

Terms of Reference for the Design of a Strategic Program of Support to the Kiribati Ministry of Education

1. Introduction

- 1.1 The Government of Kiribati (GoK), AusAID, NZAID and the UN are working collaboratively to support sustainable, long-term objectives for the education sector. In partnership with GoK, the three donors are seeking to move the focus of support for education towards a GoK-directed 'sectoral' approach built around the Ministry of Education's (MoE) Strategic Plans, the GoK Kiribati Development Plans (currently the 2008-2011 KDP) and Human Resource Development (HRD) goals.
- 1.2 It is anticipated that harmonisation of development agendas, policy dialogue and a longer term commitment to education sectoral support will contribute to the successful achievement of international and national targets including the Millennium Development Goals (MDGs) and the UNESCO Education for All targets.

2. Background

2.1 *Policy Parameters*

- 2.2 The GoK released its KDP in December 2007. The theme of the KDP is 'Enhancing economic growth for sustainable development' which encompasses the Government's policy statement and vision of 'A vibrant economy for the people of Kiribati.' Key Policy Area 1 lists the GoK's strategies to address the education issues of:
 - (i) Raising education standards and quality
 - (ii) Increasing retention of school students to continue on to higher classes or forms.
- 2.3 The MoE's Strategic Plan 2008-2011 (SP) sets the Ministry's highest priority as strengthening the foundations of the education system through improved delivery of basic education (Primary and JSS). The Plan sets six broad goals:
 - (i) Deliver a high quality, coherent and relevant school curriculum for Kiribati children
 - (ii) Provide a conducive learning environment in Kiribati schools
 - (iii) Develop a competent and effective school education work force
 - (iv) Strengthen policy and planning systems for achievement of quality education outcomes
 - (v) Strengthen the legislative and regulatory framework for managing the school sector
 - (vi) Consolidate partnerships with stakeholders in the education system.
- 2.4 The SP is currently being costed as part of preliminary support to MOE senior management (see 2.19 d) and full costing is expected to be completed by end October 2008.
- 2.5 The Australian Government is committed to a new and elevated engagement with our Pacific partners. A central element of the Prime Minister's Port Moresby Declaration of 6 March 2008 is the intention to pursue 'Pacific Partnerships for Development' with Pacific island countries. The fundamental principles underlying Pacific Partnerships for Development are mutual respect and mutual responsibility.

- 2.6 Pacific Partnerships for Development commit Australia and our Pacific partners to work together to meet our common challenges, raise the standard of living for people throughout the region and in particular to make more rapid progress towards our partners achieving the MDGs and their own development ambitions. Discussions on a Pacific Partnership with Government of Kiribati are underway and it is possible that education will form part of the initial partnership agreements. AusAID has prepared a country situation analysis to inform the development of the partnership. Once finalised this will be made available to the team.
- 2.7 As part of Australia's commitment to the realisation of the MDGs, the Australian Government has pledged to increase Overseas Development Assistance from 0.3 to 0.5 per cent of gross national income. In line with this, a substantial scaling up of education assistance is planned, with new funding of approximately \$500m scheduled over the next three years to strengthen national education systems, help put more children in school and improve the quality of education provided. Australia is also considering scaling up education assistance in the TVET and post basic sub sectors.
- 2.8 Delivering Basic Education is one of New Zealand's priorities as contained in NZAID's education policy document *Achieving Education for All*. The policy spells out New Zealand's commitment to delivering basic education to its core partner countries, maintaining support for education to tertiary level and supporting initiatives that improve access for women and girls.
- 2.9 UNICEF's global Education Strategy highlights 3 key objectives in support of the Millennium Development Goals on Universal Primary Education and Gender Equity in Education. These are:
- (i) To help countries achieve the universal goal of primary education by 2015, by making their education systems inclusive and focussed on quality
 - (ii) To help countries achieve the target of eliminating gender disparity at all education levels by 2015 and addressing all forms of disparities in education
 - (iii) To help countries restore normalcy to children and adolescents affected by emergencies as part of the process of rebuilding communities, institutions, systems and individual lives in all emergencies and post crisis situations.
- 2.10 Supporting Member States to achieve quality basic education and lifelong learning for sustainable development is the main education mandate of UNESCO. It facilitates the development of partnerships and monitors progress, in particular by publishing an annual Global Monitoring Report that tracks the achievements of countries and the international community towards the six Education for All (EFA) goals. The Global Strategic Objectives include:
- Capacity-building: Provide a platform for intellectual thought and leadership for educational innovation and reform.
 - Laboratory of ideas: Anticipate and respond to emerging trends and needs in education and develop education policy recommendations based on research evidence.
 - International catalyst: Initiate and promote dialogue and exchange of information among educational leaders and stakeholders. The EFA Global Action Plan is an example of the Organization's efforts to ensure greater harmonization and alignment in the approaches of multilateral organizations toward education.
 - Clearinghouse: Promote development and implementation of successful educational practices, and document and disseminate successful practices.

- Standard-setting: Develop standards, norms and guidelines for key education areas action.

2.11 *Donor Activities*

- The primary program of Australian assistance was the Kiribati Education Sector Program (KESP) (1998 – 2006) which comprised two distinct components. Component A (2001-2006) focused on educational and systemic improvements. Component B (1998 – 2003) focused on the construction of seven Junior Secondary Schools (JSS) on both the outer islands and on Tarawa.
- 2.12 KESP aimed to utilise a consultative, planned approach to the entire education sector to progressively identify and implement a coherent range of development assistance activities, in a manner consistent with maximum stakeholder commitment and enhanced donor coordination.
- 2.13 A Mid-Term Review (MTR) of KESP in August 2003 found that KESP had been successful in achieving a set of project-based objectives, but the original aspirations for a sector-wide approach envisaged in the program design had not been realised, in part because of a narrow conceptualisation of a sector approach in the program design and in part because of the tacit shift away from the sectoral approach to a conventional project model that occurred very early in the program's implementation.
- 2.14 NZAID development assistance has been mainly targeted toward the Kiribati Teacher's College (KTC). From 1996 until 1999, NZAID funded a Teacher Quality Improvement Project (TEQUIP) at KTC with additional support provided by AusAID through the Kiribati Education Sector Program (KESP).
- 2.15 Since 2006, UNICEF has provided technical and financial assistance to the Department of Early Childhood Care and Education within the Ministry of Education, specifically in the drafting of Early Learning Developmental Standards. As detailed in the Education Kiribati Programme Action Plan 2008-2012, UNICEF Pacific will target its support in 3 areas over the 5 year period: Early Childhood Care and Education; Curriculum and Assessment; Developing Safe, Healthy and Protective School Environments. The approach promoted across all projects is one of holistic, child centred schooling.
- 2.16 Kiribati is one of UNESCO's priority countries. In partnership with Pacific regional organizations, UNESCO has supported Kiribati since it became Member State in 1989. The areas of technical support provided to Kiribati through its Ministry of Education are planning for EFA in line with national education strategic plans; monitoring and evaluating progress in education; and improving the quality of education through teacher training. Aligned with national development plans and included in the United Nations Development Assistance Framework's Kiribati Implementation Plan, and in partnership with Pacific regional organizations, UNESCO-Kiribati National Education Support Strategy (UNESS) focuses the organization's support during period 2008-2013 on the following:
- (i) Advocacy on MoE and government senior officials of critical and emerging educational issues;
 - (ii) Capacity development of education policy planners, statisticians, M&E officials and EMIS officers for evidence-based policy and planning, and monitoring and evaluation of education progress;
 - (iii) Capacity development of teachers, head teachers and principals to improve their competences for delivery of quality education

(iv) Technical support to improvement of the relevance of education.

- 2.17 UNESCO will bring in all of its expertise across the organization's five sectors (Education, the Sciences, Culture and Communication and Information to address educational and developmental challenges Kiribati is facing, such as education for sustainable development.
- 2.18 The United Nations Development Assistance Framework (UNDAF) guides the joint programming approach currently being undertaken by UN agencies in the education sector in Kiribati. In recognition of the importance of harmonising UN assistance, a joint Education Strategic Plan document has been drafted which identifies results sought as well as the financial contribution UN agencies bring to the education sector in Kiribati.
- 2.19 Since January 2007, Australian and New Zealand assistance to the Kiribati education sector has been in an 'Interim Support Phase' pursuing high priority activities jointly agreed between GoK, GoA and GoNZ as outlined in the education strategic plan. These activities are:

(a) **Implementation of a Facilities Management Plan (FMP) for Kiribati primary schools.**

The FMP is a sustainable framework developed in consultation with the local community and other relevant stakeholders. The plan will enable the MoE to prioritise and schedule facilities projects by considering the availability of labour, and maximising construction where possible during any school breaks/holidays to minimise disruption to education programs. The plan includes flexibility for "write ins" in response to emergent needs and it clearly delineates roles and responsibilities, including procurement procedures, project and financial management and reporting requirements. In addition the plan takes into account environmental and gender issues. A facilities management specialist is currently working to set up a facilities management unit and support it in the implementation of the facilities management plan.

(b) **Implementation of the Curriculum and Assessment Improvement Strategy (CAIS).**

CAIS is a long-term (10-15 years) strategy for a comprehensive review of curriculum and assessment for all primary and secondary schools in Kiribati. It aims to improve the quality of teaching and learning in schools through developing and implementing a sustainable curriculum and assessment system. Implementation of the CAIS is a staged process with syllabuses being reviewed, developed and implemented progressively, in line with agreed priorities. The process of planning, implementing and monitoring the CAIS is aligned to the MoE's strategic planning cycle. Some technical assistance is already in place to support implementation of the Curriculum and Assessment Improvement Strategy and the development of a language policy for education. The MoE's reform agenda will require a substantial program of support to address, among other things, curriculum and assessment improvement across the education sector. It envisages that activities related to curriculum and assessment improvements will impact upon most areas of the education sector. Pre-/in-service teacher training is viewed as fundamental to the successful redesign and implementation of curriculum and assessment functions.

(c) **Utilisation of the Kiribati Education Management Information System (KEMIS).**

The KEMIS is an information system developed under KESP. The project created a relevant, user-friendly and effective education management information system consistent with international norms for developing countries. Capacity building inputs were targeted towards MoE senior and middle management and staff of the Statistics and Scholarships Units in order for the information outputs of KEMIS to be of maximum use to MoE. Current KEMIS activities include enhancements to reporting functionality, training to improve MoE senior management use of KEMIS information in policy development and financial planning and training to improve the ability of the Statistics and Scholarships units to tailor reports to different stakeholder needs.

(d) **Senior Management Team Strengthening**

The Secretary of Education and her senior management team need significant support to implement the MoE strategic plan and manage the development assistance provided by development partners. Expertise in policy and planning, finance, monitoring and evaluation and IT is being provided specifically to support the senior management team.

(e) **Capacity Building the Kiribati Teachers College (KTC)**

Technical assistance was provided by NZAID to work with the Principal and staff of KTC to determine priority development needs as outlined in the Technical Assistance to Kiribati Teachers College Report. Further support will be provided in mentoring the KTC Principal to implement the recommendations of the report.

(f) **Progressing an English Language Development Program**

In 2007 the MoE submitted a request for assistance to develop and implement an English language development program for teachers and teacher trainers to improve the standard of English proficiency in schools and the MOE. The program is currently still under development.

3. **Aim**

3.1 The Aim of the Design Team is:

- (a) To design a long-term (up to 10 years) strategic program for AusAID, NZAID and UN assistance to the Kiribati education sector that helps Kiribati achieve its education and HRD goals.

4. **Scope of the Assignment**

4.1 In order to accomplish this Aim, the Design Team will:

- (a) Review AusAID, NZAID, UN and other donors' key reference documents listed in Section 8, undertake supplementary background research, as required and have a teleconference with GoK, AusAID, NZAID and the UN to ensure a clear understanding of expectations, roles and responsibilities and the mission schedule.
- (b) Undertake Team workshops in Fiji and Australia, as agreed with donors, to clarify the design development process, concepts and structure of the new donor program for assistance to the Kiribati Education Sector in order to deliver the required outputs at 5.1.
- (c) Undertake field work in Kiribati to consult with key stakeholders. Key stakeholders include but are not limited to:
 - i. MoE
 - ii. National Economic and Planning Organisation (NEPO),
 - iii. Ministry of Finance and Economic Development (MFED),
 - iv. Public Service Office (PSO)
 - v. Ministry of Internal and Social Affairs (MISA)
 - vi. KDP Monitoring and Evaluation (M&E) Taskforce
 - vii. other relevant GoK agencies
- (d) The Team should offer a considered assessment of the realities of the goals and targets set in the MoE SP and the implications of the SP for Kiribati's broader goals for education beyond the SP, particularly as they concern secondary education, Kiribati's HRD goals, UNESCO Education for All targets and the MDGs.
- (e) Develop a framework for coordinated donor support and scope out what could be achieved through our programs in relation to the Government's development targets. In doing so the Team will consider the respective education programs of PRIDE, SPBEA, European Union and World Bank (regarding the Fast Track Initiative) and identify linkages with the new strategic program.
- (f) Recommend and design an approach to the delivery of education assistance. Deliberations should take account of lessons learned from previous education programs in Kiribati and internationally. The approach must, as a minimum, include processes for providing donor technical assistance in such a way that it supports the MoE in developing its own capacity to manage the system independently over time and which builds in continuous improvement approaches that allow for regular joint GoK and donor reviews of progress and adaptations of the SP, its associated Ministry Operational Plans and donor assistance plans.
- (g) Recommend priority activities to be pursued under the Program with approximate timeframes for their introduction and develop criteria for identification of activities to be delivered under the strategic program and provide for novation and potential scale up of existing activities under the new modality.
- (h) The analysis for the Design should also make an indicative assessment of the level of resourcing (both financial and human) required to achieve the program goals. In determining financial resourcing, the team will need to consider the fiscal

sustainability of GoK's 30% budget allocation, in real terms, to education and the indicative level of support potentially available from the three donors (AusAID, NZAID and the UN) as well as the potential resources that could be available under the WB Fast Track Initiative (if it is to be accessed by Kiribati). Consideration should also be given to what can be achieved under different funding scenarios including current, increased and decreased funding levels.

- (i) Develop a M&E Framework for the new Program of donor assistance that utilises GoK systems as much as possible. The M&E Framework should also include:
- Indicators of progress towards Paris Declaration principles,
 - Targets for programs for 2011, 2015, 2019

5. **Reporting/Documentation**

5.1 The following reports and documents are required:

(a) **Output 1 – Itineraries**

Two itineraries for the Kiribati Visits 1 and 2 sent to GoK, AusAID, NZAID, UN (key contacts to be nominated by each agency) at least 14 working days before each visit.

(b) **Output 2 – Aide Mémoire (first in-country visit)**

This document will be no longer than 10 pages and will outline the Team's initial thoughts and findings for the strategic program. It will be presented to AusAID, NZAID, UN and the GoK at the end of the Team's first Kiribati fieldwork visit.

(c) **Output 3 – Delivery Modalities Options Paper**

This document will be presented and workshopped with the Aide Mémoire (Output 2) at the end of the Team's **first** Kiribati fieldwork visit. Its purpose is to stimulate discussion to reach an agreed option to be further developed and discussed during visit 2 (see Output 4).

The document will provide visual representations of several possible aid delivery modalities/combination of modalities for the new program and a short discussion of the pros and cons of each.

(d) **Output 4 – Draft Program Framework and Operations Document**

The framework for the Program of donor assistance will be presented in the form of a mind map to provide a visual representation of what the Program will do in order to achieve its targets. The Operations Document (2-3 pages) will detail the management and operational structures for the aid delivery modality(ies) agreed to during Visit 1.

Both the Framework and Operations Document will form the basis of discussions during visit 2.

(e) **Output 5 – Draft Program Design Document for the Program**

This document will accord with the requirements provided in Annex A and set the practical structural parameters for the Program.

The body of the document will be no more than 40 pages and will include:

A clear description of and rationale for the proposed framework and aid delivery modality(ies) for providing education sector assistance during a Full Support Phase. The logic underpinning the design must take into account at a minimum:

- (i) the necessity for the MoE to be the driving force behind the uptake of assistance
- (ii) residual activities from KESP and the Interim Support Phase
- (iii) lessons learned from prior assistance in small island states in general and in the Kiribati education sector specifically
- (iv) risks and mitigation strategies for aid assistance
- (v) roles and responsibilities of AusAID, NZAID, UN and relevant GoK partner agencies, in particular NEPO and the MoE and the implementation provider
- (vi) potential for sustainability of the benefits derived from the assistance.

(f) **Output 6 – Final Program Design Document**

The Draft Program Design Document will be finalised in accordance with donor direction following the Design Peer Review. It will include, but will not be limited to the requirement for the team to outline how the activity is to be managed. It must set out in detail the envisaged relationship between AusAID, NZAID, UN partners, contractors (if relevant), other donors and the partner government. The roles and responsibilities of the active partners in the activity should be outlined.

- 5.2 Reports for submission to AusAID, NZAID and UN will be prepared in Microsoft Word and Excel or presented in PDF format where other programs are used to generate the required reports/documentation.

6. **Composition of the design team**

- 6.1 GoK, AusAID, NZAID, and the UN will jointly participate throughout the development of the new Education strategic Program Design where appropriate.
- 6.2 A Design Team will be jointly selected by AusAID, NZAID, and the UN.
- 6.3 The Team will be comprised of:

(a) **Team Leader - Education Sector Development Specialist**

- Provide strategic and technical expertise.
- Lead the team and take overall responsibility for finalisation of the reports and documentation listed at 5.1.
- Consult with AusAID and GoK on proposed itineraries for Kiribati visits. Agree the itinerary with AusAID 2 weeks before the commencement of each visit.
- Coordinate and incorporate technical and other inputs from the other team members.
- Lead all discussions, stakeholder consultations and team workshops.
- Participate in peer review of the design.

Skills: Demonstrated expertise and experience working in education systems in a developed country; experience in skill transfer in systems development in developing countries (with preference for some prior experience in small island states); understanding of aid modalities, harmonisation, sector-wide approaches, education planning, leadership, management and working in a team, ability to provide timely delivery of relevant and clear written reports and experience working in small island states. Ability to liaise and communicate effectively with government officials and other development partners.

(b) **Education Program and Monitoring and Evaluation Specialist**

- Participate in preliminary discussions with AusAID, NZAID, UN, team workshops and missions to Kiribati.
- Provide expertise in the development of education system monitoring data requirements relevant in the context of small island states
- Prepare the Monitoring and Evaluation Framework for the Design

- Contribute to the drafting of the Aide Mémoire, Delivery Modalities Options Paper, Program Framework and Operations Document and Program Design Document as agreed with the Team Leader.

Skills: Expertise in the design and development of education systems management information systems and monitoring and evaluation practices; experience in such systems in a developed country; experience in skill transfer in systems development in developing countries (with preference for some prior experience in small island states); the ability to provide timely delivery of relevant and clear written reports, the ability to work in a team and the ability to liaise and communicate effectively with GoK officials.

(c) **Contracting Specialist**

- Provide advice on the structure and format of the Program design in relation to the detail required for it to be tendered and contracted.
- Lead the development of the Scopes of Service and Basis of Payment under the Program Design Document and ensure the quality of design documents.
- Participate in discussions in Canberra, team workshops and missions to Kiribati, including discussions with stakeholders.
- Contribute to drafting and finalisation of, Aide Mémoire, Deliver Modalities Options Paper, Program Framework, Operations Document, Program Design Document and cost summary as directed by the Team Leader.

Skills: Proven ability in tender and contract development. Ability to work in a team and liaise and communicate effectively with government officials.

(d) **GoK nominated representative – Senior MoE staff member**

- Participate in preliminary discussion with AusAID, NZAID, UN and missions to Kiribati including discussions with stakeholders and team workshops where appropriate.
- Participate in team workshops and assist with arranging the program of discussions with in-country stakeholders.
- Provide advice to the design team on systems and process's within the MOE and GoK as relevant to the design
- Contribute to and provide feedback on the drafting and finalisation of the Aide-Mémoire, Program Framework and Operations Document and Design Framework Document and Implementation Strategy to ensure they are appropriate and relevant for the Kiribati context

Skills: Significant experience working for the Kiribati Government, including knowledge of whole of government systems and processes, particularly the MOE. Ability to work in a team and liaise and communicate effectively with GoK officials and other team members.

7. Timeframe

- 7.1 It is anticipated that up to a maximum of 61 days will be required for the Design Mission comprising the following for the core team

Pre Mission Preparations		Who
5 days	Review of background documents	Entire Design Team: Team leader 5 days Others 3 days
3 days (plus 1 day for travel to Nadi)	– Team workshop and preliminary discussions in Nadi – Preparation of detailed itinerary for first Kiribati mission to be sent to Post	Entire Design Team
Visit 1 to Kiribati		
1 day	Travel to Kiribati	Entire Design Team
16 days	– Mission to Kiribati for consultations – Preparation and workshop of Aide-Mémoire and Delivery Modalities Options Paper	Entire Design Team
2 days	Travel to Australia/Fiji (TBC)	Entire Design Team
Post Visit 1 Tasks		
5 days	– Design team workshops (Location TBC with donors) – Submit draft Program Framework and Operations Document for reading and printing prior to visit 2 – Prepare detailed itinerary for second Kiribati mission	Entire Design Team but: Team Leader 5 days Others 3 days
Visit 2 to Kiribati		
2 days	Travel to Kiribati	Team Leader, Education Program and M&E Specialist, Contracting Specialist
5 days depending on flights	– Design team presentation of draft Program Framework and Operations Document. – Discussions on draft document	Entire Design Team
2 days	Travel back to Australia	Team Leader, Education Program and M&E Specialist, Contracting Specialist
Post Visit 2 Tasks		
2 days	Revise the Program Framework and Operations Document based on Visit 2	Team Leader
10 days	– Draft the draft Program Design Document. – Send to partners.	Entire Design Team
1 day	Review of draft	AusAID, NZAID and UN.
1 day	Review and Evaluate design	Team Leader to participate in Peer Review of design
Up to 5 days depending on outcome of review process	Finalise Program Design Document in accordance with donor direction following Peer Review	Team Leader plus other Design Team Members as required

8. Key Reference Documents

The following reference documents are relevant:

- Ministry of Education Youth and Sport Strategic plan 2007-2011
- Better Education in Kiribati 2007-2009. A Program for Australian and New Zealand Assistance to the Kiribati Education Sector. Draft 22 June 2007.
- UNESCO-Kiribati National Education Support Strategy 2008-2013
- UNICEF Pacific Education Kiribati Programme Action Plan 2008-2012
- NZAID Strategy for the New Zealand Development Cooperation Programme with Kiribati 2002-2007
- AusAID website information on Pacific Partnerships for Development
- Policy: Gender equality in Australia's aid program – why and how
- AusAID's Child Protection Policy and Manual
- AusAID's Bilateral Development Assistance Program to Kiribati. 07 October 2008.
- Draft UNDAF Implementation Strategy Kiribati: Education Sector, September 2008
Kiribati Education management Information System (KEMIS) Final Scoping Study Report
- AusAID Guideline 'Integrating Gender Equality into Aid Activity Design'
- AusAID Guideline 'Assessment and Controls for Using Country Expenditure Systems'
KESP ICR Final Report 28-05-07
- Kiribati Facilities Management Specialist: Inception Report
- Curriculum Development and Resources Centre (CRDC) Curriculum Management Plan 2008-2011
- Draft Concept Note – Kiribati TVET and KIT Strengthening Program

The following reference documents are recommended:

- Environmental Management Guide for Australia's Aid Program
- Policy: Tackling Corruption for Growth and Development
- Meeting the Challenge: Australia's International HIV/AIDS Strategy
- Towards a New International HIV Strategy for Australia, Consultation Paper, AusAID's Health and HIV Thematic Group Mr Rudd's Port Moresby Declaration, 6 March 2008
- Pacific Strategy 2007-2015
- NZAID policy: Achieving Education for All
- UNICEF's global Education Strategy, May 2007
- UNESCO Education for All Global Action Plan, April 2007
- A Future Within Reach 2008: Regional Partnerships for the Millennium Development Goals in Asia and the Pacific

- Republic of Kiribati Millennium Development Goals 2007
- Delivering As One: Asia – Pacific Regional Millennium Development Goals Road Map 2008-2015
- Issues Paper: Australia’s Engagement in the Kiribati Education Sector, 20 June 2005
- Mr Rudd’s Port Moresby Declaration, 6 March 2008
- Better Education: A Policy for Australian Development Assistance in Education
- External appraisal: EQI proposal for Kiribati Primary Schools Facilities Management Specialist

Annex A - Design Document Requirements

1. Objective of a Design Document

A design document is the product of an activity design process. It provides the basis upon which a decision is made to commit funds. In doing so the document must be able to:

- provide a fully costed proposal that presents a strong justification for the investment in terms of an activity's relevance to the country/sector strategies and the donor(s)' aid policy directions
- outline the goal and objectives of the activity and detail the outcomes that are expected to be achieved through the investment
- clearly identify the risks for implementation and propose realistic risk management strategies
- propose appropriate forms of aid, which may involve more than one delivery and/or funding mechanism
- outline a plan for implementation within which the activity can be managed, including critical activities required in the early stages of implementation which will lay the foundation for future implementation and any scaling up of funding
- provide appropriate monitoring and evaluation to be undertaken and fed back for continuous improvement
- provide the information necessary to form the basis for a funding agreement with a partner organisation or
- if the activity is to be contracted, provide the information necessary to develop a Request for Tender (RFT) including a contractable scope of services and basis of payments.

The design document is a foundation document that guides implementation, provides the principal reference point for performance reviews and importantly allows for subsequent modifications to be assessed against the original intent of the activity.

The design document should also provide the details to be included in any agreement, contract or other implementation instruction, about the roles and responsibilities of each party, the amount of funding, the monitoring, reporting and evaluation requirements, the management structures, and/or other requirements as identified during the design.

1.1 Partnerships

Where a partnership with another donor or multilateral organisation is being considered the roles each partner will play needs to be clarified in the design process.

1.2 Gender

Gender equality is a target of the Millennium Development Goals and should be integrated throughout the design. This means gender equality considerations should be

explicit in the analysis, and priorities for intervention identified and discussed. These priorities should be made clearly visible in discussion of the various elements of the design structure (for example from objectives to the lower level tasks, if defined) and, in addition to being appropriately resourced, should be explicitly included in the performance assessment framework, along with indicators or other methods for measuring gender equality results in the activity.

1.3 Other overarching and thematic issues

Depending on the focus of the activity, other thematic and overarching issues may need to be considered.

2. Typical structure and content of a Design Document

The Design Document itself should be kept as short as possible – it should be **no more than 40 pages** (plus Annexes). It should contain enough data and detail to enable an appraisal to be made with limited reference to material in Annexes.

2.1 Recommended structure

The recommended structure for a Design Document is:

- 1. Executive Summary (maximum 4 pages)**
- 2. Analysis and Strategic Context**
 - Country and Sector Issues
 - Problem Analysis
 - Lessons Learned
 - Consistency with Existing donor/multilateral Programs
 - Rationale for Involvement
- 3. Program Description**
 - Goal and Objectives
 - Expected Outcomes
 - Forms of Aid Proposed
 - Program Components
 - Estimated Program Budget & Timing
- 4. Implementation Arrangements**
 - Management and Governance Arrangements and Structure
 - Implementation Plan
 - Monitoring & Evaluation Plan
 - Sustainability Issues
 - Overarching Policy Issues including gender, anticorruption, environment and child protection
 - Critical Risks and Risk Management Strategies
- 5. Annexes**
 - Sector/Problem, a gender and social analysis, equity strategies including a description of Kiribati's progress in CEDAW commitments and other relevant Analyses (Economic, Poverty, institutional/fiduciary capacity etc)
 - Detailed Component Descriptions
 - Program Management & Implementation Arrangements – Organization Chart and other details as appropriate including Roles / Responsibilities of Parties/Stakeholders
 - Communication Strategy for GoK, AusAID, NZAID, UN and other relevant stakeholders.

- Detailed Budget / Cost Estimates (including costing methodology)
- Monitoring and Evaluation Framework that utilises existing MoE education sector and other GoK systems as much as possible. The M&E approach must also measure performance against, and progress towards, the relevant Millennium Development Goals and Education For All (EFA) indicators. This Annex should include a subsection that provides an approach for strengthening the current MoE and other relevant GoK systems where required.
- Mind map of the framework for the Program
- a preliminary Gantt chart covering at least Year One of implementation assistance
- Position Descriptions / Terms of Reference (if design includes TA).
Note: these should specify whether the position involves working with children.
- Risk Matrix
- Scope of Services and/or Basis of Payment
Note: Scope of Services must identify any personnel positions that will be working with children
- Strategies for minimising the environmental impact of assistance (including reducing the carbon footprint), HIV-AIDS harm reduction, etc.
- Resourcing. Outline the level of resourcing required to achieve the targets with particular detail provided for that required to reach 2011 targets. This will include both financial and human resourcing. In determining financial resourcing, the team will need to consider the fiscal sustainability of GoK's 30% budget allocation, in real terms, to education. The section should also show what can be achieved under different funding scenarios including current, increased and decreased funding levels.

2.2 Recommended Design Document Content

The headings above are a guide to the key design issues to be covered in the Design Document and should be tailored to the circumstances of each particular design.

Guidance on the areas to be covered is given below:

1. **Executive Summary** – This should provide a succinct summary of the design in a form that can be treated as a stand-alone document. It should outline key parameters such as proposed partnerships, length of assistance and funds to be committed. It should describe the goal, objectives, recommended delivery modality(ies), any critical challenges to success and explain how the design proposes to respond to these.
2. **Analysis and Strategic Context** – This section should provide a strategic analysis of the situation faced by the activity. The text should set out relevant background information and should be sufficient so that the issues facing the activity can be understood by someone not familiar with the context.
 - concisely but comprehensively set out the country and sector context / challenges and explain the relevant policy background.
 - explain the problem being addressed. The text should allow readers to comprehend what success would look like for this activity.
 - highlight what other relevant activities are being undertaken by the partner government or other donors; and the principal lessons learnt through these and similar thematic activities elsewhere.
 - clearly set out how the activity flows from the donors' policy parameters, whether there are any interactions with, or implications for, existing country (or regional/global if relevant) programs. It should also review the activities of

other donors (World Bank, ADB, EC etc) and other organisations operating in-country (NGOs etc) and explain how the proposed program takes these other activities into account.

- explain the reasons why this activity is being proposed and what key development objectives (poverty reduction, service delivery improvement, improved governance framework etc) will be achieved.
3. **Program Description** – This section should answer the question “what will this activity do, with what resources and over what timeframe?” The text should clearly set out detailed objectives and expected outcomes; explain and justify the forms of aid proposed; detail the individual program components and provide budget estimates and information of the suggested timing of the initiative.
- concisely set out the activity objectives and higher level outcome(s) to which it will contribute.
 - explain the key outcome(s) or impact(s) to be achieved. Measurement of these outcomes will be described in the M&E section. For more detail on M&E, see the *Monitoring and Evaluation Guideline*.
 - briefly outline the delivery modalities considered and describe and justify the modalities of assistance proposed, explaining specific arrangements for each party’s roles and responsibilities.
 - set out sufficient detail on the components of the activity so that it is clear what they will achieve in practice.
 - set out the activity budget, providing a breakdown of expenditure between components and over time. A detailed budget should be provided in an Annex.
4. **Implementation Arrangements** – This section should set out the main issues and factors affecting how the proposed activity would be delivered on the ground.
- explain how the activity is intended to be managed. It should set out in detail the envisaged relationship between the AusAID, NZAID and the UN, contractors (if relevant), other donors and the partner government. The roles and responsibilities of the active partners in the activity should be outlined
 - discuss the critical path activities required at an early stage of implementation to ensure readiness to implement activities in later years of the activity and that scaling up can occur in line with the proposed implementation timeframe. This may include a critical path diagram in an annex (eg, Gantt chart).
 - summarise proposed M&E arrangements. The text should cover the key performance indicators proposed to monitor contribution to the goal, and the targets and outputs, as well as the data sources for these indicators, include baseline data (or how this will be generated if not available at commencement of implementation), the arrangements for gathering and reporting on the data and the cost of M&E proposed. An annex will usually set out M&E arrangements in more detail.
 - explain the issues that are likely to affect whether the activity will be able to be sustained in the absence of direct donor / program support (ongoing requirements for TA, budget issues, political instability, social unrest etc) and strategies to address these issues

- explain concisely how overarching policy issues such as Gender, Partnerships, Environment, Anti-corruption and child protection have been addressed through the design. The text should provide an explanation of the approach adopted in each case **and should not substitute** for consideration and discussion of these issues in Sections A & B of the Design Document where the issue is central to the design (gender in particular should be a central consideration in any activity). See the [Environmental Management Guide for Australia's Aid Program](#) for steps to be followed in environmental assessment of activities, compliance with AusAID's legal obligations under *the Environment Protection and Biodiversity Conservation Act 1999*, and procedures for managing potential environmental impacts.
- outline the most critical risks and explain (in some detail) how these risks will be addressed and managed. Risks to children should be covered if the activity involves working with children. It will often be useful to include a Risk Matrix as an annex.