



PROJECT MANAGEMENT & IMPLEMENTATION UNIT
SINDH EARLY LEARNING ENHANCEMENT THROUGH CLASSROOM TRANSFORMATION
REFORM SUPPORT UNIT (RSU)
SCHOOL EDUCATION & LITERACY DEPARTMENT

TERMS OF REFERENCE

Training Management Specialist (Component 3 – SELECT)

The Sindh Early Learning Enhancement through Classroom Transformation (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.

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 ▪ <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: ▪ <u>Subcomponent 3.1:</u> Establishing a technology-based student attendance monitoring system ▪ <u>Subcomponent 3.2:</u> 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, Mititari, Sanghar, Shikarpur, Sujawal, Tando Muhammad Khan, and Thatta.

Component 3 includes the development and implementation of the Student Attendance Monitoring and Redress System (SAMRS) in selected schools of Sindh.

This component aims to support the planning, design, development, and implementation of the SAMRS in the selected schools. Under this component, the students will be provided with a unique student ID and their attendance will be monitored and analyzed over the academic years.

The activities under this component intend to provide a reliable and updated set of data on student attendance to the relevant stakeholders at all levels and aid in their informed decision-making process

1. Objective of Assignments

The “Training Management Specialist” will be responsible for supporting the implementation, scale-up, and operationalization of SAMRS across all schools in Sindh. The role will focus on effective training planning, Content development, coordination, execution, management, and monitoring to ensure system adoption and capacity building at all levels.

The Specialist will coordinate with stakeholders, facilitate and guide training activities, monitor performance through the Digital Training Evaluation System, and provide operational support during rollout phases. The role also includes ensuring quality of system before offload, managing system users and devices, ensuring smooth implementation, and contributing to improved service delivery and project outcomes within given timelines.

Additionally, the role will include strategic coordination and oversight function for training activities across Component 1 and Component 3 of the project, ensuring alignment with CPD initiatives (including Formative Assessment (FA)/Classroom Observation (CO) applications and usage), quality assurance, and coherence across training interventions.

The role will also include ensuring quality of system before offload, managing system users and devices, ensuring smooth implementation, and contributing to improved service delivery and project outcomes within given timelines.

2. Scope of Work

The Training Management Specialist will report primarily to Component 3 Lead, while working under the strategic guidance of the Project Director and Project Coordinator and in close coordination with the MIS team.

Training Management Specialist shall:

Training Planning, Execution, Management & Monitoring

- Plan, develop content, organize, and schedule training activities, sessions, and refresher programs for SAMRS users at school, cluster, taluka, district, and provincial levels.
- Coordinate and facilitate effective execution of training sessions, ensuring participation of all relevant stakeholders.
- Manage overall training operations, including logistics, participant coordination, and training materials.
- Monitor and evaluate training effectiveness and learning outcomes through the Digital Training Evaluation System and field feedback.
- Maintain proper documentation of training attendance, feedback, all Means of verification (MoVs) and completion status for reporting and record-keeping.

- Establish structured feedback loops and iteration cycles to continuously improve training design, delivery, and rollout strategies based on field-level insights.

Cross-Component Training Oversight

- Provide coordination and oversight for training activities across Component 1 and Component 3 to ensure alignment, consistency, and quality assurance.
- Facilitate coordination between teams to ensure efficient use of resources.

Implementation & Field Coordination

- Provide on-ground technical and operational support in accordance with plan at provincial level and Micro Plan at district levels during training sessions and system rollout activities.
- Coordinate with Local Education Management, Field Monitoring Offices, Head Teachers/Teachers, Cluster Heads, and master trainers to ensure smooth implementation and system adoption.
- Engage with stakeholders such as SEF, PPP Node, EMOs, DEPD, and etc. particularly during system scale-up and extension phases.
- Focus primarily on coordination and facilitation roles rather than direct execution of all operational tasks to ensure feasibility and clarity of responsibilities.
- Integrate support for school leadership capacity building, particularly in promoting effective use of data for decision-making and strengthening system adoption at the school level.
- Support district-wise and province-wide rollout and expansion activities.
- Liaise with stakeholders to address implementation challenges and ensure continuity of operations.

Administration & User Management

- Create, manage, and maintain SAMRS user accounts, roles, and access permissions.
- Ensure accurate mapping of schools and users as per administrative structure.
- Monitor and update user access (activation/deactivation) to maintain system security and integrity.

(These functions will be carried out in coordination with relevant technical teams to ensure workload balance and avoid over-concentration of responsibilities within a single role)

Device Management & Support

- Manage registration and tracking of SAMRS-enabled devices (tablets/mobile devices).
- Maintain updated records of devices issued, installed, and operational.
- Coordinate with technical teams to resolve device-related and operational issues.

Monitoring, Reporting & Coordination

- Track training coverage, system usage, and implementation progress.
- Prepare and submit periodic progress and analytical reports.

- Maintain accurate documentation for monitoring, evaluation, audit, and reporting purposes.
- Coordinate with MIS and monitoring teams to ensure alignment between training and system requirements.
- Perform any other operational, coordination, or capacity-building tasks assigned by the competent authority.

3. **Expected Outputs / Deliverables**

- Reviewed and monitored training plans and schedules for SAMRS users at cluster, taluka, district, and provincial levels.
- Successful completion of planned trainings, orientations, and refresher sessions, with properly documented attendance and participant feedback.
- Generation of digital training evaluation reports through the Digital Training Evaluation System, including analysis of training effectiveness and learning outcomes.
- Updated and validated SAMRS user management records, including user creation, role assignment, and school mapping.
- Verified and maintained device registration and deployment records, covering devices issued, installed, registered, and operational.
- Completion reports of field rollout support activities at district and provincial levels.
- Submission of periodic (monthly / bi-monthly/Quarterly) progress reports, including:
 - Number of trainings conducted
 - Number of schools covered
 - Number of Head Teachers and Teachers trained (fully, partially, not trained)
 - Status of device installation and registration
- Maintained consolidated documentation for monitoring, evaluation, audit, and donor reporting requirements.
- Timely submission of progress updates, analytical summaries, and implementation briefs to the Team Lead and reporting officers.
- **Periodic training quality assurance reports, including insights from feedback loops and iterative improvements.**
- **Coordination reports reflecting alignment between Component 1 and Component 3 training activities.**
- **Documentation of stakeholder engagement, including integration efforts with additional entities (e.g. SEF, DEPD, EMOs).**

4. **Qualifications**

a **Education:**

- i Minimum Bachelor's degree (Graduation) from an HEC-recognized university.
- ii Preference will be given to candidates with experience in the education sector or public sector projects.

b **Experience:**

- i Minimum three (03) years of relevant professional experience in:
 - System implementation and operational support
 - Training planning, coordination, and field execution
 - Capacity building and stakeholder engagement

- Education sector or public sector projects (preferred)
- c **Skills & Competencies:**
 - i Strong training planning, execution, management, and monitoring skills
 - ii Effective communication, coordination, and stakeholder management abilities
 - iii Good organizational and administrative skills
 - iv Ability to analyze data and prepare reports
 - v Basic understanding of MIS systems and digital tools

5. Selection Process

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)