Tuvalu

Education for All 2015 National Review

National EFA 2015 Review in Tuvalu

Ministry of Education, Youth and Sports

Education Department
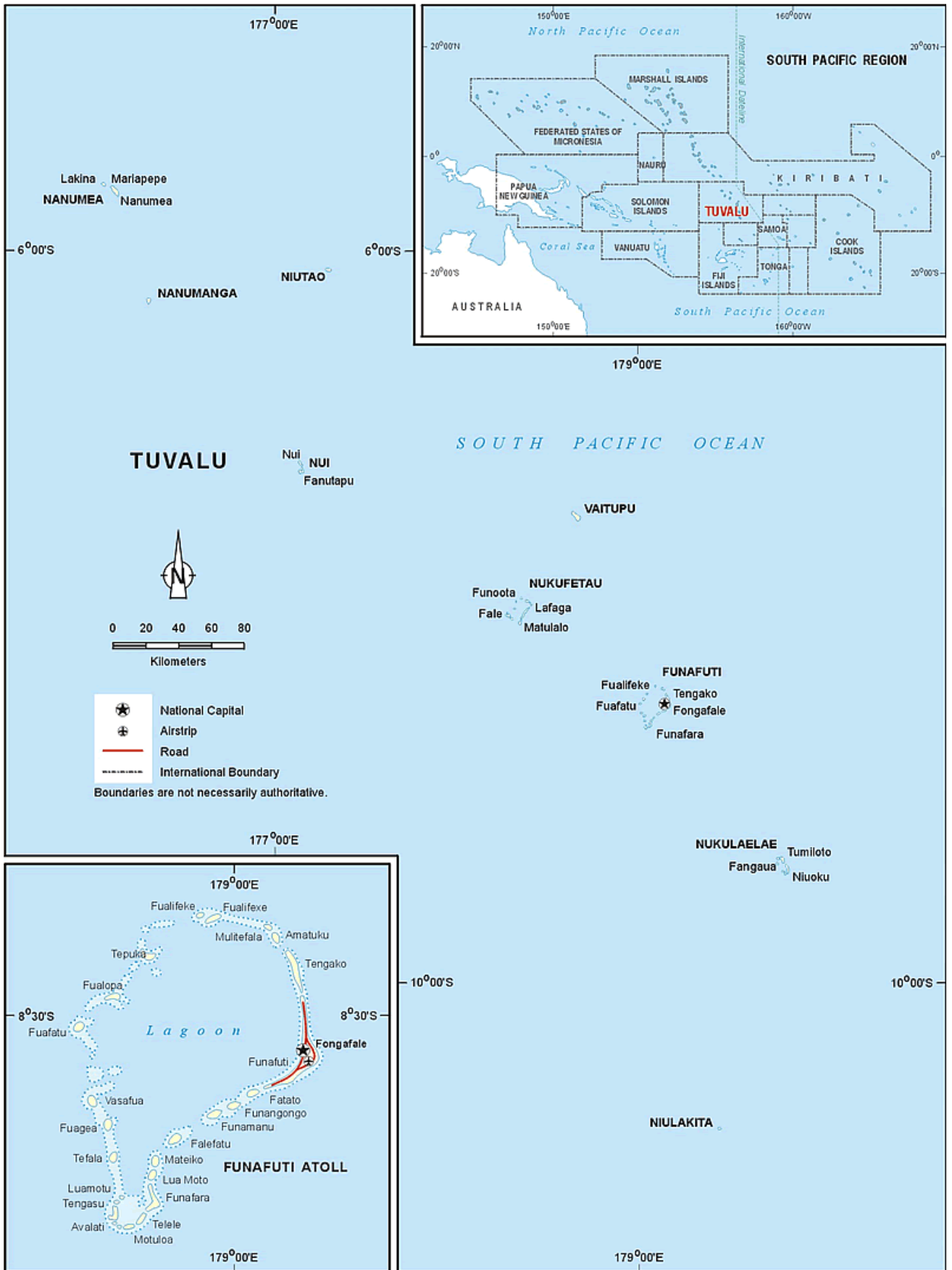
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Map of Tuvalu

Table of Contents

Contents

List of Tables

List of Figures

Acknowledgements

Executive Summary

The commitment of the people of Tuvalu to sustainable development is enshrined in its motto, "Tuvalu mote Atua" which aims to see a healthy, educated, peaceful and prosperous Tuvalu. This is reflected in the national strategic priorities that reflect the concerns, challenges and the aspirations of the Tuvaluan people for the future development of our country.

Tuvalu is a small island developing state consisting of nine coral atolls spread over 1.3 million square kilometers of the Pacific Ocean with a population of around 11,000 people. Twenty percent of these people live outside of Tuvalu, predominantly in Nauru or as seamen. There is a major problem of out-migration occurring as residents of the smaller atolls migrate to Funafuti which has impacted severely on the population density of the capital. The population is predominantly of Polynesian origin and there are two official languages: Tuvaluan and English although there are several other vernacular languages present. The islands are remote and isolated with only two regular return flights weekly to Fiji. The outer islands are accessible only by boat.

Tuvalu is categorized as a Least Developed Country (LDC) by the United Nations and is heavily dependent on foreign assistance from a number of development partners. A large percentage of the population is engaged in subsistence agriculture and fishing with the formal cash economy dominated by government activity and there is a small private sector. The small economy and population combined with widely scattered small islands has led to a severe shortage of work skills, a lack of financial resources and problems with access to the outer islands. Particular challenges are faced with the developing infrastructure, small numbers of professional staff and lengthy and intermittent travel times to the islands which make it difficult to ensure the effective delivery of health care, education and services for the vulnerable.

Despite these challenges Tuvalu has made significant progress towards achieving the six Education for All (EFA) goals set in the World Education Forum in 2000 and the Millennium Development Goals. The EFA goals have been linked to the National Priorities of Tuvalu as outlined in the strategic document: Te Kakeega II National Strategies for Sustainable Development 2005-2015. The priority goal was to provide a high quality of education to give the people of Tuvalu the knowledge, skills and attributes to become more self-reliant in a changing world and to continue to uphold the spiritual values of Tuvalu. The aim was further reinforced in the Tuvalu Education Sector Plan (2011-2015) which has continued to support the achievement of the EFA goals.

Good progress has been made towards achieving all the six EFA goals and this is a tribute towards the commitment of the education sector in Tuvalu and the development partners who have worked together towards this aim.

Expanding and improving comprehensive early childhood care and education is the first of the EFA goals. There are 18 fully operational ECCE centres in Tuvalu and by 2013, 89% of eligible children were attending one of these, a slight decline over previous years. Almost 97% of children in Year 1 had attended some form of ECCE prior to school entry. Significant gains have been made in ensuring that all ECCE teachers now are qualified to teach in ECCE centres although the percentage of public expenditure on early childhood has declined.

Tuvalu is well on track towards achieving the EFA goal 2 of 100% of eligible students attend school which is compulsory in Tuvalu up to 15 years of age. Although students are expected to receive at least two years of high school education there is some discrepancy here as students cannot progress past year 8 without achieving a certain standard. The effective transition rate from primary to secondary schools is gradually increasing but this does not reflect the actual situation as some children are sent overseas to complete their studies. In general girls are performing better than boys. Most teachers are qualified with at least a diploma and the pupil teacher ratio hovers round 1:20 within the

specified ratio. The government has supported universal primary education objectives by ensuring the funding for the primary sector remains relatively consistent.

The National Youth Policy (2005-2010) mentioned in both the education strategic plans aims to increase the opportunities for young people and educate them on the value of healthy lifestyles and traditional knowledge and skills is contributing to the achievement of EFA goal 3. The literacy rate among youth is very high and estimated to be 97.7%. The division of gender roles in employment and education is very clear, reflecting the gender division in society and culture in Tuvalu. The overall majority of men received training in the Maritime sector while women generally went into teaching and nursing. Community training centres cater for the less academic students.

Tuvalu has high adult literacy rates and approximately 60% of adults have completed secondary education or higher. This figure is higher in Funafuti than that recorded for the outer islands and the proportion of males and females receiving higher education is similar. Limited opportunities are available for further training.

Eliminating gender disparities in education and achieving gender equality in education is EFA goal 5. Tuvalu enrolments at primary and secondary school reflect the overall percentages of boys and girls as determined by the census. Access to education is universal and barriers to full access are not related to gender issues but can be attributed to other factors such as accessibility and proximity to school and achievement levels. As students cannot progress past year 8 without achieving a certain standard some gender disparities may occur. More teachers are females at all levels and there are equal educational opportunities. Traditional gender based roles may impact on the ratio of males to females in occupations, for example in the Maritime industry there are significantly more males while in education more females are employed.

EFA goal 6, a priority for Tuvalu relates to improving all aspects of the quality of education and ensuring excellence for all particularly in terms of literacy, numeracy and life skills. The pass rates at year 8 are low as are the pass rates at year 12 and 13 but these tend to fluctuate somewhat. The causes of the low pass rates cannot be attributed to a single factor and the Ministry of Education is working towards improving the quality of education.

The Government is continuing to work towards strengthening the quality of education through improving monitoring and evaluation systems and developing a national assessment policy and improving the quality of teaching and learning. There is strong reliance on donor funding to achieve these objectives. Strengthening relationships between the Government, the Kaupule and the community remains a key feature for success. While there are some constraints on fully achieving the EFA goals the Government remains committed to developing the population of Tuvalu and ensuring that all individuals are able to reach their full potential.

Chapter 1 - Introduction

The Development Context

The Tuvalu archipelago consists of nine coral atolls dispersed over 1.3 million square kilometres of Pacific Ocean, midway between Hawaii and Australia, stretching in a north-south direction over some 560 kilometres between latitudes 5 degrees south and longitudes 176 degrees and 180 degrees east. The total land area is approximately 26 square kilometres, comprised of four reef islands and five atolls, with a vast sea area of approximately 900,000 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 climate is tropical with light easterly trade winds with an annual rainfall of 2500-3500 mm. Tuvalu's nearest neighbours are Kiribati to the north-east, Nauru to the north-west, Solomon Islands to the west, Vanuatu to the south-west, Fiji to the south, and Samoa to the south-east.

Tuvalu's population is around 10,873 persons as recorded by the last census (2012). Of these, 20% live out of their country, especially in Nauru, or they are seamen with several shipping companies. The total population increased by 13.3% (1,276) during the period 2002–2012. The growth rate in Funafuti; the capital, - from 1.4% (1991-2002) to 3.2% (2002-2012) - is a sign of out-migration occurring at the outer islands by the Islands' population who have been slowly migrating to Funafuti, Figure (1). This has impacted on the population density which has increased during the period 2002-2012 (from 373 to 423 persons per square kilometre), but varied widely from island to island. By 2012, Funafuti had 2,220 persons per square kilometre; Niulakita had the least density with only 71 persons per square kilometre.
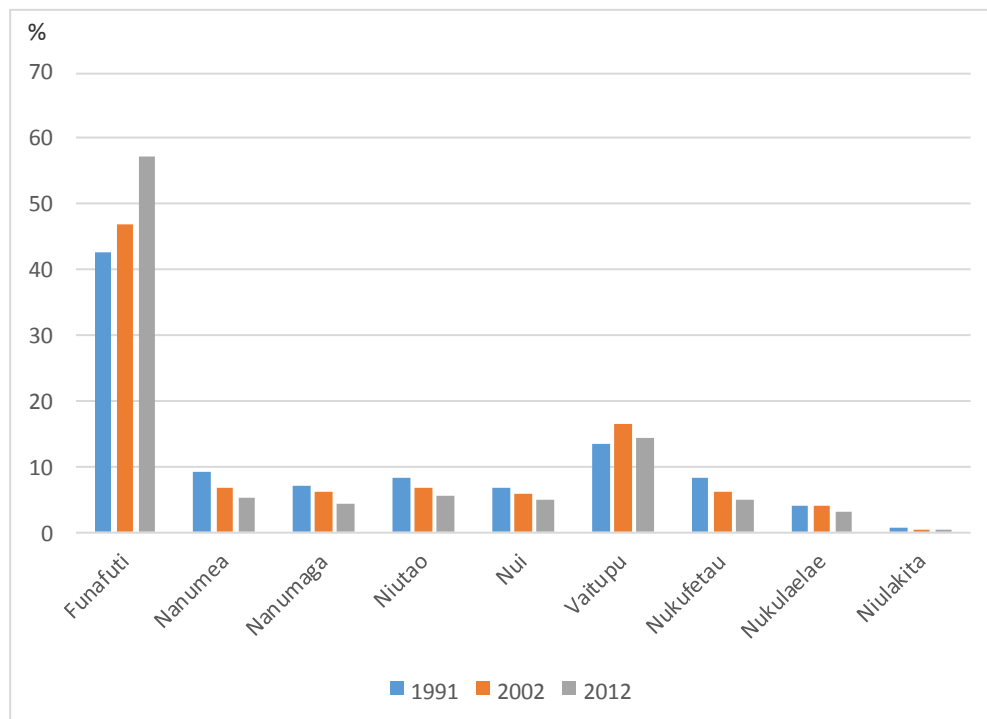
Figure 1 : Proportion of Population Changes (1991-2012)

Tuvalu is largely homogenous, with the overwhelming majority of the population being Polynesian and Christian. Both English and Tuvaluan are the official languages, and several other vernacular languages are used on the islands. The country has a strong and peaceful traditional culture based on cooperation, common welfare and social stability, with each family apportioned a role in the community. The islands, however, are remote and isolated, with international air service available only from Nausori, Fiji, twice weekly on Fiji Airways. There is no domestic air service. The two ships

owned by the government, MV Nivaga II and MV Manufolau, provide regular, subsidised inter-island transportation of passengers and cargo. Unsealed roads on the outer islands restrict travel to trucks and motorcycles; Funafuti's roads were sealed in 1998. Electricity services have recently been extended to the outer islands, with limited hours; Funafuti has a twenty-four hour electricity supply.

Migration of people from the outer islands to Funafuti and overseas has led to declining populations on the outer islands and a rising dependency for those who remain. This is weakening the traditional social and economic subsistence lifestyles that have sustained Tuvalu in the past. In light of these changes, hardship issues have become concerning for the Government of Tuvalu. The situation is more complicated than merely improving income levels; for many people, particularly those living in the outer islands, hardship (see the Asian Development Bank (ADB) study on Hardship[1]) is due to poor access to basic services and economic opportunities, or of being unable to realise their own potential and aspirations, especially among youth. The ADB's assessment of hardship in 2003 identified youth as the most disadvantaged group in Tuvaluan society.

As per the 2012 census, Tuvalu has a significantly young population with around one third of the population (32.9% or 3,496 persons) under the age of 15 years old. The youth population (15-24 years) comprises over 17% of the total population and around 58.6% (or 6,237 persons) are between 15-59 years old, and 8.5% (or 907 persons) are over 60 years of age. The sex ratio is 104 males to females, with a higher ratio in Funafuti (105.9) than in the outer islands (102.0). The age dependency ratio is 70.6 with a higher ratio in the outer islands (73.9) than in Funafuti (67.5). The average household size is 6.1 persons with more persons (7.3) per household in Funafuti than in the outer islands (5.1 persons).

The 2012 census reported a labour force participation rate of 59.5% with a higher proportion in Funafuti (66.6%) than in the outer islands (52.0%); and more males (67.6%) than females (51.1%) are in the labour force nationally and at the island level. Only 35.9% of the population were employed at the time of the 2012 census (40.1% of males and 31.6% of females); and 39.6% were unemployed again with higher proportion of males (40.7%) than females (38.1%) unemployed[2]. Around 25% of the population 15 years and older are engaged in subsistence activities such as fishing, agriculture and producing handicrafts.

Designated as a Least Developed Country (LDC) by the United Nations, Tuvalu is dependent on foreign financial assistance. Development partners include Australia, the United Kingdom, New Zealand, Japan, the European Union and Taiwan. Tuvalu has few natural resources and limited potential for economic development. Government revenue is mainly derived from the Tuvalu Trust Fund (TTF) (a trust established by international donors in 1987), fishing licences, marketing of its internet domain name (.tv) and direct taxes.

A large subsistence sector engaged in agriculture and fishing co-exists with a developing formal cash economy dominated by government activity. The private sector is very small (approximately one-tenth of the paid work force), and includes wholesale and retail trade, construction, manufacturing for the domestic market (coconut oil, furniture), lodgings, and services such as automotive, bicycle repair, laundry and catering. A small number of Non-Government Organisations (NGOs) provides some additional employment. Remittances from Tuvaluans working overseas as seafarers are a significant

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[1] To better understand the nature of hardship in Tuvalu, the government undertook a Participatory Assessment of Hardship in mid-2003 with assistance from ADB. The assessment identified the needs and priorities of people living in communities throughout the country with different levels of access to services such as education, health, markets, transportation, water, and sanitation. The people consulted, particularly those from the outer islands, said "We are all experiencing hardship here and no one is experiencing more hardship than the rest." This sense of shared disadvantage, seen as different from being poor, was common in most of the communities surveyed.

[2]. The Participatory Assessment of Hardship in 2003 identified youth as the most disadvantaged group in Tuvaluan society. In 1991, youth unemployment as a proportion of all youth was 75.7 and in 2002 it improved to 70.6. There are more youths on Funafuti unemployed compared to the Outer Islands. Like the whole population, there are more unemployed females compared to males. Because of definitions and survey methodology more recent estimates are not available as data are not presented in accordance to the definition.

source of family income. Isolation, distance, and geographical setting have impacted on transport costs and this in turn on all imported materials from overseas. With no plane service to outer islands and with a scattered population the problems are many.

Tuvalu's limited economy, tiny population and scattered geography has created three recurrent constraints to social development and implementation of international commitments under human rights conventions: a shortage of skilled human resources, a lack of financial resources, and delays in accessing the islands. Tuvalu has a limited capacity to undertake law reform and then absorb the ensuing procedural and institutional obligations country-wide. Poor infrastructure, small numbers of professional staff and lengthy travel between islands pose particular challenges for the effective delivery of health care, education, and services for the vulnerable.

The strength of Tuvalu lies in its strong culture which binds families together to work for the benefit of Tuvalu. Traditional Tuvalu culture both supports and restrains harmonisation with human rights instruments. In traditional Tuvalu society, the apex of the social hierarchy is male and there is a division of power and labour by gender. Men are the customary leaders, and continue to dominate local government run by the Kaupule[3] (traditional assembly), as well as the government. Boys in their teens are taught men's tasks such as fishing, toddy cutting, pulaka and talo cultivation, house building and maintenance work. Girls are taught domestic skills and handicrafts. Despite these traditions, girls now outnumber boys in secondary school from the age of 15. Women have made a significant incursion into the public service, and have increased their representation in the wage-earning sector.

The Context of Education Development

The education system consists of pre-primary, primary, secondary and maritime schools. The education structure consists of 3 years of pre-primary (ages 3–5) managed mainly by the Kaupule or the mothers of children in pre-primary or Early Childhood Care and Education (ECCE) centres. This is followed by 8 years of primary for (ages 6–13), and 4 years of secondary for (ages 14–17). Primary education is free and compulsory – parents do not need to pay fees; while secondary education is accessible to all those who completed primary education and parents pay a total of $A50 per term or $150 per year in fees.

There are nine government primary schools, one on each island, and a Seventh Day Adventist primary school in Funafuti. Children are required to enrol in any one of the country's 10 primary schools the year that they turn 6 years old, and by law, are also required to remain in school until they are 15 years old. Compulsory education in this context primarily refers to 10 years of formal schooling, meaning that literally, children would have progressed from Year 1 to Year 10 of the formal schooling system. This would have been an ideal occurrence however not all children are able to proceed after Year 8, due to the various examinations that students undertake. Only those who pass the exam at one year level progress to the next and at Year 8 students are allowed to repeat the year more than once to ensure they pass the exam at the end of that year. This will be discussed in more detail in chapter 2, Compulsory education is a legal expression under which the individual would receive education in the mentioned education institutional until a certain age (15 years old and in the New Education Act 2011, the age changed to 18). Therefore, primary education is described as the compulsory *basic* education for every citizen regardless of sex and free of charge at public schools (National Education Act No: 1739, Article 42, 2001).

The Education Department (EdDep) provides education and training across the entire continuum of learning from pre-primary or ECCE (Kindergarten or pre-school as known in Tuvalu) to secondary education. EdDep regulates 18 ECCE, 10 primary schools, and two secondary schools. Though all ECCE centres are run and managed by either a management committee or by a local government (Kaupule), EdDep supports these centres through annual grants to assist with teachers' salaries as well as with teaching resources. As for primary education, EdDep provides the curriculum and all

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[3] *Kaupule is the local government body managing the island's business affairs.*

resources to support the delivery of the learning programmes within the curriculum, teachers and all costs and expenses related to teachers – salary, leave pays, travel and so forth in primary education. Kaupule assist with other costs (minor maintenance) as well as providing in-kind support such as provision of land for the school and accommodation for teachers to name a couple. EdDep also provides strong support to the Seventh Day Adventist primary school (a faith-based and private school), provides an annual subsidy to assist with the teachers' salaries, training assistance to staff and teachers, and in-kind donations to support teaching and learning.

The subjects currently offered in primary schools (Year 1 to Year 8) include English, Mathematics, Social Science, Basic Science, Business Studies, Art & Craft, Physical Education, Writing and Printing. Tuvalu's education is examination driven, as such, students drop-out or are pushed out at the end of Year 8, or thereafter because of the Year 8 examination. Students sit for the National Year Eight Examination (NYEE) to enter Year 9. Students sit the exams in only four subjects: English, Mathematics, Science and Social Science.

Secondary education in Tuvalu is from Year 9 to Year 12. Year 9 and Year 10 fall within the compulsory education policy. Of the two secondary schools in Tuvalu, one is government run and operated; Motufoua Secondary School (MSS) a co-educational boarding school. The Government provides all the running costs including those for teachers and support staff. MSS offers the following subjects: English, Mathematics, Chemistry, Physics, Biology, Agriculture Science, History, Geography, Accounting, Economics, Design Technology, Woodwork, Home Economics, Computer Science, and Commercial Studies. At the end of Year 10, students sit the Tuvalu Junior Certificate Examination (TJCE), the Tuvalu Senior Secondary School Certificate (TSSC) at the end of Year 12 and proceed to a pre-tertiary foundation course (Year 13 equivalent to Form 7 which is offered at the University of the South Pacific (USP)). At the end of Year 13, students sit the South Pacific Form Seven Certificate. MSS provides high quality secondary education for all its students who at the successful completion of Year 13 proceed to pursue higher education. The school also offers vocational and technical learning programmes.

The second secondary school, Fetuvalu Secondary School (FSS), is a faith-based school run and operated by the Ekalesia Kelisiano Tuvalu (EKT) (Congregational Church of Tuvalu). Although FSS follows a different curriculum, its education programmes are equivalent to those offered at MSS from Year 9 to Year 12. However, FSS students may proceed to Year 13 at the government's Form Seven programme or at the foundation programme offered through the USP Extension Campus. As with the primary faith-based school, EdDep provides an annual subsidy (started as low as $20,000 but now it is around $100,000 a year) to assist with teachers' salaries, and assist the school with in-kind support and donation of books and other educational resources, as well as professional development services for FSS teachers.

In 2010 and at the primary level, Tuvalu re-introduced the Community Training Centres (CTC) to provide technical and vocational education for students who are not academically oriented (dropouts or those who fail Year 8 examination). The CTCs were established and ran from 1982 to 1988, then stopped and were revitalised in 2008-2010 and re-established as a partnership between local communities and the EdDep. Technical Vocational Education and Training (TVET) courses were introduced in primary schools in 2010 through the CTCs and in secondary schools in 2009. The CTCs were introduced to cater for students who were less academically oriented, particularly those who do not meet the requirements for the national examination at Year 8 (the NYEE), while TVET at the secondary school (MSS) was established to cater for those not satisfying the Year 10 examination.

The Tuvalu Maritime Training Institution (TMTI) offers the only formal postsecondary vocational program, and accepts only male students. The Tuvalu USP campus offers post-secondary education in basic foundation studies with degree programs and continuing education available through distance education. USP also offers preliminary courses (Year 12 equivalent) as well as foundation courses - equivalent to Year 13 or Form 7. Both TMIT and USP are not under the EdDep programmes but they

offer pre-tertiary and post-secondary programmes. Students from both MSS and FSS can enrol in these programmes after they complete Year 12.

Major Policies and Strategies

Since the early 1990s, the highest priority in Tuvalu has been given to human resource development as reflected in the Kakeega o Tuvalu (National Development Strategy 1995-1998), which identified five priority programmes, one of them being the Education for Life (EFL) programme. The programme covers many reform areas from pre-primary to adult education. The EFL plan saw the provision of quality education as fundamental to the achievement of other much needed development in the areas of social, economic and private sector growth. In practical terms, this meant an increase of budgetary allocation to reflect the government's commitment to improve the quality of education (reaching 23% of the budget in 2003).

In 2004 (June 28 to July 9), a national summit endorsed the commitment of Tuvalu people to sustainable development that would ensure that the values enshrined in its motto – Tuvalu mote Atua – will see a healthy, educated, peaceful and prosperous Tuvalu by 2015. The summit also agreed upon eight national strategic focal points for Tuvalu to work towards by 2015. These were reflected in the "*Te Kaakega II National Strategies for Sustainable Development (NSSD) 2005-2015*. The eight national strategic priorities reflect the concerns, challenges and the aspirations of Tuvaluan people for future development of their country and included: good governance, macroeconomic growth and stability, job creation, more economic opportunities, better health and education, improved basic infrastructure, social development (youth, housing, gender equality, sports, and recreation), natural resources (agriculture, fisheries, tourism, environment) and social stability (NSSD, 2005 p. 1).

The NSSD recognised the value and role of education to build capacity and enhance the capabilities of individuals, and included education and human resource development as a significant component of the overall government policy framework. From this component grew the Tuvalu Education Sector Plan (TESP I) 2006-2010 to strategically address sector issues. The TESP I focused on the quality of, the relevance of, and access to education, and it was a comprehensive list of activities that aimed to improve education instruction and management. The quality and quantity of education services, inadequate and poorly maintained physical infrastructure, often poor teaching standards, lack of teaching materials, inappropriate curriculums, weak delivery of education services, and Kaupule resource constraints were cited as a few of key issues and challenges facing the sector, all of which have led to lower education standards and school performance.

Spending on primary education was also considered part of the budget expenditure priorities. The main expected outcome for investment in education was **"better education".** The matrix in Annex V, extracted from NSSD (2005-2015) describes the priorities for education and human resource development (2007-2009) and outlines the projects and programmes, together with the funded activities, as well as donor support and actions needed.

A review of NSSD was carried in 2011, *"Te Kakeega II Mid-Term Review: Action Plan 2015 (TKII MTR)"*. Among its objectives were to (i) review existing national and development strategies under the NSSD, (ii) build national consensus and promote participatory decision making, legal and capacity development issues, and strategic policy making, (iii) provide assessment of progress in the NSSD and the Millennium Development Goals (MDGs) implementation, (iv) foster responsibility, alliance and ownership of NSSD, (v) identify areas and mechanisms to promote aid coordination and harmonization of development activities between Tuvalu and its development partners, (vi) identify areas of assistance required by the Government to promote development, and (vii) re-orientate and re-prioritize Government's programs and development strategies for period 2011 to 2015.

The TKII MTR Action Plan 2015 considered the problems and challenges faced in the implementation of the NSSD in the first five years of its implementation, and accordingly identified and proposed new and revised strategies to ensure that the targets for 2015 will be met. The TKII

MTR was to guide the Government's development policies as well as Tuvalu's development partners' assistance to Tuvalu for the remaining life of the TKII MTR. In its strategic area 6, education and human resources were again considered. The goal was stated as:

> *Provide quality education that equips people with the knowledge, skills and attributes to achieve a higher degree of self-reliance in a changing world and one that is consistent with Tuvalu's spiritual values.*

Four main strategies were proposed by TKII MTR for education and human resource development: improve teaching and learning, provide equal education opportunities for all, improve management of the education system, and improve outer islands development. Again, the matrix describing the programs and projects to implement these strategies is in Annex V.

The goal and the strategies proposed by TKII MTR were translated into another Tuvalu Education Sector Plan (TESP II) (2011-2015) designed as a Logframe. Like its predecessor, TESP II was developed with the aim of addressing the key policy objectives in NSSD. These key policy objectives provided the design framework for TESP II. One other important approach adopted was to review TESP I. Consultation with key education stakeholders was also important in ensuring TESP II received the level of public awareness required. Constructive views were exchanged, recorded and accounted for in TESP II after the consultation. TESP II uses an 'issue-based' approach rather than a 'sub-sectoral' format. The Logframe structure is categorized into *Outcomes, Outputs, Sub-Outputs* and *Strategies* (TESP II, p.3). Annex V provides an excerpt of the Logframe for TESP II. The strategies to implement TESP II will be dealt with in chapter 3.

The Relevance of EFA

Tuvalu participated in the Education for All (EFA) 2000 Assessment. As a result and in response to UNESCO's global call for EFA, the EdDep responded positively by refining its EFL programme to the EFA Action Plan. Tuvalu developed an EFA National Action Plan (2000-2015). In March 2001, Tuvalu participated in a UNESCO training workshop for EFA and in May of the same year, it appointed an EFA Coordinator and established a National EFA Forum consisting of 14 persons representing various sectors of the government and civil societies. Other government sectors and non-state sectors were included in the planning process for both the EFA and EFL.

The EFA forum first identified the country's priorities and then linked them to the EFA goals and strategies as follows:

- **Priority 1 was related to EFA Goal 6**: improving all aspects of the quality of education and ensuring excellence for all, so that recognised and measurable learning outcomes were achieved by all especially in literacy, numeracy and life skills.
- **Priority 2 was related to EFA Goal 2**: ensuring that by 2015, all children, with an emphasis on girls and children in difficult circumstances had access to and were able to complete free and compulsory primary education of good quality.
- **Priority 3 was related to EFA Goal 3**: ensuring that the learning needs of all young people and adults were met through equitable access to appropriate learning, life skills and citizenship programmes.
- **Priority 4 related to EFA Goal 1:** expanding and improving comprehensive early childhood care and education especially for the very vulnerable and disadvantaged children.
- **Priority 5 related to EFA Goal 4:** Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women and having equitable access to basic and continuing education for all adults.
- **Priority 6 related to EFA Goal 5:** eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls have full access to basic education of good quality.

According to the EFA 2000 Assessment, several problems were identified in the achievement of the first (EFA Goal 6) and second priorities (EFA Goal 2). These included (a) lack of a complete national curriculum or an inadequate curriculum despite assistance from the Australian Agency for International Development (AusAID) under the Tuvalu Australia Education Support Project (TAESP) 1995-2004 as the curriculum structure and content were disjointed; (b) inadequately trained and qualified staff especially at the primary level, with at least 84% of pre-school, 25% of primary and 7% of secondary teachers classified as untrained; (c) inadequate resources even with the extra budget allocation (from 16% to 23%), the demand of individual schools for quality authentic resources for teaching and learning exceeded and exhausted education's recurrent budget; (d) lack of adequate school buildings and support facilities; (e) lack of proper assessment and monitoring methodology and the absence of a national assessment unit; and (f) lack of in-service training for teachers in subject areas and professional development (p. 17- 24).

Again the EFA 2000 Assessment identified the following problems for the third priority (EFA Goal 3) and the fourth (EFA Goal 1), the problems included: (a) the absence of central government coordination of all training programmes for young people and adults; (b) inadequate institutions to cater for learning needs of all young people and adults; (c) absence of a national qualification accreditation board or authority; and (d) health issues. Other problems included (a) lack of school buildings and facilities; (b) inadequate resources; (c) lack of teachers training for ECCE; (d) lack of a national curriculum for ECCE and disabled; and (e) lack of direct financial resources and coordination of ECCE (p.29- 39).

As for priority 5 (EFA Goal 4), the EFA 2000 Assessment identified the following problems: (a) lack of data to reflect the true figure of illiteracy, (b) lack of an adult literacy programme, (c) lack of non-credit (non-formal) courses or programs. (d) lack of free access to continuing education (non-credit) and lack of a coordinating body for continuing education courses for adults, and especially women (p.40-43). And finally, as for priority 6 (EFA Goal 5), the problems were inadequate resources and a curriculum that did not address gender issues (p.44).

The key themes which emerged from the *priorities* were the following: the need for teacher training for all aspects of education, the need for more teachers, the need for vocational and life skills education strategies and opportunities, and the need for more resources including for buildings and basic learning aids (p.46). Curriculum and assessment developments were not mentioned at this stage, although they were considered priorities and efforts were directed toward curriculum development as early as 2000.

The following chapter considers the six EFA Goals and links them to the national priorities. The presentation and the analysis track these goals one at a time and over time, as far as possible limited only by the availability of relevant data.

Chapter 2 - Tracking Progress

Introduction

This chapter deals with the six EFA Goals and tracks the progress made on each one of them through a number of indicators, as outlined in the "Education for All – National EFA Reviews Guidelines 2013". At the beginning of each section the list goal is listed and is linked to the national priorities identified at the EFA 2000 Assessment and the EFA Action Plan in 2000.

Early Childhood Education and Care (ECCE)

EFA Goal 1: Expanding and improving comprehensive early childhood care and education especially for the very vulnerable and disadvantaged children.

ECCE is interchangeable with pre-primary in the local context and is specific to children 3-5 years old. Though there were 19 centres as late as 2005, today only 18 of them are fully operational. From these ECCE centres, nine are on Funafuti and one or two on each of the outer islands.

ECCE was acknowledged in the Education Ordinance (1979) but the impetus of the sector's development was only implemented in the National ECCE Policy of 2007. The policy outlined many facets of the ECCE sector and provided the cornerstone to maintaining national standards for ECCE. The Ministry of Education, Youth and Sports (MoE for short)[4] recognised the importance of this sector and reflected its commitment to ECCE in its strategic plan. Prior to children attending ECCE, the Ministry of Health is directly responsible for providing health services, health education and awareness programmes involving the initial two years of growth and development. Data which may be available from this ministry on vaccination, breastfeeding, mortality rate between 0-5 years (though available for some years) is *not* discussed in this EFA Review.

In its EFA 2000 Assessment, *EFA Goal 1 was ordered as priority 4* in the list of priorities for the Government to focus on. Still there have been some developments in the area of ECCE since 2000. All ECCEs are managed either by a local committee or local government with some support from the government; hence there are no private ECCEs per se in Tuvalu. Data on the gross enrolment ratio (GER) in pre-primary education and other ECCE programmes by sex is presented in Table (3). As indicated, relevant data was available for 2011-2013, with some data available from other sources shown for some of the earlier years.

In 2001, approximately 96% of children in the relevant age group were enrolled in ECCE programmes, which operated 3 days a week. The Canada Fund, the New Zealand Agency for International Development (NZAID), and the United Nations Children's Fund (UNICEF) provided support for preschool infrastructure and materials. JICA also provided support for preschool infrastructure. Since then centre management committees have maintained their own classrooms with government support for teaching and learning resources annually.

In some years, the GER was over 100% indicating that either overage or underage children were also attending pre-primary centres in those years. By 2013, the GER for ECCE decreased to 89%, which was still fluctuating the last three years for which data was available. Higher proportions of girls than boys in the earlier years attended ECCE programmes, however, the reverse was true for 2011-2012; and then in 2013 there were more girls than boys in ECCE. Given the mobility of the population including out-migration, the overall performance of Tuvalu on this indicator (GER) is very good.

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[4] It should be noted that the Education Department (EdDep) is the operational arm of the education sector within the Ministry of Education, Youth & Sports. EdDep's mandate is pre-schooling to Year 13 programme; while TMTI, pre service training and post-secondary programmes are more under the MoE.

The second indicator for progress on EFA Goal 1 is the percentage of new entrants to primary Year 1 who have attended some form of organised ECCE programme, by sex. The EMIS data only reports for 2011-2013, the figures in red in Table (4) have come from the EdDep tables for the EFA-Mid Decade Assessment (EFA-MDA). The high GER is also reflected in the progression of new entrants to primary Year 1 who attended ECCE programmes. In earlier years, it was reported that all of those who enrolled in Year 1 of primary had attended ECCE, however this percentage decreased in mid-decade as Table (4) indicates in red. Still, there was an increase in the proportion of children who meet this criterion and it has increased from around 84% in 2011 to 98% in 2013; that is more and more children of the ECCE age population are now attending ECCE prior to joining primary schools. These figures hold for both males and females, with both recording an average of almost 97% of females and 98% of males who attended Year 1 after having been to ECCE prior to entering primary education.

As part of its policy, the EdDep requires that all ECCE teachers should be certified or qualified (registered in accordance with the ECCE Policy and interviews with school supervisors) to teach in ECCE. Teachers are considered qualified if they reach Form 7 or Year 13 and they possess the Pacific Pre-School Teachers Certificate from the USP. In 2013, almost all teachers possessed the ECCE certificates. In 2008, 50% of the ECCE teachers were qualified as a result of summer schools held at the USP extension centre on Funafuti funded by the Government from 2003–2006 (Interview with school supervisor). The training was given for teachers who had been teaching for more than 5 years without any qualification or basic training. As a result of these efforts, by 2013, all ECCE teachers were qualified.

Tables (5-7) in Annex IV show total public expenditure on education and the ECCE allocations for 2000-2006 and 2011-2013. Percentage of public expenditure on ECCE was also available from UIS Data Centre Online as shown in the last column. Assuming data available was correct, the expenditure on ECCE as a percentage of total public expenditure on education was less than half a percentage point for 2000-2002, then jumped to 2.22 and 2.54 in 2003 and 2004 respectively. However, from there on, the proportion of expenditure on ECCE as proportion of public expenditure on education decreased annually until it reached the 1% in 2011 and then moved up again to 1.9% in 2013. A calculation for the EFA-MDA showed that the per child public expenditure was around $58 in earlier years (2000) and then reduced progressively to $47.62 per child; this accounted to around 0.2% of GNP per capita in earlier years and to 0.38% of GNP per capita (see Table 7). These indicate that the total government spending on ECCE is very limited[5].

Though it was planned in the ECCE Policy of 2007 that the PTR should be 10:1, the current PTR in all ECCE is 12:1 and has been as such for 2011-2013. No earlier data is available to better understand the progress.

Universalisation of Primary Education

EFA Goal 2: Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to a complete free and compulsory education of good quality

The entry to primary education is free for boys, girls, and children with special needs, and all have equality of access to any educational activities happening in primary schools. Of the total population 5 years and over, only 1.3% of children have never attended school, with more females (1.5%) than males (1.2%). It is believed that this group of children could be disabled children who are not able to attend schools. In Funafuti, a few physically disabled children attend the government primary school

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[5] Extending Table 6 to 2011 -2013 indicates that the expenditures per child were: $289, $170, and $205 for three years consecutively.

and are integrated into the regular school program. No transportation is provided, so only children who are able to get to school are eligible. Similarly, children with mild physical disabilities in the outer islands are able to attend the local primary schools. Children in primary school with learning disabilities remain in the class appropriate to their age. Two teachers received training in special needs education overseas. The EdDep has identified the provision of special needs education as a priority, including the development of an inclusive education policy.

Primary schooling is compulsory for all children even those children who may have "repeated" Year 8 twice and therefore turned 15 years of age but are still enrolled at the primary level. Secondary schooling is not free. Part of secondary schooling is compulsory. However for most of the children who may have progressed through the system not having repeated any year level, education for them is not free for Years 9 and 10. There are nine primary schools offering the complete years of primary education (from Year 1 to Year 8). As noted by the Education Policy – excerpt in Annex V, although English is the language of instruction used from Year 4 upwards, all primary schools still offer instruction in Tuvaluan, as required by law.

In the EFA 2000 Assessment, *EFA Goal 2 was considered priority 2* and major policies and actions were planned to achieve this goal before the EFL and after 2001. Taking the Gross Intake Rate (GIR), the total number of new entrants (all ages) was almost constant from 2001 to 2013 (245-255 children) while the figure fluctuated from 202 to 229 from 2002 to 2004. For the male population it ranged from 104 to 145 children; and for females from 99 to 117. The numbers of boys and girls entering Year 1 are to some extent representatives of their corresponding proportion in the population. However, what was interesting was the fact that there were overall higher performance rates for females compared to males, which occurred recently (after 2008). There were no explanations known or given to the writer for this trend.

As such, the national GIR started at the high rate of 107% in 2001, (see Table 9), and was reduced to 83% in 2002. It kept creeping up until it reached 107% again in 2012. Currently, it is at 106%. Still, there were major differences between the GIR for both males and females. GIR for males had significantly dropped from 112% in 2000 to 77% in 2001 (similarly for females from 103% to 89%). Both however have fluctuated, at a higher swing for males than for females. Currently, the male GIR stands at 114% and the female rate at only 96% (2013). This indicates an intake of overage or underage students, however, there was no available data to calculate the Net Intake Rate (NIR).

Table (10) gives the Gross Enrolment Ratio (GER) in primary education/basic education, by sex. As indicated in the table, GER for primary school enrolment started at 104.9% of the school aged population in 2000 and decreased to 91.06% by 2002, however, it gradually increased and reached 107.9% in 2011; and currently (2013) it stands at 103.28%. These movements in GER were also true for both males and females. The GER for females started in 2000 at 107% and reached 109% in 2011 then dropping to the current rate of 106.72% while the GER for males started at 103% in 2000 and now has stabilised at 100%.

The Net Enrolment Ratio (NER) in primary education, by sex gives the data for the fourth indicator for Goal 2, as is shown in Table (11). To recall, NER is the number of children of official primary school age (age 6-13) who are enrolled in primary schools as a percentage of the total number of school age children. The calculation of this indicator very much depends on the availability of census data by single age, and the availability of ages of children enrolled. Estimates based on the 2002 census indicated that NERs were high and do not vary very much (NER was 100%) between males and females. However, the MDG Report (2010-2011) reported on the NER between 2000-2009, and showed that the value of NER was shared by both gender groups, and has fluctuated to as low as 96% in 2002; and moved up again to reach around 98% in 2008. Though there was little variation between males and females, boys performed better on this indicator than girls until 2008 when the reverse occurred. An explanation was given as such:

Years of lower enrolment ratios than average indicate push-outs and drop out effects. The drop-out and push-out effects are due to voluntarily not attending school and poor performance respectively. It is common in Tuvalu that some parents send their children to Fiji for primary and secondary education. These students are regarded as drop outs as they are not recorded in the education system. Drop outs and push-outs are common in the last grade of primary school (MDG Report, 2011, p.35)

This quote still holds today for the NER in years 2011-2013. NER averaged at 91% for these years, and currently it is 92%. However, the NERs for females were always higher than for males; currently they are 95% for females and 90% for males.

Two indicators tracked are related to students flow in primary schools: the percentage of primary school repeaters, by grade and sex for Year 8; and the repetition rate (RR) in primary schools by age and sex. By law, students in primary schools are automatically promoted from Year 1 to Year 8, and it is only in Year 8 that there are, as also noted by the MDG Report above, repeaters or dropouts. The data for the percentage of repeaters and repetition rate is shown in Tables (12) and (13) respectively in Annex IV.

Given this, the percentage of students repeating Year 8 has fluctuated between 20% in 2011 to 37% in 2014 after a low of only 15% in 2013. This trend was true for both males and females. Females showed better performance (i.e., smaller proportion of repeaters) than males on the percentage of repeaters in 2011 (12% vs 26% for males) and reached as low as 10% in 2013 vs 18% for males in the same year. Again, females outperformed males when one considers repetition rates. While the national average RR was 18% in 2011; that for females stood at 12% vs 18% for males; and then decreased to 9% in 2012 for females and to 15.6% for males. In 2013, the reverse occurred with males (28.7%) outperforming females (32.7%). Ideally, both the percentage of repeaters and the repetition rates should be reconciled with those who pass Year 8 examination, especially with respect to the performance of males and females, as those who fail the exam are allowed to repeat once or twice. This could only be possible by following each individual student but such data is not available. Still in theory, the percentage of students repeating a year and the repetition rate should be the same; however they are not the same in this case as students are allowed to repeat Year 8 more than once. Students either dropout or are pushed out in Year 8, some of them may come back later rather than staying in school and repeating the year.

Two other flow indicators tracked for EFA Goal 2 were the promotion rate (PR) and dropout rate (DR) in primary school. With the automatic promotion policy in place, ideally the PR should equal 100%, as all students in one particular year level in a particular year should be promoted to the next level in the following year. Further, the DR should also be equal to 0% as in theory; there should be no dropout with the automatic promotion and free education. However, both the PR and DR are applicable to Year 8 since both repetition and dropout are observed and allowed in this year level. These are presented in Tables (14) and (15) in Annex IV.[6]

The PR for students in Year 8 has moved nationally from the 53% in 2011 to 63% in 2012 and 61% in 2013. This movement was also recorded for both males and females with females significantly outperforming males in all three years. Females' PR was 74% in 2012 with only 54% for males. These PRs should also be reconciled with the passing rates for the NYEE as those passing the exam are admitted in Year 9 the following year, that is the number promoted from Year 8. The DRs were calculated on the basis of DR = 100 minus (PR + RR) in the year, as actual number of dropouts is not available in the EMIS data. Clearly, the national average dropout rate decreased from 29% in 2011 to only 8% in 2013. The low dropout rate is caused by the much lower DR for females than males. Though in 2011, the DR for both males and females was at the same level, by 2013 only 1% of

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[6] Several countries in the region have automatic promotion and compulsory education but still record drop outs in earlier years of primary. Are there consecutive years of single grade enrolment data to check drop out effects?

females had dropped out of Year 8, with 14% for males in the corresponding year. Data to estimate the survival rates were not available. There are several factors that make it difficult to track each cohort because of emigration, immigration, drop-outs, and push-outs and repetition.

Nevertheless, the best estimate available to indicate the survival rate is the primary school completion ratio, which is usually based on the population census and/or household surveys. Primary cohort completion rate is the twelfth indicator for Goal 2. The 2007 DHS reported a completion rate of 91.7%; however, the analysis in the 2012 census considered those 15 years and older and will be discussed later under EFA Goal 3 and 4.

Another important indicator is the effective transition rate (ETR) from primary to secondary, as shown in Figure (2). The overall ETR in 2011 was only 33% (38% for males and 28% for females). The overall rate almost doubled in 2012 to 65%, and has significantly increased for males (55%), however, it tripled to 78% in 2012 for females. ETR returned to 51% in 2013 (54% for males and 47% for females). In reality, the ETR does not really reflect the actual situation, as some children are sent overseas to continue their studies (mainly to Fiji).
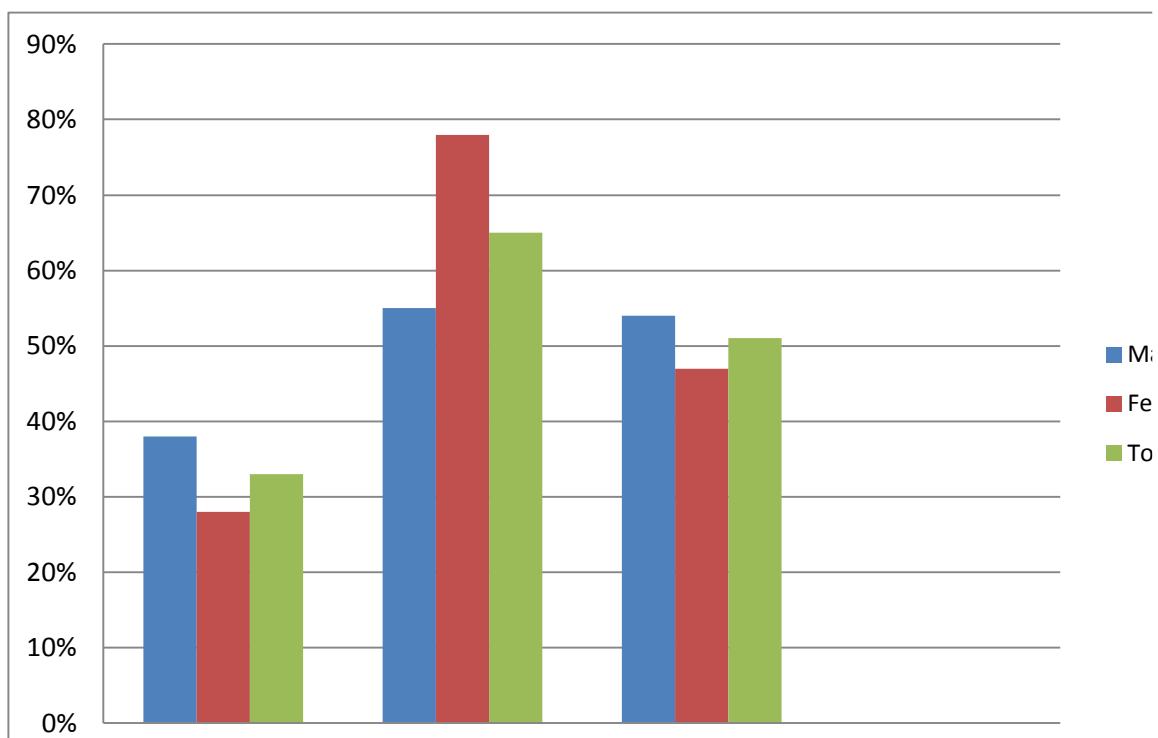
Figure 2 Effective Transition Rate from Primary to General Secondary Education (2011-2013)

Teachers' distribution by qualifications is another important indicator to track progress on EFA Goal 2. The total number of teachers, as approved the Government, in primary schools was 94. Of these, there was one person who held a Masters in Education (teaching at the largest school in Funafuti), and 17 (18%) teachers with a Bachelor of Education or equivalent and 11 (12%) teachers holding a teaching certificate. The rest of the teachers (65 or 69%) were holders of a Diploma of Teaching. The numbers of both the diploma and certificate holders have shifted down from 2012 by a total of six teachers, while the number of teachers holding a Bachelor Degree has increased by six teachers. This was the results of the professional development and upgrading programmes which took place in the last decades to encourage teachers to improve their competencies and effectiveness. Most teachers holding Diploma of Teaching are those who went through the upgrading programme[7].

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[7] Details of these training programmes will be discussed in Chapter 3.

Overall, the system is dominated by female teachers who make up 81% (76 teachers) of the total number of teachers in primary, and the majority are also well trained at the diploma or higher level (though this is also true of male teachers). Again all teachers are trained (100% of teachers) with training extending from a Masters Degree to a certificate of teaching. In earlier years, however, there were some unqualified teachers in the system (2002-2006), but through the various training programmes, now all approved teachers (those employed by the MoE) are qualified teachers. There are some teachers in the system that are not in approved postings but employed by the local Kaupules who may not be qualified. With no pre-service training institution of its own, Tuvalu has historically trained its teachers in colleges in neighbouring countries – Samoa, Fiji, Tonga, Solomon Islands and Kiribati.

The pupil/teacher ratio (PTR) is an important element in having quality education and in improving the teaching and learning environment. The PTR was available for several years, as prepared for the EFA-MDA report with data supplied by the Statistical Department for 2000-2006, and the EMIS for 2011-2013, which shows that the PTR was around the 20:1 ratio for most of the years (2000-2006), though it reached the 24:1 in 2004. In recent years, however, the PTR has been within the limits specified by the education policy – around the 20:1.

The education policy calls for a PTR in primary of no more than 25:1. Apart from Nauti Primary in Funafuti, the largest primary school, PTR has swung between 1:17 to 1:20 for almost the period 2000 to the present. Nauti Primary School in Funafuti now has a PTR of 27:1.

The Government gives priority to achieving UPE and beyond through the allocation of a high percentage of its education budget for primary schools (Table 23). In 2011, around 48% of the education budget was allocated to primary education and 13.42% allocated to secondary education. Though these allocations were reduced in 2012 and 2013, the allocations for primary were still 25.41% in 2013 and for secondary 24.57%. The Government is very committed to improving the quality of teaching by ensuring that teachers are well qualified to teach at all levels, with an allocation of more than 23% of the budget (in 2011 and 2013) for pre-service scholarship programmes[8]. The allocations for ECCE were around 1.5% to 1.9% of the total education budget during 2011-2013.

Learning and Life Skills for Young People and Adults

EFA Goal 3: ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning, life skills and citizenship programmes.

While there was no national policy or plan of action for children, a National Youth Policy (for youth between 15 and 34 years) was developed for the period 2005 to 2010 and was mentioned in both Te Kakeega II (NSSD 2005-2015) and the TESP I (2006-2010). Still, other national policies have been developed to cater for the interests of children and youth, and are consistent with the Convention on the Rights of the Child. Recent examples include the MDGs, National Policy on Early Childhood Care Education 2007, and Ministry of Health Strategic Plan 2008-2018. At the same time, several priorities and strategies were proposed to improve the welfare and opportunities available to young people, for example, the NSSD proposed the following: implement a National Youth Policy (which was developed in 2007), increase training opportunities, create more job opportunities, educate youth on the value of healthy lifestyles and the threat of HIV/AIDS, educate youth on traditional knowledge/skills, expand youth facilities on outer islands, increase the availability of credit, provide a greater role for youth in the Falekaupule decision-making process, and increase the role of NGOs and churches in addressing youth-related issues.

In the EFA 2000 Assessment, *EFA Goal 3 was ordered as priority 3* in the list of priorities. Youth literacy records were available in the population census (2012 not 2002). Literacy rate among youth aged 15-24 years was estimated in 2007 to be 98.6% with a higher rate for females (99.3%) than

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[8] The allocations for 2012 seem to be incorrect.

males (97.9%) (as quoted in the MDG Report, 2010-2011, p 34; and estimated by the DHS-2007). The 2012 census measured the literacy rate by language and respondents were asked if they could read and write in Tuvaluan, English, or Nuian. The census reported almost 100% were literate and it did not differ by sex. However, when the literacy rate was examined by language, 99.8% among all males and females reported that they were able to read and write Tuvaluan, just 87% were literate in English (86.9% of males and 89.7% of females), and 48.8% were literate in Nuian (47.9% of males and 46.9% of females) (2012 census, p. 35).

The second indicator for EFA Goal 3 is "number and percentage distribution of youth (aged 15-24) and adults (aged 15+) by educational attainment". The 2012 census reported on the percentage distribution of the highest education qualifications completed for adults aged 15 years and over by sex (Table 23 in Annex IV produced from Figure 76, p. 101; 2012 census), and did not give the numbers in each level attained. The census noted that for higher educational attainments such as postgraduate and undergraduate degrees, about the same percentage of men compared with women attained these degrees. Higher proportions of males achieved at both the diploma level (6.7%) and the certificate level (17%) than those for females (5.7% attained the diploma level and 9%) attained the certificate level). Men's higher rates of attainment are related to the opportunities available for them at the TIMT.

The types of certificates or qualifications attained by both males and females adults aged 15 years and over are presented in Table (24). The division of gender roles in employment and education is very clear in this table, reflecting the gender division in society and culture. The overall majority of men had obtained their training in Maritime (65%) training, as this is the largest area of employment for men. For women, teaching is the largest employment sector hence a large proportion of women (22.4%) had obtained their certificate in teaching, with another 10.9% of women graduating with a certificate in nursing or another medical area. The MoE has enough positions or jobs available for all trained teachers, especially those who are trained through a government scholarship.

The third indictor for EFA Goal 3 is the "GER in secondary education by type of programme (general; technical and vocational education and training; non-formal education and skills training) and by sex, data for which is shown in Tables (26 for GER and 27 for NER) in Annex IV. Progress to Year 9 in secondary education is very much controlled by the results of the NYEE examination and the availability of spaces in the two secondary schools in the country. Given that the pass rates in NYEE were around 50% in most years (as will be shown later), the value of GERs and NERs were also around this proportion. GER in secondary education ranged from 52% in 2011 to 57% in 2013, which compared well with the NERs for those years (51% in 2011 to 54% in 2013). As noted earlier, students pay school fees of $A50 per term, plus they pay for the examination fees at the end of Year 12 (Form 6). These may have an impact on participation in secondary education. There is also no scope for expansion of either the FSS or MSS.

Females outperformed males in all three years in NYEE. The current GER for females is 62% in comparison with only 53% for males; while the NER is 55% for females and 52% for males. Clearly females were outperforming males at secondary education. This again may also be caused by some families sending their male children to Fiji, and/or some joining TMTI. No such opportunities are available for females.

TVET courses are offered at the primary level (introduced in 2010) and secondary level (introduced in 2009). The GER for students who attended TVET courses introduced in secondary schools was around the 2-3% in 2012-2013. A higher proportion of males than females were in these secondary TVET programmes, confirming the previous comment.

As for number and percentage of teachers in TVET (the eighth indicator for EFA Goal 3), there were 45 teachers in all programmes in secondary education, out of these around 5-6 teachers (i.e., 10-13% of secondary school teachers) were teaching in the TVET programme.

The ninth indicator to track for EFA Goal 3 is the Effective Transition Rate (ETR) from lower to upper secondary education (at least for general programmes) by sex. To understand this indicator, it is important to look at the distribution and organisation of secondary schools. In Tuvalu, secondary education consists of 4 years of schooling, Forms 3 through 6 or Years 9 to 12 (as Years 7-8 are considered primary education). As noted in Chapter 1, there are two secondary schools in the country; the government MSS which is a boarding school on Vaitupu and the faith-based private school FSS operates in Funafuti. Both schools charge fees. These fees are waived in cases of financial need as prescribed by policy. Scholarships are awarded for MSS students who are financially in need. Niutao Kaupule has been providing loans to the parents for student fees in the school. This is one of the community-based initiatives implemented by the Kaupule to ensure children attend school. Government support is also provided through a national strategy operated through the National Training Policy.

All children attending MSS are accommodated in the boarding facilities at the school. The EFL (pre 2000) programme stated that all children who completed primary education progress to secondary school. However, by 2003 the government realised that providing secondary education for all children was beyond its means, and reintroduced an entrance examination to allow only the academically capable students to proceed. Consequently, admittance to the public MSS became restricted to students who pass the NYEE taken by Year 8, a minority of students. Recall that education continues to be compulsory until the end of the year the child turns 15, generally two years after primary school. Consequently, children who fail the NYEE are required to repeat Year 8 and re-sit the examination until they pass or are no longer required to attend school at the age of 15. Alternatively, many children choose to attend FSS which admits students who have completed primary education regardless of their examination results in Year 8. Hence, the ETR is very much dependent on the above circumstances as they might apply to the students.

According to the EdDep, few of those who failed to enrol in secondary schools help their family with their domestic chores. Most of the Tuvalu children, however, are either absorbed into FSS or vocational programmes attached to the primary schools in both Funafuti and outer-islands. This initiative was complemented by the re-establishment of CTCs in primary schools to provide the option of vocational training on each island; this is considered to be an alternative to secondary school for children over the age of 14.

Community Training Centres (CTC) cater for students who are not academically oriented and provides them with technical and vocational education. There is a CTC in each of the outer islands, which offer vocational learning programmes for students who cannot access secondary education and who would like to pursue more hands-on learning in basic trade courses to match the needs of the respective communities. These programmes are made available with assistance from the EdDep and in partnership with Kaupule.

According to the EdDep, the CTCs were established from 1982 to 1988, and then stopped. They were revitalised in 2008-2010 and re-established as a partnership between local communities and EdDep. The EdDep provides learning materials and senior teachers at the CTCs.

Today, the CTCs provide teaching in English, Maths, Business Enterprise, and Tuvaluan Studies. In the first instance, training is provided for some as long as it takes students to pass Year 8. For others, they do the training and are given a certificate of participation. For this group, additional hands-on-activities are provided by local islanders (e.g., carpentry, cookery, sewing, and basic engine maintenance). The trainers for these hands-on activities are paid by the Kaupule. Enrolments in CTCs at any one time account for 5-8 persons, especially those who repeat Year 8 and do not pass.

Other post-secondary training is also available. The TMTI Institute caters for up to 60 students per year and provides pre-service and in-service training for merchant mariners. Training is also provided by USP Extension Campus, with about 100 students—the majority from Funafuti—enrolled per semester in distance education at the campus. For university education, the regional USP provided in-

service and pre-service training, while a very small number of qualified Tuvaluans received scholarships to study in Australia and New Zealand.

Adult Literacy

EFA Goal 4: Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women and equitable access to basic and continuing education for all adult.

The mandate for adult literacy is not under the MoE or the EdDep. Other line ministries are in charge of adult education. Requests were made to obtain documents on policy/programmes/ and participants. In the EFA 2000 Assessment, *EFA Goal 4 was ordered as priority 5* in the list of priorities for adult literacy. This could be related to level of education achieved by the general population as will be shown below.

There are a number of indicators which have been covered under EFA Goal 3, and at the same time give an indication of progress on EFA Goal 4. For example, as reported above, the literacy rates for the population 15 years and over are very high in Tuvaluan and in English, and they were almost close for both males and females. The 2012 census showed that slightly less than 2% of adults aged 15 years or older had preschool education or less. This proportion did not vary much between Funafuti and the outer islands, nor was there a large difference by sex. Approximately 60% of adults completed a secondary education or higher. This proportion was higher on Funafuti (70%) than that recorded for outer islands (50%), and these proportions did not vary much among males and females, see Table (25) in Annex IV. In terms of tertiary education, 17% of adults 15 years and older had completed Form 7 or some form of post-secondary education. This proportion was twice as high for Funafuti residents (23%) compared to those residing in the outer islands (11%), and this did not vary between males and females. Limited opportunities are available for further training: these include opportunities for adult education through USP, and other agencies or government departments who provide non-formal education training through workshop settings.

Gender Parity and Equality

EFA Goal 5: eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls full and access to and achievement in basic education of good quality.

In the EFA 2000 Assessment, *EFA Goal 5 was ordered as priority 6* in the list of priorities. This may be due to the fact that both women and men have always received equal opportunities in primary and secondary education, though not in post-secondary. As a matter of fact, Tuvalu has made significant progress towards the achievement of gender equality in education and employment. TESP I ensured that "every child has access to education irrespective of age, gender, religion and isolation". The 1999 *Pacific Human Development Report* rated Tuvalu first among 15 Pacific Island Countries in UNDPs gender development ratio survey on gender equality. Still, the key policy objects were to promote gender equality and to expand the role of women in development.

In practice, gender as a limiting factor in access to education is non-existent in Tuvalu. Stakeholders in education recognised the importance of education and put in place practices to ensure all learners at compulsory age have access to all forms of formal education. The National Education Policy (excerpt in Annex V) reinforced compulsory education which necessitated the full access and participation of primary aged children to attend and complete 8 years of primary education. At secondary education, students are allowed to progress to the subsequent level or year strictly by merit; they need to satisfy examination standards to proceed to another level. Further, TESP I (2006-2010) ensured that every child has access to education irrespective of age, gender, religion and isolation. If there are barriers to full access to education then gender is not a factor. The issue of achievement levels in various examinations creates differentiation between males and females. Still, practices such as monetary fines to parents whose children fail to attend school in any one day and community support through

door-to-door search for truants maintained maximum access to education at primary level (interview with school principal/school supervisor).

Actually, the ratio of females to males in primary education was 1.03 in 2002 and it reduced to 0.96 in 2009. For secondary education, the ratio was 1.28 in 2002 and reached 1.12 in 2009; and for tertiary education it was 1.27 in 2002 and reached 1.72 in 2009. The government's target is for all of these ratios to reach 1.00 by 2015. The share of women in wage employment (non-agricultural sector) was 36% in 2002 and reached 41.6% in 2004. The Government's target is for it to reach 50% (MDG Report, 2011, p. 40).

The first indicator for progress on EFA Goal 5 relates to females enrolled as percentage of total enrolment by level of education (pre-primary, primary, lower and upper secondary education). Given the comments above, it is expected that the ratio should be very much around 50:50 if not equal to the ratio of males to females in the population for this level of education, which is not 50:50. As for secondary education, students are allowed to progress to subsequent levels strictly by merit; they need to satisfy examination standards to proceed to another level. Hence, the ratio may not be 50:50.

In examining this indicator further to the data on ratios reported above, Table (32) in Annex IV shows that females enrolled in pre-primary (ECCE) represented only around 46% of the total enrolment in 2011-2012; though in 2013 the proportion increased to 48%. Given that there are more males than females counted at the 2012 census, female enrolment would be similar to male enrolment in this sector. At primary, the percentage of females enrolled in primary is an actual representation of their proportion in the population, that is, 48%. In secondary level, with around 60% and over of females in secondary, indicates that females outnumber males by a large margin. As will be shown under EFA Goal 6, it is an uncontested fact that females were and are out-performing males in all facets of the academic ladder. This trend has been recorded for some years and the gap is gradually widening. Another explanation could be related to the further opportunities available to males at the TMTI or other TVET courses that males may join if they fail their year level or examination. There are programmes offered through TVET programmes that are more male oriented – carpentry and joinery, fabrication and welding and females do not enroll in these programmes. Opportunities for females to go to TMTI have also opened up but again this area is predominantly male oriented. Males also may take on domestic jobs and go back to the community. With lack of such opportunities for females, they may stay on at schools.

The second indicator for EFA Goal 5 is the "Female teachers as percentage of total number of teachers in primary and lower and upper secondary". Out of the 94 teachers in primary, 20 were males (or almost 20%), and out of the 45 teachers in secondary almost 45% were females. That is, females are well represented in both levels of education. It is internationally a common observation that females dominate primary education in most countries of the world.

The third indicator is the percentage of female headmasters/principals/managers by level of education. For all three years for which data is available, the percentage of female head teachers was 100% in ECCE and primary levels, while at the secondary level, the head teacher for the only government-run secondary school was a male teacher and the principal of FSS was also a male teacher. The fourth indicator for EFA Goal 5 is the "percentage of female chief education officers at central, provincial, district and local government education offices". Tuvalu is a small country and thus the administration is centralised, though local Kaupules have a role to play in education. All education administrators/educators are located within the MoE in Funafuti. There are a total of 15 persons employed, 63% are females.

The last indicator for EFA Goal 5 is Gender Parity Indices (GPI) for several enrolment and flow trends in pre-primary, primary and secondary education levels. The GPI basically standardises the effects of the population structure of the appropriate age group. It is calculated by dividing the female rate (for example, GER) by the male rate for each given level of education. The GPI indicates parity between the sexes; a GPI that varies between 0 and 1 typically means a disparity in favour of males,

whereas a GPI of greater than 1 indicates a disparity in favour of females. Tuvaluan males and females have equal educational opportunities, however, opportunities to go to the next level of education, especially in secondary and tertiary institutions are based on merit, and for further education basically through scholarships.

The compilation of the available GPIs is presented in Table (33) in Annex IV. The data indicates mixed results for primary and secondary education. Generally, there is a disparity in favour of females in secondary schools in comparison with primary. According to the MDG Report (2011) the average GPI for both primary and secondary education was 1.05 between 2000 and 2009. This indicates that Tuvalu has already achieved the target of eliminating gender disparity in both primary and secondary education levels.

Recent data for 2011-2013 show again mixed results. In ECCE, there were more males than females in ECCE in earlier years, however, in 2013, the data shows that there were more females than males with a GPI of 1.01 for the GER. Looking at primary education, for the GPIs related to GIR; there was an indication of better performance of females than males in 2011, the reverse was actually true in 2012 and 2013.

As for GPI for GER and NER in primary, females outperformed males on both indicators for the period 2011-2013. Again, this observation held true even though the GPIs related to secondary education; for GER the GPI was around 1.16 in 2013 down from 1.21 in 2012 and up from 1.06 in 2011, while the GPI for NER in secondary education was 1.07 (down from 1.20 in 2012 and up from 1.04 in 2011). These values clearly confirm that females outperformed males in secondary education and the gender parity has been achieved, however, to the disadvantage of males.

School facilities are accessible for the use of all students and school regulations make no discriminatory preferences of usage to any one sex group. Gender-specific facilities such as toilets are built separately for the convenience of both sexes. No gender disparity seemed to be evident in sports programmes in all levels of education and national sports meets ensure that participation is not marred by irrelevant gender barriers, as observed in the interviews with EdDep staff.

As noted earlier, traditional Tuvalu culture both supports and restrains harmonisation with human rights instruments. Moreover, men and women are different in some ways yet very similar and share distinct physical and social, emotional, intellectual and spiritual characteristics in many ways. In the Pacific region including Tuvalu, women and men have their own place in the society complementing and supporting each other's roles and responsibilities. Gender is the social construction of men and women, thus it is related to their perceived roles and functions as males and females. Still, Tuvalu has always provided equality of opportunities for its children – males and females and heard their voices in every aspect as far as possible.

Further, there is increase in student participation by ensuring access and equity for students with special needs. In fact, the children with special needs in Tuvalu primary schools are not the ones who are physically disadvantaged, but they are the ones with learning difficulties; i.e., slow learners or disadvantaged group. Children with disabilities have recently been identified as a disadvantaged and vulnerable population. In practice, disabled children have not always had access to appropriate education, or to specialised mental and physical health services to address their disabilities.

Quality of Education

EFA Goal 6: improving all aspects of the quality of education and ensuring excellence for all, so that recognised and measurable learning outcomes are achieved by all especially in literacy, numeracy and life skills.

In the EFA 2000 Assessment, *EFA Goal 6 was ordered as priority 1* in the list of priorities. This is an indication that quality education was and is still very important to the Tuvaluan Government and

education system. The EFL initiatives, the 2002 National Education Forum, NSSD (2005-2015), the ESMP (2006-2010), and subsequently the recent TESP II (2011-2015), all adopted an ***overall objective*** for education: *To provide a system of quality education which endows...people with the knowledge, skills and attributes necessary to achieve a higher degree of self-reliance in a rapidly changing world, and one that is consistent with* [Tuvalu's] *spiritual values.* The key education and human resource policy objectives from NSSD 2005 to 2015 and thereafter, had this goal in perspective in all the time.

School Supervisors at the EdDep point out several concerns over the quality of education as well as the measures to overcome some of these concerns. The first concern is over the very high and increasing failure rate as revealed in the results of NYEE at the end of Year 8. Many students are pushed out of school education at this point. Some return to repeat Year 8 and re-take the examination, swelling numbers and often detrimentally affecting the teaching and learning in the classroom in Year 8. Many students drop out. Those who stay on often fail again at the examination hurdle.

Another issue is student attendance: students in the outer islands attend schools more regularly than in Funafuti. Though education is compulsory, some students do not go to school due to either discouragement from families or from schools as the "value of education is not appreciated". Families may be experiencing some financial issues e.g. do not have enough money to pay for school uniforms, lunch and secondary school fees. Further, students start dropping out in Year 6 (though not shown in the EMIS data) but most dropout at Year 8. More males than females dropout. Males go on to do domestic duties for the family. Measures to bring students back into school include home visits sometimes with the company of a police officer. Further measures are institutionalised to encourage regular attendance and the reduction of drop-out rates, both the Kaupule and School Committee, which is composed of teachers, parents and a representative from Kaupule, assist primary schools to ensure that students attend school regularly. The parents whose children do not attend school are noted and reported to appropriate authorities.

Secondary school teachers monitor their classes and report non-attendance to the principal, who addresses this matter. Other measures to improve the quality of education include the regular school supervision of schools to monitor the quality of teaching and learning. School supervisors from the EdDep visit schools to provide further in-service training for 10-15 days and give teachers a dedicated time for each teacher in the class and out of the classroom. Supervisors make three visits a year to each school where they conduct direct observation and evaluation of teaching methodology, extent of implementing prescribed curricula and pedagogical and teaching competency level. These measures are also avenues to provide the relevant technical support to schools, including intensive professional development workshops on teaching.

To track progress on EFA Goal 6, the first indicator is the "number and percentage distribution of teachers by academic qualifications, level of education (pre-primary, primary, lower and upper secondary education) and sex". This indicator was presented and discussed under EFA Goal 2. The second indicator for EFA Goal 6 is the "percentage of trained teachers who are certified to teach according to national standards by level of education and sex". This again was discussed under EFA Goal 2: The majority of teachers in all level of education have been certified to the national standards. In particular, all teachers in primary schools are qualified but in secondary there are a number of teachers who do not have an education qualification (Interview with school supervisor). This applies to all establishment teachers, not those employed by Kaupule as temporary or assistant teachers.

The PTR by level of education (pre-primary, primary, lower and upper secondary education) is the third indicator for quality in education used to track progress on the EFA Goal 6. The ratios for all levels were within the prescribed ratios of the national education policy and the Education Act 2001. That is, PTR for ECCE was only 12 students per teacher, though the prescribed value is 10 students per teacher. Again for primary schools, it was within the prescribed value of 20 students per teacher, as is the case for secondary schools (10-12 students per teacher).

All primary and secondary schools in Funafuti have access to improved water and sanitation. The situation for schools on the outer islands is similar to that on Funafuti, as a result of the 1992 – 2009 primary schools' upgrading project funded by the European Union. All primary schools cater for students from Years 1-8, however on some islands there are not enough students at each level so multigrade teaching is common.

Tuvalu is an exam driven education system, especially at the secondary level (as noted earlier, primary education depends very much on automatic promotion – classroom assessment – see the excerpt from the assessment policy in Annex V at the end of this report). However, progression through general secondary education is driven by the results of various examinations. At the present, the curriculum in secondary schools follows three different programmes: Years 9 and 10 follow the Fijian Junior Certificate (FJC); Year 11 follows the Tuvalu Secondary School Certificate (TSSC) programme, and Year 12 follows the regional syllabus prepared by the Secretariat of the Pacific Board for Education Assessment (SPBEA).

Still, students in Year 8 sit for the NYEE, which is the most important exam as it serves as a filter for secondary education by reducing pressure on places. Those who pass the exam proceed to Year 9, and those who fail either repeat Year 8 (and are allowed to do so twice) or dropout. Figure (3) below shows the national average pass rate between 2003 and 2013 by sex and number of those who sat and those who passed. There were no results before 2003 as the exam was reintroduced in 2003. The results show a decline in the national pass rate between 2003 and 2006 (from 39.7% to 22.4%). However, the national average pass rate has significantly risen in 2012 to 69.6% before dropping again to 61% in 2013. In 2011, the NYEE pass rate improved to 53.7%, surpassing the 50% mark for the first time in nine years. Except for 2004, the national pass rates for female students were higher, and at times significantly higher, than those for male students; though the number of male students has always been higher than the number of females who sat the exam. It is to be noted that when students fail, the policy is to let them repeat Year 8 once or even twice in some cases before dropping out.

NYEE PASS RATE 2003 - 2013											
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Female	45	27.69	39.31	28.26	48.97	60.69	56.25	57.81	62.22	79.83	64.15
Male	36.13	28.29	34.52	18.09	32.97	26.53	40.58	34.21	45.95	60.31	58.65
Total	39.7	28.01	36.74	22.39	40.06	43.49	48.58	45	53.71	69.6	61.09
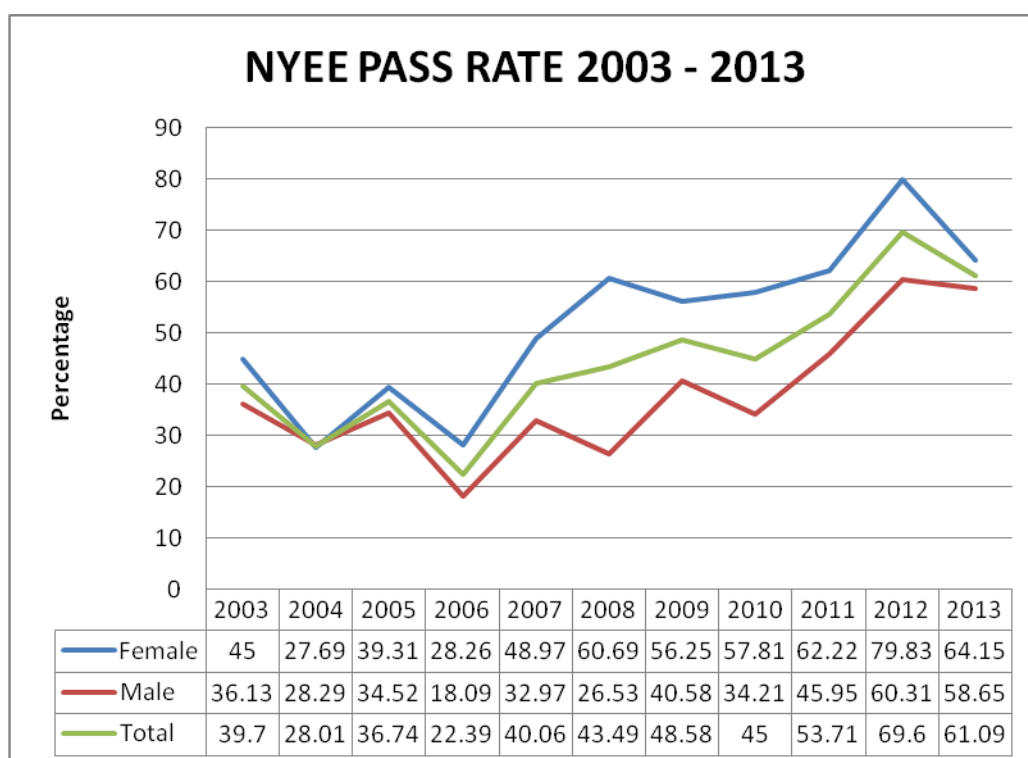
Figure 3 NYEE Pass Rate 2003-2013b (source EMIS_Ed Dep).

Overall, females tend to perform better than males in NYEE. Females have consistently outperformed males throughout the years except in 2004, when the males had a slight edge over the females. According to MDG-MAF (2013), the better performance by females in the NYEE is consistent with the general feature that girls tend to perform better in the early years of schooling while males tend to do well in later years (p. 31).

The quality of education service delivery after Year 8 is also measured by the pass rate in the FJS examination. The pass rate has fluctuated during the period 2003-2009 – around 51% (except for the years between 2005-2007; it was 86% in 2005 and 70% in 2007). Another measure of quality is the passing at the National Tuvalu School Certificate in Year 11 – again results were around the 60% pass rate. The last examination is PSSC or the SPBEA administered at the end of Year 12 – the pass rate fluctuates up and down. Both the TSC and the PSSC were nationalised in 2013, and the FJS phased out. Figure (4) shows that the results on the PSSC have fluctuated over the years, reaching a high of 78% in 2005 but then dropping to less than 32% in 2011; which the pass rate in TSSC was 38% in 2013. These results indicate weaknesses in the quality of instruction and/or quality of students who are attending secondary schools.

Anecdotal evidence and the EdDep indicates that the causes of the low pass rates are not entirely clear and therefore warrant investigation, e.g., it may reflect a decrease in English proficiency in an English-medium examination rather than in general academic abilities. In early years of the EFA (2000-2006), one could say that poor teaching, inappropriate curriculum, inadequately defined learning objectives, poorly designed examinations, insufficient learning materials, medium of instruction, and inadequate time-on-task are all possible contributors to the decline in quality. Much of the curriculum was borrowed with relatively little adaptation to the specific needs or backgrounds of Tuvaluan children, thus making learning difficult. Learning objectives were not always clearly sequenced, and minimum learning standards were not well defined. The increases in the pass rates of NYEE after 2006 may be the results achieved in the improvements in these areas, as a result of the national efforts to improve quality education.

PSSC & TSSC PASS RATE 2003 - 2013

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013 (TSSC)
Pass Rate(%)	55	66	78	72	56	68	44	51	32	46	38
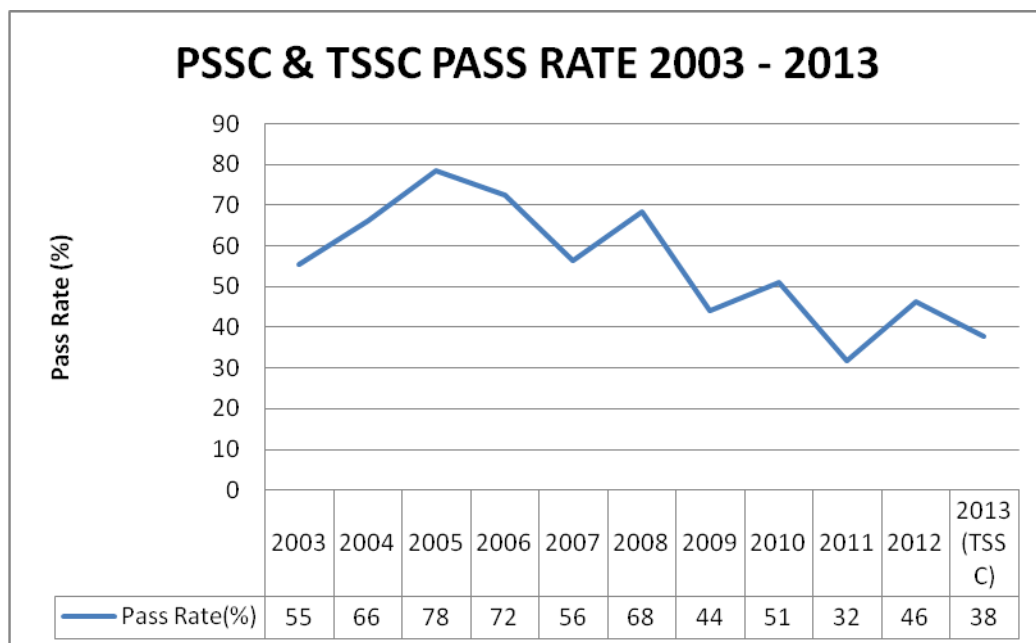
Figure 4 : PSSC (2003-2012) and TSSC (2013) Pass Rate (Source: EMIS_EdDep)

A further mechanism to monitor and improve the outcomes of learning is the Tuvalu Standardised Test of Achievement (TUSTA). This is an instrument specifically developed and designed to determine the standard of literacy and numeracy at certain levels of primary education. TUSTA is administered to children in Years 4 and 6. The results link the outcomes of Years 1, 2 and 3 achieved by each child in Year 4, and how much of the outcomes in Years 4 and 5 have been achieved by each

child in Year 6. Results retrieved and analysed for the pilot trials (2009) indicate that a high proportion of students were at a critical level as they had not achieved the expected basic literacy and numeracy level set for Years 4 and 6 of primary, a trend that was also noted when tests were repeated two years later. TUSTA findings provided the EdDep with information and evidence to develop appropriate intervention mechanisms. The instrument was developed by the EdDep in close consultation with the SPBEA aimed at monitoring literacy and numeracy standards throughout primary education. While the intention is to make TUSTA available only at two levels, at the end of Year 4 (TUSTA 1)[9] and at the end of Year 6 (TUSTA 2), there is a plan to develop a similar instrument to be administered at the end of Year 8 (TUSTA 3). Baseline data was established for TUSTA in 2009 and the official testing was administered in 2013.

Summing up

Tuvalu is committed to the achievement of the EFA Goals as well as the MDGs, for that matter, especially MDG2 and MDG3 as related to education. The analysis of its policy development and strategies together with the progress on the various indicators related to each one of the six EFA Goals confirms an excellent effort towards their achievements, despite limited national capacity – financially, technically, human and resources -. As will be noted in the next chapter, the heavy reliance on donor funding and sometime donor technical assistance has made this achievement possible.

In summary, in the early years of the EFA Action Plan, the GER for ECCE enrolments started high and it continued to be high. There were some fluctuations in the value of the indicators related to this Goal which could be due to outmigration, immigration or emigration rather than parents' decisions not to send their children to ECCE or to lack of spaces in ECCE. Attendance is generally confined to those who are privileged and can afford the fees. The poor are therefore discriminated against as they do not have the means to send their children to pre-schools or ECCE centres[10]. There is still more to be done, especially in terms of quality. The unavailability of land space can also delay the building of permanent classrooms especially in the capital, Funafuti Island. Lack of implementation of the ECCE Policy is also of concern.

As for EFA Goal 2, UPE has almost been achieved and enforced by the free and compulsory education beyond primary (to Year 10), though there are still push outs and dropouts and some children who stay back one year before joining primary schools. Though the system follows automatic promotion up to Year 8, the dropout and repetition rates were very high at year 8 and reflected the low passing rates in the NYEE.

All primary school teachers who are considered part of the established quota have been certified to teach in primary schools. This was achieved through various teacher training programmes and professional development in the past decade or so.

As for EFA Goals 3 and 4, the literacy rates among youth 15 years and over are very high and are better for females than males. Similar proportions of males and females have achieved postgraduate and undergraduate degrees, and almost the same proportions achieved at the diploma level. This confirms that females, once in schools, are advantaged over males. The division of gender roles in employment and education reflects the gender division in society and culture.

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[9] Literacy in the context of TUSTA 1: Children can read words and simple sentences with understanding and identify at least one main point or an idea in paragraphs. They can also write a simple sentence using appropriate basic punctuation like capital letters and full stops and other basic language forums.
Numeracy in the context of TUSTA 1: Children can carry out basic operations with numbers as well as use appropriate mathematical processes and languages to make sense of everyday situations.
[10] It was noted by interviewees that the resources provided for ECCE centres are insufficient. The teachers and mothers strive and use their limited expertise to produce play toys and teaching aids using any available environmental materials. Unavailability of equipments and reference books for production of toys and teaching aids and the limited knowledge and understanding of the values of toys and the value of play in ECCE centres are stumbling blocks for stakeholders willingness to participate – see also the table in Annex IV.

As for EFA Goal 5, there is little, if any, gender disparity in access to education at all levels, through the equal access for all children. However, at the secondary level and beyond, the issue of achievement levels is the determining factor of access. As a matter of fact, recent years recorded an imbalance and widening difference between the declining male achievement levels and the steady yet convincingly good performance by females. Further, retention and repetition rates at primary education are on average higher for males than for females. The increasing number of males repeating signifies the increased failure rate for males than for females at the primary level. Additionally, learning outcomes as measured by literacy and numeracy national assessments, retrieved from national standardised tests (at year 4 and 6), confirm this disparity. Unfortunately the trend at secondary predictably holds and males are forced out (dropout or pushed out) of the system for not meeting exam standards.

Chapter 3 - EFA Strategies and Sector Management

Introduction

Again, Tuvalu is very committed to the EFA Goals as well as to achieving UPE as part of its further commitment to the MDGs. Prior to 2000 and beyond, the country focussed on priorities and policies leading to the achievement of both groups of goals. This commitment was reflected in the country's NSSD (2005-2015); the first developmental plan for the country with education and human resource development proposed as one of its main strategies. This was then translated into TESP I (2006-2010), TESP II (2011-2015), and other strategic plans; some linked to donors and others to the MDGs. The motto was that "investing in education and human resources was considered essential to the achievement of each individual's own potential and aspirations, as the individuals were seen as central to the nation's ability to achieve sustainable development".

In all policy documents and reports, one statement in one form or another kept appearing: "The Government is committed to achieving the EFA's and the MDGs relating to education by addressing all six EFA Goals and giving each one a specific priority". The quality and quantity of education services, inadequate and poorly maintained physical infrastructure, often poor teaching standards, lack of teaching materials, inappropriate curriculums, weak delivery of education services, and Kaupule resource constraints are cited as a few of the key issues and challenges facing the sector, all of which have led to lower education standards and school performance.

Spending on primary education was also considered part of the government budget expenditure priorities, from as early as 2000. The government increased the budget allocated to education, in order to achieve **"better education".** Fourteen strategies were outlined in NSSD as described in the matrix in Annex V (Te Kakeege II (NSSD 2005-2015)) and were listed in Chapter 1. For each one of these fourteen strategies there were detailed projects and programmes for implementation. Some of these projects and programmes were discussed in previous parts of this Review and others will be mentioned later on. Of particular, the education and training priorities and strategies for 2005-2015 as specified in NSSD were:

- *Teaching and learning*: (a) increase teacher training and skill upgrading; and, (b) provide adequate classroom equipment and materials to support the curriculum, including libraries and text books.

- *Environment for teaching and learning:* (a) upgrade and maintain school facilities (including dormitories, kitchens, staff houses, etc.) to a standard conducive to teaching and learning in a healthy environment; and (b) review career and salary structures of the education service to reflect the priority and importance placed on education.

- *School curriculum*: (a) review and redevelop school curriculum's to better meet the needs of students (and the economy); (b) expand vocational and technical education; (c) expand and improve instruction in mathematics, computer, and science subjects; (d) add courses in local customs, culture and traditions skills; and, (e) offer student counselling to guide career and personal development.

- *Education services for special need students:* (a) provide government support to worthy private schools; and (b) provide special needs education for preschoolers, disabled and handicapped, with NGOs support.

- *Management of the education system:* (a) increase the number and improve the quality of school inspections; (b) certify that inspection recommendations are complied with; (c) department of Education to regulate and manage pre-schools; (d) establish a junior secondary

school system; (e) consult with the private sector so labour market needs are better met; (f) TMTI is on and stays on the IMO White List; (g) amend bonding policy to retain a higher number graduates in-country; (h) provide more information on the labour market; and (i) formulate and implement a Human Resource Development Policy and Institutional Framework.

All of these education and training priorities and strategies were aimed at improving national education development and achieving the EFA Goals.

Assessment of the Strategies

Given the strategies and priorities for education and training outlined in NSSD, the government formulated TESP I to improve both access to and the quality of education, as well as efficiency and effectiveness. TESP I also placed great emphasis on the curriculum, expansion of formal and non-formal education skills for young people as well as expanding upper secondary education opportunities through a well-regulated partnership between the government, parents, communities and the private sector. In response, the government together with the Australian Agency for International Development (AusAID) introduced the Tuvalu Education and Training Sector Master Plan (ETSMP) and funded by AusAID. ETSMP provided suitable education and training opportunities for those who leave schools early (drop outs). As a result of these efforts and other programmes, TVET was introduced into secondary schools in 2009 and into primary schools in 2010.

Further, AusAID supported TESP I in developing a primary school core curriculum and introduced the "Tuvalu curriculum-based textbooks". Teachers received in-service training to enable them to teach the curriculum more effectively. Under TESP I, the Tuvalu Australia Education Support Project (TAESP) (1995-2004) supported primary school teachers by providing training in the teaching of English, Mathematics, Social Science, Basic Science, and Business Studies. These subjects are the five curriculum target areas that were also developed under the TAESP for primary schools. Teachers were also sent to Australia for English language training. There were five cohorts of five teachers who attended Griffith University in Brisbane from 2002 – 2004, for training to improve their language skills. The training also included teaching skills in the Teaching of English as a Foreign Language (TEFL) conducted by technical consultants from the Griffith University under the TAESP in 2002-2003. However, not all primary school teachers were selected to participate in these workshops. Still, the upgrading of primary school teachers in TEFL saw more than 50 teachers benefiting from this upgrade.

At the same time, TESP I expressed an underlying need for a national assessment policy which was developed in 2008, and it is still in a draft form. The draft assessment policy was intended to be used by the Curriculum and Assessment Unit within the EdDep, school principals, and head teachers and classroom teachers/educators. The policy was supposed to inform parents and all other stakeholders (Kaupule) on the process of assessment in schools. The policy aimed to assist each school to develop school-based assessment practices to improve student learning through the quality of learning programmes, and provide schools with a framework with which to develop school assessment policies[11].

Under TESP I, both the government and the MoE anticipated strengthening their monitoring function through the implementation of a Monitoring and Evaluation Framework but the framework was not developed. The plan also placed special emphasis on the encouragement of parental and community support for educational infrastructure and activities, as well as involvement in the classroom and extracurricular programmes.

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[11] In Annex V, excerpts are presented from the Assessment Policy, the National Curriculum Policy Framework and the Textbooks Policy.

TESP II came as a response to the major factors affecting the quality of education which were not fully realised under TESP I. Unlike TESP I, which was a list of activities, TESP II was presented in a logframe format focusing on the improvement of education quality through the improvement of test scores for students sitting the NYEE. TESP II was expected to (a) improve the relevance and quality of the curriculum, (b) improve student achievement through provision of more transparent assessment practices, (c) increase access and student participation at all levels, (d) provide infrastructure and programmes to increase access and student participation, (e) improve the efficiency of management at all levels of administration. (f) Improve the efficiency of data collection and management, and (g) improve the management of qualifications at the national and regional level.

TESP II's strategies – which again were in line with NSSD strategies - included:

1. Development and implementation of professional standards for teachers, head teachers and principals;
2. Development and implementation of an outcome-based curriculum for Years 1-7 for basic science and social science[12];
3. Implementation of Tuvalu Standardized Test of Achievement TUSTA assessment for Years 4 and 6 to monitor literacy and numeracy proficiency; and
4. Implementation of the revised EdDep structure through establishment and recruitment of new staff positions and realignment of functions (MAF, 2013, p.12).

The main strategy was to improve quality education through six objectives each having its own implementation strategy and expected outcome (i) improved effectiveness of teaching, (ii) strengthened performance evaluation and professional improvement mechanisms for teachers, (iii) institutionalisation of the teacher training unit, (iv) effective and more coordinated student support services, (v) capacity building on TVET, and (vi) ICT training for teachers.

From a management point of view, TESP II focused on strengthening partnerships between the EdDep and the Kaupules; with community and stakeholders; partnership with and networking with businesses, NGOs, other government ministries and departments; conduct community support awareness programs with all stakeholders and school communities; and partnership with regional and international organisations. Strengthening collaboration with Ministry of Health with health promotion initiatives in schools was also a focus.

In relation to EFA Goal 1, the TESP I and II both emphasised the importance of working in partnership with ECCE centre management committees, parents, Kaupule, private providers and other stakeholders to improve education, care and development of the child as a whole. In April, 2004 a consultation team consisting of three members funded by NZAID consulted with all stakeholders to support the formulation of an ECCE policy. The National ECCE policy was endorsed by cabinet in August 2007 (though it is still in a draft format). The EdDep recognised the importance of the early years to a child's whole development and affirmed its intention to continue encouraging and supporting NGOs, communities, Kaupule and private providers to develop and manage the ECCE centres more effectively (ECCE, Policy 2007).

The Tuvalu national ECCE Policy 2007 indicated that all programmes provided by the government, teachers, mothers, Kaupule and any interested stakeholders to children of age three to five years old must be developmentally and culturally appropriate and should be conducted in the Vernacular wherever possible, with a 1:10 teacher child ratio. Further, the ECCE centres must operate only once approval of recognition is given by the Director of Education, and the programmes must operate a minimum of 15 hours a week. Prior to approval, the EdDep will assess the facilities, resources, teaching programmes, teacher qualifications and the constitution of the centre management committees to ensure that these requirements are met and the Management Committees or Kaupule or

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[12] Year 1 – Year 7 English, Maths had already been developed, while Year 8 English, Maths, Basic Science and Social Science were already outcomes-based.

private providers are responsible for the establishment and operation of ECCE programmes. These include the provision of safe buildings, employment of qualified teachers, provision of appropriate resources and maintenance of all facilities and equipment, and the teachers employed must be qualified ECCE teachers. Remuneration for teachers should be commensurate with their teaching status and qualifications [qualified vs unqualified] and basic training from the MoE. ECCE teachers should work with the ECCE Advisory Board, families, communities and other organizations to promote the health and wellbeing of the children.

In relation to EFA Goal 2 and in 2013, the government published "The MDG Acceleration Framework: Improving Quality of Education" (MAF). The action plan for MAF was closely aligned with the TESP II. MAF was produced in order to accelerate development for the achievement of MDG 2 (as with EFA Goal 2) which aims to ensure that "all children will be able to complete a full course of primary schooling by 2015". Tuvalu has made significant progress towards achieving this goal and it is "highly likely to be achieved by 2015" (MAF, 2013, p. 12). The MAF constitutes a systematic means by which to identify the bottlenecks slowing down the implementation of MDG-based strategies and policies, and to devise rapid-impact, well-structured solutions in the form of an action plan designed to streamline and synergise the government and development partners' interventions in order to enable Tuvalu to realise its priority MDGs. It specifies in detail the necessary interventions, the costs associated with each action and the various actors and partners involved in implementation for three years (2013-2015).

Again from a management perspective, the successful implementation of the MAF's action plan was dependent on a number of principles: a high level of ownership by the government and its partners; commitment on the part of partners identified by the exercise in mobilising the necessary financing; a monitoring-evaluation system for the process; and acceptance of the MAF document by all stakeholders in education, including communities, parents, Kaupule, churches, NGOs, the private sector and as well as the development partners and international and regional educational institutions. Again, the implementation of MAF will benefit the achievement of UPE and thereafter EFA Goal 2.

In relation to EFA Goals 3 and beyond and as noted throughout the various documents, Tuvalu again has commitments to the MDG's, and EFA agenda, commitments that address the key strategic goals of: access and equity; quality; efficiency and effectiveness. To start, the Tuvalu National Curriculum Policy Framework (TNCPF) developed in 2013, reflected these commitments in an integrated fashion in the curriculum. TNCPF was developed as a guiding framework for all curriculum requirements from pre-school to Year 13. It is a first of its kind for Tuvalu. The TNCPF sets out clear systems-level policies, concepts and principles of teaching and learning. At the same time, it challenges schools at all levels in their practices when determining their school curriculum, designing and delivering learning programmes, assessment opportunities, reviewing and improving whole school curriculum and classroom programmes to generate excellence and equity in students' learning outcomes. The TNCPF is built on Tuvalu's aspirations for her children and youth that have been articulated through various strategies and plans, i.e., the NSSD, both Te Kakeega I and II. It is also the result of progressive and cumulative efforts of TESP I and II, and other education strategic plans as well as the extensive community consultations carried out by the EdDep.

The TNCPF provides the official policies, concepts and principles to guide the development, implementation, evaluation and review of curriculum in Tuvalu; which apply to the curriculum at the national level and at the school level, assist curriculum design at the national level in terms of determining the learning areas, the subjects of study within each learning area, and the required learning in terms of the objectives, outcomes and indicators of achievement for each subject. The policies are used as a basis for continuing review, evaluation and improvement, and for teachers and schools in their practice when determining the school curriculum, designing and delivering learning programmes, assessment opportunities, reviewing and improving whole school curriculum and classroom programmes.

As for in-service training, the training to support serving teachers in both primary and secondary schools has presented considerable challenges to the EdDep. The high cost of travel and unreliability of communications mitigates against providing consistent programmes of support either at the school or national workshop level. The EdDep has a team of three School Supervisors who provide professional support programmes for schools and teachers consisting of three two-week outer island visits per year – one to each of the three island groups (interview with school supervisor). Still, a second Teacher Upgrading Programme was implemented in 2006-2008 for teachers who were teaching Years 7 and 8. The programme focused again on upgrading teachers in competencies for teaching in the five subject areas mentioned above. Certificates of participation were granted to these teachers and the programme was funded under PRIDE and by AusAID. Teachers received in-service training during the term breaks, with 50 teachers and head of teachers benefiting.

The last training was the "Teacher Competency Project" (2009-2010) funded by the Government of Japan. More than 22 teachers benefited from this training which consisted of 15 modules developed and delivered by SPBEA, UNESCO and UNICEF. School supervisors and the EdDep have also benefited from this training.

Training on School Based Management (SBM) was also provided to all primary school teachers, head teachers, EdDep Managers, and Kaupule members (this was proposed by UNICEF as described later in this part). The training was conducted for four terms on school improvement planning and budgeting based on school plans. This training was funded by UNICEF-AusAID with the anticipation of releasing school grants to schools. The training also included training on teacher standards and principal professional standards. These standards were trialled in Funafuti and two schools have already received the standards. Teacher standards were reviewed before passing them into schools.

Tuvalu has invested heavily from its own budget in education and has allocated on average 25% of its total budget to education, exclusive of donor contributions. However, the majority of the education expenditure is allocated to salaries. On average, between 2008 and 2013, 82.1% of primary school total expenditure (including donor assistance) was absorbed by staff salaries and housing allowances, leaving little for operations and school learning materials. Whilst primary education is officially free, schools ask parents to pay a "school contribution" which ranges between $A2-5 per term. In addition, parents must provide children with school uniforms and purchase stationary as well as textbooks. The percentage of education expenditure spent on salaries has increased for both primary and secondary schools. In 2013, this accounted for 90% of primary expenditure and 66% of secondary. This leaves little for operations, maintenance of schools and equipment, procurement of furniture, curriculum development, libraries and provision of specialised training for teachers. The limited funds for operational costs mean that schools rely on community fund raising to assist in buying equipment such as photocopiers and other purchases, some of which involve substantial amounts for families. Continuous community contributions at the primary school level put considerable pressure on the already depleted household disposable incomes, especially when there is more than one primary school aged child in the household.

Contributions by Development Partners
As a small country with very limited resources, Tuvalu is heavily dependent on development partners' support – in terms of technical assistance and budget support. Donor partners and aid agencies, AusAID, ADB, and UNICEF Pacific have all provided scoping missions and funded activities all in line with NSSD, TESP I and TESP II. The most recent development assistance, among others, came from UNICEF Pacific Office (2011-2015) in a document entitled: "Achieving the Education for All in Tuvalu". The document proposed a five years approach for UNICEF's technical and advisory support, to be implemented in two phases (Phase One from 2011-2012 and Phase Two from 2013-2015) with an emphasis on strengthening the MoE's strategic and planning capacity.

UNICEF's support was aligned with the priorities and strategies that were set out in the *Pacific Education Development Framework (PEDF) 2009-2015* and TESP II. Specifically, UNICEF's support aimed to improve the efficiency of management at all levels of administration (as was

foreseen in TESP II, p.9). The main goal was to increase the numbers of primary school aged children achieving academically by Year 8 across all primary schools. By 2012 (end of phase one), it was expected that all primary teachers of Years 1 to 3 as well as 7 and 8 would have embarked on an accredited, longer term training programme. Further, the Performance Assessment Framework for the TESP II (which yet to be developed as was the case for TESP I) would serve as the Monitoring and Evaluation framework for Phase Two of the programme.

This initiative is expected to contribute to improving quality education, which will be monitored through the pass rates for the NYEE. The MoE commenced this programmatic support to improve learning outcomes in Tuvalu through implementing targeted interventions in the areas of school-based management (SBM); teacher training and development; Early Grade Literacy (ECCE); and education planning. The goal of the programme is to increase numbers of primary school aged children achieving academically by Year 8 across all primary schools. Phase One included scoping, consultations, and design of programme interventions as well as research to inform programme development. By the end of Phase One, designs for the three key programme interventions were approved for initiation in early 2013. It was therefore expected that, by early 2013, all primary teachers of Years 1 to 3 as well as Years 7 and 8 will have embarked on an accredited, longer-term training programme. Further, a performance assessment framework for the TESP II will have been completed and will serve as the monitoring and evaluation framework for Phase II of the programme.

The proposed programme will support schools to implement a whole school development approach to increase the learning outcomes of students in Tuvalu schools. The interventions that have been selected would benefit 18 ECCE schools, 10 primary schools and two secondary schools (approximately 3,219 pupils and 237 teachers), which serve nine islands (approximately 11,000 people), across Tuvalu. The programme participants are school children, teachers and other school staff, education department staff, the Kaupule, Parent Teacher Associations, School Committees and community members in the country. The programme would work to ensure that schools' and students' performance increased as a result of the interventions and that all school children benefit from the programme. Though some outcomes of UNICEF's programme support were reported by the school supervisors interviewed and reported above, it would be worthwhile mentioning the components of the programme of support. The support included:

- Assisting Tuvalu to design and implement a School Based-Management (SBM) programme across all primary schools, which included a blueprint for a school grant scheme in Phase Two. Such a scheme would focus on improving efficiency, quality and equity at the school level (UNICEF, 2012, p. 11). These interventions are in line with TESP II's focus on strengthening the quality of leadership and management at the school level. SBM promotes the role of the individual school represented by the totality of its school community as the primary unit for improving education, by giving support to schools to implement a whole school development approach to increase the learning outcomes of students, as well as providing a school grant. The programme would seek to use existing governance structures such as the Kaupule, School Management Committees and Parent Teacher Associations to support and monitor the SBM reforms, and engage recently retired education professional to provide support at the school level.

- Design of a subject specific upgrading programme for Years 7 and 8 teachers over five years [UNICEF provided the training module mentioned above], to improve the competencies and skills of junior secondary teachers and in doing so contribute to enhancing students' learning. This would bring all teachers to an equivalent of a professional certification, and would enable them to meet the standards required for teacher certification. These interventions were again in line with TESP II's focus of strengthening in-country teaching of key learning areas, specifically mathematics, English, science and social science. This strategic intervention included the development of a teacher's Code of Ethics, and research on Time on Task, absenteeism and school dropouts.

- Early Grade Literacy was the third strategy adopted by UNICEF to give support to the MoE to design and implement an ECCE programme that focused on strengthening young children's (ages

3 to 8) early development and readiness for starting school at the prescribed age and with the appropriate competencies. Among its components are teacher capacity development (pre-service and in-service) and training for teachers in ECCE in child development, development of ECCE standards, and provision of early grade language and literacy support. All these objectives are part of TESP II.

- Supporting the education planning and administration capacity of the EdDep. This strategy considers the fact that Tuvalu is a small island state which requires assistance with capacity development in education sector planning, policy development, research and policy analysis, performance indicator development, costing and development of medium term expenditure frameworks. Again this support was very much aligned with the PEDF (2009-2015) and TESP II, specifically to improve the efficiency of management at all levels of administration. Out of this came the support to strengthen the EMIS and move from the Excel based system to a computerised data-based system in line with the objectives of TESP II.

Following a scoping and design mission in 2008, AusAID has refined its assistance to the education sector by focusing on improving numeracy and literacy rates at the primary school level and ECCE through the provision of learning materials and resources; TVET through the provision of technical assistance support to the EdDep; teacher capacity development and training; water security through the supply of water tanks to schools; and support to the Medium Term Expenditure Framework (MTEF) process. This support is additional to the ongoing scholarship assistance AusAID provides to Tuvalu each year.

In response to the low passing rates in the NYEE, the EdDep has formulated a new national programme called the "Tokai initiative" that represents the Tokai School Improvement Program (ToSIP). The ToSIP aims to identify gaps in achievement through the administration of standardized tests and to develop and implement a focused learning programme to improve student performance for Years 5, 6 and 7. The ToSIP, which complements the TUSTA programme that monitors student learning achievements in numeracy and literacy at Years 4 and 6, is planned to be implemented in 2013.

Enabling-Constraining Factors

An important element for Tuvalu to achieve the EFA Goals is its commitment to developing its population and assisting every individual to achieve their full potential. With its limited resources, the country devoted up to 25% of its total expenditure to education. As a small state, it depends very heavily on financial and technical support as well as budget support from its development partners and donors. The country has developed an Aid Information Management System which is regularly reviewed. In 2013, Wrighton and Chamberlin reported that there were 145 projects financially supported by 26 donors either ongoing, completed, or planned during the 2012-2015 period. The total value of the projects over the four years covered was $105.2 million. A high proportion was allocated for general and sector budget support (39%) of the total amount from Australia, Republic of China, Taiwan, New Zealand and other donors who provided cash support for earmarked sector or general budget support.

The government has given a high priority to financial as well as technical support from the development aid to the MoE. For example, the Ministry of Finance received the largest quantum of donor assistance and the largest number of projects ($35.1million and 23 projects); while the MoE was second in both the number of projects (22 projects) and the amount of assistance it attracted $18.2 million (or 17% of total donors' support). This included earmarked expenditure on education capital projects (civil works and equipment) which over four years amounted to nearly $7.3 million (2012-2015). Civil work was for upgrading the MSS and equipment for MSS's e-learning, a truck and a tractor. The rest of the earmarked funding over 2012-2015 was for secondary education which was marked to receive the largest portion of donor assistance (49%), in comparison with 1% for ECCE, 6% for TVET, and 25% for tertiary education. Around 19% of donor assistance allocated to education was not specified. However, a total of $3.5 million was allocated to achieving the EFA Goals in

Tuvalu, $3.2 million for in-service training, and $1.5 million for pre-service training (both funded by AusAID) and almost similar amounts funded by NZ. A small amount was earmarked for primary and TMTI.

Despite these enabling factors, the major constraining factor for economic progress and development is Tuvalu's small population which creates diseconomies of scale, and which will always exist. In the case of education, the pupil-teacher ratios are often inefficient – the current ratios are very low. The unit costs for teacher training and any new curriculum and related material development will be high – only five teachers can be trained overseas at any one time, or to have training over school term. As a small state, staff with the EdDep need to perform multiple functions. The dispersal of the population across nine atolls increases the costs of school supervision, procurement, and delivery of supplies. Tuvalu is also relatively isolated from major sources of supply and training because flight connections are infrequent and expensive. Though poverty is not considered an issue, the government acknowledges wide disparities in access to services and cash income between the population in Funafuti and the outer islands.

To add to these constraints, the planning and management capacity of the MoE has been limited. TESP I was a comprehensive list of activities to improve education instruction and management. As such, it lacked prioritisation and costings of its activities which would have assisted with allocation of resources to its five overarching objectives. In addition, the lack of prioritisation has made it difficult to coordinate MoE and donor activities (especially from Taiwan, AusAID, NZAP, EU), which has led to an activity driven approach. The MoE conducted a review of TESP I in 2011 and noted that 19.4% of activities had been completed (defined as over 75% progressed), 2.8% of activities had made no progress (defined as less than 25% progressed), with the majority of activities (77.8%) still in progress (defined as above 25% but less than 75% progressed) (quoted by UNICEF, 2011 from Presentation by the MoE on TESP I (2006 to 2010): Achievements and Challenges, slide 5).

TESP II noted the need for a more reliable and more robust education database, and decision making support system. The current data system is unable to facilitate the type of analysis that is required for planning, decision making and effective monitoring. In addition data is scattered across the Government of Tuvalu and within sections of the MoE resulting in disjointed data, weak validation, and the late submission of essential data.

There is overall very little documentation of policy within the MoE. In some cases it remains in draft form, for example the ECCE Policy has been in draft form since 2007, the assessment policy since 2008, and the National Education Policy since 2009. In addition, there are some instances where policy is said to exist but schools rely on a "common verbal understanding" rather than any written policies, rules or guidelines. TESP II highlighted the need for the Education Act to be reviewed, the Education Advisory Committee to be revived, and the need to strengthen capacity in planning and policy development within the MoE. Despite high overall expenditure and good student–teacher ratios, there is concern about the quality of education and/or the learning outcomes achieved by students. Basic numeracy and literacy rates are declining and pass rates of secondary students sitting external exams have dropped. Tuvalu is experiencing growing concerns over a high failure rate (averaging over 50% in recent years) of the NYEE as entry to secondary education. Students who drop out or are pushed out at this point, have very few employment opportunities. The major employer is the Government of Tuvalu and the requirements for these jobs are mostly academic qualifications from accredited tertiary institutions. Those completing secondary education up to Year 13 have limited access to these jobs. Those who have good secondary exit results have an opportunity to secure tertiary (scholarship) opportunities. Those who do not have good secondary results seek employment mostly in the private sector in retail jobs and other semi-skilled jobs. TVET or skills development programmes offer an alternative pathway for students on trade related programmes to give them skills in order to undertake further training or develop skills they can use when they go back to their villages.

Specific constraints were also identified by the MAF. These bottlenecks were identified to be within the four areas of priority interventions in education to achieve MDG2 (MAF, p13-15). MAF identified over thirty-five key strategies/solutions for short- and long-term implementation, to target each of the four types of priority interventions. The bottlenecks for each priority area are as detailed below.

The bottlenecks for the improvement of teacher professional standards are: (1) Poor teacher attitude and lack of commitment; (2) ineffective teacher performance management and oversight; (3) frequent changes to teacher posting and classification.

For the implementation of outcome-based curriculum; the bottlenecks are: (4) Internal assessment component of syllabus not incorporated into Years 7 and 8 assessment; (5) outcome-based curriculum is limited to English and maths for Years 1-8 and basic science and social science for Year 8; (6) gender awareness not formalized in classroom learning activities; (7) insufficient contact hours between teacher and student for Years 7 and 8.

For the improvement of literacy and numeracy proficiency (TUSTA); the bottlenecks are: (8) Monitoring and assessment of student performance is not effective, and is limited to Years 4 and 6 only.

And for the improvement of institutional capacity of Ministry of Education; the bottlenecks are: (9) Shortage of skilled staff to carry out roles of EdDep effectively; (10) absence of effective partnerships with communities, parents, Kaupule, NGOs and churches; (11) insufficient funding allocated from national budget to maintain key education priority programmes.

Lessons Learnt

Though Tuvalu is a small country with limited resources, it has almost achieved UPE. This has been achieved through the cumulative effort of the government and the MoE. As for the socio-economic-cultural development approach, Tuvalu developed the NSSD for 2005-2015 and built on it for the development of education and human resources over the same period. NSSD gave the MoE the opportunity to develop its own strategic plan (TESPI). This ensured that all of Tuvalu's development plans and strategies were aligned with each other and are strongly linked. Each was a corner stone for the one to follow. Its educational planning was for a shorter term than NSSD (5 years) and the first TESP was reviewed at the last year of its implementation. Lessons learnt were then used to develop TESP II. This cycle of planning-review-redesign-planning has achieved progress within the education system.

Still, Tuvalu has made sure that donor support is aligned with its own strategies for the development of education to achieve the MDGs as well as the EFA Goals. Various scoping missions and donor design strategies were made in line with TESP I and TESP II as well as with the NSSD.

In planning to accelerate progress to achieve the MDG especially MDG2, the government's motto was "improving quality education". As such the MAF Action Plan was also aligned with the TESP II. This plan was one of the main outcomes of the process for the acceleration of MDG2. It specifies in detail the necessary interventions, the costs associated with each action and the various actors and partners involved in implementation. Concerted efforts were put in place to finance the MAF from many diverse but complementary partners. As with other strategic planning efforts, the MAF had a diverse level of consultation with the wider community, high level of ownership by the government, commitments and acceptance from all parties, and a monitoring and evaluation system for the implementation process.

In conclusion, these strategies and approaches were of benefit to the country in general and to the education sector in particular: ownership by the government-community, alignment between various national strategies and between donor strategies, participation by all communities, and harmonisation with most education needs.

Chapter 4 - Emerging Challenges and Government Priorities

Major Emerging Development Challenges

Tuvalu is a country with a small population and very small land area spread over nine atolls. It is one of the smallest of the Pacific Island States. The dispersed population, isolation from neighbours and small natural resource base limit prospects for economic growth and development. Slow population growth and declining dependency ratios provide opportunities for improvement in the quality of services rather than just quantitative expansion. However, the creation of cash income opportunities has been low, the capacity of the public service is limited, health services are struggling to meet the demands of changing lifestyles, and rapid urbanisation is beginning to stress the physical and social fabric of the capital Funafuti. There is a high degree of vulnerability to external economic and environmental events; Tuvalu is among those countries expected to suffer the greatest impact of climate change. To some extent offsetting these problems, the country has the advantages of a strong and resilient culture, a reasonably egalitarian society, strong democratic principles, and a record of prudent fiscal management (UNICEF, p.6).

Given the above, there are several key development challenges that continue for Tuvalu. These challenges were in the past and are still in the present, and have been identified in all strategic documents from as early as 2000 to the present. For example, and according to the NSSD, the development challenges include the limited natural resource base; the widely scattered and sparsely populated island geography; the small domestic market with little potential for economies of scale; the access to international markets is expensive; the increasingly competitive international markets for tourism and investment; the social and cultural system with limited understanding and experience of business concepts and practices; the limited business opportunities in the domestic economy; the land and capital market development constrained by small size, social values and traditions; and the poor absorptive capacity for major investment (Box 3.1, NSSD, 2005, p. 11).

From a public management perspective directly bearing on education, the challenges are also coupled with various structural weaknesses: large and continuous trade imbalance; large public sector with a low productivity rate and the sector lacks focus on customer service; pervasive government ownership of enterprise activities, many of which require fiscal concessions and (or) subsidies; often weak fiscal situation; small under-developed private sector which accounts for only one-quarter of GDP; high tax rates and import duties; investment approval process that is non- transparent and burdensome for investors; underdeveloped financial system typified by low domestic resource mobilisation; growing labour force experiencing high levels of under-employment; and land tenure system that makes it difficult to obtain land for commercial development (quoted from Box 3.2, NSSD, 2005, p. 11).

Tuvalu has depended on budget support and donor assistance to overcome some of these challenges and weaknesses. The largest and most involved donor support has come from Australia. For example, the Tuvalu, Australia and ADB Joint Country Strategy 2007-2011 identified three key pillars for ADB and Australia's assistance programmes[13]. The first pillar focused on supporting Tuvalu's recurrent expenditure and building future financial reserve needs through contributions to the Tuvalu Trust Fund. The second pillar looked at effective fiscal management while the third pillar focused on improving the quality of Tuvalu's education system, in particular vocational skills development, including the TMTI. Indicators of progress for the new strategy were improved pass rates at Year 8 and Year 10 external examinations. Australia's support promoted a holistic approach to the education sector and was guided by national sector strategies and plans. Other development partners who are

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[13] Out of the allocated expenditure for 2012-2013, Education and Human Resources received 22% of bilateral programme, or $1.4 million; 50% of Tuvalu's GDP and 70% of domestic revenue; $30.7 million in development assistance in 2012 and $27.8 million in 2013. Australia provided $12 million in 2011/2012; and $13 million in 2012/2013, second largest after Japan.

currently or recently active in the sector include ADB, EU, NZAID, JICA, ROC, UNESCO and UNICEF. Regional agencies recently involved include PIFS, PRIDE and SPBEA.

Again, the Aid Information Management System mentioned above showed that there were 145 projects supported by donor ongoing, completed, or planned during the 2012-2015 period provided by 26 donors through financial support to those projects to a total over the four years of $105.2 million. A high proportion was allocated for general and sector budget support (39%) within total assistance flows from Australia, Republic of China, Taiwan, New Zealand and other donors who provided cash support for earmarked sector or general budget support. The Ministry of Finance received the largest quantum of donor assistance and the largest number of projects ($35.1million and 23 projects); while the MoE was second in both the number of projects (22 projects) and the amount of assistance it attracted $18.2 million (or 17% of total donors' support).

As far as education is concerned, there are several emerging (as well as more continuous) challenges facing the sector still despite the achievements recorded since the inception of the EFL and beyond. The most recently identified challenges came from the MDG-MAF (2013) document which identified 11 bottlenecks facing the achievement of quality education as outlined in Chapter 3 (MDG Report, 2011, pp. 37-38).

New National Policy Directions
Policy directions were set at the national summit for sustainable development that was held in Tuvalu in 2004 which endorsed the commitment of Tuvalu people to sustainable development that will ensure that the values enshrined in its motto – Tuvalu mote Atua – will see a healthy, educated, peaceful and prosperous Tuvalu by 2015. As noted in Chapter 1, the summit also agreed upon eight national strategic focal points or directions for the country to work towards by 2015. These eight national strategic priorities reflect the concerns, challenges and the aspirations of Tuvaluan people for the future development of their country. The NSSD presented these national development priorities and these continue to be the focal point for the present, and possibly for the near and/or distant future. *The strategies were listed in Chapter 1 and are discussed here.*

Good governance was considered crucial to the successful implementation of the NSSD priorities. The key priority areas included property rights and the availability of land for commercial purposes. The traditional Tuvaluan land hold system needs to be considered carefully in light of further land development. Another key priority area was urban management particularly in dealing with land and waste management on Funafuti. The priority given to land rights and management is a growing concern as it has its impact on families' livelihoods, health and subsequently on incidences of hardship for a growing number of families – particularly on Funafuti. There is also concern with local government and governance standards in the outer islands. The establishment of the Falekaupule Trust Fund in 2000 was to encourage local government on each island to take more responsibility for its own development. Further, a challenge for good governance is to put in place regulations, policies and strategies that will encourage economic growth appropriately for Funafuti as well as for the outer islands. NSSD made recommendations on several strategies in public sector reform, public administration, fiscal management, and for public enterprise management to create an economically favourable climate for further growth (for further on this strategy, see pages 6-7 of NSSD, 2005).

Macro-economic growth and stability was needed in order to have a prosperous Tuvalu by 2015. With increasing migration from the outer islands to Funafuti, increasing unemployment rates and a shortage of land, the government has made it a priority to increase the private sector's share of the GDP to at least 50% by 2015. At present the government is the largest provider of formal employment and it recognises that the private sector has to be significantly enhanced in order to create more job opportunities and contribute to the GDP. In recognising that Tuvalu has limited resources, the NSSD prioritised investment in programmes that were already providing high rates of return, including primary education, health and employment oriented programmes such as technical/vocational education provided by TMTI. Similarly, the government planned to tighten its budget and ensure that investments were properly prioritised and future maintenance was carefully planned. In light of these

constraints, the government looked into finding innovative approaches such as the Tuvalu Trust Fund and the European Union Development support programme that have proven successful in the past – to see through these challenges (for further on this strategy, see page 8 of NSSD, 2005).

Social Development: Health, Welfare, Youth, Gender, Housing and Hardship and Poverty Alleviation were considered crucial for developing the total well-being of Tuvaluan people. Several priorities areas were considered under NSSD, especially in health services. Although there are limited resources for the health sector particularly for the outer islands, there were nevertheless areas that can still be developed. Thus, one of the priorities was to strengthen the management and operation of health services including adopting more cost-effective measures both in the provision of health services in Tuvalu and also managing the high cost of the overseas medical treatment scheme. Health services were also set up to improve the delivery of health services to the outer islands through working collaboratively with NGOs, Falekaupule and civil societies in the outer islands. The cases of HIV/AIDS and increasing number of NCDs were also key priority areas for the health sector – awareness programmes and health education strategies. The growing housing problem was also a priority for the government under NSSD, and the implementation of national building codes that take into account problems of security, water and sanitation, building standards and natural hazards. NSSD also included review of land leases and developing an urban management plan for Funafuti and it has set in place strategies to address growing concerns with youth, increased participation of women in micro-enterprising activities and also in the promotion of sports as part of a healthy lifestyle (for further on this strategy, see pages 9-12 of NSSD, 2005).

Outer Islands and Falekaupule Development was also considered crucial not only for the development of the outer islands but also for the reduction of the social, environmental and economic burdens on Funafuti. The challenge for the Falekaupule was how to reverse the migration trend to Funafuti. With this internal migration, there was evidence of a decline in the subsistence economy. This has subsequently impacted on food security for Tuvalu amongst other things. In search of formal employment younger people were moving to Funafuti thereby contributing to increasing unemployment on Funafuti, increasing pressure on households and land, increasing dependency on imported food and beverages adding to incidences of NCD and problem of waste management. Thus, NSSD put forward key strategies for the development of the outer islands, such as placing more resources to improve standards of administration and governance of the Falekaupule. Alongside this was the increased delivery of sustainable financial resources and public sector services to the outer islands, and the promotion of business development particularly maritime training and employment. The government has also put in place policy objectives for the promotion of Tuvalu culture in order to increase living standards of the outer islands. The strategies were intended to further opportunities for development in the outer islands and thereby indirectly allowing room for better management of Funafuti urbanisation.

Employment and Private Sector Development has to be further supported in order to take in the increasingly unemployed youth as well as to drive the vision of this national strategic plan. In order for Tuvalu to achieve their vision of a prosperous country, it was envisioned that the private sector has to be further developed. Currently, the main employer is the government excluding the seafarers on foreign vessels. There is evidence of declining subsistence and informal employment and these need to be reversed. The NSSD has several policy objectives intended for the development of the private sector including the creation of a conducive investment environment, creating sufficient jobs and other economic opportunities to meet people's needs, providing adequate and cost effective infrastructures such as communications, water, power and transport. Of particular importance in the current strategic plan was the maintenance of Tuvalu seafarer's status on the white list. Through NSSD, the government has recognised the importance of having a closer working relationship with the private sector and has put in place strategies to foster this. It was very clear that the private informal and formal sectors need to be significantly improved in order for the national goal to be achieved.

Human Resource Development was the key to the achievement of the NSSD. Tuvalu has always recognised the importance of its human resources and the role that education plays in preparing Tuvaluans for life in Tuvalu and abroad. Despite the relatively high investment in education, there was a belief that the quality of education was not meeting the needs of the country. Issues of quality, quantity and relevance have been identified as priorities for the development of human resources in Tuvalu. The NSSD has set up several policy objectives to address the issues of quality and quantity in the education and training sector. These issues included the training of teachers, improvement in classroom facilities, and curriculum to better meet the needs of the people and the country; inclusion of science and technical and vocational training as crucial parts of the curriculum, and other policies to ensure scholarship students return and work for Tuvalu. As with other priorities areas, it is also vital for the education system to maintain TMTI's white list status.

Natural Resources: Agriculture, Fisheries, Tourism and Environmental Management are limited and demand greater sustainable mechanisms to ensure that while they bring benefits to the current population they were not over exploited. Evidence shows the decline in this sector particularly in the agricultural sector. The NSSD has put in place several core strategies to improve the agricultural sector including strategies for the private sector to assist in providing and marketing for local produce and the inclusion of more agricultural subjects in the school curriculum. The government has also plans to clarify regulations and policies to promote the fisheries sector. The most pressing issues for Tuvalu were (and are still) the impact of sea level rising and the change in global climate. With a vulnerable environment, the NSSD has core strategies to implement urban and waste management plans for Funafuti, establish national adaptation and mitigation policies, increase the number of conservation areas, and encourage international adoption of the Kyoto Protocol and Multilateral Environment Agreements.

Support Services and Utilities available in Tuvalu must be cost effective to operate and be able to provide good services in order to attract investment and also employment opportunities. NSSD put several strategies in place to ensure that the provision of support services and utilities were in a condition to support economic growth on Funafuti and in the outer islands.

Throughout these priorities were several key cross-cutting issues that include the following: (i) Outer Island depopulation and the increasing urbanisation of Funafuti; (ii) decrease in rural agriculture and its impact on weakening the national food security; (iii) increasing youth unemployment; (iv) decreasing standards of nutrition and increasing incidence of non-communicable diseases (NCDs) and the growing threat of HIV/AIDS; and (v) increasing incidence of hardship and poverty being experienced by a growing number of families.

Implications for Future Education Development and New Vision
The development context of Tuvalu provides strong evidence for the key role that education must continue to play in ensuring that Tuvalu is able to meet its challenges and be able to achieve its national priorities.

Thus, future policy objectives (as well as the current ones such as those of the TESP II) should address each of these issues. In particular, future policies should ensure that there is a tight link between the education and training received by young people. That is, the education sector should be designed to produce young people appropriately trained and educated to take advantage of the economic opportunities that are available. Moreover, the system should offer diverse skills training appropriate for all people irrespective of gender

Given the performance of the education and training sector on achieving the six EFA Goals, Tuvalu has performed very well on all of the goals, especially with regard to UPE and improving quality education (to some extent). There are however more opportunities for the sector to make it more relevant and continue to improve in quality. Such opportunities were highlighted in the recent MDG Report 2011 as well as in TESP II. As a matter of fact, TESP II has articulated an appropriate vision

for the education sector "quality education for sustainable living for all" with a mission to "provide and sustain excellence in education for all". TESP II added Tuvalu's specific values which would govern the education development in the country. The values are: respect for one another; sharing and caring; participation in community activities and decisions; hard work; knowledge and acceptance of our cultural heritage and practicing one's culture; responsibility and self-reliance; spiritual values; humility and tolerance; and environment preservation (TESP II, p.1).

When decision makers within the MoE and EdDep were approached re their vision for the future education development, quality education, equity and access especially in terms of accessibility to school in each Island, and further teacher development were seen as the major directions for 2015 and beyond. They also saw the importance of making education free and compulsory up to Year 13. These decision makers recognised the importance of keeping children at school as long as possible through more relevant academic and TVET programmes that better meet their needs. Prior to the abolishing of examinations, these decision makers would like to see outcome-based reporting in place. In 2013, a rational for new forms of examination was designed. The Tuvalu Junior Certificate (TJC) examination administered to Year 10 for students to go to Year 11, those who failed repeat Year 10. In Year 12, they sit the PSSC, or the TSSC those who pass go to Year 13. Those who fail go to skills development training in applied computing certificate IV, fabrication and welding; or carpentry and furnishing. Tutors come from Fiji with practitioners as co trainers.

Currently the education system has a number of critical examinations that determine the progress of students through the school system. At Year 8 (end of primary education) a selection examination is administered (the NYEE), which selects students for secondary education. At Year 10, the TJC is administered. This marks the end of compulsory education. This examination monitors progress of students. Most if not all of these students continue to Year 11 and year 12. By the end of Year 12, another examination is administered. This selects students to continue to Year 13. Year 13 offers two distinct programmes – the first at the USP which offers a Form Seven programme administered through the SPBEA (this is for the more academically oriented students); the other offers skills development programmes franchised from the Fiji National University (FNU). The programmes offered in 2014 include Certificate IV in Carpentry and Joinery; Fabrication & Welding; and Applied Computing.

School Based management (SBM) is an intervention strategy to assist in strengthening the leadership and management capacities of schools to manage some of the operations managed at the school level. The grant is one of these – to give schools the support to operationalise things like procurement of equipment for their use and getting resources that support their development. All school managers and local governments have received training on how to manage these budget issues.

Finally, the enhancement of SBM and school-based grants are to be strengthened and extended to all schools. The MDG Report 2011 (pp.37-38) has suggested several opportunities for the development of education and training. They are included here as a conclusion for future policy directions. The priorities as delineated in the MDG Report with clarifications and further analysis added are:

Investment in early education: The concern for Tuvalu is school performance in basic education (Year 1 to 8) and it is therefore an area to investigate and invest in. Investing in basic education is the fundamental building block for a sustained economic growth. Basic education establishes the foundation for all future learning and has high potential returns for society. ECCE is still not part of the government's responsibility but rather under that of the Kaupule. The government, with assistance from development partners needs to invest in ECCE and early education where the most concern is focused. As noted earlier, large proportions of the total expenditure (including donor assistance; and both the primary and secondary education) is absorbed by staff salaries and housing allowances, leaving little for operations and school learning materials at both the primary and secondary levels. An increase to the expenditure on operations, curriculum development, teacher

training, teaching materials and maintenance is warranted in order to improve performance in classrooms.

Access to Information [and communication] Technology: In today's world, Tuvalu needs to look towards information technology. Access to information technology can improve the quality of education and expand the range of educational services everywhere. A strong prerequisite for the contemporary labour force is a high level of IT literacy, especially the use of computers and internet. It is important for the Government, with assistance from development partners to support the development of ICT at all levels of education. With internet available in all Outer Islands since 2009, internet access for all schools is warranted.

The education system needs to explore the potential of ICT to meet the goals of the curriculum framework. The power of ICT must be understood and used to implement the changes and flexibility required by the curriculum framework. At the same time, it is also important to acknowledge that it will be very difficult to achieve the stated goals in a timely and efficient manner without ICT.

Improving the enabling environment for learning: Upgrading and maintaining school facilities including dormitories and staff houses in secondary and primary schools, especially in the Outer Islands, are essential for improving the learning environment and quality of service.

Improving monitoring capacity: There is a need to strengthen the EdDep's capacity to monitor progress of achievement in education through regular, updated and verifiable data. There are still some gaps and weak areas that need to be improved in terms of monitoring.

Education services for special needs students: As articulated in the national development plan (Te Kakeega II), the government and development partners including NGOs need to support worthy private schools and provide special needs education for all students that require this.

School Curriculum: There are still opportunities for the government to improve teacher training, capacity building and curriculum to enhance the quality of education at all levels. Encouragement should be given to teachers, parents, private sector, NGOs and island communities to identify areas for improvement of education services, to be achieved with support from the government and development partners.

Chapter 5 – Conclusions and Recommendations

Recapitulation of Major Findings

Tuvalu is a small Pacific Island state with very limited resources and economic opportunities for progress and development. Its main challenges are the smallness of both its population (around 10,000 persons) and land area (less than 27 km square) spread over nine atolls. It is one of the smallest of the Pacific Island States. The dispersed population, isolation from neighbours and small natural resource base limit prospects for economic growth and development. Slow population growth and declining dependency ratios provide opportunities for improvement in the quality of services rather than just quantitative expansion. The country has high degree of vulnerability to external economic and environmental events; Tuvalu is among those countries expected to suffer the greatest impact of climate change. Still, Tuvalu has the advantages of a strong and resilient culture, a reasonably egalitarian society, strong democratic principles, and a record of prudent fiscal management.

As a small state, it depends heavily on financial, technical and budget support from its development partners and donors. The country has developed an Aid Information Management System which is regularly reviewed.

In 2000, Tuvalu committed itself to the six EFA Goals and developed policies and strategies to support these. It continued its commitment and allocated both donor support and government funding to achieve the EFA Goals. The analysis of its policy development and strategies together with the progress on the various indicators related to each one of the six EFA Goals confirms an excellent effort and progress toward the achievements of the EFA Goals, despite limited national capacity. Despite Tuvalu's heavy reliance on donor funding and technical assistance to support the achievements, the harmonisation between the various policies and strategies by government, the MoE and the development partners have also contributed to the achievement of EFA Goals.

In summary, Tuvalu has progressed well on the achievement of EFA Goal 1 as the number of children attending pre-primary/ECCE was quite high and attendance to some extent was not gender biased. Attendance at ECCE centres is not compulsory and the centres are privately run or managed by the community-Kaupule, and supported by government. Most teachers are certified to teach at the ECCE level, and a healthy student teacher ratio is achieved at this level. Still, there is still more to be done, especially in terms of quality. The unavailability of land space causes the delay of building permanent classrooms especially in the capital, Funafuti Island. Lack of implementation of the ECCE Policy is also of concern.

Tuvalu has almost achieved UPE and enforced by the free and compulsory education beyond primary (to Year 10), with a higher proportion of boys than girls entering Year 1 in 2013. All primary school teachers who are considered part of the established quota have been certified to teach in primary schools due to the various programmes of teacher training and development in the past decade or so. Female teachers constitute 81% of all teachers and all are qualified. Again, the PTR is a very healthy indicator with 17:1 up to 20:1; except for one school which is the largest school in Tuvalu. However, little is known about the quality of primary schools and the conditions under which the teaching takes place.

As for EFA Goals 3 and 4, Tuvalu has good results on literacy rates for both youth and adults - the literacy rates among youth 15 years and over are very high (almost 99%), and are better for females than males. The same proportion of males and females have achieved postgraduate and undergraduate degrees, and almost the same proportions achieved a diploma, while a higher proportion of males than females achieved a certificate. Males have better opportunities at the TMTI. Females, once in schools, are advantaged over males. The division of gender roles in employment and education reflects the gender division in society and culture. However, little is known about the education and training beyond schooling which is available for both males and females, for example, for those who drop out

or those who do not complete secondary education or the no-so-academically inclined to continue into secondary or tertiary education.

Tuvalu has achieved well on EFA Goal 5 as there is little, if any, gender disparity in access to education at all levels – with females outperforming males at secondary level- , through the equal access for all children, as all national policies ensured that access to education is inclusive. In recent years however there has been an imbalance and widening difference between declining male achievement levels and the steady yet convincingly good performance by females. Further, retention and repetition rates at primary education on average are higher for males than for females. The increasing number of males repeating signifies the increases failure rate for males than for females at primary level. Additionally, literacy and numeracy national rates, retrieved from national standardised test, further affirmed this disparity. Unfortunately the trend at secondary predictably holds and males are forced out (dropout or pushed out) of the system for not meeting exam standards.

Practical measures have been implemented to monitor instruction quality, teacher quality and school quality, through continuous and frequent school supervision. However, there are concerns over the quality of education as well as the measures to overcome some of these concerns, especially over the very high and increasing failure rate as noted by the results of NYEE at the end of Year 8. Many students are pushed out of school education at this point or drop out. Attendance is another concern, though students in the outer islands attend schools more regularly than in Funafuti. Still some students do not come to school due to either discouragement from families or from schools as the "value of education is not appreciated" and due to the cost to the families for items such as uniforms and so on. Measures to bring students back into school include home visits, sometimes with the company of a police officer. Further measures are institutionalised to encourage regular attendance and the reduction of drop-out rates, by both the Kaupule and School Committee, which composed of teachers, parents and a representative from Kaupule, assist primary schools to ensure that students attend school regularly. Other measures to improve the quality of education include the regular school supervision of schools as an important element for monitoring the quality of teaching and learning. Despite these healthy practices and results, and in the context of Tuvalu as a small state with limited resources, there is a need to further improve the quality of education, its relevance, management, efficiency and effectiveness.

Key directions/recommendations for future education development

Though Tuvalu has progressed well on most of the aspects of education, there are still several areas which need attention.

Recommendation 1: Although the achievement on ECCE is remarkable, there is a need for further support from the Government for the ECCE in terms of implementation of the ECCE policy, for the management and regulations regarding ECCE, for the quality of the resources available to these centres, for making land available for the building of permanent classrooms especially in the capital on Funafuti Island.

Recommendation 2: Progress towards the achievement of UPE has also been remarkable, however, little is known about the quality of resources and the conditions of schools. It is therefore important to collect information and data regarding the school facilities and environment (for example, drinking water, toilets etc.) and the education resources available (for example, textbooks, desks, teaching and learning resources etc.).

Recommendation 3: Progress on literacy and life skills among adults and youth has been reported to be of good standards. However, little is known about the education and training beyond schooling which is available for both males and females, for example, for those who drop out or those who do not complete secondary education or the no-so-academically inclined to continue into secondary or tertiary education. It is therefore important that programmes be developed to provide education for young children and youth, as well as adults, who have missed out on aspects of schooling as well as

providing TVET training for those who are not academically inclined to continue with formal education.

Recommendation 4: It is also important to provide 'compensation education programmes" for both males and females who are forced out of the system for not meeting exam standards.

Recommendation 5: Despite the healthy practices achieved so far, there is still a need to further improve the quality of education, its relevance, management, efficiency and effectiveness. For example, further measures are needed to improve attendance; some of these are related to improvement in the curriculum and making it more relevant and attractive to all children, while other measures are related to the social awareness and community engagement in schools to encourage regular attendance and prevent drop outs and push outs.

Recommendation 6: The high failure rate at the end of Year 8 is a major concern for the Government. Hence, it is important to monitor the quality of education at this stage and to identify the factors which impact on the quality of education and cause the failure of students.

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Annex II - Glossary

ADB	Asian Development Bank
AusAID	Australian Agency for International Development
ECCE	Early Childhood Care and Education
EdDep	Department of Education
EFA	Education for All
EFA-MDA	Education for All Mid-Decade Assessment
EFL	Education for Life
EKT	Ekalesia Kelisiano Tuvalue
EMIS	Education Management Information System
ESD	Education for Sustainable Development
ESMP	Education Sector Master Plan (2006-2010)
ETSMP	Education and Training Sector Master Plan
EU	European Union
FJC	Fiji Junior Certificate
FTF	Falekaupule Trust Fund
FSS	Fetuvalu Secondary School
HIES	Household Income and Expenditure Survey
GER	Gross Enrolment Rate
GDP	Gross Domestic Product
GIR	Gross Intake Rate
LCD	Least Developed Country
MAF	MDG Accelerated Framework (2013)
MDG	Millennium Development Goals
MoE	Ministry of Education, Youth Affairs and Sports; for short Ministry of Education
MSS	Motafoua Secondary School
MTEF	Medium Term Expenditure Framework
NAPF	National Assessment Policy Framework
NCPF	National Curriculum Policy Framework
NER	Net Enrolment Rate
NGO	Non-Government Organisation
NIR	Net Intake Rate
NSSD	Te Kaekega II National Strategies for Sustainable Development
NYEE	National Year Eight Examination
NZAID	New Zealand Agency for International Development
ODA	Official Development Assistance
OPM	Office of the Prime Minister
OECD	Organization for Economic Co-operation and Development
PEDF	Pacific Education Development Framework
PIFS	Pacific Islands Forum Secretariat
PRIDE	Project for the Regional Initiative on the Delivery of Basic Education
PTA	Parent-Teacher Association
PTR	Pupil-Teacher Ratio
SMITE	Strategy for Monitoring and Improving Teacher Effectiveness
SPBEA	Secretariat of the Pacific Board for Educational Assessment
TAESP	Tuvalu Australia Education Support Program
TCTE	Teacher Competency and Teaching Effectiveness
TESP	Tuvalu Education Sector Plan (I and II)
TJCE	Tuvalu Junior Certificate Examination
TKII MTR	Te Kakeega II Mid-Term Review Action Plan 2015
TMTI	Tuvalu Maritime Training Institute
TNCPF	Tuvalu National Curriculum Policy Framework
TSSC	Tuvalu Senior Secondary Certificate
TVET	Technical and Vocational Education and Training

TTF	Tuvalu Trust Fund (TTF)
TUSTA	Tuvalu Standardized Test of Achievement at Year4, 6 & 8.
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USP	University of the South Pacific

Currency   Australian Dollar ($A)

Falekaupule   The traditional assembly in each island of Tuvalu, compromise of elders including the Island chief and in accordance to the Island culture.

Kaupule   The executive arm of the Falekaupule and performs all the functions conferred on it by the Falekaupule within the Island (it is equivalent to Local Government Authority).

Te Kakeega   Te Kakeega I & II refer to the Tuvalu Strategic Sustainable Development Plan

Annex III - Persons interviewed during mission
(7 April 2014 – 15 April 2014).

Mr. Talavai Iona
Permanent Secretary for Education, Youth and Sport
Ministry of Education, Youth and Sports

Ms. Katalina Taloka
Director, Education Department, Ministry of Education, Youth and Sports
Secretary-General, Tuvalu National Commission for UNESCO

Mr. Kapuaua Eli (EFA Focal Point)
Senior Education Officer (Assessment and Examination, EMIS)

Mr. Lamese Saamu
Database Officer (EMIS)
Education Department

Ms. Betty Seluka Vave
Acting School Supervisor and Head Teacher (Nauti Primary School- Funafuti with 815 students in 2013)

Mr. Lapana Ene
School Supervisor, Education Department, Ministry of Education, Youth and Sports.

Ms. Evotia Tofuola
School Supervisor, Education Department, Ministry of Education, Youth and Sports.

Ms. Temulcisa Hauma (also, ECCE Local Counter Part in the AEFATP – Achieving Education for All Tuvalu Project – UNICEF)
School Supervisor, Education Department, Ministry of Education, Youth and Sports.

Annex IV - Relevant Tables

Analysis of the education indicators specified for each goal was hindered by absence of complete and reliable data. Initially, a framework for a comprehensive tracking of all indicators related to each goal was developed, stating each and every indicator to be tracked for the goal. Then, data was identified for the calculation of each indicator, and the indicator was calculated either by the Education Management Information Officer within the MoE or produced by others in reports. Tables were produced for each indicator, depending on the availability and reliability of the data, from 2000 to the present (2013).

Prior to 2011, Tuvalu used an Excel Based data collection system. The Education Management Information System (EMIS) was developed in 2011 and data entry started from that year onwards. Analysis of pre 2011 data was not easy, and at the time of the EFA Review, accessibility to such data was limited. Hence, the analysis has been based very much on the three year data available in EMIS (2011-2013). Given that the requirement is for a time series, as much as possible, going back to 2000, all avenues where data might have published or presented on the indicators was examined. In particular two other sets of data were used.

On file at the EdDep, there was a set of data (not comprehensive or complete) giving values to some indicators. The file was developed in 2007, and supposedly it was prepared for the EFA Mid-Decade Assessment. Data from that file was extracted to compensate for the missing years. Again, UIS sent the writer a file of some data on indicators. This again was examined, and data was extracted from that file as well. Reference to these two sources was made in the tables, as appropriate.

Further, data from the 2012 census data, MDG Report 2011, and other relevant reports was also used to provide as a clear picture as possible on some of the indicators, especially those related to UPE and quality of education. There was and could be some inconsistency in some data, but care was taken to read through the figures prior to presenting them. In the absence of relevant and/or reliable data no reporting is made on the indicator.

All tables are placed in one Annex (Annex IV) and are numbered in sequential order. However, the tables are grouped to correspond to each of the six EFA Goals. A link between each EFA Goal and national priorities at the time of EFA Assessment 2000 is also highlighted in the paragraphs to follow.

Part I - General Tables

Table 1 Population Changes Between Censuses 1991- 2012

Island	Area (km2)	Population			Distribution (%)		
		1991	2002	2012	1991	2002	2012
Funafuti	2.79	3839	4492	6194	42.5	47.0	57.2
O/Island	22.8	5204	5069	4643	57.5	53.0	42.8
Nanumea	3.87	824	664	556	9.1	6.9	5.1
Nanumaga	2.78	644	589	481	7.1	6.2	4.4
Niutao	2.53	749	663	606	8.3	6.9	5.6
Nui	2.83	606	548	541	6.7	5.7	5.0
Vaitupu	5.6	1202	1591	1565	13.3	16.6	14.4
Nukufetau	2.99	751	586	540	8.3	6.1	5.0
Nukulaelae	1.82	353	393	324	3.9	4.1	3.0
Niulakita	0.42	75	35	30	0.8	0.4	0.3
Tuvalu	**25.6**	**9043**	**9561**	**10837**	**100.0**	**100.0**	**100.0**

Source: 2012 Census, p.4

Table 2 School Age Population by Level and Sex (2000-2011)

Description	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Pre-primary. Female	346	353	360	353	340	320	314	323	334	335	342	349
Pre-primary. Male	377	385	372	371	373	372	362	363	355	358	363	371
Pre-primary. Total	723	738	732	724	713	692	676	686	689	693	705	720
Official entrance age. Female	116	109	120	121	121	119	115	109	98	110	110	111
Official entrance age. Male	125	119	123	123	124	125	125	126	124	117	116	119
Official entrance age. Total	241	228	243	244	245	244	240	235	222	227	226	230
Primary. Female	682	671	678	695	710	718	717	713	685	672	660	648
Primary. Male	764	748	731	733	736	739	742	754	750	740	729	724
Primary. Total	1446	1419	1409	1428	1446	1457	1459	1467	1435	1412	1389	1372
Lower secondary. Female	345	360	353	378	403	425	442	463	469	478	482	482
Lower secondary. Male	438	456	454	468	481	487	488	495	490	491	491	493
Lower secondary. Total	783	816	807	846	884	912	930	958	959	969	973	975
Post-secondary. Female	62	63	68	66	69	75	81	95	97	101	104	105
Post-secondary. Male	70	75	83	89	96	103	109	119	121	122	122	119
Post-secondary. Total	132	138	151	155	165	178	190	214	218	223	226	224
Secondary. Female	482	503	491	527	570	609	635	678	685	697	706	712
Secondary. Male	616	644	650	675	701	719	728	748	737	732	730	734
Secondary. Total	1098	1147	1141	1202	1271	1328	1363	1426	1422	1429	1436	1446
Tertiary. Female	317	319	351	345	356	373	388	453	454	473	490	...
Tertiary. Male	326	349	383	412	453	493	517	580	579	588	591	...
Tertiary. Total	643	668	734	757	809	866	905	1033	1033	1061	1081	...
Upper secondary. Female	137	143	138	149	167	184	193	215	216	219	224	230
Upper secondary. Male	178	188	196	207	220	232	240	253	247	241	239	241
Upper secondary. Total	315	331	334	356	387	416	433	468	463	460	463	471

Source: UIS_March 2014

Part II - Tables related to EFA Goal 1 Expanding and improving comprehensive early childhood care and education especially for the very vulnerable and disadvantaged children

Table 3 Gross Enrolment Ratio (GER) in Pre-Primary Education and Other ECCE Programmes by Sex (2000-2013)

Year	Enrolment in pre-primary education			Population of the official pre-primary school age			GER in Pre-Primary Education		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2000									86%
2001							92%	100%	96%
2002									101%
2003									105%
2004									96%
2005							87%	95%	91%
2006							94%0	118%	105%
2007	316	339	655						
2008	316	339	655						
2009	347	353	700						
2010	322	286	605 (653)						
2011	356	297	653	383	343	726	93%	81%	90%
2012	365	312	677	393	354	747	93%	88%	91%
2013	360	331	691	405	368	773	89%	90%	89%

Source: EdDep in 2007 (2000-2005) 2001-2006 from UIS_March 2014; 2007-2009, also from UIS_March 2014; EdDep EMIS 2011-2013 .

Table 4 Percentage of New Entrants to Primary Year 1 Who Have Attended Some Form of Organized ECCE Programme, by Sex (2000-2013)

Year	No of student attend ECCE in the previous year			No of Students in that particular year			% of New entrant to primary Year 1 with ECCE experience		
	Male	**Female**	**Total**	**Male**	**Female**	**Total**	**Male**	**Female**	**Total**
2000									100
2001									100
2002									100
2003									99.00
2004									94.00
2005									91.00
2006									100
2011	105	98	203	126	116	242	83.33	84.48	83.88
2012	115	112	227	136	117	253	84.56	95.73	89.72
2013	143	107	250	145	110	255	98.62	97.27	98.04

Source: EdDep in 2007 (2000-2005) 2001-2006 from UIS_March 2014; 2007-2009, also from UIS_March 2014; EdDep EMIS 2011-2013

Table 5 Percentage of Trained Teachers in Pre-Primary Education and Other ECCE Programmes With Required Academic Qualifications to Teach at Pre-Primary Education and/or ECCE According to National Standards, by Sex (2000-2013)

Year	No of Teachers with Required Qualification to teach pre-primary			Percentage of Teachers With Required Qualification to teach pre-primary		
	Male	**Female**	**Total**	**Male**	**Female**	**Total**
2000						24
2001						24
2002						24
2003						31
2004						31
2005						29
2006						32
2007						50
2008						50
2009	Data not available					
2010						
2011	0	55		0	100	100
2012	1	54	55	2	98	100
2013	0	55	55	0	100	100

Source: EdDep in 2007 (2000-2005) 2001-2006 from UIS_March 2014; 2007-2009, also from UIS_March 2014; EdDep EMIS 2011-2013

Table 6 Public Expenditure on Pre-Primary Education/ECCE Programmes as a Percentage of Total Expenditure on Education (2000-2006; 2011- 2013)

Year	Expenditure (AUD)		
	ECCE Allocation	Total Expenditure	% of Public Expenditure on ECCE
2000			0.35
2001			0.46
2002			0.99
2003			2.22
2004			2.54
2005			2.01
2006			2.18
2011	118,839	11,593,471	1.0
2012	114,915	9,528,564	1.2
2013	141,332	7,402,078	1.9

Source: EdDep in 2007 (2000-2005) 2001-2006 from UIS_March 2014; 2007-2009, also from UIS_March 2014; EdDep EMIS 2011-2013

Table 7 Public Expenditure on Pre-Primary Education and Other ECCE Programmes as a % of GNP per Child and Per Child as on Education (2000-2006)

	2000	2001	2002	2003	2004	2005	2006	2011	2012	2013
Public current expenditure on ECCE	0.20% at $58.00 per child	0.201% at $58.64 per child	0.208% at $52.04 per child	0.388% at $41.90 per child	0.427% at $40.21 per child	0.329% at $44.05 per child	0.377% at $47.62 per child	$289	$170	$205

Source; Data prepared by EdDep in 2007

Table 8 Pupil/Teacher Ratio (PTR) In Pre-Primary Education and/or Children-Caregiver Ratio in Early Childhood Care Programmes (2011-2013)

Year	Pupil/Teacher Ratio		
	No of Student	No of Teachers	PTR
2011	656	54	12
2012	677	55	12
2013	691	57	12

Source EMIS-Department of Education

Part III - Tables related to EFA Goal 2 ensuring that by 2015, all children with emphasis on girls and children in difficult circumstances have access to and complete free and compulsory primary education of good quality.

Table 9 Gross Intake Rate (GIR) in Grade 1 Primary Education, by Sex (2001-2006; 2011- 2013)

Year	New Entrants to Grade1 (all ages)			GIR in Primary Education		
	Male	Female	Total	Male	Female	Total
2001	123	112	245	112%	103%	107%
2002	105	107	202	77%	89%	83%
2003	104	112	216	85%	96%	89%
2004	113	116	229	91%	96%	93%
2005	142	99	241	113%	83%	99%
2006	143	115	258	114%	100%	108%
2011	126	116	242	102%	107%	105%
2012	136	117	253	109%	105%	107%
2013	145	110	255	114%	96%	106%

Source: UIS_March for 2001-2006; EMIS-Department of Education for 2011-2013. No data is available to complete the table.

Table 10 Gross Enrolment Ratio (GER) In Primary Education/Basic Education, By Sex (2011-2013)

Year	Enrolment in primary education			Population of the official primary school age			GER in Primary Education		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2000							103.01	107.04	104.90
2001							94.92	106.86	100.56
2002							85.77	96.76	91.06
2003							90.72	97.70	94.12
2004							95.52	98.73	97.10
2005							101.35	97.63	99.52
2006							102.43	97.63	100.07
	No data available for 2007-2010								
2011	983	901	1,884	921	825	1,746	106.73	109.21	107.90
2012	937	879	1,816	935	835	1,770	100.21	105.27	102.60
2013	953	899	1,852	951	848	1,799	100.21	106.01	102.95

Source: 2000-2006 from UIS_March 2014; 2011-2013 from EMIS-Department of Education

Table 11 Net Enrolment Ratio (NER) In Primary Education/Basic Education, By Sex (2011-2013)

Year	Enrolment of official primary school age group			Population of the official primary school age			NER in Primary Education		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2011	833	751	1,584	921	825	1,746	90%	91%	91%
2012	804	768	1,572	935	835	1,770	86%	92%	89%
2013	853	805	1,658	951	848	1,799	90%	95%	92%

Source: EMIS-Department of Education

Table 12 Percentage of Primary Education Repeaters, by Sex for Year 8 (2011-2013)

Grade	Year	No of Repeaters			Total Number of pupils in grade			% of Pupils repeating		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Year 8	2011	49	18	67	185	150	335	26	12	20
	2012	43	18	61	160	121	281	27	15	22
	2013	25	11	36	139	107	246	18	10	15

Table 13 Repetition Rate (RR) in Primary Education, by Sex for Year 8 (2011-2013)

Grade	Year	Number pupils repeating their previous grade y in year y.			Number of pupils enrolled grade x, in that particular school year x			RR by that particular Grade in Primary Education		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Year 8	2011	43	18	61	185	150	335	23.24	12.00	18.21
	2012	25	11	36	160	121	281	15.63	9.09	12.81
	2013	40	35	75	139	107	246	28.78	32.71	30.49

Table 14 Promotion Rate (PR) in Primary Education by Sex for Year 8 (2011-2013)

Grade	Year	Number pupils enrolled in that grade minus repeaters, in that particular year			Number of pupils enrolled that grade, in the previous year			PR by Grade in Primary Education		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Year 8	2011	88	89	177	185	150	335	47.57	59.33	52.84
	2012	87	89	176	160	121	281	54.38	73.55	62.63
	2013	80	71	151	139	107	246	57.55	66.36	61.38

Source: EMIS Department of Education, 2014.

Table 15 Dropout Rate (DR) in Primary Education by Sex for Year 8 (2011-2013)

Grade	Year	Dropout Rate in Grade		
		Male	Female	Total
Year 8	2011	29	29	29
	2012	30	17	25
	2013	14	1	8

Source: EMIS Department of Education, 2014.

Table 16 Effective Transition Rate (ETR) from Primary to General Secondary Education, by Sex (2011-2013)

Year	New entrants in 1st Grade of Lower Secondary Level in Year y			Enrolment in last Grade of Primary Level in Year x minus Repeaters in last Grade of Primary Level in y			Effective Transition rate Primary Level to Lower Secondary Level		
	Male	**Female**	**Total**	**Male**	**Female**	**Total**	**Male**	**Female**	**Total**
2011	70	42	112	185	150	335	38%	28%	33%
2012	88	94	182	160	121	281	55%	78%	65%
2013	75	50	125	139	107	246	54%	47%	51%

Source: EMIS Department of Education, 2014.

Table 17 Pupil/Teacher Ratio (PTR) at the National Level in Primary/Basic Education (several years)

Year	No of Pupils	No of Teachers	PTR
2000	1940	98	20
2001	1798	98	18
2002	1641	99	17
2003	1859	99	19
2006	2067	103	21
2011	1,884	95	20
2012	1,780	94	19
2013	1,858	94	20

Source: Data for 2000-2006 Statistical Department- 2011-2013 from EMIS

Table 18 Enrolments and Number of Teachers by Gender and Island, and the Pupil-Teacher Ratio by Island (2011-2013)

Year	Island	Gender		No of Pupils	No of Teacher	PTR
		Male	Female			
2011	Niulakita	9	2	11	1	11
	Nukulaelae	29	40	69	5	14
	Funafuti	446	457	903	36	25
	Vaitupu	137	111	248	12	21
	Nui	67	74	141	8	18
	Nukufetau	63	69	132	8	17
	Niutao	76	54	130	8	16
	Nanumaga	75	50	125	8	16
	Nanumea	81	44	125	8	16
2012	Niulakita	0	4	4	1	4
	Nukulaelae	29	40	69	5	14
	Funafuti	479	452	931	36	26
	Vaitupu	114	109	223	12	19
	Nui	69	71	140	8	18
	Nukufetau	57	72	129	8	16
	Niutao	72	64	136	8	17
	Nanumaga	69	39	108	8	14
	Nanumea	69	43	112	8	14
2013	Niulakita	10	7	17	1	17
	Nukulaelae	25	34	59	5	12
	Funafuti	471	431	902	36	25
	Vaitupu	120	110	230	12	19
	Nui	62	72	134	8	17
	Nukufetau	59	65	124	8	16
	Niutao	61	68	129	8	16
	Nanumaga	62	69	131	8	16
	Nanumea	65	67	132	8	17

Table 19 Primary School Enrolment by Island and Sex, and PTR (2000-2004)

School	2000			2001			2002			2003			2004		
	M	F	P/T Ratio	M	F	P/T Ratio	M	F	P/T Ratio	M	F	P/T Ratio	M	F	P/T Ratio
Nanumea	93	79	**19**	78	64	**16**	88	77	**18**	77	72	**17**	88	82	**19**
Nanumaga	65	52	**15**	56	61	**15**	52	68	**15**	64	63	**16**	60	64	**16**
Niutao	78	69	**16**	75	62	**15**	81	67	**18**	70	61	**16**	64	69	**17**
Nui	65	46	**14**	66	49	**14**	59	53	**14**	63	54	**15**	69	62	**16**
Vaitupu	161	132	**23**	108	116	**17**	132	102	**18**	116	118	**18**	148	130	**21**
Nukufetau	105	64	**19**	107	69	**19**	85	86	**19**	78	70	**19**	79	69	**19**
Funafuti	387	345	**22**	352	330	**20**	306	317	**18**	394	353	**21**	393	391	**22**
Nukulaelae	45	43	**15**	43	39	**14**	40	41	**14**	45	41	**14**	40	38	**10**
Niulakita	8	6	**7**	4	4	**4**	3	4	**4**	7	3	**5**	8	3	**4**
Total	**1055**	**885**	**18**	**945**	**853**	**17**	**846**	**815**	**17**	**996**	**914**	**18**	1002	961	**18**

Source: Statistics Department Yearly Update (Unpublished Data)

Table 20 An Example of Primary School Establishment By Gender and Student/Teacher Ratio (2011)

School Name	Roll	Establishment. Teachers	Teachers		Student/Teacher Ratio
			Female	Male	
Kaumaile	147	8	7	1	18:1
Lotohoni	135	8	6	2	15:1
Uepelee	131	8	6	2	19:1
Vaipuna	139	8	6	2	18:1
Tolise	239	12	11	1	18:1
Tutasi	137	8	6	2	19:1
Nauti	840	36	28	8	27:1
Faikimua	80	5	5		16:1
Lotoalofa	7	1	1		7:1

Head Teachers   8;   Assistant Head Teachers   15;   Classroom Teachers   71. It was noted that Nauti, in 2013, had 35 teachers, one head teacher and six assistant heads (deputies) who also taught classes.

Table 21 Percentage of trained teachers who are certified to teach according to national standards by level of education (pre-primary, primary, lower and upper secondary education) (2000-2006)

	2000	2001	2002	2003	2004	2005	2006	2011	2012	2013
Percentage of primary school teachers having the required academic qualifications	93%	93%	96%	97%	98%	98%	98%	100%	100%	100%
Percentage of primary school teachers who are certified to teach according to national standards	93%	93%	96%	97%	98%	98%	98%	100%	100%	100%

Table 22 Number and percentage of teachers in primary/basic education by level of academic qualification, and with required academic qualifications to teach at primary education level according to national standards, by sex (2011-2013)

Year	Master						Bachelor						Diploma						Certificate						Total
	M	%	F	%	T	%	M	%	F	%	T	%	M	%	F	%	T	%	M	%	F	%	T	%	
2011	0	0	0	0	0	0	1	1	9	9	10	11	16	17	55	58	71	75	3	3	11	12	14	15	95
2012	0	0	1	1	1	1	1	1	10	11	11	12	15	16	55	58	70	74	2	2	11	12	13	14	95
2013	0	0	1	1	1	1	1	1	16	17	17	18	15	16	50	53	65	69	2	2	9	10	11	12	94

Source: EMIS-Department of Education

Table 23 Budget Allocations by the Ministry of Education, Youth and Sports per Program for 2011-2013

Programs	2011		2012		2013	
	Actual Amounts Budgeted	% of total	Actual Amounts Budgeted	% of total	Actual Amounts Budgeted	% of total
Headquarter	$ 1,131,291.00	9.76	$ 778,802.00	8.17	$ 941,423.00	12.72
Education Department	$ 418,027.00	3.61	$ 494,180.00	5.19	$ 405,794.00	5.48
Primary	$ 5,544,697.00	47.83	$ 1,814,361.00	19.04	$ 1,880,922.00	25.41
EFA Secondary	$ 1,555,726.00	13.42	$ 2,748,576.36	28.85	$ 1,818,981.00	24.57
Library	$ 82,210.00	0.71	$ 256,583.00	2.69	$ 396,503.00	5.36
Sports	$ 68,283.00	0.59	$ 1,013,142.00	10.63	$ 63,143.00	0.85
Pre Service Scholarship	$ 2,658,218.00	22.93	$ 2,288,242.00	24.01	$ 1,733,499.00	23.42
Youth	$ 16,180.00	0.14	$ 19,763.00	0.21	$ 20,481.00	0.28
ECCE	$ 118,751.00	1.02	$ 114,915.00	1.21	$ 141,332.00	1.91
Total	**$ 11,593,383.00**	**100**	**$ 9,528,564.36**	**100**	**$ 7,402,078.00**	**100**

Part IV - Tables related to EFA Goal 3: ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning, life skills and citizenship programmes.

Table 24 Percentage Distribution of Youth And Adults (15+) By Educational Attainment (Census 2012)

Qualifications Completed/Level Attained	% Males	% Females
No Qualifications	19	25
Still in School	9	20
Primary Education	19	17
Secondary Education	23	26
Vocational Education	5	5
Certificate	17	9
Diploma	3	4
Degree	2	2
Postgraduate	1	0
Other	2	2

Source: Census 2012, produced from Figure 76, p. 101.

Table 25 Percentage Distributions of Qualifications Completed by Adults Aged 15 Years and Over by Sex (Census 2012)

Field of Qualifications	% of males	% of females
Maritime	65.00	00.30
Trade	04.80	01.50
Teaching	02.70	22.40
Nursing/Medical	00.60	10.90
Other	26.80	26.80

Source: Census 2012, produced from Figure 77, p. 102.

Table 26 GER in Secondary Education, and by Level (Lower and Upper) by Sex (2011-2013)

Year	Enrolment in lower & Upper Secondary education			Population of the official Secondary school age			GER in lower & upper secondary Education		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2011	230	218	448	452	404	856	51%	54%	52%
2012	230	250	480	448	403	851	51%	62%	56%
2013	237	249	486	444	402	846	53%	62%	57%

Source: EMIS-Department of Education

Table 27 NER in Secondary Education by Sex (2011-2013)

Year	Enrolment of official Secondary school age group			Population of the official secondary school age			NER in Secondary Education		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2011	225	210	435	452	404	856	50%	52%	51%
2012	222	239	461	448	403	851	50%	59%	54%
2013	230	223	453	444	402	846	52%	55%	54%

Source: EMIS-Department of Education

Table 28 Secondary School Enrolment- Motufoua –by Sex, Teachers and Students/Teachers Ratio 2000-2006

Year	Male	Female	Total	Teachers	S/T Ratio
2000	269	244	513	30	17.1
2001	289	269	558	32	17.4
2002	234	224	458	37	12.4
2003	237	243	480	40	12
2004	228	218	446	41	10.9
2005	271	189			
2006	156	202	460	41	11.2

Table 29 Secondary School Enrolments – Fetuvalu – by Sex, Teachers and Students/Teachers Ratio 2003-2006

Year	Male	Female	Total	Teachers	S/T Ratio
2003	44	55	99	8	12.4
2004	102	81	183	11	16.6
2005	109	92	201		
2006	123	101	224		

Source: Central Statistics & Education Department

Part V - Tables Related to EFA Goal 4: Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women and equitable access to basic and continuing education for all adult.

Table 30 Percentage of the Population 5 Years and Over that have Never Attended School by Sex and Age Group (Census 2012)

Sex	5-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	Total
Male	0.8	0.5	0.4	1.0	0.9	0.3	2.8	0.4	1.6	1.8	3.8	3.2	1.2
Female	0.4	0.0	1.0	0.5	1.1	0.6	1.3	1.5	1.6	3.2	2.8	3.2	1.5
Total	0.6	0.3	0.7	0.7	1.0	0.5	2.0	0.9	1.6	2.6	3.3	3.4	1.3

Source: Census 2012, produced from Table 47, p. 101.

Table 31 Highest Level of Education Completed Among Adults Aged 15 Years and Older by Sex and Place of Residence (2012 Census)

Highest Level of Education Completed (%)	Tuvalu			Funafuti			Outer Islands		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Preschool or less	1.6	2.0	1.8	1.7	1.6	1.7	1.6	2.3	2.0
Older Mission School	5.1	11.2	8.1	3.2	7.6	5.4	7.2	14.6	11.0
Primary School	32.1	27.8	30.0	24.3	22.0	23.2	40.5	33.5	36.9
Secondary School	43.9	42.1	43.0	46.7	45.3	46.7	39.6	38.9	39.3
Form 7 or Post Secondary	17.1	16.9	17.1	22.9	23.3	23.1	11.1	10.6	10.9
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**

Source: Census 2012, p. 34

Part VI - Tables related to EFA Goal 5: eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls full and access to and achievement in basic education of good quality.

Table 32 Females enrolled as percentage of total enrolment by level of education and Sex (2011-2013)

	ECCE				Primary				Secondary			
Year	Male	Female	Total	% Female	Male	Female	Total	% Female	Male	Female	Total	% Female
2011	356	297	653	45	983	901	1,884	48	180	268	448	60
2012	365	312	677	46	937	879	1,816	48	166	296	462	64
2013	360	331	691	48	953	905	1,858	49	160	279	439	64

Source: EMIS-Department of Education

Table 33 Gender Parity for Various Indicators

73

Year	GER-ECCE	GIR-Primary	GER-Primary	NER-Primary	GER-Secondary	NER-Secondary	ETR-Primary-Secondary
2011	0.93	1.05	1.02	1.00	1.06	1.04	0.74
2012	0.96	0.97	1.05	1.07	1.21	1.20	1.41
2013	1.01	0.85	1.07	1.06	1.16	1.07	0.87

Source: EMIS-Department of Education

Part VII - Tables related to EFA Goal 6: improving all aspects of the quality of education and ensuring excellence for all, so that recognised and measurable learning outcomes are achieved by all especially in literacy, numeracy and life skills.

Table 34 NYEE Number of Students who Sat for and Pass the NYEE and National Average Passing Rate for (2003-2013), by sex

	Students who Sat for the Examination			Students who Pass the Examination			Percentage of those Passed		
Year	**Female**	**Male**	**Total**	**Female**	**Male**	**Total**	**Female**	**Male**	**Overall**
2003	80	119	199	36	43	79	45.0	36.1	39.7
2004	130	152	282	36	43	79	27.7	28.3	28.0
2005	145	168	313	57	58	115	39.3	34.5	36.7
2006	138	188	326	39	34	73	28.3	18.1	22.4
2007	145	182	327	71	60	131	49.0	33.0	40.1
2008	145	147	292	88	39	127	60.7	26.5	43.5
2009	144	138	282	81	56	137	56.3	40.6	48.6
2010	128	152	280	74	52	126	57.8	34.2	45.0
2011	135	148	283	84	68	152	62.2	45.9	53.7
2012	119	131	250	95	79	174	79.8	60.3	69.6
2013	106	133	239	68	78	146	64.2	58.6	61.0

Table 35 Results on NYEE, FJC, TSC, and PSSC for (2003-2009)

	2003	*2004*	*2005*	*2006*	*2007*	*2008*	*2009*

	% Pass	% Failed	% Pass	% Failed	% Pass	% Failed	% Pass	% Failed	% Pass	% Failed	% Pass	% Failed	% Pass	% Failed
NYEE	40	60	28	72	37	63	22	78	40	60	45	55	42	58
FJC	55	45	57	43	86	14	61	39	70	30	41	59	51	49
TSC	69	32	70	30	67	33	63	37	64	36	60	40	60	40
PSSC	58	42	61	39	36	64	28	72	33	67	28	72	46	54

NYEE - National Year Eight Examination sat in Form 2 as an entrance exam to Motufoua Secondary School

FJC - Fiji Junior Certificate Examination - Form 4

TSC - National Tuvalu School Certificate - Form 5; Total Aggregate of 20 and better

PSSC - Pacific Senior School Certificate; Total Aggregate of 18 and better

PSSC & TSSC PASS RATE 2003 – 2013

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013 (TSSC)
Pass Rate(%)	55	66	78	72	56	68	44	51	32	46	38
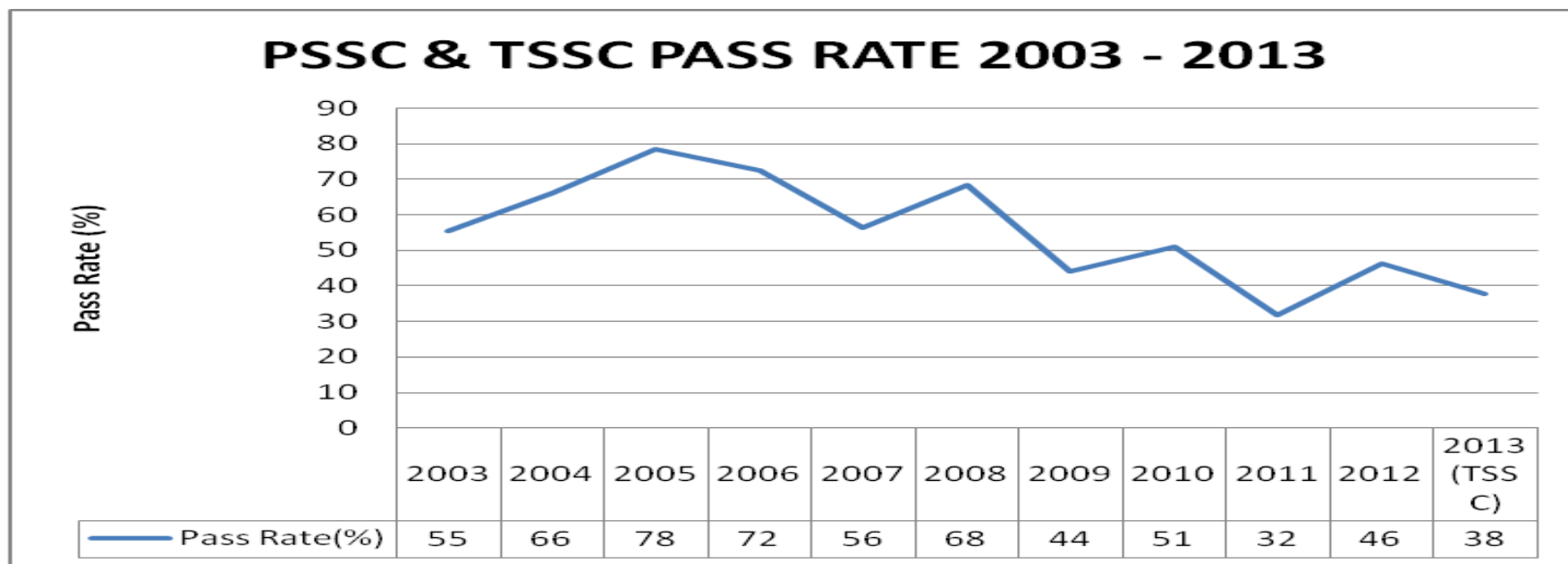
Annex V - Excerpts from Important Policy Documents and Plans

Text from the TE KAKEEGA II – National Strategy for Sustainable Development (NSSD) 2005-2015; **published by Tuvalu Government; Economic Research and Policy Division; Ministry of Finance, Economic Planning and Industries.**

The National Summit for Sustainable Development (Funafuti 28 June – 9 July 2004) posed a question: How do we, the people of Tuvalu, raise the national standard of living, for every citizen? The *Malefatuga* Declaration, which arose from the NSSD, contains the "Vision" that was unanimously endorsed by the delegates at the NSSD:

WE, the representatives at the Tuvalu National Summit on Sustainable Development; comprising all island Head Chiefs and Presidents of Island Councils, Cabinet Ministers and Members of Parliament, representatives of civil society and the private sector, government ministries and departments, development partners and Tuvalu expatriates;

RECOGNISE *the importance of sustainable development -* [that is] *development without compromising the ability of future generations to meet their needs-and endorse the Vision of* "By 2015, guided by strong spiritual values enshrined in its motto -*'Tuvalu mo te Atua'*1 -we will have achieved a healthy, educated, peaceful and prosperous Tuvalu." (NSSD, 2005, p.1).

Priority Kakeega II Strategies: 2007-2009	Projects and Programmes
1. Establish a National Curriculum Framework and develop guidelines for Early Childhood Education, Primary, Junior Secondary School, Secondary and post-Secondary.	**1.** Review existing curriculum and develop curriculum framework for Early Childhood Education, Primary, Junior Secondary School, Secondary and post-Secondary (i.e., National Curriculum Framework - NCF).**(EdDep)**
	2. Implement Curriculum Framework nationwide and conduct stakeholders workshops about the Curriculum Framework. **(EdDep /Kaupule)**
	3. Conduct in-service training for teachers in the National Curriculum Framework. **(EdDep)**
2. Integrate life skill subject matter in the curriculum at all levels.	**1.** Introduce curriculum material on life skills subjects across all levels covering topics such as: ICT; HIV/AIDS; Environment; Health Promotion School; Entrepreneurship Education; Human rights (CRC); Vernacular languages; Values Education; Inclusive Education. **(EdDep)**
3. Develop a national bi-lingual education policy and programme.	**1.** Review and revise existing policy on language and investigate application of bi-lingual education program. **(EdDep)**
	2. Introduce and develop early language development diagnosis and pilot reading recovery programme. **(EdDep)**
	3. Following in-service training of teachers, fully implement bi-lingual education programme and reintroduce in-country TEFL course for primary teachers. **(EdDep)**
4. Improve school based student assessment and develop National Qualification Framework (NQF) for secondary schools.	**1.** Review current student assessment policy, and design and pilot test school-based student assessment system. **(EdDep)**
	2. Develop a national system of school-based student assessment, and further refine current student assessment instruments. **(EdDep)**
	3. Investigate regional initiatives on NQF for possible adaptation to Tuvalu. **(EdDep)**
5. Expand and improve vocational and technical education.	**1.** Assess the suitability of Community Training Centre and National technical and vocational training centre. **(EdDep)**
	2. Develop appropriate curriculum, identify suitable management, and necessary teacher training for vocational and technical training. **(EdDep)**
6. Reintroduce distance learning.	**1.** Re-establish school radio broadcasting program. **(EdDep)**
7. Increase number and quality of teachers and school inspectors.	**1**. Develop national policy and development plan for professional development of principals, teachers and school inspectors. **(EdDep)**
	2. Develop and implement Performance Management System (PMS) for teachers (Staff Development Program). **(EdDep)**
8. Upgrade and maintain school facilities.	**1.** Assess need to establish JSS, and if appropriate establish JSS system. **(EdDep)**
	2. Assess the needs of Motufoua Secondary School and upgrade, as appropriate, physical infrastructure and professional programs. **(EdDep)**

	3. Develop Maintenance Plan (MP) meet maintain minimum standards and where necessary develop upgrade school facilities. **(EdDep)**
9. Provide adequate classroom equipment and materials to support the curriculum, including libraries and text books.	**1.** Provide basic teaching and learning materials to all schools, including science kits in primary schools, science, home economics and industrial arts equipment in secondary school. **(EdDep)**
	2. Upgrade library books and reference materials in all levels of schools. **(EdDep)**
10. Provide special needs education for preschoolers, disabled and handicapped in partnership with non-government organisations.	**1.** Develop an Inclusive Education Policy. **(EdDep)**
	2. Identify appropriate diagnostic tools to identify students with learning needs to assist with their special needs. **(EdDep)**
	3. Develop model pre-school centres. **(EdDep)**
	4. Professional development of teachers to enable them to identify and support students with special needs. **(EdDep)**
11. Provide bridging courses for students likely to pursue tertiary courses.	**1.** Provide special assistance to pre-service students.
12. Strengthen administrative aspects of the Department of Education.	**1.** Review Education Act and the role of Education Advisory Committee. **(EdDep /AG)**
	2. Review the administrative structure of the DoE to reflect key outcome / critical task areas/ responsibility areas. **(EdDep)**
	3. Capacity development in school management, planning and budgeting. **(EdDep)**
13. Strengthen Monitoring and Evaluation systems.	**1.** Upgrade EMIS database to include ECE and secondary components. **(EdDep)**
	2. Professional development for the management of EMIS. **(EdDep)**
	3. Implement annual review process for all levels of education system. **(EdDep)**
	4. Develop and maintain minimum education standards for all levels. **(EdDep)**
	5. Publish DoE Annual Statistics Digest. **(EdDep)**
14. Strengthen partnerships with national, regional and international non-governmental organizations to assist in realizing Tuvalu's education goals.	**1.** Government-Kaupule Partnerships to cost effectively supply selected education services (Kaupule programme of assistance). **(EdDep)**
	2. In partnership with the private sector and NGOs identify skills and training needs, and where relevant develop school curriculum to reflect these (market–based school curriculum development). **(EdDep /TNCC)**
	3. Utilise expertise within the community to promote and support learning (e.g., parent-teacher based programmes). **(EdDep)**
	4. Participate in regional education initiatives and take advantage of services relevant to Tuvalu provided by SPBEA, USP, etc. under the Pacific Plan. **(EdDep)**
	5. Participate in international form to advocate Tuvalu's needs and leverage resources to develop Tuvalu's education system. **(EdDep)**

Note: After constructive discussions with MoE prior to the '07 RTM, in which MOE stressed the key priorities in education, Australia and New Zealand indicated the task now is for donors to define how to support MoE priorities with the resources available, and explore what practical options there are for donor coordination. This was particularly important to Australia, with education programming new to its country program strategy. Australia indicated MoE's priorities would be considered in the context of regional initiatives currently being explored and/or developed by Australia (e.g., World Bank's "Fast Track Initiative"; SPBEA's "Regional Qualifications Framework"; and the ADB-Australia "Teacher Effectiveness Study". It may be possible to identify discrete "early win" priorities (e.g., ECCE; National Curriculum Framework). Australia cited the recent release of its Education Policy for aid, "Better Education", which focuses on strengthening national education systems and improving delivery of services.

Goal: Provide quality education that equips people with the knowledge, skills and attributes to achieve a higher degree of self-reliance in a changing world and one that is consistent with Tuvalu's spiritual values

Key Performance Indicators: Teacher pupil ratio; Net enrolment in primary education; Proportion of pupils starting grade 1 who reach last grade of primary; Literacy rate of 15-24 year-olds, women and men; Ratio of Budget allocation for primary education to total education budget; Ratio of Budget allocation for technical and vocational education to total education budget; Pass rate at final examinations at primary and secondary schools in Tuvalu

Strategies	Short-term Milestones 2013	Medium-term Milestones 2015	Long-term Milestones 2025
Improve teaching and learning	Continued teacher training and skills upgrading	proved teaching capacity for meeting demand for teaching in the economy	Teachers well qualified and continually trained Quality education provided to students
	Provided adequate classroom equipment and teaching materials, supplies to all schools	Schools adequately supplied with equipment, materials and supplies	Supply and equip schools and training institutions
	Continued maintenance of schools and upgrading school facilities, staff housing, dormitories, kitchen	Adequate school buildings and facilities well maintained	Schools well maintained
	Curriculum reviewed to better meet the needs of student and economy	Skill needs of the economy and students met	Curriculum relevant for the skill needs of the population
	Technical and vocational education expanded, TVET trials completed	Technical and vocational education meeting the employment needs of the labour force in Tuvalu and abroad	TVET meets community needs for technical and vocational skills More Tuvaluans qualified for jobs abroad
	Improved education and teaching of science, mathematics and computer Science	Increased pass rate in science, mathematics and computer science in national and regional examinations Increased proportion of labour force in technical and science sectors	More Tuvaluans qualified to enter the science profession
	Provided adequate training infrastructure for Tuvalu Maritime Training Institute Carried out study to reorientate TMTI training to include officer level training in addition to seafarer training	TMTI adequately supplied with standard equipment for training seafarers to IMO standards Study recommendations implemented	TMTI graduates qualify to international standards of seamanship First Officers graduate from TMTI before 2020
	Continuing training courses in culture, customs and traditional	Improved knowledge and understanding of culture and traditional skills	Population well informed about their culture and tradition

	skills in schools	79	
	Student counselling continuing	Chaplain at Motufoua School Students' personal problems well counselled	Counselling and counselling service part normal life in Tuvalu
Provide equal education opportunities for all	Increased GOT support to all registered schools and training institutions	GOT supported registered schools in the country	More equal education opportunities available in Tuvalu
	Provided special needs education for preschoolers, people with Disabilities with support from NGOs	Special education needs provided and catered for	Inclusive education available
Improve management of the education system	Continue the frequency and quality of school inspection	Students performance in academic and extra curricula activities improved	Improved management of the education system
	Continue certify and implement Inspection recommendations	Students performance in academic and extra curricula activities improved	Improved management of the education system
	GOT support sought for the implementation of Pre-school policy (ECCE Policy)	GOT committed budgetary support for pre-school education	Pre-schools funded by Government Pre-schools registered and administered by MEYS
	On-going consultation with private sector to better target teaching to the skill needs of job market	Curriculum designed to facilitate teaching of skills required by the market	Local skills needs of the market continuing to be met
	Bonding policy for GOT sponsored students amended	GOT approved bonding policy and policy is in force	More students trained under GOT scholarships are retained in Tuvalu
Improve OI development	MEYS provided technical and vocational education to OI funded by *Falekaupule* Trust Fund.	Increased technical and vocational skills for employment in the economy	On-going cooperation between MEYS and *Falekaupule* in providing education

Tuvalu Education Strategic Plan II 2011-2015 (TESP-II)

TESP II design framework came out of the Tuvalu National Development Plan (TK2) which linked the national, regional and international goals, to the national vision, mission and outcomes. On these, TESP II drew its own Vision, Mission, Values and Guiding Principles for 2011-2015, and drew out the intended outcomes/outputs and sub-outputs/strategies. TESP II also has its own monitoring and evaluation system linked to the corporate plans for education.

Our Vision: Quality education for sustainable living for all.

Our Mission: Provide and sustain excellence in education for all

Our Values: Respect for one another; Sharing and caring; Participation in community activities and decisions; Hard Work; Knowledge and acceptance of our cultural heritage and practicing one's culture; Responsibility and self-reliance; Spiritual values; Humility and tolerance; and Environment preservation

Our Guiding Principles
- Strong partnerships and cooperation amongst stakeholders
- Holistic education and provision of equal opportunities for all children;
- Development of a sense of pride in being Tuvaluan;
- Living and interacting sustainably with the environment and community;
- Inculcation of a spirit for life-long learning; and
- Nurturing of students to be motivated, resourceful and be able to live to the full.

The structure of TESP II uses an 'issue-based' approach rather than a 'sub-sectoral' format. The logframe structure is categorized into *Outcomes, Outputs, Sub-Outputs* and *Strategies*. TESP II is guided by five overarching key outcomes.

OUTCOME 1: To provide all children in Tuvalu access to a quality, flexible, relevant and modern curriculum and assessment system that promotes life-long learning and good citizenship. *This will provide a more targeted approach to the development of learning resources to meet the ever increasing demand for wider learning opportunities enhanced by a more meaningful and transparent certification and assessment system with the primary aim to increase educational attainment.*

OUTCOME 2: All children especially kindergarten, children living under difficult circumstances and those with special needs will have equal access to an expanding, inclusive, safe quality education and care system. *This will provide more learning opportunities in the formal and informal learning environment coupled with the inclusion of those with learning special needs enhanced by removing barriers that hinders access. Inasmuch as universal access to basic education is concerned, maintaining is ultimately the priority. Resources require mobilization to increase access opportunities to TVET.*

OUTCOME 3: Improved quality and efficiency of management through accountability, transparency and good governance processes. *The Department of Education must demonstrate a key role in the management of the education system. Efficient management with accountability measures put in place will ensure the little resources available will benefit many. Enhanced data management will increase information capability to provide information for more informed decisions making.*

OUTCOME 4: A well qualified, competent, committed and highly motivated workforce that can deliver education services of high quality with integrity and transparency. *Teachers play a vital role in the education system therefore must be equipped well to meet the new challenges of the teaching profession. This will be achieved by the provision of supporting mechanisms both inside and outside the classroom to bring out the potential in teachers.*

OUTCOME 5: Communities, stakeholders and donors are responsive to the education and development needs of students and maintain a culture of working together in genuine partnerships. *This will meet the need to address societal and international expectations and foremost to enhance co-operation between those engaged in the delivery of education and the wider stakeholder society.*

Outputs
Improve the relevance and quality of the curriculum.
Improve student achievement through provision of more transparent assessment practices.
Increase access and student participation at all levels
Provision of infrastructure and programmes to increase access and student participation
Improve the efficiency of management at all levels of administration
Improve the efficiency of data collection and management
Improve the management of qualifications at the national and regional level
Improve quality education
Strengthening partnerships between the Department of Education and the Kaupules; with community and stakeholders; partnership with and networking with businesses, NGOs, other government ministries and departments; conduct community support awareness programs with all stakeholders and school communities; and partnership with regional and international organisations
Strengthening collaboration with Ministry of Health with health promotion initiatives in schools.

The MDG 2 (as with EFA Goal 2) aims to ensure that "all children will be able to complete a full course of primary schooling by 2015". Tuvalu has made significant progress towards achieving this goal and it is "highly likely to be achieved" (p. 12). The MDG Acceleration Framework (MAF) constitutes a systematic means by which to identify the bottlenecks slowing down the implementation of MDG-based strategies and policies, and devise rapid-impact, well-structured solutions in the form of an action plan designed to streamline and synergise government and development partner interventions in order to enable Tuvalu to realize its priority MDGs.

Thirty-five key solutions were identified and prioritized, based on existing strategy documents and plans. These solutions, which are all identified for short- and long-term implementation, target each of the four types of interventions below:

Improvement of teacher professional standards: (1) Provide non-monetary incentives for teachers (e.g., 'Teacher of the Year' awards); (2) finalize and implement national teacher code of ethics; (3) develop a teacher mentor programme and provide mentor teacher training; (4) consider recruitment of expatriate teachers (including the use of volunteers, e.g., United Nations Volunteers (UNV), Peace Corps, Australian & Fijian volunteers) especially for schools with low passing rates; (5) strengthen leadership skills of school managers through ongoing training and mentoring; (6) develop and implement a monitoring and evaluation system to monitor teacher performance; (7) finalize and implement the teacher professional development policy, including designating one day per term for teacher professional development; (8) classify teachers to Year levels and posting to be based on such classification; (9) develop and implement a performance-based management system whereby financial incentives (i.e., salary increments or bonus) for teachers are linked to performance; (10) develop and implement a teacher posting policy along with a monitoring and evaluation framework to monitor classification and posting of teachers.

Implementation of outcome-based curriculum: (11) Incorporate internal assessment (IA) into Years 7 and 8 assessment; (12) develop and implement outcome-based curriculum for Years 1-7 for basic science and social science subjects; (13) conduct training for teachers on outcome-based curriculum approaches and provide ongoing capacity support; (14) revive the national curriculum and assessment committee to coordinate and monitor this curriculum reform initiative; (15) incorporate gender in school's curricular and extra-curricular activities; (16) sensitize teachers to advocate for gender issues in schools; (17) invite guest speakers on gender issues to promote awareness in schools; (18) increase daily teacher-student contact hours for Years 7 and 8 from six to eight hours; (19) promote voluntary school feeding programmes among parents, particularly for Years 7 and 8.

Improvement of literacy and numeracy proficiency (TUSTA): (20) Provide extra support and tuition during or after hours for Year 8 students who are performing poorly or borderline cases; (21) develop and implement literacy and numeracy assessment for Year 2; (22) provide ongoing capacity support and training to teachers to enable them deliver TUSTA objectives; (23) implement recommendations of previous TUSTA reports; (24) develop and implement literacy and numeracy assessment for Year 8; (25) provide extra support and tuition during or after hours for Year 8 students who are performing poorly or borderline cases.

Improvement of institutional capacity of Ministry of Education: (26) Realign and clarify existing staff positions and roles so as to maximize use of existing staff resources; (27) update, formalize and implement the revised DoE organizational structure, focusing particularly on recruitment of new and additional staff positions; (28) strengthen DoE monitoring and evaluation functions aimed at ensuring effective implementation of various priority education initiatives; (29) establish MOUs with each Kaupule identifying clear roles of Kaupule with regard to school-based management, monitoring teacher attendance, classroom maintenance, teacher housing, etc.; (30) mobilize required resources (technical and financial) to implement the agreed MOUs, including establishing partnerships with regional and international organizations; (31) establish MOUs with other relevant stakeholders (i.e.,

other government ministries, parents, churches, businesses) on ways in which those groups could help deliver or facilitate educational services (e.g., parenting classes, roles of parents in supervising homework, student reading programme, voluntary school feeding programme, special programmes for Year 8; (32) identify key education programme activities (e.g., under MAF) that could be funded using increased budgetary resources for education; (33) implement MTEF recommendation to prioritize allocation of budget resources (both domestic and external) towards basic education; (34) ensure recurrent costs of donor-funded programmes are integrated into the national budget so as to ensure impact of project initiatives are sustained after project completion; (35) make the use of Government grants to Kaupule earmarked for education more transparent.