



**DEPARTMENT OF
SCHOOL EDUCATION**
GOVERNMENT OF NAGALAND

**REQUEST FOR EXPRESSION OF INTEREST
(CONSULTING SERVICES – FIRMS SELECTION)**



REOI Ref. No.: PMU-NEP-14/PROC-EXAMINATION REFORMS-1/2021-22

SELECTION OF AGENCY TO REVIEW THE NAGALAND CLASS 10 HIGH SCHOOL LEAVING CERTIFICATE (HSLC) AND CLASS 12 HIGHER SECONDARY SCHOOL LEAVING CERTIFICATE (HSSLC) EXAMINATIONS AND IDENTIFY AREAS FOR STRENGTHENING

**NAGALAND EDUCATION PROJECT – THE LIGHTHOUSE
“NAGALAND: ENHANCING CLASSROOM TEACHING AND RESOURCES”
(NECTAR)**

Principal Director
Department of School Education
Government of Nagaland
Kohima

**REQUEST FOR EXPRESSIONS OF INTEREST
(CONSULTING SERVICES – FIRMS SELECTION)**

Country - India

Project – NAGALAND EDUCATION PROJECT-THE LIGHTHOUSE {NAGALAND ENHANCING CLASSROOM TEACHING AND RESOURCES (NECTAR)} (P172213)

Assignment Title: Selection of agency to review the Nagaland Class 10 High School Leaving Certificate (HSLC) and Class 12 Higher Secondary School Leaving Certificate (HSSLC) examinations and identify areas for strengthening

Reference No.: PMU-NEP-14/PROC-EXAMINATION REFORMS-1/2021-22

1. *The Department of School Education (DSE), Government of Nagaland (GoN)* has received financing from the World Bank toward the cost of the *Nagaland Education Project – The Lighthouse (NECTAR)* project and intends to apply part of the proceeds for various consulting and implementation services.
2. The services (“Services”) are to support the Project Management Unit (PMU) of “Nagaland: Enhancing Classroom Teaching and Resources (NECTAR)” project with requisite experience and capabilities. The support will be as per Terms of Reference (TOR). The TOR for the assignment is attached as Annexure-I. More details about the project can be found in the Project Information Document (PID) on the World Bank Website:
<https://documents1.worldbank.org/curated/en/367221603096245045/pdf/Project-Information-Document-Nagaland-Enhancing-Classroom-Teaching-and-Resources-P172213.pdf>
3. The DSE now invites eligible agency/agencies (“Agencies”) who will provide high performing resources under administrative framework of DSE to access, review, design, develop, set up, maintain and implement the objectives as per the TOR. Interested agencies should provide information demonstrating that they have the required qualifications and relevant experience to perform the Services. The short-listing criteria are:
 - a. General experience of the Firm(s);
 - b. Experience in similar projects of compatible size, complexity and technical specialty in the required area;
 - c. Financial Soundness of the firm (minimum average annual turnover of INR 1 Crore for 3 years out of last five years; and
 - d. Staffing and logistics of the firm.
 - e. An agency with an operational office in India and working experience in the northeastern states of India is preferred. The agency may form a consortium with other specialist agencies and submit an combines bid, with details and roles and responsibilities of each agency explained.

While indicating information relating to (b), it shall be made clear whether responsibility of the firm was in the capacity of a principal firm (lead partner) or as an associated firm (sub-consultant/JV partner) with detail delineation of the scope of the services.

Consultants are requested to submit the following supporting documents against the above-mentioned criteria:

- (a) Registration paper of the firm(s);
- (b) JV agreement/letter of intent (if applicable);
- (c) Firm’s brochure;

- (d) Audited financial reports for last three years;
 - (e) Service experience record (including nature, total cost, total input in terms of staff month, employer, location of service, scope of services etc.)
 - (f) The experience of a parent company, subsidiary company, group company or associates (whatever the names) of the Applicant shall not be considered in evaluation.
4. The attention of interested Consultants is drawn to paragraphs 3.14, 3.16, and 3.17 of the “**World Bank Procurement Regulations, 2016**” for IPF Borrowers (Revised November 2020), setting forth the World Bank’s policy on conflict of interest.
 5. Consultants may associate with other firms in the form of a **joint venture or a sub-consultancy** to enhance their qualifications. In the case of an association, all members of such “association” should have real and well-defined inputs to the assignment and the total number of firms including their associates shall be maximum of three. In case of association in the form of sub-consultancy, the experience of sub-consultant shall not be considered in the evaluation.
 6. The selection process will involve two stages. The first stage, called an “Expression of Interest” will be utilized to shortlist a set of Consultants who are prima-facie interested, eligible, and capable to deliver the Services. The second stage, called a “Request for Proposal” (RFP) will be utilized to make the final selection. The entire selection process will be in accordance with the Quality Based Selection (QBS) method as set out in Section VII, paragraph 7.8 of the World Bank’s “Procurement Regulations for IPF Borrowers” July 2016, revised November 2020 (“Procurement Regulations”). This Request for Expression of Interest constitutes the first stage of the selection process.
 7. The detailed **Terms of Reference** for the assignment can be found at the following weblink: <https://nagalandtenders.gov.in> and <http://education.nagaland.gov.in>
 8. Further information can be obtained at the address below during office hours. Queries may also be mailed at contact@nagalandeduproject.com, with the subject line – “**Query_Exam Reforms_<Name of the Firm>**”. Please account for delays in response to queries.
 9. Expressions of interest must be submitted on <https://nagalandtenders.gov.in> with the subject line – “**EoI_ Exam Reforms_<Name of the firm>**” by 23.59 Hrs, 9th October, 2021.

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Annexure - I
Terms of Reference

Selection of agency to review the HSLC and HSSLC examinations and identify areas for strengthening

1. Introduction

Public school education in Nagaland consists of about 2,000 government schools catering to around 150,000 students. There are also 717 private schools, 40% of which are in urban areas and enroll about 220,000 students. The average pupil-teacher ratio in government schools at both the elementary and secondary levels is 6:1 (compared with 23:1 for government schools across India), with large inter-district variations, and has been systematically decreasing over the years due to an increasing number of teachers entering the system even as student enrolment numbers have dwindled.

The state is in a learning crisis, with low enrolment and low learning outcomes at all levels, large inter-district disparity in achievements, and low service delivery capability at the state and sub-state levels. Overall, Nagaland has gaps across the education service delivery chain that range from basic issues, such as poor infrastructure and student access challenges, to teaching quality and school performance.

The COVID-19 pandemic has created additional stress and disruptions to the state's school education system.

- a. Prolonged school closures are expected to lead to a loss in learning.
- b. The likelihood of children staying in school and transitioning to the next level of education once schools reopen looks difficult, increasing the number of out-of-school children.
- c. Parents' ability to contribute to educational inputs may also be more limited, impacting the quality of schooling.
- d. Government expenditures on education, already at a low level, will face additional pressure and any cuts in spending could further worsen the quality.
- e. The poor condition of buildings and basic infrastructure in schools raises concerns around safety when facilities reopen, particularly in terms of classroom size and Standard Operating Procedures on how to maintain the required social distance between students as well as the availability of proper water, sanitation, and hygiene arrangements.
- f. School closures may lead to an increase in the burden of care-related tasks, which disproportionately impact girls in many contexts.

The Nagaland Board of School Education (NBSE) is responsible for designing and administering the examinations that students in public and private schools throughout the state must take in order to progress through and graduate from the education system. Specifically, NBSE's main responsibilities are to: (i) prescribe courses of instruction for examinations; (ii) prescribe conditions of examinations, conduct examinations, and be responsible for making necessary arrangements for the same; (iii) publish the results of external examinations; and (iv) prepare the curricula, syllabi, and textbooks in accordance with the approved courses of study. The two main examinations conducted by NBSE are the High School Leaving Certificate (HSLC) Examination and the Higher Secondary School Leaving Certificate (HSSLC) Examination. These examinations are conducted at the end of Classes 10 and 12 respectively. Students must pass these examinations for entry to employment or further/higher education. Currently, pass rates on both examinations are significantly better for students in private schools. Please consult <http://www.nbsenagaland.com/index.htm> for more information.

2. Overall Program Objective

2.1 The aim of the Nagaland Enhancing Classroom Teaching and Resources (NECTAR) project is to (i) enhance the governance of schools across the state; and (ii) improve teaching practices and learning environments in selected school complexes.

2.2 This project will re-orient the Nagaland education system from a focus on inputs to a focus on learning outcomes. The project aims to support the systemic transformation of Nagaland's teaching cadre, enhance the governance and management of its schools, and boost students' learning outcomes. The project will include pilots of several innovations in teacher management and improving classroom transactions as well as innovative models for technology integration, including online assessments, decentralized management of education systems, and community driven accountability mechanisms. The project also aims to review and strengthen the HSLC and HSSLC examinations to ensure that they are having a positive effect on teaching and learning practices in classrooms and on students' persistence, learning outcomes, and opportunities, in line with the vision for such examinations outlined in the National Education Policy (NEP) 2020. The Department of School Education (DSE) and NBSE believe it is essential to strengthen these examinations as a critical step towards larger reforms in the state. In particular, with the NEP 2020 giving prominence to conceptual rather than rote learning, the HSLC and HSSLC will need to be updated to reflect these paradigm shifts.

2.3 Further information on the NECTAR project can be found by reading the Project Appraisal Document, which is available [here](#). Please also consult the DSE and NBSE websites as well as the NEP 2020 document.

3. Scope of Services by the Consultant:

The goal of this consultancy is to review the current curricula, syllabi, question papers, marking schemes, etc., for the HSLC and HSSLC examinations and identify areas for strengthening. The focus should be on ensuring that the examinations are encouraging high-quality teaching and learning in classrooms, with an emphasis on students acquiring competencies and skills that will make them competitive in the twenty-first century workplace, whether that be in Nagaland, the rest of India, or abroad. The NEP 2020 notes the need to shift the focus of these and other high-stakes examinations from rote learning to conceptual understanding by testing higher-order thinking skills and competencies. This shift is expected to then have a knock-on effect on the rest of the education system.

The Consultant will be expected to achieve the following objectives, working closely with NBSE throughout:

- a. **Carry out a thorough review of the current HSLC and HSSLC examination system** in Nagaland. This will involve reviewing the current syllabi, curricula, question papers, marking schemes etc. for these examinations using the lenses of validity, reliability, and equity and keeping in mind the recommendations and requirements of the NEP 2020.
- b. **Identify ways to strengthen these examinations**, with focus on learning from global best practices and aligning with the needs of the NEP, particularly in relation to reflecting more competency-oriented, skill focused, and conceptual learning and being fair to the needs of children with special needs (CWSN) and other vulnerable groups.
- c. **Create an action plan for carrying out the necessary changes and begin to build the capacity of staff to carry out this action plan.** The action plan will be created in close consultation with the education department, detailing every operational aspect of implementing the examination

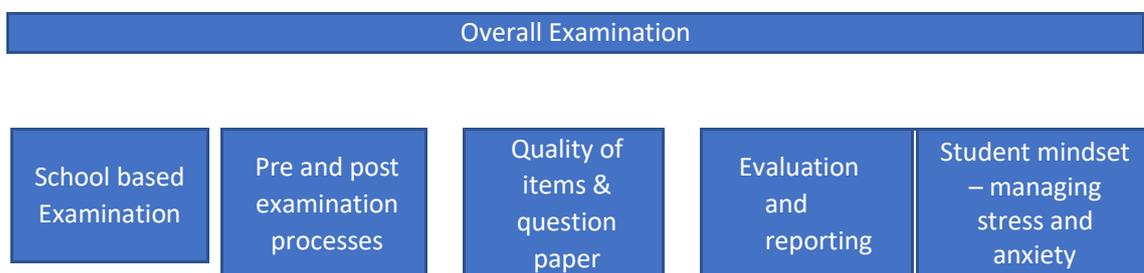
reform objectives over a period of 5 years, and taking into account the likely operational challenges.

- d. **Propose an optimized data management system/architecture that addresses existing weaknesses.** This will include initial assessment of the existing data management systems, recommend specific improvements, and propose an optimized data management system.

The scope of work for the assignment necessarily, but not exclusively includes the following activities:

1. Review of the current HSLC and HSSLC examination system

The Consultant is expected to review the overall adequacy of the current examination system as well as the individual subject-area examinations for Classes 10 and 12 under the five focus areas mentioned below, using the overarching lenses of validity, reliability, and equity and keeping in mind the recommendations and requirements of the NEP 2020.



Overall Examination System:

- a) Assess and identify gaps in current policy, guidelines, and practices of the Board examination system in Nagaland
- b) Review the adequacy of measures currently in place to assess the learning of different types of learners
- c) Assess & identify gaps with respect to the varied modes and types of assessments being practiced: verbal /group-based/internal/external/open book/compulsory/optional etc.
- d) Examine the feasibility of instituting a system of 2-3 levels (advanced, standard, basic etc.) of assessments in key subjects
- e) Examine the present provisions and feasibilities for making examinations optional and demand based. Based on this, throw light on necessary steps, checks, and balances to be put in place to transition to an optional and demand-based examination system.
- f) Explore the feasibility of conducting examinations in both online and offline mode by looking into existing efforts in this direction.
- g) Examine the possibility of introducing flexibility in the date and time of examinations. Enumerate the steps, checks, and balances to be put in place were such flexible options to be implemented.

Pre- and Post-Exam Processes:

- a) Assess the pre- and post-exam management processes - appointment of schools as exam centers (including provision, if any, for choosing home school as the center), student registration, hall ticket generation and issuance, assigning of students to exam centers, paper seal opening protocol, practices for surveillance of exam centers, malpractice prevention protocols at exam centers, invigilation processes, flying squad/similar mechanisms, student response sheet collation and transportation to designated evaluation centers/offices, processes in place to evaluate answer sheets, evaluation rubrics, examiner's capacity for timely evaluations etc. – examine the processes in relation to efficiency, effectiveness, transparency, and accountability;

examine the extent of technology adoption in these processes and identify areas of improvement.

School Based Assessment:

- a) Assess school-based continuous and comprehensive evaluation (CCE) systems; assess grade wise, aspects related to techniques, tools, periodicity, recording and reporting for scholastic areas, alignment with the National Council of Educational Research and Training's (NCERT), learning outcomes rubric and associated guidelines
- b) Study the robustness of external/board moderation with reference to internal, school-based grading and recommend measures to strengthen and & improve the credibility of school-based assessments

Quality of items and question papers:

- a) Understand grade/subject-wise, the processes and practices related to classification of questions for board exams and creating a sample bank of questions under each type of classification - difficulty level/topic/competency being evaluated etc. Enumerate the measures required to improve the effectiveness of the said processes.
- b) Examine the present system in relation to sourcing, reviewing, and finalizing questions/question papers – assess the involvement of various actors, their accountabilities, the processes followed etc.
- c) Assess the quality of question papers (grade and subject wise) set by the Board over the last three years from the viewpoint of diverse aspects, including:
 - i. Extent to which key concepts and competencies are tested
 - ii. Extent to which the tests measure and build higher-order thinking skills in students
 - iii. Extent of emphasis on reproduction of textbook content
 - iv. Proportionality of marks to different types of questions
 - v. Biases – class, caste, geographical, regional, if any
 - v. Repetition of similar questions from year to year
 - vi. Appropriateness, comprehensibility and lucidity in phrasing
- d) Review the mechanisms in place to ensure confidentiality at different points in the question paper setting process
- e) Assess the process of selection/nomination of panel of question/question paper setters
- f) Assess the motivation of and review the fees/rewards/recognition system for question/question paper setters

Evaluation and Reporting:

Assess and identify areas of improvement, and recommend measures for improvement with respect to the following aspects of board evaluation:

- a) Standardization of difficulty level and scaling when multiple papers are used
- b) Process followed for production of initial marks scheme, for its editing by experts and subsequent adjustment in the light of typical student responses
- c) Process of fixing cut-offs and the extent to which they indicate achievement of competencies
- d) Mechanisms for concealing identity of students during paper evaluation
- e) System for quality control in paper evaluation, including through the possible use of online examinations

- f) Transparency with respect to grading – provision for request-based access to evaluated transcripts, provision for making detailed marking scheme public etc.
- g) Provision for and process and timelines with respect to appeal against evaluation; and re-marking
- h) Process of selection/nomination of panel of examiners
- i) Motivation of and fees/rewards/recognition system for examiners
- j) Take note of the present practice in performance reporting; identify, where applicable, areas of improvement and recommend steps to improve it.

Student mindset – managing stress and anxiety:

- a) Identify sources of anxiety and stress to students from exams. In this regard, review aspects including, but not limited to, exam paper length, duration, external exam center, pass/fail system etc. Recommend a course of action to alleviate stress and anxiety to students from exams.

2. Identify ways to strengthen the HSLC and HSSLC examinations (all subjects).

The Consultant is expected to present recommendations based on the findings from the review, broadly classified under the five focus areas mentioned above.

The recommendations must be based on thorough research on international best practices, including the latest research in the above-mentioned five areas, the NEP 2020 and NECERT guidelines, and the geographical and cultural context of Nagaland. The recommendation roadmap should also explore the levers of quality, relevance, and utility of these exams in the broader education ecosystem. The recommendations need to be tangible, with tools and frameworks that are applicable for all lower grades as well.

3. Create an action plan

The Consultant is expected to create an action plan based on the findings from the review and recommendations suggested.

This is the action plan for implementing the recommendations and learnings from the review report. There will be a particular focus on ways to enhance the competency orientation of the HSLC and HSSLC examinations and underpinning curricula and to ensure their alignment with the goals of the NEP 2020. The action plan should lay out step-by-step, timebound activities, tangible and measurable outputs, and roles and responsibilities of the staff responsible for leading those specific activities.

- a. **Phase 1** of the action plan may be focused on more immediately addressable areas, such as enhancing the quality of question papers, modifying assessments to be more inclusive of different kinds of learners, and related aspects around teacher preparedness
- b. **Phase 2** of the action plan may cover more systemic areas of curriculum revision, textbook re-alignment, state-level assessments, overall changes to the examination system, approaches to reducing student stress/anxiety management, and promoting readiness for future participation in the Programme for International Student Assessment (PISA) or other internationally benchmarked assessments.

Note that, based on the recommendations report and action plan, some of the required reforms outlined in Phases 1 and 2 may be taken up through a separate EOI by the department.

4. Capacity building of staff

The Consultant is expected to begin to build the capacity of staff (state level) in relation to the recommended activities to be undertaken as per the action plan.

While the findings of the examinations review and related recommendations will drive much of what goes into the action plan, **it is already clear that capacity building will be needed in some key areas.** Thus, this consultancy will include a series of workshops for NBSE and other key staff on topics that will help them begin to build their capacity to implement the more detailed action plan. These topics will include the following:

- How to design, administer, and score questions and question papers that measure higher-order thinking skills and competencies in (i) Math; (ii) Sciences; and (iii) Languages
- How to securely administer competency-based examinations online – Guidelines, software, and best practices

The nature of the capacity building workshops should be hands-on, with a focus on the provision of tools and frameworks for staff. The training is to be conducted at the state level with board officials and subject matter experts from different districts. The Consultant is expected to submit a training plan for review and approval by the Department of Education. A pre- and post-training analysis, along with a training report, will be expected to be submitted by the Consultant. The training will be periodic in nature and spread over the lifetime of the consultancy. Each training episode would be 1-3 days in length. Depending on COVID conditions, the training may start in an online mode and shift to in-person when conditions improve.

5. Propose an optimized data management system/architecture that addresses existing weaknesses

The Consultant is expected to carry out an initial assessment to map the current data management systems, propose specific improvements, and design an optimized data management system.

Mapping the existing data management systems used by NBSE

- a) Describe and represent critical systems and processes.
- b) Define where information is stored and how systems interrelate.
- c) Identify the different sources of data and processes.
- d) Describe the critical data collection procedures.
- e) Elaborate the rules defining sets of data and associated processes.
- f) Make explicit the identified conflicts in the systems or lack of consistency.
- g) Based on a specified number of critical services, indicate where and how the systems retrieve, update, and deliver information.

Propose an optimized data management system

- a) Design the strategic framework: Document the structure, plan, and processes to achieve NBSE's goals by aligning its business and program side with information technology. This work will be based on the mapping documentation conducted previously.
- b) Create key use cases and define the rules and process for each: Draft a report prioritizing the use cases to be elaborated on as part of the newly designed architecture and identifying the information processes needed for each one of these use cases.
- c) Design an information quality assurance process considering the different measures needed (e.g., improving data from legacy systems, consistency, quality control, among others). Assess the risks that may threaten the quality of the information or services.
- d) Analyze what technology architecture (hardware, software, cloud, etc.) might need to be expanded, improved, purchased, adapted or developed, so that all of the above can be executed. This also needs to contemplate the human capacities and expertise that need to be developed within the NBSE team.

4. Deliverable(s) of the Agency:

Deliverable	Description	Timeline
Review plan	This will describe the Consultant's detailed plan for diagnosing the status of the HSLC and HSSLC examinations. It will include the timeline for the work; technical, analytical, and logistical approaches to be used; data to be collected; stakeholders to be consulted; intended outcomes; and personnel to be involved.	By first 15 days
Review report	This report will summarize the Consultant's evidence-based findings highlighting the as-is condition of the current examination system, and will include case comparisons with global best practices; address validity, reliability, and equity concerns; and cover issues pertaining to the design, implementation, and outcomes of the examinations, with an eye to the requirements of the NEP 2020. A report that covers the mapping exercise, proposal and design for the optimized system to be included. The Consultant will provide a revised framework for the HSLC and HSSLC examinations that addresses the issues outlined in their report, and includes consideration of curriculum, pedagogy, question paper pattern and mode, allied services etc.	By the end of first 4 months (Final report acceptable to the Client)
Recommendation report	A detailed thorough report on recommendations for the revised examination system under the five focus areas. The recommendation report must be based on thorough research on international best practices and a literature review of latest research in the above mentioned five areas, contextualized to the geographical and cultural context of Nagaland.	By the end of first 5 months (Final report acceptable to the Client)
Action plan Phased approach with indicative timelines, activities, and roles and responsibilities of staff	This is the action plan for implementing the recommendations and learnings from the review report. There will be a particular focus on ways to enhance the competency orientation of the HSLC and HSSLC examinations and underpinning curricula and to ensure their alignment with the goals of the NEP 2020. It should lay out step-by-step, timebound activities, tangible and measurable outputs, and roles and responsibilities of the staff responsible for leading those specific activities. It will outline reforms to be undertaken at four levels – state (NBSE), district, block, and school-level. The reforms may be rolled out in two phases (not necessarily one after the other) Phase 1 - It will focus on short-term (immediate) reforms focused on the design and implementation of competency-oriented examination questions and scoring guides. It will also include plans for building the capacity of selected stakeholders to implement this action plan. Phase 2 – It will focus on medium to long-term reforms, focused on syllabus and curriculum reforms.	By the end of first 6 months (Final plan acceptable to the Client)

(i) Training plan and (ii) training report	(i) A training plan for staff to be prepared by the firm and approved by the Department of Education. (ii) The training report will detail the outcomes of the implementation of the training plan with NBSE and other staff.	By the end of first (i) 2 months and (ii) 8 months respectively (Final report acceptable to the Client)
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5. Intended Eligibility for Agencies:

We are seeking an Agency with the following experience:

- a. Extensive and successful experience with the design and implementation of examinations, assessments, curricula, and evaluation instruments and activities (e.g. national large-scale assessments/school leaving examinations) as well as capacity building in these areas
- b. Should have worked on similar government projects in the last 7 (seven) years
- c. Should have a proven track record of successfully implementing at least one project of a similar nature for assessment/examination review/reform and support either for Central Government/State Government/ Union Territory Government in India or any country in South Asia/East Asia & Pacific regions in last 7 (seven) years. International agencies should have operational office in any State/Union Territory in India in last 5 years considering the vase as 31st March 2021.
- d. Should ideally have working experience in northeastern states of India
(Detailed eligibility and marking criteria would be mentioned in the RFP).

6. Indicative Staffing:

S.no	Designation	Qualification and experience	No. of resources	Person months
1	Project Director	<ul style="list-style-type: none"> • Ph.D. or Master's in education (Ph.D. preferred) • At least 10 years of experience in the school education sector • Proven, successful experience leading at least 2 large-scale school education reform projects in the Government sector 	1	6
2	Program Manager	<ul style="list-style-type: none"> • MBA or Master's degree in areas like project management, operations, education management, etc. • Minimum 5 years of managerial experience in delivering high-quality large-scale examinations and other student assessments. 	1	8

3	Assessment Expert	<ul style="list-style-type: none"> • Ph.D. or Master's in assessment or educational measurement or relevant experience (Ph.D. strongly preferred) • Specific expertise in the technical and analytical aspects of high-stakes examinations, particularly those that are curriculum-based • Minimum 5 years of experience in assessment/examination development 	2	16
4	Subject experts	<ul style="list-style-type: none"> • Masters in the specific subject • Experience in item development for high-stakes examinations, particularly competency-oriented item development 	1 for each subject (8 in total)*	4 for each expert
5	Capacity building/ training experts	<ul style="list-style-type: none"> • Masters in a subject or B.Ed./M.Ed. • Minimum 3 years of teaching or training experience or relevant experience in assessment design/content creation • Fluent in written and verbal communication in English 	2	12

* HSLC (Science, Mathematics, Social Sciences); HSSLC (Humanities, Commerce, Science); HSLC and HSSLC (English and Second Languages [Alternative English and Modern Indian Languages], Vocational Subjects)

7. Duration of the Assignment: 8 months

8. Monitoring and Reporting: The agency will report to the NECTAR Project Director, unless specified otherwise. The agency will be required to submit periodic progress reports to this effect. The format and the frequency will be decided in consultation with the Project Management Unit.

9. Facilities provided by the Department:

The state shall provide the Consultant with access to the documents, datasets, reports, and staff needed for the timely delivery of the activities outlined in this Consultancy.