
Terms of Reference

Consulting Firm for Technical Support to Strengthen ECE Continuous Professional Development under GRADES-Balochistan

Key Documents: (for reference only)

1. ECE Curriculum for Balochistan. It is still under development phase. However, the Government of Balochistan, School Education Department has notified supplementary material, and the ECE curriculum is expected to be approved / endorsed in June / July 2025. By the time the firm is onboarded, the curriculum will be available for review.
2. UNICEF-developed classroom observation tools.
3. TEACH/COACH-style observation tools.
4. Existing mentoring and classroom support formats used by PITE or other partners.

1. INTRODUCTION

The School Education Department, Government of Balochistan, through the Project Management Unit - Balochistan Education Support Program (PMU-BESP), is implementing teacher professional development reforms under Getting Results: Access and Delivery of Quality Education Services in Balochistan (GRADES-Balochistan).

Under these projects, a province-wide Continuous Professional Development (CPD) program is to be implemented for Early Childhood Education (ECE) and primary teachers. The program will focus on improving classroom teaching practices, strengthening early literacy and numeracy, supporting teachers through mentoring and cluster-based Professional Development (PD) Days, and improving the use of classroom observation and feedback for better learning outcomes. Within this broader CPD program, the Technical Support Firm's scope shall distinguish between ECE and primary education: new and comprehensive CPD modules will be developed specifically for ECE, while existing primary CPD materials and modules developed through PITE, UNICEF and other relevant partners will be reviewed, updated, strengthened and aligned with the overall CPD framework and identified teacher needs.

For this purpose, PMU-BESP intends to engage a Specialized Technical Support Firm to provide technical assistance for development of ECE CPD modules, review, updating and strengthening of existing primary CPD modules/materials and improvement of classroom observation tools, development of training and assessment formats, training of Lead Master Trainers and Master Trainers, annual refresher support, and analysis of classroom observation data. The firm shall ensure that the revised primary CPD materials are technically aligned with the approved CPD approach and complement the newly developed ECE modules, while avoiding duplication of existing materials. The firm will provide technical support to the overall CPD system and will work in close coordination with PMU-BESP, Provincial Institute of Teacher Education (PITE), Policy Planning and Implementation Unit (PPIU), Balochistan Assessment and Examination Commission (BAEC), Bureau of Curriculum (BOC), School Education Department (SED), and development partners.

The firm shall not create a parallel CPD system. Its role will be to strengthen the approved CPD approach by providing technically sound, practical and classroom-based modules, tools, formats, training packages and quality support.

Integrated CPD System Architecture

The CPD program shall operate as an integrated system in which all platforms, tools, and processes are interoperable and aligned under the technical leadership of PITE. The selected

firm shall ensure seamless integration among the Learning Management System (LMS), Virtual Academy for Teacher Training (VATT), classroom observation and mentoring tools, AI-enabled teacher support solutions, and the CPD Dashboard.

The LMS shall serve as the central repository for training content, assessments, teacher records, and professional development data. VATT shall provide teachers with continuous access to structured learning modules and digital support services. Classroom observation and mentoring data collected through approved tools shall be digitized, consolidated, and made available through the CPD Dashboard to support monitoring and decision-making by PITE, PMU-BESP, and district authorities.

The system shall enable structured data and reporting flows from schools to district and provincial levels, generating evidence to inform teacher support, refresher training, and continuous improvement of CPD content and delivery.

As part of the Inception Report, the firm shall submit an Integrated CPD System Architecture and Data Flow Diagram showing all system components, interoperability requirements, data flows, user roles, reporting pathways, and integration points. The architecture shall be subject to review and approval by PITE and PMU-BESP prior to implementation.

The architecture shall clearly identify how ECE and primary CPD content, assessment, classroom observation, mentoring, reporting and teacher professional development data will be integrated within the existing CPD ecosystem.

2. BACKGROUND:

The Government of Balochistan is placing strong focus on improving teaching quality, especially at ECE and primary levels. Many children in the province enter school without proper school readiness, early language exposure, pre-literacy skills or early numeracy concepts. Teachers working in ECE and early grades therefore require practical training on child development, play-based learning, phonics, early literacy, early numeracy, assessment, classroom routines, use of low-cost teaching-learning materials, and inclusive classroom practices.

The teaching context of Balochistan also requires special attention to multigrade and multi-level classrooms. Many primary schools have limited teachers, and one teacher may have to manage children from different grades or learning levels at the same time. Therefore, the CPD modules must guide teachers on how to organize groups, use learning corners, rotate activities, manage independent work, support younger children, and ensure meaningful learning even in small and remote schools.

The overall CPD program will be implemented through multiple actors. PMU-BESP will provide overall coordination, procurement and supervision. PITE will provide institutional and technical support as the government teacher education institute. The Implementation Firm will support field implementation, logistics, data collection, Means of Verification (MoVs), Learning Management System (LMS) reporting and district coordination. The Specialized Technical Support Firm under this TOR will focus on technical content, training quality, classroom observation tools, Lead Master Trainer and Master Trainer capacity building, module refinement and analysis of classroom observation evidence.

Digital Integration and AI-Enabled Support

PITE currently operates the Learning Management System (LMS), CPD Dashboard, and Classroom Observation Tool (COT) under the Virtual Academy for Teacher Training (VATT). The firm shall build upon and integrate with these existing platforms rather than develop parallel systems. PITE shall retain ownership of the core CPD digital platforms, while the respective responsibilities of PITE, PMU-BESP, district authorities, the Technical Support Firm and the Implementation Firm for system administration, maintenance, data management and technical support shall be clearly defined and agreed during the inception phase.

Classroom observation data collected through the COT and other approved monitoring tools shall be consolidated, uploaded, and analyzed through the LMS and CPD Dashboard to support evidence-based decision-making by PITE and district authorities. Reporting responsibilities and data flows at district, PITE and PMU-BESP levels shall be clearly documented, including responsibilities for data collection, validation, uploading, analysis, review and reporting. The firm shall assess the functionality of the existing platforms and recommend any enhancements required to support the CPD framework and reporting requirements.

The system shall incorporate AI-enabled instructional support tools that provide teachers with access to structured lesson resources, instructional guidance, and real-time feedback. Any proposed AI-enabled solutions shall be interoperable with the approved digital architecture and shall comply with the agreed data management, access, reporting and system administration arrangements.

As part of the Inception Report, the firm shall submit a Digital Integration Plan demonstrating how the existing LMS, CPD Dashboard, COT, VATT, and any proposed AI-enabled solutions will operate as an integrated ecosystem, including data collection, transmission, analysis, reporting, and user workflows.

The proposed approach shall support phased implementation, commencing in locations with existing connectivity and expanding progressively as infrastructure improves. Limited connectivity in certain areas shall not delay the deployment and utilization of digital CPD components where feasible. The digital architecture and operational arrangements shall be designed to remain functional and sustainable beyond the life of the consultancy, with PITE retaining the institutional capacity and responsibility to administer and maintain the core CPD digital ecosystem.

3. TECHNICAL ASSISTANCE OBJECTIVES

The main objective of the assignment is to provide specialized technical support for strengthening the ECE and primary CPD program under GRADES-Balochistan. The assignment shall build on the existing CPD system and approved primary CPD materials developed by PITE, UNICEF and other relevant partners, while introducing new, high-quality ECE CPD modules to address identified gaps and emerging needs.

The specific objectives are:

1. To develop high-quality, competency-based and classroom-focused ECE CPD modules, training materials and assessment tools covering early literacy, phonics, early

numeracy, pedagogy, assessment, multigrade teaching, inclusion, classroom management and use of teaching-learning materials.

2. To review/revise strengthen and align the existing approved primary CPD materials and modules for FLN, Multigrade Teaching, and Academic Supervision & Mentoring, training materials, and classroom observation tools for primary teachers, covering early grade literacy, numeracy, pedagogy, assessment, multigrade teaching, and classroom management, ensuring the CPD strategy under GRADES-Balochistan addresses primary teachers with the same rigor as ECE teachers.
3. To review, improve and align classroom observation, teacher feedback, training assessment and reporting tools with ECE and early grade classroom practices, including relevant elements from existing UNICEF-supported tools and TEACH/COACH-style classroom observation approaches.
4. To build a strong pool of Lead Master Trainers and Master Trainers who can support training quality, monitor district-level CPD activities, provide on-site coaching and guidance, and help improve training delivery during implementation. The trainers prepared under the technical assistance shall be assessed by the implementation firm during the inception phase against agreed competency requirements. Where capacity gaps are identified, the implementation firm shall provide targeted orientation, coaching, or recommend replacement/additional trainers in consultation with PITE to ensure effective implementation.
5. To ensure systematic integration of ECE and primary CPD content, tools, assessment and monitoring mechanisms within the existing CPD architecture, including the LMS, VATT, CPD Dashboard and approved classroom observation and mentoring systems, without creating parallel platforms or systems.

Sustainability and Institutionalization within PITE

1. The assignment shall ensure that the CPD system is fully institutionalized within PITE by the end of the project. The Technical Support Firm shall transfer all technical knowledge, modules, tools, datasets, digital content and operating procedures to PITE and provide hands-on capacity building to relevant PITE staff.
2. PITE shall retain ownership and administration of the LMS, VATT, CPD Dashboard and related CPD systems, ensuring their continued operation beyond project support. Lead Master Trainers and Master Trainers shall be integrated into a sustainable provincial CPD structure under PITE, with clearly defined roles for training, mentoring, quality assurance and continuous professional development.
3. The assignment shall include a progressive exit and handover strategy, whereby technical support and external dependence are gradually reduced, while PITE assumes full responsibility for CPD content management, trainer development, digital platforms, quality assurance and continuous improvement before project completion.

4. SCOPE OF WORK

The Specialized Technical Support Firm shall carry out the following tasks:

4.1 Review of Existing CPD Material, ECE Curriculum and Classroom Observation Tools

The firm shall review all relevant CPD materials, ECE curriculum documents, existing training modules and classroom observation tools before developing new content. This review shall

include material developed by PITE, UNICEF, SED, development partners and any relevant project-supported material. The purpose of the review will be to understand what already exists, what can be improved and what new material is required for ECE teachers and primary teachers.

The firm shall also review existing tools for classroom observation and teacher feedback. This will include UNICEF-supported classroom observation tools and relevant TEACH/COACH-style rubrics or approaches. The review shall focus on making these tools more suitable for ECE and early grade classrooms (Grades 1-3 in Balochistan, especially for play-based learning, phonics, early numeracy, teacher-child interaction, classroom environment and multigrade settings).

After the review, the firm shall prepare a brief technical review note. The note shall identify gaps in existing material, propose the list of modules and tools to be developed or revised, and explain how the final package will support teachers, mentors, Master Trainers, Lead Master Trainers and PITE.

4.2 Development of ECE CPD Modules

The main responsibility of the firm shall be the development of detailed CPD modules for ECE teachers. These modules shall be simple, practical and based on actual classroom needs. The modules should not be theoretical only. Each module must include trainer guidance, teacher activities, classroom examples, practice tasks, assessment tasks, reflection questions and guidance for classroom application.

The ECE CPD package shall cover at least the following areas:

A. Understanding Early Childhood Education

This module shall explain the purpose of ECE and why early years are important for later learning. It shall cover child development, learning through play, school readiness, child safety, emotional security and the teacher's role in creating a friendly and supportive classroom. It shall also help teachers understand how ECE is different from formal primary teaching.

B. ECE Curriculum and Learning Areas

This module shall explain the approved ECE curriculum, learning areas and expected learning outcomes. It shall guide teachers on daily routines, weekly planning, theme-based teaching and integration of different learning areas. It shall also include examples of how teachers can plan simple activities according to children's age, interest and learning level.

C. Early Literacy and Language Development

This module shall focus on oral language, listening, speaking, vocabulary, conversation, storytelling, picture reading, shared reading, rhymes, songs and print awareness. It shall include practical strategies for children who speak local languages at home and gradually learn Urdu, English or other school languages. It shall also guide teachers on creating a print-rich classroom using low-cost material.

D. Phonics and Early Reading Readiness

This module shall give strong attention to phonics because it is important for early reading. It shall cover sound awareness, letter-sound relationship, beginning sounds, ending sounds, rhyming, syllables, blending, segmenting, letter recognition and simple word formation. It shall include practical classroom activities that teachers can conduct without expensive material.

E. Early Numeracy

This module shall cover number sense, counting, one-to-one correspondence, matching, sorting, comparison, shapes, patterns, sequencing, measurement and basic operation readiness. It shall help teachers use objects, games, stories and classroom routines to build numeracy concepts. The focus shall be on understanding concepts rather than memorization.

F. Play-Based and Activity-Based Pedagogy

This module shall explain how young children learn through play, movement, songs, games, stories, group work and hands-on activities. It shall provide examples of indoor and outdoor activities linked with literacy, numeracy, motor skills, creativity and social development. It shall also guide teachers on balancing free play, guided play and teacher-led activities.

G. Classroom Management and Daily Routine

This module shall cover daily schedule, morning meeting, classroom rules, seating arrangement, transition time, group work, use of learning corners and positive discipline. It shall help teachers manage ECE classrooms in a calm and organized manner. It shall also include practical guidance for managing large classrooms and mixed-age groups.

H. Assessment for ECE

This module shall focus on child-friendly and observation-based assessment. It shall include checklists, teacher notes, child portfolios, oral tasks, performance tasks, classroom observation and simple progress tracking. It shall clearly explain that ECE assessment should support learning and should not become a formal examination system.

I. Teaching-Learning Material and Low-Cost Resources

This module shall guide teachers on developing and using low-cost teaching-learning material. It shall include flashcards, picture cards, number cards, story cards, puppets, bottle caps, sticks, stones, charts, classroom labels, local objects and learning corners. It shall also explain how teachers can use available material to make lessons active and child-friendly.

J. Inclusive Education and Support for Different Learning Needs

This module shall guide teachers on supporting children with disabilities, shy children, slow learners, overage children, girls, children from poor households and children who speak different home languages. It shall include simple classroom adaptations, peer support, flexible grouping and positive teacher behavior. It shall also guide teachers on when and how to seek support from headteachers, mentors or relevant authorities.

K. Social-Emotional Learning and Child Protection

This module shall cover confidence building, sharing, cooperation, emotional expression, respect, safe classroom behavior and prevention of harsh treatment. It shall explain how teacher behavior affects children's confidence and learning. It shall also include simple activities that help children express themselves and work with others.

L. Multigrade and Multi-Level Teaching

Multigrade teaching shall be given due importance because many schools in Balochistan work with limited teachers. This module shall guide teachers on managing ECE along with Grade 1 or other primary grades, grouping children by level, using peer support, rotating activities and assigning independent tasks. It shall include sample weekly plans and classroom arrangements for single-teacher and multigrade schools.

M. Parent and Community Engagement for ECE

This module shall guide teachers on how to involve parents and communities in supporting early learning. It shall include simple messages for parents on attendance, language development, storytelling, hygiene, play and home-based learning. It shall also provide practical formats for parent meetings, community awareness and follow-up with families of irregular children.

N. Reflective Practice and Teacher Professional Growth

This module shall help teachers reflect on their own classroom practice and improve gradually. It shall include teacher reflection sheets, peer discussion questions, feedback use and simple classroom improvement planning. It shall also link teacher learning with PD Days, mentoring visits and continuous professional development through PITE and project-supported systems.

4.3 Development of Complete Training Package

For each module, the firm shall prepare a complete training package. This shall include trainer manuals, participant manuals, session plans, PowerPoint presentations, handouts, practice exercises, group work tasks, demonstration lesson plans, reflection sheets and classroom application tasks.

The package shall also include pre-test and post-test tools for training participants. These tools must assess both knowledge and practical understanding. The training package shall be designed in such a way that Lead Master Trainers and Master Trainers can use it confidently for further training and support.

The firm shall also prepare simplified guidance for using the modules during cluster-based Professional Development Days. This will help mentors and teachers discuss classroom problems, reflect on lessons and apply the CPD content after formal training is completed.

The package shall include:

1. Trainer manual.
2. Participant manual.
3. Session plans.
4. PowerPoint presentations.
5. Handouts.
6. Group work activities.
7. Demonstration lesson plans.
8. Practice exercises.
9. Pre-test and post-test.
10. Reflection sheets.
11. Classroom application tasks.
12. Reading material for trainers and participants.
13. Simple guidance for use of the module during PD Days.
14. Guidance for uploading/adapting material for VATT/LMS, where required.

4.4 Module Development and Validation Workshops

The modules and tools shall be developed through a participatory workshop process. The workshop shall include representatives from PMU-BESP, PPIU, PITE, BAEC, BOC, SED, development partners and selected education experts. Experienced ECE and primary teachers may also be included where required.

The firm shall prepare the first draft of modules and tools before the workshop. During the workshop, the firm shall present the draft material, collect technical feedback and facilitate discussion on curriculum alignment, classroom practicality and implementation needs. After the workshop, the firm shall revise the modules and submit the final version for approval.

The validation process shall ensure that the modules are not only technically strong but also relevant to Balochistan's classroom realities. Special attention shall be given to remote schools, multigrade teaching, language diversity, low-cost teaching-learning material and low-resource classroom settings.

The workshop shall include representatives from:

1. School Education Department
2. Policy Planning & Implementation Unit
3. Provincial Institute for Teachers Education
4. Balochistan Assessment & Examination Commission
5. Bureau of Curriculum
6. UNICEF
7. UNHCR
8. Development partners
9. Education Institutes (BUITMS, UOB, SBK)
10. ECE and primary education experts.
11. Selected experienced teachers or trainers, where required.
12. Upload the Modules and Assessment to the Virtual Academy of Teachers Training (VATT) System.

4.5 Review and Improvement of Classroom Observation Tools

The firm shall review and improve classroom observation tools for ECE and early grade classrooms (1-5). The revised tool shall help mentors, Master Trainers, Lead Master Trainers and PITE observe classroom practices in a structured and useful manner. The tool should not be too complicated, but it should provide meaningful information for improving teaching.

The classroom observation tool shall cover teacher-child interaction, classroom environment, use of teaching-learning material, phonics instruction, early literacy activities, early numeracy activities, child participation, play-based pedagogy, assessment practices, inclusion, positive discipline and multigrade classroom management.

The firm shall also develop related formats such as mentor feedback format, teacher reflection sheet, classroom improvement plan, school visit report, Professional Development Day discussion format and observation summary template. These formats shall be simple and suitable for field use.

This will include:

1. Review of UNICEF-developed classroom observation tools.
2. Review of TEACH/COACH-style observation tools.
3. Review of existing mentoring and classroom support formats used by PITE or other partners.
4. Alignment of the tools with ECE pedagogy, play-based learning, phonics, early literacy, early numeracy, classroom environment, teacher-child interaction and use of learning material.
5. Development of simple scoring rubrics for classroom observation.
6. Development of mentor feedback format.
7. Development of teacher reflection format.
8. Development of PD Day discussion format based on classroom observation findings.
9. Development of school visit reporting format.
10. Development of classroom improvement plan format.

4.6 Development of Training, Assessment, Reporting and Feedback Formats

The firm shall review the existing formats developed by UNICEF and develop if missing formats needed for technical delivery and quality assurance of the CPD program. These formats shall support training, assessment, classroom observation, feedback, reporting, module revision and technical review.

The formats may include training attendance format, pre/post assessment format, training evaluation format, Master Trainer performance assessment format, session observation checklist, classroom observation format, mentor feedback format, teacher reflection sheet, Professional Development Day reporting format, module feedback format, refresher feedback format and biannual classroom observation analysis template.

All formats shall be designed in simple language and should be easy to use by Lead Master Trainers, Master Trainers, mentors, PITE and PMU-BESP.

Based on the earlier points (existing LMS, CPD Dashboard, COT under VATT), the text should avoid implying that the firm will create a new system. Revised procurement language:

All CPD-related formats and tools developed under this assignment shall be prepared in both user-friendly and digital formats and integrated, where applicable, with the existing Learning Management System (LMS), CPD Dashboard, and other digital platforms under VATT. Digitization of formats is a mandatory requirement of the assignment to enable systematic data collection, reporting, monitoring, and evidence-based decision-making across the CPD system.

The firm shall review the existing digital arrangements with PITE, PMU-BESP, and the Implementation Firm during the inception phase and ensure that all newly developed tools, forms, and reporting mechanisms are compatible with the existing LMS and dashboard architecture. Where additional digital solutions or enhancements are required, the firm shall recommend practical options that can be integrated into the existing system.

This version aligns with the actual setup: LMS, CPD Dashboard, and COT already exist, and the firm's role is integration, enhancement, and optimization, not creating parallel platforms.

The firm shall develop all required technical formats for CPD delivery and monitoring. These may include:

1. Training attendance format.
2. Pre/post assessment format.
3. Master Trainer assessment format.
4. Training evaluation format.
5. Session observation format.
6. Classroom observation format.
7. Mentor feedback format.
8. Teacher reflection sheet.
9. PD Day planning format.
10. PD Day reporting format.
11. School visit report format.
12. Module feedback format.
13. Training completion report format.
14. Master Trainer refresher feedback format.
15. Biannual classroom observation analysis template.
16. Action plan format for improving classroom practice.
17. Format for documenting changes made to modules after feedback.

The firm will also review the CPD Dashboard developed by UNICEF and give feedback should there be the need to add, edit online modules / formats.

4.7. Teacher Need Assessment (TNA)

Before designing or finalizing the Master Trainer and cascade training, the firm shall conduct a Teacher Need Assessment (TNA) covering a representative sample of ECE and primary teachers 5 districts, including remote and multigrade schools. The TNA shall use a short structured survey and/or classroom spot-check tool to identify existing gaps in subject knowledge, pedagogy, classroom practice, and confidence in priority areas such as phonics, early numeracy, play-based pedagogy, assessment, and multigrade teaching.

The TNA shall be directly linked to the CPD program in two ways. First, its findings shall inform the prioritization and sequencing of module content ensuring that training time is concentrated on the areas where teachers most need support rather than applying a uniform package to all teachers. Second, the TNA shall establish a baseline against which the classroom observation data analyzed and the refresher training can measure progress over the assignment period. This linkage allows the firm and PMU-BESP to demonstrate value for money by showing measurable improvement against an evidence-based starting point, rather than assuming need based on assumption alone.

The TNA shall be completed and a short summary report submitted to PMU-BESP and PITE before the Validation Workshop, so that findings can inform final module content before training delivery begins.

4.8 Training of Lead Master Trainers

The firm shall train a batch of at least 20 Lead Master Trainers from the School Education Department, PITE or other relevant government institutions as nominated by PMU-BESP and SED. These Lead Master Trainers shall act as a technical support group for monitoring and improving CPD implementation at district level.

The Lead Master Trainers shall receive intensive training on ECE modules, classroom observation tools, training quality standards, mentoring support, use of feedback, training observation and reporting. They shall also be trained on how to observe training sessions and provide immediate technical guidance to Master Trainers during district-level implementation.

The Lead Master Trainers will help in real-time improvement of training quality. They will observe sessions, identify gaps, guide Master Trainers, suggest practical corrections and support course correction during training delivery. This support shall be called on-site technical coaching and course correction instead of crash course.

4.9 Training of Master Trainers

The firm shall conduct training of approximately 184 Master Trainers in Quetta. The final number of Master Trainers shall be confirmed by PMU-BESP, SED and PITE. The training shall be conducted in batches through qualified Lead Master Trainers and senior experts of the firm.

The Master Trainer training shall cover the full ECE CPD and primary package, including curriculum, early literacy, phonics, numeracy, pedagogy, assessment, multigrade teaching, inclusion, classroom observation and feedback. The training shall also include adult learning skills, session facilitation, group work, demonstration lessons and use of training materials.

The firm shall conduct pre-test and post-test of Master Trainers and maintain proper records of attendance, performance and assessment results. The training completion report shall include batch-wise details, learning gains, key challenges, recommendations and list of Master Trainers who successfully completed the training.

4.10. Cascade Training Model and Role of Academic Supervisors (Mentors)

Training under this assignment shall follow a structured cascade model. The firm, in collaboration with PITE Lead Trainers, shall conduct Training of Master Trainers in Quetta. The trained Master Trainers, supported by the Lead Trainers, shall subsequently cascade training to Academic Supervisors (Mentors) at district cluster level. Thereafter, Lead Trainers and Master Trainers shall facilitate cascade training for teachers at Tehsil cluster level, ensuring systematic rollout across all districts.

Role of Academic Supervisors as Mentors. Academic Supervisors, designated as Mentors, provide the direct, ongoing link between training and classroom practice. Their supportive role is to reinforce not replace the training delivered by Master Trainers, by helping teachers apply CPD content in real classroom conditions. Each Mentor shall conduct 4–6 school visits per month for classroom observation, mentoring, and coaching, using the classroom observation tools and feedback formats developed and shall lead monthly cluster Professional Days (PD Days) to support peer reflection and follow-up on observation findings. Mentors shall receive performance-based facilitation allowances of PKR 1,000 per school visit and PKR 1,000 per PD Day, financed under the World Bank-supported GRADES Project by PMU.

Selection of Academic Supervisors. Consistent with previous practice, Academic Supervisors shall be selected by Balochistan Assessment Education Commission (BAEC), with the support of PITE and PMU-BESP. The firm's role is limited to training the selected Academic Supervisors and providing them with tools, formats, and technical support; the firm shall not be responsible for their selection.

Scale and Phasing. The firm shall train a total of 1,337 Academic Supervisors at district level over the assignment period, phased as follows: 408 in FY 2026–2027, 465 in FY 2027–2028, and 464 in FY 2028–2029. This phasing shall be reflected in the firm's annual work plans and budget, with training batch sizes, venues, and resource requirements (including facilitation allowances) planned against each year's target.

4.11. Annual Refresher Training and Technical Support

The firm shall conduct annual refresher training for Lead Master Trainers and Master Trainers during the three-year assignment period. The purpose of refresher training will be to strengthen weak areas, discuss implementation challenges, review classroom observation findings and update modules or tools where required.

The refresher training shall be based on evidence from field implementation, classroom observation data, feedback from Master Trainers, feedback from mentors, Professional Development Day reports and training quality observations. The firm shall use refresher sessions to improve consistency and quality of CPD delivery.

After each refresher, the firm shall submit a short technical report to PMU-BESP. The report shall explain what issues were identified, what corrective actions were taken, what changes are required in modules or tools and what further support is needed for the next cycle.

The refresher training shall be based on:

1. Feedback from Master Trainers.

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2. Feedback from Mentors.
 3. Feedback from teachers.
 4. Findings from classroom observation data.
 5. Challenges faced during training and PD Days.
 6. Gaps identified in module delivery.
 7. Updates required in ECE curriculum or teaching approach.
 8. Practical problems from multigrade classrooms.

4.12 Analysis of Classroom Observation Data

The firm shall analyze classroom observation data collected through the CPD system. The data may be collected by mentors, Master Trainers, Lead Master Trainers, PITE, Implementation Firm or district-level teams as per the approved implementation mechanism.

The firm shall analyze the data to identify trends in ECE classroom practice, early literacy and phonics instruction, numeracy teaching, use of play-based pedagogy, classroom environment, child participation, assessment practices, multigrade teaching and use of teaching-learning material.

The firm shall submit biannual classroom observation analysis reports to PMU-BESP. These reports shall be simple, evidence-based and action-oriented. Each report shall include key findings, district-wise or cluster-wise trends where available, major gaps, recommendations for training improvement and required changes in modules, tools or refresher content.

The firm shall analyze the data to identify:

1. Strengths and weaknesses in ECE classroom practice.
2. Teacher performance in early literacy and phonics.
3. Teacher performance in early numeracy.
4. Use of play-based and activity-based teaching.
5. Classroom environment and learning corners.
6. Use of teaching-learning material.
7. Child participation.
8. Assessment practices.
9. Gaps in multigrade teaching.
10. District-wise and cluster-wise trends.
11. Areas requiring refresher support.
12. Changes required in modules or tools.

4.13 Revision of Modules and Tools Based on Feedback

The firm shall revise the modules and tools during the assignment period based on field feedback, classroom observation evidence, refresher training findings and comments from PMU-BESP, PITE, SED and other stakeholders.

The revision may include simplifying difficult content, adding practical examples, improving phonics activities, adding multigrade classroom examples, strengthening assessment guidance, revising classroom observation rubrics and improving Professional Development Day activities.

All changes shall be properly documented. The firm shall maintain a version control record showing what was changed, why it was changed and which feedback or evidence informed the revision.

The revisions may include:

1. Simplifying difficult content.
2. Adding practical classroom examples.
3. Improving phonics activities.
4. Adding multigrade examples.
5. Improving assessment formats.
6. Revising trainer instructions.
7. Updating observation rubrics.
8. Improving PD Day activities.
9. Adding low-cost teaching-learning material examples.
10. Aligning content with any updated SED/PITE guidance.

5. DELIVERABLE

The deliverables and payment schedule shall be linked to clear outputs. Payments shall be made after satisfactory review and approval of deliverables by PMU-BESP.

S.No	Deliverable / Milestone	Main Outputs Included	Indicative Timeline
1	Mobilization and Inception	Inception report,, Digital Integration Plan, detailed work plan, methodology, staffing plan, coordination mechanism and implementation schedule	Month 1
2	Review of Existing Material and Technical Design	Review note on ECE curriculum, review/revise existing modules for FLN, Multigrade Teaching, and Academic Supervision & Mentoring, training materials , UNICEF-supported tools, TEACH/COACH-style tools, proposed module structure and proposed tool package	Month 2
3	Draft ECE CPD Modules and Tools	Draft ECE modules, trainer package, participant material, assessment tools, classroom observation tool, feedback formats and reporting templates	Month 3
4	Validation and Finalization of Modules and Tools	Module development/validation workshop completed, stakeholder feedback incorporated, final ECE modules, final tools and complete training package approved	Month 4
5	Training of Lead Master Trainers	At least 20 Lead Master Trainers trained, training report, assessment results, list of trained Lead Master Trainers and plan for technical monitoring support	Month 5
6	Training of Master Trainers	Approximately 184 Master Trainers trained in Quetta in batches, attendance record, pre/post	Month 6

		assessment results, training completion report and certification recommendations	
7	Training of Academic Supervisors	Approximately 1337 Academic Supervisors trained in Tehsil cluster level in 3 years in batches, attendance record, pre/post assessment results, training completion report and certification recommendations	Year 1, 2 and 3
8	Annual Technical Support, Refreshers and Module Revision	Annual refresher training for Lead Master Trainers and Master Trainers, module/tool revision note, technical support report and updated materials where required	Year 2 and Year 3
9	Classroom Observation Data Analysis and Final Technical Handover	Biannual classroom observation analysis reports, final technical completion report, updated modules, tools, formats, datasets, lessons learned and handover package	Throughout and end of Year 3

6. DURATION OF THE ASSIGNMENT

The duration of the assignment shall be three years. The first six months shall mainly focus on review, module development, tool development, validation workshops, training of Lead Master Trainers and training of Master Trainers. The remaining period shall focus on refresher training, classroom observation data analysis, technical support and revision of modules and tools based on field feedback.

Period	Main Activities
Months 1–2	Mobilization, review of existing material, review of ECE curriculum, review of classroom observation tools and preparation of technical design
Months 3–4	Development of ECE CPD modules, training package, assessment tools, classroom observation tools, reporting formats and validation workshop
Months 5–6	Training of at least 20 Lead Master Trainers and approximately 184 Master Trainers in Quetta
Year 1	First cycle of technical support, classroom observation data review and initial module/tool refinement
Year 2	Annual refresher training, biannual data analysis, technical support to Lead Master Trainers and further improvement of modules/tools
Year 3	Final refresher support, final round of classroom observation analysis, consolidation of lessons, sustainability recommendations and final handover

7. REQUIRED EXPERTISE OF THE FIRM

KEY EXPERT QUALIFICATION

1. Team Leader / Continuous Professional Development (CPD) Specialist

Education:

- Master's degree or higher in Education, Education Planning & Management, Education Leadership, Curriculum & Instruction, Public Policy, or a closely related field from a recognized university.

Experience:

- At least 10 years of relevant professional experience in education, teacher professional development, CPD, teacher training, curriculum/module development, or related technical assistance.
- Demonstrated experience in leading complex teacher development/CPD assignments and multidisciplinary technical teams.
- Proven experience in designing, implementing or strengthening teacher CPD systems, training models, professional development frameworks or teacher support systems.
- Experience working with government education departments, teacher education institutions and/or development partners.

Skills & Competencies:

- Strong understanding of teacher professional development and CPD systems.
- Demonstrated ability to lead development of classroom-focused training packages and technical tools.
- Excellent analytical, coordination, report-writing and stakeholder engagement skills.
- Ability to provide technical leadership and ensure quality assurance of all deliverables.

2. Early Childhood Education (ECE) Specialist

Education:

- Master's degree or higher in Early Childhood Education, Education, Early Childhood Development, Curriculum & Instruction, or a closely related field.

Experience:

- At least 8 years of relevant experience in ECE, teacher education, curriculum development, CPD or ECE teacher training.
- Demonstrated experience in developing ECE training modules and teacher learning materials.
- Strong practical experience in child development, play-based learning, classroom routines, learning corners, inclusion and age-appropriate pedagogy.
- Experience in developing ECE content suitable for low-resource and/or rural settings will be preferred.

Skills & Competencies:

- Strong knowledge of ECE curriculum and classroom pedagogy.
- Ability to translate technical ECE concepts into simple, practical and classroom-focused training materials.
- Understanding of multigrade, multilingual and low-resource classroom environments.

3. Early Literacy and Numeracy Expert**Education:**

- Master's degree or higher in Education, Early Childhood Education, Literacy, Language Education, Mathematics Education, Curriculum & Instruction, or a related field.

Experience:

- At least 8 years of relevant experience in early literacy, phonics, foundational learning, early numeracy, teacher training or curriculum/module development.
- Demonstrated experience developing teacher training content covering oral language, phonics, reading readiness, vocabulary, early numeracy and activity-based learning.
- Experience in foundational learning/early grade education programmes will be preferred.
- Experience in training Master Trainers/Lead Trainers and supporting cascade training models.

Skills & Competencies:

- Strong technical knowledge of phonics, early literacy, language development and foundational numeracy.
- Ability to develop practical classroom activities using low-cost teaching-learning materials.
- Strong understanding of early grade and ECE learning needs.

4. Pedagogy and Training Specialist**Education:**

- Master's degree or higher in Education, Teacher Education, Adult Learning, Curriculum & Instruction, Education Leadership, or a closely related field.

Experience:

- At least 8 years of relevant experience in teacher training, adult learning, pedagogy, CPD or training-of-trainers programmes.
- Demonstrated experience in designing training approaches, session plans, facilitation methodologies and training packages.
- Experience in training Master Trainers/Lead Trainers and supporting cascade training models.
- Experience in classroom-focused professional development will be preferred.

Skills & Competencies:

- Strong knowledge of adult learning and participatory training methodologies.
- Ability to design practical, activity-based and classroom-oriented training.
- Strong facilitation, coaching and training quality assurance skills.

5. Assessment and Classroom Observation Specialist**Education:**

- Master's degree or higher in Education, Educational Assessment, Measurement & Evaluation, Education Planning & Management, Psychology, or a related field.

Experience:

- At least 8 years of relevant experience in educational assessment, classroom observation, teacher assessment, monitoring or CPD systems.
- Demonstrated experience in developing classroom observation tools, assessment instruments, feedback formats and teacher performance/support tools.
- Experience with observation frameworks such as TEACH/COACH-style tools or comparable classroom observation approaches will be an advantage.
- Experience in analysis and use of classroom observation evidence for teacher professional development.
- Experience in training Master Trainers/Lead Trainers and supporting cascade training models.

Skills & Competencies:

- Strong understanding of classroom observation, teacher feedback and formative assessment.
- Ability to develop simple, reliable and field-friendly observation rubrics.
- Strong analytical skills for converting classroom observation evidence into actionable recommendations.

6. Multigrade and Inclusive Education Expert**Education:**

- Master's degree or higher in Education, Inclusive Education, Special Education, Education Leadership, Curriculum & Instruction, or a related field.

Experience:

- At least 8 years of relevant experience in inclusive education, multigrade teaching, differentiated instruction, teacher training or education programme implementation.
- Demonstrated experience developing strategies/materials for multigrade and multi-level classrooms, particularly single-teacher and low-resource schools.
- Experience integrating inclusion, differentiated support and classroom adaptations into teacher training programmes.

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- Experience in training Master Trainers/Lead Trainers and supporting cascade training models.

Skills & Competencies:

- Strong understanding of multigrade and multi-level teaching approaches.
- Knowledge of inclusive and differentiated classroom practices.
- Ability to develop practical strategies suitable for remote, rural and low-resource schools.

Mandatory Eligibility Requirements

The following are the key mandatory eligibility requirements for the assignment:

1. Company Registration Certificate
2. Valid NTN Registration
3. Audited Financial Statements (Last 3 Years)
4. Minimum Average Annual Turnover (Last 3 Years $\geq$ PKR 40 Million)
5. CVs of all proposed key experts must be submitted, demonstrating compliance with the required education and experience.

Qualification Criteria for the Firm

1. At least 10 years of experience in education sector. Experience in teacher training, CPD, ECE or curriculum/module development will be required
2. Experience in developing classroom observation tools, teacher assessment tools or training assessment tools.
3. Experience of working with government education departments, PITE-type institutions or development partners will be accorded due weightage
4. Experience in context similar to Balochistan (low-resource, rural and multigrade contexts will be an advantage
5. Written commitment/availability of proposed key experts for the required duration of the assignment.
6. Documentary evidence of relevant assignments in teacher training, CPD, ECE, curriculum/module development or classroom observation.
7. Strong demonstrated expertise in ECE curriculum, early literacy, phonics, early numeracy, play-based pedagogy, assessment and classroom management, with proven experience in developing practical ECE teacher training materials.
8. Demonstrated experience in training Master Trainers, Lead Trainers or equivalent cadres.
9. The evaluation of the firm's key expert will be based on a comprehensive assessment of their academic qualifications, relevant professional experience, specialized skills, and core competencies required to successfully deliver the project.

8. REPORTING AND COORDINATION

The firm shall report to the PMU-BESP as Client

The firm shall work in close coordination with PMU-BESP, PITE, PPIU, BAEC, BOC, SED and development partners. The assignment shall follow a participatory approach so that

government institutions remain fully involved in the development, review and finalization of all modules and tools.

The firm shall ensure that the Lead Master Trainers and Master Trainers are prepared not only to deliver training but also to support quality improvement in the field. This will help build long-term government capacity for CPD, classroom observation, mentoring and continuous teacher professional development. The final aim of the assignment is to leave behind a practical, government-owned and sustainable technical package for ECE teacher professional development in Balochistan.

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
