RFP - DP96EDU82025 – A Baseline and Need Assessment Study on Stem Education in Pakistan

Question no 1: In order to create an effective and scientifically sound sampling plan, could we obtain the number of the following target population:

 Layer I: teacher educators (here referred as mentors – 1,000 direct beneficiaries),

Layer II: Primary teachers (30,000 as direct beneficiaries)

Layer III: learners (approx. 2M -indirect beneficiaries)

By district, by gender, by disability, by minority status, and by urban-rural divide?

This would definitely help us in devising a sampling strategy for each of the beneficiary subsets, as per the scope of the RFP.

Answer no 1: Not relevant to this requirement.

Question no 2: Could you please clarify whether the study is expected to cover only higher education institutions (universities) or also include secondary schools/colleges that feed into STEM higher education

Answer no 2: We would recommend the agency to undertake sample primarily from Higher Education and would also prefer if sample can also represent secondary schools/colleges so the finding can be utilized at all levels.

Question no 3: Should the sample ensure representation across provinces and regions (urban vs rural, public vs private institutions), and do you have any minimum expectations for coverage or any preferred geography

Answer no 3: technically yes situational assessment of STEM across all provinces is preferential, however within provinces the agency can select the unique characterization approach focusing on the relevant aspects and areas only.

Question no 4: For Key Informant Interviews (KIIs), does the British Council have a preference for specific government ministries, industry associations, or employers that must be included

Answer no 4: at this point we wouldn't limit the agency to specific set of stakeholders, however we would suggest stakeholders directly and largely involving in designing and delivery of STEM education.

Question no 5: For the validation workshops, will the British Council facilitate invitations and logistics for stakeholders, or should this be included in the proposal scope

Answer no 5: We will facilitate the invitations, but it would be ideal to include the costing associated with these workshops in proposal scope. We would also like to receive suggestion from the agency whether they would like to have it in person or online platform.

Question no 6: Do you expect the benchmarking to focus primarily on curriculum and pedagogy, or also on funding, governance, and policy frameworks.

Answer no 6: primarily on curriculum and pedagogy, governance, and policy frameworks and at secondary level on funding.

Question no 7: Scope of Institutions - Is the baseline study limited to higher education institutions (universities, colleges), or should it also include secondary/higher-secondary schools feeding into STEM?

Answer no 7: We would recommend the agency to undertake sample primarily from Higher Education and would also prefer if sample can also represent secondary schools/colleges so the finding can be utilized at all levels.

Question no 8: Scope of Institutions - Should Technical and Vocational Education & Training (TVET) institutions also be covered within the scope?

Answer no 8: Yes it could be

Question no 9: Benchmarking Coverage - Should benchmarks be limited to higher education, or also extend to K–12 pipelines into STEM?

Answer no 9: Yes, we would recommend the agency to undertake samples from all levels including TVET maybe to see the congruence of flow to labor market.

Question no 10: Sample Size Guidance - The RFP outlines the number of KIIs and FGDs to be conducted. However, no thresholds are specified for the surveys, should we propose the number of universities, students, faculty, and other stakeholders ourselves, or does the British Council intend to define minimum sample sizes?

Answer no 10: No, we want the agency to propose a well thought sample underpinned by sound rationale

Question no 11: Definition of STEM - Should the scope of STEM be interpreted strictly as hard sciences and engineering, or should it also include ICT, data science, and interdisciplinary programs?

Answer no 11: Actually, it's all.