



TUVALU

# MDG ACCELERATION FRAMEWORK

*IMPROVING QUALITY OF EDUCATION*



**Tuvalu**  
**MDG ACCELERATION FRAMEWORK**  
**Improving Quality of Education**

April 2013

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APRIL 2013



# CONTENTS

- TABLES.....6**
- ABBREVIATIONS AND ACRONYMS.....8**
- FOREWORD.....10**
- EXECUTIVE SUMMARY.....12**
- CHAPTER 1- INTRODUCTION.....16**
- CHAPTER 2 - AN OVERVIEW OF THE EDUCATION SECTOR IN TUVALU.....26**
  - 2.1 Overall education context.....27
  - 2.2 Progress, issues and challenges in the education sector.....30
  - 2.3 Assessment of progress towards the MDG target prior to MAF,  
and the need for collective action.....33
- CHAPTER 3 - STRATEGIC INTERVENTIONS.....34**
  - 3.1 Strategic framework for improving quality of education.....35
  - 3.2 Strategic interventions implemented and completed.....35
  - 3.3 Strategic interventions implemented but not completed.....37
  - 3.4 New strategic interventions to be implemented.....39
- CHAPTER 4 - BOTTLENECK ANALYSIS.....42**
  - 4.1 Policy and planning.....43
  - 4.2 Budgeting and financing.....46
  - 4.3 Service delivery.....47
  - 4.4 Service utilization.....49
  - 4.5 Cross-cutting bottlenecks.....50
- CHAPTER 5 - ACCELERATING MDG PROGRESS: IDENTIFICATION OF SOLUTIONS.....52**
- CHAPTER 6 - MDG ACCELERATION PLAN: BUILDING A COMPACT.....58**
  - 6.1. MDG Acceleration Action Plan.....59
  - 6.2. Implementation and Monitoring Plan.....66

<b>CHAPTER 7 - ANNEXES</b> .....	<b>72</b>
7.1 Prioritization Criteria for Chosen Solutions.....	73
7.2 Country Preparation Process and Lessons Learned.....	80
7.3 References and Data Sources.....	82

## TABLES

<b>TABLE 1: MDG STATUS AND TRENDS IN TUVALU AND ACCELERATED PROGRESS NEEDED</b> .....	<b>22</b>
<b>TABLE 2: SUMMARY OF PRIORITIZED INTERVENTIONS</b> .....	<b>40</b>
<b>TABLE 3: SUMMARY OF BOTTLENECKS SPECIFIC TO PRIORITIZED INTERVENTIONS</b> .....	<b>51</b>
<b>TABLE 4: SUMMARY OF AGREED SOLUTIONS FOR ACCELERATING PROGRESS TOWARDS THE MDG TARGET 2A</b> .....	<b>54</b>
<b>TABLE 5: MDG COUNTRY ACTION PLAN</b> .....	<b>60</b>
<b>TABLE 6: IMPLEMENTATION AND MONITORING PLAN</b> .....	<b>68</b>
<b>TABLE 7: PRIORITIZATION CRITERIA FOR CHOSEN SOLUTIONS</b> .....	<b>73</b>
<b>TABLE 8: COUNTRY PREPARATION PROCESS AND LESSONS LEARNED</b> .....	<b>80</b>

# GRAPHS

**GRAPH 1:** OVERALL NYEE PASS RATES 2003-2012.....31  
**GRAPH 2:** NYEE PASS RATES BY SCHOOL 2003-2012.....32

# BOXES

**BOX 1:** GENERAL INTERVENTIONS FOR MDG 2.....38

# ABBREVIATIONS AND ACRONYMS

<b>ADB</b>	Asian Development Bank
<b>AfL</b>	Assessment for Learning
<b>ARTTLe</b>	Assessment Resource Tools for Teaching and Learning
<b>BEMTUP</b>	Basic Education Management and Teacher Upgrading Project
<b>CoL</b>	Commonwealth of Learning
<b>ComSec</b>	Commonwealth Secretariat
<b>COPE</b>	Council of Pacific Educators
<b>DCC</b>	Development Coordination Committee
<b>ECCE</b>	Early Childhood Care and Education
<b>EdDep</b>	Department of Education
<b>EFA</b>	Education for All
<b>EKT</b>	Ekalesia Kelisiano Tuvalu (Tuvalu Congregational Christian Church)
<b>GDP</b>	Gross Domestic Product
<b>GoT</b>	Government of Tuvalu
<b>HIES</b>	Household Income and Expenditure Survey
<b>IMF</b>	International Monetary Fund
<b>KTC</b>	Kiribati Teachers College
<b>MAF</b>	MDG Acceleration Framework
<b>MCT</b>	Ministry of Communications and Transport
<b>MDG</b>	Millennium Development Goals
<b>MHARD</b>	Ministry of Home Affairs and Rural Development
<b>MFEP</b>	Ministry of Finance and Economic Planning
<b>MOE</b>	Ministry of Education
<b>MOH</b>	Ministry of Health
<b>MTEF</b>	Medium Term Expenditure Framework
<b>NAPF</b>	National Assessment Policy Framework
<b>NCPF</b>	National Curriculum Policy Framework
<b>NYEE</b>	National Year Eight Examination
<b>ODA</b>	Official Development Assistance
<b>OPM</b>	Office of the Prime Minister
<b>PEDF</b>	Pacific Education Development Framework
<b>PIFS</b>	Pacific Islands Forum Secretariat
<b>PRIDE</b>	Pacific Regional Initiative for the Delivery of basic Education
<b>PTA</b>	Parent-Teacher Association
<b>SMITE</b>	Strategy for Monitoring and Improving Teacher Effectiveness
<b>SPBEA</b>	Secretariat of the Pacific Board for Educational Assessment
<b>TANGO</b>	Tuvalu Association of Non-Governmental Organizations
<b>TCTE</b>	Teacher Competency and Teaching Effectiveness



<b>TESP</b>	Tuvalu Education Strategic Plan
<b>TNCW</b>	Tuvalu National Council of Women
<b>TNPSO</b>	Tuvalu National Private Sector Organization
<b>ToSIP</b>	Tokai School Improvement Program
<b>TTA</b>	Tuvalu Teachers Association
<b>TTF</b>	Tuvalu Trust Fund
<b>TUSTA</b>	Tuvalu Standardized Test of Achievement
<b>UNDP</b>	United Nations Development Programme
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>UNFPA</b>	United Nations Population Fund
<b>UNICEF</b>	United Nations Children’s Fund
<b>UNV</b>	United Nations Volunteer
<b>USAID</b>	United States Agency for International Development
<b>USP</b>	University of the South Pacific

# FOREWORD

At the High-Level Plenary Meeting of the General Assembly of the United Nations on the Millennium Development Goals (MDGs), which took place in New York in September 2010, world heads of state and government reaffirmed the need to continue implementing policies and approaches that have produced decisive results in achieving the MDGs. These policies must be adapted to national contexts in order to accelerate MDG achievement.

The Government of Tuvalu expressed its firm commitment to achieve the MDGs by ensuring its national strategy for sustainable development. Te Kakeega II 2005-2015 has incorporated the MDG targets and there is a strong alignment of its national sector plans and policies with MDG targets. Despite the impact of the various global financial and economic crises on its economy, Tuvalu has made significant progress towards achievement of its MDG targets. During the review of MDG progress in 2010, Tuvalu has been assessed to be “on track” on four of its MDGs (primary education, child mortality, maternal health, and global partnerships), while three MDGs have the “potential” to be achieved (gender, HIV/AIDS, and environment) and one MDG on poverty is “unlikely” to be achieved. Tuvalu has made significant progress in MDG Target 2A, which aims to ensure that all children will be able to complete a full course of primary schooling, with very high primary school enrolment rates (estimated at 98.1 percent) and school completion rates (91.2

percent) (as reported in the Tuvalu MDG Progress Report 2010/2011). However, while there has been significant progress in education sector performance in Tuvalu over the past decade, the country still faces numerous challenges in achieving quality education. Results from test scores in the National Year Eight Examination (NYEE) reveal a low pass rate. This low pass rate indicates weakness in critical thinking, creativity, reading, writing and arithmetic skills, which are the basic foundation for critical learning in all ages in order to develop the human capital required to perform the functions and labour services.

With its own unique macroeconomic instability and the recent effects of the global economic crisis, Tuvalu cannot achieve the MDGs without a strong partnership with the international donor community, UN agencies and regional institutions and organizations. Therefore, with the aim to develop an MDG Acceleration Compact to improve quality education, the Government of Tuvalu, in collaboration with the UN system, decided to apply the MDG Acceleration Framework (MAF) as a policy instrument to guide and accelerate action towards improving quality education. The MDG Acceleration Framework is an innovative decision-making tool based on a participatory and systematic process of analysing existing strategies and policies designed to streamline and synergize partner interventions.

In formulating the MDG Acceleration Action Plan, Tuvalu has identified the impediments to progress on the Target 2A of MDG 2 and has corresponding acceleration solutions. For each of these solutions, a set of strategic interventions has been established and the partners that are best placed to execute them have been identified. The implementation of the solutions identified with the support of all the partners will undoubtedly prove an appropriate response to improving the quality of education in Tuvalu in the next few years.

The interventions outlined in this MDG Acceleration Framework can be achieved by 2015 if they are supported by appropriate policies, targeted technical assistance, adequate institutional capacity, and funding commensurate with the need and, above all, strong political commitment. The Government of Tuvalu, in collaboration with its development partners, remains fully committed to the achievement of the MDGs.



Hon. Willy Tevali, MP  
**Prime Minister and Acting Minister  
for Education and Sports**  
Government of Tuvalu



Hon. Kausea Natano, MP  
**Deputy Prime Minister and Acting Minister  
for Finance and Economic Development**  
Government of Tuvalu



Mr Knut Ostby  
**UN Resident Coordinator**

# EXECUTIVE SUMMARY

## **1. Background to the MDG Acceleration Framework**

The Millennium Development Goal (MDG 2) aims to ensure that all children will be able to complete a full course of primary schooling. Tuvalu has made significant progress in education and the target is highly likely to be achieved. However, while there has been significant progress in education sector performance in Tuvalu over the past decade, it still faces a number of challenges in achieving quality education. The indicator used for monitoring progress in quality education is the results from the National Year Eight Examination (NYEE) that reveal a low passing rate. It shows weakness in critical thinking, creativity, reading, writing and arithmetic skills, which are the basic foundation for critical learning in all ages in order to develop the human capital required to perform the functions and labour services. To ensure that the passing rate for students sitting the NYEE significantly improves will require a concerted effort at the national and local levels to accelerate the progress in order to achieve quality education in Tuvalu as the priority MDG for accelerated efforts for the next three years. Against this backdrop, the MDG Acceleration Framework (MAF) constitutes a systematic means by which to identify the bottlenecks slowing down the implementation of MDG-based strategies and policies, and devise rapid-impact, well-structured solutions in the form of an action plan designed to streamline and synergize government and development partner interventions in order to enable Tuvalu to realize its priority MDGs.

## **2. Interventions capable of accelerating MDG 2 target**

In response to the major factors affecting the quality of education in Tuvalu and particularly with regard to improving the indicator measures of the test scores for students sitting the National Year Eight Exam, current and future strategic policies and interventions must focus on the following:

1. Development and implementation of professional standards for teachers, head teachers and principals
2. Development and implementation of outcome-based curriculum for Years 1-7 for basic science and social science
3. Implementation of TUSTA assessment for Years 4 and 6 to monitor literacy and numeracy proficiency
4. Implementation of the revised Department of Education structure through establishment and recruitment of new staff positions and realignment of functions

## **3. Analysis of bottlenecks**

Work on the MAF in Tuvalu has resulted in the identification of bottlenecks according to priority areas of intervention. Prioritization of these bottlenecks is based mainly on the scope of their impact and the likelihood of removing

them through concrete solutions. The MAF has identified 11 bottlenecks within the four areas of priority interventions noted above:

- Improvement of teacher professional standards. (1) Poor teacher attitude and lack of commitment; (2) ineffective teacher performance management and oversight; (3) frequent changes to teacher posting and classification.
- Implementation of outcome-based curriculum. (4) Internal assessment component of syllabus not incorporated into Years 7 and 8 assessment; (5) outcome-based curriculum is limited to English and maths for Years 1-8 and basic science and social science for Year 8; (6) gender awareness not formalized in classroom learning activities; (7) insufficient contact hours between teacher and student for Years 7 and 8.
- Improvement of literacy and numeracy proficiency (TUSTA). (8) Monitoring and assessment of student performance not effective, and is limited to Years 4 and 6 only.
- Improvement of institutional capacity of Ministry of Education. (9) Shortage of skilled staff to carry out roles of Department of Education effectively; (10) absence of effective partnerships with communities, parents, Kaupule,<sup>1</sup> NGOs and churches; (11) insufficient funding allocated from national budget to maintain key education priority programmes.

#### 4. Identified solutions

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

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

1. Kaupule is the local government body managing the island's business affairs.

- **Implementation of outcome-based curriculum:** (11) Incorporate internal assessment (IA) into Years 7 and 8 assessment; (12) develop and implement outcome-based curriculum for Years 1-7 for basic science and social science subjects; (13) conduct training for teachers on outcome-based curriculum approaches and provide ongoing capacity support; (14) revive the national curriculum and assessment committee to coordinate and monitor this curriculum reform initiative; (15) incorporate gender in school's curricular and extra-curricular activities; (16) sensitize teachers to advocate for gender issues in schools; (17) invite guest speakers on gender issues to promote awareness in schools; (18) increase daily teacher-student contact hours for Years 7 and 8 from six to eight hours; (19) promote voluntary school feeding programmes among parents, particularly for Years 7 and 8.
- **Improvement of literacy and numeracy proficiency (TUSTA):** (20) Provide extra support and tuition during or after hours for Year 8 students who are performing poorly or borderline cases; (21) develop and implement literacy and numeracy assessment for Year 2; (22) provide ongoing capacity support and training to teachers to enable them deliver TUSTA objectives; (23) implement recommendations of previous TUSTA reports; (24) develop and implement literacy and numeracy assessment for Year 8; (25) provide extra support and tuition during or after hours for Year 8 students who are performing poorly or borderline cases.
- **Improvement of institutional capacity of Ministry of Education:** (26) Realign and clarify existing staff positions and roles so as to maximize use of existing staff resources; (27) update, formalize and implement the revised EdDep (Department of Education) organizational structure, focusing particularly on recruitment of new and additional staff positions; (28) strengthen EdDep monitoring and evaluation functions aimed at ensuring effective implementation of various priority education initiatives; (29) establish MOUs with each Kaupule identifying clear roles of Kaupule with regard to school-based management, monitoring teacher attendance, classroom maintenance, teacher housing, etc.; (30) mobilize required resources (technical and financial) to implement the agreed MOUs, including establishing partnerships with regional and international organizations; (31) establish MOUs with other relevant stakeholders (i.e., other government ministries, parents, PTA, TANGO, TNCW, TuFHA, churches, businesses) on ways in which those groups could help deliver or facilitate educational services (e.g., parenting classes, roles of parents in supervising homework, student reading programme, voluntary school feeding programme, special programmes for Year 8; (32) identify key education programme activities (e.g., under MAF) that could be funded using increased budgetary resources for education; (33) implement MTEF recommendation to prioritize allocation of budget resources (both domestic and external) towards basic education; (34) ensure recurrent costs of donor-funded programmes are integrated into the national budget so as to ensure impact of project initiatives are sustained after project completion; (35) make the use of Government grants to Kaupule earmarked for education more transparent.

## **5. Implementation of the MAF Action Plan**

The MAF Action Plan, which is aligned with the Tuvalu Education Strategic Plan II 2011-2015, is one of the main outcomes of the process for the acceleration of MDG 2. It specifies in detail the necessary interventions, the costs associated with each action and the various actors and partners involved in implementation. It covers the period 2013 – 2015. Most of the interventions extend over a period of three years. The total cost of the three-year plan is estimated at US\$1.8 million.

Financing for the interventions approved under the MAF will be sourced from many diverse but complementary partners, including the Government of Tuvalu and development partners. Mobilization of resources from these different sources will have to be a concerted effort.

The successful implementation of the MAF Action Plan is dependent on a certain number of principles: (i) a high level of ownership by Government and its partners; (ii) commitment on the part of partners identified by the exercise in mobilizing the necessary financing; (iii) a monitoring-evaluation system for the process; and (iv) acceptance of the MAF document by all stakeholders in education, including communities, parents, Kaupule, churches, NGOs, the private sector and as well as the development partners and international and regional educational institutions.



# INTRODUCTION

Photo: Christopher Fanoanoaga



## 1.1 PROGRESS AND CHALLENGES IN ACHIEVING TARGET MDG 2A IN TUVALU

The Millennium Development Goal (MDG 2) aims to ensure that all children will be able to complete a full course of primary schooling. Tuvalu has made significant progress in education and the target is highly likely to be achieved. Primary school enrolment rates are nearly universal, estimated at 98.1 percent, along with high primary school completion rates at 91.2 percent, and high literacy rates at 94.9 percent.

However, while there has been significant progress in education-sector performance in Tuvalu over the past decade, the sector still faces a number of challenges in achieving quality education. The indicator used for monitoring progress in quality education is the results from the National Year Eight Examination (NYEE). The national average passing rate between 2003 and 2011 was 40 percent. In 2011 the NYEE pass rate improved to 53.7 percent, surpassing the 50 percent mark for the first time in nine years. This low pass rate indicates weakness in critical thinking, creativity, reading, writing and arithmetic skills, which are the basic foundation for critical learning in all ages. To ensure that the pass rate for students sitting the NYEE significantly improves will require a concerted effort at the national and local levels to accelerate the progress in order to achieve quality education in Tuvalu as the priority MDG for accelerated efforts for the next three years.

Thus, the need for an MDG Acceleration Framework (MAF) Compact or Action Plan that lays out solutions to bottlenecks to progress on quality education, while committing all relevant partners to their implementation. The objective of the Tuvalu MAF Action Plan is to

identify high-impact solutions that will need to be implemented in order to accelerate progress towards improving the quality of education in Tuvalu by 2015. The education goal is achievable if supported by the right set of policies, targeted technical assistance, institutional capacity, adequate funding, and strong political commitment and community engagement. The Government of Tuvalu, in collaboration with its development partners, remains fully committed to the achievement of the MDGs.

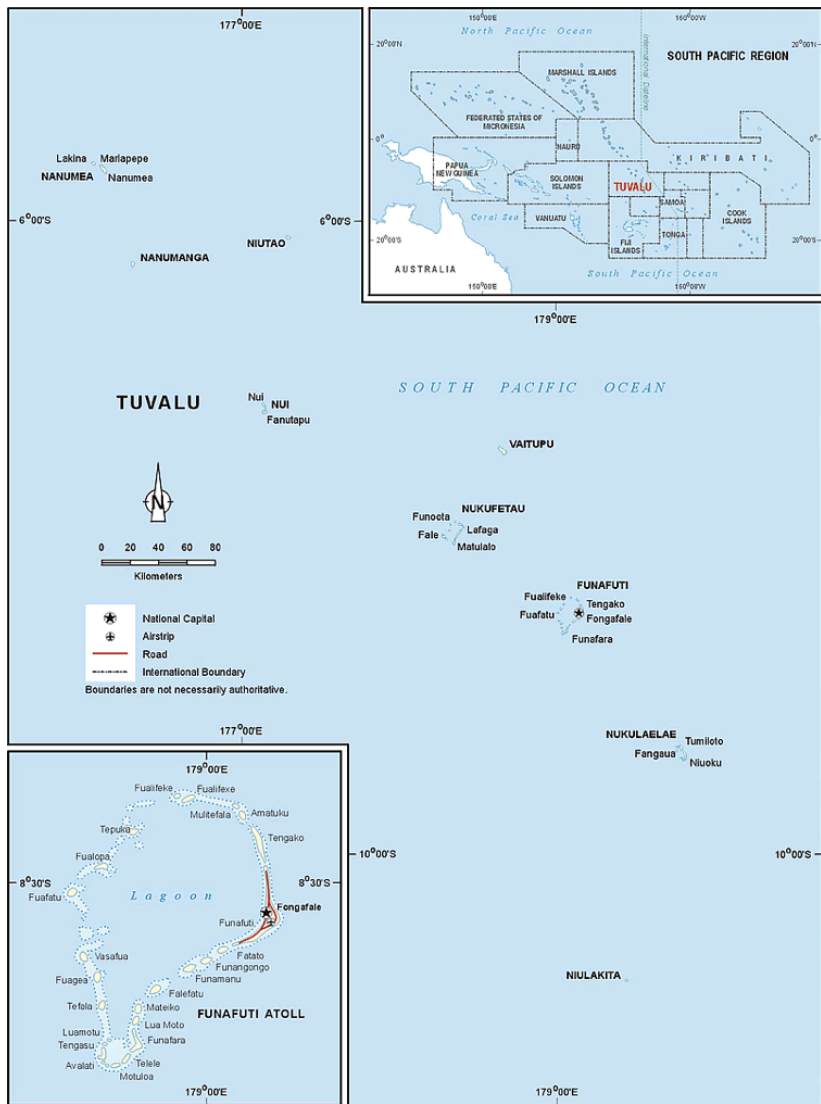
The Tuvalu MDG Acceleration Compact capitalizes on the existing commitments and captures the evidence available to put forward concrete and realistic proposals to scale up the achievement of quality education in the next three years.

## 1.2 PAST AND EMERGING CHALLENGES

Tuvalu has a population of approximately 11,992 people and a land area of 26 square kilometres spread over nine atolls in the central Pacific and is one of the smallest of the Pacific island states. Its dispersed population, isolation from its neighbours and small natural resource base limit prospects for economic growth and development. Slow population growth and declining dependency ratios provide opportunities for improvements in the quality of services rather than just quantitative expansion. However, the creation of cash income opportunities has been low, the capacity of the public service is limited, health services are struggling to meet the demands of changing lifestyles, and rapid urbanization is beginning to stress the physical and social fabric of the capital, Funafuti. Vulnerability to external economic and environmental events is high; Tuvalu is among those countries expected to suffer the greatest impact of climate change. These external factors

may relate to the global financial markets (returns on the Tuvalu Trust Fund), global trade and economic growth (demand for seafarers and seasonal workers, commodity prices and inflation), climate (impact of El Niño on fishing license fees), global employment (remittances from families), the state of development partners' economies potentially influencing the flows of ODA, and in the impact of the Australian dollar

exchange rate particularly against the US dollar. All these factors have an impact on both Tuvalu's fiscal status and on household and family incomes and the levels of hardship and poverty being experienced. To some extent offsetting these problems, Tuvalu has the advantages of a strong and resilient culture, a reasonably egalitarian society, strong democratic principles, and a record of prudent fiscal management.



04-tuv-tasa RM

Around the turn of the century Tuvalu experienced a period of rapid, albeit volatile, growth when many of the external factors influencing the economy were moving in a positive direction. Between 1996 and 2002, the real annual rate of growth in GDP averaged 5.6 percent per annum; however, this figure hid wide year-to-year variations: from highs of 19.4 percent and 13.7 percent in 1998 and 2000, respectively, to lows of -6.4 percent and -0.5 percent in 1996 and 1999.<sup>2</sup>

Since 2002 performance has slowed substantially. Annual growth between 2001 and 2008 averaged only 1.6 percent, again with wide year-to-year variations. A high of 6.7 percent growth in 2002 was followed by three years of negative growth between 2003 and 2005. This was succeeded by two years of positive performance averaging 5.7 percent in 2006 and 2007, followed by a sharply lower and less than average rate of 1.3% in 2008.<sup>3</sup> In 2009 and 2010 the real annual rate of growth dropped to -1.7 percent and -2.9 percent, respectively, and while it recorded 1.1 percent growth in 2011. The latest IMF forecasts have projected real GDP to grow to 1.2 percent in 2012 and 1.3 percent in 2013.<sup>4</sup>

With overall GDP growth averaging only about 1.6 percent over the period, per capita GDP has increased by only about 1 percent per annum. Between 2001 and 2008 real GDP per capita rose from an estimated A\$3,127 per annum to A\$3,319, an overall increase of only 6.1 percent over seven years.<sup>5</sup>

The global financial crisis has led to two linked problems in Tuvalu. First, high spending has drained the government's assets just as the Tuvalu Trust Fund (TTF) was hit by poor returns. Second, falling seafarer employment hurt

household incomes. Both have been aggravated by the strong Australian dollar, which reduced U.S. dollar-denominated earnings for seafarers and the government.

A slow recovery is underway in Tuvalu, but there are important risks. GDP grew in 2011 for the first time since the global financial crisis, led by the private retail sector and education spending. The IMF has projected that growth is expected to rise slowly from 1.1 percent in 2011 to 1.2 percent in 2012 as the services sector continues to grow. Falling prices for imported goods such as clothing pulled inflation down to 0.5 percent in 2011, but the prices of domestically produced goods and services are also broadly stable.<sup>6</sup>

However, falling numbers of Tuvaluan seafarers, and the corresponding drop in their remittances, are hurting household incomes. The possibility that seafarer income both does not recover and is not replaced by opportunities such as seasonal employment schemes poses a huge risk to long-term sustainable growth.

Even beyond employment, Tuvalu remains exposed to the difficult global environment. Strong performance of the Tuvalu Trust Fund (TTF) has brought closer the point where it will begin to recapitalize the Consolidated Investment Fund (CIF). But a reversal could hurt the TTF, depriving the government of necessary support. Proceeds from licensing and joint ventures have improved the government's revenue prospects, but further strengthening of the Australian dollar could negate these gains. On the other hand, a rapid weakening of the dollar could cause prices of imported goods to rise quickly. In the current fragile environment, this would present serious difficulties for Tuvaluan households.

2. *Tuvalu Trust Fund Advisory Committee Annual Report for 2009*

3. *Ibid*

4. *IMF Article IV Consultations Mission Report 2012*

5. *Tuvalu Trust Fund Advisory Committee Annual Report for 2009*

6. *IMF Article IV Consultations Mission Report 2012*

### 1.3 PROGRESS AND CHALLENGES IN ACHIEVING THE PRIORITY MDGS FOR TUVALU

In spite of the impact of the various global financial and economic crises on its economy, Tuvalu has made significant progress towards achievement of its MDG targets. In its 2010 MDG progress report, Tuvalu has been assessed to be “on track” on four of its MDGs (primary education, child mortality, maternal health, and global partnerships), with three MDGs having the “potential” to achieve the targets (gender, HIV/AIDS, and environment) and one MDG on poverty being “unlikely” to be achieved (refer to Table 1).

The impact of the surges in global prices of food and fuel in 2008 and the global economic crisis in 2009 have negated the achievements made in promoting economic growth in previous years; this, in turn, has eroded household disposable income levels and reduced employment opportunities for the majority of the population. This has meant that the MDG 1 target of halving the proportion of people whose income is less than one dollar a day is unlikely to be achieved. It should however be pointed out that, at face value, Tuvalu has already met and exceeded the \$1 per capita per day threshold level. However, Tuvalu has localized the definition of poverty to better reflect the ‘hardship’ and ‘poverty of opportunities’ prevailing in the country. This has resulted in the establishment of a national poverty line that is defined as the absolute amount of income needed to meet daily basic needs. This national poverty line is used to measure the incidence of poverty in Tuvalu and,

based on current trends and developments, it is unlikely to be met by 2015. It is estimated that 26.3 percent of the population (as of 2010) was living below the national poverty line.<sup>7</sup>

A poverty analysis of the household income and expenditure survey (HIES) data undertaken by the Tuvalu Trust Fund Advisory Committee<sup>8</sup> provides pertinent information about the poverty situation in Tuvalu. As a consequence of the rate of price inflation, poor households on Funafuti experienced virtually no increase in their levels of real expenditure between 2004/05 and 2010. On the outer islands, the households have seen declines in their levels of real expenditure of around 15 percent in the past five years. This has translated into a sharp increase in the estimated incidence of poverty and hardship on the outer islands.

The incidence of poverty has changed very little on Funafuti. On the outer islands, on the other hand, the data suggests that there has been a significant increase in the incidence of basic needs poverty of around five percentage points. The level of basic needs poverty incidence on the outer islands in 2010 is estimated to have risen to 24.8 percent (from 17.5 percent in 2004/05).<sup>9</sup>

Further analysis of those falling below the basic needs poverty line indicates that, on Funafuti, 28.6 percent of children under 15 years live in households that fall below the basic needs poverty line. In the outer islands, the proportion of children living in households with expenditure below the basic needs poverty line is estimated at 24.0 percent.<sup>10</sup>

7. *ABD Country Fact Sheet for Tuvalu (as of 31 December 2011)*

8. *Tuvalu Trust Fund Advisory Committee Annual Report for 2010*

9. *Ibid.*

10. *Ibid.*

It can be seen from the poverty analysis above that there has been a sharp increase in the incidence of poverty and hardship in the outer islands as compared to Funafuti, and declines in outer island households levels of real expenditure. Nauti and SDA schools, located on Funafuti, have consistently been the better-performing schools. Many of the outer island schools, on the other hand, have been performing poorly. This indicates that there can be a close link between the performance of schools and poverty levels.

Tuvalu is on track to achieve the MDG 2 target of ensuring universal primary school education. Primary school enrolment rates are nearly universal, estimated at 98.1 percent, along with very high primary school completion rates at 91.2 percent, and high literacy rates at 94.9 percent. These achievements are a reflection of the significant progress made in the education sector over the last decade. However, despite these significant achievements in providing universal access to primary education, challenges in achieving quality education remain. The performance of students in the National Year Eight Exam, which has been quite low, is one such indication of the quality of education and which is the subject of this MAF initiative to accelerate efforts to improve the overall quality of education in Tuvalu.

The MDG 3 target for the promotion of gender equality and empowerment of women is likely to be achieved, as significant progress has been made in education and employment, and there is the opportunity to encourage women's participation in politics and island community decision-making bodies (Falekaupule).

Tuvalu has scored considerable achievements in the health sector over the past decade and has therefore already achieved or nearly achieved the targets for reducing child mortality (MDG 4) and improving maternal health (MDG 5).

In light of the various initiatives currently underway to address HIV/AIDS and TB, Tuvalu has the potential to achieve MDG 6 targets for combating HIV/AIDS, TB and other communicable diseases. However, non-communicable diseases (NCDs) such as diabetes remain a challenge in Tuvalu and accelerated efforts need to be made to address NCDs if this target is to be achieved.

In terms of ensuring environmental sustainability (MDG 7), while there has been mixed progress, Tuvalu has the potential to achieve this target. Tuvalu is making good progress in the sustainable use of marine and land resources. However, the enforcement of legislation remains a challenge. Given Tuvalu's high vulnerability to climate change and sea level rise, this would have an impact on achievement of this and all other MDG goals.

Lastly, Tuvalu is well positioned to achieve the MDG 8 target of fostering effective global partnerships.

**TABLE 1. MDG STATUS AND TRENDS IN TUVALU AND ACCELERATED PROGRESS NEEDED**

MDG	Indicator	Baseline	Current status	2015 Target
1: Eradicate extreme poverty and hunger	1.1 Population below basic needs poverty line*	23.2 (1994)	19.7	11.6
	1.2 Poverty gap index	7.6 (1994)	6.2	3.8
	1.3 Share of poorest quintile in national consumption	7 (1994)	8.1	3
2: Achieve universal primary education**	2.1 Net enrolment ratio in primary education	99.5 (1991)	98.1 (2007)	100
	2.2 Proportion of pupils starting grade 1 who reach last grade of primary education	81.3 (1991)	91.2 (2004)	100
	2.3. Literacy rate in the age group of 15-24 years	98.7 (1991)	98.6 (2005)	100
3: Promote gender equality and empower women**	3.1. Ratio of girls to boys enrolled in - primary - secondary - tertiary	(1991) 1.05 1.05 0.42	(2009) 0.96 1.12 1.36	1.00 1.00 1.00
	3.2 Share of women in wage employment	36.4 (1991)	36 (2007)	50
	3.3 Proportion of seats held in parliament	6% (1990)	0%	30%
4: Reduce child mortality***	4.1. Under-five mortality rate	68.7 (1991)	24.6 (2009)	22.9
	4.2 Infant mortality rate	57.3 (1992)	14.8 (2009)	19.1
	4.3. Proportion of one-year-old children immunized against measles	94 (1995)	90 (2008)	90
5: Improve maternal health**	5.1 Maternal mortality ratio	1 death in 242 deaths (1990)	0 (2009)	0
	5.3 Contraceptive prevalence rate	na (1991)	31 (2007)	No target
	5.4 Adolescent birth rate	38.6 (1991)	44 (2005)	Lowest possible
	5.5 Antenatal care coverage	na (1991)	97 (2007)	100
	5.6 Unmet need for family planning	na (1991)	24.2 (2007)	Lowest possible
6: Combat HIV/AIDS, malaria and other diseases**	6.2 Condom use at last high-risk	na (1990)	48.9 – M/ 0 – F (2007)	100
	5.4 Proportion of population aged 15-24 years with comprehensive knowledge of HIV/AIDS	na (1990)	60.7 – M/ 39.4 – F (2007)	100
	6.10 Tuberculosis prevalence rate	102 (1991)	162 (2009)	100

MDG	Indicator	Baseline	Current status	2015 Target
7: Ensure environmental sustainability	7.1 Proportion of land areas covered by forest	43 (2000)	33 (2005)	No target
	7.3 Consumption of ozone-depleting substances	0.2 (2000)	0.006 (2007)	No target
	7.8 Proportion of population using an improved drinking water source**	90.5 (1991)	97.6 (2007)	100
	7.10 Proportion of urban population living in slums**	23.6 (1991)	6.5 (2007)	0

Source: MDG Progress Report 2010, unless otherwise specified.

\* Household Income and Expenditure Survey 2010

\*\* Population census 2002; Demographic and Health Survey 2007, HIES 2004

\*\*\*Ministry of Health 2009

## 1.4 THE MAF INITIATIVE AND THE MDG ACCELERATION COMPACT FOR TUVALU

At the United Nations Millennium Summit in September 2000, the world's heads of state and government adopted the MDGs, the eight development objectives that countries agreed to achieve by 2015, which identified key actions and concrete targets for reducing human poverty in all its dimensions all over the world. In September 2010, the world undertook an extensive review of progress toward the MDGs. While accomplishments abound, there is a risk that several countries will miss one or more of these goals by the 2015 deadline unless they take immediate action. Tuvalu is a signatory to the Millennium Declaration and, while significant progress has been made toward achievement of these goals, strategic interventions are required to fulfil the established targets.

The MDG Acceleration Framework (MAF) has been developed to support countries in intensifying and focusing their efforts in achieving the off-track MDGs. It provides a systematic approach for national stakeholders to identify and analyse bottlenecks that are impeding MDG achievement in their countries, followed by identification of coordinated, focused actions to help accelerate progress. In particular, the MAF Action Plan will focus on priority solutions to accelerate progress toward improving the quality of education in Tuvalu.

## 1.5 METHODOLOGY FOR DEVELOPING THE MAF ACTION PLAN

The MAF was applied to the national Tuvalu context through the following steps, which led to the development of the Action Plan:

**Step 1:** Collection, review and analysis of existing data and current literature on education in the country. The literature review also included a review of legislative and regulatory frameworks.

**Step 2:** A mapping and assessment of the current and specific interventions of the government, UN agencies, development partners and CSOs in the effort of improving quality education, monitoring it through the pass rates for students sitting the National Year Eight Exam (NYEE).

**Step 3:** Focus group discussions were conducted with the Department of Education (DOE) and MDG Taskforce to obtain insight on education programme activities relating to the NYEE.

**Step 4:** A national-level consultation was held with key stakeholders to evaluate needed interventions, stubborn bottlenecks and possible solutions. Information gathered at the consultations informed the development of the MAF Action Plan.

**Step 5:** A regional-level consultation was held with key development partners to further raise understanding of the MAF methodology and validate the priority interventions, bottlenecks and solutions identified at the national-level consultations.

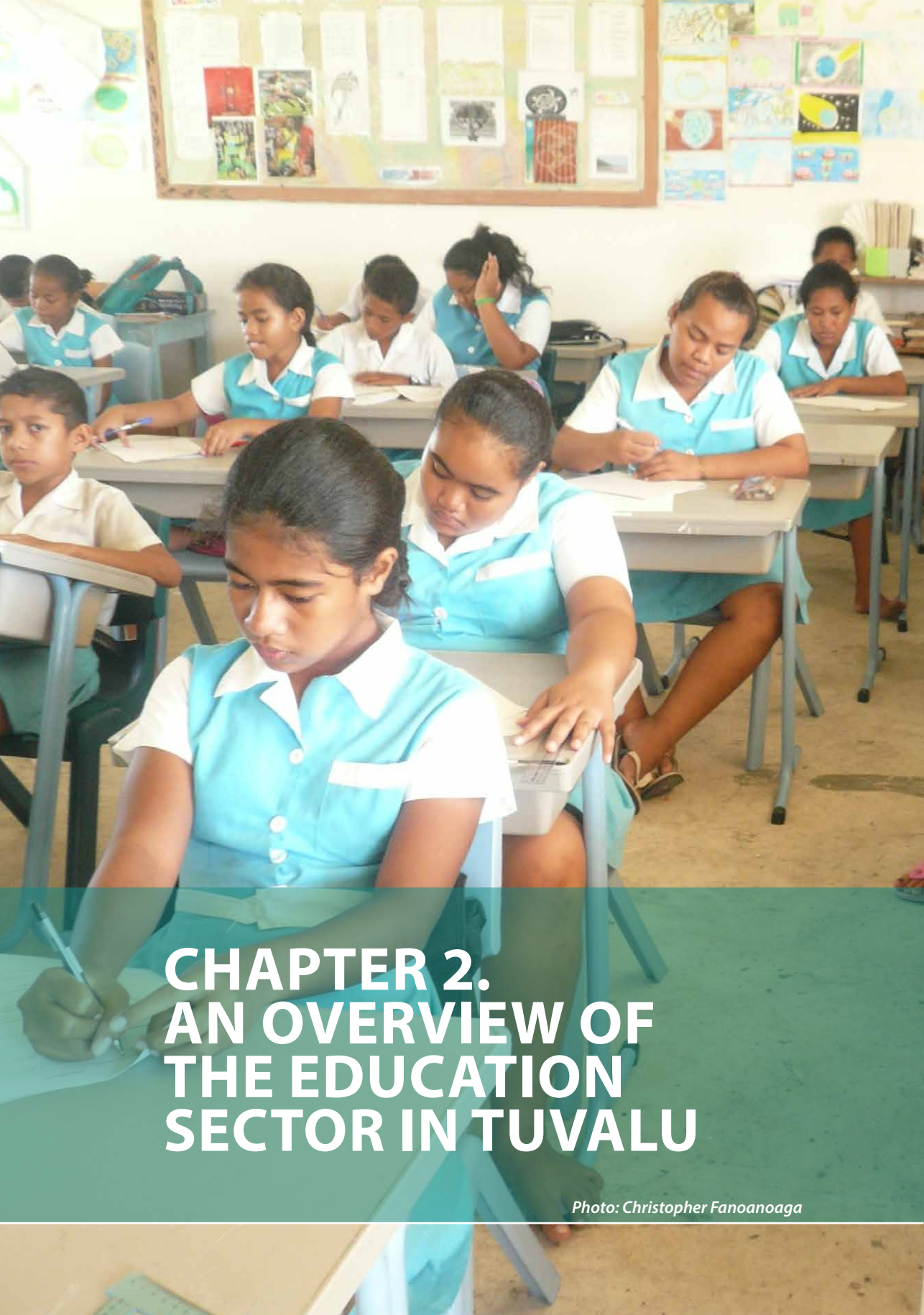
**Step 6:** A second national-level consultation was held with key relevant stakeholders to validate the contents of the MAF Action Plan and agree on its implementation and monitoring plan.

**Step 7:** A draft MAF Action Plan to achieve education goal, guided by national stakeholders and formalized by the Government of Tuvalu, was developed.

**Step 8:** The draft MAF Action Plan was presented to the MDG Taskforce in November 2012, comments were included and the final draft CAP was completed in December 2012. The draft of the MAF report on MDG 2 for Tuvalu was presented to the Permanent Secretaries for the Ministries of Finance and Education in December 2012.







# CHAPTER 2. AN OVERVIEW OF THE EDUCATION SECTOR IN TUVALU

*Photo: Christopher Fanoanoaga*

## 2.1 OVERALL EDUCATION CONTEXT

The census provisional figures<sup>11</sup> estimate a population of 10,837 residing in the archipelago that consists of six atolls and three coral islands. 6,194 (57.2 percent) people were residing on the main island of Funafuti, while 4,643 (42.8 percent) resided on the outer islands. Tuvalu has a significantly young population, with 33 percent of the total under 15 years old. The youth population (15-24 years old) comprises 19 percent of the total population. The annual population growth rate is 1.3 percent. The problem of youth unemployment is steadily growing, with the 2002 census showing 10 percent of youth available for work were unemployed. Anecdotal reports suggest that this figure in reality may be much higher. The Participatory Assessment of Hardship in 2003 identified youth as the most disadvantaged group in Tuvaluan society.

The government provides free primary education for all. By law, it is compulsory for everyone between the ages of six and 15 to attend school. All tuition, books and stationery along with infrastructure development and provision of teachers are being funded by the government and with the support of the development partners. These features and Tuvalu's small geographic composition make primary education easy to access for all.

Primary education consists of eight years of schooling (Classes 1 to 6, and Forms 1 and 2). There are nine government primary schools, one on each island, and a Seventh Day Adventist primary school in Funafuti. In 2010, there were 1,918 pupils enrolled in schools who were taught by 109 teachers (98 certified and 11 uncertified). Whilst primary education is officially free, schools ask parents to pay a 'school contribution' that

ranges between \$2 and \$5 per term. In addition, parents must provide children with school uniforms. A technical and vocational education and training (TVET) stream has for the past two years been added to the primary school curriculum that offers an alternative programme to students who may not excel academically.

The teacher-pupil ratio for primary school is around 1:18 for all schools with the exception of Nauti school. Nauti, the largest school located on the capital island Funafuti with a roll of more than 900 and comprising 45 percent of the total primary school enrolment, has a student-teacher ratio of 1:27. The pupil-teacher ratio for Tuvalu is considered low compared to the Pacific region, which has a ratio of 1:29.

Secondary education consists of four years of schooling, Forms 3 through 6. The government-run Motufoua Secondary School is a boarding school on Vaitupu, with fees of \$50 per term. A private secondary school, Fetuvalu Secondary School (which receives a government grant, yet operates an alternative curriculum and examinations), operates in Funafuti and charges an equal amount. These fees are waived in cases of financial need as prescribed by policy, and one Kaupule (Niutao) has also been providing loans to parents for student fees to ensure that their children attend school.

Education continues to be compulsory until the end of the year the child turns 15, generally two years after primary school. Consequently, children who fail the national examination at Year 8 are required to repeat Form 2 and re-sit the examination until they pass or are no longer required to attend school at the age of 15. With the commencement of the TVET stream incorporated into senior primary school education, there is now an alternative course offering for the drop-outs after Year 8.

11. 2012 Population & Housing Census Preliminary Analytical Report

Apart from the recently established TVET stream in primary school, the Tuvalu Maritime Training Institute (TMTI) is the only other TVET institution, enrolling 60 young men each year for the one-year course providing the opportunity for future employment on the high seas. 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 that are delivered mainly through distance flexible learning and supplemented with face-to-face tutorials. Along with its usual business, it houses the classroom-taught Augmented Foundation Programme (Form 7 equivalent), the platform for university entrance and scholarship. In 2012 a new Form 7 programme, established by the government and managed by the MOE, has commenced on a trial basis, thereby replacing the Augmented Foundation Programme.

With no pre-service training institution of its own, Tuvalu has historically trained its teachers in colleges in neighbouring countries – Samoa, Fiji, Tonga, Solomon Islands and Kiribati. Currently, primary school trainees, about five per year, attend Lautoka Teachers College in Fiji. All secondary and most primary teachers working in schools are qualified. In primary schools, while a small but increasing number hold degrees, most have diploma or certificate qualifications. Some schools also have a few “approved teachers”, i.e., teachers who are appointed by MOE or by local Kaupule but who are unqualified. Many of these have completed Form 7 but were unable to receive scholarships. The MOE has developed a primary teaching certification programme consisting of practical teaching modules delivered during the school term breaks, which provides some form of teaching qualification for many of these school leavers.

There are some teacher retirees who are often kept in the system for years due to the shortage of newly trained young teachers coming through the system. In-service training to support serving teachers in primary and secondary schools presents considerable challenges to EdDep. The high cost of travel and unreliability of communications militates against providing consistent programmes of support either at the school or national workshop level. The Department of Education’s main professional support programme comprised of three school supervisors consists of three two-week outer island visits per year – one to each of the three island groups.

While the recently completed major primary (Years 1-8) curriculum reform – under the Tuvalu/Australia Education Support Project (TAESP) – is considered highly successful, Tuvalu is experiencing growing concerns over the high failure rate (averaging 40 percent in recent years) at the end of the primary cycle Year 8 secondary entrance exam. Many are ‘pushed out’ of school education at this point. Some return to repeat Year 8 and re-take the examination, swelling numbers and often detrimentally affecting the teaching and learning in the classroom. Many of these go on to drop out. Those who stay on often fail again at the examination cycle.

These drop-outs and push-out students have reduced employment opportunities and contribute to the fast-growing youth population who are not gainfully employed. In Funafuti in particular, this problem is starkly obvious, with increasing delinquency and other social problems among under-educated and unemployable young men and women. This is a major concern and the Government of Tuvalu’s ability to meet its national development goals, including the education-related Millennium Development Goals, is under threat.

Some – often the less academically gifted – who graduate from the primary school to Motufoua Secondary School drop out during the first two years, unable to cope with the relatively narrow, academic junior secondary school curriculum. Those students leaving secondary education – either at Form 4 (Year 10) or at Form 6 (Year 12) but unable to proceed to the Foundation Programme or Form 7 offered at the USP Centre in Funafuti and a possible scholarship – have very limited choices. For young men, the Tuvalu Maritime Training Institute (TMTI) is an avenue for the few. For young women, the opportunities are virtually nil.

Those drop-outs and push-outs from formal schooling from poorer families are particularly vulnerable as their choices are very limited. These families cannot afford to pay the fees and external examination costs involved in attending the Fetuvalu High School in Funafuti – a private, but Government-subsidized school. Nor can they afford an off-shore secondary education alternative.

The education sector absorbs the largest share of the national budget at 26 percent (\$6,454,922 in 2011). The percentage of education expenditure spent on salaries has increased for primary and secondary schools. In 2008, this accounted for 94 percent of primary expenditure and 66 percent of secondary from a base of 86 percent and 33 percent, respectively, in 1996. This leaves little for operations, maintenance of schools and equipment, procurement of furniture, curriculum development, libraries and provision of specialized training for teachers. In 2012, the MOE received 13 percent (\$800,000) less than in 2011, constraining operational costs even further. However, in 2013 the MOE is expected to receive the largest budget increase of any sectors, which demonstrates the government's commitment to improving the educational sector's performance and standards.

The limited funds for operational costs mean that schools rely on community fundraising to assist in buying equipment such as photocopiers and other purchases, some of which involve substantial amounts for families. The Tuvalu Millennium Development Goals 2010 Report notes that continuous community contributions at the primary school level put considerable pressure on the already depleted household disposable incomes, especially when there is more than one child of primary school age in the household.

A high proportion of education expenditure is spent on secondary and tertiary education as opposed to early childhood and primary (by government and donors). Early childhood per-student expenditure ranges from \$141 to \$268. At the primary level, per-pupil expenditures range from \$573 per student to \$1,136, almost exactly double the amount of the lowest primary school. Secondary school per-pupil expenditures range from \$1,488 to \$2,977.

## 2.2 PROGRESS, ISSUES AND CHALLENGES IN THE EDUCATION SECTOR

Primary school enrolment rates are nearly universal, estimated at 98.1 percent, along with very high primary school completion rates at 91.2 percent and high literacy rates at 94.9 percent. This puts Tuvalu well on track to meeting its MDG target 2A of ensuring that all children will be able to complete a full course of primary schooling by 2015.

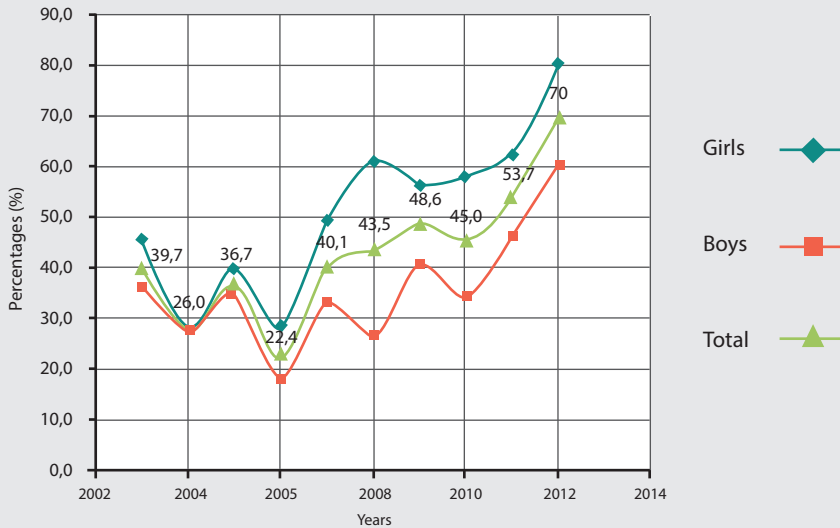
However, while there has been significant progress in education-sector performance in Tuvalu over the past decade, it still faces a number of challenges in achieving quality education. The indicator used for monitoring progress in quality education is the results from the National Year Eight Examination (NYEE). The national average passing rate between 2003 and 2011 was 40 percent. In 2011 the NYEE pass rate improved to 53.7 percent, surpassing the 50 percent mark for the first time in nine years. This low pass rate indicates weakness in critical thinking, creativity, reading, writing and arithmetic skills, which are the basic foundation for critical learning in all ages.

The NYEE is taken by primary school students at year eight or Form 2. The main objective for the NYEE is to select those students that would be eligible to enter Form 3 at Motufoua Secondary School. Those students who do not pass the NYEE are given an opportunity to repeat Form 2 the following year with the

hope that they will pass and progress to Form 3. There are four subjects that students are examined in the NYEE, namely, English, maths, science, and social science. However, students at Form 2 are taught the entire range of subjects throughout the year. Obtaining a pass mark in the NYEE requires at least a total of 200 out of a possible 400 marks, regardless of whether the student has failed in one or more of the subjects.

There is a probe analysis carried out by the examiners and assessors as part of the preparation of exam papers to monitor, inter alia, that the exams follow the course prescriptions and to moderate the papers. So there is a quality assurance mechanism built into the process and findings from those reviews are factored into the preparation of exams.

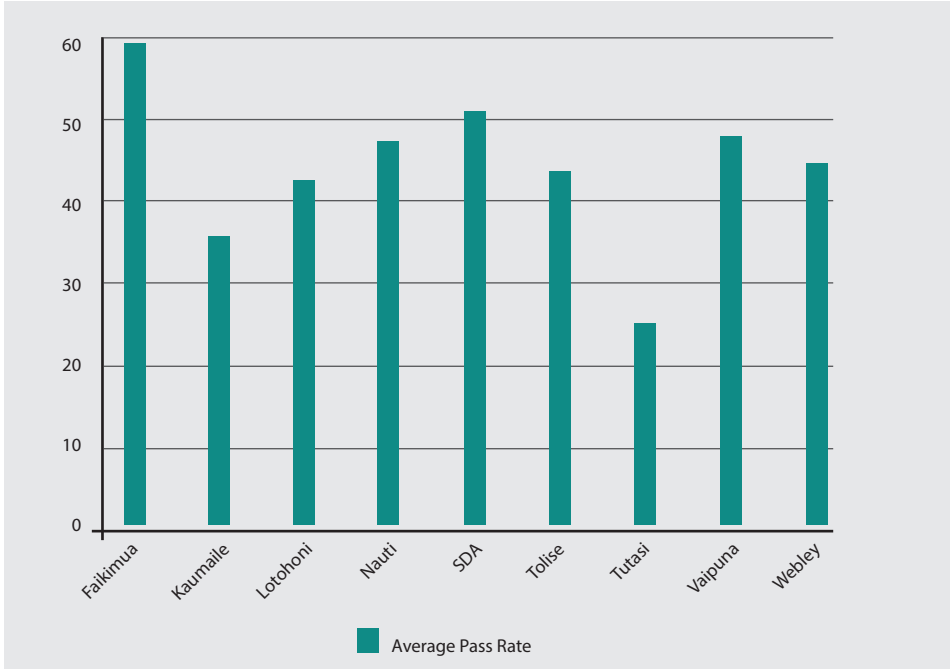
In the first four years since the NYEE was reintroduced in 2003, the average pass rate has not reached the 40 percent mark. Starting from 2007, the average pass rate has exceeded 40 percent and gradually improved over the next four years, reaching the highest level of 53.7 percent in 2011. 2011 was the first time in nine years that the average pass rate exceeded the 50 percent, which is encouraging. This reveals that there has been some improvement in the quality of education over the last five years. However, this performance is still considered low given the priority and investment that the Tuvalu government has afforded to improving the quality of education in Tuvalu over the period. The challenge is to ensure that this improvement in the average pass rate is maintained at this or a higher level in the years ahead.

**GRAPH 1:****OVERALL NYEE PASS RATES 2003-2012**

Source: Department of Education

At the time this MAF report was being finalized, the NYEE results for 2012 were just released. As seen in Graph 1, the national average pass rate for 2012 has significantly risen to 70 percent. This has raised the national average pass rate for the 10-year period to 42.7 percent. Apart from Lotoalofa, the smallest school on Niulakita island and all of whose three students passed the NYEE, one school, Tolise, on Vaitupu island achieved a 100 percent pass rate for the 31 students who sat the exam. Interestingly, Tolise has been one of the poor-performing schools until 2012. While the MOE is currently analyzing the 2012 results to determine the reasons for such an improvement, it seems obvious that many of the existing major interventions are paying dividends.

Overall, girls tend to perform better than boys in the National Year Eight Exam. As can be seen in Figure 1, girls have consistently outperformed boys throughout the years except in 2004, when the boys had a slight edge over the girls. The better performance by girls in the NYEE is consistent with the general feature that girls tend to perform better in the early years of schooling while the boys tend to do well in later years.

**GRAPH 2:****NYEE PASS RATES BY SCHOOL 2003 - 2012**

Source: Department of Education

In terms of school performance six out of nine schools have attained above national average of 42.7 percent in the Year Eight Exam results over the period (refer to Graph 2). These schools are Faikimua, Nauti, SDA, Vaipuna, Webley and Tolise. As noted above, Tolise used to be a poor-performing school until its remarkable 100 percent performance in 2012, which pulled its average pass rate above the national rate. Lotoalofa is the other school located on Niulakita, the smallest island, which is not included in the analysis because it is so small and because, in some years, no students sit the NYEE. The remaining three schools (Kaumaile, Lotohoni and Tutasi) lag behind the national average pass rates.

The disparity in the schools performance as measured by the Year Eight Exam results is of particular interest, given that four outer island schools (Faikimua, Vaipuna, Tolise and Webley) have achieved above national average pass rates while three other outer island schools (Kaumaile, Lotohoni and Tutasi) have attained below average pass rates. Nauti and SDA schools are generally expected to perform well or better than the outer island schools since they are located on the main island Funafuti, where schools are better equipped with learning materials and facilities and there are more qualified teachers than on the outer islands.



## 2.3 ASSESSMENT OF PROGRESS TOWARDS THE MDG TARGET PRIOR TO MAF, AND THE NEED FOR COLLECTIVE ACTION

As noted in the preceding section, the NYEE average pass rate – as the main indicator to measure quality of education – was quite low in the initial years from 2003 to 2006 and from there onward it exceeded the 40 percent mark and has been steadily rising every year. The low performance in the initial years is the result of a number of factors. A major regional initiative – the Pacific Regional Initiative for the Delivery of basic Education (PRIDE) – commenced in 2006, focusing particularly on upgrading the skills of teachers at Classes 7 and 8 in the key curriculum contents for the four subject areas of English, maths, social science and basic science. Tuvalu was assisted in the conduct of a series of workshops by a team of trainers from Fiji, referred to as the Basic Education Management and Teacher Upgrading Project (BEMTUP) team.

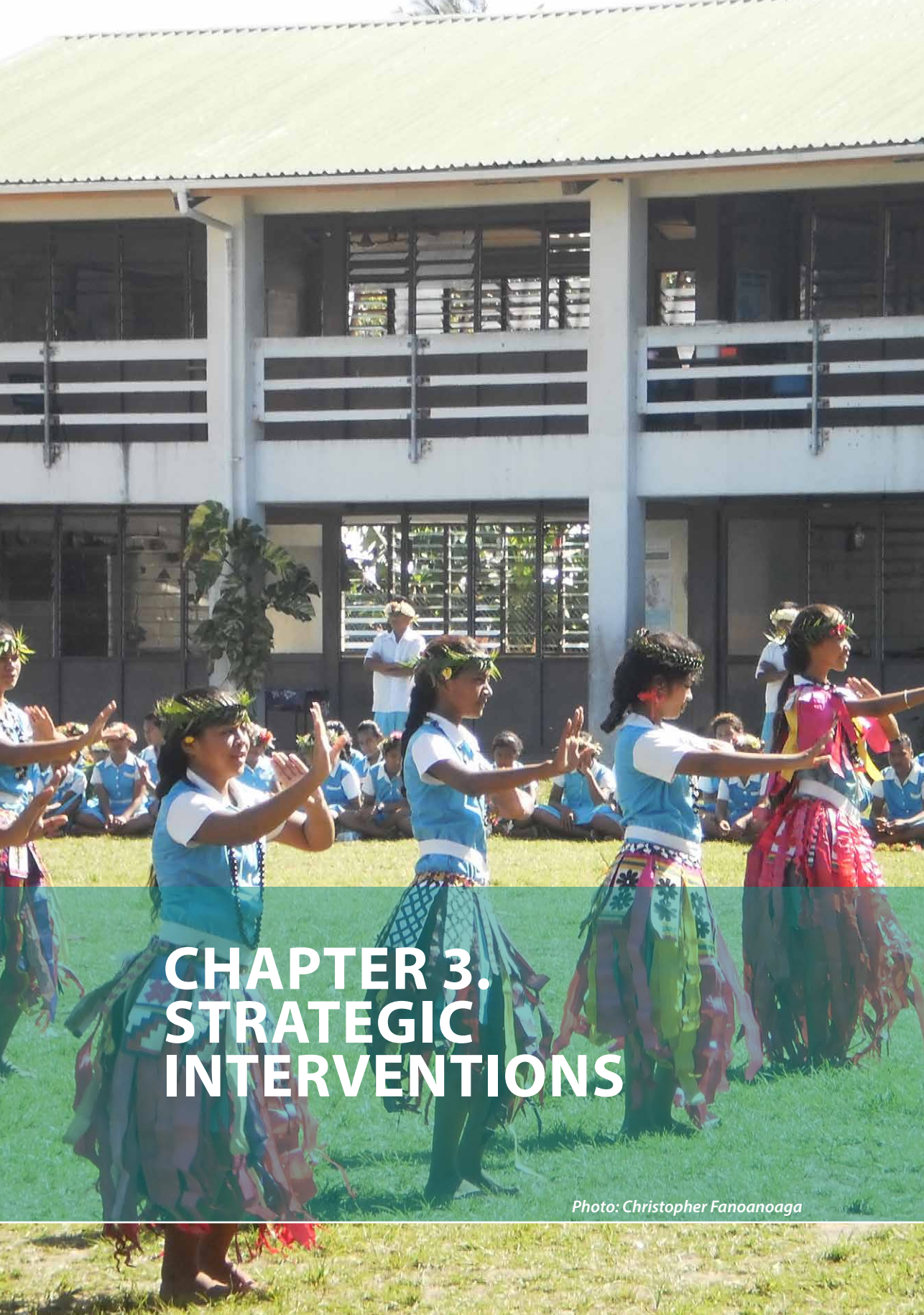
PRIDE also assisted with the introduction of strategies to implement Assessment for Learning (AfL) processes and procedures into all schools in Tuvalu in order to improve learning and teaching through assessment. As a result of PRIDE, learning outcomes and achievement levels for Classes 1-8 for English and maths have been developed.

So, the impact and benefit of the PRIDE project initiative on the NYEE performance did not accrue until after 2006. Another contributing factor to the low performance in the initial period was that students who did not pass the NYEE were required to repeat the Year 8.

This added to the teaching load for the subsequent years. As the PRIDE initiative began to make an impact along with other programme initiatives such as the Strategy for Monitoring and Improving Teacher Effectiveness (SMITE) and Tuvalu Standardized Test of Achievement (TUSTA), the performance of students on the NYEE began to improve steadily, with the national average pass rate rising above 40 percent for the first time in 2007 and increasing thereafter, even exceeding the 50 percent mark in 2011.

Based on the encouraging performance in the NYEE over recent years, the MOE has set 75 percent as the target for the national average pass rate to be achieved by 2015. This target is ambitious, but realistic and achievable, provided there is collective action by the Government, Kaupule, parents, community-based organizations including churches and NGOs in partnership with the development partners. Therefore, accelerated efforts are required to improve quality education in order to respond to the following aspects of improving education and learning outcomes:

- Improving teacher training and professional development
- Implementing standardized outcomes-based curriculum for all subjects
- Strengthening monitoring and assessment of student achievements
- Strengthening institutional capacity for education planning and monitoring



# CHAPTER 3. STRATEGIC INTERVENTIONS

*Photo: Christopher Fanoanoaga*

### 3.1 STRATEGIC FRAMEWORK FOR IMPROVING QUALITY OF EDUCATION

Education and human resource development is one of the eight strategic areas prioritized in Te Kakeega II, the Tuvalu National Strategy for Sustainable Development (2005-2015). The goal for the education sector is to provide quality education that equips people with the knowledge, skills and attributes to achieve a higher degree of self-reliance in a changing world and one that is consistent with Tuvalu's spiritual values.

Accompanying the Te Kakeega II is the Tuvalu Education Strategic Plan (TESP) II: 2011-2015. TESP II sets out a phased and rolling programme covering key aspects of education ranging from early childhood to primary, secondary and technical and vocational education. TESP priority initiatives are classified under these five outcome areas:

- Curriculum and assessment
- Increased student achievement
- Improving the quality and efficiency of management
- Human resource development
- Strengthened partnerships and a culture of working together

Within these outcome areas, TESP II identifies a number of programme outputs that all contribute toward improved quality of education, particularly in the context of those strategies directly or indirectly affecting the performance of students sitting the NYEE. These include improving the relevance and quality of the curriculum; improving student achievement

through provision of more transparent assessment practices; and improving the quality of teaching.

The Ministry of Education (MOE) coordinates the implementation of TESP II and monitors its progress. A monitoring and evaluation framework is currently being developed that will assist MOE to monitor the implementation of TESP II. A Tuvalu Education Management Information System (TEMIS) has been developed that assists MOE with planning and policy development.

### 3.2 STRATEGIC INTERVENTIONS IMPLEMENTED AND COMPLETED

Te Kakeega II and the education strategy have undergone major reviews and necessary adjustments have been incorporated into these plans to take into account the performance and progress achieved to-date. In the review of TESP I in August 2011 and the mid-term review of Te Kakeega II in November 2011, significant progress has been achieved in the following areas:

- The number of training and capacity development programmes for teachers has increased
- School curriculum has been reviewed and modified to better suit the needs of students
- Technical and vocational education and training have been expanded
- Instruction in mathematics, computer, and science subjects has expanded and improved
- Courses in local customs, culture and traditional skills have been added to the curriculum
- The number of school inspections has increased

PRIDE, one major regional programme initiative financed by the EU and NZAID through the Pacific Islands Forum Secretariat (PIFS) and implemented through USP, has had a significant impact on NYEE performance and was successfully implemented over a five-year period from 2006 to 2010. Officially launched in May 2004 and completed in December 2010, PRIDE was implemented in all Pacific ACPs for the specific purpose of improving the capacity and effectiveness of Pacific countries in planning and delivering good basic education. The project was developed primarily as the main regional vehicle to implement the Forum Basic Education Action Plan (FBEAP) adopted at the Forum Education Ministers Meeting (FEEdMM) in 2001. The FBEAP was reviewed in 2008 and was replaced by the Pacific Education Development Framework (PEDF) in 2009.

PRIDE assisted Tuvalu in the development of the TESP I 2006-2010 and in the development of the implementation plan for TESP. The sub-projects covered a range of areas, including teacher skills development, the development of a monitoring and evaluation framework for TESP, the development of assessment for learning processes in schools, the development of a national curriculum policy framework and a midterm review of TESP.

Tuvalu was assisted by PRIDE to upgrade the skills of teachers at Years 7 and 8 in the key curriculum contents for the four subject areas of English, maths, social science and basic science. The training also involved strategies for enquiry-based and activity-based teaching to encourage a stimulating and interesting teaching and classroom atmosphere. This teacher upgrading programme was carried out through the conduct of a series of workshops by a team of trainers from Fiji (referred to as the BEMTUP team). Thirty-eight primary school teachers, four heads of department, and two school supervisors

have benefited from this training. A pool of 43 trainers has been trained in the four subject areas (21 trainers for English and maths subjects; 22 trainers for social science and basic science subjects) for replication of training in other schools that were not able to participate in the workshops. These trainers were all required to conduct mini-workshops in their own schools at the completion of the workshop they attended. There was evidence to indicate that this happened in the primary schools on Funafuti.

These workshops have now been built into the work plan for schools with regular visits by school supervisors from MOE to ensure that lessons learned from the workshops and other professional development activities for teachers are actually being practiced in the schools. Monitoring from MOE and through heads of department, head teachers and principals is the key to sustainability, since, although the workshops introduced new and exciting skills and strategies for teaching, these require additional work for the teachers and it is easy to 'slip back into old teaching ways' without active support and monitoring.

PRIDE also assisted with introduction of strategies to implement Assessment for Learning (AfL) processes and procedures into all schools in Tuvalu in order to improve learning and teaching through assessment. It equipped teachers with a working understanding of AfL, including teaching, learning, assessment, recording and reporting-based outcomes. This involved analysing assessment results, identifying student weaknesses and needs, and developing and using further learning activities to improve student achievement, such as Assessment Tools for Teaching and Learning (ARTTLe). This required a change of state of thinking (attitude) – a movement away from using assessment as judgment and assessing relative performance to one of measuring true performance and

assisting with the improvement of student learning. As a result of PRIDE, learning outcomes and achievement levels for Classes 1 through 8 for English and maths have been developed. Following the completion of PRIDE, learning outcomes and achievement levels for Classes 1 through 8 for basic science and social science were also developed and implemented in the schools.

PRIDE assistance has been assessed as sustainable and has enhanced capacity and confidence in the planning, implementation, monitoring and evaluation of the TESP within the MOE in Tuvalu.<sup>12</sup> PRIDE assistance has also reinforced a stronger culture of participatory community/stakeholder involvement in policy development and planning for the education of Tuvaluan children. The challenge now for Tuvalu is to maintain the momentum and to move forward, post-PRIDE.

### 3.3 STRATEGIC INTERVENTIONS IMPLEMENTED BUT NOT COMPLETED

Improving teacher competency and effectiveness has been the focus of a particular programme supported by a number of development partners (UNESCO, SPBEA, UNICEF, USP) that has resulted in development of teacher standards as a key strategy for raising teacher quality. Work is also in progress on development of professional standards for head teachers (HTs) and principals.

The training manual for teachers and assessment tools initiated under PRIDE has not been completed. Head teachers and EdDep need to continue to monitor the implementation and ongoing progress of AfL and working with teachers and to develop ongoing strategies to work on issues relating to literacy, numeracy and life skills. There need to be ongoing awareness programmes for parents and other stakeholders on the processes and benefits of AfL.

Currently, monitoring and assessment of student learning achievements is carried out at Years 4 and 6 through the Tuvalu Standardized Test of Achievement (TUSTA). Results from TUSTA indicate the student levels of proficiency in numeracy and literacy. As this assessment has been undertaken for a number of years, there have been a number of TUSTA findings and recommended actions identified to improve student learning which remain to be implemented or followed through. Application of assessment tools such as ARTTLe (developed under PRIDE) are used to identify gaps in delivery of instruction and/or coverage of prescriptions and to develop teaching methods or remedial action to overcome those gaps and thus improve student performance in TUSTA 1 (Year 4) and TUSTA 2 (Year 6).

In terms of infrastructure development, all schools have been equipped with new two-storey designed classrooms funded under the European Development Fund (EDF9), with the exception of Kaumaila and Tutasi schools, which were constructed from an earlier EDF8 funding. These two schools require extensive repair and maintenance.

*12. PRIDE end of project completion report, November 2010, USP*

**BOX 1:****GENERAL INTERVENTIONS FOR MDG 2**

- Development and implementation of professional standards for teachers, head teachers and principals
- Development and implementation of outcome-based curriculum for Years 1-7 for basic science and social science
- Implementation of TUSTA assessment for Years 4 and 6 to monitor literacy and numeracy proficiency
- Strengthening the capacity of the Department of Education to effectively manage delivery of quality education in Tuvalu
- Development of a national “Tokai initiative”, ToSIP (Tokai School Improvement Programme) to identify gaps and implement a focused learning programme to improve student performance for Years 5, 6 and 7
- Development of a programme of support to the education sector to improve learning outcomes through implementing targeted interventions in the areas of school-based management (SBM); teacher training and development; Early Grade Literacy (ECCE); and education planning
- Strengthening the relationships and building capacity to enable parents, community, Kaupule and other key stakeholders to take a more active role in school management
- Supply of learning materials, resources and equipment to primary and ECCE schools through increased annual government budgetary support and donor funding
- Provide supporting resources, i.e., Tuvalu Education Management Information System (TEMIS) and ICT to improve execution of student achievement
- Upgrading skills of teachers at Years 7 and 8 focusing on English, maths, social science and basic science subjects (BEMTUP/PRIDE project)
- Induction training for new primary school teachers, conducted annually by DepEd to orientate them on curriculum and assessment for learning outcomes
- Costing out Early Childhood and Care Education (ECCE) policy
- Ongoing provision of annual teacher training (pre-service and in-service) scholarship awards
- Construction and refurbishment of classroom buildings

### 3.4 NEW STRATEGIC INTERVENTIONS TO BE IMPLEMENTED

The following section outlines new programme initiatives that are currently being developed by the EdDep for implementation in the immediate future that are expected to contribute to improving quality education, which will be monitored through the pass rates for the NYEE.

With the support of UNICEF the MOE has commenced a programmatic support to the education sector phased over an initial five-year period to improve learning outcomes in Tuvalu through implementing targeted interventions in the areas of school-based management (SBM); teacher training and development; Early Grade Literacy (ECCE); and education planning.<sup>13</sup> The goal of the programme is to increase numbers of primary school aged children achieving academically by Year 8 across all primary schools. Phase 1 would include scoping, consultations, and design of programme interventions as well as research to inform programme development. By the end of Phase 1, designs for the three key programme interventions will be approved for initiation in early 2013. It is therefore expected that, by early 2013, all primary teachers of Years 1 to 3 as well as Years 7 and 8 will have embarked on an accredited, longer-term training programme. Further, a performance assessment framework for the TESP 2 will have been completed and will serve as the monitoring and evaluation framework for Phase 2 of the programme.

The proposed programme will support schools to implement a whole school development approach to increase the learning outcomes of students in Tuvalu schools. The interventions

that have been selected would benefit 18 ECCE schools, 10 primary schools and two secondary schools (approximately 3,219 pupils and 237 teachers), which serve nine islands (approximately 11,000 people), across Tuvalu. The programme participants are school children, teachers and other school staff, education department staff, the Kaupule, Parent Teacher Associations, School Committees and community members in the country. The programme would work to ensure that schools' and students' performance increased as a result of the interventions and that all school children benefit from the programme.

Following a scoping and design mission in 2008,<sup>14</sup> AusAID has refined its assistance to the education sector by focusing on improving numeracy and literacy rates at the primary school level and ECCE through provision of learning materials and resources; TVET through provision of technical assistance support to the EdDep; teacher capacity development and training; water security through supply of water tanks to schools; and support to the MTEF process. This support is additional to the ongoing scholarship assistance AusAID provides to Tuvalu each year.

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

13. *Achieving education for all, UNICEF 2011*

14. *Tuvalu education sector scoping and design mission, AusAID 2008*

Table 2 shows the key interventions in order of priority for the period 2013-2015. The school-based programme and programmatic support by UNICEF and the Tokai initiative are two other key interventions that have been prioritized but are not included in Table 2 because they have yet to commence.

TABLE 2. SUMMARY OF PRIORITIZED INTERVENTIONS		
Priority	Key interventions	Selected priority interventions
MDG Target 2A: Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling	1. Improved teacher training and professional development	1.1 Develop and implement professional standards for teachers, head teachers and principals
	2. Implement curriculum development	2.1 Develop and implement outcome-based curriculum for Years 1-7 for basic science and social science
	3. Improve monitoring and assessment of learning outcomes	3.1 Implement TUSTA assessment for Years 4 and 6 to monitor literacy and numeracy proficiency
	4. Build capacity of Department of Education to effectively manage and deliver on key outcomes under TESP II	4.1 Implement the revised EdDep structure through establishment and recruitment of new staff positions and realignment of functions







# CHAPTER 4. BOTTLENECK ANALYSIS

*Photo: Christopher Fanoanoaga*

This chapter identifies the bottlenecks that prevent the effective implementation of the priority interventions for improving the quality of education, measured through the passing rates for the National Year Eight Exams mentioned in Chapter 3.

## 4.1 POLICY AND PLANNING

### *Lack of Formal Institutionalization of Education Policies*

The Ministry of Education has recognized the need for strategic plans to be evidenced-based with realistic and achievable outcomes. To this end, TESP II has vastly improved from TESP I in that it has articulated more clearly the priority strategies across the five overarching objectives and that a performance assessment framework is currently under development to guide the ministry in monitoring TESP II implementation. However, there is overall very little documentation of policy within MOE. In some cases, it remains in draft form; for example, the Tuvalu Early Childhood Care and Education Policy has been in draft form since 2007. In addition, there are some instances where policy is said to exist, but schools rely on a 'common verbal understanding' rather than any written policies, rules or guidelines. The reasons for this are twofold. One, there is an apparent lack of appreciation by the EdDep of the decision-making process within government, and a differentiation of which subject matters need to be decided at the highest level of government authority and what the department can decide on. Second, because of the overwhelming amount of work that comes through the EdDep and given the limited staff it has, quite often some work is left unfinished and is thus not referred to the Cabinet for approval. Yet, the EdDep goes ahead to operationalize and implement this work even though it has not been

formally approved. The absence of formalized policies can only result in inconsistent decision-making that can affect the quality and timeliness of delivery of educational services.

### *Ineffective Teacher Performance Management and Oversight*

Monitoring of teacher performance in terms of attendance, teaching methods employed, and whether the course prescription is actually being delivered within classroom learning remains a key challenge. This monitoring role should be the primary responsibility of school managers (head teachers, deputy head teachers and heads of subject departments) and the EdDep. There is little feedback in terms of reporting to the EdDep on teacher performance. Furthermore, the monitoring visits by the school supervisors from the EdDep to the outer island schools are continually hampered by irregular and unreliable shipping services. A performance-based management system whereby financial incentives for teachers are linked to performance is being developed with the assistance of SPBEA, which will help to address the issue.

### *Frequent Changes to Teacher Posting and Classification*

While there is no formal teacher posting policy in place, the MOE has over the years tried as best as possible to allocate teachers to schools based on qualifications, skills and experience. However, there are other important considerations that need to be taken into account in the posting of teachers, which include the availability of teacher accommodation and the location of employment for the teacher's spouse. Because of the shortage of government housing available on the outer islands, teachers tend to be posted to their own home islands, where they are expected to stay in their own or family housing. For teachers whose spouses have permanent employment on the

capital island and main administration centre, there is no other option but to have them posted to the Nauti primary school on Funafuti.

Development of a proper teacher posting policy will need to ensure that teachers are posted in accordance with their classification, that is, teachers teaching Years 7 and 8, for example, can only be posted to a school to teach Years 7 and 8 and so forth. In this way, the teaching knowledge and expertise per year group is built up and maintained within a core group of teachers. There could also be financial incentives provided to teachers who are posted to the outer islands (besides the existing relocation allowances), including a special housing subsidy for teachers not being provided a government housing.

#### ***Insufficient Contact Hours between Teachers and Students***

Another relevant policy question is the adequacy of daily contact time between teacher and student. The average number of contact hours for primary school is six hours per day. This is considered insufficient, particularly for Years 7 and 8, so a policy change to increase the daily contact hours to eight has been suggested for Years 7 and 8. Allied to this increase in contact hours is the effect it would have on the teaching load, including the grading of student work and preparation for the next day's work. This can be ameliorated by realignment of existing teachers or employment of one or two additional teachers per school. Retaining students for an extra two hours each day would mean that they need to be provided with lunches. It is suggested that a voluntary school feeding programme be established and be managed by the parents themselves, based on similar experiences in countries such as Fiji.

#### ***Reliance on Pass Rates Exams instead of Assessing Overall Learning to Measure Quality of Education***

The NYEE syllabus is taught in two components: one is the examination component and the other is the internal assessment (IA). Nevertheless, the actual grading of the student's performance in the NYEE is 100 percent based on the examination component. However, there are students who may do very well during the course of the year but perform poorly in tight exam-type situations. Thus, incorporating the IA element in the overall NYEE assessment will cater for those types of students. Furthermore, recognizing the IA component in the NYEE assessment is in line with the current trend of moving towards assessment for learning as opposed to focusing solely on learning to pass exams.

#### ***Outcome-based Curriculum is Limited***

Outcome-based curriculum has been developed and implemented for English and maths for Years 1-8 and basic science and social science for Year 8. Many schools have also extended this outcome-based curriculum work to basic science and social science for Years 1-7. What remains to be done is to consolidate and standardize this work so that all schools can use a single national standard for outcome-based curriculum delivery.

#### ***Monitoring and Assessment of Student Performance is not Effective***

Currently, monitoring and assessment of student learning achievements is carried out at Years 4 and 6 through the Tuvalu Standardized Test of Achievement (TUSTA). There have been numerous reports on findings and recommendations generated from past years' TUSTA assessments, but limited action has been taken in following through with those reports, partly due to capacity issues. Another issue

is that TUSTA is not applied at each two-year grade so that the student's performance can be monitored consistently throughout the eight years of schooling. There is a regional initiative by SPBEA that supports countries in establishing similar standardized assessments for students at Year 2 that will benefit Tuvalu.

***Absence of Effective Partnerships with Cross-Sectoral Government Institutions to Support Education***

There is a perception in Tuvalu that educating schoolchildren is the sole responsibility of the government through the Ministry of Education. As such, the roles and contributions by other relevant stakeholders to the students' overall learning have not been as effective as they could have been, as these other institutions could be involved with some additional activities to support education. The Kaupule, which is the local government tasked with running the affairs of each island, could play a more significant role in the education sector. The Kaupule could assist with the monitoring of teacher attendance and providing ongoing support with various school programmes and activities. For example, in one of the better performing schools, Webley, the partnership between the Kaupule and the school seems to be working well. There are regular consultation meetings held between the two parties to discuss and agree on tackling issues relating to the general operations of the school. The Kaupule also keeps a very close watch over teacher and student attendance and would follow up with the head teacher or parents for any reported delinquencies. This strong and effective partnership between Kaupule and the school is not so apparent in other island schools.

***Absence of Effective Partnerships with Communities, Parents, NGOs and Churches***

Similarly, the communities, parents and churches could offer more active support to the school in various ways. There used to be an afternoon reading programme coordinated through the island church pastor with the assistance of parents that offered children in the early grades with reading lessons in the Tuvalu language for an hour each day after school. This reading programme was quite useful for improving the children's literacy levels, but it could not be maintained and it was not applied to all schools. Even the civil society and NGOs could play some role, such as organizing parenting workshops. These institutions are available and ready to provide their services in support of improving the school children learning, but many of these are not afforded the opportunity to do so. There is therefore a need to foster effective partnerships between the MOE and with such key stakeholders. This requires the establishment of more formal relationships through a memorandum of understanding (MOU) that clearly defines the nature and scope of the partnership and the roles and obligations of each partner with the overall aim of contributing to improving student learning and achievement.

## 4.2 BUDGETING AND FINANCING

### *National Education Sector's Budget is Insufficient*

Being a small and least natural resource endowed country with limited financial resources, Tuvalu continues to face major challenges in providing adequate funding to implement and maintain key essential public services such as education. Although the MOE receives the largest share of the government recurrent budget, the bulk of that funding, apart from scholarships, goes toward staffing and personnel costs and, thus, the little amount of funds left is only sufficient to cater for some stationery and small operational items. Fortunately, Tuvalu receives funding support from its development partners and various international and regional educational institutions. However, a problem with this official development assistance is that once the funding runs out, there is little capacity for the MOE to maintain the project activities beyond the project completion timeline. An example of this is the regional PRIDE project, which, while considered generally successful in terms of achieving its outcomes, drew questions about its sustainability and thus about the impact of its project activities that had the long-term, overall goal of improving educational outcomes and student achievements.

### *Basic and Primary Education Receives the Lowest Budgetary Share*

The Tuvalu medium-term expenditure framework (MTEF) 2009-2014 reveals some key trends in the allocation of funding across the education and health sectors. Secondary and tertiary education receive the highest proportion of MOE funding and the MTEF recommends a reallocation of the funding towards basic education. This recommendation has been taken into account in

the formulation of the national budget for 2013 in which the MOE has been designated to receive the biggest increase in additional funds. It remains for the MOE to ensure that this additional budgetary allocation is directed toward basic education. This budgetary approach will need to be maintained for years to come so that eventually basic and primary education receive the highest proportion of the total MOE budget.

### *Insufficient Funding for Rehabilitation of Schools*

The conditions of the classrooms for Kaumaile and Tutasu schools require major rehabilitation work, as there are many broken windows and roof leaks and, in times of bad weather and heavy rain, the students cannot concentrate on their studies, which could be one of the factors affecting quality of education and thus a factor contributing to the low pass rates of those schools. The problem has been that these two schools missed out on the EDF9 classroom construction project due to insufficient funds. A funding proposal for the construction of the classrooms is currently awaiting donor funding approval. But because of the lead-time it would take to construct these school classrooms, this bottleneck has not been prioritized in the MAF analysis.

## 4.3 SERVICE DELIVERY

### *Inadequate Institutional Capacity*

Access to reliable education data such as enrolments, test scores, student achievement levels, and teacher pupil ratios has been a challenge for the MOE. Access to this information is critical to informing policy development as well as in the design of major project initiatives. The recent installment of the Tuvalu education management information system (EMIS) within EdDep has ensured the availability of education statistics within a single database. The challenge now is to ensure that users, including the EdDep and school managers, are taught how to use the database and interpret the data that should help them in their work.

### *Unprofessional Conduct of Teachers: Absenteeism, Poor Attitude and Lack of Commitment*

A major bottleneck to improving the student learning achievements is the attitude and commitment of the teachers. There is anecdotal evidence of poor teacher attendance, poor attitude and lack of commitment among teachers. This is a significant bottleneck since it can affect the classroom learning environment, which ultimately affects the students' performance. In a school such as Faikimua, for example, which has attained the highest proportion of students passing the NYEE over the past 10 years, the Year 8 students are given special attention by teachers through the conduct of special classes and additional tuition throughout the year and, usually about two weeks before the final exam at the end of the year, the students go into camp and are given intensive tuition by teachers. The community at large and the parents are very supportive to encourage their children to be able to do well and pass their exams. This attitude and commitment by teachers and the parents is not

readily apparent in the case of other schools. There is anecdotal evidence that in one of the low-performing schools, the head teacher is spending much of her time during school hours with running her canteen business than with managing the school.

The Kaumaile school, a low-performing school in the NYEE scores, once recruited an expatriate teacher to teach at Year 8 for a year and all of a sudden there was a significant rise in the number of students of that school passing the exam for that year as compared to previous years. It is reported that the expatriate teacher had similar qualifications and experience as with the local teachers, but the difference was in the commitment and teaching techniques employed. The expatriate teacher was known to have made home visits to students with slow or low learning abilities and provided them with special tuition outside school hours and during weekends. Unfortunately, when the expatriate teacher left after one year, the local teachers could not maintain the same kind of commitment and approach to their work and, as a result, the overall pass rate for the school in subsequent years fell back.

### *Selection and Appointment of Teachers is Inadequate*

The root cause of this teacher attitude problem can be traced back to the selection and appointment of teachers and as well as the selection of teachers or trainees undergoing long-term teaching scholarship awards. There needs to be a more rigorous policy that ensures that the appointment of teachers or the selection of teaching scholarships is based on those who have a genuine interest, commitment and passion for the teaching profession. Quite often, teachers are merely appointed from those who have made the teaching profession their last choice because they could not get a job

elsewhere, or that they are awarded a teaching scholarship only because they could not get a scholarship in their preferred choices. Addressing this bottleneck, however, will take quite some time and will not fall within the MDG timeline, so this bottleneck has not been prioritized in the MAF analysis.

### ***Gender Awareness not Formalized in Classroom Learning Activities***

As seen in Graph 1, girls tend to outperform boys in the NYEE results by having higher average pass rates. This could be explained by two factors: first, the universal trend of girls generally surpasses that of boys in test scores during the early primary school years and, second, over 80 percent of the primary school teachers are females and that may have some positive bearing on the motivation for the female students. Gender education and awareness are recognized in the national curriculum policy framework, but have yet to be formalized and integrated into classroom learning activities.

### ***Shortage of Skilled Staff to Carry Out Roles of EdDep Effectively***

The Department of Education has an establishment of seven professional staff, which is severely underresourced, given the enormous amount of work and responsibilities that the Department has to undertake. There is only one senior education officer allocated to each of the curricula, examinations and assessments, and ECCE units. However, the workload in these units is significantly large such that it cannot be undertaken by a single staff member. Apart from the director of the Department, the remaining three staff comprise the school supervision unit. The current staff is comprised of very experienced and committed individuals and very often they take on other immediate or priority tasks other than their primary responsibilities.

This leaves aside other work that ultimately might have a direct or indirect bearing on student performance.

A revised organizational structure for the EdDep was prepared in 2006 that proposed a total staff establishment of 14. However, this proposed revised structure has remained in draft since it has not gone through the government formal review process. The EdDep is also currently making use of the available expertise of head teachers, heads of department and senior teachers in various tasks such as curriculum development and examinations and assessment. However, the engagement of teachers in these EdDep functions needs to be formalized through a proper review and realignment of job descriptions.

### ***Concerns about English Proficiency Levels of Students***

There has been a concern about the English proficiency levels of students coming through the education system, particularly in terms of their ability to speak and understand English well and confidently. This indicates that the teachers themselves may not be using English in their teaching for Years 4 and above, and there is anecdotal evidence to support this. A possible way to address this, besides encouraging teachers to always use English in the classroom, is the idea of establishing an English laboratory for each school whereby English is taught by using specialized audio-visual equipment. However, given that this English lab proposition might be a far-fetched idea due to the costs involved, this bottleneck has not been prioritized in the MAF analysis.



## 4.4 SERVICE UTILIZATION

### ***Inadequate Infrastructure Network and Communications Costs***

The dispersion of the islands across vast distances of ocean means that transportation and communications remain a huge challenge for the schools. Recent advancements in telephone and internet communications between the islands have seen improvements in certain educational planning and operational matters. However, inter-island shipping continues to be unreliable and this has, in turn, affected activities such as the EdDep school monitoring visits and teacher posting. As this is more a structural policy matter that cannot be addressed in the short-term, this bottleneck has not been included in the MAF analysis, but is mentioned here so that necessary action can commence to address it now rather than later.

### ***Absence of Effective Partnerships with Parents and Communities***

There has generally been a lack of engagement of parents and communities in running the affairs of the schools. This is partly cultural – the traditional perspective is that schools and thus the education of children are the sole responsibility of the state – and partly the lack of encouragement from teachers, school managers and Kaupule alike. However, some schools have active parent-teacher associations, as is the case, for example, with Nauti school, and those with active and supportive Kaupule, as is the case, for example, with Webley (Niutao) and Faikimua (Nukulaelae). Overall, parents are available and ready to support the schools, but there is generally inadequate leadership and encouragement from the authorities to foster greater engagement and involvement of parents and communities to support various aspects of students' learning.

### ***Income Disparity between Funafuti and Outer Islands***

It can be seen from the poverty analysis of the 2010 HIES mentioned in Chapter 1 that there has been a sharp increase in the incidence of poverty and hardship in the outer islands as compared to Funafuti, and as well as declines in outer islands households' levels of real expenditure. Nauti and SDA schools, located on Funafuti, have consistently been the better performing schools. Many of the outer island schools, on the other hand, have been performing poorly. This indicates that there is a close correlation between the performance of schools and poverty levels: the schools in the poorer communities tend to underperform compared with those in the less poor areas.

Data on school attendance records, which is currently being compiled by the EdDep, could further clarify this problem in relation to the extent to which poverty affects student performance. What seems obvious is that there is a close linkage between the two and that it is thus a development issue that public policies will need to address.

The government, through the lead role of the Ministry of Finance, needs to take appropriate policy measures to address the disparity in expenditure and income levels between Funafuti and the outer islands. However, given that this issue cannot be resolved in the short term, it will not feature in the MAF Action Plan, but it is highlighted here so necessary action can begin now to address this problem.

### *Inappropriate Students' Diet could lead to Poor Performance*

The 2010 HIES also reveals that there has been a narrowing in the range of food items imported and thus a possible deterioration in nutritional status, particularly for the outer islands where levels of real expenditure and income have declined. The lack of nutritious food in students' diet could make them lethargic in school, which, in turn, could contribute to poor student performance.

School feeding programmes are non-existent in Tuvalu largely because school finishes between 12 noon and 1 pm, so that students are expected to have lunch at home after school. Students may also bring their own food to school. There are also school canteens open to students that supply at a cost refreshments and snacks during morning tea breaks. In view of the proposed extended school hours, there could be a need for an assessment to verify the feasibility, benefits and cost of implementing a school feeding programme, prioritizing in particular the poorer islands of Tuvalu.

## 4.5 CROSS-CUTTING BOTTLENECKS

The education of the child begins prior to primary schooling and this is done at the early childhood and care education (ECCE) centres for children at the ages of three to five years old. While there is an ECCE policy in place, what is still lacking is development of early learning development standards and early grade literacy outcomes for school readiness. This work, along with the improving the skills of preschool teachers, is a component of the proposed programmatic support to the education sector in the next five years.

The special education for physically and mentally disadvantaged students is another area that requires special attention. However, given the very few number of students involved, special education has not been prioritized in the MAF analysis.

Table 3 below outlines a summary of the bottlenecks specific to the prioritized interventions.

**TABLE 3. SUMMARY OF BOTTLENECKS SPECIFIC TO PRIORITIZED INTERVENTIONS**

Key interventions	Priority interventions	Priority bottlenecks	Bottleneck type
1. Improved teacher training and professional development	1.1 Develop and implement professional standards for teachers, head teachers and principals	1.1.1 Poor teacher attitude and lack of commitment	Policy and planning; service delivery
		1.1.2 Ineffective teacher performance management and oversight	Policy and planning
		1.1.3 Frequent changes to teacher posting and classification	Policy and planning
2. Implement curriculum development	2.1 Develop and implement outcome-based curriculum for Years 1-7 for basic science and social science subjects	2.1.1 Internal assessment (IA) component of syllabus not incorporated into Years 7 and 8 assessment	Policy and planning
		2.1.2 Outcome-based curriculum is limited to English and maths for Years 1-8 and basic science and social science for Year 8	Policy and planning; service delivery
		2.1.3 Gender awareness not formalized in classroom learning activities	Policy and planning; service delivery
		2.1.4 Insufficient contact hours between teacher and student for Years 7 and 8	Policy and planning
3. Improve monitoring and assessment of learning outcomes	3.1 Implement TUSTA assessment for Years 4 and 6 to monitor literacy and numeracy proficiency	3.1.1 Monitoring and assessment of student performance not effective, and is limited to Years 4 and 6 only	Policy and planning
4. Build capacity of Department of Education (EdDep) to effectively manage and deliver on key outcomes under TESP II	4.1 Implement the revised EdDep structure through establishment and recruitment of new staff positions and realignment of functions	4.1.1 Shortage of skilled staff to carry out roles of EdDep effectively	Service delivery
		4.1.2 Absence of effective partnerships with communities, parents, Kaupule, NGOs and churches	Policy and planning; service utilization
		4.1.3 Insufficient funding allocated from national budget to maintain key education priority programmes	Budget and financing



# CHAPTER 5. ACCELERATING MDG PROGRESS: IDENTIFICATION OF SOLUTIONS

*Photo: Christopher Fanoanoaga*

In light of the preceding critical analysis of the constraints linked to the poor performance of interventions in achieving MDG 2 targets, this section outlines the accelerated solutions capable of producing greater impact in the short and medium terms that will improve education in Tuvalu, through the monitoring of the indicator of the pass rate for the National Year Eight Examination.

The identification and prioritization criteria of each solution have taken into account its rate of impact as well as its technical and financial feasibility for implementation (see details in Annex 7.1). Furthermore, a consideration of effective local initiatives and national good practices, including lessons learnt and experiences drawn from around the region, informed the choice of the proposed solutions as outlined in Table 4 below.


While some of these solutions are new and therefore begin in 2013, others are already ongoing initiatives but insufficiently implemented and hence require further acceleration. Furthermore, while this MAF has a short timeline until 2015, these solutions remain relevant and suitable for long-term implementation. There are, however, other measures not included in Table 4 that would need to be undertaken concurrently with these high-impact solutions, aimed at resolving the more systemic and structural impediments mentioned under Chapter 4.

TABLE 4. SUMMARY OF AGREED SOLUTIONS FOR ACCELERATING PROGRESS TOWARDS THE MDG TARGET 2A			
MDG Target 2A: Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling			
MDG Indicator: Proportion of students passing the National Year Eight Examinations			
Priority interventions	Priority bottlenecks	Solutions with acceleration potential (2013-2015)	Partners
1. Develop and implement professional standards for teachers, head teachers and principals	1.1 Poor teacher attitude and lack of commitment	1.1.1 Provide non-monetary incentives for teachers (e.g., 'Teacher of the Year' awards)	GoT (EdDep), PTA, Kaupule, UNICEF
		1.1.2 Finalize and implement national teacher code of ethics	GoT (EdDep), PTA, TTA, COPE, COL
		1.1.3 Develop a teachers' mentoring programme and provide training to teacher mentees	GoT (EdDep), PTA, TTA, Kaupule
		1.1.4 Consider recruitment of expatriate teachers (including the use of volunteers, e.g., UNV, Peace Corps, Australian & Fijian volunteers) especially for schools with low passing rates	GoT (MOE), Kaupule, UNDP, AusAID, USAID, Fiji
	1.2 Ineffective teacher performance management and oversight	1.2.1 Strengthen leadership skills of school managers through ongoing training and mentoring	GoT (EdDep), UNESCO, SPBEA ComSec, UNICEF
		1.2.2 Develop and implement a monitoring and evaluation system to monitor teacher performance	GoT (EdDep, OPM), Kaupule, TTA
		1.2.3 Finalize and implement the teacher professional development policy, including designating one day per term as teacher professional development day	GoT (EdDep), TTA, Kaupule
		1.2.4 Develop and implement a performance based management system whereby financial incentives (i.e., salary increments or bonus) for teachers are linked to performance	GoT (MOE, OPM, MFEP), Kaupule, UNICEF
	1.3 Frequent changes to teacher posting and classification	1.3.1 Classify teachers to Year levels and posting to be based on such classification	GoT (MOE), Kaupule
		1.3.2 Develop and implement a teacher posting policy along with a monitoring and evaluation framework to monitor classification and posting of teachers	GoT (EdDep), Kaupule

Priority interventions	Priority bottlenecks	Solutions with acceleration potential (2013-2015)	Partners
2. Develop and implement outcome-based curriculum for Years 1-7 for basic science and social science subjects	2.1 Internal assessment (IA) component of syllabus not incorporated into Years 7 and 8 assessment	2.1.1 Incorporate internal assessment (IA) into Years 7 and 8 assessment	GoT (EdDep), SPBEA
	2.2 Outcome-based curriculum is limited to English and maths for Years 1-8 and basic science and social science for Year 8	2.2.1 Develop and implement outcome-based curriculum for Years 1-7 for basic science and social science subjects	GoT (EdDep), SPBEA, UNESCO
		2.2.2 Conduct training for teachers on outcome-based curriculum approaches and provide ongoing capacity support	GoT (EdDep), SPBEA, UNESCO
		2.2.3 Revive the national curriculum and assessment committee to coordinate and monitor this curriculum reform initiative	GoT (EdDep)
	2.3 Gender awareness not formalized in classroom learning activities	2.3.1 Incorporate gender in school's curricular and extra-curricular activities	GoT (EdDep, OPM, MHARD), TNCW
		2.3.2 Sensitize teachers to advocate for gender issues in schools	GoT (EdDep, OPM MHARD), TNCW, NGOs
		2.3.3 Invite guest speakers on gender issues to promote awareness in schools	GoT (EdDep, OPM, MHARD), TNCW, NGOs
	2.4 Insufficient contact hours between teacher and student for Years 7-8	2.4.1 Increase daily teacher-student contact hours for Years 7 and 8 from 6 to 8 hours	GoT (MOE, AG)
		2.4.2 Promote voluntary school feeding programmes among parents, particularly for Years 7 and 8, including undertaking an assessment of the feasibility, benefits and cost of implementing a school feeding programme	GoT (EdDep), PTA, Kaupule, UNDP
	3. Implement TUSTA assessment for Years 4 and 6 to monitor literacy and numeracy proficiency	3.1 Monitoring and assessment of student performance is limited to Years 4 and 6 only	3.1.1 Provide extra support and tuition during or after hours for Year 8 students who are performing poorly or borderline cases
3.1.2 Provide ongoing capacity support and training to teachers to enable them to deliver TUSTA objectives			GoT (EdDep), SPBEA, UNESCO, UNICEF
3.1.3 Implement recommendations of previous TUSTA reports			GoT (EdDep), SPBEA, UNESCO, UNICEF
3.1.4 Develop and implement literacy and numeracy assessment for Year 8			GoT (EdDep), SPBEA, UNESCO, UNICEF
3.1.5 Develop and implement literacy and numeracy assessment for Year 2			GoT (EdDep), SPBEA, UNESCO, UNICEF

Priority interventions	Priority bottlenecks	Solutions with acceleration potential (2013-2015)	Partners
4. Implement the revised EdDep structure through establishment and recruitment of new staff positions and realignment of functions	4.1 Shortage of staff to carry out roles of EdDep effectively	4.1.1 Realign and clarify existing staff positions and roles so as to maximize use of existing staff resources	GoT (MOE, OPM, MFED)
		4.1.2 Update, formalize and implement the revised EdDep organizational structure, focusing particularly on recruitment of new and additional staff positions and providing institutional capacity building	GoT (MOE, OPM, MFEP), UNDP, UNICEF
		4.1.3 Strengthen EdDep monitoring and evaluation functions aimed at ensuring effective implementation of various priority education initiatives, including strengthening data management capacity and institutionalization of education policies	GoT (MOE), UNDP, UNICEF
	4.2 Absence of effective partnerships with communities, parents, Kaupule, NGOs and churches	4.2.1 Establish MOUs with each Kaupule identifying clear roles of Kaupule with regard to school-based management, monitoring teacher attendance, classroom maintenance, teacher housing, etc.	GoT (MHARD, MOE), Kaupule
		4.2.2 Mobilize required resources (technical and financial) to implement the agreed MOUs, including establishing partnerships with regional and international organizations	GoT (MFEP, MOE), UNDP, UNICEF, AusAID, NZAID, UNFPA, UNESCO, SPBEA, USP, COL
		4.2.3 Establish MOUs with other relevant stakeholders (i.e., other government ministries, parents, PTA, TANGO, TNCW, TuFHA, churches, businesses) on ways in which those groups could help deliver or facilitate educational services (e.g., parenting classes, roles of parents in supervising homework, student reading programme, voluntary school feeding programme, special programmes for Year 8)	GoT (MOE, MFEP, MHARD, MOH, MCT), PTA, TANGO, TNCW, TuFHA, churches, TNPSO

Priority interventions	Priority bottlenecks	Solutions with acceleration potential (2013-2015)	Partners
	4.3 Insufficient funding allocated from national budget to maintain key education priority programmes	4.3.1 Identify key education programme activities (e.g., under MAF Action Plan) that could be funded using increased budgetary resources for education	GoT (MOE, MFEP)
		4.3.2 Implement MTEF recommendation to prioritize allocation of budget resources (domestic and external) towards basic and primary education	GoT (MFEP, MOE), AusAID
		4.3.3 Ensure recurrent costs of donor-funded programmes are integrated into the national budget so as to ensure impact of project initiatives are sustained after project completion	GoT (MFEP, MOE)
		4.3.4 The use of government grants to Kaupule earmarked for education to be made more transparent	GoT (MHARD, MFEP)



# CHAPTER 6. MDG ACCELERATION PLAN: BUILDING A COMPACT

*Photo: Christopher Fanoanoaga*



## 6.1. MDG ACCELERATION ACTION PLAN

The MAF Action Plan outlined in Table 5 below summarizes the accelerated solutions needed to address the prioritized bottlenecks impeding the progress towards improving the quality of education in Tuvalu by improving the pass rate in the National Year Eight Examination and, thus, achieving the MDG 2 targets. For each solution selected for removing the bottlenecks in the implementation of a priority intervention, the Action Plan outlines the required actions, the estimated cost involved and the partners in implementation.

The Action Plan is closely aligned with the objectives and priority outcome areas of the Tuvalu Education Strategic Plan (TESP II) 2011-15. However, it goes beyond the TESP by specifying the detailed actions needed, the costs associated for each action and the various actors and partners involved in implementation. Most of the actions extend over a period of three years from 2013-2015.

The total cost of the three-year plan is estimated at US\$1.8 million. The funding already secured, amounting to \$228,000, is sourced from the Government of Tuvalu annual budget allocation to the MOE and as well as from existing project activities. Some development partners, such as UNICEF, UNESCO and SPBEA, have already earmarked their financial and technical assistance to support the implementation of various priority solutions and actions outlined in the MAF Action Plan to initiate implementation as of 2013. So the financing of the Action Plan is feasible and thus achievable within the three-year timeline.

While the Government of Tuvalu through the Ministry of Education will retain overall leadership in coordinating the implementation of the action plan, the success of the MAF Action Plan requires a concerted effort among all relevant stakeholders, including communities, parents, Kaupule, churches, NGOs, the private sector and the development partners and international and regional educational institutions.

**TABLE 5. MDG COUNTRY ACTION PLAN**

Priority interventions	Priority bottlenecks	Solutions with acceleration potential (2013-2015)	Partners	Inputs needed for implementation	Funding required (USD) (2013-2015)	Funding obtained (USD)	Funding Gap (USD)
1. Develop and implement professional standards for teachers, head teachers and principals	1.1 Poor teacher attitude and lack of commitment	1.1.1 Provide non-monetary incentives for teachers (e.g., 'Teacher of the Year' awards)	GoT, PTA, Kaupule, UNICEF	Printing & stationery	3,000	3,000	
		1.1.2 Finalize and implement national teacher code of ethics	GoT, PTA, TTA, COPE, COL	Workshops and inter-island travel	10,000	2,000	8,000
		1.1.3 Develop a teachers' mentoring programme and provide training to teacher mentees	GoT, PTA, TTA, Kaupule	Training sessions between mentor and mentee	3,000	3,000	
		1.1.4 Consider recruitment of expatriate teachers (including the use of volunteers, e.g., UNV, Peace Corps, Australian & Fijian volunteers) especially for schools with low passing rates	GoT, Kaupule, UNDP, AusAID, USAID, Fiji	3 expatriate teachers for three years	450,000		450,000
	1.2 Ineffective teacher performance management and oversight	1.2.1 Strengthen leadership skills of school managers through ongoing training and mentoring	GoT, UNESCO, SPBEA ComSec, UNICEF	Training workshops and inter-island travel	45,000		45,000
		1.2.2 Develop and implement a monitoring and evaluation system to monitor teacher performance	GoT, Kaupule, TTA	Training workshops	5,000	2,000	3,000
		1.2.3 Finalize and implement the teacher professional development policy, including designating one day per term as teacher professional development day	GoT, TTA, Kaupule	Consultation meetings	5,000	2,000	3,000
		1.2.4 Develop and implement a performance-based management system whereby financial incentives (i.e., salary increments or bonus) for teachers are linked to performance	GoT, Kaupule, UNICEF, SPBEA	Short-term TA to develop performance management system	45,000		45,000
	1.3 Frequent changes to teacher posting and classification	1.3.1 Classify teachers to Year levels and posting to be based on such classification	GoT, Kaupule	n.a.			
		1.3.2 Develop and implement a teacher posting policy along with a monitoring and evaluation framework to monitor classification and posting of teachers	GoT, Kaupule	n.a.			
2. Develop and implement outcome-based curriculum for Years 1-7 for basic science and social science subjects	2.1 Internal assessment (IA) component of syllabus not incorporated into Years 7 and 8 assessment	2.1.1 Incorporate internal assessment (IA) into Years 7 and 8 assessment	GoT, SPBEA	Workshops	30,000		30,000

Priority interventions	Priority bottlenecks	Solutions with acceleration potential (2013-2015)	Partners	Inputs needed for implementation	Funding required (USD) (2013-2015)	Funding obtained (USD)	Funding Gap (USD)	
	2.2 Outcome-based curriculum is limited to English and maths for Years 1-8 and basic science and social science for Year 8	2.2.1 Develop and implement outcome-based curriculum for Years 1-7 for basic science and social science subjects	GoT, SPBEA, UNESCO	Workshops and inter-island travel; printing & stationery	30,000		30,000	
		2.2.2 Conduct training for teachers on outcome-based curriculum approaches and provide ongoing capacity support	GoT, SPBEA, UNESCO	Workshops and inter-island travel; printing & stationery	45,000		45,000	
		2.2.3 Revive the national curriculum and examination authority to coordinate and monitor this curriculum reform initiative	GoT	Consultation meetings	3,000	3,000		
	2.3 Gender awareness not formalized in classroom learning activities	2.3.1 Incorporate gender in schools' curricular and extra-curricular activities	GoT, TNCW	n.a.				
		2.3.2 Sensitize teachers to advocate for gender issues in schools	GoT, TNCW, NGOs	Workshops	3,000	3,000		
		2.3.3 Invite guest speakers on gender issues to promote awareness in schools	GoT, TNCW, NGOs	n.a.				
	2.4 Insufficient contact hours between teacher and students for Years 7-8	2.4.1 Increase daily teacher-student contact hours for Years 7 and 8 from 6 to 8 hours	GoT	Drafting regulations	3,000	3,000		
		2.4.2 Promote voluntary school feeding programmes among parents, particularly for Years 7 and 8, and undertake an assessment of the feasibility, benefits and cost of implementing a school feeding programme	GoT, PTA, Kaupule, UNDP	Consultation meetings	15,000	3,000	12,000	
	3. Implement TUSTA assessment for Years 4 and 6 to monitor literacy and numeracy proficiency	3.1 Monitoring and assessment of student performance is limited to Years 4 and 6 only	3.1.1 Provide extra support and tuition during or after hours for Year 8 students who are performing poorly or borderline cases	GoT, PTA	n.a.			
			3.1.2 Provide ongoing capacity support and training to teachers to enable them deliver TUSTA objectives	GoT, SPBEA, UNESCO, UNICEF	Workshops and inter-island travel	45,000		45,000
3.1.3 Implement recommendations of previous TUSTA reports			GoT, SPBEA, UNESCO, UNICEF	n.a.				
3.1.4 Develop and implement literacy and numeracy assessment for Year 8			GoT, SPBEA, UNESCO, UNICEF	Workshops and inter-island travel	30,000		30,000	
3.1.5 Develop and implement literacy and numeracy assessment for Year 2			GoT, SPBEA, UNESCO, UNICEF	Workshops and inter-island travel	30,000		30,000	
4. Implement the revised EdDep structure through establishment and recruitment of new staff positions and realignment of functions	4.1 Shortage of staff to carry out roles of EdDep effectively	4.1.1 Realign and clarify existing staff positions and roles so as to maximize use of existing staff resources	GoT	n.a.				

Priority interventions	Priority bottlenecks	Solutions with acceleration potential (2013-2015)	Partners	Inputs needed for implementation	Funding required (USD) (2013-2015)	Funding obtained (USD)	Funding Gap (USD)
		4.1.2 Update, formalize and implement the revised EdDep organizational structure, focusing particularly on recruitment of new and additional staff positions and providing institutional capacity-building	GoT, UNDP, UNICEF	6 new staff positions and 1 new adviser position	660,000	200,000	460,000
		4.1.3 Strengthen EdDep monitoring and evaluation functions aimed at ensuring effective implementation of various priority education initiatives, including strengthening data management capacity and institutionalization of education policies	GoT, UNDP, UNICEF	Systems installation and training	45,000		45,000
	4.2 Absence of effective partnerships with communities, parents, Kaupule, NGOs and churches	4.2.1 Establish MOUs with each Kaupule, identifying clear roles of Kaupule with regard to school-based management, monitoring teacher attendance, classroom maintenance, teacher housing, etc.	GoT, Kaupule	Consultation meetings and inter-island travel	15,000	2,000	13,000
		4.2.2 Mobilize required resources (technical and financial) to implement the agreed MOUs, including establishing partnerships with regional and international organizations	GoT, UNDP, UNICEF, AusAID, NZAID, UNFPA, UNESCO, SPBEA, USP, COL	Funding to implement MOUs	300,000		300,000
		4.2.3 Establish MOUs with other relevant stakeholders (i.e., other government ministries, parents, PTA, TANGO, TNCW, TuFHA, churches, businesses) on ways in which those groups could help deliver or facilitate educational services (e.g., parenting classes, roles of parents in supervising homework, student reading programme, voluntary school feeding programme, special programmes for Year 8)	GoT, PTA, TANGO, TNCW, TuFHA, churches, TNPSO	Consultation meetings	5,000	2,000	3,000
	4.3 Insufficient funding allocated from national budget to maintain key education priority programmes	4.3.1 Identify key education programme activities (e.g., under MAF Action Plan) that could be funded using increased budgetary resources for education	GoT	n.a.			
		4.3.2 Implement MTEF recommendation to prioritize allocation of budget resources (domestic and external) towards basic and primary education	GoT, AusAID	n.a.			
		4.3.3 Ensure recurrent costs of donor-funded programmes are integrated into the national budget so as to ensure impact of project initiatives are sustained after project completion	GoT	n.a.			
		4.3.4 The use of government grants to Kaupule earmarked for education to be made more transparent	GoT	n.a.			
<b>GRAND TOTAL</b>					<b>1,825,000</b>	<b>228,000</b>	<b>1,597,000</b>

## 6.2. IMPLEMENTATION AND MONITORING PLAN

Table 6 shows the timeline of the implementation of the proposed interventions that are required to achieve the MDG target. It identifies the lead responsible partners or ministries involved in the education sector, including the MOE, EdDep, MOF, OPM and MHARD. To assist with monitoring progress of the MAF Action Plan implementation, performance indicators have been developed for each indicative intervention. The timeline has been set to begin in 2013 and to end in 2015. This is a narrow window, and no time should be lost in the implementation of the interventions listed. Most of the fundamental interventions can be put in motion without major costs.

The success of the implementation of the MAF action plan is based on a certain number of principles:

- A high level of ownership by the government and partners
- Commitment to the mobilization of the necessary financing on the part of the partners identified by the exercise
- A monitoring-evaluation system for the process

- Acceptance of the MAF document by all stakeholders as a reference point to enable them more effectively to target their financing and technical support services in line with the priority areas of intervention identified within the MAF

Institutional anchoring of the MAF will occur at the government level within the Development Coordination Committee (DCC) and the MDG National Taskforce. To support these two bodies, a MAF Expert Group has been established to oversee the implementation of the MAF Action Plan. The Expert Group is chaired by the Secretary for Education and comprises the Director of Education, senior education experts, planning official, NGO representative and the UNDP national manager. The Expert Group will review and produce periodic progress reports and submit them to the MDG Taskforce and DCC.

Since overall aid coordination falls within the purview of the Ministry of Finance, the MOE will need to coordinate closely with the Department of Budget and Planning in order to facilitate the mobilization of the financial and technical resources necessary for implementing the MAF Action Plan.

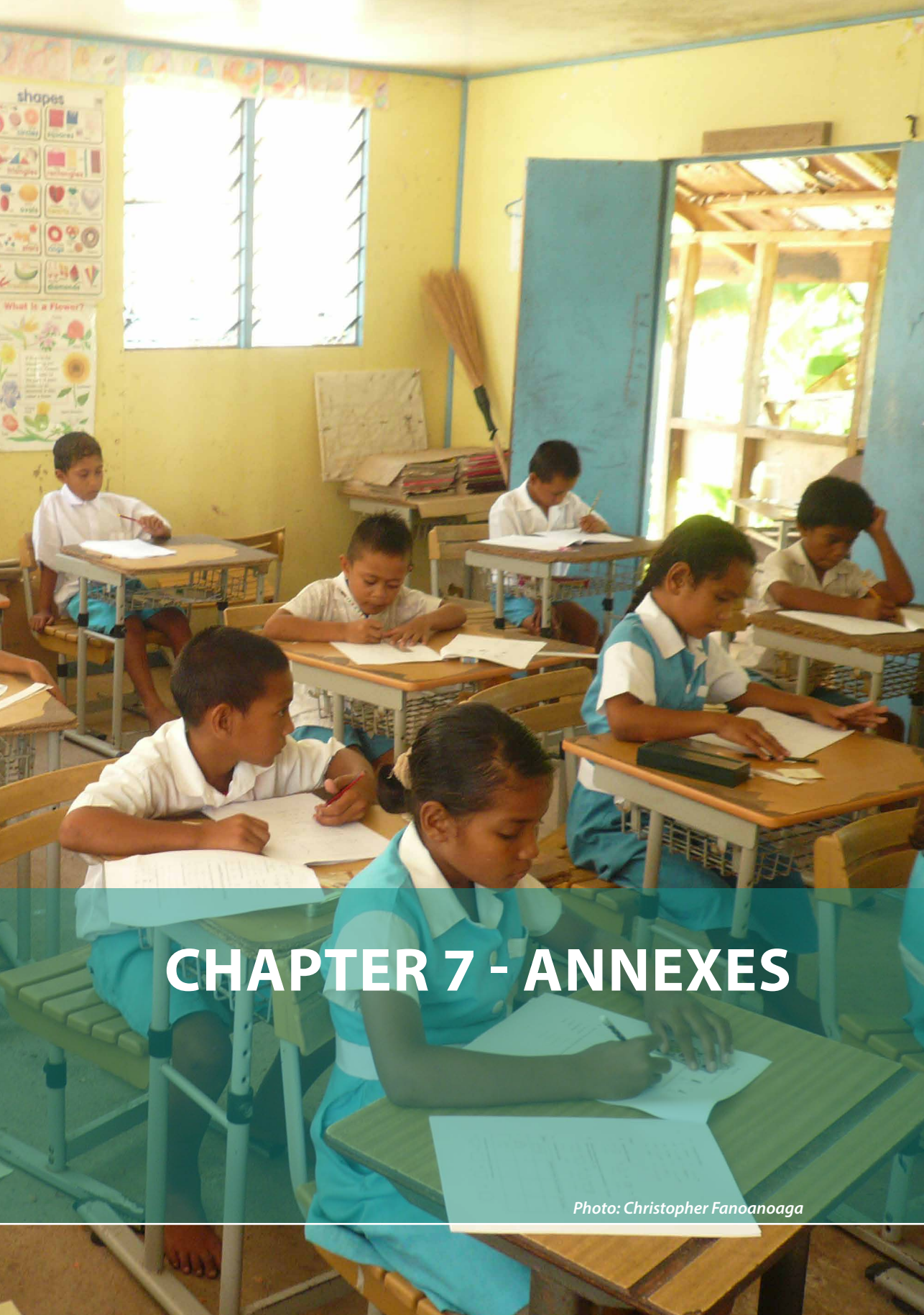


**TABLE 6. IMPLEMENTATION AND MONITORING PLAN**

Priority interventions	Indicative interventions	Implementation timeframe (2013-2015)			Responsible partners
		2013	2014	2015	
1. Develop and implement professional standards for teachers, head teachers and principals	1.1.1 Provide non-monetary incentives for teachers Indicator: number and type of awards or incentives awarded to teachers				EdDep
	1.1.2 Finalize and implement national teacher code of ethics Indicator: code of ethics approved; incidence of breaches of the code				EdDep
	1.1.3 Develop a teachers' mentoring programme and provide training to teacher mentees Indicator: number of teachers involved in mentor programme				EdDep
	1.1.4 Recruitment of expatriate teachers especially for schools with low passing rates Indicator: number of expatriate teachers teaching in schools				OPM, MOE
	1.2.1 Provide leadership skills training to school managers Indicator: number of teachers participating in leadership skills training				EdDep
	1.2.2 Develop and implement an M&E system to monitor teacher performance Indicator: number of performance reports submitted; number of school inspections; number of recommendations of performance reports and school inspections implemented				EdDep
	1.2.3 Finalize and implement the teacher professional development policy Indicator: PD policy approved; number of recommendations in PD policy implemented				EdDep
	1.2.4 Develop and implement a performance management system (PMS) Indicator: PMS system approved; number of recommendations in PMS implemented				OPM, MFEP
	1.3.1 Classify teachers to Year levels and posting to be based on such classification Indicator: classification policy approved; number of teachers posted based on classification				MOE
	1.3.2 Develop and implement a teacher posting policy and an M&E system Indicator: posting policy approved; number of teachers posted based on posting policy				MOE
2. Develop and implement outcome-based curriculum for Years 1-7 for basic science and social science subjects	2.1.1 Incorporate internal assessment (IA) into Years 7 and 8 assessment Indicator: IA component incorporated into NYEE assessment				EdDep
	2.2.1 Develop and implement outcome-based curriculum for Years 1-7 for basic science and social science subjects Indicator: number of handbooks produced and implemented				EdDep
	2.2.2 Conduct training for teachers on outcome-based curriculum approaches Indicator: number of teachers trained				EdDep
	2.2.3 Revive the national curriculum and assessment committee Indicator: number of meetings of the committee				MOE
	2.3.1 Incorporate gender in school's curricular and extra-curricular activities Indicator: number of school activities into which gender is integrated				EdDep
	2.3.2 Sensitize teachers to advocate for gender issues in schools Indicator: number of teachers sensitized to gender issues				EdDep
	2.3.3 Invite guest speakers on gender issues to promote awareness in schools Indicator: number of guest speakers				EdDep

Priority interventions	Indicative interventions	Implementation timeframe (2013-2015)			Responsible partners
		2013	2014	2015	
	2.4.1 Increase daily teacher-student contact hours for Years 7 and 8 from 6 to 8 hours Indicator: regulations approved				MOE
	2.4.2 Promote voluntary school feeding programmes among parents for Years 7 and 8 Indicator: number of students supplied with lunch				EdDep
3. Implement TUSTA assessment for Years 4 and 6 to monitor literacy and numeracy proficiency	3.1.1 Provide extra support and tuition during or after hours for Year 8 students who are performing poorly or borderline cases Indicator: number of students receiving extra tuition				EdDep
	3.1.2 Provide support and training to teachers regarding TUSTA objectives Indicator: number of teachers trained on TUSTA				EdDep
	3.1.3 Implement recommendations of previous TUSTA reports Indicator: number of TUSTA recommendations implemented				EdDep
	3.1.4 Develop and implement literacy and numeracy assessment for Year 8 Indicator: TUSTA for Year 8 developed and implemented				EdDep
	3.1.5 Develop and implement literacy and numeracy assessment for Year 2 Indicator: TUSTA for Year 2 developed and implemented				EdDep
4. Implement the revised EdDep structure through establishment and recruitment of new staff positions and realignment of functions	4.1.1 Revise TORs to realign and clarify existing staff positions and roles Indicator: revised TORs approved; number of staff positions actually following this realignment of roles				MOE
	4.1.2 Update, formalize and implement the revised EdDep organizational structure Indicator: updated EdDep structure approved; number of new staff positions appointed				MOE, OPM, MFEP
	4.1.3 Strengthen EdDep monitoring and evaluation functions Indicator: number of recommendations from various programme initiatives, reports, school inspections, etc., implemented				EdDep
	4.2.1 Establish MOUs with each Kaupule Indicator: number of MOUs approved; number of obligations under MOU implemented				MHARD, MOE
	4.2.2 Mobilize resources (technical and financial) to implement the agreed MOUs Indicator: number of donors and amount of funding secured				MFEP, MOE
	4.2.3 Establish MOUs with other relevant stakeholders Indicator: number of MOUs approved; number of obligations under MOU implemented				MOE
	4.3.1 Identify key education programme activities to benefit from increased funding Indicator: number and size of education programmes funded under national budget				MOE
	4.3.2 Implement MTEF recommendation to prioritize funding towards basic education Indicator: proportion of total education funding allocated towards basic education				MFEP, MOE
	4.3.3 Integrate recurrent costs of donor-funded programmes into the national budget Indicator: proportion of recurrent costs of education programmes funded under national budget				MFEP, MOE
	4.3.4 Ensure Kaupule grants earmarked for education are made more transparent Indicator: reports on Kaupule accounts made publicly available				MHARD





# CHAPTER 7 - ANNEXES

*Photo: Christopher Fanoanoaga*

## 7.1 PRIORITIZATION CRITERIA FOR CHOSEN SOLUTIONS

**TABLE 7. PRIORITIZATION CRITERIA FOR CHOSEN SOLUTIONS**

Prioritized intervention 1: Develop and implement professional standards for teachers, head teachers and principals

Prioritized bottlenecks	Solutions for accelerating progress	Impact of solution on bottleneck	Feasibility of solution
1.1 Poor teacher attitude and lack of commitment	1.1.1 Provide non-monetary incentives for teachers (e.g., 'Teacher of the Year' awards)	<b>Extent:</b> high-impact, <b>Speed:</b> immediate-impact, <b>Sustainability:</b> short-term	<b>Governance:</b> high potential for coordination by EdDep and TTA, <b>Capability:</b> good capability for planning and implementation, <b>Availability of funds:</b> yes, through the State, as minimal funds needed
	1.1.2 Finalize and implement national teacher code of ethics	<b>Extent:</b> high-impact, <b>Speed:</b> immediate-impact, <b>Sustainability:</b> medium- and long-term	<b>Governance:</b> good potential for coordination by EdDep and TTA, <b>Capability:</b> good capability for planning and implementation, <b>Availability of funds:</b> yes, partly through the State and donors
	1.1.3 Develop a teachers' mentoring programme and provide training to teacher mentee	<b>Extent:</b> high-impact, <b>Speed:</b> immediate-impact, <b>Sustainability:</b> medium- and long-term	<b>Governance:</b> good potential for coordination by EdDep and TTA, <b>Capability:</b> good capability for planning and implementation, <b>Availability of funds:</b> yes, through the State
	1.1.4 Consider recruitment of expatriate teachers especially for schools with low passing rates	<b>Extent:</b> medium-impact, <b>Speed:</b> immediate-impact, <b>Sustainability:</b> short-term	<b>Governance:</b> good potential for coordination by MOE, <b>Capability:</b> good capability for planning and implementation, <b>Availability of funds:</b> probable: source to be determined
1.2 Ineffective teacher performance management and oversight	1.2.1 Strengthen leadership skills of school managers through ongoing training and mentoring	<b>Extent:</b> high-impact, <b>Speed:</b> immediate-impact, <b>Sustainability:</b> medium- and long-term	<b>Governance:</b> good potential for coordination by EdDep and TTA, <b>Capability:</b> good capability for planning and implementation, <b>Availability of funds:</b> yes, through donors
	1.2.2 Develop and implement a monitoring and evaluation system to monitor teacher performance	<b>Extent:</b> high-impact, <b>Speed:</b> immediate-impact, <b>Sustainability:</b> medium- and long-term	<b>Governance:</b> good potential for coordination by EdDep and Kaupule, <b>Capability:</b> good capability for planning and implementation, <b>Availability of funds:</b> yes, partly through the State and donors

Prioritized bottlenecks	Solutions for accelerating progress	Impact of solution on bottleneck	Feasibility of solution
	1.2.3 Finalize and implement the teacher professional development policy, including designating one day per term as teacher professional development day	<b>Extent:</b> high-impact, <b>Speed:</b> immediate-impact, <b>Sustainability:</b> medium- and long-term	<b>Governance:</b> good potential for coordination by EdDep and TTA, <b>Capability:</b> good capability for planning and implementation, <b>Availability of funds:</b> yes, partly through the State and donors
	1.2.4 Develop and implement a performance-based management system whereby financial incentives (i.e., salary increments or bonus) for teachers are linked to performance	<b>Extent:</b> high-impact, <b>Speed:</b> medium term impact, <b>Sustainability:</b> probably viable with a few obstacles	<b>Governance:</b> good potential for coordination by MOE, <b>Capability:</b> good capability for planning and implementation, <b>Availability of funds:</b> probable, source to be determined
1.3 Frequent changes to teacher posting and classification	1.3.1 Classify teachers to Year levels and posting to be based on such classification	<b>Extent:</b> high-impact, <b>Speed:</b> immediate-impact, <b>Sustainability:</b> medium- and long-term	<b>Governance:</b> good potential for coordination by MOE and Kaupule, <b>Capability:</b> good capability for planning and implementation, <b>Availability of funds:</b> yes, through the State, as minimal funds needed
	1.3.2 Develop and implement a teacher posting policy along with a monitoring and evaluation framework to monitor classification and posting of teachers	<b>Extent:</b> high-impact, <b>Speed:</b> immediate-impact, <b>Sustainability:</b> medium- and long-term	<b>Governance:</b> good potential for coordination by MOE and Kaupule, <b>Capability:</b> good capability for planning and implementation, <b>Availability of funds:</b> yes, through the State as minimal funds needed
<b>Prioritized intervention 2: Develop and implement outcome-based curriculum for Years 1-7 for basic science and social science subjects</b>			
Prioritized bottlenecks	Solutions for accelerating progress	Impact of solution on bottleneck	Feasibility of solution
2.1 Internal assessment (IA) component of syllabus not incorporated into Years 7 and 8 assessment	2.1.1 Incorporate internal assessment (IA) into Years 7 and 8 assessment	<b>Extent:</b> medium-impact, <b>Speed:</b> immediate-impact, <b>Sustainability:</b> medium- and long-term	<b>Governance:</b> good potential for coordination by EdDep, <b>Capability:</b> good capability for planning and implementation, <b>Availability of funds:</b> yes, through donors
2.2 Outcome-based curriculum is limited to English and maths for Years 1-8 and basic science and social science for Year 8	2.2.1 Develop and implement outcome-based curriculum for Years 1-7 for basic science and social science subjects	<b>Extent:</b> high-impact, <b>Speed:</b> immediate-impact, <b>Sustainability:</b> medium- and long-term	<b>Governance:</b> good potential for coordination by EdDep, <b>Capability:</b> good capability for planning and implementation, <b>Availability of funds:</b> yes, through donors

Prioritized bottlenecks	Solutions for accelerating progress	Impact of solution on bottleneck	Feasibility of solution
	2.2.2 Conduct training for teachers on outcome-based curriculum approaches and provide ongoing capacity support	<b>Extent:</b> high-impact, <b>Speed:</b> immediate-impact, <b>Sustainability:</b> medium- and long-term	<b>Governance:</b> good potential for coordination by EdDep, <b>Capability:</b> good capability for planning and implementation, <b>Availability of funds:</b> yes, through donors
	2.2.3 Revive the national curriculum and assessment committee to coordinate and monitor this curriculum reform initiative	<b>Extent:</b> low-impact, <b>Speed:</b> medium-term impact, <b>Sustainability:</b> medium-term	<b>Governance:</b> good potential for coordination by EdDep, <b>Capability:</b> good capability for planning and implementation, <b>Availability of funds:</b> yes, through the State as minimal funds needed
2.3 Gender awareness not formalized in classroom learning activities	2.3.1 Incorporate gender into schools' curricular and extra-curricular activities	<b>Extent:</b> medium-impact, <b>Speed:</b> medium-term impact, <b>Sustainability:</b> medium- and long-term	<b>Governance:</b> good potential for coordination by EdDep, <b>Capability:</b> good capability for planning and implementation, <b>Availability of funds:</b> yes, through the State, as minimal funds needed
	2.3.2 Sensitize teachers to advocate for gender issues in schools	<b>Extent:</b> medium-impact, <b>Speed:</b> medium-term impact, <b>Sustainability:</b> medium- and long-term	<b>Governance:</b> good potential for coordination by EdDep, <b>Capability:</b> good capability for planning and implementation, <b>Availability of funds:</b> yes, through the State as minimal funds needed
	2.3.3 Invite guest speakers on gender issues to promote awareness in schools	<b>Extent:</b> medium-impact, <b>Speed:</b> medium-term impact, <b>Sustainability:</b> medium- and long-term	<b>Governance:</b> good potential for coordination by EdDep, <b>Capability:</b> good capability for planning and implementation, <b>Availability of funds:</b> yes, through the State, as minimal funds needed
2.4 Insufficient contact hours between teacher and student for Years 7-8	2.4.1 Increase daily teacher-student contact hours for Years 7 and 8 from 6 to 8 hours	<b>Extent:</b> high-impact, <b>Speed:</b> immediate-impact, <b>Sustainability:</b> medium- and long-term	<b>Governance:</b> good potential for coordination by EdDep, <b>Capability:</b> good capability for planning and implementation, <b>Availability of funds:</b> yes, through the State, as minimal funds needed
	2.4.2 Promote voluntary school feeding programmes among parents, particularly for Years 7 and 8	<b>Extent:</b> medium-impact, <b>Speed:</b> immediate-impact, <b>Sustainability:</b> medium-term	<b>Governance:</b> good potential for coordination by EdDep and PTA, <b>Capability:</b> good capability for planning and implementation, <b>Availability of funds:</b> yes, through the State, as minimal funds needed

Prioritized intervention 3: Implement TUSTA assessment for Years 4 and 6 to monitor literacy and numeracy proficiency			
Prioritized bottlenecks	Solutions for accelerating progress	Impact of solution on bottleneck	Feasibility of solution
3.1 Monitoring and assessment of student performance is limited to Years 4 and 6 only	3.1.1 Provide extra support and tuition during or after hours for Year 8 students who are performing poorly or borderline cases	<b>Extent:</b> high-impact, <b>Speed:</b> immediate-impact, <b>Sustainability:</b> medium- and long-term	<b>Governance:</b> good potential for coordination by EdDep, <b>Capability:</b> good capability for planning and implementation, <b>Availability of funds:</b> yes, through the State, as minimal funds needed
	3.1.2 Provide ongoing capacity support and training to teachers to enable them deliver TUSTA objectives	<b>Extent:</b> high-impact, <b>Speed:</b> immediate-impact, <b>Sustainability:</b> medium- and long-term	<b>Governance:</b> good potential for coordination by EdDep and TTA, <b>Capability:</b> good capability for planning and implementation, <b>Availability of funds:</b> yes, through donors
	3.1.3 Implement recommendations of previous TUSTA reports	<b>Extent:</b> high-impact, <b>Speed:</b> medium-impact, <b>Sustainability:</b> medium- and long-term	<b>Governance:</b> good potential for coordination by EdDep and TTA, <b>Capability:</b> good capability for planning and implementation, <b>Availability of funds:</b> yes, partly through the State and donors
	3.1.4 Develop and implement literacy and numeracy assessment for Year 8	<b>Extent:</b> high-impact, <b>Speed:</b> medium-impact, <b>Sustainability:</b> medium- and long-term	<b>Governance:</b> good potential for coordination by EdDep and TTA, <b>Capability:</b> good capability for planning and implementation, <b>Availability of funds:</b> yes, through donors
	3.1.5 Develop and implement literacy and numeracy assessment for Year 2	<b>Extent:</b> high-impact, <b>Speed:</b> medium-impact, <b>Sustainability:</b> medium- and long-term	<b>Governance:</b> good potential for coordination by EdDep and TTA, <b>Capability:</b> good capability for planning and implementation, <b>Availability of funds:</b> yes, through donors
Prioritized intervention 4: Implement the revised EdDep structure through establishment and recruitment of new staff positions and realignment of functions			
Prioritized bottlenecks	Solutions for accelerating progress	Impact of solution on bottleneck	Feasibility of solution
4.1 Shortage of staff to carry out roles of EdDep effectively	4.1.1 Realign and clarify existing staff positions and roles so as to maximize use of existing staff resources	<b>Extent:</b> high-impact, <b>Speed:</b> medium-impact, <b>Sustainability:</b> medium-term	<b>Governance:</b> good potential for coordination by MOE, <b>Capability:</b> good capability for planning and implementation, <b>Availability of funds:</b> yes, through the State, as minimal funds needed

Prioritized bottlenecks	Solutions for accelerating progress	Impact of solution on bottleneck	Feasibility of solution
	4.1.2 Update, formalize and implement the revised EdDep organizational structure, focusing particularly on recruitment of new and additional staff positions and providing institutional capacity building	<b>Extent:</b> high-impact, <b>Speed:</b> medium-impact, <b>Sustainability:</b> medium- and long-term	<b>Governance:</b> good potential for coordination by MOE, <b>Capability:</b> good capability for planning and implementation, <b>Availability of funds:</b> yes, partly through the State and donors
	4.1.3 Strengthen EdDep monitoring and evaluation functions aimed at ensuring effective implementation of various priority education initiatives, including strengthening data management capacity and institutionalization of education policies	<b>Extent:</b> high-impact, <b>Speed:</b> medium-impact, <b>Sustainability:</b> medium- and long-term	<b>Governance:</b> good potential for coordination by EdDep, <b>Capability:</b> good capability for planning and implementation, <b>Availability of funds:</b> yes, partly through the State and donors
4.2 Absence of effective partnerships with communities, parents, Kaupule, NGOs and churches	4.2.1 Establish MOUs with each Kaupule, identifying clear roles of Kaupule with regard to school-based management, monitoring teacher performance and attendance, classroom maintenance, teacher housing, etc.	<b>Extent:</b> high-impact, <b>Speed:</b> immediate-impact, <b>Sustainability:</b> medium- and long-term	<b>Governance:</b> good potential for coordination by MOE, <b>Capability:</b> good capability for planning and implementation, <b>Availability of funds:</b> yes, partly through the State and donors
	4.2.2 Mobilize required resources (technical and financial) to implement the agreed MOUs, including establishing partnerships with regional and international organizations	<b>Extent:</b> high-impact, <b>Speed:</b> medium-impact, <b>Sustainability:</b> medium-term	<b>Governance:</b> good potential for coordination by MOE and MOF, <b>Capability:</b> good capability for planning and implementation, <b>Availability of funds:</b> yes, through the donors
	4.2.3 Establish MOUs with other relevant stakeholders (i.e., other government ministries, parents, PTA, TANGO, TNCW, TuFHA, churches, businesses) on ways in which those groups could help deliver or facilitate educational services (e.g., parenting classes, student reading programme, voluntary school feeding programme, special programmes for Year 8)	<b>Extent:</b> medium-impact, <b>Speed:</b> medium-impact, <b>Sustainability:</b> medium-term	<b>Governance:</b> good potential for coordination by MOE, <b>Capability:</b> good capability for planning and implementation, <b>Availability of funds:</b> yes, partly through the State and donors

Prioritized bottlenecks	Solutions for accelerating progress	Impact of solution on bottleneck	Feasibility of solution
4.3 Insufficient funding allocated from national budget to maintain key education priority programmes	4.3.1 Identify key education programme activities (e.g., under MAF Action Plan) that could be funded by using increased budgetary resources for education	<b>Extent:</b> medium-impact, <b>Speed:</b> medium-impact, <b>Sustainability:</b> medium-term	<b>Governance:</b> good potential for coordination by MOE and MOF, <b>Capability:</b> good capability for planning and implementation, <b>Availability of funds:</b> yes, through the State, as minimal funds needed
	4.3.2 Implement MTEF recommendation to prioritize allocation of budget resources (domestic and external) towards basic education	<b>Extent:</b> medium-impact, <b>Speed:</b> medium-impact, <b>Sustainability:</b> medium-term	<b>Governance:</b> good potential for coordination by MOE and MOF, <b>Capability:</b> good capability for planning and implementation, <b>Availability of funds:</b> yes, through the State, as minimal funds needed
	4.3.3 Ensure recurrent costs of donor funded programmes are integrated into the national budget so as to ensure impact of project initiatives are sustained after project completion	<b>Extent:</b> medium-impact, <b>Speed:</b> medium-impact, <b>Sustainability:</b> medium-term	<b>Governance:</b> good potential for coordination by MOE and MOF, <b>Capability:</b> good capability for planning and implementation, <b>Availability of funds:</b> yes, through the State, as minimal funds needed
	4.3.4 The use of government grants to Kaupule earmarked for education be made more transparent	<b>Extent:</b> medium-impact, <b>Speed:</b> medium-impact, <b>Sustainability:</b> medium-term	<b>Governance:</b> good potential for coordination by MOE and MOF, <b>Capability:</b> good capability for planning and implementation, <b>Availability of funds:</b> yes, through the State, as minimal funds needed

## 7.2 COUNTRY PREPARATION PROCESS AND LESSONS LEARNED

TABLE 8. COUNTRY PREPARATION PROCESS AND LESSONS LEARNED							
Key inputs	Preparatory phase		Stage 1	Stage 2		Stage 3	Stage 4
	Preparation of study and data gathering	Identification of priority MDGs	Identification of priority interventions	Identification of bottlenecks	Identification of priority bottlenecks	Identification of solutions	Development of MAF
<b>Major activities</b>	<ul style="list-style-type: none"> <li>Discussions between UNDP and GoT with respect to the MAF concept and the means of preparation (June 2012)</li> <li>Establishment of MAF expert group (25 September 2012)</li> </ul>	<ul style="list-style-type: none"> <li>Identification of MDG 2 in respect of NYEE results (July 2012)</li> <li>Recruitment of resource person (10 September 2012)</li> <li>Briefings held with UNDP, UNICEF, AusAID, ESCAP (10-11 September 2012)</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of documentation (NSDS, MDG progress report, sectoral documents) (late September 2012)</li> <li>Review TESP II (week of 17 September 2012)</li> <li>Consultations held with EdDep (week of 24 September 2012)</li> </ul>	<ul style="list-style-type: none"> <li>Methodological training of members of expert group and MDG taskforce (25 &amp; 27 September 2012)</li> <li>Preliminary analysis of bottlenecks and solutions (week of 1 October 2012)</li> <li>First national workshop to review and refine the analysis and prioritization of bottlenecks and identification of solutions (9-10 October 2012)</li> <li>Regional workshop to introduce the MAF methodology and its application to commence preparation of MAF action plan (23-25 October 2012)</li> </ul>			<ul style="list-style-type: none"> <li>Preparation of the MAF first draft (2 November 2012)</li> <li>(Second) National validation workshop (22 November 2012)</li> </ul>
<b>Partners involved</b>	Ministries: Finance & Planning, Education, Home Affairs UNDP	Ministries: Finance & Planning, Education, Home Affairs UN Agencies AusAID	Ministries: Finance & Planning, Education, Home Affairs UN Agencies AusAID	Ministries: Finance & Planning, Education, Home Affairs, Health, Office of the Prime Minister TANGO, TNCW, TuFHA, Kaupule, PTA, EKT UNDP (MCO Suva, BDP NY) UNICEF, AusAID, PIFS			Ministries: Finance & Planning, Education, UNDP UNICEF, AusAID
<b>Lessons learned (what worked)</b>	Government commitment to MDGs Involvement of UNDP	Availability: - members of expert group - UNDP, UNICEF - working documents	Availability: - members of expert group - UNDP, UNICEF - working documents	The MAF was developed on the basis of TESP II objectives and priority outcome areas and took account of key initiatives pursued by partners (UNICEF, UNESCO, SPBEA, USP) that urgently need to be scaled up to improve test scores and thus the quality of education			The participatory approach and involvement of key technical partners contributed to the production of the MAF and to the quality of the Action Plan proposed
<b>Lessons learned (challenges)</b>	Limited consultation on the process for choosing the MDG target. Timing of exercise not conducive to participation (annual budget process)	Absence of approved and documented policies made the analysis difficult	Absence of approved and documented policies made the analysis difficult	Improving test scores can be achieved through adoption of certain quick-fix solutions, but this often results in a short-term impact. The challenge is for Tuvalu, with the support of its partners, to be able to address the much longer-term systemic and structural issues and that are beyond the ambit of the MAF action plan.			Inability to visit schools, including those on the outer islands, in order to obtain first-hand information

## 7.3 REFERENCES AND DATA SOURCES

1. Tuvalu MDG Progress Report 2010/2011
2. Te Kakeega II Mid-Term Review: Action Plan 2015
3. Tuvalu Education Strategic Plan (TESP) II: 2011-2015
4. Tuvalu Trust Fund Advisory Committee Annual Report for 2010
5. Tuvalu Trust Fund Advisory Committee Annual Report for 2009
6. 2012 Population and Housing Census Preliminary Analytical Report
7. Tuvalu Household Income and Expenditure Survey, 2010
8. Tuvalu Education Management Information System (TEMIS): various educational statistics extracted from TEMIS database
9. UNICEF: Achieving Education for All in Tuvalu (2011)
10. AusAID: Tuvalu Education Sector Scoping and Design Mission (2008)
11. USP: PRIDE End of Project Completion Report (2010)
12. IMF: Article IV Consultations Mission Report (2012)
13. ADB: Country Fact Sheet for Tuvalu (as of 31 December 2011)





