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

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**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.

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

<b>Project Objectives</b>	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.
<b>Project Cost</b>	IDA: US\$100 million GPE ESPIG: US\$29.9875 million GPE MG: \$24.775 million <b>Total: US\$154.7625 million</b>
<b>Expected Project Duration</b>	August 2021 – April 2026
<b>Component 1</b>	<p>Transforming teaching practices in the early grades</p> <ul style="list-style-type: none"> <li>• <b><u>Subcomponent 1.1:</u></b> Implementation of a Continuous Professional Development (CPD) model for improved literacy skills in the early grades</li> <li>• <b><u>Subcomponent 1.2:</u></b> Behavioral nudges for improved learning</li> <li>• <b><u>Subcomponent 1.3:</u></b> Technical Assistance (TA) for transforming teaching practices</li> </ul> <p>Under this component, a CPD model will be implemented with the aim of improving literacy skills in early grades. Behavioral nudges</p>

	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.
<b>Component 2</b>	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.
<b>Component 3</b>	<p>Improving system capacity for effective school leadership and management support:</p> <ul style="list-style-type: none"> <li>• <b>Subcomponent 3.1:</b> Establishing a technology-based student attendance monitoring system</li> <li>• <b>Subcomponent 3.2:</b> TA and capacity building for school leadership and local education office management to mitigate student dropout</li> </ul> <p>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.</p>
<b>Component 4</b>	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).
<b>Geographic Scope</b>	The Project will be implemented in twelve selected districts in Sindh: Badin, Ghotki, Jacobabad, Kambar-Shahdadkot, Kashmore, Mirpurkhas, Mitiari, Sanghar, Shikarpur, Sujawal, 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 high quality translation from Sindhi to Urdu to English and vice versa both in written and verbal during the afore-mentioned FGDs and KIIs.

**Scope & Functions:**

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

- Translate questions to participants from Urdu to Sindhi (in case moderators can only speak Urdu), and assist moderators in communicating their questions clearly
- Translate all transcriptions received from the transcribers into English
- Work with a wide range of media and translation software
- Maintain translation database by using translation management software
- Resolve issues associated with translation, local context and culture
- Provide interpretations of questions, answers, statements arguments, explanations and other forms of verbal communication
- Impart thoughts, purpose, spirit, emotions and tone of Sindhi speakers into Urdu and English
- Follow conversations and take notes of interviews in Sindhi

- Provide quality assurance for the translation process
- Help the moderator keep track of time and prioritize which questions to ask
- Help create a comfortable environment for all participants
- Compose the translation and notes on MS Office in Urdu, Sindhi and English
- 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
- Maintain confidentiality of all participants

**Qualifications and Professional Experience:**

- Bachelor's degree in Sindhi/English or other relevant social sciences
- Minimum five year experience in the translation work
- Knowledge of the translation process, terminology, and localization techniques
- Proficiency in translation tools and software
- Able to travel in isolated locations during data collection process
- Familiarity with localized guidelines and standards
- Ability to convert written materials into a second language
- Excellent translation skills in verbal, written and reading for Sindhi, Urdu and English
- Ability to work under tight deadlines.
- Proficiency in MS Office.
- Proficient with use of office equipment.
- Proficient understanding of cultural sensitivity, and ability to collaborate with people from diverse cultural background.