



**DEPARTMENT OF
SCHOOL EDUCATION**
GOVERNMENT OF NAGALAND

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



REOI Ref. No.: PMU-NEP-13/PROC-GOVERNANCE&CB-1/2021-22

**SELECTION OF AN AGENCY FOR PROVIDING TECHNICAL SUPPORT ON
STRENGTHENING GOVERNANCE AND CAPACITY BUILDING**

**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 AN AGENCY FOR PROVIDING TECHNICAL SUPPORT ON STRENGTHENING GOVERNANCE AND BUILDING CAPACITY

Reference No. – PMU-NEP-13/PROC-GOVERNANCE&CB-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 / Nagaland: Enhancing Classroom Teaching and Resources (NECTAR) Project*, and intends to apply part of the proceeds for consulting services.
2. The project has been prepared with the development objective of improving the learning experience in select schools, and enhancing school education governance and management across the state. The project development objective is to (i) enhance the governance of schools across the state; and (ii) improve teaching practices and learning environments in selected school complexes.
3. The consulting services (“the Services”) are to support the “Nagaland: Enhancing Classroom Teaching and Resources (NECTAR)” project with requisite experience and capabilities. The support will be to strengthen state-wide planning for improving school governance and quality, and capacity building of teachers, school leaders, education officials, and SMCs/SMDCs; improving state school governance and quality; and facilitating the institutionalization of these reforms in the public-school education apparatus in the state, and building capacity of state institutions to sustain and strengthen these reforms. The detailed Terms of Reference (TOR) for the assignment is attached as **Annexure-I**.
4. The Services will be delivered for a tentative period of 4 (Four) Years and 6 (Six) months, subject to extension, if necessitated by the requirements of the project, for a duration to be determined by the DSE, GoN at the close of the contract.
5. The GoN intends to select an eligible firm, or a consortium of firms, or joint ventures (hereinafter collectively called “Consultant(s)”), who can deliver the Services by entering into a contractual agreement with the DSE, GoN. Consultants may associate with other firms to enhance their qualifications, but should indicate clearly whether the association is in the form of a consortium, a joint venture and/or a sub-consultancy. In the case of an association, all members of such “association” should have real and well-defined inputs to the assignment. In the case of a consortium, or a joint venture, all the partners in the consortium or the joint venture shall be jointly and severally liable for the entire contract, if selected.
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 DSE, GoN invites eligible Consultants to indicate their interest in providing the Services. Interested Consultants should submit one single document, **as brief as possible**, to showcase relevant information demonstrating that they have the required qualifications and experience to perform the Services. The Expression of Interest (EoI) should include the following information which shall form part of the short-listing criteria:
 - i. Organizational set-up and structure, overview of services provided, and market eminence (maximum three pages).
 - ii. Initial understanding of this Request for Expression of Interest and rationale for applying (maximum three pages).
 - iii. Proposed team structure for delivering the Services, including CVs (each maximum two pages) of Key Experts. Please refer to Section 5 of the TOR for more details. Please note that individual CVs will not be evaluated during the EoI stage, but an overall assessment of the proposed team structure and resource strength will be used as a criterion for selection.
 - iv. Experience of past / ongoing assignments (maximum ten) indicating expertise in services similar to the nature of this assignment. Consultants are encouraged to prioritize recent assignments in school education sector with Central or State governments in India or similar other countries, and assignments undertaken in the North Eastern states in India. Please enclose a list of relevant assignments delivered / ongoing, duration, a brief about the scope of work and its relevance to the current EOI, client name and address, contact details, assignment value, and performance certificates (if available). Please also indicate the name of the team leader of the assignment team at the time of initiating the assignment, and whether the individual continues to be currently employed by the Consultant. Details of each experience should be presented in a maximum of one page (the page limit excludes performance certificates).
 - v. Details of Consultant’s financial standing, with annual turnover preferably for the last three years.
8. The attention of interested Consultants is also drawn to Section III, paragraphs, 3.14, 3.16, and 3.17 of the Procurement Regulations, setting forth the World Bank’s policy on conflict of interest.
9. 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_Strengthening Governance_<Name of the Firm>**”. Please account for delays in response to queries.
10. Expressions of interest must be submitted on <https://nagalandtenders.gov.in>, with the subject line – “**EoI_Strengthening Governance<Name of the Firm>**” by 23.59 Hrs 9th October, 2021.

Address for Communication:

Principal Director

Department of School Education

Upper Bayavu Hill, Kohima – 797001, Nagaland, India

Tel: +91370-2260044 / +91-98636 05643, E-mail: contact@nagalandeduproject.com

ANNEXURE - I
TERMS OF REFERENCE
SELECTION OF AN AGENCY FOR PROVIDING TECHNICAL SUPPORT ON
STRENGTHENING GOVERNANCE AND BUILDING CAPACITY

1. BACKGROUND

- 1.1 Public school education in Nagaland consists of about 2,000 government schools catering to around 150,000 students. Even before the COVID-19 pandemic, the state was 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. The transition rates for boys and girls across all grade levels are lower in Nagaland compared to other states in the North-Eastern Region or the national average. There are gender-differentiated factors that block transition rates for female and male students, particularly in rural areas and in the eastern districts of Nagaland. Both genders also demonstrate low enrolment in STEM courses and a lack of interest in technical job roles. Unique social factors and tensions contribute to the potential risk of violence and harassment at the school level. A high incidence of substance abuse amongst youth, poor school infrastructure, and poor communication infrastructure (lack of connectivity preventing reaching out to helplines) contribute to the risk of instances of violence on campus, bullying, and sexual exploitation. Overall, violence against children is prevalent and there is a risk of such occurrence in school complexes and existing residential facilities.
- 1.2 The public-school system is characterized by systemic weaknesses in teaching quality and teacher workforce management, including a lack of reliable data on teachers, especially their classroom presence and performance; teaching tends to be lecture-oriented and focused on rote-learning. The pupil-teacher ratio in government schools at both the elementary and secondary levels is 6 (compared with 23 for government schools across India), with large inter-district variations, indicating inefficiencies. The number of teachers without professional qualifications has also increased year-on-year in stark contrast with the rest of India. There is a concentration of teachers in urban areas and in certain subjects (leading to fewer teachers for math and science). Teacher recruitments also tend to be ad-hoc. There is also an absence of career management systems, which manifests in the lack of a dedicated cadre for school leadership. The movement of regular teachers into the roles of Head Teacher or Principal is largely based on seniority. State-wide systems for teacher professional development and continuous support appear limited, and in-service teacher training programs largely operate as ad-hoc interventions of the State Council of Educational Research and Training (SCERT).
- 1.3 In the education sector, school management committees (SMCs) (elementary schools) and school management and development committees (SMDCs) (secondary/higher secondary schools) are responsible for education management at the community level. The structure, equitable representation, and capacity of SMCs/SMDCs varies widely across the state. In addition, there is a lack of clarity in how SMCs/SMDCs should interact with district and sub-district administration, and the administrative machinery is not clearly defined. Some challenges that have been identified with respect to SMCs/SMDCs are a lack of capacity in the areas of financial management, construction

processes, procurement, and record keeping; low awareness/engagement amongst parents on priority areas such as enrolment, drop-outs, learning levels, and co-scholastic activities such as students' counseling and transition to higher education; inefficient mechanisms for enabling consistent and productive engagement with administrative officials and last-mile service delivery agents; and disconnected accountability mechanisms leading to the isolated functioning of schools.

- 1.4 A key contributing factor for all these issues is the low capacity of actors at all levels of the system. For example, education officials at the district and sub-district levels have unclear roles and responsibilities and weak core capabilities (e.g., in data-driven planning, human resource management, expenditure management, and monitoring and evaluation). Furthermore, schools lack the facilities and teaching-learning materials required to support pedagogical reforms; teachers have limited access to opportunities for professional development or supervision; and principals have limited leadership skills to effectively manage schools. In addition, SMCs/SMDCs lack the information, capacity and systems to partner effectively with the school system.
- 1.5 To address these issues, the Department of School Education (DSE) of the Government of Nagaland (GoN) has launched the *Nagaland Education Project – The Lighthouse*, with the key goal being the improvement of quality of school education in Nagaland. The GoN has obtained the support of the World Bank for the project. DSE is the key implementing agency for the project and serves as the nodal agency for overseeing and co-coordinating implementation and fund flows. It is also the main procurement agency, handling procurement of all goods and services including civil works for infrastructure upgradation, multi-media content development, ICT hardware and consulting services etc. The State Council for Educational Research and Training (SCERT) is responsible for curriculum and syllabus development for the elementary level, content and materials production for the elementary level, research and survey activities, the development of teacher educators, and capacity building of District Institutes of Education and Training (DIETs), Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs). The Nagaland Board of School Education (NBSE) is responsible for state level examinations for the school system for the secondary and higher secondary level. The SCERT and NBSE are academic partners of the project.

2. OBJECTIVE(S) OF THE ASSIGNMENT

- 2.1 The World Bank supported “Nagaland: Enhancing Classroom Teaching and Resources (NECTAR)” project has been prepared with the development objective of improving the learning experience in select schools, and enhancing governance and management across the state. The project development objective is to (i) enhance the governance of schools across the state; and (ii) improve teaching practices and learning environments in selected school complexes. The outputs of the project are monitored through a Results Framework.
- 2.2 The key objectives of this assignment are as follows:
 - 2.2.1 Strengthening state-wide planning for school governance and quality, through the development and deployment of frameworks, strategies and resources.

- 2.2.2 Improving state school governance and quality, and capacity building of teachers, school leaders, education officials, and SMCs/SMDCs, including through the strengthening of resources and facilitation of design and delivery of performance incentive grants to SMCs/SMDCs.
- 2.2.3 Facilitating the institutionalization of these reforms in the public-school education apparatus in the state, and building capacity of state institutions to sustain and strengthen these reforms.

3. SCOPE OF SERVICES AND TASKS

3.1 Develop school quality frameworks, comprehensive strategy for school reforms, and suitable community engagement models. Facilitate and support implementation of state-wide and evidence-based reviews of schools using the prepared resources. Support state-wide planning for strengthening school governance and quality, and capacity building of teachers, school leaders, education officials, and SMCs/SMDCs.

- 3.1.1 The Consultant(s) will conduct secondary research on existing frameworks and evidence on school quality and community engagement; consultations with government functionaries and school (development) management committees (SMCs/SMDCs) at the level of the state, district, school; detailed, on-ground, multi-stakeholder, and inclusive quality review of select schools (~30 spread across all districts); and detailed and on-ground review of SMCs/SMDCs, inter-alia SMC elections, grievance-filing to resolution, monitoring of SMCs/SMDC activities (e.g. training and meetings), community-led accountability, financial management and procurement, and training of school leaders, education officials and SMCs/SMDCs on community engagement.
- 3.1.2 The Consultant(s) will develop and periodically improve a framework for school quality, strategy for school reforms (i.e. the Nagaland School Strategy), and community engagement models, as well as provide resources to support implementation, such as associated frameworks, tools, protocols, guidelines, and training materials for rigorous implementation, monitoring and review of plans for improving school governance, quality, and community engagement.
- 3.1.3 The Consultant(s) will identify and build capacity of government officials, SMCs/SMDCs, and other relevant stakeholders to conduct school reviews (including their community engagement and SMCs/SMDCs) using the prepared resources; facilitate the conduct of state-wide review of schools and SMCs/SMDCs; and ensure quality assurance of the state-wide review of schools and SMCs/SMDCs.
- 3.1.4 The Consultant(s) will facilitate the grouping of schools for resource-efficient planning and monitoring (as per the National Education Policy 2020). The Consultant(s) will identify and build capacity of (a) school leadership teams to use evidence from reviews for quality and governance improvement planning; (b) district leadership teams to use available data and school level plans to create an action plan for the district, especially focusing on review, control quality, implementation support, and monitoring of execution of school-level plans;

and (c) state leadership team (Project Management Unit, and other relevant bodies at the state level) to review, control quality, provide implementation support on, and monitor execution of district plans.

- 3.1.5 The Consultant(s) will be expected to plan and stagger the activities across the project implementation period, so as to ensure both quality of implementation as well as adequate coverage, as per the requirements of the project outlined in the results framework.

3.2 Strengthen resources for in-service professional development/capacity building of teachers, school leaders, education officials, and SMCs/SDMCs, as well as for improving the governance of teacher, school leader, education official cadres, and SMCs/SMDCs.

- 3.2.1 The Consultant(s) will create Curriculum Framework, Competency Standards, Digital Competencies, Job Description (Roles and Responsibilities), SoPs, and other helpful resources for teachers (adapted from/based on NCFTE, 2009), school leaders (adapted from/based on NCF for school Leadership Development), education officials and SMCs/SMDCs, using the insights from consultations and school reviews, as well as national and international research and standards. The Consultant(s) will also be required to update these to align with upcoming central approaches, frameworks, standards, and program designs.
- 3.2.2 The Consultant(s) will identify and curate existing resources and capture best practices for in-service professional development and capacity building of teachers, school leaders, education officials and SMCs/SMDCs, from Nagaland or other public education systems; classify and categorize these resources (to competencies, subjects, grades, etc); mark the resources for translation, enhancement, replacement, atomization, testing, and so on and so forth; and prepare a roadmap for module creation using these resources.
- 3.2.3 The Consultant(s) will prepare in-service professional development/capacity building modules for teachers, school leaders, education officials, and SMCs/SMDCs, tagged to competency standards; periodically strengthen (atomize, translate, refine, enhance) the modules basis lessons from implementation; and ensure alignment with soon to be released approaches, frameworks, standards, and program designs at the central level. A module on reshaping gender biases and attitudes among adolescents will also need to be created, in accordance with specific project requirements.
- 3.2.4 Based on the lessons from all the above activities, the Consultant(s) will support the design, prototyping, and finalization of draft approaches, frameworks, processes, protocols, guidelines, tools, templates, plans, and training modules for improving teachers, school leaders, and education officials' recruitment, orientation, and career management (transfer, promotion, incentives, performance monitoring and assessment), drawing from primary and secondary research as well as best practices on what works; as well as ensure alignment of relevant state frameworks with the National Professional Standards for Teachers.

- 3.2.5 With special focus on needs based in-service professional development of teachers, school leaders, education officials and SMCs/SMDCs, the Consultant(s) will be required to prepare/strengthen planning and monitoring approaches and templates that help school and district leadership teams articulate various parameters characterizing the professional development program – scale-up plan and milestones; teachers, schools and districts covered; mode of delivery (group training, office hours, classroom observation and observation-debrief feedback, peer support, subject matter training, using TLM, using technology tools, and so on and so forth); take-up methods (awareness generation, opt-in protocols for early adopter teachers, and nudges and incentives to encourage participation); monitoring and learning plan (indicators, and infrastructure for data collection, processing, analysis, reporting and feedback generation and integration); synchronization and coherence with other state reforms; technology adoption; and driving championing of reforms.
- 3.2.6 With special focus on improving community engagement towards enhancing school governance and quality, the Consultant(s) will consistently identify and document impactful and promising practices for community engagement; create and continually improve processes, protocols, and training materials for community engagement, on a range of topics such as SMC elections, grievance-filing to resolution, parent-teacher meetings, monitoring of SMCs/SMDCs activities (e.g. training and meetings), community-led accountability, financial management and procurement; and prepare a definitive guide for what works in community engagement in the state, including conditions that need to be present from state to community.

3.3 Improve state school governance and quality, and capacity building of teachers, school leaders, education officials, and SMCs/SMDCs. This will follow from the planning at the school, district, and state levels.

- 3.3.1 The Consultant(s) will provide periodic on-ground and remote support to school leadership teams on conducting and systematically tracking evidence-based support visits, meetings for school (and, school group) level problem-solving and sharing of best practices, needs-based in-service professional development of teachers and school leaders, and community engagement initiatives, such as SMC/SDMC elections and meetings, parent-teacher meetings, grievance filing and resolution, monitoring of SMC activities, community-led accountability, financial management and procurement.
- 3.3.2 The Consultant(s) will provide periodic on-ground and remote support to district leadership teams to use available data and school (and, school group) level plans (including aspects of community engagement) to create, implement and systematically monitor an action plan for the district, especially focusing on review, control quality, implementation support, and monitoring of execution of school level plans.
- 3.3.3 The Consultant(s) will present the state leadership team (Project Management Unit, and other relevant bodies at the state level) with data from all districts in collaboration with the district leadership teams and provide continuous support and quality assurance functions to state

leadership teams (Project Management Unit, and other relevant bodies at the state level) to review, control quality, provide implementation support on and systematically monitor execution of district plans.

- 3.3.4 The Consultant(s) will ensure quality assurance of functions of school leadership and district teams, relevant for improving governance and quality of schools as well as needs-based in-service professional development/capacity building of teachers, school leaders, education officials, and SMCs/SMDCs.
- 3.3.5 The Consultant(s) will strengthen, track execution, and ensure high quality of needs-based capacity building of teachers, school leaders, education officials, and SMCs/SMDCs. The Consultant(s) will be required to ensure that school and district leadership teams are able to ensure high-fidelity implementation as per resources.
- 3.3.6 The Consultant(s) will identify and capture best practices from schools, including around community engagement models, and integrate the same in resources for further implementation and institutionalization of school governance and quality reforms, and capacity building initiatives. Additionally, the Consultant(s) will also ensure that school, district, and state leadership teams are able to adapt to and leverage the new training planning and monitoring resources indicated under 3.2.5.

3.4 Facilitate design and delivery of performance incentive grants to SMCs/SMDCs

- 3.4.1 The Consultant(s) will design and prototype a plan for rolling-out and monitoring of performance incentive grants in schools and communities.
- 3.4.2 The Consultant(s) will ensure awareness for performance incentive grants and the application and results process (*Call for applications*) amongst education stakeholders and communities in a systematic manner, through the use of a variety of media such as newspapers, social media, WhatsApp groups of education sector officials, and district administration.
- 3.4.3 The Consultant(s) will execute and continuously improve the plan by working with the district leadership and school leadership teams to conduct the application and selection process, award grants, monitor and report grant performance.

3.5 Facilitate institutionalization of the activities mentioned above into the normal functioning of the public school education apparatus in the state, and build capacity of state institutions to sustain and strengthen these activities

- 3.5.1 The Consultant(s) will set up a state-level cell, constituted of staff of the Consultant(s) and relevant GoN officials, to continuously steer, track, analyze, review and strengthen all plans, activities, outputs, and outcomes towards improving school governance and quality, which will ensure that all the work is embedded within the existing government structures, and has data and evidence at its core.

- 3.5.2 The Consultant(s) will set up district-level cells, constituted of staff of the Consultant(s) and relevant GoN officials, in each district, that will, in addition to the functions listed prior to point 3.5, strengthen processes, protocols, and tools for district-level planning, monitoring and reporting of strategy execution, as well as ensure that interventions align with local cultural and socio-political context. Additionally, the Consultant(s) must ensure that all suggestions, recommendations and resources are informed by the lived experiences of teachers, school leaders, education officials, and SMCs/SMDCs members.
- 3.5.3 The Consultant(s) will encourage and ease adoption of resources created for improving school governance and quality, and in-service professional development of teachers, school leaders, education officials, and SMCs/SMDCs, by relevant state institutions and stakeholders.
- 3.5.4 The Consultant(s) will set up processes, protocols, and systems to collect, track and analyze data as well as produce reports on its/their activities, outputs, and outcomes, to be shared with the Project Management Unit (PMU) of the project.
- 3.5.5 The Consultant(s) will coordinate with researchers and/or monitoring and evaluation (M&E) officials/agencies selected by the state, as the case may be, to support the design of studies and experiments for evidence and insight generation. The Consultant(s) will coordinate with DSE and other relevant agencies or consultants of the DSE to ensure that the frameworks and other resources created as part of this task align with the instruments and tools being used for overall monitoring and evaluation of the NECTAR project.
- 3.5.6 The Consultant(s) will enable human-centered design of tools/applications given their understanding of on-ground realities, as well as identification of needs that can be served through technology enablement and timely development of technology and data management tools for improving school governance and quality, and capacity building/in-service professional development of teachers, school leaders, education officials, and SMCs/SMDCs. This may also entail coordination with various stakeholders (the Management and Information Systems (MIS) developers, NIC, technology providers, etc). The technology and data management tools could include integrated repository of students, teachers, school leaders, and education officials, dashboards for data-based decision making at various levels, and applications for classroom observations, school reviews, meetings (school leadership, parent teacher, SMC/SMDC), professional development, performance incentive grants, grievance filing and redressal, and so on and so forth.

Please note that the scope of services and tasks is within the framework of the Results Framework for the Project, which is attached as section 8 of this Terms of Reference. Please note that the services and tasks must enable the DSE to meet the yearly targets set for the project, particularly on the following indicators - *Enhance the governance of schools across the state, Strengthened professional development systems for teachers and school leaders, Strengthened capacity of district and sub-district education managers, Enhanced community ownership and accountability in selected school*

complexes, and Years 1 and 2 targets for Improved access to quality teaching-learning materials and improved teaching practices in selected school complexes.

4. DELIVERABLES

4.1 The deliverables are:

Area	Deliverable(s)	Timeline
Project Initiation	1) Inception Report	Start of Project
Develop school quality frameworks, comprehensive strategy for school reforms, and suitable community engagement models. Facilitate and support implementation of state-wide and evidence-based reviews of schools using the prepared resources. Support state-wide planning for strengthening school governance and quality, and capacity building of teachers, school leaders, education officials, and SMCs/SMDCs.	2) Report on Detailed Review of (~30) Schools and SMCs/SMDCs, and Results of Consultations	End of (Mar'22)
	3) First Draft of the School Quality Framework, with Associated Resources (rubrics, tools, protocols, guidelines, manuals, SoPs, training materials, etc) for School, District and State levels	End of (Mar'22)
	4) First Draft of Document on Community Engagement Models and Strategy, with Associated Resources (rubrics, tools, protocols, manuals, SoPs, training materials, etc) for School, District and State levels	
	5) A School Vision and Strategy Document	
	6) Report on Capacity Building Initiatives for Relevant Stakeholders to Conduct School Reviews	End of (Dec'22)
	7) Report on the Reviews of at least 1000 schools, with Report Cards of School, Districts, and State	
	8) Report on Capacity Building Initiatives for Relevant Stakeholders to Conduct School, District and State Planning	End of (Dec'22)
	9) Plans for the Reviewed Schools, Districts and State	
	10) Improved/Updates to Draft of the School Quality Framework, with Associated Resources (rubrics, tools, protocols, guidelines, manuals, SoPs, training materials, etc) for School, District and State levels, basis lessons from implementation (Annually)	End of (Dec'23, Dec'24, Dec'25)
	11) Improved/Updates to Draft of Document on Community Engagement Models and Strategy, with Associated Resources (rubrics, tools, protocols, manuals, SoPs, training materials, etc) for School, District and State levels, basis lessons from implementation (Annually)	
Strengthen resources for in-service professional development/capacity building of teachers, school leaders, education officials, and	12) First Draft of Curriculum Framework, Standards, Competencies, Digital Competencies, Job Description (Roles and Responsibilities), SoPs, and other Helpful Resources for Teachers, School Leaders, Education Officials and SMCs/SMDCs	End of (Mar'22)

Area	Deliverable(s)	Timeline
SMCs/SDMCs, as well as for improving the governance of teacher, school leader, education official cadres, and SMCs/SMDCs.	13) First Draft of In-service Professional Development/Capacity Building Modules for Teachers, School Leaders, Education Officials, and SMCs/SMDCs, tagged to Standards and Competencies and with Due Consideration to Areas of Focus (as detailed in the Scope and Additionally Identified Through Detailed School Reviews)	End of (Mar'22)
	14) First Draft of Approaches, Frameworks, Processes, Protocols, Guidelines, Tools, Templates, Plans, and Training Modules for Improving Teacher, School Leader and Education Officials' Recruitment, Orientation, and Career Management	End of (Dec'22)
	15) Improved Draft of/Updates of Curriculum Framework, Standards, Competencies, Digital Competencies, Job Description (Roles and Responsibilities), SoPs, and other Helpful Resources for Teachers, School Leaders, Education Officials and SMCs/SMDCs, basis lessons from implementation (Annually) <i>The updates must be delivered by September (for each of the mentioned years) so that they may be used to update the modules for the following Academic Year, starting January.</i>	End of (Sep'23, Sep 24, Sep'25)
	16) Improved Draft of/Updates to In-service Professional Development/Capacity Building Modules for Teachers, School Leaders, Education Officials, and SMCs/SMDCs, tagged to Standards and Competencies and with Due Consideration to Areas of Focus (as detailed in the Scope and Additionally Identified Through Detailed School Reviews), basis lessons from implementation (Annually) <i>The updated modules must be delivered by December (for each of the mentioned years) so that they may be used in the following Academic Year, starting January.</i>	End of (Dec'23, Dec'24, Dec'25)
	17) Improved Draft of/Updates to Approaches, Frameworks, Processes, Protocols, Guidelines, Tools, Templates, Plans, and Training Modules for Improving Teacher, School Leader and Education Officials' Recruitment, Orientation, and Career Management, basis lessons from implementation (Annually) <i>The updates must be delivered by March (for each of the mentioned years) so that they may be used in the following Financial Year, starting April.</i>	End of (Mar'23, Mar'24, Mar'25, Mar'26)
Improve state school governance and quality, and capacity building of teachers, school leaders, education	18) Report Containing Information (and, Evidence) on the Activities, Outputs, and Outcomes related to Improvement of Governance and Quality of Schools, containing, at the least: ○ Details of On-Ground and Remote Support of	End of (Dec'22, Mar'23) End of (Jun'23, Sep'23, Dec'23, Mar'24)

Area	Deliverable(s)	Timeline
officials, and SMCs/SMDCs.	<p>Consultant(s) to School Leadership Team, for example through data on Capacity Building Workshops, Visits of Consultant Staff to School, including but not limited to Number, Date, Observational Data, and Evidence, etc</p> <ul style="list-style-type: none"> ○ Details of On-Ground and Remote Support of Consultant(s) to District Team ○ Details of Support of Consultant(s) to PMU ○ Details of Support of School Leadership Teams to Schools, including Visits, Meetings, Capacity Building Plans, Progress Updates, School Improvement Data, etc ○ Details of Support of District Leadership Teams to Schools, including Visits, Meetings, Capacity Building Plans, Progress Updates, District Improvement Data, etc ○ Focus on State School Governance and Quality Improvement Data ○ Focus on Planning, Implementation, Tracking and Results of Needs-Based In-Service Professional Development of Teachers, School Leaders, Education Officials, SMCs/SMDCs. ○ Focus on School-Community Engagement ○ Quality Assurance Functions Performed by the Consultant(s) ○ Best Practices and Challenges <p>(Quarterly)</p>	<p>End of (Jun'24, Sep'24, Dec'24, Mar'25)</p> <p>End of (Jun'25, Sep'25, Dec'25, Mar'26)</p>
Facilitate design and delivery of performance incentive grants to SMCs/SMDCs	19) First Draft of Design and Plan (including, Pilot) for Execution and Monitoring of Performance Incentive Grants in Schools and Communities	End of (Sep'22)
	20) Improved/Updates to Plan for Implementation and Monitoring of Performance Incentive Grants in Expanded Set of Schools and Communities (Annually)	End of (Dec'23, Dec'24)
	21) Report on Grant Performance, including but not limited to, for all grant windows – Communication, Application and Selection Process, Awards, Monitoring and Grant Performance (Disbursement, Activities, Outputs) (Bi-Annually)	<p>End of (Mar'23)</p> <p>End of (Sep'23, Mar'24)</p> <p>End of (Sep'24, Mar'25)</p> <p>End of (Sep'25, Mar'26)</p>
Facilitate institutionalization of the activities mentioned above into the normal functioning of the public school education apparatus in the state, and build capacity of state institutions to sustain and strengthen these activities	22) Report with Institutionalization Initiatives, such as stakeholders involved at the district and state levels, institutions involved in the initiative, activities that have been calendared, capacity building conducted, etc (Annually)	End of (Dec'23, Dec'24, Dec'25)
	23) Report of Support Provided on EMIS and Associated Technology Tools, and Implementation of Ad-Hoc Technology Tools (Annually)	End of (Sep'23, Sep'24, Sep'25)
	24) Report of Support Provided on Research Studies and Monitoring and Evaluation (Annually)	

Please note that the deliverables mentioned above need to align with the Results Framework of the Project (attached in Section 8 of the ToR), and must enable the DSE to meet the yearly targets set for the project, particularly on the following indicators - *Enhance the governance of schools across the state, Strengthened professional development systems for teachers and school leaders, Strengthened capacity of district and sub-district education managers, Enhanced community ownership and accountability in selected school complexes*, and Years 1 and 2 targets for *Improved access to quality teaching-learning materials and improved teaching practices in selected school complexes*.

4.2 The deliverables are marked to various payment milestones and are tentatively marked as following for payments:

- Start of the Project – 1% of Contract Value
- End of Mar'22 – 6% of Contract Value
- End of (Sep'22, Dec'22, and Mar'23) – Each 6%
- End of (Jun'23, Sep'23, Dec'23, and Mar'24) – Each 6%
- End of (Jun'24, Sep'24, Dec'24, and Mar'25) – Each 6%
- End of (Jun'25, Sep'25, Dec'25, and Mar'26)
 - Jun'25, Sep'25, Dec'25 – 6%
 - Mar'26 – 9%

5. STAFFING

5.1 It is expected that the CVs (each maximum two pages) of tentatively proposed Key Experts will be submitted at the EoI stage. While individual CVs will not be evaluated during the EoI stage, an overall assessment of the proposed team structure and resource strength will be used as a criteria for selection. However, the curricula vitae (CVs) of the professionals, signed by the Consultant(s) and the individuals and dated, shall be provided with the Technical Proposal at the RFP stage. The CVs of the professionals identified as Key Experts will be evaluated for Technical Score during the technical evaluation at the RFP stage. Once technical proposals are received and opened after the RFP stage, consultants shall not be permitted to change the Key Experts.

5.2 The CVs of the professionals proposed under Non-Key Experts need not be submitted at either the EoI or the RFP stage. However, preference will be given to teams that commit to at least 50% of non-key experts who can communicate in Nagamese or local dialects. The successful Consultant(s) shall submit the CVs of Non-Key Experts on award of the contract and shall obtain approval from the Head, Project Management Unit (PMU), DSE.

5.3 All Key Experts expected for 12 Months/Year must be deployed in Kohima for the entire duration of the engagement, with travel expected to all districts. Non-Key Experts Sl.No 1, 2, & 3 (i.e District Leads, District Associates, and Community Engagement Field Executives) must be deployed in all the districts of Nagaland; Sl. 1 and 2 will be mapped to multiple districts. Non-Key Experts Sl. No. 4 (i.e Subject Matter Experts and School Assessors) do not necessarily need to be deployed in Nagaland, except for tasks that require physical presence.

S. No.	Designation	Qualification and Experience	Number	Month(s)/Year
1.	Program Director	<ul style="list-style-type: none"> • Post-graduate or equivalent in management studies or social sciences or related discipline. • Minimum 7 years of experience in project management. • Experience of leading at least three large scale education reform projects, preferably with the Government. 	1	4 months
2.	Project Manager	<ul style="list-style-type: none"> • Post-graduate or equivalent in management studies or social sciences or related discipline. • Minimum 3-5 years of experience in project management. • Experience of leading at least one large scale state reform project. 	2	12 months
3.	Program Manager (Content)	<ul style="list-style-type: none"> • Post-graduate or equivalent in management studies or social sciences or related discipline. • Minimum 2-3 years of experience in teacher training, or content creation and delivery. • Experience of working on at least one education projects. 	2	12 Months
4.	Program Manager (Data, Reporting and Communications)	<ul style="list-style-type: none"> • Post-graduate or equivalent in economics / public policy / statistics or related discipline. • Minimum 2-3 years of experience in data analysis and visualization. • Experience of working on at least one education projects. 	2	12 Months
5.	Training Lead	<ul style="list-style-type: none"> • Graduate in education/teacher development or related discipline. • Minimum 4-5 years of experience in delivering large teacher training programs. 	1	6 months
6.	Community	<ul style="list-style-type: none"> • Graduate in management studies or 	1	4 months

S. No.	Designation	Qualification and Experience	Number	Month(s)/Year
	Engagement Strategy & Performance Grants Lead	<p>social sciences or related discipline.</p> <ul style="list-style-type: none"> • Minimum 6 years of work experience in community engagement and community-led accountability in school education. • Experience of implementing government consulting and implementation projects preferred. 		
7.	Community Engagement Manager	<ul style="list-style-type: none"> • Graduate or equivalent in management studies or social sciences or related discipline. • 2-3 years of experience working with communities. • Content development and facilitation experience preferred. 	2	12 months

Non-Key Experts:

S. No.	Designation	Qualification and Experience	Number	Month(s)/Year
1.	District Leads (Program, Training & Quality)	<ul style="list-style-type: none"> • Graduate • Well versed will local dialects, English and has regional knowledge. • Experience of 2-3 years in education sector is preferred. 	12	12 Months
2.	District Associates (Program, Quality, Data)	<ul style="list-style-type: none"> • Knowledge of computers and digital tools for data collection, entry, and management. 	12	12 Months
3.	Community Engagement Field Executive	<ul style="list-style-type: none"> • Graduate • Well versed with local dialects, working knowledge of English and must has local knowledge. • Experience of 2-3 years in community mobilization is preferred. 	3	12 Months
4.	Subject Matter Experts and School Assessors	<ul style="list-style-type: none"> • For primary education, secondary education, higher secondary education, teacher education, school leadership, education policies, digital education, 	16	1 Month

		<p>mathematics, science (also, physics, chemistry, and biology), environmental science, computer, social science, and english.</p> <ul style="list-style-type: none"> • Post-graduate or equivalent in related discipline for the above-mentioned specializations. • Minimum 3 years of experience in relevant specialization. • Experience of working on large scale state education reform projects preferred 		
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6. REPORTING REQUIREMENTS AND TIME SCHEDULE FOR DELIVERABLES

6.1 Within 1 month of starting the assignment, the Consultant(s) will prepare a brief inception report that will include the work plan and implementation schedule, RACI and escalation matrices, priority actions and milestones. The Consultant(s) will submit a final project report within one month of the completion of the project.

6.2 Each quarter, the Consultant(s) will submit a brief report explaining the deliverables as well as briefly providing a summarized status of project implementation. The detailed contents of the reports on the status of project implementation will be discussed and agreed with the Consultant(s). However, the quarterly reports are proposed to briefly summarize the following, for consumption by senior state leadership and the World Bank Task Team:

- Key activities performed, barriers encountered, and challenges resolved during the reporting period,
- Planned activities for the next reporting period, and
- Annexes (deliverables, schedules, progress photographs, etc)

6.3 The Consultant(s) will report to the Project Management Unit (PMU), DSE, with dotted line reporting to the SCERT and NBSE. In addition, the Consultant(s) will provide periodic reports and supply any additional information relevant to the project on a need-basis to the Task Tam Leader, World Bank. Payments will be cleared after acceptance of the reports by the Head of the Project Management Unit (PMU), post due diligence and consideration of the views and recommendations of the World Bank. The quality of service and performance will be reviewed as per the norms of the project.

7. CLIENT’S INPUT AND COUNTERPART PERSONNEL

7.1 The Client will be responsible for the following –

- 7.1.1 Providing the Consultant(s) access to all required documents, correspondence, and any other information associated with the project and as deemed necessary for performance according to the intended terms of reference.

- 7.1.2 Providing the Consultant(s)'s state unit limited office space in Kohima along with internet access, as determined by the Head, Project Management Unit (PMU), DSE.
- 7.1.3 Providing the Consultant(s)'s district units support in obtaining office space.

8. ANNEXURE - RESULTS FRAMEWORK

Please turn to the next page...

Project Development Objective Indicators

Indicator Name	Baseline	Intermediate Targets				End Target Year 5 (2025 – 26)
		Year 1 (2021 – 22)	Year 2 (2022 -23)	Year 3 (2023 – 24)	Year 4 (2024 – 25)	
Enhance the governance of schools across the state						
Improvement in state school governance index (Text)	No standardized way of monitoring the strength of school governance in the state	Index for measuring the strength of school governance in the state finalized and baseline score established	No target for this year	At least 5% improvement in state school governance index score over baseline	No target for this year	At least 10% improvement in state school governance index score over baseline
Improve teaching practices and learning environments in selected school complexes						
Improvement in teaching in selected school complexes (Text)	No standardized way of evaluating in-class teaching practice	Capacity building in use of standardized observation tool for evaluating in-class teaching practice carried out and baseline scores established for selected school complexes	No target for this year	At least 5% average improvement in teaching scores for selected school complexes over baseline	No target for this year	At least 10% average improvement in teaching scores for selected school complexes over baseline
Enhancement of overall learning environment in selected school complexes (Text)	No standardized way of measuring the quality of learning environments	Index for measuring the quality of learning environments finalized and shared and baseline scores established for selected school complexes	No target for this year	At least 5% average improvement in learning environment scores for selected school complexes over baseline	No target for this year	At least 10% average improvement in learning environment scores for selected school complexes over baseline

Intermediate Results Indicators

Indicator Name	Baseline	Intermediate Targets				End Target
		Year 1 (2021 – 22)	Year 2 (2022 -23)	Year 3 (2023 – 24)	Year 4 (2024 – 25)	
Component 1: Improving System and School Management						
Strengthened Education Management Information System (Text)	State’s EMIS rated “Latent” on more than half of the SABER-EMIS indicators	State’s EMIS improvement and implementation plan prepared	No target for this year	State’s EMIS evaluated and rated “Emerging” or above on most of the SABER-EMIS indicators	No target for this year	State’s EMIS evaluated and rated “Established” or above on most of the SABER-EMIS indicators
Strengthened professional development systems for teachers and school leaders (Text)	No formalized training for teachers or school leaders	Training program developed for teachers and school leaders	At least 25% of all identified teachers and school leaders trained.	No target for this year	At least 50% of all identified teachers and school leaders trained	Draft state education policy prepared that includes requirement for professional development systems for teachers and school leaders
Strengthened capacity of district and sub-district education managers (Text)	Limited capacity of district and sub-district education managers	Training modules developed for district and sub-district education managers	At least 25% of all identified district and sub-district education managers trained	No target for this year	At least 50% of all identified district and sub-district education managers trained	Draft state education policy prepared that includes requirement for capacity building of district and sub-district education managers
Strengthened School Leaving Certificate Examinations (Text)	Low alignment of HSLC and HSSLC with planned reforms to the education system	External review of HSLC and HSSLC examinations completed. Report and action plan in place for strengthening and aligning exams	No target for this year	Implementation of at least 30% of actions outlined in Action Plan for strengthening and aligning exams	Implementation of at least 60% of actions outlined in Action Plan for strengthening and aligning exams	Implementation of at least 90% of actions outlined in Action Plan for strengthening and aligning exams
Component 2: Enhancing the Teaching and Learning Environment						
Improved Grade 10 completion rate for selected school complexes (By Gender) (Text)	Baseline to be established in Year 1	Baseline for Grade 10 completion rates in selected school complexes established	No target for this year	At least 2% average improvement in Grade 10 completion rates in selected school complexes over baseline	At least 5% average improvement in Grade 10 completion rates in selected school complexes over baseline	At least 10% average improvement in Grade 10 completion rates in selected school complexes over baseline

Indicator Name	Baseline	Intermediate Targets				End Target
		Year 1 (2021 – 22)	Year 2 (2022 -23)	Year 3 (2023 – 24)	Year 4 (2024 – 25)	Year 5 (2025 – 26)
Improved access to quality teaching-learning materials and improved teaching practices in selected school complexes (Text)	Limited access to, or use of, quality materials or evidence-based pedagogies in selected school complexes	Program package for school improvement developed	Program package for school improvement piloted and improved	Program package for school improvement implemented in at least 30% of selected school complexes	Program package for school improvement implemented in at least 60% of selected school complexes	Program package for school improvement implemented in 100% of selected school complexes
Enhanced community ownership and accountability in selected school complexes (Text)	Limited community ownership and accountability in selected school complexes	Optimal community engagement models developed	Optimal community engagement models piloted and improved	Optimal community engagement models implemented in at least 30% of selected schools complexes	Optimal community engagement models implemented in at least 60% of selected schools complexes	Optimal community engagement models implemented in 100% of selected school complexes
Implementation of school related gender-based violence (SRGBV) prevention protocols, complaints and referral mechanisms in selected school complexes (Text)	No protocols or mechanisms for reporting incidents of SRGBV	Establishment of protocols, and complaints and referral mechanisms for reporting incidents of SRGBV	No target for this year	Establishment of school level SRGBV prevention mechanisms, and training of relevant stakeholders (teachers, students, parents, and administrative officials) in at least 30% of selected school complexes	Establishment of school level SRGBV prevention mechanisms, and training of relevant stakeholders (teachers, students, parents, and administrative officials) in at least 50% of selected school complexes	Establishment of school level SRGBV prevention mechanisms, and training of relevant stakeholders (teachers, students, parents, and administrative officials) in at least 80% of selected school complexes