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**Socio-Emotional Support and Wellbeing of Students, Teachers & Parents**  
**TERMS OF REFERENCE (TORs)**  
**Short Term Position of Interviewer (SES)**  
**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>	Transforming teaching practices in the early grades <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>

	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.
<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>	Improving system capacity for effective school leadership and management support: <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> 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.
<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, Sujjawal, Tando Muhammad Khan, and Thatta.

**Implementation Arrangement:**

The C 1.2 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, parents and community.
- 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. Consultant and team will focus on assisting students, teachers, parents, and community including School Management Committees (SMCs) 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, to carry out the assignment of Situation Analysis / FGDs / Key Information Interviews (KII) / Observations for data collection during the afore-mentioned processes, taking interview 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 carrying out the assignments of Situation Analysis / As Interviewer/Moderator to conduct Focus Group Discussions (FGDs) / Key Informant Interviews (KIIs) / 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 observations, situation analysis, moderating and conducting interviews, Focus Group Discussions (FGDs), Key Informant Interviews (KIIs) sessions during the data collection process, and report writing, ensuring this is carried out with transparency and efficacy, and meets the objectives of the said activity. More specifically, the candidate is expected to:

- Have knowledge to conduct observation according to the tool.
- Have knowledge to conduct situation analysis of schools, classrooms and community (students, teachers, parents), according to the tool.
- Have awareness about the background and knowledge related to the questionnaires.
- Follow suggested interview guidelines during the interview process.
- Assist the team as a lead facilitator and interviewer during the data collection process.
- To plan interviews including interview protocols, questions, and any necessary supporting materials.
- To collaborate with the project team.
- Distribute and oversee the role of each team member during data collection.
- Conduct interviews in a professional and unbiased manner.
- Fluent and strong in conversation in Sindhi and Urdu languages.
- Conduct interviews in Sindhi or Urdu language based on requirement.
- Provide enough comfort zone to the participants, as appropriate and engaged throughout the process.
- Accurately and thoroughly record responses, observations, and any other relevant data during the interviews using appropriate methods (e.g., written notes, audio recordings).
- Demonstrate active listening skills, ask probing questions to encourage participants to provide detailed and insightful responses, and effectively manage the flow of the interview.
- Handle interview-related gadgets efficiently.
- Use appropriate discussion points to further explore ground realities related to the study objectives.

- Review situation analysis findings drawn by the analyst and make requisite additions.
- Follow all ethical needs and formalities required while conducting interviews.
- Redirect conversation during discussions as necessary.
- Maintain punctuality and efficiency in work.
- Manage interview schedules efficiently, allowing sufficient time for each interview while adhering to the overall project timeline.
- Be flexible enough during different situations.
- Partaking in continuous dialogues to boost the transparency and credibility of procedures.
- Brilliant administrative and respectful input.
- Excellent communication and interpersonal skill
- Takes responsibility for the quality of own work.
- Demonstrates initiative and high levels of drive to get things done.
- Effective under pressure and able to manage competing priorities.
- Organize, plan, and structure the work in proper way and communicate.
- Has good attention span towards details and is able to spot errors in data and information.
- Demonstrates and understanding of the best practice around equality and diversity.
- Punctual and efficient in work.
- Able to handle setbacks and find solutions to problems.
- Able to travel within the Sindh Province.
- Able to attend face-to-face meetings as required.
- Ability to use online collaboration tool.

#### **Qualifications and Professional Experience:**

- The candidate must have a Master’s Degree in Education or Social Science.
- At least 3 years of experience on conducting situation analysis background with skill of hosting and facilitation.
- Experience that aligns with fieldwork, data collection tools, analysis, moderating and report writing.
- Candidate must have excellent communication and presentation skills (oral and written) in Sindhi, Urdu, and English.
- Similar experience with any project or agency will be an advantage.
- 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).

- **Remuneration** - Time duration will be for short term (25 days).
  - Salary will be based on days worked.
  - Per-Diem will be given.
  - Logistic facilities will be given.