
TERMS OF REFERENCE (TORs)**Short Term Position of Consultant Analyst****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 <ul style="list-style-type: none">• <u>Subcomponent 1.1:</u> Implementation of a Continuous Professional Development (CPD) model for improved literacy skills in the early grades• <u>Subcomponent 1.2:</u> Behavioral nudges for improved learning• <u>Subcomponent 1.3:</u> 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; <ul style="list-style-type: none"> • 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, Mitari, 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 study community opinions on student attendance monitoring and redress systems in different districts in Sindh.

Scope & Functions:

Under the guidance of the CPM – RSU, the candidate will be responsible for all aspects of research work in the field and ensuring appropriate analysis of the gathered data and information of the study. More specifically, the candidate is expected to:

- Design one-day training for the research team to be engaged in this study
- Conduct one-day training of the research team
- Supervise the team of researchers involved in this study
- Provide virtual guidance to the field team for maintaining research ethics during the data collection process
- Supervise and guide the research team for proper documentation of data
- Guide the research team in the proper handling of gadgets
- Guide translators in the translation of voice recordings from Sindhi to English
- Guide transcribes for transcriptions of voice recording
- Review and edit transcriptions
- Coding of data according to research themes
- Conduct thematic analysis of qualitative data
- Meet timelines of work assigned
- Have strong interpersonal relationship with the team
- Flexible enough during different situations and priorities desired
- Identify patterns in the data, and discover relationships among ideas or concepts
- Compare one segment of data with another to identify similarities and differences
- Responsible for formal drafting of initial themes and subthemes
- 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
- Discovery of the core ideas
- 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:

- Ph.D/M.Phil in Social Science/Education
- At least, five (10) 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).