

# **TERMS OF REFERENCE**

**School Education Department  
Government of the Punjab**

**GETTING RESULTS: ACCESS AND  
DELIVERY OF QUALITY EDUCATION  
SERVICES IN PUNJAB (GRADES-P)  
PROJECT**

**SELECTION OF TECHNICAL ASSISTANCE FIRM**

## **1.BACKGROUND INFORMATION**

### **1.1. Background to the Assignment**

The World Bank-financed GRADES project became effective in May 2025 and started implementation of project activities. Its objective is *to increase girls' and boys' participation rates in pre-primary to elementary grades and enhance reading proficiency in primary grades*. The Project has 7 Performance Based Conditions (PBCs) each of which have annual targets over the five-year Project period.

The terms of reference are for technical assistance that will be contracted to support implementing agencies to achieve these seven PBCs.

This section contains a description of the objectives, activities, and some background context for these seven PBCs, as well as (briefly) the technical assistance required for each. The subsequent sections provide more detail about tasks and deliverables.

Project Management Unit (PMU) – Getting Result: Access and Delivery of Quality Education Services in Punjab (GRADES-P) as Client would be leading the implementation of Project

More information on the Project can be located at: <https://projects.worldbank.org/en/projects-operations/project-detail/P176594>. and PBCs can be seen at Annex-I

## **II. Objectives of the assignment**

The objectives of the assignment are to:

### For PBC- 1:

- Support the Client to develop a framework for target setting for gender disaggregated School participation and learning for districts (including recommended quarterly review system with districts) + Development on annual training plan for target setting and data usage
- Support the Client to review and revise legal frameworks on private school data reporting (ACTs, Ordinances, Regulations, etc.)
- Support Client to develop plan for collecting data on private schools, including their locations and student level data, to strengthen overall sector planning and monitoring
- Support Punjab Education Curriculum Training and Assessment Authority (PECTAA) on behalf of Client to develop training modules and deliver training to master trainers so that they can train district officials and teacher mentors on utilization of data applications

### For PBC- 2:

- Support the Client to conduct a functional review of Punjab Education Foundation (PEF)
- Support PEF on behalf of Client to review and update rules for partnership schools to improve targeting of entry of PEF schools to out-of-school children and improved support to teachers
- Support PEF on behalf of Client to develop an institutional strengthening plan and a

strategy for alternative financing of PPP model

For PBC- 3:

- Support PECTAA on behalf of Client to develop regulatory frameworks and training for the staff of its curriculum wing on these frameworks including
  - digital learning applications,
  - quality textbook development standards,
  - external business development,
  - quality assurance, and
  - curriculum implementation framework

For PBC- 4:

- Support the Client to review and update the Early Childhood Education (ECE) Policy 2017
- Support the Client to develop Early Childhood Care and Education (ECCE) implementation strategy
- Support the Client to review and enhance the ECCE quality standards to include classroom observations and monitoring of student learning outcomes
- Support PECTAA on behalf of the Client to develop/update training modules for AEOs and Monitoring and Evaluation Assistants (MEAs) on coaching and monitoring of ECCE teachers and caregivers

For PBC- 5:

Support training wing of PECTAA on behalf of Client to:

- Develop School Leadership Policy
- Head Teacher Training plan
- Teacher Excellence Framework including licencing and certification protocols for teachers of both public and private schools across Punjab
- Training Package - 1 [Teachers]: GBV Prevention, Child Protection
- Training Package - 2 [Headteachers]: School Management, NSB, Instructional Leadership
- Framework for AEOs and Teacher Mentors
- Design Learning Recovery Modules and support in its implementation

For PBC- 6:

- On behalf of the Client, review PECTAA's student assessment report cards and framework for the use and dissemination of report cards
- Support PECTAA on behalf of Client to develop an assessment framework and mechanism for design of ECCE, Grades 1-2 assessment tools for large scale assessments
- Develop training plan and provide support to PECTAA on behalf of Client on Training of Teachers on Formative Assessment

For PBC- 7:

- Support the Client to revise the NSB formula based on the framework on school participation and learning, adjust for rising inflation, while also incorporating other key factors like equitable distribution of funds across schooling levels
- Support the Client to develop NSB training material and communication strategy

### III. Tasks, deliverables and profile of expertise required

In general, the firm must ensure that:

- All activities and their timing, and the setting and achieving of deadlines, are consistent with the activities and PBC targets as set out in the GRADES-P Project Appraisal Document (PAD); and that support to project implementing agencies (focal organizations) to achieve targets will be such as to ensure that results comply with the PBC verification criteria stipulated in the PAD and Operations Manual;
- Key stakeholders are kept informed of work and progress. This entails (but is not necessarily limited to) providing and undertaking the following:
  - an inception report that provides a schedule of work including activities, deadlines for meeting contract deliverables, as well as an outline of the work methods to be used in carrying out each of the contracted tasks; the report to be agreed with Client (and if necessary revised), and on behalf of the client with senior management of PEF and PECTAA (if applicable);
  - the schedule and status of work and deadlines for meeting contract deliverables to be reviewed at quarterly meetings between the firm and Client (and if necessary), on behalf of the client, with senior management of PEF and PECTAA (if applicable), with the schedule for work and deadlines to be revised if necessary;
  - quarterly progress reports submitted by the firm to Client, at least one week prior to the quarterly meeting;
  - one week prior to the commencement of each and every contracted task, a report containing a detailed description of activities and work method to be used in executing the task; the report to be discussed and agreed with the Client (and if necessary), on behalf of the client, with the Head of the relevant focal organization.

In order to facilitate the organization of the firm's work, the scope of tasks and deliverables are provided below:

The tasks for the first year are expected to initiate during March 2026. Because of the duration of some of the tasks, the deadlines for some of the Year 1 tasks may in fact occur during the second fiscal year of the project. However, in all subsequent years, the tasks are stated such that they start and complete within the fiscal year.

Deadline dates are for the deliverable's final version, as accepted by the Client and relevant focal organization. It is incumbent upon the firm to provide the client with a draft version of the deliverable in time for it to be reviewed by the client and revised (if necessary) by the firm.

#### TA by PBCs

An annual breakdown of PBCs and key tasks is provided below. The TA firm will be required to support the Client to deliver these tasks.

#### **PBC-1**

**PBC 1: Targeting for results in school participation and learning outcomes.** This PBC supports the establishment of yearly gender-disaggregated targets for school enrolment and learning levels across the entire delivery chain, from the province down to the district and school level. Activities include strengthening data systems, using data for decision-making, and conducting a private school census to improve information on the private sector. It will be coordinated by the School Education Department (SED), Punjab Education Foundation (PEF),

---

**Focal Organization:** Programme Monitoring & Implementation Unit (PMIU) – Punjab Education Sector Reforms Programme (PESRP)

**Year-1**

**PBC Target** SED has adopted district-level gender-disaggregated targets for school participation and learning outcomes, including a monitoring and training plan for district officials and field staff and a revised monitoring system for public schools

**Task** **Task-1:**  
Develop a framework for target setting for gender disaggregated School participation and learning for districts, including recommended quarterly review system with districts

**Task-2:**  
Development of annual training plan for target setting and data usage

**Deliverables** **Task-3:**  
Development of modules and training of master trainers on utilization of data applications

- Final draft of the framework for target setting
- Final draft of the annual training plan for target setting and data usage
- Training modules on utilization of data applications with a report on training of master trainers

**Year-2**

**PBC Target** i) SED has held regular reviews for targets on school participation and learning outcomes at district level; (ii) SED has communicated gender-disaggregated targets for school participation and learning to schools; and iii) SED has adopted a simplified self-reporting and monitoring framework for private schools.

**Task** **Task-1:**  
Review the regulatory framework for private schools and revise it to incorporate student level data reporting, locations of private schools, etc.

**Task-2:**  
Develop a simplified self-reporting and monitoring framework for private schools

**Task-3:**  
Support PMIU-PESRP's Data Centre on behalf of Client on updating application for data collection from private schools

---

|                     |   |
|---------------------|---|
| <b>Deliverables</b> | <b>Task-4:</b>  |
|                     | Support the Client to conduct a pilot of private schools census in 6 districts of Punjab  |
|                     | <ul style="list-style-type: none"> <li>• Final draft of the revised regulatory framework for private schools</li> <li>• Final draft of the self-reporting and monitoring framework for private schools</li> <li>• A report on incorporating the annual schools census form for private schools into digital data collection mechanism/app</li> <li>• Pilot implementation report along with recommendations for scale-up</li> </ul> |

## **PBC-2**

**PBC 2: Strengthening and scaling public-private partnerships.** This PBC supports the enrolments of an additional 500,000 out-of-school children and aims to equalize enrolment among girls and boys. It will strengthen the PEF model by: (a) adopting a fundraising model to attract private sector resources; (b) updating the partnership model to improve the management of partner schools, focusing on teacher positions and student well-being (including addressing gender-based violence); and (c) updating the staffing model based on a functional review.

**Focal Organization:** Punjab Education Foundation (PEF)

|                     |  |
|---------------------|--|
| <b>Year-1</b>       |  |
| <b>PBC Target</b>   | i) PEF partnership schools enrol additional 100,000 students above baseline; ii) PEF has adopted a fundraising model to attract private sector resources   |
| <b>Task</b>         | <p><b>Task-1:</b><br/>On behalf of the Client, develop institutional strengthening plan for PEF</p> <p><b>Task-2:</b><br/>On behalf of the Client, develop strategy for alternative financing of PPP model</p>   |
| <b>Deliverables</b> | <ol style="list-style-type: none"> <li>1. Final draft of the institutional strengthening plan for PEF</li> <li>2. Final draft of strategy for alternative financing of PPP model</li> </ol>  |
| <b>Year-2</b>       |  |
| <b>PBC Target</b>   | i) PEF partnership schools enrol additional 200,000 students above baseline (100,000 above and beyond the target for Year 1); ii) PEF has adopted revised rules for partnership schools to improve targeting of entry of PEF schools to out of school children and improved support to teachers. |
| <b>Task</b>         | <p><b>Task-1:</b><br/>On behalf of the client, conduct functional Review of PEF</p>  |

---

|                     |  |
|---------------------|--|
| <b>Deliverables</b> | <b>Task-2:</b><br>Support PEF on behalf of Client to review and update rules for partnership schools to improve targeting of entry of PEF schools improved support to teachers   |
|                     | <ul style="list-style-type: none"> <li>• Report on the functional review of PEF including recommendations on staffing, capacity gaps and enhancing organizational efficiency</li> <li>• Updated rules for partnership schools</li> </ul> |
| <b>Year-3</b>       |  |
| <b>PBC Target</b>   | PEF partnership schools enrol additional 300,000 students above baseline (100,000 above and beyond the target for Year 2)  |
| <b>Task</b>         | <b>Task-1:</b><br>On behalf of the client, develop a 10-year expansion plan for Punjab's PPP model encompassing all modalities including but not limited to FAS, EVS, NSP and PSRP   |
| <b>Deliverables</b> | <ul style="list-style-type: none"> <li>• Final draft of detailed 10-year expansion plan including implementation strategy</li> </ul>   |

### **PBC-3**

**PBC 3: Improved learning materials and recovery curriculum.** This PBC strengthens teaching and learning processes to recover learning losses from recurring school closures. It supports the development and distribution of learning recovery materials, including formative assessment material, by the curriculum wing of PECTAA. These materials will be integrated into the daily academic calendar and distributed to all schools in the province alongside free textbooks.

**Focal Organization:** Punjab Education Curriculum Training & Assessment Authority (PECTAA)

|                   |   |
|-------------------|---|
| <b>Year-1</b>     |   |
| <b>PBC Target</b> | i) PCTB has adopted a strengthening plan including an HR plan and a quality assurance model for learning material production;<br>ii) PCTB has designed a learning recovery framework that is integrated with the academic calendar  |
| <b>Task</b>       | <b>Task-1:</b><br>On behalf of the Client, undertake a functional assessment of PECTAA's curriculum wing and prepare a comprehensive strengthening plan, incorporating a human resource management strategy and a quality assurance framework for learning material development<br><br><b>Task-2:</b><br>On behalf of the Client, design a learning recovery framework that is integrated into the academic calendar to effectively address gaps in student learning throughout the school year |

---



|                     |   |
|---------------------|---|
| <b>Deliverables</b> | <ul style="list-style-type: none"> <li>• A report on the functional review of the curriculum wing of PECTAA</li> <li>• Final draft of the strengthening plan</li> <li>• Final draft of the learning recovery framework</li> </ul> |
|---------------------|---|

### **Year-3**

|                   |  |
|-------------------|--|
| <b>PBC Target</b> | (i) SED has distributed free learning recovery material, approved by PCTB, to all public schools; ii) PCTB has adopted a regulatory framework for digital learning applications; |
|-------------------|--|

|             |   |
|-------------|---|
| <b>Task</b> | <b>Task-1:</b><br>On behalf of the Client, develop regulatory frameworks (listed below) and training of curriculum wing of PECTAA staff on: <ol style="list-style-type: none"> <li>digital learning applications</li> <li>quality textbook development standards</li> <li>external business development</li> <li>quality assurance model for learning material development including supplementary reading material</li> <li>curriculum implementation framework</li> </ol> |
|-------------|---|

|                     |  |
|---------------------|--|
| <b>Deliverables</b> | <ul style="list-style-type: none"> <li>• Final draft of the given set of regulatory frameworks</li> <li>• A report on training activity and capacity building of PECTAA staff</li> </ul> |
|---------------------|--|

## **PBC-4**

**PBC 4: Improving school readiness through scaling quality early childhood care and education.** This PBC aims to improve the quality of Early Childhood Care and Education (ECCE) in an additional 3,500 selected classrooms. Activities may include providing kits to schools and training teachers and headteachers on ECCE teaching practices through a blended learning program. It also includes training for Assistant Education Officers (AEOs) and Monitoring and Evaluation Assistants (MEAs) on coaching and monitoring ECCE teachers.

**Focal Organization:** Punjab Education Curriculum Training & Assessment Authority (PECTAA)

### **Year-1**

|                   |  |
|-------------------|--|
| <b>PBC Target</b> | i) SED has adopted an updated ECCE policy; ii) SED has adopted an ECCE implementation strategy; and iii) SED has adopted revised ECCE Quality Standards to include classroom observations and monitoring of student learning outcomes. |
|-------------------|--|

|             |   |
|-------------|---|
| <b>Task</b> | <b>Task-1:</b><br>Review and update the existing ECE Policy 2017 based on situational analysis and in consultations with PECTAA, PMU, and all relevant stakeholders. The Policy will include revised Quality Standards. |
|-------------|---|

**Task-2:**  
Develop a detailed ECCE implementation strategy in light of the revised ECCE Policy including blanket coverage plan for public

|                     |   |
|---------------------|---|
| <b>Deliverables</b> | <p>schools in Punjab and sustainability model</p> <ul style="list-style-type: none"> <li>• Final draft of the updated ECCE Policy</li> <li>• Final draft of the ECCE implementation strategy</li> </ul> |
|---------------------|---|

## **Year-2**

|                   |   |
|-------------------|---|
| <b>PBC Target</b> | SED offers ECCE in additional 1,000 schools above baseline meeting ECCE Quality Standards |
|-------------------|---|

|             |  |
|-------------|--|
| <b>Task</b> | <p><b>Task-1:</b></p> <p>On behalf of the Client, work with training wing of PECTAA to develop the training modules for AEOs and Monitoring and Evaluation Assistants (MEAs) on coaching and monitoring of ECCE teachers and caregivers, building on and adapting relevant materials already developed under another World Bank education operation, the Punjab Human Capital Investment Project (PHCIP) to ensure continuity with existing work</p> |
|-------------|--|

|                     |   |
|---------------------|---|
| <b>Deliverables</b> | <ul style="list-style-type: none"> <li>• Training modules for AEOs on classroom observation tool and MEAs on data reporting for ECCE</li> </ul> |
|---------------------|---|

## **PBC-5**

**PBC 5: Supporting teachers and headteachers towards learning recovery and foundational learning.** This PBC supports the training of teachers and headteachers to identify and provide targeted support to students to overcome learning loss. It will train teachers in using assessment tools developed by assessment wing of PECTAA and teaching materials developed by its curriculum wing. It also supports capacity development on a code of conduct for child protection, including GBV prevention, response, and referrals.

**Focal Organization:** Punjab Education Curriculum Training & Assessment Authority (PECTAA)

## **Year-1**

|                   |  |
|-------------------|--|
| <b>PBC Target</b> | <p>i) QAED has adopted a guide on coaching practice, including updated training modules on coaching building on the AEO leadership program; ii) QAED has adopted a Teacher Excellence Framework, including a training plan for headteachers and teachers for learning recovery, based on formative assessment.</p> |
|-------------------|--|

|             |   |
|-------------|---|
| <b>Task</b> | <p><b>Task-1:</b></p> <p>Support training wing of PECTAA on behalf of Client to develop guide on coaching practice, including updated training modules on coaching building on the AEO leadership program</p> |
|-------------|---|

**Task-2:**

On behalf of the Client, develop a Teacher Excellence Framework including licencing and certification protocols for teachers of both public and private schools across Punjab

**Task-3:**

On behalf of the Client, develop Learning Recovery Modules and support training wing of PECTAA in its implementation

**Task-4:**

On behalf of the Client, work with PECTAA to develop a training plan for headteachers and teachers for learning recovery, based on formative assessment

**Deliverables**

- Final draft of the framework for AEOs and Teacher Mentors including guide on coaching practice
- Training modules on coaching & mentorship for teachers
- Final draft of the Teacher Excellence Framework
- Training modules based on Learning Recovery framework
- Final draft of the training plan for headteachers and teachers for learning recovery

**Year-2****PBC Target**

i) QAED adopts a learning management system that offers remote training and tracks the impact of professional development on teachers practice in line with the Teacher Excellence Framework; ii) QAED has trained 80% of public-school teachers on learning recovery in all districts.

**Task****Task-1:**

On behalf of the Client, work with PECTAA to develop training modules on disability indicators and build teacher capacity to identify and respond to the needs of differently abled children in classrooms.

**Deliverables**

- Training modules for teachers on standardized disability indicators

**Year-3****PBC Target**

i) QAED distributes revised teacher guides for ECCE to Grade 5; ii) QAED has assessed teachers' and headteachers' practices with at least 20% of public-school teachers passing certification; iii) SED has developed a code of conduct on child protection including GBV prevention, response and referrals

**Task**

**Task-1:** On behalf of the Client, work with PECTAA to develop training modules on Child Protection for teachers and School Management, NSB, Instructional Leadership for headteachers

**Deliverables**

- Training modules for teachers on GBV Prevention and Child Protection
- Training modules for headteachers on School Management, NSB, Instructional Leadership

## **PBC-6**

**PBC 6: Strengthening and using learning assessments.** This PBC strengthens the student assessment system by: (a) improving standard setting for large-scale (sample-based) assessments; (b) strengthening the quality of school-based assessments; and (c) introducing monitoring of child development at an earlier age. It will strengthen the implementation and quality of assessment instruments used by PECTAA

**Focal Organization:** Punjab Education Curriculum Training & Assessment Authority (PECTAA)

### **Year-1**

#### **PBC Target**

i) PEC has implemented a large-scale assessment for grade 4 covering both public and private schools and district level results are reported to SED; ii) PEC has developed an assessment framework and instruments for ECCE - grade 2; iii) PEC has adopted a 5-year workplan for its various assessments, including a capacity building program and an implementation plan for formative assessment

#### **Task**

##### **Task-1:**

Develop Assessment Framework and support assessment wing of PECTAA on behalf of Client in developing instruments for ECCE, Grades 1-2

##### **Task-2:**

On behalf of the Client, work with PECTAA to develop a 5-year workplan including a capacity building programme and an implementation plan for formative assessment

#### **Deliverables**

- Final draft of Assessment Framework for ECCE - grade 2
- Final draft of a 5-year workplan
- Final draft of formative assessment implementation plan

### **Year-3**

#### **PBC Target**

i) PEC has implemented a large-scale assessment for grade 4 covering both public and private schools and district level results are reported to SED; ii) PEC has set proficiency levels for all its large-scale assessments

#### **Task**

##### **Task-1:**

Support assessment wing of PECTAA on behalf of Client to set the proficiency levels for all large-scale assessments in Punjab, ensuring uniformity with Global Proficiency Framework (GPF)

#### **Deliverables**

- A report on revised proficiency levels and compliance with GPF

### **Year-4**

#### **PBC Target**

i) PEC has implemented a large-scale assessment for early grades (ECCE-grade 2 covering both public and private schools and

district level results are reported to SED; ii) PEC has adopted a reporting system for school-based assessments

|                     |  |
|---------------------|--|
| <b>Task</b>         | <b>Task-1:</b><br>On behalf of the Client, conduct a comprehensive evaluation of human resource and capacity building programs in assessment wing of PECTAA in light of the 5-year workplan developed in year-1 of the project |
| <b>Deliverables</b> | <ul style="list-style-type: none"><li>• A report on the evaluation of HR and capacity building programmes at assessment wing of PECTAA including lessons learned and recommendations</li></ul>                                 |

### **PBC-7**

**PBC 7: Strengthening Non-Salary Budgets.** This PBC improves financing for schools through Non-Salary Budgets (NSBs) and setting incentives for schools to improve learning outcomes and participation. It supports improvements in the modality and disbursement of NSBs, leading to better utilization, with a focus on smaller rural schools.

***Focal Organization:*** School Education Department (SED)

|                     |  |
|---------------------|--|
| <b>Year-1</b>       |  |
| <b>PBC Target</b>   | i) SED has implemented a training for school councils on NSB and provided communication material to schools. ii) SED has disbursed NSB to all public schools in the province |
| <b>Task</b>         | <b>Task-1:</b><br>Develop the NSB Training material for headteachers and school council members on optimal utilization of NSB finds  |
| <b>Deliverables</b> | <ul style="list-style-type: none"><li>• NSB Training material/modules and communication materials for the school councils</li></ul>  |

|                     |  |
|---------------------|--|
| <b>Year-2</b>       |  |
| <b>PBC Target</b>   | i) SED has revised system for NSB, to adapt to rising inflation, to include incentives to schools to improve learning outcomes and to adopt simplified rules for NSB utilization; ii) SED has implemented trainings for school councils on NSB utilization; iii) SED has disbursed NSB to all public schools in the province |
| <b>Task</b>         | <b>Task-1:</b><br>Review the NSB Formula and support SED on behalf of Client in revising it to adapt to rising inflation and include incentives to schools to improve learning outcomes and ensure more equitable distribution across schooling levels   |
| <b>Deliverables</b> | <ul style="list-style-type: none"><li>• Revised NSB formula along with detailed report on the revision process, formula construction, and recommendations for simplifying rules for NSB utilization</li></ul>  |

---

## **IV. Experience and Qualifications of the Firm**

### **(A) General Experience:**

- The firm shall have ten (10) years post registration experience. Experience in education sector of comparable scale and complexity at national/international level shall be accorded due weightage
- The firm shall have completed/substantially completed at least two assignments of similar scale and complexity.
- Global and Regional Track Record: At least two large-scale assignments, completed/substantially completed during last 10 of comparable scale and complexity.
- Experience in PPPs, development of teaching and learning material, continuous professional development (CPD) and in assessment reform in education sector will be accorded due weightage

### **(B) Technical and Managerial Capability:**

The technical and managerial structure of the firm (only the structure of the organization, general qualifications and number of key personnel are indicated). CVs of key employees shall not be submitted. Key Experts will not be evaluated at the “short listing” stage as per World Bank Procurement Regulations.

#### ***Team Composition***

A team comprised of the following key positions will be the minimum requirement for the firm:

- Team Leader: A Master’s in Public Policy and Management, Education, International Development or a relevant field. At least fifteen years’ experience in education policy, planning, management, monitoring, and evaluation.
- Technical Director: A Master’s in Education, International Development or a relevant field. At least ten years’ experience in education policy, planning, management, monitoring, and evaluation. Experience in capacity building of public officials and in working with government. Public education sector experience in Punjab. Experience in managing large teams.
- Institutional Strengthening/Governance Specialist: A Master’s in Public Policy and Management, Education, International Development or a relevant field. At least ten years’ experience in education policy, planning, management, project management and institutional strengthening. Experience in capacity building of public officials and in working with government and international organizations. Global governance and institutional strengthening experience will be an advantage.
- Two Teaching and Learning Specialists, with experience in ECE preferable: A Master’s in Education, International Development or a relevant field; a PhD will be an advantage. At least ten years of experience in foundational learning, pedagogy, and teacher professional development. Expertise should include developing grade-appropriate learning materials, teacher guides, lesson plans, classroom observation instruments and training modules. Experience in early childhood education (for at least one of the specialists) is required, as well as demonstrated capacity to design and support implementation of learning recovery and inclusive education programs. Experience in capacity building of district education officials on learning outcomes is an advantage.
- Assessment Specialist: A Master’s in Education, International Development or a relevant field; a PhD will be an advantage. At least ten years of professional experience in designing,

implementing, and analysing large-scale student assessments and formative/summative evaluation systems and in developing assessment framework and strategies. They should have proven expertise in psychometrics, proficiency standard-setting, and the use of assessment data to inform policy and instructional practice. Experience with early grade reading and numeracy assessments, as well as alignment with global proficiency frameworks, is highly desirable.

Monitoring and Evaluation Adviser: A Master's in Education, Statistics, Social Sciences or a relevant field. At least 10 years of experience in designing and implementing monitoring and evaluation frameworks for large education sector programs. The advisor should demonstrate expertise in results-based monitoring, data analysis, and reporting against performance-based conditions (PBCs). Prior experience in capacity building of government counterparts and familiarity with education data systems in Pakistan, particularly Punjab, will be considered a strong advantage.

---

| PBCs  | Years  | Deliverables  | Weightage %age |
|-------|--------|---|----------------|
| PBC-1 | Year-1 | 1. Final draft of the framework for target setting  |                |
|       |        | 2. Final draft of the annual training plan for target setting and data usage  | 1. 30%         |
|       |        | 3. Training modules on utilization of data applications with a report on training of master trainers                                    | 2. 30%         |
|       |        |   | 3. 40%         |
|       | Year-2 | 4. Final draft of the revised regulatory framework for private schools  |                |
|       |        | 5. Final draft of the self-reporting and monitoring framework for private schools   | 1. 30%         |
|       |        | 6. A report on incorporating the annual schools census form for private schools into digital data collection mechanism/app              | 2. 20%         |
|       |        |   | 3. 40%         |
|       |        |   | 4. 10%         |
|       |        | 7. Pilot implementation report along with recommendations for scale-up  |                |
|       |        | 8. Final draft of the institutional strengthening plan for PEF  | 1. 50%         |
|       | Year-1 | 9. Final draft of strategy for alternative financing of PPP model   | 2. 50%         |
|       |        |   |                |
| PBC-2 | Year-2 | 10. Report on the functional review of PEF including recommendations on staffing, capacity gaps and enhancing organizational efficiency | 1. 60%         |
|       |        |   | 2. 40%         |
|       | Year-3 | 11. Updated rules for partnership schools   |                |
|       |        | 12. Final draft of detailed 10-year expansion plan including implementation strategy  | 100%           |
| PBC-3 | Year-1 | 13. A report on the functional review of the curriculum wing of PECTAA  | 1. 50%         |
|       |        | 14. Final draft of the strengthening plan   | 2. 25%         |
|       |        | 15. Final draft of the learning recovery framework  | 3. 25%         |
|       | Year-3 | 16. Final draft of the given set of regulatory frameworks   | 1. 50%         |
|       |        | 17. A report on training activity and capacity building of PECTAA staff   | 2. 50%         |
| PBC-4 | Year-1 | 18. Final draft of the updated ECCE Policy  | 1. 50%         |
|       |        | 19. Final draft of the ECCE implementation strategy   | 2. 50%         |
|       | Year-2 | 20. Training modules for AEOs on classroom observation tool and MEAs on data reporting for ECCE   | 100%           |
|       |        | 21. Final draft of the framework for AEOs and Teacher Mentors including guide on coaching practice                                      |                |
|       |        | 22. Training modules on coaching & mentorship for teachers  | 1. 20%         |
| PBC-5 | Year-1 | 23. Final draft of the Teacher Excellence Framework   | 2. 20%         |
|       |        | 24. Training modules based on Learning Recovery framework   | 3. 20%         |
|       |        |   | 4. 20%         |
|       | Year-2 | 25. Final draft of the training plan for headteachers and teachers for learning recovery  | 5. 20%         |
|       |        | 26. Training modules for teachers on standardized disability indicators   | 100%           |
|       | Year-3 | 27. Training modules for teachers on GBV Prevention and Child Protection  | 1. 40%         |
|       |        | 28. Training modules for headteachers on School   | 2. 60%         |



## Management, NSB, Instructional Leadership

|       |  |   |        |
|-------|--|---|--------|
| PBC-6 | Year-1   | 29. Final draft of Assessment Framework for ECCE - grade 2  | 1. 40% |
|       |  | 30. Final draft of a 5-year workplan  | 2. 30% |
|       |  | 31. Final draft of formative assessment implementation plan   | 3. 30% |
|       | Year-3   | 32. A report on revised proficiency levels and compliance with GPF  | 100%   |
|       | Year-4   | 33. A report on the evaluation of HR and capacity building programmes at assessment wing of PECTAA including lessons learned and recommendations                | 100%   |
| PBC-7 | Year-1   | 34. NSB Training material/modules and communication materials for the school councils   | 100%   |
|       | Year-2   | 35. Revised NSB formula along with detailed report on the revision process, formula construction, and recommendations for simplifying rules for NSB utilization | 100%   |
|       | Completion Certificate duly approved by the client |   | 100%   |

### **Selection Method**

A Consulting firm will be selected in accordance with the Quality and Cost Based Selection (QCBS) method set out in the World Bank's Procurement Regulations for Borrowers for Consulting Services dated July 1, 2016; revised in November 2017, August 2018, November 2020 & 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.