



# Technical Assistance Report

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Project Number: 46505  
Regional—Capacity Development Technical Assistance (R-CDTA)  
December 2013

## Federated States of Micronesia and the Republic of the Marshall Islands: National Education Planning and Management

Asian Development Bank

## ABBREVIATIONS

ADB	–	Asian Development Bank
EMIS	–	education management information system
FSM	–	Federated States of Micronesia
JEMCO	–	Joint Economic Management Committee
M&E	–	monitoring and evaluation
MOE	–	Ministry of Education (Marshall Islands)
PBB	–	performance-based budgeting
PEDMS	–	Pacific education data management system
RMI	–	Republic of the Marshall Islands

## TECHNICAL ASSISTANCE CLASSIFICATION

<b>Type</b>	–	Regional—capacity development technical assistance (R-CDTA)
<b>Targeting classification</b>	–	General intervention
<b>Sectors (subsectors)</b>	–	Education (education sector development, transport, information and communication technology)
<b>Themes (subthemes)</b>	–	<b>Social development</b> (human development), gender equity (gender equity in human capabilities), capacity development (institutional development, organizational development)
<b>Location (impact)</b>	–	Rural (medium), urban (medium), national (high)

## NOTE

In this report, “\$” refers to US dollars.

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## I. INTRODUCTION

1. The Federated States of Micronesia (FSM) and the Republic of the Marshall Islands (RMI) will complete the current Compact of Free Association with the United States (US) in 2023. Grants from the Compact constitute an important funding source for education, health and infrastructure expenditures in the FSM and the RMI. The countries are on the threshold of self-reliance, yet they need considerable technical support and capacity building to deliver quality education. While the countries have made some gains in gender parity and primary school student enrollment, ongoing challenges include the effectiveness and efficiency of their education systems.

2. Students in the FSM and the RMI have difficulty achieving basic language literacy standards (in the local language or English) and basic mathematics, as well as completing high school. Students who graduate often lack the job skills needed to succeed in the local and global workforce. Those who seek a place outside the formal economy often lack the life skills needed to ensure a secure, high-quality existence. The FSM and the RMI must address these issues and prioritize education initiatives that boost quality and relevance, with good planning and adequate funding to ensure a continuing focus on education quality.

3. The Asian Development Bank (ADB), through technical assistance (TA) for the FSM, Palau, and the RMI (commenced in September 2013), will deliver classroom support for literacy and numeracy assessment, teacher training, and capacity building for education managers in assessment and instruction.<sup>1</sup> To enhance the impact of such quality-focused initiatives, the education management system should prioritize and sustain results-bearing initiatives. The FSM and the RMI should utilize evidence and data to make decisions on budget priorities, and ensure that quality teaching and learning are key focus areas to improve quality of education services for students.

4. The FSM and the RMI requested ADB to support national capacity building to help meet the demands of delivering quality education services, by optimizing the use of declining budgetary resources available for the sector. The two countries share similar sociopolitical contexts and educational challenges. A regional approach to addressing the issues can leverage impacts through cross-country initiatives. The design and monitoring framework is in Appendix 1.<sup>2</sup>

## II. ISSUES

5. **Current education challenges.** The FSM and the RMI face some of the most daunting challenges in education development in the Pacific. In the FSM, the main education challenges, as outlined in its Focused Strategic Plan (2009–2015), include very low student achievement in the National Standardized Test results.<sup>3</sup> The 2011 test results for grade 6 reading indicated that only 26% of students achieved the minimum competency or higher. Gender differences in terms of student performance are minimal: 29% of girls reached the minimum standard or higher, 28% of boys. For the 10th grade, reading scores showed 10% of males reached the minimum standard or higher; and 26% of females. While the number of unqualified teachers is decreasing; in 2012, approximately 20% of the country's 1,855 teaching staff still lacked the

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<sup>1</sup> ADB. 2012. *Technical Assistance for Quality Primary Education in the North Pacific*. Manila (TA 8066-REG, financed by the Japan Fund for Poverty Reduction).

<sup>2</sup> The TA first appeared in the business opportunities section of ADB's website on 3 December 2013.

<sup>3</sup> Government of the Federated States of Micronesia, Department of Education. 2009. Focused Strategic Plan, July 2009–August 2015. Pohnpei.

minimum associate degree. Weak leadership capacity, limited community participation in the education sector, and unreliable data also contribute to the general low quality and relevance of education.<sup>4</sup>

6. The RMI faces similar challenges, as identified in its sector Strategic Plan, 2013–2015. Student achievement, as demonstrated by the Marshall Islands standard achievement test, is unacceptably low, with only 20% attaining proficient or higher for grade 3 English in 2011/12. The school system has achieved gender parity in terms of access, although more progress is needed to achieve the related goal of gender equality in terms of course topics.<sup>5</sup> The Ministry of Education (MOE) plans to produce gender-differentiated results for the standardized achievement test. Dropout rates are high throughout the school year, particularly for secondary education. A 2006 World Bank report identified a 32% student cohort survival across the basic education years by grade 12.<sup>6</sup> Nearly 33% of the country's 850 teachers still possess only a high school diploma and the rate at which these teachers are earning degrees is slow (footnote 5).

7. **Education sector strategic planning.**<sup>7</sup> Results-focused and costed sector strategic plans can help the countries better assess progress toward identified priorities. The upcoming expiration of the FSM's Focused Strategic Plan presents an opportunity to review progress under the current plan and develop a new national strategic plan or education master plan. Working with states to move their long-term fiscal frameworks into state sector strategic plans is a starting point for incorporation into a master education plan beyond 2015. In the RMI, MOE has finalized a results-based Strategic Plan, 2013–2015, which identifies areas that warrant support in terms of costing, implementation, and monitoring.

8. **Education budget management.** Most FSM and RMI budgets for education operations are highly dependent on US Compact and other US federal funds. Management of the budget transfer decrease or decrement, as agreed in the US Compact, has resulted in cuts of about 6% every 3 years in the FSM, and about 2% every year in the RMI. These budget reductions may cause further disruptions in the education services if not effectively managed. Budget analysis and planning depend on reliable data required for sound decision making. Improved planning of resources and realizing efficiencies within budgeting for education priorities are key to ensuring that quality education services continue during the 10-year decrement period and beyond.

9. The FSM and the RMI are accustomed to working on budgets based on a given budget ceiling and can utilize support to help build budgets from the bottom up based on priorities. Such exercises would allow them to determine the real financial resources needed to fund the education system. Both countries utilize performance-based budgeting (PBB) processes, which require strong understanding of outcomes, outputs, and indicators to allocate budgeting. Linking results and expenditures with activities as well as defining benchmarks have been challenging for users. Support in this area would allow users to better account for, budget, and analyze expenditures and make strategic allocations for funding. Additional monitoring and evaluation

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<sup>4</sup> Government of the Federated States of Micronesia, Department of Education. 2013. National Minimum Competency Standard-Based Test 2011. Pohnpei.

<sup>5</sup> Government of the Republic of the Marshall Islands, Ministry of Education. 2013. *Ministry of Education Strategic Plan, 2013–2016*. Majuro.

<sup>6</sup> World Bank. 2006. *Educational Performance in the Republic of the Marshall Islands*. Washington, DC.

<sup>7</sup> Education sector strategic plan is defined here as having the following features: (i) prioritization of sector programs needed to achieve development objectives in line with the national development strategy, (ii) targets and indicators, (iii) a plan for tracking progress toward goals and evaluating effectiveness of program implementation, and (iv) a description of the participatory process in preparing the strategy.

(M&E) training on outputs and outcomes will enhance staff ability to effectively use the PBB system.

10. **Education data systems.** The US Government Accountability Office report underlined the need for the FSM and the RMI to focus on the reliability of data for their education indicators, claiming that neither country can demonstrate progress toward education goals with their current data system.<sup>8</sup> During 2004–2006, both countries began tracking education indicators, establishing data collection systems, and collecting data for national education indicators. Eight of nine subsets of education indicators reviewed in the FSM were found to be insufficiently reliable, and three of the five subsets of education indicators in the RMI were found to be insufficiently reliable. ADB could make urgent and needed contributions for education data reliability, management, and utilization. Efforts are just beginning in the FSM and the RMI to review data; evaluate the appropriateness of the nation's education data framework and the soundness of processes used, whether manual or computerized; and evaluate the reliability of inputs and verifiability of various points of entry.

11. **FSM data management.** A unified education management information system (EMIS) system for the entire FSM is challenging, given the nature of the federation. Two states utilize the Pacific education data management system (PEDMS) and two other states use different systems. The FSM also has a separate system that tracks Joint Economic Management Committee (JEMCO) indicators required by the US Compact. Ideally, the systems would be integrated.<sup>9</sup> Currently the PEDMS creator is the only person capable of making changes to the system. At a minimum, relevant national staff should be trained to maintain and amend the PEDMS if the FSM continues to utilize the system.

12. **RMI data management.** The RMI requests a new comprehensive and integrated EMIS that would track (i) critical information necessary to better manage and analyze trends, including unique student identification numbers linked to student achievement test scores, and allow tracking of student movement and persistence; and (ii) teacher management information such as teacher qualifications, certification, training needs, and retirement age, allowing analysis of teacher quality and supply issues. Such a system would contain all the integrated and necessary information to facilitate reporting on Joint Economic Management and Financial Accountability Committee (JEMFAC) indicators required by the US Compact. Capacity building on data collection, quality, system utilization, and analysis of data will be necessary to capture the benefits of a new EMIS.

13. **Monitoring and evaluation.** Basic M&E principles will improve analytical skills to evaluate effectiveness of initiatives, programs, and projects in terms of outcomes and results; and will provide a general framework for interpreting the relative value of investments in education. Training would target a range of staff, including financial staff who must understand these basic principles to implement PBB; research and evaluation staff, budget managers who are decision makers in budget formulation, and national training center staff who must evaluate effectiveness of its grants to projects providing skills development to dropout youth.

14. **Strengthened policy formulation.** With better data systems and M&E in the FSM and the RMI, Pacific developing member countries can better target research studies to deepen

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<sup>8</sup> United States Government Accountability Office. 2013. *Compacts of Free Association: Micronesia and the Marshall Islands Continue to Face Challenges Measuring Progress and Ensuring Accountability*. Washington, DC.

<sup>9</sup> This was a recommendation of ADB. 2010. *Completion Report: Basic Social Services Project in the Federated States of Micronesia*. Manila.

understanding of challenges, and address constraints and opportunities to overcome sector challenges. Capacity building in formulating research studies, policy briefs, and policy dialogue will be important for developing more effective policy. Constraints to policy implementation could also be examined.

### III. THE TECHNICAL ASSISTANCE

#### A. Impact and Outcome

15. The impact will be improved quality of education services. The outcome will be enhanced national capacity to plan and manage education services.

#### B. Methodology and Key Activities

16. The TA will achieve the following outputs, giving greater priority to outputs 2 and 3.

17. **Output 1: Improved education sector strategic planning.** In the FSM, national and state progress with the Focused Strategic Plan, 2009–2015 of the National Department of Education will be assessed. The states' long-term fiscal frameworks for education will be developed into state sector strategic plans for integration into a national strategic plan or education master plan that is ideally based on results, is costed, and includes benchmarks to measure progress with operations. In the RMI, costs will be developed for 2014–2015 of the results-based sector strategic plan. Progress on implementation of sector strategic plan will need to be monitored. The RMI may require long-term decrement planning support, as per US Compact requirements.

18. **Output 2: Strengthened education budget management.** In the FSM and the RMI, capacity will be developed to build budgets based on priorities to support better understanding of actual resources required to fund the system. Support to streamline PBB, a required budgeting system under the US Compact, will be linked to the overall government budgeting process. A user-friendly, streamlined manual for PBB will be developed in both countries.

19. **Output 3: Improved education data management systems for better decision making.** In the FSM and the RMI, studies have just begun on improvements to data quality and management systems. Consultation with governments to follow up on these reviews will determine the best options for implementing an improved data management system. In the FSM, improving the EMIS will include (i) developing EMIS capacity within the national and state departments of education to make system changes and address technical issues with the PEDMS; and (ii) integrating the PEDMS with current JEMCO indicators on the EMIS in coordination with secondary reviews. In the RMI, an entirely new, comprehensive, integrated EMIS will consider outer island connectivity and data issues. Both countries require capacity building on data collection, utilization, and analysis; and the data management systems should be able to generate more automated reports as a regular function. In RMI, the capacity of EMIS staff within the MOE to make system changes and address technical issues will be developed.

20. **Output 4: Monitoring and evaluation for better decision making.** Training in M&E principles will be provided in the FSM and the RMI to provide a framework for evaluating effectiveness of initiatives, projects, and programs. A group of education staff will be trained on M&E principles to utilize performance-based budgeting, and to help policy and other managerial staff to make evidence-based decisions on resources and priorities.

21. **Output 5: Improved policy formulation.** In both countries, support will be provided to research and evaluation staff as well as policy staff to identify critical trends and issues based on data, to convene policy dialogue on the issues, develop a policy brief, and to consider policy effectiveness. Constraints to policy implementation may be considered as improvements to policy formulation.

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

22. The TA is estimated to cost \$800,000, of which \$700,000 will be financed on a grant basis by ADB's Technical Assistance Special Fund (TASF-V). The governments will provide counterpart support in the form of counterpart staff, office accommodation, office supplies, secretarial assistance, and other in-kind contributions. The cost estimates and financing plan is in Appendix 2.

### **D. Implementation Arrangements**

23. In the FSM, the National Department of Education will be the executing agency; the state departments of education will be the implementing agencies. In the RMI, MOE will be the executing and implementing agencies. Each executing agency will identify a responsible officer to coordinate TA activities. Training activities and national and regional meetings and workshops will be implemented and administered by consultants. The TA will be implemented from 1 February 2014 to 31 January 2018.

24. The TA proceeds will be disbursed in accordance with ADB's *Technical Assistance Disbursement Handbook* (2010, as amended from time to time). The TA will require a total of 44 person-months of consultant services (20 person-months international and 24 person-months national). ADB will engage one or more consulting firm(s) following the fixed budget selection and simplified technical proposals in accordance with its Guidelines on the Use of Consultants (2013, as amended from time to time). Procurement will follow ADB's Procurement Guidelines (2013, as amended from time to time). The consultant inputs will be on an intermittent basis, responding to government requirements and progress made during implementation.

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

25. The President, acting under the authority delegated by the Board, has approved the provision of technical assistance not exceeding the equivalent of \$700,000 on a grant basis to the governments of the Federated State of Micronesia and the Republic of the Marshall Islands for National Education Planning and Management and hereby reports this action to the Board.

## DESIGN AND MONITORING FRAMEWORK

<b>Design Summary</b>	<b>Performance Targets and Indicators with Baselines<sup>a</sup></b>	<b>Data Sources and Reporting Mechanisms</b>	<b>Assumptions and Risks</b>
<b>Impact</b> Improved quality of education services in the FSM and the RMI	By 2020: Improved student learning outcomes as measured by increased national test scores (baseline data to be collected in 2014)	EMIS data MOE reports Reports of national and state departments of education School reports	<b>Assumption</b> Government support for the education sector remains a national and state priority
<b>Outcome</b> Enhanced national capacity to plan and manage education services	By Q4 2017: Annual education budget allocation is consistent with priorities of the national strategic plan for the given year	EMIS data MOE reports Reports of national and state departments of education School reports TA progress reports	<b>Assumption</b> The FSM and the RMI governments continue to value improved education planning and management including improved use of good data
<b>Outputs</b> 1. Improved education sector strategic planning  2. Strengthened education budget management  3. Improved education data management systems for better decision making	By Q2 2014: Strategic planning processes are inclusive and participatory in four states in the FSM  By Q4 2014: Draft strategic plan developed for the FSM for 2015  By Q4 2014: Increased budget allocations for quality improvements By Q1 2015: Sufficient budget is budgeted for identified for priorities within the education sector plan  By Q2 2015: Education management analyzes data rather than simply collects it Sex-disaggregated data is regularly collected and utilized	EMIS data MOE reports Reports of national and state departments of education School reports TA progress reports	<b>Assumptions</b> Governments remain committed to maintaining good data and computers that house data systems The FSM and the RMI governments maintain satisfactory relationships with the US Compact  <b>Risks</b> A vote of no confidence in the current RMI government is successful Political and economic risks involved in maintaining adequate government support to the education sector given decrement Ongoing general operations budget constraints overtake ability to focus on quality education

<b>Design Summary</b>	<b>Performance Targets and Indicators with Baselines<sup>a</sup></b>	<b>Data Sources and Reporting Mechanisms</b>	<b>Assumptions and Risks</b>
<p>4. Monitoring and evaluation for better decision making</p> <p>5. Improved policy formulation</p>	<p>By Q3 2014: Analytical framework for evaluating projects is utilized regularly and informs continued funding decisions</p> <p>By Q3 2017: Policy brief on education endorsed by each government</p>		
<p><b>Activities with Milestones</b></p> <p><b>1. Improved education sector strategic planning (Q1–Q4 2014)</b></p> <p>The FSM:</p> <p>1.1 Review progress under the Focused Strategic Plan, 2009–2015 in consultation with the states</p> <p>1.2 Review states' long-term fiscal frameworks for the education sector</p> <p>1.3 Develop state sector strategic plans to be integrated in a results-based strategic or master plan</p> <p>The RMI:</p> <p>1.4 Monitor support for strategic plan implementation</p> <p>1.5 Ensure all years of current sector strategic plan are costed</p> <p>1.6 Plan for long-term planning for reduced funding as needed, per US Compact requirements for fiscal year 2014 budget</p> <p><b>2. Strengthened education budget management (Q2 2014–Q1 2015)</b></p> <p>2.1 The FSM and the RMI: Build capacity for streamlined PBB linked to overall government budgeting process</p> <p>2.2 Develop streamlined and user-friendly manual for PBB</p> <p><b>3. Improved education data management systems for better decision making (Q2 2014–Q2 2015)</b></p> <p>3.1 The FSM and the RMI: Review recommendations and options to improve the EMIS and PEDMS</p> <p>The FSM:</p> <p>3.2 Develop capacity of EMIS staff within the Department of Education to make system changes and address national and state technical issues with the PEDMS</p> <p>3.3 Build national, and possibly state, capacity for utilization, data collection, and data analysis</p> <p>3.4 Explore integration of the PEDMS with the current JEMCO EMIS in coordination with study findings of the Mid-continent Research for Education and Learning on data verification</p> <p>The RMI:</p> <p>3.5 Develop a new comprehensive national integrated EMIS system, including access plans and pilot for outer islands</p> <p>3.6 Develop capacity of EMIS staff in the MOE to make system changes and address technical issues</p> <p>3.7 Build capacity for utilization, data collection, and data analysis</p>			<p><b>Inputs</b></p> <p><b>Asian Development Bank: \$700,000 (TASF-V)</b></p> <p>Government in-kind support in the form of office accommodation, transport, and remuneration of counterpart staff</p>

<b>Activities with Milestones</b>	
<p><b>4. Monitoring and evaluation for better decision making (Q2 2015–Q4 2016)</b></p> <p>4.1 The FSM and the RMI: Build monitoring and evaluation capacity targeting a range of staff</p> <p>4.2 The RMI: Provide tracer study training for National Training Center staff</p> <p><b>5. Improved policy formulation (Q1–Q4 2017)</b></p> <p>5.1 The FSM and the RMI: Identify a critical trend or issue based on data, develop policy brief, convene policy dialogue on the issue, and support appropriate actions for policy development</p>	

EMIS = education management information system, FSM = Federated States of Micronesia, JEMCO = Joint Economic Management Committee, MOE = Ministry of Education, PBB = performance-based budgeting, PEDMS = Pacific education data management system, Q = quarter, RMI = Republic of the Marshall Islands, TA = technical assistance, US = United States.

<sup>a</sup> Gender-disaggregated baseline data for education will be collected at the beginning of the TA where appropriate.

Source: Asian Development Bank.

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

Item	Amount
<b>Asian Development Bank<sup>a</sup></b>	
1. Consultants	
a. Remuneration and per diem	
i. International consultants	340.0
ii. National consultants	75.0
b. International and local travel	50.0
2. Equipment <sup>b</sup>	
a. ICT devices (hardware and software)	50.0
b. ICT connectivity support <sup>c</sup>	50.0
3. Training, seminars, and conferences	100.0
4. Contingencies	35.0
<b>Total</b>	<b>700.0</b>

ICT = information and communication technology.

Note: The technical assistance is estimated to cost \$800,000, of which contributions from the Asian Development Bank are presented in the table above. The governments of the Federated States of Micronesia (FSM) and the Republic of the Marshall Islands (RMI) will provide counterpart support in the form of office accommodation, staff time, per diem, and other coordination support. The aggregate value of government contribution is estimated to account for 13% of the total TA cost.

<sup>a</sup> Financed by the Asian Development Bank's Technical Assistance Special Fund (TASF-V).

<sup>b</sup> Equipment refers to ICT hardware and education management information system software that will be turned over to the Ministry of Education of the RMI and the National Department of Education of the FSM upon TA completion. ICT equipment costs are apportioned to the RMI at 65% and to the FSM at 35%.

<sup>c</sup> ICT connectivity issues are challenging in the outer islands, and education management information system supports will need to consider alternative ways to bridge the divide.

Source: Asian Development Bank estimates.

## **OUTLINE TERMS OF REFERENCE FOR CONSULTANTS**

1. The technical assistance (TA) will require a total of 44 person-months of consultant services (20 person-months international and 24 person-months national). Consulting firm(s) will be engaged following the fixed budget selection and simplified technical proposals by the Asian Development Bank (ADB) in accordance with its Guidelines on the Use of Consultants (2013, as amended from time to time). The consultant inputs will be on an intermittent basis, responding to government requirements and progress made during implementation. A project management and development consultant or a regional Pacific technical assistance mechanism advisor, if available, will provide peer review of detailed terms of reference prior to selection of the firm, and will be involved in implementation of advisory and technical inputs on TA outputs, enhancing the outcomes of the TA.

2. The consultants will have proven expertise in results-based education sector strategic planning, setting up monitoring and evaluation (M&E) systems for the education sector, formulating policy in a broader context of labor market competitiveness, and ensuring gender and diversity perspectives in planning and consultation processes. The performance-based budgeting expert consultant will ideally possess 10 years of work experience on streamlined performance-based budgeting training development and training implementation, including manual development for training. In both the Federated States of Micronesia (FSM) and the Republic of the Marshall Islands (RMI), consultants must ensure a gender perspective during consultations, planning processes, and implementation of capacity building and trainings. To allow flexibility in addressing specific requests of the FSM and the RMI Governments, 30% of consulting inputs will be allocated during TA implementation. At the inception meeting, governments will prioritize available resources against outputs and determine depth and breadth of outputs to be covered under the TA. Consultants will be required to submit an inception report and work plan that identifies how capacity development of nationals will be integrated in the delivery of activities and output achievement.

### **A. Output 1: Improved Education Sector Strategic Planning**

3. In the FSM, the consultants will
- (i) in consultation with the states and development partners, review progress under the Focused Strategic Plan, 2009–2015; and identify gaps, challenges, and opportunities; and
  - (ii) review states' long-term fiscal frameworks for the education sector, and facilitate development of the frameworks in state sector strategic plans to be integrated into a future results-based master strategic plan.
4. In the RMI, the consultants will
- (i) provide monitoring support for results-based sector strategic plan implementation;
  - (ii) ensure the strategic plan is costed for all years; and
  - (iii) facilitate long-term decrement planning, per US Compact requirements.

### **B. Output 2: Strengthened Education Budget Management**

5. In the FSM and the RMI, consultants will
- (i) develop streamlined training on performance-based budgeting (PBB) linked to the overall government budgeting process (in consultation with the ministries of finance); and
  - (ii) develop a streamlined, user-friendly PBB manual.

**C. Output 3: Improved Education Data Management Systems for Better Decision Making**

6. In the FSM and the RMI, consultants will
  - (i) review and provide recommendations and options to improve the education management information system (EMIS) and the Pacific education data management system (PEDMS) based on available secondary reports;
  - (ii) benchmark utility and usability of the EMIS and the PEDMS against information technology applications suitable for the education sector;
  - (iii) prioritize investment in information and communication technology (ICT) with relation to improved data management systems, prepare bidding documents, and assist ADB, the FSM, and the RMI in procuring ICT devices and connectivity support as appropriate; and
  - (iv) recommend long-term maintenance options for education computer networks; provide training for computer administrators and users; and develop specifications for all future computer hardware and software in both countries.
  
7. In the FSM, consultants will
  - (i) train staff in the national and state departments of education to make system changes and address technical issues with the PEDMS;
  - (ii) map integration of the PEDMS with the current Joint Economic Management Committee EMIS considering study findings of the Mid-continent Research for Education and Learning on data verification; produce input estimates for integrating the PEDMS with the EMIS; and
  - (iii) optimize the EMIS and the PEDMS to produce more useful, reliable, and valid data that is gender-disaggregated and meets the requirements of stakeholders.
  
8. In the RMI, the consultants will
  - (i) develop a new comprehensive integrated national EMIS system, including access plans and piloting for outer islands and connectivity or remoteness challenges;
  - (ii) ensure the EMIS system covers critical components of data including teacher management data, student achievement data linked to unique student identifier numbers, assets inventory, Joint Economic Management and Financial Accountability Committee indicators, and otherwise as determined by stakeholders; and
  - (iii) train national staff on data collection, utilization and data analysis.

**D. Output 4: Monitoring and Evaluation for Better Decision Making**

9. In the FSM and the RMI, the consultants will
  - (i) build monitoring and evaluation capacity targeting staff within national and state education institutions as appropriate; and
  - (ii) ensure that gender data disaggregation is covered during monitoring and evaluation training.
  
10. In the RMI, the consultants will provide training on tracer studies for National Training Center staff.

**E. Output 5: Improved Policy Formulation**

11. In the FSM and the RMI, the consultants will
- (i) build capacity to identify critical trends and issues based on data, to convene policy dialogue on the issues, and to appropriately assess policy development;
  - (ii) formulate a policy brief on an education sector topic in each country; and
  - (iii) ensure a gender perspective during capacity building and discussions on policy development.