

Room to Read in Pakistan – Pakistan Literacy Project (PLP) in Partnership with ITA (2020-2022)

Terms of Reference for Consultancy

To study the impact of Pakistan Literacy Project on learning outcomes of children studying in grades 1 to 5.

Overview:

In Pakistan Room to Read, entered into a technical partnership with ITA in 2020 (April). The two years partnership coincided with the outbreak of the pandemic. 24 libraries in 24 primary schools/sections in two districts of Punjab (Lahore and Bahawalpur) were stocked with 600+ titles selected by a group of govt./SED notified experts that are age /level appropriate titles (from 19 local publishers), and 28 beautifully adapted books in Urdu developed originally by Room to Read in 10 countries. Establishing 24 libraries in print rich classrooms was backed by systematic and rigorous capacity building of teachers, librarians, field officers (AEOs) of the School Education Department, Govt. of Punjab, by Room to Read and ITA district teams. The Project ambitiously extended its original targets from 20 to 24 libraries and adaptation of 28 books not just in Urdu, but also in Sindhi in collaboration with the Sindh province. The adapted books have been shared widely across 2000 Pakistani schools; available on the “literacy cloud” in Urdu; they have been shared with influencers/celebrity storytellers. The 28 titles are being recorded as ‘read aloud’ series for the Pakistan Television. PTV’s dedicated channel for learning initiated in April 2020 due to COVID 19 or **Tele School by the Ministry of Federal Education & Professional Training (MoFE & PT)**; estimated outreach through Television is 13-14 million viewers; to be available on radio as well.

Key Features of the Pakistan Literacy Project:

- Establish and support model libraries with 600 book titles in 24 government primary schools/or primary sections of elementary/secondary schools in Lahore & Bahawalpur districts.
- Adapt/translate/publish/distribute 25-30 age-appropriate children’s storybooks for the Pakistan context (6000 per title).
- Build capacity of school/district/provincial personnel in managing and sustaining libraries that promote reading, language development, critical thinking and creativity.
- Support schools to engage parents and communities in library activities and library sustainability.
- Develop a fully costed library model and capacity for replication in Punjab, well-aligned to SED’s policy pillars (New Deal 2018-23).

Direct Program Beneficiaries:

Direct Beneficiaries to Date of the Project			
District	Children	Teachers, Head Teachers, AEOs	Community-Parents
Bahawalpur	2241	103	202
Lahore	4147	155	194
Total	6388	258	396

- **Teachers' Orientation:**

Capacity is being systematically built for smooth implementation of the libraries (annex). Orientation sessions were conducted for all teachers in target schools where libraries are being set up in Lahore and Bahawalpur districts. The teachers were provided orientation on '**child friendly library**'. These sessions were led by the school heads, nominated Librarians & Co-Librarians for all school teaching staff of their respective schools, the PLP teams co-facilitated in these sessions.

- **Parents & Community Orientation:**

Parents and Community orientation sessions in both districts were conducted where they were briefed about the purpose and objective of a library highlighting its significance, room set-up, furniture arrangements, book leveling, display, library schedule, book checkouts and care of books. The communities were given the tour of the libraries for a better understanding about the initiative.

***Community Members include:** Parents, School Council members, social activists and local political influencers, union council members, local health workers, small vendors, etc.

The capacity building sessions will be ongoing to ensure children's active engagement for improved learning and literacy. It is thus important to evaluate and have evidence for 'proof of concept' on the efficacy of PLP through active, attractive and engaging school libraries for students supported by teachers, parents and communities.

Objectives of the study:

To estimate the impact of distributed adapted books on learning outcomes of children (Urdu Literacy only) studying in the grades 1 to 5.

Methodology:

An evaluation of the program is proposed in order to measure the impact of the initiative on learning outcomes of children. Out of the total 24 primary schools, 5 primary schools must be randomly selected from each district i.e. Lahore and Bahawalpur as intervention group (10 treatment schools). Similarly, the selection of control group (5 primary schools) from each district should be randomly done, preferably located near the intervention schools or falling in

the same vicinity (10 control schools). A mixed methods approach combining both qualitative and quantitative approaches is to be adopted in order to collect empirical data from 10 targeted schools (both control and intervention).

The data collection exercise will comprise of two arms:

1) Quantitative Data Collection:

- Children Assessment at School Level: Baseline and End line assessment will be conducted from 10 children of each grade (1 to 5) while using the ASER Literacy tool (Urdu Language). 10 pupils per grade per school (grades 1-5) will yield a sample of 50 children per school making a total of 500 children in intervention and 500 in control schools across the districts. Data on literacy outcomes will be collected from the same pupils at both baseline and endline.
- School questionnaire from Head Teacher: Information on other factors such as time spent on books, teacher/student involvement, utilization of books, quality of stories, usage of libraries, parental engagements etc. will be collected from head teacher of each school belonging to both intervention and control groups at baseline and end line to determine the impact of the program.

2) Qualitative Data Collection:

4 Focus Group Discussion (2 in each district) with minimum 10 to 15 participants from the community including parents and teachers (from both intervention and control groups) will be conducted to understand their perception of the intervention, how well do they think that the intervention is producing results, whether reading books are important for their children and what can be the way forward.

Timeline:

Baseline: August-September 2021

End line: December 2021- January 2021

Report Submission: February 2021

Complete EOI's (with organizational profile, relevant CV's, prior experience, methodology and budget) must be submitted by 25th August (COB) at the email address mentioned below:

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