

Rashtriya Madhyamik Shiksha Abhiyan

**Expression of Interest Document for
Social Assessment**

1. Invitation to EOI : Ministry of Human Resource Development (MHRD) has been implementing a centrally sponsored scheme, Rashtriya Madhyamik Shiksha Abhiyan (RMSA), from 2009-10 to enhance access to secondary education and to improve its quality, while ensuring equity. The Ministry at present is also discussing with development partners (DPs), i.e. World Bank, Department for International Development (DFID) of Government of UK and European Union about possible support for the secondary education sector, particularly for RMSA. As part of the negotiations with the DPs, it is proposed to conduct a social assessment of the RMSA programme, through appropriate consultants to be appointed for this purpose. An “invitation for Expression of Interest” has accordingly been published in ‘The Times of India’ which has also been placed on the web site of the Ministry of Human Resource Development (www.education.nic.in).

2. Brief about objective and scope of work:

2.1 Objective: The RMSA programme is based on three pillars of access, quality and equity. One of the important objectives of the programme is to remove gender, socio-economic and disability barriers by 2017. The objective of the Social Assessment of RMSA is to identify the most important social barriers to achievement of access, equity and quality in Secondary Education, and the most effective strategies to address and minimize these constraints. Social assessment is a process that integrates participation and social analysis for project design.

2.2 Scope of Work: In order to understand the prevailing social barriers to access, equity and quality, and develop/strengthen strategies to address them, the social assessment would examine the social disparities that exist in the Secondary Education (SE) system and the factors underlying these which constitute barriers to the achievement of RMSA goals. The assessment is divided into different “tasks” for ease of understanding and execution, but the tasks are closely linked, and together would provide a basis for ensuring that RMSA reflects the needs and priorities of those who are currently missing out on quality secondary education, and promotes measures that will reduce gaps in enrolment, retention and academic achievement.

Task 1. Understanding Social Barriers and Strategies to Address Them. Using the World Bank’s “Secondary Education in India” report as a starting point, update the quantitative data and qualitative descriptions to describe the following:

- Key differentials in participation (i.e., enrolment, retention and attainments) in secondary education, including differences by gender,

economic, social (especially SC, ST and Minorities), state, rural/urban, and type of school management. The data should be accompanied by a thorough analysis of the important reasons for differentials, through trend analysis, nuanced for different areas of the country.

- What is being done, i.e., mainstream or innovative strategies, to address the *differences* and *reasons*:
 - School- or management-level interventions, and other supply-side interventions
 - Demand-related interventions, including Incentive schemes (Central, State) – an inventory and clear descriptions of the main schemes/typical schemes, including numbers covered (latest year available) and what impacts these schemes have achieved
- What can be learnt from the experience of SSA about closing differentials and addressing reasons for them, especially about retaining girls through Classes 6-8
- Feasible and specific indicators to be used in the proposed donor-assisted project to ensure that it is addressing the social dimensions and achieving the desired outcomes. The consultants should examine the indicators being used in SE to capture the social (particularly, equity) dimensions of SE and the Results Framework being developed for the DP-assisted project.

Task 2. Analysis of RMSA Framework: Within the context of the above quantitative and qualitative analyses, discuss what is being proposed in the RMSA Framework and its related schemes, what is needed for the Framework to be implemented, where and how significant are the gaps, and what could be done to address the gaps and strengthen the Framework during implementation. Some key aspects of this analysis would be: district planning and budgeting; pedagogical inputs; convergence with elementary education (SSA); and convergence with other schemes. Recommendations for sensitization of key personnel and capacity-building to strengthen the social (including gender) dimensions of SE should be included.

Task 3. Two-way Communication and Participation: Assess the RMSA Framework regarding scope of participation of various stakeholders and to develop two way communication mechanisms.

Task 4. Addressing the needs of Adolescents (14-18 year-olds): Based on interviews with experts in the field and a quick read of the literature, identify the ‘other needs’ of adolescents that must and could be met in the context of secondary schools (e.g., health and psycho-social needs); identify what, if any, strategies are being implemented/proposed to meet these needs; and make focused recommendations for the strengthening of efforts to address these needs.

3. Instructions to the consultants:

3.1 Place of study and time lines: The assessment is time bound and is required to be completed within a maximum of Five months. The consultants are expected to visit at least 3 representative states, preferably in different regions of the country. The key time lines of the assessment are indicated below:

1. A draft report covering Tasks 1 and 2 within 12 weeks of the start of the assignment
2. A draft report covering Tasks 3 and 4 within 14 weeks of the start of the assignment
3. A presentation to GOI, the DPs and invited experts of the draft report covering all four tasks within about 18 weeks from the start of the assignment
4. A final report covering all 4 tasks to be submitted within 2 weeks from the date of receipt of comments from MHRD and the Development Partners

The Social Assessment reports should be concise and to the point, addressing the specific tasks outlined above.

3.2. Bid Processing Fee: No fees are required to be paid for submission of proposals.

4. Pre-qualification criteria: The qualifications of the consultants are given below:

Role/Responsibility	Nos.	Qualifications	Time on Task
National Team Leader	1	At least a Master's degree in Social Science/ Management with 15 years relevant work experience (including quantitative and qualitative social research) and considerable knowledge of the education sector, especially secondary education.	Full time for 5 months
Social Scientist at National level	1	At least a Master's degree in Social Science/ Management with 7 years relevant work experience (including social research) and considerable knowledge of the education sector, especially SSA. Good previous experience of carrying out consultations and/or of qualitative research.	Full time for 5 months
Social Scientist at State level (3 states)	3	Masters in a social science or relevant field with 7 years working experience; OR Bachelor's degree with 10 years work experience. Past experience of working with	Full time for 5 months

		PRIs and community based institutions. Good previous experience of carrying out consultations and/or of qualitative research.	
The staff above should be able to design the social assessment, carry it out along with the Field Investigators below, analyze both the quantitative data and qualitative information obtained in Tasks 1-4, and produce excellent written state and national reports. At least two of the staff should have good knowledge of Adolescent behaviour and issues related to education; and be able to design and carry out the work of Task 4, analyzing the information obtained to a high standard.			
Field Investigators (2 per district for 2 districts per state = 2x2x3) (may be trimmed based on the time anticipated to conduct the primary field work.)	12	Considerable prior experience of carrying out qualitative assessments, very good knowledge of the local language and good English writing skill;	For 3 months each = 36 person months

5. Format for submission: The proposal may be submitted in the following format:

1. Name of the firm/Organisation:
2. Whether Government or Private :
3. Experience of the firm/ organisation (Please attach brochures and organisation's profile):
 - 3.1: Number of years of experience:
 - 3.2: Code Business areas:
 - 3.3: Technical and Managerial Organizational of the firm:
 - 3.4: Past experience of studies of similar nature:
 - 3.5: Past experience in carrying out studies in Secondary/Elementary education:
 - 3.6: Studies carried out in India:
4. Name and Qualifications of the key staff in the following format:

Position	Educational Qualification	Present/ recent job profile	Experience in similar assignments (Social Assessment)

5. States proposed to be selected for field visit:

6. Whether the proposed time lines are acceptable:

7. Financial strength of the firm:

Turn over figures for the last 3 years:

Net profit figures for the last 3 years:

8. Any other information:

6. Last Date of Submission: The last date for submission of proposal is
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7. Place and mode of submission: The proposals may be submitted to Mr. Satish Nambudiripad, Director, Department of School Education & Literacy, Ministry of Human Resource Development, Room No. 221, C-Wing, Shastri Bhawan, New Delhi by 5.00 p.m on This may also be submitted through e-mail to nambudiripad.edu@nic.in so as to be electronically received by the stipulated date and time.