

## Section 7. Terms of Reference

### TORS FOR CENTER OF EXCELLENCE DEVELOPMENT FIRM

**1. Purpose and Objectives:** The firm will support the Industries, Commerce, Investment & Skills Development Department in implementing the Improving Workforce Readiness in Punjab project (IWRPP). The project supports the transformation of 19 TVET institutes into Centers of Excellence (COE) that will operate under new governance arrangements including the establishment of a COE board of management (BOM), increased authority of institutional management, and more flexible pay and staffing arrangements. The assignment has **two interrelated objectives** contributing to the project's output 1. The **first objective** is to transform 19 TVET institutes into COE by improving the centers' operations, complementary to infrastructure and equipment investments supported otherwise by the project. The firm will support COEs to improve school operations by, among others, introducing a quality assurance mechanism, setting up an institutional management committee, improving capacity for the provision of career guidance, developing a business plan, and rolling out placement services and work-based training schemes, and developing the required institutional and human capacities as needed under greater autonomy. The firm will support the technical development of the above-stated new COE operations and their institutional rollout in COEs as an institutional change management process. The **second objective** of the assignment is to improve school governance through the Technical Education and Vocational Training Authority (TEVTA) (overseeing 16 COEs), the Punjab Vocational Training Council (PVTC) (overseeing 3 COEs), as well as other relevant TVET governance bodies such as the Punjab Skills Development Authority (PSDA), and BOM. The firm will review current school governance and support the operationalization of school autonomy of COEs on the governance and institutional level. The **overall purpose** of the assignment is to assist COEs to practice operational excellence in the context of greater school autonomy.

**2. Background and Rationale:** The firm will be contracted by the project's project implementation unit (PIU). The firm will coordinate its work closely with the PIU and the 19 COEs. International experts will develop technical concepts and COE development plans that will be implemented by national experts at all 19 COEs. International experts will onboard national experts in the technical concepts and provide guidance throughout the implementation of the COE development plans. They will intermittently support the national team and perform reviews and quality assurance throughout the assignment. National key experts will work directly with COE management and personnel to support institutional development. National key

experts shall spend substantial time on their assignments at COEs to provide hands-on support for the institutional development process.

Complementary to the given consultancy assignment, other consulting firms support the project in preparing a (provincial) TVET strategy, developing competency-based curricula, providing TVET teacher training, and preparing an education partnership assessment, which may overlap with the given assignment. The firm is expected to coordinate and align activities with those of other firms; contacts may be facilitated through the PIU.

**3. Scope of Services:** The firm will support TVET institutes to transform into COEs. It will develop guidance notes including technical frameworks and action plans for the operationalization and institutionalization of new activities into COE operations at 19 COEs. In addition, it will support TEVTA, PVTC, and other school governing bodies in rolling out and governing greater school autonomy for COEs. The firm will contribute to achieving output 1a and activities 1.2 and 1.4 of the project's design and monitoring framework. The firm will,

- (i) Develop COE development plan and a corresponding school staff capacity development plan and lead its implementation in close coordination with COE management.
- (ii) Develop COE business plans, including income-generating activities, in coordination with COE management,
- (iii) Set up/Review Institutional Management Committees (IMC), develop/review an IMC statute, and consult on effective operationalization of IMC at COEs.
- (iv) Develop a quality management framework for COEs and operationalize and institutionalize it within COEs. This includes integrating it in the annual COE budget and operational plans, updating staffing plans and roles and responsibilities, building staff capacity, and developing working material and staff instructions towards a standard operational procedure.
- (v) Develop a concept for career counseling and placement centers at COEs and operationalize and institutionalize it in regular COE operations. This includes integrating it into the annual COE budget and operational plans, updating staffing plans and roles and responsibilities, building staff capacity, and developing working material and staff instructions towards a standard operational procedure.
- (vi) Develop a work-based training (WBT) and placement concept and operationalize and institutionalize it in regular COE operations. This includes integrating it in annual COE budget and operational plans, update staffing plans and roles and responsibilities, build staff capacity,

and develop working material and staff instructions towards a standard operational procedure.

- (vii) Based on the existing COE autonomy concept, develop a proposal for the operationalization of autonomy of COEs and its effective governance through TVET authorities; and support, TVET authorities in its implementation.
- (viii) Provide recommendations to COE management on institutional changes necessary to implement the newly introduced activities effectively (e.g. update roles and responsibilities, update reporting practices, add to management agenda meetings, integrate into operational plans and budget, develop KPIs if applicable) and support their implementation.
- (ix) Provide capacity development for COE personnel on the above-mentioned new activities including quality management framework, career guidance, work-based training implementation, and placement services.
- (x) Lead communication with COE management on COE development plans, sensitize to change management needs, ensure involvement of COE staff, and communicate any impasses to PIU for conflict resolution
- (xi) Identify, propose and arrange collaboration with internationally renowned COEs in other countries to encourage knowledge transfer and mutual exchanges/visits of faculty / students.
- (xii) Support the PIU on all matters related to project management, monitoring, reviews, and reporting specific to the activities of this assignment.

**4. Duration and Location of Assignment:** The assignment will be delivered in the Punjab province, Pakistan. National key experts will directly support the institutional development at the 19 COEs. COEs are mostly located in central and southern Punjab, with 3 COEs situated in the northern region. All 19 COEs must be supported continuously, centralized teams are preferred. The consultancy is expected to commence in Q2 2024 (estimated) and will provide support until mid-2026 (estimated). Institutional development support can be provided to 2 of the 19 COEs starting from Q2 2024. Institutional development support for the remaining 17 COEs can begin after the completion of the school rehabilitation measures, anticipated by the end of Q2 2025.

**5. Deliverables and Schedule:** The consulting team is expected to submit the following deliverables to the PIU and ADB as per the table below. The deliverables list various documents and activities, while outcomes, in terms of the operationalization

and institutionalization of new practices in COEs, are viewed as a key measure for the success of this assignment.

#### Deliverables

No.	Deliverables	Report Content	Date of Submission	Share of Remuneration
1	Draft Inception Report	The consultant will submit a brief report after mobilization including: (i) Action plan and timeline; (ii) Consultancy team structure; (iii) Implementation arrangements; (iv) Overview and outline of key deliverables; (v) Approach to COE development (action) plan; (vi) Other as relevant  (maximum text–10 pages excluding appendices).	Within 4 weeks of mobilization	5%
2	Final inception report	Consolidated inception report agreed with client.	Within 6 weeks of mobilization	2.5%
3	Quality Management Framework Guidance Note	The Quality Management (QM) Framework Guidance Note includes, but not limited to: (i) QM Framework (ii) QM tools and instruments to be introduced; (iii) Standard operational procedure outline; (iv) Staffing needs and TORs for school staff (v) Institutional development plan; (vi) Staff development plan; (vii) Guiding instructions for national	Within 14 weeks of mobilization	7.5%

No.	Deliverables	Report Content	Date of Submission	Share of Remuneration
		institutional development expert;		
4	Career Counselling and Placement Guidance Note	Career counselling and placement Guidance Note, includes, but not limited to: <ul style="list-style-type: none"> <li>(i) Career Guidance Framework for COE</li> <li>(ii) Career guidance practices and activities to be introduced;</li> <li>(iii) Standard operational procedure outline;</li> <li>(iv) Staffing needs and ToR for career guidance school staff;</li> <li>(v) Institutional development plan;</li> <li>(vi) Staff development plan;</li> <li>(vii) Guiding instructions for national institutional development expert;</li> </ul>	Within 14 weeks of mobilization	7.5%
5	Placement Unit Guidance Note	Placement Unit Guidance Note, includes, but not limited to: <ul style="list-style-type: none"> <li>(i) Placement Unit Framework for COE</li> <li>(ii) Placement practices and activities to be introduced;</li> <li>(iii) Standard operational procedure outline;</li> <li>(iv) Staffing needs and ToR for placement school staff;</li> <li>(v) Institutional development plan;</li> </ul>	Within 14 weeks of mobilization	7.5%

No.	Deliverables	Report Content	Date of Submission	Share of Remuneration
		(vi) Staff development plan; (vii) Guiding instructions for national institutional development expert;		
6	Work-based training (WBT) Guidance Note	Work-based training (WBT) Guidance Note, includes, but not limited to: <ul style="list-style-type: none"> <li>(i) WBT Framework for COE</li> <li>(ii) WBT practices and activities to be introduced;</li> <li>(iii) Standard operational procedure outline;</li> <li>(iv) Staffing needs and ToR for WBT school staff;</li> <li>(v) Institutional development plan;</li> <li>(vi) Staff development plan;</li> <li>(vii) Guiding instructions for national institutional development expert;</li> <li>(viii) Reference to outputs of the partnership firm</li> </ul>	Within 14 weeks of mobilization	7.5%
7	School Business Plan and Income Generating Activities Guidance Note	School Business Plan and Income Generating Activities Guidance Note, includes, but not limited to: <ul style="list-style-type: none"> <li>(i) School Business Plan framework</li> <li>(ii) Strategies for income-generating activities</li> </ul>	Within 14 weeks of mobilization	5%

No.	Deliverables	Report Content	Date of Submission	Share of Remuneration
		<p>and needed institutional capacities;</p> <p>(iii) Institutional development plan for business plan development;</p> <p>(iv) Staffing needs and ToR for school staff;</p> <p>(v) Staff development plan;</p> <p>(vi) Guiding instructions for national institutional development expert;</p>		
8	Governance school autonomy report and action plan	<p>The action plan shall be agreed with the client. The document shall include,</p> <p>(i) Assessment of current institutional and regulatory governance set up for schools autonomy;</p> <p>(ii) recommendations for operationalizing autonomy on the governance and provider level</p> <p>(iii) action plan for concrete and logically sequenced measures for the operationalization of autonomy.</p>	Within 14 weeks of mobilization	5%
9	COE development plans / school autonomy governance action plan / and workshop	COE development plans including COE staff development plans are submitted for 2 COEs. School autonomy governance action plan is submitted to TEVTA, PSDA, and PVTC.	Within 17 weeks of mobilization	7.5%

No.	Deliverables	Report Content	Date of Submission	Share of Remuneration
		Both plans are presented and discussed with stakeholders at workshops and meetings with decision-makers. Evidence for local buy-in and approval shall be provided.		
10	On-boarding Workshop	Workshop(s) to onboard and build capacity of the national expert team to implement the development plans under deliverable 9.	Within 18 weeks of mobilization	5%
11	Lessons learned report	The report shall document the lessons learned from the first year of institutional development support at the 2 COEs that will be supported starting from Q2/2024. The report shall provide recommendations on: <ul style="list-style-type: none"> <li>(i) how to adjust the technical concepts,</li> <li>(ii) how institutional development consultant can support COEs more effectively; and</li> <li>(iii) any other observation relevant for the transition to COEs.</li> <li>(iv) Include direct feedback from COE personnel</li> </ul>	6 months after the start date of supporting the 2 COEs	5%
12	Guidance notes	All guidance notes are re-submitted with updated contents based on the recommendations of the lessons learned report.	2 weeks after the submission of the lesson learned report	2.5%
13	On-boarding Workshop	Workshop(s) to onboard and build capacity of the national experts to implement the	4 weeks after the submission	10%



No.	Deliverables	Report Content	Date of Submission	Share of Remuneration
		updated guidance note at the remaining 17 COEs that will be supported starting in Q2 2025 (prospective).	of the lesson learned report	
14	COE development plans / school autonomy governance action plan / and workshop	COE development plans including COE staff development plans are submitted for the remaining 17 COEs. Revised school autonomy governance action plan is submitted to TEVTA, PSDA, and PVTC. Both plans are presented and discussed with stakeholders at workshops and meetings with decision-makers. Evidence for local buy-in and approval shall be provided.	4 weeks after the submission of the lesson learned report	10%
15	Progress report	The progress report will report activities against the COE development plans as well as the school autonomy governance plan.	3 months after the start date of supporting the 17 COEs	2.5%
16	Mid-Term Review report, including updated COE development plans	The review report is prepared by the international key experts and shall include: <ul style="list-style-type: none"> <li data-bbox="630 1331 980 1520">i Report against COE development plans as well as school autonomy governance plan;</li> <li data-bbox="630 1520 980 1869">ii Summary of COE readiness regarding the operationalizing and institutionalization of the deliverables under this assignment (for each COE) in terms of</li> </ul>	7 months after the start date of supporting the 17 COEs	5%

No.	Deliverables	Report Content	Date of Submission	Share of Remuneration
		<p>capacity, budget, established standard operational procedures, designated staff, and other institutional markers.</p> <p>iii Recommendations provided by COE management.</p> <p>iv Recommendations for corrective actions based on expert analysis.</p> <p>v Updated COE development plans, based on findings.</p>		
17	Draft Final	The firm will submit a draft final report.	At the completion of the assignment	2.5%
18	Final report	Finalize final report. The report shall include in a separate file, all key deliverables of the assignment (e.g., guidance notes).	At the completion of the assignment	2.5%

**6. Reporting Requirements:** The firm will report to the PIU project director and work in close coordination with the PIU. The firm will also coordinate with curriculum and training material consultants hired under the project to avoid misunderstandings with COE and its staff. The firm will produce the following reports each; three copies (2 copies to PIU and one copy to ADB):

- (i) An inception report within 30 days after the mobilization;
- (ii) Mid-term review report (3 copies- 2 copies to PIU and 1 copy to ADB) (during the mid-term review of the project);
- (iii) Draft Final report (at completion of assignment)- (3 copies- 2 copies to PIU and 1 copy to ADB);
- (iv) Final report (during 1 month after completion of assignment)- (3 copies- 2 copies to PIU and 1 copy to ADB)

**7. Expertise required:** The firm will provide a team of national and international key experts. The team will consist of an international team leader who will lead a team of international key experts and ensure the handover of technical concepts to the local implementation team. The local implementation team is comprised of a local team leader who coordinates all activities with the international experts and the PIU and supervises a team of national experts that support all 19 COEs in their institutional transformation.

**Minimum Key Person-months Input required**

No.	Expertise	Consulting Inputs (Intermittent)	
		Number of Positions	Total Person-Months
<b>A. International Key-Experts</b>			
1.	Team Leader/TVET expert	1	12
2.	TVET Institutional Management and Quality Assurance Expert	1	10
3.	Work-Based Training (WBT) and Placement Expert	1	9
4.	Career Education and Guidance Specialist	1	8
5.	TVET Governance Specialist	1	6
<b>Sub-Total International Key Experts</b>		<b>5</b>	<b>45</b>
<b>B. National Key Experts</b>			
1.	Deputy Team leader / Institutional Development specialist	1	18
2.	TVET Governance Specialist	1	12
3.	Institutional Development Specialists	9	135
<b>Sub-Total National Key Experts</b>		<b>11</b>	<b>165</b>
<b>Grand Total</b>		<b>16</b>	<b>210</b>

**8. Team Leader / TVET Specialist (international, 12 person-months):**

The team leader should have an advanced degree in education, educational management, economics, Management or related field; professional qualifications in change/Executive management are considered an asset. The team leader should have more than 18 years of experience in TVET school/Education management, and education governance/organizational development, and at least 10 years as a team leader of projects in developing countries in the field of TVET with a demonstrated track record of working on school/ TVET related organizational transformation projects, ideally in context of center of excellence. Work experience in Pakistan and South Asia is considered an asset. The specialist should have excellent writing and communication skills.

1. Core tasks include, but are not limited to the following:
  - (i) Lead and supervise the team to achieve the scope of work, contributing to output 1a and activities 1.2 and 1.4 in the projects design and monitoring framework;
  - (ii) Develop detailed work plans for consultant team and supervise and coordinate the inputs;
  - (iii) Serve as focal point on all matters of the assignment for the client;
  - (iv) Lead preparation of inception report, mid-term, final and completion report;
  - (v) Track work progress of international experts and ensure timely delivery of outputs;
  - (vi) Quality assures all deliverables developed by international experts;
  - (vii) Ensure development of a comprehensive and integrated COE development plan and autonomy governance action plan as the basis for rolling out the new operational practices across all 19 COEs;
  - (viii) Collaborate with local team leader to foster buy-in and get approval from COEs and related TVET governance bodies (TEVTA, PVTC, PIU) for the development plans;
  - (ix) Collaborate with local team leader to tailor COE development plans and integrate considerations for change management into them;
  - (x) Coordinate the onboarding and handover of guidance notes to local expert team, including on-boarding and capacity building of local teams.
  - (xi) Ensure collection of lessons learned and agile adjustments to COE development plans throughout the assignment;
  - (xii) Track progress of national experts team;
  - (xiii) Advise national experts on any technical matter, upon request;
  - (xiv) Act as a mission leader of the international expert team in field visits to Pakistan;
  - (xv) Support the PIU in project management and reporting to ICISDD and ADB;

**9. TVET Institutional Management and Quality Assurance Expert (international, 10 person-months):** The specialist should preferably have an advanced degree in education, education management or related field. At least 14 years of work experience in the development and implementation of TVET school operations management and development ideally in the context of centers of excellence (COE), of which at least 7 years in quality management in TVET institutes. Additional work experience with institutions responsible for TVET governance preferably in countries in South Asia and in developing countries is an asset. The specialist should have a demonstrated track record of rolling out quality management

in TVET institutes; excellent interpersonal skills; and a good command of spoken and written English.

2. Core tasks include, but are not limited to the following:

- (i) Assist the team leader in achieving the consultancy objectives;
- (ii) Develop a quality management guidance note to be implemented at COE;
- (iii) Develop a COE business plan guidance note to be implemented at COEs including recommendations for income generating activities;
- (iv) Lead technical advice on the sustainable institutionalization of all new activities (e.g., quality management, career counselling, placements) in COEs operations;
- (v) Support the team leader in developing an integrated COE development plan and COE staff development plan to be implemented by the national team;
- (vi) Onboard and deliver capacity development to the national team and COE personnel on the deliverables of this assignment;
- (vii) Provide technical advice to the national expert team, upon request;
- (viii) Participate in missions to Pakistan to monitor progress, conduct mid-term reviews, deliver capacity building, and engage in onboarding activities;
- (ix) Provide technical inputs on the school autonomy governance report and action plan and collaborate with the TVET governance expert;
- (x) Contribute to inception report;
- (xi) Collaborate and coordinate with Education Partnership Firm hired under the project in areas that overlap;
- (xii) Undertake any other task assigned by the team leader as required to achieve the scope of work;

**10. Work-Based Training (WBT) and Placement Expert (international, 9 person months):** The specialist should have a degree in education, educational management, human resource development/ Management or related fields. 15 years' experience in TVET sector with at least 10 years of experience in the development and implementation of WBT and placement services in cooperation with the private sector with a demonstrated track record of setting up or managing WBT and industry placement services at technical education institutions. Work experience in South Asia is considered an asset. The specialist should have excellent interpersonal skills, and good command of spoken and written English.

3. Core tasks include, but are not limited to the following:

- (i) Assist the team leader in achieving the consultancy objectives;
- (ii) Assess current implementation of WBT in the COE sectors, including reviewing functions, roles, and competences of the management of COEs regarding WBT and placement services and provide recommendations for institutional changes necessary to roll out new COE practices;
- (iii) Based on the assessment, develop a guidance note for the implementation of WBT at COEs and support the local team in its roll out in COEs;
- (iv) Advise local teams and COEs on establishing private sector engagement in COE operations including connection between business association and skill councils;
- (v) Assess current placement activities in the COE sectors;
- (vi) Based on the assessment, develop a guidance note for the implementation of a COE-level placement mechanisms/center;
- (vii) Support the team leader in developing an integrated COE development plan and COE staff development plan to be implemented by the national team;
- (viii) Onboard and deliver capacity development to the national team and COE personnel on the deliverables of this assignment;
- (ix) Provide technical advice to the national expert team, upon request;
- (x) Provide capacity development to the local team and COE personnel on the technical topics of this assignment;
- (xi) Participate in missions to Pakistan to monitor progress, conduct mid-term reviews, deliver capacity building, and engage in onboarding activities;
- (xii) Provide technical inputs on the school autonomy governance report and action plan;
- (xiii) Contribute to inception report;
- (xiv) Develop and implement training of in-company trainers;
- (xv) Collaborate and coordinate with Education Partnership Firm hired under the project;
- (xvi) Undertake any other task assigned by the team leader to achieve the scope of work;

**11. Career Counselling and Guidance Specialist (International, 8 person-months):**

The specialist should have a degree in educational management, psychology, human resource management, law, or a related field, with at least 12 years of experience in the development and implementation of career counseling and guidance on system and institutional levels. Specialization or accreditation from a coaching institute will be an added value. Experience in graduates' international employment

placement/ Entrepreneurship is considered an asset. The specialist should have extensive knowledge of modern career guidance practices and demonstrated experience in establishing and managing career guidance units at technical training institutes. Work experience in South Asia is considered an asset. The specialist should have excellent interpersonal skills and good command of spoken and written English.

Core tasks include, but are not limited to the following:

- (i) Assist the team leader in achieving the consultancy objectives;
- (ii) Assess current career guidance activities at COE-level, including reviewing functions, roles, and competences of the management of COEs regarding WBT and placement services and provide recommendations for institutional changes necessary to roll out new COE practices; also consider career counselling on system level in Punja province;
- (iii) Based on the assessment, develop a guidance note for the development and implementation of career counselling and guidance center at the COEs including international employment;
- (iv) Support the team leader in developing an integrated COE development plan to be implemented by the national team;
- (v) Develop a system for training of career education and guidance specialists;
- (vi) Implement trainings of career education and guidance specialists at COEs; and
- (vii) Provide technical advice to the national expert team, upon request;
- (viii) Onboard and deliver capacity development to the national team and COE personnel on the deliverables of this assignment;
- (ix) Participate in missions to Pakistan to monitor progress, conduct mid-term reviews, deliver capacity building, and engage in onboarding activities;
- (x) Provide technical inputs on the school autonomy governance report and action plan;
- (xi) Contribute to inception report;
- (xii) Collaborate and coordinate with Education Partnership Firm hired under the project;
- (xiii) Undertake any other task assigned by the team leader to achieve the scope of work;

**12. TVET Governance Specialist (international, 6 person-months).** The specialist should have an advanced degree in education policy, public governance, Management/ Human Resource Management, or related field. The specialist should have at least 20 years experience in working with or for education agencies and

governing bodies or in the education sector. The specialist should have a demonstrated track record of working on TVET/ School Education governance and school autonomy with TVET agencies. Experience in a federal governance system is an asset. Work experience in South Asia especially in Pakistan is considered an asset. The specialist should have extended knowledge of different TVET and Education systems. The specialist should have excellent interpersonal skills and good command of spoken and written English.

Core tasks include, but are not limited to the following:

- (i) Assist the team leader in achieving the consultancy objectives;
- (ii) Review current legislation for decentralization and autonomy in TVET;
- (iii) Review current institutional arrangements, legal framework, functions, roles and responsibilities between the Boards of Management (BOMs) of COEs and Punjab school governance authorities TEVTA, PVTC as well as PSDA, PBTE, and TTB
- (iv) Prepare a school autonomy governance report, including recommendations and an action plan for the further development and operationalization of school autonomy at system level (TEVTA, PVTC, PSDA) and COE-level;
- (v) Present report to stakeholders and foster buy-in and approval of the action plan, making edits as agreed with stakeholders;
- (vi) Provide technical advice and inputs on the development of draft legislation and regulatory framework for autonomous functioning of COEs;
- (vii) Provide technical advice on developing working tools and standards for PSDA and PSTA;
- (viii) Provide capacity building to members of BOM as well as staff of institutions administering school autonomy;
- (ix) Work closely with and provide guidance to national TVET governance specialist;
- (x) Onboard and deliver capacity development to national TVET governance specialist and COE personnel on the deliverables of this assignment;
- (xi) Participate in missions to Pakistan to monitor progress, conduct mid-term reviews, and engage in onboarding activities;
- (xii) Contribute to inception report;
- (xiii) Undertake any other task assigned by the team leader to achieve the scope of work;



**13. TVET Governance Specialist (national, 12 person-months):** The specialist should have an advanced degree in education policy, public governance, public policy, administration, or related fields. The specialist should have at least 12 years' experience in working with or for public institutions or agencies, of which 7 years in governance-related areas. Experience in education governance is considered an asset. The specialist should have some knowledge of the TVET sector and must have excellent knowledge of the federal governance system in Pakistan. Furthermore, the specialist should have a demonstrated track record of working on governance reform initiatives. Experience working with international experts is considered an asset. The specialist should have excellent interpersonal skills and good command of spoken and written English.

Core tasks include, but are not limited to, the following:

- (i) Assist the team leader in achieving the consultancy objectives;
- (ii) Support the international TVET governance specialist in preparing the school autonomy governance report.
- (iii) Support the international TVET governance specialist in communicating results to stakeholders and fostering buy-in;
- (iv) Lead the implementation of the school autonomy governance action plan;
- (v) Provide technical advice and inputs on the development of draft legislation and regulatory framework for autonomous functioning of COEs;
- (vi) Provide technical advice on developing working tools and standards for PSDA and PSTA;
- (vii) Provide capacity building to members of BOM as well as staff of institutions administering school autonomy;
- (viii) Support logistical arrangement and counterpart visits of fields of the international TVET governance specialist to Pakistan;
- (ix) Track progress and report to the international team leader;
- (x) Contribute to inception report;
- (xi) Undertake any other task assigned by the team leader to achieve the scope of work.

**14. Deputy Team leader / Institutional development specialist (national, 18 person-months):**

The specialist should have an advanced degree in management, business administration, economics, Public policy or related fields. The specialist should have at least 18 years' experience in organizational and institutional development

consulting, of which at least 6 years as a deputy team leader or higher positions. Experience in school/ Training institution development is an asset. Professional Certificate/ Advance Degree of change management/HRM/Institutional development are an asset. The specialist should have a demonstrated track record of managing change management and institutional development projects and working in international teams. The specialist should have excellent interpersonal skills, and good command of spoken and written English and Punjabi.

Core tasks include, but are not limited to, the following:

- (i) Assist the international team leader in achieving the consultancy objectives;
- (ii) Serve as focal point on all matters of the assignment for the COEs;
- (iii) Together with the international team leader review the COE development plan and update to reflect change management and institutional development considerations;
- (iv) Foster buy-in and sensitize COE management as well as the PIU to the importance of change management and institutional development processes;
- (v) Facilitate the handover of guidance notes developed by the international experts to the national experts in collaboration with the international experts;
- (vi) Facilitate the onboarding of national experts;
- (vii) Develop an implementation arrangement and mandate for national experts for working within COE, agreed by COE management and the PIU;
- (viii) Manage, coordinate, and mentor a team of national institutional development experts;
- (ix) Track work progress of national institutional development experts and ensure timely delivery of outputs, proactively take corrective actions if needed;
- (x) Coordinate the preparation of progress and lesson learned field visits and reports;
- (xi) Resolve any conflicts between expert team and COEs;
- (xii) Coordinate program and logistics of international expert visits to Pakistan;
- (xiii) Support the PIU in project management and reporting to ICISDD and ADB;
- (xiv) Contribute to the project progress and completion report.

- (xv) Take responsibility for achieving the scope of work, and progress of national institutional development specialists.
- (xvi) Lead the preparation of COE peer learning/network meetings aimed at COE management and teaching staff to learn from each other. This includes but is not limited to arranging and preparing venue, preparing and sharing meeting invites, and facilitating meetings including formal and semi-formal exchange methodologies.
- (xvii) Manage communications and relationship with COEs, the PIU, TEVTA, PVTC and other relevant stakeholders.

**15. Institutional Development Specialist (9 x national, Each 15 person-months):**

The specialist should have an Advanced/ University degree in management, business administration, Economics, public policy, Finance, or a related field. The specialist should have at least 10 years of experience in organizational and institutional development consulting. Experience in the context of education/training providers is an asset. Professional certificates in change management/HRM/Finance/Business Modeling/Sustainability are an asset. The specialist should have a demonstrated track record of managing change management and institutional development projects. The specialist should have excellent interpersonal skills and good command of English and local spoken Languages.

Core tasks include, but are not limited to, the following:

- (i) Ensure and lead implementation of COE development plans in coordination with COE management and personnel;
- (ii) Review institutional practices at COEs and advise COEs on institutional changes, and develop concepts, solutions, and institutional documents accordingly to sustainably operationalize and institutional new COE activities;
- (iii) Develop and implement a COE-internal change communication strategy;
- (iv) Lead communication with COE management and personnel;
- (v) Arrange capacity building for COE staff as needed for the roll out new operations;
- (vi) Track progress and report to team leader;
- (vii) Take responsibility for achieving results;
- (viii) Participate in onboarding meetings of international consultant and become strongly familiar with guidance notes and operational activities to be introduced at COEs;

- (ix) Proactively engage in peer learning with other institutional development experts supporting other COEs;
- (x) Seek advise from team leader or international experts as needed;
- (xi) Coordinate field visits of international experts as needed;
- (xii) Collaborate with other consultants supporting the project as needed;
- (xiii) Assist the national team leader to arrange COE peer learning/network meetings aimed at COE management and teaching staff to learn from each other. This includes but is not limited to arranging and preparing venue, preparing and sharing meeting invites, and facilitating meetings including formal and semi-formal exchange methodologies
- (xiv) Undertake any other task assigned by the team leader to achieve the scope of work;

**16. Facilities to be Provided by the Client:** The client will provide the key experts with access to key relevant reports, studies, and data related to the assignment to ensure the key experts are able to provide the contracted services, including but not limited to, activities and outputs specified in the Project Agreement, the Report and Recommendation of the President, and the Project Administration Manual. The client will facilitate contact with key stakeholders including TEVTA, PVTC, COE management. It will be determined in collaboration with COEs at a later stage if national institutional development experts may have access to a workspace at the COEs that they support.

**17. Facilities to be Arranged by the Consultant:** The national expert will organize its own office space in Lahore, as well as office requirements such as office furniture; office hardware; computers, printers and associated software; air conditioning; and hiring of vehicle for field activities, surveys and assessments, if needed. All reports/data and equipment if any procured under the assignment shall be handed over to the Client after completion of assignment in a fully functional condition.