# Tuvalu Education Fact Sheets | 2026

Analyses for learning and equity using MICS data

MICS-EAGLE

GPE KIX
KNOWLEDGE INNOVATION EXCHANGE

TUVALU
Central Statistics Division

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for every child

## Acknowledgements

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Lastly, we thank Anulekha Chowdhury for the design.

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# Introduction

## MICS6 in Tuvalu

The Tuvalu Multiple Indicator Cluster Survey (MICS) was carried out in 2019–2020 by Tuvalu Central Statistics Division (CSD) in collaboration with other government ministries, as part of the Global MICS Programme. Technical support was provided by the United Nations Children's Fund (UNICEF), United Nations Population Fund (UNFPA) and Pacific Community (SPC), with government funding and financial support of UNICEF and UNFPA. For details on the MICS methodology and questionnaire used in Tuvalu, see the Survey Findings Report.

## What is MICS-EAGLE?

UNICEF launched the MICS-EAGLE (Education Analysis for Global Learning and Equity) Initiative in 2018 with the objective of improving learning outcomes and equity issues in education by addressing two critical education data problems – gaps in key education indicators, as well as lack of effective data utilization by governments and education stakeholders. MICS-EAGLE is designed to:

- Support education sector situation analysis and sector plan development by building national capacity, and leveraging the vast wealth of education data collected by MICS6; and
- Build on the global data foundation provided by MICS6 to yield insights at the national, regional, and global level about ways to ensure each child can reach his or her full potential by reducing barriers to opportunity.

## What is profiling?

One of the characteristics of these fact sheets is profiling. Profiling illustrates the demographic and socioeconomic characteristics of children in a certain category, and answers questions such as "what percentage of a key population group is male and what percentage is female?" or "what percentage of a key population group lives in rural and what percentage lives in urban areas?" Because profiles examine all children within a key population group, the sum of various characteristics always adds up to 100 per cent (although rounding may affect this).

For example, a profile of children not completing primary education will highlight some of the main characteristics of children in the target population group for this indicator. Primary completion rates look at children aged 3-5 years older than the entry age for children for the last grade of primary school, so the target population on this indicator will be children aged 14-16 years who have not completed primary education. In Tuvalu, 5 per cent of children aged between 14 and 16 have not completed primary education. Among these 5 percent who have not completed primary education, 42 per cent are males and 58 per cent are females.

## Notes on MICS-EAGLE analysis

**Differences between estimates from household survey and EMIS**

In MICS, the questions on education are focused on 'attendance' instead of 'enrolment'. For all 3- to 24-year-olds,an array of information on school attendance and completion is collected. This includes whether they ever attended school, whether they attended school in school year 2019, their highest level of education, whether they attended school in school year 2018, and whether they completed the grades attended. This is the information that has been used to calculate completion rate, out of school rate, drop-out and repetition rates in MICS6 and MICS-EAGLE factsheet for Tuvalu. It is therefore, important to note that while indicators in MICS and EMIS may share the same names, they are different. The difference arises as a result of difference in data sources, the respondents in both sources, the school year, the question/ concept used to calculate the indicator (attendance versus enrolment). However, estimates from both MICS and EMIS help provide a broad understanding of the education situation in Tuvalu.

### How are these fact sheets structured?

The MICS-EAGLE Initiative offers activities at the national, regional, and global level. Typically, a MICS-EAGLE factsheet covers the following topics. These topics can be merged or additional topics added during customization. The topics are:

**Access and Completion**

**Skills**
(learning outcomes, ICT skills and literacy rate)

**Inclusive Education**
(with a focus on disability)


**Early Learning**

**Out-of-School Children**

**Repetition and Dropouts**
(internal efficiency)

**Child Protection**
(child labour and child marriage)

**Remote Learning**

# Topic 1 Completion Rates

**Guiding questions**

1. For which level of education is the completion rate the lowest?
2. What divisions have the lowest completion rates at each level?
3. What is the profile of children who do not complete each level of education?
4. What are the socioeconomic characteristics of children who do not complete each level of education?

## Overview

### What is completion rate?

The completion rate reflects the percentage of a cohort of children or young people three to five years older than the intended age for the last grade of each level of education (primary or secondary) who have completed that level of education. For example, if the official age of entry into primary education is 6 years, and primary school has 8 grades, then the intended age for the last grade of primary education is 13 years. In this case, the reference age group for calculation of the primary completion rate would be 16-18 years (13 + 3 = 16 and 13 + 5 = 18). This indicator is used to calculate SDG 4.1.2 – Completion rate (primary education, lower secondary education, upper secondary education).

**FIGURE 1** Overview of completion rates

| | PRIMARY | SECONDARY |
|---|---|---|
| Total | 95% | 53% |
| Funafuti | 95% | 56% |
| Regions outside of Funafuti | 97% | 42% |
| Poorest | 95% | 37% |
| Richest | 96% | 60% |

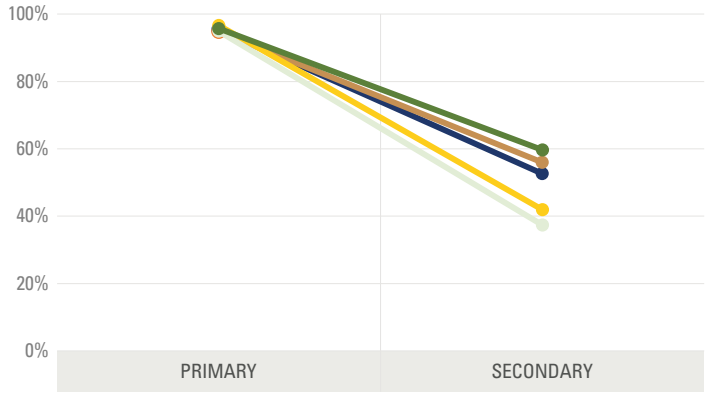
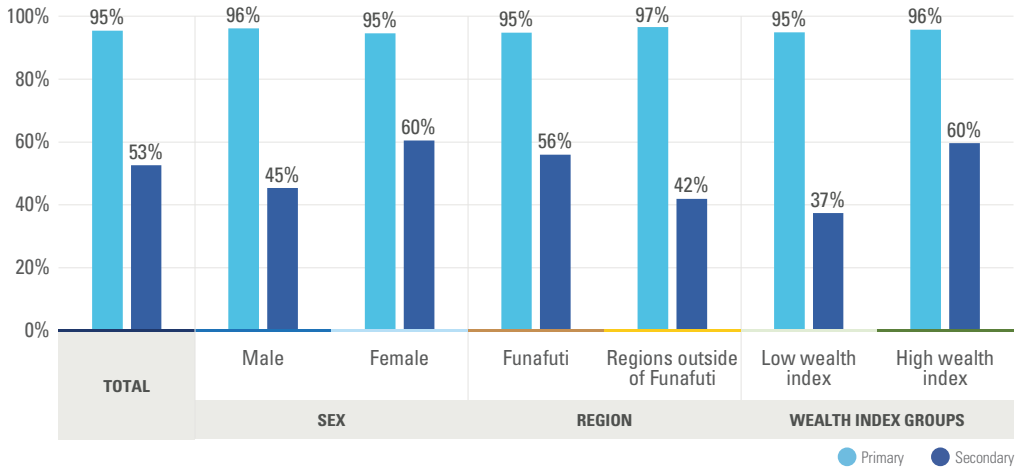



**FIGURE 2** Completion rate by **level of education**




### Findings

- The primary completion rate in Tuvalu is very high at 95 per cent. There is little variation across different subgroups, although children from regions outside of Funafuti have the highest primary completion rates at 97 per cent.
- Completion rates declines quite steeply for secondary education to 53 per cent.
- At the secondary level, children living in Funafuti have higher completion rate than children living outside of Funafuti. However, it is important to note that MICS6 data does not capture internal migration and completion rate by area is based on where individuals were residing at the time of the interview and not where they might have completed their schooling.
- Children belonging to the High wealth index of wealth index group have higher secondary completion rate.
- At the primary level, there is less disparity between completion rates of boys and girls. However, at the secondary level, disparity increases with higher percentage of girls completing secondary education.

## Profile of children not completing school

These profiles are based on the percentage of children not completing each level of education in Tuvalu, where 5 per cent do not complete primary and 47 per cent do not complete secondary.

**FIGURE 3** Profile of children who do not complete school, by **sex**

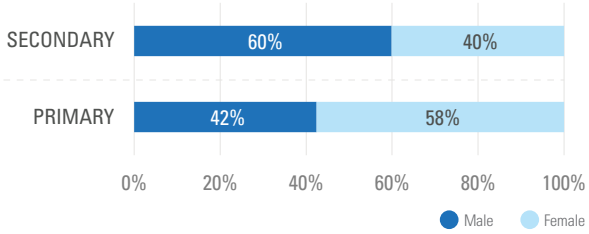



**FIGURE 4** Profile of children who do not complete school, by **region**

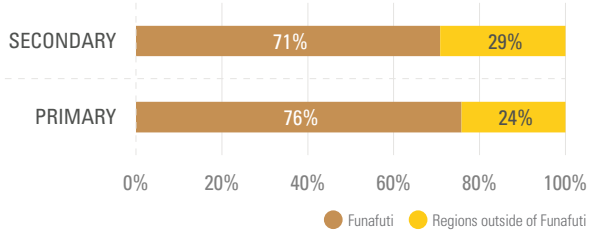
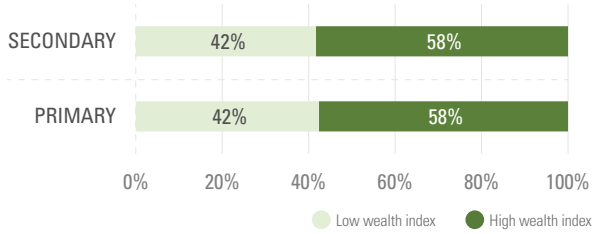



**FIGURE 5** Profile of children who do not complete school, by **wealth index**




### Findings

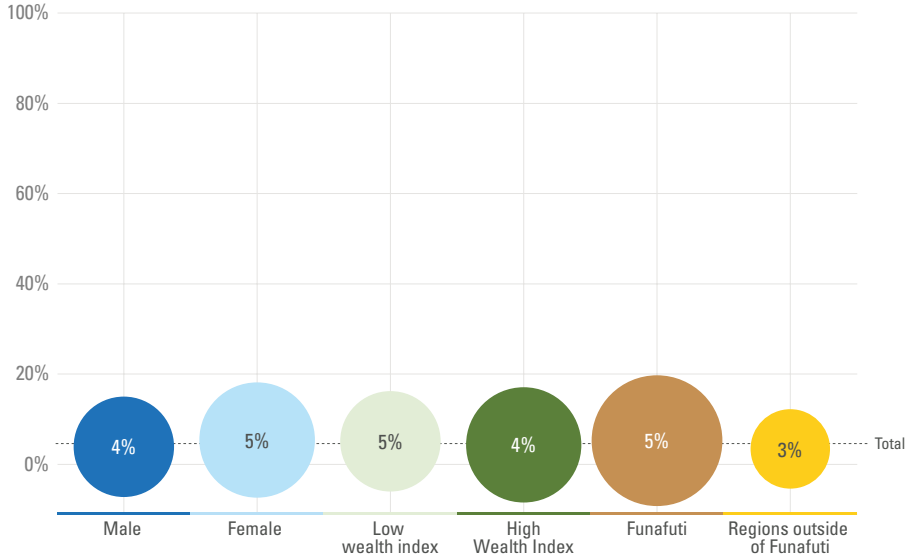
- Among children who do not complete primary, the majority are girls. However, the trend reverses at the secondary level.
- In both levels of education, the majority of children not completing the level are from Funafuti areas. This could be because these are the most densely populated areas of the island.
- In both levels, children from the High wealth index of wealth index groups are slightly overrepresented among those not completing the level.

## Non-completion – Percentages and headcounts, by various socio-economic characteristics

**Table 1.**

| | | Non-completion rate (%) | | Headcount of children not completing | |
|---|---|---|---|---|---|
| | | Primary | Secondary | Primary | Secondary |
| **Total** | | **5** | **47** | **24** | **-** |
| **Sex** | Male | 4 | 55 | 10 | - |
| | Female | 5 | 40 | 14 | - |
| **Wealth index groups** | Low wealth index | 5 | 63 | 10 | - |
| | High wealth index | 4 | 40 | 14 | - |
| **Region** | Funafuti | 5 | 44 | 18 | - |
| | Regions outside of Funafuti | 3 | 58 | 6 | - |

**FIGURE 6** Share and headcount of children who do not complete primary



# Topic 2 Repetition, Dropouts and Non-Transitions

**Guiding questions**

1. Which level or grade has the highest rates of repetitions, dropouts and non-transitions?
2. What is the profile of children who repeat a grade?
3. What is the profile of children who drop out of school?
4. What is the profile of children who do not transition to the next level of education?

## Overview

### What is the repetition rate?

The repetition rate measures the share of children in a given grade in a given school year who repeated that grade as a percentage of total number of children who attended the grade in the previous year.

### What is the dropout rate?

The dropout rate measures the proportion of children from a cohort attending a given grade in a given school year who are no longer attending school in the following year. It is worth clarifying that children who repeat are still considered to be in school and are therefore not included in the calculation for dropout rate.

### Who is a non-transitioner?

Non-transitioners refer to those children who attended the last grade of a level but did not continue to the next level i.e. non-transitioners are dropouts at the end of an education level.

**FIGURE 7** **Repetition** rate by grade

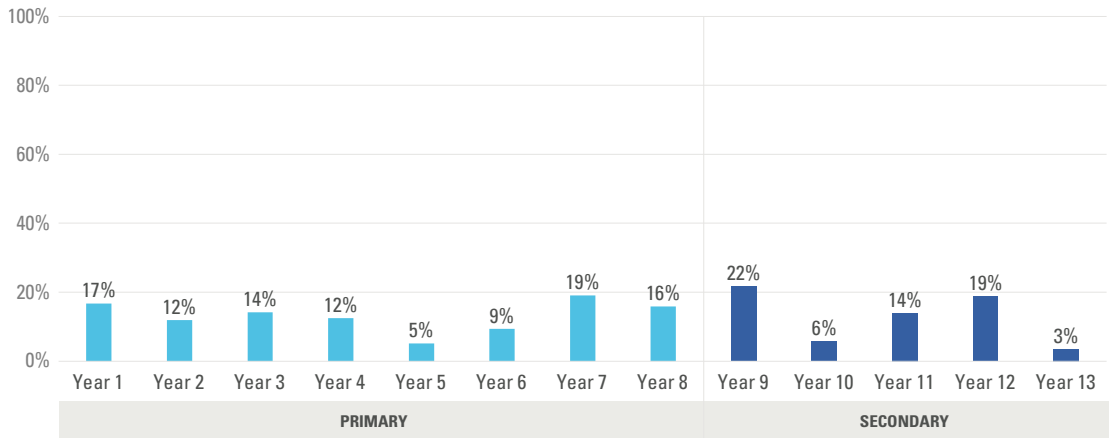



**FIGURE 8** **Non-transition** by grade

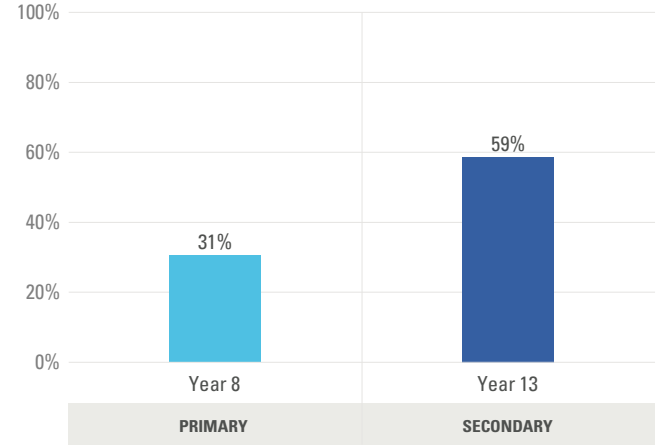



**FIGURE 9** **Dropout** rate by grade

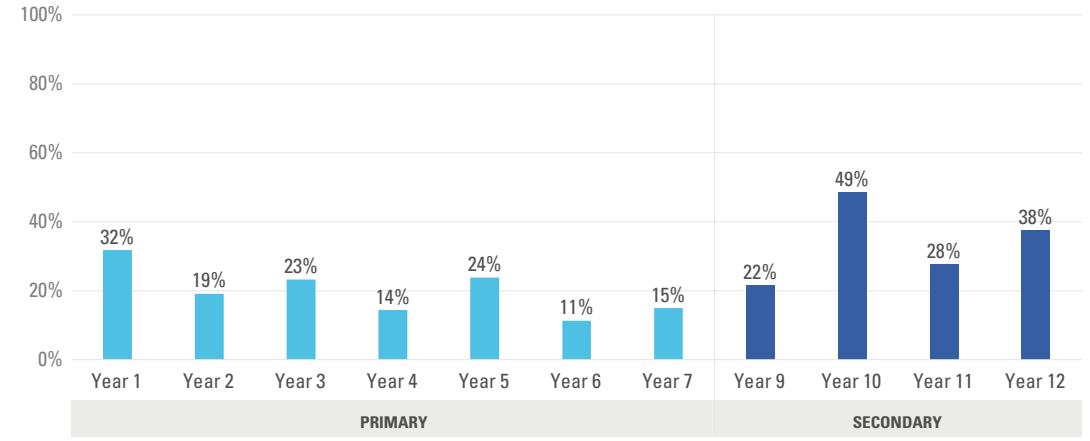
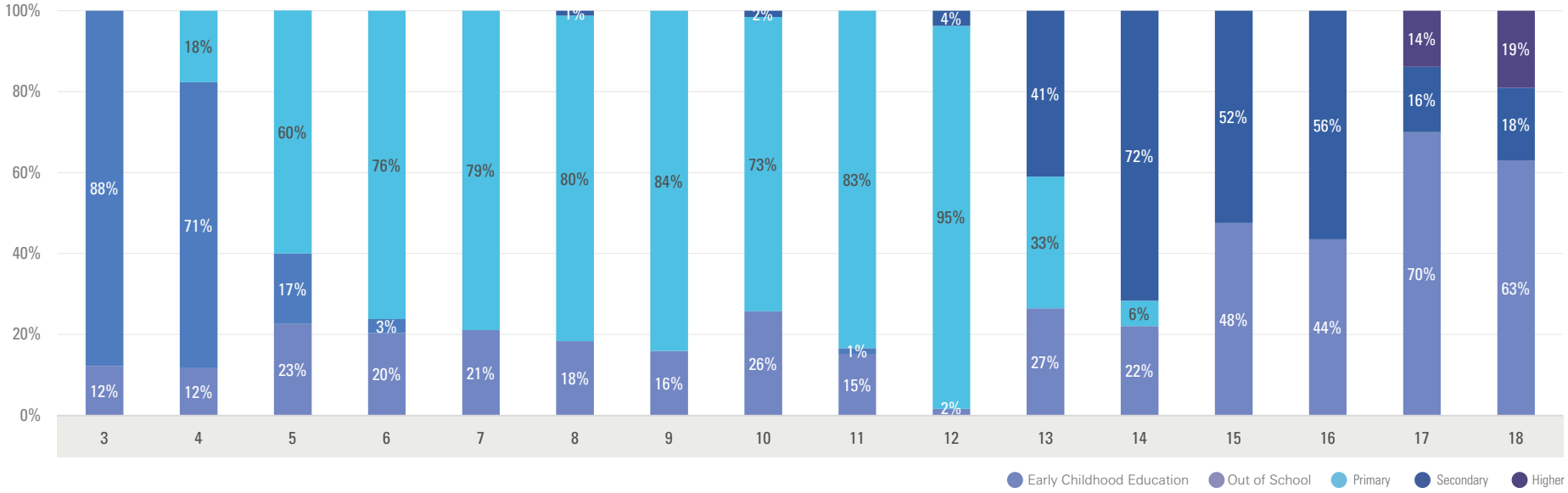


**FIGURE 10** Education attendance, by **age**




## Findings

- Repetition rates vary by grade in Tuvalu. At the primary level, repetition is over 10 per cent for all grades, except year 5 and year 6. At the secondary level, due to sample size issues, the estimates are unweighted but the data shows high repetition at this level too.
- Dropout rates in Tuvalu are significant, with 32 per cent of children leaving school in Year 1. Across all grades, at least 10 per cent of children drop out.
- Non-transitioners are students who attended the last grade of a level but did not continue to the next level of schooling. Non-transition rates in primary education are high at 31 per cent, meaning that 31 per cent of children who attended the last grade of primary did not continue to secondary education. The non-transition rates increase substantially to 59 per cent at the secondary level.
- Education attendance by age shows the majority of children aged 3 to 4 years are attending ECE.
- The primary age bracket in Tuvalu is 6 to 13, secondary education from age 14 to 18.
- A large share of children attend primary school at a younger age than the official primary school entrance age. Most children of primary school age attend primary level, with the exception of children age 13, as the majority of children either attend secondary education or are out of school.
- Starting age 14, out of school rate increases and by the time children are age 17, the majority are out of school.

## Profile of repeaters, dropouts and non-transitioners

**FIGURE 11** Profile of repeaters, dropouts and non-transitioners, by **sex**

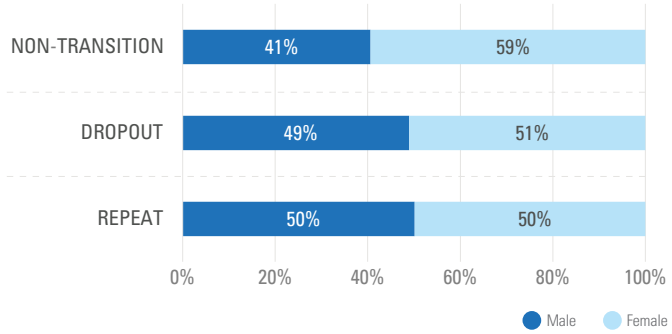



**FIGURE 12** Profile of repeaters, dropouts and non-transitioners, by **area**

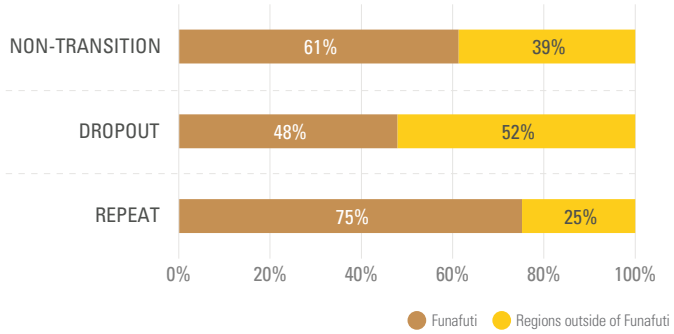



**FIGURE 13** Profile of repeaters, dropouts and non-transitioners, by **wealth index**

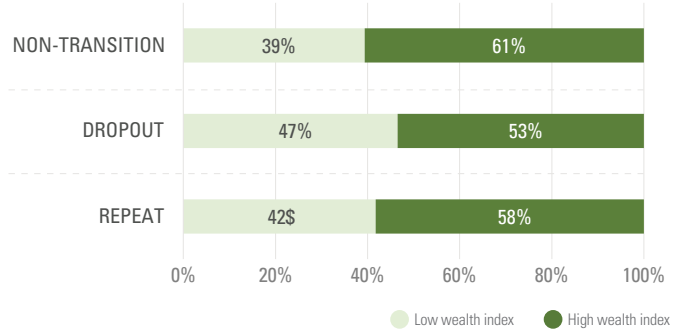
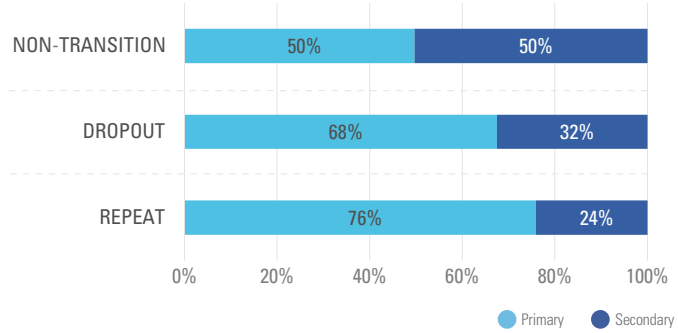



**FIGURE 14** Profile of repeaters, dropouts and non-transitioners, by **level of education**




### Findings

- Among those who drop out, slightly more girls are observed. Similarly, among children who do not transition to the next level, about 60% are girls.
- Among those who repeat or non-transitioners, more Funafuti children are observed. But among dropouts, the trend changes.
- Disproportionately more children from High wealth index are observed among those who repeat, dropout or do not transition.
- Among children who repeat or dropout, the majority are in the primary level. An equal share of non-transitioners are at the primary and secondary levels

## TABLE 2. Repetition, dropouts and non-transitions – Percentages and headcounts, by various socio-economic characteristics

| | | Repetition, dropout and non-transition rates (%) | | | Headcount of children* | | |
|---|---|---|---|---|---|---|---|
| | | Repetition | Dropouts | Non-transitions | Repetition | Dropouts | Non-transitions |
| **Total** | | **12** | **21** | **40** | **290** | **460** | **290** |
| **Sex** | Male | 12 | 20 | 36 | 140 | 220 | 140 |
| | Female | 11 | 21 | 44 | 150 | 230 | 150 |
| **Region** | Funafuti | 14 | 16 | 35 | 220 | 210 | 200 |
| | Regions outside of Funafuti | 8 | 28 | 54 | 70 | 240 | 90 |
| **Wealth index groups** | Low wealth index | 12 | 24 | 39 | 120 | 210 | 120 |
| | High wealth index | 11 | 19 | 41 | 170 | 250 | 170 |
| **Level of education** | Primary | 11 | 18 | 31 | 210 | 280 | 210 |
| | Secondary | 13 | 33 | 58 | 80 | 180 | 80 |

## Repetition, dropouts and non-transitions – Percentages and headcounts, by various socio-economic characteristics

These charts show the number (represented by the size of the bubble) and rates (indicated on the y-axis) of children in various groups who repeat (top), dropout (middle) or do not transition (bottom).

**FIGURE 15** Percentage and headcount of **repeaters**

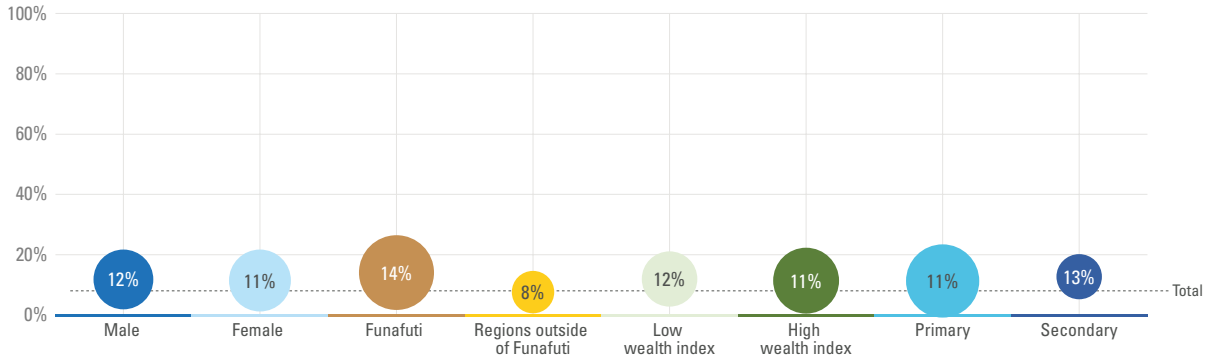



**FIGURE 16** Percentage and headcount of **dropouts**

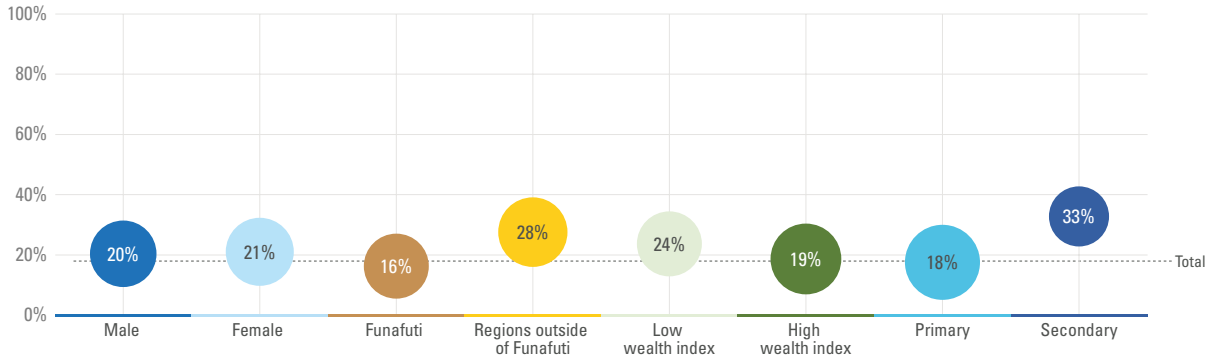
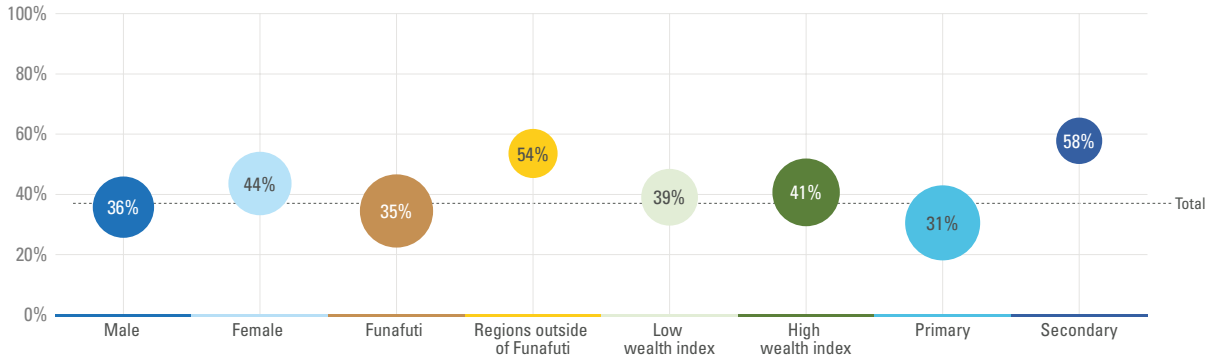



**FIGURE 17** Percentage and headcount of **non-transitioners**




### Findings

- Similar share of boys and girls repeat or dropout of any level of education but girls are more likely to non-transition than boys.
- While a slightly greater share of children from Funafuti than children from regions outside of Funafuti repeat a grade, the trend reverses among dropouts and not-transitioners with more children from regions outside of Funafuti dropping out or not transitioning.
- In Tuvalu, children belonging to High wealth index of wealth index group are less likely to dropout or non-transitions. However, in terms of estimated number of children repeating, dropping out or non-transitioning, they make a bigger group because of population size.
- While the share of dropouts and non-transitioners in secondary is higher than in primary, when converting this data to estimated number of children, primary children form a bigger group. Therefore, policies targeting primary repetition, dropout or non-transitioning will reach more children.

Topic 3

# ANAR and Out of School Children

**Guiding questions**

1. Which level of education has the highest rate of out-of-school children?
2. How many children are out of school?
3. Which divisions have the highest out-of-school rates?
4. Where do most out-of-school children live and what is their background?

## Overview

### Who are out-of-school children?

Out-of-school children are children and young people in the official age range for a given level of education who are not attending either pre-primary, primary, secondary or higher levels of education. The objective of the out-of-school children rate is to identify the part of the population in the official age range for a given level of education not attending school, in order to formulate targeted policies that can be put in place to ensure they have access to education. It is used to calculate SDG 4.1.4 – Out-of-school rate for different levels of education, including primary, lower secondary and upper secondary.

**FIGURE 18** Overview adjusted net attendance rate (ANAR)

| | PRIMARY | SECONDARY |
|---|---|---|
| Total | 80% | 51% |
| Funafuti | 84% | 58% |
| Regions outside of Funafuti | 74% | 37% |
| Low wealth index | 78% | 41% |
| High wealth index | 82% | 57% |

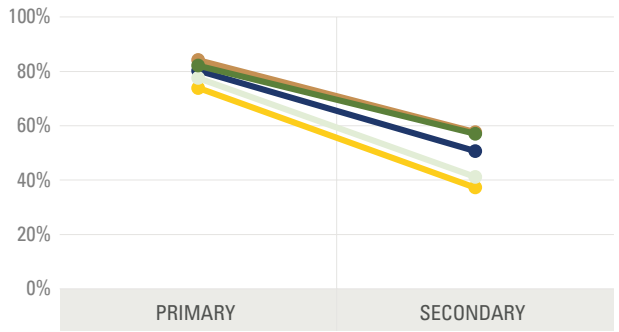



**FIGURE 20** Out-of-school population (Estimated)

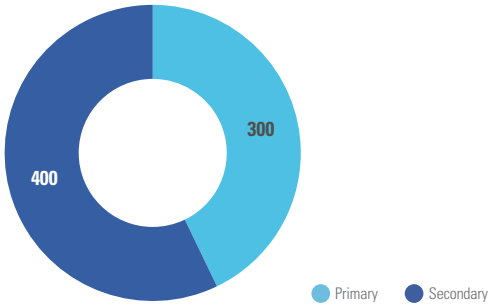
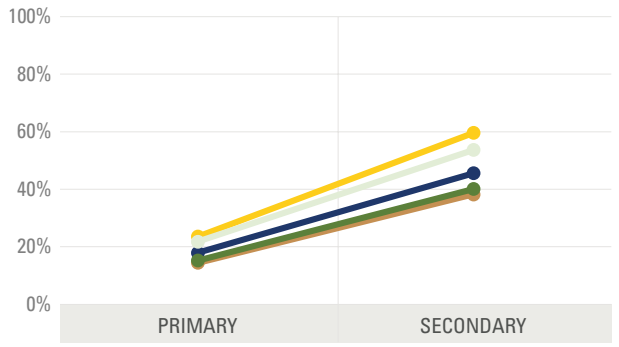



**FIGURE 19** Overview on out-of-school rates

| | PRIMARY | SECONDARY |
|---|---|---|
| Total | 18% | 46% |
| Funafuti | 14% | 38% |
| Regions outside of Funafuti | 24% | 60% |
| Low wealth index | 22% | 54% |
| High wealth index | 15% | 40% |




### Findings

- In Tuvalu, 80 percent of primary aged children are attending primary or higher level of education while 18 percent are not attending any level of education.
- At the secondary level, attendance declines to 51 per cent while out of school rate increases drastically. This indicates that many children leave education at the secondary level.
- At the primary level, children living in regions outside of Funafuti have the lowest ANAR (attending right or higher level of education), while having the highest out-of-school rate.
- At the secondary level as well, children living in regions outside of Funafuti are the most left behind followed by children belonging to the bottom 40% of the wealth index groups.
- In total about 300 primary school-age children and another 400 secondary school-age children were estimated to be out of school.

## Out-of-school children by level of education

**FIGURE 21** Percentage of out-of-school children, by **level of education**

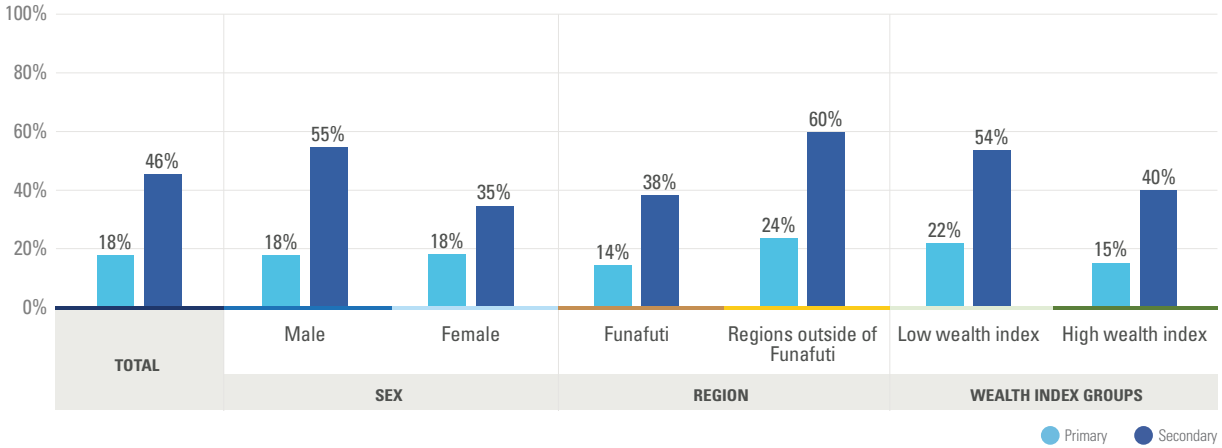



**FIGURE 22** Out-of-school rates, by **primary level of education**

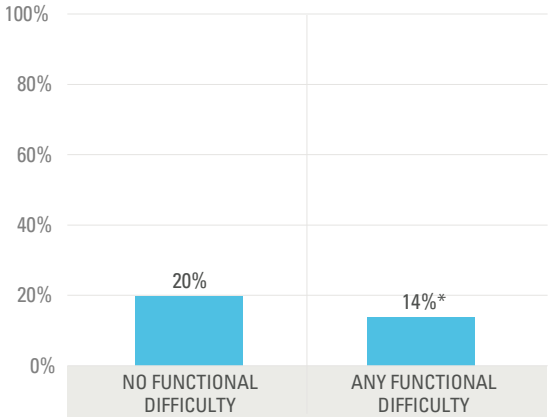
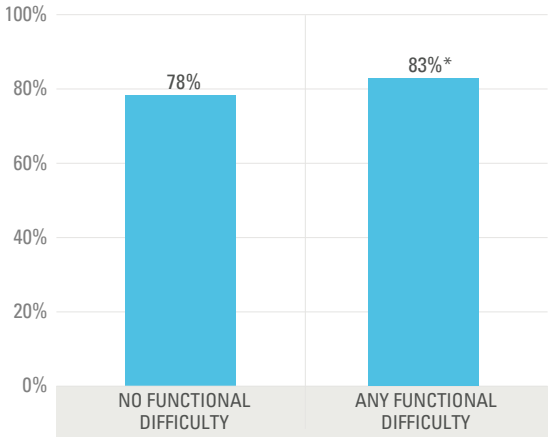



**FIGURE 23** ANAR, by **primary level of education**




### Findings

- In addition to the above findings, at the primary level, there is little difference between out of school rates of boys and girls. However at the secondary level, this changes with higher share of boys being out of school than girls.
- There is little difference in the adjusted net attendance rates (ANAR) between children with and without functional difficulties at the primary level of education, although the rate is somewhat higher for children with any functional difficulties.
- Out of school rates for children with functional difficulties are lower than for children without functional difficulties at the primary level of education. Values with asterisk are based on a small sample size (25-49 observations) and should be interpreted with caution.

## Profile of out-of-school children

These profiles are based on the share of children who are out of school in Tuvalu, where 18 per cent of children are out of school in primary and 46 percent are out of school in secondary.

**FIGURE 24** Profile of children out of school, by **sex**

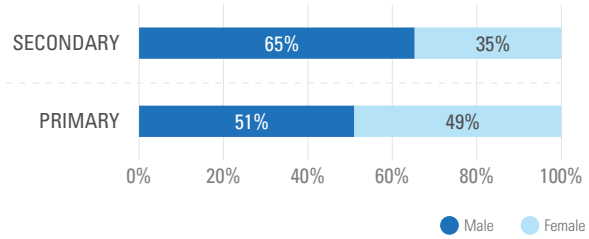



**FIGURE 25** Profile of children out of school, by **region**

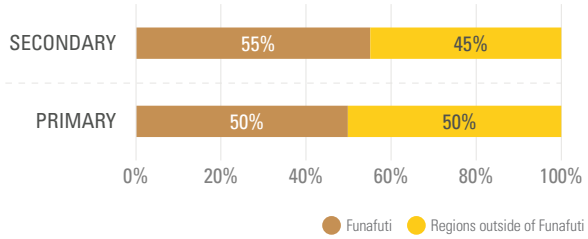
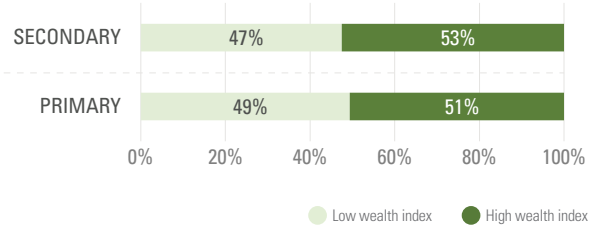



**FIGURE 26** Profile of children out of school, by **wealth index**




### Findings

- Among those out of school, many more boys are observed than girls at the secondary level. While the same is observed in primary, the difference is much smaller.
- At the secondary level, among those out of school, more urban children are observed.
- In both, primary and secondary levels, children belonging to the High wealth index of the wealth index group are over represented.

## Out-of-school – Percentages and headcounts, by various socio-economic characteristics

These charts show the number (represented by the size of the bubble) and rates (indicated on the y-axis) of children in various groups who are out of school.

**TABLE 3.**

| | | Out of school rates (%) | | Headcount of children | |
|---|---|---|---|---|---|
| | | Primary | Secondary | Primary | Secondary |
| **Total** | | **18** | **46** | **320** | **400** |
| **Sex** | Male | 18 | 55 | 160 | 260 |
| | Female | 18 | 35 | 160 | 140 |
| **Region** | Funafuti | 14 | 38 | 160 | 220 |
| | Regions outside of Funafuti | 24 | 60 | 160 | 180 |
| **wealth index groups** | Low wealth index | 22 | 54 | 160 | 190 |
| | High wealth index | 15 | 40 | 160 | 220 |

### Findings

- Children living in regions outside of Funafuti are more likely to be out of school in primary and secondary levels. However, the estimated number of out of school children by area and level of education are approximately the same indicating that there are fewer children living in regions outside of Funafuti of rural and secondary aged-children in the population.
- The same trend is observed by wealth index groups.
- In terms of prioritizing a sub-group, given similar estimated number of children across sub-groups, focusing on children with higher out of school rates will help reduce the rate.

**FIGURE 27** Percentage and headcount of out-of-school children, **primary education**

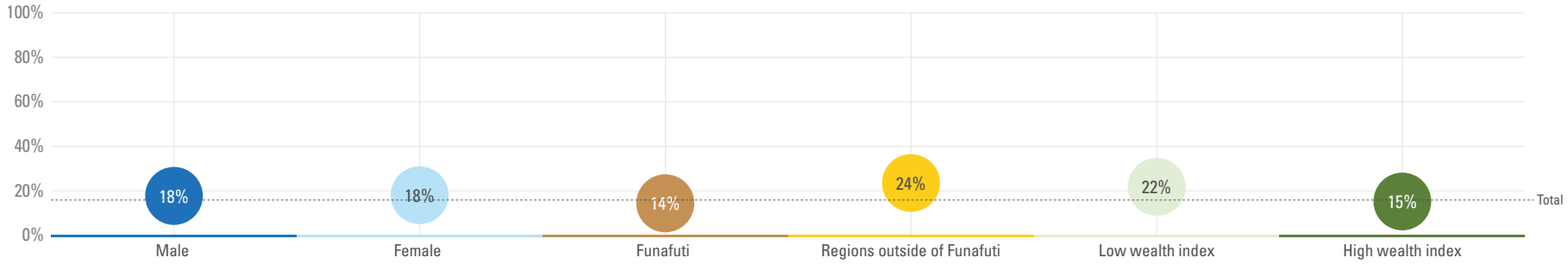
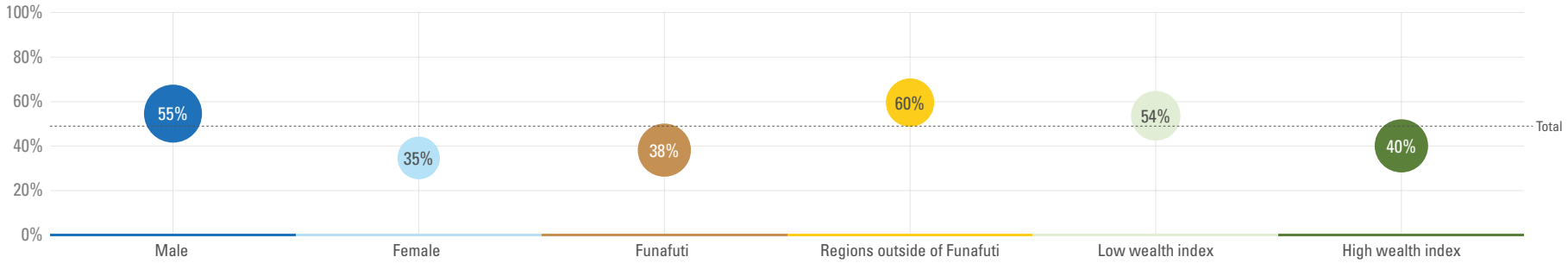



**FIGURE 28** Share and headcount of out-of-school children, **lower secondary education**



# Topic 4 Foundational Learning Skills

**Guiding questions**

1. By which grade do most children acquire foundational learning skills (measured at the Grade 2/3 level)?
2. What characteristics are linked to higher percentages in reading and numeracy skills?
3. What share of each group of young people have ICT skills?
4. What is the profile of children who are not learning?

## Foundational reading and numeracy skills for children aged 7 to 14 (based on contents for grades 2 and 3)

### What are foundational learning skills?

Foundational learning skills in the MICS module are learning outcomes expected for Grades 2 and 3 in numeracy and reading. They are measured for children aged 7 to 14 years. This data can be used to calculate SDG4.1.1.a to measure the proportion of children in Grade 2/3 achieving minimum proficiency in (i)reading and (ii) numeracy, by sex.
In Tuvalu, foundational reading skill was assessed in Tuvaluan and English. For details on how reading and numeracy were measured in Tuvalu, see the Survey Findings Report.

**FIGURE 29** Share of children with foundational skills, by **grade**

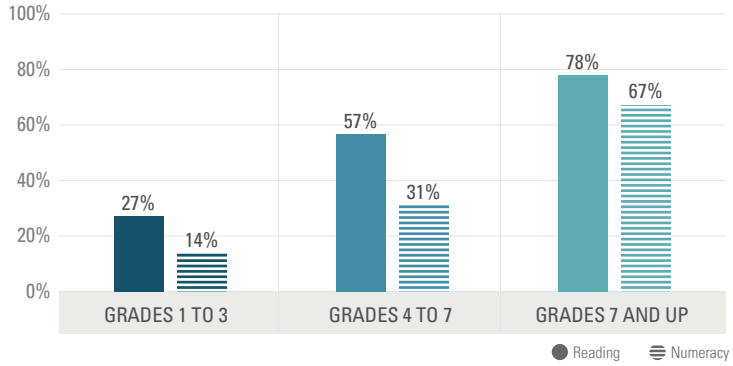



**FIGURE 30** Foundational reading skills and language

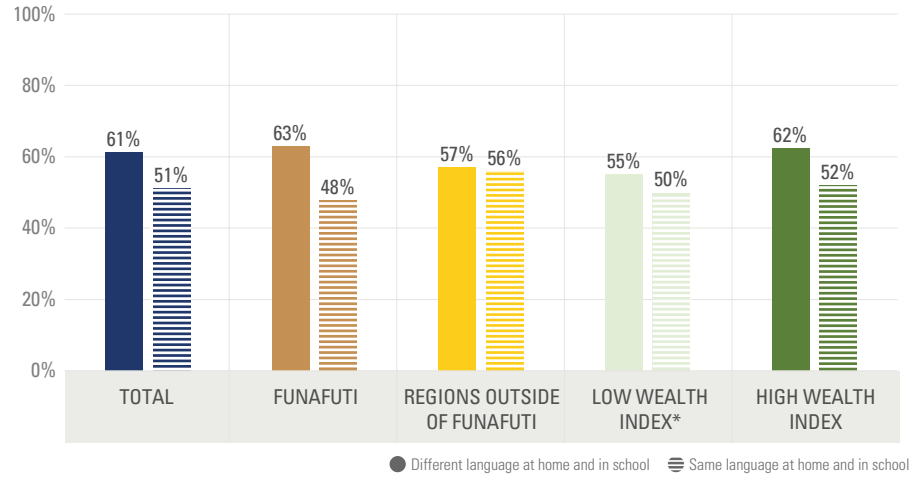



**FIGURE 31** Foundational numeracy skills and language

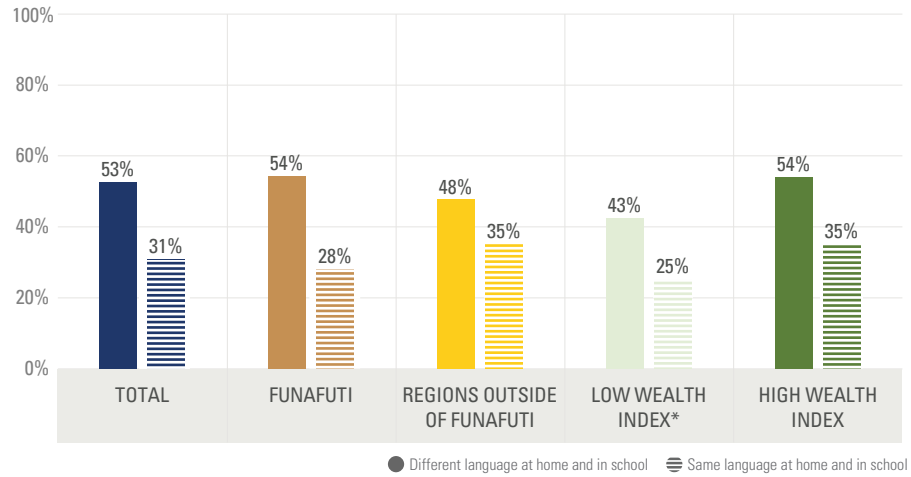
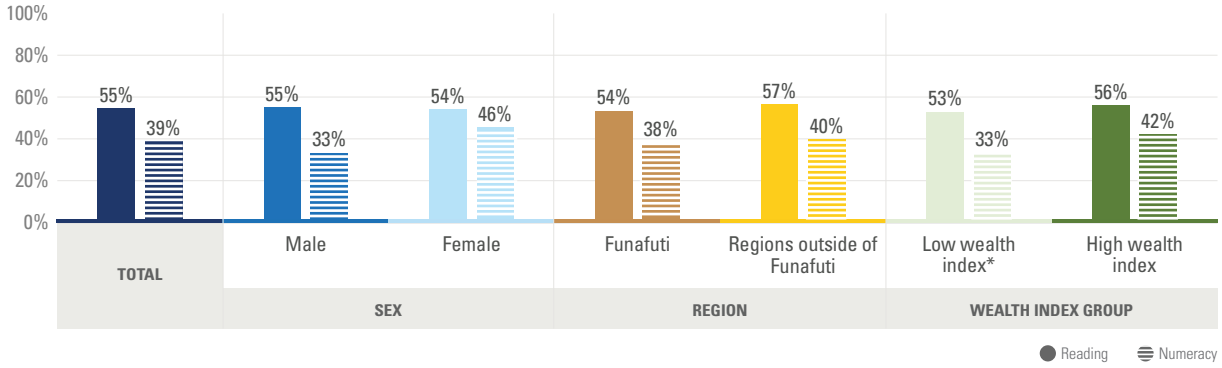


**FIGURE 32** Share of children aged 7 to 14 with foundational learning skills




## Findings

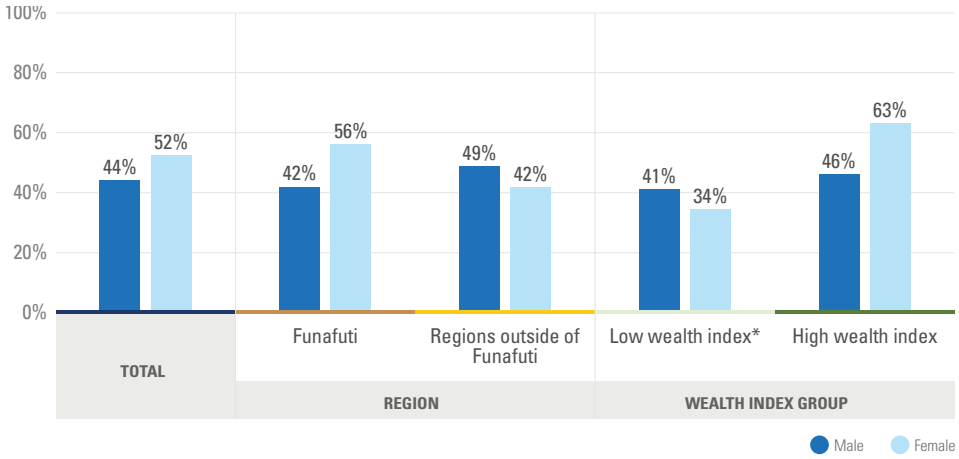
- The Foundational Learning module assesses skills at the Grade 2/3 level. 27 per cent of children who have Grades 1 to Grades 3 as the highest grade attended have the expected reading skills for that grade, while 14 per cent of children have the expected numeracy skills.
- Data indicate that children learn by staying in school, as the share of children with foundational learning skills increases with the progression through grades, to the point where 78 per cent and 67 per cent of the children in grades 7 and up demonstrate foundational reading and numeracy skills.
- In Tuvalu, overall, 55 per cent of children aged 7 to 14 have foundational reading skills and 39 per cent of children aged 7 to 14 have foundational numeracy skills.
- A higher share of girls than boys have foundational numeracy skills, while children living in regions outside of Funafuti are more likely to have foundational skills.
- Children belonging to higher wealth index groups have a larger prevalence of foundational reading and numeracy skills compared to those from low wealth index groups. The difference is particularly large for numeracy.
- Children who speak different language at home and in school are more likely to have foundational reading and numeracy skills. Children's reading and numeracy skills can be shaped by the alignment of home and school language as well as the quality of education provided in a certain language. Strengthening education in English and Tuvaluan is essential to ensure all children build foundational skills.

## ICT skills

### How ICT skills were measured?

ICT skills were based on the information of women and men aged 15-49 about whether they carried out at least one of nine specific computer related activities in the last three months prior to the survey.

**FIGURE 33** ICT skill among youth aged 15 to 24 years




### Findings

- Overall, 44 per cent of males aged 15-24 and 52 per cent of females aged 15-24 in Tuvalu have ICT skills, with considerable variations across different subgroups. A youth is considered to have ICT skills if he/she performed at least one of the nine ICT activities three months prior to the MICS survey.
- For males, the sample size is small making it difficult to arrive at conclusions confidently. However, among females, females living in Funafuti aged 15 - 24 are more likely to have ICT skills compared to their counterparts living in regions outside of Funafuti.
- Females aged 15- 24 belonging to the High wealth index of wealth index group are also more likely to have ICT skills than females aged 15-24 belonging to the Low wealth index of wealth index group.

## Profile of children not acquiring foundational skills

These profiles are based on the 45 per cent of children in Tuvalu aged 7 to 14 years who do not have foundational reading skills and the 61 per cent who do not have foundational numeracy skills.

**FIGURE 34** Profile of children who are not learning, by **sex**

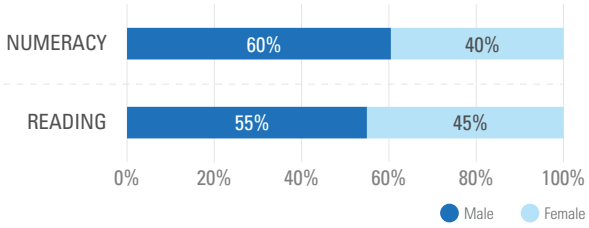



**FIGURE 35** Profile of children who are not learning, by **region**

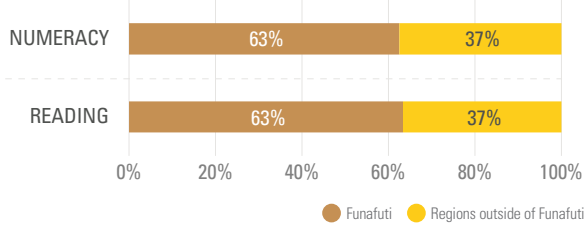
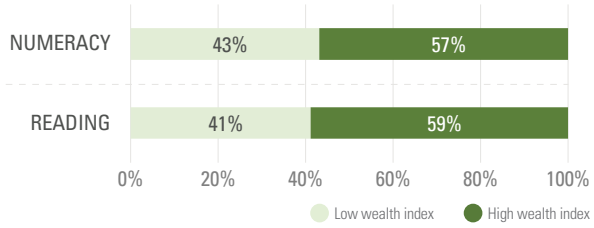



**FIGURE 36** Profile of children who are not learning, by **wealth index**




### Findings

- Among children who do not have foundational reading and numeracy skills, a higher share of them are boys.
- Most children, over 60 per cent, who are not learning are in urban areas.
- Among children without foundational skills, children from the High wealth index are slightly overrepresented at 59 per cent in foundation reading skills and 57 per cent in foundational numeracy skills.

## TABLE 4. Foundational skills – Percentages and headcounts, by various socio-economic characteristics

| | | Percentage (%) of children without foundational learning (age 7-14) | | Headcount of children* | |
|---|---|---|---|---|---|
| | | Reading | Numeracy | Reading | Numeracy |
| **Total** | | **45** | **61** | **700** | **1000** |
| **Sex** | Male | 45 | 67 | 400 | 600 |
| | Female | 46 | 54 | 300 | 400 |
| **Region** | Funafuti | 46 | 62 | 400 | 600 |
| | Regions outside of Funafuti | 43 | 60 | 300 | 400 |
| **Wealth index groups** | Low wealth index | 47 | 67 | 300 | 300 |
| | High wealth index | 44 | 58 | 400 | 400 |
| **Mother's level of education** | Up to primary | 41 | 62 | 100 | 200 |
| | Secondary | 51 | 68 | 400 | 500 |
| | Above secondary | 39 | 52 | 200 | 300 |

## Foundational skills – Percentages and headcounts, by various socio-economic characteristics

These charts show the number (represented by the size of the bubble) and share (indicated on the y-axis) of children in various group who do not have foundational learning skills.

**FIGURE 37** Percentage and headcount of children aged 7-14 without **foundational reading skills**

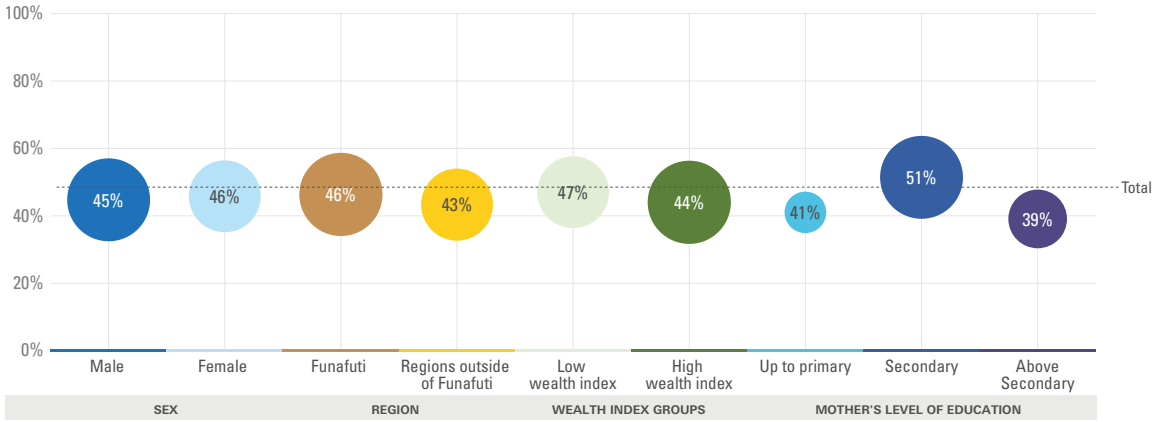
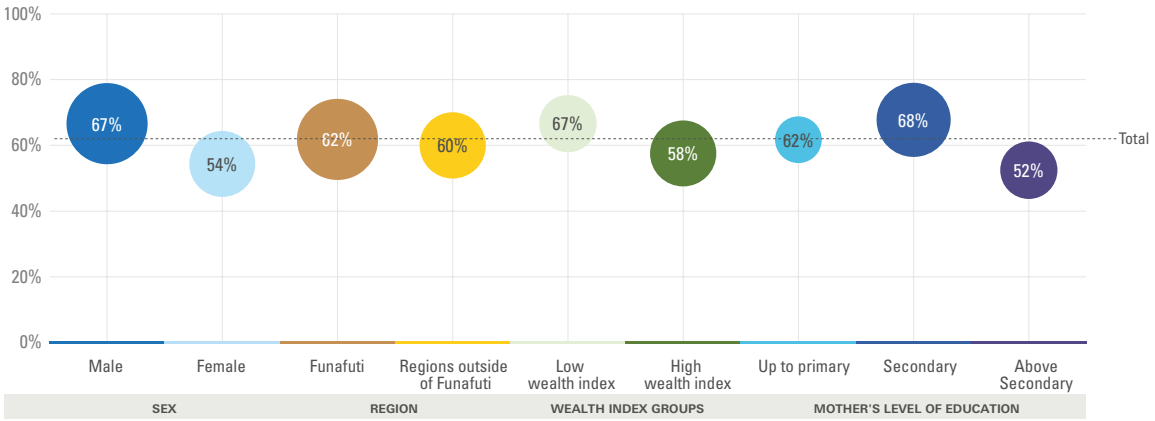



**FIGURE 38** Percentage and headcount of children aged 7-14 without **foundational numeracy skills**




### Findings

- A greater share of boys and children living in Funafuti do not have foundational reading and numeracy skills than girls and children from regions outside of Funafuti.
- A smaller share of children from the wealthiest households lack foundational reading skills (44 per cent) than children from the lower two wealth quintiles (47 per cent). Similar, but larger differences are observed for foundational numeracy skills, where 58 per cent of the children from the wealthiest families lack these skills compared to about 67 per cent of children from poorer households.

# Topic 5 Early Learning

**Guiding questions**

1. Which children are developmentally on track (as measured by the ECDI)?
2. Which level(s) of education do young children attend?
3. Do children attend Grade 1 at the right age?
4. What is the profile of children not attending ECE?
5. What is the profile of children who are not developmentally on track (as measured by the ECDI)?

## Overview

### What is Early Learning?

ECDI is a 10-item module implemented in MICS6 to measure the percentage of children aged 3-4 who are developmentally on track in 4 domains, namely: literacy-numeracy, physical, social-emotional, and learning domains. For further details on ECDI, please refer to UNICEF's official resource.

**FIGURE 39** Attendance of 5 year olds

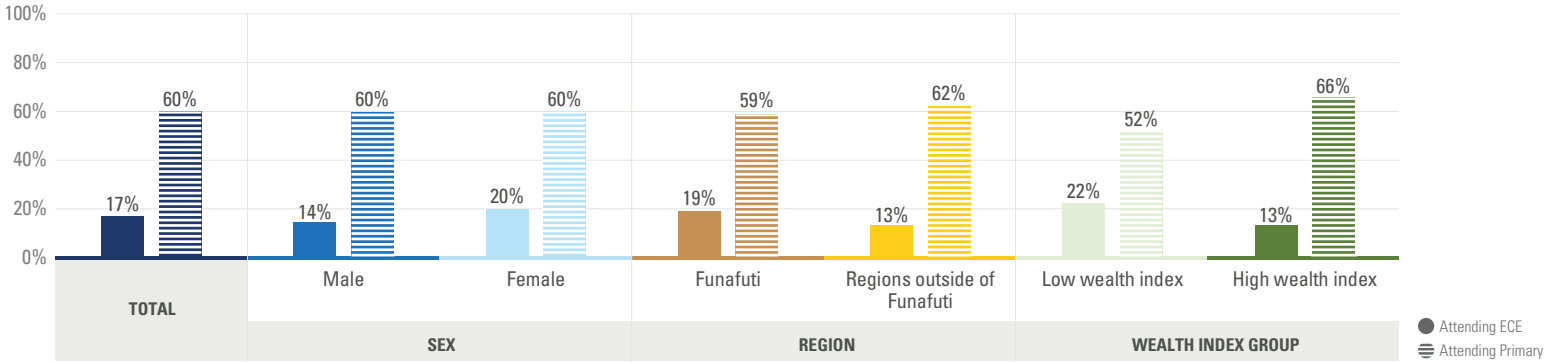



**FIGURE 40** Level of education attended, by **age**

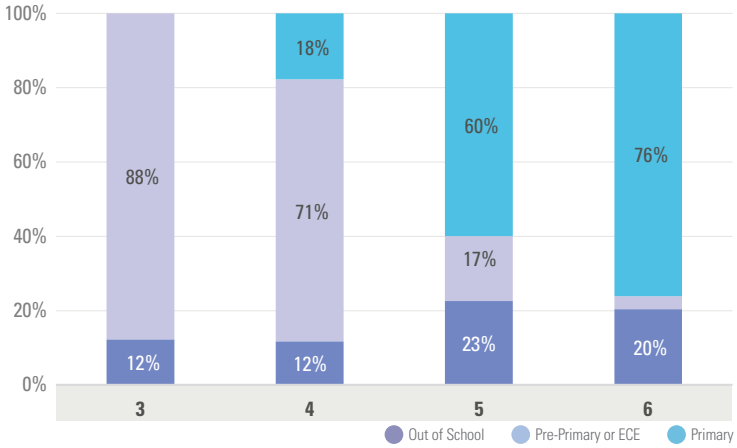



**FIGURE 41** Age distribution at grade 1 of primary education

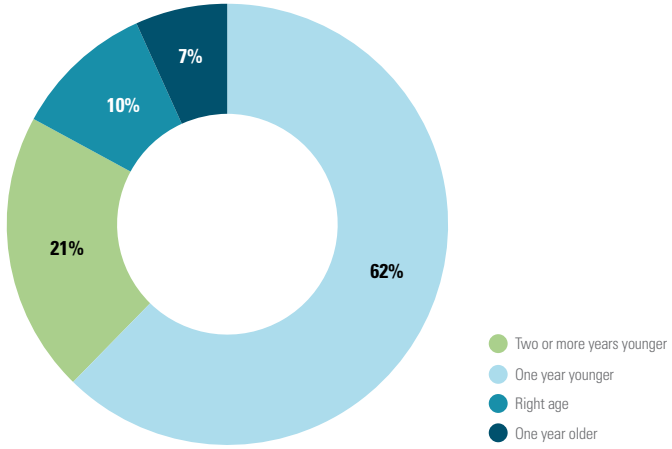


**FIGURE 42** Percentage of children age 3 to 4 developmentally on track (ECDI)

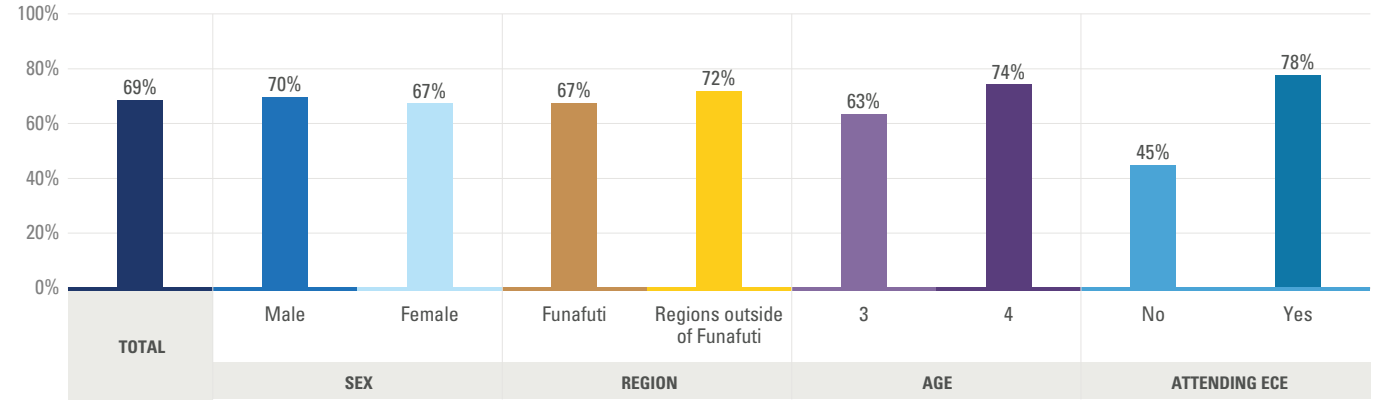
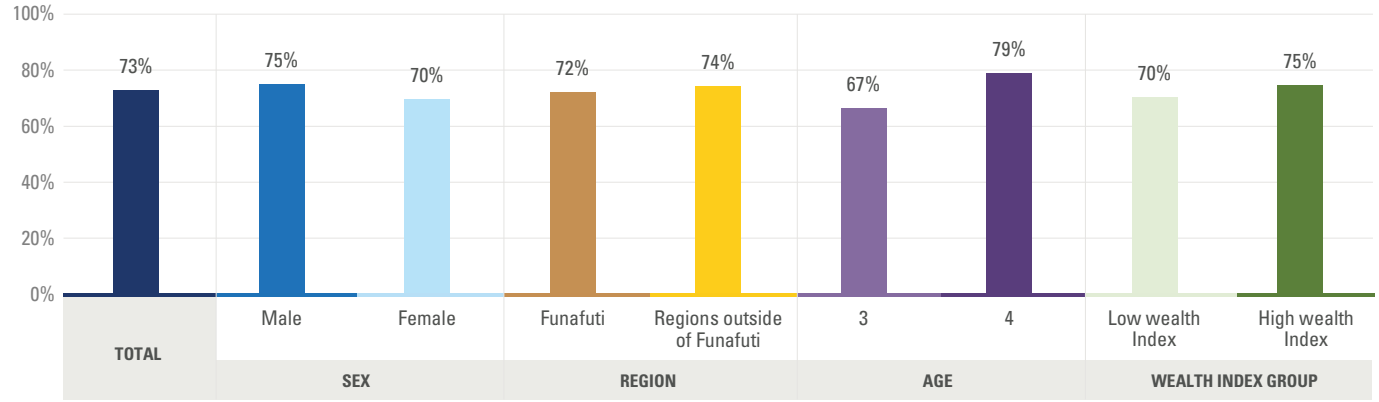



**FIGURE 43** Percentage of children age 3 to 4 attending early childhood education




## Findings

- Around 69 per cent of Tuvalu's 3 to 4-year old's are developmentally on track as measured by the Early Childhood Development Index.
- Slightly more boys are developmentally on track than girls, as measured by the ECDI. Additionally, a higher share of children from regions outside of Funafuti are on track than children living in Funafuti.
- Substantial difference in the share of children who are developmentally on track by ECE attendance is observed. While 78 per cent of the children attending ECE are developmentally on track, only 45 per cent of the children not attending ECE are.
- 73 percent of 3 to 4 year olds attend ECE in Tuvalu. Higher share of boys, 4-year-olds, and children belonging to High wealth index of wealth index groups are attending ECE than girls.
- Among 5 year olds (i.e. one year before the age at which children are expected to join primary, 60 per cent are already attending primary level with 17 per cent in ECE.
- In fact, the breakdown of age for children attending grade 1 shows that the majority of children in grade 1 are 5 year olds. Among students in grade 1, children aged 6 comprise only 10 per cent.
- This highlights early entry as an issue in the country. Expanding access to pre-primary education or increasing primary education to include 5 year olds would be important to ensure children are following their expected trajectory in education.

## Profile of children not developmentally on track or not attending ECE

These profiles are based on 3 to 4-year old's who are not attending ECE or are not developmentally on track as measured by the ECDI. 27 per cent of Tuvalu's 3 to 4-year old's are not attending ECE and 31 per cent are not developmentally on track as measured by the ECDI.

**FIGURE 44** Profile of young children aged 3 to 4 not attending preschool or not developmentally on track, by **sex**

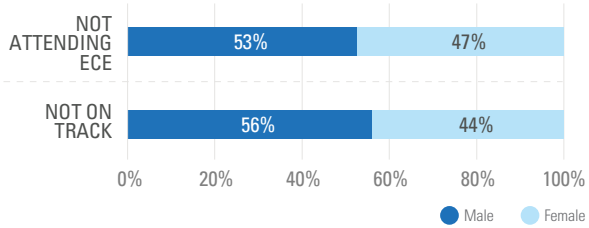



**FIGURE 45** Profile of young children aged 3 to 4 not attending preschool or not developmentally on track, by **area**

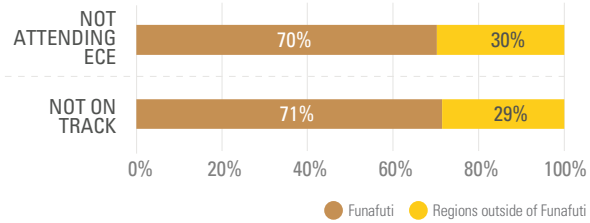
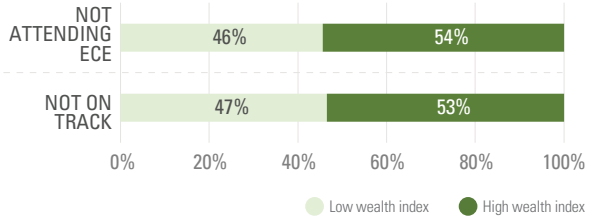



**FIGURE 46** Profile of young children aged 3 to 4 not attending preschool or not developmentally on track, by **wealth index**




### Findings

- More than half of the children who are not developmentally on track or not attending ECE are boys.
- Among those not attending ECE or not developmentally on track, the majority are in Funafuti areas.
- Children belonging to the High wealth index are overrepresented among those not attending ECE or not developmentally on track.

## Early childhood attendance and development – Percentages and headcounts, by various socio-economic characteristics

These charts show the number (represented by the size of the bubble) and rates (indicated on the y-axis) of children in various groups who are not on track on ECDI and who are not attending ECE.

**TABLE 5.**

| | | Percentage (%) of children (age 3-4) | | Estimated number of children | |
|---|---|---|---|---|---|
| | | Not on track on ECDI | Not attending ECE | Not on track on ECDI | Not attending ECE |
| **Total** | | **31** | **27** | **141** | **121** |
| **Sex** | Male | 30 | 25 | 79 | 64 |
| | Female | 33 | 30 | 62 | 57 |
| **Region** | Funafuti | 33 | 28 | 101 | 85 |
| | Regions outside of Funafuti | 28 | 26 | 40 | 36 |
| **Wealth index groups** | Low wealth index | 35 | 30 | 66 | 55 |
| | High wealth index | 29 | 25 | 75 | 66 |

### Findings

- In Tuvalu, 31 per cent of 3 to 4-year old's are not developmentally on track as measured by ECDI and 27 per cent of 3 to 4-year old's are not attending ECE.
- Funafuti areas have both a higher share and number of children who are not developmentally on track as measured by ECDI or are not attending ECE.
- Similarly, even though girls have a higher share of not on track as measured by ECDI and not attending ECE, their estimated number is smaller as they form a smaller proportion of the population. Policies targeting boys would reach more number of children while policies targeting girls would reach those who are more marginalized.
- A similar trend to gender is observed among wealth index groups as well, where the marginalized group has smaller numbers.

**FIGURE 47** Percentage and headcount of children aged 3 to 4 not on track on ECDI

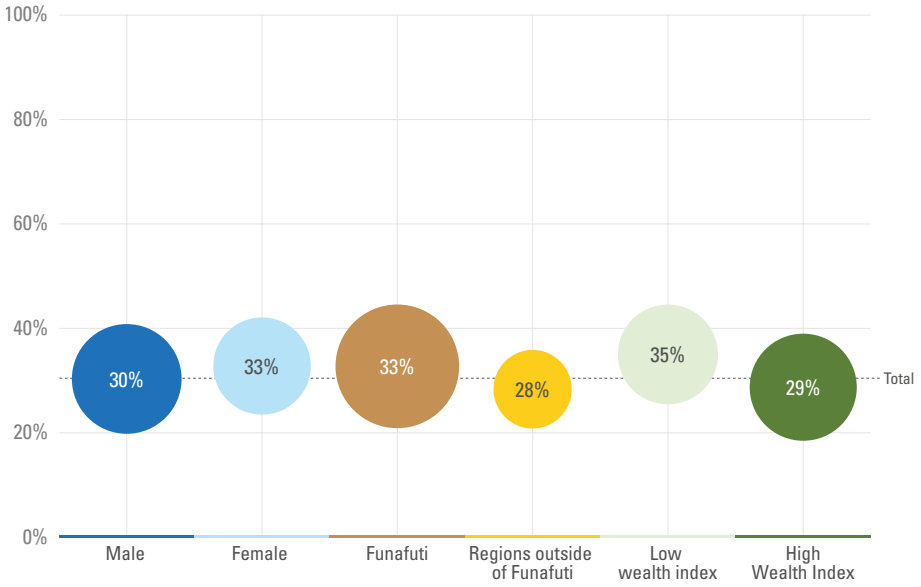
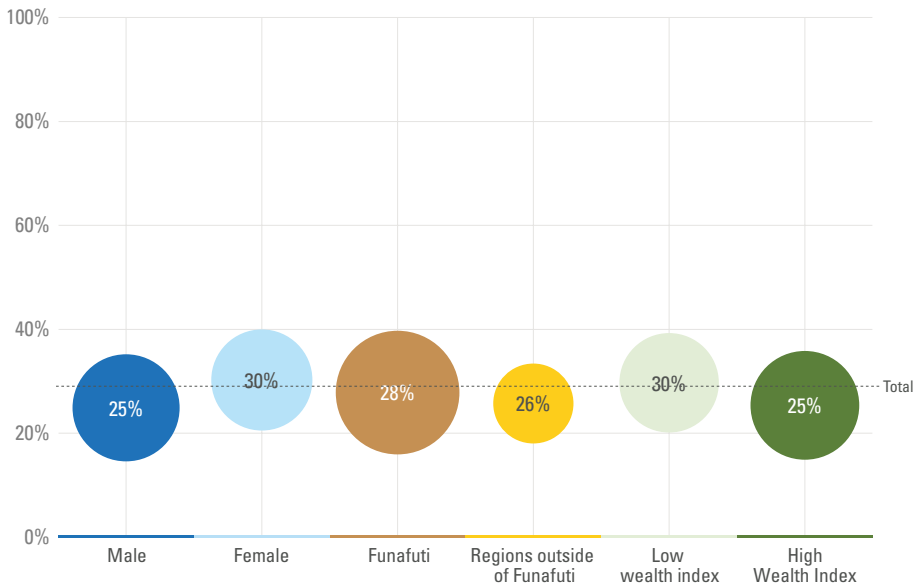



**FIGURE 48** Percentage and headcount of children aged 3 to 4 not attending ECE



# Topic 6 Education for children with functional difficulties

**Guiding questions**

1. What is the proportion of children with disabilities in the country?
2. What are the most common functional difficulties among children?
3. How is functional difficulty linked to school attendance and learning?
4. How is functional difficulty linked to repetition and out-of-school rates?
5. How does functional difficulty explain the profile of children who are out of school or not learning in school?

## Children with functional difficulties

### What are functional difficulties?

MICS collected data on child functioning for all children under 18 through either the questionnaire for children under 5 or the questionnaire for children aged 5–17 years.

In the case of children under 5, data on functional difficulties are collected on the following functional domains: seeing, hearing, walking, fine motor, communication, learning, playing, and controlling behaviour.

For children aged 5–17 years, data on functional difficulties are collected on the following functional domains: seeing, hearing, walking, self-care, communication, learning, remembering, concentrating, accepting change, controlling behaviour, making friends, and affect (or children with difficulties controlling their emotions, which is calculated using metrics for anxiety and depression).

**FIGURE 49** Share of 2- to 4-year-olds with functional difficulties

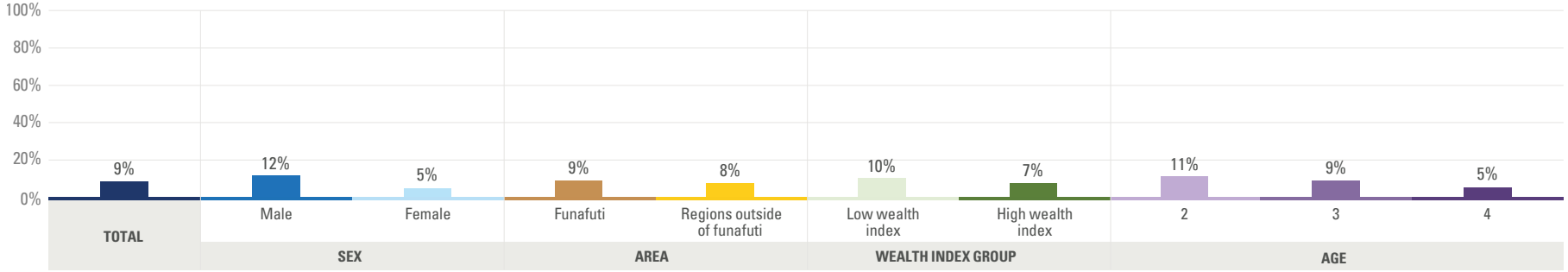



**FIGURE 50** Share of 5- to 17-year-olds with functional difficulties

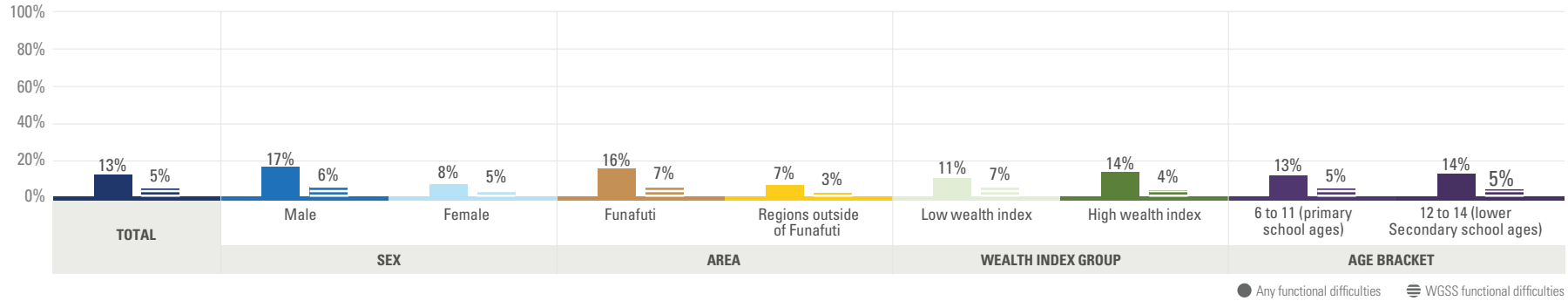


**FIGURE 51** Share of children aged 2 to 4 with functional difficulty by domain

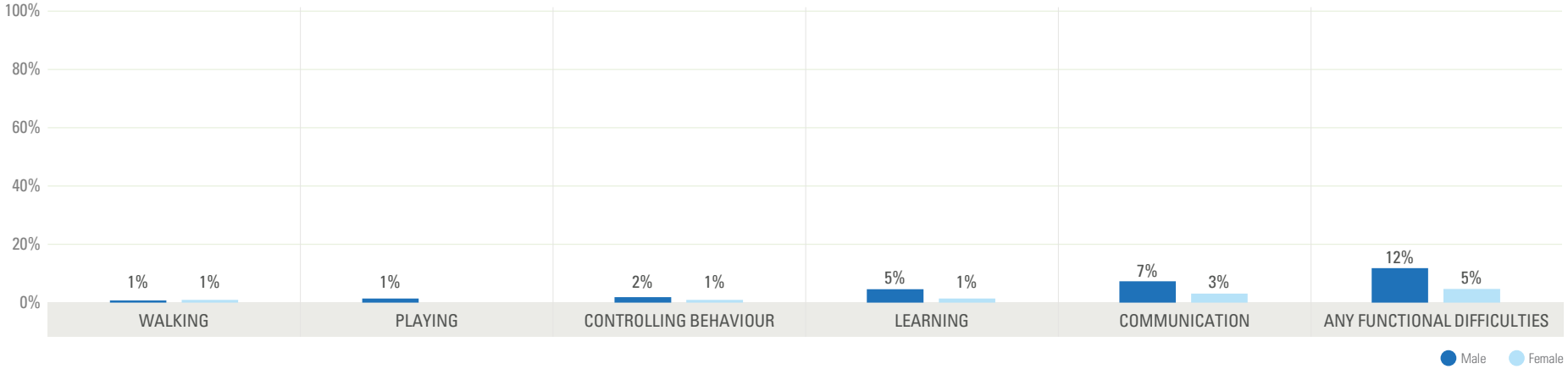
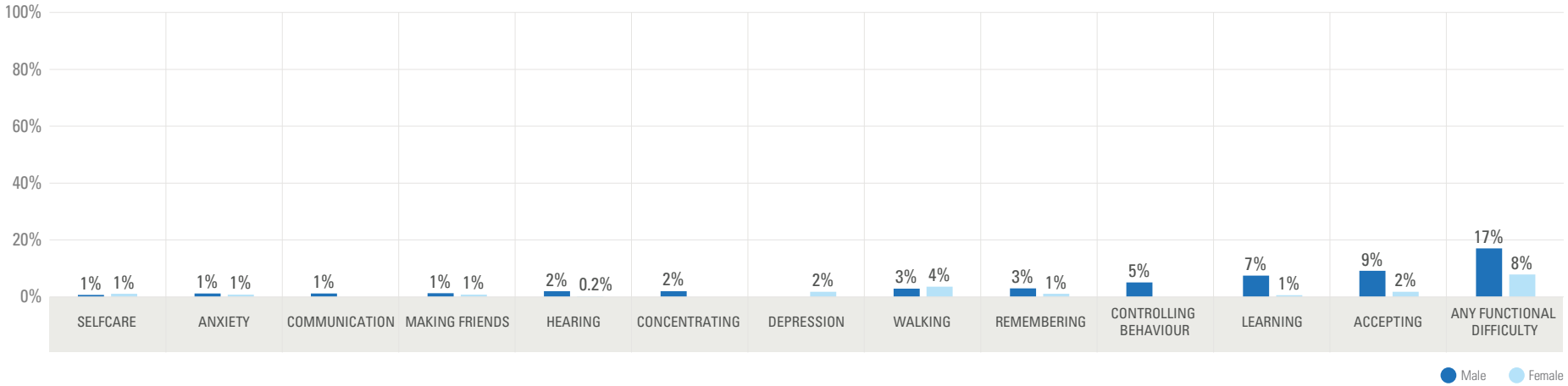



**FIGURE 52** Share of children aged 5 to 17 with functional difficulty by domain




## Findings

- Overall, 9 per cent of 2- to 4-year-olds and 13 per cent of Tuvalu's children aged 5 to 17 years have at least one functional difficulty. For both age groups, the share of children with functional difficulties is at least twice the rate for males than it is for females.
- For 2- to 4-year-olds, a greater share of children from the poorest households have functional difficulties than children from wealthier households. Among 5- to 17-year-olds it is the opposite: children from the wealthiest quintile have the highest incidence of functional difficulties. With respect to Funafuti-regions outside of Funafuti location, there is little difference for the younger age group, but among the older age group, a higher share of Funafuti children have functional difficulties than regions outside of Funafuti children.
- A greater share of children of primary and lower secondary school age have functional difficulties than children of upper secondary school age.
- Most functional difficulty domains among children aged 2 to 4 are quite low, especially among females. Among males, however, 7 per cent of children have communication difficulty.
- Among males aged 5 to 17 years, the share of children with controlling behaviour, learning, and accepting difficulties is higher than for other functional difficulty domains. Among females aged 5 to 17, walking difficulty is the most prevalent of the domains.

## Education for children with functional difficulties

**FIGURE 53** **ANAR**, by primary level of education

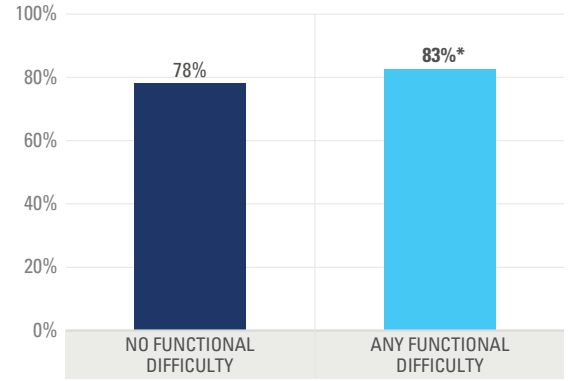



**FIGURE 54** **Out-of-school rates**, by primary level of education

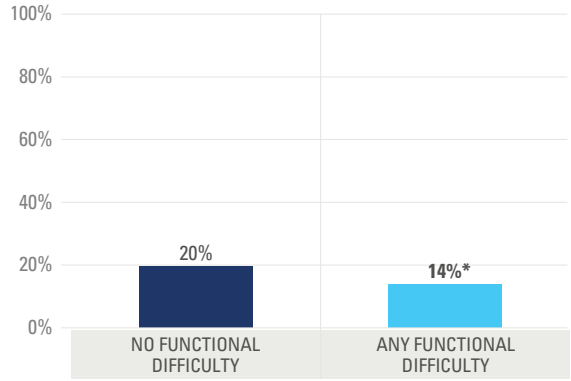
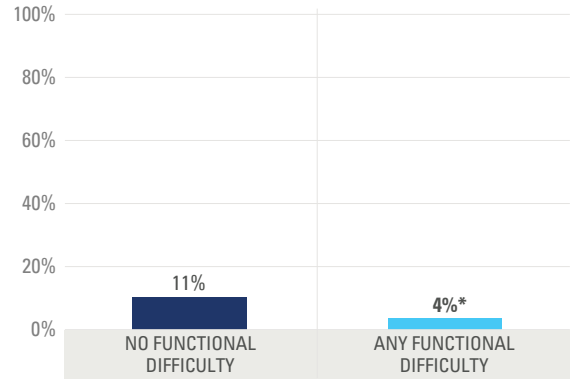



**FIGURE 55** **Repetition rates**, by primary level of education




### Findings

The findings for 5 to 17 year olds uses 13 functional difficulty domains

- There is little difference in the adjusted net attendance rates (ANAR) between children with and without functional difficulties at the primary level of education, although the rate is somewhat higher for children with any functional difficulties.
- Out of school rates for children with functional difficulties are lower than for children without functional difficulties at the primary level of education. Values with asterisk are based on a small sample size (25-49 observations) and should be interpreted with caution.
- At the primary school level, repetition rates for children with functional difficulties are less than half that of children without functional difficulties. Asterisked values are based on 25-49 observations; interpret with caution.

## Foundational learning and functional difficulties

**FIGURE 56** Percentage of children 7 to 14 years with foundational **reading** by functional difficulty

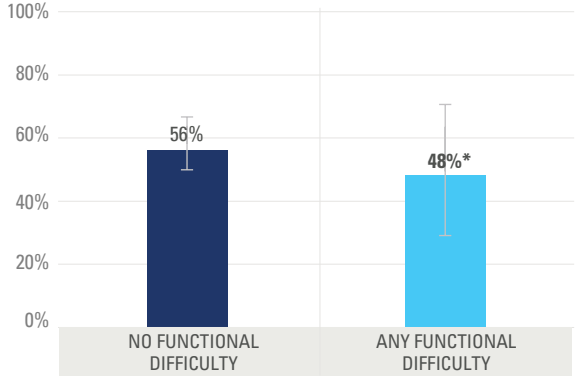
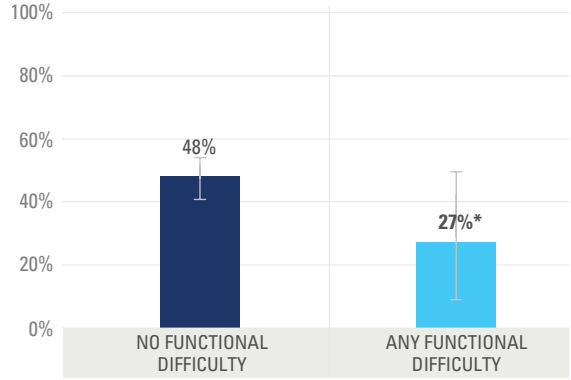



**FIGURE 57** Percentage of children 7 to 14 years with foundational **numeracy** by functional difficulty



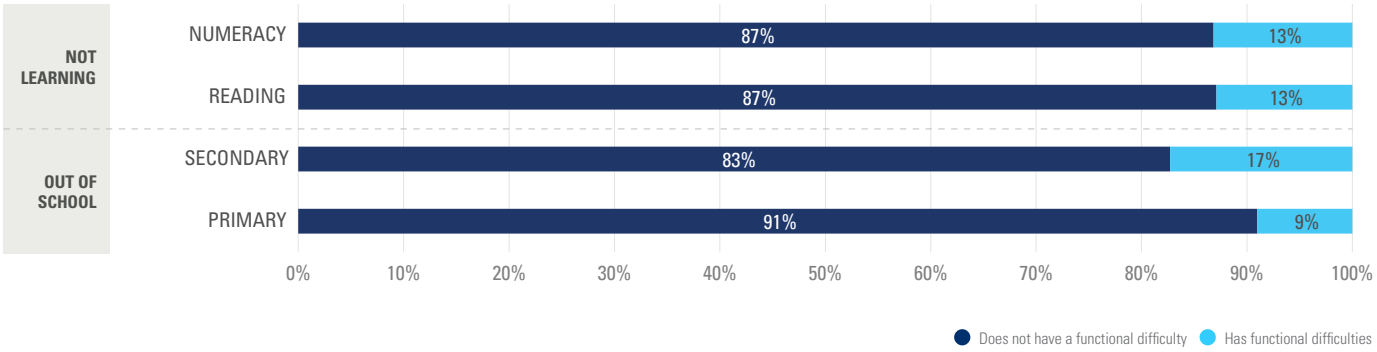

### Findings

- There are no statistically significant differences in the share of children with and without functional difficulties who have either foundational reading or numeracy skills.

*Note: Asterisked values represent unweighted averages and are based on 25 to 49 observations

## Profile of children not learning or out of school by functional difficulty

**FIGURE 58** Profile of children not learning by **functional difficulty**




### Findings

- At the primary level, children with functional difficulties comprise a smaller proportion of out-of-school children than is expected based on their share of the population (see first chart above). However, at the secondary school level, children with functional difficulties comprise a disproportionately larger share of out-of-school children than is expected based on their share of the population.

# Topic 7 Remote Learning

**Guiding questions**

1. What share of students live in households with access to remote learning tools?
2. How is remote learning associated with foundational learning?
3. What are the profiles of children who do not have access to remote learning tools?

## Overview

### What are remote learning tools?

MICS collected data on the availability of tools in the household that could be used to support remote learning. These include having access to radio, television, phone, and computers with internet. Of note, however, not all members of a given household may in fact have access to whatever devices may be present.

**FIGURE 59** Percentage of students aged 3 to 24 years with access to **digital-based remote learning tools**

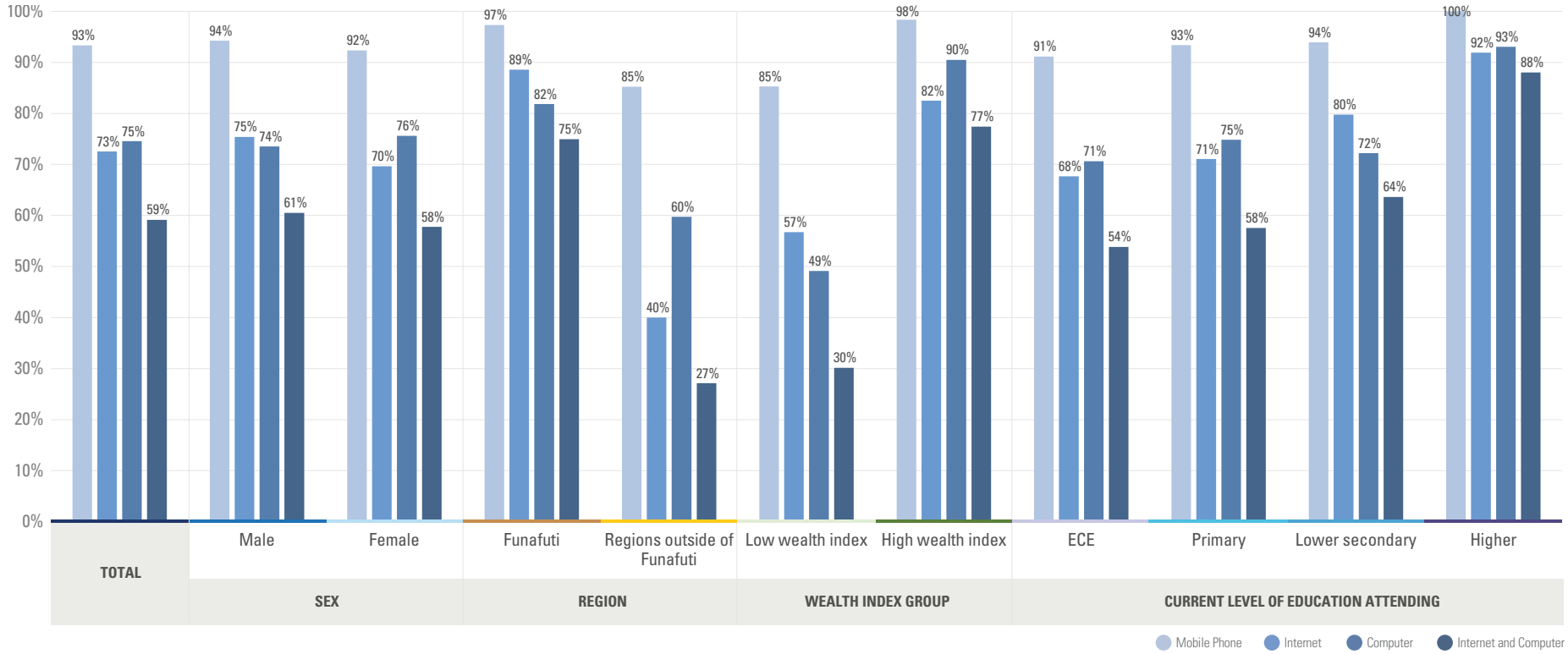


**FIGURE 60** Percentage of students aged 3 to 24 years with access to **radio** or **TV**

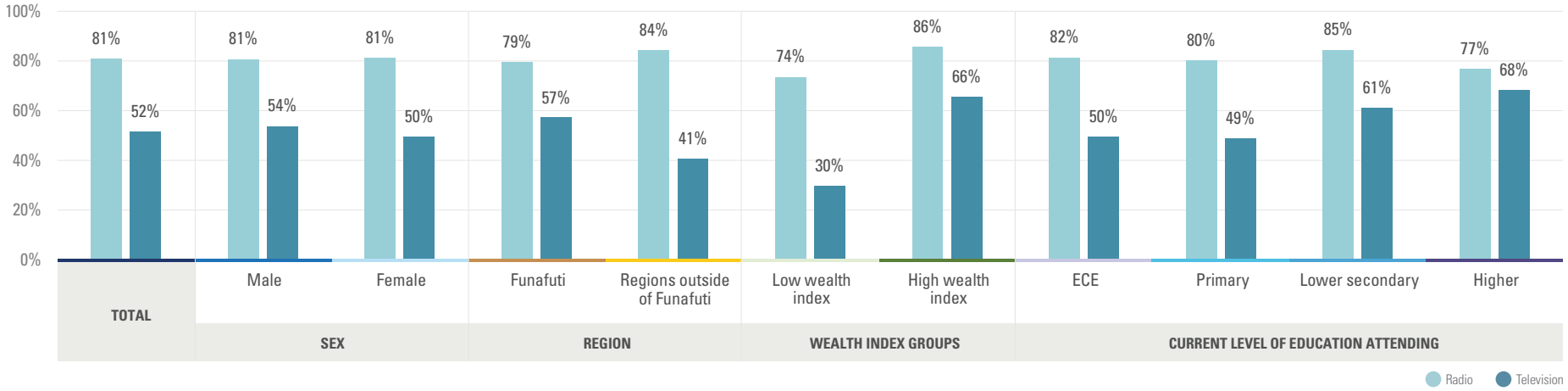
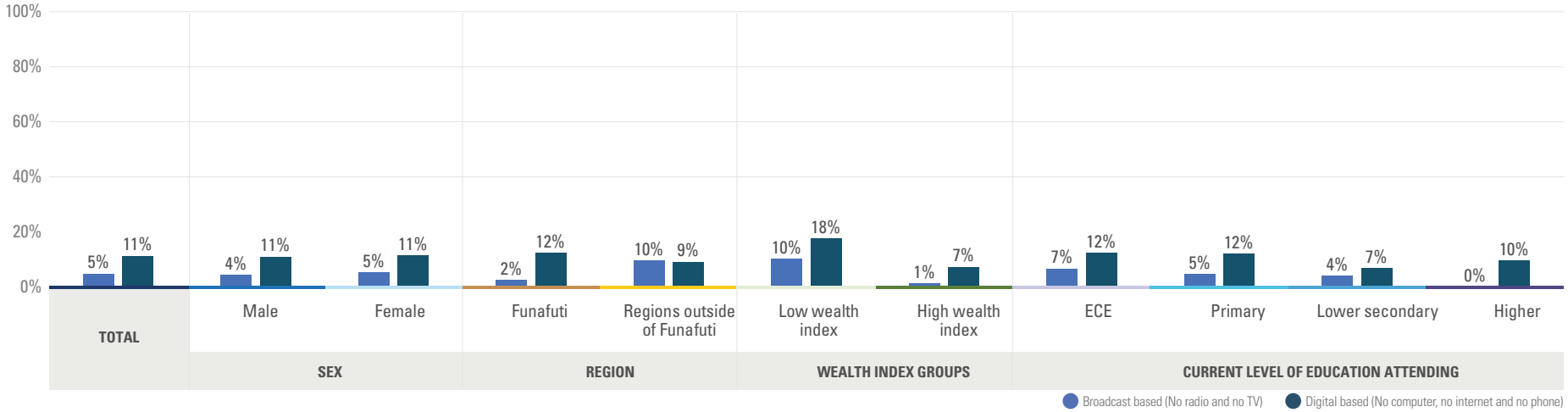



**FIGURE 61** Percentage of students aged 3 to 24 without broadcast based or digital based remote learning tools




## Findings

- In terms of the share of children aged 3 to 24 years with access to remote learning tools, there is some variation according to the type of tool. 93 of children live in a household with a mobile phone, while over 70 per cent have access to internet or computer, only 59 per cent have access to both internet and computer.
- Internet and computer together are best suited to emulate classroom type instruction. There are big differences in access to both internet and computer. More than twice children in Funafuti areas have both internet and computer than regions outside of Funafuti areas. Similar differences are observed between wealth index groups.
- By level of education, children in higher education are more likely to have both internet and computer than children in ECE, primary or secondary education.
- 4 of 5 children have access to radio i.e. their household has a radio but only 1 in 2 child lives in a household with television.
- Overall, 5 per cet of students aged 3 to 24 do not have access to either radio or TV and 11 per cent do not have access to phone, internet and computer.

## Home learning environment for children aged 7 to 14 years

**FIGURE 62** Percentage of children aged 7 to 14 with no child-oriented books in the household

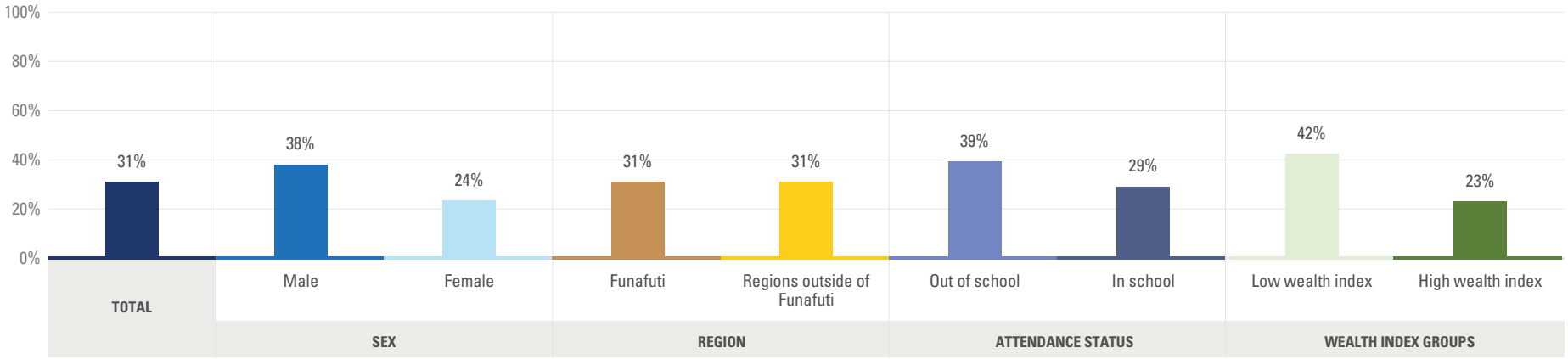
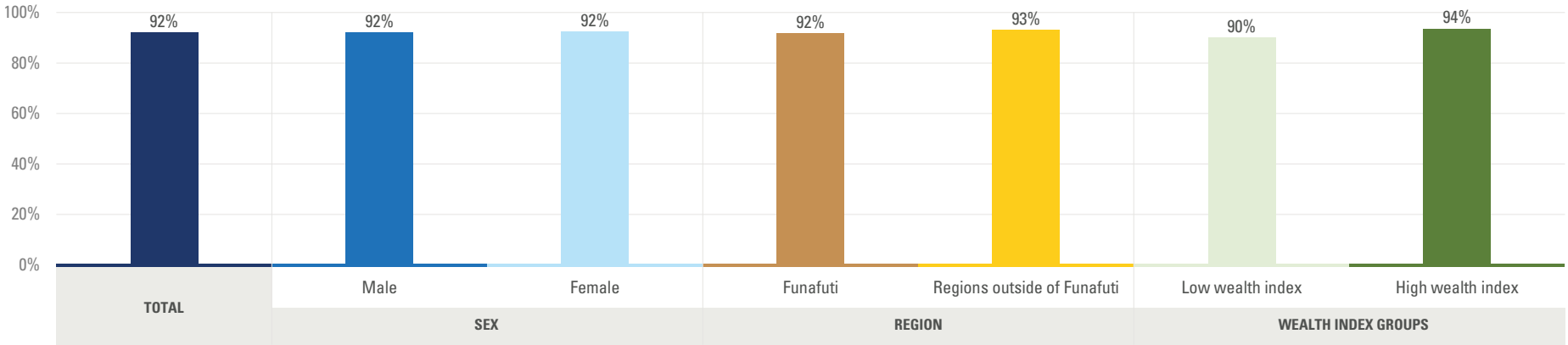



**FIGURE 63** Percentage of children aged 7 to 14 with parent or caretaker who helped child with homework




### Findings

- 31 per cent of children aged 7 to 14 years live in a household with no child-oriented books. This means they do not have access to additional age-appropriate materials to read to help them learn.
- Access to child-oriented books varies by wealth index groups and mother's level of education. Among children belonging to the bottom 40% of the wealth index group 42 per cent do not have access to additional child-oriented books whereas among children from the High wealth index of the wealth index group, it is 23 per cent.
- 92 per cent of students aged 7 to 14 years receive help with homework from a parent or caretaker in Tuvalu. While differences are small by gender and Funafuti and regions outside of Funafuti, stronger differences are observed between wealth index group, in favor of children from wealthier households.

## Profile of children aged 3 to 24 years with no access to remote learning technologies

**FIGURE 64** Profile of children with no access to remote learning tools, by **sex**

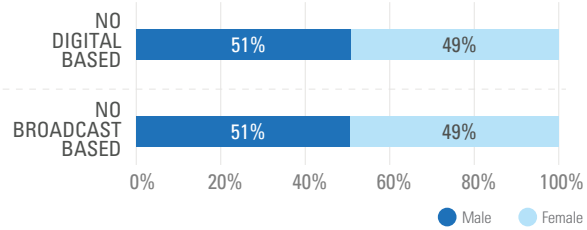



**FIGURE 65** Profile of children with no access to remote learning tools, by **area**

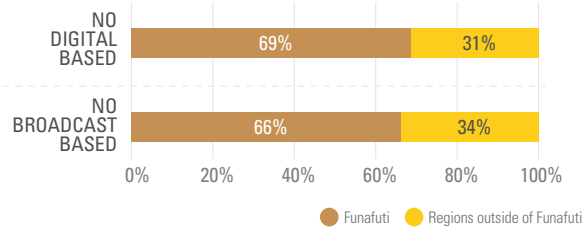
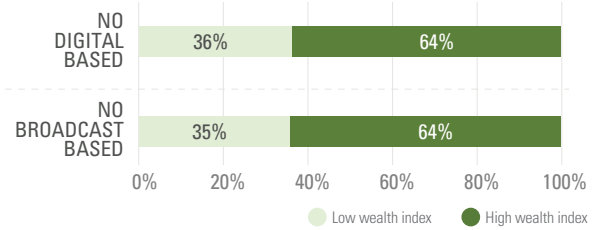



**FIGURE 66** Profile of children with no access to remote learning tools, by **wealth index groups**




# Topic 8 Child Protection

**Guiding questions**

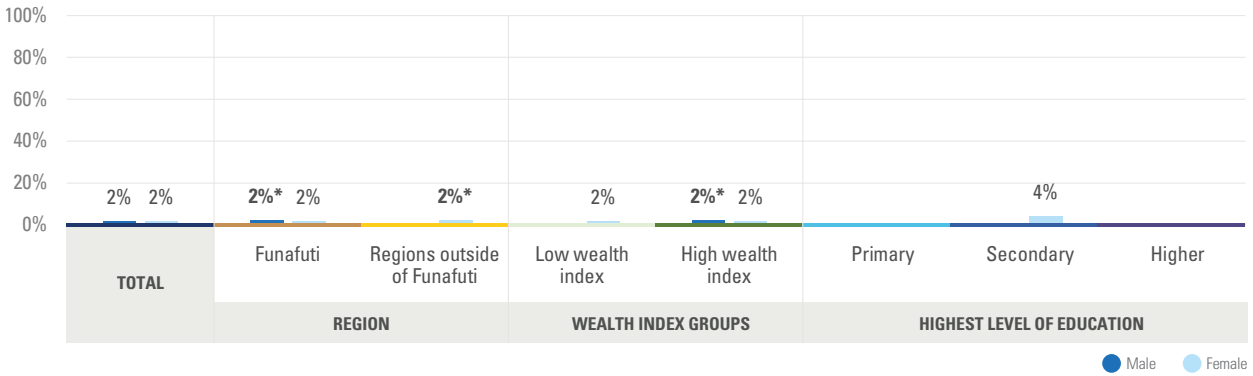
1. Which groups have higher rates of early marriage and how does it impact ICT skills?
2. Which groups of children are more frequently involved in child labour?
3. How is child labour linked to education attendance and foundational learning skills?
4. How does child labour explain the profile of children who are out of school or not learning in school?

## Child marriage and education

### What is child marriage?

Child Marriage is a marriage of a girl or boy before the age of 18 and refers to both formal marriages and informal unions in which children under the age of 18 live with a partner as if married

**FIGURE 67** Percentage of men and women aged 20 to 24 years old who married before that age of 18




*Note: Values in bold represent unweighted averages and are based on 25 to 49 observations

### Findings

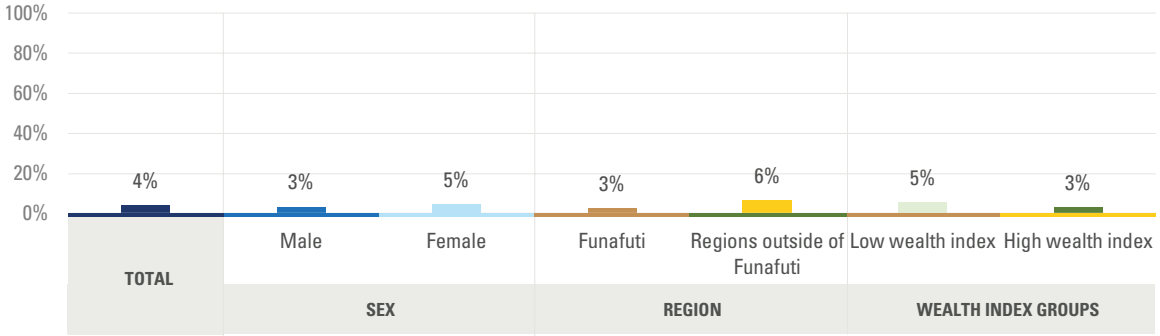
- Males and females aged 20 to 24 years old have an equal share who married before 18.
- Women in regions outside of Funafuti areas are slightly more likely to marry early than their Funafuti counter parts.
- Difference between wealth index groups for females are small.

## Child labour and education

### What is child labour?

In the MICS module, children are considered to be in child labour if they engage in at least one of two categories: economic activities and household chores. For each category, there is a time threshold based on different age groups.

**FIGURE 68** Percentage of children aged 5 to 17 who are engaged in child labour




### Findings

- In Tuvalu, 4 per cent of children aged 5 to 17 are in child labour. A greater share of girls are in child labour than boys, and a higher share of children from regions outside of Funafuti are in child labour than children in Funafuti. Children from the two lowest wealth quintiles (i.e. Low wealth index of wealth index groups) are more likely to be in child labour than their wealthier peers.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