

TERMS OF REFERENCE (TOR)

Hiring of Consultant's Firm

for

**Conducting Baseline Study under Getting Results: Access and
Delivery of quality Education Services in Punjab (GRADES-P)
Project**

Project:	Getting Results: Access and Delivery of Quality Education Services in Punjab (GRADES)
Client:	Project Management Unit (PMU), School Education Department (SED), Government of Punjab

1. Background

The Getting Results: Access and Delivery of Quality Education Services in Punjab (GRADES) Project, supported by the World Bank, seeks to improve student participation, strengthen foundational learning, and enhance service delivery in Punjab's public and PEF partner schools. To measure progress toward the Project Development Objective (PDO) and to generate evidence for decision-making, the Project Management Unit (PMU) as Client requires a comprehensive baseline survey.

This survey will assess key indicators related to school participation, the learning environment, teacher capacity, Early Childhood Care & Education (ECCE) quality, non-salary budget utilization, and student learning outcomes. The resulting data will inform program monitoring, support adaptive implementation, and provide empirical measurement of reforms undertaken across the education system.

This ToR outlines the requirements for hiring a qualified consultant's firm responsible for designing, managing, and conducting the survey in close coordination with PMU and relevant implementing partners.

2. Objectives

The primary objectives of the firm's engagement are:

- To conduct a comprehensive baseline for GRADES Project's key results indicators.
- Gather data on a selected set of intermediate indicators related to school participation, the learning environment, and teacher capacity
- Provide a clean, high-quality dataset for the Client to track progress against these indicators throughout the project
- To visit and collect data from households and 1,000 randomly selected schools in 06 districts

3. Scope of Work

The consultant's firm will be responsible for provincially representative household and school-based surveys. The scope includes:

- **Household Survey:** To measure the PDO indicators on school participation rates for children aged 4-5 (pre-primary) and 6-10 (primary).
- **School-Based Survey:** To be conducted in a representative sample of public and Punjab Education Foundation (PEF) partner schools to assess:
 - Reading proficiency of Grade 4 students

- Teacher qualifications and training status
- Availability and functionality of school facilities, including WASH and classroom infrastructure
- Utilization of Non-Salary Budgets (NSB)
- Implementation status of early childhood care and education (ECCE)

The firm will work closely with Client PMU to develop and translate tools to be implemented for the survey including reading proficiency assessment for grade-4.

Survey Instruments and Indicators

The study will collect data for the following key indicators:

<i>Domain</i>	<i>Indicator</i>	<i>Data Source / Method</i>	<i>Tool / Notes</i>
PDO Indicators	Pre-Primary School Participation Rate, ages 4–5 (disaggregated by gender)	Household Survey	Adapted from PSLM/MICS.
	Primary School Participation Rate, ages 6–10 (disaggregated by gender)	Household Survey	Adapted from PSLM/MICS.
	Percentage of Grade 4 students above minimum proficiency in Urdu reading (disaggregated by gender)	School Survey: Student Assessment	Based on PECTAA's assessment framework, benchmarked against minimum proficiency levels.
Teaching & Learning Quality	Classroom Observation Scores for pedagogical practices (e.g., lesson facilitation, socio-emotional support, classroom management).	School Survey: Classroom Observation	TEACH internationally validated classroom observation tool
	Assessment of teachers who have passed a certification based on the Teacher Excellence Framework.	School Survey: Teacher Questionnaire (<i>may be skipped during baseline</i>)	To be aligned with the framework developed by PECTAA under PBC 5.

<i>School Readiness & ECCE</i>	Percentage of functional ECCE classrooms meeting provincial quality standards	School Survey: ECCE Classroom Observation	Based on the revised ECCE Quality Standards (PBC 4).
	School readiness levels of children in ECCE/early grades.	School Survey: Student Assessments	A short, age-appropriate assessment such as AIM-ECD.
<i>School Governance & Resources</i>	Status of NSB disbursement and utilization (e.g., timeliness, percentage of budget spent, types of expenditures).	School Survey: School Management Questionnaire	For PBC 7 baseline.
	School Council functionality (e.g., training received, involvement in school improvement planning).	School Survey: School Management Questionnaire	
	Condition and climate-smart features of school infrastructure (e.g., functional WASH, availability of ramps, heat insulation, natural lighting).	School Survey: School Facility Observation	Informs Component 2 implementation.
<i>System- Level Processes</i>	Existence and use of gender-disaggregated data dashboards at the school and district level for decision-making.	School Survey: School Management Questionnaire / District Official Interviews (<i>may be skipped during baseline</i>)	For PBC 1.
	Percentage of schools that have received and utilized learning recovery materials . Perception and feedback about the quality of content.	School Survey: School Management & Teacher Questionnaires (<i>may be skipped during baseline</i>)	For PBC 3.

4. Methodology / Tasks

- Finalize the survey instruments in close coordination with the Client ensuring they accurately capture the GRADES PDO and intermediate indicators.
- In coordination with the Client finalize a sampling strategy to ensure the Sampling Strategy based on following objectives & coverage.
 1. Survey to be representative at provincial level and for key subgroups (e.g., gender, public vs. PEF schools, rural/urban).
 - Geographic scope: 6 representative districts.
 2. Frames & Units
School frame: Latest EMIS and PEF school lists (public/PEF), with basic attributes (level, location).
 - Household frame: Standard area-based listing within sampled school catchments/PSUs.
 3. Design & Strata (Indicative)
 - Stratification: by school type (Public/PEF) × location (Urban/Rural); gender captured at analysis.
 - Two-stage cluster sampling is expected (PSUs → schools/households).
 - Linked samples: household interviews aligned with sampled school catchment areas.

5. Reporting and Supervision

- The firm will report to the Client representative Project Director, PMU (PD GRADES-P)

6. Performance Review and Duration of the Contract

The firm will be engaged for a period of 6-months.

7. Experience and Qualification of Firm

Sr. No.	Criteria
1	Overall / General Experience:
1.1	Registered for past ten (10) years in undertaking advisory services in areas of monitoring, assessing, evaluating public and/or private sector community development and facility based social service programs of scale
2	Relevant Experience:
2.1	At least three similar assignments, completed/substantially completed (at least 70%). Experience in education sector will be accorded due weightage
2.2	Documented experience of developing M&E indicators, survey tools and systems measuring target achievements in any sector

3	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. (staffing*, equipment, data collection tools, QA systems)
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***Staffing Requirement**

Project Manager

- Doctoral degree with years of experience or Masters degree with 10 years of experience, in the social sciences or related field.
- Experience and demonstrated ability managing large-scale data collection, analysis and report writing.
- At least 5 years proven experience with data quality assurance mechanisms (fieldwork management, data entry programming, etc.).
- Proven ability to facilitate communication between different stakeholders, government, non-government, and academic institutions.
- Ability to communicate in English, and Urdu,
- Understanding of the Punjab's Education Sector(s), with proven track record of collaborating with the government.

Researcher

- Master's degree with 7 years of experience, in Education, Social Sciences, or a related field.
- Demonstrated expertise in designing and implementing education or similar research studies, including development of assessment tools for students and teachers.
- Proven experience with psychometrics, test design, and validation of learning assessments (literacy, numeracy, and early grade competencies).
- Experience in qualitative and quantitative research methods, including tool piloting, field testing, and data triangulation.
- Strong track record of producing high-quality research reports, policy briefs, and technical papers.

Non-key Staff

Data Manager

- a Masters degree (minimum sixteen years of education) in statistics and/or an advanced degree in economics, the social sciences, or related field with a strong quantitative focus.
- Proficient in data entry and has the ability to organize data entry for the purposes of analysis.
- Proven capacity to deliver accurate, cleaned data collection.
- Proven experience with using digital data collection tools
- Ability to communicate in English, and Urdu

Data Analyst

- Master's degree in Statistics, Economics, Data Science, Computer Science, or related field, with at least 5 years of relevant professional experience.
- Demonstrated expertise in data management, cleaning, and statistical analysis of large-scale datasets.
- Proficiency in statistical software (STATA, R, SPSS, or Python or similar) and database management tools.
- Experience in designing and implementing data quality assurance mechanisms (e.g., validation checks, consistency checks, error detection).
- Proven experience in data visualization and report preparation for diverse audiences, including government and development partners.

(06) District Coordinators

- At minimum, 14 years of education with a degree in social sciences, or related subjects.
- 5 years' previous experience conducting large facility level surveys in the public service delivery sectors.
- Knowledge of the varying cultural context/sensitivities throughout the country and provinces.
- Demonstrated understanding of the Punjab education sector(s).
- Ability to communicate in English, Urdu, and Punjabi.
- Demonstrated ability to independently manage a survey.
- Previous experience with school-based surveys is required.

Enumerators

- University degree. Previous experience with survey work.
- Knowledge of the varying cultural context/sensitivities throughout the country and provinces.
- Experience in a classroom setting and ability to work well with children.
- Previous training as a teacher is desirable.

Selection Method

A Consulting firm will be selected in accordance with Consultants Qualification Selection (CQS) 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. The Project will be subject to the World Bank's Anticorruption Guidelines, dated October 15, 2006, revised in January 2011 and July 2016.