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TONGA



GOVERNMENT

REPORT
OF THE
MINISTRY OF
EDUCATION, WOMEN
AFFAIRS
AND CULTURE

FOR THE YEAR

2007

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Level 1, Government Building
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KINGDOM OF TONGA

10 October 2008

Your Majesty,

I have the honour, in accordance with the provisions of the Education Act 1974, to present to Your Majesty my annual report on the condition and progress of education in Tonga for the year ending 31st December 2007.

I have the honour to be
Your Majesty's
Most Humble and Obedient Servant,

Rev. Dr. Tevita H. Palefau
Honourable Minister of Education, Women Affairs and Culture

**His Majesty
King George Tupou V
The Palace
NUKU'ALOFA**

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**HON. MINISTER OF EDUCATION,
WOMEN AFFAIRS & CULTURE,
REV DR. TEVITA H. PALEFAU**



**DIRECTOR OF EDUCATION
DR. VILIAMI FUKOFUKA**

CONTENT		<i>Page</i>
Part I	Introduction	1
	1. Legislation	1
	2. Roles	1
	3. Resources Available	2
	4. Organizational Structure	3
	5. Strategic Planning	3
	6. Vision	4
	7. Mission Statement	4
	8. Objectives and Outputs	5
	9. Advisory Body	6
Part II	Program 1: Department of Education (Corporate Programs)	
	1. Subprogram 01 and 02: Leadership and Policy Advice, Administration	
	1. Leadership and Policy Advice	7-8
	2. Activities	8
	2.1 Office of the Minister	9-10
	3. Office of the Director	11-12
	Provision of Scholarships	13-15
	TESP	15
	PRIDE	16-17
	New MEWAC Organizational Structure	20
	2. Subprogram 03: Quality Assurance	
	1. Background/Responsibilities	21
	2. Quality Assurance Control Office	22
	3. Activities	22
	4. Curriculum Development Unit	23-26
	5. Monolingual Dictionary	26
	6. Examination Unit	27-28
	3. Subprogram 04: Schools and Culture	
	1. Universal Basic Education (Primary)	29-31
	2. Post Basic Education (Secondary)	32-35
	4. Subprogram 05: Post Secondary	
	1. Background/Performance Targets	36-37
	2. TIHE & Community Development and Training Centre (CDTC)	38-42
	3. Tonga Institute of Education (TIOE)	42-44
Part III	Program 2: Department of Women Affairs	
	a. Objectives/Activities	45-50

Part IV	Partnership with Key Stakeholders	
	a. Non-government Education Systems	51-53
	b. Communities & PTAs	53
	c. Social and Economic Development	54
Part V	Conclusion	55
PART VI	ANNEXES	56-77

LIST OF FIGURES AND TABLES A

Table/Figure Number	Title	Page
Table A: 1	Expenditure and Revenue for Ministry of Education, Women's Affairs and Culture 2007	12
Figure 1	Percentage of Total Expenditures by Division 2007	12
Figure 2	Total Revenue – 2007	13
Table A: 2	Awards in 2007 by Sponsor, Funding and Leve of Study	13
Table A: 3	Number of New Awards by Donor countries 2007	14
Table A: 4	Distribution of Awards 2007	15
Figure 3:	TSGP Funds 2007	16
Figure 4:	MEWAC Organisational Structure 2007	20
Table A: 5	CDU In-service Training Workshop	24
Table A: 6	Number of Government Schools providing Primary Education	30
Table A: 7	Government Primary School Enrolment	30
Table A: 8	Average Number of Students Enrolled per Government Secondary School	32
Table A: 9	Tonga School Certificate	33
Table A: 10	Pacific Senior Secondary Certificate	33
Table A:11	South Pacific Form Seven Certiicate	34
Table A:12	Distribution of Funds to Non-Government Secondary Schools	34
Figure 5:	Distribution of Funds to Non-Government Secondary Schools	35
Table A:13	Enrolment at Post-Secondary Level	37
Table A:14	IT Tutors	39
Table A:15	Accounting Tutors	40
Table A:16	Media and Journalism Course Tutors	41
Table A:17	Staff Development and Training Courses TIOE	44
Table A:19	Number of new awards by Donor Countries in 2006	49
Table A:20	Distribution of Awards 2006	49

LIST OF TABLES B

Table/Figure Number	Title	Page
Table B:1	MEWAC Contribution to Other Organizations	57
Table B:2	Development Projects Implemented in 2007 (Ngaahi poloseki Fakalakalaka – 2007)	57
Table B:3	Number of Examination Candidates by Controlling Authority and Levels	57
Table B:4	Number of SEE Candidates in 2007 by District and Gender (Tokolahi 'o e fanau na'e sivi 'ki he ngaahi kolisi he 2007. Fakavahe 'i he Tangata mo e Fefine)	58
Table B:5	Total number of Repeaters in the Secondary Entrance Examination in 2007 by District. (Tokolahi fakakatoa kau toe Sivi 'i he Sivi Hu ki he ngaahi Kolisi 'i he 2007 'i hono vahevahe fakafeitu'u.)	58
Table B:6	Secondary Entrance Examination Results - 2007 : Total Means of Candidates by District (Ola 'o e Sivi Hu ki he ngaahi Kolisi 'i he 2007)	58
Table B:7	Secondary Entrance Examination Results - 2007 : Subject Means by District (Ola 'o e Sivi Hu ki he Ngaahi Kolisi 'i he 2007 : 'Avalisi Fakalesoni 'a e Vahefonua)	59
Table B:8	Form 2 Common Examination Results in 2007 (Ola 'o e Sivi Foomu 2 'i he 2007)	59
Table B:9	Results of the Tonga School Certificate Examination by Whole Territory since 2003 (Ola 'o e Sivi Tohi Fakamo'oni Ako 'a Tonga ki Tonga ni Katoa talu mei he 2003)	60
Table B:10	Results of the Pacific Senior Secondary Certificate Examination by Whole Territory Since 2003 (Ola 'o e Sivi Tohi Fakamo'oni Ako 'a e Pasifiki ki he Fonua Fakakatoa talu mei he 2003)	60
Table B:11	Results of the Pacific Senior Secondary Certificate Examination by Whole Territory Since 2003 (Ola 'o e Sivi Tohi Fakamo'oni Ako 'a e Pasifiki ki he Fonua Fakakatoa talu mei he 2003)	60
Table B:12	Number of Primary School Teachers Since 2003 (Tokolahi fakakatoa 'o e Kau Ngaue 'o e Va'a Lautohi talu mei he 2003)	61
Table B:13	Teacher/Pupil Ratio Since 2003 (Fakahoa tokolahi Fanauako ki he Kau Faiako talu mei he 2003)	61
Table B:14	Number of Primary Schools in Tonga in 2007 by Managing Authority and By District (Tokolahi 'o e Ngaahi Lautohi 'i Tonga ni 'i he 2007 'i hono pule'i mo e Fakavahe)	62
Table B:15	Primary School Teachers' Qualifications in 2007 by	63

	Education System and Gender (Tu'unga Fakaako 'o e kau Faiako – 2007)	
Table B:16	Primary School Enrolment Since 2003 By Controlling Authority and Gender (Tokolahi 'o e Lautohi mei he 2003 moe anga hono pule'i 'i he Tangata mo Fefine)	64
Table B: 17	Primary School Enrolment in 2007 By Gender and Controlling Authority (Tokolahi 'o e Fanauako 'i Tonga ni 'i he 2007 'i hono Pule'i mo Tangata pe Fefine)	64
Table B:18	Primary School Enrolment in 2007 by District, Gender and Level (Tokolahi 'o e Fanauako 'i Tonga ni 'i he 2006. Fakavahe ki he Tangata pe Fefine, mo e Levolo)	65
Table B:19	Primary School Enrolment By District, Controlling Authority and Gender 2007 (Tokolahi 'o e Fanauako 'i hono Pule'i mo Tangata pe Fefine)	66
Table B:20	Primary Enrolment by Age, Level and Gender as of 30 Sept 2007 (Tokolahi 'o e Fanau Ako fakatatau ki honau ta'u motu'a, kalasi, mo e tangata mo e fefine mei Sepitema 2007)	67
Table B:21	Middle and Secondary School Teachers' Qualifications 2007 (Tu'unga Fakaako 'o e Kau Faiako ako lotoloto moe Kolisi – 2007)	68
Table B:22	Government Middle and Secondary School Teachers in 2007 By Gender and Nationality (Kau Faiako 'i he Ngaahi ako lotoloto moe Kolisi 'a e Pule'anga Vahevahe ki he Tangata pe Fefine, Tonga pe Muli 2007)	69
Table B:23	Teachers in Non-Government Middle and Secondary Schools in 2007 By Controlling Authority, Gender and Nationality (Kau Faiako 'i he Ngaahi ako lotototo moe kolisi 'a e Ngaahi Siasi mo e Fakataautaha 'i hono Pule'i 'o Vahevahe ki he Tangata pe Fefine Tonga pe Muli 2007)	69
Table B:24	Number of Middle and Secondary School Teachers By Controlling Authority By Gender and Nationality (Tokolahi 'o e Kau Faiako Kolisi 'i hono Pule'i, Tangata pe Fefine, Tonga pe Muli.)	70
Table B:25	Number of Middle and Secondary Schools in 2007 By District and Controlling Authority (Lahi 'o e ngaahi ako lotoloto moe 'apiako kolisi 'i he 2007 Vahefonua mo hono Pule'i)	70
Table B:26	Government Middle and Secondary School Enrolment By District and Gender in 2007	70

	(Tokolahi 'o e ngaahi ako lotoloto moe kolisi 'a e Pule'anga Vahefonua mo e Tangata pe Fefine 'i he 2007)	
Table B:27	Middle and Secondary School Enrolment Since 2002 By Controlling Authority and Gender (Tokolahi 'o e ngaahi ako lotoloto moe kolisi talu mei he 2002 'i hono Pule'i mo e Tangata pe Fefine.)	71
Table B:28	Teacher/Pupil Ratio at the Middle and Secondary School Level Since 2003 (Fakahoa 'o e Tokolahi 'o e Fanauako ki he kau Faiako talu mei he 2003)	71
Table B:29	Free Wesleyan Middle and Secondary School Enrolment By District and Gender in 2007 (Tokolahi 'o e Fanauako 'i he Ngaahi ako lotoloto moe kolisi 'a e Siasi Uesiliana 'o Vahevahe ki he Vahefonua, Tangata pe Fefine 2007)	72
Table B:30	Roman Catholic Secondary School Enrolment By District and Gender in 2007 (Tokolahi 'o e Fanauako 'i he Ngaahi Kolisi 'a e Siasi Katolika 'o Vahevahe ki he Vahefonua, Tangata pe Fefine 2007)	72
Table B:31	LDS Middle and Secondary School Enrolment By District and Gender in 2007 (Tokolahi 'o e Fanauako 'i he Ngaahi ako lotoloto moe kolisi 'a e Siasi Mamonga 'o Vahevahe ki he Vahefonua, Tangata pe Fefine 2007)	73
Table B:32	Free Church of Tonga Secondary School Enrolment By District and Gender in 2007 (Tokolahi 'o e Fanauako 'i he Ngaahi Kolisi 'a e Siasi Tonga Tau'ataina 'o Vahevahe ki he Vahefonua, Tangata pe Fefine 2007)	73
Table B:33	Seventh Day Adventist Secondary School Enrolment By District and Gender in 2007 (Tokolahi 'o e Fanauako 'i he Ngaahi Kolisi 'a e Siasi 'Ahofitu 'o Vahevahe ki he Vahefonua, Tangata pe Fefine 2006)	73
Table B:34	Anglican Church Secondary School Enrolment By District and Gender in 2007 (Tokolahi 'o e Fanauako 'i he Ngaahi Kolisi 'a e Siasi 'Ingilani 'o Vahevahe ki he Vahefonua, Tangata pe Fefine 2007)	73
Table B:35	Baha'i Faith Secondary School Enrolment By District and Gender in 2007 (Tokolahi 'o e Fanauako 'i he Ngaahi Kolisi 'a e Tui Bahai 'o Vahevahe ki he Vahefonua, Tangata pe Fefine 2007)	73
Table B:36	Tokaikolo Fellowship Secondary School Enrolment By District and Gender in 2007 (Tokolahi 'o e Fanauako 'i he Ngaahi Kolisi 'a e Feohi'anga Tokaikolo 'o Vahevahe ki he Vahefonua, Tangata pe Fefine 2007)	74
Table B:37	'Atenisi Secondary Enrolment 2007	74
Table B:38	Government Middle and Secondary School Enrolment :	75

	By Age, Gender and Level (Tokolahi Fanauako 'i he Ngaahi Kolisi 'a e Pule'anga o Vahevahe ki he Tangata pe Fefine, Levolo mo e Ta'umotu'a)	
Table B:39	Non - Government Middle and Secondary Schools By Age, Gender, and Level (Tokolahi Fanauako 'i he Ngaahi Kolisi 'a e Ngaahi Siasi mo e Taautaha 'o vahevahe ki he Tangata pe Fefine, Levolo mo e Ta'umotu'a)	76
Table B:40	All Controlling Authorities: Middle and Secondary School Enrolment By Age, Gender and Level (Tokolahi Fakakatoa Fanauako Ngaahi Kolisi ki hono pule'i , Tangata pe Fefine, Levolo mo e Ta'umotu'a)	77

PART I

INTRODUCTION

The Ministry of Education Women Affairs and Culture (MEWAC) continued to report focusing on the performance targets, objectives and activities set out in her Annual Management Plan and Corporate Plan. This is an important link between the Ministry's strategic plan, Ministry of Finance's Program Budget and the Annual Report mandatory by the current Public Service Reform as part of the wider Economic and Public Sector Reform initiated by Government since 2001. The Ministry consists of two departments: Department of Education and Culture and Department of Women Affairs.

1. Legislation

Principal Legislations: Education Act 1974, (Chapter 86)
 Sports Council Act 1989
 Education Regulation (2002)

New Legislation: Tonga National Qualification and Accreditation Act: 08 September 2004

The legal mandate of the Ministry of Education derives from the Education Act 1974. The Ministry of Education is structured in accordance with the functions approved by the Minister of Education under the powers conferred on him by the Education Act 1974 and sets out its functions as follows;

- To ensure the country is provided with skilled and competent manpower needed for sustainable development;
- To provide policy advice to the Government on primary, secondary and post-secondary education as well as future directions to meet challenges of the 21st Century;
- To ensure the effective, efficient, and equitable implementation of the Education Act and other Government policies.

2. Roles

The Ministry of Education, Women Affairs and Culture (MEWAC) is responsible for the administration of the education system and for the improvement of women. It wishes to foster a policy environment in which teachers can operate effectively, and where students can participate and achieve to a high standard. It also ensures that the education system is able to respond quickly and effectively to social and economic trends as they emerge, and can meet the diverse needs of different communities, employers, and the wider society.

Its role is to empower other people through its leadership, support of the infrastructure, and through its assistance of those who are at risk of underachievement. MEWAC's priority in the medium to longer term will be to improve education and enhance institutional mechanism to advance women's affairs by strengthening its own capability and effectiveness. Improved internal systems will be needed and better relationships with the wider education sector. The focus will be placed upon: educational outcomes, policy advice and implementation, resource delivery, monitoring and accountability, local empowerment, and fostering effective strategic relationships.

- **Educational outcomes.** The Ministry's work will focus on improving educational outcomes. These outcomes include improving student achievement and the performance of providers of

- education. Factors that limit student achievement will be identified, and unnecessary barriers will be eliminated. The objective is to improve the educational “health” of the system as a whole.
- **Policy Advice and Implementation.** To establish its leadership role and credibility within the public and wider education sectors, the Ministry needs to provide the Minister and the Government with high-quality policy advice. It must be able to implement that policy effectively.
 - **Resource Delivery, Monitoring and Accountability.** Regulations need to be enabling and to encourage each school to manage children’s education effectively. The regulations need to focus on accountability and quality assurance. The criteria for determination and allocation of resources should be clear. The Ministry’s role is to deliver resources to schools according to the agreed criteria. It should empower people, rather than trying to control them. The Ministry’s emphasis will shift to monitoring and intervening at an early stage to address problems that emerge.
 - **Local Empowerment.** Relationships with local education providers are important. The Ministry needs to work with local communities to help them play a stronger role in the education of their children.
 - **Strategic Relationships.** The Ministry of Education will work constructively with other providers of education. Relationships between the Non-Government education providers (especially the Churches) and the Ministry of Education will be fostered. Strong links between industry, education providers and the Ministry of Education will be developed. All parts of the Ministry will be business partners that work closely together to achieve common goals. Services provided by the administrative section will contribute to the overall effectiveness and capability of the Ministry. Strong links will be forged between the officers developing and implementing educational policy. Property functions will be managed to ensure that facilities and equipment are adequate to serve educational aims and aspirations.

3. Resources Available

Financial Resources

The resources available to the Ministry in 2007 included the funding provided annually by the Government of Tonga through the Education Vote (\$22.83 million from 1 July 2007 to 30 June 2008). MEWAC Budget/Vote was 12.5% of the Total National Budget of \$257, 448, 802 (GoT Funded only.)

Additional resources were also made available to the education sector by Tonga’s development partners and donors. In 2007, there were a total of \$3.2 million pa’anga audited funds for the implementation of TESP, of which \$914,090.00 was distributed to schools under the Tonga School Grants Program (TSGP). PRIDE Project expenditure was approximately \$594,035.00 (*Refer pages 16-18, Annexes Table B:39, pages76-79 for details*). Scholarships were made available on a financial year basis by NZAID and AusAID(*Refer pages 14-15*). The Government of Japan also assisted education through the Grant Assistance to Grassroots Program in the construction of classroom and staff quarters of about \$149,000.00 The European Union provided over \$1 million assistance but focused on education in the Vava’u region only.

The ministry also aims to mobilize additional external assistance towards the education sector in the order of TOP20 million over the next three to five years to increase available resources in order to successfully execute the Ministry’s roles.

Human Resources

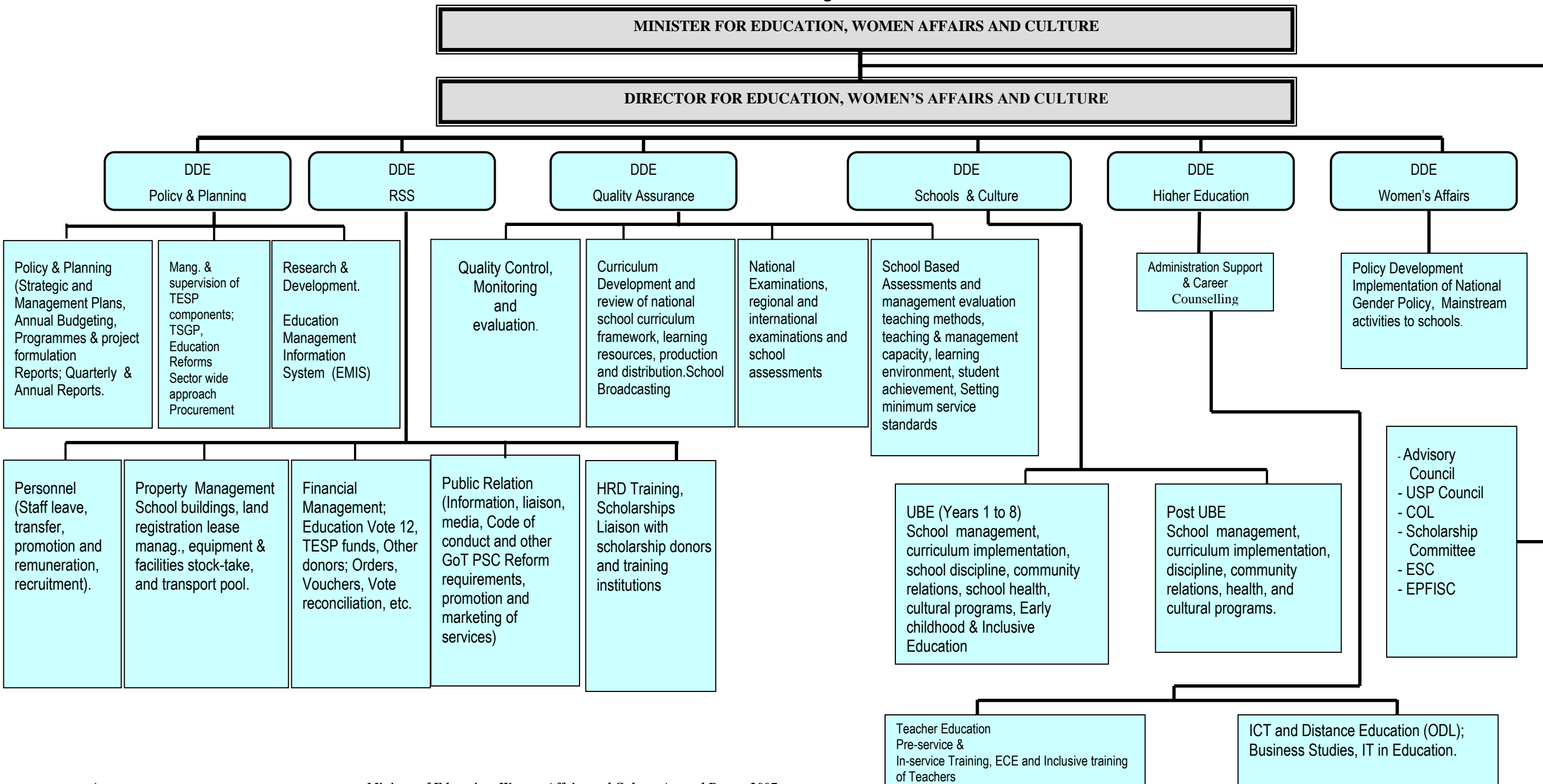
The Ministry had 1015 posts in 2007. These human resources, most of whom were teachers represent **the ministry’s greatest resource.**

4. Organizational Structure

The Ministry was organized in two Departments in 2007. They were: Department of Education which had five main programs, namely (01) Leadership and Policy Advice, (02) Administration, (03) Quality Assurance, (04) Schools and Culture, (05) Post-Secondary. The second department was: Department of Women Affairs with one main program, (01) Office of Women Affairs.

The structure of the Ministry is outlined below:

FIGURE 1: MEWAC Organizational Structure 2007



5. Strategic Planning

The Ministry continued to use the Planning and Policy documents approved by Cabinet in 2004 as blueprints for strategic planning. They were tools used for setting priorities, selecting policy options, continuing policy dialogue and financing investments in improvement and transformation of Tonga's education system. These key planning and policy documents included the Tonga Education Policy Framework 2004-2019 and the Ministry of Education Corporate Plan (over a three-year time frame).

The first year of the 2007-2010 Corporate Plan presents the Ministry of Education's Annual Management Plan for 2007, which formed the Budget for the 2007 financial year. Strategic Planning is also required as part of the Public Service Reform to establish the links between policies and the Ministry of Finance's Program Budget.

The Ministry's Corporate Plan 2007/08 was derived directly from the Education Policy Framework 2004-2019 which is the broad, longer-term, visionary planning document that gives strategic direction to the work of the Ministry of Education over a 15 year time horizon. The Education Policy Framework is a general overall guide to future policy and direction. The Corporate Plan, a focused document, is more tactical, measurable and a blueprint for action that contains specific shorter-term objectives that will enable the Ministry to shape the future of education in Tonga. These objectives include:

- building the capacity of the Ministry of Education to implement two of the Government's key priorities for education (universal basic education and technical and vocational education);
- strengthening the focus on performance management by the senior executive management of the Ministry of Education;
- providing a sound basis for proposed initiatives to improve the standard of education in Tonga, as outlined in general terms in the Education Policy Framework 2004-2019;
- laying the groundwork for a fundamental transformation of the Ministry of Education to enable it to improve the quality of education in Tonga;
- building an agreed consensus and commitment among all stakeholders in Tonga's education system about the desired route to achieve excellence.

In 2007, the Ministry continued with the implementation of the various components of TESP (her first ever sector wide strategic planning approach). This approach was based on a broad consultative process to align the education sector with the emerging education issues in Tonga and the demands of the 21st century. They were the initial impetus for the first ever comprehensive review of the education sector in Tonga during the last 30 years which resulted in the Final Report: Tonga Education Sector Study (TESS) of 2003. TESS provided 28 specific recommendations, which were reviewed and adopted by His Majesty's Cabinet in March 2003. The ministry acknowledged technical assistance dispatched from NZAID and the World Bank which helped to facilitate the development of policy options and broad alternatives for discussion by stakeholders and more importantly the development of an education assistance program.

5.1 Overview of the Strategic Plan

The broad strategy for the development of the education sector is based on adoption of the three **STRATEGIC GOALS** for the next 15 years approved by Cabinet as follows:

Goal 1: To improve equitable access to and quality of universal basic education for all children in Tonga up to Year 8 (Form 2).

Goal 2: To improve access to and quality of post-basic education and training to cater for the different abilities and needs of students.

Goal 3: To improve the administration of education and training so that the quality of educational performance is enhanced.

Vision

Education is the most valuable asset a person can possess. Well-informed and educated people are fundamental to society's well-being. It is through education that individuals can achieve fulfillment, attain

goals, and improve living standards. Education in Tonga should encourage people to think for themselves, and to contribute to their society. It should help us find the right balance between the needs of the individual, the transmission of Tongan culture, and meeting the needs of the Tongan society.

Our vision for education in Tonga is that **“the people of Tonga will achieve excellence in education that is unique to this country and that Tonga will become a learning society.”**

Achieving the Vision

The Ministry of Education has primary responsibility for the implementation of the *Ministry of Education Corporate Plan 2007-2010*. This Corporate Plan is derived from the *Education Policy Framework 2004-2019*. This overarching framework will guide our vision for education, while the corporate plan will be the immediate vehicle that drives and gives impetus to changes in the education system over the next three years.

Mission Statement

The mission of the Ministry of Education is as follows:

“To provide and sustain relevant and quality education for the development of Tonga, and her people.”

Values

The way the Ministry operates, the perspectives it introduces, and the way people in the education system relate to each other and to those outside the system all impact upon the effectiveness, efficiency and the quality of the work environment. These factors also influence the Ministry’s ability to maintain a broader perspective and to develop as an organization.

Objectives & Outputs

The outputs outlined in this section were the focus of the Ministry’s corporate plan 2006-2009. These objectives for the Ministry’s work have been designed as output statements, as a way of assisting the Ministry to make the transition from an input-based approach to constructing the budget to a more performance-based approach to designing it. Each output has also been designed to link to one of the two main Programs in the education budget, and are therefore related to a Sub-Program and to Activities derived from the Sub-Programs. The following are the set outputs of the Ministry of Education, Women’s Affairs and Culture:

- Provision of Ministerial Services
- Provision of Ministerial Services (UNESCO & PRIDE)
- Provision of Policy Advice
- Provision of Community Services
- Capacity Development
- Improved Management and Planning
- Curriculum Development
- Provision of Learning Materials
- Management of Examinations
- Improved Assessment Methods
- Provision of Support for Primary Schools
- Evaluation of School Performance
- Management of School Property
- Provision of Teacher Housing
- Improved Learning and Teaching
- Improved Early Childhood Education
- Provision for Students with Special Needs
- Provision of Support for Secondary Schools
- Teacher Development
- Provision of Vocational Education and Training
- Provision of Support for Post-Secondary Education

- Education Grants
- Staff Development
- Delivery of Post-Secondary Qualifications
- Provision of Scholarships
- Teacher Education
- Improved Teacher Supply
- Improved Tertiary Education

The key outcome of the Ministry's Strategic plan will be to foster a policy and financing environment in which teachers can operate effectively, and students can participate and achieve to a high standard.

6. ADVISORY BODY

The *Advisory Council for Education* continued to be the main consultative body that advised the Minister of Education in 2007. Members of the Committee included a representative from each of the Managing Authorities of Education outside government in Tonga. Educational matters referred by the ministry to the Council during 2007 included;

- Tonga Education Strategic Planning (Tonga Education Policy Framework 2004-2019, Ministry of Education Corporate Plan 2004-07, Ministry of Education Annual Management Plan 2006/07)
- Draft Tonga National Qualification and Accreditation Act
- Grants to non-government secondary schools.
- Development of Policy for Early Childhood Education
- Development of Policy for Inclusive Education
- Policy Paper on Secondary Schools Educational Boards
- Components of Tonga Education Support Program



Tonga Side School, Nuku'alofa

PART II

PROGRAM 1: DEPARTMENT OF EDUCATION

SUBPROGRAM 01 : LEADERSHIP & POLICY ADVICE

SUBPROGRAM 02: ADMINISTRATION

1. LEADERSHIP & POLICY ADVICE

BACKGROUND/OBJECTIVES

The overall objective of the Leadership and Policy Advice program is “to provide professional and quality support administrative services so as to ensure that the Ministry achieves quality education for all, which is necessary for the creation of a dynamic economy to meet the challenges of the 21st Century.”

PERFORMANCE TARGETS

The division set out to achieve the following performance targets;

Quantity Targets

i. Percent of Education Act that is implemented: $\geq 75\%$

- 95% achieved

ii. Variation in Budget Estimates due to errors: $< 1\%$

- In the second quarter (June), the sum of \$110,000 was transferred from MEWAC to the Ministry of Finance and National Planning's Contingency Fund (PC Decision No. 61 of 22/6/07);
- In the third quarter (July), the sum of \$150,000 was transferred from MEWAC to the Ministry of Finance and National Planning's Contingency Fund (PC Decision No. 73 of 13/7/07);
- In the third quarter (September), the sum of \$120,000 was transferred from the Ministry of Finance and National Planning's Contingency Fund to MEWAC to replenish consultants and specialist fees expenses: to pay examiners, moderators and markers preparing public exams (PC Decision No. 109 of 7/9/07);

The administration of the education system in 2007 complied with the Education Act. The Ministry recognized and acknowledged the success of the existing systems of education, and agreed that the existing accomplishments must be protected. The Ministry continued to ensure continuity of existing programs and services with no compromise on quality and standards which were satisfied that exceeded the 75 percent target.

Quality Targets

i. Provisions of the Public Finance Management Act and Regulations complied with: $\geq 98\%$

- Perhaps 95% achieved. Board of Survey's recommendations for minor errors is constantly followed up by Deputy Directors in respective divisions and being followed by the Chief Accounting Officer. These are mainly on revenue arrears (school fees), non-compliance with log book and delay in assets count. A Chief Education Officer (Procurement) was appointed in 2006 to facilitate implementation and monitoring of procurement policy. The Chief Education Officer (Property Management) took redundancy in July 2006, thus leaving the Property Management Unit without a Head to coordinate the count of the Ministry's assets. However, an officer of a more junior rank (Level 11/9) was assigned to the Unit to temporary coordinate the count of assets under the immediate supervision of the CEO Procurement.
- Revenue arrears (school fees) continued to be the main default of the Ministry;
- A major Assets count started in 2007, including the outer islands with the exception of the Niuaus, and data is being computerized in harmonization with activities of the same nature under TESP. Under TESP, an advisor will be recruited to help the Ministry to develop a Property Management Policy.

ii. Performance appraisals of staff are carried out annually: $\geq 30\%$

- There was no assessment of staff carried out during the year and so this target was not achieved. It is a component of MSS and Quality Assurance under TESP that the Ministry is working on. In addition, the Ministry was awaiting revised guidelines from PSC to consider and harmonise it with those proposed under the MSS/QA Guidelines.

Timeliness

i. Annual Report produced following the end of the calendar year: ≤ 3 months

- The production of the 2007 annual report within 3 months after the calendar year was not achieved. It was not produced until the second half of the following year, due mainly to the enormous amount of data from education systems that had to be collected.

ii. Teachers' salaries paid when due: $\geq 99.9\%$

- The MOE staff (over 99 percent) was paid on time in 2007. The very few that experienced short delays in receiving their pay were the newly appointed teachers who had to wait for confirmation of their appointment from the Public Service Commission and regularized by the Ministry of Finance, and un-established staff who were not budgeted for, but recruited to mitigate the impact of the redundancy programme.

26 daily paid teachers were appointed in 2007.

Cost

Portfolio expenditure maintained and controlled within budget allocated at 1 July

- Some variations were encountered due to the cut in the Ministry's proposed budget by the Ministry of Finance and National Planning, and shortfalls were met by the their Contingency Fund.

2. ACTIVITIES

The following sections outline the key activities and of the Leadership and Policy Advice Program. They include the Office of the Minister covering provision of ministerial services, the Office of the Director covering administration, provision of policy advice, policy dialogue & planning and capacity development.

2.1. OFFICE OF THE MINISTER

2.1.1. Provision of Ministerial Services

The office of the Minister of Education was served by the Secretariat staff that was responsible for the overall administration of the office. As this office had lost its entire staff in July 2006 through redundancy and post abolishment, the Ministry deployed 1 Assistant Senior Education Officer and 1 driver from the Administration Division to serve the office. In addition, 1 daily paid labourer assisted with cleaning and clerical duties.

Overseas Travel for the Hon. Minister included:-

- Moving Young Minds, Seminar, UK (January-externally funded) ;
- Regional Conference in Support of Global Literacy, China (July-externally funded);
- Forum Ministers' Education Meeting, New Zealand (November-externally funded);
- Visits to Tertiary Institutes, New Zealand (November/December-GOT funded).

2.1.2. Provision of Ministerial Services: (UNESCO)

The President of the UNESCO National Commission for Tonga is the Hon. Minister of Education, or if the Minister so decides, a person appointed by him with the consent of Cabinet. As the Commission had no full time Secretariat staff in 2007, it was again served by the Chief Education Officer, Administration in addition to her own responsibilities. The purpose of the National Commission is to assure UNESCO's ongoing outreach at the country level by promoting UNESCO's ideals which continued in 2007. Membership of the Commission is under review.

UNESCO National Commission for Tonga - Activities during the year included:

In-country:-

- Visit of the Director of the UNESCO Office for Pacific States, Dr. Visesio Pongi accompanied by Education Advisor, Mrs, Yayoi Segi Vltchek to discuss UNESCO's Education Strategy Support Programme (16 to 18 April);
- Education For All (EFA) Global Action Week (April);
- World Press Freedom Day (3 May);
- Visit of UNESCO Technical Mission, Dr. Molly Lee and Professor Lynn Meek to hold consultation talks on the Strengthening of Higher Education and to conduct a feasibility study on the establishment of a National University (29 August to 6 September);
- Visit of UNESCO Consultant on Education for Sustainable Development (ESD), Miss Seema Deo, to map ESD activities, assist with ESD awareness programmes, ESD training and launching of the UN Decade of ESD (3 to 14 September);
- Cabinet endorses Pacific Regional Framework for ESD and establishes a National Task Force for the coordination of ESD (5 September);
- UN Decade of Education for Sustainable Development launched (12 September);
- Preparation and Submission to UNESCO of Tonga's candidatures for World Heritage Tentative Listing, that is, two cultural sites, "Ancient Capitals of Tonga and Lapita Pottery Archaeological Sites" (January to July);
- Above cultural sites accepted and registered by UNESCO (9 August);
- Conservation Programmes for the Lakalaka – Masterpiece (ongoing)'
- Preservation of the Art of Canoe Carving Workshop (1-13 October);
- Celebration of World Teachers' Day through TV Programme, Panel Discussions, Essay competition and Teacher Appreciation Day (12 October);
- Support for Certificate in Journalism Course (ongoing);
- Facilitation of Ratification of Convention on Anti-doping in Sports;

- Participation in the ACCU Asia-Pacific ESD Photo Message Contest (one winning entry, December);
- Celebration of UN and UNESCO International Days.
- Implementation of projects approved under the Participation Program for 2006-2007;
- Dissemination of UNESCO information and publications;
- Payment of Tonga's Assessed Contribution to UNESCO for 2007 was settled, that is: Euros 1427 (TOP3,951.81) and USD 1291 (TOP2,649.83) – a total of 6,601.64 pa'anga;
- Payment of Tonga's Assessed Contribution to the World Heritage Centre for 2007 was settled, that is: USD31.00;

Overseas:-

Tonga participated in the following activities under the sponsorship of UNESCO:-

- Regional Early Childhood Education Workshop, March, Solomon Islands;
- Regional Conference in support of Global Literacy, July, China;
- UNESCO Education Support Strategy Meeting, June, Samoa;
- Consultation and Training for Pacific Member States and National Commissions for UNESCO, June, Samoa;
- Education For All/Forum Basic Education Action Plan Training Workshop on Data Analysis, July, Samoa;
- 31st World Heritage Committee Meeting, Christchurch, NZ;
- 34th Session of the General Conference of UNESCO, France;
- Tonga appointed as the Pacific Region's representative on the Coordinating Group of UNESCO National Commissions, October, France;
- Pacific Workshop on the Implementation of the UN Decade of Education for Sustainable Development, November, New Zealand;
- Pacific Regional Education For All/MDG Capacity Building Workshop, November, Fiji;
- Visit to the Bangkok Regional Office, November, Thailand;
- Sub-Regional Meeting to promote the Convention for the Safeguarding of the Intangible Cultural Heritage, December, Fiji

3. OFFICE OF THE DIRECTOR

3.1. Background

The office of the Director was served and assisted by five Deputy Directors. These Deputy Directors headed the following divisions: Policy & Planning; Primary/Secondary Schools; Higher Education; Women Affairs; and Quality Assurance. One Deputy Director post for the Administration/Reform and Shared Services Division remained vacant, but had been advertised by September 2007. Monthly meetings between the Director and Deputy Directors continued to be the main forum for discussion of educational development, problems and challenges. Other meetings chaired by the Director included the TESP Management Team meetings and Advisory Council for Education meetings.

The Director attended the following capacity building workshops and meetings:-

- Leadership and Good Governance workshop for HODs, Nuku'alofa (March);
- Financial Management Workshop for HODs, Nuku'alofa (April);
- USP 64th and 65th Council Meetings, Fiji (May & October);
- Commonwealth Women Affairs Ministers' Meeting, Uganda (June);
- South Pacific Board for Educational Assessment AGM, Fiji (November)

3.2 Staffing

The Office was immediately served by Administration and Planning Officers through the Deputy Director (Policy and Planning) and the Chief Education Officer (Administration)

Actual staff in post in the Administration Division comprised of: 1 Chief Education Officer, 2 Senior Education Officers, 1 Senior Assistant Secretary, 1 Computer Operator, 1 IT Support Officer (Diplomate level), and 1 daily paid receptionist.

Registration/Filing Section: 1 Diplomate and 1 Executive Clerk.

Actual staff in post in the Policy & Planning Division comprised of: 1 Deputy Director of Education, 1 CEO Procurement Officer, 1 Senior Education Officer, 1 Assistant Senior Education Officer, 1 Education Officer, Assistant Procurement Officer (Diplomate), 1 Assistant Property Management Officer (Diplomate), 1 Senior Executive Officer and 1 Clerk Class 3.

3.3 Finance

The Central Financial Division was supported by: 1 Chief Accounting Officer, 1 Senior Accounting Officer, 1 Executive Officer, 1 Accounting Officer, 1 Chief Clerk, 1 Clerk C/1, 1 Clerk C/3 and 1 Computer Assistant.

**Table A: 1 Expenditure and Revenue for Ministry of Education, Women Affairs & Culture in 2007
(Pa'anga hu atu mo hu mai 'a e Potungaue Ako, Kakai Fefine moe 'Ulungaanga Fakafonua- 2007)**

Division	Salaries (\$)	Services (\$)	Total	%
Minister's Office	154,709	1,208,956	1,363,665	5.97
Administration	266,660	1,460,973	1,727,633	7.57
Quality Assurance	577,405	127,525	704,930	3.09
Schools and Culture	15,074,482	1,317,949	16,392,431	71.80
Post Secondary	568,637	1,877,063	2,445,700	10.71
	16,641,893	5,992,466	22,634,359	99.14
Women Affairs	134,069	63,150	197,219	0.86
TOTAL	16,775,962	6,055,616	22,831,578	100.00
Exam Fees			195,007	15.10
School Fees			1,096,790	84.90
TOTAL			1,291,797	100.00

Figure 2: Percentage of Total Expenditures by Division - 2007

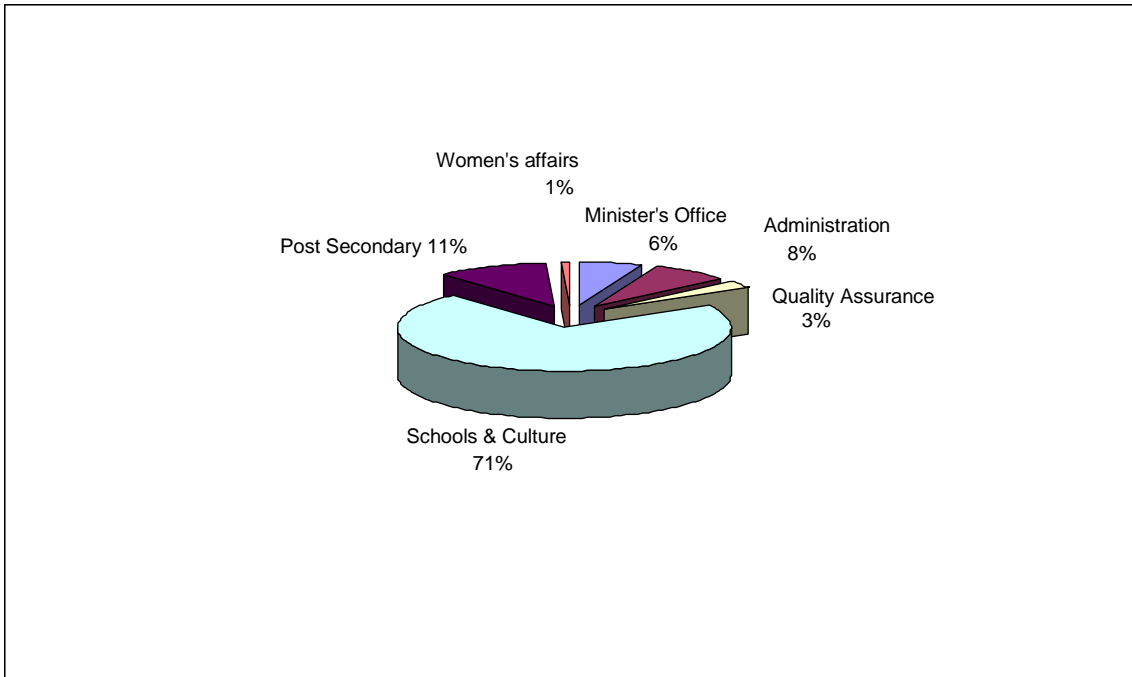
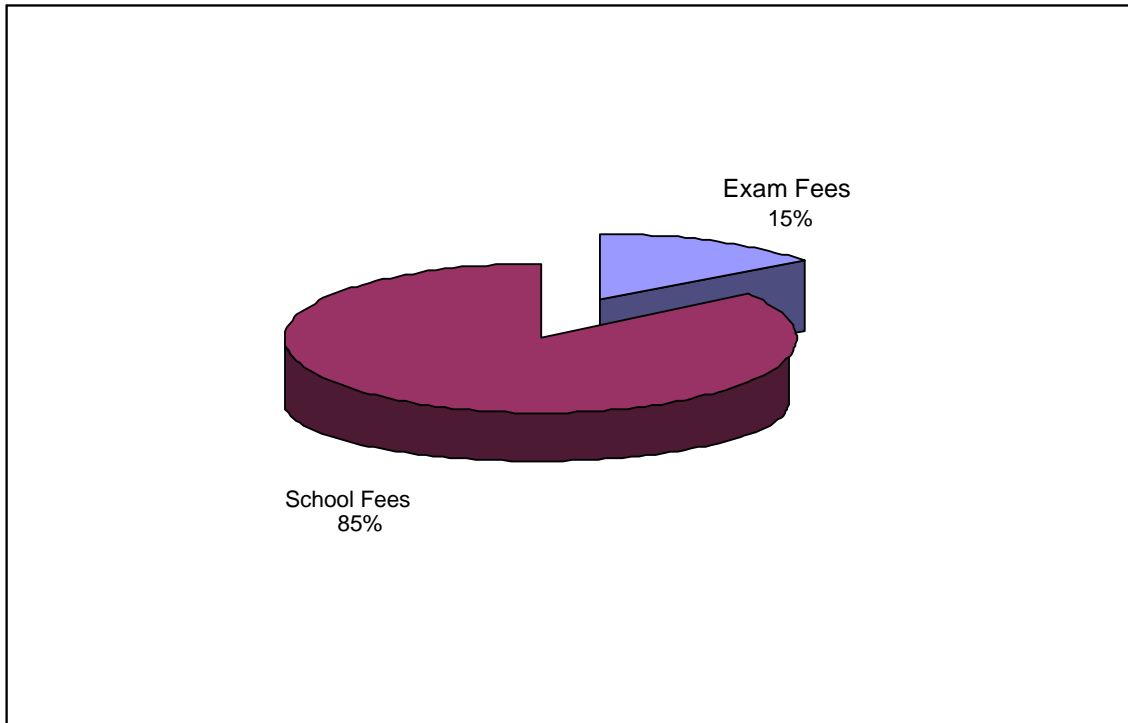


Figure 3: Total Revenue for Ministry of Education, Women Affairs and Culture – 2007



PROVISION OF SCHOLARSHIPS – SCHOLARSHIP UNIT

The Scholarships Programme of the Government of Tonga is operating in its present structure under the executive management of the Tongan Government Scholarships Committee. It attempts to meet the needs for all overseas training allocated by the Tonga Government Scholarships Committee. Tonga continues to rely heavily on overseas funding for its scholarship programme.

It should be noted that figures presented in this section only covers scholarships allocated by the Tonga Government Scholarships Committee. They do not include private students and students studying under other scholarship schemes, such as the Australian Open Category Scheme / Taiwanese Government / Forum Secretariat Scholarships, New Zealand Open Category scholarships.

Awards in 2007 by sponsors and level of study, the total number of new awards allocated by the Scholarships Committee, their distribution and also fields of study are shown in the following Tables A: 2,3 & 4 below.

Table A : 2 Awards by Sponsors, Funding and Level of Study 2007

L/Sponsor	Level of Study	Funding	Gender	No. of Awards
Government				
1. Agriculture	Undergraduate	NZAID	M	1
2. Audit				
3. Cent. Planning	Undergraduate	NZAID	F	1
4. Civil Aviation	Undergraduate	TOGOV	F	1
5. Crown Law	Undergraduate	TOGOV/NZAID	M / F	2
6. Education	PostGrad(1), Undergrad(3)	NZAID(3), AUSAID(1)	M(2)/F(2)	4
7. Employment	Undergraduate	NZAID	M	1
8. Environment				
9. Finance	Postgraduate	TOGOV	M	1
10. Fisheries & Forestry	Undergraduate	NZAID	F	1
11. Foreign Affairs				
12. Health	Undergraduate	NZAID(3), TOGOV(1), AUSAID(1)	M(1)/F(4)	5
13. Justice	Undergraduate	NZAID	F	1
14. Labour, Commerce & Industries	Postgraduate	NZAID	F	1
15. Lands, Survey	Undergraduate	NZAID	F	1
16. Marine and Ports	no training request			
17. Police	Postgraduate	TOGOV	F	1
18. Prime Minister's Office	Undergraduate	NZAID	F	1
19. Public Service Comm.	Undergraduate	NZAID	F	1
20. Statistics	Undergraduate	NZAID	F	1
21. Tonga Visitors Bureau				
22. Works	Undergraduate	NZAID	M(1)/F(1)	2
23. Revenue Services	Postgraduate	CFTC	M	1
TOTAL				27
Non-Government Education Systems				
1. Anglican				
2. 'Atenisi				
3. Catholic		TOGOV	F	1

4. Free Church of Tonga				
5. Free Wesleyan Church				
6. Tokaikolo				
7. Latter Day Saints	Postgraduate	TOGOV	M	1
8. Seventh Day Adventist	Undergraduate	TOGOV	F	1
TOTAL				3
Number & Percentage of Females				20, 67
Number & Percentage of Males				10, 33
GRAND TOTAL (# of Awards)				30

Table A : 3 Number of New Awards by Donor Countries 2007

COUNTRY / ORGANISATION	NEW AWARDS
1. ADS	
2. ARDS	2
3. NZDS	8
4. NZPRA	12
5. TONGA GOVERNMENT	8
6. CFTC	1
7. NZAID IN-COUNTRY AWARDS	61
8. BRITISH COMMONWEALTH	
9. NZ COMMONWEALTH	
10. JAPANESE GOVERNMENT	1
11. PEOPLE'S REPUBLIC OF CHINA	17
TOTAL	110

Table A : 4 Distribution of Awards 2007

FIELD OF STUDY	TOTAL (%)
1. EDUCATION	3(7)
2. HEALTH	5(17)
3. LAW AND ORDER	3(11)
4. ECONOMICS AND COMMERCE	3(11)
5. MANAGEMENT AND ADMINISTRATION	7(23)
6. SCIENCE AND TECHNOLOGY	4(13)
7. AGRICULTURE, FORESTRY	2(7)
8. INFRASTRUCTURE	3(11)
TOTAL	30(100)

3.4 Projects

3.4.1 Tonga Education Support Program (TESP)

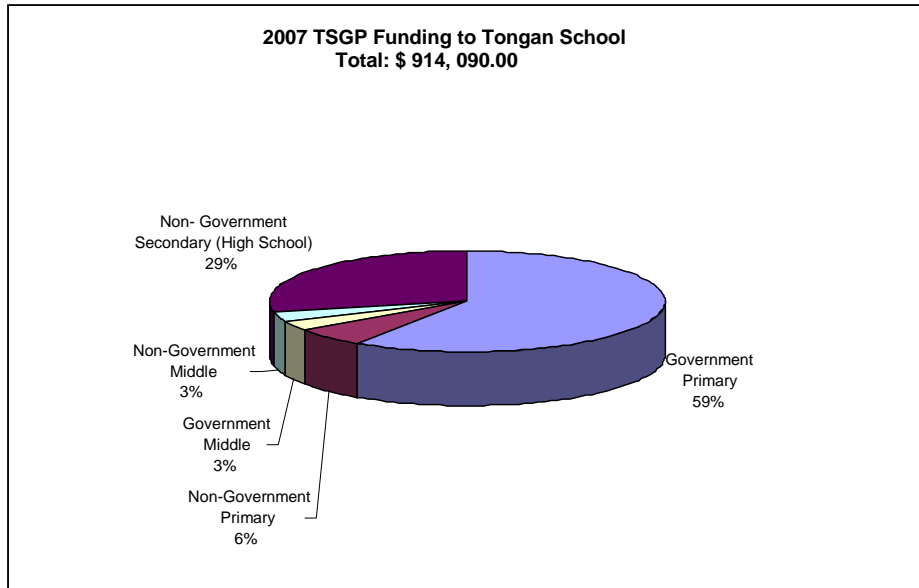
The Tonga Education Support Program (TESP) progressed with its scheduled activities in 2007.

- **Curriculum Reform** – The curriculum reform component of TESP was formally launched on 22 February, 2007. The expected policy outcome of the Curriculum Project is that the Tonga school curriculum prepares students for a sustainable livelihood that meets their aspirations, and poverty alleviation in Tonga. A Curriculum Framework was produced and ongoing progressive work on subject areas.
- **Tonga School Grants Program (TSGP)** On June 30 2007, 151 schools nationwide were distributed a total of \$914,090.00 to spend on teaching and learning materials.



GPS Kotu, Ha'apai

Figure 4: TSGP Funds Allocated to Schools by Education System: 2007



- **Minimum Service Standards (MSS)** – The MSS for schools provides a benchmark in four specific areas for schools to identify possible weaknesses / strengths in their service delivery. Ongoing activities related to finalizing the MSS documents and providing a Tonga translation was completed by the end of 2007.
- **Tonga National Qualification Accreditation Board** – Proclamation of the Tonga National Qualifications and Accreditation Board Act by Cabinet on 08 September 2004

3.4.2 Pacific Regional Initiative for Delivery of Basic Education (PRIDE)

PRIDE is a regional project designed by 15 Pacific Ministers' of Education to support the reform of Education. This includes the area of early childhood, primary, secondary, TVET, formal and non formal education. The project was launched in Suva, Fiji in 2004 and is locally coordinated by a National Project Coordinator stationed at the Policy/Planning Office

PRIDE has been providing financial assistance for the development of Early Childhood Education and Inclusive Education in Tonga. In 2007 PRIDE funded the following subprojects:

Table A: 5 PRIDE Projects and Expenditure 2007

Sub Projects	Amount Received in 06/07 (TOP)
Development of an Early Childhood Education Policy	152,635.00
Development of an Inclusive Education Policy	203,500.00
In-service Training for ECE Teachers	128,000.00
Development of an ECE Curriculum for Tonga Institute of Education	73,900.00
Project Assistant for PRIDE.	22,500.00
Capacity Building and Awareness	13,500.00
TOTAL	594,035.00

3.4.2.1 Early Childhood Education (ECE)

An ECE Project Officer was contracted by the Ministry of Education, funded by PRIDE to develop the ECE Policy. She was assisted by 1 US Peace Corp Officer. ECE Unit was housed in Policy and Planning Division in 2007.

The desired policy outcome is that Tonga has an education system that ensures equal access to early childhood education (pre-school). In 2006 the Ministry of Education took its first step in implementing the Tonga Education Policy Framework for ECE.

a) Activities:

- ECE Project Officer Site Visits to all centres of early childhood education
- 5 more ECE Centre registered
- In service Training for ECE teachers were conducted in 2007 and 69 ECE teachers graduated with a Foundation Certificate in ECE from Tonga Institute of Education on 6th December 2007
- A Survey Report on the Early Childhood Education in Tonga completed
- Two workshops were held with teachers and ECE provisions where over eighty ECE teachers attended: The theme of the workshops was “Connected for the early childhood children of Tonga”
- 61 ECE centers in Tonga were registered with the Ministry with 2,000 children enrolled and 150 teachers.
- ECE Policy Framework: completed in November 2007
- Registration process and collaboration with parents and communities are on-going
- ECE curriculum included as part of the Curriculum Development Review
- Continuous awareness program all throughout Tongatapu, Ha’apai, Vava’u & ‘Eua as part of pilot projects for Community based ECE Centres
- A Staff Professional Team, comprised of MEWAC staff and teachers with Diploma certificates/degrees in ECE, has been created to help develop and implement the trainings for the pre-school teachers throughout the country

3.4.2.2 Inclusive Education (IE)

An IE Project Officer was contracted by the Ministry of Education, funded by PRIDE to develop the ECE Policy. He was assisted by 1 US Peace Corp Officer. IE Unit was housed in Policy and Planning Division in 2007.

a. Activities:

- Draft Policy completed and approved by Ministry of Education
- Monthly meetings with Tongan Red Cross regarding current programs, needs, recommendations
- Meeting with stakeholders: Alonga Center, NATA-Disability Advocacy Group, World Health Organization (WHO), Tongan National Youth Congress, Childrens Advocacy Group (CAG), Ministry of Health (MoH), Ministry of Youth, Sports, & Employment, US Peace Corps, Ministry of Works (MoW), Community (Grassroots) meeting – ongoing,
- Educational Site Visits
- Monthly TV and Radio Program
- Creation and implementation of National IE Strategic Plan
- International Meetings with Pacific Forum Secretariat and Pacific Disability Forum CEO
- Creation and Implementation of Tonga’s first Special Education/Inclusive Education Classroom in a Government Primary School and Tonga Side School

3.4.2.4 Monolingual Dictionary

The Monolingual Dictionary Project is funded by NZAID under an arrangement to provide \$295,392 pa’anga during the period of May 2005 – June 2008. The aim of this project is to advance and promote the use of the

Tongan language, equipping it to be an appropriate tool in the coding of Tongan knowledge in written and spoken modes in various domains.

- During 2007, there were 4 workshops undertaken in April, July, September and December to advance work on the draft Churchward-based dictionary, ongoing instruction on dictionary entries, collection of new words and editorial work. Members of the dictionary team are: Dr Melenaite Taumoefolau (trainer and editor), Suliasi Nau Tu'utafaiva and Kalala Taumoefolau (Auckland-based definers); Penisimani Fifita (Coordinator), Suliasi Lolohea (Support staff) and Losaline Nonu (Computer Operator). (*Refer page 26*)

3.5 Provision of Policy Advice:

The policy development and policy analysis roles of the Ministry were strengthened in 2007 for efficiency and effectiveness purposes. Much of the services of the Director in 2007 were duly committed to policy dialogue and preparation for the implementation of the Tonga Education Support Program (TESP) and the 2007 Annual Management Plan.

In May 2004, His Majesty's Cabinet endorsed the Tonga Education Policy Framework 2004 -2019 for improving educational outcomes. A three-year Corporate Plan for implementing TESP was endorsed and further translated into an Annual Management Plan with Departmental program, sub-program and activity accountabilities and budgets. These plans further advocated a program approach to sector development and management with an emphasis for broad policy priorities on Universal basic education, skill development and improve management of education. Other notable policy developments in 2007 alignment within these plans included;

- TESP implementation activities progressed in 2007 related to the recruitment of consultancies for the following components; Tonga National Qualification Accreditation Board, Minimum Service Standards (MSS), Tonga School Grants Program (TSGP), Communication Strategy and Curriculum Reform.

(Other development projects funded in 2007 are provided in the Annexes, Table B:2 page 56)

3.5.1 Policy Planning & Dialogue

The main thrust of activities in 2007 involved the consultative process and roll out of TESP activities for its implementation. Further discussion and dialogue were held with key education stakeholders to ensure wide understanding and awareness of the components of TESP. The main advisory body for the policy planning dialogue was the **Advisory Council for Education** as set out in the Education Act. Members of the Committee include a representative from each of the Managing Authorities of Education outside government in Tonga.

3.5.2 Education Policy Framework Implementation Steering Committee (EPFISC)

In August 2006, Cabinet established the EPF Implementation Steering Committee (EPFISC). This committee is comprised of the Deputy Prime Minister, the Minister of Education (Chair), the Minister of Finance, the Minister of Justice and Attorney – General and the Chair of the Public Service Commission. This committee was instrumental in endorsing the Tonga School Grants Policy under Cluster one of the Tonga Education Support Program (TESP).

3.5.3 Education Sector Committee

This committee was established to enhance the partnership between the MEWAC, other Government departments and Donor partners in the spirit of the TESP. The Terms of Reference for the ESC was approved by Cabinet in September 2006 and was presented to the first ESC in December 2006. The ESC responsibility is supported by the EPFISC established by Cabinet to provide high level oversight and steer directions to ensure successful implementation of the Education Policy Framework 2004-2019. The ESC is a reporting forum by MEWAC as the implementation of the agreed programs in the Education Policy Framework and as a forum to monitor and evaluate the implementation progress on these programs.

3.5.4 Joint Government/NZAID/World Bank Mission: TESP

The Ministry hosted 2 joint meetings in 2007 which were; Annual Joint Review in March and a Technical Review Mission in September 2007. Representatives from NZAID, World Bank and Senior Management participated. The March meeting was an opportunity to review progress since the inception of TESP. The September meeting focussed on progress, challenges and way forward for various components of TESP. Particular interest was on the administration of the schools grants and feed back from the TSG team.

3.6 Capacity Development

The Director continued with capacity building activities in 2007 as a strategy to develop the necessary capacity to move forward in implementing the strategic plan without relying on projectised donor support. The intent was to build upon strengths while introducing “fast-tracked” quantitative and qualitative improvements. Detailed activities undertaken in 2007 include;

- A 3 days retreat program in May for Senior Management to discuss strategic goals and review the Ministry’s performance.
- Developing skills of counterparts to various components of TESP namely; Tonga School Grants Program (TSGP), Minimum Service Standards (MSS), Tonga National Qualification Accreditation Board.
- Building upon enhanced capacity, information and baseline data.
- Undertaking organizational reform required to successfully implement the Ministry’s strategic plan



Tonga High School, Tongatapu

SUBPROGRAM 03: QUALITY ASSURANCE

a. Background:

The Quality Assurance Division (QAD) of the Ministry is managed by the Deputy Director of Education, and supported by four units. They are, Quality and Assurance Control Office (QACO), Curriculum Development Unit (CDU), Tonga Monolingual Dictionary (TMLD) and Examination Unit (EU).

b. Responsibilities

	Unit	Responsibilities
1	QACO	Develop and implement Minimum Service Standards in all Schools Undertake assessment and evaluation of teacher/pupil performance, assessment for learning and monitoring and evaluation of officers
2	CDU	Develop curriculum and supporting materials to all schools, review national school curriculum framework and learning resources,
3	EU	Develop and undertake public, regional and international examinations in schools
4	TMLD	Develop and publish Tonga Monolingual Dictionary for students, schools and public

QA Division also works closely with Policy/Planning Division on TESP Program 3. The 10 sub-programs of the division are: 1. School Based Management Program, 2. Review Language and Literacy, 3. Curriculum Development, 4. Improved School Based Assessment, 5. Revised Syllabi 6. New Generation of Learning Materials 7. Improve School Broadcasting Programs, 8. Tongan Monolingual Dictionary Project, 9. Establishment of Tonga National Qualification Authority Board and 10. Seminars on Best Practice in Sector Management in Small States.

c. Staff:

- QAD is comprised of four (4) Integrated Units where each one is headed by a designated Chief Education Officer (CEO).
- These units are the Quality and Assurance Control Office (QACO), the Curriculum Development Unit (CDU) and the Tonga Monolingual Dictionary (TMLD) and Examination Unit (EU).

d. Finance:

- The allocated MEWAC Budget for QAD in 06/07 and 07/08 financial years was at 4.5% per annum.

A. Quality and Assurance Control Office (QACO)

Minimum Service Standards (MSS) for Tonga Schools are the consensus levels of service delivery each educational factor input must attain in order to produce quality education for students.

MSS will monitor and evaluate the performance and service delivery of the education factor inputs (land, capital and labor resources, management skills) in a range of educational settings (teaching methods, learning environment, teaching and management capacity) and the way in which they associate with the achievement levels of beneficiaries (students' achievements) and the overall school performance in both Universal Basic Education Level (UBE) and Post Primary Level (PPL).

Approaches:

MEWAC has :

- worked with International Technical Advisers in terms of planning, implementation and evaluation of MSS
- undertaken and facilitated dialogues, workshops, interviews, consultations, trainings and surveys with stakeholders from Tongatapu to the two Niuas regarding the direction, nature, validity, workability and contents of MSS since May 2006.
These workshops allowed for government and nongovernment schools to express their views about the contentions of MSS
- Follow up consultations were also undertaken after the workshops with a range of individuals from both government and non-government sectors in Tongatapu seeking in depth feed back via face to face interview.

Ongoing Development Activities

The staff involved with the MSS Implementation Plan 2006 - 2008 were mindful of the following:

- Trial MSS Guidelines in few selected schools in Tongatapu
- Work very closely with the selected schools during the trial period
- Set up workshop with the principals and staff of the selected trial schools
- Take MSS Policy and Guidelines during TSGP Consultations with Vava'u and Ha'apai Schools for consultations

The Quality and Assurance Office despite constrained human and capital resources arranged activities to pursue the progress of MSS.

Results

The final version for MSS Policy and Draft for MSS Guidelines were completed as scheduled. In addition, an implementation plan for MSS as of 2006 to 2008 was also devised.

There were mixed reactions from stakeholders given the fact that the theory of MSS was new. These ranged from supportive, unsupportive and also reserved.

There were also comments on the strategy that should be impinged behind the development of MSS:

Achievements

To date, Quality and Assurance Office:

- Undertook Activity 3 through CDU Public Awareness Program
- Implemented all TESP activities according to GoT and DP's Harmonization Protocol.
- Ensured that all expenses were legal and within TESP Budget Matrix for activities which were allocated to be undertaken through the supervision of the Quality and Assurance Control Office.

Challenges

Through out this year, experience shows that the effort of the Quality and Assurance Control Office to impart the thinking and understandings of MSS to schools and their communities has been affected by factors such as:

- The workloads of school educators in both teaching and non teaching responsibilities.
- Stakeholders' response to the academic of MSS being new to the Tonga School Systems
- The degree of understanding amongst mediators and stakeholders about the logic, interwoven relationships, arrangements of TESP and its components.
- Efficiency of TESP Communication Networks.

- Supporting resources - human, management, capital and natural.
- The Tonga School Systems are attempting to cope with EPF philosophy of equitable access to quality education
- The implementation of TESP components are still in the transformation phase.

3:1 CURRICULUM DEVELOPMENT UNIT

a. Objective:

- To develop quality curriculum for the teaching of Tongan children and adults.

b. Performance Targets

1. Quantity Targets:

100 % All curricula reviewed and updated in every eight years

- The subjects currently being reviewed are: Mathematics, Science (Early Childhood to Form 2), Tala 'o Tonga (Form 6), Design Technology (Class 1 to 7).

This review aimed at consulting education stakeholders, incorporate the sustainable livelihood in education study conducted by the USP Institute of Education, Tonga Institute of Education (TIOE) and Curriculum in 2006, education for sustainable development and lifelong relevant education based on Tongan values and culture.

The review meant focusing on learning outcome approach, content of subjects, teacher's guide and resources, teaching strategies, student's books and assessment

100% Implementation of Curriculum Reform Project in Educational Policy Framework (EPF, 2004-2019)

- Drafting of a Curriculum Framework for Education in Tonga
- Drafting of a National Language Policy.
- Producing of a Position paper for consultation on
 1. Design Technology Framework (Class 1 to Form 7)
 2. Secondary Entrance Examination
- Developing of a Professional Development Framework on Learning Outcomes and matters related to the Curriculum Reform.
- Developing an Evaluation and Monitoring Framework that is incorporated to the Ministry of Education Women Affairs and Culture's, Evaluation and Monitoring Framework.

2. Quality Targets:

75% Rate of satisfaction with the quality of materials produced measured by sample of teaching staff.

Subjects with officers at CDU (Mathematics (Secondary and Primary) Science (Secondary), Social Science (Secondary) Japanese Language (Secondary), Soroban (Primary)) Soroban is assisting with training and production of Soroban related materials ready for all primary schools to implement in 2008 and also at TIOE. Mathematics draft teacher's guide from Early Childhood to Form 2 following a Triples Model

3. Timeliness

95% Syllabus available for distribution to schools one month prior to the start of the relevant schooling period.

Publication of textbooks and approved syllabus are being carried out and delivered to schools and the Ministry of Education Bookroom at the Head Office, hence achieving the set target.

4. Cost

Production of all outputs within budget allocated at 1st July.

All CDU financial matters are managed at the Main Office and that relating to the Curriculum Reform is managed by Procurement in Policy and Planning. Teacher Guides and Student Textbooks are produced at CDU and then delivered to the Main Office to be sold. It is recommended that the cost for the publication of the material be increased by 100%.

c. Activities in 2007

The following table shows the training workshops that CDU officers conducted or attended in 2006

Table A: 6 CDU In-service Training Workshops

MONTH	SUBJECT AREA	CONSULTANT & PARTICIPANTS	VENUE
MARCH	UNIQUEST	Dr Tony Austin, Dr Jo McBryde, Graeme Meiklejohn, Christine Ludwig	BRISBANE, AUSTRALIA
	Persistent Organic Pollutants (POPs) and Management Consultation	MLSNRE (UNEP/GEF) Mele Talahiva Fine	TONGA
APRIL	POPs – Priority Setting	MLSNRE (UNEP/GEF) Mele Talahiva Fine	TONGA
	Review of HIV Aids Strategic Plan	MOH/TFPA Mele Talahiva Fine	TONGA
MAY	Otuhaka Retreat	MEWAC Kalala Unu	TONGA
	HIV Aids, STI's Awareness	MOH/TFPA Mele Talahiva Fine	TONGA
	Tonga Secondary Schools National Quiz	TDP/TBC/MEWAC Kalala Unu	TONGA
	Curriculum Reform Awareness	MEWAC All curriculum writers	TONGA
JUNE	Curriculum Reform and MSS	MEWAC All schools on Tongatapu, Ha'apai and Vava'u by CDU and MSS workers	TONGA
		MOH/TFPA	TONGA

	HIV/AIDS , STI's Training of Trainers		
	Language Policy	MEWAC Christine Ludwig, Dr Tony Austin, Kalala Unu	TONGA
JULY	Reviewing of Form 6 Tala 'o Tonga	SPBEA, Ana Raivoce, Kalala Unu	TONGA
	Assessment Framework	SPBEA, Kalala Unu	SUVA, FIJI
AUGUST	EFA	UNESCO/SPC Kalala Unu	APIA WESTERN SAMOA
	ENGLISH AND MATHS SECONDARY SYLLABUS	Free Church of Tonga Education System Tevita Tupu, Kalala Unu	TONGA
	MATHS CURRICULUM REVIEW	MEWAC(TESP) Graham Meikeljohn, Tevita Tupu, Monika Finau	TONGA
	LANGUAGE POLICY	MEWAC(TESP) Christine Ludwig, Kalala Unu	TONGA
SEPTEMBER	POPs ACTION PLAN and NATIONAL IMPLEMENTATION PLAN	MLSNRE	TONGA
	EDUCATION FOR SUSTAINABLE DEVELOPMENT	UNESCO Seema Deo, Kalala Unu	TONGA
	Water Safety Plan Awareness (Training of Trainers)	TFPA/MOH, Mele Talahiva Fine	TONGA
	TESP SEPTEMBER MISSION – CURRICULUM REFORM	NZAID/MEWAC/UNIQUEST	TONGA
OCTOBER	Health Promotion Prolead and Management Development Course	WHO/MOH, Mele Talahiva Fine	SUVA FIJI
	Design Technology (Early Childhood to Form 7)	MEWAC (TESP) Richard Dunlop, Dulcie Tei (TIOE), Nonga Soakai (TIST)	TONGA
	Science (Early Childhood to Form 2)	MEWAC (TESP) Neil, Mele Talahiva Fine	
	Health Promotion Schools Management Training	WHO/MOH, Mele Talahiva Fine	BRISBANE AUSTRALIA
NOVEMBER	Drafting National Implementation Plan – Tonga (Stockholm Convention Requirement)	MLSNRE(UNEP/GEF)	TONGA

DECEMBER	LANGUAGE POLICY CONSULTATION	TESP, All CDU workers	TONGA
	POP's Management Task Team Consultation on NIP	MLSNRE (UNEP/GEF)	TONGA VAVA'U, HA'APAI, 'EUA

Monolingual Tongan Dictionary

Introduction

The idea to compile a Monolingual Tongan Dictionary was initiated in 2002. Since then series of workshops were conducted to enrich the knowledge and skills of the team. So far thirteen workshops were carried out. This project is funded by the N.Z. Aid in collaboration with the University of Auckland with the Ministry of Education as the supervisor.

Team.

Dr. Melenaita Taumoefolau is the Trainer from the University of Auckland. Two temporarily New Zealand based definers and two permanently Tongatapu based definers and one Computer Operator comprise the team.

Consultation

The team visited the islands and collected many new words, that is once to 'Eua and twice to Ha'apai and Vava'u.

There were also visits to other government ministries to collect words.

Achievements

All the words of C. Maxwell Churchward Dictionary have been defined in accordance to our procedures and approximately more than twelve thousand words had been defined.

The project is scheduled to be completed in June, 2009 and the team is currently refining more words.

3:2 EXAMINATION UNIT

The Examination Unit continues to assist the Ministry in the implementation of the Kingdom's education policies and objectives through:

- i. continued improvements of the standards and quality of examinations and assessment mechanisms at Grade/Class 6 (Secondary Entrance Examination/SEE) level, Form 2 Common Examination, Transfer Examination, and the Form 5/Tonga School Certificate (TSC) Examination;
- ii. continued assistance, where appropriate, with overseas-set examinations, they are; Form 6/Pacific Senior Secondary Certificate (PSSC) examination, Form 7/South Pacific Form Seven Certificate (SPFSC) examination, and the Cambridge International Examinations (CIE);
- iii. continued provision and upgrading of resources and facilities related to examination processing;
- iv. continued provision of in-service training for those involved in examinations;
- v. continued enhancement of co-operation between education authorities in the Kingdom and overseas.

Performance Targets

1. Quantity Targets:

***99.9% of Class 6 children sit their Public Examination at the end of the year.
95% of Form 5 students sit their Public Examination at the end of the year
75% of schools have a set of curriculum materials produced for the various subjects***

3154 students were in Class 6 in 2007, and 2926 (93%) sat the public examination at the end of the year, hence not achieving the set target. In Form 5, of the 2395 enrolled 1938 (81%) sat the public examination at the end of the year thus short of the target by 14%.

All syllabi had been distributed to the schools prior to the start of the relevant schooling period achieving a 100% target. Syllabi, Teachers' Guides, Pupil Books and Examination Descriptions produced by the CDU are also available for purchase at the Main Office.

2. Quality Targets:

80% satisfaction rate with the quality of examination materials produced, measured by a sample of teaching staff.

The Ministry did not receive any complaints of dissatisfaction with the quality of examination materials produced, suggesting a high rate of satisfaction over the 80% target.

3. Timeliness:

95% of all examination scripts are prepared and ready for the various examinations catered for by the examination one week prior to the examination date.

The Unit ensures that all examination scripts are ready one month prior the examination date. This is to enable the scripts to be disseminated to the outer islands one week prior to the examination date and exceeding the 95% goal.

4. Cost:

Production of all outputs within budget allocated at 1st July.

Refer to Curriculum Development Unit target.

c. Activities in 2007:

- *National Examinations:* Secondary Examination Entrance (**SEE**), Form Two Common Examination (**F2CE**) and Tonga School Certificate (**TSC**) were held in the last quarter of the year.
- *Regional Examinations:* Pacific Senior School Certificate (**PSSC**) and South Pacific Form Seven Certificate (**SPFSC**) were also conducted during this quarter. These two examinations are administered by South Pacific Board for Educational Assessment in which the Exams Unit is responsible for its operation in Tonga.

SUBPROGRAM 04: SCHOOLS and CULTURE

a. Universal Basic Education (Primary Services)

Universal Basic Education or Primary Services offer quality basic education for six years from Class 1 to Class 6 with the view to be expanded to include Forms 1 and 2. The division is under the responsibility of the Deputy Director of Education (Schools). There are eleven subprograms of this division which include: Administration, School Inspection, Primary School Services, Tonga Side School, M.V. Pako, Improve Primary Education, Extend UBE to 8 Years, Grant System For Forms 1 & 2, Teacher Upgrading and Conditions of Service, Early Childhood Education and Special Education.

OBJECTIVES:

- To ensure that all children in all parts of Tonga, irrespective of geographical location, economic and social statuses, have equal access to quality education, equal opportunities to succeed within the system, and in the long term equitable shares in the rewards of the larger society.

Primary Education concentrates on the following key strategies:

- Upgrading the quality of leadership in schools and the effectiveness and efficiency of educational management and administration at all levels, which would include a quality control management system, within the schools themselves and at the different levels.
- Upgrading teachers' competencies by upgrading their professional qualifications and training, educational level and attitudes and upgrading the other human resources of the Division to meet the evolving needs of Education today and in the long-term.
- Upgrading the quality and relevance of curriculum programs to meet the needs of all students and all schools, particularly in the core areas of Language, Mathematics, and Environmental Science, which include upgrading the quality and quantity of classroom resources and teacher support materials, such as reading books and basic equipment.
- Upgrading teachers' and students' competencies in the two languages of education: Tongan and English.

The above strategies are supportive of the SDP8 goal to "Improve education standards" and objectives to;

- improve equitable access to and quality of universal basic education for all children in Tonga up to Year 8 (Form 2)
- improve access to and quality of post-basic education and training to cater for the different abilities and needs of students
- improve the administration of education and training so that the quality for educational performance is enhanced

PERFORMANCE TARGETS

Quantity

Number of Government schools providing primary education <= 100
Average number of students per primary school <= 125

There are 125 schools in Tonga where 112 (89%) is owned by government and the remaining 13 schools (11%) are managed and operated by mission churches. The following Table shows the number and distribution of Government Primary Schools of which exceeds the target by 12 schools.

Table A : 7 Number of Government Schools providing Primary Education

District	Tongatapu	Eua	Ha'apai	Vava'u	Niuafo'ou	TOTAL	
No. of Schools	51	6	19	31	3	2	112

Primary Education is by law compulsory from age six to fourteen. Schools are therefore established on every habitable island in Tonga, where there are children of compulsory school age regardless of the number of students attending to ensure that every child in Tonga have access to quality education irrespective of the isolation of location.

The average number of students per Primary School is 137 which exceed the aimed target by 12%. *Tables B 15,17-19 of the Annexes, pages 62-65* show details of the total enrolment of students at Primary School level and the total number of schools by authority.

Quality

Proportion of primary school students attending Government primary schools <= 85%

Enrolment at the primary education level is compulsory. 15,390 students attended Government Primary Schools and a total of 1502 students attended Mission Primary Schools, registering a total primary enrollment of 16,892. As can be seen from the table below, 91.1% of the total number of students attending primary school level attended government schools surpassing the set target by 7%.

Table A : 8 Government Primary School Enrolment By Gender

EDUCATION SYSTEM	MALE	FEMALE	TOTAL	FEMALE %	% of Grand Total
Government	8152	7238	15390	47	91.1

Secondary Entrance Examination (SEE)

The annual Secondary Entrance Examination was held on 3 & 4 October. Class 6 students at Tonga Side School however, did not take part in the examination because the school has its own Forms 1 and 2. Selection for secondary schools for these students was carried out at the end of Form 2 after they sit the Form 2 Common Examination.

A total of 2926 Class 6 pupils sat the Secondary Entrance Examination in 2007, The distribution of candidates by district and by gender are detailed in the *Annexes Tables B4 and B6, pages 56-57*.

The number of students repeating Class VI decreased by 13% from the previous year. Further details on repeaters and SEE results are shown in the *Annex Tables B5 page 57*.

Timeliness

Recruitment of approved teaching staff within 6 weeks of identified need <= 95%

The Ministry conducted its preparation of the staffing exercise for 2007 in Term 3 of 2006, and the needed teaching staff for all the primary schools in 2007 were identified, approved and processed for recruitment before the 2007 school year commenced. Teachers were notified of any changes before the end of the 2006 academic year.

Cost

Production of all outputs within budget allocated at 1 July.

The division budget accounted for 71.80% percent of the Ministry's budget taking the largest share compared to the other divisions. 94% percent of this budget was on salaries alone and 6% on services. And, given this share it was difficult to achieve the target and may not be applicable. (*Table A: 1* has details of the Ministry's budget.)



Vava'u Side School



GPS Liviela, Vava'u



FWPS Nomuka, Ha'apai

b. Post-Basic Education (Secondary Education)

BACKGROUND

This division is responsible for the development, maintenance and implementation of good quality, internationally recognized educational programs at the secondary level of education.

The main sub-programs of the division comprise of Secondary Administration Service, School Inspection, Staff Development, Tonga College, Tonga High School, Niatoputapu High School, Vava'u High School, 'Eua High School, Niuafou'ou High School, Ha'apai High School, Alternatives for Education After Form 2, Teacher Upgrading and Conditions of Service, Technical and Vocational Training and Self – Managing Schools.

OBJECTIVES

To provide and further develop the quality of Secondary School Education for all secondary school age children in the Kingdom.

The above supports the SDP8 goal to “Improve education standards” and objectives to;

1. improve equitable access to and quality of universal basic education for all children in Tonga up to Year 8 (Form 2)
2. improve access to and quality of post-basic education and training to cater for the different abilities and needs of students
3. improve the administration of education and training so that quality educational performance is enhanced

PERFORMANCE TARGETS

Quantity

Number of Government Secondary Schools providing Secondary Education <=8

Average number of students enrolled per Government secondary school <=300

The division continued to manage 7 middle schools and 7 major Government secondary schools, with 2 in Tongatapu, and 1 each in Vava'u, 'Eua, Ha'apai, Niatoputapu and Niuafou'ou. The table below shows the enrolment of these schools, with an average of 523 students enrolled and exceeding the aimed target of 300.

Table A : 9 Average No. of Students Enrolled per Government Middle and Secondary School

School	Male	Female	TOTAL
1.Tonga High Sch.	428	695	1123
2. Tonga College	1200	0	1200
3. Tonga Side Sch	144	185	329
4.Talafo'ou Mid Sch	89	131	220
5. Middle Schs V,L,H,K,N	220	248	468
6. 'Eua High Sch	224	297	521
7. Vava'u High Sch	304	441	745

8. Niuatoputapu High Sch	92	70	162
9. Niuafu'ou High Sch	51	48	99
10. Ha'apai High Sch	162	209	371
TOTAL	2914	2324	5238
Average Enrolled per school	523		

Quality

Percentage of government schools' students qualified at the Tonga School Certificate Examination and Pacific Senior School Certificate Examination <=50%

As shown in the following tables, the percentage of students in government schools' that qualified, exceeded the targeted 50% in TSC Examinations by 13.5%. The percentage for PSSC Examination was 45% and the SPFSC Examination was 47%, thus not achieving the set target of 50% but improved compared to 2006 result. The results of the three national exams (SEE, F2 National Exam, TSC), are provided in *Tables B6, B7 and B8 of the Annexes, pages 57-58.*

Table A : 10 Tonga School Certificate Examination (TSC)

School	No. Sat	No. and % of Qualified
1. Tonga High Sch.	248	197 (79)
2. Tonga College	177	75 (42)
3. 'Eua High Sch	83	40 (48)
4. Vava'u High Sch	134	88 (66)
5. Niuatoputapu High Sch	29	22 (76)
6. Niuafu'ou High Sch	10	9 (90)
7. Ha'apai High Sch	56	35 (63)
TOTAL	737	466 (63)

Table A : 11 Pacific Senior Secondary Certificate Examination (PSSC)

School	No. Sat	No. and % of Qualified
1. Tonga High Sch.	185	94(51)
2. Tonga College	124	35(28)
3. 'Eua High Sch	73	28(38)
4. Vava'u High Sch	118	64(54)
5. Ha'apai High Sch	57	32(56)
TOTAL	557	253(45)

Table A : 12 South Pacific Form Seven Certificate (SPFSC) Examination

School	No. Sat	No. and % of Qualified
1. Tonga High Sch.	114	56(49)
2. Tonga College	37	8(22)
3. Vava'u High Sch	17	13(76)
TOTAL	163	77(47)

Timeliness

Recruitment of approved teaching staff within 6 weeks of need being identified. <=90%

The Ministry conducted its preparation of the staffing exercise for 2007 in Term 3 of 2006, and the needed teaching staff for all the secondary schools in 2007 were identified, approved and processed for recruitment before the school year commenced. The teachers were notified of any changes before the end of 2006 academic year.

Cost

Production of all outputs within budget allocated at 1 July.

This Program, combined with UBE and Culture was allocated \$16,392,431.00 of which was mainly utilized on salaries (92%) and services with 8%. (refer Table A:1)

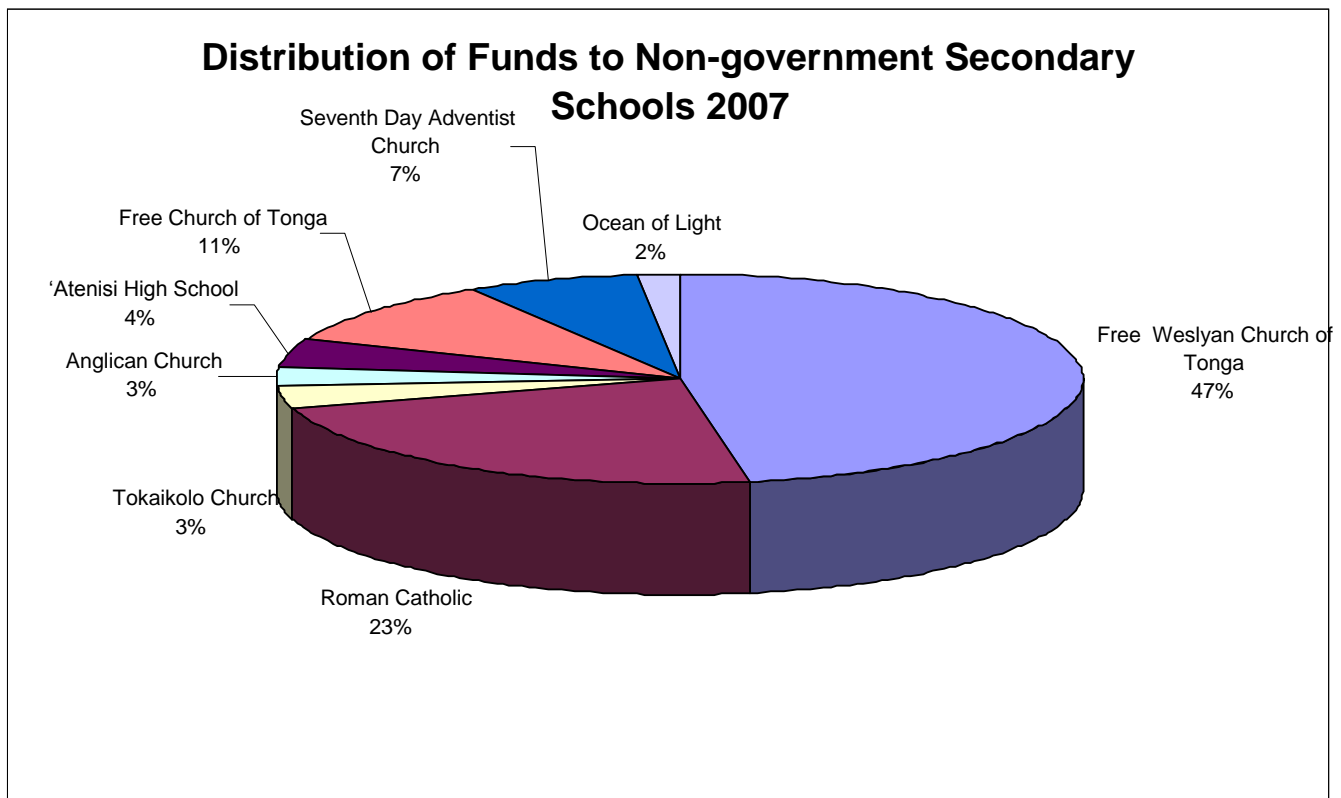
The government has largely contributed in maintaining its good working relationship with other educational authorities in the Kingdom. In 2007 the Ministry continued to administer the annual grant to non-government schools. A total of 1,360,600 was distributed to non- government secondary school systems throughout the country with the exception of the Latter Day Saints secondary schools.

Table A : 13 - Distribution of Funds to Non-Government Secondary Schools

Education System	2005(\$100 per head)		2006(\$200 per head)		2007(\$200 per head)	
	Amount (T\$)	%	Amount (T\$)	%	Amount (T\$)	%
Free Wesleyan Church	283,900	45.8	574,300	46	642,400	47.2
Roman Catholic Church	163,500	26.4	317,600	26	317,800	23.4
Tokaikolo Church	328,000	5.3	60,000	5	46,200	3.4
Anglican Church	33,100	5.4	59,200	5	36,200	2.7
'Atenisi High School	NIL	NIL	NIL	NIL	60,000	4.4
Free Church of Tonga	49,600	8	128,400	10	142,200	10.5
Seventh Day						

Adventist Church	56,600	9.1	89,100	7	91,400	6.7
Ocean of Light	NIL	NIL	17,600	1	24,400	1.8
Total	619500	100	1,246,200	100	1,360,600	100

Figure 5: Distributions of Funds to Non-government Secondary Schools 2007



SUBPROGRAM 05: POST SECONDARY & HIGHER EDUCATION

BACKGROUND

The major sub-programs of the division include the Community Development and Training Centre (CDTC) which also oversees the Tonga Institute of Higher Education (TIHE), and the Tonga Institute of Education (TIOE).

OBJECTIVES

The division continued with two broad objectives in 2007.

- To improve and enhance teacher training
- To improve the quality of existing higher education training and explore the use of open learning to help with post-compulsory training through access to learning for development

Both objectives link to the SDP8 national objective to achieve a “Well-educated and skilled labour force and a healthy population.”

The following sections will report against the Performance Targets established for the division according to the four (4) categories of the performance measures established in the budget.

PERFORMANCE TARGETS

Quantitative Targets

<= 5 post-secondary institutions in Tonga

<= 500 students enrolled in post secondary and non-formal education in Tonga.

Since July 2006, there are now only two (2) higher education institutions remaining within the Ministry. They continued to offer eleven (11) qualifications. This included a total of 2 qualifications at TIOE (2 Diplomas) and 9 qualifications at CDTC/TIHE (2 Certificates in IT, 2 Diplomas in IT, 1 Certificate in Accounting, 1 Diploma in Accounting, 1 Certificate in Media & Journalism, 1 Diploma in Media & Journalism and 1 Bachelor of Business Studies, under a twinning arrangement with the Open Polytechnic of New Zealand (TOPNZ).

A total of 689 students at the Post Secondary Education in 2006 saw a decrease to 534 in 2007. This was due mainly to drop outs during the year and a lot also moved on to other institutions in Tonga or overseas.

Table A: 14 Enrolment at the Post-Secondary & Higher Education Division 2006 & 2007

Institution	Total roll in 2006	Total roll in 2007
1. TIOE		
Diploma in Education (Primary or Secondary)	269	255
2. Tonga Institute of Higher Education & CDTC		
Certificate/Diploma in Computer Science/IT	223	149
Certificate/Diploma in Accounting	154	114
Certificate in Tourism & Hospitality	37	11
Bachelor of Business Studies (CDTC-Open Polytechnic of NZ)	7	5
GRAND TOTAL	689	534

Quality

<= 20% of graduates from post-secondary and non-formal education obtain employment within 3 months of completion.

Refer to section on 'Delivery of Post-Secondary & Higher Education Qualifications' (Subprograms) next page

Timeliness Targets

***80% of all correspondence and documents are processed within 5 days of receipt.
95% of all courses commence on time.
95% of all courses proceed according to a scheduled timetable.***

Monthly meetings with Principals of TIOE & TIHE throughout the course of 2007 ensured the Division was able to meet and achieve the timeliness targets.

Most of the correspondences to the respective institutions were responded to within the five days of receipts. For those that required longer period for appropriate responses, early responses were made indicating the time-frame required. All courses started on time and proceeded as scheduled by the Ministry for each academic year.

Cost Target

Production of all outputs within budget allocated at 1 July

The production of the division outputs and achievements beyond targets outlined above caused a real challenge and the cost target may not be applicable to the division. Post-Secondary & Higher Education budget allocation for 2007/2008 was \$2,445,700 (10.71%) of the Ministry's budget. Details can be found in Table A:1

Delivery of Post-Secondary & Higher Education Qualifications

The Principal for CDTC, 'Isikeli Oko, was awarded an NZAID scholarship to study in New Zealand for 2 years. Hon. Siatukimoana Vaea assumed Acting Principal of CDTC as well as her own responsibility for CEO (TIHE).

TIHE & COMMUNITY DEVELOPMENT & TRAINING CENTRE (CDTC)

The following programs were offered in 2007

1. Certificate in Information Technology/Systems
2. Diploma in Information Technology/Systems
3. Certificate in Computer Science
4. Diploma in Computer Science
5. Certificate in Accounting
6. Diploma in Accounting
7. Certificate in Media & Journalism
8. Diploma in Media & Journalism
9. Bachelor in Business Studies (by distance) – Open Polytechnic, NZ

Co-ordinators of the various program

1. Information Systems & Computer Science – Saipalesi Unu & Polata'ane Tapueluelu
2. Accounting - Manu 'Akau'ola & 'Ana Veikoso
3. Media & Journalism – Tu'ifua Takapautolo
4. Bachelor of Business Studies – Hon. Siatukimoana Vaa

A total of 534 students enrolled for the above programs.

Orientation to all programs was held on Friday 2nd February and Registration for all programs was held on the 31st January & 1st of February. Semester 1 began for all the programs on February 5th with a one week Mid-Semester break from March 26-30. Semester 1 resumed on 2nd April and ended on the 18th May. Study week continued from the 21st – 25th May. Semester 2 started on the 2nd July, mid-Semester break on the 20th-24th August, Semester 2 ended on 12th October, study week from the 15th – 19th October,

Staff:

There were 10 established staff as well as 2 JICA volunteers. Daily paid labourers totaled to 3. Teaching staff were mainly part-time, hired on contact on an hourly basis. The best available instructors on different specialized areas were recruited to the programs. Teaching Staff is given hereunder

Table A: 15 IT TUTORS - 2007

#	Name	Qualification	Subject Areas	# Years at TIHE	Prior Experience	Courses
1	Albert Cocker	BSc. Maths & Computer, USP, Fiji	Computer Science and Math	1	No Teaching Experience	IT 141
2	Havea Fonua	BCompSci, University of Wollongong, Australia MDigComm, Monash University, Australia	Computer Science	3	2 years at TIHE	IT 151 IT 152 IT 142
3	Edwin Liava'a	BSc. Computer Science and Information Systems, USP, Fiji	Computer Science	2	1 year at TIHE	IT 141 IT 151 IT 254 IT 255
4	'Osaiasi Paea	B.S. Mathematics and Physics, USP, Fiji	Mathematics	1	4 Years at secondary level	IT 131
5	Sofilisi Hingano	B.Sc. Mathematics (Auckland Uni.) MSc (Victoria Uni.)	Mathematics	1	11 Years in Secondary Schools & 2 years at TIOE	IT 131 IT 233 IT 235
6	Failo Taufa	BA Maths/Physics (Auckland Uni.)	Mathematics	1	15 years at secondary schools level as well as University level	IT 131 IT 233 IT 235
7	Siosuia Fonua	BSc. Computer Science, Victoria Uni. NZ. Cert. Adult Teaching, Whitihera Polytech, NZ	Computer Science	2	4 Years in Secondary School, 3 Years in Tertiary Level	IT 151 IT 142 IT 256
9	Taniela Fusimalohi	B.A M.A	Principles of Management	8	7 Years at TIHE	IT 262
10	Vahe'a Falemaka	B.A Dip. Education	Professional Communications	6	7 Years at TIHE	IT 161 IT 162
11	Saipalesi Unu	Dip. Education	Computer Science	3	3 Years at TIHE	IT 141 IT 244

Table A: 16 Accounting Tutors, 2007

#	Name	Qualification	Subject Areas	# Years at TIHE	Prior Experience	Courses
1	Tevita Ma'u	BA,MBA (USP)	Accounting	1	15 years at secondary schools	Financial Accounting Application 2
2	Manu 'Akau'ola	BA (USP)	Accounting	2	14 years at secondary schools	Budgeting
3	Mele Tonga 'Alatini	BA (NZ)	Accounting	1	2 years at TIOE	Business Economics
4	Vaopina Kailahi	BA (NZ)	Accounting	2	8 years at secondary schools & 2 years at TIOE	-Workplace Document -Office Taxation Procedures -Computerised Accounting -Management Accounting Applications
5	Kavamone Fisi'ihoi	BA, MBA (USP)	Accounting	2	8 years at secondary level	Accounting to Trial Balance Accounting Basic Reports
6	Fekita Fungalei	BA (USP)	Accounting	1	5 years at secondary level	-Computerised Accounting -Advanced accounting Spreadsheet
7	'Ofa Pouono	BALLB	Law	1	8 years at Crown Law Office 3 years as an independent law practitioner	-Company Law -Business Law
8	'Osaiasi Paea	BSc(USP)	Maths	1	4 Years at Secondary level	-Business Mathematics -Business Statistics
9	Maika Haupeakui	BA(USP)	Accounting	3		-Management Accounting Principles -Internal Control
10	Lata Tangimana	BA(USP)	Accounting	5		-Taxation Law -Company Account

Table A: 17 Media & Journalism Course Tutors, 2007

#	Name	Qualification	Subject Areas	# Years at TIHE	Prior Experience	Courses
1	Pesi Fonua		Journalism	1	Own Vava'u Press & Matangi Tonga	Values & Ethics Investigative Journalism
2	Taina Kami Enoka	BA-Journalism (NZ)	Journalism	1	Run own editorial-Tonga Woman	Research Basic News Writing
3	Laumanu Petelo	Certificate in Broadcasting/Programming and Media	Journalism/Broadcasting Programming	1	Over 30 years at the Tonga Broadcasting Commission (TBC)	Values & Ethics Investigative Journalism
4	Nanise Fifita	BA-Journalism (Australia)	Journalism	1	Over 20 years at the TBC	Basic News Writing
5	'Ofa Guttenbeil Likiliki	BA, MA Journalism (NZ)	Media	1	Over 5 years at TBC, over 5 years freelancing	Grammar Research
6	Monalisa Palu	BA (USA)	Public Relations	1	Over 5 years working on a contract basis with TBC FM station	Grammar Research
7	Siaosi Lavaka		Media	1	Worked for ABC (Canberra) Over 15 years with TBC	Civics

Subjects taken:

Subjects offered differed across the programs, but each program followed the same prescribed courses.

ACTIVITIES

Exams:

Final exam for Semester 1 took place from the 28th May to the 8th June.

Final exam for Semester 2 took place from the 22nd October – 2nd November.

The graduation ceremony for all courses was held on Thursday December 6th

MEETINGS/WORKSHOPS

- April 11th – 13th Deputy Director (PSE) attended a workshop for the Regional Qualifications Register in Suva, Fiji
- May 21st – 29th Dr Martin Grinstead's last input to the Tonga National Qualifications & Accreditation Board
- Aug. 13th – 15th Deputy Director attended a Pacific Regional workshop on Capacity Building for Open Education Resources (OER) funded and run by COL
- Aug. 29th – 5th Sept. Deputy Director worked with 2 Consultants from UNESCO, Dr. Molly Lee and Professor Lyn Meek, on a MEWAC request to undertake further National consultation for the strengthening of higher education in Tonga

TONGA INSTITUTE OF EDUCATION (TIOE)

MISSION: To nurture quality teachers for Tonga

OBJECTIVES:

The Institute's main objectives were:

- To equip students with the essential tools so that they become experts in their chosen teaching areas.
- To model and encourage the use of strategies that promotes effective delivery through creative, relevant and practical teaching.
- To promote effective usage of available resources (both human and material) to produce maximum expected outcomes in academic and non-academic activities.
- To encourage the use of English as the medium of instruction and communication in all courses except Tongan Studies and at the Institute.
- To create and encourage a positive healthy working environment which is conducive to teaching and learning for both lecturers and student teachers.
- To promote high quality teaching and learning by both staff and students.
- To train, promote and encourage the values acceptable to society amongst lecturers and student teachers e.g. Honesty, reliability, patience, tolerance and Perseverance.
- To encourage full and diligent participation amongst staff and students in all academic and extra-curricular activities.
- To continue to develop and implement policies and procedures for quality management assurance.
- To strengthen the school experience program by coordinating strong links between TIOE lecturers, CDU, associate teachers and Primary and Secondary Divisions.
- To continue to review and upgrade the existing academic program in order to:
 - prepare for accreditation processes with other teacher education institutions overseas
 - to meet the needs of the country e.g. Pre-school and Distance Education.
- To promote continuous professional development for:
 - Administrators / lecturers, through in-service training, attachments and further studies.
 - Student teachers through exchange schemes with other teacher training institutes, attachments with CDU, EU and Field Officers especially for serving teachers).
- To foster a culture of research and scholarship.
- To develop an awareness of the social / cultural context of Tongan in teaching.
- To promote the active involvement of both lecturers and student teachers in research development within their departments.

STAFF

The TIOE was allocated 24 staff members which comprised of the following:

1 Principal, 2 Deputy Principals, 4 SL, 1 ASEO, 2 EO, 8 ATG, 1 ATD, 1 Computer Operator Grade III, and 1 specialist teacher.

Volunteers

- Tomoe Asaga teaching Japanese Language and she finished her tour of duty in December. She was replaced by Noriko Tsubota
- Miki Masudome teaching Zoroban
- Daigo Kajiwara to teach Physical Education.
- Tamami Masujima teaching Music

Part-timers:

Sione Kupu, Simon Beatty
Nonga Soakai, 'Oto Misi, Samuela Matakaiongo

The Tonga Institute of Education continued to work towards MOE established performance targets.

PERFORMANCE TARGETS

Quantity Targets

<= 5 post secondary institutions in Tonga.

TIOE is still one of the 5 post secondary institutions in the Kingdom

<= 500 students enrolled in post secondary and non-formal education in Tonga.

TIOE had a student roll of 255

Quality Targets

<= 20% of graduates from post-secondary and non-formal education obtain employment within 3 months of completion.

63 students who finished from TIOE in 2007 had completed the requirements for the Diploma in Education. Most are still waiting for employment

Timeliness Targets

80% of all correspondence and documents are processed within 5 days of receipt.
95% of all courses commence on time and proceed according to a scheduled timetable.

TIOE worked very hard to meet this timeliness target at all times. The bulk of the correspondences were dealt with within the specified time.

All courses commenced on time during the first semester.

All courses proceeded according to the scheduled timetable.

ACTIVITIES

Table A: 18 Staff Development and Training Courses

All staff	In-house staff development exercise on Quality Management System documents & reviews, school experience booklet and review and teaching strategies
All staff	Sessions with CDU officers on curriculum review and proposed Curriculum Framework
Liuaki Fusitu'a	Attended workshop on teacher standards in Beijing, China in June
Sela Teisina	Attended workshop on status of teachers (focusing on Pacific Island teachers), funded by IOE, held in November
Sela Teisina	Attended workshop on Teacher and Education in the Pacific, funded by IOE, held in December

2. *Program Development and Evaluation*

A new course on Inclusive Education to cater for the growing demand to train teachers on Inclusive Education was incorporated into the TIOE's courses offered in 2007 and a 1 Year Certificate on Early Childhood Education (ECE) was conducted for all the current teachers of the ECE providers throughout Tonga. This was made possible through the financial help of the Pacific Regional Initiative for the Delivery of Basic Education (PRIDE) and the Tonga Education Support Program (TESP).



Tonga High School

Part III

PROGRAM 2: DEPARTMENT OF WOMEN AFFAIRS

SUBPROGRAM 01: OFFICE OF WOMEN AFFAIRS

Introduction

This report covers the implementation of the Annual Management Plan [AMP] for 2007 for the Women's Affairs of the Ministry of Education, Women's Affairs and Culture. The AMP for 2007/2008 has 5 objectives with outputs and activities.

Performance Standards

The performance standard is provided by outlining the objectives in the Management Plan, the relevant outputs required to achieve each objective, and the achievement or under achievement of the activities required to produce each output.

Objectives and Outputs

OBJECTIVE 1 - To efficiently coordinate and implement the *National Policy on Gender and Development [NPGAD]* so as to strengthen and enhance the institutional mechanism for the advancement of women

Output 1.1: Implementation of the National Policy on Gender and Development established

Activity 1.1 - Designation of Gender Focal Points, Review of the NPGAD & Submission of proposals to Donors for funding consideration.

Status: Planning of GAD Policy priorities and seeking of donors are in progress.

Outputs 1.2: Public education on the Convention of the Elimination of All Forms of Discrimination Against Women [CEDAW]

Activity 1.2 - National Summit of the National Policy on GAD

Status: Pending UNDP funding commitment for CEDAW activities in the Gender Policy and refining the Work Plan on CEDAW with NGO Implementation Partners Langafonua / Catholic Women's League [CWL] / Civil Society Forum Tonga [CSFT].

Outputs 1.3: Reporting on Tonga's implementation of international Commitments such as the Beijing Platform for Action [BPA], the Commonwealth Gender and Development Plans of Action, Pacific Platform of Action [PPA] & the Millennium Development Goals [MDGs].

Activity 1.3 - Consultation Workshops and Tabulation of Information and Statistics on the implementation of above International Commitments

Status: A Plan of Action has been developed by the Women's Affairs and a Chairperson [Langafonua Technical Advisor Mrs. Tuna Fielakepa] was elected by the Committee to overlook the implementation of the

Plan, with the Women's Affairs providing the Secretariat. The Women's Affairs is awaiting funding consideration to meet the costs of implementation.

OBJECTIVE 2 -To improve networking, collection and dissemination of information on women's issues at national, regional and international level.

Output 2.1: Quarterly provision of up to date information on Tongan women's activities in Tonga and abroad

Activity 2.1 - Compilation of information on women's activities, WDC staff, Women in Tonga and from publications.

Status: The publication of the WINFO Newsletter and the update of the Women's Affairs Website are pending on human resource constraint.

Output 2.2: Up to date information on the internet on activities coordinated by the WDC on women and gender locally and abroad

Activity 2.2 - Training of Officer on website design and development & Compilation of information of women's activities, WDC staff, Women in Tonga and from publications.

Output 2.3: Database on women's participation in all spheres of development in Tonga

Activity 2.3 - Update Efficient Management of Database

Status: Government committed to strengthening the collection of data at the Beijing+10. We are therefore reviewing our current database and updating Women in the Civil Service and in other sectors such as health and education. A broader strategy to implementing this commitment is currently being developed.

Output 2.4: Development and Update of WDC Website

Activity 2.4 - Training of Officer on Website Design and Development

Status: Pending on human resource constraint.

OBJECTIVE 3 - To efficiently provide secretariat services to the National Advisory Committee on Gender and Development [NACGAD] and the effective representation to intergovernmental meetings at the regional and international level as well as to local stakeholders

Output 3.1: Multi-sectoral response to women's development

Activity 3.1 - Conduct of scheduled meetings as approved by chairperson with accurate minutes and efficient action on matters arising.

Status: pending on human resource constraint.

OBJECTIVE 4 - To facilitate the coordination and implementation of Community, Non-Government Organisations [NGOs], Civil Society Organisations [CSOs], Academic, Faith based and Private Sector programs, and activities on women, gender and development nationally, regionally and internationally.

Output 4.1: Strengthened Women NGO Networks & Empowerment of Women's Groups

- As Chair of the Centre for Women and Children Advisory Board, the Deputy Director held meetings and consultations with the Board and stakeholders of the Centre ten times in 2007. Half of these meetings were to address the review of the human resources and administrative issues of the Centre to be in line with their policy of the Centre's operations donor – NZAID. It is satisfying to note, that the outcome of these consultations fulfilled the requirements of NZAID.
- As national coordinator for the celebration of International Women's Day, the WA's initiated the designation of an International Women's Day Planning Committee [IWDPC], which consisted of representatives from the private sector, the church, women NGOs, youth and diplomatic corps and met four times in preparation. The celebration of IWD brought together stakeholders ranging from secondary schools, women in the community, Ministers, Diplomatic Corps and Public Servants. The theme for 2007 was "Ending Impunity for Violence Against Women and Girls". HRH Princess Latufipeka was guest of honour, the Honourable Minister for Justice was keynote speaker, and winners of secondary school essay competitions presented their essays as part of the programme, based on the theme. There was also an exhibition of women's work. Donors and sponsors of the event included; Australian High Commission, People's Republic of China, New Zealand High Commission, Westpac Bank of Tonga, Tonga Communication Corporation, TRANSAM, Fund Management Ltd, British and American Tobacco, Air New Zealand, Vava'u Press and the Prime Minister's Office.
- Technical assistance provided to women's groups, resulted in one of the groups' (Matangalilo Women's Group) successful launch and opening of their new handicraft shop at the Captain Cook landing place, 18th December by HRH Prince Mailefihi. This follows the GAD Policy of Gender and Economics and encouraging local talents such as handicraft making to generate income for the community. Main funding was received from the New Zealand High Commission and also from the Tonga Visitor's Bureau.

Activity 4.1 - Needs Assessment Consultations & Meetings with Women NGO Groups for Project Development

Status: The Women Affairs coordinated the following trainings for women in business and women who are interested in setting up businesses to promote entrepreneurial activities and skills.

July 19 – 20: Micro-Business Training for Women in Tonga

This 2 day workshop was coordinated and conducted by Langafonua in-collaboration with Women Affairs. The objective of this training is to empower women in the communities and NGO's who are planning to put up businesses by assessing their competencies as entrepreneurs. Target outcomes of this training included the following; unlocking of entrepreneurial competencies where participants assesses their personal entrepreneurial competencies, strengths and weaknesses, resources and personal values, matching of person with project where participants generate, screen and select project ideas in comparison with their entrepreneurial competencies, resources and personal values. In addition participants can also be able to plan out her selected project in marketing, production, organization and finance aspects.

August 27 – 31 & September 17 – 28: Training of Entrepreneurs in the South Pacific region – SPC CETC/COMSEC Project

The objective of this training is to work together to promote the shared visions and goals to promote entrepreneurial activities and skills throughout the region. The outcome of this project was very successful with two trainings being conducted with the 1st intake for the 27 – 31 August, 2007 and 2nd intake for the 17 – 28 September 2007. The trainings drew in a keen mix of existing entrepreneurs, youths and women. At the end of the trainings participants were able to develop a business plan that is viable to bankers.

OBJECTIVE 5 - To efficiently administer the Women's Affairs and to build partnerships with development partners, donor governments, local, regional and international stakeholders.

Output 5.1: Efficient Administration of WDC & Provision of Quality Service to Stakeholders

Activity 5.1 – Representation and Participation for WDC in Meetings & Trainings

- The Women Affairs continued to coordinate the national consultations [6] for Tonga's participation in the 10th Triennial Conference on Pacific Women and 3rd Ministerial Meeting on 27 May - 1st June, 2007, Noumea, New Caledonia, and the Commonwealth 8th Women's Affairs Ministerial Meeting, 11 – 14 June, 2007, Munyonyo, Uganda, and the Committee met 5 times prior to the development of the report and for the coordination of Tonga's participation. Tonga was also represented at the "Preparatory Meeting of Commonwealth Heads of National Women's Machineries to Plan the 8WAMM" in New York. The outcome of these consultations was Tonga's contribution at the meetings which was the national status reports on Tonga's implementation of the Revised Pacific Platform for Action and the Commonwealth Plan of Action on Gender and Development. Issues at the triennial Pacific women's meetings included securing support for Tonga's ratification of CEDAW, technical assistance for Tonga's women parliamentary candidates for 2008 elections, confirmation of Tonga as host to the 11th Triennial Conference on Pacific Women, building closer partnerships with CSOs, NGOs and Development Partners and for Violence Against Women project initiatives. Issues at the Commonwealth Meeting included; strengthening of national women's machinery, promoting peace and democracy, violence against women and girls, importance of intergovernmental bodies, associations and CSOs and support for an independent UN entity for gender equality and women's empowerment.

On the 19th December 2007, a debriefing for stakeholders on these two meetings were conducted by the Women Affairs in collaboration with the Langafonua National Council of Women and the Association of Tonga University Women.

- Women's Affairs Executive Officer participated in the Enterprise Training of Trainers (TOT) Course - CETC, Fiji, 28 November 2007. The objective of this training is to enable participants to experience what entrepreneurs go through in a Competency based Economies through Formation of Entrepreneurs (CEFE) course in identifying the course design and structures of Entrepreneurship course. Acquire training inputs and competencies to conduct New Business Creation course for potential entrepreneurs to start their business, or existing entrepreneurs to improve their business management skills. The outcome is for both participants and trainers to be able to conduct New Business Creation Course based entrepreneurship courses.
- 28-30th August, Tonga Bill of Rights Workshop by the Catholic Women's League (CWL), facilitated by the Pacific Regional Rights Resource Team (RRRT). This workshop followed support in Tonga for an expanded Bill of Rights [BoR]. It is considered that the language, style and substance of the provisions should be changed to reflect the newer ways framing human rights provisions in modern Constitutions and the development needs of modern Tonga.
- 19th December, Women's Affairs office in collaboration with the Langafonua 'a Fafine Tonga and the Association of Tonga University Women (ATUW) held a one day debriefing with key stakeholders on outcomes of meetings in Noumea and Kampala. This debriefing also included a presentation of a survey done by ATUW.

Commentary: In line with the above output, the WDC implemented the activity by participating as below:

Meetings

- **February 6:** Consultation on Strategic Plan on HIV AIDS Review, Sr Keiti Ann.
- **March 5:** Niua Women's Development Group, Ane 'Otukolo.
- **March 7:** Civil Society Forum Tonga and UNDP Consultation.
- **March 9:** UNDP Review Team.
- **April 26:** Meeting with Professor Reddy of USP on Small Businesses and Microfinance.
- **April 27:** Consultation on Tonga's proposed reservations for ratifying CEDAW: Solicitor General, Deputy Secretary Ministry of Foreign Affairs & Deputy Director Women Affairs. The proposed reservations were agreed upon by 3 members and plan was for further circulation to all Ministries for final comment prior to submission to Cabinet seeking their approval.
- **April 30:** UNDP Consultation, "Mission on Country Programme".
- **May 1:** UNDP Consultation II; UN Focus Areas; ADB Research Social Welfare & Aid.
- **May 2:** Consultation with Asia Development Fund Performance Based Allocation ; Global Environment Facility [GEF] Project Development Consultation.
- **May 23:** Commonwealth Secretariat Technical Assistance Team consultation.
- **May 30:** Breast Cancer Society Meeting.
- **June 14:** CWC Advisory Board Meeting.
- **July 13:** Meeting with facilitators for the 2 day training at Langafonua on Micro-Business for women in Tonga on 19-20 July, 2008. This meeting was to brief the program and activities of the workshop.
- **October 22:** Consultation with International Fund for Agriculture Development Pacific Rep. Steven Vete.
- **October 24:** Consultation with WHO Consultant Clare Slater on "Situational Analysis, Poverty, Gender and Human Rights
- **November 22:** Consultation with NZAID – Alison Grey – In country Training Programme

National

- **February 27:** Population Census 2006 Steering Committee Meeting
- **June 15:** Population Census 2006 Steering committee Meeting
- **June 27:** Langafonua Executive Committee meeting
- **August 20:** Langafonua Executive Committee meeting
- **October 25:** Langafonua Executive Committee meeting

International

- **March 17:** The Executive Officer participated in the 23rd International Conference of the Pan Pacific South East-Asian Women Association's (PPSEAWA), Auckland, New Zealand. Main theme for the conference, 'Women making a difference through Peace and Millennium Development Goals'. Sub-themes included the following; Achieving the Millennium Development Goals; Women's responsibilities within the Community (MGD Goal 3); Local to global partnerships for development (MGD Goal 8); Youth: Locally and Globally; Living in harmony; Women sharing culture; Women making a difference
- **May 27 – June 1:** The 10th Triennial Conference on Pacific Women and 3rd Ministerial Meeting was held in Noumea, New Caledonia 2007, delegation was led by the Deputy Director of Women Affairs and included the following delegates: Acting Senior Education Officer, Principal Economist, Ministry of Finance and Central Planning and observers from Langafonua National Council of Women, Catholic Women's League and Legal Literary Project.
- **June 11 – 14:** The Commonwealth 8th Women Affairs Ministerial Meeting was held in Uganda. The delegation to the meeting was led by the Director for Education, Women Affairs and Culture and Principal Economist from Ministry of Finance and Central Planning.

Commentary: The provision of efficient service to stakeholders by skilled staff was satisfactorily implemented through mentoring network between the staff and through trainings and meetings that they had participated in.

Human Resources

A challenging year regarding human resources in the division. The division is headed by a Deputy Director and in 2007, there were 2 professional staff [Acting Senior Education Officer – level 8 and Senior Executive Officer - level 9, and 2 support staff – Executive Officer and Computer Operator Grade II working in the division. Three staff [1 Chief Returning Officer level 7, 1 Systems Analyst level 7, and 1 Computer Operator Grade II] were transferred to the Women Affairs Division from the Prime Minister’s Office on the 22nd of January 2007. Only the Computer Operator Grade II resumed duty in the division with the other two, mainstreamed into other divisions of the Ministry. The Deputy Director took the 1 month maternity leave and special leave from June – August and resumed in September 2007. The One Assistant Secretary is on her second year of Study Leave 2006 – 2007 in Japan) and the 1 Senior Executive Officer resumed duty on March 2007. On duty through out 2007 was the Executive Officer.

Future Outlook

The Women Affairs is optimistic it can continue to implement her role as coordinator of women’s programmes and activities in Tonga, and with their role in successfully coordinating the participation of Tonga in the 10th Triennial Conference on Pacific Women and 3rd Ministerial Meeting on 27 May - 1st June 2007 in Noumea, New Caledonia, and at the 8th Commonwealth Women’s Minister’s Meeting, 11 – 14 June 2007, Kampala, Uganda, Tonga has set herself up on par with developing countries in their commitment towards improving the status of women at the national, regional and global levels. She will continue to build partnerships with other Government Agencies, NGOs, CSO’s and developing partners to enable her implementation of programmes in line with the SDP8, the National Policy on Gender and Development, Corporate Plan and Annual Management Plans.



Opening Ceremony, NGO Consultation

PARTNERSHIP WITH KEY STAKEHOLDERS

NON-GOVERNMENT EDUCATION SYSTEMS

The continued co-operation and goodwill existing between Government and Non-Government education authorities remains the cornerstone of the National Education System. The Ministry of Education, Women Affairs and Culture is grateful to Non-Government education authorities for their continued assistance and contribution to national educational developments. That is, not only academically but also in extra-curricula activities, such as sporting and cultural events, which have for many years, been developed in a spirit of close partnership and mutual understanding.

In 2007, cordial relations have been maintained and strengthened in a number of ways:

Government and Non-Government education authorities meet at least twice a year in the Advisory Council of Education, which was established based on the 1974 Education Act. In this Council they discuss major policy issues and directions particularly those relating to changes in the curricula and examination prescriptions. This is further supported through regular dialogues in Principals' meetings, Curriculum Writing Teams, Examination Moderators, and other activities for which the assistance and expertise of Non-Government education authorities are often needed.

Non-Government schools continued to follow the prescriptions, syllabi and curriculum materials developed by the Curriculum Development Unit in 2007. They also collaborated in the external examinations administered by the Ministry of Education, such as the Secondary Entrance Examination (SEE), the Form 2 Common Examination and the Tonga School Certificate Examination (TSC). Some of them have also been responsible for administering and funding areas in education such as Early Childhood Education or Pre Schools, Special Needs and theological training.

In addition, they continued to participate in national activities/celebrations, which required or encouraged school participation such as Education Day to commemorate His Majesty's Birthday, the World Food Day program, Environmental Week, Health Week, as well as sporting and cultural events. Government assistance to Non-Government education authorities, on the other hand, comes in various forms. The most visible one is the Direct-Financial-Aid scheme which required Government to pay T\$200 per head, calculated on the enrolment of each school by 31st March. *Table A: 13, page 33* details the Distribution of funds in 2007, which amounted to TOP1,360,600.00 The other major form of assistance is the duty free importation privilege, which allows Non-Government education authorities to apply for duty free importation of materials and equipment intended for educational purposes. The list of such goods is generous, and although no figures are available to determine the loss of revenue to Government through this process, it could well be over a million dollars per annum.

Non-Government systems are allocated government scholarships not only in local tertiary institutions but also overseas. There were 61 scholarships offered by NZAID In-country Awards. (*refer Tables A: 2, 3 & 4, pages 14-15*) Other forms of assistance included: donation of library books and resource materials, as well as extension of invitations to schools to apply for Grant/Technical assistance from overseas donors such as Australia, Japan, New Zealand and UNESCO.

I wish to express deep appreciation for the magnificent work undertaken in education by the various Non-Government education authorities in the Kingdom. It is my sincere hope that the partnership between Government and Non-Government education systems will be maintained and further strengthened in years to come, and that no doubt, the education authorities will continue to provide the dedicated services for the benefit of the Tongan children.

Ofa Tui mo e 'Amanaki Centre, Alonga Centre

This Centre offers special education for physically and mentally handicapped members of the society regardless of age.

Early Childhood and Special Education

(Refer pages 18-19)

Primary Schools

In 2007, there were 125 primary schools, 112 Government Primary Schools and 13 Mission Primary Schools. *(Refer Annex Table B: 13 page 60)*

Secondary Schools

The majority of secondary schools in 2007 continued to be managed by non-government authorities. The government administered 7 middle schools and 7 secondary schools, non-government, 10 middle schools and 23 secondary schools.

Post Secondary

Approximately 40% of formal post secondary provision of education and training is delivered by Non Government agencies/private providers.

There are a number of Non-government providers of post secondary education that are Church, private and industry-based. They offer a wide range of courses from short courses to four-year programs, ranging from degree programs to life skills training.

Roman Catholic Education System administers three providers:-

- **St Joseph's Business College:** - provides training for school leavers and in service training to employees in the area of business, typing and secretarial work. 115 students enrolled in 2007.
- **'Ahopanilolo Technical College:** - is a vocational college which focuses on catering and hospitality. It also has a fashion and design program. There were 77 students, 21 males and 56 females.
- **Monfort Technical Institute:** - provides basic training for Year 10 (Form 4) school leavers in the areas of carpentry, automotive, painting and welding. There were 57 students in 2007

Free Wesleyan Church Education System governs five providers:-

- **Hango Agricultural College:** offers Diploma in Agriculture program to school leavers. 13 students were enrolled in 2007.
- **Sia'atoutai Theological College:** - offers study programs to school leavers and experienced adults who wish to graduate with a Diploma or Degree in Divinity, the latter in collaboration with the University of Auckland. There were about 180 students enrolled in 2007.
- **Tupou Tertiary Institute:** - offers the New Zealand National Certificate in Business Computing and National Diploma of Business in association with Whitireia Polytechnic. There were approximately 220 students enrolled.
- **Mailefihi:** - offers 2 year program leading to the New Zealand National Certificate in Automotive Engineering and the New Zealand National Certificate in Hospitality and Catering (Levels 1 & 2) – also in association with Whitireia Polytechnic. 32 students enrolled in 2007.

'Atenisi Institute/University (Privately Owned)

Post Secondary education and training can also be acquired at 'Atenisi Institute. This is a private institution, which offers Foundation for Performing Arts, and also Associate Degrees.

Non formal Provision of Post Secondary Education Training

Non-formal education and training in Tonga is offered through a range of diverse avenues. Community and continuing education courses and opportunities are offered through several providers.

- The Continuing Education section of the **University of the South Pacific** offers non-credit programs and training activities for the purpose of remedial learning, bridging, vocational training, professional upgrading and improving of people's skills.
- **Women in Development Groups**:- These groups generally do not have the capacity to deliver training, but play an important coordination role. Their emphasis is on supporting programs building capacity through vocational education and training, and in providing women with skills that help in improving their lifestyles.
- **Langafonua 'a Fafine Tonga**:- a national non-profit non-governmental organisation established in the 1950s by the late Queen Salote Tupou III. It provides basic training for women in improving their quality of life, leadership, and other specific skills.
- **Catholic Women's League**:- an organisation set up by the Catholic Church. It provides training and counselling to women and youth in Tonga. It runs effective series of formal and informal community education and training programs on legal literacy, social issues for family, conflict, resolution, prevention of family violence, family law etc.
- **Tonga National Youth Congress**:- offers a range of non-formal and community programs targeted towards "at risk" young people. It provides life skills program.
- **University of the Nation**:- an international interdenominational training campus for Youth With a Mission. It has a Discipleship Training School for Christian Studies and Youth Leadership. It also offers ad-hoc life skills training programs, including carpentry and community development.

COMMUNITIES AND PTAS

PTAs serve as a link between the school and the community. It is a community support organization/system with the main responsibility of assisting the schools to improve the learning conditions and overall performance of students. The communities and PTAs are the main backbone of schools in Tonga. They work in partnership with the Government (Ministry of Education, Women Affairs & Culture) in ensuring that the children are provided with necessary support, resources and materials and most importantly to ensure that children are provided with quality education at all levels.

At primary level, the communities and PTAs play major roles in assisting the schools with renovations, maintenance, and cost of utilities and importantly with learning and teaching resources. At secondary level, not only the PTAs but also the Ex-students Associations are influential bodies in ensuring that the schools are well catered for.

The Ministry with its limited funds and resources cannot supply all the immediate needs of the schools hence the community, PTAs and ex-students' associations bridge the gap.

Social and Economic Development

Education is known to make strategic contributions to the social and economic development of Tonga. There is strong links between education and other sectors, as education is central to

- Contribution to national economies: without improved education, sustained and broad based economic growth is unlikely to occur
- Personal empowerment and effective participation in society
- Impact on health
- Better use of resources
- Reduced environmental degradation
- Poverty alleviation.

The Ministry also continued to participate in various key events/meetings/forums in 2007. These included:

- Convention on the Right of a Child
- CEDAW
- Beautification Committee

- Tonga National Cultural Committee
- Co-ordination of development projects for schools
- Opening and Closing of Parliament



GPS Havelu, Tongatapu

Part V
CONCLUSION

I wish to express heartfelt appreciation to all staff of the Ministry for the meticulous manner and cooperative spirit in which they performed their tasks throughout the year. Thank you to all Non-Government organizations - churches, youth, women groups, parents and students, who had directly or indirectly participated in the provision of education in Tonga in 2007.

Sincere recognition is also extended to all Aid Donors for the assistance they have provided towards the development and upgrading of education in Tonga. These have had with no doubt, significant and positive impact on the welfare and quality of life of the people of Tonga.

Finally, I wish to convey gratitude to all members of the Legislative Assembly, Government Departments and members of the public for all the assistance and advice offered during the year.

I have the honour to be

Your Majesty's
Most Humble and Obedient Servant,

Dr. Rev Tevita H. Palefau
HONOURABLE MINISTER OF EDUCATION, WOMEN'S AFFAIRS AND CULTURE

PART VI

ANNEXES:

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Table B:1 MEWAC Contribution to Other Organizations

Organization	Total \$
1. USP	981,086 TOP
2. UNESCO	6,661 TOP
3. COL	34, 993 USD

**Table B: 2 Development Projects Implemented in 2007
(Ngaahi poloseki Fakalalakalaka – 2007)**

Name	Amount	Donor
GPS Ta'anga, 'EUA - New classrooms - toilets	\$149,000.00 (TOP\$)	JAPAN – Grassroot Grant Program

Table B: 3 Number of Schools by Controlling Authorities and Level of Examination

EXAMINATION LEVEL	Government	Missions	Private	TOTAL
A. PRIMARY				
Secondary Entrance Examination (SEE)	112	11	0	123
B. SECONDARY				
Form 2 Common Examination	13	8	0	21
Tonga School Certificate (TSC)	7	23	0	30
Pacific Senior Secondary Certificate (PSSC)	5	14	0	19
South Pacific Form 7 Certificate (SPFSC)	3	3	0	6
Cambridge International Examinations (CIE)	2	1	0	3

Table B: 4 Number of Secondary Entrance Examination Candidates by District and Gender 2007

District	Tongatapu						'Eua		Ha'apai		Vava'u		Niuas		Mission		TOTAL	
	Central		Eastern		Western		F	M	F	M	F	M	F	M	F	M	F	M
Gender	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
Subtotal	398	442	281	331	160	208	79	104	127	123	236	269	15	36	47	69	13 43	158 2
TOTAL	841		612		368		183		250		505		51		116		2926	

Table B: 5 Total numbers of Repeaters in the Secondary Entrance Examination by District 2007

District		Number of Repeaters
Tongatapu	Central	233
	Eastern	132
	Western	82
Vava'u		108
Ha'apai		68
'Eua		49
Niuas		9
Missions		16
TOTAL		696

Table B: 6 Secondary Entrance Examination Results - Subject Means by District: 2007

Subjects	Central	Eastern	Western	'Eua	Ha'apai	Vava'u	Niuas	Mission
Tonga	50	49	47	50	51	52	53	46
English	54	49	46	48	47	51	53	51
Maths	53	49	47	50	52	52	51	44
Env.Sci.	53	48	46	48	51	53	56	44
TOTAL	210	195	187	196	201	208	213	185

NB: *Include schools from all Non-Government Education System throughout Tonga*

Table B: 7 Form 2 Common Examination Results: 2007

School	No.Sat	No.Qualified to Tonga High School/Vava'u High School
Tonga Side School	136	83 (61%)
Talafo'ou Government Middle School	57	2 (4%)
Vaini Government Middle School	60	8 (13%)

Kolovai Government Middle School	53	1 (2%)
Neiafu Government Middle School	32	3 (9%)
Lotolu Government Middle School	24	1 (4%)
Houma Government Middle School	33	4 (12%)
TOTAL	148(THS)	70 (47%)-THS
	120 (VHS)	34 (28%)-VHS

Table B: 8 Results of the Tonga School Certificate Examination by Whole Territory since 2003

Year	No. of Candidates	No. Qualified to Form 6	% Qualified to Form 6
2003	1957	867	44
2004	1852	827	45
2005	1795	808	45
2006	1881	892	47
2007	1938	877	45

Table B: 9 Results of the Pacific Senior Secondary Certificate Examination by Whole Territory Since 2003

Year	Number of Candidates	Number Qualified to University	% Qualified to University
2003	1112	535	48
2004	1172	715	61
2005	1049	595	57
2006	1088	434	40
2007	12	526	43

Table B: 10 Result of the South Pacific Form Seven Certificate – 2007

School	No. of candidates	No. Qualified to University	% Qualified to University
Tonga High School	114	56	49
Tonga College	37	8	22
Vava'u High School	17	13	76
Queen Salote College	21	8	38
Tupou College	8	3	38
Liahona High School	38	6	16

**Table B: 11 Number of Primary School Teachers Since 2003
(Tokolahi fakakatoa 'o e Kau Ngaue 'o e Va'a Lautohi talu mei he 2003)**

YEAR	EDUCATION SYSTEM	MALE	FEMALE	TOTAL	% FEMALE	% TOTAL
2003	Government	297	453	750	60.4	91.0
	Church	16	58	74	78.4	9.0
TOTAL		313	511	824	62.0	100.0
2004	Government	224	449	673	66.7	88.7
	Church	19	67	86	77.9	11.3
TOTAL		243	516	759	68.0	100.0
2005	Government	223	523	746	70.0	88.9
	Church	45	48	93	52.0	11.1
TOTAL		268	571	839	68.0	100
2006	Government	210	454	664	68.4	87
	Church	22	74	96	77.0	13
TOTAL		232	528	760	69.4	100
2007	Government	180	398	578	68.8	86.9
	Church	14	73	87	83.9	13.1
TOTAL		194	471	665	70.8	100.0

**Table B: 12 Teacher/Pupil Ratio Since 2003
(Fakahoā tokolahi Fanauako ki he Kau Faiako talu mei he 2003)**

YEAR	NUMBER OF PUPILS	NUMBER OF TEACHERS	TEACHER/PUPIL RATIO
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2003	17,891	824	1.22
2004	17,967	759	1.23
2005	17032	839	1.20
2006	16941	760	1:23
2007	16892	665	1:25

Table B: 13 Number of Primary Schools in Tonga in 2007 by Managing Authority and By District
(Tokolahi 'o e Ngaahi Lautohi 'i Tonga ni 'i he 2007 'i hono pule'i mo e Fakavahe)

DISTRICT	CONTROLLING AUTHORITY					TOTAL
	GOVERNMENT	FREE WESLEYAN	SEVENTH DAY	TOKAIKOLO	BAHA'I	
Tongatapu	51	6	2	1	1	61
'Eua	6	0	0	0	0	6
Ha'apai	19	2	0	1	0	22
Vava'u	31	0	0	0	0	31
Niuaotuputapu	3	0	0	0	0	3
Niuafo'ou	2	0	0	0	0	2
TOTAL	112	8	2	2	1	125

Table B: 14 Primary School Teachers' Qualifications in 2007 by Education System and Gender
(Tu'unga Fakaako 'o e kau Faiako Lautohi Si'i – 2007)

Education System	Degree			Diploma			Class 1			Class 2			Class 3			*TUT/Dip			#UT			TOTAL		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1. Central District				29	122	151	0	6	6	0	0	0	0	2	2	2	2	4	0	0	0	31	132	163
3. Eastern District				30	57	87	4	16	20	0	2	2	3	6	9	0	1	1	0	0	0	37	82	119
4. Western District				23	35	58	2	6	8	0	0	0	0	2	2	1	0	1	0	0	0	26	43	69
5. 'Eua				7	18	25	4	5	9	0	0	0	0	0	0	2	1	3	0	0	0	13	24	37
6. Ha'apai				27	18	45	0	8	8	0	0	0	1	2	3	1	1	2	0	0	0	29	29	58
7. Vava'u				24	44	68	13	30	43	0	1	1	1	1	2	0	2	2	0	0	0	38	78	116
8. Niuaotoputapu				1	8	9	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	3	8	11
9. Niuafo'ou				3	0	3	0	1	1	0	0	0	0	0	0	0	1	1	0	0	0	3	2	5
TOTAL	0	0	0	144	302	446	25	72	97	0	3	3	5	13	18	6	8	14	0	0	0	180	398	578
% of Total	0			77			17			0.5			3.1			2.4			0			100		
Non-Government Schools																								
1. Free Wesleyan	1	0	1	3	6	9	0	3	3	0	2	2	1	6	7	1	2	3	2	24	26	8	43	51
2. Seventh Day Adv	1	2	3	1	8	9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	10	12
3. Tokaikolo	0	0	0	2	10	12	2	2	4	0	0	0	0	0	0	0	0	0	0	2	2	4	14	18
4. Baha'i	0	2	2	0	1	1	0	1	1	0	1	1	0	1	1	0	0	0	0	0	0	0	6	6
TOTAL	2	4	6	6	25	31	2	6	8	0	3	3	1	7	8	1	2	3	2	26	28	14	73	87
% of Total	7			36			9			3.4			9.1			3.4			32.1			100		
GRAND TOTAL	2	4	6	150	327	477	27	78	105	0	6	6	6	20	26	7	10	17	2	26	28	194	471	665
% of G/TOTAL	0.9			71.7			15.7			0.9			3.9			2.5			4.4			100		

* Trained Uncertificated Teacher
Untrained Teacher

** Qualification Unknown

^ Includes teachers at the Secondary School level

Table B: 15 Primary School Enrolment Since 2003 By Controlling Authority and Gender
(Tokolahi 'o e Lautohi mei he 2003 moe anga hono pule'i 'i he Tangata mo Fefine)

YEAR	EDUCATION SYSTEM	NUMBER OF SCHOOLS	BOYS	GIRLS	TOTAL	% TOTAL
2003	Government	109	8756	7716	16472	92.0
	Church	12	740	679	1419	8.0
Total		121	9496	8395	17891	100.0
2004	Government	110	8786	7676	16462	91.6
	Church	14	782	723	1505	8.4
Total		124	9568	8399	17967	100.0
2005	Government	110	8245	7403	15648	91.9
	Church	14	731	653	1384	8.1
Total		124	8976	8056	17032	100.0
2006	Government	111	8204	7285	15489	91.4
	Church	14	754	698	1452	8.6
Total		124	8958	7983	16941	100.0
2007	Government	112	8152	7238	15390	91.1
	Church	13	796	706	1502	8.9
Total		125	8948	7944	16892	100.0

Table B: 16 Primary School Enrolment By Gender and Controlling Authority as of Sept.2007
(Tokolahi 'o e Fanauako 'i Tonga ni 'i Sepitema 2007 'i hono Pule'i mo Tangata pe Fefine)

EDUCATION SYSTEM	MALE	FEMALE	TOTAL	% FEMALE	% TOTAL
GOVERNMENT	8152	7238	15390	47	91.1
FWC	373	337	710	47.5	4.2
SDA	173	166	339	48.9	2.0
TOKAIKOLO	169	122	291	41.9	1.7
BAHA'I	81	81	162	50	1.0
TOTAL	8948	7944	16892	47	100.0

Table B: 17 All Primary Schools Enrolment and Teachers by District and Gender – 2007

District	Number of Students			Number of Teachers			Number of Schools
	Male	Female	Total	Male	Female	Total	
Central District	3293	3111	6404	38	163	201	16
Eastern District	1743	1506	3249	38	84	122	23
Western District	1190	1049	2239	28	69	97	22
Eua	480	403	883	13	24	37	6
Ha'apai	655	556	1211	33	43	76	22
Vava'u	1439	1200	2639	38	78	116	31
Niuaotoputapu	93	70	163	3	8	11	3
Niuafo'ou	55	49	104	3	2	5	2
TOTAL	8948	7944	16892	194	471	665	126

Table B: 18 Primary School Enrolments by District, by Controlling Authority and Gender as of 31 March -2007.
(Tokolahi 'o e Fanauako 'i hono Pule'i mo Tangata pe Fefine 'i 31 Ma'asi 2007)

District	Controlling Authority															TOTAL		
	Government			FWC			SDA			Tokaikolo			Bahai			M	F	T
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T			
Central	2722	2609	5331	215	186	401	139	140	279	136	95	231	81	81	162	3293	3111	6404
Eastern	1709	1480	3189				34	26	60							1743	1506	3249
Western	1074	945	2019	116	104	220										1190	1049	2239
Sub-Total	5505	5034	10539	331	290	621	173	166	339	136	95	231	81	81	162	6226	5666	11892
'Eua	480	403	883													480	403	883
Ha'apai	580	482	1062	42	47	89				33	27	60				655	556	1211
Vava'u	1439	1200	2639													1439	1200	2639
NTT	93	70	163													93	70	163
NF	55	49	104													55	49	104
TOTAL	8152	7238	15390	373	337	710	173	166	339	169	122	291	81	81	162	8948	7944	16892

Table B: 19 School Enrolment by Age, Level and Gender

Enrolment by Age, Level, Gender by whole Territory, Government and Mission Primary Schools as of 30 September 2007

(Tokolahi Fakakatoa 'o e Ako 'o vahevahe ki he Ta'u, Kalasi mo e Tangata pe Fefine, Ngaahi Lautohi 'a e Pule'anga mo e Siasi 'i he 30 Sepitema 2007)

AGE	CLASS 1		CLASS 2		CLASS 3		CLASS 4		CLASS 5		CLASS 6		Repeaters		TOTAL by AGE		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T
5+	714	615	3	1											717	616	1333
6+	935	827	621	563	2	1									1558	1391	2949
7+	3	2	805	760	655	587									1463	1349	2812
8+			2	3	767	667	687	567	2	1					1458	1238	2696
9+					2	1	740	678	623	549	18	16			1383	1244	2627
10+							3	2	707	638	571	587	9	5	1290	1232	2522
11+									2	3	700	572	311	255	1013	830	1843
12+											2	2	52	36	54	38	92
13+													12	6	12	6	18
TOTAL by Gender	1652	1444	1431	1327	1426	1256	1430	1247	1334	1191	1291	1177	384	302	8948	7944	16892
TOTAL by GRADE	3096		2758		2682		2677		2525		2468		686		16892		

Table B : 20 Secondary Schools Teacher Qualifications – 2007
(Tu'unga fakaako 'a e kau faiako Kolisi – 2007)

Controlling Authority	PHD		Masters		Bachelor		Diploma		Certificate		No Post Sec.Edu.		Total		G/Total	% Total	%Female
	M	F	M	F	M	F	M	F	M	F	M	F	M	F			
Government	0	0	2	3	29	37	86	103	1	0	0	0	118	143	261	26.6	54.8
Free Wesleyan	1	2	4	1	30	26	77	74	26	25	3	16	141	144	285	29.0	50.5
Roman Catholic	0	0	1	0	13	11	34	27	9	10	5	8	62	56	118	12.0	47.5
Latter Day Saints	0	0	2	14	16	46	18	31	5	6	7	8	48	105	153	15.6	68.6
Seventh Day Adventist	0	0	0	1	3	7	7	14	0	0	0	0	10	22	32	3.3	68.8
Free Church of Tonga	0	0	0	0	5	2	14	12	5	6	9	19	33	39	72	7.3	54.2
Anglican	0	0	0	0	6	1	6	4	1	4	1	0	14	9	23	2.3	39.1
Tokaikolo	0	0	1	2	5	3	4	4	4	2	0	2	14	13	27	2.7	48.1
Bahai Faith	1	1	1	0	2	3	1	2	0	0	0	0	5	6	11	1.1	54.5
Total	2	3	11	21	109	136	247	271	51	53	25	53	445	537	982	100.0	54.7

Table B: 21 Government Middle & Secondary School Teachers in 2007 By Gender and Nationality

SCHOOL	TONGAN			EXPATRIATE			TOTAL		G/Total	%Total	% Female
	M	F	Total	M	F	Total	M	F			
Tonga High School	18	30	48	1	0	1	19	30	49	18.8	61.2
Tonga College	27	20	47	1	0	1	28	20	48	18.4	41.7
'Eua High School	17	19	36	0	0	0	17	19	36	13.8	52.8
Vava'u High School	15	24	39	0	0	0	15	24	39	14.9	61.5
Ha'apai High School	13	10	23	0	0	0	13	10	23	8.81	43.5
Niuafu'ou High School	5	2	7	1	0	1	6	2	8	3.07	25
Niuaotoputapu High Sch.	7	8	15	0	0	0	7	8	15	5.75	53.3
Tonga Side School	4	12	16	0	0	0	4	12	16	6.13	75
Talafo'ou Middle School	4	4	8	0	0	0	4	4	8	3.07	50
Middle School V,L,H,K,N	6	13	19	0	0	0	6	13	19	7.28	68.4
TOTAL	116	142	258	3	0	3	119	142	261	100	54.4

Table B: 22

Teachers in Non - Government Secondary Schools in 2007 by Controlling Authority, Gender and Nationality

Education System	TONGAN			EXPATRIATE			TOTAL		G/Total	Total%	%Female
	Male	Female	Total	Male	Female	TOTAL	Male	Female			
Free Wesleyan	141	134	275	4	6	10	145	140	285	39.5	49.1
Roman Catholic	62	56	118	0	0	0	62	56	118	16.4	47.5
Latter Day Saints	48	102	150	0	3	3	48	105	153	21.2	68.6
Seventh Day Adventist	10	22	32	0	0	0	10	22	32	4.44	68.8
Free Church of Tonga	33	38	71	0	1	1	33	39	72	9.99	54.2
Anglican	13	9	22	1	0	1	14	9	23	3.19	39.1
Tokaikolo Church	14	13	27	0	0	0	14	13	27	3.74	48.1
Bahai Faith	4	4	8	1	2	3	5	6	11	1.53	54.5
TOTAL	325	378	703	6	12	18	331	390	721	100	54.1

Table B: 23 Number of Middle and Secondary School Teachers by Controlling Authority, Gender and Nationality Since 2003

YEAR		Tongan		Expatriate		Total		G/Total	% Female
		M	F	M	F	M	F		
2003	Government	125	140	5	5	130	145	275	53
	N/Government	369	374	30	24	399	398	797	50
	TOTAL	494	514	35	29	529	543	1072	51
2004	Government	138	164	7	4	145	168	313	54
	N/Government	336	338	29	25	365	363	728	50
	TOTAL	474	502	36	29	510	531	1041	51
2005	Government	132	154	4	4	136	158	294	54
	N/Government	336	343	15	14	351	357	708	50
	TOTAL	468	497	19	18	487	515	1002	51
2006	Government	111	153	2	3	113	156	269	58
	N/Government	362	342	10	16	372	358	730	49
	TOTAL	473	495	12	19	485	514	999	51
2007	Government	116	142	2	1	118	143	261	55
	N/Government	325	378	6	12	331	390	721	54
	TOTAL	441	520	9	12	449	533	982	54

Table B: 24 Government Middle and Secondary Schools Enrolment By District and Gender 2007

DISTRICT		Male	Female	TOTAL	%Total	%Female
Tongatapu	THS	428	695	1123	21.1	61.9
	TCA	1200	0	1200	22.5	0.0
	TSS	144	185	329	6.2	56.2
	Talafo'ou	89	131	220	4.1	59.5
	Mid Schs V,L,H,K,N	220	248	468	8.8	53.0
Sub-Total		2081	1259	3340	62.7	37.7
'EUA		224	297	521	9.8	57.0
VAVA'U		304	441	745	14.0	59.2
NIUATOPUTAPU		92	70	162	3.0	43.2
NIUAFO'OU		51	48	99	1.9	48.5
HA'APAI		162	209	371	7.0	56.3
Sub-Total		833	1065	1898	35.6	56.1

TOTAL	2914	2324	5238	100	44.4
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Table B: 25 Middle and Secondary School Enrolment Since 2003 by Controlling Authority and Gender

YEAR	Education System	Male	Female	Total	% Female	% Total
2003	Government	2415	1951	4366	44.7	29.9
	Church	4627	5525	10152	54.4	69.5
	Private	47	27	74	36.5	0.51
	TOTAL	7089	7503	14592	51.42	100
2004	Government	2747	2236	4983	44.9	36.4
	Church	4103	4521	8624	52.4	63
	Private	46	46	92	50	0.67
	TOTAL	6896	6803	13699	51.4	100
2005	Government	2838	2219	5057	43.88	35
	Church	4442	4929	9371	52.6	65
	Private	44	33	77	42.86	1
	TOTAL	7324	7181	14505	49.51	100
2006	Government	2976	2253	5229	43	37
	Church	4388	4694	9082	52	63
	Private	0	0	0	0	0
	TOTAL	7364	6947	14311	49	100
2007	Government	2911	2327	5238	44	36
	Church	3169	3563	6732	56	64
	Private	0	0	0	0	0
	Total	6080	4890	11970	49	
	LDS School			2610		
	Total			14580		100

Table B: 26 Teacher/Pupil Ratio at the Secondary School Level Since 2003

YEAR	Number of Students	Number of Teachers	Teacher/Pupil Ratio
2003	13,690	1072	1:13
2004	12,949	938	1:13
2005	14,505	1002	1:14
2006	14,311	999	1:14
2007	14,580	982	1:15

Table B: 27 Free Wesleyan Church Secondary Enrolment by District and Gender in 2007

District	School	Male	Female	Total	% Total	% Female
Tongatapu	MAAMALOA SIDE SCHOOL	22	13	5	1.1	37.1
	TUPOU COLLEGE	637	0	637	20.5	0.0
	QUEEN SALOTE COLLEGE	0	916	916	29.4	100.0
	TUPOU HIGH SCHOOL - VAOLOLOA CAMPUS	217	285	502	16.1	56.8
	TUPOU HIGH SCHOOL - TAPUNISILIVA CAMPUS	22	40	62	2.0	64.5
	TUPOU HIGH SCHOOL - NUKUNUKU CAMPUS	60	60	120	3.9	50.0
	MO'UNGA'OLIVE COLLEGE	48	46	94	3.0	48.9
	TUPOU HIGH SCHOOL - Fasi Moe Afi	23	35	58	1.9	60.3
	FWC MIDDLE SCHOOL - Pea	15	6	21	0.7	28.6
	FWC MIDDLE SCHOOL - Houma	9	5	14	0.5	35.7
	FWC MIDDLE SCHOOL - Vaini	17	11	28	0.9	39.3
Sub-Total		1070	1417	2487		
Vava'u	MAILEFIHI/SIU'ILIKUTAPU COLLEGE	168	163	331	10.6	49.2
Ha'apai	TAUFA'AHAU/PILOLEVU COLLEGE	82	75	157	5.0	47.8
	TUPOUTO'A COLLEGE	21	23	44	1.4	52.3
Eua	HOFANGAHAU COLLEGE	39	53	92	3.0	57.6
Sub-Total		310	314	624	100.0	
GRAND TOTAL		1380	1731	3111		

Table B:28 Roman Catholic Church Secondary Enrolment by District and Gender

District	School	Male	Female	Total	% Total	% Female
Tongatapu	'APIFO'OU COLLEGE	480	465	945	60.3	49.2
	TAKUILAU COLLEGE	114	138	252	16	54.7
Vava'u	CHANEL COLLEGE	120	128	248	15.8	51.6
Ha'apai	ST. JOSEPH'S COMMUNITY COLLEGE	68	53	121	7.9	43.8
GRAND TOTAL		782	784	1566	100	

Table B: 29 Latter Day Saints Secondary Enrolment by District and Gender

District	School	Total
Tongatapu	LIAHONA HIGH SCHOOL	1057
	LDS MIDDLE SCHOOL - Liahona	280
	LDS MIDDLE SCHOOL - Havelu	314
	LDS MIDDLE SCHOOL - Vaini	249
Sub Total		1900
Vava'u	SAINEHA HIGH SCHOOL	524
Eua	LDS MIDDLE SCHOOL - 'Eua	86
Ha'apai	LDS MIDDLE SCHOOL - Pangai Hp	100
Sub Total		710
GRAND TOTAL		2610

Table B: 30 Free Church of Tonga Secondary Enrolment by District and Gender

District	School	Male	Female	Total	% Total	% Female
Tongatapu	TAILULU COLLEGE Tt	241	249	490	72.9	50.8
Vava'u	TAILULU COLLEGE Vv	59	41	100	14.9	41.0
Ha'apai	TAILULU COLLEGE Hp	45	37	82	12.2	45.1
GRAND TOTAL		345	327	672	100.0	

Table B: 31 Seventh Day Adventist Church Secondary Enrolment by District and Gender

District	School	Male	Female	Total	% Total	% Female
Tongatapu	HILLIARD MEMORIAL SCHOOL - Mangaia	38	41	79	16.2	51.9
	BEULAH COLLEGE	75	101	176	36.0	57.4
Vava'u	MIZPAH ADVENTIST HIGH SCHOOL	112	122	234	47.9	52.1
GRAND TOTAL		225	264	489	100.0	

Table B: 32 Anglican Church Secondary Enrolment by District and Gender

District	School	Male	Female	Total	% Total	% Female
Tongatapu	ST ANDREW'S HIGH SCHOOL	187	209	396	100	52.7

Table B: 33 Bahai Faith Secondary Enrolment by District and Gender

District	School	Male	Female	Total	% Total	% Female
Tongatapu	OCEAN OF LIGHT INTERNATIONAL SCHOOL	42	51	93	100	54.8

Table B: 34 Tokaikolo Fellowship Secondary Enrolment by District and Gender

District	School	Male	Female	Total	% Total	% Female
Tongatapu	LAVENGAMALIE CHRISTIAN COLLEGE	133	172	305	100	56.4

Table B: 35 'Atenisi Secondary Enrolment 2007

District	School	Male	Female	Total	% Total	% Female
Tongatapu	Atenisi	51	49	100	100	49

Table B: 36 Government Middle & Secondary Schools Enrolment by Age, Gender and Level

Total	Form 1		Form 2		Form 3		Form 4		Form 5		Form 6		Form 7		Total
	Gross Total		Gross Total		Gross Total		Gross Total		Gross Total		Gross Total		Gross Total		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
10+	11	1													12
11+	189	149	43	43											424
12+	317	232	207	130	21	44									951
13+	101	90	233	212	90	117	13								856
14+	17	12	112	109	207	116	113	27	20						733
15+			29	16	46	40	225	170	100	23					649
16+			8	8	22	9	73	91	166	144	39	19	3		582
17+					4	1	25	13	110	106	110	90	28	32	519
18+					1		5	5	32	36	91	119	22	38	332
19+									14	9	45	50	13	14	145
20+										1	6	8		3	18
21+															
Total	635	484	632	518	391	327	454	306	442	319	291	286	66	87	5238
G/Total	1119		1150		718		760		761		577		153		5238
Rep	20	17	31	17	12	24	13	22	24	29	8	34	0	0	
T/Rep	37		48		36		35		53		42		0		251
Dropouts	6	9	10	7	21	13	16	8	9	7	6	3	3	15	
T/Dropouts	15		16		31		23		21		19		2		127

Table B: 37 Non-Government Middle & Secondary Schools Enrolment by Age, Gender and Level

Total	Form 1		Form 2		Form 3		Form 4		Lower 5		Form 5		Form 6		Form 7		Total
	Gross Total		Gross Total		Gross Total		Gross Total		Gross Total		Gross Total		Gross Total		Gross Total		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
10+	1	5															6
11+	184	196	8	16													404
12+	176	334	177	190		4											881
13+	120	106	151	212	175	187	2	4									957
14+	57	19	124	137	176	191	198	196			2	1					1101
15+	11	3	69	28	150	142	111	165	5	2	70	30					786
16+	1		10	3	84	52	154	149	24	18	169	141	53	49			907
17+				2	25	6	112	65	24	43	165	244	44	92	1	1	824
18+					2	1	22	15	12	15	106	140	36	107	3	11	470
19+					1		2	2	3	2	41	69	44	95		4	263
20+									1		11	16	38	37	1	2	106
21+											1	4	10	10	2		27
Total	550	663	539	588	613	583	601	596	69	80	565	645	225	390	7	18	6732
G/Total	1213		1127		1196		1197		149		1210		615		25		6732
No Age	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
LDS School	324		617		398		505		0		424		273		69		2610
Total	1537		1744		1594		1702		149		1634		888		94		9342
Rep	40	12	25	25	46	20	22	16	3	6	78	91	49	88	0	0	
T/Rep	52		50		66		38		9		169		137		0		521
Dropouts	30	22	58	42	60	35	53	30	6	2	69	65	12	13	2	1	
T/Dropouts	52		100		95		83		8		134		25		3		500

Table B: 38 All Controlling Authorities Middle & Secondary Schools Enrolment by Age, Gender and Level

Gov & Non-Government Total	Form 1		Form 2		Form 3		Form 4		Lower 5		Form 5		Form 6		Form 7		Total
	Gross Total		Gross Total		Gross Total		Gross Total		Gross Total		Gross Total		Gross Total		Gross Total		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
10+	12	6															18
11+	373	345	51	59													828
12+	493	566	384	320	21	48											1832
13+	221	196	384	424	265	304	15	4									1813
14+	74	31	236	246	383	307	311	223			22	1					1834
15+	11	3	98	44	196	182	336	335	5	2	170	53					1435
16+	1		18	11	106	61	227	240	24	18	335	285	92	68	3		1489
17+				2	29	7	137	78	24	43	275	350	154	182	29	33	1343
18+					3	1	27	20	12	15	138	176	127	226	25	49	819
19+					1		2	2	3	2	55	78	89	145	13	18	408
20+									1		11	17	44	45	1	5	124
21+											1	4	10	10	2		27
Total	1185	1147	1171	1106	1004	910	1055	902	69	80	1007	964	516	676	73	105	11970
G/Total	2332		2277		1914		1957		149		1971		1192		178		11970
LDS School	324		617		398		505		0		424		273		69		2610
Total	2656		2894		2312		2462		149		2395		1465		247		14580
Rep	60	29	56	42	58	44	35	38	3	6	102	120	57	122	0	0	
T/Rep	89		98		102		73		9		222		179		0		772
Dropouts	36	31	68	49	81	48	69	38	6	2	78	72	18	16	5	16	
T/Dropouts	67		117		129		107		8		150		34		21		633

Table B: 39 TSGP DISTRIBUTION LIST 2007

Name	System	2007 Enrolment	2007 Middle & Secondary Enrolment (F1 & F2)	Type	2007 Total Allocation \$
GPS ANGAHA	GOV	334	0	PRI	10520
GPS HA'ATU'A	GOV	179	0	PRI	5870
GPS HOUMA 'Eua	GOV	41	0	PRI	1730
GPS 'OHONUA	GOV	254	0	PRI	8120
GPS TA'ANGA	GOV	27	0	PRI	1310
GPS TUFUVAI	GOV	39	0	PRI	1670
HOFANGAHAU COLLEGE	FWC	32	0	SEC	5200
FWPS NOMUKA	FWC	32	0	PRI	1960
FWPS PANGAI	FWC	63	0	PRI	2390
GPS FAKAKAI	GOV	47	0	PRI	2410
GPS FALELOA	GOV	87	0	PRI	3110
GPS FONOFUA	GOV	21	0	PRI	1630
GPS FOTUA	GOV	129	0	PRI	4870
GPS FOTUHA'A	GOV	20	0	PRI	1600
GPS HA'AFEVA	GOV	40	0	PRI	2200
GPS HA'ANO	GOV	22	0	PRI	1660
GPS HIHIFO	GOV	188	0	PRI	6140
GPS KOTU	GOV	43	0	PRI	2290
GPS KOULO	GOV	70	0	PRI	2600
GPS LOFANGA	GOV	22	0	PRI	1660
GPS MANGO	GOV	18	0	PRI	1540
GPS MATA'AHO	GOV	99	0	PRI	3970
GPS MATUKU	GOV	22	0	PRI	1660
GPS MO'UNGA'ONE	GOV	31	0	PRI	1930
GPS NOMUKA	GOV	51	0	PRI	2530
GPS 'O'UA	GOV	28	0	PRI	1840
GPS PANGAI	GOV	146	0	PRI	4880
GPS TUNGUA	GOV	40	0	PRI	2200
OFAMO'ONI PRIMARY SCHOOL	TOK	65	0	MID	2450
ST. JOSEPH'S COMMUNITY COLLEGE	RC	46	0	SEC	6600
TAILULU COLLEGE Hp	FCT	27	0	SEC	4700
TAUFA'AHAU/PILOLEVU COLLEGE	FWC	54	0	SEC	7400
TUPOUTO'A COLLEGE	FWC	6	0	SEC	2600
GPS 'ALELE'UTA	GOV	85	0	PRI	3550
GPS FALEHAU	GOV	44	0	PRI	2320
GPS HIHIFO NTT	GOV	110	0	PRI	4300
GPS TAFahi	GOV	12	0	PRI	1360
GPS TONGAMAMA'O	GOV	22	0	PRI	1660
'APIFO'OU COLLEGE	RC	310	0	SEC	33000
ATENISI HIGH SCHOOL	PRI	38	0	SEC	5800
BEULAH COLLEGE	SDA	74	0	SEC	9400
BEULAH PRIMARY SCHOOL	SDA	50	0	PRI	2000

FWC MIDDLE SCHOOL - Houma	FWC	11	0	SEC	3100
FWC MIDDLE SCHOOL - Pea	FWC	21	0	SEC	4100
FWC MIDDLE SCHOOL - Vaini	FWC	15	0	SEC	3500
FWPS KOLOVAI	FWC	54	0	PRI	2120
FWPS NUKU'ALOFA	FWC	245	0	PRI	7850
FWPS NUKUNUKU	FWC	69	0	PRI	2570
FWPS 'UTULAU	FWC	51	0	PRI	2030
FWPS VAOTU'U	FWC	51	0	PRI	2030
GPS AFA	GOV	74	0	PRI	2720
GPS 'ATATA	GOV	38	0	PRI	2140
GPS 'ATELE	GOV	311	0	PRI	9830
GPS 'EUEIKI	GOV	9	0	PRI	1270
GPS FAHEFA	GOV	92	0	PRI	3260
GPS FANGA 'O PILOLEVU	GOV	351	0	PRI	11030
GPS FASI MOE AFI	GOV	329	0	PRI	10370
GPS FATAI	GOV	131	0	PRI	4430
GPS FOLAHA	GOV	179	0	PRI	5870
GPS FUA'AMOTU	GOV	207	0	PRI	6710
GPS HA'ALALO	GOV	147	0	PRI	4910
GPS HA'AMONGA	GOV	98	0	PRI	3440
GPS HA'ASINI	GOV	152	0	PRI	5060
GPS HALAOVAVE	GOV	153	0	PRI	5090
GPS HAVELULOTO	GOV	583	0	PRI	17990
GPS HOFOA	GOV	113	0	PRI	3890
GPS HOI	GOV	82	0	PRI	2960
GPS HOLONGA	GOV	117	0	PRI	4010
GPS HOUMA	GOV	245	85	GMID	10400
GPS KAHOUA	GOV	140	0	PRI	4700
GPS KAI'AVALE	GOV	75	0	PRI	2750
GPS KANOKUPOLU	GOV	70	0	PRI	2600
GPS KOLOMOTU'A	GOV	300	0	PRI	9500
GPS KOLONGA	GOV	168	0	PRI	5540
GPS KOLOVAI	GOV	153	106	GMID	8270
GPS LAPAHA	GOV	300	0	PRI	9500
GPS LONGOLONGO	GOV	291	0	PRI	9230
GPS LONGOTEME	GOV	85	0	PRI	3050
GPS LOTOLU	GOV	65	56	GMID	4130
GPS MALAPO	GOV	88	0	PRI	3140
GPS MATAHAU	GOV	75	0	PRI	2750
GPS MA'UFANGA	GOV	531	0	PRI	16430
GPS MU'A	GOV	251	0	PRI	8030
GPS NAVUTOKA	GOV	142	0	PRI	4760
GPS NGELE'IA	GOV	371	0	PRI	11630
GPS NUKU'ALOFA	GOV	726	0	PRI	22280
GPS NUKULEKA	GOV	45	0	PRI	1850
GPS PEA	GOV	121	0	PRI	4130
GPS POPUA	GOV	279	0	PRI	8870
GPS PUKE	GOV	98	0	PRI	3440
GPS SIA'ATOUTAI	GOV	59	0	PRI	2270
GPS TALAFO'OU	GOV	109	0	PRI	3770

GPS TE'EKIU	GOV	161	0	PRI	5330
GPS TOKOMOLOLO	GOV	219	0	PRI	7070
GPS TOLOA	GOV	30	0	PRI	1400
GPS TU'ALIKU 'O PILOLEVU	GOV	91	0	PRI	3230
GPS VAINI	GOV	389	164	GMID	17090
GPS VEITONGO	GOV	166	0	PRI	5480
HILLIARD MEMORIAL SCHOOL - Mangaia	SDA	293	80	MID	19290
LAVENGAMALIE CHRISTIAN ELEMENTRY SCHOOL	TOK	230	111	MID	20500
MAAMALOA SIDE SCHOOL	FWC	159	37	MID	10970
MO'UNGA'OLIVE COLLEGE	FWC	35	0	SEC	5500
OCEAN OF LIGHT INTERNATIONAL SCHOOL	BAH	150	52	MID	12200
QUEEN SALOTE COLLEGE	FWC	282	0	SEC	30200
ST ANDREW'S HIGH SCHOOL	ANG	127	0	SEC	14700
TAILULU COLLEGE Tt	FCT	145	0	SEC	16500
TAKUILAU COLLEGE	RC	68	0	SEC	8800
TALAFU'OU GOVERNMENT MIDDE SCHOOL	GOV	0	176	GMID	5280
TONGA SIDE SCHOOL - Ngele'ia	GOV	328	0	PRI	10340
TONGA SIDE SCHOOL - Nuku'alofa	GOV	1170	274	GMID	43820
TONGA SIDE SCHOOL - Tokomololo	GOV	234	0	PRI	7520
TUPOU COLLEGE	FWC	204	0	SEC	22400
TUPOU HIGH SCHOOL - Nukunuku	FWC	45	0	SEC	6500
TUPOU HIGH SCHOOL - Tapunisiliva	FWC	18	0	SEC	3800
TUPOU HIGH SCHOOL - Vaololoa	FWC	179	0	SEC	19900
CHANEL COLLEGE	RC	96	0	SEC	11600
GPS FALEVAI	GOV	7	0	PRI	1210
GPS FELETOA	GOV	179	0	PRI	5870
GPS HA'ALAUFULI	GOV	211	0	PRI	6830
GPS HOLONGA	GOV	58	0	PRI	2240
GPS HOUMA Vv	GOV	51	0	PRI	2030
GPS HUNGA	GOV	47	0	PRI	2410
GPS KAPA	GOV	2	0	PRI	1060
GPS KOLOA	GOV	38	0	PRI	1640
GPS LAPE	GOV	3	0	PRI	1090
GPS LEIMATU'A	GOV	178	0	PRI	5840
GPS LIVIELA	GOV	310	0	PRI	9800
GPS LONGOMAPU	GOV	131	0	PRI	4430
GPS MAKAVE	GOV	141	0	PRI	4730
GPS MATAMAKA	GOV	18	0	PRI	1540
GPS NEIAFU	GOV	374	107	GMID	14930
GPS NGA'UNOHO	GOV	30	0	PRI	1400
GPS NUAPAPU	GOV	15	0	PRI	1450
GPS OFU	GOV	24	0	PRI	1720
GPS OLO'UA	GOV	12	0	PRI	1360
GPS 'OTEA	GOV	24	0	PRI	1720

GPS OVAKA	GOV	15	0	PRI	1450
GPS PANGAIMOTU	GOV	127	0	PRI	4310
GPS TAOA	GOV	69	0	PRI	2570
GPS TAUNGA	GOV	2	0	PRI	1060
GPS TEFISI	GOV	114	0	PRI	3920
GPS TOULA	GOV	68	0	PRI	2540
GPS TU'ANEKIVALE	GOV	114	0	PRI	3920
GPS TU'ANUKU	GOV	59	0	PRI	2270
GPS 'UTULEI	GOV	18	0	PRI	1040
GPS 'UTUNGAKE	GOV	53	0	PRI	2090
MAAMA'ANGA CHRISTIAN SCHOOL	TOK	67	0	PRI	2510
MAILEFIHI/SIU'ILIKUTAPU COLLEGE	FWC	112	0	SEC	13200
MIZPAH ADVENTIST HIGH SCHOOL	SDA	57	0	SEC	7700
TAILULU COLLEGE Vv	FCT	35	0	SEC	5500
VAVA'U SIDE SCHOOL	GOV	162	0	PRI	5360
		19282			
					914090

VAVA'U	36
HA'APAI	26
TONGATAPU	77
EUA	7
NIUA	5
TOTAL NO. OF SCHOOLS	151

Table B: 40 Names of Primary Schools, Enrolment and Number of Teachers by District 2007

CENTRAL

	NAME	PUPILS	TEACHERS
1	FANGA	384	12
2	FASI	348	12
3	HALA'OVAVE	143	6
4	HAVELULOTO	567	17
5	KOLOMOTU'A	299	11
6	LONGOLONGO	321	10
7	MA'UFANGA	529	16
8	NUKU'ALOFA	739	23
9	NGELE'IA	390	12
10	NGELE'IA SS	325	10
11	TONGA SS	1012	26
12	VA'EPOPUA	274	8
	TOTAL	5331	163

EASTERN

1	AFA	72	3
2	'ATELE	306	10
3	FOLAHA	193	5
4	FUA'AMOTU	208	6
5	HA'AMONGA	101	5
6	HA'ASINI	151	6
7	HOI	86	4
8	HOLONGA	114	5
9	KAI'AVALE	79	4
10	KOLONGA	168	5
11	LAPAHA	298	10
12	LONGOTEME	84	4
13	LOTOLU	65	3
14	MALAPO	62	4
15	MU'A	248	11
16	NAVUTOKA	133	3
17	NUKULEKA	45	3
18	TALAFO'OU	105	3
19	TOLOA	22	2
20	TU'ALIKU	86	4
21	VAINI	398	13
22	VEITONGO	165	6
	TOTAL	3189	119

WESTERN

1	'ATATA	31	3
2	'EUEIKI	7	1
3	FAHEFA	87	4
4	FATAI	110	4
5	HA'ALALO	150	4
6	HOFOA	106	4
7	HOUMA	247	6
8	KAHOVA	129	4
9	KANOKUPOLU	71	3
10	KOLOVAI	153	4
11	MATAHAU	67	3
12	PEA	119	5
13	PUKE	104	4
14	SIA'ATOUTAI	59	3
15	TE'EKIU	172	5
16	TOKOMOLOLO	211	6
17	TOKOMOLOLO SS OLO SS	196	6

	TOTAL	2019	69
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VAVA'U DISTRICT

1	FALEVAI	8	1
2	FELETOA	164	6
3	HA'ALAUFULI	211	6
4	HOLONGA	61	3
5	HOUMA	53	3
6	HUNGA	34	3
7	KAPA	3	1
8	KOLOA	33	2
9	LAPE	5	1
10	LEIMATU'A	193	6
11	LIVIELA	317	11
12	LONGOMAPU	113	5
13	MAKAVE	136	6
14	MATAMAKA	16	2
15	NEIAFU	379	10
16	NUAPAPU	15	2
17	NGA'UNOHO	26	2
18	OFU	23	2
19	OLO'UA	12	2
20	OVAKA	17	2
21	OTEA	20	2
22	PANGAIMOTU	123	6
23	TAOA	67	4
24	TAUNGA	1	1
25	TEFISI	119	5
26	TOULA	70	4
27	TU'ANUKU	65	3
28	TU'ANEKIVALE	116	6
29	'UTUNGAKE	56	3
30	'UTULEI	18	2
31	VAVA'U SS	165	4
	TOTAL	2639	116

HA'APAI

1	FAKAKAKAI	46	2
2	FALELOA	85	5
3	FONOIFUA	14	1
4	FOTUA	126	5
5	FOTUHA'A	23	2
6	HA'AFEVA	37	3

7	HA'ANO	23	2
8	HIHIFO	163	5
9	KOTU	44	2
10	KOULO	64	4
11	LOFANGA	17	1
12	MANGO	20	2
13	MO'UNGA'ONE	24	2
14	MATA'AHO	100	6
15	MATUKU	19	2
16	'O'UA	26	2
17	NOMUKA	50	3
18	PANGAI	142	6
19	TUNGUA	39	3
	TOTAL	1062	58

'EUA

1	ANGAHA	341	12
2	HA'ATU'A	178	6
3	HOUMA	38	3
4	'OHONUA	251	10
5	TUFUVAI	38	3
6	TA'ANGA	37	3
	TOTAL	883	37

NIUATOPUTAPU

1	FALEHAU	41	3
2	HIHIFO	108	6
3	TAFAHI	14	9
	TOTAL	163	11

NIUAFO'OU

1	'ALELE'UTA	84	3
2	TONGAMAMA'O	20	2
	TOTAL	104	5

MISSION SCHOOLS

1	FWPS NUKU'ALOFA	241	11
2	FWPS NUKUNUKU	63	6
3	FWPS KOLOVAI	55	6
4	FWPS `UTULAU	52	5

5	FWPS VAOTU'U	50	5
6	FWPS NOMUKA	35	6
7	SDA HILLIARD M/S	279	9
8	SDA BEULAH P/S	60	3
9	LAVENGAMALIE SS	231	12
10	OFAMO'ONI SS	60	6
11	OCEAN OF LIGHT	162	6
12	MAAMALOA SS	160	6
13	PETANI CHRISTIAN SS	54	6
	TOTAL	1502	87
	GRAND TOTAL	16892	665

Table B: 41 MIDDLE AND SECONDARY SCHOOLS, ENROLMENT AND TEACHERS 2007

Schools	Number of Teachers	Number of Students
Tongatapu District		
Tonga High School	49	1123
Tonga College	48	1200
Tonga Side School	15	329
Talafo'ou	9	220
Lotolu Middle School	3	59
Vaini Middle School	5	156
Houma Middle School	4	61
Kolovai Middle School	3	104
Queen Salote College	70	916
Tupou College	47	637
Tupou High School	34	502
Tupou High School (Nukunuku)	12	120
Tupou High School (Fasi)	6	58
Tapuni Siliva	10	62
Mo'unga'olive	11	94
FWC Vaini Middle School	5	28
Peteli Middle School	6	21
FWC Houma Middle School	4	14
Maamaloa Side School	4	35
Tailulu Tongatapu	40	490
Beulah College	12	176
Hillard Middle School	12	79
Apifo'ou	56	945
Takuilau	24	252
St. Andrew	23	396
Liahona + Middle School (Tt)	97	1900
Lavengamalie	27	305
Ocean of Light	11	93
Atenisi	-	100
Total Non Gov Schools	511	7223
Total Government Schools	136	3252
Total Tongatapu District	647	10475

Vava'u District

Vava'u High School	38	745
Neiafu Middle School	4	88
Mailefihi College	33	331
Tailulu Vava'u	20	100
Mizpah College	8	234
Chanel	23	248
Saineha	40	524
Total Non Gov Schools	124	1437
Total Government Schools	42	833
Total Vava'u District	166	2270

Ha'apai District

Ha'apai High School	23	371
Tupouto'a College	8	44
Taufa'ahau Pilolevu	20	157
Tailulu Ha'apai	12	82
St. Joseph College	15	121
Ha'apai Middle School	8	100
Total Non Gov Schools	63	504
Total Government Schools	23	371
Total Ha'apai District	86	875

Eua

Eua High School	38	521
Hofangahau College	15	92
Eua LDS Middle School	8	86
Total Non Gov Schools	23	178
Total Government Schools	38	521
Total 'Eua District	61	699

NIUA

Niuatoputapu High School	14	162
Niuafu'ou High School	8	99
GRAND TOTAL	982	14580

Table B: 42 Middle & Secondary Enrolment, Number of Teachers and Ratio by District 2007

	Enrolment	Teachers	Tch/Pupil Ratio
Tongatapu	10563	643	16
Vava'u	1658	170	10
Ha'apai	775	86	9
Eua	613	61	10
Niuafo'ou	99	8	12
Niuaotoputapu	162	14	12