
Socio-Emotional Support and Wellbeing of Students, Teachers & Parents
TERMS OF REFERENCE (TORs)
Short Term Position of Translator (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 <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	<p>Improving system capacity for effective school leadership and management support:</p> <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 <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>
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. 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, through observations, situation analysis, Focus Group Discussions (FGDs), Key Information Interviewers (KII) and other sessions will be held with all stakeholders, translation work and report writing ensuring that this work is carried out with transparency and efficacy and that it meets the objectives of said activity. 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 translation of data collected during observations, situation analysis, Focus Group Discussions (FGDs), Key Information Interviewers (KII), and completing 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 observation, situation analysis, translation of data taken from 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/Project Coordinator (PC) SELECT and Component 1 Lead, the candidate will be responsible for observation, situation analysis, translation of data collected, 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:

- 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.
- Provide accurate, clear, and unbiased translations of discussions, presentations, and any written or verbal materials exchanged during interviews, data collected.
- 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.
- Follow conversations and take notes of interviews in Sindhi.
- Provide quality assurance for the translation process.
- Facilitate real-time interpretation between participants who speak different languages, ensuring that everyone understands and can actively participate in the discussions.
- Provide interpretations of questions, answers, statements arguments, explanations, and other forms of verbal communication.
- Be sensitive to the cultural nuances and context of the participants, ensuring that the translations accurately convey the intended meaning and do not lose any essential cultural elements.
- Maintain strict confidentiality regarding the content of the discussions and any sensitive information shared during the observations and interviews.
- Collaborate closely with the facilitator, project team, and participants to ensure effective communication and a smooth flow of information throughout the activities.
- Impart thoughts, purpose, spirit, emotions, and tone of Sindhi speakers into Urdu and English.
- 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 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.

Qualifications and Professional Experience:

- Bachelor's degree in Sindhi/English or other relevant social sciences.
- Minimum three-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 backgrounds.

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.