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Tuvalu Ministry of Education, Youth and Sports (MEYS)
Department of Education

Public Disclosure Authorized

STAKEHOLDER ENGAGEMENT PLAN (SEP)

Tuvalu Learning Project (TuLeP)
P171681

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Stakeholder Engagement Plan (SEP)

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1. Introduction/Project Description

1.1 Introduction

This Stakeholder Engagement Plan (SEP) was prepared to ensure that a consistent, comprehensive, coordinated and culturally appropriate approach is taken to engaging with all stakeholders. This includes major stakeholders directly or indirectly affected by the project, potentially affected parties and persons with interest in the implementation and outcomes of the Tuvalu Learning Project (TuLeP). Effective stakeholder engagement is a necessary aspect of all successful projects and the TuLeP SEP will help solicit feedback to inform project design and implementation while simultaneously managing expectations of beneficiaries and interested parties about project outcomes.

The objective and purpose of this SEP is to identify project stakeholders and provide clarity on opportunities for engagement between the Department of Education and stakeholders to support successful management of environmental and social risks of the project, and sustainability of project interventions. The SEP will inform how stakeholder engagement will be practiced throughout the course of the project, how previous consultation has shaped the project design and to outline the responsibilities of the relevant body and contractors in the implementation of upcoming engagement activities. This SEP will outline the engagement approach both undertaken and planned, and articulates a range of strategies for timely, relevant and accessible stakeholder engagement throughout the entire project life cycle. The SEP is also prepared in compliance and with the application of the World Bank Performance Standard 10 on stakeholder engagement and information disclosure.

1.2 Project Description

The proposed Tuvalu Learning Project (TuLeP) will improve the readiness of children entering first grade, improve the reading skills of students in primary school and strengthen education system management in Tuvalu. 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 PEARL Reading Program across the first three grades of all primary schools
(c) Implement annual (national and regional) assessment tools to measure the impact of interventions and improvements in learning outcomes
(d) Strengthen education systems and institutional capacity to implement and monitor education activities
(e) Research and policy support
(f) Conduct assessments, policy reviews, survey/research
(g) Teacher training and school leadership strengthening
(h) Support the governments public awareness program to encourage school participation, learning through play, healthy behaviors and community/household support for literacy.

The Project will be implemented at the national level and will include activities on all nine islands of Tuvalu. The project would scale up the Pacific Early Age Readiness and Leaning (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, TeHCI), policy reviews (e.g., curriculum, teacher policy), survey/research (e.g., stunting), teacher training (short term professional development) and school leadership strengthening. For example, Component 1 includes a public awareness program and community outreach campaign. Effective outreach to communities and parents will be essential to improving health and education outcomes for children. In addition, the proposed project may also support key actions related to improving school building safety and resilience, such as inclusive evacuation procedures aligned with the proposed Development Policy Operation and an assessment of school climate resilience (school infrastructure audit). The projects focus on early years is equity enhancing because of the long-term benefits in terms of readiness to learn and improved future learning outcomes.

The project environmental and social risk has been assessed as low/moderate. Impacts associated with the project are expected to be largely positive.

2. Brief Summary of Previous Stakeholder Engagement Activities

Stakeholder engagement under TULEP began early in the project planning to ensure stakeholders view, concerns and considerations were factored into the project design. This early engagement in October 2019 also sought to disseminate and disclose project related information to plan implementation, monitoring and evaluation over the lifespan of the project.

Table 1: Previous Stakeholder Engagement Activities

Stakeholder Group	Institutions	Interest	Method of Engagement	Topic of Consultations
Development Partners	UNICEF EQAP DFAT			
Government Agencies	Ministry of Education (MEYS)		Workshop, Meeting(s)	
	Ministry of Finance		Workshop, Meeting(s)	
	Ministry of Health		Workshop, Meeting(s)	
Schools, Teachers and Pupils	Nauti Primary School SDA ECCE	Potential project beneficiaries	Workshop	Challenges in delivering quality education, possible interventions/project design

Consultation was undertaken with 30 ECCE and primary teachers from across Funafuti to understand the key issues they face in delivering quality education to children and identify possible interventions that could be supported by the project. Many of the teachers, although working in Funafuti now, had experience working on the outer islands, and were able to reflect on the challenges in other parts of the country, not just the overpopulated urban schools. The workshop provided an important opportunity to bring together primary stakeholders of the proposed project to discuss the challenges and solutions together and inform the project design process. Consultations during the mission in October 2019 also included health stakeholders which revealed potential for further policy development to support healthy child development as well as opportunities for greater collaboration between health and education through integrated approaches towards health promotion and health education campaigns/strategies. Meetings were also held in Suva to consult with the regional institutions that provide support to the MEYS and would also be playing a role under the TuLEP.

3. Stakeholder identification and analysis

3.1. Affected parties

High Impact	Medium Impact
• Ministry of Education, Youth and Sports • Department of Education • Project Implementation Team • Teachers/Head Teachers – Funafuti • Teachers/Head Teachers- outer islands • Churches • Students	• Parents • School Management Committees • Kaupule • Falakaupule • Fusialofa • Community and community leaders

3.2. Other interested parties

High Impact	Medium Impact
• Ministry of Finance • Ministry of Health • Ministry of Home Affairs • Non- Governmental Organizations (NGOs) • Development partners including UNICEF, EQAP, DFAT	• Faith Based Organizations • Health/nurse outreach officers • Private Sector • Media

3.3. Disadvantaged / vulnerable individuals or groups

Effective and meaningful consultation ensures contribution from all sub-groups of a community which is what this project will endeavor to do, ensuring strategies and appropriate approaches are put in place to allow disadvantaged or vulnerable individuals an opportunity to provide feedback. The disadvantaged and/or vulnerable individuals relevant to this project include:

- Persons with disabilities
- Women/girls
- Youth
- Illiterate persons

Section 4.4 identifies and assesses the needs of some disadvantaged or vulnerable individuals as well as outlining the particular engagement strategies which will be employed under TuLeP's SEP.

3.4. Summary of project stakeholder needs

Stakeholder group	Language needs	Preferred notification means (e-mail, phone, radio, letter)	Specific needs (accessibility, large print, child care, daytime meetings)
Parents	Tuvaluan and English (written and oral)	Written information, radio, workshops/focus groups, surveys	Specifically timed meetings for mothers who have child care responsibilities for young children, provision of allowance to ensure women not expected to cater food, accessibility issues to outer island parents
Government Ministries (including MoHSW, MoF)	Tuvaluan and English	Written information through monitoring records and reports by email, letters	
Teachers	Tuvaluan and English (written and oral)	Workshops, discussions, surveys, written information	Timing set around school time, accessibility issues to outer island teachers
Students	Tuvaluan and/or English	Focus groups, in class discussions and notifications through schools	Visual/graphics Child/youth centered

4. Stakeholder Engagement Program

4.1. Purpose and timing of stakeholder engagement program

The Stakeholder Engagement Plan (SEP) is designed to establish an effective and inclusive platform for productive interaction with the potentially affected and interested parties in the implementation outcomes of TuLeP. Meaningful stakeholder engagement throughout the entire project cycle is an essential aspect of good project management and provides opportunities for TuLeP to:

- Solicit feedback to inform project design, implementation, monitoring and evaluation
- Clarify project objectives, and scope
- Assess and mitigate environmental and social risks associated with the project
- Disseminate project information
- Address project grievances

4.2. Proposed strategy for information disclosure

Table 4: TuLeP Stakeholder Engagement Methods

Engagement Technique	Description and use	Target Audience
Distribution of printed public materials- project information leaflets, brochures, fact sheets	Will be used to convey general information on the project and to provide regular updates on its progress to all stakeholders	All stakeholders
Workshops	Present project information to a group of stakeholders and: -allow then to provide their views and opinions -use participatory exercises to facilitate group discussions, analyze information and develop recommendations and strategies -Record responses	Government, NGOs, FBOs Teachers
Focus group meetings	Facilitate discussion on projects specific issues (eg GBV, disability inclusion) that merit collective examination with various groups of stakeholders using Focus group meetings	Vulnerable groups
Surveys	Used to gather beneficiary opinions and views about project interventions.	Project beneficiaries
Data Collection	Utilize existing research and tools (including TEMIS, TUEGRA, TUECHI)	
National Radio	Will be used to convey general information on the project and to provide regular updates on its progress to all stakeholders/communities	All stakeholders/communities

4.3. Proposed strategy for consultation and information disclosure

Timing and advanced planning are essential elements that ensure consultations are relevant, and that information is readily accessible to the affected public thereby facilitating informed participation. The Government of Tuvalu has a specific consultation process in place which is to be utilized regardless of the stakeholders involved or the topics to be consulted on. This process, outlined below, will therefore be utilized for the TuLeP project however TuLeP will also allow for the inclusion of additional strategies in order to ensure the inclusion of vulnerable populations as outlined in 4.4.

Project stage	Topic of consultation	Method used	Target stakeholders	Responsibilities
Preparation	Scale and causes of stunting to inform messages and targeted interventions	Research, census surveys	Parents	MEYS, MoHSW
	Communicate project plan including ESCP, SEP and avenues to report grievances	Radio, Focus groups/workshops, project leaflet	Parents, Teachers, Communities	MEYS
Implementation Phase	Importance of early childhood stimulation, health, nutrition and education. Gather feedback on attendance and barriers to access	Surveys and workshops	Parents, churches, communities	MEYS
	Update and inform stakeholders of the project plan and progress	Conference of the Child Aug 2020	All stakeholders participating in the conference	MEYS
	Child protection and positive behavior management messaging	Focus groups, radio, community and church meetings	Parents, churches, community/island groups	MEYS
	Data and information to inform interventions and policies	Research and consultation	MEYS, Parents, churches, communities	

	Importance of child stimulation, nutrition, education and inclusivity	Review and monitoring of playgroup interventions as introduced	Teachers, caregivers and parents	
Operational Phase	Health promotion messaging and programming	Leaflet to be shared during playgroup activities	Students, Parents, Teachers	MEYS, MoHSW
	Child protection and positive behavior management messaging	Focus groups, radio, community and church meetings	Parents, churches, community/island groups	MEYS
	Importance of early childhood stimulation, health, nutrition and education. Gather feedback on attendance and barriers to access	Surveys and workshops, Conference of the Child	Parents, teachers, churches, communities	
	Review 'Read with your child' campaign	Surveys, focus groups	Parents	MEYS
Completion Phase	Summary of work achieved, results and review/evaluation	Surveys, focus groups, students' feedback	All	MEYS

Consultation identified above has been partially undertaken during project preparation but has been hampered by travel restrictions due to Corona virus. MEYS staff have not had as much opportunity to travel to all of the islands to discuss the project, though teachers from these more remote locations are briefed during their visits/trainings in Funafuti especially during school breaks.

4.4. Proposed strategy to incorporate the view of vulnerable 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 as specified below. Where necessary, logistical assistance will be provided to enable persons with limited physical abilities and those with insufficient financial and/or transportation means to attend public meetings scheduled by the project. In cases where people may be reluctant or unable to participate in large scale community meetings the project will hold separate small group discussions with them at an easily accessible venue. The Project will ensure that they use varied means of communication (written, verbal, use of an advocate/translator if necessary).

5. Resources and Responsibilities for implementing stakeholder engagement activities

Stakeholder	Key Characteristics	Strategies
Women and Girls	Women may have limitations about time of day, location for public meetings and their ability to contribute to consultations at which men are present	Provision of allowances to all participants to attend community meetings rather than provision of food will allow women and girls to play an active role and show their input is valued rather than women and girls being preoccupied preparing the food. Separate focus group meetings will also be run for women and girls and they will be consulted on the timing and locations of these sessions to ensure it is appropriate. The project will look into utilizing existing platforms such as National Council of Women and Tuvalu Women for Change as well as run separate group sessions.
People with disabilities	Hearing impairment, visual impairment, physical impairment, Illiterate	Strategies will be put in place to ensure adults and children with physical and intellectual disabilities will be able to meaningfully engage in the consultation process. This includes: -the provision of caregivers and/or translators, -written information for those with hearing impairments -verbal information for those with visual impairments including radio -transportation provisions and assistance for those with a physical disability -Engaging support of Fusi Alofa (NGO) for advocacy or support to individuals.
Youth	Limitations due to culture on youth ability to contribute to consultations at which community elders and/or older relatives are present	Cultural norms and traditions mean that young people often do not have a voice in public meetings and consultations. The project will run separate focus group meetings for youth/students in order to allow an open platform for young people to feedback and raise concerns in relation to all aspects of TuLeP. Child/Youth sensitive language and structure will also be utilized

5.1. Resources

Funding for the SEP implementation will be included as part of project costs which would fund all Technical Assistance and communication strategies conducted at the headquarters and regional levels. These costs are included under Component 4.

5.2. Management functions and responsibilities

The implementation of TuLeP will be mainstreamed in the Department of Education. A Project Oversight Committee will be established to drive the implementation of the project including the SEP and LMP. In addition a Centralized Project Management Support Unit (CPMSU) will be established and operationalized under the TuLeP which could provide additional technical assistance and resources to support project management and monitoring.

6. Grievance Mechanism

The main objective of a grievance mechanism is to assist MEYS to resolve complaints and grievances in a timely, effective and efficient manner to satisfy all parties involved. Specifically, it provides a transparent and credible process resulting in outcomes that are fair, effective and lasting. It also builds trust and cooperation as an integral component of broader community consultation that facilitates corrective actions.

For the purposes of this project, MEYS will utilize the existing Tuvalu government grievance mechanism and strengthen this system to ensure it is suitable to the purposes of TuLeP and the different stakeholders involved. The existing system (as outlined below) encourages stakeholders to raise their initial concerns through the Head Teacher of their local school. The Head Teacher will then report project related concerns to the Education Department School Supervisory Unit (SSU) which will collaborate with the Director of Education to respond to any concern or complaint. The alternate pathways available are direct reporting to Human Resources for concerns that are specific to personnel or the Secretary of Government for issues related to processes and/or broader concerns related to TuLeP and the implementation of the project.

Complaints or concerns must be received by phone or in writing via email or written letters. The contact details for submission of complaints will be disclosed widely throughout consultations and when disseminating information to stakeholders about TuLeP. All stakeholders will be advised of the grievance mechanism open to them and accurate contact details will be shared with them. Similarly responses to all concerns and complaints will be provided to respondents in writing to ensure accurate records of all concerns and management of such concerns is kept. If a complainant is not satisfied with the response from the Director of Education, they can appeal to the CEO or Minister of Education.

Human Resource Management / Secratary of Government

It will be recommended that any individual requiring support to submit a written statement outlining their concerns utilize an advocate to ensure their grievance is suitably represented. Individuals will also have a platform to verbalize concerns through regular meetings and focus groups.

A summary of implementation of the grievance mechanism will be provided to the public on a regular basis after removing any identifying information on individuals to ensure their anonymity.

7. Monitoring and Reporting

Monitoring and tracking of stakeholder engagement is important as it ensures effective continuous engagement and follow up and minimizes oversights. The TuLeP project oversight team (POT) will maintain a stakeholder engagement log recording all stakeholder engagement undertaken or planned including location and dates of meetings, workshops and discussions and a description of the project affected partied and other stakeholders consulted. Monitoring reports presented to the TuLeP management team will include stakeholder engagement logs as well as feedback related to the Grievance mechanism. It may also include, for instance, how the project oversight team responded to the concerns raised and how their responses were conveyed back to those consulted, as well as details of outstanding issues and any planned follow up. There will also be annual reporting of the SEP as part of the project monitoring report.

The TuLeP POT will also develop an evaluation form to assess the effectiveness of formal engagement processes utilized throughout the project. The questions and format will be tailored to ensure they are appropriate to different audience needs.

7.1. Involvement of stakeholders in monitoring activities

The Project Oversight Team will have oversight of the SEP implementation. The POT consultants will monitor the Stakeholder Engagement Plan (SEP) in accordance with the requirements of the legal agreement, including the Environmental and Social Commitment Plan (ESCP).

Head Teachers will be involved in running some groups and, as such, will have responsibilities for recording and monitoring activities at a school level to ensure efficiency, effectiveness and accountability. Head Teachers within each school will also play a vital role as the first contact in the grievance mechanism process and will be trained to accurately record and respond to all concerns raised.

7.2. Reporting back to stakeholder groups

Reporting back to stakeholder groups will be done through various key means including through Head Teachers, School Management Committees and through training and workshops which provide an opportunity for more thorough discussions.

Any concerns or complaints received through the grievance mechanism outlined above will also be responded to allowing another avenue for stakeholders and stakeholder groups to receive further feedback.

APPENDICES

Appendix 1: List of acronyms

DFAT	Department of Foreign Affairs and Trade
DoE	Department of Education
ECCE	Early childhood care and education
EQAP	Educational Quality and Assessment Program
FBO	Faith based organization
MEYS	Ministry of Education, Youth and Sports
MoF	Ministry of Finance
MoHSW	Ministry of Health and Social Welfare
NGO	Non-governmental organization
SMC	School Management Committee
TUFHA	Tuvalu Family Health Association
UNICEF	United Nations International Children's Emergency Fund
WB	World Bank

Appendix 2: Stakeholder Consultation Workshops- Funafuti October 2019

Sample attendance sheet

NAME	NPS	SDA	ECCE	GRADE	MALE	FEMALE
Rebeka. Taui	✓			6		✓
Fasemomo Gordon	✓			6		✓
Temau Lipine	✓			4		✓
Faleie Talava	✓			2		✓
Kima J Pedro		✓		Admin	✓	
Noema Kaiau			✓			✓
Talo Asaelu	✓			3		✓
Akesa Loaha	✓			3		✓
Rosie Paueli	✓			8		✓
Vaopua Pinoka	✓			1		✓
Taukie Vaelei	✓			2		✓
Kirara Falaima	✓			4		✓
Tonia Panapa	✓			1		✓
Iosefa Poasa	✓			8	✓	
Saemani Willy	✓			7	✓	
Morein Simeona	✓			1		✓
Olepa Peniamnina	✓			7		✓
Kuata Tekamata	✓			7		✓
Enele Epati				MEYS	✓	
Russitta F Lopati	✓			3		✓
Isoa Musuqio	✓			5-8	✓	
Tutasi Talava	✓			9		✓
Evotia Satupa	✓			2		✓
Taketi Metia	✓			8	✓	
Vae Salesa	✓			4		✓
Louise Leitonga	✓			6		✓
Elisaia Ioane				MSS	✓	
Paulo K				MEYS	✓	
Suisuiala				MEYS		✓
Vaiese			✓			✓
Lotoalofa Silo			✓			✓
Nitasena Taeka			✓			✓
Kuini James			✓			✓
Betty Seluka Vave				Program officer		✓
Faiupu	✓			8		✓
Fano				PEARL	✓	