

**REQUEST FOR EXPRESSIONS OF INTEREST (REOI)
CONSULTANT’S QUALIFICATIONS BASED SELECTION
(CQS)**



HIRING OF CONSULTANT FIRM

FOR

Target Group Identification and Audience Analysis

**Programme Monitoring & Implementation Unit (PMIU)
Getting Result: Access and Delivery of Quality Education Services - System
Transformation in Punjab
(GRADES-STP)
School Education Department, Govt. of the Punjab**

October 2026

Terms of Reference (TOR)

Project:	Getting Result: Access and Delivery of Quality Education Services - System Transformation in Punjab (GRADES-STP) Project
Client:	PMIU, School Education Department (SED), Government of Punjab
Assignment:	Target Group Identification and Audience Analysis

1. BACKGROUND AND CONTEXT

The Government of the Punjab, through the Programme Monitoring and Implementation Unit (PMIU-PESRP) under the School Education Department (SED) Punjab, is implementing the Getting Results: Access and Delivery of Quality Education Services - System Transformation in Punjab (GRADES-STP), financed by the Global Partnership for Education (GPE), with the World Bank serving as Grant Agent for fiduciary oversight and technical support.

GRADES-STP operates through four integrated components: (1) Provision of Access to Schooling; (2) Improved Learning Outcomes; (3) Enhancing System Capacity and Data Systems; and (4) Influencing Behavioral Change. The programme operates across Punjab, with PMIU-PESRP serving as the Executing Agency covering three implementing departments: School Education Department (SED), Special Education Department (SpED), and Literacy & Non-Formal Basic Education Department (L&NFBED).

The programme is implementing a broad set of interventions across its three implementing departments. The table below provides an indicative overview of key intervention areas:

Implementing Department	Indicative Intervention Areas
School Education Department (SED)	The programme supports a range of system-level and demand-side interventions under SED including, among others, Foundational Literacy and Numeracy (FLN) initiatives, remedial learning support at the middle level, Early Childhood Education (ECE), gender-responsive school management, and infrastructure improvements in public schools.
Special Education Department (SpED)	Under SpED, the programme supports a range of interventions, including policy development of ECE and SMC, accessibility infrastructure in all SpED institutions, provision of assistive devices, establishment of ECE rooms, and improvement of Teaching & Learning Materials and Continuous Professional Development.
Literacy & Non-Formal Basic Education Department (L&NFBED)	Support to L&NFBED covers, among other areas, strengthening of Accelerated Learning Program (ALP) centers at the middle level and improvement of Teaching & Learning Materials and Continuous Professional Development.

Component 4: Influencing Behavioral Change is critical to achieving GRADES-STP's objectives. Under this component, PMIU-PESRP intends to hire a qualified consulting firm to conduct a comprehensive **Target Group Identification** and **Audience Analysis**. The findings from this assignment will directly inform the development of the GRADES-STP Communication and Outreach Strategy.

2. OBJECTIVES

The objective of this assignment is to identify and comprehensively analyze all target groups across GRADES-STP interventions in SED, SpED, and L&NFBED, and to produce a robust evidence base, to guide subsequent communication and outreach strategy development. During this assignment, the firm will:

- Conduct a desk review including a review of relevant literature and all GRADES-STP project documents and develop an Inception Report covering proposed target groups, methodology, data collection tools, district selection rationale, sample size and distribution, and a detailed workplan.
- Conduct a Stakeholder Consultative Workshop prior to fieldwork to review the proposed target groups, methodology, data collection tools, district selection rationale, sample size and workplan outlined in the Inception Report. The stakeholder consultative workshop will be organized by PMIU, whereas the activity design will be presented by the firm.
- Identify all target groups relevant to GRADES-STP interventions across SED, SpED, and L&NFBED, and collect primary data through questionnaires, Focus Group Discussions (FGDs), and key informant interviews (KIIs) across a minimum of 3 districts (one district each from South, Centre and North), covering demographic, geographic, socio-economic, psychographic, behavioral, cultural, linguistic, and media dimensions.
- Develop comprehensive Target Group Identification (TGI) and Audience Analysis Profiles for each identified target group, capturing awareness, knowledge, attitudes, barriers, motivators, decision-making roles, communication preferences, and media usage across all three implementing departments.
- Conduct a Media Landscape Assessment to map how identified target groups access and use media across print, electronic, digital, and mobile platforms (including SMS, voice calls, and WhatsApp), and produce actionable, target-group-specific communication and outreach recommendations covering messaging topics, preferred channels, trusted messengers, timing, frequency, and language considerations.
- Submit a Final Report presenting the key findings and recommendations for Component 4 (Sub-components 4.1–4.4), including target groups, audience profiles, key messages and nudges, communication channels, trusted messengers, and outreach approaches. The firm shall present the study findings and Final Report at a Dissemination Session organized by PMIU-PESRP. The findings and recommendations from the study shall provide the primary evidence base for developing the GRADES-STP Communication and Outreach Strategy.

3. SCOPE OF WORK AND METHODOLOGY STANDARDS

The assignment will be conducted in the project intervention districts covering in-school and Out-of-School Children (OOSC), unfavorable gender disparity, and significant representation of marginalized groups, including children with disabilities and overage learners. The study shall cover all three regions of Punjab (North, Central, and South), with a minimum of one district selected from each region (3 districts). The firm will propose specific districts in the Inception Report along with justification and obtain approval from PMIU-PESRP prior to commencement of fieldwork.

Data collection shall capture key demographic, geographic, socio-economic, psychographic, behavioral, cultural, linguistic, enrollment, decision-making, and media-use dimensions, with representation from both urban and rural sites in each selected district.

The firm's proposed methodology must meet the following minimum standards:

- Coverage across all three Punjab regions (North, Central, South), with urban and rural sites in each selected district.
- Minimum 50% female representation across all data collection processes.
- Disability-inclusive protocols for all SpED-related sessions.
- Ethical research practices maintained throughout, with informed consent obtained from all research participants prior to data collection.
- Compliance with child safeguarding requirements, including parental/guardian consent and child assent for minors participating in the study, and a code of conduct for all field staff working with children.
- All FGDs audio-recorded and transcribed; KIIs recorded where consent is given and transcribed.
- Confidentiality and secure management of research data, including secure storage, restricted access, and de-identification of datasets and transcripts, in compliance with the Interim Personal Data Protection Guidelines applicable under the Project Agreement.
- Consent and assent forms, field staff code of conduct, and data management plan submitted with the Inception Report for PMIU-PESRP approval.
- Raw data and recordings provided to PMIU-PESRP only; all documents and materials shared with the World Bank shall be free of personal data and personally identifiable information.
- All data and materials are the sole property of PMIU-PESRP and shall not be shared or published without prior written approval.

The assignment is organized into the following six stages:

3.1: Inception Report

- Review relevant literature and all available GRADES-STP project documents for desk review

- Submit an Inception Report covering proposed target groups, methodology, approaches, data collection tools such as questionnaires, FGDs and KIIs, district selection rationale, sample size and distribution, consent and assent forms, code of conduct for field staff, data management plan, and a detailed workplan

3.2: Stakeholder Consultative Workshop

A Stakeholder Consultative Workshop will be organized by PMIU-PESRP prior to the commencement of fieldwork, where the firm shall present the proposed target groups, methodology, data collection tools, district selection rationale, sample size and distribution, Final Report design, and workplan outlined in the Inception Report. In light of the recommendation of stakeholder consultation, the firm shall commence the fieldwork.

3.3: Primary Data Collection

The firm shall identify all target groups relevant to GRADES-STP interventions across SED, SpED, and L&NFBED. Target groups may include OOSC, students, children with disabilities, overage learners, parents, caregivers, school heads, teachers, school councils, alumni, District Education Authorities (DEAs), administrative departments, community members, religious leaders, media representatives, and other relevant stakeholders.

The firm shall conduct an audience analysis using questionnaires, Focus Group Discussions (FGDs), and Key Informant Interviews (KIIs). Questionnaires shall collect quantitative data on audience characteristics, media use, communication preferences, and behavioral patterns, including household mobile phone access and ownership, whether the mother, father, or another caregiver has access to and uses the mobile phone, SMS literacy among mothers, fathers and caregivers/guardians, and access to and use of voice calls, robocalls, and WhatsApp.

FGDs shall explore audience perceptions, motivations, barriers, and communication needs, while KIIs shall capture strategic and system-level perspectives from provincial and district government officials, school-level actors, community representatives, development partners, and media representatives.

The firm shall undertake the data collection using a combination of qualitative and quantitative methods. The proposed sample and coverage for FGDs, KIIs, and the questionnaire survey are presented in the table below. The final distribution of questionnaire respondents, by respondent group, district, and urban/rural site shall be proposed in the Inception Report.

Data Collection Method	Sample Size	Respondent / Coverage
Focus Group Discussions (FGDs)	6	2 FGDs per region
Key Informant Interviews (KIIs)	30	Officials from SED, SpED, and L&NFBED
Questionnaire Survey	300	● Parents and caregivers: 180 (90 Female, 90 Male) ● Teachers and school heads: 60 (30 Female, 30 Male) ● Community members, including school council members: 60 (30 Female, 30 Male)

All data collection shall be administered in person, in Urdu, Punjabi, Saraiki, and any other regional language where required.

Questionnaire Administration Requirements

Item	Requirement
Geographic Coverage	100 questionnaire respondents per district
Site Coverage	Urban and rural sites
Mode of Administration	Face-to-face interviews
Languages	Urdu and relevant regional languages, including Punjabi and Saraiki, and any other language where required
Translation and Pre-testing	The firm shall translate and pre-test all instruments in each field language before fieldwork.
Final Sampling Distribution	Final distribution by respondent group, district, and urban/rural site shall be confirmed in the Inception Report.

The firm may propose up to 3 additional FGDs and 10 additional KIIs, where justified by the scope of the assignment and approved by PMIU-PESRP. The final sample size, respondent categories, distribution, and data collection approach shall be justified in the Inception Report and approved by PMIU-PESRP before fieldwork begins. Given the sample size, disaggregation of findings by district, gender, and age group shall be treated as indicative.

3.4: TGI and Audience Analysis Profiles

Using findings from the desk review and primary data collection, the firm shall develop a comprehensive Audience Analysis for each identified target group across SED, SpED, and L&NFBED. The Audience Analysis shall profile who the target groups are, what they know and believe about education and relevant programme themes, the barriers and motivations influencing their behavior, who influences their decisions, what media they use and trust, how they prefer to receive information, and the most effective ways to reach and engage them.

3.5: Media Landscape Assessment

The firm will conduct a Media Landscape Assessment to map how identified target groups access and use media across print, electronic, digital, and mobile platforms, including household mobile phone access and control, and the use of SMS, voice calls, robocalls, and WhatsApp. Findings shall be presented as actionable, target-group-specific communication and outreach recommendations covering proposed messaging topics and nudges, preferred channels, reach, trusted messengers, optimal timing and frequency, language considerations, and best practices for reaching each identified target group, to directly inform the GRADES-STP Communication and Outreach Strategy.

3.6: Final Report Submission and Dissemination of Findings

At the conclusion of the assignment, the firm shall submit a comprehensive Final Report to PMIU-PESRP for approval, consolidating the findings of the Target Group Identification and Audience Analysis, structured by communication sub-component (4.1 through 4.4), as given in Annexure-I.

Following approval of the Final Report, PMIU-PESRP will organize a findings dissemination session, and the firm will be responsible for presenting the findings of the final report.

4. DELIVERABLES AND PAYMENT SCHEDULE

All deliverables shall be submitted in English; executive summaries and audience profiles shall additionally be made available in Urdu.

Sr.	Deliverable	Milestone	Timeline
1	Inception Report	• Proposed target groups • Methodology and approaches • Finalized questionnaires, FGD and KII instruments (in Urdu and relevant regional languages) • District selection rationale • Sample size and distribution • Consent and assent forms, code of conduct for field staff, and data management plan • Detailed workplan	End of Week 2
2	Stakeholder Consultative Workshop	• Workshop presentation with Inception Report • Compiled stakeholder feedback and inputs • Revised Inception Report incorporating stakeholder feedback, for PMIU-PESRP approval before fieldwork	End of Week 4
3	Primary Data Collection	• Cleaned, de-identified questionnaire dataset • De-identified FGD transcripts (audio recordings to be submitted to PMIU-PESRP only) • De-identified KII notes and transcripts	End of Week 8
4	TGI and Audience Analysis Profiles	• List of identified target groups • Audience profiles for target groups • Audience-Component Matrix (cross-referencing target groups against GRADES-STP interventions across SED, SpED, and L&NFBED)	End of Week 10
5	Media Landscape Assessment	• Media consumption patterns per audience group (print, electronic, digital, and mobile) • Device and connectivity findings (household phone access, SMS literacy, voice calls/robocalls, and WhatsApp usage) • Actionable, target-group-specific communication and outreach recommendations covering proposed messaging topics and nudges, preferred channels, trusted messengers, timing and frequency, language considerations, and best practices for reaching each identified target group	End of Week 10

6	Final Report Submission and Dissemination of Findings	• Final Report consolidating all findings and incorporating PMIU-PESRP and World Bank feedback • Recommendations structured by communication sub-component (4.1–4.4) as per Annexure-I • Presentation of the findings at the findings dissemination session organized by PMIU-PESRP	End of Week 12
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5. KEY PERFORMANCE INDICATORS

Key Performance Indicators for this assignment include:

- Inception Report submitted and approved by PMIU-PESRP within the stipulated timeline, with proposed target groups, methodology, approaches, data collection tools, district selection rationale, workplan, and consent and data protection protocols.
- Stakeholder Consultative Workshop conducted before fieldwork; consolidated feedback documented and incorporated into the revised Inception Report approved by PMIU-PESRP
- Primary data collection completed across a minimum of 3 districts (one per Punjab region), with 6 FGDs, 30 KIIs, and 300 questionnaire respondents as specified in Section 3.3; all audio recordings transcribed, de-identified datasets and transcripts submitted
- Target Group Identification and Audience Analysis Profiles completed across SED, SpED, and L&NFBED, with profiles covering all required dimensions (demographic, geographic, socio-economic, psychographic, behavioral, cultural, linguistic, and media)
- Media Landscape Assessment completed with actionable, target-group-specific communication and outreach recommendations covering all required dimensions as specified in Section 3.5
- Final Report submitted incorporating PMIU-PESRP and World Bank feedback, with recommendations structured by Component 4 sub-components (4.1–4.4) as per Annexure-I, and key findings presented at the findings dissemination session

6. MANAGEMENT OVERSIGHT

The consulting firm will work under the direct supervision of the GRADES-STP team at PMIU-PESRP, serving as the primary focal point for coordination, feedback, and quality review. Programme Director PMIU-PESRP is the final approving authority for all outputs. The firm shall submit each deliverable simultaneously to PMIU-PESRP and the World Bank for review. The firm will share monthly progress updates, attend review meetings, and undergo mandatory reviews after the submission of each deliverable.

7. EXPERIENCE & QUALIFICATION OF FIRM

Sr. No.	Criteria
1	Legal Status
1.1	Registered firm/organization under applicable Pakistani law with valid registration documents
2	Overall / General Experience:
2.1	Minimum 5 years of experience in mapping target audience, audience analysis, media landscape assessment, or communication related assessments
3	Relevant Experience:
3.1	Minimum 2 completed assignments of mapping target audience, audience analysis, media landscape assessment in the education or social development sector with verifiable references (contract, completion certificate)
3.2	Demonstrated expertise to design and conduct mixed-methods research (Questionnaire, FGDs, KIIs) at scale
4	Technical and Managerial Capacity: The technical and managerial structure of the firm (only the structure of the organization, general qualifications, are indicated). CVs are not required for shortlisting.

8. KEY AND NON-KEY EXPERTS

The firm shall provide a team with the following minimum qualifications and experience for this assignment:

Sr.	Position	Minimum Qualification	Minimum Experience
KEY EXPERTS			
1	Team Leader	Master's degree in Education, Research, Development Studies, Statistics, Economics, Communication Studies, or Social Sciences	8+ years in social research, including leading mixed-methods studies (survey design, FGDs, and KIIs), experience in behavioral change communication preferred.
2	Communication Specialist	Master's degree in Mass Communication, Journalism, Media Studies, or Social Sciences	5+ years in communication, behavioral change communication, or media management, with expertise in gender-responsive communication in the education or development sector

3	Education Specialist	Master’s degree in Education, Development Studies, Management Science, or Social Sciences	5+ years in education sector programmes covering primary, non-formal, or special/inclusive education interventions
NON-KEY EXPERTS			
1	Data Analyst	Bachelor’s degree in Data Sciences, Statistics, Economics, or Social Sciences	3+ years in quantitative and qualitative data analysis, data visualization, and synthesis of mixed-methods findings, with working proficiency in data analysis software
2	Field Research Officers (50% Female)	Bachelor’s degree in Social Sciences	2+ years of field research experience, including survey administration

9. DATA OWNERSHIP AND CONFIDENTIALITY

All data, findings, and materials produced under this assignment are the sole property of PMIU-PESRP and the Government of the Punjab and must not be shared, published, or used for any other purpose without prior written approval. The firm must submit all data, transcripts, and documents in editable and PDF formats; raw data and recordings containing personal data shall be submitted to PMIU-PESRP only, and only de-identified data shall be shared with the World Bank, and conduct a formal handover upon completion. PMIU-PESRP reserves the right to accept or reject any proposal without assigning reason; issuance of this TOR does not constitute a commitment to award a contract.

10. SELECTION METHOD

A Consulting firm will be selected in accordance with the Consultant Qualification Selection (CQS) method set out in the World Bank’s Procurement Regulations for Borrowers for Consulting Services September 2023 (Procurement Regulations). The Project will be subject to the World Bank’s Anticorruption Guidelines, dated October 15, 2006, revised in January 2011 and July 2016. The selected consulting firm shall not be eligible to undertake subsequent non-consulting services arising directly from this assignment, including campaign production and media placement, in accordance with the applicable World Bank Procurement Regulations.

ANNEXURE-I

Annexure-I: Required Study Outputs to Guide the GRADES-STP Communication and Outreach Strategy

This Annexure specifies the minimum output required from the firm, structured by communication sub-components under Component 4. These outputs will serve as the evidence base for the GRADES-STP Communication and Outreach Strategy. Disaggregation by district, gender, and age group in this Annexure is indicative, subject to the sample size specified in Section 3.3.

Sub-component	Category	Details
4.1 Community Engagement & Targeted Outreach	Target Groups	All priority target groups across SED, SpED, and L&NFBED, identified per intervention
	Audience Profiles	Demographics, socio-economic status, awareness & attitudes, decision-making roles, language preferences, barriers, motivators, and media usage
	Communication Outputs	Messaging topics & nudges, preferred channels, timing & frequency, language & format, trusted messengers
	Digital Engagement Matrix	Platform usage (Facebook, Instagram, Twitter, LinkedIn, TikTok, YouTube, WhatsApp), content formats, frequency & timing, disaggregated by district, gender, and age group (indicative)
4.2 Stakeholder Engagement & Enrollment for OOSC	Target Groups	Identified target groups across SED, SpED, and L&NFBED
	Audience Profiles	Demographics, socio-economic status, awareness & attitudes, decision-making roles, language preferences, barriers, motivators, and media usage
	Communication Outputs	Messaging topics & nudges, preferred channels, trusted messengers, timing & frequency, language & format
	Policy Dialogue Framework	Priority issues & audiences, recommended topics, proposed knowledge dissemination events
4.3 Student Engagement for FLN Support	Target Groups	Parents (mothers & fathers separately), caregivers, school councils, teachers, students
	Audience Profiles	Demographics, literacy levels, language preferences, household phone access and control, SMS literacy of mothers and fathers, voice call/robocall use, WhatsApp access, barriers to home-based learning support, motivators for parental engagement
	Communication Outputs	FLN messaging topics & nudges, preferred channels (SMS, robocalls, audio/video), timing & frequency, language & format, channel, and WhatsApp usage
4.4 Alumni Engagement for	Target Groups	Alumni, school heads, teachers, school councils, community leaders, CSR firms/individuals,

REOI -CONSULTANT’S QUALIFICATIONS BASED SELECTION

Innovative Financing		philanthropists, DEAs, and administrative departments (SED, SpED, L&NFBED)
	Audience Profiles	Demographics, professional status, digital connectivity, communication preferences, barriers, and motivators
	Communication Outputs	Messaging topics & nudges, digital & community channels, language & format, trusted messengers
	Alumni Engagement Framework	Community giving norms & cultural fit, school readiness to engage alumni, recommended outreach modalities