TUVALU - COVID-19 AF: Approval Memo to CEO

Review meeting participants: David Balwanz, Nilse Ryman, Daisuke Kanazawa, Yuri Borovsky, Sissy Helguero Arandia and Anna-Maria Tammi.

Review meeting date: October 14, 2020

Date of proposal submission: October 13, 2020 (revised)

1. **Grant Summary:** Even though COVID has not yet become prevalent in Tuvalu, the country has chosen to adopt a plan to enhance preparedness in view of the particular vulnerability of small islands, and has chosen to use GPE funding accordingly, which is consistent with the parameters of the COVID window. The GPE AF will be supporting the Tuvalu National Covid-19 Educational Response Plan with a goal to ensure successful continuity of education for all children both now and in the future. The Plan is designed around four outcomes: (i) school communities are confident to be in school; (ii) all children have access to continuing educational opportunities; (iii) schools remain safe both from a physical and psychosocial point of view; and (iv) the education system is more resilient to future disruptions. The Plan outlines specific investments in the education system to allow for student learning to continue in the event of the pandemic arriving in Tuvalu. The GPE AF supports a variety of system-level activities, such as messaging on COVID-19 prevention; supporting schools to implement safety measures, including hygiene equipment; and tracking student return. The program would also fund the establishment and training of a PSS coordinator position for each island. Finally, the program supports learning coordinators who would support secondary students in the current context and lead remote learning logistics and support for both primary and secondary education should the pandemic arrive in Tuvalu (as of September, Tuvalu has not reported any cases of COVID-19).[1] The response plan has co-financing from other sources including the Ministry of Education and the World Bank. Key interventions being funded by these partners include WASH facilities and distance learning, including aligning e-learning resources to the curriculum; facilitating distance professional development of teachers; and resourcing ICT Centres for schools.

Country: Tuvalu		
a.	Accelerated Funding Covid-19 Allocation	US$ 750,000
b.	Allocation Requested (100%)	US$ 750,000
c.	**Allocation Recommended**	US$ 750,000[2]
d.	Grant Agent	UNICEF
e.	Agency Fee % + US$ amount	7% (US $52,500)
f.	Grant duration	18 months
g.	Expected Start Date	11/1/2020
h.	Expected End Date	4/30/2022

[1] The program document notes that "the first COVID- 19 case in Fiji, which is the gateway for travel in and out of Tuvalu, was confirmed on Thursday 19th March 2020. Fiji has now not had any community transmission for some time but is still identifying and quarantining cases at the border."

[2] Includes US$ 64,408 for the cost of the grant agent to perform its roles and responsibilities.

Secretariat assessment of proposal against program standards, with accompanying staff and management sign-off, is included as Annex 1. Grant Agent proposal is included as Annex 2.

2. **Recommendation: Grant is recommended for approval**

3. **Key points arising from Secretariat review:**

RECOMMENDED DECISION

In line with the delegated authority granted by the Board of Directors, the GPE CEO approves the COVID-19 accelerated funding request for Tuvalu in the amount of US$750,000 plus an additional US$52,500 in agency fees to UNICEF as Grant Agent. The grant has a start date of November 1, 2020, and an end date of April 30, 2022.

The GPE CEO recognized with appreciation the leadership and commitment of the Government of Tuvalu in preparing a national response plan and grant proposal that will mitigate the impact of COVID-19 on the education sector as well as support the recovery of the education system from the crisis.

Recognizing the GPE Board's intent to proceed with the COVID-19 funding on a timeline which acknowledges the COVID-19 emergency, the Government and Grant Agent are asked to move forward with implementation immediately while addressing the following points and reporting back to the Secretariat in the first quarterly progress report:

Request for Report-Back

1. Program emphasis on providing psychosocial support for vulnerable students across Tuvalu is positively noted. Given the importance of this investment to the successful delivery of the program, please add an indicator to the results framework on the completion of training for Psychosocial Support Services coordinators.

The Secretariat also raises the following points of observation, which are recommendations rather than requirements:

Observations

a) Given the urgency of the crisis, grant implementation to commence on schedule and the Grant Agent to submit a cash transfer request within two weeks of approval to facilitate the timely release of funds in support of program implementation.

Reporting

Please note that during the implementation period, the GPE Secretariat will require the Grant Agent to fill out a quarterly survey which will request core data on program implementation. At the end of the implementation period, the Grant Agent is expected to submit a completion report to the GPE

Secretariat. Detailed information on the reporting requirement is available in the Guidelines for COVID-19 Accelerated Funding on GPE website.

Reprogramming

The Government and the Grant Agent may reprogram this grant, in consultation with the Local Education Group and where active the Education cluster, for an amount not to exceed 25% of the allocation without prior Secretariat approval but must disclose such cases to the Secretariat. For an amount of 25% or more, as well as for any extension, advance approval from the Secretariat must be sought. The process for advanced approval will be that of non-minor revisions of ESPIG which can be found here: https://www.globalpartnership.org/content/policy-education-sector-program-implementation-grants

CEO Approval:
Alice P. Albright
Chief Executive Officer
Global Partnership for Education



Date: October 27, 2020

CEO Memo - Annex 1
Program Standards for Assessment of
COVID-19 Accelerated Funding Applications (Country Grants)

(Last updated April 2020)

The GPE Secretariat will complete this matrix to assess country applications for COVID-19 Accelerated Funding.

Program Standards: COVID-19 Accelerated Funding				Comments
Country:			TUVALU	
Grant Agent:			UNICEF	
Date of Submission:			Request submitted to GPE Secretariat: 9/30/2020	
			Secretariat Review completed: 10/20/2020	
Yes	No	N/A	**Eligibility**	
☒	☐	☐	Is the Country eligible for COVID-19 Accelerated Funding?	Yes
☒	☐	☐	Is the grant agent accredited by GPE? *Please confirm via COVID-19 FAQ list.*	Yes
☒	☐	☐	Has GA selection followed a clear and transparent process, with the process documented in the proposal?[3]	Yes. Only two eligible GPE grant agents are active in the education sector in Tuvalu. These are UNICEF and the World Bank. The Education Taskforce discussed the options and selected UNICEF for Grant Agent. This was approved by the CEO MEYS, shared with the LEG and formally endorsed on 29 September 2020.
☒	☐	☐	Has the proposal been endorsed by the Local Education Group (and the Education Cluster where relevant)?	Yes, the LEG endorsed the application on 29 September.
☒	☐	☐	Is the proposal based on a publicly available government response plan related to COVID-19, including education? *The proposal should explain where and how the response plan has been made publicly available (e.g., Government website, distribution to key stakeholders, etc.).*	Yes, it is based on the National COVID-19 Education Response Plan. The proposal mentions that the plan was shared and discussed with parents and communities when visited by members of the MEYS education sub-

[3] If a grant agent has been selected for the 'regular' Accelerated Funding window announced in December 2019, the government can decide to maintain the same grant agent for the COVID-19 accelerated funding.

				committee and that copies of the plan are with each Kaupule (island council) and school. The plan is available on Tuvalu Education Department's page here: https://www.facebook.com/tu8eddep/
☒	☐	☐	Will the program become effective within one month of GPE approval, with completion within 12-18 months from the date of program effectiveness?	Yes. The program has a start date of November 1, 2020 and implementation period of 18 months.
The section meets GPE's COVID-AF requirements: Yes ☒ No ☐				
Yes	No	N/A	**Program Design & Coordination**	
☒	☐	☐	Are proposal activities (i) supporting basic education only, (ii) within the boundary of eligible activities under this funding window (see COVID-19 Accelerated Funding Guidelines, which focus on recovery and mitigation), or, if not within the boundary, are from the government response plan and well-justified, and (iii) likely to support program objectives / progress toward expected outputs and intermediate outcomes?	(i) The program makes targeted system-level investments on pandemic preparation, mitigation and resiliency, including training on and support to provision of PSS services (see below), emergency preparedness and training linked to a distance learning approach which is also benefitting from other partners' financing. (outcomes 1 and 4). The program also provides targeted support for learning continuity for secondary students (Year 9 and up) who have stayed on their home islands instead of returning to their boarding schools. This circumstance is negatively affecting primary schools, as primary school teachers are now supporting and producing learning material for some secondary students, however without the necessary subject knowledge. As such, supporting this activity would have a positive impact on primary students. Additionally, should the pandemic arrive in Tuvalu, then the learning coordinators would lead remote learning logistics and support for both primary and secondary education in collaboration with Head Teachers (primary), Principals (secondary) and MEYS. In Tuvalu the completion rate to grade 8 is currently nearly 93% (this may be taken as an equivalent to GIR Year 8), allowing GPE to consider support to upper secondary.

				(ii) Yes. Activities are aligned with the response plan. In Tuvalu, most schools opened on April 27, 2020 and most students have since returned to school. The proposal supports a variety of system-level activities, such as messaging on COVID-19 prevention; supporting schools to implement safety measures, including hygiene equipment; and tracking student return. Given the issue of secondary students' learning continuity, the program would fund learning coordinators who would support these students. The program would also fund the establishment and training of a PSS coordinator position for each island. (iii) Yes. The objective of the program is "Ensure successful continuity of education for all children both now and in the future". The national response plan is being supported by other sources, particularly TuLEP (World Bank's Tuvalu Learning Project). While GPE's support would cover items such as learning coordinators and psychosocial support and training; key interventions around distance learning and WASH facilities are being supported by TuLEP. For example, it supports aligning e-learning resources to the curriculum; facilitating distance professional development and training of teachers in the outer islands; and resourcing ICT Centres for schools. Interventions in Outcome 4 include ensuring that the system is prepared for any potential disruption to primary education.
☒	☐	☐	Does the program, to a sufficient degree, reach poor, vulnerable, or otherwise disadvantaged children, including girls, affected by the COVID-19 pandemic? *For targeted interventions, the proposal should include the targeting criteria to ensure equity (i.e., that interventions reach vulnerable populations).*	Yes. Most of the program's interventions are nation-wide. Targeting criteria for the learning support kits for the most vulnerable homes are: (i) Geographical location: students of families in remote regions of outer islands and considered isolated; (ii) Students with a

				disability; (iii) Financial Hardship Families identified through the Department of Social Welfare. The program includes activities in support of children with disabilities. Back-to-school campaign messages, disseminated through TV, radio, and online, will have an inclusive approach, including videos with sub-titles for students with hearing impairment. A response plan has been developed for the Special Needs Support Center (FAA) to support learning continuity during COVID-19. Learning materials will be adjusted to meet students' different learning needs where required and parents will be supported to assist students' learning.
☒	☐	☐	Does the program, to a sufficient degree, identify and address specific barriers to learning faced by girls due to COVID-19?	Yes. Though the program notes that gender norms and expectations on girls' and boys' education favor girls, the program identifies risks to learning that girls may face, for instance, that student absenteeism during COVID-19 may mask social and emotional wellbeing issues such as increased fear, child abuse, or neglect as parental stress levels increase because of financial anxieties, bullying and stigma at school. The program includes TuLEP's interventions that will support community sensitization about the importance of education, including gender sensitive messaging for ensuring consistent learning engagement, teacher and parent sensitization activities and teacher training on gender, including responding to the different needs of girls and boys. A review of WASH facilities and physical access will look at facilities' functionality with a gendered perspective to ensure individual wellbeing.
☒	☐	☐	Does the proposal identify a relevant COVID-19 response coordination mechanism(s) and confirm that the program will be represented in this mechanism?	Yes. A National COVID-19 Taskforce was created by the Government in March 2020 to coordinate efforts at all levels. An Education Sub-committee for the Taskforce deals with all matters pertaining to the impact of COVID-

				19 on the continuing education of Tuvaluan students. MEYS and sub-committee members worked with UNICEF Pacific to develop the proposal and to secure additional support for COVID-19, and will be involved in its oversight and monitoring, as well as representing education issues to the National COVID-19 Taskforce.
☒	☐	☐	Does the proposal (i) provide information on the sources of financing for COVID response and early recovery activities planned and (ii) information demonstrating that GPE funds will be complementary to government or other donor funding, including from Education Cannot Wait, where relevant?	(i) Yes, the budget document shows financing from other sources, for example the government, World Bank, and New Zealand. (ii) Yes, as above. ECW is not engaged in Tuvalu.
The section meets GPE's COVID-AF requirements: Yes ☒ No ☐				
Yes	No	N/A	**Budget**	
☒	☐	☐	Is the proposed budget (excluding agency fee) within the GPE Board approved allocation for the country? *	Yes. The total budget sought from GPE in this application is within the available allocation for COVID-19 for Tuvalu.
☒	☐	☐	Does the submitted budget clearly outline component, activity and grant agent implementation support costs? *Estimated unit costs and quantities should be clearly indicated. (Budget can be provided in a separate document from program document, preferably in a spreadsheet format)* *	Yes. The budget is very detailed, clearly marking unit costs and quantities at the activity level. The GA implementation support costs are listed as a draft amount of US$ 64,408, budgeted for UNICEF Pacific regional office and travel/monitoring costs. Other costs include US$ 74,000 for project coordinator as part of direct administrative costs and US$ 51,000 in monitoring and program analysis costs. The program funds some temporary positions – including Learning Coordinators (8) and PSS coordinators (8). The latter are existing staff who will vacate their existing teaching positions and be paid through the program to take on their new role.

☒	☐	☐	Is there a clear indication of the program's sources of funding, including which parts of the program are supported by each source? *	Yes. The total program cost of US$ 1.6m has clear sources of funding including GPE, GoT, the World Bank (TuLEP), and MFAT.
☒	☐	☐	Is the budget, and its assumptions, coherent with other parts of the program design? *This includes coherence between budgeted quantities and results framework output indicators where possible.* *	The activities in the program details section (p15-22) of the application are aligned to the budget, with the budget providing more complete information on quantities and outputs for minor expenditures (e.g., learning support kits). The results framework mainly includes indicators that go beyond the delivery of outputs, focusing more on intermediate outcomes. Recognizing that some of the key expenditures are related to outputs, it is recommended to include one or two outputs into the results framework so that it would more explicitly show delivery of activities financed by the program, such as the completion of the PSS training (Output 1) which supports delivery of PSS services. **Report back:** Program emphasis on providing psychosocial support for vulnerable students across Tuvalu is positively noted. Given the importance of this investment to the successful delivery of the program, please add an indicator to the results framework on the completion of training for Psychosocial Support Services coordinators.
The section meets GPE's COVID-AF requirements: Yes ☒ No ☐				
Yes	No	N/A	**M & E and Results Framework**	

☒	☐	☐	Is the proposed M & E framework costed and likely to support effective monitoring of program implementation and results reporting? [4] Are roles and responsibilities clearly mapped? **	Yes. The M&E framework is costed and arrangements appear to be adequate. A monitoring plan, roles and responsibilities are included in the program.
☒	☐	☐	Does the program include a complete results framework, including the key output and outcome indicators, baselines and targets and data sources? *Indicators should be disaggregated by gender where relevant. **	The results framework includes key output and outcome indicators, baselines, targets, relevant disaggregation and data sources.
☒	☐	☐	Does the proposal confirm agreement to collect and report on required core indicators (where relevant) and follow GPE M&E Guidance for COVID-19 AF Grants, including on standardized program reporting? **	The results framework includes all required core indicators. Reporting arrangements are adequate.
☒	☐	☐	Does the proposal include an activity line and budget for development and implementation of an approach to learning from evidence? *(see GPE M&E Guidance for COVID-19 Accelerated Funding Grants) **	Yes. A costed learning from evidence approach is present in outcome 4.
The section meets GPE's COVID-AF requirements: Yes ☒ No ☐				
Yes	No	N/A	**Implementation Arrangements & Readiness**	
☒	☐	☐	Does the proposal include a sufficiently detailed implementation plan with a timeline, activities, and roles and responsibilities clearly described?	Yes. The proposal includes an implementation plan with timeline.
☒	☐	☐	Are implementation arrangements sufficiently well-described to identify program management structures, responsible actors and processes?	Yes. MEYS through the Director of Education will take the lead in the implementation of the program. MEYS will provide the overall strategic guidance/direction and coordination on behalf of the Government of Tuvalu. MEYS has a signed annual workplan with UNICEF.
☒	☐	☐	Are implementation arrangements sufficiently described to determine flow of funds? *	Yes. UNICEF will rely on the standard HACT procedures.
☒	☐	☐	Are proposed financial management, auditing, and procurement arrangements clearly described and appropriate for the country context? *	Yes. UNICEF will implement its standard Harmonized Approach to Cash Transfers and standard procurement procedures. GA will perform spot check and financial audits for all implementing partners based on risk level. The frequency of the audits is not specified.

[4] Government-led school census and EMIS activities may be disrupted because of the pandemic; the proposal should ensure available capacity and financing for data collection with this risk in mind.

☒	☐	☐	Are proposed sub-contracting arrangements clearly described and appropriate?	Yes. Main activities to be sub-contracted are first aid training (Red Cross) and counselling training for lead PSS teachers (Australia Pacific Training).
☒	☐	☐	Are implementation support and oversight arrangements by the grant agent well described?	Yes. All elements of implementation, monitoring and reporting will be coordinated with MEYS in collaboration with the UNICEF Pacific Multi-Country Office, drawing on relevant expertise within the UNICEF Pacific Education, WASH, Child Protection, Innovation, Emergency and M&E teams. MEYS will take the lead on standard program monitoring, while UNICEF will conduct program visits (on assumption borders open at some time over the program period). UNICEF, as Grant Agent, will report quarterly and six-monthly, in line with the Results Framework.
☒	☐	☐	Does the proposal ensure implementation arrangements will be in place to ensure rapid start-up? Specifically, will fiduciary and administrative arrangements allow for disbursement by the proposed start date? Will major interventions will be ready to be launched by the proposed start date? *	Yes. The implementation will be led by the MEYS and UNICEF will appoint a project coordinator to ensure adherence to the blank on behalf of the GA. MEYS and UNICEF already have a signed workplan and financial agreements, and GPE catalytic funds are already being used towards the plan.
The section meets GPE's COVID-AF requirements: Yes ☒ No ☐				
Yes	No	N/A	**Risk Assessment and Mitigation**	
☒	☐	☐	Are risks / insecurity that could threaten any vulnerable population (e.g. girls, displaced children) identified, with mitigation actions proposed?[5]	Yes. The proposal mentions that student absenteeism may mask issues including child abuse, and that from the start of the 2020 school year, the ASET Program is supporting the inclusion of a student attendance module in the Tuvalu EMIS. Furthermore, the proposal notes that particular students are likely to be more "at risk" of limited access to learning during periods of

[5] For example, does the proposal refer to international health and safety standards regarding school closure, or guidance on re-opening schools?

				closure, including students with a disability, secondary students away from their cohort and students in vulnerable positions due to family circumstances. The proposal notes that "training for teachers in child protection and mental health and psychosocial support are included in the response plan" and the GPE financed part of the program, l mitigates this risk through learning coordinators and social-emotional well-being leads on each island.
☒	☐	☐	Are risks related to fiduciary arrangements, including financial management, procurement, governance, and safeguards issues (harm to people or the environment) and adequate mitigation actions are identified? *	Yes. Risks and mitigation measures related to implementation capacity, financial management and procurement are well described and will benefit from the ongoing World Bank program.
☐	☐	☒	For grants exceeding US $5 million and the Grant Agent is an INGO: are there any significant risks regarding the capacity of the country office to perform the GA role that do not appear to be mitigated (e.g. through increased support from regional or HQ level, etc.)?	n/a
☐	☒	☐	Does the proposal trigger any GPE policies (e.g., GPE Private Sector Policy) which would require extraordinary consultation with GPE governance structures?	No. There are no for-profit schools in Tuvalu. The two mission schools are not-for-profit. The project does directly benefit these schools through two activities: provision of WASH support and of Health supplies. All schools in Tuvalu operate under the authority of the Education Act (2008) which provides clear guidance on Government oversight in the registration of non-government run schools and provides for regulation of these schools through oversight of curriculum and examinations, the school calendar, teacher registration, and enumerates other authorities which the government may exercise in its regulation of non-government schools.
The section meets GPE's COVID-AF requirements: Yes ☒ No ☐				

Please provide additional comments/details, if necessary.

Feedback in the above templated was completed, reviewed and approved for CEO decision by the following persons, on the date indicated:

Completed by (COVID-19 Education Specialist): Anna-Maria Tammi **Date** 10/05/2020

Completed by (Risk and Finance related questions as per *): Yuri Borovsky **Date** 10/05/2020

Completed by (M & E related questions as per **) Sissy Helguero Arandia**:** **Date:**10/05/2020

Reviewed by (CL): Daisuke Kanazawa **Date** 10/6/2020

Reviewed by (QA): David Balwanz **Date** 10/20/2020

Approved by (Reviewing Manager and Team Lead if <$1m): Nilse Ryman, David Balwanz **Date** 10/20/2020, 10/20/2020