

Building on the Foundation: What are the Next Steps for Early Childhood Education in Tuvalu?

A Review of Tuvalu's National Early Childhood Care and Education Programme



UNICEF

**Diana E. Guild, Ph. D
22 November – 19 December 2001**

Table of Contents

1. Acknowledgements.....	1
2. Executive Summary.....	2
2.1. Early Childhood Education Policies.....	2
2.2. Curriculum Development and Implementation.....	3
2.3. Programming.....	3
2.4. Teacher Qualifications and Training.....	3
2.5. Quality of Early Childhood Education Services and Activities.....	3
2.6. Priority Recommendations.....	3
3. Terms of Reference.....	5
4. Introduction.....	6
5. The Importance of Early Childhood Education Programmes.....	7
6. International Partnerships for Early Childhood Education in Tuvalu.....	8
6.1. UNICEF.....	8
6.2. Basic Education and Literacy Support (BELS) Programme.....	9
6.3. Canada Fund.....	9
6.4. Current International Partnerships.....	10
7. Early Childhood Education Policies.....	11
7.1. National Strategy for Development of Early Childhood Education.....	11
7.2. Education Legislation Relating to Early Childhood Education.....	12
7.3. Early Childhood Education Policy Guidelines.....	12
7.4. Administration.....	12
8. Early Childhood Education Curriculum Development and Implementation.....	15
9. Programming.....	16
10. Teacher Qualifications and Training.....	17
10.1. Teacher Salaries.....	17
11. Quality of Early Childhood Education Services and Activities.....	18
12. Needs Assessment and Prioritisation.....	19
12.1. Early Childhood Education Policies.....	19
12.2. Curriculum Implementation.....	19
12.3. Infrastructure.....	19
13. Recommendations.....	20
13.1. Early Childhood Education Policies.....	20
13.2. Early Childhood Education Curriculum Development and Implementation.....	20
13.3. Programming.....	21
13.4. Teacher Qualifications and Training.....	21
13.5. Donor Assistance Programmes and Projects.....	21
13.6. Quality of Early Childhood Education Services and Activities.....	21
14. Bibliography.....	22
15. Contact List.....	24
Tuvalu.....	24
Fiji.....	26
Australia.....	27
New Zealand.....	27
16. Appendices.....	28

1. Acknowledgements

The author gratefully acknowledges the support and expertise of Adi Davila Toganivalu, UNICEF Education Officer, in contributing to this review. In addition, Adi Davila's untiring work over the years in facilitating the positive development of early childhood education within the Pacific region is recognized and most appreciated.

The author also gratefully acknowledges the people of Tuvalu who gave their time, provided documentation, and participated in the compilation of this report: The Honorable Amasone Kilei, the Minister of Education, Sports and Culture, David Manuella, the Director of Education, Valisi Tovia, Senior School Supervisor, Elenisi Malona, Senior Curriculum Officer, Makalini Tuilimu, President of the Preschool Teachers Association, Sunema Makatui, President of the National Preschool Council, the preschool teachers, parents of preschool children, and Apisai Ielemia, Secretary to the Vaitupu *Kaupule*.

Lastly, the author gratefully acknowledges the special friendship of Sikinala Ielemia. She provided a wonderful introduction to the community of beautiful Vaitupu and acted as translator in numerous discussions and meetings. *Fakafetai lahi toku taina!*



Lasagafou Preschool, Vaitupu

2. Executive Summary

Preschools in Tuvalu have been developed and operated by the National Council of Women in cooperation with the National Preschool Council (parents of children participating in preschools). There are seventeen preschools in Tuvalu.

In the late 1980s and early 1990s UNICEF began assistance in providing certificate level inservice training for preschool teachers and in-country assistance to additional early childhood education activities. UNICEF, the University of the South Pacific, the Basic Education and Literacy Support (BELS) Programme, and The Canada Fund have provided assistance to the development of early childhood education in Tuvalu. Their assistance has resulted in teacher certification programmes, in-country training, preschool buildings, a set of policy guidelines and a curriculum guide for early childhood education in the Pacific region available for adaptation and implementation, and the provision of basic materials and resources. These organisations, and others such as NZODA and UNESCO also have funding available for the continued development of early childhood education.

However, even though a sound foundation has been laid, early childhood education in Tuvalu has not progressed as much as it might have given the level of assistance. Better use can be made of the recommendations of the *Education for All 2000 Assessment: Tuvalu Country Report* (Paape, 2000), which provided detailed direction of how progress might be made.

This mission reinforces the findings and recommendations of the *Tuvalu Country Report* in the areas of policy, curriculum, programme planning, teacher education and training, and the quality of services and activities.

2.1. Early Childhood Education Policies

The *Tuvalu Country Report* made the recommendation that early childhood education be brought under the Ministry of Education, Sports and Culture. Even though the Government has taken positive steps to assume some responsibility for early childhood education, at this time, early childhood education is considered a non-government activity, under the auspices of the non-governmental organisations of the National Preschool Council and the Preschool Teachers Association. However, the National Preschool Council has been inactive for a number of years.

Although a set of policy guidelines has been provided by the BELS Programme, it appears not to have been implemented.

The Department of Education, within the Ministry, needs an early childhood education advisor who would work directly with preschools and the non-government bodies. This would improve the lines of communication between the Department of Education and the preschools, particularly within the areas of proposal submission and implementation, early childhood education policies, and curriculum implementation.

2.2. Curriculum Development and Implementation

Preschool teachers have taken the initiative to develop their own curricula for their individual preschool situations. However, this has led to inconsistency in curricula and programming. A curriculum guide has been provided by the BELS Programme, but has not yet been implemented.

2.3. Programming

Each preschool varies slightly in operating hours, days, and funding of salaries and resources. Preschool teachers develop daily programmes and activities for their specific situations, often without outside assistance. The preschools need basic materials and resources, a curriculum guide, safe drinking water, and toilets.

2.4. Teacher Qualifications and Training

Survey data indicate that the highest priority of training needs for preschool teachers is in curriculum development and activities. 83% of the preschool teachers in Tuvalu are unqualified. There is also currently a lack of consistent, ongoing nonformal training workshops for preschool teachers, which indicates that the current cohort of preschool teachers have had very little or no training in early childhood education.

2.5. Quality of Early Childhood Education Services and Activities

Early childhood education services and activities in both urban (Funafuti) and rural (outer islands) settings require clear and transparent communication with the Department of Education. The improvement of communication is important, yet may be difficult, given the geography of the isolated islands and atolls in this small island state.

2.6. Priority Recommendations

Priority recommendations in this report include:

- A strategic planning exercise to identify the priorities and areas of development in early childhood education should be led by the Ministry of Education, Sports and Culture.
- A leading role in the coordination of donor agency assistance should be taken by the Ministry of Education, Sports and Culture, in association with the Ministry of Finance.
- The regional early childhood education policy and curriculum guidelines should be adapted and implemented by the Ministry of Education, Sports and Culture.
- An early childhood education advisor who can provide early childhood expertise should work with the Curriculum Officer and preschool teachers from each island to adapt the *Curriculum Guide* and develop a programme of activities.
- An Early Childhood Education Advisory Board should be instituted.

- A consistent, ongoing programme of nonformal training and workshops for preschool teachers in curriculum development and activities should be developed.
- The availability of water tanks and toilets for the use of the teachers and children should be increased as soon as possible.



Inside Lasagafou Preschool, Vaitupu

3. Terms of Reference

The responsibilities of the consultant included:

1. In collaboration with the UNICEF Education Officer, conduct a national review of Tuvalu's early childhood education programme activities.
2. Conduct a brief desk review on policy, curriculum, programme, teacher training, donor assistance etc. with the Ministry of Education, Sports and Culture and the Tuvalu Pre-School Council and other similar community-based organisations.
3. Assess the quality of programme services/activities through field visits to selected preschool centres in Funafuti and one or two outlying islands.
4. Assess needs of both rural and urban centres, formal and informal ECE sectors
5. Consult widely with the various sectors during the review period.
6. Produce a consultancy report to cover among other things the tasks identified above and recommendations for future directions.

There were several limitations to the conduct of this mission that resulted in a broad, rather than specific and thorough review of Tuvalu's early childhood education programme activities. The first, and most important, was that the preschools were already closed for the holidays when the consultant arrived. This conflicted with information provided to UNICEF and the consultant and meant that the consultant could only view preschools and not observe teachers and children in action. Secondly, although the Vaitupu teachers were quite willing to call the children back for a day of preschool so that the consultant could view activities, there was a public holiday on Vaitupu and the boat schedule was such that the consultant had to leave the island without observing preschool activities. Finally, although the consultant met with teachers from Vaitupu and Funafuti in meetings, she had the opportunity to meet with a few parents only informally to discuss their perspectives on early childhood education issues. These factors limited the accomplishment of terms one and three.

However, this mission was very useful for the analysis of the current situation of early childhood education in Tuvalu. Representatives from each of the stakeholder groups (The Ministry of Education, Sports, and Culture, the Department of Education, the Vaitupu Island *Kaupule*, local non-government early childhood education groups, teachers, and parents) were consulted to assess the positive aspects, issues, and priority needs of early childhood education. The findings from the surveys and observations of preschools lead to important recommendations for the future growth of early childhood education in Tuvalu.

4. Introduction

Tuvalu is an archipelago of seven coral atolls and two islands with a combined area of 26 square kilometres spread over 1.3 million kilometres of ocean. Funafuti is the capital. It was settled by Polynesians originally and Micronesians from Kiribati more recently. Tuvalu was incorporated as the Ellice Islands into the Gilbert and Ellice Islands in 1892. It attained its independence in 1975, becoming a British dependency with its own government. The population of Tuvalu is about 10,900, with nearly half of the population based on the narrow Fongafale Islet, one of the islands of Funafuti Atoll.

90.5% of children aged 3-5 attend preschool between six and ten hours per week. There are seventeen preschools in Tuvalu: Eight on Funafuti Atoll located throughout the populated area, two on Vaitupu Island (Vaimele Preschool is attached to Tolise Primary School and Lasagafou is located within the compound of the Motufoua Secondary School), and one each on the other small atolls and islands (See Appendix 1). The consultant visited preschools on Vaitupu and Funafuti.

Although the majority of teachers are unqualified and work without curriculum guides, they are committed to the children and to early childhood education. However, only very basic early childhood education programmes are provided due to resource constraints.

Visits to closed preschools and discussions with stakeholders, including parents, teachers, preschool committee members, officers of the National Preschool Council and the Preschool Teachers Association, members of the Vaitupu Island *Kaupule*, representatives of the donor community, and Department of Education and Ministry of Education, Sports and Culture administrators, confirmed this situation. Preschools have only very old, incomplete or broken materials. Of the preschools visited in Funafuti and Vaitupu only one preschool (Lasagafou) had any children's books available- it had nine. None of the preschools have designated outdoor play areas or equipment. Most of the preschools visited do not have working toilets or fresh water available; the children use beaches for toileting, teachers' or community toilets, and bring their own drinking water.

This report summarises the benefits of positive early childhood education programmes. Secondly, it discusses the firm foundation that Tuvalu has developed for early childhood education within the past two decades with its international partners. It then outlines the progress made in the areas of early childhood education policy development, curriculum, programming, teacher education and training, and donor assistance. Finally, it makes recommendations for future positive development of early childhood education in Tuvalu.

5. The Importance of Early Childhood Education Programmes

Children develop through maturation and daily interaction with their environment. When the environment is inadequate, children may not achieve their full potential in the cognitive, social, and behavioural developmental domains. Recent research suggests that early childhood education programmes for *children from their very first years of life* (even before traditional early childhood education programmes that begin at age three) are beneficial in forestalling deficits in learning and psychological development (World Health Organization, 1999).

Worldwide, there is a variety of early childhood education programmes, including early education and socialisation activities, parent education, and social support for families. These programmes enhance cognitive development, learning, and school readiness (Myers, 1992; Young, 1995), and improve parent-child interaction and family functioning (Olds and Kitzman, 1993; Benasich et al., 1992). UNICEF has provided a good indication of the value of investing in early childhood education, beginning in infancy, such as:

- Increased productivity over a lifetime
- Better standard of living when the child becomes an adult
- Later cost-savings in remedial education, health care, and rehabilitation services
- Higher earnings for parents and caregivers who are freer to enter the labour force
- Reduction of social and economic disparities and gender inequalities

(UNICEF 2001c, p. 12)

It has been recognised in Tuvalu that positive early childhood education experiences can benefit society economically and socially. The work of the government with the National Preschool Council, the Preschool Teachers Association, and international partners over the past two decades have provided a foundation of early childhood education. This report supports its work and provides some analysis and recommendations for the future growth of early childhood education in Tuvalu.



Teachers of the Assembly of God Preschool, with their church

6. International Partnerships for Early Childhood Education in Tuvalu

This section outlines the history of the development of early childhood education in Tuvalu in association with international and local non-government agencies, as well as current international organisation projects to provide assistance to the country in building a stronger early childhood education programme.

Preschools in Tuvalu were initially developed and operated by the National Council of Women in cooperation with the National Preschool Council (parents of children participating in preschools).

However, these early initiatives to develop preschools met with some difficulty as a result of inadequate classrooms and insufficient community support for implementing the practices taught in the courses, and the inability of communities to raise sufficient funds to ensure the teachers' adequate and regular salaries.

Despite these difficulties, the need for and interest in early childhood education has been continuous by the Government and communities. In the late 1980s and early 1990s the National Preschool Council was instrumental in the organisation of stakeholders in early childhood education and worked with the Department of Education, UNICEF and the University of the South Pacific to train teachers and obtain basic materials and resources. In 1992 the Government of Tuvalu began to extend financial assistance to preschools, thereby removing a major impediment to sustained programming. In addition, the preschool teachers have recently become organised and active through the Preschool Teachers Association.

6.1. UNICEF

UNICEF is mandated by the United Nations to advocate the protection of children's rights. It is guided by the Convention on the Rights of the Child. UNICEF's continuing assistance and coordination of projects with other donors strengthens early childhood education through technical assistance, inservice training, and community mobilisation (Toganivalu, 1995 and *UNICEF Programme Plan of Operation- Tuvalu 1997-2001*, 1997). UNICEF has been the principal international organisation contributing to the development of early childhood education for many years. Its primary goal has been to strengthen national and community capacities to support the early childhood education programme, which emphasises family and community-based approaches.

In the late 1980s and early 1990s UNICEF began assistance in providing certificate level inservice training for preschool and in-country assistance to additional early childhood education activities because of the following major issues:

- The need for relevant community based early childhood programmes.
- Inadequate inservice training opportunities and support for preschool teachers.
- Inadequate culturally and pedagogically relevant instructional materials and equipment.
- The importance of forging stronger links between education at all levels and the identified needs of families and communities. (Toganivalu, 1995)

More recent UNICEF achievements either in Tuvalu, or within the region that affect Tuvalu include:

- The completion of the Non-Formal Early Childhood Care and Education Project (1992-1997) with Continuing Education, University of the South Pacific (USP)
- Development of the Diploma Course in Early Childhood Care and Education with USP (1997)
- Implementation of a two year Early Childhood Care and Education project within the Basic Education and Literacy Support (BELS) Programme
- Technical assistance provided toward development of model centres
- Preparation of draft regional early childhood policy guidelines to be adapted and finalised by Pacific island countries
- Publication of an early intervention book in early childhood education for teachers, colleges, students, and trainers
- Participation in the production of the Education for All Report (*UNICEF Mid-term Review: Education, 1999*)

6.2. Basic Education and Literacy Support (BELS) Programme

The BELS Programme ran from 1993 to 2000. This multi-donor regional initiative, jointly funded by UNDP, UNESCO, UNICEF, AusAID, and NZODA, aimed to improve the quality of basic and primary education. Early childhood education is included within the Community Support area, and is closely linked to literacy education. The BELS Early Childhood Education Specialist liaised with Pacific Islands Governments to establish national policies and curricula. The BELS Early Childhood Education component aimed to enhance children's learning and development in their early years by ensuring that quality programmes were provided by capable teachers and empowered communities (*BELS Programme Coordinators' Reports, 1999*).

6.3. Canada Fund

Beginning in 1997, The Canada Fund has assisted in the building of nine preschools in Tuvalu. The Canada Fund provides about \$A13,000 for the construction of each preschool building and fence. The Government provides about \$A10,000 to the project, and it is expected that the local communities contribute necessary funding, labour, and materials for equipment and furniture.

6.4. Current International Partnerships

Current donor projects in early childhood education for Tuvalu are as follows:

Donor	Types of Assistance
NZODA	Support Education for Life (EFL) programme
UNICEF	Support ECCE in policy and curriculum development, advocacy and awareness training workshops
Canada Fund	Construction of preschool centres in joint funding with Tuvalu Government In addition, The Canada Fund has approved \$A17,000 for an early childhood education project in addition to its preschool building project (but is awaiting proposals)
UNESCO	Provision of early childhood equipment and curriculum workshops

Sources: *Education for All Assessment: 2000 Pacific Regional Report*; *Education for All 2000 Assessment: Tuvalu Country Report* (Paape, 2000); and *Review of Policies, Practice, Programmes, Recent Research and Literature in Basic and Non-Formal Education in Pacific Forum Island Countries* (Tavola, 2000), Consultant Interviews (2001).

Discussions with other international development partners (November 2001) indicated expressions of interest in supporting early childhood education in Tuvalu through teacher training, resources and materials, but no specific commitments have yet been made.

A significant constraint to more rapid project identification and development is difficulties with donor assistance fund disbursement. The financial arrangements for the disbursement of funds for programmes and projects are quite complex. According to Eli Lopati, Auditor General (Acting), donor projects are monitored by the Ministry of Finance. A committee screens proposals. In the few years before 2000, funding would then be deposited into a numbered account for the project in an Aid account, with a vote book for the Ministry concerned. However, at this point it was quite easy for a Ministry to not maintain its vote book accurately. A Ministry could withdraw the money, deposit it into a different account at the Bank of Tuvalu, and write cheques on it.

Therefore, in response to difficulties in accurate financial reporting and project acquittal by several Ministries, in 2000, the procedure went back to a centralized process at the Ministry of Finance. There is now one post at the Ministry of Finance to oversee aid accounts. Each Ministry must submit progress reports.

There is anecdotal evidence of some recurrent difficulty in acquitting project funds for the years 1994-99.

7. Early Childhood Education Policies

This section of the report discusses the national strategy, current national legislation, and regional policies relating to early childhood education in Tuvalu. It also points out some of the difficulties in administration of early childhood education policies and advocates the creation of an Early Childhood Education Advisory Board.

7.1. National Strategy for Development of Early Childhood Education

The *Kakeega O Tuvalu* (National Development Strategy), 1995-98, identified the Education for Life programme (EFL) as one of its five priority programmes for education. One of its goals was the expansion of early childhood education, including family and community interventions, especially for poor, disadvantaged, and disabled children (Tavola, 2000).

According to the *Education for All 2000 Assessment: Tuvalu Country Report* (Paape, 2000), from 1 January 1998 a new arrangement for preschool education would come into effect. The report recommended, and the Ministry of Education, Sports and Culture agreed, that the Ministry should:

- “Bring all preschools under the jurisdiction of the Education Department.
- Standardise the curriculum and will be responsible for the payment of salaries of up to three qualified staff of each of the registered preschools in the country, in lieu of the annual cash grant, through the Island Council.
- Authorise the Island Council to pay the salaries of the approved number of all approved and registered preschools on each island.
- Authorise the official hourly rates to be used for paying the two categories of preschool teachers; the current rate for qualified teachers is \$A1.87 an hour (\$A67.32 a month; and that for the nonqualified teachers is \$A1.50 an hour (\$A54.00 a month). These rates were budgeted on the pre- 1998 average hourly rate of salary paid to a qualified primary school teacher.
- Regulate that there will be three terms of preschools per year.
- Ensure that preschools operate three days a week on a three hourly basis per day. The school days will be Monday, Wednesday and Friday.
- Through the Department of Education, provide a calendar and timetable for all preschools to follow.
- Through the Department of Education, carry out yearly inspections of preschools to ensure that they follow the prescribed curriculum as well as the implementation of the standardised policies.
- Authorise the Ministry of Education, Sports and Culture to review this annually.” (Paape, 2000, pp.43-44)

However, these agreed recommendations have yet to be implemented. Early childhood education has not been brought into the Ministry of Education, Sports and Culture and is considered a non-government activity. As a result, preschools do not receive adequate or consistent direction or monitoring by the Department of Education.

7.2. Education Legislation Relating to Early Childhood Education

As early childhood education is considered to be a non-government activity, it is not covered by any specific legislation. However, the *Laws of Tuvalu Chapter 38 Education* (See Appendix 2) do contain laws that are currently interpreted to generally guide early childhood education as they refer to “any schools”. For example:

- Part II: General Powers of Minister, provides for grants in aid of education and the establishment of boards of governors and school committees.
- Part IV: Control of Non-Government Schools, provides for registration of non-government schools.
- Part V: Further Powers of Minister in Respect of Non-Government and Local Government Schools, provides for curricula development, school hours, and school inspection.
- Part VI: Teachers, provides for registration of teachers.
- Part VIII: Miscellaneous and Regulations, provides for fees and regulations.

These laws could be used to strengthen early childhood education in accordance with the *Tuvalu Country Report* recommendations above and the recommendations of this report.

7.3. Early Childhood Education Policy Guidelines

There is a set of policy guidelines for early childhood education in the Pacific region to bolster a more unified approach by individual governments to the education of their youngest citizens (Tuivaga: 1999). The *Early Childhood Policy Guidelines for BELS Member Countries* were developed as part of the BELS programme with support from UNICEF and the University of the South Pacific. Tuvalu, as a BELS member country, received these guidelines and could adapt them for use within its local context, further accelerating the positive development of early childhood education.

7.4. Administration

To bring early childhood education under the auspices of the Ministry of Education, Sports and Culture would be economically difficult. Teacher salaries would need to be upgraded to the equivalent of primary teacher salaries, a large investment in infrastructure, resources and materials would have to be budgeted, and additional administrative and teaching personnel would have to be hired.

However, the Tuvalu Government has already taken the bold and positive step of providing some guidance to early childhood education. The responsibility for early childhood education is exercised by the Director of Education in the Department of Education, Ministry of Education, Sports and Culture. The Government contributes some money to teachers' salaries, provides funds for teacher certification, and works with its international partner organisations to fund early childhood education projects.

Because of the administrative constraints of having some responsibilities but not complete jurisdiction over early childhood education, the Department of Education faces some difficulties in administering (*de facto*) early childhood education policies and communicating to the early childhood community. The lines of communication are not clear: project proposals submitted by teachers and communities to both the National Preschool Council and the Department of Education rarely receive a response, and teachers and communities are not certain of the stage of acceptance or implementation at which their proposals rest. In addition, the National Preschool Council has been inactive for a number of years, resulting in disagreement and “turf wars”. There is a lack of transparency and consistency among the responsible organisations. Vaitupu Island preschools have resorted to requesting funding for resources, curriculum development, and training through the local *Kaupule* (Island Council).

The Department of Education, within the Ministry, would benefit from an early childhood education advisor who would work directly with preschools and the non-government bodies. As discussed with the Director of Education, an advisor should be a person with university qualifications in early childhood education. This person would be dedicated to early childhood education work only, and could improve the lines of communication between the Department of Education and the preschools, particularly within the areas of proposal submission and implementation, early childhood education policies, and curriculum implementation.

Early childhood education in Tuvalu may progress in a more efficient way from the creation of an Early Childhood Education Advisory Board. As the National Preschool Council has been inactive for a number of years, and the Preschool Teachers Association is a specific organisation dedicated to the needs of preschool teachers, an Early Childhood Education Advisory Board would represent the logical next step to combine stakeholders and facilitate their working together for the positive development of early childhood education. It could be created as a non-government organisation at the present time, and be brought under the Ministry of Education as early childhood education is incorporated into the formal education sector.

The Early Childhood Education Advisory Board should consist of the following people from professional organisations to be more effective in contributing to current issues in early childhood education and to engender consistency and transparency in policymaking and funding of preschools:

- The Director of Education
- Representatives from each of the outer islands (persons living in Funafuti with good knowledge of early childhood education)
- A representative from Tuvalu Association of Non-Government Organisations (TANGO)
- The President and one other teacher representative of the Preschool Teachers Association
- A member from each of the community boards of Funafuti preschools.
- The (future) Early Childhood Education Advisor in the Department of Education
- The Curriculum Officer
- Representatives of the church-based preschools

The Early Childhood Education Advisory Board would bring together all interested parties. Areas in which the Advisory Board might act in an advisory capacity to the Ministry of Education, Sports, and Culture include:

- Monitoring early childhood education programmes and activities
- Curriculum adaptation and development
- Teacher education and training
- Teacher qualifications and recruitment
- Preschool operating days and hours
- Fees
- Prioritisation of needs



Preschool Teachers and Preschool Board Members, Vaitupu

8. Early Childhood Education Curriculum Development and Implementation

There is currently no local curriculum guide for early childhood education in Tuvalu in use, either within the Ministry or by any of the teachers surveyed. The Department of Education has one Curriculum Officer for all three sectors of education (preschool, primary, and secondary). Preschool teachers currently devise their own curricula and programmes of activities.

As with the early childhood education policy guidelines, there is a curriculum guide for early childhood education in the Pacific region (Tuivaga: 1999) that could be used by governments to provide a more consistent approach to the education of young children. The *Curriculum Guide for Early Childhood Education for South Pacific Countries* was also developed as part of the BELS programme with support from UNICEF and the University of the South Pacific. Tuvalu, as a BELS member country, received these guidelines and could adapt them for use within its local context.

There is anecdotal evidence that development of local curricula is constrained by Tuvalu's limited institutional capacity and consequent restrictions on donor funding. An Early Childhood Education Advisory Board might act in an advisory capacity to help adapt and develop curriculum. This area would be greatly served by an early childhood education advisor to work directly with international partners and preschool teachers.



Preschool Teachers, Funafuti

9. Programming

Preschool teachers interviewed all stated that they develop curriculum and daily programmes and activities for their specific situations without outside guidance or assistance.

Current topics for programme plans include:

- Recognition of the Tuvaluan alphabet
- Recognition of numbers
- Counting 1-20
- Listening skills
- Rhymes
- Holding a writing instrument
- Basic drawings of shapes and pictures
- Independent toileting skills
- Following directions
- Body parts
- Colors
- Days of the week

These topics match very well with the stated expectations of teachers of incoming first year primary school children, according to interviews.

Preschool teachers would welcome a uniform early childhood education curriculum guide and programme plans, within the topics listed above and in the additional areas of social, physical, emotional, and cultural development. This curriculum would enable teachers to facilitate the holistic development of young children.

In addition, teachers would be willing to extend their hours of operation, particularly for five-year-old children, but due to lack of funding for salaries and inadequate space, contended that this was impossible at this time. Each preschool varies slightly in operating hours, days, and funding of salaries and resources. (See Appendix 3).

10. Teacher Qualifications and Training

83% of the preschool teachers in Tuvalu are not “qualified” teachers (See Appendix 1). Teachers are considered qualified if they possess Pacific Preschool Teachers Certificate from the University of the South Pacific. Funding for this certification is allocated out of the Government’s Training Budget (Paape, 2000, p. 30). Eleven of the seventeen preschools (64%) have no qualified teachers.

The gross ratio of children to teachers varies from 6:1 on Niulakita to 23:1 on Nukufetau. For those preschools that do have qualified teachers, the ratio of children to qualified teacher varies from 17:1 at Funafuti Preschool to 40:1 on Niutao (See Appendices 1 and 3).

It appears that many of those who do obtain formal certification move into the primary education system. In addition, there is a high turnover of preschool teachers in general.

Discussions with teachers indicate that, in addition to formal education such as the Pacific Preschool Teachers Certificate from the University of the South Pacific, nonformal training in curriculum implementation and programme activities is their highest priority. According to interviews of teachers by the consultant, there is a lack of consistent, ongoing nonformal educational opportunities such as training workshops for preschool teachers. This indicates that the current cohort of preschool teachers have had very little or no training in early childhood education or in the associated areas of community leadership, parent education, and health and development.

10.1. Teacher Salaries

There is some confusion among preschool teachers about who is responsible for teacher salaries. The Director of Education, however, stated clearly that the preschools are operated by local communities and the communities pay the teachers’ salaries through fundraising and parent fees.

The teachers of eight preschools (six in Funafuti and two on Vaitupu) were interviewed about their salaries. Five of the eight preschools impose parent fees to be used for teacher salaries. These fees range from \$15.00 to \$118.00 per month per teacher. Five of the preschools also raise additional funds to be used for salaries as well as basic resources and materials (See Appendix 3).

Even though early childhood education is considered to be a non-government activity, the Government recognises its importance and the need for compensating early childhood education teachers for their commitment and work. To this end, the Government contributes \$40 for unqualified teachers and \$67 for PPTC-qualified teachers’ salaries monthly. The Government contributes to the salaries of three teachers per preschool. The *Kaupule* (Island Council) on Vaitupu Island also contributes \$40 per month to three additional unqualified teachers because of the large enrollment of children at Vaimele preschool.

The teachers have been receiving their pay three to four months late for the last half of 2001, although this has been attributed to new personnel in the Director of Education’s Office. Preschool teachers have been assured that as of next year this situation will not reoccur.

11. Quality of Early Childhood Education Services and Activities

This section briefly describes some of the conditions in preschools in Tuvalu. A more specific analysis of quality, as required in the terms of reference, was unable to be accomplished during the mission because all of the preschools were closed during the consultant's visit. Therefore, the following descriptions are based on observations of closed preschools and discussions with stakeholders.

According to the *Education for All 2000 Assessment: Tuvalu Country Report* (Paape, 2000, p. 13), 90.5% of the national three-, four-, and five-year-old age cohort attends preschool in Tuvalu. Although there is some variation, these children attend preschool between six and ten hours per week (See Appendix 3).

Early childhood education services and activities in both urban (Funafuti) and rural (outer islands) settings for the most part take place in a difficult environment. Preschools require clear and transparent communication with the Department of Education, basic materials and resources, safe drinking water and toilets, qualified teachers, and a curriculum guide.

Early childhood education in Tuvalu does have enthusiastic, committed, and caring teachers. They and their communities are willing to work together to provide the labour needed for building centres, and to contribute local materials for classroom resources.

12. Needs Assessment and Prioritisation

Preschool teachers from Funafuti and Vaitupu, parent members of Vaitupu Preschool Committees, the Secretary to the Vaitupu Island *Kaupule*, parents of children in preschools on Vaitupu and Funafuti, The National Preschool Council, the Parent Teacher Association, the Director of Education, the Curriculum Officer and the School Supervisor were surveyed to ascertain their opinions of the needs of early childhood education in Tuvalu.

12.1. Early Childhood Education Policies

Both the School Supervisor and the Director of Education focused on the need for policies (and eventual legislation) of early childhood education, but no mention was made by either of the *Early Childhood Education Policy Guidelines for BELS Member Countries*. They seemed unaware of this document, which could significantly accelerate their efforts.

12.2. Curriculum Implementation

Preschool teachers and parents, and both the National Preschool Council and the Preschool Teachers Association indicated that resource development, training, and curriculum development were of high priority. They were previously unaware that the *Curriculum Guide for Early Childhood Education for South Pacific Countries* is available in Tuvalu, but after learning of it would be enthusiastic about its implementation.

The Curriculum Officer, who is responsible for early childhood education curriculum adaptation and development, also stated that the need for curriculum guidelines for early childhood education should be a priority. However, she too was unaware of the existence of the *Curriculum Guide for Early Childhood Education for South Pacific Countries*, and seemed daunted at the responsibility of developing a preschool curriculum without outside assistance.

An early childhood advisor could work with the Curriculum Officer and preschool teachers to adapt the *Curriculum Guide for Early Childhood Education for South Pacific Countries* for the local context.

12.3. Infrastructure

Vaitupu teachers and parents expressed an urgent need for toilets and fresh water at both preschools. It is likely that other preschools on other islands and atolls would have the same need. A Canada Fund project has been building preschools which should include toilets, but only three preschool buildings each year are allowed for, and the release of matching Government funding is difficult to obtain and track.

13. Recommendations

13.1. *Early Childhood Education Policies*

Responsibilities for policies and the development of early childhood education do ultimately rest with the Ministry of Education, Sports, and Culture. However, delegation of these responsibilities could be improved as early childhood education currently is considered a non-government activity. Due to the particular institutional context in Tuvalu, early childhood education is characterised by a lack of direction and unity. Regional policy guidelines are not in use. The lines of communication are not clear between the Department of Education, the National Preschool Council, the Preschool Teachers Association, and the communities. Finally the National Preschool Council that was the dominant non-government organisation in this area early on, has been inactive for a number of years, and its role should be reexamined. Therefore,

- A strategic planning exercise to identify the priorities and areas of development in early childhood education should be led by the Ministry of Education, Sports and Culture.
- A leading role in the coordination of donor agency assistance should be taken by the Ministry of Education, Sports and Culture, in association with the Ministry of Finance.
- Early childhood education be brought explicitly under the Ministry of Education, Sports and Culture
- Specific legislation and policies should be developed and implemented as experience is gained under existing law. It is recognised, however, that to do this at this time is economically difficult.
- Regulations to compensate preschool teachers equivalently to primary teachers, which is recognised as economically difficult, should be phased in gradually as resources permit.
- The strategies listed in the *Education for All 2000 Assessment: Tuvalu Country Report* (Paape, 2000) should be implemented as priorities appropriate to the national circumstances are developed.
- The *Early Childhood Education Policy Guidelines for BELS Member Countries* (Tuivaga, 1999) should be adapted and implemented as soon as possible, as economic circumstances dictate.
- An Early Childhood Education Advisory Board should be instituted to develop strategic plans and directions, policies, lines of communication, and the appropriate channelling of donor funding.

13.2. *Early Childhood Education Curriculum Development and Implementation*

Preschool teachers devise their own curricula and programmes of activities. The discussions with teachers indicate curriculum development is a high priority throughout the country. Therefore,

- The *Curriculum Guide for Early Childhood Education for South Pacific Countries* (Tuivaga, 1999) should be adapted for the Tuvalu preschool situation and needs within the context of the policy recommendations above.
- An early childhood education advisor who can provide early childhood expertise should work with the Curriculum Officer and preschool teachers from each island to adapt the *Curriculum Guide* and develop a programme of activities.

- The advisor should travel to each of the outer islands to conduct curriculum and programme activity training workshops within the local settings for those teachers working in rural communities.

13.3. Programming

Each preschool varies slightly in operating hours, days, and funding of salaries and resources. Preschool teachers develop curriculum and daily programmes and activities for their specific situations without outside assistance which has led to some variation in programme activities. Therefore,

- Programmes should continue to be organised by preschools to suit the local communities within the context of the policy and curriculum recommendations above.

13.4. Teacher Qualifications and Training

The vast majority of the preschool teachers in Tuvalu are unqualified. Nonformal training in curriculum implementation and programme activities is considered to be of the highest priority. Therefore,

- The development and funding of a consistent, ongoing programme of nonformal training and workshops for preschool teachers in the adaptation and implementation of the *Curriculum Guide* and associated programme activities should be undertaken by the Ministry of Education, Sports and Culture.
- Any curriculum development project should include resources and materials needed to implement the curriculum and activities.

13.5. Donor Assistance Programmes and Projects

- A leading role in the coordination of donor agency assistance should be taken by the Ministry of Education, Sports and Culture, in association with the Ministry of Finance in order to create a collaborative environment for targeting funds and avoid duplication.
- The support of early childhood education projects in the high priority needs areas of infrastructure, resources, the adaptation of the *Curriculum Guide* and development of programme activities, and training workshops should be continued by the international development partners of Tuvalu.

13.6. Quality of Early Childhood Education Services and Activities

Early childhood education services and activities in both urban (Funafuti) and rural (outer island) settings for the most part lack basic materials and resources, and often do not have drinking water or toilets available. Therefore,

- Communities and teachers should be included and utilised in the developing of resources and building centres.
- Each preschool should have water tanks and toilets immediately available for the use of the teachers and children.

14. Bibliography

- AusAid (2000). *Tuvalu/Australia Education Support Project: Draft Annual Plan 1999/2000*.
- (1999). *Basic Education and Literacy Support (BELS) Programme: Coordinators' Reports*.
- Benasich, A., Brooks-Gunn, J., Clewell, B. (1992). How do Mothers Benefit from Early Intervention Programs? *Journal of Applied Developmental Psychology*, 1992, 13:311-362.
- (2000). *Education for All Assessment: 2000 Pacific Regional Report*.
- Government of Tuvalu (1978). *Laws of Tuvalu Chapter 38 Education*. Funafuti: Tuvalu.
- Government of Tuvalu (1996). *A Situation Analysis of Children and Women in Tuvalu*. UNICEF, Suva: Fiji.
- Myers, R. (1992). *The Twelve Who Survive: Strengthening programmes of early childhood development in the third world*. Routledge: London.
- Olds, D. and Kitzman, H. (1993). Review of Research on Home Visiting for Pregnant Women and Parents of Young Children. *The Future of Children*, 1993, 3:53-92.
- Paape, S. (2000). *Education for All 2000 Assessment: Tuvalu Country Report*. Funafuti: Tuvalu.
- Tavola, H. (2000). *Review of Policies, Practice, Programmes, Recent Research and Literature in Basic and Non-Formal Education in Pacific Forum Island Countries*. Report for the Pacific Islands Forum Secretariat. University of the South Pacific, Suva: Fiji.
- Toganivalu, D. (1995). "Education-Discussion Paper". In UNICEF (1995). *UNICEF Second Country Programme of Cooperation Pacific Island Region (CPC II Pacific)*. Draft Strategy Papers.
- Tuivaga, U. (2000). *Curriculum Guidelines for Early Childhood Education for South Pacific Countries*. Basic Education and Literacy Support Programme-University of the South Pacific/UNICEF, Suva: Fiji.
- Tuivaga, U. (2000). *Early Childhood Education Policy Guidelines for BELS Member Countries*. Basic Education and Literacy Support Programme-University of the South Pacific/UNICEF, Suva: Fiji.
- UNICEF (1995). *UNICEF Second Country Programme of Cooperation Pacific Island Region (CPC II Pacific)*. Draft Strategy Papers.
- UNICEF (1997). *Programme Plan of Operation (PPO)- Tuvalu 1997-2001*. UNICEF, Suva: Fiji.
- UNICEF (1999). *Mid-Term Review: Education*. UNICEF, Suva: Fiji.
- UNICEF (2001a). *Preliminary Overview of Donor Support for Children and Families in the Pacific* (Draft Report).

UNICEF (2001b). *The State of Pacific Children 2001. (Draft Report)*

UNICEF (2001c). *The State of the World's Children 2001*. UNICEF, New York.

World Health Organization (1999). *A Critical Link: Interventions for physical growth and psychological development. A Review*. WHO: Geneva.

Young, M.E. (1995). Investing in Young Children. In *World Bank discussion papers, No. 275*. The World Bank: New York.

15. Contact List

Tuvalu

Lanuola Fasiai, UNESCO Liaison Officer
UNESCO
Private Mail Bag
Funafuti

Sina Fiaola, Preschool Teacher
Vaimele Preschool
Tolise Primary School
Vaitupu

Dr. Steven Homasi, Director, Primary and Preventative Health
Public Health Office
Funafuti
+688 20482

Apisai Ielemia, Secretary to Vaitupu *Kaupule*
Kaupule Island Council
Vaitupu

Kausele Kaisami, Secretary
Preschool Teachers Association
C/o Department of Education
Ministry of Education, Sports and Culture
Private Mail Bag
Vaiaku, Funafuti

Amasone Kilei, Minister for Education and Health
Ministry of Education, Sports and Culture
Private Mail Bag
Vaiaku, Funafuti
+688 20407

Eli Lopati, Auditor General (Acting)
Office of the Prime Minister
Private Mail Bag
Funafuti

Hilary Macleod, Long-term Advisor
Tuvalu-Australia Education Support Project (TAESP)
Department of Education
Ministry of Education, Sports and Culture
Private Mail Bag
Vaiaku, Funafuti
+688 20324
hilarymacleod@yahoo.com.au

Sunema Makatui, President
National Preschool Council
C/o Department of Education
Ministry of Education, Sports and Culture
Private Mail Bag
Vaiaku, Funafuti
+688 20407

Elenisi Malona, Senior Curriculum Officer
Department of Education
Ministry of Education, Sports and Culture
Private Mail Bag
Vaiaku, Funafuti
+688 20407

David Manuella, Director of Education
Department of Education
Ministry of Education, Sports and Culture
Private Mail Bag
Vaiaku, Funafuti
+688 20407
d.manuella@tuvalu.tv

Lupeisi Pkuaa, Preschool Teacher
Lasagafou Preschool
Motufoua Secondary School
Vaitupu

Faoso Tekavei, Head Teacher at Tolise Primary School
Tolise Primary School
Vaitupu

Valisi Tovia, School Supervisor
Department of Education
Ministry of Education, Sports and Culture
Private Mail Bag
Vaiaku, Funafuti
+688 20407

Makalini Tuilimu, President
Preschool Teachers Association
C/o Department of Education
Ministry of Education, Sports and Culture
Private Mail Bag
Vaiaku, Funafuti
+688 20407

Fiji

Guido Carrara, Rural Development Adviser
European Commission
Delegation of the European Commission for the Pacific
Private Mail Bag
Suva
+679 313 633
guido.carrara@eu.org.fj

Diane Goodwillie, former Canada Fund Coordinator
PO Box 9874
Nadi Airport Post Office
Nadi

Dion Grace, Second Secretary
NZODA
New Zealand High Commission
PO Box 1378
Suva
+679 311 422

Andrew Pope
AusAID
Australian High Commission
GPO Box 214
Suva
+679 382 475

Maria Ralha, Economic Adviser
European Commission
Delegation of the European Commission for the Pacific
Private Mail Bag
Suva
+679 313 633
maria.ralha@eu.org.fj

Helen Tavola, Social Issues Consultant
Development and Economic Policy Division
Pacific Islands Forum Secretariat
Private Mail Bag
Suva
+679 220 211
helent@forumsec.org.fj

Unaisi Vasu Tuivaga, Pacific Preschool Teachers Certificate Coordinator
University of the South Pacific
PO Box 1168
Suva
+679 212488

Robert Verebasaga
AIDS Task Force of Fiji
Suva
+679 313 844

Australia

Elizabeth Kemp, Senior Projects Coordinator
International Projects Unit, Griffith University
International Centre
Mt. Gravatt Campus
Griffith University
Brisbane, QLD 4111
+61 7 3875 6861
e.kemp@mailbox.gu.edu.au

New Zealand

Rae Julian, Canada Fund Coordinator: Fiji, Tuvalu, Kiribati
Canadian High Commission
PO Box 12-049, Thorndon
61 Molesworth St.
Wellington, New Zealand
rae.julian@clear.net.nz

16. Appendices

- Appendix 1: Preschool Enrollment and Staffing 2001
- Appendix 2: Laws of Tuvalu Chapter 38 Education
- Appendix 3: Preschool Data for Eight Preschools on Funafuti and Vaitupu 2001
- Appendix 4: Attendance at Meeting of Preschool Teachers, Vaitupu, 25 November 2001
- Appendix 5: Attendance at Meeting of Preschool and Early Primary Teachers, Funafuti, 29 November 2001
- Appendix 6: Attendance at Meeting of Preschool Teachers, Funafuti, 3 December 2001
- Appendix 7: Programme of Work, Tuvalu 22 November-6 December 2001

Appendix 1: Preschool Enrollment and Staffing 2001

Name of Preschool	Enrollment	No. of Qualified Teachers	No. of Unqualified Teachers	Ratio Children to Teachers (rounded)	Ratio Children to Qualified Teachers
Assembly of God	25	1	1	13:1	25:1
Akiaki	33	1	2	11:1	33:1
Olave	20	0	3	7:1	0
Funafuti	34	2	1	11:1	17:1
Lofeaqai	20	1	2	7:1	20:1
Bah'ai Unity	59	0	3	20:1	0
Fakaifou*	36	0	2	18:1	0
Vaiaku*	52	0	3	17:1	0
Vaimele	77	2	4	13:1	39:1
Lasagafou	17	0	1	17:1	0
Nanumea*	40	0	3	13:1	0
Nanumaga*	63	0	3	21:1	0
Niutao*	40	1	2	13:1	40:1
Niulakita*	6	0	1	6:1	0
Nui*	43	0	2	22:1	0
Nukufetau*	69	0	3	23:1	0
Nukulaelae	29	0	3	10:1	0
TOTAL	663	8	39		

Sources: Ministry of Education, Sports and Culture, Tuvalu, Teacher-reported data, and

**Education for All 2000 Assessment Country Report: Tuvalu (2000)*

Appendix 2: Laws of Tuvalu Chapter 38 Education

Appendix 3: Preschool Data for Eight Preschools on Funafuti and Vaitupu 2001

Preschool	Teacher's Name	Qualification	3 yrs	4 yrs	5 yrs	Total Chn	Age Taught	Canada Fund Bldg	Toilets	Wash Water	Drinking Water
Assembly of God	Tufitu Lotee	PPTC	12	10	3	25	4 & 5	No	Community	Church Cistern	Bring own
	Naumati Tagiloto	Enrolled in PPTC					3				
Akiaki	Ilau Manumalo	Enrolled in PPTC	7	10	16	33	4	No	Community	Community Cistern	Bring own
	Ulata Tesimoni	Unqualified					3				
	Makalini Tuilima	PPTC					5				
Olave Kindergarten (Girl Guides)	Vaiese Alo	Unqualified	5	5	10	20	5	No	No	Teacher's water tank	Bring own
	D'Puaatalo Wilfred	Unqualified					3				
	Tepula Huti	Unqualified					4				
Funafuti	Kamarere Laki	PPTC	8	12	14	34	3	Yes	In the building	Bring own	Bring own
	Falilo Tataua	PPTC					5				
	Noema Kaiua	Unqualified					4				

Preschool	Teacher's Name	Qualification	3 yrs	4 yrs	5 yrs	Total Chn	Age Taught	Canada Fund Bldg	Toilets	Wash Water	Drinking Water
Lofeaqai	Tuaia Taveuni	PPTC	8	6	6	20	5	Yes	In the building, use buckets	Community Cistern	Bring own
	Pua Uilama	Enrolled in PPTC				3					
	Fakatasiga Pauto	Enrolled in PPTC				4					
Bah'ai Unity	Fakaoko Joe.K	Unqualified	14	16	29	59	Take all age groups	No	Bah'ai Centre toilet	Bah'ai Centre water tap	Bring own
	Margaret Laukara	Unqualified									
	Tebine Vaile	Enrolled in PPTC									
Vaimele	Sina Fiaola	PPTC	25	27	25	77	5	No	School	School	Bring own
	Ataline Tapele	PPTC				4					
	Saimulimuli Toaki	Unqualified				3					
	Pisila Tila	Unqualified				5					
	Sose	Unqualified				4					
	Tepope	Unqualified				3					
Lasagafou	Lupeisi Pkaau	Unqualified				17	All	Yes	Beach	Beach	Bring own

Preschool	Public or Private	Days	Hours	Parent Fees	Fund raising	Salary from Community	Resources
Assembly of God	Public	4	2	No	No	No	Parents and Junk
Akiaki	Private	3	2.5	Yes	Yes	Yes \$20/qual \$15/unqual per fortnight	Parent fees, Ministry of Education, Preschool Council
Olave Kindergarten (Girl Guides)	Private	5	3.5	Yes \$2 per week	No	No (???)	Girl Guides
Funafuti	Public	3	2	Yes, \$5 per month	Yes	Yes	Parent fees, fundraising, junk
Lofeaqai	Public	3	2	Yes, \$1 per week	Yes	Yes	Parent fees, Ministry of Education, junk
Bah'ai Unity	Private	5	2	Yes, \$1.50 per week	Yes	Yes	Parent Fees, Ministry of Education, Bah'ai Spiritual Assembly
Vaimele	Public	3	2	Yes, \$1.20 per month	No	Yes	<i>Kaupule</i> , Parent fees
Lasagafou	Public	3	2	No	Yes	No	<i>Kaupule</i>

Appendix 4: Attendance at Meeting of Preschool Teachers, Vaitupu, 25 November 2001

Name	Responsibility	Preschool
Faoso Tekavei	Head Teacher, Primary	Tolise Primary School
Sina Fiaola	Preschool Teacher	Vaimele
Ataline Tapele	Preschool Teacher	Vaimele
Saimulimuli Toaki	Preschool Teacher	Vaimele
Lupeisi Pkuaa	Preschool Teacher	Lasagafou
Pisila Tila	Assistant	Vaimele
Faimafili Leviaka	President, Preschool Committee	Lasagafou
Matamoa Paama	Vice President, Preschool Committee	Lasagafou
Maima Mataio	Treasurer, Preschool Committee	Lasagafou
Fatali Talake	Secretary, Preschool Committee	Vaimele
Mitiana Laafai	Treasurer, Preschool Committee	Vaimele
Sikinala Foua	Translator	

**Appendix 5: Attendance at Meeting of Preschool and Early Primary Teachers,
Funafuti, 29 November 2001**

Name	Responsibility	Preschool
D’Puaatalo Wilfred	Preschool Teacher	Olave
Vaiese Alo	Preschool Teacher	Olave
Tebine Vaile	Preschool Teacher	Bah’ai
Valisi Tovia	School Supervisor	Education Department
Makalini Tuilimu	Preschool Teacher	Akiaki
Kausele Kausami	Preschool Teacher	Olave
Aralita Tapuli	Primary Teacher	Nauti Primary School
Vaopua Teokila	Primary Teacher	Nauti Primary School
Segialofa Teuea	Primary Teacher	Nauti Primary School
Tuaia Taveuni	Preschool Teacher	Lofeagai

Appendix 6: Attendance at Meeting of Preschool Teachers, Funafuti, 3 December 2001

Name	Preschool
Tebine Vaile	Bah'ai
Margaret Laukava	Bah'ai
Fakaoko Joe.K	Bah'ai
Fakatasiga Pauto	Lofeagai
Pua Uilama	Lofeagai
Tuaia Taveuni	Lofeagai
Kamarere Laki	Funafuti
D'Puaatalo Wilfred	Olave
Vaiese Alo	Olave
Kausele Kaisami	Olave
Makalini Tuilimau	Akiaki
Ilaui Manumalo	Akiaki
Tufitu Lotee	Assembly of God
Naumati Tagiloto	Assembly of God

Appendix 7: Programme of Work, Tuvalu 22 November-6 December 2001

Date	Activity	Location	Purpose
	Meeting with European Union Representatives Maria Ralha and Guido Carrara	European Union Offices, Suva	Desk Research for Donor Activities in ECCE
	Meeting with Vasu Tuivaga, BELS Representative	Telephone meeting	Desk Research for Donor Activities in ECCE
22 November	Arrive Funafuti		
23	Meeting with David Manuella, Director of Education and Adi Davila Toganivalu, UNICEF Education Officer	Director of Education Office	Briefing on ECCE activities, discussion of terms of reference, clarification of Director's concerns and needs
24	Meeting with Faoso Tekavei, Head Teacher at Tolise Primary School	Tolise Primary School	Introduction to <i>Kaupule</i> (Island Council members), briefing on general education issues
25	Meeting with preschool teachers and Head Teacher	Council Guest House	ECCE data collection, needs assessment, analysis of match between preschool activities and expected primary school entrance skills
26	Visit to Lasagafou Preschool, Tolise Preschool Tour of island	Vaitupu Preschools	View and document preschool classroom, building infrastructure
27	Return to Funafuti		
28	Meeting with Elenisi Malona, Senior Education Officer (Curriculum)	Filamona Guest House	Discussion of ECCE curriculum status, activities of Ministry of Education, Sports and Culture
29	Meeting with Kausele Kaisami, Secretary of the Preschool Teachers Association Meeting with preschool and early primary (Class 1-3) teachers, Ministry of Education, Sports and Culture administration	Filamona Guest House Nauti Primary School	Introductory briefing on activities of PTA, organisation of meeting with preschool teachers ECCE data collection, needs assessment, and analysis of match between preschool activities and expected primary school entrance skills

30	<p>Meeting with Elenisi Malona, Senior Curriculum Officer and Valisi Tovia, School Supervisor</p> <p>Meeting with Eli Lopati, Auditor General (Acting), Office of the Prime Minister</p> <p>Meeting with Lanuola Fasiai, Liaison Officer for UNESCO, and Makalini Tuilimu, President of the Preschool Teachers Association</p> <p>Meeting with David Manuella, Director of Education</p>	<p>Filamona Guest House</p> <p>Filamona Guest House</p> <p>Filamona Guest House</p> <p>Director of Education Office</p>	<p>Discussion of job responsibilities, issues</p> <p>Clarification of procedures of government and aid project accounting</p> <p>Data collection and discussion of issues with UNESCO ECCE projects, and history, purpose, and issues of PTA</p> <p>Preschool teacher salaries</p>
1 December	<p>Meeting with Eli Lopati, Auditor General (Acting)</p> <p>Tour of Funafuti Preschools with Makalini Tuilimu and Kausele Kaisami</p> <p>Meeting with Andrew Simms, Consultant for Red Cross, and Max Price, Education Consultant, Griffith University, Primary Teacher Curriculum Development Workshops</p>	<p>Home of Auditor General (Acting)</p> <p>Funafuti Preschools</p> <p>Dinner Meeting, Filamona Guest House</p>	<p>Further clarification of accounting procedures and issues of missing funds</p> <p>View and document preschool classroom, building infrastructure</p> <p>Discussion of donor activities in ECCE</p>
2	Meeting with Assembly of God Preschool Teachers, Pastor, and Sunema Makatui, President of the National Preschool Council	Assembly of God Preschool	View and document preschool maneapa infrastructure, discussion of ECCE issues
3	Meeting with preschool teachers	Filamona Guest House	ECCE data collection, needs assessment, and discussion of issues

4	<p>Meeting with Sunema Makatui, President, Feloalinga Lewelu, First President, Katalaina Malua, Member, and Tebina Vaile, Member of the National Preschool Council</p> <p>Meeting with Apisai Ielemia, Secretary to the <i>Kaupule</i>, Vaitupu Island</p> <p>Meeting with Hon. Amasoni Kilei, Minister for Education and Health</p>	<p>Filamona Guest House</p> <p>Filamona Guest House</p> <p>Home of the Hon. Amasoni Kilei</p>	<p>Discussion of the history, purpose, and issues of the National Preschool Council</p> <p>Discussion of the relationship between and support given by the <i>Kaupule</i> and preschool education on Vaitupu Island</p> <p>Discussion of Minister's longterm vision for ECCE in Tuvala</p>
5	Meeting with the David Manuella, Director of Education	Director of Education Office	Discussion of legislation, policies, curriculum, financing, training, and needs of ECCE in Tuvalu
6	Depart Tuvalu		