

Tuvalu Learning Project (TuLeP)

P171681

PROCESSES AND PROCEDURES MANUAL (PPM)

September 2021

TUVALU LEARNING PROJECT (TuLeP)

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1.1 Abbreviations

AEU	Assessment and Examinations Unit
ASET	Australian Support to Education in Tuvalu
AUD	Australian Dollar (currency)
CDU	Curriculum Development Unit
CPBA	Community Play-Based Activity
CPMO	Central Project Management Office
CPU	Central Procurement Unit
CWPM	Correct Words Per Minute
DFAT	Australian Department of Foreign Affairs and Trade
E&S	Environmental and Social
ECCE	Early Childhood Care and Education
ECE	Early Childhood Education
EGRA	Early Grade Reading Assessment
EQAP	Education Quality and Assessment Program
FM	Financial Management
FPDVA	Family Protection and Domestic Violence Act 2014
GBV	Gender-Based Violence
GDP	Gross Domestic Product
GFDRR	Global Facility for Disaster Reduction and Recovery
HCI	Human Capital Index
ICT	Information and Communications Technology
IDA	International Development Association
IFR	Interim unaudited Financial Report
M&E	Monitoring and Evaluation
MELE	Measuring Early Learning Environments
MEYS	Ministry of Education, Youth and Sports
MICS	Multiple Indicator Cluster Survey
MOF	Ministry of Finance
MOHSWGA	Ministry of Health, Social Welfare and Gender Affairs
NER	Net Enrollment Rate
PACREF	Pacific Regional Education Framework
PBM	Positive Behavior Management
PDO	Project Development Objective
PEARL	Pacific Early Age Readiness and Learning
PILNA	Pacific Islands Literacy and Numeracy Assessment
PPSD	Project Procurement Strategy for Development
PTA	Parent Teacher Association
RPF	Regional Partnership Framework
SIS	Small Island States
SOP	Standard Operating Procedures
SPC	Pacific Community
SSU	School Supervisory Unit
STEP	Systematic Tracking of Exchanges in Procurement
TA	Technical Assistance
TEMIS	Tuvalu Education Management Information System
TESP	Tuvalu Education Sector Plan

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TJC	Tuvalu Junior Certificate
TNCPF	Tuvalu National Curriculum Policy Framework
TRP	Tuvalu Reading Program
TuEGRA	Tuvalu Early Grade Reading Assessment
TuEHCI	Tuvalu Early Human Capital Index
TuLeP	Tuvalu Learning Project
TVSD	Technical Vocational and Skills Development
UNICEF	United Nations Children's Fund
USP	University of the South Pacific
WB	World Bank

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1.2 Introduction

This Manual is intended to be used for managing the Tuvalu Learning Project (TuLeP) which is funded by the World Bank and implemented by the Ministry of Education, Youth and Sports (MEYS) – Education Department. It contains basic information about the Project as well as guidelines, general procedures, and processes to assist the Project Support Team (Project Staff) to manage the Project effectively and efficiently. There are separate manuals for procurement, contract management, monitoring and evaluation and financial management and Standard Operation Procedures for the CPMO. There are also safeguards documents to guide the Project in dealing with works and supplies that are likely to have adverse impacts on the environment and to afford protection to those whose interests may be negatively affected.

The first section provides key basic information on the Project including the contacts, basic data, project description and important documents. This is followed by a section on information on how the Project will be governed and administered on a day-to-day basis. Reporting and communication are important for accountability, transparency, planning, and decision making. The guidelines for communication as well as maintaining information are outlined next.

Short sections follow on procurement, financial management, contract management and safeguards explaining specific guidelines for these functional areas, although they have operational manuals of their own. Monitoring the activities under the Project is an important aspect of assessing progress towards achieving targets and objectives. Guidelines for monitoring activities are outlined also in this Manual. Following these sections are guidelines for handling grievances.

The Manual may be amended from time to time when required and all amendments should be approved by CEO MEYS, Government of Tuvalu. The World Bank should also be informed.

2 BASIC INFORMATION

2.1 PROJECT INFORMATION

TITLE	NAME	EMAIL	PHONE
Executing Agency – Ministry of Education, Youth and Sports (MEYS)			
	Ministry of Finance		
Implementing Agency - Ministry of Education, Youth and Sports (MEYS)			
CEO MEYS	Dr Tufoua Panapa	tufoitupugaolemele@gmail.com	+688 20414
Acting Director of Education	Enele Epati	meleniumaenele@gmail.com	+68820414
Project Steering Committee (TuLePSC)			
	Name	Position	Email
Chair	Dr Tufoua Panapa	CEO MEYS	tufoitupugaolemele@gmail.com
Deputy Chair	Enele Epati	Acting Director	meleniumaenele@gmail.com
Secretary	TuLeP Administration Clerk		

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Members

	CEO MOHSWGA		
	CEO MOF		
	CEO Home Affairs		
	CPMO?		

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Technical Specialist	Souhila Messaoud-Galusi	messaoudgalusi@gmail.com	

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Technical Specialist	Sally Brinkman	sally.brinkman@telethonkids.org.au	
STEP Champion	Nicholas Williams	nwilliams5@worldbank.org	
Project Data			
Project Title	Tuvalu Learning Project		
Project Number	P171681		
Financing			
IDA Grant Amount	USD\$14 million		
Bank Board Approval Date: June 5, 2020			
Financing Agreement Signing Date: June 28, 2020			
Grant/Credit Ref: D625-TV			
Revision No.			
Effectiveness Date: July 22, 2020			
Closing Date: December 31, 2025			

2.2 Project Description

The World Bank is funding the Tuvalu Learning Project (TuLeP) and the TuLeP is implemented by the Ministry of Education, Youth and Sports and the Ministry of Finance.

2.2.1 Project Development Objective (PDO)

2.2.1.1 PDO Statement

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

PDO Level Indicators:

- Percentage of children aged 3-5 years in ECCE centers with a school readiness score above 0.7¹ (disaggregated by gender)
- Percentage of students meeting the minimum reading fluency benchmark in Year 3² (disaggregated by gender)
- Percentage of students meeting minimum literacy proficiency levels in Year 4³ (disaggregated by gender)

The Project includes the following components:

Component 1: Strengthening early childhood care and education and school readiness for all children (estimated costs: US\$1.8 million). Component 1 aims to support ECCE centers and community engagement to improve school readiness of all children in Tuvalu through two sub-components. Further study on the scale and causes of stunting among young children (under Component 3) would also inform future messaging and targeted interventions under this project or those supported by other development partners.

¹ School readiness is measured as the overall development score on cognitive and non-cognitive dimensions on a scale of 0 to 1 in the TuEHCI assessment.

² Minimum reading fluency benchmark is defined as 50 correct words per minute (cwpm) as measured for Year 3 students in the TuEGRA assessment.

³ Measured as the percentage of Year 4 students reaching or exceeding minimum proficiency (Level 4) in literacy in the PILNA assessment.

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Sub-component 1.1: Strengthening the delivery of ECCE services. This sub-component aims to improve the quality of ECCE services to children and strengthen the capacity of preschool teachers to deliver quality ECCE services and facilitate playgroups with children and their caregivers through improved training and resources. To achieve this, the project will: (a) provide training to ECCE teachers on implementing the new ECCE curriculum and playgroup methodology (play-based learning with caregivers and young children) with ongoing mentoring support through lesson observations, and training in gender, GBV, child protection and disability inclusion; (b) support weekly playgroups at all 18 ECCE centers across the country (Playgroups@preschools activity piloted under the PEARL Program); (c) provide pre-school learning materials, activity guides and resources and playgroup kits to the centers annually; (d) develop and provide age-appropriate reading resources to ECCE centers (in local language), including training for teachers on writing and illustrating books themselves; and (e) support regular nurse visits to ECCE centers to carry out child health and hygiene monitoring⁴ and discussions with parents⁵, including costs of travel to centers, printing of resources and other related operational costs. Materials and resources provided to ECCE centers would be developed for community sharing so that parents and caregivers could have access to materials, etc. to engage with their children at home.

Sub-component 1.2: Conduct public awareness program and community outreach. This sub-component aims to raise the understanding of parents, caregivers, churches, and community leaders on the importance of early childhood stimulation, preschool participation, nutrition, and health for school readiness, and build awareness/knowledge on climate health impacts. The outreach campaigns would include surveys and feedback from communities on the quality of programming, challenges with attendance and barriers to access including differences relating to gender and disability, and this feedback will be used to adjust project implementation as needed. In addition to focus groups, radio, community and church meetings, the project would support child protection and positive behavior management strategies as well as messaging for inclusive education and disability screening. The awareness program would also support a “Read with your Child” campaign to encourage community support for a culture of reading. This subcomponent will also support implementing recommendations and activities identified by the health assessments conducted under Part 3.2(a) of the Project, all selected in accordance with the criteria and procedures detailed in the Process and Procedures Manual.

Component 2: Improving literacy outcomes in all schools (estimated costs: US\$4.1 million). Component 2 will support local language literacy in the early grades (Years 1-3) to improve reading, understanding, and writing skills. Additional literacy activities in local language and English would also be implemented for the higher grades. This component will also support technology-enabled learning materials, teacher training and literacy enrichment activities to strengthen literacy beyond the early grades.

Sub-component 2.1: Implementation of the Tuvalu Reading Program (TRP). The project will: (a) develop and produce additional learning materials for Year 1 local language reading lessons in addition to those already developed under the PEARL Program and a full complement of Year 2 and Year 3 TRP local language materials, (b) piloting lessons and materials and revising materials as required; (c) providing schools with materials developed; (d) train teachers and coaches on the TRP for Years 1-3; and (e) coaching and mentoring teachers to support their implementation of the Tuvalu Reading Program. Activities will include: (i) development and provision of teacher guides which detail the methodology for explicit instruction (scripted lessons), student workbooks, additional resources to enhance children’s opportunities to learn to

⁴ The project could include screening for hearing and vision impairment in ECCE centers.

⁵ Nurses could provide teachers and parents with information on the Family Protection and Domestic Violence Act 2014 (FPDVA) and child protection legislation and policies (when finalized) during these visits.

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read, basic instructional materials and equipment to all schools⁶; (ii) in-service training for all teachers and school principals, head teachers and assistant head teachers in the TRP approach for Years 1-3. Teachers will receive training twice a year and head teachers once a year; and (iii) coaching and mentoring of all teachers implementing the TRP, on a termly basis.

Sub-component 2.2: Strengthening literacy in all schools through teaching and learning innovations and enrichment activities. This sub-component will encourage school-based enrichment efforts to promote literacy for all, with a focus on reducing gender disparities and encourage regular attendance with school-based activities. It will also provide educational technology innovations to support teachers and students. The technology activities aim to increase digital content and distance learning, both critical to addressing the COVID-19 emergency and other crises that lead to school closures, to give students opportunities to learn even when schools are closed. At the school and teacher level, this includes: (a) aligning e-learning resources and e-learning library to the curriculum and context; (b) facilitating distance professional development and training of teachers in the outer islands; and (c) resourcing Information and Communications Technology (ICT) Centers for Schools. At the student level, this will include: (d) an e-reader pilot to expand the number of reading materials available to students in upper primary and secondary; and (e) additional learning enrichment activities including digital literacy, computer classes, digitized gamification of literacy concepts, phonics for emergent readers (P4ER) to support struggling students in higher grades, educational videos, and school clubs/sports. The sub-component would also support (f) training and engagement of teachers in the use of digitized resources and education technology interventions being introduced; and (g) installation and maintenance of satellite internet connectivity equipment and ongoing internet costs for schools through the duration of the Project. School leadership training, school-wide coaching and increased monitoring of outer islands would also be supported to take advantage of the improved connectivity to schools through ICT centers and internet connectivity. In addition, (h) this sub-component will support implementing recommendations and activities identified through the studies conducted under Part 3.1 of the Project, all selected in accordance with the criteria and procedures detailed in the Process and Procedures Manual.

Component 3: Research, learning assessment and policy review (estimated costs: US\$3.6 million). This component will provide resources to strengthen the evidence base of what works in improving learning in Tuvalu through three sub-components.

Sub-component 3.1: Strategic research, surveys, and analysis. The project will make efforts to fill knowledge gaps and inform the Government's education policies through: (a) a study on teacher and student absenteeism; (b) a gender analysis of enrolment and retention to understand why boys are dropping out of school in greater numbers than girls, and why boys are underperforming compared to girls, to inform government decisions, including the development of recommendations for improving education outcomes for boys, some of which could be supported by the project (under sub-component 2.2); (c) a workforce planning exercise to inform improved management of the MEYS staff; (d) a time-on-task study to identify teaching and learning efficiency in the classroom; and (e) disseminating results and key messages derived from these activities. The project will fund the technical assistance (TA) required for activities under this sub-component, workshop and travel costs required for collection of data and information, and costs of dissemination of results and key messages. Additional activities recommended from the studies could be supported under sub-component 2.2.

Sub-component 3.2: Strengthening the education policy framework. The project will support activities to: (a) develop recommendations to improve health and nutrition of preschool- and school-aged children, incorporating findings from the 2019 Multiple Indicator Cluster Survey (MICS) carried out by the United

⁶ Materials would include local language readers for students to take home. Equipment would include easel boards, laminating machines and stationery.

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Nations Children's Fund (UNICEF) on likely contributors to stunting and undernutrition in Tuvalu, and where possible provide support towards implementation of select recommendations (under Component 1.2); (b) carry out a curriculum review and develop comprehensive Goals and Objectives for curricula from Years 1-13 to inform the government's plans for an overhaul of the primary and secondary schooling curricula, which will include a review of the length of the school day; (c) provide technical assistance to review and strengthen the existing school leader and teacher quality⁷ framework through improvements in pre-service and in-service training, and school leader and teacher appraisals; (d) support implementation of recommendations outlined in the disability and inclusive education plan being developed with support from the ASET Program, selected in accordance with the criteria and procedures detailed in the Process and Procedures Manual; (e) share TEMIS data with schools and communities through school overview reports; and (f) host the National Conference of the Child (2021 and 2024), to consider evidence and priorities for ECCE strengthening and multisectoral collaboration (particularly across ministries of education, health and home affairs), and provide a forum to learn from TESP III and inform the development of TESP IV.

Sub-component 3.3: Measurements of school readiness and student learning. The project will support: (a) two iterations of the TuEHCI to provide the government with data to monitor progress on its efforts to improve school readiness outcomes, and to determine the effectiveness of project interventions carried out under Component 1; and (b) three iterations of the TuEGRA to monitor children's reading development in the early grades,⁸ and determine the effectiveness of project interventions carried out under Component 2. Support for these surveys under the project will include: (i) TA to develop/adjust the instruments, pilot, clean and analyze data, and produce reports and other dissemination materials; (ii) training enumerators to carry out the surveys; and (iii) data collection costs, including supervisor and enumerator travel. The project would further support the review and adaptation of lesson observation tools - MELE and TEACH for the Tuvaluan context to guide teacher coaching and mentoring at the ECCE and lower primary levels and provide regular feedback to teachers.

Component 4: Strengthening institutional capacity, monitoring and evaluation and education sector management (estimated costs: US\$4.5 million). This component will 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. In addition, the component will finance the establishment and operation of the CPMO to oversee and support the coordination, preparation, and implementation of all World Bank-financed and co-financed projects in Tuvalu, including TuLeP.

Sub-component 4.1: Project management support (estimated costs: US\$1.5 million). This sub-component will provide technical and operational assistance to the MEYS on the management, implementation, monitoring and evaluation of the Project. This will include funding a TuLeP Project Coordinator, Deputy Coordinator, project accountant, procurement officer, and M&E activities conducted at headquarters, island, and community levels, as well as operational costs. The project could support an evaluation of project interventions on learning outcomes.

Sub-component 4.2: Central Project Management Office (estimated costs: US\$3 million). This sub-component will support the establishment and operation of a CPMO within the Ministry of Finance (MOF) to strengthen the capacity of the Government of Tuvalu to provide implementation support to this Project and other World Bank-financed or co-financed operations, including activation of emergency funding to respond to the COVID-19 pandemic. The CPMO will comprise international and national staff in project

⁷ This could include a review of the materials and courses offered by pre-service teacher training and ensure alignment with in-service modules on teaching reading in early grades.

⁸ Continued support from EQAP and USP to carry out national assessments would be envisaged. The project would help formalize ongoing technical engagement from these regional institutions.

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management, procurement, financial management, safeguards, and monitoring & evaluation. Activities to be financed will include: (a) operating costs of the CPMO including remuneration of national and international personnel; (b) training and workshops for capacity building activities to be delivered by the CPMO; (c) small goods and equipment for functioning of the CPMO office; (d) financial audits; and (e) monitoring and evaluation. Project specific technical specialists and coordinators will be financed separately by projects as necessary.

2.3 Project Guiding Documents

The following documents are important for managing the Project. The Project Team and MEYS – Education Department should be familiar with their contents and their purposes and it is suggested that they be read in detail so that their contents are familiar:

Project Appraisal Document – setting out the overall objective of the Project, its components, proposed procurement activities, results framework and so on

Financing Agreement – details the conditions of the Grant and Credit, eligible expenditures, procurement, financial and reporting requirements.

Disbursement Letter – instructions governing the disbursement of funds for the Project

Monitoring and Evaluation Guidelines – setting out the definitions of indicators, data collection methodology and timelines, reporting mechanisms and implementation of M&E for the project

Procurement Plan – formulated to plan and implement the procurement of goods, services, and works on an annual basis and is revised during the implementation period

Procurement Guidelines – The WB Procurement Guidelines for Procurement of Goods, Works, and Non-Consulting Services (July 2016), revised November 2017 and August 2018, specifies the procurement methods and processes to be used to procure services, goods and works

World Bank – Procurement Regulations for IPF Borrowers – Procurement in investment project financing – Goods, Works, Non-consulting and Consulting Services (Fourth Edition November 2020)

In addition, the following are important supporting documents containing important information for managing the Project and reporting on the Environmental and Social Risk Management/Safeguards requirements:

- [Environmental and Social Commitment Plan \(ESCP\)](#)
- [Stakeholder Engagement Plan](#)
- [Labor Management Procedures](#)

In addition to this Project and Procedures Manual (PPM), the following manuals will be prepared for use by the Project:

1. [Financial Management Manual \(CPMO\)](#)
Financial Management Manual – [Annexes](#) (CPMO)
2. Procurement Implementation Guidance
3. Standard Operating Procedures (for the CPMO)

They are standalone documents which should be used together with this PPM for managing the Project activities.

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2.4 Manuals for TuLeP

The following Manuals are linked to this Manual and are printed separately. They must be used by the relevant staff of MEYS and the Project Staff for managing the TuLeP.

- 2.4.1 [TuLeP Financial Management Manual \(CPMO\)](#)
- 2.4.2 [TuLeP Financial Management Manual Annexes\(CPMO\)](#)
- 2.4.3 [Financial Management Instructions \(Government of Tuvalu\)](#)
- 2.4.4 [Disbursement Guidelines](#)
- 2.4.5 Contracts Management Plan and Contract Register
- 2.4.6 Contract Management Guidance
- 2.4.7 [TuLeP Guidelines for Project Monitoring and Evaluation](#)

3 GOVERNANCE

3.1 Tuvalu Learning Project Steering Committee

Terms of Reference

The Project Steering Committee has a governance responsibility for the Tuvalu Learning Project

Membership of the committee consists of:

1. *Government of Tuvalu*
 - MEYS CEO (or his or her designee) (**Chairperson**)
 - MEYS - Director of Education (or their designee)
 - Ministry of Finance- CEO (or heir designee)
 - Ministry of Health, Social Welfare and Gender Affairs CEO (or heir designee)
 - Ministry of Home Affairs - CEO (or heir designee)
 - Representative from Funafuti Kaupule
 -
2. *TuLeP Project Team*
 - Project Coordinator
 - Deputy Project Coordinator
 - Accountant
3. *Secretariat*
 - Project Administration Officer

3.1.1.1 Purpose

The Project Steering Committee (TuLePSC) acts as a governance body by providing high level oversight of the strategic direction and management of the Tuvalu Learning Project (TuLeP). TuLePSC meetings provide a forum for strategic issues to be discussed and decisions made on the overall direction of the Project. The TuLePSC meetings provide opportunities for the examination of annual work plans and budgets and the provision of strategic advice on the allocation of resources by the Project.

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Any major decisions concerning the future direction of the Project are presented and discussed at these meetings, including significant changes to the Project plan and budget.

3.1.1.2 Objectives

The TuLePSC is responsible for the high-level monitoring of the Project work plan and budget to:

- Ensure satisfactory progress is being made;
- Check that Project resources are applied efficiently to deliver value for money;
- Ensure reports are provided of tangible evidence of impact and change; and
- Ensure financial accountability is rigorous and risk is managed.

The TuLePSC is also responsible for identifying strategic constraints and where appropriate providing support to overcome them.

To carry out these functions the TuLePSC will:

1. Provide overall quality assurance for the Project
2. Review and approve Annual Work plans and budgets
3. Monitor progress and ensure cross-cutting issues are integrated effectively in Project implementation
4. Review the financial status of the Project and approve financial reports and audits. Review and report on any suspected cases of fraud - this includes calling for an examination or audit of an area of specific concern.
5. Identify new and emerging priorities and decide on requests to utilise unallocated funds in accordance with processes and procedures as set out in the PPM.
6. Approve all requests of variation to the approved Annual Work Plan as per the PPM.

Meeting Processes

Members of the TuLePSC will meet six-monthly in Funafuti.

TuLePSC Secretariat will arrange all meeting invitations, minutes, meeting logistics.

One week prior to a TuLePSC meeting document pack will be circulated. Documents will include:

- Minutes from previous meetings,
- The Annual Work plan and budget,
- Project Status Report
- Cross-cutting issue snapshots
- Financial reports and audit reports and IFR
- Results Framework updates
- Environmental and Social Commitment Plan (ESCP) updates

Within 1 week of the TuLePSC meeting being held, draft Minutes will be distributed for comment by all delegates.

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Within 3 weeks, Finalised Minutes will be circulated by the MEYS CEO to all relevant stakeholders.

3.2 Reporting and Communication

The following guidelines are to be followed in reporting and communicating matters related to the Project and made in a format and manner acceptable to MEYS and the World Bank. The Project Staff will assist the Project Coordinator preparing documents for submission to MEYS – Education Department in carrying out these responsibilities:

3.2.1 Project Staff Reports and Communications:

REPORTING SCHEDULE			
	PERSON (OR DELEGATE)	REPORTS TO:	FORMAT
Weekly	PC/DPC	DoE	Verbal
	Project Staff	PC/DPC	Verbal/Written
		World Bank (initially)	Teleconference
Monthly	PC/DPC	CEOMEYS/DOE/CEP MOF/WB	Monthly Status Report
	Project Staff (ALL)	PC/DPC	Monthly Work Progress updates
	Accountant/PC	GoT/WB	Monthly Financial Reports
Quarterly	PC/DPC	TuLePSC	Quarterly Report
	Accountant/PC	GoT/WB	Quarterly Financial Reports
Annually	Accountant/PC	GoT/WB	Annual Financial Reports
Bi-Annually	PC/DPC	World Bank Missions	Report presented during mission
Every six months within 45 days of the end of reporting period	Accountant	World Bank/MOR	IFR
Mid-Term (after 2 years)	PC/DPC	MEYS/MOF/WB	Mid-Term Review Project Report

Communication on day-to-day basis by the Project Staff with stakeholders and clients may be made through emails, teleconferencing, telephone, and face to face meetings, when required on matters related to the Project to ensure efficiency in managing the activities.

Reporting Schedules:

Weekly updates by the Project Coordinator (or delegate) with the Director of Education (or alternate) on the progress of activities, financial status, and current issues to be resolved should be made.

Updates weekly initially and Monthly there after via teleconferencing, phone, or Webex by the Project Staff with the World Bank on the progress of activities and its financial status and current issues to be resolved should be made.

Monthly Status Update of activities using Update Sheets to be communicated by the Project Coordinator to the World Bank and CEO MEYS, Director of Education and CEO Ministry of Finance, no later than 14 days from the end of each month.

Quarterly Report on all activities of the Project and financial status shall be compiled and tabled by the Project Coordinator with the CEO MEYS, Director of Education, CEO MOF, and the World Bank, no later

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than 30 days from the end of each quarter and presented at the TuLePSC

Monthly work progress updates shall be submitted by the Procurement Officer and Finance Officer to the Project Coordinator for inclusion in the Monthly Status Update and weekly updates, in a format agreed to with the Project Manager.

Monthly work progress updates shall be submitted by the Project Staff for inclusion in the Monthly Status Update and weekly updates, in a format agreed to with the Project Coordinator.

Monthly progress reports from contractors undertaking works and non-consultancy services and consultants undertaking consultancy services shall also be furnished to the Project Coordinator for inclusion in Monthly Status Update and weekly updates, on a format acceptable to MEYS and the World Bank.

Separate Monthly and Quarterly Financial Reports shall be prepared by the Finance Officer detailing financial statements on expenses, disbursements, and commitments, as well as audit processes provided to MEYS, World Bank and MOF for audit processes.

Annual Project Financial Statements for the Project shall be submitted, in accordance with international and national accounting standards in line with Government of Tuvalu and World Bank processes.

The Financial Management Manual provides details on financial management reporting in accordance with the Financing Agreement, Disbursement Letter, and good financial management practices, should be followed in financial reporting.

Bi-Annual Status Report on the Project (including updates on the Results Framework) must be issued by the Project Coordinator for all World Bank Missions and presented during the Missions.

Bi-Annual Status Report to be tabled by the Project Coordinator (or delegate) in detail in the meeting of the TuLePSC.

Mid-Term Review project report to be compiled one month before the World Bank Mission after the 2nd year of implementation that will determine the overall progress towards the PDO and review report shall be tabled for consideration by MEYS, MOF and the World Bank during this mission.

A Project Completion Report (PCR) will be prepared by the MEYS at project closing. An Implementation Completion Report will be prepared by the World Bank's project team after the end of the Project with inputs from MEYS and based on PCR – Education Department and Project Coordinator.

3.2.2 Communications to and from World Bank:

Communication with the World Bank for No Objection and Clearance of matters relating to procurement activities (STEP), finance and contracts must be sought when and if required in accordance with the World Bank Guidelines and made in a format acceptable to MEYS and the World Bank, led by Project Coordinator.

Communication by MEYS and the World Bank and vice versa for No Objection and Clearance is to be made through the Project Coordinator, who will convey the communication and monitor transmission of information and keep records of the communication.

Informal communication by telephone, email, teleconferencing between the World Bank and the Project

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Staff may be undertaken to exchange information and documents for the sake of good project management and administration, efficiency, effectiveness, and value for money.

3.2.3 Endorsements and Approvals

3.3 Document Management System

Documents and reports belonging to the Project are to be stored under a document management system. The following guidelines should be used to ensure that the documents and reports are stored in a systematic manner and easy to access:

- 1 Documents belonging to the Project shall be stored as electronic copies in a server and if necessary, in hard copy in a secure filing cabinet and available to authorized persons only.
- 2 An external back up of electronic copies of documents will be stored in a secure location.
- 3 The Project Staff is responsible for the custody of the documents and managed under a filing system using a referencing system acceptable by Director of Education.
- 4 Referencing may use a **Procurement Plan Activity Reference** and a **matching Contract Reference** which also denote the contract signatory
- 5 Referencing may be based on the Project Design (Components 1 – 4), and the contract signatory (MEYS) and the type of procurement CF = Consultant Firm, IC = Individual Consultant, G = Goods, W = Works, SHP = Shopping etc.
- 6 The Project Staff shall work with Government of Tuvalu Communications Department, on behalf of MEYS, unless an alternative MEYS Education Department website is designed and maintained Or the MEYS Education Department Facebook page. Either will be used to disclose the procurement plan, procurement notices, contract awards, status of contracts, work in progress and other information to inform the stakeholders and enhance transparency and project management.
- 7 The Project Coordinator will designate an appropriate officer who shall be responsible for maintaining the document management system and the dedicated website/Facebook or other forms of communication.

4 Annual Work Plans and Budgets

1. The Project Coordinator shall prepare and furnish to the Association (the World Bank), by not later than August 30 of each year during the implementation of the Project (or such later date which, after consideration of the reasons for the delay, the Association has confirmed in writing is acceptable to the Association in its sole discretion), for the Association's review and no-objection, an Annual Work Plan and Budget containing all eligible Project activities and expenditures (including Operating Costs and Training and Workshops) proposed to be included in the Project for the following fiscal year of the Recipient, including a specification of the source or sources of financing for all Eligible Expenditures, and measures taken or planned to be taken in accordance with the provisions of Section I.E of Schedule 2 of the Grant Agreement.
2. The Project Coordinator shall ensure that the Project is implemented in accordance with the Annual Work Plans and Budgets accepted by the Association for MEYS' fiscal year; provided, however, that in case of any conflict between the Annual Work Plans and Budgets and the provisions of the Financing Agreement, the provisions of the Financing Agreement shall prevail.
3. MEYS Education Department shall not make or allow to be made any change to the Annual Work Plans and Budgets unless the Association has provided its prior no-objection thereof in writing.

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Current Annual Work Plan and Budget 2021- 2022

5 Fiduciary Responsibilities

5.1 Procurement

The procurement process for the Project is governed by the Procurement Guidelines of the World Bank. These are separate documents. However, the following guidelines are to be followed for procurement of activities:

Procurement Documents

The following World Bank documents shall be used for managing the procurement aspect of TuLeP:

1. Procurement Regulations for IPF Borrowers - July 2016

2. ***Procurement Implementation Guidance***: [Making Procurement Work for Fragile and Small States in the Pacific under World Bank Investment Project Financing following the Procurement Regulations for IPF Borrowers [July 2016, revised in November 2017]

- Pacific [Procurement](#) Implementation Guidelines
- [World Bank – Procurement Regulations for IPF Borrowers](#) – Procurement in investment project financing – Goods, Works, Non-consulting and Consulting Services (Fourth Edition November 2020)
- [Limited Shopping Documents: TUV-SBD Goods](#)
- [OCB Documents: TUV SBD Goods OCB](#)
- [Open Shopping Documents: TUV-SBD Goods OS](#)
- [Final New GN Pacific – New Regs](#)
- [SPD Request for Proposals Consulting services non-supervision December2019](#)
- [SPD Request for Bids GOODS 1envelope OCT2017](#)

5.1.1 Procurement Plan and Execution:

1. All procurement activities are to be undertaken by the Project Staff and must be in accordance with the World Bank Guidelines and the approved Procurement Plan
2. The Procurement Plan must be submitted to the World Bank for No Objection
3. The Project Staff is responsible and accountable for implementing the Procurement Plan
4. The Procurement Plan must be reviewed on a 12-monthly basis between MEYS and the World Bank as well as on a quarterly basis, if required
5. Where the Procurement Plan has been reviewed it must be submitted to the World Bank for No Objection
6. Procurement implementation schedules should be practical and achievable given the timelines and resources available
7. Procurement for the Project must be undertaken in accordance with:
 - i. The World Bank's "[Procurement Regulations for IPF Borrowers – dated July 2016](#)", revised

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[November 2017 and August 2018”;](#)

- ii. [Financing Agreement](#) specific provisions on procurement
- iii. The *World Bank Standard Bidding Documents for Procurement of Goods*, the *World Bank Standard Bidding Documents for Procurement of Works*, and the *Sample Bid Evaluation Report*, for procurement of goods and works
- iv. The *World Bank Standard Request for Proposals* for recruitment of consultants
- v. Standard Contracts
- vi. Sample Evaluation Report
- vii. [Procurement Implementation Guidance](#): [Making Procurement Work for Fragile and Small States in the Pacific under World Bank Investment Project Financing following the Procurement Regulations for IPF Borrowers [July 2016, revised in November 2017]
- viii. Procurement methods and thresholds applicable to Government of Tuvalu and World Bank Regulations. PPSD

5.1.2 Procurement Responsibilities

The following is an outline of the Procurement responsibilities of the Procurement Officer. The Procurement Officer must adhere to these responsibilities (Table 2):

Table 2: Procurement Responsibilities

- i. Undertake all procurement activities in conjunction with the Project Manager
- ii. Prepare, review and update the Procurement Plan, as required for submission to the Project Manager, who will request a review and no objection from the World Bank
- iii. Prepare bidding documents (for civil works, goods, and consulting services)
- iv. Prepare Request for Expressions of Interest
- v. Prepare shortlist evaluation reports in conjunction with the Project Manager
- vi. Coordinate inputs into TORs and cost estimates prior to submission to the Project Manager who will request review and no objection from the World Bank
- vii. Respond to bidders' questions and clarification on Request for Proposals
- viii. Guide the evaluation committee during their evaluation
- ix. With the Project Manager, act as observers in all evaluation
- x. Prepare evaluation reports with the Project Manager who will request endorsement and no objection from the MEYS and the World Bank
- xi. Assist the Project Manager in contract negotiations
- xii. Assist with the preparation of contracts
- xiii. Publish contract award information
- xiv. Assist the Contracts Manager in monitoring contract progress
- xv. Retain all necessary documentation and files, including complaints
- xvi. Prepare reports with the Project Manager as required, for submission to the World Bank

5.2 Evaluation

1. Project Coordinator convenes the Panel for commencement of the evaluation process, on a date agreed to with the Panel Members.

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2. Procurement Officer briefs and distributes to the Panel Members the evaluation criteria, evaluation template and EOIs, proposals and bid documents and any other relevant documents.
3. Panel members and Project Coordinator agree on a deadline for the evaluation and proceed with the evaluation.
4. The Project Coordinator and Procurement Officer are responsible for monitoring progress of the evaluation.
5. Panel Members submit their evaluation by the deadline to the Procurement Officer.
6. Project Coordinator reconvenes the Panel Members on an agreed date to review the overall evaluation outcomes and agree on final recommendations.
7. The Project Coordinator and the Procurement Officer shall be responsible for preparing the evaluation reports in consultation with the Panel Members and for submission of final reports for endorsement by MEYS and No Objection by the World Bank.

5.3 Confidentiality and Ethical Conduct

The highest standard of confidentiality and ethical conduct must be upheld by all persons who are involved in the procurement process.

All information relating to the procurement process, especially those that are sensitive such as the names of evaluators, the outcomes of the evaluation process, cost estimates, or any other information, shall not be disclosed to outside parties at all times including consultants and firms.

All inquiries on procurement shall be directed to the Procurement Officer who will liaise with the Project Coordinator in responding to the inquiries.

All evaluators must sign a Statement of **Confidentiality, Ethical Conduct, and Fraud and Corruption** and to confirm their consensus agreement with evaluation outcomes.

6 Financial Management

The Tuvalu Government Financial Instructions details and World Bank legal agreement, disbursement guideline the day-to-day financial management for the Project, and provides further details on financial management guidelines and processes.

The [Tuvalu Government Financial Instructions](#) (Chapter 13 explains accessing donor funds through Treasury (MOF)) and the Manual for process of Payments and the Payments from Consolidated Fund, also detail financial management processes.

Below is summary of the responsibilities of the accountant, performing the financial management responsibilities for the Project (Table 3):

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6.1.1.1 Table 3: Financial Management Responsibilities

- i. Establishing the in-country Project accounts, and signatories thereto, and maintaining those accounts;
- ii. Establishing the signatories for the Financing Accounts
- iii. Maintaining the books of accounts
- iv. Day to day processing of payments through the Designated Accounts and any other local currency accounts, as applicable, ensuring retention of all supporting documents
- v. Preparing annual budgets/fund flow forecasts, to 31 December each year, based on the Procurement Plan and progress to date
- vi. Developing and updating and/or revising the Financial Management Manual as required and in concurrence with World Bank for acceptance
- vii. Preparing monthly reports for the Project, for management purposes, and consolidated quarterly interim financial reports
- viii. Monitor and review financial performance of the Project in relation to disbursement schedules
- ix. Budgeting and fund flow forecasting for the Project, in the preparation of the Annual Financial Statements
- x. Monitoring and management of Project funds including the Designated Accounts
- xi. Preparation and submission of applications (for withdrawal/commitment from the IDA Grant/Credit Accounts)
- xii. Facilitating World Bank review missions
- xiii. Preparing Statements of Expenditure for reimbursements
- xiv. Maintaining complete Project records, including all supporting documents, to provide a satisfactory audit trail
- xv. Preparing Project reports as required
- xvi. Prepare reports for the World Bank as required

The Project is subject to the taxation laws of Tuvalu unless there is an agreement for exemptions with the Government.

The Project Coordinator is responsible for overseeing and monitoring the financial management of the Project.

A total budget for the Project is to be formulated initially and broken down by year to be revised annually.

An annual budget is to be formulated based on the annual Procurement Plan and accompanied by a financial plan with disbursement forecasts.

Financial management and accounting for the Project should use a recognized software such as QuickBooks with the key features for effective and efficient financial management.

The Accountant is responsible for managing the Designated Accounts for the Project and reconciliation and replenishment of the account is undertaken on a monthly basis and reports to the Project Coordinator.

Quarterly and Annual Financial Report, complying with the financial standards, shall be drawn up by the Accountant and on a monthly basis provide MEYS and World Bank with updates.

The Annual Financial Statements together with a letter from the CEO of Ministry of Education, Youth and Sports, shall be audited by an independent auditor and submitted to the World Bank within six months of the end of each financial year.

6.1.1.2 Apportionment and Invoicing

- 1 All invoices shall be submitted initially to the delegated **Contracts' Manager for each contract**, who will verify the invoices against the contracts and once the invoices are in order, they are submitted to the Project Coordinator for endorsement.
- 2 The invoices are then submitted to the Accountant for processing of the paperwork for payment.
- 3 The Contracts Manager verifies the paperwork and then certified by the Project Coordinator before submission to the CEO for authorization.

6.1.1.3 Official Travel

1. Official travel (local and international) for project-related purposes may be undertaken by the Project Staff or jointly with MEYS staff and cost borne by the Project covers accommodation and meals in the form of a per diem equivalent to the rates used by Government of Tuvalu.
2. A travel budget and travel plan (TOR) must be approved prior by the Project Manager.
3. TuLeP staff's travel are to be approved by the Project Coordinator and MEYS staff travel are to be approved by the CEO
4. Cost of airfare and boat fare are covered by the Project
5. Local travel allowance (per diem) and airfare or boat fare by consultants may be borne by the Project unless they are covered in their individual contracts
6. Per diems apply for each night away from the normal work station and home office and where meals are provided at venues or accommodation, per diem's will be adjusted accordingly. Per diem's are as per [Government of Tuvalu General Administration Orders](#)

6.1.1.4 Accounting Staff

6.1.1.5 Accounting Systems

QuickBooks

6.1.1.6 Internal Controls (linked to Manual for process of payments & payments for consolidated fund circular)

6.1.1.7 Planning and Budgeting (linked to Annual Work Plans & Budgets)

6.1.1.8 Financial Reporting

6.1.1.9 Audits

7 Contract Management

7.1 Contract Administration

The [Contract Management Plan](#) to this Manual (but printed separately), guides the day to day contract management of the Project and the Project Coordinator is responsible for overseeing and monitoring in collaboration with the Contract Manager. The World Bank [Contract Management Guidance](#) document provides further information and guidance.

The Project Manager is responsible for the following tasks as outlined in Table 4:

7.1.1 Table 4: Contracts Administration Responsibilities

1. Monitor and manage the implementation of the contracts financed under the Project, in particular with regards to contractor and consultant compliance with the contract, timely delivery of services, quality of deliverables etc.
2. Assist the Project Manager and MEYS in their response to issues that arise under the contract, timely responses to consultant deliverables and requests etc.
3. Provide supporting justifications to the Project Manager on variations and amendments within Contracts for conveyance to MEYS for endorsement
4. Track contracts and ensure compliance and assist in the preparation in bid documents for Project funded activities Submit to the Project Manager monthly progress updates identifying
 - a. implementation progress,
 - b. issues affecting performance of the contract (of consultants/contractors or the implementing agency),
 - c. recommendations for improvements,
 - d. any other relevant issue or that may be requested by the Project Manager
5. Support MOI with the administration and management of its own contracts, and planning throughout the duration of the contracts
6. Appraisal of consultants submitted deliverables as may be directed by the Project Manager
7. At completion submit a performance review of each contract for submission to the Project Manager

7.2 Contract Variation

The Project Coordinator in consultation with the Contracts' Manager identifies a need to extend or vary the terms of the contract and discuss with the Project Coordinator who will brief the CEO.

The Project Coordinator, in consultation with the Contracts' Manager prepares a draft contract variation in accordance with what has been agreed with the CEO.

The Project Coordinator submits the contract variation for approval by the CEO and the Project [Coordinator](#) conveys approval to the consultant or firm

8 Environmental and Social Safeguards Requirements

The Project Coordinator, with support from the Safeguards Specialist in the CPMO, is responsible for ensuring that the environment and social safeguards requirements for the project are carried out and/or complied with and provide the appropriate reports and documentations for MEYS and the World Bank as set out in the TuLeP [Environment and Social Commitment Plan \(ESCP\)](#)

Monitoring and reporting timeframes for the ESCP are set out in the TuLeP Gantt Chart 2020 - 2025.

The following safeguard documents are separate documents and must be read in detail for the enforcement compliance with safeguard requirements for TuLeP:

[Stakeholder Engagement Plan](#)
[Environmental and Social Commitment Plan \(ESCP\)](#)
[Labor management Plan](#)

8.1 Stakeholder Engagement

The purpose of public consultation is to gather stakeholder input and feedback into development and design, and the effectiveness of mitigation measures.

Two-way mechanisms for ongoing consultation may be necessary throughout the life of the project, to disclose information and seek feedback. Consultation with relevant government officials, the business community, and civil society (NGOs etc.) will assist in providing different perspectives and needs and provoke discussion on practical alternatives relevant to the local context.

MEYS will establish dedicated avenues for information dissemination to ensure consistent communication at national and local levels for the Program duration. These avenues for information dissemination are detailed in the Stakeholder Engagement Plan (a separate document).

8.1.1 Community Consultation Guidelines (To Be Developed)

- Template for Arranging Consultations
- Flowchart for approvals, invitations, food, venue etc
- Guides to costings and what the project will and will not pay for.

8.2 Labour Management

The [Labour Management Plan](#) sets out the legal, policy and structure of employing staff under the Tuvalu Learning Project, as well as the processes and procedures. Below is a summary, for further details always refer to the LMP.

- Recruitment processes
 - Evaluation Reports
 - [Recruitment Tracker](#)
 - [Individual Contract Templates \(National\)](#)
 - [Individual Contract Templates \(International\)](#)
- Schedule of Rates or National Positions (GoT) (To Be Developed)
- Templates for reimbursements (To Be Developed)

8.2.1 Leave entitlements

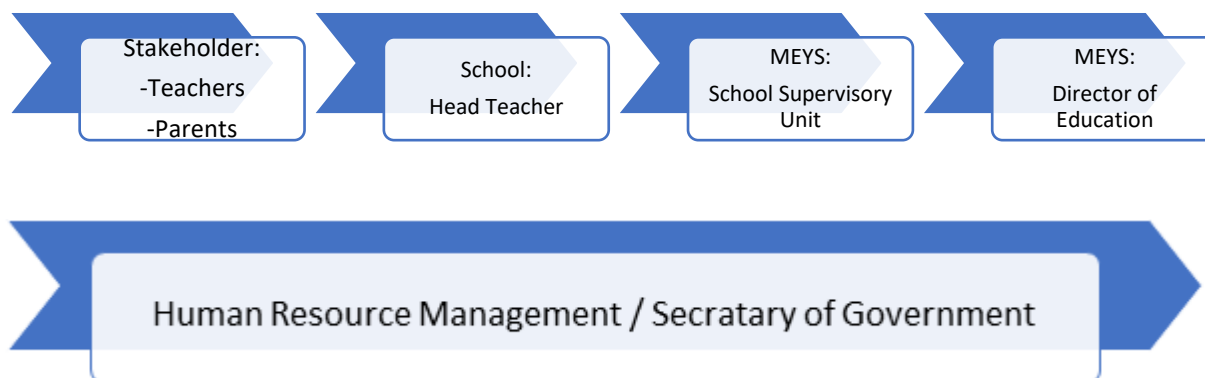
8.2.2 Hours of duty

8.2.3 Benefits/allowances

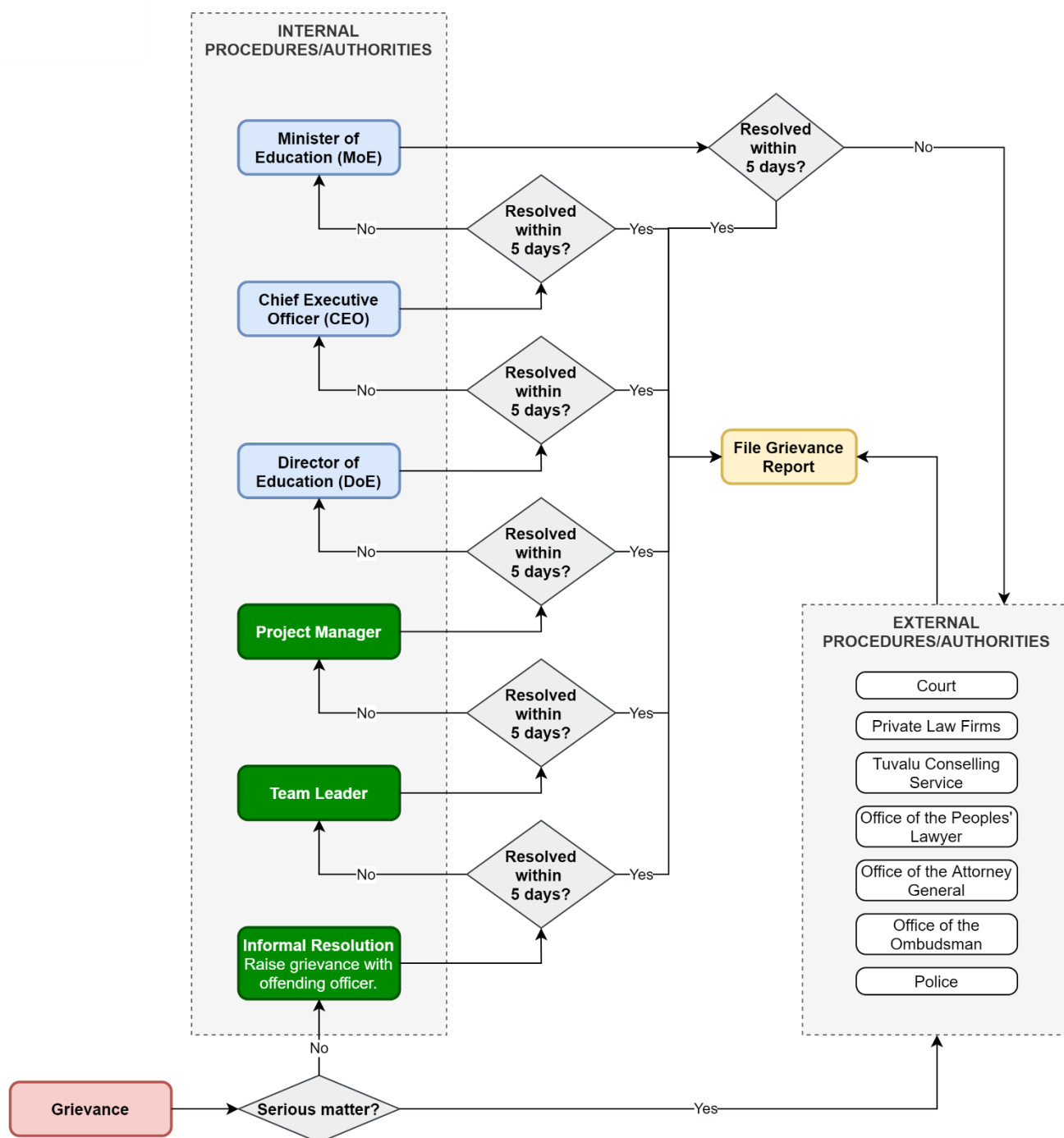
8.3 Grievance Handling

Grievance handling is to resolve grievances in as efficient, effective, and transparent manner. The Project Coordinator shall be responsible for ensuring that the Grievance guidelines outlined in the [Stakeholder Engagement Plan \(SEP\)](#) and the [Labour Management Plan \(LMP\)](#) are implemented and all disclosure requirements, processes and procedures completed, recorded, and reported appropriately.

8.3.1 Stakeholder Engagement Grievance Mechanism Flowchart



8.3.2 Labour Management Grievance Mechanism Flowchart



9 Monitoring and Evaluation

The Monitoring and Evaluation guideline for the Tuvalu Learning Project (TuLeP) has been developed to guide the reporting on project results and the evaluation of project interventions. This document contains data collection tools and templates relevant for respective project activities; methodologies for data collection; data processing approaches; and reporting timelines and is Annex 4 of this document.

([TuLeP Guidelines for Project Monitoring and Evaluation.](#))

9.1 Monitoring of Activities

The following guidelines are to be followed in monitoring the activities implemented under the Project:

1. Collect the appropriate data and information for analysis to inform the quantification of the outputs and progress towards the target
2. Always document the analysis and evidence of progress towards the target
3. Report regularly on the progress towards the targets and recommend corrective actions
4. Outputs are not to be accepted on their face value and always check them for 'fitness for purpose' and 'value for money' before accepting them
5. Site visits to work sites is important to check evidence that the outputs, services, or goods have actually been delivered
6. Always keep inventory records of goods delivered and works and non-consultancy services completed
7. Always ensure that the outputs of consultancy services are discrete and tangible
8. At the end of each period compare the actual total outputs and the expected total outputs and their quality and assess their contribution to reaching the target
9. Check compliance level of the activity with fiduciary requirements and any legislative requirements
10. Share raw data and calculations on indicators in the results framework for verification by the World Bank before the Results framework is updated; if there are any discrepancies, the M&E Consultant is responsible for resolving these.
11. Report on a regular basis (monthly, quarterly, annually) against the results framework on the level of achievement of the set objectives after the contribution of each activity to achieving them
12. Where there are discrepancies, recommend corrective actions for the next period
13. Prepare monthly M&E reports that will inform monthly project status reports
14. M&E Consultant to provide ongoing capacity building and training for MEYS staff on project monitoring and reporting
15. M&E Consultant will collaborate and provide guidance as required for all research activities conducted under the project

M&E Consultant shall be responsible for carrying out the day-to-day M&E activities for the Project, in consultation with the Project Coordinator. Where necessary, the M&E Officer may seek support from the M&E Specialist (CPMO). Timeframes for all Monitoring and Evaluation activities are set out in the TuLeP Guidelines for Monitoring and Evaluation and the [TuLeP Gantt Chart 2020-25](#).

10 Review by the World Bank

The World Bank shall field at least a bi-annual implementation support mission to review progress of activities and discuss issues with MEYS, the Project Staff, MOF and other stakeholders and submit a Mission Management Letter and an Aide Memoire for each Mission.

There shall also be a mid-term review approximately after 2 years from effectiveness by the World Bank to determine the overall progress towards the PDO and review report shall be table for consideration by MEYS, MOF and the World Bank.

The World Bank and MEYS may determine from time to time the need for short-term reviews to examine a particular matter which is of crucial importance to the successful implementation of the Project and the achievement of the PDO.

The World Bank and MEYS shall agree to the preparation of the Completion Report for the Project at the end in order to assess the success and failures of the Project.

[Implementation Timeline Chart \(GANNT CHART\) \(including Professional Development Tracker\).](#)

