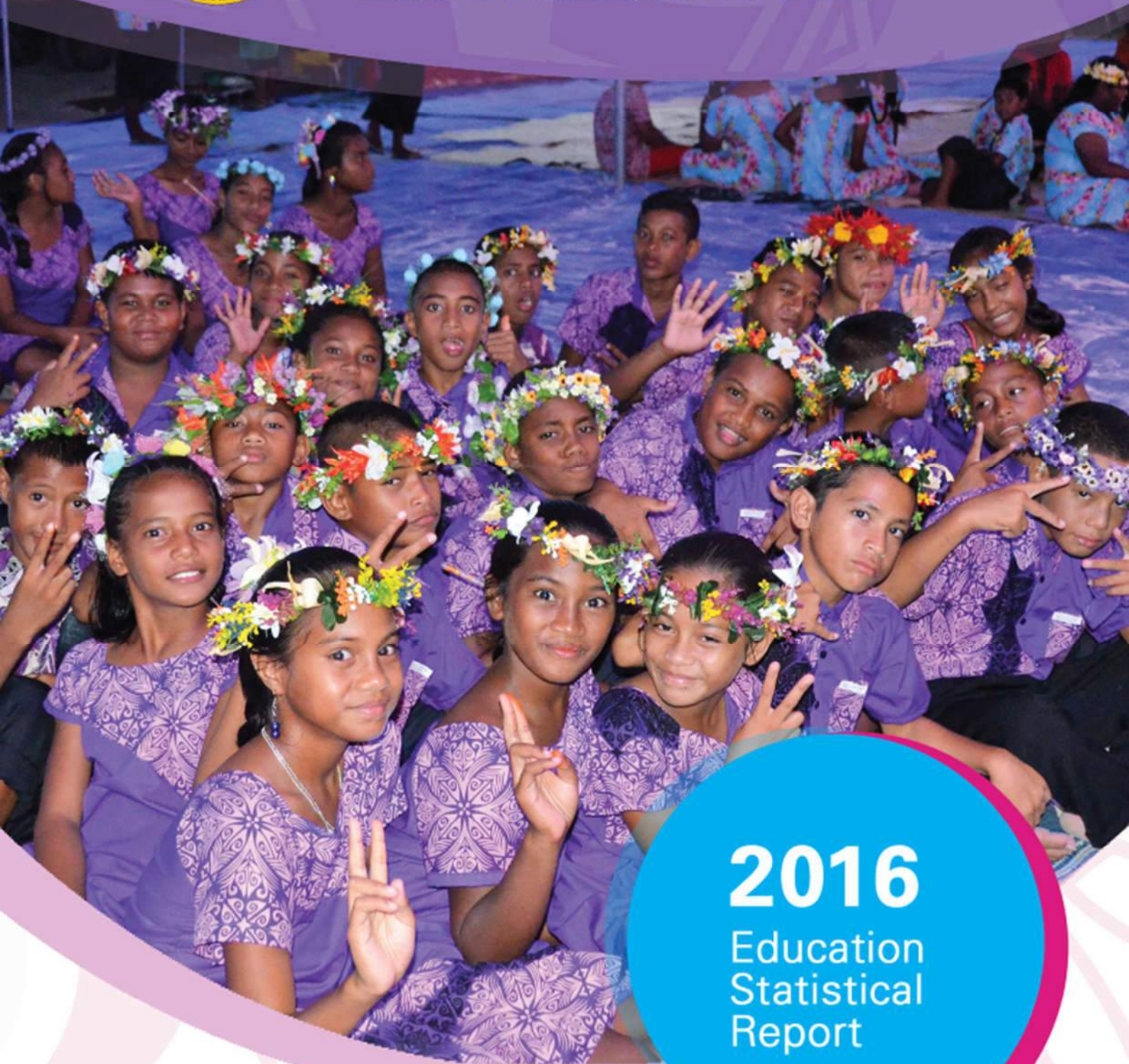




TUVALU EDUCATION DEPARTMENT

MINISTRY OF EDUCATION, YOUTH AND SPORTS



2016 Education Statistical Report

November 2017

Report published by Ministry of Education, Youth and Sports, Tuvalu with technical support from the Pacific Community (SPC) and UNESCO-UIS Pacific and financial assistance from the Australian Government (DFAT)

**Australian
Aid**



Pacific
Community
Communauté
du Pacifique



Government of Tuvalu

Ministry of Education, Youth and Sports (MEYS)
For any request on Education Statistics
for Tuvalu please contact:

Director of Education

Department of Education, 2nd Floor,
Government Building Vaiaku, Funafuti, TUVALU
Telephone (688)-20414



2016 Annual & Statistical Report



TABLE OF CONTENTS

List of tables	5
List of figures	6
Foreword from the Secretary of Education	7
Acknowledgements	8
Abbreviations.....	9
2016 Education statistics at a glance.....	10
Introduction	11
Goals, policies and strategies for education.....	11
Overview of the education sector in Tuvalu	12
Mapping the TESP III (2016–2020) strategic outcomes to this report	14
1. Access to and participation in education.....	15
11 Strategic outcome monitoring and evaluation indicators	15
12 Enrolment and progression through education levels	16
13 Strengthening assessment to improve learning and teaching	29
14 Improving internal efficiency of the education system	35
2. Quality of education	38
21 Strategic outcome monitoring and evaluation indicators	38
22 Teacher trends and qualifications	39
23 School organisation and teacher deployment	42
24 School infrastructure and quality	46
3. Management and financing.....	48
31 Strategic outcome monitoring and evaluation indicators	48
32 Education financing	48
Annex 1: Annual school survey methodology	53
Annex 2: Definitions	54
Annex 3: TEMIS survey response rate by island, 2016	55
Annex 4: Enrolment by school by island and education level, 2012–2016.....	56
Annex 5: Age / grade table for all schools, 2016	57
Annex 6: Government school enrolment, 2016	58
Annex 7: Non-Government school enrolment, 2016	59
Annex 8: Number of repeating students in primary	60
Annex 9: Trained and non-trained teachers	60
Annex 10: Number of teachers, by years of teaching experience	61
Annex 11: Total enrolment by education authority, 2012-2016	61
Annex 12: NYEE pass percentage, by island and year	62
Annex 13: Tuvalu’s school locations	62

LIST OF TABLES

Table 1: M&E indicators related to access and participation in education	15
Table 2: Total number of students enrolled by island and by gender, 2016	20
Table 3: School enrolment in Funafuti and Outer Islands by education level and sex,	22
Table 4: Enrolment in special needs centre, by sex, 2012-2016	23
Table 5: Number of students in primary and secondary schools taking TVSD courses.....	24
Table 6: Gross and net enrolment ratio in ECCE, 2012-2016.....	27
Table 7: Gross and net enrolment rate in primary education, by sex, 2012-2016	27
Table 8: Gross and net enrolment rate in secondary education, by sex, 2012-2016	28
Table 9: Gross and net intake rate in primary Year 1, 2012-2016	29
Table 10: New entrants in primary Year 1 who have participated in ECCE programme	31
Table 12: NYEE pass rate, by subject and sex, 2016.....	35
Table 13: TJC pass rate, by subject, 2012–2016 (%)	36
Table 14: TJC pass rate by sex, 2011–2016	36
Table 15: TSSC pass rate per subject, 2013–2016.....	37
Table 16: TSSC pass rate, by sex, 2013–2016	38
Table 17: Completion rate to Year 8, by sex, 2012–2016	38
Table 18: Transition rate from primary to junior secondary schools, 2012–2016 (%)	40
Table 19: Strategic M&E indicators related to quality of education	41
Table 21: Number of teachers by island and education level, 2016	43
Table 22: Teachers’ teaching qualification (%), by education level, 2016	44
Table 23: Pupil Teacher Ratio by island in ECCE, Primary and Secondary education	45
Table 24: Pupil: certified teacher ratio, 2016	46
Table 25: Pupil: qualified teacher ratio, 2016.....	46
Table 26: Mobility of teachers, 2015-2016	47
Table 27: Number of teachers who went through in-service training, 2012–2016.....	47
Table 28: Student: classroom ratio (SCR), 2012-2016	48
Table 29: Student: classroom ratio by education level (SCR), 2012–2016	48
Table 30: Water supply by school, 2016.....	50
Table 31: Strategic M&E indicators related to management and financing (in AU\$).....	51
Table 32: Cost of expenditure per student, by education level, 2012–2016 (AU\$).....	54

LIST OF FIGURES

Figure 1a: Total number of ECCE students enrolled by island and by gender, 2016	17
Figure 1b: Total number of Primary School students enrolled by island and by gender, 2016	18
Figure 1c: Total number of Secondary School students enrolled by island and by gender, 2016	19
Figure 2: Enrolments and percentage female by level and ownership type (Government or Non-Government).....	21
Figure 3: Gross enrolment ratio by level of education, 2013–2016	25
Figure 4: Net enrolment ratio by level of education, 2013–2016.....	26
Figure 5: Gross intake rate for Year 1 and its GPI	29
Figure 6: Net intake rate for Year 1 and its GPI	30
Figure 7: New entrants in primary Year 1 with ECCE experience, 2013–2016 (%)	31
Figure 8: Tuvalu outcome-based education subjects, 2016	32
Figure 9: Curriculum learning programmes developed for Form 7 in 2010.....	32
Figure 10: Number of TVSD franchise programmes, 2016	33
Figure 11: National examinations and assessments in Tuvalu.....	33
Figure 12: National NYEE pass rate, by year and sex, 2012–2016	34
Figure 13: NYEE pass rate, by school and subject, 2016	34
Figure 14: TJC pass rate, by year and sex	36
Figure 15: TSSC pass rate, by sex, 2013–2016	37
Figure 16: Repeaters in Year 8, 2013–2016 (%).....	39
Figure 17: Total number of teachers in ECCE, primary and secondary, 2013–2016	42
Figure 18: Certified teachers in ECCE, primary and secondary schools, 2016 (%)	44
Figure 19: Schools with school improvement plans, 2016 (%)	49
Figure 20: MEYS education expenditure, 2012–2016 (% of GDP).....	51
Figure 21: MEYS and Tuvalu government budget, 2013–2016 (recurrent expenditure in AU\$ million).....	52
Figure 22: MEYS budget as proportion of Tuvalu government budget, 2013–2016 (recurrent expenditure).....	52
Figure 23: Share of education expenditure of total EdDep expenditure, by level of education (%).....	53
Figure 24: MEYS source of funds, recurrent budget and Grants, 2012–2016 (AU\$ millions)	54
Figure 25: Teachers’ salaries by level of education, 2012–2016 (% of total education budget).....	55

FOREWORD FROM THE SECRETARY OF EDUCATION



I am pleased to present the 2016 Tuvalu Education Statistical Report. The report details important statistics from Early Childhood Care and Education (ECCE) Centres to Secondary Schools in areas such as Enrolments, Assessment, Teachers Qualifications and Professional Development, and Education Management.

Following the completion of the Achieving Education for All Tuvalu Programme, the Ministry of Education, Youth & Sports (MEYS) now greatly benefits from the many achieved outcomes of its Tuvalu Education Management Information System (TEMIS) component and intends to continue to build upon its successes in light of new priorities from the Tuvalu Education Sector Plan III (TESP III) as well as Te Kakega III (TK III).

This report will shed some light on new issues and opportunities for policy and planning interventions as well as informed educational investments. In addition, the Education Department (EdDep) intends to use the statistics and indicators in this report as well as the granular data that has been collected to further report on both regional (upcoming Regional Education Framework after the Pacific Education Development Framework Review) and global (SDG 4) frameworks. To this end, EdDep has and will continue to work closely with the Pacific Community (SPC), the Educational Quality and Assessment Programme (EQAP) and the UNESCO Institute of Statistics (UIS).

Dr. Tufoua Panapa
Chief Executive Officer
Ministry of Education, Youth & Sports

ACKNOWLEDGEMENTS



The 2016 Statistical Report is made possible not only through the responsible officers but also through the continuous support of key individuals, schools and organizations. In this connection, I would like to thank all the Principals, Head Teachers, Teachers, Parents, Island Nurses, and all other stakeholders that played a role in providing the necessary data. The data collection was especially challenging for this school year, and your continued cooperation is very much appreciated.

I would also like to acknowledge and express my gratitude to the Pacific Community (SPC) and the Educational Quality & Assessment Programme (EQAP) for their continued technical support with regard to questionnaire development and revision, data entry, data analysis and the publication of this report as well as the UNESCO Institute of Statistics (UIS) Samoa for its advisory support.

Special thanks go out to the former Education Statistician, Mr. Lamese Saamu, for leading preparations and the School Leaders' training and Senior Education Officer – ICT Mr. Alapati Taupo for leading the data collection, analysis and publication of the 2016 Tuvalu Education Statistical Report.

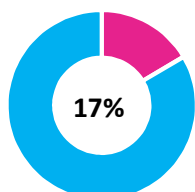
Mr. Neaki Letia
Director of Education
Ministry of Education, Youth & Sports

ABBREVIATIONS

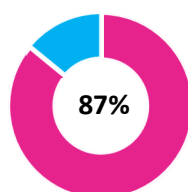
DFAT	Department of Foreign Affairs and Trade
DOE	Department of Education
ECCE	Early Childhood Care and Education
EdDep	Department of Education
EFA	Education for All
EQAP	Education Quality and Assessment Programme
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
GIR	Gross Intake Rate
GPI	Gender Parity 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	Pacific Community
SPFSC	South Pacific Form Seven Certificate
TEMIS	Tuvalu Education Management Information System
TESP	Tuvalu Education Strategic Plan
TJC	Tuvalu Junior Certificate
TK III	Te Kakeega III
TMTI	Tuvalu Maritime Training Institute
TNCPF	Tuvalu National Curriculum Policy Framework
TSSC	Tuvalu Senior Secondary Certificate
TVSD	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

2016 EDUCATION STATISTICS AT A GLANCE

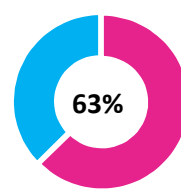
VARIABLE	ECCE	PRIMARY	SECONDARY
Schools	18	10	2
Government	0	9	1
Non-Government	18	1	1
Students enrolled	721	1,882	599
Male	373	976	272
Female	348	906	327
% of female students	48%	48%	55%
Teachers	66	115	56
Male	0	31	25
Female	66	84	31
% of female teachers	100%	73%	55%
Pupil: teacher ratio	10.9	16.4	10.7
Teachers certified (%)	100%	97%	72%
Total classrooms	18	89	27
Pupil: classroom ratio	40	21	22
Gross enrolment rate *	91.4%	93.3%	64.4%
Male	91.4%	92.0%	56.4%
Female	91.3%	94.8%	73.4%
Net enrolment rate *	70.5%	83.6%	55.8%
Male	71.3%	83.4%	57.1%
Female	69.6%	83.8%	54.4%
Financial indicator			
% of education expenditure by level of education	6%	25%	27%



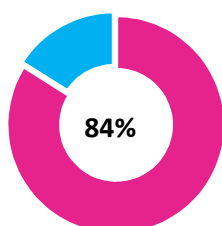
Year 1 Net Intake Rate



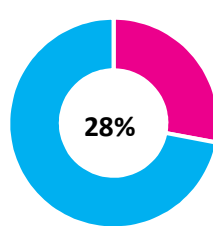
% of Year 1 students having ECCE experience



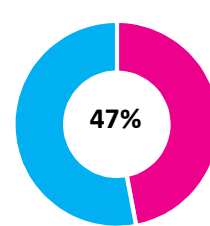
Transition Rate from Year 8 to Year 9



Year 8 examination average % passing (NYEE)



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 III), a five-year plan for 2016–2020. TESP III was developed with the ultimate target of addressing key policy objectives outlined in the Te Kakeega III (TKIII) National Strategy for Sustainable Development plan for the country (2016 to 2020). The development of the new education strategic plan (TESP III), has 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 III 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. 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 III 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:

- All young people in Tuvalu have access and can achieve in a relevant, worthwhile education system
- Improved relevant learning resources, human resources and sustainable infrastructure development in schools
- Improved governance, partnership, administration and financing of an efficient and sustainable education system

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

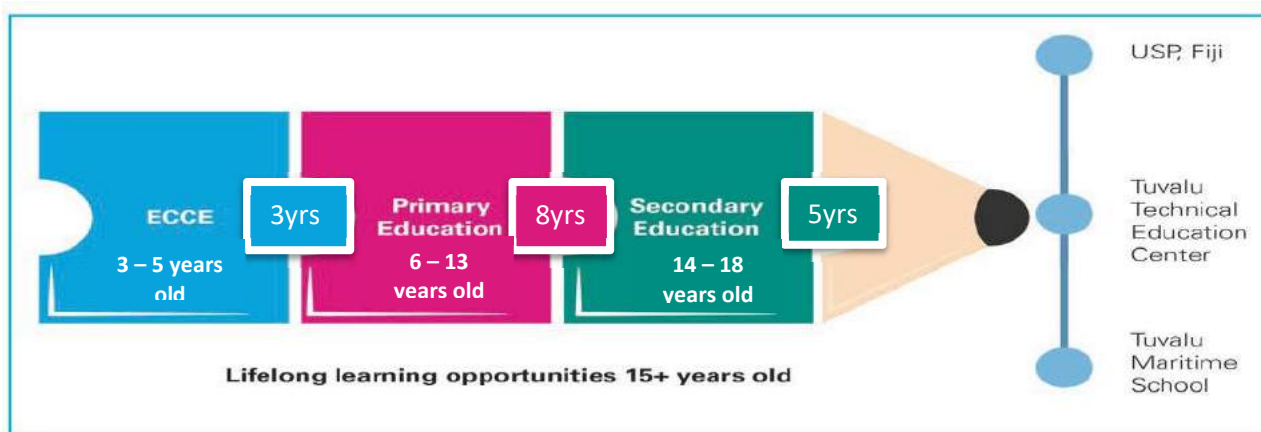
Overview of the education sector in Tuvalu

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 tuitions, 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. Moreover, the 18 ECCE centres are not run by the government but are receiving grants and their teachers' salaries are now paid for through the Education budget.

Primary education consists of eight years of schooling (Classes 1 to 8), though Year 9 students (in 2016) were enrolled in primary school due to a government directive towards prevention of bullying and violence (86 students in total). There are 9 government primary schools, one on each island, and a faith-based (Seventh Day Adventist) primary school in Funafuti. In 2016, there were 3241 pupils (students) enrolled in early childhood care and education (ECCE), primary, secondary and special needs centres, as well as in technical and vocational education and training (TVSD) programmes. A TVSD stream has been added to the primary school curriculum for the past three years to provide an alternative learning programme for students who may not excel academically.

The total number of teachers in Tuvalu is 239, 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



Official age	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Tuvalu Education System	K1	K2	K3	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
	ECCE (K1-K3)			Primary education (Year 1-Year 8)								Secondary education				
Tuvalu ISCED mapping	Pre-Primary			Primary education (Year 1-Year 6)						Lower secondary (Year 7-Year 10)			Upper secondary (Year 11-Year 13)			

Secondary education consists of five years of schooling, Forms 3 through 7 (also referred to as Year 9 to 13). The government-run Motufoua Secondary School is a boarding school on Vaitupu. A Non-Government secondary school, Fetuvalu Secondary School (which receives a government grant, yet operates an alternative curriculum and examinations), is located in Funafuti. While schooling in Tuvalu is free, 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.

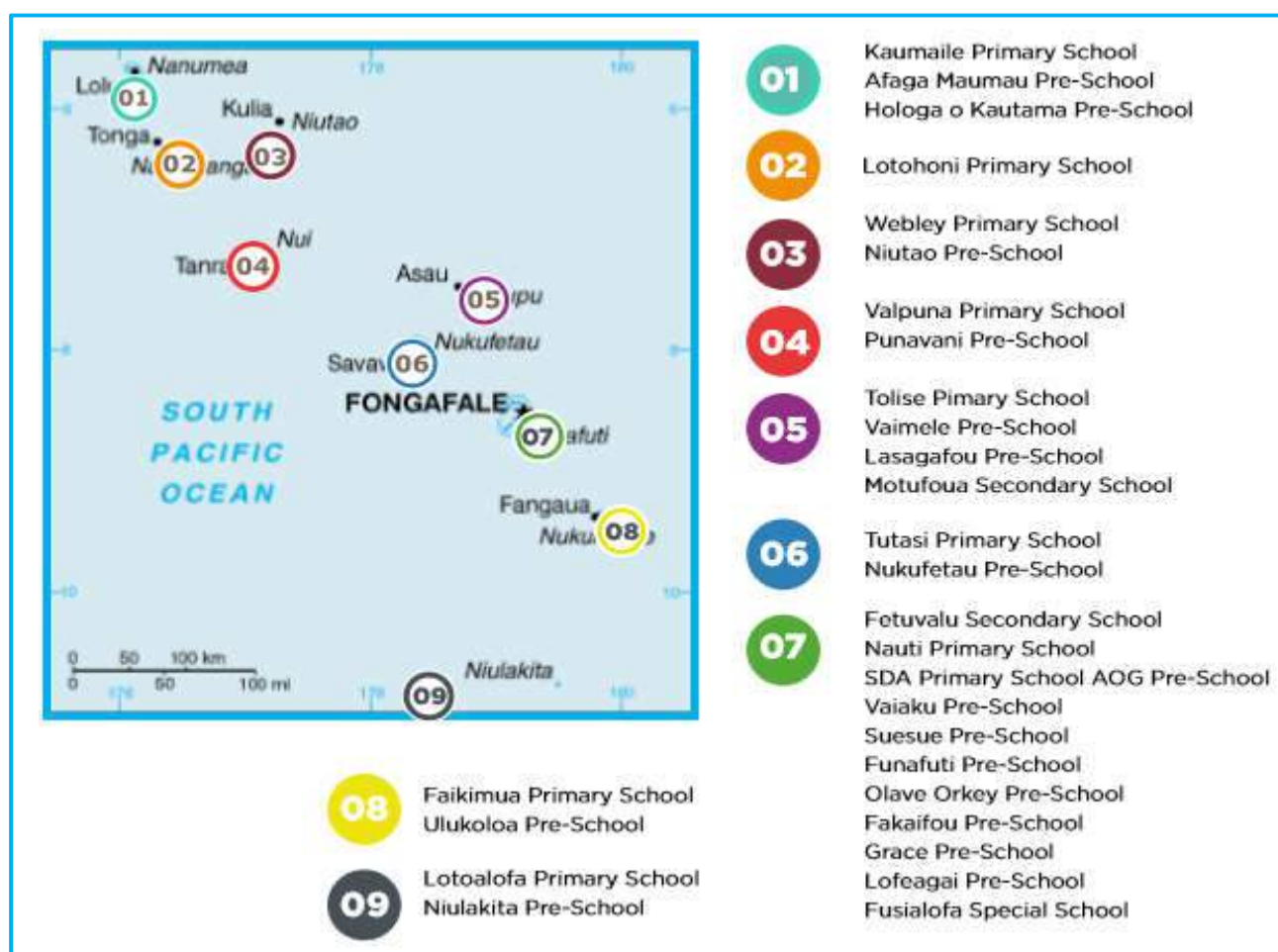
Form 2 and re-sit the examination until they passed or reached the age of 15. With the introduction of the TVSD stream in secondary school education, there is now an alternative learning pathway for these students.

Apart from the recently established TVSD stream in primary school, the Tuvalu Maritime Training Institute (TMTI) is the only other TVSD 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. It 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 also 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. Also, in 2016, a new Form 7 TVSD stream was introduced in the Public Secondary school of Motufoua.

The education sector absorbs the largest share of the national budget, at 21 percent (AU\$9,599,584 in 2016) while Health and Communication & Transport come next. The proportion of education expenditure spent on salaries has increased for Primary (from 18% in 2015 to 19% in 2016) and Secondary (from 12% in 2015 to 14% in 2016) teachers while it decreased for ECCE teachers (from 9% in 2015 to 6% in 2016).

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\$711 per year. At the primary level, per pupil expenditures range from AU\$728 per student to AU\$1,071 per year, double the amount spent on early childhood. Secondary school per pupil expenditure ranges from AU\$2,362 in 2014 to AU\$3,642 in 2016.

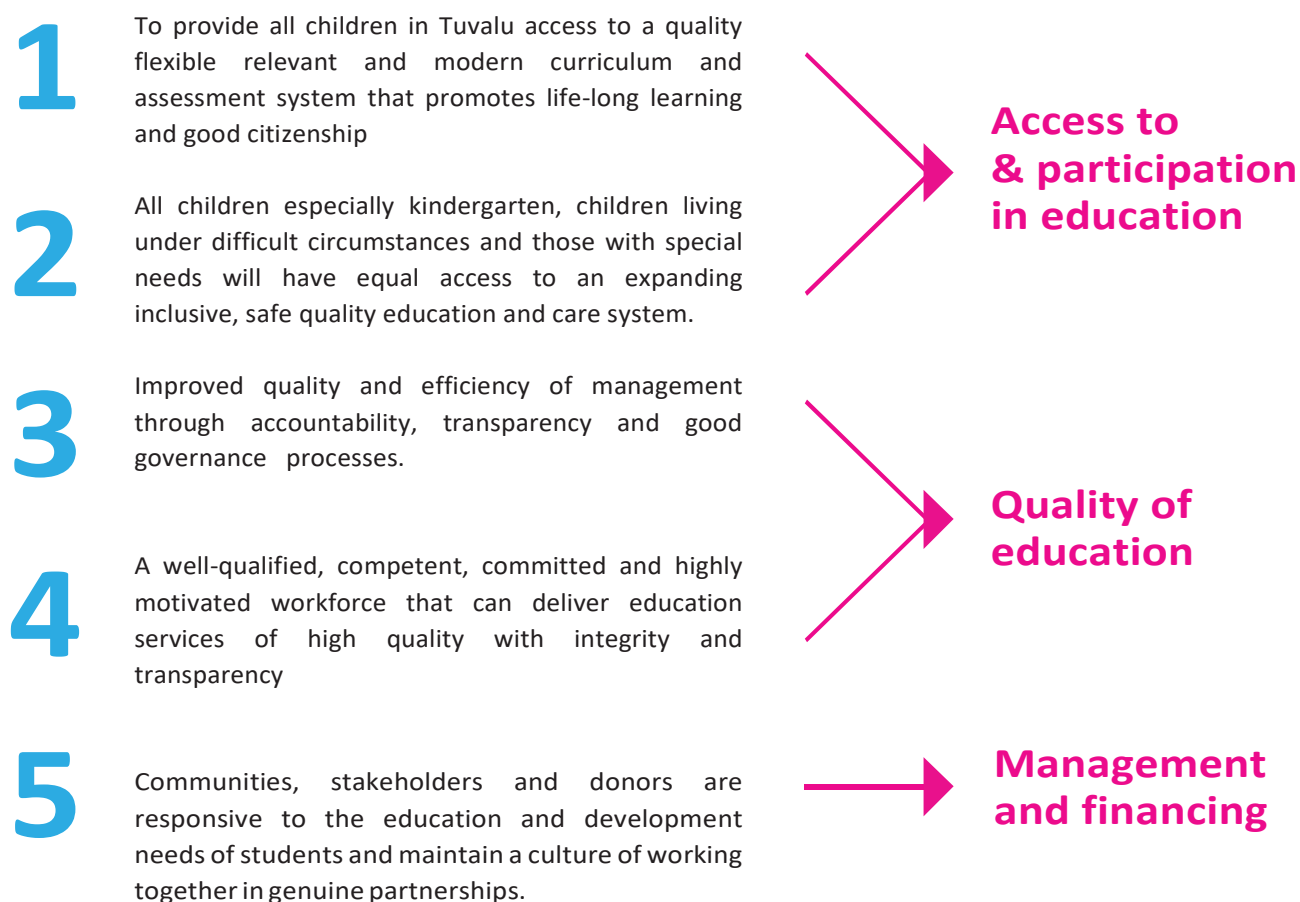
Locations of Tuvaluan schools:



Mapping the TESP III (2016–2020) strategic outcomes to this report

This report includes indicators relevant to monitoring progress against MEYS policies and the strategic outcomes of TESP III. Additional indicators are included that are relevant to monitoring progress against regional (REF) and international sustainable frameworks (SDG Goal 4) and commitments.

TESP III contains three main 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 III.



1. ACCESS AND PARTICIPATION IN EDUCATION

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

1.1 Strategic outcome monitoring and evaluation indicators

M&E indicators related to access and participation in education

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

INDICATORS	2012	2013	2014	2015	2016
Enrolment					
ECCE	741	704	748	705	721
Male	383	356	391	364	373
Female	358	348	357	341	348
Primary	1,830	1,962	1,865	1,750	1,882
Male	944	1,029	971	901	976
Female	886	933	894	849	906
Secondary	717	724	727	704	599
Male	300	305	330	319	272
Female	417	419	397	385	327
Special needs centre	15	16	16	13	13
Male	10	11	11	9	8
Female	5	5	5	4	5
TVSD	66	18	33	N/A	26
Primary	43	18	7	N/A	6
Secondary	23	0	26	N/A	20
Total enrolment Tuvalu	3,369	3,424	3,389	3,172	3,241
% of new entrants in Year 1 with ECCE experience	N/A	86%	95%	85%	87%
Enrolment rates					
Gross Enrolment in ECCE	99.2%	91.0%	92.9%	88.1%	91.4%
Net Enrolment in ECCE	76.0%	70.3%	71.8%	69.5%	70.5%
Gender Parity Index GER ECCE	1.04	1.10	1.02	0.99	1.00
Gross Enrolment in Primary	103.5%	109.1%	101.7%	93.3%	93.3%
Net Enrolment in Primary	91.0%	97.4%	90.1%	82.0%	83.6%

INDICATORS	2012	2013	2014	2015	2016
Gender Parity Index GER in Primary 1-8	1.05	1.02	1.02	1.05	1.03
Gross Enrolment in Secondary	67.3%	60.9%	68.9%	66.7%	64.4%
Net Enrolment in Secondary	56.9%	49.9%	56.7%	56.5%	55.8%
Gender Parity Index GER in Secondary 9-13	1.55	1.45	1.33	1.34	1.30
Retention Rates					
Completion rate to Year 8	81.0%	85.0%	91.0%	95.1%	92.8%
Transition rate primary–secondary	62.7%	67.0%	69.5%	61.7%	63.7%
Repetition rate Year 8	20.2%	13.5%	10.9%	10.0%	8.8%
Performance in national examinations (pass rate)					
National Year 8 examination	70%	61%	63%	81%	84%
TJC (Year 10)	31%	32%	44%	36%	28%
TSSC (Year 12)	N/A	40%	34%	83%	47%
SPFSC (Year 13)	49%	65%	95%	29%	47%

1.2 Enrolment and progression through education levels

The indicators in this section describe trends in enrolments across all levels of education (from ECCE to Secondary). 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.

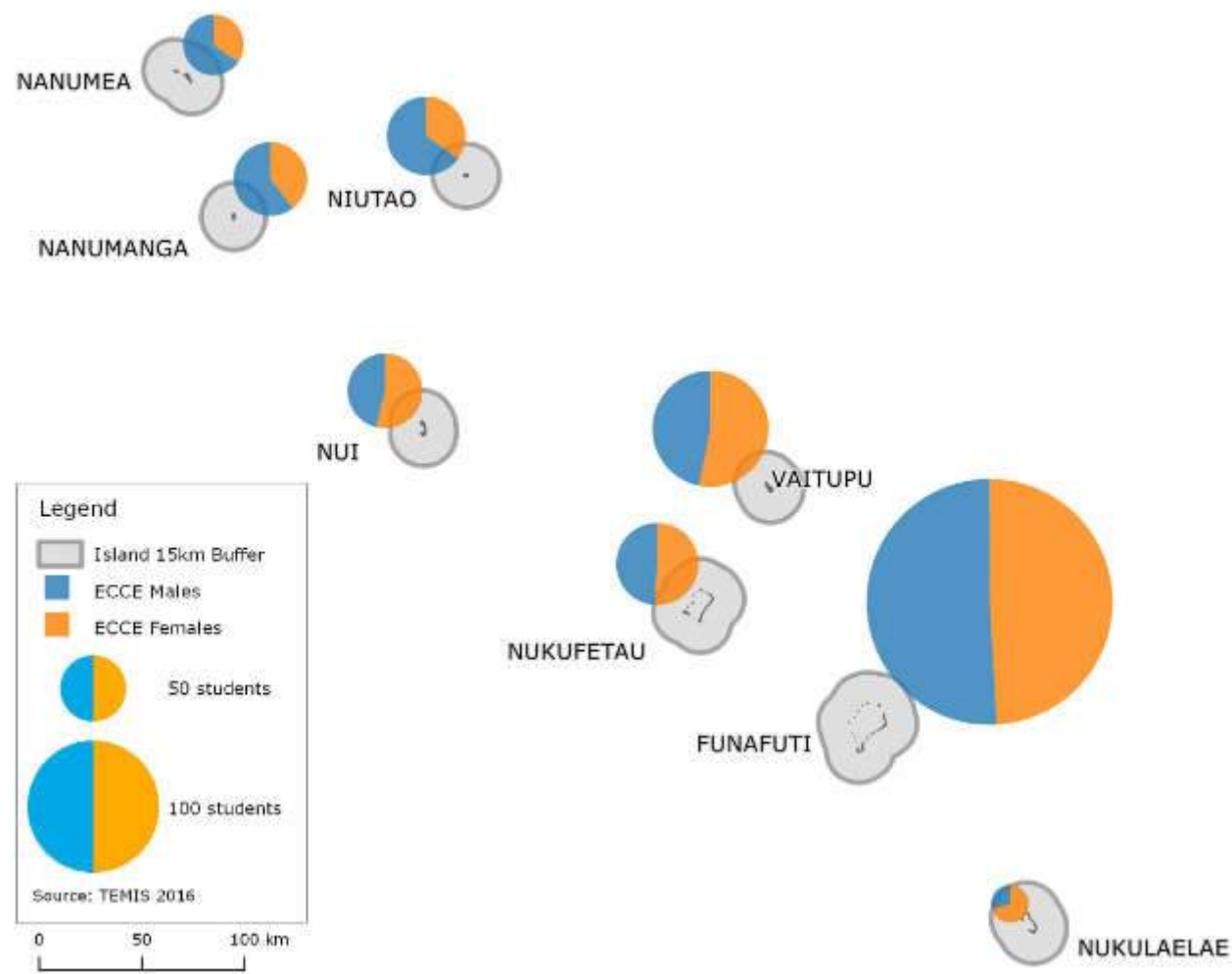
The indicators here include information on enrolment rates by level: ECCE, primary, secondary, special needs and technical/vocational skills development. Changes in the number of students enrolled in school can stem from fluctuations in population size or shifts in enrolment rates. The latter may vary in response to changes in compulsory attendance requirements, in the prevalence of migration, in perceptions regarding the value of education (particularly at ECCE 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, 2 secondary schools and 1 special needs centre.

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 2016, mainly in Nukulaelae, Nukufetau and Niulakita islands.

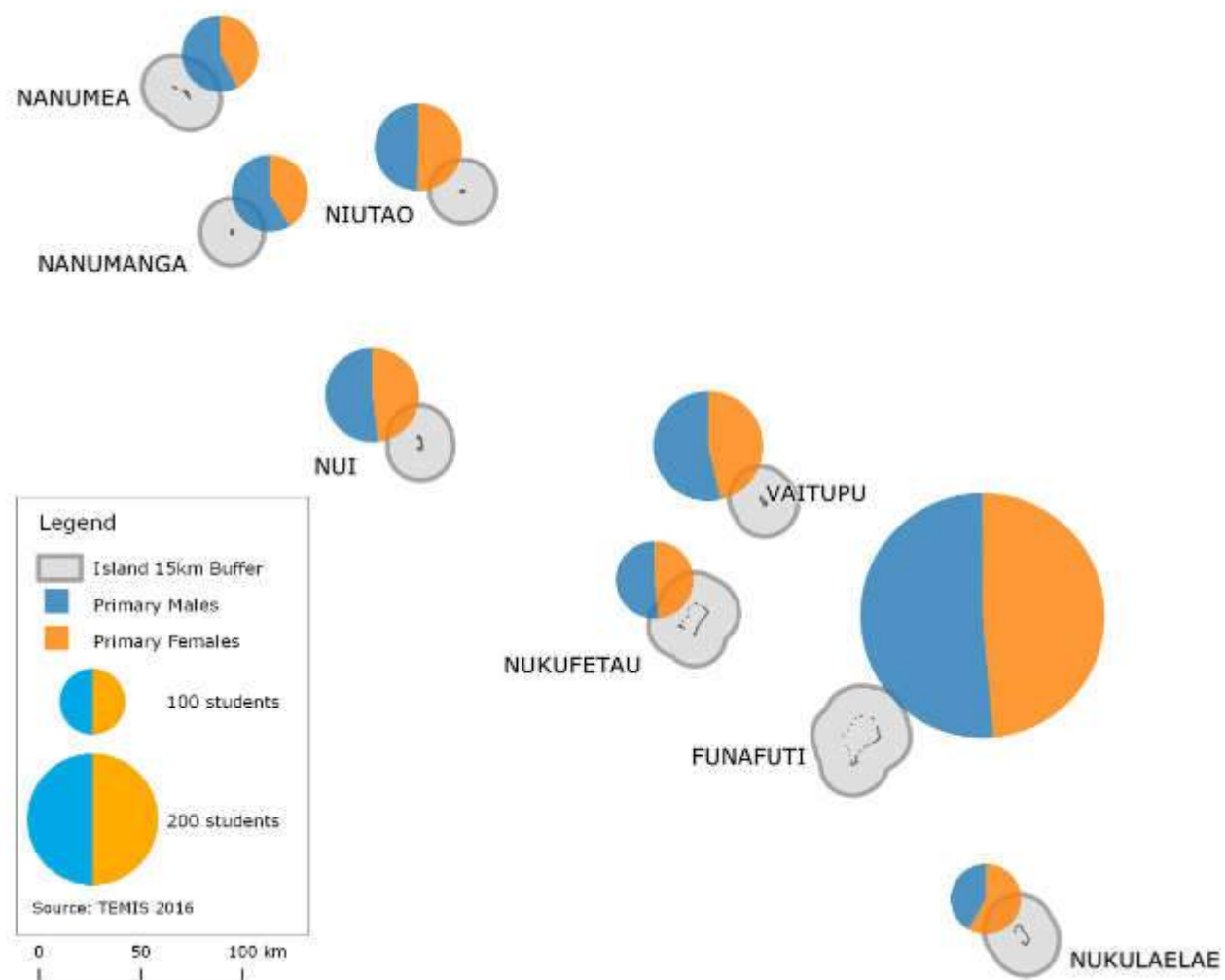
Figure 1a: Total number of ECCE students enrolled by island and by gender, 2016



Source: TEMIS 2016

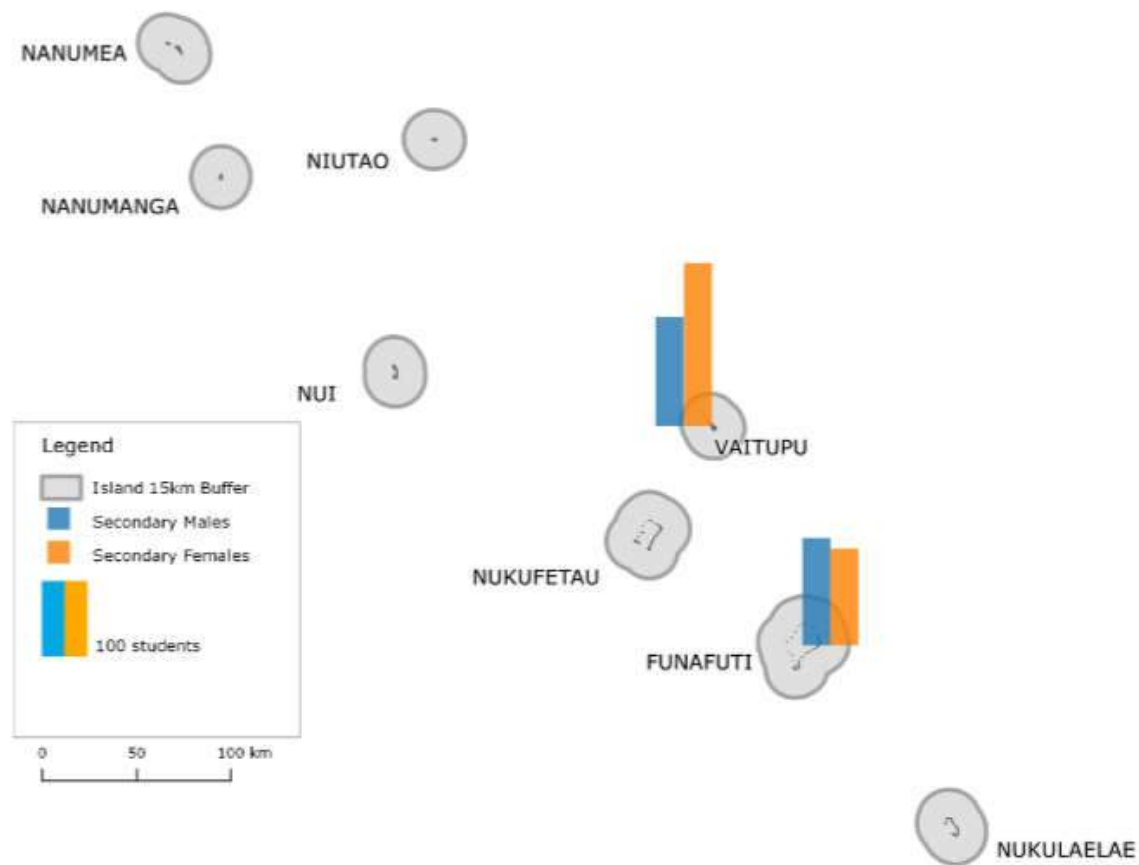
Total number of ECCE students enrolled by island and gender, 2016										
Island	Funafuti	Nanumaga	Nanumea	Niulakita	Niutao	Nui	Nukufetau	Nukulaelae	Vaitupu	Total
Males	215	23	17	2	28	18	23	3	44	721
Females	207	15	9	0	15	21	24	7	50	

Figure 1b: Total number of Primary School students enrolled by island and by gender, 2016



Total number of Primary School students enrolled by island and gender, 2016										
Island	Funafuti	Nanumaga	Nanumea	Niulakita	Niutao	Nui	Nukufetau	Nukulaelae	Vaitupu	Total
Males	518	58	57	5	64	78	52	35	109	1882
Females	489	41	42	5	65	72	49	49	94	

Figure 1c: Total number of Secondary School students enrolled by island and by gender, 2016¹



Total number of Secondary School students enrolled by island and gender		
Island	Funafuti	Vaitupu
Males	518	109
Females	489	94

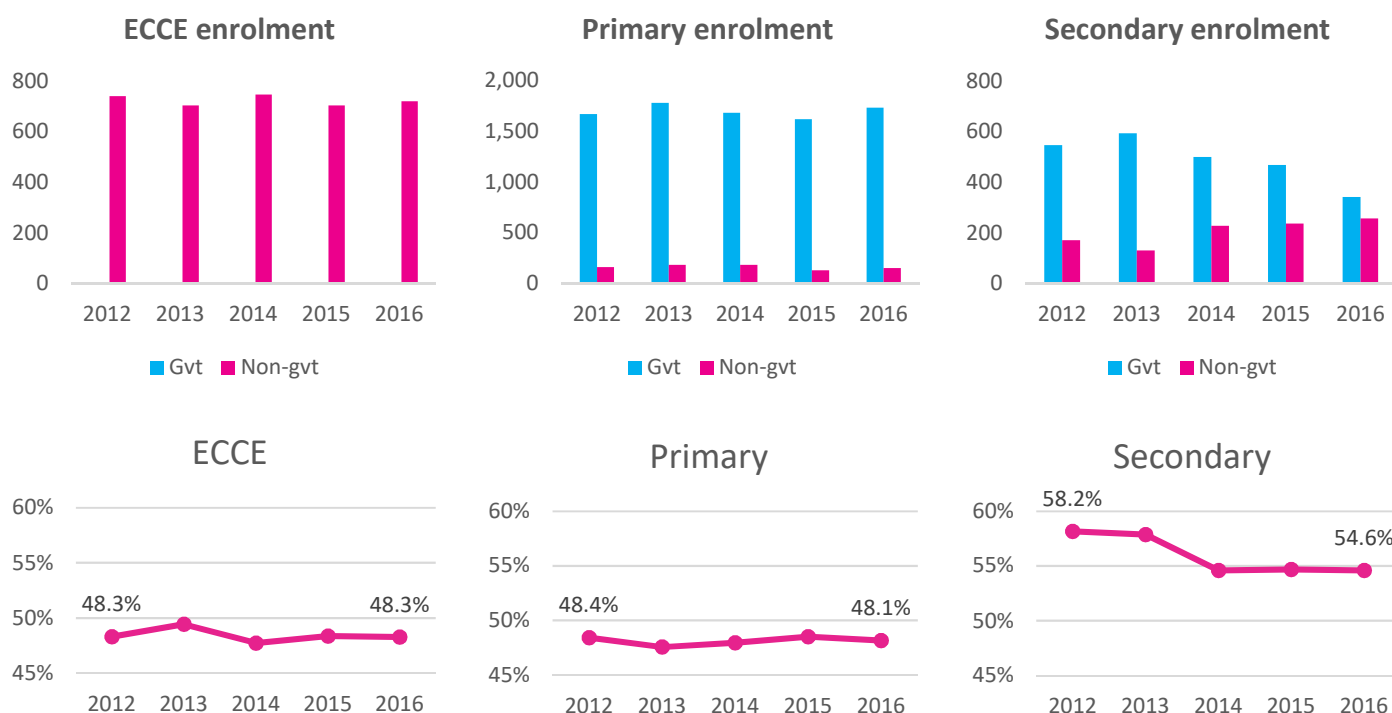
¹ Voc/tech and Inclusive students are not included here

Table 2: Total number of students enrolled by island and by gender, 2016

SCHOOL	ISLAND	Students		
		Male	Female	TOTAL
Faikimua Primary School	Nukulaelae	35	49	84
Ulukoloa Pre School	Nukulaelae	3	7	10
Kaumaile Primary School	Nanumea	57	42	99
Hologa O Kautama Pre School	Nanumea	16	9	25
Afaga o Maumau Pre School	Nanumea	1	0	1
Lotohoni Primary School	Nanumaga	59	41	100
Nanumaga Pre School	Nanumaga	23	15	38
Nauti Primary School	Funafuti	443	413	856
Seventh Day Adventist Primary School	Funafuti	75	77	152
Funafuti Pre School	Funafuti	30	19	49
Suesue Memorial Pre School	Funafuti	18	30	48
Fakaifou Pre School	Funafuti	19	21	40
Lofeagai Pre School	Funafuti	15	7	22
AOG Pre School	Funafuti	18	13	31
Vaiaku Pre School	Funafuti	49	47	96
Olave Orkey Pre School	Funafuti	36	45	81
Fetuvalu Secondary School	Funafuti	135	122	257
Grace Pre School	Funafuti	30	25	55
Fusialofa Special Needs Centre	Funafuti	8	5	13
Tolise Primary School	Vaitupu	109	94	203
Vaimele Pre School	Vaitupu	28	35	63
Lasagafou Pre School	Vaitupu	16	15	31
Motufoua Secondary School	Vaitupu	146	216	362
Tutasi Primary School	Nukufetau	52	49	101
Nukufetau Pre School	Nukufetau	23	24	47
Vaipuna Primary School	Nui	78	72	150
Punavai Pre School	Nui	18	21	39
Wesley Primary School	Niutao	66	67	133
Niutao Pre School	Niutao	28	15	43
Lotoalofa Primary School	Niulakita	5	5	10
Niulakita Pre School	Niulakita	2	0	2
TOTAL		1,641	1,600	3,241

Source: TEMIS 2016

Figure 2: Enrolments and percentage female by level and ownership type (Government or Non-Government)



Source: TEMIS 2016

ECCE schools in Tuvalu are not run by the national government but receive grants from the Education Budget since 2016. Based on the information provided on Figure 2, school enrolment in government primary and secondary schools showed a downward trend between 2013 and 2015 then an upward one in 2016 except in Secondary level (potentially due to the fact that 86 Year 9 students were enrolled in Primary School rather than transitioning into Secondary). As for non-government schools, in the only non-government primary school in Tuvalu (SDA), the number of students has increased by 14 percent in 2016. In Fetuvalu secondary school, the number of students increased from 236 in 2015 to 257 in 2016. The overall percentage of girls enrolled remains steady in ECCE and Primary levels but shows a decline between 2012 and 2016 in secondary level.



Table 3: School enrolment in Funafuti and Outer Islands by education level and sex, 2012–2016²

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	1031	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
2016	Funafuti	215	207	422	518	489	1,007	135	122	257	868	818	1,686
	Outer Islands	158	141	299	458	417	875	137	205	342	753	763	1,516
	Total	373	348	721	976	906	1,882	272	327	599	1,621	1,581	3,202

Source: TEMIS 2016.

Based on the information on Table 3, nationally and across all education levels, Tuvalu witnessed a 1.3 percent increase in total enrolments between 2015 and 2016 (including the 14 TVSD students). While the Outer Islands witnessed a drop in enrolments (9 percent), Funafuti witnessed a greater raise of 10 percent.

Enrolments in ECCE and Primary raised but that of Primary in Funafuti contributed to the important overall increase in Primary enrolments nationally in 2016. Primary enrolments in Funafuti increased by 10 percent while the increase was 1.3 percent nationally. However, there has been a major drop of 15% in the Secondary enrolments between 2015-2016. As mentioned earlier, this was majorly due to the fact that 86 Year 9 students were enrolled in a Primary school.

The number of females enrolled nationally remains constant with that of 2015 but the raise is particularly concerning the male population (2.3 percent).

² TVSD and special needs school enrolment data are excluded.

Table 4: Enrolment in special needs centre, by sex, 2012-2016

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%
2016	8	5	13	0%	0%	0%

Source: MEYS.

There is one special needs centre in Tuvalu on the capital island of Funafuti – Fusi Alofa. The separate special needs centre caters for all persons with a disability and is not run by the government. It currently has 13 people enrolled, of varying ages and needs.



Table 5: Number of students in primary and secondary schools taking TVSD courses, 2012–2016³

YEAR	PRIMARY SCHOOLS			SECONDARY SCHOOLS		
	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
2016	3	3	6	9	11	20

Source: TEMIS 2016.

Technical Vocational Education and Training (TVET) or TVSD is seen as an alternative to the academic programme. TVET is currently being run in both primary as well secondary schools. A TVSD stream has also been re-introduced in senior primary and secondary school system to cater for students who do not excel academically to provide an alternative learning programme. Community Training Centres (CTC) has been established within primary schools with the help of EdDep and local communities (Kaupule) in each island. The government provides infrastructure and the Kaupule identifies the skills required by the community and the teacher to teach these skills.

Students who do not qualify NYEE in senior primary and TJCE and TSSC in secondary are re-routed to learn TVET courses at the CTCs in primary and secondary respectively. These kind of formal settings are dependent largely on community support at primary level, and therefore, its success is largely dependent on community support. The secondary level TVET courses which are dependent on government support seem to be doing slightly better as the government support is usually consistent with its aim to meet the needs.



Nauti Primary School, Funafuti, Tuvalu

³ MEYS was unable to collect and report on 2015 TVSD data.

Figure 3: Gross enrolment ratio by level of education, 2013–2016

Gross Enrolment Ratio (GER) in Tuvalu

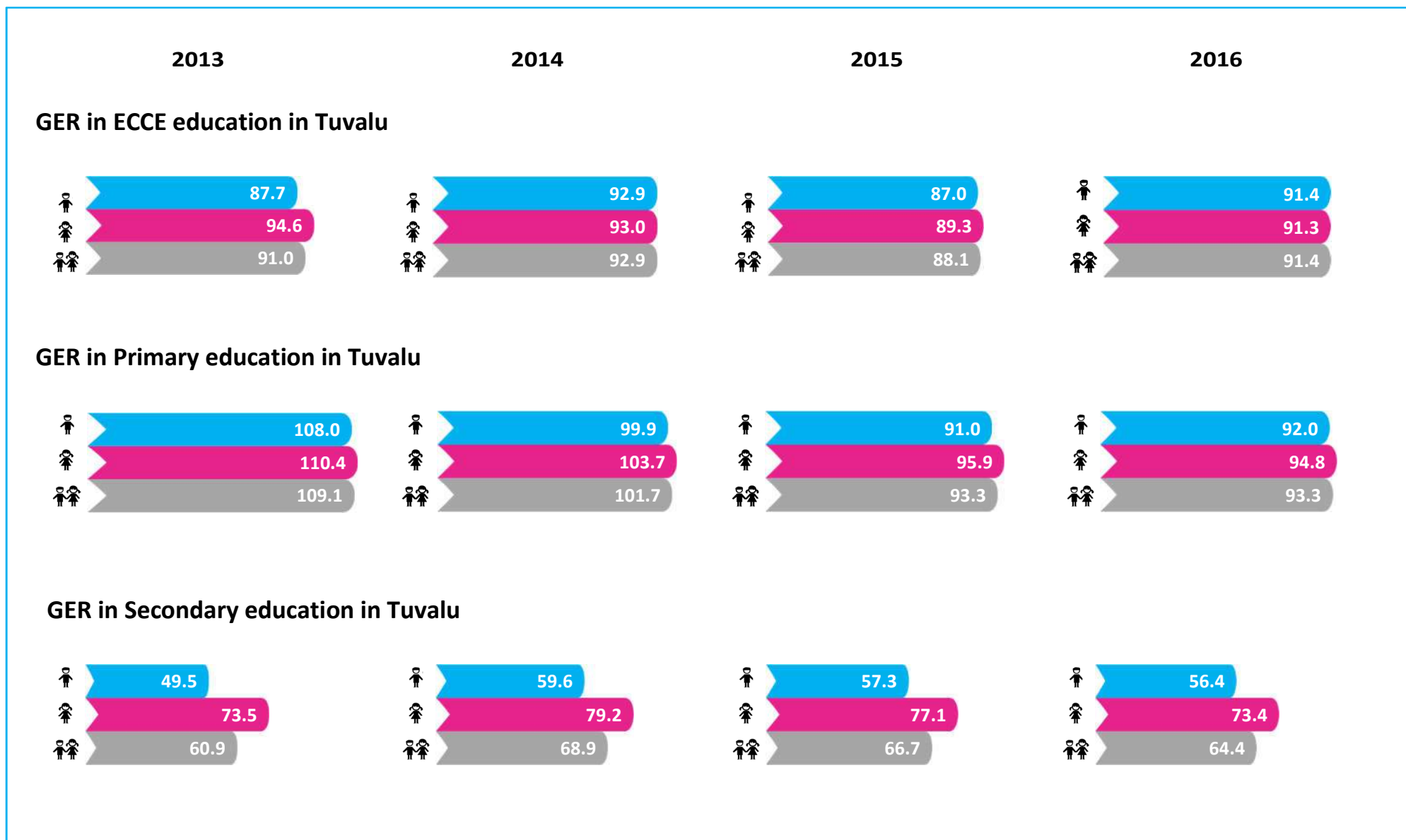
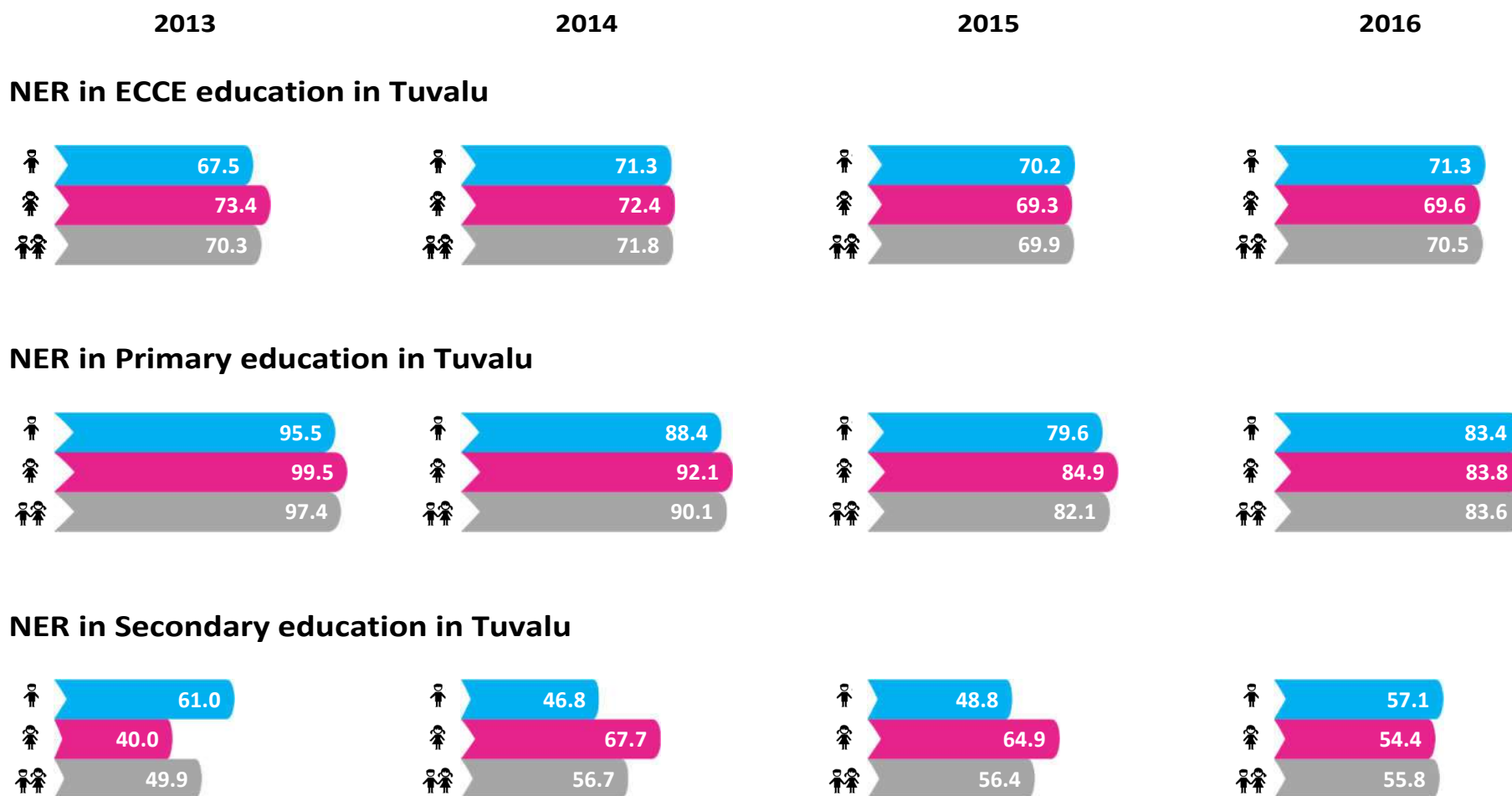


Figure 4: Net enrolment ratio by level of education, 2013–2016
Net Enrolment Ratio (NER) in Tuvalu



Source: TEMIS 2016.

Based on the data available on Figure 3, we can notice that the Gross Enrolment Rate (GER) in all levels of schooling remain relatively constant since 2015. As seen on Figure 4, between 2015 and 2016, there has been a raise in the NER of ECCE and Primary levels but also a slight decrease in Secondary level (of 0.6%).

Table 6: Gross and net enrolment ratio in ECCE, 2012-2016

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%		
2016	Male	373	291	408	91.4%	71.3%	1.00	0.98
	Female	348	265	381	91.3%	69.6%		
	Total	721	556	789	91.4%	70.5%		

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 enrolled are outside the three-to five-year age group in the centres. This suggests there is a high number of under-aged (under 3 of years of age) and/or over-aged children (more than 5 years old) enrolled in ECCE centres.

Table 7: Gross and net enrolment rate in primary education, by sex, 2012-2016⁴

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%		
2016	Male	933	846	1014	92.0%	83.4%	1.03	1.00
	Female	863	763	910	94.8%	83.8%		
	Total	1796	1609	1924	93.3%	83.6%		

In primary education, the GER remained constant between 2015 and 2016. The primary 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

⁴ Y9 students are not included in Primary GER but in Secondary GER (since in TEMIS Primary GER is from Y1-Y8 and Secondary from Y9-F7)

the enrolment data had reduced. The gap between the GER and the NER for primary education remains large. In 2016, the GER was at 93.3 percent and the NER at 83 percent (Table 7); the difference between the indicators attests to the presence of under- and over-aged students (mostly under-aged students) in existing primary schools. The official age for enrolment in the first year of primary school 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. Given 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 1.03 which indicates gender parity (reached when GPI is between 0.96 and 1.04). The average GPI for the NER is at 1.00 though (Table 7).

Table 8: Gross and net enrolment rate in secondary education, by sex, 2012-2016⁵

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	1,066	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	1,060	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	1,055	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	1,056	66.7%	56.5%		
2016	Male	315	319	559	56.4%	49.2%	1.30	0.95
	Female	370	274	504	73.4%	67.0%		
	Total	685	593	1,063	64.4%	57.6%		

Source: TEMIS 2016.

Based on the data available in Table 8, at secondary level the GER declined from 66.7 percent in 2015 to 64.4 percent in 2016. The gap between GER and NER in secondary education is also significant, meaning there are many under- and over-aged students in the two secondary schools. The official age of secondary school in Tuvalu is between 14 and 18 years.

At secondary level, more girls are enrolled in the two secondary schools. The GPI:GER in Secondary schools is at 1.30 in 2016 while the GPI:NER is at 0.95 (Table 8), meaning more female than male students are going to school but that more males are of the official age.

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. When the GIR exceeds 100 percent, it means 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, 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.

⁵ Primary Y9 students were included in Secondary for the calculation of GER

Table 9: Gross and net intake rate in primary Year 1, 2012-2016

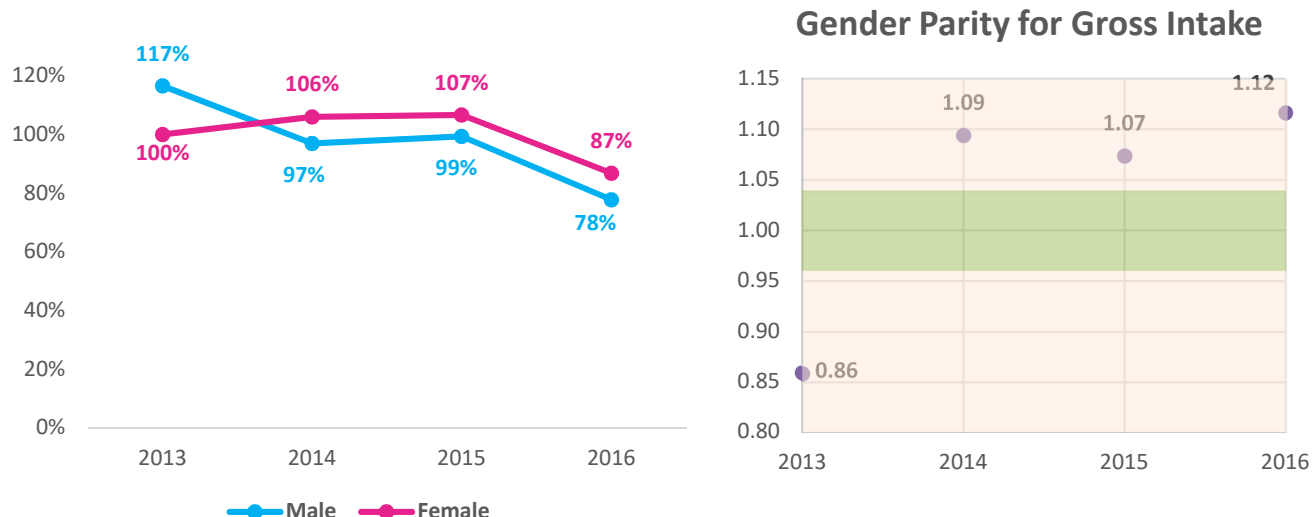
YEAR	SEX	ENROLMENT	OFFICIAL ENROLMENT	POPULATION AGED 6	GIR (%)	NIR (%)	GPI:GIR	GPI:NIR
2012	Male	139	36	125	111.2%	28.8%	0.97	0.75
	Female	120	24	111	108.1%	21.6%		
	Total	259	60	236	109.7%	25.4%		
2013	Male	148	42	127	116.5%	33.1%	0.86	0.69
	Female	111	26	114	100.0%	22.8%		
	Total	259	68	241	108.7%	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%		
2016	Male	108	23	139	77.7%	16.5%	1.12	0.99
	Female	111	21	128	86.7%	16.4%		
	Total	219	44	267	82.0%	16.5%		

Source: TEMIS 2016.

The gross intake rate has reached the lower rate of 82% in 2016 while previously that rate was exceeding 100%, being the evidence of late starting ages or sometimes an indication of data reliability issues surrounding age.

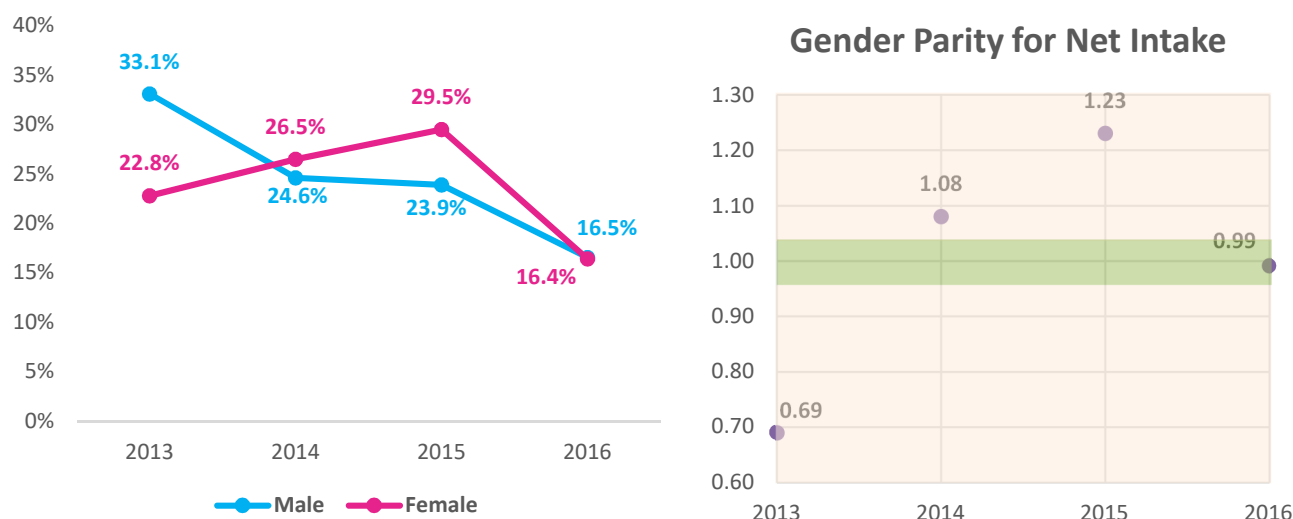
The GPI value was above 1 in 2016 which indicates disparity in favour of girls in primary Year 1. The GPI measures progress towards gender parity in education participation or learning opportunities available for girls in relation to those available to boys.

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



Source: TEMIS 2016.

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



Source: TEMIS 2016.

MEYS is enforcing a mandatory primary education policy. This resulted in a high GIR in primary Year 1 from between 2012 and 2015. However, the high GER for ECCE suggests a large number of six year olds were enrolled in ECCE programmes in 2015.

Based on information in Figure 6, the NIR for Tuvalu is very low (at 16.5 percent in 2016, a 10% decrease compared to 2015). 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 an earlier / later age in a particular country. In Tuvalu, it is a factor of an early starting age, as a vast majority of five year olds are enrolled in primary schools (75%)⁶. For example, the unmet need for pre-primary education may be compensated through the early enrolment into primary school of under-aged students (pre-primary education net intake rates have remained under 30 per cent for the past 5 years).

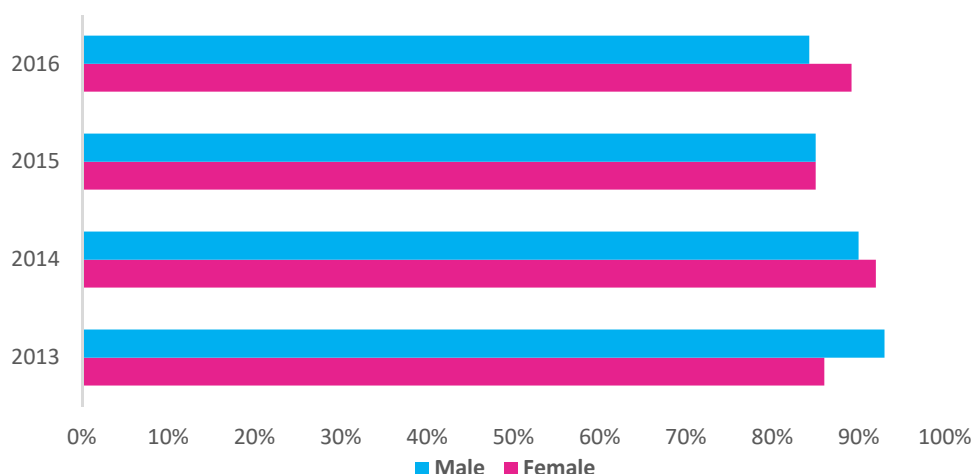
1.2.4 Percent of Year 1 students with ECCE experience

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 into increasing access in primary education. However, the total percentage of Year 1 students who have ECCE experience had slightly increased by 2 percent in 2016 compared with 2015 (Figure 7). There is no significant difference between the male's and the female's rates in 2016 unlike in 2013.



⁶ Children can be 5 years old in January when they enroll as long as they turn 6 by December 31st of that year.

Figure 7: New entrants in primary Year 1 with ECCE experience, 2013–2016 (%)



Source: TEMIS 2016.

Table 10: New entrants in primary Year 1 who have participated in ECCE programme, by sex and island, 2016

Islands	Y1 students			Having ECCE exp			%		
	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL
Funafuti	55	55	110	40	45	85	73%	82%	77%
Nanumea	6	6	12	6	6	12	100%	100%	100%
Niulakita	0	1	1	0	1	1	0%	100%	100%
Niutao	8	2	10	8	1	9	100%	50%	90%
Nui	8	10	18	8	10	18	100%	100%	100%
Nukufetau	6	6	12	5	5	10	83%	83%	83%
Nukulaelae	2	6	8	2	6	8	100%	100%	100%
Nanumaga	8	4	12	8	4	12	100%	100%	100%
Vaitupu	15	21	36	14	21	35	93%	100%	97%
Total	108	111	219	91	99	190	84%	89%	86.8%

Source: TEMIS 2016.

Just like in 2015, Funafuti primary schools had the lowest percentage of new entrants with ECCE participation in primary Year 1. Females were more likely to have ECCE experience than their male counterparts.



1.3 Strengthening assessment to improve learning and teaching

1.3.1 Outcome-based education and assessment reform

As a result of a recent policy directive, Tuvalu 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 ECCE 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 recognizes 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.

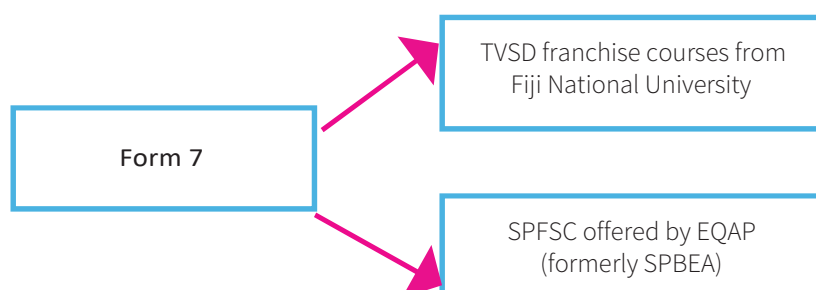
The illustrations below contain the list of the outcome-based subjects offered in Years 7 and 8 as well as Year 10. At the senior secondary level, students can select from a diverse range of 12 subjects: English, Maths, Accounting, Biology, Chemistry, Economics, Geography, History, Design technology,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

Figure 8: Tuvalu outcome-based education subjects, 2016

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 TVSD franchise programmes, 2016



Source: MEYS.

1.3.2 National assessments in Tuvalu

Currently, Tuvalu has standardized national examinations for the following levels/classes. Subsequent sections of the report discuss these examinations further. For a student to have a pass in an exam, they must achieve these results:

- Year 8: 50% and better for their aggregate of English plus best 3 subjects
- Year 10: 50% and better for their aggregate of English plus best 5 subjects
- Year 12: 50% and better for their aggregate of English plus best 3 subjects
- Year 13: Have at an Achieve pass in English and 3 other subjects

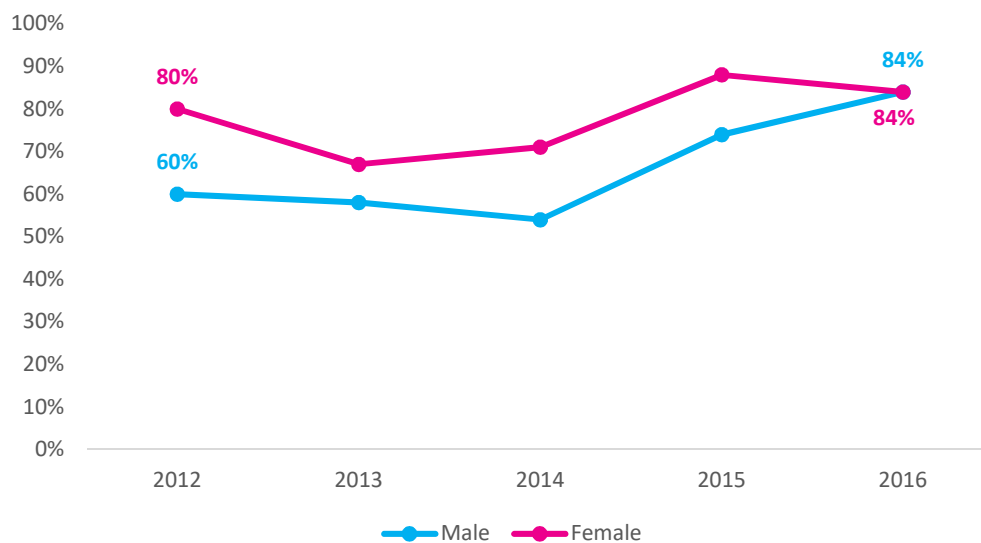
Figure 11: National examinations and assessments in Tuvalu



1.3.3 National Year 8 Examination

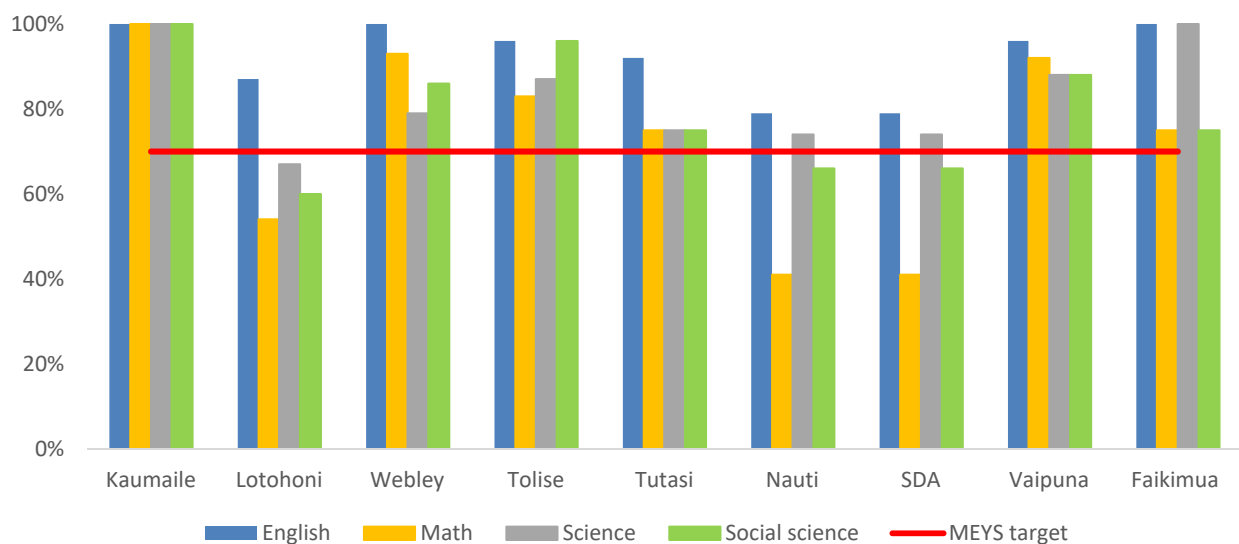
MEYS, in its efforts to accelerate achievement of the Millennium Development Goals, identified some challenges in the delivery of quality education in Tuvalu. One of the metrics used to analyse these was the low pass rate on the National Year 8 Examination (NYEE). In 2013, EdDep set a target for all 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, Fetuvalu Secondary School in Funafuti, which is not run by government, 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 instructions. 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 Year 8 Examination (NYEE) pass rate, by year and sex, 2012–2016



Based on the data available on Figure 12, the country exceeded the MEYS target of a 70 percent pass rate in exams since it reached 84%. The overall pass percentage for all subjects has increased by 3 percent between 2015 (81% of pass rate) and 2016, while that pass rate was at 63 percent in 2014. The pass rate for female students decreased from 88 percent in 2015 to 84 percent in 2016, while the pass rate for male students increased greatly from 74 percent to 84 percent between 2015 and 2016.

Figure 13: National Year 8 Examination pass rate, by school and subject, 2016



Source: Data provided by the National Assessment Unit, MEYS, 2016.

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 (65 percent). English, Science and Mathematics continue to be areas that have an average pass rate of between 55 and 60 percent like in 2015.

Table 12: National Year 8 Examination pass rate, by subject and sex, 2016

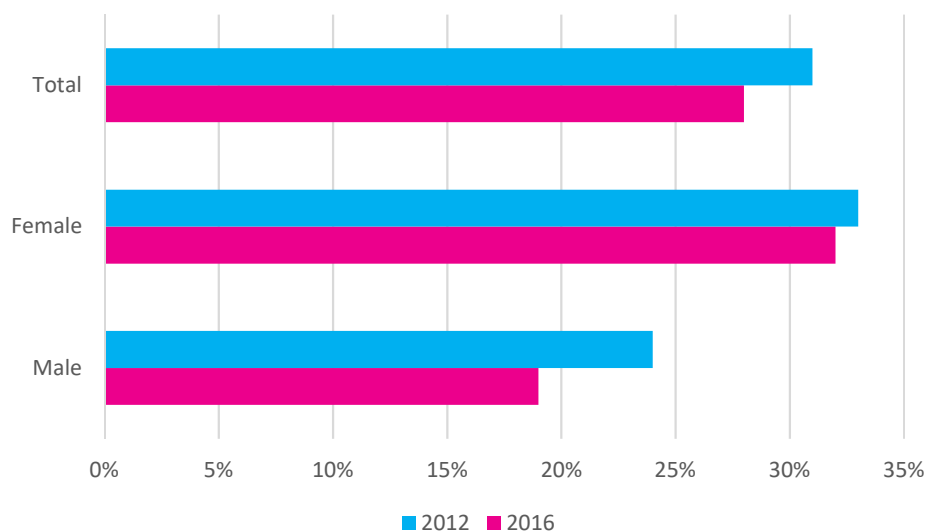
ISLAND	ENGLISH			MATH			BASIC SCIENCE			SOCIAL SCIENCE		
	M	F	T	M	F	T	M	F	T	M	F	T
Nanumea	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Nanumaga	90%	80%	87%	50%	60%	54%	60%	80%	67%	50%	80%	60%
Niutao	100%	100%	100%	100%	86%	93%	72%	86%	79%	86%	86%	86%
Vaitupu	100%	94%	96%	100%	74%	83%	88%	87%	87%	100%	94%	96%
Nukufetau	100%	84%	92%	84%	67%	75%	84%	67%	75%	84%	67%	75%
Funafuti	83%	75%	79%	43%	39%	41%	76%	72%	74%	63%	70%	66%
Nui	89%	100%	96%	78%	100%	92%	67%	100%	88%	67%	100%	88%
Nukulaelae	100%	100%	100%	80%	67%	75%	100%	100%	100%	80%	67%	75%

Source: MEYS.

Subject-wise analysis of the 2016 NYEE results by island shows that Nanumea and Nukulaelae have the highest pass percentages for English language, while Nanumea was able to record 100 percent pass rates for Maths and Social Science. Nanumea and Nukulaelae were able to record 100 percent pass rates for Basic Science. Results show that the examination for Maths is the new challenging subject for schools across islands and especially in Funafuti which has the largest population of Year 8 students and scored the lowest pass rate in Maths.

1.3.4 Tuvalu Junior Certificate examination (Year 10), 2016

Figure 14: Tuvalu Junior Certificate pass rate, by year and sex



Source: MEYS National Assessment Unit 2016.

Table 13: Tuvalu Junior Certificate pass rate, by subject, 2012–2016 (%)

YEAR	ENGLISH	MATHS	SCIENCE	S/SCIENCE	COMMERCE	AGRICULTURE	H/ECONOMIC	B/TECHNOLOGY	OVERALL PASS RATE (%)
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
2016	50	11	8	49	13	17	10	6	28

Source: MEYS National Assessment Unit 2016.

Table 14: Tuvalu Junior Certificate pass rate by sex, 2011–2016

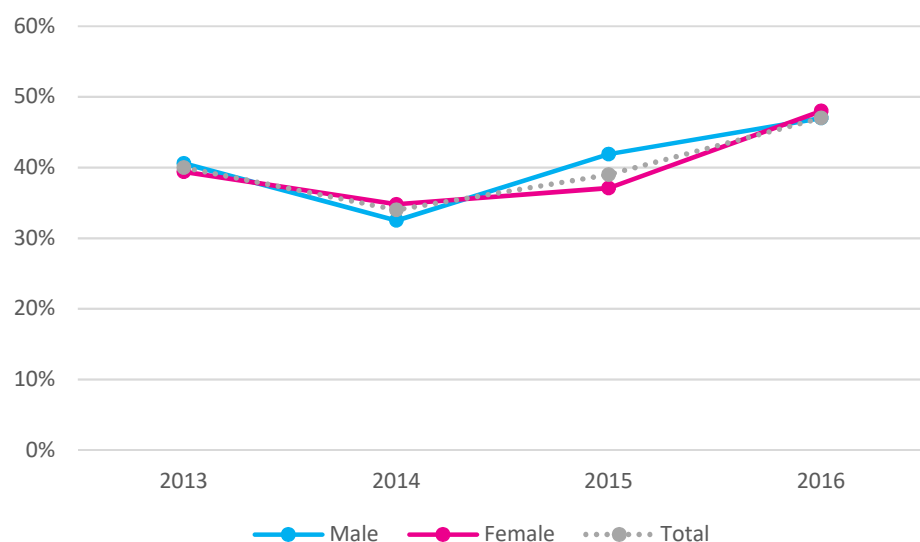
YEAR	NO. SITTING		NO. PASSING		TOTAL PASS	% PASSING		TOTAL SITTING	TOTAL % PASSING
	Male	Female	Male	Female		Male	Female		
2012	47	73	14	23	37	30%	32%	120	31%
2013	49	66	7	30	37	14%	45%	115	32%
2014	74	56	13	44	57	18%	79%	130	44%
2015	45	57	12	25	37	27%	44%	102	36%
2016	27	59	5	19	24	19%	32%	86	28%

Source: MEYS National Assessment Unit 2016.

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 has been decreasing in the past three years with male students (19%) achieving significantly less than girls (32%).

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

Figure 15: Tuvalu Senior Secondary Certificate pass rate, by sex, 2013–2016



Source: MEYS National Assessment Unit 2016.

Table 15: Tuvalu Senior Secondary Certificate pass rate per subject, 2013–2016

SUBJECT	PASS RATE (YEAR 12)			
	2013	2014	2015	2016
Accounting	58	52	78	13
Biology	50	51	84	36
Chemistry	46	53	87	45
Economics	48	47	83	15
English	52	56	85	41
Geography	44	43	81	54
History	48	43	71	54
Maths	42	46	83	20
Physics	50	54	88	46
Agriculture	59	56	86	74
Computer Studies	61	62	87	74
Design Technology	59	68	88	67

Source: MEYS National Assessment Unit 2016.

Table 16: Tuvalu Senior Secondary Certificate pass rate, by sex, 2013–2016

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%
2016	46	30	22	14	36	48%	47%	76	47%

Source: MEYS National Assessment Unit 2016.

The overall passing rate of the Tuvalu Secondary School Certificate (TSSC) examinations in Year 12 was also low: 47 percent of students (Table 16) passed the TSSC national exam in 2016, implying that 53 percent did not. There is yet a raise of 8% when compared with that of 2015 (mainly due to the 11% raise from females' pass rate).

Based on information available in Table 14 and Table 16, the proportion of students passing both the TJC and the TSSC shows that a little bit more than one in three students will pass TJC and almost half of the students have passed TSSC. The average pass rate for the TJC for the past five years at 34 percent, and that for the TSSC at 40 percent for the past four years. In general, the pass rate for the TJC has lowered for both girls and boys, while over the past four years females have fared slightly better than males 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 17: Completion rate to Year 8, by sex, 2012–2016

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%
2016	83.9%	100.0%	92.8%

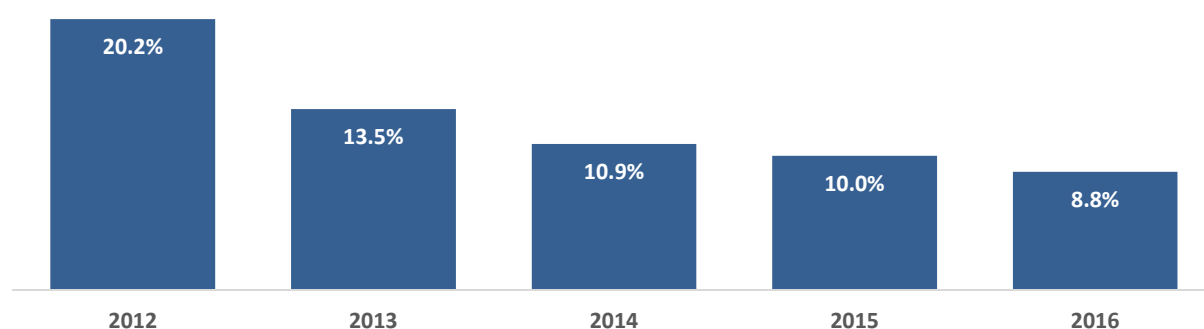
Source: TEMIS 2016.

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). Yet there has been a slight decrease in 2016, mostly due to the rate of males that faced a drop of about 10% compared to 2015. 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, 2013–2016 (%)



Source: TEMIS 2016.

MEYS is encouraging automatic promotion in primary schools until Year 8; however, 8.8 percent of students were repeating Year 8 and the NYEE in 2016. 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 deficiencies in the examination system or inadequate admission capacity either 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 18: Transition rate from primary to junior secondary schools, 2012–2016 (%)

YEAR	FORM 2 ENROLMENT			FORM 3 ENROLMENT			TRANSITION RATE (AS A %)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2013	165	127	292	94	93	187	57.0%	73.2%	64.0%
2014	156	123	279	100	87	187	64.1%	70.7%	67.0%
2015	139	130	269	71	95	166	51.1%	73.1%	61.7%
2016	99	102	201	63	65	126	63.6%	63.7%	63.7%

Source: TEMIS 2016.

Transition Rate from Primary to Secondary Education defines transition rate as the number of students admitted to the first grade of a higher level of education (Secondary) in a given year expressed as a percentage of the number of pupils students enrolled in the final grade of the lower level of education in the previous year

(Primary Form 2). A growing body of research suggests that the capacities of students to successively progress from one grade of primary school to the next can be linked to their preparedness to join primary education in the first place, among other socio-economic and even environmental factors.

The transition rate from primary to secondary level have remained constant just over the 60% mark for the last four years. The gap between male and female transition rates is now negligible in comparison to previous years.

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 19: Strategic M&E indicators related to quality of education

INDICATOR	2012	2013	2014	2015	2016
Teacher profile					
Number of teachers					
ECCE	58	58	59	66	66
Primary	94	92	94	111	115
Secondary	67	68	70	61	56
Special needs school	2	2	3	3	2
% of qualified teachers					
ECCE				48%	100%
Primary	100%	100%	100%	93%	100%
Secondary				84%	100%
% of certified teachers					
ECCE	100%	100%	100%	100%	100%
Primary	100%	100%	100%	100%	97%
Secondary	100%	100%	100%	100%	72%
Teachers attended in-service teacher training					
ECCE	0	0	0	0	0
Primary	3	0	3	4	16
Secondary	0	2	1	10	1
No. of teachers contracted/paid by government					
Government					
ECCE	0	0	0	66	66
Primary	94	92	94	94	110
Secondary	67	68	70	59	43
Kaupule (island council)					
ECCE	58	58	59	0	66
Primary	0	0	0	8	5
Secondary	0	0	0	0	13
Voluntary					
ECCE	0	0	0	0	NA
Primary	0	8	8	9	NA
Secondary	0	0	0	1	NA

Table 20: Strategic M&E indicators related to quality of education ~ Continued

INDICATOR	2012	2013	2014	2015	2016
Pupil: teacher ratio					
ECCE	NA	13	12	13	11
Primary	NA	19	21	20	16
Secondary	NA	11	11	11	11
Number of vacant teaching positions at the start of the academic year					
Primary	0	0	5	2	NA
Secondary	0	0	10	14	NA
% of teaching position filled by teachers from other countries					
Primary	0	0	8	9	NA
Secondary	0	11	11	11	NA
% of teachers leaving the profession prior to retirement age					
Primary	0	0	0	1	NA
% of ECCE teachers fully and partially funded by government					
ECCE	0%	0%	0%	0%	100%

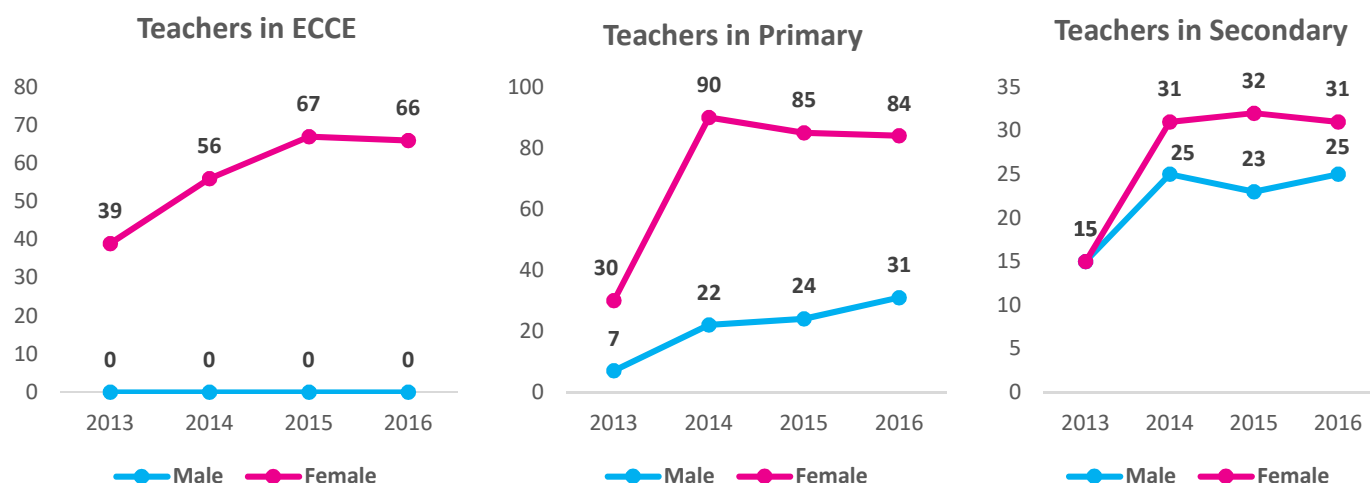
2.2 Teacher trends and qualifications

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 239 full-time teachers (including Fusialofa), of whom 184 are female and 55 are male. There are 66 teachers teaching in ECCE centres, 115 in primary schools, 56 in secondary schools and 2 in the special needs centre of Fusialofa.

2.2.1 Teacher availability in Tuvalu

Figure 17: Total number of teachers in ECCE, primary and secondary, 2013–2016



Source: TEMIS 2016.

Currently, there are only female teachers in the community-managed kindergartens (ECCE centres) and in primary there are almost three times as many female teachers as male teachers. The number of teachers

in ECCE has steadily increased to 66 teachers in 2016, compared with 56 teachers in 2014. At primary level, the total number of female teachers has declined since 2014, but has remained reasonably stable in 2015/16. At secondary level, the total number of female teachers has remained constant each year since 2014 but has doubled since 2013.

Table 21: Number of teachers by island and education level, 2016

ISLAND	ECCE	PRIMARY	SECONDARY
Nanumea	6	10	Not applicable
Nanumaga	4	8	Not applicable
Niutao	4	13	Not applicable
Nui	5	5	Not applicable
Vaitupu	5	13	43
Nukufetau	3	10	Not applicable
Funafuti	29	46	13
Nukulaelae	2	7	Not applicable
Niulakita	1	3	Not applicable
Tuvalu	66	115	56

Source: TEMIS 2016.

As seen on Table 21, Funafuti and Vaitupu islands have the highest number of teachers in Tuvalu. The government secondary school of Motufoua has almost 4 times more teachers than the non-government secondary school of Fetuvalu.



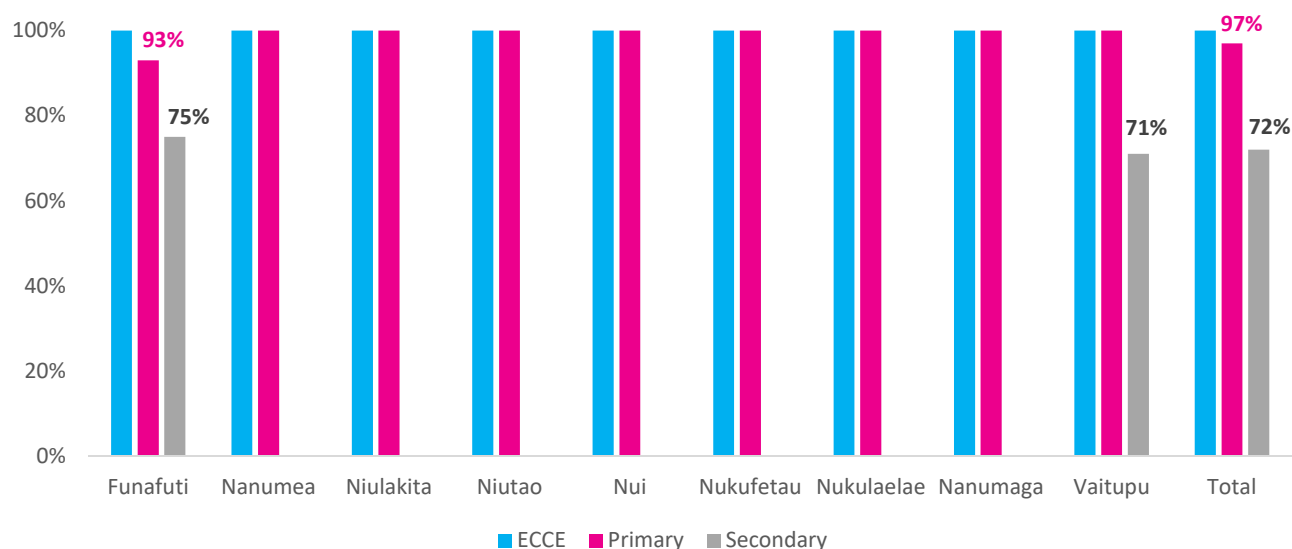
2.2.2 Teacher qualifications and education levels

Table 22: Teachers' teaching qualification (%), by education level, 2016⁷

	ECCE		PRIMARY		SECONDARY	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Certificate in Teaching	0%	89%	10%	28%	4%	0%
Diploma in Teaching	0%	11%	12%	30%	13%	7%
Bachelor in Teaching	0%	0%	3%	13%	26%	48%
Master in Education	0%	0%	1%	4%	2%	0%
Doctorate of Philosophy	0%	0%	0%	0%	0%	0%

Source: TEMIS 2016.

Figure 18: Certified teachers in ECCE, primary and secondary schools, 2016 (%)



Source: TEMIS 2016.

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.

⁷ 26 teachers had unknown qualifications so they are not included here.

2.3 School organisation and teacher deployment

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. It should also be noted that several teachers have to prepare multi-level school lessons and cater to different aged students in classes.

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 or island. 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.

2.3.1 Pupil–teacher ratio

Table 23: PTR by island in ECCE, Primary and Secondary education, 2016

ISLAND	ECCE			PRIMARY			SECONDARY		
	ENROLMENT	TEACHER	PTR	ENROLMENT	TEACHER	PTR	ENROLMENT	TEACHER	PTR
Nanumea	26	6	4	99	10	10	N/A	N/A	N/A
Nanumaga	38	4	10	99	8	12	N/A	N/A	N/A
Niutao	43	4	11	129	13	10	N/A	N/A	N/A
Nui	39	5	8	150	5	30	N/A	N/A	N/A
Vaitupu	94	5	19	203	13	16	342	43	8
Nukufetau	47	3	16	101	10	10	N/A	N/A	N/A
Funafuti	422	36	12	1007	46	22	257	13	20
Nukulaelae	10	2	5	84	7	12	N/A	N/A	N/A
Niulakita	2	1	2	10	3	3	N/A	N/A	N/A
Tuvalu	721	66	11	1,882	115	16	599	56	11

Source: TEMIS 2016.

Based on the data in Table 23, the national PTR for ECCE schools in 2016 was around 1:11 and for primary schools 1:16 which are much lower than the national standard PTR for ECCE and primary education of 1:15 and 1:25, respectively. The PTR for Tuvalu is considered low for the Pacific region across all three levels. The PTR by island and level shows that Funafuti’s PTR for primary level is the highest for Tuvalu, despite EdDep increasing the number of classrooms and teachers. The PTR is especially low in Nanumea and 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, Nui (and Niulakita given the low number of students).

Table 24: Pupil: certified teacher ratio, 2016⁸

SCHOOL LEVEL	TEACHER CERTIFIED	ENROLMENT	STUDENT: CERTIFIEDTEACHER RATIO
ECCE	60	721	12
Primary Year 1-8	100	1882	19
Secondary Form 3-7	28	599	21

Source: TEMIS 2016.

The total student: certified teacher ratio (see definition on Figure 18) is at 19:1 in primary schools and 21:1 in secondary schools. Both ratios remain low compared with the standard student: certified teacher ratio for primary and secondary schools.

Table 25: Pupil: qualified teacher ratio, 2016

SCHOOL LEVEL	TEACHERS QUALIFIED	ENROLMENT	STUDENT:TEACHER QUALIFIED RATIO
ECCE	60	721	12
Primary Year 1–8	103	1882	18
Secondary Form 3–7	39	599	15

Source: TEMIS 2016.

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.

The number of qualified teachers is slightly higher than the number of certified teachers, which results in a high pupil: qualified teacher ratio for every school level.

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 taken outside of Tuvalu.

⁸ 26 teachers had unknown qualifications so they are not included in both Tables 24 and 25.

Table 26: Mobility of teachers, 2015-2016

Islands	% of teachers who stayed in the same school in 2016
Nukulaelae	80%
Nanumea	60%
Nanumaga	100%
Funafuti	74%
Vaitupu	84%
Nukufetau	43%
Nui	54%
Niutao	44%
Niulakita	75%
TOTAL	72%

Source: TEMIS 2016.

As seen on Table 26, most teachers in Tuvalu are staying in the same school between 2015 and 2016 (around ¾ of them remained in the same school) which is often the case in small Pacific Island Countries.

Table 27: Number of teachers who went through in-service training, 2012–2016

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
2016	4	12	16	1	0	1

Source: MEYS.

The majority of teachers who went through in-service training was primary teachers since only 1 teacher out of 17 was a secondary teacher.

2.4 School infrastructure and quality

Tuvalu, through its National Minimum Quality Service Standards (MQSS), 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 28: Student: classroom ratio (SCR), 2012-2016

Year	ECCE			Primary			Secondary		
	No of Classrooms	No of students	SCR	No of Classrooms	No of students	SCR	No of Classrooms	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
2016	18	721	40	89	1882	21	27	599	22

Source: MEYS.

Table 29: Student: classroom ratio by education level (SCR), 2012–2016

YEAR	NATIONAL LEVEL			
	SCHOOL 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	27	704	34
	Special needs	1	13	13
2016	ECCE	18	721	40
	Primary	89	1,882	21
	Secondary	27	599	22
	Special needs	1	13	13

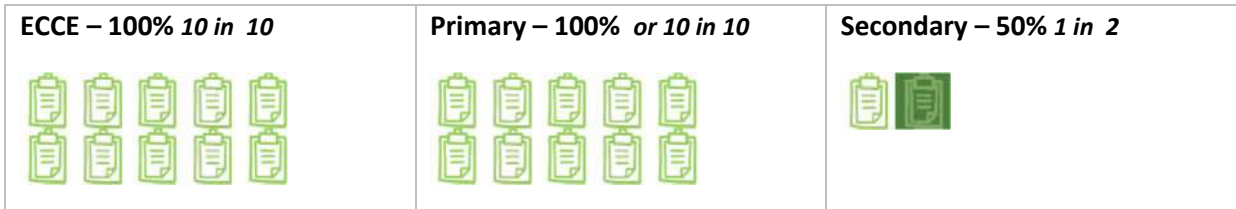
Source: MEYS.

It is difficult to determine the exact size of the current classrooms especially at the island level because of a lack of data available in TEMIS. However, the average student: classroom ratio in ECCE centres is 40 students per classroom. At primary level, there are around 21 students in a classroom, which aligns with the standard norm of approximately 25–30 students per classroom. At secondary level, the student: classroom ratio is 22 students in 2016, with the standard norm being 20–30 students to a classroom. This has significantly dropped from the previous year’s Student Classroom Ratio of 34.

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 needs schools in Tuvalu. These plans have been aligned with newly endorsed Minimum Quality Service Standards for schools. These latter aim at ensuring 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, 2016 (%)



Source: MEYS.

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 needs 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 as well as learning environment.



2.4.3 Water and Sanitation in Schools (WASH)

Table 30: What percent of primary schools have access to adequate water supply, 2016?

	School Name	Has clean water	No clean water
ECCE	Suesue Memorial Pre S		X
	Fakaifou Pre S	√	
	Lofeagai Pre S	√	
	AOG Pre S	√	
	Vaiaku Pre S		X
	Olave Orkey Pre S		X
	Hologa O Kautama Pre S		X
	Afaga o Maumau Pre S		X
	Nanumaga Pre S	√	
	Vaimele Pre S	NA	NA
	Lasagafou Pre S	NA	NA
	Ulukoloa Pre S	√	
	Niulakita Pre S	√	
	Niutao Pre S	NA	NA
	Punavai Pre S	NA	NA
	Nukufetau Pre S		X
	Grace Pre S	√	
	Funafuti Pre S		X
Primary	Faikimua Primary School	√	
	Kaumaile Primary School	√	
	Lotohoni Primary School	√	
	Nauti Primary School		X
	Seventh Day Adventist Primary School	√	
	Tolise Primary School	√	
	Tutasi Primary School	√	
	Vaipuna Primary School	√	
	Webley Primary School		X
	Lotoalofa Primary School	√	
Special	Fusialofa	√	
Secondary	Motufoua Sec S	√	
	Fetuvalu Sec S		X
TOTAL		17	10
% of schools		63%	37%

Source: TEMIS 2016.

On average 63% of schools in Tuvalu have access to drinking water from an improved source at the school; Schools with an improved drinking water source with water available at the time of the questionnaire will be classified as having 'basic' service. Table 30 above shows which schools are providing fully drinkable water throughout the year in Tuvalu. Around two third of 27 schools (including 8 out of 10 Primary schools - have filtered, boiled or purified water in tanks, wells or pipes. Consistent supply of drinkable water was not only an issue for remote islands, considering both Fetuvalu and Nauti in Funafuti were not providing a functional water source throughout the school year. Despite the challenges, most Primary schools seem to be able to deliver drinkable water. In addition, data suggest that 82% of schools in the Tuvalu in 2016 have access to adequate sanitation and 78% of schools having access to handwashing facilities. However in some cases, reported data do not include the quality of the WASH services provided in schools.

3. MANAGEMENT AND FINANCING

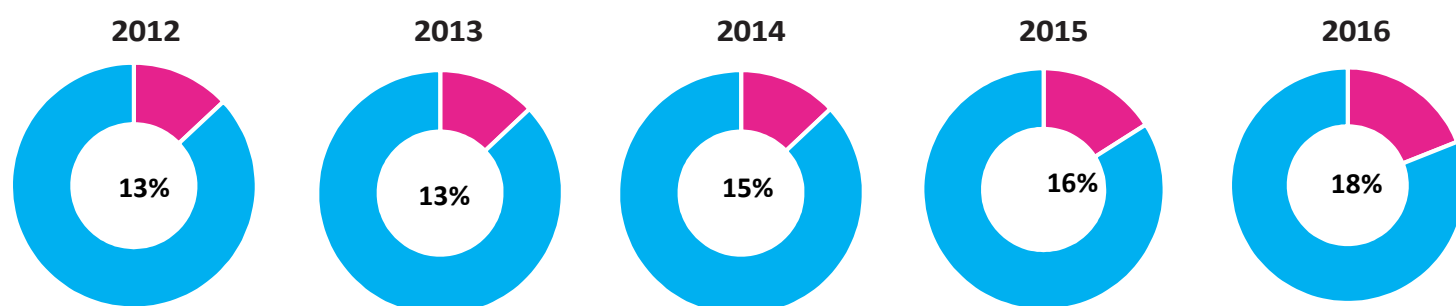
3.1 Strategic outcome monitoring and evaluation indicators

Table 31: Strategic M&E indicators related to management and financing (in AU\$)

INDICATORS	2012	2013	2014	2015	2016
Budget (%) support to education media communication programmes for schools and communities.	3%	3%	3%	2%	2%
Number of meetings between EdDep and Kaupule	0	0	1	1	NA
% of education (recurrent) expenditure as % of total government expenditure	14%	19%	15%	14%	21%
% of education expenditure as % of GDP	13%	13%	15%	16%	18%
Education expenditure by level education (in \$AU)					
ECCE	\$114,915	\$109,770	\$124,827	\$464,843	\$512,720
Primary	\$1,364,361	\$1,738,391	\$1,738,391	\$1,738,391	\$2,014,742
Secondary	\$1,748,576	\$1,674,506	\$2,205,703	\$2,156,658	\$2,181,623
Unit cost per student					
ECCE	\$157	\$156	\$167	\$662	\$711
Primary	\$728	\$718	\$851	\$993	\$1,071
Secondary	\$2,363	\$2,313	\$2,941	\$2,941	\$3,642
% share of funding support by donors	29.9%	9.8%	54.8%	42.9%	23.1%
% share of expenditure on teachers' salaries by level of education, as % of total education budget					
ECCE	1.1%	1.3%	1.3%	8.6%	5.7%
Primary	20%	20%	19%	18%	18.9%
Secondary	16%	16%	16%	12%	14.3%

3.2 Education financing

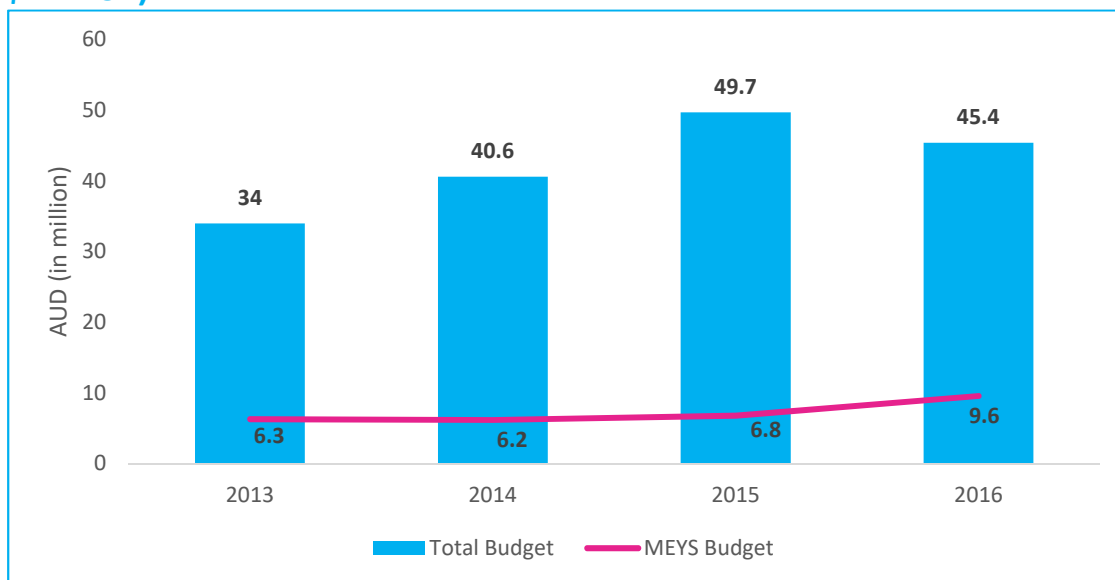
Figure 20: MEYS education expenditure, 2012–2016 (% of GDP)



Source: GDP from IMF 2014 Article IV report. GDP 2013 & 2016 are estimates and 2014/15 is forecast.

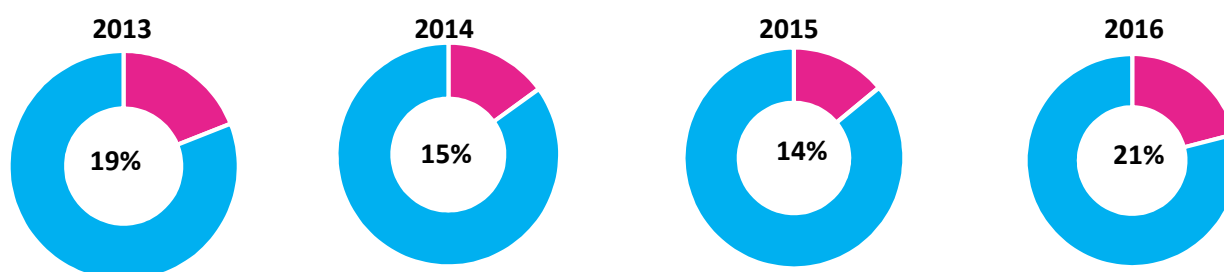
MEYS expenditure, as a percentage of the GDP of Tuvalu, has been steadily increasing year on year and increased by 2 percent in 2016 on the figure from 2015. A higher percentage of GDP spent on education shows a higher government priority for education, but also higher capacity of the government to raise 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, 2013–2016 (recurrent expenditure in AU\$ million)



Source: MEYS.

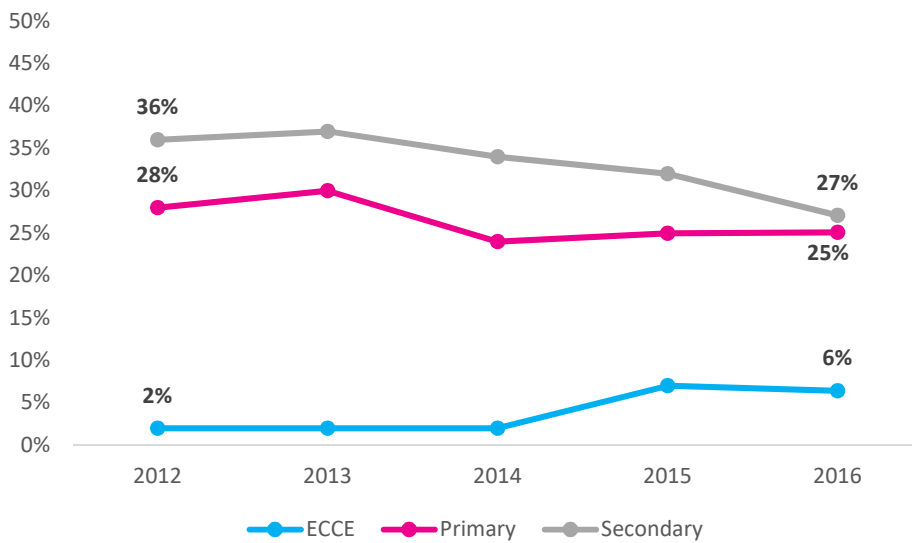
Figure 22: MEYS budget as proportion of Tuvalu government budget, 2013–2016 (recurrent expenditure)



Source: MEYS.

Figure 21 and 22 are illustrating the share of education compared with the government budget from the years 2013 to 2016. The MEYS recurrent budget has been constantly increasing since 2014 and more particularly in 2016 that recorded a high raise as shown on Figure 21. The budget allocated to education, youth and sports is the highest of the country; the second highest budget is that of Ministry of Health and that of the Ministry of Communication and Transport. Education is thus an important sector of investment for the country.

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



Source: MEYS.

In general, the share of expenditure by level of education as a percentage of the total EdDep expenditure has only been increasing for ECCE since 2012 (from 2% to 6%) while the rates of the other two levels of education have been decreasing. From 2015 to 2016, ECCE and Secondary's rates have witnessed a decrease (1% decrease for ECCE and 5% for Secondary) while that of Primary remained steady at 25%.



Tuvalu government administration building, Fongafale Island, Funafuti Atoll, Tuvalu

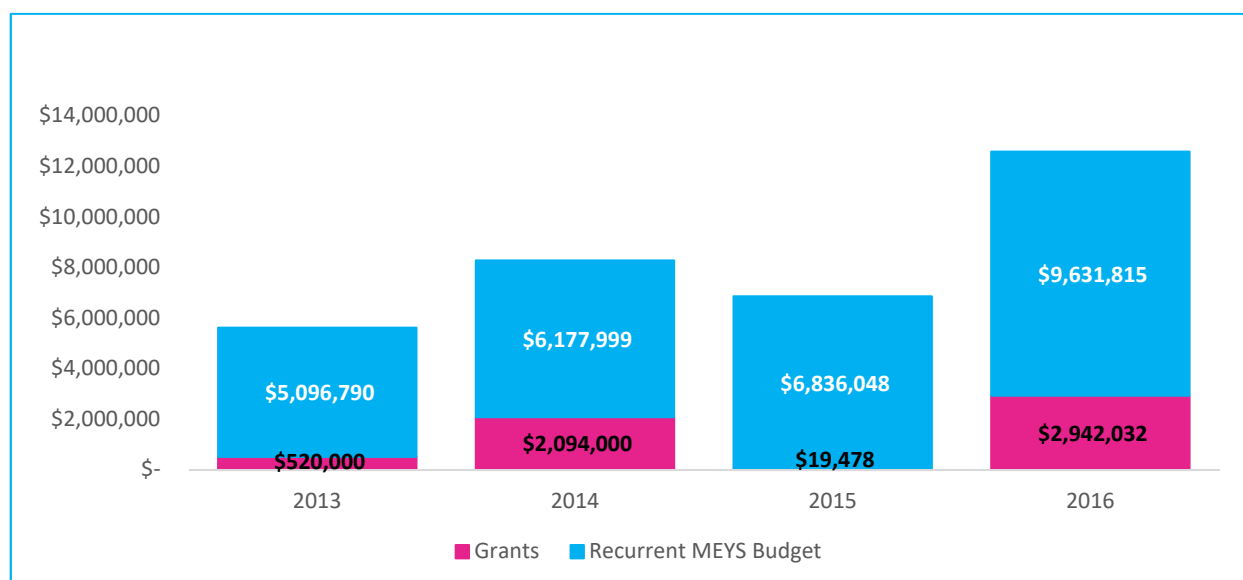
Table 32: Cost of expenditure per student, by education level, 2012–2016 (AU\$)

YEAR	UNIT COST PER STUDENT		
	ECCE	PRIMARY	SECONDARY ⁹
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
2016	\$ 711.12	\$ 1,070.53	\$ 3,642.11

Source: MEYS.

Cost per child expenditure has increased by at least 15% for all three levels of education from 2015 and 2016. Given the absorption of ECCE teacher salary into MEYS's expenditure in 2015, ECCE had the lowest increase of 6.9% compared with Secondary, which had the highest increase of more than 19%.

Figure 24: MEYS source of funds, recurrent budget and Grants, 2012–2016 (AU\$ millions)



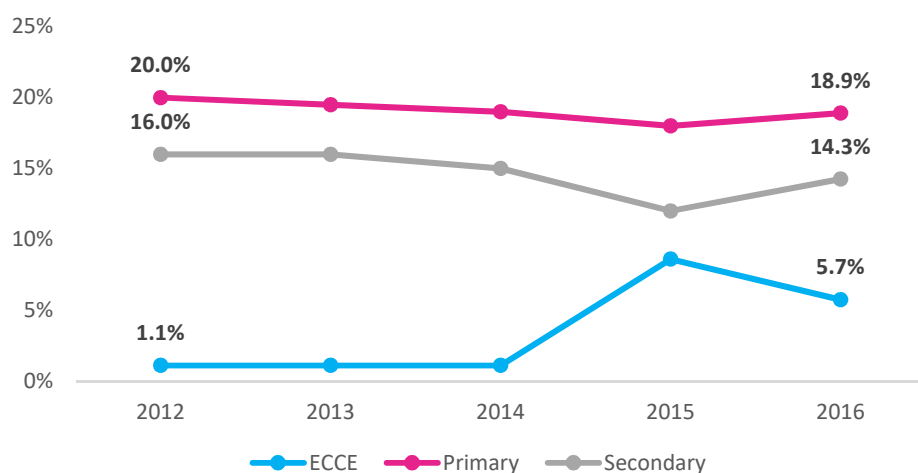
Source: MEYS.

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. DFAT helped in two projects for Tuvalu in 2016: Education for All (EFA) and Funafuti Primary School.

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

⁹ Secondary includes the cost of boarding.

Figure 25: Teachers' salaries by level of education, 2012–2016 (% of total education budget)



Source: MEYS.

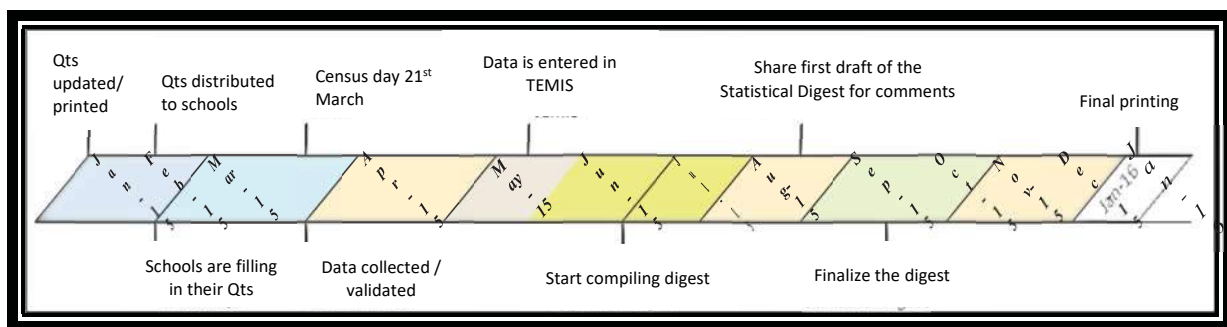
Teachers' salaries as a percentage of the total education budget have been slightly decreasing for Primary and Secondary teachers since 2012. In contrast, ECCE teachers' salaries has increased.

Annex 1: Annual school survey methodology

TEMIS survey instrument

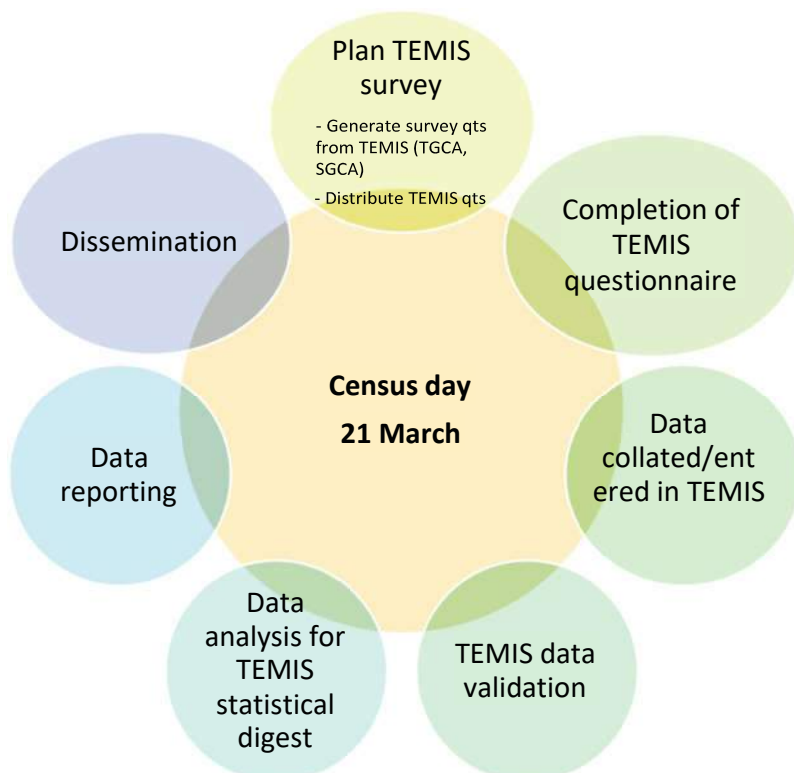
The survey data collection timeframe is between January and March each year. The survey instrument is updated and printed by EdDep in January each year. There are three different survey forms for each level of education (ECCE, primary and secondary).

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



TEMIS data collection process

The data collection process for TEMIS covers seven different phases.



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, 2016

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%

Source: MEYS.

Annex 4: Enrolment by school, by island and education level, 2013–2016

ISLAND	LEVEL	2013			2014			2015			2016		
		M	F	T	M	F	T	M	F	T	M	F	T
Nanumea	ECCE	27	20	47	27	24	51	23	20	43	17	9	26
	Primary	72	42	114	62	44	106	51	36	87	57	42	99
	Secondary	0	0	0	0	0	0	0	0	0	0	0	0
Nanumaga	ECCE	16	16	32	28	14	42	25	13	38	23	15	38
	Primary	77	38	115	77	48	125	58	45	103	58	41	99
	Secondary	0	0	0	0	0	0	0	0	0	0	0	0
Niutao	ECCE	24	22	46	27	19	46	30	16	46	28	15	43
	Primary	72	87	159	70	92	162	55	63	118	64	65	129
	Secondary	0	0	0	0	0	0	0	0	0	0	0	0
Nui	ECCE	13	9	22	23	23	46	19	24	43	18	21	39
	Primary	78	66	144	73	66	139	70	63	133	78	72	150
	Secondary	0	0	0	0	0	0	0	0	0	0	0	0
Vaitupu	ECCE	43	43	86	45	44	89	47	57	104	44	50	94
	Primary	111	99	210	98	76	174	100	82	182	109	94	203
	Secondary	236	358	594	209	291	500	187	281	468	137	205	342
Nukufetau	ECCE	14	18	32	16	21	37	22	20	42	23	24	47
	Primary	45	58	103	46	53	99	55	64	119	52	49	101
	Secondary	0	0	0	0	0	0	0	0	0	0	0	0
Funafuti	ECCE	205	194	399	210	191	401	187	175	362	215	207	422
	Primary	534	497	1,031	509	469	978	468	443	911	518	489	1,007
	Secondary	66	64	130	121	106	227	132	104	236	135	122	257
Nukulaelae	ECCE	10	25	35	10	17	27	9	15	24	3	7	10
	Primary	30	39	69	27	41	68	37	48	85	35	49	84
	Secondary	0	0	0	0	0	0	0	0	0	0	0	0
Niulakita	ECCE	4	1	5	5	4	9	2	1	3	2	0	2
	Primary	10	7	17	9	5	14	7	5	12	5	5	10
	Secondary	0	0	0	0	0	0	0	0	0	0	0	0
Total		1,687	1,703	3,390	1,692	1,648	3,340	1,584	1,575	3,159	1,621	1,581	3,202

Source: TEMIS 2016.

Annex 5: Age / Grade table for all schools, 2016

AGE	ECCE	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
NA	3					1								
2	158													
3	228	1												
4	252	2												
5	76	166	1											
6	3	44	184	2	1									
7	1	5	69	155	4									
8			5	60	151	2								
9		1		3	66	157	4	1						
10				1	5	53	133	1	1					
11				1		2	71	153	3					
12			1				9	50	126	1				
13						1		2	82	71	3			
14									13	86	72			
15									2	25	61	80	2	
16									1	3	7	62	80	
17											2	18	38	29
18												1	6	21
19										1		4	1	9
20														2
> 20														
TOTAL	721	219	260	222	227	216	217	207	228	187	145	165	127	61
Over the official age	4	6	6	5	5	3	9	2	16	29	9	23	7	11
Under the official age	158	169	185	157	156	159	137	155	130	72	75	80	82	29
Official-aged	556	44	69	60	66	53	71	50	82	86	61	62	38	21

Annex 6: Government school enrolment, 2016

A1. Number of children enrolled by type of institution (Government 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
NA									0	1																
2																										
3	0	1																								
4	1	0																								
5	75	79	0	1																						
6	20	21	86	74	2	0	0	1																		
7	2	0	29	33	77	69	3	1																		
8			2	2	27	25	80	62	1	1																
9					3	0	32	23	82	68	1	2	1	0												
10					1	0	3	2	28	20	72	56	1	0	0	1										
11					0	1			0	0	31	29	72	67	2	1										
12			1	0							4	2	18	30	54	66	1	0								
13									0	1			0	2	43	35	24	27	0	2						
14															4	9	17	16	18	32						
15															1	1	4	1	19	27	13	19	0	1		
16															1	0	1	0	1	5	20	20	22	31		
17																		1	0	11	6	10	13	6	23	
18																						1	1	6	15	
19																				3	1			3	6	
20																								0	2	
20+																										
Total	98	101	118	110	110	95	118	89	111	91	108	89	92	99	105	113	46	44	39	66	47	46	33	46	15	46

Annex 7: Non-Government school enrolment, 2016

A2. Number of children enrolled by type of institution (Non-government schools only), by gender and age

AGE	ECCE		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	M	F
NA	1	2																										
2	78	80																										
3	115	113																										
4	132	120	1	0																								
5	44	32	4	8																								
6	3	0	3	0	13	11																						
7	0	1	1	2	3	4	3	6																				
8			1	0	0	1	2	6	3	6																		
9									7	4	3	4	0	1														
10											2	3	3	2														
11											0	2	8	3	6	8												
12													2	1	0	2	5	1	1	0								
13																	3	1	9	11	1	0						
14																			28	25	13	9						
15																			5	15	9	6	26	22	0	1		
16																			2	0	1	0	10	12	15	12		
17																					0	1	1	0	10	5		
18																									3	1		
19																			0	1			1	0	0	1		
20																												
Total	373	348	10	10	16	16	5	12	10	10	5	9	13	7	6	10	8	2	45	52	24	16	38	34	28	20	0	0

Source: TEMIS 2016.

Annex 8: Number of repeating students in Tuvalu¹⁰

Number of repeating students enrolled in primary and secondary education by grade (class level) and gender

	Male			Female		
	Enrolment	Repeaters	%	Enrolment	Repeaters	%
K1	115	5	4%	112	1	1%
K2	129	6	5%	122	6	5%
K3	129	5	4%	114	4	4%
Class 1	108	0	0%	112	1	1%
Class 2	133	0	0%	126	2	2%
Class 3	115	0	0%	107	0	0%
Class 4	128	1	1%	99	0	0%
Class 5	116	1	1%	100	0	0%
Class 6	121	0	0%	96	0	0%
Class 7	98	0	0%	109	0	0%
Class 8	113	13	12%	115	7	6%
Form 3	91	29	31.9%	96	32	33.3%
Form 4	63	4	6.3%	82	10	12.2%
Form 5	85	14	16.5%	80	8	10.0%
Form 6	61	2	3.3%	66	0	0.0%
Form 7	15	2	13.3%	46	0	0.0%
TOTAL	1620	82	5.1%	1582	71	4.5%

Source: TEMIS 2016

Annex 9: Trained and non-trained teachers

Number of trained and non-trained teachers teaching primary education by gender and age group (10yr)¹¹

Age group	Trained		Non-trained	
	Male	Female	Male	Female
< 25	3	9	0	3
26-30	16	32	2	0
31-35	3	28	3	2
36-40	8	34	2	1
41-45	3	12	0	0
46-50	1	11	0	0
51-55	0	10	0	0
> 56	4	16	0	0
Total	38	152	7	6

¹⁰ Enrolments for TVSD and Special needs centre are not included here

¹¹ 36 teachers did not have any date of birth so the total is out of 203.

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

Number of teachers teaching ECCE, primary and secondary education by years of teaching, and by gender

Years of experience	ECCE		Primary		Secondary	
	Male	Female	Male	Female	Male	Female
1-2 years	0	14	3	5	4	10
3-5 years	0	9	6	14	1	1
6-10 years	0	11	11	12	1	0
>10 years	0	21	8	41	1	1
Unknown	0	11	5	10	18	19

Annex 11: Total enrolment by education authority, 2012-2016

Enrolment, by education authority, level and sex, 2012–2016

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
	Non-Government	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
	Non-Government	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
	Non-Government	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
	Non-Government	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
2016	Government	0	0	0	903	830	1,733	137	205	342	1,040	1,035	2,075
	Non-Government	373	348	721	73	76	149	135	122	257	581	546	1,127
	Total	373	348	721	976	906	1,882	272	327	599	1,621	1,581	3,202

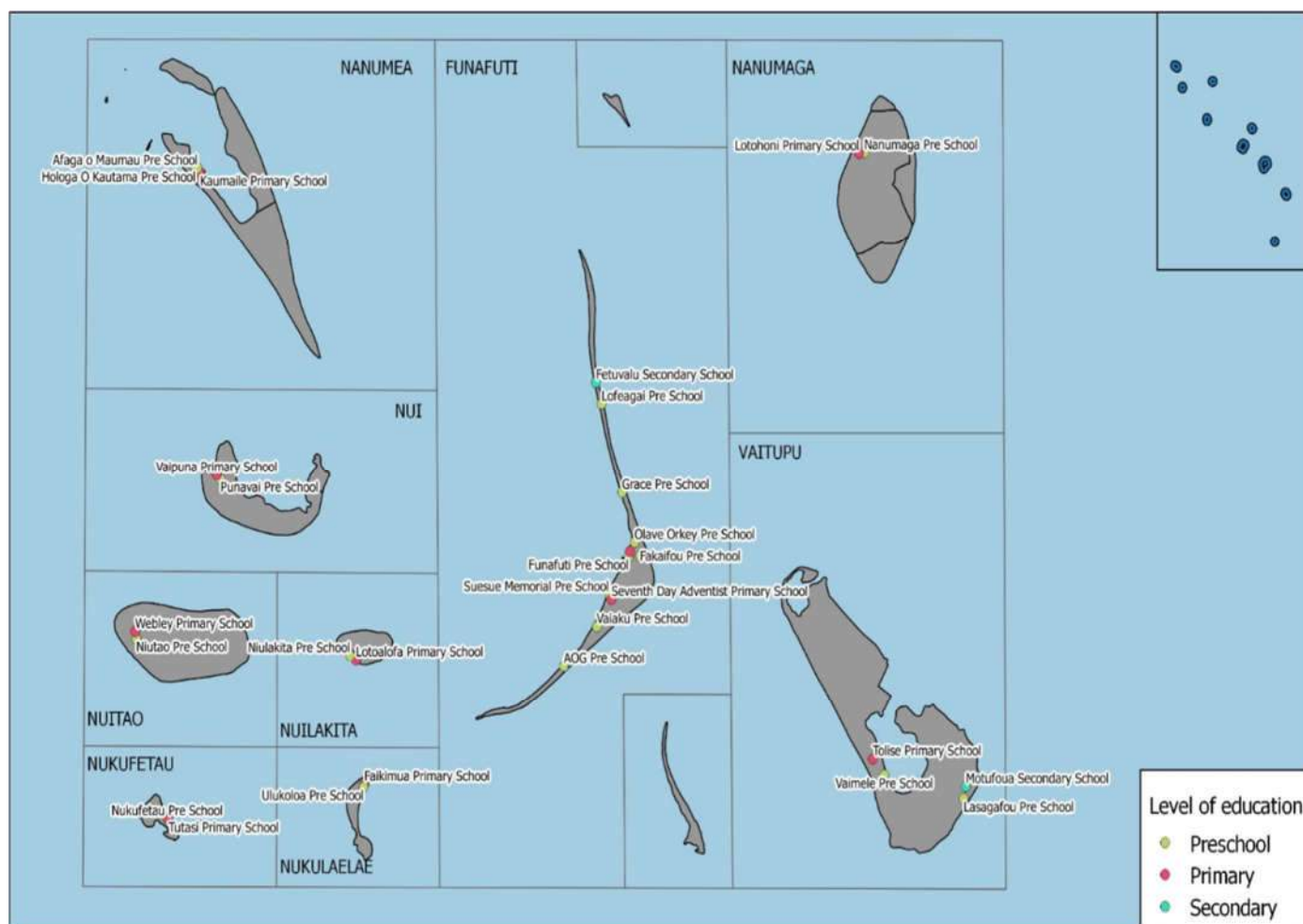
Source: TEMIS 2016. *TVSD and Inclusive students are excluded.

Annex 12: NYEE pass percentage, by island and year (in %), 2011-2016

% SCHOOL PASS RATE						
Island	2011	2012	2013	2014	2015	2016
Nukulaelae	73	94	67	80	83	88
Nanumea	52	47	73	67	100	100
Niulakita	0	100	100	75	100	NA
Nanumaga	58	78	88	69	93	67
Funafuti	67	68	52	55	75	65
Vaitupu	78	100	51	56	78	91
Nukufetau	27	68	80	81	100	79
Nui	21	51	60	58	75	91

Source: MEYS.

Annex 13: Tuvalu's school locations



Source: SDD, SPC



Pacific
Community
Communauté
du Pacifique