**DRAFT TERMS OF REFERENCE**

**INSTITUTIONAL STRENGTHENING - TRAINING SUPPORT CONSULTANCY**

**ECOLE NATIONALE D'ADMINISTRATION FINANCIERE - HAITI**

1. **BACKGROUND**

1.01 The overall efficiency of the Haitian Government’s operations is seriously compromised by a certain shortage of qualified public servants, and the limited technical expertise available at operational levels of the public service, both central and local government. There are roughly 107,000 civil servants, of which 71% are men. Thirty-five percent (35%) of the workforce is in the 40–50 years age cohort. Gender based inequalities are a serious development constraint in Haiti. Gender inequality is persistent and exists in the provision of health and reproductive services, employment, political representation, and violence against women and girls (sexual, physical, verbal, and emotional). The burdens on the state are paramount with rural to urban migration being extremely pronounced. This places major pressure on basic infrastructure and services. The public sector as a major investor in infrastructure has been limited in its ability drive public policy for sustainable infrastructure and development as a whole. A strong and resilient Haitian civil service that is capable of forging a new public management system, is fundamental to managing through political, social and ecological crises.

1.02 The Ecole Nationale d'Administration Financière (ENAF), a decentralised service of the Ministry of Economy and Finance (MEF), was created in 1978 in order to meet an urgent need for the training of executives working in the different departments of the Financial Administration. For multiple reasons, the School was closed in the early 1980s. The resumption of academic activities took place on October 24, 2005, since it was deemed very important by both academia and the professional world. MEF also deemed the resumption of activities at ENAF appropriate, particularly strengthen existing structures for better efficiency in public finance and to ensure adequate availability of human resources.

1.03 The Centre de Techniques de Planification et d'Economie Appliquee (CTPEA), a specialised school of the Ministry of Planning providing training in Planning, Statistics, and Applied Economics (end of the Seventies and beginning of the eighties), was also established, as part of the government’s main focus on building the corps of well-trained public servants with higher education degrees. Regional universities provide higher education across Haiti’s ten (10) departments. Despite the presence of these specialised schools and institutions of higher learning, the gap to be filled in the public administration in Haiti is still enormous, when one considers, on the one hand, the brain drain having affected the country over several decades, and on the other hand, needs of central government and those of local governments.

1.04 Haiti has been a Borrowing Member Country (BMC) of the Caribbean Development Bank (CDB) since January 2007. Prior to CDB-funded regional Public Policy Analysis and Management (PPAM) and Project Cycle Management (PCM) training, which was conducted in Haiti in 2018, the public service institutions in Haiti were generally deemed the least capable of CDB’s BMCs. The PPAM PCM training in Haiti in 2018 confirmed that there learning needs and gaps still remain. ENAF would be able to provide expanded sector specific training, beyond financial administration, to the public sector and municipalities. Expanded portfolio of training will enable ENAF to target more civil servants from Ministries and Agencies engaged in key sectors of Agriculture, Environment, Education, Energy and Public Works (including water and sanitation) sectors. The initiative would include strengthening ENAF’s capacity to provide sector specific training, in collaboration with the respective Ministries/Agencies, to the public sector and municipalities. It would use the facilities of two regional public universities in Les Cayes and Cap Haitien to enable decentralised training, to help build relationships at district and municipal levels, and to eventually provide training at these levels. In order to enhance ENAF’s mission, and extend the decentralisation of learning, bolstering capacity developing at all levels of Haiti’s public administration, a CDB-grant funded Project of institutional strengthening of ENAF (and counterpart bodies) has been designed, for implementation over the period of two years, 2021–2022. Consultancy services are required to provide support in this regard.

1. **OBJECTIVE**

2.01 The overall objective of this TA is to strengthen ENAF’s capacity to provide training for public policy and project cycle management in a sustainable manner. More specifically, the Project will improve the effectiveness of Haitian Public Administration at the central and municipal levels in managing development programmes in key sectors such as Agriculture, Environment, Education, Energy, Financial Administration, and the Public Works (including water and sanitation). This will promote access to training and strengthen the knowledge and skills of public servants in a sustainable manner.

* 1. In particular, the Consultancy seeks to satisfy the following specific objectives:

1. To develop an updated PPAM PCM training programme, guided by a training needs assessment (TNA) and institutional assessment for in-person, virtual and online delivery.
2. To build capacity to conduct train-of-trainer (ToT) sessions for the updated training programme, and support coaching of trainers.
3. To provide technical support for the overall delivery of the training under the Project.
4. **SCOPE OF SERVICES**

3.01 The scope of the consulting services shall include, but not be limited to the main tasks/activities described below:

1. Conduct a desk review of existing the existing PPAM PCM training programme, materials and reports and relevant best practice.
2. Conduct a TNA which incorporates the following:
3. Design a TNA survey, that will generate feedback from a wide spectrum of sectors, public servants (disaggregated by sex, age, years of service/in post, geographic location), trainers and educators.
4. Present profile of respondents involved in the assessment.

1. Take into consideration the needs and context of the main target groups - Ministries, Agencies and Municipalities who will be main training participants. Additionally, the regional public universities as a key stakeholder group in the efforts to strengthen Haiti’s capacity in organising and delivering training; and national professional associations (women, youth), vulnerable groups’ associations (persons with disabilities).
2. Assess the enabling environment and organisational capacities of key entities in the delivery chain.
3. Present a map of main deliverers of professional development training (face-to-face and e-learning) in areas relating to public policy and project management, and their main content/focus, highlighting any main gaps in course offerings.
4. Engage key bodies that will help to inform public policy and PCM training approaches, such as the Office of Management and Human Resources, and consider the training offerings of other institutions and development partners that can complement ENAF’s undertakings, avoiding any duplication of efforts.
5. Propose delivery mechanisms and training approaches, based on the discussion of the TNA findings with ENAF and as needed, its prospective primary implementing partners.
6. Recommend methodologies and best practices to be utilised based on the data collected, and where bespoke *vis-a-vis* generic training content, would be most effective.
7. Conduct an Inception Meeting to present the Draft Inception Report and receive comments for finalisation of the Report.
8. Conduct an Institutional Assessment comprising a comprehensive review and critical assessment of the entities proposed to be involved in training delivery and provide practical recommendations. This assessment will include: (i) an analysis of organisational and infrastructural capacities of ENAF and potential partners/trainers to be part of the ToT and to deliver the training; (ii) a gap analysis of skills and competencies of the proposed trainers, in order to develop an appropriate training plan; (iii) capacity to deliver online training that would be available to participants at central and municipal levels, recognising the physical challenges associated with rural areas (e.g. internet connectivity); (iv) selection criteria; and (v) identifying the issues.
9. Propose institutional arrangements and governance structures that will enable efficient and effective capacity development in accordance with the Project’s objectives.
10. Provide a technical review of the information and communication needs for training delivery, report on the existing infrastructure and equipment and make recommendations on the upgrade of infrastructure and equipment.
11. Assist ENAF in exploring the feasibility of a ENAF Fellows Programme twinned with other learning institutions, to facilitate a research focus that generates more knowledge on trends in public policy development and delivery. This includes helping ENAF to make strategic connections with other public service training agencies within and outside of the region (e.g. Management Institute of National Development in Jamaica).
12. Review and update ENAF’s policy and PCM-related training programmes and recommend new components as needed, and guided by the TNA and institutional assessment, for in-person and online delivery, to meet the objective as stated at 2.02 (a).
13. Prepare a draft Training Plan for the trainers and the public servants which provides details on the target audience, topics that should be covered, and how (face-to-face, online course, etc.); and update the training modules to be delivered.
14. Coach ENAF, its partners (regional universities) in delivering ToT module, using the approved Training Plan.
15. Support the ToT and facilitate coaching of trainers’ through virtual support over a period of one year, more intensively in the first six months, decreasing over time.
16. Develop a learning sustainability plan, in close consultation with ENAF, to help ensure arrangements for continued leadership of main services (including maintenance).
17. Support ENAF in designing simple client feedback/satisfaction tools, that can be incorporated in its monitoring and evaluation activities.
18. **METHODOLOGY**

4.01 The consultants will be required to review all documentation relevant to the successful completion of the assignment. This may include, but is not limited to relevant legislation, forms, and documents.

4.02 Additionally, the consultants will be required to develop and administer appropriate data-collection instruments, including but not limited to surveys, interviews, and observations. The consultants will also be required to convene meetings with Management and Staff of ENAF and other participating training entities, as required; and have joint missions/meetings at the district and municipality levels. This process will integrate social inclusion, including special needs, gender, and cultural considerations, as well as techniques for using client engagement to better assess applications.

4.03 The consultants will be required to prepare a COVID-19 Plan for safe project implementation and contingency measures to be adopted as part of the risk mitigating measures for the Project. The training will be administered through a series of workshops and other events to be implemented in compliance with World Health Organisation and Government of Haiti (GOH) COVID-19 guidelines for reducing risk of spread of the SARS-COV-2 virus. The consultant will also be required to implement a personal data protection protocol in accordance with local law or the principles contained in CDB’s Personal Data Protection Policy (2019).

1. **DELIVERABLES/REPORTING REQUIREMENTS**

5.01 The consultants will report to the Director General, ENAF, or his nominee, who will be responsible for the supervision of the consultant(s) and monitoring the progress of this consultancy. The consultant shall submit reports electronically in French and English and in “.pdf” format as complete documents, as well as in Microsoft Word and Excel, and/or other formats, as appropriate to ENAF and CDB. ENAF will provide comments (comments will be shared with CDB) on the reports within 14 days of receipt and the consultant will revise the reports within seven days according to the comments received. These reports are as follows:

1. **Training Needs Assessment Report**: which includes the findings of the TNA referred to at item 3.01(b) within four weeks of the commencement of the assignment.
2. **Draft Inception Report**: which includes the findings of the desk review, and an indicative work plan referred to at item 3.01(f), within two weeks of the acceptance of the TNA by ENAF. The Final Inception Report within two weeks of receipt of comments on the Draft Report.
3. **Institutional Assessment Report**: comprising a comprehensive review and critical assessment and practical recommendations, referred to at item 3.01(g) within, 16 weeks of commencing the assignment.
4. **Technical Report on ICT Needs**: a report outlining the review of the information and communication needs referred to at item 3.01(i) including any administrative/systems gaps identified, an Indicative Maintenance Plan and recommendations for the retrofitting and upgrade of ICT infrastructure and equipment including specifications for any items proposed for purchase, within 16 weeks of commencing the assignment.
5. **Training Plan**, based on the TNA and the updated PPAM PCM Training Programme modules, materials and tools; and a draft **schedule** for the delivery of training based on the approved Training Plan, referred to at items 3.01(l) and (m) within 20 weeks of commencing the assignment.
6. **Training Programme:** training modules for training of trainers delivered, referred to at items 3.01(m) and (n), within 28 weeks of commencing the assignment.
7. **Draft Final Report:** A concise Final Report on the assignment, including a report on the Training Programme, a summary of participant evaluations; lessons learned; and any recommendation for future activities, and items referred to at items 3.01(h) to 3.01 (p) within two weeks of completing the assignment. Final Report within two weeks of receipt of comments on the Draft Report.

5.02 Two (2) copies of each of the above deliverables shall also be submitted to by the consultant/ENAF to CDB so it can monitor the quality of the outputs with ENAF.

1. **QUALIFICATIONS AND EXPERIENCE**

6.01 The assignment should be conducted by a firm. The consulting team should collectively possess expertise in the areas of Organisational Development, Training and Business Processes with the following qualifications and combination of experience and language skills:

1. Experts with a minimum of a master’s degree in a relevant field such as Public Policy and Planning, Project Management. Human Resource Development, Organisational Development, Education and Training.
2. Sound knowledge of public policy and project cycle management.
3. A minimum of 10 years’ demonstrated experience in the area of institutional assessments, reform initiatives and human resource change management.
4. Specific experience in business processes related to infrastructure and ICT systems for the delivery of online training.
5. At least 7 years’ experience in the design and delivery of training programmes.
6. Fluency in written and spoken French, Creole and English.
7. **PLACE OF WORK AND IMPLEMENTATION ARRANGEMENTS**

7.01 The consultant will report to the Director General of ENAF or his/her designate, who will be responsible for the overall management and implementation of the consultancy and facilitate the work of the consultant, coordinate in-person and remote interviews with staff and the other stakeholders and provide access to relevant documentation, as necessary. If travel to Haiti during the period of the consultancy is deemed to be safe (recognising the travel restrictions associated with COVID-19), the consultant will be required to conduct face-to-face meetings with key staff and training, and as such, suitable office accommodation will be provided by ENAF.

1. **DURATION**
   1. The assignment is expected to be conducted over a period of approximately 18 months.