

Terms of Reference (ToRs)

Hiring Consultancy Services for

Piloting the Targeted Instruction in Pakistan (TIP) Program in Public Primary Schools in Islamabad Capital Territory (ICT), Pakistan

1. Background

1. Despite a rise in school enrolments, a learning crisis plagues the Pakistani education system in which most students lack foundational skills even after several years of schooling. Low average learning and high learning inequality in Pakistan, especially at the primary level, is expected to worsen because of COVID-induced household shocks and school closures. If these losses are not mitigated, they will compound over time causing children, particularly from lower socioeconomic backgrounds, to perform poorly, disengage and even drop out.
2. There is now an emerging global consensus on the need for remedial education programs in primary schools to counteract the exacerbated learning losses and build students' foundational skills. Acquisition of these foundational skills at the primary level enables mastery of other subjects and subsequent learning. One form of remediation is the widely experimented Targeted Instruction (TI) methodology that has shown promise in developing country settings and entails repeated testing of students to identify learning gaps and tailor instruction to the student learning level.
3. The Ministry for Federal Education and Professional Training (MoFEPT) under the World Bank funded RRREP project, is seeking to hire the services of an experienced consulting firm for "Piloting a Remedial Education Program in Post-COVID Public Primary Schools in ICT, Pakistan".
4. The consultancy firm will be responsible for provision of core and implementation team along with design & development of technology for respective program. Whereas, for data collection and on-ground implementation of the program, a separate firm will be hired.

2. Scope of Work:

The Consulting Firm will work and complete the following tasks:

- i. Conduct a needs analysis exercise with students and teachers in a subset of FDE and BECS schools to determine the need for the remedial program in ICT public primary schools and finalize the intervention design.
- ii. As a continuation of the needs analysis exercise, conduct technical consultations with MoFEPT and its relevant attached departments to finalize the implementation model for public primary schools. *These intervention design may vary for non-formal schools under Basic Education Community Schools (BECS), if the firm and MoFEPT mutually agree to expand the program to non-formal settings.*
- iii. In collaboration with the firm sourcing Lead Trainers and relevant attached departments of

- MoFEPT, finalize a training model and modality that enables training of all primary teachers and head teachers in ICT public schools, maintains quality assurance throughout the training and ensures scalability of the model in a sustainable manner. *The intervention design may vary for non-formal schools under Basic Education Community Schools (BECS), if the firm and MoFEPT mutually agree to expand the program to non-formal settings.*
- iv. In collaboration with MoFEPT and its relevant attached departments, finalize a mentoring and monitoring model and modality that ensures implementation fidelity and capacity building of government human resources at the pilot stage, for a sustainable scale-up in future. *The intervention design may vary for non-formal schools under Basic Education Community Schools (BECS), if the firm and MoFEPT mutually agree to expand the program to non-formal settings.*
 - v. Develop a digitized interactive training course for the remote training.
 - vi. Develop a mechanism for digitized training and mentoring/monitoring using technology.
 - vii. Embed the digitized interactive training course in the mechanism set up using technology to provide accessibility to many trainees.
 - viii. Conduct quality assurance of the in-person and remote training activities with relevant actors.
 - ix. Provide oversight to the implementation of the remedial program in the schools.
 - x. Set up a monitoring mechanism to ensure implementation fidelity of the program.
 - xi. Conduct focus group discussions with non-school actors to explore how their involvement impacts student learning and what this engagement may entail.
 - xii. Conduct analysis on baseline and end line data.

3. **Timelines and duration of assignment:**

Total duration for the assignment shall be **Seven months** from signing of contract.

4. **Implementation & Payment Schedules**

The M/oFEPT envisages this as a lump sum contract, with a well-defined objective and timelines for a period of **Seven months**, tentatively, from February 01st, 2022, to 31st August, 2022.

Sr No.	Tasks/ Deliverables	Frequency/ Time schedule	Payment Percentage (%)
i.	<u>Deliverable 1A.1:</u> Findings report from needs analysis with students and teachers.	Within 15 days of Contract Signing	20%
ii.	<u>Deliverable 1A.2:</u> Final implementation model for remedial program as well as models and modalities for training and monitoring.	March, 2022 (1 month later)	25%
iii.	<u>Milestone 1B:</u> Digitized training course and monitoring mechanism	May, 2022 (3 months later)	30%

iv.	Milestone 1C: Completion of one cycle of the remedial program pilot in schools. Final analysis based on baseline and end line data collection.	August, 2022 (7 months later)	25%
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5. EVALUATION CRITERIA

The procurement of Consultancy Services shall be completed as per “Consultant Qualification Selection (CQS) method under World Bank guidelines. The primary areas for consideration will be:

Minimum Eligibility

1. Expression of Interest with Profile of the firm.
2. Last three years Financial Statements
3. Firm Registration Certificate (s).
4. Tax Registration Certificate (s).

Short listing Criteria against EoIs:

i. **Profile of the Firm (Recognition & Accreditation) 20 Marks**

ii. **Work Experience of the Firm 50 Marks**

The experience required to be demonstrated by the Bidder should include as a minimum the following:

a. *Experience working with the government on similar assignments during the last 5 years.*
(05 Marks)

b. *Experience designing and implementing a remedial program for public primary schools best suited to the ICT context.*
(10 Marks)

c. *Development of associated training, testing and curricular materials for the remedial program for any government department (Curriculum aligned materials already developed for public school along with digitized tools will be granted bonus points)*
(20 Marks)

- Development of associated training, testing and curricular materials for the remedial program for any government department- 10 Marks
- 05 additional marks will be awarded for each additional advantage i.e. curriculum aligned material or availability of digitized tools

c. *Delivery of training to relevant actors for any government department under a similar training program*
(10 Marks)

d. *15+ years of experience conducting impact evaluation (experimental) studies/ research in education settings and experience disseminating findings in the local and global research communities.*
(10 Marks)

iii. **Proposed Team for the activity/Managerial Capacity 30 Marks**

a. *Team for Supervision of Activity, including a Team Lead and On-Site supervision staff*
(05 Marks)

- b. *Experts with Experience designing and implementing a remedial program for public primary schools best suited to the ICT context.* **(10 Marks)**
- c. *Provision of Lead Trainer(s) with experience on similar programs to conduct the training.* **(10 Marks)**
- d. *Personnel with evidence of qualification, experience and connection with the larger community, including researchers, donors, etc.* **(05 Marks)**

Total Weight age for Evaluation Criteria

100 Marks.

Minimum Score required for passing the Criteria.

70 Marks.

WORKPLAN

No	Activity	Months (Starting Dec, 21)								
		Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
1A.1	Conduct needs assessment with school-level stakeholders	█								
1A.2	Access to FDE school, teacher and student data to finalize the sample		█							
1A.3	Technical discussions with FDE to finalize the TIP implementation model for sample schools		█	█						
1A.4	Technical discussions with relevant dept(s) to finalize the model and logistics for the in-person and digitized training		█	█	█					
1A.5	Technical discussions with relevant dept(s) to finalize the model and logistics for the in-person and digitized mentoring / monitoring		█	█	█					
1A.6	Formal kick off meeting with Federal Education Minister and senior members of MoFEPT			█						
1A.7	Focus group discussions with sub-set of parents and schools to explore the impact of non-school actors' involvement on student learning				█	█				
1A.8	Notifications / Permissions / Sign off from MoFEPT to implement the program in the sample schools					█				
	<p><i>Milestone 1A: Findings report from needs analysis with students and teachers. Final implementation model for remedial program as well as models and modalities for training and monitoring.</i></p>						█			

No.	Activity	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	
1B.1	Develop assessment and curricular materials and associated training materials				[Gantt bar for 1B.1-1B.4]						
1B.2	Develop an interactive digitized training										
1B.3	Build new features for digitized training and monitoring into the technology tool										
1B.4	Notifications / Permissions / Sign off from MoFEPT to implement the program and use the tools in the sample schools										
	<i>Milestone 1B: Digitized training course and monitoring mechanism</i>						[Milestone bar]				
1C.1	Execution of program implementation in schools								[Gantt bar for 1C.1-1C.3]		
1C.2	Oversight through monitoring mechanisms										
1C.3	Pilot intervention with non-school actors from sub-set of sample schools to examine impact on student learning										
	<i>Milestone 1C: Completion of one cycle of the remedial program pilot in schools. Final analysis based on baseline and end line data collection.</i>								[Milestone bar]		