Socio-Emotional Support and Wellbeing of Students, Teachers & Parents
TERMS OF REFERENCE (TORs)
Short Term Position of Note Taker (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:** 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 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 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, 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 notetaking during observations, situation analysis, Focus Group Discussions (FGDs) and Key Informant Interviews (KIIs) with target groups/individuals under component 1.2 of the Project, Socio-Emotional Support and Behavioural Nudges for improved learning.
The candidate will be responsible for all aspects of note taking and report writing work in the field, with high integrity and careful attention for capturing all relevant details and ensuring that this work is carried out with transparency, efficacy and meets the objectives of the said activity.

Scope & Functions:

The scope of these TORs is to engage an individual for short term, who will carry out the assignment of taking notes during observations, situation analysis, Focus Group Discussions (FGDs) and Key Informant Interviews (KIIs) 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 notetaking during observations, situation analysis, Focus Group Discussions (FGDs) and Key Informant Interviews (KIIs) and data collection process, with target groups/individuals 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 a good understanding of the questionnaires for each session.
- Support interviewer/moderators by taking notes during interview sessions.
- Help create a comfortable environment for all participants.
- Help the moderator keep track of time and prioritize which questions to ask.
- Take detailed and organized notes during the interviews, capturing the main discussion points, participant contributions, relevant quotes, and any significant observations or insights.
- Prepare clear and concise summaries or reports based on the notes taken, highlighting the key findings, recommendations, and any emerging themes or trends.
- 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.
- Collaborate closely with the facilitator, project team, and participants to ensure that the notes accurately reflect the discussions and can be used effectively for further analysis or decision-making.
- Assist the broader team 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.

- Ensure the accuracy and clarity of the notes, paying attention to the context and meaning of the discussions, and avoiding any bias or misinterpretation.
- Maintain confidentiality of all participants and the content of the discussions and any sensitive information shared during the interview.

Qualifications and Professional Experience:

- Bachelors (or equivalent) level, in Social Sciences or Education.
- At least 3 - year experience of taking notes during qualitative research.
- Accurate spelling and grammar skills.
- Ability to provide clear, succinct, and relevant notes in preferred format.
- Good Computer Skills, especially 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.

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.