

**Training Need Assessment of
Tier II & III officials
Statement of Work (SOW)**

Component 4-D: Tier 2 and 3 Provincial, Divisional and District Officers

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1. Introduction:

1.1 Background

Sindh Capacity Development Project is a three-year activity that will support the sustainability of the SBEP by ensuring stronger governance and improved public accountability in the education sector through systems building and institutional strengthening of the Government of Sindh (GoS). SCDP was conceived and contracted in compliance with USAID ADS Chapter 220: "Use and Strengthening of Reliable Partner Government Systems for Implementation of Direct Assistance" • Strengthening means building up the capacities of local actors— governments, civil society, & private sector-and the system as a whole • Sustaining development outcomes depends on the sustainability of the local system SCDP is underpinned by a core strategy highlighted in ADS 220, when USAID disburses funds directly to a partner government or relies upon partner government systems to implement direct assistance projects or project activities, Missions should: • Consider capacity building assistance to partner governments (training, technical assistance, etc.) if appropriate and as necessary to mitigate risks identified in the project design process and to help ensure sustainability of project results. • Monitor, evaluate, and provide oversight of project implementation and effectiveness, including the implementation of partner government procurement systems, technical capacity used, as well as implementation of risk mitigation plans. • SCDP's delivery mode is within the framework of government to government (G2G) programming to achieve "increased and sustained student enrolment in primary, middle and secondary schools in targeted geographical locations in Sindh".

1.2 Sindh Basic Education Program (SBEP)

On September 21, 2011, USAID signed an Activity Agreement with the Government of Sindh to implement SBEP to increase and sustain student enrolment in primary, middle and secondary schools in seven target districts and in the city of Karachi. SBEP is comprised of the following seven components: (1) construction of schools in the areas affected by 2010 floods; (2) support to GOS policy reforms to merge, consolidate and upgrade schools through construction of schools; (3) improvement in early grade reading in primary schools; (4) community mobilization, with a focus on increasing girls enrolment and improving the nutritional status of children; (5) technical assistance to the ELD; (6) M&E, and (7) architecture and engineering support for school construction.

SBEP is operating in 7 districts of Upper Sindh (Sukkur, Khairpur Mir's, Kasshmore, Jacobabad, Larkana, Qamber Shahdad Kot & Dadu) and 5 towns of Karachi – Gadap, Kaimari, Liyari, Bin Qasim nd Orangi.

1.3 Sindh Capacity Development Project (SCDP)

SCDP is supporting capacity building efforts with PMIU and E&LD Govt. Of Sindh in implementing SBEP. .

SCDP aims to: ☐

- Improve efficiency and effectiveness of the Program Management and Implementation Unit (PMIU) to manage and implement SBEP in an effective and transparent manner; ☐

- Strengthen the effectiveness and impact of SBEP through the implementation of the M&E plan and further disseminate knowledge to guide the education sector’s M&E programs and practices in Sindh; ☐
- Facilitate the systematic generation of knowledge on education challenges and innovative interventions and strategies to inform decision-makers for the improvement of education policies and programs in general and SBEP in particular; ☐
- Strengthen capacities, systems and policies of the E&LD to improve the education services in conjunction with the education reforms in Sindh

Strategically, the SCDP is focused on four concurrent work streams: ☐

- Capacity Building; ☐
- Systems Strengthening
- Policy Reforms and
- Communicating Change

Within SCDP, in Component - 4.d there is a clear deliverable

“Enhance the government’s capacity in education planning, administration and management at provincial and district levels”

Under SCDP, Capacity Building will be under taken at three levels:

- Individual/Workforce level;
- Institutional/ organizational level; and
- Systems/ Policy Level.

Capacity development of government functionaries at provincial and district levels is extremely important to improve education governance and management for the effective implementation of education reforms leading to efficient service delivery.

The Contractor (Deloitte) will use multiple methods inclusive of training, study tour, mentoring and relationship building etc. to build the capacity of the identified relevant government officials at provincial and district levels. It is extremely important to engage the respective stakeholders especially ELD, PMIU and District Education Offices in the entire program cycle and ensure local and institutional ownership.

The capacity development plan for government functionaries will take into account the following considerations:

- Systematic approach to capacity development with innovative ideas (no ad hoc and standalone activities – follow up interventions, where possible and reinforcement for the application of new knowledge and skills)
- Targeting the change agents within the government system
- Relevance of learning activities with the current job challenges of the targeted government functionaries in relation to the implementation and management of SBEP
- Capitalizing on the capacity building activities being done by other development partners and USAID’s IPs and avoid duplication
- Close alignment with all the components of the Contract

The capacity building activities will target the relevant government officials at the following tiers:

Tier-1: High level provincial officials of the GoS including the Education Minister, Secretary Education, Secretary, Finance, Secretary P&D, Project Director- PMIU and others identified by USAID.

Subject to the findings and recommendations of the capacity building needs assessment and approval of the capacity building plan, these officials will be sent to a credible US university to participate in an Executive Education and Management training courses. The selected participants will be sent to the Executive Course in different batches instead of sending all officials together.

Tier-2: Provincial level managers, leaders and technical persons of ELD, PMIU, RSU, BOC and PITE involved in the implementation of education reforms especially SBEP.

Tier-3: District education managers and administrators involved in SBEP in seven targeted districts and five towns of Karachi

1.4 Deliverables under SCDP Sub- Component: 4.d- Capacity Building:

- Capacity need assessment conducted and shared with ELD and USAID (Year 1 of the Contract)
- Tier-1: Minimum of six high-level provincial officials trained at a US based university to sharpen their skills and knowledge on cross-functional leadership and policy reforms. (Year 1 and 2 of the Contract)
- **Tier-2: Minimum of ten managers and technical staff of ELD participated in a regional study tour to enhance their understanding of best practices in education and observed to be applying new knowledge for the implementation of education reforms in Sindh. (Year 2 of the Contract)**
- **Tier-3: Minimum of 25 district level education managers from the target districts/towns trained and/or sent to inter-provincial exposure and observed to be contributing to the implementation and management of SBEP more efficiently. (Year 1 & 2 of the Contract)**

SOW for Contractor for TNA of Tier II and Tier III officials

To undertake a TNA for 50 target officials at provincial, divisional and district levels that is merit based and well matched to their professional needs and resonating well with SCDP's deliverable, it is vital that there is a degree of independence on the selection of the personnel for the study visits to the region and within Pakistan.

An independent but competent consultant and /or firm may be hired for this purpose, who has previous experience of effective TNAs and its documentation to serve as a guiding tool for:

- Merit Based Personnel identification
- Their knowledge of reform/s-innovations by E&LD /SBEP
- Their capacity building needs
- Identifying possibilities of study visit options well matched to their professional and program needs in the region (South & East Asia) (Tier II) and within Pakistan (Tier III) that are fit for purpose.

2 Objectives of TNA

The objectives of this TNA exercise are:

1. To identify on merit the most relevant personnel as potential ‘change agents’ in Tier II and Tier III levels of E&LD who qualify for the study visits for South/East Asia and KP/Punjab respectively under SBEP -SCDP at provincial and district levels with concurrence of senior officials of the Education and Literacy Department Govt of Sindh .
2. To understand the training needs of senior/mid level, and field officials of Education & Literacy Department Govt. Of Sindh
3. To identify area of capacity building and learning for E&LD officials during their study visits
4. To match their learning/professional needs with the appropriate study visit in the South/East Asia region and KP/Punjab provinces of Pakistan
5. To gauge their current level of knowledge /skills with respect to education reforms initiated by SBEP specifically and more generally under Sindh Education Sector Plan (SESP) of E&LD.
6. To prepare a report with relevant tools that will become a capacity building guide for E&LD in the future for TNA to undertake merit based study visits that are most relevant for the relevant tiers-highlighting the most appropriate merit based list in order of priority for Tier II (15) and Tier III (35) officials

3 Approach:

A basic profiling tool must be developed to be filled by all officers under consideration at different levels.

The TNA will be conducted in a workshop mode, in an Upper Sindh central location in Sukkur and in Karachi to cover district, divisional and provincial target officials at Tier II and Tier III levels

The consultant /firm may do this through a mixed methods approach:

- face to face in focused group discussion and
- paper and pen or online questionnaire as well

However, to do this expeditiously, both will be **done at a well organized workshop dedicated for this task**

The tool developed must have the following information sections:

Personal information - professional standing; history of their prior training, job history and new training needs according to their current position and area of work.

The main areas of profile will include:

- Personal information about their jobs, education, experience, age, contact details ,
- Training history
- Training Needs detected
- Training Needs expressed (proposed)

- How they intend to use the knowledge gained through best practices and training through study visits.

The methodology must be participatory and Participant-Friendly - they must see the TNA workshop as an opportunity for their own capacity building

The locations for the TNA workshops will be Karachi and Sukkur

The consultant must be willing to travel to Sukkur for the workshop

All logistics will be managed by E&LD and SCDP teams at both locations.

4 Deliverables

Within four weeks, the Consultant/Firm has to complete the following deliverables

The TNA Report must be comprehensive covering:

- Summary of its key findings and personnel selected as Tier II and Tier III
- Methodology adopted
- Tools developed for the customized TNA for Tier II and Tier III officers of E&LD
- The workshops details - participants presence; methods/approach adopted and outcomes.
- Analytics/infographics on participants;
 - profiles breakdown by gender and location (district/divisional/province)
 - education/professional background
 - gender divide
 - professional knowledge current about key reforms and their work according to their Job Descriptions
 - professional knowledge/capacity to be developed
 - expectations of participants from technical study visit/s
 - commitment to dissemination /building capacity of peers/teams upon return from study visit
- Three- Five case studies of a target district - divisional - provincial officer depicting their work, capacity building needs, expectations and aspirations from undertaking such a study visit.

5 Duration of the Contract

4 weeks from award of task to the submission of final report

7. Criteria for Selection:

Sr. No. 1	Firms'/ Individual Name with NTN #	Previous Experience of Similar Work -	CVs Proposed -who will conduct the TNA - Relevant Skills (Qualification/ experience)	Budget Proposed for the Task <u>excluding travel/accommodation</u> (Latter borne by SCDP as per actuals)
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Weightage of Criteria - 33 % each

8. Disbursement Schedule

- 1.8.1 30% on submission of basic profiling tool by the firm and its approval by competent authority.
- 1.8.2 30% before starting 1st /2nd TNA workshops;
- 1.8.3 40% on approval of final TNA report for both tier 2 & tier-3

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