TERMS OF REFERENCE

Hiring Technical Assistance (TA) in Capacity Building of School Leadership and Local Education Management

Sindh Early Learning Enhancement through Classroom Transformation (SELECT) project, supported by the World Bank
PROJECT MANAGEMENT AND IMPLEMENTATION UNIT (PMIU)
REFORM SUPPORT UNIT (RSU)
SCHOOL EDUCATION & LITERACY DEPARTMENT (SELD)
GOVERNMENT OF SINDH

1. SUMMARY OF THE TERMS OF REFERENCE

The Terms of Reference are to procure the services of a firm to support the SELECT PMIU to develop and deliver a training for district and sub-district education officials, focusing on (ii) data-and evidenced based school management and leadership and (ii) technology-based approaches to monitor student attendance and limit dropouts.

The selected firm will be engaged for 18 months to develop training content, provide field-based training in 12 districts and support to district level education officials and school leaders and support the effective implementation of a Student Attendance Monitoring and Redressal System (SAMRS) and policy framework.

The firm will report to the SELECT PMIU but will be expected to work closely with the SELD's provincial and district institutions, as specified in the following sections of the document.

2. SELECT PROJECT BACKGROUND AND OBJECTIVES

(a) Project Background

The Sindh Early Learning Enhancement through Classroom Transformation (SELECT) Project introduces a multi-pronged approach towards improving the quality of 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.

(b) Project Overview

Project Objective	To improve reading skills of early grade primary students and increase student retention in primary schools, in select 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:

	• 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 for transforming teaching practices**
Component 2	Developing an effective learning environment – by school up-gradation to elementary level and school rehabilitation through refurbishing of existing classrooms and adding new classrooms to existing schools, provision of furniture, and adequate WASH facilities by actively pursuing eco-friendly materials and designs
Component 3	Improving system capacity for effective school leadership and management support • 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**
Component 4	Technical Assistance and Project Management
Project location (Districts)	Badin, Ghotki, Jacobabad, Kambar Shahdadkot, Kashmore, Mirpurkhas, Matiari, Sanghar, Shikarpur, Sujjawal, Tando Muhammad Khan, Thatta

This consultancy will support Component 3 of SELECT; the outputs from the assignment will, however, cross over with Component 1, and knowledge of Component 2 will be valuable to delivery of the ToR.

Component 1: Transforming Teaching Practices in Early Grades

Component 1 of the project is focused on transforming teaching practices in the early grades through the implementation of a continuous professional development (CPD) policy aimed at improving early grade literacy skills, with specific emphasis on Grade 1-5. Main outputs within this component include the following:

(i) implementation of the CPD training for teachers and regular follow up through Guide Teachers and Subject coordinators assigned at each Cluster and School level respectively.
(ii) capacity development for the teacher training institutes through third-party providers;
(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 improved literacy skills.

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. Implementation of CPD Policy will be carried out through Guide Teachers and Subject Coordinators assigned in each cluster and Schools under the Project.

Active and effective engagement of the School Leaders (Head Teachers / Head Masters) in implementation of Continuous Professional Development (CPD) Model in facilitating the Guide Teachers and Subject Coordinators in the application of classroom observations, and assessment practices including formative and summative assessment strategies during each of the learning cycles. The CPD model is based on a cluster-cum-school based approach. The professional development activities under the framework will be managed through a **central primary/elementary school** (referred as Cluster Hub School in the framework). The School Clustering Policy by the SELD defines a school cluster as group of schools close and accessible to each other. The distance varies with respect

to number of schools of various types, sizes, and levels within the cluster. CPD will be delivered through blended mode: face to face and remote trainings

To support improved student well-being and mitigate future potential risks related to students dropping out, particularly girls, project activities will also encompass socio-emotional support to students, and also the use of behavioral nudges to influence attendance, retention and student performance. These nudges can positively influence how teachers, students, headmasters, and parents interact. 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.

The delivery will be supported by the following government institutions: Provincial Institute for Teacher Education (PITE), Sindh Teachers Development Authority (STEDA), and the Directorate for Curriculum and Research (DCAR). The roles of each organization in CPD is as follows:

PITE: The organization responsible for delivering the school leadership training with the hired firm, and also responsible for academic supervision in Sindh; its role includes:

- responsible for selection of MTs, GTs, SCs
- Development and Review of Teacher training Material
- Arrange Face to Face training program for teaching workforce
- Arrange School Base coaching for Teaching workforce
- Academic supervision
- Plan CPD cycle

STEDA: The organization responsible for quality assurance of teaching and learning processes; its role includes:

- Approval of teaching material
- Quality assurance of training program
- Monitoring

DCAR: Responsible for assessments and development of student learning material; its role includes:

- Implementation of formative assessment
- Support in Early Grade Reading Assessment evaluation
- Student learning material review and development

Component 2: Developing an effective learning environment
This component aims to improve the physical learning environment in selected upgraded primary schools and to support the improved teaching and learning aims set out in Component 1. The main aim of this component is to establish environments conducive to learning that maximize available academic/instructional space and create synergy with the pedagogical approaches proposed within Component 1. The improved learning spaces aim to attract more students to come to school and increase the quality of learning time that they spend at school. The improved learning environment is especially important for girls' enrollment for two reasons: (a) WASH facilities have been demonstrated to be critical for girls' attendance and retention and (b) availability of elementary grades in the same community is important for girls for social and security reasons and it also helps to prevent their dropout in early grades. Under this component 600 schools will be upgraded from Primary to elementary level, out of which 50 schools will be upgraded to Secondary level. Upgrading to elementary schools will enable (a) increased retention rates from grades 5 to 6, (b) increased retention rates in lower grades by demonstrating the potential for future study opportunities, and (c) creating a dedicated headmaster position with the power of the Drawing and Disbursing Officer (DDO) in upgraded schools, which will enable more effective implementation of Component 1 and 3 activities. RSU has prepared a long list of schools that are designated as the cell hub schools for Component 1, which typically have sufficient base infrastructure (to rehabilitate) and already offer primary education up to grade 5. Once they have been upgraded to elementary schools, the GoS will deploy the requisite elementary schoolteachers and headmasters.

Component3: Improving system capacity for better school leadership and management support:
This component aims to achieve the following:
  a. **Alignment of roles of education management:** Clarify and align the role of, and relationships between, local education management (District and Taluka Education Officers, Cluster Heads/Head Teachers) and school management committees towards school-level support, and to support the development of a school leadership cadre from among these officers. The school leadership cadre will support interventions 'b' through 'e' discussed below.
  b. **Data analysis and targeted approach for instructional support and resource allocation:** Using an integrated education database system and working with district and taluka education officers, the component will support school leaders, along with headmasters, Guide Teachers s and Subject Coordinators, to identify and then focus instructional support and financial resources towards the students, teachers, and schools with the highest needs. This will include the existing teacher attendance system, formative assessment system, Human Resource Management database, the new student tracking system and other relevant database systems.
  c. **Unique Student Identifiers and student tracking:** this component will support the development and utilization of an automated system to generate unique student identifiers, and use them to track and report student attendance to support retention and limit and redress dropouts
  d. **Focus on proactive drop-out redressal:** The component will support education managers to assist teachers and parents to proactively identify and address the factors that affect students' in-school performance and risk of drop out, particularly for girls.
  e. **Improve girls' retention in schools:** This component will introduce gender specific interventions aimed at improving student experience and drop out mitigation particularly for girls.

The subcomponents and activities under this component are as under:

Subcomponent 3.1: Establishing a technology-based student attendance monitoring system

3a(i). Generation of Unique Student Identifiers: To measure student attendance, reduce potential dropout and track student transition to other government schools, students will be given a unique student identification (ID) number. The process of generation of unique student IDs will be conducted through third party support. The unique student ID number would allow for more uniform and systematic student identification and tracking, especially whether students complete the full primary cycle in one school or move and transfer to other schools in the province.

3a(ii). Development of a tech-based Student Attendance Monitoring System: An app-based system of individual student attendance monitoring will be developed and implemented through the introduction of tablets or smartphones, with the possibility of scaling up beyond SELECT project schools. A technology firm will be hired to support the development, piloting, and implementation of student tracking system.

3a(iii). Real time student identification and report generation: The new attendance monitoring system for students will allow for real time and systematic long-term identification of problematic student attendance and enrollment patterns and generation of reports identifying students at various levels of risk of dropping out.

3a(iv). Tailored prompts for Head Teachers, teachers, and parents: The student attendance tracking app would be used to targeted prompts to nudge teachers, and subsequently headmasters, to increase targeted support to students at risk of dropping out.

3a(v). Targeted follow up visits by district and taluka officials: The app-generated student attendance reports will be shared with the Directorate General of Monitoring and Evaluation (DG M&E) and will

be used by the District Education Officers (DEOs) and Taluka Education Officers (TEOs) to plan targeted follow up visits and monitoring of school-level efforts to address low student attendance.

3a(vi). A student attendance "escalation matrix": This will be developed to help teachers and headmasters in their efforts to use the available reports to take proactive mitigation measures.

3a(viii). Active involvement of SMCs: Parents and communities, through School Management Committees (SMCs), will be actively engaged in the dialogue for student attendance monitoring and promoting learning and retention, ensuring citizen engagement in the school activities.

3a(ix). Gendered analysis of attendance patterns: Specific attention will be given to monitoring girls' attendance patterns to proactively identify and mitigate girls at risk of drop-out at an early stage. This will be accompanied with a gendered analysis on the underlying drivers for poor student attendance and drop-out.

Subcomponent 3b: TA and capacity building for school leadership and local education office management to mitigate student dropout:

This subcomponent provides TA and capacity building to school leadership and local education management through a combination of third-party trainers and Teacher Training Resource Centers/cluster hub schools that would focus on:

3b(i). Student attendance tracking: Implementation of the unique student ID creation process, Implementation and usage of the technology based SAMRS (including tracking of student attendance, analysis of attendance patterns and remedial actions) and the implementation and student attendance monitoring and redressal policy and procedures as notified by the SELD.

3b(ii). Basic administration of school clusters: managing basic administration of schools, academic monitoring and reporting, financial management/public financial management, and instructional training for the improvement in the new school clusters as per notified cluster policy, 2021.

3b(iii). CPD implementation in school clusters: implementation and facilitation of the CPD model and new student assessment practices; and analysis and reporting of student learning outcomes.

3b(iv) Student transfers and transitions: managing student transfers from satellite to upgraded elementary schools and successful transition from Class 5 to 6.

Along with relevant institutions within SELD, the following consultants will be hired to support delivery of Component 3:

1. **Technical Assistance firm for the development of technology-based student attendance monitoring system:**
   i) Development of a technology-enabled student attendance monitoring system and unique student IDs, and procurement of tablets for schools;
   ii) Recording and analyzing the patterns and causes for student drop-out by gender, including an analysis using student attendance data; and
2. **Technical Assistance Firm for Capacity Building of School Leadership and District Education Management:** Support to strengthening leadership functions through capacity building of school leadership; and introduction of the SAMRS in target districts. (To be procured through this ToR).
3. **Technical Assistance firm to monitor the uptake and implementation C1 and C3 initiatives.**
4. **Social Mobilization firm to support C1, 2 and 3 community mobilization and gender focused initiatives.**

The firm hired through this ToR will be required to coordinate with the firms identified in points 1, 3 and 4 above, and share requested material with them.

C. SCOPE OF THIS ASSISGMENT

Through this ToR, the SELECT PMIU seeks the service of a firm to provide technical assistance to develop and deploy a capacity building program for school leadership and district management in SELECT's 12 districts. The technical assistance is expected to enable them to effectively deliver their job description, and to improve student attendance, retention, transition, and performance in their schools. The scope of the selected organization will be to strengthen the ability of school leaders and district education managers in the following areas: (ii) data-and evidenced based school management and leadership and (ii) technology-based approaches to monitor student attendance and limit dropouts.

As an outcome of the organization's support, school leaders are expected to:

(1) Manage basic administration and instructional improvement in the new school clusters as educational leaders.
(2) Effectively perform as the school leaders in implementation of the CPD model through classroom observations, and assessment practices including formative and summative assessment strategies. (This support is being delivered though component 2 of SELECT).
(3) Effectively implement a unique ID based student attendance monitoring system, and dropout mitigation activities through implementing the SAMRS policy framework and standard operating procedures.
(4) Manage student transfers from satellite to upgraded elementary schools, and successful transition from grade 5 to grade 6.
(5) Facilitate the implementation of socio-emotional support activities
(6) Oversee financial management
(7) Monitor academic performance through assessment results and student learning outcomes, (This support is being delivered though component 2 of SELECT).
(8) Support basic administration of the school such as provision of basic facilities, ensuring involvement of SMCs
(9) Closely coordinate with the Directorate General of M&E (DG M&E), which is responsible for regular school visits for attendance monitoring of students, biometric monitoring teacher attendance monitoring, and availability of essential school facilities.

1. Activities and Deliverables

Task 1: Functional review of DEO, TEO, Cluster Head, Head Teacher and School Management Committees' (SMCs) roles and responsibilities and training need assessment of School Leadership and Local Education Office Management to Mitigate Student Dropout that include the following activities and subtasks:

I. Desk review of existing Key Performance Indicators (KPIs), Job Descriptions (JDs)/TORs, performance appraisal mechanisms for District Education Officers (DEOs), Taluka Education Officers (TEOs) and Head Masters (HMs)/ Head Teachers (HTs).

II. Desk review and feedback on existing policies under SELD that cover CPD, Clustering, School Management Committee (SMC), Public Financial Management (PFM) and related policies and practices

III. Focus Group Discussions (FGDs) in each project district with DEOs, TEOs, HMs in 12 SELECT project districts to understand their daily, weekly, and monthly tasks, responsibilities, and targets to compare with KPIs, JDs and institutional functions. The FGD should discuss specific issues related to school leadership and management, and to generate ideas and recommendations for improving the leadership capacity of school leaders.

IV. Consultative workshops in each region with STEDA, PITE, Teachers Training Institutes (TTIs) and Directorate School Education (DSEs) on CPD model, Guide Teachers and Subject Coordinator selection, JD and management implementation requirements from a school

leadership and educational management perspective; at Larkana, Sukkur and Hyderabad regions

V.   Review of international practices and evidence on successful school leadership and education management models and guidelines that foster gender-sensitive learning spaces, including leadership models from the Global South.

VI.   Review the role of School Head teachers and DEOs after implementation of cluster policy

VII. Review student attendance monitoring and dropout mitigation SOPs and activities designed under SELECT

VIII. Review of Financial Management (FM) practices, SMCs, and Sindh Public Procurement Regulatory Authority (SPPRA) rules for budget utilization at district and school level, through desk review of guidelines and consultations with Accountant General (AG) Sindh, District Account Officers and SPPRA.

IX.   Review the role of school leaders in addressing grievances at the school-level through consultations with STEDA, PITE and DCAR.

X.   Document any examples of socio-emotional support being provided to students.

Deliverable 1: A comprehensive **inception report** which includes all information above and an analysis of functional and performance gaps in light of capacity and resource constraints. A presentation should be delivered to the SELECT team before the report is prepared, with feedback on the presentation used to develop the report.

Task 2: Training Need Assessment and Training design for capacity building of school leadership and local education office management, based on the findings of the inception report and task 2.

I.   This task will be informed by the outcomes of Deliverables 1.

II.   Training need assessment of the DSE, DEOs, TEOs, Head Teachers for institutional and functional setup with a breakdown of human resource capacity, functional strengths, best practices and gaps.

III. Consultation with Director General, Human Resource and Training, PITE and DSE on existing management trainings offered to DEOs, TEOs and HMs

IV.   Support the review of certified training modules and other material by STEDA through an officially notified review committee. The committee will review the existing modules and propose the relevant material to be added or modified in the training modules. The TA firm will facilitate the workshops for the review and material development process for the training modules to ensure that the training material is reviewed, developed and approved in consultation with the committee and relevant stakeholders/agencies in the Education Department.

V.   Based on international best practices identified in inception report, develop training modules and manuals to address performance gaps in the areas of:

   (1) *school cluster management* in line with the newly approved School Clustering Policy.

   (2) *cost-center operations or Public Financial Management*, effective management (usage and record-keeping) of public funds allocated to the school as well as utilization of School Management Committee funds as per the prescribed rules.

   (3) *provision of academic support to teachers* and the overall Implementation of the Continuous Professional Development in the Cluster through facilitation of guide teachers and subject coordinators in the activities related to the scheduling of regular meetings, and data collection and reporting on the process of classroom observations, implementation of the formative assessment practices and reporting on Student Learning Outcomes.

   (4) *monitoring of student attendance and implementation of the redress procedures* prescribed by the SELD under SAMRS policy and procedures.

   (5) *implementation of the technology-based student attendance monitoring system while* also ensuring that the data is being regularly reported to concerned sections and being effectively used.

(6) ***facilitating and supporting the regular monitoring process*** by (DGM&E through the reporting of available data and its usage in decision making at various levels of education management, including the analysis and use of the collected data at the school level, particularly the data collected on student attendance through the implementation of SAMRS

(7) ***student retention and transition*** with a particular focus on improving the access opportunities for girls through effective cluster management and provision of basic and WASH facilities in the school, involvement of SMC members and other relevant strategies

(8) ***classroom management strategies,*** with a focus on student engagement and motivation (as well as performance issues), and behavior management at the district, taluka, and school level

(9) ***gender mainstreaming in schools:*** addressing gender biases and attitudes among students, teachers, and communities that may be impacting the demand for girls' education, as well as responding to SEA-SH incidents and mitigating SEA-SH risks. This gender mainstreaming will need to take place at the school level as well as the classroom level.

(10) ***Behavioral nudges:*** deploying behavioral nudges to motivate students, teachers and parents to improve enrolment, attendance, retention and learning levels.

(11) ***On-the-job assessment of teacher performance*** and regular evaluation of teacher's engagement and performance in the CPD implementation process, reporting on the classroom observations and student assessment data.

(12) ***enrollment drives*** in collaboration with engagement of SMCs and the community

(13) ***role of school leaders as change agents***

(14) ***Role of school leaders in overseeing socio-emotional support to students,*** especially following disasters and emergencies

(15) ***improvements in infrastructure*** at school level ensuring a child friendly and learning-conducive environment

VI. Develop training material for above training modules including a handbook for school leaders in accordance with their roles which will include Student Attendance & Transition Redressal Guide, , CPD management checklists (Selection process of teaching workforce, monitoring of training and in field implementation process,) teachers training needs checklist (teacher portfolio, record of in-service trainings, plan trainings as per need), SOPs for distribution of resources among schools, role and responsibilities of school leaders and managers.

VII. Develop a monitoring and evaluation framework to track the progress of school leaders.

VIII. Develop phased training implementation, monitoring, evaluation and pre-post assessment system for post training reaction and on-job implementation of learning.

Deliverable 2: TNA Report identifying gaps and proposing modules and areas of training including leadership and Management roles and develop training material for areas identified above. A presentation should be delivered to the SELECT team before the report is prepared, with feedback on the presentation used to develop the report.

Task 3: Student attendance monitoring and dropout mitigation activities designed under the broader scope of project SELECT that includes the following activities:

I. The TA firm will work in coordination another third-party firm hired under the project supporting the development of a technology enabled student attendance monitoring system developed by another firm. The TA firm is expected to provide insights aimed at improving the IT based attendance monitoring system and increasing its efficiency and useability through experience of the trainings and implementation of the redress procedures.

II. Support in development of unique student ID process being carried out by SELD and third-party technology firm.

III. Analyze the patterns and causes for all students including specific and disaggregated gender indicators of student dropout, including an analysis using student attendance data.

IV. Provincial Consultation with stakeholders on the structure, development, and implementation of attendance redress mechanisms for all students including specific and disaggregated gender indicators by using data.

V. Regional/district level consultation on the structure and formulation of attendance redress mechanisms for all students including specific and disaggregated gender indicators by using data

VI. Develop the final version of student attendance redress procedures and policy.

Deliverable 3: A comprehensive report which includes all information above and an analysis of Student attendance monitoring system and unique student ID. Submit Final draft of student attendance monitoring redress procedures and policies. A presentation should be delivered to the SELECT team before the report is prepared, with feedback on the presentation used to develop the report.

Task 4: Conducting training Program

I. Translation of training manuals in Sindhi & Urdu.

II. Field test of the developed modules by creating a pre-test tool through which all the modules will be tested by the firm's trainers in a three-day training session with selected master trainers. The hired firm's Lead Trainers will field test developed modules to determine if their content is fit for purpose. The Master Trainers will be the recipients of the field testing. Members of the material review and development committee will observe the training and provide feedback. The incorporated feedback by the firm will be submitted to the committee for final approval.

III. Propose and incorporate any changes in the training material and plan following the field test.

IV. Develop training plan and schedule trainings (first a pilot and then based on lessons from the pilot, scale up) in liaison with PITE and TTI of SELECT districts and DSE.

V. Face to Face Training Workshops for PITE, STEDA, DCAR, M&E, DSEs, District Education Managers, Taluka Education Managers and Head Teachers specifically on roles and responsibilities for leading and managing attendance monitoring and redressal mechanism

VI. Face to Face Training Workshop of Head Teachers at district TRC or at cluster

VII. Train Master trainers for sustainability and continuality of School leadership trainings, as per the table below:

List and numbers of Participants for all trainings		
Designation	Number of Participants	Category/Level
All Directors School Education (including Khi)	12	Education Managers
District Education Managers	30	DEO Primary, DDEO SEMIS,
Assistant to District Education Managers	15	Ministerial Staff
Taluka Education Officers (Girls and Boys)	72	Education Manager
Cluster Hub Head Teachers	600	Education Manager
Head Teachers	600	Education Manager
PITE, STEDA, DCAR, DG M&E, CMOs, RSU, PMIU	40	Education Leaders
Master Trainers	10	Trainers

VIII. Conduct class-room style training with effective facilitators able to communicate in Sindhi and Urdu.

IX. Carry out post and pre training evaluation. For the pilot, this should inform scale up.

X. The firm is required to develop a web-based/online platform to deliver multichannel instruction encompassing print, audio, visual, and video-based content, and provide multiple formats for text-based, audio, and video-enabled real-time communication and collaboration between trainers and recipients.

Deliverable 4: Training report containing participant details, post and pre classroom evaluation and on-job observations. A presentation should be delivered to the SELECT team before the report is prepared, with feedback on the presentation used to develop the report.

Task 5: Follow up and on-site assessment of training effectiveness, for up to 6 months after training in each district by:

I.   On-the-job assessment of the effectiveness of school leadership in performing their roles, and any improvement required in routines, knowledge and skills.
II.   Informed by the assessment, on-the-job support to school leaders in performing their roles and conduct observations and appraisal (using field observation, guide teacher interviews, stakeholder consultation including parents and utilization rate of attendance monitoring system.
III. Quarterly workshops (at least 2 quarters after completion of training within 6 months) of DEOs, TEOs for student attendance, retention and academic progression at PITE.
IV.   Quarterly workshops of Head Teacher and with SMC (at least 2 quarters after completion of training within 6 months) for student attendance, retention and academic progression.
V.   Share observation of follow up and training effectiveness along with remedies' for improvement.
VI.   Report analysis based on performance of trained Education Managers against the frequency and effectiveness of the classroom observations, formative assessment and student attendance monitoring and redressal activities.

Deliverable 5: Training Impact report containing a summary of outputs, lessons learnt and recommendations. A presentation should be delivered to the SELECT team before the report is prepared, with feedback on the presentation used to develop the report.

D.   TIMELINE, ESTIMATED EFFORTS, AND REPORTING ARRANGEMENTS

(I)   Implementation Arrangements:

The School Leadership Capacity Building Firm will work mainly with DSE, DEOs and HMs and TTIs and will be accountable to report progress to the project management unit (PMIU) for SELECT, which is SELD's Reform Support Unit (RSU) headed by the Chief Program Manager. Consultations will be required with Sindh Teachers Education Development Authority (STEDA), Provincial Institute of Teachers Education (PITE), Teachers Training Institute (TTI), DG Monitoring and Evaluation, Directorate of Curriculum Assessment and Research (DCAR) and Continuous Professional Development (CPD) implantation firm for CPD implementation support requirement and various financial management units for Cost Centre management training module.

Deliverables and payment schedule:

	Deliverables	Timeline	Proposed payment
1	Signing contract	T	5% Advance
2	**Deliverable 1:** Inception Report	T+04 weeks (X)	10%
3	**Deliverable 2:** Conduct TNA, Training Modules reviewed, finalized and approved Material	T+X 8 weeks (XX)	20%
4	**Deliverable 3:** final report on task 3 activities: SAMRS policy framework	T+XX+6 weeks (XXX)	20%
5	**Deliverable 4:** Delivery of Training	T+XXX+4months (XXXX)	25%

6	**Deliverable 5:** Training follow up and Report	(T + XXXX+7months	20%

T= the date of signing contract

Estimated assignment duration of contract shall be 18 months from the date of signing of contract between July 2023 and December 2024. The main reporting office of PMIU- RSU is based in Karachi. Travel will be required for consultations with Directorates of School Education, DEOs, School Clusters, STEDA, DCAR, PITE, DGM&E and TTIs based in different regions of Sindh, within the scope of the project, namely: Hyderabad, Larkana, Mirpurkhas, Shaheed Benazirabad and Sukkur.

(II)   Working arrangements:

The firm will work with DSE, DEOs, TEOs, School cluster heads of STEDA, M&E, PITE, DCAR, TTI 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. Fortnightly progress updates will be expected through one hour virtual/in-person meetings, Reporting arrangements for individual tasks will be structured as follows:

	Work Assignment	Agency Input	Approval by
1	Inception Report	-Led by PITE Supported by -DSE -STEDA -DG M&E -Program Manager Cluster -PMIU-RSU	RSU/PMIU SELECT
2	**Student attendance monitoring, and dropout mitigation activities designed under the broader scope of project SELECT and policy framework developed**	Led by DSE Supported by -DG M&E -PMIU-RSU	RSU/PMIU SELECT
3	**TNA, Training design for capacity building for school leadership and local education office management**	-Led by PITE Supported by -STEDA -DSE -PMIU-RSU	RSU/PMIU SELECT
4	Development and approval of Training Materials	-Led by PITE -STEDA (training Outline and approval for content development) -DCAR -PMIU-RSU -DSE -Private sector	STEDA/ PMIU-RSU Lead STEDA
5	Translation of training manuals	-Led by PITE Supported by -STEDA -PMIU-RSU -DSE	RSU/PMIU SELECT

6	Face to Face training of school leaders at all levels	-Led by PITE Supported by -TTI -DSE -PMIU- RSU	PITE/TTIs/PMIU-RSU Lead by PITE
7	On job assessment and support	Led by PITE Supported by -TTI -DSE -PMIU RSU	Lead by PMIU-RSU
8	Training impact	Led by PITE Supported by -DSE -DG M&E -PMIU-RSU	PMIU-RSU

E. KEY POSITIONS AND FIRM CREDENTIALS

The following positions will be required for the assignment.

Staffing Breakup/Person Months

Key Experts						
S No	Position	Type of Position	Qualification	Experience and Requirements for the position	No. of positions	Person month input
1.	Project Manager/ Team Lead	Key Expert	Masters in Education/Social Sciences/Management Sciences preference will be given to MPhil in Education/Social sciences/Management Sciences	• Minimum 10 years of experience in organizational change management, teacher education and leadership training specially in public/Private sector • Excellent skills and experience in documentation, reporting, writing manual, training need assessment, modules and training plan development, monitoring and reporting with a focus on structure, purpose and audience. • Minimum 3 years' experience of leading projects successfully **SKILLS:** • Knowledge of project indicators, results, and reporting with M&E databases and data management system • Knowledge and experience in the public	1	18

				education sector in Pakistan		
				• Ability to lead and support field teams in rolling out training program		
				• 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, Sindhi (an advantage)		
2.	Organizational Change Management Specialists	Key Expert	Masters in social sciences/education/management sciences	minimum 08 years of experience in organizational change management	5	18
				• Excellent skills and experience in documentation/reporting writing manual, training need assessment, modules and training plans development, monitoring and reporting with a focus on structure, purpose and audience.		
				• Minimum 3 years' experience of supporting training Education Leaders and Managers		
				SKILLS:		
				• Knowledge of project indicators, results, and reporting with M&E databases and data management system		
				• Knowledge and experience in the public education sector in Pakistan		
				• Ability to lead and support field teams in rolling out Education training program		
				• 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, Sindhi (an advantage)		
3.	Material Development Specialist	Key Expert	Masters in Education/Social Sciences/Management Sciences	Minimum 08 years of relevant experience in education particularly in developing leadership Course and Training Manual Material • Minimum of 05 years' experience of developing training material for leadership specially in education sector • Excellent skills and experience in writing manual, modules and training plans with a focus on purpose and audience • Proven knowledge and skills of emerging trends of leadership roles, skills and Styles. • 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	2	12
4.	Master Trainers	Key Expert	Minimum Master degree in management/Education/ organizational development/	• Minimum of 5 years' experience as Master Trainer field teams at the regional/district/provincial level.	6	12

| | | | | leadership training. | • At least 3 years of experience in conducting and facilitating face-to-face training of public-school Head teachers and School/ Educational leaders at district/regional/Provincial levels.
• Ability to provide on-site support educational leaders
• Maintain record of data and its evidences, Means of Verifications and schedule of trainings, etc.
• Excellent skills and experience in writing training report, 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 | | |
| 5. | Monitoring Specialist | Key Expert | Masters in Social Sciences/Education/Management Sciences | • At least 08 years' experience of in project monitoring and evaluation
• At least 3 years' experience in monitoring & evaluating of education projects
• Strong background of developing data collection tools
• Excellent skills in data analysis, evaluation and reporting | 1 | 18 |

S No	Position	Type of Position	Qualification	Experience & Requirements for the position	No. of positions	Person month input
6.	Gender Specialist	Key Expert	At least, Master's degree or equivalent (sixteen (16) years of education) in Gender Studies, International Development, Public Policy, Social Sciences, and other related disciplines, from a foreign or local university duly recognized by the Higher Education Commission (HEC) of Pakistan. Preferred: additional qualification, Diplomas, and trainings in International Development/ Public Policy/ Social Sciences.	• At least, five (05) years of documentary verifiable relevant experience, after acquiring stipulated qualifications, in different gender aspects (gender mainstreaming, gender equality, gender-based violence etc.) on similar responsible positions in the development sector. Preferred: eight (08) or more years of relevant experience. • Strong knowledge of gender related risks and gender-responsive programming, projects, preferably in government or donor-funded projects. Preferred: experience in multi-sectoral community-based projects/programs. • Preferred: prior experience in providing training on gender sensitization •	1	18
			Total Man Months For Key Experts			240

Non Key Expert Staffing						
S No	Position	Type of Position	Qualification	Experience & Requirements for the position	No. of positions	Person month input
1	Training Coordinator	Non-Key Expert	Masters in Social Sciences/Management Sciences	• Minimum of 08 years' experience in arranging and organizing/leading relevant training activities • At least 3 years of experience in	01	12

| | | | | • organizing face-to-face training of public-school heads and leaders
• Minimum 3 year of experience for training liaison, logistics and coordination in Education sector
• Ability to provide on-site support to field staff
• Excellent skills and experience in writing manuals, modules, and training plans with a focus on purpose and audience
• 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
• | | |
| 2 | Translators for Sindhi and Urdu versions of all materials | Non-Key Expert | Masters in English/Sindhi/ Urdu | • Minimum 5 years of relevant experience in education particularly in teacher education and training.
• Excellent skills and experience of translating materials from English in to Sindhi and Urdu languages with a focus on structure, purpose and audience
• Ability to work under pressure | 2 | 12 |

2				• 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)		
3	Monitoring Officer	Non-Key Expert	Masters in Social Sciences/Education/Management Sciences	• At least 05 years' experience of in project monitoring and evaluation • At least 2 years' experience in monitoring & evaluating of education projects • Strong background of developing data collection tools • Excellent skills in data analysis, evaluation and reporting • 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	1	18
Total Man months for Non-Key Experts						54

F. APPLICATION PROCESS AND SELECTION CRITERIA

1. Selection Process

The firm will be selected in accordance with the CQS Method "World Bank Procurement Regulations" (updated to date).

2. Duration of Contract:

The duration of the assignment would be 18 months.