

Tuvalu: Global Partnership for Education System Transformation Grant Programme Document

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Acronyms

ADB	Asian Development Bank
APR	Annual Performance Report
AUD	Australian Dollar
BEd	Bachelor of Education
DCT	Direct Cash Transfer
DFAT	Australian Department of Foreign Affairs and Trade
ECCE	Early Childhood Care and Education
EEZ	Exclusive Economic Zone
EHCI	Early Human Capability Index
EFA	Enabling Factors Assessment
EMIS	Education Management Information System
ESA	Education Sector Analysus
ESPIG	Education Sector Programme Implementation Grant
GCSL	Graduate Certificate in School Leadership
GDP	Gross Domestic Product
GNI	Gross National Income
GPE	Global Partnership for Education
HACT	Harmonised Approach to Cash Transfers
IA	(PacREF) Implementing Agency
IE	Inclusive Education
IOE	Institute of Education
ITAP	Independent Technical Assessment Panel
LEG	Local Education Group
MEHRD	Ministry of Education and Human Resource Development
MEL	Monitoring, Evaluation and Learning
MFAT	New Zealand Ministry of Foreign Affairs and Trade
MHPSS	Mental Health and Psychosocial Support
MICS-EAGLE	Multi Indicator Cluster Survey – Education Analysis for Global Learning and Equity
ODA	Offical Development Assistance
OPD	Organisation for Persons with Disabilities
PacREF	Pacific Regional Education Framework
PSEAH	Prevention of Sexual Exploitation, Abuse and Harassement
RG	Regional Good
SCG	System Capacity Grant
SIE	Special and Inclusive Education
SIP	School Improvement Plan
SMC	School Management Committee
SSU	School Support Unit
STG	System Transformation Grant
TA	Technical Assistance
TAPQE	Tuvalu-Australia Programme for Quality Education
TEMIS	Tuvalu Education Management Information System
TEPG	Tuvalu Education Partners Group
TESP IV	Fourth Tuvalu Education Sector Plan
ToC	Theory of Change
TuLEP	Tuvalu Learning Programme
TVSD	Technical and vocational skills development
USP	University of the South Pacific
WaSH	Water, Sanitation and Hygiene

Executive Summary

This Programme Document sets out the design for Tuvalu's System Transformation Grant (STG) Programme through the Global Partnership for Education (GPE). It considers the context into which the Programme will be delivered, the key elements of the Programme and how it will be implemented.

Tuvalu's Ministry of Education and Human Resource Development (MEHRD) and its education sector partners came together in 2023 to agree a Partnership Compact which sets out how each partner will support common priorities and outcomes through a shared Priority Reform. This Compact set the groundwork for the STG Programme and provided a robust framework to test, validate and confirm the specific objectives, activities and results the STG will target.

The overarching objective for Tuvalu's STG is set out in the Partnership Compact's Priority Reform:

> By 2028, all learners develop strong foundational learning so that they can successfully continue to learn in programmes that are relevant to their interests and skills; and teachers are supported and enabled to deliver quality learning through ongoing, relevant and accessible professional development.

Over the last year, the Fourth Tuvalu Education Sector Plan 2025-2030 (TESP IV) has been developed, which sets out a clear vision and pathway for education transformation: building equitable and inclusive access and participation, improving the quality of learning and teaching, and strengthening the resilience of the education system. Combined, TESP IV and the Partnership Compact provide a clear direction and expectations for achieving better outcomes for learners in Tuvalu through a stronger education system.

The STG presents an opportunity to consider targeted, evidence-based initiatives that will remove systemic barriers and drive system change in areas that are currently unfunded or under-funded. From this base, the STG Programme has been designed to invest in sector priorities identified in the Compact, complement work that is already underway, and take account of the lessons learned around effective programming in Tuvalu.

The Programme highlights the centrality of teachers to achieving education transformation. Transformation within the education system in Tuvalu will occur through access to supportive opportunities for teachers to build and maintain their skills, knowledge and beliefs around teaching. Through better data for decision making, access to resources and training, and greater support from school leaders and community, teachers will be supported and enabled to improve their teaching practices, leading to better learning outcomes for students.

This will be achieved through three Focus Areas:

- Focus Area 1: Well Trained and Supported Teachers provides for a firm focus on upskilling teachers through recognised qualifications and ongoing professional development. Through the programme, 40 teachers will upgrade to a Bachelor of Education (BEd) and a further 40

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teachers will build leadership skills through a Graduate Certificate in School Leadership (GCSL). All teachers will get access to professional development relevant to the stage of their career through a technology-enabled, school-based professional development package.

- Focus Area 2: Resilient, Responsive and Relevant Learning Environments will support communities to improve the environments in which students are engaging. This will be through targeted capacity building opportunities for School Management Committees to improve the delivery and monitoring of School Improvement Plans and the implementation of a Communications Plan to strengthen parental engagement in schools and learning outcomes.

- Focus Area 3: Data for Policy and Planning will deliver at least three in-depth analytical studies to provide evidence and data to support policy making in priority areas.

Gender and inclusion have been considered through each of the Focus Area and implementation approaches. Opportunities have been embedded to support MEHRD's strategies to increase the number of men in the teaching workforce, to engage fathers in school activities and to improve gender- and disability-responsive pedagogies and learning environments. MEHRD has made a considered decision not to include specific targets related to gender or other inclusion measures within the Results Framework given the comparatively small number of people covered by such targets. Instead, indicator data will be disaggregated by a number of factors – including gender, experience of disability, location and age group – to allow for ongoing monitoring and adjustments to activities to ensure equity in outcomes across the Programme.

The Programme has been set up to work through existing management and coordination structures within MEHRD and the Tuvalu Education Partnership Group (TEPG). The monitoring, evaluation and learning approach focuses on generating useable and useful data that can inform policy, planning and programming and embed learning and adaption through the life of the Programme. A partner Programme Assessment and final Impact Asessment will be used to understand the progress and impact of the Programme.

Section 1: Introduction

1.1 Strategic Context

Context of Tuvalu

Tuvalu is an archipelagic nation comprising nine small islands scattered over 500,000km in the western Pacific Ocean, approximately 1,100 km north of Fiji and 1,400 km south of the Republic of Kiribati. It is the world's fourth smallest and second lowest-lying country, with the average height above sea level of less than 3m and the highest point above sea level being 4.6m. The total land area is approximately 26km with an exclusive economic zone (EEZ) of 719,174km, and the biggest island, Vaitupu, having a land area of just over 524 hectares.

Social and Political Structures

Tuvalu became independent from the United Kingdom in October 1978. It is a constitutional monarchy and parliamentary democracy with a 16-member unicameral parliament elected every four years. Cabinet consists of the Prime Minister who is elected by a majority of the members of Parliament and appoints a Cabinet of Ministers. There are no organised political parties and members usually align with informal groupings. Members of Parliament have very close links with their island constituencies.

Tuvalu has a population of 9,853, with 34% of Tuvalu's population under the age of 15 and the median age is 24 years old. Funafuti Atoll is the capital of Tuvalu and has the highest population density, with approximately 62% of the population. This has caused extreme pressures on land resources in the capital, highlighting the urgent need for sustainable land management practices. Meanwhile, outer islands grapple with stagnating or shrinking populations, limited capacities, and resources. Social life in Tuvalu is dominated by the family, island community, and church. The population adheres to guiding social principles that include fakalogo (obedience), ava (respect), fakamaoni (integrity), and alofa (love, caring and the sharing of resources).

Economy

With a Gross Domestic Product (GDP) of A$60 million, Tuvalu is the second-smallest economy in the Pacific and has the highest Official Development Assistance (ODA) to Gross National Income (GNI) ratio in the region, with aid accounting for 80% of national income. In a global context, Tuvalu is the most aid-reliant country in the world, ranking first among 127 developing countries for its ODA/GNI ratio. Tuvalu has a narrow economic base, dominated domestically by the public sector. Subsistence agriculture is the predominate form of economic activity and the average monthly household expenditure in Tuvalu was around AUD$2,449 in 2022 (noting that the survey was done in 2022, when COVID-19 was impacting on incomes). Fishing licences, marketing of Tuvalu's internet domain name '.tv', and remittances are the main contributors to government revenue, outside of foreign aid. The fisheries sector contributes approximately 60% of government revenues. Given its limited domestic economy and business sector, Tuvalu is highly dependent on imports.

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In 1987, the Tuvalu Government established a publicly owned investment fund to provide a safety net against fluctuations in government income. The earnings from the Tuvalu Trust Fund are used to help the government finance the gap between its annual budgeted revenue and expenditure. The Governments of Australia, New Zealand and the United Kingdom have made major contributions to the Fund, with smaller grants coming from Japan and the Republic of Korea.

Impacts of Climate Change

Tuvalu is incredibly vulnerable to the impacts of climate change due to its reliance on rainfall, low-lying and narrow islands and all infrastructure and human settlements being coastal. Storm surges, king tides, and floods are common occurrences and have intensified due to changes in weather patterns and sea-level rise. Tuvalu is at high risk of coastal erosion and inundation, as well as rising temperatures and changes in rainfall patterns. Collectively, these impacts threaten Tuvalu's long-term habitability, and it is considered one of the countries where unmitigated climate change could result in forced migration of its population.

In response to the increasing impacts of climate change, the Government of Tuvalu is working towards becoming the world's first Digital Nation, digitally archiving its land, history and culture, and moving government functions into a digital space. This approach is seeking to protect Tuvalu's sovereignty as a nation by retaining its identity as a state and as a people even once their land has gone. Tuvalu has also entered into the Falepili Union with Australia, a comprehensive agreement to work together to build climate resilience and security. This union provides a migration pathway for Tuvalu citizens into Australia to allow for migration with dignity in the face of climate change. This pathway is expected to see an increase in both temporary and permanent migration to Australia and, while it provides opportunities, migration is eroding traditional lifestyles and support mechanisms.

1.2 Education in Tuvalu[1]

Structure and Governance

The Ministry of Education and Human Resource Development (MEHRD) is responsible for the delivery of education in Tuvalu. The Ministry is guided by the Fourth Tuvalu Education Sector Plan (TESP IV) and the soon-to-be approved Education Act which lay out the priorities, strategic directions and regulations for education. MEHRD oversees compulsory education and tertiary education and also supports early childhood care and education (ECCE) even though pre-schools are owned privately or by communities. Post-secondary training opportunities in Tuvalu, such as Maritime Training, are delivered by the Ministry of Transport, Energy, Communication and Innovation (MTECI).

Communities play a critical role in education governance in Tuvalu. Kaupule (island councils) have legislated responsibilities for ECCE and primary school maintenance, support for attendance, and financial support for students to participate in secondary schools. They also chair School Management Committees (SMC) which are community-led groups that oversee the use of school

[1] Unless otherwise stated, data in this section is taken from the MEYS Education Statistical Digest 2022.

grants. Consultations with stakeholders have highlighted an intention to strengthen the relationships between MEHRD and kaupule to improve school operations and to support school leaders.

Legislation, Policies and Strategies

Te Kete – National Strategy for Sustainable Development 2021-2030 operates as the high level planning and results framework for the Tuvalu Government. The Strategy is underpinned by traditional knowledge and values that seek to enhance the wellbeing of the people of Tuvalu and prioritises collective ownership and partnerships to achieve the outcomes of a peaceful, resilient and prosperous Tuvalu. Education is a national outcome with strategies seeking to lift the performance and productivity of Tuvalu's human resources.

Te Kete provides the planning framework for all sectoral strategies, including the recently launched TESP IV. In line with Te Kete, the goal for this Plan is '[a] resilient, inclusive, and high-quality education system that equips all learners in Tuvalu with the knowledge, skills and values to thrive in the face of changing socio-economic and environmental challenges.' TESP IV sets the direction for all policy, programming and planning activities in the education sector and has formed the basis for the development of the STG Programme.

The Education Act regulates and focuses on the holistic administration, sustainability, development, monitoring and support of all aspects of the education system in Tuvalu. A new Education Bill is currently before Parliament. Key updates and changes under this new Act include extending the scope of administration to include all sub-sectors, mandated enrolment and attendance between the ages of 6 and 15, enhanced equity of access, and changes to the professional standards for teachers.

The Falekaupule Act 1997 also contains specific roles of the kaupule for education, as noted above.

There is relatively little overarching government policy related to education, with most policies developed and implemented at a school level. Planning is underway for a new policy framework for education, with policy development related to language and curriculum also intended. Current policy settings provide for selection and support for candidates to undertake teacher training programmes and support for schools to achieve the required standards for scholarships (Training Policy for Pre-Service 2022) and the delivery of national exams to improve use of data for informed decisions making (Examinations Policies)

In addition, several national strategies and action plans inform the planning and delivery of education. In particular, the National Equity Gender Policy and Action Plan fosters gender equity across all sectors within the context of Tuvaluan values. The National Culture Strategy seeks to support and protect Tuvalu's cultural skills, language and hertiage. Integrating culture into education is a strategic objective and aims to integrate language and cultural heritage-related contents into curriculum, teacher training and learning resources.

Education Financing

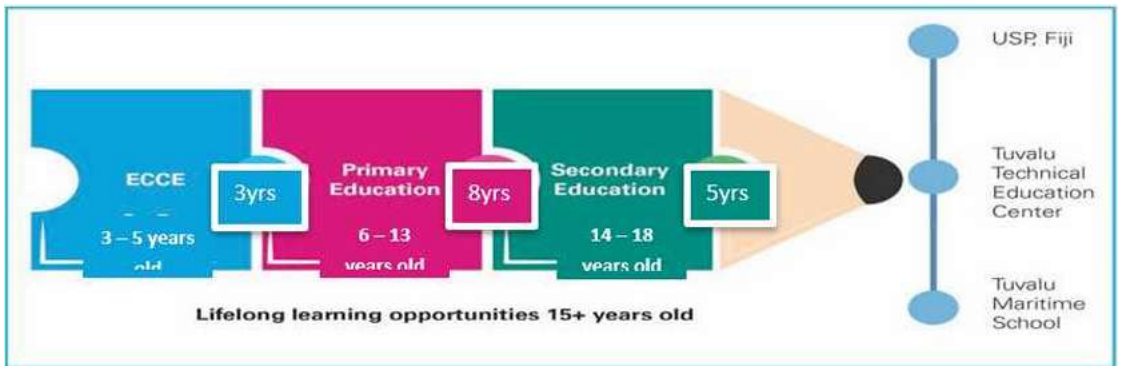
The Government of Tuvalu has demonstrated a strong and consistent committment to education. Public expenditure on education has dropped in recent years as a share of GDP but is well above global benchmarks, represents the largest share of government funds and is forecast to increase, despite the budget challenges of a small island state. Education is free in Tuvalu and the government covers fees, learning resources and infrastructure at all levels.

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Tuvalu's geography and limited resources create challenges in maintaining an effective and efficient system. There is a high spend on tertiary education due to the lack of in-country options and this limits funding available to other subsectors, and inequities in the system result in low learning outcomes. These budgetary challenges are partially offset by support and investment from donor partners, but Tuvalu is heavily dependent on this support for the delivery of their education system. The recent Education Sector Analysis found that 24% of student funding comes from development partners. The Independent Technical Advisory Panel (ITAP) recommended an increase in the priority given to volume, efficiency and equity of domestic financing in recognition of these challenges. A public expenditure review is being conducted under the System Capacity Grant (SCG).

Access and Outcomes

Fig 1: Overview of education system 1



Education is free and compulsory between the ages of six and fifteen in Tuvalu. Each outer island has a government-owned primary school and at least one community-owned ECCE service. Students in Funafuti, where over 60% of the population lives, can access a government- or church-owned primary school or one of seven privately-run ECCE services. For secondary school, students need to travel to either the government-run secondary school, Motufoua, on the largest island of Vaitupu, or to the church-run, Fetuvalu High School, in Funafuti. Inclusive Education Resource Centres have been established with support from the Australian Government in Funafuti (Nauti Primary School) and in Vaitupu (Tolise Primary School), and children with disabilities or additional needs can access education and learning at these centres. An organisation for people with disabilities (OPD) also offers education to children with disabilities at their offices in Funafuti and there are some instances of students with physical disabilities being mainstreamed in schools.

Table 1: GER, NER and GPI in 2021

	GER	GPI	NER	GPI
ECCE	95.5%	0.86	88.7%	0.85
Primary	104.7%	1.01	100.4%	1.02
Secondary	66.2%	1.41	64.9%	1.41

Enrolment rates have seen considerable fluctuations over the last five years. This is seen as a result of changes in travel and migration patterns through COVID-19, and there has been an overall downward trend in enrolment rates over the last two years. What these do show, though, is strong (and overall increasing) participation in ECCE and universal access to primary education for both boys and girls. Participation drops significantly in secondary education. Boys and students from outer islands are more likely to not complete secondary school and girls are disproportionally more like to progress on to tertiary education.

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Table 2: National Exam Results 2019-2021

	National Year 8 Exam			Tuvalu Junior Cert			Tuvalu Senior Secondary Cert			South Pacific Form 7 Cert		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
2021	77%	94%	85%	29%	49%	39%	56%	64%	61%	100%	97%	98%
2020	60%	90%	73%	6%	32%	20%	35%	68%	58%	92%	97%	95%
2019	46%	76%	59%	21%	31%	27%	54%	55%	55%	90%	100%	97%

Learning outcomes in Tuvalu's national examinations are showing postive upward trends in recent years at most levels. It should be noted that the small cohort size of students sitting exams contributes to annual variation in percentages. However, less than 50% of students are passing the Tuvalu Junior Certificate at year 10, and this is impacting transition rates, with the highest level of students dropping out at Year 10, according the Multi-Indicator Cluster Survey – Education Analysis for Global Learning and Equity (MICS-EAGLE). Overall pass rates hide a wide variation in the pass rates of individual subjects in secondary exams. As an example, the 2021 Senior Secondary Certificate has pass rates between 90% in English and 6% in Biology and Chemistry. Girls are outperforming boys at every level, and concerns around literacy and numeracy rates remain, with scores below regional averages at years 4 and 6 under the Pacific Islands Literacy and Numeracy Assessment (PILNA).

1.3 Status of Partnership Compact Pillars

A Partnership Compact was agreed with Tuvalu's education partners in late 2023. This Compact sets out a Priority Reform which seeks to support learners and teachers through building strong foundational skills, relevant learning programmes and enabling professional development. Significant work was completed through the development of the Partnership Compact to identify a detailed theory of change (ToC), outcomes (and sub-outcomes), outputs and indicators to guide the achievement of the Priority Reform and support system transformation, set out under three pillars. The following sets out the current situation of education in Tuvalu under each of these pillars.

Pillar 1: Foundational Learning and Skills

This pillar seeks to ensure that ECCE is high quality, well supported in policy and practices and available to all learners.

ECCE Delivery

Tuvalu has made significant progress in ECCE in recent years, recognising its important foundational role for future learning. There is increasing participation in ECCE and services are available on all of Tuvalu's islands. MEHRD is not formally responsible for ECCE as it is not a compulsory part of the education sector but still provides funding for staffing and resources. Through the World Bank-funded Tuvalu Learning Project (TuLEP), there have been improvements in curriculum, teacher

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training, resource development and school readiness. Further support for curriculum implementation, including assessing its effectiveness and further teacher training, is still required.

Parental Engagement

Community and parental engagement have been a significant focus for TuLEP to build understanding and support for ECCE. This includes through community playgroups, which are gaining traction, but new strategies will need to be identified to increase participation of working parents and of fathers.

Learning Outcomes

ECCE teachers have had access to significant and effective professional development through the support of development partners. However, further training and resources are required particularly around literacy and numeracy development. World Bank's Early Human Capability Index (EHCI) shows lows score for foundational skill, and a lack of resourcing and training is seen to impact this. TuLEP is working with MEHRD to plan for ongoing training and resourcing to address this.

Pillar 2: Learning Programmes

This pillar seeks to support students to remain engaged in education through a range of pathways and supports and ensure that all learners, particularly vulnerable groups (including children with disabilties, out of school children, and those in remote areas), are able to have their needs met through appropriate policies and practices.

Learning Pathways

Students have access to academic and vocational learning opportunities from primary school. However, due to the constraints of size, there are limited offerings available within the technical and vocational skills development (TVSD) stream and these are particularly targeted at traditionally male occupations (eg sea farering and building). Consultations with young people as part of the STG Programme design process highlighted that students drop out of secondary education if they do not intend to go on to university because they do not see education as being relevant for them. With a young population, Tuvalu needs to consider how to build a skilled workforce and there is work underway through the Australian-funded Tuvalu-Australia Programme for Quality Education (TAPQE) to explore options to expand and strengthen learning pathways.

Curriculum

A new curriculum framework is under development, which will cover ECCE through to secondary education. The Education Sector Analysis (ESA) that was undertaken to inform TESP IV noted that the current curriculum is overloaded in years 5-8, the secondary school curriculum is missing teaching and learning around key issues including climate change awareness and social issues and students are not being well prepared for the rigours of university study. Other reviews have highlighted an overloaded assessment schedule, as well. Partners are supporting activities to address these concerns and this new framework seeks to deliver a curriculum which will holistically prepare learners for a changing world through the development of a wide range of critical skills, knowledge and attitudes. Tuvalu's curriculum highlights the importance of cultural preservation and Tuvaluan culture and values and embeds cultural knowledge within the framework. Students and community leaders have indicated a desire to further embed cultural and traditional skills in formal education. This is in line with Te Kete, TESP IV and the National Cultural Strategy.

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Student engagement

Consultations with school and community leaders highlighted that there are increasing issues with student engagement and disciplinary matters. Lack of family support for education and a move away from traditional values were seen as key drivers for this. Both students and teachers reported a lack of parental support as a key reason why students drop out of education. This suggests a need to build community awareness on the importance of education and to find effective strategies for engaging parents in their children's learning. A Positive Behaviour Management (PBM) framework is being developed under TuLEP to create a holistic approach to engagement, including through community and parental engagement and support.

Gender

Gender has a significant impact on education in Tuvalu, although, as noted by the ITAP, there is commitment to gender-sensitive policy and planning and gains have been made in this area. Traditional views on gender roles inform students and parents' decisions around education. Perceptions that girls are more studious and academically inclined than boys is seen to influence attitudes to education, which in turn influence outcomes. Boys are more able to find employment, meaning that they see education as less relevant. On the other hand, girls see education and qualifications as necessary for securing employment and so participate, achieve and complete school at higher rates than boys. Consultations and research have highlighted the need to improve classroom strategies for engaging boys in learning. These are seen to include more practical and applied learning and the use of local language.

The teaching workforce in Tuvalu is predominantly female, with no male teachers at all at ECCE level. MEHRD has specific objectives to increase the number of male teachers as a strategy to support boys' participation and achievement in education through increased male models and the introduction of diverse teaching strategies that better engage boys in learning.

Inclusive Education

There is growing support and awareness of the need for more inclusive education (IE) in Tuvalu. The MICS-EAGLE for Tuvalu found minimal difference in completion, drop out and non-transition rates by sex, location and wealth index, suggesting that current policy settings are supporting students equally. Inclusive practices are predominantly seen as applying to children with disabilities Physical access to schools, improved diagnoses and teacher training are seen as key needs for enhancing inclusion. Equally, addressing stigma for children with disabilities is of critical importance. Consultations with teachers and students highlighted that children with disabilities are not supported by peers and face bullying and isolation. IE is a significant component of TAPQE , including support for IE Resource Centres, supporting families of children with disabilities, and mainstreaming inclusion through the curriculum.

Learning environments

Access to safe, resilient and functional learning environments is a significant issue for Tuvalu. Tuvalu has set a national priority around infrastructure safety and MEHRD is putting in a place a public-works assisted programme to help lift the safety of school infrastructure. Most schools have a shortage of learning resources and while TuLEP is supporting the establishment of computer labs in all schools, there are ongoing challenges to be addressed with internet access and energy supply for these. Water, hygiene and sanitation (WaSH) is a particular issue in secondary schools. This has

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known impacts for girls but instances of drought and king tides also results in school closures due to a lack of clean water. The quality of school infrastructure differs across schools depending on how the kaupule in each island choses to allocate their funding. As an example, the kaupule in Vaitupu allocated AUD$160k per annum to education, whereas in Funafuti, the budget to education is AUD$9k. This creates equity issues, as well as health and safety concerns where infrastructure is not properly maintained. Stronger connections between MEHRD and kaupule to support planning is recognised as an area for development.

Pillar 3: Quality Teaching

This pillar seeks to improve teacher performance and support through access to training opportunities, learning resources and performance monitoring.

Status of teachers

The TAPQE 2024 Strategic Workforce Review (currently in final review with MEHRD) indicated that there are currently 332 full time teaching positions in Tuvalu, but 101 vacancies, most of these in outer islands (based on 2023 data). The teaching workforce has over four times as many women as men, and no male teachers at all at ECCE level. Low salary levels, poor living conditions (especially for those in outer islands), and growing workloads have resulted in low morale and motivation, high turnover rates and low growth in the profession. Teaching is seen as a transitional role, with teachers seeking higher paid and lower stress jobs in other industries.

Teacher Qualifications

As a result of these workforce challenges, Tuvalu has a high number of untrained teachers working in classrooms, with almost 70% of these teachers in schools in outer islands. Certified teachers – those who have undertaken specialised teacher training to some level – made up 76% of ECCE teachers, 44% of primary teachers and only 25% of secondary teachers in 2022. The new Education Act includes a requirement for all teachers to have a minimum of a Bachelor of Education, and even of these currently certified teachers, around 40% will need to upgrade their qualification.

Multiple consultations, reviews and plans – including the Partnership Compact – have identified a need to find flexible modalities that allow teachers to upgrade their qualifications. Any response will need to address the challenges that teachers face in accessing further study, including the cost of fees and learning resources, internet connectivity, and time. MEHRD is interested in how classroom experience can be formally recognised as part of qualification programmes They are actively looking at bridging and upgrading pilot programmes to support untrained teachers to meet the expectations of a Bachelor of Education programme through the SCG.

Professional Development

Teachers in Tuvalu have sporadic access to professional development, most of which is provided by development partners and is not systematically planned or implemented. Geographic dispersion makes it challenging and costly to facilitate training for teachers in outer islands, who often miss out on training activities. Teachers and school leaders have identified the need for more training that is based in-country, that builds skills and knowledge in pedagogy and classroom practices and supports

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the integration of new technologies. Equally, there is a need for a professional development approach that links an integrated annual evaluation cycle with tools, data and resources to support and recognise teachers' development. A Continuing Professional Development Framework is being developed under TAPQE which is expected to guide prioritisation and planning for professional development.

Cross Cutting Theme: Technology, Data and Monitoring

Limited Capacity as a Constraint

MEHRD is a small Ministry and has limited capacity to meet planning, reporting and policy development functions in addition to providing support to schools. This results in a lack of clear policy guidance and limited analysis to inform policy development. Stakeholders have identified a need to improve the links between MEHRD and schools around data sharing to ensure that schools have easy access to data to inform their learning programmes and funding. These challenges are further exacerbated by high staff turnover and frequent international travel. Under the SCG, UNICEF is supporting additional capacity for analysis and use of data through an embedded technical advisor to develop a policy framework for all Ministry policy.

Data Systems

Tuvalu has a comprehensive Education Management Information System (EMIS) – Tuvalu Education Management Information System (TEMIS) – which is able to produce data on students, learning assessments, financing, facilities and teachers. Further development and use of this system is a priority under TAPQE. TEMIS data has most recently been used to prepare the Education Statistical Digest 2022. However, system reporting is irregular and there are issues with data quality. The system is not able to provide comprehensive data around inclusion issues. Education sector data has been complemented by MICS-EAGLE through UNICEF in 2019/2020 and the recent SCG-funded ESA but there is limited research and analytical work available to inform policy and, as noted above, limited capacity within MEHRD to effectively use the data that is available.

1.4 Development Partner Support, Coordination and Programmes

Formal education sector coordination is through the Tuvalu Education Partners Group (TEPG). This group was formally established in 2023 but builds on a good foundation of connection and coordination between MEHRD and its key education sector partners. The group comprises representatives from across Government Ministries, Tuvaluan civil society and Development Partners. This committee's main objective is to provide funding options and input related to strategic education opportunities. Enhancing the input of the local community is a priority for further developing this group.

MEHRD has an integrated approach to sector partnership and coordination that encourages partners to work together and integrate annual organisational plans with Tuvalu's education priorities, ensuring alignment with Te Kete, TESP IV and regional and international commitments. At an

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operational level, the MEHRD-Education Partners Round Table Quarterly Meeting reports on the status of agreed activities. This forum includes representation from all education partners supporting MEHRD's strategic annual work planning and ensures all partner activities align with MEHRD priorities to eliminate duplication and maximise benefits.

There are key resources available to MEHRD to support coordination between partners, including the Australian High Commission in Tuvalu as the Coordinating Agent for GPE-funded activities an Australian-funded Strategic Education Advisor and a well-supported Partnership Compact.

Partner Programming

Development Partners are currently supporting three significant sectoral programmes in Tuvalu. There are strong connections and demonstrations of collaborative activities across the three programmes, in line with MEHRD's expectations.

Table 3: Partner Programming

Tuvalu Learning Programme (TuLEP)* - World Bank-funded *2020 – 2025 - USD$14m	***Tuvalu- Australia Partnership for Quality Education (TAPQE)* - Australian Department of Foreign Affairs and Trade (DFAT)-funded 2022- 2027 - AUD$10m**	***UNICEF-Tuvalu Annual Work Programme* - UNICEF 2025-2026 – USD$ TBC**
Programme Focus	**Programme Focus**	**Programme Focus**
Improving school-readiness and reading skills through: • Strengthening ECCE • Improving early grade literacy outcomes • Research, learning assessment and policy review, focusing on absenteeism, gender analysis, workforce planning, and student learning outcomes • Strengthening institutions and sector management through ICT connectivity and capacity building for implementation	Enhancing the quality of education through: • Improving literacy and numeracy • Integrating climate change considerations in education reform • Improving relevance and quality of secondary school teaching and pathways to employment and further education • Supporting disability inclusion • Supporting MEHRD systems and personnel to improve the effectiveness and efficiency of education delivery.	Supporting the delivery of Tuvalu's education priorities through: • ECE system review, resourcing and quality standards development • Education sector planning and policy development • Teacher professional development • Implementation of socio-emotional learning and all life skills

Tuvalu also participates in the Pacific Regional Education Framework (PacREF) Programme. PacREF is a Ministerial policy document that guides the development of regional education initiatives that contribute to Pacific education systems achieving their national, regional and global education commitments. PacREF is a partnership between the fifteen Pacific countries, its Implementing Agencies (IAs), and its development partners. To support this Framework, the PacREF Programme is enabling fifteen Pacific Island Countries to define and develop a set of Regional Goods (RGs) which set out shared challenges and solutions across countries. An integrated set of tools, standards and mechanisms, to help Pacific countries address their shared challenges have been developed under

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the Programme, which is delivered through five IAs – the University of the South Pacific (USP), the Educational Quality and Assessment Programme at the Pacific Community (SPC-EQAP), UNICEF, and UNESCO and the Australia-Pacific Training Coalition. PacREF is funded by an innovative regional Education Sector Programme Implementation Grant (ESPIG) through GPE, with co-financing from the Asian Development Bank (ADB) and the New Zealand Ministry of Foreign Affairs and Trade (MFAT).

Through the PacREF Programme, Tuvalu has contributed to the development of most RGs and has received support from IAs on:

- The development of bilingual resources and ECCE story books
- Reviews on ECCE and IE
- Research on student retention
- Development of EMIS
- Assessment of literacy and numeracy levels
- Support for teacher training and deployment
- Contextualisation of regional teacher and school leadership standards
- Enhancing child protection.

1.5 Development of the STG

Previous GPE support

Tuvalu has been a member of GPE since 2020. This STG is the first significant implementation grant that Tuvalu is applying for, with earlier GPE allocations (under an ESPIG) being pooled with other Pacific Island Countries to support the implementation of the PacREF. Tuvalu has previously received support from GPE through the COVID-19 Accelerated Funding and is currently delivering work under a SCG.

Table 4: Previous GPE funding

Grant Type	Programme Development	System Capacity	COVID-19
Years	2024-2025	2023-2027	2020-2022
Allocation	$197,082	$996,974	$750,000
Grant Agent	UNICEF	UNICEF	UNICEF

Rationale for Progressing an STG

TESP IV sets out a clear vision and pathway for education transformation: building equitable and inclusive access and participation, improving the quality of learning and teaching, and strengthening the resilience of the education system. Partners are supporting this direction and there is existing investment and support aligned to this strategy.

The STG presents an opportunity to consider targeted, evidence-based initiatives that will remove systemic barriers and drive system change. This approach complements and builds on work that is already underway and through the Partnership Compact identifies shared goals and strategies to

maximise collective actions for change. The STG Programme is being sought to invest in priority areas that are currently unfunded or underfunded but which will leverage outcomes across the system and contribute to the wider achievement of TESP IV and Te Kete.

Developing the STG Programme

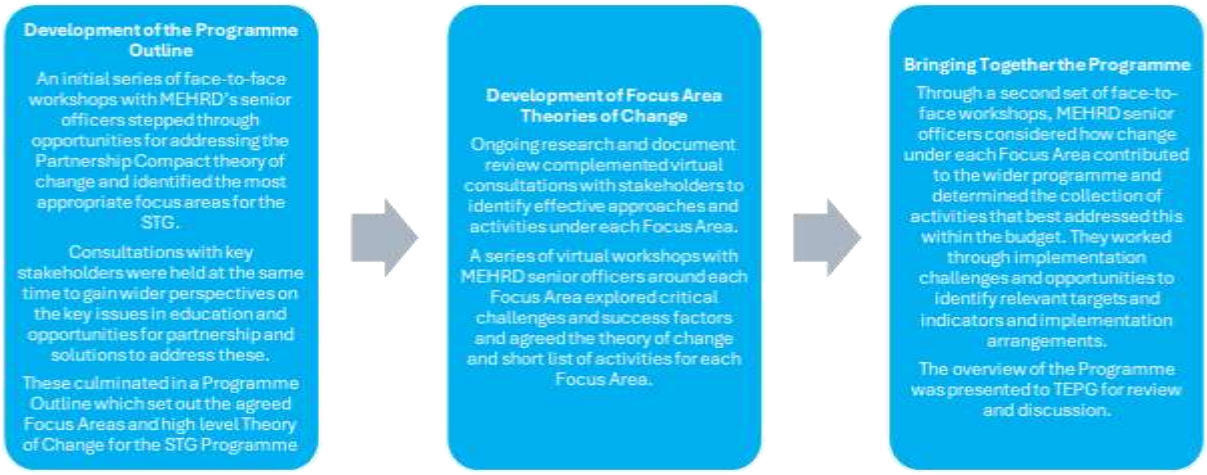
This Partnership Compact set the groundwork for the STG Programme and provided a robust framework to test, validate and confirm the specific objectives, activities and results that the STG will target.

The overarching objective for Tuvalu's STG is set out in its Priority Reform:

> By 2028, all learners develop strong foundational learning so that they can successfully continue to learn in programmes that are relevant to their interests and skills; and teachers are supported and enabled to deliver quality learning through ongoing, relevant and accessible professional development.

The process to develop the STG Programme was facilitated by a UNICEF-engaged design consultant and focused on supporting MEHRD's leadership and direction of the Programme. Design activities followed a three-step design process.

Fig 2: Design Process



Key Lessons Informing the Design of the STG Programme

The following lessons have been identified through consultations and document reviews and have informed the planning and design options for the STG Programme.

1. *Choosing appropriate implementation modalities*

All current Development Partners spoke to the challenge of bringing in medium to long term expatriate advisers due to the limited availability of suitable accommodation in Funafuti. On the other hand, they have also identified the burden of short term advisers being on the ground requiring focused inputs from MEHRD over short periods. The need for effective scenario planning .

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implementation was also identified through the COVID-19 Accelerated Funding to enhance responsiveness in a changable environment like Tuvalu. Delivery options that support MEHRD's engagement at key points, that are planned for flexibility and which are administratively 'light' are preferable. This speaks to the need for a Programme with a simple structure, fewer 'bigger' initiatives and implementers that have a strong understanding of context.

2. Enhancing localisation and engagement

COVID-19 demonstrated the need to 'shift the dial' on localisation and reduce reliance on external implementing partners. Recognising that small systems like Tuvalu will require additional capacity to support implementation, this speaks to the need for a Programme that is well grounded in Tuvalu's own systems and that seeks to build local and sustainable capacity.

Tuvalu's experiences with COVID-19 also highlighted the importance of investing in good communication with parents and families to improve student engagement and outcomes. Face to face engagement is seen as worth the considerable investment in time as families are more responsive and engaged in education when they feel heard and understood.

3. Working in coordinated ways

Strong coordination amongst partners in Tuvalu has demonstrated improved efficiency and effectiveness of partner-supported interventions. An example of this is the TuLEP and TAPQE co-investments in professional development increasing access and quality of training. The STG Programme should be looking at opportunities to connect with, complement and build on work that is already underway. Current programming connects through MEHRD focal points for key issues and subsectors and this is an appropriate strategy for the STG Programme as well.

GPE's review process has provided additional guidance on the expectations for the STG application. The Enabling Factors Assessment (EFA) and its review by GPE's ITAP provides constructive information on where the greatest opportunities for system strengthening and leveraging lie. The high priorities of 'Data and Evidence' and 'Gender-Responsive Planning, Policy and Monitoring' can be clearly linked to the intentions of the Compact and again contributed to a strong framework for developing the STG Programme. In line with feedback on the STG application, the STG Programme has taken a considered approach to including gender issues in the design and a Public Expenditure Review on education has been included under the SCG.

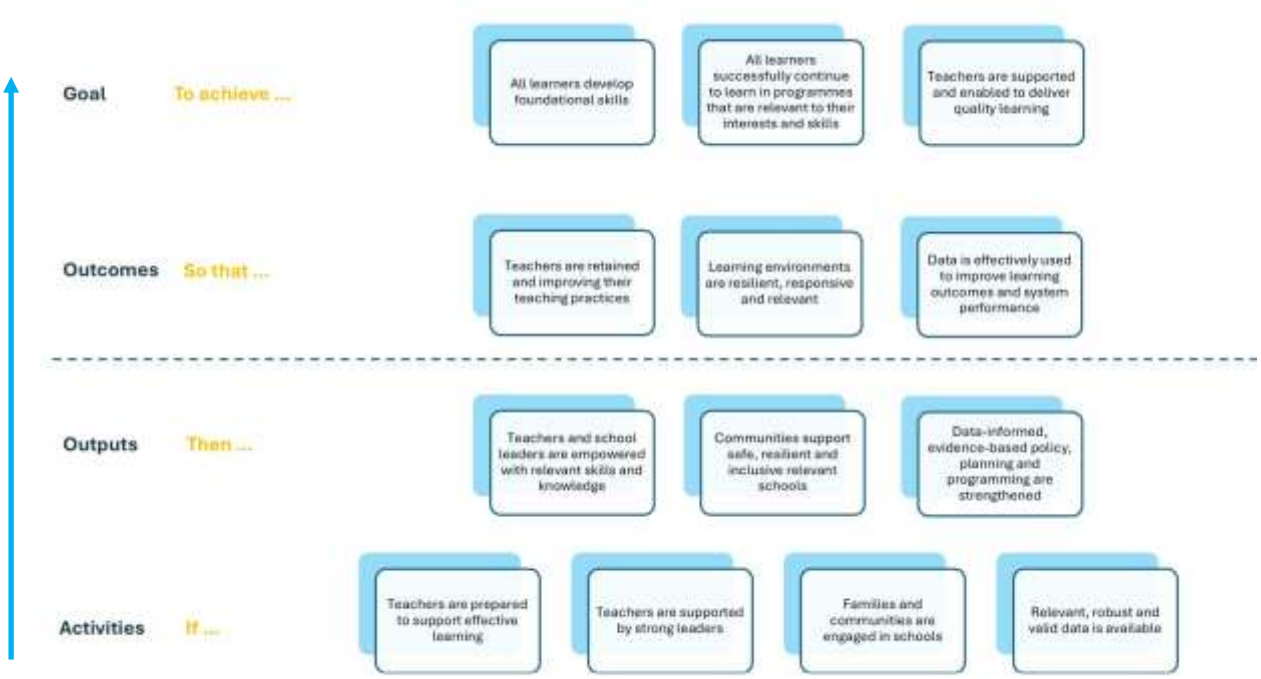
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Section 2: Proposed Programme

2.1 Theory of Change

The ToC for the STG Programme begins with the Priority Reform as the ultimate goal and seeks to make the links between this goal and the objectives and strategies of the recently developed TESP IV. These are reflected in the figure below through the Outputs (aligned to TESP IV strategies), Outcomes (aligned to TESP IV outcomes) and the Goal (taken directly from the Priority Reform). This grounds the ToC in the strategic context of the Tuvalu education sector and ensures that the STG Programme is supporting what MEHRD is seeking to achieve.

Fig 3: Theory of Change



Following the logic of the ToC, activities have been developed to meet the Programme outputs and achieve Programme outcomes. The Programme, then, is structured around three focus areas that relate directly to the outputs that have been identified, as well as the sub outcomes that have been set out in the Partnership Compact.

The ToC highlights that the focus areas and the outcomes that Tuvalu is seeking are not isolated or linear. They interact with and support each other and need to be considered within a connected approach. The Programme will then need to explicitly make these connections and to embed feedback loops to ensure that the opportunities these present are maximised to increase the overall impact and sustainability of the STG Programme.

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The ToC highlights the centrality of teachers to achieving the Programme outcomes, and teachers are explicitly included at every level of the ToC. Transformation within the education sector in Tuvalu will occur through access to supportive opportunities for teachers to build and maintain their skills, knowledge and beliefs around teaching. Through better data for decision making, access to resources and training, and greater support from school leaders and community, teachers will be supported and enabled to improve their teaching practices, leading to better learning outcomes for students.

Constraints and Assumptions

The ToC assumes that the Government of Tuvalu is politically and financially committed to delivering TESP IV over the life of the STG Programme. It also assumes ongoing support from other development partners but does not create dependencies, given the current dynamics in the international aid context.

As a small island state, spread over a dispersed geography and with a small population, delivering education in Tuvalu faces a range of constraints that MEHRD deal with on a daily basis. The development of the ToC and wider Programme have been led by MEHRD and local stakeholders to ensure that appropriate responses to these constraints have been embedded in the approach and solutions.

A key constraint to achieving the goals of the STG Programme is the wider working conditions for teachers, particularly those in outer islands. Teachers and MEHRD have highlighted low pay, limited access to adequate housing and health care as issues affecting their motivation and retention. It is beyond the scope of the STG Programme to resolve these challenges, but the ToC assumes that MEHRD will continue to explore opportunities for addressing these at a policy level, and that empowering teachers through improving their support and skills is both a necessary component to wider efforts to resolve these issues and an immediate need for teachers.

2.2 Details of Programme

This section provides a description of each of the Focus Areas under the Programme and the components and activities that have been determined for achieving them.

2.2.1 Focus Area 1: Well Trained and Supported Teachers

Activities under this Focus Area will provide access to training opportunities and approaches that support teachers to build their skills, knowledge and confidence as they progress through their career to improve teaching practices and student outcomes.

Evidence Base

Teachers are the most important in-school factor for improving student outcomes, and supporting teachers throughout their careers to build their skills, confidence and attitudes towards teaching and learning is critical for achieving this. Professional development is important for all teachers, but

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especially so for those in their early years of teaching to ensure that they build contextualised skills and knowledge for their working environments.

Evidence shows that the most effective professional development is sustained, participatory, collaborative, school-based and reflective of culture. A critical part of effective professional development is ensuring that it responds to the issues and skills that teachers want to address and that it can be applied contextually in their classrooms. Undertaking training while working can place additional burdens on teachers and ensuring that there are incentives in place is a useful way of ensuring that teachers take the opportunities to build their skills.

Rapid advances in technology offer new approaches to teaching and learning as well as new challenges related to costs, cyber safety and equity. Technology can improve teachers own learning but teachers need to build their own digital literacy to make sure that technology is being used appropriately and safely in their classrooms. Technology can be effectively used to enhance what we know makes for good professional development through opportunities for collaboration, access to a greater range of resources and more interactive learning approaches. At the same time, technology is not effective on its own. It needs to be considered as an appropriate tool within a blended or mixed modality approach to professional development and these tools need to be appropriate for the context it is being used in.

Alignment

TESP IV Objectives	Partnership Compact Sub Outcomes
2.1 Teachers are highly qualified, continuously developing professionally, and empowered as leaders, leading to improved educational practices and student outcomes 1.4 Children with Special Needs and Disabilities are able to access appropriate education tailored to their needs 2.4 Technology-Support Delivery is effectively resourced to build digital literacy skills, improve learning and teaching, and strengthen school management 3.5 Teacher retention is improved, addressed systematically, and linked to performance	4 Improved quality of teaching through better training, standards, resourcing and systems.

Context

MEHRD recognises the importance of teachers and school leaders for transforming the education system and learning outcomes. Enhancing human resources is a key priority for the Ministry and this is reflected in the relative scope and scale of this Focus Area within the Programme. It is seen as an ongoing priority for system strengthening but there are several factors that inform its prioritisation under the STG.

Tuvalu's goal is that all teachers have at least the minimum qualification of a Bachelor of Education (BEd) as a significant factor in improving student learning outcomes. This will be a legislative requirement within a new Education Act but currently 92% of teachers do not meet this requirement. A priority for MEHRD, therefore, is findings ways to cost effectively increase the number of teachers with minimum qualifications without losing them to the classroom while they train.

MEHRD is also working towards introducing new teaching standards and recognise that teachers will need support to be able to meet these. MEHRD and development partners have provided a range of professional development opportunities in recent years but these have not been developed within a strategic approach to professional learning and have not been delivered in a consistent or equitable manner, with teachers in outer islands not able to access much of this support.

The Graduate Certificate in School Leadership (GCSL) through the University of the South Pacific's (USP) Institute of Education (IOE) is a valued qualification in Tuvalu as a practical and contextualised programme to build the skills and knowledge of school leaders. Current school leaders have had the opportunity to complete this qualification with support from TuLEP and MEHRD intends to build further leadership capacity within schools to support quality education and to prepare the next cadre of school leaders for sustainability.

Approach

- **Cohort-based training**, with teachers accessing opportunities in line with prior study and experience. From untrained teachers just entering the classroom, to experienced teachers seeking to build a pathway towards leadership, activities under this Focus Area will offer all teachers in Tuvalu opportunities to upskill, with over 25% of teachers able to access university-level training and qualifications in teaching or school leadership.
- Primarily a **distance/blended, school-centred** approach to training and professional development, with students training while they are working. Learning and development opportunities will be centred at a school-level, supporting applied learning and cost-effective training.
- **Technology-enabled solutions** that are fit for context and complemented with direct support. The Programme will actively consider how to ensure equity of access to training for teachers in outer islands and will use innovative approaches to introducing technology-based approaches that respond to the context of schools in Tuvalu. Recognising the constraints of such approaches, these will be integrated into blended approaches, as noted above, that ensure that teachers and school leaders are able to access the support they need to make training impactful.
- The STG Programme will include key strategies to **address known barriers.** The challenges of delivering effective professional development, of studying remotely and of working while studying are well known. The Programme will actively seek to address these challenges through evidence-based strategies and targeted resourcing to improve teachers' likelihood of success, such as paid time off and school-based support. It will complement work under the SCG which looks at bridging pathways for teachers to succeed in BEd programmes.

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- **Targeted approach** to student selection. A key learning from the earlier cohort of the GCSL is that people who are personally motivated to participate are more likely to succeed in the programme. This will the become the key selection criteria for both teacher and school leader training to maximise resources and to build cadres of committed and effective teachers and school leaders.

Component 1.1: Lifting teachers' qualifications

The STG Programme will support **40 teachers** to complete a BEd at USP.

Delivery Modality

USP's cohort-based approach supports the contextualisation of a programme of study that meets the needs of teachers in Tuvalu, including the integration of national teaching standards and qualification requirements under the new Education Bill. A combination of virtual sessions, intensive face-to-face workshops, self-study and practicum components will allow for the delivery of a programme that works to the availability, skill needs and context of programme participants. This will be complemented by in-school support and monitoring, from both school leaders and BEd staff within USP, allowing training to be centred at a school-level.

The approach will support cross-crediting of earlier qualifications and recognition of prior learning to ensure that participants enter at the right level while still delivering a robust qualification.

The cohort will comprise of:

- Teachers with no current qualification who will complete the entire course.
- Teachers who currently have a Certificate in Teaching who will enter the second teaching year of the Programme.
- Teachers who have previously started but not completed the BEd programme who will enter the modules that are remaining to complete their qualification.

This means that the number of students in the cohort will increase overtime and will be fluid, particularly in the second and third years. Total enrolments will be capped at 40 to ensure that the Programme can be delivered effectively and impact on schools of having multiple teachers studying at the same time is minimised.

In addition to existing teachers, opportunities to enrol in the BEd will also be opened to other candidates who are able to demonstrate an interest in and commitment to teaching. The Programme will fund an awareness campaign to ensure that the opportunity, criteria and expectations are disseminated within communities so that potential candidates feel confident to apply.

Design Considerations

This activity will focus on primary school teachers. Primary school teachers make up the majority of the teaching workforce and have a high percentage of teachers without a Bachelor's degree, at approximately 90%. Cohort-based approaches would not be feasible across all three education subsectors, and candidates wishing to undertake qualifications related to ECE or secondary education can instead enrol in standard USP programmes through scholarship opportunities.

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Drawing on lessons from previous cohort-based approaches to training, the STG Programme will support the following to mitigate challenges and risks:

- Paid time off for teachers undertaking the Programme (indicatively one day a week for those completing the full programme), with allowance for relief cover (specific strategies to address this will be agreed with each participating school).
- Access to computers and internet within schools for study and an annual allowance to teachers and schools for other study resources.
- Considerations around the number of teachers participating from each school to reduce isolation (while managing resources impacts).

A known risk for MEHRD is that students will require five to six years to complete the full BEd Programme part time, which is beyond the timeframe and budget of the STG Programme. MEHRD will seek to identify alternative funding sources to support students' completion of the Programme, including domestic budgets.

Gender and Inclusion Considerations

Over 80% of Tuvalu's teaching workforce are female. The opportunity to upgrade qualifications will, therefore, primarily benefit women. The approach of learning through distance/blended modes is a recognised strategy for supporting women's participation in further study and training as it allows them to continue with community and family commitments while they study. The structure of the BEd Programme will need to actively consider approaches and tools that respond to participants' other commitments and support their participation. This is also a key strategy for supporting participation of teachers from outer islands.

TESP IV explicitly seeks to increase the number of men in the teaching workforce as a critical strategy for improving boys' participation, retention and achievement. An awareness campaign is included within the programme and will include messaging to encourage men to enter the teaching profession. Specific targets for male and female participation have not been set as MEHRD's priority criteria is that candidates are able to demonstrate a commitment to teaching. However, considerations around ensuring an appropriate gender balance will be embedded as part of the criteria for selecting participants.

The USP BEd Programme includes a specific module on Special and Inclusive Education (SIE). Through the STG Programme, over 27% of Tuvalu's primary teaching workforce will receive specific training in inclusive practices and how these can be applied in Tuvalu's classrooms.

Component1.2: Building a cadre of emerging leaders

The STG Programme will support **two cohorts of 20 teachers** per cohort to gain the GCSL at USP's IOE through the STG Programme.

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Delivery Modality

The GCSL is a tailored and contextualised cohort-based programme for participating Pacific countries which builds key skills in school leadership and management, including supporting professional development, teaching and learning, and engaging with communities. This allows it to address the specific needs of leaders and emerging leaders in Tuvalu. The programme will use blended learning approaches to reduce costs and support increased participation. This is a key learning from the previous cohort. Virtual workshops, peer learning and self-study – as well as the practicum component - will be complemented by support from GCSL staff to encourage the application of learning within schools.

The focus of these cohorts will be on emerging leaders who are motivated to build their leadership skills and who are seeking opportunities for career development. Selection will include an expression of interest process to enable potential leaders to self-identify for the opportunity. This will be supported by an awareness campaign to ensure that potential candidates are aware of the process and are confident to apply.

Design Considerations

Selection criteria will consider those who are seen as future leaders to develop a cadre of emerging leaders as a key strategy for succession planning.

As with the BEd Programme, the STG Programme will include strategies to address the known challenges of studying remotely while working, including in-school support and an allowance to access learning resources.

USP is working to incorporate regional school leadership standards into the GCSL Programme. This will be contextualised to ensure that training is targeted to the expectations of school leaders in Tuvalu. At a national level, school leadership standards could be expanded to include the range of leadership roles that GCSL graduates might undertake, such as curriculum leaders, teacher mentors and year-level managers.

Gender and Inclusion Considerations

Similar to the BEd Programme, the awareness campaign to target suitable candidates for the GCSL will have a gender lens. Available data suggests that men make up 20% of the teaching workforce at primary schools but 43% of leadership roles at the same level. However, this data is from 2022 and given the small number of people in these roles, small changes can significantly change these percentages. The awareness campaign will, therefore, take a nuanced approach to gender, encouraging male teachers to apply for the programme to ensure diversity in leadership, while ensuring that women are empowered and confident to apply. As with the BEd Programme, the primary selection criteria will be a demonstrated commitment and motivation for education.

Component 1.3: Supporting continuing professional development

The STG Programme will support the **development of a technology-enabled professional development package and delivery approach for all teachers in Tuvalu** comprising:

- An ‘Introduction to Teaching’ programme for untrained teachers.
- Core CPD modules based on the identified needs of teachers.

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- Modules and training approaches that build digital literacy amongst teachers.

Delivery Modality

A training needs analysis to understand the skills development needs of teachers at different stages of their careers will be undertaken under the SCG. In parallel, a technical consultant will be contracted through the STG Programme to undertake a scoping of possible technology-enabled delivery solutions that would be accesible to all teachers in Tuvalu, including those in outer islands, for continuous professional development. Both of these parallel processes will consider how professional development can be delivered at a school-level and how these can be sustainably maintained.

These analyses will be used to develop an appropriate delivery approach and package of professional development modules that will address teachers' highest priority skills needs and interests. This will include:

- a dedicated training programme for teachers who are entering the classroom with no previous training to provide them with basic knowledge and skills related to pedagogy, classroom management, lesson planning and asssessment, as well as building their appreciation of teaching as a profession.
- Core subject content and pedagogy skills to build the skills and knowledge of more experienced teachers to support them to meet and progress against Tuvalu's teaching standards.
- specific training in digital literacy that will both build teachers' own capability to use technology for their own learning purposes and to encourage greater integration of technology into classrooms for teaching and learning.

A Professional Development Working Group will be established to guide the content, style and delivery approaches of the package of professional development support. This working group will be made up of teachers, school leaders and MEHRD staff, with support from other programmes, to ensure that what is produced will be contextually and culturally relevant for Tuvalu. The group may include retired teachers if it is determined that the burden on schools will be too high due to teachers engaging in the BEd and GCSL programmes.

The STG Programme will deliver a recommendation on training approaches and structures, a package of agreed training modules following the recommendations of the training needs analysis and the 'build' of the agreed technology solution.

Implementation support will include training for those who will deliver the professional development system on an ongoing basis, including MEHRD officials, school leaders, ICT support staff and others who may support delivery (such as mentor teachers or community of practice leads). Implementation support for the technology solution will be provided for at least twelve months to ensure that it can be fully integrated into MEHRD's systems and that there is capacity and knowledge nationally and within schools to manage it on an ongoing basis. This will include digitising training programmes for ongoing access.

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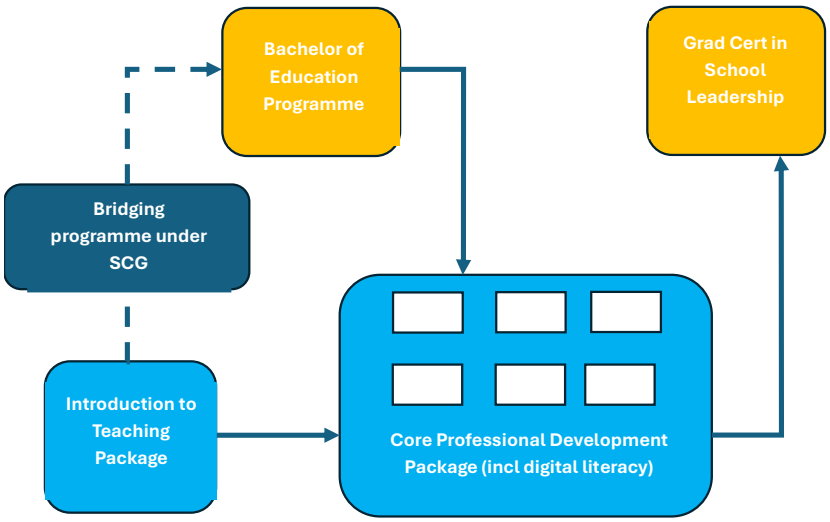
Design Considerations

Considerable levels of professional development products have been developed for teachers in Tuvalu through the TuLEP and TAPQE programmes, as well as through MEHRD and other partners. Similarly, TuLEP, in particular, has established a number of tools and approches for technology-enabled training. The STG Programme will seek to build on what is already in place, taking a holistic approach under the CPD Framework, with an intention to incorporate existing products and tools into a MEHRD-led system and approach for professional development that can continue to be developed and extended beyond the life of the STG Programme.

Similarly, in resource constrained environments, technology solutions need to be cognisant of the context and find ways to address known issues such as limited access to internet, energy uncertainty and maintenance of equipment. A number of innovative approaches have already been implemented in Tuvalu and other Pacific countries and the development of the technology solution is expected to draw on the lessons learned from these experiences.

Tuvalu's SCG is looking at options for a bridging programme for teachers accessing the BEd programme to improve success rates. The 'Introduction to Teaching' package should be considered as part of a pathway to more in-depth training and could look at being developed as a micro-credential that offers credit towards accreditated programmes. The following diagram depicts how the components of Focus Area 1 will provide a pathway of training and opportunities for teachers to upskill and develop in their profession. This includes the bridging programme that is being developed under the SCG to help prepare teachers to success in the BEd Programme.

Fig 4 Teacher training and development pathway



Gender and Inclusion Considerations

While the training needs analysis will determine the areas of focus for professional development, the available evidence suggests that IE and gender-responsive pedagogies will be included in this package. This could include strategies for classroom practices and techniques that support boys' participation and achievement, which has been identified as a key barrier to engaging boys in education currently. Similarly, providing teachers with skills to include children with disabilities and

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to manage inappropriate behaviours would be particularly beneficial for teachers in outer islands where there is more limited availability for specialist supports for learners with additional needs.

2.2.2 Focus Area 2: Resilient, Responsive and Relevant Learning Environments

Activities under this Focus Area will seek to strengthen the engagement between MEHRD and schools, and between schools and families to increase communities' engagement in the operations of schools and in students' learning.

Evidence Base

Learning spaces that are safe, comfortable, and accessible, and where there is access to resources, encourages and supports learning. Consistent standards and robust planning for schooling infrastructure ensure that all children are able to access safe and functional learning environments but these standards and plans also need to be adaptable to local contexts and communities.

Communities need to support schools to maintain facilities, ensure they are well connected to local contexts, and encourage and promote children's learning outcomes. To encourage this, and to build understanding and support, parents and communities require access to a range of channels and opportunities to engage with schools so that everyone can participate.

Starting young and engaging parents in ECCE helps to set the foundation for ongoing engagement in their children's learning. Learning that is grounded in a student's culture, language and identity is more relevant and effective and supports engagement from families. Strong home-school partnerships can also support with intergenerational learning and literacy development within families.

Alignment

TESP IV Objectives	Partnership Compact Sub Outcomes
3.4 Communities and parents are actively involved in children's education from an early age 3.6 School Management Comittees regularly develop and implement School Improvement Plans	2 Improved equity and inclusion of access across all levels 5 The system continues to be strengthened through infrastructure development, better systems and data use, new policies and through strong coordination.

Context

A common theme through consultations on the STG Programme was on the decreasing engagement of parents and communities with schools. Low levels of parental engagement in education are seen as linked to significant issues related to student engagement, behaviour and school culture, which are impacting on student learning outcomes. Stronger links to communities and families are seen as a critical approach in strengthening cultural knowledge and values in education, which is in turn a critical approach for strengthening engagement, retention and positive learning environments. TuLEP

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has seen some positive practices established around parental engagement at ECCE level, and building on these practices to support wider engagement is a priority for improving student outcomes.

The approach to school management in Tuvalu relies on community engagement, with kaupule responsible for some of the maintenance of school buildings and SMCs responsible for overseeing School Improvement Plans (SIPs). These plans set out how schools will use their school grant from MEHRD and consider opportunities to improve access, resilience and school culture. They are required to access school grants. However, the development, delivery and reporting of these plans are variable and MEHRD does not currently hold data on the extent to which these plans are being achieved.

This structure of community-based support for schools results in different levels of support for schools across different islands, with some kaupule and SMCs being more active and engaged than others. Students remain under their own kaupule in terms of financial and attendance support even if they enrol in school on another island (a common experience for secondary school students). This adds complexity to a small system and MEHRD is seeking to build relationships with kaupule and communities to empower them to improve education outcomes within their communities.

Approach

- **Building understanding** of the needs and interests of communities. Solutions will be developed on the basis of evidence and appreciation of the views and situations of parents and other community members in a bid to find approaches and strategies that will be effective in addressing identified barriers and maximising opportunities.
- Working in partnership to **co-develop solutions.** Engagement will be on the basis of partnership, bringing the knowledge and experience of all relevant stakeholders together to find solutions that build ownership and relationship.
- Providing **guidance and support.** Given the relatively limited budget in this area, activities will focus on providing advisory and training support that strengthens the existing systems and enhances work that is already underway.

Component 2.1: Building capacity for School Improvement

Activities under the STG Programme will **provide guidance and training to all SMCs** to support the development, implementation and monitoring of SIPs to strengthen resilience, inclusion and access in schools across Tuvalu.

Delivery modality

Under the direction of MEHRD, and with support from a technical consultant, a working group will be established to bring together representatives of SMCs to review policies and procedures related to SIPs. This group will include representatives of the School Support Unit (SSU) at MEHRD, school leaders, kaupule, and SMC members as the key users of SIPs. This group will make recommendations on improvements to the SIP processes, which will inform the development of a package of guidance and training for SMCs. This will be developed by the technical consultant and delivered by MEHRD as part of their regular support to SMCs. This process will be complemented by a wide training needs

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analysis for SMCs that will be delivered under the SCG to understand the wider opportunities for strengthening these groups.

Design considerations

The GCSL includes training on the development of SIPs for school leaders and it is expected that there will be an improvement in the quality of SIPS through increasing the number of teachers and school leaders with the skills to prepare these. The focus of activities under this component will then be on strengthening SMCs to support the implementation and monitoring of these plans to increase the extent to which these plans can be effectively delivered.

Gender and Inclusion Considerations

The majority of SMC members are women and any capacity building activities will, therefore, primarily benefit women. At the same time, there is a need to engage more men in school activities and participation in SMCs is an opportunity for this. Component 2.2 provides further discussion on the needs and opportunities for engaging communities in schools.

SIPs consider how the infrastructure, practices and learning culture of the school are improved and managed. These provide the opportunity to consider how to improve infrastructure resilience and access, allocations for learning resources, and engagement and outreach. Improved planning will support longer term maintenance and community participation.

Component 2.2: Strengthening Community Engagement

Activities under the STG Programme will support the **delivery of a Communications Plan** to strengthen engagement between schools and families in support of learning outcomes.

Delivery Modality

A Communications Plan is being developed under TuLEP, building on the effective work that has been supported to date to engage families in their children's learning and to build awareness of the importance of initiatives such as the Tuvalu Reading Programme (TRP) and school readiness.

The STG Programme will contribute to the implementation of the key activities agreed by MEHRD within the Plan, using the guidelines, templates and strategies that will have been endorsed. These are expected to include parent workshops, general community awareness, Sunday School workshops, Playgroups and Preschool, health promotion, and digital learning opportunities, with a focus on TRP, Positive Behaviour Management and the roll out of the new curriculum framework. Responsibility for the roll out of the Communication Plan is expected to be integrated into the duties of the ECCE Education Officer and the STG Programme will provide capacity development support to embed these additional tasks.

Design Considerations

Support under the Communications Strategy provides an opportunity to ensure the continuity of TuLEP-funded initiatives after the Programme finishes at the end of 2025. This can effectively be achieved by embedding and utilising the tools and resources developed under TuLEP to engage stakeholders. This includes maintaining clear communication about expectations for sustaining or expanding activities, sharing results, and supporting stakeholders in using data for informed decision-making.

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UNICEF have developed a complementary Communications Plan for Early Childhood Development (ECD). There is scope to implement a joint approach which maximises resources and supports shared messages and strategies.

Gender and Inclusion Considerations

Parental engagement activities have predominantly engaged women and there is a recognised need to find effective strategies for engaging fathers in their children's learning. This is seen as a key opportunity to encourage participation and achievement for boys. The Communications Plan will develop specific strategies aimed at engaging fathers.

2.2.3 Focus Area 3: Data for Policy and Planning

Activities under this Focus Area will provide access to data and analysis in priorty areas of TESP IV to inform and strengthen policy, planning and programming.

Evidence Base

Most EMIS systems are not used to their full potential – understaffing and underfunding limit what is achieved and most are focused on reporting rather than performance improvements. Integrating data from across the education system, as well as from external sources and other sectors, increases access to data and supports a more holistic system that provides better data on learners, particularly those that are vulnerable or at risk.

Education systems and officials need the capacity to use the data that is available to them. Training and support that builds collaborative approaches between Ministries of Education, national statistics offices and data experts have been shown to be effective in building this capacity, as is increasing access to analysis tools and frameworks that have been co-designed and contextualised for local skills and needs.

Good data systems and opportunities to share data with communities can help to build efficiency and accountability. Ministries are often reluctant to share data because of concerns around revealing underperformance but engagement with communities can help to influence education outcomes. Effective use of data requires a mindset shift and a long-term commitment to systems and capacity development and investment in sustainability.

Alignment

TESP IV Objectives	Partnership Compact Sub-Outcomes
3.2 Education data and information systems are robust and used in policymaking and planning 3.8 Policy frameworks are robust, regularly updated, and founded in evidence and research 3.9 There is continuity and complementarity in management and implementation of education programming/interventions	5 The system continues to be strengthened through infrastructure development, better systems and data use, new policies and through strong coordination.

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Context

While work is underway to build and strengthen the TEMIS, MEHRD has limited accessible data and analysis, as well as limited capacity to undertake analytical work. Generating relevant data in useable formats is a high priority for informing policy and programming decisions in key areas. This was affirmed in the EFA.

Approach

- Working in partnership to **co-develop priorities:** the need for more data and analysis to inform policy, planning and programming is shared by all stakeholders working in education in Tuvalu. To ensure that analytical studies focus on the highest priorities for the education sector as a whole, key representatives will come together to determine what these are and how data can be best applied.
- **Feedback loop** built in to support effective use of data: work under this area informs all other areas of the STG Programme and the delivery of TESP IV. Ensuring that data and analysis is available and used is critical for impact and the STG Programme will include key strategies for ensuring that this happens.
- Expectations of **transparency** and sharing results: linked to the wider approach, the STG Programme will include a commitment to sharing of data, analysis and information to maximise the impact of outputs and increase access to data and evidence for those who will benefit from it.

Component 3.1: Analytical Studies

The STG Programme will support **at least three analytical studies** commissioned by MEHRD to provide data and evidence related to priority policies, plans and programmes.

Delivery Modalities

Under MEHRD's leadership, a Research Working Group will be established to collectively identify the focus of analytical studies, on at least an annual basis. This group will comprise MEHRD officials, representatives of school leaders and teachers, community members and other relevant education sector stakeholders. This will ensure that selected studies address the needs of partners from across the education sector. This group will also ensure that relevant ethical and quality standards are met through research approaches.

This working group will also encompass a monitoring mechanism to ensure that data and analysis is shared, used and impactful. All studies will have a requirement to offer recommendations on how the analysis and data could be used. The working group will be responsible for monitoring progress against any recommendations on an annual basis and providing advice on strengthening the studies' use in policy, planning and programming. This will include guidance on how findings and results of the studies should be shared with relevant stakeholders to support transparency and broad opportunities for application. This should also be provided to TEPG to inform an evidence-based for funding decisions.

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Design Considerations

Consideration should be given to how data generated through the analytical studies can be integrated into MEHRD systems, such as TEMIS or research repositories. Identified issues with previous research initiatives include data not being widely available, and therefore not used, as people were not aware of it. The Research Working Group helps to mitigate this risk but integration into systems offers a mechanism to complement this wider dissemination. There may also be value in considering whether there is a wider remit for the Research Working Group to support a culture of research and data use, if additional funding can be identified.

A key consideration for the value and applicability of the research will be its contextual and cultural relevance. The STG Programme will first seek to work with local researchers to undertake studies to increase the use of local research tools and approaches. Recognising that the relevant skills and capacity may not be available in Tuvalu, the approach will then look at options to build research partnerships with an intentional aim to build local research capacity.

Gender and Inclusion Considerations

Robust and high quality analyses should be drawing on and seeking out disaggregated data, as appropriate, to understand how the focus of the respective studies impact and are experienced by the breadth of stakeholders in Tuvalu's education system. This would include girls and boys, men and women, and people of other genders, people with disabilities, and people in outer islands. Studies would be expected to meet agreed ethical standards and to follow appropriate research frameworks and approaches.

While the specific focuses of the studies are yet to be determined, they present an opportunity to explore issues related to gender and inclusion in depth in the context of Tuvalu.

2.3 Rationale for the Programme Selected

Development of the STG Programme was underpinned by the objectives and strategies of TESP IV and the direction and outcomes of the Partnership Compact. The Partnership Compact envisaged that the STG will focus on systemic levers which will unlock significant and scalable changes to support system transformation and will amplify the delivery of TESP IV. It anticipated a programme that builds quality, supports inclusion and is enabled by appropriate technologies.

From this base, the STG Programme has been designed to invest in sector priorities identified in the Compact, complement work that is already underway, and take account of the lessons learned around effective programming in Tuvalu. The agreed approach is to invest in areas that are currently unfunded or underfunded through other initiatives.

Given the critical role that teachers play, investing in their skills, knowledge and attitudes will leverage outcomes across the system. Funding to upgrade teacher qualifications was identified by MEHRD and other stakeholders as the highest priority for supporting teachers. This underpins the decision to emphasise Focus Area 1: Well Trained and Supported Teachers as the most significant aspect of the Programme.

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Considered decisions were taken about what aspects of the Partnership Compact would not be included in the STG Programme:

- Activities around ECCE are well supported under TuLEP and by UNICEF and while it is recognised that additional investment is required, the approach to the STG Programme was to focus on areas that receive less funding. ECCE teachers will be included in activities around professional development support and access to the GCSL.
- Participants identified limited opportunities to enhance alternative pathways within the scope and scale of the STG Programme. This will be addressed through other activities under the Partnership Compact.
- Addressing issues related to gender and inclusion have intentionally been mainstreamed into activities rather than establishing explicit activities in these areas. Given the scope and scale of the Programme, this was seen as a more effective way of achieving the expected outcomes.

2.4 Mainstreaming Gender, Inclusion and Resilience in the STG Programme

The following provides a summary of the key gender and inclusion opportunities and where these will be mainstreamed through the components of the Programme. These respond to the issues set out in Section 1.3.

Table 1: Summary of Gender, Inclusion and Resilience Opportunities

Focus Area 1	**Focus Area 2**
• Gender considerations will be embedded within awareness campaigns and selection criteria for the BEd and GCSL programmes. • Inclusive practices are taught as part of BEd. • Inclusive practices (including gender and disability-responsive pedagogy and classroom strategies) are expected to be included in professional development package. • School-based training is a strategy to support women's participation.	• Training for SMCs will primarily benefit women. • Strengthening SIPs aims to improve resilience, gender-responsiveness, and access in schools. • Community engagement strategies will be linked to cultural values. • Gender considerations will be included within community engagement strategies.
Focus Area 3	**MEL**

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• All studies to be informed by widely disaggregated data, as appropriate. • Opportunity to include 'deep dive' on issues related to gender and inclusion.	• Data generated to understand the impact and progress for men and women, people with disabilities, and people in remote areas.

2.5 Alignment of the STG Programme

The table below demonstrates how the STG Programme fits into the wider strategic context of the global, regional and national strategies and plans to which the Government of Tuvalu has committed.

Table 5: Alignment to Strategies

Strategy	Policy Alignment
Sustainable Development Goal 4	Target 4.A: Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all. Target 4.C: By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states
Pacific Regional Education Framework	Policy Area 1 Goal: all learners are provided with a safe and supportive environment, within which they are offered high quality learning opportunities that are meaningful, valuable, inclusive and future-focused. Policy Area 4 Goal: competent, qualified and certified teachers and school leaders who are current in their professional knowledge and practice. Teachers are supported, engaged, effective and committed to the holistic development of their students.
TESPIV	Objective 1.4 Children with Special Needs and Disabilities are able to access appropriate education tailored to their needs Objective 2.1 Teachers are highly qualified, continuously developing professionally, and empowered as leaders, leading to improved educational practices and student outcomes Objective 2.4 Technology-Support Delivery is effectively resourced to build digital literacy skills, improve learning and teaching, and strengthen school management Objective 3.2 Education data and information systems are robust and used in policymaking and planning

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	Objective 3.4 Communities and parents are actively involved in children's education from an early age Objective 3.6 School Management Committees regularly develop and implement School Improvement Plans Objective 3.8 Policy frameworks are robust, regularly updated, and founded in evidence and research Objective 3.9 There is continuity and complementarity in management and implementation of education programming/interventions

Section 3: Programme Budget

3.1 Budget Summary

The table below provides an overview of how the budget will be allocated across the Focus Areas of the STG Programme over four years. The Programme will be fully funded by the STG with MEHRD contributing in-kind support to the Programme through the salaries of teachers and government officers and delivering key activities as agreed within the workplan. A detailed budget is included in Annex 3.

Table 6: Budget summary

Component	Year 1	Year 2	Year 3	Year 4	Total
1. Well trained and supported teachers	$179,992	$468,784	$533,904	$581,867	$1,764,547
2. Resilient, responsive and relevant learning environments	$38,995	$46,693	$25,722	$23,500	$134,910
3. Data for policy and planning	$25,808	$48,933	$26,938	$1,080	$102,759
Monitoring, Evaluation and Learning				$70,868	$70,868
	$244,795	**$564,410**	**$586,654**	**$677,315**	**$2,073,084**
Grant Agent Implementation Support Costs	$106,250	$106,250	$106,250	$106,250	$425,000
	$351,045	**$670,660**	**$692,914**	**$783,565**	**$2,498,084**

3.2 Financing Modality and Management Arrangements

UNICEF signs annual work plans with the Government of Tuvalu, which will serve as a basis for direct cash transfers (DCT) to respective Government entities during the implementation of the GPE-funded programme. The grant will be administered and monitored using UNICEF's global internal finance and programme management procedures. These procedures include procurement and management of services such as Technical Assistance (TA), procurement of supplies, support development activities through cash assistance modality, and direct payment as relevant.

UNICEF follows the UN Harmonized Approach to Cash Transfers (HACT) framework as part of the management process of all its partnerships and transfer of resources, which includes pre-assessments and regular assurance activities. UNICEF has sufficient capacity to assess risk levels and exercise risk control measures through regular financial spot-checks and financial audits, which are part of the HACT framework. Based on the financial risk level, several assurance activities will be undertaken throughout the partnership implementation. These activities include programmatic visits, spot checks and financial audits, which are executed by UNICEF staff from the UNICEF Pacific Islands office. The frequency of the assurance activities is dependent on the risk level of the implementing partners (refer to Annex 5 for details of UNICEF's financial and procurement rules and regulations).

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Section 4: Monitoring, Evaluation and Learning (MEL)

4.1 Approach to MEL

- Working **through existing MEL processes**: As a small system, Tuvalu has limited capacity to engage in data collection and analysis across projects. MEL activities will connect to other MEL frameworks as appropriate, particularly the TESP IV, to minimise data collection processes and ensure indicators and targets are aligned to MEHRD's strategic direction.
- Focusing on **performance and improvement**: MEL activities will be about monitoring progress in order to inform changes and course corrections within the Programme through adaptive management approaches.
- Embedded **learning and feedback** loops: the intention is to generate useable and useful data that can inform policy, planning and programming and clear mechanisms will be put in place to ensure that data is shared, used and impactful.

4.2 Implementation of MEL Approach

Reporting

As the Grant Agent, UNICEF will submit timely and quality reports that are in line with the standard GPE reporting process and standards. As per the GPE guideline, UNICEF will hold semi-annual portfolio meetings with the GPE Secretariat to inform the Secretariat of any delays or issues that may affect the quality and timing of the program's implementation.

UNICEF will submit an Annual Progress Report (APR) and the utilisation report to GPE no later than fifteen months after the start of activities. A completion report will also be submitted once the grant implementation is completed within six months of the closure. The end-of-programme report will summarise achievements, potential deviations from original targets, and lessons learned.

Activity reports will provide UNICEF and MEHRD with data on delivery and progress under each of the Programme components, and delivery agents will be expected to report against relevant indicators in the Results Framework. Relevant data and reporting will be provided to the MEHRD Executive on a quarterly basis for their oversight and decision making around changes to the Programme to ensure that the Programme stays on track, resources are utilised well and lessons are captured.

Joint Programme Assessments

Following the submission of the APR, the TEPG, in their capacity as the Local Education Group (LEG) in Tuvalu, will convene a joint annual assessment. As recommended by the ITAP, introducting a joint sector review will improve accountability and dialogue on aid effectiveness. This review will be conducted as part of a biannual TEPG meeting and will provide an opportunity for partners to review progress, interrogate key issues, and provide advice and recommendations on taking the Programme forward in the coming year. This will also provide an opportunity for partners to consider how their

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own programmes and initiatives coordinate and align with the STG Programme and the focus of the assessment will be on strengthening collective actions against shared outcomes as set out in TESP IV.

Reviews and Evaluations

An extended Joint Programme Assessment will be carried out by TEPG at the end of the second year. This will provide an opportunity to consult with wider education sector stakeholders (such as teachers, students and parents) to understand their perspectives on the progress, lessons and achievements of the STG Programme and to assess progress against the Partnership Compact 2024-2028 as it comes to the end of its timeframe. The TEPG, through the Coordinating Agent, will determine the scope and scale of the extended assessment. The outcomes of this assessment will be captured in an Aide Memoire and will seek to develop a collective position on changes to the STG Programme and future directions for the Partnership Compact .

The extended joint programme assessment will be in lieu of a Mid Term Review. This approach recognises the impact of formal evaluation processes on the capacity of small education systems, the relatively limited outcome data that will be available at the end of the second year, and the need to assess the status of the Partnership Compact at that point in time. The wider approach to MEL will ensure that relevant accountability and progress reporting will occur and that necessary changes can be made in a timely way throughout the Programme.

An Impact Assessment will be conducted in the fourth year of the Programme. This assessment will seek to understand the changes that have occured as a result of the Programme, why those changes have occurred and how far the Programme has progressed against relevant baselines set at the beginning of the Programme. The Impact Assessment will inform the development of future funding requests to GPE (if available) and to other partners. In seeking to understand the ‘why’ questions, the assessment will consider the funding, delivery and management arrangements and how these have contributed to Programme success, which will also allow an assessment to be made on the efficiency, relevance and sustainability of the Programme.

4.3 Roles and responsibilities

MEHRD

MEHRD will be responsible, through its Adminstration Unit and Executive, for regularly reviewing monitoring data and determining and directing relevant actions to address issues or maximising opportunities. Working closely with the Grant and Coordinating Agencies, MEHRD will identify lessons learned through the Programme and opportunities for sharing learnings, good practices and achievements with education sector stakeholders.

Outcomes-level data and monitoring is linked directly to TESP IV indicators, targets and baselines. Data collection and analysis for these outcomes will be completed through MEHRD’s own processes for reviewing the progress of TESP IV, with results fed back into the STG Programme.

Grant Agent

UNICEF will continue using its established monitoring systems to ensure high-quality work is carried out on time. UNICEF Pacific will be responsible for monitoring the implementation of the grant and reporting,

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working closely with MEHRD. Monitoring support, data collection and reporting will be led by the UNICEF-funded policy and planning specialist embedded in MEHRD. UNICEF and MEHRD will engage regularly for the purpose of monitoring progress and mitigating risk and coordinate continuously with the Coordinating Agency. UNICEF will utilise its Knowledge Management system to generate and disseminate lessons learned and best practices to all programme stakeholders.

The UNICEF Pacific Education team will support MEHRD and relevant implementing stakeholders in collecting the required information and evidence for reporting and supporting the mechanisms to be put in place prior to activities commencing. Findings from spot checks and scheduled audits are used to obtain assurance and adjust partnership management strategies accordingly, as well as to structure capacity development support to address identified capacity gaps and, in extreme cases, to suspend and/or terminate partnerships. In addition, UNICEF would be able to provide HACT training to the partners based on the identified needs.

TEPG

TEPG has a key role in monitoring and assessing programme progress to identify opportuities for coordination, strengthening and informing lessons learned, as detailed above. These will be coordinated through the Australian High Commission to Tuvalu as the Coordinating Agent.

4.4 Results Framework

Monitoring and evaluation activities will be against the indictors and targets set out in the Results Framework (included below). These will be reported in the APR to GPE. Output indicators are primarily quantitative, but outcomes will also draw on qualitative measures, primarily through the Impact Assessment in year 4.

Outcome targets and indicators are largely drawn directly from TESP IV and, as noted above, will be measured through MEHRD's own monitoring and evaluation processes.

For outputs, selected indicators are easy to measure within current capacities and draw on accessible data, primarily drawn from activity-level monitoring. They seek not just to capture whether key outputs have been delivered but also whether they are valued and seen as impactful by participants. This supports the approach to adaptive management and provides information on a regular basis on whether changes are required. Targets are set to be both ambitious but also achievable within the resources of the STG Programme. They reflect available capacity within Tuvalu's education system and lessons from previous projects.

MEHRD has made a considered decision not to include specific targets related to gender or other inclusion measures within the Results Framework. Given the relatively small number of people captured by this data and the nuanced context for gender and inclusion in education in Tuvalu, even minor changes in the data can significantly affect the results, which would reduce the value of these targets. Instead, indicator data will be disaggregated by a number of factors – including gender, experience of disability, location and age group – to allow for ongoing monitoring and adjustments to activities to ensure equity in outcomes across the Programme.

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Target		Indicators	Means of Verification	Frequency of Data Collection	Programme Baseline		Year1	Year2	Year3	Year4	Data Collection Comments
					Year	Total	Total	Total	Total	Total	
Programme Goal											
By 2028, all learners develop strong foundational learning so that they can successfully continue to learn in programmes that are relevant to their interests and skills; and teachers are support and enabled to deliver quality learning through ongoing, relevant and accessible professional development.											
G1a	40% of students in Year 4 meet regional benchmarks (PILNA) for literacy	Percentage of students meeting at least minimum expectations for literacy and numeracy in Years 4 and 6	National PILNA report	every three years	2022	24		40			Baselines and targets from TESP IV
G1b	60% of students in year 6 meet regional benchmarks (PILNA) for literacy					44		60			
G1c	70% of students in Year 4 meet regional benchmarks (PILNA) for numeracy					54		70			
G1d	80% of students in year 6 meet regional benchmarks (PILNA) for numeracy					69		80			
G2	By 2030, 100% of teachers meet minimum standards	Percentage of teachers meeting minimum standards	MEHRD Education Statistical Digest	Annual	2025						Baselines to be established in 2025/26 under TESP IV
Focus Area 1: Well trained and support teachers											
Outcomes											
1a	By 2030, 100% of teachers hold the minimum qualification	Percentage of teachers with minimum qualifications	MEHRD Education Statistical Digest	Annual	2024	ECE: 91 Primary: 78 Secondary 62					Baselines and targets come from TESP IV. May need to be reset in 2025 in line with new requirements under the new Education Bill
1b	TBD	Percentage teacher retention year on year	Relevant SEO, MEHRD Education Statistical Digest	Annual							Baselines and targets to be developed under TESP IV
1c	Teachers are retained and improving in their teaching practices	Improvements from baseline training need assessment	Programme impact assessment	Year 4	2025	TBD					Baselines and targets to be developed following TNA
Outputs											
1.1 Lifting Teacher Qualifications											
1.1.1	40 teachers enrolled in Bachelor of Education Programme over three years	Number of teachers enrolled in the Bachelor of Education cohort programme	Course enrolment data	Annual	2025	0	0	20	30	40	
1.1.2	75% of enrolled teacher complete the BEd programme	Number of teachers remaining in the programme year on year	Course enrolment data	Annual	2025	0		18	25	30	Qualification completion will be beyond the timeframes of this Programme
1.1.3	80% of teachers enrolled report increased confidence in their teaching practice	Teacher confidence level rating before and after training	Teacher survey	Annual	2025	0		50%	65%	80%	

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1.2 Supporting Emerging Leaders											
1.2.1	40 teachers enrolled in the GCSL Programme over 4 years	Number of teachers enrolled in the GCSL Programme	Course enrolment data	Annual	2025	0		20		20	
1.2.2	75% of enrolled teacher complete the GCSL programme	Percentage of enrolled teachers who graduate GCSL Programme	Graduation data	End of GCSL Programme	2025	0		75%		75%	
1.2.3	90% of teachers enrolled in GCSL Programme report increased confidence in their leadership skills and knowledge	Teacher confidence level rating before and after training	Teacher survey	Annual	2025	0		90%		90%	
1.2.4	20 GCSL graduates take on recognised leadership roles within 2 years of completing GCSL	GCSL graduate leadership placements	Placement data; school reporting	Through Impact Assessment	2026	0				20	
1.3 Building Capacity Through Professional Development											
1.3.1	80% of untrained teachers complete the training within the first year of availability	Number of untrained teachers completing 'Introduction to Teaching' training in first year	Training reports	Year 2	2025			80%			Baseline to be taken as number of untrained teachers employed in first year of implementation
1.3.2	100% of new untrained teachers start 'Introduction to Training' package before entering the classroom	Number of untrained teachers entering the classroom	Training reports	Annual	2025			100%	100%	100%	Baseline to be taken as number of untrained teachers newly employed in the first year of implementation
1.3.3	80% of teachers access CPD modules each year	Number of teachers accessing CPD modules	Training reports	Annual	2026						Baseline to be taken as number of teachers employed in first year of implementation
1.3.4	10% increase in teachers completing modules year on year	Number of completed training modules	Training reports	Annual	2026						Baseline to be taken as number of modules accessed in first year of availability
1.3.5	75% of teachers report increased confidence in their teaching practices	Teacher confidence level ratings before and after training	Teacher survey	Annual	2026						Baseline to be taken in first year of implementation
Focus Area 2: Resilient, responsive and relevant learning environments											
Outcomes											
2a	By 2030, all schools and ECCE services have access to electricity, internet for pedagogical purposes, computers for pedagogical purposes and functional computer labs.	Percentage of schools with access to i. Electricity ii. Internet for pedagogical purposes iii. Computers for pedagogical purposes iv. Functional computer labs	SMC/Kaupule meetings, School Census returns to TEMIS	Annual	2024	ECE: i. 94% ii. 94 iii. 94%					Baselines and targets from TESP IV
						Primary: i. 90 ii. 90 iii.100%					
						Secondary i. 100 ii. 100 iii.100					
2b	By 2030, all schools and ECCE services have access to running water and flush to septic/tank sanitation	Percentage of schools with i. Running water ii. Flush to septic/tank sanitation	SMC/Kaupule meetings, School Census returns to TEMIS	Annual							Baselines and targets to come from TESP IV
2c	School leaders and community representatives report greater levels of engagement and support through programme activities.	Demonstrated instances of engagement	Programme impact assessment	Year 4							Baseline to be taken in first year of implementation

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Outputs											
2.1 Strengthening School Improvement Plans											
2.1.1	Training and resources provided to all SMCs	Number of SMC receiving training and resources	Training reports	Annual	2024						Baseline to be established in line with 2024 data
2.1.2	50 SMC members trained	Number of SMC members trained	Training reports	Annual	2024						Baselines to be established in line with 2024 data
2.1.3	80% of SMC members trained report an increase in confidence to support SIPs	SMC member confidence level ratings before and after training	SMC member survey	Following training	2025						Baseline to be taken in first year of implementation
2.1.4	50% increase in achievement of SIP activities over 4 years	Number of SIP activities delivered	MEHRD reporting	Annual	2026						Baseline to be taken in first year of implementation
2.2 Strengthening Community Engagement											
											Indicators and targets to be agreed in Q1 of STG implementation in line with agreed Communications Plan
Focus Area 3: Data for Policy and Planning											
Outcomes											
3a	Data is effectively used to improve learning outcomes and system performance	Functional policy framework									Baselines and targets to come from TESP IV
3.1 Analytical Studies											
3.1.1	At least 3 analytical studies completed on areas of priority under TESP IV	Number of studies completed	Delivery of study	Per study	2025	0	1	1	1		
3.1.1a		Number of studies with a demonstrated alignment to TESP IV	Commissioning documents	Per study	2025	0	1	1	1		
3.1.2	Results of studies shared with all schools and other agreed stakeholders	Number of schools and ECE centres provided with study results	Research working group minutes	Per study	2025	0		30	30	30	
3.1.2a		Number of stakeholders provided with study results	Research working group minutes	Per study	2025	0					Number of stakeholders will be determined by Research Working Group
3.1.3	At least 50% of recommendations for data use are progressed annually	Number of recommendations progressed by relevant stakeholders	Research working group minutes	Annual	2026	0		50%	50%	50%	
3.1.4	MEHRD report that data was used to inform policy and planning	Demonstrated use in policy and planning	MEHRD reporting	Annual	2025	0		Yes	Yes	Yes	Reporting will be qualitative
3.1.5	Partners report that data was used to inform policy and planning	Demonstrated use in policy and planning	TEPG minutes	Annual	2025	0		Yes	Yes	Yes	Reporting will be qualitative

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Section 5: Implementation Arrangements

5.1 Readiness Assessment

The readiness assessment considers the strategic environment into which this Programme will be implemented and the capacity and resources available to undertake the work. The assessment suggests that the Programme can be effectively implemented if adequate attention is paid to key issues, as discussed in the table below.

The GPE funding is anticipated to start in July 2025, in line with the start of MEHRD's financial year.

Table 6: Readiness Assessment

Readiness considerations	Assessment
Strategic alignment	• Activities are strongly aligned with TESP IV and there is clear demonstration on how they will support MEHRD to deliver their own priorities and those of other sector stakeholders. • Relevant stakeholders have been involved in the development of the programme and their views have informed the direction and approaches. • Strong relationships are already in place with USP as the critical implementation partner, supporting sustained and contexualised engagement throughout and beyond the STG Programme.
Personnel capacity	• The scope of Programme has been assessed against MEHRD's capacity and key inputs identified across each Focus Area. Activities have been designed to optimise MEHRD's inputs on leadership and direction setting, with administrative and technical tasks supported by additional resources. • Training needs analyses will need to be undertaken in key areas to understand capacity development needs to inform development of activities.
Availablity of resources	• Activities can be completed within the STG Programme budget with no additional funding required from MEHRD or other partners, with one exception: completion of the BEd programme will be outside the timeframes of the Programme but this is a known risk and MEHRD has sufficient time to plan for additional resources.
Adequacy of support structures	• The workplan has been prepared to allow sufficient planning and preparation time at the beginning of the programme to establish activities effectively. • The Programme will work within the structures of the Ministry and coordination arrangements that are already in place. • The scoping and introduction of technology will need to carefully consider the context into which it is being implemented and should build on existing structures and lessons learned in similar contexts.

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5.2 Governance Arrangements

MEHRD's Director of Education will be the owner of the Programme. They will be responsible for ensuring that the Programme progresses in line with TESP IV objectives and in accordance with the work plan, and that the necessary resources and supports are available within MEHRD.

Oversight of the Programme will be through the MEHRD Executive and will be built into their own quarterly review processes. UNICEF will provide MEHRD with up-to-date expenditure and progress reports ahead of these meetings to allow MEHRD to track progress, to identify risks and mitigating actions, and to inform planning.

The TEPG will fulfil the role of the LEG for the STG Programme. They will ensure that the Programme aligns with GPE standards, that funds are being used efficiently and that there is transparency and accountability for Programme delivery and budgets. They will also foster inclusivity and equity and will work to ensure that the STG's outcomes and activities are inclusive and address the needs of all children. They will review and endorse key actions and documents in line with GPE processes and standards.

5.3 Management Arrangements

UNICEF is the Grant Agent. This role includes receiving and managing funds from GPE in alignment with the activities and budgets outlined in the STG application, agreed upon by MEHRD, and endorsed by the TEPG. The Grant Agent's role also includes engaging, managing, and providing quality control to the deliverables of the GPE-funded consultancies to complete the work defined by the terms of reference for each consultancy. This will be managed by the designated Education Specialist at the UNICEF Pacific office, who will provide technical, logistical, monitoring, and oversight support for planning, management, and implementation of funds. Additional technical support will be provided by UNICEF Pacific Education Specialists, who will provide specialist oversight on key issues, and the UNICEF Pacific Chief of Education, who will provide approval for all contract deliverables.

UNICEF has an embedded education policy and planning specialist in Tuvalu who supports the management and delivery of both the STG and SCG Programmes. This specialist will lead on monitoring and reporting, engagement with MEHRD to identify and manage risks, and on-the-ground support for Programme-funded TA.

5.4 Coordination Arrangements

Australia's Department of Foreign Affairs & Trade (DFAT) is the Coordinating Agency for the GPE program in the Tuvalu through its High Commission in Funafuti. DFAT, in collaboration with MEHRD and TEPG members, will be responsible for coordinating the overall implementation of GPE programme activities, facilitating discussion of strategically implementing the Programme's guiding principles, and ensuring harmonised support for mutual accountability and transparency across the partnership. As defined in the GPE accountability matrix, the Coordinating Agency will support the government in harmonised policy dialogue, facilitate inclusive sector coordination and effective TEPG collaboration, and facilitate communication between government and development partners.

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The STG Programme contributes to the wider achievement of the Partnership Compact. The Partnership Compact sets the basis for the shared outcomes and outputs around which development partners coordinate. The table below sets out the respective contributions of partners to this partnership.

Table 7: Partner Contributions to Compact

Partnership Compact Outputs	Contribution from Partners	Included in STG
Sub-Outcome: Quality early childhood and early primary education ensures that all young people have strong foundational skills for life-long learning		
ECCE is systematically supported in policy and practice	World Bank UNICEF	No
ECCE centres have qualified staff, resources and appropriate curricula	World Bank UNICEF	Yes
Quality early primary education provision is available to all learners	World Bank UNICEF	No
Sub-Outcome: Improved equity and inclusion of access across all levels		
Equity and inclusion are reflected in policy and practice	Australia UNICEF World Bank	Yes
Transition, retention, and completion of learners from most vulnerable groups is improved	Australia	No
Sub-Outcome: Learners progress through a variety of education pathways adapted to their needs, interests and skills		
There are alternative education pathways and remedial opportunities in the system at different levels and for different learners	Australia	No
Learners are aware of and make use of alternative pathways to meet their learning needs and preferences	Australia	No
Learners' wellbeing and motivation are improved	UNICEF	Yes
Sub-Outcome: Improve quality of teaching through better training, standards, resourcing and systems		
Teachers' recruitment, performance, and evaluation are systematized and aligned to sector goals	Australia SPC-EQAP	Yes
All teachers receive comprehensive, systematic, and structured pre-service and regular in-service training	Australia UNICEF USP World Bank	Yes
Variety of appropriate teaching resources are readily available to all teachers	Australia UNICEF USP World Bank	Yes
Cross Cutting Theme: System Strengthening		
The system continues to be strengthened through infrastructure development	UNICEF	Yes
The system continues to be strengthened through better systems and data use and new policies	Australia UNICEF	Yes

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	World Bank	
The system continues to be strengthened through strong coordination	Australia UNICEF	No

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Section 6: Safeguarding, Risks and Mitigation Measures

6.1 Child Safeguarding

The safety and protection of children is a priority for MEHRD and UNICEF. To ensure adequate prevention of child abuse and timely response to any concerns raised, the Programme will build on existing child safeguarding work undertaken in the education sector to date and UNICEF's extensive experience in child safeguarding, ensuring that all programme partners provide a safe environment for children. All UNICEF partners must adhere to the requirements of the UNICEF Child Safeguarding Policy. UNICEF, as the Grant Agent, and MEHRD will ensure child safeguarding guidelines are available and followed by teachers and other education personnel to protect children from any harm and abuse. This will include consideration of how capacity development and knowledge around Child Protection and Safeguarding and Mental Health and Psychosocial Support (MHPSS) can be embedded in Programme activities.

6.2 Preventing Sexual Exploitation, Abuse and Harassment (PSEAH)

In addition to safeguarding children, the Programme will adopt a zero-tolerance approach to any form of Sexual Exploitation and Abuse (SEA) or Sexual Harassment (SH). Through its field operations, UNICEF is increasingly focused on improving safety and protection around the people it works with, especially in locations where sexual exploitation and abuse risks are higher. UNICEF routinely completes a PSEAH capacity risk assessment as part of due diligence with its implementing partners. Any of whom are found to be deficient in this regard will receive immediate support to strengthen their knowledge and compliance. MEHRD and all partners and subcontractors will be briefed on and expected to adhere to UNICEF's Prevention of Sexual Exploitation and Abuse (PSEA) guidelines.

6.3 Identified Risks and Mitigations

A number of risks have been identified through the development of the STG Programme at strategic, programmatic and implementation levels. These have been taken into account in the development of Programme activities and mitigations have been built into the Programme where possible.

A full list of programmatic and implementation risks and mitigations is included as Annex 4. The critical strategic risks for the Programme are discussed below.

Table 8: Strategic risks

Strategic Risks			
Risk	**Impact**	**Likelihood**	**Mitigation**
If there is not continued political support for and committment to TESP IV then	Medium	Low	The key focus of the Programme – teacher development – is a consistent priority for education sector

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the STG Programme may not respond to the priorities of the Government of Tuvalu			strengthening globally and would be expected to be an enduring priority across changes in political environments. Other components of the Programme respond to key structures of the education system in Tuvalu, which are unlikely to change over the life of the programme, or there is enough flexibility built into the approach that activities can change in response to changes in government priorities.
If development partner priorities or resourcing changes then expected partnerships may change and priorities outside of the STG Programme may not progress	Low	Medium	The STG Programme has been designed to complement other initiatives but is a stand alone programme, and the full benefits of the Programme can be delivered if other initatives change.
If proposed activities do not adequately respond to Tuvalu's culture and context then the Programme may be ineffective or irrelevant	Medium	Medium	Programme governance arrangements ensure the leadership of MEHRD. UNICEF will work closely with MEHRD to develop and deliver assignments under the STG Programme to ensure that these are fit for the context, including through on-the-ground support from the locally embedded Policy and Planning TA. The design of the STG Programme has been widely informed by local stakeholders and, through implementation, Working Groups will be established in key areas to ensure that solutions reflect context and culture.
If there is a natural disaster during the Programme then activities may be delayed or not proceed while personnel respond to the crisis	Medium	High	MEHRD has disaster risk reduction plans for natural disasters which would apply to activities. Should delays be inevitable, UNICEF will discuss this with GPE and negotiate necessary allowances for changes to the programme or extensions.
If activities are not well designed or resourced then	High	Low	Sufficient resourcing has been allocated to ensure that activities can

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they may not be delivered equitably across Tuvalu			be delivered across all of Tuvalu's islands and technology-enabled solutions will explore innovative and cost-effective opportunities to support this. Widely disaggregated data will be collected as part of Programme monitoring to ensure that the opportunities and benefits of the Programme are being widely felt by all stakeholders.
If relevant ongoing activities are not accounted for in MEHRD's budget then the outcomes of the Programme may be unsustainable	High	Medium	MEHRD have sufficient lead in time to identify and negotiate ongoing funding of the BEd Programme to completion.

Section 7: Sustainability and Aid Effectiveness

7.1 Sustainability Strategies

Sustainability has been considered strategically across the approaches, Focus Areas and activities of the STG Programme to ensure that the outcomes will be felt beyond the life of the Progamme. The table below details how sustainability has been embedded across different elements of the Programme.

Table 9: Elements of sustainability

Element of Sustainability	Strategies
System	• Activities are linked to TESP IV for ongoing political and financial commitment. • The Programme is aligned to other strategies and partners to support collective approaches and outcomes.
Outcomes	• The Programme is investing in teachers to build their capacity for sustainable learning outcomes. • The approach and focus is on system strengthening to embed outcomes in the longer term.
Programme	• No additional structures will be set up that need to be maintained • Upfront costs for technology solution are covered in budget – this will reduce travel costs in the longer run, with funds reallocated within the recurrent budget.

7.2 Aid Effectiveness

Table 10: Elements of aid effectiveness

Element of aid effectiveness	Strategies
Supporting government ownership	The STG Programme is fully aligned to TESP IV and other regional and international strategies. The Programme has been actively informed by stakeholder consultation and has been developed in response to the decisions taken by MEHRD on priorities and direction. Activities and approaches have been designed to minimse administrative burden for MEHRD to allow them to focus on their leadership and oversight role.
Working through country systems	As reflected in the EFA, funding through country systems is not a priority for MEHRD at this time. Funding arrangements reflect agreed roles for MEHRD and UNICEF which minimise transaction costs and support MEHRD's leadership.

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	Implementation arrangements draw on existing management and governance structures to ensure the Programme is well embedded in country systems. Delivery modalities reflect existing relationships and ways of working and seek to strengthen systems.
Partnerships and coordination	The STG Programme has been designed to complement work that is already underway and contribute to the achievement of the shared Partnership Compact. The Programme will be coordinated through the TEPG to support ongoing alignment and identification of opportunities to maximise benefits.
Managing for results	The approach to MEL seeks to generate useable and useful data that can inform policy, planning and programming. It moves beyond accountability to embed learning and adaptive management processes in Programme implementation and to ensure that results and lessons are widely shared to maximise their impact.

Section 8: Implementation Timeline

Focus Area	Activities	Alignment to TESP IV	Lead MEHRD Unit	Implementation Timing															
				Year 1				Year 2				Year 3				Year 4			
				Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
1. Well trained and supported teachers	1.1 Lifting teachers' qualifications	Objective 2.1	SSU																
	Agree structure of cohort-based programme with USP DOE			x															
	Set selection criteria, policy positions and funding arrangements			x															
	Develop and disseminate awareness campaign				x														
	Candidate selection and onboarding (including recognition of prior learning and cross crediting)				x	x													
	Year 1 delivery							x	x	x	x								
	Year 2 delivery											x	x	x	x				
	Year 3 delivery															x	x	x	x
	1.2 Building emerging leaders	Objective 2.1	SSU																
	Agree structure of cohort-based programme with USP IOE			x															
	Set selection criteria, policy positions and funding arrangements			x															
	Develop and disseminate awareness campaign				x														
	Candidate selection and onboarding				x	x													
	Cohort 1 delivery							x	x	x	x	x	x	x	x				
	Cohort 2 delivery											x	x	x	x	x	x	x	x

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	1.3 Building capacity through PD	Objective 1.4 Objective 2.1 Objective 2.4	SSU				
	Training needs analysis - Funafuti and one outer island			x			
	Scoping of appropriate technology solution			x x			
	Development of training programme components, resources and delivery approaches			x x			
	PD modules and technology solution piloted in three schools (1 in Funafuti, 1 in Vaitupu, 1 in other outer island)			x			
	Training components and technology solution finalised				x		
	Training for school leaders, mentor teachers and ICT support staff				x		
	Roll out of training programme				x x	x x x x	x x x x
	Ongoing implementation support				x x	x x	x
2. Resilient, responsive and relevant learning environments	2.1 Support for School Management Committees and School Improvement Plans	Objective 3.6	SSU				
	Training needs analysis for School Management Committees (Funafuti and one outer island)			x			
	Establishment of SIP Reference Group			x			
	Reference group reviews and updates policies and procedures related to developing and monitoring SIPs			x	x		
	Guidance and training developed to support school leaders and SMCs develop, review and monitor SIPs				x x		
	Training delivered to school leaders and SMCs				x		
	Review of training					x	

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	Updates to training package Refresher training					x	 x
	2.2 Building community capacity to support literacy	Objective 3.4	SSU				
3. Data for Policy and Planning	3.1 Analytical Studies	Objective 3.2 Objective 3.8 Objective 3.9	Admin				
	Establishment of Research Committee Research Committee agrees annual research focus Analytical study commissioned Analytical study undertaken Research Committee considers results, reviews implementation of recommendations and agrees next research focus Results disseminated			x x x x x	x x x x	x x x x	 x x
Monitoring, Evaluation and Learning	4.1 Impact Assessment	Objective 3.2 Objective 3.9	Admin				
	Impact Assessment commissioned Impact Assessment undertaken Findings of Impact Assessment disseminated					x	 x x

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Annexes

1. Design report
2. List of Reference materials
3. Detailed budget
4. Detailed risk table
5. UNICEF Financial and Procurement Rules and Regulations

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Annex 1: Design Report

Purpose

This document sets out the discussions and outcomes that have informed the design of Tuvalu's System Transformation Grant (STG). It captures the key themes, priorities and opportunities that have informed the Programme and can be used to track and confirm how stakeholders have directed the design of the Programme.

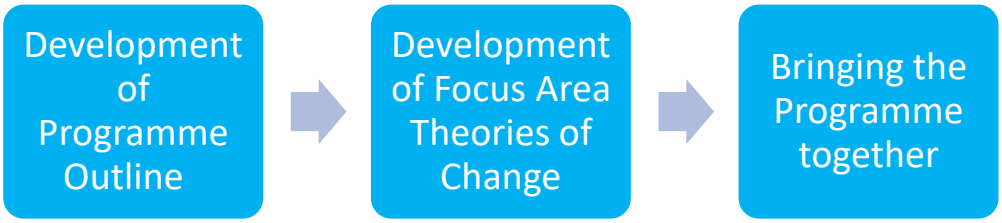
Background

Development of the STG Programme was underpinned by the objectives and strategies of TESP IV and the direction and outcomes of the Partnership Compact. The Partnership Compact envisaged that the STG will focus on systemic levers which will unlock significant and scalable changes to support system transformation and will amplify the delivery of TESP IV. It anticipated a programme that builds quality, support inclusion and is enabled by appropriate technologies and complemented other activities being delivered in support of the Partnership Compact.

UNICEF is the Grant Agent (GA) for the STG and appointed a design consultant to develop the STG application package through facilitating a programme design process with the Ministry of Education and Human Resource Development (MEHRD) and key stakeholders.

Process

The design process followed a three-phase approach



1. Development of the Programme Outline

Purpose

Significant work has already gone into developing the Partnership Compact, including the identification of outcomes, outputs and proposed activities, which were captured in a clear Theory of Change (ToC). These provided the starting point for the design, which will build on what is already agreed and in place. Under the first phase of the design process, the focus was on determining the scope, scale and structure of the Programme.

Process

In October 2024, a series of workshops were held over the space of five days with MEHRD senior education officers (SEOs) and acting Director of Education to develop the scope of the Programme and determine an initial theory of change to inform the design.

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SEOs undertook a mapping exercise to consider the pathways between the previous education strategic plan (TESPIII) and the next iteration of this strategy, which is currently under development. They reviewed the challenges that have been identified in the Education Sector Analysis (ESA) and how the directions set by the Compact address these within the context of what is to be achieved under TESPIV.

They took this alignment to a more granular level to look specifically at how the STG Programme fits into the wider strategic context. Using the Partnership Compact Sub Outcomes as the framework, in groups, officials brainstormed and grouped possible opportunities for responding to these outcomes. They considered and discussed potential gender and inclusion issues and how these might be addressed. In groups, they identified the opportunities under each category that they considered held the most promise, based on available time and budget and alignment with outcomes, and then prioritised these as individuals. These options are provided below. Activities highlighted in blue represent the highest priorities for participants.

Sub Outcome 1: *Now* • Provision of technology eg internet, videos, communication tools for parents • Basic survival and first aid resources *How* • Development of TEMIS applications and targeted functionalities • Robust HR M&E system *Wow* • Increase support from kaupule • Resources related to cultural and religious values	**Sub Outcome 2:** *Now* • Infrastructure improvments • Increase in teacher salaries *How* • Infrastructure improvements • Resources related to positive school climate and anti-bulling *Wow* • Provision of technology and internet access • Support for specialised teachers
Sub Outcome 3: *Now* • Professional development for curriculum resource development and implementation • Incorporate traditional skills in extracurriculum programmes *How* • Robust and online TEMIS system • Curriculum resource development *Wow* • Robust and well aligned TVSD curriculum, aligned to labour market • Database/TEMIS	**Sub Outcome 4:** *Now* • Professional development • Access to learning materials *How* • Robust monitoring and evaluation of the system to assess performance • Cohort training *Wow* • All data in TEMIS • Safe and well equipped classrooms

Based on this prioritisation process and wider consultations, the design consultant mapped the priorities against the outputs statements in the ToC to analyse common themes and opportunities for further exploration, where the balance of efforts might lie, and the extent of the scope and ambition against each outcome area. This led to a proposal for three focus areas under the Programme:

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1. Well trained and supported teachers – to consider approaches for enhancing training and professional development
2. Postive learning environments – to consider strengthening access to community and cultural resources in schools
3. Data for policy and decision making – to consider opportunities to strengthen data collection, storage and use.

These were captured within a high level ToC which reinforced the connectedness between the focus areas and their alignment to the Partership Compact.

These proposed focus areas and ToC were also presented to education sector partners for their review and feedback through a blended workshop. These were endorsed by consensus and partners worked together to identify other possibe activities that respond to the direction set by MEHRD.

Outcomes

The outcome of these workshops was an agreed STG Programme Outline which contained three key focus areas, thematic approaches, an initial theory of change and indicative implementation arrangements. Opportunities for incorporating gender and inclusion considerations into the Programme were also identified.

2. Development of the Focus Area Theories of Change

Purpose

The second phase of the design process focused on building the evidence base around the focus areas to identify activities and approaches that would be best suited to achieving the expected outcomes. This evidence was then used to build ToCs for each focus area to guide decision making on a short list of activities for inclusion in the Programme.

Process

The design consultant undertook a series of consultations and desk-based research between November 2024 and January 2025 to understand the current context of each Focus Area in Tuvalu, lessons learned and opportunities to build on, and global and regional learnings and data on these areas. A summary of the key messages from consultations is below and wider evidence is captured in the Programme Document.

Stakeholder	Key Messages
Kaupule o Funafuti	- Student behaviour and welfare and its link to teacher classroom practices are increasing issues - Need to build community and parental engagement - Opportunities to strengthen relationship between MEHRD and kaupule for infrastructure and maintenance planning
Australian High Commission	- Implementation modalities need to be carefully considred to respond to the challenges of delivering initiatives in Tuvalu - STG Programme should be considering how to support localisation

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	- Identified need to address the status of teaching as a profession and gender issues in education
EKT Pastor	- Support for families is critical in strengthening learning outcomes and addressing discipline issues - Role of church in supporting inclusive education to address stigma - Need to find strategies for engaging fathers in education
Fetuvalu High School – Principal and teachers	- Need for teacher training options that are based in-country to address challenge of high numbers of untrained teachers - Increased exposure to technology and lack of parental support is impacting classroom behaviour and student engagement - Inclusion issues around bullying, illiteracy, and gender - Need to strengthen the links between MEHRD and schools
Nauti Primary School – Assistant Principal	- Safe and functional infrastructure is an issue for schools - Issues with teacher professionalisn and training and support is required. - The GCSL Programme is working well to strengthen leadership
Fetuvalu Students – year 11 and 12	- Students who don't plan to go to university drop out because of family issues, costs, laziness, not interested and pursuing sport. - Boys are able to get jobs without finishing school, but girls need a qualification - Students want different types of learning opportunities eg through technology and developing traditional knowledge and skills - School is not inclusive for students who are 'different' eg those who have disabilities or are transgender
President of the Women's Organisation	- Parents need training and support on good parenting practices and engagement in learning - Mostly women who are engaged in education, including as SMC members - Better planning and engagement need through SMCs to effectively and efficiently deliver on their key functions.
Implementing partners (TuLEP, TAPQE, UNICEF, IOE, DOE, EQAP)	- There are existing processes in place to support strong coordination and the STG Programme should align with these - There is existing data available that can inform the development of the STG Programme - Opportunities to invest in data collection, community awareness, indigenous skills and knowledge, gender-responsive pedagogy. - The largest unmet need is teacher qualification upgrading

This evidence base was assessed against the recently developed TESP IV to identify connections between key strategies and outcomes under TESP IV and opportunities identified under the STG Programme. This informed the development of focus area-level ToCs to set out how the STG Programme might contribute the outcomes set out in TESP IV. Through a series of virtual workshops in Feburary 2025, MERHD SEOs analysed the ToCs to confirm alignment with TESP IV and the Partnership Compact. They reviewed the range of activities that had been identified to respond to these TOCs and the strengths, weaknesses, opportunities and threats of each to develop a short list of activities for inclusion in the Programme.

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Outcomes

This stage in the process confirmed the elements of the Programme ToC and its alignment to Tuvalu's own education strategic plan and identified an evidence-based selection of activities that will respond to both TESP IV and the Partnership Compact.

3. Bringing the Programme Together

Purpose

The final stage of the design phase sought to bring together the elements of the Programme to agree on how it will be implemented, monitored and sustainably delivered.

Process

MEHRD Director and SEOs came together again in a series of workshops over five days in March 2025 to determine the final scope of the Programme and the key implementation arrangements and approaches. The shortlisted activities had been indicatively costed by the design consultant and participants discussed in groups a prioritised set of activities that were feasible within the Programme budget and addressed the Programme TOC. Each group presented a different set of prioritised activities but worked through common themes to collectively agree a final set of Programme activities and workplan.

The final activity selection then informed a series of discussions around:

- implementation challenges and how these might be addressed to agree on programme management arrangements;
- MEHRD's inputs and capacity to deliver the Programme to agree on delivery modalities;
- targets and indicators for each activity to agree the Results Framework;
- risks and issues to to agree on effectiveness and sustainability considerations;
- governance, management and coordination arrangements to agree on roles and responsibilities; and
- funding arrangements to agree on financial and procurement processes.

A detailed summary of these workshops was presented to the Tuvalu Education Partners Group (TEPG) for their review and feedback. This was all captured by the design consultant in a draft Programme Document which was provided to MEHRD and TEPG for detailed consideratio, and for final endorsement following feedback.

Outcome

The Programme Document was endorsed by all relevant stakeholders for submission to GPE.

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Annex 2: List of Reference Materials

Government of Tuvalu Documents

Strategies

- Te Kete – Tuvalu's National Development Strategy 2021-2030
- Fourth Tuvalu Education Sector Plan 2025-2030
- Third Tuvalu Education Sector Plan 2016-2020
- National Equity Gender Policy and Action Plan
- National Culture Strategy

Legislation

- Education Act 2008
- Falekaupule Act 1997

Data

- MEYS Annual Statistical Digest 2022
- Menaouer, Olivier; *Tuvalu 2022 House Income and Expenditure Survey Report*; Pacific Community and Tuvalu.
- Education Sector Analysis 2024

Programme Documents

- Partnership Compact 2024-2028
- GPE Enabling Factors Assessment
- ITAP Assessment of Enabling Factors Assessment, Tuvalu
- System Capacity Grant Concept Note 2025
- COVID-Accelerated Funding Review
- TuLEP Sustainability Report 2025 (Draft)
- MEHRD-UNCIEF Annual Work Plan 2025/2026
- MEHRD-TAPQE Annual Work Plan 2025

Research, Assessments and Evaluations

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GPE Documents

- GPE 2025 Results Framework for Tuvalu
- GPE Guidelines for System Transformation Grant (STG)
- Application Form for GPE Grants
- Quality Standards for the Assessment of STG and Multiplier
- Other country STG Programme Documents

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Annex 3: Detailed Budget

BUDGET TEMPLATE					Year 1			Year 2			Year 3			Year 4			
Activity #	Component / subcomponent / activity	Results framework indicator	Cost description	Unit of measurement	Unit cost	# of units	Cost per year	Unit cost	# of units	Cost per year	Unit cost	# of units	Cost per year	Unit cost	# of units	Cost per year	TOTAL LINE COST
1	**Component 1: Well trained and supported teachers**						179,992			468,784			533,904			581,867	1,764,547
1.1	**Subcomponent 1.1: Lifting teachers' qualifications**	1.1					13,500			119,456			205,869			273,849	612,675
1.1.1	Agreed structure of BEd Programme for Tuvalu-based cohort developed		USP Personnel	Days	550	10	5,500			-			-			-	5,500
1.1.2	Development and delivery of awareness campaign to identify suitable candidates		Consultant	Days	250	10	2,500			-			-			-	2,500
			Resource production	Lump Sum	1,000	1	1,000			-			-			-	1,000
			Communications	Island	500	9	4,500			-			-			-	4,500
1.1.3	Student engagement in BEd programme		Course Fees	Pax				1,174	20	23,489	1,198	20	23,959	1,235	40	49,413	96,860
			Boat fare	Rtn fare				184	24	4,423	188	28	5,264	192	66	12,655	22,342
			Per diem (Tuvalu public service rate - outer islands	Days				53	600	31,594	54	600	32,226	55	1,650	90,393	154,213
			Per diem (Tuvalu public service rate - Funafuti rate)	Days				26	400	10,531	27	400	10,742	27	800	21,914	43,187
			Resource allowance (students)	Pax				99	20	1,975	101	20	2,014	103	40	4,109	8,098
1.1.4	School-based support to students		USP Personnel	Days				550	10	5,500	561	35	19,635	572	20	11,444	36,579
			Travel to Tuvalu	Rtn airfare						-	658	1	658		1	-	658
			Boat fare	Charter							55,289	1	55,289			-	55,289
			Per diem (UN rate)	Days						-	193	60	11,567			-	11,567
			Per diem (Tuvalu public service rate)	Days						-	53	30	1,580			-	1,580

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			Misc travel expenses	Rtn intl trip						-	153	1	153			-	153
			Relief cover	Teacher				1,936	20	38,718	1,975	20	39,492	2,014	40	80,564	158,775
			Resource allowance (schools)	School				323	10	3,227	329	10	3,291	336	10	3,357	9,874
1.2	**Subcomponent 1.2: Building emerging leaders**	1.2					13,500			124,838			258,727			125,913	522,978
1.2.1	Agreed structure of cohort based GCSL programme developed		USP Personnel	Days	550	10	5,500			-			-			-	5,500
1.2.2	Development and delivery of awareness campaign to identify suitable candidates		Consultant	Days	250	10	2,500			-			-			-	2,500
			Materials production	Lump Sum	1,000	1	1,000			-			-			-	1,000
			Communications	Island	500	9	4,500			-			-			-	4,500
1.2.3	Student engagement in GCSL Programme		Fees	Courses			-	50,780	1	50,780	50,780	2	101,559	50,780	1	50,780	203,118
			Boat fare	Rtn fare				184	42	7,741	188	70	13,159	192	32	6,136	27,035
			Per diem (Tuvalu public service rate - outer islands)	Days				53	700	36,860	54	1,400	75,193	55	700	38,349	150,402
			Per diem (Tuvalu public service rate - Funafuti rate)	Days				26	460	12,111	27	920	24,706	27	460	12,600	49,418
			Resource allowance (students)	Pax				165	20	3,291	168	40	6,714	171	20	3,424	13,429
1.2.4	School based support to students		USP Personnel	Days				550	10	5,500	561	35	19,635	572	10	5,722	30,857
			Travel to Tuvalu	Rtn airfare						-	1,316	1	1,316			-	1,316
			Per diem (UN rate)	Days						-	198	30	5,940			-	5,940
			Per diem (Tuvalu public service rate - outer islands)	Days						-	53	30	1,580			-	1,580
			Misc travel expenses	Rtn intl trip						-	197	1	197			-	197
			Resource allowance (schools)	School				329	26	8,557	336	26	8,728	342	26	8,902	26,187
1.3	**Subcomponent 1.3: Building capacity through PD**	1.3					152,992			224,489			69,308			182,105	628,893

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1.3.1	Scoping of appropriate technology-enabled solution for PD delivery		Consultants	Days	550	40	22,000			-			-			-	22,000
			Travel to Tuvalu	Rtn airfare	2,500	1	2,500			-			-			-	2,500
			Per diem (UN rate)	Days	189	17	3,213			-			-			-	3,213
			Boat fare	Rtn fare	181	1	181			-			-			-	181
			Misc travel expenses	Rtn intl trip	150	1	150			-			-			-	150
1.3.2	Design of PD modules (including graphic design) and conversion of existing materials to agreed solution		Consultants	Days	550	120	66,000	561	20	11,220	572	10	5,722	584	10	5,837	88,779
			Travel to Tuvalu	Rtn airfare	2,500	3	7,500			-			-			-	7,500
			Per diem (UN rate)	Days	189	45	8,505			-			-			-	8,505
			Misc travel expenses	Rtn intl trip	150	3	450										
			Honorarium	PD Working Group member	65	100	6,453			-			-			-	6,453
			Resource production	Lump Sum	15,000	1	15,000										15,000
1.3.3	Development of technology-enabled solution and implementation support		Consultants	Days	550	30	16,500	561	50	28,050	561	40	22,440	590	30	17,687	84,677
			Travel to Tuvalu	Rtn airfare	2,500	1	2,500	2,550	2	5,100	2,678	2	5,355	2,731	2	5,462	18,417
			Per diem (UN rate)	Days	189	10	1,890	193	25	4,820	193	20	3,856	208	15	3,119	13,684
			Misc travel costs	Rtn intl trip	150	1	150	150	2	300	158	2	315	161	2	322	1,087
1.3.4	Roll out and training in schools		Consultants	Days			-	561	90	50,490	561	40	22,440	572	90	51,500	124,430
			Travel to Tuvalu	Rtn airfare			-	2,550	2	5,100			-	2,653	2	5,306	10,406
			Per diem (UN rate)	Days			-	189	70	13,230			-	197	70	13,764	26,994
			Per diem (Tuvalu public service rate - outer islands)	Days			-	53	70	3,686			-	55	70	3,835	7,521
			Misc travel expenses	Rtn intl trip			-	153	2	306			-	159	2	318	624
			Boat fare	Charter			-	63,188	1	63,188			-	65,591	1	65,591	128,779
1.3.5	Management of technology solution		Digital service set up	Lump sum			-	30,000	1	30,000			-			-	30,000

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			Service and maintenance costs	Monthly			-	750	12	9,000	765	12	9,180	780	12	9,364	27,544
2	**Component 2: Resilient, responsive and relevant learning environments**						38,995			46,693			25,722			23,500	134,910
2.1	**Subcomponent 2.1: Support for the development of School Improvement Plans**	2.1					18,995			26,693			5,722			3,500	54,910
2.1.1	Development and delivery of guidance and training package, including support for SIP Working Group		Consultants	Days	550	20	11,000	561	30	16,830	572	10	5,722				33,552
			Travel to Tuvalu	Rtn airfare	2,500	1	2,500	2,550	1	2,550			-			-	5,050
			Per diem (UN rate)	Days	189	12	2,268	193	12	2,313			-			-	4,581
			Honorarium	SIP Working Group member	65	50	3,227										
2.1.2	Production of guidance and training materials		Resource production	Lump Sum			-	5,000	1	5,000	0		-	3,500	1	3,500	8,500
2.2	**Subcomponent 2.2: Strengthening Community Engagement**	2.2					20,000			20,000			20,000			20,000	80,000
2.2.1	Delivery of Communications Strategy to strengthen community and family engagement		Delivery costs	Lump Sum	20,000	1	20,000	20,000	1	20,000	20,000	1	20,000	20,000	1	20,000	80,000
3	**Component 3: Data for Policy and Planning**						25,808			48,933			26,938			1,080	102,759
3.1	**Subcomponent 3.1: Analytical Studies**	3.1					25,808			48,933			26,938			1,080	102,759
3.1.1	Operation of the Research Working Group		Honorarium	Days	65	15	968	66	15	987	67	15	1,007	68	15	1,027	3,990
			Catering	Meetings	48	1	48	49	1	49	50	1	50	53	1	53	201
3.1.2	TA to undertake analytical study		Consultant	Days	550	30	16,500	561	60	33,660	572	30	17,167			-	67,327
			Travel to Tuvalu	Rtn airfare	2,500	1	2,500	2,550	2	5,100	2,601	1	2,601			-	10,201
			Per diem (UN rate)	Days	189	15	2,835	193	30	5,783	202	15	3,036			-	11,655
			Misc travel expense	Rtn trip	150	1	150	153	2	306	156	1	156			-	612
			Boat fare	Rtn fare			-	184	1	184	0		-	0		-	184
3.1.3	Dissemination of study results		Materials production	Lump Sum	1,000	1	1,000	1,020	1	1,020	1,040	1	1,040			-	3,060
			Workshops	Units	129	14	1,807	132	14	1,843	134	14	1,880			-	5,530

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4	**Monitoring, Evaluation and Learning**						-			-			-			70,868	70,868
4.1	**Subcomponent 4.1 Impact Assessment**									-	0		-	0		70,868	70,868
4.1.1	TA to undertake impact assessment		Consultant	Days			-	0		-	0		-	584	80	46,693	46,693
			Travel to Tuvalu	Rtn airfare			-	0		-	0		-	2,653	4	10,612	10,612
			Per diem (UN rate)	Days			-	0		-	0		-	201	38	7,622	7,622
			Boat fare	Rtn fare			-	0		-	0		-	192	2	383	383
			Misc travel expense	Rtn trip			-	0		-	0		-	159	2	318	318
4.1.2	Dissemination of Impact Assessment findings		Materials production	lump sum			-			-			-	2,500	1	2,500	2,500
			Workshop	units			-			-			-	137	20	2,739	2,739
	GRANT AGENT'S IMPLEMENTATION SUPPORT COSTS						106,250			106,250			106,250			106,250	425,000
	Program supervision						106,250			106,250			106,250			106,250	425,000
	Staff costs (program manager, specialists, consultants, etc.)		Supervision				-	0		-	0		-	0		-	-
	Missions (participants, type of mission, number of missions, costs - including airfare, accommodations, local transportation and per diem):		Supervision				-	0		-	0		-	0		-	-
	Operational costs		Supervision	mission			31,250	0		31,250	0		31,250	0		31,250	125,000
	Programme management		Supervision	mission			37,500	0		37,500	0		37,500	0		37,500	150,000
	Programme specialists		Supervision	mission			37,500	0		37,500	0		37,500	0		37,500	150,000
			Supervision	mission			-	0		-	0		-	0		-	-
	TOTAL						351,044			670,661			692,814			783,564	2,498,084
	GRAND TOTAL																**2,498,084**

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Annex 4: Detailed Risk Matrix (Programmatic and Implementation)

Risk	Likelihood	Impact	Mitigation
If multiple teachers within one school enrol in the BEd and/or GCSL programme, then the school may be under resourced while teachers are studying	Low	High	Candidate selection and teacher placements will consider the impact on individual schools
If teachers are not able to manage the additional workload of the qualification, then they may drop out.	High	Medium	The BEd programme structure will be flexible and responsive to address teachers' availability. Candidate selection will consider commitment to teaching as a critical criterion for acceptance into the programme. The STG Programme will include key strategies to address known barriers to participation, as noted in the activity description. Specific attention will be paid to gender-related issues, recognising women's family and community obligations.
If men do not apply for the opportunity, then the gender imbalance in the teaching workforce will increase.	High	Medium	The awareness campaign will actively target men to encourage their applications. Gender will be a consideration in candidate selection of new teachers.
If teachers do not have access to learning resources (including internet connectivity) then they may not be able to participate in learning activities.	High	Medium	Teachers will have time and access to learning resources within schools. Blended approaches will be used to ensure that teachers have multiple ways to engage in the programme.
If teachers are not able to manage the additional workload of the qualification, then they may drop out.	High	Medium	The GCSL programme structure will be flexible and responsive to address teachers' availability. Candidate selection will consider commitment to leadership development as a critical criterion for acceptance into the programme.

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			The STG Programme will include key strategies to address known barriers to participation, as noted in the activity description. Specific attention will be paid to gender-related issues, recognising women's family and community obligations.
If teachers become overburdened by the additional workload while training, then their wellbeing and effectiveness may be negatively impacted.	High	High	Teachers will have time and access to learning resources within schools. Programme structures will be flexible and responsive to address teachers' availability. Candidate selection will consider commitment to teaching as a critical criterion for acceptance into the programme. The STG Programme will include key strategies to address known barriers to participation, as noted in the activity description. Specific attention will be paid to gender-related issues, recognising women's family and community obligations. Teachers will be actively supported by school leaders and USP staff.
If emerging leaders are not supported to undertake leadership activities, then their skills will be unused and they may seek opportunities in other sectors.	Medium	Medium	MEHRD will identify a range of formal and non-formal leadership opportunities and will track GCSL graduates' placement within these.
If too many teachers complete the GCSL, then there may be more suitable candidates for leadership than there are positions available	Medium	Medium -	Cohort numbers consider that not all candidates who enrol will complete the course. GSCL graduates will be considered for both formal and informal leadership opportunities. Graduates of the course are a key strategy to support succession planning.

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If there are delays in payments from UNICEF, then Programme stakeholders may disengage from activities	Low	Medium	UNICEF funding arrangements will minimise transaction burdens to reduce the risk of late payments. Activities will be planned and monitored by both UNICEF and MEHRD, with timelines adjusted as needed.
If there are significant currency fluctuations, then the budget may be inaccurate	High	Medium	Costings have been done based on a six-month average of currency conversation rates to reduce risks. Annual uplifts have been built into costs to allow for cost increases. Budgets will be monitored quarterly with adjustments made to the workplan as needed.
If teachers don't have the confidence or support to engage in tech-enabled learning, then the proposed solution may not have impact	High	Medium	The delivery approach will be informed by a training needs analysis to understand specific training needs. Implementation support will be provided for at least twelve months to address issues. In-person training has been included in the budget.
If stakeholders don't engage in proposed working groups, then it will be challenging to make progress	Low	Medium	Stakeholder engagement will be informed by the Communication Strategy currently under development to ensure that approaches are effective. Resources have been included in the budget to encourage participation.
If the barriers and issues that are impacting engagement are not well understood, then strategies won't be effective at engaging parents and communities	Medium	Medium	Stakeholder engagement will be informed by the Communication Strategy currently under development to ensure that approaches are effective. Resources have been included in the budget to encourage participation.
If improving learning environments isn't holistically considered across other focus areas and activities, then there will be missed opportunities for engagement.	Low	Low	A focus on learning environments is included in the GCSL and the BEd programme will be contextualised to the environment in Tuvalu.

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			The research working group will consider high priorities for further analysis and research.
If the outcomes of analytical studies are not applied, then the resource will have been wasted	Low	Medium	Establishment of the research working group is a key mitigation strategy in supporting application of analytical study results. Monitoring use of data from these studies is an indicator in the Results Framework and will be monitored.
If the analytical studies don't address real needs, then they won't have impact	Low	Medium	Establishment of the research working group is a key mitigation strategy in ensuring that analytical studies are well conceived and executed.
If enough resource is not provided to ensure sufficient input from outer islands, then studies will not be representative.	Low	Medium	Resourcing has been included in the budget to support travel to outer islands as part of the studies.
If implementing partners are not well selected and vetted, then they may pose child protection or PSEAH risks to programme participants or beneficiaries.	Low	High	UNICEF as grant agent has robust policies and procedures, including for notifying child protection or PSEAH risks and issues, that will be applied at all stages of the programme and to which all implementing partners will be expected to adhere. USP, as the main implementing partners, is a known and trusted partner in Tuvalu. USP has its own policies governed by its Council, of which Tuvalu is a member.

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Annex 5: UNICEF's Financial and Procurement Rules and Regulations

UNICEF's financial risk management is aligned with the UN standard Framework Harmonized Approach of Cash Transfers to Implementing Partners. The adoption of the new harmonised approach is a step in implementing the Rome Declaration on Harmonization and the Paris Declaration on Aid Effectiveness, which call for a closer alignment of development aid with national priorities and needs. The approach allows efforts to focus more on strengthening national capacities for management and accountability, with a view to gradually utilising national systems.

HACT is based on an assessment of the risks associated with transferring cash to implementing partners, including the risk that cash transferred to implementing partners may not be used or reported in accordance with agreements between the agency providing the cash resources and the implementing partner.

According to the UN HACT principle, it is recognised that the level of risk can be different for each Implementing Partner. For each Implementing Partner, UN Agencies effectively and efficiently manage this risk by:

1. Assessing the Implementing Partners' financial management capacity (micro assessment of IP receiving over $100,000 per year);
2. Applying appropriate procedures for the provision of cash transfers to the Implementing Partner (mitigation measures) and
3. Maintaining adequate awareness of the Implementing Partner's internal controls for cash transfers and proper utilisation of resources to beneficiaries through assurance activities like regular financial 'spot checks', programmatic field visits or financial audits.

Micro-assessment

The first stage of the HACT financial management approach is to conduct a Micro-Assessment of the IP's financial management systems. Each micro-assessment concludes with a statement of the overall risk profile related to cash transfers, rated as 'low', 'moderate', 'significant', or 'high'. A 'low risk' rating indicates a well-developed financial system and function control framework. A 'significant risk' or 'high risk' rating is given if the system is more developing and the control framework is inadequate to ensure that cash transfers are used and reported as agreed with the Agencies. The findings of the Micro-Assessment primarily guide the frequency and coverage of assurance activities (spot checks) and capacity building for enhancing the financial systems of the IPs.

The results of the micro-assessment are valid for a period not exceeding the duration of the programme cycle and may extend across programme cycles. For example, a micro assessment conducted at the beginning of the fourth year of a five-year country Programme cycle will be valid up

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to the end of the third year of the following country Programme cycle unless there is a change in the IP's management structure, or processes and procedures as noted above. Suppose significant changes to an IP's organisational management structure or processes and procedures with respect to the Programme are observed. In that case, the agency may deem a new micro-assessment necessary during the Programme cycle.

Spot Checks

At a minimum, one (1) spot check is required for all implementing partners reporting more than US$50,000 in expenditures in a year from funds provided by UNICEF. Significant negative spot-check findings result in the scheduling of additional assurance activities. A spot check is not required in the year when an audit is completed. These visits act as 'mini audits' of financial expenditure against agreed project budget lines.

Audits

HQ might sample any IP receiving more than $100,000 per year for a 'special audit' based on the Risk level of that implementing partner. The risk-based audit methodology utilises a comprehensive process for selecting implementing partners to be audited, taking into consideration financial risks, the operating environment and prior audit results. The methodology allows for a robust global risk assessment and the ability to aggregate and analyse the audit results.

UNICEF Pacific underwent an internal audit in 2020. The Audit covered both programmatic and financial aspects of Programme management. Audit reports are available through the normal UNICEF channels.

Procurement Procedure

UNICEF Financial regulation (article XII) obligates all UNICEF country offices and their staff to carry out any procurement (of services and goods) by means of competitive tenders. Major exceptions would be under acute emergencies or when some regulatory bodies fix prices. Depending on the nature of purchases, invitations of bids, requests for proposals, and requests for quotations are issued to invite interested service providers.

Two different panels evaluate those proposals and bids: 1) a technical panel comprising a group of experts specialised in the area, subjects, and items, and 2) a financial panel comprising a variety of officers in UNICEF, including supply, financial and Programme units. A financial panel opens and reviews only those proposals that were successful in the technical review. Both evaluation results are tabulated and ranked for the final recommendation. Contract Review Committee, whose mandate is mainly to review if 1) appropriate authority has been obtained for committing, 2) The interest of UNICEF and its funds (including donor's contribution) is protected, and 3) the purchasing activities are

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carried out in conformity with the regulations and rules, then meet and review the whole selection process, and recommend or not recommend for commitment.

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