TERMS OF REFERENCE (TORs)
Short Term Position of Note Taker
Sindh Early Learning Enhancement through Classroom Transformation (**SELECT**)
Sindh Education and Literacy Department (SELD)
Government of Sindh (GoS)

Project Background:

The SELECT Project encompasses a multi-pronged approach towards improving the quality of both 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 (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 procedures. Desired Project outcomes would eventually contribute to reductions in learning poverty and in the number of out-of-school children.

(Original) Main Project Amount	IDA: US$100 million GPE ESPIG: US$29.9875 million GPE MG: $24.775 million **Total: US$154.7625 million**
Expected Project Duration	August 2021 – April 2026

Project Objectives	The overall development objective of this Project is to improve the reading skills of early grade primary students and increase student retention in primary schools in selected districts.
Project Cost	IDA: US$100 million GPE ESPIG: US$29.9875 million GPE MG: $24.775 million **Total: US$154.7625 million**
Expected Project Duration	August 2021 – April 2026
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 (TA) for transforming teaching practices Under this component, a CPD model will be implemented with the aim of improving literacy skills in early grades. Behavioral nudges

	will be utilized to improve student wellbeing and mitigate potential risks of dropping out. TA will also be provided for institutional capacity building and support.
Component 2	Improving the physical learning environment in selected primary schools, and upgrading them from grade 5 to grade 8, supporting the teaching and learning aims set out in Component 1 and the student retention aims set out in Component 3. Cost-effective and carbon-efficient technologies will be utilized to introduce needed climate adaptations and mitigate climate risk.
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 A technology-based student attendance monitoring system will be established. TA will be provided, and capacity building will take place for school leadership and local education office management increase their ability to use school-level data in conjunction with Component 1 activities to mitigate student dropout.
Component 4	The Reform Support Unit (RSU) will monitor and evaluate the Project, monitor safeguards, oversee procurement and financial management, and will be responsible for overall management and coordination of the Project on behalf of the School Education and Literacy Department (SELD).
Geographic Scope	The Project will be implemented in twelve selected districts in Sindh: Badin, Ghotki, Jacobabad, Kambar-Shahdadkot, Kashmore, Mirpurkhas, Mitiari, Sanghar, Shikarpur, Sujjawal, Tando Muhammad Khan, and Thatta.

Implementation Arrangement:

The Project will be implemented by SELD, GoS, through the Project Management and Implementation Unit (PMIU). This will be housed in the RSU, which will monitor overall implementation of Project activities with TA support. The RSU will be headed by the CPM (Chief Programme Manager), who will be responsible for providing oversight for four tasks: (a) procurement activities under Component 4 and procurement support for other components; (b) financial management and audit for the overall Project; (c) safeguards monitoring and reporting for the entire Project; and (d) Project-specific monitoring and evaluation. Consultants will be hired to support these functions.

Research Study:

Under Component 3 of the Project, a comprehensive student attendance monitoring and redressal system will be developed. As part of this system, students will be given unique student IDs, with the aim of monitoring and tracking student attendance for dropout mitigation, student retention and redressal. Education managers will focus on assisting teachers and parents to proactively identify and address the factors that affect student academic performance and risk of dropout, with a particular focus on girls.

To develop and implement the above-mentioned core activities, a number of Focus Group Discussions (FGDs), Key Information Interviewers (KII) and other consultative sessions will be held with all stakeholders. The initial target groups for these FGDs and KIIs will be students, parents, teachers, head teacher, and School Management Committees (SMCs). The key objective of these sessions is to investigate community opinions on student attendance monitoring and redress systems in different districts in Sindh.

Objectives of the Assignment:

The scope of this work is to engage an individual who will be responsible for note-taking during the afore-mentioned FGDs and KIIs to taking notes with high integrity and careful attention for capturing all relevant details.

Scope & Functions:

Under the guidance of the CPM/Project Coordinator (PC) SELECT, the candidate will be responsible for all aspects of research work in the field, and ensuring that this work is carried out with transparency, efficacy and meets the objectives of the said activity. More specifically the candidate will:

- Have a good understanding of the questionnaires for each session
- Support interviewer/moderators by taking notes during FGD and KII sessions
- Help create a comfortable environment for all participants
- Help the moderator keep track of time and prioritize which questions to ask
- Be responsible for arranging logistics related to the study
- Be responsible for handling gadgets related to the study, including a digital recorder to record conversations during each session
- Assist the broader team as a researcher during field activities
- Be aware of and follow ethical considerations related to the study
- Meet all deadlines in a timely manner
- Have strong interpersonal relationships with the team
- Show flexibility and strong prioritization skills

- Record observations during the interview process which may not be recorded in oral communications, including taking contextual notes
- Provide the team with an accurate and full account of the information conveyed during these sessions
- Maintain confidentiality of all participants

Qualifications and Professional Experience:

- Bachelors (or equivalent) level, in Social Sciences or Education
- Accurate spelling and grammar skills
- Ability to provide clear, succinct and relevant notes in preferred format
- Good Computer Skills specially MS Office
- Clear and legible handwriting at speed
- Ability to work on own initiative, independently and as per given deadlines
- Well organized, punctual and reliable
- At least 3 year experience of taking notes during qualitative research