

# **A Tuvalu National Curriculum in its Educational and Administrative Contexts**

---

## **Final Report for the Tuvalu Curriculum Framework Consultancy Mission**

*Prepared by*

**Adjunct Professor Ron Toomey  
Australian Catholic University**

**And**

**Rejieli Racule  
University of the South Pacific**

*Submitted by*

**RMIT International Pty Ltd  
ACN 071 369 545  
ABN 54 071 369 545**

*Contact:*

**Mr Peter Thompson  
General Manager – Business Development Division  
RMIT International Pty Ltd  
Level 5, 255 Bourke Street  
Melbourne VIC 3000  
Phone: (613) 9925 5159  
Fax: (613) 9925 5153**

## **Acknowledgements**

We would like to thank all those people who made a contribution to the Tuvalu Curriculum Consultancy Mission. The Director of the Department of Education and his staff were very helpful in providing material and arranging meetings and appointments during their already very busy schedules. The Secretary of Education and Sport within the Government of Tuvalu was generous with her time. The Principal and staff of MSS were very helpful with providing information about the curriculum and related matters at their school. The Principals of the Primary Schools were very welcoming and accommodating.

The SPBEA was very helpful in supplying a range of material and policies. The Ministry of Education in Fiji was also helpful with relevant curriculum and examination material.

Ron Toomey and Rejieli Racule

Suva

12/5/04

## **TABLE OF CONTENTS**

<b><u>ACRONYMS AND ABBREVIATIONS</u></b> .....	<b>I</b>
<b><u>1 INTRODUCTION</u></b> .....	<b>1</b>
<b><u>2 CURRICULUM CONTEXT</u></b> .....	<b>2</b>
<b><u>3 CURRENT CURRICULUM ARRANGEMENTS</u></b> .....	<b>2</b>
<b><u>4 DESIGN ISSUES</u></b> .....	<b>3</b>
<b><u>5 OTHER CURRICULUM ISSUES</u></b> .....	<b>4</b>
<b><u>5.1 Standards</u></b> .....	<b>4</b>
<b><u>5.2 School Level Curriculum Issues</u></b> .....	<b>6</b>
<b><u>5.3 Assessment Issues</u></b> .....	<b>6</b>
<b><u>5.4 Management Issues</u></b> .....	<b>6</b>
<b><u>5.5 Curriculum Issues Identified by MES Personnel and Motufoua SS Staff</u></b> .....	<b>8</b>
<b><u>5.6 Issues about Vocational Education</u></b> .....	<b>8</b>
<b><u>6 CURRICULUM PRINCIPLES</u></b> .....	<b>8</b>
<b><u>7 TOWARDS A NATIONAL CURRICULUM FRAMEWORK: OPTIONS AND IMPLICATIONS</u></b> .....	<b>9</b>
<b><u>7.1 Option 1 – A Model Based on Limited Reform</u></b> .....	<b>10</b>
<b><u>7.2 Implications of Option 1</u></b> .....	<b>11</b>
<b><u>7.3 Option 2 – A Comprehensive Model</u></b> .....	<b>12</b>
<b><u>7.4 Implications of Option 2</u></b> .....	<b>13</b>
<b><u>7.5 Option 3 – A Vocational Centre Model</u></b> .....	<b>14</b>
<b><u>7.6 Implications of Option 3</u></b> .....	<b>15</b>
<b><u>8 OVERVIEW OF MODELS</u></b> .....	<b>15</b>
<b><u>9 FORWARD PLAN</u></b> .....	<b>16</b>
<b><u>10 TERMS OF REFERENCE</u></b> .....	<b>16</b>
<b><u>10.1 Responses to the ToRs for the Initial Phase of the Tuvalu Curriculum Consultancy Mission</u></b> .....	<b>16</b>
<b><u>10.2 Responses to the Terms of Reference for the Final Phase of the Mission</u></b> .....	<b>20</b>
<b><u>11 RECOMMENDATIONS</u></b> .....	<b>26</b>
<b><u>12 REFERENCES</u></b> .....	<b>26</b>
<b><u>ANNEX 1: CONSULTATIONS</u></b> .....	<b>27</b>

## Acronyms and Abbreviations

<b>CAT</b>	Common Assessment Tasks
<b>CDU</b>	Curriculum Development Unit
<b>DoE</b>	Department of Education
<b>EFL</b>	Education for Life
<b>EO</b>	Education Officer
<b>FJC</b>	Fiji Junior Certificate
<b>Govt</b>	Government
<b>HOD</b>	Head of Department
<b>HS</b>	High School
<b>ICT</b>	Information and Communication Technology
<b>IoE</b>	Institute of Education
<b>LTA</b>	Long Term Advisor
<b>MES</b>	Ministry of Education and Sport
<b>MSS</b>	Motufoua Secondary School
<b>NZUBE</b>	New Zealand University Bursary Examination
<b>PILLS</b>	Pacific Islands Literacy Levels
<b>PSSC</b>	Pacific Secondary School Certificate
<b>RMIT</b>	RMIT International Pty Ltd
<b>SEO</b>	Senior Education Officer
<b>SPBEA</b>	South Pacific Board of Educational Assessment
<b>SS</b>	Secondary School
<b>STA</b>	Short Term Advisor
<b>TA</b>	Technical Assistant
<b>TAESP</b>	Tuvalu Australia Education Support Project
<b>TOR</b>	Terms of Reference
<b>TSC</b>	Tuvalu School Certificate
<b>USP</b>	University of South Pacific
<b>VET</b>	Vocational Education and Training

## **1 Introduction**

In response to a request from the Tuvalu Government, AusAID commissioned in June 2003 a Technical Assistance project designed to assist with the construction of a curriculum framework for secondary education in Tuvalu. The project was initiated to assist the Government of Tuvalu to review its current secondary school curriculum arrangements, to help it identify the major curriculum issues at the secondary level and advise it on ways of addressing these issues. This is the final report on the project.

The ToRs for the initial phase of the mission were:

1. to review curriculum arrangements,
2. consult with Ministry officials on curriculum issues,
3. consult with relevant regional organisations about curriculum issues,
4. advise and assist the Ministry of Education to identify the key problems of the current system,
5. advise and assist the Ministry of Education to develop appropriate and achievable responses to these immediate problems
6. provide advice on the Ministry's broader plans to introduce:
  - Junior secondary schools,
  - Form 7 at Motufoua; and
  - to develop a Tuvaluan curriculum, with particular reference to the current administrative capacity of the Ministry of Education. This should include views on the implications of these changes for ongoing curriculum management, curriculum development and training and the implementation of new curricula.

Responses to these ToRs were provided in the Interim Report that was accepted by the Government of Tuvalu and AusAID in mid 2003. They are reiterated in Section 10 of this report. It will be noted that part of Section 10 constitutes the principal consultant's response to ToRs 1, 2, 3, 4 and 6 above. The final phase of the mission has concentrated on the remaining task of advising and assisting the Ministry of Education to develop appropriate and achievable responses to the immediate problems regarding the secondary curriculum. In other words, addressing ToR 5 above in detail.

The details of the approach to ToR 5 above are set out in the ToRs for the final phase of the mission. The ToRs for the final phase of the mission were:

- Conduct consultations with the staff at Motufoua HS regarding the recommended national curriculum framework outlined in the interim report.
- Assist staff of the Tuvalu Department of Education with the preparation of a final draft of a national curriculum framework for consideration by the Government of Tuvalu.
- Assist staff of the Tuvalu Department of Education with the preparation of a final draft of a proposal for the reform of the junior secondary curriculum for consideration by the Government of Tuvalu.
- Assist staff of the Tuvalu Department of Education with the preparation of a final draft of a long-term forward plan for the reform of the secondary curriculum for consideration by the Government of Tuvalu.

- Prepare a final report on the consultancy mission for AusAID and the Government of Tuvalu incorporating comments, if any, from AusAID and the Government of Tuvalu.

## 2 Curriculum Context

All curricula exist in an administrative and educational context. The administrative context usually has to do with what provision there is for curriculum materials support, professional development opportunities, infra-structural support and the like. The educational context includes such things as teacher competence, student ability, national or state policy priorities for education and related things.

The administrative and educational contexts of a curriculum shape the form and content of the curriculum at the school level. This mission is primarily concerned with the school level curriculum in Tuvalu and the administrative and educational contexts in which it is located. The mission has been concerned to identify the major educational and administrative issues that are impacting on the school level curriculum. It has also been concerned to suggest possible responses to the issues.

This report canvasses three alternatives for a national curriculum framework and the details of the secondary curriculum within those frameworks. They constitute a range of advice about the possibilities for a revised Tuvaluan curriculum structure and its management. The scenarios provided in the report also provide a range of advice about priorities for support, both from donor agencies and from the Ministry of Education, that will be necessary to assist with the implementation of a revised curriculum structure.

## 3 Current Curriculum Arrangements

The current curriculum arrangements in Tuvalu are mapped on Figure 1 below.

**Figure 1: Current Curriculum Provision<sup>1</sup>**

Years	Content	Assessment and Selection
12	<p>Pacific Secondary School Certificate</p> <p><i>Offered at Motufoua:</i></p> <p>Subjects: English, Chemistry, Accounting, Development Studies, Mathematics, Geography, History, Physics, Biology, Design Technology, Economics, Technical Drawing and Religious Studies.</p> <p><i>Not offered at Motufoua:</i></p> <p>Agriculture, French, Computer Studies.</p>	<p>Externally assessed by SPBEA.</p> <p>External and school based CATs.</p> <p>Satisfactorily completed subjects recorded on certificate as a grade (1-9) or assessment descriptor</p>

<sup>1</sup> There are other providers including Fetuvalu SS and private providers of vocational education accredited by the DoE.

<b>Years</b>	<b>Content</b>	<b>Assessment and Selection</b>
<b>11</b>	Tuvalu School Certificate Subjects: Accounting, Economics, Science, Geography, History, Mathematics, Technical Drawing, Woodwork, Food & Nutrition.	Setting, marking and monitoring by SPBEA. Satisfactorily completed subjects recorded on certificate as a grade (1-9)
<b>9 &amp; 10</b>	Fiji Junior Certificate Core Subjects: Mathematics, Social Science, Basic Science, English Electives: Agriculture, Economics, Wood Work, Technical Drawing, Home Economics, Accounting.	FJC: English, Mathematics, Social Science, Basic Science and best two others. Possible score = 300
<b>1 – 8</b>	Classes 1 & 2: Creative Activities, Tuvalu Language, English, Mathematics, Physical Education, Printing, Singing, Social Science. Classes 3–6: Tuvalu Language, English, Social Science, Elementary Science, Mathematics, Music, Art and Craft, Physical Education. Classes 7-8: Commercial Studies, Elementary Science, Tuvalu Language, English, Home Economics, Mathematics, Music, Physical Education, Social Science, Technical Drawing. TAESP: English, Mathematics, Science, Social Science, Health, Business Studies (7&8 only).	Screening test set by secondary teachers at Year 8 for streaming purposes. PILLS at Years 4 and 6 every second year
<b>ECE</b>	No formal curriculum	

#### **4 Design Issues**

From a curriculum design perspective the present curriculum arrangement presents a number of issues. The current curriculum offerings are not consistent in name or substance across three separate certificate courses. Moreover, the curriculum offerings are inconsistent with the broader policy of “an open system of quality education which provides all Tuvaluans with equal access”. Access is in fact denied to many, especially in the senior secondary years. Nor is the system “open” at the senior secondary level. It is not a national system. It is also an incomplete framework as very little exists in the area of Early Childhood Education.

More specifically at the secondary level there is a blend of certificate courses, one Fijian, another involving material from Tuvalu, Kiribas and Western Samoa and the other a regional certificate. The number of external examinations and accompanying certificates seems inordinate. The reliance on such a set of credentials leads to a set of disjointed and disconnected offerings many with a tertiary selection orientation that is out of step with the needs of most Tuvaluan youth. It is sometimes culturally

inappropriate. There is a lack of articulation within the secondary curriculum. The components of the FJC, TSC and PSSC have very few substantive connections other than those made by the teachers. Furthermore, the Cambridge Certificate that is offered at Fetuvalu High School is quite inconsistent with what occurs elsewhere. Throughout the secondary curriculum there is also an unnecessary emphasis on competition. There are many assessment issues right across the system. The outcomes of PILLS, for example, are not used as "education feedback". In general, there is too much assessment (in the examination sense) and most of it is used for summative purposes or student progression. There is a noticeable lack of diagnostic and formative assessment.

## 5 Other Curriculum Issues

The environmental scan conducted during the first phase of the curriculum consultancy and the curriculum research study conducted as part of the final phase of the mission reveal numerous other curriculum issues that will need to be addressed by any new national curriculum framework. One of those issues is that of educational standards.

### 5.1 Standards

A key function of a national curriculum framework, its details and its implementation is to produce quality educational outcomes. There has been considerable concern over the years about educational standards in Tuvalu (ADB, 2002, Westover, 2000). It appears that standards have, until very recently, been declining when measured on the basis of performance on examinations. At the senior secondary level it appears that this situation is being redressed as indicated on the following table.

**Comparison of Final PSSC Examination Means for MSS and the Pacific Region**

Subjects	2003		2002		2001	
	National	Regional	National	Regional	National	Regional
Accounting	50	50	37	51	41	51
Biology	46	53	32	53	50	54
Chemistry	48	54	42	54	40	56
Economics	50	53	46	52	46	52
English	49	51	37	51	45	51
Geography	48	49	38	49	41	50
History	41	49	33	50	47	53
Mathematics	64	52	44	51	47	52
Physics	62	57	42	55	54	56
Technical Drawing	45	53	46	49	NA	NA

In 2002<sup>2</sup>, thirty-four students presented for the Tuvalu Secondary Certificate. The following table indicates pass rates calculated from the raw scores of candidates.

<sup>2</sup> Similar raw score data for 2003 were not available. There was a general view though that the situation was improving which is supported by the figures that were available. It appears that performances in Accounting, History, Mathematics, English and Woodwork were all superior to those of 2002.



**2002 Student Performance on TSC**

Subject	% Pass Rate
Accounting	45
Economics	62
Science	65
Geography	64
History	42
Mathematics	38
English	42
Technical Drawing	42
Wood Work	55
Food and Nutrition	55

Standards in the Fiji Junior Certificate at Motufuoa SS have been a concern for many years. Notwithstanding the improvements of recent times, the general pattern of poor performance still gives cause for concern as the following table indicates.

**Student Performance on FJC 1994 - 2003**

Year	% Pass Rate
1994	60
1995	41
1996	39
1997	22
1998	22
1999	25
2000	30
2001	13
2002	30
2003	58

There are other issues regarding standards in Tuvalu. At the end of Form 2, which is conducted in the Primary Schools, the children sit the Tuvalu Secondary School Entrance Examination. This examination is used to select students for admission to Motufuoa SS. Fewer than half those presenting for the examination are successful. Mostly the unsuccessful students either repeat or "drop out". There is some evidence that the main problem areas are English and Mathematics. Similarly there is evidence that the problem may be in part a teaching issue where the Primary trained teachers are inadequately prepared to teaching Forms 1 and 2 Mathematics and English.

In general, whilst standards have been a concern in the secondary sector it appears that the issue is now being redressed and a review of curriculum that will lead to improved teaching and learning is timely.

## **5.2 School Level Curriculum Issues**

The visit to Motufoua Secondary School (MSS) as part of the environmental scan, the curriculum implementation study conducted in the final phase of the mission and discussions with teachers and others suggest that the secondary school is confronting a number of quite particular curriculum issues. There are very substantial resource issues with outdated and sometimes inappropriate materials having to be used. Facilities in Science and Home Economics are in serious disrepair. There appears to be a lower priority for the provision of such resources to MSS. In a list of priorities for NZAID funds, the University of the South Pacific's Augmented Program's facilities at Funafuti were put ahead of those at MSS. The position of a laboratory technician has been advertised at the USP Foundation Centre. However there are only 34 students currently attending the Centre (with only a proportion of them studying sciences) compared to 430 students at MSS with no working laboratories or lab assistants. At MSS the situation regarding school supplies is quite desperate. Very little money is allocated to this. As an example, there are no dusters available this year, let alone textbooks. Money allocated to the school seems to be shifted to other departments without consultation with the school. ICT is very limited. MSS has access to only three computers and fax and phone facilities are at best erratic.

At MSS the majority of the Forms 3 and 4 teachers hold Diplomas as distinct from degrees. There is a need for such teachers to upgrade their academic qualifications to degree level and thus increase the depth of their knowledge in their subject areas. There are also some who need teacher-training to gain professional qualifications.

We feel that there is a need for on-going professional development courses for MSS staff on teaching and learning styles, and techniques, as well as critical thinking about curriculum and assessment issues and that there is a need for regular visits to MSS by curriculum and pedagogical experts.

## **5.3 Assessment Issues**

There are many assessment issues right across the system. The outcomes of PILLS are not used, for example, as "education feedback". In general, there is too much assessment (in the examination sense) and most of it is used for summative purposes or student progression. There is very little diagnostic or formative assessment. This is inconsistent with emerging policies and practices at the Fiji Ministry of Education and SPBEA both of which are moving away from competitive academic assessment and encouraging their client groups to do so too.

## **5.4 Management Issues**

The tasks of developing both a comprehensive curriculum framework for Tuvalu and specifying the necessary detail requires appropriate management structures and support services. Implementing the framework requires both suitable materials development and staff development facilities. The current organisational structure is not sufficiently well equipped to deal with a program of reform from at least two perspectives. The first is the perspective of person-power.

In recent times the DoE has been significantly strengthened. This reflects the Ministry of Education and Sport's (MES) commitment to education as a priority area. MES's

share of the national budget has relatively recently grown from 13.2 per cent (1996) to 22.2 per cent (2001). Only two other ministries share anything like that proportion of the national budget namely Environment, and Works & Communications. However, of the MES's very substantial proportion of the national budget, teachers' salaries and housing costs account for the great bulk of it. Increasing the establishment of the DoE and the capital works program are therefore ongoing challenges for government.

Currently, the organisational structure includes a Director, an SEO (Curriculum), an SEO (Administration and Assessment), an EO (Early Childhood), a school supervisor position, an Administrative Officer and a clerk. In a situation where the system is administered from Funafuti, where communication is very difficult because it is limited to phone and fax to eight other islands, and where there is a very substantial administration load, the DoE currently lacks the person-power to undertake any reform program at the secondary level. Ultimately, the establishment of the DoE will have to be increased significantly to include a Curriculum Unit.

The second perspective from which the DoE is ill equipped to embark upon a program of reform is that of technical expertise. Even with an increased establishment of a curriculum unit the DoE will still need to be strengthened with curriculum design and development expertise. As a long-term strategy, the strengthening of the curriculum unit needs to be given more priority in the scholarships program. That is, suitable people should be enabled to undertake curriculum studies overseas with support from the national program of scholarships.

The extent of the challenge involved with the reform of the Tuvalu secondary curriculum cannot be under-estimated in either a workload sense or in an expertise sense. Re-assigning existing staff (often very busy on other matters) is not a realistic strategy for addressing the issues.

There are also very substantial school level curriculum issues that have to be addressed in the national curriculum framework. One is an issue about staff readiness for curriculum reform, especially reform that assumes a more student centered – teacher guided curriculum. Much of the teaching at MSS is very teacher centred and heavily dependent on textbooks. Another and related issue is the quality of curriculum resources. They are barely adequate to support the current three non-national curriculum structures. Also the curriculum leadership at the school needs to be strengthened. A position of Deputy Principal (Curriculum) needs to be established. The appointment should be supported by the scholarships program.

Within the reformed FJC structure the school will need a curriculum and moderation expert. This appointment needs to be made as soon as possible and the appointee trained within the program that is currently being conducted by the Ministry of Education in Suva.

There are other staff development issues such as upgrading of qualifications and developing the knowledge base of staff (Report on: Tuvalu School Visit by the CDU Unit of the Fiji Ministry of Education).

### **5.5 Curriculum Issues Identified by MES Personnel and Motufoua SS Staff**

The Tuvalu Curriculum Consultancy Mission has been particularly concerned to gather the views of MES personnel and Motufoua SS staff about the curriculum issues they face. Any proposals for reform that ignore these views risk rejection at the implementation stage.

The first ToR for the final phase of the mission was:

Conduct consultations with the staff at Motufoua HS regarding the recommended national curriculum framework outlined in the interim report.

The second interim report prepared by Rejieli Racule for the Mission identified the main issues as:

- Lack of resources
- Inadequate facilities
- The need for staff development.

### **5.6 Issues about Vocational Education**

To date VET's role in the system has been unclear. What exists has a manual arts orientation. VET is mostly conceptualised in terms of addressing the standards issue by providing a less demanding curriculum offering to "less able" students. There seems little consideration of VET's potential contribution to the national economy.

All of these aspects of the educational and administrative context of the current Tuvalu curriculum will need to be addressed in any proposal for reform.

## **6 Curriculum Principles**

The Tuvaluan National Curriculum Framework should have as its foundation a set of appropriate principles. The following principles are suggested as appropriate:

#### *Principle 1: Coherence*

The national curriculum framework and its ultimate detail should comprise a coherent whole within which the links between content and teaching and learning orientations are made explicit across all year levels.

#### *Principle 2: Consistency with EFL*

The curriculum framework and its ultimate detail should support Lifelong Learning. It should encourage the development of generic skills, thinking skills, cooperative learning practices, problem-solving skills and other Lifelong Learning abilities and dispositions such as learning for the sake of learning

#### *Principle 3: Social and Cultural Appropriateness*

It should reflect the current needs of Tuvaluan society and play an active role in transmitting, preserving and further developing the culture of Tuvalu.

#### *Principle 4: Equal Access*

It should be designed and implemented in such a way as to enable every young person in Tuvalu to have access to all levels of the education structure.

***Principle 5: Comprehensiveness***

This principle implies that the curriculum has breadth and depth. In this context breadth means that the content of the curriculum is defensible as appropriate for the current situation in Tuvalu. Depth infers that there is scope for detailed and increasingly sophisticated treatment of the content.

***Principle 6: Articulation***

There should be provision within the curriculum for clear patterns of connectedness between levels and sectors.

***Principle 7: Contribution to the National Economy***

The curriculum framework should make provision for national economic growth and development.

## **7 Towards a National Curriculum Framework: Options and Implications**

A national curriculum framework is essentially a policy document. It communicates an education system's views about what it seeks to have young people know, value and continuously develop as a set of skills. It also communicates how the advancements with knowledge and skills, as with the processes used to shape values, will be monitored, recorded and certificated. It should be thought about as a plan of action or a "live policy". It is also a coherent plan for the form, scope and sequence of learning throughout the system's schools (in Tuvalu's case its preschools, primary and secondary schools as well as further education institutions). It serves to inform the whole system of the relationships between its component parts and how in combination they contribute to the growth of the young people for whom they cater and the nation.

Ideally, the framework should also attend to the prevailing curriculum circumstances in terms of:

- the disposition of DoE personnel to reform,
- existing and likely future curriculum management structures,
- staff expertise and the potential for staff development,
- the existence of curriculum resource materials, the potential for their improvement and suitable teaching facilities.

That is, the framework should be realistic and achievable.

The following scenarios have been constructed in terms of these issues. They lay out a set of realistic possibilities for reform given the contingencies of the educational and administrative context of the Tuvaluan curriculum. Any choice from them rests with the Ministry of Education. When donor agencies are considering support for curriculum reform proposals the scenarios can be used to help shape responses.

### 7.1 Option 1 – A Model Based on Limited Reform

Whilst there are reservations about the current curriculum structures in Tuvalu both within the country and from elsewhere there is a view at Motufoua SS and in the DoE that large scale reform is not achievable. This proposal acknowledges that and seeks to maintain a measure of the status quo whilst still producing a new structure consistent with the principles outlined earlier and consistent with the goal of the reform having to be achievable. A national curriculum framework for Tuvalu that continues with the academic orientation currently prevalent in the country is reproduced below. The suitability of the framework is then subsequently argued for in terms of the major issues outlined in Section 2 above and the implications for adopting it are discussed.

#### Option 1 – A Model Based on Limited Reform.

Years	Program of Offerings
11 & 12	<p>Pacific Secondary School Certificate with two groups in mind – those aspiring to further education and those not. For the former group the current subjects would continue to be offered. For the latter group the offerings would be contained to a limited subject range <u>possibly</u> including the following. The range would need to be negotiated with MSS staff.</p> <ul style="list-style-type: none"> <li>■ English</li> <li>■ One of Chemistry, Physics, Biology</li> <li>■ One of Accounting, Economics</li> <li>■ Mathematics,</li> <li>■ One of Geography and History</li> <li>■ Agriculture/ Technical Drawing/ Tuvaluan Studies.</li> </ul>
9 & 10	Reformed Fiji Junior Certificate: Mathematics, Social Science, Science, English & Electives. This offered in two streams, one over two years and the other over three years.
1-8	TAESP: Retain as is.
ECE	Two Year Broad Framework Curriculum

This proposal consolidates existing arrangements and abolishes the TSC. The senior secondary curriculum (Years 11 & 12) is taken over a two year period. Year 11 is considered a preparatory year during which candidates are inducted into a more limited range of SPBEA subjects than are currently offered at Motufoua HS. One of the reasons for truncating the curriculum offerings in this way is to enable the school to concentrate teachers into one of two groups, “senior school” teachers and teachers

of the reformed FJC ("junior school" teachers). Those in the "junior school" would assume a greater role for the "pastoral care" for the younger students, concentrate on developing their literacy and numeracy skills and preparing them for a successful FJC experience. Those in the "senior school" would be PSSC subject specialists.

## **7.2 Implications of Option 1**

*This option requires:*

- Refurbished science facilities.
- A computing laboratory and related staff training
- Refurbished Home Economics facilities
- A substantial staff development project on formative assessment and quality teaching and learning
- A staff development project for "senior school" teachers to strengthen their subject knowledge base
- A staff development project for "junior school" teachers to assist with student welfare and the development of literacy and numeracy
- A staff development project to assist all teachers to make substantive connections across the reformed FJC and the PSSC
- A staff member from MSS to attend training in Suva in August or September 2004 on the revised FJC and moderation of assessment for FJC at MSS

*The limitations of the option are:*

- It does not address well the overcrowding issue at Motufoua HS and related issues.
- It does not address sufficiently well enough the issue of "standards" and concerns about poor performance at secondary school by Tuvaluan youth.
- It does not incorporate an adequate VET dimension to the secondary curriculum.
- It does not sit well with the early thinking and possible directions of the recent ADB mission especially with regard to VET and the Community Vocational Centres.

*The strengths of the option are:*

- It approximates the "status quo" and thus it should make the reform achievable.
- It does not require major capital works.
- It links the FJC and the PSSC.

*The implications of the model for requests from donor agencies are:*

- School refurbishment including curriculum resources
- Teacher development projects



### 7.3 Option 2 – A Comprehensive Model

There has been considerable attention given to reforming the curriculum in Tuvalu so that it takes better account of the standards issues and provides greater opportunities for VET. Option 2 considers this position.

#### Option 2 – A Comprehensive Model

Years	Program of Offerings
11 & 12	<p>Three “streams”:</p> <p>Pacific Secondary School Certificate with two groups in mind – those aspiring to further education and those not. For the former group the current subjects would continue to be offered. For the latter group the offerings would be contained to a limited subject range <i>possibly</i> including the following. The range would need to be negotiated with MSS staff.</p> <ul style="list-style-type: none"> <li>■ English</li> <li>■ One of Chemistry, Physics, Biology</li> <li>■ One of Accounting, Economics</li> <li>■ Mathematics,</li> <li>■ One of Geography and History</li> <li>■ Agriculture/ Technical Drawing/ Tuvaluan Studies.</li> </ul> <p>VET Stream: Five subjects from English, Mathematics, Science, Design Technology and new VET SPBEA “school subjects”.</p>



9 & 10	Reformed Fiji Junior Certificate: Mathematics, Social Science, Science, English & VET Electives. Two streams: one for two years the other for three years.
--------	--

#### Academic and Vocational Orientation Entry Test



1-8	TAESP: Retain as is.
-----	----------------------



ECE	Two Year Broad Framework Curriculum
-----	-------------------------------------

This proposal advances the argument from MSS for a comprehensive arrangement to the curriculum. As with the previous model, the senior secondary curriculum (Years 11 & 12) is taken over a two year period. Year 11 is considered a preparatory year during which candidates are inducted into a more limited range of SPBEA subjects than are currently offered at Motufoua HS. A VET program would run alongside the SPBEA. The reason for truncating the curriculum offerings at Years 11 & 12 is to enable the school to concentrate teachers into one of two groups, senior school teachers and teachers of the reformed FJC. Those in the “junior school” would assume a greater role in the “pastoral care” for the younger students and in assisting with their literacy and numeracy development.



## **7.4 Implications of Option 2**

*This option requires:*

- Considerable curriculum development work especially with VET subjects for which there is limited expertise
- Refurbishment of Science and Home Economics facilities
- Staff development in formative assessment and quality teaching and learning
- Major capital works program to accommodate more students and the VET component
- A computing laboratory and related staff training
- Teacher recruitment program for VET staff
- A staff member from MSS to attend training in Suva in August or September 2004 on the revised FJC and moderation of assessment for FJC at MSS

*The limitations of the option are:*

There is limited expertise in the VET field.

*The strengths of the option are:*

- It addresses the standards issue well.
- It connects the FJC and PSSC
- It establishes a program with the potential to contribute to the national economy.

*The implications of the model for requests from donor agencies are:*

- Capital works to accommodate VET and a greater number of students
- School refurbishment
- Teacher development projects

## **7.5 Option 3 – A Vocational Centre Model**

### **Option 3 – A Vocational Centre Model**

<b>Years</b>	<b>Program of Offerings</b>
11 &12	<p>Pacific Secondary School Certificate with two groups in mind – those aspiring to further education and those not. For the former group the current subjects would continue to be offered. For the latter group the offerings would be contained to a limited subject range <b><i>possibly</i></b> including the following. The range would need to be negotiated with MSS staff.</p> <ul style="list-style-type: none"><li>■ English</li><li>■ One of Chemistry, Physics, Biology</li><li>■ One of Accounting, Economics</li><li>■ Mathematics,</li><li>■ One of Geography and History</li><li>■ Agriculture/ Technical Drawing/ Tuvaluan Studies.</li></ul>



### Exit Point Here

9 & 10	At Motufoua HS: One stream of the Reformed Fiji Junior Certificate for those clearly performing satisfactorily on the TSSE examination: Mathematics, Social Science, Science, English & electives.	At the reintroduced Community Training Centres on Funafuti and the other Islands: A VET program consisting of Accounting/Bookkeeping, Mechanics, Refrigeration Engineering, Computing for those not performing satisfactorily on the TSSE examination.
--------	--	---

### Academic and Vocational Orientation Entry Test



1-8	TAESP: Retain as is.
-----	----------------------



ECE	Two Year Broad Framework Curriculum
-----	-------------------------------------

### 7.6 Implications of Option 3

*This option requires:*

- Considerable curriculum development work especially with VET subjects for which there is limited expertise
- Refurbishment of Science and Home Economics facilities
- Staff development in formative assessment and quality teaching and learning
- Minor capital works program on the community centres
- A computing laboratory and related staff training
- A staff member from MSS to attend training in Suva in August or September 2004 on the revised FJC and moderation of assessment for FJC at MSS

*The limitations of the option are:*

- There is limited expertise in the VET field.
- It limits access to the senior years.

*The strengths of the option are:*

- It addresses the standards issue well.
- It makes VET a more prominent part of the curriculum.

## 8 Overview of Models

The ultimate choice of any model rests with the Government of Tuvalu as it gives consideration to the range of contextual issues identified earlier in this report and the budget implications involved in making any choice. However, the extent to which the three models accommodate the curriculum principles outlined earlier in this report is mapped below and then discussed to assist with any decision making.

**Curriculum Principles<sup>3</sup>**

Model	1	2	3	4	5	6	7
Limited Reform	H <sup>4</sup>	M	M	M	H	H	L
Comprehensive	H	H	M	H	H	H	H
Vocational Centre	H	H	M	H	H	H	H

The limited reform model provides a considerable measure of curriculum coherence assuming that in revising the FJC the Fijian Ministry of Education attend carefully to the Tuvaluan cultural issues in the curriculum. This would be assisted by making MSS a trial school in 2005. It should be further enhanced by having someone from MSS trained in Suva in the reforms of the FJC in August or September. Involvement in the 2005 pilot program is contingent on this training being undertaken. It is also moderately consistent with EFL in that it seeks to retain a maximum number of young people at school at least until Year 10. Given that staff are able to interpret the FJC in Tuvaluan terms it moderately satisfies the third principle. It also makes provision for larger numbers to stay on at school than at present. It provides breadth and depth to the curriculum and allows students to move through the system. However, the option does not accommodate VET well. The comprehensive model satisfies all criteria well except that of cultural relevance. If the same approach mentioned above about this issue were adopted in this case though the criterion would be moderately satisfied. The same applies to the Vocational Centre Model.

<sup>3</sup> The curriculum principles include: *Principle 1: Coherence; Principle 2: Consistency with EFL; Principle 3: Social and Cultural Appropriateness; Principle 4: Equal Access; Principle 5: Comprehensiveness; Principle 6: Articulation; Principle 7: Contributes to National Economy*

<sup>4</sup> H = High, M = Medium, L = Low

## **9 Forward Plan**

This forward plan assumes the introduction of the revised FJC in 2006.

<b>Timeline</b>	<b>Action Required</b>
As soon as possible.	Impact study of TAESP at the Forms 1 & 2 levels to determine causes of poor performance on TSSE examination.
As soon as possible.	Staff development program designed to rectify the causes of poor performance.
As soon as possible.	Refurbishment of facilities at MSS for Science and Home Economics
Mid 2004	Negotiate with MSS which of the three options for a curriculum framework outlined earlier in this report should be implemented at MSS.
Mid 2004	Apply for MSS to be a pilot school for MSS trial during 2005.
August/September 2004	Appoint a person at MSS to be the FJC coordinator. Arrange for attendance at training in Suva.
Early 2005	Arrange for accreditation of PSSC school subject in Tuvaluan.
Early 2005	Arrange staff development program for staff at MSS for: <ul style="list-style-type: none"><li>■ Quality teaching and Learning</li><li>■ Assessment</li><li>■ VET</li><li>■ Aligning the FJC and PSSC curricula</li></ul>

## **10 Terms of Reference**

### **10.1 Responses to the ToRs for the Initial Phase of the Tuvalu Curriculum Consultancy Mission**

The initial ToRs for the mission were addressed in the interim report. The responses to them are reiterated here.

#### ***ToR Number 1 - Review of current secondary school curriculum arrangements***

A curriculum framework should be consistent with the overall philosophy of the system, be socially and culturally appropriate, map a plan for improved and relevant learning and link, in a comprehensive way, all education sectors. Currently, there is no such framework in Tuvalu. The current disjointed curriculum provision arrangements are reflected below.

**Current Curriculum Provision**

<b>Years</b>	<b>Content</b>	<b>Assessment and Selection</b>
<b>12</b>	<p>Pacific Secondary School Certificate  <i>Offered at Motufoua:</i>                      Subjects: English, Chemistry, Accounting, Development Studies, Mathematics, Geography, History, Physics, Biology, Design Technology, Economics.  <i>Not offered at Motufoua:</i>                      Agriculture, French, Computer Studies.</p>	<p>Externally assessed by SPBEA.                      External and school based CATs.                      Satisfactorily completed subjects recorded on certificate as a grade (1-9) or assessment descriptor</p>
<b>11</b>	<p>Tuvalu School Certificate                      Subjects:                      Accounting, Economics, Science, Geography, History, Mathematics, Technical Drawing, Woodwork, Food &amp; Nutrition.</p>	<p>Setting, marking and monitoring by SPBEA.                      Satisfactorily completed subjects recorded on certificate as a grade (1-9)</p>
<b>9 &amp; 10</b>	<p>Fiji Junior Certificate                      Core Subjects:                      Mathematics, Social Science, Basic Science, English                      Electives:                      Agriculture, Economics, Wood Work, Technical Drawing, Home Economics, Accounting.</p>	<p>FJC: English, Mathematics, Social Science, Basic Science and best two others.                      Possible score = 300</p>
<b>1 – 8</b>	<p>Classes 1 &amp; 2: Creative Activities, Tuvalu Language, English, Mathematics, Physical Education, Printing, Singing, Social Science.                      Classes 3–6: Tuvalu Language, English, Social Science, Elementary Science, Mathematics, Music, Art and Craft, Physical Education.                      Classes 7-8: Commercial Studies, Elementary Science, Tuvalu Language, English, Home Economics, Mathematics, Music, Physical Education, Social Science, Technical Drawing.                      TAESP: English, Mathematics, Science, Social Science, Health, Business Studies (7&amp;8 only).</p>	<p>Screening test set by secondary teachers at Year 8 for streaming purposes.                      PILLS at Years 4 and 6 every second year</p>
<b>ECE</b>	No formal curriculum	

The review indicates a need for a major overhaul of the curriculum on the grounds of its:

- Disjointedness
- Lack of comprehensiveness
- Lack of fit with the national policy of EFL, especially regarding access and equity
- Possible contribution to student disengagement and teacher cynicism
- Lack of fit with current social and economic imperatives of Tuvalu
- Unnecessary emphasis on competitive academic assessment
- Inordinately strong academic orientation at the expense of vocational offerings
- Overly strong concern with tertiary selection issues
- Absence of a common design framework across all levels.

***ToR Number 2 - Consult with ministry officials on curriculum issues***

The main issues identified were:

1. The absence of a National Curriculum Framework.
2. The need for strengthening the curriculum expertise in the DoE to enable a National Curriculum Framework to be developed and disseminated.
3. The reliance on a non-national curriculum at the Forms 3 & 4 levels.
4. The absence of a design framework at the Early Childhood level.
5. The lack of skilled personnel within DoE to design and elaborate appropriate curricula.
6. Limited curriculum expertise at the school level, most especially in the secondary sector.
7. The absence of a strategic plan for addressing the issues.

***ToR Number 3 - Consult with regional organisations like USP and SPBEA***

The major curriculum issues that emerged from the consultations were:

1. The concerns of USP about the standards of graduates from Motufoua SS
2. The emphasis of the current senior secondary curriculum on selection issues at the expense of vocational issues.
3. The encouragement of SPBEA for schools to move away from summative assessment and shift to more formative approaches especially in the early secondary years.
4. The development of a new SPBEA regional qualification in the form of a Year 7 program.
5. Provision of "school based" subjects through SPBEA and the extent to which they are under-utilised.

***ToR Number 4 - Advise and assist the Ministry of Education to identify the key problems of the current system***

The key issues are:

1. Lack of a strategic plan
2. Lack of a national framework
3. Inappropriate junior secondary curriculum

4. Lack of coherence across the secondary level
5. Insufficient curriculum expertise
6. Insufficient curriculum person power
7. Significant implementation issues in a reform context because of the absence of school level curriculum and teaching expertise

***ToR Number 5 - Advise and assist the Ministry of Education to develop appropriate and achievable responses to these immediate problems***

Responses to include:

1. Develop a strategic plan that emphasises the strengths of the system and adopts a long term approach
2. Increase the establishment of DoE to include a curriculum unit
3. As a long-term strategy include the need for increasing curriculum expertise as a criterion for scholarships
4. As a short term strategy, seek LTA for the Curriculum Unit in General Curriculum and STA in subject specific curriculum especially English, Mathematics, Science, Social Science, Health/Physical Education and Vocational Education. In part, enlist the STAs in a school based staff development program at Motufoua SS.
5. As a starting point concentrate resource and effort at the Form 3 & 4 levels. This is suggested for two reasons. One is that this is the field onto which the good work of TAESP can be overlain. The other is that the upper components of the secondary curriculum (especially PSSC) are subject to influence from policy changes (like the Year 7 developments) which should be given time to evolve before any reforms at that level are attempted.

***ToR Number 6 - Provide advice on the Ministry's broader plans to introduce:***

- Junior secondary schools
- Form 7 at Motufoua
- Develop a Tuvaluan curriculum, with particular reference to the current administrative capacity of the Ministry of Education. This should include views on the implications of these changes for ongoing curriculum management, curriculum development and training and the implementation of new curricula.

***Advice regarding Junior Secondary Schools***

The intention to introduce Junior High Schools as a possible way of extending greater access for young people at the Years 9–10 levels would produce a greater number of curriculum challenges, and probably require much more capital works, than the proposed reform of the secondary curriculum.

Specifically, on Funafuti the Primary School is already overcrowded largely because of the population drift to the island. Extending it into a Junior High School configuration would have serious capital works implications. There is also a danger that asking current Primary Schools to become Junior High Schools may disrupt the (very good) effects of TAESP.



### **Advice regarding Form 7 at Motufoua**

There are many unresolved issues with the development of the regional Form 7 to replace the current NZUBA not least the USP position on its selection use. As it stands there is considerable likelihood that the final arrangement will be consistent with the current PSSC arrangements but there is no pressing need for Tuvalu to offer a Form 7 at this stage. Indeed its early introduction could unnecessarily add to the already pressing curriculum and staffing issues at the school. Given the relatively small numbers in Tuvalu that are affected by the policy changes about a Regional Form 7, it would be more prudent to proceed with the current efforts that are being made to extend the USP Foundation Year Program at the USP Centre on Funafuti and concentrate on expanding the offerings at Motufoua SS into the Vocational area.

### **Advice regarding the development of a Tuvaluan Curriculum**

There is an almost unanimous view that the FJC is no longer appropriate for Tuvalu. There is also a widely held view that some of the significant outcomes of TAESP have been more locally appropriate curriculum materials and resources, much improved teaching and learning (in a student centred sense) and increased morale. The building blocks for a Tuvaluan curriculum are there. It should be a strategic priority to extend the good work into lower secondary. However, such a decision has serious organisational, infrastructure, staff development and policy implications. It will have to be planned exceedingly carefully at least over a five year period. Such a decision would mean:

- Increasing the establishment of the DoE to provide the system with additional curriculum person power and expertise
- Altering the MES policy on scholarships to include curriculum expertise in the selection criteria.
- That there would be very substantial staff development requirements, particularly at Motufoua SS.
- That there would be very substantial infrastructure costs involving refurbishment at Motufoua SS and computing facilities.

## **10.2 Responses to the Terms of Reference for the Final Phase of the Mission**

**ToR Number 1: Conduct consultations with the staff at Motufoua HS regarding the recommended national curriculum framework outlined in the interim report.** The interim report prepared by Rejieli Racule elaborates the views of all stakeholders in this regard. The views of all stakeholders have been taken into account in the preparation of this final report and where appropriate they have been used to assist in the formulation of the national framework and the details thereof that are contained in this report.

**ToR Number 2: Assist staff of the Tuvalu Department of Education with the preparation of a final draft of a national curriculum framework for consideration by the Government of Tuvalu.**

This report provides three options from which the Government of Tuvalu might choose and negotiate with the staff of MSS.



**ToR Number 3: Assist staff of the Tuvalu Department of Education with the preparation of a final draft of a proposal for the reform of the junior secondary curriculum for consideration by the Government of Tuvalu.**

This report provides three options from which the Government of Tuvalu might choose and negotiate with the staff of MSS.

**ToR Number 4: Assist staff of the Tuvalu Department of Education with the preparation of a final draft of a long-term forward plan for the reform of the secondary curriculum for consideration by the Government of Tuvalu.**

The draft appears as section 9 of this report.

**ToR Number 5: Prepare a final report on the consultancy mission for AusAID and the Government of Tuvalu incorporating comments, if any, from AusAID and the Government of Tuvalu.**

The draft final report was shared with AusAID at a meeting in Suva on 12/5/04. The written comments from AusAID comprised the statement:

There appears to be a lower priority for the provision of such resources to Motufoua SS. In a list of priorities for NZ Aid funds, the University of the South Pacific's Augmented Program's facilities at Funafuti were put ahead of those at Motufoua SS. The position of a laboratory technician has been advertised at the USP Foundation Centre. However there are only 34 students currently attending the Centre (with only a proportion of them studying sciences) compared to 430 students at Motufoua SS with no working laboratories or lab assistants. At MSS the situation regarding school supplies is quite desperate. Very little money is allocated to this. As an example, there are no dusters available this year, let alone textbooks. Money allocated to the school seems to be shifted to other Departments without consultation with the school. ICT is very limited. Motufoua SS has access to only three computers and fax and phone facilities are at best erratic.

AusAID requested that this statement be used in a meeting to debrief on this report with the Tuvalu Government officials to initiate discussions to propose solutions to resource allocation issues.

The draft final report was also shared with the Secretary of Education and Sport in a debriefing session on Funafuti on 14/5/04. No written comments were received.

## **11 Recommendations**

1. Given the difficulty so many students are having with the TSSE examination, an Impact Study of TAESP at Forms 1 & 2 level be conducted to identify the source/s of these difficulties.
2. A refurbishment program of facilities and curriculum resources at MSS be made a priority.
3. During late 2004 the DoE request that Motufoua SS be a pilot school for the reformed FJC.
4. During 2004 a person from Motufoua SS be trained as a moderator within the training program being conducted by the Fiji Ministry of Education's CDU.
5. From 2006 the Tuvalu Secondary Certificate be phased out and the secondary curriculum be comprised of a minimum of two years study for the revised FJC and a further minimum of two years study for the PSSC in one of the forms described in this report.
6. In 2005 the DoE conduct a series of staff development programs for MSS staff on
  - Quality Teaching and Learning
  - Assessment
  - VET
  - Aligning the FJC and PSSC curricula

## **12 References**

Report on: Tuvalu School Visit by the CDU Unit of the Fiji Ministry of Education.

Knapman, B. Ponton, M & Hunt, C (2002) Tuvalu: 2002 Economic and Public Sector Review. AusAID and Asian Development Bank.

Westover, D. (2000) Basic Education Review. Funafuti: Department of Education. AusAID. AESOP.

Education for All Report of National Plan, , Ministry of Education, Culture and Sports, September 2001

Handbook of General Pedagogical Advice for Primary Teachers. TAESP 2002  
Motufoua Secondary School Curriculum Review, IOE, University of the South Pacific, 1981

Report on Tuvalu School Visit, Ministry of Education, Fiji, February 2003

Tuvalu Technical Vocational Education and Training (TVET) Study Draft,

David Burrowes and Namoliki Sualiki Neeia

Supervision Handbook for Senior Education Officers, School Supervisors and School Leaders, TAESP, 2003.

## **Annex 1: Consultations**

The assignment was managed by RMIT International and AusAID, the major client, provided direction. The following people contributed to the mission.

### **Phase 1**

Ana Raivoce  
Professional Officer  
South Pacific Board Educational Assessment

Melinia Ratudina  
AusAID (Suva)

Nicki Wrighton  
NZAID (Suva)

Shamina Narayan  
European Union

Elineyce  
USP Center (Tuvalu)

David Manuella  
Director  
DoE Tuvalu

Teimana  
Early Childhood Education Officer  
DoE

Valisi Alimau  
Supervisor  
DoE

Maseiga Osema  
Early Childhood Education Officer  
DoE

Sootaga Paape  
Senior Supervisor

Temusika Hamuma and staff  
Principal  
Nauti Primary

Siaufisi Kirimau and staff  
SDA Primary School  
Fanafuti

Fulitusi Alovaka  
Fetuvalu High School

Dr Aklmila Nama Shalma  
University of the South Pacific

Small Business Operators  
Funafuti Community

Captain Jonathon Gayton  
Tuvalu Maritime Training Institute

Leti Pelesala  
Shadow Minister  
Education

Filoimea Telito  
Principal  
Motufoua Secondary School

George Boyd  
Motufoua Secondary School

Shayne Boyd  
Motufoua Secondary School

Dr Ana Taufeulungaki  
University of the South Pacific

Hans Zindel  
SPBEA

Mrs Salste Rabuka  
Fiji Ministry of Education

Mr Sela  
Fiji Curriculum Unit

## **Final Phase**

### **Tuvalu Ministry of Education**

Mrs Lina Petaia  
Mr David Manuella  
Mrs Valisi Tovia Alimau  
Mrs Katalina Taloka  
Mrs Teimana Avanitelo

Secretary of Education  
Director of Education  
SEO Curriculum  
SEO Assessment  
EO Early Childhood Education

**Staff of Motofoua Secondary School**

Rev. Filoimea Telito  
Mr Lapana Ene  
Mr George Boyd  
Mrs Shayne Boyd

Principal  
Deputy Principal  
T.A., Adviser to the Principal  
T.A., Adviser, English Dept

**English Department**

**Teachers**

HOD

Sivaga Filo  
Lise Talia  
Meleana Pila  
Kiunui Leofasi  
Maola Sualo

**Mathematics Department**

**Teachers**

HOD

Vili Lagi  
Efoti Ala  
Faga Ikapoti  
Fauina Lagi  
Kapuana

**Science Department**

**Teachers**

A/HOD

Michael Noaga  
Fuifui Tui  
Seveleni Kapua  
Maeva Tauafi  
Tekua Willy

**Agricultural Science**

**Teachers**

Sam Panapa  
Teagai Esekia

**Social Science/Commerce**

**Teachers**

A/HOD

Elika Repeuga  
Lolohea Kelesoma  
Linosia Paleni  
Iofobina Sosene  
Senetima Lomi  
Ale Ioane  
Tinai Temamila  
Elaine  
Laupepa

Technical/Home Economics  
HOD

Siaufele Lito  
Neaki Letia  
Isaia  
Suilai Lepana  
Vaiega Lui

Physical Education/Music

Takiao Vave  
Vili Lagi

Tuvaluan Studies

Vaiefu Liu

Religious Studies

Rev Sanaila Bici  
Isopo Sioni

Staff of Nauti Primary School, Funafuti Island

Temukisa Hauma	Head Teacher
Vinepa Pelenā	HOD Infant Department
Tiutupe Puava	A/Head Teacher

Staff of Tutasi Primary School, Nukufetau Island

Vaitupu Nukualofa	Head Teacher
Lepalo Teafiula	
Misikata Ielomi	
Telutu Fuaki	
Tovia Tovia	
Laumoli Temese	
Lilivanu Maketi	
Milikini Telava	
Maneapa F.	

Faoso Henele	Head Teacher, Tolise Primary School, Vaitupu Island.
--------------	--