

Khyber Pakhtunkhwa
Education Sector Plan Support
Programme (KP-ESPSP)
Technical Cooperation Services

Discussion Paper - 4

Capacity Development in the Education Sector in KP

May 2018



Published by

Khyber Pakhtunkhwa - Education Sector Plan
Support Programme (KP-ESPSP)

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May 2018



This project is funded by
the European Union

**Khyber Pakhtunkhwa
Education Sector Plan Support Programme (KP-ESPSP)
Technical Cooperation Services**

This is the fourth in a series of four Discussion Papers produced by the KP-ESPSP Programme in early 2018. All of the papers are based on learning derived from the Programme's first 15 months of activity and are intended to stimulate thinking around key areas of the E&SED's work to enhance the provision of education services in the province of KP.

This publication has been produced with the assistance of the European Union. The contents of this publication are the sole responsibility of the KP-ESPSP Programme and can in no way be taken to reflect the views of the European Union.

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Acronyms

DCTE	Directorate of Curriculum and Teacher Education
DFID	Department for International Development
E&SED	Elementary and Secondary Education Department
ELTO	Evaluation of Longer-Term Outcomes
EMIS	Education Management Information System
ESP	Education Sector Plan
EUD	European Union Delegation
IMU	Independent Monitoring Unit
KP	Khyber Pakhtunkhwa
KP-ESPSP	Khyber Pakhtunkhwa Education Sector Plan Support Programme (EU-funded)
OECD	Organisation for Economic Co-operation and Development
PITE	Provincial Institute for Teacher Education
SSU	Strategic Support Unit (Government of KP)
UNDG	United Nations Development Group
UNDP	United Nations Development Programme

Capacity Development in the Education Sector in KP

Executive Summary

Capacity development is often implemented in the context of technical assistance to government departments. Despite clear statements of what constitutes good practice in capacity development issued by international organisations such as the OECD and UNDP over the years, most capacity development initiatives still favour short-term measures that target the training of individuals and fail to fully address the organisational dimension of capacity development or the enabling environment, without which investment in capacity development is wasted. This Paper outlines the experience of the E&SED / KP-ESPSP programme's capacity development initiative in KP and provides a reflective analysis of its progress to date. The importance of working in partnership with government to formulate a capacity development initiative based on clearly articulated needs and demands is discussed, and a number of important lessons that have been learned in the early stages of implementation are presented. The Paper highlights a number of opportunities and presents recommendations to the E&SED to strengthen the management and oversight of capacity development initiatives as the KP-ESPSP programme moves into its second phase of implementation.

Introduction

Capacity development is the process through which institutions and people develop, strengthen, and sustain their abilities to manage their affairs effectively over time. Several international organisations have looked at the wider political economy of capacity development in recent years (OECD 2006 & 2009; UNDP 2009), and they generally agree in identifying three inter-dependent dimensions on which the objectives of capacity development need to be based. These dimensions are listed in the table below, with definitions based on the experience built up by the Khyber Pakhtunkhwa Education Sector Plan Support Programme's (KP-ESPSP) work over the past 15 months. This has involved the design, implementation and monitoring of a capacity development initiative with the E&SED, covering the areas of data management and use, and the management of teacher education.

Dimensions of Capacity Development	Definition
Individual	The knowledge, skills and experience that individuals and groups of individuals develop or acquire as a result of exposure to training, mentoring or other capacity development measures.
Organisational	The structures, systems and procedures that are used to define the way in which an organisation works and how manages its staff. These systems can be purely administrative; related to processes and procedures for getting work done; related to service levels and structures; or concerned with the fulfilment of job descriptions. It is also the case that organisational factors are often not formalised and written down but reflect the working culture of the organisation and become the accustomed and accepted way in which an organisation functions.
Enabling Environment	<p>The nature of the wider institutional framework that defines policies, the way that government work is implemented and how people are deployed. It refers in particular to:</p> <ul style="list-style-type: none"> • policies, governance structures, power hierarchies and leadership models • the ways in which decisions are made (top-down or bottom-up) and social and working cultures • accountability and monitoring mechanisms • the ways in which the demand for capacity development is articulated and acted upon • the availability of and access to internal and external resources to build the capabilities of individuals and institutions • the availability and relevance of incentives for individuals and organisations to enhance their skills and knowledge.

The implication of considering the three dimensions required for a capacity development initiative to be successful is that it is not sufficient to focus solely on the provision of training for individuals and expect them alone to effect change at the organisational level. Structures, systems and procedures define and control the way in which people work (and are permitted to work). This means that the nature of those systems also has to be taken into consideration

and linked to the training provided to individuals over the medium-long term as part of a more holistic capacity development initiative. Over the longer-term, in order for individual and organisational level changes to be institutionalised as business as usual, the availability of a supportive enabling environment is critical, as it provides the broader governance, oversight and strategic management that is required to achieve longer-term strategic goals.

The training that individuals experience is likely to extend over a relatively short duration and may be successful in imparting new skills or knowledge. However, a wider focus is required at the same time to link training to the systems and structures within which an individual is required to operate. It is counter-productive to develop skills and capabilities which cannot be used in the system. This also means that a parallel focus on developing the system to accommodate staff with new or enhanced skills and knowledge is required. That is a process which will typically take more time than designing and delivering packages of training, as it requires important decisions to be made about how departments go about their work and what goals are being set.

If the conditions prevailing in a working environment are not favourable or receptive to changes in skills, knowledge, systems or procedures then a capacity development strategy is unlikely to achieve its goals, and short-term gains will not have sustained impact. While large numbers of individuals may be trained up, they may not have the flexibility or freedom to implement what they have learned. Institutions are slow to change and frequently develop covert and overt methods of blocking new developments. Longer-term strategic thinking needs to inform the development of a new capacity development intervention, or the likelihood of a well-meaning initiative failing is high.

The E&SED is well aware of the need to develop the capabilities of its staff to strengthen the delivery of education services in KP. The KP ESP 2015-20 acknowledges that in order to achieve long-term success a focus on capacity strengthening across the department is crucial¹. This was the starting point for the partnership between the E&SED and the EU-funded KP-ESPSP programme when they set out to initiate a capacity development approach in the areas of a. data management and use (focused on the *demand* side through the EMIS Cell, and on the *supply* side with the end-users of data in the attached institutions of the Department), and b. the leadership and management of teacher education (focused principally on PITE and DCTE).

This Paper will take the form of a reflection on the approach adopted by the KP-ESPSP programme as it designed and implemented an initial capacity development initiative with the E&SED in 2017-18. These reflections have enabled the Programme to identify some core

¹ E&SED (2016); page 11

principles that should inform any capacity development initiative in KP (and which are relevant to other provinces and sectors in Pakistan and further afield), and to record some interim lessons learned as the Programme comes to the end of its first phase and looks ahead to extend the work carried out in 2017-18. Those lessons learned are also framed as recommendations for consideration by government departments, donors and implementing agencies.

Context

The E&SED aims to bring every child into school, ensure their effective learning and ability to access the lifelong benefits of a good quality education by 2030². This ambition has been backed up by policies and plans to improve access, quality and equity in education in the province. However, to design appropriate implementation strategies and work towards achieving tangible results, it is essential to ensure that:

- the staff of the E&SED have the right skills and knowledge to implement the policies effectively
- that processes and systems are fit for purpose, and
- that the environment enables the achievement of desired outcomes.

Barriers to Education Reforms in KP

The KP ESP 2015-20 identifies five barriers to education reforms in KP that have slowed progress over the last decade of reform work:

- weaknesses in data and information management
- weaknesses in budgeting and financial management
- limited capacity to deliver across the department
- politicisation of employees, and
- the geography and social fabric of the province.

Out of the five barriers to education reforms identified in the KP ESP 2015-20, it is noteworthy that the first three relate to capacity and capability issues in E&SED³. The ESP also identifies the need to address capacity gaps at all levels for successful implementation of the sector plan and the achievement of its targets⁴. It is encouraging that the ESP addressed the challenge of tackling capacity development issues at multiple levels, including that of governance (a core element in the enabling environment, as outlined earlier in this Paper). This provided the starting point for discussions to begin between the E&SED and the EUD in Pakistan in 2016, which resulted in the establishment of the KP-ESPSP programme with a mandate to focus on capacity development issues in the two areas outlined above.

² E&SED (2016); page 36

³ E&SED (2016); page 11

⁴ E&SED (2016); page 15

However, responding to the capacity needs at all levels of the E&SED would call for significantly larger investments of time and resources than are available to the KP-ESPSP programme, working alone.

Consequently, it was clear from the outset that the strategy of the programme would be to articulate a. what was required for a longer-term approach to capacity development, and b. focus on the two thematic areas of the programme to develop a coherent strategy and work plan.

Needs assessment research findings were used to develop a comprehensive capacity development strategy focused primarily on individuals and groups of individuals, and secondarily on the institutions the individuals were drawn from (so addressing the individual and organisational dimensions of the capacity development framework). The programme also made a conscious decision to invest in intensive monitoring of its capacity development activity to draw out the most significant learning from this early stage of work, especially given limitations of time and resources available.

The development field is littered with examples of failed capacity development initiatives which have provided training to individuals with little focus on the longer-term and more complex issues at the organisational level and the nature of the enabling environment. There are a number of reasons which help to explain their failure, and which relate back to similar findings identified by the OECD and UNDP. These include:

- the focus of the intervention was on delivering one-off training to individuals with no follow-up
- the capacity development initiative was designed as a stand-alone intervention for one set of individuals without clear linkages to other teams and departments with a shared interest in the area of work. For example, an intervention focused only on the supply side of an issue (i.e. the providers of a service or function) with limited attention given to its demand side (the users of a service or function)
- there was no capacity needs assessment undertaken to establish a baseline and inform the focus of the development intervention
- key stakeholders were not fully involved in the design of the intervention meaning there was little ownership of the work and no incentive to ensure that it was targeted correctly
- high turnover of staff in the institutions being targeted, limiting the effective utilisation of the capabilities developed and compromising the longer-term sustainability of the intervention (this is a good example of how the environment does not 'enable' capacity development initiatives).

Topic

The technical approach adopted for the E&SED / KP-ESPSP programme capacity development initiative was informed by the position paper written by the UN Development Group (UNDG), and focused on creating, strengthening and sustaining capacities over time⁵. It was also informed by the work carried out by the OECD and UNDP cited earlier in this Paper. The longer-term aim of the intervention going forward was to target organisational development more systematically – a point which will be developed later in this Paper. Consequently,

⁵ UNDG (2006)

efforts were made to link the two dimensions as far as practically possible. For example, the work to develop quality standards for teacher educators ran alongside building PITE and DCTE's skills in the management of an effective teacher education system (examining issues of training methodology, monitoring and evaluation, and use of data to support planning).

1. *The Capacity Development Initiative: A 5-Phase Process*

In line with the good practice proposed by UNDP (2009) and to ensure system-level gains, the E&SED/KP-ESPSP approach to developing the capacity development initiative has followed five phases during the past fifteen-months, as follows:



Those 5 phases of implementation have been structured around a framework of actions and processes:

STAGE	ACTIONS AND PROCESSES
<p>1. Engage stakeholders to develop ownership and alignment</p>	<p>Ownership among stakeholders significantly enhances effectiveness of a capacity development intervention. To this effect, extensive consultative meetings and workshops were held with key E&SED stakeholders (including PITE, DCTE, EMIS Cell, ESRU, Planning Cell, IMU), with the donor (EUD), with the SSU and with DFID and its KESP II implementing team prior to the design of the capacity development intervention. From the Needs Assessment phase, through design and into implementation, close coordination was maintained between KP-ESPSP and E&SED to ensure that the programme was meeting needs and identifying the right participants and issues.</p> <p>This was done to build trust and to understand levels of demand for capacity building initiatives. It also helped to develop understanding of some of the capacity needs of the department in relation to data management and use, and in the management of the teacher education function.</p> <p>Agreement was secured to carry out two Needs Assessment Studies of EMIS Cell (and IMU) and PITE (and DCTE) and the management arrangements for those studies were agreed between E&SED and the KP-ESPSP.</p> <p>The strategy adopted for the capacity development study made an intentional effort to include the senior management of E&SED, the Planning Cell, IMU, and the Directorate of E&SE in the process. They acted as a Steering Committee and first point of contact on all issues related to the initiative. This ensured that institutional-level issues could be considered in order to strengthen the longer-term sustainability of the interventions.</p> <p>A deliberate effort was made to integrate and link both the demand and supply side issues in and address the current issues on the ground such as data quality issues, and data utilisation for planning and management of education service delivery in the province⁶. This helped to strengthen opportunities to share experiences and learning between PITE and DCTE EMIS, the IMU and other attached institutions of the E&SED.</p>
<p>2. Assessment of needs to establish baselines</p>	<p>Two Needs Assessment Studies were carried out to investigate both the technical needs of EMIS Cell and PITE (and related institutions) as well as to understand levels of demand, linked to verifiable priorities. The three-month process of investigation was commissioned and managed by E&SED and KP-ESPSP. The Studies involved desk research, focus group discussions,</p>

⁶ For example, while the EMIS staff was capacitated to improve reliability, timeliness and quality of EMIS data, the management and Planning Cell of E&SED was also capacitated to use the available data for planning and decision-making.

	<p>interviews with key stakeholders and consultative meetings with the senior decision-makers in the E&SED. The data derived from these investigations were used initially to formulate a long-list of potential areas of focus. This was tested for relevance, priority and demand with E&SED in order to come up with an agreed short-list of interventions.</p> <p>The Needs Assessment findings were interrogated in detail at a 2-day seminar involving 40 of the senior management of E&SED and led by the then Special Secretary. This further refined the short-list of priorities and incorporated important information about how the E&SED would manage the capacity development initiative.</p> <p>The Needs Assessment Studies were essential in establishing baselines of need and demand, linked to capacity gaps, and building consensus on priorities and areas of focus.</p>
<p>3. Formulate capacity development strategy, plan and programme</p>	<p>Based on the short-list of priority topics identified by E&SED and KP-ESPSP, a detailed capacity development strategy and plan was developed. This outlined clear higher-level objectives:</p> <ul style="list-style-type: none"> • Support the implementation of KP education sector reforms through enhanced skills and knowledge of EMIS, IMU, PITE, DCTE and other related E&SED institutions; • Develop sustainable individual and organisational capacities at the E&SED in the areas of effective use of data for planning and management, and improved leadership and management of in-service teacher education; and • Enable the E&SED and its attached departments to communicate and coordinate internally and with external stakeholders to effectively plan and manage education service delivery. <p>The strategy and plan went on to describe the details of each topic area and how the capacity development initiative would address them. Once this was amended and approved by the E&SED a 5-month programme of activities was prepared and approved.</p>
<p>4. Implementation of activities, monitoring and course corrections</p>	<p>Implementation covered a 5-month period and involved around 50 separate training events – workshops, seminars and consultative exercises.</p> <p>The programme was designed to be flexible so that scheduling could be re-arranged where needed and fit in with the other commitments of the E&SED participants.</p> <p>Workshops were designed following a logical sequence of topic areas so that knowledge and skills were recycled and reinforced⁷. Each topic was</p>

⁷ The training workshops were linked with each other and followed a pattern. For example, the workshop on M&E Roles and Responsibility Charting at PITE was followed by the workshop on Data Collection Methods, Analysis and Reporting. This was followed by a consultation on Construction of Tools for Monitoring & TNA.

	<p>explored through pre-training tasks, initial workshops, and then consolidated through post-training follow-up tasks and activities before a series of refresher workshops to build on what had been done back in the workplace. Face-to-face mentoring and support was incorporated between training events to assist in the activation of new knowledge and skills.</p> <p>An intensive monitoring strategy was used for each workshop in order to gather data about what was working and what was not. This was used in real time to make adjustments to the content and sequencing of training where needed and to incorporate additional input where necessary.</p> <p>The capacity development initiative was designed to include diverse stakeholders for each workshop or series of workshops. Along with EMIS and PITE teams, DCTE, Planning Cell, IMU, Directorate of E&SE and other stakeholders from within E&SED were also involved. This was done to promote a collaborative culture within the E&SED and to prioritise opportunities for colleagues to work across teams on issues of mutual relevance.</p>
<p>5. Analysis of monitoring and assessment of impact</p>	<p>Monitoring took the form of pre-and post-training questionnaires; observation studies; training reports and regular progress reporting on the process; focus group discussions, and an Evaluation of Longer-Term Outcomes (ELTO) study involving in-depth interviews with a selection of participants.</p> <p>A detailed M&E report will be produced at the end of phase I of the KP-ESPSP programme utilising data from these various sources. This will be used to formulate the next phase of capacity development interventions, which will place a stronger emphasis on the organisational dimension. This will enable the E&SED to extend the scope of training that has been done to date in specific topic areas with a focus on systems, processes and frameworks.</p>

2. Lessons Learned from the E&SED / KP-ESPSP Capacity Development Initiative

At the time of writing, the first phase of the capacity development initiative has just ended and monitoring data are in the process of being analysed. As the process of monitoring of the programme has been highly iterative, with a number of formative milestones captured along the way, it is possible to identify a number of high-level lessons that are evident from the work done so far. These will be used to feed into the design and focus of phase II of the initiative.

The key lessons that can be derived from the last 15 months of activity (from initial engagement with stakeholders through to the summative reporting on phase I) fall into six categories:

2.1 *Need for clear strategic vision to develop demand-driven, feasible interventions and strengthen ownership*

The experience derived from this capacity initiative indicates that the development of clear objectives, backed up with practical and achievable plans is essential. And that can only be done by working in partnership so that the demands of the stakeholders are used to drive the development of the capacity development intervention. There is a balance to be struck between identifying needs on the one hand, and incorporating what are clearly demand-driven areas for focus on the other. This helps to identify real priorities which have a stronger prospect of being understood, valued and owned by stakeholders.

2.2 *The importance of context*

Understanding the context in which a capacity development initiative is to take place is essential to designing a response which has relevance and any prospect of having a positive impact. The E&SED/KP-ESPSP initiative spent three months in detailed needs assessment work in order to frame a strategy which met the needs and demands of the Department and made sense in strategic terms (i.e. linking institutions with shared interests and aligning work to the priorities outlined in the Education Sector Plan). Together with initial stakeholder consultations the whole process of design took more than 6 months. This was a bold and necessary strategy to take (not all donors or clients necessarily have the patience to take the longer view), as the time invested to get the strategy right has positively affected the take-up and levels of engagement seen during the last five months of implementation.

2.3 *Use of technical assistance*

While a steering committee mechanism was set up to guide the programme's work, and the management arrangements between E&SED and KP-ESPSP have been established in a very convivial working partnership, it is fair to say that the technical assistance has sometimes been regarded as a gap-filling device to undertake work that should have been done by the Department itself. This needs to be understood against the realisation that the need for a capacity development intervention in the first place points to the very issues of capability and capacity that the Department faces. It is a positive thing that the process adopted has helped the Department to articulate their demands for capacity development, which means that their control and direction over the work is enhanced. This needs to be further built upon so that multiple sources of technical assistance are better coordinated and demands are more clearly articulated and technical assistance providers held to account for delivering it.

2.4 *Turning policy into practical action*

This area of learning really speaks to the need for clarity and openness in identifying capacity outcomes in order to steer the work in a specific direction. The danger of an intervention such as the E&SED/KP-ESPSP capacity development initiative is that it can become a juggernaut of multiple training events which do not report into any specific strategy for the coherent development of skills and knowledge in the Department. This is why it has been important to link all of the interventions back to the needs and demands identified and use strategic documents, such as the Education Sector Plan, as reference points. Similarly, the increasing focus on system-level issues which support the organisational dimension of capacity development is important so that the work is not solely concerned with the skills and knowledge of individuals, but the role they have to carry out in order to enhance the quality of education service provision. Consequently, investing in quality control, monitoring, oversight and management of the capacity development initiative assumes greater importance so that focus and relevance are maintained.

2.5 *Coordinate support to promote systemic capacity development*

As part of a joined-up approach it becomes important for the key stakeholder (i.e. in this context the E&SED) to exercise their management of the process to ensure that all interventions (especially where technical assistance can be derived from more than one source) are coordinated and coherent (and preferably mutually supportive). This has not been a strong feature of the E&SED/KP-ESPSP capacity development initiative, which has tended to operate distinctly from activity undertaken under the KESP II programme (and vice versa). At the same time, it is necessary for the E&SED to ensure that all of the concerned institutions and individuals from the Department are aligned and have a common understanding of the aims of an initiative so that there is no scope for misapprehension. Looked at in a different way, there is much to be gained from having partner governments, donors and implementers well-coordinated as a wider group so that packages of work can be better managed by the government, and duplication or contradiction can be avoided.

2.6 *Focus on longer-term results and impact*

Donor-funded programmes are, by their nature, time-bound. This means that useful work and learning needs to be captured and fed into a mechanism so that it can be retained and continued after a programme has ended. In other words, they are institutionalised with the hope that they can be sustained to create a positive impact. This has some obvious implications for the kinds of management areas

(systems and skills) that require capacity development in order for a department like E&SED to be able to institutionalise (and continue refining) areas that have been worked on in 2017 and 2018 with the assistance of the KP-ESPSP programme. The kinds of areas that have most significance include monitoring and evaluation, performance management and programme cycle management. This Paper identified the long-term nature of capacity development initiatives if they are to become institutionalised and have sustained positive impact on business as usual. Accommodating that long-term view requires patience, a clear strategic focus (linked to long-term goals) and being comfortable with ambiguity and change. Governments and donors are not always renowned for demonstrating those qualities, and pressure on time-bound programmes means that the temptation to ‘finish’ an initiative by a pre-determined time can lead to short-term thinking becoming dominant. Good quality monitoring and evaluation data that can support evidence of emerging impact are important in helping to resist the temptation to think in terms of short-term outputs rather than longer-term outcomes and impact.

Opportunities & Challenges

The KP-ESPSP’s capacity development initiative has initiated a process of development which needs to be viewed over the longer-term, beyond the end of the programme in 2019. The work of the last 15 months presents some important opportunities for E&SED to take forward. These, together with the inevitable challenges of working in this way, are outlined below.

Topic	Opportunities	Challenges
Providing the enabling environment	While it is acknowledged that capacity development is a perpetually evolving process of growth and positive change (UNDP, 2009a), the E&SED/KP-ESPSP intervention has made a positive early contribution to improving data- and evidence-based planning and management at the E&SED and enhanced leadership and management capabilities of PITE and DCTE for effective provision of in-service teacher education. It is important that the E&SED builds upon the experience and learning from this initiative and helps to provide the kind of positive enabling environment that individuals need in order to be able to activate their skills in their day to day work.	Frequent transfers and postings within the institutions of E&SED do not support the principles of capacity development. Skills and knowledge are easily lost. Consequently, the challenge is to create a focus on mechanisms, systems and processes that can be strengthened and sustained, and this can mitigate the risk of losing skilled people through transfers.

<p>Demand-driven capacity development</p>	<p>The E&SED/KP-ESPSP capacity development initiative has been demand-driven. The E&SED can build on the positive experience of co-developing the programme to drive future capacity development assistance using a similar approach.</p>	<p>Demand-driven capacity development is a relatively new approach in the education sector and can be challenging as it requires new ways of working. The Department needs to clearly articulate its demands and needs, linked to clear longer-term outcomes and goals. And implementers need to align their interests to those of the Department, not the other way round.</p>
<p>Proactive management of capacity development</p>	<p>E&SED has played a key role in planning and identifying course corrections for the capacity development initiative. This has resulted in an implementation approach that has been driven largely by the E&SED and targeted at their needs. Based on this experience, the Department has the opportunity to consider strengthening its in-house system for managing and monitoring all future capacity development interventions with a view to ensuring their relevance and effectiveness. This could be investigated through the proposed systems analysis that was outlined in Discussion Paper 3.</p>	<p>At the present time, the E&SED does not have a designated unit to undertake such a role. Potential exists in the system in a number of areas, most obviously in the Planning Cell. A new role of this kind would require its own capacity development strategy to enable it to function effectively. This could be a challenge worth taking on as it has potential for system-wide positive impact.</p>

The following recommendations outline areas for the E&SED to consider when strengthening the institutionalisation of existing and future capacity development interventions:

1. Capacity Development as part of the ESP:

Capacity development interventions need to be integrated into education sector planning and should contribute to reform objectives at provincial, district and school levels. At the same time, it is good practice to include capacity development targets and outcomes in sector plans, so that they are clearly identified as central to the realisation of the plan's ambitions. The E&SED should give attention to ensuring that all such requirements are identified, costed and coordinated along with each activity when the current ESP is revised later in 2018.

2. *Prioritising Capacity Development Activities:*

While there are a number of areas that require strengthened capacities and capabilities at the E&SED, there is a need to ensure that the available resources are effectively used by prioritising and sequencing capacity development interventions. This was managed successfully in the E&SED/KP-ESPSP capacity development initiative. A similar approach can be adopted to coordinate a wider range of interventions, but consideration needs to be given to creating a central unit that can take responsibility for coordinating this work for the Department as a whole. This would strengthen oversight, accountability and strategic management – both essential for the achievement of development results and the strengthening of accountable institutions.

3. *Monitoring Capacity Building Activities:*

Monitoring and evaluation is of central importance to effective implementation of capacity development strategies. This can be done through a strong partnership between government and a technical assistance provider. However, the E&SED/KP-ESPSP capacity development initiative has highlighted that the monitoring function of E&SED itself needs to be developed so that the Department can exercise more strategic control over interventions of this type. This will link it with the oversight and accountability mechanisms mentioned above. This could be an area that the new IMU Authority could take responsibility for once its mandate is clear. Alternatively, a strengthened monitoring function will be needed in E&SED to keep track of different interventions at the strategic level. In addition, individuals and institutions involved in capacity development programmes should be monitored over time to assess the effectiveness of such activities and the degree to which they are taken up and used in institutions to inform working practices. Consideration can be given by the E&SED to identifying the most appropriate unit to take on that responsibility linked to its potential to manage it most effectively. The systems analysis study planned for mid-2018 under the KP-ESPSP programme could be used to investigate these areas in depth.

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