

Terms of Reference (TOR)

HEAD OF RESEARCH **(INDIVIDUAL CONSULTANT)**

Background

The Government of Punjab (GoPb) is implementing the project “Getting Results: Access and Delivery of Quality Education Services’ (GRADES)” in Punjab with the assistance of the World Bank for Improvement of education outcomes which remains a crucial way for Punjab to build human capital. In Pakistan, an additional year of schooling is associated with an improved income of 7%, due to both increased labour force participation as well as improved productivity. Improving education also has important benefits for fertility reduction, later marriage, reduced crime, and other social indicators. This project will improve both social and economic outcomes for Punjab as a whole.

The GRADES project consolidates and brings more focus to Punjab’s reform agenda in education, making sure that the education system delivers improved results for both girls and boys. It draws lessons from the reform program that the Government of Punjab has been implementing in the education sector over the last two decades, with support from various donors.

Objective

As Head of Research, lead on the data collection, research and analysis to inform, assess and evaluate the delivery and impact of project activities – this will include local and global knowledge and assessments of ongoing interventions. Design, develop, and maintain robust research frameworks, overseeing data collection, validation, and analysis methodologies for the research to be carried out on the project, especially from the interventions being delivered through the projects. Manage survey firms, ensuring quality assurance and adherence to protocols. Review and approve research reports, coordinating with internal teams to meet stakeholder needs and facilitate seamless data integration.

Scope of functions

Key tasks and responsibilities of the consultant are outlined below:

1. Conduct consultations with key stakeholders, including government officials, school administrators, educational institutions, and other potential data users, to identify and assess data and research needs and requirements. Ensure data collection aligns with the priorities of policymakers and decision-makers, addressing their analytical and reporting needs.
2. Design, develop, and maintain project-related research and analysis frameworks, ensuring accuracy, reliability, and comprehensiveness of research data. Establish rigorous methodologies for data collection, validation, and interpretation to enhance decision-making.
3. Prepare and publish high-quality technical and non-technical research papers, reports, and knowledge materials to support the design and implementation of educational initiatives.

4. Lead the design and planning of research activities, define timelines, and develop methodologies, including survey tools, sampling strategies, quality assurance mechanisms, and analytical frameworks for baseline, midline, and endline surveys.
5. Identify the need and target population for perception surveys, focus group discussions (FGDs), and interviews. Collaborate with M&E teams and data analysts to oversee the analysis, synthesis, and reporting of findings from these activities.
6. Manage the engagement with survey firms, overseeing all aspects of field data collection to ensure adherence to established protocols and standards.
7. Review and manage all research and data-related deliverables submitted by survey firms, ensuring compliance with quality assurance standards and survey protocols.
8. Evaluate and provide final approval for reports generated as a result of research activities, ensuring accuracy, relevance, and alignment with project objectives.
9. Oversee methodologies and procedures used in data compilation and analysis to ensure consistency, validity, and reliability of insights.
10. Coordinate effectively with various sub-departments and entities within PMIU and SED to address the research needs of all stakeholders and facilitate seamless data integration.
11. Perform any other relevant tasks assigned by the Competent Authority.

Qualification and professional experience

Qualification

- At least, Master's degree or equivalent (sixteen (16) years of education) in Business Administration/ Economics /Public Policy/ Statistics/Psychology/Sociology/ Education or relevant discipline, from a foreign or local university, duly recognized by the Higher Education Commission (HEC) of Pakistan.

Experience

- At least, eight (08) years of documentary verifiable relevant experience, after acquiring stipulated qualifications, in public and/or private sector national/international organizations, preferably in education.
- Due weightage shall be accorded to familiarity with government structures, operations, and procedures.

Selection Process

The selection will be made in accordance with the “World Bank Procurement Regulations for Investment Project Financing Goods, Works, Non-Consulting and Consulting Services” September 2023.

Terms of Reference (TOR)

TRAINING & MONITORING COORDINATOR

(INDIVIDUAL CONSULTANT)

Background

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The GRADES project consolidates and brings more focus to Punjab’s reform agenda in education, making sure that the education system delivers improved results for both girls and boys. It draws lessons from the reform program that the Government of Punjab has been implementing in the education sector over the last two decades, with support from various donors.

A central component of the project is strengthening the teacher professional development system under Performance-Based Condition 3 (PBC-3): Improved Learning Materials and Recovery Curriculum, which supports the development of a learning recovery framework by PECTAA and distribution of learning recovery materials to all public schools. Closely linked is PBC-5: Supporting Teachers and Headteachers towards Learning Recovery and Foundational Learning, which supports training of teachers and headteachers to identify and provide targeted support to students to overcome learning loss, including training on the use of formative assessment tools and the learning materials developed by PECTAA. These training activities are to be coordinated and implemented by training wing of PECTAA and monitored by its M&E wing.

To support effective delivery and evidence-based oversight of training activities, PECTAA requires a dedicated Teachers Training & Monitoring Coordinator who will be primarily responsible for monitoring the quality, reach, and effectiveness of training activities, with a focus on coordination with relevant stakeholders and field team.

Objectives

The Teachers Training & Monitoring Coordinator will be engaged as an individual consultant under GRADES-P and will be reporting directly to the Managing Director (MD), Monitoring & Evaluation (M&E), PECTAA. The primary objective of the role is to establish and manage a robust monitoring framework for all training activities conducted under GRADES-P with particular focus on the rollout of formative assessment training and the training of teachers on learning recovery materials under developed PBC-3 and to ensure that monitoring data is systematically collected, analyzed, and reported to inform project implementation and PBC verification.

Scope of Services

Key tasks and responsibilities of the consultant are outlined below:

Training Monitoring

- i. Oversee monitoring for all GRADES-P related training activities conducted under or coordinated through PECTAA, including field-based data collection, monitoring checklists, and reports.
- ii. Support the development of a real-time tracking system for all training activities, capturing data on the number of training sessions conducted, geographic coverage (district-wise), number of teachers and headteachers trained (disaggregated by gender, grade level, and subject), and training completion rates.
- iii. Conduct or oversee regular field monitoring visits to training venues across Punjab districts to verify the quality of training delivery, adherence to approved training plans and materials, and fidelity to the formative assessment and learning recovery curricula developed under GRADES-P.
- iv. Administer standardized monitoring instruments including pre- and post-training assessments, observation checklists, and participant feedback tools to assess training quality and effectiveness at the classroom level.
- v. Monitor the rollout of learning recovery materials distributed to public schools under PBC-3, verifying that materials have been received and are being effectively used in conjunction with training activities.
- vi. Track the training of teachers and headteachers on formative assessment tools, as outlined under the project's performance targets, and compile verified evidence of training coverage for PMIU reporting and Third-Party Validation (TPV) requirements.
- vii. Monitor whether PECTAA's Teacher Excellence Framework and associated training modules on learning recovery and formative assessment are being effectively delivered, flagging implementation gaps or deviations to the MD M&E, PECTAA in a timely manner.
- viii. Contribute to the preparation of monitoring reports that document training progress, quality indicators, and evidence against PBC milestones, ensuring reports are evidence-based, accurate, and submitted in accordance with agreed timelines.
- ix. Maintain a well-organized and audit-ready documentation system for all monitoring records, field reports, photographs, attendance sheets, and other evidence supporting training verification.
- x. Assist in the preparation of PBC verification evidence packages for the TPV firm, ensuring all documentation is complete, accurate, and traceable to source data.
- xi. Support PMIU and PECTAA in the preparation of quarterly and annual progress reports on training activities under GRADES-P.
- xii. Identify risks and bottlenecks in training delivery and recommend corrective actions to the MD M&E, PECTAA with follow-up tracking to ensure resolution.
- xiii. Any other relevant monitoring or evaluation task assigned by the MD M&E or Competent Authority.

Training Coordination

- i. Coordinate with relevant wings of PECTAA (training, assessment and curriculum), and PMIU on training plans, schedules, and material readiness to ensure timely and effective rollout of training activities across districts.

- ii. Liaise with district-level education officials (CEOs, DEAs), AEOs, and school management to facilitate the mobilization of teachers and headteachers for scheduled training sessions.
- iii. Coordinate with curriculum wing of PECTAA to confirm readiness and distribution of learning recovery materials to training venues and public schools, in alignment with training calendars.
- iv. Support the organization and logistics of training events, orientation workshops, and review meetings, including preparation of training attendance records, agendas, and proceedings.
- v. Facilitate communication and information flow between PECTAA and implementing departments (SED, PECTAA, PMIU) regarding training progress, challenges, and monitoring findings.
- vi. Coordinate with the PMIU to ensure training data collected by PECTAA is integrated into the project's broader M&E systems/dashboard and is aligned with reporting requirements.
- vii. Participate in project review meetings, Departmental Review Committee (DRC) discussions on training performance, and coordination forums as required, representing PECTAA's monitoring perspective.

Type of Contract

Time-Based Contract

Qualification and Professional Experience

Qualification

- Master's Degree (at least sixteen (16) years of education) in Education, Social Sciences, Statistics, Public Policy, Development Studies, or a related field. A degree with specialization in Education Management, Monitoring & Evaluation, or Educational Assessment would be accorded more weightage.

Experience

- At least five (05) years of verifiable professional experience in monitoring and evaluation, programme management, or education sector project implementation with national or international organizations/institutes.
- Demonstrated experience in monitoring teacher training programmes, professional development initiatives, or education sector field activities.
- Familiarity with formative assessment systems, learning recovery frameworks, and teacher continuous professional development programmes is an advantage.
- Excellent report-writing skills and ability to communicate monitoring findings clearly to technical and non-technical audiences.

Selection Method

The selection will be made in accordance with the “World Bank Procurement Regulations for Investment Project Financing Goods, Works, Non-Consulting and Consulting Services” September 2023.