

## Results Agreement with the World Bank on the Pacific Early Age Readiness and Learning (PEARL) under the Global and Regional Activities (GRA) program

Date: 28 March 2014

<b>1. Thematic Area</b>	Quality and learning outcomes
<b>2. Subtheme</b>	Research-based instruction in early grades Effective early childhood education methodology
<b>3. Managing Entity Contact Information (Program manager)</b>	Binh Thanh Vu, Senior Education Specialist Email: <a href="mailto:tvu@worldbank.org">tvu@worldbank.org</a> Phone: +61-2-9235-6405  Myrna Machuca-Sierra, Education Specialist Email: <a href="mailto:mmachucasierra@worldbank.org">mmachucasierra@worldbank.org</a> Phone: +61-2-9235-6404
<b>4. Amount out of GPE Fund</b>	\$US 8,505,075.00 (includes agency fee of US\$ 148,839.00 equal to 1.75% of GRA financed activities)
<b>5. Proposed Start Date/End Dates</b>	Start date: July, 2014 End date: June, 2017 <i>[Proposed dates adjusted to begin on the expected signing of the grant agreement with GPE and the effectiveness of the project]</i>
<b>6. Reporting on Implementation</b>	Monitoring reports due June 30 and December 31; completion report due within 3 months after end date of implementation.
<b>7. Regional Focus/Beneficiary Countries</b>	East Asia and Pacific, with a focus on Pacific Island countries. Pilot interventions in Tonga and Papua New Guinea. Regional technical assistance for Samoa, Vanuatu and Tuvalu, plus regional knowledge sharing activities and to benefit all Pacific island countries, currently under-represented in GPE's support to programs.
<b>8. Knowledge/Capacity Gap to be Addressed (in very brief form)</b>	<ul style="list-style-type: none"> <li>- What are the average levels and gaps in school readiness and literacy preparedness among children ages 3-7? What are the main factors driving these gaps?</li> <li>- Can effective pre-school interventions for school readiness --with a focus on literacy preparedness-- be realistically implemented in low-literacy, low-resource contexts? What are the main factors (institutional, political economy, design and implementation) that could affect their scalability and sustainability?</li> <li>- Can the process of scripting of lessons for beginning reading be systematized so that new countries and languages could follow standardized procedures? What are the main factors (design and implementation, institutional, political economy) to consider in their scalability and sustainability? What is the potential for replicability of these processes in the multicultural/multi-linguistic context of Pacific island countries? Is it possible to align this method in support of higher-level literacy skills in later grades in primary education?</li> </ul>

<p><b>9. Results Expected (in very brief form; see also detailed Table below)</b></p>	<ul style="list-style-type: none"> <li>- Baseline census of school readiness and early reading indicators in Tonga.</li> <li>- Desk reviews, diagnostic research (fieldwork inclusive) and dissemination of information on the state of the enabling environment supporting school readiness and better early grades reading instruction in selected countries in the Pacific.</li> <li>- Pilot interventions in Tonga to promote literacy preparedness and early reading, including an M&amp;E strategy and a costs report to inform scale and sustainability of activities.</li> <li>- Improved capacity at Ministries of Education to generate and monitor indicators of school readiness and early learning grade reading and to formulate, develop and implement evidence-based policies in education;</li> <li>- Country “roadmaps” of activities for better school readiness and better early grade instruction based on discrete analytical pieces supporting education sector programs.</li> <li>- Regional workshops, conferences and one international conference to disseminate lessons learned from regional pilots and exchange global practices to promote school readiness and early grade learning.</li> </ul>
<p><b>10. Readjustment and Mid-term Review</b></p>	<p>If the Managing Entity sees a need for a change amounting to more than 20 % of the grant allocation, a request can be sent to the Secretariat for consideration. Based on the monitoring results of the implementation the Secretariat can propose changes too.</p> <p>The Secretariat will conduct a mid-term review in February 2015 which aims at ensuring that the activity stays on track and relevant to GPE strategic objectives. This may lead to adjustments in the activity.</p>

## Pacific Early Age Readiness and Learning (PEARL) Project

**Overall Goal to which program will contribute:** To improve evidence-based policy and programming decisions on school readiness and early grade reading in Papua New Guinea and Pacific Island countries.

*Indicator 1: Increase in participation rates in ECCE services in Tonga. Targets to be established at baseline.*

*Indicator 2: Increase in the proportion of students that can read fluently with comprehension after two years of schooling. Targets to be established at baseline.*

*Indicator 3: Education Sector Programs in up to 5 Pacific island countries incorporate elements --i.e. concepts, measurements, strategies and/or outcomes-- to improve school readiness and/or early grade reading.*

Expected Outcomes <sup>1</sup> (What will be delivered?)	Indicators, timescales, milestones and targets for expected Outcomes	Program Outputs (Program Deliverables) with indicators and targets	Activities (planned to obtain or to contribute to achieving stated outcomes)
<p><b>Outcome 1 - Tonga's MET adopts evidence-based approaches to improve ECCE coverage to young children.</b></p>	<p><b>Indicator 1:</b> Reduction in the proportion of children entering school without the developmental capacity and skills required, as measured by the Tonga Early Human Capability Index (TeHCI).</p> <p><b>Timescale:</b> 3 years</p> <p><b>Milestone(s):</b> Y0 -TBD (est. TeCHI data), Y3 - baseline plus target improvement</p> <p><b>Target:</b> Improve TeHCI results by 0.2 of a Z scored standard deviation against baseline values.</p>	<p><b>Output 1:</b> Pre-school teachers, ECCE care givers, community playgroup leaders and registered health nurses informed on the scope of the school readiness activities and trained on strategies to improve ECCE services.</p> <p><b>Indicator:</b> At least 90% of the community playgroup leaders demonstrate sufficient knowledge on how to facilitate and monitor play-based activities.</p> <p><b>Target:</b> Community playgroups operating in 2015 and 2016 to benefit the relevant cohort of 3-5 year old children.</p>	<ul style="list-style-type: none"> <li>* Support MET and stakeholders to produce a country-determined framework for school readiness activities including, the design of a Tongan tool to measure it.</li> <li>* Design ECCE community group program framework, playgroup leaders training strategy and institutional mechanisms</li> <li>* Design technical, implementation and M&amp;E mechanisms for a 3-year pilot intervention of school readiness –e.g. implementation and capacity development plans included.</li> <li>* Design school readiness evaluation parameters as part of the Tonga PEARL mixed-methods evaluation.</li> </ul>

<sup>1</sup>This list does not include any indicators from the two provincial PNG pilots because the two pilots are carried out with financing from different project sources. Under PEARL, it is aimed to finance only the TA to support during pilot implementation and their independent evaluation.

	<p><b>Indicator 2:</b> Increased demand for ECCE services.</p> <p><b>Timescale:</b> 3 years</p> <p><b>Milestone(s):</b> Y0 -10% (baseline est. TeCHI data), Y1 - 12% ; Y2 - 14%; Y3 - 17%</p> <p><b>Target:</b> 17% of children ages 3-5 enrolled in ECCE services (pre-school or community group programs)</p>	<p><b>Output 2:</b> Community awareness campaign and community-based advocacy activities put in place to support provision of school readiness services.</p> <p><b>Indicator:</b> In follow-up survey, parental and ECCE provider perceptions around the benefits of ECCE improve.</p> <p><b>Target:</b> An increase of 0.10 of a z scored standard deviation in the distribution of the follow-up survey results, against baseline.</p>	<ul style="list-style-type: none"> <li>* Prepare community awareness campaign.</li> <li>* Prepare and disseminate diagnostic reports on school readiness with results disaggregated by gender, rural/urban and remoteness .</li> <li>* Develop low-cost, media and awareness material to support community activities and awareness campaign.</li> <li>* Conduct M&amp;E focus groups to identify challenges and opportunities to improve school readiness services.</li> </ul>
	<p><b>Indicator 3:</b> Tonga ECCE Council established as the multi-sectoral governance body established and operating to support child development in Tonga.</p> <p><b>Timescale:</b> 3 years</p> <p><b>Milestone(s):</b> Y1 -ECCE council guidelines adopted and operational framework developed ; Y2 - Network of playgroup leaders created; Y3 - Role and functions of the network of ECCE providers integrated into the ECCE Council's governance structure.</p> <p><b>Target:</b> In follow up survey, at least 80% of provider organizations are regularly represented in ECCE meetings.</p>	<p><b>Output 3:</b> Establishment of a network of ECCE providers established comprising pre-school providers, registered health nurses and community playgroup program leaders in Tonga, as a collegiate body of service providers.</p> <p><b>Indicator:</b> Network of ECCE providers formed after one year of PEARL implementation.</p> <p><b>Target:</b> Network of ECCE providers holds a forum to discuss challenges and opportunities in ECCE service provision.</p>	<ul style="list-style-type: none"> <li>* Facilitate multisectoral dialogue to inform the development of the analytical and operational framework that will support school readiness activities that are contextually relevant to Tonga.</li> <li>*Facilitate multisectoral dialogue to establish coordination mechanism established between MET and MoH for TEHCI data collection, information sessions and dissemination of results.</li> <li>* Training of nurses and teachers conducted together for the collection of monitoring data .</li> <li>* Provide TA to MET in its development of the Tonga ECE Education Policy and Strategy .</li> <li>* Facilitate multi-sector coordination and with stakeholders towards the drafting of the ECCE council guidelines.</li> </ul>

	<p><b>Indicator 4:</b> M&amp;E system established to monitor for child development outcomes.</p> <p><b>Timescale:</b> 3 years</p> <p><b>Milestone(s):</b> Y0 - instruments validated; Y1 - baseline; Y2 - training on data analysis and dissemination to communities plus annual meeting to review data collection and fine-tune/reengineer (MET, WB, ECCE Council); Y3 - endline measure plus second annual meeting to review data collection and fine-tune/reengineer (MET, WB, ECCE Council)</p> <p><b>Target:</b> TeHCI and parents MICs data collected twice during the life of the project.</p>	<p><b>Output 4:</b> TeHCI instruments as well as administration and quality control protocols developed for baseline and endline census.</p> <p><b>Indicator:</b> Full suite of TeHCI instruments and manuals endorsed by MET and MoH.</p> <p><b>Target:</b> TeHCI instruments and manuals endorsed by MET and MOH by December, 2013.</p> <p><b>Output 5:</b> Training strategy prepared and budgeted to administer TeHCI for baseline and endline census.</p> <p><b>Indicator:</b> Trained MET, MOH and ECCE service providers understand TeHCI administration protocols.</p> <p><b>Target:</b> TeHCI baseline data questionnaires dully completed, returned to MET by March, 2014.</p>	<ul style="list-style-type: none"> <li>* Design and pre-test survey instruments and protocols to measure school readiness in Tonga</li> <li>* Measure school readiness (baseline &amp; end line) using TeHCI instrument data.</li> <li>* Develop a TeHCI monitoring strategy together with results to government, donors and stakeholders that includes both awareness and intervention indicators.</li> <li>* Train GoT staff to analyze and interpret TeHCI data.</li> <li>* Review and adjust TeHCI monitoring strategy and develop capacity building plan to sustain and replicate subsequent rounds of data collection.</li> </ul>
<p><b>Outcome 2 - Tonga's MET adopts evidence-based approaches to the</b></p>	<p><b>Indicator 1:</b> Improvements in student reading performance in Grades 1 and 2, as measured by the Tonga Early Grade Reading Assessment (TEGRA).</p> <p><b>Timescale:</b> 3 years</p>	<p><b>Output 1:</b> Instructional suite for early grade literacy in Tongan language for Grades 1 to 2 (instructional guide, student activity book and supplementary readers) developed for the Tonga Reading Pilot Program.</p> <p><b>Indicator:</b> Pilot materials developed for the Tonga Reading Program, pretested and adjusted.</p>	<ul style="list-style-type: none"> <li>* Facilitate dialogue in MET to reflect on the degree with which the Tongan language curriculum for the early grades incorporates reading development dimensions.</li> <li>* Support MET develop the pilot's instructional material for teachers (scope and sequence and</li> </ul>

teaching and learning of reading skills in the early grades.	<p><b>Milestone(s):</b> Y0 -TBD (from 2014 TEGRA), Y3 - baseline plus target improvement.</p> <p><b>Target:</b> A shift of 0.20 SD in the distribution of student results in key selected TEGRA subtest.</p>	<p><b>Target:</b> Pre-test of pilot materials and lessons learned report completed by December, 2014.</p>	<p>pedagogical material).</p> <p>* Support MET develop the pilot's material for students (decodable stories and supplementary readers).</p>
	<p><b>Indicator 2:</b> Percentage of practicing teachers that model reading instructional activities from the Tonga Reading Program in their lessons.</p> <p><b>Timescale:</b> 3 years</p> <p><b>Milestone(s):</b> Y0 -development of pre-test instructional materials and teacher professional development strategy, teachers participate in pre-test training, and TEGRA baseline assessment; Y1 - teacher training (initial and refresher) for Grade 1 teachers in participating schools completed and TEGRA midline assessment; , Y2 - teacher training (initial and refresher) for Grade 1 teachers in participating schools completed and TEGRA midline assessment;</p> <p><b>Target:</b> A shift of 0.20 SD in the distribution of student results in key selected TEGRA subtest.</p>	<p><b>Output 2:</b> Teacher professional development and mentoring strategy for early grade teachers developed, including a suite of formative assessments (classroom use) and M&amp;E guidelines (implementation reporting and professional reflection tools).</p> <p><b>Indicator:</b> MET endorses teacher professional development strategy and its corresponding suit of instruments.</p> <p><b>Target:</b> In 2014, all Grade 1 teachers from participating schools and reading mentors complete the teacher professional development program in 2014; in 2015, all Grade 2 teachers from participating schools complete the teacher professional development program while Grade 1 teachers and reading mentors complete a refresher training session.</p>	<p>* Pre-test training modules for teachers and parents for the early grade reading intervention to be used to inform changes/additions to intervention packages.</p> <p>* Prepare reading formative assessment packages for teachers.</p> <p>* Prepare teacher professional development packages and complete training strategy for mentors, to be able to provide regular, sustained support to teachers during pilot implementation -- e.g., school visits, help hotline, etc.</p> <p>* Prepare protocols for monitoring pilot implementation --e.g. classroom observations, teacher reflection of practice documents, etc.</p>

**Indicator 3:** MET established an early grades reading awareness and monitoring system.

**Timescale:** 3 years

**Milestone(s):** Yo - instruments validated; Y1 - baseline; Y2 - training on data analysis and dissemination at the school and community level; Y3 - endline measure

**Target:** TEGRA assessments conducted twice during the life of the project (baseline and endline).

**Output 3:** TEGRA assessment and equivalent measures, protocols and templates for school cards, data analysis application developed and pre-tested.

**Indicator:** Full suite of TEGRA instruments and manuals endorsed by MET.

**Target:** TEGRA instruments and manuals endorsed by MET by December, 2014.

**Output 4:** Training strategy for TIOE enumerators prepared and budgeted to administer TEGRA baseline, midline and endline assessments.

**Indicator:** TIOE senior student teachers trained on TEGRA administration, marking and data entry protocols.

**Target:** At least 95% of all questionnaires in the baseline, midline and endline assessments are fully and timely completed to MET for data entry.

**Output 5:** Community awareness campaign and community-based advocacy activities put in place to non-instructional support activities for reading development.

**Indicator:** In follow-up survey, improvement in parental, teacher and principal's perceptions around non-instructional support activities for reading development.

**Target:** An increase of 0.10 of a z scored standard deviation in the distribution of the follow-up survey results, against baseline.

- \* Design and pre-test survey instruments and protocols to measure school readiness in Tonga

- \* Measure early grade reading levels (baseline & endline) using the TEGRA instrument.

- \* Develop a TeHCI monitoring strategy together with results to government, donors and stakeholders that includes both awareness and intervention indicators.

- \* Design reading development evaluation parameters as part of the Tonga PEARL mixed-methods evaluation.

- \* Provide TEGRA results to government, donors and stakeholders and support establishment of system incorporating indicators for awareness and monitoring

- \* Train GoT staff to analyze and interpret TEGRA data.

- \* Review and adjust TEGRA monitoring strategy and develop capacity building plan to sustain and replicate subsequent rounds of data collection for monitoring and evaluation.

- \* Prepare community awareness campaign.

- \* Prepare and disseminate diagnostic reports on reading levels with results disaggregated by gender, rural/urban and remoteness .

- \* Develop low-cost, media and awareness material to support after-school and/or out-of-school activities and awareness campaign.

			<ul style="list-style-type: none"> <li>* Conduct M&amp;E focus groups to identify challenges and opportunities to improve classroom practices and school support mechanisms related to reading development.</li> </ul>
<b>Outcome 3 - Improved capacity of Ministries of Education to develop evidence-based policies or programs to improve school readiness and/or reading performance in the early grades. ①</b>	<p><b>Indicator 1:</b> Country “roadmaps” developed outlining a set of actionable steps to jumpstart a program of activities towards greater school readiness and better reading outcomes, and featured as part of Education Sector Program discussions.</p> <p><b>Timescale:</b> 3 years</p> <p><b>Milestone:</b> Y1 - one country roadmap; Y2 - up to 2 additional roadmaps; Y3 - up to two additional roadmaps</p> <p><b>Target:</b> Policy and programming recommendations in country roadmaps featured in education sector program discussions in participating countries.</p>	<p><b>Output 1:</b> Summary briefs of main results and recommended actions to strengthen ECCE service delivery and reading outcomes in primary education completed.</p> <p><b>Indicator:</b> Matrix of recommendations discussed with MoE counterparts and local development partners in participating countries.</p> <p><b>Target:</b> One in-country workshop discussion with education stakeholders held in each participating countries.</p>	<ul style="list-style-type: none"> <li>* Produce a situational analysis on the state of child and reading outcomes, supporting programs and policies, and identify knowledge gaps.</li> <li>* Agree with government counterparts and development partners on the scope and purpose of the discrete additional research products -- including training activities, if needed-- that will be produced under PEARL to complement existing available data.</li> <li>* Produce a situational analysis on system and budgetary constraints supporting/hindering scale-up and sustainability of activities.</li> </ul>
	<p><b>Indicator 2:</b> In follow up survey, government staff in participating countries apply concepts and/or skills acquired in knowledge sharing events and/or activities in their capacity.</p> <p><b>Timescale:</b> 2 years</p>	<p><b>Output 1:</b> Workshops and conferences take place according to a schedule agreed with regional stakeholders.</p> <p><b>Indicator:</b> Knowledge sharing event follows the agenda is held timely as agreed with stakeholders.</p>	<ul style="list-style-type: none"> <li>* Discuss with government counterparts and development partners on the topics in the school readiness and reading agenda that are most relevant / of interest to the region.</li> <li>* Produce a schedule of themes to be covered both by regional conferences and workshops.</li> </ul>

	<p><b>Milestone:</b> Y1 - baseline, Y2: second survey.</p> <p><b>Target:</b> At least 70% of staff surveyed reports applying the knowledge / skills acquired during PEARL knowledge sharing/learning activities.</p>	<p><b>Target:</b> In 2014, one regional workshop; in 2015, one regional conference and one regional workshop for a community of -practice (ECCE or early grade literacy) --i.e. twinning of officials; in 2016, one international conference; and in 2017, a second regional workshop for a community of practice (ECCE or early grade literacy).</p> <p><b>Output 2:</b> A suite of reports, policy briefs, dissemination print and multimedia materials produced summarizing PEARL results (pilots and TA support towards the production of roadmaps) publicly available.</p> <p><b>Indicator:</b> PEARL website created to function as a depository of reports and media on school readiness and early grade literacy in the Pacific region.</p> <p><b>Target:</b> PEARL Website accessible starting July, 2015.</p>	<p>* Agree with government counterparts and development partners on themes and the most suitable year to hold a school readiness / transition to school / reading development conference for the Pacific region.</p> <p>* Provide discrete funding to support government officials twinning of government officials in participating countries.</p> <p>* Agree with government counterparts and development partners that results, training materials, policy briefs and other resources financed through PEARL to be published for reference and education purposes. Special agreements will be reached for the copyrighting of original material and metadata.</p> <p>* Produce one video documentary on school readiness and early reading activities in the Pacific to increase regional and global awareness.</p> <p>* Produce a variety of print and multimedia dissemination materials.</p>
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**Notes:**

**ECCE** Early Childhood Care and Education  
**GoT** Government of Tonga  
 Ministry of Education and Training of  
**MET** Tonga  
**MOH** Ministry of Health of Tonga  
**TA** Technical Assistance

**TeHCI** Tonga Early Human Capability Index  
**TIOE** Tonga Institute of Education  
**Y0** Year 0 of implementation for an activity related to a particular outcome.  
**Yn** Year N of implementation for an activity related to a particular outcome.  
 ① Please, note that the outcome indicators and outputs for Outcome 3 reflect the supply-side nature of the activities.