

Indicators Proposed to Address Pertinent Issues in schools

School	TESP III Pillar	Issue
Northern Primary Schools	Access	Attendance
Northern Primary Schools	Access	Attendance
Northern Primary Schools	Access	Attendance
Northern Primary Schools	Access	Attendance
Northern Primary Schools	Access	Access to quality education
Northern Primary Schools	Access	Access to quality education
Northern Primary Schools	Access	Access to quality education
Northern Primary Schools	Access	Access to quality education
Northern Primary Schools	Relevancy	Student Behaviour
Northern Primary Schools	Relevancy	Literacy and Numeracy
Northern Primary Schools	Relevancy	Literacy and Numeracy
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Northern Primary Schools	Relevancy	Literacy and Numeracy
Northern Primary Schools	Relevancy	Literacy and Numeracy
Secondary Schools	Access	Drop Outs (leaves for some reasons)
Secondary Schools	Access	Poor Attendance
Secondary Schools	Access	Migration
Secondary Schools	Access	Out of School (did not attend school at all)

Secondary Schools	Sustainability (Leadership /Management)	School Record Keeping (needs to keep update records)
Secondary Schools	Sustainability (Leadership /Management)	Teacher Movement
Secondary Schools	Sustainability (Leadership /Management)	Poor Management/leadership
Secondary Schools	Relevancy	High Failure Rate
Southern Schools	Access	Teacher shortage
Southern Schools	Access	Shortage of water in school
Southern Schools	Access	Safety and condition of classrooms

Southern Schools	Access	Lack of good communicaiton facilities
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Factor	Data Required
Role of Parents	Educational background
	Numbers of PTIs
	No. Parents concerned letters
Transfer Students	Name of the school he/she transfer to.
	Numbers of transferring
	Guardians information
	Reason for transferring
Financial support	Parents income
Teacher Attitudes and their Attendance	Teachers domicile
	Distance
	Age , size,
	Teachers quality work
Lack of human resources	Number of qualified and unqualified teachers.
	Teacher student ratio.
Text books	Number of textbooks available in school.
Infrastructure	Number of classrooms, chairs, ICT, desk
Curriculum	Review period
Lack of support from stakeholders	Existence of MOU or partnership.
	Number of consultation
Peer Pressure	Students records
Lifestyle	Sleeping pattern
New Technologies	Access to videos, TV, social media
Student with Special Needs	Number of special needs teachers.
	Numbers of school extra curricular programs
Lack of teacher skills	Numbers of refresher training for teachers
Lack of assistive resources/teaching	Numbers teaching resources available in school
FVS teachers to be con	Numbers of FVS teachers

Lack of parents support	Numbers of community support workshop Results of TUSTA, PILNA
School Fees, Bullying, Transport, Lack Financial support	Collect data on school fees record Collect data from disciplinary records Parental interviews and questionnaire
School Fees, Bullying, Transport, Lack Financial support, Dislike a teacher	Attendance record, Collect data on school fees record
Improve Oral English, Parents Migrate, Parents go for in service training, expect a better education overseas.	Student transfer data Information about migrating parents Information about parent on training
A Choice, School Fees, Bullying, Transport, Lack Financial support, No Law enforcement	Data from the census Available Policies and legislations

Lack of proper resources, Lack of training on record keeping management,	Proper record sheets/template
Applying for different Profession, Migrating,	Number of teachers who leave teaching
Lack of Managerial skills, insufficient resources, teacher don't come to school	Financial Data, School records
Lack of Text books, untrained teachers, Lack of Photocopier, Poor attendance by student, Poor attendance by the teacher	Examination result, data on untrained teachers, School Inventory record Attendance record for students Staff attendance register
Not enough teachers	Student teacher ratio
Not enough qualified teachers	% of qualified teachers
	% of qualified teachers over the years
	Number of qualified teachers for establishment
water pump not functional ; gutterings not sufficient	functionality of water sources ; quantity of water sources, amount of water per child, % of budget for water facilities
lack of renovation and lack of funds	Functinality of classroom walls
	Functionality of classroom electricity
	Functionality of classroom roofs
	Last time renovation was done
	Number of children to a classroom
	% of budget for clasroom renovations

Telecom not functional and internet not available	Availability of internet and telecom facilities and Functionality of internet and telecom facilities
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Who will use this data?	Why
HT,CT,EdDep	Parent Educational Background contribute to their student attendance
EdDep,HT,CT	Determine number of counseling
HT,Kaupule	
HT,EdDep	To make sure student attend school she/he transfer to.
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HT,EdDep	To make sure student attend school she/he transfer to.
HT,EdDep	To make sure student attend school she/he transfer to.
EdDep,HT	To provide moreinformation on parent support
EdDep, HT, Kaupule	Record for EdDep, Teacher's commitment that will affec student attendance
EdDep, HT, Kaupule	Is distance a factor that contribute to student attendance
EdDep,HT, Kaupule	impact of these factor to the attendance of students
EdDep, HT, Kupule , Parents	

Parents, School and the Ministry	Ministry: to calculate the internal efficiency indicators To find policy solutions to the factors contributing to dropout
	School : to improve students access and sustainability Parents: Help schools to discipline their children
Schools and MEYS	School: For the school record
	MEYS: National monitoring and reporting
Schools and MEYS	School: School Record and reporting
	Ministry: Future planning
MEYS, Donors partners, School, Community leaders	MEYS: Enforce MEYS policies
	International community (donor): Monitor progress against international policies and funding interventions
	Island Community leaders: Engage programmes to enroll the out-of-school

Schools and MEYS	School: To support the implementation of the SIP(School improvement plan) and to measure progress the MQS(minimum quality standard)
	MEYS: To assist in planning, monitoring and evaluation of national, regional, and international policy goals.
Schools and MEYS	School: to monitor the trend of teacher moving out
	MEYS: To assist in planning, monitoring and evaluation of national, regional, and international policy goals.
Schools and MEYS	School: To assist in ways to improve leadership role
	MEYS: To provide intervention for improvement
Parents School MEYS	Parents: To assist in the improving the results School: Identify Strategies to improve students performances MEYS: Identify possible ways
Department, Parent, Kaupule,	meeting, discussion, posting,
Department, Parent, Kaupule, head teachers	decision making, posting,
Department, Parent, Kaupule,	concern to be well staffed
Department, Parent, Kaupule,	
Dept, Kaupule, parent, HT, PWD	maintance porposes, SIP, future development
HT,TEC, Dept, Kaupule, Comm,	maintenance purposes, SIP, school safety

Schools, Department	School functioning, access to information and resources that other islands receive
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When	Indicator Format(number,%,Ratio,Average)
Census Day	Average
Termly Repory, Annual Report	%,number
When transfer is taking place	Number,%,ratio
When transfer is taking place	Number,%,ratio
When transfer is taking place	Number,%,ratio
When transfer is taking place	Number,%,ratio
Regisration, Census	Number,%,ratio
Posting, Leave Destination,	Number,%,ratio
Weekly Report	Ratio,
Termly Repory, Annual Report	Number,%,ratio

Yearly	Ratio, Percentage and average
Yearly	Number, percentage
Daily	Number
Yearly	Number Percentage, ratio and average
Yearly	Number, percentage and average
Yearly	Number and percentage
Census Duration	Number, percentage and ratio
Census Duration	Percentage and ratio
Census Duration	Number and percentage

Term	Number, percentage
Annually	Numbers, percentage and ratio
Annually	Numbers Percentage Ratio
Annually	Numbers Percentage Ratio
Annually	School Leadership Competency Results
Annually	School Leadership Competency Results
Annually	Number, Percentage
Annually	Ratio
Annually	ratio, percentage, number
Annually	
Beginning of academic year	
Department - Annually	Number, Percentage
Schools - Term	Number, Percentage
annually	Number, percentage,

Annually	Yes/No
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Dissagregation(Gender/Island)	Comparison
With/Without (Educational Background)	Compare Educational Background of those students who attend and those who do not
Termly,	Comparison of all schools & School targets
Gender, class/year, school	Compare with other school, trend
Gender, class/year, school	Compare with other school, trend
Gender, class/year, school	Compare with other school, trend
Gender, class/year, school	Compare with other school, trend
Year, school	Compare with other school, trend
Island, school,Gender	Compare with other school, trend
Gender, Island village, Transportation	Compare student attendance
gender, age, size	compare students and teachers attendace

Male/Female disability, island; Type of factors	Education Policy legislations and standards
Male/Female, island, village	School Improvement Plan Target
Male, Female, island, school	
Male, Female, island, school	
School, Male/Female and by island	
School, Male/Female and by island	
Male, Female and island	
Male, Female and island	
Male, Female and island	

School		
School		
Gender, Island		
Gender, Island		
Gender Island Qualification		
Gender Island Qualification		
Gender, Island		
By grades	compare with other schools	
qualifications, by school	Compare with other schools establishment in posting	
School, Island, Functionality	compare with other schools	
School, Island, Functionality	compare with other schools	
school	compare with other schools	

Condition on functionality - functional ; not functional	compare with other schools
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