Socio-Emotional Support and Wellbeing of Students, Teachers & Parents

TERMS OF REFERENCE (TORs)

Short Term Position of Analyst (SES)

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:** Behaviourual 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. Behavioural 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 C1 component of 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 following tasks:

a. To support improved student well-being and mitigate future potential risks to students drop-out rate.
b. To utilize behaviour nudges that can positively influence how teachers, students, headmasters and parents interact.
c. To tackle stereotype biases on how children learn, and will encourage improved relations between teachers, students, headmasters and parents.
d. To utilize behaviour-based interventions that will help students to recognize that their abilities and skills can change and grow.
e. To focus on key skills such as student efficacy and self-management, associated with better academic achievement and higher school retention and graduation.
f. To focus on reading skills to support increased learning outcomes.
g. To held trainings and engagement strategies for teachers, students, and parents.
h. To develop learning content for students.

i. To develop and design popular media like radio and SMS based messages and implemented through community awareness programs.
j. Project-specific monitoring and evaluation.
k. Consultants and firm will be hired to support these functions.

Research Study:
Under Component 1.2 of Project, a comprehensive community monitoring and redressal system will be developed for Socio-Emotional Support, developing and designing Behavioural Nudges for improved learning of the students, teachers, parents and community as part of this system. Individual candidate and team will focus on assisting students, teachers, parents, and community 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 Situation Analysis / Focus Group Discussions (FGDs), Key Information Interviewers (KII) / Observations and other consultative sessions will be held with all stakeholders. The initial target groups for these will be students, teachers, parents, head teacher, and community including School Management Committees (SMCs). The key objective of these sessions is to explore opinions on Socio-Emotional Support status and system monitoring and redress systems in different districts of Sindh.

Objectives of the Assignment:
The objective of this work is to engage an individual who will be responsible for situation analysis / FGDs / interviews / observations for data collection during the afore-mentioned processes, completing assigned task with high integrity and careful attention for capturing all relevant details.

Scope & Functions:
The scope of these TORs is to engage an individual who will carry out the assignment of Situation Analysis / Focus Group Discussions (FGDs) / Key Information Interviewers (KII) / Observations and other sessions to be held with all stakeholders with target groups/individuals under component 1.2 of the Project, Socio-Emotional Support and Behavioural Nudges for improved learning.

Under the guidance of the CPM – RSU/PC SELECT and Component 1 Lead, the candidate will be responsible for all major aspects of situation analysis / FGDs / observations during the data collection process, ensuring this is carried out with transparency and efficacy, and meets the objectives of the said activity. More specifically, the candidate is expected to:

- To carry out all aspects of work in the field including situation analysis / FGDs / observations, interviews, translation, transcription, review, edit, coding, thematic analysis. Analyse the qualitative and/or quantitative data collected during the processes using appropriate analytical techniques and tools.
- Responsible for formal drafting of initial themes and subthemes.
- Interpret the data and identify patterns, themes, or trends that emerge from the discussions, providing valuable insights into the questions or objectives.

- Prepare comprehensive reports summarizing the findings, key insights, and recommendations based on the data analysis, ensuring clarity, coherence, and relevance.
- Identify the factors that are of central importance, not critical, but of moderate importance.
- Identify a limited number of important ideas, experiences, or preferences that illuminate the study.
- Collaborate closely with the project team, facilitators, note-takers, and any other relevant stakeholders to ensure a shared understanding of the data and align the analysis with the overall project goals.
- Meet timelines of work assigned.
- Have strong interpersonal relationship with the team.
- Flexible enough during different situations and priorities desired.
- Understanding of how participants view a topic.
- Identify the most preferred choice among several alternatives.
- Submit detailed report with analytical focus on exploring and interpreting data/information based on research work.

Qualifications and Professional Experience:
- Master's in Education / Social Science. Higher qualification will be preferred with knowledge of Socio-Emotional Support for students, teachers, parents and community.
- At least, five (5) years of documented, verifiable relevant experience.
- Strong and demonstrated capacity for planning, organizing, and managing team and activities with excellent reporting and coordination skills.
- Ability to work in a team, develop synergies and establish effective working relations with various stakeholders.
- Ability to work independently on multiple tasks and willingness to travel extensively to project sites.
- Strong interpersonal and communications skills, resourcefulness, initiative, tact and ability to cope with challenging situations.
- Written and oral fluency in Urdu/Sindhi and English language.
- Proficient in using MS Office (Word, Excel, & Power Point).
- Experience of knowledge about socio-emotional support for students, teachers, parents and community will be an advantage.

Selection Process:
- **Type of contract** – the appointment will be made in accordance with the "World Bank Procurement Regulations for Investment Project Financing Goods, Works, Non-Consulting and Consulting Services" July 2016 (Revised November 2017, July 2018 & November 2020). ("Procurement Regulations"), setting forth the World Bank's policy on conflict of interest.
- **Remuneration** - Time duration will be for 45 days.
  - Salary will be based on days worked.
  - Per-Diem will be given.

- Logistic facilities will be given.