

TERMS OF REFERENCE

Country: Pakistan

Project: Getting Results: Access and Delivery of Quality Education Services in Balochistan (GRADES-B)

Project Number: P507512

Assignment Title: Hiring of Consulting Firm for Development of Parental Engagement Curriculum and Supplementary Learning Materials

Reference No. PK-PMU-SED GOB-545090-CS-CQS

Key Notes: (for reference only)

1. GRADES-Balochistan¹ supports access and quality in ECE and primary education in Balochistan, including parental engagement for foundational literacy and numeracy.
2. STEP-Balochistan focuses on strengthening ECE and early primary, with teacher CPD and parent awareness/engagement activities.
3. Under GRADES Subcomponent 2.2, parental engagement will be supported through learning resource packs and an impact evaluation.
4. These TORs cover only development of curriculum and materials; implementation and logistics will be procured separately.

1. INTRODUCTION

The School Education Department (SED), Government of Balochistan, under the **Getting Results: Access and Delivery of Quality Education Services in Balochistan (GRADES-Balochistan)** Project, intends to engage a qualified consulting firm to design a comprehensive Parental Engagement Curriculum and supplementary learning materials for parents and caregivers of children in ECE and primary Grades 1–2.

The consultancy will support SED to develop contextualized, parent-friendly, and inclusive materials that empower literate and non-literate parents to support their children’s foundational literacy and numeracy at home, in line with GRADES-Balochistan design and complementary parental engagement interventions under STEP-Balochistan.

This assignment focuses exclusively on content development (curriculum, materials, and associated tools). The subsequent **implementation, mobilization, training, printing and logistics** will be handled through a separate procurement process.

2. BACKGROUND:

The School Education Department (SED), Government of Balochistan, with the financial and technical support of the World Bank, is implementing two flagship projects aimed at strengthening ECE and primary education in the province: **Getting Results: Access and**

¹ GRADES-Balochistan and STEP-Balochistan are complementary World Bank-supported operations in Balochistan. GRADES-Balochistan support access, quality and governance reforms in ECE and primary education, while STEP-Balochistan focuses on system transformation for ECE and early primary through blended CPD, ECE infrastructure and parental awareness. This assignment contributes to GRADES Subcomponent 2.2 (Strengthen Parental Engagement) and will also produce materials that can be adapted under STEP-B

Delivery of Quality Education Services in Balochistan (GRADES-Balochistan) and the System Transformation of Early Education Project – Balochistan (STEP-Balochistan). GRADES-Balochistan focuses on expanding access through climate-resilient classrooms and school transport, improving teaching quality through large-scale CPD and better teacher management, supporting girls and children with disabilities, and using community and PPP models to reach under-served areas. STEP is a complementary operation that deepens reforms in ECE and early primary grades through a blended CPD model, upgrading ECE classrooms, updating curriculum and teaching guides, and providing gender-responsive learning materials.

Despite education reforms in Balochistan, children’s foundational literacy and numeracy outcomes remain low, and many parents especially in rural and low-literacy communities have limited knowledge, confidence, or tools to support learning at home. Home school linkages are weak, parental engagement activities are not systematic, and existing materials are not adequately tailored to the cultural context of Balochistan or to the needs of non-literate caregivers.

Recognizing this gap, **Component 2: Expand Access to Education**, through **Subcomponent 2.2 – Strengthen Parental Engagement of GRADES-Balochistan Project**, and the parental awareness activities under STEP, prioritize the design of a structured parental engagement program that equips parents and caregivers of children in ECE and primary Grades 1–2 with simple, context-appropriate guidance and materials to support children’s learning at home.

3. TECHNICAL ASSISTANCE OBJECTIVES

The objective of this consultancy is to develop a **comprehensive Parental Engagement Curriculum** and a package of supplementary learning materials that enable parents and caregivers to support foundational literacy, numeracy, and socio-emotional development of children in ECE and primary Grades 1–2 at home.

Specifically, the assignment will:

1. **Define a structured Parental Engagement Curriculum** aligned with the National Curriculum and GRADES/STEP objectives, with clear learning goals and simple home-based activities for parents over a defined period (9 months).
2. **Design materials** Design materials for low-literacy and no-literacy home environments, using visual, oral, and activity-based approaches suitable for Balochistan’s multilingual context. The mix of formats may include books, cards, puzzles, toys, games, posters, and other tools, with clear proportions defined to maximize accessibility, engagement, and cultural relevance.
3. **Develop a set of parental learning resource packs**, including story-based, play-based, and everyday activity guides, with explicit support for inclusive education and Children With Disabilities (CWDs) .
4. **Prepare facilitator and implementation guides (content side)** to be used later by trainers, teachers, facilitators and PTSMC members under a separate implementation assignment.
5. **Design simple monitoring tools** (e.g., parent self-tracking sheets, simple child learning snapshots) to be used in the later implementation and impact evaluation of parental engagement interventions.

The consultancy will **not** cover large-scale implementation, logistics, printing or extensive field deployment; these will be addressed through separate TORs.

4. SCOPE OF WORK

To achieve the above objectives, the consulting firm will adopt a participatory and evidence-based approach, combining desk review, consultations, linguistic landscape mapping, co-design sessions, and limited pre-testing of prototypes in selected schools/communities.

(i) Review linguistic landscape mapping and diagnostic analysis

The firm shall:

- Review the **National Curriculum for ECE and primary Grades 1–2** (language, literacy, numeracy, socio-emotional domains) and relevant Balochistan textbooks and teacher guides.
- Review GRADES-B and STEP-B project documents (PADs, Results Frameworks, POM/guidance) and the Balochistan Education Sector Plan 2020–25 to ensure alignment.
- Map existing parental engagement and home learning materials used in Pakistan and Balochistan having similar contexts, including resources referred to in the project documents.
- Conduct a linguistic landscape mapping in the target districts/communities to understand which languages are spoken at home, used in early learning, and used for instruction (e.g., Urdu, Balochi, Pashto, Brahvi, others). While the learning materials will be developed only in Urdu and English.
- Identify **priority learning domains and competencies** for parental support in ECE and Grades 1–2 (print awareness, oral language, vocabulary, storytelling, number sense, problem solving skills).
- Identify gaps and opportunities for designing **low-cost, locally appropriate materials** that can be easily understood and used by parents without formal education.

Deliverable: Diagnostic Note summarizing key findings and implications for curriculum and material design, including a brief linguistic landscape profile².

(ii) Design of parental engagement curriculum and framework (ECE and Grades 1–2)

Based on the diagnostic from task (i), the firm will:

- Develop a **Parental Engagement Curriculum Framework for ECE and primary Grades 1–2**, including:
 - Overall goals and theory of change;
 - Structured **sequence of thematic modules** (“Talking with your child”, “Stories and songs”, “Print in my house”, “Playing with numbers”, “Helping with homework”, “Supporting children with different abilities”, “Encouraging girls’ learning, Healthy routines and hygiene”);

² Deliverables are separately provided in the table below.

- Suggested duration (weekly/bi-weekly modules over 9 months);
- Differentiated pathways for literate vs non-literate parents.
- Define a set of **core home-based learning activities** that can be done using **everyday materials** (household items, local environment, pictures) and simple printed resources aligned to the textbooks / curriculum.
- Embed **inclusive education** and **gender-sensitive messages** throughout the curriculum, ensuring guidance on engaging girls, CWD, and multiple caregivers in the household.
- Articulate how the curriculum will link with:
 - Classroom instruction in **ECE and Grades 1–2**;
 - Ongoing/planned **CPD interventions** for teachers;

Deliverable: Draft Parental Engagement Curriculum Framework (structure, modules, learning objectives, and activity map).

(iii) Development of parent resource packs and materials

The firm will develop a set of parent learning resource packs, including but not limited to:

- **Parent booklets / guides** in simple language (Urdu and English languages), heavily supported by visuals and icons so that non-literate parents can follow.
- **Activity / story cards** with pictorial instructions for storytelling, poems, phonic awareness, games, and simple literacy and numeracy tasks for **ECE and Grades 1–2**.
- **“Every day Learning” sheets** showing how to use household objects and daily routines (market visits, cooking, farming, herding, chores) to support language and numeracy.
- **Inclusive practice inserts** with guidance and examples for supporting children with different abilities (CWD) and for fostering supportive attitudes among siblings and peers.
- Health and hygiene practice sheets with pictorial guidance on hand-washing, safe drinking water, nutrition, and daily routines that promote children’s well-being and readiness to learn
- **Simple progress tracking tools** for parents (charts, checklists, Puzzels, smiley scales to note the child’s interest and participation).

The materials should:

- Be modular and flexible, allowing use in **group sessions, home visits, and independent home use**;
- All data, documents, information, and proprietary rights generated under this assignment shall be the property of the Program Management Unit (PMU) and the World Bank. The consultant shall ensure that all deliverables, outputs, and materials—including but not limited to parent booklets, activity/story cards, everyday learning sheets, inclusive practice inserts, progress tracking tools, and health and hygiene practice sheets—are submitted in both print-ready formats and digital formats (PDF and editable files) suitable for adaptation and reprinting by the School Education Department (SED). The consultant shall not publish, disseminate, or otherwise use any part of the deliverables or related information without prior written permission from the PMU and the World Bank

Deliverable: Draft Parent Resource Packs (content + layout) in agreed languages.

(iv) Pre-testing of materials and refinement

To ensure usability and relevance, the firm will:

- Conduct **limited pre-testing** of prototype materials with parents/caregivers in a small sample of schools/communities (5–10 schools across at least two districts), in close coordination with PMU-BESP.
- Use focus group discussions and short interviews to assess clarity, attractiveness, cultural appropriateness, and feasibility of activities for both literate and non-literate parents, and collect feedback from teachers, head teachers, and parents on practicality, time requirements, and alignment with classroom learning in ECE and Grades 1–2.
- The firm is required to compile and submit all pretesting findings to the Program Management Unit (PMU) in a formal report. Based on these findings, the consultant must revise and refine the curriculum and related materials, ensuring that adjustments are consolidated to guide future scale-up and implementation under the TORs.

Deliverable: Pre-testing and revision report, including documented changes made to materials and key recommendations for implementation.

(v) Development of Facilitator and Training Content Package and Lead Master Trainer Training

The firm will train Lead Master trainers and develop a comprehensive facilitator and training content package, to be used later by an implementing firm. This package shall include:

- A facilitator’s manual describing how to run parent group sessions using the resource packs (session objectives, steps, suggested script, time allocation, tips for engaging non-literate parents, inclusive practices).
- Draft training-of-trainers (ToT) module outlines for master trainers and school facility-level facilitators, ensuring scalability and consistent delivery.
- Sample session plans (core sessions for parent groups) that link the curriculum modules to concrete activities and use of materials.
- A training pack consolidating facilitator guidance, ToT modules, and session plans into print-ready and digital formats (PDF and editable files), suitable for adaptation and reprinting by the School Education Department (SED).
- Training of lead master trainers (implementing Firm), conducted by the consultant using the ToT package, to ensure sustainability, institutional capacity building, and supportive implementation across schools and communities.

No large-scale training is to be conducted under this TOR except the training of lead master trainers; only the design of training content, ToT package, and training of master trainers from implementing firm II is required.

Deliverable: Facilitator and training content package (manuals, session plans, ToT outlines, training pack, and training of lead master trainers).

(vi) Risk Mitigation & Resilience

The consulting firm shall identify and document potential risks to implementation—including political, security, low literacy, cultural resistance, climatic, and logistical challenges—and propose mitigation strategies. Materials shall incorporate climate-resilient and emergency-adaptable features to ensure continuity of parental engagement in crisis contexts.

(vii) Finalization and Handover

The firm will:

- Integrate feedback from SED, World Bank Evaluation team, and key stakeholders into the final curriculum and material package.
- Prepare a **Final Consolidated Report** summarizing:
 - Methodology and process;
 - Curriculum framework and rationale;
 - Description of each type of material;
 - Linguistic landscape findings;
 - Pre-testing findings and revisions;
 - Training Attendance and Evaluation Form
 - Recommendations for roll-out, adaptation, and future evaluation (without undertaking implementation).
- Provide all **editable source files** and **print-ready files** to PMU/SED with clear file structures and versioning.
- The consulting firm shall prepare a structured handover protocol to ensure smooth transition of curriculum, materials, and training packages to implementing partners. This shall include ToT for lead Master trainers, documentation of processes, and version-controlled source files for institutional continuity.

Deliverable: Finalization and Handover of Curriculum & Materials package including all strategies.

5. DURATION AND TIMELINE

The assignment shall be completed within eight months from the date of contract signing.

6. REPORTING AND COORDINATION

- The firm shall work under the direct supervision of the **Project Director, GRADES-Balochistan team**, and in close coordination with the designated **Specialist** at PMU.
- The firm will coordinate, as needed, with the **PMU** to ensure alignment and potential cross-project use of materials.
- The firm shall provide **brief monthly progress updates** and participate in review meetings as required by SED/PMU.
- All deliverable shall be submitted in **soft copy (editable and PDF)** and **hard copy** (where required), with clear documentation of data sources, consultation inputs, and pre-testing methods.
- The consulting firm shall ensure strict confidentiality and data protection in all stages of the assignment. Any personal information collected from parents, children, or stakeholders during consultations, focus groups, or pre-testing shall be anonymized, securely stored, and used solely for the purposes of this assignment. No data shall be

shared, published, or transferred without prior written approval from PMU and the World Bank.

7. DELIVERABLES & TIMELINE

S. No	Milestone / Deliverable Package	Key Contents	Timeline (from contract signing)
1	Inception, Linguistic Mapping & Diagnostic Package	<ol style="list-style-type: none"> 1. Inception Report with refined methodology, work plan and pre-testing/sampling plan; 2. Diagnostic Note on curriculum, parental context and home learning practices, including review of national/provincial curricula and existing materials; 3. Short Linguistic Landscape Mapping summary for target districts/communities; 4. Summary of initial stakeholder consultations (SED, BoC, PPIU). 	By end of Month 2
2	Draft Curriculum & Prototype Materials Package	<ol style="list-style-type: none"> 1. Draft Parental Engagement Curriculum Framework for ECE and Grades 1–2 (modules, learning objectives, activity map); 2. Draft prototypes of Parent Resource Packs (booklets, activity cards, progress tools); 3. Draft outline of Facilitator & Training Content Package. 	By end of Month 4
3	Pre-Testing, Revisions, Training & Training Content Package	<ol style="list-style-type: none"> 1. Pre-Testing & Revision Report (methodology, findings, changes made); 2. Revised Parent Resource Packs reflecting pre-test feedback; 3. Full Facilitator & Training Content Package (facilitator manual, sample session plans, training content). 	By end of Month 6
4	Final Curriculum & Materials	<ul style="list-style-type: none"> • Final Parental Engagement Curriculum Framework and complete set of Parent Resource Packs in agreed languages (print-ready + source files); • Training of Lead Master Trainers; 	By end of Month 7

		<ul style="list-style-type: none"> • conduct a brief risk assessment, Mitigation strategy and recommendations for emergency adaptation • Final simple M&E tools for parental engagement (parent tracking sheets, basic child learning snapshots); 	
5	Finalization and handover Package	Final Consolidated Report documenting process, products, linguistic mapping, pre-testing evidence, and recommendations for implementation and evaluation	By end of Month 8

8. EXPECTED OUTPUT

By the end of the assignment, the consulting firm shall deliver:

1. **Parental Engagement Curriculum Framework** for ECE and primary Grades 1–2, aligned with GRADES-Balochistan/STEP-Balochistan objectives and the National Curriculum.
2. A complete set of **Parent Learning Resource Packs** (multi-lingual, print-ready, low-literacy friendly) including story/activity cards, guides, and progress tools.
3. **Facilitator & Training Content Package** (manuals, session plans, content outlines) for subsequent implementation by PMU/implementation partners.
4. **Simple Monitoring & Learning Tools** to support future tracking of parental practices and children’s learning outcomes during implementation.
5. A **Final Consolidated Report** capturing methodology, linguistic landscape mapping, design rationale, pre-testing evidence, and clear recommendations for operational roll-out and impact evaluation (to be picked up in the next TOR).

9. STAFFING AND RESPONSIBILITIES

Below are the minimum suggested required staffing requirements.

1. Team Leader / Early Literacy & Parental Engagement Specialist
2. Curriculum & Materials Development Specialist
3. Language & Cultural Adaptation Specialist(s)
4. Inclusive Education / CWD Specialist
5. Monitoring, Evaluation & Learning (MEL) Specialist
6. Training Coordinator
7. Graphic/Instructional Designer

KEY EXPERT QUALIFICATION (INDICATIVE)

- (i) Team Leader – Early Literacy & Parental Engagement Specialist

Education:

Master’s degree or higher in Education, Early Childhood Education, Literacy, Social Sciences, Public Policy or a related field from a recognized university.

Experience:

At least 10–12 years of progressively responsible experience in early grade literacy/numeracy, parental engagement, community-based education or related sector reforms.

Demonstrated experience in leading multi-disciplinary teams and managing complex consultancy/technical assistance assignments.

Proven track record of designing or supporting programmes/frameworks for home-learning, parental engagement or foundational learning (preferably in public education systems).

Competencies:

Strong understanding of Pakistan’s education policies, school systems and governance arrangements; familiarity with Balochistan context will be an asset.

Excellent skills in analysis, framework design, and preparation of high-quality reports and guidance documents.

Demonstrated ability to coordinate with senior government counterparts, development partners and implementing stakeholders.

(ii) Curriculum & Materials Development Specialist**Education:**

Master’s degree in Education, Curriculum & Instruction, Instructional Design, Literacy, or a closely related field.

Experience:

At least 8–10 years of experience in curriculum design and development of learning/teaching materials for ECE and/or primary grades.

Direct involvement in developing structured curriculum frameworks, parent guides, facilitator manuals and activity materials, including low-literacy-friendly products.

Experience of aligning materials with national curriculum, textbooks and teacher guides in public education systems.

Competencies:

Strong skills in instructional design for non-literate or semi-literate parents/caregivers, using visual and activity-based approaches.

Ability to prepare clear, user-friendly materials and work effectively with graphic/design teams to produce print-ready packages.

Good coordination, documentation and communication skills to work with technical teams and government counterparts.

(iii) Language & Cultural Adaptation Specialist**Education:**

Master’s degree in Linguistics, Language Education, Anthropology, Education or a related social science.

Experience:

At least 5–7 years of experience in adaptation/translation of education or social-

sector materials in multi-lingual and low-literacy contexts.

- Demonstrated work on culturally appropriate adaptation of community-facing or parental materials, including testing and refinement with target communities.
- Prior experience working in rural or low-resource settings in Pakistan or similar contexts.

Competencies:

Ability to simplify technical content into clear, culturally relevant and easy-to-understand messages and visuals.

Strong grasp of socio-cultural norms affecting parental engagement, gender and inclusion, and ability to reflect these sensitively in materials.

Proven capacity to collaborate with curriculum, design and field teams during drafting, pre-testing and finalization of materials.

10. Required Expertise and Qualifications of the Firm

The consulting firm must demonstrate:

- At least **10 years of experience** in education, early grade learning, parental/community engagement, or related social sector programs.
- Documented experience of having completed at least two assignments that involved work of the same nature
- Proven experience in **designing parental engagement and home learning programs** in low-literacy and/or rural contexts in similar settings.
- Demonstrated experience in **curriculum and material development** for non-literate or semi-literate adult audiences, including visual and oral methods.
- Experience working in **multilingual environments** and producing materials in multiple local languages.
- Capacity to conduct **field-based qualitative work** (focus groups, pre-testing)

11. 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” September, 2023.