



# TUVALU



## EDUCATION DEPARTMENT

Ministry of Education, Youth & Sports



**QUALITY  
EDUCATION FOR  
SUSTAINABLE  
LIVING FOR ALL**

unicef   
unite for children

# **2014 EDUCATION STATISTICS AND INDICATORS**

This document was compiled, printed and published by the Education Department under the Education Planning Unit, Government Building, Vaiaku, Funafuti, Tuvalu

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# Acronyms

AEfAT	Achieving Education for All in Tuvalu
AEfATP	Achieving Education for All in Tuvalu Programme
DFAT	Department of Foreign Affairs and Trade
ECCE	Early Childhood Care and Education
EfA	Education for All
EKT	Ekalesia Kelisiano Tuvalu
ELDS	Early Learning and Development Standards
FSS	Fetuvalu Secondary School
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
GIR	Gross Intake Ratio
GMR	Global Monitoring Report
GPI	Gender Parity Index
ISCED	International Standard Classification of Education
MAF	MDG Acceleration Framework
MDG	Millennium Development Goal
MEYS	Ministry of Education, Youth and Sports
MSS	Motufoua Secondary School
NER	Net Enrolment Ratio
NIR	Net Intake Ratio
NYEE	National Year 8 Examination
PAC	Pacific Access Category
SDA	Seventh Day Adventist
SPC	Secretariat of the Pacific Community
TEMIS	Tuvalu Education Management Information System
TESP	Tuvalu Education Strategic Plan
TJC	Tuvalu Junior Certificate
TKII	Te Kakeega II
TSSC	Tuvalu Senior School Certificate
TUSTA Tuvalu	Standardized Test of Achievement
TVSD	Tuvalu Vocational Skills Development
UIS	UNESCO Institute for Statistics
UN	United Nations
UNESCO	UN Educational, Scientific and Cultural Organization
UNICEF	UN Children's Fund



# Foreward

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The Education Department of Tuvalu is delighted to introduce this Second Edition of the Education Statistics and Indicators report for the survey year 2014. This publication is the first attempt to share with the general public in summary form how the education system is performing within the spectrum of early childhood care and education (ECCE) and primary and secondary education.

These statistical data and indicators can be used to monitor progress against our national policy goals and to provide updates on overall issues related to coverage and efficiency that will require both immediate and long-term reflection.

I would like to take this opportunity to thank our development partners, other stakeholders and key officials in the Tuvalu Department of Education (EdDep) for inputs into this report. Should you have any comments or observations to share on this report, please feel free to email these to our Education Information Management Unit (Lamese Saamu: [jzonester@gmail.com](mailto:jzonester@gmail.com)).

Lastly, I would like to express my gratitude to the Australian Department of Foreign Affairs and Trade (DFAT) and the UN Children's Fund (UNICEF) Pacific for earmarking funding resources to support the development of the Tuvalu Education Management Information System (TEMIS). TEMIS helped us analyse and compile this report, and we have also used baseline data from the system to plan our interventions so we can meet Tuvalu's education policy goals.

This report is available on the Ministry of Education, Youth and Sports (MEYS) website <http://www.moe.tv>



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Ministry of Education, Youth and Sports

# Acknowledgements

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The Ministry of Education, Youth and Sports (MEYS) gratefully acknowledges a number of important contributions and participation that have enabled the development of this Second Edition of the Education Statistics and Indicators report (2014) under the Achieving Education for All in Tuvalu (AEfAT) Programme:

- The Statistics Office provided support in terms of obtaining island data in order to assist in calculating indicators that need population projections.
- School heads from early childhood care and education (ECCE) up to secondary level gave their time to complete the survey forms and return them to the Department of Education (EdDep). Without their great efforts, MEYS would not have been able to produce this report.
- The AEfAT Team demonstrated commitment, perseverance and drive to ensure high-quality and timely data collection, verification, entry, analysis and reporting.
- UNICEF Pacific provided technical support in terms of copy-editing different sections of the report.
- The Secretariat of the Pacific Community (SPC) provided technical support in terms of the analysis and finalizing the report.
- EdDep provided useful documents on the education system as well as clarification from senior education officers and the director of education, where necessary.

We recognize the critical nature of all these inputs in terms of making this 2014 Education Statistics and Indicators report a reality.



# Introduction

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The Tuvalu Education Strategic Plan (TESP) II (2011-2015) was developed with the ultimate target of addressing key policy objectives in the national sustainable development plan, Te Kakeega II (TKII). TESP II uses an issue-based approach rather than a sub-sector format. Its log-frame structure is categorized into Outcomes, Outputs, Sub-Outputs and Strategies.

One of the five Outcomes of TESP II outlines the need to improve the quality and efficiency of management through accountability, transparency and good governance. The need to develop a reliable and more robust education database is highlighted as a key Sub-Output. To achieve this Sub-Output, the Ministry of Education, Youth and Sports (MEYS) decided to develop the Tuvalu Education Management Information System (TEMIS) and publish an annual education statistical digest (or report).

To achieve other priorities articulated in TESP II, MEYS has partnered with the Australian Department of Foreign Affairs and Trade (DFAT) and the UN Children's Fund (UNICEF) Pacific to implement the Achieving Education for All in Tuvalu Programme (AEfATP). This commenced in 2012 and is scheduled to end in March 2016. Its main goal is for all children in Tuvalu to benefit from equitable access to quality education and it has identified four key Outcomes that directly support MEYS' strategic priorities from TESP II:

1. Improve the school-based management system in place in all primary and secondary schools in Tuvalu;
2. Increase the access of three to five year olds to quality early childhood care and education (ECCE) services;
3. Establish a functional TEMIS; and
4. Improve teaching resources and practices in English, Mathematics and Science in lower secondary (Years 7 and 8).

MEYS recognizes the important role education statistics have to play in informing decision-making and policy evaluation to further improve access to quality education. Approximately 90 percent of data included in this report was extracted from TEMIS, with the remaining 10 percent coming from other sources.

Using TEMIS and this Education Statistics and Indicators report, Tuvalu also contributes to the Education for All (EfA) Global Monitoring Report (GMR), which is an annual assessment of the world's progress towards achieving the six Dakar goals adopted in 2000 at the World Education Forum. The Department of Education (EdDep) is working in close cooperation with the team from the UN Educational, Scientific and Cultural Organization (UNESCO) Institute for Statistics (UIS) and provides extensive information on students, teachers, adult literacy and education expenditure each year.

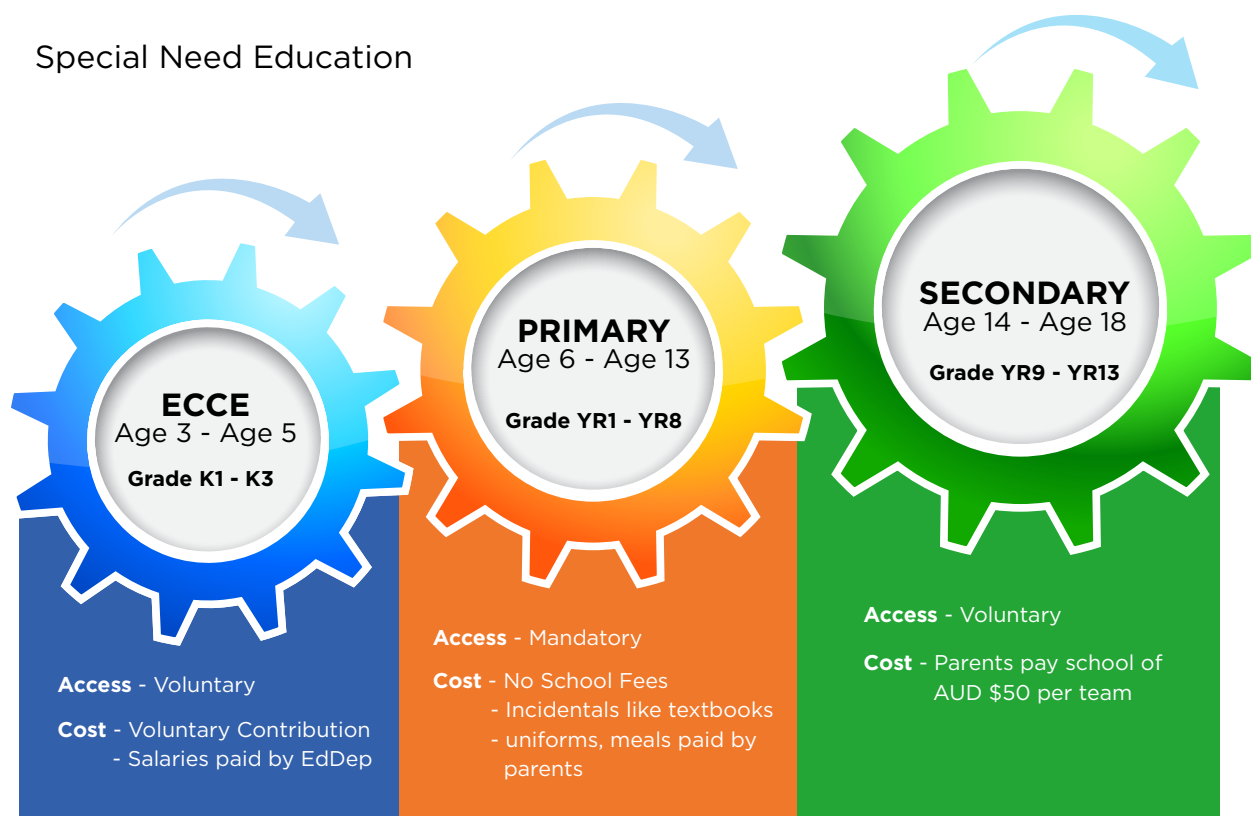
We have attempted to keep this report simple and easy to read for all policy-makers and planners and other stakeholders in education, who will be using the indicators to monitor progress on education delivery at various levels in line with the objectives of TESP II.

Should you have any questions, concerns or requests for clarification, our TEMIS team at MEYS would be delighted to offer you support. Please email us at [temis@gmail.com](mailto:temis@gmail.com)

# Structure Of The Tuvalu Education System

## Quality Education For Sustainable Living For All

Special Need Education



The education system of Tuvalu consists of three levels: ECCE, primary and secondary. ECCE encompasses children aged three-five years old. Primary level goes from Year 1 to Year 8 and the official age group is 6-13 years old. Secondary education covers Years 9-13 and all students aged 14-18 years old. According to the Education Act (2001), primary education is compulsory; all schools have received school grant money as part of a government policy incentive to improve access in primary education. At secondary level, parents are required to pay AU\$50 per term.

Compulsory education is a legal expression that the individual child must receive education within the foresaid educational institutions until a certain age. Therefore, primary education is described as the compulsory basic education for every citizen regardless of sex and free of charge at public schools (Education Act 2001 Article 42). Compulsory education in the Tuvalu context thus refers to the eight years of formal schooling between Year 1 and Year 8.

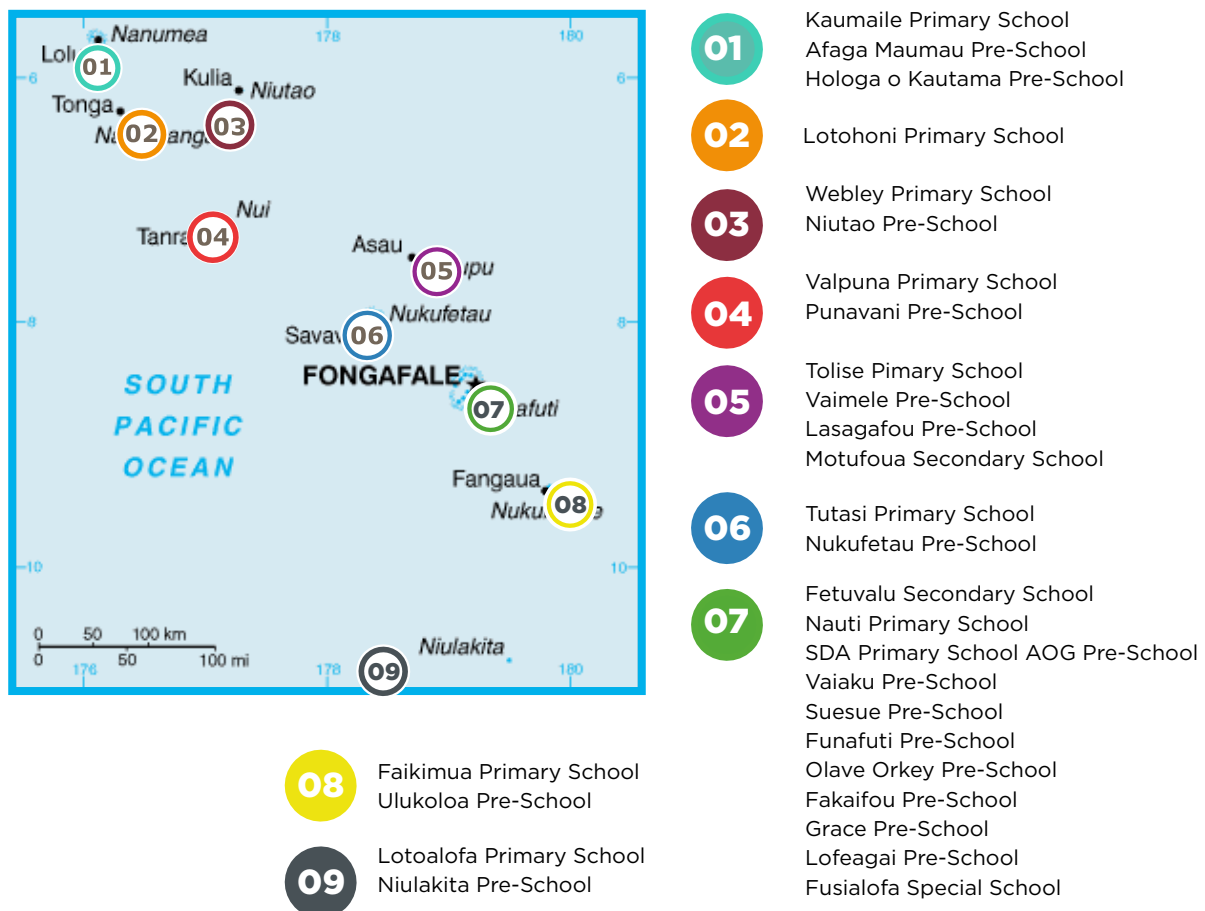
The Tuvalu education system consists of 30 schools: 18 ECCE centres, 10 primary schools and two secondary schools. Eight ECCE centres are located on Funafuti Island, the capital of Tuvalu, with the other 10 established on the outer islands. These centres offer ECCE education support to all pupils between the ages of three and five. Two primary schools are in Funafuti, with the remaining eight on each of the eight outer islands. Nine primary schools are government-owned; the Seventh Day Adventist Church operates the other primary school (in Funafuti). The secondary school in Funafuti is a church school run by the Ekalesia

Kelisiano Church of Tuvalu; the other secondary school, in Vaitupu, is a government school. Table 1 shows the Tuvalu education system alongside the International Standard Classification of Education (ISCED) mapping developed by UNESCO, so we can compare it to other education systems.

**Table 1: Tuvalu education system in ISCED mapping**

Age	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
<b>Tuvalu education system</b>				ECCE (K1-K3)			Primary education (Year 1-Year 8)							Secondary education (Year 9-Year 13)					
<b>Tuvalu ISCED mapping</b>				Pre-primary			Primary education (Grade 1-Grade 6)						Primary education (Grade 7-Grade 8)	Junior secondary (Grade 9-Grade 10)	Senior secondary (Grade 11-Grade 13)				
<b>ISCED mapping color code</b>	0	1	2	3															

**Figure 1: Geographical location of schools across Tuvalu**



Some students do not acquire the necessary skills expected at each grade level, which affects how the quality of education provided is reflected in the data. Students are allowed to take the secondary school entrance examination twice. If they fail, they can enrol in the private secondary school or pursue their education in Fiji if their parents can afford it (MEYS, 2012).

All ECCE centres are managed by a committee either under the custodianship of the kaupule (island council) or run by a civil society organization. The government continues to provide financial support to pay for teachers' salaries and teaching resources. For primary education, EdDep provides all curriculum resources in order to support student learning outcomes and teaching service delivery based on the national curriculum. Teachers' salaries and all other expenses related to primary education are covered under the government recurrent budget. The kaupule may assist with school maintenance costs and offer in-kind contributions by way of providing land for school buildings and accommodation for teachers. In Motufoua Secondary School – the only government secondary school – the government again covers teacher salaries and provides teacher and student resources and other expenses. As for Fetuvalu Secondary School, the faith-based secondary school, the funds only teacher salaries.

# School Census Process

The goal of the MEYS Tuvalu School Census is to produce timely, accurate and relevant information about education in Tuvalu, and to distribute this information widely to education sector stakeholders, to support the delivery of accessible, inclusive and high-quality education to the people of Tuvalu in an efficient and accountable manner.

The Tuvalu School Census process is made up of a cycle of inter-connected procedures. Figure 2 provides a high-level overview of the stages in the Tuvalu School Census process. At each stage, a set of procedures must be followed to complete the cycle and ultimately produce accurate information of a high quality in a timely manner.

**Figure 2: School Census process**



## 2013-2014 at a glance summary statistics, primary education

	2013 Total	F	M	F % (GPI)	2014 Total	F	M	F % (GPI)_NIR, NER, GER, GIR	Change 2013-2014 Total %	F %	M %	F % (GPI)_NIR, NER, GER, GIR
Years of schooling	8				8							
Official start age	6	6										
Population (est.)	1,769	835	935	47.2	1,799	848	951	47	2	2	2	0.92
Primary schools	10				10				0			
Enrolment	1,873	936	1,044	50.0	1,980	896	976	45.3	6	-4	-7	-0.75
Official age enrolment	1,696	816	934	48.1	1,600	847	951	52.9	-6	4	2	-0.67
Government school enrolment (Years 1-6)	1,447	695	752	48.0	1,421	674	747	47.4	-2	-3	-1	1.68
Official age government school enrolment (6-11)	131	63	68	48.1	125	60	65	48.0	-5	-5	-4	1.04
Pre-school attenders												
GER (%)	111	112	110	1.02	104	106	102	1.04	7	6	8	-0.02
NER (%)	96	98	94	1.04	89	91	88	1.03	-2	7	6	0.01
Teachers	96	77	19		98	80	18	81.6	2.1	3.9	-5.3	1.87
Teachers in government schools	92	75	17		94	78	16	83.0	2.2	4.0	-5.9	1.84
Qualified	92	75	17		94	78	16	83.0	2.2	4.0	-5.9	1.84
Certified	92	75	17		94	78	16	83.0	2.2	4.0	-5.9	1.84
Qualified and certified (%)	100	100	100		100	100	100	100.0	0.0	0.0	0.0	0.0
Pupil:teacher ratio	21.0				21.0				0.0			
Pupil:teacher ratio - government	15.7	9.3	44.2	0.21	15.1	8.6	46.7	0.19	-0.6	-0.6	2.5	1.02
Repeaters	75	35	40	46.7	49	17	32	34.7	-34.7	-51.4	-20.0	
Children with disability (Years 1-6) (*est. 2013 data)	7	2	5	0.29	7	2	5	0.29	0.0	0.0	0.0	0.0
Primary completion rate (%)	110	100	118	0.85	95	104	88	1.18	-13.6	4.0	-25.4	-0.29
Total expenditure primary (AU\$ millions)	1,404,922.0				1,592,505.0				13.4			
Expenditure per pupil (AU\$ '000s)	750.09				804.30				7.2			



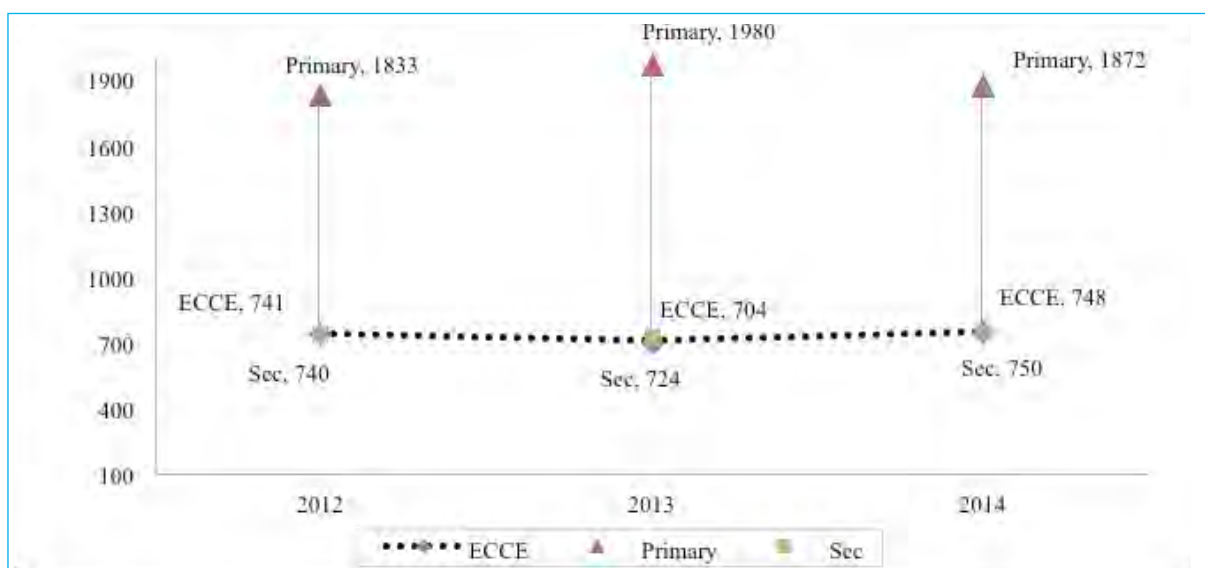


## Student Enrolment and Numbers of Teachers

*“ The teacher who is attempting to teach without inspiring the pupil with a desire to learn is hammering on cold iron” (Horace Mann)*

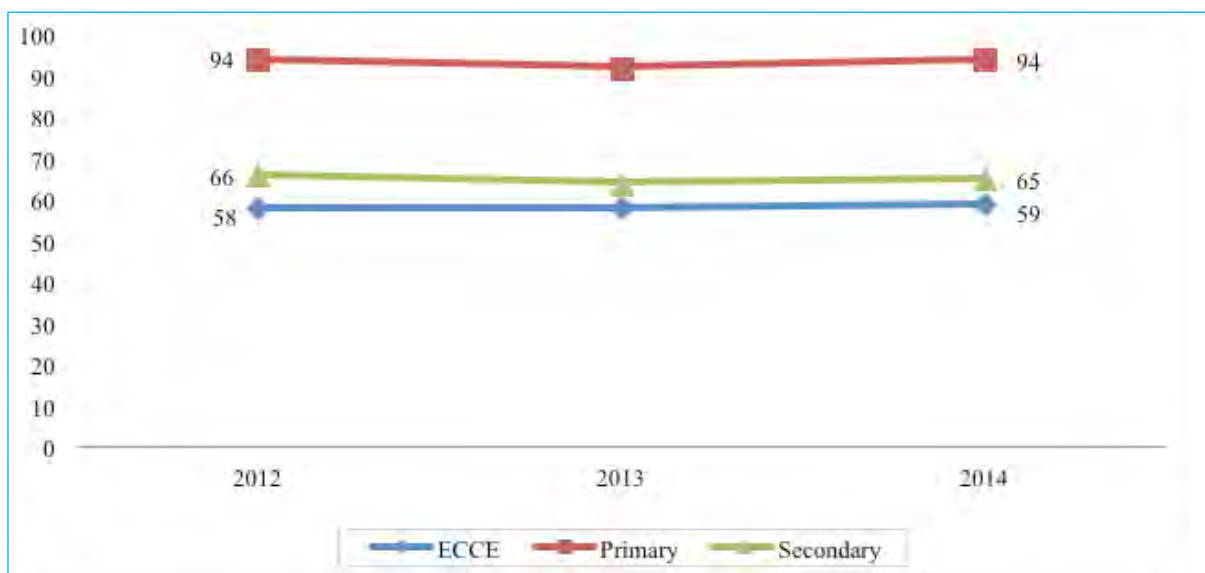


**Figure 3: Enrolment by educational level, 2012-2014**



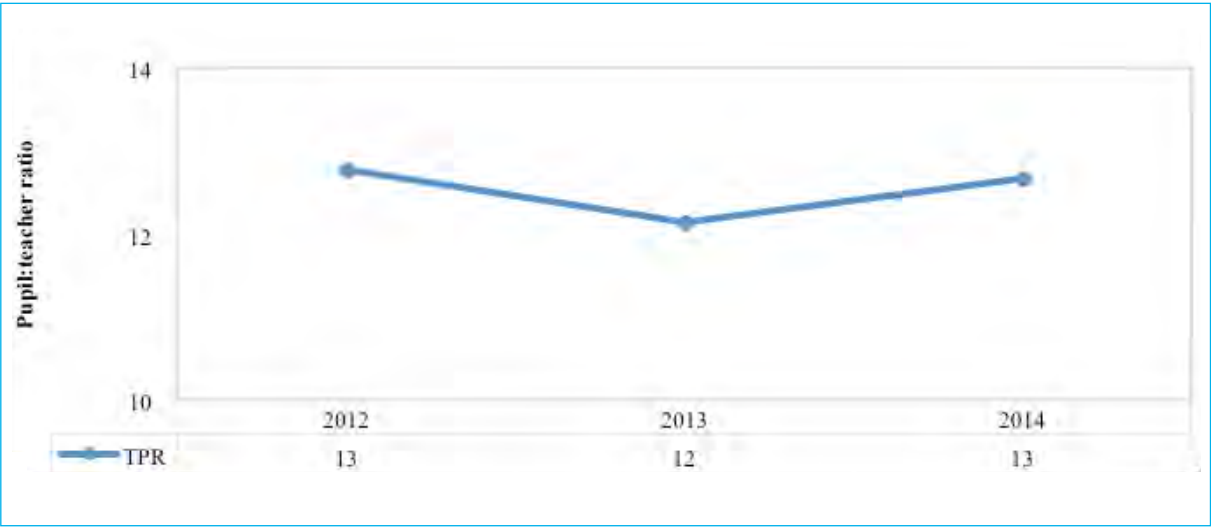
Primary school enrolment increased in 2013 compared with 2012 (Figure 3). However, enrolment had decreased again in 2014, by 2 percent. Many factors could contribute to this decrease, for example students migrating overseas to study and for other reasons. Every year, several families relocate to New Zealand under the Pacific Access Category (PAC) scheme; other families send their children to study in Fiji and other countries.

**Figure 4: Teachers by educational level, 2012-2014**

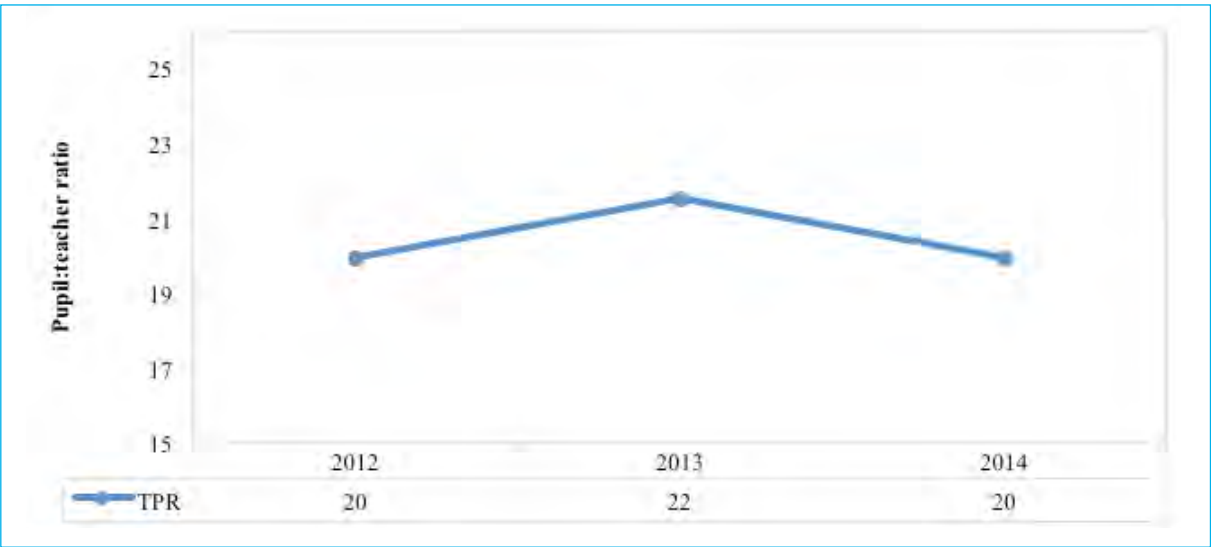


The number of teachers teaching in ECCE centres and primary and secondary schools stayed consistent between 2012 and 2014 (Figure 4). These numbers include those appointed by the government, specifically EdDep. Appointments are guided by the desired pupil:teacher ratio for every school and by annual national student enrolment rates. The national pupil:teacher ratio for ECCE centres is 10:1 and that for primary and secondary schools 25:1. It is to be noted that kaupules also appoint teachers to address specific needs in schools; these are not included in Figure 4. Additionally, MEYS, through partnership with the government in Fiji, taps into the expertise of Fijian teachers, specifically to address teaching quality and to improve literacy and numeracy learning achievements. In 2014, nine additional teachers in the Fiji Voluntary Teacher Scheme were designated to teach in primary schools.

**Figure 5: ECCE pupil: teacher ratio, 2012-2014**



**Figure 6: Primary pupil: teacher ratio, 2012-2014**



**Figure 7: Secondary pupil: teacher ratio, 2012-2014**





## Teacher Qualifications

*"If kids comes to us from strong, healthy functioning families, it makes our job easier. If they do not come to us from strong, healthy, functioning families, it makes our job more important" (Babara Colorose)*

“Teacher qualifications” is one of the indicators EdDep links to student learning. Hence, EdDep tries constantly to ensure students are taught by qualified teachers. The majority of teachers, from ECCE to secondary level, have been certified to national standards. National standards state that ECCE teachers should have successfully completed Year 13 of formal schooling or at least two weeks of basic training organized by the Department of Education. Primary teachers should have a Certificate or a Diploma in Education and secondary teachers a Diploma or a Bachelors in Education specializing in teaching subjects in secondary. EdDep provides pre-service and other short-term training to ECCE teachers and in-service training and short-term training outside the country to primary and secondary teachers. Separately, EdDep also invests in opportunities for the continuous professional development of teachers.

Currently, the following qualification exist in the Tuvalu education system:

- Certificate in Education (ECCE, children services, primary);
- Diploma in Education (ECCE, primary);
- Bachelors in Education;
- Masters in Education;
- Doctor of Philosophy in Education.

**Table 2: Teachers’ qualifications, 2014**

<b>Qualification</b>	<b>ECCE</b>	<b>Primary (Years 1-8)</b>	<b>Secondary (Years 9-13)</b>
Certificate in Education	39	9	0
Diploma in Education	5	65	7
Bachelors in Education	0	18	26
Masters in Education	0	2	1
Doctorate of Philosophy in Education	0	0	1
No teaching qualification	15	0	30
<b>Total</b>	<b>59</b>	<b>94</b>	<b>65</b>

As Table 2 shows, there are 173 teachers in Tuvalu who are qualified to teach. Among this number, 44 ECCE teachers have a Certificate or a Diploma. Nine teachers at primary level have a Certificate, 65 a Diploma, 18 a Bachelors and two a Masters. At secondary level, seven teachers have a Diploma, 26 a Bachelors, one a Masters and one a Doctorate.

**Table 3: Total number of teachers by qualification, 2014**

Island	ECCE					Primary					Secondary					Total
	CE	DE	BE	ME	DD	CE	DE	BE	ME	DD	CE	DE	BE	ME	DD	
Nanumea	4	0	0	0	0	1	5	2	0	0	0	2	2	0	0	16
Nanumaga	3	0	0	0	0	1	5	2	0	0	0	1	2	0	0	14
Niutao	3	0	0	0	0	2	4	2	0	0	0	1	4	1	0	17
Nui	3	2	0	0	0	1	5	2	0	0	0	1	2	0	0	16
Vaitupu	4	1	0	0	0	2	8	3	0	0	0	3	7	0	1	29
Nukufetau	2	0	0	0	0	1	5	2	0	0	0	0	3	0	0	13
Funafuti	18	2	0	0	0	3	22	8	1	0	0	0	2	0	0	56
Nukulaelae	1	0	0	0	0	1	3	2	0	0	0	0	3	0	0	10
Niulakita	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	2
<b>Total</b>	39	5	0	0	0	12	57	24	1	0	0	8	25	1	1	173





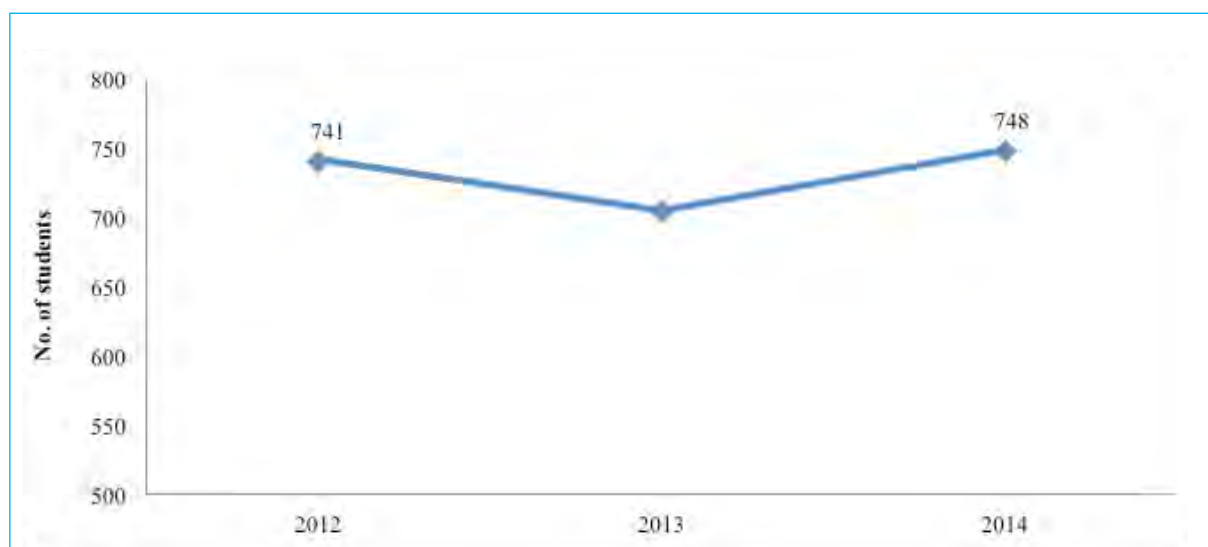
## Early Childhood Care and Education

*"It is easier to build strong children than to repair broken men"*  
(Frederick Douglass)

ECCE is for children aged between three and five and who are six when they transition into primary school. It has been a priority for EdDep in recent years, especially under AEfATP. EdDep recognizes the importance of the early years to a child's whole development and affirms its intention to continue encouraging and supporting non-governmental organizations, communities, kaupules and private providers to develop and manage ECCE centres more effectively (ECCE Policy 2007).

With this increased focus on ECCE and a planned increase in MEYS' budgetary allocation from 2015, the sub-sector is set to see significant policy reforms in 2015 and 2016. MEYS has also signalled increased commitment to the sub-sector by offering to pay the salaries of ECCE teachers from 2015, which have historically been funded through a mix of MEYS grants, school fees and community and parent contributions. This will complement MEYS and AEfATP's efforts to improve quality through the implementation of early learning development standards (ELDS) and minimum quality service standards as well as development of an ECCE curriculum. These interventions are planned for implementation in 2015, but the sub-sector will also see increased involvement of partners like the World Bank, which will help strengthen linkage and transition between ECCE and the early primary years.

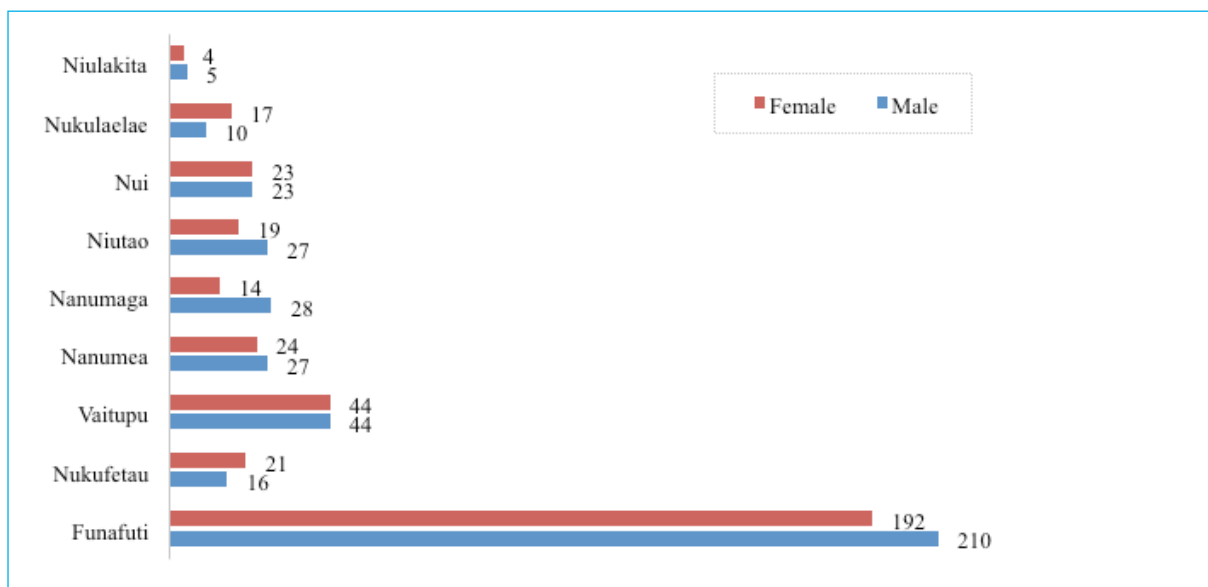
**Figure 8: ECCE enrolment trends, 2012-2014**



ECCE enrolment has varied over the past three years: it decreased between 2012 and 2013 by around 5 percent and increased again, by around 6 percent, between 2013 and 2014. This shows the number of students moving in and out of the country. It also sheds a light on the number of student dropouts from year to year, although it is not yet possible to distinguish this from students moving in and out of the country. In 2015 and onward, EdDep will monitor changes in the number of students from year to year and be able to know the name of each student dropping out of school for various reasons.

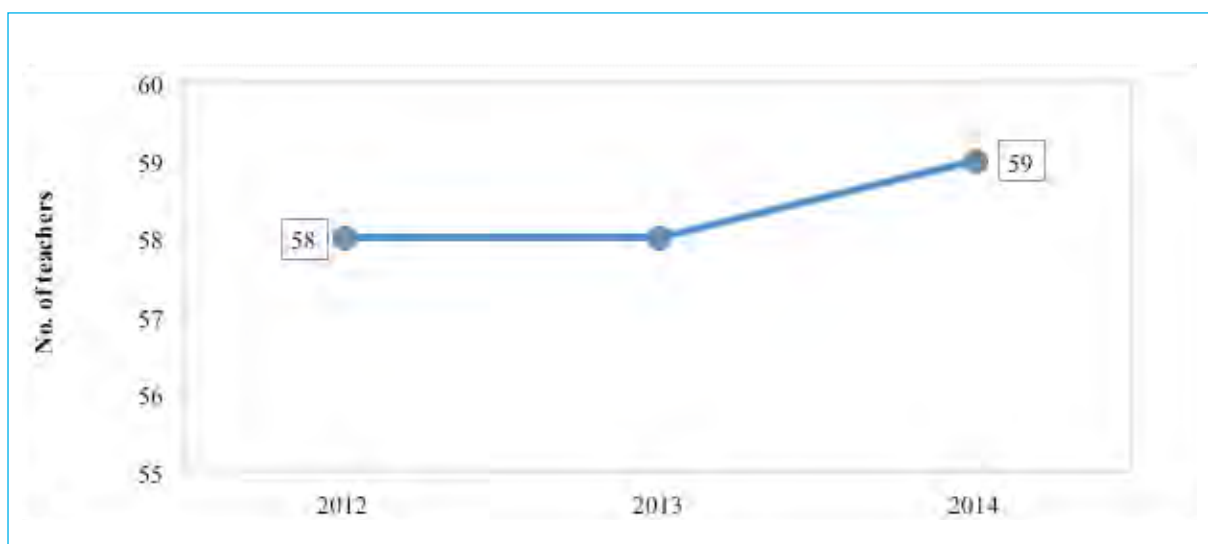


**Figure 9: ECCE enrolments by gender and island, 2014**



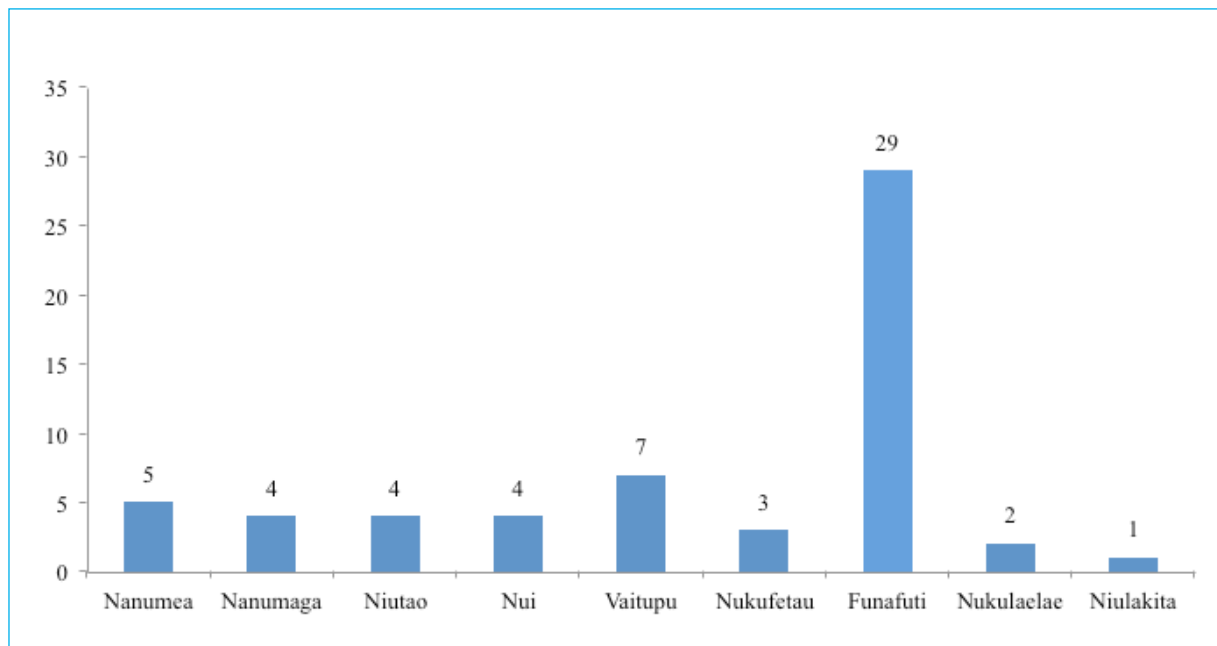
Most ECCE pupils attend centres on the main island of Funafuti, because their parents or guardians are working there. There are eight schools in total on the main island and 10 on the outer islands. Of the 10 schools on the outer islands, two are on the island of Vaitupu and two on the island of Nanumea. Figure 9 shows these schools have large enrolment compared with other island schools. Only a few people from the island of Niutao have settled on the island of Niulakita; this is reflected in the number of children attending centres in the far south of Tuvalu.

**Figure 10: ECCE teachers, 2012-2014**

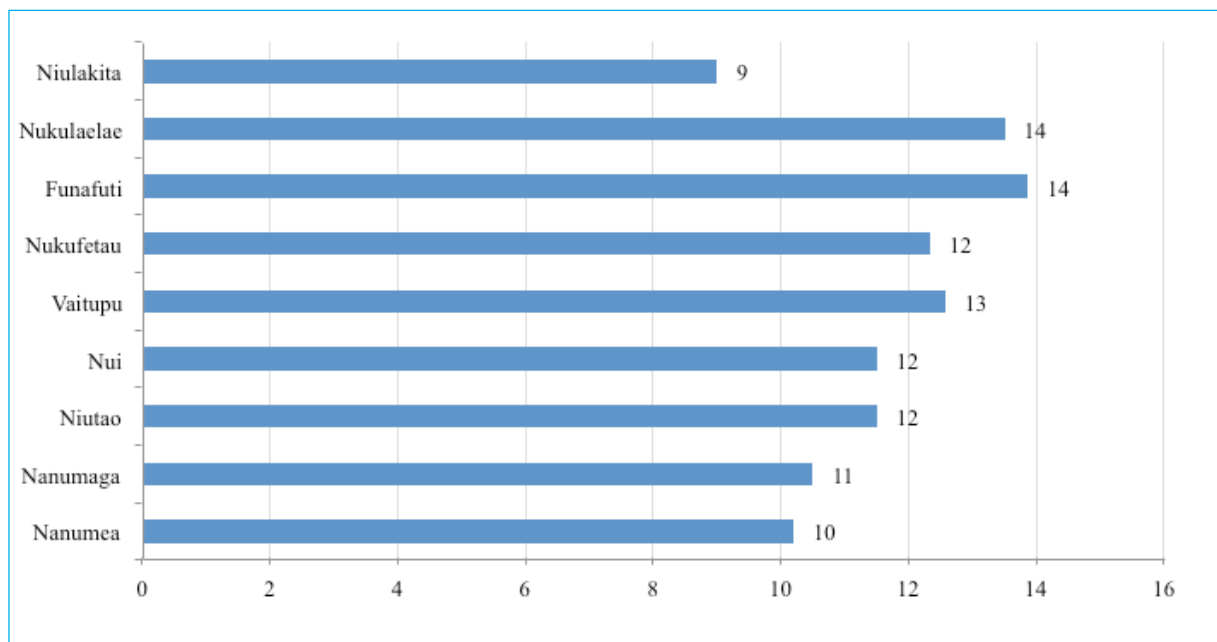


The number of teachers delivering ECCE services to children increased in 2014. The number of teachers is driven by the number of children, as policy dictates that one teacher should look after 10 children. Many more students enrolled in 2014 compared with in previous years, which led to an increase in the number of teachers.

**Figure 11: Teachers by island, 2014**

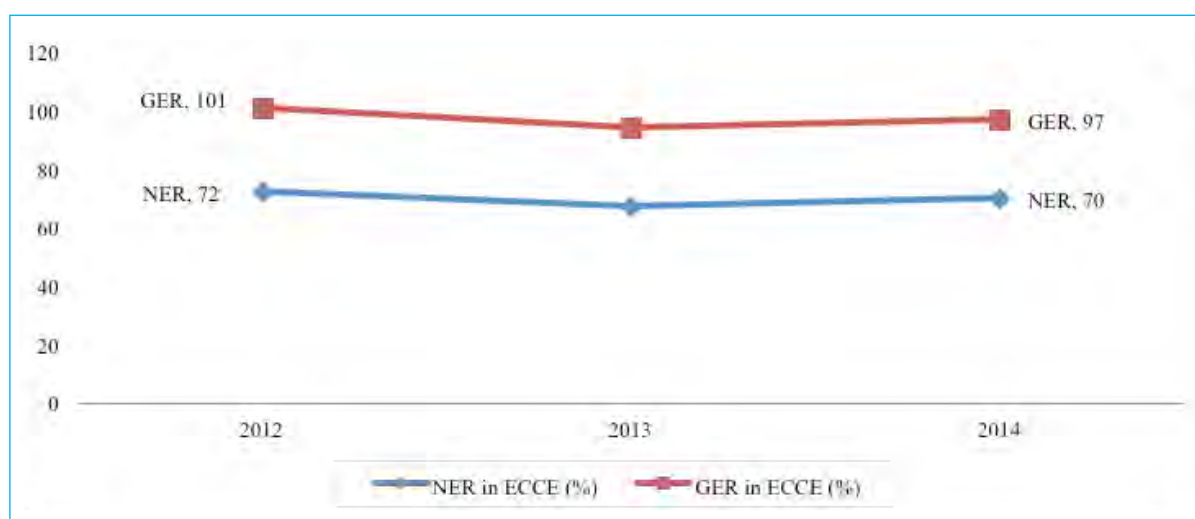


**Figure 12: ECCE pupil:teacher ratio by island, 2012-2014**



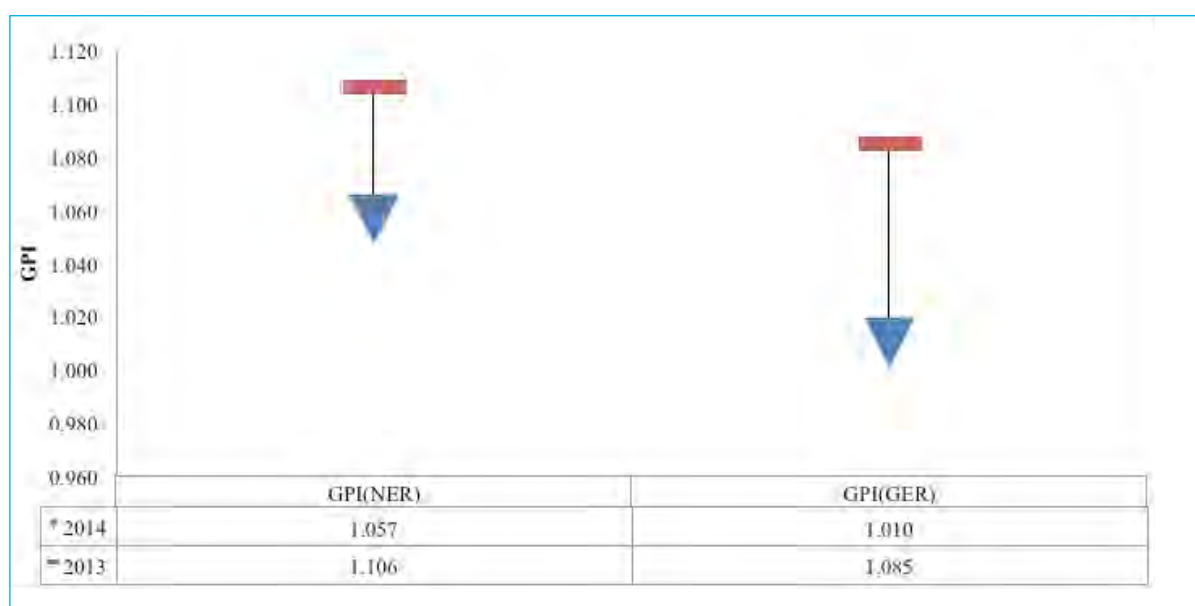
The ECCE pupil:teacher ratio for one of the islands (Niulakita) is below the national ratio; some islands come in above the national ratio (Nanumaga, Niutao, Nui, Vaitupu, Nukufetau, Funafuti, Nukulaelae).

**Figure 13: ECCE enrolment rates, 2012-2014**



The NER in ECCE education is the ratio of the number of children of official ECCE school age enrolled in ECCE education to the total population of children of official ECCE school age, expressed as a percentage. The GER indicates how many children, regardless of their age, are enrolled in ECCE schools relative to the population of pre-school-age children. Figure 13 shows the ECCE NER has varied over the years. The figures given for 2012-2014 show a very large number of ECCE students are out of school. If all children of ECCE schoolage were enrolled in ECCE schools, the ECCE NER would be 100 percent. Likewise, the GER also varies. The value of the GER can exceed 100 percent: a GER above 100 percent means some children above or below ECCE school age are in ECCE schools.

**Figure 14: GPI for the GER and NER in ECCE education, 2013 and 2014**



Although there is still a long way to go towards achieving gender quality or even gender parity, Tuvalu has made significant progress in reducing gender disparities in ECCE education, with a decreased GPI in both NER and GER. As Figure 14 shows, the ECCE GER achieved gender parity in 2014 with a GPI of 1.01; in 2013 it stood at 1.08.



## Primary Education

*"Education is not received. It is achieved" (Albert Einstein)*

Primary education is described as compulsory basic education for every citizen regardless of gender at public schools (Education Act 2001 Article 42). Basic education is defined as education from Year 1 to Year 8 whereby children are in school between the ages of six and 14. Primary education is free for boys, girls and children with special needs anywhere in the country. It is deemed compulsory for children who have repeated Year 8 twice, are 15 years of age and are still enrolled in primary school.

EdDep provides the curriculum and all educational resources to support the delivery of learning programmes. It also appoints teachers and bears all costs and expenses related to teachers (salaries, leave pay, travel). Kaupules assist with other costs (minor maintenance) as well as providing in-kind support such as land for schools and accommodation for teachers, but also receive grants from EdDep for the upkeep of school facilities. EdDep also provides strong support through annual grants to faith-based schools like the Seventh Day Adventist primary school in Funafuti and Fetuvalu Secondary School in Funafuti. These grants are usually used to assist schools with teacher salaries, training assistance to staff and teachers and for procurement of resources to improve teaching and learning.

**Table 4: Primary enrolment by gender and island, 2014**

Gender	Funafuti	Nukufetau	Vaitupu	Nanumea	Nanumaga	Niutao	Nui	Nukulaelae	Niulakita
Male	512	46	99	63	76	71	74	26	9
Female	468	53	76	44	50	92	66	42	5
<b>Total</b>	<b>980</b>	<b>99</b>	<b>175</b>	<b>107</b>	<b>126</b>	<b>163</b>	<b>140</b>	<b>68</b>	<b>14</b>

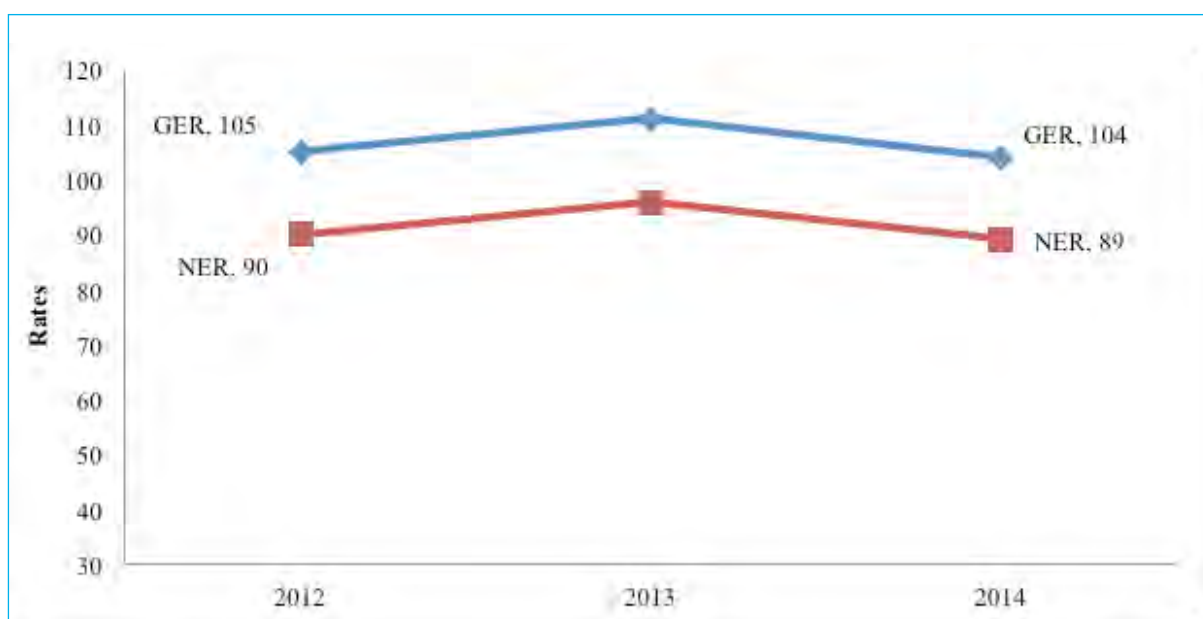
**Table 5: Total primary enrolment, 2012-2014**

Island	School	2012		2013		2014	
		Total	%	Total	%	Total	%
Nanumea	Kaumaile	115	6	118	6	107	6
Nanumaga	Lotohoni	108	6	115	6	126	7
Niutao	Webley	139	7	159	8	163	9
Nui	Vaipuna	142	8	144	7	140	7
Vaitupu	Tolise	228	12	212	11	175	9
Nukufetau	Tutasi	129	7	104	5	99	5
Funafuti	Nauti	778	42	861	43	811	43
	SDA	158	8	181	9	169	9
Nukulaelae	Faikimua	68	4	69	3	68	4
Niulakita	Lotoalofa	8	0.4	17	1	14	1
<b>Total</b>	<b>1873</b>	<b>100</b>	<b>1980</b>	<b>100</b>	<b>1872</b>	<b>100</b>	<b>100</b>

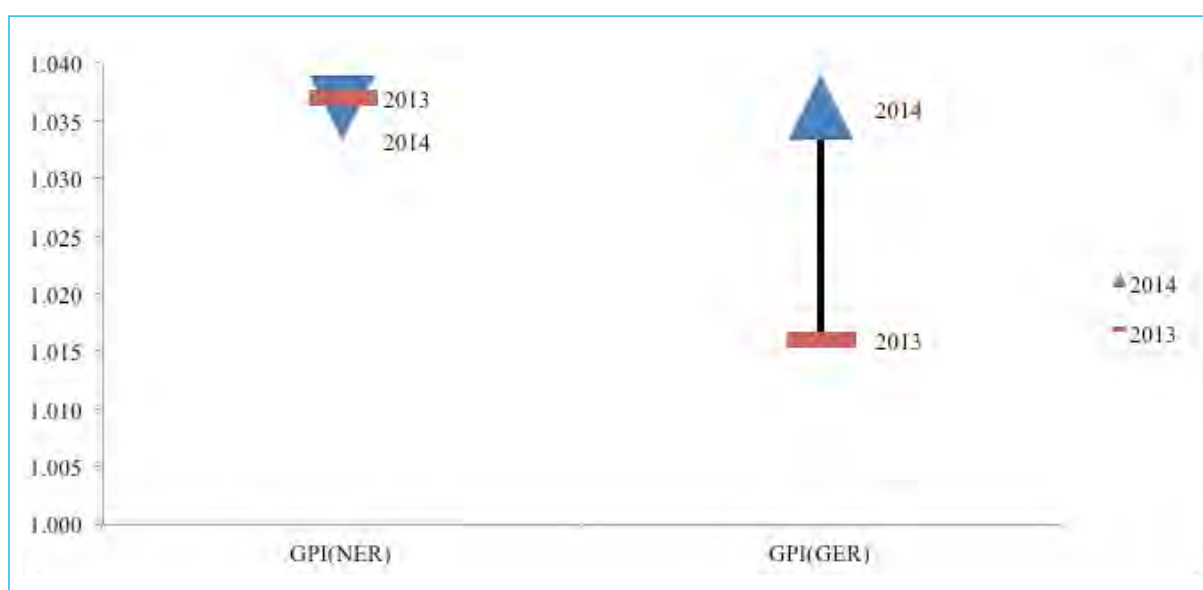
**Table 6: Primary enrolment by school, 2012-2014**

Year/ school	Nauti	SDA	Lotoalofa	Faikimua	Tolise	Tutasi	Vaipuna	Lotohoni	Kaumaile	Webley
2012	778	158	8	68	228	129	142	108	115	139
2013	861	181	17	69	212	104	144	115	118	159
2014	811	169	14	68	175	99	140	126	107	163

**Figure 15: Enrolment rates in primary education, 2012-2014**

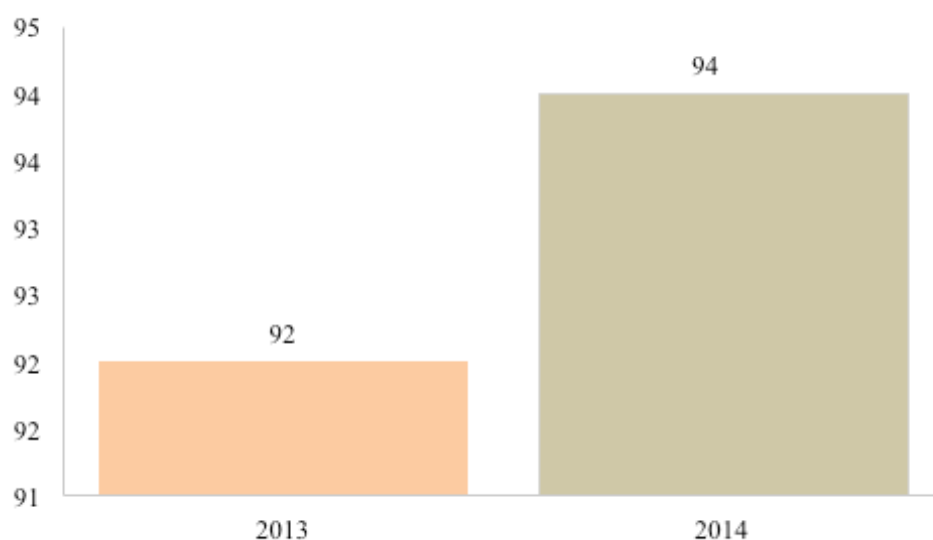


**Figure 16: GPI for GER and NER in primary education, 2013 and 2014**



The Tuvalu education system made great progress towards gender parity in its primary education NER between 2013 and 2014. A very small gender gap remained after the NER GPI decreased from 1.037 in 2013 to 1.036 in 2014. The GER GPI as recorded above has increased. It went up from 1.015 in 2013 to 1.034 in 2014. This reflects a very big gender gap.

**Figure 17: Primary education teachers, 2013 and 2014**



The number of primary school teachers had increased by 2.2 percent in 2014 on the number of teachers in 2013. This increase could be a result of the increase in the number of students in primary schools. It is always important to remember only 43 percent of teachers are certified in education (see Table 2).

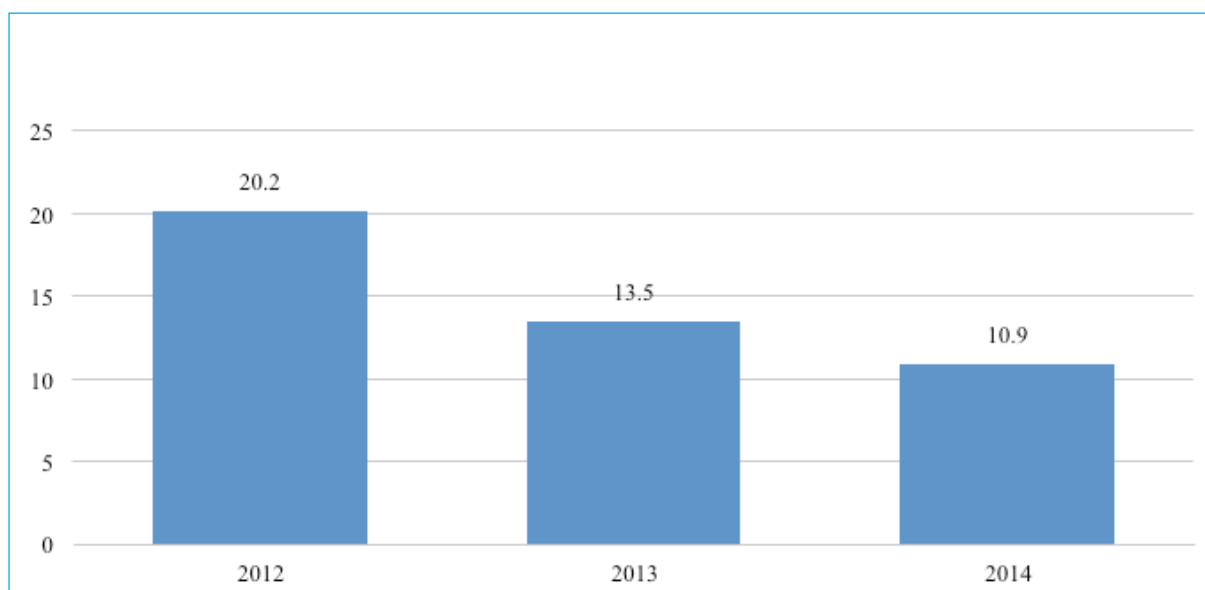
The ratio of female to male primary teachers in public and private primary schools in Tuvalu was last measured in 2012 at 1:5; according to TEMIS the value remains the same.

**Table 7: Primary school teachers by school, 2012-2014**

School	2012				2013				2014			
	Male	Female	Total	%	Male	Female	Total	%	Male	Female	Total	%
Faikimua	1	5	6	6	1	5	6	7	1	5	6	6
Kaumaile	0	8	8	9	0	8	8	9	0	8	8	9
Lotoalofa	0	1	1	1	0	1	1	1	0	1	1	1
Lotohoni	2	6	8	9	2	6	8	9	2	6	8	9
Nauti	7	23	30	32	7	21	28	30	6	24	30	32
SDA	2	2	4	4	2	2	4	4	2	2	4	4
Tolise	1	12	13	14	1	12	13	14	1	12	13	14
Tutasi	2	6	8	9	2	6	8	9	2	6	8	9
Vaipuna	1	7	8	9	1	7	8	9	1	7	8	9
Webley	1	7	8	9	1	7	8	9	1	7	8	9
<b>Total</b>	<b>17</b>	<b>77</b>	<b>94</b>	<b>100</b>	<b>17</b>	<b>75</b>	<b>92</b>	<b>100</b>	<b>16</b>	<b>78</b>	<b>94</b>	<b>100</b>



**Figure 18: Repetition rate in Year 8, 2012-2014**

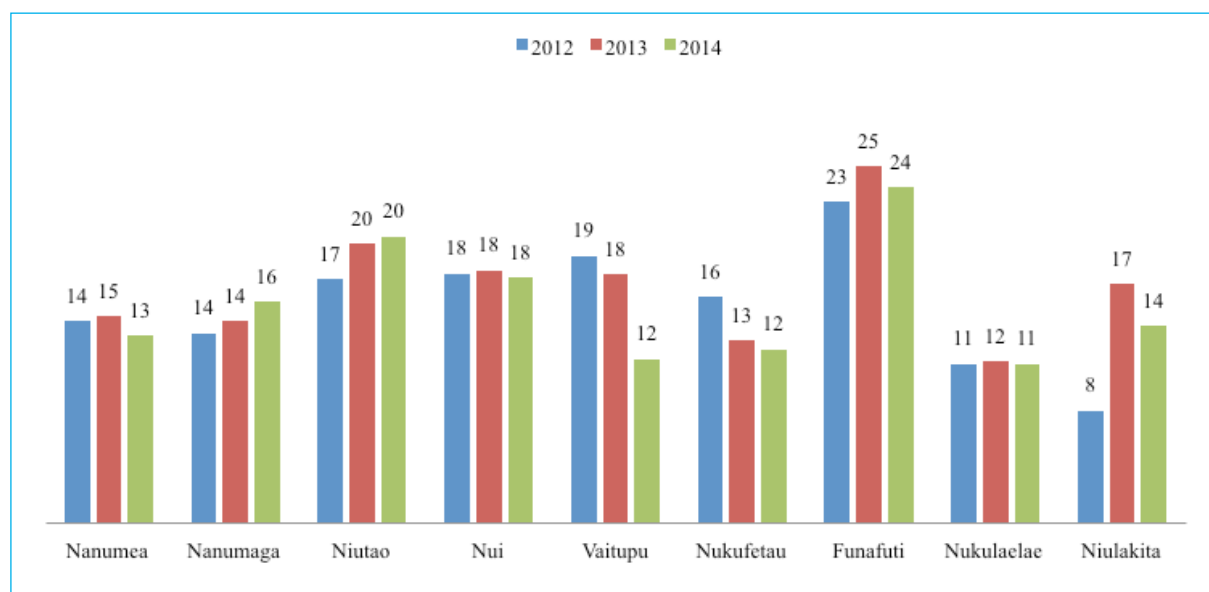


**Table 8: Number of Year 8 students above and below the national passingmark, 2012-2014**

Year	English		Maths		Science		Social Science	
	Pass	Fail	Pass	Fail	Pass	Fail	Pass	Fail
2012	155	91	116	130	179	67	202	44
2013	112	127	125	114	180	59	174	65
2014	126	111	100	137	171	66	185	52

The repetition rate is the proportion of pupils from a cohort enrolled in a given grade in a given school year who study in the same grade in the following year. The repetition rate in primary occurs only in Year 8. This is because of policy practices that promote and enforce promotion according to age from Year 1 through to Year 8. In Year 8, students have to sit for the National Year 8 Examination (NYEE), which determines their continuation to junior secondary school. Students need to score 200 (out of 400) in order to pass the NYEE. Those who score less than 200 will automatically repeat Year 8, enter Fetuvalu Secondary School if their parents decide not to repeat them at Motufoua Secondary School or be sent to Fiji if their parents can afford it. Most students who fail the NYEE are failing on English and Maths, which is something EdDep needs to put efforts into understanding. Figure 18 above shows a very big drop in the numbers of repeaters between 2011 and 2012 and a jump up again in 2013. The section on the NYEE below also highlights that there are many more male than female repeaters. Internal efficiency is quite high as the number of students who proceed to junior secondary school is much higher than the number of repeaters.

**Figure 19: Primary pupil: teacher ratio by island,**



**Table 9: Primary pupil: teacher ratio, 2012-2014**

Survey year	2012	2013	2014
Student	1,873	1,980	1,872
Teacher	94	92	94
Pupil:teacher ratio	20	22	20



## Secondary Education

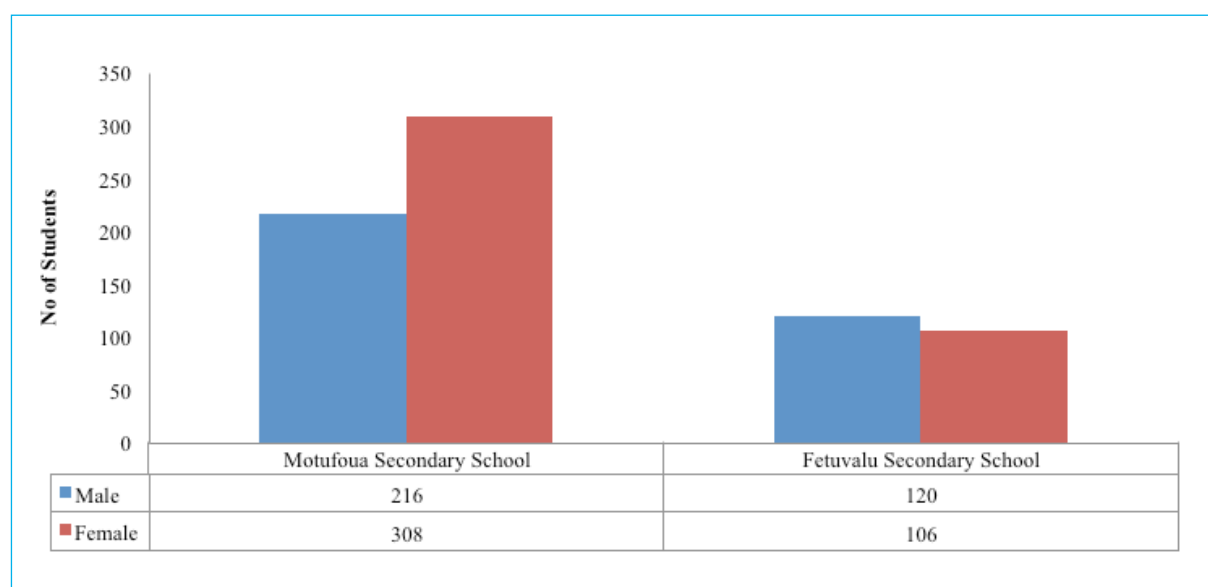
“The surest way not to fail is to DETERMINE to succeed”  
(Richard Brinsley Sheridan)

Secondary education consists of five years of schooling, Years 9 through 13, and is targeted at children between the ages of 14 and 18. There are only two secondary schools in Tuvalu, one a faith-based (under EKT Church Group), privately managed school and the other a government-managed boarding school. The school curriculum and examinations in Fetuvalu Secondary School (the private, faith-based school) is similar to those in the British system of education, and the school is affiliated with the University of Cambridge. Located in the capital of Tuvalu, Fetuvalu caters to children studying in Years 9-12 (not Year 13) and charges approximately AU\$50 per term as school fees. Similar fees are charged to students enrolled in Motufoua Secondary School, the government-run secondary school on the island of Vaitupu. Education continues to be compulsory until the end of the year the child turns 15, which is generally two years after primary school, although this is not being achieved at the present time.

**Table 10: Transition rate from primary to secondary level,**

Year	New entrants in first year of secondary in 2012, 2013, 2014			Enrolment in last year of primary in 2011, 2012, 2013			Effective transition rate from primary to secondary		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2012	89	96	185	160	121	281	56%	79%	66%
2013	93	93	186	165	127	292	56%	73%	64%
2014	100	87	187	156	123	279	64%	71%	67%

**Figure 20: Secondary enrolment by school and gender, 2014**

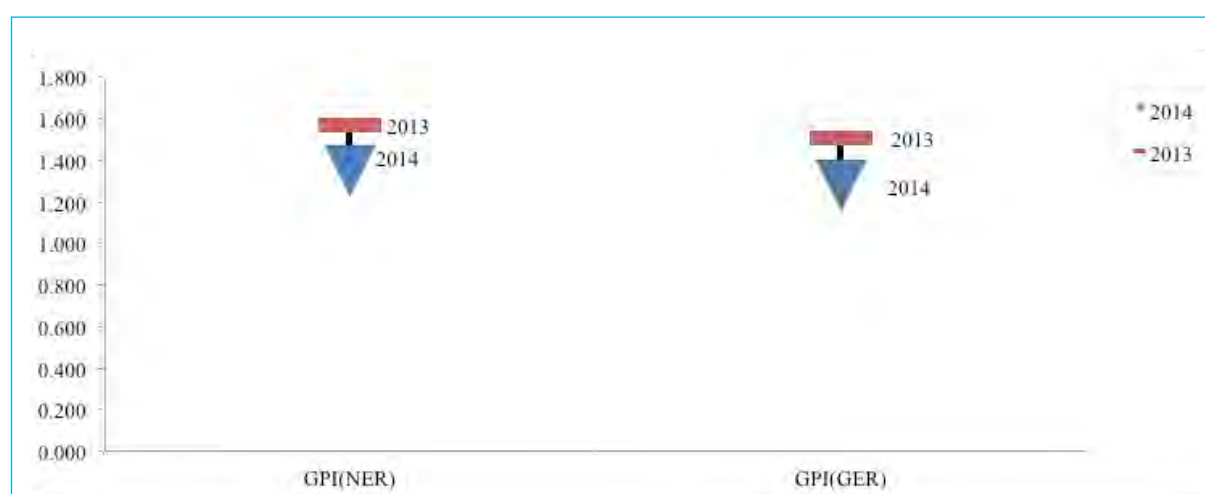


The GPI is the ratio of female to male values of a given indicator. Lack of gender parity in enrolment is seen at the secondary school level: enrolment of male students is much lower than that of female students, especially at the government-run secondary school (Motufoua). There is also a bigger gap between male and female students enrolled in Motufoua because this secondary school accepts only those students who pass the NYEE; Fetuvalu Secondary School does not use the NYEE results as admission criteria.

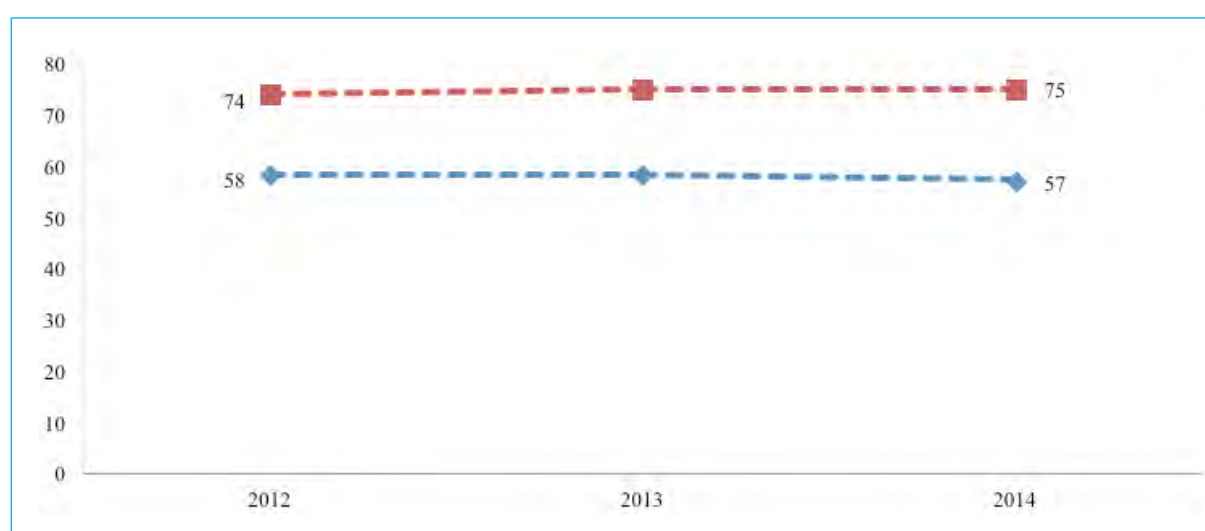
**Table 11: Total enrolment in secondary schools, 2014**

	Male	Female	Total
Year 9	100	87	187
Year 10	102	108	210
Year 11	57	80	137
Year 12	45	82	127
Year 13	32	57	89

**Figure 21: GER and NER GPI in secondary education, 2013 and 2014**



**Figure 22: GER and NER GPI for secondary education, 2013**

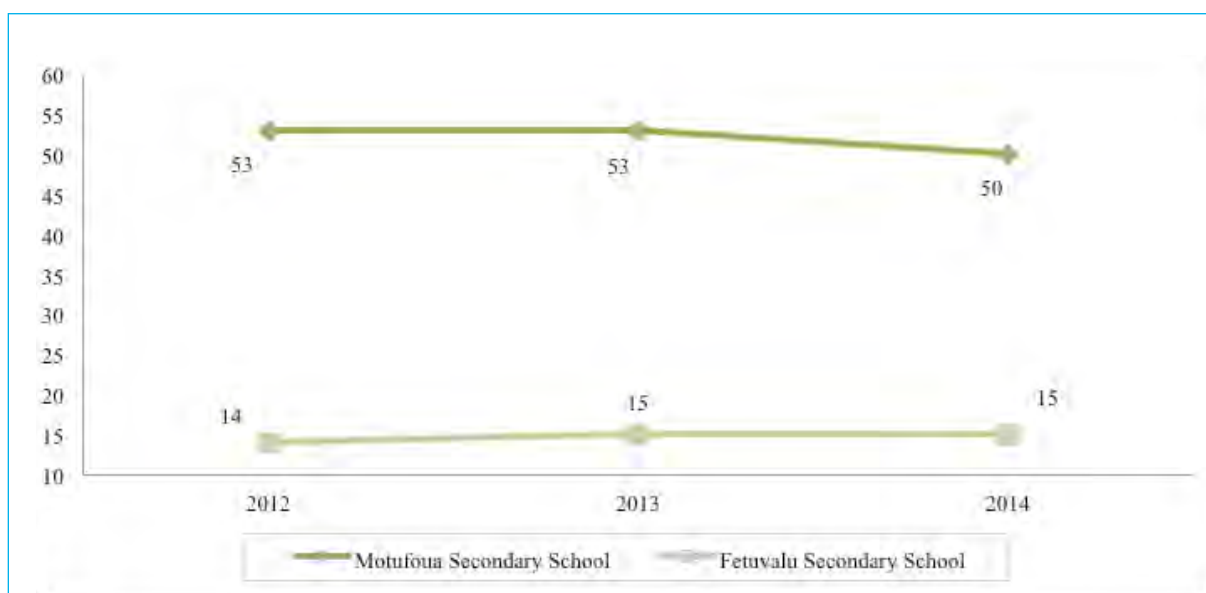


Both the NER and the GER GPI for secondary education have seen significant progress in terms of reducing gender disparities: in 2015 secondary education is expected to achieve gender parity. Although gender parity in enrolment is expected in 2015, the actual number of girls enrolled is lower than the number of boys. As noted above, the GER for girls is higher than that for boys.

**Table 12: Enrolment by gender, 2012-2014**

School	Gender/year	2012	2013	2014
Motufoua (Years 9-13)	Male	215	234	216
	Female	358	361	308
	<b>Total</b>	<b>573</b>	<b>595</b>	<b>524</b>
Fetuvalu (Years 9-12)	Male	100	65	120
	Female	67	64	106
	<b>Total</b>	<b>167</b>	<b>129</b>	<b>226</b>

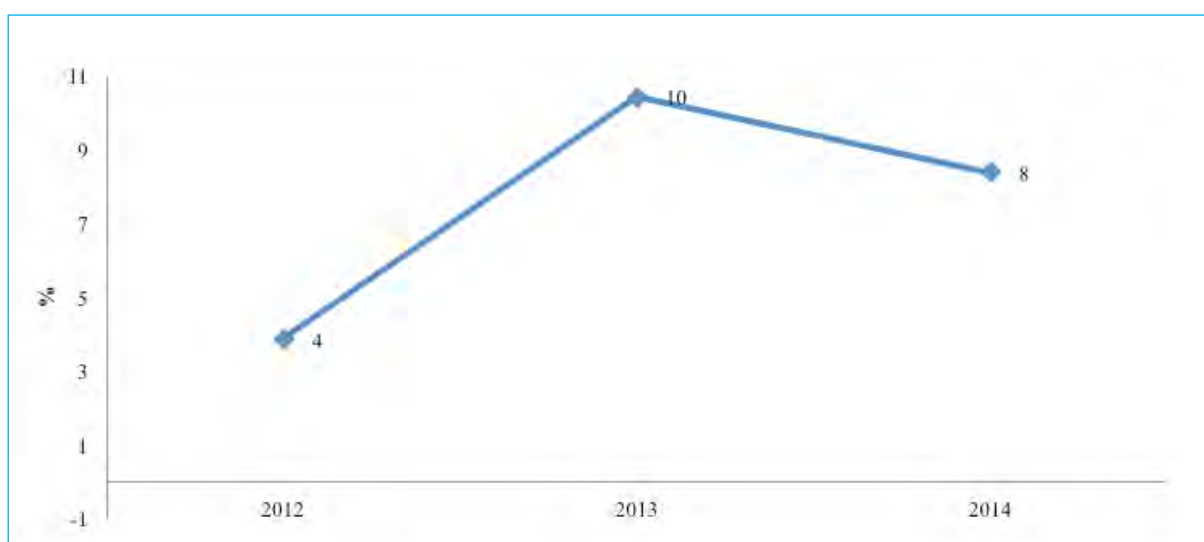
In 2014, Motufoua Secondary School witnessed a drop in enrolment whereas Fetuvalu Secondary School saw an increase in the number of students seeking enrolment. There are suggestions that families are concerned about a recent increase in bullying by older students in Motufoua Secondary School. Parents may prefer not to enrol their children in the boarding school and send them instead to a day boarding secondary school. EdDep is evaluating options and intervention strategies to address bullying in schools. These include conducting a feasibility study on relocating Years 9 and 10 back to primary schools on each of the islands and developing a child protection policy for schools in Tuvalu.

**Figure 23: Secondary school teachers, 2012-2014**

More than 73 percent of teachers in Tuvalu's secondary schools have a Bachelors in Education that includes extra training in teaching. However, teaching quality remains a big problem in Tuvalu. An analysis of poor teaching and learning outcomes in Tuvalu may be necessary to properly assess the quality of education.

**Table 13: Secondary school teachers by gender, 2012-2014**

Year	2012			2013			2014		
School/ gender	Male	Female	Total	Male	Female	Total	Male	Female	Total
Motufoua (Years 9-13)	26	27	53	26	27	53	26	24	50
Fetuvalu (Years 9-12)	8	6	14	9	6	15	6	9	15
Total	34	33	67	35	33	68	32	38	65

**Figure 24: Repetition rate in secondary schools, 2012-2014**

In secondary school, repetition occurs only in Year 10. Students in Year 9 and Year 11 are automatically promoted to the above class as they do not sit a selection examination. Meanwhile, Year 12 students are moved into the Tuvalu Vocational Skills Development (TVSD) stream if they do not meet the requirement to enter Year 13. Over the past three years, the repetition rate has increased by 4 percent. Students who failed the 2014 Tuvalu Junior Certificate (TJC) in Year 10 can still go up a level in 2015 if they re-sit and complete and pass the outcomes they did not manage to pass originally.



**Table 14: Pupil:teacher ratio in secondary schools, 2012-2014**

	<b>2012</b>	<b>2013</b>	<b>2014</b>
No. of students (Motufoua)	573	512	524
No. of teachers (Motufoua)	53	53	50
Pupil:teacher ratio (Motufoua)	11	10	10
No. of students (Fetuvalu)	167	129	226
No. of students (Fetuvalu)	12	12	15
Pupil:teacher ratio (Fetuvalu)	14	13	15



## Examination

“There are no secrets to success. It is the result of preparation, hard work and learning from failure” (General Colin Powell)

In Tuvalu, there are four national standardized examinations administered to monitor the performance of students at primary and secondary levels. These are the Tuvalu Standardized Test of Achievement (TUSTA), the National Year 8 Examination (NYEE), the Tuvalu Junior Certificate (TJC) and the Tuvalu Senior School Certificate (TSSC). The NYEE, TJC and TSSC examinations are administered annually; TUSTA is administered once every two years.

TUSTA was developed to gauge children's numeracy and literacy achievements and to determine the extent to which curriculum outcomes on these are achieved. EdDep also uses the data to determine policy and programmatic interventions to identify and address areas of additional learning and teaching support. This test of achievement is administered to all students in Year 4 and Year 6 and is conducted once every two years.

Every year, all students enrolled in Year 8 take the NYEE at the end of the academic year. Students are tested in English, Maths, Basic Science and Social Science. Motufoua Secondary School uses results from this examination to determine which students to admit. EdDep discourages schools from using these results to conduct any comparative analysis on school performance or teacher appraisal.

The TJC and the TSSC are administered at secondary level. The TJC is administered in Year 10 and the TSSC in Year 12. The TJC is used as an entry criterion for enrolment in Year 11 and the TSSC for entry into Year 13.

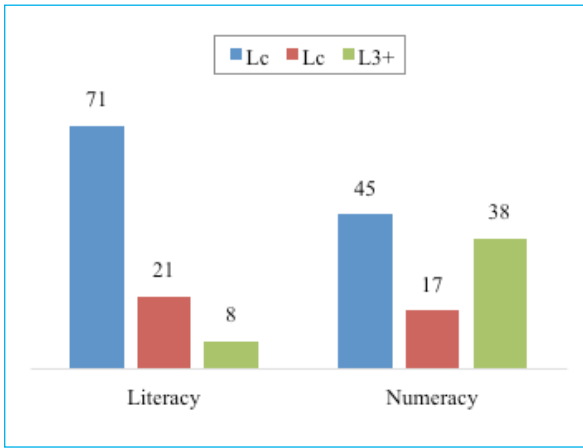
The TSSC separates students into two streams. The South Pacific Form Seven programme caters for students who pass the TSSC and the TVSD programme is offered to those who do not do so well. Those in the former will graduate and be awarded the Form Seven Certificate. Those in the TVSD stream will receive Certificate III in one of the areas of Agriculture, Information Technology, Fabrication and Welding and Carpentry and Joinery.

## **TUSTA**

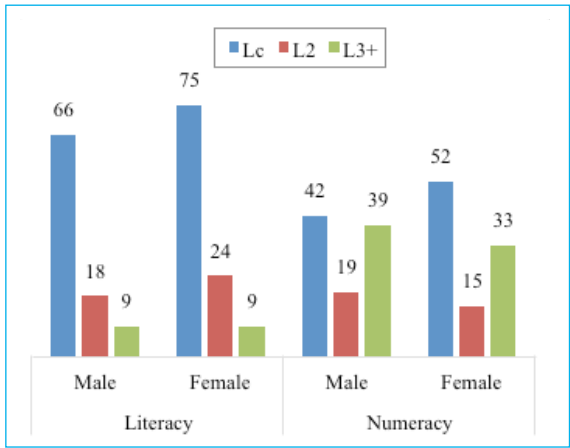
The main purpose of TUSTA is to provide reliable and valid data on the literacy and numeracy levels of pupils who have completed Years 4 and 6, for the purpose of monitoring at the national level how well pupils are learning these basic skills – and, thus, how well teachers are teaching. These results can also reveal how well schools are supporting the teaching and learning process. Students score on a scale of six levels, from L0 (the lowest) to L5 (the highest). There are three performance categories: satisfactory, or L3+ (L3+L4+L5), still working toward satisfactory (L2) and critically underachieving, or Lc (L1+L0).

Only 8 percent of literacy achievement and 38 percent of numeracy achievement was satisfactory: 71 percent on literacy and 45 percent on numeracy was for critical underachievement. Such very low achievement, accompanied by high proportions of critical underachievement in both literacy and numeracy, is a grave concern. The reasons for the differentiated levels of satisfactory achievement in literacy and numeracy also need to be investigated.

**Figure 25: Achievement levels on overall literacy and numeracy in Year 4**

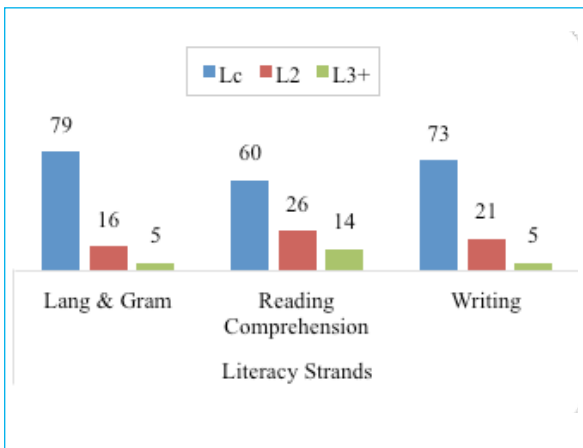


**Figure 26: Achievement levels on overall literacy and numeracy by gender in Year 4.**

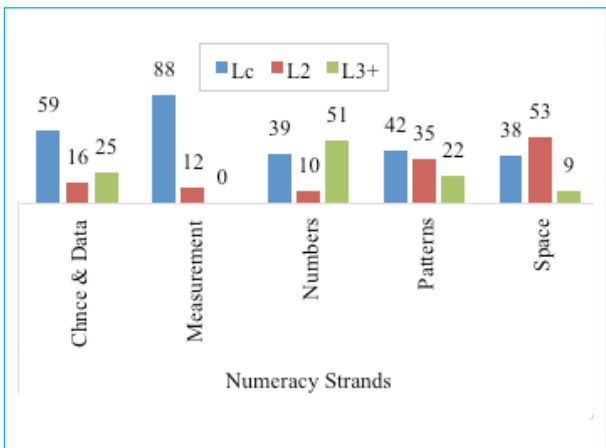


Girls performed significantly better than boys on numeracy. The difference in satisfactory achievement between boys and girls in literacy was not significant; satisfactory performance scores were very low in both groups (7 percent and 9 percent, respectively). Levels of critical underachievement in literacy were 75 percent for boys and 66 percent for girls. Levels of critical underachievement in numeracy were 52 percent for boys and 39 percent for girls.

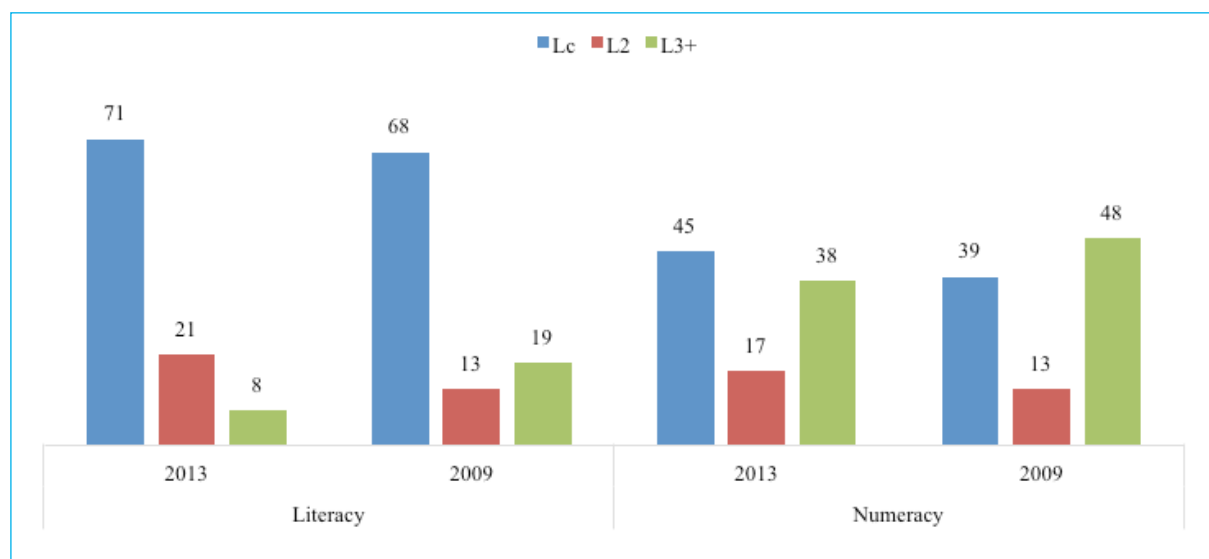
**Figure 27: Achievement levels in literacy in Year 4**



**Figure 28: Achievement levels in numeracy in Year 4**



**Figure 29: Achievement levels in overall literacy and numeracy in Year 4, 2009 and 2013**

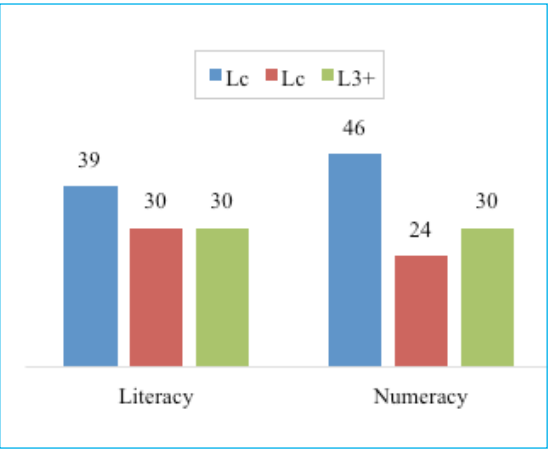


In literacy, pupils performed better in reading comprehension than in writing and language and grammar. However, there were alarming proportions of critical underachievement in the three strands (60 percent, 73 percent and 79 percent, respectively). In the five numeracy strands, there was a reasonable proportion of satisfactory achievement only in the number strand (51 percent). The other four strands recorded very low proportions of satisfactory achievement. All strands recorded high proportions of critical underachievement.

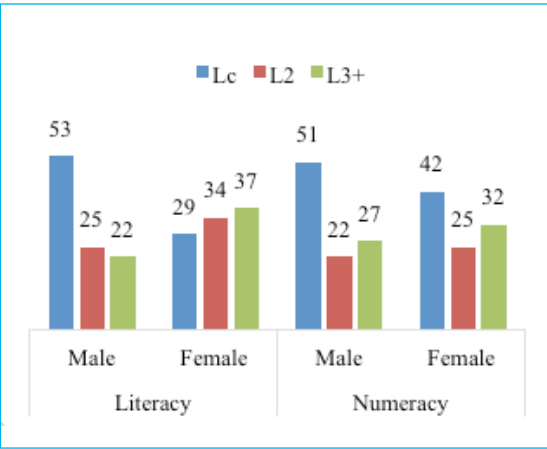
In literacy, the proportion of satisfactory achievement had dropped 11 percent points in 2013 compared with 2009 (it was 19 percent in 2009 but only 8 percent in 2013). The reasons for such a trend as this need to be investigated and measures put in place for improvement over the next three years. In numeracy, the proportion of satisfactory achievement had dropped by 10 percent points in 2013 compared with 2009 (48 percent in 2009 but 38 percent in 2013). These decreases in satisfactory achievement in both literacy and numeracy were accompanied by increases in percentages of critical underachievement.

If national intervention strategies were put in place after the release of the 2009 report, then these may have not worked. If none was put in place, then there is a much bigger problem to address in 2014 and beyond.

**Figure 30: Achievement in overall literacy and numeracy in Year 6**



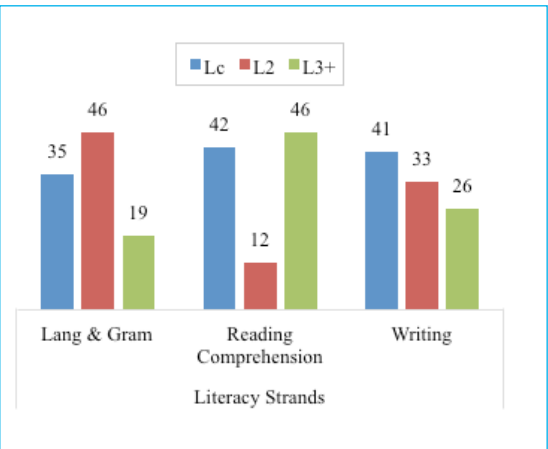
**Figure 31: Achievement in overall literacy and numeracy by gender in Year 6**



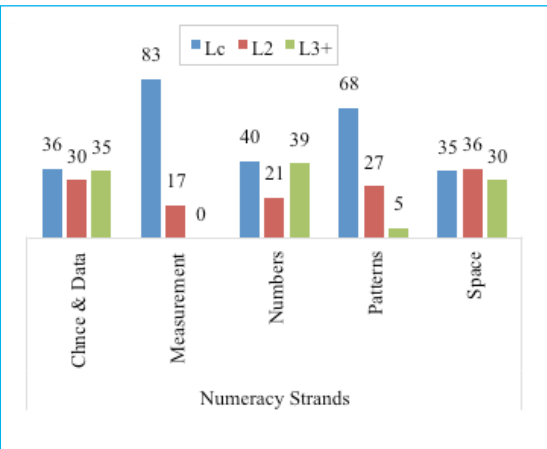
Satisfactory achievement made up 30 percent of achievement in literacy and 30 percent in numeracy in Year 6. Critical underachievement made up 39 percent of achievement levels in literacy and 46 percent in numeracy. Such levels of achievement should be of concern given that these pupils have spent at least six years in primary schooling.

L2 achievement made up 30 percent of achievement in literacy and 24 percent in numeracy in Year 6. These proportions indicate that partial skills were being demonstrated and that there was the potential for satisfactory achievement. Pupils who demonstrate these partial skills would have benefited from early and targeted interventions such as increasing teacher contact hours with them, encouraging support from parents, etc.

**Figure 32: Achievement levels on literacy strands in Year 6**



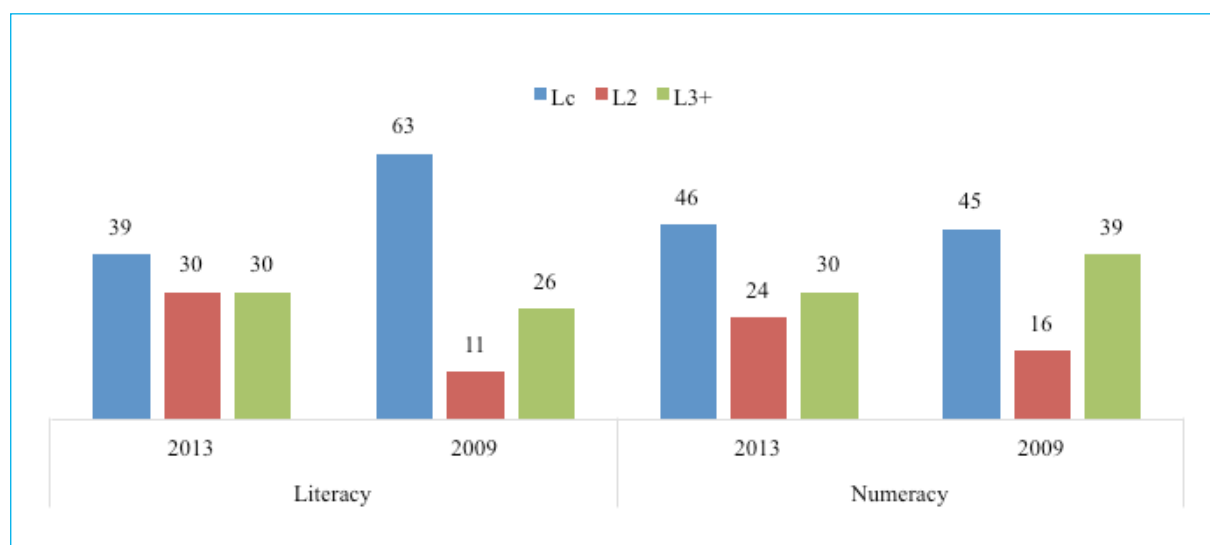
**Figure 33: Achievement levels on numeracy strands in Year 6**





For the three literacy strands, pupils in Year 6 performed better on reading comprehension than on writing and language and grammar (46 percent versus 26 percent and 19 percent). However, all three strands saw significant proportions of critical underachievement (42 percent, 41 percent and 35 percent, respectively). For the five numeracy strands, the highest proportion of satisfactory achievement was recorded on the number strand (39 percent). Chance and data recorded 35 percent and 30 percent satisfactory achievement levels, respectively. Very low proportions of satisfactory achievement were recorded for pattern and measurement and high proportions of critical underachievement accompanied these.

**Figure 34: Achievement levels in overall literacy and numeracy in Year 6, 2009 and 2013**



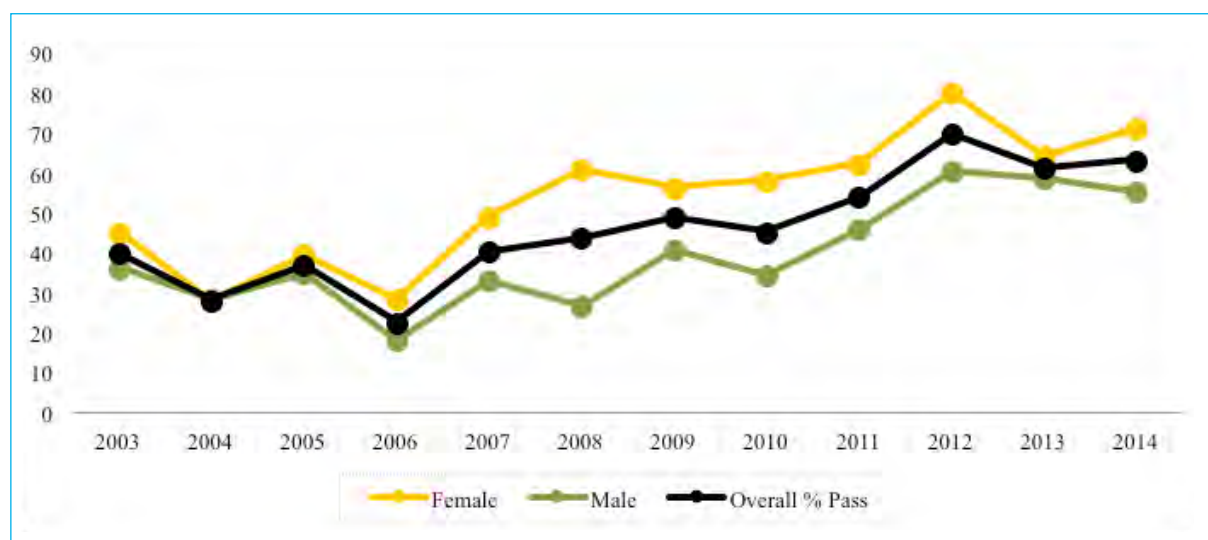
In literacy, the proportion of satisfactory achievement had improved by 4 percent in 2013 to 30 percent compared with 2009 (26 percent). This is an encouraging result. In numeracy, the proportion of satisfactory achievement had dropped by 9 percent in 2013 to 30 percent compared with 2009 (39 percent). This decrease was accompanied by an 8 percent increase in L2 achievement but no significant increase in critical underachievement. This shows that many more pupils demonstrated partial skills only in 2013. With appropriate support from teachers and schools they could demonstrate satisfactory skills.

National interventions strategies put in place after the release of the 2009 report (some increases in contact hours; distribution of English and Maths volunteer teachers from Fiji) worked for literacy but not for numeracy. Numeracy issues need to be addressed.

## NYEE

Year 8 students are tested in four subjects in the NYEE: English, Maths, Science and Social Science, although they are taught the entire range of subjects throughout the year. Exams in each subject are marked out of 100 and a student needs a cumulative total of 200 marks (out of 400) to earn a passing grade in the exam. A student is deemed to have a passing grade if he/she meets the cumulative 200 marks requirement even if he/she has failed to earn a passing mark in one or more subject

**Figure 35: NYEE results, 2003-2014**



In 2014, of the 245 students who registered, 235 appeared for the examination and 148 (63 percent) passed. Results from 2014 show the national average pass rate for 2014 had increased by 2 percent to 63 percent but still was not as high as the average pass rate of 2012.

**Table 15: Overall pass rate by gender, 2013-2014**

Year	No. sitting exam		No. passing exam		Total passing	% passing		Total sitting	Overall % passing
	Female	Male	Female	Male		Female	Male		
2003	80	119	36	43	79	45.0	36.1	199	39.7
2004	130	152	36	43	79	27.7	28.3	282	28.0
2005	145	168	57	58	115	39.3	34.5	313	36.7
2006	138	188	39	34	73	28.3	18.1	326	22.4
2007	145	182	71	60	131	49.0	33.0	327	40.1
2008	145	147	88	39	127	60.7	26.5	292	43.5
2009	144	138	81	56	137	56.3	40.6	282	48.6
2010	128	152	74	52	126	57.8	34.2	280	45.0
2011	135	148	84	68	152	62.2	45.9	283	53.7
2012	119	131	95	79	174	79.8	60.3	250	69.6
2013	106	133	68	78	146	64.2	58.6	239	61
2014	117	118	83	65	148	70.9	55.1	235	63

Four years after the introduction of the NYEE in 2003, the average pass rate had not passed 40 percent. From 2007, the average pass rate exceeded 40 percent, and it gradually increased in subsequent years to reach 53.7 percent. The Millennium Development Goal (MDG) Acceleration Framework (MAF) set a quality target of 60 percent by 2015 for the NYEE pass rate to improve the quality of education in Tuvalu. In 2012, the pass rate increased to 69.7 percent, above the set target. In 2013 and 2014, the average pass rate was considerably lower but still above the target of 60 percent.

While we can see a huge spike in overall results in 2012 and a subsequent drop in 2013, results had improved marginally again in 2014. Dismal male student pass rates continue to be an area of concern for MEYS and targeted measures need to be taken to address the gender disparity in educational attainment.

**Table 16: NYEE pass rate by subject, 2005-2014**

Subject	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
English	42%	26%	60%	48%	43%	17%	56%	50%	46%	54%
Maths	41%	34%	27%	16%	40%	33%	44%	45%	52%	43%
Basic Science	34%	31%	51%	73%	49%	69%	78%	60%	75%	73%
Social Science	31%	20%	36%	45%	56%	47%	64%	65%	72%	79%

Maths and English continue to be high-need areas, as only 43 percent and 54 percent of students, respectively, have passed in these subjects. While MEYS is implementing several interventions aimed directly at addressing student achievement, the impact of these is yet to be determined. Reforms in the areas of curriculum and teacher development show immense promise and MEYS intends to monitor these initiatives closely to identify any positive impact on learning outcomes in the coming years.

## TJC

Every year, Year 10 students in Motufoua Secondary School take the TJC. There are eight examinable subjects in total; a student must take seven. The eight subjects are as follow, English, Maths, Basic Science, Social Science, Commercial Studies, Agriculture, Basic Technology and Home Economics. Of the seven subjects chosen, only the top six subjects, with English included in these, are used to determine a student's final marks. A student should have a cumulative total of 300 marks (out of 600) to earn a passing grade in the exam.

**Figure 36: TJC pass rates, 2011-2014**



Female students have outperformed male students since the TJC was introduced in 2011. In 2012, there was a slight decrease in the number of female students passing the TJC. In 2013, there was a very large drop in the number of male students passing the TJC. In 2014, 78.6 percent of female students passed whereas only 17.6 percent of male students passed. Figure 36 shows that overall progress has been steady over the years.

## TSSC

The TSSC has four streams of subjects: Science, Arts, Commerce and Design Technology. The students should take five examinable subjects from the four streams.

EdDep has put in place a total mark of 18 as the pass grade. This total aggregate has been approved by the Cabinet as the eligibility criterion for the award of government sponsorship. The aggregate comprises marks in the student's best four subjects, to include English. Table 17 shows the grade boundaries in the TSSC for all subjects.

**Table 17: Grade boundaries and description**

Grade	Boundaries	Description
Grade 1	80-100	Excellent standard of achievement
Grade 2	71-79	Very high standard of achievement
Grade 3	62-70	High standard of achievement
Grade 4	54-61	Good standard of achievement
Grade 5	43-53	Satisfactory standard of achievement
Grade 6	31-42	Adequate standard of achievement
Grade 7	19-30	Some achievement
Grade 8	14-18	Low level of achievement
Grade 9	0-13	Little level of achievement

**Table 18: Number of Year 12 students who sat and passed the TSSC, 2013-2014**

Year	No. sitting exam		No. passing exam		Total passing	% passing		Total sitting	Overall % passing
	Female	Male	Female	Male		Female	Male		
2013	66	32	26	13	39	39.4	40.6	98	39.8
2014	66	40	23	13	36	34.8	32.5	106	34.0

In 2013, 26 out of the 66 females who appeared for the examination (39.4 percent) obtained a total grade of 18 or above. A total of 13 males out of 32 (40.6 percent) obtained a total of 18 or above. In 2014, the pass rate of both males and females had dropped. The female pass rate went down from to 34.8 percent and the male pass rate to 32.5 percent.



## Department Of Education Budget

“Don’t tell me what you value, show me your budget,  
and I’ll tell you what you value” (Joe Biden)



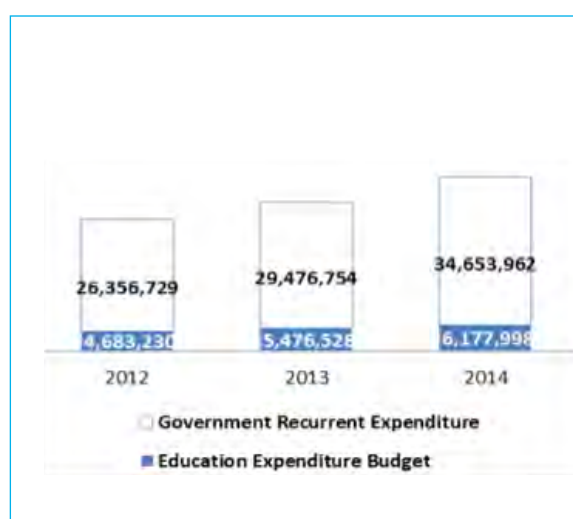
The Public Finance Act and other pieces of legislation govern the EdDep budget to make sure all actions on allocated funds conform to the approved funded activities. EdDep depends on its strategic plan to ensure all activities proposed for a budget in the following year align with TESP II and other MEYS priorities. Most of the funded activities besides staff salaries and other supported funds are planned in TKII.

EdDep depends not only on allocations from the government but also on donor funds that support some of the activities in TESP II. These funds come from UNESCO and DFAT and go towards achieving education for all in Tuvalu, in a programme facilitated by UNICEF Pacific. UNICEF Pacific plays a vital role in terms of ensuring sure that, by the end of the programme, implementation has been successful in all focus areas.

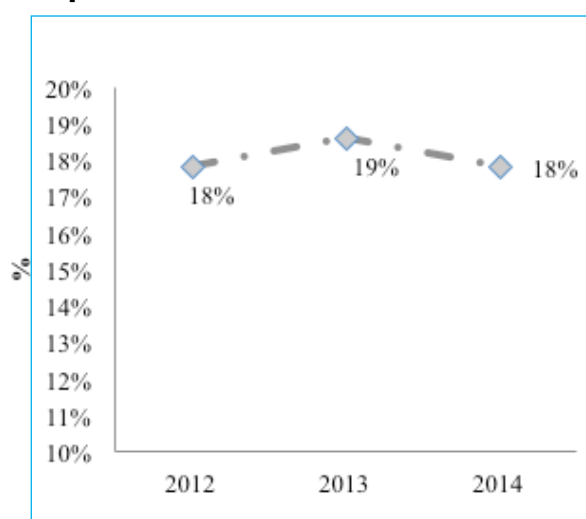
**Table 19: Education budget as a percentage of government recurrent expenditure**

Sub-programme	2012	2013	2014
EdDep expenditure budget	AU\$4,683,230.00	AU\$5,476,528.00	AU\$6,177,998.00
Government recurrent expenditure	AU\$26,356,729.00	AU\$29,476,754.00	AU\$34,653,962.00
Budget as % of government recurrent expenditure	17.8	18.6	17.8

**Figure 37: MEYS expenditure and total government expenditure, 2012-2014 (recurrent AU\$ millions)**



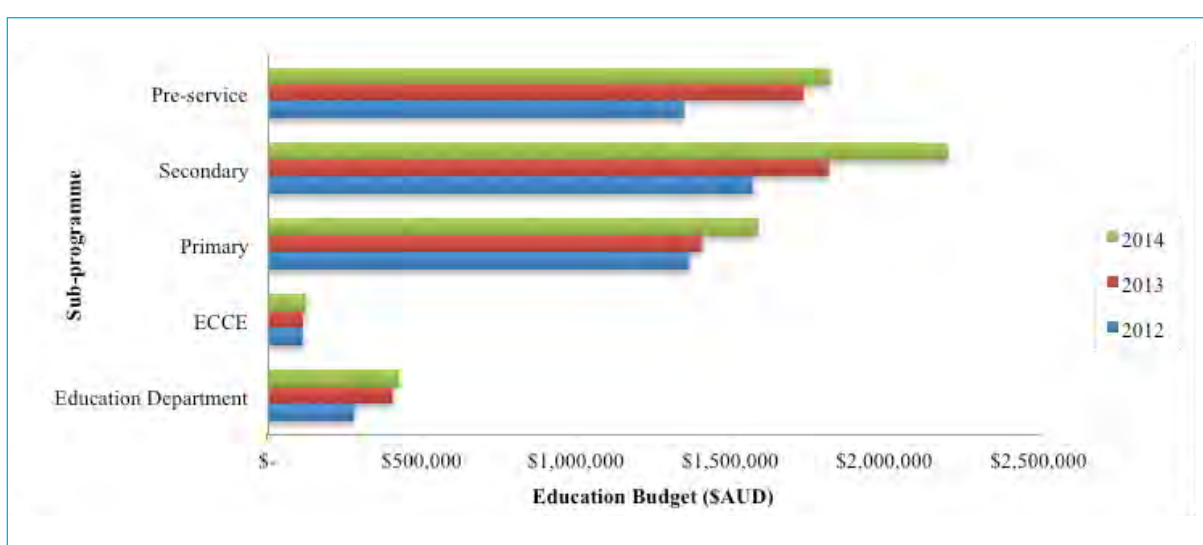
**Figure 38: Education budget as percentage of government expenditure**



**Table 20: Education budget as percentage of gross domestic product (GDP), 2010-2012**

Year	GDP (AU\$ millions)	Education budget (AU\$ millions)	Education budget as % of GDP
2010	346,941,000	5,241,253	1.5%
2011	381,117,000	5,240,420	1.4%
2012	385,121,000	4,683,230	1.2%

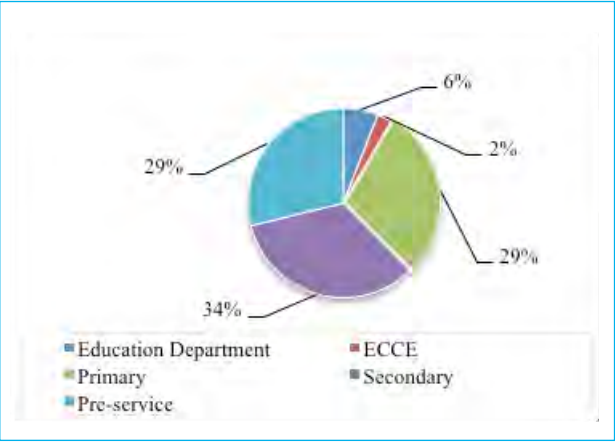
**Figure 39: Education sub-programme budget, 2012-2014**



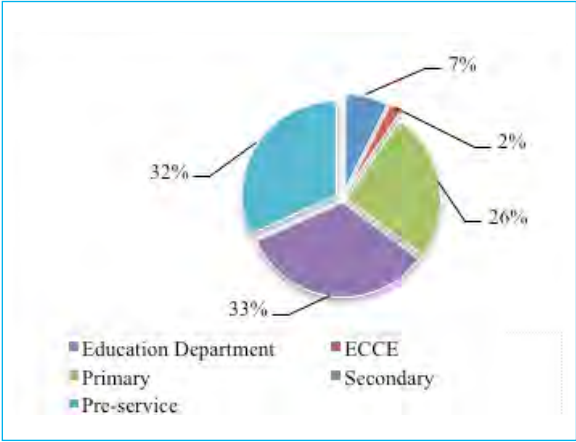
**Table 21: Education sub-programme budget as percentage of education budget, 2012-2014**

Sub-programme	EdDep	ECCE	Primary	Secondary	Pre-service
2012	6%	2%	29%	34%	29%
2013	7%	2%	26%	33%	32%
2014	10%	3%	38%	36%	44%

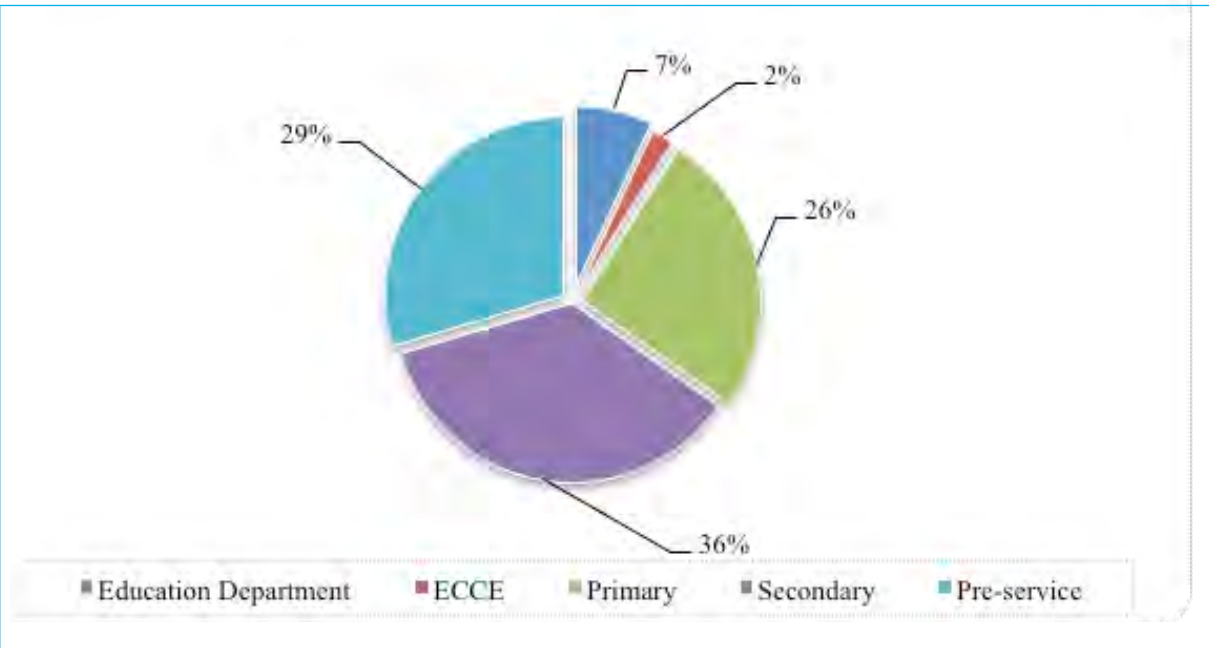
**Figure 40: 2012 education sector distribution**



**Figure 41: 2013 education sector distribution**



**Figure 42: 2013 education sector distribution**



**Table 22: Education sub-programme budget as percentage of government recurrent expenditure**

Sup-programme	EdDep	ECCE	Primary	Secondary	Pre-service
2012	1.06%	0.44%	5.18%	5.97%	5.12%
2013	1.38%	0.39%	4.77%	6.16%	5.88%
2014	1.24%	0.36%	4.60%	6.36%	5.27%

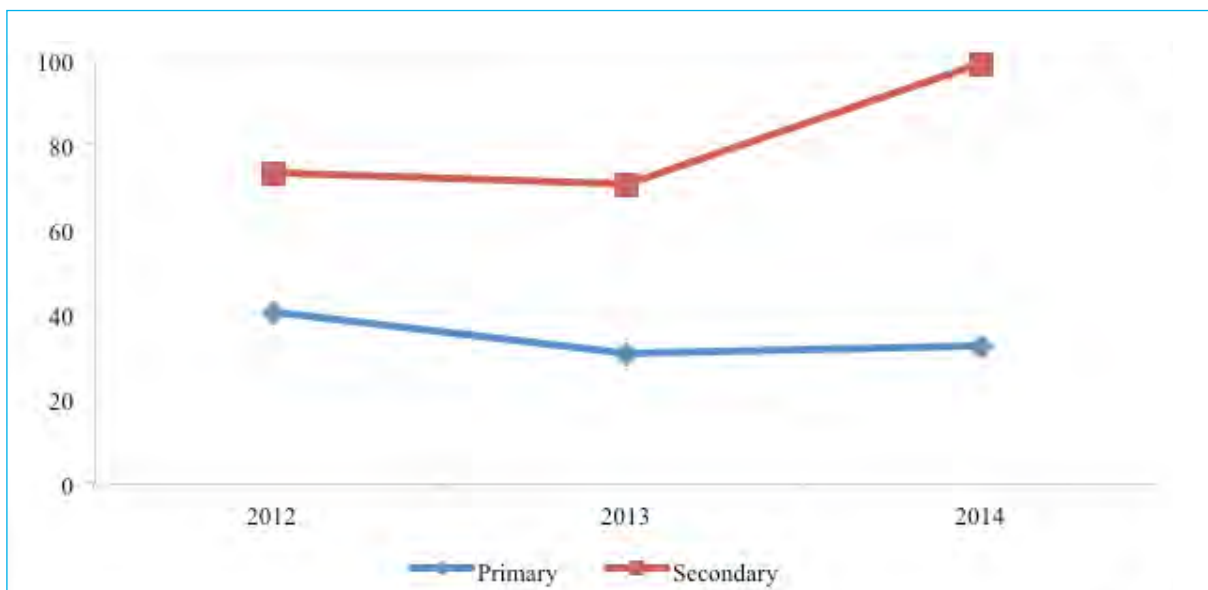
In the three years under analysis secondary education received the largest portion of the education sector budget and ECCE the smallest. There was an increase in the budget to all five education sub-programmes between 2012 and 2014: ECCE, EdDep, primary, secondary and pre-service.

Education comprised 17.8 percent of total government recurrent expenditure in 2012, 18.6 percent in 2013 and 17.8 percent again in 2014. Some sub-programmes in the education sector budget increased their share of government recurrent expenditure and some saw a decrease. The EdDep, secondary and pre-service budgets saw an increase between 2012 and 2013 and also between 2013 and 2014 except for secondary. ECCE and primary saw an increase between 2012 and 2013 and a decrease between 2013 and 2014.

**Table 23: Expenditure on textbooks and school supplies in primary and secondary, 2012-2014**

	2012	2013	2014
Primary students	1873	1980	1872
Textbooks/school supplies AU\$	76,000	61,000	61,066
Textbooks/school supplies AU\$ per student	41	31	33
Motufoua students	573	595	524
Textbooks/school supplies AU\$	42,000	42,000	52,000
Textbooks/school supplies AU\$ per student	73	71	99

**Figure 43: Textbooks and school supplies per student for primary and Motufoua Secondary School, 2012-2014 (AU\$)**



A remarkable increase was seen in terms of AU\$ on textbooks and school supplies in Motufoua Secondary School in 2014. This was because of an increase in the budget allocated to textbooks and school supplies and a slight decrease in the number of students enrolled. About AU\$99 was available to spend on each student's textbooks and other school resources in 2014.

The amount available for textbooks and supplies per primary student reduced considerably between 2012 and 2013: about AU\$10 had been taken away from each student by 2013. This was because of a big increase in the number of students enrolling in primary education in 2013 and a decreased budget allocation towards textbooks and schools supplies.

Over these years, the government has spent more money on Motufoua Secondary School than on primary schools.

### Appendix 1: NYEE average pass rate, 2003-2014

School	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	Average % school pass rate
	% school pass rate	% school pass rate	% school pass rate	% school pass rate	% school pass rate	% school pass rate	% school pass rate	% school pass rate	% school pass rate	% school pass rate	% school pass rate	% school pass rate	
Faikimua	57	66	79	43	24	58	75	29	73	94	67	75	62
Kaumaile	30	18	20	11	23	41	49	56	52	47	73	90	42
Lotoalofa	0	0	0	100	100	100	0	0	0	100	100	67	47
Lotohoni	25	18	42	16	86	30	44	19	58	78	88	67	48
Nauti	44	36	40	23	50	43	52	44	57	72	52	57	47
SDA	32	21	29	30	33	81	69	70	86	52	23	50	48
Tolise	23	20	12	28	39	32	36	73	78	100	51	56	46
Tutasi	41	9	31	6	8	24	9	21	27	69	80	75	33
Vaipuna	67	6	95	19	53	58	62	53	21	49	60	52	50
Webley	68	42	47	30	25	51	57	47	35	50	100	70	52



## Appendix 2: Total enrolment by age and class level, 2014

Age	K1	K2	K3	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8	Form 3	Form 4	Form 5	Form 6	CTC 1	VOC 2	Form 7	Total
	5	1	1	3	2	2	2	2	1	1	0	0	0	0	0	0	0	1	21
2	199	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	199
3	20	233	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	257
4	0	16	247	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	265
5	1	1	20	230	3	0	0	0	0	0	0	0	0	0	0	0	0	0	255
6	0	0	0	19	225	2	0	1	0	0	0	0	0	0	0	0	0	0	247
7	0	0	0	0	16	220	3	0	0	0	0	0	0	0	0	0	0	0	239
8	0	0	0	0	1	16	194	0	0	0	0	0	0	0	0	0	0	0	211
9	0	0	0	0	0	3	43	209	3	1	0	0	0	0	0	0	0	0	259
10	0	0	0	0	0	0	0	15	186	0	0	0	0	0	0	0	0	0	201
11	0	0	0	0	0	0	0	0	16	155	4	0	0	0	0	1	0	0	176
12	0	0	0	0	0	0	0	1	1	18	206	0	0	0	0	0	0	0	226
13	0	0	0	0	0	0	0	0	0	1	42	152	0	0	0	3	0	0	198
14	0	0	0	0	0	0	0	0	0	0	11	30	121	0	1	0	0	0	163
15	0	0	0	0	0	0	0	0	0	0	1	5	44	95	1	3	0	0	149
16	0	0	0	0	0	0	0	0	0	0	3	0	18	30	77	0	0	4	132
17	0	0	0	0	0	0	0	0	0	0	1	0	1	12	42	0	13	65	134
18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	0	10	18	33
19	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	3	1	5
		251	272	252	249	243	242	228	207	176	268	187	184	137	127	7	26	89	3370

## Appendix 3: Indicators formulae

Education for All indicator	Method of calculation
GER	The GER for primary education is defined as the total number of pupils in primary level divided by the total population of official primary school age, expressed as a percentage. Different countries may have different grades or age groups at primary level.
NER	
	The NER for primary education is defined as the number of students in primary level who are in the official primary school age group divided by the total population of official primary school-age children, expressed as a percentage. Different countries may have different grades or age groups at primary level.
Apparent intake rate	Total number of new entrants in the first grade of primary education, regardless of age, expressed as a percentage of the population at the official primary entrance age.
NIR	Divide the number of new entrants in Grade 1, irrespective of age, by the population of official school entrance age, and multiply the result by 100.
GIR	Divide the number of new entrants in Grade 1, irrespective of age, by the population of official school entrance age, and multiply the result by 100.
Repetition rate	The repetition rate of grade g, year t is obtained by dividing repeaters of grade g, year t+1, by enrolment in grade g, year t.
Survival rate to Grade 5	Divide the total number of pupils belonging to a pupil cohort who reached each successive grade of primary education by the number of pupils in the original pupil cohort, i.e. those pupils who enrolled together in the first grade of primary education, and multiply by 100.
GPI for GER in ECCE	The GPI for ECCE GER is used to assess gender differences in access to organized early learning. It is calculated as the ratio of ECCE enrolment for girls divided by the rate of boys. The indicator measures progress towards gender parity in ensuring all children have access to quality organized learning and care. The approach to calculate the GPI also applies to other indicators.
Student: classroom ratio	Divide the total number of pupils enrolled in a specific education level by the number of classes* at the same level.
Pupil: textbook ratio	Divide the total number of textbooks allocated to a specific education level by the total of pupils enrolled at the same level.
Public expenditure on education as percentage of total government expenditure	Divide total public expenditure on education incurred by all government agencies/departments in a given financial year by the total government expenditure for the same financial year and multiply by 100.
Completion rate	The total number of new entrants in the last grade of primary education, regardless of age, expressed as percentage of the total population of the theoretical entrance age to the last grade of primary. This indicator is also known as “gross intake rate to the last grade of primary”. The ratio can exceed 100 percent owing to over-aged and under-aged children who enter primary school late/early and/or repeat grades.

## Appendix 4: List of schools by island, status and education level

School name	Island	Status	Education level
Faikimua	Nukulaelae	Government	Year 1-Year 8
Ulukoloa		Government	ECCE (K1-K3)
Kaumaile	Nanumea	Government	Year 1-Year 8
Hologa o Kautama		Government	ECCE (K1-K3)
Afaga o Maumau		Government	ECCE (K1-K3)
Lotoalofa	Niulakita	Government	Year 1-Year 8
Niulakita		Government	ECCE (K1-K3)
Lotohoni	Nanumaga	Government	Year 1-Year 8
Nanumaga		Government	ECCE (K1-K3)
Nauti	Funafuti	Government	Year 1-Year 8
Seventh Day Adventist		Church	Year 1-Year 8
AOG		Government	ECCE (K1-K3)
Vaiaku		Government	ECCE (K1-K3)
Suesue Memorial		Government	ECCE (K1-K3)
Funafuti		Government	ECCE (K1-K3)
Fakaifou		Government	ECCE (K1-K3)
Olave Orkey		Government	ECCE (K1-K3)
Grace		Government	ECCE (K1-K3)
Lofeagai		Government	ECCE (K1-K3)
Fetuvalu		Church	Year 9-Year-12
Fusialofa		Government	Ages with special needs (early grade ages-teens)
Tolise	Vaitupu	Government	Year 1-Year 8
Motufoua		Government	Year 9-Year 13
Vaimele		Government	ECCE (K1-K3)
Lasagafou		Government	ECCE (K1-K3)
Tutasi	Nukufetau	Government	Year 1-Year 8
Nukufetau		Government	ECCE (K1-K3)
Vaipuna	Nui	Government	Year 1-Year 8
Punavai		Government	ECCE (K1-K3)
Webley	Niutao	Government	Year 1-Year 8
Niutao		Government	ECCE (K1-K3)

## Indicators by availability

No.	Indicator	Availability			
		2012	2013	2014	2015
1	Classroom: pupil ratio	√	√	√	√
2	Percentage of underage pupils		√	√	√
3	NIR	√	√	√	√
4	NER	√	√	√	√
5	Apparent intake rate	√	√	√	√
6	GER	√	√	√	√
7	Teacher:pupil ratio	√	√	√	√
8	Repetition rate		√	√	√
9	Qualification of teachers	√	√	√	√
10	Attrition rate				
11	Total expenditure as percentage of GDP		√	√	√
12	Total expenditure on education by school level		√	√	√
13	Adjusted NER				
14	Dropout rate				
15	Survival rate to Year 5				

## Indicators by rationale

No.	Name	Rationale				
		Quality	Access	Equity	Management	Participation
1	Classroom:pupil ratio	√		√	√	
2	Percentage of underage pupils		√	√	√	
3	NIR		√			√
4	NER		√			√
5	Apparent intake rate		√			√
6	GER		√			√
7	Teacher:pupil ratio	√	√			√
8	Repetition rate	√	√			√
9	Qualification of teachers	√	√			√
10	Attrition rate		√			√
11	Total expenditure as percentage of GDP		√	√	√	√
12	Total expenditure on education by school level		√	√	√	√
13	Adjusted NER		√			√
14	Dropout rate		√			√
15	Survival rate to Year 5		√			√
16	Transition rate for primary to secondary education		√			√
17	GPI		√	√		√
18	Percentage of working mothers	√	√	√		√
19	Percentage of students passing NYEE	√	√	√		√

## Indicators by source

No.	Name	Source		
		Annual survey	Statistics Office	Special survey
1	Classroom:pupil ratio			
2	Percentage of underage pupils			
3	NIR	√	√	
4	NER	√	√	
5	Apparent intake rate	√	√	
6	GER	√	√	
7	Teacher:pupil ratio	√	√	
8	Repetition rate	√		
9	Qualification of teachers	√		
10	Attrition rate			
11	Total expenditure as percentage of GDP		√	√
12	Total expenditure on education by school level		√	√
13	Adjusted NER		√	
14	Dropout rate			
15	Survival rate to Year 5			
16	Transition rate for primary to secondary education	√	√	
17	GPI	√	√	
18	Percentage of working mothers			
19	Percentage of students passing NYEE			
20	Percentage of students passing TJC			



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