

Terms of Reference

ToRs for hiring of firm for development of teacher training modules, and provincial implementation plans under the Actions to Strengthen Performance for Inclusive and Responsive Education Program (ASPIRE)

Background

Even before the pandemic, the education system in Pakistan faced substantial challenges in access, quality, and management; these are likely to be further exacerbated by the pandemic, which has already negatively impacted more than 50 million students. Before the COVID-19 crisis, 30.1 percent (PSLM 2019) of school-age children were out of school in Pakistan (or approximately 19.1 million children) with stark disparities in gender. Those enrolled in schools also struggle to read and comprehend simple age-appropriate text indicating low learning levels that require immediate attention.

Actions to Strengthen Performance for Inclusive and Responsive Education Program (ASPIRE) is part of the World Bank's COVID-19 Education support package in Pakistan and helps the Government of Pakistan (GoP) in the immediate response to the COVID-19 crisis and supporting education systems in becoming more responsive, resilient, and inclusive. The ASPIRE program is implemented by the Ministry of Federal Education and Professional Training (MoFEPT) in close coordination with provincial departments of education and aims to support the GoP to (i) respond to school disruptions caused by the COVID-19 pandemic; (ii) recover access and improve education quality; and (iii) enhance sector resilience through better coordination, with a focus on disadvantaged areas and vulnerable populations.

The Program has a total of 26 indicators under three 'Result Areas' with 12 disbursement-linked indicators (DLIs) each of which have annual targets over the five-year Project period (July 2020 to June 2025). The program design is based on the premise that responding to COVID-19 and getting children safely back to school in the short-term, while at the same time developing distance learning opportunities, will mitigate the impact of external shocks to the education system and student outcomes.

Supporting teachers and enhancing their capacity in recovering from the pandemic and implementing distance learning initiatives in their schools and communities will improve system resilience to future shocks. There is a need to develop modules that focus on the pedagogy of distance learning so that teachers are empowered to deliver learnings outside of traditional classrooms settings. MoFEPT is looking to engage relevant firms/consortia of consultants for designing and developing teacher professional development modules on distance learning and formative assessments and carry out mapping of existing modules. These exhaustive modules will be developed in consultation with provincial counterparts and teachers providing a repository to the provincial departments to adopt, incorporate and/or pilot various modules in their ongoing teacher professional development initiatives relevant to their context.

Overall Objective of the Assignment

The Program Appraisal Document (PAD) for ASPIRE will be a key document for the assignment and can be accessed from the World Bank website here: <https://tinyurl.com/WB-ASPIRE>

The selected firm/consortium of consultants will:

- a) Develop comprehensive training modules on Distance Learning and Formative Assessments with resources, assignments, lesson plans, activities, case studies and examples of successful strategies and 'what works' in distance learning and formative assessment strategies for teachers and coaches. Modules must be gender and marginalized group sensitive and will also include a specific module on climate change and how teachers can continue to support students' learning during climate events. Modules will be designed to be used both for face-to-face training and/or virtual training. Observable change in teaching practices and behavior is expected after the teachers have been fully trained on the modules. The firm is expected to carry out:
 - i. Stakeholder engagement with the provincial ASPIRE teams, Educational Departments, and teacher training departments (PITE, QAED, DPD etc.) to gather input (or reconfirm) from the provinces on (a) the modules they need developed/modified (b) the preferred modality of delivery so material can be customized.
 - ii. A rapid needs Assessment with public school teachers in provinces will also be conducted to identify gaps in skills and knowledge to inform the design of the modules.
- b) Develop a training manual in English and Urdu which will guide the trainers and facilitators in the provinces on how to build capacity of teachers and coaches in the public schools in ensuring learning continuity through distance learning and effectively responding to future rounds of school closures due to natural or man-made emergencies in the future.
- c) Develop the training implementation plans for each provincial SEDs/training institutes in consultations with them for the upcoming years, including set of activities, timelines, costing, and provision of post-training support with a focus on training teachers in lagging districts.
- d) Develop a complete self-paced Virtual Training course based on the Distance Learning and Formative Assessments modules that will be housed on MoFEPT's platform (including videos, assessments, classroom strategies, reflection questions etc.)
- e) Subject to the needs, the firm may be expected to train up to 50 Master Trainers (MT) in each province on the developed modules. The financial proposal should include a separate section on the proposed cost the training cost for MTs for evaluation.

The design of the distance learning course must include, but not be limited, to the following training modules. Firms are encouraged to recommend additional modules in their proposals.

Modules for Teachers

Module 1: Distance Learning: Introduction, current context, and future

Teachers will be able to understand the implications of Covid-19 and climate change events on education. They will learn about the role of teachers in learning continuity in emergencies and school closures and providing psychosocial support.

Module Video, 2 mandatory resources for trainee, 2 optional resources for advance learners, Directed Session Plan for trainer (with objectives, group activities, guiding questions etc.), Presentation, End of module assessment.

Module 2: Vision Building, Planning and Management

Teachers will understand the importance of investing in partnerships with communities and parents as prerequisites of successful implementation of any initiatives during school closures. Teachers will learn the importance of growth mindset, co-creating big goals and vision for students and investing them and their parents in the vision. Teachers will learn about effective backward planning to reach the larger goals. Teacher will also learn to develop effective lesson plans for their classrooms.

Module Video, 2 mandatory resources for trainee, 2 optional resources for advance learners, Directed Session Plan for trainer (with objectives, group activities, guiding questions etc.), Presentation, End of module assessment

Module 3: Distance Learning in High Tech Context

Teachers will learn about ensuring learning continuity in high-tech context. They will learn actionable strategies from case studies in high tech context and how teachers leverage digital technologies in not just improving distance learning but utilizing digital tools and resources to improve learning for students in regular sessions. Teachers will be introduced to various paid and free resources that could help them in various activities such forum building, planning, assessment, delivery of content, and making learning interactive. Teachers will learn to ensure digital ethics and data protection with consideration to special needs and disciplinary practices to improve remote learning behavior.

Module Video, 2 mandatory resources for trainee, 2 optional resources for advance learners, Directed Session Plan for trainer (with objectives, group activities, guiding questions etc.), Presentation, Evaluation Sheet, 2 Case Studies highlighting challenges and 'what works', at least 6-8 specific actionable strategies and/or examples, End of module assessment

Module 4: Distance Learning in Low tech context

Teachers will learn about the digital divide in the country and will be able to develop and implement low-tech solutions for students with inadequate access to technology. Teachers will learn from case studies and leave with actionable strategies and examples of what works in low-tech initiatives in similar context.

Module Video, 2 mandatory resources for trainee, 2 optional resources for advance learners, Directed Session Plan for trainer, Presentation, 2 Case Studies highlighting challenges and 'what works', at least 6-8 specific actionable strategies and/or examples, End of module assessment

Module 5: Distance Learning Pedagogy

Teachers will learn about the challenges of distance learning, developing norms and routines for children, feedback loops, effective delivery of content, lesson planning for distance learning etc. The content should include accelerated learning pedagogical strategies for teachers and should focus on early- grade reading and math. They will learn about developing and delivering content that ensures inclusion of marginalized communities and students with disabilities. Teachers will learn how to deliver teaching in distance learning contexts with a focus on ensuring that virtual classroom settings are inclusive, safe and encouraging for female students etc., helping all students learn academic content as well as developing socioemotional competencies.

Module Video, 2 mandatory resources for trainee, 2 optional resources for advance learners, Directed Session Plan for trainer (with objectives, activities, guiding questions etc.), Presentation, at least 6-8 specific actionable strategies and/or examples that teachers can employ, End of module assessment

Module 6: Engaging parents and communities

Teacher will learn about their role in the larger communities and working closely with parents in ensuring students continue to learn during school closures. This will include developing communication channels, ensuring accountability, knowledge sharing, and collective problem solving with community members.

Module Video, 2 mandatory resources for trainee, 2 optional resources for advance learners, Directed Session Plan for trainer (with objectives, activities, guiding questions etc.), Presentation, at least 4-6 specific actionable strategies and/or examples, End of module assessment

Module 7: Developing 'Communities of Practice'

Teacher will learn about formulating 'Communities of Practice' with other teachers and its effectiveness in knowledge sharing, ensuring teacher wellbeing and motivation and feeling connected during emergencies.

Module Video, 2 mandatory resources for trainee, 2 optional resources for advance learners, Directed Session Plan for trainer (with objectives, activities, guiding questions etc.), Presentation, at least 2-3 specific actionable strategies and/or examples, End of module assessment

Module 8: Improving Digital Literacy and learning ICT skills and distance learning tools

Teachers will learn to improve their digital skills and get an opportunity to practice some of the software and tools from a collection of tools/software, and online tutorials (preferably in Urdu or local languages) that will be available to them to explore.

Module Video, 2 mandatory resources for trainee, 2 optional resources for advance learners (links to tutorials), Directed Session Plan for trainer (with objectives, activities, guiding questions etc.), Presentation,

at least 8-10 distance learning tools and software that teachers can access to improve distance learning, End of module assessment

Module 9: Formative Assessments and Tracking results

Teachers will learn about the importance of assessment *for* learning and be able to design and implement various formative assessment tools to elicit evidence on student learning and adjust instructional methods to reduce learning gaps for students. Strategies on incorporating assessments in distance learning mode will be included.

Module Video, 2 mandatory resources for trainee, 2 optional resources for advance learners, Directed Session Plan for trainer (with objectives, activities, guiding questions etc.), Presentation, at least 4-6 specific actionable strategies and/or examples, End of module assessment

Module 10: Accelerated Learning Pedagogical Strategies

Teachers will learn accelerated learning pedagogical strategies to implement in classrooms to respond to reduced academic year in times of emergencies or school closures. The module will introduce to teachers the need for the need for accelerated learning, common misconceptions about accelerated learning and how to effectively implement accelerated learning in their context.

Module Video, 2 mandatory resources for trainee, 2 optional resources for advance learners, Directed Session Plan for trainer (with objectives, activities, guiding questions etc.), Presentation, at least 4-6 specific actionable strategies and/or examples, End of module assessment

Additional Modules for Coaches

Module 11: Coaching during emergencies

This module will strengthen and develop coaching skills and building on that introduce coaches to their role as coaches during emergencies and mentoring teachers remotely. How can coaches keep teachers motivated and connected? How can technology help coaches with their role when they can't visit schools in-person? Coaches will learn more about their role as facilitators and enablers to promote and activate 'Communities of Practice', both in a low-tech environment and in-person.

Module Video, 2 mandatory resources for trainee, 2 optional resources for advance learners, Directed Session Plan for trainer (with objectives, activities, guiding questions etc.), Presentation, at least 2-3 specific actionable strategies and/or examples, End of module assessment

Module 12: Classroom Observation and Debriefing Conversations

Building on Classroom Observation Tools (COT) such as World Bank's 'Teach' tool, coaches will not only learn about effectively observing classrooms culture, instruction, and socioemotional skills, but also develop skills to provide specific and timely feedback to teachers in debrief conversations. This should also include a component of providing remote coaching support to teachers.

Module Video, introduction to 'Teach' or similar tools, 2 mandatory resources for trainee, 2 optional resources for advance learners, Directed Session Plan for trainer (with objectives, activities, guiding questions etc.), Presentation, End of module assessment

Each module will at least have:

- A module video that introduces the module, the learning objectives of the module, discuss key concepts and terminologies, and direct the trainees to additional resources and its key takeaways. The video length may be 6-10 mins and vary depending on the module and may include classroom strategies and practical demonstrations
- Two mandatory learning resources (articles, videos, book chapters etc.) and two optional resources for advanced learners/trainees along with guiding questions for reflection
- A guided/scripted session plan for the trainer/facilitator with clear session objectives, resources, suggested group activities, discussion prompts, and guiding questions
- A PowerPoint presentation to be utilized by the trainer
- An End of the Module assessment which allows to assess the progress made by the trainees
- Modules 3 and 4 will also include at least 2 case studies in each module with relevant guiding questions for reflection. Moreover, it will also include at least 6-8 specific actionable strategies and/or examples of practices employed by other teachers in similar context that have yielded results in improving distance learning experience for students in both high and low-tech environment

Target Audience

The intended audience for the training program will be Teachers and coaches in Public Schools in Balochistan, Sindh, KP, Punjab, and Federally administrated areas.

Key Deliverables

Based on the above, the following will be required as part of the contract outputs from the selected firm:

- a) Inception Report including:
 - Findings from Provincial Consultations and Rapid Teacher Assessment in the provinces (Teachers and relevant provincial departments)
 - Proposed modules and methodology for development
 - Workplan with timelines and responsibilities including plan for provincial consultations.
 - A presentation of the Inception Report should also be provided to PCU/MoFEPT

- b) A comprehensive Training Manual (English and Urdu) with proposed new modules for teachers and coaches with objectives, additional resources, handouts, session plans, evaluation sheets etc.
- c) A complete self-paced Virtual Training course based on the modules developed for MOOCs platform (including videos, assessments, classroom strategies, reflection questions etc.)
- d) Implementation Plans for each province developed with the consultation of provincial ASPIRE teams and provincials SEDs and training departments/institutes.

Reporting

The firm will report to the National Project Director, PCU-MoFEPT and will be expected to work closely with the Training/Education Expert at the Program Coordination Unit (PCU), MoFEPT. An inception report and presentation will be shared before the modules are approved for implementation.

Work plan and Timeframe

The following work plan and timeframe will be adhered to for the assignment:

Activity	Responsibility	Date
Kick-off meeting	Firm/PCU	March, 2023
Provincial Consultations and Rapid Teacher Assessment in the provinces (Teachers and relevant provincial departments)	Firm	Mar, 2023
Draft Inception Report and a presentation to PCU/MoFEPT (Methodology, suggested modules, workplan etc.)	Firm	Early Apr, 2023
Development of training manual with modules and resource for teachers and coaches	Firm	Mar-Apr, 2023
Development of Training Videos for each module	Firm	Mar-May, 2023
Submission of Draft Training Manual and Videos	Firm	Mid of May, 2023
Review and approval of draft training manual and training videos	PCU/MoFEPT	End of May, 2023
Final Report, Presentation and Training Manual (English and Urdu) and Training Videos	Firm	June, 2023
Implementation Plans for Provinces	Firm	May-June, 2023
Final Virtual Teacher Training Course (MOOC)	Firm	June, 2023

Payment Schedule

Deliverables	Percentage of Payment
Approved Inception Report (details provided above) and presentation.	15%
Approved Training Manual (English and Urdu) along with all relevant resources, presentations, training materials, and videos for teachers and coaches.	50%
Implementation plans for all provinces developed in consultations with the relevant departments of the provinces	15%
A complete Virtual Training Course based on the modules developed (including videos, assessments, classroom strategies, reflection questions etc.)	20%

Qualification & Experience Criteria

- i. The firm should be incorporated in similar business for at least five (05) years. In case of a joint venture, a legal binding document will be required.
- ii. Prior Experience in conducting similar trainings/developing modules for public-school teachers in provinces
- iii. The proposed technical staff should have skills and experience consistent with TOR. This includes:
 - a. Technical Lead with a minimum of Master's or preferably PhD degree in education or related discipline with experience of 10 years in education policy, training, and assessment
 - b. experts and Policy practitioners with a minimum of 16 years of education in social science, policy, education, or related discipline with a minimum experience of two years in teaching and pedagogy especially in the context of distance learning. Strong research and analysis skills; and technical and applied knowledge of remedial education, distance learning strategies, and formative and summative assessment practices is preferred
 - c. digital/communication team with expertise in developing high-quality training videos for the virtual training course
 - d. fluency in both English and Urdu for all team members is required. Knowledge of regional languages is desirable.
 - e. Demonstration of an understanding of the assignment, proposed methodology and work plan for implementation (achievement of milestones/deliverables).

Selection Method

The procurement of Consultancy Services shall be completed as per **Quality & Cost Based Selection (QCBS)** under PPRA consultancy regulations, 2010 (upd 2020).