

# **EDUCATION FOR ALL 2000 ASSESSMENT**

## **COUNTRY REPORT**

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To. Ms Edna Tait  
Director, UNESCO Office for the Pacific  
Apia  
**SAMOA**

From. Government

**SUBJECT: EDUCATION FOR ALL 2000 REPORT - NO OBJECTION**

We are pleased to enclose the above-mentioned Report which has been compiled by Sootaga Paape, EFA Coordinator for Tuvalu.

The Report was prepared by the Ministry of Education through a consultation process involving sectoral Ministries, data gathering and compilation as well as various evaluation and reviews undertaken by the Government and development partners in Tuvalu. It highlights achievements, constraints and future challenges in meeting the goals of EFA established by the Government during the last decade.

We take this opportunity to thank UNESCO and other development partners in contributing towards this EFA exercise and have much pleasure in submitting the Report with our full endorsement.

We look forward to our continuing collaboration in further strengthening the EFA principles into the next millennium.



Koloa Talake  
Acting Minister for Education Sports and Culture

## ACKNOWLEDGEMENTS

This report was produced by Mr Sootaga Paape, Senior Education Officer for School Supervision in the Ministry of Education, Tuvalu, with the assistance of a few people in the Ministry of Education, namely the Secretary of Education, Fakavae Taomia, Director of Education, David Manuella, Acting Curriculum Officer, Esau Assem and the Director of the University of the South Pacific Center in Tuvalu, Mr Penehuro Hauma.

Thanks are also extended to UNESCO, Apia, for their support with the Support Team members (Mrs Celia Barelle and Mrs Ada Pannett) who visited Tuvalu in April and August 1999 (Mrs Ada Pannett) and for the two workshops held in Nadi, Fiji, during June and August 1999. Special mention must be given to Mrs Edna Tait, Director of the UNESCO Office for the Pacific for her guidance and assistance. The script has been edited by Mrs Edna Tait and the typing done by Mrs Ada Pannett.

Thanks are also extended to the members of the Pacific RTAG Group for their assistance and support.

In conclusion I wish to acknowledge with gratitude the substantial contributions offered by those whom I have mentioned above, together with those people who contributed in different ways – but their names are not mentioned.

# **TUVALU COUNTRY REPORT**

## **ON**

### **NATIONAL ASSESSMENT OF EDUCATION FOR ALL**

#### **Introduction**

##### **Country**

Tuvalu archipelago consists of nine coral atolls dispersed over 1.3 million square kilometres of Pacific Ocean, stretching in a north-south direction over some 560 kilometres between latitudes 5 degrees and 11 degrees south and longitudes 176 degrees and 180 degrees east. The nearest neighbours are Kiribati and Nauru to the north, Solomon Islands and Vanuatu to the west, Samoa to the south-east, and Fiji and Tonga to the south. The total land area of the country is approximately 26 square kilometres. The atolls vary in size ranging from Vaitupu with a land area of 4.9 square kilometres to Niulakita with an area of only 0.4 square kilometres. The tropical climate brings uniform temperatures ranging between 25 and 32 degrees centigrade, high humidity and heavy rainfall averaging 3064 millimetres per annum. Drought periods of up to three months are common, particularly in the islands situated in the north. Hurricanes and damaging high winds also occur. The high rainfall and porous sandy nature of the soil severely limit agricultural production.

##### **Population**

According to the 1991 census, Tuvalu records a population of more than 9045 persons, 40% of whom live on the capital island of Funafuti. About 20% of the Tuvalu people live out of their country, especially in Nauru or as scamen in several shipping companies.

##### **State of Economy**

As a small island state with limited resources, Tuvalu faces many severe constraints in quest of sustainable growth and improved living conditions for its people. Subsistence activity, which is concentrated mainly in the fishing and agricultural areas, accounts for almost a quarter of production. Agriculture, fisheries and overseas employment of Tuvaluans are the key factors capable of contributing to Tuvalu's growth objectives. Tourism and manufacturing for export offer further possibilities but, especially in the case of the former, mainly in the longer term. In any case, future progress is seen as depending heavily on the success of the Education for Life program. The EFL program was created in 1988 and was adapted in 1993 by Education Officers. A meeting on this issue was held at Tuvalu in February 1994 in order to define the education priorities of the country.

# PART 1

## 1. EFA Goals and Targets

The Kakeega o Tuvalu – National Development Strategy 1995-1998 identifies five priority programs. One of them is the Education For Life Program. Government of Tuvalu cherishes quality education and therefore ranks it as a top priority.

In respect of the six dimensions defined in paragraph 8 of the Framework of Action to Meet Basic Learning Needs, the National EFA Goals and Targets have already been included in the Government white paper known as EFL.

The EFA initiative covers a wide range of goals such as:

- Expansion of Early Childhood Education including family and community interventions, especially for poor, disadvantaged and disabled children.
- universal access to and completion of primary education
- improvement in learning achievement
- reduction of adult illiteracy rate with emphasis on female literacy
- expansion of provisions of basic education and training in other essential skills required by youth and adults in terms of behavioural changes and impacts on health, employment and productivity
- increased acquisition by individuals and families of the knowledge, skills and values required for better living and sound and sustainable development, made available through all education channels including the mass media and other forms of modern and traditional communication.

### 1.1 Early Childhood Development (ECD)

Goal : To bring Early Childhood Development under the Education system.

Before the restructuring of the education system Early Childhood Education was operated by the communities. There was no support given by government.

Pre-schools were operated under voluntary basis and teachers were appointed and paid very poorly. There were no proper buildings for the children and teachers were not trained. After the restructuring of the education system the following strategies were in place:

- (a) Government to provide financial assistance to all pre-schools
- (b) formal training offered to pre-school teachers
- (c) new arrangements with regards the salaries of pre-school teachers were made (see Annexe 2)
- (d) funds for building pre-school classrooms were secured by government
- (e) pre-school education linked with the primary section would be provided for three year olds.

## 1.2. Primary

After the restructuring of the Education System in 1998 some of the National Education For All goals and targets contained in the Tuvalu National Education Policy Document are:

- providing ten years of compulsory education for all Tuvaluan children between the ages of 6 – 15 and to redesign and strengthen the administration of the education system
- responsibility for education to be the Ministry of Education
- access to education and training for all
- development of a national curriculum
- identify examinations for Tuvaluan students
- community involvement in education
- improvement of school building
- improve teacher training
- school terms and hours settled
- educational provision for the people with special needs

Comments on goals:

- (i) Under the National Education Goals the government was convinced that human development, especially through education and training, had a key role to play in the future prosperity of the nation, that is, to ensure efficient and effective delivery of education and training services, and to provide for long term sustainability. The government believed that the outcome of the National EFA/EFL broad Goals would provide all Tuvaluans with equal access to knowledge, skills and values which are necessary to achieve a higher degree of productivity and self-reliance within the framework of the Tuvalu culture and tradition.
- (ii) Responsibility for Education  
The overall responsibility for education rests with the Minister who may make such arrangements as are considered necessary to ensure that education and training opportunities are provided for children according to their age, aptitude and ability, and for adults.
- (iii) Access to Education  
Government's overall policy is to provide equal access to education and training to all Tuvaluans, including women and rural people. Children from 3-5 years will have access to a programme of pre-school education which will, in time, be linked to the primary sector. Participation will be on a voluntary basis. A minimum of ten years compulsory education will be provided for all Tuvaluans between the ages of 6 and 15. Normally it will correspond to the completion of schooling from class 1 to 10.
- (iv) Curriculum  
The development of the new curriculum for primary schools has already been started. It is expected that it will be completed by the end of 1999.
- (v) Community involvement in Education

The EFA/EFL National Programme places special emphasis on the encouragement of community participation and support for educational infrastructure and activities, responsibilities and ownership. Through its participation in regional initiatives such as the BELS, primary schools have started to implement some of the activities from the BELS programme that enhanced greater participation of the community in school.

(vi) Education Facilities

Government is undergoing a major refurbishment of the existing classrooms. Its new project for the construction of new classrooms for primary schools has also been started. It is expected that by the year 2004 all new primary school classrooms will be in place.

(vii) Teachers

Faced with the great shortage of trained primary school teachers, government will continue to send students to Teacher Training Colleges abroad for their training. In-country upgrading programmes for teachers will be strengthened to improve the existing teachers' professionalism.

(viii) Disabled

Education of the disabled had been, and is still, in the hands of the Red Cross. However, government plans to establish a national centre for the education of the disabled. This will go along with other Early Childhood developments in the country that are yet to be accomplished. Teachers are to undertake formal training in this area and are expected to run the Centre when they have completed their training.

#### 1.4 Learning Achievement

At the end of pre-school education pupils are expected to be able to count and recognise the numbers 1 to 5. They are also expected to be able to know the Tuvaluan alphabet.

At the end of each level in primary education there should be an examination to determine how well each student has mastered the content of the syllabus taught at each respective level. Teachers should make sure that the content of the syllabus for each level is covered accordingly.

In-class supervision by the School Supervisor should take place two to three times a year at each primary school.

Class teachers should prepare their student's progress chart for all subjects. At the end of primary education a national examination is conducted to provide information for each student's achievement. This will provide information to teachers who teach at the junior secondary school. Another examination is provided at the end of year 10 after the students have completed their junior secondary education. This will determine those students who should move to

Senior Secondary, which is Form 5 to Form 7. Those students who fail will repeat their Form 4 and those who pass move on to Form 5.

#### 1.4 Adults/Literacy

Out of the population of 8000 adults in Tuvalu more than 90% can read and write in Tuvaluan language. The National EFA/EFL programme emphasises the development of values and attitudes that will make it possible not only to learn in order to understand but also to learn to share and show solidarity with the aspirations of the community.

#### 1.5 Skills

- (a) Educational programmes on Tuvalu culture should be included in the curriculum for primary schools.
- (a) Education for survival with reference to community life skills.
- (b) Establish the Tuvalu Technical Education Centre where the following skills could be made available:
  - Secretarial skills including typing, computing and office skills
  - Carpentry
  - Plumbing
  - Engineering
  - Home Economics i.e. sewing and cooking

#### 1.6 Quality of Life

Some common elements of the accepted quality of standards of living are a reasonable life expectancy, adequate food and nutrition, basic housing, clothing, water and sanitation, adequate income and meaningful employment, access to health and education services and ability to participate in community life and cultural pursuits.

Some further common elements of the accepted quality of standards of living are to eliminate the problem of ignorance among the school leavers, and the ignorance of their basic responsibilities and obligations to their families, community and the nation.

## 2.0 EFA strategy and/or plan of action

The national Plan of action is embedded in the EFL Plan of Action . To achieve these objectives the government plans to:

- Strengthen the administration of the Tuvalu education system
- The government intends to upgrade all facilities for pre-schools and primary schools
- Previously all students at Form 2 level who failed to pass examinations were denied entry to junior secondary education. Now all students, irrespective of whether they pass or not, should continue their education up to Form 4 level.



- Adult Education programmes are to be better co-ordinated and made available to all the community.
- Special Education teachers are to be trained overseas.
- Training of pre-schools teachers and government financial assistance for this operation.

(See Annexe 2)

### **3. EFA decision-making and management**

#### 3.1 Education Ordinance

Under the Education Ordinance, the overall responsibility for education in Tuvalu rests with the Minister of Education who may make such arrangements as are considered necessary to ensure that education and training opportunities are provided for all children according to their age, aptitude and ability and for adults as well.

#### 3.2 Educational Advisory Committee

It is clearly spelt out in Part 3 of the Education Ordinance that an Advisory Committee comprised of six members shall be appointed whose functions shall be:

- to consider and make recommendations upon any matter referred to it under the provisions of this ordinance or by the Minister; and
- to advise and assist the Minister on the formulation of plans and policies for the development of education

#### 3.3 The Committee may:

- appoint and decide the constitution and functions of sub-committees of the Committee;
- regulate its own procedure in so far as the same is not prescribed by or under the provisions of the ordinance; and
- at the discretion of the Chairman, invite any person to attend and take part in any meetings of the committee or its sub-committees provided that such person or persons shall not be entitled to vote thereat.
- meet at such times as the Director of Education Officer may decide

As well:

- the quorum of the Committee shall be four
- it shall be the duty of the Director of Education to report to the Committee the action taken on any matter on which the Committee has advised the Minister.

## **4. Co-operation in EFA**

4.1 The national principal actors in the implementation of EFA activities are the following

- the Department of Education
- all Government Departments
- non Governmental Organisations such as:
  - Red Cross
  - Churches
  - Pre-school Council of Women
  - Island Communities

4.2 Early Childhood Education

The Department of Education together with the Island Communities are the principal implementers in providing Early Childhood Education. The Red Cross is very active in providing education for the disadvantaged and disabled although the number of children in this category is believed to be not more than twenty for the whole country.

4.3 Basic Education

The Department of Education is the main provider of Basic Education throughout the country and the churches are assisting.

4.4 Adult Education

The Department of Education, other Government Departments and non-governmental organisations provide training to meet Basic Learning Needs of adults. Various training has been given in the form of workshops or seminars either on the capital or on the outer islands. Health and Nutrition, Home Management, Community and Life skills including Art and Craft are some of the activities that have been incorporated into adult education programmes.

## **5.0 Investment in EFA since 1990**

Significant changes have been made in public expenditure on primary schooling and other basic education. Since 1990, public expenditure on education has been steadily increasing. The Government of Tuvalu cherishes quality education and therefore ranks it at top priority among other things. In practical terms, the increased budgetary allocation has been made from 16 percent of recurrent expenditure in early 1990 to 22 percent in the 1998 budget where the total public expenditure on education alone was 23% of the total government budget, which exceeds allocations to other departments.

5.1 Financing Pre-schools

Pre-schools start from Year 3 to 5. Originally, pre-schools fell outside Government responsibility. They were run and financed by parents. Government

only provided a small grant as its contribution towards part of the teachers' salaries. Beginning from this year, 1998, Government has taken keen interest in the overall development of education in the country as a result of the new restructuring of the education system. Therefore, this new initiative to nationalise all pre-schools, meeting up to three teachers' salaries per pre-school will require a substantive amount of money to be borne by government out of its meagre financial resources. It will also provide funding for the construction of pre-school classrooms. The communities are expected to meet other operational costs. In spite of this burdensome commitment by Government, they realise that human resources development is the key factor to the nation's now and future development and as such, Government is according education with top priority

#### 5.2 Primary Education

To provide quality education in primary schools, huge financial assistance has been secured from overseas donors such as the French Government, European Union, Japan and Canada in relation to Tuvalu principal donors namely Australia and New Zealand. Out of Government budgetary allocation to Primary schools provisions are made to meet salaries of primary school teachers and all primary schools supplies annually. Government budgetary allocation is reflected in all its annual budgets.

#### 5.3 Adult Education

Some funding is provided by Government. The Maritime School, for example, is fully funded as are many adult workshops. Other activities are funded by NGOs and bi-lateral donors.

#### 5.4 Literacy

Again, the funding for the Education For Living is in part by Government and on part by donors.

#### 5.5 Skills

To date no funding is provided for special skills development programmes outside of the school and adult education provisions.

## PART II – Analytic Sections (Covering the decade 1990 – 1999)

### 6. Progress towards goals and targets

Through the commitments the Government has made to international conventions and declarations, in particular those outlined below, the Government has also recognized the following national goals in relation to education.

#### Convention on the Rights of the Child (CRC)

Tuvalu ratified the CRC on 22 September 1995, thereby, making a commitment to the child's right to education. Article 28 of CRC establishes that right. Education is recognised to be essential for all children. The article stresses the right must be achieved on the basis of equal opportunity". This in summary includes:

- Making primary education compulsory and available free to all;
- Promoting the different forms of secondary education and vocational education;
- Making higher education accessible to all;
- Making educational and vocational information readily available; and  
Taking measures to encourage regular attendance at schools and reducing dropout rates.

### 6.1 Early Childhood care and development (ECD)

Table 1. Pre-schools Enrolment and Staffing 1998

SCHOOLS	ROLLS	NO. QUAL. TEACHERS	NO. UNTRAINED TEACHERS
Nanumea	40		3
Nanumaga	63		3
Niutao	40	1	2
Niulakita	6		1
Nui	43	1	2
Vaitupu	83		3
Motufoua	9		1
Nukufetau	69		3
Nukulaelae	29		3
Funafuti	44		3
Lofeagai	15		1
Fakaifou	36		2
Bahai	22		1
Olave	20		3
Vaiaku	52		3
Mulimalae (south)	6		1
Totals	571	2	35

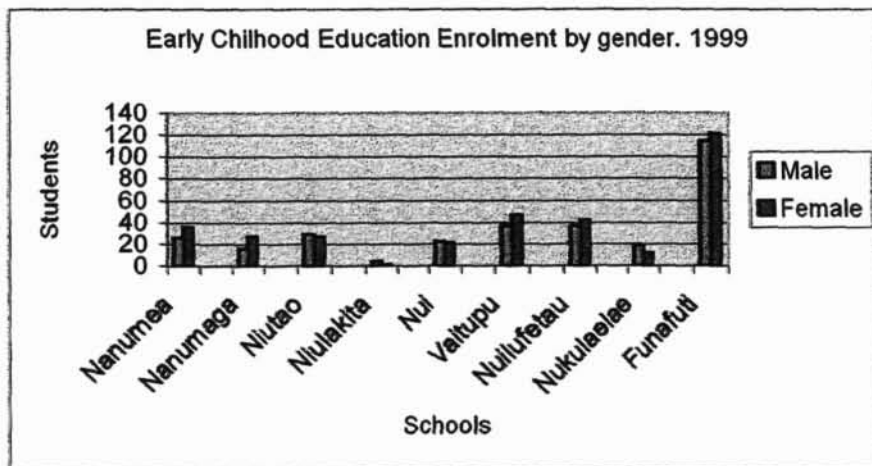
Source: Ministry of Education & Culture, Funafuti, Tuvalu

This table shows high participation of children in pre-school learning. It also demonstrates teacher training problems.

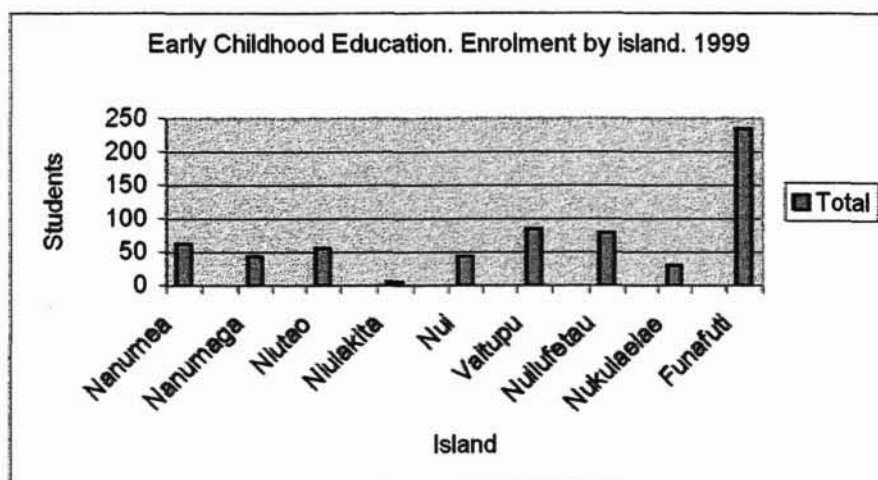
Table 2 :Source: Ministry of Education & Culture, Funafuti, Tuvalu

	Preschool Enrolment and Staffing 1999			Teachers	
	Male	Female	T	Qualified	Untrained
Nanumea	26	36	62	1	5
Nanumaga	16	27	43	0	3
Niutao	29	27	56	2	3
Niulakita	4	1	5	0	1
Nui	22	21	43	0	3
Vaitupu	37	47	84	1	3
Nuilufetau	37	42	79	1	2
Nukulaelae	18	12	30	1	3
Funafuti	114	121	235	6	15
Total	303	334	637	12	37

Graph 1: Source: Ministry of Education & Culture, Funafuti, Tuvalu



Graph 2



Source: Ministry of Education & Culture, Funafuti, Tuvalu

**Indicator 1: Gross enrolment ratio in early childhood development programmes:** Analysis : 100% in enrolment in Early Childhood Development was achieved in 1994 but 9.5% of the official age group (3-5 years) did not enrol in Early Childhood Development in 1998.

Table 3: Percentage of new entrants to Grade 1

Year	Male	Female	Total	Pupils with EDC Experience in Grade 1		
				Male	Female	Total
1994	124	116	240	124	116	240
1998	132	115	247	132	115	247

**Indicator 2: Percentage of new entrants to Grade 1 who have attended some form of organised early childhood development program.**  
 Analysis : 100% of all new entrants to Grade 1, in both years, 1994 and 1998 have attended some form of pre-school education.

### **Pre-schools Constraints**

The following are some of the major constraints, which the Ministry of Education is currently addressing to improve the present situation of pre-schools in Tuvalu:

- shortage of trained pre-school teachers.
- proper classrooms and storage facilities
- shortage of school supplies

## **6.2 Education (Primary)**

### **Compulsory Education**

In Tuvalu, education is now compulsory and all children aged 6 - 15 years are in school. Children commence in year 1 at Primary Schools and work through to the end of Year 8 at which time they proceed on to the National Secondary School. Prior to this, there used to be two secondary schools, one was owned and operated by the Tuvalu Christian Church (EKT) and the other by Government. In 1998, the Church handed over the EKT School to Government. Because of the very high costs involved in running both schools independently, the two schools had been merged into one big secondary school for the whole nation.

### **Primary Education Existing System**

Primary education starts from the age of 6 to 13. In other words, all children in Tuvalu aged 6 -13 are provided with primary education. Primary school education is free and under government's new arrangement, students who fail their end of year examinations at years 9,10 and onwards to Year 13 of secondary education are given one chance to repeat without being pushed out of the system. This means that at the end of free and compulsory education, students are allowed to repeat if they fail to reach the minimum-passing Grade but students' school fees are, of course, the responsibilities of parents concerned

*Table 4. Primary Schools Enrolment by Age Groups 31 March 1998*

Age Groups	Boys	Girls	Total	Teachers
1. 6 and under 7	135	115	250	13
2. 7 and under 8	119	148	267	13
3. 8 and under 9	130	83	213	11
4. 9 and under 10	151	106	257	13
5. 10 and under 11	115	99	214	11
6. 11 and under 12	120	108	228	11
7. 12 and under 13	103	100	203	10
8. 13 and under 14	102	77	179	9
Overall Totals	975	836	1811	91

Source: Ministry of Education & Culture, Funafuti, Tuvalu

Given the above overall primary school roll of 1811 students, it is estimated that there should be 93 qualified teachers to be engaged in primary teaching. Up to 1998, the number of qualified teachers has risen to 65. To make up the number of qualified teachers required, government is sending 5 to 7 new students every year to Teacher Training Colleges abroad to do their Diploma qualifications in primary school teaching. Beginning as from 1999, selected primary school teachers have also been sent to do their Bachelor of Education Primary at the University of the South Pacific. These teachers are expected to teach at Junior Secondary level after completing their studies. It is expected that by the year 2003, qualified teachers will staff all schools.

#### Primary Education

Government has been very instrumental in meeting its national EFA goals on primary education to make it compulsory to all students aged 6-15 years of age. All children under the compulsory age groups are required by law to attend school. Violation of this regulation will result in parents paying monetary penalties to government. To improve the quality of education in primary schools, all teachers since 1990 have undergone some form of in-country upgrading training programmes and some have gone for further training at overseas. To provide quality education in primary schools, huge financial assistance has been secured from overseas donors such as the French Government, European Union, Japan and Canada in relation to Tuvalu principal donors namely Australia and New Zealand. Out of Government budgetary allocation to Primary schools provisions are made to meet salaries of primary school teachers and all primary schools supplies annually. Government budgetary allocation is reflected in all its annual budgets.

#### Disabled

The Red Cross provide home visits on Funafuti. This support needs strengthening.

Instructional resource materials: - In the past there had been shortages of resource materials in our schools for both teachers and students but in the past three years The Government has made the effort to provide adequate supply of resource materials for teachers and students in all schools. Likewise new libraries has been build in every school and textbooks have been supplied to every student in every class in the primary and the secondary schools

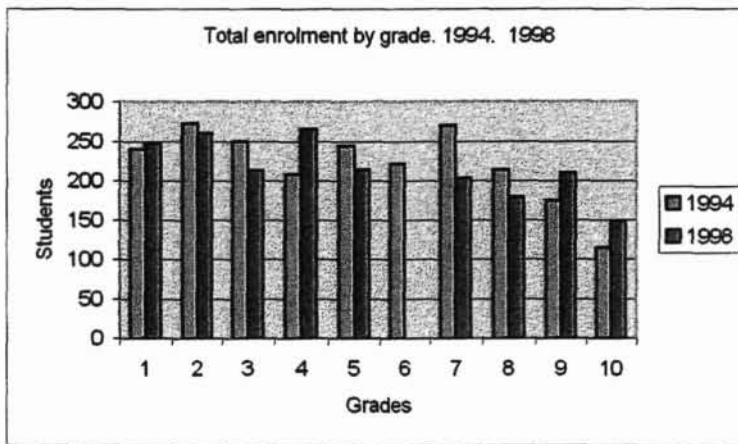
Curriculum: This has been one of the constraints in implementing the EFL/EFA policies effectively in the past. There is no curriculum developed in Tuvalu either for the secondary or primary schools in Tuvalu. Those being used now are borrowed curriculums from different countries.



However, with the support of an Australian project we were able to develop Science, Health Science and Business Study curriculums for the primary schools up to class 8. Curriculum for English and Mathematics are also in the progress of being completed by the end of 1999.

The Government of Tuvalu has plans to establish a Curriculum Development Unit to write up subject curriculums for Tuvalu schools, from primary to Secondary, within the Ministry of Education by the end of 1999. It is anticipated that by the year 2001, Tuvaluan students would be using subject curriculum developed in their own country instead of using borrowed ones.

Graph 3



Source: Ministry of Education & Culture, Funafuti, Tuvalu

Analysis: Comparison between 1994 and 1998 rolls show that the survival rates in Grade 10 was 40% in 1994 and more than 60% in 1998. This shows that more and more children are retained in school now than have been before.

**Indicators 3 & 4: Apparent (Gross) and Net Intake**

Year	Male	Female	Total
1994	984	935	1919
1998	973	839	1812

Table 5:  
Gross and Net  
Enrolment ratios  
In Primary Ed.

Year	Male	Female	Total
1994	984	935	1919
1998	973	839	1812

Table 6:  
Official school-  
Age population

**Indicators 3 & 4: Gross and Net intake rates in Primary Education**

Analysis : Both year, 1994 and 1998, achieve 100% Gross and Net enrolment ratios in Primary Education.

**Indicators 5 & 6: Gross and net enrolment ratios in Primary Education**

Indicators 5 & 6:

Analysis: The figures are exactly the same as in Tables 5 & 6. Both years, 1994 and 1998, achieve 100% Gross and Net enrolment ratios in Primary Education.

**Indicators 7 & 8: Public expenditure on primary education as percentage of GNP and of total public expenditure per pupil on primary education.**

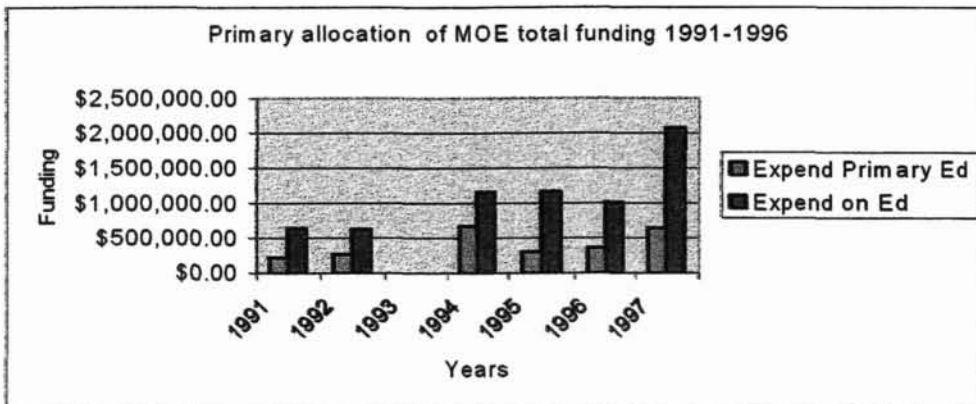
Recurrent Expenditure on Education per Year			
	Expend Primary Ed	Expend on Ed	GDP
1991	\$213,483.00	\$631,900.00	13,022,300
1992	\$264,002.00	\$621,900.00	14,580,700
1993	\$350,800.00	\$1827,771.00	14,086,600
1994	\$409,623.00	\$1,346,730.00	15,741,500
1995	\$397,759.00	\$1,440,132.00	15,996,000
1996	\$412,956.00	\$1,578,051.00	19,189,800
1997	\$428,756.00	\$1,080,278.00	n/a
1998	\$689,762.00	\$277,813.00	n/a

Note on Table 5:

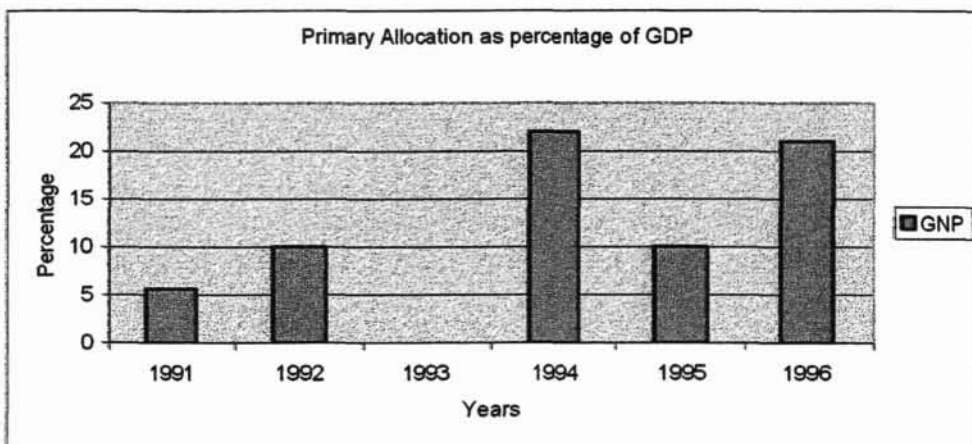
1. n.a. Not available,
2. Note that GDP is within the range of 5-8 millions added to each Year

Table 7: Source: Ministry of Finance, Funafuti, Tuvalu

Graph 4



Source: Ministry of Finance, Funafuti, Tuvalu



Graph 5

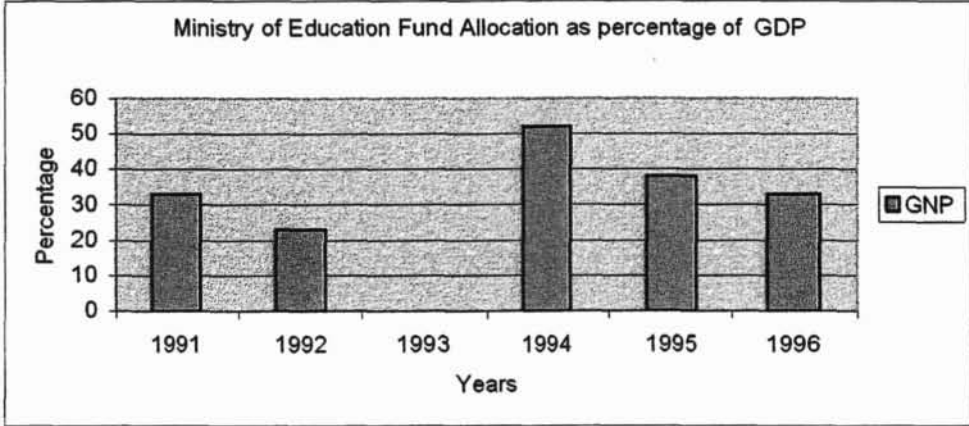
- **Note: GDP – Not GNP as on above graph**

Source : Ministry of Finance, Funafuti, Tuvalu

Analysis: The wide fluctuation over the years in this percentage of funds allocated by the Ministry of Education to primary education as well as a percentage of GNP may be due to a number of factors:

- changes in the policies of the Ministry of Education towards primary education which may be the result of regular changes in the leadership of the Ministry;
- the changes in Government resulting in the changes to its budgetary commitment to education

(c) changes in the returns of the interest on Tuvalu's Trust Fund in Development.



**Note: GDP – Not GNP as on above graph**

Graph 6: Source: Ministry of Finance, Funafuti, Tuvalu

**Indicators 9 & 10: Number of Certificated teachers in Primary Schools.**

Table 8:

Year	Male	Female	Total
1994	15	54	69
1998	11	58	73

Analysis: Over the years there seems to be a slight increase in the number of qualified teachers in primary schools. This is due to the fact that there are teachers leaving the teaching profession to work in other Government departments, going to Nauru or migrating to other countries. The number of student teachers graduating each year some times fall short of the number of teaches leaving the profession.

**Indicator 11: Pupil-teacher ratio in primary education**

Table 9:

Year	School Enrolment	Teacher No.	Ratio
1994	1697	72	23
1998	1821	85	21

Analysis: The number of teachers above includes both certificated and uncertificated teachers.

**Indicator 12: Repetition rates by grade**

Analysis: Repetition rates in primary schools is zero. Students move from one grade to the next by automatic promotion.

Indicator 13 : Survival rate to Grade 10

Table 10: Grades

Year	1	2	3	4	5	6	7	8	9	10
94/98	100	108	84.8	89.9	92.5	86.5	79.4	52.6	51.7	44.0%

Analysis: The survival rate is 100% during the first two years in primary education but it tends to fluctuate a little and when children reach Grade 7 to 10 the rate of survival tends to decrease. The results shown in Grades 8 – 10 are unrealistic despite the fact that there are a few students who drop out and migrate to other Pacific countries.

**Indicator 15: Percentage of pupils who master basic learning competencies.**

There was no data available for this indicator.

**Indicators 16, 17 & 18: Literacy rates of population aged 15-24 and 15 years old and over, and Literacy Gender Parity Index.**

No data was available but a high rate of literacy of up to 99.8% of the population aged 15-25 age group and 15 years and over are literate.

### 6.3 Learning Achievement

From class 1-8, students move automatically from one level to the next every end of the year irrespective of whether or not he/she has attained a satisfactory pass. The idea is for pupils of the same age group to remain with their peers in the same class. We believe that pupils will learn, play and work better in their own age groups rather than to put them in mixed age groups. All along pupils in their respective age groups are usually tested to ensure that they achieve satisfactory results. Schools usually hold their mid year exams as well as their final year examinations for all levels in the school. This practice has been in the system for a long time. While this system is believed to be the best for our students in attaining learning achievement, the result of the Pill Test for Classes 4 and 6 in 1994 and 1996 revealed that students literacy rate has fallen far below the expected level. In 1997, a National Literacy Seminar was held in the capital. Included in the seminar were politicians, teachers, non-governmental organisations, island leaders, representatives from the youth and women, Island Council presidents from outer islands and the public sector. The following were the resolutions that were passed to address the unsatisfactory results of the PILL Tests :

- official curriculum should be produced and the Ministry of Education should ensure that the curriculum is effectively implemented in all schools.
- All schools should be inspected three times a year.
- All schools should be well staffed by qualified teachers by the year 2000.
- Schools should be well supplied with textbooks, stationeries as well as reading books for all levels.
- School buildings and teachers quarters on the outer islands should be properly renovated.
- Teachers Professional development to be strengthened.
- Multiple Class Teaching should be kept to the minimal.
- Teachers' salaries should be increased.
- Transferring of teachers from one school to another during school terms or within the year should be kept to the minimal.

Since 1997, all the resolutions above have been accomplished except for qualified teachers. Shortage of qualified teachers in Primary schools still exists but by the year 2003, we shall have more than enough qualified teachers to staff primary schools. The target that we have already achieved in primary schools for learning achievement is 100% for appropriate age cohorts. This is reflected by the 99% literacy of the total population in the country. There are no students not attending school. Parents have realised the importance of schooling and they hate to see their children not attending school. They have realised that education will provide their children with the best knowledge and skills that are essential for their lives in the future, therefore they will never fail to send their children to school. Community Support is one component of the BELS programme where parents'

involvement in their children's education has been broadened. Therefore parents have become aware of the different roles that they are expected to play in their homes to provide help for their children after school hours. The community is now in a better position to provide extra help required by the schools whenever that is necessary.

#### 6.4 Adults/Literacy

Year 1991 Age Group	Literate			Illiterate			Total		
	M	F	T	M	F	T	M	F	T
10-14	388	376	764	6	9	15	394	365	779
15-19	300	280	580	3	5	8	303	285	588
20-24	343	340	683	4	5	9	347	345	692
25-29	367	420	787	3	2	5	370	422	792
30-34	313	410	723	1	4	5	314	414	728
35-39	240	353	593	1	3	4	241	356	597
40-44	200	259	459	5	1	6	205	260	465
45-49	135	195	330	4	2	6	139	197	336
50-54	150	192	342	0	1	1	150	193	343
55-59	125	187	312	1	1	2	126	188	314
60-64	132	148	280	0	1	1	132	149	281
65-69	125	132	257	0	2	2	125	134	259
70-74	62	88	150	1	2	3	63	90	153
75+	32	78	110	1	4	5	33	82	115
	291	3458	6370	30	42	72	2942	3500	6442
	2								

Table 11: Source: 1991 census : Literacy Rates

According to the figures obtained from the last census in 1991, there were 73 adults who were illiterate out of the total population of 6442. The highest illiterate number that was recorded was 15 from one of the fourteen different age groups. The 15 illiterate persons mentioned above were children within the school compulsory age group of 10-14 years old. However there were no records which showed that these children were the school dropouts or they were slower learners. In spite of that, however, if these 15 children were within the basic education system and were to be distributed out to the nine primary schools, then there would be 1 to 2 children per school who were illiterate in the whole country for the 10-14 year old group. At the time of the census, the 10-14 year olds had a total of 779 children.

The data for the 1991 census revealed that the number of illiterates in the 15-24 age group was 17 and the total population for this age group at that time was 1280. The number of children who were found illiterate at that time could have been those who were slower learners, physically abled or those who dropped out from the system. It was a very uncommon practice by parents to withhold their children from attending school here in Tuvalu. Therefore, as such, it would be an unrealistic conclusion to say at this stage that these 17 illiterates in the 15-24 age groups did not attend any form of basic education at all.

As recorded in the last census, the remaining 40 of all the illiterates fell within the 25-75 plus age group. This was a very small number compared with the total population of this age group, which was 4383.

Adult literacy in terms of reading, writing and numeracy in the mother tongue was and is still not a problem in Tuvalu.

With compulsory education coupled with 100% access of students up to junior secondary schools Years 1 to 10, literacy rate is expected to reach well above 98%. This seems good as it stands but there are concerns over the lack of reading materials in the vernacular language. This will lead to slowing down of the children's early childhood learning experiences of their environment. The production of reading materials in the Tuvalu language is given high priority at this stage. Government gives training of teachers and parents through organised in-country workshops to combat any form of illiteracy in Early Childhood Education.

Improvements on adult literacy in Tuvalu were to base on various workshops and seminars provided by all the Government departments in collaboration with the non-governmental organisations in the country.

#### Adult Education

Adult Education is one of the areas that was neglected before the EFA/EFL programs came into operation. Since 1990, adult education through training workshops has become popular. All government departments have programs for adult education. Similarly non-governmental organisations have also conducted training workshops for adults. These workshops have been centered on subjects such as:

- Improved Public Health
- Home Gardening
- Secretarial work including computing and typing
- Community skills such as home economics, weaving and craft
- Technical skills – woodwork

One of the Government initiatives is to promote adult education on all islands in Tuvalu and Government has agreed to have a voluntary non-formal education coordinator on each island. The community meeting hall or primary schools will be used as Learning Centres.

Already all islands have their community workers whose main responsibility is to help the community provide essential skills that are required by the community, especially in the training of women. An Agricultural Assistant is also placed on each island to help the community with skills required to improve subsistence agriculture.



## **6.5 Training in Essential Skills**

Post Secondary Education is provided by the Tuvalu Maritime School (TMS), which offers technical Training to International Maritime Organisation (IMO) standards to certify Tuvalu seamen to serve on foreign vessels. TMS offers free pre- service training including practical training of nine months duration to 45 students and in-service upgrading programs of two weeks duration to about 400 students each year.

The University of the South Pacific Extension Centre (USPEC) in Funafuti also provides post- secondary education. USPEC offers foundation studies (senior secondary equivalent) and vocational and degree programs through distance education and a small program of continuing education courses. In recent years, enrolment in distance education programs has been of the order of 110 per semester. Students from outer islands have continued to enroll in the USPEC programs and about one-third of the total enrolments come from the outer islands. A total of 60 students per year are involved in continuing education programs. Fees are charged for all USPEC courses and are of the order of \$160 per semester unit for credit programs.

## **6.6 Education for Better Living (Quality of Life)**

Education for better living starts from Early childhood when children first enter pre-schools. At this age pre-school teachers start to cultivate in the children's minds some cultural values such as love, respect, honesty, co-operation and a sense of sharing with one another in pre-schools.

These cultural values continue to be taught as part of the child development process when he/she reaches the primary school in conjunction with cultural skills such as art and craft, singing and dancing. Education for better living continues on to our secondary school and beyond.

The EFA/EFL programme supports the conviction of the people of Tuvalu that the roots of culture and tradition must continue to grow deeper into the soil of their lives. Tuvalu gives high recognition to the need to preserve the most valued elements of culture. Thus, within the Tuvalu education system, there is increasing attention to the preservation of cultural identity in face of modernisation.

In the school curriculum there is emphasis on improving the quality of living. This leads the children to understand some of the common elements of the accepted quality of standard of living such as a reasonable life expectancy, adequate food and nutrition, basic housing, water sanitation and clothing,

adequate income and meaningful employment, access to health and education services and ability to participate in community life and cultural pursuits.

It is also emphasised that education for better living is not only confined to the handing down of the traditional Tuvaluan society knowledge, skills and values, but it should be combined with the knowledge and skills that have been brought about by the modern age of science and technology. Together they will equip the individuals and families with the knowledge and skills to improve, sustain and make their environment a better and happy place for them to live in.

Before the introduction of EFA/EFL programme, education for better living was given low priority. The expectations of parents when they sent their children to school was for them to be taught those subjects such as Maths, English, Social and Basic sciences that would qualify them for white collar jobs. No parents were prepared to support school programmes that were mounted for cultural values and community skills. Their argument was that community skills and cultural values could be learnt by children when they return to their own communities after completing their formal education. It was this reason that the Community Centers that were established for the purpose of strengthening the children's knowledge and understanding of cultural values and community skills.

However, the introduction of the EFA/EFL programme brought with it much emphasis on the strengthening and promotion of education for better living. Adult education has been strengthened and the participation of adults in activities related to education for better living has increased tremendously over the present decade. Education for better living programmes are not only confined to school children through the school curriculum but such programmes have been extended to the communities by means of workshops and talks over Radio Tuvalu by the government ministries and non governmental organisations.

As a result of strengthening programmes on education for better living, there are hardly any children who do not enrol in basic education. The communities' means of survival has increased. Individuals as well as mothers with their babies report to the clinics for treatment when they are sick. Families and individuals are using new and traditional methods of agriculture and fishing. The government has also established a Council of elders known as Falekaupule on each island and has given autonomy to make their own bye-laws and other developments that are useful for the good and well being of their own people.

The most important Adult programmes include:

- Nutrition
- Gardening
- Environment contemporary issues
- Providing an Adult Education network
- Education programmes featuring on radio broadcasts include:
- Issues concerning the environment (i.e. climate change, sea levels, etc)

- Running small businesses
- Health (i.e programmes related to HIV/AIDS, etc)
- Home Management and Child Care

#### World Health Organisation Programmes

With regard to some of the WHO programmes such as HIV/AIDS, Child Care, Family Planning etc, the adult population, both male and female, have learnt ways of protecting themselves from becoming victims of the deadly diseases such as HIV/AIDS. According to an unpublished report, HIV/AIDS has found its way to Tuvalu. Out of its present population of over 10,000 people, two positive HIV/AIDS cases have been detected. The HIV/AIDS programme has been widely disseminated to people not only through Radio Tuvalu broadcasting station and workshops, but also by actual visits to the outer islands by the Public Health Department. The same programme is also conducted in our secondary school, Maritime School and moderately implemented in our primary schools.

The Public Health Department has also held seminars and workshops with mothers on ChildCare and Nutrition. The present unpublished survey on malnutrition showed that malnutrition is not a problem in Tuvalu. The problem is obesity. Newborn babies are over-weight. However, to address the problem, nurses in charge of the dispensaries or clinics on all islands hold regular meetings with women groups or pregnant mothers and discuss important issues relating to nutrition and Child Care. Now all pregnant mothers have established the habit of visiting the clinics from early pregnancy up until they give birth.

Family planning has already been introduced in Tuvalu. Educational programmes such as Family Life Education have been disseminated in the whole country through seminars, workshops, and visits to communities on outer islands.

Many couples, and some single parents, have put into practice the knowledge that they have achieved from the workshops, seminars and also from listening to interviews held on the radio on issues related to Family Planning, and the outcome of this programme has been quite satisfactory. There is now a steady growth of the population over more than a decade ago.

All of the above educational programmes have been, one way or another, to be disseminated to the public. The most influential way of disseminating the information to the public is by way of songs. Small groups have composed songs on health-related issues highlighting the important issues that have been discussed during the workshops and seminars, and also what they hear from interviews over the radio. They also highlighted, in the songs, the sad consequences for the individuals or families who do not comply with the advice offered through these health programmes that have been conducted. The songs are regularly played over Radio Tuvalu and the messages are not only heard but also learnt through the songs.

As well, UNESCO Apia's two year programmes which began with the training of a core group of four young people from each of thirteen Pacific Island countries resulted in a National Youth Forum and other activities which have contributed to education for better living for youth.

#### Music and Dancing

Tuvalu tradition, songs and dancing are something that all people of Tuvalu love and appreciate. In basic education, traditional songs and dances are included in the school curriculum. The schools have started implementing this programme and children learn and practise the art of traditional singing and dancing in schools. There have been occasions when schools put on shows or displays for the public, and the children performed magnificently in traditional singing and dancing. In addition, Japan invites primary school children to go to Japan every year for a cultural exchange. Representatives from Tuvalu usually practise, among other things, traditional songs and dances as one of their cultural displays in Japan. The art of traditional dancing and singing is commonly used by adults to welcome important guests coming into the country, or to individual islands. The people usually put on their highest performance in traditional dancing as a token of friendship to their guests of honour, and also to show them that there is nothing more precious that they can offer in return for the assistance that they have provided than to entertain the guests with their cultural dance which the people of Tuvalu value and hold in high esteem.

Other forms of western types of music and dancing have also been introduced and are commonly practised by the youth in small groups. Dancing is commonly performed as a sort of entertainment by youths and some adults in clubs. This sort of entertainment is not commonly used when community functions are held.

#### Media and Newspaper

The Radio Broadcasting station of Tuvalu had in the past not been regularly used for the purpose of disseminating educational programmes to the public. Now it has become a very important avenue for disseminating information related to educational issues to the public. All issues related to training workshops and seminars held in the capital, and debates in the House of Parliament, are regularly recorded and put on the air for the information of the public.

The newspaper known as the Tuvalu Echo was started towards the end of 1998. Its publications are issued fortnightly. In it there are small columns made available to all Government departments. However, most of the people in Tuvalu are not accustomed to reading newspapers and therefore what is published is only read by the minority of the people, even though the text is written in both English and Tuvaluan languages. The newspaper has presently not gained in popularity among the people but we hope that Government, as well as non-Governmental organisations, will fully utilise the Tuvalu Echo in future as a means of delivering

educational programmes to all the people living in the capital as well as those on the outer islands.

## **7. Effectiveness of EFA strategy, plans and programs**

(i) The Government of Tuvalu has a well-established education plan and strategy officially named as “Education for Life” which runs parallel to this Education for All programme. The aims and objectives of these two strategic education plans are very similar and all aiming to achieve the most important goal of providing quality education (academic stream, vocational stream + all aspects of education) to all citizens of Tuvalu. Therefore this Education for All is providing a similar perspective to the already existed Tuvalu’s Education for Life but with different mechanics and a more dynamic analytical approach.

Education for All strategy, plan and programmes have provided a sound input into the Tuvalu Education system, especially in terms of bringing out the true picture in all aspects of education in Tuvalu. EFA has provide an avenue for more critical inward assessment of our education system, in terms of the management of education; the teachers; educating all children; the provision of all the required forms of education to cater for the needs of all children and adult and the development of Tuvalu.

The EFA plans, strategy and programmes are just right for the further development of Tuvalu’s education. It covers all the foundations of bringing good and effective education to all citizens of Tuvalu, and also provides Tuvalu with a well established database of Tuvalu’s Education sector, and most importantly a detailed analysis of the past, and current status of the education sector in Tuvalu. These provide a solid foundation for Tuvalu policy makers to formulate and base their decisions in both the short and long term aspect of providing education for all in Tuvalu.

(ii) The implementation of EFA strategy, plan and programmes is still and would continue to be a high priority area for the Government of Tuvalu. As shown in the above section 6, the Government of Tuvalu since the past twenty years has well established the provision of education from pre-school, primary level and up to the level in secondary school education. This support has also been consistent for the improvement of the literacy rate, the skills and the quality of life amongst the citizens of Tuvalu. This could be witnessed by the continuous large proportion of Government’s budget allocated for education and the continued assistance (provision of money, infrastructure, books, school equipment and teachers) from donor agencies.

However, as discussed above Tuvalu is faced with a lot of problems especially in terms of the availability of financial resources; qualified human to look in to the effective materialisation of EFA’s plan and strategy. The Government is fully

aware of these difficulties and has committed to and overcome them. For this, the assistance of donor countries like Australia and New Zealand was acquired and the Government of Tuvalu applauded these two Governments for their invaluable assistance and effort.

The other problem which arose from the implementation of EFA plan and strategy was the absence of a sound management in Tuvalu's education system and a well properly organized plan for the overall education sector. This problem also reflected the need for Tuvalu to have qualified persons to manage the problem and a lot of monetary support.

(iii) In achieving EFA goals, plan, strategy and programmes, the results for Tuvalu is a mixed result, i.e., some aspects of Tuvalu's education system were of excellent achievement while the others are still in the infancy status (in terms planning and implementing). Thus, Tuvalu has managed to set up good solid education for pre-school, primary school and secondary school; but not enough to cater for the development of skills through the establishment of a vocational schools and strengthening of curriculum in the this field. Moreover, the only vocational school in Tuvalu only provides opportunities for boys; hence there is gender inequality in the provision of education for all in this respect.

The Government of Tuvalu through the Ministry of Education is firmly addressing the above concerns where the education system and sector is currently under detailed review. In addition, the Department of Education is improving its management capacity by expanding and establishing a newly organized curriculum development and examination unit together with supervision and inspection unit. This is a huge positive move whereby all the required EFA goals, plans, strategy and programmes would be fully catered for by this newly developed management and the materialisation of these plans would be in a much better position to be achieved.

Therefore the results with reference to EFA has been satisfactory for Tuvalu. The Overall EFA plan has been effective in Tuvalu, where some of the plans have been achieved and dealt with. However, there is still a need for a huge improvement and assistance for Tuvalu to fully realised and meet all the EFA plan, strategy and programmes.

There is a Government project that has been started with regard to building extra new classrooms for primary schools and at the same time renovating the existing buildings. This project is expected to be completed by the year 2003. Funds for building new classrooms for pre-schools have been secured from overseas donors. Construction work on pre-school classrooms in the capital, Funafuti, will be started toward the end of 1999. Pre-schools on the outer islands will be started in the year 2000.

### Infrastructure

It has been anticipated that to be able to achieve EFA/AFL goals effectively there must be sufficient infrastructure i.e. classroom blocks on each island to house the students, and enough staff accommodation quarters of teachers. Work has started on the outer islands where renovation of existing schools buildings has started and it is envisaged that this exercise will cover all islands. Tables and chairs are also being produced on large scale to be distributed to all islands for this purpose. It is planned that by the year 2001 every child in school should have a chair and table during class work.

Further, special modules of buildings have been designed for classrooms and these would be constructed on each island by the year 2001. These buildings will also serve as additional classrooms for the students.

Teachers quarters: -There is a special housing scheme for all teachers. This will help solve the problems of teachers on the outer islands. It is hoped that with the new falekaupule administration system, each island will see to the repairs and maintenance of teacher's quarters.

This project is anticipated to be completed by the year 2002.

The new system of promotion to the next grade at the end of the year without repetition of grades has been implemented. This implementation in primary schools starts from Class 1 to Form 2, which is Years 1 – 8. It then continues on to Year 9. There is a screening at the end of Year 10 and those who fail those examinations repeat the Year 10 program and the rest move on to the next grade.

There are many adult education programs taking place in the country, however, there is still no co-ordinating body that has been set up so far.

There is only one teacher that has been sent for further training overseas on special education. The Government is hoping to send more teachers to take up the same training programs in future.

Training of pre-school teachers and Government financial assistance:

There are pre-school teachers taking up University of the South Pacific extension courses leading to a Certificate in Primary School Teaching. Funding is allocated out of the Government's own Training Budget. This operation started in 1998 and Government hopes to continue offering training awards for pre-school teachers.

## 8. **Main problems encountered and anticipated**

There are numerous problems encountered and anticipated towards effective implementation of the EFA/EFL program for the year 2001. Some of the problems are solved, and plans are underway toward the solution of others. It is hoped that by the year 2001 most of them would have been solved completely.

Some of the main problems at current time are:

### Distance and Geographical Location:

Tuvalu has nine coral islands, which are isolated from one another by a vast ocean. Communication between the islands is always difficult due to the fact that Government has only one boat to service all the islands. It normally takes one to two weeks by boat to travel around all the islands. The Telecommunications Department has installed a telephone network system to link all the islands. The two means of communication used in the country are still unsatisfactory. The boat usually breaks down and spare parts are difficult to obtain. They are usually ordered from the United Kingdom or Japan. This same problem occurs with the telecommunications system. It takes months for mechanical problems to be repaired before the telephone system is back in service again. The unreliable means of communication now used in Tuvalu poses serious problems to the Department of Education in carrying out satisfactory monitoring of all school programs, as well as conducting school inspections from time to time during the year.

Finance: - Although this has been a major constraint in the past, the Government of Tuvalu is managing to keep it under control. At least there are lots of assistance from donor countries such as New Zealand, Australia, Japan, France, Canada and international organisations such as UNESCO, UNICEF, UNDP as well as other regional organisations to which Tuvalu is affiliated. Due to the importance the Government attached to education, she has increased education budget from 16% to 26% in recent years (to cater for administration expenses, salaries and other expenditures in education). It is envisaged therefore that by the year 2001 there would be sufficient funds available to tackle all financial problems hindering educational development in the country. But this problem would never be solved completely; it will remain an ongoing problem because of the Government's dependency on foreign assistance because of lack of natural resources.

Lack of Teachers: - Shortages of teachers at all levels throughout Tuvalu in the past has been one of the drawbacks for Tuvalu. However, the Government has embarked upon a large-scale training program for teachers in anticipation of the EFA/EFL program.



The training falls in to three categories:

(a) In-service Training:-Those awarded scholarships just from high school to undertake Diploma Teacher Training courses, Degree programs as well as certificate courses in various institutions. Some of these will return and will be responsible for the primary schools up to class eight. Some will be posted to the secondary schools

(b) Those undertaking Teachers' Certificate courses, and will be responsible for the lower primary and pre-schools where necessary.

(c) In -service Training: - Those teachers who are in the profession but taking courses by extension from the University of the South Pacific through the USP extension centres, to upgrade themselves to Diploma and Degree levels, but remain in the primary schools. Some might move to the secondary schools. Other in-service groups sponsored by donors offer opportunities to teachers..

Countries to undertake short term courses by means of attachment to institutions overseas to under study the systems of education in the institutions where they are attached or to specialise in various subjects .(English, maths, science etc) but these attachments are seldom done every year and the number of teachers sent are very small.

This training program will continue into the future until such a time as there are sufficient qualified teachers to teach in all schools at all levels in

Tuvalu. However, there must be specialist trained teachers to be able to teach subjects like science, mathematics, business studies in classes seven and eight in the junior secondary schools in Tuvalu in future.

Changes of Personnel:

One of the constraints that the Ministry of Education is facing is the shortage of staff in the Department of Education and in the teaching force. The Department of Education is presently being staffed by a newly appointed Director of Education, two Senior Education Officers, one for SEO Administration and Assessment, one Education Officer and no Curriculum Officer. The SEO Administration and Examination is currently undergoing her studies abroad for two to three years, leaving only three officers to manage the Department of Education.

In the same manner, there is also a great shortage of teachers in pre-schools, primary and secondary schools. In all these sectors, approved teachers have been appointed to fill in the vacant positions in the teaching force. These approved teachers are those without their Teaching Certificates but they have reached Form 6 and 7 levels in secondary schools. At present there are no qualified teachers not being employed. All retired teachers have been contracted and there are no more qualified teachers left who are not under contract in the country. There are some

qualified teachers who have left teaching and have secured employment in other government departments. However, we hope that by the year 2003, all our schools will be staffed by qualified teachers when all our students who are currently attending Teachers' Colleges return with their qualifications.

#### Workload

This problem is associated with shortage of manpower in both the Department of Education and teachers in schools. For example, in the Department of Education, there are two vacant positions - the SEO Administration and Assessment and the SEO Curriculum. The result is that one person has to carry a great many responsibilities and no matter how hard these officers work they will not be able to give equal attention to all the responsibilities they now have with them. Consequently, there will be some responsibilities that will be left unattended to.

#### Data Gathering

The Department of Education identifies data gathering as a problem. This is due to the fact that there is still no data base system that has been mounted by the Department. The data that has been collected in past years is all scattered and some has gone missing. The Department of Statistics has a data base system but not all the data is available in the Department. However, the Ministry of Education is hoping to install a data base system in the Ministry by the year 2000.

### 9. **Public awareness, political will and national capacities**

Prior to the implementation of EFA/EFL programs, basic education had been confined to Government decisions alone with little involvement of the public. However, after the restructuring of the education system, it became evident that government, non-governmental and public organizations should work closely together in order to achieve the goals and objectives of the EFA/EFL programs.

After the restructuring of the education system, education became government's top priority. All matters that are related to the general improvement of education in the country are publicly announced over radio.

Government has already unveiled and is still providing training workshops for all teachers to upgrade their professional skills in teaching. Methodologies and curriculum development, so that reading, writing and numeracy skills could be improved in schools, and numerous workshops on school administration and management have also been organised for teachers. As a result of the above training, the relationship of the school and community has become very much stronger. Parents are often invited to participate in school programs and much cooperation has been achieved between the schools and the community.

Political will - Apart from the in-country training workshops that have been conducted by Government departments and non-Governmental organisations for

adult education, the use of radio and broadcasting media has been used extensively. All Government departments, together with non-Governmental organisation have access to the use of the media for all educational purposes.

#### National capacity

For Government to meet its commitment on education, it has allocated just over twenty percent of the national 1998/1999 budget for the education sector. When the Government of Tuvalu initiatives in the Scholarship Program and donor development assistance are added to the education budget, the overall national investment in education and training nears thirty percent. This is by far the biggest allocation that has ever been made by Government to the education sector over the past years.

Government investment in education has not only contributed to the expansion of Basic Education in terms of building better classrooms and providing more school supplies to Primary schools and Early Childhood Education but it has also strengthened adult education throughout the nation, reaching down to the grassroots level.

### 10. **General assessment of the progress**

The EFA/EFL program has two main objectives. It provides education for the overall development of the whole human being through developing positive attitudes, skills and knowledge that will enhance improved standard and quality of living both materially and non materially.

It is to ensure that all Tuvaluans are equipped with sound understanding of such useful skills and knowledge that would give them personal gratification and enable them to make a useful contribution towards the fulfillment of their community aspirations.

Secondly, EFA/EFL aims at promoting positive attitudes towards the refinement of Life qualities. It aims to achieve a change of attitudes towards the purpose of education. EFA/EFL builds a firm foundation upon which the virtues of life of an individual such as assertiveness, discipline, motivation, leadership and recognition of the needs for social cohesion and national unity are nourished and nurtured.

Logistically, EFA/EFL is ensuring suitable provision of in-country education for all at all age levels. The provision includes facilities for Early Childhood Development, primary, secondary, academic, vocational and technical education. It is to provide equal opportunities to all for education including the disabled and the disadvantaged groups as recognised.

The progress towards EFA/EFL goals is considered a great success. EFA/EFL goals are highly recognised by all governments that have come and gone within

the present decade 1990-2000. At the initial implementation stage of the EFA/EFL program until now, students who have gone through the new system and have had the opportunity to go abroad for further studies have returned to country with diplomas, Bachelors and Masters qualifications in various fields. Educational qualifications are no exception to the qualifications specified above.

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## **PART III - Prospectives**

### **11. Presentation of new policies**

#### **(i) Early Childhood Care and Development Activities**

The Government of Tuvalu through the Department of Education has given priority and is convinced that human resource development, especially through education and training, has a key role to play in the future prosperity of the nation. The broad mission of the human resource development strategy (including education and training) is to enable future economic growth, to ensure efficient and effective delivery of education and training services, and to provide for long term sustainability.

Early Childhood care in Tuvalu has always been something that all families in Tuvalu do. Caring for younger members of the family has always been, and still is, the major role of older members of the family or the community in general (aunts and grandparents). Tuvalu through its educational programs has reinforced and emphasized the importance of their roles and contributions in caring for their children. Awareness programs for parents have been reinforced through the Basic Education Life Skills (BELS), especially its Community Support component, where parents are made more aware of their particular roles at home.

Government's overall policy is to provide equal access to education and training to all Tuvaluans, including women and those in the remote islands of the country.

Children from three to five years including handicapped, have equal access to a program of pre-school education which will, in time, be linked to the Primary sector. Participation in this program will be on a voluntary basis. It is important to note here that we do not have groups of children who are, for the purpose of this document, classified by terms as 'disadvantaged or poor'.

Funding to pre-schools has been part of the Government's contribution to give its assistance paying salaries of teachers, as well as giving proper educational guidance related to curriculum and teachers' training. The responsibility for the overhead running of the schools still lies with parents and the community.

Our short and medium goal is to construct school buildings for all pre-schools and provide 100% of well-qualified teachers teaching in schools.

The Government of Tuvalu hopes to increase financial assistance to all pre-schools.

The Government of Tuvalu hopes to continue to provide further funds for building of pre-school facilities.

The Government of Tuvalu hopes to expand its pre-school enrolment scheme to include a greater percentage of 3-5 year olds.

**(ii) Primary Education**

The broad goal of the Government of Tuvalu, under its Education for Life program, was to create an open education system of quality education which provides all Tuvaluans with equal access to the knowledge, skills and values which are necessary to achieve a higher degree of productivity and self-reliance within the framework of Tuvalu culture and tradition. This goal has been implemented since early the 1990's. A minimum of ten years compulsory education has been provided for all Tuvaluans between the ages of 6 and 15. This corresponds to the completion of school from classes 1 to 10, eight years at primary and the two first years at secondary. The short and medium term aim is the full participation in the first four years of secondary education, classes 7 to 10, plus selective, but expanded, access to senior secondary schooling, classes 11 to 13 (Form 7 or class 13).

The Government of Tuvalu hopes to improve the quality of education to assist all students to gain a better education towards becoming useful members of the community.

The Government of Tuvalu hopes to continue to strengthen and increase the administration of the education system.

The Government of Tuvalu hopes to continue to make community involvement in education a priority.

The Government of Tuvalu hopes to continue improvements to school buildings and facilities.

The Government of Tuvalu hopes to further improve teacher-training opportunities.

The Government of Tuvalu hopes to improve educational provision for people with special needs.

**(iii) Improvement of Learning Achievement**

Under Tuvalu's Education for Life Program's the goal is to provide ten years of education for all Tuvaluans, explained in (ii) above. Students are given a general education in these ten years. In the meantime, only 30% to 40% of those at Year 10 managed to progress upward to Year 11 after sitting a National Examination at

that stage (Year 10). Our short and medium term goal is to increase the number of students passing the National Year 10 Examination between the range of 60% to 70%.

The Government of Tuvalu will ensure that Tuvaluan students receive the highest level of learning possible in English, Tuvaluan, basic maths and basic science.

The Government of Tuvalu will establish a national testing program for all primary schools.

#### **(iv) Adult Literacy Rate**

At this point in time, it has been very difficult to calculate the actual number of adults who are defined illiterate. This issue has been discussed in the past questioning the very question as how many adults in Tuvalu fall within the illiterate category. It has been a general understanding that close to 100% of all adults in Tuvalu are literate. This has been generally supported by the fact that all children between the ages of 5 to 15 years, who are involved in Bible studies on the various islands, are being assisted by older members of their families.

Adult Education in the general sense has always been part of the Education for Life Program. Our short and medium term plan is for Government to seek and develop an adult education network. This will be achieved through the establishment of adult education centers on all the islands and through the provision of basic adult learning resources. The new Tuvalu Technical Education Center, which is yet to be established will be an important part of this network and will provide opportunities for mature age men and women in the main urban center and on the outer islands to learn useful trades as required for the betterment of their lives, especially in the rural area. This center will provide avenues and opportunities to youths to enhance their skills in their respective area of interest.

The Government of Tuvalu hopes to establish a national adult literacy program that will particularly assist minorities and the disadvantaged community.

The Government of Tuvalu hopes to direct a portion of its annual budget towards the implementing of a literacy program.

#### **(v) Skills**

The Government of Tuvalu will seek to increase access to technical and vocational education following class 10 through the establishment of a new Tuvalu Technical Education Center (TTEC). In addition to maritime training, qualified students will have access to a range of technical and vocational courses, including secretarial and business studies, basic engineering, construction and catering. Government will give increased emphasis within its human resource development strategy to the expansion of private sector-oriented vocational

training. This strategy will include the development of demand-driven, flexible training strategies and mechanisms.

The University of the South Pacific local center also offers a variety of courses where students select courses that most meet their individual requirement. The island “Falekaupule” (island meeting halls) have been a prominent institution where young island men are counseled by island elders to maintain and to adhere to customs and tradition.

The Government of Tuvalu hopes to implement a wider range of vocational education programs that will assist the young people of Tuvalu to reach their full potential and become useful members of society.

#### **(vi) Education for Better Living (Quality of Life)**

Apart from formal education where individuals acquire knowledge and skills in order to improve their life style, Government have also provided learning through in-country workshops, both on a national scale as well as local scale – island based. Radio programs are another means of sharing skills and knowledge. Here the Government departments disseminate knowledge to the public from within their own circle.

The Government of Tuvalu hopes to maximize the benefits of learning by ensuring that the people of Tuvalu have access to the mass media.

The Government of Tuvalu hopes to assist educators to receive training in the use of the mass media.

The Government of Tuvalu will cooperate with other agencies to create workshops and seminars in the areas of Health (for example, HIV/AIDs, Family Planning, Nutrition etc), Environmental/Coastal control and other areas of importance and concern to the public of Tuvalu.

What remains to be done at this stage is for the government to ensure the continuity of the EFA/EFL program. A select committee under the Ministry of Education should be formed and it should comprise of a representative from all Government ministries, non-governmental organisations and the private sector. The committee should meet occasionally to assess the on going activities of the EFA/EFL program and to see that the activities that are implemented contribute to the goals of the program. The committee should be responsible to the Minister of Education and all reports from this committee should be channeled to the minister for approval.



## **1.0 EFA Goals and Targets**

- 1.1 Just before the EFA Declaration was adopted by the World Conference for All in 1990, a similar program almost identical in nature, known as Education for Life (EFL), had already been implemented on 10 October 1988, in Tuvalu. However, when the new program, EFA, was brought into Tuvalu, both programs merged explicitly well together and therefore implementation of goals and objectives worked side by side. However, despite this coincidence, Tuvalu Ministry of Education was just on the verge of getting ready to start working in the direction that had been spelt out in the EFL white paper.

The EFL goals and objectives were decided by a National Task Force, which comprised of representatives from all government ministries, churches and other non-governmental organisations. The goals and objectives were discussed in cabinet and therefore full endorsement of EFL white paper was granted.

- 1.2 The broad goal of the EFL programme is to: "Restructure the education system to align it more closely with the aspirations and overall needs of the country, while drawing from and supporting essential elements of the Tuvalu culture".
- 1.3 The main thrust of EFL programme is to provide compulsory quality education necessary for the development, achievement, and sustenance of Tuvalu's overall objectives. The programme puts special emphasis on equal access to education by all Tuvaluans, and the encouragement of parental and community participation and support for education infrastructure and activities – wherever possible through the development of appropriate functions and educational responsibilities and ownership.
- 1.4 Tuvalu has chosen to abide with the EFL Programme based on their strongest belief and understanding that the children are the greatest natural resource of a nation and that education is the heart of all development. It becomes the basis of raising awareness and heightening the nation's will for developing the necessary knowledge and skills in the context of local environment and cultural heritage to make rational decisions in shaping the future.
- 1.5 The objectives of Education For Life and Education For All have close concurrence and they are important to Tuvalu. All children in Tuvalu receive Primary education but there is concern about the quality and relevance of Primary education in everyday life of the children.
- 1.6 To elaborate more on the goals, EFL is aiming at two essential goals. The first of these is, quite simply, to reshape and restructure the whole education system. This

is an enormous task because there are no resources to do it but it is essential because education is considered the principal means for preparing people to participate effectively in the development of their communities, the nation and of themselves as individuals.

- 1.7 The second major objective is to restructure and build the education system to respond to the challenges of economy and sustainable human development. We believe that the world is undergoing profound scientific and technological revolutions. Education therefore must prepare the citizen of today to live and work in the world of tomorrow. These rapid changes may have good and even drastic consequences to the lives of human beings but education can cultivate a culture of peace and tolerance in which differences and diversities are viewed as a source of richness and strength but not a threat to one's own values and being. Hence education is a long- term investment in facilitating needed social and cultural transformations.
- 1.8 Education for Life and national EFA broad goal and objectives are considered top priority of the Government of Tuvalu. The two programmes EFL and EFA are considered best suited to respond to the critical needs of Tuvalu in the field of sustainable human development. They require substantive resource input both capital and technical. The fulfilment of EFL/EFA objectives is vital to the nation's future economic and human resources progress. EFL/EFA is a tough challenge for Tuvalu but the spirit of consideration, co-operation and solidarity rendered by external Government agencies and organisations in addition to the firm commitment of the people for its implementation will be the hope for achieving great success.

## Annexe B

### **2.0 EFA strategy and/or plan of action**

2.1 In order to strengthen the administration of Tuvalu education system, we have now in place the following positions: the Secretary of the Ministry, Acting Secretary, the Director of Education, three Senior Education Officers one for Curriculum, one for Assessment and Examinations and one for School Supervisor. We also have in place one Education Officer and one Clerical Officer. Out of these posts, the school supervisor's post had been vacant for quite a while but it was in 1997 that appointment was made to fill this vacant position.

2.2. Education in Tuvalu is vested in the Ministry of Education and Culture. Pre-school is available to children aged 3-5 years on an optional basis through seventeen Government grant aided pre-schools. They are operated by community interest groups with the Pre-school Council as their administrative body comprised of eight members (one member from each island community). This is followed by ten years of compulsory and free basic education for all children aged 6-13 years. There are nine Government Primary schools, one on each island and one private primary school. The Government primary schools provide basic education up to Form 4 level.

#### 2.3 Junior Secondary Education

At the end of primary education, all students are required by law to go into the Junior Secondary School to complete their basic education. Before the implementation of the EFA programme in 1990, there was very high competition for placement at the National Secondary School. Most children did not complete their basic education up to Form 4 level. Now all children who have reached Form 2 in Primary Schools continue to Form 3 and 4 in the Secondary School to complete their basic education. At the end of Form 4, students sit for an examination at the end of the year and those who pass proceed on to Senior Secondary Education whilst the rest who fail are given another chance to repeat Form 4.

#### 2.4 Adult Education

Adult Education is one area that needs urgent co-ordination with regards its implemented activities. Education of adults has been in the form of unstructured non-formal education. The main actors comprise Government Departments and Non-Government organisations. The activities are delivered through organised training workshops and seminars both on the capital and on the outer islands. Emphasis has been put on self-reliance, linking learning with occupational training and with scientific and technological literacy related to health and nutrition.

Literacy has come to be recognised as an essential tool for bringing about basic changes in the society. In Tuvalu, illiteracy is not a problem but functional literacy is a major concern.

Under EFL/EFA government will strengthen adult education network. This will be achieved through the establishment of adult education centres on all the islands and will be provided with adult learning resources. The Tuvalu Education Technical Centre will be an important part of this network and will provide opportunities for mature age men and women in Funafuti and on the outer islands to learn useful trades as required for the betterment of their lives in rural areas.

#### 2.5 Special Education

Non-government organisations in Tuvalu manage special education for the disabled. The country has sent a teacher to be trained to cater for children with special needs and it will continue to do so in future. The Red Cross is presently the main actor for the provision of quality education to children with disabilities and also provides suitable training for the rehabilitation of the disabled. On the other hand, Government is committed to provide financial assistance to strengthen efforts made to this effect by non-governmental organisations.

#### 2.6 Disabled Children

There are very few disabled children in the whole of Tuvalu. The Red Cross has been mandated for the education of these students. On every island, there is a Red Cross Association that carries out the work required for one or two students who belong to this category. Government will continue to support the Red Cross in its training activities particularly the training of the handicapped.

#### 2.7 Women's and Girls' Education

There are more initiatives for the education of women and girls than men that are taking place in rural areas. An innovative project for rural women is on the way. The project objectives are to contribute to improve the quality of life of rural women, their families and the community in which they live by means of an all-round empowerment that will make it possible to raise their educational, health and nutritional standards. This will relate to their ability to play their full role in production and community advancement generally.

#### 2.8 Pre-schools

One of the issues raised by the EFL initiative is to support the pre-schools, particularly with its staffing. Before 1998, the contribution of government to pre-schools was a small grant of a lump sum totalling to \$A12,600. This contribution was to assist them meet, among other things, the payment of pre-school teachers' salaries and cover costs of USP courses in pre-school teaching that their untrained pre-school teachers were likely to pursue. The distribution of this grant had been \$A1000 to each of the island owned pre-schools and less for the others depending on a pre-decided formulae used by the ministry concerned.

#### 2.9 New Arrangement for Pre-schools.

Under the new arrangement beginning from 1 January 1998, the Ministry of Education and Culture will:

- bring all pre-schools under the control of the Education Department

- standardise the curriculum and will be responsible for the payment of salaries of up to three qualified staff of each of the registered pre-schools in the country, in lieu of the annual cash grant, through the Island Council.
- authorises the Island Council to pay the salaries of the approved number of all approved and registered pre-schools on each island.
- authorise the official hourly rates to be used for paying the two categories of pre-school teachers; the current rate for qualified teachers is \$A1.87 an hour (\$A67.32 a month); and that for the non qualified teachers is (\$A1.50 an hour, (\$A54.00 a month). These rates were budgeted on the pre-1998 average hourly rate of salary paid to a qualified primary school teacher.
- regulate that there will be three terms of pre-schools per year.
- ensure that pre-schools operate three days a week on a three hourly basis per day. The school days will be Monday, Wednesday and Friday.
- through the Department of Education, provide a calendar and timetable for all pre-schools to follow.
- through the Department of Education, carry out yearly inspections of pre-schools to ensure that they follow the prescribed curriculum as well as the implementation of the standardised policies.
- authorise the Ministry of Education and Culture to review this annually.

#### 2.10 Compulsory Education

In Tuvalu, education is compulsory for all children aged 6 - 15 years. Children commence in year 1 at Primary Schools and work through to the end of Year 8 at which time they proceed on to the National Secondary School. Prior to this, there used to be two secondary schools, one was owned and operated by the Tuvalu Christian Church (EKT) and the other by Government. In 1998, the Church handed over the EKT School to Government. Because of the very high costs involved in running both schools independently, the two schools had been merged into one big secondary school for the whole nation.

#### 2.12 Primary Education Existing System

Primary education starts from the age of 6 to 13. In other words, all children in Tuvalu aged 6 -13 are provided with primary education. Primary school education is free and under government's new arrangement, students who fail their end of year examinations at years 9,10 and onwards to Year 13 of secondary education are given one chance to repeat without being pushed out of the system. This means that at the end of free and compulsory education, students are allowed to repeat if they fail to reach the minimum-passing Grade but students' school fees are, of course, the responsibilities of parents concerned.

#### 2.13 Access to Basic Education

100% of the school age population in Tuvalu have access to basic education. To ensure that all students attend school, the ministry of education is charged with

the responsibility to monitor and enforce the regulations laid down in the education ordinance in respect of pupils' attendance.

## 2.14 Efficiency

### **Basic Education**

It is believed that the level of children's educational attainment in basic education is low. Evidence of this was discussed in the National Seminar on Literacy and Education Directions when reference was made to the results of Pacific Islands Literacy Level Skills (PILLS) tests conducted in 1994 as part of the UNDP Basic Education Literacy and Life Skills (BELLS) program. The tests measured the children 'at risk' of not making satisfactory progress, that is, those unable to demonstrate minimum competencies in languages and numeracy. The results indicated unacceptably low levels of literacy and numeracy attainment, with Class 6 results revealing some 80 percent of students 'at risk' in both Tuvaluan and English language reading and writing while more than 40 percent were 'at risk' in numeracy.

### **Junior Secondary Education**

Entry into secondary from primary schools is compulsory. This is to give children equal opportunity to continue their education up to Junior Secondary level. The low levels of attainment in Tuvalu and English languages with the new entrants still exist. However, remedial programs have been offered to address this problem. Remedial classes programs, however, will remain on going until such time that literacy in Tuvalu and English languages improve. With improvement literacy programs now being operational in Primary schools, we believe that by the Year 2000, a high level of literacy in all schools will be achieved.

## 2.15 Quality of Education

### **School Inspection**

Each school is subject to inspection two or three times a year. The school supervisor will monitor and report on educational standards in relation to the set objectives prescribed in the official curriculum. The implementation of this policy is handicapped by its dependence on the weather and availability of ocean transportation to outer and remote islands. Right now we have only one person who is responsible for the overall inspection of schools. However, efforts have been made to form a team of School Supervisors. The team will consist of three officers. Government has agreed the formation of this team in principle and it will become operational as from August 1999.

### **Examinations**

Apart from the School Supervisor's report for each school, various examinations have now been put in place, results of which are being used to verify and monitor quality or standard of education in the country.

- **A National Year 8 Examination**

This is conducted at the end of the students' primary education at Year 8 or Form

- A National Year 10 Examination  
Year 10 examination is conducted at the end of Form 4, the results of which determine those who should proceed to further studies. Of all this age group, 85 to 95 per cent proceed to further studies at Form 5 and the 5% or so are given the chance to repeat.

## 2.16 A National Curriculum Framework

The Tuvalu school curriculum has undergone several stages of development since independence. The curriculum has been driven by external examinations that have often determined the occupational destination of Tuvalu students. During the 1980s, the Fiji Junior Certificate examination held at the end of Year 10 (Form 4) determined progress to upper secondary School education in Fiji. Likewise FJC examination results are also taken as the major criteria for promotion to our National Form 5. A recent review by the Asian Development Bank (ADB) has questioned the appropriateness of this external programme. The government has increasingly recognised the need for school programmes that are culturally relevant whilst maintaining international integrity. Tuvalu Australia Educational School Project (TAESP) has addressed these concerns and has put in place a coherent curriculum structure that draws upon the most appropriate instructional materials from Tuvalu, Fiji, and the region including Australia. The scope and sequence charts developed within TAESP have the potential to underpin either Year 1-8 or Year 1-10 national curriculum framework. The Minister of Education and Culture and the Secretary of Education have formally endorsed this undertaking. TAESP is a national programme that aims to address three major areas of concern namely education management and administration, curriculum development and teacher education. TAESP is primarily an executing arm of EFL/EFA aims and objectives.

In the area of education management and administration, two personnel from the Department of Education had so far benefited from short-term in-service training attachment of six to eight weeks duration to education institutions in Fiji, Tonga and Samoa. Existing as a result of strengthening the concerns expressed above are:

- an EFA/EFL programme coordination and monitoring strategy
- a national education policy document and education management handbook
- a well functioning Education Management Information System
- a teacher demand and supply plan
- development and implementation of a comprehensive staff development plan
- enhanced management skills of education staff

Curriculum development for primary schools is still an on going task that has to be completed. Already syllabuses for Health Education, Science and Business Studies together with teaching materials have been prepared for classes 1-8 and are now being implemented in all Primary Schools. English and Mathematics syllabuses have been started and they will be used in schools in August 1999. The remaining syllabuses and instructional materials for these two subjects will be

distributed in December/January to schools ready for implementation at the beginning of the first term in the Year 2000.

All primary school teachers have benefited from short term in-country training that have been provided under the TAESP. Teachers were trained to improve their ability in teaching methodology as well as in the broad-based competency and skills required by primary school teachers to teach all subjects with confidence. In addition, there exists a small group known as the Reference Group. This handful of teachers has been trained as key curriculum developers and they will become very useful resources in curriculum development for the future.