



TUVALU EDUCATION DEPARTMENT

**TUVALU EDUCATION SECTOR
PLAN III (TESP III)**

2016 - 2020



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LIST OF ABBREVIATIONS

Abbreviation	Description
CTC	Community Training Centre
DRR	Disaster Risk Reduction
EAC	Education Advisory Committee
ECCE	Early Childhood Care and Education
ECR	Extra Curricula Resources
EdDep	Education Department
ESD	Education for Sustainable Development
EYS	Education, Youth & Sports
ICT	Information and Communication Technology
IOE	Institute of Education
M&E	Monitoring and Evaluation
MKH	Maleta Kapane Halo
NGOs	Non-Government Organisations
NMQSS	National Minimum Quality Service Standards
NQA	National Qualifications Authority
NQAF	National Quality Assurance Framework
NQF	National Qualifications Framework
NYEE	National Year Eight Examination
OER	Open Education Resources
PACTAM2	Pacific Technical Assistance Mechanism Phase 2
PD	Professional Development
PEDF	Pacific Education Development Framework
PIFS	Pacific Islands Forum Secretariat
PILNA	Pacific Islands Literacy and Numeracy Assessment
REAP	Realising Educational Access in the Pacific
SAIP	School Annual Improvement Plan
SDA	Seventh Day Adventist
SIMM	School Infrastructure and Maintenance Manual
SIMS	School Information Management System
SMC	School Management Committee
SPFSC	South Pacific Form Seven Certificate
SU	Schools Unit
TEMIS	Tuvalu Education Management Information System
TESP III	Tuvalu Education Sector Plan III
TJC	Tuvalu Junior Certificate
TK III	Te Kakeega III
TMTI	Tuvalu Maritime Training Institute
TNCPF	Tuvalu National Curriculum Policy Framework
ToSIP	Tokai School Improvement Programme
TSSC	Tuvalu Senior Secondary Certificate
TuSTA	Tuvalu Standardised Test of Achievement
TVSD	Technical and Vocational Skills Development
UN SDG 4	United Nations Sustainable Development Goals 4 – Education Goal
USP	University of the South Pacific

ACKNOWLEDGEMENT



It is my pleasure to present the Tuvalu Education Sector Plan III (TESP III). TESP III continues many of the ongoing activities from TESP II while also introducing new initiatives in light of achieving Quality Education for Sustainable Living.

I would like to acknowledge the effort and support from our friends and partners including but not limited to:

- Dr. Seu'ula Johansson-Fua - Director of the Institute of Education (IOE) in the University of the South Pacific (USP)
- Mr. Filipe Jitoko - Social Policy Advisor from the Pacific Islands Forum Secretariat (PIFS)
- Ms. Pamela Lysaght - Education Planning Advisor from the Pacific Technical Assistance Mechanism Phase 2 (PACTAM2)

I also acknowledge the valuable insights from students, teachers and other stakeholders that participated in the TESP III consultations as well as the support and collaboration from the TK II review committee in accelerating our in-house review of TESP II.

My greatest thanks and acknowledgements go out to my Professional Officers and staff for their tireless efforts throughout the implementation of TESP II as well as playing a key role in the development of TESP III.

Fakafetai Lasi,

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Katalina Pasiale Taloka

Director of Education

MESSAGE FROM THE MINISTER



The Tuvalu Education Strategic Plan III 2016-2020 serves as a road map for education in Tuvalu, and it points the way toward achieving quality education and a better future for our children.

Much has been achieved after the implementation of TESP I 2006 – 2010 and TESP II 2011 – 2015. However, there is still much to be done in order for us to provide more opportunities for our future generation and this strategic plan will help us to accomplish most if not all of that. The achievement of this plan can be accomplished but would demand and require the support and commitment of all partners and stakeholders.

The Education Department, within the Ministry of Education, Youth & Sports, takes the lead role in implementing this plan and recognises the importance of working closely with our stakeholders, line ministries and other government departments, development partners, Kaupule, school management committees and most importantly the parents. We have witnessed that spirit of partnership and collaboration in the past and it must continue.

Let this plan strengthen us with the assurance that at the end of the plan period in 2020, we have moved education in Tuvalu a further step forward in the right direction. We must all come together to pro-actively commit to the realisation of this dream.

A handwritten signature in black ink, appearing to read 'Fauoa Maani'. The signature is written in a cursive style and is positioned above a horizontal dotted line.

Hon. Fauoa Maani

Minister of Education, Youth & Sports

MESSAGE FROM THE SECRETARY



It is with great pleasure that I present the Tuvalu Education Strategic Plan III 2016 – 2020 (TESP III), which provides a clear direction towards improving the quality of educational services in Tuvalu. This is another milestone achieved for the Ministry of Education, Youth & Sports.

The development of TESP III was based on three main continuing issues: Access, Relevancy and Sustainability. These three key words play an important role if we are to ensure that our children have access to quality education that is meaningful, that what they learn makes sense to them, and that they are able to live sustainably in Tuvalu. We know that Tuvalu has very limited resources and we believe that investing in our human resource through education would contribute tremendously to the nation's economic development.

Access, relevancy, inclusivity, quality and sustainability are now the main agenda items of most Education forum in the region and abroad. These themes really encourage the Ministry to target its efforts in ensuring that all children in Tuvalu are given the best education they need and deserve.

The plan also reflects the emerging issues such as climate change, school safety, gender issues and inclusive education for all. Addressing these issues will make sure that we produce good citizens who will contribute actively in our communities, and the nation as whole.

Education is everyone's business and it is our duty as leaders of today to ensure that our children are given proper care and quality education to enable them to contribute to the society and the nation at large in the long run. Children have diverse needs and they should be given the opportunity to develop their potential to the fullest through quality education. "If you are planning for a year, sow rice; if you are planning for a decade, plant trees, if you are planning for a lifetime, educate people". (Chinese Proverb)

I would also like to take this opportunity to acknowledge key officials in the Education Department for their tireless effort in putting together this plan, not forgetting our consultant from the Pacific Islands Forum Secretariat, for providing the necessary support and guidance.

A handwritten signature in blue ink, appearing to read 'Puaita Fauvaka Etuati'. The signature is written in a cursive style.

Puaita Fauvaka Etuati

Ag. Secretary for Education, Youth & Sports

PART I: OVERVIEW

TUVALU – KEY FACTS

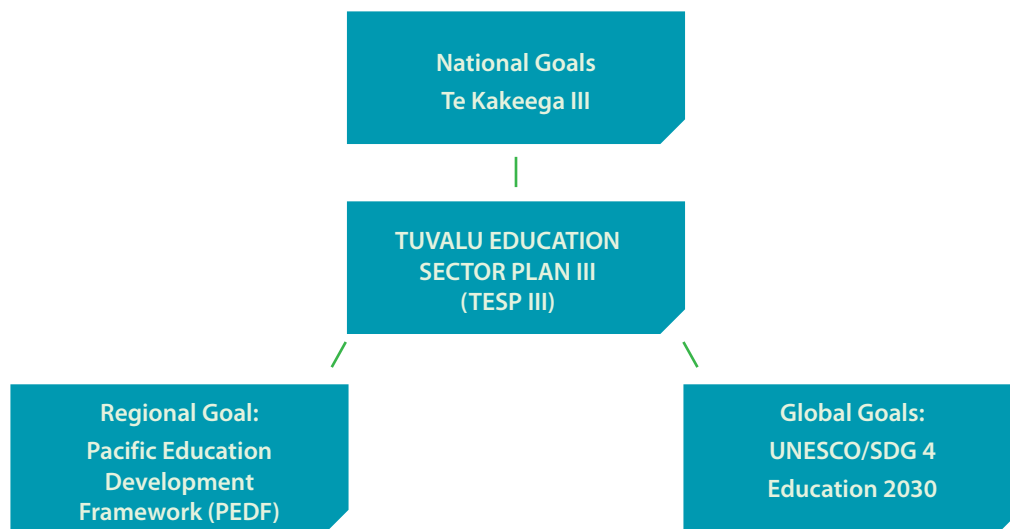
Table 1: Key Facts	
Capital	Funafuti
Area (EEZ/land area)	719,174 sq km
Population	11,206 (2011 estimates)
GDP per capita	3,348
System of Government	Constitutional monarchy with a parliamentary democracy
Number of island atolls	9

Tuvalu consists of nine small islands scattered over 500,000 sq mi of the Western Pacific, just South of the equator. The islands include Nanumea, Nanumaga, Niutao, Nui, Vaitupu, Nukufetau, Funafuti, Nukulaelae and Niulakita. The total land area is 26 sq km.

TUVALU EDUCATION SECTOR PLAN – LINKS TO NATIONAL, REGIONAL AND GLOBAL TARGETS

The Tuvalu Education Sector Plan III (TESP III): 2016 – 2020 aligns with national, regional and global education goals as depicted in Figure 1 below.

Figure 1: Links between TESP III and National, Regional and Global Targets



The TE KAKEEGA III (TK III) - National Strategy for Sustainable Development 2016 to 2020 is Tuvalu’s master plan for national development. Education and Human Resources is Goal 7 of TK III which states “Provide high quality education; equip people with knowledge and skills to develop more self-reliance; promote Tuvalu’s cultural and spiritual values”. TESP III is aligned to the regional Pacific Education Development Framework (PEDF) with its three goals of access and equity, quality, and efficiency and effectiveness. TESP III is similarly aligned to the global UN Sustainable Development Goal 4 (SDG 4) on Education which is “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”.

TESP III is also guided by the achievements of TESP I and TESP II. TESP III is an outcome of an in-house review of TESP II as well as consultations with key education stakeholders.

TESP III – GUIDING AGENDA

(i) Early Childhood Care and Education

ECCE continues to be a key priority in education in Tuvalu. The government recognises ECCE as the foundation for sustainable development. As a signatory to the Sustainable Development Goals (SDGs), government is committed to giving every child in Tuvalu the best start in life.

The government is committed to achieve the SDG 4 Target 4.2 which states, “By 2030, ensure that all girls and boys have access to quality early childhood development care and pre-primary education so that they are ready for primary education”. The government also advocates investing in equitable and comprehensive quality ECCE.

(ii) Climate Change

Climate Change poses the most serious threat to the security and survival of Tuvalu. The danger of climate change and the prospect of warming temperatures, sea level rise, and severe weather events overhang the entire discussion of future development. These dangers – some long-term, some more immediate – cut across Tuvalu’s development landscape. The challenges of climate action and future climate financing now and in the future are enormous. Urgent actions in response to climate change impacts are needed both at the local and global level.

Education has a central and unavoidable role in the climate change discussion. It serves to inform the citizenry of climate change impacts, risks and responses. Perhaps more importantly is the subject of climate change and its impacts taught as part of a student’s general education curriculum. This serves to educate the next generation of Tuvaluans, including its future leaders, who, coming of age, need to be exposed to the climate-related problems and prospects they will inherit from today’s older generation. Education has been the foundation of modern social and economic development in Tuvalu. This will be no more apparent than the importance of education in the fight against climate change impacts, threats and risks, and finding solutions to each of these as future circumstances change and the issues continue to evolve.

Part of the Climate Change agenda is Disaster Risk Reduction (DRR). Children go to school most days of the year and so it is imperative that school safety should be a priority.

One of the DRR management tools is to make all school facilities structurally safe and able to protect children during disasters (including acting as shelters for communities when necessary). Another is to ensure appropriate school disaster management practices are effectively implemented in each school, and that DRR and climate change education and climate change education is taught in schools in order to build a culture of safety in schools and in communities.

Promoting resilience in the face of emergencies is a critical agenda for school safety.

(iii) Teaching and learning:

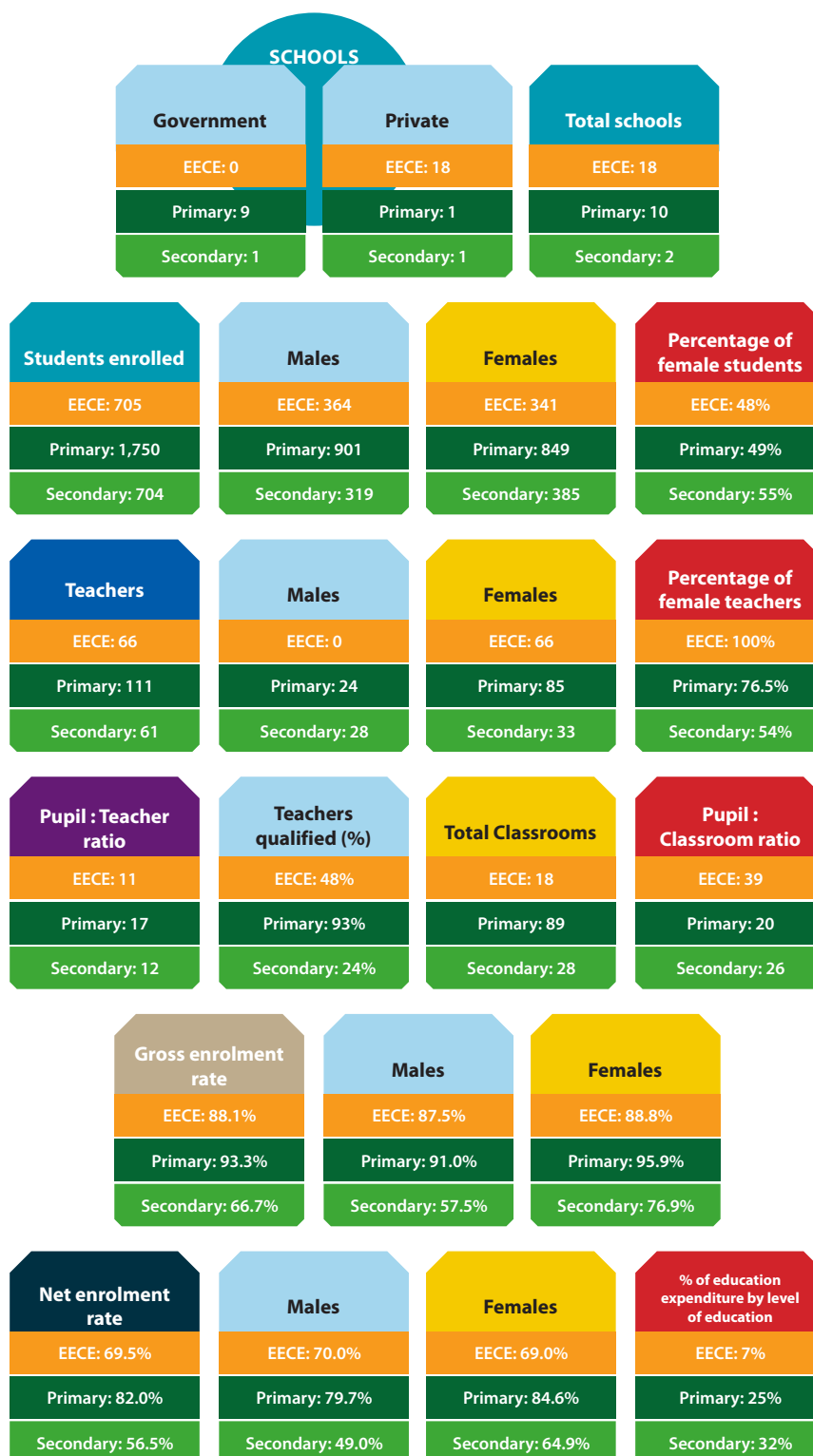
Teaching and learning continues to play a very important role in the provision of all education services. The teaching and learning process will focus on improving and promoting:

- The adoption of a 21st century curriculum and assessment
- ICT in education
- Teacher and teaching development
- Technical and Vocational Skills Development (TVSD)

(iv) Cross cutting issues:

Including Gender Equality, Disability Inclusiveness, Climate Change, Child Protection, Disaster Risk Reduction and HIV/AIDS as cross-cutting issues throughout TESP III, highlights the Education Department’s acknowledgement of the relevance and need to promote these issues to affect change.

EDUCATION STATISTICS AT A GLANCE



(Source: Tuvalu Education Department: 2015 Statistical Report)

The table above shows that improving access to education at all levels will continue to be a priority. This is particularly so for access to secondary education as indicated by the enrolment rates (gross and net). More specifically enrolment rates for boys in secondary education continue to be a concern compared to girls' enrolment.

Factors that affect education quality such as teacher qualifications and pupil/teacher ratio look satisfactory except in the case of ECCE where only 48% of teachers are qualified. However, the outcome indicators shown by the

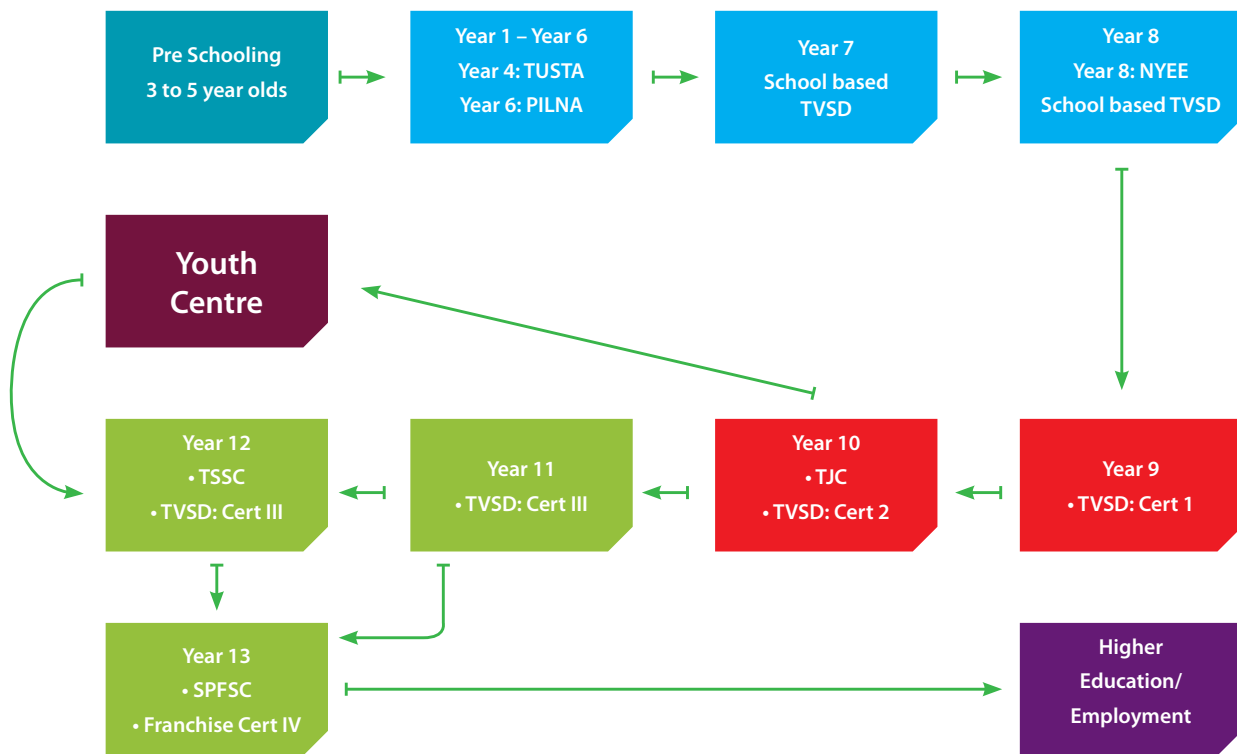
examination results do not seem to match the quality of input indicators. Percent pass rates, especially in secondary external examinations at Year 10 (36%) and Year 12 (39%) are both below 50%. The net intake rate for Year 1 is 26.6% which shows that a large number of students of the official entry age into primary school are either not enrolled or are already in school, meaning they enrolled at an earlier age. A good percentage (85%) of students enrolling in Year 1 have attended ECCE which shows the strength of Tuvalu's ECCE sector.

PART II: EDUCATION SYSTEM STRUCTURE

THE EDUCATION PATHWAYS

The government provides 8 years of primary education, 2 years of junior secondary education and 3 years of secondary education to all children as from 2016.

Figure 2: Tuvalu's Education Structure



The above diagram illustrates the pathways within the school curriculum in attempts to meet the learning needs of all students.

There is a critical need to revisit the setup and management of the TVSD programmes in schools and to link and align them with the emerging challenges students face during their formal years of schooling and most importantly when they complete formal schooling. The need to have such programmes well integrated and taught from primary school years is pertinent and in this regard, a modified pathway for TVSD within the existing education pathway has been undertaken as depicted in Figure 2 above.

For Year 7 and Year 8, TVSD will use materials and resources developed by the Curriculum Unit. All students will be taking these programmes at the primary level. Similarly TVSD will be offered in Years 9 to Year 13, however, it will be an alternative learning pathway that students can choose apart from the formal academic stream. Certificate I component of the programme is offered at Year 9. They will then progress to do the Certificate II in Year 10 in the same programme they did in Year 9.

In Year 11, students will be expected to complete the Certificate III. Because the programme gets more complex at each level, the Cert III programme can continue to Year 12. Students can also exit at the completion of Certificate III into the employment market.

Certificate I to Certificate III programmes are competency-based programmes whereas Certificate IV programme targets students wishing to progress into higher education levels.

PART III: EDUCATION ADMINISTRATION SYSTEM

VISION, MISSION, VALUES AND GUIDING PRINCIPLES

Our Vision

Quality education for sustainable living for all

Our Mission

Provide and sustain excellence in education for all

Our Values

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

Our Guiding Principles

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

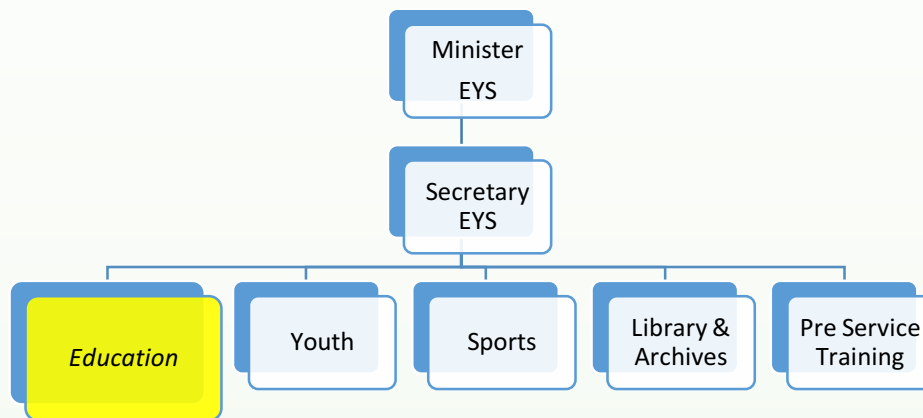
Monitoring and Evaluation

A comprehensive Education Management Information System (TEMIS) is in place to support evidence-based reporting and intervention in areas of need.



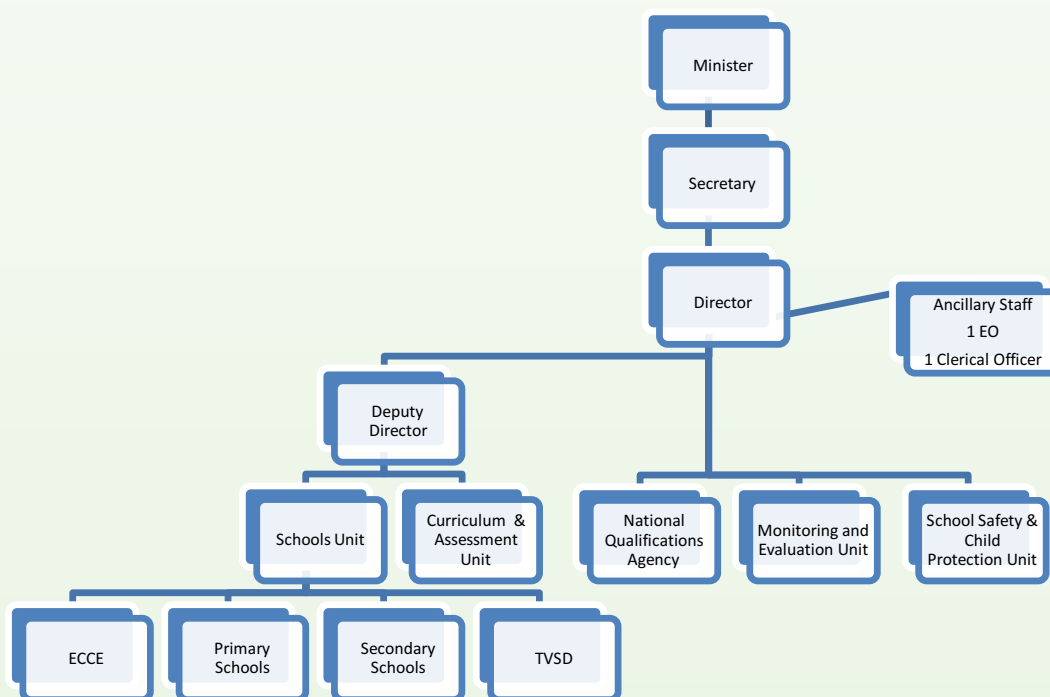
THE ORGANISATION STRUCTURE

Figure 3: The Structure of the Ministry of Education, Youth and Sports



The Minister is responsible for Education, Youth and Sports in Tuvalu. The Minister however is hugely responsible for the education portfolio.


Figure 4: The Structure of the Education Department (EdDep)



The Education Department (EdDep) comprises six main Units – Curriculum & Assessment Unit (CAU), Schools Unit (SU), National Qualifications Agency (NQA), Monitoring and Evaluation Unit (MEU), School Safety & Child Protection Unit (SSCPU) supported by a cadre of ancillary staff.

Curriculum & Assessment Unit

The Curriculum Development sub-unit is responsible for developing, implementing and maintaining appropriate curricula and school-based assessment procedures and practices in early childhood, primary, secondary and post-secondary schools throughout Tuvalu. To make sure that the above requirements are met, the Senior Education Officer Curriculum is required to submit a detailed written, annual report, to the Director of Education on the performance and outcomes of the Curriculum Development sub-unit.



The Assessment and Examinations sub-unit is responsible for the overseeing of the implementation of national and regional examinations, analysis, updating and maintenance of national and regional examinations results. Facilitation and coordination of all assessment procedures in all schools, and submitting timely reports, updates and recommendations to the Director of Education on the performance of the sub-unit and possible strategies for the improvement of assessments in all sectors of education in Tuvalu.

Schools Unit

The Schools Unit (SU) is responsible, in the first instance, for the supervision of early childhood, primary, secondary and post-secondary schools in Tuvalu. This involves working with schools, local governments (Kaupule), and island communities to ensure that good quality learning outcomes are achieved by all children and students attending both government and non-government schools throughout Tuvalu.

The unit is also involved in collaborative development, maintenance, implementation and evaluation of effective, efficient and equitable policies, processes and practices for the developmental supervision of all Tuvaluan schools, school leaders and teachers, and is required to provide detailed reports on the performance and outcomes of each government and non-government school for which s/he is responsible.

National Qualifications Agency

The National Qualifications Agency will play the following functions:

- Set standards on post-secondary education and training institutions and programmes
- Register post-secondary education and training institutions and programmes
- Set guidelines for the recognition of foreign qualifications
- Establish and maintain database of skilled persons and their qualifications
- Collaborate with external accrediting agencies for the recognition of post-secondary education and training in Tuvalu
- Foster and safeguard the national interest, the interest of students and parents, providers of education and training and other stakeholders
- Foster cooperation amongst post-secondary education and training institutions
- Provide advice to the Minister of Education, Cabinet, Parliament and the Governor General on matters pertaining to post-secondary education and training

Monitoring and Evaluation Unit

The Monitoring and Evaluation Unit will house the Information and Communication Technology (ICT) operational arm of the Department providing support in the following areas:

1. Teaching and Learning (through ICT in Education)
2. Monitoring and Evaluation (through TEMIS)
3. Human Resource Management (through TEMIS)
4. Research (through TEMIS)
5. Procurement Support

School Safety Unit

The Education Department under the Ministry of Education, Youth and Sports and schools have appropriate security measures in place to protect school property and ensure a safe and secure environment for staff and students in terms of infrastructure, planning, implementation of plans and good practices at the school level.

Accordingly, schools are encouraged to have policies and safety plans in place. In fact, one of the key focus areas included in all school Strategic Plans and School Annual Improvement Plans (SAIP) is the Learning Environment with the focus on school safety. This means that different schools use a variety of practices and procedures to promote the safety of students and staff at the school level. Likewise, the Disaster Risk Management Board, which consists of the line ministries (including MEYS) is currently assisting schools with the development of their Emergency Evacuation Plans.

PART IV: EDUCATION GOVERNANCE SYSTEM

EDUCATION LEGISLATION

The Tuvalu Constitution does prescribe the responsibility for the conduct and administration of national matters, including education, to the Government. The Tuvalu Education Act is provided as part of the set of laws relating to the national Government administration.

Dating back to 1978, Tuvalu's education legislation is now more than 30 years old. Yet, its education system has developed beyond its existing legislation, driven primarily by the demand of the people of Tuvalu for education, which remains critically important to the long term development goals of Tuvalu.

Tuvalu's education legislation is divided into seven main chapters, plus an eighth chapter for miscellaneous matters. It first provides for the general powers of the Minister responsible for education. Then it establishes the Education Advisory Committee, which advises and assists the Minister on the formulation of plans and policies for the development of education.

The legislation then provides for the control of non-Government schools, followed by further powers of the Minister in relation to non-Government and local Government schools. Sections 3 and 5 of Tuvalu's Education Act provides the Minister with the power to promulgate Regulations. Finally, the Act provides for the training and registration of teachers, as well as establishing the requirement for compulsory education.

Tuvalu gained independence from Great Britain in 1978, the same year the Education Act was passed. The education structures established therein are therefore representative of the education system at the time the legislation was passed. Tuvalu is in a similar situation to other Pacific Island countries with legislation that dates back to this period of colonial transition.



Early Childhood Care and Education (ECCE)

The 18 ECCE Centres are managed and operated by communities, Kaupule, non-government organisations and private providers with professional and administrative support from EdDep. Every ECCE centre has a School Management Committee (SMC) which works closely with the EdDep. ECCE centres are open to all children aged 3 to 5 on a voluntary basis. While ECCE has not been formally brought under the ambits of the EdDep, government provides financial support for teachers' salaries, infrastructure, teaching resources and professional support.

Primary Education

Primary education is free and compulsory to all children aged 6 -13 years old. Children enter primary schools the year they turn 6 years of age. There are nine government primary schools, one on every island. These schools are run in collaborative partnership with the Kaupule. There is one faith-based primary school on Funafuti, the Seventh day Adventist primary school, which is run an operated by the SDA church.

Primary education has a duration of 8 years and at the end of Year 8, children sit the National Year Eight (NYE) examination. This examination is a monitoring examination.

Junior Secondary Education

Year 9 and Year 10 make up the Junior Secondary education programme in Tuvalu. In 2015 Cabinet made a decision to relocate Year 9 and Year 10 programmes to the primary schools nationally in 2016, however only Year 9 was relocated that year. This move meant that Junior Secondary is run and administered from two different sub-sectors in 2016. In 2017, it is anticipated that the Year 10 will continue to be run and administered at Motufoua Secondary campus on Vaitupu whereas the Year 9 programme from the primary schools.

Year 9 and Year 10 offers a 2 year programme culminating in students sitting for the Tuvalu Junior Certificate (TJC) examination. In addition, the introduction of the Technical and Vocational Skills Development (TVSD) programme from Year 9 offers an alternative learning pathway for students.

Secondary Education

There are three years of senior secondary education – Year 11, Year 12 and Year 13. At the end of Year 12, children sit for the Tuvalu Senior Secondary Certificate (TSSC) examination. This examination selects students to continue to Year 13 or to the franchised programme for the Certificate IV programmes. At the end of Year 13, students sit for the South Pacific Form Seven Certificate (SPFSC) examination.

Post-Secondary Education

Students who drop out from Year 10 can progress if they wish - to do secretarial studies offered through the Maleta Kapane Halo (MKH) Commercial School. Others can attempt to do the Maritime Certificate for Seafarers offered at the Tuvalu Maritime Training Institute (TMTI). There is also an initiative administered through the Youth Department for out of school youths to do vocational programmes at the Youth Centres in Fiji.

Pre-Tertiary Education

Pre-Tertiary opportunities are available both locally and abroad for students who successfully complete the Year 11 and Year 12 programmes at secondary school.



PART V: FRAMEWORK FOR TESP III

INTRODUCTION

This framework outlines key strategic directions for education in Tuvalu over the next five years, 2016 – 2020.

CONTINUING ISSUES

(i) Access

- Physical access – significant strides have been made to improve physical access to education and this is evident in the increased enrolment at all levels.
- Access to achievement – results of the TuSTA, NYEE, TJC, TSSC and SPFSC, while showing progress in the recent years, indicates weakness in the system and children’s limited access to succeeding in education. Key student achievement is the critical role that teachers play in a child’s learning.

(ii) Relevancy

- Quality learning – the issue of quality is fundamentally an issue of relevancy. The Tuvalu National Curriculum Policy Framework is one of the key achievements of TESP II. Work remains to translate this curriculum policy framework into syllabus, teachers’ guide and student handbooks that are consistent with outcomes based curriculum.
- Measuring what we treasure – with 6 external examinations in the system (including PILNA), it is timely to review the role that assessment and examination has in improving student learning.

(iii) Sustainability

- Sustainable livelihood in Tuvalu – the challenges of climate change poses significant impact in considering the education of Tuvaluans. Climate change is no longer about awareness; but about adaptation. What is the role of the education system in preparing students to adapt and live sustainably in Tuvalu?
- Tuvalu’s contribution to the global society – in a globalised world, Tuvaluans have to learn to live not only in Tuvalu but also contribute and be part of a global society. What is the role of education in preparing young Tuvaluans to be global citizens, so they may comfortably live in Tuvalu and elsewhere in the world?

INTENDED OUTCOMES

The overall outcome of the TESP III is to nurture young Tuvaluans who are productive, self-reliant, responsible and who have a deep affection and sense of service for Tuvalu and the people of Tuvalu.

Outcome 1:

All young people in Tuvalu have access and can achieve in a relevant, worthwhile education system.

All young people in Tuvalu from ECCE, primary, secondary and post-secondary education, that includes children with special needs, have physical access to an education provider that is relevant and worthwhile. Furthermore, all young people in Tuvalu have improved opportunities to succeed in the formal schooling system with clear learning pathways and ease of transition.

Outcome 2:

Improved relevant learning resources, human resources and sustainable infrastructure development in schools.

Significant improvement in the range of relevant learning resources available to students, with well qualified and fit for purpose teaching workforce, strong instructional school leaders, learning materials that utilises ICT and a range of learning modalities. Improved school infrastructure that attracts students to a safe, hygienic, accessible and conducive learning environment for all children.

Outcome 3:

Improved governance, partnership, administration and financing of an efficient and sustainable education system.

An education system that is specifically designed and equipped to service Tuvaluan context, with strong leadership, genuine partnership, efficient administration with a sustaining financial system.



TESP III Logframe

Programme 1

Outcome 1:

All young people in Tuvalu have access and can achieve in a relevant, worthwhile education system.

To achieve outcome 1, a number of programmes are proposed, targeting teaching and learning and universal access to education.

1.1. Teaching and Learning:

The Teaching and Learning Programme is based on the following key activities and rationale:

Focus	Outputs	Performance Indicators
(a) Student learning	<ul style="list-style-type: none"> (i) Effective and more coordinated student support services: <ul style="list-style-type: none"> • Increase availability of Learning Support Services for students to improve learning o Students have access within the classroom settings to content suitable to their learning level. <ul style="list-style-type: none"> • Strengthen character building programmes in schools • Establish counseling services in schools (ii) Conducting research into effective student learning approaches: <ul style="list-style-type: none"> • REAP Tuvalu (iii) Strengthen ICT to support student learning <ul style="list-style-type: none"> • Set up ICT labs in all schools • Contextualise existing OERs and deliver through eLearning 	<ul style="list-style-type: none"> • Number of students accessing school-based student support services • Completed research into student learning approaches - REAP • ICT in schools strengthened
(b) Teacher pedagogy	<ul style="list-style-type: none"> (i) Improving teacher effectiveness: <ul style="list-style-type: none"> • Develop and deliver a range of professional learning programmes to improve the competence and capacity of teachers • Improve ICT literacy training for teachers • Provide ICT training opportunities for teachers • Teachers planning identifies and implements activities and strategies that meets the needs of varied learning levels of the class. (ii) Build capacities of teachers to become competent and confident users of more effective classroom-based assessment techniques (iii) Improving teacher attitude and efficacy towards inclusive teaching <ul style="list-style-type: none"> • teachers provide planning that addresses the varied ability levels of children in their classroom cohort • teachers utilise Learning Support programmes to support their classroom learning (iv) Improving effectiveness of TVSD teachers <ul style="list-style-type: none"> • Provide competency-based and assessment training • Ongoing specialised trainings in regional institutions • Provide ICT training opportunities for TVSD teachers 	<ul style="list-style-type: none"> • Number of teachers assessed as competent according to Competency Standards Framework for Tuvalu Teachers. • Number of teachers whose planning addresses multilevel activities • Number of teachers using eLearning services



1.2. Universal access to education:

The Universal access to education Programme is based on the following key activities and rationale:

Focus	Output	Performance indicators
(a) Inclusive Education	Provide enabling learning environments for special needs students <ul style="list-style-type: none"> • Conduct research into special needs children following on from the 2012 census data. • Development of an Inclusive Education Policy and Framework. • Development of eLearning materials for children with special needs. • Update all strategic plans and policies to inclusive language where necessary. • Update plans and reports to capture students with special needs. • Promote a multi-sector approach to support the Fusialofa Centre. • eLearning support for children who cannot attend schools. 	<ul style="list-style-type: none"> • Number of accessible schools according to national standards • Gross/Net enrolment rates at all levels • Retention rates • Completion rates • Intake rates • Number of Year 1 pupils who have been through ECCE • Strengthened partnerships • Number of TVSD programmes available
(b) Access to education at all levels	(i) ECCE: <ul style="list-style-type: none"> • Improving enrolment, attendance and retention of ECCE and Special Needs children • School management committee to be more proactive in the learning process • Strengthen roles of school management committees in monitoring teacher performance (ii) Primary: <ul style="list-style-type: none"> • Strengthen relevant and enabling policies to maintain universal access to primary education • Empower school management committee to be more proactive in the teaching and learning process • School management committee to monitor school attendance (iii) Secondary: <ul style="list-style-type: none"> • Improve access and retention rate in secondary education • Expand learning programmes and facilities at secondary level • Ongoing maintenance of infrastructure at Motufoua Secondary School (iv) TVSD: <ul style="list-style-type: none"> • Create awareness on CTC programmes • Develop competency-based TVSD programmes • Strengthen partnership with national, regional and international partners on TVSD • Increase number of TVSD programmes available • Improve linkages and alignment of TVSD programmes to learning and labour mobility 	



Programme 2:

Outcome 2:

Improved relevant learning resources, human resources and sustainable infrastructure development in schools.

To achieve Outcome 2, a number of programmes are proposed, targeting the improvement of resourcing and infrastructure development of schools.

2.1. Resourcing:

The Resourcing Programme is based on the following key activities and rationale:

Focus	Outputs	Performance Indicators
Curriculum development	<ul style="list-style-type: none"> (i) Implementation of the Tuvalu National Curriculum Policy Framework (TNCPF) through the development of curricular materials and support resources: <ul style="list-style-type: none"> • Develop and implement curricula materials and support resources for ECCE and align them to TNCPF • Develop and implement curricula materials and support resources for Primary level and align them to TNCPF • Develop and implement curricula materials and support resources for Secondary level and align them to TNCPF • Develop and implement curricula materials and support resources for TVSD and align them to TNCPF • Establish capacity building and teacher training resources supporting implementation of curricular materials and support resources (ii) Contextualise Open Educational Resources (OERs) for all levels and deliver through eLearning system (iii) Strengthen radio programme to enhance teaching and learning (iv) Strengthen Tuvalu Studies for all levels (v) Strengthen Education for Sustainable Development (ESD) <ul style="list-style-type: none"> • Mainstream Climate Change Education and Disaster Risk Reduction into the curriculum • Develop and implement relevant curriculum materials and resources for Climate Change Education and Disaster Risk Reduction • Revise/improve curriculum materials and resources for Family Life Education • Extend the teaching of life skills, human rights and values education to all school levels 	<ul style="list-style-type: none"> • Implementation of National Curriculum Policy Framework • Number of curricular materials and support resources developed and implemented • Professional development to all sectors on the curricula materials and resources • Effective implementation of curricular materials and support resources • Number of OERs delivered in schools • Teaching and Learning enhanced through Radio programmes • Tuvalu Studies, ESD and Value education strengthened • Education for sustainable development (ESD) developed and implemented for all schools.
Assessment and Qualifications	<ul style="list-style-type: none"> (i) Strengthening of assessment to improve teaching and learning <ul style="list-style-type: none"> • Provide on-going support for literacy and training for teachers on more effective classroom-based assessment techniques o Assessment of Learning o Assessment for Learning o Assessment as Learning <ul style="list-style-type: none"> • Build capacity of teachers on outcomes-based assessment • Provide supporting resources to improve execution of student assessment (ii) Strengthen and monitor literacy and numeracy <ul style="list-style-type: none"> • Develop/implement literacy and numeracy testing for Year 2 Tokai School Improvement Programme (ToSIP) • Establish literacy and numeracy standards and benchmarks to guide teaching and learning (iii) Improve administration, analysis and reporting of national and regional examinations 	<ul style="list-style-type: none"> • Teacher professional development programmes – Assessment of Learning developed and implemented in all schools • Teacher professional development programmes – Assessment for Learning developed and implemented in all schools • Teacher professional development programmes – Assessment as Learning developed and implemented in all schools • Standards and benchmarks for literacy and numeracy identified • Teachers planning indicates literacy and numeracy benchmarks to assess student performance and plan learning activities to meet their needs. • Administration, analysis and reporting on national

2.2 Human Resources:

The Human Resource Programme is based on the following key activities and rationale:

Focus	Outputs	Performance Indicators
Akoakoga a faiakoga (Professional Development)	(i) Improve effectiveness of teaching <ul style="list-style-type: none"> Develop and implement a Quality Teaching and Learning Framework for teachers Deliver relevant professional training programmes for teachers Ongoing teacher in-service training Develop a PD policy for teachers 	<ul style="list-style-type: none"> Teachers attend a minimum of 10 hours professional development per year. Quality Teaching and Learning Framework developed and implemented. Professional Development Policy developed and implemented.
	(ii) Reinforce teacher performance management system <ul style="list-style-type: none"> Implement and administer competency standards for teachers Strengthen capacity of school leaders to monitor and report on teacher performance Continue and improve the current template for the evaluation and monitoring of teachers 	<ul style="list-style-type: none"> Number of teachers assessed as competent according to Competency Standards Framework for Tuvalu Teachers. School leaders pass the 360-Degrees Assessment approach for School Evaluation and monitoring template improved
	(iii) Capacity building on TVSD <ul style="list-style-type: none"> Specialised training of TVSD trainers in regional institutions Develop competency-based and assessment training for TVSD teachers Establish a pool of skillful locals with potential to deliver/share traditional knowledge and skills at CTC level 	<ul style="list-style-type: none"> Number of TVSD teachers capacity built on delivering, assessing and reporting on students achievement Number of local skills and traditional knowledge delivered
School Leadership	(i) Strengthening the quality of leadership and management at the school level <ul style="list-style-type: none"> Strengthen leadership skills of school leaders through ongoing training and mentoring Reinforce capacity of school managers to monitor and report on teacher performance Develop and implement a leadership code of conduct aligned to the National Teacher Code of Ethics 	<ul style="list-style-type: none"> Professional Development – Quality Leadership Skills developed and implemented. Number of teachers trained on quality leadership skills School Leaders pass the 360 Degrees Assessment approach for School Leaders Leadership code of conduct developed
National Qualifications and Recognition	<p>(i) Establishment of National Qualifications Authority (NQA) and its board</p> <p>(ii) Implementation of the National Qualifications Framework (NQF)</p> <ul style="list-style-type: none"> Capacity building of NQA officers to be qualified accrediting officers Accrediting of local providers Accrediting of programmes offered by local providers <p>(iii) Implementing of National Quality Assurance Framework (NQAF)</p> <ul style="list-style-type: none"> Capacity building of NQA officers to be qualified quality assurance officers Quality Assuring of all local qualifications providers Quality Assuring of all local Programmes <p>(iv) Development of Qualifications Registers and linking it to the Pacific Register</p> <ul style="list-style-type: none"> Capacity building for officers on setting up and maintenance of the National Skills and Qualifications register 	<ul style="list-style-type: none"> All positions in NQA structure appointed All members of the NQA Board identified Staff trained to be accrediting officers of: <ul style="list-style-type: none"> Institutions Programmes staff trained to be qualified quality assurance officers for: <ul style="list-style-type: none"> Institutions Programmes Capacity building of local providers and stakeholders on: <ul style="list-style-type: none"> Accrediting processes for institutions and programmes Quality assurance processes and procedures on Institutions and Programmes officers to be trained in the use and maintenance of the Skills and Qualifications Register Increase the number of local providers and a diversify programmes

2.3 Infrastructure development:

The third programme focuses on improving the infrastructure of schools with the following key activities and rationale:

Focus	Output	Performance Indicators
Schools	<ul style="list-style-type: none"> (i) Improve and upgrade infrastructure for all Schools (ii) Develop and implement School Infrastructure and Maintenance Manual (SIMM) to assist schools in assessing and planning for infrastructure and maintenance that meets the minimum standards. (This should be added to Strategic Plan and SAIP to meet minimum standards.) (iii) Improve assets and facilities management system through SIMM (iv) Upgrade school resources, teaching aids and infrastructure to enable learning for inclusive education as part of SIMM 	<ul style="list-style-type: none"> • Number of schools that meet National Standards (NMQSS) • SIMM developed. • Schools complete SIMM as part of Strategic Plan and SAIP. • Number of schools meeting NMQSS • Management of assets and facilities improved
TVSD	<ul style="list-style-type: none"> (i) Upgrade TVSD facilities to meet accreditation requirements 	<ul style="list-style-type: none"> • Number of TVSD facilities upgraded to meet accreditation standards
ICT	<ul style="list-style-type: none"> (i) Develop and implement ICT in Education Strategy and Policy: <ul style="list-style-type: none"> a. Develop eLearning system processes and procedures b. Establish National Virtual School c. Establish Multimedia Learning Resource Development studio (ii) Improve ICT services in all schools to support teaching and learning (iii) Resource schools with relevant ICT equipment and support (iv) Collaborate with other stakeholders to integrate extra-curricular resources (ECRs) into eLearning system to support the community and basic research potential/capacity at the school level 	<ul style="list-style-type: none"> • Develop and implement ICT in Education Strategy and Policy • Develop eLearning processes and procedures • Establish National Virtual School • Establish Multimedia Learning Resources Development Studio • Number of schools with relevant ICT equipment and support for student learning • Number of extra-curricular resources developed • Regular meetings held with relevant stakeholders on eLearning in education and their community.

Programme 3

Outcome 3: Improved governance, partnership, administration and financing of an efficient and sustainable education system.

To achieve outcome 3, a number of programmes are proposed to improve the governance, administration and financing of the education system.

3.1 The Governance Programme

The first programme focuses on the following key activities and rationale:

Focus	Output	Performance Indicators
Governance	<ul style="list-style-type: none"> (i) Effectiveness of policies, plans and legislations to strengthen capacity of education. <ul style="list-style-type: none"> • Review and amend Education Act • Policy development and implementation processes: <ul style="list-style-type: none"> o Format of policies o Requirements o Inventory of current and future policies and stages (not yet developed, developed, implemented, date of review) o Calendar of policy review • Strengthen the capacity of education legislations and policies 	<ul style="list-style-type: none"> • Review and amend Education Act • Develop and implement the Policy Development and Implementation Policy • Develop legislations, policies strategies, frameworks and plans (as set out in TESP III)
Policy & Planning	<ul style="list-style-type: none"> (i) Strengthen the effectiveness and efficiency of management of EdDep <ul style="list-style-type: none"> • Review and effect the appointment of the Education Advisory Committee • Review and implement new EdDep organisational structure • Ongoing capacity building in planning and policy development within EdDep. • Develop and implement M&E system within EdDep 	<ul style="list-style-type: none"> • Education Advisory Committee reviewed • Quarterly meetings of Education Advisory Committee (once established) • Organisational structure reviewed and implemented • M&E system within the EdDep is developed and implemented.
	<ul style="list-style-type: none"> (ii) Strengthening the quality of leadership and management at the school level <ul style="list-style-type: none"> • Re-align School Strategic Plans to TESP III • Continue to develop School Annual Improvement Plan (SAIP) • Timely submission of Annual Reports based on SAIP 	<ul style="list-style-type: none"> • Number of schools with Strategic plans and SAIP (including SIMM) • Number of schools with annual reports based on SAIP submitted • Number of schools with Risk Reduction Management Plans

Programme 3, continued

Outcome 3: Improved governance, partnership, administration and financing of an efficient and sustainable education system.

To achieve outcome 3, a number of programmes are proposed to improve the governance, administration and financing of the education system.

3.1 The Governance Programme

The first programme focuses on the following key activities and rationale:

Focus	Output	Performance Indicators
	(iii) Safer Schools (Risk Reduction) a. School Risk Reduction Management Plans developed b. To enhance fire safety, evacuation and preparedness of schools	<ul style="list-style-type: none"> Number of schools with evacuation plans Number of schools with Emergency Management Plans
Data collection & Research	(i) Improve quality of data management at all levels <ul style="list-style-type: none"> Expand TEMIS and School Information Management System (SIMS) functionalities to capture Education developments and interventions Develop and install TEMIS and/or SIMS in schools On-going capacity building for EdDep officers on additional features of TEMIS and SIMS Strengthen data collection and analysis Use data to inform policy on learning and teaching needs TEMIS developed to capture all data for use across EdDep to aid information sharing. Secure 	<ul style="list-style-type: none"> Number of educational developments and interventions captured in TEMIS/SIMS Number of schools installed TEMIS/SIMS Number of trainings for EdDep officers on TEMIS/SIMS Reliability of data improved Data sharing improved

3.2 The Educational Partnerships Programme:

The second programme focuses on the following key activities and rationale:

Focus	Output	Performance Indicators
Non-government agencies	(i) Improve capacity of school management committees (SMC) to be actively involved in the management of schools (ii) Strengthen partnership between EdDep and Kaupules (iii) Improve communication between EdDep and stakeholders through regular awareness programmes (iv) Strengthen partnership with businesses and NGOs	<ul style="list-style-type: none"> Number of ECCE, Primary and Secondary school Management Committees that undertake training Quarterly meetings with EdDep and Kaupule, Government Ministries, stakeholders and NGOs
Government agencies	(i) Partnership with other government ministries and departments (ii) Develop Safe School Policy	<ul style="list-style-type: none"> Quarterly meetings with EdDep and other line ministries
Development partners	(i) Strengthen partnership with international organisations, aid donors and overseas institutions to enhance the quality of education services a. Review all current projects run through existing funding b. Review effectiveness of programmes c. Develop a portfolio of funding sources d. Develop a list of skills, resources and technical assistance required.	<ul style="list-style-type: none"> Review current projects through external funding Portfolio of funding sources developed and updated List developed of skills, resources and technical assistance required



PART VI: MONITORING AND EVALUATION (M&E) FRAMEWORK

STRUCTURE OF THE M&E FRAMEWORK

The overall outcome for TESP III is to “nurture young Tuvaluans who are productive, self-reliant, responsible and with deep affection and sense of service for Tuvalu and the people of Tuvalu”. There are three specific outcomes against which progress will be measured when implementing the TESP III:

Outcome 1:

All young people in Tuvalu have access and achieve in a relevant, worthwhile education system (Access).

Outcome 2:

Improved relevant learning resources, human resources and sustainable infrastructure development in schools (Relevance).

Outcome 3:

Improved governance, partnership, administration and financing of an efficient and sustainable education system (Sustainability).

MONITORING AND EVALUATION CYCLE

The TESP III will be continuously monitored on a quarterly basis and systematically and comprehensively evaluated by the Education Department. The Education Department will provide annual updates on key developments against the TESP III elements. If necessary, new elements to the framework will be added. Following consideration by the Minister, the TESP III will be amended to reflect these reports making it a living document.

The development of TEMIS will be critical as a monitoring tool for TESP III. A core set of indicators for TESP III will be developed and built into TEMIS as part of the annual education data collection from schools. A comprehensive situation analysis of the achievements of TESP III will be undertaken at the end of its implementation period.

PROGRAM	STRATEGIC OBJECTIVES	OUTCOMES	PERFORMANCE INDICATORS
Programme 1			
Teaching and Learning	(i) Improved Student Learning (ii) Teacher Pedagogy	All young people in Tuvalu have access and can achieve in a relevant, worthwhile education system	<ul style="list-style-type: none"> 100% of students accessing school-based student support services All students requiring counseling have access to school-based student support services – Counseling Services 100% teachers assessed as competent according to Competency Standards Framework for Tuvalu Teachers 90% teachers teaching TVSD are qualified 100% teachers planning addresses multilevel activities 100% schools with ICT equipment to support eLearning 100% teachers using ICT in Education where possible Yearly stakeholder meetings with relevant stakeholders on eLearning in education and the community. Complete research into student learning approaches
Universal Access to Education	(i) Inclusive Education (ii) Access to Education at all levels		<ul style="list-style-type: none"> 100% children have access to education support (in or out of the school environment) 3 grant proposals submitted supporting Inclusive Education Community Meeting/Conference with all stakeholders (government and non-government) to discuss support for Fusialofa and special needs issues in the community and develop interdepartmental agreements on external funding Increase Enrolments rates (at all levels) 10 TVSD programmes developed and implemented Database developed to capture all stakeholders and their input to TVSD 100% children entering Year 1 have ECCE experience 80% of ECCE School Management Committees undertake training 100% of Primary and Secondary School management Committees that undertake training 100% ECCE access professional development

PROGRAM	STRATEGIC OBJECTIVES	OUTCOMES	PERFORMANCE INDICATORS
Programme 2			
Resourcing	(i) Curriculum Development (ii) Assessment and Qualifications	Improved relevant learning resources, human resources and sustainable infrastructure development in schools	<ul style="list-style-type: none"> • Implementation of TNCPF • Curriculum and materials effectively implemented at all levels • 80% of Curriculum resource materials effectively implemented across all sectors • Professional Development to all sectors on the curricula materials and resources • 100% of schools receive OERs • Weekly radio programmes provided to inform teaching and learning • Tuvalu Studies and Values education reviewed and updated for all sectors • Education for Sustainable Development Units (ESD) developed and implemented across all sectors • Teacher Professional Development programmes developed and implemented in all schools • Review and implementation of the Assessment Policy • Development and implementation of Assessment Framework • National Benchmarks for literacy and numeracy established • Teachers planning indicates literacy and numeracy benchmarks to assess students' performance and plan learning activities to meet their needs • National and regional examinations administered yearly • Analysis and reporting on national and regional examinations completed yearly and feedback provided to stakeholders • Improve transparency of regional examination results
Human Resources	(i) Akoakoga a faiakoga (Professional Development) (ii) School Leadership		<ul style="list-style-type: none"> • Teachers attend a minimum of 10 hours Professional Development per year. • Quality Teaching and Learning Framework developed and implemented. • Professional Development Policy developed and implemented. • 100% teachers assessed as competent according to Competency Standards Framework for Tuvalu Teachers. • 90% teachers teaching TVSD are qualified. • eLearning package on Quality Leadership skills developed for Professional Development of Teachers and School Leaders. • All teachers have access to Quality Leadership Training. • 100% School Leaders pass the 360 Degrees Assessment approach for School Leaders. • Leadership Code of Conduct developed and implemented. • Evaluation and Monitoring templates for Teachers reviewed and implemented.
National Qualifications and Recognition (Petelito complete)	Accreditation (ii) Quality Assurance (iii) Skills and Qualifications Register		<ul style="list-style-type: none"> • All positions in NQA structure appointed • NQA Board established • 100% Staff trained to be accrediting officers of: <ul style="list-style-type: none"> - Institutions - Programmes • 100% staff trained to be qualified quality assurance officers for: <ul style="list-style-type: none"> - Institutions - Programmes • Capacity build 100% of local providers and stakeholders on: <ul style="list-style-type: none"> - Accrediting processes for institutions and programmes - Quality assurance processes and procedures on Institutions and Programmes • 100% officers to be trained in the use and maintenance of the Skills and qualifications register • Fully functional and updated National Skills and Qualifications Register
Infrastructure Development	(i) Schools (ii) TVSD (iii) ICT		<ul style="list-style-type: none"> • 80% schools meeting minimum service and infrastructure standards as stated in the NMQSS • Number of schools that meet NMQSS • SIMM developed. • 100% Schools complete SIMM as part of Strategic Planning and SAIP. • All schools delivering TVSD meet accreditation standards. • Develop and implement ICT in Education Strategy and Policy • Develop eLearning processes and procedures • Establish National Virtual School • Establish Multimedia Learning Resource Development Studio • 100% schools with ICT Equipment to support TEMIS administration • 100% schools with ICT Equipment to support eLearning • Yearly stakeholder meetings with relevant stakeholders on eLearning in Education and the Community

PROGRAM	STRATEGIC OBJECTIVES	OUTCOMES	PERFORMANCE INDICATORS
Programme 3			
The governance programme	(i) Governance (ii) Policy and Planning (iii) Data Collection and Research	Improved governance, partnership, administration and financing of an efficient and sustainable education system	<ul style="list-style-type: none"> Review and amend the Education Act Develop and implement the Policy Development and Implementation Policy Develop legislation, policies, strategies, frameworks and plans (as set out in TESP II) Education Advisory Committee reviewed Quarterly meetings of Education Advisory Committee (once established) New organisational structure reviewed and implemented M&E system within the Education Department is developed and implemented 100% schools with strategic plans 100% schools with SAIP (including SIMM) 100% schools submit Annual Reports based on SAIP 100% schools submit Risk Reduction Management Plans 100% schools with Evacuation Plans 100% schools with Emergency Management Plans TEMIS fully functional Education Department Units included in TEMIS data collection Secure electronic information sharing developed for each education unit
The Education Partnership Programme	(i) Non-government agencies (ii) Government agencies (iii) Development partners		<ul style="list-style-type: none"> Quarterly meetings with Education Department and Kaupule, Government Ministries, stakeholders and NGOs Review current projects through external funding Portfolio of funding sources developed and updated Developed list of skills, resources and technical assistance required



