Appraisal Environmental and Social Review Summary

Appraisal Stage

(ESRS Appraisal Stage)

Date Prepared/Updated: 03/23/2020 | Report No: ESRSA00466
BASIC INFORMATION

A. Basic Project Data

<table>
<thead>
<tr>
<th>Country</th>
<th>Region</th>
<th>Project ID</th>
<th>Parent Project ID (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuvalu</td>
<td>EAST ASIA AND PACIFIC</td>
<td>P171681</td>
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</tbody>
</table>

Project Name: Tuvalu Learning Project

Practice Area (Lead): Education

Financing Instrument: Investment Project Financing

Estimated Appraisal Date: 3/17/2020

Estimated Board Date: 6/4/2020

Borrower(s): Ministry of Finance

Implementing Agency(ies): Ministry of Education Youth and Sports

Proposed Development Objective(s)

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

Financing (in USD Million)

<table>
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<tr>
<th>Amount</th>
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<tr>
<td>16.00</td>
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</table>

B. Is the project being prepared in a Situation of Urgent Need of Assistance or Capacity Constraints, as per Bank IPF Policy, para. 12?

No

C. Summary Description of Proposed Project [including overview of Country, Sectoral & Institutional Contexts and Relationship to CPF]

The proposed project aims to (a) improve child development with a view towards school readiness including support for playgroups in preschool and sensitization of communities; (b) implement the Tuvalu Reading Program across the first three grades of all primary schools and provide literacy enrichment for students throughout primary and secondary; and (c) strengthen education management, research and policy support. Such system-wide activities would support assessments (e.g., TuEGRA, TuEHCI), policy reviews (e.g., curriculum, teacher policy), survey/research (e.g., stunting), teacher training (short term professional development) and school leadership strengthening. In addition, the proposed project may also support key actions related to improving school safety and resilience, and school health and nutrition. Financing will also be provided to a Central Implementation Unit that is being established by the Ministry of Finance to support project management across the World Bank portfolio in Tuvalu.
D. Environmental and Social Overview

D.1. Project location(s) and salient characteristics relevant to the ES assessment [geographic, environmental, social]

Tuvalu is a Pacific Island country of 11,000 people on nine small islands with a total land area of just 26 square km scattered over 500,000 square miles. More than half of the total population live on Funafuti (in the capital city). With most of the country lying just above sea level (average elevation is one meter above sea level), climate change vulnerability is a significant risk. As one of the smallest, most remote countries in the world, Tuvalu is categorized as a fragile state facing natural disaster risks, limited economic opportunities, escalating fiscal costs for meeting health care needs, and near total dependence on imports. Disparities in levels of poverty have increased over time between the outer islands and Funafuti. Lack of access to services, employment opportunities and exposure to shocks limits inclusive growth. However, female headed households are less likely to be identified as poor and the gender parity index demonstrates a high level of access to education.

The Project will be implemented at the national level and will include activities on all 9 islands of Tuvalu. The project would scale up the Pacific Early Age Readiness and Learning (PEARL) activities across all early childcare and education (ECCE) centers and primary schools in Tuvalu (18 ECCE centers and 9 primary schools), which would be focused on grades 1-3. Upper primary and secondary levels would benefit from system-level strengthening, research and policy support. Such system-wide activities would support assessments (e.g., TuEGRA, TeHCl), policy reviews (e.g., curriculum, teacher policy), survey/research (e.g., stunting), teacher training (short term professional development) and school leadership strengthening. In addition, the proposed project may also support key policy actions related to improving school building safety and resilience, recommended from a Bank-executed activity with support from World Bank Pacific Disaster Risk Management team and the Global Facility for Disaster Reduction and Recovery (GFDRR).

Component 1: Strengthening early childhood education and school readiness for all children includes upscaling of the PEARL program and support for the operation of play-based learning in all preschools; public awareness campaign; and research related to nutrition and stunting.

Component 2: Improving Local Language Literacy Outcomes in all Primary Schools includes implementation of PEARL for years 1-3; remedial and catch up literacy activities; and use of technology to strengthen teaching and learning (e-learning programs and readers, IT centres in schools).

Component 3: Research, Learning Assessment and Policy Review includes strengthening of measurement of student learning; and strengthening of policy framework for education. This will entail a range of studies on issues such as teacher quality, workforce planning, gender analysis, disability and inclusive education plan and measuring school readiness.

Component 4: Strengthening institutional capacity, monitoring and evaluation and education sector management which would provide overall support to the other three components and help ensure the activities are sustainable beyond the life of the project, including monitoring and evaluation (M&E), training, management, and operations related to project activities. School leadership training, school-wide coaching and increased monitoring of outer islands would be supported as well as improved connectivity to schools through ICT, CB radios, satellite communication devices, video lessons and pod casts. In addition, the component will finance the establishment and operation of a Central Project Management Support Unit (CPMSU) to oversee and support the coordination, preparation and implementation of all World Bank-financed and co-financed projects in Tuvalu.

D. 2. Borrower’s Institutional Capacity
The project is likely to incur low risks, but challenges remain in terms of adequate resources for managing E&S risks. The Ministry of Education, Youth and Sport (MEYS) has no previous experience working with the Bank, but support Ministries with relevance to management of environmental and social risks are aware of the Bank’s requirements and have received training on the ESF. The Government of Tuvalu wishes to establish a Centralized Project Management Support Unit (CPMSU) to sit within the MOF. The CPMSU will be comprised of international and national staff in project management, procurement, financial management, E&S risk management and monitoring & evaluation roles. The CPMSU will oversee and provide hands-on support in the coordination, preparation and implementation of World Bank financed development projects in Tuvalu. The CPMSU will also provide capacity building for the different government ministries implementing World Bank-funded projects.

II. SUMMARY OF ENVIRONMENTAL AND SOCIAL (ES) RISKS AND IMPACTS

A. Environmental and Social Risk Classification (ESRC)  

<table>
<thead>
<tr>
<th>Risk Classification</th>
<th>Low</th>
</tr>
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<tbody>
<tr>
<td>Environmental Risk Rating</td>
<td>Low</td>
</tr>
<tr>
<td>Social Risk Rating</td>
<td>Low</td>
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</tbody>
</table>

Environmental Risk Rating  
There are no adverse environmental impacts associated with the project. The project does not include any physical works, support preparation of future investment projects and does not involve analytical, advisory or other activities which could have or lead to downstream physical, social or environmental impacts. The provision of training, awareness raising and changes to the school curriculum is unlikely to result in any E&S risks, to the contrary, these are expected to result in E&S benefits overall.

Social Risk Rating  
There are no adverse social impacts associated with the project. The project does not include any physical works, and does not involve analytical, advisory or other activities which could have or lead to downstream physical, social or environmental impacts. The provision of training, awareness raising and changes to the school curriculum is unlikely to result in any E&S risks, to the contrary, these are expected to result in E&S benefits overall. A moderate social risk classification was considered appropriate at concept stage, in order to ensure lessons learnt from other education sector projects across the Bank were assessed and incorporated where necessary. A review of the project’s design at appraisal stage has confirmed that the management of social risk such as inclusive education, vulnerable groups and gender have been incorporated and addressed through good project design. The social risk rating has therefore been reduced to low.

B. Environment and Social Standards (ESSs) that Apply to the Activities Being Considered

B.1. General Assessment

ESS1 Assessment and Management of Environmental and Social Risks and Impacts

Overview of the relevance of the Standard for the Project:

The project is not expected to result in any negative E&S impacts. Positive impacts are likely in relation to research and strengthening of teacher capacity; focus on vulnerable groups; and reduction in discrimination and improvements in education attendance and outcomes.
A school infrastructure assessment, initiated with support from WB Pacific Disaster Risk Management team and the Global Facility for Disaster Reduction and Recovery (GFDRR) (this is a separate project), will be conducted to identify the vulnerability of schools to natural hazards and climate change and identify contributing factors of risk in order to inform the development of a comprehensive strategic plan to enhance school building safety though will not include the preparation of technical designs. The risk assessment will assess the institutional and policy environment and regulatory framework within which school infrastructure is planned, designed, constructed and operated, maintained, repaired and retrofitted, and make recommendations for institutional and policy actions necessary for planning effective implementation of safer schools, improving the enforcement of building codes, as well as building institutional capacity for risk reduction. If any recommendations come out of this work in terms of curriculum or policy – i.e. inclusive evacuation drills, natural hazard awareness messages in readers - then they may be incorporated into Component 3 of the project if/as relevant. Environmental risks and impacts from these recommendations for curriculum or policy are considered negligible and the potential social impacts would only be positive.

There are minimal adverse social impacts associated with the project. The project is likely to have positive benefits for inclusion through Component 3 (research, learning assessment and policy review) which will focus on access to quality education, improved data collection on student and teacher attendance, a range of education and nutrition outcomes, support the implementation of the Tuvalu disability and inclusive education plan, and beneficiaries of interventions in enhanced learning. All data will be disaggregated by gender.

Tuvalu provides free primary education for all, which includes Years 1 through 8, and attendance rates at primary school are 99%. By law, it is compulsory for all children ages 6-15 (Years 1 to 10) to attend school. There are 18 community-based Early Childhood Care and Education (ECCE), ten are on the main island of Funafuti, and one on each of the other islands and atolls. There are nine government primary schools (one on each island or atoll) and a faith-based primary school in Funafuti. Secondary education consists of five years of schooling (grades 9 through 13) and is delivered by two schools- a government-run boarding school on Vaitupu island (Motufoua) and a non-government day school located in Funafuti (Fetuvalu).

Data on students with special needs is not currently available. There is one special needs centre to cater for children with severe disabilities which currently has 20 students enrolled. The Project M&E framework includes capturing data on special education needs through ECCE centres, including those with physical and intellectual needs.

The gender gaps in education favour girls rather than boys. While gender parity is relatively even in ECCE and primary education, the percentage of boys in secondary education drops off significantly, with gender parity ranging between 1.27 and 1.55 between 2012 and 2017. The project is likely to have a positive impact on gender issues through the incorporation of a range of activities as part of project design including ECCE and parent sensitization on Safe School initiative, nutrition, child protection and inclusive education; teacher training including modules on child protection and positive behaviour management strategies, disability inclusiveness, and nutrition will also help ensure more comprehensive approaches to child development; analysis of gender stereotyping and skewed gender perceptions in teacher behavior; gender disaggregation of PDO-level indicators on number of students directly benefiting from interventions to enhance learning, student attendance; provisions for the assessment of students with special education needs will be included in the development of the National Assessment Strategy; and improved data collection on students with special education needs for enhanced resource allocation and planning.
Given the limited E&S impacts, an ESMP has not been prepared. Instead, all mitigation measures are included in the ESCP which includes the preparation and implementation of a LMP and SEP.

ESS10 Stakeholder Engagement and Information Disclosure

While the project will have no adverse environmental or social impacts, engaging community members in the design and development of resources for caregivers and ECCE teachers will be an integral part of the project to ensure any material developed is properly adapted to the local context. This engagement will be organized in a way that ensures equal participation of mothers, fathers, teachers, children, and other relevant stakeholders. Component 1 includes a public awareness program and community outreach campaign, aiming to ensure beneficiaries such as parents, teachers, and students are aware of Project activities. A draft SEP (including grievance mechanism) has been prepared and implementation of the Plan is required by the ESCP. The SEP identified key stakeholders such as government departments, parents, students, and identifies appropriate engagement activities in line with ESS10. For example, workshops will be held to share information and seek feedback; focus groups meetings will be held for special interest groups. All consultation activities held under the project will be based on the principle of inclusiveness and will strive to engage all groups of local society including disabled persons, women, and youth. The SEP includes a grievance mechanism.

Consultation was undertaken during project preparation. Meetings were held with ECCE teachers, MEYS representatives, health care workers, and regional institutions that support education in Tuvalu. The outcomes from this consultation were incorporated into project design.

B.2. Specific Risks and Impacts

A brief description of the potential environmental and social risks and impacts relevant to the Project.

ESS2 Labor and Working Conditions

The risks associated with labour issues are considered to be low as the Project does not include any planned change in the number of teachers employed across all school levels; there are no planned changes to working conditions due to the Project and the risks associated with occupational health and safety are also considered low.

All primary and secondary teachers and staff of the Ministry of Education, Youth and Sport (MEYS) are classified as civil servants under Tuvalu law. The provisions of ESS2 are not applicable to this worker category with the exception of requirements relating to child labor and OHS.

Project workers are classified as follows: direct workers include ECCE teachers, who are not classified as civil servants under the Tuvalu law but instead are appointed via temporary contracts, based on student numbers/demand. Positions are not advertised and appointment does not follow the same procedures as for civil service positions. Approximately 70 ECCE teachers are currently employed and will be included within the project scope; contracted worker include those who will support project implementation such as project manager, specialist consultants. There are
likely to be international specialists who will hold contract positions of varying lengths based on specific terms of reference and conditions. The number of contract positions is not yet determined.

A labor management procedure (LMP) is included in the ESCP and will be prepared during project implementation, including a gap analysis between local requirements and ESS2. This will include a requirement for this to be prepared and will include terms and conditions for ECCE workers, non discrimination and equal opportunity, recognition of workers organisations, the prohibition of child and forced labor and a worker grievance mechanism. It will be prepared in accordance with the LMP template, and will consider current Tuvalu labour law and ESS2.

ESS3 Resource Efficiency and Pollution Prevention and Management
ESS3 is not relevant for the project. Given that the project will not involve any physical works nor will plan for those, project will not use natural resources, generate emissions and waste, and significant GHG emissions are not anticipated.

ESS4 Community Health and Safety
No community health and safety issues are expected through project activities; nor will activities affect ecosystem services. ESS4 is not relevant in relation to emergency preparedness and response, though the impacts are likely to be positive due to improved and inclusive planning and response procedures. The Project is not expected to result in any adverse community health and safety risks and no construction works are planned.

ESS5 Land Acquisition, Restrictions on Land Use and Involuntary Resettlement
No land impacts or involuntary land acquisition are anticipated.

ESS6 Biodiversity Conservation and Sustainable Management of Living Natural Resources
The project will not impact biodiversity or living natural resources.

ESS7 Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities
The project will be implemented in Tuvalu, where the population is homogenous and there are no groups or communities that meet the criteria for indigenous peoples.

ESS8 Cultural Heritage
The project will not impact physical or intangible cultural resources.
The project will not include any financial intermediaries.

B.3 Other Relevant Project Risks

None.

C. Legal Operational Policies that Apply

OP 7.50 Projects on International Waterways

No

OP 7.60 Projects in Disputed Areas

No

III. BORROWER’S ENVIRONMENTAL AND SOCIAL COMMITMENT PLAN (ESCP)

<table>
<thead>
<tr>
<th>DELIVERABLES against MEASURES AND ACTIONs IDENTIFIED</th>
<th>TIMELINE</th>
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</thead>
<tbody>
<tr>
<td>ESS 1 Assessment and Management of Environmental and Social Risks and Impacts</td>
<td>09/2020</td>
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<tr>
<td>Prepare and implement a labor management procedure and stakeholder engagement plan.</td>
<td>09/2020</td>
</tr>
<tr>
<td>ESS 10 Stakeholder Engagement and Information Disclosure</td>
<td>09/2020</td>
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<tr>
<td>Implement SEP throughout the life of the Project.</td>
<td>09/2020</td>
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<tr>
<td>ESS 2 Labor and Working Conditions</td>
<td>09/2020</td>
</tr>
<tr>
<td>Develop and implement Labour Management Procedures (LMP) compliant with Tuvaluan Labour laws and ESS 2 and include a grievance mechanism for workers.</td>
<td>09/2020</td>
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<tr>
<td>ESS 3 Resource Efficiency and Pollution Prevention and Management</td>
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<tr>
<td>ESS 4 Community Health and Safety</td>
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<tr>
<td>ESS 5 Land Acquisition, Restrictions on Land Use and Involuntary Resettlement</td>
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<tr>
<td>ESS 6 Biodiversity Conservation and Sustainable Management of Living Natural Resources</td>
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<td>ESS 7 Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities</td>
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<td>ESS 8 Cultural Heritage</td>
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<tr>
<td>ESS 9 Financial Intermediaries</td>
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B.3. Reliance on Borrower’s policy, legal and institutional framework, relevant to the Project risks and impacts
Is this project being prepared for use of Borrower Framework? 

No

Areas where “Use of Borrower Framework” is being considered:

None.

IV. CONTACT POINTS

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Email: dmikesell@worldbank.org

Borrower/Client/Recipient
Borrower: Ministry of Finance
Implementing Agency(ies)
Implementing Agency: Ministry of Education Youth and Sports

V. FOR MORE INFORMATION CONTACT

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VI. APPROVAL

Task Team Leader(s): Deborah Newitter Mikesell
Practice Manager (ENR/Social) Ann Jeannette Glauber Cleared on 03-Mar-2020 at 09:02:5 EST