

KIRIBATI EDUCATION SECTOR ANALYSIS (2016-2019) AND DEVELOPMENT OF AN EDUCATION SECTOR STRATEGIC PLAN (2020-2023)	
UNICEF Pacific is seeking to engage an institutional consultancy to assist the Kiribati Ministry of Education undertake an education sector analysis and use this analysis to develop an Education Sector Strategic Plan (2020-2023). This work is financed by a Global Partnership for Education (GPE) <i>Education Sector Plan Development Grant</i> .	
Engagement mechanism	Contract
Location	Republic of Kiribati and desk-based
Duration	1 June 2019 to 1 June 2020
Supervisor	The consultancy will be supervised on a day-to-day basis by the Director of Policy & Planning of the Ministry of Education of Kiribati in collaboration with the UNICEF Kiribati Chief of Field Office. Technical guidance and supervision will be provided by the UNICEF Pacific Chief of Education in collaboration with the Director of Policy & Planning and other members of the Local Education Group (LEG). Final approval of deliverables for payment will be done by the UNICEF Pacific Chief of Education.
Budget Reference	Republic of Kiribati Global Partnership for Education Grant
WBS	Kiribati Sector Analysis & Planning

1. BACKGROUND AND JUSTIFICATION

Introduction

The Kiribati Ministry of Education wishes to commission two related pieces of work: an analysis of its education sector, and the development of a new *Education Sector Strategic Plan: 2020-2023*, as the current ESSP will expire as of the end of 2019 and MOE needs to update the strategy.

The new sector plan and the analysis that underpins it must comply with the relevant Global Partnership for Education guidelines. They must also be responsive to the needs and priorities of the Government of Kiribati in its fulfilment of national and global goals for education and human development, and the process for their development must ensure full ownership and engagement by the Ministry in the plan and its implementation thereafter, as well as by the broader range of stakeholders of the education sector in Kiribati. It is envisaged this work will be undertaken by a small team engaged through a consultancy to work in partnership with the Ministry of Education and other partners and stakeholders.

Context

The Republic of Kiribati is a politically stable nation in the central Pacific comprised 32 atolls and one island, organized into three island groups (Gilbert, Line and Phoenix). The 22 inhabited islands are home to 116,000 people (World Bank, 2018 estimate), over half of whom live on South Tarawa. Kiribati is situated in an exclusive economic zone of 3.5 million square kilometres and straddles the equator and the 180th meridian. It is the only country that has territory in all four hemispheres.

The 2015 national census¹ enumerates a total population of 110,136 people of whom just over half live on South Tarawa. There are only four other islands with a population more than 5,200 people (North Tarawa, Kiritimati, Abaiang and Tabiteuea), none of which exceeds 6,700 people. Kiritimati, South Tarawa and North Tarawa have experienced 10-13 per cent population growth from 2010 to 2015. There are slightly more women than men in Kiribati (56,040 women). With 17,772 households, the average household is home to six people, (rising to seven on South Tarawa and eight in Betio).

The Human Development Index² blends health, education and poverty measures to rate human development. Kiribati's Human Development Index value for 2017 is 0.612 (at the low end of the medium category) and rank 134 (out of 189 countries). Between 1990 and 2017, I-Kiribati life expectancy increased by 6.1 years to 66.5, mean years of schooling increased by 1.1 years to 7.9 and per capita gross national income per capita increased by 40.7 per cent to \$3,042. Additional information on the Kiribati context can be found in Annex 1.

The education system in Kiribati includes early childhood care and education (ECCE), primary, junior secondary, senior secondary, post-secondary, tertiary/university. Of these, the Ministry of Education manages and provides primary, junior secondary and senior secondary education and teacher training, and oversees registration for ECCE service providers.

¹ 2015 Population and Housing Census

² Largely drawn from UNDP's *Human Development Indices and Indicators: 2018 Statistical Update*; the World Bank's on-line [Kiribati Country Profile](#); the World Bank's *Status of Early Childhood Health and Development in Kiribati* (2017); the Government of Kiribati's *Kiribati Voluntary National Review* (2018), and the STAKI 2018 National Report.

As of 2018, the sector is comprised 95 primary schools (years one-six), 24 junior secondary schools (years seven-nine) and 20 senior secondary schools (years ten-thirteen). 365 ECE centres offer early childhood education, though these are managed privately. All islands have at least one primary school and one junior secondary school. All four districts (north, central, south and Linnix) have at least one senior secondary school. Approximately 1,300 teachers serve in those schools. More detail on participation at each level, and transition to the next level of the system is available in Annex 2.

The primary school sub-sector has student learning data going back to 2004 when national testing began³. National testing at years four, six and eight has been conducted annually using the Standardized Test of Achievement in Kiribati (STAKI) since 2015. For year four students the 2018 STAKI results indicate less than half are working at the expected level in Te-Kiribati, but 70 per cent working at or beyond the expected level in numeracy (a slight improvement over previous years). At year six, 69 per cent of students meet required standards in Te-Kiribati, but just 40 per cent are working at the required level in English. At year eight, English scores continue to be a cause for concern (25 per cent met the benchmark, and 60 per cent were critically below). In mathematics⁴ student performance stepped back with almost 75 per cent not working at the expected standards. There is a plan to investigate the extent to which students' poor English language skills impinge on their ability to succeed in this test. It may well be that something other than a lack of mathematic aptitude may be affecting these scores.

2018 STAKI results also point to equity gaps in learning; for example, the Line Islands' performance especially in numeracy and across all domains in year six is the weakest of all; and girls continue to outperform boys in all tests with the gap continuing to widen in four of them. According to a 2017 analysis, wide disparities in access to education exist between persons with and without disabilities and among males and females, and only one in six persons with disabilities had access to education. Most persons with disabilities who manage to attend school do so only up to junior secondary school.⁵

At a policy level the Government of Kiribati has education and skill development as a central plank of its long-term development strategy. Responsibility for the education sector is dispersed within government. The Ministry of Education is predominately but not exclusively responsible for school education and the Ministry of Employment and Human Resource Development predominately but not exclusively responsible for post-secondary education. The sector's legislative basis is provided by the Education Act (2013), the Education (Amendment) Act (2016) and the Early Childhood Care and Education Act (2017).

The Government of Kiribati (GoK) emphasis on the education sector is witnessed in its budget allocation to this sector. The proportion of the total GoK budget allocated to education has increased steadily over the last few years; MoE's recurrent expenditure budget for 2019 is slightly less than 24% of GoK's total recurrent expenditure budget, (updated to include the recent April 2019 supplementary appropriation) and GoK's total budget for 2019 for the Ministry of

³ The Standardised Test of Achievement in Kiribati

⁴ Note the category has changed from 'numeracy' to 'mathematics' signal its testing of a broader range of concepts and to better reflect a revised curriculum.

⁵ https://www.unicef.org/Kiribati_Disability_Report_E-Version.pdf

Education, including other commitments is over AUD\$43 million. An additional \$881,526 for student transport has also been approved in the 2019 supplementary appropriation. The GoK's Fiscal Strategy for the 2019 Budget notes that operational baselines for Ministries will be indexed at 1.5%. A recent increase in all public sector salaries has had some impact on the proportion of the MoE Budget taken up with staff salaries and associated expenses.

The current Education Sector Strategic Plan (2016-2019) will expire as of December 2019. A new sector analysis and plan will be required to guide next steps for the sector. It will be critical to ensure that the Education Sector Strategic Plan development responds to lessons learnt from the past, including the need for a rigorous analysis of available and new information and data, and the inclusion of all sub-sectors in the analysis and simulation models to inform decisions on priorities as reflected in a costed sector strategic plan for the coming 4 years.

2. OBJECTIVE AND PURPOSE

The objective of this work is to – under the strategic guidance of and in close consultation with the Ministry of Education: deliver a comprehensive, detailed and rigorous analysis of the Kiribati education system; and, using that, to prepare an evidence-based, context-specific, fit-for-purpose, costed and affordable Education Sector Strategic Plan (2020-2023). Both processes are to be completed in close collaboration with and under the guidance of the Ministry of Education of Kiribati to ensure relevance, ownership and feasibility of implementation of the final analysis and plan.

The *Education Sector Strategic Plan: 2020-2023* will align with, and contribute to, the goals and targets of *Kiribati 20-Year Vision: 2016-2036 (KV-20)*. KV20 sets out the Government of Kiribati's development ambitions, and aims to transform Kiribati into a wealthier, healthier, peaceful country. Creating a highly educated and skilled population is at its core.

In development and implementation, the sector plan will need to adopt the same guiding principles and values that underpin KV-20. It should also aspire to strong evidence-based sectoral governance, leadership and management; underwrite greater access to, and participation in, a high-quality education; and seek improved student learning. It should ensure all I-Kiribati boys and girls, and young women and men are able to acquire the foundational skills needed to live happy, healthy, productive and fulfilling lives. The *Education Sector Strategic Plan (2020-2023)* must be evidence-based, context-specific, fit-for-purpose, costed and affordable.

3. SCOPE OF WORK AND METHODOLOGY

The scope of work of the consultancy includes support to the Ministry of Education-appointed Core Technical Team (CTT), who will guide the Education Sector Analysis and Education Sector Strategic Planning process. An indicative set of activities and processes is provided, though candidate firms are encouraged to propose alternative approaches as relevant.

ACTIVITIES

Inception Phase

An inception phase, including desk review, inception meetings with the Ministry of Education and key stakeholders in Kiribati, and other tasks as relevant, will result in a report that outlines the

proposed plan, process and timeline (detailing in-country inputs/TA) for the completion of the Education Sector Analysis and Education Sector Strategic Plan development process. Several working retreats have been budgeted for the CTT; the inception report will also indicate the retreats when TA participation will be required.

Education Sector Analysis

The Education Sector Analysis will provide an evidence-based and robust diagnosis of the existing education outcomes, delivery, and functionality of the education sector, framed within the context of the national development plans, budgets and domestic and international commitments. The analysis should conclude with a set of recommendations and articulate a strategic vision for the development of Education Sector Strategic Plan.

Structure and content

The structure of the sector analysis will be defined early and will be informed by GPE Methodological Guidelines for Education Sector Analysis, the KV20 and current development plans that sit under it, and the needs of Kiribati as identified by the CTT. To foster buy-in, all education sector stakeholders should be consulted along the way.

The sector analysis is expected to include detailed, descriptive and diagnostic analyses of: context; policy; financing; system performance; and system capacity, as follows:⁶

- Context: covering issues with a particular impact on education including those that could be clustered under the headings of: macro-economics; demographics; sociocultural context; politico-institutional context; and vulnerability including violence against children within and outside schools.
- Existing policies: the purpose of which is to explore achievements under current policies and to identify effective practices by examining: domestic, regional and international development policies that directly impact on education; international commitments made; official education policies; development partner priorities and activities; and issues relating to aid effectiveness.
- Costs and financing: to analyse the level of investment in education and its trend over time, giving due consideration to: the national budget for education (all sources); government spending on education; distribution of expenditure by sub-sector; spending per student; trends in total expenditure and unit costs; and the share of education expenditure by government, households and development partners.
- Education system performance: including key education indicators, with reference to findings on access and coverage, enrolment, survival and completion rates; *equity and inclusion*; learning outcomes (with a particular emphasis on numeracy and literacy); and internal and external efficiency), as well as issues for data availability, quality, analysis and management. The analysis should aim to identify key issues. At a minimum, data should be disaggregated and by gender and location (Tarawa, near islands and outer islands).
- Education system capacity and management: examining the effectiveness of the education administration at central and local levels, and the capacity of stakeholders. It will cover: organizational aspects; public financial management; competencies and qualifications of

⁶ Extracted from *Guidelines for the Education Sector Plan Preparation* (2015, Global Partnership for Education):

key personnel; monitoring, supervision and data-based improvement planning; the capacity to prepare for, prevent, reduce risk and respond to crises; capacity to identify and respond to gender-/inclusion-/equity-related issues; and stakeholder analysis.

It is expected that the Education Sector Analysis will include dedicated analyses for each education sub-sector, as well as targeted analyses to specifically assess equity, efficiency issues and learning outcomes, and two (expected) other priority issues that may emerge as requiring particular attention. The equity analysis is expected to include dedicated attention to gender, children with disabilities, children on outer islands, and any other issues of vulnerability and marginalization. Each sub-sector or targeted analysis will examine all specific policies, data, management issues, etc. potentially followed by general issues that apply to the entire sector. This will allow for clear findings and recommendations for each sub-sector / priority issue, as well as overall.

Data collection, analysis and challenges

It is expected that the consultancy will undertake a methodical and mixed approach to data collection and analysis, including desk review of available documents and review and analysis of existing Kiribati Education Management Information System (KEMIS) and other relevant data. Data challenges abound. Information gaps will need to be identified and recommendations on addressing them provided, including through new quantitative and qualitative data collection during the sector analysis. If it is not possible to collect all missing data within the time available for the diagnosis, a key recommendation for the education sector strategic plan should focus on strengthening information management (including for progress reporting against the education-focused Sustainable Development Goal (Goal 4).

Information resources will include: the Kiribati Education Management Information System (and the most recent approved Education Digest compiled using it), results of national and regional testing⁷; post-secondary institutions' records of participation and completion rates and trends; and education sector reviews and specific research exercises to the extent they exist. Census material, poverty assessments other relevant documents produced by the Ministry of Finance and Economic Development or development partners should also be reviewed through an education lens to assess their relevance to the education system. An early list of reference material is at Annex 3.

One relatively new method of data collection in Kiribati is through SMS surveys. It is possible to register the phone number of the head teacher of each school in Kiribati so that SMS surveys can target all ECE, Primary schools, junior secondary schools and senior secondary schools to collect quantitative data from schools through an open source communication platform, RapidPro. This was used in 2018 to collect data from parents on participation in the Accelerated School Readiness Programme (ASRP). The consultancy would not be required to provide financial or technical assistance for the usage of RapidPro, but should it be determined that RapidPro will be used, the consultancy would be expected to lead the development of any questionnaires in line with the data needs of the sector analysis. The same would apply in case other data collection methods are used.

⁷ Including but not limited to the Standardised Test of Achievement in Kiribati (STAKI), the Pacific Island Literacy and Numeracy Assessment (PILNA), a SABER-ECD diagnostic, and any specific uses of the Early Grade Reading Assessment or of the Early Grade Mathematics Assessment.

Stakeholder consultations

Perspectives and inputs from the full range of education stakeholders in Kiribati are expected through consultations, interviews, focus group discussions, stakeholder workshops and consultations, and/or other approaches, are expected to effectively mobilize the including national officials in education and other relevant sectors, local government and community leaders, school officials, teachers, families, children (including those in and out of school), civil society, and representatives from higher education, industry and labor mobility perspectives.

Targeted stakeholder consultations or workshops are expected. These include three stakeholder workshops focused on priority issues. Given the specific interest in Kiribati in a detailed sub-sector analysis and costed sub-sector plan on ECCE to guide the expected new developments in that sub-sector, one such consultation workshop would focus on ECCE, and be co-organized with UNICEF. The focus of the other two workshops targeting priority issues would be defined with the CTT during the inception phase.

Consultations also include two summits (one on Kiritimati Island + Line of Phoenix Group, and one in South Tarawa for the Kiribati Group) to review and validate the Education Sector Analysis and its recommendations to guide the ESSP development process.

All such consultations would be organized jointly with the Ministry of Education, which would provide overall guidance and manage the logistics and finances for participants, etc., while the consultancy would be responsible for supporting the development of agenda, presentations, activities, etc. in collaboration with the Ministry.

The ESA will also be presented to the Local Education Group (LEG). The Education Sector Analysis will be revised per any feedback from the stakeholder consultation summits and LEG review and presented again for endorsement by the LEG and Ministry of Education as the foundation for the ESSP development process.

Education Sector Strategic Plan (2020-2023)

ESSP Preparation

The Kiribati Education Sector Strategic Plan (2020-2023) will offer the preferred vision for the education sector, covering early childhood, primary, junior secondary and senior secondary, as well as post-secondary education in the form of teacher training delivered by Kiribati Teachers College (KTC). The sector plan will cover all agreed-upon sub-sectors, and recognise the need for coherence across them. It will clearly and comprehensively respond to issues raised in the sector analysis, and will articulate well-structured and strategic sectoral and sub-sectoral priorities, policies, programs and activities for the sector, as well as suggested collaborations with other sectors. The sector plan will be strategic, holistic, evidence-based achievable, sensitive to context and will pay attention to disparities. In line with the *Paris Declaration on Aid Effectiveness*, the sector plan will guide future government as well as development partner education investments.

The ESSP will identify the means to monitor progress along the way through a plausible results framework, which will be developed with an M&E plan that will guide the monitoring of progress throughout implementation, as well as needed improvements to education system data collection to facilitate future monitoring and reporting. The monitoring and evaluation framework will provide

information for international reporting and drive domestic evidence-based policy formulation, programming, and decision-making. The Monitoring & Evaluation Adviser will provide support to the CTT in the development of the results framework.

The ESSP will be costed, with assumptions clearly outlined, and simulations and financing projections used to identify the human, technical, and financial resources required to implement the strategic plan. With support from the consultant team, the CTT will work with the Ministry of Education Senior Accountant and the Finance Advisor in the costing exercises, as well as in working with the Ministry of Finance and Economic Development to devise financing options, including leveraging public finance resources for education. A costing model will be selected for use by the CTT, in coordination with the Ministry management team and LEG, to review simulations of key costing scenarios which will guide strategic investments for each level of the system, as well as overall. This will ultimately guide the finalization of that plan and the development of the four-year operational plan.

Four-Year Operational Plan

The support to the ESSP development should also extend to include a costed four-year operational plan to translate the ESSP into an implementable plan to guide and facilitate the process of immediately putting the ESSP into practice through annual sector planning and budgeting. The MOE is responsible for prioritizing the key activities and reflecting the main elements required for implementation. The MOE will ensure the sequencing of activities is logical and consistent.

Stakeholder Meetings

A final stakeholder meeting, including sub-national and school representatives, will be held to review and validate the ESSP for 2020-2023 will be held, as well as a workshop for MPs, and a final round of feedback secured. The feedback from this meeting, and from the LEG review, will be used to finalize the ESSP for submission for independent appraisal.

Revisions and Response to Independent Appraisal

The final draft sector plan will undergo independent external appraisal, as per Global Partnerships for Education's Guidelines for Education Sector Plan Appraisal. The appraisal will seek to ascertain the extent to which: (a) the plan preparation process has been country-led, participatory and transparent; (b) the plan is comprised a sound body of strategies and actions addressing key sectoral challenges; (c) the matters of learning, equity and efficiency are adequately addressed in order to drive increased sectoral performance; (d) there is coherence between the plans various components of the plan; and (e) the financing, implementation and monitoring arrangements are plausible and likely to underwrite success. The appraisal will also assess whether the strategy promotes equitable access to quality education at all levels for all children, including the most marginalised.

The consultant team is not expected to conduct the appraisal but will support the Core Technical Team to review the recommendations in the appraisal, share them with the LEG and other relevant stakeholders, and to integrate necessary revisions based on appraisal and LEG feedback. Where it is agreed that the accommodating appraisal feedback is not appropriate or relevant for the context, this will be justified and documented. The consultant team will work with the Core Technical Team to ensure due finalization prior to partner government endorsement and approval.

Preparation for Dissemination & Operationalisation

The ESSP should also have a communication and dissemination plan, including an M&E component, to guide and facilitate the process of ensuring that all relevant stakeholders receive targeted and relevant information about the ESSP. This can draw on useful elements as well as lessons learnt from the existing Community Consultation Team Handbook & Training Materials (2014) that guided community engagement around the current ESSP.

The consultant team will support the development of this plan and key materials to implement it, including user-friendly presentations, one-pagers, infographics, etc. These will be used in the final stakeholder and validation workshop, and revised and finalized for the dissemination and implementation of the ESSP.

The consultant team will also support necessary improvements to the KEMIS system in line with and to support the ESSP Results Framework. This will be done in collaboration with available technical expertise within the Ministry of Education, to enable improved data collection, tracking and progress reporting of the ESSP and the education-focused Sustainable Development Goal (Goal 4), and to better inform future planning processes.

PROCESS

A Core Technical Team (CTT) will be appointed by the Ministry of Education to lead this process. The development of the sector analysis and strategic plan is expected to be clearly guided and owned by the Ministry of Education, and in line with best practices in sector analysis and planning globally. Consistent with a view that the way the plan is developed can be as important as the plan itself, the process leading to its finalisation must be country-led, participatory, well-organised and foster capacity development.

The key role of the consultancy is to support the CTT in leading the outlined process, building capacity and providing support as needed to achieve the required outcomes in a timely manner.

The CTT also benefits from the support of a DFAT-funded Education Sector Policy and Planning Adviser, who sits in the Ministry of Education, and who also has a role to support the Ministry in fulfilling its role in leading and facilitating this process. The Ministry of Education will also benefit from specialized support from the Finance Adviser and the Monitoring & Evaluation Adviser. The Ministry is also expected to contract national i-Kiribati expert consultants for technical support for specific elements of the process. The consultancy would be expected to engage with all of the above technical expertise effectively for maximum relevance of the final products.

While the ends are clear and non-negotiable, the means are open; the consultancy is expected to propose the most effective and efficient course to delivering the outcomes being sought.

The proposed duration of the contract is 1 June 2019 to 1 June 2020, but with the expectation that the bulk of ESA and ESSP development work would be completed in 2019, allowing additional time for review, revisions and preparation for endorsement and dissemination in early 2020. It is anticipated that the work will be conducted in two phases, the first dealing with the sectoral analysis and the second with the drafting of the sector plan, though it is recognized that some

overlap may be required. In attempt to manage costs, and to ensure deep engagement, fewer and longer in-country missions are preferred over more and shorter ones.

Ways of working – guiding principles

The consultancy team must be client-focused. The team must appreciate the importance of I-Kiribati culture. Respect for sovereignty, and local ownership and leadership is non-negotiable. The process is expected to have active and diverse stakeholder engagement, including with the Education Partners in Kiribati (EPIK) group and the full range of education stakeholders. People – students, teachers, school-leaders, and ministry personnel – should be at the core of the work.

Understanding that the way the plan is developed can be as important as the plan itself, and consistent with the Global Partnership for Education’s expectations, the process leading to its finalisation must be country-led, participatory, evidenced-based, well-organised and foster capacity development. It is expected that the values that underpin the KV20 will also inform this work including: integrity; respect; responsibility and accountability; and transparency.

4. DELIVERABLES AND PAYMENT SCHEDULE

There are six key deliverables, four of which are tied to payment milestones.

All deliverables are to be submitted in draft form to UNICEF Pacific (with copy to the Director of Policy and Planning), who will coordinate with DFAT to ensure a review by relevant stakeholders, including the Local Education Group (LEG) sub-committee of EPIK, as relevant. Revised versions integrating all relevant feedback (with discussions and clarifications made as needed when feedback cannot be accommodated) will be submitted. Payments will be made subject on the basis of approved final deliverables submitted with an invoice. Approval of deliverables will be based on a technical review of the documents, as well as confirmation from the LEG that stakeholder feedback and perspectives have been adequately addressed. The final ESA must integrate LEG feedback prior to payment, while the final ESSP will require LEG endorsement prior to payment. upon receipt of a correctly rendered invoice. Specifications for each will be agreed in discussion with the CTT and UNICEF.

- Deliverable 1 - Inception Report [30 June 2019]
- Deliverable 2 – Draft Education Sector Analysis (25% of contract value) [15 August 2019]
- Deliverable 3 – Final Education Sector Analysis (with ECCE and other sub-sector analyses, as well as targeted analyses) integrating LEG feedback (including editing and graphic design) (20% of contract value) [30 September 2019]
- Deliverable 4 - Draft Education Sector Strategic Plan (with ECCE and other sub-sector plans plus M&E framework) [31 November 2019]
- Deliverable 5 - Revised Education Sector Strategic Plan + Draft ESSP Communication Plan + Draft Plan for Technical Support to KEMIS (20% of contract value) [31 January 2020]
- Deliverable 6 - Final Education Sector Strategic Plan incorporating review by independent appraisal and endorsed by the LEG, chaired by the Secretary of Education (including editing and graphic design) + Final Report [31 March 2020] (30% of contract value for deliverables 4 and 5)

There are a range of other deliverables expected to be produced along the way. Brief (email only) monthly reports are expected, summarizing key progress and results in line with the agreed work

plan and identifying how these results are progressing towards achieving the deliverables. Others will be defined as others required to complete the outlined processes, potentially including: arrival and departure briefings, consultations and workshops, presentations, templates, capacity building activities, visit reports, etc.

5. SUPERVISION

This work is financed through a Global Partnership for Education (GPE) *Education Sector Plan Development Grant*. A number of parties are involved.

The consultancy will be supervised on a day-to-day basis by the Director of Policy & Planning of the Ministry of Education of Kiribati in collaboration with the UNICEF Kiribati Chief of Field Office. Technical guidance and supervision will be provided by the UNICEF Pacific Chief of Education in collaboration with the Director of Policy & Planning and other members of the LEG. Final approval of deliverables for payment will be done by the UNICEF Pacific Chief of Education.

The Core Technical Team (CTT) is led by the Director of Policy & Planning of the Ministry of Education of Kiribati to guide the sector analysis and planning process. The CTT will draw on the Education Sector Policy and Planning Adviser deployed by DFAT to support the Ministry of Education, as well as any other relevant consultants.

UNICEF Pacific is the grant agent. Their role includes receiving and managing funds from GPE in alignment with a concept note, this ToR, roadmap, timeline and budget agreed by the Ministry and endorsed by the local education group. The grant agent's role also includes engaging and managing the consultancy to complete the work defined by these terms of reference. endorsement by the Director of Policy & Planning of the Ministry of Education of Kiribati, and the LEG (as relevant).

The Australian Department of Foreign Affairs and Trade (DFAT) acts as the grant's coordinating agency. Their role is facilitating the work of the local education group under the leadership of the government, and ensuring an inclusive, evidence-based policy dialogue, engaging the government and international development partners, as well as civil society, teachers and the private sector.

The Local Education Group is a sub-committee of the broader Education Partners in Kiribati (EPIK) forum and plays a critical role in ensuring the relevance and responsiveness of the process and its outputs to the diverse group of education stakeholders in Kiribati.

The lead consultant is expected to supervise the rest of the team and will be held accountable for delivering on the tasks outlined here.

6. LOGISTICS

It is expected that the work will be split between Kiribati and the consultancy's (and consultants') offices. It is likely the consultant team will need to travel to two islands outside of South Tarawa to be agreed with the ministry and the Core Technical Team. The lump sum contract includes the cost of required trips on the most direct route and in economy class. All international and domestic travel cost should be budgeted for and included in the total contract value and described in the financial proposal. The selected institution will be responsible for making own travel

arrangements. When relevant and necessary, UNICEF may facilitate the logistics arrangement for field visits, in coordination with the relevant government counterparts.

When on South Tarawa, the consultant team will be based in the ministry's *Planning and Policy Department*.

The consultant team is expected to have their own laptop, camera, mobile phones and other relevant communications and working equipment.

7. QUALIFICATIONS

Team composition and required technical expertise and experience

We anticipate the work will be undertaken by a relevant institution that will propose a small team of consultants. One of these will be the lead consultant, who will serve as the main point of contact. The composition of the team will be a function of the skills and attributes each consultant bring to the exercise. The planned provision of technical assistance for the consultant team and different individuals should be specified in the bid, discussed and agreed in the inception phase, and updated throughout the process as needed as part of the monthly reporting process. Team members are expected to have a deep understanding of education systems (with learning at their core) and international development principles.

The institution should have the ability to secure dedicated technical expertise and experience on the required timeframe, including in:

- Whole of education sector analysis, policy and plan formulation, including sub-sector and multi-sectoral components;
- Priority sub-sectors (e.g. ECCE) and targeted issues (equity, inclusion);
- Data collection, analysis and visualization;
- Education financing, economics and costing;
- Education Management Information Systems (EMIS);
- Monitoring & evaluation;
- Capacity building;
- Professional technical and non-technical writing, editing.

The institution should be able to effectively engage and coordinate with other available technical expertise, such as the Education Sector Policy and Planning Adviser within the Ministry of Education, national experts contracted by the Ministry of Education, and expertise available through UNICEF and other partners.

Attributes, expertise and experience required

The team is expected to possess the personal and professional attributes, technical expertise and proven experience to deliver high-quality strategic outputs in an operating environment that will present some challenges.

Collectively, the team should have extensive and successful experience in education sector analysis and strategic planning, and living and working effectively in the Pacific (preferred) or other

developing country contexts where capacity, small size, remoteness and dispersal are brakes on service delivery.

The team must be able to deliver high-quality, fit-for-purpose outputs in tight, and often fluid, timelines and has proven ability to work effectively with government in a way that ensures that Ministry vision and priorities are fully embedded in and guiding the process, builds capacity and ownership, and also provides necessary support to complete the required deliverables at expected levels of quality and within the agreed timeframes.

Interpersonal and professional skills and attributes considered important

Team members are expected to be: enthusiastic; determined; resilient; respectful; patient; empathetic; curious; organised, flexible and adaptable. They are expected to possess: good listening skills; the ability to communicate with influence; superior writing skills, a sense of humour; the ability to build effective, collaborative, respectful relations with stakeholders; advanced planning, organization, time management skills; analytical and conceptual skills; expertise in problem-solving and clarity of thought; and specialised technical expertise (below). Excellent oral and written communication skills in English language, as well as editing/formatting for consistency and clarity of presentation.

The lead consultant

In the instance where a lead consultant is required, we expect they will bring to the exercise some of the technical skills required to complete the two key pieces of work. The lead consultant must be able to demonstrate expertise and experience in leading sector analysis and sector planning processes including successful experience in a leading small team to undertake critical pieces of analytical work e.g. for specific sub-sector such as ECCE, or costing. The lead consultant will require superior interpersonal and communication skills, and be able to: plan the overall approach to this exercise; manage and direct related activities; consolidate and synthesise inputs from others (including technical reviewers); deliver high-quality products; coordinate and mentor the team, and build in learning opportunities for ministry staff.

8. APPLICATION

All interested institutions should submit a full technical proposal as well as a detailed financial proposal in separate emails, clearly indicating the subject title as follows:

- “Institution Name” **Technical Proposal** “RFP Number 2019/9149688”
- “Institution Name” **Financial Proposal** “RFP Number 2019/9149688”

Bids will be evaluated by a committee based on the following:

- Overall response (10%)
- Proposed workplan and approach to fulfilling the tasks outlined in the ToR (40%)
- Ability to complete the task in the outlined timeframe (25%)
- Qualifications and experience of the proposed team members; ability to mobilize the required expertise, and work effectively with existing expertise in Kiribati (25%)

All bids will be weighted as follows: 65% technical, 35% financial.

Prepared by Anna Smeby, Chief of Education

(Signed)

Reviewed by Devraj Daby, Deputy Representative Operations

(Signed)

Approved by Vathinee Jitjaturunt, Deputy Representative Programme

(Signed)

ANNEX 1: ADDITIONAL INFORMATION ON COUNTRY PROFILE

A significant proportion of Kiribati's population are living under hardship. While recent data is unavailable, the 2006 Household Income and Expenditure Survey indicated that the incidence of basic needs poverty was reasonably high (21.8 per cent of the population were living below the basic needs poverty line). In addition, a significant proportion of the population was found to be vulnerable to falling into poverty. This leaves a significant number of persons vulnerable to slipping into poverty when faced by shocks, such as unemployment, natural disasters or fluctuations in food and fuel prices. Children appear to be more at risk of poverty in Kiribati. While one in six households were found to be living below the basic needs poverty line nationally, for households with children, this proportion increased to one in five.⁸

Kiribati continues to rely heavily on external development aid and declining revenue from fishing licenses, and the country is plagued by high unemployment rates. This leads to a lack of available resources across nearly all sectors and a resultant lack of financial resources for delivery of services and systems for children, but is also linked to a lack in human resources (training and expertise) in several sectors, including health, water/sanitation/hygiene, education, child protection and justice.⁹

In addition to economic and social pressures, Kiribati is among the countries most at risk of the impacts of climate change. "Climate change is a serious challenge for Kiribati, affecting almost every facet of daily life. The Government of Kiribati is working with development partners to adapt to climate change, but the rate of change threatens to outpace development improvements".¹⁰ Building resilient communities by encouraging adaptation and mitigation are key elements of the government's approach.

Kiribati faces long-standing economic challenges.¹¹ Amongst other things, its growth is constrained by geographic isolation, a small and dispersed population, and a limited range of natural resources. A narrow production and export base makes the country's economy highly dependent on fishing revenue (approximately 64 per cent of budgeted government revenue for 2019). Weaknesses in the domestic business climate and skill formation limit economic and job opportunities (at home and abroad), which in part undermines the relationship between education and paid employment. The country's low elevation (1.8 meters on average) make it extremely vulnerable to sea level rise.

While risks to near-term growth are substantial and skewed to the downside, there is cause for some optimism. Regional cooperation under the Parties to the Nauru Agreement since 2012, favorable weather conditions for fishing in the Kiribati's exclusive economic zone, and the strengthening of the U.S. dollar together contributed to a substantial and sustained increase in fishing revenue. Significant recent improvements in transportation and connectivity infrastructure (roads, airports and telecommunication) have boosted economic activity and business confidence, though a large infrastructure gap remains.

⁸ Situation Analysis of Children in Kiribati, 2017.

⁹ Situation Analysis of Children in Kiribati, 2017.

¹⁰ *Kiribati Voluntary National Review and Kiribati Development Plan Mid-Term Review 1.*

The current administration have made considerable progress on structural reforms. In addition, the government's fiscal performance has been strong over the last three years with cumulative surpluses in the vicinity of \$96 million. Over the next three years the government is committed to maintaining a balanced budget with no new borrowings and no drawdowns from the sovereign wealth fund. Of particular relevance to the education sector, the current administration has introduced fee-free education for senior secondary education, tertiary scholarships for secondary school graduates, increased salaries for all public servants (and thus many teachers), contributed to the running costs of the School and Centre for Children with Special Needs, and guaranteed the first year's salaries for pre-school teachers.

The Human Development Index¹² blends health, education and poverty measures to rate human development. Kiribati's Human Development Index value for 2017 is 0.612 (at the low end of the medium category) and rank 134 (out of 189 countries). Between 1990 and 2017, I-Kiribati life expectancy increased by 6.1 years, mean years of schooling increased by 1.1 years and per capita gross national income increased by 40.7 per cent.

The health status of I-Kiribati remains poor compared to other Pacific Island countries. Life expectancy at birth is 66 years. The under-five mortality rate of 59.1 per 1,000 live births (2015) is the highest in the Pacific outside Papua New Guinea. Between one and four maternal deaths are reported most years. Undernutrition (of children) is of serious concern: one third of children between the ages of three and five are stunted; the prevalence of wasting is of high public health significance, as are the number of underweight children. Almost three-quarters of the adult population have personal non-communicable disease risk factors and one quarter of adults over the age of 25 years are pre-diabetic or already on treatment for diabetes.

Domestic overcrowding and poor housing conditions contribute to a high incidence and prevalence of tuberculosis, leprosy and rheumatic fever; immune compromise due to diabetes is a significant driver of the tuberculosis epidemic. Rates of sexually transmissible infections are high. The burden of hepatitis B virus disease in the I-Kiribati population is unknown but is strongly linked to high rates of cirrhosis, hepatocellular carcinoma and death from liver failure. Mental health services and facilities have long been neglected. There are frequent outbreaks of diarrhoea caused by poor water, sanitation and hygiene practices. Mosquito-borne disease outbreaks (such as dengue and chikungunya) are frequent, and public health and food safety issues are pronounced.

On poverty and inequality, the Kiribati Voluntary National Review is instructive:

There is no direct translation for the word 'poverty' in Kiribati. The Kiribati Participatory Poverty Assessment in 2007 found that I-Kiribati communities considered that there were very few people who 'had nothing' (te kain nano ni kannano). This local definition of poverty is broadly similar to food poverty, something that is relatively rare in Kiribati, at around 5 per cent of the population in 2006. In the same study, having access to only traditional food was seen as hardship (te maiu ni kanganga), which aligns to the notion of experiencing difficulties in

¹² Largely drawn from UNDP's *Human Development Indices and Indicators: 2018 Statistical Update*; the World Bank's on-line [Kiribati Country Profile](#); the World Bank's *Status of Early Childhood Health and Development in Kiribati* (2017); the Government of Kiribati's *Kiribati Voluntary National Review* (2018), and the STAKI 2018 National Report.

providing for basic family needs. By this broader measure of basic needs poverty, the incidence of poverty is much higher at around 21.8 percent of the population.

With a Gini coefficient of 0.39, the degree of inequality in Kiribati was found to be similar to that in other Pacific Islands, but poverty rates varied significantly across the different island groups. These differences are driven by available economic opportunities, the extent of isolation, access to subsistence agriculture and fisheries, and the age structure of the population. The highest rates of poverty in 2006 were found in the Southern Gilbert Islands, where 16 percent of the population were found to be below the food poverty line reflecting isolation, limited agricultural potential, and vulnerability to drought. These islands also had the highest incidence of basic needs poverty with 29 percent of households falling into this category. From a demographic point of view, these islands had the highest proportion of elderly people in the country, and therefore experienced a high dependency ratio. In contrast, poverty rates were very low in the Line Islands, reflecting a younger migrant population and more abundant natural resources.

Female- and elderly-headed households were over-represented in the poorest 20 percent of households, and children were also more likely to experience poverty. A large proportion of the population was also found to be vulnerable to falling into poverty: if the basic needs poverty line were 20 percent higher, the national poverty rate would have been 34 percent. While there is no data to indicate trends in household income growth since the 2006 HIES, real GDP per capita¹³ declined by just over 10 percent between 2006 and 2011, before rising again to return to its 2006 level by 2016. This suggests that while there may have been recent gains in overall GDP, average household incomes may not have grown by as much due to increases in population. If this is the case, then poverty rates may not have improved markedly over this period.

Perhaps surprisingly, the urban capital of South Tarawa had the second-highest incidence of basic needs poverty, with 17 per cent of households struggling to provide for themselves. As South Tarawa contains the largest population, this means that the majority of the poor households in Kiribati are located in the capital.

For South Tarawa, the pressures of overcrowding and climate change on the environment have meant a relative decline in the ability of the population to supplement their incomes with subsistence activities. While the availability of paid employment in the public service is overwhelmingly concentrated on South Tarawa, unemployment remains high, and the greater reliance on the cash economy means that a larger number of households cannot meet their basic needs through subsistence. In general, households in Tarawa tend to be larger (7 people compared to 5 in the outer islands), have higher incomes from wages and remittances, and have better access to public services (like health and education). However, these households also tend to have less access to land, have poorer health from water, sanitation and overcrowding issues, and have less alternative food options.

¹³ For Kiribati, the World Bank estimates 2017 GNI per capita (Atlas method) at USD3,010 - expressed in purchasing power parity terms it estimates a GNI per capita PPP of 4,280 (in international dollar terms).

Education is one key strategy for Kiribati to adapt to the pressures of its changing society, economy and environment and build a future for the nation and its citizens within this context.

ANNEX 2: ADDITIONAL INFORMATION ON THE EDUCATION SYSTEM

The first stage of education is early childhood education (ECE), which is neither free nor compulsory. ECE centres are privately run (by churches), or are ‘community preschools’, operated by Island Councils, local community groups and individuals. Net enrolment ratio (NER) data for ECE are unavailable. Available data suggest a decline in the gross enrolment ratio (GER) from 51 per cent in 2005 to 33 per cent in 2013, and a fluctuation in the percentage of children entering primary education with some prior ECE experience from 70 percent in 2005 to 55 percent in 2008 to 70 percent again in 2014. A World Bank study from 2018 that collected data from a sample of 7,194 children aged 3 to 5 years across 21 of the country’s islands suggested that 92 per cent of children enter primary school with prior ECE experience. Data on ECE experience do not capture the type or duration of participation. 2018 saw the launch of a pilot Accelerated School Readiness Programme (ASRP) in ECE centres and primary schools to help prepare children for Grade 1 during the school holidays. ASRP data are not yet formally captured.

Primary education is provided free of charge by the government and is compulsory for all children for six years from the age of 6 to 11 (Classes 1 to 6). The Net Enrolment Rate (NER) for primary education is estimated to stand at 97 per cent, as of 2015, so access to primary education is relatively high.

The following first three years of secondary schooling, Junior Secondary School (JSS), target children from the age of 12 to 14 (Forms 1 to 3) and are also free and compulsory. Enrolment rates for children in junior secondary schools are low considering that this level is compulsory. The junior secondary school NER was 69 per cent in 2013, compared with a significantly higher GER of 97 per cent¹⁴, indicating that a large proportion of children enrolled in junior secondary school fell outside the official age group. Data suggest there are gender disparities in favour of females concerning access to junior secondary school by children of official junior secondary school age. Following the completion of Junior Secondary¹⁵ School, children may take the national examination to determine whether they may progress to Senior Secondary School (SSS).

Senior Secondary consists of four years for young people aged 15 to 18, (Forms 4 to 7) and is delivered by both State schools and privately-operated church schools. Total enrolment figures for senior secondary education have remained relatively constant, fluctuating slightly from year to year, from 7,138 in 2006 to 6,788 in 2014. Survival and transition rates are of concern, especially for boys: the Ministry of Education notes that of the 2,490 students that entered form three (the last year of junior secondary school) in 2012, only 362 entered form seven (the last year of senior secondary school) in 2017. Fewer still complete successfully. If students wish to continue their education after Senior Secondary School, they must complete examinations in Forms 6 and 7, in order to progress to further education. Students who are unable to access and complete senior secondary school are required to seek formal or informal sector employment or vocational

¹⁴ Kiribati EFA Report 2015, cited from Situation Analysis for Children in Kiribati, 2017 UNICEF

training, in view of the fact that higher formal education is available only to those graduating from Forms 12 and 13¹⁶.

There are various technical and vocational education and training (TVET) opportunities available to young people and adults in Kiribati. TVET programmes are administered by various ministries, including the MoE and the Ministry of Employment and Human Resource Development (MEHRD). Vocational training options include centres for nursing or fishing, a technological institute, police training, a marine training centre and Kiribati Teaching College (KTC).

Post-secondary participation and graduation rates for the key national institutions – the Kiribati Teachers' College, the Kiribati Institute of Technology (incorporating the Kiribati School of Nursing) and the Marine Training Centre (incorporating the Fisheries Training Centre) are harder to quantify, and those for I-Kiribati women and men studying at regional and international post-secondary institutions slightly less so.

Senior Secondary School students who wish to continue into tertiary education must qualify through examinations, to enter the University of the South Pacific (USP) or other regional and international universities, such as the Australia Pacific Technical College. The USP Kiribati Campus was opened in 1976; it is located in South Tarawa, offering distance and flexible learning courses as well as on-campus teaching.

¹⁶ Kiribati EFA Report 2015

ANNEX 3: REFERENCE MATERIAL

- Asian Development Bank (2016). Completion Report – Kiribati: Strengthening Fiscal Stability
- Australian Agency for International Development (2012). Kiribati Case Study.
- EQAP (2016). 2015 Pacific Islands Literacy and Numeracy Assessment (PILNA) Regional Report¹⁷
- Global Partnership for Education (2017). Guide How GPE works in partner countries.
- Global Partnership for Education (2015). Guidelines for education sector plan preparation.
- Global Partnership for Education (2015). Guidelines for education sector plan appraisal.
- Global Partnership for Education (2014). Methodological guidelines for education sector analysis. Volume 1.
- Global Partnership for Education (2014). Methodological guidelines for education sector analysis. Volume 2.
- Government of Kiribati (2019). STAKI 2018 National Report.
- Government of Kiribati (2018). Kiribati 20-Year Vision 2016-2036.
- Government of Kiribati (2018). Kiribati Voluntary National Review and Kiribati Development Plan Mid-term Review.
- Government of Kiribati (2018). 2019 Budget.
- Government of Kiribati (2018). Development Budget for 2019.
- Government of Kiribati (2018). STAKI 2017 National Report
- Government of Kiribati (2017). 2018 Budget.
- Government of Kiribati (2017). Early Childhood Care and Education Act.
- Government of Kiribati (2016). 2015 Population and Housing Census
- Government of Kiribati (2016). Education Sector Strategic Plan 2016-2019.
- Government of Kiribati (2016). Kiribati Development Plan (2016-2019).
- Government of Kiribati (2016). Kiribati Government 2017 Budget.
- Government of Kiribati (2016). STAKI 2015 National Report.
- Government of Kiribati (2016). Education (Amendment) Act 2016.
- Government of Kiribati (2015). Kiribati Government 2016 Budget.
- Government of Kiribati (2015). Kiribati EFA Report 2015
- Government of Kiribati (2014). Digest of Education Statistics 2014.
- Government of Kiribati (2014). Kiribati Government 2015 Budget.
- Government of Kiribati (2014). STAKI 2013 National Report.
- Government of Kiribati (2013). Education Act 2013.
- Government of Kiribati (2013). Kiribati Government 2014 Budget.
- Government of Kiribati (2012). Kiribati Government 2013 Budget.
- Government of Kiribati (2011). Kiribati Government 2012 Budget.
- Government of Kiribati (2010). Kiribati Government 2011 Budget.
- Government of Kiribati (2009). Kiribati Government 2010 Budget.
- Government of Kiribati (2008). Kiribati Government 2009 Budget.
- International Monetary Fund (2017). Kiribati 2017 Article IV Consultation Report.
- International Monetary Fund (2016). Kiribati 2016 Article IV Consultation Report.
- International Monetary Fund (2015). Kiribati 2015 Article IV Consultation Report.
- Kiribati National Statistics Office and UNICEF (2017), Kiribati Disability Monograph (from the 2015 Population and Housing Census)

¹⁷ The Ministry of Education holds a copy of the PILNA Kiribati Country Report and may provide a copy to the consultant team for the purposes of this work

Pacific Islands Forum Secretariat (2017) *Pacific Regional Education Framework 2018-2030*.

UNDP (2018). *Human Development Indices and Indicators: 2018 Statistical Update*.

UNESCO (2014). *Pacific Education for All 2015 Review*.

UNESCO (2014). *Kiribati Education for All 2015 Review Report*.

UNICEF (2017) *Situation Analysis of Children in Kiribati*

UNICEF Pacific (2009), 'Protect Me with Love and Care, Kiribati', Child Protection Baseline Study

World Bank Group (2017). *The Status of Early Childhood Health and Development in Kiribati*.

World Bank Group (2014). *Republic of Kiribati Early Childhood Development (SABER-ECD)*.

World Bank Group (2014). *Hardship and Vulnerability in the Pacific Island Countries*.