

**TUVALU**  
**EDUCATION AND TRAINING SECTOR MASTER PLAN**

**DRAFT FOR DISCUSSION**

**NOTE: This is a draft document only. It cannot be finalized until feedback has been received from the Tuvalu education community. Details of project implementation schedules and cost estimates have yet to be provided.**

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**ABBREVIATIONS AND ACRONYMS**

ADB	Asian Development Bank
AusAID	Australian Agency for International Development
CTC	Community Training Centre
DOE	Department of Education
ECE	Early Childhood Education
EFL	Education for Life
EMIS	Education Management and Information System
EU	European Union
FJC	Fiji Junior Certificate
JSS	Junior Secondary School
MOES	Ministry of Education and Sports
NZAID	New Zealand Agency for International Development
NGO	Nongovernmental Organization
NQU	National Qualifications Unit
NTC	National Training Council
SME	Small and Medium Scale Enterprises
TAESP	Tuvalu-Australia Education Support Program
TEFL	Teaching English as a Foreign Language
TMTI	Tuvalu Maritime Training Institute
TTVET	Tuvalu Technical and Vocational Education and Training Centre
TVET	Technical and Vocational Education and Training
USPEC	University of the South Pacific Extension Centre

## TABLE OF CONTENTS

Section	Page
<b>Abbreviations and Acronyms</b>	
<b>Executive Summary</b>	
1. Introduction	1
2. Background and general issues	2
2.1 General background	2
2.2 Cross-cutting issues and constraints to implementation	3
3. Pre-school education: status and issues	6
4. Primary education: status and issues	7
5. Secondary education: status and issues	8
6. Tertiary education: status and issues	9
7. Skills training: status and issues	11
8. Broad strategies	12
9. Strategic priorities and program overview	13
10. Monitoring and review	15

### Figures

<b>Figure 1: ETSMP Structure</b>	<b>14</b>
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## **Annexes**

<b>Annex 1: Project Profiles</b>	17
<b>Annex 2: ETSMP Indicative Implementation Schedule</b>	36
<b>Annex 3: ETSMP Organizational Diagrams</b>	39
<b>Annex 4: Summary Table of Estimated Costs</b>	42
<b>Annex 5: Suggested Monitoring Indicators and Target Dates by Priority and Program</b>	43
<b>Annex 6: Bibliography</b>	49
<b>Annex 7: Terms of Reference</b>	52
<b>Annex 8: Persons Met</b>	56

## EXECUTIVE SUMMARY

The Government of Tuvalu has long recognized that investment in human resources is essential to national development. Limited natural resources and the need to maintain competitiveness in a global economy require that Tuvalu's human resources are provided with essential knowledge and skills. The Government acknowledges that there is much room for improvement in the efficient delivery of effective education and training. It therefore held in 2002 a National Education Forum to enable all stakeholders to explore and discuss the main issues confronting the education and training sector. The strategic directions document emerging from the Forum identified several main priorities:

- Improving the quality of education
- Improving the relevance and quality of skills training
- Improving the efficiency of education management

Supported by the donor community, the Government has undertaken a number of studies that aim to assess needs and identify specific strategies for dealing with the main priorities for sector development. One of these studies—the *Tuvalu Education and Training Sector Report*—was funded by the Asian Development Bank and aimed to consolidate in a single volume all that was known about the sector by incorporating the results of a number of other studies funded in particular by the Australian Agency for International Development and the New Zealand Agency for International Development. This report—the *Tuvalu Education and Training Sector Master Plan (ETSMP)*—serves as a companion volume to the sector study.

The sector study provides considerable detail about the status, issues and possible future directions for sector development. The ETSMP summarizes the issues and presents programs and projects that can help to address the issues during the next decade. Recognizing that sector development issues can only be resolved through a coordinated effort of all stakeholders—including donors—the ETSMP is intended to serve as an overall sector development framework. The framework must be flexible, however, since conditions will constantly change even as the ETSMP is implemented. Thus the ETSMP aims to strike a balance between breadth of strategy and program and specificity of project and dates and costings—broad enough to provide a vision and sense of direction but not so specific as to constrain adaptability to emerging circumstances.

The ETSMP is organized as follows:

- General background and description of cross-cutting issues designed to set the broader sector development context
- Summary of the status and issues of each subsector (presented in more detail in the companion sector study report) to highlight the specific problems to be addressed
- Presentation of broad contextual strategies intended to place sector development in the larger context of national development

ii

- Presentation of a series of program areas and specific project concepts—all directly related to the three main sector development priorities as identified by the Forum
- Discussion of the role and importance of sector monitoring and review as the means by which the ETSMP can be periodically updated and revised in response to changing conditions
- A detailed set of project profiles that provide the basis for development of project implementation designs
- An indicative overall ETSMP implementation timetable
- A list of ETSMP monitoring indicators as the basis for assessing implementation progress

The ETSMP is therefore intended as a framework and a guide to education and training sector development. It is *not* intended as a definitive and detailed plan whose every point is to be followed mechanically year after year. A good plan is by definition a flexible one, and the process of planning is by definition a continuous one. The ETSMP will not replace the need for constant sector review and revision but it can provide a sense of direction and a framework for coordination.

Sector planning is a process, not an outcome.

## 1. INTRODUCTION

The purpose of the Education and Training Sector Master Plan (ETSMP) is to provide a detailed framework for addressing the main issues in Tuvalu education development during the next five to ten years. The framework is based on (i) a review of existing documents; (ii) analysis of current data; and (iii) dialogue with key participants in sector development, including government officials, teachers, church and community representatives, parents, concerned NGOs, and donor agencies. The ETSMP is a companion volume to the Tuvalu Education and Training Sector Study which provides a more detailed analysis of sector issues as a basis for the plan itself.

The ETSMP is organized into the following main sections:

- An **introduction** that presents objectives and provides an overview of the planning process;
- A **situation analysis** that discusses key cross-cutting issues and the main issues in each subsector;
- A **strategic and program overview** that gives broad strategies, main priorities and program and project areas;
- An approach to **monitoring and reviewing** the ETSMP; and
- **Annexes** including detailed project profiles, estimated costs, a timeframe and monitoring indicators.

There are two equally important dimensions involved in the development of the ETSMP—the *format* of the document itself, and the *process* of preparation. The ETSMP itself is based on these principles: (i) it should be user-friendly—that is, it should be reasonably short, easily readable and attractively presented; (ii) it should reflect existing policy and strategy documents that incorporate the views of government and the community, updated as necessary to reflect new data, priorities and strategies; and (iii) it should be organized in such a way as to maximize its usefulness to the reader—that is, main points clearly displayed, priorities clearly stated, and recommended courses of action clearly stated with detailed analyses and data tables placed in supporting annexes that can be read if needed. The ETSMP is, after all, a document prepared for the use of the Government of Tuvalu with the financial assistance of the Asian Development Bank (ADB); it is not a document prepared only for the ADB or the donor community.

The main steps in the overall process of ETSMP preparation have been (i) data collection, interviews, field visits and document review; (ii) reaching initial consensus on an outline for the format and content of the ETSMP; (iii) writing and initial circulation of a draft sector report and ETSMP; (iv) a consultative workshop with broad representation to review the draft ETSMP; (v) revision of the draft to reflect concerns and comments; and (vi) circulation of the final version to a broader audience, including donor agencies. A logical next step after completing the ETSMP would be the organization of an education donors' roundtable to discuss the ETSMP and to consider which components can be funded by which agency. The overall process of coordinating the ETSMP as well as key decisions regarding its format and content have been made by the ETSMP Steering Committee chaired by the Minister for Education and Sports.

The process of preparing the ETSMP has been highly participatory and consultative in order to ensure maximum ownership by the Government of Tuvalu and the education community—including, of course, the donor community and the ADB. This process has two main dimensions: first, extensive consultation during the initial phase of collecting data and points of view regarding key issues; and second, opportunity for feedback from key sector players regarding the initial draft of the ETSMP document itself, particularly during the inter-island workshop held in Funafuti 23-24 June 2004.

The final version of the ETSMP with its identification of strategies, priorities and programs provides the basis for subsequent Government of Tuvalu education sector resource allocation decisions. The ETSMP will also provide a framework to coordinate donor involvement in the sector by identifying programs and project activities that can be financed or co-financed by the donor community. It should be remembered, however, that the process of developing education is a continuous one, and the completion of the ETSMP is only a part of the development process—not an end. The implementation of any programs implemented under the ETSMP framework will need careful monitoring to help ensure their successful completion. And the ETSMP itself will need continuous review, monitoring, and revising on an annual basis to ensure that it reflects changing conditions and emerging issues.

## **2. BACKGROUND AND GENERAL ISSUES**

### **2.1 General background**

During the early days of the British protectorate (and later colony) a century and a half ago, the people of Tuvalu recognized the importance of education. From the time of the first schools started by the London Missionary Society until today, community and government leaders have indicated their support for education. As a result, Tuvalu has achieved universal basic education and has continued to allocate substantial resources for secondary education and higher studies. The Government recognizes that economic survival in a globalizing environment means that human development as a key national resource is essential.

Tuvalu faces several critical constraints. Its small population means that there will always be diseconomies of scale. In the case of education, this means that (i) pupil-teacher ratios will often be inefficient, (ii) producing instructional materials will have a high unit cost, (iii) education ministry staff will need to perform multiple functions, and (iv) unit costs for teacher training will be high. The dispersal of the population across nine atolls exacerbates diseconomy of scale and increases the costs of school supervision as well as the cost of procuring and delivering supplies. Furthermore, its relative isolation from major sources of supply such as Australia and New Zealand combined with infrequent (and expensive) flight connections increases transportation costs for supplies as well as overseas training. These constraints are inherent in Tuvalu's situation and, while they can perhaps be alleviated, they will always be a factor contributing to higher costs of education and training.

The last decade has seen many changes in the education and training system of Tuvalu. Involvement in the global EFA (Education for All) movement has heightened awareness of basic education as a foundation for national development. With major support from Australia, Tuvalu implemented a program called Education for Life (EFL) that aimed to



strengthen basic education by improving its quality and making its content more relevant to Tuvalu's needs. In 2002 the Government convened a National Education Forum to review the needs and directions of education through a highly participatory process. The main document emerging from the Forum discussions— *Quality in Education and Training: Strategic Directions 2002-2010*—identifies the main goal of education in Tuvalu and sets out four broad priorities for sector development:

*Education should endow "Tuvalu people with knowledge, skills and attributes necessary to achieve a higher degree of self-reliance in a rapidly changing world" in a manner "consistent with spiritual values" by providing "quality in administration and provision; access for those seeking to expand their knowledge and skills; relevance to the needs of Tuvalu, its communities and citizens; (and) cost-effectiveness in its operations."*

Tuvalu has thus defined what it expects from its education and training system. The purpose of the ETSMP is to develop strategies and a set of activities that collectively will contribute to the achievement of these broad aims. To do this effectively, however, requires more analysis of the underlying constraints and challenges that need to be addressed by the ETSMP.

## 2.2 Cross-cutting issues and constraints to implementation

The education and training system in Tuvalu faces a number of general or cross-cutting issues and constraints that need to be addressed as it moves towards realization of the goals identified by the Forum. These are discussed in greater detail in the companion volume *Education and Training in Tuvalu* but are summarized below, followed by a summary in the next section of issues specific to each subsector. The strategies and specific activities that follow in later sections are designed to address these issues and move the education and training system towards its goals.

**Management structure and capacity:** No matter what resources are available for an education and training system, the resources must still be efficiently managed. The small number of core system managers combined with the scattered distribution of schools presents a challenge for developing the education and training system. The small number of managers is subject to considerable turnover, further complicating efforts to establish an adequate core of trained personnel. The current structure presents problems as well since it lacks adequate provision for curriculum development, teacher supervision, monitoring and planning. Size, structure and capacity all need to be addressed.

**System structure and size:** Diseconomy of scale means low teacher-pupil ratios. This is a disadvantage in terms of efficient use of teachers but an advantage in terms of the possibility of higher quality instruction attributable to small class sizes. This advantage

does not appear to be fully exploited, however, and as a result quality has declined even as class size remains small. Given the small class size, better quality of output might be expected. Current system structure results in a substantial push-out at the end of basic education (Year 8) resulting in the growth of out-of-school youth with little opportunity at present for further training. If the goal is to provide adequate education and training for *all* citizens of Tuvalu, then the current system structure perhaps needs to be reexamined and additional opportunities need to be provided. The relationship between the basic education structure, secondary education and skills training is not well defined, and there is a growing risk that some young Tuvaluans will be denied the opportunity for skills training after leaving Year 8 of basic education.

**Quality:** Quality is always an elusive goal because the desired level of performance constantly changes. To the extent that quality is adequately measured by examination scores, it is clear that there has been a decline in quality in recent years. The precise causes of this decline are not clear—the nature of the examination itself, inappropriate curriculum design, poor quality of teaching, declining student motivation, and insufficient supply of adequate instructional materials are all possible explanations. The conventional correlates of quality are well-designed curriculum, adequate instructional materials, sufficient teacher qualifications, and appropriate means of assessment. Linked to these are class size, learning environment and instructional style—but the advantage of small class size does not appear to have made a difference. A considerable number of programs and activities in the ETSMP are aimed at improving quality of education.

**Access and equity:** Tuvalu has achieved universal access to basic education. There does not appear to be any significant inequities in basic education provision with regard to girls or to children in remote atolls. The problem emerges later in the system when children who fail to secure a place in secondary education (either public or private) have little opportunity for further skills development. Clearly, the stated goal of education in Tuvalu—access to those seeking to expand their knowledge and skills—cannot be achieved without considerable investment in post-basic education opportunities for those children unable to pursue further formal education studies. The time has perhaps come when the energy and effort devoted to basic education during the last decade is redirected toward the provision of skills training for those who have left the basic education cycle.

**Relevance:** Relevance has two main dimensions in the Tuvalu context—relevance to Tuvalu culture and relevance to national development. Strengthening Tuvalu culture means more attention to the language and traditions in the curriculum, while achieving relevance to national development means ensuring that knowledge and skills learned lead to useful employment. Maintaining a balance between these is a challenge, particularly when academic success as measured by examination performance emphasizes fluency in English. The current education and training system provides little if any reward for knowledge of Tuvalu language and culture.

**Costs and financing:** Diseconomies of scale and a dispersed population mean that the Tuvalu education and training system will always be expensive to operate, therefore making it all the more important to achieve cost-effectiveness wherever possible. It seems unlikely that the Government can afford to allocate an even greater proportion of the national budget to education and training when it already spends a quarter of the national budget on the sector. It can seek to economize—for example, absorbing

enrollment increases by increasing slightly the teacher-pupil ratios, or by limiting teacher salary increases—but additional new resources are not likely to be forthcoming. Improved sector planning and management will lead to some savings in the form of reduced costs. Cost recovery opportunities need to be carefully explored and implemented wherever possible. Expanding the role of the private sector also offers an opportunity for reducing the public burden of education. External assistance is an essential source of education finance and therefore needs to be utilized more effectively within the framework of the ETSMP that aims, in part, to eliminate overlap and duplication and to target donor assistance toward high-priority areas.

**Absorptive capacity:** This refers to the ability of a system to utilize effectively the funds provided within a particular period. It has two aspects: managerial and financial. Every project activity requires good management if it is to be successfully implemented and the education and training system improved. Yet, management capacity is limited and is already stretched just to deal with routine system management. Designing and implementing new projects requires more time and effort from existing managers. Availability of additional funds for education and training system improvement is certainly desirable, but procedures and limited managerial capacity can mean that the funds cannot be effectively spent on time. Providing assistance effectively means that both managerial and financial capacity to utilize the funds must be available—and this requires careful planning with activities sequenced in such a way as to reflect management capacity limitations.

**Donor coordination:** Donor assistance is an important feature of any education and training system, but it is particularly significant in Tuvalu because of the relatively small size of the system in proportion to the amount of donor assistance. However, such assistance has not always been effectively coordinated so that its long-term impact is maximized. Better aid targeting and better coordination among donors is essential for more effective utilization. Given the very limited absorptive capacity (funds as well as management), donor assistance needs also to be sequenced in such a way as to avoid overloading the DOE. The ETSMP provides a framework for improving coordination.

**Monitoring and evaluation:** These diagnostic tools are essential for determining whether stated objectives are being efficiently achieved. Yet, they are not well developed in the Tuvalu education context with the increased risk, therefore, of inadequate feedback and thus inadequate forward planning. Strengthened monitoring and evaluation systems can contribute directly to both quality improvement and efficiency enhancement.

**Sustainability:** Improvements to the education and training system, either physical such as new facilities or qualitative such as new instructional materials and equipment, have two costs: initial and recurrent. Initial costs are often met by donor assistance but recurrent costs are usually left to the annual education budget. When recurrent or operational costs cannot be met under the budget, equipment and facilities deteriorate to the point of losing their usefulness—and the system is back where it started. External assistance needs to be more carefully planned with special attention to ensuring that the initial grant (or loan) investment is sustainable.

### 3. PRE-SCHOOL EDUCATION: STATUS AND ISSUES

In 2004 there are 18 Early Childhood Education (ECE) centers in Tuvalu catering for a total of 727 children aged 3-5 years, the smallest center having 5 pupils while the largest records an enrolment of 85. The centers include facilities operated by Bahia and Assemblies of God, but the majority are operated by local communities supported by grants from local and central government and with technical assistance particularly from Canada Fund. Although materials and conditions in recently upgraded schools have improved, not all schools have benefited from modernization or rebuilding of their facilities. In 2002 attendance at pre-school totaled 90.5 percent of all 3-to-5 year old children, but evidence shows that by 2004 this figure exceeds 95 percent. These figures demonstrate the high regard for pre-school education provision among parents and local communities.

Pre-school centers fall outside Government jurisdiction, although the DOE provides annual grants towards the cost of up to three teachers' salaries per institution. Contributions are made at the rate of A\$60 per month for each qualified teacher and A\$40 per month for each unqualified assistant, with the local community adding additional sums from school fees. Since ECE remains outside the provision of free education and fees are charged by all ECE centers at rates which vary between A\$... to A\$..... In 2003, DOE appointed an Early Learning Adviser to their staff, but there are insufficient resources for regular inspections, and training and upgrading of local staff. There are 18 qualified pre-school teachers, up from 7 in 2002, but 39 early childhood workers remain unqualified because they lack easy access to professional development programs.

Because ECE has yet to be fully incorporated into the national educational system there is still no uniform curriculum to provide structured support for the subsequent primary school syllabus. Neither is there an active representative body to take responsibility for ECE policy. With these issues in mind the 2002 Education Forum, supported by other recent reports and observations, have recommended:

- (i) The current national ECE group should be abolished and in its place a new national advisory council should be established with representation from concerned government departments, local government, church and community organizations, relevant NGOs, ECE teachers, and parents. Guidance in implementing its role and assistance in formulating policy would be initially necessary to establish the new group.
- (ii) Working with the new advisory group, DOE should officially adopt a national pre-school curriculum, based on the experiences of other relevant South Pacific neighbors and designed to provide support for subsequent primary education activities. The curriculum would come with guidelines and a list of supportive equipment and materials and would be used as a basis for estimating both operational and staffing costs. Assistance to implement this approach would be required through consultancy services and study visits that would assist with policy drafting, subsequent development of teachers and ancillary staff, and the upgrading of the national adviser. Funding for supportive materials and equipment, including teachers, reference books and consumables would also be required.

- (iii) In conjunction with the new advisory group, DOE should undertake a review of funding required to implement an effective pre-school education system, taking into account the cost of implementing the new national curriculum, maintaining a sustainable professional teacher ratio, and meeting annual budgets for essential consumable materials. Central to such a review would be the need to cost-share expenditures between central and local government, and to maintain an equitable parental contribution.
- (iv) The DOE should examine ways to extend their current incentives to teachers taking the Early Childhood Education Certificate at the University of the South Pacific Extension Centre (USPEC) in Tuvalu by facilitating the use of distance learning techniques and utilizing modern technology to enable studies to be undertaken on all outer islands.

#### **4. PRIMARY EDUCATION: STATUS AND ISSUES**

There are approximately 2,006 pupils registered in 9 state-run primary schools (one on each island) and one church-run school (SDA in Funafuti). Tuvalu has universal free access to education with children entering primary education at age 6 in Class 1 with automatic promotion to Class 8 at approximately 13 years of age. Until 2003 this automatic progression took pupils on to secondary school to complete Classes 9 and 10 at Motufoua Secondary School, but in 2003 routine transfer to secondary education was suspended. Pupils are currently required to sit an entrance examination at the end of Year 8. Only those who pass proceed to secondary education. Until alternative arrangements are made, those who fail are expected to repeat Year 8 and re-sit the examination. Deciding on the future of Year 8 repeaters is part of a major problem faced by both primary and secondary education.

DOE currently has one curriculum specialist and one school inspector to cover primary and secondary education. There are 71 posts for classroom teachers with five posts unfilled. Of the 66 filled posts, 36 teachers have completed the Diploma in Primary Teaching while the remaining 30 have only basic teaching certificates. The number of qualified teachers has increased since 2000 and so too has the number of male teachers. All ten head teachers are fully qualified and in post but assistant head teachers are not so well qualified and need further training. Opportunities for in-service training are severely hampered by cost, distance and lack of effective communication technology. Funding from European Union (EU) has helped re-build or up-grade most primary school buildings by end 2004. Most junior classes use mats but senior classes use desks and chairs and these are also being upgraded. Major deficiencies concern the shortfall in science equipment and the absence of computers and ancillary equipment.

Tuvaluan Australian Education Support Project (TAESP) commenced 1997 and by 2004 specially designed curricula exists in mathematics, basic science, health science, social studies, business studies, English, and Tuvaluan language. A 2003 AusAID report recommends the revised primary curriculum be used as a benchmark from which future pre-school and secondary curriculum should be developed. There is a recognized weakness in English language facility among primary teaching staff, despite 23 enrolments at Australian Teaching English as a Foreign Language (TEFL) programs

during 2003. The issue of vernacular versus English in primary education has yet to be resolved and should be reviewed in the context of secondary education.

Primary education has been the subject of several recent reviews including the Westover Report (AusAID 2000), Tuvalu National Education Forum (DOE 2002), Quality in Education and Training (MOES 2002), and numerous TAESP reports. Based on their findings and recommendations the following outstanding issues have been identified:

- (i) **Use of language in primary education and the standard of its delivery.** This comes down to a policy decision between the relative use of the vernacular and English but should not be made without due reference to subsequent secondary education policy regarding the curricula to be followed in Years 9 and 10.
- (ii) **Teaching of science and computer subjects, particularly in outer islands.** This is not just a matter of equipment and cost but also of teacher training, and the possible use of distance learning techniques
- (iii) **In-service training and up-grading for teachers.** Isolation and costs require special consideration of relevant communications technology;
- (iv) **The future of Year 8 repeaters.** This problem cannot be resolved alone and must be considered in context of secondary education. Meanwhile some urgent attention is needed for Class 8 repeaters and their Class 8 teachers; and
- (v) **Adequate staffing for DOE functions.** More staff will be needed to cope with demands on curriculum monitoring and staff and pupil evaluation. Like other issues communications and funding will need to be addressed

## 5. SECONDARY EDUCATION: STATUS AND ISSUES

Tuvalu secondary education is currently in a state of flux. Traditionally, it consisted of Years 9 and 10 compulsory education culminating in the Fiji Junior Certificate (FJC), followed by Years 11 and 12 when successful students from FJC took first the Tuvaluan Certificate and then the Pacific Senior Secondary Certificate. As from 2003, progression to Years 9 and 10 is no longer automatic, and students from primary schools must pass an entrance exam to continue free state education. There are two secondary schools: Motufoua Secondary School, state-owned and operated, has a total enrolment of 448; and Fetuvalu Secondary School, which was closed for almost five years but re-opened in 2003, is fee-paying and operated by the Tuvalu Christian Church with an enrollment of 98. An analysis of enrollment at both schools over the past decade reflects the pattern of changing educational policies.

While the privately operated Fetuvalu School is committed to a policy of excellence based around the Cambridge syllabus and seems to be attracting a strong following in the aftermath of changing enrolment policies, MOES has set the following priorities for the state-run Motufoua:

- To re-establish Motufoua as an academically strong institution;
- To improve all aspects of the quality and excellence of senior secondary education with measurable learning outcomes;
- To establish a technical and vocational education center to better prepare school leavers to undertake other education and training and to find employment;
- To improve linkages between the education system and the job market by identifying occupational skills and educational standards that are most critically needed in industry and government; and
- To introduce Year 13 (Form 7) education into the Tuvalu education structure

However, secondary education is wider than the future of Motufoua. The Government should take a holistic view of the sector rather than concentrating on component parts, first deciding what it wants out of secondary education and then deciding how to achieve it. A number of international and local reports—e.g., *Westover Report* (AusAID 2000), *Tuvalu National Education Forum* (DOE 2002), *Quality in Education and Training* (MOES 2002), *Tuvalu Curriculum Framework* (AusAID 2003)—have reviewed secondary education. Based on their findings and recommendations the following issues need to be addressed:

- (i) **Future of FJC and other assessment:** Tuvalu must soon decide whether FJC is the most appropriate examination for Year 10 students or whether Cambridge or an alternative offer better outcomes.
- (ii) **A seamless curriculum:** There is an absence of a seamless curriculum policy linking pre-school, primary and secondary education and a need to resolve the language medium in which it is taught. The current TAESP primary curriculum should be the keystone for such development.
- (iii) **Junior secondary schools (JSS):** As an alternative to Year 9/10, Government has decided to establish two Junior Secondary Schools but are still unsure of what form JSS might take or what they would cost to construct, staff or operate, or even what curriculum they might follow.
- (iv) **Raising the standard of Motufoua:** The school needs an integrated development plan for its medium and long term future, based on its role as the pinnacle of the state-run secondary education system. Based on choice of curriculum model and associated certification, the plan should take account of appropriate economies of scale and effects of relevant delivery modalities;
- (v) **Considering all funding options:** Tuvalu has difficulty to cover recurrent costs and given economies of scale choices may include opting out of secondary education provision, using available resources to subsidize Year 9 & 10 students to attend private schools in Tuvalu, Fiji or elsewhere. Support should be on hand for Fetuvalu.
- (vi) **Year 13:** A decision on creating a Year 13 should not be taken separate from the overall consideration of secondary education.

## 6. TERTIARY EDUCATION: STATUS AND ISSUES

The Government recognizes that increasing access to tertiary education is important for improving Tuvalu's human resource base—ultimately the nation's most important resource. If the basic and secondary education years provide the foundation for social development and for further learning, it is skills training and tertiary education that establish the knowledge and skills needed for economic development and competitiveness. Yet, Tuvalu's poor economy of scale means that there can never be sufficient numbers of trainees or scholars to justify offering more than basic courses in Tuvalu itself. The University of the South Pacific Extension Center (USPEC) on Funafuti offers a number of programs—both skills training (e.g., computer studies) and tertiary education (i.e., the first one or two years of formal degree studies in selected subjects). For most tertiary studies program, however, it is necessary for Tuvalu students to study abroad—most often at USP where they complete studies begun at the extension center in Funafuti. USPEC, however, offers a bare minimum. It is handicapped by the lack of a science laboratory that prevents it from offering relevant science courses such as marine studies. It is further handicapped by lack of access to adequate high-speed Internet thus preventing maximum utilization of course offerings at the Suva campus through distance learning.

The question is how to obtain maximum value from USPEC in terms of developing Tuvalu's manpower base through tertiary education. Answering this question would require (i) a study of the cost-effectiveness of the current pattern of beginning studies in Tuvalu and finishing them at Suva with attention to identifying courses that could, with minimum investment in additional resources, be completed at USPEC and including (a) a cost-benefit analysis of establishing a basic science laboratory facility in Funafuti, and (b) a cost-benefit analysis of investment in establishing high speed Internet connections with USP-Suva; (ii) preparing a detailed USPEC development plan linked to projected manpower requirements (both initial training and up-grading) including (a) projected enrollments, (b) range of diploma and degree course offerings, and (c) investment requirements including staff and facilities.

Tuvalu relies heavily on the government scholarship program for advanced and specialized studies overseas—most often in Fiji, Tonga and Samoa—funded by domestic resources and by donor agencies. The program operates under the 2003 Training and Scholarship Policy that details the overall administrative rules and requirements of the program. It is not apparent that the program has been designed in such a way as to maximize cost-effectiveness and cost-recovery. Even for some types of domestic training such as that conducted at TMTI, the Government provides full subsidy with no requirement for even partial repayment after the beneficiary obtains employment. It may be that this approach is unnecessarily generous and that more tertiary education (or training) could be “bought” with the same amount of Government resources if some form of at least partial cost recovery was put in place. For example, persons who have benefited from a government scholarship and who are subsequently employed by Government, could be required to repay a certain percentage of their scholarship through salary deductions. Or Government could offer a “matching loan” scheme whereby private students who meet part of their education costs could be assisted by small loans. The establishment of a revolving loan scheme for scholarships could be explored as one of many options for maximizing the impact of limited funds. Both the effectiveness and the efficiency of tertiary education funding would benefit from a study that (i) examines more cost-effective ways of providing tertiary studies (e.g., the USPEC



study suggested above as well as greater use of accredited courses offered via the Internet from such institutions as the Open University of the UK and Deakin University in Australia); (ii) studies in depth the advantages and disadvantages of at least partial cost recovery through, for example, charging at least some fees for TMTI and short courses offered overseas and (iii) explores the option of establishing a revolving loan fund to offset Government expenses with regard to tertiary education.

## 7. SKILLS TRAINING: STATUS AND ISSUES

Prior to the Education for Life (EFL) program, Community Training Centres (CTC) delivered technical and vocational education and training (TVET) on each atoll. Simple facilities and equipment provided basic training in locally relevant skills such as cookery, dress making, carpentry and essential agriculture and gardening in addition to remedial courses in mathematics, English and Tuvaluan language. In 1992, two compulsory years at secondary level did away with requirements for CTCs, since when various suggestions have been made that vocational skills should be included in the Motufoua syllabus or that a national TVET center be constructed. However, lack of funds for facilities, equipment, materials and instructors have meant that a TVET program failed to materialize.

There are six major sources of TVET—Motufoua Secondary School with technical components of FJC; Tuvalu Maritime Training Institute (TMTI); small private commercial schools; the new Public Works Department Training Centre; a range of non-formal opportunities offered mainly by NGOs; and overseas opportunities in Fiji, Samoa and Tonga. For a variety of reasons neither TMTI nor Public Works facilities could be used as the basis for a new TVET system, although both could make an important contribution. Motufoua could also be included, provided there were major changes in Years 9 and 10 curriculum. In addition, private sector facilities and NGOs could make more significant contributions if encouraged with financial inducements.

MOES states that opportunities for further education and training should be provided for young people and adults to raise national literacy levels and enhance employment and life skills, advocating a new National Training Council (NTC) tasked with preparing a five- year plan to be administered by NTC with inputs from government, private sector and NGOs. A National Qualifications Unit (NQU) should be set up within DOE with responsibility for a national system of TVET certification interfacing with existing regional qualifications. Skills would be delivered by a Tuvalu Technical and Vocational Education Training Centre (TTVETC), although its location is as yet undecided. Meanwhile, the National Education Forum recommends a national syllabus for vocational education (including woodwork, home economics, traditional skills such as fishing, cultivating pulaka, and toddy cutting) to be delivered through a revived network of CTCs, using Tuvalu language and teaching materials.

Based on inputs from MOES *Strategic Directions* (2002), *National Education Forum Report* (2002), AusAID's *In-Country Training Report* (2002), AusAID's *Draft Strategic Human Resource Planning* (2003), and NZAID's *Draft Tuvalu Technical and Vocational Education and Training Study* (2003), the following issues need to be addressed:

- (i) **National Training Council:** There is a need to establish a tripartite body with representatives from concerned government departments,

employers and beneficiaries of training policy (including training providers and recipients of training) is the starting point;

(ii) **National TVET Data:** Investment in TVET must be based on evidence of demand through extra data from Quarterly Statistical Report, tracer studies, and supported by reports of training needs analysis (see NZAID 2004);

(iii) **National TVET Policy:** Policy should include the range of knowledge and skills required for pre-employment training and skill up-grading, the mix of on- and off-job training, role of private sector and/or overseas training, use of distance learning and possible changes to secondary education;

(iv) **National Qualifications Unit:** This is needed to provide a legal framework for national TVET policy;

(v) **National TVET Delivery System:** The system should incorporate (a) life skills for outer islands where skills are needed to improve daily life and meet *kaupule* (local government) island development plans, (b) preparation for self-employment to facilitate opportunities for small business development, (c) developing a national TVET facility(ies) for delivery of formal employable skills, and (d) evaluation;

(vi) **TVET Curriculum:** This should assemble and adapt relevant TVET curriculum; and

(vii) **TVET Trainer Training:** Developing a cadre of relevant trainers is an essential element in the overall development of TVET.

## 8. BROAD STRATEGIES

Planning the development of the education and training sector does not take place in isolation from the larger national development context and must therefore be carefully related to it. Sector planning, while conducted in detail by sector specialists, must also involve all key stakeholders, including other Government ministries and departments, the donor agencies and the island communities. The education and training sector development plan should be conceived in a holistic manner so that each subsector is related to and reflects the needs of the others. Selecting options for inclusion in the plan should be based on careful review and research. A great deal of good quality research already exists, much of it funded by donor agencies, but more remains to be done on selected questions. Developing and implementing the education and training sector development plan requires teamwork among a number of Government units and donor agencies; coordination of all key players is essential. A coherent approach is to be developed. Finally, the cost of achieving education and training sector development goals will be large and will require multiple sources of finance. The strategy should therefore be to establish a broad financial base covering essential needs during the period of implementation. In summary, the ETSMP itself needs to be developed through a set of broad strategies discussed in greater detail in the companion *Tuvalu Education and Training Sector Report* that include:

- **Link education and training to the national development plan** to ensure that investment in education and training reflects the needs of other sectors and overall development needs in general;
- **Use a participatory approach to planning** so that all stakeholder ranging from the community to other Government ministries can contribute to the process and ensure that their needs are reflected;
- **Base sector planning on sound research and data** derived from well-conducted studies designed to answer key questions;
- **Ensure all elements of the plan are integrated** to form a cohesive approach so that the education and training system can develop as a whole with each part reinforcing other parts in an integrated manner;
- **Establish teamwork with key Government and donor agencies** to ensure effective coordination of efforts directed towards common objectives; and
- **Use multiple sources of finance** including Government funds, donor assistance, private sector contributions and cost-recovery where feasible to help promote sustainability

## 9. STRATEGIC PRIORITIES AND PROGRAM OVERVIEW

As determined by the 2002 National Education Forum, the priorities for the education and training system during the next ten years are:

- **IMPROVING THE QUALITY OF EDUCATION**
- **IMPROVING SKILLS TRAINING AND RELEVANCE**
- **IMPROVING THE QUALITY OF MANAGEMENT**

Each of these three priorities thus becomes a “priority area” that contains a number of programs, each of which is supported by a set of specific projects. The specific projects within each program define the activities designed to implement the program. The programs and specific projects are collectively designed to address key issues and constraints identified in the sector analysis above as summarized from the more detailed analyses in the *Tuvalu Education and Training Sector Report*. This section of the plan provides an overview of the ETSMP in the form of a diagram showing priority areas, programs and projects. More detailed project profiles describing for each the objectives, inputs, outputs and outcomes are in Annex 1. Annex 2 contains a proposed overall implementation timetable. Annex 3 provides diagrams showing how the projects, programs and priorities are related.

Figure 1: ETSMP Structure

<b>OVERVIEW OF EDUCATION AND TRAINING SECTOR MASTER PLAN</b>			
<b>Priority Area One: Improving the Quality of Education</b>			
<b>Program 1: Improving Pre-School</b>	<b>Program 2: Improving Primary</b>	<b>Program 3: Improving Secondary</b>	<b>Program 4: Improving Tertiary</b>
<b>Projects</b> 1. National ECE Body 2. ECE Curriculum 3. ECE Teacher Training	<b>Projects</b> 1. Improving English 2. Information tech. 3. In-service Training 4. Management staffing	<b>Projects</b> 1. Planning Assessment 2. New Curriculum 3. Options for Yrs. 9&10 4. Improving Motufoua 5. Funding Options 6. Year 13 Curriculum	<b>Projects</b> 1. Financing Options 2. Strengthening USPEC
<b>Priority Area Two: Improving Relevance and Skills Training</b>			
<b>Program 1: TVET Policy</b>	<b>Program 2: TVET Delivery</b>	<b>Program 3: TVET Quality Support</b>	
<b>Projects</b> 1. TVET Data Systems 2. National TVET Policy 3. National Qualifications unit	<b>Projects</b> 1. Community Training Centres 2. Self-Employment Training 3. National TVET Training Facility 4. TVET Evaluation System	<b>Projects</b> 1. TVET Curriculum 2. TVET Trainers	
<b>Priority Area Three: Improving Management Quality and Efficiency</b>			
<b>Program 1: Management Structure and Processes</b>		<b>Program 2: Policy and Legislation</b>	
<b>Projects</b> 1. DOE Structure and Size 2. Management Capacity Building 3. Strengthening EMIS 4. Monitoring and review 5. Donor Coordination		<b>Projects</b> 1. New Education Policy Document 2. Preparing Required legislation	

## 10. MONITORING AND REVIEW

Monitoring is an essential part of any management system. Monitoring is the process by which data are collected for key system indicators—indicators that represent measures of progress towards stated targets. Monitoring alone simply shows whether or not the desired degree of progress towards achieving stated objectives has been made. It does not indicate why or why not progress has been made. And it does not by itself ensure that action is taken to address observed shortcomings with new strategies and additional resources. Monitoring *per se* is therefore a means towards an end, and not an end itself—the end is improved performance. To achieve that end, the data derived from monitoring need to be analyzed and evaluated. Monitoring gives a reading of the symptoms; analysis and evaluation provide the diagnosis and the basis for defining an appropriate remedy.

In the case of the ETSMP, there are two levels of performance indicators: sector and project. For the education and training sector as a whole, there are a number of indicators against which progress can be measured. These include enrollment rates, transition rates, completion rates, examination performance, unit costs, class size, pupil-book ratios, etc. Then for each specific project, there are additional performance indicators related to targeted project output—teachers trained, materials produced, facilities constructed, research studies completed, workshops held, etc. The total effect of achieving the project output targets is, in theory, progress towards stated sector goals such as improved quality, increased efficiency, reduced unit costs, etc. because the projects collectively as listed in the section above are a means towards the larger end of sector development as defined by the three broad education and training priorities.

Monitoring is normally part of EMIS which itself is a system designed to collect data to be analyzed and fed into the management decision-making process. Effective EMIS thus requires (i) accurate and timely monitoring data, (ii) analysis and evaluation of the data to identify the causes of any shortcomings, and (iii) utilization of the analysis of the data in decision-making in order to improve performance. Simply having data and the analysis are insufficient if they are not used to improve decision-making and planning.

The ETSMP therefore proposes several steps in the overall process of monitoring and review. First, the EMIS of the DOE needs to be strengthened. Second, the overall management capacity of DOE needs to be improved, not only so that monitoring can be more effectively done but so that the results of monitoring can be more effectively utilized. And third, the results of monitoring and the proposals for strengthening performance where shortcomings have been identified need to be discussed and debated in periodic ETSMP reviews involving major stakeholders—including the donors. Annex 5 lists suggested monitoring indicators by priority area and by program.

MOES should establish a cross-sectoral ETSMP Steering Committee responsible for coordinating the annual progress review, identifying specific issues to be investigated, receiving the annual report from DOE, ensuring adequate consultation among all stakeholders, and making decisions regarding necessary revisions to the ETSMP. The Committee, chaired by the Minister MOES would also seek to link education and training sector development to the broader development context of the new National Development Strategy.

Essentially, the following process is recommended *annually* for the duration of the ETSMP:

- Step 1:**       **Throughout year:** Data collection against defined indicators according to a clear timetable and process with results tabulated and compiled by an agreed date;
- Step 2:**       **October/November:** Data analyzed for each ETSMP component and sector goal, problems clearly stated, lessons learned described, causes for shortcomings identified, and remedial strategies prepared for discussion—including possible revisions to original ETSMP;
- Step 3:**       **November/December:** Stakeholder workshop organized (including donors) to consider monitoring results and debate options for strengthening or revising ETSMP targets and implementation arrangements;
- Step 4:**       **December/January:** Implementation plan for ETSMP overall and for each component prepared for following year based on stakeholder/donor meeting; plan includes revised targets (if necessary), implementation schedule, specific actions to be taken, budget, monitoring plan refined.

## ANNEXES

### ANNEX 1: PROJECT PROFILES

#### PRIORITY AREA 1: IMPROVING THE QUALITY OF EDUCATION

##### PROGRAM 1: IMPROVING PRE-SCHOOL EDUCATION

##### Project 1: Establishing a National ECE Body

<b>Priority Area;</b> Improving the Quality of Education	<b>Program Area:</b> Improving Pre-School Education
<b>Objectives:</b> <ul style="list-style-type: none"> <li>a) Review ECE curriculum experiences of South Pacific neighbors;</li> <li>b) Adapt curriculum to provide base for current Tuvalu primary curriculum;</li> <li>c) Prepare curriculum support, teachers' guidelines, materials, etc;</li> <li>d) Design training for teachers and assistants</li> </ul>	
<b>Description (Inputs/phases/steps/outputs/outcomes):</b> <p>Phase 1: Input: Study tour to neighboring countries to review ECE curriculum experiences; Output: Optional ECE curriculum models for consideration; Outcome: Selection of effective operational curriculum model.</p> <p>Phase 2: Input: One month consultancy; Output: Adaptation of selected model to suit Tuvaluan conditions; Outcome: Effective, relevant curriculum that meshes with existing primary school curriculum.</p> <p>Phase 3: Input: three month consultancy; Output: set of teachers' guidelines, supporting materials, and activity guide; Outcome: Operational ECE curriculum that provides groundwork for Year 1.</p> <p>Phase 4: Input: 1 month consultancy; Output: At least one teacher per ECE center trained in use of new curriculum; Outcome: Entrants to Class 1 function more efficiently</p>	
<b>Duration:</b> 6 months	<b>Start/Finish Dates:</b> October 2004 – June 2005
<b>Estimated Cost:</b>	<b>Funding Source:</b>

##### Project 2: Developing an ECE Curriculum

<b>Priority Area;</b> Improving the Quality of Education	<b>Program Area:</b> Improving Pre-School Education
<b>Objectives:</b> <ul style="list-style-type: none"> <li>a) Review ECE curriculum experiences of South Pacific neighbors;</li> <li>b) Adapt curriculum to provide base for current Tuvalu primary curriculum;</li> </ul>	

c) Prepare curriculum support, teachers' guidelines, materials, etc; d) Design training for teachers and assistants and helpers	
<b>Description (Inputs/phases/steps/outputs/outcomes):</b>	
Phase 1: Input: Study tour to neighboring countries to review ECE curriculum experiences; Output: Optional ECE curriculum models for consideration; Outcomes: Selection of effective operational curriculum model. Phase 2: Input: 1 month consultancy; Output: Adaptation of selected model to suit Tuvaluan conditions; Outcome: Effective, relevant curriculum that meshes with existing primary school curriculum Phase 3: Input: 3 month consultancy; Output: set of teachers' guidelines, supporting materials, and activity guide; Outcome: Operational ECE curriculum that provides groundwork for Year 1. Phase 4: Input: 1 month consultancy; Output: At least one teacher per ECE center trained in use of new curriculum; Outcome: Entrants to Class 1 function more efficiently	
<b>Duration:</b> 6 months	<b>Start/Finish Dates:</b> October 2004 – June 2005
<b>Estimated Cost:</b>	<b>Funding Source:</b>

### Project 3: ECE Teacher Training through Distance Learning

<b>Priority Area;</b> Improving the Quality of Education	<b>Program Area:</b> Improving Pre-School Education
<b>Objectives:</b>	
a) Reviewing the technical potential for use of satellite TV broadcasts and interactive computer programs in ECE teacher training; b) Identifying suitable programs and developing/adapting to suit Tuvalu needs c) Installing hardware as necessary; d) Delivering and monitoring ECE teacher training/upgrading	
<b>Description (Inputs/phases/steps/outputs/outcomes):</b>	
Phase 1: Input: Conduct review and feasibility of suitable technology; Output: Costed feasibility study of alternative delivery modalities; Outcomes: Effective system for delivering teacher training to outer island ECE teachers/helpers. Phase 2: Input: Preparation project with approved hardware/software; Output: Detailed project for donor finance; Outcome: Donor convinced of efficacy of proposal. with existing primary school curriculum. Phase 3: Input: Equipment installation; Output: Chosen technology for distance learning Installed on each island; Outcome: Operational ECE teacher training program.	
<b>Duration:</b> 12 months	<b>Start/Finish Dates:</b> October 2004 – September 2005
<b>Estimated Cost:</b>	<b>Funding Source:</b>



## PROGRAM 2: IMPROVING PRIMARY EDUCATION

### Project 1: Improving the Standard of English

<b>Priority Area;</b> Improving the Quality of Education	<b>Program Area:</b> Improving Primary Education
<b>Objectives:</b> <ul style="list-style-type: none"> <li>a) Raise the number of primary teachers with TEFL qualifications;</li> <li>b) Introduce relevant technology to support teaching of English to primary classes</li> </ul>	
<b>Description (Inputs/phases/steps/outputs/outcomes):</b> <p>Phase 1: Input: Consultancy to determine relative advantages of in-country or out-country programs of TEFL for all sectors; Output: Optimal policy for future TEFL delivery; Outcomes: Greater fluency of English language in education and society.</p> <p>Phase 2: Input: Train all primary teachers through selected TEFL policy; Output: Fully trained cadre of primary school teachers proficient in use of English language Outcome: Reduced failures at Year 8 and increased passes at FJC exams at Motufoua secondary school.</p> <p>Phase 3: Input: Consultancy to determine cost-effectiveness and feasibility of technological support for TEFL through distance learning; Output: Costed feasibility study; Outcome: Draft project ready for donor consideration.</p> <p>Phase 4: Input: Relevant equipment delivered – possibly satellite dishes, TV or interactive computerized programs Output: each primary school linked to selected distance learning program for TEFL-trained in use of new curriculum; Outcome: All future primary students proficient in use of English language</p>	
<b>Duration:</b> 24 months	<b>Start/Finish Dates:</b> January 2005 – December 2007
<b>Estimated Cost:</b>	<b>Funding Source:</b>

### Project 2: Information Technology for Science and Computer Studies

<b>Priority Area;</b> Improving the Quality of Education	<b>Program Area:</b> Improving Primary Education
<b>Objectives:</b> <ul style="list-style-type: none"> <li>a) Assess needs for equipment and practical hands-on know-how in science and computer curriculum for primary education;</li> <li>b) Identify most appropriate ways of providing access to such practical know-how including satellite transmissions in support of distance learning;</li> <li>c) Prepare relevant equipment schedules;</li> <li>d) Train teachers in use of selected equipment</li> </ul>	
<b>Description (Inputs/phases/steps/outputs/outcomes):</b> <p>Phase 1: Input: Consultancy to assess needs in support of science and computer education and to determine balance between on-site equipment needs and possible off-air transmissions by satellite; Output; Feasibility study for effective science/computing teaching in primary schools; Outcomes: Outline project for possible donor funding.</p> <p>Phase 2: Input: Consultancy and equipment to identify/ prepare/install relevant tropicalized equipment; Output: Operational equipment in support of science and computer education in</p>	

<p>all primary schools</p> <p>Phase 3: Input: Consultancy; Output: Set of teachers' guidelines, supporting materials, and activity guide; Outcome: Operational ECE curriculum that provides groundwork for Year 1.</p> <p>Phase 4: Input: Consultancy to design and deliver relevant teacher training to operate new equipment; Output: At least one competent teacher per primary school trained in use of new science/computer equipment or its delivery by satellite programs curriculum; Outcome: Students gain higher passes in science and computer subjects.</p>	
<b>Duration:</b> 18 months	<b>Start/Finish Dates:</b> January 2005 – June 2006
<b>Estimated Cost:</b>	<b>Funding Source:</b>

### Project 3: In-Service Training through Distance Learning

<b>Priority Area;</b> Improving the Quality of Education	<b>Program Area:</b> Improving Primary Education
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>a) Review possibilities for utilizing distance learning for primary teacher training</li> <li>b) Select and install appropriate distance learning technology;</li> <li>c) Design/adapt curriculum support - teachers guidelines, materials etc;</li> <li>d) Deliver and evaluate in-service training</li> </ul>	
<p><b>Description (Inputs/phases/steps/outputs/outcomes):</b></p> <p>Phase 1: Input: Study tour to neighboring countries to review use of distance learning techniques in-service teacher training; Output: Feasibility study; Outcomes: TA proposal for donor consideration</p> <p>Phase 2: Input: Equipment installation; Output: Functional equipment ready for DL delivery; Outcome: Operational DL system .</p> <p>Phase 3: Input: Consultancy to adapt or design relevant curriculum; Output: set of teachers' guidelines, supporting materials, and activity guide; Outcome: Operational in-service teacher training system</p> <p>Phase 4: Input: DOE resources to deliver and monitor delivery of ins-service training; Output: All primary teachers reach Diploma in PE; Outcomes: Better trained, qualified and motivated teachers</p>	
<b>Duration:</b> 24 months	<b>Start/Finish Dates:</b> March 2005 – February 2007
<b>Estimated Cost:</b>	<b>Funding Source:</b>

### Project 4: Curriculum for Grade 8 Repeaters

<b>Priority Area;</b> Improving the Quality of Education	<b>Program Area:</b> Improving Primary Education
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>a) Assess reasons for failing Motufoua entrance exam;</li> <li>b) Devise crash curriculum to raise standards of repeaters;</li> <li>c) Design training for teachers;</li> <li>d) Monitor and evaluate progress of short term measures</li> </ul>	

<b>Description (Inputs/phases/steps/outputs/outcomes):</b>	
<p>Phase 1: Input: Consultancy to assess areas of weakness in Year 8 repeats; Output: Identified problem areas; Outcomes: Short term remedial action plan in place.</p> <p>Phase 2: Input: Consultancy to devise corrective curriculum in identified areas; Output: Short-term remedial curriculum and supportive materials; Outcome: Effective, relevant curriculum that motivates repeaters.</p> <p>Phase 3 Input: Consultancy to design in-service training for Year 8 teachers with responsibility for repeaters; Output: Set of teachers' guidelines and activity guide; Outcome: Better motivated staff and students, fewer school dropouts and 100 percent pass rate to Motufuoa at second attempt</p> <p>Phase 4: Input: DOE activity; Output: Input to EMIS; Outcome: More effective use of student resources.</p>	
<b>Duration:</b> 12 months	<b>Start/Finish Dates:</b> Urgent August 2004 – July 2005
<b>Estimated Cost:</b>	<b>Funding Source:</b>

### Project 5: Staffing for Primary Education Management

<b>Priority Area;</b> Improving the Quality of Education	<b>Program Area:</b> Improving the Quality of Primary Education
<b>Objectives:</b>	
<p>a) Expand capacity of DOE to deliver advisory and monitoring services to primary education;</p> <p>b) Develop EMIS to provide better coverage to primary schools;</p> <p>c) Install more effective communication between DOE and primary schools;</p>	
<b>Description (Inputs/phases/steps/outputs/outcomes):</b>	
<p>Phase 1: Input: Consultancy to review funding, staffing and TOR; Output: More effective DOE; Outcomes: Increased efficiency of primary education system;</p> <p>Phase 2: Input: Consultancy to further develop EMIS to provide better coverage of primary school data; Output: Faster access to more up-to-date reliable data; Outcome: Greater efficiency within management of primary education system.</p> <p>Phase 3: Input: Consultancy to review technical feasibility of connecting all primary schools to telephone/fax and internet; Output: Feasibility report and cost proposal for donor consideration; Outcome: Fully linked operational management system within primary sector.</p>	
<b>Duration:</b> 6 months	<b>Start/Finish Dates:</b> November 2004 – April 2005
<b>Estimated Cost:</b>	<b>Funding Source:</b>

### PROGRAM 3:IMPROVING SECONDARY EDUCATION

#### Project 1: Planning the Future of Educational Assessment

<b>Priority Area;</b> Improving the Quality of Education	<b>Program Area:</b> Improving the Quality of Secondary Education
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<b>Objectives:</b>	
<ul style="list-style-type: none"> <li>a) Analyze current and future knowledge and skill needs post Year 10 ;</li> <li>b) Review assessment experiences of South Pacific neighbors;</li> <li>c) Design assessment policy best suited to Tuvalu</li> </ul>	
<b>Description (Inputs/phases/steps/outputs/outcomes):</b>	
<p>Phase 1: Input: Consultancy to analyze labor market requirements regarding knowledge and skills post Year 10; Output: A qualitative LMI report; Outcomes: Data on which to base assessment policies.</p> <p>Phase 2: Input: Study tour to neighboring countries to review assessment experiences; Output: Optional assessment models for consideration; Outcomes: Models to match LMI data.</p> <p>Phase 3: Input: Consultancy to assemble/adapt assessment model for Tuvaluan conditions; Output: Revised assessment model for Years 10, 11, 12 Outcome: Effective assessment to match employment conditions for Tuvaluan out-of-school youth and tertiary education requirements.</p>	
<b>Duration:</b> 6 months	<b>Start/Finish Dates:</b> October 2004 – March 2005
<b>Estimated Cost:</b>	<b>Funding Source:</b>

## Project 2: Developing a New Secondary education Curriculum

<b>Priority Area;</b>	<b>Program Area:</b>
Improving the Quality of Education	Improving the Quality of Secondary Education
<b>Objectives:</b>	
<ul style="list-style-type: none"> <li>a) Review learning needs of approved secondary education assessment;</li> <li>b) Assess starting base of TAESP primary curriculum</li> <li>c) Adapt and rewrite curriculum to follow on from primary curriculum and match needs of approved secondary education assessment;</li> <li>d) Prepare curriculum support - teachers guidelines, didactic materials, work sheets, tests, etc;</li> <li>e) Design and conduct training for teachers.</li> </ul>	
<b>Description (Inputs/phases/steps/outputs/outcomes):</b>	
<p>Phase 1: Input: Consultancy to conduct analysis of knowledge/skill needs as result of approved assessment policy for Year 10/11/12; Output: Curriculum prescription for secondary education; Outcomes: Basis for developing new curriculum;</p> <p>Phase 2: Input: Study tour to neighboring countries to review relevant curriculum matching agreed assessment criteria; Output: Curriculum models on which to base Tuvalu secondary curriculum; Outcomes: Basis for developing new curriculum;</p> <p>Phase 3: Input: Consultancy to review TAESP primary curriculum as base line for secondary curriculum development; Output: Starting point for secondary curriculum development; Outcomes: Seamless curriculum development process.</p> <p>Phase 4: Input: Consultancy for curriculum design/adaptation and validation in all sectors of syllabus; Output: Approved secondary curriculum; Outcome: Relevant learning throughout secondary education matching need and expectations of students, tertiary education and employers</p> <p>Phase 5: Input: Consultancy to design/adapt curriculum support materials; Output: Full range of curriculum didactic and diagnostic materials; Outcome: Rising attainment levels, increased entry to tertiary education and falling unemployment rates.</p> <p>Phase 6: Input: Consultancy to plan and conduct in-service teacher training on new</p>	

curriculum; Output: teachers capable of delivering new curriculum; Outcomes: Rising attainment levels	
<b>Duration:</b> 3 years	<b>Start/Finish Dates:</b> June 2005 – June 2008
<b>Estimated Cost:</b>	<b>Funding Source:</b>

### Project 3: Developing Options for Years 9 and 10

<b>Priority Area;</b> Improving the Quality of Education	<b>Program Area:</b> Improving the Quality of Secondary Education
<b>Objectives:</b> <ul style="list-style-type: none"> <li>a) Review experiences of post-primary education amongst South Pacific neighbors, including Junior Secondary and comprehensive education;</li> <li>b) Determine Tuvalu priorities and prepare options for Years 9 and 10;</li> <li>c) Prepare investment, operational costs and benefit analysis for each option;</li> <li>d) Prepare policy for post primary education.</li> </ul>	
<b>Description (Inputs/phases/steps/outputs/outcomes):</b> <p>Phase 1: Input: Study tour to assess experiences with post-primary education; Output: Report exploring strengths and weaknesses of different models Outcomes: Basis for determining Tuvaluan policy.</p> <p>Phase 2: Input: DOE prepares options for post primary education; Output: Alternative models of Year 9/10 reported in detail; Outcomes: Basis for developing post primary education policy;</p> <p>Phase 3: Input: Consultancy to review costs and benefit analysis of selected models; Output: Detailed costs and quantifiable benefits on which to base judgments; Outcomes: Basis for deciding post primary education policy.</p> <p>Phase 4: Input: DOE to prepare policy for post primary education based on outcomes of previous phases; Output: Post primary education policy prepared and costed for future government or donor support; Outcome: An effective, efficient and sustainable post-primary system</p>	
<b>Duration:</b> 6 months	<b>Start/Finish Dates:</b> September 2004 – February 2005
<b>Estimated Cost:</b>	<b>Funding Source:</b>

### Project 4: Raising Standards at Motufoua Secondary School

<b>Priority Area;</b> Improving the Quality of Education	<b>Program Area:</b> Improving the Quality of Secondary Education
<b>Objectives:</b> <ul style="list-style-type: none"> <li>a) Assess current status of facilities, equipment, education and staff of Motufoua Secondary School in context of decisions on secondary education policy</li> <li>b) ;Prepare costed investment program to accomplish identified improvements;</li> <li>c) Determine prioritized development program;</li> <li>d) Identify funding and deliver program</li> </ul>	

<b>Description (Inputs/phases/steps/outputs/outcomes):</b>	
<p>Phase 1: Input: Consultancy to assess development needs of Motufoua; Output: Report detailing all development needs; Outcomes: Information on which to prepare development plan;</p> <p>Phase 2: Input: Consultancy to prepare cost estimates of identified improvements; Output: Costed development plan; Outcome: Information on which to prepare development plan;</p> <p>Phase 3: Input: Consultancy to prepare prioritized investment plan; Output: Detailed investment plan prepared for government/donor consideration; Outcome: Information on which to prepare development plan;</p> <p>Phase 4: Input: Donor meeting; Output: Funded development plan; Outcome: Fully operational and effective Motufoua Secondary School.</p>	
<b>Duration:</b> 6 months	<b>Start/Finish Dates:</b> October 2005 – March 2006
<b>Estimated Cost:</b>	<b>Funding Source:</b>

### Project 5: Funding Options for Secondary Schooling

<b>Priority Area;</b> Improving the Quality of Education	<b>Program Area:</b> Improving the Quality of Secondary Education
<b>Objectives:</b> <ul style="list-style-type: none"> <li>a) Identify all costs of secondary education;</li> <li>b) Review all funding options;</li> <li>c) Prepare recommendations for optimum funding modalities;</li> <li>d) Adjust legislation accordingly and evaluate outcome.</li> </ul>	
<b>Description (Inputs/phases/steps/outputs/outcomes):</b>	
<p>Phase 1: Input: DOE collects necessary data and prepares situation report; Output: Up-dated audit of secondary education expenditure; Outcomes: Reliable data on which to base policy decision;</p> <p>Phase 2: Input: Consultancy to determine ramifications of all available funding options; Output: Report stating prioritized options; Outcome: Reliable data on which to base policy decision;</p> <p>Phase 3: Input: Consultancy to prepare prioritized funding options; Output: Recommendations for future funding of secondary education; Outcomes: Equitable division of funding for secondary education.</p> <p>Phase 4: Input: DOE prepares appropriate legislation and monitoring devices; Output: Approved Government legislation for future funding; Outcome: Monitoring shows that funding is both equitable and sustainable.</p>	
<b>Duration:</b> 6 months	<b>Start/Finish Dates:</b> January 2005 – June 2005
<b>Estimated Cost:</b>	<b>Funding Source:</b>

### Project 6: Developing Curriculum for Year 13 (Form 7)

<b>Priority Area;</b> Improving the Quality of Education	<b>Program Area:</b> Improving the Quality of Secondary Education
<b>Objectives:</b>	

(a) Review experiences of Year 13 amongst South Pacific neighbors and to determine relevance and sustainability; a) Determine content of Year 13 syllabus together with USP ; b) Assemble curriculum and prepare supportive didactic materials; c) Training teachers.	
<b>Description (Inputs/phases/steps/outputs/outcomes):</b>  Phase 1: Input: Consultancy to analyze Year 13 experiences; Output: Report on strengths and weaknesses of alternative designs; Outcomes: Data available for policy options. Phase 2: Input: Consultancy to agree on format of Year 13 curriculum; Output: Outline curriculum for Year 13; Outcome: Effective, relevant curriculum meeting tertiary education and employers needs; Phase 3: Input: Consultancy to assemble/adapt curriculum and supportive materials; Output: Year 13 curriculum materials and supportive materials; Outcome: Students better prepared for entry to tertiary education and for professional occupations. Phase 4: Input: Consultancy to develop teachers ability to offer Year 13; Output: A cadre of teachers with Year 13 capability; Outcome: Increased Year 13 students pass into higher education.	
<b>Duration:</b> 18 months	<b>Start/Finish Dates:</b> July 2005 – December 2006
<b>Estimated Cost:</b>	<b>Funding Source:</b>

## PROGRAM 4: IMPROVING TERTIARY EDUCATION:

### Project 1: Study on Financing Options

<b>Priority Area:</b> Improving the Quality of Education	<b>Program Area:</b> Improving Tertiary Education
<b>Objectives:</b> <ol style="list-style-type: none"> <li>Calculate the costs of various approaches to tertiary education</li> <li>Identify the least-cost options for funding tertiary education</li> <li>Explore options for cost recovery</li> <li>Assess the viability of a student loan program</li> <li>Develop a proposal for enhancing cost-effectiveness</li> </ol>	
<b>Description (inputs, phases, steps, outputs, outcomes):</b>  The study will be implemented in three main phases:  Phase1: Prepare detailed terms of reference, identify consultant, establish Phase 2: Collect data, conduct interviews, develop policy and finance options; steering committee; Phase 3: Convene stakeholder meeting to discuss options, make policy and financing decisions. Inputs: Consultant Outputs: Detailed policy, financing plan and implementation plan for tertiary education Outcomes: More efficient and cost-effective tertiary education	
<b>Duration:</b> two months for study	<b>Start/Finish dates:</b> Study: Oct-Nov 2005 Approved recommendations: mid-2006
<b>Estimated cost:</b>	<b>Funding source:</b>

## Project 2: Strengthening the University of the South Pacific Extension Centre

<b>Priority Area:</b> Improving the Quality of Education	<b>Program Area:</b> Improving Tertiary Education
<b>Objectives:</b> <ul style="list-style-type: none"> <li>a) Strengthen link between USPEC and Tuvalu manpower requirements</li> <li>b) Develop medium-term plan for enrollments and course offerings</li> <li>c) Expand the enrollment of USPEC</li> <li>d) Develop capacity to offer basic science courses</li> </ul>	
<b>Description (inputs, phases, steps, outputs, outcomes):</b>  Phase 1: Develop detailed terms of reference with stakeholders Phase 2: Appoint consultant, collect data, consult stakeholders Phase 3: Prepare detailed development plan Phase 4: Conduct stakeholder consultative meeting; finalize plan.  Inputs: Consultant Outputs: Detailed and costed USPEC development plan linked to manpower needs Outcomes: More relevant and cost-effective tertiary education	
<b>Duration:</b> two years	<b>Start/Finish dates:</b> Phases 1-4: Feb-Mar 2006 Approved development plan: end of 2006 Expansion complete: end 2008
<b>Estimated cost:</b>	<b>Funding source:</b>

## PRIORITY AREA 2: IMPROVING RELEVANCE AND SKILLS TRAINING

### PROGRAM 1: STRENGTHENING TVET POLICY, STRUCTURE AND PLANNING

#### Project 1: Providing Data for TVET Policy Development

<b>Priority Area;</b> Improving Relevance and Skills Training	<b>Program Area:</b> Strengthening TVET Policy, Structure and Planning
<b>Objectives:</b> <ul style="list-style-type: none"> <li>(a) Determine shortfalls in current LMI and EMIS data;</li> <li>(b) Design specific inputs to fill data gaps;</li> <li>(c) Design training for NTC members and DOE secretariat to work with relevant data.</li> </ul>	
<b>Description (Inputs/phases/steps/outputs/outcomes):</b>  Phase 1: Input: Consultancy to review current LMI and EMIS data and identify where shortfalls occur; Output: Identification of areas requiring new up-to-date demand-oriented data; Outcome: Data sufficient for TVET policy formulation. Phase 2: Input: Consultancy to design formats to acquire new data; Output: Data adequate for TVET policy formulation; Outcome: Fully functioning TVET data system;	



Phase 3: Input: Consultancy to design and deliver capacity building for NTC members and DOE TVET Adviser on all aspects LMI and TVET data; ; Output: Official guidelines and supporting materials; Outcome: Operational NTC and DOE Secretariat;	
<b>Duration:</b> 3 months	<b>Start/Finish Dates:</b> October – December 2004
<b>Estimated Cost:</b>	<b>Funding Source:</b>

## Project 2: Developing National TVET Policy

<b>Priority Area;</b> Improving Relevance and Skills Training	<b>Program Area:</b> Strengthening TVET Policy, Structure and Planning
<b>Objectives:</b> a) Determine priorities of National TVET policy; b) Review all options for delivering national TVET policy; c) Select optimal delivery modality; d) Design comprehensive TVET policy/plan;	
<b>Description (Inputs/phases/steps/outputs/outcomes):</b>  Phase 1: Input: Study visit by representatives of NTC to assess TVET policies and plans in selected neighboring Pacific and other relevant countries; Output: Understanding of major TVET issues; Outcomes: Informed opinion by members of NTC Phase 2: Input: Consultancy to prioritize options and select relevant TVET plan; Output: Recommendations for national TVET policy; Outcome: Government able to approve TVET policy and plan; Phase 3: Input: Consultancy to design detailed TVET policy and plan; Output: Sustainable relevant TVET policy and plan; Outcome: Fully functioning TVET system;	
<b>Duration:</b> 6 months	<b>Start/Finish Dates:</b> January – June 2005
<b>Estimated Cost:</b>	<b>Funding Source:</b>

## Project 3: Establishing A National Qualifications Unit

<b>Priority Area;</b> Improving Relevance and Skills Training	<b>Program Area:</b> Strengthening TVET Policy, Structure and Planning
<b>Objectives:</b> a) Review TVET standards and certification system and identify strengths and weaknesses; b) Design new standards and qualification system; c) Design and install NQU to apply system; d) Appoint and train staff to provide reliable service	
<b>Description (Inputs/phases/steps/outputs/outcomes):</b>  Phase 1: Input: Consultancy to review current standards and certification system and to make recommendations; Output: Report with recommendations; Outcomes: Basis for new National Qualifications system ; Phase 2: Input: Study tour to neighboring countries (particularly Kiribati) to review qualifications and certification systems;	

<p>Output: Report with recommendations; Outcomes: Selection of effective operational model.</p> <p>Phase 3: Input: Consultancy to train member of NQU; Output: Operational guidelines; Outcome: Operational NQU capable of delivering reputable, reliable certification.</p> <p>Phase 4: Input: Consultancy to monitor progress and undertake periodic evaluation to ensure legitimate framework for NQU; Output: Fully operational NQU; Outcome: National recognition for TVET standards and qualifications.</p>	
<b>Duration:</b> 12 months	<b>Start/Finish Dates:</b> January- June 2006
<b>Estimated Cost:</b>	<b>Funding Source:</b>

## PROGRAM 2: CREATING TVET DELIVERY SYSTEMS

### Project 1: Establishing Community Training Centers

<b>Priority Area;</b> Improving Relevance and Skills Training	<b>Program Area:</b> Creating TVET Delivery Systems
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>a) Determine training needs for life skills and Kaupule development plans (see NZAID report;</li> <li>b) Design delivery system for skills training with reference to wider Education and TVET policy;</li> <li>c) Identify sustainable mix of training interventions using CTC facilities, distance learning, informal apprenticeship, extension workers and incorporate into CTC delivery plans;</li> <li>d) Design, deliver and evaluate CTC programs</li> </ul>	
<p><b>Description (Inputs/phases/steps/outputs/outcomes):</b></p> <p>Phase 1: Input: Consultancy to review needs for life skills and island development plans; Output: Report detailing training needs and recommendations; Outcomes: Basis for CTC plan;</p> <p>Phase 2: Input: Study tour to neighboring countries (including Kiribati) to review experiences with training for life skills using CTC/RTC; Output: Report featuring relevant highlights with recommendations; Outcomes: Basis for sustainable and integrated island skills training system.</p> <p>Phase 3: Input: Consultancy to design CTC system; Output: Integrated plan for CTCs in every outer island; Outcome: Decreased migration and increased local economic output;</p> <p>Phase 4: Input: Consultancy to oversee construction and delivery of selected CTC training system and its components; Output: Functioning and sustainable life skills delivery system in each island; Outcomes: Decreased migration and increased local economic output</p>	
<b>Duration:</b> 24 months	<b>Start/Finish Dates:</b> July 2006 – June 2008
<b>Estimated Cost:</b>	<b>Funding Source:</b>

### Project 2: Training for Self-Employment

<b>Priority Area;</b> Improving Relevance and Skills Training	<b>Program Area:</b> Creating TVET Delivery Systems
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<b>Objectives:</b>	
<ul style="list-style-type: none"> <li>a) Determine training needs for self employment for both Funafuti and outer islands;</li> <li>b) Design delivery system for skills training for self employment within TVET policy;</li> <li>c) Identify sustainable mix of training interventions using TTVETC, distance learning, Public Works Training Centre;</li> <li>d) Design and deliver programs</li> </ul>	
<b>Description (Inputs/phases/steps/outputs/outcomes):</b>	
<p>Phase 1: Input: Consultancy to review skill needs for self-employment; Output: Report detailing training needs and recommendations; Outcomes: Basis for self-employment training plan;</p> <p>Phase 2: Input: Study tour to nearby countries to review training for self-employment; Output: Report featuring relevant highlights with recommendations; Outcomes: Basis for sustainable and integrated training system.</p> <p>Phase 3: Input: Consultancy to prepare and deliver project implementing training programs for self employment opportunities within wider TVET system; Output: Increased number of SMEs; Outcome: Increased GDP and fewer small business failures.</p>	
<b>Duration:</b> 12 months	<b>Start/Finish Dates:</b> July 2006 – June 2007
<b>Estimated Cost:</b>	<b>Funding Source:</b>

### Project 3: Developing a National TVET Facility

<b>Priority Area;</b>	<b>Program Area:</b>
Improving Relevance and Skills Training	Creating TVET Delivery Systems
<b>Objectives:</b>	
<ul style="list-style-type: none"> <li>a) Review levels of pre-employment and in-service training need for both formal and informal sectors in both Funafuti and outer islands;</li> <li>b) Identify relevant interventions for delivering identified skills;</li> <li>c) Undertake cost-benefit analysis of relevant delivery modalities;</li> <li>d) Design appropriate delivery system for skills training in context priorities of national TVET policy and plan, incorporating where possible existing facilities and meeting NQS standards and certification;</li> <li>e) Design and deliver programs.</li> </ul>	
<b>Description (Inputs/phases/steps/outputs/outcomes):</b>	
<p>Phase 1: Input: Consultancy to review skill needs for pre-service/in-service training; Output: Report detailing training needs and recommendations; Outcomes: Basis for national training facility plan;</p> <p>Phase 2: Input: Study tour to neighboring countries to review experiences with national TVET facilities; Output: Report featuring relevant highlights with recommendations; Outcomes: Basis for sustainable and integrated national formal training system.</p> <p>Phase 3: Input: Consultancy to determine most cost-effective way of delivering national TVET skill standards; Output: National delivery of prioritized skills for pre-employment and in-service training; Outcomes: Sustainable levels of formal and nonformal training</p> <p>Phase 4: Input: Consultancy to prepare and deliver a project designed to implement formal and nonformal training through an appropriate national facility(s) in accordance with wider TVET system; Output: Increased number of trained workers; Outcome: Increased levels of productivity and more cost-effective training delivery</p>	
<b>Duration:</b> 24 months	<b>Start/Finish Dates:</b> July 2006 – June 2008
<b>Estimated Cost:</b>	<b>Funding Source:</b>

### Project 4: Developing a National TVET Evaluation System

<b>Priority Area;</b> Improving Relevance and Skills Training	<b>Program Area:</b> Creating TVET Delivery Systems
<b>Objectives:</b> a) Introducing a TVET monitoring system to fit into EMIS; b) Designing a periodic evaluation and feedback system; c) Training relevant NTC and DOE staff to utilize system.	
<b>Description (Inputs/phases/steps/outputs/outcomes):</b>  Phase 1: Input: Consultancy to design TVET monitoring system compatible with EMIS; Output: TVET data appears in EMIS; Outcomes: Basis for NTC decisions; Phase 2: Input: Consultancy to design TVET evaluation and feedback system; Output: Standards for performance in all TVET components and effective means of relaying data to all concerned; Outcomes: Sustainable and affordable levels of TVET; Phase 3: Input: Consultancy to prepare competency building programs for NTC and DOE staff; Output: NTC and DOE staff well versed in TVET progress; Outcome: Cost-effective coordinated TVET system.	
<b>Duration:</b> 2 months	<b>Start/Finish Dates:</b> May -June 2008
<b>Estimated Cost:</b>	<b>Funding Source:</b>

### PROGRAM 3: DEVELOPING TVET QUALITY SUPPORT SYSTEMS

#### Project 1: Designing a TVET Curriculum

<b>Priority Area;</b> Improving Relevance and Skills Training	<b>Program Area:</b> Developing TVET Quality Support Systems
<b>Objectives:</b> a) Determining a national TVET curriculum policy based on modularized individual competency based learning; b) Designing formats for curriculum adaptation and priorities for originating materials only where necessary; c) Developing a national TVET curriculum, standards and testing bank.	
<b>Description (Inputs/phases/steps/outputs/outcomes):</b>  Phase 1: Input: Consultancy to design TVET curriculum policy; Output: National system based on modular competency based curriculum; Outcomes: Basis for development of TVET curriculum and national skills standards and testing bank; Phase 2: Input: Consultancy to design formats for identifying and adapting relevant existing curriculum world-wide and for originating curriculum only where necessary; Output: Efficient build-up of reliable and relevant curriculum; Outcomes: Sustainable and affordable levels of TVET curriculum available to all; Phase 3: Input: Consultancy to build up national bank of TVET curriculum, standards and testing; Output: National TVET curriculum bank; Outcome: Cost-effective skills training	

<b>Duration:</b> 18 months	<b>Start/Finish Dates:</b> July 2005 – December 2006
<b>Estimated Cost:</b>	<b>Funding Source:</b>

### Project 2: Creating a Cadre of TVET Trainers

<b>Priority Area;</b> Improving Relevance and Skills Training	<b>Program Area:</b> Developing TVET Quality Support Systems
<b>Objectives:</b> a) Preparing a national roster of TVET trainers; b) Reviewing the skills and pedagogical background of existing TVET trainers; c) Developing a national standard for TVET trainers; d) Designing and delivering a TVET teacher training and re-training program.	
<b>Description (Inputs/phases/steps/outputs/outcomes):</b> Phase 1: Input: DOE prepares a national roster of TVET trainers; Output: National system identifies all trainers; Outcomes: Basis for development of national TVET cadre; Phase 2: Input: Consultancy to review both technical skills and pedagogical competency of trainers, design formats and identify shortfalls; Output: Detailed and prioritized needs for trainer up-grading; Outcomes: Basis for developing cadre of national TVET trainers; Phase 3: Input: Consultancy to develop national standards for TVET trainers and to design national TVET trainers pre-service and in-service programs to match requirements of TVET curriculum, standards; Output: National cadre of TVET trainers; Outcome: Cost effective skills development leading to higher productivity.	
<b>Duration:</b> 18 months	<b>Start/Finish Dates:</b> July 2005 – December 2006
<b>Estimated Cost:</b>	<b>Funding Source:</b>

## PRIORITY AREA 3: IMPROVING THE QUALITY AND EFFICIENCY OF MANAGEMENT

### PROGRAM 1: STRENGTHENING STRUCTURE AND MANAGEMENT PROCESSES

#### Project 1: DOE Structure and Size

<b>Priority Area:</b> Improving the Quality and Efficiency of Management	<b>Program Area:</b> Strengthening Structure and Management Processes
<b>Objectives:</b> a) Determine most appropriate structure in view of sector development plan b) Restructure DOE to reflect emerging needs and priorities c) Identify appropriate number and level of staffing for effective sector management	

<b>Description (inputs, phases, steps, outputs, outcomes):</b>	
Phase 1:	Appoint consultant, develop detailed terms of reference; establish steering committee
Phase 2:	Analyze current DOE staff structure and duty statements; assess these against projected requirements of sector plan; prepare options for resizing and restructuring; calculate costs of various options; consult stakeholders;
Phase 3:	Make decision on best option for size and structure; prepare implementation plan and annual budget.
Inputs:	Consultant; stakeholder views
Outputs:	Plan and budget for restructured DOE
Outcomes:	More efficient and cost-effective sector management
<b>Duration:</b> two months	<b>Start/Finish dates:</b> Phases 1-3: March-April 2005 New structure in place: end 2006
<b>Estimated cost:</b>	<b>Funding source:</b>

## Project 2: Management Capacity Building

<b>Priority Area:</b>	<b>Program Area:</b>
Improving the Quality and Efficiency of Management	Strengthening Structure and Management Processes
<b>Objectives:</b>	
<ul style="list-style-type: none"> <li>a) Identify type and level of sector management skills required</li> <li>b) Assess existing staff skills</li> <li>c) Design medium-term program of capacity building for all DOE staff</li> </ul>	
<b>Description (inputs, phases, steps, outputs, outcomes):</b>	
Phase 1: Appoint consultant; prepare detailed terms of reference; establish Stakeholder advisory group	
Phase 2: Undertake detailed needs assessment and skills survey	
Phase 3: Prepare detailed and costed plan for staff development including methods such as study attachments and visits, distance learning, on-the-job training, local and overseas short courses, development of guidelines and procedures for main management processes	
Phase 4: Implementation over medium-term of capacity building program with regular external review and assessment to refine program.	
Inputs: Consultant; reviews	
Outputs: Staff development plan; training budget; review mechanism	
Outcomes: More efficient and effective sector management	
<b>Duration:</b> five years	<b>Start/Finish dates:</b> Study: March-April 2005 Training program: June 2006-May 2011
<b>Estimated cost:</b>	<b>Funding source:</b>

## Project 3: Strengthening EMIS

<b>Priority Area:</b>	<b>Program Area:</b>
Improving the Quality and Efficiency of Management	Strengthening Structure and Management Processes

<b>Objectives:</b>	
<ul style="list-style-type: none"> <li>a) Identify key annual indicators for sector management</li> <li>b) Establish simple set of set of basic indicators</li> <li>c) Develop appropriate data collection, recording and analyzing procedures and formats</li> <li>d) Prepare annual report to stakeholders on sector progress and constraints</li> </ul>	
<b>Description (inputs, phases, steps, outputs, outcomes):</b>	
<p>Phase 1: Develop detailed terms of reference; identify consultant; prepare overall EMIS plan and process, including instrumentation; assess skill needs</p> <p>Phase 2: Review staff skills; identify training needs; prepare training program emphasizing on-the-job training;</p> <p>Phase 3: Develop EMIS guidelines, manuals, data collection timetables; define roles at each level (center and school); define reporting frequency and format; link to ETSMP monitoring and reporting; conduct training</p> <p>Phase 4: Establish procedures for ensuring that planning and budgeting for next year are clearly based on needs as identified from EMIS; continue training</p> <p>Phase 5: Ensure that EMIS itself is subjected to annual ETSMP review</p> <p>Inputs: Consultant; training  Outputs: Set of indicators; defined processes; guidelines; annual report  Outcomes: Improved sector planning and management</p>	
<b>Duration:</b> Inputs: two years Processes: ETSMP duration	<b>Start/Finish dates:</b> Phases 1-3: Feb-March 2005 Phase4-5: annually 2005-2014 Training: 2005-2006
<b>Estimated cost:</b>	<b>Funding source:</b>

#### Project 4: Monitoring and Review

<b>Priority Area:</b>	<b>Program Area:</b>
Improving the Quality and Efficiency of Management	Strengthening Structure and Management Processes
<b>Objectives:</b>	
<ul style="list-style-type: none"> <li>a) Collect data regularly on key indicators</li> <li>b) Ensure that sector plan implementation is achieving aims efficiently</li> <li>c) Undertake annual reviews of the ETSMP</li> <li>d) Make necessary adjustments to strategies and timing</li> </ul>	
<b>Description (inputs, phases, steps, outputs, outcomes):</b>	
<p>Phase 1: Develop detailed monitoring plan and process; identify consultant to facilitate process; set up sector review group including donors; set up data collection system</p> <p>Phase 2: Collect and analyze data annually; identify issues; propose solutions and options</p> <p>Phase 3: Conduct seminar with review group; decide on necessary revisions; set new annual targets;</p> <p>Phase 4: Repeat 2-4 annually for duration of ETSMP</p> <p>Inputs: Consultant; review group; data collection and analysis  Outputs: Annual sector implementation plan revised and adjusted  Outcomes: Improved sector management and planning</p>	
<b>Duration:</b> Life of ETSMP	<b>Start/Finish dates:</b> Phase 1: June-July 2005 Phases 2-4: annually 2005-2014
<b>Estimated cost:</b>	<b>Funding source:</b>

## Project 5: Donor Coordination and Involvement

<b>Priority Area:</b> Improving the Quality and Efficiency of Management	<b>Program Area:</b> Strengthening Structure and Management Processes
<b>Objectives:</b> <ul style="list-style-type: none"> <li>a) Facilitate donor coordination within ETSMP framework</li> <li>b) Minimize duplication and over-programming</li> <li>c) Enhance interaction among donors and between donors and Government</li> <li>d) Strengthen ETSMP implementation</li> </ul>	
<b>Description (inputs, phases, steps, outputs, outcomes):</b> <p>Phase 1: Conduct donor-Government meeting to agree on processes, timetable and funding; identify consultant; set up coordination group</p> <p>Phase 2: Prepare detailed plan for donor coordination, including frequency, participation, template agenda, data requirements, report format;</p> <p>Phase 3: Conduct annual donor review meeting linking with EMIS report and ETSMP annual monitoring report;</p> <p>Phase 4: Donors adjust budgets, timetables and strategies to reflect ETSMP needs and coordinate with DOE's annual plan</p> <p>Inputs: Consultant; donor agency time and personnel</p> <p>Outputs: Annual report on donor coordination progress and future needs</p> <p>Outcomes: Improved coordination and sector management</p>	
<b>Duration:</b> Phases 1-2: two months Phases 3-4: annual for ETSMP duration	<b>Start/Finish dates:</b> Phases 1-2: Aug-Sep 2005 Phases 3-4: annual 2005-2014
<b>Estimated cost:</b>	<b>Funding source:</b>

## PROGRAM 2: UPDATING POLICY AND LEGISLATION

### Project 1: Preparing a New Education Policy Document

<b>Priority Area:</b> Improving the Quality and Efficiency of Management	<b>Program Area:</b> Updating Policy and Legislation
<b>Objectives:</b> <ul style="list-style-type: none"> <li>a) Strengthen policy formulation capacity</li> <li>b) Develop updated sector policy document</li> </ul>	
<b>Description (inputs, phases, steps, outputs, outcomes):</b> <p>Phase 1: Develop detailed TOR; identify consultant; establish policy working group; create participatory policy review process</p> <p>Phase 2: Review all existing policy-related documents; assess ETSMP for policy implications; identify needed policy changes; prepare detailed draft of new policy document</p> <p>Phase 3: Discuss draft with stakeholder group</p> <p>Phase 4: Obtain necessary approvals; disseminate new document</p> <p>Inputs: Consultant; ETSMP; policy working group</p> <p>Outputs: Comprehensive updated sector policy document</p>	



Outcomes: Improved sector management; clearer vision for sector development	
<b>Duration:</b> 12 months	<b>Start/Finish dates:</b> Study: June-July 2005 Document preparation: Sep-Dec 2005 Approval: mid 2006
<b>Estimated cost:</b>	<b>Funding source:</b>

## Project 2: Preparing Required Legislation

<b>Priority Area:</b> Improving the Quality and Efficiency of Management	<b>Program Area:</b> Updating Policy and Legislation
<b>Objectives:</b> a) Identify policy components and sector goals requiring legislation b) Obtain approval for required legislation	
<b>Description (inputs, phases, steps, outputs, outcomes):</b>  Phase 1: Link with policy review process; develop detailed terms of reference; identify consultant; establish legislative review working group Phase 2: Review draft policy document to identify areas requiring legislation or other legal action (such as Ministerial Decree); Phase 3: Prepare draft legislation and other legal documents; consult stakeholders prepare timetable for actions required Phase 4: Seek necessary approvals; ensure dissemination of new laws or procedures  Inputs: Consultant; working group; ETSMP Outputs: New education and training laws and procedures Outcomes: Better sector management; clear legal framework	
<b>Duration:</b> 12 months	<b>Start/Finish dates:</b> Study: Sep-Oct 2005 Draft legislation: Nov 2005-Feb 2006 Legislation passed: mid-2006
<b>Estimated cost:</b>	<b>Funding source:</b>

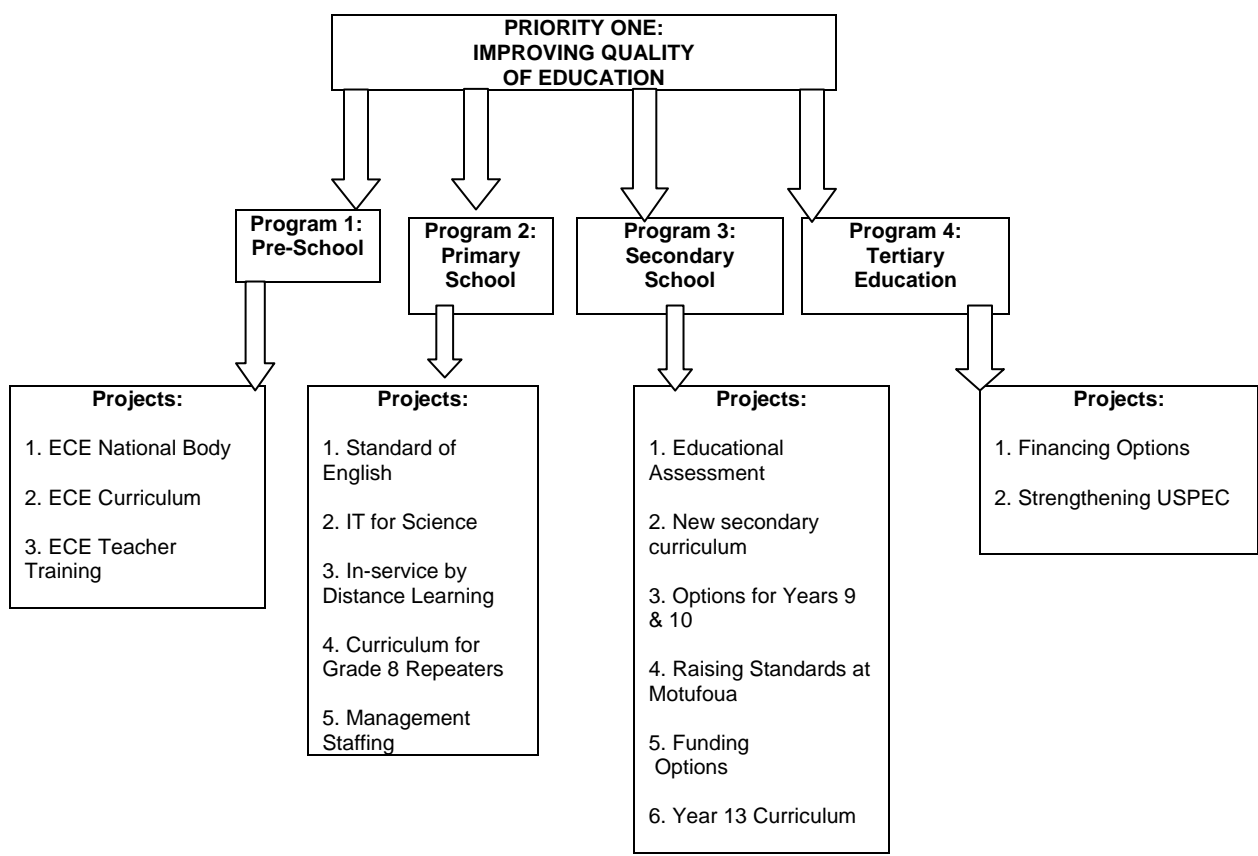


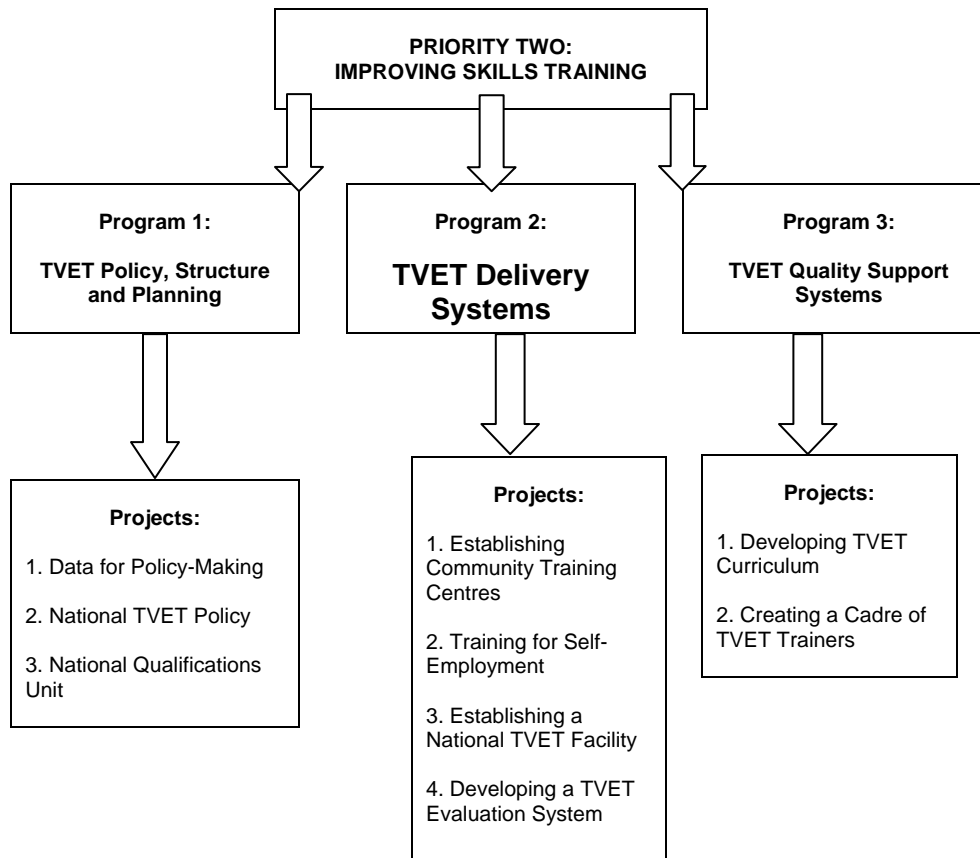




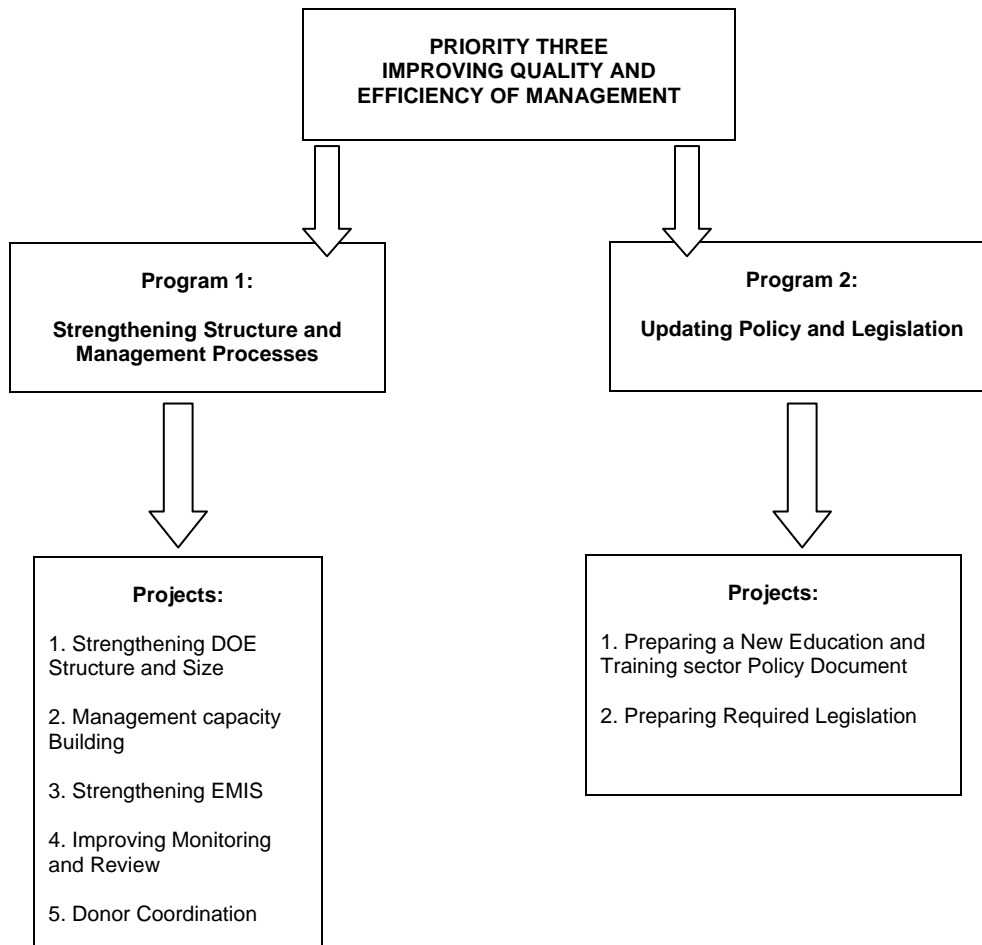
### ANNEX 3: DIAGRAMS SHOWING ETSMP ORGANIZATION

Figure 1: Overview of Programs and Projects for Priority One



**Figure 2: Overview of Programs and Projects for Priority Two**

**Figure 3: Overview of Programs and Projects for Priority 3.**



**ANNEX 4: SUMMARY TABLE OF ESTIMATED COSTS**

TO BE ADDED



## ANNEX 5: SUGGESTED INDICATORS AND TARGET DATES BY PRIORITY AND PROGRAM

**Note: These indicators and dates are suggested for discussion only. Final indicators and target dates will need to be agreed by stakeholders.**

### PRIORITY ONE: IMPROVING THE QUALITY OF EDUCATION

#### ➤ Program 1: Improving the quality of Pre-School Education

Indicator	Target Date
1. Creation of a National Early Childhood Education Council and an operational Secretariat within DOE	mid 2005
2. Completion of national ECE policy	early 2006
3. Completion of professional guidelines providing clear and relevant guidance to existing and potential pre-school centers and 100% of all ECE staff	early 2006
4. Formulation of an approved national ECE curriculum based on experience of S. Pacific neighbors and designed as foundation for existing primary education curriculum	end 2006
5. 75% of all pre-school centers using new curriculum	mid 2007
6. 100% of all pre-school centers using new curriculum	mid 2008
7. Parity reached between all centers with respect of minimum standards of relevant equipment as identified in approved national curriculum	mid 2008
8. 100% attendance at pre-school centers of all eligible age cohorts	end 2005
9. Gender equality reached	end 2005
10. Parity reached between all centers with respect of minimum standards of relevant equipment as identified in approved national curriculum	mid 2008;
11. 100% of pre-school centers have operational funding mechanisms featuring equitable contributions by government, kaupule, and parents in place	mid 2006
12. 75% of all pre-school staff have access to programs leading to ECE Certificate using distance learning and satellite communications	mid 2006
13. 100% of all Pre-School staff have successfully completed ECE Certificate	start 2008
14. Post of DOE pre-school supervisor on regular budget funding and incumbent trained to graduate level in ECE	mid 2006

- |  |            |
|--|------------|
| 15. DOE budgetary allocation for supervisory visits enables each pre-school facility to be inspected once every year | start 2007 |
| 16. National meeting of all ECE staff once every three years   | start 2007 |

## ➤ Program 2: Improving the Quality of Primary Education

<u>Indicator</u>	<u>Target Date</u>
1. A language policy for primary education approved for implementation in all schools.	mid 2005
2. Every primary school has at least one fully trained English language teacher in post.	end 2005
3. All primary school teachers have English language training.	end 2007
4. English language taught through satellite broadcasts to all primary schools.	end 2007
5. National tests at Years 4 and 6 show year-on-year improvements in standard of English:	60% by end-2007; 80% by end-2008; 95% by end-2009
6. Construction and refurbishment of all primary schools completed with new furniture and secure storage facilities.	end 2005
7. Equipment commensurate with approved primary school science, technology and computer curriculum delivered to all schools.	end 2006
8. All Year1-5 pupils have access to computer equipment in groups no larger than 6.	end 2006
9. Year 6-8 pupils have access to computer equipment in groups no larger than 3.	end 2006
10. Each school has a minimum of one computer for every three students in Year 8.	end 2006
11. Distance learning in support of science and technology curriculum, supported by access to satellite broadcasts, available to all primary schools.	end 2008
12. 75% Year 8 students pass science, computers and technology. End 2007 90% students pass science, computers, technology.	end 2009
13. Future of Year 8 decided with adoption of new national secondary education policy.	mid-2005
14. Teachers of Year 8 repeaters receive curriculum guidance.	start 2005
15. 75% Year 8 repeaters pass second attempt to enter Motufoua.	mid 2005
16. Annual progress assessment of all primary pupils introduced; results recorded in EMIS .	end 2006
17. 100% students entering Year 7 have achieved minimum standards of literacy and numeracy.	start 2008
18. All schools connected to telephone, fax, e-mail, and internet.	mid 2008
19. Full time primary school inspector and full time primary curriculum specialist appointed to DOE.	end 2005

- |  |            |
|--|------------|
| 20. Contracted inspectors used by DOE to assess progress in each school every other year.  | start 2007 |
| 21. 100% of all primary teachers fully qualified; 100% of all principals and deputy principals received relevant administrative and management training. | end 2006   |

### ➤ Program 3: Improving the Quality of Secondary Education

- |   |                                     |
|---|-------------------------------------|
| 1. Seamless education policy detailing future format, targets and sources of funding of all education sectors place   | end of 2005                         |
| 2. Tuvaluan replacement for Fijian Junior Certificate designated  | end 2005                            |
| 3. FJC replacement introduced to all students   | end 2007                            |
| 4. New secondary education system will be and provisions for its implementation in place  | end 2008                            |
| 5. New secondary curriculum and facilities announced  | end 2005                            |
| 6. Private secondary school(s) will accommodate over 25% of age cohorts<br>40% of age cohorts   | end 2007<br>start 2009.             |
| 7. Motufoua Secondary School refurbished to accommodate 50% downsized secondary population (due rise of private secondary and alternative TVET programs)      | end 2008                            |
| 8. All secondary school teachers receive English Language refresher program   | end 2006                            |
| 9. 100% of all Year 9-10 secondary education classes will be taught in English language with Tuvaluan language taught only as second language                 | end 2006                            |
| 10. Secondary teachers in both private and state schools receive separate pedagogical and subject up-grading courses  | 75%<br>100%<br>end 2007<br>end 2008 |
| 11. Full details of in-service training to be included in EMIS  | start 2007                          |
| 12. Minimum of 25% of all funding for formal secondary education will come from non-Government sources.   | start 2007                          |
| 13. Policy detailing a viable alternative to formal secondary education will be in place with 100% all community aware of implications through media coverage | end 2005                            |
| 14. Year 13 policy decided  | end 2005                            |
| 15. Year 13 provisions in place in association with USP   | end 2007.                           |
| 16. DOE dedicated Secondary Education Adviser in post   | mid 2005                            |
| 17. System of contracted school inspectors operational  | mid 2006.                           |
| 18. Independent panel of curriculum advisers also appointed to assist DOE maintain curriculum standards   | mid 2006.                           |

➤ **Program 4: Improving the Quality of Tertiary Education**

<u>Indicator</u>	<u>Target Date</u>
1. Completed financing options study	end 2005
2. Appropriate recommendations approved	mid-2006
3. Approved plan in place	end 2006
4. Study of USPEC expansion needs completed	mid-2006
5. Appropriate recommendations approved	end 2006
6. New programs identified and planned	end 2007
7. Approved facilities and equipment procurement completed	end 2008
8. New courses and enrollment in place	end 2008

<p><b>PRIORITY TWO: IMPROVING RELEVANCE AND QUALITY OF SKILLS TRAINING</b></p>
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➤ **Program 1: Strengthening TVET Policy, Structure and Planning**

1. National Training Council (NTC) appointed	end 2004
2. All NTC members receive technical briefing on role and functions	mid 2005.
3. NTC 100% operational	end 2005
4. DOE appointed one full time official to serve as Secretariat to NTC	end 2004
5. Secretariat official receives technical staff development program and is 100% functional	end 2005
6. Quarterly Statistical Report includes additional questions and data relating to demand for skills and training needs	early 2005
7. Over 75% of NTC members/staff will understand how to utilize such data in preparation of TVET policies	end 2005
8. National TVET policy and implementation plan designed and approved	mid 2005
9. Secure funding for 100% planned TVET operations agreed	end 2005
10. Policy guarantees opportunities for relevant skill and knowledge through mix of in-country/out-country facilities in both public and private venues for 100% out-of-school youth	end 2009
11. National TVET policy guarantees access to skills and knowledge training in relevant life skills at island-based CTCs to 100% of post primary students who fail or chose not to attend formal secondary education	end 2008
12. All Kaupule Development Plans supported by relevant skills training delivered to both youth and adults through island CTCs	end 2008

## ➤ Program 2: Creating TVET Delivery Systems

- |  |            |
|--|------------|
| 1. Tuvalu commerce and industry be supported in selected range of skills and technology by national facility offering training to recognized international and locally adapted standards | end 2008.  |
| 2. Approximately 40% of skill requirements to be met on-shore and remainder through off-shore contracts  | start 2008 |
| 4. Minimum 80% of costs for out-of-school youth pre-employment training to be met from subsequent tax on income derived after training   | start 2008 |
| 5. 100% of training or skill up-grading costs for adults to be recovered from either beneficiary or employers  | start 2009 |
| 6. Minimum of 40% of all non-formal secondary education students will have attended training through island CTCs   | end 2007   |
| 7. 80% of all ex primary students will have received relevant life skills training   | end 2008   |
|  | 100%       |
|  | end 2009   |
| 8. Minimum of 25% of all out-of-school youth will have attended TVET program   | end 2006   |
|  | 80%        |
|  | end 2008   |
| 10. 100% primary leavers attain minimum pre-employment training standards  | end 2009   |

## ➤ Program 3: Developing TVET Quality Support Systems

- |  |             |
|--|-------------|
| 1. National Qualifications Unit established  | end 2005    |
| 2. 100% of all TVET standards used in Tuvalu approved  | end 2007    |
| 3. Approximately 30% of standards and qualifications will have Tuvaluan origins, remaining 70% being adopted or adapted from international standards and qualifications with Tuvaluan equivalence noted where appropriate                      | start 2008  |
| 4. National TVET curriculum to meet approved standards and qualifications approved by the NTC and a national curriculum bank established based 70% on existing TVET curriculum drawn from all over world and accessed through Internet sources | mid 2008    |
| 5. 30% curriculum requiring local development completed by contracted curriculum writers   | early 2009. |
| 6. 100% of a cadre of approximately 25 master trainers covering major sectors of the economy identified  | mid 2006    |
| 7. Master trainers complete trainer training and skills upgrading  | end 2006.   |

<b>PRIORITY THREE: IMPROVING THE QUALITY AND EFFICIENCY OF MANAGEMENT</b>
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➤ **Program 1: Strengthening Structure and Management Processes**

<u>Indicator</u>	<u>Target Date</u>
1. Completed analysis of DOE structure	mid-2005
2. Appropriate recommendations approved	end 2005
3. New positions (especially primary curriculum, school supervision and TVET coordination) approved and filled	end 2006
4. Training needs analysis complete	end 2005
5. Detailed capacity building program planned and approved	mid-2006
6. Key EMIS education and training sector monitoring indicators identified and agreed	mid-2005
7. Detailed EMIS design complete	mid-2005
8. EMIS manuals and forms prepared	end 2005
9. Training in EMIS underway	ongoing until end 2011
10. ETSMP monitoring indicators identified and agreed	mid-2005
11. ETSMP data collection procedures and formats prepared	end 2005
12. First ETSMP annual report completed	end 2005
13. ETSMP review meeting with stakeholders and donors	annual end of year
14. Revised ETSMP implementation plan prepared	annual start of year
15. Joint donor review meeting conducted	annual end of year
16. Donors adjust project portfolio budgets and timetables to reflect needs identified during annual review	annual start of year

➤ **Program 2: Updating Policy and Legislation**

<u>Indicator</u>	<u>Target Date</u>
1. Review of education and training sector policy updating needs completed	end 2005
2. New education and training sector policy paper completed and approved	mid-2006
3. Education and training sector legislative needs identified	mid 2005
4. Draft legislation prepared	early 2006
5. Required legislation passed and published	end 2006

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## ANNEX 7: TERMS OF REFERENCE

### A. Introduction

1. The TA will be undertaken in two phases. During the first phase, the existing education legislations and regulations should be reviewed as all education policy and strategies should be in line with such legislations and regulations. In addition, educational documents and data on population, enrollments, financing (including external aid), teacher supply and demand, current policy (including an assessment of the organizational structure, staff, absorptive capacity, available financial resources, and cost structure of education) will be reviewed to determine how the Ministry of Education and Sports (MES) should meet the needs of communities, teachers, and students over the coming decade. The review will cover preschool, basic education secondary, post-secondary education, and technical and vocational education and training (TVET). Each subsector will be assessed in terms of curriculum, textbook availability, examination content and assessment, and teacher qualifications. The possibility of school based development and privatization of primary schools in all the islands and the secondary school in the long-term should be explored. This phase will also include visiting of selected primary schools in the outer islands to gather qualitative and quantitative data.

2. During the second phase, based on the quantitative and qualitative analysis and Government's strategic direction,<sup>1</sup> the TA will assist the Government in operationalizing its strategy that will include a sector reform program, an organization plan, and a financing plan. The TA will also assist the Government in developing a policy framework to help articulate its priorities for the education sector for the medium and long term, building on Government's recommendations. The sector update will combine (i) management systems analysis, (ii) economic and financial analyses, (iii) needs assessment to target the most needy communities including those in the outer islands, (iv) identification of pedagogical reform priorities, and (v) application of relevant lessons from within and outside Tuvalu. The TA will also provide a framework for aid coordination based on an analysis of the effectiveness of external assistance in enabling policy-led reform, and an analysis of future options for external assistance. It will also identify the comprehensive external support requirements, including the relative comparative advantages of the Government to meet its medium-term objectives in developing the education sector.

3. After completing the second phase, the consultants and MES will have a two-day workshop involving technical experts, teachers, parents and policy makers to seek their feedback. External funding agencies will also be invited to participate in these discussions. The final product will be an ESMP covering policy reform and major program activities with estimated budget, time frame, and targets that make up the education investment plan for the next decade.

4. The consultant's report, which will be resulted in an ESMP, and will also include: (i) a description of the current system based on relevant data, (ii) a detailed analysis of key issues related to themes in education such as equity, efficiency, access, quality and finance, (iii) an analysis of the constraints related to the issues, (iv) a review of past

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<sup>1</sup> Ministry of Education and Sports, "Quality in Education and Training: Strategic Direction." Tuvalu 2002-2010. October 2002.

performance of Government and external assistance in education development in Tuvalu, starting with the plan for Life long Education and including lessons learned, (v) formulation of a set of recommendations for a future strategy, programs and investments needs, (vi) identify a set of education indicators, with baseline values, expected values with timeframe, and monitoring mechanism, (vii) based on the analyses, operationalized government's government strategic direction into a mid- and long-term investment plan; and (viii) based on the analysis, recommend issues to be addressed by ADB's upcoming project preparatory technical assistance including purpose, outputs, scope, and methodology. From the ESMP, the Government will be able to prioritize and implement an action plan providing cost-effective alternatives accompanying investment requirements. The consultants will submit three hard copies each of all the reports including the ESMP in a single CD (3 copies each) to ADB, AusAID, EU, and NZAID, and six copies to the EA.

5. Although the tasks are specified for each consultant, the consultants will collaborate with each other as a team to achieve the TA goal. The main activities are outlined under the team leader, and team leader will, after discussing with the team, will delegate the activities equitably based on their expertise to balance the work among the three members. The team will ensure that all works and outputs under the TA are fully compliant with all relevant ADB policies and guidelines. The consultants' work should include, but not be limited to the following:

**A. International Consultants** (3 person-months)

**a. Education Economist, Finance, Policy and Planning Specialist - Team Leader** (1.5 person months)

6. The consultant will be a specialist in economics/finance of education with expertise in education policy making/planning as well as experience in human resource development. The experience will also cover student enrollment/flow models, educational financing, costing and expenditure. Aside from planning experience, the educational economist/planner will specialize in issues of equity, access and quality including expansion and capacity of the educational system. The consultant will delegate relevant activities to other team member and work as a team with other two consultants to accomplish the following:

- (i) with the help of the team, outline the implementation schedule for the TA to be approved by the Government and ADB.
- (ii) review the existing education legislations and regulations (a legal expert will be hired by the Government with one of the donors' support),
- (iii) assess government education policy, priority and reform needs by reviewing the Education Forum's (the Forum) "*Tuvalu Quality in Education and Training: Strategic Direction*" and by assessing recent education sector issues in consultations with the international and domestic specialists, review the reforms relating to education structure and organization, including streamlining processes, and suggest institutional reform required to support the Government's priorities. Main focus should be on operationalizing the government's strategic direction,
- (iv) assess the capacity of key institutions to clarify roles and responsibilities at different levels, including stakeholder influence in decision making and resource use,

- (v) in consultation with the team, identify training and TA needs for capacity development at different levels focusing on financial and strategic management pertaining to schools, and various education line agencies, and propose modalities of training and retraining programs to strengthen management,
- (vi) propose reforms of the educational management information system with focus on school improvement, policy analysis, annual planning and programming, system monitoring, and making data accessible for analysis and assessment (since the country is very small, it should be very simple e.g., using excel),
- (vii) assess the education sector in the context of the public investment program, especially on capital expenditure for education, and evaluate the Government's planned investment against a medium term expenditure framework,
- (viii) review current sources (domestic and external) and uses of funds (capital, recurrent, salary, nonsalary recurrent), and identify internal and external funding requirements to meet the Government's medium-term objectives in developing the education sector and subsectors,
- (ix) review financing mechanisms, including the use of innovative grants to provide greater flexibility, promote innovations, enhance equity across and within atolls, and funds flow to education institutions/schools, and provide recommendations to improve funding and funds flow mechanisms,
- (x) with the help of team members, undertake needs assessment of outer island schools and children from low-income families in the two most needy atolls to determine factors associated with school participation and nonparticipation, analyze issues pertaining to constraints faced by schools serving poor communities, identify programs to target such groups to remove different forms of disparities (by education level, atolls, group), and provide recommendations to monitor the impact of such provisions,
- (xi) combine needs assessment with a rapid appraisal of school level financing to ascertain the extent of informal charges and its effect on student participation, income and expenditure of schools, funds flow, and management of funds at the school level,
- (xii) prioritize and specify strategic actions,
- (xiii) operationalize Government's strategic direction and provide a long and medium term financing framework that iterates the policy direction in the strategic plan against the anticipated financial resources available (Government revenue and external support) to education to provide the means for external agencies to coordinate their support to the maximum benefit of the government of Tuvalu.
- (xiv) identify issues to be addressed by the Asian Development Bank's Education Sector Reform and Development Project, and provide clear objectives and outputs.

**b. Education Specialist (1.5 person-month)**

7. The consultant will be an education specialist, with experience and expertise in teacher training (pre- and in-service), curriculum, assessment and examination, and instructional materials for primary, secondary education as well as an understanding of technical and vocational education. Apart from working with the team to accomplish the TA goal, the consultant will accomplish the following specific activities:

- (i) assess government education policy, priority and reform needs by reviewing the Education Forum's (the Forum) "*Tuvalu Quality in Education and Training: Strategic Direction*" and by assessing recent education sector issues in consultation with the team, review the reforms relating to education structure and

- organization, including streamlining processes, and suggest institutional reform required to support the Government's priorities.
- (ii) analyze educational programs in primary and secondary education to improve the quality of school teaching and classroom learning including teacher training, curriculum, student assessment, textbooks and learning materials and recommend the cost effective means of improving the quality of education in Tuvalu,
  - (iii) in consultation with the team, identify training and TA needs for capacity development at different levels focusing on financial and strategic management pertaining to schools, and various education line agencies, and propose modalities of training and retraining programs to strengthen management,
  - (iv) review existing published and unpublished documents on education in Tuvalu, conduct focus group meetings with various stakeholders, visit outer island schools to understand the current status of education,
  - (v) undertake needs assessment of outer island schools and children from low-income families in the two most needy atolls to determine factors associated with school participation and nonparticipation, analyze issues pertaining to constraints faced by schools serving poor communities, identify programs to target such groups to remove different forms of disparities (by education level, atolls, group), and provide recommendations to monitor the impact of such provisions,
  - (iii) design a set of sequenced programs to accomplish key policy objectives identified for primary, secondary, TVET and postsecondary education, and
  - (iv) analyze alternative school-based development programs and resource needs. Help the team leader, as needed, to develop the ESMP.

## **B. Domestic Consultant**

### **a. Education Financing/costing Specialist (1.5 person-months)**

8. The consultant will have a background in education planning and financing, and will work in close cooperation with the team leader and international education specialist in identifying sectoral issues and priorities. Apart from working with the team to accomplish the TA goal, the consultant will accomplish the following specific activities

- (i) examine internal and external efficiency, educational management and administration of MES, and look into the budgetary capacity of MES to develop an education sector master plan,
- (ii) conduct a rapid needs assessment of MES to determine institutional capacity and human resources needed to manage and supervise the educational system (e.g., research, benefit monitoring, policy, planning, administration, budget and finance of system),
- (iii) with the help of team leader, analyze the education budget and finances to improve financial efficiency,
- (iv) analyze the Government's recurrent and capital expenditure as well as resource allocation in each subsector of education,
- (v) help the team leader and education specialist with supplying background data on public expenditure, and other educational statistics, and
- (vi) help the team with other activities as needed.

## **ANNEX 8: PERSONS MET**

### **I. FIJI**

#### **EU**

Ms Shamina Narayan, Advisor – Development

#### **AusAid**

Ms. Hilares, Education Specialist, AusAid

Padric Harm, Activity Manager Development Cooperation Section

#### **UNDP**

Shashikant Nair, Thematic Specialist, Governance

### **II. TUVALU**

#### **GOVERNMENT**

##### **Ministry of Finance, Economic Planning, and Industry**

Rt. Hon. Bikenibeu Paeniu, Minister

##### **Ministry of Education and Sports**

Rt Hon.Alesana Kiles Saluka, Minister of Health and Education and Sports

Ms Lina S. Petaia, Acting Secretary, Department Education

Mr. Avafoa Irata, Assistant Secretary, Department Education

David Manuella, Director, Department of Education,

Ms Maseiga. I. Osema, Schools Supervisor

Ms. Teimana E. Avaniatele, Early Childhood Education Officer

Ms Valisi A. Tovia, Senior Education Officer (Curriculum)

##### **Ministry Home Affairs and Rural Development**

Mr. Fakavae Taomia, Secretary

##### **Public Service Commission**

Mr. Solofa Mota, Secretary PSC

Ms. Lorraine Taulima, Training Officer

##### **Department of Works and Energy**

Mr. Pusineli Lafai, Secretary

##### **Department of Natural Resources**

Ms Olioliga Iosua, Secretary,

##### **Department of Agriculture**

Mr. Elu Tataua, Agricultural Project Manager

##### **Department of Fisheries**

Mr. Sautia Maluofenu, Director

**Department of Public Works**

Mr. Filipino Taulima, Director, Office of Tourism  
 Mr. Lono Leneuoti, Tourism Officer

**Tuvalu Telecommunications Corporation**

Mr. Lopati Tefoko, General Manager

**Department of Economic Research and Planning**

Mr. Malie Lotoltele, Director

**OTHER/PRIVATE SECTOR:**

Mr. Penehuro Hauma, Principal, Fetavelu EKT Secondary School  
 Mr. Siaufisi Kirimaua, Head Teacher, SDA Primary School  
 Ms. Temu Kisa Hauma, Primary School Head Teacher  
 Mr. Kapane Halo, Owner of Private Computer School MKH  
 Ms. Annie Homasi, TANGO Coordinator  
 Ms. Katalina Malur, Tuvalu National Council of Women  
 Capt. Jonathan Gayton, Chief Executive Officer, TMTI, Amatuku  
 Mr. Shane Judd, Project Manager, NPM Group, Govt. Office Construction, Funafuti

**OUTER ISLANDS:****Nukulaelae:**

Ms Evotia, Primary School Head Teacher  
 Mr. Pene, Kaupule Secretary  
 Rev. Alefaio Honolulu. Pastor EKT Church

**Niulakita**

Ms Patisepa, Primary School Head Teacher

**Namumea**

Ms Maka Paul, Primary School Head Teacher

**Nanumaga**

Ms Liane, Primary School Head Teacher  
 Mr. Lopati Samasoni. Kaupule Secretary

**Niutao**

Ms Utoane Petaia, Primary School Head Teacher  
 Mr. Vaguna Satupa, Kaupule Secretary

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