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Our Vision

Quality education for sustainable living for ALL
Our Mission

Provide and sustain excellence in education for ALL
Our Objectives
The things the Department must achieve to be successful in our mission and make significant progress towards our vision

1. Curriculum and Assessment

Provide relevant and responsive curriculum and assessment system which addresses all areas of learning in order to prepare Tuvaluan for their social, economic and civic roles within the community. Ensure pride in the Tuvalu culture and languages and have a clear sense of their national identity while also recognizing the increasing global environment in which they live and work.

2. Increase student participation by ensuring access and equity for students with special needs

Children of Tuvalu will be provided with access to education and training that can lead to the completion of Form 6 or its equivalent. Programs will be provided to ensure vulnerable students, including those from low socio-economic background, urban groups, those in remote and isolated areas, those with disabilities, female students, and school dropouts and pushouts. Provide learning options and pathways to support students to be lifelong learners and to recognize and respond to diverse learner needs, learning styles and further learning and employment aspirations.

3. Improving the quality and efficiency of management

The quality and effectiveness of leadership, management and administration in education are of critical importance to effective teaching and learning. Our constant focus must be on quality improvement in educational provision and be accountable and transparent in what we do.

Monitoring and evaluation

A focus on quality and standards will help to ensure that our educational provision supports the best possible outcomes for all students. It is only through monitoring and evaluation that we can identify our strengths and weaknesses and work towards their improvements with the ultimate goal of providing quality education for all.
Resources, assets and facilities

Quality teaching and learning resources supported by safe and well maintained equipment and facilities contribute to the quality of learning that takes place in the school. It is our prime responsibility to address inequity in the distribution of resources and to ensure a safe and healthy learning and working environment for our children and teachers.

4. Human Resource Development

Our teachers are the core of our education system and they carry the primary responsibility for the quality of teaching and learning in our schools. Improving the quality of education depends on first improving the recruitment, training, social status and condition of work of teachers. They need the appropriate knowledge and skills, professional prospects and motivation if they are to meet the expectations placed on them.
5. **Strengthen community partnerships and develop a culture of working together**

Strategic partnership and effective collaboration will support learning outcomes. Encourage collaboration between DoE and the communities, industries and donor agencies to ensure optimum benefits to education.
Strategic Plan Outcomes and Strategies

Objective and Performance Indicators
## OBJECTIVE 1: CURRICULUM AND ASSESSMENT

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<tr>
<th>OUTCOMES</th>
<th>STRATEGIES</th>
<th>PERFORMANCE INDICATORS</th>
<th>FUNDING SOURCE</th>
<th>RESPONSIBILITY</th>
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<tbody>
<tr>
<td><strong>1.1 Curriculum reform</strong></td>
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</table>
| 1.1.1 Establish a National Curriculum Framework | • Review existing curriculum for all sub-sectors: ECE, Primary, JSS, Secondary and post-Secondary  
• Develop Curriculum Framework for all sectors  
• Conduct in-service training for teacher in-servicing  
• Introduce the New Curriculum Framework in schools  
• Implementation of the Curriculum Framework nationwide  
• Conduct stakeholders workshops on all islands | • Existing curriculum reviewed and aligned with CF  
• CF for all sub-sectors completed  
• In-service training for teachers conducted  
• CF implemented nationwide  
• Workshops conducted | Donor | DOE |
| 1.1.2 Establish national curriculum guidelines for Early Childhood Education (ECE) | • Review the role of the National Preschool Council (NPC)  
• Select Council members and prepare TOR  
• Overseas study tour  
• Develop curriculum guidelines  
• Develop teacher learning and resource kits  
• Develop teacher training materials  
• In-service training for teachers  
• Introduce new curriculum guidelines in Pre-schools  
• Annual stakeholder workshops | • NPC roles reviewed  
• TOR developed  
• Study tour report submitted and report recommendations actioned  
• Curriculum guidelines developed  
• Learning and resource kits developed  
• Teacher training materials developed and teacher training conducted  
• New curriculum guidelines introduced  
• Stakeholders workshop conducted | MES  
Donor/MES  
Donors  
MES  
Donor | DOE  
DOE/Kaupule |
| 1.1.3 Review National Curriculum Guidelines for primary curriculum | • Align existing curriculum to National Framework  
• Impact assessment of effectiveness of primary curriculum  
• Ongoing professional development of all teachers  
• Professional development for Classes 7 and 8 teachers  
• Support for existing primary curriculum PD Handbook | • Primary curriculum aligned to National Framework  
• Assessment conducted and relevant recommendations actioned  
• PD on curriculum for all teachers conducted  
• Special skills based training for transition years completed  
• Primary PD Handbook in-serviced | Donor  
Donor  
Donor/MES  
Donors/MES | TA/DOE  
TA/DOE  
TA/SPBEA/DOE  
TA/DoE |
<table>
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<th>RESPONSIBILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.4 Review and localize the current Junior Secondary School curriculum in the following subject areas:</td>
<td>• Study tour – JS options</td>
<td>• Recommendations of the study tour considered</td>
<td>Donors/PRIDE</td>
<td>DOE/PRIDE</td>
</tr>
<tr>
<td>• <em>English</em></td>
<td>• Examine possibility of localizing Fiji Junior Certificate (FJC) to Tuvalu Junior Certificate (TJC)</td>
<td>• Recommendations for transition considered</td>
<td>MES</td>
<td>DoE/SPBEA/Fiji MoE</td>
</tr>
<tr>
<td>• <em>Mathematics</em></td>
<td>• Establish and train subject working committees to review and localize the existing Junior Secondary curriculums to meet the needs of Tuvalu and align to the NCF</td>
<td>• Subject Working Committee established and training conducted</td>
<td>Donors/MES</td>
<td>TA/DoE</td>
</tr>
<tr>
<td>• <em>Social Science</em></td>
<td>• Develop curriculum guidelines</td>
<td>• Curriculum guidelines developed</td>
<td>Donors/MES</td>
<td>TA/DoE</td>
</tr>
<tr>
<td>• <em>Basic Science</em></td>
<td>• Develop teacher learning and resource kits</td>
<td>• Resource kits developed</td>
<td>Donors/MES</td>
<td>TA/DoE</td>
</tr>
<tr>
<td>• <em>Technology</em></td>
<td>• Review and further develop professional development materials</td>
<td>• PD materials reviewed and developed</td>
<td>Donors/MES</td>
<td>TA/DoE</td>
</tr>
<tr>
<td>• <em>Commercial Studies</em></td>
<td>• Ongoing liaison with the Fiji Ministry of Education during transition</td>
<td>• Ongoing liaison with Fiji MoE</td>
<td>MES</td>
<td>DoE/Fiji MoE</td>
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<td>• <em>Home Economics</em></td>
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<td>• <em>Physical Education</em></td>
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<tr>
<td>• <em>Tuvalu Studies</em></td>
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<tr>
<td>• <em>Religious Studies</em></td>
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<td>• <em>TVET programs</em></td>
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<tr>
<td>1.1.5 Establish national curriculum guidelines for Senior Secondary</td>
<td>• Overseas study tour</td>
<td>• Relevant recommendations of the tour group considered</td>
<td>Donors/PRIDE</td>
<td>DoE</td>
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<tr>
<td></td>
<td>• Conduct feasibility study of the following options:</td>
<td>• Relevant actions taken</td>
<td>Donors</td>
<td>TA/DoE</td>
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<td>- Examine links with USP’s Augmented Foundation Program</td>
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<td></td>
<td>- Re-examine introduction of SPBEA Form 7 at Motufoua Secondary</td>
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<td></td>
<td>- Investigate trade accreditation with off-shore institutions (eg FIT franchise)</td>
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<td>- Review curriculum guidelines for Forms 5 and 6 in light of above</td>
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<td></td>
<td>• Develop teacher learning and resource kits</td>
<td>• Resource kits developed</td>
<td>Donors</td>
<td>TA/DoE</td>
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<td></td>
<td>• Develop teacher professional development materials</td>
<td>• Ongoing PD for teachers conducted</td>
<td>Donors/MES</td>
<td>TA/DoE</td>
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<tr>
<td></td>
<td>• Introduce new curriculum guidelines at Motufoua Secondary</td>
<td>• Curriculum guidelines introduced</td>
<td>MES</td>
<td>DoE</td>
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<td></td>
<td>• Annual stakeholders workshop (refer 1.1.2)</td>
<td>• Stakeholder workshops conducted</td>
<td>Donors</td>
<td>TA/DoE</td>
</tr>
<tr>
<td>OUTCOMES</td>
<td>STRATEGIES</td>
<td>PERFORMANCE INDICATORS</td>
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| 1.1.6 Re-introduce school broadcasting program | • Attachment to School Broadcast Unit (Fiji MoE)  
• Workshop for material production | • Report submitted and relevant recommendations actioned  
• Radio Broadcast Program developed | Donor  
Donors/MES | DoE  
DoE/TMC |
| 1.1.7 Integrate across the curriculum perspectives | • Examine the possibility of integrating the following areas across the curriculum eg:  
- ICT  
- HIV/AIDS  
- Environment  
- Health Promotion School  
- Entrepreneurship Education  
- Human rights (CRC)  
- Vernacular languages  
- Values Education  
- Inclusive Education | • Clear curriculum statements for integration in relevant subject areas | JICA  
WHO  
PRHP  
SPREP  
SOPAC  
PFIS  
UNICEF  
UNESCO  
PRIDE  
MES | DoE  
Other relevant Ministries  
NGOs |

1.2 Strengthen Literacy Outcome

| 1.2.1 Re-introduce in-country TEFL course for primary teachers [current curriculum] | • Source TEFL course materials  
• Conduct in-country workshops  
• Conduct an evaluation of teacher-student activities | • Production of updated course materials  
• Workshops conducted  
• Evaluation conducted | Donors/MES  
Donors/MES  
Donors/MES | TA/DoE  
TA/DoE  
TA/DoE |

1.3 Assessment for Learning

| 1.3.1 Improve school based student assessment | • Review student assessment policy and practice  
• Further develop current student assessment instruments [TUSTA 1, 2 & 3: ARTTLE]  
• Design a school-based pilot for student assessment (to include handbook for teachers and school committees)  
• Pilot new student assessment program  
• Workshop to review pilot outcomes and define national strategy | • Assessment policy reviewed  
• Student assessment instruments developed  
• School-based pilot policy developed  
• Student assessment piloted  
• Workshop conducted and national strategy defined | SPBEA/MES  
PRIDE/SPBEA/MES  
Donor/SPBEA  
Donors/MES  
Donors | SPBEA/DoE  
SPBEA/DoE  
SPBEA/DoE  
SPBEA/DoE  
MES/Kaupule |

1.4 Develop a National Qualification Framework [NQF]

| 1.4.1 Investigate regional initiatives on NQF | • Possible adaptation for Tuvalu situation | • Suitable policy in place | Donor/SPBEA | SPBEA/PATVET/MES |
## OBJECTIVE 2: INCREASE STUDENT PARTICIPATION

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<td><strong>2.1 Secondary Education</strong></td>
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</table>
| 2.1.1 Junior Secondary School | • Conduct advisory study on JSS  
• Construction of JSS facilities based on the recommendation of the study | • Study conducted and recommendations implemented                                        | Donors         | TA/DoE/Kaupules         |
| 2.1.2 Senior Secondary School | • Conduct a study on the physical and professional needs of Motufoua Secondary School (refer 1.1.5)  
• Implement study findings | • Study conducted and findings implemented                                             | Donors         | TA/DoE                 |
| **2.2 Access and equity** |                                                                             |                                                                                        |                |                         |
| 2.2.1 Inclusive education | • Develop Inclusive Education (IE) policy  
• Implementation of IE policy | • IE Policy implemented                                                               | MES UNESCO PRIDE | TA/DoE                 |
| 2.2.2 Special Needs Education | • Identify appropriate diagnostic tools to identify students with learning needs  
• Programs in place to assist students with learning needs  
• Professional development to enable teachers identify and support students with special needs | • Appropriate diagnostic tools identified and implemented  
• Appropriate programs in place  
• PD conducted and students supported | Donors Donors Donors | TA DoE Ministry of Health NGOs |
| **2.3 Vocational and Life Skills Training** |                                                                             |                                                                                        |                |                         |
| 2.3.1 Post-compulsory vocational provision | • Study tour on regional post-compulsory vocational schools initiatives  
• Develop strategies on re-introduction of CTCs  
• Identify other providers | • Report on findings and implication for Tuvalu  
• Implement agreed strategies  
• Develop and maintain register | Donors Donors/MES/Kaupule/MHARD MES | TA/DoE/Kaupule TA/MHARD/DoE/Kaupule DoE/Kaupule |
| 2.3.2 Community based vocational programs | • Develop vocational programs for Community Training Centres (CTC)  
• Introduce programs [CTCs]  
• Annual stakeholder workshops | • Vocational programs in place  
• Island workshops conducted | Donor/MES/MHARD Donor/MES/MHARD | TA/DoE/Kaupule TA/DoE/Kaupule |
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<tr>
<td>3.1  Education Advisory Committee (EAC)</td>
<td>3.1.1 Review the role of the EAC</td>
<td>• Review TOR for EAC</td>
<td>• EAC TOR reviewed and finalized</td>
<td>MES</td>
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<td>3.2  Strengthen Department of Education</td>
<td>3.2.1 Department of Education Structure</td>
<td>• Review Department structure</td>
<td>• New management structure implemented</td>
<td>MES</td>
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<td></td>
<td>• Re-structure to reflect critical task</td>
<td>• Curriculum and TVET positions filled</td>
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<td>• Second two qualified teachers to fill the positions of Curriculum and TVET posts</td>
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<td>3.2.2 Strengthen planning and policy</td>
<td>• Develop Corporate Plan</td>
<td>• Corporate plan developed</td>
<td>MES</td>
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<td>• Review Department structure</td>
<td>• Re-structure to reflect critical task</td>
<td>MES</td>
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<td>• Develop staff capacity</td>
<td>• New management structure implemented</td>
<td>MES</td>
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<td>3.2.3 Complete a schedule of capacity building activities</td>
<td>• Training needs analysis</td>
<td>• Staff development program in place</td>
<td>Donors</td>
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<td></td>
<td>• Develop staff capacity</td>
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<td>• New equipment provided</td>
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<td></td>
<td>• Staff development program in place</td>
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<td>• Annual statistics digest published</td>
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<td>3.2.4 Review the Education Act</td>
<td>• Review Education Act</td>
<td>• Amended Education Act in place</td>
<td>Donors</td>
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<td>• Enact changes</td>
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<td>3.3  EMIS Database</td>
<td>3.3.1 Upgrade EMIS database</td>
<td>• Assessment of needs for ECE and secondary component</td>
<td>• ECE, secondary and private providers database components implemented</td>
<td>Donors</td>
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<tr>
<td></td>
<td></td>
<td>• Consultant support for system design and implementation</td>
<td>• New equipment provided</td>
<td>Donors</td>
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<tr>
<td></td>
<td></td>
<td>• Upgrade EMIS equipment</td>
<td>• Annual statistics digest published</td>
<td>Donors</td>
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<td>• Publish DoE Annual Statistics Digest</td>
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<tr>
<td>3.4  Monitoring and Evaluation</td>
<td>3.4.1 Strengthen Monitoring and Evaluation systems</td>
<td>• Implement annual review process</td>
<td>• Annual review process implemented</td>
<td>MES</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Set up a review schedules on specific areas of education</td>
<td>• Annual review conducted</td>
<td>MES</td>
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<tr>
<td>3.5  Assets and facilities management</td>
<td>3.5.1 Establish minimum standards for schools</td>
<td>• Develop minimum standards</td>
<td>• Minimum standards developed</td>
<td>Donor</td>
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<tr>
<td></td>
<td></td>
<td>• Survey schools to assist against standards</td>
<td>• Schools below minimum standards identified</td>
<td>Donor</td>
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<td></td>
<td>• Develop Maintenance Plan (MP) to upgrade schools to meet minimum standards</td>
<td>• Schools upgraded according to Maintenance Plan</td>
<td>Donor</td>
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<tr>
<td></td>
<td></td>
<td>• Upgrade schools</td>
<td></td>
<td>Donor</td>
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<tr>
<td>OUTCOMES</td>
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</table>
| 3.5.2 Provide schools with proper teaching resources | • Provide basic teaching and learning materials to all schools  
• Replenish science kits in primary schools  
• Replenish science, home economics and industrial arts equipment in secondary school  
• Upgrade library books and reference materials | • Teaching and learning materials provided  
• Science kits replenished  
• Science, Home Economics and Industrial Arts equipment replenished  
• Schools have up to date library books and reference materials | Donors  
Donors/MES  
Donors  
Donors/MES | TA/DoE  
TA/DoE  
TA/DoE  
TA/DoE |
| 3.5.3 Develop model pre-school centres | • Upgrade one centre as a model pre-school  
• Upgrade two pre-schools annually | • Model pre-school upgraded  
• Upgrading plans implemented | Donors/MES  
Donors/MES | TA/DoE/Kaupule  
DoE/Kaupule |
<table>
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<tr>
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<th>PERFORMANCE INDICATORS</th>
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<th>RESPONSIBILITY</th>
</tr>
</thead>
</table>
| 4.1 Teacher Development | • Review/establish policy on teacher professional development  
• Develop national teacher training and development plan  
• Develop Performance Management System (PMS) | • Policy established and PD for teachers conducted  
• PD Plan developed and implemented  
• PMS in place | Donor  
Donor | TA/DoE  
TA/DoE/P&T Dept. |
| 4.1.1 Improve the quality of teaching | • Development professional development program for principals and head teachers  
• Train potential leaders | • PD programs developed and implemented  
• Training conducted | Donor  
Donor | TA/DoE/P&T Dept.  
DoE/P&T Dept. |
| 4.1.2 Leadership training | | | | |
## OBJECTIVE 5: STRENGTHEN PARTNERSHIPS AND DEVELOP A CULTURE OF WORKING TOGETHER

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<tbody>
<tr>
<td><strong>5.1 Strengthening partnerships</strong></td>
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</tbody>
</table>
| **5.1.1 Partnership with regional and international organisations** | • Commitment to regional and international conventions such as FBEAP, EFA, MDG, CRC etc and organisation such as UNESCO, SPBEA etc  
• Establish strategies to harmonize donor support. | • DoE plans aligned to Regional and international conventions | MES | DoE/Other Ministries/NGOs |
| | | • International organisations and donor agencies support education development in Tuvalu | MES | DoE/MFEPi |
| **5.1.2 Partnership and networking with businesses, NGOs, other government ministries and departments** | • Involve business and other stakeholders in curriculum development  
• Seek the involvement of stakeholders in policy development, planning and resource use  
• Utilise expertise within the community to promote and support learning | • Business communities are involved in curriculum development  
• Stakeholders involved in policy development and planning  
• Members of the community contribute to education development | MES | DoE/NGOs |
| | | | MES | DoE/NGOs |
| | | | MES/NGOs | DoE/NGOs |
| **5.1.3 Conduct community support awareness programs with all stakeholders and school communities** | • Develop and conduct community support awareness program  
• Support and encourage communities to participate in school improvement | • Program developed and implemented  
• Increased community support | MES/Kaupule/NGOs | DoE/Kaupule/NGOs |
| | | | MES/Kaupule/NGOs | DoE/Kaupule/NGOs |
| **5.1.3 Strengthen relationship between the Department of Education and the Kaupules** | • Establish regular consultations between the Department and the Kaupules  
• Provision of Annual Reports to the Kaupules on the performance of the education sector | • Ongoing consultation between the Department and the Kaupules  
• Annual reports distributed and promoted | MES/Kaupule | DoE/Kaupule |
| | | | MES | DoE |
APPENDICES

Appendix 1: Current Organization Structure
Appendix 2: Proposed Organization Structure

Director of Education

- Chief Education Officer (ECE/TVET)
  - Senior Education Officer (Early Childhood Education)
  - Senior Education Officer (Vocational)
  - Senior Education Officer (NFE)

- Chief Education Officer (ECE/TVET)
  - Senior Education Officer (Curriculum)
  - Senior Education Officer (Assessment)

- Chief Education Officer (Primary/Secondary/JSS)
  - Senior Education Officer (Primary)
  - Senior Education Officer (Secondary/JSS)

- Admin Officer (HRD)
  - Education Officer (Curriculum)
  - Education Officer (Curriculum)
  - Education Officer (Assessment)
Appendix 3: Education Pathway

**CURRENT STRUCTURE**

- USP Foundation Studies
- TVET Private Providers

  **Form 6**
  - PSSC Examination

  **Form 5**
  - Tuvalu Examination
  - Fiji Junior Exam
  - General Subjects

  **Form 4**
  - Selection Exam
  - Class 8 and Repeaters

  **Form 3**
  - JSS
  - Class 1

  **Class 1**
  - ECE

**POSSIBLE FUTURE STRUCTURE**

- USP
- TVET co-op Private providers

  **Senior school**
  - Form 7
  - SPBEA Examination

  **Form 6**
  - PSSC Examination

  **Form 5**
  - CTCs
  - Tuvalu Examination
  - FJC or TJC Exam
  - General and tech/voc subjects

  **Form 4**
  - FSS?

  **Form 3**
  - JSS

  **Class 8**
  - No examination

  **Class 1**
  - ECE