TERMS OF REFERENCE

Hiring of Community Engagement and Social Mobilization.

Sindh Early Learning Enhancement through Classroom Transformation (SELECT) project, supported by the World Bank
PROJECT MANAGEMENT AND IMPLEMENTATION UNIT (PMIU)
REFORM SUPPORT UNIT (RSU)
SCHOOL EDUCATION & LITERACY DEPARTMENT (SELD)
GOVERNMENT OF SINDH

1. SUMMARY OF THE TERMS OF REFERENCE

The Terms of Reference are for procuring the services of a firm to support Sindh Early Learning Enhancement through Classroom Transformation (SELECT) PMIU to mobilize communities to increase students' retention, improve students' attendance, reduce potential dropouts, and promote girls' education in the 12 target districts of the SELECT project. The selected firm will be engaged for tentatively 16 months to achieve the objectives of mobilizing and engaging communities: (i) increasing the transition of students from primary to elementary education, (ii) reducing students' dropouts, particularly girls and (iii) improving students' retention, particularly girls, in primary schools and their successful transition to higher grades in upgraded schools in the selected districts.

The firm will report to the SELECT PMIU but will be expected to work closely with provincial and district institutions of SELD i.e.: Directorate of Monitoring and Evaluation (DG M&E), Directorate School Education (DSEs), Provincial Institute for Teacher Education (PITE), Sindh Teachers Development Authority (STEDA) and the Directorate for Curriculum and Research (DCAR).

2. SELECT PROJECT BACKGROUND AND OBJECTIVES

(a) Project Background

The SELECT Project introduces a multi-pronged approach towards improving the quality of teaching and learning practices in primary education, with a particular emphasis on foundational reading in grades 1 through 5. The project comprises a series of focused and flexible implementation strategies, targeted at the school and meso- levels of governance (personnel and systems at the school, taluka and district levels). The project supports improvements in the transition from primary to elementary school, as well as a reduction in dropouts through targeted student attendance redress mechanisms and procedures. Desired Project outcomes would eventually contribute to reductions in learning poverty and in the number of out-of-school children.

(b) Project Overview

Project Objective	To improve reading skills of early grade primary students and increase student retention in primary schools, in select districts.
Project Cost	US$ 154.76 million. US$ 100 million from IDA and US$ 29.9875 million from the Education Sector Program Implementation Grant (ESPIG) and US$ 24.775 million multiplier grant (MG) of the Global Partnership for Education (GPE).
Component 1	Transforming teaching practices in the early grades: • Subcomponent 1.1: **Implementation of a Continuous Professional Development (CPD) model for improved literacy skills in the early grades**

	• Subcomponent 1.2: **Behavioral nudges for improved learning** • Subcomponent 1.3: **Technical Assistance for transforming teaching practices**
Component 2	Developing an effective learning environment – by school up-gradation to elementary level and school rehabilitation through refurbishing of existing classrooms and adding new classrooms to existing schools, provision of furniture, and adequate WASH facilities by actively pursuing eco-friendly materials and designs
Component 3	Improving system capacity for effective school leadership and management support • Subcomponent 3.1: **Establishing a technology-based student attendance monitoring system.** • Subcomponent 3.2: **TA and capacity building for school leadership and local education office management to mitigate student dropout**
Component 4	Technical Assistance and Project Management
Project location (Districts)	Badin, Ghotki, Jacobabad, Kambar Shahdadkot, Kashmore, Mirpurkhas, Matiari, Sanghar, Shikarpur, Sujjawal, Tando Muhammad Khan, Thatta

This consultancy will support Component 3 of SELECT; the outputs from the assignment will, however, cross over with Component 1, and knowledge of Component 2 will be valuable to delivery of the ToRs.

Component 1 (C 1): Transforming Teaching Practices in Early Grades

Component 1 of the project is focused on transforming teaching practices in the early grades through the implementation of a continuous professional development (CPD) policy aimed at improving early grade literacy skills, with specific emphasis on Grade 1-5. Main outputs within this component include the following:

(i)   implementation of the CPD training for teachers and regular follow up through Guide Teachers and Subject coordinators assigned at each Cluster and School level respectively.
(ii)   capacity development for the teacher training institutes through third-party providers;
(iii)   implementation of interactive audio and video instruction (IAVI) and teaching and learning materials;
(iv)   implementation of literacy teaching and learning materials for primary education, including scripted lesson plans, leveled-reading books for students; and
(v)   implementation of the upgraded comprehensive CPD program and monitoring of student learning outcomes improved literacy skills.

The content developed under CPD will address gender biases through the training for teachers, learning content for students, and through engagement strategies with parents and local community members. This effort is aimed at reducing gender bias and stereotypes in teaching content and pedagogy that adversely impact general educational outcomes and/or students' learning capabilities.

To support improved student well-being and mitigate future potential risks related to students dropping out, particularly girls, social mobilization activities will be carried out, encompassing socio-emotional support to students, and the use of behavioral nudges to influence attendance, retention and student performance.

Component 2 (C 2): Developing an effective learning environment

This component aims to improve the physical learning environment in selected upgraded primary schools and to support the improved teaching and learning aims set out in Component 1. The main aim of this component is to establish environments conducive to learning that maximize available academic/instructional space and create synergy with the pedagogical approaches proposed within Component 1. The improved learning spaces aim to attract more students to come to school and

increase the quality of learning time that they spend at school. The improved learning environment is especially important for girls' enrollment for two reasons: (a) WASH facilities have been demonstrated to be critical for girls' attendance and retention and (b) availability of elementary grades in the same community is important for girls for social and security reasons and it also helps to prevent their dropout in early grades. Under this component 600 schools will be upgraded from Primary to elementary level, out of which 50 schools will be upgraded to Secondary level. Upgrading to elementary schools will enable (a) increased retention rates from grades 5 to 6, (b) increased retention rates in lower grades by demonstrating the potential for future study opportunities, and (c) creating a dedicated headmaster position with the power of the Drawing and Disbursing Officer (DDO) in upgraded schools, which will enable more effective implementation of Component 1 and 3 activities.

Component 3 (C 3): Improving system capacity for better school leadership and management support

This component aims to achieve the following:
   a. **Alignment of roles of education management:** Clarify and align the role of, and relationships between, local education management (District and Taluka Education Officers, Cluster Heads/Head Teachers) and school management committees towards school-level support, and to support the development of a school leadership cadre from among these officers. The school leadership cadre will support interventions 'b' through 'e' discussed below.
   b. **Unique Student Identifiers and student tracking:** this component will support the development and utilization of an automated system to generate unique student identifiers, and use them to track and report student attendance to support retention and limit and redress dropouts
   c. **Focus on proactive drop-out redressal:** The component will support education managers to assist teachers and parents to proactively identify and address the factors that affect students' in-school performance and risk of drop out, particularly for girls.
   d. **Improve girls' retention in schools:** This component will introduce gender specific interventions aimed at improving student experience and drop out mitigation particularly for girls.
   e. **Active involvement of School Management Committees:** Parents and communities, through SMCs, will be actively engaged in the dialogue for student attendance monitoring and promoting learning and retention, ensuring citizen engagement in the school activities.
   f. **Gendered analysis of attendance patterns:** Specific attention will be given to monitoring girls' attendance patterns to proactively identify and mitigate girls at risk of drop-out at an early stage. This will be accompanied with a gendered analysis on the underlying drivers for poor student attendance.

3. SCOPE OF THIS ASSISGMENT

The SELECT PMIU is seeking the services of a Community Engagement and **Social Mobilization Firm** to plan and conduct community awareness and engagement activities aimed at promoting children's education and enhancing student attendance and retention in 12 target districts, with a specific focus on girls. The firm will actively engage with local communities, school management committees, child protection committees, and local-level stakeholders through a variety of strategies, including awareness campaigns, consultations, sensitization, addressing local issues of project objectives with the process of bringing together local communities and as many stakeholders as possible. Additionally, the firm will be responsible for developing communication materials for awareness and project objectives. It will also propose a social mobilization strategy for differentiated stakeholders including a plan to activate and mobilize SMCs, parents of the students, school leaders and Local Education Management for implementation of SELECT project interventions in 600 schools and their communities ensuring the participation of vulnerable and marginalized groups and devising specific strategies to include their voices in the firm's dialogue and consultation process. The Social Mobilization Firm will support Component 1, 2 and 3 of SELECT Project in community mobilization and gender focused initiatives for retention and smooth transition of students from primary to

Elementary/Secondary education.

Additionally, the scope of the Social Mobilization Firm should encompass various tasks, including identifying disadvantaged or vulnerable social groups, planning and executing measures to facilitate their participation, and capturing their perspectives through participatory community activities. Additionally, it should ensure stakeholder access to information regarding potential risks and impacts that may disproportionately affect them or other vulnerable groups, with built-in measures to avoid or minimize these impacts. Information disclosure should be in relevant local languages and in culturally appropriate formats, considering specific needs such as disability, literacy, gender, mobility, and accessibility differences among affected groups or populations with specific information requirements.

As a result of the support provided by the Social Mobilization & Community Engagement Firm, at the communities, stakeholders, and schools levels, the following outcomes are expected:

- Enhanced awareness of the importance of education among local communities (including disadvantaged and vulnerable groups), School Management Committees, and local-level stakeholders, leading to a better understanding of the advantages of education and the significance of keeping children in school.
- Reduced student dropout rates, particularly among girls, through increased awareness of the potential risks associated with leaving schools, including vulnerability to child labor, early marriage, and GBV.
- Increased enrollment in schools.
- Increased sensitization of parents, teachers, guardians, and the community on enrollment, child safeguarding, girls' education, the clean and green School initiative, and the Grievance Redressal Mechanism (GRM) of SELECT, fostering a more supportive environment for children within schools and communities.
- Improved coordination among stakeholders for the student attendance monitoring and redress system (SAMRS) and dropout mitigation activities, following the implementation of the SAMRS policy and procedures.
- Enhanced coordination between schools, parents, community leaders, and the education department for the successful implementation and sustainability of SELECT interventions in 600 schools.
- Enhanced student well-being through behavior-based interventions and promoting key skills for academic achievement through socio-emotional support focusing on the overall emotional well-being of students and behavioral nudges that involve strategic interventions to influence and guide behavior in a positive direction. Comprehensive and collaborative effort involving teachers, parents and the broader community by addressing behavioral issues, promoting emotional well-being and developing essential academic skills, creating an environment that nurtures the overall growth and success of students.
- Improved teacher-student-parent relationship through community engagement and bridging activities.
- Develop and disseminate Communication Material within the 600 schools and communities as required by the project objectives covering all the relevant, thematic areas and the GRM.

4. TASKS AND DELIVERABLES

Task 1: Stakeholder mapping and Social Mobilization Strategy and implementation process Development

The task involves identifying, analyzing, and evaluating the needs, importance, and influence of stakeholders at the School, Talukas, and District levels. This process should prioritize social inclusion and focus on the involvement of School Management Committees (SMCs). Devise a robust Social

Mobilization Strategy for community awareness activities aimed at promoting girls' education, enhancing student attendance, improving retention, and mitigating student dropouts.

    I.   Desk Review: A comprehensive desk review of existing and previous Social Mobilization Strategies/Plans and projects related to education, School Management Committees, with a focus on retention, dropout mitigation, attendance improvement, and girls' education, including best practices in developing countries and similar contexts. The review should encompass all ongoing recommendations from the SELECT Project's [1]FGDs report and the Firm's research study report on student retention and student dropout mitigation plans. This review will also include an analysis of key learnings and their sustainability aspects.

    II.   Stakeholder Identification: The identification and categorization of stakeholders especially vulnerable groups[2] at the cluster, taluka, and district levels, including SMC members, local education champions, community leaders, community notables, teachers, parents, and local NGOs/Community-Based Organizations (CBOs), as well as local media representatives. It will be built upon the existing SELECT Stakeholder Engagement Plan (including but not limited to the groups identified in the SEP) and to ensure the inclusion of marginalized communities and groups, fostering equitable engagement in the project objectives.

    III.   Community Engagement Plan: Develop a comprehensive community engagement plan based on SELECT Project Stakeholder Engagement Plan (SEP) that includes broad-based and exclusive community meetings (with special groups), consultations, awareness sessions/ campaigns, and community dialogues aimed at promoting school retention, transitioning, improving regularity & attendance, mitigating dropouts, redressing general issues of absenteeism, and girls' education.

        a. **Bringing School Leaders, Local Education Managers, SMCs, Parents and Communities together:** Identify key stakeholders and devise the strategy to bringing them together to achieve overall project goals.

        b. **Vulnerable Groups Inclusion:** Assessment of the needs and access of clearly defined vulnerable and disadvantaged groups among the identified stakeholders (i.e., basis of vulnerability/disadvantage detailed), ensuring their active & meaningful participation in the Social Mobilization Strategy and/or related social action plans.

        c. **Local Networking & Partnership Building:** Identify opportunities for collaboration with local-level NGOs and CBOs to enhance community engagement, sensitization, and mobilization efforts.

    IV.   Sustainability Plan: Integrate sustainability measures within the Social Mobilization Strategy, outlining means to be used and how SMCs, schools, teachers, School leaders, Local Education Managers and the School Education and Literacy department will continue these activities beyond the project's duration

• **Deliverables Set 1:** A comprehensive **inception report** that provides a clear, timebound strategy for how the firm will deliver against the scope of the assignment. The strategy should be informed by an assessment of local conditions and stakeholder and evidence of and provide a thorough insight into how the Firm intends to engage stakeholders and mobilize communities. A presentation (to be delivered to the PMIU SELECT team) at the time of submission of inception report.
• Inception Report will consist of the following distinct information, assessment, and findings:
• Stakeholder Mapping
• Social Mobilization & Community Engagement Strategy and Plan
• Communication Strategy and Plan

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[1] The Purpose of the conducting research study FGDs was to find out the practices of admissions, attendance, and retention particularly girls. It aimed to get the findings of dropout reasons and receiving inputs for technology based Student Attendance Monitoring system from relevant stakeholders.

[2] Per the Project Stakeholder Engagement (SEP) document

• Sustainability Plan

Task 2: Activation of School Management Committees (SMCs) for Enhanced Community Engagement, Social Inclusion, Social and emotional support, behavioral nudges and Student Attendance Improvement, ensuring Female members participation.

To engage and mobilize SMCs while promoting social inclusion and ensuring female members participation and informed decision-making in their activities. This task seeks to enhance community engagement, foster gender equity, orientation on the school cluster policy and improve student attendance in alignment with the Student Attendance Monitoring & Redressal System (SAMRSR).

Activities:

1. **Assessment of SMC Functionality:** Conduct a sample-based consultative assessment of the functionality of existing SMCs of 600 SELECT Project Schools. This assessment should involve identifying its members (by gender and other social identities), evaluating available guidelines, their roles and responsibilities, SMC-related decision-making processes, and overall effectiveness of SMCs in addressing issues affecting children at the school and cluster levels.
2. **Activation of SMCs:** Develop a plan for activating School Management Committees and involving them with clear roles and responsibilities and budgets to support student retention, improving attendance, mitigating dropouts, and redressing general issues of absenteeism and facilitating relocation of students for alternate places during construction of schools in addition to tracking any infrastructural needs.
3. **SMC Working Mechanism:** Develop mechanisms and tools that engage SMCs to actively work with parents, teachers, School Leaders and the communities, while addressing student attendance, retention, social inclusion and gender equity concerns. This should build upon existing SMC-focused policies and notifications.
4. **Orientation for SMCs:** Organize orientation sessions for SMC members related to the project, with a specific focus on project interventions such as the SAMRS, Continuous Professional Development, up-gradation of schools, expected outcomes of the project and the potential role of SMCs and other key stakeholders to collaborate, input and provide feedback (GRM).
5. **Regular SMC Meetings**: Facilitate regular SMC meetings based following a pre-determined frequency and structures and keep the record of the meetings through meeting minutes and develop tools indicating student retention particularly girls, student performance and attendance, mitigating the risk of girl's student drop out after the up gradation of schools particularly in mix schools.
6. **Community Awareness Campaign:** Integrate SMCs into the broader community awareness campaign, where they play a pivotal role in convening and chairing community sessions that reinforce messages on importance of education, student attendance, socio-emotional support, gender equity, green school initiative and social inclusion.
7. **Orientation on School Cluster Policy:** Orient SMCs on School cluster policy to encouraging collaboration and coordination among SMCs within clusters to share best practices and resources.
8. **SAMRSR Participation:** Ensure that SMCs actively participate in the support of Student Attendance Monitoring & Redressal System (SAMRS) with a focus on addressing attendance-related issues.
9. **Gender mainstreaming in schools:** Addressing gender biases and attitudes through SMCs among teachers and communities that may be impacting girls' access to education.
10. **Providing Social and Emotional Support and deploying Behavioral Nudges:** Sessions focused on social and emotional support, as well as behavioral nudges with School Management Committees (SMCs) that aim to deploy behavioral nudges and offer social and emotional support to SMCs, thereby motivating the community and parents to enhance enrollment, attendance, retention, and social inclusion.

Deliverables Set 2:
• SMC Functionality Assessment Reports.
• SMC Activation Plan: SMC activation plan & report identifying gaps, evaluate past performance, a proposal for SMC activation and empowerment particularly its women members, with clearly identified and their role in student attendance Monitoring Redressal Policy and promoting girls' education at the community level.
• Tools for SMC Engagement and tracking results
• Reports annexed with filled tools and all means of verification (attendance sheet, photographs, etc.)

Note: A presentation should be delivered to the PMIU SELECT team before the implementation of SMC activation Plan and team feedback will be incorporated in the report.

Task 3. Raise Awareness for student attendance, retention, dropout mitigation, socio-emotional support, behavioral nudges and promoting girls' education

To conduct comprehensive awareness sessions within project districts, targeting improved student attendance, dropout mitigation and the promotion of girls' education.

Activities:

1. **Project Orientation Workshop for Firm Staff:** The firm will organize an orientation session for project staff of the firm in consultation with PMIU SELECT, ensuring the attendance of both social mobilizers and key staff members. This session will focus on relevant thematic areas of the SELECT Project, the SAMRS related documents Girls' Education Promotion, Social Inclusion and Gender Mainstreaming in Education, Socio-emotional support, behavioral nudges and Stakeholder Engagement and the Project's Safeguard requirements.

2. **Awareness Plan in Collaboration with Education Authorities:** Collaborate closely with Cluster Head Teachers, Taluka Education Departments, and Deputy Education Officers to develop a monthly awareness plan that aligns with local educational priorities. Seek approval for the awareness sessions/campaign plan at the Taluka level from TEOs, District Education Officers, and District SELECT focal persons.

3. **Field Staff Deployment:** Develop a detailed deployment plan in consultation with Taluka and District Education Authorities, as well as PMIU SELECT for community-based sessions. This plan aims to deploy male and female social mobilizers at the Taluka level to cover the geographic clusters of target schools for social mobilization around education.

4. **Broad-Based Community Meetings:** Conduct community-wide and group-specific meetings in villages and clusters, involving parents, teachers, local leaders, religious figures, elected council members, education and child rights and health activists, child protection committees (at district levels) and champions. Address key project objectives, including student attendance, retention, and the SAMR Policy.

5. **Community Dialogues:** Facilitate and support dialogues at both village and cluster levels along with social mobilizers, encouraging participation from various stakeholders. Prioritize social inclusion and ensure the active engagement of vulnerable groups.

6. **Female Participation:** Encourage the participation of females in culturally appropriate community spaces, and manner (separate sessions with females and males) such as schools, BHUs (Basic Health Units), and other locations convenient for women/girls. Organize separate awareness sessions for female teachers, mothers, girl students and peers, addressing cultural, social, economic and other impediments to girls' education and focusing on girls' education and safety.

7. **Campaign Focus Areas:** Raise awareness about the SELECT project's objectives, including improving student attendance, reducing dropouts, and promoting the Clean & Green School initiative. Highlight the creation of a safe environment for girls and female teachers, addressing the issues of early child marriages, menstrual health, hygiene, and management and emphasizing the importance of girls' education.

8. **Grievance Redressal Mechanism (GRM):** Orient the community and SMCs about the SELECT GRM and SEA/SH/VAC complaint Mechanism, emphasizing the process of lodging and resolving complaints. Provide clear and accessible information guidelines on how to effectively utilize this mechanism through IEC material and awareness sessions/ activities[3].

   GRM awareness raising in communities to be publicized on following:
   1. Where to seek help—an illustration of GRM reporting channels and basic information about GBV/VAC service providers provided in the local language(s) and/or through pictorial presentations.
   2. What to anticipate—information regarding the grievance mechanism's processes and potential outcomes; referrals; the roles, responsibilities, and limitations of involved parties; available services, and how to access them.
   3. What to anticipate—in terms of confidentiality.

9. **Community Feedback Mechanism:** Establish a robust feedback mechanism to gather input from the community, parents, teachers, and SMCs regarding the effectiveness of the awareness sessions campaigns, issues of experienced disparity, discrimination, exploitation, abuse and/or violence in SELECT Project's interventions. As well as emerging/persisting risks arising out of project interventions, and their mitigation through social actions. Document and use this feedback to recommend specific necessary adjustments and improvements.
10. **Inclusion of Vulnerable and Disadvantaged Groups:** Ensure equal access and participation of vulnerable and disadvantaged groups in the awareness campaign. Address their specific needs and concerns to promote inclusivity.

Deliverables Set 3:
Regular Reporting Documents regarding:
• Monthly awareness plan along with field staff deployment plan.
• Broad based Community Meetings (separate for mothers, fathers, males and females where more appropriate)
• Community Dialogues, orientation and campaigns (targeting mothers, fathers, males and females specifically, here more appropriate)
• Summaries of key outcomes and themes emerging from meetings
• Awareness Plan and Analyses and action plans based on community feedback.

Task 4: Consult and Mobilize Local Communities and District Stakeholders for the Sustainability of Project activities and Student Attendance Redressal (SAR) Policy & Procedures
Objective: To engage local stakeholders and authorities, fostering a collaborative approach to ensure ownership, sustainability and successful implementation of the SAR policy and procedures.

Activities:
1. **Facilitate Review Meetings:** Organize and facilitate review meetings with District and Taluka Education Offices, including relevant officers and administrators, to discuss the SAMRS policy's implementation and challenges. Back-share outcomes of these in SMC sessions, to bridge knowledge gaps and close the review & feedback loop.

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a.To avoid causing any harm, efforts to raise community awareness of a SEA/SH GM should not begin before a clear response protocol is in place, including a mechanism to ensure confidentiality and to systematically refer survivors to GBV service providers. It is vital to clearly communicate about available referral options and to have all data-sharing protocols in place prior to the grievance mechanism starting to function. In other words, service providers may be contracted and mobilized well in advance of the contractor(s) and community outreach activities, thereby avoiding any risk of gaps in support during the initial stages of the project.
b. It is crucial to clearly communicate the principle of survivor-centricity—not just the project-affected communities but to anyone who may be associated with the GRM.
c. Messages should encourage survivors to report to the GRM directly, and/or its focal points and seek services for themselves and urge anyone who becomes aware of an allegation of SEA/SH/GBV/VAC to refer survivors to the appropriate service providers (rather than doing it themselves) and to let them know about the available options for formal reporting.
3

2. **Cluster and Taluka Action Plans:** Collaborate with stakeholders to develop action Plans at the Cluster & Taluka level, focusing on SAR policy and procedures integration and improvement.

3. **Coordination with Education Authorities:** Establish coordination channels with the Directorate of School Education, District Education Office, District Administration, and SELECT Project component firms to synchronize efforts and ensure alignment with SAR policy goals.

4. **Support to Taluka & District Education Department:** extend support for promoting student enrolment, retention, and girls' education within the community. Facilitate and actively participate in educational events organized by the Education Department that align with the project objectives.

5. **Collaboration with Local NGOs, CBOs, and Development Partners:** Engage in collaborative efforts with local NGOs, CBOs and development partners operating within the project's thematic areas, particularly in educational activities and the promotion of girls' education at the Taluka and District levels. Foster partnerships that leverage local resources, expertise, and networks to enhance the impact of awareness campaigns, community mobilization, and sustainability initiatives. Encourage synergy between the project and these organizations to achieve shared objectives of educational initiatives.

6. **Green & Clean School Initiative:** [4]Identify Collaboration opportunities with Forest Department, Environment Climate Change and Coastal Development Department, District Administration, Education Works Department, PDMA Sindh, NGOs and Development partners, corporate partners for the Green School initiative and mobilize communities and stakeholders for the seasonal plantation campaign.

7. **Compiling and sharing Case Studies:** Develop, compile and share case studies of successful SAMRS policy implementation from other regions to inspire and guide local stakeholders.

8. **Support the transition of the students at the alternate School arrangements:** Engage parents, teachers, SMCs, Head Teachers, TEOs, DEOs for retention of students reduce dropout during the relocation of the students at the alternate school arrangements sites during the construction phase.

9. **Conduct quarterly meetings among key stakeholders:** Conduct cluster wise quarterly meetings ensuring the participation of key stakeholders.

10. **Supportive Documentation:** Provide support in documenting and disseminating best practices, lessons learned, and successful approaches.

11. **Monitoring and Evaluation:** Continuously monitor progress, gather feedback, and evaluate the effectiveness of the stakeholder consultation and mobilization efforts.

Deliverable 4:
• A comprehensive quarterly report summarizing the outcomes of the stakeholder review meetings.
• Action plans developed at the Cluster and Taluka levels coordination efforts with education authorities.
• Report on collaboration with NGOs and partners
• Shared case studies documented best practices and the results of ongoing field activities and monitoring reports.

Task 5: Develop and disseminate Communication Material:
Objective: Propose, develop and implement all-encompassing communication strategy by aligning communication endeavors with the key thematic areas of the SELECT project.

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[4] The Green and Clean School initiative (GSCI) is derived from Climate Responsive Indicators (CRI) Implementation strategy Note, The Green and Clean School is visualized as a school guided by the principles of environmental sustainability. It seeks to sensitize teachers and students for environmental sustainability through the active involvement of the community.

Activities:

1. **Proposing a comprehensive communication and dissemination strategy and plan aligned with the project's objectives and thematic areas, addressing the communication needs of low-literacy communities and project stakeholders across the 12 districts of the SELECT Project.**

a) **Comprehensive Communication Strategy and Plan:**
   - Conduct thorough audience profiling across the 12 SELECT districts, emphasizing low-literacy communities to identify preferred and trusted modes of communication, information needs and preferred content on specific thematic areas of the project.
   - Identify and recommend the most effective communication channels, including social media platforms, tailored to the needs and objectives of the project and target audience.
   - Segment stakeholders based on their unique characteristics and preferences to develop targeted strategies.
   - Propose communication (IEC) materials, number/quantity and budget for products to be developed in local languages that are culturally acceptable and socially adaptable for Education promotion resonating with low-literacy populations, particularly for girls' education.
   - Suggest social media strategies and content types suitable for engaging the targeted communities and stakeholders effectively.
   - Present a content strategy emphasizing on materials need to be developed for community dialogues and community awareness campaign for different groups of stakeholders.
   - Propose a dissemination strategy for each of the above materials and platforms of communication proposed.

2. **Develop comprehensive communication materials for targeted Communities across various thematic areas promoting education. These materials aim to effectively engage and sensitize low-literacy population groups within the project's scope.**

   a. **Thematic Areas:**
   - Improving student attendance
   - Reducing student dropouts, particularly girls
   - Improving students' retention, especially girls, in primary schools and their transition to higher grades.
   - Promoting girls' education / Importance of Girls Education
   - Behavioral Nudges / Socio-Emotional Support for parents
   - Safe environment for girls and female teachers in Schools
   - Child Protection & Safeguarding
   - Early child marriages, Menstrual health, hygiene, and management
   - Promoting the Clean & Green School initiative
   - SELECT – Grievance Redressal Mechanism and Complaints mechanism related to SEA/SH / VAC
   - Other relevant areas according to need

   b. **Communication Material Suggested:**
   - informative videos on Project themes
   - Descriptive narratives in Sindhi and Urdu for community awareness
   - Celebrity messages
   - Image-based social media videos on thematic area
   - Brochures
   - Posters
   - Banners

- Design Wall Graffiti for School boundary walls/inside-walls for key messages to teachers and students
- Fact Sheet
- Video presentations about project components and thematic areas
- Radio and TV Commercials
- Success Stories
- Website Content and social media content
- Documentaries
- Any innovative content suggested by firm.

Note: The above are suggested communication materials and products for dissemination. The firm is encouraged to consider these suggestions but may adjust or omit any items as needed based on project requirements, feasibility, and relevance.

3. **Testing of all developed communication materials with small control groups**
   - Identify small control groups for testing developed communication materials.
   - Testing of all developed communication materials with identified small control community groups.
   - Incorporate feedback of small control groups in communication materials
   - Finalized communication materials after the process of testing through control groups.

4. **To effectively disseminate communication materials and products developed by the communication firm across various channels to reach target audiences and stakeholders in the selected 600 schools and communities.**

5. **Project visibility and branding:**
   - Development of a Project Branding Book that should include Logo designing, Project Theme, Color Scheme, Fonts, Style, PPT Templates, Social Media Flyer Templates/Designs, Web designs, Graphics, Office Stationery, Business cards, annual report designing, Employ Cards, A4 file folders, Fabric Bags, Notepads, writing pads, info-graphics, giveaways, still characters/illustrations, digital characters/illustrations/animations and other IEC printed and digital material.
   - Ensure compliance with RSU/PMIU SELECT's branding and visibility guidelines for all communication products.
   - Engage in ongoing consultation with PMIU SELECT for conceptualization, storyboarding, and designing of communication and media products.

Ownership and Usage Clause: *All content developed under this assignment will be the property of the Government of Sindh, Reform Support Unit, School Education and Literacy Department. No communication material shall be used or copied without prior permission of RSU.*

Note: Publication and printing process would be responsibility of PMIU-SELECT

Deliverables Set 5:
1. Comprehensive communication and dissemination strategy and plan aligned with the project's thematic areas including following:
   - Comprehensive Communication Strategy and Plan
   - Communication Material Recommendations
   - Social Media Engagement Plan
   - Dissemination strategy and Plan
2. Developed and Tested Communication Material/Content/Product
3. List and categorization of audience and evidence of material/Content/Product disseminated.
4. Signage for visibility and branding of IEC materials and products

5. TIMELINE, ESTIMATED EFFORTS, AND REPORTING ARRANGEMENTS

(a) Duration of Assignment

The Social Mobilization & Community Engagement Firm will be hired for a period of 16 months and extendable subject to the project requirement and satisfactory performance.

(b) Implementation Arrangements:

- The Social Mobilization & Community Engagement Firm will work mainly with Head Teachers, Cluster Head Teachers, Taluka Education Officers , District Education Officers, Directorate of School Education and will be accountable to report progress to the project management unit (PMIU) for SELECT, which is SELD's Reform Support Unit (RSU) headed by the Chief Program Manager.
- The Firm will work directly with the Component lead C3 and Social Mobilization & Communications Specialist of PMIU SELECT along with consulting with project social and gender specialists with periodic briefing sessions from Project component teams at provincial and target district levels.
- Consultations will be required with SMCs, School HMs, Cluster Head Teachers, Taluka Education Officers, District Education Officers, Directorate of School, Project Social and Gender Specialists, and relevant Project stakeholders for SMCs assessment and activation plan and developing comprehensive Social Mobilization strategy and awareness campaign plan for the project thematic areas and SAMR Policy.

6. Deliverables and payment schedule

The key deliverables with indicative timelines include:

Sr	Deliverable	Timeline	Payment Plan
Deliverable 1:			
1	Signing of Agreement		2%
2	Inception Report and work plan will consist of the following distinct information, assessment, and findings:	06 Weeks	5%
3	Stakeholder Mapping, including clearly identified target audience and preferred means of information, knowledge and communication		
4	Social Mobilization & Community Engagement Strategy and Plan		
5	Communication Strategy and Plan		
6	SMC Assessment & Activation Plan		
7	**Sustainability Plan:** Develop a Sustainability Plan outlining measures for the continued implementation of social mobilization activities by engaging SMCs, schools, teachers, school leaders, Local Education Managers, and the School Education and Literacy department beyond the project's duration.		
8	Inception Report will consist of the following distinct information, assessment, and findings.		
Deliverable 2:			
1	Tools for SMC Engagement.	02 Weeks after Inception report	4% per quarter (Total quarter 6 total 24%)
2	Reports annexed with filled tools, and all means of verification (Attendance sheet, photographs, etc.)	Regular Monthly Reporting	
Deliverable 3:			

1	Monthly awareness plan along with field staff deployment plan.	Regular Monthly Reporting	4% per quarter (Total quarter 7 total 28%)
2	Broad based Community Meetings micro plans and reports		
3	Community Dialogues, orientation and campaigns micro plans and reports		
4	Summaries of meeting outcomes.		
5	Awareness Plan and Analyses and action plans based on community feedback.		
Deliverable 4:			
1	A comprehensive quarterly report summarizing the outcomes of the stakeholder review meetings.	Regular Monthly Reporting	2% per quarter (Total quarter 7 total 14%)
2	Action plans developed at the Cluster and Taluka levels coordination efforts with education authorities.		
3	Report on collaboration with NGOs and partners		
4	Case studies, documented best practices and the results of ongoing field monitoring reports.		
Deliverable 5:			
1	Comprehensive communication and dissemination strategy and plan aligned with the project's thematic areas including following: • Comprehensive Communication Strategy and Plan • Communication Material Recommendations • Dissemination strategy and Plan for each communication material/product by target audience	2 Weeks after inception	07%
2	Developed and Tested Communication Material/Content/Product	16 Weeks	8%
3	List and categorization of reached audience and evidence of material/Content/Product disseminated	Regular Monthly Reporting	2%
4	Reporting and pictorial Visibility of Branding Material and Products	Regular Monthly reporting	5%
Deliverables 6:			
1	**Project Reporting and Monitoring:** The firm will develop a plan and share regular reporting and achievements using digital reporting tools acceptable to PMIU SELECT and the World Bank (Geo enabling Monitoring System – GEMS). This reporting will be displayed through a dashboard accessible to the PMIU.	Regular Monthly reporting	5%
2	Project Completion Report	Within next 30 Days of the Completion of the Contract	

T= the date of signing contract

Estimated assignment duration of contract shall be 16 months from the date of signing of contract expected starting from June 2024. The main reporting office of PMIU- RSU is based in Karachi. Travel will be required for consultations with Directorates of School Education, DEOs, School Clusters, and PITE, based in different regions of Sindh, within the scope of the project, namely: **Hyderabad, Larkana, Mirpurkhas, Shaheed Benazirabad and Sukkur.**

7. Planning Coordination & Reporting arrangements

- The Firm will work directly with the Component lead C3 and Social Mobilization & Communications Specialist of PMIU SELECT along with consulting with project social and gender specialists with periodic briefing sessions from Project component teams at provincial and target district levels.

- Under the approved Annual Work plan and Budget, the Firm support and interventions will be planned and coordinated at provincial and district level through the Project forums developed for this purpose.
- At Provincial Level, the activities will be planned and coordinated through PMIU level and Social Mobilization targets and interventions will be reflected in the consolidated annual and quarterly plans of the project.
- Regular progress reviews will be carried out by a PMIU SELECT, Reform Support Unit, and SELD, chaired by the PD SELECT/CPM RSU, P&DDD and Technical Working Group forum of the Project under each project components.
- The Firm will deploy adequate technical support capacities in Community Engagement, Awareness Campaign and communication design, content development, audio and visual direction and production through adequate number of dedicated technical resources.
- PMIU SELECT will provide the consultancy firm with background information, material, feedback, and technical inputs to accomplish this assignment. No equipment will be provided for this assignment from RSU/ PMIU SELECT or any allied department. Communication & Visibility products designed as part of this assignment will be finalized after the approval from the relevant focal person of PMIU SELECT.
- District and Taluka level planning and coordination will be done through the District Coordination Committee, chaired by the District Education Officer at District level and Taluka Education Officer at Taluka level with other members nominated by the PMIU SELECT.
- Firm's District head/ Regional Coordinator will represent the SMF in that Committee. The Committee will meet monthly to review progress on Quarterly Work Plan and formulate plan for the next month and resolve any progress, implementation, and coordination issues. Quarterly plan and progress also will be shared with DSEs through the concerned District Education Officer.

Invoice payments shall be processed against deliverables made as and when the task/job assigned is completed and approved by the RSU/PMIU SELECT.

- The firm will be accountable to report progress to the PMIU Reform Support Unit (RSU) headed by the Chief Program Manager RSU / PD SELECT.

Reporting and Monitoring Mechanism:

The firm will develop a plan and share regular reporting and achievements using digital reporting tools acceptable to PMIU SELECT and the World Bank (Geo enabling Monitoring System – GEMS). This reporting will be displayed through a dashboard accessible to the PMIU. The reporting will include:

1. **Taluka-wise Session Plans:**
   - Provide monthly session plans at the beginning of each month to facilitate effective spot-checking and monitoring of activities.
2. **Real-time Deployment Tracking:**
   - Display the deployment areas of male and female social mobilizers in real-time to ensure efficient resource allocation and coverage.
3. **Monthly Targets Achievement:**
   - Report on the achievement of monthly targets, including the number of community meetings, School Management Committee meetings, and cluster/Taluka coordination consultation meetings.
4. **Means of Verifications (MOVs):**
   - Display various means of verifications such as pictures, attendance sheets, session reports, and participant questionnaires to enable oversight of field activities and ensure accountability.
5. **Communication Tasks Integration:**
   - Incorporate communication tasks into the reporting framework, including updates on the development and dissemination of communication materials, audience engagement strategies, and feedback received from stakeholders.

Firm will be required to furnish periodic progress reports on its activities and progress to the

PMIU SELECT, as per Project's M&E framework and prescribed format, also Project Fortnightly and Quarterly progress updates will be expected through one hour virtual/in-person meetings.
All submitted reports and deliverables if needed will be reviewed by TWGs for their input and finalized by PMIU SELECT/RSU.

8. Environment and Social Framework Compliance

- SMF will educate and sensitize communities on the process/ methods of the project Grievance Redress Mechanism (GRM) for filing of appeals and complaints. Firm will ensure compliance of World Bank ESF, ESS Standards and SELECT Project's ESMF, Stakeholder Engagement Plan & GRM, Labor Management Procedure, Gender Action Plan/ Sexual Exploitation Abuse & Sexual Harassment Action. The firm will follow all the guidelines of the PMIU SELECT on ESF compliance and Reporting.
- Social and Environmental Safeguards safety protocols & Government issues-health and safety protocols and ensure the same is being followed during community sessions and other field activities by all participants.

9. Qualification Criteria and Team Composition

- Demonstrated post-registration experience of 10 years in developing and implementing Social Mobilization & Community Engagement, Community Awareness Campaigns for development sector projects to support community outreach & mobilization, design and implementation of communication material for the community engagement for the development projects.
- The firm should have at-least 5 years' assignment relevant experience in beneficiary outreach/community mobilization, awareness campaigns for educational projects preferably in Sindh Province and production & design of communication products including IEC Material, video documentaries, video content for social media, direct communication products such as brochures, posters, and allied material of mass communication.
- Availability of appropriate skills and staff, in areas covered under these ToRs.

10. No Objection Certificate Obtaining

- NOC from CPM RSU/PC SELECT Project , local administration, and relevant local security agencies for carrying project activities in target districts can be crucial for timely initiation of project activities. Pertaining to this, RSU/PMIU will provide facilitation to the Firm in terms of carrying out official correspondence with the concerned authorities. However, as the information related to physical and human resources will have to come from the firm after its selection, therefore timely provision of such information to the concerned authorities as well as follow-ups for speeding up NOC to get it as early as possible will be the final responsibility of the firm.

11. Proposed Team

The firm shall provide their staff deployment plan in their proposal. Preference should be given to hiring of local professionals at district level in view of their better understanding/knowledge of local norms, geographical area and language and ease of mobility. Consideration may also be given to women and minorities for inclusion in the team.

The following positions will be required for the assignment.

Sr.	Title of the Key Experts	Qualification Criterion
1	Project Manager/Team Lead No of Position: 1 Required Months: 16	**Qualification and Experience:** • Masters in project management/ education/ Development Study/ Social Science or a related field (at least sixteen years of education) from a reputable international or HEC recognized national university. • At least, Ten (10) years' experience in project management, preferably in community engagement, education, or social development projects. • Proven Experience to lead social mobilization projects for education sector related to SELECT project thematic areas shall be preferred.
2	Social Mobilization Specialist No of Position: 1 Required Months: 16	**Qualification and Experience:** • Bachelors or Masters degree in Social Sciences/Development Studies/ Education, or related fields. (At least sixteen years of education) from a reputable international or HEC recognized national university. • **Experience**: 6 years of experience in community engagement, social mobilization, or relevant fields, with a focus on SELECT Project thematic areas, education and gender equity projects. • Experience with social mobilization for education sector projects shall be preferred.
3	Education Specialist No of Position: 1 Required Months: 16 Months	**Qualification and Experience:** • Masters degree in education, (at least sixteen years of education) from a reputable international or HEC recognized national university. **Experience:** • 06 Years' experience in Education Project with a focus on girls' education and student retention, student dropout and Socio-emotional support. • Substantial experience in education program design and implementation. • Familiarity with government education policies and initiatives.
4	Reporting and Documentation Specialist No of Position: 1 Required Months: 16 Months	**Qualification and Experience** • Master's degree in monitoring and evaluation/Communication / Development Study/ Social Science or a related field. (At least sixteen years of education) from a reputable international or HEC recognized national university. **Experience:** • Proven experience of 5 years in reporting and documentation with preference in Social Mobilization projects on Education, particularly in SELECT project thematic areas.
5	Gender Specialist No of Position: 1 Required Months: 16 Months	**Qualification and Experience** • Master degree in gender studies, social sciences, or a related field. (At least sixteen years of education) from a reputable international or HEC recognized national university. **Experience:** • Extensive experience in gender mainstreaming and promoting gender equity. • Knowledge of gender-related issues in education and development. • Previous work on projects focused on girls' education is a plus.

| 6 | One (01) Communications Specialist

No of Position: 1
Required Months: 16 Months | **Qualifications and Experience:**
• Masters degree in Communication, Media Studies, Public Relations, or a related field. (at least sixteen years of education)
Experience:
• Proven 10 years' experience in a senior communication role, preferably in social development or education sectors, particularly in the thematic areas of SELECT Project. |
|---|---|---|
| 7 | One (01) Design & Creative Specialist | • Masters in communications or social sciences (at least sixteen years of education) from a reputable international or HEC recognized national university
Experience:
• 5 years demonstrated experience of working with reputable creative and advertising agencies.
• Expertise in design and implementation of creative strategies, creative concepts, key messages, visual branding and communications for awareness campaigns
• Track record of developing and customizing creative campaigns for specialized target audiences, particularly less literate and marginalized groups in various formats
• Excellent verbal and written communication skills with impeccable copy-editing expertise in both English Urdu and Sindhi.
• Proficiency with Microsoft Office (Excel, PowerPoint, Word) and basic knowledge of Adobe design suites. |
| **Non-Key Positions** | | |
| 1 | Gender Trainer

No of Position: 2
Required Months: 18 Months | **Job Summary:** The Gender Trainer will be responsible for designing and delivering gender-focused training programs and workshops within the context of community engagement initiatives. This role involves working closely with diverse stakeholders to promote gender equality, raise awareness, and foster an inclusive environment within the SELECT Project.
Qualification and Experience:
• Master's degree in Gender Studies, Social Sciences, Development Studies, or related field. (At least sixteen years of education) from a reputable international or HEC recognized national university.
• Proven experience 5 years in designing and delivering gender-focused training programs, preferably within community development or education sectors.
• In-depth understanding of gender-related issues, including gender mainstreaming, women's empowerment, gender-based violence, and inclusivity.
• Strong facilitation and presentation skills with the ability to engage diverse audiences and promote discussions on sensitive topics.
• Excellent communication skills, both written and verbal, with the capacity to convey complex gender concepts in accessible language.
• Analytical mindset with the ability to assess program effectiveness and impact through qualitative and quantitative methods. |

		• Demonstrated commitment to gender equality and social justice with a sensitivity to cultural diversity and context.
2	Communication Material Content Developers No. of Positions: 2 Required Months: 12	**Qualification and Experience** • Masters in Communication Social Sciences, Literature (at least sixteen years of education) from a reputable international or HEC recognized national university. • Extensive experience in Material development on Education, Children, Schools, Child Health and Hygiene, Child Safety, Promoting Girls' education, Gender, etc. • Knowledge of gender-related issues in education and development. • Previous work on projects on Education **Skills:** • Content Writer • Audio Content Writer • Audio-visual technical skills • Editing Skills
3	**Graphic Designer/Illustrator** No. of Positions: 01 Required Months: 12	**Qualification and Experience:** Master's degree in Graphic Design, Visual Arts, Communication Design, Fine Arts, Multimedia Design, or a related field. (At least sixteen years of education) from a reputable international or HEC recognized national university. **Experience:** 5 years of experience in graphic design and illustration, preferably in creating visual content for communication materials, campaigns, or social impact projects. • **Graphic Design Skills:** Proficiency in graphic design software (Adobe Creative Suite, Canva, etc.), strong typography skills, layout design, color theory, and image manipulation. • **Illustration Skills:** Strong illustration skills with the ability to create captivating and culturally sensitive illustrations that resonate with low-literacy populations. • **Creativity:** Demonstrated creative thinking, originality, and the ability to translate complex ideas into visually engaging and easily understandable graphics. • **Adaptability:** Flexibility to adapt design styles and techniques according to different communication needs, target audiences, and thematic areas. • **Portfolio:** A strong portfolio showcasing a range of design work, including branding elements, info graphics, illustrations, and multimedia graphics.

The recommended composition of Non Key **field staff** is as follows:

Sr.	Title	Composition	Criteria for Qualification and Experience
	Regional Coordinator 16 Months	2 Positions	• Masters in Development Studies/Sociology/ Social sciences, or a related field • At-least 5 years of experience of managing field level activities relevant to social mobilization, community engagement, public awareness, outreach and campaigning on projects/ assignment of social sector reform.
2	District Manager	12	• Master in education social sciences or relevant field (at least sixteen years of education) from a

		16 Months	2 per District or as per assigned Schools in the District.	reputable international or HEC recognized national university. • At-least 3 years of experience of managing field level activities relevant to social mobilization, community engagement, public awareness, outreach and campaigning on projects/ assignment of social sector reform.
3	Social Mobilizers 20 Months	16 Male & Female as per assigned cluster and School wise plan		• Graduation, in social sciences (16 years of Education) • At least 3 years of documentary verifiable experience in community mobilization, awareness raising for development/public sector projects. • Prior experience of social mobilization, community engagement, public awareness raising, awareness campaigning for education sector projects shall be accorded due weightage.

12. APPLICATION PROCESS AND SELECTION CRITERIA

1. Selection Process

The firm will be selected in accordance with the CQS Method "World Bank Procurement Regulations" (updated to date).