

**SCHOOL EDUCATION & LITERACY DEPARTMENT (SE&LD)
GOVERNMENT OF SINDH**

**REFORM SUPPORT UNIT (RSU)
PROJECT MANAGEMENT AND IMPLEMENTATION UNIT (PMIU)**

Sindh Early Learning Enhancement through Classroom Transformation (SELECT)

Term of Reference for Hiring of Third-Party Verification Firm (TPV)

The Sindh Early Learning Enhancement through Classroom Transformation (SELECT) Project encompasses a multi-pronged approach towards improving the quality of both teaching and learning practices in primary education, with a particular emphasis on foundational reading in grades 1 through 5. The Project comprises a series of focused and flexible implementation strategies, targeted at the school and meso-levels (personnel and systems at the school, taluka and district levels). The Project supports improvements in the transition from primary to elementary school, as well as a reduction in dropouts through targeted student attendance redress procedures. Desired project outcomes would eventually contribute to reductions in learning poverty and in the number of out-of-school children.

Project Objectives	<p>The overall objective of this project is to improve the reading skills of early grade primary students and increase student retention in primary schools, in selected districts.</p> <ul style="list-style-type: none"> • Increase the transition rate from grade 5 to 6 in supported districts (by gender) • Percentage of project schools with the student attendance monitoring system applying student attendance redress procedures • Improving reading skills at grade 3 measured by EGRA test in supported schools (by gender) • Increased the grade promotion rate from grade 1 to 2 in supported districts (by gender).
Project Cost	<p>US\$ 154.76million. US\$ 100 million from IDA and US\$ 29.9 million from the Education Sector Program Implementation Grant (ESPIG) and Multiplier Grant 24.77 of the Global Partnership for Education (GPE).</p>
Component 1	<p>Transforming teaching practices in the early grades:</p> <ul style="list-style-type: none"> • Subcomponent 1.1: Implementation of a Continuous Professional Development (CPD) model for improved literacy skills in the early grades • Subcomponent 1.2: Behavioral nudges for improved learning • Subcomponent 1.3: Technical Assistance for transforming teaching practices.
Component 2	<p>Developing an effective learning environment – by school upgradation to elementary level and school rehabilitation through refurbishing of existing classrooms and adding new classrooms to existing schools,</p>

	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 <ul style="list-style-type: none"> ● Subcomponent 3.1: Establishing a technology-based student attendance monitoring system. ● Subcomponent 3.2: TA and capacity building for school leadership and local education office management to mitigate student dropout
Component 4	Technical Assistance and Project Management
Project location	Tando Muhammad Khan, Matiari, Badin, Sujawal, Thatta, Kashmore-Kandhkot, Jacobabad, Kambar-Shahdadkot, Shikarpur, Mirpurkhas, Sanghar and Ghotki.

Implementation Arrangement

The Project is implemented by the School Education and Literacy Department (SE&LD) of the Government of Sindh (GoS), through the Project Management and Implementation Unit (PMIU). This will be housed in the RSU, and will monitor overall implementation of Project activities. Component 4 of the project primarily addresses the crucial aspects of monitoring, evaluation, and project management. The PMIU is responsible for supervising the implementation and progress monitoring of the project's remaining three components. This responsibility is carried out in collaboration with various project teams, including the Monitoring and Evaluation (M&E) team, and other allied institutions.

The project utilizes Investment Project Financing with Performance-Based Conditions (IPF-PBCs), which includes a part of disbursements conditional upon the achievement of PBCs. Components 1 and 3 utilize both PBC and IPF financing, while components 2 and 4 are financed through the IPF modality. SELECT also employs outcome-level indicators for PBC. These outcome-level PBCs are contributed to by all project activities, but they will be included under component 1 for practical purposes because these outcomes are more closely associated with improved learning.

Third Party Verification (TPV) firm Objectives:

According to the legal documents of the project, the objective of this assignment is to facilitate institutional accountability and monitoring of PBCs through an independent third-party party monitoring/review and evaluation. Third-party verification is the most important to monitor the PBC activities and key deliverables. Additionally, third-party verification shall bring transparency and quality in key deliverables of different components.

The assignment aims to:

1) Ensure the achievement of Performance Based Conditions (PBCs) based on predefined parameters, project results and activities across components 1 to 3 will undergo verification. This will follow a specific verification protocol. The consultancy will play a central role in verifying PBC-related results and activities, ensuring transparency and quality throughout the project.

2) Gain insights into various factors impacting beneficiary satisfaction, facilitating targeted improvements and informed decision-making within the project by conducting sample-based beneficiary and community satisfaction surveys to comprehensively assess the satisfaction and feedback of beneficiaries and the broader community benefitted by Components 1 to 3 of the SELECT Project.

Work Scope of the TPV Firm

The TPV will be responsible for verifying the quality and timely completion and achievement of the set targets for all PBCs i.e., trainings, EGRA surveys, increases in student transition rates from grade 5 to 6, professional development of teachers through coaching support, the implementation of the student attendance monitoring system, and the effective use of the student attendance redress process.

The monitoring of PBCs will follow detailed protocols specified in the PBC matrix within the results framework. Except for policy related PBCs that can be verified by official documents, all other PBC achievements require verification by a TPV firm.

The results-based financing under SELECT will be disbursed to PMIU for implementing activities in 12 districts of Sindh. These activities collectively contribute to achieving the project development objectives through PBCs. Therefore, the TPV is also responsible for verifying the result indicators through beneficiary satisfaction surveys and community audits.

The SELECT's Project Financing Agreements (as amended), Appraisal Document (PAD) and Restructuring Paper (RP) (November 2021) present a comprehensive Result Framework that outlines the Project Development Objective (PDO) Indicators and Intermediate Results (IR) Indicators, and PBC. Financing Agreements are the primary source of information for definitions of the PBCs, achievement targets (including timing), and associated amounts from various funding sources. PAD and RP provide initial verification methodology and protocols. The verification methodology and protocols can be further detailed, and clarifications or amendments may be proposed by the firm in the Inception report, and must be acceptable for the Government and Bank.

Notably, a key IR indicator involves conducting 'Sample-based beneficiary and community satisfaction surveys' within intervention schools. These surveys aim to collect beneficiary feedback, assess satisfaction levels, document success stories, and derive valuable insights. Additionally, any areas of dissatisfaction identified can be addressed through appropriate remedial measures. The beneficiary and community satisfaction surveys target the project districts where interventions of components 1 to 3 of the SELECT Project are implemented.

The PBC-Wise Specific Scope of Work (PBCs Protocols):

PBC 1	Improved 3rd grade reading skills in supported schools as measured by EGRA
Component 1	Transforming teaching practices in early grades.

PBC 1	Improved 3rd grade reading skills in supported schools as measured by EGRA
PBC Definition:	EGRA instrument to assess progress of 3rd grade students' reading, in SELECT schools sampled at the baseline. Progress will be monitored by S.D increase from the baseline (Year 1). An analytical report will be produced.
Description of Achievement	This indicator serves for the VP financing on learning outcomes. This PBC has elements of development of the instrument and assessment tool for the province, sample-based assessment at the provincial level, and tracking the improvement of students' learning in project schools. This indicator will use agreed sub-modules of EGRA. The baseline will be collected from a sample of target schools. The scores will be standardized, and targets are increased on average score by standard deviation from the baseline. Progress will be monitored by S.D increase from the baseline. An Analytical report will be produced.
Data Source:	DCAR in cooperation with an expert firm will be responsible for implementing, analyzing, and reporting on EGRA with TA support.
Verification Entity:	Independent evaluation is conducted through TPV.
Procedure:	TPV will review the outputs, data sets, and conduct 5% of project school randomized spot visits of schools to verify outcomes. Verification results will be shared with SELD Secretary for endorsement. The CPM will submit outputs and TPV report to the WB.

Year Wise Target PBC 1

Project Year for Target achieving.	Year Wise target	Description of Target
Year 1: PBC 1.1	This PBC will be disbursed when EGRA instruments are developed for monitoring the provincial level reading skills at grade 3, and of project schools baseline survey of 10% is conducted for SELECT schools.	Year 1: EGRA instruments are developed for monitoring the provincial level reading skills at grade 3, and baseline survey is conducted for SELECT schools.
Year 3: PBC 1.2	This PBC will be disbursed when 10% of Sample-based EGRA assessment is conducted province-wide for grade 3.	Year 3: Sample-based EGRA assessment is conducted province - wide for grade 3.

Project Year for Target achieving.	Year Wise target	Description of Target
Year 4: PBC 1.3	This PBC will be disbursed when Average EGRA score among grade 3 students in supported schools improve by 0.17 standard deviation from the baseline.	Year 4: Average EGRA score among grade 3 students in supported schools improves by 0.17 standard deviation from the baseline.

The Role of TPV Firm in PBC 1

- TPV firm will review the inception/progress report, data set, outputs submitted by EGRA survey firm.
- Verify year wise targets under PBC 1.
- Conduct randomized spot visits of 5% of surveyed schools and verify the data.
- The firm will monitor and review the deliverables of survey firms, which support directly in achievement of PBC 1.

PBC 2	Increase in the transition rate from grade 5 to 6 in supported districts
PBC Definition:	(Denominator: the number of students in grade 5 in Year t; Numerator: number of non-repeaters in grade 6 in Year t+1. Two-year consecutive data will be used in the calculations and the weighted average of the concerned 10 districts. T1=Grade 5 girls baseline year, T2= grade 6 girls year after baseline. R1= Grade 6 girls - repeaters. $R2=(T1-R1)$, Grade 6 girls net. The indicator monitors student transition rates in all project districts. Baseline: 2015/16 – 2016/17, or where the latest data is available.)
Description of Achievement	This indicator serves for the VP financing on equity. The project pays particular attention to enhancing girls' transition rate from grade 5 to 6, and this indicator is also adopted in the Result Framework. This indicator will use agreed sub-modules of EGRA. The baseline will be collected from a sample of target schools. The scores will be standardized, and targets are increased on average score by standard deviation from the baseline Progress will be monitored by S.D increase from the baseline. An Analytical report will be produced.
Data Source:	Annual School Census (ASC) data, which would be financed by the TA. RSU will lead the implementation of the ASC.
Verification Entity	An independent TPV will conduct on a 5% sample basis reviews to verify the SELECT districts school record with the ASC data.

PBC 2	Increase in the transition rate from grade 5 to 6 in supported districts
Procedure:	RSU will report the transition rate annually by using ASCs. SELD Secretary to attest the result and share with World Bank as deliverable. TPV to verify results.

Year Wise Target PBC 2

Project Year for Target achieving.	Year Wise target	Description of Target
Year 3 PBC 2.1	This PBC will be disbursed when there will be 2 percentage points increase from the baseline in girls transition rate from grade 5 to grade 6 in supported districts.	Year 3 2024 - This PBC will be disbursed when there will be 2 percentage points increase from the baseline in girls transition rate from grade 5 to grade 6 in supported district
Year 4 PBC 2.2	This PBC will be disbursed when there will be 5 percentage points increase from the baseline in girls transition rate from grade 5 to grade 6 in supported districts.	Year 4 2025 - This PBC will be disbursed when there will be 4 percentage points increase from the baseline in girls transition rate from grade 5 to grade 6 in supported district Year 3 -4 2024-25 PBC: This PBC is monitored from Year 3. Transition rate is expected to increase due to improved quality of teaching and learning (Component 1), improved learning environment (Component 2) and improved school leadership (Component 3).

The Role of TPV Firm in PBC 2

- The firm will review the ASC reports of the past two years.
- It will conduct a 5% sample visit to SELECT district schools to verify school data against the ASC records.
- The firm will maintain a database of the surveyed schools' data.
- The firm will produce a validation report comparing its data with the ASC data.

PBC 3	Percentage of primary and elementary school teachers for grades 1-5 who received coaching support during the past 6 months, in supported schools.
Component 1	Transforming teaching practices in early grades
PBC Definition:	PBC monitors the percentage of teachers regularly receiving coaching support from Subject Coordinators during a period of 6 months. $N(t)$ =Total number of teachers in supported schools (targeted in first 6 months); $T(t)$ = Total number of teachers trained/coached teachers; $\%T(t)$ = teachers trained/provided coaching support.
Verification Entity:	Third Party Validation
Description of Achievement	<p>This PBC monitors implementation of the CPD program at school level, by monitoring the number of teachers receiving coaching support from Subject Coordinators over the course of six months. $N(t)$=Total number of teachers in supported schools (targeted in first 6 months); $T(t)$ = Total number of teachers trained /coached teachers; $\%T(t)$=teachers trained/ provided coaching support.</p> <p>Data collection will be done by dissemination of text messages on cellphone numbers of schoolteachers from the intervention schools. RSU will arrange with a telecommunications firm or procure computer-based software that facilitates low-cost or free text message dissemination. Two questions will be identified for each round of monitoring. The first question will inquire about the support received, while the second question may vary between each round of data collection.</p>
Data Source:	<p>Subject Coordinators will produce a 1-page summary/ report/ reflection of their visiting logs as per format developed by Sindh Teacher Education Development Authority (STEDA) in the light of CPD model. The Subject Coordinators will produce at least 6 summaries/ reports (each Report per CPD cycle) in one academic year.</p> <p>For PBC verification during the past 6 months, at least 3 reports/summaries for 3 cycles will be produced.</p> <p>Provincial Institute of Teacher Education (PITE) will share a consolidated report on coaching support with STEDA.</p>

PBC 3	Percentage of primary and elementary school teachers for grades 1-5 who received coaching support during the past 6 months, in supported schools.
	<p>The STEDA will share 6 monthly final consolidated reports to RSU.</p> <p>RSU to submit a 6 monthly consolidated report to the World Bank and the TPV.</p> <p>TPV will conduct at least 5% random surveys of schoolteachers of selected schools. Percentage of existing primary and elementary school language teachers for grades 1-5 who received coaching support during the past 6 months, in supported schools.</p>
Procedure:	Final report shared by STEDA will be shared with SELD Secretary for endorsement. The CPM will submit the final report and TPV report output to the World Bank.

YEAR WISE TARGET

Project Year for Target achieving.	Year Wise target	Description of Target
Year 2 PBC 3.1	This PBC will be disbursed when 10% of the primary and elementary school teachers for grades 1-5 have receive coaching support during the past 6 months, in supported schools	Year 2 This PBC will be disbursed when 10% of the primary and elementary school teachers for grade 1-5 have receive coaching support during the past 6 months, in supported schools
Year 3 PBC 3.2	This PBC will be disbursed when 30% of the primary and elementary school teachers for grades 1-5 have received coaching support during the past 6 months, in supported schools	Year 3 This PBC will be disbursed when 30% of the Primary and elementary school teachers for grade 1-5 have received coaching support during the past 6 months, in supported schools
Year 4 PBC 3.3	This PBC will be disbursed when 50% of the primary and elementary school teachers for grades 1-5 have received coaching support during the past 6 months, in supported schools.	Year 4 This PBC will be disbursed when 50% of the Primary and elementary school teachers for grade 1-5 have received coaching support during the past 6 months, in supported schools
Year 5 PBC 3.4	This PBC will be disbursed when 85% of the primary and elementary school teachers	Year 5 This PBC will be disbursed when 85% of the Primary and elementary school

Project Year for Target achieving.	Year Wise target	Description of Target
	for grades 1-5 have received coaching support during the past 6 months, in supported schools.	teachers for grade 1-5 have received coaching support during the past 6 months, in supported schools **Year 2-5: Starting year 2 a random representative sample of schoolteachers are identified every six months and contacted via text message.

The Role of TPV Firm in PBC 3

- The TPV firm will monitor the implementation of the CPD program in SELECT schools.
- The firm will collect IT based qualitative and quantitative detail data related to CPD training of GTs, SCs and language teachers.
- Verify Subject Coordinators' 1-page summaries/report or reflection their visiting logs on prescribed format developed by STEDA.
- Review the CPD model 2022 and School Cluster Policy inception report of CPD implementation firm to understand the depth of information and knowledge of the activity.
- Randomly visit monthly meetings of MTs, GTs, and SCs.
- Conduct 5% spot visits of SELECT intervention schools to monitor the outcomes.
- The firm shall find the facts about the understanding of staff about the training.
- Validate and verify 10% of 3 reports/summaries for 3 CPD cycles in 6 months.

PBC 4	Number of schools reporting student attendance in supported districts, monthly
Component 3	Improving system capacity for better school leadership & management support.
PBC Definition:	Number of schools reporting student attendance in supported districts on a monthly basis.
Description of Achievement	<p>This PBC is related to PBC 5. This indicator monitors implementation of the student attendance monitoring system while PBC 5 monitors application of attendance redress system.</p> <p>Monitors implementation of student attendance system using unique IDs (supporting PBS 5, monitors application of attendance redress system). N(s) =total number of supported schools in selected districts; R(s)= total number of schools reporting monthly on attendance; %R(t)= percentage of schools reporting monthly on attendance.</p>

PBC 4	Number of schools reporting student attendance in supported districts, monthly
Data Source:	School headmasters will collect data monthly, with support from DEO and TEO. DG M&E will produce summary monthly reports.
Verification Entity	Year 1: TPV is not required. Year 2-5: DG M&E will conduct regular verification using government monitoring officers. Independent TPV through 10% sample random unnotified visits to verify the use of student attendance monitoring system based on unique student IDs and information accuracy.
Procedure:	Year 1: CPM submits evidence of the activity completion. Year 2-5: DG M&E to produce (i) monthly monitoring reports of student attendance (ii) a report with the result of verification by monitoring officers. CPM to submit the reports. SELD to share with the WB.

YEAR WISE TARGET

Project Year for Target achieving.	Year Wise target	Description of Target
Year 1	This PBC will be disbursed when student attendance monitoring system and unique student IDs are developed and ready to roll-out in supported schools.	Year 1 This PBC will be disbursed when student attendance monitoring systems and unique student IDs are developed and ready to roll out in supported schools. Year 1: The major output of year 1 is development of student attendance monitoring system and unique student IDs, which are ready to roll out in supported districts. The activity and outputs include the following: (a) student attendance monitoring policy to be notified, (b) unique student ID to be generated for the project supported schools, (c) student attendance monitoring app is developed, pilot tested, and made ready for roll out in supported districts with a help of TA, (d) necessary devices (tablets) have been procured and distributed to participating schools in supported districts, (e) operating manual of app is distributed to all participating schools, and (f) user training is provided to headmasters, teachers, and TEO/DEOs who implement the student

Project Year for Target achieving.	Year Wise target	Description of Target
		attendance monitoring system, based on the operating manual.
Year 2	This PBC will be disbursed when 120 selected schools in supported districts will be reporting student attendance on a monthly basis.	Year 2 This PBC will be disbursed when 120 selected schools in supported districts will be reporting student attendance on a monthly basis.
Year 3	This PBC will be disbursed when 240 selected schools in supported districts will be reporting student attendance on a monthly basis.	Year 3 This PBC will be disbursed when 240 selected schools in the supported district will be reporting student attendance on a monthly basis.
Year 4	This PBC will be disbursed when 480 selected schools in supported districts will be reporting student attendance on a monthly basis.	Year 4 This PBC will be disbursed when 480 selected schools in the supported district will be reporting student attendance on a monthly basis.
Year 5	This PBC will be disbursed when 600 selected schools in supported districts will be reporting student attendance on a monthly basis.	Year 5 This PBC will be disbursed when 600 selected schools in the supported district will be reporting student attendance on a monthly basis. Year 2-5 Student attendance monitoring is conducted by schools on a daily basis and the results are compiled in monthly reports of the student attendance. Monitoring Officers of DG M&E will conduct a school monitoring visit every month per their normal practice and verify the appropriate use of student attendance monitoring. Monthly reports for the school-specific usage of the student attendance monitoring system and the attendance results will be produced by TA under the leadership of DG M&E's supervision, and these reports will be submitted as evidence.

The Role of TPV Firm in PBC 4

- Conduct consultative meetings with stakeholders i.e., DG M&E, DSE, RSU etc.
- Review the mechanism of the student attendance monitoring system.

- Review the monthly summaries of student attendance data prepared by DG M&E.
- Conduct 10% random visits to verify the use of the student attendance monitoring system in school.
- Generate reports of random visits consist of student unique IDs, student attendance patterns, DG M&E monthly summaries and accuracy of information.

PBC 5	Percentage of project schools with the Student Attendance Monitoring System using student attendance redress Procedure.
Component 3	Improving system capacity for better school leadership & management support.
PBC Definition:	Percentage of project schools with the student attendance monitoring system using student attendance redress procedures
Description of Achievement	Aligned with VP financing on efficiency. Years 1, 3 and 4 deliverables are financed by VP and years 2 and 5 are financed by FP. PBC 5 is in reference to schools in PBC 4 that are using the student attendance monitoring system. $N(ARP)$ = total number of schools where attendance monitoring system was implemented; $R(ARP)$ = Total Number of project schools applying the student attendance monitoring system and redress procedure; $\%R(ARP)$ = percentage of project schools applying the student attendance monitoring system and redress procedures. Attendance redress procedure will be officially notified by the competent authority.
Data Source:	DG M&E will produce summary monthly reports and verification reports.
Procedure:	DG M&E will produce bi-annual reports to document lessons learned and recommendations on implementation fidelity of the attendance system. Competent authority will provide notification for SOPs. TPV will be conducted on a sample 10% of functional student monitoring system basis to verify the application of attendance redress procedures. SELD will share with the World Bank.

YEAR WISE TARGET

Project Year for Target achieving.	Year Wise Target	Description of Target
Y1	This PBC will be disbursed when Standard Operating Procedures (SOPs) for student attendance redress are developed and approved.	Year 1 2022: Standard of Operating Procedures (SOP) for attendance redress is developed and approved by SELD Secretary. The SOP document will be developed with TA. It would describe the roles of teachers, headmasters, TEOs, DEOs, and DG M&E and SELD. The SOP should be consistent with the operating manual of the attendance monitoring app and will include a student attendance “escalation matrix” to help teachers and headmasters in their efforts to use the

Project Year for Target achieving.	Year Wise Target	Description of Target
		available reports to take proactive mitigation measures.
Y2	At least 50 percent of project schools with the student attendance monitoring system use student attendance redress procedures.	Year 2 2023: At least 50 percent of project schools with the student attendance monitoring system use student attendance redress procedures.
Y3	This PBC will be disbursed when at least 70 percent of project schools with the student attendance monitoring system use student attendance redress procedures.	Year 3 2024: At least 70 percent of project schools with the student attendance monitoring system use student attendance redress procedure.
Y4	This PBC will be disbursed when at least 90 percent of project schools with the student attendance monitoring system use student attendance redress procedures.	Year 4 2025: At least 90% of project schools with the student attendance monitoring system use student attendance redress procedures.
Y5	This PBC will be disbursed when student attendance redress procedures are adopted for province-wide usage.	Year 5 2026: Student attendance redress procedures are adopted for province-wide usage. The attendance redress procedures are adopted for the provincial-wide usage. The SOP may be updated or revised based on the experience of implementing it in the SELECT districts. The evidence will require the SELD's policy to use the SOPs for student attendance redress for the province-wide. Actual implementation of the policy is the government's PBC responsibility, and this doesn't track.

The Role of TPV Firm in PBC 5

- Review the notified student attendance redress policy.
- Conduct consultative meetings with stakeholders regarding implementation mechanism of student redress policy and procedure.
- Review bi-annual reports produced by DG M&E.
- Conduct 10% of school visits in which the student monitoring system is functional.
- Verify and validate the implementation of attendance redress procedures.

- Generate comprehensive reports of random visits consist of monthly and bi-annual attendance reports produced by DG M&E, lessons learnt and recommendation on the implementation of student attendance system.

The Role of TPV Firm in Beneficiary and Community Feedback Survey

- 1. Beneficiary and Community Feedback Survey Planning:**
 - a) Develop a comprehensive survey plan, including methodologies and tools for data collection.
 - b) Identify target stakeholders and community groups for effective engagement.
- 2. Survey Implementation:**
 - a) Conduct interviews, focus group discussions, and surveys to gather qualitative and quantitative data.
 - b) Ensure representation from diverse demographics to capture a holistic understanding of the project's impact.
- 3. Data Analysis and Interpretation:**
 - a) Thoroughly analyze collected data to extract key insights and trends.
 - b) Provide a detailed report highlighting the survey findings and recommendations for each project component.
- 4. Stakeholder Engagement and Communication:**
 - a) Organize feedback sessions and workshops to communicate survey results and encourage stakeholder participation.
 - b) Facilitate discussions to address concerns, suggest improvements, and foster a collaborative approach to project implementation.
- 5. Quality Assurance:**
 - a) Ensure the accuracy and reliability of the survey data through rigorous quality assurance measures.
 - b) Implement standardized protocols for data validation and verification.
- 6. Timelines and Milestones:**
 - a) Develop a detailed timeline outlining key milestones and deliverables throughout the survey process.
 - b) Regularly update SELECT management on the progress and adherence to established timelines.
- 7. Ethical Considerations and Confidentiality:**
 - a) Uphold strict ethical standards during data collection and analysis.
 - b) Maintain confidentiality and anonymity (where needed) to protect the privacy of respondents and stakeholders involved in the survey.
- 8. Report and Documentation:**
 - a) Prepare a comprehensive report detailing the survey methodology, findings, and recommendations.
 - b) Include case studies, testimonials, and relevant data visualizations to support the survey results.

Component wise Scope of Work for Sample-based beneficiary and community satisfaction survey:

Component 1: Transforming teaching practices in early grades

Sub-Activity-a3: Selection and Training of Master Trainers (MTs)

Objective of the activity: To ensure the effective selection and training of 45 Master Trainers (MTs) for the CPD (Continuing Professional Development) program, in alignment with the approved selection criteria, to enhance their skills and competencies.

Procedure of survey: The TPV firm will undertake the survey of Master Trainers (MTs) utilizing a randomized sampling methodology, carefully considering a gender perspective. Through this random sample selection, the survey will aim to capture the experiences, opinions, and insights of both male and female Master Trainers, thus ensuring an inclusive assessment of the training's effectiveness and its implications.

Sub-Activity-c1: Development of Literacy TLM for grade 1-3 and IAI for Grade-1 teachers

Objective of the activity: Develop and approve high-quality instructional content for children in Grade 1-3, along with guided practice materials for teachers, specifically focusing on Interactive Audio Instruction (IAI) for Grade 1.

Procedure of Survey: Utilizing a randomized sampling methodology, with a specific focus on ensuring gender balance, the survey aims to assess the experiences and perceptions of students in grades 1-3 regarding the implementation of Interactive Audio-Visual (IAV) aids. The survey will evaluate students' satisfaction levels with the learning materials and interactive tools incorporated into their academic activities. By capturing students' levels of satisfaction, the survey intends to identify both the strengths and potential limitations of the IAV aids, thereby providing insights for further improvements. Additionally, the survey seeks to assess the experiences and perceptions of teachers utilizing guided practice materials, specifically focusing on Interactive Audio Instruction (IAI) for Grade 1. It aims to evaluate the effectiveness and relevance of both IAI and Teaching and Learning Materials (TLMs) in facilitating the learning process for students within their educational environments.

Sub-Activity-d1: Training of Guide Teachers (GTs)

Objective of the Activity: To train 545 (5 additional substitutes/backup) Guide Teachers (GTs) of Sindh and Urdu language.

Procedure of survey: The TPV firm will undertake the survey of Guide Teachers (GTs) utilizing a randomized sampling methodology, carefully considering a gender perspective. Through this random sample selection, the survey will aim to capture the experiences, opinions, and insights of both male and female Guide Teachers, thus ensuring an inclusive assessment of the training's effectiveness and its implications.

Sub-Activity-d2: Training of Subject Coordinators (SCs)

Objective of the Activity: To provide training to a total of 2192 Subject Coordinators (SCs), including 28 additional substitutes/backup.

Procedure of survey: The TPV firm will undertake the survey of Subject Coordinators (SCs) utilizing a randomized sampling methodology, carefully considering a gender perspective. Through this random sample selection, the survey will aim to capture the experiences, opinions, and insights of both male and female SCs, thus ensuring an inclusive assessment of the training's effectiveness and its implications.

Sub-Activity-d3: School Level Training Program

Objective of the Activity: To ensure a certain percentage of teachers receive coaching and attend meetings as part of the School Level Training Program.

Procedure of survey: The TPV firm will utilize a randomized sampling methodology, emphasizing the importance of gender balance, to gather feedback from teachers who receive coaching at the school level from Subject Coordinators (SCs). The survey will prioritize a gender-inclusive analysis, ensuring a comprehensive understanding of how these coaching sessions impact both male and female teachers.

Sub-Activity-e1: Designing and Training of Growth Mindset Intervention for Teachers and Officials

Objective of the Activity: To design and provide training for a growth mindset intervention targeting teachers and officials, aimed at fostering a positive mindset towards learning and improvement.

Procedure of survey: The TPV firm will employ a randomized sampling methodology, with a significant focus on achieving gender balance, to collect feedback from both teachers and education officials who have undergone orientation and training on growth mindset principles and methodologies. The survey aims to gather comprehensive insights into the experiences and perspectives of the participants in relation to the implemented growth mindset strategies. Additionally, the survey will evaluate the satisfaction levels of the teachers and education officials, seeking to understand their perceptions of the effectiveness and relevance of the training received. Furthermore, the survey will solicit feedback from the participants regarding potential areas of improvement, providing valuable input for enhancing the design and delivery of future training programs.

Sub-Activity-e2: Orientation sessions for parents and Teachers

Objective of the Activity: To provide orientation sessions for parents and teachers, aiming to promote an understanding of diverse learning approaches for girls and boys, and to reduce stereotypes regarding their learning capabilities, thus supporting the goals outlined in the SELECT Gender Action Plan (GAP).

Procedure of survey: The TPV firm will conduct a comprehensive survey, placing significant emphasis on ensuring gender balance. This survey is designed to solicit feedback from parents and teachers who have actively participated in the sessions, aligning with the guidelines outlined in the SELECT Gender Action Plan (GAP). Furthermore, the survey will evaluate the satisfaction levels of both parents and teachers, aiming to gather valuable insights into their perspectives on the effectiveness and relevance of the orientation sessions within the context of the Gender Action Plan. The survey's primary objective is to capture nuanced feedback and assess overall satisfaction levels, thereby facilitating the refinement and improvement of the sessions to better meet the needs and expectations of the participants.

Sub-Activity-e3: Behavioral “nudges” (such as text message/voice note reminders and tips).

Objective of the Activity: To carry out the initiatives of behavioral "nudges," including text message/voice note reminders and tips, as a method to encourage parents to engage in reading or listening to audio with their children using the project-provided story books.

Procedure of survey: The TPV firm will utilize a randomized sampling methodology, placing a significant emphasis on ensuring gender balance, to conduct a survey aimed at gathering feedback from parents. This feedback will be specifically related to their engagement with the project's text message/voice note reminders and tips, as well as their participation in reading or listening to audio using the project-provided storybooks with their children. The survey will prioritize capturing the opinions and insights of parents, particularly focusing on their responses to the behavioral nudges implemented as part of the project.

Activity 1.2- (f): Design and implementation of a popular media-based community awareness program

Objective of the Activity: To raise awareness among teachers, caregivers, and parents about positive means of interacting with young learners and the importance of early learning (Katchi to grade 5) through online and phone communication tools.

Procedure of survey: The TPV firm will implement a randomized sampling methodology, with a notable emphasis on ensuring gender balance. This approach will be used to conduct a comprehensive survey aimed at gathering feedback from parents, caregivers, and teachers. The primary objective of the survey is to assess the reception and effectiveness of awareness messages distributed through online and phone communication tools. These messages focus on emphasizing the importance of early learning, spanning from kindergarten (Katchi) to grade 5.

Activity 1.3- (k): Train SELD officials on the use of the EGRA.

Objective of the Activity: To train School Education & Literacy Department (SE&LD) officials on the use of the Early Grade Reading Assessment (EGRA) through technology-enabled assessment methods.

Procedure of survey: The TPV firm will employ a randomized sampling methodology, with a significant focus on achieving gender balance, to collect feedback from SE&LD officials who have undergone training on the use of EGRA. The survey aims to gather comprehensive insights into the experiences and perspectives of the participants in relation to the implemented growth mindset strategies. Additionally, the survey will evaluate the satisfaction levels of the SE&LD officials, seeking to understand their perceptions of the effectiveness and relevance of the training received. Furthermore, the survey will actively solicit feedback from the participants regarding potential areas of improvement, providing valuable input for enhancing the design and delivery of future training programs.

Sub-Activity-L1: Grade 3 provincial level diagnostic assessment for literacy, Training of SE&LD on data analysis

Objective of the Activity: Enhance the effectiveness of Grade 3 provincial level diagnostic assessment for literacy and improve data analysis skills of SE&LD officials.

Procedure of survey: Improvement in the data analysis skills of SE&LD officials is a critical component of their training program. To ensure tangible progress, the TPV firm will employ a comprehensive approach, utilizing both pre- and post-training assessments. These evaluations will serve as key metrics to gauge the officials' enhanced capacity to proficiently analyze and interpret learning data. Moreover, the TPV firm will employ a randomized sampling methodology, with a significant focus on achieving gender balance, to collect feedback directly from the trained officials and officers. This feedback will provide valuable insights into the subjective experiences of the participants.

Component 2: Developing an effective and safe learning environment

Activity 2.1.1: Upgradation of 600 primary schools to elementary level in selected Districts

Objective of the Activity: Enhance the quality of education by constructing/rehabilitation and upgrading 500 primary schools to the elementary level in selected districts, ensuring improved infrastructure, facilities, and learning environments. The facilities to be provided for improvement of schools include, provision of age appropriate and child -friendly furniture, solar Panel/Electricity, mini library/learning space, drinking water facilities, wash facilities, construction of boundary walls etc.

Procedure of Survey: The TPV firm will utilize a random selection process to choose schools and will gather feedback from a diverse sample, including both male and female teachers, as well as girl and boy students, to assess the effectiveness of the recent upgrades. In addition, the firm will evaluate parental satisfaction to gain a comprehensive understanding of the stakeholders' perspectives. Furthermore, the survey will examine the positive impacts of the improved infrastructure and school upgrades on the education landscape within the local community. This assessment aims to measure the tangible benefits brought about by the enhancements, considering factors such as improved learning environments, increased access to resources, and overall educational outcomes within the vicinity. By evaluating these dimensions, the TPV firm will provide a comprehensive analysis of the holistic effects of the school improvements on the local educational ecosystem.

Component 3: Improving system capacity for better school leadership and management support:

Sub-Activity 3.1-1, a1: Students Attendance Monitoring Policy.

Objective of the Activity: To notify and establish a student attendance monitoring policy and its clear communication and dissemination to relevant stakeholders.

Procedure of Survey: The Student Attendance Monitoring Policy aims to transform the attendance tracking system by facilitating its digitization. In addition to this, it will furnish comprehensive guidelines for schools, District and Taluka Education offices, and School Management Committees. These guidelines will encompass strategies for addressing challenges related to enrolment, absenteeism, and dropout rates, ensuring a more efficient and comprehensive approach to student attendance management. Moreover, the policy will establish a framework for monthly reporting to the Directorate of Monitoring and Evaluation within the SE&LD. This reporting mechanism will enable the monitoring of attendance trends, allowing for prompt identification of any fluctuations and facilitating the implementation of necessary measures to address any concerns that may arise. To assess the effectiveness and implementation of the policy, the TPV firm will conduct a comprehensive survey with a significant focus on achieving gender balance. Utilizing a randomized selection process, the survey will encompass schools, education offices at the Taluka and district levels, and field teams of the Directorate of Monitoring and Evaluation. This survey will gather valuable feedback on the policy's impact and implementation, thereby providing crucial insights for further refinement and improvement of the attendance monitoring system.

Sub-Activity 3.1-1, a2: Unique Student IDs.

Objective of the Activity: Generation of unique student ID will assign a distinct and non-duplicative identification code to each student.

The introduction of the unique student ID system marks a significant leap in the enhancement of the current data management infrastructure of SEL&D. This system will facilitate the seamless integration and utilization of unique student IDs for a diverse range of administrative and tracking functions within the educational institutions. The unique IDs will be instrumental in streamlining various processes, including attendance management, academic tracking, and resource allocation, thereby fostering a more efficient and transparent educational ecosystem.

Procedure of Survey: To gauge the effectiveness of the unique student ID system, the TPV firm will solicit feedback from a carefully selected and representative group of stakeholders. This group will include district education officers, headteachers, teachers, students, and parents. By collecting feedback from these key participants, the survey aims to assess the overall satisfaction and perceived utility of the unique student IDs in practical application. The feedback will delve into the stakeholders' experiences and perspectives, focusing on aspects such as the ease of implementation, the system's impact on administrative efficiency, and its contribution to improving student attendance management and tracking.

Sub-Activity 3.1-1, a5: Procurement and Distribution of Tablets.

Objective of the Activity: Efficient and timely distribution of tablets to the participating schools and officials for students' attendance monitoring.

Procedure of Survey: Through the implementation of a random sampling methodology, the survey seeks to gather feedback from a diverse group of participants, including school teachers, headteachers, parents, and students. The primary objective is to assess the perceived impact of utilizing electronic gadgets in recording attendance, with a focus on whether this approach has contributed to a sense of modernization within the educational system. Furthermore, the survey aims to discern the various positive effects that this technology has had on the stakeholders. It will also provide valuable insights into the general reception of this system among teachers and headteachers, thus facilitating informed decision-making and potential improvements in the future.

Sub-Activity 3.1-1, a7: User Training provided to provincial and field level implementers.

Objective of the Activity: User Training provided to provincial and field-level implementers is to ensure that headmasters, teachers, and TEO/DEOs receive comprehensive training on the implementation of the student attendance monitoring system in all districts.

Procedure of survey: The TPV firm will utilize a randomized sampling methodology, with a strong emphasis on achieving gender balance, to gather feedback from provincial and field-level implementers in SE&LD, including DGT Monitoring & Evaluation field offices, schoolteachers, and headteachers who have received training on the use of the Student Attendance Monitoring (SAM) app/tablet. The survey is designed to acquire comprehensive insights into the experiences and perspectives of the training participants. Additionally, it will assess the satisfaction levels of the implementers concerning the provided training on the SAM app/tablet, aiming to understand their perceptions of the training's effectiveness and relevance.

Sub-Activity 3.1-1, a8: Roll out of Student Attendance Monitoring System.

Objective of the Activity: To successfully implement the student attendance monitoring system, generate monthly student reports, analyze the data, and take appropriate redressal actions based on the findings.

Procedure of survey: The TPV firm will carefully choose project-focused schools encompassing both girls' and boys' enrollment, as well as mixed-gender enrollment. They will

then seek feedback from teachers, headteachers, and students to determine whether the implemented system aids in the analysis and mitigation of the factors contributing to female students' dropout rates.

Sub-Activity 3.2.1-a: Capacity Building for School Leadership by TA.

Objective of the Activity: Capacity building for School Leadership is to strengthen the skills and capabilities of school leadership in target districts. The focus areas include implementing a unique student ID creation and attendance monitoring program, enhancing basic administration and instructional improvement in new school clusters, implementing the Continuous Professional Development (CPD) model and new student assessment practices, managing student transfers and successful transitions, and conducting a functional review of education office and school leadership while establishing revamped school management guidelines with a gender-sensitive and female-friendly approach.

Procedure of Survey: Using a random sampling method, the TPV firm will carefully select project-focused schools, ensuring representation from both mixed-gender and single-gender enrollments. Subsequently, they will gather feedback from headteachers, TEOs, and DEOs to assess the effectiveness of the TA support in enhancing their capabilities. This assessment will focus on addressing challenges related to the implementation of various initiatives, including the creation of a unique student ID and attendance monitoring program, the improvement of basic administration and instructional practices within new school clusters, the implementation of the Continuous Professional Development (CPD) model and novel student assessment methods, the management of student transfers and successful transitions, and the conduct of functional reviews for education office and school leadership. Additionally, the survey will ascertain the efficacy of establishing revamped school management guidelines with a gender-sensitive and female-friendly approach.

Methodology for Beneficiary and Community Satisfaction Surveys

Document Review: The initial phase involves a comprehensive review of existing documentation such as relevant reports, and pertinent literature. This step aims to establish a solid foundation and contextual understanding for the survey.

Survey Design: Crafting a well-designed survey involves formulating a series of inquiries and response options that precisely align with the research objectives. It is essential to strike a balance between open-ended and closed-ended questions, ensuring comprehensive feedback collection from a diverse pool of beneficiaries.

Sample Selection: Employing meticulous sampling techniques, a representative subset is selected from the larger population, ensuring that it accurately reflects the broader community's characteristics. This step is crucial in maintaining the survey's credibility and reliability.

Data Collection: Utilizing a combination of data collection methods, such as online surveys, phone interviews, and face-to-face interactions, data is collected from the selected sample. Each method is carefully chosen to maximize response rates and ensure the collection of comprehensive and reliable data.

Analysis: Data analysis involves the use of robust statistical techniques to derive meaningful insights from the gathered information. Through a systematic and rigorous analysis process,

the survey aims to uncover patterns, trends, and significant correlations within the data, providing a solid basis for informed decision-making.

Quality Control:

Upholding the highest standards of data accuracy and integrity, the methodology incorporates stringent quality control measures. These measures include meticulous data cleaning, validation procedures, and the implementation of standardized protocols to ensure the reliability of the survey results.

Report Writing: The final step involves the preparation of both individual survey reports and a comprehensive report that consolidates all conducted surveys. These reports serve to present a comprehensive overview of the survey findings, incorporating qualitative data, success stories, areas of improvement, and the efficacy of the interventions. The reports aim to provide stakeholders with a holistic and nuanced understanding of the research context.

Strategic Alignment of Beneficiary and Community Satisfaction Survey Timelines

The timelines for conducting Beneficiary and Community Satisfaction Surveys are strategically aligned with the progress of activities falling under the ambit of Components 1 to 3 of the project. These components primarily correspond to the activities delineated in the present document as they pertain to PBCs, with the exception of the specific deliverables associated with Component 2. Given the parallel nature of the timelines, it becomes operationally advantageous for the Third-Party Verification (TPV) firm to concurrently verify the key deliverables of the PBC while orchestrating the Beneficiary and Community Satisfaction Surveys. As per the guidelines specified in the Project document, the suggestion stands to conduct these surveys between the second and fifth year of the project's timeline, ensuring a comprehensive and periodic assessment of beneficiary and community perspectives over the project's duration.

General scope of work but not limited to:

1. Verify the extent of progress on the successful completion of PBC related activities.
2. Verify the key deliverables of PBC.
3. Identify to what extent the project targets have been achieved and provide details on the progress of activities.
4. Conduct a desk and documentary review within one month of contract signing to produce a comprehensive inception report. This report will outline the overall project implementation plan, methodology, and data collection methods. Additionally, present the Validation Framework and Methodology, along with the Operational Plan, to verify activities aimed at achieving PBCs. Finalize this framework in consultation with the PMIU-SELECT project.

5. Initiate field activities after PMIU-SELECT approves the inception report, estimated to take a maximum of one month.
6. Determine the level of satisfaction of direct and indirect beneficiaries.
7. Undertake the entire spectrum of activities included within the ambit of independent third-party monitoring/verification vis-à-vis project Results Framework, including beneficiary surveys where required.
8. Make recommendations to ensure milestones are achieved within the anticipated period.
9. Commence activities upon assignment initiation and complete them according to agreed timelines.
10. Select an appropriate sample size scientifically and statistically significant for the study, perform data collection after inception report approval, and conduct necessary consultations with relevant units and field staff.
11. Conduct an in-depth TPV study to obtain required information from targeted key informants, sampled groups, and beneficiaries.
12. Collect primary data from heads of departments, academic members, relevant departments, PMIU SELECT staff, and seek other reliable sources for verification.
13. Access relevant documents and data from PMIU-SELECT, including Project Operational Manual, Project Training Manual, and EGRA Surveys. Conduct a detailed review of key documents to demonstrate a firm understanding of the program.

Deliverables under General Scope of Work:

- 1) Start data entry and analysis immediately after compiling data from the field, complete within two weeks. Develop the database on approved questionnaires and data collection tools.
- 2) Prepare a preliminary report on completion of primary data analysis. Deliver a presentation on key findings to PMIU-SELECT technical staff and management, incorporating feedback and comments into the final version of the report to be delivered to PMIU-SELECT and World Bank.
- 3) Cover 10 percent of sample schools in the SELECT district, covering project beneficiaries.
- 4) Ensure that Beneficiary and Community Satisfaction surveys align with progress in Components 1 to 3.

FOUR (04) CYCLES PER CALENDAR YEAR

Below are four cycles for PBC verification to be executed annually. However, it is important to note that the client retains the flexibility to reschedule these cycles in the event of early achievement of PBC targets. Furthermore, the TPV firm may be tasked with verifying different PBC achievements simultaneously. It is imperative that the duration of all activities, from the initiation of verification to the submission of verification reports to the SELECT, does not surpass a period of two months. This ensures efficiency and timeliness in the verification process while maintaining the integrity of the outcomes.

Cycle 1:

SELD work to meet PBCs by Dec 31 of the previous year.

TPVA work on the verification report by Feb 28.

Bank work on approval by Mar 31.

Cycle 2:

SELD work to meet PBCs by Mar 31.

TPVA work on and submit verification report by May 31.

Bank work on approval by June 30.

Cycle 3:

SELD work to meet PBCs by June 30.

TPVA work on verification report by August 31.

Bank work on approval by September 30.

Cycle 4:

SELD work to meet PBCs by September 30.

TPVA work on and submit verification report by November 30.

Bank work on approval by December 31.

Duration of the contract: The duration of the contract shall be eighteen (18) month.

Reporting Deliverables:

- I. The firm will deliver all reports in MS Word file and PDF format, including all new data in tabulated form, together with relevant summary tables in MS Excel and a database at the time of submission of the draft report and revised final report.
- II. Inception Report: This report will encompass a detailed methodology of the study, analysis of data and desk review, research instruments, a detailed timeline, and work plan for carrying out the assignment.
- III. Primary Analysis Report for Each Verification Cycle: This report will include the primary analysis of elements discussed in the scope of

work, survey verification and monitoring mechanism, key findings, discussion of issues identified during the study, and all supporting documents as annexes, such as a list of interviewees and group discussions, etc.

- IV. Final Report for Each Verification Cycle: Three hard copies in English and soft copies in relevant formats, when/if necessary, need to be submitted after accommodating all comments and inputs. The entire process from initiation of the verification to submission of the verification report should be completed within two months from the start of the assignment.
- V. After the Beneficiary and Community Satisfaction Surveys, the firm will submit individual survey reports and a comprehensive report consolidating all conducted surveys. These reports will showcase all survey findings, including qualitative data, success stories, areas of slow progress, and the impact of interventions.

Coordination and reporting progress

- I. Regarding coordination mechanisms, PMIU-SELECT will form a committee from its relevant unit's head to oversee the whole process of the study. Moreover, any reports and deliverables submitted to PMIU-SELECT will have to be reviewed and approved by the PMIU-SELECT. The TPV firm shall closely coordinate all its activities with Senior PMIU-SELECT Key staff in its correspondence about the study.
- II. After the commencement of the assignment, the firm shall regularly provide by-weekly progress update of activities to the PMIU-SELECT assigned committee.

Projected Districts under SELECT:

Regions→	Hyderabad	Larkana	Mirpur Khas	Shaheed Benazirabad	Sukkur
Districts	Tando Muhammad Khan, Badin, Sujawal, Thatta, and Matiari.	Kashmore-Kandhkot, Jacobabad, Qambar-Shahdadkot, and Shikarpur.	Mirpur Khas	Sanghar	Ghotki

I.

Legal obligations

A. Ownership:

- I. All the outputs/deliverables during implementing the assignment will be the property of PMIU-SELECT. The consultant/consultancy will have no right of claim to the assignment, or its outputs once completed. PMIU-SELECT will have exclusive copyright on report/study papers/documents /audio-visual produced as part of this assignment. The consultant/consultancy will not have any claim/rights and will not use or reproduce the contents of the above documents/materials without the written permission of PMIU-SELECT.

B. Data protection:

- I. The consultant/consultancy may gain access to data about PMIU-SELECT work and internal documents. Consultant/consultancy must keep all such data secure and protected against improper disclosure or use except for the purpose of this assignment. Copies of the questionnaires used and filled by enumerators should be shared with the PMIU-SELECT. Furthermore, the TPV firm will comply with the World Bank's Policy on Personal Data Privacy (referred to as the 'Privacy Policy'), accessible through the following link:

<https://ppfdocuments.azureedge.net/0298ff3b-8893-4894-91af-1ffb7c0d59e1.pdf>

C. Sub-contract.

- I. Consultant/consultancy may not assign or sub-contract its rights and/or obligations to any company or individuals except the prior written consent of PMIU-SELECT.

D. Field conduct:

- I. The consultant/consultancy must treat all stakeholders and beneficiaries of PMIU-SELECT with respect irrespective of their age and gender, marital status, religious beliefs, race, ethnic or national origin or any disability they may have.

Consultants assigned in negotiations.

- I. The consultancy/consultant must make sure that the study is undertaken by the consultants introduced during the negotiation phase. The consultancy/consultant has no permission to change the consultants or conduct the assignment other than those introduced in the negotiation phase.

Any changes to the team must be communicated with PMIU-SELECT, in case of emergencies. It still needs the written permission of PMIU-SELECT at all.

Addressing the Comments

- I. During the assignment, PMIU-SELECT and World Bank will have the right to have any kind of comments on the implementing strategies, inception report and the final report. The consultancy shall address all the comments. Final payment will be made, and assignment closed only after the World Bank and PMIU-SELECT are satisfied.

STAFFING

The Consulting Firm is responsible for the availability of the following staff:

Staffing Breakup / Man Months

S.NO	Position	Qualification	Experience	No of post	Months
1	Project Lead	Masters/PhD in Management Sciences/ Engineering	Min 5 years of experience in relevant field	1	18
2	Financial Lead	Masters/PhD in Management Science /CA	Min 5 years of experience in relevant field	1	18
3	Monitoring & Evaluation Expert	Masters in Economics/ Public Policy/ Management Science /Social Science	Min 5 years of experience in relevant field	1	18
4	Output and Impact Evaluation Expert	Masters in Economics/Public Policy/Social Science/Management Science	Min 5 years of experience of relevant field	1	18
5	Social & Gender Specialist	Masters in Gender Studies, Gender & Development, Women Studies, Sociology	Min 5 years of experience of relevant field	1	18
6	Survey Supervisor	Masters in Education	Min 5 Years of relevant Experience	02	18
7	MIS/Database administrator	Bachelor degree in Computer Science	Min 5 Years of relevant Experience	01	18
8	Communication Research & and Report Writing expert	Masters in Education or Social Science	Min 5 Years of relevant Experience	01	18

9	Education Expert	Masters in Education Ph.D	Min 5 Years of relevant Experience	01	18
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Qualification of Firm

1. Minimum 10 years of experience in the relevant field, including experience in developing tools and systems measuring target achievements of large-scale projects. The firm should have technical staff conforming to the required scope of work covered under ToRs. The Key experts and other staff are attached to TORs under staffing.

2. A firm shall be a legally registered entity with the formal intent to enter into an agreement or under an existing agreement, and should have at least 2 completed projects in the public sector demonstrating verifiable statistical and research, monitoring, and evaluation expertise, as relevant to the TORs.

Selection Process

A consulting firm(s)/ Joint Venture(s) will be selected in accordance with (QCBS) Selection Procurement Method of the “World Bank Procurement Regulations for Investment Project Financing Goods, Works, Non-Consulting and Consulting Services” (July 2016) revised November 2017 and August 2018.

Note:

During the data collection process, the Consultant Firm should not represent itself as an entity of the World Bank or PMIU -SELECT RSU. The firm is an independent third-party agency and should represent itself as such.

When engaging in data collection, the Consultant Firm must coordinate with the SELECT Coordinators at all stages of the data collection process.

Payment Schedule: