

**TERMS OF REFERENCE**

Survey Firm Consultancy

### Overview

* + 1. Objective

The overall objective of this project is to capture instructional quality in [country name] classrooms using the *Teach Primary* tool, with the goal of providing information on the quality of teachers’ practices. The Survey Firm will be responsible for the tasks outlined below:

* + 1. Purpose of consultancy
* Implement the *Teach Primary* tool in a sample of [x] randomly selected primary schools.   
  + 1. Background

Although better teaching practices are needed to tackle the learning crisis, most education systems in low- and middle-income countries do not regularly monitor them, either because they do not recognize the importance of such practices, or do not know how to monitor them. The reality is exacerbated by a prevalence of ineffective professional development programs, which tend to be theory-based and rarely monitor or provide actionable guidance for teachers to improve their practice. Even when teaching practices are monitored, the tools used to capture them fall short on several accounts, as they: (i) measure either the occurrence or quality of a given practice; (ii) do not explicitly focus on teachers’ efforts to develop students’ socioemotional skills; (iii) use tools designed for other contexts, which can be culturally irrelevant, costly, and difficult to implement; and (iv) use tools that are neither evidence-based nor meet basic reliability criteria.

Teach Primary was developed to address these challenges and provides a window into one of the less explored and more important aspects of a child's education: what goes on in the classroom, particularly the quality of student-teacher interactions. First, Teach Primary is a freely available classroom observation tool that holistically measures what happens in primary classrooms. It does so by considering not just time spent on learning but, more importantly, the quality of teaching practices in primary settings. Secondly, Teach Primary captures practices that nurture students’ cognitive, socioemotional and language skills. Third, Teach Primary was developed with low-and middle-income countries in mind, and includes the use of local video footage to contextualize the training. Finally, Teach Primary includes a toolkit that facilitates data collection, analysis, and validation of Teach Primary scores. Teach Primary is intended to be used as a system diagnostic, allowing governments to monitor the quality of teaching practices in primary settings at scale. Teach Primary also provides data that can be used to inform the design of primary grade teacher professional development programs.

* + 1. How it works

In order to implement *Teach Primary*, an implementor training is conducted by a *Teach Primary* trainer to ensure all implementors are reliable on the tool. Without a reliability protocol in place, even experienced education professionals struggle to distinguish between effective and ineffective primary grade level teaching. The reliability training includes an overview of how and why *Teach Primary* was created, an in-depth understanding of the *Teach Primary* framework and behaviors, high-quality primary grade level videos to practice coding, a field visit to code a live observation, and a reliability exam. At the conclusion of the training, implementors will be fully equipped to use *Teach Primary* to conduct reliable classroom observations. In turn, the implementors will then be responsible for training observers on the tool.

Observers are generally government officials, researchers, survey personnel, or anyone interested in measuring and improving teaching quality. These individuals sit-in on a class and observe two, 15-minute segments of the lesson. At the end of each segment, the observers use the *Teach Primary* rubric to score the teacher based on a set of behaviors outlined in the tool.

### Scope of work

The survey firm will be responsible for overseeing and managing the following tasks:

**Stage 0: Signature of Contract**

**Stage 1: Preparatory Work**

* Create an observer training plan, which specifies a recruitment timeline and training logistics, in coordination with the *Teach Primary* team.
* Develop the survey implementation plan, which includes the field plan, field protocol, and data management plan.
* Procure a sufficient number of high-definition video cameras, tablets, and related equipment for data collection.
* Print the observation manual (which may include binding), field tool and other supplementary materials to be used during the observer training.
* Procure a venue to host the training in [location] (tentatively planned for [date/s]); ensure this venue has a TV/projector screen (at least 65 inches in diameter is recommended) and high-quality speakers to play classroom footage. Moreover, the venue should be arranged in such a way that all observers can see and hear the TV/screen from their vantage point.
* Coordinate logistics for observers to participate in a 4-day training and 1 day for the Reliability Exam. This includes travel/lodging arrangements to [location] and organizing a 1-day field visit to a school as part of the 4-day training.

**Stage 2: Fieldwork**

* *Teach Primary* will be used to collect data at [x] randomly selected primary schools; this will produce valid estimates at the rural/urban and public-private levels. Fieldwork will tentatively be conducted from [date] to [date] ([x weeks]).
  + - Two observers are required per school to complete all necessary activities. For each school, two observers will use *Teach Primary* to observe [3 full-length classes (eight segments)] \*this may vary depending on the actual sample and the trade-off vis a vis number of schools and number of observations within a school. Each full-length observation will consist of two, 15-minute segments. After the observers observe one full-length classrooms together, they will proceed to observe two additional full-length classrooms independently. In total, the two observers will each observe three full-length classrooms (one of which will be conducted together/double coded). The scores from the double-coded segment will be collected from each observer and entered twice into SurveyCTO. Factoring in the three lesson observations, each school survey is expected to last [a full day] \*In some countries it is advisable to do less observations within a school but do two schools a day.
    - Use SurveyCTO to collect the data. SurveyCTO makes it possible to input *Teach Primary* scores digitally, which minimizes error and expedites the data collection process.

**Stage 3: Final Datasets**

* Once the data is collected with a tablet or phone, it is exported from SurveyCTO as an Excel file. This file is perfectly aligned with the pre-created do-files provided by the *Teach Primary* team, which will automatically label the data and deliver the final STATA database.

### Overview of tasks

In support of this objective, the following tasks/activities will be undertaken by the Survey Firm:

**Staffing[[1]](#footnote-1)**

* Recruit 20–30 observers to conduct classroom observations
* Recruit 1–3 experienced field supervisor(s) to oversee classroom observations, ensure data quality assurance, and manage communications with the in-country and DC-Based World Bank teams (it is recommended that candidates be approved by the World Bank).

**Logistics**

* Arrange a venue to host the training in [location]; ensure this venue has a TV/projector with high-quality speakers, HDMI connection, and seating arrangements that allow for small groups of 3–4 observers to sit together.
* Coordinate logistics for observers to participate in the training. This includes travel/lodging arrangements to [location] and organizing a 1-day field visit to a school as part of the training.
* Coordinate logistics for observers to visit the [x] schools designated in the sample, including approval for classroom observations and video recording.
* Organize and provide logistical support (transport, per-diem, etc.) to observers and field supervisor(s) as data is being collected.

**Sampling**

* Select [x] teachers to observe from each school in the sample. If applicable, procure a school timetable to plan when each teacher will be observed as specified by the World Bank’s survey guidelines.
* Comply with all the sampling requirements, including the agreed approach to teacher selection. The sample will be provided by the World Bank team and will include [x] schools.

**Data Collection and Data Management**

* Implement and oversee all fieldwork.
* Ensure the data collected by observers meet the specifications agreed upon by the World Bank team by ensuring the field supervisors monitor observers to ask follow-up questions and cross-check reliability.
  + *PAPI*: Prepare and deliver clean STATA datasets to the World Bank using the variable names and database organization stipulated by The World Bank; also provide all scanned classroom observation forms, neatly organized in a digital folder. This STATA database must include the School name and ID, Teacher name and ID, province, district, and any other details relevant to the sample.
  + *CAPI*: use SurveyCTO application to collect and deliver clean STATA datasets to the World Bank.

### Schedule of deliverables and expected outputs

The survey firm’s output is expected to consist of, but is not restricted to, the following deliverables:

**Stage 1: Preparatory Work [dates]**

* Procure a venue to host the training
* Observers who do not pass the *Teach Primary* reliability exam, will not be permitted to participate in the study
* Support with translating, and printing materials (where applicable)

**Stage 2: Fieldwork [dates]**

* Recruit 1-3 field supervisors to help facilitate training
* Share weekly monitoring reports on the data collection in a specified report template, to be agreed upon with the World Bank
* Help observers administer the *Teach Primary* classroom observation protocol
* Give the World Bank Team access to the data as it is being collected (if using CAPI SurveyCTO)
* Create a database of all observational data (including scanned forms). The data will be entered twice (double data entry) to ensure there are no mistakes (if not using the *Teach Primary* computer-assisted software). Follow the *Teach Primary* protocol to ensure the variables are labeled correctly in the dataset.

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**Stage 3: Datasets [date]**

* If not using the *Teach Primary* computer assisted software, clean dataset in STATA format with unique identifiers for all facilities and individuals (schools and teachers) observed; must contain variable and value labels constructed from the provided STATA do file. At the same time, an intermediate deliverable consisting of the first 20 schools will be provided so the World Bank Team can provide comments before finalizing the dataset.
* Organize and archive classroom observation forms; ensure archiving is aligned to the Data Documentation Initiative and Dublin Core Meta-data standards.

**Stage 4: Final Clean Datasets [date]**

* Addressed World Bank Team comments on the dataset to provide a final clean the STATA database.

**Timing and Structure of Payments**

The survey firm will be paid in four disbursements according to the following schedule:

* 10% upon signing the contract;
* 20% upon submission of Stage 1 deliverables;
* 40% upon submission of Stage 2 and 3 deliverables;
* 20% upon completion of all deliverables.

The survey firm may be retained for subsequent dissemination and strategic advising with government, CSOs, media, and all other interested stakeholders.

### Skills and competencies of staff to be recruited by firm

**Field Supervisor(s*)*:**

* Minimum 5 years previous experience conducting large facility level surveys or classroom observations in the public service delivery sectors.
* Knowledge of the varying cultural context/sensitivities throughout [name of country] and provinces.
* Demonstrated understanding of the [country name] education sector(s).
* Previous experience with classroom observation tools (*preferred*).
* Proficient in data entry and organization*.*
* Oral and written fluency in English, and knowledge of [local language].
* Strong project management skills and attention to detail.

**Observers**

* Bachelor’s degree (*preferred*).
* Passage of the *Teach Primary* reliability exam.
* Oral and written knowledge of [local language].
* Previous experience with classroom observation tools (*preferred*).

### Additional information

* + 1. Period of consultancy

The consultancy will run from [date-date], with the possibility of extension subject to project requirements and contingent upon high performance.

* + 1. Intellectual property

The World Bank shall, solely and exclusively, own all rights in and to any work created in connection with this agreement, including all data, documents, information, copyrights, patents, trademarks, trade secrets, or other proprietary rights in and to the work. The survey firm is not allowed to post or publish (electronically or in print) any project-related information without the explicit permission of the World Bank.

1. See Terms of References for staff – Implementor, Master Coder, Quality Assurance Assistance, Video Editor, Translator and others for details on staffing needs and recruitment in Teach Primary complementary materials. [↑](#footnote-ref-1)