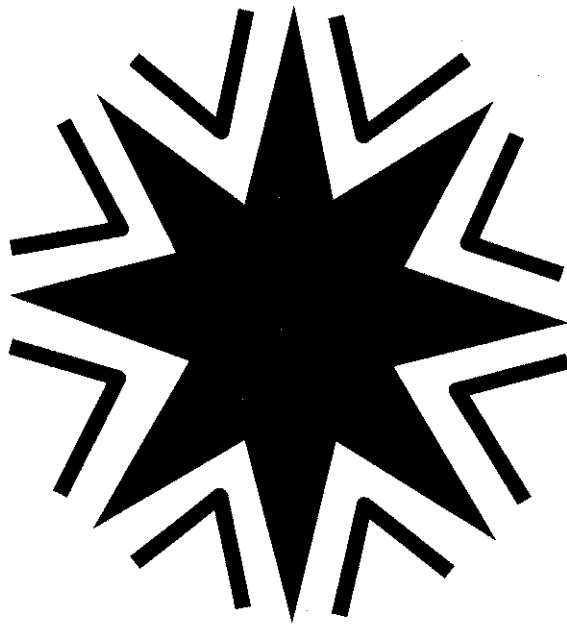


Tuvalu Education

for the 21st Century

PRIORITIES & NEEDS



Funafuti, Tuvalu ♦ June 1997

Acknowledgements

The University would like to acknowledge with gratitude the support and assistance of the Tuvalu Government in facilitating the successful staging of the seminar. Particular mention is made of the hard work by the national Planning Committee in the organisation and smooth running of the seminar. The contributions by the authors of the various papers, the panelists as well as all seminar participants, are gratefully acknowledged.

The support of the Commonwealth Fund for Technical Co-operation (CFTC) in funding the Tuvalu seminar is also acknowledged with appreciation.

Preamble

Education, by its very nature, is about change. It is therefore crucial that USP is not simply just a spectator, but an active participant in the process of change. It would be a serious error of judgement to assume that the institution will be shielded from regional and global changes that are taking place in the tertiary education sector generally. Member countries of the University will need to ensure that their priorities, values, assumptions, organisational structures, current and future technology, and quality controls can contribute to a successful future for USP as well as to their own national education structures.

That there are no roads maps to the future presents member governments and USP with a unique opportunity to map out their own. To chart a course that will achieve our collective purpose and is financially responsible, we must first not only understand ourselves, but also the likely trends in the external environment in which universities are expected to operate. And as USP nears the beginning of the 21st century and its fourth decade of service to the region, it is opportune to pose the question of whether its course offerings, research and consultancy activities are still responding effectively and efficiently to the real needs of its member states.

While another regional "Future Directions" conference similar to that held in Suva in 1983, was possible, the University was of the view that it would be inadequate for the purpose, given the changes in its clients' base. A minimum requirement for such a conference would be participation by large numbers of government departments, statutory bodies and private concerns usually interested in the services of the University. Clearly, this was not feasible because of resource and time constraints. As well, the University wished to ensure that its strategic planning took account of the training services offered by national tertiary training institutions, and their medium term development plans, in each country.

For these reasons, the decision was taken by the Ministers of Education to hold, over a period of 12 months, a series of national seminars in education in each of the University's twelve member states, as part of the process to develop a USP Corporate Plan. The format adopted for the seminars was designed to facilitate maximum local participation in the preparation of papers, the delivery of these papers, their discussion and analyses, and finally acceptance of decisions concerning their priorities in the education sector. The outcome of these discussions and deliberations for Tuvalu, the seventh in the series of seminars, is recorded in the following pages. It should be emphasised that the recommendations and proposals represent the collective wishes and aspirations of the local community.

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INTRODUCTION

The Tuvalu seminar was held at the Vaiaku Lagi Hotel over a three-day period from 10-12 June 1997. Its main purposes were for the Tuvalu community to advise USP of their requirements for future tertiary education and training, and for all sections of the community to be more involved in the process of identification, formulation and determination, particularly of educational policy at the national level.

A total of five papers (see Appendices) were presented representing the views and aspirations of the public sector, NGOs, post-secondary institutions, public corporations, and parents and students. At the conclusion of each paper presentation, members of the general public were invited to comment on any aspects of the paper or any other matter they felt was relevant to the discussion (see Attachment A for seminar programme). A Panel, comprising of local representatives (names presented in Attachment B) were then asked to discuss and analyse the paper, take into account any comments made during the public forum session which they deemed useful, and to prioritise the needs of that section of the community as they saw them. In both the public forum and panel sessions, it was not a requirement to speak in English. Participants were welcomed to communicate in their own language and this opportunity was used by some people.

The final session of the seminar was used to bring together the various priorities of the sectors involved in a consensus "list of priorities" that represents the national interest.

This report, then, reflects what the people, Government, and education authorities see ahead for their national education system, and for their University, USP.

Summary Record of Seminar Proceedings

Tuesday 10 June 1997

OPENING

1. Mr So'otaga Paape welcomed all participants to the seminar. In particular, he thanked the Deputy Prime Minister and Minister for Health and Human Resource Development, Honorable Ionatana Ionatana, for agreeing to open the seminar given his very busy schedule. Mr Paape then welcomed Professor Konai Thaman and her team from USP and wished them an enjoyable stay in Tuvalu. He also acknowledged the presence of representatives from the local communities before inviting Reverend Eti Kine, President of Ekalesia Kelisiano Tuvalu, to offer the opening prayer.

2. Professor Thaman thanked the Honorable Minister for his presence and said that the Vice-Chancellor and staff of USP send their best wishes to the Government and people of Tuvalu for a successful seminar. She noted that as the University nears the end of its third decade of service to the region, it was an opportune time to take stock of what has taken place in the past and consider the path its wished to travel to the 21st century. Professor Thaman said that in the formative years of the University, decisions which affected the region's development generally, and education in particular, were taken by expatriates who may not have always been fully conversant with the problems and aspirations of the peoples of the Pacific islands. As the region stands at the door of the 21st century it was important for their education systems to take into consideration the unique and vital aspects of their values and cultures which will assist them to survive in modern society. Education must therefore be relevant and meaningful to the circumstances of each individual country.

3. One of the unique characteristics of the University region, Professor Thaman said, was its diversity: twelve member countries, each with its own set of priority needs and aspirations which may not always correspond to those of other countries. And as the demands on the University increased, the reality was that resources available to USP to cater to these demands have been on the decline in real terms. It was thus important for the member countries and the University to ensure that courses and programmes offered by USP were not only relevant but cost effective. As well, the seminar presented Tuvalu with the opportunity to tell the University very clearly, their priorities and needs over the next decade so that the University can take these into consideration when formulating its activities for the future. In conclusion, Professor Thaman noted the important role of all sections of the community being involved in determining the future directions that their University, USP, should take over the next ten to fifteen years.

4. The Honorable Ionatana Ionatana, Deputy Prime Minister and Minister of Health and Human Resources Development presented the opening address. Hon. Ionatana thanked all participants for their presence and said that he was very pleased to have been asked to open the seminar. He said that the seminar was unique in that the member countries have rightly decided that all sections of the community should be consulted regarding future developments for USP. The format of the seminar, the Minister said, was very appropriate and similar to that employed by Tuvalu's forefathers and traditional leaders in their own planning. He went on to express the hope that the discussions over the next three days would not only benefit Tuvalu and the University but the region as a whole.

5. Hon. Ionatana then highlighted areas where he said the University should focus its attention in the future. First, he stressed the important role of the University Extension Centre in addressing some of the training and educational needs of the country. He wanted to see this role expanded and strengthened in the future. He cited the need for the Centre to offer science courses as one of the priority areas for Tuvalu at the present time. In line with this request, it was logical for USP to look very closely at strengthening staffing at the Centre. The Minister also suggested that the Centres be allowed to offer programmes up to Diploma level and the

campuses to concentrate more on degree and post-graduate studies. Hon. Ionatana also referred to the contribution of locally trained seafarers to the economy of the country and said that this was another area where USP can assist Tuvalu. The vital role of marine studies in Tuvalu's overall development was also raised.

6. The Honorable Minister concluded by reaffirming the Tuvalu Government's continued commitment to and support of USP. Hon. Ionatana then wished all participants well in their deliberations before officially declaring the seminar open.

SESSION ONE

PUBLIC SECTOR PAPER: Penehuro Hauma, Director of Education

7. The public sector paper was presented by Penehuro Hauma. The Government, according to Mr Hauma, fully acknowledged and recognised the important role of education as the key to the overall development of the country. A well educated and qualified work force was essential if development in vital areas of the economy were to realise their full potential. Government was therefore committed to the development of education both at the national level as well as providing the necessary support in areas that would help improve USP's capacity to respond to local needs. The full text of Mr Hauma's paper has been reproduced in Appendix 1.

8. The first issue raised in the public sector paper was the need to consider changing the current name of the University. It was argued that USP was no longer appropriate given that some of its member countries were from the northern Pacific. Mr Hauma said that the objective of the proposal was to initiate a serious search for a new name that appropriately identifies member countries with their University. The following names were proposed:

- * Pacific Islands University
- * University of the Pacific Islands
- * The University of the Pacific Islands
- * The Central University of the Pacific Islands
- * The University of Oceania
- * Combined University of Oceania

9. The paper then provided information regarding the five Schools of the University and commented on how each of them could respond to the region's requirements in the 21st century. In the area of agriculture, Mr Hauma stated that both Fiji and Tonga have their own national institution catering to their needs, up to diploma level. It was proposed that USP's School of Agriculture should assist in strengthening institutions of this type at the national level with the objective of upgrading them to a level where they can offer degree programmes. Once this was achieved, SOA can then concentrate more on post-graduate studies and research activities.

10. On the School of Humanities, the suggestion was for SOH to make available through the Centres, an increasing number of its total course offerings. This in turn would mean the expansion of facilities at the Tuvalu Centre to allow more students to enrol in these courses. In the case of the School of Pure and Applied Sciences and School of Social and Economic Development, the same request for more courses to be made available through the distance mode was made. Underlying these developments geared towards strengthening national institution capacity, was the issue of accreditation. There was a strong view that USP should give due recognition to qualifications awarded by national institutions towards further studies at USP.

11. Mr Hauma said that nearly ten years ago, Tuvalu embarked on the Education for Life Programme which had helped chart the path for the national system to follow. The main objective of the Programme was to restructure Tuvalu's education system so that it can provide quality education and training accessible to all. It was also important that the human resources requirements of the nation were taken into consideration. The public sector paper then highlighted some of the more pressing issues facing education in Tuvalu. These included:

- (a) Curriculum development
- (b) Examinations
- (c) Teacher training
- (d) Teacher upgrading
- (e) Technical education

12. It was noted that the curriculum currently being taught in all primary and junior secondary schools followed that of Fiji schools. However, most of these were now being reviewed with the South Pacific Board for Educational Assessment being involved in the assessment of Form 5 and Form 6 curricula. The seminar was informed that Tuvalu plans to start its Form 7 in 1998 and would need assistance in evaluating the relevance to Tuvalu of curricula used in the other Pacific countries. In the area of teacher training, Mr Hauma said that there was a shortage of qualified teachers at all levels from pre-school to secondary school. Because of this, the Government was planning to establish a Teachers College to train teachers up to certificate level, with the basic Form 6 pass mark as the prescribed minimum entry requirement. The assistance of USP in

the school) was cited. The central role of parents in improving students' performance at all levels was highlighted. It was also pointed out that one of the important factors affecting student performance was 'culture'.

18. Another contribution from a participant highlighted the fact that school leavers would continue to experience difficulty after completing Form 5 especially in gaining access to Form 6 in Fiji or New Zealand. He said a large majority of Tuvaluan students continue to be required to repeat Forms 5 and 6, as well as those studying in Form 7 overseas. He asked whether USP could assist in this area.

19. Prof. Thaman responded by saying that most of the University member countries have developed their own schools up to Forms 6, but considered Tuvalu as atypical in this regard. She said that USP could help and cited several ways of addressing this problem. First, the Preliminary Studies programme (which was equivalent to Form 6) was still on offer by USP and was available through the extension mode. Tuvalu could utilise this option or set up its own Form 6 and purchase the Preliminary Programme materials for its use. Other options included Tuvalu developing its own programme, utilising the Pacific Senior Secondary Certificate (PSSC), or follow Fiji's Form 6 (FSLC) programme. At the Form 7 level, the University has continued to offer the Foundation Programme via Extension and Tuvalu could adopt or modify this for its own use. She cited the case of Tonga where the Methodist Church currently used the USP Foundation Programme in their high school (Tupou High School).

20. A participant asked why religion was not offered by the School of Humanities (as was the understanding when the former School of Education (SOE) was changed to School of Humanities) and French and Japanese rather than Pacific languages were offered by USP.

21. In response, Professor Thaman referred to the 1983 Future Directions Conference when USP was told that the region had enough teachers and there was no longer a need for a School of Education. The study of religions was considered important and warranted a separate course. A course was developed and offered through extension, but because of low enrolment, had to be reviewed. A Committee was to undertake this review. Low enrolment was also being experienced with

language courses in Fijian and Hindi. Professor Thaman expressed the hope that language courses would eventually be made compulsory for some University programmes. She said that the Pacific Languages Unit (PLU) based in Vanuatu was also experiencing similar low levels of enrolments in its languages courses.

22. Another issue raised during the public forum was the suggestion that markers might have been too tough, resulting in the observed high failure rates of Tuvalu secondary students. It was pointed out, however, that at the Form 5 level, examination papers were being moderated by the South Pacific Board of Educational Assessment (SPBEA) in Suva. At the Form 6 (PSSC) level, the examination papers were set by teachers in the region and marked in one of the participating countries.

23. The issue regarding the importance of trained teachers was again reiterated with a requirement for teachers to be trained to Diploma rather than Certificate level. However, there was a need for flexibility and for teachers to be trained to Certificate level first before moving to a higher level. On the issue of study of religions, it was pointed out that the Pacific Theological College (PTC) in Suva was involved in theological studies and not in the study of religions. The latter was a totally different area and one that had a vital role to play in the region's development.

24. The Chairperson thanked all participants and the USP representatives for their inputs and invited the panel members to give their comments.

PANEL DISCUSSION

25. Since there were only two panel members, the Chairperson invited Professor Thaman to give her views on the public sector list of recommendations identified in the paper. At the outset, Professor Thaman said that her views were her own and they did not necessarily reflect those of USP. She agreed with the first recommendation since other member countries of USP were not from the South Pacific. It was also the case that the Federated States of Micronesia was also considering joining and currently has students studying on the Laucala campus. With recommendation two, Professor Thaman said that perhaps pre-degree

the school) was cited. The central role of parents in improving students' performance at all levels was highlighted. It was also pointed out that one of the important factors affecting student performance was 'culture'.

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courses needed to be phased rather than undergraduate courses. The USP was already considering this but small countries like Tuvalu would still need some of these courses, particularly in areas, such as TESL, where there was a demonstrated demand.

26. As far as the expansion of the USP Centre was concerned, the University had made funds available for upgrading science laboratories. There was, however, a further problem that needed to be addressed (after the upgrading of facilities) - the need to ensure that staff in the Centre knew how to use and maintain these facilities. The USP was also planning to upgrade teaching staff at the Centres, Professor Thaman said.

27. On collaboration with national institutions, Professor Thaman said she did not see national institutions as a threat to USP, but a good sign. She cited several examples where USP was working closely or in the process of collaborating with national institutions in Fiji, Western Samoa, Solomon Islands, and Tonga in cross-crediting their programmes and/or courses. Finally, she expressed the view that Tuvalu could undertake a Diploma in Education programme, and graduates could be admitted to the second year of the USP BED programme.

28. The Chairperson invited comments from panel members. The first panelist reaffirmed the need to focus on a Diploma and not a Certificate, but found it difficult to agree with the second recommendation, of phasing out undergraduate level studies. He said if this recommendation was to take place the University Centre would no longer be necessary as one of its main roles was to facilitate the offering of undergraduate courses. He questioned the likely benefits that would accrue to Tuvalu as a result of such a change.

29. The last panelist agreed with the proposal to phase out undergraduate courses and leave national institutions responsible for their teaching. TTC and TTEC would need help to consolidate all these courses. He wanted more research in the public sector, tailored to local conditions, such as the use of coconuts and marine resources. Finally, he said that changing the University's name was a minor consideration compared to the issues facing education in Tuvalu, but felt that the use of "Oceania" might not be relevant. The Chairperson invited comments from the panelists in response to the Hon. Deputy Prime Minister's address

about the need for a Marine Training School in Tuvalu and USP's role in such an initiative.

30. The first panelist said that the type of USP assistance sought should be clarified - services or funds. He referred to the USP Continuing Education programme as one way in which the USP could help. The second panelist referred to the definite need to upgrade the skills of Tuvalu seamen and considered this important because of the financial contribution to the economy by this group. He also supported the further development of marine studies given its vital role in the local economy.

31. The final speaker agreed with the first panelist that USP had services to offer but no funds to support the type of training being proposed. Funds were usually held by other agencies who could be approached to help Tuvalu. However, some of these aid agencies had their own priorities and preferred projects for support. The Hon. Deputy Prime Minister's address, according to the last speaker, was not only concerned with a marine training school but perhaps marine studies in general. In that case, she drew attention to the USP Marine Studies Programme (MSP), with the Japanese funding a complex to house the MSP programme at Laucala, and marine courses being made available through extension. She reported that the Institute of Marine Studies (IMR) was under construction in Solomon Islands, and like other USP Institutes, its activities should focus on research and consultancy. The Chairperson ended this session by thanking everyone for participating.

32. The following priority areas were identified as a result of discussions:

- (a) Curriculum development.**
- (b) Examinations.**
- (c) Teacher training.**
- (d) Teacher upgrading.**
- (e) Technical education (construction and building, catering, and engineering).**
- (f) Science education.**

The following areas were identified as requiring attention by USP:

- (a) USP to seriously consider changing its name to reflect accurately the geography of the countries it serves.
- (b) All pre-degree programmes at USP, be phased out from the mainstream USP activities to enable the institution to focus more on research, consultancy and higher degree studies.
- (c) USP Centre to be expanded and strengthened to provide more equitable and accessible undergraduate programmes locally.
- (d) Closer cooperation between national institutions and USP be encouraged.
- (e) The question of accreditation between qualifications awarded by national institutions towards studies at USP be seriously addressed.
- (f) Need for USP to help with research into appropriate curriculum for national education systems.
- (g) USP to play an advisory role in the development of Tuvalu's TTEC, TTC, and junior and secondary schools.

SESSION TWO

PUBLIC CORPORATIONS PRESENTATION:

Robert Simpson, Tuvalu Electricity Corporation; Mrs Risasi Finikaso, Vaiaku Lagi Hotel; Mr Langitupu Tuilimu, Tuvalu National Provident Fund.

33. There were three presenters for this session. The full text of these presentation had been reproduced in Appendix 2. Mr Simpson began by informing the seminar of the main operations of TEC. These were as a retailer, contractor and service provider. He then went on to highlight the priority areas for training as perceived by his organisation, which included:

- * pure science
- * computer literacy and application
- * degree courses in information technology and business computing
- * financial accounting
- * business management
- * engineering.

Mr Simpson concluded his brief presentation by emphasising the importance of a course on how to manage the changes that were taking place in Tuvalu.

34. The second presentation was given by Mrs Finikaso. She said that tourism and the hospitality industry were vital to the economic development of Tuvalu. She outlined the changes that were taking place in the tourism sector and said that these should assist in the further development of the industry. However, she argued that for these developments to achieve their desired goals, it was vital that the training requirements for human resource development be realised. Mrs Finikaso noted that in the past, training in the hospitality industry had been limited to short-term in-country training at basic and intermediate levels, as well as supervisory skills. This latter training was undertaken by the Tourism Council of the South Pacific's mobile training unit. However, the TCSP's training programme coverage was limited, and the needs of the hospitality industry in Tuvalu were not being fully met.

35. Mrs Finikaso then identified several areas within the hospitality industry in Tuvalu where training was required. These included beverage management, food production, housekeeping, accounting, and management. Given the importance of the industry to Tuvalu and other Pacific island countries, Mrs Finikaso argued that there was a need to consider the development of courses in this area to be offered by USP. She also requested the University to consider extending the normal duration of semester courses offered at the Centre to allow staff to complete the requirements for these courses because of difficulties experienced by hotel staff in meeting deadlines for assignments. In conclusion, she urged the Government to reconsider the present requirement whereby a person needed to pass three courses in a relevant discipline before they were eligible to be considered for a scholarship award.

36. Mr Tuilimu's presentation was very brief. He described the role of the Tuvalu National Provident Fund and said that it had grown since its establishment in 1984. The role of USP in training staff employed by the Fund was acknowledged. Mr Tuilimu highlighted the importance of Tuvalu maintaining high standards at all levels of its education system. He went on to say that the Education for Life programme provided the foundation upon which current developments were based. The Fund's Corporate Plan, he said, stressed the central role of short and long term training in meeting the organisation's goals in efficiency, effectiveness and competitiveness. Mr Tuilimu then identified several areas where he said the Fund would be focusing its training requirements in the future. These were in management, accounting studies, and computing science.

PUBLIC FORUM DISCUSSION

37. In response to a question, the TEC representative explained that a detailed proposal was sent to Government outlining their requirements but a favourable reply had not been received. It was clarified that Government had granted a study award to one of TEC's staff to study at USP but he had declined, preferring to study elsewhere. Unfortunately, he was not able to meet the minimum entry requirement by the university concerned. The seminar was advised of Government's current policy regarding the award of scholarships. For those without the necessary academic qualifications, they must pass three courses in a relevant discipline offered by the Centre

before they can be considered for a scholarship. This was necessary to prove to Government that the individual was not only capable of successfully completing the programme but was committed and motivated. The need for clear Government policies to guide the various corporations was raised.

38. One participant observed that some of the problems currently experienced in the selection of candidates for overseas education and training was their obvious preference for studies in the rim countries as opposed to USP. However, the cost of sending students to rim universities was much higher than at USP. In reply to another query, the TEC representative clarified that the main focus of TEC's training plan was at the technical level. It was further noted that FIT currently offers courses targeting middle level staff while USP's Bachelor of Technology degree was available to those completing the FIT diploma and wished to do a degree.

39. A view was expressed questioning the logic of awarding scholarships to individuals working in public corporations. It was argued that these entities were supposed to be commercially viable. In the case of TEC their charges were very high and they should be able to fund their own training requirement. It was also pointed out that another key consideration in the award of scholarship was the preference of donors. Some donors have preference for supporting certain areas as opposed to others. The USP representative confirmed that USP does not offer courses in the hospitality area but was happy to accommodate the request for courses to be offered over a 30 week period to address the needs of staff.

40. The Chairperson thanked all participants for their valuable contribution.

PANEL DISCUSSION

41. The Chairperson asked the representatives of government corporations present to provide their views on training. The Tuvalu Electricity Corporation representative noted their intention of expanding to the outer islands. In addition there were still gaps between TEC

requirements and further training. TEC staff have conducted and also participated in various short term courses.

42. The National Provident Fund representative said that his organisation fully recognised the importance of training and would sacrifice time in order for personnel to be away on training. He was interested also in the USP's MBA programme and would be happy to receive information on it. The Vaiaku Lagi Hotel representative said that because they were in the service industry she had found it a problem to continue to undertake extension studies at USP Centre due to time constraints. It has been a discouraging experience for her especially when her assignments were left unmarked due to late submission; this had ultimately led to her withdrawal. However, she welcomed knowing about the options available such as the possibility of a 30 week course, geared specifically to address the needs of students like herself. Professor Thaman said that research conducted on extension students showed that most of the women undertaking USP extension courses were working women, thus making it difficult for them to cope, given their many other responsibilities.

43. The Chairperson then asked panelists whether their corporations could fund some of their own training. While all confirmed that they were not in a position to fund their own training due to limited resources, especially for long term training, there were cases where some corporations had funded short-term courses by correspondence. The question of relevance was cited as important and corporations needed to ensure that those selected for overseas training were not only capable but that their training programmes were relevant to their work.

44. Professor Thaman highlighted the importance of planning for training. Countries should be able to say 'no' to donors if they were convinced that a proposed project was not in their long-term interest. This was because a training package offered might be appealing but irrelevant and counter productive to the country's development. In such cases, countries should suggest to donors, that funds be utilised for something else. The importance of frank and open dialogue between donors and recipients was therefore highlighted. A participant suggested that countries must ensure they were on equal footing when negotiating with donors despite the fact that aid assistance were decreasing in real terms

while the needs of countries were increasing. Such a scenario was discouraging, but he urged Pacific countries, including Tuvalu, to pursue more dialogue with donors or look elsewhere.

45. The following areas were identified as requiring urgent attention for education and training purposes as perceived by Government corporations:

- (a) Technical training**
- (b) Computing - literacy and application**
- (c) Information technology**
- (d) Business management**
- (e) Accounting**
- (f) Engineering**
- (g) Hospitality industry - beverage management, food production, house keeping, accounting, and management.**
- (h) Business ethics and competitive attitude**

46. The Chairperson ended the session by thanking the panel and members of the public for their contributions.

SESSION THREE

NON GOVERNMENT ORGANISATIONS PRESENTATION:

47. The non-government organisation paper was presented by Reverend Suamalie Iosefo. In his introductory remarks, Reverend Iosefo said that there was wide acceptance by the international community of the pivotal role of NGOs in promoting sustainable human development at the national, regional and global levels. This recognition of, and interest in the work of NGOs has led to donors and Governments alike turning to NGOs to implement key development projects and programmes. As a result NGOs now find themselves on the leading edge of both development thinking and practice. The full text of the NGO paper has been reproduced as Appendix 3.

48. Reverend Iosefo noted the difficulty associated with trying to define the term NGO but said that people generally accepted that there were three main sectors of the community; government, business, and NGO. NGOs normally encompass self-help and advocacy organisations that are characterised as being non-profit, largely staffed by volunteers and are not self serving in their aims and related values. Given current economic circumstances prevailing in most countries, Governments and the donor community were now seeking genuine partnership with NGOs to tackle the growing social and economic problems faced by the community. The approach adopted by NGOs, the paper argued, was more effective for it promotes participatory grassroots development.

49. The paper then presented a brief overview of NGO activities in Tuvalu. Reverend Iosefo said that NGOs have and will continue to play a significant role in the lives of most Tuvaluans. Everyone in Tuvalu is a member of the Church, which provided services such as education, health, poverty alleviation, holistic development and literacy skills. Other NGOs were involved in women's rights and issues, disaster preparedness, community development, sports, small business and lifeskills for youth and nutrition programmes. NGOs in Tuvalu were, therefore, seen as a natural extension of the traditional Tuvaluan concept of community solidarity and participation.

50. TANGO, which is the national umbrella organisation for NGOs in Tuvalu, was established to improve co-ordination and collaboration among NGOs in the country. It acts as a forum for members to discuss activities, policies and training requirements, assist with project planning and evaluation, and assist members to be self-sufficient and self-reliant. However, most NGOs require financial assistance if they are to respond effectively and quickly to the many demands placed on them by society. It was also necessary for NGOs to develop honest relationships with donors and Governments and receive meaningful support for institutional strengthening activities. The paper then highlighted several examples of NGO capacity building efforts that were taking place in the Pacific. These included the placement of overseas and local volunteers, short-term training activities, consultancies, attachments and exchanges, and networking.

51. On strategies for NGO capacity building in the Pacific, Rev. Iosefo strongly suggested that coordination and consolidation of existing initiatives were of top priority. He said that what was required were sustainable, culturally-appropriate mechanisms, structures and support systems, to ensure that the NGO sector remained a capable and equal partner in regional and national development efforts. In terms of educational needs and future training requirements for the NGO sector, the following were identified by Rev. Iosefo as being of top priority:

- (a) Research: Possible topics include indigenous approaches to management, the characteristics of NGO community in the Pacific, the influence of culture on NGO management practices, division of labour within Pacific NGOs, NGOs and gender relations, NGO leadership and ethics within the NGO community, and NGO sustainability.
- (b) Forums, conferences and seminars: This would increase the opportunities for NGO staff and stakeholders to get together and share ideas and exchange information. These gatherings should be organised on a regional or national level with subjects for discussion including: project approach to development, NGO-donor relations, good governance, poverty, and NGO involvement in cross-sectoral issues.

- (c) Workshops: Similar to forums and seminars but targetting skills areas such as strategic and corporate planning, fundraising, financial and information management, gender issues, and human resource development.
- (d) Certification of courses on NGO management
- (e) NGO intern, apprenticeship and field study programmes for students
- (f) Information clearinghouse for NGOs
- (g) Networking and resource mobilisation
- (h) Mobile team of specialists in organisational development:
This idea is similar to the Tourism Council of the South Pacific initiative in the tourism sector.

The Chairperson thanked Reverend Iosefo for his comprehensive and clear presentation before inviting comments from the general public.

PUBLIC FORUM DISCUSSION

52. The first contribution from the public was in the form of a question directed to USP as to the possibility of USP securing funds for training geared to NGOs needs, such as an in-country follow up conference to the post-Beijing Women's meeting. The USP representative made it clear at the outset that NGOs were not one of USP's main concerns. This was because there were other regional organisations with the mandate to deal with NGOs, such as the South Pacific Commission (Women's Bureau), and the Regional YWCA office in Suva. She went on to say that while USP may have the facilities and the expertise to handle some of the recommendations spelled out in the NGO paper, such as research, networking and as a clearing house, USP needed to be asked. USP was already acting as the clearing house through its Pacific Information Centre.

53. With regard to women issues in general, USP was not a major player and whatever links and interests staff had were through their own personal involvement and initiatives. It was noted that the USP's Continuing Education Programme contributed to Women in Development in the region and perhaps follow-up training from the post-Beijing meeting could be raised with USP through continuing education. However, she reaffirmed USP's role as a service provider and not a funding agency.

54. The problem of identifying funds for a follow-up meeting after Beijing could have been avoided, according to several speakers, with proper planning and the inclusion of key representatives in the original delegation. However, the seminar was informed that a proposal was underway for a follow-up meeting in Tuvalu next month possibly funded by UNIFEM to develop women's policies in Tuvalu. This would include the participation of outer islands representatives.

PANEL DISCUSSION

55. There were four panelists in this session representing the Pre-school Council, the National Council of Women (NCW), the Private Sector a representative from the Tuvalu Association of Non-Governmental Organisations (TANGO). The first panelist from the NCW fully supported the NGO presentation and recommendations. As far as the submissions on women, NCW had already implemented some of the Beijing recommendations. The second panelist from the Pre-School Council voiced a concern with the lack of pre-school certificated teachers and said this was an area where USP could help. She claimed that one of the major problems was getting representatives on the Pre-School Council. It was suggested, however, that one effective way of ensuring participation was to approach the Island Council first. On the issue of certificated teachers, the USP Centre Director reported that he had tried, with no success, to receive feedback from the Pre-School Council on the possible translation of pre-school materials.

56. The third panelist from the private sector took the opportunity to stress the importance of training in business ethics and how to run a business in an environment like Tuvalu. Notwithstanding these constraints, he said, the private sector had a lot to contribute to the

development of the Tuvaluan economy and its people. The final panelist highlighted the vital role of NGOs in Human Resources Development. He reaffirmed the role of the human factor as a productive agent in development, while at the same time, it was people who were the intended beneficiaries of development.

57. Furthermore, development needed the full participation of the local populace, even though in the region some sections of society were being bypassed such as the rural and urban poor, the landless, the unemployed, women and youth, disabled persons, and the aged and minority groups. It was therefore necessary to target these sections of the community and NGOs had an important role to play in their development. He claimed that the implementation of Human Resources Development plans and programmes at the local level should be carried out NGOs.

58. He went on to identify some of the obstacles to Human Resources Development in Tuvalu which included:

- low female participation rate in the work force
- low rural incomes
- cultural and social barriers to the introduction of developments
- under utilisation of available training
- people's despair and apathy
- fragmentation of Tuvalu's geographical situation
- complete lack of natural resources

He claimed that with proper training, NGOs could play a vital role in community development.

59. In conclusion, he suggested that USP could help in strengthening the work of the NGOs in Tuvalu through the provision of training opportunities for community development. The training materials needed to be tailored to local conditions, and local trainers could enhance their skills by getting better access to training. The expertise of USP in curriculum development should be exploited and their assistance in the training of trainers warranted greater attention. The Chairperson thanked the panelists for their contributions.

60. The following areas were identified as priority areas for attention as perceived by NGOs:

- (a) **Research:** Possible topics include indigenous approaches to management, the characteristics of NGO community in the Pacific, the influence of culture on NGO management practices, division of labour within Pacific NGOs, NGOs and gender relations, NGO leadership and ethics within the NGO community, and NGO sustainability.
- (b) **Forums, conferences and seminars:** This would increase the opportunities for NGO staff and stakeholders to get together and share ideas and exchange information. These gatherings should be organised on a regional or national level with subjects for discussion including: project approach to development, NGO-donor relations, good governance, poverty, and NGO involvement in cross-sectoral issues.
- (c) **Workshops:** Similar to forums and seminars but targetting skills areas such as strategic and corporate planning, fundraising, financial and information management, gender issues, and human resource development.
- (d) **Certification of courses on NGO management**
- (e) **NGO intern, apprenticeship and field study programmes for students**
- (f) **Information clearinghouse for NGOs**
- (g) **Networking and resource mobilisation**
- (h) **Mobile team of specialists in organisational development:** This idea is similar to the Tourism Council of the South Pacific initiative in the tourism sector.
- (i) **Pre-school training**

(j) **Women in development**

(k) **Business ethics**

SESSION FOUR

POST-SECONDARY INSTITUTIONS PRESENTATION:

Mr Nakala Nia

61. The post-secondary institutions paper was delivered by Nakala Nia. He said that the only two post-secondary institutions in the country were the Tuvalu Maritime School and the USP Extension Centre. Access to tertiary education and training was restricted by the availability of scholarship awards for study in Australia, New Zealand, and Fiji as well as other Pacific countries. The selection criteria employed for scholarships were based primarily on academic considerations. This orientation, it was argued, tended to favour awarding scholarships to more academically oriented programmes at the expense of vocational based and technical training. The full text of the post-secondary paper is reproduced as Appendix 4.

62. The paper then presented data on students enrolments in upper secondary schools in Fiji and New Zealand. Between 1990 and 1993 several Tuvaluan students were placed in Australian schools. The placement of students in overseas schools was also dependent on donor preference. In the area of teacher training, Mr Nia said that all the teachers currently teaching in Tuvalu were trained in institutions in Kiribati, Fiji and Western Samoa. However, the practice of sending students to Kiribati and Western Samoa had ceased due to several reasons. Over the last two years, difficulties had emerged in the placement of students at the Lautoka Teachers College because they did not meet the minimum entry requirement. The training of teachers was therefore a top priority, as was the upgrading of skills and knowledge in the profession.

63. Before independence, all of Tuvalu's nurses were trained at the Tarawa School of Nursing. After independence, the Fiji School of Nursing has been the main institution training nurses for Tuvalu. Since 1986, Tuvalu had to rely on expatriate doctors to meet the country's needs and this situation was likely to continue for the next three to four years before the current cohort studying in Fiji, New Zealand and Papua New Guinea returned to the country.

64. For technical training, Tuvalu had placed most of its students at the Fiji Institute of Technology. The Solomon Islands College of Higher Education and the Centre for Appropriate Technology and Development were other institutions utilised by Tuvalu for technical training. Mr Nia concluded his presentation by noting the increased number of students enrolling for courses at the USP Centre while less than 20 Tuvaluans were currently studying in overseas universities for undergraduate and post-graduate studies.

65. The Chairperson thanked Mr Nia for his presentation and invited participants for comments.

PUBLIC FORUM DISCUSSION

66. Several interventions from the floor were in relation to problems encountered by Tuvalu students in the region in acquiring suitable boarding facilities. This was not specifically a problem with those going to Fiji but with Teacher's Training College students in Tonga who are mostly billeted by relatives or friends, adding extra burden to the host family on the one hand and on students not having independence on the other. A proposal was made that the Director of Education seek other donors that were willing to provide for students to be able to rent a house or hostel facilities.

67. The next speaker referred to his recommendation to USP in the previous day's paper that the USP Centre Tuvalu be expanded. Part of the reason for this recommendation, he said, was to enable the Centre to undertake some pre-Masters courses. He therefore wanted to know whether this has happened in any of the member countries. Professor Thaman replied that depending on the programme, she was aware of a Masters summer school now underway in Solomon Islands run by the SOH's Department of Education and Psychology. For Tuvalu, the two constraints were facilities available, and the minimum number of students required for a summer school (which is five students for PGD). She went on to say that perhaps another option for Tuvalu was to send students to attend summer schools in the other countries. The question of airfares and per diems would have been considered if that was the preferred option.

68. The presenter then went on to say that Tuvalu had a long list of students wanting to undertake postgraduate study. Almost all of these students prefer to study in either UK, New Zealand or Australia with Fiji being the last resort. Professor Thaman said that this was not necessarily a bad thing and sometimes in some areas of postgraduate studies, students needed to go elsewhere. However USP has a very strong undergraduate programme and as long as regional students undertake first degrees at USP, they could cope anywhere. A student's choice of a university outside the region was partly the result of colonial hang-ups still experienced by our own people according to Professor Thaman.

69. A participant wanted to know whether there were any possibilities which Government could offer with training of church ministers. But according to the presenter, this is outside the area of priorities of Tuvalu's traditional aid donors.

70. Finally, it was pointed out that in the paper (Table 3.1) there appeared to be a gender imbalance in the distribution of student enrolments at USP with 6 female and 33 males in 1997. The presenter acknowledged that this was due to more in-service males on training than females. However, he pointed out that there was a genuine desire on Government's part to achieve a 50:50 balance wherever possible.

71. The Chairperson thanked the public for their contributions.

PANEL DISCUSSION

72. The selected panelists for this session were not available as they were all involved in a Disaster Preparedness Committee meeting as a result of the cyclone alert. Discussion was therefore opened to the general public as was the case in the previous session.

73. In response to a query regarding Aotearoa scholarships, it was explained that these awards were available for study at both the secondary and tertiary levels. The scheme is funded by New Zealand and covers tuition and living allowance. The successful candidates are expected to meet the costs of airfares and other expenses. Concern was expressed that USP may not have adequate accommodation on campus for married

students. The USP representative said that the University had recently completed the construction of new married quarters on campus which would cater for the needs of students in this category. She went on to report a trend on the Laucala campus for students to flat outside campus.

74. On the subject of teacher training a view was expressed that there was a strong argument in favour of sending students for training overseas. First, they would be exposed to developments taking place in host countries as well as meeting different people and observing their ways of life. This would give them a broader perspective on life than would otherwise be the case. Second, the establishment of a Teachers Training College would be an expensive exercise. Tuvalu would not be able to afford the costs given the numbers involved. Third, there might be other avenues for training teachers locally that would be more cost effective. The USP Centre was mentioned as a possibility.

75. It was noted that the New Zealand primary teachers Diploma in TESL was the equivalent of the Certificate in TESL currently offered by USP. In reply to a question, the seminar was informed that USP could assist in the area of primary teacher training either through summer schools or students taking courses available at the Centre. The University could also put together a package that Government can consider for possible implementation. Mr Hauma, in response to a question from USP, said that Tuvalu did implement a programme that was prepared for them some years ago. However, the main problem was that teachers could not cope given their own teaching commitments as they were not allowed time off for study purposes. The Chairperson thanked everyone for their contributions.

76. After further discussion the panel identified the following areas as requiring urgent attention for education and training:

- (a) **Shortage of teachers at all levels.**
- (b) **Improving standards at all levels of the education system.**

SESSION FIVE

PARENTS AND STUDENTS PRESENTATIONS: Sir Toaripi Lauti; Mrs Siuila Toloa; Reverend Iosia Taomia

77. The first paper was presented by Sir Toaripi. He said the most important consideration was the needs and future education and training requirements of the students at all levels. Sir Toaripi noted that Tuvalu does not have a Form 7 and cited the lack of qualified teachers as one of the key problem areas for Tuvalu education. For parents, their training requirements were in traditional arts and craft. For instance, mat and basket weaving, gardening, and traditional methods of preparing and baking Tuvalu foods. The text of Sir Toaripi's paper is reproduced in Appendix 5a.

78. Mrs Toloa introduced her paper by saying all sectors of the Tuvalu community were seriously committed to the development of education not only at the national level but at the USP Centre. She then highlighted the following areas for USP attention: a need for a review of the effectiveness of USP services at all levels; research and visits by staff; upgrading Centre facilities and improving access to its courses; assistance in upgrading the skills and qualifications of teachers; development of pre-school courses for pre-school teachers; improving the quality of teachers; a review of the education system; and a programme geared to addressing the needs of school drop-outs.

79. USP was also requested to consider assisting in the following new initiatives: teachers' training college; courses to upgrade the standard of nursing; and courses on nutrition. In conclusion, Mrs Toloa highlighted the following key areas for priority attention: research relevant to the needs of member countries; and a review to determine the effectiveness of USP services. The full text of Mrs Toloa's paper is reproduced in Appendix 5b.

80. The final presentation was made by Reverend Taomia. He said that the ultimate aim of education was to enable people to live with each other harmoniously. In addition, it should also produce good and productive citizens who were able to contribute positively to the nation's development. He acknowledged the contribution of USP in the education

and training of Tuvaluans and called for the USP Centre to be strengthened and its facilities upgraded. This was especially urgent with reference to those students who wished to take science courses. The full text of Reverend Taomia's paper has been reproduced in Appendix 5c. In conclusion Reverend Taomia raised the following issues which he said were important from the perspective of students and parents:

- (a) Orientation programme to be conducted in the home country for all new students travelling to study at USP.
- (b) Need for better discipline within the student body especially among those living on campus.
- (c) Religious norms and practices need to be strengthened with closer ties between USP, PTC and PRS being encouraged.
- (d) Attention to students' spiritual growth.

PUBLIC FORUM DISCUSSION

81. The first intervention was directed at USP on whether it has any plans to establish a Form 7 at the USP Centre in Tuvalu. In response, Professor Thaman said that the only constraint was money. She gave the example of the Marshall Islands where the University had set up its Preliminary (Form 6) and Foundation (Form 7) programmes in Majuro with teachers recruited by USP but funded by the Marshall Islands Government. The crucial point as far as Tuvalu was concerned is to decide which Form 7 programme it wanted to take - the USP Form 7 or the Augmented Foundation Programme.

82. The Chair then invited the Director of Education to outline Government's plan in this important area. Mr Hauma referred to his paper and confirmed that as from 1998 Motufoua High School would start a Form 7. He added that Government recognised that there would be problems if Form 7 was taught at the USP Centre because of a lack of teachers, and considered the Motufoua option the only viable one. Another participant recalled the early days of USP when the Preliminary 1 (F6) and Preliminary 2 (F7) programmes were offered on campus. When

these were phased out by USP, small countries like Tuvalu were forced to look elsewhere. As such, he wanted to know what USP plans to do to address the needs of countries like Tuvalu in this area. Professor Thaman informed the seminar that the P1 and P2 programmes were still available to member countries through the extension mode. With the Foundation Science programme, this was available for full-time studies from the Alafua campus and presently four Tuvaluan students were undertaking this programme.

83. A concern was raised with regard to the lack of information available to parents about students at USP. The assumption as far as USP was concerned, was that such information was not being made available to parents through the USP local contacts. Similarly, all regional scholarship officers come to Suva once a year to discuss individual student's progress, and feedback from such visits should be disseminated to parents.

84. On the question of scholarships selection, the Staff Development Officer (SDO) said that applicants normally listed their choices and the Selection Committee tried to accommodate them. He saw counselling of students as important and with the establishment of a Form 7 at Motufoua, it was important for them to complete the Form 7 before choosing a programme for further study.

85. The SDO made a plea to all parents and students to be committed and to prioritise their needs. According to the speaker, USP had provided services to Tuvalu for many years but they have not been able to utilise the Centre as they should. He gave the example of one of the extension courses where he acted as the local tutor. Out of a class of 13, only five students would turn up for tutorials with a lot of unfinished and overdue assignments. He used himself as a "living example" of what could be gained from USP services, having made the commitment and starting as a P1 student through extension. It took him seven years to complete his degree. He urged USP to arrange for workshops to re-educate parents on the important role they need to play in the education of their children.

86. The Chairperson thanked the presenters for their short papers.

PANEL DISCUSSION

87. There were no selected panel members and the discussion continued with contributions from the public and the presenters.

88. The first speaker was a Tuvalu FSM student who was wanted to know USP's position with regard the accreditation of the FSM's MBBS programme. He said that this was of concern to final year students especially those from outside Fiji. Professor Thaman informed the seminar that consultants commissioned by USP had completed a review of the MBBS programme and have forwarded USP's requirements to FSM before another Memorandum of Understanding (MOU) could be agreed upon. She was of the opinion that the welfare of the students would one of the major considerations.

89. In response to a question, Professor Thaman said USP was not in a position to entertain a request for a School of Medicine given the financial climate faced by many its member Governments. On the other hand, the Director of Education said that he would urge the USP to seriously consider establishing a Medical School and said that in his view funding was not the issue since USP had just established the Law School in Vanuatu. In reply, Professor Thaman said the School of Law was a new school whereas the proposed School of Medicine in Suva could lead to wasteful duplication of efforts which countries could not support nor sustain. She added that discussions could be re-opened if that was the collective wish of the member Governments. The seminar was reminded by the Acting Director of Health that FSM had been in existence since 1861 and was owned by Fiji. He was of the view that USP member countries had made the choice to use the services of FSM rather than established another School of Medicine.

90. The need for USP to consider affiliations with other regional bodies such as PTC and PRS similar to the FSM model, was also raised. USP had not been approached, according to Professor Thaman, and it was really up to these organisations to make the first move if they so wish. She acknowledged that USP was, however, represented on the Board of Studies of PTC and they had worked well together. Government's plan for a Teachers' Training College in Tuvalu was welcomed and supported by one participant but she said she would like to go one step further and asked

that a School of Nursing be established as well. Perhaps USP could assist in the establishment of such a post-secondary institution, she said.

91. The Director of Education invited Professor Thaman to react to the comment about the need to review the role of SPBEA. Professor Thaman said that SPBEA was born out of the USP through the Directors of Education meeting and the IOE's advisory committee. At the time of SPBEA's establishment, USP felt that the body should be independent. Its initial role was to assist countries develop their own assessments, at the time when New Zealand was pulling out the School Certificate and University Entrance exams. Unfortunately some member countries still could not do their own assessments resulting in the board administering the PSSC exams. In reply to a question, the SDO said most sponsored students receive very comfortable allowances from their sponsors. It was only in the case of CFTC that Government had granted some financial assistance to students.

92. The final intervention was directed to USP. The speaker wanted to know whether the spouses of scholarship students attending USP could undertake some training on-campus. Professor Thaman said if spouses had the right entry requirements, part-time studies could be undertaken. She also gave other options including the Continuing Education courses and mentioned the new Centre for Oceania Arts and Culture where traditional arts and craft were taught.

93. In concluding the session, the Chairperson thanked all participants for what was considered a very lively session.

94. The following were identified as priority areas for urgent attention as perceived by parents and students:

- (a) Traditional arts and crafts**
- (b) Research**
- (c) Upgrade and strengthen the USP Centre**
- (d) Develop pre-school courses**
- (e) Improve quality of teachers**
- (f) A review of the education system**
- (g) Develop a programme directed to addressing the needs of school drop-outs**

- (h) Nutrition programmes targeting mothers**
- (i) Shortage of qualified teachers**
- (j) Religious norms and practices need to be strengthened with closer ties between USP, PTC and PRS being encouraged.**
- (k) Attention to students' spiritual growth.**

CONCLUDING SESSION

95. The following areas were identified as representing the collective priorities needs of the community. These are not in any order of preference.

- (1) Curriculum development**
- (2) Examinations**
- (3) Teacher training**
- (4) Teacher upgrading**
- (5) Technical education and training**
- (6) Science education**
- (7) Computing - literacy and application**
- (8) Information technology**
- (9) Business management**
- (10) Accounting**
- (11) Engineering**
- (12) Hospitality industry - beverage management, food production, house keeping, accounting, and management.**
- (13) Business ethics and competitive attitude**
- (14) Research: Possible topics include indigenous approaches to management, the characteristics of NGO community in the Pacific, the influence of culture on NGO management practices, division of labour within Pacific NGOs, NGOs and gender relations, NGO leadership and ethics within the NGO community, and NGO sustainability.**
- (15) Forums, conferences and seminars: This would increase the opportunities for NGO staff and stakeholders to get together and share ideas and exchange information. These gatherings should be organised on a regional or national level with subject for discussion including: project approach to development, NGO-donor relations, good governance, poverty, and NGO involvement in cross-sectoral issues.**
- (16) Workshops: Similar to forums and seminars but targetting skills areas such as strategic and corporate planning, fundraising, financial and information management, gender issues, and human resource development.**

- (17) Certification of courses on NGO management
- (18) NGO intern, apprenticeship and field study programmes for students.
- (19) Information clearinghouse for NGOs
- (20) Networking and resource mobilisation
- (21) Mobile team of specialists in organisational development: This idea is similar to the Tourism Council of the South Pacific initiative in the tourism sector.
- (22) Pre-school training
- (23) Women in development
- (24) Business ethics
- (25) Shortage of teachers at all levels
- (26) Improve standards at all levels of the education system
- (27) Traditional arts and crafts
- (28) Upgrade and strengthen the USP Centre
- (29) Develop pre-school courses
- (30) Improve quality of teachers
- (31) A review of the education system
- (32) Develop a programme directed to addressing the needs of school drop-outs
- (33) Nutrition programmes targeting mothers
- (34) Religious norms and practices need to be strengthened with closer ties between USP, PTC and PRS being encouraged.
- (35) Attention to students' spiritual growth.

CLOSING

96. The Tuvalu Strategic Planning Seminar was officially closed by the Rt. Honorable Bikenibeu Paeniu, Prime Minister of Tuvalu.

**TUVALU STRATEGIC PLANNING SEMINAR
IN EDUCATION, FUNAFUTI
10-12 JUNE 1997**

PROGRAMME

TUESDAY 10 JUNE 1997

- | | | |
|--------|---|---|
| 0830 | - | Official Opening
<i>(Hon. Ionatana Ionatana, Deputy Prime Minister
and Minister for Health and Human Resources
Development)</i> |
| 0930 | - | Refreshments |
| 1000 | - | Public Sector Paper Presentation
<i>(Mr Penehuro Hauma, Director of Education)</i> |
| 1030 | - | Public Forum Discussion |
| 1130 | - | Panel Discussion |
| 1230 | - | Lunch Break |
| 2.00pm | - | Public Corporations Presentations
<i>(Mr Robert Simpson, Tuvalu Electricity Corporation,
Mrs Risasi Finikaso, Vaiaku Lagi Hotel,
Mr Langitupu Tuilimu, Tuvalu National Provident
Fund)</i> |
| 2.30pm | - | Public Discussion |
| 3.10pm | - | Tea Break |
| 3.30pm | - | Panel Discussion |
| 4.30pm | - | End of Session |

ATTACHMENT A

WEDNESDAY 11 JUNE 1997

- 0900 - NGO's/Private Sector Presentation
(Rev. Suamalie Iosefa, President, Tuvalu Association of Non-Government Organisations)
- 0930 - Public Discussion
- 1010 - Morning Tea
- 1030 - Panel Discussion
- 1230 - Lunch Break
- 2.00pm - Post Secondary Institutions Presentation
(Mr Nakala Nia, Scholarship Officer)
- 2.30pm - Public Discussion
- 3.10pm - Tea Break
- 3.30pm - Panel Discussion
- 4.30pm - End of Session

THURSDAY 12 JUNE 1997

- 0900 - Parents/Students Presentation
(Sir Toaripi Lauti, Mrs Seuila Toloa, Rev. Iosia Taomia)
- 1000 - Public Discussion
- 1100 - Tea Break
- 1120 - Panel Discussion
- 1230 - Lunch

ATTACHMENT A

- 2.00pm - Summing Up
- 3.30pm - Official Closing
(Rt Hon. Bikenibeu Paeniu, Prime Minister of Tuvalu)

TUVALU/USP STRATEGIC PLANNING SEMINAR
10-12 JUNE 1997
VAlAKU LAGI HOTEL, FUNAFUTI

LIST OF PARTICIPANTS

Secretaries:

1. Taukelina Finikaso
2. Lutelu Faavae
3. Semu Taafaki
4. Pokia Tihala

Directors:

5. Hilia Vavae
6. Elisaia Malua
7. Salesi Safega
8. Filipo Taulima
9. Pusineli Lafai
10. Uale Sinipati
11. Dr Tiliga Pulusi
12. Lagitupu Tuilimu
13. Nakala Niu
14. Tiutupe Fiamalua
15. Temukisia Ielemia
16. Lorraine Taulima

Non-Governmental Organisations

17. Sir Toaripi Lauti (Island Council)
18. Suliana Seluka (Women's Council)
19. Robert (TEC)
20. Vaililo Lito (Telecom)
21. Mrs Risasi Finikaso (VLH)
22. Nusipepa Tinapa (TCSC)
23. Alee Telava (Red Cross)
24. Sunema Makatui (Pre-School)

25. Rev. Kitiona Tausi (TANGO)
26. Rev. Suamelie Iosefa (EKT)
27. Rev. Teloto Eli (EKT)
28. Rev. Sanaila Bici (EKT)
29. Pulogo Kaua (FHS)
30. Pakai Asaia (TCS)

Male Community Leaders (Funafuti)

31. Fili Homasi
32. Monise Lafai
33. Amasone Kilei
34. Popu Fakamua
35. Elisal Piita
36. Falefaea Tapumanaia

Female Community Leaders (Funafuti)

37. Annie Homasi
38. Sofia Vaea
39. Vaovai Piita
40. Teliu Taomia

Parents

41. Feiloaiga Tine
42. Siuila Toloa
43. Rev. Iosia Taomia
44. Vavae Katalake
45. Nalu Nia

USP

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A PAPER PREPARED FOR
THE USP'S STRATEGIC PLANNING SEMINAR
FUNAFUTI ISLAND, TUVALU

10-12 JUNE 1997

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Introduction:

Tuvalu is one of the 12 committed member countries of the Pacific who are co-owners of the University of the South Pacific (USP). Tuvalu's total commitment to the joint ownership of the USP stems from the fact that it seriously recognises the importance of education at all levels. It considers Education as the key to the overall development of the country's Human Resources, maintaining that Education provides essential knowledge and skills to the relevant sectors of the communities, enabling them to utilise the relevant scarce resources at their disposal. This should enable them to produce goods of economic value, with a long term combined desired effect of raising the country's wealth and standard of living.

Seen in this light, the Government is seriously committed to the development of education both at its national level as well as providing the necessary support in areas that could help to improve USP's commitments and services to member countries.

This seminar seeks inputs from the four main sectors of the Tuvalu Community to help the USP consider what to include in its Strategic Plan for the next ten years.

This short paper therefore attempts to analyse and hopes to raise some important issues to generate some positive and constructive discussions to assist the management develop guidelines and strategies for its Strategic Plan for the next ten years ahead.

Section A discusses the issue of the name of the USP in the context of

member countries who jointly own the university with suggested names for consideration. It also outlines the main schools now offered by the USP. Section B evaluates each of the five schools of the USP providing high level training and education for the region and their relevance to the needs of the region in the 21st Century. Tuvalu issues are raised for consideration in Section C and Section D consists of the conclusion and recommendations.

SECTION A

Name:

One issue that needs to be addressed from the very beginning is that of the University's name. I believe that the word South from the University of the South Pacific is no longer appropriate, given the fact that some current member countries of the University come from the Northern Pacific. The following name proposals are submitted, no doubt with many other formed or unformed proposals to be considered for choosing a new suitable name for the USP. The objective of these proposals is to initiate a serious search for the most appropriate new name for the USP. Names for consideration include the following:

- PIU (Pacific Islands University)
- UPI (University of the Pacific Islands)
- TUPI (The University of the Pacific Islands)
- CUPI (The Central University of the Pacific Islands)
- TUO (The University of Oceania)
- CUO (Combined University of Oceania)

1. Main Courses offered by the USP

The USP has been in existence for the past 29 years. Until 1996, it only had two main campuses: the Laucala Campus in Suva offering courses in Humanities, Pure and Applied Sciences and Social and Economic Development; and the one discipline Agriculture School at Alafua Campus in Apia, Western Samoa.

Last year, another one department School was established at Emalus Campus in Vanuatu offering courses in Law.

To date, the total number of USP schools providing direct services to

the regional countries is five, and they are listed in the alphabetical order below:

- Agriculture
- Humanities
- Law
- Pure and Applied Sciences
- Social and Economic Development

SECTION B

2. School of Agriculture (SOA)

- Fiji and Tonga have Technical Institutions providing up to diploma level programmes in agriculture. I believe other countries also have or are in the process of setting up their own similar institutions.
- The USP should take the initiative to liaise closely with these countries with a view to strengthening agricultural programmes at these institutions, with the objective of upgrading them to SOA's standing before phasing out undergraduate programmes in agriculture from the USP.
- These national institutions should provide the training venues for regional manpower requirements in this field in the future
- Again there is a need for the USP to focus on higher degrees and research in this field
- The USP should monitor the standards of these institutions to ensure that their graduates would be eligible to enter the USP for higher qualifications

3. School of Humanities (SOH)

- While there is an emphasis on providing courses mostly on the Laucala Campus at undergraduate level in Curriculum studies, Counselling and Guidance, Teacher Education, Educational Administration, Educational Evaluation, Applied Psychology, Expressive Arts, Teaching Education, Non-formal Education, Literature, Linguistics, Pacific Languages, Journalism, French & Japanese, there is an apparent growing need for the university to make such courses readily available and affordable to the region by relocating these courses at the USP Centres.
- This should be made possible by strengthening the USP Centre

facilities, staffing and other resources.

- It seems that a move in this direction can be implemented with a little expansion of the current Centre-facilities. Sustainability of this service could be achieved if closer cooperation between the governments and Centres is actively maintained.
- In doing so, the USP's facilities and resources at the main Campus would be spared for more professional post-graduate and research programmes.

4. School of Law (SOL)

- Although this is a fairly new programme at the USP, there is a growing capacity at national USP Centres to mount these courses up to Diploma Level.
- Due to the special needs for degree courses to be offered on the main law campus it is felt that it should be a while yet before a move to shift the USP's focus to a higher level be considered.

5. School of Pure and Applied Sciences (SPAS)

- Like the undergraduate courses offered at SOH there is an apparent need to shift undergraduate programmes in Biology, Chemistry, Food and Textiles, Mathematics & Computing, Physics, Technology and Earth Science Studies to USP centres at the region
- The shift may take longer to implement due to the need to provide specialised infra-structure at the Centres to cater for these programmes.
- This move is considerably more expensive than those required for undergraduates SOH courses at regional centres.
- Therefore this would call for special and closer regional governments' commitments to assist and cooperate with the USP on this development.

6. School of Social and Economic Development (SSED)

- There is no denying that Accounting Studies, Banking, Community Development, Economics, Environmental Education, Fisheries Economics and Management, Industrial Relations and Personnel Management, Management Studies, Ocean Resources Management and Policy, Population Studies and Demography,

Tourism Studies and Town Planning are core skills in demand in the countries of the region.

- The concern is that there is a growing number of technical institutions in member countries offering similar courses up to diploma levels or are in the process of doing so locally and there will be a danger that the USP might find its services in these areas being made redundant.
- Therefore the USP should take the initiative to strengthen and help provide the technical support for these national institutions and redirect its own focus and resources on innovative courses at higher levels.
- Again where no such national capacity or facilities are available to shoulder undergraduate programmes of this nature, it should seek national support to develop them at their USP Centres.
- The graduates from national institutions should be given due recognition by the USP and be qualified to continue higher level studies in those fields at the USP campus.

SECTION C

7. The EFL

- As stated earlier, education remains one of the main priorities of the Government of Tuvalu. This is so because of the knowledge, skills and relevant work experiences for its human resources.
- Almost ten years ago, Tuvalu embarked on an Education for Life Program which helped chart the educational path of the national system should follow with its main objective being to restructure its system to provide quality education and training accessible to all. In the process it should align it more with the prevailing manpower needs of the country.
- To support such an ambitious program several issues would need to be within the domains of donor countries hence are not relevant for this seminar. These relate mainly to infrastructure. Others need the consideration of the USP in its endeavour to service the countries of the region in the next ten years.
- These issues include the following:
 - Curriculum concerns
 - Examination concerns

- Teacher Training concerns
- Teacher Upgrading concerns
- Technical Education concerns

8. Curriculum concerns

- For some time, serious questions were raised on the relevance of the curriculums offered at all levels of education in Tuvalu.
- All Tuvalu primary schools and junior secondary schools followed the Fiji curriculums until this year.
- Now all primary schools have had their science and health science curriculums for the first four years reviewed and new materials produced and are being trialled in schools.
- All other subjects are also due for review within the next two years.
- At junior secondary level, a need still exists to review the Fiji curriculum currently used with a view to have more relevant contents for the Tuvalu context included.
- The Forms Five and Six levels are being continuously reviewed by the SPBEA.
- Tuvalu will start its Form 7 in 1998 and would need assistance in evaluating Form 7 curriculum currently used in secondary schools of the region, in order to enable it to decide on the most appropriate to adopt or modify for its own schools.
- The curriculum review at primary level is being undertaken by an Australian University. It is suggested that the USP should adopt a leading role and be more aggressive and active in this kind of development in the region in the future.

9. Teacher Training

- Apart from the need for a valid and appropriate curriculum, Tuvalu still lacks qualified teachers to teach at all levels of its schools, from pre-schools to secondary level.
- At the moment there is no full-time institution in the region providing teacher training for teachers of pre-schools other than that provided sparingly by the USP Extension Services.
- Most good primary school teacher's colleges in the region have raised their entry qualifications almost to those for entry to universities, making it difficult for us to send the required number of the desired pre-service trainees for training.

- Secondary school teacher trainees are trained at the regional institutions up to diploma levels. The USP provides training for first year degree level.
- To overcome the shortage of primary school teachers in the country, Tuvalu plans to set up a Tuvalu Teachers College (TTC) to train teachers to certificate level with the basic Form 6 pass mark as its initial entry qualification.
- The USP therefore is urged to provide guidance in the design and development of this facility in the country.

10. Teacher Upgrading

- One urgent national requirement is the need to upgrade the skills and professional qualifications of our serving teachers who have been teaching in the country for the past ten or twenty years with no further training.
- Most of these teachers lack the basic academic qualifications and competence to go for higher qualifications or considered for routine upgrading at the more academic and expensive institutions overseas.
- It is planned that assistance for this group of teachers could be provided by the envisaged local TTC under consideration.
- Again assistance from the USP is sought to design a more appropriate upgrading program to be offered for them.
- The secondary upgrading programs for teachers are now offered extramurally through the Extension Services of the USP but the high costs involved, the lack of proper facilities for science and technical subjects and support facilities available at the local centre are the main local constraints discouraging locals from undertaking such courses.
- The University is again asked to consider seriously upgrading its facilities and support facilities at the local Centre to make its courses accessible and more attractive to local teachers needing to upgrade their qualifications.

11. Tuvalu Technical Education Centre (TTEC)

- The need for a Tuvalu Technical Education Centre to provide basic technical education in engineering construction and building, and catering had long been recognised by the EFL.
- The delay in implementing this requirement has been two-folds.

The first reason being that there was difficulty in attracting donors, and the second being that there was difficulties in locating these requirements.

- With the completion of the expansion of facilities at Motufoua Secondary School and the envisaged phasing down to primary schools of forms 3 and 4 from there, it appears most appropriate to seriously consider locating the senior secondary school, TTC and TTEC side by side at the same location to allow for maximum utilisation of facilities, staff and other learning resources.
- Again the University has a major role to play in providing the technical assistance to undertake a design for the best arrangement for this dream.

SECTION D

12. Conclusions and Recommendations.

The paper had identified several issues for the USP to consider in its upcoming Strategic Plan for the next ten years, some of the issues call for a reform at the USP system where it suggests for the termination or phasing out of programs from the mainstream courses offered by the university. In others, the university has been asked to take on board more research and consultancy activities. Prominent amongst those recommendations are the following:

- **that the USP to consider seriously changing its name to reflect accurately the areas of the Pacific Ocean it serves and derives member countries from.**
- **that all undergraduate programs, except may be law programs at this stage, be phased out from the mainstream USP courses to enable the USP focus more on research, consultancy and higher education.**
- **that the USP should strengthen and expand facilities at local USP Centres to provide more equitable and accessible undergraduate programmes locally.**
- **that the USP co-operate more with member (national) government's in carrying out these changes.**
- **that where national institutions are available to take up these**

and other desired programs the USP should help them achieve recognised standards.

- that the USP should recognise and accept graduates from such approved institutions for higher level studies at its main campuses if they apply properly.
- that the USP should help with researches into the appropriate curriculum for national education systems.
- that the USP be involved in the development of Tuvalu's TTEC, TTC, junior and senior secondary education developments.

The Tourism Industry in Tuvalu, has currently a limited role in the country.

Only a small percentage of visitors to the country are tourists, the majority being officials, consultants, aid workers and business salesmen.

The newly formed Ministry of Tourism, Trade and Commerce is responsible for policy formulation, planning, education and training, industry regulation and research with regard to Tourism. It is hoped that this separation will enable the Tourism Industry to flourish and benefit the country in economic terms.

The Tuvalu Tourism Development Plan (1993-2002) formulated policies and strategies with regard to the development of tourism. One of the recommendations in achieving some of its objectives in the facilitation of the necessary manpower and skills development for efficient operation and management of the tourism facilities and services.

The Vaiaku Lagi Hotel is solely owned by the Government of Tuvalu and is run by a Management Team on a day to day basis with a Board of Directors as its policy makers under the directives of the Minister of Tourism, Trade and Commerce.

The principal activities of the Hotel is the provision of hotel accommodation, bar and restaurant services as well as other related activities. It also caters for the many cocktails, dinners and functions such as birthdays, weddings and workshops besides the normal day to day services to house guests and the local public, who are by far the major contributors to revenue earned by the bar.

Training of staff in past years has been limited to short-term, in-country training, at basic, intermediate levels as well as some supervisory skills by visiting TCSP training team through their Regional Programme. This however, is inadequate as supervisors cannot fully comprehend all aspects of the necessary 'art' of Front Desk, Food Production, Food and Beverage and Housekeeping in a

matter of a week or two as provided in these trainings. There is no way that they can fully carry out what is expected from them to maintain and improve the Hotel's services which would contribute on its part to improvement of service in the Tourism Industry.

To improve in the above services, the Hotel staff need training! This is where USP can come in. Would USP in its strategic plan for the future, come up with a faculty for the Hospitality Industry? At present, catering schools that hotel staff have access to are owned by individual governments.

There is therefore, a need for such a regional school that the Hospitality Industry in the region could benefit from including the Vaiaku Lagi Hotel staff, and one that our Governments in the region would have a say in to further the cause of the Tourism Industry.

If USP was to come up with such a faculty and these services were to be extended to its centres in the Region and Tuvalu, would it cater for the needs of those staff working for the Hotel?

This is because the situation of Hotel staff in Tuvalu is very different from employees of other public corporations as well as those in the civil service and this concerns mainly those in Management and Supervisory levels. A good example is that when you are enjoying yourself at a function hosted in the Hotel or catered by the Hotel, these staff are working. When you have gone home, these same staff will be still working. And when you are working, these same staff are working as well. These abnormal working hours are normal working hours for those in Management and in Supervisory Level of the Hotel as all other staff either work normal hours or work shift.

Would USP be able to extend the normal duration of its programmes (eg. from 3 or so months to say 5 months) to cater for the needs of the Hotel staff? I must stress that these staff are not incapable of completing courses but it is the unavailability of time left to them after their abnormal working time to carry on with their programmes leaving aside what precious time they have left for their families. We all know that for a student to fully absorb and to successfully complete any programme, they need to spend at least two to three hours a day

on that programme. Those few in Management and Supervisory level who have attempted to take up programmes with the USP in the past, have always unfortunately pulled out halfway through the programmes with the USP in the past, have always unfortunately pulled out halfway through the programmes because they simply could not cope with the demands of the programme, especially the time factor.

One of the criteria that Government has in providing in-service scholarships is that one must have passed three subjects in a relevant discipline. This is almost impossible for these staff and how are they to obtain a scholarship if they cannot find time to complete a programme simply because of the insufficient time left to them, and even worse not available at the Extension centre!

It is our sincere hope that in your strategic planning, the special case of the Hospitality Industry, especially those in Management, be considered as the Industry and its smooth running is vital to the boom of the Tourism Industry of Tuvalu, of which we are hoping will be soon. There is no doubt that the influx of tourist will benefit a lot of our people, as we have witnessed in the few Tourist boats that have come our way and also with a lot of interest that is being shown to the Pacific after the launching of the TCSP's Millinennium in the South Seas earlier in the year in Berlin.

R. Finikaso, Vaiaku Lagi Hotel

TUVALU NATIONAL PROVIDENT FUND
Training Paper
USP Strategic Planning Seminar for Tuvalu
June 10-12, 1997

The TNPF was set up on the 1st April 1984 under the Tuvalu National Provident Act 1984. The TNPF prime objective is to provide financial security for wage earners and contributors when retired or when grown old enough to be unemployable.

The Fund has grown in size over the past 13 years of operation from a initial net assets of 1.6 million in 1984 to a net asset of over 8 million at the end of 1996. There has been a dramatic increase in the volume of activities within the organisations over the past 13 years which can be reflected by the increase in the number of staffs working for the Fund over the years. The number of staffs has increase from 2 in 1984 to 7 in 1997.

Over the past 13 years with the active support of employers TNPF has provided financial security for its members in retirement benefit, women's home benefits, Death benefits etc,. The TNPF has a bright future potential in becoming a truly unique financial institution which will grow to become part of our lives.

The Government of Tuvalu is well aware of the fact that for any economy to grow it has to develop firm strategies in order to achieve or fulfil its priority programmes. One issue of National priority today which all of us have witnessed over the past few weeks is the enhancement of "**THE EDUCATION STANDARD**" in Tuvalu. This issue was a major topic discussed thoroughly during the **literacy workshop** held in the country last month. This workshop as we have all witnessed was attended by participants from various sectors of the Government, private sectors including Cabinet Ministers.

The **Education for Life (EFL)** programme with its mission to raise the standard of Education and Training in order to meet the needs of Individuals, the Community, Organisations, Businesses and the Government is now a very, very important issue to be addressed everywhere, at workplaces, at homes or elsewhere and is to be considered as part of us.

Over the past recent years our Board of Directors has approved the **TNPF Corporate Plan** together with a new **Staff Condition of Service**. Both the Corporate Plan and staff conditions of service stresses and highlights the importance for staff of the Fund to undergo short and long term training. Training needs for our staff form a major part of the drive towards achieving efficiency, effectiveness and professionalism within the organisation in years to come. In a organisation as TNPF where the trust of its members lies on its employees who are responsible for ensuring maximum returns are obtained from the members investment in the fund, it is therefore crucial that employees of the Fund are given adequate training to increase their efficiency in carrying out their duties at the same time maintain the trust from the fund members as well as from the community as a whole. With the current shortage of qualified personnel working in the fund **TRAINING OF TNPF EMPLOYEES IS A MUST.**

Training Requirement:

As the General Manager of the TNPF I am pleased to announce that these training needs exists within our organisation.

<u>Title</u>	<u>Proposed Programme of Study</u>
1. Manager Finance	Bachelors Degree or Masters Degree in Business Administration
2. Enforcement Officer	Diploma in Accounting Studies
3. Accounts Officer	Diploma in Accounting Studies
4. Secretary/Typist	Certificate in Computing Science
5. Clerical Officer	Certificate in Management Studies

As most of the above mentioned programmes of study are offered at the University of the South Pacific I would like to see that all of the above training do take place at USP in the near future.

APPENDIX 2b

The Government through its Manpower training department is requested to take note of our training needs and if necessary be incorporated into their long term training plans.

I on behalf of the Board and Management of the TNPF would like to thank everyone including the organisers of this seminar for giving me the opportunity to air our training needs.

Presented by:
Lagitupu Tuilima
General Manager

A Discussion Paper on Non-Government Organisations (NGOs)

A Paper Prepared for

Tuvalu's USP Strategic Planning Seminar

10 -12 June 1997

**Prepared by Rev. Suamalie N.T. Iosefa
President, Tuvalu Association of Non-Government Organisations
(TANGO)**

BACKGROUND

After many years behind the scenes, Non-Government Organizations (NGOs) have come to the forefront of development theory, practice and debate. Increased interest in these organizations is being shown by academic researchers, development practitioners, donor agencies and the community at large. Academic institutions are initiating research programmes and producing a rapidly growing body of publications which focus on NGO issues. Further, NGOs receive more of the public's attention and money and the activities of these organizations appear more frequently in the media. Multi-lateral donor agencies, such as the World Bank and UNDP, now have departments specifically responsible for NGO relations and have developed policy statements which emphasize the importance of NGOs. In addition, northern governments are channeling ever greater amounts of money through this sector to support development activities. The dramatic explosion in the number of NGOs over recent years is paralleled by the growing recognition of their critical role in promoting sustainable human development.

Defining the term NGO is difficult, but most people recognize three sectors of the community - the government, business and the NGO sector. The NGO sector includes a wide spectrum of self-help and advocacy organizations. They are generally characterized as being non-profit, using a strong volunteer work force and are not self-serving in aims and related values. These organizations have suddenly found themselves pushed to the leading edge of development thinking and practice.

The rise in the number and prominence of NGOs relates partly to the growing trend towards a reduction in government provided social welfare programs for its citizens. Recent global recessions and stagnated economic growth have made it increasingly more difficult for the public sector to maintain an adequate social safety net. Recognizing that they can no longer have sufficient resources to meet their peoples needs governments are looking for genuine partnerships with the NGO sector. Donors and development practioners often prefer to use NGO networks to strengthen civil society because they promote participatory grassroots development.

OVERVIEW OF THE NGO SECTOR IN TUVALU

In Tuvalu NGOs play a significant role in the lives of almost every person. Most people are members of a Church, which provide services such as education, health, poverty alleviation, holistic development and literacy skills. Other NGOs are involved in areas such as promoting womens' rights and womens issues, disability services, disaster preparedness, community development, sports, small business development, lifeskills for youth and nutrition programs. Membership in NGOs is a natural extension of the traditional Tuvaluan concept of community solidarity and participation.

There are hundreds of small NGOs operating throughout Tuvalu, both in Funafuti and on the outer islands, mainly either Church based or island community based. Advocacy, support and welfare groups include TANGO, the Red Cross, TUFHA and the National Council of Women. The Scouts, Girl Guides, Boys Brigade, Girls Brigade, youth and sporting groups provide social skills and citizenship. Organizations such as the Chamber of Commerce, Tuvalu Seamans Association and Tuvalu Fishermans Association provide skills and membership support services to protect the rights of their members.

TANGO is the national umbrella organization for NGOs in this country. It was formed to improve co-ordination and collaboration between NGOs in Tuvalu. As a focal point for NGOs it acts as;

- A forum for members to discuss activities, policies and training
- Aims to assist members to become self-sufficient and self-reliant
- Liaise with Regional and International Bodies
- Assist members with planning and evaluation
- Organize national workshops and seminars on NGO capacity building and management skills

Due to their limited size and resource base most NGOs perform their work with minimal training and in relative isolation from other NGOs. Very few organizations seem able to handle the increased demands made by donors, governments, and the communities themselves. Many NGOs experience deficits in program planning and implementation and require assistance with conceptualization, program identification, project design, resource mobilization and management, program delivery, monitoring, evaluation, and performance reporting. These are essential skills which must be cultivated if donors and governments are to rely on NGOs as credible intermediaries. NGO leaders are often well aware of the limitations of their organizations and are looking for ways to improve overall effectiveness.

For the most part, NGOs understand that participation by all stakeholders is a prerequisite for sustainable development, thus they are becoming stronger advocates on a wide range of development issues. When critical decisions are being made by the public and private sectors, NGOs are playing a central role in mobilizing community reaction and helping people give voice to their concerns. Despite these efforts NGOs recognize the need for increasing their ability to conduct research, engage in public debate, participate in public policy making and influence the allocation of development resources.

The new focus on NGOs brings with it new expectations. The pressure to scale-up and expand their impact creates new challenges and new opportunities. To respond to these challenges there is growing recognition that NGOs will need to develop genuine partnerships with donors and governments and receive meaningful support for institutional strengthening activities. In the past, concerns have been expressed (by donors and NGOs alike) that organizational deficiencies have hampered NGO performance. Consequently, this has elevated NGO capacity building to a high priority on the development agenda. Indeed, it has been argued that development assistance provided through NGOs will ultimately fail if capacity building and organizational strengthening are neglected.

EXAMPLES OF NGO CAPACITY BUILDING EFFORTS IN THE PACIFIC

There are a range of initiatives currently operating in the Pacific designed to address the need for NGO strengthening. Some of these activities are not new while others are recently established or are still in the planning stage. More research is needed to understand the diversity of practice and the overall effectiveness of these strategies. Some of the approaches to NGO capacity building in the Pacific are:

1. Core Funding

A small number of NGOs in the Pacific currently receive grants from various donors to cover some, or all, core operating expenses. This might be over many years, or in other cases it might be short term (one to five years) with the expectation that the NGO will establish alternative means to cover recurring costs.

2. The Placement of Overseas & Local Volunteers with NGOs

There are many international volunteer organisations who have shifted their focus away from filling traditional government placements and are now attempting to recruit more to the NGO sector. In Tuvalu there is currently one volunteer employed within the NGO sector.

3. Short Term Training Activities

Recently there have been numerous training workshops especially designed for the NGO sector, covering such topics as proposal writing, fundraising, financial management, leadership, community development and strategic planning. In addition, many tertiary level educational institutions and various formal training organizations throughout the Pacific offer a variety of short and long term courses for the public which are relevant to the NGO community. In Tuvalu this training has included the Mobile Training Unit for Youth Leaders and participation in the Commonwealth Youth Diploma.

4. NGO Consultancies

At any given time there are numerous consultants in the Pacific providing short term technical assistance to NGOs. These consultancies are usually part of a larger government bilateral or multi-lateral development project which has an NGO component. For example, the use of a WHO consultant at a recent family planning and reproductive health workshop in Tuvalu.

5. NGO Capacity Building Programs

There are a few recent examples in the Pacific where comprehensive institutional strengthening programs are being developed by, and for, the NGO sector. TANGO hope to investigate this area as an important area of their service provision to local NGOs.

6. NGO Attachments/Exchanges

Various donor organizations are supporting NGO staff exchange and attachment programs within the region and overseas. Attachment programs have proven especially beneficial as participants gain valuable, practical work experience and the opportunity to network with others in their field.

7. NGO Networks

There are several formal and informal NGO networks spread throughout the Pacific which attempt to keep NGOs abreast of regional issues and events and which have potential to mobilize citizens to address their concerns. Well established NGO umbrella bodies with formal networks with Tuvalu NGOs include the Pacific Council of Churches (PCC) based in Fiji, the Pacific Islands Association of NGOs (PIANGO) and The Foundation of Peoples of the South Pacific. As well, a group of Pacific women's NGOs have recently agreed to a post-Beijing plan of action which includes a regional mechanism to strengthen national women NGO focal points.

8. Donor Initiatives

There are several examples in the region of donor initiated efforts to strengthen the institutional capacity of NGOs. Tuvalu has recently joined the UNDP Partners in Development Programme, now in its second phase, which is currently overseeing a three part regional NGO capacity building program which includes the design and publication of training manuals on Leadership & Management, Fund Raising & Financial Management, and Project Management. The publication of these manuals will be followed by regional and national level "training of trainers workshops" on NGO capacity building.

The Commonwealth Foundation (UK) recently published and distributed "*Non-Governmental Organizations: Guidelines for Good Policy and Practice*". This publication recommends specific actions which NGOs, governments, funders and international agencies can take to promote the work and impact of NGOs while fostering better relationships between all stakeholders. In addition, the Commonwealth Foundation has sponsored several regional workshops using this publication and plans to produce study kits to promote the application of these guidelines.

POSSIBLE STRATEGIES FOR NGO CAPACITY BUILDING in the PACIFIC

Any new NGO capacity building efforts being developed by USP need to recognize the many innovative approaches currently being trialed throughout the region. It is strongly suggested that any additional resources be used to consolidate and coordinate existing initiatives while building upon and expanding the options currently available for NGO strengthening. Ultimately, what is needed are sustainable, culturally appropriate mechanisms, structures and support systems to ensure the NGO sector becomes, and remains, a capable and equal development partner in regional affairs. Any program or activity intended to strengthen the NGO sector must involve NGOs throughout all phases of planning, implementation, monitoring and evaluation and reflect a common set of beliefs and values.

The strategies outlined below could serve as a guideline for NGO capacity building activities in the region. Regardless of the methodology, it is important NGO strengthening initiatives in the region be well coordinated and ensure optimal use of resources, encourage high levels of collaboration and provide maximum benefit to NGOs. Further dialogue and debate of the ideas presented here is strongly encouraged. Hopefully through such dialogue, pathways to building a stronger NGO sector will become clearer.

In terms of educational needs and future training requirements for the NGO sector, USP could provide assistance in the following areas;

a) Research:

This might include conducting research on behalf of the NGO community, or providing technical assistance to enable interested NGOs to develop their own capacity for research and analysis. Topics of particular interest to the NGO sector might include: indigenous approaches to management; the characteristics of the NGO community in the Pacific; the influence of culture on NGO management practice; the division of labour within Pacific NGOs; NGOs and gender relations/analysis; NGO practice and intellectual property rights; NGO leadership and ethics in the Pacific; conditions of employment among NGOs in the region; aid flows to and impact on Pacific NGOs; NGO relationships with stakeholders; conditions for NGO sustainability etc.

b) Forums, conferences & seminars:

By creating increased opportunities for NGO staff and stakeholders to get together, share ideas and exchange information, USP could promote positive dialogue on a wide range of NGO related issues. These activities could be organized on a regional or national level with the aim of enhancing cooperation and collaboration between NGOs and their stakeholders (ie. governments, donors, international development agencies and the private sector). Possible themes could include: the repercussions of the "project approach" to development assistance; leadership & ethics within the NGO community; NGO capacity building; NGO sustainability; NGO - donor relations; NGO - government relations; NGO - private sector relations; NGO policy and practice; and NGO involvement in cross-sectoral issues such as the environment, gender, good governance, human resource development, poverty etc.

c) Workshops

Workshops could be conducted on a regional, national or local level and provide opportunities for NGOs to share ideas, exchange information and strengthen their networks. Workshops should use adult learning principles and participatory methodologies and could target the specific needs of the NGO community. This may include training in a vast range of skill areas including strategic and corporate planning, organisational development, fundraising and financial management, human resource development, personnel management, communication, networking, information management and gender issues. Although workshops could be offered as a one-off activity, they are likely to be more useful if conducted as a series to ensure the acquisition and application of new skills. "Training of trainers" programs could also be included as a component of the USP's workshop program.

d) Certification courses on NGO Management

Management practice within the NGO sector needs to develop and adhere to strict professional standards. For various reasons NGOs have experienced difficulty recruiting and maintaining skilled personnel although the sector has the potential to offer legitimate career alternatives to the public and private sector. One strategy to address this issue may be to offer NGO personnel access to relevant, affordable and flexible courses on NGO management which lead to accreditation. Such courses would be best designed and taught in collaboration with NGO practitioners themselves.

e) NGO intern, apprenticeship and field-study programs for students

The NGO sector in the Pacific is short of experienced, appropriately skilled and qualified human resources. Offering structured experiential learning opportunities with NGOs would not only enable students to understand the important role NGOs play, but expose them to the values and beliefs which distinguish these organizations from other institutions. In exchange, interns and practicum students could provide organizations with much needed assistance in identified areas. Such practical training opportunities would increase the likelihood these students may seek employment or donate volunteer hours to the NGO sector in the future.

f) Information clearinghouse for NGOs

USP could serve as a clearinghouse of information on a range of NGO related issues and concerns. For example, they could house a comprehensive database of NGOs and their activities throughout the Pacific. It could publish and disseminate donor directories, community resource guides and training manuals. It could also store an extensive collection of resource materials on NGO management to be accessed by organizations as needed. The USP could publish and/or circulate regular newsletters to keep people informed of regional issues and NGO responses, upcoming events and opportunities for further NGO involvement.

g) Networking and resource mobilization

USP could play a leading role in mobilizing human, financial and technological resources to address the capacity needs of NGOs in the region. It could gather and distribute information on NGO capacity building programs around the world and stay in contact with individuals and organizations involved in this field.

h) Mobile team of specialists in organizational development

USP could employ, or engage as needed, a team of highly competent individuals skilled in the area of organizational development. These specialists could respond to requests for assistance by individual NGOs toward the goal of helping organizations assess and solve their own problems. Mobile team members would need to be readily available to work with organizations in developing capacity building plans and providing assistance with implementation as needed. Consequently, these specialists would spend most of their time in the field working with organizations, and where possible, mobilize local resources or facilitate assistance from other sources.

USP STRATEGIC PLANNING SEMINAR

HELD ON 10-12 JUNE 1997

POST SECONDARY INSTITUTIONS

Nakala Nia

Introduction

Tuvalu is very unique in many ways given its good geographical isolation and remoteness, the size of its population, its physical smallness and as well as being heavily dependent on the mercy of the aid donors for both capital and technical assistance. The only two post-secondary institutions in the country are: the Tuvalu Maritime School and the USP Centre. Education and Training at tertiary level are made available by providing scholarships to a limited number of Tuvalu citizens to undertake studies tenable in various countries such as Fiji, Solomon Islands, Tonga, Kiribati, W. Samoa, New Zealand and Australia. Very few Tuvaluans have the opportunities to pursue postgraduate studies.

The selection for overseas scholarships has been based on strictly academic merit criteria. Apparently this reinforces strongly academic orientation of secondary education in Tuvalu. This orientation has influenced a concentration of scholarships to more academically oriented programs, but neglecting to consider placing students in more vocationally oriented tertiary programs.

The limited number of places at tertiary institutions and the availability of funding are obvious constraints in the attempt to reinforce a concentration of scholarships to more vocationally oriented programs. More young men prefer seamanship to other vocational programs because of the opportunity of overseas employment.

Upper Secondary

School leavers who are considered academically potential may be

placed in a variety of secondary schools in Fiji or New Zealand. In 1990-1993 some were placed in two Australian high schools. Australia and New Zealand are regarded as desirable particularly because of their English milieu. Perhaps the applicants may have the perception that the quality of education is higher in New Zealand and Australia.

The quality of secondary schools in Fiji is in fact variable, many students who enter at Form 6 have to repeat Form 6 or even repeat Form 5. Normally this is determined by the schools, at one instance the sponsors influenced the decision, that is, New Zealand preferred placing the students in Form 6 while AusAID demanded all student to repeat Form 5. Arguably most schools recommended that students taking pure science must repeat Form 5 and those in the art stream can enter Form 6.

The limited number of places available in the preferred secondary schools in Fiji is becoming a major problem. Aus AID and NZ have their own preferences, Table 1.1 and Table 1.2 clearly show the distribution of students this year in various schools. A great number of students at Fulton College is a clear-cut indication that there is little chance to secure placements at other secondary schools.

**Table 1.1: Form 6 Students at Secondary Schools
in Fiji and New Zealand 1997**

School	Female	Male	Aus AID	NZ	Tuv	P/Sc	S/Sc	B/ St
Nasinu	4	-	4	-	-	-	4	-
Fulton	13	10	-	-	23	18	4	1
Dudley	4	-	-	4	-	4	-	-
ACS	2	-	2	-	-	2	-	-
QVS	-	2	2	-	-	2	-	-
Wesley	1	-	-	1	-	1	-	-
N/Plymouth	2	-	-	2	-	2	-	-
St Andrew	-	2	-	2	-	2	-	-

**Table 1.2: Form 7 Students at Secondary Schools
in Fiji and New Zealand 1997**

School	Female	Male	Aus AID	NZ	Tuv	P/Sc	S/Sc	B/St
Nasinu	7	-	3	4	-	4	3	-
Fulton	5	1	-	-	6	2	2	2
NHS	-	3	3	-	-	3	-	-
Wesley	1	1	-	2	-	2	-	-
N/Plymouth	2	2	-	2	-	2	-	-
St Andrew	-	2	-	2	-	2	-	-

Tertiary Education

Tertiary education is normally undertaken at tertiary institutions overseas. The sponsored students upon completion of their secondary education are often directed to tertiary programs for which they have been initially ear-marked. Some may have decided to change their programs, in such situation the Manpower Planning and Scholarship Committee may consider on case-by-case basis, on their merits and in consultation with the relevant sponsor. New Zealand normally gives a second chance at both secondary and tertiary level. AusAID on the other hand, does not allow a second chance at the secondary level, but at the tertiary level a second chance may be either permitted to have an extension or with downgrading. These changes of programs may have caused shortfalls in national manpower requirements.

Teachers Training College

All our teachers have their teacher training outside of Tuvalu, in the past years some were trained in Kiribati, W. Samoa and Fiji. We discontinue sending students to Kiribati and W. Samoa for some valid reasons: (a) I-Kiribati is commonly used as medium of instruction at Tarawa Teachers College; and (b) there is no boarding facility in W. Samoa Teachers College. In the last two years we had some difficulties in placing our students at Lautoka Teachers College,

basically because our candidates did not meet the minimum eligibility criteria. In Table 2.1 you can see there are some students in Tonga, Solomon Islands and Fiji, for this year we could have sent more to Tonga but lack of boarding facilities prevent us to do so. Most likely we will continue sending our teacher trainees to teachers training colleges in Fiji and Solomon Islands.

Table 2.1: No. of Tuvalu Students at Teachers Training Institutions 1997

Institution	Female	Male	Pri	Sec	Yr1	Yr2	Yr3	Dura -tion	Final Yr
LTC	1	-	*		*			2 yrs	1998
Fulton	1	1	*		*			3 yrs	1999
Corp. Christi	2	-	*				*	3 yrs	1997
TTC (Tonga)	1	-	*			*		3 yrs	1998
TTC (Tonga)	2	2		*				2 yrs	1997
SICHE	2	1	*					2 yrs	1998
SICHE	2	-		*				3 yrs	1998 /99

It is now realised that more teachers for both primary and secondary schools should be trained so that all schools throughout the country will no longer experience shortage of staff. The upgrading of teachers is essentially important, it reinforces their professional commitment and morale, and no doubt will maintain a reasonable standard of education we all anticipate.

Nursing Training Schools

Before Tuvalu became independent all our nurses were trained at the Tarawa School of Nursing. Fiji School of Nursing, since Tuvalu became an independent nation, is the main institution where our nurses

are trained. At one occasion, we explore the possibility of placing four young ladies at the Catholic Nursing School in Papua New Guinea. These four ladies finally completed their training, the school was then recognised as a good venue for nursing training, but the Fiji School of Nursing is more convenient to us and as well to the sponsors. In March this year, see Table 2.2, three graduated with Diploma in Nursing, two in Year 1 and another three in Year 2.

Table 2.2: Tuvalu Students at Fiji School of Nursing/Schools of Medicine (Fiji & PNG) 1997

Program	Female	Male	Fiji	P N G	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Co mp
Nursing	8	-	*		2	3	3	-	-	3
Pharmacy	-	2	*		1	1	-	-	-	1
PCP	1	2	*	1	1	1	-	-	-	1
MBBS	5	1	4	2	-	1	-	2	3	3

School of Medicine

Within the first decade of independence, about more than 10 Tuvaluan doctors who were available to serve in the country. Tuvalu did not experience shortage of doctors. Some of them remained in Kiribati working there until retirement and in the late 1980s the majority of the doctors either retired or resigned. At this point the Government realised that lack of doctors in the country would become a serious problem.

For many years since 1986, Tuvalu has to rely on UNDP Volunteers Scheme to recruit a surgeon. The retired local doctors are being re-employed on contract basis. It may take another 3-4 years for a local doctor to become a qualified surgeon. Table 2.2 shows that we have about nine students are currently pursuing studies in Fiji and PNG. Also two have completed their medicine programs, one of them is in New Zealand undertaking specialised training in surgery and the other one is now back in the country working in the hospital.

Technical Institutions

Fiji Institute of Technology is the main technical institution where we send most of our students for technical training. The Centre for Appropriate Technology and Development is another institution we consider as a most appropriate venue for training. Solomon Islands College of Higher Education is also regarded as a destination of choice for Business Studies programs. Table 2.3 shows the various technical programs undertaken by our students at these technical institutions.

Table 2.3: Tuvalu Students at Technical Institutions in Fiji and Solomon Islands 1997.

Program	Female	Male	FIT	C A D T	SI C H E	Pre- serv	In- serv	Com pl	Reco m
Cert. Automec	—	2	*			1	1	1	
Dip. Automec	—	1	*			1	-	1	Deg
Cert. Electr	-	1	*			1	—	1	Dipl
Dip. Electr	-	3	*			1	2	1	1 Deg
Cert. Aircon	-	1	*			1	—	1	
Dip Constr	-	2	*			2	-	1	1 Deg
Dip Qty Surv	—	1	*			-	1	1	
G4/3 Mate	-	8	*			6	2	4	
Dip Info Tech	—	1	*			1	-	-	Deg
Motor Mech	—	3		*		2	1	3	
Land Surveying	—	2			*	-	2	2	
Bus. Studies	2	-			*	2	-	2	

Not many students in the past enrolled in either polytechnics in New Zealand or TAFE in Australia. There are very few of them enrolled at polytechnics in New Zealand or TAFE in Australia. There are very few of them enrolled at polytechnics in New Zealand under the Aotearoa Scholarship Scheme and at TAFE in Australia under the ADCOS program. We do not have the actual data available at hand, but we know that there are few undertaking studies at this tertiary level in New Zealand and Australia.

University of the South Pacific

Tuvalu in the late 1970s throughout 1980s relied on USP in providing Preliminary and Foundation programmes in which some had the benefits of being exposed to USP at this level. When these programmes were phased out on-campus, except the Foundation Science, placements for students at this level were sought at secondary schools in Fiji, New Zealand and Australia. The fees of Form 7 at secondary schools are far less expensive than funding students at Foundation Science at the USP, inevitably the sponsors preferred to place students at secondary schools.

Quite recently there is a substantial increase in the number of Tuvalu students enrolled at USP, especially more in-service than the pre-service. In future we will continue to send more students, both in-service and pre-service as well. The number of students enrolled at USP this year, see Table 3.1, which clearly illustrates the total enrolment and the various programmes they have enrolled

Table 3.1: Tuvalu Students Enrolment at USP
Undergraduate/Postgraduate Studies 1997

Prog	Fa	M	PS	In-Se	Yr1	Yr2	Yr3	Yr4	Com
MBA	-	3	-	-	2	1	-	-	1
LLB	1	4	2	3	2	1	-	-	1
BA Eco	-	3	1	2	1	1	1	-	1
BA Acc	-	3	2	1	1	2	-	-	-

BSc	-	3	5	-	-	4	1	-	1
BEd	4	3	2	5	2	2	3	-	3
BA	-	6	2	4	2	3	1	-	1
Dip Acc	1	3	-	4	3	1	-	-	1
DTA	-	1	-	1	-	2	-	-	1
F. Sc	-	4	4	-	4	-	-	-	4

Other Universities

Less than 20 Tuvaluans currently studying at some universities abroad. It is our expectation that opportunities should be given to any Tuvaluan who is potential and interested to pursue postgraduate studies. Funding for those who are currently undertaking postgraduate programmes, (PHD & Masterates), basically is provided under the Commonwealth Fellowship and Scholarship schemes and other Postgraduate scholarships schemes for postgraduate programmes tenable in these countries. The undergraduates shown in Table 3.2 are those students who enter universities straight after completion of their secondary education in NZ and Australia.

**Table 3.2: Tuvalu Students in other Countries
Undergraduate/Postgraduate Studies 1997**

Program	Female	Male	Pre-Serv	in-serv	N Z	Aust	UK	Ha waii	Co mpl
PHd		2	-	2	1	-	-	1	-
MA	2	5	-	7	4	1	2	-	2
PostgDip	1	-	-	1	-	1	-	-	1
LLB	1	1	2	-	1	1	-	-	2
BSc	-	4	4	-	1	1	-	2	2

Conclusion

The opportunities for tertiary education and training are mainly controlled and determined by the level of funding provided by the traditional donors, (NZ, AusAID & CFTC) and the available places offered for Tuvalu by tertiary institutions in the neighbouring countries. Strong emphasis on academic merit criteria is a significant contributing factor which has influenced a concentration of scholarships to more academically oriented programs. The sponsors' preference is to place our students in the regional tertiary institutions, however, Tuvalu is particularly interested to place the students to technical institutions in NZ and Australia. Such policy imposed by the donors gives us very little chance to make a choice.

USP STRATEGIC PLANNING SEMINAR

VAIAKU LAGI, FUNAFUTI

12 JUNE 1997

Introduction

Chairperson I wish to first of all say 'Talofa koutou katoa.'

Secondly I want to thank the Director of Education, Mr Penehuro Hauma for the honour given to me to prepare and present this paper on this occasion.

Ladies and gentlemen, this paper is focused on educational needs and future training requirements of the Tuvalu parents.

I must at this stage state that I am legally married person with a beautiful wife, five children one of whom has been to the University of the South Pacific and eight grandchildren.

The two important questions are:

- a. What are the educational needs and future training requirements for the children?

The children's educational needs are that they be given a good education at all levels - home, primary, secondary and tertiary.

To put these needs into action the University of the South Pacific's responsibility starts at the Form 7 level. The problem is that there is no Form 7 in Tuvalu. To eliminate this problem the Tuvalu USP Centre should be made to cater for the needs of Form 7. The diploma and degree levels remains as they are now.

The other problem is that of insufficient teachers. This could be done away with if the teaching of teachers could be done in Tuvalu with the help from USP to set the teacher college on its feet. This will be of great benefit to Tuvalu as the teachers will be trained in the right environment, Tuvalu. This problem of shortage of teachers will continue for awhile and again the parents are concerned about this delay in bringing the number of teachers to the right level. The parents look to the USP for help in eliminating this problem. We

parents feel the numbers of teachers and look to the USP for help in eliminating this problem which is beyond the know how of we parents in Tuvalu. The other problem is that we parents are concerned about the time that the responsibility to look after Form 7 will become the responsibility of Tuvalu as we know this has been the case in other countries of the South Pacific USP Region.

Although this looks like a problem it has some good points for Tuvalu as when the USP Centre is fully equipped to take Form 7 students the parents will have the benefit of their children being trained in Tuvalu and the Government will save some money in students being trained here in Funafuti and Vaitupu Islands.

The educational needs and training requirements of parents will be mostly the upgrading of their knowledge in their professions for those who are employed. For those who are unemployed and the majority of parents are in this category need training in traditional methods of gardening and in the traditional art of mat, fan, and basket weaving, and in the methods of preparing and baking of Tuvalu foods.

In conclusion I feel the educational needs and training requirements of the parents of Tuvalu can be achieved by upgrading the USP Centre to cater for the Form 7 students and the establishment of a Teacher Training College in the Motufoua High School area using some of the facilities that are being built there.

Sir Toaripi Lauti

**A PAPER PREPARED FOR
TUVALU USP STRATEGIC PLANNING SEMINAR**

10-12 June 1997

Prepared by Mrs Siuila Toloa

Parents Representative

Introduction

As Tuvalu is a co-owner of the University of the South Pacific (USP) I seriously recognise USP important role played on education for our people at all levels within our member countries. All sectors on the national level are seriously committed to the development of education both at its national level as well as providing the necessary support in areas that could help to improve USP's commitments and services.

Our inputs to this seminar will consider as what to include in its Strategic Plan for the next ten years ahead.

This paper tries to analyse and to raise some important issues from views from parents, students, Pre-schools and Women just to generate some constructive discussions to assist the management develop guidelines and strategies for USP Strategic Plan.

(1) USP Mission

In the context of the USP, these are made clear in the Charter as: the maintenance, advancement, and dissemination of knowledge by teaching, consultancy and research and otherwise the provision at appropriate levels of education and training responsive to the well-being and needs of the communities of the member countries.

Evaluation of USP Services

We do appreciate USP Services in most of its educational development but also there are some who are not yet entrenched or very little efforts

has been drawn to as:-

- to carry out a major review of USP Services at all level.
- USP to do more researches and visits
- a review of the South Pacific Board for Educational Assessment.
- a research on our Women Health eg. Cervical Screening etc.
- USP to consider seriously upgrading its facilities to make its courses accessible and attractive.

School Upgrading

- USP to upgrade the skills and professional qualifications of our teacher who have no further training
- Pre-school courses for Pre-school teachers
- Teachers quality
- Review educational system
- USP representatives at Management Level eg. Pre-school committee
- Dropout from primary school
- Could USP provide educational materials or facilities for pre-school

Parents & Womens Concerns

- USP to accommodate the need for training our students dropped out from Primary School and Secondary School Level - like TTI
- Availability of courses for wives of our USP Students eg Women in Development, Pre-School Teachers Course.
- Cervical Screening Project
- Comparison of Courses undertaken at USP by sex-subject
- Home Economic Courses
- International Meeting/Regional Meetings
Recommendations to assist the follow up workshops
- USP to continue running types of workshop like jewellery making workshop under continuing Education
- USP to run workshop or legal rights and using our legal

- rights training officers as resource people
- Intertraining for women at grassroot level on skilled training eg. weaving, baskets, traditional colour etc.

USP Students Concerns

- Differences of allowances from donors
- USP to consider seriously upgrading its facilities and resources
- USP to offer training for our doctors and not rely on FSM
- USP to offer training for teachers and nurses

New Suggested Initiatives

- A school of Medicine for our doctors
- Teachers Training College
- Courses to upgrade the standard of Nurses
- Courses on Nutrition

Conclusions and Recommendations

The paper had identified several issues for USP to consider in its upcoming Strategic Plan for the next year some of the recommendations are as follows:

- that the USP should help with researches into areas raised or identified by any requested institutions
- that USP to undertake major review of USP Services at all level
- that USP to undertake a Reach on Health Problems of people living in atolls
- that USP to work out a school for medicine for our doctors

TUVALU STRATEGIC PLANNING SEMINAR

PARENTS/STUDENTS

Introduction

Education is prioritised by leaders of Government, non-government organisations and the private sector as crucial and vital for their intended manpower. It is generalised that education whether taught in the class rooms (academic), learnt at home (cultural norms and values) and other enable people to live and mingle with each other harmoniously.

I would like very much to see that youths of today be exposed to the type of education mentioned above, so that they will turn out to be good and productive citizens, and thus contribute (positively) to the development of the country.

From my own observation and generalisations the University of the South Pacific is set up to achieve some of these aspirations. It is also important to note that spiritual growth is another important factor that leaders emphasise.

Word of Thanks

I wish to express my sincere thanks and gratitude to the founder(s) of the University of the South Pacific and to all those who have worked and contributed to its establishment. The University of the South Pacific is now more than 25 years old and has grown and made its mark in the Pacific Region and in the world so to speak.

I am confident that I, like many other parents in Tuvalu and in the Pacific would like to acknowledge with pride what the University of the South Pacific (USP) has been able to offer our children. Many Tuvalu graduates from USP have come home with their diplomas and degrees and worked in Tuvalu. Most of them hold and have senior positions in the Government and the private sector. Their contribution to the growth of our country economically and maybe socially too is immense.

The establishment of the USP Centre in Tuvalu is another good thing that USP administrators have come up with - bringing USP to our doorstep. It is good to note that many are making good use of this opportunity.

However our USP Centre does not have the facility and maybe staffing too to enable it to offer courses to students wishing to study Science. Could USP administrators look into this and if possible make it accessible to our students studying at "home"?

On the issues

I believe that the programmes of study USP offers through its different school:

School of Agriculture (SOA)

School of Humanity (SOH)

School of Law (SOL)

School of Pure and Applied Science (SPAS)

School of Social and Economic Development (SSED)

serve the requirements in terms of training that the government, non-government and the private sector wish for their manpower, and at the same satisfying the aspirations that parents have for their children.

I applaud the efforts the lecturers who have worked hard and diligently to teach, lecture and mould students from Tuvalu and from the Pacific Region into what they come out of USP with their acquired qualifications.

However, not all those who entered USP manage to successfully complete their programme of study, and for this and other things that I get from my own observations regarding USP and developments I wish to raise the following issues for us to consider and deliberate on:

- orientation programmes to be run at the home countries for all new or first year students at the USP. The planning stage of such programmes to involve ideas and suggestions from the Government, the USP and parents.
- to enforce restrictions on the freedom given to students, to mention one that I am aware and that is of paramount concern to me, is hearing that female students can access

male students living quarters any time they wish;

- that religion norms and practices be strengthened. Is there a link between the Pacific Theological College, the Pacific Regional Seminary? If not, would it be possible for USP to establish a link with these colleges?

Conclusion

I wish to again express my thanks to the USP administration for this seminar and especially for the presence of USP officials as resource people at this seminar. For the latter thank you for your contributions, I hope that we have deliberated on at this seminar you will find useful to your work and to the USP as a whole.

My apologies if there are issues contained in this paper that you may find irrelevant, however it is how I feel as a parent as an observer that I wish to bring to your notice given this opportunity.

God bless this seminar in Jesus Christ Name our Lord and Saviour

Rev. Iosia Taomia
Parent