

TECHNICAL ASSISTANCE COMPLETION REPORT

Division: PAHQ

TA No. and Name TA 4466-TUV: Preparing the Education Sector Reform and Development Project		Amount Approved: \$300,000 Revised Amount:	
Executing Agency: Ministry of Education and Sports	Source of Funding: Japan Special Fund (JSF)	Amount Undisbursed \$207,909.10	Amount Utilized \$92,090.90
Date of Report: December 2003 Approval: 8 Dec 2004 Signing: 23 Feb 2005 Fielding of Consultants: 12 April 2006		TA Completion Date Original: 30 Jun 2005 Actual: 31 Dec 2007 Account Closing Date Original: 30 Jun 2005 Actual: 31 July 2008	
<p>Description</p> <p>The Government of Tuvalu (GOT) has committed to achieving Education for All (EFA) and Millennium Development Goals relating Education. A National Education Forum was held in August 2002 and formulated the strategic directions for education for 2002-2010. One of the five priorities identified at the forum was the establishment of junior secondary education. The Cabinet in August 2002 approved in principle the establishment of Junior Secondary Schools (JSS) on each island but recommended a feasibility study be undertaken before they would give full support to the proposal. The forum also recommended the GOT to improve education quality through Information, Communications, and Technologies (ICTs).</p> <p>During the Country Programming Mission in July 2003, the GOT and ADB agreed that ADB would provide grant funding for a technical assistance (TA) in 2004 to help Tuvalu deliver strategies formulated in the 2002 National Education Forum. Accordingly, an ADB TA fact-finding mission visited Tuvalu from 24 to 28 June 2004 and reached an understanding with the Government to provide support in the areas of strengthening JSS system and ICT-based education.</p> <p>Expected Impact, Outcome, and Outputs</p> <p>The purpose of the TA was to help the Government, along with other development partners, prepare and deliver strategies to develop the quality, efficiency, and management capacity of the education sector. In particular, the TA was to focus on the GOT's <u>policy priorities</u> as stated in the 2002 National Education Forum: (i) improving the quality and relevance of secondary education with ICTs; (ii) improving the efficiency of schooling by reducing repeaters and dropouts; and (iii) strengthening management capacity, policy development, and planning with ICTs. Expected outputs include a feasibility study of investments suitable for ADB financing based on the recommendations of the 2002 Forum and government priorities.</p> <p>Delivery of Inputs and Conduct of Activities</p> <p>The TA required a total of 4.7 person-months of international consulting services. No domestic consultants were hired as the line ministries provided all the required services. In consultation with the GOT and ADB, international consultants visited Tuvalu nine times and held meetings to collect data on assessments of education sector, training needs of education sector personnel, and ICTs for improving education quality. Based on information and data collected the consultants completed studies entitled (1) <i>Junior Secondary Education Option Paper</i> and (2) <i>Education with Information, Communication, and Technologies (ICTs)</i>. The consultants also facilitated meetings on "ICTs on Education" and "Education Strategy Meetings in Tuvalu." The consultants prepared reference materials for the GOT and development partners and conducted workshops for strategy development on secondary education. The consultants' performance was rated satisfactory. The EA closely monitored TA activities and effectively undertook coordination with the consultants and ADB. The performance of the EA is rated satisfactory. Having monitored TA activities closely, the performance of ADB is rated satisfactory. ADB inputs helped the consultant team design the data compilations and the education strategy development in Tuvalu.</p> <p>Evaluation of Outputs and Achievement of Outcome</p> <p>The TA was implemented in 2 phases: Phase I - the review of outcomes of the National Education Summit (See above) and other GOT's strategy and priority documents, and Phase II - the design of a detailed, cost-effective project based on the Phase I for consideration by the GOT and ADB. Activities were implemented through discussions with other development partners and the education steering committee (ESC) as part of a broad consultative process. Since the beginning of the TA, four consultants were engaged with ADB to design, plan, and complete the following two studies: (i) <i>Junior Secondary Education Option Paper</i>, and (ii) <i>Education with Information, Communication, and Technologies (ICTs)</i>. The studies have helped the GOT make decisions on strategic planning, costs and sustainability with respect to alternative means of funding and delivering education in Tuvalu. Major outputs and achievements were as follows:</p> <ol style="list-style-type: none"> 1. designed and completed a roadmap/strategy document to promote Junior Secondary Education and ICT-based education; 2. analyzed the budgetary allocation for the education sector and the sub-sectors, and provided a matrix to show if the GOT could undertake the reforms under a loan-funded project; 			

Evaluation of Outputs and Achievement of Outcome

3. reviewed gender and poverty issues and agreed with the Government on baseline and target performance indicators to use in the logical framework;
4. designed the proposed project, agreed with the baseline and target performance indicators with the stakeholders, and developed a policy matrix in support of reforms leading to improvements in quality, efficiency, and relevance;
3. considered the implications and requirements for developing life-long learning opportunities;
4. reviewed the current status of the DOE and made viable proposals for restructuring and staffing aimed at increasing efficiency and effectiveness in the context of the proposed Project;
5. coordinated the study for introducing ICT-based education and proposed several options for the pilot program in 2009; and
6. coordinated the activities and output of the TA consultants making sure that their recommendations and technical proposals were both financially viable and sustainable.

The two studies completed by the consultants generally provided expected outcomes and TA outputs are rated satisfactory. ADB and GOT are currently exploring a new partnership opportunity in the education sector. In particular, the "Study on the use of ICTs in the Tuvalu Education Sector" will be used as the basis to roll out the national ICT-based education activity which will start in 2009.

Overall Assessment and Rating

The TA is rated as partly successful. As highlighted above, TA has greatly helped the GOT formulate their mid- to long-term strategy for JSS and ICT-based education. However, activities envisaged under the TA were not undertaken in a timely manner. Only less than 30% of the budget was utilized largely due to lack of continuous commitment by the GOT and duplications of the activities which were already funded by other development partners. There were also difficulties in getting hold of some of the information, such as school completion rates in a few outer islands due to limited data management capacities in local/municipal DOE. Also, it is important to note that all the TA findings may need to be adapted or modified pending the provision of further documentation and comments from the DOE and development partners that have worked closely with ADB. Nevertheless, the main findings and policy options used in this TA are considered to be broadly valid.

Major Lessons

The education sector is one of the five strategic priorities as highlighted in the "Strategy 2020" document. In the Pacific region, ICT-based education, along with supporting education policy development, is ADB's medium-term strategic focus. With the TA, GOT has succeeded in developing the national education strategy document which included ICT as a means to improving quality secondary education. The GOT's strategy document however needs to include ICT as part of the primary education curriculum as is the case in many of the strategy documents in the other PDMCs.

The TA identified a number of other critical issues in need of resolution. These include (i) the language of instruction (Tuvaluan or English) which will have an impact on the development and use of learning and teaching materials (including e-materials), teacher training syllabi, etc.; (ii) possible shift to an outcome-based curriculum and the likely impact on learning and teaching pedagogy and the (associated?) linked problem of teacher training to cope with this situation; and (iii) the role of ICT in primary education.

Financial sustainability is obviously an issue for the GOT when the DOE translates the well-developed education policy into practice. The studies provide several policy options and the GOT is able to pursue the most viable strategies to ensure that the policies are feasible to the Tuvaluan educational context. The Education Committee, which was established in line with the donor coordination efforts, will play a pivotal role in following up the implementation status of the education master plans.

The TA was originally envisaged to run until 30 June 2005. However, ADB could not field its consultants immediately due to the Government's inability to complete its Education Implementation Plan; thus, the TA closing date had to be extended twice. Since the inception of the TA, DOE partnership strategy with ADB has shifted a few times. Although it was not entirely successful, ADB aimed to harmonize its efforts with other development partners to the extent possible.

Recommendations and Follow-Up Actions

Suggested follow-up actions are (i) to consult GOT and identify how GOT/ADB can best utilize the outcomes, and (ii) to share the two study documents which are generally very well-written and useful for the formulation of the education strategies. PARD will follow up on the above issues in line with the next CPS exercises.

ADB will consider exploring a new partnership with the GOT in the areas of ICT-based education and technical/vocational education and training. The studies undertaken with this PPTA will be the basis to design and develop a new partnership with the GOT.