



TUVALU EDUCATION DEPARTMENT

MINISTRY OF EDUCATION, YOUTH AND SPORTS



2015 Statistical Report

March 2016

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2015 Annual & Statistical Report



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FOREWORD FROM THE SECRETARY OF EDUCATION



I am delighted to present the Third Edition of our 2015 Annual & Statistical Report , including the 2015 data from the Tuvalu Education Management Information System (TEMIS). The report presents detailed information on the provision of early childhood, primary, secondary and special education in Tuvalu.

Two recent national reports – the Education for All (EFA) 2015 progress report and the Millennium Development Goal Acceleration Framework report – highlight areas of significant progress in access to education and draw attention to challenges in quality. This is an opportune time to see where our education system stands in terms of its achievements and shortcomings, to help us learn valuable lessons and point the way forward. This publication provides many insights that will assist in this regard.

Analysing and sharing education statistics related to our achievements and the challenges related to attaining the goals in the Tuvalu Education Strategic Plan II will help the Tuvalu Education Department (EdDep) identify and assess options and strategies to achieve its policy objectives. Successful implementation of the Education Strategic Plan is critical to meet the Tuvalu Te Kakeega II goals – our overarching national sustainable development goals.

This report will also help reveal issues that our strategies and frameworks do not address and lead to further in-depth research, ultimately influencing the focus of our policies and education investments. This will contribute positively to improving the quality of education provision in Tuvalu.

In addition to national goals, EdDep will use the data and indicators here to report on regional (Pacific Island Education Development Framework) and international (EFA and Sustainable Development Goal) frameworks. Meeting these reporting requirements is a major challenge in itself. EdDep works closely with the Secretariat of the Pacific Community (SPC), the Education Quality and Accountability Office (EQAP), UNESCO Institute of Statistics (UIS) and UNICEF Pacific to strengthen TEMIS across the four EMIS areas of the enabling environment, system soundness, quality data and utilization for decision-making.

I would also like to take this opportunity to thank our development partners (SPC, UIS and UNICEF) and other stakeholders and key officials in EdDep for their input into this report. Any comments or observations can be communicated to our Education Statistician, Lamese Saamu: jzonester@gmail.com

Finally, the information contained in this 2015 Annual & Statistical Report is now available to the public: I hope everyone will be able to make the best use of the data and indicators it presents. This report is available on the Ministry of Education, Youth and Sports website at <http://www.moe.tv>

Puaita F. Etuati
Permanent Secretary,
Ministry of Education, Youth and Sports

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The 2015 Annual & Statistical Report was published with support, advice and inputs from many individuals, schools and organisations. The Achieving Education for All in Tuvalu programme in the TEMIS Unit led and coordinated all the work leading up to the publication of this year's report. I would like to extend my gratitude to UNICEF Pacific and its Education Specialist, Rasika Sridhar Sethi, who has dedicated a great deal of time to the preparation of this report.

We would like to thank all the teachers in schools across Tuvalu, from those in early childhood care and education to those working in secondary schools and one special school, for taking the time to complete the survey forms during the school census day and for the verification of data from their schools. It was challenging to obtain the data from schools, but, with assistance from school head teachers and principals, the Education Department was able to succeed in producing this digest.

Special thanks go to the Secretariat of the Pacific Community for its continuing assistance in data analysis, reporting and dissemination and various other inputs provided during the drafting of the report. Our appreciation also goes to the National Statistics Office for providing population information and clarification on some of the classifications used within Tuvalu.

We also extend our gratitude to those who participated in the data verification and data entry process. Without their hard work, we would not have the quality data we have from schools.

Special thanks also go to each and every one who contributed so much through inputs and advice from the beginning of the process until the final publication of the report. Special mention should be made of the hard work and dedication of the Education Statistician, Lamese Saamu, who facilitated and led this publication, from the data collection process to its printing.

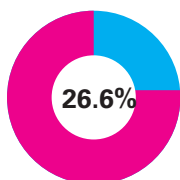
Katalina Pasiale Taloka
Director of Education
Ministry of Education, Youth and Sports

ABBREVIATIONS

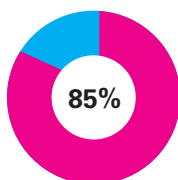
DFAT	Department of Foreign Affairs and Trade
DOE	Department of Education
ECCE	Early Childhood Care and Education
EdDep	Department of Education
EFA	Education For All
EQAP	Education Quality and Assessment Programme
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
GIR	Gross Intake Rate
GPI	Gender Parity Index
MEYS	Ministry of Education, Youth and Sports
NER	Net Enrolment Ratio
NIR	Net Intake Rate
NYEE	National Year 8 Examination
OBE	Outcome-Based Education
PEDF	Pacific Island Education Development Framework
PTR	Pupil–Teacher Ratio
SCR	Student–Classroom Ratio
SDG	Sustainable Development Goal
SPC	Secretariat of the Pacific Community
SPFSC	South Pacific Form Seven Certificate
TEMIS	Tuvalu Education Management Information System
TESP	Tuvalu Education Strategic Plan
TJC	Tuvalu Junior Certificate
TK II	Te Kakeega II
TMTI	Tuvalu Maritime Training Institute
TNCPF	Tuvalu National Curriculum Policy Framework
TSSC	Tuvalu Senior Secondary Certificate
TVET	Technical and Vocational Education and Training
UIS	UNESCO Institute of Statistics
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Fund
USP	University of the South Pacific

2015 EDUCATION STATISTICS AT A GLANCE

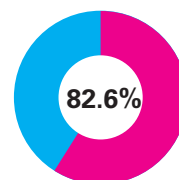
VARIABLE	ECCE	PRIMARY	SECONDARY
Schools			
Government	0	9	1
Private	18	1	1
Total schools	18	10	2
Students enrolled	705	1,750	704
Male	364	901	319
Female	341	849	385
% of female students	48%	49%	55%
Teachers	66	111	61
Male	0	24	28
Female	66	85	33
% of female teachers	100%	76.5%	54%
Pupil: teacher ratio	11	17	12
Teachers qualified (%)	48%	93%	84%
Total classrooms	18	89	28
Pupil: classroom ratio	39	20	26
Gross enrolment rate	88.1%	93.3%	66.7%
Male	87.5%	91.0%	57.5%
Female	88.8%	95.9%	76.9%
Net enrolment rate	69.5%	82.0%	56.5%
Male	70.0%	79.7%	49.0%
Female	69.0%	84.6%	64.9%
% of education expenditure by level of education	7%	25%	32%



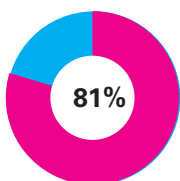
Net intake rate for Year 1



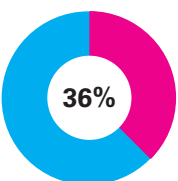
% of Year 1 students having attended ECCE



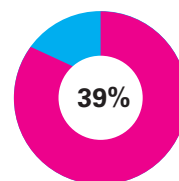
Transition rate from Year 8 to Year 9



Year 8 examination average % passing



Year 10 examination % passing (TJC)



Year 12 examination % passing (TSSC)

INTRODUCTION

This report has been produced by the Education Department (EdDep) within the Ministry of Education, Youth and Sports (MEYS). EdDep's policy interventions are nested within the Tuvalu Education Strategic Plan (TESP II), a five-year plan for 2011–2015. TESP II was developed with the ultimate target of addressing key policy objectives outlined in the Te Kakeega II (TKII) – the national sustainable development plan for the country. In 2015, MEYS commenced review of the sector in preparation for the development of a new education strategic plan (TESP III), with a particular focus on three main policy levers: access, relevancy and sustainability.

Furthermore, the indicators included in this report are aligned with the priority outcomes of TESP II and calculated based on UNESCO Institute of Statistics (UIS) technical guidelines and definitions. UNESCO has also supported the development of Education for All (EFA) country assessments, which have taken stock of progress since 2000 and reflected on the future needs and challenges of individual countries. In addition, UNESCO conducted a comprehensive review in February 2015 in Tuvalu to track progress towards achieving the six EFA goals.

Tuvalu contributed to the set of global assessments undertaken by UNESCO to help frame the vision for the post-2015 agenda. This agenda was presented to over 190 Member States attending the 37th session of UNESCO's General Conference. Along with the EFA Global Monitoring Report, these country assessments were also shared at a global education forum in Korea in 2015 and fed into the definition of the new global education agenda. The post-2015 agenda will be a useful resource for countries like Tuvalu as it embarks on evidence-based policy and planning, monitoring, evaluation and reporting of its new sector plan.

Goals, policies and strategies for education

TESP II outlines an overarching vision and the purpose of the educational strategies for the five-year period.

Vision

Quality education for sustainable living for all

Mission

Provide and sustain excellence in education for all

Key objectives

Strategic activities to achieve the following objectives:

- 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.
- Provide infrastructure and programmes to increase access and students' 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 levels.
- Improve the quality of teaching.

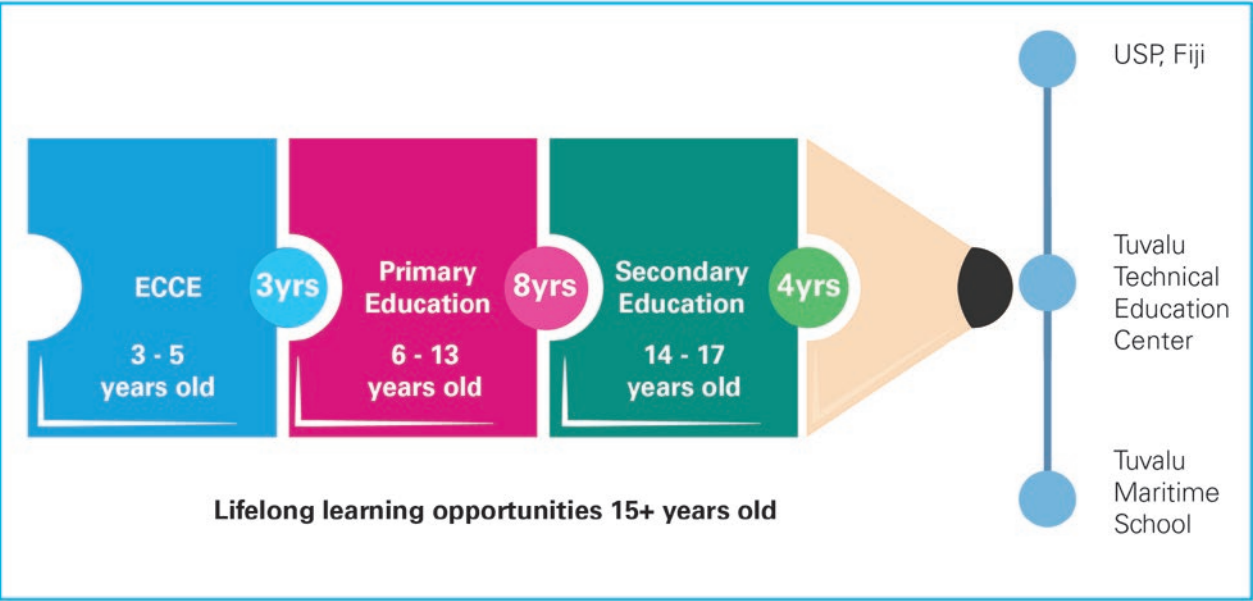
This report contains indicators, statistics and summary analysis for these key objectives.

Overview of the education sector in Tuvalu

The government in Tuvalu provides free primary education for all. By law, it is compulsory for everyone between the ages of six and 15 to attend school¹. The government funds all tuition, books and stationery along with infrastructure development and provision of teachers, with support from development partners. Government funding and donor support, combined with Tuvalu’s small geographic size, have resulted in accessible primary education for all.

Primary education consists of eight years of schooling (Classes 1 to 6, and Forms 1 and 2). There are 10 government primary schools, one on each island, and a faith-based (Seventh Day Adventist) primary school in Funafuti. In 2015, there were 3,172 pupils (students) enrolled in early childhood care and education (ECCE) and primary, secondary and special schools, as well as in technical and vocational education and training (TVET) programmes. A TVET stream has been added to the primary school curriculum for the past two years to provide an alternative learning programme for students who may not excel academically. The total number of teachers in Tuvalu is 233, spread across all nine islands. Although primary education is officially free, schools ask parents to pay a “school contribution” that ranges between AU\$2 and AU\$5 per term. In addition, parents must provide children with school uniforms.

Tuvalu’s education system



Secondary education consists of five years of schooling, Forms 3 through 7 (also referred to as Years 9 to 13). The government-run Motufoua Secondary School is a boarding school on Vaitupu, with fees of AU\$50 per term. A private secondary school, Fetuvalu Secondary School (which receives a government grant, yet operates an alternative curriculum and examinations), is located in Funafuti and charges the same fees as the government secondary school. These fees are waived in cases of financial need as prescribed by policy. One kaupule (island council) in Niutao provides loans to parents for student fees to ensure their children attend school.

Education is compulsory until the end of the year the child turns 15, generally two years after primary school. In the past, children failing the national examination in Form 2 (Year 8) were required to repeat

¹The Education Act states that children must commence school at the beginning of the school year during which they reach the age of seven years and end at the end of the school year when they reach 15 years old.

Form 2 and re-sit the examination until they passed or reached the age of 15. With the introduction of the TVET stream in secondary school education, there is now an alternative learning pathway for these students.

Apart from the recently established TVET stream in primary school, the Tuvalu Maritime Training Institute (TMTI) is the only other TVET institution, enrolling 60 young men each year for the one-year course, which provides an opportunity for future employment at sea. The University of the South Pacific (USP) Centre on Funafuti is the only tertiary education institution in Tuvalu. This offers a wide range of courses at the certificate, diploma and degree levels, delivered mainly through distance flexible learning and supplemented by face-to-face tutorials. Along with its usual business, it houses the classroom taught Augmented Foundation Programme (Form 7 equivalent) – the platform for university entrance and scholarship. In 2012, a new Form 7 programme, established by the government and managed by MEYS, commenced on a trial basis, replacing the Augmented Foundation Programme.

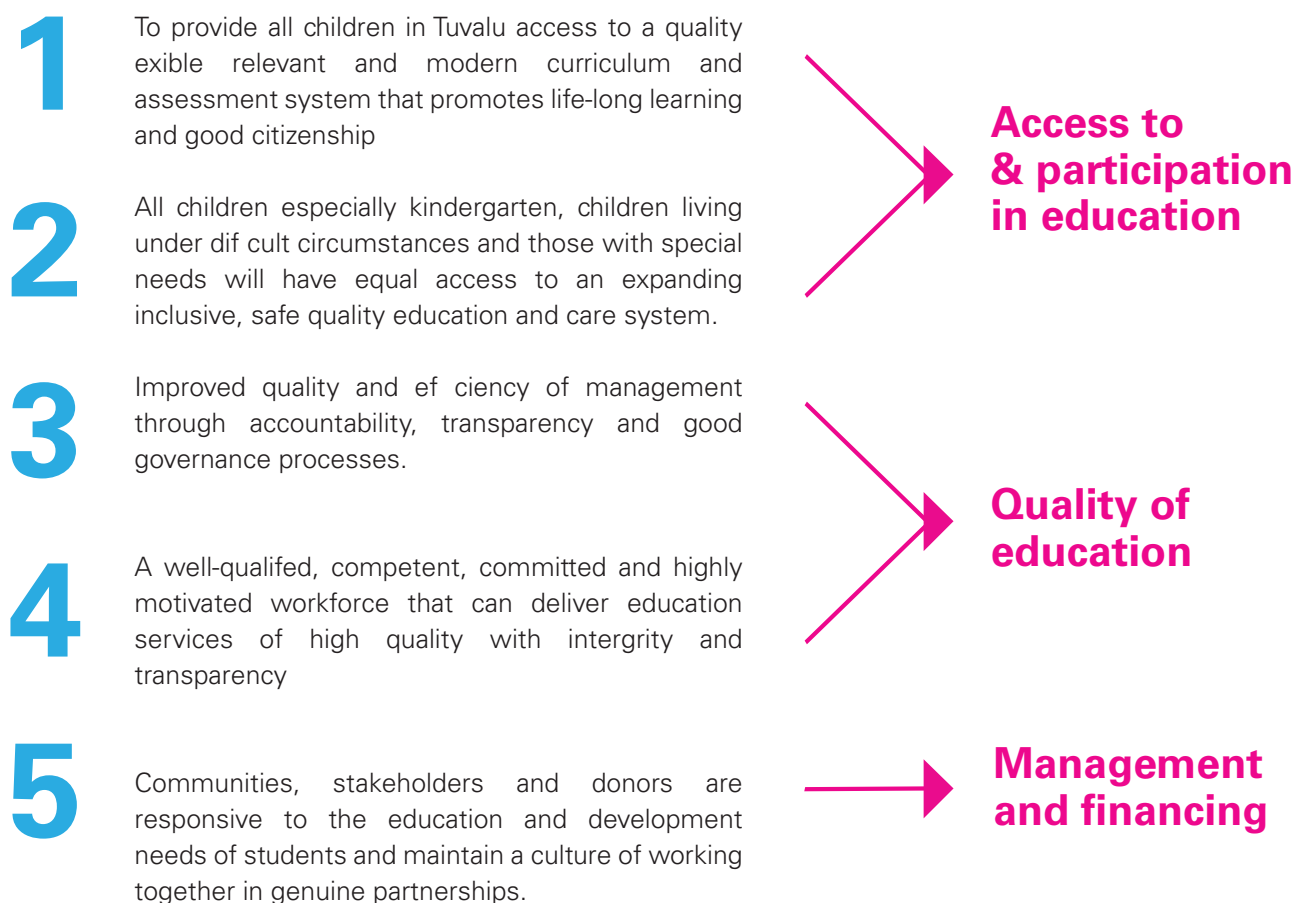
The education sector absorbs the largest share of the national budget, at 14 percent (AU\$6,836,048 in 2015). The proportion of education expenditure spent on salaries has increased significantly for ECCE teachers, to 8.6 percent in 2015 as compared with 1.3 percent in 2014. At primary level in 2015, the share was 18 percent compared with 19% in 2015, and at secondary level it was 12 percent in 2015, compared to 16% in 2014.

A high proportion of education expenditure (by government and donors) goes on secondary and tertiary education as opposed to ECCE and primary. ECCE per student expenditure ranges from AU\$156 to AU\$662 per year. At the primary level, per pupil expenditures range from AU\$728 per student to AU\$993 per year, almost double the amount spent on early childhood. Secondary school per pupil expenditure ranges from AU\$2,362 to AU\$3,067 per year.

Mapping the TESP II (2011–2015) strategic outcomes to this report

TESP II came to an end in 2015; although the development of TESP III (2016–2020) is in progress, this report includes indicators relevant to monitoring progress against MEYS policies and the strategic outcomes of TESP II. Additional indicators are included that are relevant to monitoring progress against regional and international sustainable frameworks and commitments.

TESP II contains five outcomes, with the subsequent objectives and activities in place to progress towards achieving these. This report contains data from the Tuvalu Education Management Information System (TEMIS), the National Statistics Office, the National Assessment Unit within MEYS and government budget appropriation statistics. These data have been mapped to the relevant “strategic outcomes” of TESP II.



1. ACCESS TO AND PARTICIPATION IN EDUCATION

The following tables and summary analysis look at a summary list of indicators used to monitor progress against the TESP II plan and the national monitoring and evaluation (M&E) framework.

1.1 Strategic outcome monitoring and evaluation indicators

Table 1: M&E indicators related to access and participation in education

INDICATORS	2012	2013	2014	2015
Enrolment				
ECCE	741	704	748	705
Male	383	356	391	364
Female	358	348	357	341
Primary	1,830	1,962	1,865	1,750
Male	944	1,029	971	901
Female	886	933	894	849
Secondary	717	724	727	704
Male	300	305	330	319
Female	417	419	397	385
Special needs school	15	16	16	13
Male	10	11	11	9
Female	5	5	5	4
TVET	66	18	33	Not available
Primary	43	18	7	Not available
Secondary	23	0	26	Not available
Total enrolment Tuvalu	3,369	3,424	3,389	3,172
% of new entrants in Year 1 with ECCE experience	N/A	86%	95%	85%
Enrolment rates				
GER in ECCE	99.2%	91.0%	92.9%	88.1%
NER in ECCE	76.0%	70.3%	71.8%	69.5%
GPI:GER ECCE	1.04	1.10	1.02	0.99
GPI:NER ECCE	1.00	1.05	1.01	0.99
GER in Primary 1–8	103.5%	109.1%	101.7%	93.3%
NER in Primary 1–8	91.0%	97.4%	90.1%	82.0%

Table 1: M&E indicators related to access and participation in education

INDICATORS	2012	2013	2014	2015
GPI:GER in Primary 1–8	1.05	1.02	1.02	1.05
GPI:NER in Primary 1–8	1.06	1.04	1.04	1.06
GER in Secondary 3–7	67.3%	60.9%	68.9%	66.7%
NER in Secondary 3–7	56.9%	49.9%	56.7%	56.5%
GPI:GER in Secondary 3–7	1.55	1.45	1.33	1.34
GPI:NER in Secondary 3–7	1.59	1.53	1.45	1.32
Internal efficiency of the education system				
Completion rate to Year 8	81.0%	85.6%	91.0%	95.1%
Transition rate primary–secondary	62.7%	67.0%	69.5%	82.6%
Repetition rate Year 8	20.2%	13.5%	10.9%	10%
Performance in national examinations (pass rate)				
National Year 8 examination	70%	61%	63%	81%
TJC (Year 10)	31%	32%	44%	36%
TSSC (Year 12)	Not available	40%	34%	83%
SPFSC (Year 13)	49%	65%	95%	29%

1.2 Enrolment and progression through education levels

The indicators in this section describe trends in enrolments across all levels of education. Enrolment is a key indicator of the scope of and access to educational opportunities, and functions as a basic descriptor of Tuvalu's education. Changes in enrolment may affect demand for educational resources, such as qualified teachers, physical facilities and funding levels, all of which are required to provide high-quality education for the students of Tuvalu.

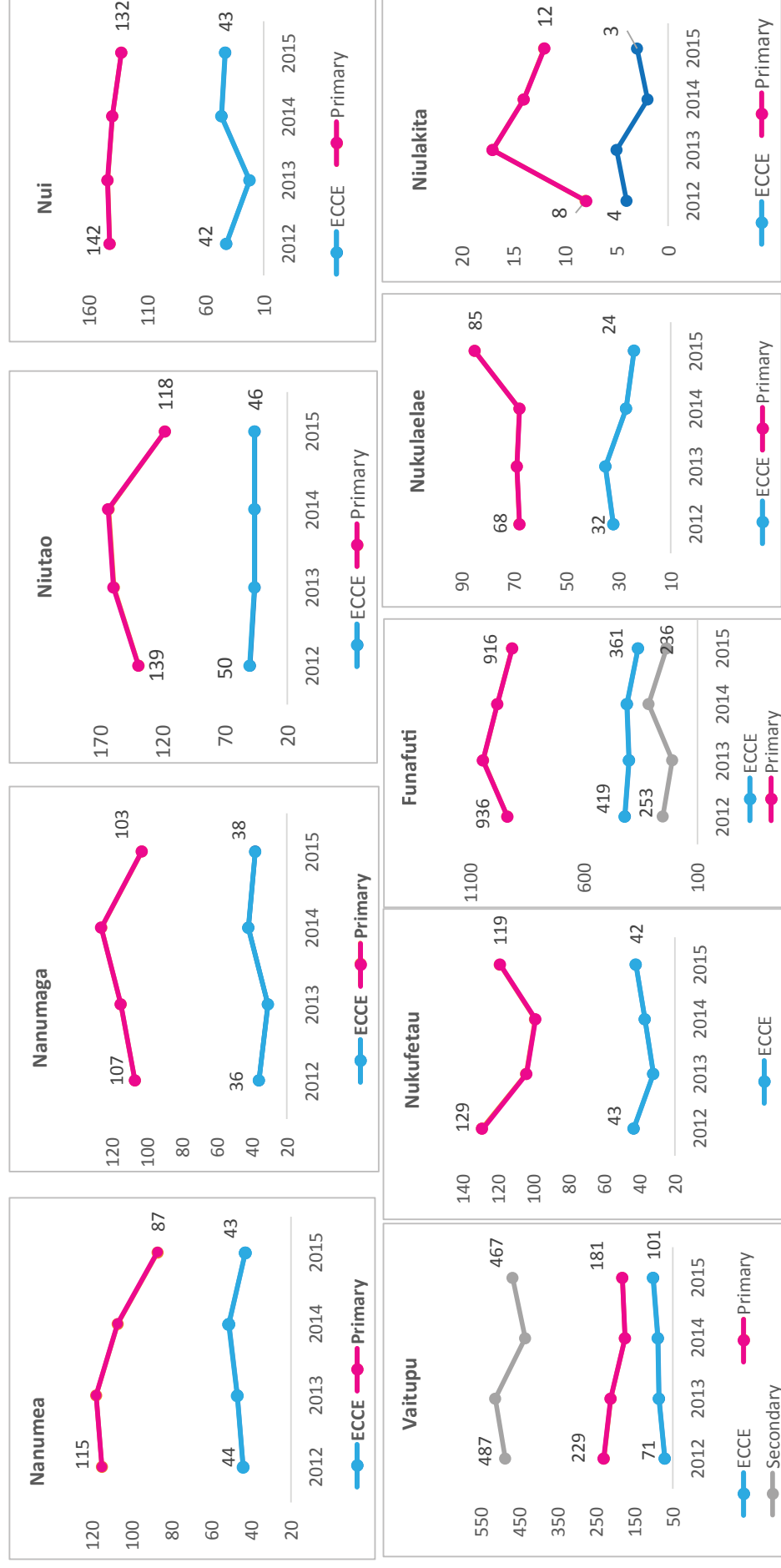
The indicators here include information on enrolment rates by level: pre-primary, primary, secondary, special needs and technical/vocational skills development. Changes in the number of students enrolled in school can stem from fluctuations in population size or shifts in enrolment rates. The latter may vary in response to changes in compulsory attendance requirements, in the prevalence of migration, in perceptions regarding the value of education (particularly at preschool and secondary levels) and in the amount of time it takes to complete schooling.

1.2.1 Enrolment trends

The total number of schools in Tuvalu for ECCE and primary and secondary education has remained steady since 2011: there are 18 ECCE (kindergarten) schools, 10 primary schools, two secondary schools and one special education school.

Enrolment statistics by island and level show that, nationally, there has been a drop in the total number of primary school students enrolled between 2012 and 2015, mainly in Nanumea, Niutao, Nui, Vaitupu and Funafuti islands.

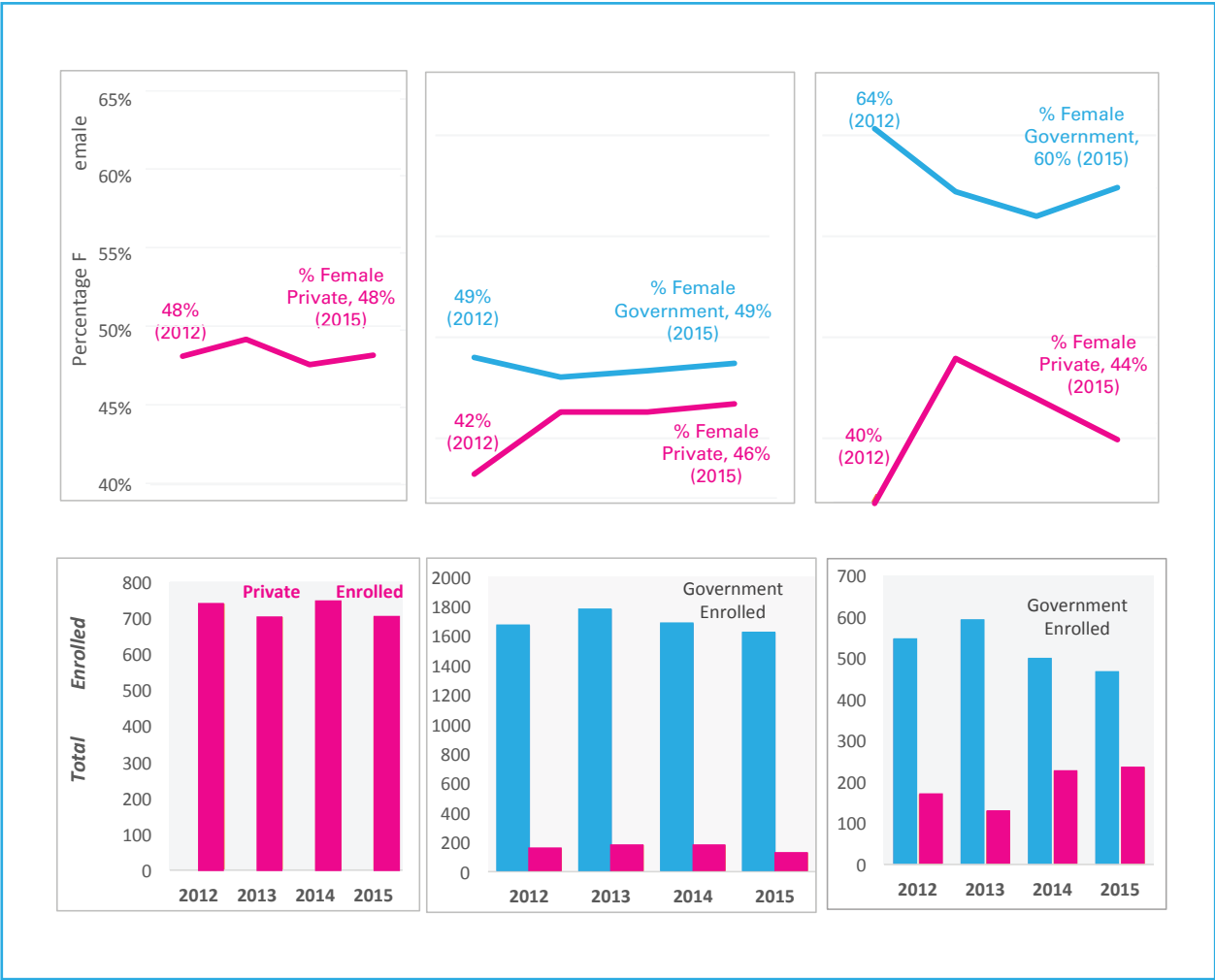
Figure 1: Total numbers enrolled by island, 2012–2015



Source: TEMIS 2015

Data in Figure 1 shows the number of students enrolled in ECCE, primary and secondary schools in Tuvalu by island from 2012 and 2015. At ECCE and primary school levels, the number of primary school students shows a downward trend in seven islands of Tuvalu; in Vaitupu and Nukufetau the number of pupils enrolled has increased by 1.1 percent since 2014. In Funafuti, for instance, the number of pupils in primary schools declined (12 percent) from 1,031 in 2013 to 911 in 2015. At ECCE level in Funafuti, the number of pupils declined (14 percent) from 419 in 2012 to 362 in 2015.

Figure 2: Enrolments and percentage female by level and ownership type (government or private)



Based on the information provided in Figure 2, school enrolment in government primary and secondary schools showed a downward trend between 2013 and 2015. As for private schools, the number of students in ECCE had decreased by 5.7 percent in 2015 compared with 2014. In the only private primary school in Tuvalu, the number of students had decreased by 28 percent in 2015. In the two secondary schools, the number of students increased from 227 in 2014 to 236 in 2015.

On the other hand, the percentage of girls enrolled in the only private secondary school in Funafuti showed a steep decline between 2013 and 2015. The proportion of girls enrolled was at 49 percent in 2013 and 44 percent in 2015.

Table 2: School enrolment in Funafuti and Outer Islands by education level and sex, 2012–2015

YEAR AND LOCATION		ECCE			PRIMARY			SECONDARY			ALL LEVELS		
		M	F	T	M	F	T	M	F	T	M	F	T
2012	Funafuti	216	203	419	467	451	918	102	68	170	785	722	1,507
	Outer Islands	167	155	322	477	435	912	198	349	547	842	939	1,781
	Total	383	358	741	944	886	1,830	300	417	717	1,627	1,661	3,288
2013	Funafuti	205	194	399	534	497	1,031	66	64	130	805	755	1,560
	Outer Islands	151	154	305	495	436	931	239	355	594	885	945	1,830
	Total	356	348	704	1,029	933	1,962	305	419	724	1,690	1,700	3,390
2014	Funafuti	210	191	401	509	469	978	121	106	227	840	766	1,606
	Outer Islands	181	166	347	462	425	887	209	291	500	852	882	1,734
	Total	391	357	748	971	894	1,865	330	397	727	1,692	1,648	3,340
2015	Funafuti	187	175	362	468	443	911	132	104	236	787	722	1,509
	Outer Islands	177	166	343	433	406	839	187	281	468	797	853	1,650
	Total	364	341	705	901	849	1,750	319	385	704	1,584	1,575	3,159

Source: TEMIS 2015. TVET and special school enrolment data are excluded.

Based on the information in Table 2, nationally, across all education levels, Tuvalu witnessed a 5 percent drop in total enrolments between 2014 and 2015. While Funafuti and the Outer Islands witnessed an equal percentage drop in male enrolments (6 percent), Funafuti witnessed a greater drop in female enrolments (6 percent) compared with that in the Outer Islands (3 percent).

Enrolment in ECCE centres in Funafuti contributed to the overall decrease in ECCE enrolments nationally in 2015 compared with 2014. Enrolments in Funafuti declined by 10 percent; the decline was 6 percent nationally. There has been a greater drop in male enrolments: enrolment in ECCE centres dropped nationally by 7 percent for males and 4 percent for females between 2014 and 2015. Male enrolments in Funafuti witnessed an 11 percent drop in 2015 compared with 2014.

In primary schools, both Funafuti and the Outer Islands witnessed a drop in enrolments of approximately 6 percent between 2014 and 2015. Funafuti witnessed a greater drop (7 vs. 5 percent). There was a greater drop in male enrolment (7 percent) than female enrolment (6 percent) in primary schools between 2014 and 2015 and the drop in male enrolment was driven by the drop in enrolment of male students in Funafuti primary schools (8 percent).

Table 3: Number of children enrolled with special needs, by sex, 2012–2015

YEAR	ENROLMENT			% OF STUDENTS MAINSTREAMED INTO GENERAL SCHOOLS		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
2012	10	5	12	0%	0%	0%
2013	11	5	14	0%	0%	0%
2014	11	5	16	30%	17%	25%
2015	9	4	13	33%	0%	23%

Source: MEYS.

There is one special school in Tuvalu on the capital island of Funafuti – Fusi Alofa – that is privately run. It currently has 13 children enrolled, of varying ages and needs. Based on the information available in Table 3, for the first time in Tuvalu three children were mainstreamed into formal schooling at the start of the 2015 academic year. These three children were enrolled in Nauti Primary School in Funafuti and the teachers in the primary school have been providing additional support to integrate them into a new schooling environment.

Table 4: Number of students in primary and secondary schools taking TVET courses, 2012–2015

YEAR	PRIMARY SCHOOLS			SECONDARY SCHOOL		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
2012	31	12	43	16	7	23
2013	16	2	18	0	0	0
2014	6	1	7	9	17	26

Source: TEMIS 2015.

MEYS was unable to collect and report on 2015 TVET data.

Figure 3: Gross enrolment ratio by level of education, 2012–2015

Gross Enrolment Ratio (GER) in Tuvalu

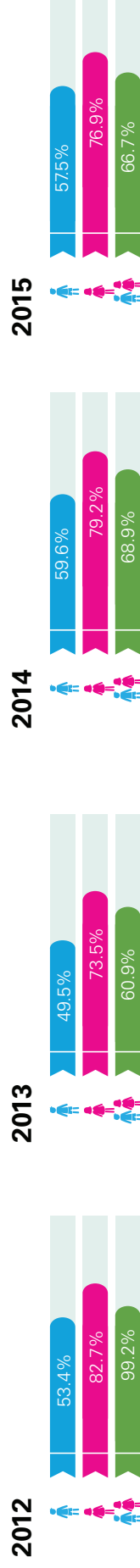
In Early Childhood Education in Tuvalu



In primary education in Tuvalu



In secondary education in Tuvalu



The Gross Enrolment Ratio is the percent of all students enrolled as a percent of the official age group for the level of education.

Source: TEMIS 2015.

The net enrolment ratio (NER) is the enrolment of the official age group for a given level of education expressed as a percentage of the corresponding population.

Figure 4: Net enrolment rate by level of education, 2012–2015

Net Enrolment Ratio (GER) in Tūvalu



Source: TEMIS 2015.

Based on the data available in Figure 4, the NER at ECCE level has shown a decreasing trend since 2012; it was at 70.3 percent in 2013 and in 2015 it had dropped to 69.5 percent. It is important to compare the NER with the GER in ECCE: the difference between them could determine a high percentage of over-age students in ECCE. The official age group selected to calculate the NER for ECCE education is three to five years old. The gender parity index (GPI) is the ratio of girls to boys. In 2015, the GPI is less than 1.00; this simply means there are more boys enrolled than girls in existing kindergartens.

Table 5: Gross and net enrolment ratio in ECCE, 2012–2015

YEAR	SEX	ENROLMENT	OFFICIAL ENROLMENT	POPULATION AGED 3–5	GER (%)	NER (%)	GPI: GER	GPI: NER
2012	Male	383	299	393	97.5%	76.1%	1.04	1.00
	Female	358	269	354	101.1%	76.0%		
	Total	741	568	747	99.2%	76.0%		
2013	Male	356	273	406	87.7%	67.2%	1.08	1.10
	Female	348	271	368	94.6%	73.6%		
	Total	704	544	774	91.0%	70.3%		
2014	Male	391	300	421	92.9%	71.3%	1.00	1.02
	Female	357	278	384	93.0%	72.4%		
	Total	748	578	805	92.9%	71.8%		
2015	Male	364	291	416	87.5%	70.0%	1.01	0.99
	Female	341	265	384	88.8%	69.0%		
	Total	705	556	800	88.1%	69.5%		

Source: TEMIS 2015.

The GER for ECCE is high, which implies that most young children are enrolled in ECCE programmes. However, the NER is significantly lower, indicating a high proportion of ECCE students who are outside the three- to five-year age group in the centres. This suggests there is a high number of under-aged children (under three of years of age) enrolled in ECCE centres.

Table 6: Gross and net enrolment rate in primary education, by sex, 2012–2015

YEAR	SEX	ENROLMENT	OFFICIAL ENROLMENT	POPULATION AGED 6–13	GER (%)	NER (%)	GPI:GER	GPI:NER
2012	Male	944	825	934	101.1%	88.3%	1.05	1.06
	Female	886	785	835	106.1%	94.0%		
	Total	1,830	1,610	1,769	103.4%	91.0%		
2013	Male	1,029	910	951	108.2%	95.7%	1.02	1.04
	Female	933	841	847	110.2%	99.3%		
	Total	1,962	1,751	1,798	109.1%	97.4%		
2014	Male	971	859	970	100.1%	88.6%	1.03	1.04
	Female	894	794	864	103.5%	91.9%		
	Total	1,865	1,653	1,834	101.7%	90.1%		
2015	Male	901	789	990	91.0%	79.7%	1.05	1.06
	Female	849	749	885	95.9%	84.6%		
	Total	1,750	1,538	1,875	93.3%	82.0%		

Source: TEMIS 2015.

In primary education, the GER declined from 101.7 percent in 2015 to 93.3 percent (Table 6) in 2015. The GER is close to 100 percent, meaning the country is able to accommodate all its primary school-age population. It is also important to find out why school enrolment in primary schools is fluctuating over time. For instance, between 2014 and 2015 the enrolment data had reduced, with a difference

of 43 students. The gap between the GER and the NER for primary education remains significantly large. In 2015, the GER was at 93.3 percent and the NER at 82 percent (Table 6); the difference between the indicators attests to the presence of under- and over-age students in existing primary schools. The official age for enrolment in primary schools is six years old.

Tuvalu is working towards the EFA goals and the Sustainable Development Goals (SDG 4), and is attempting to ensure that by 2020 all students (boys and girls) in primary schools will have access to quality education. Despite all the efforts to improve access in primary education and to implement universal primary education in Tuvalu, the enrolment data show the average GPI for the GER is at 1.04 in favour of girls. The average GPI for the NER is at 1.05 (Table 6).

Table 7: Gross and net enrolment rate in secondary education, by sex, 2012–2015

YEAR	SEX	ENROLMENT	OFFICIAL ENROLMENT	POPULATION AGED 14–18	GER (%)	NER (%)	GPI:GER	GPI:NER
2012	Male	300	250	562	53.4%	44.5%	1.55	1.59
	Female	417	357	504	82.7%	70.8%		
	Total	717	607	1066	67.3%	56.9%		
2013	Male	305	223	558	54.7%	40.0%	1.53	1.53
	Female	419	306	502	83.5%	61.0%		
	Total	724	529	1060	68.3%	49.9%		
2014	Male	330	259	554	59.6%	46.8%	1.33	1.45
	Female	397	339	501	79.2%	67.7%		
	Total	727	598	1055	68.9%	56.7%		
2015	Male	319	272	555	57.5%	49.0%	1.34	1.32
	Female	385	325	501	76.8%	64.9%		
	Total	704	597	1056	66.7%	56.5%		

Source: TEMIS 2015.

Based on the data available in Table 7, at secondary level the GER declined from 68.9 percent in 2014 to 66.7 percent in 2015. The gap between GER and NER in secondary education is also significant, meaning there are many under- and over-age students in the two secondary schools. The official age children are in secondary schools in Tuvalu is between 14 and 18 years.

At secondary level, more girls are enrolled in the two secondary schools. The average GPI between 2012 and 2015 was at 1.43 for the GER and 1.47 for the NER (Table 7), meaning more female than male students were going to school.

1.2.3 Intake rates in primary (Year 1)

The intake rate for first year of primary schooling indicates the general level of access to primary education. Data on enrolments in Year 1 show the intake rate for six year olds is low (Table 8). The gross intake rate (GIR) is the total number of new entrants in the first year of primary education, regardless of age, expressed as a percentage of the population at the official primary school entrance age. The GIR exceeds 100 percent each year, meaning the country is able, in principle, to provide its entire school entrance age access to the first year of primary education.

The net intake rate (NIR) is the total number of new entrants in the first year of primary education who are of the official primary school entrance age, six years old apparently, expressed as a percentage of the population of the same age. The NIR shows the level of access to primary education of the eligible population of primary school entrance age.

Table 8: Gross and net intake rate in primary Year 1, 2012–2015

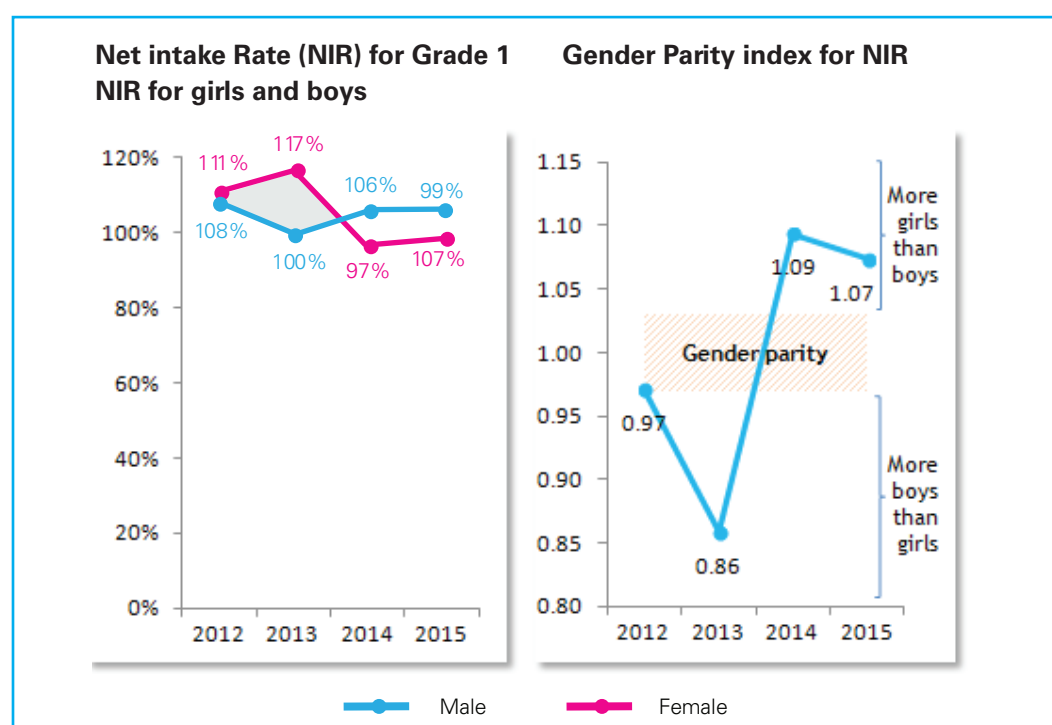
YEAR	GENDER	ENROLMENT	OFFICIAL ENROLMENT	POPULATION AGE 6	GROSS INTAKE RATE	NET INTAKE RATE	GPI:GIR	GPI:NIR
2012	Male	139	36	125	111.2%	28.8%	0.97	0.75
	Female	120	24	111	108.1%	21.6%		
	Total	259	60	236	109.7%	25.4%		
2013	Male	148	42	127	116.5%	33.1%	0.86	0.69
	Female	111	26	114	100.0%	22.8%		
	Total	259	68	241	108.7%	28.2%		
2014	Male	119	31	130	96.9%	24.6%	1.09	1.08
	Female	121	28	117	106.0%	26.5%		
	Total	240	59	247	101.2%	25.5%		
2015	Male	132	32	134	99.3%	23.9%	1.07	1.23
	Female	129	36	122	106.6%	29.5%		
	Total	261	68	256	102.7%	26.6%		

Source: TEMIS 2015.

The gross intake rate has exceeded 100 percent in Tuvalu and the disparity may be evidence of late starting ages or sometimes an indication of data reliability issues surrounding age.

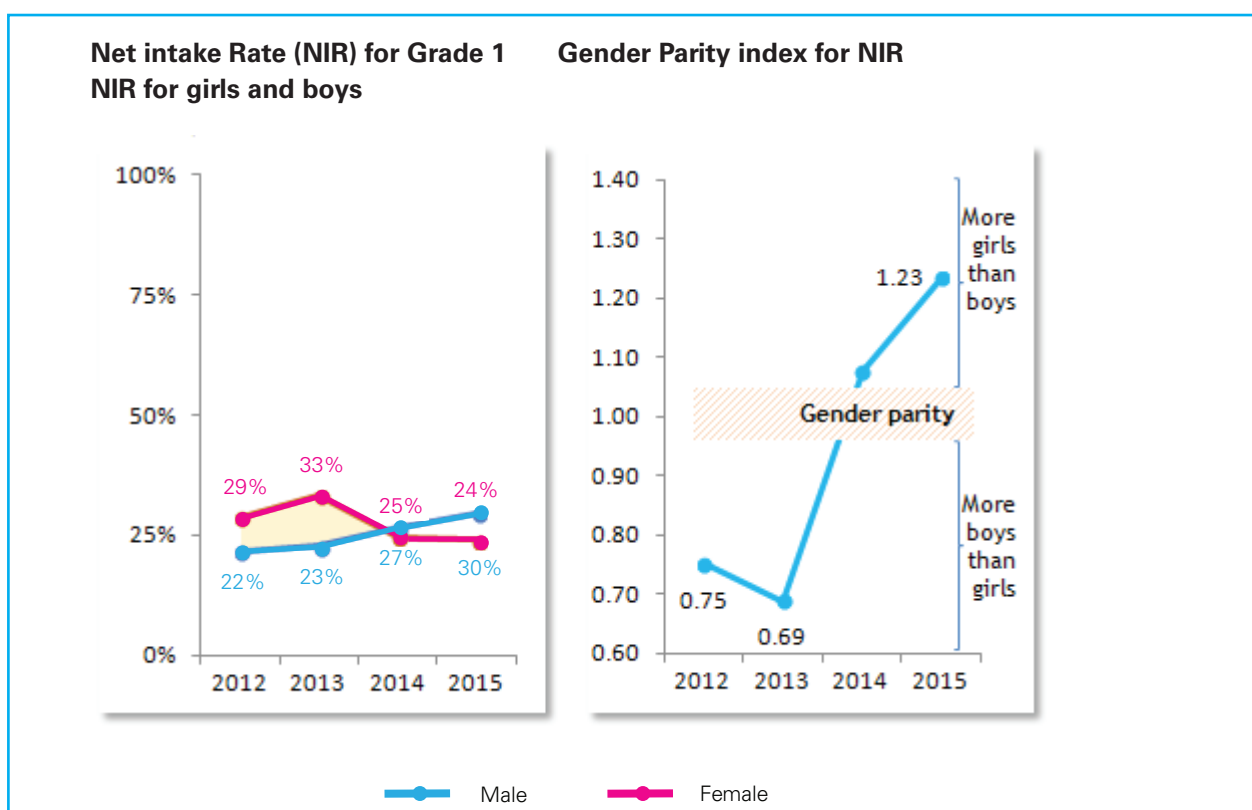
The GPI value was less than 1 in 2012 and 2013; it indicates disparity in favour of boys in primary Year 1. On the other hand, the GPI value is greater than 1 in 2014 and 2015, meaning disparity in favour of girls. The GPI measures progress towards gender parity in education participation or learning opportunities available for girls in relation to those available to boys.

Figure 5: Gross intake rate for Year 1 and its GPI



Source: TEMIS 2015.

Figure 6: Net intake rate for Year 1 and its GPI



Source: TEMIS 2015.

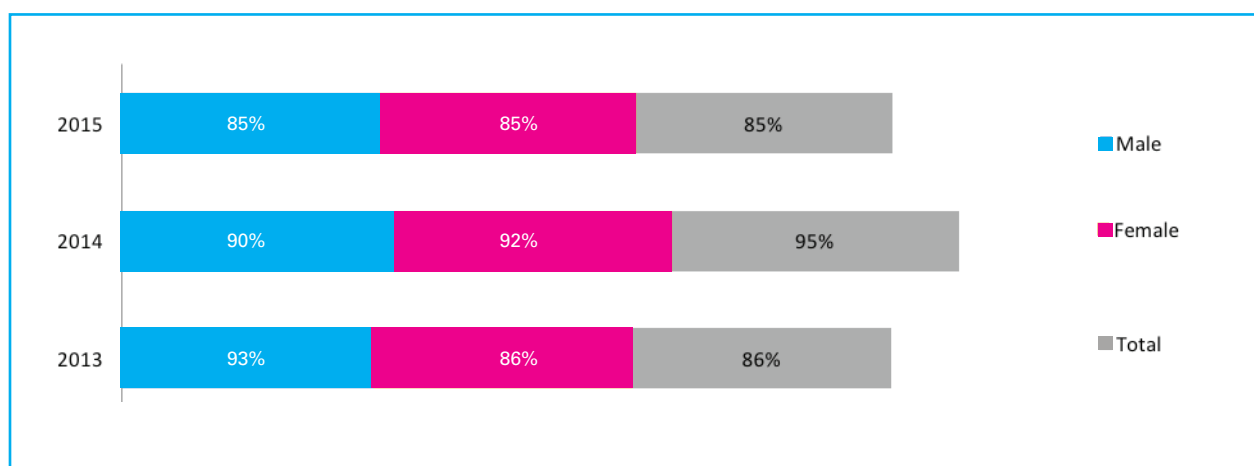
MEYS is enforcing a mandatory primary education policy. This resulted in an increase in the GIR in primary Year 1 from 97.2 to 107.3 percent (Figure 5) of students between 2014 and 2015. However, the high GER for ECCE suggests a large number of six year olds are enrolled in ECCE programmes. The general increasing trend in intake rates, combined with the increasing proportion of Year 1 students coming through ECCE programmes, shows positive progress in ensuring all children attend school.

Based on information in Figure 6, the NIR for Tuvalu is rather low (at 26.6 percent). Low NIRs in primary globally may either be the result of low overall participation in the education system or be an indication of a tendency for children to start at a later age in a particular country. In Tuvalu, it is a factor of the late starting age, as many six year olds from ECCE centres transition to primary schools.

1.2.4 Percent of Year 1 students with ECCE experience

Participation in high-quality ECCE has significant benefits for children and their future learning ability. MEYS in Tuvalu, compared with other Pacific countries, is also putting a great deal of effort to into increasing access in primary education. However, the total percentage of Year 1 students who have ECCE experience had decreased by 6.5 percent in 2015 compared with 2014.

Figure 7: New entrants in primary Year 1 with ECCE experience, 2013–2015 (%)



Source: TEMIS 2015.

Table 9: New entrants in primary Year 1 who have participated in ECCE programme, by sex and island, 2015

ISLAND	NO. YEAR 1 STUDENTS IN 2015			NO. YEAR 1 STUDENTS WITH ECCE PARTICIPATION			% YEAR 1 STUDENTS WITH ECCE PARTICIPATION		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
Nukulaelae	7	7	14	6	7	13	86%	100%	93%
Nanumea	8	6	14	7	6	13	88%	100%	93%
Nanumaga	5	6	11	5	6	11	100%	100%	100%
Funafuti	75	78	153	64	61	125	85%	78%	82%
Vaitupu	16	10	26	12	10	22	75%	100%	85%
Nukufetau	7	11	18	6	8	14	86%	73%	78%
Nui	8	10	18	7	10	17	88%	100%	94%
Niutao	5	3	8	4	3	7	80%	100%	88%
Niulakita	1	0	1	1	0	1	100%	0%	100%
Total	132	131	263	112	111	223	85%	85%	85%

Source: TEMIS 2015.

Data on new entrants to Year 1 in Figure 7 show 85 percent of children in Year 1 had completed ECCE schooling prior to their primary school enrolment – with approximately the same percentage (85 percent) (Table 9) for boys and girls. Funafuti primary schools had the lowest percentage of new entrants with ECCE participation in primary Year 1.

1.2.5 Primary school children who are out of school

The indicator on out-of-school children helps MEYS identify the number of children in the official primary school age range who are not enrolled in either primary or secondary schools in Tuvalu. It also helps MEYS identify the size of the population in the official primary school age range for targeting with policies and efforts to achieve universal primary education. The higher the number of out-of-school children, the greater the need to focus on achieving universal primary education. Some children of primary school age who have never been in school may or may not eventually enrol as late entrants. Other children may have initially enrolled but dropped out before reaching the “official” age of primary completion.

Table 10: Estimated out-of-school children in primary education, 2015 (%)

OUT-OF-SCHOOL CHILDREN	2015
	12.5%

Source: TEMIS 2015.

Although MEYS has introduced several policy and governance reforms in Tuvalu since 2012, such as the school grant policy, the review of the primary curriculum, the development of an ECCE development framework and standards and improving pre-service and in-service teacher training, the out-of-school children rate remained high, at 12.5 percent, in 2015 (Table 10Error! Reference source not found.). When disaggregated by geographical location or island, this indicator can identify areas in need of the greatest efforts. Policies can also focus efforts on priority population groups or a particular gender. Disaggregated data by gender and geographical location are currently not available in Tuvalu.

1.3 Strengthening assessment to improve learning and teaching

1.3.1 Outcome-based education and assessment reform

Tuvalu, as a result of a recent policy directive, has embarked on an outcome-based education (OBE) reform. This process involves restructuring the curriculum, assessment and reporting practices in education to reflect the achievement of high order learning and mastery of specific skills and knowledge.

MEYS launched the Tuvalu National Curriculum Policy Framework (TNCPF) in 2013, as a guiding framework for all curriculum requirements, from preschool to Year 12. The TNCPF proposes an outcome-based curriculum on which the design and development of the syllabi, materials and resources; assessment and reporting; and teacher training and professional development are based. It also recognises that the learning journey is different for each and that some students may require more support and others less to achieve their desired learning outcomes. In line with the new outcome-based curriculum, assessments have been modified to assess students' learning against the stipulated learning outcomes. This is said to portray the true picture of a student's learning rather than scaled results.

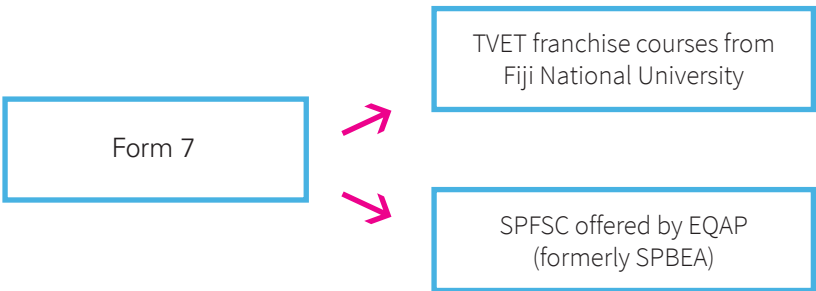
The illustrations below contain the list of the outcome-based subjects offered in Forms 7 and 8 as well as Year 10. At the senior secondary level, students can select from a diverse range of 12 subjects: English, Maths, Accounting, Biology, Chemistry, Economics, Geography, History, Design technology, Physics, Computer Studies and Agriculture.

Figure 8: Tuvalu outcome-based education subjects, 2015

PRIMARY YEAR 7 AND 8	JUNIOR SECONDARY YEAR 10	SENIOR SECONDARY
<ul style="list-style-type: none"> ✓ English ✓ Maths ✓ Social Science ✓ Basic Science 	<ul style="list-style-type: none"> ✓ English ✓ Maths ✓ Social Science ✓ Science ✓ Commercial studies ✓ Design technology ✓ Home economics ✓ Agriculture 	<ul style="list-style-type: none"> ✓ English ✓ Maths ✓ Accounting ✓ Biology ✓ Chemistry ✓ Economics ✓ Geography ✓ History ✓ Design technology ✓ Physics ✓ Computer studies ✓ Agriculture

For Form 7 (Year 13), students have an option to choose between two learning pathways: a technical pathway or an academic pathway.

Figure 9: Curriculum learning programmes developed for Form 7 in 2010



Source: MEYS.

The franchise programmes currently offered by Fiji National University to students in Tuvalu are illustrated below.

Figure 10: Number of TVET franchise programmes, 2015



Source: MEYS.

1.3.2 National assessments in Tuvalu

Currently, Tuvalu has standardised national examinations for the following levels/classes. Subsequent sections of the report discuss these examinations further.

Figure 11: National examinations and assessments in Tuvalu

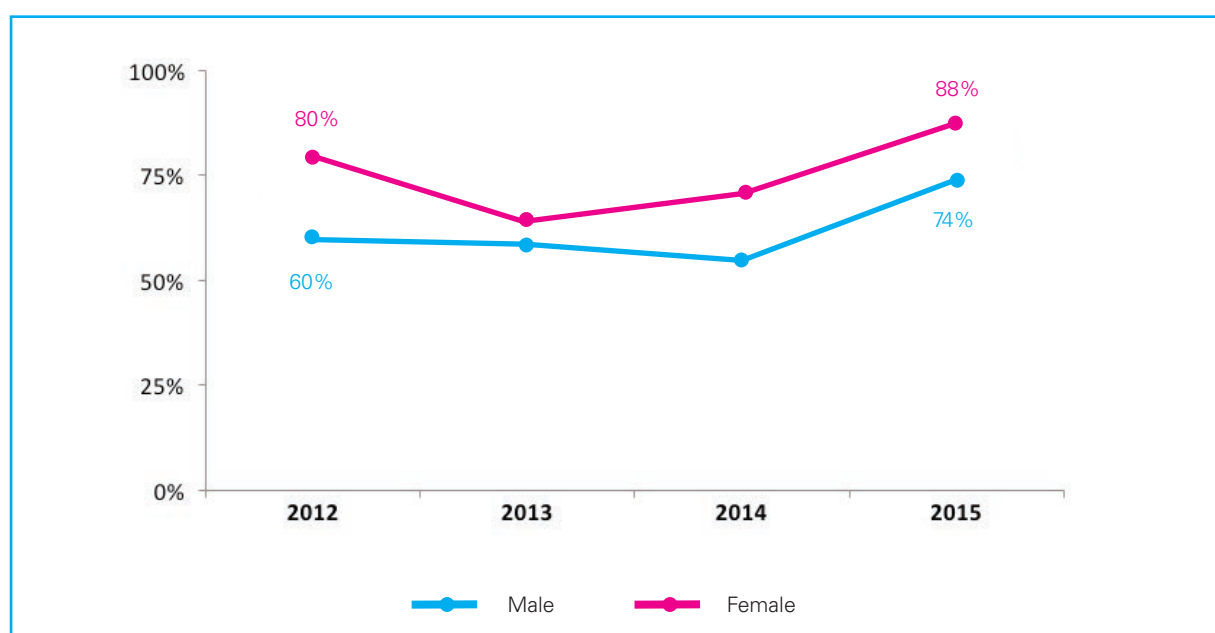


1.3.3 National Year 8 Examination

MEYS, in its efforts to accelerate achievement of the Millennium Development Goals, identified some challenges in the delivery of quality education in Tuvalu. One of the metrics used to analyse these was the low pass rate on the National Year 8 Examination (NYEE). In 2013, EdDep set a target for all schools to aim for a pass percentage of 70 percent or more on the national exam. Students who do not pass the examination are given a chance to repeat/retake it the following year. However, the privately run

Fetuvalu Secondary School in Funafuti does not use NYEE results as an admission criterion for students. Prior to 2013, the NYEE was set by EdDep and assessed externally. However, in 2014, in line with the OBE reform, EdDep introduced a component of internal assessments to bring testing methods more in line with instruction. The change in methodology was to ensure assessment approximated closely with what students needed to know and be able to do, with the assumption that it cannot always be comprehensively and accurately assessed through standardised questions on a time-bound examination. Internal assessment tasks delivered and assessed by the teachers contributed to 10 percent of the final grade, with 90 percent externally assessed through a standardised national examination (NYEE). Furthermore, in 2015, the weight for internal assessments increased to 30 percent to promote assessment of higher order skills through varied tasks.

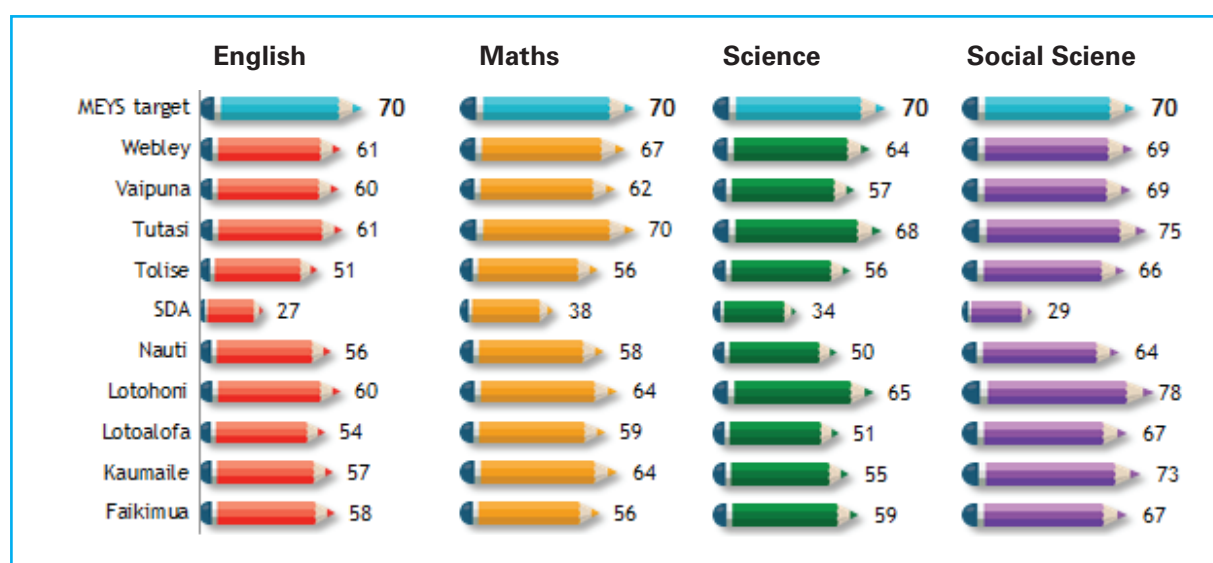
Figure 12: National NYEE pass rate, by year and sex, 2012–2015



Source: MEYS 2015.

Based on the data available in 2015 the country exceeded the MEYS target of a 70 percent pass rate in exams. The overall pass percentage for 2015 for all subjects has increased by 18 percent to 81 percent in 2015, compared with 63 percent in 2014. The pass rate for male students increased from 71 percent in 2014 to 88 percent in 2015 (a 19 percent increase), while the pass rate for female students increased from 55 percent to 74 percent (17 percent increase).

Figure 13: NYEE pass rate, by school and subject, 2015



Source: Data provided by the National Assessment Unit, MEYS, 2015.

Based on the data in Figure 13, the pass rate on average for all schools for Social Science is higher than that for other subjects (by 65 percent). English, Science and Mathematics continue to be areas that have an average pass rate of between 55 and 60 percent.

Table 11: NYEE pass rate, by subject and sex, 2015

ISLAND	ENGLISH			MATH			BASIC SCIENCE			SOCIAL SCIENCE		
	M	F	T	M	F	T	M	F	T	M	F	T
Nanumea	25	50%	75%	50%	50%	100%	25%	50%	75%	50%	50%	100%
Nanumaga	27%	53%	80%	27%	60%	87%	40%	60%	100%	40%	60%	100%
Niutao	67%	25%	92%	75%	17%	92%	75%	25%	100%	75%	25%	100%
Nui	31%	46%	77%	31%	54%	89%	31%	38%	70%	38%	54%	92%
Vaitupu	8%	50%	58%	38%	58%	96%	25%	50%	75%	29%	58%	87%
Nukufetau	23%	62%	85%	38%	62%	100%	38%	62%	100%	38%	62%	100%
Funafuti	27%	40%	67%	32%	40%	72%	24%	22%	46%	34%	38%	72%
Nukulaelae	25%	63%	88%	25%	63%	68%	25%	63%	88%	25%	63%	68%
Niulakita	0%	50%	50%	50%	50%	100%	0%	50%	50%	50%	50%	100%

Source: TEMIS 2015.

Subject-wise analysis of the 2015 NYEE results by island shows that Niutao, Nukulaelae and Nanumaga have the highest pass percentages for English language, while Nanumea, Nukufetau and Niulakita were able to record 100 percent pass rates for Maths. Nanumaga, Niutao and Nukufetau were able to record 100 percent pass rates for Basic Science. Nanumea, Nanumaga, Niutao, Nukufetau and Niulakita were able to record 100 percent pass rates for Social Science. Results show that English continues to be a challenging subject for schools across islands.

1.3.4 Tuvalu Junior Certificate examination (Year 10), 2015

Figure 14: TJC pass rate, by year and sex



Source: MEYS National Assessment Unit 2015.

Table 12: TJC pass rate, by subject, 2012–2015 (%)

YEAR	ENGLISH	MATHS	SCIENCE	S/SCIENCE	COMMERCE	AGRICULTURE	H/ECONOMIC	B/TECHNOLOGY	OVERALL PASS RATE (IN%)
2012	29	14	31	14	54	31	4	45	31
2013	41	35	27	10	52	56	25	20	32
2014	70	61	37	53	26	75	56	97	44
2015	54	32	29	29	15	56	26	35	36

Source: MEYS National Assessment Unit 2015.

Table 13: TJC pass rate by sex, 2011–2015

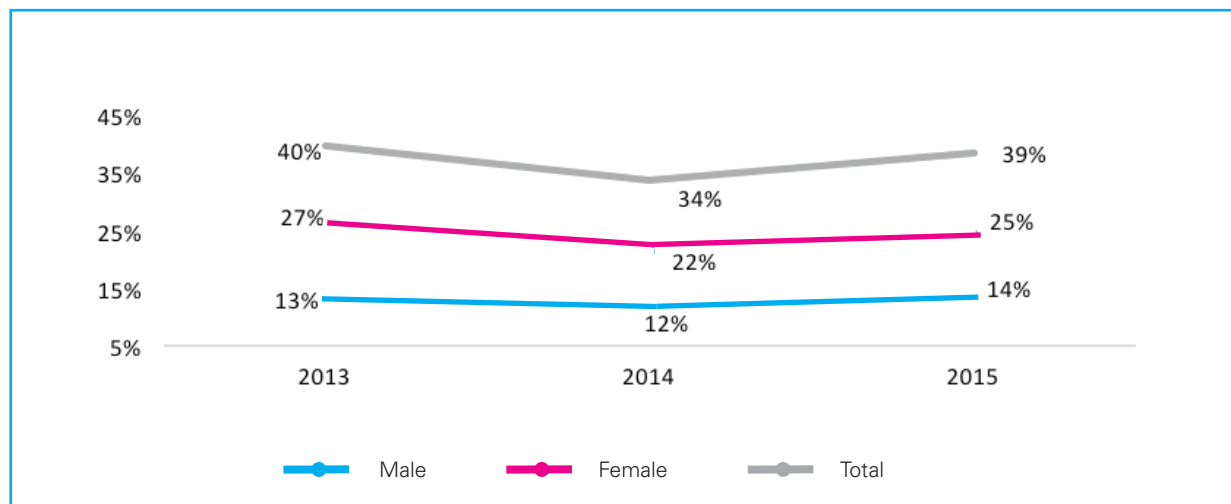
YEAR	NO. SITTING		NO. PASSING		TOTAL PASS	% PASSING		TOTAL SITTING	TOTAL % PASSING
	FEMALE	MALE	FEMALE	MALE		FEMALE	MALE		
2012	73	47	23	14	37	32%	30%	120	31%
2013	66	49	30	7	37	45%	14%	115	32%
2014	56	74	44	13	57	79%	18%	130	44%
2015	57	45	25	12	37	44%	27%	102	36%

Source: MEYS National Assessment Unit 2015.

At Form 4 (or Year 10) level there are nine subjects set for the Tuvalu Junior Certificate (TJC) national exam. Recent data show that the pass rates for the Form 4 examination are low, as evident in the tables above.

1.3.5 Tuvalu Senior Secondary Certificate examination (Year 12), 2013–2015

Figure 15: TSSC pass rate, by sex, 2013–2015



Source: MEYS National Assessment Unit 2015.

Table 14: TSSC pass rate per subject, 2013–2015

EXAM YEAR	PASS RATE (YEAR 12)		
	2013	2014	2015
Accounting	58	52	78
Biology	50	51	84
Chemistry	46	53	87
Economics	48	47	83
English	52	56	85
Geography	44	43	81
History	48	43	71
Maths	42	46	83
Physics	50	54	88
Agriculture	59	56	86
Computer Studies	61	62	87
Design Technology	59	68	88

Source: MEYS National Assessment Unit 2015.

Table 15: TSSC pass rate, by sex, 2013–2015

YEAR	NO. SAT		NO. PASS		TOTAL PASS	% PASS		TOTAL SAT	OVERALL% PASS
	Female	Male	Female	Male		Female	Male		
2013	66	32	26	13	39	39.4	40.6	98	40
2014	66	40	23	13	36	34.8	32.5	106	34
2015	62	31	23	13	36	37.1	41.9	93	39

Source: MEYS National Assessment Unit 2015.

The overall passing rate of the Tuvalu Secondary School Certificate (TSSC) examinations in Year 12 was also low: 39 percent of students (Table 15) passed the TSSC national exam in 2015, implying that 61 percent did not.

Based on information available in Table 13 and Table 15, the proportion of students passing both the TJC and the TSSC shows that about one in three students will pass either exam, with the average pass rate for the TJC for the past five years at 35 percent, and that for the TSSC at 38 percent for the past three years. In general, the pass rate for the TJC has improved for girls but not for boys, while over the past three years boys have fared slightly better than girls in the TSSC. A range of factors has contributed to this, including the elective subjects studied by girls and boys.

1.4 Improving internal efficiency of the education system

While countries like to increase educational participation, higher enrolment is not their only concern. They also seek to ensure that students' progress through the education system smoothly, and that they achieve higher levels of education rather than repeating classes or dropping out. Progression from grade to grade at the set standard years of schooling at each grade reflects the internal efficiency of the system, and graduating from that level often signifies that students have met a certain set of standards, whether stated formally or held as a general belief in the minds of the people. Therefore, increasing access to education is often paralleled by improvements in the internal efficiency of education systems. The indicators below are used to determine the internal efficiency of the Tuvalu education system.

1.4.1 Completion of primary education

The primary completion rate is the ratio of the total number of students successfully completing (or graduating from) the last year of primary school in a given year to the total number of children of official graduation age in the population.

Table 16: Completion rate to Year 8, by sex, 2012–2015

YEAR	MALE	FEMALE	TOTAL
2012	75.4%	88.2%	81.0%
2013	84.2%	87.1%	85.6%
2014	89.5%	92.6%	91.0%
2015	93.7%	96.5%	95.1%

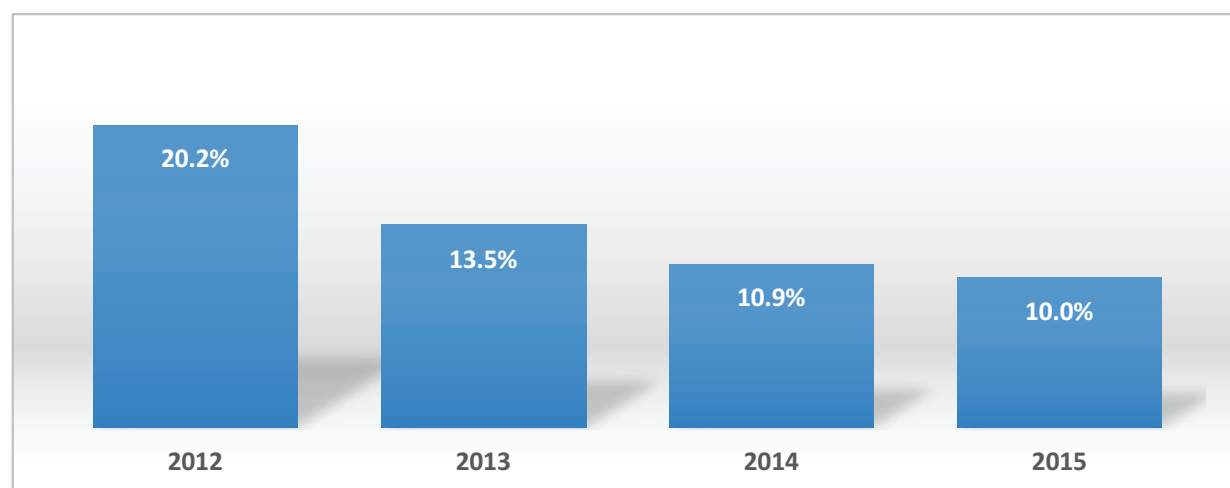
Source: TEMIS 2015.

This indicator is one of the core indicators for the SDG. Over the years, there has been an increasing trend of primary school completion rates, from 81 percent in 2012 to 95.1 percent in 2015 (Table 16). In terms of gender variation, females have seen a higher completion rate than males.

1.4.2 Percentage of repeaters in Year 8

The share of repeaters is given by the total number of pupils who are enrolled in the same level as the previous year, expressed as a percentage of total enrolment in primary education. Progression is not considered smooth when students must repeat one or more years of schooling, or when their participation is interrupted for a period of time. Grade repetition remains an important impediment to efficiency of schooling, and high repetition rates, especially in education systems where demand for education outstrips supply, represent a waste of scarce resources. Traditionally, grade repetition has been used as an indicator of educational inefficiency. Students enrolling in the same grade or year of study a second or further time are classified as repeaters.

Figure 16: Repeaters in Year 8, 2012–2015 (%)



Source: TEMIS 2015.

MEYS is encouraging automatic promotion in primary schools until Year 8; however, 10 percent of students were repeating Year 8 and the NYEE in 2015. Furthermore, the percentage of repeaters in Year 8 has shown a gradual decrease each year since 2012.

1.4.3 Transition from primary to secondary education

This section highlights the number of students advancing from one level of schooling to the next, particularly from primary to secondary. High transition rates indicate a high level of access or transition from one level of education to the next. They also reflect the intake capacity of the next level of education. Inversely, low transition rates can signal problems in the bridging between two cycles or levels of education, because of either deficiencies in the examination system or inadequate admission capacity in the higher cycle or level of education, or both. It could also signal that students are transferring to overseas schools for secondary education. A low transition rate also signifies education wastage, as most of the pupils who complete one level of education do not proceed to the next.

Table 17: Transition rate from primary to junior secondary schools, 2012–2015 (%)

YEAR	FORM 2 ENROLMENT			FORM 3 ENROLMENT			TRANSITION RATE (AS A %)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2012	165	127	292	89	94	183	53.9%	74.0%	62.7%
2013	156	123	279	94	93	187	60.3%	75.6%	67.0%
2014	140	129	269	100	87	187	71.4%	67.4%	69.5%
2015	99	102	201	72	94	166	72.7%	92.2%	82.6%

Source: TEMIS 2015.

The transition rate from primary to secondary level increased to 82.6 percent in 2015 from 69.5 percent in 2014. A bigger jump in female transition rate was witnessed compared to male transition rate from primary to secondary schools.

2. QUALITY OF EDUCATION

The following tables and summary analysis present a summary list of indicators used to monitor progress against the TESP II plan and the national M&E framework.

2.1 Strategic outcome monitoring and evaluation indicators

Table 18: Strategic M&E indicators related to quality of education

INDICATOR	2012	2013	2014	2015
Teacher profile				
Number of teachers				
ECCE	58	58	59	66
Primary	94	92	94	111
Secondary	67	68	70	61
Special needs school	2	2	3	3
% of qualified teachers				
ECCE				48%
Primary	100%	100%	100%	93%
Secondary				84%
% of certified teachers				
ECCE	100%	100%	100%	100%
Primary	100%	100%	100%	100%
Secondary	100%	100%	100%	100%
Teachers attended in-service teacher training				
ECCE	0	0	0	0
Primary	3	0	3	4
Secondary	0	2	1	10
No. of teachers contracted/paid by government				
Government				
ECCE	0	0	0	66
Primary	94	92	94	94
Secondary	67	68	70	59
Kaupule (island council)				
ECCE	58	58	59	0
Primary	0	0	0	8
Secondary	0	0	0	0
Voluntary				
ECCE	0	0	0	0
Primary	0	8	8	9
Secondary	0	0	0	1

Table 18: Strategic M&E indicators related to quality of education ~ Continued

INDICATOR	2012	2013	2014	2015
Pupil: teacher ratio				
ECCE	0	13	12	13
Primary	0	19	21	20
Secondary	0	11	11	11
Number of vacant teaching positions at the start of the academic year				
Primary	0	0	5	2
Secondary	0	0	10	14
% of teaching position filled by teachers from other countries				
Primary	0	0	8	9
Secondary	0	11	11	11
% of teachers leaving the profession prior to retirement age				
Primary	0	0	0	1
% of ECCE teachers fully and partially funded by government				
ECCE	0%	0%	0%	0%

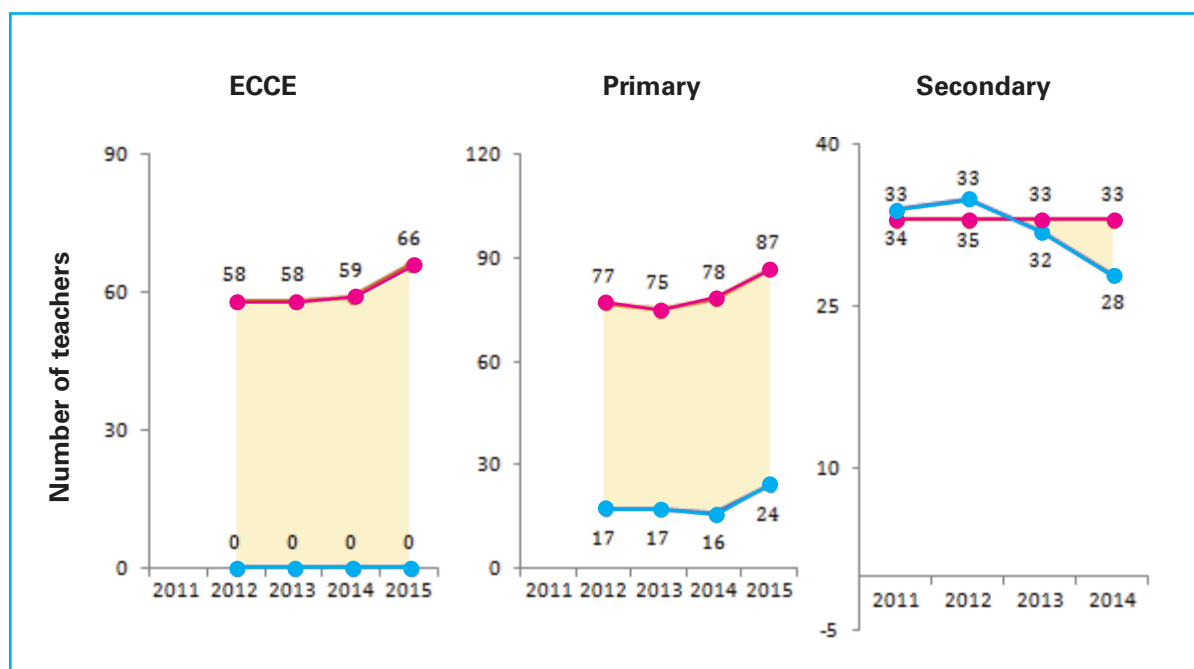
2.2 Teacher trends and qualifications

This section presents information on the availability and quality of teachers across the country. It also tries to determine if teachers have sufficient training, qualifications and preparation to improve the quality of educational provision in the schools of Tuvalu.

Currently, Tuvalu has 235 full-time teachers, of whom 183 are female and 52 are male. There are 65 teachers teaching in ECCE centres, 111 in primary schools and 61 in secondary schools.

2.2.1 Teacher availability in Tuvalu

Figure 17: Total number of teachers in ECCE, primary and secondary, 2011–2015



Source: TEMIS 2015.

Currently, there are no male teachers in the community-managed kindergartens (ECCE centres) and in primary there are almost four times as many female teachers as male teachers. The number of teachers in ECCE has steadily increased to 66 teachers in 2015, compared with 56 teachers in 2011. At primary level, the total number of female teachers had declined since 2011, but remained reasonably stable in 2014/15. At secondary level, the total number of female teachers has gradually increased each year, perhaps replacing the declining number of male teachers.

Table 19: Number of teachers by island and education level, 2015

ISLAND	ECCE	PRIMARY	SECONDARY
Nanumea	6	9	Not applicable
Nanumaga	4	9	Not applicable
Niutao	4	12	Not applicable
Nui	5	8	Not applicable
Vaitupu	10	14	47
Nukufetau	3	11	Not applicable
Funafuti	31	37	18
Nukulaelae	2	8	Not applicable
Niulakita	1	3	Not applicable
Tuvalu	66	111	61

Source: TEMIS 2015.

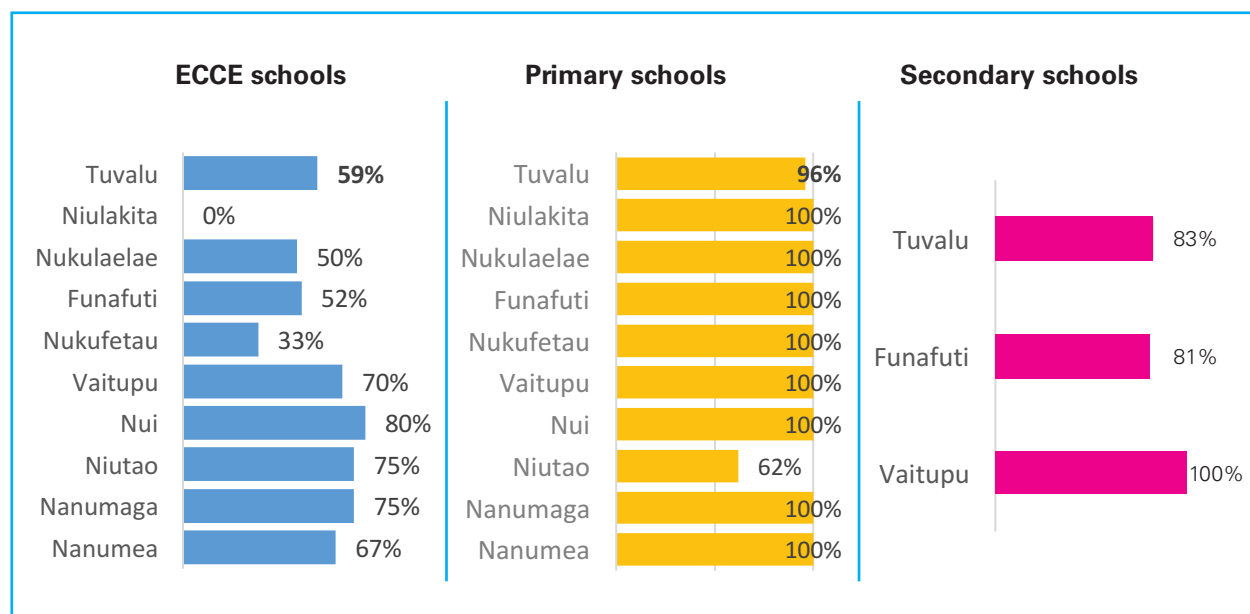
2.2.2 Teacher qualifications and education levels

Table 20: Teachers, by teaching qualification and education level, 2014 (%)

QUALIFICATION	ECCE		PRIMARY		SECONDARY	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Certificate in Teaching	0	24	1	8	2	1
Diploma in Teaching	0	8	11	54	6	4
Bachelor in Teaching	0	0	8	19	14	23
Master in Education	0	0	0	2	1	0
Doctorate of Philosophy	0	0	0	0	0	0
Total	0	32	20	83	23	28

Source: TEMIS 2015.

Figure 18: Qualified teachers in ECCE, primary and secondary schools, 2015 (%)



Source: TEMIS 2015.

2.3 School organisation and teacher deployment

2.3.1 Pupil–teacher ratio

Pupil–teacher ratios (PTRs), while a highly aggregated measure, help indicate the capacity of an education system and assess whether teachers are potentially overburdened or under-utilised. In the latter case, it may thus be possible to accommodate more students without necessarily hiring additional teachers.

A PTR expresses the relationship between the number of students enrolled in a school and the number of “full-time equivalent” teachers the school employs. For example, a PTR of 10:1 indicates that there are 10 students for every full-time equivalent teaching position. Usually, the number of full-time teachers is a standard measure of teaching capacity in a particular school. Because PTRs are a general way to measure teacher workloads and resource allocations in schools, as well as the amount of individual attention a child is likely to receive from teachers, they are often used as broad indicators of the overall quality of a school or an education system as a whole.

EdDep strives to maintain the national PTR of 25:1 for primary schools, 22:1 for secondary schools and 15:1 for ECCE centres. All primary schools are well within the PTR target prescribed by MEYS. However, there is significant variance in PTR ratios between schools on islands.

Table 21: PTR by island in ECCE, primary and secondary education, 2015

ISLAND	ECCE			PRIMARY			SECONDARY		
	ENROLMENT	TEACHER	PTR	ENROLMENT	TEACHER	PTR	ENROLMENT	TEACHER	PTR
Nanumea	43	6	7	87	9	11	N/A	N/A	N/A
Nanumaga	38	4	10	103	9	13	N/A	N/A	N/A
Niutao	46	4	12	118	12	9	N/A	N/A	N/A
Nui	43	5	9	133	8	17	N/A	N/A	N/A
Vaitupu	104	10	10	182	14	14	468	47	10
Nukufetau	42	3	14	119	11	15	N/A	N/A	N/A
Funafuti	362	31	13	911	37	25	236	18	13
Nukulaelae	24	2	12	85	8	14	N/A	N/A	N/A
Niulakita	3	1	3	12	3	12	N/A	N/A	N/A
Tuvalu	705	66	11	1,750	111	16	704	61	12

Source: TEMIS 2015.

Based on the data in Table 21, the national PTR for ECCE schools in 2015 was around 1:11 and for primary schools 1:16. These ratios are much lower than the national standard PTR for ECCE and primary education, which is 1:15 and 1:25, respectively. The PTR for Tuvalu is considered low for the Pacific region. The PTR by island and level shows that that for primary schools on Funafuti is the highest for Tuvalu, despite EdDep increasing the number of classrooms and teachers. The PTR is especially low in Niutao, and there is a need for EdDep to revisit its teacher posting policy to ensure a consistent PTR across all schools. Similarly, ECCE centres are well within the prescribed target but there is an extremely low PTR ratio in areas like Nanumea and Nui.

Table 22: Pupil: certified teacher ratio, 2015

SCHOOL LEVEL	TEACHER CERTIFIED	ENROLMENT	STUDENT: CERTIFIED TEACHER RATIO
ECCE	66	705	11
Primary Year 1-8	111	1750	16
Secondary Form 3-7	61	704	12

Source: TEMIS 2015.

A certified teacher in Tuvalu is identified as a teacher who has undertaken specialised post-secondary teacher training and has met the course requirements, with or without other post-secondary qualifications. Thereby the teacher is certified to teach.

The total student: certified teacher ratio is at 16:1 in primary schools and 12:1 in secondary schools. Both ratios remain low compared with the standard student: teacher ratio for primary and secondary schools.

Table 23: Pupil: qualified teacher ratio, 2015

SCHOOL LEVEL	TEACHERS QUALIFIED	ENROLMENT	STUDENT: TEACHER QUALIFIED RATIO
ECCE	32	705	22
Primary Year 1-8	103	1750	17
Secondary Form 3-7	51	704	14

Source: TEMIS 2015.

A qualified teacher in Tuvalu is identified as a teacher who has undertaken some training and/or post-secondary studies but not any specialised teacher training. Despite having qualifications in different fields and a formal tertiary qualification, he/she does not have specific teacher training qualifications.

2.3.2 Continuing professional development of teachers

Participation in professional development activities has been shown to have a positive impact on teacher practices. Teachers are shown to benefit a great deal from on-the-job training, often called continuous professional development. EdDep has tried to incorporate professional development more systematically, with technical assistance from regional and development partners. Some recent initiatives include competency-based teacher and school leader professional development.

An in-service training is a professional training or staff development effort, where officers are trained after being appointed by the Personnel & Training Department. Such training is only for civil servant and can be in outside of Tuvalu.

Table 24: Number of teachers who went through in-service training, 2012–2015

YEAR	PRIMARY			SECONDARY		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
2012	2	1	3	N/A	N/A	N/A
2013	N/A	N/A	N/A	1	1	2
2014	1	2	3	0	1	1
2015	2	2	4	4	6	10

Source: TEMIS 2015.

Table 25: Number of teachers requiring professional development, as identified through the Tuvalu Teacher Competency Framework appraisal results

DIMENSION OF FRAMEWORK	ELEMENT	ELEMENT DESCRIPTION	COMPETENTLY SKILLED	ADEQUATELY SKILLED	BASICALLY SKILLED	NOT YET SKILLED	TOTAL
1: Facilitating Student Learning	11	1.1 Undertake planning to support student learning	30	64	60	41	195
	12	1.2 Apply a professional knowledge base to the design of learning experiences	21	69	61	44	195
	13	1.3 Promote student learning during instruction	42	74	53	26	195
	14	1.4 Manage the teaching and learning process	68	52	54	21	195
	15	1.5 Select and use resources	34	62	62	37	195
2: Assessing and Reporting Student Learning Outcomes	21	2.1 Monitor and assess student learning outcomes	36	49	62	48	195
	22	2.2 Record student learning outcomes	47	53	42	53	195
	23	2.3 Report progress to parents and others	58	83	15	39	195
3: Engaging in Professional Learning	31	3.1 Reflect on professional experiences	17	87	50	41	195
	32	3.2 Initiate action to promote on-going professional growth	18	85	41	51	195
	33	3.3 Explain own developing approach to teaching and learning	36	28	35	96	195
4: Forming Partnerships within the School Community	41	4.1 Build and maintain learning partnerships with students	82	59	16	38	195
	42	4.2 Work cooperatively with colleagues	20	82	53	40	195
	43	4.3 Interact effectively with peers and other caregivers	84	37	30	44	195

Source: EQAP 2015.

Implementation of the Tuvalu Teacher Competency Standards Framework and appraisal process in 2014 has yielded strong evidence of the need for professional development of teachers in order to improve their professional skills towards those indicated in the competency framework.

Based on the self-appraisal results, approximately a hundred teachers (~51 percent of the total teachers who completed self-evaluations) require professional development. These are teachers who have been appraised as either “basic skilled” or “not yet skilled”. In 2015, these teachers were part of professional development workshops conducted by EdDep.

2.4 School infrastructure and quality

Tuvalu, through its National Minimum Quality Standards, envisions that all schools are able to have classroom environments that are well maintained and conducive to teaching and learning. It also promotes the use of learner-centred teaching methods to facilitate active learning.

2.4.1 Student: classroom ratio

The tables below show the average number of pupils (students) per classroom in either ECCE, primary or secondary schools in a given school year. This indicator can help MEYS determine if there is sufficient space for children in a given classroom and if it permits efficient use of space by the teachers to enhance the instructional quality in classrooms.

Table 26: Student: classroom ratio, 2012-2015

YEAR	ECCE NO. OF CLASS- ROOMS	PRIMARY NO. OF STU- DENTS	SECOND- ARY SCR	NO. OF CLASS ROOMS	NO. OF STUDENTS	SCR	NO. OF CLASS- ROOMS	NO. OF STUDENTS	SCR
2012	18	741	41	89	1830	21	27	717	27
2013	18	704	39	89	1962	22	27	724	27
2014	18	748	42	89	1865	21	27	727	27
2015	18	705	39	89	1750	20	27	704	26

Source: TEMIS 2015.

Table 27: Student: classroom ratio by education level, 2012–2015

YEAR	SCHOOL LEVEL	NATIONAL LEVEL		
		CLASSROOMS	ENROLMENT	SCR
2012	ECCE	18	741	41
	Primary	89	1,830	21
	Secondary	27	717	27
	Special needs	1	15	15
2013	ECCE	18	704	39
	Primary	89	1,962	22
	Secondary	27	724	27
	Special needs	1	16	16
2014	ECCE	18	748	42
	Primary	89	1,865	21
	Secondary	27	727	28
	Special needs	1	16	16
2015	ECCE	18	705	39
	Primary	89	1,750	20
	Secondary	21	704	34
	Special needs	1	13	13

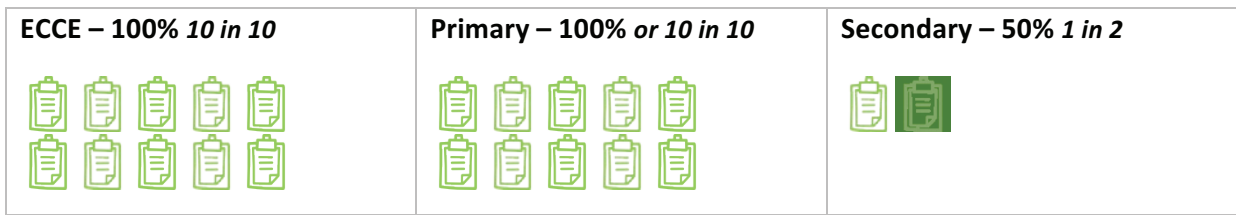
Source: TEMIS 2015.

It is difficult to determine the exact size of the current classrooms because of a lack of data available in TEMIS. However, the average student: classroom ratio in ECCE centres is more than 30 pupils (students) per classroom. At primary level, there are around 21 pupils (students) in a classroom. The ratio is aligned with the standard norm, which is approximately 25–30 students to a classroom. At secondary level, the average student: classroom ratio is 27 students in a classroom between 2012 and 2015, with the standard norm being 20–30 students to a classroom.

2.4.2 School improvement plans by school-based management

MEYS, through a decentralisation of education governance reform, has been promoting decision-making at the school level through school-based management initiatives and supporting schools with technical assistance and capacity-building initiatives. School management committees have been established and school improvement plans using school grants have been developed for all ECCE centres and primary, secondary and special schools in Tuvalu. These plans have been aligned with newly endorsed minimum quality service standards for schools. These latter aim to ensure children receive the same quality of education across islands. All early childhood and primary schools, including the school for children with special needs, have received small grants to assist them to implement their school improvement plans to meet the standards.

Figure 19: Schools with school improvement plans, 2015 (%)



Source: MEYS data.

In 2015, 100 percent of ECCE centres and primary schools and 50 percent of secondary schools submitted their school improvement plans to MEYS. However, the only special school in Tuvalu did not submit a school improvement plan in 2015. School improvement plans have short- medium- and long-term improvements for four key focus areas: students and learning, leadership and management, community and partnership and learning environment.

3. MANAGEMENT AND FINANCING

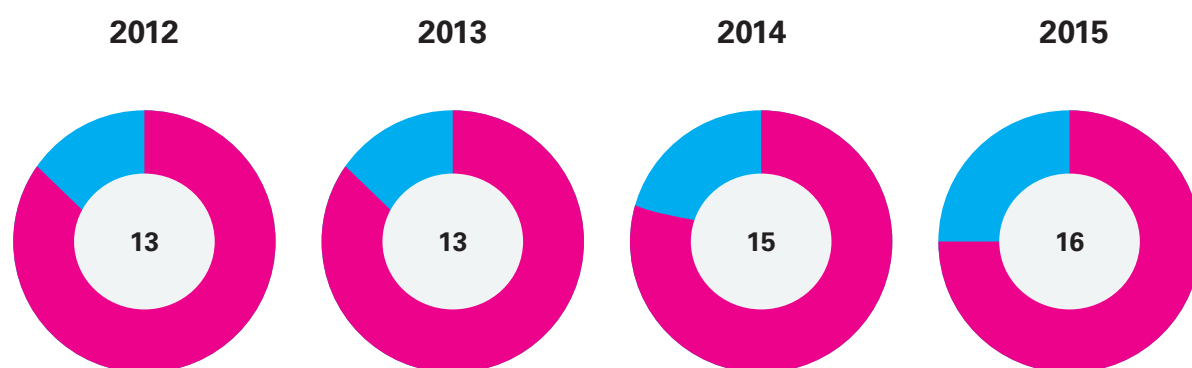
3.1 Strategic outcome monitoring and evaluation indicators

Table 28: Strategic M&E indicators related to management and financing (in AU\$)

INDICATORS	2012	2013	2014	2015
Budget (%) support to education media communication programmes for schools and communities.	0.03	0.03	0.03	0.02
Number of meetings between EdDep and Kaupule	0	0	1	1
% of education expenditure as % of total government expenditure	14%	19%	15%	14%
% of education expenditure as % of GDP	13%	13%	15%	16%
Education expenditure by level education (in \$AU)				
ECCE	\$114,915	\$109,770	\$124,827	\$464,843
Primary	\$1,364,361	\$1,738,391	\$1,738,391	\$1,738,391
Secondary	\$1,748,576	\$1,674,506	\$2,205,703	\$2,156,658
Unit cost per student				
ECCE	\$157	\$156	\$167	\$662
Primary	\$728	\$718	\$851	\$993
Secondary	\$2,363	\$2,313	\$2,941	\$2,941
% share of funding support by donors	29.9%	9.8%	54.8%	42.9%
% share of expenditure on teachers' salaries by level of education, as % of total education budget				
ECCE	1.1%	1.3%	1.3%	8.6%
Primary	20%	20%	19%	18%
Secondary	16%	16%	16%	12%

3.2 Education financing

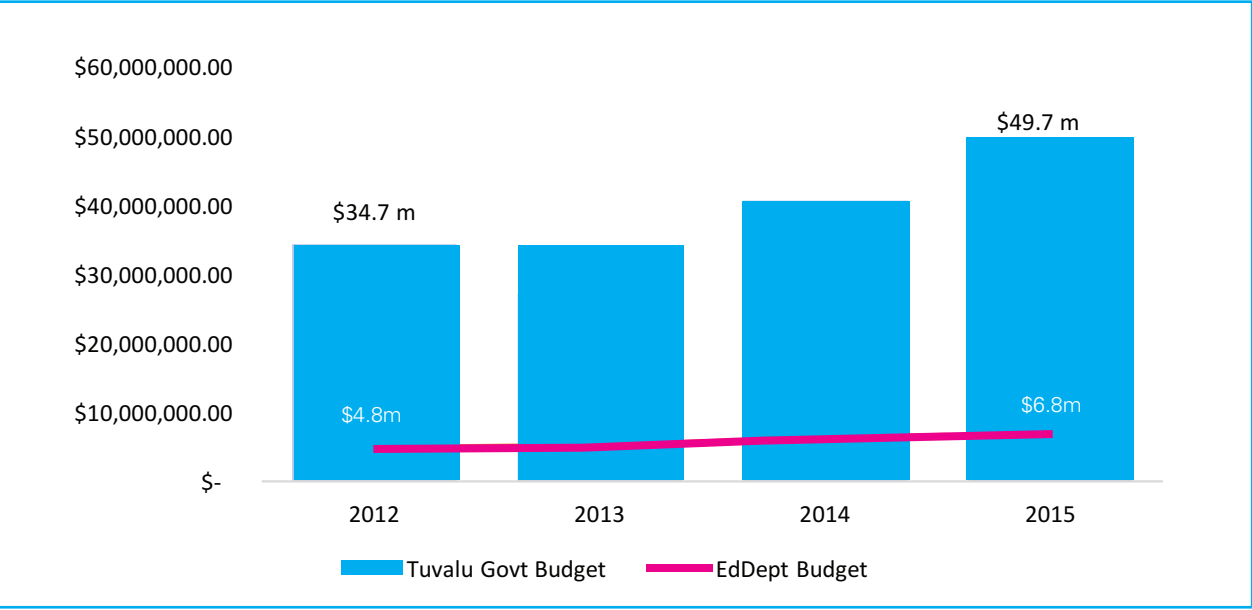
Figure 20: MEYS education expenditure, 2012–2015 (% of GDP)



Source: GDP from IMF 2014 Article IV report. GDP 2013 is an estimate and 2014/15 is forecast.

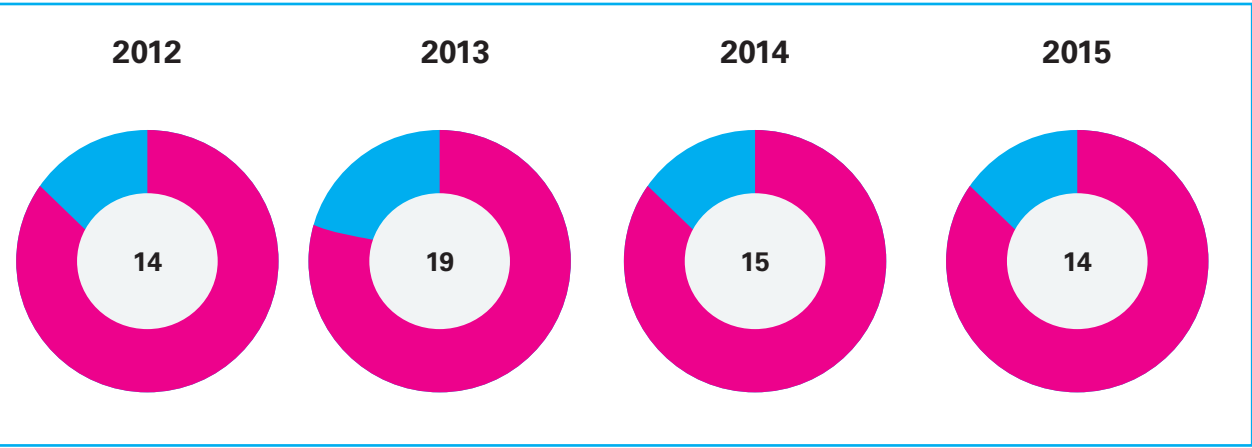
MEYS expenditure, as a percentage of the GDP of Tuvalu, has been steadily increasing year on year and increased by 1 percent in 2015 on the figure from 2014. A higher percentage of GDP spent on education shows a higher government priority for education, but also higher capacity of the government to raise revenues for public spending or to procure funds from international sources, in relation to the size of the country's economy.

Figure 21: MEYS and Tuvalu government budget, 2012–2015 (recurrent expenditure in AU\$ million)



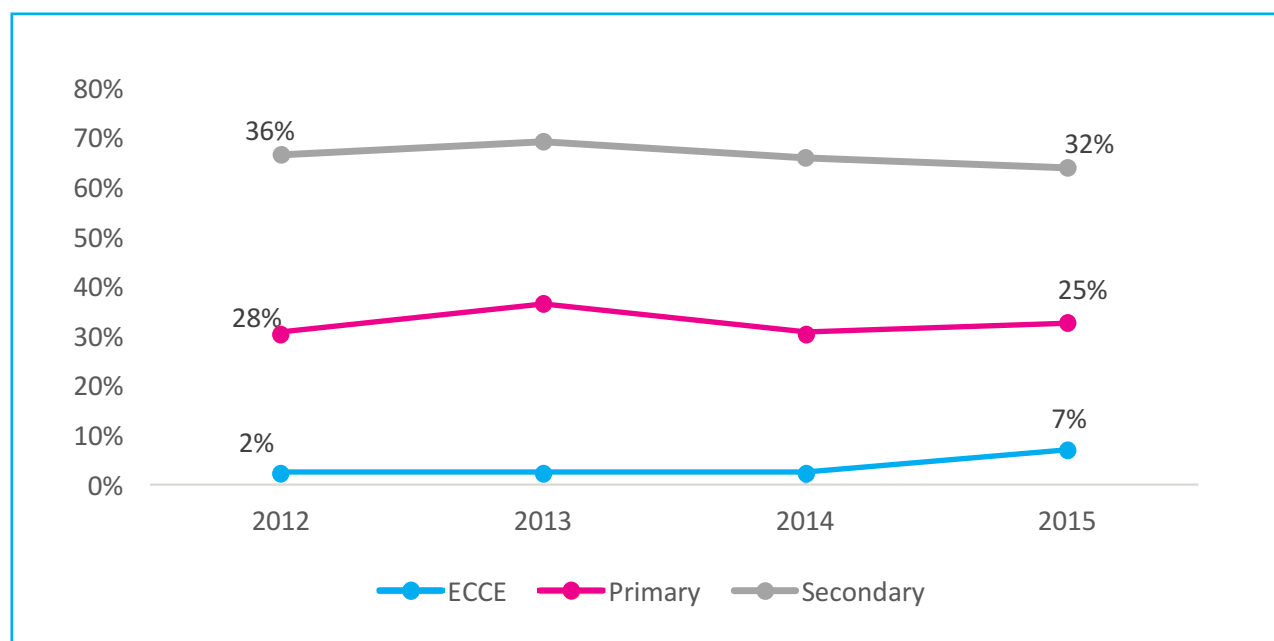
Source: MEYS.

Figure 22: MEYS budget as proportion of Tuvalu government budget, 2012–2015 (recurrent expenditure)



Source: MEYS.

Figure 23: Share of education expenditure of total EdDep expenditure, by level of education (%)



Source: MEYS.

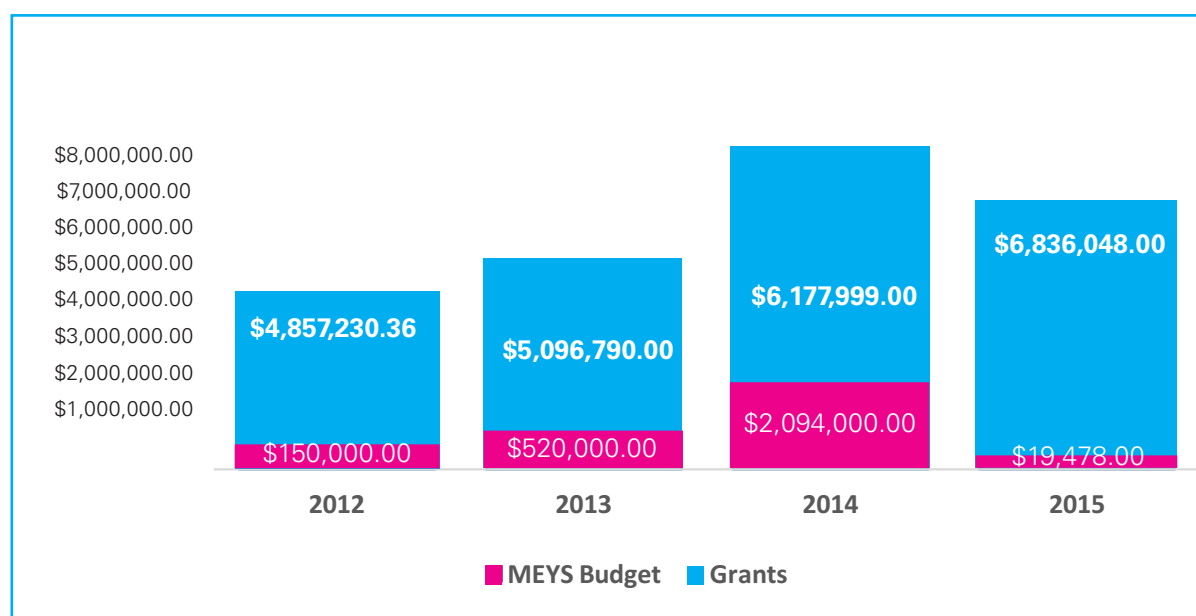
Table 29: Cost of expenditure per student, by education level, 2012–2015 (AU\$)

YEAR	UNIT COST PER STUDENT		
	ECCE	PRIMARY	SECONDARY
2012	\$ 156.56	\$ 728.44	\$2,362.94
2013	\$ 156.37	\$ 717.51	\$2,312.85
2014	\$ 166.88	\$ 850.70	\$2,940.94
2015	\$ 662.17	\$ 993.37	\$3,067.79

Source: MEYS.

Cost per child expenditure for ECCE increased dramatically in 2015 as a result of MEYS' policy initiative to fund teacher salaries in ECCE centres, which was historically funded through a mix of school grants from EdDep and community and parental contributions.

Figure 24: MEYS source of funds, recurrent budget and Grants, 2012–2015 (AU\$ millions)

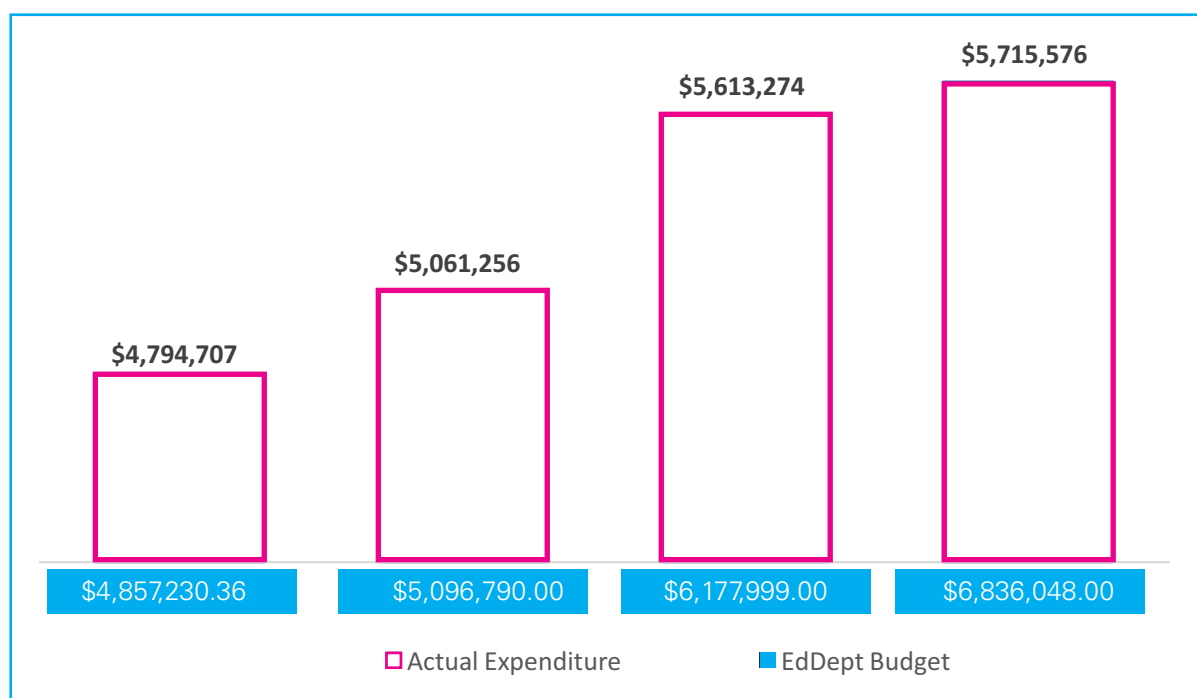


Source: MEYS.

External budget support to Tuvalu has been increasing steadily year on year, through grants from external sources – through both donors and development partners. The Department of Foreign Affairs and Trade (DFAT) continues to be the major donor investing in the education sector in Tuvalu.

.....
2013 grants does not include DFAT and UNICEF contribution to the education sector in Tuvalu

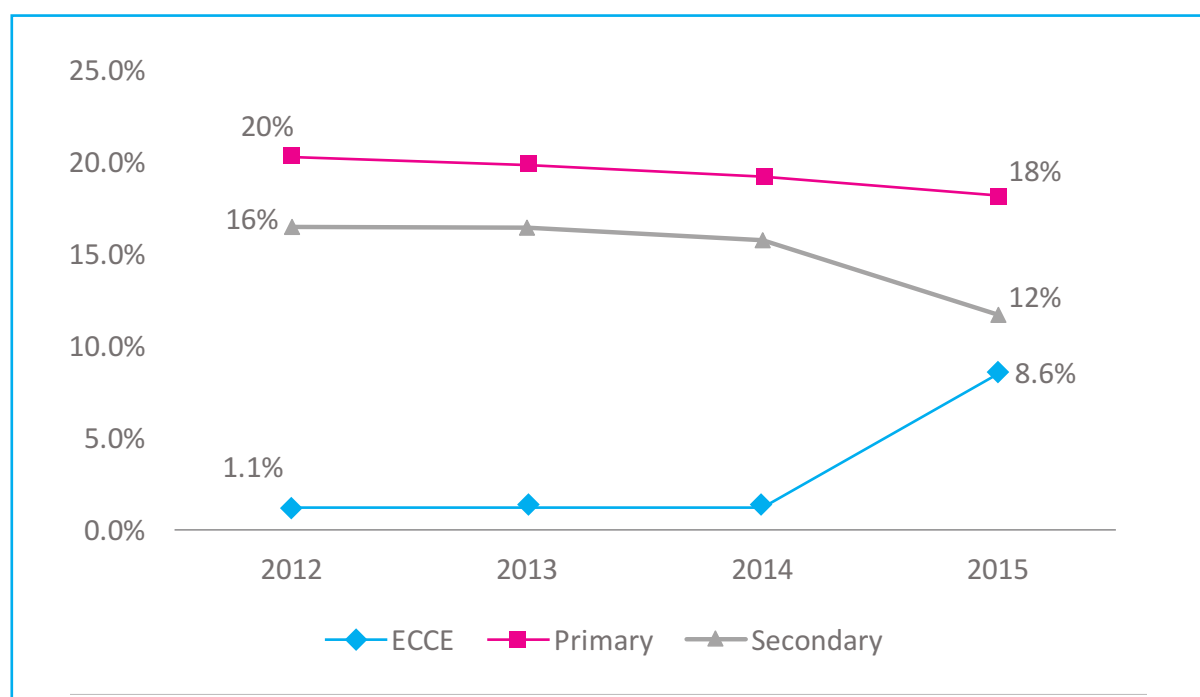
Figure 25: MEYS budget and actual expenditure (AU\$)



Source: MEYS.

Figure 25 provides details on the extent to which MEYS was able to utilize its allocated budget. In 2012 and 2013, 99% of the allocated budget was utilized by MEYS but it dropped to 91% in 2014 and further dropped to 84% in 2015.

**Figure 26: Teachers' salaries by level of education, 2012–2015
(% of total education budget)**



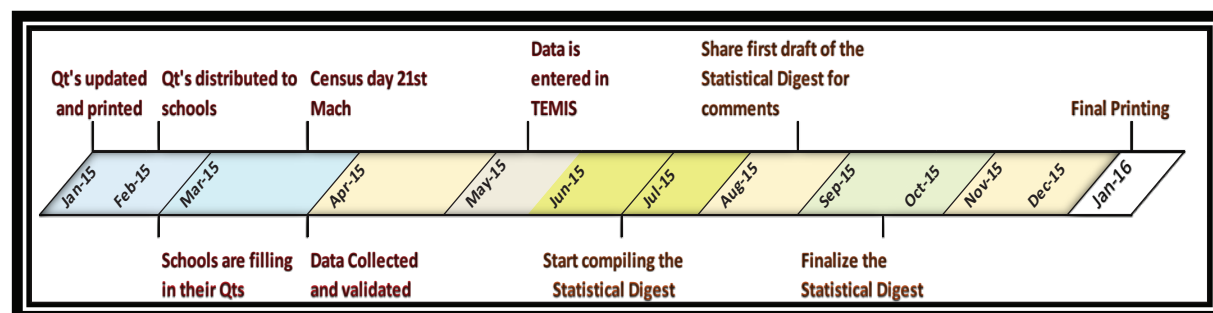
Source: MEYS.

Annex 1: Annual school survey methodology

TEMIS survey instrument

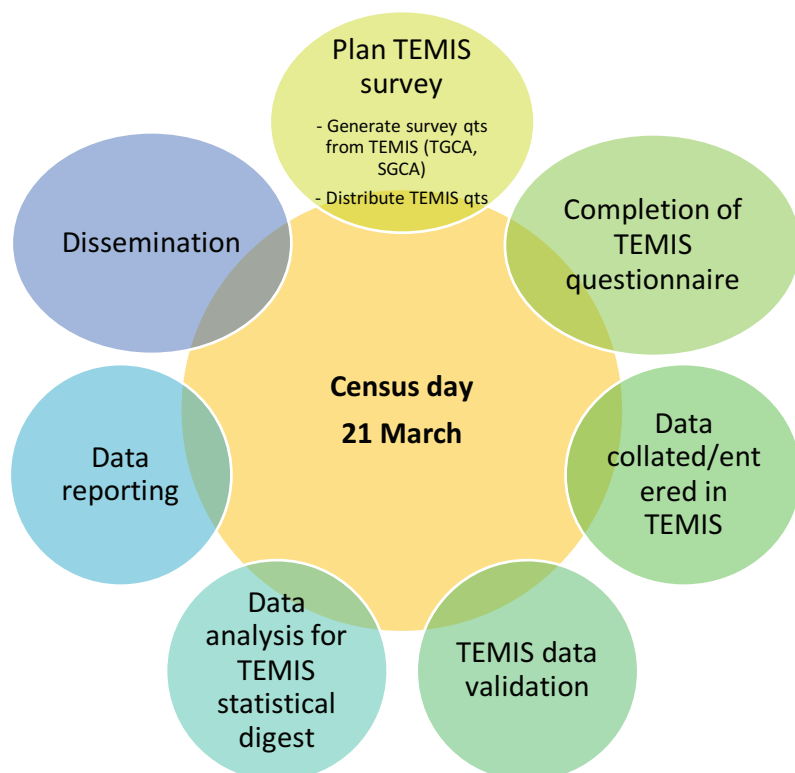
The survey data collection timeframe is between January and March each year. The survey instrument is updated and printed by EdDep in January each year. There are three different survey forms for each level of education (ECCE, primary and secondary).

Annual school survey timeline (end dates for each major activity)



TEMIS data collection process

The data collection process for TEMIS covers seven different phases.



The survey questionnaires were printed by the Education Department (EdDep) and then distributed to all schools in early March. School head teachers and principals take the whole month to complete the questionnaires based on school records. MEYS is then more knowledgeable about the quality of data provided by schools. As a way forward, MEYS developed a data collection procedure manual for all schools in October 2015. DOE conducted a data validation exercise in December 2015.

Annex 2: Definitions

Age participation rate: The percentage of enrolments at a specific level for children of a specific age, usually the official age for that level of schooling.
Primary education Year 1– 8: MEYS defines primary education as consisting of Year 1 to Year 8.
Dropout rate: Proportion of pupils from a cohort enrolled in a given grade at given school years that are no longer enrolled in the following school year.
Dropout: Students who dropped out in 2015 for unknown reasons.
Absent: Number of students absent during TEMIS survey completion.
Transfer in: Number of students who transferred into a school from another school within the country or from another country.
Transfer out: Number of students who transferred out to another school whether within the country or in another country.
Not attending school regularly: Students who enrolled at the beginning of 2015 but were not attending school regularly for unspecified reasons
ECCE: Early childhood care and education focused on ages three to five in Tuvalu.
Gross enrolment ratio : Total enrolment in ECCE, primary or secondary education expressed as a percentage of the total population of children who are of the official age group for that level of education.
Gross intake rate: Total enrolment in a defined school level (e.g. Year 1) as a percentage of the total population of children who are of the official age group for that level of education (e.g. aged six years).
Gender Parity Index: The female value for any indicator is divided by the male value to show the gender parity of the indicator with a value of 100 or very close to it indicating gender parity; a value over 100 indicates a difference in favour of females and a value less than 100 a difference in favour of males.
Junior secondary Forms 3–4: MEYS defines the junior secondary cycle of education as Forms 3 and 4.
Net enrolment ratio: Total enrolment of pupils of the official school age group as a percentage of the total population of children who are official age group for that level of schooling.
Net intake rate: Total enrolment of pupils of the official age in a defined school level (e.g. Year 1) as a percentage of the total population of children who are of the official age group for that level of education (e.g. aged six years).
Primary education Year 1– 8: MEYS defines the primary cycle of education as consisting of Year 1 to Year 8.
Promotion rate: Proportion of pupils from a cohort enrolled in a given grade at a given school year who studies in the next grade in the following school year.
Repeater rate: Total number of pupils who are enrolled in the same grade as in a previous year, expressed as a percentage of the total enrolment to the specified grade.
TEMIS: TEMIS includes statistical data from 3 main data sources: the Annual School Survey, the results of examinations and financial information from MEYS and the Ministry of Finance.

Annex 3: TEMIS survey response rate by island, 2015

ISLAND	ECCE	PRIMARY	SECONDARY
Nanumea	100 %	100%	
Nanumaga	100%	100%	
Niutao	100%	100%	
Nui	100%	100%	
Vaitupu	100%	100%	100%
Nukufetau	100%	100%	
Funafuti	100%	100%	100%
Nukualaelae	100%	100%	
Niulakita	100%	100%	
Total	100%	100%	100%

Annex 4: Enrolment by school by island and education level, 2012–2015

ISLAND	LEVEL	2012			2013			2014			2015		
		M	F	T	M	F	T	M	F	T	M	F	T
Nanumea	ECCE	24	20	44	27	20	47	27	24	51	23	20	43
	Primary	68	43	111	72	42	114	62	44	106	51	36	87
	Secondary	0	0	0	0	0	0	0	0	0	0	0	0
Nanumaga	ECCE	19	17	36	16	16	32	28	14	42	25	13	38
	Primary	69	37	106	77	38	115	77	48	125	58	45	103
	Secondary	0	0	0	0	0	0	0	0	0	0	0	0
Niutao	ECCE	23	27	50	24	22	46	27	19	46	30	16	46
	Primary	71	65	136	72	87	159	70	92	162	55	63	118
	Secondary	0	0	0	0	0	0	0	0	0	0	0	0
Nui	ECCE	26	16	42	13	9	22	23	23	46	19	24	43
	Primary	65	66	131	78	66	144	73	66	139	70	63	133
	Secondary	0	0	0	0	0	0	0	0	0	0	0	0
Vaitupu	ECCE	41	30	71	43	43	86	45	44	89	47	57	104
	Primary	118	111	229	111	99	210	98	76	174	100	82	182
	Secondary	198	349	547	236	358	594	209	291	500	187	281	468
Nukufetau	ECCE	19	24	43	14	18	32	16	21	37	22	20	42
	Primary	51	72	123	45	58	103	46	53	99	55	64	119
	Secondary	0	0	0	0	0	0	0	0	0	0	0	0
Funafuti	ECCE	216	203	419	205	194	399	210	191	401	187	175	362
	Primary	467	451	918	534	497	1,031	509	469	978	468	443	911
	Secondary	102	68	170	66	64	130	121	106	227	132	104	236
Nukulaelae	ECCE	15	17	32	10	25	35	10	17	27	9	15	24
	Primary	28	40	68	30	39	69	27	41	68	37	48	85
	Secondary	0	0	0	0	0	0	0	0	0	0	0	0
Niulakita	ECCE	0	4	4	4	1	5	5	4	9	2	1	3
	Primary	7	1	8	10	7	17	9	5	14	7	5	12
	Secondary	0	0	0	0	0	0	0	0	0	0	0	0
Total	1,627	1,661	3,288	1,687	1,703	3,390	1,692	1,648	3,340	1,584	1,575	3,159	

Annex 5: Government schools enrolment, 2015

A1. Number of children enrolled by type of institution (public schools only), by gender and age

AGE	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		YEAR 6		YEAR 7		YEAR 8		YEAR 9		YEAR 10		YEAR 11		YEAR 12		YEAR 13	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5	85	82	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6	97	32	77	81	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7	0	0	31	31	78	60	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8	0	0	2	0	28	21	82	74	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9	0	0	1	0	1	0	29	19	73	61	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	31	30	71	75	2	1	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	2	0	15	26	64	73	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	1	28	21	56	59	0	1	0	0	0	0	0	0	0	0
13	0	0	0	0	0	0	0	0	0	0	0	0	0	0	27	35	21	40	0	0	0	0	0	0	0	0
14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	4	18	23	27	24	0	0	0	0	0	0
15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	1	25	18	26	41	0	0	1	0
16	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	4	17	16	12	36	0	0
17	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	4	1	10	22	14	16
18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	6	5	9	18
19	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	4
20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
20+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	182	116	113	112	109	82	113	93	108	91	87	103	94	95	94	98	39	65	46	55	49	59	28	64	25	38

Annex 6: Private schools enrolment, 2015

AGE	ECCE		YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		YEAR 6		YEAR 7		YEAR 8		FORM 3		FORM 4		FORM 5		FORM 6		FORM 7	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
2	72	76	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3	130	114	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4	133	128	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5	28	35	15	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6	1	8	3	5	6	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7	0	7	0	0	2	2	6	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8	0	8	1	0	0	0	4	3	3	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9	0	9	0	0	0	0	0	1	0	1	7	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	0	10	0	0	0	0	0	0	0	1	2	4	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	0	11	0	0	0	0	0	0	0	1	0	0	2	2	4	1	0	0	0	0	0	0	0	0	0	0	0	0
12	0	12	0	0	0	0	0	0	0	0	1	0	0	0	0	1	4	0	0	0	0	0	0	0	0	0	0	0
13	0	13	0	0	0	0	0	0	0	0	0	0	0	0	0	1	3	25	14	0	0	0	0	0	0	0	0	0
14	0	14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	14	33	24	0	0	0	0	0	0	0
15	0	15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	3	0	9	7	15	14	0	0	0	0	0
16	0	16	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	10	8	12	7	0	0	0
17	0	17	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	13	10	0	0	0
18	0	18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	1	4	2	0	0	0
19	0	19	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
20+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	364	530	19	15	8	5	10	12	3	8	10	7	10	5	4	3	5	4	33	29	43	32	27	24	29	19	0	0

Annex 7: Number of repeating students in primary

Number of repeating students enrolled in primary education by type of institution (public and private), by grade (class level), gender and age

AGE	ECCE		YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		YEAR 6		YEAR 7		YEAR 8		FORM 3		FORM 4		FORM 5		FORM 6		FORM 7	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
13	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	19	10	0	0	0	0	0	0	0	0	0	0
14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0
15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	2	3	0	0	0	0	0	0
16	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
17	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0
18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
20+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	21	11	0	0	2	4	0	0	0	0	0	0

Annex 8: Number of new entrants in primary Year 1

Number of new entrants to Year 1 of primary education, by ECCE attendance, type of institution (public and private) and gender and age

AGE	ALL PUPILS ENROLLED			
	NEW ENTRANTS TO YEAR 1 OF PRIMARY EDUCATION		OF WHOM NEW ENTRANTS WHO HAVE ATTENDED SOME FORM OF PRE-PRIMARY EDUCATION OR OTHER ORGANISED EARLY CHILDHOOD DEVELOPMENT PROGRAMMES	
	BOTH SEXES	FEMALE	BOTH SEXES	FEMALE
<5	2	2	2	2
6	258	127	221	112
7	0	0	0	0
8	1	0	0	0
9	0	0	0	0
10	0	0	0	0
11	0	0	0	0
12	0	0	0	0
13	0	0	0	0
14	0	0	0	0
15	0	0	0	0
15+	0	0	0	0
Age unknown	0	0	0	0
Total	261	129	223	114

Annex 9: Trained and non-trained teachers

Number of trained and non-trained teachers teaching primary education by type of institution (public and private) by gender and age group (10 yr)

AGE	GOVERNMENT				PRIVATE			
	TRAINED TEACHERS		NON-TRAINED TEACHERS		TRAINED TEACHERS		NON-TRAINED TEACHERS	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
<25	0	4	0	0	1	4	0	8
26-30	11	28	0	0	2	8	2	11
30-35	3	18	0	0	1	10	0	7
35-40	7	14	0	0	2	8	0	8
40-45	1	8	0	0	1	7	0	0
45-50	1	15	0	0	0	4	1	4
50-55	0	1	0	0	1	3	0	0
>55	3	10	0	0	1	3	0	0
Total	26	98	0	0	9	47	3	38

Annex 10: Number of teachers, by years of teaching experience

Number of teachers teaching primary education by years of teaching, by type of institution (public and private) and by gender

YEARS OF TEACHING	GOVERNMENT						PRIVATE					
	ECCE		PRIMARY		SECONDARY		ECCE		PRIMARY		SECONDARY	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
1	0	0	1	2	0	8	0	12	0	0	5	8
2	0	0	1	2	1	0	0	7	1	0	0	2
3	0	0	0	3	0	1	0	0	0	0	0	0
4	0	0	3	10	0	0	0	1	1	0	0	2
5	0	0	2	2	3	1	0	3	0	0	0	0
6	0	0	5	4	1	1	0	2	0	0	0	0
7	0	0	0	2	0	0	0	2	0	0	0	2
8	0	0	0	3	1	0	0	2	0	1	0	0
9	0	0	0	1	0	0	0	0	0	0	0	1
10	0	0	1	1	0	0	0	3	0	0	0	0
>10	0	0	2	38	5	2	0	2	0	0	0	2
Unknown	0	0	1	10	3	7	0	5	0	1	0	0
Total	0	0	16	78	14	20	0	39	2	2	5	17

Annex 11: Total enrolment by education authority, 2012-2015

Enrolment, by education authority, level and sex, 2012–2015

EDUCATION AUTHORITY		ECCE			PRIMARY			SECONDARY			ALL LEVELS		
		M	F	T	M	F	T	M	F	T	M	F	T
2012	Government	0	0	0	851	820	1,671	198	349	547	1,049	1,169	2,218
	Private	383	358	741	93	66	159	102	68	170	578	492	1,070
	Total	383	358	741	944	886	1,830	300	417	717	1,627	1,661	3,288
2013	Government	0	0	0	931	851	1,782	239	355	594	1,170	1,206	2,376
	Private	356	348	704	98	82	180	66	64	130	520	494	1,014
	Total	356	348	704	1,029	933	1,962	305	419	724	1,690	1,700	3,390
2014	Government	0	0	0	873	812	1,685	209	291	500	1,082	1,103	2,185
	Private	391	357	748	98	82	180	121	106	227	610	545	1,155
	Total	391	357	748	971	894	1,865	330	397	727	1,692	1,648	3,340
2015	Government	0	0	0	832	790	1,622	187	281	468	1,019	1,071	2,090
	Private	364	341	705	69	59	128	132	104	236	565	504	1,069
	Total	364	341	705	901	849	1,750	319	385	704	1,584	1,575	3,159

Source: TEMIS 2015. TVET and special school enrolment data are excluded.

Annex 12: NYEE pass percentage, by island and year

% SCHOOL PASS RATE					
Island	2011	2012	2013	2014	2015
Nukulaelae	73	94	67	80	83
Nanumea	52	47	73	67	100
Niulakita	0	100	100	75	100
Nanumaga	58	78	88	69	93
Nauti	67	68	52	55	75
Vaitupu	78	100	51	56	78
Nukufetau	27	68	80	81	100
Nui	21	51	60	58	75



Photos: UNICEF/2015/Sorkhin



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