



TUVALU EDUCATION DEPARTMENT

MINISTRY OF EDUCATION, YOUTH AND SPORTS



2022 Annual Statistical Report

February 2022

Report Published by Ministry of Education, Youth and Sports, Tuvalu with technical support from the Pacific Community (SPC) and UNESCO- UIS Pacific and Financial assistance from the Tuvalu Learning Project (TuLEP).



Pacific
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Government of Tuvalu

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2022 Annual Statistical Report

Contents

Overview of the education sector in Tuvalu	10
1. Student Enrolments	11
1.1 Student enrolments by education Level	11
1.2 Enrolments in public and private Schools.....	12
1.3 School enrolments by island	13
1.4 School enrolments by location	14
1.5 School enrolments by gender	15
1.6 Vocational education in schools	16
1.7 Technical and vocational education and training	17
1.8 Tertiary education.....	18
1.9 Inclusive Education	19
2. Access and participation in education	20
2.1 Out of School Children	20
2.2 Early Childhood Education	21
2.3 Primary Education.....	23
2.4 Secondary Education.....	28
2.5 Tertiary Education.....	31
3. Learning Outcomes	32
3.1 Education Completion.....	32
3.2 Primary Assessments	33
3.3 Secondary Examinations	34
4. Teachers	37
4.1 Number of teachers	37
4.2 Teacher Qualifications	38
4.3 Teacher Certifications	39
4.4 Teacher Supply.....	40
4.5 Professional Development.....	41
5. School Facilities and Resources	42
5.1 Classrooms	42
5.2 Classroom Facilities.....	43
5.3 Computer/ICT Resources	44
5.4 Water Supply.....	45
5.5 Toilet Facilities	46
6. Education Finance	47
6.1 Public education expenditure	47
6.2 Recurrent education expenditure.....	48
6.3 Per-capita education expenditure	49
Annexes:.....	50

List of Tables

- Table 1.1: Total number of students enrolled by level of education and gender, 2015-2022
- Table 1.2: Total number of students enrolled by education level and authority type, 2022
- Table 1.3: Total number of students enrolled by island and education level, 2022
- Table 1.4: Student enrolment in urban and rural areas by education level and gender, 2015–2022
- Table 1.6: Number of students in vocational education courses, 2016–2022
- Table 1.7: Number of students enrolled in TVET, 2018-2022
- Table 1.8: Number of students enrolled at the Tuvalu USP campus by programme, 2018-2022
- Table 1.9: Enrolment in Special Needs Centre, 2015-2022
- Table 2.1: Out of school rates, 2015-2022
- Table 2.2a: Participation in early childhood Education (ECCE), 2015-2022
- Table 2.2b: Gross and net enrolment ratio in ECCE, 2015-2021
- Table 2.3a: Gross and net intake rate in primary education (Year 1), 2015-2022
- Table 2.3b: Gross and net enrolment ratio in primary education, 2015-2022
- Table 2.3c: Grade retention rates in primary education, 2015-2022
- Table 2.3d: Student repeaters in primary education, 2015-2022
- Table 2.3e: Student Attendance in primary education, 2021
- Table 2.4a: Transition rate to secondary education, 2016-2022
- Table 2.4b: Gross and net enrolment ratio in secondary education, 2015-2022
- Table 2.4c: Grade retention rates in secondary education, 2015-2022
- Table 2.5: Gross and net enrolment ratio in tertiary education, 2017-2022
- Table 3.1: Gross intake ratio to last grade by gender, 2015–2022
- Table 3.2a: National Year 8 Examination (NYEE) pass rate (%) by gender, 2015–2021
- Table 3.2b: National Year 8 Examination (NYEE) pass rate (%) by subject, 2015–2021
- Table 3.3a: Tuvalu Junior Certificate (TJC) pass rate (%) by gender, 2015–2021
- Table 3.3b: Tuvalu Junior Certificate (TJC) pass rate (%) by subject, 2015–2021
- Table 3.3c: Tuvalu Senior Secondary Certificate (TSSC) pass rate (%) by gender, 2015–2021
- Table 3.3d: Tuvalu Senior Secondary Certificate (TSSC) pass rate (%) by subject, 2015–2021
- Table 3.3e: South Pacific Form 7 Certificate (SPFSC) pass rate (%) by gender, 2017–2021
- Table 3.3f: South Pacific Form 7 Certificate (SPFSC) pass rate (%) by subject, 2017–2021
- Table 4.1: Number of teachers by gender and education level, 2015-2022
- Table 4.2: Teachers' highest qualification by education level and gender, 2022
- Table 4.3: Teachers' teaching qualification by education level and gender, 2022
- Table 4.4: Student Teacher Ratio, 2015-2022
- Table 4.5: Teachers undertaking professional development or in-service training, 2020-2022
- Table 5.1: Student-classroom ratio, 2015-2022
- Table 5.2: Classroom Facilities by school level, 2015-2022
- Table 5.3: Computer/ICT resources by school level, 2015-2022
- Table 5.4: Source of Water Supply by school level, 2015-2022
- Table 5.5: Schools with Improved Toilets by school level, 2015-2022
- Table 6.1: Public Expenditure and Donor Funding on Education, 2015-2021
- Table 6.2: Public Education Expenditure (AUD) by education level, 2015-2022
- Table 6.3: Per-Capita Education Expenditure (AUD) by education level, 2015-2022
-
- Annex 1: Tuvalu Education Management Information System (TEMIS)
- Annex 2: Enrolment by school and island, 2015 2022
- Annex 3: Enrolments by gender, age and year level, 2022
- Annex 4: Year level enrolments by gender, 2015-2022

List of Figures

- Figure 1.2: Percentage of enrolments by education level and authority type
- Figure 1.3 Total enrolments by island, Tuvalu 2022
- Figure 1.5a: ECCE enrolment by gender, 2015-2022
- Figure 1.5b: Primary enrolment by gender, 2015-2022
- Figure 1.5c: Secondary enrolment by gender, 2015-2022
- Figure 1.6: Enrolments in Vocational Education Courses, 2016-2022
- Figure 1.7: TVET Enrolments, 2018-2022
- Figure 1.8: Tertiary Enrolments, 2015-2022
- Figure 1.9: Student enrolment in special needs centre by gender, 2015-2022
- Figure 2.1: Out of School Rates, 2015-2022
- Figure 2.2a: ECCE Participation Rates, 2015-2022
- Figure 2.2b: ECCE Enrolment Rates, 2015-2021
- Figure 2.3a: Primary Intake Rates, 2015-2022
- Figure 2.3b: Primary Enrolment Rates, 2015-2022
- Figure 2.3c: Primary Grade Retention Rate, 2015-2022
- Figure 2.3d: Student Repetition in Primary Education, 2015-2022
- Figure 2.3e: Number of students absent from primary schools, 2021
- Figure 2.4a: Secondary Transition Rate, 2016-2022
- Table 2.4b: Secondary Enrolment Rates, 2015-2022
- Table 2.4c: Secondary Grade Retention Rates, 2015-2022
- Figure 2.5: Tertiary Enrolment Rates, 2017-2022
- Figure 3.1: Gross Intake Ratio to Last Grade, 2015–2022
- Figure 4.2: Qualified teachers (%) by gender and education level, 2022
- Figure 4.3: Trained teachers (%) by gender and education level, 2022
- Figure 4.4: Student Teacher Ratio by education level, 2015-2022
- Figure 5.1: Student - Classroom Ratio by education level, 2015-2022
- Figure 5.2: Schools by Type of Classroom Facilities by School Level, 2022
- Figure 5.3: Schools with Computer/ICT Equipment by School Level, 2022
- Figure 5.4: Schools with Protected Water Supply by School Level, 2022
- Figure 5.5: Schools with Improved Toilets and Handwashing Facilities by School Level, 2022
- Figure 6.1: Public Expenditure on Education, 2015-2022
- Figure 6.2: Education Expenditure (AUD) by education level, 2015-2022
- Figure 6.3: Per-Capita Education Expenditure (AUD) by education level, 2015-2022

Foreword



I am pleased to present the 2022 Tuvalu Education Statistical Report. The report details important statistics from across the Education sector in areas such as Enrolments, Assessment, Teachers Qualifications and Professional Development, and Education Finance.

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

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

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

Acknowledgements



The 2022 Statistical Report is made possible not only through the responsible officers but also through the continuous support of key individuals, schools and organizations. In this connection, I would like to thank all the Principals, Head Teachers, Teachers, Parents, and all other stakeholders that played a role in providing the necessary data. The data collection was especially challenging for this school year, and your continued cooperation is very much appreciated.

I would also like to acknowledge and express my gratitude to the Educational Quality & Assessment Programme (EQAP) of the Pacific Community (SPC) for their continued technical support with regard to the data analysis and the preparation of this report.

Special thanks go out to the MEYS Senior Education Officer (Statistics and EMIS), Ms. Sina Tane, for leading preparations of the report, and to the MEYS Education Officer (Data and Research), Mr. Christopher Fanoanoaga, for his assistance in compiling data for the data analysis.

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

Acronyms

CTC	Community Training Centre
BCAT	Building Construction and Allied Trades
DFAT	Department of Foreign Affairs and Trade
DOE	Department of Education
ECCE	Early Childhood Care and Education
EQAP	Education Quality and Assessment Programme
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
GIR	Gross Intake Rate
GPI	Gender Parity Index
MEYS	Ministry of Education, Youth and Sports
NER	Net Enrolment Ratio
NIR	Net Intake Rate
NYEE	National Year 8 Examination
PacREF	Pacific Regional Education Framework
PacTAFE	Pacific Technical and Further Education
STR	Student–Teacher Ratio
SCR	Student–Classroom Ratio
SDG	Sustainable Development Goal
SPC	Secretariat of the Pacific Community
SPFSC	South Pacific Form Seven Certificate
TEMIS	Tuvalu Education Management Information System
TESP	Tuvalu Education Strategic Plan
TJC	Tuvalu Junior Certificate
TMTI	Tuvalu Maritime Training Institute
TASTI	Tuvalu Atoll Science Training Institute
TSSC	Tuvalu Senior Secondary Certificate
TVSD	Technical and Vocational Education and Training
UIS	UNESCO Institute of Statistics
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Fund
USP	University of the South Pacific

Overview of the education sector in Tuvalu

The government in Tuvalu provides free primary education for all. By law, it is compulsory for everyone between the ages of six and 15 to attend school. The government funds all tuitions, books and stationery along with infrastructure development and provision of teachers, with support from development partners.

Government funding and donor support, combined with Tuvalu’s small geographic size, have resulted in accessible primary education for all. Moreover, the Government provides grants and teacher salaries for ECCE centres and provides scholarships and loans for students studying at the University of the South Pacific.

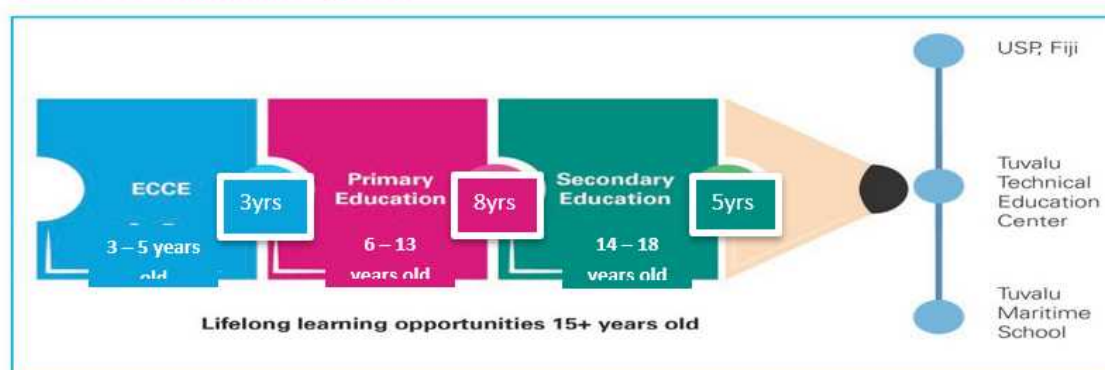
Primary education consists of eight years of schooling (Year 1 to 8). There are nine government primary schools, one on each island, and a faith-based primary school in Funafuti.

Secondary education consists of five years of schooling (Year 9 to 13). There are two secondary schools, one on Funafuti and one in Vaitupu.

Vocational education consists of three different programmes: Technical and vocational skills development (TVSD) in primary and secondary schools, Building construction and allied trades (BCAT) in Years 12 and 13, and PacTAFE courses from the University of the South Pacific. In addition, there are two local TVET education providers: The Tuvalu Maritime Training Institute (TMTI) and the Tuvalu Atoll Science Technology Training Institute (TASTTI).

The University of the South Pacific (USP) Centre on Funafuti is the only tertiary education institution in Tuvalu. It offers a wide range of courses at the certificate, diploma and degree levels, delivered mainly through distance flexible learning and supplemented by face- to-face tutorials. Tuvaluan students also receive government scholarships and loans to attend the main USP campus in Fiji or the Fiji National University.

Tuvalu’s education system



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

1. Student Enrolments

1.1 Student enrolments by education Level

The statistics in this section describe trends in enrolments across all levels of education (from ECCE to Tertiary). Enrolment is a key indicator of the scope of and access to educational opportunities, and functions as a basic descriptor of Tuvalu's education. Changes in enrolment may affect demand for educational resources, such as qualified teachers, physical facilities and funding levels, all of which are required to provide high-quality education for the students of Tuvalu.

Table 1.1: Total number of students enrolled by level of education and gender, 2015-2022

Gender	2015	2016	2017	2018	2019	2020	2021	2022
ECCE	697	696	626	674	675	646	709	719
Male	355	358	305	353	365	351	383	403
Female	342	338	321	321	310	295	326	316
Primary	1730	1739	1777	1744	1672	1714	1924	1853
Male	892	903	949	935	888	879	1002	977
Female	838	836	828	809	784	835	922	876
Secondary	705	653	641	650	683	624	724	688
Male	317	301	279	278	300	297	336	298
Female	388	352	362	372	383	327	388	390
Vocational		45	16	23	13	57	54	152
Male		19	11	17	9	44	43	114
Female		26	5	6	4	13	11	38
Inclusive	13	18	20	10	17	18	17	21
Male	8	11	12	7	13	10	10	13
Female	5	7	8	3	4	8	7	8
TVET (TMTI)				20	20	36	26	15
Male				20	20	36	26	15
Female				0	0	0	0	0
Tertiary (USP)				247	259	248	312	304
Male				100	93	88	104	102
Female				147	166	160	208	202
Total enrolments				3368	3339	3343	3766	3752
Male				1710	1688	1705	1904	1922
Female				1658	1651	1638	1862	1830

Based on the 2022 enrolment statistics, Tuvalu experienced a slight decrease in total enrolments across all education levels to 3752 students in 2022 compared to the previous years. However there was substantial growth in enrolments in 2021 with a 13 percent increase from 2020. This followed a period of fairly steady level of enrolments between 2015 and 2020 of around 3300 students annually. The large increase in enrolments in 2021 may be due to the impacts of the pandemic whereby students were able to travel to other countries for education. ECCE enrolments increased by 10% in 2021, but only slightly increased in 2022. Primary enrolments increased by more than 12 percent in 2021, but declined by almost 4 percent in 2021. Secondary enrolments increased by 16 percent in 2021 but declined by 5 percent in 2021. Overall less than half (49%) of the total enrolment were female students, though this increased at higher levels of education. However only 20 percent of students were female in vocational education, but 66 percent were enrolled in tertiary education.

1.2 Enrolments in public and private schools

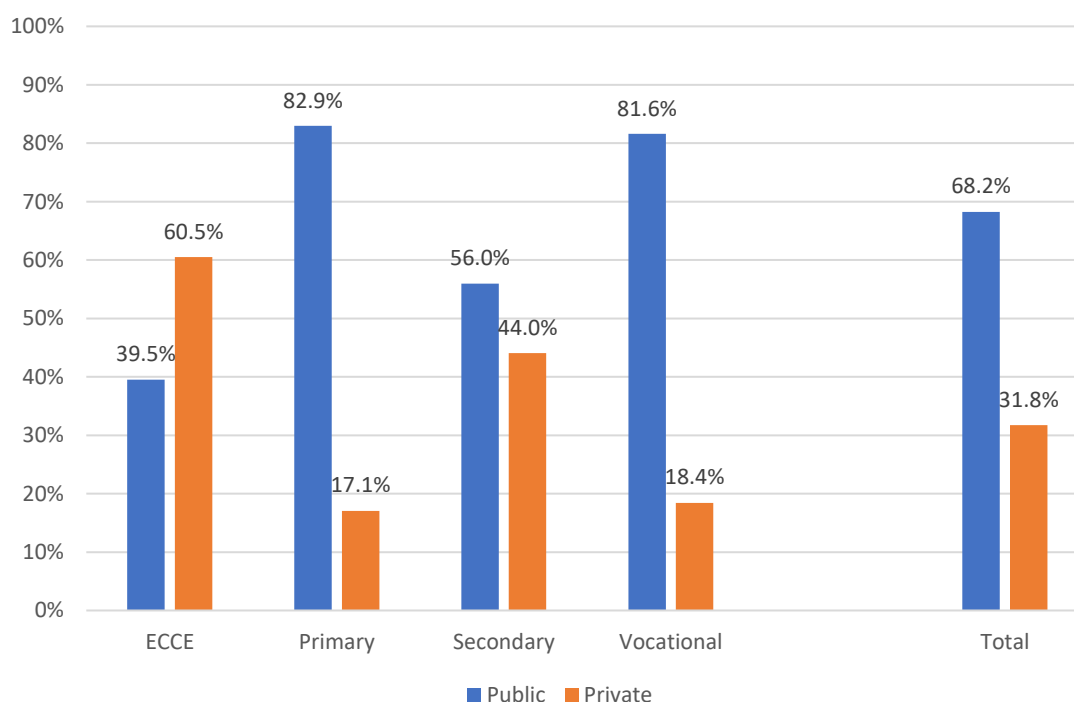
For ECCE, there are a total of 17 pre-schools in Tuvalu. Of these, nine are publically managed and operated by Kaupule (island councils) in each island, except Funafuti. Private pre-schools operate with the support of government grants in Funafuti, Vaitupu and Nanumea. Nine of the 10 primary schools are government schools, and the Seventh Day Adventist school is the only non-government primary school. There are two secondary schools in Vaitupu and Funafuti, with the Fetuvalu Secondary School as the only private school. The following table report students enrolled only in the school system.

Table 1.2: Total number of students enrolled by education level and authority type, 2022

Island	ECCE	Primary	Secondary	Vocational	Inclusive	Total
Public	284	1537	385	124	13	2343
Private	435	316	303	28	8	1090
Total	719	1853	688	152	21	3433

In 2022, enrolments in public schools accounted for 68 percent of all enrolments, comprising 39 percent of ECCE enrolments, 83 percent of all primary students and 56 percent of all secondary students. More than 60 percent of ECCE enrolments were in private centres, 17 percent of students were enrolled in the private primary school, and 44 percent of students were enrolled in the private secondary school. More than 80% of students enrolled in vocational courses were in the public secondary school.

Figure 1.2: Percentage of enrolments by education level and authority type



1.3 School enrolments by island

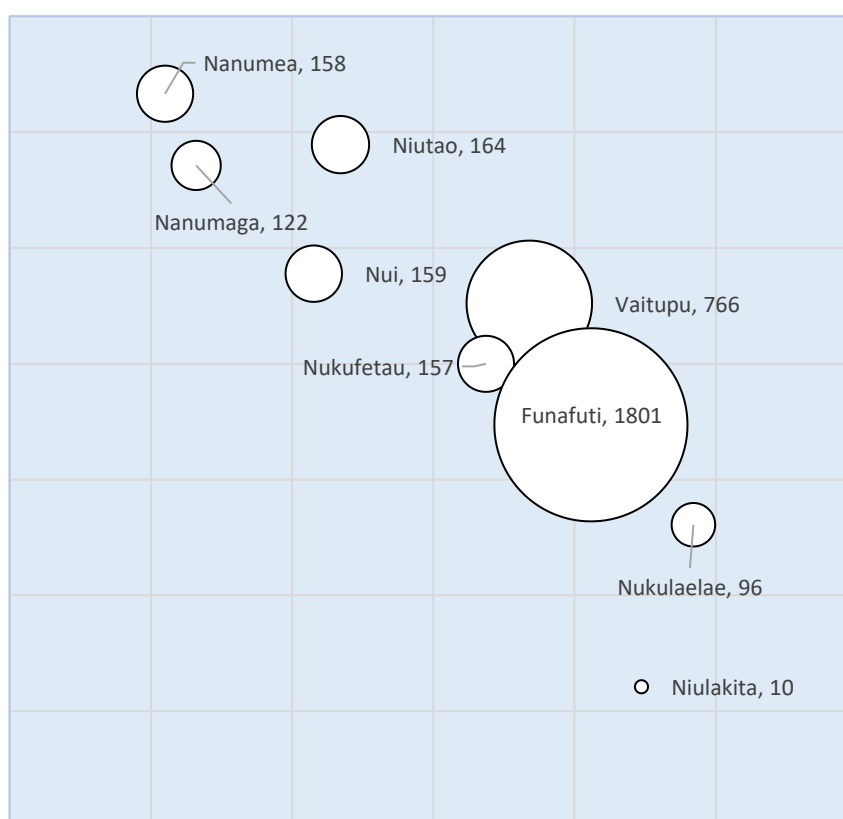
Each island in Tuvalu has a primary school and at least one pre-school or ECCE centre. On Funafuti, there are two primary schools and seven pre-schools. Motufoua Secondary School is a boarding school on Vaitupu and Fetuvalu Secondary School is located in Funafuti.

Table 1.3: Total number of students enrolled by island and education level, 2022

Island	ECCE	Primary	Secondary	Vocational	Inclusive	Total
Nanumea	44	114				158
Nanumaga	39	78		5		122
Niutao	45	113		6		164
Nui	43	113		3		159
Vaitupu	86	207	385	88		766
Nukufetau	50	102		5		157
Funafuti	373	1062	303	42	21	1801
Nukulaelae	36	57		3		96
Niulakita	3	7				10
Total	719	1853	688	152	21	3433

In 2022, 1801 students (53%) were enrolled in ECCE centres, primary and secondary schools in Funafuti, consisting of 372 children enrolled in ECCE, 1063 students enrolled in primary schools and 303 students in secondary schools and 152 youth enrolled in vocational courses. In Vaitupu, 766 students (22%) were enrolled in schools, most of whom were secondary school students.

Figure 1.3 Total enrolments by island, Tuvalu 2022



1.4 School enrolments by location

The most populous island of Tuvalu is Funafuti, which comprises 60% of the total population. Funafuti is therefore classified as the urban centre, and the outer islands as rural locations.

Table 1.4: Student enrolment in urban and rural areas by education level and gender, 2015–2022

Location	ECCE			Primary			Secondary		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2015	355	342	697	892	839	1731	317	387	704
Urban	183	176	359	463	437	900	131	105	236
Rural	172	166	338	429	402	831	186	282	468
2016	358	338	696	951	886	1837	272	328	600
Urban	205	200	405	500	471	971	127	116	243
Rural	153	138	291	451	415	866	145	212	357
2017	305	321	626	1016	907	1923	223	288	511
Urban	156	161	317	568	506	1074	93	92	185
Rural	149	160	309	448	401	849	130	196	326
2018	353	321	674	997	878	1875	233	309	542
Urban	202	180	382	542	489	1031	91	99	190
Rural	151	141	292	455	389	844	142	210	352
2019	365	310	675	967	870	1837	230	301	531
Urban	200	176	376	534	483	1017	92	90	182
Rural	165	134	299	433	387	820	138	211	349
2020	351	295	646	920	840	1760	300	335	635
Urban	168	148	316	492	465	957	135	122	257
Rural	183	147	330	428	375	803	165	213	378
2021	383	326	709	1013	919	1932	368	402	770
Urban	187	176	363	567	493	1060	127	152	279
Rural	196	150	346	446	426	872	241	250	491
2022	403	315	718	1000	878	1878	397	432	829
Urban	203	169	372	586	479	1065	163	193	356
Rural	200	146	346	414	399	813	234	239	473

Across all schools, the urban area of Funafuti experienced a 11 percent increase in total enrolments from 1530 to 1702 students between 2020 and 2021, compared to a negative growth of 3 percent in the previous year. In 2022, urban enrolments increased by 5 percent. From 2020 to 2021, rural areas experienced a 13 percent increase in enrolments from 1511 to 1709 students, a difference of 198 students. However, in 2022, rural enrolments decreased by almost 5 percent.

1.5 School enrolments by gender

Since 2017 there has been an increase in the number of boys enrolled in ECCE; however, there has been a slight decline in the number of girls. In 2022 there was a slight decline in overall primary enrolments, with more boys than girls enrolled over the last eight years. Secondary enrolments have increased since 2019 with slightly more girls than boys enrolled in 2022.

Figure 1.5a: ECCE enrolment by gender, 2015-2022

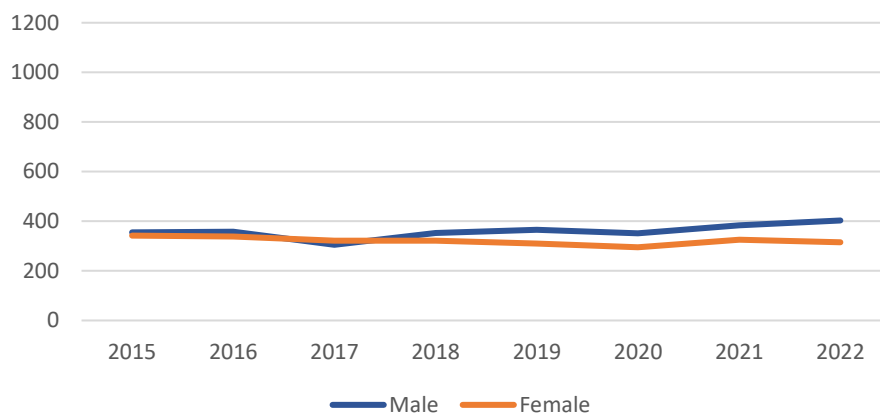


Figure 1.5b: Primary enrolment by gender, 2015-2022

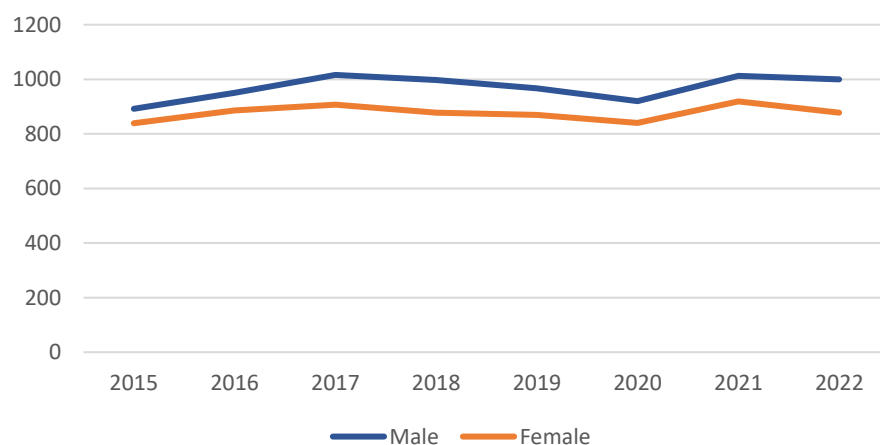
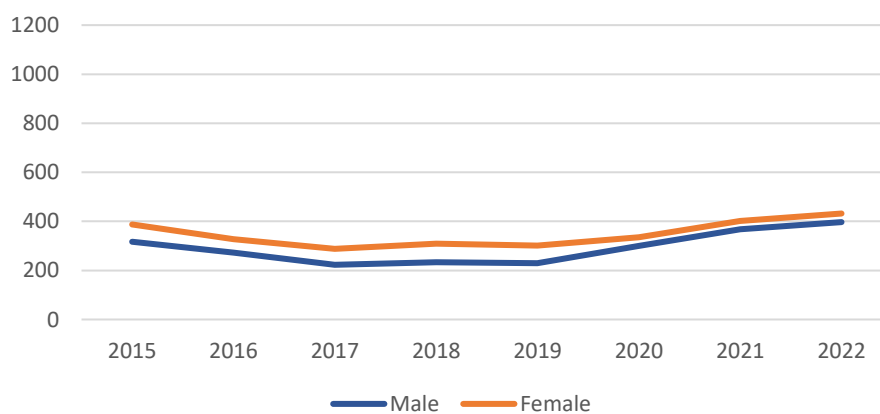


Figure 1.5c: Secondary enrolment by gender, 2015-2022



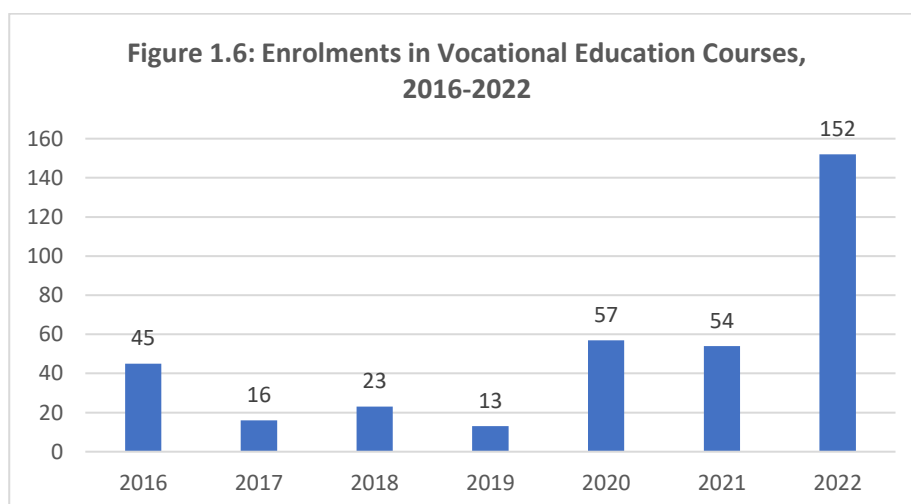
1.6 Vocational education in schools

Technical Vocational Skills Development (TVSD) is an alternative to the academic programme, and is provided in both primary and secondary schools. Community Training Centres (CTC) have been established within primary schools with the support of MEYS and local communities (Kaupule) in each island. A Building Construction Allied Trade (BCAT) course has been established in the secondary school system to cater for students who do not excel academically to provide an alternative learning programme. In 2022, a PacTAFE program was introduced for students to study vocational subjects at university level.

Table 1.6: Number of students in vocational education courses, 2016–2022

Year	TVSD 1	TVSD 2	BCAT 1	BCAT 2	PacTAFE	Total
2016	6	3		36		45
Male	2	2		15		19
Female	4	1		21		26
2017	13	3				16
Male	11					11
Female	2	3				5
2018	11	12				23
Male	8	9				17
Female	3	3				6
2019	13					13
Male	9					9
Female	4					4
2020	52	5				57
Male	41	3				44
Female	11	2				13
2021	16	1		37		54
Male	14	1		28		43
Female	2			9		11
2022	24	30	45	26	27	152
Male	22	24	38	21	9	114
Female	2	6	7	5	18	38

In 2022, a total of 152 students were enrolled in vocational education, a three-fold increase from the previous year. There were 36 primary children in CTC and 89 secondary youth enrolled in BCAT and TVSD programmes, most of whom were males. In addition, 27 students were enrolled in PacTAFE courses, most of whom were female.



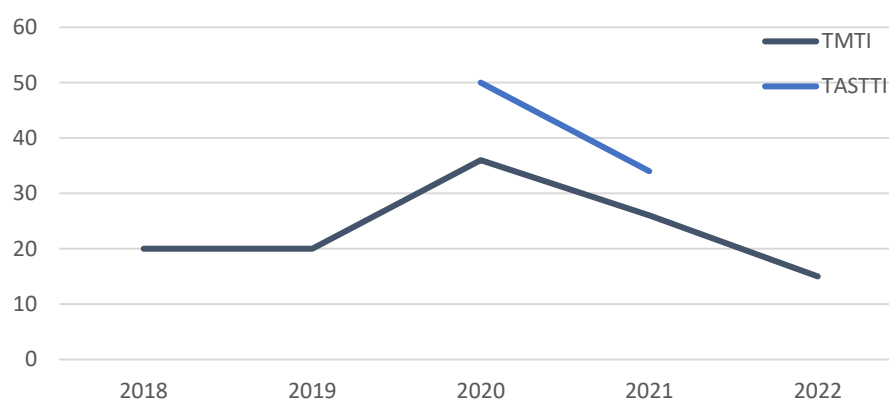
1.7 Technical and vocational education and training

Technical and Vocational Education and Training (TVET) is also provided by government and non-government training institutions. This includes: the Tuvalu Maritime Training Institute (TMTI) which provides training to marine cadets each year in order that they have the skills necessary for employment as seafarers or merchant shipping. Cadets complete a Maritime Certificate for Seafarers. Additional post-secondary technical training is offered through the Tuvalu Atoll Science and Technology Training Institute (TASTTI). In 2022, there were 15 cadets at TMTI; and in 2021, there were 34 trainees at the TASTTI.

Table 1.7: Number of students enrolled in TVET, 2018-2022

Year	TMTI			TASTTI		
	Male	Female	Total	Male	Female	Total
2018	20	0	20			
2019	20	0	20			
2020	36	0	36	49	1	50
2021	26	0	26	32	2	34
2022	15	0	15			

Figure 1.7: TVET Enrolments, 2018-2022



1.8 Tertiary education

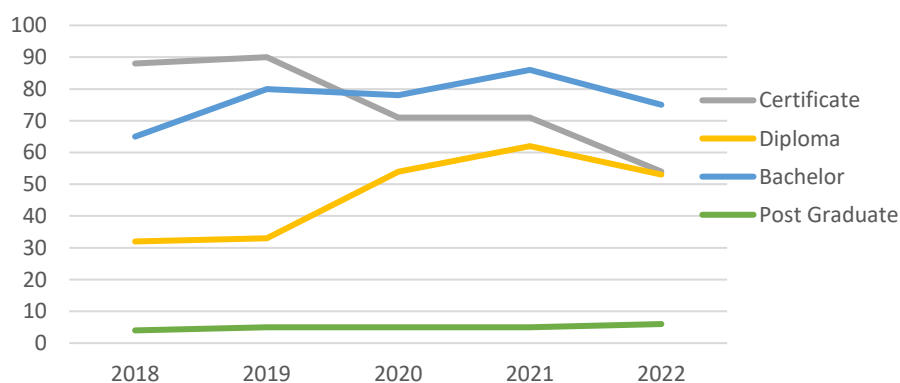
The University of the South Pacific (USP) through its Tuvalu campus offers academic and vocational education at certificate, diploma and degree level. In addition, 100 students receive government scholarships to attend the USP main campus in Fiji or the Fiji National University. Prior to studying at tertiary level, secondary students complete a preliminary and foundation certificate at Year 12 and 13 for entry into degree level programmes.

Table 1.8: Number of students enrolled at the Tuvalu USP campus, 2018-2022

Programme	2018	2019	2020	2021	2022
Preliminary					
M	12	9	4	20	30
F	5	9	5	33	31
Preliminary Total	17	18	9	53	61
Foundation					
M	18	13	17	15	17
F	23	20	14	20	38
Foundation Total	41	33	31	35	55
Certificate					
M	33	31	28	30	19
F	55	59	43	41	35
Certificate Total	88	90	71	71	54
Diploma					
M	14	12	17	16	14
F	18	21	37	46	39
Diploma Total	32	33	54	62	53
Bachelor					
M	21	27	20	21	19
F	44	53	58	65	56
Bachelor Total	65	80	78	86	75
Post Graduate					
M	2	1	2	2	3
F	2	4	3	3	3
Post Graduate Total	4	5	5	5	6
Total	247	259	248	312	304

At tertiary education level, 54 students are studying at certificate level, 53 students at diploma level and 75 at degree level and 6 students at post-graduate level. Since 2018, enrolments in diplomas and bachelor degrees had been increasing, but declined in 2022. However, enrolments in certificate level programmes have been steadily declining since 2019.

Figure 1.8: Tertiary Enrolments, 2015-2022



1.9 Inclusive Education

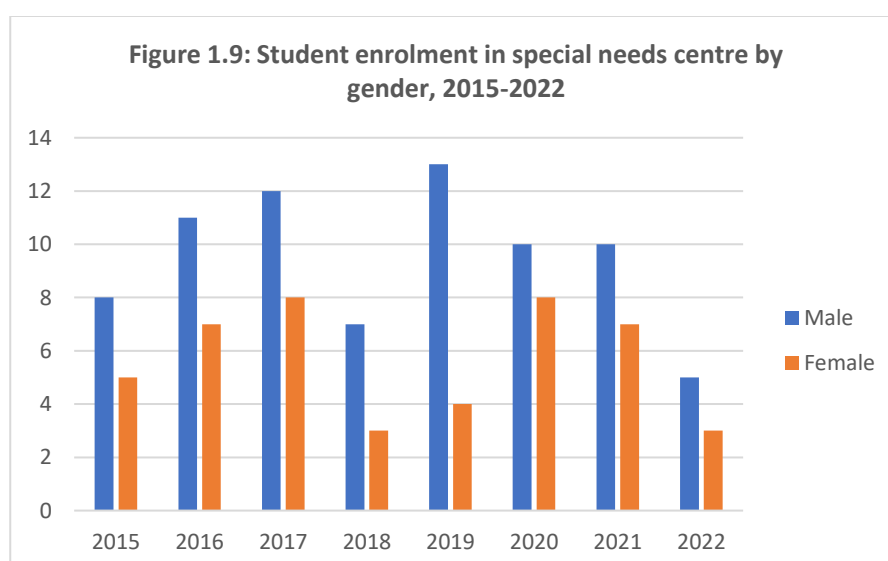
The one and only Disability People Organization (DPO) in Tuvalu is the Fusi Alofa Association (FAA) where people with disabilities and their carers are active members. Fusi Alofa also run a special school for young children with disabilities in their office. In May 2021, the Australia Support to Education in Tuvalu (ASET) project funded by Australian Government established an Inclusive Education Resource Centre called the Aofiaga Centre that is accessible for all children with disabilities. The centre is located at Nauti Primary School and run by two qualified teachers in special and inclusive education. Another centre was also established in April, 2022 in the island of Vaitupu and is called 'Tealakaikai Centre'.

The two centres are equipped with resources that are accessible to support children with disabilities learn with the support of the teachers and their carers. The Aofiaga Centre had a total of 6 children with disabilities when it first started in 2021 and was increased to 20 children with disabilities towards the end of 2022. Te Alakaikai Centre in Vaitupu has a total of 4 children when it opened in April and unfortunately did not receive an update towards the end of the year 2022. The number of children mentioned does not capture all children with disabilities in Tuvalu and therefore, it is a priority area to work on in 2023 to collect data on disability and inclusive education to make sure that all children with disabilities are enrolled in formal education that are accessible for them.

Table 1.9: Enrolment in Fusi Alofa Special Needs Centre, 2015-2022

Year	Male	Female	Total
2015	8	5	13
2016	11	7	18
2017	12	8	20
2018	7	3	10
2019	13	4	17
2020	10	8	18
2021	10	7	17
2022	5	3	8

In 2022 it had only 8 children enrolled, representing a decrease of more than 50% since the previous year. As in previous years, there were more boys than girls enrolled in the special needs centre.



2. Access and participation in education

Access and participation indicators include information on enrolment rates by level: ECCE, primary, secondary, special needs, technical/vocational skills development and tertiary education. Changes in the number of students enrolled in school can stem from fluctuations in population size or shifts in enrolment rates. The latter may vary in response to changes in compulsory attendance requirements, in the prevalence of migration, in perceptions regarding the value of education (particularly at ECCE and secondary and tertiary levels) and in the amount of time it takes to complete schooling.

2.1 Out of School Children

The out of school rate identifies the size of the population in the usual age range for primary and secondary education who are not enrolled in school in order that they can be better targeted and appropriate policies can be put in place to ensure they have access to education.

In 2022, there was a negative out of school rate for primary age children which indicates that there are more children enrolled in schools than in the population. This may be due to limitations in the population census data which may not account for all children of primary age due to the census year being 2017. In effect, the data suggests that all primary children are enrolled in schools in 2022.

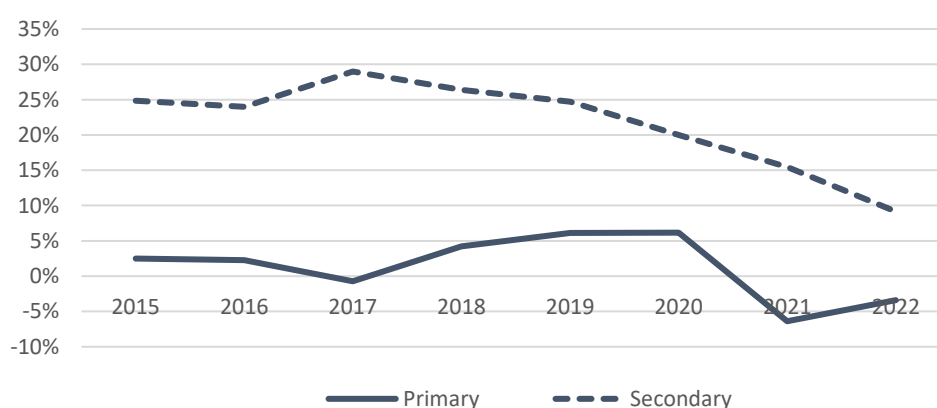
At secondary level, there has been a substantial decline in out of school youth with only 9% of youth not enrolled in schools in 2022. It should be noted that many youth will be taking TVET and university studies following leaving school, and therefore the proportion of youth out of school will be somewhat lower.

Table 2.1: Out of School Rates, 2015-2022

Year	Primary Age Out of School Rate			GPI	Secondary Age Out of School Rate			GPI
	Male	Female	Total		Male	Female	Total	
2015	5%	0%	3%	-0.07	34.3%	14.6%	24.8%	0.43
2016	3%	1%	2%	0.37	31.0%	16.3%	24.0%	0.52
2017	-2%	1%	-1%	-0.39	39.9%	16.7%	29.0%	0.42
2018	1%	7%	4%	4.84	36.7%	14.5%	26.4%	0.40
2019	4%	8%	6%	1.80	35.8%	11.9%	24.7%	0.33
2020	9%	3%	6%	0.29	28.6%	10.0%	20.0%	0.29
2021	-5%	-8%	-6%	2.40	21.9%	7.8%	15.4%	0.34
2022	-3%	-4%	-3%	-2.70	14.8%	2.9%	9.2%	0.27

Note: usual primary school age is 5-12 years and usual secondary age is 13-17 years

Figure 2.1: Out of School Rates, 2015-2022



2.2 Early Childhood Education

Participation rates

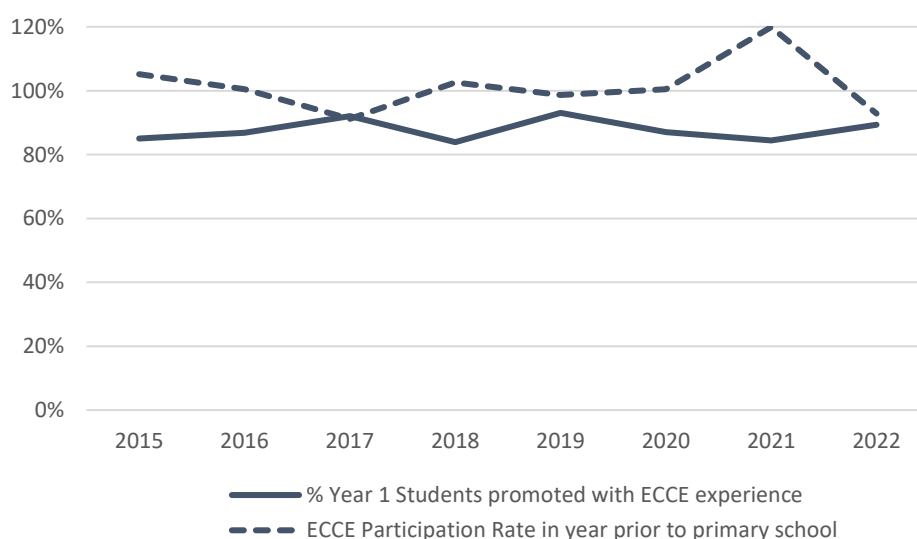
Participation in high-quality ECCE has significant benefits for children and their future learning ability. Table x presents two measures of ECCE participation: the percentage of Year 1 students with ECCE experience, and the ECCE participation rate in the year prior to primary school. The purpose of the latter indicator is to measure children’s exposure to organized learning activities in the year prior to the start of primary school. The indicator is defined as the percentage of children in the given age range who participate in early childhood education programmes.

Table 2.2a: Participation in Early Childhood Education (ECCE), 2015-2022

Year	% Year 1 Students promoted with ECCE experience			GPI	ECCE Participation Rate in year prior to primary school			GPI
	Male	Female	Total		Male	Female	Total	
2015	85.0%	85.0%	85.0%	1.00	101.5%	109.2%	105.2%	1.08
2016	84.0%	89.0%	86.8%	1.06	99.2%	101.7%	100.4%	1.03
2017	91.0%	93.0%	92.0%	1.02	85.6%	97.3%	91.2%	1.14
2018	81.7%	86.0%	83.9%	1.05	95.1%	111.0%	102.6%	1.17
2019	90.7%	95.5%	93.0%	1.05	110.7%	84.6%	98.7%	0.76
2020	85.0%	90.0%	87.0%	1.06	101.7%	99.0%	100.5%	0.97
2021	83.1%	86.3%	84.4%	1.04	120.2%	119.6%	119.9%	0.99
2022	88.5%	90.3%	89.3%	1.02	100.0%	85.1%	92.9%	0.85

In 2022, almost 90 percent of Year 1 students had attended ECCE. Slightly more girls than boys had had previous ECCE experience before they started school (as shown by GPI). The ECCE participation rate for 4 year olds was 120 percent in 2021, indicating that there were more children of that age enrolled in ECCE than estimated in the resident population. However, in 2022 the ECCE participation rate declined to 93%.

Figure 2.2a: ECCE Participation Rates, 2015-2022



Enrolment ratios

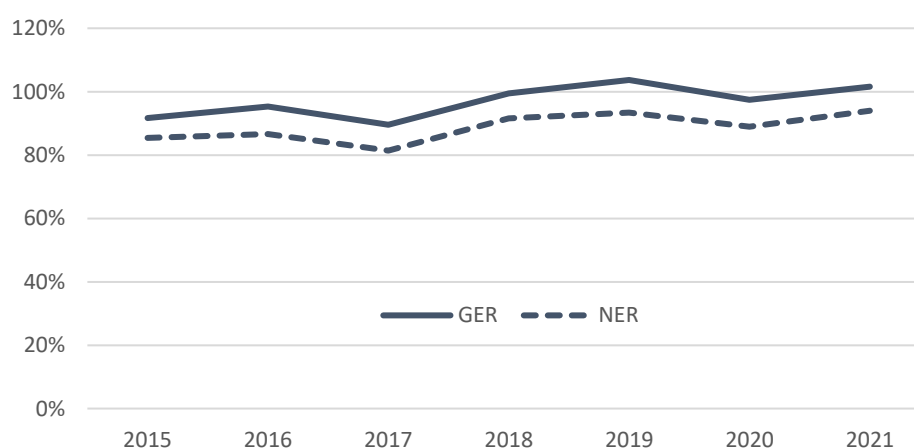
The purpose of the gross and net enrolment ratios in early childhood education is to show the level of participation in pre-primary education. The GER indicator is defined as the total enrolment in pre-primary education regardless of age expressed as a percentage of the population of the usual age for pre-primary education. The NER indicator is defined as the enrolment in pre-primary education of children of usual pre-primary age commensurate to the same-aged population. The usual age for pre-primary education is 2-4 years of age.

Table 2.2b: Gross and net enrolment ratio in ECCE, 2015-2021

Year	Gross Enrolment Ratio (GER)			GPI	Net Enrolment Rate (NER)			GPI
	Male	Female	Total		Male	Female	Total	
2015	91.0%	92.4%	91.7%	1.02	84.9%	85.9%	85.4%	1.01
2016	94.2%	96.6%	95.3%	1.03	83.4%	90.0%	86.6%	1.08
2017	82.2%	97.9%	89.6%	1.19	74.9%	88.7%	81.4%	1.18
2018	97.0%	102.2%	99.4%	1.05	87.6%	96.2%	91.6%	1.10
2019	103.1%	104.4%	103.7%	1.01	91.8%	95.3%	93.4%	1.04
2020	98.3%	96.4%	97.4%	0.98	90.2%	87.6%	89.0%	0.97
2021	103.2%	99.7%	101.6%	0.97	96.5%	91.1%	94.0%	0.94
2022	102.5%	87.8%	95.5%	0.86	95.4%	81.4%	88.7%	0.85

In 2021 the gross enrolment rate (GER) for ECCE is above 100%, which implies that most young children are enrolled in ECCE programmes. However, in 2022 the GER declined by 6 percentage points to 95%. The net enrolment rate (NER) indicates that a high proportion of ECCE students are enrolled in the two-to-four year age group in the centres. In 2022, the NER declined by 5 percentage points from the previous year to 89%. In 2021 and 2022, a higher percentage of boys aged 2-4 years of age are enrolled in ECCE compared to girls as indicated by the gender parity index below 1.0.

Figure 2.2b: ECCE Enrolment Rates, 2015-2021



2.3 Primary Education

New entrant intake

The intake rate for first year of primary schooling indicates the general level of access to primary education. The gross intake rate (GIR) is the total number of new entrants in the first year of primary education, regardless of age, expressed as a percentage of the population at the primary school entrance age. The net intake rate (NIR) is the total number of new entrants in the first year of primary education who are of the official primary school entrance age, five years old, expressed as a percentage of the population of the same age. The usual age of entry into Year 1 is age 5.

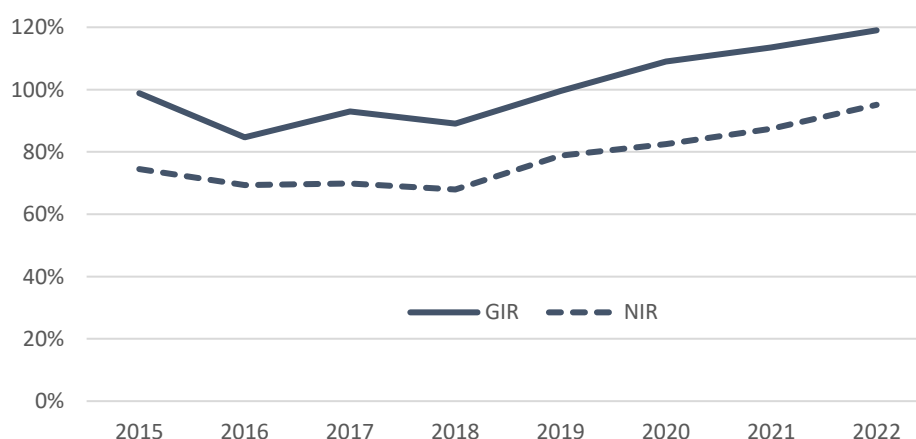
Table 2.3a: Gross and net intake rate in primary education (Year 1), 2015-2022

Year	Gross Intake Ratio (GIR)			GPI	Net Intake Rate (NIR)			GPI
	Male	Female	Total		Male	Female	Total	
2015	99.2%	98.4%	98.8%	0.99	76.2%	72.8%	74.5%	0.96
2016	79.7%	90.0%	84.7%	1.13	63.3%	75.8%	69.4%	1.20
2017	101.6%	83.6%	93.0%	0.82	73.8%	65.5%	69.8%	0.89
2018	83.9%	94.7%	89.0%	1.13	65.3%	70.8%	67.9%	1.08
2019	95.9%	103.7%	99.6%	1.08	74.0%	84.3%	78.8%	1.14
2020	101.7%	117.5%	109.0%	1.16	75.8%	90.3%	82.5%	1.19
2021	121.4%	104.1%	113.5%	0.86	95.7%	77.6%	87.4%	0.81
2022	115.9%	122.8%	119.0%	1.06	96.5%	93.5%	95.1%	0.97

The gross intake rate (GIR) in primary education has reached the high rate of 119% in 2022 while before 2020 that rate was lower than 100%. More than 95% of children of usual entrance age (age 5) were enrolled in Year 1 in 2022. There has been a substantial increase in the intake rates over the last five years, with a 30 percentage point increase in GIR and a 27 percentage point in NIR from 2018.

The GPI measures progress towards gender parity in education participation or learning opportunities available for girls in relation to those available to boys. The GPI value was close to 1 in 2022 for NIR which indicates parity in the intake rate for boys and girls.

Figure 2.3a: Primary Intake Rates, 2015-2022



Enrolment ratios

The purpose of the gross and net enrolment ratios in primary education is to show the general level of participation in primary education. The GER indicator is defined as the total enrolment in primary education regardless of age expressed as a percentage of the population of the usual age for primary education. The NER indicator is defined as the enrolment in primary education of children of official primary age commensurate to the same-aged population. The usual age for primary education is 5-12 years of age.

Table 2.3b: Gross and net enrolment ratio in primary education, 2015-2022

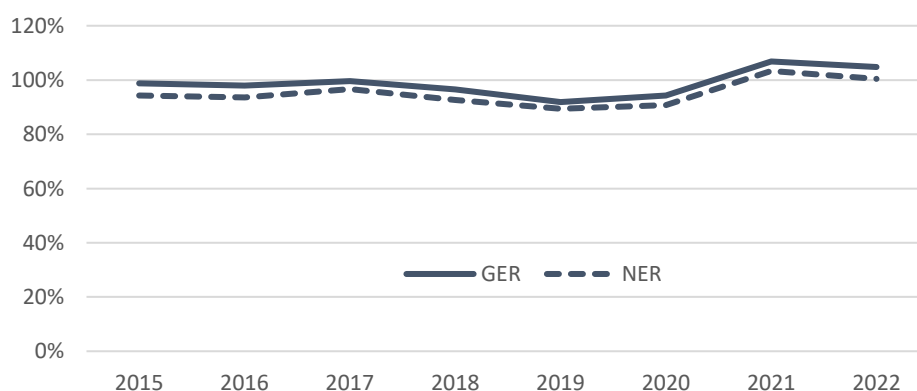
Year	Gross Enrolment Ratio (GER)			GPI	Net Enrolment Rate (NER)			GPI
	Male	Female	Total		Male	Female	Total	
2015	95.9%	101.0%	98.8%	1.05	91.8%	97.1%	94.3%	1.06
2016	96.6%	100.1%	97.9%	1.04	91.7%	95.7%	93.6%	1.04
2017	101.1%	97.5%	99.6%	0.96	98.1%	95.1%	96.6%	0.97
2018	99.0%	93.7%	96.5%	0.95	94.5%	90.5%	92.6%	0.96
2019	93.3%	90.3%	91.9%	0.97	90.2%	88.5%	89.4%	0.98
2020	92.4%	96.3%	94.3%	1.04	88.0%	93.8%	90.8%	1.07
2021	105.7%	108.1%	106.8%	1.02	102.0%	104.8%	103.3%	1.03
2022	104.2%	105.4%	104.7%	1.01	99.5%	101.4%	100.4%	1.02

In primary education, both the gross enrolment rate (GER) and the net enrolment rate increased by 12 percentage points in 2021 to a high of 107% and 103% respectively. In 2022, the GER and NER declined by almost 3 percent. However for the last two years the GER and NER are greater than 100 percent, meaning that more children are enrolled in primary schools than in the estimated population aged 5-12 years of age compared to previous years.

As the gap between the GER and the NER for primary education in 2022 is relatively small, the indicators suggest that unlike previous years, there has been a large increase in the number of children enrolled in primary schools. This increase may be the result of the global pandemic where students were not able to travel to attend schools overseas.

The 2022 enrolment data show the gender parity index (GPI) for the GER and NER is close to 1.0 which indicates gender parity has been reached. This compares with the GPI in 2020 in which was greater than 1.0 indicating that more girls than boys were enrolled in primary education.

Figure 2.3b: Primary Enrolment Rates, 2015-2022



Grade retention

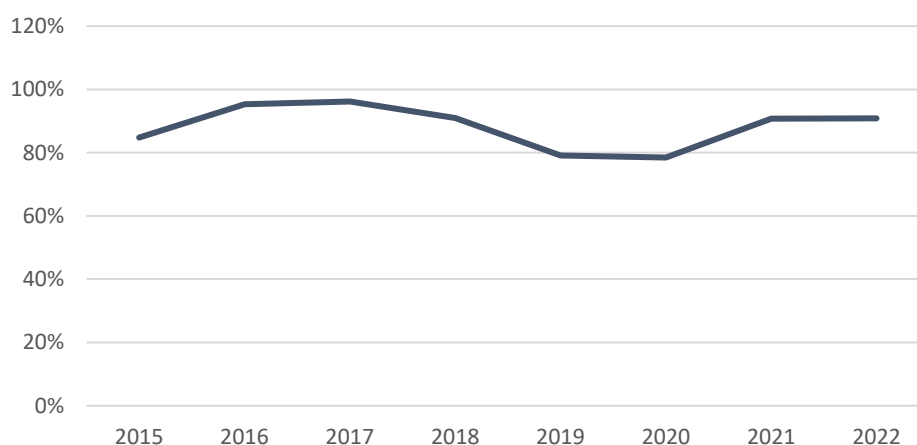
The grade retention rate is a measure of the internal efficiency of the education system in retaining students from a cohort of new entrants to the last grade at primary level (Year 8). The calculation is based on cohort of primary students enrolled in Year 1 eight years prior.

Table 2.3c: Grade retention rates in primary education, 2015-2022

Year	Primary Year 8 Retention Rate			GPI
	Male	Female	Total	
2015	79%	91%	85%	1.15
2016	90%	101%	95%	1.12
2017	95%	97%	96%	1.02
2018	87%	96%	91%	1.10
2019	85%	72%	79%	0.85
2020	81%	76%	78%	0.94
2021	93%	89%	91%	0.95
2022	90%	92%	91%	1.02

More than 90% of students who enrolled in Year 1 in 2015 were still enrolled in Year 8 in 2022. Primary retention rates were consistently above 90% from 2015-2018, however in the following two years in 2019 and 2020 retention was less than 80%. This may be a result of students leaving primary schools to attend schools in Fiji.

Figure 2.3c: Primary Grade Retention Rate, 2015-2022



Grade repetition

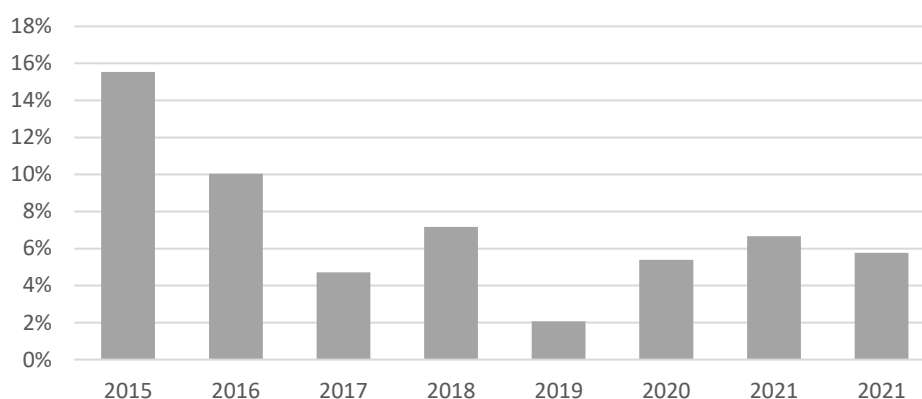
The share of Year 8 repeaters is given by the number of students who are enrolled in Year 8 in the previous year, expressed as a percentage of total enrolment in Year 8. Progression is not considered smooth when students must repeat one or more years of schooling, or when their participation is interrupted for a period of time. MEYS has a policy of automatic promotion in primary schools until Year 8.

Table 2.3d: Student repeaters in primary education, 2015-2022

Year	Number of Year 8 Repeaters			GPI	% of Repeaters in Year 8			GPI
	Male	Female	Total		Male	Female	Total	
2015	20	12	32	0.60	19.8%	11.4%	15.5%	0.58
2016	15	8	23	0.53	13.0%	7.0%	10.0%	0.54
2017	8	2	10	0.25	7.3%	2.0%	4.7%	0.27
2018	14	2	16	0.14	11.9%	1.9%	7.2%	0.16
2019	3	1	4	0.33	2.7%	1.2%	2.1%	0.46
2020	10	1	11	0.10	8.5%	1.1%	5.4%	0.13
2021	13	2	15	0.15	11.2%	1.8%	6.7%	0.16
2021	12	2	14	0.17	9.4%	1.7%	5.8%	0.19

In 2022 less than 6% of students were repeating Year 8. Substantially more boys (9%) than girls (2%) repeated the last year of primary education.

**Figure 2.3d: Student Repetition in Primary Education
2015-2022**



Student Attendance

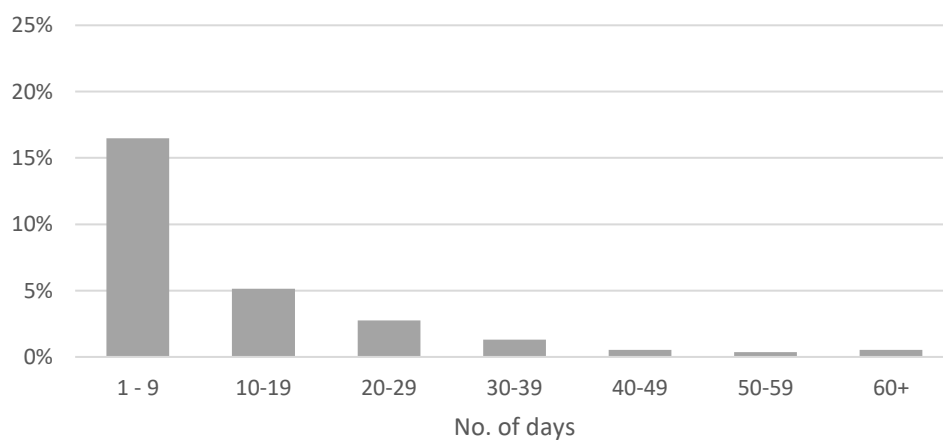
Student attendance is a key priority of the Tuvalu Learning Improvement Project. Student absences can be measured by the number of students absent regardless of the reason by the number of days absent.

Table 2.3e: Student Attendance in primary education, 2021

Days Absent	Number of Students Absent			GPI	Percent of Students Absent			GPI
	Male	Female	Total		Male	Female	Total	
1 - 9	162	155	317	0.96	16.2%	16.8%	16.5%	1.04
10-19	54	45	99	0.83	5.4%	4.9%	5.1%	0.91
20-29	34	19	53	0.56	3.4%	2.1%	2.8%	0.61
30-39	14	11	25	0.79	1.4%	1.2%	1.3%	0.85
40-49	3	7	10	2.33	0.3%	0.8%	0.5%	2.54
50-59	4	3	7	0.75	0.4%	0.3%	0.4%	0.82
60+	4	6	10	1.50	0.4%	0.7%	0.5%	1.63
Total	275	246	521	0.89	27.4%	26.7%	27.1%	0.97

In primary schools, more than a quarter of all students (27%) were absent for at least one day in the 2021 school year, with most of these students (60%) absent for less than 10 days. The number of absent days ranged from 1 to 70 days. Overall, an equal proportion of boys and girls were absent from school in 2021.

Figure 2.3e: Number of students absent from primary schools, 2021



2.4 Secondary Education

Transition rate

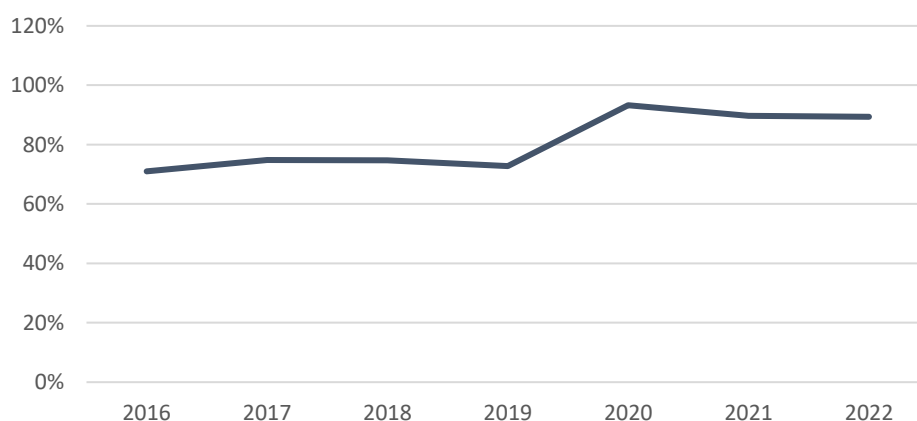
Transition rate is defined as the number of students admitted to the first grade of a higher level of education in a given year expressed as a percentage of the number of students enrolled in the final grade of the lower level of education in the previous year. The indicator is based on the number of primary students who were enrolled in Year 8 in previous year.

Table 2.4a: Transition rate to secondary education, 2016-2022

Year	Secondary Education Transition Rate			GPI
	Male	Female	Total	
2016	66.2%	76.2%	71.0%	1.15
2017	68.2%	81.5%	74.8%	1.20
2018	69.4%	80.4%	74.8%	1.16
2019	64.4%	82.9%	72.8%	1.29
2020	78.6%	113.6%	93.3%	1.45
2021	80.3%	102.3%	89.7%	1.27
2022	80.2%	99.1%	89.3%	1.24

Up until recently, the transition rate from primary to secondary level was just over the 70% mark, but for the last two years it had reached 90%. This is largely a result of the impact of the global pandemic where countries, including Fiji, closed borders to students from other countries. In 2022, while nearly all girls transitioned from primary to secondary education, only 80% of boys enrolled in secondary school. The gap between male and female transition rates has narrowed in comparison to previous years.

Figure 2.4a: Secondary Transition Rate, 2016-2022



Enrolment ratios

The purpose of the gross and net enrolment ratios in secondary education is to show the general level of participation in secondary education. The GER indicator is defined as the total enrolment in secondary education regardless of age expressed as a percentage of the population of the usual age for secondary education. The NER indicator is defined as the enrolment in secondary education of children of official secondary age commensurate to the same-aged population. The usual age for secondary education is 13-17 years of age.

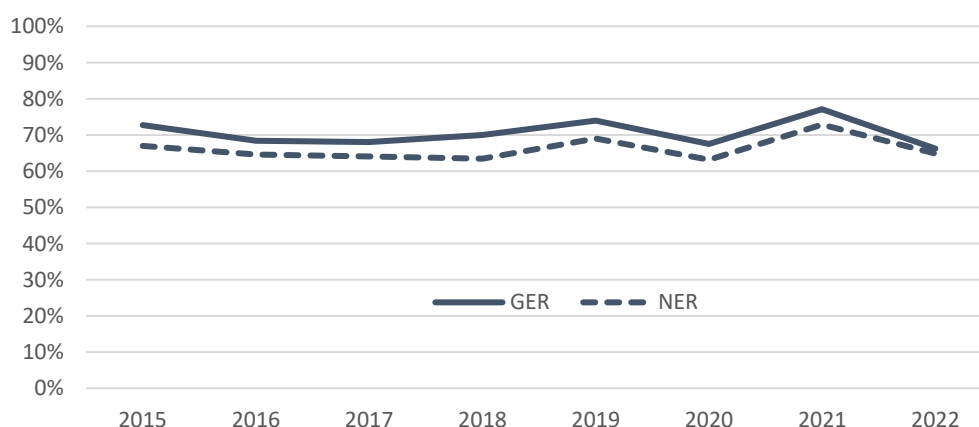
Table 2.4b: Gross and net enrolment ratio in secondary education, 2015-2022

Year	Gross Enrolment Ratio (GER)			GPI	Net Enrolment Rate (NER)			GPI
	Male	Female	Total		Male	Female	Total	
2015	62.8%	83.4%	72.7%	1.33	58.2%	76.6%	67.0%	1.32
2016	60.2%	77.4%	68.4%	1.29	57.6%	72.3%	64.6%	1.26
2017	55.9%	81.7%	68.0%	1.46	52.1%	77.4%	64.0%	1.49
2018	56.0%	85.9%	70.0%	1.53	51.0%	77.6%	63.4%	1.52
2019	60.7%	89.3%	74.0%	1.47	56.5%	83.4%	69.0%	1.48
2020	59.8%	76.4%	67.5%	1.28	57.1%	70.1%	63.1%	1.23
2021	66.8%	89.2%	77.1%	1.34	63.6%	83.7%	72.8%	1.32
2022	55.5%	78.4%	66.2%	1.41	54.5%	76.7%	64.9%	1.41

At secondary level, the gross enrolment rate (GER) increased from 67 percent in 2020 to 77 percent in 2021, an increase of 10 percentage points. However, in 2022 the GER declined by 11 percentage points to 66%. Similarly, the net enrolment rate (NER) in secondary education increased from 63 percent to 73 percent. In 2021, 73% of secondary students are of the ages of 13-17 years, with the remainder mostly over the age of 17. However, in 2022 the NER declined by 8 percentage points to 65%. More girls are enrolled in the two secondary schools. For both GER and NER, the GPI in secondary schools is at 1.4 in 2022, meaning that more female than male students are going to secondary school.

As the gap between the GER and the NER for secondary education is relatively small, the indicators suggest that there has been a large change in the number of students enrolled in the secondary schools between 2021 and 2022. The increase in 2021 may be the result of the global pandemic where students were not able to travel to attend schools overseas.

Table 2.4b: Secondary Enrolment Rates, 2015-2022



Grade retention

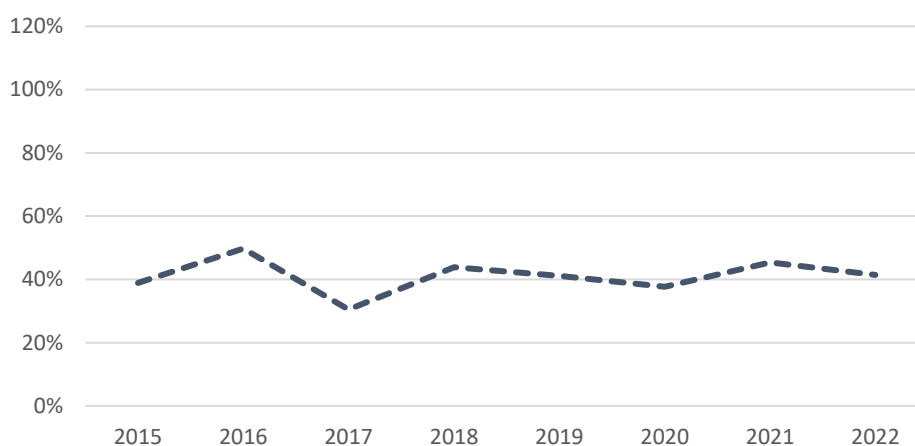
The secondary grade retention rate is a measure of the internal efficiency of the education system in retaining students from a cohort of new entrants to the last grade at secondary level (Year 13). The indicator is based on cohort of secondary students enrolled in Year 9 five years prior.

Table 2.4c: Grade retention rates in secondary education, 2015-2022

Year	Secondary Year 13 Retention Rate			GPI
	Male	Female	Total	
2015	33.8%	43.2%	38.9%	1.28
2016	30.3%	68.1%	49.7%	2.24
2017	22.3%	38.7%	30.5%	1.73
2018	31.0%	58.6%	43.9%	1.89
2019	36.1%	44.8%	41.1%	1.24
2020	27.2%	47.5%	37.7%	1.75
2021	37.3%	52.3%	45.4%	1.40
2022	25.3%	56.1%	41.4%	2.21

At secondary level, only 41% of students who enrolled in Year 9 in 2018 were still enrolled in Year 13 in 2022. Over the past five years, secondary retention rates were consistently around 40%, however in 2021 there was a significant increase to more than 45%. This may be a result of students not being able to attend colleges in Fiji due to the closure of borders during the pandemic in 2021.

Table 2.4c: Secondary Grade Retention Rates, 2015-2022



2.5 Tertiary Education

Enrolment ratios

The purpose of the gross and net enrolment ratios in tertiary education is to show the general level of participation in tertiary education. The GER indicator is defined as the total enrolment in tertiary education regardless of age expressed as a percentage of the population of the usual age for tertiary education. The NER indicator is defined as the enrolment in tertiary education of children of usual secondary age commensurate to the same-aged population. The usual age for tertiary education is 18-22 years of age.

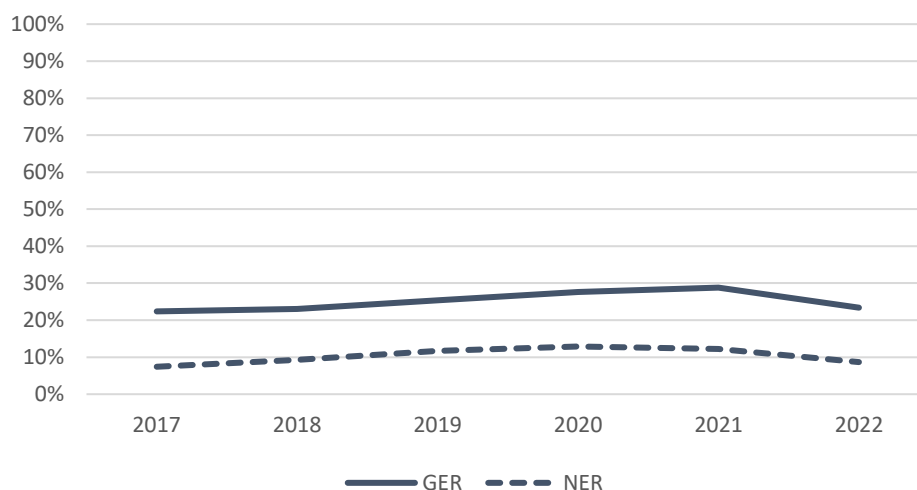
Table 2.5: Gross and net enrolment ratio in tertiary education, 2017-2022

Year	Gross Enrolment Ratio (GER)			GPI	Net Enrolment Rate (NER)			GPI
	Male	Female	Total		Male	Female	Total	
2017	22.9%	21.9%	22.4%	0.96	6.8%	8.0%	7.4%	1.18
2018	19.4%	26.9%	23.0%	1.39	8.4%	10.2%	9.3%	1.21
2019	19.7%	31.4%	25.4%	1.60	11.0%	12.4%	11.7%	1.12
2020	22.5%	33.0%	27.6%	1.47	11.8%	14.1%	12.9%	1.19
2021	21.0%	37.3%	28.8%	1.77	10.0%	14.7%	12.2%	1.47
2022	15.5%	32.0%	23.4%	2.06	7.8%	9.6%	8.7%	1.23

Source: Tuvalu 2017 census and USP 2018-2022 (first semester)

Data provided by USP for 2022 show that the GER in tertiary education (including students enrolled in preliminary and foundation studies) was 23% and the NER was 9% of 18-22 year olds. Between 2021 and 2022 there was a decline of 5 percentage points for GER and 4 percentage points for NER. Twice as many females as males were enrolled in tertiary education compared to males.

Figure 2.5: Tertiary Enrolment Rates, 2017-2022



3. Learning Outcomes

3.1 Education Completion

Gross intake ratio to last grade

The gross intake ratio to last grade is the ratio of the total number of students enrolled in the last year of school in a given year to the total number of children of official graduation age in the population. This is a proxy indicator for completion rate which is one of the core indicators for the SDG 4 targets.

Table 3.1: Gross intake ratio to last grade by gender, 2015–2022

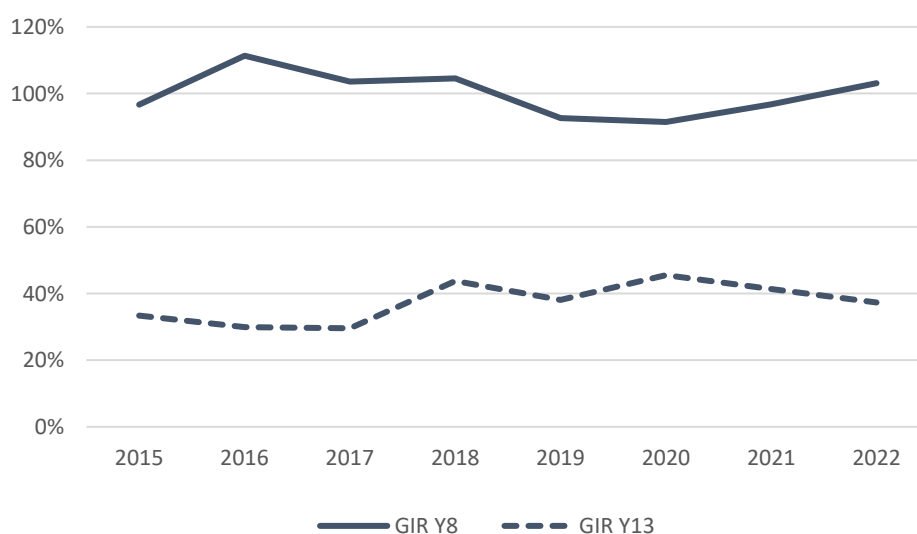
Year	Gross Intake Ratio to Year 8			GPI	Gross Intake Ratio to Year 13			GPI
	Male	Female	Total		Male	Female	Total	
2015	81.0%	116.3%	96.7%	1.44	25.5%	41.8%	33.3%	1.64
2016	100.0%	124.7%	111.4%	1.25	13.4%	47.8%	29.9%	3.56
2017	97.1%	111.1%	103.6%	1.14	21.6%	38.2%	29.6%	1.76
2018	98.1%	112.0%	104.5%	1.14	31.3%	57.5%	43.7%	1.84
2019	100.9%	83.3%	92.6%	0.83	27.4%	50.0%	38.1%	1.83
2020	96.4%	86.0%	91.5%	0.89	33.7%	59.0%	45.5%	1.75
2021	91.2%	102.9%	96.8%	1.13	28.7%	56.3%	41.4%	1.96
2022	100.9%	105.6%	103.2%	1.05	20.2%	57.5%	37.4%	2.84

Note: excludes repeaters but includes students of all ages enrolled in last grade

Over the years, there has been an increasing trend of primary school completion rates, from 97 percent in 2015 to 103 percent in 2022. Yet there has been a slight decrease in 2019 and 2020, mostly due to the rate of female completion which dropped by more than 10% points compared to 2022. In terms of gender variation, females have seen a higher completion rate than males.

At secondary level, from 2018 onwards, around 40 percent of youth aged 18 years reach the last year of secondary school (Year 13). While the secondary completion rate has decreased in 2022, there has been a significant increase in the number of secondary students enrolled in vocational courses. There were twice as many females (56%) than males (29%) who completed Year 13.

Figure 3.1: Gross Intake Ratio to Last Grade, 2015–2022



3.2 Primary Assessments

The Tuvalu Standardised Test of Achievement (TUSTA) assesses the literacy and numeracy of Year 4 and Year 6 students. However, the assessment has not been conducted for several years due to challenges related to national resource priorities and the impact of the pandemic.

National Year 8 examination (NYEE)

The National Year 8 examination (NYEE) is administered to Year 8 students to assess learning in four subject areas: English, maths, basic science, and social science. These students are also assessed by internal assessment from teachers, which contributes to the final examination mark.

Table 3.2a: National Year 8 Examination (NYEE) pass rate (%) by gender, 2015–2021

Year	No. Students Passing			% Students Passing		
	Male	Female	Total	Male	Female	Total
2015	63	79	142	73%	87%	80%
2016	58	84	142	63%	93%	78%
2017	66	84	150	69%	90%	79%
2018	76	94	90	86%	81%	83%
2019	51	66	93	46%	76%	59%
2020	68	72	140	61%	90%	73%
2021	80	96	176	77%	94%	85%

Note: Pass rate is 50% and better for their aggregate of English plus best 3 subjects

Source: MEYS National Assessment Unit

Based on the latest data, the country exceeded the MEYS target of a 70 percent pass rate in exams since it reached 85 percent in 2021. The overall pass percentage for all subjects has increased by 12 percentage points between 2020 (73% pass rate) and 2021. The pass rate for male students increased from 61 percent in 2020 to 77 percent in 2021, while the pass rate for female students increased slightly to 94 percent.

Analysis of the 2021 NYEE results by subject shows that social science has the highest pass rate (92%), whilst maths has the lowest pass rate (72%). There were similar pass rates for English (83%) and science (82%). In 2021, there were significant improvements in pass rates for English (17% point increase) and basic science (16% point increase). The target pass rate of 70% was exceeded for all four subjects.

Table 3.2b: National Year 8 Examination (NYEE) pass rate (%) by subject, 2015–2021

Year	English	Maths	Basic Science	Social Science
2015	56%	60%	55%	66%
2016	69%	55%	63%	57%
2017	62%	59%	54%	58%
2018	69%	42%	94%	88%
2019	55%	42%	56%	69%
2020	66%	69%	66%	85%
2021	83%	72%	82%	92%

Source: MEYS National Assessment Unit

3.3 Secondary Examinations

At secondary level, Tuvalu has three standardized national examinations for Year 10, Year 12 and Year 13. These examinations are the Tuvalu Junior Certificate (TJC), the Tuvalu Senior Secondary Certificate (TSSC), and the South Pacific Form 7 Certificate (SPFSC).

Tuvalu Junior Certificate (TJC)

In 2021, 38% of Year 10 students passed the TJC examination, which is a substantial improvement on the 20% overall pass rate for the 2020 examination, an increase of 18 percentage points. However the recent data show that the pass rate for male students (29%) was significantly less than the rate for girls (49%).

Table 3.3a: Tuvalu Junior Certificate (TJC) pass rate by gender, 2015–2021

Year	No. Students Passing			% Students Passing		
	Male	Female	Total	Male	Female	Total
2015	12	25	37	27%	44%	36%
2016	5	19	24	19%	32%	28%
2017	11	20	31	28%	33%	31%
2018	4	33	37	14%	62%	45%
2019	8	16	24	21%	31%	27%
2020	3	19	22	6%	32%	20%
2021	11	23	34	29%	49%	38%

Note: Pass rate is 50% and better for their aggregate of English plus best 5 subjects

Source: MEYS National Assessment Unit

At Year 10 level, there are eight subjects set for the Tuvalu Junior Certificate (TJC) national exam. In 2021, more than half of the students passed home economics (63%), social science (62%), basic technology (57%), and agriculture (51%). However less than half of students passed basic science (49%), commerce (40%), English (23%), and maths (9%).

Table 3.3b: Tuvalu Junior Certificate (TJC) pass rate by subject, 2015–2021

Year	English	Maths	Basic Science	Social Science	Commercial Studies	Agriculture	Basic Technology	Home Economics
2015	54%	32%	29%	29%	15%	56%	35%	26%
2016	50%	11%	8%	49%	13%	17%	6%	10%
2017	43%	70%	36%	47%	37%	34%	69%	21%
2018	60%	15%	24%	29%	26%	50%	59%	72%
2019	28%	8%	36%	53%	14%	59%	64%	53%
2020	29%	4%	23%	25%	10%	18%	22%	33%
2021	23%	9%	49%	62%	40%	51%	57%	63%

Source: MEYS National Assessment Unit

Tuvalu Senior Secondary Certificate (TSSC)

~~Most Year 12 students passed the Tuvalu Secondary School Certificate (TSSC) examinations; 61 percent of students passed the TSSC national exam in 2021. Over the last four years there has been an increasing trend in the TSSC pass rates, though there was only a slight increase of 3 percentage points when compared with that of 2020.~~

Table 3.3c: Tuvalu Senior Secondary Certificate (TSSC) pass rate by gender, 2015–2021

Year	No. Students Passing			% Students Passing		
	Male	Female	Total	Male	Female	Total
2015	13	23	36	42%	37%	39%
2016	14	22	36	47%	48%	47%
2017	11	23	34	44%	56%	52%
2018	14	21	35	52%	40%	44%
2019	13	36	49	54%	55%	55%
2020	8	34	42	35%	68%	58%
2021	19	35	54	56%	64%	61%

Note: A pass is 50% and better for aggregate of English plus best 3 subjects

Source: MEYS National Assessment Unit

At Year 12 level, there are 12 subjects available for the TSSC exam. In 2021, 90% of students passed English, 88% passed computer studies, and 84% passed geography. More than half of the students passed economics (68%), agriculture (67%), accounting (53%), and history (52%). However very few students passed STEM subjects of maths (19%), design technology (14%), chemistry (6%) and biology (6%).

Table 3.3d: Tuvalu Senior Secondary Certificate (TSSC) pass rate by subject, 2015–2021

Year	English	Maths	Accounting	Economics	Geography	History
2015	85%	83%	78%	83%	81%	71%
2016	41%	20%	12%	15%	54%	54%
2017	77%	20%	8%	37%	53%	53%
2018	73%	24%	23%	76%	32%	30%
2019	90%	36%	29%	27%	73%	19%
2020	83%	100%	95%	62%	100%	100%
2021	90%	19%	53%	68%	84%	52%

Year	Biology	Physics	Chemistry	Agriculture	Computer Studies	Design Technology
2015	84%	88%	87%	86%	87%	88%
2016	36%	46%	45%	74%	74%	67%
2017	37%	45%	31%	58%	47%	36%
2018	26%	21%	15%	46%	46%	73%
2019	32%	23%	4%	91%	0%	6%
2020	50%	26%	5%	62%	44%	13%
2021	6%	43%	6%	67%	88%	14%

Source: MEYS National Assessment Unit

South Pacific Form 7 Certificate (SPFSC)

The South Pacific Form 7 Certificate (SPFSC) is an examination taken by Year 13 students at Motufoua Secondary School. The SPFSC provides the necessary academic requirements for entering directly into a university programme. For the last four years, almost all students passed the examination with at least an achieved rating. In 2021, 46 students sat the SPFSC examination with 100% of boys and 97% of girls achieving a pass.

Table 3.3e: South Pacific Form 7 Certificate (SPFSC) pass rate by gender, 2017–2021

Year	No. Students Passing			% Students Passing		
	Male	Female	Total	Male	Female	Total
2017	6	21	27	46%	91%	75%
2018	24	37	61	100%	100%	100%
2019	9	21	30	90%	100%	97%
2020	12	29	41	92%	97%	95%
2021	9	37	46	100%	97%	98%

Note: Pass rate is based on achievement in English and 3 other subjects

Source: MEYS National Assessment Unit

Year 13 students take a number of subjects for the SPFSC examination, including the STEM subjects of statistics, calculus, physics, chemistry, biology, accounting, agriculture and information technology as well as the humanities and social science subjects of English, economics, geography and history.

Table 20 presents data for the most common subjects taken from 2017-2021, that is: English, Statistics, Calculus and Information Technology. In 2021, almost all students achieved in English (98%), Statistics (96%) and information technology (96%), and a high percentage achieved in calculus (84%). Over the last five years, Year 13 students have achieved a high level of achievement in English and Information Technology, and improving levels of achievement in Statistics and Calculus.

Table 3.3f: South Pacific Form 7 Certificate (SPFSC) pass rate by subject, 2017–2021

Year	English	Maths Statistics	Maths Calculus	Info. Technology
2017	100%	70%	37%	100%
2018	98%	54%	54%	100%
2019	100%	67%	80%	100%
2020	95%	84%	89%	83%
2021	98%	96%	84%	96%

Note: Pass rate includes students who at least achieved a satisfactory result

Source: MEYS National Assessment Unit

4. Teachers

This section presents information on the availability and quality of teachers across the country. It also provides information on the training and qualifications of teachers, including in-service training and professional development.

4.1 Number of teachers

In 2022, Tuvalu has 262 full-time teachers of whom 212 are female and 50 are male. There are 66 teachers teaching in ECCE centres, 143 in primary schools, 53 in secondary schools and 3 in the special needs centre of Fusialofa. Compared to the previous year the number of teachers decreased at ECCE level, but increased for primary and secondary schools in 2022.

Table 4.1: Number of teachers by gender and education level, 2015-2022

Year	ECCE	Primary	Secondary	Special	Total
2015					
Male		24	23		47
Female	67	85	33	3	188
Total	67	109	56	3	235
2016					
Male		35	24		59
Female	67	87	30	2	186
Total	67	122	54	2	245
2017					
Male		33	19		52
Female	71	77	29	3	180
Total	71	110	48	3	232
2018					
Male		37	23		60
Female	77	92	28	2	199
Total	77	129	51	2	259
2019					
Male		23	23		46
Female	58	82	23	4	167
Total	58	105	46	4	213
2020					
Male		21	15		36
Female	54	62	25	1	141
Total	54	83	40	1	177
2021					
Male		22	9		31
Female	70	84	20	3	175
Total	70	106	29	3	206
2022					
Male		29	20		49
Female	66	114	33	3	213
Total	66	143	53	3	262

Currently, there are only female teacher in pre-schools, and in primary schools there are almost four times as many female teachers as male teachers. In 2022 the number of male primary teachers has increased to 29, and secondary female teachers have increased to 33.

4.2 Teacher Qualifications

A qualified teacher in Tuvalu is identified as a teacher who has a post-secondary qualification, such as: certificate, diploma, or degree. Thereby, the teacher is qualified to teach, but may not be certified as a trained teacher.

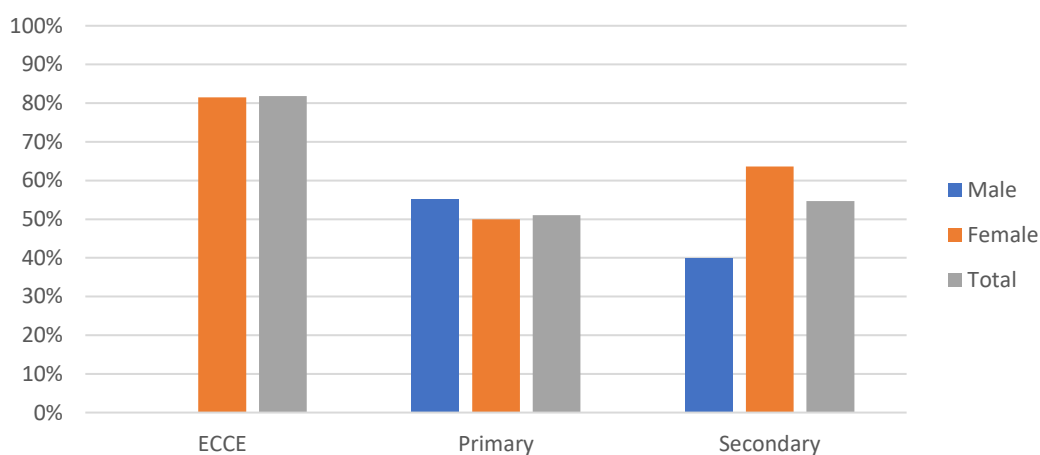
Table 4.2: Teachers' highest qualification by education level and gender, 2022

Qualification	ECCE		Primary		Secondary	
	Male	Female	Male	Female	Male	Female
Certificate		48	8	22	3	4
Diploma		6	4	22	3	6
Bachelor			4	13	2	9
Masters						2
Not Stated		12	13	57	12	12
Total		65	29	114	20	33

Percentage of qualified teachers

Around 82% of ECCE teachers have post-secondary qualifications compared to only 52% of primary teachers and 55% of secondary teachers. At both primary level, there is very little difference in the proportion of male and female teachers that are qualified to teach, whereas at secondary level there are more qualified female teachers.

Figure 4.2: Qualified teachers (%) by gender and education level, 2022



4.3 Teacher Certifications

A certified teacher in Tuvalu is identified as a teacher who has undertaken specialised teacher training and has met the course requirements, with or without other post-secondary qualifications. Thereby, the teacher is certified to teach.

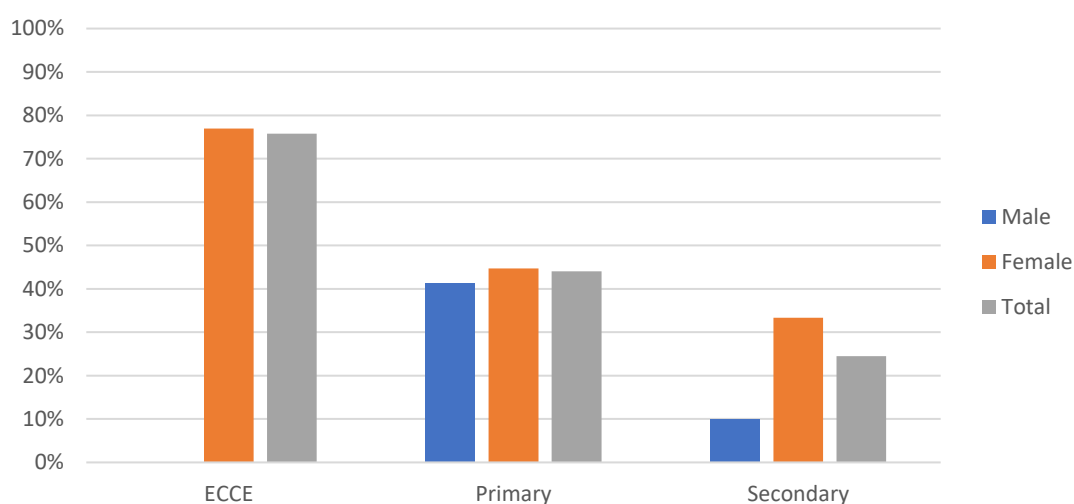
Table 4.3: Teachers' teaching qualification by education level and gender, 2022

Qualification	ECCE		Primary		Secondary	
	Male	Female	Male	Female	Male	Female
Certificate		41	5	17		2
Diploma		9	4	22	1	3
Bachelor			3	12	1	4
Masters						2
Not Stated		16	17	63	18	22
Total		66	29	114	20	33

Percentage of trained teachers

Around 76% of ECCE teachers have trained as a teacher compared to only 44% of primary teachers and less than 25% of secondary teachers. At primary level, there is very little difference in the proportion of female teachers that are trained to teach, but more female secondary teachers are trained teachers compared to male teachers.

Figure 4.3: Trained teachers (%) by gender and education level, 2022



4.4 Teacher Supply

Student-teacher ratio

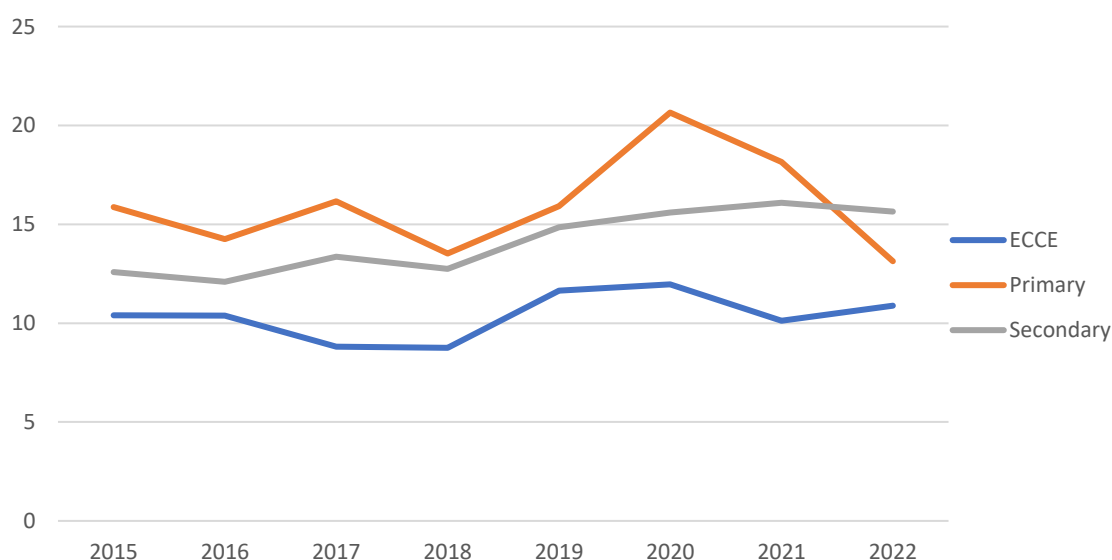
The student-teacher ratio (STR) measures the capacity of an education system and assesses whether teachers are potentially overburdened or under-utilised. A STR expresses the relationship between the number of students enrolled in a school and the number of “full-time equivalent” teachers the school employs.

Table 4.4: Student Teacher Ratio, 2015-2022

Year	ECCE Pre-Schools			Primary Schools			Secondary Schools		
	Teachers	Students	Ratio	Teachers	Students	Ratio	Teachers	Students	Ratio
2015	67	697	10	109	1730	16	56	705	13
2016	67	696	10	122	1739	14	54	653	12
2017	71	626	9	110	1777	16	48	641	13
2018	77	674	9	129	1744	14	51	650	13
2019	58	675	12	105	1672	16	46	683	15
2020	54	646	12	83	1714	21	40	624	16
2021	70	709	10	106	1924	18	45	724	16
2022	66	718	11	143	1878	13	53	829	16

The national policy is to maintain a STR of 25:1 for primary schools, 22:1 for secondary schools and 10:1 for ECCE centres. All primary schools are well within the STR prescribed target. The national STR for ECCE pre-schools in 2022 was around 11:1 which is close to the national standard. The STR for primary schools in 2022 was much lower than the national standard at 13:1. The STR for secondary schools in 2022 was also much lower than the national standard at 16:1. Overall the STR for Tuvalu is considered low for the Pacific region across all three levels.

Figure 4.4: Student Teacher Ratio by education level, 2015-2022



4.5 Professional Development

Participation in professional development activities has been shown to have a positive impact on teacher practices. Teachers are shown to benefit a great deal from on-the-job training, often called continuous professional development. MEYS has tried to incorporate professional development more systematically, with technical assistance from regional and development partners. Some recent initiatives include competency-based teacher and school leader professional development.

Table 4.5: Teachers undertaking professional development or in-service training, 2020-2022

Year	ECCE Pre-Schools			Primary Schools			Secondary Schools		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2020	-	36	36	6	29	35	3	0	3
2021	-	37	37	12	32	44	5	1	6
2022	-	66	66	29	114	143	20	33	53

In 2022, all teachers received in-service training in remote learning and teaching, cyber security, literacy and numeracy, and school leadership. In addition, 14 primary teachers received professional development on the Tuvalu reading program.

5. School Facilities and Resources

The National Minimum Quality Service Standards (MQSS) for schools requires that all schools have classroom environments that are well maintained and conducive to teaching and learning. This section present data on school facilities and resources, including number of students per classroom, classroom facilities, computer/ICT resources, water supply and toilet facilities.

5.1 Classrooms

Student Classroom Ratio

The Student Classroom ratio (SCR) shows the average number of students per classroom in ether ECCE, primary or secondary schools in a given school year. This indicator can help MEYS determine if there is sufficient space for children in a given classroom and if it permits efficient use of space by the teachers to enhance the instructional quality in classrooms. School resource data was initially collected in 2012, but recently updated in 2021 and 2022.

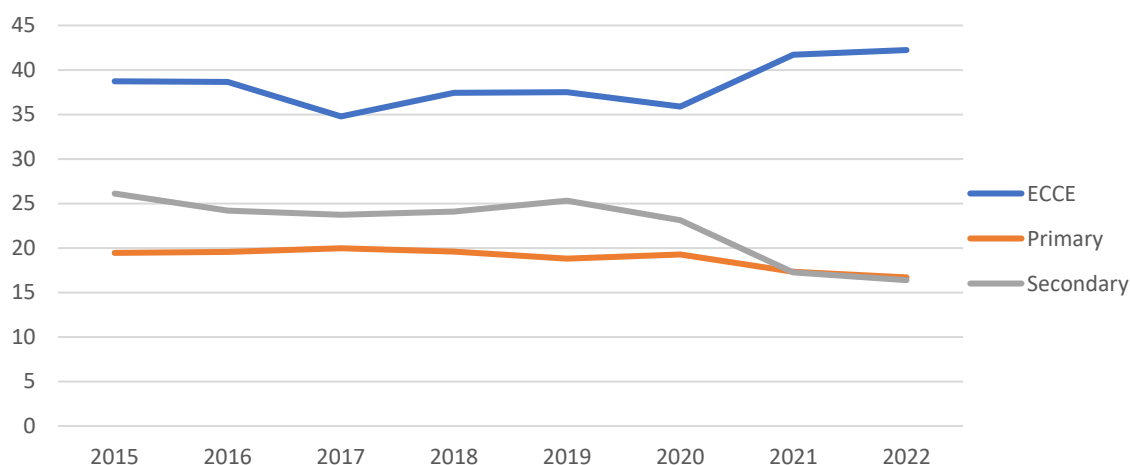
Table 5.1: Student-Classroom Ratio, 2015-2022

Year	ECCE Pre-Schools			Primary Schools			Secondary Schools		
	Class-rooms	Students	Ratio	Class-rooms	Students	Ratio	Class-rooms	Students	Ratio
2015	18	697	39	89	1730	19	27	705	26
2016	18	696	39	89	1739	20	27	653	24
2017	18	626	35	89	1777	20	27	641	24
2018	18	674	37	89	1744	20	27	650	24
2019	18	675	38	89	1672	19	27	683	25
2020	18	646	36	89	1714	19	27	624	23
2021	17	709	42	111	1924	17	42	724	17
2022	17	718	42	111	1853	17	42	688	16

** updated based on 2021 and 2022 resource data*

In 2022 the average student-classroom ratio in ECCE centres is 42 students per classroom. At primary level, there are around 17 students in a classroom, which is less than the standard norm of approximately 25–30 students per classroom. At secondary level, the student- classroom ratio is 16 students per classroom in 2022. This was significantly less than the standard norm being 20–30 students to a classroom.

Figure 5.1: Student - Classroom Ratio by education level, 2015-2022



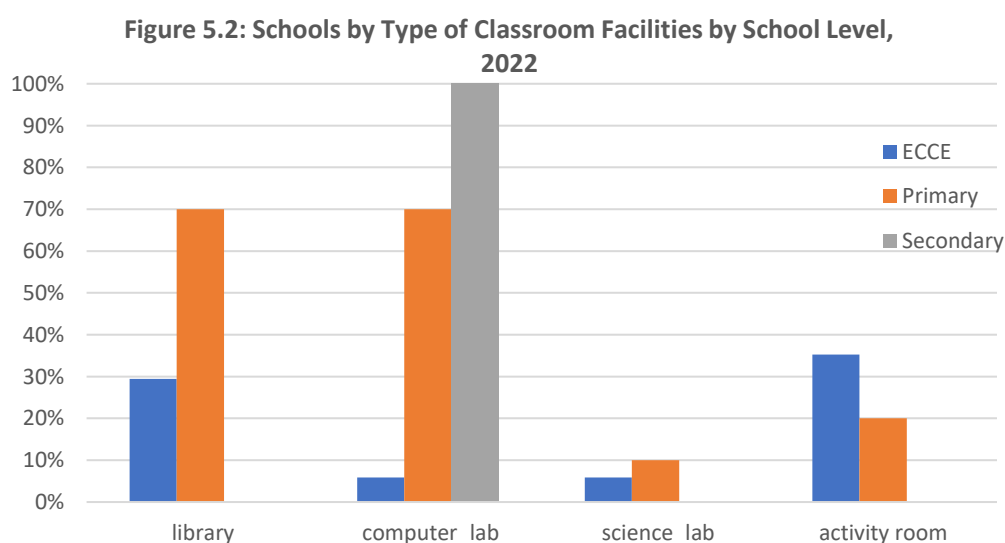
5.2 Classroom Facilities

The type of classroom facilities that are available to schools are important to ensure that students receive a quality education. Schools report how many classrooms are available for teaching, and whether they have a library, store-room, science lab, workshop or an activity room.

Table 5.2: Classroom Facilities by School Level, 2015-2022

Facility	2016	2017	2018	2019	2020	2021	2022
ECCE							
Store rooms	9	2	9	5	4	16	16
Library	3	0	4	3	2	5	5
Workshops	0	0	0	0	0	0	0
Computer lab	0	0	0	0	0	1	1
Science lab	0	0	0	0	0	1	1
Activity room	1	0	1	1	0	6	6
Primary							
Store rooms	6	0	2	4	4	8	8
Library	7	0	7	5	3	7	7
Workshops	1	0	1	0	0	0	0
Computer lab	3	0	4	4	3	7	7
Science lab	0	0	0	0	0	1	1
Activity room	0	0	0	0	0	2	2
Secondary							
Store rooms	2	0	1	1	0		
Library	2	0	1	1	0		
Workshops	1	0	1	0	0		
Computer lab	2	0	1	1	0	2	2
Science lab	2	0	1	0	0	0	0
Activity room	0	0	0	0	0		

In 2022, less than 30% of pre-schools and 70% of primary schools had a library; around 70% of primary schools and both secondary schools had a computer lab; only one ECCE and primary school had a science lab, and 35% of pre-schools and 20% of primary schools had an activity room.



5.3 Computer/ICT Resources

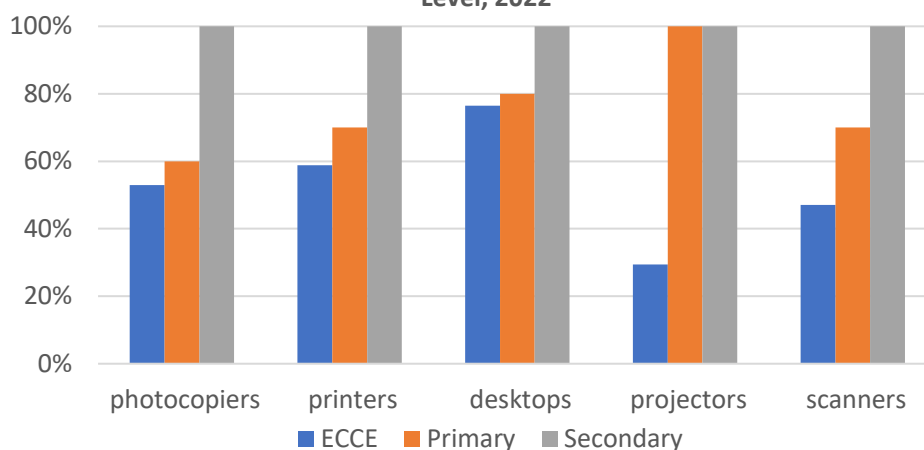
The use of technological equipment by schools is important to ensure that students receive a quality education, especially during the pandemic. Currently, more than four-fifths of pre-school teachers, a third of primary teachers and three-quarters of secondary teachers have used ICT in their lesson plans at least three times each term.

Table 5.3: Computer/ICT resources by School Level, 2015-2022

Computer Equipment	2016	2017	2018	2019	2020	2021	2022
ECCE							
photocopiers	0	0	3	3	1	7	9
printers	0	3	7	4	2	6	11
desktops	0	0	0	2	0	10	13
projectors	0	0	3	1	0	6	6
scanners	0	0	1	1	0	8	8
Primary							
photocopiers	4	1	9	6	1	5	11
printers	1	1	8	5	4	8	11
desktops	1	0	67	53	45	165	147
projectors	2	2	8	2	1	5	15
scanners	0	1	3	4	2	3	10
Secondary							
photocopiers	0		1	1		4	4
printers	0		1	1		6	6
desktops	0		0	13		73	73
projectors	0		2	0		1	3
scanners	0		0	1		6	6

Schools report whether they have a photocopier, printer, desktop computer, overhead projector, and scanners. In 2022, 76% of pre-schools, 83% of primary schools and both secondary schools had access to desktop computers. While each pre-school had only one computer, there were 147 computers in primary schools and 73 computers in secondary schools. However, there may be more laptop and tablet computers used in classrooms by both teachers and students.

Figure 5.3: Schools with Computer/ICT Equipment by School Level, 2022



5.4 Water Supply

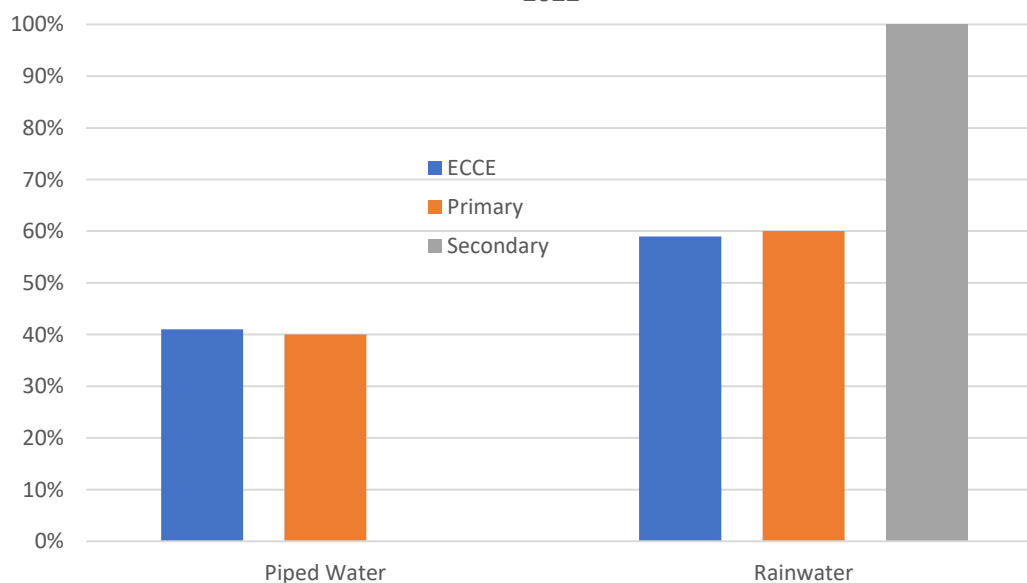
In Tuvalu the main supply of water to schools is either from rainwater stored in tanks or from piped water from a main supply. In some schools, water is treated or purified for drinking. It should be noted that not all schools reported data on water supply over the 2016-2020 period and therefore the statistics are of lower quality.

Table 5.4: Source of Water Supply by School Level, 2015-2022

Water Source	2016	2017	2018	2019	2020	2021	2022
ECCE	16	7	12	6	7	7	7
Bottled Water	1				1		
Piped Water	3		2	4	2	7	7
Protected Well		1					
Rainwater	7	3	10	1	2	10	10
No Water	1			1			
Unknown	4	3			2		
Primary	9	3	10	6	6	9	10
Bottled Water					1		
Piped Water			1			4	4
Protected Well				1			
Purify water			1				
Rainwater	7	1	5	4	2	5	6
Unknown	2	2	3	1	3		
Secondary	2		2	1		2	2
Rainwater	2		1	1		2	2
Unknown			1				
Grand Total	27	10	24	13	13	28	29

In 2022, all schools source their water from either a piped water supply or from rainwater tanks. Around 60% of pre-schools and primary schools have a rain-water tank and the remaining 40% have a piped water supply. Both secondary schools source their water from rainwater tanks. Around a third of pre-schools, a fifth of primary schools and one secondary school treat their water source to make it safer to drink.

Figure 5.4: Schools with Protected Water Supply by School Level, 2022



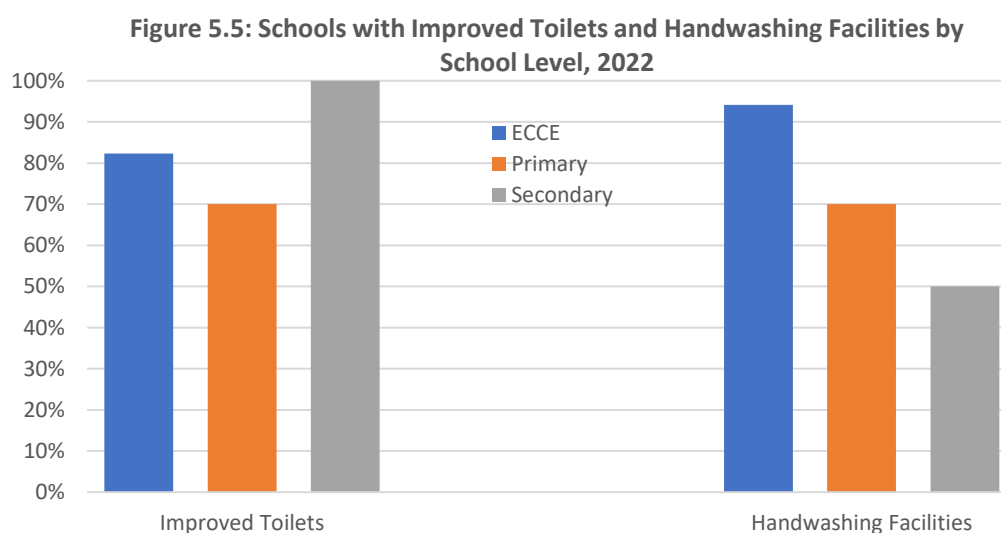
5.5 Toilet Facilities

Safe water, improved sanitation and hygienic practices are important to ensure the health of students whilst at school. Improved sanitation is defined as functional toilets that flush to a septic tank. Hygienic practices include having a handwashing facility near the toilets. It should be noted that not all schools reported data on toilet facilities over the 2016-2020 period and therefore the statistics are of lower quality.

Table 5.5: Schools with Improved Toilets by School Level, 2015-2022

Toilet Type	2016	2017	2018	2019	2020	2021	2022
ECCE	16	7	13	6	7	17	17
Flush to septic		2	11	6	2		
Flush Septic Tank	11					14	14
Flush somewhere else					1	1	1
Other	1					1	1
Unknown	4	5	2		4	1	1
Primary	9	3	10	6	6	12	12
Flush to septic		1	4	3	1		
Flush Septic Tank	6					7	7
Buckets					1	2	2
Unknown	3	2	6	3	4	1	1
Secondary	2		2	1		2	2
Flush to septic			1				
Flush Septic Tank	2					2	2
Buckets				1			
Unknown			1				
Grand Total	27	10	25	13	13	31	31

Recent 2022 data found that 82% of pre-schools, 70% of primary schools, and both secondary schools have access to improved sanitation facilities. More than 94% of pre-schools, 70% of primary schools and only one secondary school has functional handwashing facilities.



6. Education Finance

6.1 Public education expenditure

The Education 2030 Framework for Action recommends that national, regional and international partnerships be established to ensure the implementation of the agenda (Incheon Declaration and Framework for Action for the implementation of SDG4). The Framework encourages governments to increase public spending on education and allocate to the education sector at least 15-20 percent of public expenditure and 4-6 percent of gross domestic product (GDP) in national budgets.

Table 6.1: Public Expenditure and Donor Funding on Education, 2015-2021

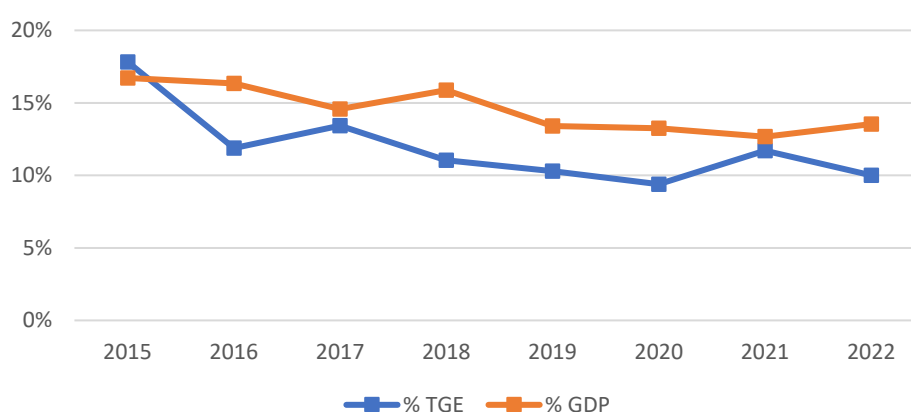
Year	Public Expenditure on Education (AUD)			Donor Funding on Education (AUD)		Total Govt. Expenditure/GDP	
	Actual (\$000)	% of TGE	% of GDP	Actual (\$000)	% of TGE	Actual (\$000)	GDP (\$000)
2015	8860.9	17.8%	16.7%	19.5	0.2%	49700	53000
2016	9074.0	11.9%	16.3%	2942.0	32.4%	76344	55549
2017	8365.7	13.4%	14.6%	671.3	8.0%	62296	57423
2018	9262.3	11.0%	15.9%	238.3	2.6%	83933	58331
2019	8906.1	10.3%	13.4%	1211.3	13.6%	86613	66423
2020	9337.3	9.4%	13.2%	229.1	2.5%	99412	70511
2021*	9374.6	11.7%	12.7%	371.7	4.0%	80109	74000
2022*	10226.6	10.0%	13.5%	370.7	3.6%	102217	75480

note: education expenditure excludes admin, library and sports and youth program costs
source: Govt. of Tuvalu National Budgets (*2021 and 2022 figures projected/budgeted)

Public education expenditure as percentage of total education expenditure

Actual public education expenditure as a percentage of total government expenditure (TGE) declined to 9 percent in 2020. In 2022, more than 10 million dollars is budgeted to be spent on education, representing 10 percent of total government expenditure. In nominal terms, increased government expenditure in the education budget demonstrates the importance of the education sector to the national economy.

Figure 6.1: Public Expenditure on Education, 2015-2022



Public education expenditure as percentage of GDP

Public education expenditure, as a percentage of the GDP of Tuvalu, had been steadily decreasing year on year from 17 percent in 2015 to less than 13 percent in 2021. However, in 2022 there was a slight increase in the budgeted expenditure in education as a percentage of projected GDP. A higher percentage of GDP spent on education shows a higher government priority for education, but also higher capacity of the government to raise revenues for public spending or to procure funds from international sources, in relation to the size of the country's economy. In 2022, international donor funding in education made up 2.5 percent of total government expenditure.

6.2 Recurrent education expenditure

The MEYS recurrent budget has been constantly increasing since 2015 across all education levels. The budget allocated to education is the highest of the country, and thus is an important sector of investment for the country.

Table 6.2: Public Education Expenditure (AUD) by education level, 2015-2022

Year	ECCE		Primary		Secondary		TVET/Tertiary*	
	(\$000)	%	(\$000)	%	(\$000)	%	(\$000)	%
2015	464.8	5.2%	1738.4	19.6%	2156.6	24.3%	1904.1	21.5%
2016	512.7	5.7%	2014.7	22.2%	2181.6	24.0%	2059.2	22.7%
2017	644.0	7.7%	2413.4	28.8%	1841.2	22.0%	2234.9	26.7%
2018	1182.2	12.8%	2544.3	27.5%	2145.3	23.2%	2504.6	27.0%
2019	946.2	10.6%	2410.5	27.1%	1996.5	22.4%	2691.9	30.2%
2020	933.1	10.0%	2481.2	26.6%	2158.4	23.1%	2951.7	31.6%
2021	949.7	10.1%	2527.1	27.0%	2178.9	23.2%	3024.2	32.3%
2022	970.2	9.5%	2354.8	23.0%	2609.0	25.5%	3493.5	34.2%

note: excludes administrative expenses

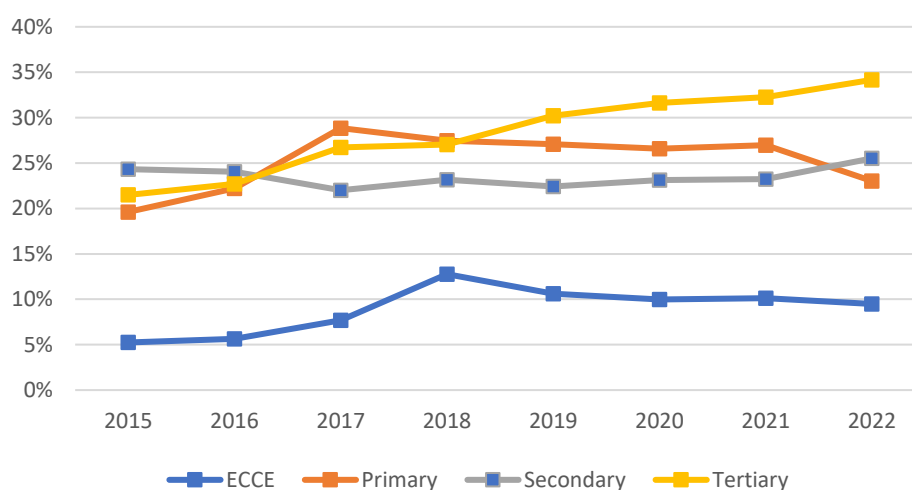
source: Govt of Tuvalu National Budgets

* scholarships

Education expenditure by level as percentage of total education expenditure

In general, the share of expenditure by level of education as a percentage of the total education expenditure has been increasing for ECCE since 2015 (from 5% to 10%). Primary education expenditure has also increased from 20% in 2015 to 27% in 2021, though declined to 23% in 2022. While expenditure in secondary education was steady at around 23% of total education expenditure from 2018 to 2021, it increased substantially to more than 25% in 2022. From 2015 to 2021, TVET and tertiary education has experienced a substantial increase from 22% in 2015 to more than 34% in 2022.

Figure 6.2: Education Expenditure (AUD) by education level, 2015-2022



6.3 Per-capita education expenditure

This indicator reflects the amount of resources invested on average in a single student, going beyond government sources so that an actual unit cost can be calculated. The indicator is calculated by dividing total initial funding from government for a level of education by the number of students enrolled at that level, and again dividing by GDP per capita.

Table 6.3: Per-Capita Education Expenditure (AUD) by education level, 2015-2022

Year	ECCE		Primary		Secondary		TVET/Tertiary	
	PC (\$)	% GDP/PC	PC (\$)	%	PC (\$)	%	PC (\$)	%
2015	667	12.8%	1005	19.3%	3059	58.9%	7617	166.0%
2016	737	13.6%	1159	21.4%	3341	61.8%	8237	161.5%
2017	953	18.6%	1358	24.5%	2872	51.8%	8940	132.9%
2018	1754	31.3%	1459	26.1%	3300	59.0%	10140	155.2%
2019	1402	22.1%	1442	22.8%	2923	46.2%	10393	121.8%
2020	1444	21.7%	1448	21.7%	3459	51.9%	11902	130.6%
2021	1339	19.3%	1313	19.0%	3010	43.4%	9693	100.8%
2022	1349	19.3%	1271	17.9%	3792	44.9%	11492	122.6%

note: AUD = Australian dollars

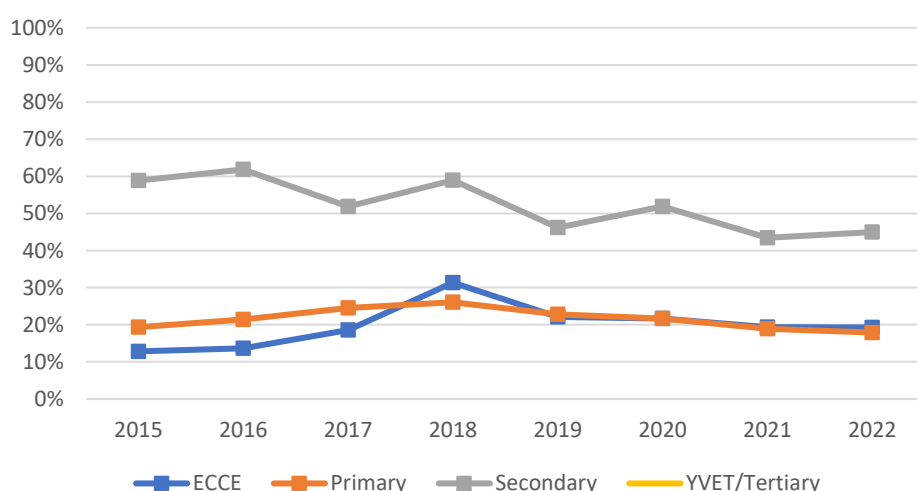
source: Govt of Tuvalu 2020 National Budget

source: GDP/PC = World Bank

Per-capita education expenditure as percentage of GDP per capita

Over the last five years, the expenditure per student has decreased for all four levels of education. ECCE and primary per-capita expenditure decreased to less than 20% of GDP per-capita in 2022. While having a large proportion of per-capita expenditure, secondary education increased to 45% of GDP per capita expenditure in 2022. TVET and tertiary students had the largest per-capita expenditure with more than 100% of GDP per capita spent on their education.

Figure 6.3: Per-Capita Education Expenditure (AUD) by education level, 2015-2022

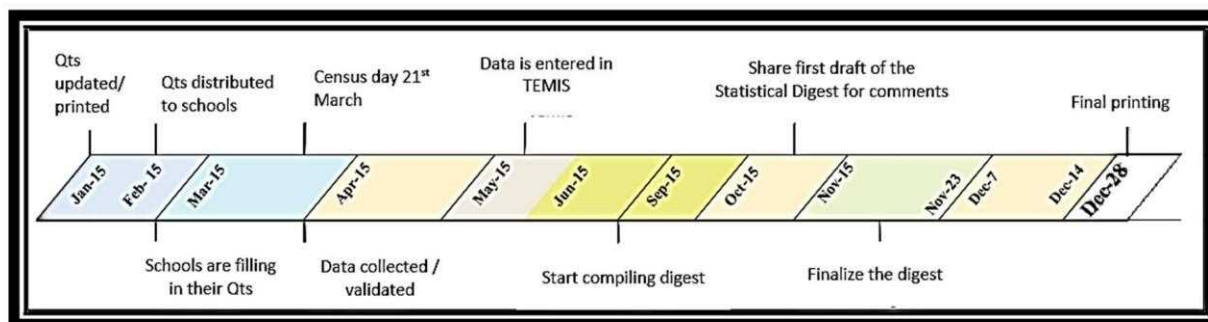


Annex 1: Tuvalu Education Management Information System (TEMIS)

TEMIS survey instrument

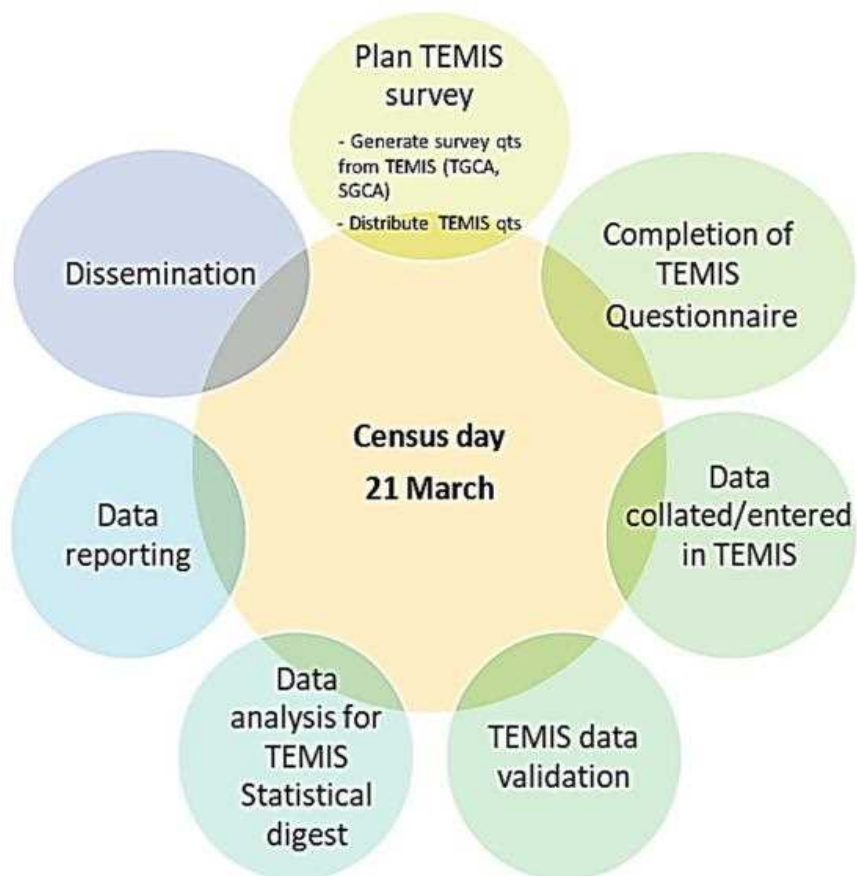
The survey data collection timeframe is between January and March each year. The survey instrument is updated and printed by MEYS in January each year. There are three different survey forms for each level of education (ECCE, primary and secondary).

Annual school survey timeline



TEMIS data collection process

The data collection process for TEMIS covers seven different phases. The survey questionnaires were printed by the MEYS Education Department and then distributed to all schools in early March. School head teachers and principals take the whole month to complete the questionnaires based on school records. All schools completed questionnaires in 2022.



Annex 2: Enrolment by school and island, 2015 2022

School	2015	2016	2017	2018	2019	2020	2021	2022
Nanumea	131	124	146	156	165	173	187	158
Afaga o Maumau Pre School	23	3	24	19	14	21	21	23
Hologa O Kautama Pre School	20	21	21	22	21	26	29	21
Kaumaile Primary School	88	100	101	115	130	126	137	114
Nanumaga	141	135	111	116	118	124	133	122
Lotohoni Primary School	103	100	82	82	86	96	94	83
Nanumaga Pre School	38	35	29	34	32	28	39	39
Niutao	160	167	156	153	130	157	187	164
Niutao Pre School	44	41	33	33	42	53	56	45
Webley Primary School	116	126	123	120	88	104	131	119
Nui	176	185	168	156	170	150	173	159
Punavai Pre School	43	39	41	46	53	57	47	43
Vaipuna Primary School	133	146	127	110	117	93	126	116
Vaitupu	753	655	636	659	622	657	766	766
Lasagafou Pre School	28	31	29	22	29	34	40	42
Motufoua Secondary School	468	357	326	352	349	378	491	473
Tolise Primary School	182	205	219	239	207	200	193	207
Vaimele Pre School	75	62	62	46	37	45	42	44
Nukufetau	155	144	167	155	166	142	168	157
Nukufetau Pre School	42	47	51	49	53	42	45	50
Tutasi Primary School	113	97	116	106	113	100	123	107
Funafuti	1508	1637	1596	1613	1592	1548	1719	1801
AOG Pre School	31	31	36	44	44	36	47	51
Fetuvalu Secondary School	236	243	185	190	182	257	279	356
Funafuti Pre School	49	47	40	30	28			
Fusialofa Special School	13	18	20	10	17	18	17	8
Gasologa o Kautama Pre School	34	39	35	28	29	27	27	36
Grace Pre School	48	55	46	45	53	55	50	48
Lofeagai Pre School	17	21	18	27	28	24	56	38
Nauti Primary School	778	854	902	782	813	710	754	774
Olave Ockey Pre School	63	74	50	67	56	43	55	46
Seventh Day Adventist Primary School	122	117	172	249	204	247	306	291
Suesue Memorial Pre School	44	46	25	40	51	49	44	62
Vaiaku Pre School	73	92	67	101	87	82	84	91
Nukulaelae	106	92	90	82	80	89	84	96
Faikimua Primary School	84	82	73	61	63	67	58	60
Ulukoloa Pre School	22	10	17	21	17	22	26	36
Niulakita	15	12	10	11	17	19	11	10
Lotoalofa Primary School	12	10	8	11	16	17	10	7
Niulakita Pre School	3	2	2		1	2	1	3
Total	3145	3151	3080	3101	3060	3059	3428	3433

Annex 3: Enrolments by gender, age and year level, 2022

Male enrolments

Age	ECCE			ECCE Total	Primary								Pri. Total	Secondary					Sec. Total	
	K1	K2	K3		Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8		Y9	Y10	Y11	Y12	Y13		
2	112	2		114																
3	37	99	1	137																
4		26	98	124																
5			28	28	109															
6					21	102	1													
7						28	86													
8							40	82	1											
9								28	88											
10					1				27	89										
11									1	27	91									
12										1	25	85	111	1	1					2
13											1	41	42	55	1					56
14												2	2	32	53					85
15														5	28	50			1	84
16															4	16	21			41
17																5	7	13		25
18																		5		5
19																				
20																				
Total	149	127	127	403	131	130	127	110	117	117	117	128	977	93	87	71	28	19		298

Female enrolments

Age	ECCE			ECCE Total	Primary								Pri. Total	Secondary					Sec. Total	
	K1	K2	K3		Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8		Y9	Y10	Y11	Y12	Y13		
2	94	1	1	96																
3	21	79	1	101																
4	1	17	78	96	1															
5			23	23	86															
6					26	70	1													
7						22	93													
8							26	100												
9								21	73	1										
10									27	81										
11									1	1	26	87	3	118						
12											17	81	98							
13										1		29	30	81	1					82
14														27	61					88
15												1	1	2	24	57	2			85
16																18	50	1		69
17																2	17	33		52
18												1	1				1	11		12
19																		2		2
20																				
Total	116	97	103	316	113	92	120	122	102	108	104	115	876	110	86	77	70	47		390

Annex 4: Year level enrolments by gender, 2015-2022

Year	K1	K2	K3	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
2015	198	265	273	263	254	254	236	240	219	204	212	169	176	159	140	63
M	103	144	134	135	127	143	129	133	104	103	101	72	88	76	57	25
F	95	121	139	128	127	111	107	107	115	101	111	97	88	83	83	38
2016	227	256	254	221	266	259	260	256	237	219	258	200	151	172	116	56
M	114	131	136	107	135	133	148	141	127	106	127	95	68	86	56	13
F	113	125	118	114	131	126	112	115	110	113	131	105	83	86	60	43
2017	192	225	243	227	237	256	235	226	251	211	222	188	187	151	123	57
M	96	109	117	128	118	133	120	123	142	111	116	88	88	62	60	21
F	96	116	126	99	119	123	115	103	109	100	106	100	99	89	63	36
2018	210	230	243	216	243	243	262	228	221	226	242	189	148	141	132	81
M	130	110	116	109	134	126	135	119	120	129	130	87	63	59	52	31
F	80	120	127	107	109	117	127	109	101	97	112	102	85	82	80	50
2019	191	233	264	235	227	231	211	228	192	162	199	182	157	146	137	69
M	103	138	129	121	115	123	113	116	100	91	115	90	77	67	45	26
F	88	95	135	114	112	108	98	112	92	71	84	92	80	79	92	43
2020	211	214	225	244	224	219	222	204	229	170	204	120	153	148	124	81
M	112	112	128	123	107	110	116	108	119	81	117	59	74	78	55	32
F	99	102	97	121	117	109	106	96	110	89	87	61	79	70	69	49
2021	229	238	247	248	253	238	239	245	227	249	225	183	161	164	142	74
M	126	122	137	144	128	114	123	132	117	128	116	94	83	75	56	28
F	103	116	110	104	125	124	116	113	110	121	109	89	78	89	86	46
2022	265	224	230	244	222	247	232	219	225	221	243	203	173	148	98	66
M	149	127	127	131	130	127	110	117	117	117	128	93	87	71	28	19
F	116	97	103	113	92	120	122	102	108	104	115	110	86	77	70	47



Government of Tuvalu

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