 1 to 5 with the support of language experts from the allied institutions. The primary objective is to foster a better understanding among teachers regarding the importance of reading, formative assessment, and the CPD model. This resource will be a mix of animated videos with the voice overs in Urdu / Sindhi and Real time videos where required. The videos will be produced after the approval of story board, script and relevant illustration by the PMIU-SELECT.

Following is the table which contains the possible topics for IAVI material.

S. No	Topic	Type of Material	Grades	Language	Max Expected
1	Why reading is important?	Animated videos	All grade teachers	Both Sindhi and Urdu	7 min
2	Introductory video on Sindh Early Grade Reading Performance Standards	Animated Videos	Same	Same	5 min
3	What is assessment and type of assessment?	Animated Videos	Same	Same	5 min
4	Introduction of SELECT ICT-Based Formative Assessment	Real time videos/animations	Same	Same	Three videos of 5 min each
5	Major Early Grade Reading Skills	Animated/Real	Same	Same	5 min

6	SELD/SELECT CPD Model	Animated	Same	Same	5 to 7 min
7	Introductory video on scope and sequence of early grade reading	Animated video	Same	Same	5 min
8	SES and Gender perspective in SELECT	Animated videos	Same	Same	Same
9	Early Grade Pedagogies aligned with scripted lessons	Real life model	Same	Same	5 to 10 min video 5 min
10	Why student struggle in reading?	Animated vides	Same	Same	5 video
11	Why levelled reader and read aloud are important for improving early grade reading skills?	Animated Videos	Same	Same	5 min

Deliverable: Finalization of grades 3 to 5 scope & sequence, and student learning materials.

Developed interactive audio-visual instructional material for teachers.

Task 3: Conduct a needs assessment of teaching and learning material

The Firm is required to conduct a need assessment for the printing of teaching and learning material for each of the SELECT target schools. This will help to know the resource required for printing each single material item. The PMIU will assist the Firm in providing the most updated information on students and teachers in the target schools and the Firm will provide actual requirements of materials needed (and printing requirements) as per the agreed criteria.

- Finalize criteria for providing a number of teaching and learning material items provided at each class in consultation with PMIU.
- Collect school-wise, grade-wise, and medium-wise data of student enrolments and classroom teachers.
- Provide details showing grade-wise, medium material provided at each classroom level.

Deliverable: Submission of a list highlighting the need of each single material item for every target classroom of SELECT.

Task 4: Review, development, and approval of teaching and teacher training material

The Firm will actively engage the experts from SELD allied agencies through at least 3 workshops to select and develop teacher training and teaching material, as per the following requirements with particular attention to addressing gender stereotypes and the prevalence of multigrade settings. All teaching and learning material will be approved by STEDA.

Given that 44 % of Sindh’s schools are 1 or 2-classroom schools, there’s a defined need to have teaching materials that address the reality of multigrade teaching. Developing such teaching materials for multigrade teaching requires a thoughtful and inclusive approach to cater to the diverse needs of students within a single classroom. The key to success lies in creating adaptable and flexible resources that foster a supportive learning environment. Well-designed teaching materials must encompass a range of instructional strategies, learning activities, and assessment methods that cater to different skill levels, learning styles, and interests.

Similarly, developing teaching materials that are gender-sensitive and address the barriers to girls' education and learning is crucial for creating an inclusive and equitable learning environment. Such materials should challenge stereotypes and promote equal opportunities for all students, regardless of their gender. By fostering a supportive and respectful classroom atmosphere, girls can feel empowered to participate actively in discussions and express themselves confidently. Additionally, teaching materials should be designed to address specific challenges that hinder girls' access to education, such as cultural biases, early marriages, lack of sanitation facilities, and safety concerns on the way to school. Providing resources that promote gender equality and social awareness can help to dismantle societal barriers and encourage girls to pursue education, fostering a brighter and more inclusive future for all. Given the prevalence of lead poisoning among young children in the province which can adversely impact educational outcomes, teaching materials shall also create an awareness among teachers and children around the potential hazards of poisoning, and the need for differentiated teaching practices potentially affected by lead-poisoning.

The estimated requirement of teaching material is highlighted in the below table. However, the requirements may change as per the actual requirements identified by the Firm under the scope & sequence for each grade.

Material	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Teachers Manual	1	1	1	1	1
Scripted Lesson Plans	60	60	60	60	60
Any other tool developed during the consultation	1	1	1	1	1

Note: The Firm will perform this task in two phases. The first pilot phase will consist of four cycles of CPD in SELECT schools. Phase 2 will have 6 months for 6 cycles of CPD.

Deliverable: *Final version of teacher training manuals as well as scripted lessons as per the requirement of scope & sequence.*

Task 5: Online, digital app-based content for CPD

To leverage the use of education technology, the Firm will review and develop online app-based content for CPD and coaching, along with teaching and learning materials, to supplement physical learning materials and help teachers direct their learning efforts. The Firm should adopt the following procedures to achieve the deliverable:

- Review of available digital/online teaching-learning material already developed in Sindhi and Urdu languages related to the improving Literacy skills of grades 1-5, especially on early grade reading skills
- Plan and organize 1-2 consultation workshops for the subject experts from TTIs, and PITE for teacher support and training EdTech enterprises in Sindhi and Urdu with a specific focus on teacher training resources and applications.
- Digitalize teacher training material and all other material prepared during this assignment.
- Develop LMS for online reading/literacy teacher development modules/courses.

Deliverable: *Digitalized teaching and learning material, delivered as a result of Tasks 3 and 4. The 2 stakeholder workshops are to be organized and feedback is to be included in the final draft. It is envisaged that eventually, these modules will be available as online and offline self-access training for teachers (LMS platform). Conversion of Urdu and Sindhi languages textbooks/developed leveled reader and story books into digital textbooks.*

Task 6: Training of Master Trainers (MTs) on newly developed training material

To impart knowledge and skills to a larger number of teachers, master trainers are essential. Training master trainers on the new teaching and learning materials ensure that they possess a deep understanding of the materials and are equipped to effectively disseminate the information to teachers. This helps ensure consistent and high-quality implementation of the materials across various educational settings. The material development Firm will train the master trainers on the newly developed material. It helps the SELECT project make a connection between the material development Firm and the CPD implementation Firm.

- Familiarization of the Master Trainers with the teaching and learning materials to improve reading instructions at the classroom level.
- Discuss the specific skills and competencies targeted in early-grade reading instruction.
- Orient the Master Trainers with the scope & sequence used to incorporate the teaching and learning materials for early-grade reading instructions.
- Guide Master Trainers in adapting the teaching and learning materials to suit the local contexts, including language requirements, cultural relevance, and specific educational challenges.
- Equip Master Trainers to collect appropriate data for review and amendment of developed teaching and learning material after the pilot phase.

Deliverable: A comprehensive training manual, model lessons, assessment tools, material review, and feedback tool, and a training evaluation report with attendance and participants' evaluation.

Phase 2

Task 7: Review and finalization of teaching and learning material based on the results of the pilot phase.

The teaching and learning material will be distributed to the pilot group of schools, teachers, and students. The Firm will collect feedback through monthly meetings of MTs, GTs, and SCs, students' feedback, and classroom observations. The data obtained will be analyzed to identify common themes, patterns, errors, etc. Based on this feedback, the Firm will review all the material and finalize the teaching and learning for the CPD model in all the project schools. The specific tasks performed during this stage will be:

- Design strategy for review of teaching and learning material.
- Specific meetings and consultations will be arranged at school, cluster and district level for collections feedback of material users which will be utilized during material review workshops.
- Analysis of the feedback of stakeholders and finding of the pilot phase of CPD.
- Review and realign the scope & sequences.
- Review and refine grade-level learning targets and performance benchmarks for literacy based on the findings of the EGRA survey.
- Modify the developed reading material on the finding of formative assessment during the pilot phase.
- Conduct needs assessment of learning material for every individual school and classroom.
- Assist STEDA in review of draft teaching and learning material.
- Finalize all the material for implementation of CPD.

Deliverable: Finalization of grade 1 to 5 scope and sequence, student learning material, scripted lesson plans and teacher training manual.

Timeline, estimated efforts, and reporting requirements

Working arrangement: The Firm will work with STEDA and the PITE, through consultations with the DCAR, Teacher Training Institutes, Directorate of School Education, and PMIU-SELECT RSU of SELD. In-depth consultations will also be required with teachers for needs analysis and will be managed through the Directorate of School Education (DSE) of the different regions within the scope of the project. The Firm will be accountable to report progress to the PMIU Reform Support Unit (RSU) headed by the Chief Program Manager for SELECT.

Reporting arrangements for individual tasks will be structured as follows:

	Work Assignment	Sub activity	Tentative Dates	Duration	Agency Input	Approving Authority
1	Signing contract	Contract Signing	Dec-23	T 2023	PMIU	RSU/PMIU SELECT
2	Approved Inception Report	Submission of Inception Report	1st week on January 2024	T + 3 weeks = (X)		RSU/PMIU SELECT
		Approval of Report	2nd week of January 2024			
		Onboard of HR	2nd week of January 2024			
3	Development of Sindhi and Urdu literacy student teaching and learning material and development of scope & sequence from grades 3 to 5	Preparation and Planning for workshops	3rd week of January 2024	X + 11 Weeks (XX)= xx	STEDA, PITE, DCAR, TTI, STBB, DSE	DCAR/PMIU-RSU, Lead by DCAR
		Training/orientation of Material development Committee on SELECT, Reading Skills, Reading performance Standard, Reading curriculum, Literacy Framework	4th week of January, 2024			
		4 Day workshop on development of Scope and Sequence for Grade 3 to 5				
			1st week of February, 2024			
		Material development workshop 1	2nd week of February, 2024			
		Review and planning for next workshop and material review workshops	3rd week of February, 2024			
		Material development workshop 2	4th week of February, 2024			
		Material review workshops	1st week of March 2024			
		Planning for modification workshop	2nd week of March 2024, 3rd week will be Eid holidays			

		Workshop for Modification on developed material suggested by material review committee	4th week of April, 2024			
		Submission of final developed material for Approval (Quality Assurance)	2nd week May, 2024			
		Finalize the feedback from QA	3rd week June, 2024			
		Printing of Material	2nd week of July 2024			
4	Need identification of required material to be dispatched in schools as per the most recent enrollment data.	School data	Jan-24		PMIU-RSU	DSE
5	Development and approval of teacher training materials	Orientation of Newly developed Material with PITE and Teacher training material development committee	3rd week of May 2024	XX + 4 weeks = xxx	STEDA (training Outline and approval for content development)	STEDA/PMIU-RSU
		Planning of Material development workshop	4th week of May			
		Material development workshop of Teacher training material for Grade 1 to 5 by revising previously Grade 1 & 2	1st week of June 2024		PITE (support in material development)	Lead STEDA

		Finalize the Manual for Printing	2nd week of June 2024		PITE	
6	Develop and submit 25 videos/20 audio each for both Sindhi and Urdu subjects for Grades 1-5. AVI materials is to provide better understanding to the teachers regarding the importance of reading, formative assessment and the CPD model.	Selection of title/content and writing of script of the videos. (In Material development workshop	1st week of June, 2024	XXX + 2 Weeks =XXXX (other week will go with previous time lines)	STEDA, PITE, DCAR, TTI, STBB, DSE	RSU-PMIU-SELECT
		Storyboarding, Gather Visual and Audio Resources, Create a Production Schedule, Production and Filming, Voiceover and Narration, Graphics and Animation, Review and Revisions.	2nd and 3rd week of June 2024			
		Final Review and Approval From PMIU, WB	4th week of June 2024			
		Final Videos	2nd Week of July			
6	Training of Master Trainers (MTs) on newly developed material	Planning for Training	4th week of June 2024	goes with previous timelines	STEDA, PITE, DCAR, TTI, STBB, DSE	RSU/PMIU/SELECT
		Training of MT on newly developed material	1st week of July 2024			
7	Online, digital app-based content for CPD		2nd week of July		STEDA, PITE, DCAR, TTI, STBB, DSE	RSU/PMIU SELECT

The Firm should comprise the following individuals:

Position	No. of positions	The period in months	Qualification	Experience
Project Manager and Team Lead	1	8 months	At least a Master's degree (sixteen (16)	<ul style="list-style-type: none"> Minimum 08 years of relevant experience in the field of Education.

			<p>years of education) in Education, Education Policy, or relevant degree from a foreign or local university duly recognized by the Higher Education Commission (HEC) of Pakistan.</p> <p>Preference will be given to Ph.D./ MPhil in Education or related discipline.</p>	<ul style="list-style-type: none"> ● Preferred experience of minimum 5 years in material development for students and lesson plans for teachers. ● Excellent skills and experience in documentation/reporting writing manual, training need assessment, modules, training plans development, pedagogy, monitoring, and reporting with a focus on structure, purpose, and audience. ● Minimum 3 years' experience in supporting material development for in-service teacher training activities. ● Minimum of 3 years' experience in developing early grade reading material <p><u>SKILLS:</u></p> <ul style="list-style-type: none"> ● 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. ● Ability to lead and support field teams in rolling out material development for teacher training programs. ● 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. ● Excellent interpersonal and communication skills (oral and written). ● Professional-level fluency in English and Urdu.
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Material Development Specialist (Sindhi)	2	6 months	At least a Master's degree (sixteen (16) years of education) in the Sindhi language from a foreign or local university duly recognized by the Higher Education Commission (HEC) of Pakistan.	<p>Minimum 05 years of relevant experience in education Preference will be given of having expertise in developing teaching and learning materials and material relevant to early grades.</p> <ul style="list-style-type: none"> ● ● Excellent skills and experience in writing manuals, modules, and training plans with a focus on purpose and audience. ● Proven knowledge and skills of emerging trends in pedagogy and teacher training. ● Knowledge and experience in the public education sector in Pakistan. ● Ability to work under pressure and meet deadlines. ● Willingness to accept the assignment at short notice. ● Excellent interpersonal and communication skills (oral and written). ● Professional-level fluency in Sindhi and English.
Full-Stack Developer	1	5 months	At least Master's/ BS (16 years of education) in Computer Science from a from a foreign or local university duly recognized by the Higher Education Commission (HEC) of Pakistan HEC recognized University	<ul style="list-style-type: none"> ● Minimum 5 years of professional experience with a reputable firm or a software house ● Must be proficient in front-end technologies like HTML, CSS, and JavaScript, as well as back-end programming languages such as Python, Java, or Node.js. ● Must have experience in working with databases, server environments, and deploying applications on cloud platforms. ● Must be familiar with full stack frameworks and libraries, version control systems, and possess

				<p>problem-solving and debugging abilities.</p> <ul style="list-style-type: none"> ● Effective communication, a strong understanding of web architecture, security, and performance, and a continuous learning mindset is essential.
Material Development Specialist (Urdu)	2	6 months	At least a Master's degree (sixteen (16) years of education) in Urdu or Education, Education Policy, or relevant degree from a foreign or local university duly recognized by the Higher Education Commission (HEC) of Pakistan.	<p>Minimum 05 years of relevant experience in the field of education.</p> <ul style="list-style-type: none"> ● Minimum of 3 years' experience in developing learning material for teachers and students in early grade reading. ● Excellent skills and experience in writing manuals, modules, and training plans with a focus on purpose and audience. ● Proven knowledge and skills of emerging trends in pedagogy and teacher training. ● Knowledge and experience in the public education sector in Pakistan. ● Ability to work under pressure and meet deadlines. ● Willingness to accept the assignment at short notice. ● Excellent interpersonal and communication skills (oral and written). <p>Professional-level fluency in Urdu and English.</p>

Teachers Training Specialist	6	3 months	At least a Master's degree (sixteen (16) years of education) in Education, Education Policy, or relevant degree from a foreign or local university duly recognized by the Higher Education Commission (HEC) of Pakistan.	<ul style="list-style-type: none"> ● Minimum of 05 years' experience in arranging / leading teacher training activities. ● At least 3 years of experience in arranging face-to-face training of public-school teachers preferred in the areas of early grade reading instructions. ● Ability to provide on-site support to field staff in rolling out CPD activities at the classroom level. ● Ability to integrate and blend social emotional and gender aspects in the training content. ● Excellent skills and experience in writing manuals, modules, and training plans with a focus on purpose and audience. ● Proven knowledge and skills of emerging trends in pedagogy and teacher training. ● Knowledge and experience in the public education sector in Pakistan. ● Ability to work under pressure and meet deadlines. ● Willingness to accept the assignment at short notice. ● Excellent interpersonal and communication skills (oral and written). ● Professional-level fluency in Sindhi, Urdu, and English.
Composers for Sindhi and Urdu versions of all materials	1 each	4 months	Master/BS in Sindhi/Urdu, from a foreign or local university duly recognized by the Higher Education Commission (HEC) of Pakistan.	<ul style="list-style-type: none"> ● Minimum 5 years of relevant experience in education particularly in teacher education and training. ● Excellent skills and experience in composing materials in the Sindhi language with a focus on structure, purpose, and audience.

				<ul style="list-style-type: none"> ● Ability to work under pressure and meet deadlines. ● Willingness to accept the assignment at short notice. ● Excellent interpersonal and communication skills (oral and written). ● Professional-level fluency in Sindhi Urdu and English (an advantage).
Story Board / Script Writer	1 Urdu 1 Sindhi	2 months	At least a BS degree (sixteen (16) years of education) in relevant discipline from a foreign or local university duly recognized by the Higher Education Commission (HEC) of Pakistan.	<ul style="list-style-type: none"> ● Minimum 5 years of work experience either with a publishing house, media house or advertising agency as a content developer and script writer. ● Proven record of a strong portfolio as content developer ● Excellent communication skills and writing ability. ● A keen eye on cultural relevance. ● Should be an active team player to work effectively with in the team.
Voice Over Artist	1 Urdu 1 Sindhi	1 month	<p>There is no formal education or qualification preferred EXCEPT to have</p> <ul style="list-style-type: none"> ● a good voice quality ● accuracy of pronunciation ● aware with the preferred dialect of language <p>preference will be given to the incumbents associated with Radio, TV voice over artist or</p>	<p>A voice-over artist with minimum 5 years of experience is required to:</p> <ul style="list-style-type: none"> ● Read the written script aloud with contextual emotions. ● Record your voice using appropriate recording software. ● Possess the technical expertise to create quality sound. ● Convey excitement and enjoyment. <p>Required Skills: Clear articulation and pronunciation. Strong breathing – not running out of air at the end of a sentence A wide emotional range. Confidence in your abilities.</p>

			Documentary narrators	
Animator (Either 2D or 3D)	1	2 months	Masters/BS in Computer Science (graphic designing, animation), from a foreign or local university duly recognized by the Higher Education Commission (HEC) of Pakistan.	The Animator with minimum 5 years of experience should have strong capability of: <ul style="list-style-type: none"> ● Conceptualizing ideas for characters, scenes, backgrounds, and other animation elements ● Creating character sketches for new animations based on design briefs. ● Developing storyboards for animation projects ● Designing backgrounds, sets and other elements of the animated environment. ● Developing timing and pacing of motion, based on audio requirements. ● Collaborating with other creatives including designers, photographers and other animators to finalize project
Video Editor	1	2 months	A Bachelor's degree/ diploma in film production or related field is generally required. Preference will be given to the ability to work within several software programs such as the Adobe Suite	The Video Editor with minimum 5 years of experience should possess the ability to <ul style="list-style-type: none"> ● Gather and transfer all forms of media into editing software and ensure each was updated in the correct format. ● Operate computer editing systems and equipment used for video media and effects ● Establish a clear understanding of the storyline and purpose of the video's creation ● Create an initial proposed storyboard draft of the video to present to clients and receive approval before beginning to digitally alter video

				<ul style="list-style-type: none"> • Improve video and sound quality using various video software • Edit video to include preselected music, interviews, sound clips
Designer/illustrator	2	4 months	Masters/BS in Computer Science (graphic designing), from a foreign or local university duly recognized by the Higher Education Commission (HEC) of Pakistan.	<ul style="list-style-type: none"> • Minimum 5 years of work experience with organizations and experience with any educational institution will be a benefit. • Proven graphic designing experience. • A strong portfolio of illustrations or other graphics. • Familiarity with design software and technologies (such as InDesign, Illustrator, and Photoshop). • A keen eye for aesthetics and details. • Excellent communication skills.
Gender Specialist	1	6 months	Masters/BS in Gender Studies/ Education or related discipline, from a foreign or local university duly recognized by the Higher Education Commission (HEC) of Pakistan.	<ul style="list-style-type: none"> • At least 8 years of experience serving as a gender specialist in the human development sector. • At least 3 years' experience of working as a gender specialist in education projects. • Strong background in capacity building of teachers and education officials on gender. • Strong background in developing manuals for various gender-related pieces of training. • Ability to work under pressure and meet deadlines. • Willingness to accept the assignment at short notice. • Excellent interpersonal and communication skills (oral and written).

				<ul style="list-style-type: none"> Professional-level fluency in Sindhi, Urdu, and English.
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Deliverables:

Tasks	Deliverable	Payment
Signing contract		5%
Inception report	Approved Inception Report	5%
Soft and Hard copy of newly developed material teaching and reading material from Grade 3 to 5 with the report of material development and review workshop	Developed & approved Sindhi and Urdu literacy student teaching and learning material scope & sequence of grades 3 to 5 , read aloud, levelled readers, scripted lesson plan, worksheets, workbooks, classroom wall charts & IAVI material	25%
Online, digital app-based content for CPD	Source code of online digital APP	10%
Finalize teacher training material	Developed and approved teacher training manuals	10%
Training of Master Trainers (MTs) on newly developed material	Report and findings of Master Trainers (MTs) training workshops on newly developed material	10%
Final print of reading material after review based on pilot phase findings with review workshops reports	Revised reading material and teacher's manual along with Project Completion Report	35%

Additional Selection Criteria:

- Firm must be an active tax payer for the last 5 years.
- The firm has at least 5 years of verifiable documentary evidence of experience in developing teaching & Learning material including successful teacher training programs.
- Preference will be given to the firms having 3 years of verifiable documentary evidence, relevant experience in designing and rolling out in- service training and CPD activities related to early grade reading.
- The firm should be able to produce verifiable documentary evidence of their practical experience in the education system and in the development of training and learning teaching-learning material. Experience with the public sector will be accorded due weightage.
- On-board Human Resource must have verifiable documentary evidence of experience of working closely with primary school teachers.
- The firm must provide verifiable documentary evidence of having expertise in designing and developing teacher's training guide and execution of trainings along with students' learning material such as leveled readers, read aloud, scripted lesson plans, workbooks, work sheets and IAVI material, in the above-mentioned areas etc. (will be asked to share samples).

Selection Method

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

Annex: Role of Individuals / Institutions Involved in the Implementation of CPD

a. Provincial Institute of Teachers Education (PITE):

The role of PITE will include:

- Assist the TA firm in the Identification of training needs of teachers and data available from previous relevant projects.
- Arrange quarterly planning meetings with the various stakeholders,
- Conducting shortlisting and interviews of the identified guide teachers, and subject experts,
- Lead in conducting need assessment survey and developing criteria for establishing TTRC along with TORS in coordination with SELECT PMIU, STEDA, and TTIs,
- Support TA firm and field teams in implementing monthly visit plans.
- Monitor monthly meetings arranged by MT/GTs and SC.
- Lead and supervise classroom observation data.
- Provide guidelines to MTs/GTs/ and SC based on the findings of classroom observation data.
- Support TA firm in developing and approving of annual training calendar with the support of PMIU, Coordinate with DCAR in developing monthly progress reports of each school/cluster and district aligned with formative assessment data findings.
- Participate in quarterly assessment material development workshops to be arranged by DCAR for monthly formative assessment activities.

b. Sindh Teacher Education and Development Authority (STEDA):

The role of STEDA will include:

- Support PMIU and team TA firm in developing detailed implementation plan for the delivery of the CPD model, in selected public schools over a clear timeline, in close collaboration with the Technical Working Group for Component 1, and allied wings of SELD.
- Lead the review and certification of CPD materials developed by a third-party consulting firm, including the scope, sequencing, and timing of the program in collaboration with concerned wings of SELD, with support from the CPD Specialist (PMIU-RSU).
- Lead material development committee notified by SELD for review of teacher training and learning materials.
- Lead the development of tools and resources to support the training and supervision of teacher professional development, as well as the development of coaches and mentors, and for evaluating program effectiveness.

c. Directorate of Curriculum, Assessment & Research (DCAR):

The role of DCAR will include:

- Serve as technical focal point for the assessment activities for the SELECT.
- Assist TA in designing provincial assessment strategy through conducting desk research, arranging formal consultations with key stakeholders, and integrating formative assessments activity as a key component of the Provincial Assessment Strategy.
- Design prototypes of online item bank through desk research and field visit to identify nationally operated online item banks for purchasing, managing, and using the online item bank.
- Assist SELECT PMIU in developing prototypes of the online item bank, and assist the procurement of PMIU team with purchasing adequate online item bank software.
- Lead in capacity building training program for implementation of formative assessment activities at school level. The DCAR will develop a strategy for developing teacher training manuals, EGRA

formative materials, digitalizing formative assessment tools, providing access to assessment materials to test administrators, as well as analyzing formative assessment findings.

- Lead and organize quarterly assessment material workshops for developing monthly formative assessment materials with the support of experts for different implementation partners.
- Design and implement simple strategies to ensure the quality assurance of monthly formative assessment activities in coordination with TA firm. PITE and other implementing partners.

d. Project Monitoring Implementation Unit-Reform Support Unit, Education & Literacy Department (PMIU-RSU, SELD):

- Coordinate with development partners to avoid duplication of donor funded projects related to reading skills
- Notify Technical Working Group (TWG) separately for each component.
- Organize regular meetings of TWG to seek their input on various technical aspects related to project design and implementation.
- Organize meetings of project steering committee to seek their support for additional technical and financial assistance required by the project.
- Lead in the revision of POM document and other technical documents required by SELD and donor.
- Support PBC verification firm in providing administrative support required for conducting project TPVs
- Lead in monitoring of project implementation during life of the project.
- Arrange all logistic support required for organizing face to face trainings of MTs/GTs/SCs and subject teachers.
- Coordinate with all allied SELD departments and TA firm in seeking approvals from SELD provincial secretariat.
- Introduce and implement sound monitoring plans for the monitoring of TA firms during project implementation.
- Lead in the selection of TA firms required under SELECT project
- Procure IT items required for the project to support different implementation activities.

e. Directorate of School Education (DSE Primary & Secondary):

- Support PMIU/PITE and STEDA in the selection process of GTs and SCs.
- Identify and notify subject teachers from all target schools for implementation of reading interventions at school/cluster and district level.
- Provide adequate space for establishing cluster-level TTRCs.
- Notify selected GTs/SCs and subject teachers.
- Participate in TWG meetings and other important meetings/seminars arranged by the project team.
- Support selected teachers in conducting short-term action research studies related to various aspects of teaching and learning.
- Nominate and notify teachers who can serve as members of teaching-learning material development committee.
- Conduct periodic field visits of schools for monitoring of CPD implementation in target schools.
- Notify timetable for schools highlighting daily one period of reading in target schools.
- Support HTs/teachers in implementing reading periods in target schools.
- Liaise with community/ parents for seeking their required engagement in the teaching and learning process at the school level.

f. Cluster Hub School and Cell Heads:

- Nominate Guide Teachers.
- Lead teachers' professional development at the cluster level.
- Support in establishing cluster-level TTRCs.
- Ensure all basic facilities required for establishing TTRCs.
- Support GTs in arranging monthly cluster-level meetings with subject coordinators.
- Facilitate implementation of the CPD activities at the cluster level.

g. Guide Teachers (GTs): In addition to her/his regular role and responsibilities, she/he will perform the following:

- Attend face to face training arranged by the Master Trainers.
- Lead face to face training of Subject Coordinators at district level.
- Support subject coordinators in providing adequate mentoring skills for effective implementation of reading interventions.
- Conduct monthly ICT-based formative assessment in his/her own schools.
- Mentor subject coordinators in conducting monthly formative assessment activities administered by the subject coordinators in their respective schools.
- Conduct cluster-level training of teachers along with subject coordinators.
- Maintain documentation of project activities at the cluster level.
- Visit schools for CPD supervision and facilitation.

h. Subject Coordinator (SCs): In addition to her/his teaching workload, she/he will perform the following:

- Attend face-to-face training arranged by the Guide Teachers
- Lead face-to-face training of Subject Teachers at the cluster level.
- Support subject teachers in the effective implementation of reading interventions at the school level.
- Conduct monthly ICT-based formative assessments in his/her own schools
- Administer monthly formative assessment activities in the assigned feeder schools.
- Conduct school-level orientation sessions/meetings training with target teachers and head teachers
- Maintain documentation of project activities at cell level
- Visit schools for CPD supervision and facilitation.