



## Tuvalu Learning Project (P171681)

EAST ASIA AND PACIFIC | Tuvalu | Education Global Practice |  
IBRD/IDA | Investment Project Financing | FY 2020 | Seq No: 4 | ARCHIVED on 25-May-2022 | ISR51431 |

Implementing Agencies: Ministry of Education, Youth and Sports, Ministry of Finance, Tuvalu

### Key Dates

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Bank Approval Date: 05-Jun-2020

Effectiveness Date: 22-Jul-2020

Planned Mid Term Review Date: 02-Oct-2023

Actual Mid-Term Review Date:

Original Closing Date: 31-Dec-2025

Revised Closing Date: 31-Dec-2025

### Project Development Objectives

Project Development Objective (from Project Appraisal Document)

To improve the readiness of children entering first grade and improve the reading skills of students.

Has the Project Development Objective been changed since Board Approval of the Project Objective?

No

### Components Table

Name

Strengthening early childhood care and education and school readiness for all children:(Cost \$1.80 M)

Improving Literacy Outcomes in all Schools:(Cost \$4.10 M)

Research, learning assessment and policy review:(Cost \$3.60 M)

Strengthening institutional capacity, monitoring and evaluation, and education sector management:(Cost \$4.50 M)

### Overall Ratings

Name	Previous Rating	Current Rating
Progress towards achievement of PDO	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Satisfactory
Overall Implementation Progress (IP)	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Satisfactory
Overall Risk Rating	<input type="checkbox"/> Substantial	<input type="checkbox"/> Substantial

### Implementation Status and Key Decisions

The Tuvalu Learning Project (TuLEP) has made good progress in recent months towards moving activities into full implementation with overall project disbursement at 18 percent. Key project staff have been recruited and core activities have commenced across all components. One of the key Project Development Objective indicators is already seeing improvements in the percentage of children aged 3-5 years with a school readiness score (overall development index) above 0.7. The Tuvalu Early Human Capability Index (TuEHCI) conducted in 2021 shows an increase from 44 percent in 2015 to 49 percent in 2021. For Component 1, Strengthening Early Childhood Care and Education (ECCE) and school readiness, monthly ECCE communities of practice have been established and training on the new ECCE curriculum, supported by UNICEF, is expected to commence around September 2022. A playgroup training manual has been developed along with activity cards and the National Advisory Committee for ECD (NACE) has now been established. Under Component 2: Improving Literacy Outcomes in all schools, the Tuvalu Reading Program (TRP) has developed and distributed materials including teacher guides, student activity books and homework books for all Year 1



students. Year 2 Term 1 reading materials have been developed and are being printed and distributed locally. All schools are now connected to the internet via the KACIFIC satellite service, except Niulakita Primary School, which has no electricity. Progress under Component 3: Research, learning assessment and policy review has been strong as two key data collections are completed. The TuEHC survey to measure school readiness was conducted in August and September 2021, and analysis and dissemination completed by December 2021. The Educational Quality and Assessment Program (EQAP) has been contracted to support the administration of the reading competency Tuvalu Early Grade Reading Assessment (TuEGRA), with the first iteration completed and results to be reported by June 2022. A phased curriculum review has also been launched. The University of the South Pacific (USP) will lead additional studies related to student and teacher absenteeism, teacher time on task, and gender analysis of enrollment and retention. Component 4: Strengthening institutional capacity monitoring and evaluation and education sector management has also seen significant progress. The project manuals have been finalized and key recruitments have been completed. Monitoring and Evaluation tools have been developed, and many are digitized. The CPMO office has been established with a full complement of staff already providing support and guidance to multiple Bank projects.

## Risks

### Systematic Operations Risk-rating Tool

Risk Category	Rating at Approval	Previous Rating	Current Rating
Political and Governance	☐ Moderate	☐ Moderate	☐ Moderate
Macroeconomic	☐ Moderate	☐ Moderate	☐ Moderate
Sector Strategies and Policies	☐ Moderate	☐ Moderate	☐ Moderate
Technical Design of Project or Program	☐ Substantial	☐ Moderate	☐ Moderate
Institutional Capacity for Implementation and Sustainability	☐ Substantial	☐ Substantial	☐ Substantial
Fiduciary	☐ Substantial	☐ Substantial	☐ Substantial
Environment and Social	☐ Low	☐ Low	☐ Low
Stakeholders	☐ Moderate	☐ Moderate	☐ Moderate
Other	--	☐ Moderate	☐ Moderate
Overall	☐ Substantial	☐ Substantial	☐ Substantial

## Results

### PDO Indicators by Objectives / Outcomes

Improve the readiness of children entering first grade				
▶ Percentage of children aged 3-5 years in ECCE centers with a school readiness score above 0.7 (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	44.20	44.20	49.30	55.00



Date	01-Sep-2020	30-Sep-2021	29-Apr-2022	31-Dec-2025
Comments:	School readiness is measured as the overall development score of 3-5 year old children on cognitive and non-cognitive dimensions on a scale of 0 to 1. Update: This indicator is measured by the TuEHC1 which was conducted in October-November 2021.			
<input type="checkbox"/> Percentage of FEMALE children aged 3-5 years in ECCE centers with a school readiness score above 0.7 (Percentage, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	51.10	51.10	55.10	60.00
<input type="checkbox"/> Percentage of MALE children aged 3-5 years in ECCE centers with a school readiness score above 0.7 (Percentage, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	37.10	37.10	44.70	50.00

Improve the reading skills of students				
<input checked="" type="checkbox"/> Percentage of students meeting the minimum reading fluency benchmark in Year 3 (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	37.70	37.70	37.70	50.00
Date	30-Dec-2016	30-Sep-2021	29-Apr-2022	31-Dec-2025
Comments:	The minimum reading fluency benchmark is set at 50 correct words per minute. This indicator is measured for children in Year 3. Update: This indicator is only measured biennially using TuEGRA. Data collection was delayed for two schools due to difficulties in reaching the outer islands. The TuEGRA report is expected to be finalized by June 2022.			
<input type="checkbox"/> Percentage of FEMALE students meeting the minimum reading fluency benchmark in Year 3 (Percentage, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	48.40	48.40	48.40	60.00
<input type="checkbox"/> Percentage of MALE students meeting the minimum reading fluency benchmark in Year 3 (Text, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	26.10	26.10	26.10	40.00
Date	30-Dec-2016	30-Sep-2021	29-Apr-2022	29-Dec-2025
<input checked="" type="checkbox"/> Percentage of students meeting minimum literacy proficiency levels in Year 4 (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target



Value	32.00	32.00	32.00	45.00
Date	31-Dec-2018	30-Sep-2021	29-Apr-2022	31-Dec-2025
Comments:	Percentage of Year 4 students reaching or exceeding minimum proficiency (Level 4) in literacy. Update: PILNA is only conducted every three years. It was last conducted in November 2021. The final PILNA report is expected by September 2022. There is substantial time lag between assessment administration and publication of results since EQAP publishes a regional PILNA report.			
<input type="checkbox"/> Percentage of FEMALE students meeting minimum literacy proficiency levels in Year 4 (Percentage, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	40.10	40.10	40.10	50.00
Date	31-Dec-2018	30-Sep-2021	29-Apr-2022	31-Dec-2025
<input type="checkbox"/> Percentage of MALE students meeting minimum literacy proficiency levels in Year 4 (Percentage, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	24.40	24.40	24.40	40.00
Date	31-Dec-2018	30-Sep-2021	29-Apr-2022	31-Dec-2025

### Intermediate Results Indicators by Components

Component 1: Strengthening early childhood care and education and school readiness for all children				
▶ Number of teachers using satisfactory play-based pedagogical practices in ECCE centers (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	TBD	TBD	TBD	38.00
Date	01-Sep-2020	30-Sep-2021	29-Apr-2022	31-Dec-2025
Comments:	As measured through a classroom lesson observation tool. Update: The TuQEL tool has been developed based on the TEACH ECE and MELE. Enumerator training will be conducted in May/June 2022 and results are expected by August 2022.			
▶ Percentage of parents engaging in home stimulation activities with their children in the last three days (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	58.00	58.00	74.00	80.00
Date	30-Dec-2016	30-Sep-2021	29-Apr-2022	31-Dec-2025
Comments:	Simple average of percentage of parents who engaged in the following home stimulation activities as measured through TuEHCI - read a book, told a story, sung songs, played (not at home), played with child and named, counted or drew.			



Update: The baseline value had been revised in a previous ISR based on receiving the MICS 2020 data, down from 61% (measured using 2016 TuEHCI data) to 58%. The methodology for this indicator has been revised to make it consistent with the MICS definition. However the Government is considering revising again to include results from TuEHCI.

► Number of visits from health officers/ nurse to ECCE centers annually (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	15.00	15.00	486.00
Date	01-Sep-2020	30-Sep-2021	29-Apr-2022	31-Dec-2025

Comments: Nurses visit ECCE centers to collect information on student health and nutrition and raise community awareness. The annual target of 486 visits is calculated as 9 visits per term (3 terms) at 18 ECCE centers.  
Update: Nurse visits have not been happening because of staffing shortages related to COVID-19. Therefore the actual is well below target.

► Share of parents/caregivers that found information disseminated through the ECCE public awareness program to be useful (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	67.00	75.00
Date	01-Sep-2020	30-Sep-2021	29-Apr-2022	31-Dec-2025

Comments: This citizen engagement indicator measures the share of parents/caregivers who attend playgroups at ECCE centers reporting on whether ECCE awareness program is useful to meeting their child's development needs. Measured on Likert scale through beneficiary survey (Beneficiary Feedback indicator).  
Update: This indicator would be measured in May 2022 using the TuQEL tool that will be used to monitor playgroups and ECCE classes. The TuEHCI survey also included a question on citizen engagement which was used to update the results framework.

Component 2: Improving literacy outcomes in all schools

► Number of teachers implementing Tuvalu Reading Program (TRP) explicit instruction approach satisfactorily in Years 1-3 (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	24.00
Date	01-Sep-2020	30-Sep-2021	29-Apr-2022	31-Dec-2025

Comments: As measured through a classroom lesson observation tool.  
Update: TRP fidelity form has been developed and training of Head Teachers conducted in December 2021. A refresher training will be conducted in September before data collection is done in Week 9 of Term 3 (October). Results will be available by November 2022.

► Gender gap in percentage of year 3 students with zero scores in reading fluency (Percentage, Custom)



	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	15.30	15.30	15.30	10.30
Date	30-Dec-2016	30-Sep-2021	29-Apr-2022	01-Dec-2025
Comments:	<p>Measured as the difference between percentage of boys and girls with zero correct responses in the reading fluency assessment (Gender Gap Indicator).</p> <p>Update: Reporting will be possible after TuEGRA report is finalized in May 2022.</p>			
<b>► Number of teachers integrating education technology in teaching practices (Number, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	8.00	0.00	0.00	50.00
Date	30-Sep-2020	30-Sep-2021	29-Apr-2022	31-Dec-2025
Comments:	<p>Number of primary or secondary school teachers that incorporate learning activities through tablets, computers or e-readers in classes at least 3 times per term.</p> <p>Update: This indicator has been incorporated within the annual school census (ASC) for regular annual monitoring. Data will be available in June 2022 once all schools have completed filling the ASC forms.</p>			

Component 3: Research, learning assessment and policy review

**► Number of research activities undertaken (Number, Custom)**

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	4.00
Date	01-Sep-2020	30-Sep-2021	29-Apr-2022	31-Dec-2025
Comments:	<p>Proposed areas of research include absenteeism, enrolment and retention, workforce planning (cumulative).</p> <p>Update: USP is being contracted to provide TA support for the research activities. Three studies (teacher and student absenteeism, gender analysis on schooling outcomes, and teacher time-on-task) are expected to be completed by December 2023.</p>			

**► Large-scale primary/secondary learning assessments completed (Number, Custom)**

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	1.00
Date	01-Sep-2020	30-Sep-2021	29-Apr-2022	31-Dec-2025
Comments:	<p>Number of large scale learning assessments for which the project supports operationalization, data collection, analysis or reporting (non-cumulative)</p> <p>This is a corporate result indicator. This indicator will be updated once the TuEGRA report is finalized in May 2022.</p>			



► National student attendance rate (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	90.10	TBD	93.20	80.00
Date	30-Sep-2020	30-Sep-2021	29-Apr-2022	31-Dec-2025
Comments:	<p>Measures the number of students present on a given day as a percentage of total enrolment in a school. It will be measured for all primary schools. Update: The 2020 baseline has been updated. Data for 2021 became available in May 2022 and are reported here (as 2021 year data). Data for 2022 is expected early next year.</p>			
► Number of schools with timely data reporting and dissemination loops established (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	9.00	24.00
Date	30-Sep-2020	30-Sep-2021	29-Apr-2022	31-Dec-2025
Comments:	<p>Measures the number of schools that report termly attendance and inventory data as well as annual school census data within 3 weeks and receive a school overview report within 3 months of the end of the school year. The school report will be based on data from the Annual Statistical Report and will contain data on key performance indicators including student and teacher attendance. Update: The school report template was developed in November 2021 and data disseminated to all Head Teachers in December 2021. Complete data was available for 9 out of 10 primary schools. Data for ECCE centers and secondary schools will be compiled more systematically from 2022.</p>			

Component 4: Strengthening institutional capacity, M&E and education sector management				
► Students benefiting from direct interventions to enhance learning (Number, Corporate)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	3,000.00
Date	01-Sep-2020	30-Sep-2021	29-Apr-2022	31-Dec-2025
Comments:	<p>Update: Data collection on direct benefits to students was not tracked in 2021 and this lack of data collection will be corrected in 2022.</p>			
◻ Students benefiting from direct interventions to enhance learning - Female (Number, Corporate Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	1,500.00
► Teachers recruited or trained (Number, Corporate)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	57.00	150.00



Date	01-Sep-2020	30-Sep-2021	29-Apr-2022	31-Dec-2025
<input type="checkbox"/> Teachers recruited or trained - Female (RMS requirement) (Number, Corporate Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	54.00	100.00
<input type="checkbox"/> Percentage of transactions completed by CPMO specialists within service standards outlined in Standard Operating Procedures (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	81.00	75.00
Date	01-Sep-2020	30-Sep-2021	29-Apr-2022	31-Dec-2025
Comments:	Percentage of transactions planned under annual work program completed by CPMO specialists within service standards outlined in Standard Operating Procedures. Update:			

#### Performance-Based Conditions

#### Data on Financial Performance

##### Disbursements (by loan)

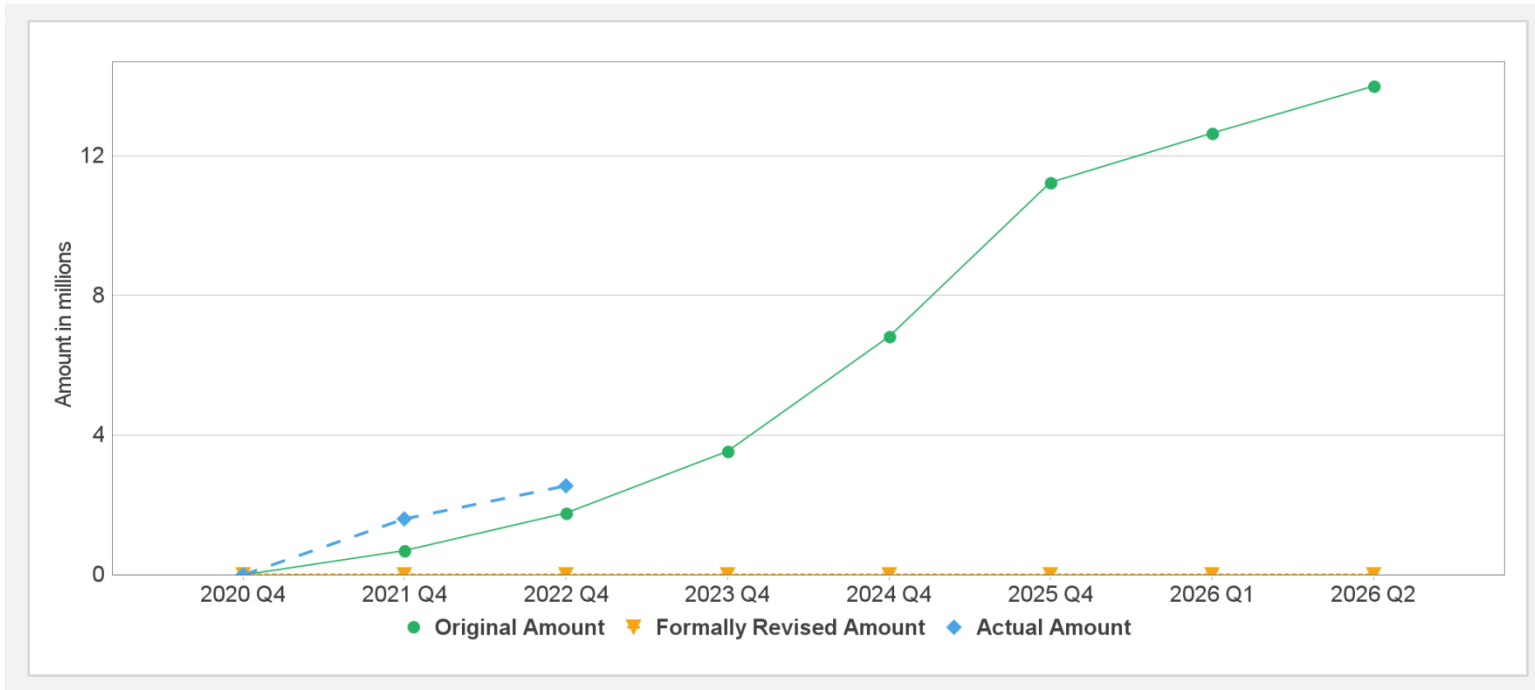
Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P171681	IDA-D6250	Effective	USD	14.00	14.00	0.00	2.54	11.45	18%

##### Key Dates (by loan)

Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P171681	IDA-D6250	Effective	05-Jun-2020	28-Jun-2020	22-Jul-2020	31-Dec-2025	31-Dec-2025

#### Cumulative Disbursements





### Restructuring History

There has been no restructuring to date.

### Related Project(s)

There are no related projects.