

Revised Terms of Reference

BHCIP: Technical Assistance for Implementation of Continuous Professional Development of Teachers in Balochistan

1. Background

Balochistan's education sector faces a persistent challenge: low student learning outcomes. National Achievement Test (NAT 2023) data exemplifies this, with Grade 4 students scoring only 49% in mathematics, 56% in English, and 68% in Urdu. Similarly, Grade 8 students performed below 51% in mathematics and science. Balochistan consistently ranks behind other provinces in core subjects. This underachievement hinders progress towards the Balochistan Education Sector Plan (BESP) 2020-2025 goals and limits students' potential.

A deeper analysis of NAT 2023 results, combined with existing data and studies like the one by Faisal Raza (2013), reveals several key contributing factors to these low learning outcomes:

1. **Lack of continuous professional development (CPD) opportunities for teachers:** According to the School Education Department, many teachers lack the necessary knowledge and on-the-job support to implement effective teaching practices that foster critical thinking and student engagement. This often leads to rote memorization and a disconnect between classroom instruction and real-world application.
2. **Inadequate number of schools and colleges:** The number of educational institutions in Balochistan is insufficient to meet the needs of the growing population, resulting in overcrowded classrooms and compromised quality of education.
3. **Shortage of qualified teachers:** There is a significant lack of trained teachers, particularly in science and secondary education, which further exacerbates the issue of low-quality education.

To address these challenges, a blended learning CPD program is proposed, taking into consideration Balochistan's vast geographical spread (347,190 sq km) and numerous schools (15,096 as per 2022 EMIS data). Core training will be delivered through existing high-quality video modules aligned with the single national curriculum for primary grades (KG to 5). These modules will be accessible on a user-friendly online platform, offering flexibility for remote teachers and allowing for future program expansion. Scripted lesson plans will give teachers support in deploying research-backed pedagogy in their classrooms. Additionally, academic supervisors/mentors will provide on-the-job support through classroom observations and feedback.

Key Program Features:

- **Proof of Concept:** The program must be set up in such a way that it evaluates multiple approaches to improve teacher CPD and support, with the goal of improving learning outcomes. At the end of the program, the firm must also produce a report that highlights

the best intervention set to scale - with respect to the highest impact on learning outcomes and the lowest cost.

- **Outcomes-based program design:** The program will focus on designing an intervention set that has an actual effect on student learning outcomes rather than input-focused intervention design. There will need to be a focus on the entire causal pathways of the program -- that is the outcomes in addition to inputs, activities, and outputs, there will be deep alignment with teachers' and students' needs.
- **Use training modules that meet the quality and content needs:** Leverage existing well-regarded CPD modules for primary grades (KG to 5), with necessary adjustment, or develop new, ensuring alignment with the national curriculum and incorporating best practices in pedagogy. CPD material must focus on **both** improving teacher subject knowledge as well as classroom delivery of concepts.
- **Analytics to drive Coaching and Mentorship:** The program must have both physical and digital monitoring systems. Insights on uptake/implementation from these will drive in-person coaching and mentorship -- which will guide and support teachers as they implement new strategies in the classroom, fostering a collaborative learning environment and promoting continuous improvement.
- **Scripted Lesson Plans:** Implementation of high-quality scripted lesson plans in primary-level classrooms will provide teachers with structured guidance and ensure consistent delivery of content, while allowing for adaptation to local contexts. Scripted lesson plans must be based on the National Curriculum Guidelines.
- **Initial and Ongoing Assessments:** The program will commence with baseline assessments of both students and teachers to identify specific areas for improvement and tailor the CPD program accordingly. Multiple checkpoint assessments throughout the program will track progress and measure the impact on student learning outcomes, ensuring accountability and data-driven decision-making.

Objective:

To improve the quality of in-service teaching through a comprehensive online training platform utilizing proven and/or developing new CPD modules, supplemented by in-person coaching, mentorship, and ongoing assessments. The program will prioritize student learning outcomes as the ultimate measurement of success, ensuring that all activities and interventions are aligned with this goal.

Geographic Coverage and Target Population

- **Target District:** Quetta
- **Target Schools:** Primary Schools within Quetta district which follow summer routine with smartphones, internet, and teachers with Urdu or English proficiency.
- **Target Beneficiaries:** 422 teachers (JVT and JET), ~20,869 students.

2. Scope of Work

The selected firm will be responsible for the following key activities:

2.1 Component 1: Establishing Training Control Cells at District Level

- Set up dedicated training control cell(s) in the focused district to oversee program implementation.
- Set up a Learning Management System (LMS) through which the CPD program as well as scripted lesson plans can be deployed and monitored.
- Ensure deployment and monitor the online CPD platform in schools, adapting the LMS as needed, including customization, integration with existing systems, and ongoing technical maintenance.
- Provide comprehensive technical support to teachers regarding the LMS, including training, troubleshooting, and addressing any issues that may arise during program implementation.
- Track teacher engagement, coaching activities, program performance, and student learning outcomes through a robust monitoring and evaluation system.
- Gather feedback from teachers through surveys, focus groups, and other channels, and report findings to the Project Management Unit (PMU) to inform program improvement and decision-making.
- Engagement and on-going support to PITE as the custodian of the CPD model and building their capacity to run it independently.

Facilities and Equipment:

- The firm will be provided the necessary space at the district level to establish the training control cell. The space will be within the premises of PITE. PMU will provide all necessary equipment for the control cell (connectivity and deployment tools) and the transport and logistics to move coaches to schools to support teachers.
- PITE will provide 20 coaches from their own staff for knowledge transfer as well as to ensure the sustainability of intervention. The remainder of the required coaches will be provided by the firm.

Procurement and Maintenance:

- Any equipment procurement will follow World Bank Procurement Guidelines.
- The firm will be responsible for equipment maintenance throughout the project duration and handover equipment at project completion.

2.2 Component 2: Recruitment and Capacity Building of Staff

- Recruit qualified personnel to manage and coordinate field support activities in schools.
- Train recruited staff on the online CPD platform functionalities, on-the-job support, communication techniques, and data collection procedures.
- Deploy trained personnel to work under the guidance of training control cells.
- 24 Coaches will be recruited from market.

Responsibilities of Coaches:

- Conduct classroom observations utilizing TEACH tool and other relevant assessment instruments.
- Provide on-site technical support to teachers regarding the training platform and digital tools.
- Address teacher queries and concerns related to the training program.
- Monitor teacher participation and engagement in online modules.
- Monitor implementation of scripted lesson plans by the teachers in classrooms.
- Collect feedback from teachers and school heads on program effectiveness.
- Report data and feedback to monitoring cells for program improvement.
- Train and mentor school heads to become effective coaches and mentors for their teachers.

2.3 Component 3: Delivering Online CPD Programs Utilizing Existing Modules

- Leverage existing CPD modules or develop new and ensure that they are aligned with the national curriculum for primary grades (KG to Grade 5) and the content is tailored to the specific needs of Balochistan's teachers and students..
- Analyze data from the Provincial Assessment of Students Learning 2022 / National Achievement Test 2023 to identify priority areas for teacher development and inform program delivery.

2.4 Component 4: Establishing Proof of Concept

Implement and test various low-cost, high-impact interventions in different zones of Quetta district to evaluate their effectiveness in improving student learning outcomes.

- This may include piloting the use of the LMS in some schools, providing textbooks and supplementary materials in others, and comparing the results to identify the most effective strategies.
- Collect and analyze data on student learning outcomes, teacher performance, and implementation fidelity to inform the scaling up of successful interventions.

The details of the "as needed" adaptations to the LMS and the specific procurement regulations and guidelines will be further elaborated in the contractual agreement and associated annexes.

3. Deliverables and Payment Schedule:

S. No	Deliverables	Payment Percentage (per Cycle)	Means of Verification	Payment Mechanism	Timeline
1	Contract signing, and approved work plan.	10%	Approved report and document	Payment upon PMU approval	Month 0
2	Mission Control Setup completed.	20%	Physical Verification as per approved procurement TORs	Payment upon submission and review report / evidence	Month 2
3	Completed hiring & training of coaches and operations personnel. Program launched in all schools. 100% of teachers onboarded.	30%	Report / Employee contracts Completion report / online and offline accessible content and scripted lessons	Payment upon submission and review report / evidence	Month 4
4	Data collection on student outcomes completed in intervention and control schools. Completion of CPD modules by all teachers.	20%	Completion report with each student mapped to teacher/class/school Completion report with logs of teachers completing the CPD	Payment upon submission and review report / evidence	Month 8
5	Endline data on student outcomes collected in intervention and control schools completed. Final Impact report on proof of concept submitted.	20%	Impact report	Payment upon submission and review report / evidence	Month 10

4. Contractual Agreement:

A formal contract will be signed between the PMU BHCIP SED Balochistan and the selected consulting firm outlining the terms and conditions of this engagement.

5. Duration of Contract:

The contract duration will be for one academic year, aligning with the summer schedule followed by schools in the Quetta district. The contract will commence upon signing and conclude in June 2025, covering the period from August to April when schools are in session. This timeframe is designed to encompass a complete academic cycle, allowing for the implementation and evaluation of the interventions within the targeted schools. Subsequent phases of the program, potentially expanding to other districts or province-wide, will be contingent upon the successful completion of this initial phase, the availability of funding, and a positive assessment of the program's impact.

6. Qualifications:

Evaluation Criteria:

- Company Registration Certificate
- Audited Financial Statements for last 3 years
- National Tax Number (NTN) Certificate
- Demonstrated experience with at least two assignments that involved work of the same nature and beneficiaries serviced through its proposed Ed tech solution
- At least PKR 20 millions of minimum annual turnover shall be maintained
- Evidence of successful previous experience implementing such programs in Pakistan and/or in the region in primary grades
- Track record of developing and deploying digital teacher training programs and digital scripted lesson plans for ECE and primary
- Evidence of successful support to low-cost private schools and/or public schools for digital onboarding and implementation of its digital services.
- Successful experience integrating digital learning platforms with monitoring dashboards at the teacher, school, and school network levels, to provide real-time monitoring data.
- At least 3 years of experience developing and deploying teacher training content and LMS via smartphone and desktop applications.
- At least 3 years of experience providing physical support to low-cost private schools and/or public schools for digital onboarding and implementation of its digital services.
- Recognition at international or national platforms for services in teachers training

7. Procurement Method

Selection will be made in accordance with the Consultant Qualification based Selection (CQS) method set out in the World Bank's Procurement Regulations for Investment Project Financing Goods, Works, Non-Consulting and Consulting Services" (July 2016) revised November 2017 and August 2018 (Procurement Regulations) and is open to all eligible bidders as defined in the Procurement Regulations.