

**ASIAN DEVELOPMENT BANK**

**TAR: TUV 37242**

**TECHNICAL ASSISTANCE**  
(Financed by the Japan Special Fund)

**TO**

**TUVALU**

**FOR PREPARING THE**  
**EDUCATION SECTOR REFORM**  
**AND DEVELOPMENT PROJECT**

**December 2004**

## ABBREVIATIONS

ADB	–	Asian Development Bank
DOE	–	Department of Education
ESC	–	education steering committee
ETSMP	–	Education and Training Sector Master Plan
ICT	–	information and communication technology
NZAID	–	New Zealand Agency for International Development
TA	–	technical assistance
TVET	–	technical and vocational education and training
US	–	United States

## TECHNICAL ASSISTANCE CLASSIFICATION

<b>Targeting Classification</b>	–	Targeted intervention
<b>Sector</b>	–	Education
<b>Subsector</b>	–	Education sector development, Basic education, Secondary education
<b>Themes</b>	–	Inclusive social development, Private sector development, Gender and development
<b>Subthemes</b>	–	Human development, Public-private partnerships, Gender equity in opportunities

## NOTE

The Government's fiscal year (FY) ends on 31 December. FY before a calendar year denotes the year in which the fiscal year ends.

This report was prepared by K. Chowdhury.
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## I. INTRODUCTION

1. During the Country Programming Mission in July 2003, the Government of Tuvalu and the Asian Development Bank (ADB) agreed that ADB would provide grant funding for a technical assistance (TA) in 2004 to help Tuvalu prepare and deliver strategies to develop the quality, efficiency, and management capacity of the education sector.<sup>1</sup> Accordingly, an ADB TA fact-finding mission visited Tuvalu from 24 to 28 June 2004 and reached an understanding with the Government on the justification, objectives, scope, cost estimates, financing plan, implementation arrangements, and terms of reference for the TA to prepare the Education Sector Reform and Development Project.<sup>2</sup> The TA framework is in Appendix 1.

## II. ISSUES

2. With Tuvalu's small population of 9,119 (2002 census), diseconomies of scale will always exist. In the case of education, (i) pupil-teacher ratios will often be inefficient; (ii) unit costs for teacher training and any new curriculum and related material development will be high; and (iii) Department of Education (DOE) staff will need to perform multiple functions. The dispersal of the population across nine atolls increases the costs of school supervision, procurement, and delivery of supplies. Tuvalu is also relatively isolated from major sources of supply and training because flight connections are infrequent and expensive. Though poverty is not considered an issue, the Government acknowledges wide disparities in access to services and cash income between the population in Funafuti and the outer islands.<sup>3</sup> On 3 April 2003, the Government and ADB signed a poverty partnership agreement confirming the Government's commitment to better define and assess the concept of poverty, design appropriate strategies to reduce poverty, and incorporate these strategies in the country's development plan. The initial poverty and social analysis is in Appendix 2.

3. **Education System.** The education structure consists of 3 years of preschool (ages 3–5) managed mainly by parent associations, 8 years of primary (ages 6–13), and 4 years of secondary (ages 14–17). Upon completion of year 10, students take the Fijian Junior Certificate examination. Those who pass continue secondary education and take the Tuvaluan School Certificate in year 11 and the Pacific Senior Certificate in year 12. If successfully completed, students can be considered for tertiary education. The country has 17 registered preschools, nine Government-funded primary schools (one in each of the nine islands), one privately funded Seventh Day Adventist primary school on Funafuti, one Government-run secondary boarding school in Motufoua, and the church-run Fetuvalu High School in Funafuti. The Tuvalu Maritime Training Institution offers the only formal postsecondary vocational program. The University of the South Pacific Extension Campus offers postsecondary education in basic foundation studies with degree programs and continuing education available through distance education. Management, budgets, and curriculum are centrally controlled.

4. The Government wants to introduce technical and vocational education and training in junior secondary schools at two selected locations to alleviate crowding of years 9 and 10 students in the Motufoua secondary school. Cost-effectiveness of this plan needs to be assessed. Alternative options, such as introducing two additional classes in outer island schools that have many students, need to be evaluated. In line with Government priorities, the draft Education and Training Sector Master Plan (ETSMP) focuses on (i) examining the feasibility of

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<sup>1</sup> The TA is included in the 2004 country program for Tuvalu as "Support to Secondary Education Programming." See ADB. 2003. *Country Strategy and Program (2004-2006): Tuvalu*. Manila.

<sup>2</sup> The TA first appeared in *ADB Business Opportunities* (Internet edition) on 20 January 2004.

<sup>3</sup> Most communities were in agreement that poverty does not exist in Tuvalu. See ADB. 2003. *National Poverty Reduction Strategies in Pacific Developing Member Countries – Tuvalu Participatory Hardship Assessment*. Manila.

reintroducing vocational and life skills into the islands through community training centers; and (ii) assessing alternative funding strategies for secondary education, including integration of private sector provisions. A financial sustainability analysis will be required before any change can be considered as a viable option.

5. **Access and Equity.** Approximately 90% of children are enrolled in early childhood education programs, which operate 3 days a week. The Canada Fund, the New Zealand Agency for International Development (NZAID), and the United Nations Children's Fund (UNICEF) have provided support for preschool infrastructure and materials. In 2002, the net enrollment rate at the primary level was 100%.<sup>4</sup> About 48% of students were female, which broadly reflects the makeup of the population in the 2002 census. At the secondary level, the net enrollment rate was about 63%, but the enrollment rates in years 11 and 12 were only about 30%; no gender disparity was noted. At the postsecondary level, the Tuvalu Maritime Training Institution enrolls 60 students per year providing preservice and in-service training for merchant mariners. About 100 students—the majority from Funafuti—enroll per semester in distance education at the University of the South Pacific Extension Campus. For university education, the regional University of the South Pacific provides in-service and preservice training, while a very small number of qualified Tuvaluans receive scholarships to study in Australia and New Zealand.

6. **Quality and Efficiency.** The quality and efficiency of service delivery as measured by the passing rate in the Fiji junior secondary examination fell from 61% in 1991 to 13% in 2001.<sup>5</sup> The passing rate at year 8 was down to 22% in 2003 from 49% in 2001. When students fail, the Government policy is to let them repeat year 8 once before dropping out. At the secondary level, half of the 30% of students who enroll in year 12 drop out because they fail the final exam. The causes of this drastic decline in the passing rate are not entirely clear and therefore warrant investigation, e.g., it may reflect a decrease in English proficiency in an English-medium examination rather than in general academic abilities. Poor teaching, inappropriate curriculum, inadequately defined learning objectives, poorly designed examinations, insufficient learning materials, medium of instruction, and inadequate time-on-task are all possible contributors to quality decline. Much of the curriculum is borrowed with relatively little adaptation to the specific needs or backgrounds of Tuvaluan children, thus making learning difficult.<sup>6</sup> Learning objectives are not always clearly sequenced, and minimum learning standards are not well defined. The curriculum at all levels needs improvement with regard to content, relevance, and specification of learning outcomes.

7. While the basic qualifications of teachers have improved substantially, this has not been supported by sufficient attention to providing appropriate instructional materials. In addition, teachers have little opportunity to maintain and improve their basic teaching or subject mastery skills through in-service training. Even trained teachers, who qualify from various countries, create differentiations in teaching standards. Standardizing preservice teacher training, and introducing in-service training and refresher courses are essential to raise professional morale. The Tuvalu curriculum needs to be included in the preservice teacher training programs.

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<sup>4</sup> Net enrollment rates are calculated from the 2002 census for primary and secondary education. No system is available to calculate the gross enrollment rate in one particular year. Analysis of education indicators is hindered by absence of reliable data.

<sup>5</sup> In 2003, however, the pass rate increased to 58% after taking some drastic measures to improve school management. DOE indicated that with the change of school principal and management, teachers' attitudes and motivation changed, and consequently, the test results improved.

<sup>6</sup> The curriculum followed three different programs: years 9 and 10 followed the Fijian Junior Certificate; year 11 followed the Tuvalu School Certificate program, and year 12 followed the regional syllabus prepared by the South Pacific Board for Education Assessment.

8. The Australian Agency for International Development supported the Tuvalu-Australia Education Support Project, which developed a primary school core curriculum and introduced Tuvalu curriculum-based textbooks. However, teachers still use old textbooks based on Fiji's curriculum, in part because they lack fluency in English. Many schools lack learning materials. Alternative cost-effective options for developing curriculum and supplying learning materials and textbooks, at least in core subjects, should be considered after resolving the issues of language of instruction and the language capability of teachers.

9. **Management Capacity.** DOE operates under severe financial and technical constraints with only three full-time professional staff—not enough to provide adequate curriculum development, teacher supervision, monitoring, and planning. Even if adequate staff were in place on Funafuti, they might not be able to adequately manage the schools, given their geographic distance and the poor communication between Funafuti and the outer islands. The Government should analyze and assess alternative solutions to these constraints, and involve local teachers and parents in school management and demand generation for quality education.

10. **Government Policy and Priorities.** The Government is committed to achieving Education for All and the Millennium Development Goals relating to education by (i) expanding and improving comprehensive early childhood care and education for the most vulnerable and disadvantaged children, (ii) ensuring that by 2015 all children have access to free and compulsory primary education of good quality, (iii) meeting the learning needs of all young people and adults through equitable access to appropriate learning and life-skills programs, (iv) achieving a 50% improvement in adult literacy by 2015, (v) eliminating gender disparities in basic education by 2005, and (vi) improving all aspects of the quality and excellence of education with measurable learning outcomes. The Government has already achieved a number of these goals; however, it recently established a board of inquiry to examine the causes of the recent poor performance of the education sector. The Government completed a review of the education sector and formulated the ETSMP to strategically address sector issues.<sup>7</sup> However, the role of the private sector—which could provide additional education and training opportunities at no cost to the Government—is not well defined in the national education policy. The issues to be addressed are (i) building and strengthening complementary public-private partnerships and (ii) maximizing the role of the private sector in providing education and training.

11. **ADB's Country Strategy.** The Island Development Program loan (Loan 1693-TUV [SF])<sup>8</sup> helped establish the Falekaupule Trust Fund, which will provide a sustainable stream of funding for development projects and for maintenance of community assets.<sup>9</sup> The US\$1.85 million loan for the Maritime Training Project and its piggybacked TA<sup>10</sup> was approved in 2002; in 2004, a supplementary loan of US\$1.97 million was approved.<sup>11</sup> The Project will improve the quality of education and training at the Tuvalu Maritime Training Institute that prepares seafarers for overseas employment, the main source of jobs and income for Tuvaluans in the

<sup>7</sup> ADB. 2004. *Technical Assistance to Tuvalu for the Education and Training Sector Master Plan*. Manila. This TA produced two outputs: the Education Sector Study and Education and Training Sector Master Plan.

<sup>8</sup> ADB. 1999. *Report and Recommendation of the President to the Board of Directors on a Proposed Loan and Technical Assistance to Tuvalu for the Island Development Program*. Manila.

<sup>9</sup> The positive results from the Falekaupule Trust Fund have attracted additional support from donors. NZAID is providing advice to the Fund under its ongoing assistance to the Tuvalu Trust Fund Advisory Committee. In addition, NZAID plans to provide capital contributions to the Fund of NZ\$350,000 per annum over the next 5 years.

<sup>10</sup> ADB. 2002. *Report and Recommendation of the President to the Board of Directors on a Proposed Loan and Technical Assistance to Tuvalu for the Maritime Training Project*. Manila.

<sup>11</sup> ADB. 2004. *Report and Recommendation of the President to the Board of Directors on a Proposed Supplementary Loan to Tuvalu for the Maritime Training Project*. Manila.

private sector. Further assistance will be provided with a regional TA<sup>12</sup> to improve the quality and accessibility of education, health, and telecommunication services. ADB also helped the Government formulate its ETSMP, which will provide the basis for design of the Education Sector Reform and Development Project. The ETSMP will also provide a framework for future support by external funding agencies.

12. **External Funding.** Development partners, such as the Australian Agency for International Development, Government of Canada (Canada Fund), European Union, Japan International Cooperation Agency, and NZAID, have been playing important roles in the education sector. Their assistance has not, however, always been effectively coordinated to maximize long-term impact. Better targeting and coordination among funding agencies are essential for more effective utilization of aid. Given the limited capacity of Tuvalu to absorb funding, development assistance needs to be sequenced to optimize the impact. ADB, with NZAID cofinancing, has provided two consultants to work with the Government to formulate the ETSMP and provide a framework for coordination.

### III. THE TECHNICAL ASSISTANCE

#### A. Purpose and Output

13. The purpose of the TA is to help the Government prepare and deliver strategies to develop the quality, efficiency, and management capacity of the education sector. In particular, the TA will focus on the Government's policy priorities as stated in the ETSMP and Kakeega II: (i) improving the quality and relevance of preprimary, primary, and secondary education; (ii) improving the efficiency of schooling by reducing repeaters and dropouts; and (iii) strengthening management capacity, policy development, and planning. Results will include a feasibility study of investments suitable for ADB financing based on the recommendations of the ESTMP and government priorities. The TA will also explore the possibilities for cofinancing with relevant development partners.

#### B. Methodology and Key Activities

14. The TA will be conducted in two phases over 4 months in early 2005. Phase 1 will include the review of outcomes of the National Summit on Sustainable Development and Kakeega II, together with other Government strategy and priorities, findings of the education sector study, relevant donor-funded technical reports, and recommendations from the ETSMP. It will include surveys in the outer islands to identify quality and efficiency issues, causes of inefficiencies, and community needs and demand. In phase 2, the TA will design a detailed, cost-effective project for consideration by the Government and ADB. Consultants will prepare a policy matrix based on the ETSMP, detailing policies and strategies that may be implemented in conjunction with the proposed Project, including provision of an adequate recurrent budget for primary, secondary, and teacher education. The TA will be implemented through discussions with stakeholders and the education steering committee (ESC) as part of a broad consultative process. The TA will facilitate workshops and focus group meetings to solicit advice and recommendations from stakeholders, including the Ministry of Education and Sports, civil society, nongovernment organizations, churches, mission and private schools, external funding agencies, school management committees, the ESC, and beneficiaries. The TA will recommend ways to ensure the relevance of educational and training programs to meet the country's needs, and will include a participatory project design workshop to seek stakeholder inputs. Consultants for the TA will prepare a detailed project design, covering the rationale, objectives, project

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<sup>12</sup> ADB. 2003. *Technical Assistance for Expanding the Reach of Distance Learning in the Pacific*. Manila.

framework, detailed components, policy targets, monitoring indicators (including poverty/hardship impact indicators), benefits, risks, social analysis, costs and financial sustainability analysis, implementation plan, and recommended policy adjustments to sustain project effectiveness. The need for an additional ADB TA to improve the quality of primary and secondary education in the most disadvantaged rural areas will also be examined.

### **C. Cost and Financing**

15. The total cost of the TA is estimated at US\$370,000 equivalent, including a foreign exchange cost of US\$242,000 and local currency cost of US\$128,000 equivalent (Appendix 3). ADB will finance US\$300,000 equivalent covering the entire foreign exchange cost and US\$58,000 equivalent of local currency costs. The TA will be financed on a grant basis by the Japan Special Fund, funded by the Government of Japan. The Government will contribute US\$70,000 equivalent of local currency costs—mainly through contributions in kind—for office accommodation, counterpart staff, administrative and logistics support, and other related services. The Government has been advised that approval of the TA does not commit ADB to financing any ensuing project.

### **D. Implementation Arrangements**

16. The Ministry of Education and Sports, the Executing Agency, will provide overall guidance and liaison with the Ministry of Finance. DOE will be the Implementing Agency. The ESC, chaired by the Minister of the Ministry of Education and Sports, will provide overall guidance. ADB will engage 9 person-months of international consulting and 7 person-months of domestic consulting. Detailed terms of reference for consultants are in Appendix 4. The services of consultants will be engaged through a firm using quality- and cost-based selection procedure and a simplified technical proposal in accordance with ADB's *Guidelines on the Use of Consultants* and other arrangements satisfactory to ADB. The Government will provide at least one full-time counterpart to help the consultants liaise with other concerned agencies and to obtain data as required. The consultants will provide their own equipment and use Government-provided office space to carry out their work. DOE will assist with reservations on local vessels and will facilitate visits to outer atolls as required.

17. The TA will run for 4 months from March to June 2005. It will include an inception workshop in the first month to confirm approaches and methodologies, to discuss issues to be addressed, and to ensure close coordination among stakeholders. ADB will be provided with electronic files of the discussions and working papers, including a brief report on agreements reached. The TA team will prepare: (i) a midterm report, and disseminate the findings in a workshop with the stakeholders after 8 weeks; (ii) a draft report in conjunction with the feasibility study for the loan project, and circulate it to the ESC and ADB for review and comments; (iii) a revised draft report with comments incorporated to be circulated to a wider audience before a participatory workshop is held to finalize project design after week 13; and (iv) a final report by the end of week 16.

## **IV. THE PRESIDENT'S DECISION**

18. The President, acting under the authority delegated by the Board, has approved the provision of technical assistance not exceeding the equivalent of US\$300,000 on a grant basis to the Government of Tuvalu for preparing the Education Sector Reform and Development Project, and hereby reports this action to the Board.

### TECHNICAL ASSISTANCE FRAMEWORK

Design Summary	Performance Indicators and Targets	Monitoring Mechanisms	Assumptions and Risks
<p><b>Goal (for ensuing loan)</b> Improve learning outcomes of schooling</p>	<p>By 2015, 100% basic education completion rate<sup>1</sup></p> <p>60% secondary completion rate by 2010, and 80% by 2015</p> <p>By 2015, 100% functional literacy</p>	<p>Census data, education management information system report, Asian Development Bank (ADB) project performance audit report</p>	
<p><b>Purpose (for ensuing loan)</b> Help the Government prepare and deliver strategies to develop the quality, relevance, efficiency, and management capacity of the education sector</p>	<p>Primary education cycle completion rate increased from x% in 2005 to x% midterm and x% by 2011<sup>2</sup></p> <p>Secondary education cycle completion rate increased from x% in 2004 to x% midterm and x% by 2011</p> <p>Students' performance scores in core subject examinations in years 4, 6, 8, 12, and 13 improved from x in 2005 to x in midterm, and x in 2011</p> <p>Life-long learning system is revived</p>	<p>Government education management information system data</p> <p>National examination scores</p> <p>ADB review mission reports</p>	<p>Government remains committed to quality human resources development</p>
<p><b>Outputs (for technical assistance [TA])</b> Financial packages to implement strategy and policy developed suitable for ADB financing</p>	<p>Feasibility study at a level suitable for ADB financing</p> <p>Draft project design</p>	<p>Final feasibility report</p> <p>Draft project design</p>	<p>Financial package acceptable to Government and ADB</p>
<p><b>Activities</b> <b>Phase 1 (2 months)</b> Organize an inception workshop</p>		<p>Draft TA inception, midterm, and final reports</p>	<p>Commitment and cooperation from Government, Department of</p>

Design Summary	Performance Indicators and Targets	Monitoring Mechanisms	Assumptions and Risks
<p>Review National Summit on Sustainable Development outcomes and Kakeega II, together with Education Sector Study, the Education and Training Sector Master Plan, and other documents</p> <p>Review financing of education and national budgetary allocation for each education subsector</p> <p>Research and determine cost of technical solutions to distance learning using information and communication technology</p> <p>Conduct surveys in outer islands to identify quality, relevancy, and efficiency issues; and community needs and demand</p> <p>Prepare a policy matrix that may be implemented in conjunction with the project including provision for an adequate recurrent budget for each subsector</p> <p>Organize a midterm participatory workshop</p> <p>Design loan-funded project</p>	<p>Draft feasibility study including needs of stakeholders, assess capacity and sustainability issues, and recommend a viable project design for loan funding</p> <p>Logical framework with agreed disaggregated baseline and targeted performance indicators</p> <p>Participatory project design conducted, prepared, and approved by the stakeholders by 10 weeks of TA inception</p> <p>Recommendations for new functional modalities in the Department of Education</p> <p>Policy matrix prepared</p> <p>Workshop comments incorporated in the draft report</p>	<p>Workshop reports</p>	<p>Education, and stakeholders</p>

Design Summary	Performance Indicators and Targets	Monitoring Mechanisms	Assumptions and Risks
Organize final workshop			
<b>Phase 2 (2 months)</b> Finalize feasibility study	Final feasibility study using ADB format by week 16 from the project inception Draft project design by week 16 from the project inception  Project design	Final feasibility study	
<b>Inputs</b> ADB TA grant of US\$300,000  9.0 person-months international consulting services for US\$170,000  7.0 person-months domestic consulting services for US\$28,000			

<sup>1</sup> The indicators will be finalized during TA implementation. The TA will also identify qualitative indicators.

<sup>2</sup> The indicators will be finalized during TA implementation.

## INITIAL POVERTY AND SOCIAL ANALYSIS

### A. Linkages to the Country Poverty Analysis

<b>Is the sector identified as a national priority in country poverty analysis?</b>	<input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No	<b>Is the sector identified as a national priority in country poverty partnership agreement?</b>	<input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No
<p><b>Contribution of the sector or subsector to reduce poverty in Tuvalu:</b></p> <p>Tuvalu does not have abject poverty, but pockets of poverty and poverty of opportunity exist, including lack of education and access to health services, and lack of economic assets and employment opportunities. Vulnerability is another major factor contributing to poverty. While the gross enrollment rate is about 100% at the primary level, participation and completion rates are low. Most people lack access to quality primary and secondary education, which results in high repetition and dropout rates that in turn make the system very inefficient. Even students who complete the full cycle of primary and secondary education often lack the skills required by the economy or for self-employment. Thus, dropouts and out-of-school youth continuously add to the ranks of the vulnerable and unemployed.</p> <p>The Government's commitment to Education for All, the Millennium Development Goals, and commensurate policies to increase equitable access to education for all up to age 14 resulted in universal primary education. Enrollment rates in Tuvalu are very impressive compared with those in other Pacific countries. Still, the gains have not been equally shared. Poor students drop out without acquiring useful skills. The Project will address the gaps in the education sector by renewing the primary curriculum, by providing textbooks for secondary students, by strengthening pre- and in-service teacher training programs, and by improving the examination and assessment system. The Project will address factors that contribute to dropouts and to inefficiency.</p>			

### B. Poverty Analysis

**Targeting Classification:** Targeted intervention

<p><b>What type of targeted intervention is needed?</b></p> <p>While access to primary education is not an issue, the retention, quality, and relevance of education are major issues. Improved quality of education and efficiency will be ensured by the proposed Project. The project intervention will ensure the learning outcomes of basic education.</p> <p>The gender gap is insignificant; however, enrollment rates are inconsistent and further investigation will determine if gender disparities exist. Disparity is pronounced at grades 7 and 8. Poverty of opportunity and social analyses by gender and region are needed to identify major difficulties and issues faced by primary and secondary school students, by children with special needs, and by the rural poor. Based on the analysis, a strategy will be devised to address the issues and to guide project implementation.</p>
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### C. Participation Process

<b>Is there a stakeholder analysis?</b>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>Is there a participation strategy?</b>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<p>The participation of stakeholders during project design is essential. Consultations with different education and training agencies, local leaders, civil society, communities, and nongovernment organizations will be arranged at different levels. Besides workshops to discuss the issues, timely consultations with government staff will be held during technical assistance (TA) implementation. School teachers, principals, parents, and students will be consulted during TA implementation. The timing, venue, and method of organizing public consultations will be arranged so that disadvantaged groups can attend and have a</p>		

chance to speak out. Special attention will be paid to consultations with local people about the selection of school sites and of beneficiaries. The final project design framework will be done in consultation with stakeholders in a participatory project design workshop.

The full participation of project beneficiaries and stakeholders in the entire project cycle, from design through implementation, monitoring, and evaluation, will be taken into account. Special measures will ensure the participation of women and local communities.

#### D. Gender Development

**Strategy to maximize impacts on women:** There is no significant gender gap in the education sector.

Has an output been prepared?  Yes  No

#### E. Social Safeguards and other Social Risks

Item	Significant/ Not Significant/ None	Strategy to Address Issues	Plan Required
Resettlement	<input type="checkbox"/> Significant <input checked="" type="checkbox"/> Not significant <input type="checkbox"/> None	Based on the feasibility study, the Project may include upgrading of two primary schools to junior secondary schools. If extension of schools requires additional land from the village authority, land acquisition and compensation will follow Asian Development Bank (ADB) guidelines on involuntary resettlement and the government decree on land acquisition and compensation.	<input checked="" type="checkbox"/> Special attention will be paid to community-contributed lands, if any; and a resettlement framework will be prepared. The plan will verify and record such transactions so that members of a community, especially its poor, will not be adversely affected. An independent third party such as a local nongovernment organization or legal authority will monitor and record community participation and donation of community or private land for schools. The third party will ensure that such donations and transfers will not reduce the income or adversely affect the livelihoods of the community. A formal grievance redress mechanism will be established including representatives of the Government, nongovernment

Item	Significant/ Not Significant/ None	Strategy to Address Issues	Plan Required
			organizations, or legal authority, and affected people. All such arrangements will be presented in a resettlement framework. <input type="checkbox"/> Short <input type="checkbox"/> None
<b>Gender</b>	<input type="checkbox"/> Significant <input checked="" type="checkbox"/> Not significant  Enrollment, retention, and dropout rates have no apparent gender gaps. Female teachers outnumber male teachers.  <input type="checkbox"/> None	Gender analysis will be done during the TA to identify constraints, if any, which prevent girls from attending school in certain grade levels, and contribute to dropping out. Special attention will be paid to outer island girls' participation in a quality education system.	<input checked="" type="checkbox"/> Yes  A socioeconomic analysis will be developed, and will include gender analysis. Targeted measures will be undertaken to address any gender-related issues on participation.  <input type="checkbox"/> No
<b>Affordability</b>	<input checked="" type="checkbox"/> Significant <input type="checkbox"/> Not significant <input type="checkbox"/> None	Disadvantaged people suffer from poverty of opportunity—lack of access to jobs, education, and health services. Those who do not have jobs, skills, or cash suffer. The direct and indirect costs of education may become more unaffordable for these disadvantaged groups. How direct and opportunity costs contribute to the enrollment, participation, and dropout rates should be assessed.	<input checked="" type="checkbox"/> Yes  The project design will address these issues.  <input type="checkbox"/> No
<b>Labor</b>	<input type="checkbox"/> Significant <input checked="" type="checkbox"/> Not significant. The Project will not require any staff reduction, but will provide pre- and in-service teacher training.  <input type="checkbox"/> None	A staff development plan will be devised. Rural female teachers will be given priority in training so that they can meet requirements and handle the curriculum and program.  Learning and working conditions for students and teachers will be enhanced by improving school buildings and providing textbooks and equipment.	<input checked="" type="checkbox"/> Yes  Measures will be worked out if issues are identified during the TA.  <input type="checkbox"/> No
<b>Indigenous Peoples</b>	<input type="checkbox"/> Significant <input checked="" type="checkbox"/> Not significant <input type="checkbox"/> None	The TA team will review the likely impact of the proposed Project on the outer island population. Specific social targeting measures addressing the	<input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No

Item	Significant/ Not Significant/ None	Strategy to Address Issues	Plan Required
		specific needs of the population in the outer islands will be included in the feasibility study.	
<b>Other Risks and/or Vulnerabilities</b>	<input type="checkbox"/> Significant <input type="checkbox"/> Not significant <input type="checkbox"/> None		<input type="checkbox"/> Yes <input type="checkbox"/> No

**COST ESTIMATES AND FINANCING PLAN**  
(US\$'000)

Item	Foreign Exchange	Local Currency	Total Cost
<b>A. Asian Development Bank Financing<sup>a</sup></b>			
1. Consultants			
a. Remuneration and Per Diem			
i. International Consultants	170.0	0.0	170.0
ii Domestic Consultants	0.0	28.0	28.0
b. International and Local Travel	50.0	5.0	55.0
c. Reports and Communications	2.0	1.0	3.0
2. Training, Seminars, and Conferences	0.0	15.0	15.0
3. Surveys	0.0	4.0	4.0
4. Contingencies	20.0	5.0	25.0
<b>Subtotal (A)</b>	<b>242.0</b>	<b>58.0</b>	<b>300.0</b>
<b>B. Government Financing</b>			
1. Office Accommodation and Transport	0.0	30.0	30.0
2. Remuneration and Per Diem of Counterpart Staff	0.0	30.0	30.0
3. Others	0.0	10.0	10.0
<b>Subtotal (B)</b>	<b>0.0</b>	<b>70.0</b>	<b>70.0</b>
<b>Total</b>	<b>242.0</b>	<b>128.0</b>	<b>370.0</b>

<sup>a</sup> Financed by the Japan Special Fund, funded by the Government of Japan.  
Source: Asian Development Bank staff estimates.

## OUTLINE TERMS OF REFERENCE FOR CONSULTANTS

1. The consultants will ensure that all work and outputs under the technical assistance (TA) fully comply with all relevant Asian Development Bank (ADB) policies and guidelines. The consultants will help ADB with other assignments in addition to the described terms of reference for each consultant, as may be reasonably expected within the scope of the work.

### A. International Consultants (9.0 person-months)

#### 1. Educational Policy and Planning Specialist-Team Leader (3.0 person-months)

2. The team leader will coordinate the overall activities of the TA consultants and will be responsible for finalizing three reports—the inception, midterm, and final—in ADB format, which will ultimately formulate the feasibility study and a project design. The consultant will ensure that all the required data and information needed for the feasibility study are included in the final report. In conjunction with the education financing specialist, the consultant will be making detailed judgments on costs and sustainability with respect to alternative means of funding and delivering education in Tuvalu. In particular, the consultant, with the help of the TA team, will undertake the following: (i) Review the findings and recommendations of the Education Sector Study and the Education and Training Sector Master Plan (ETSMP), outcomes of the 2004 National Summit on Sustainable Development and Kakeega II, and other relevant documentation and best practices in the Pacific, and reexamine the education status using disaggregated data since then. (ii) Organize surveys in the outer islands, three different workshops in Funafuti and consult with all relevant stakeholders, to justify the need for proposed educational reforms under the proposed loan Project. (iii) Review gender and poverty issues, if any, and agree with the Government on baseline and target performance indicators to use in the logical framework. (iv) Consider the implications and requirements for developing life-long learning opportunities. (v) Review the current status of the Department of Education and make viable proposals for restructuring and staffing aimed at increasing efficiency and effectiveness in the context of the proposed Project. (vi) Coordinate the activities and outputs of the TA consultants making sure that their recommendations and technical proposals are both financially viable and sustainable. (vii) With the help of the education financing specialist, analyze the budgetary allocation for the education sector and the subsectors, and provide a matrix to show if the Government could undertake the reforms under a loan-funded project. (viii) Coordinate with the donor community for possibilities of cofinancing and/or parallel financing to have a mix of grants and loan to achieve the maximum impact in the sector. (ix) Design the proposed Project, agree with the baseline and targeted performance indicators with the stakeholders; and develop a policy matrix in support of reforms leading to improvements in quality, efficiency, and relevance. (x) Propose appropriate contract packages in accordance with ADB's *Guidelines for Procurement*. (xi) Help ADB and the Ministry of Education and Sports to develop a project performance management system and a project framework.

#### 2. Education Financing Specialist (1.0 person-month)

3. The consultant will have a higher education degree in economics or financing of education, considerable practical experience in analyzing and determining the financial implications of national educational policies and budgets, and be familiar with alternative funding sources including various applications of user fees and the potential role of the private sector in education services delivery. In particular, the consultant will undertake the following: (i) Review and conduct in-depth analysis of the Government's past and present financial commitments to

education and ascertain the likely extent of future resources. (ii) Review the financial status of private formal and nonformal education facilities and private providers of technical and vocational education and training (TVET) and make recommendations on how they may be given financial encouragement. (iii) Identify and analyze costs for the reform and development of the education sector; review financial implications, financial feasibility, and sustainability. (iv) Undertake a feasibility study and cost-benefit analysis in conjunction with the team leader on tentative plans to develop junior secondary schools, community training centers, and an integrated academic/vocational curriculum for Motufoua Secondary School. (v) Assess the size and impact of donor contributions to education and training, and identify ways in which donor assistance could be more positively used to support the financial needs of the sector. (vi) Help prepare the detailed costing of all the identified components under the proposed Project.

### **3. Curriculum Development, Assessment, and Teacher Training Specialist with Distance Education Experience (3.0 person-months)**

4. The consultant will be capable of advising on future curriculum, assessment, and pre- and in-service teacher training needs and developing appropriate strategies, and have considerable practical knowledge of information and communication technology (ICT) and distance education. In particular, the consultant will undertake the following: (i) Review all available reports, best practices, and documents relating to curriculum issues and teacher training, and consult on issues regarding quality and relevancy with all stakeholders. (ii) Identify relevant South Pacific experience and draw appropriate recommendations for curriculum development and teacher training. (iii) Review the feasibility of introducing bilingual policy to address the issues related to language at the primary level. (iv) Assess the introduction of a new alternative curriculum for years 7–10. (v) Assess supply needs of curriculum materials and library materials inclusive of books, compact discs, and CD-ROMs at all levels of education, and identify appropriate ways of maintaining their supply. (vi) Assess the cost benefits of using ICT as an adjunct to promoting community adult life-long learning programs. (vii) Produce reports on assigned activities and help the team leader finalize the report.

### **4. Technical and Vocational Education and Training Specialist (1.0 person-month)**

5. The consultant will have a degree in education specializing in the delivery of technical or vocational training; have particular practical experience in designing or delivering TVET policies and programs including in South Pacific island communities; and be familiar with the problems of designing TVET programs for basic life skills, as well as with those of meeting the needs of local island development plans and the skill requirements of small labor markets. The consultant will undertake the following: (i) Review and assess relevant reports, labor market information and needs, and existing policies and plans and other relevant TVET providers in both the public and private sectors. (ii) Assess the requirements for vocational education within the curriculum for both upper primary and secondary education, and in conjunction with teaching staff and others to make detailed recommendations for introducing TVET as an alternative curriculum for years 7–10. (iii) Review the possibility of reintroducing community training centers on a pilot basis to serve the needs of the years 7–10 curriculum, as well as literacy and other life skills needs of the wider community. (iv) Identify the appropriate parameters for basic skills standards and certification system. (v) Develop full, detailed plans with costing of sustainable TVET interventions within the current education system under the proposed Project. (vi) Prepare a report on TVET and provide inputs for project development as appropriate, and help the team leader finalize the report.

## **5. Information and Communication Technology Specialist (1.0 person-month)**

6. The consultant will have a practical background in ICT in addition to professional experience in distance education; have worked on the design and application of ICT and its use as a means of delivering distance education within the Pacific region; have detailed technical knowledge of ICT equipment and procedures; and be capable of undertaking a feasibility study on the possible application of ICT to facilitate transmission/reception on each island. The consultant will undertake the following: (i) Analyze the experiences of other South Pacific countries with respect to ICT and assess for each island the feasibility, technological requirements, and capital costs for installing satellite receivers capable of receiving broadcast educational programs (in particular those related to English language teaching, science, basic vocational skills, and in-service teacher training) in conjunction with the Media Corporation of Tuvalu; and incorporate the findings into a loan-funded project. (ii) Prepare a detailed report in a format suitable for inclusion in a loan-funded project proposal outlining the outcomes of the feasibility study and detailing the types, potential source, and specifications of equipment to be used, its purchase and installation costs, and its maintenance procedures and costs.

## **B. Domestic Consultants (7.0 person-months)**

### **1. Educational Finance Specialist (3.0 person-months)**

7. The consultant will have experience with general education and aspects of educational finance both as a serving principal in a formal education school and in government service; and will ideally have some exposure to financial planning and its links to policy/planning within the educational sector, and knowledge of government budgetary systems and operations. The consultant will undertake the following: (i) Review the education indicators, e.g., enrollment, examination scores (achievement rates), cycle completion rates, functional literacy rates, to firm up baseline indicators and future performance indicators for the proposed Project, and verify these with the Department of Education and Ministry of Education and Sports. (ii) Assist with the review and in-depth analysis of the Government's past and present financial commitments to education and ascertain the likely extent of future resources. (iii) Together with the international education financing specialist, review current expenditures on formal education and identify likely areas for improving cost efficiencies; prepare detailed recommendations for implementing savings and economies. (iv) Assist with a feasibility study and cost-benefit analysis relating to tentative plans to develop junior secondary schools and community training centers, and an integrated academic/vocational curriculum at Motufuoa Secondary School. (v) Facilitate the preparation of a detailed report relating to all aspects of educational finance, and make appropriate contributions for the preparation of all project reports.

### **2. Teacher Training Specialist (1.5 person-months)**

8. The consultant will have been a teacher within the formal education system for a minimum of 10 years; possess a higher education degree; have reached the position of school principal/deputy principal; and ideally have been associated with preservice teacher training at a neighboring South Pacific facility or with the University of the South Pacific, and have a knowledge of ICT. The responsibilities of the consultant will include the following: (i) Help review current procedures for preservice teacher training and make recommendations for standardization. (ii) Make proposals for improving the content and delivery of preservice training. (iii) Participate in a nationwide assessment of the issues concerning in-service teacher training and help prepare practical and detailed provisions by which in-service training can be delivered. (iv) Help assess the potential for utilizing ICT as a means of delivering in-service

training as well as curriculum and vocational subjects. (v) Make active presentations to participatory workshops and help prepare the TA's final report and the Project.

### **3. Curriculum Specialist (1.5 person-months)**

9. The consultant will have been a teacher within the formal education system for a minimum of 10 years; possess a higher education degree, ideally specializing in aspects of curriculum development; have reached the position of school principal/deputy principal; and have been associated with practical design of curriculum, either as part of a donor-assisted team or as a curriculum development officer. In particular, the consultant will be required to: (i) Assist in an overview of current curriculum, and articulate the critical issues requiring immediate attention. (ii) Join discussions with teachers and other concerned officials regarding the future of assessment and examinations and the curriculum changes needed in support of proposals to either replace or upgrade the Fijian Junior Certificate and Tuvaluan School Certificate. (iii) Participate in the comparative analysis of costs and effectiveness of junior secondary schools, community training centers, and Motufuoa vocational programs; (iv) Work alongside the international curriculum development, assessment, and teacher training specialist to ensure that all relevant local opinions are considered and that the views of parents and community leaders are assessed as an integral part of the curriculum reform process. (v) Participate in all workshops, prepare technical reports as appropriate, and assist with the preparation of the TA's final report and the Project.

### **4. Technical and Vocational Education and Training Specialist (1.0 person-month)**

10. The consultant will have a teaching qualification; have been engaged as a practicing teacher for a minimum of 10 years, of which at least 7 years have been spent teaching technical or vocational subjects; ideally have experience with TVET policies and programs within the South Pacific island communities; and be familiar with the problems of designing TVET programs for basic life skills as well as meeting the needs of local island development plans and the skill requirements of small labor markets. The consultant will undertake the following: (i) Assist with the analysis of relevant reports and labor market information. (ii) Work with the international specialist on TVET to draw up detailed terms of reference for a national training council and help brief members on their responsibilities. (iii) Participate in the feasibility study of community training centers. (iv) Help review any alternative curriculum for years 7–10, and make recommendations for the inclusion of vocational elements as appropriate. (v) Participate in the TA's workshops and contribute to project design.